SARVA SHIKSHA ABHIYAN

DISTRICT ELEMENTARY EDUCATION PLAN

EDUCATION FOR ALL

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

District

MOGA

Sarva Shiksha Abhiyan Authority

PUNJAB

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ANNUAI WORK PLAN 2002-03

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 measurables learning outcomes are achieved by all.*

vi) *ensuring that education is fully related to real life and enviroment and in consonance with the world outside the school.*

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Perspective Plan 2002-07

Brief Profile of District Moga

Location

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

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

Area

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

Climate

The district is situated in the dry region of the state. Climate of the district is arid, semi-arid and hot in summer and severe cold in winter. The rainy season is mild as the region is situated far away from the hills. It begins to warm up in the middle of March, though the nights are cool. It goes on getting hotter till early July when the mercury on many days crosses 45°C. Dust storms are frequent during the hot weather. The monsoon rains commence in first week of July and lasting upto middle of September. Thus, the average rainfall is approximately 175.0 mm. The days are wet until middle of October. The cold weather for the next few months is severe and dry but healthy. Some rain may occur due to westerly disturbance from mid-December to mid-February. January and February are the coldest month when mercury may touch the freezing point of water on such occasions frost are likely occur in the district.

The rainfall in district increases generally from the south-west towards the north east. About three fourth of the annual normal rainfall in the district is received during the period from July to September, whereas the remaining rainfall occurs during the winter months December to February. However, variation in rainfall from year to year is appreciable. The average rainfall reported in the district in 2000-01 was 175.0mm *(Annexure-I)*.

Topography

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

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

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

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

Rivers and Drains

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

Present Jurisdiction

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

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

Major Characteristics

Land Utilization

During 2000-01, the Geographical Area of the District was 168 thousand hectares and total area according to village papers was 223 thousand hectares, which shows a wide disparity as the area arrived at by different sources of measurements adopted by two agencies. Out of total area 2 thousand hectares is under forests, 1000 hectares is under barren and un-culturable and 20 thousand hectares is put to non-agricultural use, 1 thousand hectares is current fallow and 1 thousand hectare is culturable waste. Other than current fallow the district has 198 thousand hectares 'Net Sown Area' which works out to 89 percent of the total area of the district. The area sown more than once is 194 thousand hectares thus 392 thousand hectares the total cropped area in year *(Annexure-I)*.

Agriculture

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

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

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

The district has a good area under different vegetables i.e. 7407 hectares. Out of total 5478 hectares is under potato, 380 hectares is under onion, 853 hectares is under winter vegetables and 696 hectares of area is under summer vegetables. During 2000-01, the district consumed 67 thousand tons of chemical fertilizers. (50 thousand tones Nitrogenous, 16 thousand tons Phosphatic and 1 thousand tons Potassic.)

Irrigation

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

Net area irrigated was 197.4 thousand hectares in the district. 32.4 thousand hectares of area irrigated by Government canals and remaining 165.0 thousand hectares by tubewells and wells *(Annexure-I)*. The percentage of Net Irrigated Area to Net Sown area works out to 99.7 percent. Further Gross Irrigated Area was 391.7 thousand hectares and percentage of Gross Irrigated Area to Gross Cropped Area works out to 99.9 percent during 2000-01 *(Annexure-I)*.

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

Animal Husbandry

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

During 1997, the district has a total of 3,50,300 animals. Out of total there were 87,000 Cattles, 2,26,700 Buffaloes, 500 Horses and Ponies, 300 Donkeys, 500 Mules, 16,400 Pigs. The number of poultry birds was 2,10,300. The district has 52 Veterinary Hospitals and 79 permanent Outlaying Dispensaries and Insemination units for the treatment of sick animals *(Annexure-I)*.

Fisheries

The area stocked under fish in the district was 151 hectares *(Annexure-I)* and number of fingerlings was 2052 thousand. The district has only one slaughterhouse in 2000-01 in order to ensure quality meat to general public.

Industry

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

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

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

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

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

In 2000-01, the district has 212 registered working factories and the average number of workers was 4194 *(Annexure-I)*. There were 464 workers per lakh of population. Some of the present time industries of the district are as follow (1) Electricity and Gas Supply, (2) Repair Services (Motors), (3) Agricultural Services, (4) Manufacturing of Food and Beverages, (5) Manufacturing of Textiles, (6) Manufacturing of wood and wood products, furniture and fixtures, (7) Manufacturing of paper and paper products, (8) Printing publishing and allied services, (9) Manufacturing of rubber and plastics, (10) Manufacturing metal products and part, (11) Manufacing of machinery and equipments, (12) Manufacturing of motor vehicles and trailer, (13) Repair of motor vehicles, (14) Retail trade in others except motors, (15) Supporting transport activities and (16) Basic metal industries, etc. Other main industry is Nestle India Ltd. Moga. Mainly district is dependent on the agriculture economy.

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

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

During 2000-01, the district consumed 558.27 million units of electricity *(Annexure-I)*. The classification of total consumption is Domestic 131.38 million units, Commercial 24.82 million units, Industrial 86.54 million units, Agricultural 312.13 million units and others 3.40 million units. The percentage to total consumption of the state works out to 2.91 percent. Total number of

households using electricity in the district is 1,29,909 out of total 1,43,316 house holds.

Minerals and Mining

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

Communication

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

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

In 2000-01, the total road length maintained by public works Department (B&R) in the district was 1980 km. Out of this, total of 110 km. are under National Highways and remaining 1870 kms were under provincial highways. There are 98 km. of roads for every one lakh of population. The number of village linked with roads is 322 and percentage of villages linked with roads works out to be 100 percent.

During 2000-01, the district has 133 Post offices, 11 Telegraph offices, 38 Telephone Exchanges, 387 Public Call offices and 32668 Telephone connections *(Annexure-I)*.

Trade and Commerce ·

Though trade is mostly in private hands. During 2000-01, the district has a total of 578 Co-operative Societies. The major societies are such as 180 Agricultural Credit Societies , 8 Non-Agricultural Credit Societies , 118 milk supply societies, 85 Weavers Societies ,72 Women Societies and 11 Housing Societies, etc. There are a number of consumer stores, which help in making available essential goods at reasonable price to the customers.

There were 131 banks in the district, during 2000. The district has 10 State Bank of India braches, 8 State Bank of Patiala braches, 13 Punjab National Bank braches, 47 Co-operative Banks branches and 53 other Commercial Banks braches. So, the district has 84 Scheduled Banks *(Annexure-I)*.

Forestry

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

highway strips and in 1956 PWD roads and canals strips were transferred to forest department for purpose of plantation. During 2000-01, the total area under forest was 20 Sq. km. and the whole of the area was protected forests. The percentage to total area is 1.20 percent.

Medical and Public Health

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

In 2001, the district has 83 Medical Institutions, out of total 77 are in rural areas and 6 are in urban areas. These can be classified as: 4 Hospitals (2 Rural, 2Urban), 16 P.H.Cs (16 Rural) and 59 Dispensaries (56 Rural, 3Urban), Further 82 Medical Institutions are owned by State Government and only one by Voluntary Organisations. There are 7 Ayurvedic and 7 Homeopathic institutions in the district. The number of beds in different Medical Institutions in 720 *(Annexure-I)*.

Education

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

In 2000, the district has 7 Arts, Science, Commerce and Home Science Colleges (4 boys, 3 girls), 1Engineering, Technology and Architecture College (1 boys), 2 Teachers Training College (1 boys, 1 girls), 51 Senior Secondary Schools (40 boys, 11 girls), 98 High Schools (87 boys, 11 girls), 97 Middle Schools (94 boys, 3girls), 356 Primary School (345 boys, 11 girls), 1 Elementary Teachers Training School (1 boys), 1Polytechnic Institutions (1 boys), 2 Technical Industrial Art Craft School (1 boys, 1 girls) *(Annexure-III to XIV)*.

In 2001, the district reported a literacy rate of 63.94 percent (Rural 61.18 percent and Urban 74.84 percent) males 68.94 percent (Rural 65.93 percent and Urban 78.05 percent) and females 58.96 percent (Rural 55.87 percent and Urban 71.20 percent) *(Annexure-XI)*

Occupation

According to 2001Census the total number of workers in the district were 355412, There are 300460 main workers is such as: 1,03,069 Cultivaters, 83,166 agricultural labourers, 19,548 household workers and 1,49,628 other workers.

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

	District:Moga Primary Statistics	
S.NO	**ITEM**	
1	Area	2216 Sq. km
	Tehsils	3
	Blocks	4
	Towns	4
	Inhabited villages	329
2	**Population 2001**	
	Total population	886313
	Rural population	708682
	Percentage to total Population	79.96%
	Urban population	177631
	Percentage to total Population	20.04%
	Density	400 per sq. km
	Literate and educated persons	496338
	Literacy	63.94%
	Female per 1000 male	883
	Total Workers	355412
	Main Workers	300460
	Marginal Workers	55838
	Non- Workers	530901
	Break up of Main Workers	
	I) Cultivators	103069
	II) Agriculture Labourer	83166
	III) Manufacturing, Processing,servicing and Repairs in Household Industry	19548
	IV) Other Services	149628
3	**Local Bodies(2000-2001)**	
	I) Zila Parishads	1
	II) Municipal Committees	4
4	**Climate**	
	Average Rainfall	175.0 mm
5	**Agriculture (2000-2001)**	
	Net Area Sown	198000 hect.
	Area Sown more than once	194000 hect.
6	**Irrigation (2000-2001)**	
	Net Area Irrigated by:	
	Govt. Canals	32400 hect.
	Wells/Tubewells	165000 hect.
	Total	197400 hect.
	Gross Area Irrigated	391700 hect.
7	**Animal Husbandry (2000-2001)**	
	Veterinary Hospitals	52
	Permanent Outlaying Dispensaries & Insemination Units	79
	Area Stocked with fish	151 hect.
	Total Live Stock (Live Stock Census 1997)	350300
	Total Poultry (Live Stock Census 1997)	210300
8	**Energy (1999-2000)**	
	Consumption of Electricity	558.27 million units
9	**Forest (2000-2001)**	
	Area under Forests	20 sq. km.
10	**Industries (2000)**	
	Regd. Working Factories	212
11	**Medical and Health (1.4.2001)**	

S.NO	ITEM	
	Hospitals	4
	Dispensaries	59
	P.H.Cs.	16
	Ayurvedic and Unani Institution	7
	Homoeopathic Institutions	1
	Beds installed in Medical Institutions (Allopathy)	720
12	Co-operation (2000-2001)	
	Co-operative Societies	578
	Primary Agricultural Credit Societies	180
13	Banking (2000)	
	Scheduled Banks	84
14	Miscellaneous(2000-2001)	
	Post Offices	133
	Police-Stations/ Police Posts	8

District:Moga
Primary Statistics

Source : Statistical Abstract of Punjab

District: Moga
Demographic Profile

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

Source : Statistical Abstract of Punjab

District : Moga

No. of Recognised Institution

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.	4	3	7	42.86	4	3	7	42.86	4	3	7	42.86	4	3	7	42.86
Engineering, Technology and Architecture Colleges.					1		1	0.00	1		1	0.00	1		1	0.00
Medical Colleges (Allopathic Only)																
Teacher's Training College (B.ed.)	1	1	2	50.00	1	1	2	50.00	1	1	2	50.00	1	1	2	50.00
Senior Secondary Schools	29	8	37	21.62	29	8	37	21.62	29	8	37	21.62	40	11	51	21.57
High Schools	71	8	79	10.13	71	8	79	10.13	72	8	80	10.00	87	11	98	11.22
Middle Schools	72	2	74	2.70	72	2	74	2.70	76	3	79	3.80	94	3	97	3.09
Primary Schools	230	10	240	4.17	227	10	237	4.22	237	10	247	4.05	345	11	356	3.09
Pre-Primary Schools	1		1	0.00	1		1	0.00	1		1	0.00	1		1	0.00
Elementary Teacher's Training Schools									1		1	0.00	1		1	0.00
Polytechnic Institutions	1		1	0.00	1		1	0.00	1		1	0.00	1		1	0.00
Technical Industrial Art Craft Schools	1	1	2	50.00	1	1	2	50.00	1	1	2	50.00	1	1	2	50.00

Source : Statiostical Abstract of Punjab

1. These figures relate to the State Statistical Abstract and are not in conformity with the household survey conducted by the department.

2. For the purpose of District Plan Number of School and enrolment has been take as per survey figures.

District : Moga

No. of Working Teachers in Recognised schools

Type	1997				1998				1999				2000			
	Male	Female	Total	% of Female to total Teachers	Male	Female	Total	% of Female to total Teachers	Male	Female	Total	% of Female to total Teachers	Male	Female	Total	% of Female to total Teachers
Universites																
Art, Science, Commerce and Home Science Colleges.	56	79	135	58.52	52	82	134	61.19	43	86	129	66.67	47	101	148	68.24
Engineering, Technology and Architecture Colleges.	59	9	68	13.24	17	4	21	19.05	19	9	28	32.14	27	15	42	35.71
Medical Colleges (Allopathic Only)																
Teacher's Training Colleges (B.ed.)	7	14	21	66.67	6	28	34	82.35	6	28	34	82.35	7	30	37	81.08
Senior Secondary Schools	427	462	889	51.97	459	418	877	47.66	462	424	886	47.86	598	564	1162	48.54
High Schools	438	332	770	43.12	468	447	915	48.85	441	491	932	52.68	567	410	977	41.97
Middle Schools	219	208	427	48.71	274	235	509	46.17	289	255	544	46.88	225	385	610	63.11
Primary Schools	670	983	1653	59.47	527	962	1534	62.71	523	1029	1552	66.30	592	1145	1737	65.92
Pre-Primary Schools		1	1	100.00		1	1	100.00		1	1	100.00		1	1	100.00
Elementary Teacher's Training Schools									5	2	7	28.57	5	2	7	28.57
Polytechnic Institutions	43	1	44	2.27	44	2	46	4.35	43	3	46	6.52	43	3	46	6.52
Technical Industrial Art Craft Schools	47	4	51	7.84	48	4	52	7.69	49	5	54	9.26	47	11	58	18.97

Source : Statiostical Abstract of Punjab

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

District: Moga

No. of Students (Total)

Type	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.																
M.Sc.																
M.Com.																
B.A / B.A. (HONS)	1418	1510	2928	51.57	1421	1534	2955	51.91	1421	1746	3167	55.13	2072	2100	4172	50.34
B.Sc./ B.Sc. (HONS)	86	119	205	58.05	69	150	219	68.49	84	107	191	56.02	98	119	217	54.84
B.Com./ B.Com. (HONS.)	83	179	262	68.32	154	210	364	57.69	161	209	370	56.49	168	188	356	52.81
B.E./ B.Sc. (Eng.) / B.Arch. / B. Tech.					135	24	159	15.09	320	87	407	21.38	548	124	672	18.45
M. B. B. S																
B. ed.	122	328	450	72.89	133	317	450	70.44	132	318	450	70.67	113	286	399	71.68
Senior Secondary School	17410	14839	32249	46.01	17710	15024	32734	45.90	17180	15652	32832	47.67	19597	17361	36958	46.97
High School	14501	12302	26803	45.90	14339	12721	27060	47.01	14590	13649	28239	48.33	17041	15023	32064	46.85
Middle School	4264	3505	7769	45.12	4280	3655	7935	46.06	4392	3835	8227	46.61	5531	5028	10559	47.62
Primary School	40003	35048	75051	46.70	39825	34786	74611	46.62	39941	34947	74888	46.67	50218	42812	93030	46.02
Pre - Primary School	18	20	38	52.63	15	15	30	50.00	17	14	31	45.16	15	13	28	46.43
Elementary Teacher's Training School J.B.T.									54	42	96	43.75	54	42	96	43.75
Polytechnic Institutions	490	5	495	1.01	522	7	529	1.32	528	17	545	3.12	568	11	579	1.90
Technical Industrial Art and Craft School	458	91	549	16.58	460	85	545	15.60	494	83	577	14.38	412	204	616	33.12

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

District Moga

No. of Scheduled Caste Students.

Type	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)	69	29	98	3.35	53	40	93	3.15	49	49	98	3.09	144	74	218	5.23
B.Sc./ B.Sc. (HONS)		1	1	0.49	1	1	2	0.91				0.00		1	1	0.46
B.Com./ B.Com. (HONS.)	1		1	0.38	1		1	0.27	3	2	5	1.35	1		1	0.28
B.E./ B.Sc. (Eng.) / B.Arch. / B. Tech.					2	1	3	1.89	8	5	13	3.19	36	5	41	6.10
M. B. B. S																
B. ed.	32	43	75	16.67	29	44	73	16.22	34	46	80	17.78	30	40	70	17.54
Senior Secondary School	3119	2242	5361	16.62	3492	2677	6169	18.85	3228	2612	5840	17.79	3479	3182	6661	18.02
High School	3101	2280	5381	20.08	3240	2448	5688	21.02	3470	2703	6173	21.86	4120	3484	7604	23.72
Middle School	933	663	1596	20.54	1016	798	1814	22.86	961	832	1793	21.79	1284	1144	2428	22.99
Primary School	17098	15060	32158	42.85	17281	15374	32655	43.77	17974	15960	33934	45.31	21652	18923	40575	43.61
Pre - Primary School				0.00	2		2	6.67	5	1	6	19.35	7	1	8	28.57
Elementary Teacher's Training School J.B.T.									11	10	21	21.88	11	10	21	21.88
Polytechnic Institutions	108		108	21.82	115		115	21.74	116		116	21.28	131		131	22.63
Technical Industrial Art and Craft School	87	14	101	18.40	93	17	110	20.18	93	12	105	18.20	92	34	126	20.45

Source : Statiostical Abstract of Punjab

1. These figures relate to the State Statistical Abstract and are not in conformity with the household survey conducted by the department.

