

SARVA SHIKSHA ABHIYAN

DISTRICT ELEMENTARY EDUCATION PLAN

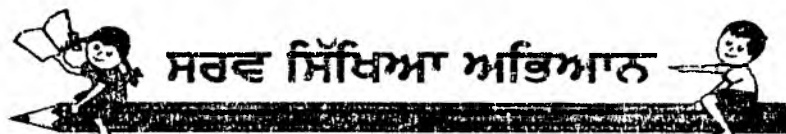
EDUCATION FOR ALL



Annual Work Plan
2003-2004

District

MUKATSAR



ਪੜ੍ਹੋ ਸਾਰੇ ਵਧੋ ਸਾਰੇ

Sarva Shiksha Abhiyan Authority

PUNJAB

VISION STATEMENT-2020

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

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

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

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**SSA in News and
through Pictures**

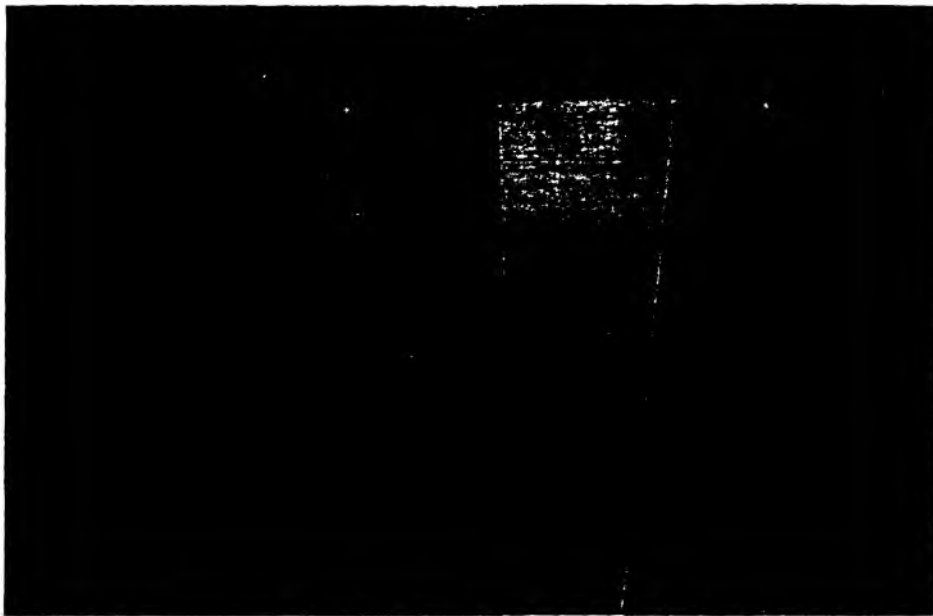
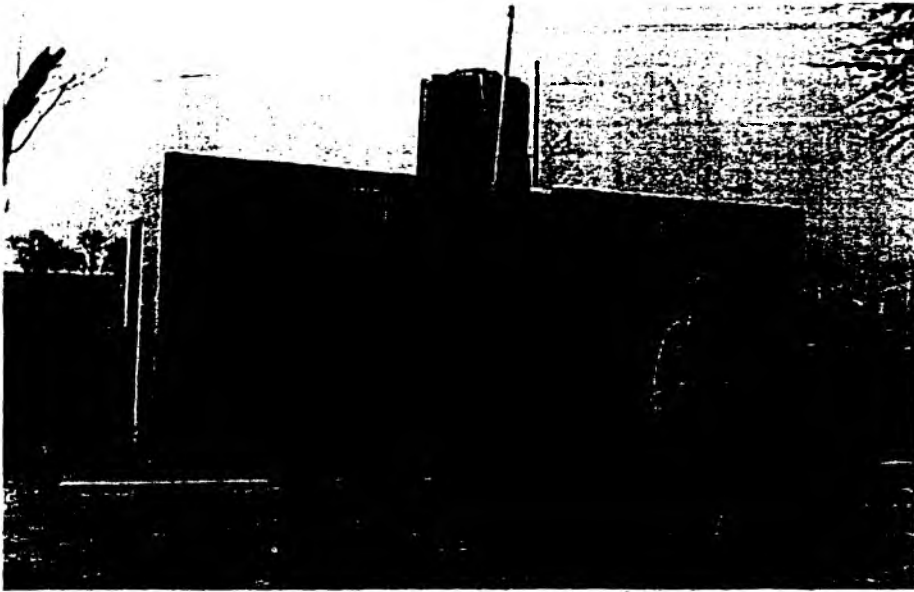


Govt. Elementary School Kheou Wali
Block Lambi
Distt. Mukatsar

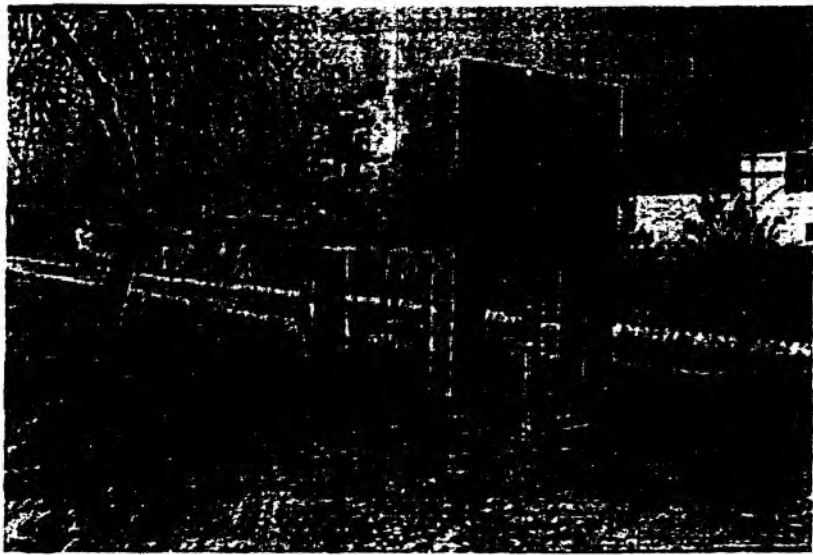
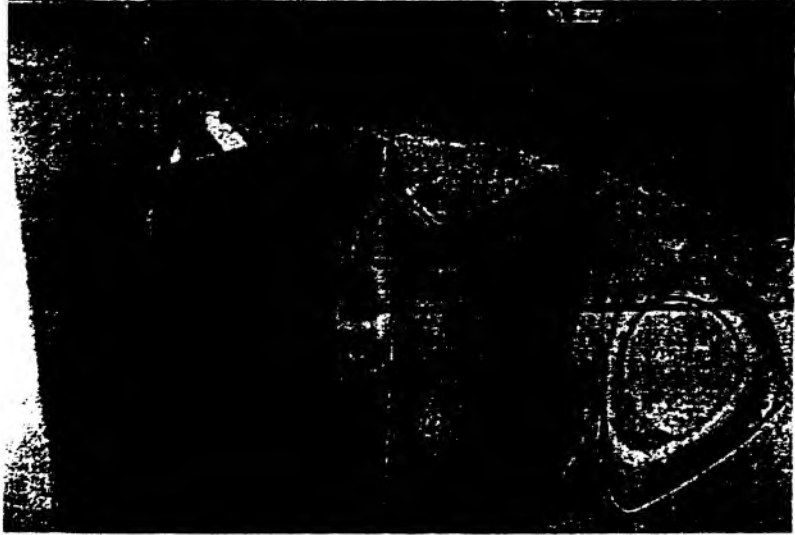


Govt. Elementary School Dashmesh Nagar
Block Mukatsar-II
Distt. Mukatsar

Govt. Elementary School Jasseana
Block Mukatsar-I
Distt. Mukatsar

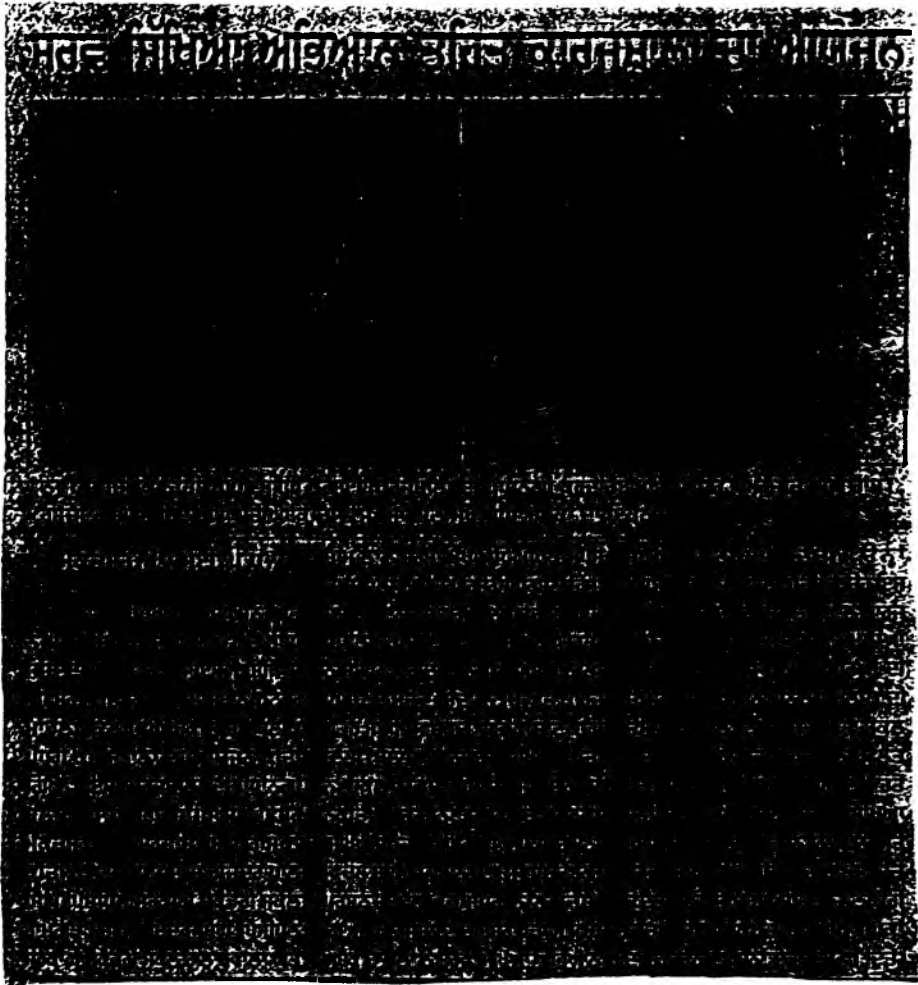


Govt. Elementary School Raiwala
Block Mallout
Distt. Mukatsar (Pb)



Govt. Elementary School Khara Khu
Distt. Mukatsar





**District Profile
and
Statistics**

Brief Profile of District Mukatsar

Location

Mukatsar district is youngest district of Punjab was carved out of Faridkot district in November 1995. It is located in Malwa region of the state and forms part of the Ferozepur Revenue Division. The place is associated with the memory of Guru Gobind Singh the tenth Guru of Sikhs. Here he fought his last battle with Moughal in 1705. Mukatsar district is surrounded by Ferozepur district on the west, Faridkot district on north and north-east, Bathinda district on south-east and Rajasthan and Haryana on south.

Origin of Name

The place was originally known as Khatrana di Dhab. Forty disciples (Muktas) of Tenth Guru Gobind Singh left him against the war with muslims. To save their honour and dignity these forty deciples known as Muktas in Sikh history fought along with their Guru against Muslims and laid down their laves. In the honors of these forty Muktas the city is known as Mukatsar.

Area

The district has a total area of 2615 sq. km., that ranks 10 for any other district to the state, during 2001 Census. The population of the district was 7,76,702, which constitutes 3.20 % of state population. Out of total 5,78,507 is rural population and 1,98,195 is Urban (*Annexure-I*).

Climate

The district is satiated in the dry region of the state. The climate is extremely hot and dry in summer and severe cold in winter. The rainy season is mild as district is situated faraway 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 mercury on many days crosses 45°C. Dust stroms are Fragment during the hot weather, the monsoon rains commence in first week of July with erratic spells and continue till middle of September. The average rainfall is 358 mm. The days are hot untill middle of October but the nights are comparatively cooler. The cold weather for the next few months is severe and dry but healthy. Some rain may occur from mid December to February but the rainfall received is not enough. January is the coldest month when mercury touches freezing point. Some time hailstorms may occur during February and March.

The rainfall in the 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 from December to February. However variation in rainfall from year to year is appreciable. The average rainfall was 335.0mm in 2001-02 in the region (*Annexure-I*).

