SARVA SHIKSHA ABHIYAN

DISTRICT ELEMENTARY EDUCATION PLAN

EDUCATION FOR ALL

Annual Work Plan
2003-2004

District

GURDASPUR

ਸਰਵ ਸਿੱਖਿਆ ਅਭਿਆਨ

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 measurables learning outcomes are achieved by all.*

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

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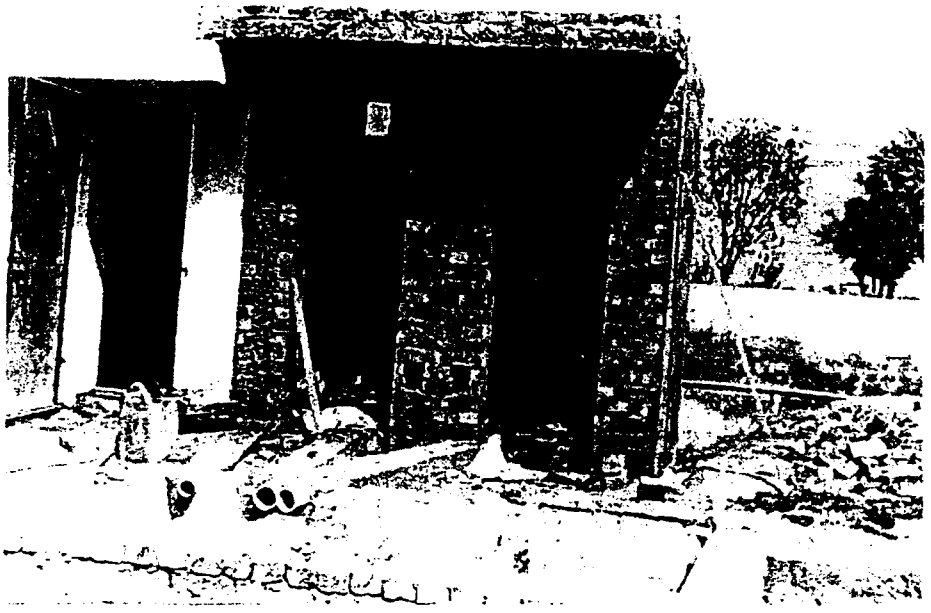
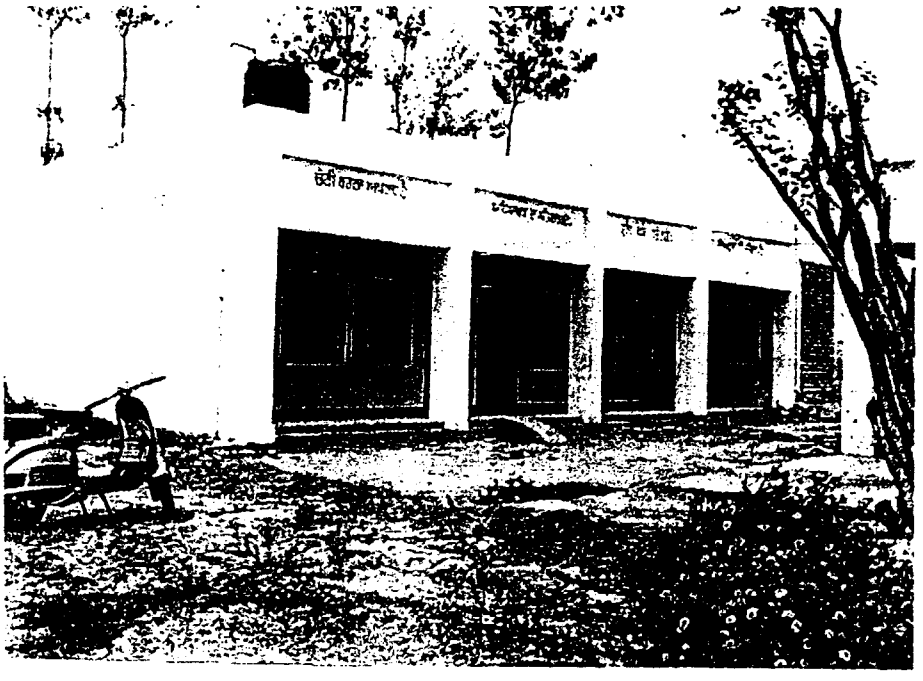
SSA through Pictures



Govt. Elementary School Jagatpur
Block Dina Nagar
Distt. Gurdaspur



Govt. Elementary School Sallowal
Block Batala-I
Distt. Gurdaspur

District Profile and Statistics

Brief Profile of District Gurdaspur

Location

Gurdaspur is the northern most district of the State. It falls in the Jalandhar Division and is sandwiched between rivers Beas and Ravi. A portion of this district is located beyond river Ravi. It lies between north latitude 31^0–36' and 32^0–34' and east longitude 74^0–56' and 75^0–24' and shares common boundaries with Kathua district of Jammu and Kashmir in the north, Chamba and Kangra district of Himachal Pradesh in the north–east, Hoshiarpur district in the south-east, Kapurthala district in the south, Amritsar district in the south-west and with Pakistan in the north west.

Origin of Name

The district takes its name from the district headquarters town of Gurdaspur founded by one Mahant Guriaji, who originally hailed from village Gurdaspur Bhaian located in Pathankot tehsil. The place took the name from the original village of the Mahant and was made the seat of the district headquarters in the year 1852 due to its central location and good climate.

Area

The district has an area of 3564 sq. km. which ranks 6th for any other district of the state *(Annexure-I)*.

Climate

The climate of the district is somewhat milder than that of the neighbouring districts to the south. The year may be divided into four seasons. The cold season is from November to March. The period from April to June is the summer season. The south-west monsoon season, which follows, continues upto about last week of September. The succeeding period till the beginning of November is the post-monsoon or transitional period. From about the beginning of March, there is steady increase of temperature till June, which is the hottest month. On individual days during the summer, the day temperature in the plains reaches over 44°C. The hilly regions are comparatively cooler. January is generally the coldest month when the minimum temperature on some days may go down below the freezing point of the water in the plains and even lower in the hilly areas. The rainfall in the district is greater in the submountane north-eastern parts during the period from July to September. However, some pre-monsoon showers are experienced in June. The winter rains are experienced during January-February due to western disturbances. During 2000-01, the average rainfall was 1066.7mm in the district *(Annexure-I)*. Occasional fogs occur in the winter season. The dust storms occur in latter part of the summer months, generally May and June.

Topography

A large part of the district is plain but its northern most part in Pathankot tehsil is hilly and situated in the Shivalik Hills. The physiography of the district presents four-fold division: (i) The Hilly Tract; (ii) The Dissected Undulating Plain; (iii) The Flood Plains of the Ravi and the Beas and (iv) The Upland.

i) The Hilly Tract

It covers the north-eastern part of the district and is the continuation of Shivalik Hills. Its elevation varies between 381 metres to 930 metres and constitutes three small but distinct parallel ranges running in north-west to south-east direction: (a) Siali Dhar–Dangahri range, (b) Dhaula Dhar-Nag Dhar range, and (c) Rata Dhar range.

ii) The Dissected Undulating Plain

In the south of the hilly tract there is a tract of about 128 sq. km. which is highly dissected and undulating plain. Its elevation ranges between 305 to 381 metres from sea level. It is traversed by number of choes, which run north-east to south-west direction.

iii) The Floodplains of the Ravi and Beas

These are low lying with slightly uneven topography and are situated along the Ravi and Beas rivers. The floodplain of Ravi is separated from the upland plain by a low scarp of less than 6 metres height and is widest in the upper section, about 9.5 to 13 km. It narrows down in the lower section to about 3 km. The floodplain of the Beas is separated from the upland plain by a steep cliff, varying from about 6 to 31 metres. In the northern section, the stream Chakki makes floodplain of about 9 to 13 km. width, which ultimately merges with the flood plain of the Beas.

iv) The Upland Plain

It covers a large part of the district, particularly in Batala and Gurdaspur tehsils. Its elevation varies from 305 metres in the north-east to 213 metres in the south-west. It is a flat featureless plain and is the most important physiographic unit from the human and economic view points.

Rivers and Drains

There are two main rivers viz. Beas and Ravi, which originate from Himachal Pradesh territory. A brief description of these is given below:

River Beas

This rises from Beas Kund near Rohtang Pass and strikes the border of the Gurdaspur district at Mirthal after traversing the district of Kulu, Mandi and Kangra in Himachal Pradesh. It marks the boundary between Gurdaspur and Hoshiarpur district for 68.8 km. along the south-eastern border of the district. The main channel of the river is broad, dotted with islands and wide pools. The Chakki Khad is the chief tributary of the Beas in Gurdaspur district and merges

into it near Mirthal. The river has been dammed at Pandoh and Pong in Himachal Pradesh, the former diverting its waters into Satluj, whereas the latter makes a reservoir for irrigation and power generation.

River Ravi

It rises in Chamba district of Himachal Pradesh and forms the boundary between the Punjab and the Jammu and Kashmir state for about 40 km. Further, it traverses within the territory of the district for about 26 km. till it reaches Mirzapur, from where again it forms the western boundary of the district and the international boundary between India and Pakistan for a distance of about 58 km. During its course its right bank tributaries rising from Jammu hills are: Ujh, Jaliala Shingarwan and Masto, whereas left bank tributaries are; Naumani and Kiran streams having origin in the depressions of the district. The river is being dammed at Thein 24 km. upstream from Madhopur head works and at Shahpur Kandi to impound and divert its waters for irrigation and power generation.

Chhambs

The district was once renowned for swampy depressions locally known as 'Chhambs'. The important ones are; Kahnuwan Chhamb, which stretches along the Beas river but is appreciably reduced in size due to reclamation; and Keshopur Chhamb, the Kiran stream originates from here. Almost whole of it has been reclaimed. The erstwhile Chhambs of Dhamrai, Narad, Badi-ul-Zaman, Paniar, Bucha Nangal and Naranwali have since been reclaimed. But Magar Mudian and Bhopar Chhambs have survived to this day. The Chhambs are abundant in fish, sanghara and lotus flower variety. These are visited by large number of water fowl during winter. In the olden times these provided good hunting grounds for the kings and the chiefs.

Canals

From river Ravi Upper Bari Doab canal has been taken out at Madhopur headworks. This comprises three main branches viz. Lahore branch, Kasur branch and Sabraon branch. The Upper Bari Doab canal irrigates most of the Upland plain in the district. There is another canal known as Ravi-Beas Link, which is about 19 km. long and was completed in 1954. It diverts Ravi waters into Chakki Khad, which merges into Beas river. Thus surplus waters of river Ravi are taken to Beas river for meeting requirements of the state as also the neighbouring state of Rajasthan.

Present Jurisdiction

On the annexation of Punjab to the British territory in April 1849, a new district of Adinanagar was constituted with Dinanagar as its headquarters at Batala was found too far off. The Adinanagar district included whole of Gurdaspur tehsil, a greater portion of Batala tehsil. Subsequently Batala was considered too much exposed to floods and Gurdaspur was selected as the district headquarters on 1st May, 1852. In 1853 when the boundaries of tehsils

and districts were revised, the district comprised tehsils of Pathankot, Shankargarh (except Chak Andhar), Gurdaspur and Batala. In August 1860 the hills upon, which has the Dalhousie Sanatorium were transferred from the district Kangra. In April 1862, there was further transfer to the district of the strip of hill country lying between the Ravi and Chakki and intervening between Dalhousie and the plains. In 1861, Raja Teja Singh's Jagir was consolidated in the south-west of the Batala tehsil and his headquarters were fixed at that town and a considerable jurisdiction over the Jagir villages was conferred on him with the title of 'Raja of Batala'. A new tehsil was formed at Qadian but on the death of Raja Teja Singh on 2nd December, 1862, the Jagir was resumed and the former tehsil was reconstituted. In April, 1867 the Batala tehsil was transferred to Amritsar but was retransferred to Gurdaspur on 1st April 1869, as the arrangement did not work satisfactorily. On partition of Punjab in 1947, the whole of Shakargarh tehsil was transferred to Sialkot district of Pakistan. In 1960 an agreement was signed between the Governments of India and Pakistan, wherein it was decided that shifting of river's course was not to affect revenue boundaries. It, therefore, resulted in gain and loss of certain chunks of land along river Ravi on its both sides. On 1st November 1966, the pockets of Dalhousie, Baloon and Bakloh, situated well inside the Chamba district of Himachal Pradesh, were transferred out under the Punjab Re-organisation Act, 1966.

Presently the district is sub-divided into 5 tehsils; Pathankot, Gurdaspur Batala, Dhar Kalan and Dera Baba Nanak which constitute 14 town and 1626 villages into 15 Community Development Blocks viz., (1) Bamial, (2) Narot Jaimal Singh, (3) Pathankot, (4) Dhar Kalan (5) Dhariwal, (6) Dinanagar, (7) Gurdaspur, (8) Kahnuwan, (9) Kalanaur; (10) Batala; (11) Dera Baba Nanak, (12) Fatehgarh Churian, (13) Sri Hargobindpur; (14) Qadian, (15) Sujanpur *(Annexure-I)*.