2. For the purpose of District Plan Number of School and enrolment has been take as per survey figures.

District Moga					
Enrolment by Department					
2000	State Government Schools			Total Enrolment (Recognised Schools)		
	Male	Female	Total	Male	Female	Total
Primary	45383	39459	84842	56984	48845	105829
Middle	37026	15560	52586	20895	18746	39641
Elementary	82409	55019	137428	77879	67591	145470
High School	8312	7286	15598	10374	9123	19497
Sr. Secondary	2958	2609	5567	4134	3510	7644
Secondary	11270	9895	21165	14508	12633	27141
Total (I-XII)	93679	64914	158593	92387	80224	172611

Source : Statistical Abstract of Punjab

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

Source : Statistical Abstract of Punjab

District Moga					
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	44472	36018	80490	84.39	85.7	84.97
Middle	20633	17129	37762	83.22	82.88	83.07

Source : Statistical Abstract

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

Source : Census of Punjab, 1991

District : Moga

Literacy rates by residence and sex- 2001

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

Census Data

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

Source : RGI Estimates

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

District Moga
Dropout Rate

Family Survey 2002

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

Source : Family Survery 2002

		Classification of Nutritional Status (%)				March'2002	
Sr. No.	District	Integrated child development scheme	Normal	Grade-I	Grade-II	Grade-III+	*Total children covered*
12	MOGA	Bagha Purana	49.09	44.10	5.95	0.85	100.00
		Dharamkot	49.63	41.90	6.82	1.65	100.00
		Moga-I	58.65	31.02	9.10	1.23	100.00
		Moga-II	50.90	34.94	12.12	2.04	100.00
		Nihal Singh Wala	52.49	26.76	18.31	2.44	100.00
District Total			52.02	36.40	10.02	1.56	100.00

PART - II

School Evaluation and Gradation Method

Evaluation:

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

Self-evaluation :

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

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

Team-evaluation :

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

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

Gradation Method

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

School Building and its Surroundings :

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

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

Teaching material and teaching aids :

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

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

School Management :

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

School-Head :

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

Student:

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

Class room transactions :

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

Togetherness of children :

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

Community Participation :

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

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

Conclusion

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

EDUCATION GUARANTEE SCHEME (EGS)

EGS as an Alternative System:

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

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

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

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

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

Strategis for adolescent girls :

For adolescent girls the interventions would be adopted similar to that of the Mahila Samakhya pragramme 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 then the prescribed text books. There is a sufficient amount of play material and equipment available for the children to use. The material available for the learners should be such that the children can independently use it with minimal help of the teacher.

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

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

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

SPECIAL EDUCATION NEEDS AND THE DISABLED

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Support Services Needed by Children with Seeing Problems

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

Education of Children with Hearing Problems

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

Education of Children with Moving Problems

The needs for education of children with moving problems are trained staff, pre-integration training, physiotheraphy, 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 it repair, to be used by the students.
- Provision of black boards and their up keeping.
- Providing water, electricity, fresh air, light, fans etc. and their up keeping.
- Cleaning of school and its surroundings.

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

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

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

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

5. Use of grants by VEDC

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

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

6. Local construction Committee

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

The constitution of this committee shall be as below:
- VEDC chairman
- School head (Member Secretary)
- An ex-serviceman from defence/retired teacher (from Punjab Govt.)
- P.T.A. female member

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

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

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

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

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

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

The committee constituted be 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 constriction 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.

c) State level

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

10. Annual Report

- VEDC will prepare an annual report in the end of the financial year in which the details of the grants received during the year from different sources, their utilization and the detail of balance shall be incorporated. The estimates of the work to be undertaken during the next year and the detail of the estimated expenditures shall also be incorporated in it.

- The chairman VEDC and school head will sign this reports. VEDC will send copy of this annual reports to the C.R.C

- C.R.C, after compiling the annual reports received from the VEDC will send the consolidated report of his respective cluster to the Block Education officer (primary).

- Block Education officer (primary) will receive the reports from the C.R.C. and after consolidating them will send to the District Education Officer (primary) under his own signatures.

- The District Education Officer (primary) will receive the annual reports from the blocks and will consolidate them and analyse them. He will send the same to the State Project Director with his comments. He will send a quarterly and annual progress report of the ongoing works to the state and central governments.

11. Department directions

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

The Constitution of Village Educational Development committee (VEDC)

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

The following shall be the members of VEDC

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

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

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

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

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

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

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

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

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

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

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

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

Guidelines for Civil Works To be undertaken by

Village Educational Development Committee(VEDC)

1. Regarding Construction

The school –construction by Village Educational Development Committee means a participation in planning the future of our own village and creating a better future for the children of the village. Village Educational Development Committee has to undertake different type of construction. For the creation of a better future of the children, in addition to a good book they need good teachers, clean environment and suffiencient 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. There 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 than they look better surfaced.
- While doing face work the extra cement mixture should be wiped out from the bricks.
- Plywood panels should not be used for outer doors and windows; only solid wood panel manufactures in the factory should be used which fulfill the prescribed specification of P.W.D
- Don't use unmatured shuttering for beams and roofs. Only use steel or matured wooden shuttering which may remain intact while the 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-Nichalson, Garware or Shalimar should be used. For teaching the children the difference of colors, different colors like red, yellow, green, blue should be used.

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

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

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

- VEDC will ensure that its every official record should be up to date. It will fill up and keep ready all the required progarmmes from time to time so that any officer/authority may inspect it in detail any time. Govt. is providing us with unaccounted money for the reform of the educational system. We have not only to utilize this money judiciously but it is also to be kept in mind that our honesty should remain transparent. It is necessary that community should have full faith in our honesty and decisions. It is possible only if we keep all the records ready for inspection. All the details have been given in the book, 'The Methods of Keeping Accounts' The Cash Book, Brief detail of accounts, the assets procured through grants, stock Register, material at site register etc. should be kept ready and up to date at every time.

- A small extra board should be hanged with the main board by VEDC in which the detail of only ongoing works shall be given, on the other board a description of masons and labourers engaged in work will be displayed with numbers. The name of the material issued for completion of work should also be detailed. All the entries on this board should be with chalk only and it should be kept up to date with the completion of the ongoing works. This second board should give the present situation of every work being done so that the community may know the progress and the expenditure being incurred on the project in hand, and how the money is being spent on it.

- The work being done by VEDC should be done according to the directions and guidelines of the department otherwise VEDC will be held responsible for it.

- While starting construction all maps and drawings should be shown to the mason so that he may understand his job properly.

Guidelines for Maintaining the Accounts of Village Educational Development Committees

1. Sources of income

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

2. Guidelines regarding expenditure against grants rece-ived by Village Educational Development Committees

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

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

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

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

i) New construction

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

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

ii) Repair

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

iii) Purchase

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

iv) Honorarium/ Remuneration

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

v) Others

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

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

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

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

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

COMPUTERS AND ITS ALLIED SERVICES AS NEW TECHNOLOGY IN SCHOOL EDUCATION

Making a new Educational System

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

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

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

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

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

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

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

Educational Design of Learning Environments

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

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

Motivational Source of Education

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

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

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

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

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

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

Organizing Culture and Knowledge

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

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

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

Toward Computer-Based Educational Methods

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

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

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

Improving the Conditions of Teaching

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

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

Computers as New Technology

Use of new technology like computers is done not only to impart computers education but also to increase learning, especially of advanced or higher-level skills, and to enhance student motivation and self-concept. The experience of the last decades tells us that new technology effects must look not just at the classroom but at the whole system within which education takes place, for this a comprehensive database of all personnel and parameters of school education is required, that would be updated quarterly to fulfill the need of planning, monitoring, evaluation, research and statistics.
Naturally, there are various schools of thought as to how to achieve these ends, but the dominant thinking appears to stress the integration of the above concept. Keeping this view in mind, Data cum Education centres were conceived.

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

- **EMIS Solution**

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

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

    a) Primary Education Block wise

    b) Education Level wise

    c) Management wise

    d) Specific target area wise

    e) Community Development Block wise

    f) Assembly/Parliamentary Constituency wise

    g) Tehsil wise

    h) On any other defined parameters

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

    a) Grade wise

    b) Age wise

    c) Age/Grade wise

    d) Sex wise

    e) Category wise

    f) Special focus Group wise SC/ST/BPL/others

    g) Income wise

    h) Residence wise

    i) Physically/Mentally challenged

    j) Repeaters

    k) On any other defined parameters

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

    a) Drop outs at various levels

b) Children who never attended school

c) Category wise

d) Sex wise

e) Age wise

f) Income wise

g) Area wise

[iv. Teachers]

a) Cadre wise sanctioned post

b) Cadre wise present strength

c) Qualification

d) Training

e) Complete personal record of teachers

f) Rationalisation

g) Transfers

[v. Demographic Record]

a) Block wise database of all demographic and socio economic indicators

b) Projections based on time-series analysis

c) Factors effecting change in demographic profile

[vi. Planning]

a) Complete data support for planning at Block and District level

b) Ratios, correlations and analysis

c) Sarv Shiksha Abhiyan (SSA)

d) Education Policy

e) Central and State Schemes

f) Computerization

g) National Literacy Mission (NLM)

[vii. Monitoring]

EMIS package will enable the state to monitor flow of funds under plan and non-plan schemes of both State and Center Government. Villages will be the unit of compilation for financial data. Village data will be complied 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

c) 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	All	All	2 days	Once in 3 years
	- responsibility, wrong definitions of love and affection.	All	All	2 days	Once in 3 years
5.	Evaluation: Trends & Constraints who, what, why, where, whom & how	All	2 years	2 days	Annual
6.	Current trends which influence teacher's future	All	5 years	1 day	Once in 5 years
7.	Relevance of Education with real life: beyond text book	All	All	3 days	Once in 2 years
8.	Cooperative Supervision with discussion & feedback	All	All	2 days	Once in 2 years

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

1.	Discipline	All	All	2 days	Annual
2.	Behavior Modification	All	2 years	2 days	Once in 2 year
3.	Child Development	All	2 years	2 days	Once in 2 years
4.	Content Innovations	All	5 years	3 days	Once in 3 years
5.	Innovation in conduct of Program	All	5 years	3 days	Once in 3 years
6.	Brain Storming sessions for improvement in infrastructure and total program	All	5 years	1/2 days	Annual
7.	Referral – Why? Constraints & limitations	All	All	2 days	Annual
8.	Grievances and feedback	All	All	½ day	Annual

Tentative Training Programme For School Heads

Sr. No.	Name of Training	Level	Minimum Length of Service	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	All	All	2 days	Once in 3 years
	- responsibility, wrong definitions of love and affection.	All	All	2 days	Once in 3 years
5.	Evaluation: Trends & Constraints who, what, why, where, whom & how	All	2 years	2 days	Annual
6.	Current trends which influence Head's future	All	5 years	1 day	Once in 5 years
7.	Relevance of Education with real life: beyond text book	All	All	3 days	Once in 2 years
8.	Cooperative Supervision with discussion & feedback	All	All	2 days	Once in 2 years
9.	Motivation -how to find level -how to create -how to maintain level	All	All	2 days	Once in 2 years
10.	Leadership -how to develop -how to maintain	On promotion	On promotion	2 days	Once in 3 years
11.	Communication -techniques of clear communication	All	All	2 days	Annual
12.	Administrative and Financial Competency	On promotion	On promotion	2 days	Once in 2 years

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

Jan Samparak Abhiyan

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

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

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

Jan Samparak Abhiyan
Blockwise Percentage of Schools Visited

Block	Primary Schools			Middle Schools			High Schools			Sr.Sec. Schools			Total Schools		
	Total	Visited	%	Total	Visited	%	Total	Visited	%	Total	Visited	%	Total	Visited	%
DHARAM KOT-I	78	10	12.82	7			10			7			102	10	9.80
DHARAM KOT-II	46	10	21.74	10			7			2			65	10	15.38
MOGA-I	70	14	20.00	20			13			21			124	14	11.29
MOGA-II	87	12	13.79	25			21			15			148	12	8.11
BAGHA PURANA	51	14	27.45	9	1	11.11	15			14			89	15	16.85
NIHAL SINGH WALA	47	11	23.40	12			16			17			92	11	11.96
Grand Total	379	71	18.73	83	1	1.20	82			76			620	72	11.61

Jan Samparak Abhiyan
Blockwise Enrolment / Attendance Teacher / Gradation

School Name & Code	Enrolment 1-V	Enrolment VI-VIII	Attendance I-V	Attendance VI-VIII	Out of Schools 6-10	Out of Schools 11-14	San. Post I-V	San. Post VI-VIII	Work Post I-V	Work Post VI-VIII	Vac. Post I-V	Vac. Post VI-VIII	A/C Maintencance	Gradation LEVEL
Block - 094 DHARAM KOT-I														
12-094-0008U201 G.P.S. WARD NO-8, DHARAMKOT	657	272	515	254	128	167	15	4	11	4	4		Y	Shiromani
12-094-0059R201 G.P.S. BHINDER KALAN	720		579				17		15		2		Y	Uttarn
12-094-0060R201 G.P.S. LOH GARH	264	171	248	154	31	55	6	8	6	8			N	Uttam
12-094-0061R201 G.P.S. DATA	227	105	200	92	1	4	5	7	4	7	1		N	Adarsh
12-094-0062R201 G.P.S. KOKRI VAHINI WALA	153	95	128	83		10	5	7	5	7			N	Uttarn
12-094-0103R201 G.P.S. (B) KISHANPURA KALAN	261	225	229	210	2	20	7	7	5	7	2		N	Kushal
12-094-0103R202 G.P.S. (G) KISHANPURA KALAN	284	163	242	144	23	60	8	6	7	6	1		N	Uttam
12-094-0112R201 G.P.S. TALWANDI MALLIAN		277		254	14	53	12		10		2			Uttarn
12-094-0113R201 G.P.S. KOKRI BUTTERAN	195		167		1	15	5		5				N	Adarsh
12-094-0114R201 G.P.S. DAYA KALAN	132		112		1	2	3		3				N	Kushal
Total	2893	1308	2420	1191	201	386	83	39	71	39	12			
Block - 095 DHARAM KOT-II														
12-095-0001R201 G.P.S. KARYAL	463		392		30	40	11		8		3		N	Kushal
12-095-0002R201 G.P.S. CHIMA	221		164		14	78	4		3		1		N	Kushal
12-095-0006R201 G.P.S. CHUGHA KHURD	45		38				2		2				N	Uttam
12-095-0011R201 G.P.S. FATEHGARH KOROTANA	538		443		4	37	13		13				Y	Uttam
12-095-0012R201 G.P.S. JALALA BAD EAST	517		465		113	52	12		12				N	Shiromani
12-095-0013R201 G.P.S. LOHARA	200		134			15	5		4		1		Y	Kushal
12-095-0021R201 G.P.S. DAULE WALA MAHIR	308		248		64	69	5		4		1		N	Uttam
12-095-0023R201 G.P.S. MANDAR	172		159		24	22	4		2		2		Y	Uttam
12-095-0042R201 G.P.S KOT SADAR KHAN	217		178		9	4	5		3		2		N	Behtar
12-095-0043R201 G.P.S. KOT ISSE KHAN	570		470		105	72	15		12		3		Y	Ausat
Total	3251		2691		363	389	76		63		13			
Block - 256 MOGA-I														
12-256-0222R201 G.P.S. TALWANDI BHANGERIAN	322		298		5	20	10		9		1		N	Kushal
12-256-0224R201 G.P.S. BUGHIPURA	359		334		25		10		9		1		N	Uttam
12-256-0225R201 G.P.S. KOKRI KALAN	503		469				16		14		2		N	Uttam
12-256-0226R201 G.P.S. AJITWAL	520		389				14		13		1		Y	Uttam
12-256-0230R201 G.P.S. SHAHID BALJINDER SINGH, MADDO KE	228		183				6		6				N	Uttam

Jan Samparak Abhiyan
Blockwise Enrolment / Attendance Teacher / Gradation

School Name & Code	Enrollment		Attendance		Out of Schools		San. Post		Work Post		Vac. Post		A/C Maintenance	Gradation LEVEL
	1-V	VI-VIII	1-V	VI-VIII	6-10	11-14	1-V	VI-VIII	1-V	VI-VIII	1-V	VI-VIII		
12-256-0231R201 G.P.S. DHUDIKE	394		370		16	25	12		12				N	Kushal
12-256-0238R201 G.P.S. KOTHI MALHIAN WALA	172		154		6		5		5				Y	Shiromani
12-256-0244R201 G.P.S. (B) BUTTER	513		464		10		12		11		1		N	Uttam
12-256-0244R202 G.P.S. (G) BUTTER	480		380		6	21	11		10		1		N	Uttam
12-256-0245R201 G.P.S. (B) DALA	334		302				10		10				Y	Uttam
12-256-0245R202 G.P.S. (G) DALA	267		216		4	14	8		8				N	Uttam
12-256-0256R202 G.P.S. (B) CHARIK	403		368		13		10		10				N	Uttam
12-256-0261R203 G.P.S. (G) MAHINA	205		168		15		5		5				N	Shiromani
12-256-0263R201 G.P.S. CHUGAWAN	263		212				1				1		Y	Shiromani
Total	4963		4397		100	80	130		122		8			
Block - 257 MOGA-II														
12-257-0159R201 G.P.S. DHALLE KE	432		372			60	11		11					Uttam
12-257-0160R201 G.P.S. KHOSA PANDO	422		310		23		12		12				Y	Uttam
12-257-0168R201 G.P.S. KHOSA KOTLA	327		304		46		8		8				Y	Uttam
12-257-0171R201 G.P.S. MAHESARI	350		249		8		8		6		2		Y	Uttam
12-257-0183R201 G.P.S. JOGE WALA	133		121		8		4		3		1		Y	Uttam
12-257-0184R201 G.P.S. SALINA	344		299		15	.	8		7		1		Y	Uttam
12-257-0188R201 G.P.S. SINGHA WALA	486		400		60	66	14		14				N	Shiromani
12-257-0196R201 G.P.S. (G) LANDE	201		180		20		6		5		1			Uttam
12-257-0196R202 G.P.S. (B) LANDE	290		206		67	39	7		6		1		Y	Kushal
12-257-0203R201 G.P.S. CHAND NAWAN	446		371		7	5	10		9		1		N	Kushal
12-257-0206R201 G.P.S. CHAND PURANA	229		197			20	5		5				N	Shiromani
12-257-0211R201 G.P.S. HARIE WALA	188		156		12		5		4		1		Y	Uttam
Total	3848		3165		266	190	98		90		8			
Block - 258 BAGHA PURANA														
12-258-0050U201 G.P.S. PURANA PATTI, WARD NO-7, BAGHA PURANA	214		208		30	5	10		5		5		N	Shiromani
12-258-0115R201 G.P.S. RAJIANA	784		650		29	64	19		14		5		Y	
12-258-0119R201 G.P.S. LADHAI KE	253		221				6		6				Y	Adarsh
12-258-0123R201 G.P.S. SEKHA KHURD	139		115		6	2	4		3		1		Y	Behtar

