

SARVA SHIKSHA ABHIYAN

DISTRICT ELEMENTARY EDUCATION PLAN

EDUCATION FOR ALL



**Annual Work Plan
2002-2003**

&

**Perspective Plan
2002-2007**

District
FATEHGARH SAHIB

Sarva Shiksha Abhiyan Authority

PUNJAB

VISION STATEMENT-2020

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

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

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

Index

PART-I

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

PART-II

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

PART-III

1. Family survey
2. Tables of Family Survey Reports

PART-IV

ANNUAL WORK PLAN 2002-03

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

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

2. Annual work plan 2002-03

PART-V

Perspective Plan 2002-07

1. Summary of Tables

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

2. Summary of Perspective Plan

3. Perspective Work Plan 2000-2007

PART - I

Brief Profile of District Fatehgarh Sahib

Location

Fatehgarh Sahib district is among the youngest districts of state. Born on 13th April, 1992 it was formed by adjusting the territories of Ropar, Patiala, Ludhiana districts and Balachaur tehsil of district Hoshiarpur. Fatehgarh Sahib is located in the southeastern part of Malwa which is situated between river Satluj in the north and west, river Ghaggar in the south. The district shares its boundary with Rupnagar district in northeast, Ludhiana district northwest, Sangrur district in west and Patiala district in south, southeast and southwest.

Origin of Name

The district derives its name from Baba Fateh Singh, the younger of the two martyr sons of Guru Gobind Singh and also on account of fateh (victory) which Banda Bairagi later scored over Sirhind. A memorial with the name of Fatehgarh Sahib was raised in 1710 during the days of Banda Bairagi over the remain of the fort where the two martyr sons of tenth sikh Guru Guru Gobind Singh are said to have been bricked alive.

Stepped in history, archeological remains from Indus civilisation to Mughal period are found in the district. Sanghol is a prominent site which reveals numerous layers of human habitation for the last about 5000 years.

Area

During 2001, the total area of the district was 1180 Sq. Kms. (*Annexure-I*) as supplied by surveys general of India which ranks 17th in the state.

Climate

The climate of Fatehgarh Sahib district is typical of Punjab plains i.e. quite hot in summer and sufficiently cold in winter. On the whole the climate is hot and arid. Aridity increases south-west ward. The temperature starts rising in March and continue rising till end of June. Hot wind blows during summer, occasionally accompanied by dust storms. The temperature may touch 49⁰C on some days. Generally pre-monsoon showers are experienced in 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 temperature is considerably lower 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. Mild frost may be experienced during mid-December to mid-January. The average rainfall experienced in the district is 155 mm. (*Annexure-I*).

Topography

In the region sandy loam soils predominate. The soils of western and central plains are grey-brown arid sierozems. These are fertile soils but they lack nitrogen and potash. Usually the soils are brownish. These are also loaming soils. But they are dry calcareous. They have moderate fertility but with irrigation they are able to produce a variety of crops.

Rivers and Drains

There is no major river, which flows in this district. However river Satluj in the north and river Ghaggar in the south form the boundaries of this district. Only Sirhind choe flows through this district. The choe probability flows along the alignment of the Sirhind canal which was constructed by Ferozpur Tughlak in 1361 AD when he constituted Sirhind as a separate district.

Present Jurisdiction

The district is one among the youngest districts of the state and was carved out after adjusting the boundaries of Ropar, Patiala, Ludhiana and Balachaur tehsils of Hoshiarpur districts. Steeped in history, archeological remains from Indus civilisation to Mughal period are found in the district. After the sack of Sirhind by Sikhs in 1762-63, the area was occupied by Sardar Diwan Singh of Dullewali Missal, later on it passed on to the possession of Maharaja of Patiala.

Presently the district constitutes of 4 tehsils; (1) Fatehgarh Sahib, (2) Amluh, (3) Khamanon, (4) Bassi Pathana and 5 Community Development Blocks: (1) Sirhind, (2) Khera, (3) Amluh, (4) Khamanon and (5) Bassi Pathana. The district has 5 towns and 446 inhabited villages (*Annexure-I*).

Major Characteristics

Land Utilisation

During 2000-01, the district has a total of 117 thousand hectares Geographical Area. Total Area according to village papers is 115 thousand hectares, which shows a disparity as information arrived at by different sources of measurements. Out of total area 1000 hectares is under forests, 11 thousand hectares is put to Non-Agricultural use. 103 thousand hectares is 'Net Sown Area' and percent to total area works out to 90 percent. Area Sown more than once is 91 thousand hectares. Thus total cropped area works out to 194 thousand hectares (*Annexure-I*).

Agriculture

Fatehgarh Sahib district is mainly an agricultural district as 71.92 percent of its population is reported residing in the rural areas during 2001 census (*Annexure-I*). Further agriculture employed 34.3 percent of its main working force (22.4 percent as cultivators and 11.9 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 seasons 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 and wheat etc. Among the two crop season, the area under Rabi crop is slightly higher as during 2000-01 the district reported an area of 999 thousand hectare under Kharif crops against 95 thousand hectare under Rabi crops.

The area under Food and Non-Food crops is 178 thousand hectares and 16 thousand hectares, respectively. The area under high yielding varieties of major food crops in the district is wheat (86000 hectares), paddy (84000 hectares) and maize (1000 hectares).

The total area under different fruits in the district was 354 hectares, in 2001. The break up of total area under different fruits is such as: kinnow 5 hectares, lemon 29 hectares, mangoes 139 hectares, guava 102 hectares, pear 31 hectares, peach 7 hectares, grapes 6 hectares, ber 11 hectares and miscellaneous 24 hectares. The total production of different fruits in the district is 4745 metric tons.

The total area under different vegetables in district was 1691 hectares, in 2000-01. Out of total 633 hectares is under potato, 38 hectares under onions, 554 hectares under winter vegetables and 466 hectares is under summer vegetables.

The district consumed 31 thousand tons of chemical Fertilizers. Out of total 24000 tons was Nitrogenous of 7000 tons was Phosphatic.

Irrigation

The annual rainfall being low, erratic and seasonal the necessity for artificial irrigation is always there. The major source of irrigation are tubewells and pumping sets canals and wells. The Sirhind canal system is the main source of irrigation in the district.

During 2000-01, Net Irrigation Area in the district was 102.6 thousand hectares. Out of total, 1.4 thousand hectare was irrigated by government canals and remaining 101.2 thousand hectares by tube wells and wells (*Annexure-I*). The percentage of Net Area Irrigated to Net Area Sown is reported to 99.6 percent. Further Gross Irrigated area in the district was 192.9 thousand hectares and percentage of Gross Irrigated area to Gross Copped Area worked out to be 99.4 percent.

Animal Husbandry

In 1997 live stock census, live stock continues to be a valuable possession of the farmers inspite of the fact that agricultural economy is heading towards mechanisation, the district has a total of 264200 animals (*Annexure-I*). Out of total there are 76900 cattles, 176500 buffaloes, 300 horses and ponies, 300 mules, 4800 sheep, 4500 goats and 1800 pigs. The number of poultry birds is 516200. There are 47 veterinary hospitals and 42 permanent outlaying dispensaries & insemination units to treat the sick animals (*Annexure-I*).

The district has a Milk Plant named 'Nabha Finance Pvt. Ltd. Mandi Gobindgarh, with a capacity to process 3 lakh litres of milks per day.

There are 3 recognised slaughterhouses in the district where 3916 animals were slaughtered in 2000-01.

Fisheries

The total area stocked under fish is 362 hectares, during 2000-01 (*Annexure-I*). A sum of Rs. 13500 is collected from 5296 thousand fingerlings.

Industries

The district lacks in industrial growth, there are no big industries except some agro-based industrial like rice sellers and steel re-rolling industries at Mandi Gobindgarh.

In 2000, 407 registered working factories were there in the district (*Annexure-I*) and average number of workers in registered working factories was 16943. There were 3155 workers per lakh of population. Some of the registered working factories located in the district are: (1) Agriculture services, (2) Electricity and gas supply, (3) Manufacturing of food and beverages, (4) Manufacturing of wood, wood products, furniture and fixtures, (5) Manufacturing of chemicals and chemical products, (6) Manufacturing of rubber and plastics, (7) Manufacturing of non-metallic products, (8) Basic Metal industrial, (9) Manufacturing metal products and parts, (10) Manufacturing of machinery and equipment, (11) Manufacturing of motor vehicles and trailers, (12) Other transport equipments, (13) Supporting transport activities etc. (*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 the area of their states in the beginning of last century. The private suppliers of electricity were replaced by the government Public Works Department (PWD). Subsequently, the responsibility of supplying electricity was passed over to the Punjab State Electricity Board, Patiala.

During 2000-01, the total consumption of power in the district was 1292 million units (*Annexure-I*). The total consumption may be classified as: Domestic 105.31 million units, commercial 16.85 million units, Industrial 998.61 million units, agricultural 167.44 million units and others 3.79 million units. The number of Households using electricity was 86134 out of total 90396.

Minerals and Mining

The district is poor as far as mineral wealth is concerned and there are no mines and quarries of significance. Only mineral/material of some consequence are sand boulders, which are used in construction of buildings. Since topography of the district is formed of the silt deposits from the Shivalik hills. There are large number of brick kilns located in the district.

Communication

Efficient and well-developed system of communication is a sign of development of an area. This district is lucky in having a good network of communication such as roads, railways, post and telegraph and telephone. National highway number 1 Sher Shah Suri Marg passes through this district and main railway line between Delhi and Amritsar is also passing through the district. The Sirhind-Rupnagar Nangal railway line has also contributed a lot for the development of this area. The district head quarters is linked to the state's capital Chandigarh by road and a new railway line is also being laid from Chandigarh to Ludhiana.

The district has a good network of roads. During 2000-01, the total road length maintained by Public Works Department (B&R) was 1410 Kms. Out of total 46 Kms. of road length is under National Highways and 1364 Kms. is under Provincial Highways. There was 135 Kms of roads per 100 Sq. Kms. of area and 295 Kms. of roads per lakh of population. The number of villages linked with roads was 452. During 2000-01, there were 90 post offices, 9 Telegraph offices, 26 Telephone Exchanges, 58 public call offices and 1198 Telephone connections in the district.

Trade and Commerce

During the mughal period Sirhind town was the important centre of trade and commerce. Subsequently during the Sikh times Bassi also gained importance as centre of trade and commerce. With the development of

transport and communication Gobindgarh 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. Gobindgarh emerged as great centre of iron and steel industry and large number of steel rerolling mills were set up there.

Though the wholesale and retail trade is mostly in the private hands. There is a district wholesale cooperative marketing and supply society at Fatehgarh Sahib. It undertakes wholesale supplies of agricultural implements, seeds, fertilizer, pesticides etc. During 2000-01 there were 536 cooperative societies, 138 agricultural credit societies, 6 non-agricultural societies, 235 milk supply societies, 48 weavers societies, 11 housing societies, 9 farming societies and 20 women's societies.

In the year 2000, there were 82 banks in the district. Out of these State Bank of India had 2 branches, State Bank of Patiala had 14 branches, Punjab National Bank had 5 branches and other Commercial Banks had 29 branches and Co-operatives Banks had 32 branches.

Forestry

Due to rapidly extending cultivation the area under forest shrank. With the passing over of the management of roadsides, canal banks and strips of land along the railway lines and roads to the forest department for plantation the things improved. During 2000-01 the total area under forest was 10 Sq. kms. (*Annexure-I*) and whole of area was protected forests.

Medical and 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.

In the 2001, the number of medical institution in the district was 52. Out of this number, 43 were in rural areas and 9 were in urban areas. The break up of the medical institution is such as: 4 hospitals (2 rural, 2 urban), 14 P.H.CS (14 rural), 31 Dispensaries (25 rural, 6 urban) and 3 Hospitals/CHC, CHC, CHC/PHC (2 rural, 1 urban) (*Annexure-I*). As regards ownership of these Institutions, 51 are owned by State government and only 1 by Local Government. Besides, the district has 10 Ayurvedic and 2 Unani Institutions. The number of beds installed in Medical Institutions in the district was 395; out of this 287 were in rural areas and 108 in urban areas (*Annexure-I*).

The district has not sufficient drinking water. During 2001, total 410 villages were identified as water scarcity villages. There are 164 water scarcity villages where water supply schemes have been commissioned, balance 246 villages are still remaining where water supply schemes still to be initiated. The percentage comes out 40 percent, which ranks 4th from bottom following Kapurthala (30.1 percent), Jalandhar (35.3 percent) and Gurdaspur (39.3 percent).

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 Bhai/granthis in the Gurdwara/Dharamshala in Gurmukhi/Punjabi. In the Muslim system Maulvis taught Arabian/Persian/Urdu in the madrasas/maktabas/mosques.

During 2001, there were 3 Arts, Science, Commerce and Home Science College (3 boys); 1 Engineering, Technology and Architecture College (1 boys); 30 Senior Secondary School (24 boys, 6 girls), 48 High/Post Basic School (47 boys, 1 girls), 66 Middle School (66 boys), 405 Primary School (405 boys), 1 Elementary Teacher Training School J.B.T.(E.T.T.) (1 boys) and 2 Technical Industrial Art Craft School (1 boys, 1 girls) in the district (*Annexure-III to XIV*).

During 2001, the district reported the literacy rate of 74.10 percent (Rural 71.71 percent and Urban 80.22 percent). Literacy rate for males was 78.85 percent (Rural 76.86 percent and Urban 83.87 percent) and female literacy rate was 68.60 percent (Rural 65.83 percent and Urban 75.87 percent) (*Annexure-XI*).

Occupation

The district is primary a rural dist as per the 2000-01 census, the percentage of urban population of the district was 28.08 percent, during 2001 (*Annexure-I*). So major part of population residing in rural areas. Thus, there is every scope of occupational variety in the district. During 2001, the district has 38.2 percent of total workers to total population, 55.1 percent male and 18.3 percent female. Further, there are 40.2 percent total workers in rural areas and 33.1 percent in urban areas. The percentage of main workers and marginal workers was 33.8 percent and 4.4 percent, respectively. The break-up of total workers is as follows: 22.4 percent cultivators, 11.9 percent Agricultural labourers, 2.0 percent workers in Household Industry and 63.7 percent other workers.

District: Fatehgarh Sahib		
Primary Statistics		
S.NO	ITEM	
1	Area	1180 sq.km
	Tehsils	4
	Blocks	5
	Towns	5
	Inhabited villages	446
2	Population 2001	
	Total population	539,751
	Rural population	388,182
	Percentage to total Population	71.92
	Urban population	151,569
	Percentage to total Population	28.08
	Density	457 per sq. km
	Literate and educated persons	351446
	Literacy	74.10%
	Female per 1000 male	851
	Total Workers	206185
	Main Workers	182436
	Marginal Workers	23749
	Non- Workers	333566
	Break up of Main Workers	
	I) Cultivators	46185
	II) Agriculture Labourer	24536
	III) Manufacturing, Processing, servicing and Repairs in Household Industry	4124
	IV) Other Services	131340
3	Local Bodies(2000-2001)	
	I) Zila Parishads	1
	II) Municipal Committees	5
4	Climate	
	Average Rainfall	155 mm.
5	Agriculture (2000-2001)	
	Net Area Sown	103000 hect.
	Area Sown more than once	91000 hect.
6	Irrigation (2000-2001)	
	Net Area Irrigated by:	
	Govt. Canals	1400 hect.
	Wells/Tubewells	101200 hect.
	Total	102600 hect.
	Gross Area Irrigated	192900 hect.
7	Animal Husbandry (2000-2001)	
	Veterinary Hospitals	47
	Permanent Outlaying Dispensaries & Insemination Units	42
	Area Stocked with fish	362 hect.
	Total Live Stock (Census 1997)	264200
	Total Poultry (Live Stock Census 1997)	516200
8	Energy (1999-2000)	
	Consumption of Electricity	1292 million Units
9	Forest (2000-2001)	
	Area under Forests	10 sq. km
10	Industries (2000)	
	Regd. Working Factories	407
11	Medical and Health (1.4.2001)	

District: Fatehgarh Sahib		
Primary Statistics		
S.NO	ITEM	
	Hospitals	4
	Dispensaries	31
	P.H.Cs.	14
	Ayurvedic and Unani Institution	12 (10+2)
	Beds installed in Medical Institutions (Allopathy)	395
12	Co-operation (2000-2001)	
	Co-operative Societies	536
	Primary Agricultural Credit Societies	138
13	Banking (2000)	
	Scheduled Banks	50
14	Miscellaneous(2000-2001)	
	Post Offices	90
	Police-Stations/ Police Posts	

Source: Statistical Abstract of Punjab

District: Fatehgarh Sahib Demographic Profile		
	1991	2001
Population-Total	461520	539751
Male	246672	291607
Female	214848	248144
Rural	354141	388182
Male	189305	208852
Female	164836	179330
Urban	107379	151569
Male	57367	82755
Female	50012	68814
Sex Ratio-Total	871	851
Rural	870	859
Urban	873	832
No. of Literates-Total	244690	351446
Male	143598	200524
Female	101092	150922
Rural	178739	244671
Male	106086	139847
Female	72653	104824
Urban	65951	106775
Male	37512	60677
Female	28439	46098
0-6 Population-Total	N/A	65459
Male	N/A	37312
Female	N/A	28147
Rural	N/A	46996
Male	N/A	26902
Female	N/A	20094
Urban	N/A	18463
Male	N/A	10410
Female	N/A	8053
SC Total-1991	138998	N/A
Male	74527	N/A
Female	64471	N/A
Rural	119794	N/A
Male	64154	N/A
Female	55640	N/A
Urban	19204	N/A
Male	10373	N/A
Female	8831	N/A

District Fatehgarh Sahib

No. of Recognised Institutions

Type	1997				1998				1999				2000			
	Boys	Girls	Total	% of Girls to total Institutions	Boys	Girls	Total	% of Girls to total Institutions	Boys	Girls	Total	% of Girls to total Institutions	Boys	Girls	Total	% of Girls to total Institutions
Universities																
Art, Science, Commerce and Home Science Colleges.	2	1	3	33.33	2	1	3	33.33	2	1	3	33.33	3		3	0.00
Engineering, Technology and Architecture Colleges.	1		1	0.00	1	0	1	0.00	1		1	0.00	1		1	0.00
Medical Colleges (Allopathic Only)																
Teacher's Training Colleges (B Ed.)																
Senior Secondary Schools	23	6	29	20.69	24	6	30	20.00	24	6	30	20.00	24	6	30	20.00
High Schools	47	1	48	2.08	45	1	46	2.17	46	1	47	2.13	47	1	48	2.08
Middle Schools	66		66	0.00	66		66	0.00	66		66	0.00	66		66	0.00
Primary Schools	416		416	0.00	408		408	0.00	407		407	0.00	405		405	0.00
Pre-Primary Schools																
Elementary Teacher's Training Schools									1		1	0.00	1		1	0.00
Polytechnic Institutions																
Technical Industrial Art Craft Schools	1	1	2	50.00	1	1	2	50.00	1	1	2	50.00	1	1	2	50.00