Topography

District is close to Thar Desert of Rajasthan where wind action is prominent feature of topographical variations. Though the whole region is plain and is a part of flattish-alluvial plains of Punjab yet the frequent occurrence of sand dunes and sand ridges necessarily make it a separate entity. Most of the dunes have been stabilized and some of them have been leveled and brought under cultivation. It lies at an attitude of about 205 meters above sea level. Apart from the sand dunes, there are large facts of flat land, which form the valuable agricultural land.

On the basis of soils, topography climate and natural vegetation the region is known as Mukatsar plain. The geological structure of this region is consisting of Alluvium and the main soil is coarse sandy loam to grey or red desert soil. The region has a major problem regarding wind erosion. Many steps have been taken by Soil Conservation Department to check the wind erosion. The soils of this region are Orchids, Flu vents and Ochrepts Psamments. The lowest height of 189 metres is located near village Mahrikhera of Mukatsar tehsil the natural vegetation includes Kikar, Neem, Ber and thorny bushes.

Rivers and Drains

No river flows through this district but there is a vast network of canals emanating from Sirhind Canal System and Sirhind Feeder the main canal flowing in this region is Abohar branch of Sirhind Canal. Canal network made the sandy desert of Mukatsar bloom. Besides, there are some drains and channels which flow during the rainy season. Sota Nala is one of the drains which serve as a natural drainage in the district. 98.2% of the net sown area is now irrigated out of which 26.42% is irrigated by canals.

Present jurisdiction

Among the seventeen districts of state Mukatsar is the youngest as it was carved out of Faridkot district in November 1995 with its headquarters at Faridkot.

The district is subdivided into 3 tehsils named (1) Mukatsar, (2) Malout, (3) Gidderbaha and 4 Community Development Blocks: (1) Mukatsar, (2) Kot Bhai at Gidderbaha, (3) Lambi and (4) Malout. Further the district is constituted of 4 towns and 234 inhabited villages (*Annexure-I*).

Land Utilisation

During 2001-02, the geographical area of the district was 263 thousand hectares. According to village papers total area of the district was 264 thousand hectares which shows a difference in the two sets of total area arrived at by different methods of measurement. Out of total 264 thousand hectares as per village papers, 4 thousand hectares area is under forests, 6 thousand hectares area is under barren and unculturable land, 5 thousand hectares is put to non-

agricultural use, 7 thousand hectares is unculturable waste and 8 thousand hectares is current fallow. 'Net Sown Area' of the district is 234 thousand hectares and percentage of total area to Net Sown Area is 88.63 percent. Area sown more than once is 212 thousand hectares and total cropped area works out to 446 thousand hectares (*Annexure-I*).

Agriculture

There are three agricultural classes of people: proprietors, tenants and agricultural labourers. Most of the cultivators are peasant proprietors, owning and cultivating their own land. This system is known as khud kasht. The abolition of feudal institutions like jagirdari and biswedari has swelled the number of self cultivators. The occupancy tenants and tenants at will, who were bestowed proprietary rights on land under various land reforms have joined the ranks of self cultivators. Further for fear of being deprived of their land many landlords have taken to self-cultivation. The mechanization of various agricultural operations have made this system very popular. In some cases land is leased out to other farmers/persons for cultivation on batai (share cropping) or theka (contract). The general rate of batai is one-half of the share of the crop grown. However, 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 payment. This system is gaining popularity.

Mukatsar is mainly an agricultural district as 74.48 percent i.e. 5,78,507 out of 7,76,702 of its population resides in rural areas. There are two harvest seasons in the district (1) Rabi (Hari) and (2) Kharif (Sawni). Between the two Rabi is important as it covered 217 thousand hectares against 214 thousand hectares covered by Kharif crops in 2000-01. The area under food and non-food crops is 303 thousand hectares and 128 thousand hectares, respectively. The area under high yielding varieties of major food crops in district are Wheat (189 thousand hectares), paddy (89 thousand hectares) and Maize (2 thousand hectares).

The total area under different fruits in the district was 3055 hectares, which is 3rd highest following Ferozepur (8270 hectares and Hoshiarpur (4912 hectares). The break-up of the total area under fruits is as follows: Kinnow 1696 hectares, Orange and Malta 731 hectare, Lemon 13 hectares, Mangoes 9 hectares, Guava 208 hectares, Pear 75 hectares, Peach 94 hectares, Plum 12 hectares, Grapes 112 hectares, Ber 92 hectares and miscellaneous 13 hectares. In Kinnow production the district ranks 3rd i.e. 2,54,450 M. tons. following Ferozepur (78870 M. tons.) and Hoshiarpur (37905 M. tons.).

The district has a 2744 hectares area under different vegetables. Out of total area, 103 hectares is under potato, 1907 hectares is under winter vegetables and 734 hectares is under summer vegetables.

During 2001-02, the district consumed a total of 70,000 tons of Chemical Fertilizers. Out of total 50,000 tons was Nitrogenous, 19,000 tons was Phosphatic and 1000 tons was Potassic.

Irrigation

The major sources of irrigation in the district are government canals and tubewells. The tube wells 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 canal irrigation is done mainly from Abohar branch of Sirhind Canal. Though Rajasthan feeder also passes through this district after taking off from Harike head works, no area is irrigated from this canal as its water is earmarked for Indira Gandhi canal which irrigates area in Rajasthan state only.

During 2001-02, the district has 217.5 thousand hectares 'Net Irrigated Area.' Out of Net Irrigated Area, 4.3 thousand hectares was irrigated by Government Canals and 213.2 thousand hectares was irrigated by tubewells and wells. Thus the main source of Net Irrigated Area to Net Sown Area reported to be 92.9 percent. Further, Gross Irrigated Area was 441.8 thousand hectares and percentage of Gross Irrigated Area to Gross Cropped Area works out to 99.11 percent (*Annexure-I*).

Animal Husbandry

Livestock are the backbone of the peasantry. These not only supply motive power for various agricultural operations but also supply milk and other products and help the farmers to augment their income. Animals, specially 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.

In 1997, the total number of animals was 2,62,200. Out of these there were 82,200 cattle, 90,200 buffaloes, 900 horses and ponies, 2300 donkeys, 900 mules, 58,200 sheep, 23,300 goats, 300 camels and 1200 pigs. The number of poultry birds in the district was 5,52,700. The district has 44 veterinary hospitals and 64 permanent outlying dispensaries and insemination units to look after the health of animals (*Annexure-I*).

The district has 2 recognized slaughter houses where a total of 4937 animals were slaughtered (4493 Sheep and goats, 444 pigs) during 1997.

Fisheries

The total area stocked under fish was 250 hectares (*Annexure-I*).

Industries

This district is not very important from the industrial point of view as it did not attract many industries to set up their units in the district. However, there were some places which were known for small scale/cottage industries

Mukatsar was known for country shoes with gold work and other leather products. Infact every village was a self sufficient in many respects as arrangements existed before the advent of electricity operated chakkis, bullock camel driven flourmills, known as khasas existed. The kohlus formerly wooden driven by bullock were used for extraction of oil. The village potters manufactured and supplied pitches and other earthen were to meet the local demands. Khadder (coarse cloth) was made by the village weavers out of soot (yarn) supplied by their clients in the villages the agricultural implements were manufactured by the local carpenters, who manufactured charakhas (spinning wheels), wooden boxes and bullock carts at important places. The jutties were manufactured and supplied by the local leather workers.

However gradually things started changing shape and the consumers went to make purchases of their requirements of all types from the nearby towns, where industries developed fast. With the popularity of sugarcane 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.

In 2002, the district has a total of 208 registered factories and out of total the number of registered working factories was 202 (*Annexure-I*). The average number of workers per lakh of population was 93.7. Following industries are located in the district: (1) Manufacturing of textile, (2) Electricity and Gas Supply, (3) Repair Services (motors), (4) Agricultural services, (5) Manufacturing food and beverages, (6) Manufacturing of tobacco and tobacco products, (7) Manufacturing of wood and wood products, furniture and fixtures, (8) Manufacturing of paper and paper products, (9) Printing publishing and allied services, (10) Manufacturing of chemicals and chemical products, (11) Manufacturing of non-metallic products, (12) Manufacturing metal product and part, (13) Manufacturing machinery and equipment etc. (*Annexure-I*)

Electricity

The district has no electricity generating station even through canal irrigation is more important, the electrification of tubewells/pumping sets has given boost to agriculture in the district.

The district consumed a total of 321.51 million units of electricity during 2001-02 (*Annexure-I*). The percentage to total consumption of the state works out 1.62 percent. The number of households using electricity was 108215 out of total 139744 households, which comes out to 77.43 which is much below the state average.

Minerals and Mining

This district is not important from the minerals point of view. Some Kankar (Calcareous nodules) is found in the part of this district. It is used for road making or burnt for lime.

Communication

An efficient system of communication is a sign of development of any area. The means of communication such as roads, railways, waterways, post & telegraph, telephone etc. play an important role in the development of any area. The district is having an efficient networks of roads, railways and other system of communication.

Mukatsar district falls under the Ferozepur division of Northern Railway. It is well served by railway network and following railway lines pass through this district (1) Ferozepur-Bathinda railway line (2) Bathinda-Ferozepur railway line (3) Bathinda-Hindumalkot railway line.

During 2001-02 the district has 2242 kilometers of road length maintained by public works department (B&R). Out of total road length, 88 kms. is under National Highways and remaining 2154 kms. is under provincial highways. There is 90 kms. roads for every one lakh of population. The number of villages linked with roads is 235. There are 133 post offices, 10 telegraph offices, 35 telephone exchange and 229 public call offices in the district (*Annexure-I*).

Trade and Commerce

Though trade is mostly in the private hands. There is a district wholesale cooperative marketing and supply society. This society undertakes wholesale business of government supplies of agricultural seeds, implements, insecticides and other important goods such as sugar and edible oils. During 2001-02 the total number of co-operative societies was 585. The main cooperative societies working in the district are 180 agricultural credit societies, 118 milk supply Non-credit societies, 85 weavers societies, 72 women societies and 11 housing societies. There are 81 number of banks in the district i.e. State Bank of India 11 branches, State of Patiala 9 Branches, Co-operative Banks 20 branches and other commercial bank are having 29 branches.

During 2001-02, the total number of Co-operative Societies was 586 (*Annexure-I*). The main Co-operative Credit Societies working in the district are: 138 Agricultural Credit Societies, 4 Primary Agricultural Development Banks, 5 marketing and Non credit societies care 121 Milk Supply Societies, 70 Weavers Societies, 50 Women Societies and 15 Housing Societies, 2 consumer 58 farming societies and 122 others. These societies provide the consumer goods to the poor people on reasonable rates. Out of total 81 Banks, there are 11

District: Mukatsar Primary Statistics		
S.NO	ITEM	
1	Area	2615 Sq. km.
	Tehsils	3
	Sub Tehsils	4
	Blocks	4
	Towns	4
	Inhabited villages	234
2	Population (2001)	
	Total population	776702
	Rural population	578507
	Percentage to total Population	74.48%
	Urban population	198195
	Percentage to total Population	25.52%
	Density	297 per Sq. km.
	Literate and educated persons	396030
	Literacy	58.67%
	Female per 1000 male	886
	Total Workers	308608
	Main Workers	263924
	Marginal Workers	44684
	Non- Workers	468094
	Break up of Main Workers	
	I) Cultivators	89217
	II) Agriculture Labourer	92647
	III) Manufacturing, Processing, servicing and Repairs in Household Industry	5563
	IV) Other Services	121181
3	Local Bodies (2001-2002)	
	I) Zila Parishads	1
	II) Municipal Committees	4
4	Climate	
	Average Rainfall	335.00 mm.
5	Agriculture (2001-2002)	
	Net Area Sown	234000 hect.
	Area Sown more than once	212000 hect.
6	Irrigation (2001-2002)	
	Net Area Irrigated by:	
	Govt. Canals	4300 hect.
	Wells/Tubewells	213200 hect.
	Total	217500 hect.
	Percentage of net area irrigated to net area sown	92.9%
	Gross Area Irrigated	441800 hect.
	Percentage of gross irrigated area to gross cropped area	99.1%
7	Animal Husbandry (2001-2002)	
	Veterinary Hospitals	44
	Permanent Outlaying Dispensaries & Insemination Units	64
	Area Stocked with fish	250 hect.
	Total Live Stock (Live Stock Census 1997)	* 262200
	Total Poultry (Live Stock Census 1997)	552700
8	Energy (2001-2002)	
	Consumption of Electricity	321.51 million kwh.
9	Forest (2001-2002)	
	Area under State Forests	38 Sq. km.
	Area under Private Forests	Nil
	Total area under Forests	38 Sq. km.
10	Industries (2001-2002)	
	Regd. Working Factories	202
11	Medical and Health (2002-2003)	
	Hospitals	6
	Dispensaries	49
	P.H.Cs.	14
	Ayurvedic and Unani Institution	13 (11+2)
	Homoeopathic Institutions	2
	Beds installed in Medical Institutions (Allopathy)	562
12	Co-operation (2001-2002)	
	Co-operative Societies	586
	Primary Agricultural Credit Societies	138
13	Banking (2001-2002)	
	Scheduled Banks & Co-operative Banks	81
14	Miscellaneous (2001-2002)	
	Post Offices	134
	Police-Stations/ Police Posts	10 (8+2)