Agriculture

Agriculture provides the single largest source of employment and livelihood as this employed 20.3 percent of cultivations and 14.5 percent agricultural labourers in the district as per 2001 Census. There are two principal crop seasons Kharif and Rabi in the district. Between the two Kharif is more important as it reported 251 thousand hectares area against 242 thousand hectares reported in Rabi crops out of 493 thousand hectares the total cropped area, 449 thousand hectares in under food crops and 44 thousand hectares in under non-food crops.

The area under various major crops during 2000-2001 was: Wheat, 217 thousand hectares, paddy 191 thousand hectares, Maize 13 thousand and Sugarcane 18.2 thousand hectares.

The district has an area of 2659 hectares under various types of fruits, during 2001-2002, which ranks 4th in the state. Among the fruits Mangoes has

The building material such as boulders, shingle, sand, brick earth occur at the same place both in the ephemeral and perennial streams as well as on the hill tops. Brick earth is found throughout the district. Foundry sand is found in village Dharamkot (6.5 km. west of Batala on the Batala-Dera Baba Nanak Road), Khan Fattu (3 km. from Dharamkot) and Bhagwanpur (15 km west of Batala on Batala-Dera Baba Nanak Road), Some deposits are also reported 6 km. from Batala on Batala-Qadian Road and 10 km from Gurdaspur on the Gurdaspur Naushehra Road. Lime stone occurs as boulders and pebbles in the beds in few ephemeral streams in the Dunera area and Chakki Khad. These can sustain cottage-scale lime burning industry in the area. Deep Coloured ochreous clay is reported from the Shivaliks near Dunera. Saltpetre (Shora) is extracted in village Thikriwala, Laming and Pandori of tehsil Gurdaspur and villages Dhawan, Chataurgarh and Badowal in tehsil Batala. The occurrences of Fullers-earth have been reported in Dhar block of tehsil Pathankot.

Communications

A good network of roads, railways and bridges is an essential pre-requisites for the development of any area. There exists a good network of roads and railways in the district except in Narot Jaimal Singh area (Chak Andhar) which is located in the trans-Ravi area. Out of total road length of 3525 Kms. (maintained by PWD, B& R) in 2000-01, 124 Kms. was under National Highways and 3401 Kms. was under Provincial Highways. There were 104 Kms. of roads for every 100 Sq. Kms. of area and 177 Kms. for every one lakh persons. The percentage of villages linked with roads was 98.06 percent i.e. out of 1546 villages, 1516 villages were linked with roads in 2001-2002.

Gurdaspur district falls under the Ferozepur Division of Northern Railway. It is connected with important stations located in and outside the State. The following 5 railway lines pass through this district:

1. Amritsar-Pathankot Section
2. Batala-Qadian Section
3. Amritsar-Dera Baba Nanak Section
4. The Jammu Tawi-Pathankot-Mukerian-Jalandhar City Section
5. The Joginder Nagar-Pathankot Section

Gurdaspur being a border district has a very efficient network of roads; the only exception being of Chak Andhar, the trans–Ravi area. Further, areas forming part of this district and situated in the trans Ravi tract are difficult to approach but are accessible through boats. The district has a number of 289 Post Offices to connect the people *(Annexure-I)*.

Trade and Commerce

Pathankot and Batala are the main centres of trade and commerce in the district. The major items of exports from the district are industrial goods (mainly machine tools and agricultural implements), paddy, sugar, timber,

woolen fabrics etc. The industrial goods are exported from Batala, Dinanagar and Dhariwal, whereas, Pathankot and Dhariwal are the main exporters of timber and woollen textiles, respectively. The major items of imports are salt, coal, iron and steel, cloth, gunny bags etc. the district served as the main supplier to Jammu & Kashmir after partition since the construction of Pathankot-Jammu road and railway line. It also served areas of Himachal Pradesh, especially Kangra valley.

Forestry

The district is important as far as forestry is concerned. It ranks third in forest area in the state with total area of 369 sq. km under forests *(Annexure-I)*, the highest and second highest being of Hoshiarpur (1094 sq. km.) and Rupnagar (515 sq. km.). In terms of percentage, the district has 10.34 per cent of the total forest area in 2001-2002. Out of total forest area 1 sq. Km is reserved, 194 sq. Km. is protected, 18 Sq. Kms is unclassed 156 Km. is private forests. The percentage of total forest to total area is 10.34 percent.

The small scale wood based industries like pawa making, tonga and rickshaw frames, sports goods, tanning, packing cases, takhtis, cots, furniture, charcoal etc. depend upon local as well as outside forests for the supply of wood. Other minor products are: kana, grasses, mango fruit, leaves of mulberry, medicinal plants etc.

Medical and Public Health

In 2002, there were 188 Medical institutions out of which 180 were in rural areas and 8 were is urban areas. Further out of total medical institutions 14 were Hospitals (6 rural, 8 urban), 46 P, H, Cs. (45 rural, 1 urban), 128 Dispensaries (115 rural, 13 urban) and 7 Hospitals/CHC, CHC, CHC/PHC (4 rural, 3 urban). Besides, there were 52 Ayurvedic, 3 Unani and 7 Homoeopathic Institutions in the district *(Annexure-I)*.

During 2002, the number villages identified, as water scarcity villages was 1064. Out of which in 418 villages water supply schemes have been commissioned and 646 villages are still remaining where water supply schemes to be initiated.

Education

Uptill the annexation of Punjab in 1849, the system of education was same as during the Muslim rule. There were Maktabs, Quran schools, Madrasas, Chatshalas, Pathshalas, Lande/Mahajani/Sarafi schools and Gurmukhi schools where Maulvis, Pandits and Granthis taught persian, arabic, sanskrit and gurmukhi. These schools were generally located in the mosques, dharmshalas, gurdwaras and deras etc.

The modern day education has a beginning with the opening of first Vernacular Middle School at Gurdaspur in 1856. It was followed by an anglo-

Vernacular Middle School at Batala in 1860. Besides government, Christian Missionary Organisation, Arya Samaj, Sanatan Dharam, Singh Sabha, Ahmadiyas opened number of Anglo Vernacular Schools, where Urdu and English was taught. The teaching in Gurmukhi and Dev Nagri characters was, however, restricted mostly for girls. The Ahmediyas opened a school at Qadian named Talim-ul-Islam High School. Inspite of efforts by various organisations and the State Govt. the district remained educationally backward, but good progress has been made since partition due to various measures undertaken by the government.

In 1947-48, there were 297 schools in the district, out of which 240 were for boys and 57 were for girls. Besides there were two colleges one at Batala (Baring Union Christian College) and the other at Qadian (Sikh National College). The first one was started at Batala as Intermediate College, whereas the second one shifted from Lahore. Much progress has been made in the field of education since then.

During 2002, there were 16 Arts, Science, Commerce and Home Science Colleges (9 boys, 7 girls), 1 Engineering, Technology and Architecture Colleges (1 boys), 1 Teacher Training Colleges (1 boys), 152 senior secondary school (141 boys, 11 girls), 184 High Schools (170 boys, 14 girls), 254 Middle School (250 boys, 4 girls), 1736 primary Schools (1697 boys, 39 girls), 1 Elementary Teachers Training School (1 boys), 1 Polytechnic Institution (1 boy) and 11 Technical Industrial Art Craft School (6 boys, 5 girls) *(Annexure-III to XIV)*.

The literacy rate for the district, during 2002, was 74.19(Rural 70.96 percent Urban 83.43 percent) 80.44 percent for males (Rural 77.70 percent and Urban 88.16 percent) and 67.31 percent for females (Rural 63.58 percent and Urban 78.11 percent) *(Annexure-XI)*.

Occupation

Gurdaspur is mainly an agricultural district as majority of its population is living in rural areas. The percentage of rural population was 74.54 in 2002 *(Annexure-I)*. There were 20.3 percent cultivators (22.7 percent male, 9.6 percent female) and 14.5 percent Agricultural laboures (14.4 percent male, 15.2 percent female). The main workers in the district were 27.1 percent (45.5 percent, male and 6.4 percent female). Further, 26.6 percent main workers were rural and 28.6 percent were urban.

Annexure - I

District Gurdaspur Primary Statistics		
S.NO	**ITEM**	
1	Area	3564sq.km.
	Tehsils	5
	Sub-Tehsils	10
	Blocks	15
	Towns	14
	Inhabited villages	1626
2	**Population (2002)**	
	Total population	2,096,889
	Rural population	1,563,069
	Percentage to total Population	74.54%
	Urban population	533,820
	Percentage to total Population	25.46%
	Density	588 per sq.km.
	Literate and educated persons	1354830
	Literacy	74.19%
	Female per 1000 male	888
	Total Workers	702056
	Main Workers	568198
	Marginal Workers	133858
	Non- Workers	1397093
	Break up of Main Workers	
	I) Cultivators	142767
	II) Agriculture Labourer	101959
	III) Manufacturing, Processing,servicing and Repairs in Household Industry	31547
	IV) Other Services	425783
3	**Local Bodies(2001-2002)**	
	I) Zila Parishads	1
	II) Municipal Committees	10
4	**Climate**	
	Average Rainfall	1066.7 mm.
5	**Agriculture (2001-2002)**	
	Net Area Sown	292000hect.
	Area Sown more than once	208000hect.
6	**Irrigation (2001-2002)**	
	Net Area Irrigated by:	
	Govt. Canals	19500 hect.
	Wells/Tubewells	198400 hect.
	Total	217900 hect.
	Percentageof Net Area Irrigated to net Area Sown	74.70%
	Gross Area Irrigated	419500 hect.
	Percentage of Gross Irrigated Area to Gross Cropped Area	83.9%
7	**Animal Husbandry (2001-2002)**	
	Veterinary Hospitals	127
	Permanent Outlaying Dispensaries & Insemination Units	107
	Area Stocked with fish	313 hect.
	Total Live Stock (Live Stock Census 1997)	705200
	Total Poultry (Live Stock Census 1997)	1389900
8	**Energy (2001-2002)**	
	Consumption of Electricity	871.61 million kwh
9	**Forest (2001-2002)**	
	Area under State Forests	213sq.km.
	Area under Private Forests	156sq.km.
	Total area under Forests	369 sq.km.
10	**Industries (2001-2002)**	
	Regd. Working Factories	732
11	**Medical and Health (2002-2003)**	
	Hospitals	14
	Dispensaries	128
	P.H.Cs.	46
	Ayurvedic and Unani Institution	55 (52+3)
	Homoeopathic Institutions	7
	Beds installed in Medical institutions (Allopathy)	1579
12	**Co-operation (2001-2002)**	
	Co-operative Societies	2188
	Primary Agricultural Credit Societies	294
13	**Banking (2001-2002)**	
	Scheduled Banks & Cooperative Banks	218
14	**Miscellaneous(2001-2002)**	
	Post Offices	289
	Police-Stations/ Police Posts	24 (14+10)

Source : Statistical Abstract of Punjab

Annexure - II

District: Gurdaspur Demograhic Profile		
	1991	2001
Population-Total	1757808	2096889
Male	923912	1110406
Female	833896	986483
Rural	1371396	1563069
Male	720046	824630
Female	651350	738439
Urban	386412	533820
Male	203866	285776
Female	182546	248044
Sex Ratio-Total	903	888
Rural	905	895
Urban	895	868
No. of Literates	908161	1354830
Male	535533	770449
Female	372628	584381
Rural	667345	959466
Male	398106	549088
Female	269239	410378
Urban	240816	395364
Male	137427	221361
Female	103389	174003
0-6 Population-Total	288919	270849
Male	153831	152584
Female	135088	118265
Rural	229317	210910
Male	121920	117911
Female	107397	92999
Urban	59602	59939
Male	31911	34673
Female	27691	25266
SC Total-1991	434306	N/A
Male	230068	N/A
Female	204238	N/A
Rural	347822	N/A
Male	184166	N/A
Female	163656	N/A
Urban	86484	N/A
Male	45902	N/A
Female	40582	N/A
Projection 2002- Total	2134174	

Source : Statistical Abstract of Punjab

Annexure -III

District Gurdaspur

No. of Recognised Instituitions

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.	9	7	16	43.75	9	7	16	43.75	9	7	16	43.75	9	7	16	43.75
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)																
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	94	14	108	12.96	94	14	108	12.96	95	14	109	12.84	141	11	152	7.24
High Schools	167	14	181	7.73	166	14	180	7.78	169	14	183	7.65	170	14	184	7.61
Middle Schools	242	9	251	3.59	241	10	251	3.98	241	10	251	3.98	250	4	254	1.57
Primary Schools	1381	24	1405	1.71	1697	39	1736	2.25	1697	39	1736	2.25	1697	39	1736	2.25
Pre-Primary Schools																
Elementary Teacher's Training Schools	1		1	0.00	1		1	0.00	1		1	0.00	1		1	0.00
Polytechnic Institutions	1		1	0.00	1		1	0.00	1		1	0.00	1		1	0.00
Technical Industrial Art Craft Schools	6	5	11	45.45	6	5	11	45.45	6	5	11	45.45	6	5	11	45.45

Source : Statistical Abstract of Punjab

(1) These figures relate to the State Statistical Abstract and are not in comfirmity 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 - IV