Source : Statistical Abstract of Punjab

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

District Fatehgarh Sahib

No. of Working Teachers in Recognised Schools

Type	1997				1998				1999				2000			
	Males	Female	Total	% of Female to total Teachers	Males	Female	Total	% of Female to total Teachers	Males	Female	Total	% of Female to total Teachers	Males	Female	Total	% of Female to total Teachers
University																
Art, Science, Commerce and Home Science Colleges.	42	41	83	49.40	45	35	80	43.75	41	24	65	36.92	48	36	84	42.86
Engineering, Technology and Architecture Colleges.					29	6	35	17.14	29	6	35	17.14	26	10	36	27.78
Medical Colleges (Allopathic Only)																
Teacher's Training College (B.ed.)																
Senior Secondary School	388	394	782	50.38	392	397	789	50.32	337	406	783	51.85	377	429	806	53.23
High School	350	269	619	43.46	337	279	616	45.29	344	303	647	46.83	356	326	682	47.80
Middle School	202	178	380	46.84	223	210	433	48.50	231	213	444	47.97	220	217	437	49.66
Primary School	580	557	1137	48.99	555	475	1030	46.12	439	567	1006	56.36	400	517	917	56.38
Pre-Primary School																
Elementary Teacher's Training School									3	3	6	50.00	1	3	4	75.00
Polytechnic Institutions																
Technical Industrial Art Craft School	31	9	40	22.50	31	10	41	24.39	25	6	31	19.35	25	6	31	19.35

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 Fatehgarh Sahib																
No. of Students																
Type	1997				1998				1999				2000			
	Boys	Girls	Total	% of Girls to total enrolment	Boys	Girls	Total	% of Girls to total enrolment	Boys	Girls	Total	% of Girls to total enrolment	Boys	Girls	Total	% of Girls to total enrolment
Ph.D.																
M. Phil.																
M.A.		11	11	100.00	3	7	10	70.00	2	12	14	85.71	4	19	23	82.61
M.Sc.																
M.Com.																
B.A / B.A. (HONS.)	672	717	1389	51.62	622	743	1365	54.43	625	825	1490	55.37	927	930	1857	50.08
B.Sc. / B.Sc. (HONS.)	23	76	99	76.77	35	71	106	66.98	32	79	111	71.17	45	92	137	67.15
B.Com. / B.Com. (HONS.)	192	145	337	43.03	179	171	350	48.86	168	164	332	49.40	182	148	330	44.85
B.E./B.Sc. (Eng.)/ B.Arch./ B. Tech.	151	29	180	16.11	122	20	142	14.08	406	80	486	16.46	560	106	666	15.92
M. B. B. S																
B. Ed.																
Senior Secondary School	12075	11786	23861	49.39	12362	12015	24377	49.29	12048	12482	24530	50.88	11509	11727	23236	50.47
High School	9140	6369	15509	41.07	8163	5735	13898	41.26	8741	6402	15143	42.28	9193	6649	15842	41.97
Middle School	3147	2524	5671	44.51	3312	2706	6018	44.97	3394	2810	6204	45.29	3379	3139	6518	48.16
Primary School	22921	22070	44991	49.05	22872	21702	44574	48.69	22459	21151	43610	48.50	21993	20190	42183	47.86
Pre - Primary School																
Elementary Teacher's Training School J.B.T.									53	56	109	51.38	99	97	196	49.49
Polytechnic Institutions																
Technical Industrial Art and Craft School	332	93	425	21.88	332	77	409	18.83	297	69	366	18.85	288	74	362	20.44

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 Fatehgarh Sahib

No. Of Scheduled Caste Students.

Type	1997				1998				1999				2000			
	Boys	Girls	Total	% of SC to total enrolment	Boys	Girls	Total	% of SC to total enrolment	Boys	Girls	Total	% of SC to total enrolment	Boys	Girls	Total	% of SC to total enrolment
Ph. D																
M. Phil																
M. A.																
M. Sc.																
M. Com.																
B. A / B. A. (HONS.)	91	34	125	9.00	75	41	116	8.50	78	66	144	9.66	81	81	162	8.72
B. Sc. / B. Sc. (HONS.)		4	4	4.04	3		3	2.83		4	4	3.60	2	2	4	2.92
B. Com. / B. Com. (HONS.)	3	3	6	1.78	6	1	7	2.00	9	4	13	3.92	8	9	17	5.15
B. E. / B. Sc. (Eng.) / B. Arch. / B. Tech.	4	1	5	2.78	5	2	7	4.93	17	2	19	3.91	31	1	32	4.80
M. B. B. S																
B. Ed																
Senior Secondary School	3195	2954	6149	25.77	3212	3097	6309	25.88	3221	3351	6572	26.79	2992	3219	6211	26.73
High School	2995	1957	4952	31.93	2682	1729	4411	31.74	2806	1957	4763	31.45	3298	2339	5637	35.58
Middle School	1353	986	2339	41.24	1409	1116	2525	41.96	1441	1148	2589	41.73	1504	1276	2780	42.65
Primary School	11522	10703	22225	49.40	11749	10863	22612	50.73	11963	10938	22901	52.51	12011	10868	22879	54.24
Pre-Primary School																
Elementary Teacher's Training School J.B.T.									16	16	32	29.36	29	26	55	28.00
Polytechnic Institutions																
Technical Industrial Art and Craft School	86	24	110	25.88	86	23	109	26.65	70	17	87	23.77	72	17	89	24.59

Source : Statistical Abstract of Punjab

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

Annexure - VII

District Fatehgarh Sahib						
Enrolment by Department						
2000	State Government Schools			Total Enrolment (Recognised Schools)		
	Male	Female	Total	Male	Female	Total
Primary	21993	20190	42183	23490	20942	44432
Middle	10552	10773	21325	12712	11795	24507
Elementary	32545	30963	63508	36202	32737	68939
High School	5358	5328	10686	6632	6053	12685
Sr. Secondary	2203	2182	4385	2944	2671	5615
Secondary	7561	7510	15071	9576	8724	18300
Total (I-XII)	40106	38473	78579	45778	41461	87239

Source : Statistical Abstract of Punjab

Annexure -VIII

District Fatehgarh Sahib						
Enrolment by Department						
1999	State Government Schools			Total Enrolment (Recognised Schools)		
	Male	Female	Total	Male	Female	Total
Primary	22459	21151	43610	23921	22202	46123
Middle	10815	10668	21483	12915	11688	24603
Elementary	33274	31819	65093	36836	33890	70726
High School	5358	5376	10734	6587	6092	12679
Sr. Secondary	1970	2072	4042	2783	2599	5382
Secondary	7328	7448	14776	9370	8691	18061
Total (I-XII)	40602	39267	79869	46206	42581	88787

Source : Statistical Abstract of Punjab

Annexure -IX

District Fatehgarh Sahib						
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	25167	19704	44871	77.12	77.41	77.24
Middle	12238	10489	22727	74.66	75.08	74.85

Source : Statistical Abstract

Annexure -X

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

Source : Census of Punjab, 1991

District : Fatehgarh Sahib										
Literacy rates by residence and sex- 2001										
Tehsil Code	Tehsil	Literacy Rate								
		Total			Rural			Urban		
		Person	Male	Female	Person	Male	Female	Person	Male	Female
051	Bassi Pathana	76.83	82.21	70.83	74.64	80.30	68.24	85.59	90.07	80.82
048	Fatehgarh Sahib	73.75	79.08	67.71	71.22	76.86	64.85	80.56	84.99	75.48
049	Amlloh	72.74	76.82	67.79	68.29	72.95	62.75	78.81	81.97	74.85
050	Khamanon	74.57	78.92	69.65	74.13	78.66	69.06	78.41	81.14	75.04
	State	69.95	75.63	63.55	65.16	71.70	57.91	79.13	82.97	74.63
4	District	74.10	78.85	68.60	71.71	76.86	65.83	80.22	83.87	75.87

Annexure -XII

District Fatehgarh Sahib						
Projected School age population						
Year	6-10			11-13		
	Boys	Girls	Total	Boys	Girls	Total
1999	31258	27506	58764	18137	16028	34165
2000	31591	27728	59319	18049	16006	34055
2001	32223	24567	56790	18080	15137	33217
2006	27151	24686	51837	19469	16961	36430
2011	26596	24420	51016	15251	14075	29326
2016	27395	25153	52548	16250	14896	31146

Source : RGI Estimates

Annexure -XIII

District Fatehgarh Sahib							
Dropout Rate							
Level	Level	Total			SC		
		Male	Female	Total	Male	Female	Total
Primary	1999	20.88	12.12	16.72	28.41	12.14	21.33
	2000	18.21	16.52	17.82	28.39	12.10	21.30
Middle	1999	30.50	27.81	29.39	39.10	34.08	33.73
	2000	35.80	30.78	31.18	45.08	35.02	40.70

Family Survey 2002

Annexure - XIV

District Fatehgarh Sahib						
Gross Enrolment Ratio 2001- 2002						
	Gross Enrolment Ratio			Gross Enrolment Ratio for SC		
	Male	Female	Total	Male	Female	Total
Primary	112.87	110.23	111.70	113.29	112.43	112.89
Middle	97.55	96.72	97.17	93.55	91.21	92.44
High	102.6	97.71	100.3	92.09	83.98	88.28
SR.Sec	58.95	69.47	63.88	35.82	37.1	36.39

Source : Family Survey 2002

Classification of Nutritional Status (%)				March'2002			
Sr. No.	District	Integrated child development scheme	Normal	Grade-I	Grade-II	Grade-III+	Total children covered
5	FATEHGARH SAHIB	Amlah	80.92	17.01	1.95	0.13	100.00
		Bassi Pathana	64.95	32.23	2.60	0.21	100.00
		Khamano	73.80	21.13	4.56	0.51	100.00
		Khera	70.95	22.99	5.63	0.42	100.00
		Sirhind	77.64	19.23	2.89	0.25	100.00
District Total			74.34	21.90	3.46	0.30	100.00

Source : SW Department

PART - II

School Evaluation and Gradation Method

Evaluation:

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

Self-evaluation :

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

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

Team-evaluation :

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

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

Gradation Method

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

School Building and its Surroundings :

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

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

Teaching material and teaching aids :

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

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

School Management :

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

School-Head :

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

Student:

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

Class room transactions :

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

Togetherhness 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

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

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.

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 viberator 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

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.

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

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

Organizing Culture and Knowledge

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

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

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

Toward Computer-Based Educational Methods

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

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

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

Improving the Conditions of Teaching

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

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

Computers as New Technology

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

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

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

- **EMIS Solution**

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

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

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

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

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

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

- a) Drop outs at various levels

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

[iv. Teachers]

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

[v. Demographic Record]

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

[vi. Planning]

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

[vii. Monitoring]

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

The board parameters are:

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

[viii. Financial]

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

[ix. Evaluation]

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

[x. School Mapping]

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

- **Computer Education and its Allied Services**

- i. Tutorial Learning**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ii. Technologies for Exploratory Learning

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

Electronic Databases

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

Computer-Based Exploratory Applications

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

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

iii. Technology as Applications

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

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

iv Technologies for Communication

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

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

Computer Networks

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

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

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

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

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

Link Classrooms for Joint Investigations

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

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

Challenges for Students Using Technology

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

- Understanding their responsibilities as active learners;

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

Capabilities Supported by Computer Technology for Teachers

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

Share and Expand Teacher Knowledge

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

Challenges for Teachers Using Technology

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

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

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

Effects of Computer Technology on Student Achievement

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

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

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

Comparing Computer Technology Media with Conventional Instruction

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

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

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

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

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

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

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

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

Tentative Training Programme For Regular Teachers

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

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

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

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

1.	Discipline	All	All	2 days	Annual
2.	Behavior Modification	All	2 years	2 days	Once in 2 year
3.	Child Development	All	2 years	2 days	Once in 2 years
4.	Content Innovations	All	5 years	3 days	Once in 3 years
5.	Innovation in conduct of Program	All	5 years	3 days	Once in 3 years
6.	Brain Storming sessions for improvement in infrastructure and total program	All	5 years	1/2 days	Annual
7.	Referral - Why? Constraints & limitations	All	All	2 days	Annual
8.	Grievances and feedback	All	All	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	All All	2 days 2 days	Once in 3 years Once in 3 years
5.	Evaluation: Trends & Constraints who, what, why, where, whom & how	All	2 years	2 days	Annual
6.	Current trends which influence Head's future	All	5 years	1 day	Once in 5 years
7.	Relevance of Education with real 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 04 FATEHGARH SAHIB

**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	%
SIRHIND - I	61	11	18.03	8			6			2			77	11	14.29
SARHIND - II	72	9	12.50	12			12			7			103	9	8.74
SIRHIND - III	80	17	21.25	9	1	11.11	6	1	16.67	7	4	57.14	102	23	22.55
BASSI PATHANA-I	91	10	10.99	9	1	11.11	6			7			113	11	9.73
BASSI PATHANA-II	73	10	13.70	11	2	18.18	5			7			96	12	12.50
KHAMANO	83	11	13.25	16			10			8			117	11	9.40
Grand Total	460	68	14.78	65	4	6.15	45	1	2.22	38	4	10.53	608	77	12.66

Blockwise Enrolment / Attendance Teacher / Gradation

School Name & Code	Enrollment		Attendance		Out of Schools		San. Post		Work Post		Vac. Post		A/C	Gradation
	1-V	VI-VIII	1-V	VI-VIII	6-10	11-14	1-V	VI-VIII	1-V	VI-VIII	1-V	VI-VIII	Maintenacnce	LEVEL
Block - 066 SIRHIND - I														
04-066-0001R201 G.P.S. ADAM PUR	116	60	104	55			3	7	2	7	1		Y	Ausat
04-066-0002R201 G.P.S. KHROURI	82		82				3		3				Y	Ausat
04-066-0003R201 G.P.S. MADHOPUR	85	149	84	132			3	11	3	11			N	Kushal
04-066-0005R201 G.P.S. SAIDPURA	79	66	69	64			3	6	3	6			Y	Behtar
04-066-0008R201 G.P.S. NABIPUR	181		162			11	4		3		1			Behtar
04-066-0010R201 G.P.S. JALBEHRI DHUMI	13		12				2		1		1		Y	Ausat
04-066-0011R201 G.P.S. JALBEHRA	13		12				2		1		1		Y	Behtar
04-066-0024R201 G.P.S. MULEPUR	123	175	101	155			3	13	2	13	1		Y	Kushal
04-066-0031R201 G.P.S. BAGRIAN	46		44				2		2				Y	Kushal
04-066-0036R201 G.P.S. SARANA	48		47			34	2		2				Y	Kushal
04-066-0038R201 G.P.S. SHEIKHU PUR	54		46				2		1		1		Y	Behtar
Total	840	450	763	406		45	29	37	23	37	6			
Block - 067 SARHIND - II														
04-067-0076R201 G.P.S. HUSSAIN PURA	89						3		3					Kushal
04-067-0077R201 G.P.S. SANIPUR	236		206		2	2	6		6				N	Ausat
04-067-0078R201 G.P.S. SANGAT PURA SODHIAN	167						5		5					Behtar
04-067-0079R201 G.P.S. BADHOUCHHI KALAN	237	175	213	153			6	8	4	7	2	1	N	Adarsh
04-067-0092R201 G.P.S. CHANARTHAL KHURD	139						4		4				Y	Uttam
04-067-0094R201 G.P.S. PANDRALI	87						3		1		2			Adarsh
04-067-0097R201 G.P.S. RURKEE	136	100	124	94	20	21	5	7	5	7			N	Shiromani
04-067-0099R201 G.P.S. CHANARTHAL KALAN	231	230	196	187	11	8	7	8	5	8	2		N	Adarsh
04-067-0103R201 G.P.S. KHAROURA	97	206	92	201	3		3	8	3	8			N	Uttam
Total	1419	711	831	635	36	31	42	31	36	30	6	1		
Block - 068 SIRHIND - III														
04-068-0030U201 G.P.S. SAINIVEHRA, AMLOH	175		160		1	10	7		6		1		Y	Adarsh
04-068-0031U201 G.P.S. MANI VEHRA, AMLOH	181		159				5		5				N	Adarsh
04-068-0034U201 G.P.S. BAZIGAR BASTI, AMLOH	106		80				3		1		2		Y	Kushal
04-068-0036U201 G.P.S. NEHAR COLONY, AMLOH	120		104				3		2		1		Y	Shiromani

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	Maintenacnce	LEVEL
04-068-0038U501 G.S.S.S. (B) AMLOH		349		308				10		8		2		
04-068-0038U502 G.S.S.S. (G) AMLOH		334		289				7		7				
04-068-0120R201 G.P.S. SALANA JEEWAN SINGH WALA	175		165				5		5				Y	Shiromani
04-068-0120R202 G.P.S. DARA SINGH WALA, SALANA	95		88				3		3				Y	Uttam
04-068-0121R201 G.P.S. SALANA DULLA SINGH WALA	174		158				5		5				Y	Niman
04-068-0131R201 G.P.S. KHUMANA	133		118		1	15	4		4				Y	Uttam
04-068-0132R201 G.P.S. MAJRI KISHNE WALI	107		97		3	10	3		3				Y	Shiromani
04-068-0141R201 G.P.S. KAULGARH	100		88			2	3		2		1		N	Adarsh
04-068-0142R201 G.P.S. DHARAM GARH	59		56			2	2		1		1		N	Adarsh
04-068-0160R201 G.P.S. NARIANGARH	96	157	89	144			3	7	3	7			Y	Shiromani
04-068-0160R501 G.S.S.S. NARIANGARH													N	
04-068-0169R201 G.P.S. (MAIN) BHADAL THUHA	117		110		8	40	4		4				Y	Shiromani
04-068-0169R202 G.P.S. (BRANCH) BHADAL THUHA	86		82		8	40	2		2				N	Kushal
04-068-0169R301 G.M.S. BHADAL THUHA		183		154		40		8		8				Shiromani
04-068-0178R201 G.P.S. KAPURGARH	177		147		1	2								Shiromani
04-068-0179R201 G.P.S. BHARPOORGARH	99		95		3	9	3		3				Y	Shiromani
04-068-0179R401 G.H.S. BHARPOORGARH		247		235				7		4		3		
04-068-0183R201 G.P.S. TANDA BADHA KALAN	105		91		1	6	3	7	2	5	1	2	N	Adarsh
04-068-0183R501 G.S.S.S. TANDA BADHA KALAN		158		146				7		5		2	Y	
Total	2105	1428	1887	1276	26	176	58	53	51	44	7	9		
Block - 069 BASSI PATHANA-I														
04-069-0077U201 G.P.S. NO.2, BASSI PATHANA	265		232		3	8	8		8					Shiromani
04-069-0203R201 G.P.S. DHIRPUR	57		52			7	2		2					Shiromani
04-069-0219R201 G.P.S. CHHUNI KHURD	101	81			1	1	4		4				Y	Behtar
04-069-0220R201 G.P.S. CHUNNI KALAN	197	412	150	353	9	10	6	21	6	21			Y	Behtar
04-069-0226R201 G.P.S. BRASS	145		126				5		3		2		N	Behtar
04-069-0230R201 G.P.S. RASUL PUR	57		52			7	2		2					Shiromani
04-069-0230R301 G.M.S. RASUL PUR	141	66	118	57	3	8	4	6	3	6	1		Y	Uttam
					1		5		5				Y	Shiromani