District -12—MOGA

Jan Samparak Abhiyan
Blockwise Enrolment / Attendance Teacher / Gradation

School Name & Code	Enrolment		Attendance		Out of Schools		San. Post		Work Post		Vac. Post		A/C Maintencance	Gradation LEVEL
	I-V	VI-VIII	I-V	VI-VIII	6-10	11-14	I-V	VI-VIII	I-V	VI-VIII	I-V	VI-VIII		
12-258-0123R301 G.M.S. SEKHA KHURD		73		68				1				1	N	'
12-258-0125R201 G.P.S. VANDER	366		306		84	53	9		8		1		Y	Kushal
12-258-0127R201 G.P.S. THATTHI BHAI	435		374		15	27	10		8		2		Y	Shiromani
12-258-0130R201 G.P.S. SAHO KE	191		166		5	25	5		4		1		Y	Uttam
12-258-0131R201 G.P.S. KOTHE AKALSAR SMALSAR	37		32				2		2				Y	Kushal
12-258-0132R201 G.P.S. KAMER SAR KOTHE SMALSAR	47		33				2		2				Y	Kushal
12-258-0133R201 G.P.S. SEKHA KALAN	475		430		21	43	12		10		2		Y	Shiromani
12-258-0137R201 G.P.S. KOTLA RAI KA	314		239		23	36	6		4		2		Y	Kushal
12-258-0139R201 G.P.S. SANGATPURA	276		228		11	32	6		6				N	Shiromani
12-258-0147R201 G.P.S. GHOLIA KALAN	722		508		6	17	17		15		2		Y	Uttam
12-258-0148R201 G.P.S. KALE KE	449		410		19	34	11		11				Y	Uttam
Total	4702	73	3920	68	249	338	119	1	98		21	1		
Block - 259 NIHAL SINGH WALA														
12-259-0270R201 G.P.S. JAWAHAR SINGH WALA	75	30	70	25	3	18	3	6	2	6	1		Y	Kushal
12-259-0271R203 G.P.S. DHURKOT RANSINGH-II	263	136	231	130	2	18	8	6	7	5	1	1	Y	Uttam
12-259-0273R203 G.P.S. BADHNI KALAN-II	592	229	582	219	2		11	9	9	9	2		Y	Kushal
12-259-0274R201 G.P.S. RANIAN	513		445		28	74	15		7		8		N	Kushal
12-259-0276R201 G.P.S. BIR RAO KE														
12-259-0277R201 G.P.S. RAUKE KALAN	571	348	529	320	29	46	14	11	13	10	1	1	Y	Behtar
12-259-0283R201 G.P.S. MINIAN	355	201	325	161	21	11	10	6	9	6	1		Y	Kushal
12-259-0291R201 G.P.S. LUHARA	182	86	172	85	15	23	5	6	5	5		1	Y	Shiromani
12-259-0292R201 G.P.S. KHAI	382	222	360	191	10	33	9	7	8	5	1	2	Y	Uttam
12-259-0296R201 G.P.S. GAZIANA	170	87	160	80	7	16	5	6	4	4	1	2	Y	Uttam
12-259-0298R201 G.P.S. KISHANGARH	209	147	186	134	16	25	6	9	5	5	1	4	Y	Uttam
Total	3312	1486	3060	1345	133	264	86	66	69	55	17	11		
Grant Total	22969	2867	19563	2604	1312	1647	592	106	513	94	79	12		

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 teaher'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

Objective 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	Evalution: Trends & Constraints who, what, why, where, whom & how	Teacher Training	Punjabi	SSA, Punjab	School level

Sarva Shiksha Abhiyan During 2001-2002
Training, Planning and other EMIS material to be prepared under SSA

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

Sarva Shiksha Abhiyan During 2001-2002

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

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

Sarva Shiksha Abhiyan During 2001-2002

Various Formats & Instruction Booklets/Maps for Household Survey

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

Sarva Shiksha Abhiyan During 2001-2002

Various Formats & Instruction Booklets/Maps for Household Survey

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

Sarva Shiksha Abhiyan During 2001-2002

Various Formats & Instruction Booklets/Maps for Household Survey

Objective code	Title/Description	Objective	Language	Source material	Circulation
17.02	Age and category wise School going children District level SSA/FS/IV/8	Family Survey	Punjabi	SSA, Punjab	District
17.02	School not going/Employed children District level SSA/FS/IV/9	Family Survey	Punjabi	SSA, Punjab	District
17.02	Physically/Mentally handicapped children age wise District level SSA/FS/IV/10	Family Survey	Punjabi	SSA, Punjab	District
17.02	Category wise Physically/Mentally handicapped children Block level SSA/FS/IV/11	Family Survey	Punjabi	SSA, Punjab	District
17.02	Family survey Instruction - book for general expansion of Education SSA/FS/SR/1	Family Survey	Punjabi	SSA, Punjab	School level
17.02	Family Survey Instruction book-2	Family Survey	Punjabi	SSA, Punjab	School level
17.02	Non-Scale map of the Village/ward	Family Survey	Punjabi	SSA, Punjab	School level
17.03	Quarterly Report of Teacher of Upper Primary Schools/Sections at District level SSA/SET/IV/7	Survey/EMIS	Punjabi	SSA, Punjab	District
17.03	Records of school in village/wards SSA/SET/I/1	Survey/EMIS	Punjabi	SSA, Punjab	School level
17.03	Quarterly Enrolment and Teachers Information SSA/SET/I/2 Ist 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 Vclass	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 complied 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 Moga.

Enrolment (Survey)- 2002			
	Government schools	Recognized schools	Unrecognized schools	Total
Primary	59807	26643	8273	94723
Upper primary	30475	11810	3174	45459

Enrolment (State Abstract)- 2000			
	Government schools	Recognized schools	Unrecognized schools	Total
Primary	84842	20987	-	105829
Upper primary	-	-	-	-

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

Sarav Sikhiya Abhiyan, Punjab

District - 12 - MOGA

Family Survey 2002

Form No. : SSA/FS/IV/6
Report : 01
Year : 2001-2002

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

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

District   - 12 - MOGA

Sarav Sikhiya Abhiyan, Punjab
Family Survey 2002
02 - *School Going Children (State Govt.) - (Gradewise)-Total-Districtwise*

Form No. : SSA/FS/IV/6
Report   :   02
Year   :   2001-2002

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	7121	5728	12849	3472	3068	6540	980	818	1798
Pre Primary Total	7121	5728	12849	3472	3068	6540	980	818	1798
I	7137	5857	12994	3708	3063	6771	951	771	1722
II	6407	5366	11773	3284	2752	6036	911	701	1612
III	6139	5374	11513	2957	2589	5546	888	721	1609
IV	6696	5806	12502	2969	2607	5576	938	806	1744
V	5972	5053	11025	2510	2127	4637	857	744	1601
Primary Total	32351	27456	59807	15428	13138	28566	4545	3743	8288
VI	6162	5341	11503	2387	2024	4411	920	857	1777
VII	5070	4651	9721	1765	1513	3278	742	672	1414
VIII	4817	4434	9251	1576	1377	2953	801	726	1527
Midlle Total	16049	14426	30475	5728	4914	10642	2463	2255	4718
IX	4025	3648	7673	1092	952	2044	774	665	1439
X	5160	4398	9558	1521	1178	2699	888	836	1724
Secondary Total	9185	8046	17231	2613	2130	4743	1662	1501	3163
XI	1823	1837	3660	454	450	904	323	341	664
XII	1882	2072	3954	412	408	820	274	291	565
Sr. Secondary Total	3705	3909	7614	866	858	1724	597	632	1229
Technical Education	161	259	420	25	34	59	21	21	42
Technical Education Total	161	259	420	25	34	59	21	21	42

District - 12 - MOGA

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	5472	3774	9246	1223	896	2119	723	519	1242
Pre Primary Total	5472	3774	9246	1223	896	2119	723	519	1242
I	4310	2977	7287	944	675	1619	550	358	908
II	3019	2204	5223	678	494	1172	449	272	721
III	2801	2051	4852	564	403	967	379	277	656
IV	2788	2079	4867	535	502	1037	364	292	656
V	2477	1937	4414	472	407	879	343	262	605
Primary Total	15395	11248	26643	3193	2481	5674	2085	1461	3546
VI	2558	1807	4365	583	362	945	394	254	648
VII	2081	1560	3641	397	265	662	266	214	480
VIII	2264	1540	3804	387	245	632	306	228	534
Midlle Total	6903	4907	11810	1367	872	2239	966	696	1662
IX	1641	1260	2901	310	223	533	243	174	417
X	2180	1639	3819	365	283	648	328	261	589
Secondary Total	3821	2899	6720	675	506	1181	571	435	1006
XI	959	910	1869	138	111	249	114	102	216
XII	964	1223	2187	104	100	204	152	173	325
Sr. Secondary Total	1923	2133	4056	242	211	453	266	275	541
Technical Education	165	383	548	12	39	51	14	46	60
Technical Education Total	165	383	548	12	39	51	14	46	60

District - 12 - MOGA

Sarav Sikhiya Abhiyan, Punjab
Family Survey 2002
04 - *School Going Children (Unrecognised) - (Gradewise)-Total-Districtwise*

Form No. : SSA/FS/IV/6
Report : 04
Year : 2001-2002

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	1860	1252	3112	391	315	706	245	198	443
Pre Primary Total	1860	1252	3112	391	315	706	245	198	443
I	1433	877	2310	328	203	531	243	148	391
II	932	750	1682	146	147	293	132	121	253
III	913	548	1461	189	151	340	158	84	242
IV	867	565	1432	207	137	344	119	86	205
V	804	584	1388	200	160	360	109	77	186
Primary Total	4949	3324	8273	1070	798	1868	761	516	1277
VI	737	456	1193	160	134	294	109	60	169
VII	582	430	1012	143	138	281	86	54	140
VIII	521	448	969	146	108	254	88	56	144
Midlle Total	1840	1334	3174	449	380	829	283	170	453
IX	409	347	756	94	81	175	51	39	90
X	480	365	845	90	56	146	66	56	122
Secondary Total	889	712	1601	184	137	321	117	95	212
XI	128	162	290	16	15	31	24	20	44
XII	165	203	368	8	19	27	25	27	52
Sr. Secondary Total	293	365	658	24	34	58	49	47	96
Technical Education	16	35	51	2	5	7	0	6	6
Technical Education Total	16	35	51	2	5	7	0	6	6

District   - 12 - MOGA

Sarav Sikhiya Abhiyan, Punjab
Family Survey 2002

Form No. : SSA/FS/IV/7
Report   :   01

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

02 - School Going Children (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	1576	1288	2864	676	647	1323	211	179	390
4	2649	2127	4776	1260	1067	2327	363	277	640
5	3478	2809	6287	1737	1429	3166	485	413	898
Sub Total	7703	6224	13927	3673	3143	6816	1059	869	1928
6	4868	4104	8972	2365	2101	4466	670	589	1259
7	5203	4285	9488	2738	2225	4963	713	587	1300
8	5675	5185	10860	2755	2530	5285	798	619	1417
9	5682	4896	10578	2628	2233	4861	794	700	1494
10	6560	5669	12229	2961	2515	5476	944	802	1746
Sub Total	27988	24139	52127	13447	11604	25051	3919	3297	7216
11	5635	4750	10385	2250	1972	4222	833	705	1538
12	5917	5177	11094	2290	1910	4200	900	785	1685
13	4988	4807	9795	1732	1559	3291	776	762	1538
Sub Total	16540	14734	31274	6272	5441	11713	2509	2252	4761
14	4789	4410	9199	1589	1340	2929	780	700	1480
15	3686	3325	7011	1033	893	1926	685	628	1313
Sub Total	8475	7735	16210	2622	2233	4855	1465	1328	2793
16	3106	2887	5993	873	779	1652	571	571	1142
17	2361	2148	4509	636	508	1144	390	382	772
Sub Total	5467	5035	10502	1509	1287	2796	961	953	1914
18	1867	1467	3334	476	327	803	280	186	466
19	532	490	1022	133	107	240	75	85	160
Sub Total	2399	1957	4356	609	434	1043	355	271	626
Grand Total	68572	59824	128396	28132	24142	52274	10268	8970	19238

District - 12 - MOGA

Sarav Sikhiya Abhiyan, Punjab
Family Survey 2002

Form No. : SSA/FS/IV/7
Report : 03

03 - School Going Children (Non-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	1115	837	1952	249	208	457	163	113	276
4	2226	1536	3762	471	365	836	259	214	473
5	2845	1987	4832	689	483	1172	404	249	653
Sub Total	6186	4360	10546	1409	1056	2465	826	576	1402
6	2855	2048	4903	542	445	987	388	282	670
7	2669	1979	4648	659	441	1100	373	238	611
8	2750	2014	4764	601	404	1005	381	264	645
9	2573	1846	4419	496	425	921	329	232	561
10	2863	2071	4934	534	464	998	398	311	709
Sub Total	13710	9958	23668	2832	2179	5011	1869	1327	3196
11	2307	1873	4180	455	342	797	321	244	565
12	2403	1692	4095	513	308	821	341	246	587
13	2079	1691	3770	386	292	678	294	221	515
Sub Total	6789	5256	12045	1354	942	2296	956	711	1667
14	2171	1394	3565	372	248	620	270	198	468
15	1509	1164	2673	256	185	441	244	169	413
Sub Total	3680	2558	6238	628	433	1061	514	367	881
16	1262	1135	2397	199	124	323	186	170	356
17	1033	994	2027	152	147	299	155	141	296
Sub Total	2295	2129	4424	351	271	622	341	311	652
18	787	786	1573	107	85	192	92	114	206
19	232	297	529	31	39	70	27	26	53
Sub Total	1019	1083	2102	138	124	262	119	140	259
Grand Total	33679	25344	59023	6712	5005	11717	4625	3432	8057

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	398	305	703	86	78	164	48	41	89
4	729	512	1241	144	139	283	104	90	194
5	910	557	1467	192	113	305	145	104	249
Sub Total	2037	1374	3411	422	330	752	297	235	532
6	982	650	1632	202	144	346	149	117	266
7	856	620	1476	181	130	311	139	90	229
8	984	629	1613	192	169	361	133	98	231
9	773	510	1283	199	131	330	118	79	197
10	879	626	1505	195	167	362	120	89	209
Sub Total	4474	3035	7509	969	741	1710	659	473	1132
11	703	494	1197	163	129	292	109	51	160
12	641	434	1075	126	125	251	101	50	151
13	574	446	1020	151	129	280	83	55	138
Sub Total	1918	1374	3292	440	383	823	293	156	449
14	465	389	854	136	94	230	64	53	117
15	332	276	608	53	41	94	48	34	82
Sub Total	797	665	1462	189	135	324	112	87	199
16	257	210	467	38	36	74	43	30	73
17	144	178	322	31	29	60	19	24	43
Sub Total	401	388	789	69	65	134	62	54	116
18	152	138	290	25	7	32	22	19	41
19	68	48	116	6	8	14	10	8	18
Sub Total	220	186	406	31	15	46	32	27	59
Grand Total	9847	7022	16869	2120	1669	3789	1455	1032	2487

District - 12 - MOGA

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

Class → / Age ↓	Pre Prim. Nursery/Aaganwari Etc.		Primary												Middle								Secondary						Sr. Secondary						Tec. Edu Other Tech./Prof. course	
			I		II		III		IV		V		Total		VI		VII		VIII		Total		IX		X		Total		XI		XII		Total			
	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	3079	2425	10	5									10	5																						
4	5057	3801	539	369	8	5							547	374																						
5	4658	3322	2395	1877	179	154	1						2575	2031																						
6	1527	1114	5886	4552	1196	1042	95	94			1		7178	5688																						
7	95	69	3696	2672	4051	3277	797	773	87	93	2		8633	6815																						
8	35	14	251	177	4493	3523	3663	3096	873	904	91	113	9371	7813	3	1					3	1														
9	2	4	78	40	292	217	4722	3540	3000	2559	870	818	8962	7174	64	74					64	74														
10		5	20	16	104	91	429	365	5730	4427	3069	2635	9352	7534	826	714	124	113			950	827														
11			1	3	28	7	101	83	488	355	4633	3604	5251	4052	2599	2300	702	661	92	103	3393	3064	1	1			1	1								
12			3		3	2	37	18	137	87	438	305	618	412	5303	4010	2285	2083	661	679	8249	6772	93	113	1	6	94	119								
13			1		1	1	8	4	25	23	114	75	149	103	470	373	4047	3385	2336	2261	6853	6019	569	699	69	123	638	822	1				1			
14					2	1			7	2	29	20	38	23	148	95	472	313	4082	3038	4702	3446	1867	1874	724	727	2591	2601	91	123	3		94	123		
15									4		4	2	8	2	31	29	71	69	304	254	406	352	3068	2263	1623	1641	4691	3904	350	411	72	96	422	507		
16					1						1		2		13	7	22	14	87	68	122	89	328	219	2987	2325	3315	2544	833	993	322	548	1155	1541	31	58
17											1	2	1	2			5	2	26	16	31	18	115	65	1548	1108	1663	1173	964	888	828	1048	1792	1936	51	191
18																	5	1	10	2	15	3	32	17	735	371	767	388	563	402	1311	1345	1874	1747	150	253
19																1			4	1	4	2	2	4	133	101	135	105	108	92	475	461	583	553	110	175
Total	14453	10754	12880	9711	10358	8320	9853	7973	10351	8450	9253	7574	52695	42028	9457	7604	7733	6641	7602	6422	24792	20667	6075	5255	7820	6402	13895	11657	2910	2909	3011	3498	5921	6407	342	677