District Gurdaspur

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.	272	252	524	48.09	273	256	529	48.39	273	258	531	48.59	281	278	559	49.73
Engineering, Technology and Architecture Colleges.	43	9	52	17.31	48	8	56	14.29	48	7	55	12.73	53	9	62	14.52
Medical Colleges (Allopathic Only)																
Teacher's Training College (B.ed.)	2	7	9	77.78	1	7	8	87.50	1	7	8	87.50	1	7	8	87.50
Senior Secondary Schools	1538	1458	2996	48.66	1592	1442	3034	47.53	1587	1586	3173	49.98	1979	1882	3861	48.74
High Schools	1352	1166	2518	46.31	1325	1315	2640	49.81	1307	1429	2736	52.23	1199	1456	2665	54.63
Middle Schools	841	762	1603	47.54	762	723	1485	48.69	811	750	1561	48.05	706	669	1375	48.65
Primary Schools	2273	2811	5084	55.29	2672	4037	6709	60.17	2583	3947	6530	60.44	2874	4049	6927	58.45
Pre-Primary Schools																
Elementary Teacher's Training Schools	16	6	22	27.27	16	6	22	27.27	16	6	22	27.27	16	6	22	27.27
Polytechnic Institutions	50	2	52	3.85	50	2	52	3.85	48	5	53	9.43	48	5	53	9.43
Technical Industrial Art Craft Schools	160	48	208	23.08	162	48	210	22.86	163	49	212	23.11	163	51	214	23.83

Source: Statistical Abstract of Punjab

(1) These figures relate to the State Statistical Abstract and are not in comfirmity 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 - V

District Gurdaspur

No. of Students in 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.													21	22	43	51.16
M. Phil.													14	28	42	66.67
M.A.	60	154	214	71.96	37	203	240	84.58	37	241	278	86.69	60	241	301	80.07
M.Sc.																
M.Com.	7	23	30	76.67					21	36	57		12	43	55	78.18
B.A / B.A. (HONS.)	3888	5979	9867	60.60	4035	6406	10441	61.35	4230	6951	11181	62.17	4098	7166	11264	63.62
B.Sc./ B.Sc. (HONS.)	840	945	1785	52.94	794	1005	1799	55.86	1009	1105	2114	52.27	1159	1123	2282	49.21
B.Com./ B.Com. (HONS.)	833	578	1411	40.96	762	725	1487	48.76	724	603	1327	45.44	719	551	1270	43.39
B.E./ B.Sc. (Eng.) / B.Arch. / B. Tech.	663	132	795	16.60	808	193	1001	19.28	799	208	1007		834	208	1042	19.96
M. B. B. S																
B. Ed.	23	37	60	61.67	19	41	60	68.33	27	33	60		31	29	60	48.33
Senior Secondary School	51618	46316	97934	47.29	45536	40244	85780	46.92	47472	43924	91396	48.06	57268	50170	107438	46.70
High School	48292	36197	84489	42.84	40641	35526	76167	46.64	42387	35526	77913	45.60	36609	31074	67687	45.91
Middle School	12309	12865	25174	51.10	12946	13210	26156	50.50	13502	13627	27129	50.23	11245	10666	21911	48.68
Primary School	100850	97727	198577	49.21	102577	96828	199405	48.56	104628	98764	203392	48.56	106787	100827	207614	48.56
Pre - Primary School																
Elementary Teacher's Training School J.B.T.	101	102	203	50.25	103	100	203	49.26	103	100	203	49.26	103	100	203	49.26
Polytechnic Institutions	533	41	574	7.14	533	44	577	7.63	534	34	568	5.99	534	34	568	5.99
Technical Industrial Art and Craft School	1630	645	2275	28.35	1708	620	2328	26.63	1717	616	2333	26.40	1736	612	2348	26.06

Source : Statistical Abstract of Punjab

(1) These figures relate to the State Statistical Abstract and are not in comfirmity 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 - VI

District Gurdaspur

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.	6	24	30	14.02	6	26	32	13.33	3	25	28	10.07	12	34	46	15.28
M.Sc.																
M.Com.																
B.A / B.A. (HONS.)	612	662	1274	12.91	647	735	1382	13.24	712	604	1316	11.77	663	838	1501	13.33
B.Sc./ B.Sc. (HONS.)	101	76	177	9.92	95	70	165	9.17	87	54	141	6.67	201	205	406	17.79
B.Com./ B.Com. (HONS.)	66	39	105	7.44	59	37	96	6.46	45	26	71	5.35	80	41	121	9.53
B.E./ B.Sc. (Eng.) / B.Arch. / B. Tech.	110	15	125	15.72	129	31	160	15.98	141	39	180	17.87	150	41	191	18.33
M. B. B. S																
B. Ed.	4	5	9	15.00	7	8	15	25.00	5	7	12	20.00	6	7	13	21.67
Senior Secondary School	11842	10346	22188	22.66	10924	9550	20474	23.87	9958	9989	19947	21.82	14408	12081	26489	24.66
High School	10421	8420	18841	22.30	9804	7526	17330	22.75	10429	8023	18452	23.68	7508	6889	14397	21.27
Middle School	3808	4043	7911	31.43	3712	3823	7535	28.81	4099	4475	8574	31.60	3674	3699	7373	33.65
Primary School	34995	34862	69857	35.18	36909	35053	71962	36.09	38258	35153	73411	36.09	39028	35871	74899	36.08
Pre - Primary School																
Elementary Teacher's Training School J.B.T.	24	25	49	24.14	30	25	55	27.09	30	25	55	27.09	30	25	55	27.09
Polytechnic Institutions	132	7	139	24.22	190	10	200	34.66	196	7	203	35.74	198	10	208	36.62
Technical Industrial Art and Craft School	409	139	548	24.09	412	120	532	22.85	418	136	554	23.75	421	139	560	23.85

Source: Statistical Abstract of Punjab

(1) These figures relate to the State Statistical Abstract and are not in comfirmity 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 Gurdaspur												
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	74098	70894	144992	121456	111795	233251	124301	113379	237680	41146	37531	78677
Middle	33328	33046	66374	47806	44981	92787	46431	43619	90050	19088	14328	33416
Elementary	107426	103940	211366	169262	156776	326038	170732	156998	327730	60234	51859	112093
High School	17760	15971	33731	26636	24236	50872	27864	23975	51839	9799	5840	15639
Sr. Secondary	8469	7425	15894	12091	10829	22920	13313	11764	25077	3562	2516	6078
Secondary	26229	23396	49625	38727	35065	73792	41177	35739	76916	13361	8356	21717
Total (I-XII)	**133655**	**127336**	**260991**	**207989**	**191841**	**399830**	**211909**	**192737**	**404646**	**73595**	**60215**	**133810**

Source : Statistical Abstract of Punjab

Annexure - VIII

District Gurdaspur						
Enrolment by Department						
1999	State Government Schools			Total Enrolment (Recognised Schools)		
	Male	Female	Total	Male	Female	Total
Primary	72787	69588	142375	118444	108587	227031
Middle	34210	33375	67585	47240	44622	91862
Elementary	106997	102963	209960	165684	153209	318893
High School	17941	16155	34096	26169	23777	49946
Sr. Secondary	5658	5760	11418	9847	8822	18669
Secondary	23599	21915	45514	36016	32599	68615
Total (I-XII)	**130596**	**124878**	**255474**	**201700**	**185808**	**387508**

Source : Statistical Abstract of Punjab

Annexure - IX

District Gurdaspur						
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	93505	74916	168421	78.33	78.74	78.51
Middle	46532	39876	86408	77.24	77.91	77.55

Statistical Abstract

Annexure - X

District Gurdaspur			
Literacy Percentage of the Scheduled Castes and Non-Scheduled Castes (1991)			
	Population	**No. of Literates**	**Literacy Percentage**
Total (SC+Non SC)	1757808	908161	51.66
Male	923912	535533	57.96
Female	833896	372628	44.68
Scheduled Caste Population			
Total	434306	169183	38.95
Male	230068	107268	46.62
Female	204238	61915	30.31
Non-Scheduled Caste Population			
Total	1323502	738978	55.83
Male	693844	428265	61.72
Female	629658	310713	49.35

Source : Census of Punjab, 1991

Annexure - XI

District : Gurdaspur

Literacy rates by residence and sex- 2001

Tehsil Code	Tehsil	Literacy Rate								
		Total			Rural			Urban		
		Person	Male	Female	Person	Male	Female	Person	Male	Female
005	Dhar Kalan	74.85	81.90	66.64	74.85	81.90	66.64	-	-	-
002	Pathankot	80.70	87.00	73.45	77.59	84.54	69.62	85.81	91.01	79.77
001	Gurdaspur	72.34	78.62	65.60	69.95	76.55	62.89	84.14	88.65	79.17
003	Batala	71.05	76.67	64.94	66.83	73.03	60.14	80.22	84.49	75.50
004	Dera Baba Nanak	69.99	77.73	61.35	68.91	76.90	59.97	85.11	89.63	80.29
06	**District**	**74.19**	**80.44**	**67.31**	**70.96**	**77.70**	**63.58**	**83.43**	**88.16**	**78.11**
	State	**69.95**	**75.63**	**63.55**	**65.16**	**71.70**	**57.91**	**79.13**	**82.97**	**74.63**

Census Data

Annexure XII

District Gurdaspur						
Projected School age population						
Year	6-10			11-13		
	Boys	Girls	Total	Boys	Girls	Total
1999	121510	106926	228436	70507	62309	132816
2000	122805	107789	230594	70162	62222	132384
2001	122701	97661	220362	68846	60176	129022
2006	105545	95966	201511	75685	65933	141618
2011	103387	94930	198317	59288	54714	114002
2016	106494	97778	204272	63172	57907	121079

Source : RGI Estimates

Annexure -XIII

District Gurdaspur							
Dropout Rate							
Level	Level	Total			SC		
		Male	Female	Total	Male	Female	Total
Primary	1999	11.93	16.04	14.07	33.70	28.71	31.07
	2000	16.82	10.96	13.89	33.0	28.63	30.99
Middle	1999	16.30	19.27	17.74	36.69	33.59	35.25
	2000	24.95	22.82	23.91	41.64	38.53	40.21

Family Survey 2002

Annexure - XIV

District Gurdaspur						
Gross Enrolment Ratio (2001-2002)						
	Gross Enrolment Ratio			Gross Enrolment Ratio for SC		
	Male	**Female**	**Total**	**Male**	**Female**	**Total**
Primary	111.29	111.42	111.35	110.96	111.46	111.20
Middle	98.19	96.33	97.33	95.82	93.63	94.78
High	94.21	90.82	92.33	87.27	81.08	84.34
SR.Sec	67.51	68.00	67.73	48.95	47.13	48.12

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*
6	GURDASPUR	Bamyal	64.74	32.35	2.15	0.76	100.00
		Batala	59.83	38.82	0.93	0.42	100.00
		Dera Baba Nanak	59.47	38.50	1.93	0.10	100.00
		Dhar Kalan	53.85	43.46	2.33	0.35	100.00
		Dhariwal	60.90	37.02	1.59	0.49	100.00
		Dina Nagar	60.06	37.87	1.27	0.79	100.00
		Fatehgarh Churian	61.20	37.34	0.90	0.56	100.00
		Gurdaspur	65.77	32.89	1.01	0.33	100.00
		Kahnuwan	58.60	36.36	4.47	0.57	100.00
		Kalanaur	61.50	36.54	1.37	0.59	100.00
		Narot Jaimal Singh	60.20	37.87	1.74	0.18	100.00
		Pathankot	64.23	33.04	2.46	0.28	100.00
		Quadian	58.53	40.51	0.66	0.30	100.00
		Sri Hargobindpur	63.23	28.46	5.28	3.04	100.00
District Total			**61.06**	**36.27**	**2.03**	**0.64**	**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/I/1 was complied at village/ward level on the following parameters.