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	Maintenacnce	LEVEL
04-069-0249R201 G.P.S. MANDOEAL	65		48		26	32	3		3				Y	Kushal
04-069-0250R201 G.P.S. MANUPUR	90		66			2	3		3					Shiromani
04-069-0436R201 G.P.S. HINDU PUR	65		58		3	1	3		3					Kushal
Total	1353	559	1051	410	46	76	45	27	42	27	3			
Block - 070 BASSI PATHANA-II														
04-070-0108U201 G.P.S. TALANIAN	485	154	444	139			10	6	3	6	7		Y	Ausat
04-070-0125U201 G.P.S. SIRHIND CITY	146		131				5		4		1		Y	Ausat
04-070-0356R201 G.P.S. FATEHPUR ARAYIAN	66		60				2		1		1		Y	Behtar
04-070-0360R201 G.P.S. ANIATPUR	62		52				2		2				Y	Ausat
04-070-0383R201 G.P.S. MEHDUDAN	132	103	117	101			5	6	4	6	1		Y	Kushal
04-070-0395R201 G.P.S. SHAHIDGARH	104	99	97	87			3	6	3	6			Y	Kushal
04-070-0396R201 G.P.S. NOGAWAN	111		101				4		4				Y	Behtar
04-070-0397R201 G.P.S. GHANDUAN KALAN	87		85				2		1		1		Y	Kushal
04-070-0397R301 G.M.S. GHANDUAN KALAN		101		91				7		7			Y	Kushal
04-070-0399R201 G.P.S. DHUNDA	81		79				2		2				Y	Kushal
04-070-0399R301 G.M.S. DHUNDA		68		57				6		6			Y	Kushal
04-070-0438R201 G.P.S. THHABLAN	98		92				3		2		1		Y	Ausat
Total	1372	525	1258	475			38	31	26	31	12			
Block - 071 KHAMANO														
04-071-0101U201 G.P.S. KHAMANO KALAN, KHAMANO	238		224				4				4		Y	Uttam
04-071-0103U202 G.P.S. KHAMANO KAMLI, WARD NO-9, KHAMANO	164		142				5		4		1		Y	Uttam
04-071-0278R201 G.P.S. BHAMBRI	61		50				2		1		1		Y	Uttam
04-071-0281R201 G.P.S. LAKHANPUR	142	109	132	98			5	8	2	8	3		Y	Behtar
04-071-0287R201 G.P.S. SHAMASH PUR SINGHAN	98		87		3	3	3		2		1		Y	Kushal
04-071-0295R201 G.P.S. AMRALA	154	166	139	138			4	6	4	6			Y	Shiromani
04-071-0305R201 G.P.S. SUHAVI	110		101		1	2	3		2		1		Y	Shiromani
04-071-0307R201 G.P.S. KHERI NAUDH SINGH	90		84		5	1	3		3				Y	Shiromani
04-071-0319R201 G.P.S. (B) SANGHOL	210		171		12	18	6		5		1		Y	Uttam
04-071-0319R202 G.P.S. (G) SANGHOL	246	261	225	240	4	5	5	6	5	6			Y	Kushal

District -04-FATEHGARH SAHIB

Jan Samparak Abhiyan

Blockwise Enrolment / Attendance Teacher / Gradation

School Name & Code	Enrollment		Attendance		Out of Schools		San. Post		Work Post		Vac. Post		A/C	Gradation
	1-V	VI-VIII	I-V	VI-VIII	6-10	11-14	I-V	VI-VIII	I-V	VI-VIII	I-V	VI-VIII	Maintenance	LEVEL
04-071-0336R201 G.P.S. RATTANGARH	156		141			11	4		3		1		Y	Uttam
Total	1669	536	1496	476	25	40	44	20	31	20	13			
Grant Total	8758	4209	7286	3678	133	368	256	199	209	189	47	10		

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

Projective 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 Dist level/Diets/In-Service Training Centre
17.01	Indicators of Educational Development. Future School, School Enrolments: Teacher Projection	Planning management	Punjabi	NIEPA	School level

Sarva Shiksha Abhiyan During 2001-2002

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

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/II/1	EMIS	Punjabi	SSA, Punjab	School level
17.03	Quarterly Enrolment and Teachers Information SSA/SET/II/2 1st To VIIIth class	EMIS	Punjabi	SSA, Punjab	School level
17.03	Details of Teacher SSA/SET/II/2.1	EMIS	Punjabi	SSA, Punjab	School level
17.03	Quarterly Enrolment and Teachers Information SSA/SET/II/2.2	EMIS	Punjabi	SSA, Punjab	School level
17.03	Records of total School in Cluster Resource Centre SSA/SET/III/1	EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Number of Pre-Primary Schools/Sections at Cluster level SSA/SET/III/2	EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Number of Primary Schools/Sections of Cluster level SSA/SET/III/2.1	EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Number of Upper Primary School/Sections at Cluster level SSA/SET/III/3	EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Quarterly School Enrolment Information at Cluster level I To V class SSA/SET/III/4	EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Quarterly School Enrolment Information at Cluster level VI To X class SSA/SET/III/5	EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Reports on Teachers of Primary Schools/Sections Cluster level SSA/SET/III/6	EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Report on Teacher of Upper Primary School/Sections at Cluster level SSA/SET/III/7	EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Code records of total Schools of Block SSA/SET/III/1	EMIS	Punjabi	SSA, Punjab	Block
17.03	Number of Pre Primary Schools at Block level SSA/SET/III/2	EMIS	Punjabi	SSA, Punjab	Block
17.03	Report of number of Primary Schools/Sections at Block level SSA/SET/III/2.1	EMIS	Punjabi	SSA, Punjab	Block
17.03	Number of Upper Primary Schools/Sections at Block level SSA/SET/III/3	EMIS	Punjabi	SSA, Punjab	Block
17.03	Quarterly School Enrolment Information at Block level I To V class	EMIS	Punjabi	SSA, Punjab	Block

Sarva Shiksha Abhiyan During 2001-2002

Various Formats & Instruction Booklets/Maps for Household Survey

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

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

Sarva Shiksha Abhiyan During 2001-2002

Various Formats & Instruction Booklets/Maps for Household Survey

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

PART - III

FAMILY SURVEY

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

Reference Date :
Unit : Village/Ward

I. Family

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

II. Child (3-19)

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

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

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

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

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

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

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

Reports

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

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

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

Enrolment (Survey) - 2002				
	Government schools	Recognized schools	Unrecognized schools	Total
Primary	35343	15448	7296	58087
Upper primary	21220	6682	2459	30361

Enrolment (State Abstract) - 2000				
	Government schools	Recognized schools	Unrecognized schools	Total
Primary	42183	2249	-	44432
Upper primary	21325	3182	-	24507

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

District - 04 - FATEHGARH SAHIB

Sarav Sikhiya Abhiyan, Punjab

Family Survey 2002

Form No. : SSA/FS/IV/6

Report : 01

Year : 2001-2002

01 - School Going Children (Total) - (Gradewise)-Total-Districtwise

Class ↓	School Going Children - Total			School Going Children - S.C.			School Going Children - B.C.		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	9782	6733	16515	3517	2677	6194	1514	998	2512
Pre Primary Total	9782	6733	16515	3517	2677	6194	1514	998	2512
I	8196	5771	13967	3061	2356	5417	1253	944	2197
II	6272	4903	11175	2425	2076	4501	949	801	1750
III	5970	4687	10657	2286	1993	4279	954	746	1700
IV	6055	5070	11125	2328	2058	4386	996	851	1847
V	6141	5022	11163	2192	2071	4263	959	787	1746
Primary Total	32634	25453	58087	12292	10554	22846	5111	4129	9240
VI	6054	5028	11082	2127	1855	3982	995	795	1790
VII	5191	4423	9614	1776	1503	3279	781	687	1468
VIII	5146	4519	9665	1681	1531	3212	820	700	1520
Middle Total	16391	13970	30361	5584	4889	10473	2596	2182	4778
IX	4135	3586	7721	1193	1041	2234	747	577	1324
X	6009	4742	10751	1858	1423	3281	994	825	1819
Secondary Total	10144	8328	18472	3051	2464	5515	1741	1402	3143
XI	2123	2066	4189	474	374	848	326	283	609
XII	2249	2463	4712	387	349	736	326	384	710
Sr. Secondary Total	4372	4529	8901	861	723	1584	652	667	1319
Technical Education	394	560	954	71	61	132	50	76	126
Technical Education Total	394	560	954	71	61	132	50	76	126

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	4510	3442	7952	2330	1883	4213	642	494	1136
Pre Primary Total	4510	3442	7952	2330	1883	4213	642	494	1136
I	3996	3278	7274	2258	1874	4132	617	534	1151
II	3642	3174	6816	1938	1758	3696	517	496	1013
III	3627	3165	6792	1876	1710	3586	592	483	1075
IV	3698	3429	7127	1964	1791	3755	625	590	1215
V	3853	3481	7334	1816	1785	3601	625	545	1170
Primary Total	18816	16527	35343	9852	8918	18770	2976	2648	5624
VI	3995	3702	7697	1830	1613	3443	648	590	1238
VII	3485	3322	6807	1488	1329	2817	513	505	1018
VIII	3356	3360	6716	1416	1317	2733	542	509	1051
Middle Total	10836	10384	21220	4734	4259	8993	1703	1604	3307
IX	2761	2684	5445	959	863	1822	535	448	983
X	3897	3419	7316	1441	1154	2595	636	586	1222
Secondary Total	6658	6103	12761	2400	2017	4417	1171	1034	2205
XI	1412	1259	2671	385	286	671	206	190	396
XII	1337	1352	2689	265	254	519	202	233	435
Sr. Secondary Total	2749	2611	5360	650	540	1190	408	423	831
Technical Education	171	199	370	44	25	69	18	47	65
Technical Education Total	171	199	370	44	25	69	18	47	65

District - 04 - FATEHGARH SAHIB

Sarav Sikhiya Abhiyan, Punjab

Family Survey 2002

Form No. : SSA/FS/IV/6

Report : 03

Year : 2001-2002

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

Class ↓	School Going Children - Total			School Going Children - S.C.			School Going Children - B.C.		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	3379	2114	5493	725	525	1250	506	320	826
Pre Primary Total	3379	2114	5493	725	525	1250	506	320	826
I	2799	1704	4503	514	326	840	398	280	678
II	1763	1196	2959	279	188	467	285	213	498
III	1564	1000	2564	243	164	407	246	166	412
IV	1628	1120	2748	226	167	393	233	174	407
V	1582	1092	2674	183	178	361	236	175	411
Primary Total	9336	6112	15448	1445	1023	2468	1398	1008	2406
VI	1510	977	2487	190	185	375	250	147	397
VII	1256	792	2048	172	120	292	200	130	330
VIII	1294	853	2147	188	152	340	206	157	363
Middle Total	4060	2622	6682	550	457	1007	656	434	1090
IX	1048	648	1696	142	121	263	164	98	262
X	1572	978	2550	260	169	429	256	170	426
Secondary Total	2620	1626	4246	402	290	692	420	268	688
XI	592	628	1220	58	63	121	103	75	178
XII	748	873	1621	79	69	148	103	121	224
Sr. Secondary Total	1340	1501	2841	137	132	269	206	196	402
Technical Education	185	304	489	22	27	49	29	26	55
Technical Education Total	185	304	489	22	27	49	29	26	55

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	1893	1177	3070	462	269	731	366	184	550
Pre Primary Total	1893	1177	3070	462	269	731	366	184	550
I	1401	789	2190	289	156	445	238	130	368
II	867	533	1400	208	130	338	147	92	239
III	779	522	1301	167	119	286	116	97	213
IV	729	521	1250	138	100	238	138	87	225
V	706	449	1155	193	108	301	98	67	165
Primary Total	4482	2814	7296	995	613	1608	737	473	1210
VI	549	349	898	107	57	164	97	58	155
VII	450	309	759	116	54	170	68	52	120
VIII	496	306	802	77	62	139	72	34	106
Middle Total	1495	964	2459	300	173	473	237	144	381
IX	326	254	580	92	57	149	48	31	79
X	540	345	885	157	100	257	102	69	171
Secondary Total	866	599	1465	249	157	406	150	100	250
XI	119	179	298	31	25	56	17	18	35
XII	164	238	402	43	26	69	21	30	51
Sr. Secondary Total	283	417	700	74	51	125	38	48	86
Technical Education	38	57	95	5	9	14	3	3	6
Technical Education Total	38	57	95	5	9	14	3	3	6

District - 04 - FATEHGARH SAHIB

Sarav Sikhiya Abhiyan, Punjab
Family Survey 2002

Form No. : SSA/FS/IV/7
Report : 01
Year : 2001-2002

01 - School Going Children (Total) - (Agewise)-Total Districtwise

Age ↓	School Going Children - Total			School Going Children - S.C.			School Going Children - B.C.		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	2372	1770	4142	788	646	1434	369	277	646
4	3933	2786	6719	1378	1074	2452	603	407	1010
5	4909	3329	8238	1746	1259	3005	750	545	1295
Sub Total	11214	7885	19099	3912	2979	6891	1722	1229	2951
6	5652	4207	9859	2110	1663	3773	859	656	1515
7	5389	4113	9502	1978	1759	3737	842	677	1519
8	5965	4720	10685	2256	1878	4134	951	801	1752
9	5478	4544	10022	2048	1824	3872	853	686	1539
10	6174	5199	11373	2289	2088	4377	1009	816	1825
Sub Total	28658	22783	51441	10681	9212	19893	4514	3636	8150
11	5729	4719	10448	1944	1815	3759	929	765	1694
12	5545	4652	10197	2007	1708	3715	893	735	1628
13	5020	4375	9395	1709	1476	3185	851	654	1505
Sub Total	16294	13746	30040	5660	4999	10659	2673	2154	4827
14	4755	4019	8774	1516	1341	2857	719	644	1363
15	4126	3604	7730	1239	1032	2271	671	566	1237
Sub Total	8881	7623	16504	2755	2373	5128	1390	1210	2600
16	3336	2975	6311	968	799	1767	554	488	1042
17	2602	2221	4823	719	501	1220	377	365	742
Sub Total	5938	5196	11134	1687	1300	2987	931	853	1784
18	2087	1774	3861	517	386	903	331	283	614
19	645	566	1211	164	119	283	103	89	192
Sub Total	2732	2340	5072	681	505	1186	434	372	806

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

Year : 2001-2002

Age ↓	School Going Children - Total			School Going Children - S.C.			School Going Children - B.C.		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	1247	993	2240	581	477	1058	165	155	320
4	1739	1350	3089	882	734	1616	248	165	413
5	2105	1595	3700	1138	871	2009	310	278	588
Sub Total	5091	3938	9029	2601	2082	4683	723	598	1321
6	2859	2471	5330	1559	1361	2920	433	380	813
7	2972	2571	5543	1528	1442	2970	443	406	849
8	3477	3044	6521	1834	1601	3435	563	510	1073
9	3319	3091	6410	1692	1567	3259	548	486	1034
10	3803	3600	7403	1912	1794	3706	623	568	1191
Sub Total	16430	14777	31207	8525	7765	16290	2610	2350	4960
11	3606	3389	6995	1583	1575	3158	603	548	1151
12	3666	3450	7116	1730	1512	3242	574	538	1112
13	3373	3248	6621	1468	1278	2746	606	485	1091
Sub Total	10645	10087	20732	4781	4365	9146	1783	1571	3354
14	3204	3063	6267	1277	1161	2438	484	477	961
15	2758	2646	5404	1007	861	1868	460	424	884
Sub Total	5962	5709	11671	2284	2022	4306	944	901	1845
16	2157	2051	4208	770	655	1425	339	345	684
17	1717	1398	3115	561	381	942	243	244	487
Sub Total	3874	3449	7323	1331	1036	2367	582	589	1171
18	1338	1003	2341	372	291	663	208	180	388
19	400	303	703	116	81	197	68	61	129
Sub Total	1738	1306	3044	488	372	860	276	241	517
Grand Total	43740	39266	83006	20010	17642	37652	6918	6250	13168

District - 04 - FATEHGARH SAHIB

Sarav Sikhiya Abhiyan, Punjab
Family Survey 2002Form No. : SSA/FS/IV/7
Report : 03
Year : 2001-2002

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

Age ↓	School Going Children - Total			School Going Children - S.C.			School Going Children - B.C.		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	689	501	1190	141	114	255	122	76	198
4	1392	936	2328	273	225	498	218	157	375
5	1849	1176	3025	375	262	637	281	186	467
Sub Total	3930	2613	6543	789	601	1390	621	419	1040
6	1874	1162	3036	332	196	528	242	176	418
7	1620	1056	2676	285	184	469	251	191	442
8	1660	1119	2779	272	172	444	252	187	439
9	1494	986	2480	215	152	367	218	139	357
10	1673	1114	2787	220	184	404	249	170	419
Sub Total	8321	5437	13758	1324	888	2212	1212	863	2075
11	1523	961	2484	180	171	351	235	149	384
12	1342	879	2221	180	141	321	229	144	373
13	1209	832	2041	152	149	301	185	127	312
Sub Total	4074	2672	6746	512	461	973	649	420	1069
14	1181	722	1903	158	122	280	181	139	320
15	1012	710	1722	146	106	252	159	110	269
Sub Total	2193	1432	3625	304	228	532	340	249	589
16	925	712	1637	120	107	227	161	115	276
17	702	610	1312	106	72	178	101	86	187
Sub Total	1627	1322	2949	226	179	405	262	201	463
18	588	598	1186	97	70	167	103	80	183
19	187	205	392	29	27	56	28	20	48
Sub Total	775	803	1578	126	97	223	131	100	231
						5735	3215	2252	5467