District - 12 - MOGA

Sarav 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. Nursery/Aaganwari Etc. B	G	Primary I B	G	II B	G	III B	G	IV B	G	V B	G	Total B	G	Middle VI B	G	VII B	G	VIII B	G	Total B	G	Secondary IX B	G	X B	G	Total B	G	Sr. Secondary XI B	G	XII B	G	Total B	G	Tec. Edu Other Tech./Prof. course B	G
3	1006	932	5	1									5	1																						
4	1729	1460	146	109		2							146	111																						
5	1756	1383	803	597	59	45							862	642																						
6	522	442	2191	1906	369	317	27	25					2587	2248																						
7	56	39	1698	1209	1548	1277	246	247	29	23	1	1	3522	2757																						
8	16	20	101	96	1932	1603	1212	1056	266	304	21	24	3532	3083																						
9	1	2	25	13	131	105	1940	1568	931	808	252	271	3279	2765	43	22					43	22														
10		1	9	7	53	38	212	182	2234	1880	961	817	3469	2924	193	183	28	38			221	221														
11			1	2	12	2	45	46	187	178	1738	1440	1983	1668	699	612	164	136	22	27	885	775														
12			1	1	1	1	25	16	43	39	158	103	228	160	1956	1515	588	503	134	144	2678	2162	23	21			23	21								
13					1	1	2	3	16	11	39	32	58	47	171	132	1343	1113	580	515	2094	1760	103	142	14	31	117	173								
14					1	1	1		3	2	8	6	13	9	46	37	155	102	1278	971	1479	1110	438	415	147	131	585	546	19	16	1	1	20	17		
15									2		4		6		12	13	20	19	70	41	102	73	822	609	347	361	1169	970	53	66	12	10	65	76		
16							1						1		10	6	4	5	17	15	31	26	70	47	805	608	875	655	147	176	49	65	196	241	8	16
17					1								1				1		5	13	6	13	32	22	443	268	475	290	206	199	124	165	330	364	7	17
18									1				1				2		3	2	5	2	8		191	96	199	96	160	93	229	204	389	297	15	23
19																			2		2				29	22	29	22	23	26	109	82	132	108	9	22
Total	5086	4279	4980	3941	4108	3393	3710	3143	3711	3246	3182	2694	19691	16417	3130	2520	2305	1916	2109	1730	7544	6166	1496	1256	1976	1517	3472	2773	608	576	524	527	1132	1103	39	78

District - 12 - MOGA

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

Class → Age	Pre Prim. Nursery/ Aaganwari Etc. B	G	Primary I B	G	II B	G	III B	G	IV B	G	V B	G	Total B	G	Middle VI B	G	VII B	G	VIII B	G	Total B	G	Secondary IX B	G	X B	G	Total B	G	Sr. Secondary XI B	G	XII B	G	Total B	G	Tec. Edu Other Tech./Prof. course B	G
3	419	332	3	1									3	1																						
4	631	511	95	70									95	70																						
5	629	489	377	245	28	32							405	277																						
6	257	194	733	578	208	202	9	14					950	794																						
7	9	7	498	354	550	427	146	111	22	16			1216	908																						
8	2	2	22	22	656	401	495	404	112	125	25	27	1310	979																						
9	1		16	5	35	22	671	497	402	366	105	107	1229	997	11	13				1	11	14														
10				1	9	6	78	46	796	600	429	408	1312	1061	121	122	27	19	2		150	141														
11				1	5	3	19	7	56	53	657	483	737	547	395	335	105	102	26	16	526	453														
12						1	6	3	28	19	67	40	101	63	774	618	326	285	119	91	1219	994	22	24			22	24								
13							1		4	5	22	10	27	15	89	56	522	455	388	369	999	880	115	115	12	28	127	143								
14						1					3	8	4	8	26	21	92	60	577	448	695	529	284	277	113	122	397	399	18	15			18	15		
15										1				1	6	5	13	14	56	69	75	88	538	377	277	288	815	665	72	62	14	16	86	78		
16											1		1		1	1	4	4	20	14	25	19	69	59	491	447	560	506	141	170	69	71	210	241	4	5
17																	2		4	3	6	3	33	23	242	205	275	228	145	156	134	143	279	299	4	17
18																	3		1		4		7	3	125	53	132	56	65	46	177	183	242	229	16	34
19																			2		2				22	10	22	10	20	14	57	78	77	92	11	17
Total	1948	1535	1744	1277	1492	1094	1425	1082	1421	1184	1309	1083	7391	5720	1423	1171	1094	940	1195	1010	3712	3121	1068	878	1282	1153	2350	2031	461	463	451	491	912	954	35	73

District - 12 - MOGA

Sarav Shiksha Abhiyan, Punjab
Family Survey 2002

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

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

Class/Age	Pre Prim. Nursery/Aaganwari Etc. B	G	Primary I B	I G	II B	II G	III B	III G	IV B	IV G	V B	V G	Primary Total B	G	Middle VI B	VI G	VII B	VII G	VIII B	VIII G	Middle Total B	G	Secondary IX B	IX G	X B	X G	Secondary Total B	G	Sr. Sec. XI B	XI G	XII B	XII G	Sr. Sec. Total B	G	Tec. Edu Other Tech./Prof. course B	G
3	1574	1288	2										2																							
4	2495	2001	149	122	5	4							154	126																						
5	2289	1825	1103	920	86	64							1189	984																						
6	703	582	3477	2924	646	556	42	42					4165	3522																						
7	50	20	2193	1736	2495	2043	429	442	34	44	2		5153	4265																						
8	9	7	143	112	2867	2466	2161	2010	456	532	38	57	5665	5177	1	1					1	1														
9	1	2	50	28	204	170	3070	2488	1865	1666	468	500	5657	4852	24	42					24	42														
10		3	15	13	71	52	321	303	3829	3199	1806	1647	6042	5214	448	391	70	61			518	452														
11			1	2	26	7	79	70	383	274	3178	2511	3667	2864	1551	1466	381	374	35	45	1967	1885	1	1			1	1								
12			3		3	2	32	17	106	73	373	260	517	352	3654	3010	1359	1389	341	354	5354	4753	46	69		3	46	72								
13			1		1	1	5	2	15	16	87	55	109	74	351	313	2820	2493	1386	1462	4557	4268	289	397	32	68	321	465	1				1			
14					2	1			4	2	15	19	21	22	102	87	365	262	2734	2294	3201	2643	1154	1239	373	426	1527	1665	40	80			40	80		
15									4		3	2	7	2	19	25	50	61	238	206	307	292	2177	1698	946	1051	3123	2749	214	240	35	42	249	282		
16							1				1		2		12	6	16	9	60	61	88	76	244	171	2082	1720	2326	1891	502	585	169	304	671	889	19	31
17											1	2	1	2			5	1	14	9	19	10	88	56	1118	800	1206	856	645	593	477	602	1122	1195	13	85
18																	4		8	2	12	2	24	13	519	258	543	271	345	274	894	850	1239	1124	73	70
19															1	1	1	1	2	2	4				90	72	92	76	76	65	307	274	383	339	56	73
Total	7121	5728	7137	5857	6407	5366	6139	5374	6696	5806	5972	5053	32351	27456	6162	5341	5070	4651	4817	4434	16049	14426	4025	3648	5160	4398	9185	8046	1823	1837	1882	2072	3705	3909	161	259

District - 12 - MOGA

Sarav Shiksha Abhiyan, Punjab
Family Survey 2002

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

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

Class / Age	Pre Prim. Nursery/ Aaganwari Etc.		Primary I		II		III		IV		V		Total		Middle VI		VII		VIII		Total		Secondary IX		X		Total		Sr. Secondary XI		XII		Total		Tec. Edu 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	673	646	3	1									3	1																						
4	1194	1016	66	51									66	51																						
5	1200	1034	507	375	30	20							537	395																						
6	359	326	1727	1539	263	219	16	17					2006	1775																						
7	39	29	1288	993	1244	1013	149	174	17	15	1	1	2699	2196																						
8	7	16	84	84	1568	1369	916	833	163	212	17	16	2748	2514																						
9			22	11	114	90	1611	1334	699	623	176	159	2622	2217	6	16					6	16														
10		1	9	7	49	35	195	172	1854	1540	711	618	2818	2372	124	114	19	28			143	142														
11			1	2	12	2	43	42	180	167	1415	1201	1651	1414	484	453	102	84	13	21	599	558														
12			1		1	1	24	15	42	37	147	98	215	151	1560	1267	415	376	85	103	2060	1746	15	13			15	13								
13					1	1	2	2	11	10	32	28	46	41	152	121	1060	905	404	387	1616	1413	64	88	6	17	70	105								
14					1	1	1		1	2	8	6	11	9	41	36	144	96	988	803	1173	935	296	292	98	92	394	384	10	11	1	1	11	12		
15									2		3		5		11	12	18	19	66	36	95	67	629	495	258	271	887	766	38	53	8	7	46	60		
16					1								1		9	5	4	5	15	15	28	25	55	43	639	503	694	546	112	145	33	52	145	197	6	10
17					1								1				1		3	9	4	9	27	21	344	200	371	221	158	152	97	123	255	275	5	3
18									1				1		2				2	2	4	2	6		152	78	158	78	118	72	188	163	306	235	8	11
19																			1		1				24	17	24	17	18	17	85	62	103	79	6	10
Total	3472	3068	3708	3063	3284	2752	2957	2589	2969	2607	2510	2127	15428	13138	2387	2024	1765	1513	1576	1377	5728	4914	1092	952	1521	1178	2613	2130	454	450	412	408	866	858	25	34

District - 12 - MOGA

Sarav Shiksha Abhiyan, Punjab
Family Survey 2002

Form No. : SSA/FS/III/8
Report : 06
Year : 2001-2002

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

Class →Age↓	Pre Prim. Nursery/Aaganwari Etc. B	G	Primary I B	G	II B	G	III B	G	IV B	G	V B	G	Total B	G	Middle VI B	G	VII B	G	VIII B	G	Total B	G	Secondary IX B	G	X B	G	Total B	G	Sr. Secondary XI B	G	XII B	G	Total B	G	Tec. Edu Other Tech./Prof. course B	G
3	210	179	1										1																							
4	337	252	26	25									26	25																						
5	300	265	173	132	12	16							185	148																						
6	123	119	422	352	119	111	6	7					547	470																						
7	8	1	308	241	319	274	63	62	15	9			705	586																						
8	1	2	11	16	418	277	289	239	65	74	14	11	797	617																						
9	1		10	3	29	17	445	363	250	242	54	69	788	694	5	6					5	6														
10				1	8	2	62	40	530	421	263	260	863	724	57	67	23	11	1		81	78														
11				1	5	3	16	7	51	46	442	352	514	409	243	233	59	56	17	7	319	296														
12					1		6	3	22	11	61	35	89	50	528	479	206	189	68	52	802	720	9	15			9	15								
13							1		4	3	20	10	25	13	66	49	365	348	245	265	676	662	67	74	8	13	75	87								
14					1						2	7	3	7	17	21	73	54	408	335	498	410	198	195	70	76	268	271	11	12			11	12		
15									1				1		3	1	11	12	47	56	61	69	405	308	158	200	563	508	55	43	5	8	60	51		
16									1				1		1	1	1	2	10	10	12	13	60	48	364	351	424	399	97	124	34	33	131	157	3	2
17															2		4	1	6	1			31	22	181	152	212	174	97	116	74	85	171	201	1	6
18															2		1		3				4	3	94	38	98	41	48	33	121	104	169	137	10	8
19																							13	6			13	6	15	13	40	61	55	74	7	5
Total	980	818	951	771	911	701	888	721	938	806	857	744	4545	3743	920	857	742	672	801	726	2463	2255	774	665	888	836	1662	1501	323	341	274	291	597	632	21	21

District - 12 - MOGA

Sarav Shiksha Abhiyan, Punjab
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07 - Total Children of Non-State Govt. Schools - Total - (Age-Grade Wise) - Districtwise

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

Class→ Age↓	Pre Prim. Nursery/ Aaganwari Etc.		Primary I		II		III		IV		V		Total		Middle VI		VII		VIII		Total		Secondary IX		X		Total		Sr. Secondary XI		XII		Total		Tec. Edu 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	1109	833	6	4									6	4																						
4	1948	1345	276	191	2								278	191																						
5	1781	1184	991	734	72	69	1						1064	803																						
6	593	375	1804	1260	415	368	42	45			1		2262	1673																						
7	27	31	1124	729	1221	931	258	251	39	37			2642	1948																						
8	13	2	83	43	1239	794	1107	857	270	277	38	41	2737	2012																						
9	1	2	23	12	53	29	1291	839	873	715	301	224	2541	1819	31	25					31	25														
10		2	3	3	16	13	83	50	1496	974	962	748	2560	1788	259	239	44	42			303	281														
11					1	1	11	7	81	62	1102	883	1195	953	826	662	246	215	40	43	1112	920														
12							5		20	10	42	35	67	45	1314	826	737	544	245	242	2296	1612	39	33	1	2	40	35								
13							3	2	8	4	19	5	30	11	83	46	948	708	771	645	1802	1399	218	234	29	47	247	281								
14									1		11	1	12	1	36	6	89	40	1135	570	1260	616	577	492	281	249	858	741	38	36	3		41	36		
15											1		1		9	3	12	5	47	30	68	38	728	454	555	481	1283	935	125	150	32	41	157	191		
16																	4	5	16	5	20	10	55	36	742	501	797	537	296	348	138	215	434	563	11	25
17																			10	5	10	5	18	8	367	249	385	257	282	244	318	391	600	635	38	97
18																	1	1			1	1	6	3	172	91	178	94	193	107	344	412	537	519	71	172
19																									33	19	33	19	25	25	129	164	154	189	45	89
Total	5472	3774	4310	2977	3019	2204	2801	2051	2788	2079	2477	1937	15395	11248	2558	1807	2081	1560	2264	1540	6903	4907	1641	1260	2180	1639	3821	2899	959	910	964	1223	1923	2133	165	383

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Sarav Shiksha Abhiyan, Punjab
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Form No. : SSA/FS/III/8
Report : 08
Year : 2001-2002

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

Age	Pre Prim. Nursery/Aaganwari Etc. B	G	Primary I B	G	II B	G	III B	G	IV B	G	V B	G	Total B	G	Middle VI B	G	VII B	G	VIII B	G	Total B	G	Secondary IX B	G	X B	G	Total B	G	Sr. Secondary XI B	G	XII B	G	Total B	G	Tec. Edu Other Tech./Prof. course B	G
3	247	208	2										2																							
4	415	320	56	43		2							56	45																						
5	431	283	236	177	22	23							258	200																						
6	108	73	332	286	95	79	7	7					434	372																						
7	16	8	302	159	260	206	72	60	9	8			643	433																						
8	6	3	14	7	289	173	225	144	63	71	4	6	595	401																						
9		1	2	2	11	8	245	186	176	147	57	77	491	420	5	4					5	4														
10					1	3	13	5	280	265	176	140	470	413	58	42	6	9			64	51														
11							1	1	5	10	227	179	233	190	174	117	42	32	6	3	222	152														
12				1			1		1		4	3	6	4	329	191	136	76	35	31	500	298	7	6			7	6								
13							1	1	3	2	4	3			12	7	207	143	130	91	349	241	27	35	6	13	33	48								
14															3	1	6	5	213	116	222	122	104	88	40	35	144	123	6	3			6	3		
15											1		1		1				2	2	3	2	157	90	76	81	233	171	15	11	4	1	19	12		
16															1						1		11	4	139	77	150	81	31	27	15	11	46	38	2	5
17																			1	2	1	2	4		75	57	79	57	43	43	27	32	70	75	2	13
18																									25	15	25	15	40	20	36	39	76	59	6	11
19																									4	5	4	5	3	7	22	17	25	24	2	10
Total	1223	896	944	675	678	494	564	403	535	502	472	407	3193	2481	583	362	397	265	387	245	1367	872	310	223	365	283	675	506	138	111	104	100	242	211	12	39

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Sarav Shiksha Abhiyan, Punjab
Family Survey 2002

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

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

Class→ Age↓	Pre Prim. Nursery/ Aaganwari Etc. B	G	I B	I G	II B	II G	III B	III G	IV B	IV G	V B	V G	Total B	Total G	VI B	VI G	VII B	VII G	VIII B	VIII G	Total B	Total G	IX B	IX G	X B	X G	Total B	Total G	XI B	XI G	XII B	XII G	Total B	Total G	Tec. Edu Other Tech./ Prof. course B	G
3	162	112	1	1									1	1																						
4	216	182	43	32									43	32																						
5	246	169	147	68	11	12							158	80																						
6	98	52	216	168	72	56	2	6					290	230																						
7		4	137	86	181	109	50	34	5	5			373	234																						
8	1		4	1	181	91	148	126	38	41	9	5	380	264																						
9			2	2	4	4	166	107	114	86	38	27	324	226	5	5	1				5	6														
10					12	4	202	146	129	113			343	263	51	42	3	6	1		55	48														
11							1		2	6	164	113	167	119	116	78	31	39	7	8	154	125														
12									3	8	3	4	6	12	199	122	89	78	37	27	325	227	10	7			10	7								
13															16	5	127	84	108	89	251	178	40	35	3	8	43	43								
14															5		15	5	142	89	162	94	69	64	35	38	104	102	4	2			4	2		
15															2	2	1	5	11	7	14	14	116	59	97	72	213	131	16	17	8	7	24	24		
16																	1		6	2	7	2	5	9	104	82	109	91	40	41	29	33	69	74	1	3
17																			2		2				59	46	59	46	40	30	53	52	93	82	3	11
18																							3		25	14	28	14	11	11	47	65	58	76	6	24
19																									5	1	5	1	3	1	15	16	18	17	4	8
Total	723	519	550	358	449	272	379	277	364	292	343	262	2085	1461	394	254	266	214	306	228	966	696	243	174	328	261	571	435	114	102	152	173	266	275	14	46

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Sarav Shiksha Abhiyan, Punjab
Family Survey 2002