I. Total (3-19) Population

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

II. School going Children

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

III. Out of School/child labour

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

IV. Mentally/physically challenged

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

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

Reports

1. Total children attending school (classwise)
   - 1.1 Class wise/Genderwise/Casteswise
   - 1.2 Class wise/Genderwise/Casteswise/State Govt. Schools
   - 1.3 Class wise/Genderwise/Casteswise/Non-State Govt. Schools
   - 1.4 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 - 06 - GURDASPUR

Sarav Sikhiya Abhiyan, Punjab

Family Survey 2002

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

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

Class ↓	School Going Children - Total			School Going Children - S.C.			School Going Children - B.C.		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	38263	27800	66063	11269	8967	20236	8336	6584	14920
Pre Primary Total	**38263**	**27800**	**66063**	**11269**	**8967**	**20236**	**8336**	**6584**	**14920**
I	30618	23168	53786	9741	8305	18046	6918	5165	12083
II	23081	18542	41623	7483	6488	13971	5058	4060	9118
III	21629	17433	39062	7170	6410	13580	4939	4025	8964
IV	22509	17949	40458	7238	6250	13488	5043	3932	8975
V	21535	18055	39590	6526	5927	12453	4889	4047	8936
Primary Total	**119372**	**95147**	**214519**	**38158**	**33380**	**71538**	**26847**	**21229**	**48076**
VI	20319	17385	37704	6318	5370	11688	4385	3727	8112
VII	19397	16566	35963	5707	5152	10859	4162	3550	7712
VIII	20528	17229	37757	5685	5105	10790	4438	3689	8127
Midlle Total	**60244**	**51180**	**111424**	**17710**	**15627**	**33337**	**12985**	**10966**	**23951**
IX	14786	13036	27822	4002	3605	7607	3342	2767	6109
X	18192	14602	32794	4863	3808	8671	3804	3175	6979
Secondary Total	**32978**	**27638**	**60616**	**8865**	**7413**	**16278**	**7146**	**5942**	**13088**
XI	8200	6792	14992	1738	1432	3170	1760	1490	3250
XII	8254	7434	15688	1630	1312	2942	1737	1569	3306
Sr. Secondary Total	**16454**	**14226**	**30680**	**3368**	**2744**	**6112**	**3497**	**3059**	**6556**
Technical Education	1203	1355	2558	208	232	440	245	249	494
Technical Education Total	**1203**	**1355**	**2558**	**208**	**232**	**440**	**245**	**249**	**494**

Family Survey 2002

Report : 01

Year : 2001-2002

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

Age ↓	School Going Children - Total			School Going Children - S.C.			School Going Children - B.C.		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	8808	6584	15392	2559	2151	4710	1915	1576	3491
4	14692	10735	25427	4256	3413	7669	3158	2496	5654
5	18111	13078	31189	5444	4383	9827	4059	3042	7101
Sub Total	**41611**	**30397**	**72008**	**12259**	**9947**	**22206**	**9132**	**7114**	**16246**
6	21323	16485	37808	6762	5921	12683	4851	3743	8594
7	19496	15637	35133	6274	5506	11780	4275	3484	7759
8	21930	17580	39510	7116	6027	13143	4993	3864	8857
9	20089	16024	36113	6410	5670	12080	4477	3633	8110
10	23320	18765	42085	7348	6413	13761	5368	4288	9656
Sub Total	**106158**	**84491**	**190649**	**33910**	**29537**	**63447**	**23964**	**19012**	**42976**
11	19357	16581	35938	5890	5141	11031	4136	3550	7686
12	20760	17562	38322	6227	5497	11724	4531	3814	8345
13	19459	17038	36497	5521	5142	10663	4105	3517	7622
Sub Total	**59576**	**51181**	**110757**	**17638**	**15780**	**33418**	**12772**	**10881**	**23653**
14	18421	15662	34083	5166	4509	9675	4105	3314	7419
15	13808	11811	25619	3616	3155	6771	2916	2515	5431
Sub Total	**32229**	**27473**	**59702**	**8782**	**7664**	**16446**	**7021**	**5829**	**12850**
16	11950	9825	21775	3152	2521	5673	2636	2253	4889
17	8440	7043	15483	2015	1548	3563	1763	1466	3229
Sub Total	**20390**	**16868**	**37258**	**5167**	**4069**	**9236**	**4399**	**3719**	**8118**
18	6548	5239	11787	1427	1029	2456	1331	1064	2395
19	2002	1697	3699	395	337	732	437	410	847
Sub Total	**8550**	**6936**	**15486**	**1822**	**1366**	**3188**	**1768**	**1474**	**3242**
Grand Total	**268514**	**217346**	**485860**	**79578**	**68363**	**147941**	**59056**	**48029**	**107085**

District - 06 - GURDASPUR

Sarav Shiksha Abhiyan, Punjab
Family Survey 2002

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

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

Class → / Age ↓	Pre Prim.		Primary														Middle								Secondary						Sr. Secondary						Tec. Edu	
	Nursery/ Aaganw-ari Etc.		I		II		III		IV		V		Total		VI		VII		VIII		Total		IX		X		Total		XI		XII		Total		Other Tech. / Prof. course.	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
3	8786	6568	22	16									22	16																								
4	13510	9815	1168	902	14	18							1182	920																								
5	13374	9603	4330	3162	400	309	7	4					4737	3475																								
6	2462	1716	16708	12939	1776	1519	376	311	1				18861	14769																								
7	129	95	8010	5916	9587	8068	1422	1281	348	276		1	19367	15542																								
8	2	1	351	213	10988	8354	8874	7538	1372	1190	343	284	21928	17579																								
9		1	24	16	268	234	10509	7953	7765	6451	1344	1234	19910	15888	178	132	1	3			179	135																
10			5	4	42	36	285	235	12588	9565	8600	7358	21520	17198	1512	1327	247	208	41	32	1800	1567																
11		1			4	3	62	61	291	302	10853	8821	11210	9187	6543	5914	1298	1211	304	267	8145	7392	2	1			2	1										
12					2		89	49	56	106	279	255	426	410	11562	9514	6932	5980	1630	1498	20124	16992	209	160	1		210	160										
13						1	5	1	85	56	101	83	191	141	408	392	10232	8581	7251	6534	17891	15507	1171	1181	206	207	1377	1388		2			2					
14									2	1	14	18	16	19	101	90	603	518	10771	8460	11475	9068	5364	4937	1450	1509	6814	6446	112	126	4	3	116	129		
15									1	2	1	1	2	3	14	16	63	57	419	355	496	428	7276	6108	5124	4279	12400	10387	752	784	153	208	905	992	5	1
16															1		12	8	73	51	86	59	439	390	7776	6156	8215	6546	2786	2384	807	771	3593	3155	56	.65
17																	5		32	23	37	23	159	129	2237	1599	2396	1728	3434	2652	2443	2468	5877	5120	130	172
18																	4		7	8	11	8	111	84	1141	678	1252	762	897	696	3901	3190	4798	3886	487	583
19																				1		1	55	46	257	174	312	220	219	148	946	794	1165	942	525	534
Total	38263	27800	30618	23168	23081	18542	21629	17433	22509	17949	21535	18055	119372	95147	20319	17385	19397	16566	20528	17229	60244	51180	14786	13036	18192	14602	32978	27638	8200	6792	8254	7434	16454	14226	1203	1355

District - 06 - GURDASPUR

Sarav Sikhiya Abhiyan, Punjab
Family Survey 2002

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

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

Age ↓	Out of School									Working Children								
	Total Children			SC Children			BC Children			Total Children			SC Children			BC Children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	1127	907	2034	381	368	749	269	222	491									
4	998	782	1780	382	352	734	237	187	424									
5	625	553	1178	275	269	544	181	142	323									
6	227	201	428	92	98	190	60	53	113									
7	188	144	332	80	56	136	57	36	93	4	3	7	3		3	1	1	2
8	207	171	378	85	72	157	82	58	140	8	1	9	3	1	4	3		3
9	190	181	371	93	78	171	50	63	113	4	8	12	2	3	5	1	3	4
10	357	339	696	154	129	283	98	117	215	20	10	30	11	4	15	3	3	6
11	294	328	622	127	141	268	89	104	193	37	13	50	14	6	20	18	5	23
12	722	689	1411	350	329	679	189	202	391	91	46	137	52	20	72	23	12	35
13	843	954	1797	397	472	869	222	223	445	126	67	193	59	29	88	35	18	53
14	1305	1325	2630	626	632	1258	346	317	663	207	82	289	107	45	152	66	17	83
15	1650	1794	3444	771	871	1642	430	404	834	355	164	519	184	75	259	110	41	151
16	2080	2168	4248	928	969	1897	563	511	1074	407	169	576	192	81	273	136	46	182
17	1940	1905	3845	793	792	1585	472	405	877	380	134	514	165	67	232	137	50	187
18	2777	2346	5123	1023	846	1869	630	519	1149	523	167	690	230	72	302	144	57	201

District - 06 - GURDASPUR

Sarav Sikhiya Abhiyan, Punjab
Family Survey 2002

Form No. : SSA/FS/IV/10
Report : 01
Year : 2001-2002

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

Age ↓	Total Children						SC Children						BC Children					
	School Going			School Not Going			School Going			School Not Going			School Going			School Not Going		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	16	14	30	33	13	46	7	7	14	9	4	13	2	3	5	7	1	8
4	19	8	27	29	11	40	7	3	10	11	2	13				10		10
5	33	21	54	40	31	71	12	8	20	10	13	23	9	5	14	7	5	12
6	49	37	86	42	27	69	22	16	38	14	11	25	12	9	21	12	8	20
7	64	36	100	47	20	67	24	19	43	18	8	26	24	9	33	10	3	13
8	93	58	151	51	32	83	32	30	62	21	13	34	26	17	43	19	7	26
9	79	63	142	39	29	68	35	25	60	15	12	27	19	13	32	8	8	16
10	107	63	170	76	42	118	43	23	66	19	11	30	24	10	34	20	10	30
11	61	62	123	47	39	86	26	22	48	17	15	32	8	13	21	6	8	14
12	59	31	90	99	70	169	20	11	31	37	26	63	15	7	22	23	18	41
13	58	49	107	65	90	155	21	18	39	16	29	45	14	8	22	14	14	28
14	79	39	118	86	58	144	24	16	40	38	22	60	16	7	23	13	10	23
15	37	27	64	69	51	120	13	15	28	27	20	47	2	5	7	15	10	25
16	36	25	61	74	43	117	18	9	27	35	17	52	5	4	9	16	10	26
17	23	18	41	43	35	78	6	9	15	18	17	35	2	5	7	12	11	23
18	21	13	34	49	43	92	10	7	17	14	15	29	4	2	6	15	13	28

District - 06 - GURDASPUR

Sarav Sikhiya Abhiyan, Punjab

Family Survey 2002

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

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

Class ↓	School Going Total Children			School Going S.C. Children			School Going B.C. Children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	65	40	105	26	16	42	11	9	20
I	86	55	141	35	22	57	25	14	39
II	100	65	165	32	33	65	25	19	44
III	119	75	194	40	39	79	31	15	46
IV	90	76	166	33	27	60	18	17	35
V	83	59	142	36	20	56	18	12	30
VI	66	31	97	24	18	42	10	5	15
VII	51	37	88	19	16	35	15	8	23
VIII	62	49	111	27	22	49	8	4	12
IX	36	31	67	11	14	25	3	3	6
X	46	17	63	18	11	29	9	3	12
XI	20	14	34	7	6	13	3	3	6
XII	16	12	28	8	3	11	2	2	4
Technical Education	1	3	4	1		1		1	1

SSA/FS/IV/15

District - 06 - GURDASPUR

Sarav Shikshia Abhiyan, Punjab

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	57.92	42.08	100.00	55.88	44.12	100.00	59.38	40.62	100.00	59.97	40.03	100.00
Pre Primary Total	**57.92**	**42.08**	**100.00**	**55.88**	**44.12**	**100.00**	**59.38**	**40.62**	**100.00**	**59.97**	**40.03**	**100.00**
I	56.93	43.07	100.00	53.81	46.19	100.00	59.32	40.68	100.00	60.52	39.48	100.00
II	55.45	44.55	100.00	51.01	48.99	100.00	60.20	39.80	100.00	59.94	40.06	100.00
III	55.37	44.63	100.00	51.87	48.13	100.00	59.45	40.55	100.00	60.35	39.65	100.00
IV	55.64	44.36	100.00	52.59	47.41	100.00	59.72	40.28	100.00	58.98	41.02	100.00
V	54.40	45.60	100.00	51.31	48.69	100.00	58.13	41.87	100.00	58.25	41.75	100.00
Primary Total	**55.65**	**44.35**	**100.00**	**52.18**	**47.82**	**100.00**	**59.37**	**40.63**	**100.00**	**59.74**	**40.26**	**100.00**
VI	53.89	46.11	100.00	51.68	48.32	100.00	57.25	42.75	100.00	56.82	43.18	100.00
VII	53.94	46.06	100.00	52.02	47.98	100.00	56.90	43.10	100.00	56.83	43.17	100.00
VIII	54.37	45.63	100.00	51.79	48.21	100.00	57.96	42.04	100.00	59.06	40.94	100.00
Midlle Total	**54.07**	**45.93**	**100.00**	**51.83**	**48.17**	**100.00**	**57.39**	**42.61**	**100.00**	**57.54**	**42.46**	**100.00**
IX	53.14	46.86	100.00	52.45	47.55	100.00	54.13	45.87	100.00	55.29	44.71	100.00
X	55.47	44.53	100.00	54.84	45.16	100.00	57.22	42.78	100.00	54.75	45.25	100.00
Secondary Total	**54.40**	**45.60**	**100.00**	**53.75**	**46.25**	**100.00**	**55.79**	**44.21**	**100.00**	**55.01**	**44.99**	**100.00**
XI	54.70	45.30	100.00	55.77	44.23	100.00	52.53	47.47	100.00	53.92	46.08	100.00
XII	52.61	47.39	100.00	54.79	45.21	100.00	49.47	50.53	100.00	47.50	52.50	100.00
Sr. Secondary Total	**53.63**	**46.37**	**100.00**	**55.28**	**44.72**	**100.00**	**50.91**	**49.09**	**100.00**	**50.61**	**49.39**	**100.00**
Technical Education	47.03	52.97	100.00	52.45	47.55	100.00	44.04	55.96	100.00	37.24	62.76	100.00
Technical Education Total	47.03	52.97	100.00	52.45	47.55	100.00	44.04	55.96	100.00	37.24	62.76	100.00
Grand Total	**55.31**	**44.69**	**100.00**	**52.96**	**47.04**	**100.00**	**58.03**	**41.97**	**100.00**	**58.73**	**41.27**	**100.00**