Source: Statistical Abstract of Punjab

District: Mukatsar		
Demographic Profile		
	1991	2001
Population-Total	654434	776702
Male	348146	411721
Female	306288	364981
Rural	501317	578507
Male	267066	306458
Female	234251	272049
Urban	153117	198195
Male	81080	105263
Female	72037	92932
Sex Ratio-Total		
No. of females per 1000 Males		
Rural	877	888
Urban	888	883
No. of Literates-Total	254100	396030
Male	158739	234364
Female	95361	161666
Rural	169840	271477
Male	109175	163320
Female	60665	108157
Urban	84260	124553
Male	49564	71044
Female	34696	53509
0-6 Population-Total	N/A	101724
Male	N/A	56300
Female	N/A	45424
Rural	N/A	76678
Male	N/A	42371
Female	N/A	34307
Urban	N/A	25046
Male	N/A	13929
Female	N/A	11117
SC Total-1991	238444	N/A
Male	127885	N/A
Female	110559	N/A
Rural	198076	N/A
Male	106447	N/A
Female	91629	N/A
Urban	40368	N/A
Male	21438	N/A
Female	18930	N/A
Projection 2002 Total	790085	

Source : Statistical Abstract of Punjab

District Mukatsar																
No. of Recognised Institutions																
Type	1998				1999				2000				2001			
	Boys	Girls	Total	% of Girls to total Institutions	Boys	Girls	Total	% of Girls to total Institutions	Boys	Girls	Total	% of Girls to total Institutions	Boys	Girls	Total	% of Girls to total Institutions
Universities																
Art, Science, Commerce and Home Science Colleges.	5	3	8	37.50	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	1		1	0.00
Medical Colleges (Allopathic Only)		1	1	100.00												
Teacher's Training College (B.ed.)	1		1	0.00	1		1	0.00	1		1	0.00	1		1	0.00
Senior Secondary Schools	35	6	41	14.63	36	6	42	14.29	38	6	44	13.64	57	7	64	10.94
High Schools	79	4	83	4.82	78	5	83	6.02	78	5	83	6.02	82	4	86	4.65
Middle Schools	84	1	85	1.18	83	2	85	2.35	83	2	85	2.35	76	2	78	2.56
Primary Schools	334	3	337	0.89	350	3	353	0.85	355	3	358	0.84	357	3	360	0.83
Pre-Primary Schools																
Elementary Teacher's Training Schools					1		1	0.00	1		1	0.00	1		1	0.00
Polytechnic Institutions																
Technical Industrial Art Craft Schools	1	3	4	75.00	1	3	4	75.00	2	2	4	50.00	2	3	5	60.00

Source : Statistical Abstract of Punjab

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

District Mukatsar																
No. of Working Teachers in Recognised Schools																
Type	1998				1999				2000				2001			
	Male	Female	Total	% of Female to total Teachers	Male	Female	Total	% of Female to total Teachers	Male	Female	Total	% of Female to total Teachers	Male	Female	Total	% of Female to total Teachers
Universities																
Art, Science, Commerce and Home Science Colleges	99	84	183	45.90	73	64	137	46.72	71	75	146	51.37	66	72	138	52.17
Engineering, Technology and Architecture Colleges.	16	5	21	23.81	25	10	35	28.57	35	10	45	22.22	33	6	39	15.38
Medical Colleges (Allopathic Only)		11	11	100.00												
Teacher's Training Colleges (B.ed.)	8	5	13	38.46	4	8	12	66.67	7	5	12	41.67	4	7	11	63.64
Senior Secondary Schools	419	355	774	45.87	382	423	805	52.55	437	340	777	43.76	570	567	1137	49.87
High Schools	465	291	756	38.49	524	221	745	29.66	454	286	740	38.65	366	278	644	43.17
Middle Schools	282	192	474	40.51	267	197	464	42.46	277	198	475	41.68	225	121	346	34.97
Primary Schools	542	861	1403	61.37	514	943	1457	64.72	450	938	1388	67.58	419	860	1279	67.24
Pre-Primary Schools																
Elementary Teacher's Training Schools					3	6	9	66.67	3	6	9	66.67	3	6	9	66.67
Polytechnic Institutions																
Technical Industrial Art Craft Schools	11	14	25	56.00	11	14	25	56.00	10	21	31	67.74	10	20	30	66.67

Source : Statistical Abstract of Punjab

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

District Mukatsar																
No. of Recognised Institutions																
Type	1998				1999				2000				2001			
	Boys	Girls	Total	% of Girls to total enrolment	Boys	Girls	Total	% of Girls to total enrolment	Boys	Girls	Total	% of Girls to total enrolment	Boys	Girls	Total	% of Girls to total enrolment
Ph.D.																
M. Phil.																
M.A.	29	68	97	70.10	50	20	70	28.57	48	22	70	31.43	51	23	74	31.08
M.Sc.																
M.Com.																
B.A / B.A. (HONS)	2177	1371	3548	38.64	1819	1534	3353	45.75	1809	1655	3464	47.78	1945	1656	3601	45.99
B.Sc./ B.Sc. (HONS)	77	243	320	75.94	81	97	178	54.49	90	102	192	53.13	96	95	191	49.74
B.Com./ B.Com. (HONS.)	255	41	296	13.85	220	26	246	10.57	190	26	216	12.04	182	25	207	12.08
B.E./ B.Sc. (Eng.) / B.Arch. / B. Tech.	218	41	259	15.83	384	86	470	18.30	528	130	658	19.76	561	112	673	16.64
M. B. B. S																
B. ed.	59	40	99	40.40	69	31	100	31.00	56	44	100	44.00	65	35	100	35.00
Senior Secondary School	13429	10162	23591	43.08	14200	10500	24700	42.51	12890	10242	23132	44.28	16132	13595	29727	45.73
High School	13773	9544	23317	40.93	13875	10509	24384	43.10	14209	10331	24540	42.10	12958	9245	22203	41.64
Middle School	4039	2878	6917	41.61	4454	3310	7764	42.63	3391	2549	5940	42.91	2863	2056	4919	41.80
Primary School	36752	33088	69840	47.38	38586	33820	72406	46.71	39260	33269	72529	45.87	36168	31889	68057	46.86
Pre - Primary School																
Elementary Teacher's Training School J.B.T.					99	105	204	51.47	99	105	204	51.47	99	105	204	51.47
Polytechnic Institutions																
Technical Industrial Art and Craft School	353	149	502	29.68	81	253	334	75.75	141	388	529	73.35	148	382	530	72.08

Source : Statistical Abstract of Punjab

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

District Mukatsar																
No. of Scheduled Caste Students.																
Type	1998				1999				2000				2001			
	Boys	Girls	Total	% of SC to total enrolment	Boys	Girls	Total	% of SC to total enrolment	Boys	Girls	Total	% of SC to total enrolment	Boys	Girls	Total	% of SC to total enrolment
Ph.D.																
M. Phil.																
M.A.	4	2	6	6.19	2		2	2.86	2		2	2.86				
M.Sc.																
M.Com.																
B.A / B.A. (HONS)	207	60	267	7.53	109	63	172	5.13	118	63	181	5.23	77	421	498	13.83
B.Sc./ B.Sc. (HONS)	3	4	7	2.19	2	2	4	2.25	5	3	8	4.17	8	3	11	5.76
B.Com./ B.Com. (HONS.)	10	5	15	5.07	3	4	7	2.85	5	2	7	3.24	5	2	7	3.38
B.E./ B.Sc. (Eng.) / B.Arch. / B. Tech.					2		2	0.43	9		9	1.37	13	1	14	2.08
M. B. B. S																
B. ed.	10	3	13	13.13	11	4	15	15.00	10	2	12	12.00	11	2	13	13.00
Senior Secondary School	4030	2357	6387	27.07	4205	2748	6953	28.15	3547	2485	6032	26.08	4594	3624	8218	27.64
High School	3573	1931	5504	23.61	3627	2211	5838	23.94	3253	2012	5265	21.45	3007	1793	4800	21.62
Middle School	1350	775	2125	30.72	1522	991	2513	32.37	1237	804	2041	34.36	1020	714	1734	35.25
Primary School	19971	18459	38430	55.03	20700	18687	39387	54.40	20734	17955	38689	53.34	20395	18733	39128	57.49
Pre - Primary School																
Elementary Teacher's Training School J.B.T.					25	24	49	24.02	25	24	49	24.02	25	24	49	24.02
Polytechnic Institutions																
Technical Industrial Art and Craft School	16	53	69	13.75	18	41	59	17.66	17	57	74	13.99	16	61	77	14.53

Source : Statistical Abstract of Punjab

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

Annexure - VII

District Mukatsar												
Enrolment by Department												
Description	2000						2001					
	State Government Schools			Total Enrolment (Recognised Schools)			Total Enrolment (Recognised Schools)			SC Enrolment (Recognised Schools)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	31218	27956	59174	44075	36276	80351	40978	34804	75782	20669	18940	39609
Middle	10213	8924	19137	13538	11007	24545	14190	11939	26129	5204	4000	9204
Elementary	41431	36880	78311	57613	47283	104896	55168	46743	101911	25873	22940	48813
High School	6035	4855	10890	7827	6123	13950	7816	6287	14103	2264	1399	3663
Sr. Secondary	3692	2625	6317	4270	2936	7206	4465	3419	7884	875	523	1398
Secondary	9727	7480	17207	12097	9059	21156	12281	9706	21987	3139	1922	5061
Total (I-XII)	51158	44360	95518	69710	56342	126052	67449	56449	123898	29012	24862	53874

Source : Statistical Abstract of Punjab

Annexure - VIII

District Mukatsar						
Enrolment by Department						
1999	State Government Schools			Total Enrolment (Recognised Schools)		
	Male	Female	Total	Male	Female	Total
Primary	31054	28677	59731	42659	36601	79260
Middle	12521	10675	23196	15793	12649	28442
Elementary	43575	39352	82927	58452	49250	107702
High School	6677	5071	11748	8207	6102	14309
Sr. Secondary	3678	2407	6085	4373	2732	7105
Secondary	10355	7478	17833	12580	8834	21414
Total (I-XII)	53930	46830	100760	71032	58084	129116

Source : Statistical Abstract of Punjab

Annexure - IX

District Mukatsar						
Enrolment in rural schools (Recognised -total) 2000-2001						
Year	Enrolment in Rural School			% of Enrolment in Rural to total enrolment		
	Male	Female	Total	Male	Female	Total
Primary	34722	26062	60784	77.52	78.7	78.02
Middle	13769	10404	24173	74.78	74.52	74.67

Source : Statistical Abstract

District Muktsar			
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

Annexure - XI

District : Mukatsar										
Literacy rates by residence and sex- 2001										
Tehsil Code	Tehsil	Literacy Rate								
		Total			Rural			Urban		
		Person	Male	Female	Person	Male	Female	Person	Male	Female
058	Malout	58.84	66.67	50.14	54.68	62.97	45.54	72.40	78.58	65.38
059	Giddarbaha	57.06	64.42	48.91	53.94	61.41	45.67	71.31	78.17	63.72
057	Mukatsar	59.73	66.28	52.39	53.49	60.80	45.26	71.82	77.00	66.10
13	District	58.67	65.94	50.59	54.10	61.84	45.49	71.93	77.78	65.40
	State	69.95	75.63	63.55	65.16	71.70	57.91	79.13	82.97	74.63

Census Data

Annexure - XII

District Mukatsar						
Projected School age population						
Year	6-10			11-13		
	Boys	Girls	Total	Boys	Girls	Total
1999	45056	39648	84704	26144	23104	49248
2000	45536	39968	85504	26016	23072	49088
2001	45495	36135	81630	25527	22265	47792
2006	39136	35584	74720	28064	24448	52512
2011	38336	35200	73536	21984	20288	42272
2016	39488	36256	75744	23424	21472	44896

Source : RGI Estimates

Annexure - XIII

District Muktsar							
Dropout Rate							
Level	Level	Total			SC		
		Male	Female	Total	Male	Female	Total
Primary	1999	30.88	25.50	28.15	40.50	41.36	40.95
	2000	22.28	16.13	19.83	41.90	40.47	41.26
Middle	1999	38.25	40.36	40.39	60.20	60.75	60.85
	2000	45.57	43.66	43.71	63.11	66.98	64.84

Family Survey 2002

Annexure - XIV

District Muktsar						
Gross Enrolment Ratio 2001- 2002						
	Gross Enrolment Ratio			Gross Enrolment Ratio for SC		
	Male	Female	Total	Male	Female	Total
Primary	107.46	102.92	105.49	97.84	94.08	96.14
Middle	82.08	76.30	79.49	67.02	58.58	63.08
High	81.46	70.46	76.55	58.02	44.01	51.66
SR.Sec	49.88	49.96	49.92	25.82	23.83	24.99

Source : family Survey 2002

Classification of Nutritional Status (%)			March'2002				
Sr. No.	District	Integrated child development scheme	Normal	Grade-I	Grade-II	Grade-III+	Total children covered
13	MUKATSAR	Kot Bhai	47.49	30.97	19.01	2.52	100.00
		Lambi	61.91	27.00	8.84	2.24	100.00
		Malout	55.97	30.54	11.42	2.07	100.00
		Mukatsar	58.51	30.57	9.21	1.71	100.00
District Total			56.50	29.78	11.63	2.09	100.00

Source : SW Department

Family Survey 2002

FAMILY SURVEY

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

Reference Date :
Unit : Village/Ward

I. Family

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

II. Child (3-19)

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

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

I. Total (3-19) Population

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

II. School going Children

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

III. Out of School/child labour

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

IV. Mentally/physically challenged

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

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

Reports

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

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

There is a large variation in enrolment at primary and upper primary level between the reported enrolment and the enrolment compiled from survey data, especially in enrolment in government schools.