Form No. : SSA/FS/III/8
Report : 10
Year : 2001-2002

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

Age	Pre Prim. Nursery/Aaganwari Etc. B	G	Primary I B	G	II B	G	III B	G	IV B	G	V B	G	Total B	G	Middle VI B	G	VII B	G	VIII B	G	Total B	G	Secondary IX B	G	X B	G	Total B	G	Sr. Sec. XI B	G	XII B	G	Total B	G	Tec. Edu Other Tech./Prof. B	G
3	396	304	2	1									2	1																						
4	614	455	114	56	1	1							115	57																						
5	588	313	301	223	21	21							322	244																						
6	231	157	605	368	135	118	11	7					751	493																						
7	18	18	379	207	335	303	110	80	14	12			838	602																						
8	13	5	25	22	387	263	395	229	147	95	15	15	969	624	2						2															
9			5		35	18	361	213	262	178	101	94	764	503	9	7					9	7														
10			2		17	26	25	12	405	254	301	240	750	532	119	84	10	10			129	94														
11					1		11	6	24	19	353	210	389	235	222	172	75	72	17	15	314	259														
12							1		11	4	23	10	34	15	335	174	189	150	75	83	599	407	8	11				1	8	12						
13									2	3	8	15	10	18	36	14	279	184	179	154	494	352	62	68	8	8	70	76								
14									2		3		5		10	2	18	11	213	174	241	187	136	143	70	52	206	195	13	7					13	7
15															3	1	9	3	19	18	31	22	163	111	122	109	285	220	11	21	5	13	16	34		
16															1	1	2		11	2	14	3	29	12	163	104	192	116	35	60	15	29	50	89	1	.2
17																	1		2	2	2	3	9	1	63	59	72	60	37	51	33	55	70	106		9
18																			2		2		2	1	44	22	46	23	25	21	73	83	98	104	6	11
19																			3		3		10	10			10	10	7	2	39	23	46	25	9	13
Total	1860	1252	1433	877	932	750	913	548	867	565	804	584	4949	3324	737	456	582	430	521	448	1840	1334	409	347	480	365	889	712	128	162	165	203	293	365	16	35

District - 12 - MOGA

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

Age	PreP B	PreP G	I B	I G	II B	II G	III B	III G	IV B	IV G	V B	V G	Prim Tot B	Prim Tot G	VI B	VI G	VII B	VII G	VIII B	VIII G	Mid Tot B	Mid Tot G	IX B	IX G	X B	X G	Sec Tot B	Sec Tot G	XI B	XI G	XII B	XII G	Sr Tot B	Sr Tot G	Tec B	Tec G
3	86	78																																		
4	120	124	24	15									24	15																						
5	125	66	60	45	7	2							67	47																						
6	55	43	132	81	11	19	4	1					147	101																						
7	1	2	108	57	44	58	25	13	3				180	128																						
8	3	1	3	5	75	61	71	79	40	21		2	189	168																						
9	1	1	1		6	7	84	48	56	38	19	35	166	128	32	2					32	2														
10					3		4	5	100	75	74	59	181	139	11	27	3	1			14	28														
11							1	3	2	1	96	60	99	64	41	42	20	20	3	3	64	65														
12								1		2	7	2	7	5	67	57	37	51	14	10	118	118	1	2			1	2								
13								1	4		4	2	8	3	7	4	76	65	46	37	129	106	12	19	2	1	14	20								
14									2				2		2		5	1	77	52	84	53	38	35	9	4	47	39	3	2			3	2		
15																	1	2	2	3	4	4	36	24	13	9	49	33		2		2		4		
16																	1	2	2	1			4		27	28	31	28	4	4	1	2	5	6		1
17																			1	2	1	2	1	1	24	11	25	12	5	4		10	5	14		1
18																			1		1		2		14	3	16	3	2	1	5	2	7	3	1	1
19																			1		1				1		1		2	2	2	3	4	5	1	2
Total	391	315	328	203	146	147	189	151	207	137	200	160	1070	798	160	134	143	138	146	108	449	380	94	81	90	56	184	137	16	15	8	19	24	34	2	5

Column groups: Pre Prim. = Nursery/Aaganwari Etc.; Primary = I, II, III, IV, V, Total; Middle = VI, VII, VIII, Total; Secondary = IX, X, Total; Sr. Secondary = XI, XII, Total; Tec. Edu = Other Tech./Prof. course. (B = Boys, G = Girls)

District - 12 - MOGA

Sarav Shiksha Abhiyan, Punjab
Family Survey 2002

Form No. : SSA/FS/III/8
Report : 12
Year : 2001-2002

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

Class → Age ↓	Pre Prim. Nursery/ Aaganwari Etc.		Primary I		II		III		IV		V		Total		Middle VI		VII		VIII		Total		Secondary IX		X		Total		Sr. Secondary XI		XII		Total		Tec. Edu 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	47	41	1										1																							
4	78	77	26	13									26	13																						
5	83	55	57	45	5	4							62	49																						
6	36	23	95	58	17	35	1	1					113	94																						
7	1	2	53	27	50	44	33	15	2	2			138	88																						
8			7	5	57	33	58	39	9	10	2	11	133	98																						
9			4		2	1	60	27	38	38	13	11	117	77	1	2					1	2														
10					1	4	4	2	64	33	37	35	106	74	13	13	1	2			14	15														
11					2				3	1	51	18	56	19	36	24	15	7	2	1	53	32														
12									3		3	1	6	1	47	17	31	18	14	12	92	47	3	2			3	2								
13									2	2			2	2	7	2	30	23	35	15	72	40	8	6	1	7	9	13								
14											1	1	1	1	4		4	1	27	24	35	25	17	18	8	8	25	26	3	1			3	1		
15															1	2	2	1	4	2	7	5	17	10	22	16	39	26	1	2	1	1	2	3		
16																	2	2	4	2	6	4	4	2	23	14	27	16	4	5	6	5	10	10		
17																							2	1	2	7	4	8	8	10	7	6	15	16		
18																	1				1				6	1	6	1	6	2	9	14	15	16		2
19																			2		2				4	3	4	3	2		2	1	4	1		4
Total	245	198	243	148	132	121	158	84	119	86	109	77	761	516	109	60	86	54	88	56	283	170	51	39	66	56	117	95	24	20	25	27	49	47		6

District   - 12 - MOGA

Sarav Sikhiya Abhiyan, Punjab
Family Survey 2002

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

Form No. : SSA/FS/IV/9
Report   :   01
Year   : 2001-2002

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

District - 12 - MOGA
Sarav Sikhiya Abhiyan, Punjab
Family Survey 2002
Form No. : SSA/FS/IV/10
Report : 01
Year : 2001-2002

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

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

District - 12 - MOGA

Sarav Sikhiya Abhiyan, Punjab
Family Survey 2002 -
02 - Visually Impaired Children - (Agewise)-Total Districtwise

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

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

District - 12 - MOGA

Sarav Sikhiya Abhiyan, Punjab
Family Survey 2002
03 - Speech Impaired Children - (Agewise)-Total Districtwise

Form No. : SSA/FS/IV/10
Report : 03
Year : 2001-2002

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

District   - 12 - MOGA

Sarav Sikhiya Abhiyan, Punjab -
Family Survey 2002
04 - Hearing Impaired Children - (Agewise)-Total Districtwise

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

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

District - 12 - MOGA

Sarav Sikhiya Abhiyan, Punjab
Family Survey 2002
05 - Physically Challanged Children - (Agewise)-Total Districtwise

Form No. : SSA/FS/IV/10
Report : 05
Year : 2001-2002

Age	Total Children						SC Children						BC Children					
	School Going			School Not Going			School Going			School Not Going			School Going			School Not Going		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	3		3	2	3	5				1		1						
4	1	1	2	4	2	6					1	1					2	2
5	4	3	7	11	3	14	2	1	3	6	3	9	1		1			
6	14	10	24	5	6	11	14	9	23	3	4	7				1	1	2
7	28	16	44	12	8	20	20	12	32	6	7	13	2	1	3			
8	38	15	53	13	6	19	21	9	30	9	2	11	4		4	3	1	4
9	50	38	88	10	3	13	37	23	60	7	1	8	7	5	12		2	2
10	42	39	81	18	6	24	25	20	45	11	1	12	5	1	6	1		1
11	41	40	81	12	7	19	22	27	49	5	6	11	5	5	10	2		2
12	42	26	68	9	12	21	19	18	37	6	6	12	4	2	6	5	2	7
13	27	27	54	16	14	30	15	15	30	8	10	18	2	5	7	3	1	4
14	34	18	52	15	21	36	9	7	16	9	11	20	6	2	8	1	1	2
15	22	19	41	14	4	18	12	10	22	9	2	11	5	2	7	1		1
16	20	19	39	15	11	26	4	4	8	8	6	14	5	1	6	1	1	2
17	12	8	20	12	6	18	4	1	5	12	3	15	2		2	1	2	3
18	14	7	21	19	8	27	5	2	7	7	4	11	3	2	5	1		1

District - 12 - MOGA

Sarav Sikhiya Abhiyan, Punjab
Family Survey 2002
06 - Mentally Challanged Children - (Agewise)-Total Districtwise

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

Age	Total Children						SC Children						BC Children					
	School Going			School Not Going			School Going			School Not Going			School Going			School Not Going		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	1		1	10	8	18	1		1	6	4	10					2	2
4	1		1	8	5	13				4	1	5	1		1		1	1
5	4	1	5	10	1	11	2		2	3	1	4				3		3
6	3	1	4	8	8	16	2		2	4	3	7					2	2
7	3	2	5	9	5	14	1	2	3	5	3	8					1	1
8	7	3	10	7	6	13	2	1	3	1	2	3				1	1	2
9	5	5	10	10	7	17	2	3	5	3	2	5	1	1	2	1	2	3
10	8	5	13	16	5	21	3	1	4	5	2	7				2		2
11	4	3	7	16	15	31		1	1	8	6	14				3	4	7
12	7	3	10	23	20	43	3		3	9	7	16		1	1	3	3	6
13	3	5	8	17	11	28		2	2	7	5	12		1	1	2	1	3
14	2	4	6	19	22	41		3	3	8	7	15				5	4	9
15	2		2	25	14	39				7	10	17				3	1	4
16				22	16	38				11	5	16				2	3	5
17	5		5	22	5	27	1		1	8	1	9				3		3
18		1	1	15	11	26				4	3	7				1	1	2

District - 12 - MOGA

Sarav Sikhiya Abhiyan, Punjab -
Family Survey 2002
07 - Children Affected wih Any Other Challange - (Agewise)-Total Districtwise

Form No. : SSA/FS/IV/10
Report : 07
Year : 2001-2002

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

Sarav Sikhiya Abhiyan, Punjab

Family Survey 2002

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

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

Sarav Sikhiya Abhiyan, Punjab

Family Survey 2002

02 - Visually Impaired Children - (Category Wise)-Total Districtwise

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

Sarav Sikhiya Abhiyan, Punjab

District - 12 - MOGA

Family Survey 2002

Form No. : SSA/FS/IV/11
Report :   - 03
Year   : 2001-2002

03 - Speech Impaired Children - (Category Wise)-Total Districtwise

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

Sarav Sikhiya Abhiyan, Punjab

District - 12 - MOGA

Family Survey 2002

Form No. : SSA/FS/IV/11
Report : 04
Year : 2001-2002

04 - Hearing Impaired Children - (Category Wise)-Total Districtwise

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

District - 12 - MOGA

Sarav Sikhiya Abhiyan, Punjab

Family Survey 2002

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

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

Class	School Going Total Children			School Going S.C. Children			School Going B.C. Children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	6	9	15	3	2	5			
I	40	25	65	29	16	45	3	1	4
II	47	29	76	37	18	55	5	3	8
III	61	30	91	42	19	61	7	4	11
IV	53	39	92	29	23	52	6	6	12
V	43	47	90	27	35	62	3	6	9
VI	34	26	60	14	18	32	3	1	4
VII	32	24	56	8	10	18	3	2	5
VIII	16	11	27	9	4	13	2	2	4
IX	27	21	48	12	8	20	5	2	7
X	26	16	42	7	4	11	6	2	8
XI	12	5	17	2	1	3	2		2
XII	9	7	16	1	4	5	3		3
Technical Education	4	3	7	1	2	3			

Sarav Sikhiya Abhiyan, Punjab

District - 12 - MOGA

Family Survey 2002

Form No. : SSA/FS/IV/11
Report : 06
Year : 2001-2002

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

Class	School Going Total Children			School Going S.C. Children			School Going B.C. Children		
↓	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	4	3	7	1	1	2	1		1
I	13	1	14	5	1	6			
II	7	9	16	2	4	6		1	1
III	6	6	12	3	3	6	1		1
IV	7	3	10	3	1	4			
V	2	2	4						
VI	7	3	10	1		1	1	1	2
VII	3	1	4		1	1			
VIII	3	1	4		2	2			
IX									
X									
XI									
XII									
Technical Education									

Sarav Sikhiya Abhiyan, Punjab

Family Survey 2002

07 - Any Other Disability Children - (Category Wise)-Total Districtwise

Class	School Going Total Children			School Going S.C. Children			School Going B.C. Children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	1		1						
I	9	5	14	7	3	10		1	1
II		2	2		2	2		1	1
III	6	2	8	3	2	5	1		1
IV	7	5	12	6	2	8	1	1	2
V	4	2	6	3		3	1		1
VI	4		4	1		1	1		1
VII	2	2	4	1		1			
VIII	1	3	4	2		2	1		1
IX	3		3	4		4			
X	3	3	6	1	2	3		1	1
XI	10	1	11	2		2			
XII	3	2	5	1		1		1	1
Technical Education									

Sarav Sikhiya Abhiyan, Punjab

District - 12 - MOGA

Family Survey 2002

Form No. : SSA/FS/IV/11
Report : 08
Year : 2001-2002

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

Class	School Going Total Children			School Going S.C. Children			School Going B.C. Children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	12	10	22	5	5	10	1	1	2
I	59	27	86	38	17	55	2	3	5
II	48	43	91	34	28	62	3	5	8
III	71	31	102	47	23	70	8	3	11
IV	65	41	·106	39	22	61	5	4	9
V	42	53	95	27	30	57	4	7	11
VI	41	23	64	9	15	24	4	1	5
VII	28	21	49	10	9	19	4	3	7
VIII	25	13	38	10	6	16	4	1	5
IX	24	21	45	11	11	22	4	2	6
X	22	20	42	4	6	10	6	2	8
XI	9	2	11	2		2	2		2
XII	7	3	10	3	1	4	3		3
Technical Education	2	1	3	1	1	2			

Sarav Sikhiya Abhiyan, Punjab

Family Survey 2002

09 - Visually Impaired Children in Govt. Schools - (Category Wise)-Total Districtwise

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

Sarav Sikhiya Abhiyan, Punjab

Family Survey 2002

10 - Speech Impaired Children in Govt. Schools - (Category Wise)-Total Districtwise

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

Sarav Sikhiya Abhiyan, Punjab

Family Survey 2002

11 - Hearing Impaired Children in Govt. Schools - (Category Wise)-Total Districtwise

Class	School Going Total Children			School Going S.C. Children			School Going B.C. Children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary									
I	1		1				1		1
II	1		1	1		1			
III	2	1	3				1		1
IV	2		2	1		1			
V	2		2	2		2			
VI									
VII	2	1	3	2	1	3			
VIII	1	1	2						
IX									
X		1	1						
XI									
XII									
Technical Education									

Sarav Sikhiya Abhiyan, Punjab

Family Survey 2002

12 - Physically Challanged Children in Govt. Schools - (Category Wise)-Total Districtwise

Class ↓	School Going Total Children			School Going S.C. Children			School Going B.C. Children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	6	5	11	3	2	5			
I	34	18	52	26	11	37	1		1
II	37	24	61	32	16	48	3	3	6
III	54	20	74	37	14	51	6	2	8
IV	43	31	74	26	21	47	4	4	8
V	34	50	84	23	30	53	2	7	9
VI	28	19	47	8	15	23	2		2
VII	19	18	37	7	7	14	3	2	5
VIII	15	8	23	8	4	12	2	2	4
IX	17	19	36	9	13	22	4	1	5
X	19	15	34	6	3	9	6	2	8
XI	7	2	9	1		1	1		1
XII	7	3	10	2	1	3	3		3
Technical Education	2	1	3	1	1	2			

Sarav Sikhiya Abhiyan, Punjab

District - 12 - MOGA

Family Survey 2002

Form No. : SSA/FS/IV/11
Report   :   13
Year   :   2001-2002

13 - Mentally Challanged Children in Govt. Schools - (Category Wise)-Total Districtwise

Class	School Going Total Children			School Going S.C. Children			School Going B.C. Children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	3	2	5		1	1	1		1
I	10	2	12	5	1	6			
II	5	10	15	1	4	5		1	1
III	8	6	14	5	3	8	1		1
IV	6	2	8	1	1	2			
V	1		1						
VI	5	2	7	1		1	1	1	2
VII	2	1	3		1	1			
VIII	1	1	2		1	1			
IX									
X									
XI									
XII									
Technical Education									