Annual Work Plan

2003-2004

District: Gurdaspur		
District Data Summary Sheet		
SL.No.	DESCRIPTION	2003-04
1	No. of C D Blocks/BRC's	15
1.1	No. of B.R. & D.R. Personnels(11x20+4x10)+10	270
2	No. of P E Blocks	22
3	No. of CRC's	179
4	No. of Villages	1626
4.1	No. of VEDC's	2046
4.2	No. of VEDC's Members	16368
5	No. of Habitations/Wards (Unserved)	10601
5.1	No. of S.C. Bastis	1693
6	No. of House Holds	353588
	No. of Schools	
7	No. of Primary Schools (State Govt.)	1562
7.1	Non State Govt. Primary Schools	122
7.2	Unrecognised Primary Schools	292
8	No. of Middle Schools/Sections (State Govt.)	484
8.1	Non State Govt. Middle Schools/Sections	103
8.2	Unrecognised Middle Schools/Sections	192
	No. of Teachers (State Govt.)	
9	No. of Primary Teachers	5337
9.1	No. of JBT Teachers + New	4294
9.2	No. of HT	862
9.3	No. of CHT's	181
10	No. of Teachers Middle Schools/Sections	2605
	Primary (State Govt.)	
11	Total No. of Students	123606
11.1	Male Students	62053
11.2	Female Students	61553
11.3	Total No. of S.C. Students	65257
11.4	Male S.C. Students	32655
11.5	Female S.C. Students	32605
	Upper Primary (State Govt.)	
12	Total No. of Students	99943
12.1	Male Students	51473
12.2	Female Students	48470
12.3	Total No. of S.C. Students	38104
12.4	Male S.C. Students	19714
12.5	Female S.C. Students	18390
	Out of School Children	
13	No. of Out of School Children Total	4872
13.1	No. of Out of School Children Male	3169
13.2	No. of Out of School Children Female	1703
13.3	No. of EGS Centres (Proposed)	8
	No. of Handicapped Children	
14	Total No. of Handicapped Children	1588
15	Aaganwari	1331

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

District - Gurdaspur			
Blockwise list of BRC and CRC			
PEBlock Code & Name			
		CRC	**BRC**
111	GURDASPUR-I	9	
112	GURDASPUR-II	8	1
113	DHARIWAL-I	8	
114	DHARIWAL-II	8	1
115	KAHNOWAL-I	9	
116	KAHNOWAL-II	7	1
117	DINA NAGAR	8	1
118	DORANGLA	9	1
119	KALANPUR	11	1
120	PATHANKOT-I	8	
121	PATHANKOT-II	8	
122	PATHANKOT-III	8	1
123	DHAR-I	8	
124	DHAR-II	8	1
125	N. J. SINGH	8	1
126	BATALA-I	9	
127	BATALA-II	7	1
128	DERA BABA NANAK	8	1
129	DHAYAN PUR	8	1
130	FATEHGARH'CHURIAN	7	1
131	QADIAN	8	1
132	SHRI HAR GOBINDPUR	7	1
	Total	**179**	**15**

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

District wise list of PEBlocks	
PEBLOCK	CODE
GURDASPUR	
GURDASPUR-I	111
GURDASPUR-II	112
DHARIWAL-I	113
DHARIWAL-II	114
KAHNOWAL-I	115
KAHNOWAL-II	116
DINA NAGAR	117
DORANGLA	118
KALANPUR	119
PATHANKOT-I	120
PATHANKOT-II	121
PATHANKOT-III	122
DHAR-I	123
DHAR-II	124
N. J. SINGH	125
BATALA-I	126
BATALA-II	127
DERA BABA NANAK	128
DHAYAN PUR	129
FATEHGARH CHURIAN	130
QADIAN	131
SHRI HAR GOBIND	132

Source : Sarva Shiksha Abhiyan

Blockwise count of Villages

PEBlock Code & Name		No. of Villages
	District - Gurdaspur	2003-04
111	GURDASPUR-I	78
112	GURDASPUR-II	72
113	DHARIWAL-I	62
114	DHARIWAL-II	56
115	KAHNOWAL-I	80
116	KAHNOWAL-II	68
117	DINA NAGAR	75
118	DORANGLA	84
119	KALANPUR	102
120	PATHANKOT-I	63
121	PATHANKOT-II	74
122	PATHANKOT-III	48
123	DHAR-I	55
124	DHAR-II	57
125	N. J. SINGH	110
126	BATALA-I	87
127	BATALA-II	71
128	DERA BABA NANAK	96
129	DHAYAN PUR	61
130	FATEHGARH CHURIAN	87
131	QADIAN	63
132	SHRI HAR GOBIND	77
	Total	**1626**

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

BLOCK WISE COUNT OF MIDDLE - (MIDDLE SECTIONS) SCHOOLS - 2003 - 2004

DISTRICT - GURDASPUR

PE BLOCK CODE & NAME	G1	G2	G3	G4	TOTG	P1	P2	P3	P4	P5	P6	TOTP	TOTAL
PE111 GURDASPUR-I	22	3	0	0	25	6	9	2	2	2	9	30	55
PE112 GURDASPUR-II	18	0	0	0	18	4	11	7	0	0	8	30	48
PE113 DHARIWAL-I	21	0	0	0	21	5	0		0	0	2	7	28
PE114 DHARIWAL-II	17	0	0	0	17	6	6	3	0	2	8	25	42
PE115 KAHNOWAL-I	22	0	0	0	22	0	3	7	0	0	8	18	40
PE116 KAHNOWAL-II	20	0	0	0	20	3	2	2	0	0	6	13	33
PE117 DINA NAGAR	23	0	0	0	23	2	4	2	3	0	7	18	41
PE118 DORANGLA	21	0	0	0	21	3	3	0	0	0	9	15	36
PE119 KALANPUR	24	0	0	0	24	2	6	4	0	0	13	25	49
PE120 PATHANKOT-I	25	7	0	0	32	12	18	6	8	0	9	53	85
PE121 PATHANKOT-II	20	0	0	0	20	2	6	6	0	0	8	22	42
PE122 PATHANKOT-III	18	4	0	0	22	0	3	3	0	0	18	24	46
PE123 DHAR-I	27	0	0	0	27	0	3	0	2	0	7	12	39
PE124 DHAR-II	17	2	0	0	19	0	3	0	2	0	8	13	32
PE125 N. J. SINGH	22	2	0	0	24	0	4	0	0	0	8	12	36
PE126 BATALA-I	34	0	0	0	34	5	4	3	1	0	17	30	64
PE127 BATALA-II	19	0	0	0	19	3	5	3	0	0	10	21	40
PE128 DERA BABA NANAK	22	0	0	0	22	2	2	1	0	0	5	10	32
PE129 DHAYAN PUR	23	0	0	0	23	3		1	0	0	4	8	31
PE130 FATEHGARH CHURIAN	26	0	0	0	26	3		0	0	0	11	14	40
PE131 QADIAN	23	0	0	0	23	4	4	1	1	0	6	16	39
PE132 SHRI HAR GOBIND	20	0	0	0	20	0	2	4	0	0	11	17	37
TOTAL	484	18	0	0	502	65	98	46	19	4	192	433	935

LEGEND

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

P1 AIDED AND RECOGANISED
P2 RECOGANISED
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.)

BLOCK WISE COUNT OF MIDDLE - (MIDDLE SECTIONS) SCHOOLS - 2003 - 2004
DISTRICT - GURDASPUR

PE BLOCK CODE & NAME	G1	G2	G3	G4	TOTG	P1	P2	P3	P4	P5	P6	TOTP	TOTAL
PE111 GURDASPUR-I	22	3	0	0	**25**	6	9	2	2	2	9	30	**55**
PE112 GURDASPUR-II	18	0	0	0	**18**	4	11	7	0	0	8	30	**48**
PE113 DHARIWAL-I	21	0	0	0	**21**	5	0		0	0	2	7	**28**
PE114 DHARIWAL-II	17	0	0	0	**17**	6	6	3	0	2	8	25	**42**
PE115 KAHNOWAL-I	22	0	0	0	**22**	0	3	7	0	0	8	18	**40**
PE116 KAHNOWAL-II	20	0	0	0	**20**	3	2	2	0	0	6	13	**33**
PE117 DINA NAGAR	23	0	0	0	**23**	2	4	2	3	0	7	18	**41**
PE118 DORANGLA	21	0	0	0	**21**	3	3	0	0	0	9	15	**36**
PE119 KALANPUR	24	0	0	0	**24**	2	6	4	0	0	13	25	**49**
PE120 PATHANKOT-I	25	7	0	0	**32**	12	18	6	8	0	9	53	**85**
PE121 PATHANKOT-II	20	0	0	0	**20**	2	6	6	0	0	8	22	**42**
PE122 PATHANKOT-III	18	4	0	0	**22**	0	3	3	0	0	18	24	**46**
PE123 DHAR-I	27	0	0	0	**27**	0	3	0	2	0	7	12	**39**
PE124 DHAR-II	17	2	0	0	**19**	0	3	0	2	0	8	13	**32**
PE125 N. J. SINGH	22	2	0	0	**24**	0	4	0	0	0	8	12	**36**
PE126 BATALA-I	34	0	0	0	**34**	5	4	3	1	0	17	30	**64**
PE127 BATALA-II	19	0	0	0	**19**	3	5	3	0	0	10	21	**40**
PE128 DERA BABA NANAK	22	0	0	0	**22**	2	2	1	0	0	5	10	**32**
PE129 DHAYAN PUR	23	0	0	0	**23**	3		1	0	0	4	8	**31**
PE130 FATEHGARH CHURIAN	26	0	0	0	**26**	3		0	0	0	11	14	**40**
PE131 QADIAN	23	0	0	0	**23**	4	4	1	1	0	6	16	**39**
PE132 SHRI HAR GOBIND	20	0	0	0	**20**	0	2	4	0	0	11	17	**37**
TOTAL	**484**	**18**	**0**	**0**	**502**	**65**	**98**	**46**	**19**	**4**	**192**	**433**	**935**

LEGEND

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

P1 AIDED AND RECOGANISED
P2 RECOGANISED
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.)

		CD BIOCK WISE ENROLLMENT				
Sr. No.	District	Integrated child development scheme	Aanganwari centres	Pre school education (3-6 years)		3 - 6 Years
				Boys	Girls	
6	Gurdaspur	Barmyal	19	369	336	705
		Batala	116	2597	2403	5000
		Dera Baba Nanak	84	1709	1501	3210
		Dhar kalan	78	1487	1372	2859
		Dhariwal	106	2202	2122	4324
		Dina Nagar	128	2370	2120	4490
		Fatehgarh Churian	85	1825	1600	3425
		Gurdaspur	110	2696	2400	5096
		Kahnuwan	102	2204	1980	4184
		Kalanaur	63	1158	1076	2234
		Narot Jaimal Singh	85	1495	1338	2833
		Pathankot	180	3285	2746	6031
		Qadian	71	1680	1443	3123
		Sri Hargobind Nagar	104	2263	2070	4333
trict Total			1331	27340	24507	51847

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

		CD BIOCK WISE ENROLLMENT				
Sr. No.	District	Integrated child development scheme	Aanganwari centres	Pre school education (3-6 years)		3 - 6 Years
				Boys	Girls	
6	Gurdaspur	Barmyal	19	369	336	705
		Batala	116	2597	2403	5000
		Dera Baba Nanak	84	1709	1501	3210
		Dhar kalan	78	1487	1372	2859
		Dhariwal	106	2202	2122	4324
		Dina Nagar	128	2370	2120	4490
		Fatehgarh Churian	85	1825	1600	3425
		Gurdaspur	110	2696	2400	5096
		Kahnuwan	102	2204	1980	4184
		Kalanaur	63	1158	1076	2234
		Narot Jaimal Singh	85	1495	1338	2833
		Pathankot	180	3285	2746	6031
		Qadian	71	1680	1443	3123
		Sri Hargobind Nagar	104	2263	2070	4333
trict Total			1331	27340	24507	51847

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

District-Gurdaspur

Blockwise Enrollment in State Govt. Primary Schools

	Peblock	Total			SC		
		Male	Female	Total	Male	Female	Total
[illegible]	GURDASPUR-I	3477	3489	6966	1969	2009	3978
[illegible]	GURDASPUR-II	3035	3032	6067	1657	1587	3244
[illegible]	DHARIWAL-I	2401	2261	4662	1102	1110	2212
[illegible]	DHARIWAL-II	2762	2912	5674	1253	1281	2534
[illegible]15	KAHNOWAL-I	2982	2807	5789	656	664	1320
[illegible]16	KAHNOWAL-II	2076	1996	4072	994	943	1937
[illegible]	DINA NAGAR	2614	2527	5141	1627	1541	3168
[illegible]	DORANGLA	2235	2318	4553	1393	1303	2696
[illegible]	KALANPUR	2907	2856	5763	779	767	1546
[illegible]	PATHANKOT-I	2828	2882	5710	1759	1773	3532
[illegible]	PATHANKOT-II	3501	3298	6799	2267	2127	4394
[illegible]	PATHANKOT-III	2156	2037	4193	1335	1283	2618
[illegible]	DHAR-I	1144	1255	2399	420	440	860
[illegible]	DHAR-II	2062	2164	4226	1161	1199	2360
125	N. J. SINGH	3504	3550	7054	2397	2386	4783
126	BATALA-I	4319	4507	8826	2688	2908	5596
127	BATALA-II	3428	3331	6759	1986	1995	3981
128	DERA BABA NANAK	2759	2789	5548	803	961	1764
129	DHAYAN PUR	2606	2447	5053	1163	1125	2288
130	FATEHGARH CHURIAN	3910	3709	7619	1931	1902	3833
131	QADIAN	2547	2501	5048	1626	1566	3192
132	SHRI HAR GOBIND	2800	2885	5685	1689	1732	3421
	TOTAL	**62053**	**61553**	**123606**	**32655**	**32602**	**65257**