District - 13 - MUKATSAR

Sarav Sikhiya Abhiyan, Punjab

Family Survey 2002

Form No. : SSA/FS/IV/6

Report : 01

Year : 2001-2002

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

Class ↓	School Going Children - Total			School Going Children - S.C.			School Going Children - B.C.		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	8678	6286	14964	3099	2562	5661	936	654	1590
Pre Primary Total	8678	6286	14964	3099	2562	5661	936	654	1590
I	12136	8602	20738	4926	3973	8899	1389	1006	2395
II	9058	6484	15542	3934	2920	6854	987	785	1772
III	7779	5894	13673	3192	2537	5729	886	663	1549
IV	8218	6348	14566	3419	2867	6286	939	762	1701
V	7597	5787	13384	2862	2365	5227	873	741	1614
Primary Total	44788	33115	77903	18333	14662	32995	5074	3957	9031
VI	7517	5658	13175	2743	2178	4921	876	688	1564
VII	5137	3909	9046	1614	1238	2852	627	469	1096
VIII	5758	4395	10153	1817	1312	3129	763	591	1354
Midlle Total	18412	13962	32374	6174	4728	10902	2266	1748	4014
IX	4434	3185	7619	1251	842	2093	569	463	1032
X	6114	4161	10275	1796	1080	2876	700	577	1277
Secondary Total	10548	7346	17894	3047	1922	4969	1269	1040	2309
XI	2167	1658	3825	451	299	750	255	210	465
XII	2549	2024	4573	489	321	810	271	215	486
Sr. Secondary Total	4716	3682	8398	940	620	1560	526	425	951
Technical Education	414	446	860	36	40	76	38	26	64
Technical Education Total	414	446	860	36	40	76	38	26	64

01 - School Going Children (Total) - (Age wise)-Total Districtwise

Age ↓	School Going Children - Total			School Going Children - S.C.			School Going Children - B.C.		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	1827	1346	3173	590	494	1084	186	148	334
4	4097	2872	6969	1316	1128	2444	463	343	806
5	5946	4031	9977	2167	1648	3815	698	479	1177
Sub Total	11870	8249	20119	4073	3270	7343	1347	970	2317
6	7268	5447	12715	2890	2373	5263	805	595	1400
7	6992	5253	12245	3004	2410	5414	791	618	1409
8	7937	5922	13859	3492	2658	6150	884	706	1590
9	6974	5216	12190	2705	2201	4906	843	598	1441
10	8760	6605	15365	3503	2791	6294	948	829	1777
Sub Total	37931	28443	66374	15594	12433	28027	4271	3346	7617
11	6528	5059	11587	2313	2007	4320	730	605	1335
12	7234	5483	12717	2642	2084	4726	882	682	1564
13	5525	4436	9961	1790	1389	3179	717	582	1299
Sub Total	19287	14978	34265	6745	5480	12225	2329	1869	4198
14	5369	4009	9378	1709	1195	2904	688	547	1235
15	4054	3013	7067	1160	818	1978	496	411	907
Sub Total	9423	7022	16445	2869	2013	4882	1184	958	2142
16	3351	2556	5907	890	612	1502	386	314	700
17	2511	1698	4209	635	360	995	281	200	481
Sub Total	5862	4254	10116	1525	972	2497	667	514	1181
18	2382	1416	3798	633	282	915	238	158	396
19	801	475	1276	190	84	274	73	35	108
Sub Total	3183	1891	5074	823	366	1189	311	193	504
Grand Total	87556	64837	152393	31629	24534	56163	10109	7850	17959

District - 13 - MUKATSAR

Sarav Shiksha Abhiyan, Punjab
Family Survey 2002

Form No. : SSA/FS/III/8
Report : 01
Year : 2001-2002

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

Class → Age ↓	Pre Prim.		Primary										Middle					Secondary					Sr. Secondary			Tec. Edu										
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI	VII	VIII	Total	IX	X	Total	XI	XII	Total	Other Tech. / Prof. course.											
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G								
3	1799	1336	28	10									28	10																						
4	3070	2200	1024	669	3	3							1027	672																						
5	2682	1946	2942	1868	321	210	1	7					3264	2085																						
6	1053	719	4940	3755	1092	838	183	135					6215	4728																						
7	63	55	2936	2059	3116	2395	727	606	149	138	1		6929	5198																						
8	6	28	194	169	4062	2688	2789	2274	721	626	160	133	7926	5890	5	4				5	4															
9	2	2	47	43	328	260	3605	2513	2302	1845	593	465	6875	5126	97	88				97	88															
10	3		19	23	99	68	353	277	4670	3473	2857	2171	7998	6012	640	508	118	85	1	759	593															
11			4	3	19	12	82	44	265	182	3571	2706	3941	2947	2052	1639	410	346	125	2587	2112															
12			2	1	14	8	25	26	77	63	318	229	436	327	4339	3139	1713	1369	627	542	6679	5050	115	104	4	2	119	106								
13			2	4	1	12	6	28	18	66	58	110	85	266	208	2646	1903	1903	1636	4815	3747	493	496	107	108	600	604									
14					1	1	5	5	2	25	17	31	25	86	58	179	168	2852	1932	3117	2158	1562	1151	584	588	2146	1739	75	87	75	87					
15									1	4	7	4	8	23	10	53	30	175	109	251	149	2066	1315	1356	1135	3422	2450	289	312	87	94	376	406	1		
16						1	1	1		1		3	1	7	3	13	2	45	32	65	37	131	78	2113	1430	2244	1508	720	601	298	368	1018	969	21	41	
17										1		1		2	1	3	5	20	9	25	15	36	26	1022	488	1058	514	604	425	746	651	1350	1076	77	93	
18											1	1		1	1	6	7	7	8	22	13	747	320	769	333	401	184	1000	680	1401	864	205	210			
19															1		4	1	5	1	9	2	181	90	190	92	78	49	418	231	496	280	110	102		
Total	8678	6286	12136	8602	9058	6484	7779	5894	8218	6348	7597	5787	44788	33115	7517	5658	5137	3909	5758	4395	18412	13962	4434	3185	6114	4161	10548	7346	2167	1658	2549	2024	4716	3682	414	446

District - 13 - MUKATSAR

Sarav Sikhiya Abhiyan, Punjab
Family Survey 2002Form No. : SSA/FS/IV/9
Report : 01
Year : 2001-200201 - Out of School Children Total - Agewise-Total Districtwise

Age ↓	Out of School									Working Children								
	Total Children			SC Children			BC Children			Total Children			SC Children			BC Children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	1591	1165	2756	920	749	1669	120	96	216									
4	1830	1440	3270	1224	1035	2259	145	132	277									
5	1547	1246	2793	1197	968	2165	97	85	182	37	24	61	27	22	49	7		7
6	843	855	1698	700	713	1413	37	52	89	11	6	17	8	5	13	2	0	2
7	670	625	1295	555	522	1077	33	37	70	19	9	28	15	9	24	1		1
8	729	737	1466	636	626	1262	22	34	56	40	21	61	39	18	57		1	1
9	459	473	932	384	384	768	28	27	55	26	12	38	24	10	34		1	1
10	1045	1041	2086	868	907	1775	53	40	93	83	53	136	79	49	128	3	3	6
11	647	682	1329	524	547	1071	45	49	94	87	28	115	80	27	107	3	1	4
12	1275	1235	2510	1013	1010	2023	70	84	154	183	90	273	167	84	251	7	8	15
13	1222	1403	2625	930	1034	1964	95	119	214	184	89	273	165	73	238	8	1	9
14	1687	1599	3286	1173	1164	2337	146	144	290	293	120	413	253	100	353	15	10	25
15	1839	1805	3644	1210	1190	2400	168	166	334	427	135	562	367	140	507	27	4	31
16	1909	1728	3637	1151	940	2091	179	190	369	393	138	531	344	120	464	28	10	38
17	1683	1388	3071	964	690	1654	173	161	334	312	93	405	251	71	322	22	11	33
18	2679	1862	4541	1416	814	2230	286	216	502	537	103	640	439	75	514	46	12	58

District - 13 - MUKATSAR

Sarav Sikhiya Abhiyan, Punjab

Family Survey 2002

Form No. : SSA/FS/IV/10

Report : 01

Year : 2001-2002

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

Age ↓	Total Children						SC Children						BC Children					
	School Going			School Not Going			School Going			School Not Going			School Going			School Not Going		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	1	3	4	11	6	17	2		2	5	2	7				3	1	4
4	6	2	8	22	10	32				14	2	16				1	1	2
5	17	5	22	43	22	65	9	3	12	19	11	30	1	2	3	6	4	10
6	33	21	54	33	26	59	17	11	28	18	15	33	1	2	3	3	4	7
7	30	11	41	45	18	63	17	7	24	19	7	26	1	1	2	3	3	6
8	42	20	62	41	16	57	33	16	49	24	11	35	1		1	4	2	6
9	39	13	52	30	12	42	26	9	35	21	6	27	5	2	7	2	1	3
10	64	30	94	37	20	57	39	15	54	18	14	32	5	4	9	4	2	6
11	40	27	67	31	15	46	21	16	37	13	8	21	5	2	7	6	1	7
12	49	31	80	47	22	69	29	24	53	19	13	32	4	1	5	5	2	7
13	51	24	75	40	36	76	33	15	48	22	20	42	2	1	3	2	1	3
14	48	17	65	52	26	78	17	14	31	29	17	46	5	2	7	5	2	7
15	33	23	56	46	37	83	19	11	30	21	18	39	3	2	5	4	3	7
16	28	13	41	32	25	57	14	4	18	21	14	35	2	2	4	5	1	6
17	16	9	25	29	21	50	12	7	19	10	9	19				2	2	4
18	21	7	28	38	20	58	7	2	9	22	7	29	2		2	2	2	4

District - 13 - MUKATSAR

Sarav Shikshia Abhiyan, Punjab

SSA/FS/IV/15

Report : I

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

Class ↓	Total School Going			State Govt.			Non-State Govt.			Unrecognised		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	57.99	42.01	100.00	55.25	44.75	100.00	60.26	39.74	100.00	58.56	41.44	100.00
Pre Primary Total	57.99	42.01	100.00	55.25	44.75	100.00	60.26	39.74	100.00	58.56	41.44	100.00
I	58.52	41.48	100.00	54.30	45.70	100.00	62.52	37.48	100.00	61.44	38.56	100.00
II	58.28	41.72	100.00	55.44	44.56	100.00	60.84	39.16	100.00	62.81	37.19	100.00
III	56.89	43.11	100.00	54.89	45.11	100.00	59.53	40.47	100.00	58.15	41.85	100.00
IV	56.42	43.58	100.00	53.21	46.79	100.00	61.31	38.69	100.00	58.11	41.89	100.00
V	56.76	43.24	100.00	53.02	46.98	100.00	61.58	38.42	100.00	61.19	38.81	100.00
Primary Total	57.49	42.51	100.00	54.18	45.82	100.00	61.31	38.69	100.00	60.61	39.39	100.00
VI	57.06	42.94	100.00	54.47	45.53	100.00	61.76	38.24	100.00	60.00	40.00	100.00
VII	56.79	43.21	100.00	54.24	45.76	100.00	61.42	38.58	100.00	57.46	42.54	100.00
VIII	56.71	43.29	100.00	53.92	46.08	100.00	61.45	38.55	100.00	60.88	39.12	100.00
Middle Total	56.87	43.13	100.00	54.23	45.77	100.00	61.56	38.44	100.00	59.54	40.46	100.00
IX	58.20	41.80	100.00	57.97	42.03	100.00	58.66	41.34	100.00	58.69	41.31	100.00
X	59.50	40.50	100.00	57.91	42.09	100.00	62.85	37.15	100.00	60.97	39.03	100.00
Secondary Total	58.95	41.05	100.00	57.94	42.06	100.00	61.08	38.92	100.00	60.12	39.88	100.00
XI	56.65	43.35	100.00	59.35	40.65	100.00	49.04	50.96	100.00	55.63	44.38	100.00
XII	55.74	44.26	100.00	57.65	42.35	100.00	51.80	48.20	100.00	52.84	47.16	100.00
Sr. Secondary Total	56.16	43.84	100.00	58.45	41.55	100.00	50.65	49.35	100.00	53.98	46.02	100.00
Technical Education	48.14	51.86	100.00	58.18	41.82	100.00	40.47	59.53	100.00	36.00	64.00	100.00
Technical Education Total	48.14	51.86	100.00	58.18	41.82	100.00	40.47	59.53	100.00	36.00	64.00	100.00
Grand Total	57.51	42.49	100.00	55.08	44.92	100.00	60.74	39.26	100.00	59.92	40.08	100.00