District   - 12 - MOGA

Sarav Sikhiya Abhiyan, Punjab

Family Survey 2002

Form No. : SSA/FS/IV/11
Report   :   14
Year   : 2001-2002

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

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

Sarav Shikshia Abhiyan, Punjab

Distribution of School going Children (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	57.34	42.66	100.00	55.42	44.58	100.00	59.18	40.82	100.00	59.77	40.23	100.00
Pre Primary Total	57.34	42.66	100.00	55.42	44.58	100.00	59.18	40.82	100.00	59.77	40.23	100.00
I	57.01	42.99	100.00	54.93	45.07	100.00	59.15	40.85	100.00	62.03	37.97	100.00
II	55.46	44.54	100.00	54.42	45.58	100.00	57.80	42.20	100.00	55.41	44.59	100.00
III	55.27	44.73	100.00	53.32	46.68	100.00	57.73	42.27	100.00	62.49	37.51	100.00
IV	55.06	44.94	100.00	53.56	46.44	100.00	57.28	42.72	100.00	60.54	39.46	100.00
V	54.99	45.01	100.00	54.17	45.83	100.00	56.12	43.88	100.00	57.93	42.07	100.00
Primary Total	55.63	44.37	100.00	54.09	45.91	100.00	57.78	42.22	100.00	59.82	40.18	100.00
VI	55.43	44.57	100.00	53.57	46.43	100.00	58.60	41.40	100.00	61.78	38.22	100.00
VII	53.80	46.20	100.00	52.16	47.84	100.00	57.15	42.85	100.00	57.51	42.49	100.00
VIII	54.21	45.79	100.00	52.07	47.93	100.00	59.52	40.48	100.00	53.77	46.23	100.00
Midlle Total	54.54	45.46	100.00	52.66	47.34	100.00	58.45	41.55	100.00	57.97	42.03	100.00
IX	53.62	46.38	100.00	52.46	47.54	100.00	56.57	43.43	100.00	54.10	45.90	100.00
X	54.99	45.01	100.00	53.99	46.01	100.00	57.08	42.92	100.00	56.80	43.20	100.00
Secondary Total	54.38	45.62	100.00	53.31	46.69	100.00	56.86	43.14	100.00	55.53	44.47	100.00
XI	50.01	49.99	100.00	49.81	50.19	100.00	51.31	48.69	100.00	44.14	55.86	100.00
XII	46.26	53.74	100.00	47.60	52.40	100.00	44.08	55.92	100.00	44.84	55.16	100.00
Sr. Secondary Total	48.03	51.97	100.00	48.66	51.34	100.00	47.41	52.59	100.00	44.53	55.47	100.00
Technical Education	33.56	66.44	100.00	38.33	61.67	100.00	30.11	69.89	100.00	31.37	68.63	100.00
Technical Education Total	33.56	66.44	100.00	38.33	61.67	100.00	30.11	69.89	100.00	31.37	68.63	100.00
Grand Total	54.98	45.02	100.00	53.46	46.54	100.00	57.31	42.69	100.00	58.46	41.54	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	57.34	42.66	100.00	28.25	22.72	50.97	21.71	14.97	36.68	7.38	4.97	12.35
Pre Primary Total	57.34	42.66	100.00	28.25	22.72	50.97	21.71	14.97	36.68	7.38	4.97	12.35
I	57.01	42.99	100.00	31.59	25.93	57.52	19.08	13.18	32.26	6.34	3.88	10.23
II	55.46	44.54	100.00	34.30	28.73	63.03	16.16	11.80	27.96	4.99	4.02	9.01
III	55.27	44.73	100.00	34.44	30.15	64.59	15.71	11.51	27.22	5.12	3.07	8.20
IV	55.06	44.94	100.00	35.62	30.88	66.50	14.83	11.06	25.89	4.61	3.01	7.62
V	54.99	45.01	100.00	35.49	30.03	65.52	14.72	11.51	26.23	4.78	3.47	8.25
Primary Total	55.63	44.37	100.00	34.15	28.99	63.14	16.25	11.87	28.13	5.22	3.51	8.73
VI	55.43	44.57	100.00	36.12	31.31	67.42	14.99	10.59	25.58	4.32	2.67	6.99
VII	53.80	46.20	100.00	35.27	32.36	67.63	14.48	10.85	25.33	4.05	2.99	7.04
VIII	54.21	45.79	100.00	34.35	31.62	65.97	16.14	10.98	27.12	3.72	3.19	6.91
Midlle Total	54.54	45.46	100.00	35.30	31.73	67.04	15.19	10.79	25.98	4.05	2.93	6.98
IX	53.62	46.38	100.00	35.53	32.20	67.72	14.48	11.12	25.60	3.61	3.06	6.67
X	54.99	45.01	100.00	36.28	30.92	67.21	15.33	11.52	26.85	3.38	2.57	5.94
Secondary Total	54.38	45.62	100.00	35.95	31.49	67.44	14.95	11.35	26.30	3.48	2.79	6.27
XI	50.01	49.99	100.00	31.33	31.57	62.90	16.48	15.64	32.12	2.20	2.78	4.98
XII	46.26	53.74	100.00	28.91	31.83	60.75	14.81	18.79	33.60	2.53	3.12	5.65
Sr. Secondary Total	48.03	51.97	100.00	30.05	31.71	61.76	15.60	17.30	32.90	2.38	2.96	5.34
Technical Education	33.56	66.44	100.00	15.80	25.42	41.22	16.19	37.59	53.78	1.57	3.43	5.00
Technical Education Total	33.56	66.44	100.00	15.80	25.42	41.22	16.19	37.59	53.78	1.57	3.43	5.00
Grand Total	54.98	45.02	100.00	33.66	29.30	62.96	16.49	12.28	28.77	4.84	3.44	8.27

District - 12 - MOGA

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	12880	10358	9853	10351	9253	52695	9457	7733	7602	24792	6075	7820	13895	2910	3011	5921	97303
	Girls	9711	8320	7973	8450	7574	42028	7604	6641	6422	20667	5255	6402	11657	2909	3498	6407	80759
	Total	22591	18678	17826	18801	16827	94723	17061	14374	14024	45459	11330	14222	25552	5819	6509	12328	178062
Population in the Relevant Age	Boys	11062	9179	10591	10120	11062	52014	8944	9885	10356	29185	11768	10356	22124	11297	9414	20711	124034
	Girls	8395	7564	7980	8395	8811	41145	7481	9143	8728	25352	9143	9559	18702	9974	7896	17870	103069
	Total	19457	16743	18571	18515	19873	93159	16425	19028	19084	54537	20911	19915	40826	21271	17310	38581	227103
Gross Enrolment Ratio	Boys	116.43	112.84	93.03	102.28	83.65	101.31	105.7	78.23	73.41	84.95	51.62	75.51	62.81	25.76	31.98	28.59	78.45
	Girls	115.7	109.99	99.91	100.66	85.96	102.15	101.6	72.63	73.58	81.52	57.48	66.97	62.33	29.17	44.30	35.85	78.35
	Total	116.11	111.56	95.99	101.54	84.67	101.68	103.9	75.54	73.49	83.35	54.18	71.41	62.59	27.36	37.60	31.95	78.41

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

PART - IV

District : Moga

District Data Summary Sheet

SL.No.	DESCRIPTION	Numbers
1	No. of C D Blocks/BRC's	4
1.1	No. of B.R. & D.R. Personnels (3x20+1x10)+10	80
2	No. of P E Blocks	6
3	No. of CRC's	40
4	No. of Villages	329
4.1	No. of VEDC's	614
4.2	No. of VEDC's Members	4912
5	No. of Habitations/Wards (Unserved)	1998
5.1	No. of S.C. Bastis	361
6	No. of House Holds	140594
	No. of Schools	
7	No. of Primary Schools (State Govt.)	379
7.1	Non State Govt. Primary Schools	35
7.2	Unrecognised Primary Schools	116
8	No. of Middle Schools/Sections (State Govt.)	235
8.1	Non State Govt. Middle Schools/Sections	56
8.2	Unrecognised Middle Schools/Sections	119
	No. of Teachers (State Govt.)	
9	No. of Primary Teachers	2043
9.1	No. of JBT Teachers + New	1768
9.2	No. of HT	235
9.3	No. of CHT's	40
10	No. of Teachers Middle Schools/Sections	1165
	Primary (State Govt.)	
11	Total No. of Students	59807
11.1	Male Students	32351
11.2	Female Students	27456
11.3	Total No. of S.C. Students	28566
11.4	Male S.C. Students	15428
11.5	Female S.C. Students	13138
	Upper Primary (State Govt.)	
12	Total No. of Students	30475
12.1	Male Students	16049
12.2	Female Students	14426
12.3	Total No. of S.C. Students	10642
12.4	Male S.C. Students	5728
12.5	Female S.C. Students	4914
	Out of School Children	
13	No. of Out of School Children Total	12817
13.1	No. of Out of School Children Male	6672
13.2	No. of Out of School Children Female	6145
13.3	No. of EGS Centres (Proposed)	844
	No. of Handicapped Children	
14	Total No. of Handicapped Children	1361
14.1	Male Handicapped Children	822
14.2	Female Handicapped Children	539

District - Moga
Blockwise list of BRC and CRC

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

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

District - Moga	
Blockwise Distribution of Villages	
PEBlock Code & Name	Villages
094 DHARAM KOT-I	78
095 DHARAM KOT-II	48
256 MOGA-I	52
257 MOGA-II	71
258 BAGHA PURANA	39
259 NIHAL SINGH WALA	41
Total	329

BLOCKWISE COUNT OF - PRIMARY SCHOOLS

DISTRICT - MOGA

PE Block Code & Name		G1	G2	G3	G4	TOTG	P1	P2	P3	P4	P5	P6	TOTP	TOTA
PE094	DHARAM KOT-I	78	0	0	0	78	0	2	2	0	0	19	23	101
PE095	DHARAM KOT-II	46	0	0	0	46	0	0	2	0	0	9	11	57
PE256	MOGA-I	70	0	0	0	70	0	1	0	0	0	29	30	100
PE257	MOGA-II	87	0	0	0	87	0	3	4	1	0	32	40	127
PE258	BAGHA PURANA	51	0	0	0	51	0	7	1	0	0	14	22	73
PE259	NIHAL SINGH WALA	47	0	0	0	47	0	9	2	1	0	13	25	72
	TOTAL	379	0	0	0	379	0	22	11	2	0	116	151	53

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

District-Moga						
Blockwise Enrollment in State Govt. Middle Schools						
Peblock		Total			SC		
		Male	Female	Total	Male	Female	Total
094	DHARAM KOT-I	1204	1160	2364	440	314	754
095	DHARAM KOT-II	2176	2028	4204	646	529	1175
256	MOGA-I	2232	1922	4154	1075	870	1945
257	MOGA-II	3922	3663	7585	1251	1196	2447
258	BAGHA PURANA	3206	2876	6082	1108	932	2040
259	NIHAL SINGH WALA	3309	2777	6086	1208	1073	2281
	TOTAL	16049	14426	30475	5728	4914	10642

"ssayojna"OUTMOG

District - MOGA

Blockwise Enrollment in (Primary) Schools				
Peblock		State Govt. Total	Non-State Govt. Total	Unrecognised Total	Grand Total
094	DHARAM KOT-I	8409	2801	1345	12555
095	DHARAM KOT-II	4602	1521	573	6696
256	MOGA-I	8059	8908	2934	19901
257	MOGA-II	15587	6393	2115	24095
258	BAGHA PURANA	11446	3756	579	15781
259	NIHAL SINGH WALA	11704	3264	727	15695
Grand Total		59807	26643	8273	94723

Source : Family Survey 2002

Peblock		State Govt.	Non-State Govt.	Unrecognised	Grand Total
Blockwise Enrollment in (Middle) Schools					
		Total	Total	Total	
094	DHARAM KOT-I	4204	1407	472	6083
095	DHARAM KOT-II	2364	539	135	3038
256	MOGA-I	4154	4407	1485	10046
257	MOGA-II	7585	2890	673	11148
258	BAGHA PURANA	6082	1453	141	7676
259	NIHAL SINGH WALA	6086	1114	268	7468
Grand Total		30475	11810	3174	45459

Source : Family Survey 2002

		Age Group (6-14)					
Peblock		**Total**			**SC**		
		Male	Female	Total	Male	Female	Total
094	DHARAM KOT-I	755	843	1598	374	420	794
095	DHARAM KOT-II	518	573	1091	316	368	684
256	MOGA-I	980	802	1782	703	608	1311
257	MOGA-II	2276	1945	4221	1684	1499	3183
258	BAGHA PURANA	1324	1217	2541	952	954	1906
259	NIHAL SINGH WALA	819	765	1584	663	638	1301
	TOTAL	6672	6145	12817	4692	4487	9179

District-Moga

Blockwise Out of Schools Children

Blockwise Handicapped Children

District : Moga - 6-14 Years (Total)

PEBlock	SC			BC		
	School Going	School Not Going	Total	School Going	School Not Going	Total
DHARAM KOT-I	40	40	80	18	15	33
DHARAM KOT-II	50	48	98	11	18	29
MOGA-I	59	40	99	6	12	18
MOGA-II	105	82	187	16	31	47
BAGHA PURANA	69	66	135	17	14	31
NIHAL SINGH WALA	64	38	102	12	10	22
Total	387	314	701	80	100	180

Blockwise Handicapped Children

District : Moga - 6-14 Years (Total)

PEBlock	Visually Impaired Children	Speech Impaired Children	Hearing Impaired Children	Physically Challenged Children	Mentally Challenged Children	Any Other Challenged Children	Total
DHARAM KOT-I	7	37	9	73	29	3	158
DHARAM KOT-II	6	12	4	64	20	16	122
MOGA-I	10	24	10	105	56	7	212
MOGA-II	12	39	18	207	101	35	412
BAGHA PURANA	11	35	14	123	55	22	260
NIHAL SINGH WALA	5	15	6	115	38	18	197
Total	51	162	61	687	299	101	1361

PROJECT COST
ANNUAL WORK PLAN 2002-03

DISTRICT - MOGA

ITEM NO.	ITEM	2002-03	%	BALANCE LAST YEAR	%	TOTAL	%
1.0	Teacher Salary	63.648	8.00	28.560	10.29	92.208	8.59
2.0	School/Alternative schooling facility						
3.0	Upper Primary schools/sections						
4.0	Classrooms						
5.0	Free textbooks	35.745	4.49	29.940	10.79	65.685	6.12
6.0	Civil Works	262.345	32.96	35.200	12.69	297.545	27.72
7.0	Maintenance and repair of school buildings	30.700	3.86	0.000	0.00	30.700	2.86
8.0	Upgradation of EGS to regular school or setting up of a new primary school as per State norm	0.000	0.00	3.400	1.23	3.400	0.32
9.0	TLE for upper-primary and quality improvement	0.000	0.00	105.500	38.02	105.500	9.83
10.0	School grant	12.280	1.54	0.000	0.00	12.280	1.14
11.0	TLM grant	16.040	2.02	5.840	2.10	21.880	2.04
12.0	Teacher training	44.912	5.64	0.000	0.00	44.912	4.18
13.0	State Institute of Educational Management and Training (SIEMAT)						
14.0	Training for community leaders	2.947	0.37	0.000	0.00	2.947	0.27
15.0	Provision for disabled children (IED)	16.341	2.05	9.561	3.45	25.902	2.41
16.0	Research, evaluation, supervision and monitoring	8.620	1.08	0.540	0.19	9.160	0.85
17.0	Management cost	48.000	6.03	11.250	4.05	59.250	5.52
18.0	Innovative activities	50.003	6.28	37.700	13.59	87.703	8.17
18.1	Computer Education - 15.000						
18.2	Girls child education - 10.001						
18.3	ECCE - 15.003						
18.4	SC/ST - 9.999						
19.0	Block resource centres	66.460	8.35	6.000	2.16	72.460	6.75
19.1	Cluster resource centres	2.360	0.30	4.000	1.44	6.360	0.59
20.0	Intervention for out of school children	135.600	17.04	0.000	0.00	135.600	12.63
21.0	Preparatory activities for micro-planning, household surveys studies						
	TOTAL	796.001	100.00	277.491	100.00	1073.492	100.00

Annual Work Plan 2002-03, District Moga, Punjab

Account Code	Item	2002-03		
		Unit cost	Physical	Financial
Intervention Name : Teacher				**(in lacs)**
1.0	Salary for primary teachers 68 x 12	0.078	816	63.648
				63.648
Intervention Name : Free textbooks				**(in lacs)**
5.0	Free text books for Non SC girls (14318+9512)	0.0015	23830	35.745
				35.745
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	0	0.000
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	184	62.560
6.0	Buildings for schools having unsafe buildings	2.910		0.000
6.0	Cluster Resource Centres	1.940	6	11.640
6.0	Additional Class rooms for primary schools	1.160	74	85.840
6.0	Additional Classrooms for Primary schools and upper primary sections	1.160	61	70.760
6.0	Headmaster's room for upper primary sections	1.160	24	27.840
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 356	0.00032	1424	0.450
6.0	Development and distribution training manual on civil works for BRPs and DRPs 4 x (70+10)	0.00068	320	0.2176
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 614 schools	0.00047	1228	0.577
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
	Subtotal			262.345
Intervention Name : Maintenance and repair of school buildings				**(in lacs)**
7.0	Repairs and maintenance of school Primary and upper primary sections (379+235)	0.050	614	30.700
	Subtotal			30.700

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Annual Work Plan 2002-03, District Moga, 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 (379 primary + 235 upper primary)	0.020	614	12.280
	Subtotal			**12.280**
Intervention Name : Teacher Grant				**(in lacs)**
11.0	TLM grant for teachers of primary and upper pirmary schools (2043+1165)	0.005	3208	16.040
	Subtotal			**16.040**
Intervention Name : Teacher Training				**(in lacs)**
12.0	Teachers training for primary and upper primary=3208 x 20 days **The details of various trainings and training schedule have been given in the chapter of Training Programme**	0.0140	3208	44.912
	Subtotal			**44.912**
Intervention Name : Training of Community Leaders				**(in lacs)**
14.0	Orientation to VEDC Members 614 x 8 members x 2	0.0003	9824	2.947
	Subtotal			**2.947**
Intervention Name : Provision for disabled children(IED)				**(in lacs)**
15.0	IED Training to BRC staff 4x10 x 5	0.0007	200	0.140
15.0	IED assessment camps 2 x 4	0.020	8	0.160
15.0	One Resource person honorarium 4 Blocks x 12 months	0.050	48	2.400
15.0	Manual for disability in Indian content A Teacher's Role for 614 schools	0.00022	614	0.135
15.0	Manual for teachers about physically challanged children for 614 schools	0.00032	614	0.200
15.0	Manual for Teachers about visually impaired children for 614 schools	0.00034		0.000
15.0	Manual for Teachers about hearing impaired children for 614 schools	0.00028	614	0.172
15.0	Manual for Teachers about mentally challanged children for 614 schools	0.00036		0.000
15.0	Manual for Teachers for children with multiple Disability for 614 schools	0.00038		0.000
15.0	Special assistance and TLM to disabled children 1361	0.00965	1361	13.134