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	436	276	712	66	55	121	82	46	128
4	802	500	1302	223	115	338	137	85	222
5	955	558	1513	233	126	359	159	81	240
Sub Total	2193	1334	3527	522	296	818	378	212	590
6	919	574	1493	219	106	325	184	100	284
7	797	486	1283	165	133	298	148	80	228
8	828	557	1385	150	105	255	136	104	240
9	665	467	1132	141	105	246	87	61	148
10	698	485	1183	157	110	267	137	78	215
Sub Total	3907	2569	6476	832	559	1391	692	423	1115
11	600	369	969	181	69	250	91	68	159
12	537	323	860	97	55	152	90	53	143
13	438	295	733	89	49	138	60	42	102
Sub Total	1575	987	2562	367	173	540	241	163	404
14	370	234	604	81	58	139	54	28	82
15	356	248	604	86	65	151	52	32	84
Sub Total	726	482	1208	167	123	290	106	60	166
16	254	212	466	78	37	115	54	28	82
17	183	213	396	52	48	100	33	35	68
Sub Total	437	425	862	130	85	215	87	63	150
18	161	173	334	48	25	73	20	23	43
19	58	58	116	19	11	30	7	8	15
Sub Total	219	231	450	67	36	103	27	31	58
Grand Total	9057	6028	15085	2085	1272	3357	1531	952	2483

District - 04 - FATEHGARH SAHIB

Sarav Shiksha Abhiyan, Punjab

Family Survey 2002

Form No. : SSA/FS/III/8

Report : 01

Year : 2001-2002

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

Class Age	Pre Prim.		Primary										Middle						Secondary						Sr. Secondary						Tec. Edu					
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI		VII		VIII		Total		IX		X		Total		XI		XII		Total		Other Tech. / Prof. course.	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G		
3	2364	1768	8	2									8	2																						
4	3516	2482	399	285	18	19							417	304																						
5	2987	1955	1749	1272	173	99		3					1922	1374																						
6	907	523	3815	2793	861	800	69	90		1			4745	3684																						
7	6	1	2147	1342	2469	2040	707	642	59	88	1		5383	4112																						
8	1	4	66	58	2613	1849	2435	1944	761	731	89	134	5964	4716																						
9	1		10	15	94	70	2579	1894	2092	1836	641	660	5416	4475	61	68		1			61	69														
10			2	30	24	129	97	2972	2294	2300	2034	5431	4451	660	653	76	87	7	8	743	748															
11			2	1	7	1	35	12	123	97	2943	2065	3110	2176	1990	1917	542	502	87	124	2619	2543														
12			1	4	1	13	4	34	18	127	112	178	136	3114	2285	1693	1592	507	569	5314	4446	53	70			53	70									
13			3		3	1	13	3	26	13	45	17	161	71	2720	2137	1642	1620	4523	3828	402	466	50	64	452	530										
14							1	2	9	3	10	5	50	24	123	76	2707	2082	2880	2182	1319	1274	502	498	1821	1772	44	59		1	44	60				
15									4	1	4	1	13	7	26	22	150	87	189	116	2231	1691	1390	1363	3621	3054	272	372	40	61	312	433				
16									1		1		4	3	7	5	28	23	39	31	82	56	2179	1656	2261	1712	707	822	315	398	1022	1220	13	12		
17											1		4	1	16	5	21	6	33	18	1107	708	1140	726	690	528	692	858	1382	1386	59	103				
18															2	1	2	1	9	11	651	380	660	391	330	219	913	882	1243	1101	182	281				
19																			6	130	73	136	73	80	66	289	263	369	329	140	164					
Total	9782	6733	8196	5771	6272	4903	5970	4687	6055	5070	6141	5022	32634	25453	6054	5028	5191	4423	5146	4519	16391	13970	4135	3586	6009	4742	10144	8328	2123	2066	2249	2463	4372	4529	394	560

District - 04 - FATEHGARH SAHIB

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	B	G	B	G		
3	784	645	4								4																											
4	1287	962	90	91	1	1					91		92																									
5	1139	827	575	413	32	19					607		432																									
6	285	209	1510	1174	288	264	27	16			1825		1454																									
7	13	5	822	629	923	881	207	222	13	22	1965		1754																									
8	9	6	53	37	1110	849	863	748	208	210	13	25	2247	1869	1																							
9			7	8	43	45	1091	927	718	648	168	184	2027	1812	17	12	4			21		12																
10				2	18	16	70	64	1285	1108	742	730	2115	1920	157	150	17	18			174		168															
11				1	6	1	15	11	73	56	1167	1069	1261	1138	556	557	115	102	12	18	683		677															
12				1	2		11	4	22	11	80	53	115	69	1278	1065	483	454	120	107	1881	1626	11	13			11		13									
13					2		1	1	7	2	12	9	22	12	80	53	1066	864	457	459	1603	1376	73	78	11	10	84		88									
14							1		2	1	6	1	9	2	34	12	68	44	1014	888	1116	944	303	320	78	64	381	384	10	11			10		11			
15											3		3		4	4	17	16	53	34	74	54	750	587	360	325	1110	912	47	58	5	8	52	66				
16											1		1		1	1	4	4	16	19	21	24	41	37	733	579	774	616	129	123	42	35	171	158	1	1		
17																	2	1	9	4	11	5	10	5	391	265	401	270	181	110	114	107	295	217	12	9		
18																					2	2	2	1	233	149	235	150	79	58	174	153	253	211	29	23		
19																							3		52	31	55	31	28	14	52	46	80	60	29	28		
Total	3517	2677	3061	2356	2425	2076	2286	1993	2328	2058	2192	2071	12292	10554	2127	1855	1776	1503	1681	1531	5584	4889	1193	1041	1858	1423	3051	2464	474	374	387	349	861	723	71	61		

District - 04 - FATEHGARH SAHIB

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						
3	365	276	4	1								4	1																							
4	515	342	88	65								88	65																							
5	459	304	268	216	23	25						291	241																							
6	172	74	546	409	123	154	18	15		4		687	582																							
7	3	2	333	233	377	327	114	107	15	8		839	675																							
8			13	16	408	282	377	319	136	157	17	27	951	801																						
9				2	13	10	423	291	306	272	98	102	840	677	13	9				13	9															
10					2	2	15	13	512	388	369	302	898	705	103	99	8	12			111	111														
11				1	1	2		5	1	18	20	454	341	480	363	349	305	90	87	10	10	449	402													
12					1	1	1	1		3	2	14	13	19	17	502	363	268	257	94	85	864	705	10	13			10	13							
13							1		6		4	1	11	1	17	15	400	316	290	242	707	573	109	65	24	14	133	79		1						
14											2	1	2	1	6	3	12	11	411	347	429	361	208	193	73	80	281	273	7	7	2	7	9			
15												1		1		3	1	1	1	11	12	15	14	386	282	225	224	611	506	37	39	7	7	44	46	
16														2			2	4	4	6	6	30	19	373	281	403	300	106	108	37	73	143	181	2		
17																	2			2		2	4	168	130	170	134	105	84	94	129	199	213	6	18	
18																		1			1	1	105	80	106	81	57	34	144	127	201	161	24	40		
19																					1		26	16	27	16	14	10	44	46	58	56	18	17		
Total	1514	998	1253	944	949	801	954	746	996	851	959	787	5111	4129	995	795	781	687	820	700	2596	2182	747	577	994	825	1741	1402	326	283	326	384	652	667	50	76

District - 04 - FATEHGARH SAHIB

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	1246	993	1																																		
4	1648	1285	73	46	18	19							91	65																							
5	1336	943	695	610	74	42							769	652																							
6	275	216	2051	1729	488	482	35	43					2584	2255																							
7	4	1	1104	827	1431	1314	408	386	24	43	1		2968	2570																							
8		4	52	47	1512	1235	1451	1268	428	453	34	37	3477	3040																							
9	1		8	15	80	57	1591	1366	1240	1206	381	409	3300	3053	18	38																					
10				2	26	23	100	86	1864	1624	1346	1373	3336	3108	427	438	37	50	3	4	467	492															
11			2	1	6	1	27	12	99	83	1943	1544	2077	1641	1187	1354	301	328	41	66	1529	1748															
12				1	4	1	12	3	31	14	112	102	159	121	2189	1783	1052	1163	240	346	3481	3292	26	37			26	37									
13					3		3	1	11	3	22	12	39	16	112	60	1963	1689	1014	1151	3089	2900	219	298	26	34	245	332									
14									1	2	9	3	10	5	45	21	100	67	1906	1698	2051	1786	841	933	276	304	1117	1237	26	34		1	26	35			
15										4	1	4	1	12	7	22	19	118	73	152	99	1576	1353	859	960	2435	2313	154	207	13	26	167	233				
16											1		1		4	1	6	5	18	16	28	22	62	44	1459	1284	1521	1328	432	494	172	203	604	697	3	4	
17															1		4	1	14	5	19	6	25	12	748	511	773	523	507	346	392	491	899	837	26	32	
18																				2	1	2	1	7	7	440	269	447	276	236	133	570	484	806	617	83	109
19																						5		89	57	94	57	57	45	190	147	247	192	59	54		
Total	4510	3442	3996	3278	3642	3174	3627	3165	3698	3429	3853	3481	18816	16527	3995	3702	3485	3322	3356	3360	10836	10384	2761	2684	3897	3419	6658	6103	1412	1259	1337	1352	2749	2611	171	199	

District - 04 - FATEHGARH SAHIB

Sarav Shiksha Abhiyan, Punjab
Family Survey 2002

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

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

Class → Age ↓	Pre Prim.		Primary										Middle					Secondary					Sr. Secondary				Tec. Edu									
	Nursery/ Aaganw- ari Etc.		I	II	III	IV	V	Total		VI	VII	VIII	Total		IX	X	Total		XI	XII	Total		Other Tech. / Prof. course.													
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G								
3	581	477																																		
4	852	701	30	32		1						30	33																							
5	740	569	384	291	14	11						398	302																							
6	154	133	1180	1009	206	208	19	11				1405	1228																							
7	3	3	619	502	737	755	162	167	7	15		1525	1439																							
8			38	28	915	724	707	648	166	186	8	14	1834	1600		1																				
9			7	8	40	43	903	808	604	551	132	152	1686	1562	4	5	2				6	5														
10				2	17	15	60	62	1095	974	614	625	1786	1678	112	110	14	6			126	116														
11				1	5	1	14	10	61	53	963	932	1043	997	455	481	77	82	8	15	540	578														
12				1	2		10	3	22	9	77	53	111	66	1149	955	384	406	82	80	1615	1441	4	5		4	5									
13					2		1	1	7	2	12	8	22	11	74	46	933	776	378	385	1385	1207	53	55	8	5	61	60								
14								2	1	6	1	8	2	31	11	56	40	882	794	969	845	240	264	54	43	294	307	6	7		6	7				
15										3		3		4	4	16	14	45	27	65	45	616	503	280	265	896	768	42	43	1	5	43	48			
16										1		1		1		4	4	12	11	17	15	32	31	586	488	618	519	104	99	30	22	134	121			
17														2	1	9	4	11	5	9	4	303	219	312	223	149	81	79	69	228	150	10	3			
18																		1		1	2	1	173	110	175	111	61	44	117	124	178	168	19	11		
19																				3		37	24	40	24	23	12	38	34	61	46	15	11			
Total	2330	1883	2258	1874	1938	1758	1876	1710	1964	1791	1816	1785	9852	8918	1830	1613	1488	1329	1416	1317	4734	4259	959	863	1441	1154	2400	2017	385	286	265	254	650	540	44	25

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	163	154	2	1									2	1																						
4	231	154	17	11									17	11																						
5	185	155	116	113	9	10							125	123																						
6	60	29	297	258	68	88	8	5					373	351																						
7	3	2	173	136	198	201	60	65	9	2			440	404																						
8			12	13	226	185	235	193	84	107	6	12	563	510																						
9				2	12	9	270	209	192	197	67	62	541	479	7	7							7	7												
10					2	2	13	11	324	268	224	210	563	491	58	69	2	8					60	77												
11					1		4		8	14	310	248	323	262	226	231	50	50	4	5	280	286														
12					1	1	1		3	2	11	11	16	14	331	267	175	191	47	58	553	516	5	8			5	8								
13							1		5		4	1	10	1	17	12	271	244	206	172	494	428	84	46	18	9	102	55		1			1			
14											2	1	2	1	4	3	12	9	274	260	290	272	141	147	46	50	187	197	5	6		1	5	7		
15											1		1		3	1	1	1	7	11	11	13	280	224	143	163	423	387	21	20	4	4	25	24		
16													2				2	4	3	6	5	21	18	228	211	249	229	61	74	21	36	82	110	2	1	
17															2				2		2	4	107	84	109	88	73	57	57	88	130	145	2	11		
18																					1	1	72	54	73	55	34	23	93	78	127	101	8	24		
19																					1		22	15	23	15	12	9	27	26	39	35	6	11		
Total	642	494	617	534	517	496	592	483	625	590	625	545	2976	2648	648	590	513	505	542	509	1703	1604	535	448	636	586	1171	1034	206	190	202	233	408	423	18	47

District - 04 - FATEHGARH SAHIB

Sarav Shiksha Abhiyan, Punjab
Family Survey 2002

Form No. : SSA/FS/III/8
Report : 07
Year : 2001-2002

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

Class → Age ↓	Pre Prim.		Primary										Middle					Secondary					Sr. Secondary			Tec. Edu										
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI	VII	VIII	Total	IX	X	Total	XI	XII	Total	Other Tech. / Prof. course.											
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G								
3	688	499	1	2								1	2																							
4	1175	763	217	173								217	173																							
5	1074	675	706	458	69	40		3				775	501																							
6	441	177	1172	725	237	225	24	35				1433	985																							
7	1		692	342	704	514	202	165	21	35		1619	1056																							
8			9	4	739	409	656	447	219	173	37	86	1660	1119																						
9			2		12	8	656	343	606	439	181	174	1457	964	37	22			37	22																
10				2		21	6	766	462	676	454	1465	922	181	162	27	28	2	208	192																
11						4		12	10	677	371	693	381	612	427	186	116	32	37	830	580															
12						1	1	2	1	8	6	11	8	640	356	477	326	192	164	1309	846	22	25		22	25										
13								2		3	1	5	1	34	7	548	312	464	354	1046	673	139	133	19	25	150	158									
14														5	2	14	8	584	282	603	292	389	256	172	152	561	408	17	22			17	22			
15														1		3	2	12	10	16	12	479	220	396	315	875	535	98	132	23	31	121	163			
16															1	1		8	4	9	5	14	7	541	271	555	278	234	255	120	167	354	422	7	7	
17																	2		2		4	4	270	122	274	126	145	130	250	291	395	421	31	63		
18																				1	3	147	82	148	85	78	72	281	300	359	372	81	141			
19																					27	11	27	11	20	17	74	84	94	101	66	93				
Total	3379	2114	2799	1704	1763	1196	1564	1000	1628	1120	1582	1092	9336	6112	1510	977	1256	792	1294	853	4060	2622	1048	648	1572	978	2620	1626	592	628	748	873	1340	1501	185	304

District - 04 - FATEHGARH SAHIB

Sarav Shiksha Abhiyan, Punjab

Family Survey 2002

Form No. : SSA/FS/III/8

Report : 08

Year : 2001-2002

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

Class Age	Pre Prim.		Primary										Middle						Secondary						Sr. Secondary						Tec. Edu					
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI		VII		VIII		Total		IX		X		Total		XI		XII		Total		Other Tech. / Prof. course.	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G		
3	140	114	1																																	
4	237	184	35	41	1																															
5	250	171	119	85	6	6																														
6	79	46	214	117	33	29	6	4																												
7	10	2	132	76	115	79	24	24	4	3																										
8	9	8	13	7	122	73	97	61	28	14	3	9	263	164																						
9					2	1	107	71	78	56	16	20	203	148	10	4	2																			
10							6	2	109	91	69	53	184	146	34	27	2	11																		
11							1	1	7	2	94	95	102	98	57	60	17	12	4	1	78	73														
12							1	1		1	1		2	2	82	85	65	34	29	17	176	136	2	3												
13											1		1	4	7	82	60	53	61	139	128	11	16	2	4	13	20									
14							1						1	3	1	3	1	95	62	101	64	40	43	14	12	54	55	2	3					2	3	
15															1	2	4	5	5	7	82	52	50	34	132	86	5	10	4	3	9	13				
16															1			3	5	3	6	7	6	88	64	95	70	15	19	6	11	21	30	1	1	
17																					1	59	21	59	22	20	20	20	25	25	45	45	2	5		
18																			1	1			42	28	42	28	13	9	33	22	46	31	9	10		
19																							5	6	5	6	3	2	11	8	14	10	10	11		
Total	725	525	514	326	279	188	243	164	226	167	183	178	1445	1023	190	185	172	120	188	152	550	457	142	121	260	169	402	290	58	63	79	69	137	132	22	27

District - 04 - FATEHGARH SAHIB

Sarav Shiksha Abhiyan, Punjab
Family Survey 2002

Form No. : SSA/FS/III/8
Report : 09
Year : 2001-2002

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

Class → Age ↓	Pre Prim.		Primary										Middle					Secondary					Sr. Secondary			Tec. Edu										
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI	VII	VIII	Total		IX	X	Total		XI	XII	Total		Other Tech. / Prof. course.								
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G								
3	122	75																																		
4	165	119	53	38								53	38																							
5	174	94	96	75	9	12						107	87																							
6	45	26	155	94	33	45	9	7		4		197	150																							
7			91	72	120	92	37	21	3	6		251	191																							
8			1		122	63	93	81	29	32	7	11	252	187																						
9					1	1	105	54	81	56	26	27	213	138	5	1					5	1														
10							1	2	111	72	104	71	216	145	30	21	3	4																		
11				1			1	1	8	4	97	65	106	71	91	51	34	23	4	4	129	78														
12											2	1	2	1	122	71	65	46	37	22	224	139	3	4			3	4								
13									1				1		3	98	55	63	52	161	110	19	13	4	4	23	17									
14														2		1	101	78	103	79	56	37	21	22	77	59	1	1		1						
15																	1		1	79	44	61	46	140	90	16	17	2	3	13	20					
16																		1		1	7		102	56	109	56	39	27	13	31	52	58				
17																						42	25	42	25	26	22	29	33	55	55	4	6			
18																1							24	16	24	16	20	8	46	41	66	49	13	14		
19																							2	1	2	1	1		13	13	14	13	12	6		
Total	506	320	398	280	285	213	246	166	233	174	236	175	1398	1008	250	147	200	130	206	157	656	434	164	98	256	170	420	268	103	75	103	121	206	196	29	25

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								
3	430	276	6																																	
4	593	434	109	66																																
5	577	337	348	204	30	17																														
6	191	130	582	339	136	93	10	12																												
7	1		351	173	334	212	97	91	14	10																										
8	1		5	7	362	205	328	229	114	105	18	11	827	557																						
9					2	5	332	185	246	191	79	77	659	458	6	8			1																	
10					2	1	8	5	342	208	278	207	630	421	52	53	12	9	4	2	68	64														
11					1		4		12	4	323	150	340	154	191	136	55	58	14	21	260	215														
12								1	3	7	4	8	7	285	146	164	103	75	59	524	308	5	8													
13										1		1		15	4	209	136	164	115	388	255	44	35	5	5	49	40									
14																1	9	1	217	102	226	104	89	85	54	42	143	127	1	3			1	3		
15																1	1	20	4	21	5	176	118	135	88	311	206	20	33	4	4	24	37			
16															1		2	3	2	4	6	5	179	101	185	106	41	73	23	28	64	101	3	1		
17																					4	2	89	75	93	77	38	52	50	76	88	128	2	8		
18																					1	1	64	29	65	30	16	14	62	98	78	112	18	31		
19																					1		14	5	15	5	3	4	25	32	28	36	15	17		
Total	1893	1177	1401	789	867	533	779	522	729	521	706	449	4482	2814	549	349	450	309	496	306	1495	964	326	254	540	345	866	599	119	179	164	238	283	417	38	57