Annual Work Plan
2003-2004

District : Mukatsar

District Data Summary Sheet

SL.No.	DESCRIPTION	2003-04
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	38
4	No. of Villages	234
4.1	No. of VEDC's	537
4.2	No. of VEDC's Members	4296
5	No. of Habitations/Wards (Unservd)	1780
5.1	No. of S.C. Bastis	176
6	No. of House Holds	139744
	No. of Schools	
7	No. of Primary Schools (State Govt.)	337
7.1	Non State Govt. Primary Schools	43
7.2	Unrecognised Primary Schools	123
8	No. of Middle Schools/Sections (State Govt.)	200
8.1	Non State Govt. Middle Schools/Sections	45
8.2	Unrecognised Middle Schools/Sections	42
	No. of Teachers (State Govt.)	
9	No. of Primary Teachers	1539
9.1	No. of JBT Teachers + New	1271
9.2	No. of HT	229
9.3	No. of CHT's	39
10	No. of Teachers Middle Schools/Sections	1739
	Primary (State Govt.)	
11	Total No. of Students	56120
11.1	Male Students	28636
11.2	Female Students	27484
11.3	Total No. of S.C. Students	39389
11.4	Male S.C. Students	20151
11.5	Female S.C. Students	19238
	Upper Primary (State Govt.)	
12	Total No. of Students	20768
12.1	Male Students	10988
12.2	Female Students	9780
12.3	Total No. of S.C. Students	9053
12.4	Male S.C. Students	5068
12.5	Female S.C. Students	3985
	Out of School Children	
13	No. of Out of School Children Total	16727
13.1	No. of Out of School Children Male	8356
13.2	No. of Out of School Children Female	8371
13.3	No. of EGS Centres (Proposed)	631
	No. of Handicapped Children	
14	Total No. of Handicapped Children	1142
15	Aangarwari Centre	484

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

<i>District - Muktsar</i>		
t of BRC and CRC		
PEBlock Code & Name	CRC	BRC
269 MUKATSAR-I	7	1
270 MUKATSAR-II	7	
271 DODA	5	
272 GIDDERBAHA	4	1
273 MALOUT	8	1
274 LAMBI	7	1
Total	38	4

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

District wise list of PEBlocks	
PEBLOCK	CODE
MUKATSAR	
MUKATSAR-I	269
MUKATSAR-II	270
DODA	271
GIDDERBAHA	272
MALOUT	273
LAMBI	274

Source : Sarva Shiksha Abhiyan

<i>District - Muktsar - 2003</i>			
PEBlock Code & Name		No. of Villages	
269	MUKATSAR-I	46	46
270	MUKATSAR-II	41	41
271	DODA	27	27
272	GIDDERBAHA	23	23
273	MALOUT	45	45
274	LAMBI	52	52
	Total	234	234

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

BLOCKWISE COUNT OF PRIMARY SCHOOLS														
DISTRICT - MUKATSAR														
PE BLOCK CODE & NAME		G1	G2	G3	G4	TOTG	P1	P2	P3	P4	P5	P6	TOTP	TOTAL
PE269	MUKATSAR-I	64	0	1	0	65	1	2	2	3	2	19	29	94
PE270	MUKATSAR-II	60	0	0	0	60	0	4	2	3	0	28	37	97
PE271	DODA	47	0	1	0	48	0	3	3	0	0	17	23	71
PE272	GIDDERBAHA	40	0	1	0	41	0	1	4	0	1	33	39	80
PE273	MALOUT	69	1	0	0	69	1	14	0	0	1	13	29	98
PE274	LAMBI	57	1	1	0	59	1	2	2	0	0	13	18	77
TOTAL		337	2	4	0	342	3	26	13	6	4	123	175	517

LEGEND:-

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

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

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

BLOCKWISE COUNT OF MIDDLE SCHOOLS														
DISTRICT - MUKATSAR														
PE BLOCK CODE & NAME		G1	G2	G3	G4	TOTG	P1	P2	P3	P4	P5	P6	TOTP	TOTAL
PE269	MUKATSAR-I	38	0	1	0	39	1	2	2	3	2	19	29	68
PE270	MUKATSAR-II	44	0	0	0	44	0	4	2	3	0	28	37	81
PE271	DODA	16	0	1	0	17	0	3	3	0	0	17	23	40
PE272	GIDDERBAHA	20	0	1	0	21	0	1	4	0	1	33	39	60
PE273	MALOUT	44	0	0	0	44	1	14	0	0	1	13	29	73
PE274	LAMBI	38	1	1	0	40	1	2	2	0	0	13	18	58
TOTAL		200	1	4	0	205	3	26	13	6	4	123	175	380

LEGEND:-

G1 STATE GOVT.

G2 CENTER GOVT.

G3 OTHER ORG. OF STATE GOVT.

G4 OTHER ORG. OF CENTER GOVT.

P1 AIDED AND RECOGNISED

P2 RECOGNISED

P3 AFFILIATED WITH P.S.E.B.

P4 AFFILIATED WITH C.B.S.E.

P5 AFFILIATED WITH I.C.S.E.

P6 ANY OTHER

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

District - Muktsar					
Blockwise Breakup of Primary Teachers					
	PEBlock Code & Name	JBT	HT	CHT	Total
269	MUKATSAR-I	197	42	7	246
270	MUKATSAR-II	261	41	7	309
271	DODA	147	25	5	177
272	GIDDERBAHA	152	28	4	184
273	MALOUT	233	46	8	287
274	LAMBI	215	37	7	259
	Total	1205	219	38	1462
	Unadjusted Teachers in Peblocks	66	10	1	77
	New Teachers				0
	Grand Total	1271	229	39	1539

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

CD BLOCKWISE ENROLLMENT MARCH 2003

DISTRICT - MUKTASAR

S. NO.	Integrated Child Development Scheme	Anganwari Centres	Pre School Education (3-6) Years		
			Boys	Girls	Total
1	Kot Bhai	105	1209	1209	2418
2	Lambi	111	2026	1854	3880
3	Malout	115	2367	1825	4192
4	Mukatsar	153	2282	2066	4348
	Total	484	7884	6954	14838

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

District-Mukatsar							
Classwise Enrollment in State Govt. Primary Schools - 2003							
Class		Total Children			SC Children		
		male	female	total	male	female	total
1	First	6608	6399	13007	5093	4930	10023
2	Second	6630	6629	13259	4912	4939	9851
3	Third	5525	4819	10344	3765	3218	6983
4	Fourth	4932	4662	9594	3250	3049	6299
5	Fifth	4941	4975	9916	3131	3102	6233
	TOTAL	28636	27484	56120	20151	19238	39389

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

District-Mukatsar					
Classwise Enrollment in Primary Schools - 2003					
Class		State Govt.	Recognised.	Un-Recognised	Grand Total
1	First	13007	2719	1360	17086
2	Second	13259	2860	1331	17450
3	Third	10344	2684	1092	14120
4	Fourth	9594	2763	1002	13359
5	Fifth	9916	3179	1320	14415
	TOTAL	56120	14205	6105	76430

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

District-Mukatsar					
Classwise Enrollment in Primary Schools - 2003					
Class		State Govt.	Recognised.	Un-Recognised	Grand Total
1	First	13007	2719	1360	17086
2	Second	13259	2860	1331	17450
3	Third	10344	2684	1092	14120
4	Fourth	9594	2763	1002	13359
5	Fifth	9916	3179	1320	14415
TOTAL		56120	14205	6105	76430

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

District-Mukatsar					
Classwise Enrollment in Middle Schools - 2003					
Class		State Govt.	Recognised.	Un-Recognised	Grand Total
1	Sixth	8139	437	1450	10026
2	Seventh	7366	497	1378	9241
3	Eijht	5263	548	1332	7143
	TOTAL	20768	1482	4160	26410

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

District-Mukatsar							
Blockwise Out of Schools Children							
Peblock		Age Group (6-14)					
		Total			SC		
		Male	Female	Total	Male	Female	Total
269	MUKATSAR-I	971	971	1942	769	756	1525
270	MUKATSAR-II	1785	1607	3392	1435	1342	2777
271	DODA	1056	943	1999	810	733	1543
272	GIDDERBAHA	1148	1261	2409	847	915	1762
273	MALOUT	1534	1632	3166	1208	1380	2588
274	LAMBI	1862	1957	3819	1594	1651	3245
	TOTAL	8356	8371	16727	6663	6777	13440

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

Blockwise Handicapped Children							
District : Muktsar - 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
MUKATSAR-I	14	7	7	57	17	4	106
MUKATSAR-II	26	25	15	116	55	26	263
DODA	9	17	4	55	35	18	138
GIDDERBAHA	11	25	2	77	41	16	172
MALOUT	16	34	21	105	50	24	250
LAMBI	13	33	7	101	39	20	213
Total	89	141	56	511	237	108	1142

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

Blockwise Handicapped Children						
District : Muktsar - 6-14 Years (Total)						
PEBlock	SC			BC		
	School Going	School Not Going	Total	School Going	School Not Going	Total
MUKATSAR-I	44	39	83	0	6	6
MUKATSAR-II	84	70	154	8	12	20
DODA	43	40	83	4	3	7
GIDDERBAHA	35	44	79	7	15	22
MALOUT	61	71	132	10	10	20
LAMBI	63	49	112	11	15	26
Total	330	313	643	40	61	101

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

ANNUAL WORK PLAN AND BUDGET for the year 2003-04

District: Mukatsar

(Rs. in lacs)