Annual Work Plan 2002-03, District Moga, Punjab

Account Code	Item	2002-03		
		Unit cost	Physical	Financial
	Subtotal			16.341
Intervention Name : Research, Evaluation, supervision and monitoring (in lacs)				
16.0	Annual School, Block and district planning for 614 Primary and Upper Primary schools @ Rs. 30/-	0.0003	614	0.184
16.0	Annual School Gradation and Evaluation process for 614 Primary & Upper primary schools @ Rs. 30/-	0.0003	614	0.184
16.0	Conduct of Pupil Achievement Survey 5% of schools @ Rs. 2000/-	0.02	31	0.620
16.0	Academic monitoring of schools by DIET staff by travelling 2×12 months @ 1000/-	0.01	24	0.240
16.0	Academic supervision by BRCs 4 x 5 units @ Rs. 1000/-	0.01	20	0.200
16.0	Hiring of Vehicles for Academic supervision by DPO/SPD 5 visits x 12 months @ Rs. 1000/-	0.01	60	0.600
16.0	Annual Household survey @Rs.3/- per household for 140594 households 50/- each year	0.00003	70297	2.109
16.0	MIS Data collection and processing of data for 329 primary schools at State/District office	0.0017	379	0.644
16.0	MIS Data collection and processing of data for 235 upper primary schools/sections at State/District office	0.0018	235	0.423
16.0	State office activities on research, evaluation monitoring and supervision @ Rs.150/- per school for 614 schools	0.0015	614	0.921
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 614 primary and upper primary schools	0.00031×3	614	0.57
16.0	Development and supply of material for evaluation of Instructional improvement in 614 primary and upper primary schools	0.00029	614	0.178

Annual Work Plan 2002-03, District Moga, Punjab

Account Code	Item	2002-03		
		Unit cost	Physical	Financial
16.0	Development and supply of material for evaluation of learning in 235 upper primary schools i) Science ii) Mathematics iii) Health and physical education iv) English v) Hindi vi) Punjabi vii) Social Studies	0.00028×7	235	0.46
16.0	Study in i) Child's concept of class relations ii) Causal thinking in students iii) Students concept of time & iv) movement v) Students concept of space vi) Concrete and formal reasoning in Mathematics vii) Teacher expectations and remedial strategies	0.00030×7	614	1.29
	Subtotal			**8.62**
Intervention Name : Management Cost				**(in lacs)**
17.0	Hire charges for vehicles for DPO/State 30 times x 12 months	0.015	360	5.400
17.0	DPO/state consumables	0.070	12	0.840
17.0	Water, Electricity,Telephone etc. of District and State office	0.100	12	1.200
17.0	TA & DA of District and State etc.	0.300	12	3.600
17.0	Consultants (12 Months × 7) for District and State	0.070	84	5.880
17.0	Computer Stationery Peripherals DPO/State	0.200	1	0.200
17.0	Documentation at DPO/State	3.000	1	3.000
17.0	Running cost of Data centre for all primary and upper primary schools and students 1.400 x 12 inclusive of rent and salaries and other expenses for DPO/State	1.400	12	16.800
17.0	Jan Samparak Abhiyan (once a year visit of 10 schools per block by all senior officers for three days- taxi and other charges) to be conducted by State/District office No. of blocks×2	0.030	8	0.240
17.0	Development and printing of modules on planning and management by State/District office	0.00036	614	0.221

Annual Work Plan 2002-03, District Moga, Punjab

Account Code	Item	2002-03		
		Unit cost	Physical	Financial
17.0	Hiring of experts for pedagogy research, evaluation community mobilization, gender sensitization, alternative schooling planning and management training Block 3×12 @ Rs.8000 District 8×12 @ Rs.8000	0.080	96	7.68
17.0	Circulation of material prepared of the expects to school/VEDC level			1.95
17.0	News Letter	0.00025	614	0.15
17.0	Media Activity			0.84
	Subtotal			**48.00**
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 379 primary schools in parts	0.003	126	0.378
18.1	Remedial coaching for girls students for two months in 235 upper primary schools in parts	0.003	78	0.234
18.1	Development of supplement reading material and item Bank for 27456 girl student of primary students for use in remedial coaching in parts	0.00038	13728	5.217
18.1	Development of supplement reading material and item Bank for 26381 girl student of upper primary students for use in remedial coaching in parts	0.00057	7320	4.172
	Subtotal			**10.001**
b) ECCE				
18.2	School readiness kits and playway material for 3-5 age children in ICDS Centres	0.00075	18867	14.150
18.2	School readiness kits for first generation learners in primary schools of 5 year age for 379 schools x 3	0.00075	1137	0.853
	Subtotal			**15.003**
c) SC/ST				
18.3	Remedial coaching for 3 months in 307 schools in parts	0.0030	307	0.921
18.3	Supplementary reading material for remedial coaching SC children 28566 in parts	0.0005	10895	5.448
18.3	Question Bank for SC children of 17109 upper primary classes for remedial coaching in parts	0.0006	6050	3.630
	Subtotal			**9.999**

Annual Work Plan 2002-03, District Moga, Punjab

Account Code	Item	2002-03		
		Unit cost	Physical	Financial
d) Computer Education				
18.4	Cost of running of computer education centres at block/cluster level	15.000	1	15.000
	Subtotal			**15.000**
Intervention Name: Block Resource Centres				**(in lacs)**
19.0	BRC Contingency grant for 4 CD Blocks @ Rs.12500/- P.A.	0.125	4	0.500
19.0	TLM grant for 4 CD Blocks @ Rs.5000/- P.A.	0.050	4	0.200
19.0	Meetings, Travel allowance for 4 CD Blocks @Rs.500 x 12 P.A.	0.005	48	0.240
19.0	Salary of 20 Block Resource Persons per CD Block having more than 100 schools for 3 Blocks @ Rs. 7800/- x 12 P.A.	0.078	720	56.160
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
	Subtotal			**66.460**
Intervention Name: Cluster Resource Centres				**(in lacs)**
19.1	CRC Contingency grant for 40 CRCs Blocks @ Rs.2500/- P.A.	0.025	40	1.000
19.1	TLM grant for 40 CRCs @ Rs.1000/- P.A.	0.010	40	0.400
19.1	Meetings, Travel allowance for 40 CRCs Blocks @Rs.200 x 12 P.A.	0.002	480	0.960
	Subtotal			**2.360**
Intervention Name: Out of School children				**(in lacs)**
20.0	Cost of running of EGS centres for 5129 out of school children of 6-11 age group	0.00845	5129	43.340
20.0	Cost of running of EGS centres for 5048 out of school children of 11-14 age group	0.012	5048	60.576
20.0	Cost of running of EGS centres for 2640 out of school children of 14 age	0.012	2640	31.68
	Subtotal			**135.60**
Intervention Name: Preparatory activities for micro-planning, household surveys studies				**(in lacs)**
21.0				
	Subtotal			**0.00**

PART - V

District : Moga
Perspective 2002-2007
District Data Summary Sheet

SL.No.	DESCRIPTION	Numbers
1	No. of C D Blocks/BRC's	4
1.1	No. of B.R. & D.R. Personnels (3x20+1x10)+10	80
2	No. of P E Blocks	6
3	No. of CRC's	40
4	No. of Villages	329
4.1	No. of VEDC's	684
4.2	No. of VEDC's Members	5472
5	No. of Habitations/Wards (Unserved)	1998
5.1	No. of S.C. Bastis	361
6	No. of House Holds	140594
	No. of Schools	
7	No. of Primary Schools (State Govt.)	379
7.1	Non State Govt. Primary Schools	35
7.2	Unrecognised Primary Schools	116
8	No. of Middle Schools/Sections (State Govt.)	305
8.1	Non State Govt. Middle Schools/Sections	75
8.2	Unrecognised Middle Schools/Sections	201
	No. of Teachers (State Govt.)	
9	No. of Primary Teachers	2043
9.1	No. of JBT Teachers + New	1768
9.2	No. of HT	235
9.3	No. of CHT's	40
10	No. of Teachers Middle Schools/Sections	1375
	Primary (State Govt.)	
11	Total No. of Students	95692
11.1	Male Students	51762
11.2	Female Students	43930
11.3	Total No. of S.C. Students	45707
11.4	Male S.C. Students	24685
11.5	Female S.C. Students	21022
	Upper Primary (State Govt.)	
12	Total No. of Students	48760
12.1	Male Students	25678
12.2	Female Students	23082
12.3	Total No. of S.C. Students	17028
12.4	Male S.C. Students	9166
12.5	Female S.C. Students	7862
	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	2377
14.1	Male Handicapped Children	1485
14.2	Female Handicapped Children	892

District - Moga		
Blockwise list of BRC and CRC		
Perspective 2002-2007		
PEBlock Code & Name	CRC	BRC
094 DHARAM KOT-I	8	
095 DHARAM KOT-II	5	1
256 MOGA-I	9	
257 MOGA-II	9	1
258 BAGHA PURANA	4	1
259 NIHAL SINGH WALA	5	1
Total	40	4

Disrtictwise list of Peblock	
MOGA	
PEBLOCK NAME	CODE
DHARAM KOT-I	094
DHARAM KOT-II	095
MOGA-I	256
MOGA-II	257
BAGHA PURANA	258
NIHAL SINGH WALA	259

Blockwise count of Villages
Perspective 2002-2007

PEBlock Code & Name	Villages
District - Moga	
094 DHARAM KOT-I	78
095 DHARAM KOT-II	48
256 MOGA-I	52
257 MOGA-II	71
258 BAGHA PURANA	39
259 NIHAL SINGH WALA	41
Total	329

BLOCKWISE COUNT OF - PRIMARY SCHOOLS

Perspective 2002-2007

TRICT - MOGA

PE Block Code & Name	G1	G2	G3	G4	TOTG	P1	P2	P3	P4	P5	P6	TOTP	TOTAL
DHARAM KOT-I	78	0	0	0	78	0	2	2	0	0	19	23	101
DHARAM KOT-II	46	0	0	0	46	0	0	2	0	0	9	11	57
MOGA-I	70	0	0	0	70	0	1	0	0	0	29	30	100
MOGA-II	87	0	0	0	87	0	3	4	1	0	32	40	127
BAGHA PURANA	51	0	0	0	51	0	7	1	0	0	14	22	73
NIHAL SINGH WALA	47	0	0	0	47	0	9	2	1	0	13	25	72
TOTAL	379	0	0	0	379	0	22	11	2	0	116	151	530

EGEND:-

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-Moga												
	Perspective 2002-2007												
	Blockwise count of - Middle - (Middle Sections)												
PE Block Code & Name		G1	G2	G3	G4	TOTG	P1	P2	P3	P4	P5	P6	TOTP	TOTAL
094	DHARAM KOT-I	35	0	0	0	35	5	3	7	4	0	16	35	70
095	DHARAM KOT-II	30	0	0	0	30	0	2	3	0	0	11	16	46
256	MOGA-I	65	0	0	0	65	2	4	6	2	0	46	60	125
257	MOGA-II	66	0	0	0	66	6	0	5	2	0	28	41	107
258	BAGHA PURANA	50	0	0	0	50	0	9	2	0	0	12	23	73
259	NIHAL SINGH WALA	59	0	0	0	59	2	7	2	2	0	13	26	85
	TOTAL	305	0	0	0	305	15	25	25	10	0	126	201	506

LEGEND:-

G1   STATE GOVT.   P1   AIDED AND RECOGNISED

G2   CENTER GOVT.   P2   RECOGNISED

G3   OTHER ORG. OF STATE GOVT.   P3   AFFILATED WITH P.S.E.B.

G4   OTHER ORG. OF CENTER GOVT.   P4   AFFILATED WITH C.B.S.E.

                                    P5   AFFLIATED WITH I.C.S.E.

                                    P6   ANY OTHER

	District - Moga				
	Blockwise Breakup of Primary Teachers				
	Perspective 2002-2007				
PEBlock Code & Name		JBT	HT	CHT	Total
094	DHARAM KOT-I	195	36	8	239
095	DHARAM KOT-II	126	26	5	157
256	MOGA-I	385	49	9	443
257	MOGA-II	376	56	9	441
258	BAGHA PURANA	316	32	4	352
259	NIHAL SINGH WALA	302	36	5	343
	Total	1700	235	40	1975
	Unadjusted Teachers in Peblocks				0
	New Teachers				68
	Grand Total	1700	235	40	2043

Sr. No.	District	Integrated child development scheme	Aanganwari centres	Pre School Education (3-6 years)		
				Boys	Girls	Total
12	MOGA	Bagha Purana	139	2990	2653	5643
		Dharamkot	126	1487	1389	2876
		Moga-I	103	1987	1680	3667
		Moga-II	72	970	909	1879
		Nihal Singh Wala	109	2037	1985	4022
District Total			549	9471	8616	18087

CD Block wise enrollment   March'2002
Perspective 2002-2007

Source : SW Department

		Total			SC		
	Peblock	Male	Female	Total	Male	Female	Total
094	DHARAM KOT-I	3957	3406	7363	1973	1603	3576
095	DHARAM KOT-II	7304	6150	13454	2778	2357	5135
256	MOGA-I	6997	5898	12895	3202	2773	5975
257	MOGA-II	13678	11261	24939	6826	5565	12391
258	BAGHA PURANA	9829	8485	18314	4562	4010	8570
259	NIHAL SINGH WALA	9997	8730	18727	5346	4714	10060
	TOTAL	51762	43930	95692	24685	21022	45707

District-Moga

Perspective 2002-2007

Blockwise Enrollment in State Govt. Primary Schools

District-Moga						
Perspective 2002-2007						
Blockwise Enrollment in State Govt. Middle Schools						
Peblock		Total			SC		
		Male	Female	Total	Male	Female	Total
094	DHARAM KOT-I	1926	1856	3782	704	502	1206
095	DHARAM KOT-II	3482	3245	6726	1034	846	1880
256	MOGA-I	3571	3075	6646	1720	1392	3112
257	MOGA-II	6275	5861	12136	2002	1914	3916
258	BAGHA PURANA	5130	4602	9731	1773	1491	3264
259	NIHAL SINGH WALA	5294	4443	9738	1933	1717	3650
	TOTAL	25678	23082	48760	9166	7862	17028

		District-Moga			
		Perspective 2002-2007			
		Blockwise Enrollment in (Primary) Schools			
	Peblock	State Govt.	Non-State Govt.	Unrecognised	Grand Total
		Total	Total	Total	
094	DHARAM KOT-I	13454	4482	2152	20088
095	DHARAM KOT-II	7363	2434	917	10714
256	MOGA-I	12894	14253	4694	31842
257	MOGA-II	24939	10229	3384	38552
258	BAGHA PURANA	18314	6010	926	25250
259	NIHAL SINGH WALA	18726	5222	1163	25112
	GRAND TOTAL	95691	42629	13237	151557

District-Moga				
Perspective 2002-2007				
Blockwise Enrollment in (Middle) Schools				
Peblock		State Govt.	Non-State Govt.	Unrecognised	Grand Total
		Total	Total	Total	
094	DHARAM KOT-I	6726	2251	755	9733
095	DHARAM KOT-II	3782	862	216	4861
256	MOGA-I	6646	7051	2376	16074
257	MOGA-II	12136	4624	1077	17837
258	BAGHA PURANA	9731	2325	226	12282
259	NIHAL SINGH WALA	9738	1782	429	11949
GRAND TOTAL		48760	18896	5078	72734

District-Moga						
Perspective 2002-2007						
Blockwise Out of Schools Children						
Peblock		Age Group (6-14)					
		Total			SC		
		Male	Female	Total	Male	Female	Total
094	DHARAM KOT-I	0	0	0	0	0	0
095	DHARAM KOT-II	0	0	0	0	0	0
256	MOGA-I	0	0	0	0	0	0
257	MOGA-II	0	0	0	0	0	0
258	BAGHA PURANA	0	0	0	· 0	0	0
259	NIHAL SINGH WALA	0	0	0	0	0	0
	TOTAL	0	0	0	0	0	0

Blockwise Handicapped Children

Perspective 2002-2007

District : Moga - 6-14 Years (Total)

PEBlock	Visually Impaired Children	Speech Impaired Children	Hearing Impaired Children	Physically Challenged Children	Mentally Challenged Children	Any Other Challenged Children	Total
DHARAM KOT-I	12	65	16	128	51	5	277
DHARAM KOT-II	11	21	7	112	35	28	214
MOGA-I	18	42	18	184	98	12	372
MOGA-II	21	68	30	360	174	61	714
BAGHA PURANA	19	61	25	214	96	39	454
NIHAL SINGH WALA	9	26	11	201	67	32	346
Total	90	283	107	1199	521	177	2377

Blockwise Handicapped Children

Perspective 2002-2007

District : Moga - 6-14 Years (Total)

PEBlock	SC			BC		
	School Going	School Not Going	Total	School Going	School Not Going	Total
DHARAM KOT-I	64	64	128	29	24	53
DHARAM KOT-II	80	77	157	18	29	46
MOGA-I	94	64	158	10	19	29
MOGA-II	168	131	299	26	50	75
BAGHA PURANA	110	106	216	27	22	50
NIHAL SINGH WALA	102	61	163	19	16	35
Total	619	502	1121	128	160	288

Summary

District Moga

S.No	ITEM	2002-03		2003-04		2004-05		2005-06		2006-07		Total	%
		Total	%	Total	%	Total	%	Total	%	Total	%		
1	Teacher Salary	63.648	8.00	66.096	8.44	68.544	9.05	70.992	9.67	73.440	10.38	342.720	9.07
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	35.745	4.49	41.107	5.25	46.470	6.13	51.833	7.06	57.195	8.08	232.350	6.15
6	Civil Works	262.345	32.96	253.364	32.35	245.115	32.35	237.617	32.38	228.616	32.31	1227.057	32.48
7	Maintenance and repair of school buildings	30.700	3.86	32.450	4.14	33.050	4.36	33.650	4.59	34.200	4.83	164.050	4.34
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	17.500	2.23	23.500	3.10	29.500	4.02	35.000	4.95	105.500	2.79
10	School grant	12.280	1.54	12.980	1.66	13.220	1.74	13.460	1.83	13.680	1.93	65.620	1.74
11	TLM grant	16.040	2.02	16.565	2.12	16.745	2.21	16.925	2.31	17.090	2.42	83.365	2.21
12	Teacher training	44.912	5.64	46.382	5.92	46.886	6.19	47.390	6.46	47.852	6.76	233.422	6.18
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	2.947	0.37	3.115	0.40	3.173	0.42	3.230	0.44	3.283	0.46	15.749	0.42
15	Provision for disabled children (IED)	16.341	2.05	18.648	2.38	21.470	2.83	24.828	3.38	28.372	4.01	109.658	2.90
16	Research, evaluation, supervision and monitoring	8.624	1.08	8.307	1.06	8.379	1.11	8.452	1.15	8.521	1.20	42.283	1.12
17	Management cost	48.001	6.03	46.097	5.89	44.559	5.88	43.246	5.89	41.554	5.87	223.457	5.91
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	10.001	1.26	10.001	1.28	10.001	1.32	10.001	1.36	10.001	1.41	50.005	1.32
18.2	ECCE	15.003	1.88	15.003	1.92	15.003	1.98	15.003	2.04	15.003	2.12	75.015	1.99
18.3	SC/ST	9.999	1.26	9.999	1.28	9.999	1.32	9.999	1.36	9.999	1.41	49.993	1.32
18.4	Computer Education	15.000	1.88	15.000	1.92	15.000	1.98	15.000	2.04	15.000	2.12	75.000	1.98
19	Block resource centres	66.460	8.35	66.460	8.49	66.460	8.77	66.460	9.06	66.460	9.39	332.300	8.79
19.1	Cluster resource centres	2.360	0.30	2.360	0.30	2.360	0.31	2.360	0.32	2.360	0.33	11.800	0.31
20	Intervention for out of school children	135.596	17.03	101.699	12.99	67.802	8.95	33.905	4.62	0.000	0.00	339.003	8.97
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	796.001	100.00	783.132	100.00	757.736	100.00	733.851	100.00	707.625	100.00	3778.345	100.00