District - 04 - FATEHGARH SAHIB

Sarav Shiksha Abhiyan, Punjab

Family Survey 2002

Form No. : SSA/FS/III/8

Report : 11

Year : 2001-2002

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

Class → Age ↓	Pre Prim.		Primary										Middle					Secondary					Sr. Secondary			Tec. Edu										
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI	VII	VIII	Total		IX	X	Total		XI	XII	Total		Other Tech. / Prof. course.								
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G						
3	53	55	3																																	
4	198	97	25	18																																
5	149	87	72	37	12	2																														
6	52	30	116	48	49	27	2	1																												
7			71	51	71	47	21	31	2	4																										
8			2	2	73	52	59	39	14	10	2	2	150	105																						
9					1	1	81	48	36	41	20	12	138	102	3	3																				
10					1	1	4		81	43	59	52	145	96	11	13	1	1																		
11					1				5	1	110	42	116	43	44	16	21	8		2	65	26														
12									1	2			2	1	47	25	34	14	9	10	90	49	5	5			5	5								
13														2		51	28	26	13	79	41	9	7	1	1	10	8									
14																9	3	37	32	46	35	23	13	10	9	33	22	2	1		2	1				
15																	4	2	4	2	52	32	30	26	82	58		5			5					
16																	1	3	1	3	2		59	27	61	27	10	5	6	2	16	7				
17																				1		29	25	30	25	12	9	10	13	22	22		1			
18																						18	11	18	11	5	5	24	7	29	12	1	2			
19																							10	1	10	1	2		3	4	5	4	4	6		
Total	462	269	289	156	208	130	167	119	138	100	193	108	995	613	107	57	116	54	77	62	300	173	92	57	157	100	249	157	31	25	43	26	74	51	5	9

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										
3	80	46	2																																	
4	119	69	18	16																																
5	100	50	54	28	5	3																														
6	67	10	94	57	22	21	1	3																												
7			69	25	59	34	17	21	3																											
8				3	60	34	49	45	23	18	4	4	136	104																						
9							48	28	33	19	5	13	86	60	1	1				1	1															
10							1	77	48	41	21	119	69	15	9	3				18	9															
11			1		1			2	2	47	28	51	30	32	23	6	14	2	1	40	38															
12				1						1	1	1	2	49	25	28	20	10	5	87	50	2	1		2	1										
13															31	17	21	18	52	35	6	6	2	1	8	7										
14																1	36	9	36	10	11	9	6	8	17	17	1		1	1	1					
15																	3	1	3	1	27	14	21	15	48	29		2	1		1	2				
16																			2	1	43	14	45	15	6	7	3	6	9	13						
17																					19	21	19	21	6	5	8	8	14	13						
18																					9	10	9	10	3	3	5	8	8	11	3					
19																						2		2		1	1	4	7	5	8					
Total	366	184	238	130	147	92	116	97	138	87	98	67	737	473	97	58	68	52	72	34	237	144	48	31	102	69	150	100	17	18	21	30	38	48	3	3

District - 04 - FATEHGARH SAHIB

Sarav Sikhiya Abhiyan, Punjab
Family Survey 2002

Form No. : SSA/FS/IV/9

Report : 01

Year : 2001-2002

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

Age ↓	Out of School									Working Children								
	Total Children			SC Children			BC Children			Total Children			SC Children			BC Children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	389	299	688	150	123	273	70	53	123									
4	297	243	540	144	131	275	52	32	84									
5	220	169	389	129	81	210	24	22	46	11	12	23	5	6	11	3	2	5
6	89	91	180	45	45	90	17	14	31		1	1						
7	64	64	128	27	31	58	13	8	21	2		2	1		1			
8	75	80	155	38	43	81	8	12	20									
9	57	50	107	29	26	55	10	5	15	4	1	5				1		1
10	96	90	186	53	52	105	15	11	26	2		2				1		1
11	85	90	175	47	57	104	12	15	27	3	2	5	2	2	4			
12	197	195	392	114	124	238	31	33	64	16	8	24	14	6	20	2		2
13	243	267	510	157	185	342	37	38	75	15	3	18	11	1	12	4	1	5
14	406	360	766	243	223	466	56	57	113	52	7	59	36	5	41	8	2	10
15	603	579	1182	318	340	658	101	83	184	69	10	79	55	8	63	10		10
16	713	637	1350	359	350	709	115	101	216	76	14	90	53	9	62	13	3	16
17	777	717	1494	364	306	670	143	139	282	80	7	87	54	4	58	14		14
18	1121	842	1963	495	395	890	182	130	312	103	14	117	60	10	70	23	1	24

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

Age ↓	Total Children						SC Children						BC Children					
	School Going			School Not Going			School Going			School Not Going			School Going			School Not Going		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	3	1	4	5	1	6	1		1	1	1	2		1	1	1		1
4	7	3	10	10	6	16	2	1	3	5	3	8	1		1			
5	9	4	13	8	5	13	1	2	3	5	1	6	1	1	2			
6	25	11	36	17	13	30	13	4	17	10	2	12	3		3	3		3
7	37	15	52	11	14	25	21	5	26	6	8	14	3	3	6	2	2	4
8	29	15	44	11	11	22	11	10	21	8	7	15	4	1	5	1	1	2
9	27	24	51	15	16	31	19	13	32	11	12	23	2	4	6			
10	40	29	69	23	16	39	24	18	42	10	5	15	2	8	10	2	3	5
11	32	16	48	16	12	28	20	9	29	6	8	14	5	5	10	3	2	5
12	38	23	61	24	14	38	22	14	36	14	7	21	3	2	5	1	5	6
13	25	10	35	21	25	46	10	4	14	8	11	19	4		4	6	2	8
14	25	12	37	29	16	45	9	7	16	20	7	27	4	2	6	3	4	7
15	23	16	39	35	31	66	10	8	18	13	15	28	5	3	8	8	2	10
16	18	11	29	20	11	31	9	9	18	11	4	15	2	1	3			
17	11	8	19	21	11	32	4	4	8	11	5	16	4	2	6	4	3	7
18	8	8	16	29	20	49				13	9	22	3	2	5	8	6	14

District - 04 - FATEHGARH SAHIB

Sarav Sikhiya Abhiyan, Punjab
Family Survey 2002

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

02 - Visually Impaired Children - (Age-wise)-Total Districtwise

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

District - 04 - FATEHGARH SAHIB

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

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

Age ↓	Total Children						SC Children						BC Children					
	School Going			School Not Going			School Going			School Not Going			School Going			School Not Going		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	1	1	2	3		3				1		1		1	1			
4	4		4	2		2	1		1	3		3	1		1			
5	2	2	4	2		2				2		2		1	1			
6	10	3	13	7	3	10	5	1	6	5		5	2		2	2		2
7	10	2	12	5	2	7	9		9	3	1	4		1	1			
8	5	5	10	3	2	5	3	4	7	3	2	5	1	1	2			
9	13	8	21	4	2	6	10	5	15	5	3	8		1	1			
10	19	18	37	4	3	7	11	8	19	2	2	4	1	6	7			
11	20	8	28	3	1	4	13	6	19	1	1	2	3	1	4	1		1
12	24	14	38				17	9	26				1	1	2			
13	15	5	20	5	1	6	8	2	10				2		2	1		1
14	13	8	21	7	1	8	6	5	11	5	1	6	2	1	3			
15	15	8	23	7	7	14	8	5	13	2	3	5	1	1	2	1		1
16	9	7	16	8	1	9	4	8	12	4	2	6	2		2			
17	5	6	11	7	1	8	3	4	7	4	1	5	1	1	2	2		2
18	5	4	9	8	7	15				5	2	7	1	1	2	2	1	3

District - 04 - FATEHGARH SAHIB

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	1	1	2	1		1		1	1				1		1
4	1	2	3	1		1	1	1	2									
5	3		3	3	3	6				2		2	1		1			
6	3	1	4	6	5	11	2		2	3	1	4				1		1
7	10	5	15	3	2	5	5	3	8	2	2	4	2	1	3	1	1	2
8	11	5	16	3	3	6	2	4	6	2	2	4	1		1			
9	7	5	12	5	9	14	5	1	6	4	5	9		1	1			
10	4	2	6	14	8	22	2	1	3	4	1	5	1	2	3	1	3	4
11	4	3	7	6	8	14	2	1	3	2	4	6	1	3	4		2	2
12	7	1	8	13	9	22	2		2	7	4	11				1	3	4
13	4	1	5	4	14	18	1		1	2	7	9				4	2	6
14	4	1	5	14	11	25	1		1	8	4	12	1		1	1	2	3
15	2	4	6	19	16	35		1	1	7	6	13		1	1	3	2	5
16	1		1	11	5	16				5	1	6						
17	3		3	10	7	17				5	2	7				2	1	3
18	2		2	11	7	18				4	5	9				2	2	4

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

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

District - 04 - FATEHGARH SAHIB

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	59.23	40.77	100.00	56.72	43.28	100.00	61.51	38.49	100.00	61.66	38.34	100.00
Pre Primary Total	59.23	40.77	100.00	56.72	43.28	100.00	61.51	38.49	100.00	61.66	38.34	100.00
I	58.68	41.32	100.00	54.94	45.06	100.00	62.16	37.84	100.00	63.97	36.03	100.00
II	56.13	43.87	100.00	53.43	46.57	100.00	59.58	40.42	100.00	61.93	38.07	100.00
III	56.02	43.98	100.00	53.40	46.60	100.00	61.00	39.00	100.00	59.88	40.12	100.00
IV	54.43	45.57	100.00	51.89	48.11	100.00	59.24	40.76	100.00	58.32	41.68	100.00
V	55.01	44.99	100.00	52.54	47.46	100.00	59.16	40.84	100.00	61.13	38.87	100.00
Primary Total	56.18	43.82	100.00	53.24	46.76	100.00	60.44	39.56	100.00	61.43	38.57	100.00
VI	54.63	45.37	100.00	51.90	48.10	100.00	60.72	39.28	100.00	61.14	38.86	100.00
VII	53.99	46.01	100.00	51.20	48.80	100.00	61.33	38.67	100.00	59.29	40.71	100.00
VIII	53.24	46.76	100.00	49.97	50.03	100.00	60.27	39.73	100.00	61.85	38.15	100.00
Middle Total	53.99	46.01	100.00	51.07	48.93	100.00	60.76	39.24	100.00	60.80	39.20	100.00
IX	53.56	46.44	100.00	50.71	49.29	100.00	61.79	38.21	100.00	56.21	43.79	100.00
X	55.89	44.11	100.00	53.27	46.73	100.00	61.65	38.35	100.00	61.02	38.98	100.00
Secondary Total	54.92	45.08	100.00	52.17	47.83	100.00	61.71	38.29	100.00	59.11	40.89	100.00
XI	50.68	49.32	100.00	52.86	47.14	100.00	48.52	51.48	100.00	39.93	60.07	100.00
XII	47.73	52.27	100.00	49.72	50.28	100.00	46.14	53.86	100.00	40.80	59.20	100.00
Sr. Secondary Total	49.12	50.88	100.00	51.29	48.71	100.00	47.17	52.83	100.00	40.43	59.57	100.00
Technical Education	41.30	58.70	100.00	46.22	53.78	100.00	37.83	62.17	100.00	40.00	60.00	100.00
Technical Education Total	41.30	58.70	100.00	46.22	53.78	100.00	37.83	62.17	100.00	40.00	60.00	100.00
	55.41	44.59	100.00	52.72	47.28	100.00	59.74	40.26	100.00	60.17	39.83	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	59.23	40.77	100.00	27.31	20.84	48.15	20.46	12.80	33.26	11.46	7.13	18.59
Pre Primary Total	59.23	40.77	100.00	27.31	20.84	48.15	20.46	12.80	33.26	11.46	7.13	18.59
I	58.68	41.32	100.00	28.61	23.47	52.08	20.04	12.20	32.24	10.03	5.65	15.68
II	56.13	43.87	100.00	32.59	28.40	60.99	15.78	10.70	26.48	7.76	4.77	12.53
III	56.02	43.98	100.00	34.03	29.70	63.73	14.68	9.38	24.06	7.31	4.90	12.21
IV	54.43	45.57	100.00	33.24	30.82	64.06	14.63	10.07	24.70	6.55	4.68	11.24
V	55.01	44.99	100.00	34.52	31.18	65.70	14.17	9.78	23.95	6.32	4.02	10.35
Primary Total	56.18	43.82	100.00	32.39	28.45	60.84	16.07	10.52	26.59	7.72	4.84	12.56
VI	54.63	45.37	100.00	36.05	33.41	69.45	13.63	8.82	22.44	4.95	3.15	8.10
VII	53.99	46.01	100.00	36.25	34.55	70.80	13.06	8.24	21.30	4.68	3.21	7.89
VIII	53.24	46.76	100.00	34.72	34.76	69.49	13.39	8.83	22.21	5.13	3.17	8.30
Midlle Total	53.99	46.01	100.00	35.69	34.20	69.89	13.37	8.64	22.01	4.92	3.18	8.10
IX	53.56	46.44	100.00	35.76	34.76	70.52	13.57	8.39	21.97	4.22	3.29	7.51
X	55.89	44.11	100.00	36.25	31.80	68.05	14.62	9.10	23.72	5.02	3.21	8.23
Secondary Total	54.92	45.08	100.00	36.04	33.04	69.08	14.18	8.80	22.99	4.69	3.24	7.93
XI	50.68	49.32	100.00	33.71	30.05	63.76	14.13	14.99	29.12	2.84	4.27	7.11
XII	47.73	52.27	100.00	28.37	28.69	57.07	15.87	18.53	34.40	3.48	5.05	8.53
Sr. Secondary Total	49.12	50.88	100.00	30.88	29.33	60.22	15.05	16.86	31.92	3.18	4.68	7.86
Technical Education	41.30	58.70	100.00	17.92	20.86	38.78	19.39	31.87	51.26	3.98	5.97	9.96
Technical Education Total	41.30	58.70	100.00	17.92	20.86	38.78	19.39	31.87	51.26	3.98	5.97	9.96
Grand Total	55.41	44.59	100.00	32.92	29.52	62.44	15.67	10.56	26.23	6.82	4.51	11.33

SSA/FS/IV/16

Report : VII

Year : 2001-2002

District - 04 - FATEHGARH SAHIB

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

	Grade →	I	II	III	IV	V	Total I-V	VI	VII	VIII	Total VI-VIII	IX	X	Total IX-X	XI	XII	Total XI-XII	Overall Ratio I-XII
	Age →	6	7	8	9	10	6-10	11	12	13	11-13	14	15	14-15	16	17	16-17	6-17
Gross Enrolment in Grade	Boys	8196	6272	5970	6055	6141	32634	6054	5191	5146	16391	4135	6009	10144	2123	2249	4372	63541
	Girls	5771	4903	4687	5070	5022	25453	5028	4423	4519	13970	3586	4742	8328	2066	2463	4529	52280
	Total	13967	11175	10657	11125	11163	58087	11082	9614	9665	30361	7721	10751	18472	4189	4712	8901	115821
Population in the Relevant Age	Boys	6853	5686	6561	6270	6853	32223	5541	6124	6415	18080	7290	6415	13705	6999	5832	12831	76839
	Girls	5013	4516	4764	5013	5261	24567	4467	5459	5211	15137	5459	5707	11166	5955	4715	10670	61540
	Total	11866	10202	11325	11283	12114	56790	10008	11583	11626	33217	12749	12122	24871	12954	10547	23501	138379
Gross Enrolment Ratio	Boys	119.60	110.31	90.99	96.57	89.61	101.28	109.3	84.76	80.22	90.66	56.72	93.67	74.02	30.33	38.56	34.07	82.69
	Girls	115.1	108.57	98.38	101.14	95.46	103.61	112.6	81.02	86.72	92.29	65.69	83.09	74.58	34.69	52.24	42.45	84.95
	Total	117.71	109.54	94.10	98.60	92.15	102.28	110.7	83.00	83.13	91.40	60.56	88.69	74.27	32.34	44.68	37.87	83.70

PART - IV

District:Fatehgarh Sahib

District Data Summary Sheet

SL.No.	DESCRIPTION	Numbers
1	No. of C D Blocks/BRC's	5
1.1	No. of B.R. & D.R. Personnels (4x20+1x10=90)+10	100
2	No. of P E Blocks	6
3	No. of CRC's	47
4	No. of Villages	446
4.1	No. of VEDC's	607
4.2	No. of VEDC's Members	4856
5	No. of Habitations/Wards (Unservd)	1201
5.1	No. of S.C. Bastis	282
6	No. of House Holds	88636
	No. of Schools	
7	No. of Primary Schools (State Govt.)	459
7.1	Non State Govt. Primary Schools	5
7.2	Unrecognised Primary Schools	66
8	No. of Middle Schools/Sections (State Govt.)	148
8.1	Non State Govt. Middle Schools/Sections	30
8.2	Unrecognised Middle Schools/Sections	63
	No. of Teachers (State Govt.)	
9	No. of Primary Teachers	1343
9.1	No. of JBT Teachers + New	1048
9.2	No. of HT	248
9.3	No. of CHT's	47
10	No. of Teachers Middle Schools/Sections	1367
	Primary (State Govt.)	
11	Total No. of Students	35343
11.1	Male Students	18816
11.2	Female Students	16527
11.3	Total No. of S.C. Students	18770
11.4	Male S.C. Students	9852
11.5	Female S.C. Students	8918
	Upper Primary (State Govt.)	
12	Total No. of Students	21220
12.1	Male Students	10836
12.2	Female Students	10384
12.3	Total No. of S.C. Students	8993
12.4	Male S.C. Students	4734
12.5	Female S.C. Students	4259
	Out of School Children	
13	No. of Out of School Children Total	2599
13.1	No. of Out of School Children Male	1312
13.2	No. of Out of School Children Female	1287
13.3	No. of EGS Centres (Proposed)	137
	No. of Handicapped Children	
14	Total No. of Handicapped Children	717
14.1	Male Handicapped Children	433
14.2	Female Handicapped Children	284

<i>District - Fatehgarh Sahib</i>			
Blockwise list of BRC and CRC			
PEBlock Code & Name		CRC	BRC
066	SIRHIND - I	4	1
067	SARHIND - II	6	
068	SIRHIND - III	7	1
069	BASSI PATHANA-I	10	1
070	BASSI PATHANA-II	9	1
071	KHAMANO	11	1
	Total	47	5