S.No	Maj. Act.	Activity Description	Unit Cost 2003-04	Total AWP 2002-03		Expenditure 2002-03	Spill over 2002-03	AWP 2003-04		Total AWP 2003-04
				Physical	Financial			Financial	Physical	
1	PFE	Primary Schools								
		Salary of teachers (schools opened last year)	0.072	132	10.296		10.296	792	57.024	67.320
		TLE Grants	0.100	33	3.300		3.300	33	3.300	6.600
		Sub-Total			13.596		13.596		60.324	73.920
2	UPE	Upper primary Schools								
		No. of UPS							0.000	0.000
		Salary for teachers In Upper Primary							0.000	0.000
		TLE Grants for uncovered UPS	0.500					16	8.000	8.000
		Sub-Total					0.000		8.000	8.000
3		School Grants	0.020	545	10.900	10.020	0.880	537	10.740	11.620
4		Teachers Grants	0.005	3277	16.385	11.835	4.550	3278	16.390	20.940
5	EGS	EGS Centers for 6-14	0.00845					16727	141.343	141.343
		Sub-Total							141.343	141.343
5.1	IED	Education of disabled		1142	13.704	0	13.704		13.697	27.401
		Sub-Total			13.704	0.000	13.704		13.697	27.401
6	BRC	Salary of staff	0.072	140	10.920		10.920	720	51.840	62.760
6.1		Contingency Grant	0.125	4	0.500	0.750	-0.250	4	0.500	0.250
6.2		TLM Grant	0.050	4	0.200		0.200	4	0.200	0.400
6.3		Workshops and Meetings Grants	0.005	48	0.240	0.000	0.240	48	0.240	0.480
6.4		BRC	0.072				0.000	120	8.640	8.640
		Sub-Total			11.860	0.750	11.110		61.420	72.530
7	CRC	Salary CRC coordinator							0.000	0.000
7.1		Contingency Grant	0.025	27	0.950	0.950	0.000	38	0.950	0.950
7.2		TLM Grant	0.010	38	0.380	0.000	0.380	38	0.380	0.760
7.3		Workshops and Meetings Grants	0.002	456	0.912	0.000	0.912	456	0.912	1.824
7.4		CRC							0.000	0.000
		Sub-Total			2.242	0.950	1.292		2.242	3.534
8	R&E	Research and Evaluation Programme		545	7.630	7.630	0.000		7.520	7.520
		Sub-Total			7.630	7.630	0.000		7.520	7.520
9		Civil Works								0.000
9.1		Construction of BRC buildings	6.000	4	24.000	24.000	0.000	0	0.000	0.000
9.2		Construction of CRC buildings	2.000	7	14.000	14.000	0.000	7	14.000	14.000
9.3		Construction of additional room for P/S	1.200	67	80.400	70.800	9.600	35	42.000	51.600
9.4		Construction of additional room for UPS	1.200	32	38.400	36.400	2.000	100	120.000	122.000
9.4		Buildingless Schools	3.000	8	24.000	3.000	21.000	0	0.000	21.000
9.5		Branch School Buildings	3.000	10	30.000	3.000	27.000	0	0.000	27.000
9.6		Sanitary Blocks and drinking water facilities for primary and upper primary sections	0.350	126	44.100	63.350	-19.250	172	60.200	40.950
9.7		Construction of Headmaster room for UPS	1.200				0.000	21	25.200	25.200
9.8		Varanda	1.000				0.000	0	0.000	0.000
9.9		Buildings for schools having unsafe buildings	3.000				0.000	0	0.000	0.000
		Sub-Total			254.900	214.550	40.350		261.400	301.750
10		Maintenance and Repair Grant	0.050	1011	50.550	47.750	2.800	537	26.850	29.650
		Sub-Total			50.550	47.750	2.800		26.850	29.650
11	MGT	Management Cost			20.600	0.38277	20.217		46.557	66.774
		Sub-Total			20.600	0.38277	20.217		46.557	66.774
12	TRG	20 days Teachers training (In service)	0.014	3277	45.878	45.878	0.000	3278	45.892	45.892
		Sub-Total		0	45.878	45.878	0.000		45.892	45.892
13	VEC	Training to VEC Members	0.0003	8720	2.616	2.616	0.000	8592	2.578	2.578
		Sub-Total			2.616	2.616	0.000		2.578	2.578
14	INO	Computer Education			15.000		15.000		15.000	30.000
		Education of Girls			10.000		10.000		10.026	20.026
		Education of SC/ST			9.999		9.999		9.998	19.995
		ECE			15.000		15.000		15.047	30.047
		Sub-Total			49.999	0	49.999		50.069	100.068
15		Free text books for Non SC girls	0.0015	12622	18.933	13.40943	5.524	14041	21.062	26.585
		Sub-Total			18.933	13.40943	5.524		21.062	26.585
		Grand Total			519.793	355.771	164.022		776.083	940.105

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

Account Code	Maj. Act.	Item	2003-04					
			Unit cost	Physical	Period	Financial	% to total	Remarks
1	PFE	Salary for primary teachers 66 x 12	0.072	792	12 months	57.024		
		TLE for New primary Schools(upgradation of Branch Schools with more than 40 students)	0.100	33		3.300		
		Subtotal				60.324	7.773	
2	UPE	Upper primary Schools						
		TLE for Upper Primary Schools	0.500	16		8.000		
		Subtotal				8.000	1.031	
3		School Grant (P+UPSchools)	0.020	537		10.740	1.384	
4		Teacher Grant (P+UP Teacher)	0.005	3278		16.390	2.112	
5	EGS	Cost of running of EGS centres for 16727out of school children of 6-14 age group declining by 25%	0.00845	16727		141.343		
		Subtotal				141.343	18.212	
5.1	IED	IED Training to BRC staff 4 x10 x 5	0.0007	200	5 months	0.140		
		IED assessment camps 2 x4	0.020	8		0.160		
		One Resource person honorarium 4 Blocks x 12 months	0.070	48	12 months	3.360		
		Manual for Teachers about visually impaired children for 545 schools	0.00034	537		0.183		
		Manual for Teachers about mentally challenged children for primary & upper primary schools	0.00036	537		0.193		
		Special assistance and TLM to disabled children	0.00846	1142		9.661		
		Subtotal				13.697	1.765	
6	BRC	Salary of 20 Block Resource Persons per CD Block having more than 100 schools for 3 Blocks @ Rs.7200/- x 12 P.A.	0.072	720	12 months	51.840		
6.1		BRC Contingency grant for 4 CD Blocks @ Rs.12500/- P.A.	0.125	4		0.500		
6.2		TLM grant for 4 CD Blocks @ Rs.5000/- P.A.	0.050	4		0.200		

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

Account Code	Maj. Act.	Item	2003-04					Remarks
			Unit cost	Physical	Period	Financial	% to total	
6.3		Meetings, Travel allowance for 4 CD Blocks @Rs.500 x 12 P.A.	0.005	48		0.240		
6.4		Salary of 10 Block Resource Person Per CD Block having less than 100 schools for 1 Block @ Rs. 7200/-x12 P.A.	0.072	120	12 months	8.640		
		Sutotal				61.420	7.914	
7	CRC	Salary of Staff						
7.1		CRC Contingency grant for 159 CRCs Blocks @ Rs.2500/- P.A.	0.025	38		0.950		
7.2		TLM grant for 38 CRCs @ Rs.1000/- P.A.	0.010	38		0.380		
7.3		Meetings, Travel allowance for 38 CRCs Blocks @Rs.200 x 12 P.A.	0.002	456	12 months	0.912		
		Subtotal				2.242	0.289	
8	R&E	Reasearch and Evaluation Programme						
		Annual School, Block and district planning for Primary and Upper Primary schools @ Rs. 30/-	0.0003	537		0.161		
		Annual School Gradation and Evaluation process for Primary & Upper primary schools @ Rs. 30/-	0.0003	537		0.161		
		Conduct of Pupil Achievement Survey 5 % to 10 % of schools @ Rs 2000/-	0.020	54		1.080		
		Academic monitoring of schools by DIET staff by travelling 12 months 2 x12 @ 1000/-	0.010	48		0.480		
		Academic supervision by BRCs 4 x 5 units @ Rs. 1000/-	0.010	40		0.400		
		Hiring of Vehicles for Academic supervision by DPO/SPD 5 visits to 10% visits x 12 months @ Rs. 1000/-	0.010	120	12 months	1.200		
		Annual Household survey @Rs.3/- per household for 139744 households 50% each year in parts	0.00003	30100		0.903		

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

Account Code	Maj. Act.	Item	2003-04					Remarks
			Unit cost	Physical	Period	Financial	% to total	
		MIS Data collection and processing of data for 337 primary schools at State/District office	0.0017	337		0.573		
		MIS Data collection and processing of data for 200 upper primary schools/sections at State/District office	0.0018	200		0.360		
		State office activities on research, evaluation monitoring and supervision @ Rs.100/- per school for primary & upper primary schools	0.0020	537		1.074		
		Development and supply of material for evaluation of learning in upper primary schools i) Science ii) Mathematics iii) Health and physical education iv) English v) Hindi vi) Punjabi vii) Social Studies				0.000		
		Study in i) Child's concept of class relations ii) Causal thinking in students iii) Students concept of time iv) movement v) Students concept of space vi) Concrete and formal reasoning in Mathematics vii) Teacher expectations and remedial strategies	0.00030x7	537		1.128		
		Subtotal				7.520	0.969	
9		Civil Works						
9.1		Block Resource centre buildings	6.000			0.000		
9.2		Cluster Resource Centres	2.000	7		14.000		

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

Account Code	Maj. Act.	Item	2003-04					
			Unit cost	Physical	Period	Financial	% to total	Remarks
9.3		Additional Class rooms for primary schools	1.200	35		42.000		
9.4		Buildings for buildingless school	3.000			0.000		
9.4		Additional Classrooms for Primary schools and upper primary sections	1.200	100		120.000		
9.5		New Primary school buildings Branch Schools	3.000			0.000		
9.6		Sanitary Blocks and drinking water facilities for primary and upper primary sections	0.350	172		60.200		
9.7		Headmaster's room for upper primary sections	1.200	21		25.200		
9.8		Verandah	1.200			0.000		
9.9		Buildings for schools having unsafe buildings	3.000			0.000		
		Sutotal				261.400	33.682	
10		Maintenance and Repair Grant						
		Repairs and maintenance of school Primary and upper primary sections	0.050	537		26.850		
		Subtotal				26.850	3.460	
11	MGT	Management Cost						
		Hire charges for vehicles for DPO/State no. of times x 6 months	0.015	180		2.700		
		DPO/state consumables	0.070	12		0.840		
		Water, Electricity, Telephone etc. of District and State office	0.100	12		1.200		
		TA & DA of District and State etc.	0.300	12		3.600		
		Consultants (12 Months x 10) for District and State	0.070	70		4.900		
		Computer Stationery Peripherals DPO/State	0.200	1		0.200		
		Documentation at DPO/State	3.000	1		3.000		
		Running cost of Data centre for all primary and upper primary schools and students 1.400 x 12 inclusive of rent and salaries and other expenses for DPO/State	1.500	12		18.000		

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

Account Code	Maj. Act.	Item	2003-04					
			Unit cost	Physical	Period	Financial	% to total	Remarks
		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 block x 2	0.030	8		0.240		
		Development and printing of modules on planning and management by State/District office	0.00036	537		0.193		
		Hiring of experts for pedagogy research, evaluation, community mobilization, gender sensitisation, alternative schooling, planning and management training District 8x12x8000	0.08	96		7.680		
		Circulatic of material prepared by the expects Of school/VEDC level				0.000		
		New letter	0.00025	537		0.134		
		Media Activity				0.000		
		Development and distribution work training manual for VEDCs 4 x 537	0.00032	2148		0.687		
		Development and distribution training manual on civil works for BRPs and DRPs 4 x (70+10)	0.00068	320		0.218		
		Workshop on Architectural plans and layouts 30 persons x 3 x 300	0.270	2		0.540		
		Development and distribution of architectural plans and layouts 2 x no. of primary & upper primary schools	0.00047	1074		0.505		
		Hiring of vehicles for monitoring of civil works 6 visits x 12	0.010	72		0.720		
		Hiring of vehicles for monitoring of civil works by State office and seeking advice on civil work	0.100	12		1.200		
		Subtotal				46.557	5.999	

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

Account Code	Maj. Act.	Item	2003-04					
			Unit cost	Physical	Period	Financial	% to total	Remarks
12	TRG	Teachers training for primary and upper primary for 20 days	0.0140	3278		45.892		
		Subtotal				45.892	5.913	
13	VEC	Training to VEC Members						
		Orientation to VEDC Members no. of primary & upper primary schools x 8 members x 2	0.0003	8592		2.578		
		Subtotal				2.578	0.332	
14	INO	INNOVATIVE						
a) Computer Education								
		Cost of running of computer education centres at block/cluster level	15.000	1		15.000		
		Subtotal				15.000	1.933	
b) Education of Girls								
		Remedial coaching for girls students for two months in 337 primary schools	0.003	348		1.044		
		Remedial coaching for girls students for two months in 200 upper primary schools	0.003	197		0.591		
		Development of supplement reading material and item Bank for 27484 girl student of primary students for use in remedial coaching in parts	0.00038	18491		7.027		
		Development of supplement reading material and item Bank for 9780 girl student of upper primary students for use in remedial coaching	0.00057	2394		1.365		
		Subtotal				10.026	1.292	
c) SC/ST								
		Remedial coaching for 3 months in primary & upper primary schools in parts	0.0030	272		0.816		
		Supplementary reading material for remedial coaching In primary SC children 39389 in parts	0.0005	11020		5.510		

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

Account Code	Maj. Act.	Item	2003-04					Remarks
			Unit cost	Physical	Period	Financial	% to total	
		Question Bank for 9053 SC children for upper primary classes for remedial coaching in parts	0.0006	6117		3.670		
		Subtotal				9.996	1.288	
d) ECCE								
		School readiness kits and playway material for 3-5 age children in ICDS Centres for 484 Centres x 3	0.00075	1452		1.089		
		Teaching learning material for 3-5 age children in ICDS centers x 2 partly	0.00030	44000		13.200		
		School readiness kits for first generation learners in primary schools of 5 year age for no. of primary schools x 4	0.00075	1011		0.758		
		Subtotal				15.047	1.939	
15		Free text books for Non SC girls	0.0015	14041		21.062		
		Subtotal				21.062	2.714	
		Grand Total				776.084		

Training

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

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

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

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

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

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

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

IDENTIFICATION OF TRAINING NEEDS

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

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

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

THE OBJECTIVES OF THE TRAINING PROGRAMME

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

I. Knowledge and Understanding

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

II. Skills

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

III. Attitude and Values

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

TRAINING PROGRAMMES

These programmes are targeted to help develop concrete plans for enhancing competencies in regular teachers, Heads, community and administrative staff. The upgradation of one's skills is entirely one's personal choice and enforcing or thrusting these on any teacher/Head or educational functionaries may not prove fruitful either for the teacher or for the schooling system. So it is of the utmost importance that it be linked with immediate and long-term monetary gains, better professional status and reputation. The absence of the teacher/Head or educational functionaries from home/personal duties must be compensated so as to motivate him to enhance her/his desire to undergo refresher courses.