Account Code	Item	2002-03			2003-04			2004-05			2005-06			2006-07		
		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial
Intervention Name : Teacher													(in lacs)			
1.0	Salary for primary teachers 68 x 12	0.078	816	63.648	0.081	816	66.096	0.084	816	68.544	0.087	816	70.992	0.090	816	73.440
				63.648			66.096			68.544			70.992			73.440
Intervention Name : Free textbooks													(in lacs)			
5.0	Free text books for Non SC girls	0.0015	23830	35.745	0.0015	27405	41.108	0.0015	30980	46.470	0.0015	34555	51.833	0.0015	38130	57.195
				35.745			41.108			46.470			51.833			57.195
Intervention Name : Civil works													(in lacs)			
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	0	0.000	5.820	0	0.000	5.820	0	0.000	5.820	0	0.000	5.820	0	0.000
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	184	62.560	0.340	195	66.300	0.340	198	67.320	0.340	202	68.680	0.340	204	69.360
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	6	11.640	1.940	6	11.640	1.940	6	11.640	1.940	6	11.640	1.940	6	11.640
6.0	Additional Class rooms for primary schools	1.160	74	85.840	1.160	70	81.200	1.160	68	78.880	1.160	64	74.240	1.160	60	69.600
6.0	Additional Classrooms for Primary schools and upper primary sections	1.160	61	70.760	1.160	60	69.600	1.160	54	62.640	1.160	50	58.000	1.160	50	58.000
6.0	Headmaster's room for upper primary sections	1.160	24	27.840	1.160	18	20.880	1.160	18	20.880	1.160	18	20.880	1.160	14	16.240
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 356	0.00032	1424	0.450	0.00032	1424	0.456	0.00032	1424	0.456	0.00032	1424	0.456	0.00032	1424	0.456
6.0	Development and distribution training manual on civil works for BRPs and DRPs 4 x (70+10)	0.00068	320	0.2176	0.00068	320	0.218	0.00068	320	0.218	0.00068	320	0.218	0.00068	320	0.218
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

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Account Code	Item	2002-03			2003-04			2004-05			2005-06			2006-07		
		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial
6.0	Development and distribution of architectural plans and layouts 2 x no. of primary & upper primary schools	0.00047	1228	0.577	0.00047	1298	0.610	0.00047	1322	0.621	0.00047	1346	0.633	0.00047	1368	0.643
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
	Subtotal			262.345			253.363			245.115			237.206			228.616
Intervention Name : Maintenance and repair of school buildings													(in lacs)			
7.0	Repairs and maintenance of school Primary and upper primary sections	0.050	614	30.700	0.050	649	32.450	0.050	661	33.050	0.050	673	33.650	0.050	684	34.200
	Subtotal			30.700			32.450			33.050			33.650			34.200
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	35	17.500	0.500	47	23.500	0.500	59	29.500	0.500	70	35.000
	Subtotal			0.000			17.500			23.500			29.500			35.000
Intervention Name : School Grant													(in lacs)			
10.0	School grants for existing schools (primary + upper primary)	0.020	614	12.280	0.020	649	12.980	0.020	661	13.220	0.020	673	13.460	0.020	684	13.680
	Subtotal			12.280			12.980			13.220			13.460			13.680
Intervention Name : Teacher Grant													(in lacs)			
11.0	TLM grant for teachers of primary and upper pirmary schools	0.005	3208	16.040	0.005	3313	16.565	0.005	3349	16.745	0.005	3385	16.925	0.005	3418	17.090
	Subtotal			16.040			16.565			16.745			16.925			17.090

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Account Code	Item	2002-03			2003-04			2004-05			2005-06			2006-07		
		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial
Intervention Name.: Teacher Training													(in lacs)			
12.0	Teachers training for primary and upper primary for 20 days **The details of various trainings and training schedule have been given in the chapter of Training Programme**	0.0140	3208	44.912	0.0140	3313	46.382	0.0140	3349	46.886	0.0140	3385	47.390	0.0140	3418	47.852
	Subtotal			44.912			46.382			46.886			47.390			47.852
Intervention Name : Training of Community Leaders													(in lacs)			
14.0	Orientation to VEDC Members no. of primary & upper primary schools x 8 members x 2	0.0003	9824	2.947	0.0003	10384	3.115	0.0003	10576	3.173	0.0003	10768	3.230	0.0003	10944	3.283
	Subtotal			2.947			3.115			3.173			3.230			3.283
Intervention Name : Provision for disabled children(IED)													(in lacs)			
15.0	IED Training to BRC staff 4x10 x 5	0.0007	200	0.140	0.0007	200	0.140	0.0007	200	0.140	0.0007	200	0.140	0.0007	200	0.140
15.0	IED assessment camps 2 x 4	0.020	8	0.160	0.020	8	0.160	0.020	8	0.160	0.020	8	0.160	0.020	8	0.160
15.0	One Resource person honorarium 4 Blocks x 12 months	0.050	48	2.400	0.050	48	2.400	0.050	48	2.400	0.050	48	2.400	0.050	48	2.400
15.0	Manual for disability in Indian content A Teacher's Role for primary & upper primary schools	0.00022	614	0.135	0.00022		0.000	0.00022		0.000	0.00022		0.000	0.00022		0.000
15.0	Manual for teachers about physically challanged children for primary & upper primary schools	0.00032	614	0.200	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 primary & upper primary schools	0.00034		0.000	0.00034	649	0.221	0.00034		0.000	0.00034		0.000	0.00034		0.000
15.0	Manual for Teachers about hearing impaired children for primary & upper primary schools	0.00028	614	0.172	0.00028		0.000	0.00028		0.000	0.00028		0.000	0.00028		0.000

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Account Code	Item	2002-03			2003-04			2004-05			2005-06			2006-07		
		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial
15.0	Manual for Teachers about mentally challanged children forprimary & upper primary schools	0.00036		0.000	0.00036	649	0.234	0.00036		0.000	0.00036		0.000	0.00036		0.000
15.0	Manual for Teachers for children with multiple Disability for primary & upper primary schools	0.00038		0.000	0.00038		0.000	0.00038	661	0.251	0.00038		0.000	0.00038		0.000
15.0	Special assistance and TLM to disabled children	0.00965	1361	13.134	0.0099	1565	15.494	0.01030	1798	18.519	0.0107	2068	22.128	0.0108	2377	25.672
	Subtotal			16.341			18.648			21.470			24.828			28.372
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	614	0.184	0.0003	649	0.195	0.0003	661	0.198	0.0003	673	0.202	0.0003	684	0.205
16.0	Annual School Gradation and Evaluation process for Primary & Upper primary schools @ Rs. 30/-	0.0003	614	0.184	0.0003	649	0.195	0.0003	661	0.198	0.0003	673	0.202	0.0003	684	0.205
16.0	Conduct of Pupil Achievement Survey 5% to 10% of schools @ Rs. 2000/-	0.02	31	0.620	0.02	65	1.300	0.02	66	1.320	0.02	67	1.340	0.02	68	1.360
16.0	Academic monitoring of schools by DIET staff by travelling 2×12 months @ 1000/-	0.01	24	0.240	0.01	48	0.480	0.01	48	0.480	0.01	48	0.480	0.01	48	0.480
16.0	Academic supervision by BRCs 4 x 5 units @ Rs. 1000/-	0.01	20	0.200	0.01	40	0.400	0.01	40	0.400	0.01	40	0.400	0.01	40	0.400
16.0	Hiring of Vehicles for Academic supervision by DPO/SPD 5 visits to 10 visits x 12 months @ Rs. 1000/-	0.01	60	0.600	0.01	120	1.200	0.01	120	1.200	0.01	120	1.200	0.01	120	1.200
16.0	Annual Household survey @Rs.3/- per household for 140594 households 50/- each year	0.00003	70297	2.109	0.00003	70297	2.109	0.00003	70297	2.109	0.00003	70297	2.109	0.00003	70297	2.109

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Account Code	Item	2002-03			2003-04			2004-05			2005-06			2006-07		
		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial
16.0	MIS Data collection and processing of data for primary schools at State/District office	0.0017	379	0.644	0.0017	379	0.644	0.0017	379	0.644	0.0017	379	0.644	0.0017	379	0.644
16.0	MIS Data collection and processing of data for upper primary schools/sections at State/District office	0.0018	235	0.423	0.0018	270	0.486	0.0018	282	0.508	0.0018	294	0.529	0.0018	305	0.549
16.0	State office activities on research, evaluation monitoring and supervision @ Rs.150/- per school for primary & upper primary schools	0.0015	614	0.921	0.0020	649	1.298	0.0020	661	1.322	0.0020	673	1.346	0.0020	684	1.368
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 614 primary and upper primary schools	0.00031 ×3	614	0.57			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	614	0.178			0.000			0.000			0.000			0.000
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	235	0.46			0.000			0.000			0.000			0.000

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Account Code	Item	2002-03			2003-04			2004-05			2005-06			2006-07		
		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial
16.0	Study in i) Child's concept of class relations ii) Causal thinking in students iii) Students concept of time iv) movement v) Students concept of space vi) Concrete and formal reasoning in Mathematics vii) Teacher expectations and remedial strategies	0.00030 ×7	614	.1.29			0.000			0.000			0.000			0.000
	Subtotal			8.62			8.31			8.38			8.45			8.52
Intervention Name : Management Cost													(in lacs)			
17.0	Hire charges for vehicles for DPO/State 30 times x 12 months	0.015	360	5.400	0.015	360	5.400	0.015	360	5.400	0.015	360	5.400	0.015	360	5.400
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	84	5.880	0.070	84	5.880	0.070	84	5.880	0.070	84	5.880	0.070	84	5.880
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

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 contiune 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

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 detatch itself from the High/Senior Secondary School but operate from the same premises, but after the availbility 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

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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 laiddown 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

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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

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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

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.

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Account Code	Item	2002-03			2003-04			2004-05			2005-06			2006-07		
		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial
20.0	Cost of running of EGS centres for 2640 out of school children of 14 age declining by 25%	0.012	2640	31.68	0.012	1980	23.76	0.012	1320	15.84	0.012	660	7.92	0..012	0	0.000
	Subtotal			135.60			101.70			67.80			33.91			0.00
Intervention Name: Preparatory activities for micro-planning, household surveys studies													(in lacs)			
21.0																
	Subtotal			0.00			0.00			0.00			0.00			0.00

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Account Code	Item	2002-03			2003-04			2004-05			2005-06			2006-07		
		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial
Intervention Name: Block Resource Centres														(in lacs)		
19.0	BRC Contingency grant for 4 CD Blocks @ Rs.12500/- P.A.	0.125	4	0.500	0.125	4	0.500	0.125	4	0.500	0.125	4	0.500	0.125	4	0.500
19.0	TLM grant for 4 CD Blocks @ Rs.5000/- P.A.	0.050	4	0.200	0.050	4	0.200	0.050	4	0.200	0.050	4	0.200	0.050	4	0.200
19.0	Meetings, Travel allowance for 4 CD Blocks @Rs.500 x 12 P.A.	0.005	48	0.240	0.005	48	0.240	0.005	48	0.240	0.005	48	0.240	0.005	48	0.240
19.0	Salary of 20 Block Resource Persons per CD Block having more than 100 schools for 3 Blocks @ Rs. 7800/- x 12 P.A.	0.078	720	56.160	0.078	720	56.160	0.078	720	56.160	0.078	720	56.160	0.078	720	56.160
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
	Subtotal			66.460			66.460			66.460			66.460			66.460
Intervention Name: Cluster Resource Centres														(in lacs)		
19.1	CRC Contingency grant for 40 CRCs Blocks @ Rs.2500/- P.A.	0.025	40	1.000	0.025	40	1.000	0.025	40	1.000	0.025	40	1.000	0.025	40	1.000
19.1	TLM grant for 40 CRCs @ Rs.1000/- P.A.	0.010	40	0.400	0.010	40	0.400	0.010	40	0.400	0.010	40	0.400	0.010	40	0.400
19.1	Meetings, Travel allowance for 40 CRCs Blocks @Rs.200 x 12 P.A.	0.002	480	0.960	0.002	480	0.960	0.002	480	0.960	0.002	480	0.960	0.002	480	0.960
	Subtotal			2.360			2.360			2.360			2.360			2.360
Intervention Name: Out of School children														(in lacs)		
20.0	Cost of running of EGS centres for 5129 out of school children of 6-11 age group declining by 25%	0.00845	5129	43.340	0.00845	3847	32.507	0.00845	2565	21.674	0.00845	1283	10.841	0.00845	0	0.000
20.0	Cost of running of EGS centres for 5048 out of school children of 11-14 age group declining by 25%	0.012	5048	60.576	0.012	3786	45.432	0.012	2524	30.288	0.012	1262	15.144	0.012	0	0.000

Account Code	Item	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial
18.1	Development of supplement reading material and item Bank for 27456 girl student of primary students for use in remedial coaching in parts	0.00038	13728	5.217	0.00038	13728	5.217	0.00038	13728	5.217	0.00038	13728	5.217	0.00038	13728	5.217
18.1	Development of supplement reading material and item Bank for 26381 girl student of upper primary students for use in remedial coaching in parts	0.00057	7320	4.172	0.00057	7320	4.172	0.00057	7320	4.172	0.00057	7320	4.172	0.00057	7320	4.172
	Subtotal			**10.001**			**10.001**			**10.001**			**10.001**			**10.001**
b) ECCE																
18.2	School readiness kits and playway material for 3-5 age children in ICDS Centres	0.00075	18867	14.150	0.00075	18867	14.150	0.00075	18867	14.150	0.00075	18867	14.150	0.00075	18867	14.150
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	1137	0.853	0.00075	1137	0.853	0.00075	1137	0.853	0.00075	1137	0.853	0.00075	1137	0.853
	Subtotal			**15.003**			**15.003**			**15.003**			**15.003**			**15.003**
c) SC/ST																
18.3	Remedial coaching for 3 months inprimary & upper primary schools in parts	0.0030	307	0.921	0.0030	307	0.921	0.0030	307	0.921	0.0030	307	0.921	0.0030	307	0.921
18.3	Supplementary reading material for remedial coaching SC children 28566 in parts	0.0005	10895	5.448	0.0005	10895	5.448	0.0005	10895	5.448	0.0005	10895	5.448	0.0005	10895	5.448
18.3	Question Bank for SC children of 17109 upper primary classes for remedial coaching in parts	0.0006	6050	3.630	0.0006	6050	3.630	0.0006	6050	3.630	0.0006	6050	3.630	0.0006	6050	3.630
	Subtotal			**9.999**			**9.999**			**9.999**			**9.999**			**9.999**
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**

Perspective Work Plan 2002-07, District Moga, Punjab

Account Code	Item	2002-03			2003-04			2004-05			2005-06			2006-07		
		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial
17.0	Jan Samparak Abhiyan (once a year visit of 10 schools per block by all senior officers for three days- taxi and other charges) to be conducted by State/District office No. of blocks×2	0.030	8	0.240	0.030	8	0.240	0.032	8	0.256	0.032	8	0.256	0.035	8	0.280
17.0	Development and printing of modules on planning and management by State/District office	0.00036	614	0.221	0.00036	649	0.234	0.00036	661	0.238	0.00036	673	0.242	0.00036	684	0.246
17.0	Hiring of experts for pedagogy research, evaluation community mobilization, gender sensitization, alternative schooling planning and management training Block 3×12 @ Rs.8000 District 8×12 @ Rs.8000	0.080	96	7.68												
17.0	Circulation of material prepared of the expects to school/VEDC level			1.95			5.141			3.626			2.282			0.656
17.0	News Letter	0.00025	614	0.15	0.00025	649	0.162	0.00025	661	0.165	0.00025	673	0.168	0.00025	684	0.171
17.0	Media Activity			0.84			2.200	-		1.554			0.978			0.281
	Subtotal			48.00			46.10			44.56			43.25			41.55
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	126	0.378	0.003	126	0.378	0.003	126	0.378	0.003	126	0.378	0.003	126	0.378
18.1	Remedial coaching for girls students for two months in upper primary schools in parts	0.003	78	0.234	0.003	78	0.234	0.003	78	0.234	0.003	78	0.234	0.003	78	0.234

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 Seniormost 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 continues 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   K.K. Bhatnagar
the 25th, October, 2002   Principal Secretary to Govt. of Punjab

No. 10/6/2002-3Edu. 7&2//32 Dated, Chandigarh, the 28th , October 2002
A copy is forwarded to the following for information

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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.

Bibek Sarkar

(B. Sarkar)

Secretary School Education,

Punjab.

No. 10 6/2002-Edu. 7/   Dated Chandigarh, the 28th, October 2002

A copy is forwarded to the:

1. Secretary to Chief Minister, Punjab.

2. Secretary to Chief Secretary Punjab.

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

(B. Sarkar)

Secretary School Education,

Punjab.