District wise list of PEBlocks	
PEBLOCK	CODE
FATEHGARH SAHIB	
SIRHIND - I	066
SARHIND - II	067
SIRHIND - III	068
BASSI PATHANA-I	069
BASSI PATHANA-II	070
KHAMANO	071

Source : Sarva Shiksha Abhiyan

<i>District - Fatehgarh Sahib</i>		
<i>Blockwise Distribution of Villages</i>		
	PEBlock Code & Name	Villages
066	SIRHIND - I	57
067	SARHIND - II	70
068	SIRHIND - III	77
069	BASSI PATHANA-I	93
070	BASSI PATHANA-II	71
071	KHAMANO	78
	Total	446

BLOCKWISE COUNT OF - PRIMARY SCHOOLS

DISTRICT - FATEHGARH SAHIB

PE Block Code & Name	G1	G2	G3	G4	TOTG	P1	P2	P3	P4	P5	P6	TOTP	TOTAL
PE066 SIRHIND - I	61	0	0	0	61	0	0	1	0	0	6	7	68
PE067 SARHIND - II	72	0	0	0	72	0	0	0	0	0	20	20	92
PE068 SIRHIND - III	79	0	0	0	79	0	0	0	0	0	23	23	102
PE069 BASSI PATHANA-I	91	0	0	0	91	1	0	0	0	0	6	7	98
PE070 BASSI PATHANA-II	73	0	0	0	73	0	0	0	0	0	6	6	79
PE071 KHAMANO	83	0	0	0	83	0	0	2	1	0	5	8	91
TOTAL	459	0	0	0	459	1	0	3	1	0	66	71	530

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 - FATEHGARH SAHIB

PE Block Code & Name	G1	G2	G3	G4	TOTG	P1	P2	P3	P4	P5	P6	TOTP	TOTAL
066 SIRHIND - I	16	0	0	0	16	1	0	2	1	0	10	14	30
067 SARHIND - II	31	0	0	0	31	0	1	6	3	0	17	27	58
068 SIRHIND - III	22	0	0	0	22	0	0	2	0	0	7	9	31
069 BASSI PATHANA-I	22	0	0	0	22	0	0	2	1	0	5	8	30
070 BASSI PATHANA-II	23	0	0	0	23	0	0	1	0	0	12	13	36
071 KHAMANO	34	1	0	0	35	1	1	7	0	0	12	21	56
TOTAL	148	1	0	0	149	2	2	20	5	0	63	92	241

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 - Fatehgarh Sahib</i>					
Blockwise Breakup of Primary Teachers					
PEBlock Code & Name					
		JBT	HT	CHT	Total
066	SIRHIND - I	116	31	4	151
067	SARHIND - II	175	42	6	223
068	SIRHIND - III	162	39	7	208
069	BASSI PATHANA-I	187	47	10	244
070	BASSI PATHANA-II	167	38	9	214
071	KHAMANO	195	51	11	257
	Total	1002	248	47	1297
	Unadjusted Teachers in Peblocks				0
	New Teachers				46
	Grand Total	1002	248	47	1343

CD Block wise enrollment March'2002						
Sr. No.	District	Integrated child development scheme	Aanganwari centres	Pre School Education (3-6 years)		
				Boys	Girls	Total
5	FATEHGARH SAHIB	Amlah	79	1245	1082	2327
		Bassi Pathana	59	964	861	1825
		Khamano	71	1069	884	1953
		Khera	60	825	649	1474
		Sirhind	98	1481	1183	2664
District Total			367	5584	4659	10243

Source : SW Department

District-Fatehgarh Sahib							
Blockwise Enrollment in State Govt. Primary Schools							
Peblock		Total			SC		
		Male	Female	Total	Male	Female	Total
066	SIRHIND - I	2160	1961	4121	1058	947	2005
067	SARHIND - II	3582	3103	6685	1906	1703	3609
068	SIRHIND - III	3180	2709	5889	1863	1656	3519
069	BASSI PATHANA-I	3041	2691	5732	1474	1347	2821
070	BASSI PATHANA-II	3044	2661	5705	1571	1360	2931
071	KHAMANO	3809	3402	7211	1980	1905	3885
	TOTAL	18816	16527	35343	9852	8918	18770

District-Fatehgarh Sahib

Blockwise Enrollment in State Govt. Middle Schools

Peblock		Total			SC		
		Male	Female	Total	Male	Female	Total
066	SIRHIND - I	1168	1219	2387	534	460	994
067	SARHIND - II	2021	1988	4009	899	858	1757
068	SIRHIND - III	1885	1600	3485	886	732	1618
069	BASSI PATHANA-I	1959	1987	3946	763	738	1501
070	BASSI PATHANA-II	1685	1554	3239	711	602	1313
071	KHAMANO	2118	2036	4154	941	869	1810
	TOTAL	10836	10384	21220	4734	4259	8993

District - FATEHGARH

Blockwise Enrollment in (Primary) Schools

Peblock		State Govt.	Non-State Govt.	Unrecognised	Grand Total
		Total	Total	Total	
066	SIRHIND - I	4121	2050	1034	7205
067	SARHIND - II	6685	4381	1876	12942
068	SIRHIND - III	5889	1539	1641	9069
069	BASSI PATHANA-I	5732	2535	1213	9480
070	BASSI PATHANA-II	5705	2457	704	8866
071	KHAMANO	7211	2486	828	10525
Grand Total		35343	15448	7296	58087

Source : Family Survey 20

District - FATEHGARH

Blockwise Enrollment in (Middle) Schools

Peblock		State Govt.	Non-State Govt.	Unrecognised	Grand Total
		Total	Total	Total	
066	SIRHIND - I	2387	1023	303	3713
067	SARHIND - II	4009	2093	694	6796
068	SIRHIND - III	3485	434	497	4416
069	BASSI PATHANA-I	3946	1088	411	5445
070	BASSI PATHANA-II	3239	1083	262	4584
071	KHAMANO	4154	961	292	5407
Grand Total		21220	6682	2459	30361

Source : Family Survey 2002

District-Fatehgarh Sahib							
Blockwise Out of Schools Children							
Peblock		Age Group (6-14)					
		Total			SC		
		Male	Female	Total	Male	Female	Total
066	SIRHIND - I	232	229	461	96	124	220
067	SARHIND - II	371	388	759	223	237	460
068	SIRHIND - III	288	267	555	194	184	378
069	BASSI PATHANA-I	203	170	373	109	100	209
070	BASSI PATHANA-II	205	212	417	121	129	250
071	KHAMANO	13	21	34	10	12	22
	TOTAL	1312	1287	2599	753	786	1539

Blockwise Handicapped Children

District : Fatehgarh Sahib - 6-14 Years (Total)

District	Visually Impaired Children	Speech Impaired Children	Hearing Impaired Children	Physically Challenged Children	Mentally Challenged Children	Any Other Challenged Children	Total
SIRHIND - I	3	8	2	16	26	6	61
SARHIND - II	5	27	5	60	48	12	157
SIRHIND - III	6	39	4	51	45	12	157
BASSI PATHANA-I	4	7	4	42	31	11	99
BASSI PATHANA-II	11	25	5	38	27	12	118
KHAMANO	12	19	2	34	25	33	125
TOTAL	41	125	22	241	202	86	717

Blockwise Handicapped Children						
District : Fatehgarh Sahib - 6-14 Years (Total)						
PEBlock	SC			BC		
	School Going	School Not Going	Total	School Going	School Not Going	Total
SIRHIND - I	16	10	26	4	6	10
SARHIND - II	56	27	83	8	7	15
SIRHIND - III	53	38	91	7	4	11
BASSI PATHANA-I	26	19	45	11	10	21
BASSI PATHANA-II	29	30	59	12	7	19
KHAMANO	44	25	69	11	0	11
TOTAL	224	149	373	53	34	87

PROJECT COST
ANNUAL WORK PLAN 2002-03

DISTRICT - FATEHGARH SAHIB							
ITEM NO.	ITEM	2002-03	%	BALANCE LAST YEAR	%	TOTAL	%
1.0	Teacher Salary	43.056	7.66	12.880	6.37	55.936	7.32
2.0	School/Alternative schooling facility						
3.0	Upper Primary schools/sections						
4.0	Classrooms						
5.0	Free textbooks	20.601	3.66	0.000	0.00	20.601	2.69
6.0	Civil Works	184.879	32.88	68.850	34.05	253.729	33.19
7.0	Maintenance and repair of school buildings	30.350	5.40	0.000	0.00	30.350	3.97
8.0	Upgradation of EGS to regular school or setting up of a new primary school as per State norm	0.000	0.00	0.000	0.00	0.000	0.00
9.0	TLE for upper-primary and quality improvement	0.000	0.00	59.124	29.24	59.124	7.73
10.0	School grant	12.140	2.16	0.000	0.00	12.140	1.59
11.0	TLM grant	13.550	2.41	3.930	1.94	17.480	2.29
12.0	Teacher training	37.940	6.75	0.000	0.00	37.940	4.96
13.0	State Institute of Educational Management and Training (SIEMAT)						
14.0	Training for community leaders	2.914	0.52	0.000	0.00	2.914	0.38
15.0	Provision for disabled children (IED)	7.673	1.36	5.085	2.51	12.758	1.67
16.0	Research, evaluation, supervision and monitoring	8.494	1.51	0.000	0.00	8.494	1.11
17.0	Management cost	34.004	6.05	17.768	8.79	51.772	6.77
18.0	Innovative activities	50.008	8.89	30.020	14.85	80.028	10.47
18.1	Computer Education	- 15.000					
18.2	Girls child education	- 10.002					
18.3	ECCE	- 15.003					
18.4	SC/ST	- 10.003					
19.0	Block resource centres	85.415	15.19	0.000	0.00	85.415	11.17
19.1	Cluster resource centres	2.773	0.49	4.535	2.24	7.308	0.96
20.0	Intervention for out of school children	28.504	5.07	0.000	0.00	28.504	3.73
21.0	Preparatory activities for micro-planning, household surveys studies						
	TOTAL	562.301	100.00	202.192	100.00	764.493	100.00

PROJECT COST
ANNUAL WORK PLAN 2002-03

DISTRICT - FATEHGARH SAHIB								
ITEM NO.	ITEM	2002-03	%	BALANCE LAST YEAR	%	TOTAL	%	
1.0	Teacher Salary	43.056	7.66	12.880	6.37	55.936	7.32	
2.0	School/Alternative schooling facility							
3.0	Upper Primary schools/sections							
4.0	Classrooms							
5.0	Free textbooks	20.601	3.66	0.000	0.00	20.601	2.69	
6.0	Civil Works	184.879	32.88	68.850	34.05	253.729	33.19	
7.0	Maintenance and repair of school buildings	30.350	5.40	0.000	0.00	30.350	3.97	
8.0	Upgradation of EGS to regular school or setting up of a new primary school as per State norm	0.000	0.00	0.000	0.00	0.000	0.00	
9.0	TLE for upper-primary and quality improvement	0.000	0.00	59.124	29.24	59.124	7.73	
10.0	School grant	12.140	2.16	0.000	0.00	12.140	1.59	
11.0	TLM grant	13.550	2.41	3.930	1.94	17.480	2.29	
12.0	Teacher training	37.940	6.75	0.000	0.00	37.940	4.96	
13.0	State Institute of Educational Management and Training (SIEMAT)							
14.0	Training for community leaders	2.914	0.52	0.000	0.00	2.914	0.38	
15.0	Provision for disabled children (IED)	7.673	1.36	5.085	2.51	12.758	1.67	
16.0	Research, evaluation, supervision and monitoring	8.494	1.51	0.000	0.00	8.494	1.11	
17.0	Management cost	34.004	6.05	17.768	8.79	51.772	6.77	
18.0	Innovative activities	50.008	8.89	30.020	14.85	80.028	10.47	
18.1	Computer Education	- 15.000						
18.2	Girls child education	- 10.002						
18.3	ECCE	- 15.003						
18.4	SC/ST	- 10.003						
19.0	Block resource centres	85.415	15.19	0.000	0.00	85.415	11.11	
19.1	Cluster resource centres	2.773	0.49	4.535	2.24	7.308	0.96	
20.0	Intervention for out of school children	28.504	5.07	0.000	0.00	28.504	3.73	
21.0	Preparatory activities for micro-planning, household surveys studies							
	TOTAL	562.301	100.00	202.192	100.00	764.493	100.00	

Annual Work Plan 2002-03, District Fatehgarh Sahib, Punjab

Account Code	Item	2002-03		
		Unit cost	Physical	Financial
Intervention Name : Teacher				(in lacs)
1.0	Salary for primary teachers 46 x 12	0.078	552	43.056
	Subtotal			43.056
Intervention Name : Free textbooks				(in lacs)
5.0	Free text books for Non SC girls (7609+6125)	0.0015	13734	20.601
	Subtotal			20.601
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	5.820
6.0	New Primary school buildings Branch Schools	2.910		0.000
6.0	Sanitary Blocks and drinking water facilities for primary and upper primary sections	0.340	182	61.789
6.0	Buildings for schools having unsafe buildings	2.910		0.000
6.0	Cluster Resource Centres	1.940	4	7.760
6.0	Additional Class rooms for primary schools	1.160	51	59.160
6.0	Additional Classrooms for Primary schools and upper primary sections	1.160	25	29.000
6.0	Headmaster's room for upper primary sections	1.160	15	17.400
6.0	Compound Wall	1.160		0.000
6.0	Verandah	1.160		0.000
6.0	Development and distribution work training manual for VEDCs 4 x 506	0.00032	2024	0.648
6.0	Development and distribution training manual on civil works for BRPs and DRPs 4 x (90+10)	0.00068	400	0.272
6.0	Workshop on Architectural plans and layouts 30 persons x 3 x 300	0.270	2	0.540
6.0	Development and distribution of architectural plans and layouts 2 x 607 schools	0.00047	1214	0.571
6.0	Hiring of vehicles for monitoring of civil works 6 visits x 12	0.010	72	0.720
6.0	Hiring of vehicles for monitoring of civil works by State office and seeking advice on civil work	0.100	12	1.200
	Sutotal			184.879
Intervention Name : Maintenance and repair of school buildings				(in lacs)
7.0	Repairs and maintenance of school Primary and upper primary sections (459+148)	0.050	607	30.350
	Subtotal			30.350

Annual Work Plan 2002-03, District Fatehgarh Sahib, 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 (459 primary + 148 upper primary)	0.020	607	12.140
	Subtotal			12.140
Intervention Name : Teacher Grant				(in lacs)
11.0	TLM grant for teachers of primary and upper primary schools (1343+1367)	0.005	2710	13.550
	Subtotal			13.550
Intervention Name : Teacher Training				(in lacs)
12.0	Teachers training for primary and upper primary= 2710 x 20 days The detail of various trainings and training schedule has been given in the chapter of Training Programme	0.0140	2710	37.940
	Subtotal			37.940
Intervention Name : Training of Community Leaders				(in lacs)
14.0	Orientation to VEDC Members 607 x 8 members x 2	0.0003	9712	2.914
	Subtotal			2.914
Intervention Name : Provision for disabled children(IED)				(in lacs)
15.0	IED Training to BRC staff 5 x10 x 5	0.0007	250	0.175
15.0	IED assessment camps 2 x 5	0.020	10	0.200
15.0	One Resource persons honorarium 5 Blocks x 12 months	0.050	60	3.000
15.0	Manual for disability in Indian content A Teacher's Role for 607 schools	0.00022	607	0.134
15.0	Manual for teachers about physically challenged children for 607 schools	0.00032	607	0.194
15.0	Manual for Teachers about visually impaired children for 607 schools	0.00034		0.000
15.0	Manual for Teachers about hearing impaired children for 607 schools	0.00028	607	0.170
15.0	Manual for Teachers about mentally challenged children for 607 schools	0.00036		0.000
15.0	Manual for Teachers for children with multiple Disability for 607 schools	0.00038		0.000
15.0	Special assistance and TLM to disabled children 717	0.0053	717	3.800
	Subtotal			7.673

Annual Work Plan 2002-03, District Fatehgarh Sahib, 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 607 Primary and Upper Primary schools @ Rs. 30/-	0.0003	607	0.182
16.0	Annual School Gradation and Evaluation process for 607 Primary & Upper primary schools @ Rs. 30	0.0003	607	0.182
16.0	Conduct of Pupil Achievement Survey 5% of schools @ Rs. 2000/-	0.020	30	0.600
16.0	Academic monitoring of schools by DIET staff by travelling 12 months 4 x 12 @ Rs.1000	0.010	48	0.480
16.0	Academic supervision by BRCs 5 x 10 units Rs.1000	0.010	50	0.500
16.0	Hiring of Vehicles for Academic supervision by DPO/SPD 5 visits x 12 months @ Rs. 1000/-	0.010	60	0.600
16.0	Annual Household survey @Rs.3/- per household for 88636 households	0.00003	88636	2.659
16.0	MIS Data collection and processing of data for 459 primary schools at State/District office	0.0017	459	0.780
16.0	MIS Data collection and processing of data for 148 upper primary schools/sections at State/District office	0.0018	148	0.266
16.0	State office activities on research, evaluation monitoring and supervision @ Rs.200/- per school for 607 schools	0.0020	607	1.214
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 607 primary and upper primary schools	0.00031 x 3	607	0.560
16.0	Development and supply of material for evaluation of Instructional improvement in 607 primary and upper primary schools	0.00029	607	0.180
16.0	Development and supply of material for evaluation of learning in 148 upper primary schools i) Science ii) Mathematics iii) Health and physical education iv) English v) Hindi vi) Punjabi vii) Social Studies	0.00028 x 7	148	0.290

Annual Work Plan 2002-03, District Fatehgarh Sahib, 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			0.000
	Subtotal			8.494
Intervention Name : Management Cost (in lacs)				
17.0	Hire charges for vehicles for DPO/State 27 times x 12 months	0.015	327	4.905
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 x 7) for District and State	0.070	42	2.940
17.0	Computer Stationery Peripherals DPO/State	0.200	1	0.200
17.0	Documentation at DPO/State	3.000	1	3.000
17.0	Running cost of Data centre for all primary and upper primary schools and students 1.400 x 12 inclusive of rent and salaries and other expenses for DPO/State	1.400	12	16.800
17.0	Jan Samparak Abhiyan (twice a year visit of 10 schools per block by all senior officers for three days- taxi and other charges) to be conducted by State/District office No. of Blocks x 2	0.030	10	0.300
17.0	Development and printing of modules on planning and management by State/District office	0.00036	607	0.219
17.0	Hiring of experts pedagogy, research, evaluation, community mobilization, gender, sensitization, alternative schooling, planning and management training District 8 x 12 x 8000 Block 3 x 12 x 8000			
17.0	Circulation of material prepared by the experts to school/VEDC level			
17.0	News letter			
17.0	Media activity			
	Subtotal			34.004