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

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

TYPES OF TRAINING

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

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

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

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

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

TRAINING PERIOD

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

TRAINING METHODS AND MATERIALS

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

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

TRAINING EFFECTIVENESS

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

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

SUGGESTED CRITERIA FOR THE EFFECTIVENESS OF THE PROGRAMME

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

1. Selection of the state level key persons

These persons should:

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

2. Selection of the resource persons

The resource persons selected for participation should have:

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

Training Programmes For Teachers/Heads

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

5.	Authentic Vs inauthentic labour	All	2 years	1 day	Once in a year
6.	'Work on & forget the fruit'	All	2 years	1 day	Half yearly
7.	Grievances and Feedback	All	2 years	1 day	Half yearly
8.	Gender Sensitization	All	All	2 days	Once in 3 years
9.	Value Education Relationships in real life	All	All	2 days	Once in 3 years
Plan of Programs for Training for Focus Groups to Develop/Enhance Personal & Professional Competencies of Regular Teachers					
1.	Competence to identify refer special children	Primary and Upper Primary	5 years	3 days	Annual
2.	Sensitivity to a) Freedom of choice of mode of studies writing Vs typing b) Alternative curriculum e.g. talking Vs writing	Primary Upper Primary	2 years	2 days	Annual
3.	Access to Facilities provided by Govt., Education. Board and other bodies for special children	All	2 years	1 day	Annual
4.	Working with First Generation learners e.g. Academic house management, counseling.	Primary	All	3 days	Once in 3 years
5.	Programs for socially Disadvantaged, e.g. Academic, nutritional, house management etc.	Primary Upper Primary	2 years	3 days	Annual
6.	Tolerance for failure	All	All	1 day	Annual
Plan of Programs to Enhance Academic and Professional Competencies of Regular Teachers					
1.	Curriculum Development: content and methodology to transact content	All	5 years	5 days	Once in 2 years
2.	Innovation in content or methodology				
	a) Languages	All	5 years	2 days	Once in 2 years
	b) Science	All	5 years	2 days	
	c) Physics, Biology, Chemistry	Secondary	5 years	2 days	
	d) Geography	Upper Primary Secondary	5 years	2 days	
	e) Social Studies	Primary	5 years	2 days	
	f) History	Upper Primary Secondary	5 years	2 days	
	g) Maths	All	5 years	2 days	
3.	Use of computers and internet	All	All	3 days	Once in 2 years
4.	Concept of Discipline - how - responsibility, wrong definitions of love and affection.	All All	All All	2 days 2 days	Once in 3 years Once in 3 years
5.	Evaluation: Trends & Constraints who, what, why, where, whom & how	All	2 years	2 days	Annual

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

B. Training Programme For School Heads					
Sr. No.	Name of Training	Level	Minimum Length of Service	Durati on	Frequency
Plan of Programs for General Training to Develop/Enhance Personal & Professional Competencies of School Heads					
1	Induction Training	All	On promotion	1 week	On promotion
1.	Attitude to learn more, how to fetch more work	All	2 years	3 days	Once in a year
2.	Right and justified Benchmarking of self & others	All	2 years	2 days	Once in 2 years
3.	First-Aid	All	2 years	2days	Once in 2 years
4.	Handling Emergencies - General fire - Laboratory - Swimming pool accidents	All	2 years	1 day	Once in 2 years
5.	Authentic Vs inauthentic labour	All	2 years	1 day	Once in a year
6.	'Work on & forget the fruit'	All	2 years	1 day	Half yearly
7.	Grievances and Feedback	All	2 years	1 day	Half yearly
8.	Gender Sensitization	All	All	2 days	Once in 3 years
9.	Value Education Relationships in real life	All	All	2 days	Once in 3 years
10.	Stress Management -what	All	All	1 days	Once in a year

	-how to manage -various exercises				
11.	Behaviour Modification	All	2 years	2 days	Once in 2 years
12.	Child Development	All	2 years	2 days	Once in 2 years
Plan of Programs for Training for Focus Groups to Develop/Enhance Personal & Professional Competencies of School Heads					
1.	Competence to identify refer special children	Primary and Upper Primary	5 years	3 days	Annual
2.	Sensitivity to a) Freedom of choice of mode of studies writing Vs typing b) Alternative curriculum e.g. talking Vs writing	Primary Upper Primary	2 years	2 days	Annual
3.	Access to Facilities provided by Govt., Education. Board and other bodies for special children	All	2 years	1 day	Annual
4.	Working with First Generation learners e.g. Academic house management, counseling.	Primary	All	3 days	Once in 3 years
5.	Programs for socially Disadvantaged. e.g. Academic, nutritional, house management etc.	Primary Upper Primary	2 years	3 days	Annual
6.	Tolerance for failure	All	All	1 day	Annual
Plan of Programs to Enhance Academic and Professional Competencies of School Heads					
1.	Curriculum Development: content and methodology to transact content	All	5 years	5 days	Once in 2 years
2.	Innovation in content or methodology				
	a) Languages	All	5 years	2 days	Once in 2 years
	b) Science	All	5 years	2 days	
	c) Physics, Biology, Chemistry	Secondary	5 years	2 days	
	d) Geography	Upper Primary Secondary	5 years	2 days	
	e) Social Studies	Primary	5 years	2 days	
	f) History	Upper Primary Secondary	5 years	2 days	
	g) Maths	All	5 years	2 days	
3.	Use of computers and internet	All	All	3 days	Once in 2 years
4.	Concept of Discipline - how - responsibility, wrong definitions of love and affection.	All All	All All	2 days 2 days	Once in 3 years Once in 3 years
5.	Evaluation: Trends & Constraints who, what, why, where, whom & how	All	2 years	2 days	Annual
6.	Current trends which influence Head's future	All	5 years	1 day	Once in 5 years
7.	Relevance of Education with real	All	All	3 days	Once in 2 years

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

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

TRAINING PARTICULARS

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

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

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

PLANNING THE CURRICULUM

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

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

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

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

CONTENTS OF THE TRAINING PROGRAMME

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

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

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

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

FACILITIES REQUIRED FOR TRAINING

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

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

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

EVALUATION OF TRAINING CONDUCTED

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

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

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

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

COMMUNITY SUPPORT

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

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

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

EMERGING ISSUES AT ELEMENTARY AND SECONDARY EDUCATION LEVEL

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

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

IN-SERVICE EDUCATION TRAINING

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1. Social Role

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

2. Teachers Role

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

3. Administrator's Role

- Head Teacher as a Professional Democratic Leader.

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

4. School Discipline

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

5. Special Role of the Head Teachers

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

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

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

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

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

Educational Technology:

- In service training regarding Educational Technology.

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

Work Experience:

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

Planning Management:

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

Curriculum Material Development and Education:

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

TRAINING IN COMPUTER EDUCATION

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

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

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

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

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

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

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

18. Abbreviation related to computers.

TRAINING OF ENGLISH TEACHERS

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

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

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

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

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

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

Tentative Training Programme Contents for the English Teachers (Secondary)

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

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

TRAINING OF SCIENCE AND MATHS TEACHERS

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

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

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

The teacher has to be competent at: –

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

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

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

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

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

Day-1 (5.5.03)

Registration

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

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

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

Inauguration

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

Assignment

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

Pre-Test

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

Practicals

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

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

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

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

Day-2 (6-5-03)

Element, Compound & Mixture (Chemistry)

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

Work and Energy (Physics)

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

Health & Diseases (Biology)

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

Library

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

Practical

- Groups of seminarians will be inter-changed.

Day-3 (7-5-03)

Nature of matter and separation of substances (Chemistry)

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

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

Day-5 (9-5-03)

Number System (Maths)

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

Chemistry

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

Magnetism (Physics)

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

Participation of Teachers

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

Practicals

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

Day -6 (12-5-03)

Biology

- According to choice of seminarians.

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

Day-5 (9-5-03)

Number System (Maths)

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

Chemistry

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

Magnetism (Physics)

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

Participation of Teachers

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

Practicals

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

Day -6 (12-5-03)

Biology

- According to choice of seminarians.

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

Electricity (Physics)

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

Basic Geometrical Concepts (Maths)

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

OHP, Slide Projector

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

Practicals

- Groups of seminarians will be inter-changed.

Day-7 (13-5-03)

Electricity (Physics)

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

Man made Materials

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

Physics

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

Post-Test

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

Practicals

- Groups of seminarians will be inter-changed.

Day-8 (14-5-03)

Carbon & its compounds (Chemistry)

- Allotropic forms of carbon.

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

Animal System (Biology)

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

Sound (Physics)

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

Science Kit

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

Valedictory

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

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

Contents for Middle Science Seminar (Non-medical Group)

Year 2003-04 (5-5-03 to 14-5-03)

Day-1 (5.5.03)

Registration

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

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

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

Inauguration

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

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

Assignment

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

Pre-Test

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

Practicals

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

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

Discussion

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

Day-2 (6-5-03)

Element, Compound & Mixture (Chemistry)

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

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

Cell & Cell Structure (Biology)

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

Health & Diseases (Biology)

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

Library

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

Practical

- Groups of seminarians will be inter-changed.

Day-3 (7-5-03)

Nature of matter and separation of substances (Chemistry)

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

Micro-organisms (Biology)

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

Useful Plants and Animals (Biology)

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

Construction and The

(Maths)

- Construction of (Construction of triangles).
- Construction of (Construction of bisectors of sides of triangles).

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

Practical

- Groups of seminarians will be inter-changed.

Day-4 (8.5.03)

Acid, base & salt (Chemistry)

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

Heat & flow of heat (Physics)

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

Our Environment (Biology)

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

Educational Excursion.

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

Day-5 (9-5-03)

Conservation of Natural resources (Biology)

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

Chemistry

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

Magnetism (Physics)

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

Participation of Teachers

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

Practicals

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

Day -6 (12-5-03)

Animal System (Biology)

- Digestive system, or
- Respiratory System

Physics

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

Animal System (Biology)

- Circulatory system, or
- Excretory system.

OHP, Slide Projector

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

Practical

- Groups of seminarians will be inter-changed.

Day-7 (13-5-03)

Biology

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

Man made Materials

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

Organic Evolution (Biology)

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

Post-Test

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

Practical

- Groups of seminarians will be inter-changed.

Day-8 (14-5-03)

Carbon & its compounds (Chemistry)

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

Food (Biology)

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

Electricity (Physics)

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

Science Kit

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

Valedictory

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

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

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

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

Day-1 (21.7.03)

Registration

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

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

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

Inauguration

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

Assignment

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

Pre-Test.

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

Practical

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

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

Discussion

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

Day-2 (22-7-03)

Matter-Nature & behavior (Chemistry)

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

Cell & Cell Structure (Biology)

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

Diversity in living World (Biology)

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

Library

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

Practical

- Groups of seminarians will be inter-changed.

Day-3 (23-7-03)

Periodic Table (Chemistry)

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

Human Diseases (Biology)

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

Human Diseases (Biology)

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

Construction and Theorems in Geometry (Maths)

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

Practicals

- Groups of seminarians will be inter-changed.

Day-4 (24.7.03)

Chemical bonding (Chemistry)

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

Sun and Nuclear energy (Physics)

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

Biology

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

Population Education

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

Practicals

Physics	Chemistry	Biology
1. To study the variation in limiting with mass and the nature of surfaces in contact.	1. To carry out the following chemical reactions and record observations: - i) Iron nail with copper sulphate solution in water. ii) Burning of magnesium ribbon in air. iii) Zinc with sulphuric acid. iv) Heating of NH ₄ Cl. v) Sodium sulphate with barium chloride in the form of their aqueous solution.	1. To study different microorganisms from pond water.
2. To determine the focal length of a concave mirror by attaining image of distant object.	2. To prepare the methane gas in laboratory and study its properties.	2. Identify & draw labeled diagrams of stages of mitosis from prepared slides.
3. To trace the path of ray of light passing through a glass prism and measure the angle of deviation.	3. To determine the %age of oxygen in air.	3. To study bacteria from different sources.