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

District-Gurdaspur

Blockwise Enrollment in State Govt. Middle Schools

Peblock		Total			SC		
		Male	Female	Total	Male	Female	Total
111	GURDASPUR-I	2880	2740	5620	1015	1082	20
112	GURDASPUR-II	2930	2079	4109	899	806	17
113	DHARIWAL-I	1630	1344	2974	487	501	9
114	DHARIWAL-II	1715	1815	3530	600	519	11
115	KAHNOWAL-I	2140	2048	4188	219	200	4
116	KAHNOWAL-II	1210	1219	2429	329	346	6
117	DINA NAGAR	2014	2040	4054	1082	1098	21
118	DORANGLA	1995	2145	4140	799	986	17
119	KALANPUR	2090	2095	4185	601	582	11
120	PATHANKOT-I	3210	3098	6308	1601	1392	29
121	PATHANKOT-II	2924	3019	5943	1502	1512	301
122	PATHANKOT-III	1419	1429	2848	769	819	15
123	DHAR-I	1512	1502	3014	282	402	68
124	DHAR-II	2048	2002	4050	898	913	181
125	N. J. SINGH	3034	3148	6182	1909	1870	377
126	BATALA-I	3460	3140	6600	1602	1291	289
127	BATALA-II	1660	1619	3279	681	507	11
128	DERA BABA NANAK	2578	3219	6797	803	651	145
129	DHAYAN PUR	2481	1814	4195	557	508	106
130	FATEHGARH CHURIAN	3319	2579	5898	990	782	177
131	QADIAN	2640	2078	4718	986	752	173
132	SHRI HAR GOBIND	2584	2298	4882	1103	871	197
	TOTAL	51473	48470	99943	19714	18390	3810

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

District - Gurdaspur					
Blockwise Enrollment in (Primary) School					
Peblock		State Govt.	Non-State Govt.	Unrecognised	Grand Total
		Total	Total	Total	
111	GURDASPUR-I	6966	3329	1307	11602
112	GURDASPUR-II	6067	1057	1548	8672
113	DHARIWAL-I	4662	95	1341	6098
114	DHARIWAL-II	5674	1199	2031	8904
115	KAHNOWAL-I	5789	984	1318	8091
116	KAHNOWAL-II	4072	575	595	5242
117	DINA NAGAR	5141	2077	2256	9474
118	DORANGLA	4553	82	5631	10266
119	KALANPUR	5763	453	1856	8072
120	PATHANKOT-I	5710	3938	6196	15844
121	PATHANKOT-II	6799	2078	234	9111
122	PATHANKOT-III	4193	2072	1175	7440
123	DHAR-I	2399	364	495	3258
124	DHAR-II	4226	1499	2083	7808
125	N. J. SINGH	7054	1193	1380	9627
126	BATALA-I	8826	844	3091	12761
127	BATALA-II	6759	1884	6905	15548
128	DERA BABA NANAK	5548	103	1855	7506
129	DHAYAN PUR	5053	862	721	6636
130	FATEHGARH CHURIAN	7619	264	3509	11392
131	QADIAN	5048	103	4010	9161
132	SHRI HAR GOBIND	5685	126	6550	12361
	TOTAL	123606	25181	56087	204874

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

District - Gurdaspur					
Blockwise Enrollment in (Middle) School					
Peblock		State Govt. Total	Non-State Govt. Total	Unrecognised Total	Grand Total
111	GURDASPUR-I	5620	5410	589	11619
112	GURDASPUR-II	4109	1829	298	6236
113	DHARIWAL-I	2974	1324	1210	5508
114	DHARIWAL-II	3530	2618	485	6633
115	KAHNOWAL-I	4188	1885	599	6672
116	KAHNOWAL-II	2429	1710	482	4621
117	DINA NAGAR	4054	2419	721	7194
118	DORANGLA	4140	1395	698	6233
119	KALANPUR	4185	1710	1352	7247
120	PATHANKOT-I	6308	5615	1956	13879
121	PATHANKOT-II	5943	2810	718	9471
122	PATHANKOT-III	2848	1499	653	5000
123	DHAR-I	3014	878	195	4087
124	DHAR-II	4050	1685	729	6464
125	N. J. SINGH	6182	1228	1102	8512
126	BATALA-I	6600	4689	1096	12385
127	BATALA-II	3279	2419	1201	6899
128	DERA BABA NANAK	6797	1986	2419	11202
129	DHAYAN PUR	4195	1395	198	5788
130	FATEHGARH CHURIAN	5898	2210	987	9095
131	QADIAN	4718	3199	456	8373
132	SHRI HAR GOBIND	4882	2412	348	7642
	TOTAL	**99943**	**52325**	**18492**	**170760**

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

District-Gurdaspur							
Blockwise Out of Schools Children							
Peblock		Age Group (6-14)					
		Total			SC		
		Male	Female	Total	Male	Female	Total
111	GURDASPUR-I	120	75	195	20	18	38
112	GURDASPUR-II	156	38	194	24	26	50
113	DHARIWAL-I	91	86	177	36	26	62
114	DHARIWAL-II	100	98	198	32	14	46
115	KAHNOWAL-I	150	85	235	30	15	45
116	KAHNOWAL-II	143	76	219	18	17	35
117	DINA NAGAR	126	30	156	32	14	46
118	DORANGLA	155	85	240	41	11	52
119	KALANPUR	150	82	232	29	16	45
120	PATHANKOT-I	170	48	218	31	14	45
121	PATHANKOT-II	110	119	229	49	28	77
122	PATHANKOT-III	165	83	248	26	33	59
123	DHAR-I	119	79	198	20	19	39
124	DHAR-II	180	62	242	34	26	60
125	N. J. SINGH	151	104	255	45	19	64
126	BATALA-I	161	71	232	21	23	44
127	BATALA-II	166	80	246	45	20	65
128	DERA BABA NANAK"	122	72	194	25	18	43
129	DHAYAN PUR	171	77	248	14	25	39
130	FATEHGARH CHURIAN	143	93	236	38	18	56
131	QADIAN	128	96	224	36	15	51
132	SHRI HAR GOBIND	192	64	256	23	21	44
	TOTAL	**3169**	**1703**	**4872**	**669**	436	**1105**

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

Blockwise Handicapped Children

District : Gurdaspur - 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
GURDASPUR-I	12			40			52
GURDASPUR-II	7			40			47
DHARIWAL-I	8			75			83
DHARIWAL-II	25			108			133
KAHNOWAL-I	2			60			62
KAHNOWAL-II	5			72			77
DINA NAGAR	21			39			60
DORANGLA	7			32			39
KALANPUR	30			73			103
PATHANKOT-I	8			44			52
PATHANKOT-II	7			72			79
PATHANKOT-III	9			25			34
DHAR-I	4			25			29
DHAR-II	11			39			50
N. J. SINGH	9			30			39
BATALA-I	16			167			183
BATALA-II	12			81			93
DERA BABA NANAK	35			28			63
DHAYAN PUR	2			49			51
FATEHGARH CHURIAN	10			49			59
QADIAN	10			103			113
SHRI HAR GOBIND	15			72			87
TOTAL	265			1323			1588

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

Blockwise Handicapped Children

District : Gurdaspur - 6-14 Years (Total)

PEBlock	SC			BC		
	School Going	School Not Going	Total	School Going	School Not Going	Total
GURDASPUR-I	32	11	43	14	14	28
GURDASPUR-II	16	21	37	16	16	32
DHARIWAL-I	42	26	68	16	6	22
DHARIWAL-II	37	10	47	59	19	78
KAHNOWAL-I	3	0	3	21	42	63
KAHNOWAL-II	45	27	72	11	8	19
DINA NAGAR	45	20	65	2	8	10
DORANGLA	18	14	32	5	5	10
KALANPUR	20	13	33	51	35	86
PATHANKOT-I	22	10	32	13	8	21
PATHANKOT-II	30	32	62	29	27	56
PATHANKOT-III	21	8	29	14	11	25
DHAR-I	10	8	18	11	2	13
DHAR-II	19	14	33	14	18	32
N. J. SINGH	19	30	49	8	13	21
BATALA-I	96	75	171	5	18	23
BATALA-II	35	40	75	16	19	35
DERA BABA NANAK	24	18	42	18	16	34
DHAYAN PUR	19	10	29	13	5	18
FATEHGARH CHURIAN	21	34	55	26	24	50
QADIAN	42	34	76	16	5	21
SHRI HAR GOBIND	74	75	149	18	30	48
TOTAL	**690**	**530**	**1220**	**396**	**349**	**745**

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

ANNUAL WORK PLAN AND BUDGET for the year 2003-04

District: Gurdaspur

(Rs

S.No	Maj. Act.	Activity Description	Unit Cost 2003-04	Total AWP 2002-03		Expenditure 2002-03	Spill over 2002-03	AWP 2003-04		To 20
				Physical	Financial		Financial	Physical	Financial	Finan
1	PFE	Primary Schools								
		Salary of teachers (schools opened last year)	0.072	912	71.136		71.136	5472	393.984	
		TLE Grants	0.100	0	0.000		0.000	456	45.600	
		Sub-Total			71.136		71.136		***439.584***	
2	UPE	Upper primary Schools								
		No. of UPS							0.000	
		Salary for teachers in Upper Primary							0.000	
		TLE Grants for uncovered UPS	0.500					46	23.000	
		Sub-Total					0.000		***23.000***	
3		School Grants	0.020	2123	42.460	35.760	6.700	2046	40.920	
4		Teachers Grants	0.005	7474	37.370	27.035	10.335	7942	39.710	
5	EGS	EGS Centers for 6-14	0.00845					4872	41.168	
		Sub-Total							***41.168***	
5.1	IED	Education of disabled		2052	24.624	0	24.624		19.064	
		Sub-Total			***24.624***	***0.000***	***24.624***		***19.064***	
6	BRC	Salary of staff	0.072	520	40.560	0	40.560	2640	190.080	2
6.1		Contingency Grant	0.125	15	1.875	2.750	-0.875	15	1.875	
6.2		TLM Grant	0.050	15	0.750	0	0.750	15	0.750	
6.3		Workshops and Meetings Grants	0.005	180	0.900	0.000	0.900	180	0.900	
6.4		BRC	0.072	0	0.000	0	0.000	480	34.560	
		Sub-Total		0	***44.085***	***2.750***	***41.335***		***228.165***	
7	CRC	Salary CRC coordinator							0.000	
7.1		Contingency Grant	0.025	179	4.475	4.475	0.000	179	4.475	
7.2		TLM Grant	0.010	179	1.790	0	1.790	179	1.790	
7.3		Workshops and Meetings Grants	0.002	2148	4.296	0	4.296	2148	4.296	
7.4		CRC			0.000			0	0.000	
		Sub-Total			***10.561***	***4.475***	***6.086***		***10.561***	1
8	R&E	Research and Evaluation Programme		2123	29.722	0	29.722		28.640	
		Sub-Total			***29.722***	***0.000***	***29.722***		***28.640***	
9		Civil Works								
9.1		Construction of BRC buildings	6.000	10	60.000	36.000	24.000	5	30.000	5
9.2		Construction of CRC buildings	2.000	12	24.000		24.000	15	30.000	5
9.3		Construction of additional room for P/S	1.200	80	96.000		96.000	170	204.000	30
9.4		Construction of additional room for UPS	1.200	75	90.000		90.000	80	96.000	18
9.4		Buildingless Schools	3.000	10	30.000	51.000	-21.000	0	0.000	-21
9.5		Branch School Buildings	3.000	20	60.000	75.000	-15.000	0	0.000	-15
9.6		Sanitary Blocks and drinking water facilities for primary and upper primary sections	0.350	910	318.500	231.000	87.500	659	230.650	318.
9.7		Construction of Headmaster room for UPS	1.200				0.000	36	43.200	43
9.8		Varanda	1.000				0.000	0	0.000	0
9.9		Buildings for schools having unsafe buildings	3.000				0.000	0	0.000	0
		Sub-Total			***678.500***	***393.000***	***285.500***		***633.850***	919
10		Maintenance and Repair Grant	0.050	2923	146.150	40.000	106.150	2046	102.300	208.
		Sub-Total			***146.150***	***40.000***	***106.150***		***102.300***	208.
11	MGT	Management Cost			53.600	0.35652	53.243		89.939	143.1
		Sub-Total			***53.600***	***0.35652***	53.243		***89.939***	143.1
12	TRG	20 days Teachers training (in service)	0.014	7474	104.636	0.000	104.636	7942	111.188	215.8
		Sub-Total			104.636	***0.000***	104.636		***111.188***	215.8
13	VEC	Training to VEC Members	0.0003	33968	10.190	0	10.190	32736	9.821	20.0
		Sub-Total			***10.190***	***0.000***	10.190		***9.821***	20.0
14	INO	Computer Education			15.000		15.000		15.000	30.0
		Education of Girls			10.000		10.000		10.003	20.0
		Education of SC/ST			10.000		10.000		10.005	20.0
		ECE			14.999		14.999		15.449	30.4
		Sub-Total			***49.999***	***0***	49.999		***50.457***	100.4
15		Free text books for Non SC girls	0.0015	49180	73.770	0.000	73.770	59028	88.542	162.31
		Sub-Total			73.770	***0.000***	73.770		***88.542***	162.31
		Grand Total			1376.803	503.377	873.427		1956.909	2830.3