Annual Work Plan 2002-03, District Fatehgarh Sahib, 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 459 primary schools-in parts	0.003	230	0.690
18.1	Remedial coaching for girls students for two months in 148 upper primary schools in parts	0.003	74	0.222
18.1	Development of supplement reading material and item Bank for 16527 girl student of primary students for use in remedial coaching in parts	0.00038	16527	6.280
18.1	Development of supplement reading material and item Bank for 19098 girl student of upper primary students for use in remedial coaching in parts	0.00057	4930	2.810
	Subtotal			10.002
b) ECCE				
18.2	School readiness kits and playway material for 3-5 age children in ICDS Centres	0.00075	18627	13.970
18.2	School readiness kits for first generation learners in primary schools of 5 year age for 459 schools x 3	0.00075	1377	1.033
	Subtotal			15.003
c) SC/ST				
18.3	Remedial coaching for 3 months in 303 schools	0.0030	303	0.909
18.3	Supplementary reading material for remedial coaching SC children 18770 in parts	0.0005	10908	5.454
18.3	Question Bank for SC children of 14600 upper primary classes for remedial coaching in parts	0.0006	6066	3.640
	Subtotal			10.003
d) Computer Education				
18.4	Cost of running of computer education centres at block/cluster level	15.000	1	15.000
	Subtotal			15.000
Intervention Name: Block Resource Centres (in lacs)				
19.0	BRC Contingency grant for 5 CD Blocks @ Rs.12500/- P.A.	0.125	5	0.625
19.0	TLM grant for 5 CD Blocks @ Rs.5000/- P.A.	0.050	5	0.250
19.0	Meetings. Travel allowance for 5 CD Blocks @Rs 500 x 12 P A	0.005	60	0.300

Annual Work Plan 2002-03, District Fatehgarh Sahib, Punjab				
Account Code	Item	2002-03		
		Unit cost	Physical	Financial
19.0	Salary of 20 Block Resource Persons per CD Block having more than 100 schools for 4 Blocks @ Rs.7800/- x 12 P.A.	0.078	960	74.880
19.0	Salary of 10 Block Resource Person Per CD Block having less than 100 schools for 1 Block @ Rs. 7800/-x12 P.A.	0.078	120	9.360
	Sutotal			85.415
Intervention Name: Cluster Resource Centres (in lacs)				
19.1	CRC Contingency grant for 47 CRCs Blocks @ Rs.2500/- P.A.	0.025	47	1.175
19.1	TLM grant for 47 CRCs @ Rs.1000/- P.A.	0.010	47	0.470
19.1	Meetings, Travel allowance for 47 CRCs Blocks @Rs.200 x 12 P.A.	0.002	564	1.128
	Subtotal			2.773
Intervention Name: Out of School children (in lacs)				
20.0	Cost of running of EGS centres for 756 out of school children of 6-11 age group	0.00845	756	6.388
20.0	Cost of running of EGS centres for 1077 out of school children of 11-13 age group	0.012	1077	12.924
20.0	Cost of running of EGS centres for 766 out of school children of 14 age group	0.012	766	9.192
	Subtotal			28.504
Intervention Name: Preparatory activities for micro-planning, household surveys studies (in lacs)				
21.0				
	Subtotal			0.000

PART - V

District:Fatehgarh Sahib
Perspective 2002-2007

District Data Summary Sheet

SL.No.	DESCRIPTION	Numbers
1	No. of C D Blocks/BRC's	5
1.1	No. of B.R. & D.R. Personnels (4x20+1x10=90)+10	100
2	No. of P E Blocks	6
3	No. of CRC's	47
4	No. of Villages	446
4.1	No. of VEDC's	651
4.2	No. of VEDC's Members	5208
5	No. of Habitations/Wards (Unservd)	1201
5.1	No. of S.C. Bastis	282
6	No. of House Holds	88636
	No. of Schools	
7	No. of Primary Schools (State Govt.)	459
7.1	Non State Govt. Primary Schools	5
7.2	Unrecognised Primary Schools	66
8	No. of Middle Schools/Sections (State Govt.)	192
8.1	Non State Govt. Middle Schools/Sections	45
8.2	Unrecognised Middle Schools/Sections	69
	No. of Teachers (State Govt.)	
9	No. of Primary Teachers	1343
9.1	No. of JBT Teachers + New	1048
9.2	No. of HT	248
9.3	No. of CHT's	47
10	No. of Teachers Middle Schools/Sections	1499
	Primary (State Govt.)	
11	Total No. of Students	56549
11.1	Male Students	30105
11.2	Female Students	26444
11.3	Total No. of S.C. Students	30033
11.4	Male S.C. Students	15764
11.5	Female S.C. Students	14269
	Upper Primary (State Govt.)	
12	Total No. of Students	33952
12.1	Male Students	17338
12.2	Female Students	16614
12.3	Total No. of S.C. Students	14389
12.4	Male S.C. Students	7575
12.5	Female S.C. Students	6814
	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	717
14.1	Male Handicapped Children	433
14.2	Female Handicapped Children	284

District - Fatehgarh Sahib
Blockwise list of BRC and CRC
Perspective 2002-2007

PEBlock Code & Name		CRC	BRC
066	SIRHIND - I	4	1
067	SARHIND - II	6	
068	SIRHIND - III	7	1
069	BASSI PATHANA-I	10	1
070	BASSI PATHANA-II	9	1
071	KHAMANO	11	1
Total		47	5

Disrtictwise list of Peblock	
FATEHGARH SAHIB	
PEBLOCK NAME	CODE
SIRHIND - I	066
SARHIND - II	067
SIRHIND - III	068
BASSI PATHANA-I	069
BASSI PATHANA-II	070
KHAMANO	071

Blockwise count of Villages
Perspective 2002-2007

PEBlock Code & Name		Villages
<i>District - Fatehgarh Sahib</i>		
066	SIRHIND - I	57
067	SARHIND - II	70
068	SIRHIND - III	77
069	BASSI PATHANA-I	93
070	BASSI PATHANA-II	71
071	KHAMANO	78
Total		446

District-Fatehgarh Sahib

Perspective 2002-2007

Blockwise count of - Primary - (Primary Sections)

PE Block Code & Name	G1	G2	G3	G4	TOTG	P1	P2	P3	P4	P5	P6	TOTP	TOTAL
066 SIRHIND - I	61	0	0	0	61	0	0	1	0	0	6	7	68
067 SARHIND - II	72	0	0	0	72	0	0	0	0	0	20	20	92
068 SIRHIND - III	79	0	0	0	79	0	0	0	0	0	23	23	102
069 BASSI PATHANA-I	91	0	0	0	91	1	0	0	0	0	6	7	98
070 BASSI PATHANA-II	73	0	0	0	73	0	0	0	0	0	6	6	79
071 KHAMANO	83	0	0	0	83	0	0	2	1	0	5	8	91
TOTAL	459	0	0	0	459	1	0	3	1	0	66	71	530

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-Fatehgarh Sahib													
Perspective 2002-2007													
Blockwise count of - Middle - (Middle Sections)													
PE Block Code & Name	G1	G2	G3	G4	TOTG	P1	P2	P3	P4	P5	P6	TOTPTO	TOI
066	SIRHIND - I	21	0	0	0	21	2	0	3	2	0	11	18
067	SARHIND - II	39	0	0	0	39	0	2	7	4	0	18	31
068	SIRHIND - III	28	0	0	0	28	0	0	3	0	0	8	11
069	BASSI PATHANA-I	29	0	0	0	29	0	0	3	2	0	6	11
070	BASSI PATHANA-II	30	0	0	0	30	0	0	2	0	0	13	15
071	KHAMANO	45	3	0	0	48	2	2	8	0	0	13	25
TOTAL		192	3	0	0	195	4	4	26	8	0	69	111

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 - Fatehgarh Sahib
Blockwise Breakup of Primary Teachers
Perspective 2002-2007

PEBlock Code & Name		JBT	HT	CHT	Total
066	SIRHIND - I	116	31	4	151
067	SARHIND - II	175	42	6	223
068	SIRHIND - III	162	39	7	208
069	BASSI PATHANA-I	187	47	10	244
070	BASSI PATHANA-II	167	38	9	214
071	KHAMANO	195	51	11	257
Total		1002	248	47	1297
Unadjusted Teachers in Peblocks					0
New Teachers					46
Grand Total		1002	248	47	1343

CD Block wise enrollment March'2002						
Perspective 2002-2007						
Sr. No.	District	Integrated child development scheme	Aanganwari centres	Pre School Education (3-6 years)		
				Boys	Girls	Total
5	FATEHGARH SAHIB	Amlah	79	1245	1082	2327
		Bassi Pathana	59	964	861	1825
		Khamano	71	1069	884	1953
		Khera	60	825	649	1474
		Sirhind	98	1481	1183	2664
District Total			367	5584	4659	10243

Source: S.W. Department

District-Fatehgarh Sahib							
Perspective 2002-2007							
Blockwise Enrollment in State Govt. Primary Schools							
Peblock		Total			SC		
		Male	Female	Total	Male	Female	Total
066	SIRHIND - I	3456	3138	6594	1693	1515	3208
067	SARHIND - II	5731	4965	10696	3050	2725	5775
068	SIRHIND - III	5088	4334	9422	2981	2650	5630
069	BASSI PATHANA-I	4866	4306	9172	2358	2155	4514
070	BASSI PATHANA-II	4870	4258	9128	2514	2176	4690
071	KHAMANO	6094	5443	11537	3168	3048	6216
	TOTAL	30105	26444	56549	15764	14269	30033

District-Fatehgarh Sahib							
Perspective 2002-2007							
Blockwise Enrollment in State Govt. Middle Schools							
Peblock		Total			SC		
		Male	Female	Total	Male	Female	Total
066	SIRHIND - I	1869	1950	3819	854	736	1590
067	SARHIND - II	3234	3181	6414	1438	1373	2811
068	SIRHIND - III	3016	2560	5576	1418	1171	2589
069	BASSI PATHANA-I	3134	3179	6314	1221	1181	2402
070	BASSI PATHANA-II	2696	2486	5182	1138	963	2101
071	KHAMANO	3389	3258	6646	1506	1390	2896
	TOTAL	17338	16614	33952	7575	6814	14389

District-Fatehgarh					
Perspective 2002-2007					
Blockwise Enrollment in (Primary) Schools					
Peblock		State Govt.	Non-State Govt.	Unrecognised	Grand Total
		Total	Total	Total	
066	SIRHIND - I	6594	3280	1654	11528
067	SARHIND - II	10696	7010	3002	20707
068	SIRHIND - III	9422	2462	2626	14510
069	BASSI PATHANA-I	9171	4056	1941	15168
070	BASSI PATHANA-II	9128	3931	1126	14186
071	KHAMANO	11538	3978	1325	16840
GRAND TOTAL		56549	24717	11674	92939

District-Fatehgarh					
Blockwise Enrollment in (Middle) Schools					
Peblock		State Govt.	Non-State Govt.	Unrecognised	Grand Total
		Total	Total	Total	
066	SIRHIND - I	3819	1637	485	5941
067	SARHIND - II	6414	3349	1110	10874
068	SIRHIND - III	5576	694	795	7066
069	BASSI PATHANA-I	6314	1741	658	8712
070	BASSI PATHANA-II	5182	1733	419	7334
071	KHAMANO	6646	1538	467	8651
GRAND TOTAL		33952	10691	3934	48578

District-Fatehgarh Sahib							
Perspective 2002-2007							
Blockwise Out of Schools Children							
Age Group (6-14)							
Peblock		Total			SC		
		Male	Female	Total	Male	Female	Total
066	SIRHIND - I	0	0	0	0	0	0
067	SARHIND - II	0	0	0	0	0	0
068	SIRHIND - III	0	0	0	0	0	0
069	BASSI PATHANA-I	0	0	0	0	0	0
070	BASSI PATHANA-II	0	0	0	0	0	0
071	KHAMANO	0	0	0	0	0	0
	TOTAL	0	0	0	0	0	0

Blockwise Handicapped Children

Perspective 2002-2007

District : Fatehgarh Sahib - 6-14 Years (Total)

District	Visually Impaired Children	Speech Impaired Children	Hearing Impaired Children	Physically Challenged Children	Mentally Challenged Children	Any Other Challenged Children	Total
SIRHIND - I	3	8	2	16	26	6	61
SARHIND - II	5	27	5	60	48	12	157
SIRHIND - III	6	39	4	51	45	12	157
BASSI PATHANA-I	4	7	4	42	31	11	99
BASSI PATHANA-II	11	25	5	38	27	12	118
KHAMANO	12	19	2	34	25	33	125
TOTAL	41	125	22	241	202	86	717

Blockwise Handicapped Children

Perspective 2002-2007

District : Fatehgarh Sahib - 6-14 Years (Total)

PEBlock	SC			BC		
	School Going	School Not Going	Total	School Going	School Not Going	Total
SIRHIND - I	16	10	26	4	6	10
SARHIND - II	56	27	83	8	7	15
SIRHIND - III	53	38	91	7	4	11
BASSI PATHANA-I	26	19	45	11	10	21
BASSI PATHANA-II	29	30	59	12	7	19
KHAMANO	44	25	69	11	0	11
TOTAL	224	149	373	53	34	87

Summary

District Fatehgarh Sahib

S.No	ITEM	2002-03		2003-04		2004-05		2005-06		2006-07		Total	%
		Total	%	Total	%	Total	%	Total	%	Total	%		
1	Teacher Salary	43.056	7.66	44.712	7.68	46.368	7.90	48.024	8.13	49.680	8.37	231.840	7.95
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	20.601	3.66	23.691	4.07	26.781	4.56	29.871	5.06	32.961	5.55	133.905	4.59
6	Civil Works	184.879	32.88	192.397	33.03	193.763	33.07	194.788	32.99	195.955	33.00	961.782	32.98
7	Maintenance and repair of school buildings	30.350	5.40	31.450	5.40	31.850	5.43	32.200	5.45	32.550	5.48	158.400	5.43
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	11.000	1.89	15.000	2.56	18.500	3.13	22.000	3.70	66.500	2.28
10	School grant	12.140	2.16	12.580	2.16	12.740	2.17	12.880	2.18	13.020	2.19	63.360	2.17
11	TLM grant	13.550	2.41	13.880	2.38	14.000	2.39	14.105	2.39	14.210	2.39	69.745	2.39
12	Teacher training	37.940	6.75	38.864	6.67	39.200	6.68	39.494	6.69	39.788	6.70	195.286	6.70
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	2.914	0.52	3.019	0.52	3.058	0.52	3.091	0.52	3.125	0.53	15.206	0.52
15	Provision for disabled children (IED)	7.673	1.36	7.687	1.32	7.704	1.31	7.677	1.30	7.677	1.29	38.418	1.32
16	Research, evaluation, supervision and monitoring	8.494	1.51	8.713	1.50	9.187	1.57	9.027	1.53	9.078	1.53	44.498	1.53
17	Management cost	34.004	6.05	34.986	6.01	34.829	5.93	35.432	6.00	35.644	6.00	174.895	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	10.002	1.78	10.002	1.72	10.002	1.70	10.002	1.69	10.002	1.68	50.012	1.72
18.2	ECCE	15.003	2.67	15.003	2.58	15.003	2.56	15.003	2.54	15.003	2.53	75.015	2.57
18.3	SC/ST	10.003	1.78	10.003	1.72	10.003	1.70	10.003	1.69	10.003	1.68	50.013	1.72
18.4	Computer Education	15.000	2.67	15.000	2.57	15.000	2.56	15.000	2.54	15.000	2.53	75.000	2.57
19	Block resource centres	85.415	15.19	85.415	14.66	85.415	14.55	85.415	14.47	85.415	14.38	427.075	14.65
19.1	Cluster resource centres	2.773	0.49	2.773	0.48	2.773	0.47	2.773	0.47	2.773	0.47	13.865	0.48
20	Intervention for out of school children	28.504	5.07	21.387	3.67	14.270	2.43	7.153	1.21	0.000	0.00	71.315	2.45
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		562.300	100.00	582.563	100.00	586.946	100.00	590.438	100.00	593.883	100.00	2916.131	100.00

Perspective Work Plan 2002-07, District Fatehgarh Sahib, 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																
1.0	Salary for primary teachers 46 x 12	0.078	552	43.056	0.081	552	44.712	0.084	552	46.368	0.087	552	48.024	0.090	552	49.680
	Subtotal			43.056			44.712			46.368			48.024			49.680
(in lacs)																
Intervention Name : Free textbooks																
5.0	Free text books for Non SC girls	0.0015	13734	20.601	0.0015	15794	23.691	0.0015	17854	26.781	0.0015	19914	29.871	0.0015	21974	32.961
	Subtotal			20.601			23.691			26.781			29.871			32.961
(in lacs)																
Intervention Name : Civil works																
6.0	Buildings for building less school	2.910		0.000	2.910		0.000	2.910		0.000	2.910		0.000	2.910		0.000
6.0	Block Resource centre buildings	5.820	1	5.820	5.820	1	5.820	5.820	1	5.820	5.820	1	5.820	5.820	1	5.820
6.0	New Primary school buildings Branch Schools	2.910		0.000	2.910		0.000	2.910		0.000	2.910		0.000	2.910		0.000
6.0	Sanitary Blocks and drinking water facilities for primary and upper primary sections	0.340	182	61.789	0.340	187	63.487	0.340	191	64.845	0.340	194	65.863	0.340	194	65.863
6.0	Buildings for schools having unsafe buildings	2.910		0.000	2.910		0.000	2.910		0.000	2.910		0.000	2.910		0.000
6.0	Cluster Resource Centres	1.940	4	7.760	1.940	4	7.760	1.940	4	7.760	1.940	4	7.760	1.940	4	7.760
6.0	Additional Class rooms for primary schools	1.160	51	59.160	1.160	53	61.480	1.160	53	61.480	1.160	53	61.480	1.160	53	61.480
6.0	Additional Classrooms for Primary schools and upper primary sections	1.160	25	29.000	1.160	27	31.320	1.160	27	31.320	1.160	27	31.320	1.160	27	31.320
6.0	Headmaster's room for upper primary sections	1.160	15	17.400	1.160	16	18.560	1.160	16	18.560	1.160	16	18.560	1.160	17	19.720
6.0	Compound Wall	1.160		0.000	1.160		0.000	1.160		0.000	1.160		0.000	1.160		0.000
6.0	Verandah	1.160		0.000	1.160		0.000	1.160		0.000	1.160		0.000	1.160		0.000
6.0	Development and distribution work training manual for VEDCs 4 x 506	0.00032	2024	0.648	0.00032	2024	0.648	0.00032	2024	0.648	0.00032	2024	0.648	0.00032	2024	0.648
6.0	Development and distribution training manual on civil works for BRPs and DRPs 4 x (90+10)	0.00068	400	0.272	0.00068	400	0.272	0.00068	400	0.272	0.00068	400	0.272	0.00068	400	0.272