Day-5 (25-7-03)

Chemistry

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

Life processes (Biology)

- Digestive system, or
- Respiratory System

Participation of Teachers

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

Moral values

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

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

Carbon & its compounds (Chemistry)

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

Our Environment (Biology)

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

Science Kit

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

Valedictory

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

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

Contents for High Science Seminar (Medical Group) Year 2003-04

(21-7-03 to 1-8-03)

Day-1 (21.7.03)

Registration

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

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

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

Inauguration

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

Assignment

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

Pre-Test

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

Practical

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

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

Discussion

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

Day-2 (22-7-03)

Matter-Nature & behavior (Chemistry)

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

Diversity in living World (Biology)

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

Force (Physics)

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

Library

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

Practical

- Groups of seminarians will be inter-changed.

Day-3 (23-7-03)

Periodic Table (Chemistry)

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

Biology

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

Measurement, units & motion (Physics)

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

Basic Algebraic Concepts (Maths)

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

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

Practical

- Groups of seminarians will be inter-changed.

Day-4 (24.7.03)

Chemistry

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

Sun and Nuclear energy (Physics)

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

Electricity (Physics)

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

Population Education

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

Practicals

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

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

Chemistry

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

Number System (Maths)

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

Participation of Teachers

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

Moral values

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

Practical

- Groups of seminarians will be inter-changed.

Day -6 (28-7-03)

Carbon & its compounds (Chemistry)

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

Physics

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

Light (Physics)

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

Assignments

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

Practical

- Groups of seminarians will be inter-changed.

Day-7 (29--03)

Heat (Physics)

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

Educational Excursion

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

Day-8 (30-7-03)

Physics

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

Electricity (Physics)

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

Basic Geometrical Concepts (Maths).

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

NTSE

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

Practicals

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

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

value of wax.

mount of leguminous root nodules to study bacteria.

Day-9 (31.7.03)

Magnetism (Physics)

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

Chemical bonding (Chemistry)

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

Human Diseases (Biology)

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

Post-Test

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

Practical

- Groups of seminarians will be inter-changed.

Day -10 (1-8-03)

Universe (Physics)

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

Carbon & its compounds (Chemistry)

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

Biology

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

Science Kit

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

Valedictory

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

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

Contents of Middle Maths Seminar (8 days)

Number System (2Pds)

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

Indices, Exponents and Surds (1Pd)

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

Squares and Cubes (1 Pd)

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

Commercial mathematics (5 Pds)

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

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

Algebra (4Pds)

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

Geometry (7 Pds)

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

Mensuration (2 Pds)

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

Statistics (1Pd)

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

Teaching Aids (2Pds)

Contents of High Maths Seminar (10 days)

Algebra (10Pds)

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

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

Mensuration (2Pds)

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

Trigonometry (2Pds)

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

Commercial Maths (5Pds)

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

Statistics (3 Pds)

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

Geometry & Co-ordinate Geo. (9 Pds)

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

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

Teaching Aids (2 Pds)

Note: -

1. Probability and Coordinate Geometry is proposed to be included in Class X for 2004-05

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

Guidelines for Maths Seminar Year 2003-04

Registration

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

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

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

Inauguration

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

Assignment

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

Pre-Test

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

MANAGEMENT OF TEACHER TRAINING

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

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

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

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

CHALLENGES OF EDUCATIONAL SCENARIOS

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

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

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

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

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

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

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

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

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

IMPROVEMENT OF SCIENCE ED

TIME-TABLE FOR MIDDLE SCIENCE SEMINAR
 VENUE: SISE, PB, CHANDIGARH & INSERVICE

Day	9:30 to 10:15	10:15 to 11:00	11:00 to 11:15	11:15 to 12:00	
1	Registration	Inauguration	T e a	Assignment	Li
2	Element, compound & mixture	Health and Diseases		Work & Energy	Pre
3	Heat and Flow of Heat	Nature of matter & separation of substances		Micro-organisms	Me va
4	Useful Plants and Animals	Light and its projections		Rocks, Minerals & Metals	Ed ex
5	Acid, Base & Salt	Conservation of natural resources		Sound	Pa of
6	Magnetism	Carbon and its compounds		Our Environment	Fi (O. pro
7	Animal Systems	Electricity		Man-made Materials	Post
8	Chemistry according to choice of seminarians	Biology according to choice of seminarians		Physics according to choice of seminarians	Science

HIGH MATHS SEMINAR (8 DAYS)

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

IMPROVEMENT OF SCIENCE EDUCATION SCHEME

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

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

Day	9:30 to 10:15	10:15 to 11:00	11:15 to 12:00	12:00 to 12:45	1:30 to 3:30	3:30 to 4:30	
1	Registration	Inauguration	Assignment	Pre-test	Practical of Phy, Chem, Bio acc to syllabus	Discussion regarding problems faced by teachers & Teachers' presentation	
2	Matter-Nature & Behaviour (che)	Diversity in living world (bio)	Force (phy)	Library	as above		
3	Periodic Table (che)	Biology acc to choice of seminarians	Measurement, units & motion (phy)	Basic Algebraic Concepts (maths)	as above		
4	Chemistry acc to choice of seminarians	Sun & Nuclear Energy (phy)	Electricity (ohy)	Population Education	as above		
5	Chemistry acc to choice of seminarians	Number System (maths)	Participation by teachers	Moral Values	as above		
6	Carbon & its Compounds	Physics acc to choice of seminarians	Light (phy)	Assignments	as above		
7	Heat (Phy)	Educational Excursion	Educational Excursion		Educational Excursion		
8	Physics acc to choice of seminarians	Electricity (phy)	Basic Geometrical Concepts (maths)	NTSE	Practical of Phy, Chem, Bio acc to syllabus		
9	Magnetism (phy)	Chemical Bonding (che)	Human Diseases (bio)	Post-test	as above		
10	Universe(phy)	Carbon & its Compounds	Biology acc to choice of seminarians	Science Kit	Valedictory & TA/DA disbursement		

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IMPROVEMENT OF SCIENCE EDUCATION SCHEME							
TIME-TABLE FOR HIGH SCIENCE SEMINAR (NON-MEDICAL GP.) YR. 2003-4 (5.5.30 TO 14.5.03)							
VENUE: SISE,PB, CHANDIGARH & INSERVICE TRAINING CENTRES OF PUNJAB							
Day	9:30 to 10:15	10:15 to 11:00		11:15 to 12:00	12:00 to 12:45		1:30 to 3:30 3:30 to 4:30
1	Registration	Inauguration		Assignment	Pre-test		Practical of Phy. Chem. Bio acc to syllabus
2	Matter-Nature & Behaviour (che)	Cell & Cell Structure (bio)		Diversity in living world (bio)	Library		as above
3	Periodic Table (che)	Human Diseases (bio)		Human Diseases (bio)	Construction & Theorems in Geometry (maths)		as above
4	Chemical Bonding (che)	Sun & Nuclear Energy (phy)		Biology acc to choice of Seminararians	Population Education		as above
5	Chemistry acc to choice of seminararians	Life Processes (bio)	T E A	Participation by teachers	Moral Values	L U N C H	as above
6	Chemistry acc to choice of seminararians	Physics acc to choice of seminararians		Life processes (bio)	Assignments		as above
7	Heredity (bio)	Educational Excursion		Educational Excursion			Educational Excursion
8	Evolution (bio)	Physics acc to choice of seminararians		Biology acc to choice of Seminararians	NTSE		Practical of Phy, Chem, Bio acc to syllabus
9	Magnetism (phy)	Carbon & its Compounds (che)		Sustainable Agriculture (bio)	Post-test		as above
10	Electricity (phy)	Carbon & its Compounds (che)		Our Environment (bio)	Science Kit		Valedictory & T/A/D/A disbursement

Material Prepared for SSA

Sarva Shiksha Abhiyan

Title/Description	Objective	Language	Source material	Circulation	No of Item
Teacher Training					
ਆਪਣੇ ਕੌਮੀ ਚਿੰਨ੍ਹ ਅਤੇ ਕੌਮੀ ਏਕਤਾ Our National Symbols and National Integration	Teacher Training	Punjabi	NCERT	School level	1
ਜਨਸੰਚਾਰ ਸਾਧਨ ਅਤੇ ਕੌਮਾਂਤਰੀ ਸਮਝ Communication Media and Understanding	Teacher Training	Punjabi	NCERT	Cluster level/Block level/ Distt level/Diets/ In-Service Training Centre	1
ਸਹਾਇਕ ਸਾਧਨਾਂ ਦੀ ਤਤਕਾਲੀ ਸਿਰਜਣਾ Improvising Teaching-Aids	Teacher Training	Punjabi	NCERT	Block level	1
ਸਿੱਖਿਆਰਥੀ ਮੁੱਖੀ ਪਹੁੰਚ Learner-centred Approach	Teacher Training	Punjabi	NCERT	Block level	1
ਵਿਦਿਆਰਥੀਆਂ ਵਿਚ ਘੋਖਣ ਦੀ ਆਦਤ ਪਾਉਣਾ Developing Inquiry skills in students.	Teacher Training	Punjabi	NCERT	Block level	1
ਕਦਰਾਂ ਕੀਮਤਾਂ ਵੱਲ ਸੋਧਤ ਸਿੱਖਿਆ Values oriented Education	Teacher Training	Punjabi	NCERT	Block level	1
ਨੈਤਿਕ ਸਿੱਖਿਆ -ਸੰਚਾਰ ਅਤੇ ਮੁੱਲਾਂਕਣ Moral Education : communication and Evaluation	Teacher Training	Punjabi	SSA, Punjab	School level	1
ਵਾਤਾਵਰਣ, ਸਕੂਲ ਅਤੇ ਬੱਚਿਆਂ ਦੀ ਸਫ਼ਾਈ Environment, School and children cleanliness	Teacher Training	Punjabi	SSA, Punjab	School level	1
ਪ੍ਰੇਰਣਾ (ਕੁਬਲਤਾਵਾਂ ਲਈ ਪ੍ਰੇਰਕ ਸ਼ਕਤੀ) Motivational Skills & Self Motivation	Teacher Training	Punjabi/English	SSA, Punjab	School level	1
ਵਾਤਾਵਰਣ ਅਧਿਐਨ -ਅਧਿਆਪਕ ਅਗਵਾਈ ਪੁਸਤਕ Environment Care - a teachers /-manual	Teacher Training	Punjabi	NCERT	Manual/School Level	1
ਸਕੂਲ ਮੁਖੀ -ਇਕ ਕੁਦਰਤੀ ਲੀਡਰ Leadership skills	Teacher Training	Punjabi	SSA, Punjab	Manual School Level	1
ਸੰਚਾਰ ਕੁਬਲਤਾ Communication Skills	Teacher Training	Punjabi/English	SSA, Punjab	School level	1
ਸਫਲ ਸਕੂਲ ਮੁਖੀ A proficient School Head	Teacher Training	Punjabi/English	SSA, Punjab	School level	1
ਸਿੱਖਣ ਵਿਚ ਸਮੱਸਿਆਵਾਂ ਵਾਲੇ ਬੱਚੇ : ਉਨ੍ਹਾਂ ਦੀਆਂ ਸਿੱਖਿਆ ਲੋੜਾਂ Children with learning problems: Their Educational Needs	IED/Teacher Training	Punjabi	NCERT	School level/ Manual	1
ਸਰੀਰਕ ਅਤੇ ਮਾਨਸਿਕ ਚੁਣੌਤੀਆਂ ਵਾਲੇ ਬੱਚਿਆਂ ਦੀਆਂ ਵਿਸ਼ੇਸ਼ ਸਿੱਖਿਆ ਲੋੜਾਂ Special Educational needs of physically and mentally challenged children	IED/Teacher Training	Punjabi	NCERT	School level/ Manual	1
ਸੁਣਨ ਦੇ ਵਿਕਾਰ ਅਤੇ ਭਾਸ਼ਾ ਵਿਕਾਸ Hearing Impaired and Language Development	IED/Teacher Training	Punjabi	NCERT	School level/ Manual	1
ਸਿੱਖਿਆ ਅੰਕੜਿਆਂ ਦਾ ਮਿਆਰੀਕਰਨ Updation of Educational Data	School Planning and management	Punjabi	NIEPA	District Block	1
ਸਿੱਖਿਆ ਯੋਜਨਾਵਾਂ ਲਾਗੂ ਕਰਨ ਲਈ ਯੋਜਨਾਬੰਦੀ Planning for implementation	School Planning and Mangament	Punjabi	NIEPA	Cluster level/Block level/ Distt level/Diets/ In-Service Training Centre	1
ਸਿੱਖਿਆ ਵਿਕਾਸ ਦੇ ਸੰਕੇਤਕ ਭਵਿੱਖੀ ਸਕੂਲੀ ਦਾਖਲੇ: ਅਧਿਆਪਕ ਅਨੁਮਾਨ Indicators of Educational Development. Future School, School Enrolments: Teacher Projection	Planning management	Punjabi	NIEPA	Cluster level/Block level/ Distt level/Diets/ In-Service Training Centre	1

Sarva Shiksha Abhiyan

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

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

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

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

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

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