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

Account Code	Maj. Act.	Item	2003-04					
			Unit cost	Physical	Period	Financial	% to total	Remarks
1	PFE	Salary for primary teachers 456 x 12	0.072	5472	12 months	393.984		
		TLE for New primary Schools(upgradation of Branch Schools with more than 40 students)	0.100	456		45.600		
		Subtotal				**439.584**	***22.463***	
2	UPE	**Upper primary Schools**						
		TLE for Upper Primary Schools	0.500	46		23.000		
		Subtotal				**23.000**	***1.175***	
3		**School Grant (P+UP Schools)**	0.020	2046		**40.920**	***2.091***	
4		**Teacher Grant (P+UP Teachers)**	0.005	7942		**39.710**	***2.029***	
5	EGS	Cost of running of EGS centres for 4872 out of school children of 6-14 age group declining by 25%	0.00845	4872		41.168		
		Subtotal				**41.168**	***2.104***	
5.1	IED	IED Training to BRC staff 15 x10x 5	0.0007	750	5 months	0.525		
		IED assessment camps 2 x15	0.020	30		0.600		
		One Resource person honorarium 15 Blocks x 12 months	0.070	180	12 months	12.600		
		Manual for Teachers about visually impaired children for primary & upper primary schools	0.00034	2046		0.696		
		Manual for Teachers about mentally challanged children for primary & upper primary schools	0.00036	2046		0.737		
		Special assistance and TLM to disabled children	0.0025	1588		3.906		
		Subtotal				**19.064**	***0.974***	
6	BRC	Salary of 20 Block Resource Persons per CD Block having more than 100 schools for 11 Blocks @ Rs.7200/- x 12 P.A.	0.072	2640	12 months	190.080		

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

Account Code	Maj. Act.	Item	2003-04					
			Unit cost	Physical	Period	Financial	% to total	Remarks
6.1		BRC Contingency grant for 15 CD Blocks @ Rs.12500/- P.A.	0.125	15		1.875		
6.2		TLM grant for 15 CD Blocks @ Rs.5000/- P.A.	0.050	15		0.750		
6.3		Meetings, Travel allowance for 15 CD Blocks @Rs.500 x 12 P.A.	0.005	180		0.900		
6.4		Salary of 10 Block Resource Person Per CD Block having less than 100 schools for 4 Block @ 7200/-x12 P.A	0.072	480	12 months	34.560		
		Subtotal				**228.165**	***11.659***	
7	CRC	Salary of Staff						
7.1		CRC Contingency grant for 159 CRCs Blocks @ Rs.2500/- P.A.	0.025	179		4.475		
7.2		TLM grant for 179 CRCs @ Rs.1000/- P.A.	0.010	179		1.790		
7.3		Meetings, Travel allowance for 179 CRCs Blocks @Rs.200 x 12 P.A.	0.002	2148	12 months	4.296		
		Subtotal				**10.561**	***0.540***	
8	R&E	**Reasearch and Evaluation Programme**						
		Annual School, Block and district planning for Primary and Upper Primary schools @ Rs. 30/-	0.0003	2046		0.614		
		Annual School Gradation and Evaluation process for Primary & Upper primary schools @ Rs. 30/-	0.0003	2046		0.614		
		Conduct of Pupil Achievement Survey 5% to 10% of schools @ Rs. 2000	0.020	204		4.080		
		Academic monitoring of schools by DIET staff by travelling 12 months 2 × 12 @ 1000/-	0.010	48		0.480		

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

Account Code	Maj. Act.	Item	2003-04					
			Unit cost	Physical	Period	Financial	% to total	Remarks
		Academic supervision by BRCs 15 x 5 units Rs.1000/-	0.010	150		1.500		
		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 353588 households in parts	0.00003	274588		8.238		
		MIS Data collection and processing of data for 1562 primary schools at State/District office	0.0017	1562		2.655		
		MIS Data collection and processing of data for 484 upper primary schools/sections at State/District office	0.0018	484		0.871		
		State office activities on research, evaluation monitoring and supervision @ Rs.130/- per school for primary & upper primary schools	0.002	2046		4.092		
		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		

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

Account Code	Maj. Act.	Item	2003-04					
			Unit cost	Physical	Period	Financial	% to total	Remarks
		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	2046		4.297		
		Subtotal				**28.640**	***1.464***	
9		**Civil Works**						
9.1		Block Resource centre buildings	6.000	5		30.000		
9.2		Cluster Resource Centres	2.000	15		30.000		
9.3		Additional Class rooms for primary schools	1.200	170		204.000		
9.4		Buildings for buildingless school	3.000			0.000		
9.4		Additional Classrooms for Primary schools and upper primary sections	1.200	80		96.000		
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	659		230.650		
9.7		Headmaster's room for upper primary sections	1.200	36		43.200		
9.8		Verandah	1.200			0.000		
9.9		Buildings for schools having unsafe buildings	3.000			0.000		
		Sutotal				**633.850**	***32.390***	

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

Account Code	Maj. Act.	Item	2003-04					
			Unit cost	Physical	Period	Financial	% to total	Remarks
10		**Maintenance and Repair Grant**						
		Repairs and maintenance of school Primary and upper primary sections	0.050	2046		102.300		
		Subtotal				**102.300**	***5.228***	
11	MGT	**Management Cost**						
		Hire charges for vehicles for DPO/State 30 times x 12 months	0.015	360		5.400		
		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 × 7) for District and State	0.070	84		5.880		
		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		
		Jan Samparak Abhiyan (twice a year visit of 10 schools per block by all senior officers for three days- taxi and other charges) to be conducted by State/District office No. of Blocks × 2	0.030	30		0.900		
		Development and printing of modules on planning and management by State/District office	0.00036	2046		0.737		

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

Account Code	Maj. Act.	Item	2003-04					
			Unit cost	Physical	Period	Financial	% to total	Remarks
		Hiring of experts for pedagogy research, evaluation, community mobilization, gender sensitation, alternative schooling, planning and management training District 22×12×8000	0.080	264		21.120		
		Circulation of material prepared by the experts to school/VEDC level.				0.000		
		News letter	0.00025	2046		0.512		
		Media activity				0.000		
		Development and distribution work training manual for VEDCs 4 x 2046	0.00032	8184		2.619		
		Development and distribution training manual on civil works for BRPs and DRPs 4 x (260+10)	0.00068	1080		0.734		
		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	4092		1.923		
		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		
		Printing of modules for various districts	0.000350	18414		6.445		
		Office Equipment				3.500		
		EMIS				8.500		
		Annual Household survey @Rs.3/- per household for 353588 households in parts	0.00003	79000		2.370		
		Subtotal				**89.939**	***4.596***	

Annual Work Plan & Budget for the year 2003-04, District Gurdaspur, 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	7942		111.188		
		Subtotal				**111.188**	***5.682***	
13	VEC	**Training to VEC Members**						
		Orientation to VEDC Members No. of primary & upper primary x 8 members x 2	0.0003	32736		9.821		
		Subtotal				9.821	*0.502*	
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**	***0.767***	
b) Education of Girls								
		Remedial coaching for girls students for two months in 1562 primary schools in parts	0.003	401		1.203		
		Remedial coaching for girls students for two months in in parts 484 upper primary schools in parts	0.003	130		0.390		
		Development of supplement reading material and item Bank for 61553 girl student of primary students for use in remedial coaching in parts	0.00038	11605		4.410		
		Development of supplement reading material and item Bank for 48470 girl student of upper primary students for use in remedial coaching parts	0.00057	7017		4.000		
		Subtotal				**10.003**	***0.511***	
c) SC/ST								

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

Account Code	Maj. Act.	Item	2003-04					
			Unit cost	Physical	Period	Financial	% to total	Remarks
		Remedial coaching for 3 months in primary+upper primary schools in parts	0.0030	1061		3.183		
		Supplementary reading material for remedial coaching primary schools SC children 65257 in parts	0.0005	8184		4.092		
		Question Bank for SC children of 38104 upper primary classes for remedial coaching in parts	0.0006	4550		2.730		
		Subtotal				**10.005**	***0.511***	
d) ECCE								
		School readiness kits and playway material for 3-5 age children in ICDS Centres for 1331 Centres x 3	0.00075	3993		2.995		
		Teaching learning material for 3-5 age children in ICDS centers × 2 partly	0.00030	29800		8.940		
		School readiness kits for first generation learners in primary schools of 5 year age for No. of primary schools x 3	0.00075	4686		3.515		
		Subtotal				**15.449**	***0.789***	
15		**Free text books for Non SC girls**	0.0015	59028		88.542		
		Subtotal				**88.542**	***4.525***	
		Grand Total				**1956.910**		

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.

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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

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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

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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	Duration	Frequency
	Plan of Programs for General Training to Develop/Enhance . Personal & Professional Competencies of School Heads				
1	Induction Training	All	On promotion	1 week	On promotion
1.	Attitude to learn more, how to fetch more work	All	2 years	3 days	Once in a year
2.	Right and justified Benchmarking of self & others	All	2 years	2 days	Once in 2 years
3.	First-Aid	All	2 years	2days	Once in 2 years
4.	Handling Emergencies - General fire - Laboratory - Swimming pool accidents	All	2 years	1 day	Once in 2 years
5.	Authentic Vs inauthentic labour	All	2 years	1 day	Once in a year
6.	'Work on & forget the fruit'	All	2 years	1 day	Half yearly
7.	Grievances and Feedback	All	2 years	1 day	Half yearly
8.	Gender Sensitization	All	All	2 days	Once in 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

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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**

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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,

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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

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- Aspects of school health education programme
- Factors affecting health of school children: with special emphasis on drug abuse, alcoholism and training in school children.

10. Strategies of teaching
11. Techniques of teaching
12. Management in teaching –learning
13. Planning of teaching
14. Organising teaching
    - Leading teaching
    - Meaning of Motivation
    - Selection of Appropriate Strategies of Motivation

IN-SERVICE EDUCATION TRAINING

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

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

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

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

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

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

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

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

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

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

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

1. **Education policy-2002 and the Administrators Role in the Education of Punjab**

- Education policy-2002
- Application of Education Policy
- Two-tier system of schooling instead of four
- Recruitment Policy
- Re-deployment of teachers
- Leading Quality Institutions
- Participatory management and Team work

2. **Principles of School Administration / School organizations.**

- Principles of school administration.
- Objectives of School administration
- Importance of physical aspects of School Administration
- Needs of a school building.
- Economy in construction.
- Healthful school condition
- Securing parental co-operation.
- Building proper relations with the staff.

- Staff meetings-their utility and organization.
- School management, school finance and budget.

3. **Inspection and Supervision**

- Objectives of school inspection and ways to improve it.
- Functions of supervision.
- Modern trends in supervision
- Leading Quality Institutions
- Discipline in schools

4. **Importance of Management system for administration**

- Role of education technology in the effective management
- Importance of data system, data analysis and presentation of data.
- Administrator's role in the effective management of education.
- Storage of educational data for preparing comparative profiles

5. **Agencies of Education**

- Community as an agency of Education.
- Society as an agency of Education: Special emphasis on global society as a complementary agency of Education.
- Passive agencies of Education.
- Wastage and stagnation in Elementary Education.
- Role of community in controlling wastage and stagnation
- How to control wastage and stagnation.
- Role of Administration/PTA/Community in controlling wastage and stagnation

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

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

1. **Social Role**
   - Head Teachers as the Liaison Officer between the govt. and the society.
   - Head Teacher as the motivator for the community.
   - Functional Relationship of Chairman of VEDC of the society and the member secretary.
   - School Head as community member
   - Management of community grievances, students and parents' problems
2. **Teachers Role**
   - School Head as a teacher.
   - Breaking isolation of Teacher Education
   - Improving the quality of classroom teaching in the school.
   - A catalyst for providing quality training to teachers and global education to students.
   - Computer savvy Head Teacher: Role as modern administrator
3. **Administrator's Role**
   - Head Teacher as a Professional Democratic Leader.

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

4. School Discipline

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

5. Special Role of the Head Teachers

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

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

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

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

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

Educational Technology:

- In service training regarding Educational Technology.

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

Work Experience:

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

Planning Management:

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

Curriculum Material Development and Education:

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

TRAINING IN COMPUTER EDUCATION

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

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

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

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

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

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

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

18. Abbreviation related to computers.

TRAINING OF ENGLISH TEACHERS

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

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

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

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

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

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

Tentative Training Programme Contents for the English Teachers (Secondary)

- Review of English Text Books prepared by the Punjab School Education Board for teaching English in classes IX-XII
- The above exercise will continue to establish the rapport with the teachers and 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 there previous knowledge will be tested.

Practicals

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 Practicals 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.	