Perspective Work Plan 2002-07, District Fatehgarh Sahib, Punjab

Account Code	Item	2002-03			2003-04			2004-05			2005-06			2006-07		
		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial
6.0	Workshop on Architectural plans and layouts 30 persons x 3 x 300	0.270	2	0.540	0.270	2	0.540	0.270	2	0.540	0.270	2	0.540	0.270	2	0.540
6.0	Development and distribution of architectural plans and layouts 2 x primary & upper primary schools	0.00047	1214	0.571	0.00047	1258	0.591	0.00047	1274	0.599	0.00047	1288	0.605	0.00047	1302	0.612
6.0	Hiring of vehicles for monitoring of civil works 6 visits x 12	0.010	72	0.720	0.010	72	0.720	0.010	72	0.720	0.010	72	0.720	0.010	72	0.720
6.0	Hiring of vehicles for monitoring of civil works by State office and seeking advice on civil work	0.100	12	1.200	0.100	12	1.200	0.100	12	1.200	0.100	12	1.200	0.100	12	1.200
	Sutotal			184.879			192.397			193.763			194.788			195.955
Intervention Name : Maintenance and repair of school buildings € (in lacs)																
7.0	Repairs and maintenance of school Primary and upper primary sections	0.050	607	30.350	0.050	629	31.450	0.050	637	31.850	0.050	644	32.200	0.050	651	32.550
	Subtotal			30.350			31.450			31.850			32.200			32.550
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	22	11.000	0.500	30	15.000	0.500	37	18.500	0.500	44	22.000
	Subtotal			0.000			11.000			15.000			18.500			22.000

Perspective Work Plan 2002-07, District Fatehgarh Sahib, 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 : School Grant (in lacs)																
10.0	School grants for existing schools (primary + upper primary)	0.020	607	12.140	0.020	629	12.580	0.020	637	12.740	0.020	644	12.880	0.020	651	13.020
Subtotal				12.140			12.580			12.740			12.880			13.020
Intervention Name : Teacher Grant (in lacs)																
11.0	TLM grant for teachers of primary and upper primary schools	0.005	2710	13.550	0.005	2776	13.880	0.005	2800	14.000	0.005	2821	14.105	0.005	2842	14.210
Subtotal				13.550			13.880			14.000			14.105			14.210
Intervention Name : Teacher Training (in lacs)																
12.0	Teachers training for primary and upper primary= for 20 days The detail of various trainings and training schedule has been given in the chapter of Training Programme	0.0140	2710	37.940	0.0140	2776	38.864	0.0140	2800	39.200	0.0140	2821	39.494	0.0140	2842	39.788
Subtotal				37.940			38.864			39.200			39.494			39.788
Intervention Name : Training of Community Leader (in lacs)																
14.0	Orientation to VEDC Members No. of primary & upper primary schools x 8 members x 2	0.0003	9712	2.914	0.0003	10064	3.019	0.0003	10192	3.058	0.0003	10304	3.091	0.0003	10416	3.125
Subtotal				2.914			3.019			3.058			3.091			3.125
Intervention Name : Provision for disabled children(IED) (in lacs)																
15.0	IED Training to BRC staff 5 x10 x 5	0.0007	250	0.175	0.0007	250	0.175	0.0007	250	0.175	0.0007	250	0.175	0.0007	250	0.175
15.0	IED assessment camps 2 x 5	0.020	10	0.200	0.020	10	0.200	0.020	10	0.200	0.020	10	0.200	0.020	10	0.200
15.0	One Resource persons honorarium 5 Blocks x 12 months	0.050	60	3.000	0.050	60	3.000	0.050	60	3.000	0.050	60	3.000	0.050	60	3.000
15.0	Manual for disability in Indian content A Teacher's Role for 607 schools	0.00022	607	0.134	0.00022		0.000	0.00022		0.000	0.00022		0.000	0.00022		0.000

Perspective Work Plan 2002-07, District Fatehgarh Sahib, Punjab																
Account Code	Item	2002-03			2003-04			2004-05			2005-06			2006-07		
		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial
15.0	Manual for teachers about physically challenged children for 607 schools	0.00032	607	0.194	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	629	0.214	0.00034		0.000	0.00034		0.000	0.00034		0.000
15.0	Manual for Teachers about hearing impaired children for No. of primary & upper primary schools	0.00028	607	0.170	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 primary & upper primary schools	0.00036		0.000	0.00036	629	0.226	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	637	0.242	0.00038		0.000	0.00038		0.000
15.0	Special assistance and TLM to disabled children	0.0053	717	3.800	0.00540	717	3.872	0.0057	717	4.087	0.00600	717	4.302	0.00600	717	4.302
	Subtotal			7.673			7.687			7.704			7.677			7.677
Intervention Name : Research, Evaluation, supervision and monitoring (in lacs)																
16.0	Annual School, Block and district planning for Primary and Upper Primary schools @ Rs. 30/-	0.0003	607	0.182	0.0003	629	0.189	0.0003	637	0.191	0.0003	644	0.193	0.0003	651	0.195
16.0	Annual School Gradation and Evaluation process for Primary & Upper primary schools @ Rs. 30	0.0003	607	0.182	0.0003	629	0.189	0.0003	637	0.191	0.0003	644	0.193	0.0003	651	0.195
16.0	Conduct of Pupil Achievement Survey 5% TO 10% of schools @ Rs. 2000/-	0.020	30	0.600	0.020	31	0.620	0.020	64	1.280	0.020	64	1.280	0.020	65	1.300
16.0	Academic monitoring of schools by DIET staff by travelling 12 months 4 × 12 @ Rs.1000	0.010	48	0.480	0.010	48	0.480	0.010	60	0.600	0.010	60	0.600	0.010	60	0.600

Perspective Work Plan 2002-07, District Fatehgarh Sahib, Punjab

Account Code	Item	2002-03			2003-04			2004-05			2005-06			2006-07		
		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial
16.0	Academic supervision by BRCs 5 x 10 units Rs.1000	0.010	50	0.500	0.010	50	0.500	0.010	50	0.500	0.010	50	0.500	0.010	50	0.500
16.0	Hiring of Vehicles for Academic supervision by DPO/SPD 5 to 10 visits x 12 months @ Rs. 1000/-	0.010	60	0.600	0.010	60	0.600	0.010	120	1.200	0.010	120	1.200	0.010	120	1.200
16.0	Annual Household survey @Rs.3/- per household for 88636 households	0.00003	88636	2.659	0.00003	88636	2.659	0.00003	88636	2.659	0.00003	88636	2.659	0.00003	88636	2.659
16.0	MIS Data collection and processing of data for primary schools at State/District office	0.0017	459	0.780	0.0017	459	0.780	0.0017	459	0.780	0.0017	459	0.780	0.0017	459	0.780
16.0	MIS Data collection and processing of data for upper primary schools/sections at State/District office	0.0018	148	0.266	0.0018	170	0.306	0.0018	178	0.320	0.0018	185	0.333	0.0018	192	0.346
16.0	State office activities on research, evaluation monitoring and supervision @ Rs.200/- per school for primary & upper primary schools	0.0020	607	1.214	0.0020	629	1.258	0.0020	637	1.274	0.0020	644	1.288	0.0020	651	1.302
16.0	Development and supply of material for Diagnostic-prescriptive teaching of i) Fine and Gross Motor skills ii) Teaching of languages iii) Teaching of Mathematics for primary and upper primary schools	0.00031 x3	607	0.560			0.000			0.000			0.000			0.000
16.0	Development and supply of material for evaluation of Instructional improvement in primary and upper primary schools	0.00029	607	0.180			0.000			0.000			0.000			0.000

Perspective Work Plan 2002-07, District Fatehgarh Sahib, Punjab

Account Code	Item	2002-03			2003-04			2004-05			2005-06			2006-07		
		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial
16.0	Development and supply of material for evaluation of learning in upper primary schools i) Science ii) Mathematics iii) Health and physical education iv) English v) Hindi vi) Punjabi vii) Social Studies	0.00028 ×7	148	0.290			0.000			0.000			0.000			0.000
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			0.000	0.00030× 6	629	1.132	0.000	637	0.191			0.000			0.000
	Subtotal			8.494			8.713			9.187			9.027			9.078
Intervention Name : Management Cost																
(in lacs)																
17.0	Hire charges for vehicles for DPO/State No. of times x 12 months	0.015	327	4.905	0.015	312	4.680	0.015	260	3.900	0.015	260	3.900	0.015	232	3.480
17.0	DPO/state consumables	0.070	12	0.840	0.070	12	0.840	0.070	12	0.840	0.070	12	0.840	0.070	12	0.840
17.0	Water, Electricity, Telephone etc. of District and State office	0.100	12	1.200	0.100	12	1.200	0.100	12	1.200	0.100	12	1.200	0.100	12	1.200
17.0	TA & DA of District and State etc.	0.300	12	3.600	0.300	12	3.600	0.300	12	3.600	0.300	12	3.600	0.300	12	3.600
17.0	Consultants (12 Months × 7) for District and State	0.070	42	2.940	0.070	42	2.940	0.070	42	2.940	0.070	42	2.940	0.070	42	2.940

Perspective Work Plan 2002-07, District Fatehgarh Sahib, Punjab

Account Code	Item	2002-03			2003-04			2004-05			2005-06			2006-07		
		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial
17.0	Computer Stationery Peripherals DPO/State	0.200	1	0.200	0.200	1	0.200	0.200	1	0.200	0.200	1	0.200	0.200	1	0.200
17.0	Documentation at DPO/State	3.000	1	3.000	3.000	1	3.000	3.000	1	3.000	3.000	1	3.000	3.000	1	3.000
17.0	Running cost of Data centre for all primary and upper primary schools and students 1.400 x 12 inclusive of rent and salaries and other expenses for DPO/State	1.400	12	16.800	1.500	12	18.000	1.550	12	18.600	1.600	12	19.200	1.650	12	19.800
17.0	Jan Samparak Abhiyan (twice a year visit of 10 schools per block by all senior officers for three days- taxi and other charges) to be conducted by State/District office No. of Blocks x 2	0.030	10	0.300	0.030	10	0.300	0.032	10	0.320	0.032	10	0.320	0.035	10	0.350
17.0	Development and printing of modules on planning and management by State/District office	0.00036	607	0.219	0.00036	629	0.226	0.00036	637	0.229	0.00036	644	0.232	0.00036	651	0.234
17.0	Hiring of experts pedagogy, research, evaluation, community mobilization, gender, sensitization, alternative schooling, planning and management training District 8 x 12 x 8000 Block 3 x 12 x 8000															
17.0	Circulation of material prepared by the experts to school/VEDC level.															
17.0	News letter															
17.0	Media activity															
	Subtotal			34.004			34.986			34.829			35.432			35.644

Perspective Work Plan 2002-07, District Fatehgarh Sahib, Punjab

Account Code	Item	2002-03			2003-04			2004-05			2005-06			2006-07			
		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	
Intervention Name : Innovative Girls Education, ECCE, SC/ST, Computer Education															(in lacs)		
a) Girl Child Education																	
18.1	Remedial coaching for girls students for two months in primary schools in parts	0.003	230	0.690	0.003	230	0.690	0.003	230	0.690	0.003	230	0.690	0.003	230	0.690	
18.1	Remedial coaching for girls students for two months in upper primary schools in parts	0.003	74	0.222	0.003	74	0.222	0.003	74	0.222	0.003	74	0.222	0.003	74	0.222	
18.1	Development of supplement reading material and item Bank for 16527 girl student of primary students for use in remedial coaching in parts	0.00038	16527	6.280	0.00038	16527	6.280	0.00038	16527	6.280	0.00038	16527	6.280	0.00038	16527	6.280	
18.1	Development of supplement reading material and item Bank for 19098 girl student of upper primary students for use in remedial coaching in parts	0.00057	4930	2.810	0.00057	4930	2.810	0.00057	4930	2.810	0.00057	4930	2.810	0.00057	4930	2.810	
	Subtotal			10.002			10.002			10.002			10.002			10.002	
b) ECCE																	
18.2	School readiness kits and playway material for 3-5 age children in ICDS Centres	0.00075	18627	13.970	0.00075	18627	13.970	0.00075	18627	13.970	0.00075	18627	13.970	0.00075	18627	13.970	
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	1377	1.033	0.00075	1377	1.033	0.00075	1377	1.033	0.00075	1377	1.033	0.00075	1377	1.033	
	Subtotal			15.003			15.003			15.003			15.003			15.003	
c) SC/ST																	
18.3	Remedial coaching for 3 months in primary & upper primary schools	0.0030	303	0.909	0.0030	303	0.909	0.0030	303	0.909	0.0030	303	0.909	0.0030	303	0.909	

Perspective Work Plan 2002-07, District Fatehgarh Sahib, Punjab

Account Code	Item	2002-03			2003-04			2004-05			2005-06			2006-07		
		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial
18.3	Supplementary reading material for remedial coaching SC children 18770 in parts	0.0005	10908	5.454	0.0005	10908	5.454	0.0005	10908	5.454	0.0005	10908	5.454	0.0005	10908	5.454
18.3	Question Bank for SC children of 14600 upper primary classes for remedial coaching in parts	0.0006	6066	3.640	0.0006	6066	3.640	0.0006	6066	3.640	0.0006	6066	3.640	0.0006	6066	3.640
	Subtotal			10.003			10.003			10.003			10.003			10.003
d) Computer Education																
18.4	Cost of running of computer education centres at block/cluster level	15.000	1	15.000	15.000	1	15.000	15.000	1	15.000	15.000	1	15.000	15.000	1	15.000
	Subtotal			15.000			15.000			15.000			15.000			15.000
Intervention Name: Block Resource Centres (in lacs)																
19.0	BRC Contingency grant for 5 CD Blocks @ Rs.12500/- P.A.	0.125	5	0.625	0.125	5	0.625	0.125	5	0.625	0.125	5	0.625	0.125	5	0.625
19.0	TLM grant for 5 CD Blocks @ Rs.5000/- P.A.	0.050	5	0.250	0.050	5	0.250	0.050	5	0.250	0.050	5	0.250	0.050	5	0.250
19.0	Meetings, Travel allowance for 5 CD Blocks @Rs.500 x 12 P.A.	0.005	60	0.300	0.005	60	0.300	0.005	60	0.300	0.005	60	0.300	0.005	60	0.300
19.0	Salary of 20 Block Resource Persons per CD Block having more than 100 schools for 4 Blocks @ Rs.7800/- x 12 P.A.	0.078	960	74.880	0.078	960	74.880	0.078	960	74.880	0.078	960	74.880	0.078	960	74.880
19.0	Salary of 10 Block Resource Person Per CD Block having less than 100 schools for 1 Block @ Rs. 7800/-x12 P.A.	0.078	120	9.360	0.078	120	9.360	0.078	120	9.360	0.078	120	9.360	0.078	120	9.360
	Sutotal			85.415			85.415			85.415			85.415			85.415
Intervention Name: Cluster Resource Centres (in lacs)																
19.1	CRC Contingency grant for 47 CRCs Blocks @ Rs.2500/- P.A.	0.025	47	1.175	0.025	47	1.175	0.025	47	1.175	0.025	47	1.175	0.025	47	1.175

Perspective Work Plan 2002-07, District Fatehgarh Sahib, Punjab																
Account Code	Item	2002-03			2003-04			2004-05			2005-06			2006-07		
		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial
19.1	TLM grant for 47 CRCs @ Rs.1000/- P.A.	0.010	47	0.470	0.010	47	0.470	0.010	47	0.470	0.010	47	0.470	0.010	47	0.470
19.1	Meetings, Travel allowance for 47 CRCs Blocks @Rs.200 x 12 P.A.	0.002	564	1.128	0.002	564	1.128	0.002	564	1.128	0.002	564	1.128	0.002	564	1.128
	Subtotal			2.773			2.773			2.773			2.773			2.773
Intervention Name: Out of School children (in lacs)																
20.0	Cost of running of EGS centres for 756 out of school children of 6-11 age group declining by 25%	0.00845	756	6.388	0.00845	567	4.791	0.00845	378	3.194	0.00845	189	1.597	0.00845	0	0.000
20.0	Cost of running of EGS centres for 1077 out of school children of 11-13 age group declining by 25%	0.012	1077	12.924	0.012	808	9.696	0.012	539	6.468	0.012	270	3.240	0.012	0	0.000
20.0	Cost of running of EGS centres for 766 out of school children of 14 age group declining by 25%	0.012	766	9.192	0.012	575	6.900	0.012	384	4.608	0.012	193	2.316	0.012	0	0.000
				28.504			21.387			14.270			7.153			0.000
Intervention Name: Preparatory activities for micro-planning, household surveys studies (In lacs)																
21.0																
	Subtotal			0.000			0.000			0.000			0.000			0.000

Government of Punjab
Education- 7 Branch
Education Department
ORDER

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

1. The Need

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

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

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

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

2. Two Levels of School Education

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

3. Rechristening of School Directorates

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

4. Heads of the Department

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

5. Implementation

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

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

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

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

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

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

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

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

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

Schools.

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

5.3 Staff Salaries

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

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

5.4 Two Levels of Schools

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

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

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

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

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

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

5.5 Redeployment of Staff

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

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

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

5.6 School Heads

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

5.6.5. All teachers will ensure the smooth transition to Two Levels of School Education. Any problem arising out of mergers and redeployment will be solved in the most cordial and amicable atmosphere.

5.6.6. Principal Secretary, School Education will form a committee to prepare fresh guidelines for induction and restructuring of personnel to management cadre of all levels.

5.7 Anomalies and Local Specific Problems

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

5.7.1 Utmost efforts will be made by the staff at the school level to sort out any problem arising out of the reorganization of school system.

5.7.2 In the event school staff is not able to solve any problem or find any solution which is satisfactory for all the staff, it will be referred to the respective District Education Officer. Both the District Education Officers i.e. that is Elementary and Secondary will form a committee by taking three senior persons from the Teachers, Headmasters and Principals on priority basis. This committee will deliberate on the problem and will try to find an amicable solution.

5.7.3 In the event the District Committee is unable to solve a particular problem or identifies any anomaly or local/specific problem, it will refer the matter to the respective Directorate. Directorates of Elementary and Secondary Education will form a joint committee with other suitable members on priority and will look into the problem. In case, the committee is not able to resolve the issue it will be finally referred to Government for proper orders.

Dated, Chandigarh
the 25th, October, 2002

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

No. 10/6/2002-3Edu. 724/32 Dated, Chandigarh, the 28th, October 2002

A copy is forwarded to the following for information

and necessary action:-

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

Biluck Sarkar
(B. Sarkar)

Secretary School Education,
Punjab.

No. 106/2002-Edu. 7/

Dated Chandigarh, the 28th, October 2002

A copy is forwarded to the:

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

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

Biluck Sarkar
(B. Sarkar)

Secretary School Education,
Punjab.