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 mixtures with examples.
- Chemical symbol, its significance.
- Molecular formula, its significance, molecular formulae of some common compounds.
- Chemical equation.

Work and Energy (Physics)

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

Health & Diseases (Biology)

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

Library

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

Practical

- Groups of seminarians will be inter-changed.

Day-3 (7-5-03)

Nature of matter and separation of substances (Chemistry)

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

- Methods/Principles of separation-magnetic separation, sedimentation, decantation, filtration etc.
- Separation using more than one method.

Light and its Projections

- Light- a source of energy on sources of light energy.
- Incident, Reflected, Refracted, Transmitted radiations and respective angle. Relationship between them.

Light and its Projections

- Prism, Angle of incidence, Angle of deviation. Angle of emergence. Relation between them.
- Mirror, lens. Images formed by them and their defects

Basic Algebraic Concepts (Maths)

- Relationship between numbers & letters.
- Operations on numbers and letters.
- Indices.
- Algebraic expressions.
- Operations on algebraic expressions.
- Simplification.
- Linear equation.
- Solution of Linear equation.
- Problems leading to linear equations.

Practicals

Groups of seminarians will be inter-changed.

Day-4 (8.5.03)

Acid, Base & Salt (Chemistry)

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

Heat & flow of heat (Physics)

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

Measurement (Physics)

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

Educational Excursion

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

Day-5 (9-5-03)

Number System (Maths)

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

Chemistry

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

Magnetism (Physics)

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

Participation of Teachers

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

Practicals

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

Day –6 (12-5-03)

Biology

- According to choice of seminarians.

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

Electricity (Physics)

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

Basic Geometrical Concepts (Maths)

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

OHP, Slide Projector

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

Practicals

- Groups of seminarians will be inter-changed.

Day-7 (13-5-03)

Electricity (Physics)

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

Man made Materials

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

Physics

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

Post-Test

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

Practicals

- Groups of seminarians will be inter-changed.

Day-8 (14-5-03)

Carbon & its compounds (Chemistry)

- Allotropic forms of carbon.

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

Animal System (Biology)

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

Sound (Physics)

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

Science Kit

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

Valedictory

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

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

Contents for Middle Science Seminar (Non-medical Group)
Year 2003-04 (5-5-03 to 14-5-03)

Day-1 (5.5.03)

Registration

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

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

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

Inauguration

- Prayer
- Welcome of seminarians by Co-coordinator of scheme.
- Inaugural address by Director S.I.S.E./Principal of G.I.S.T.C.
- Information regarding seminar and importance of seminar in the present 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 6^{th} to 8^{th}.
- 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 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 Practicals themselves.

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

Discussion

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

Day-2 (6-5-03)

Element, Compound & Mixture (Chemistry)

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

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

Cell & Cell Structure (Biology)

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

Health & Diseases (Biology)

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

Library

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

Practical

- Groups of seminarians will be inter-changed.

Day-3 (7-5-03)

Nature of matter and separation of substances (Chemistry)

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

Micro-organisms (Biology)

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

Useful Plants and Animals (Biology)

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

Construction and Theorems in Geometry (Maths)

- Construction of triangles (different types of triangles).
- Construction of medians, angle bisectors, bisectors of sides of triangles.

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

Practical

- Groups of seminarians will be inter-changed.

Day-4 (8.5.03)

Acid, base & salt (Chemistry)

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

Heat & flow of heat (Physics)

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

Our Environment (Biology)

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

Educational Excursion.

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

Day-5 (9-5-03)

Conservation of Natural resources (Biology)

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

Chemistry

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

Magnetism (Physics)

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

Participation of Teachers

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

Practicals

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

Day –6 (12-5-03)

Animal System (Biology)

- Digestive system, or
- Respiratory System

Physics

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

Animal System (Biology)

- Circulatory system, or
- Excretory system.

OHP, Slide Projector

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

Practical

- Groups of seminarians will be inter-changed.

Day-7 (13-5-03)

Biology

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

Man made Materials

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

Organic Evolution (Biology)

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

Post-Test

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

Practical

- Groups of seminarians will be inter-changed.

Day-8 (14-5-03)

Carbon & its compounds (Chemistry)

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

Food (Biology)

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

Electricity (Physics)

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

Science Kit

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

Valedictory

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

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

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

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

Day-1 (21.7.03)

Registration

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

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

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

Inauguration

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

Assignment

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

Pre-Test.

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

Practical

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

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

Discussion

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

Day-2 (22-7-03)

Matter-Nature & behavior (Chemistry)

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

Cell & Cell Structure (Biology)

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

Diversity in living World (Biology)

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

Library

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

Practical

- Groups of seminarians will be inter-changed.

Day-3 (23-7-03)

Periodic Table (Chemistry)

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

Human Diseases (Biology)

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

Human Diseases (Biology)

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

Construction and Theorems in Geometry (Maths)

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

Practicals

- Groups of seminarians will be inter-changed.

Day-4 (24.7.03)

Chemical bonding (Chemistry)

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

Sun and Nuclear energy (Physics)

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

Biology

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

Population Education

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

Practicals

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

Day-5 (25-7-03)

Chemistry

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

Life processes (Biology)

- Digestive system, or
- Respiratory System

Participation of Teachers

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

Moral values

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

Practical

- Groups of seminarians will be inter-changed.

Day –6 (28-7-03)

Chemistry

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

Physics

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

Life Processes (Biology)

- Circulatory system, or
- Excretory system.

Assignments

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

Practical

- Groups of seminarians will be inter-changed.

Day-7 (29.7.03)

Heredity (Biology)

- Heredity and variation.
- Physical basis of heredity-chromosomes
- DNA (Elementary idea)
- Genes, sex determination.

Educational Excursion

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

Day-8 (30-7-03)

Evolution (Biology)

- Evidences of evolution
- Theories of evolution.

Physics

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

Biology

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

NTSE

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

Practicals

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

Day-9 (31.7.03)

Magnetism (Physics)

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

Carbon & its compounds (Chemistry)

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

Sustainable Agriculture (Biology)

- Mixed farming
- Mixed cropping
- Crop rotations
- Variety improvement through breeding and selection.

Post-Test

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

Practical

- Groups of seminarians will be inter-changed.

Day –10 (1-8-03)

Electricity (Physics)

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

Carbon & its compounds (Chemistry)

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

Our Environment (Biology)

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

Science Kit

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

Valedictory

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

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

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

Day-1 (21.7.03)

Registration

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

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

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

Inauguration

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

Assignment

- Teachers will be given information regarding preparation of assignment for a particular topic of Physics, Chemistry, Biology from Classes 6^{th} to 10^{th}.
- 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.

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 changes. Difference between changes & 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.

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 EDUCATION SCHEME

TIME-TABLE FOR MIDDLE SCIENCE SEMINAR YR. 2003-4 (5.5.30 TO 14.5.03)

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

Day	9:30 to 10:15	10:15 to 11:00	11:00 to 11:15	11:15 to 12:00	12:00 to 12:45	12:45 to 1:30	1:30 to 3:30	3:30 to 4:30
1	Registration	Inauguration		Assignment	Library		Practical of phy, chem, bio according to syllabus	
2	Element, compound & mixture	Health and Diseases		Work & Energy	Pre-test		as above	
3	Heat and Flow of Heat	Nature of matter & separation of substances		Micro-organisms	Moral values/maths		as above	
4	Useful Plants and Animals	Light and its projections	T	Rocks, Minerals & Metals	Educational excursion	L	Educational Excursion	Discussion regarding problems faced by teachers and teacher's presentation
5	Acid, Base & Salt	Conservation of natural resources	e a	Sound	Participation of teachers	u n c h	Practical of phy, chem, bio according to syllabus	
6	Magnetism	Carbon and its compounds		Our Environment	Film Librarian (OHP, slide, projector)		as above	
7	Animal Systems	Electricity		Man-made Materials	Post Test		as above	
8	Chemistry according to choice of seminarians	Biology according to choice of seminarians		Physics according to choice of seminarians	Science Kit		Valedictory & TA/DA disburse-ment	

IMPROVEMENT OF SCIENCE EDUCATION SCHEME

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

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

Day	9:30 to 10:15	10:15 to 11:00	11:00 to 11:15	11:15 to 12:00	12:00 to 12:45	12:45 to 1:30	1:30 to 3:30	3:30 to 4:30
1	Registration	Inauguration		Assignment	Library		Practical of phy, chem, bio according to syllabus	
2	Nature of Matter	Diversity in the living world		Energy	Pre-test		as above	
3	Human Diseases	Classification of elements		Sun and Nuclear Energy	Maths		as above	
4	Magnetism	Chemical bonding		Natural Resources	Population Education		as above	
5	Chemical Reactions	Light		Participation by Teachers	Moral Values		as above	
6	Carbon and its Compounds	Our Environment		Electricity and its Applications	Assignments		as above	
7	Life Processes	Educational Excursion		Educational Excursion			Educational Excursion	
8	Heredity and Evolution	Metals and Non-metals		Universe	NTSE		Practical of phy, che, bio, acc to syllabus	
9	Chemistry acc to choice of seminarians	Biology acc to choice of seminarians		Physics acc to choice of seminarians	Post Test		as above	
10	Biology acc to choice of seminarians	Chemistry acc to choice of seminarians		Physics acc to choice of seminarians	Science Kit		Valedictory & TA/DA disburse-ment	

Tea

Lunch

Discussion regarding problems faced by teachers and teacher's presentation

MIDDLE MATHS SEMINAR (8 DAYS)

Day	9:00	9:30 to 10:30		10:45 to 11:45	11:45 to 12:45		1:30 to 2:30	2:30 to 3:30		3:45 to 4:30
1	Attendance & Morning Assembly & Moral Values Talks	Registration	T e a	Regarding Seminar	Pre-test	L u n c h	Number Systems-I	Linear equations	T e a	Assignments, Mathematical teaching problems faced by teachers and discussions in a planned manner
2		Basic Geo Concepts		Square and Cubes	NTSE		Number System-II	Word Problems		
3		Shares & Debentures		Indices and Exponents	Physics		Basic Geo Concepts	Geo Construction		
4		Shares & Debentures		Area	Env. Ed.		Triangles	Geo Construction		
5		Banking		Volume	Chemistry		Quadri-laterals	Teaching Aids		
6		Statistics		Educational Excursion			Educational Excursion			
7		Algebraic Concepts		Percentage, Profit-Loss	Biology		Circles & Related Concepts	Teaching Aids		
8		Algebraic Expressions		Interest (simple, compound)	Population Education		Concluding session			

HIGH MATHS SEMINAR (8 DAYS)

Day	9:00	9:30 to 10:30		10:45 to 11:45	11:45 to 12:45		1:30 to 2:30	2:30 to 3:30		3:45 to 4:30
1	Attendance & Morning Assembly & Moral Value Talks	Registration	T e a	Regarding Seminar	Pre-test	L u n c h	Factorisa-tion, 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		Trignometry		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		Rempainder Theorem	Biology		Circles & Related Concepts	Teaching Aids		
8		Simultan-eous 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)	TEA	Participation by teachers	Moral Values	LUNCH	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 Covcepts (maths)	NTSE		Practical of Phy, Chem, Bio acc to syllabus	
9	Magnetism (phy)	Chemical Bonding (che)		Human Diseases (bio)	Post-test		as above	
10	Universe(phy)	Carbon & its Compounds		Biology acc to choice of seminarians	Science Kit		Valedictory & TA/DA disbursement	

IMPROVEMENT OF SCIENCE EDUCATION SCHEME

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

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

Day	9:30 to 10:15	10:15 to 11:00		11:15 to 12:00	12:00 to 12:45		1:30 to 3:30	3:30 to 4:30
1	Registration	Inauguration		Assignment	Pre-test		Practical of Phy, Chem, Bio acc to syllabus	
2	Matter-Nature & Behaviour (che)	Cell & Cell Structure (bio)		Diversity in living world (bio)	Library		as above	Discussion regarding problems faced by teachers & Teachers' presentation
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 Seminarians	Population Education		as above	
5	Chemistry acc to choice of seminarians	Life Processes (bio)	T E A	Participation by teachers	Moral Values	L U N C H	as above	
6	Chemistry acc to choice of seminarians	Physics acc to choice of seminarians		Life processes (bio)	Assignments		as above	
7	Heredity (bio)	Educa-tional Excursi-on		Educational Excursion			Educational Excursion	
8	Evolution (bio)	Physics acc to choice of seminarians		Biology acc to choice of Seminarians	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		Valedictor y & TA/DA disbursem ent	

Material Prepared for SSA

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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
ਸਿਖਿਆਰਥੀ 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 ਸੇਧਤ ਸਿੱਖਿਆ Values oriented Education	Teacher Training	Punjabi	NCERT	Block level	1
ਨੈਤਿਕ ਸਿੱਖਿਆ -ਸੰਚਾਰ ਅਤੇ ਮੁੱਲਾਂਕਣ Moral Education : communication and Evaluation	Teacher Training	Punjabi	SSA, Punjab	School level	1
ਵਾਤਾਵਰਣ, ਸਕੂਲ ਅਤੇ ਬੱਚਿਆਂ ਦੀ ਸਵੱਛਤਾ Environment, School and children cleanliness	Teacher Training	Punjabi	SSA, Punjab	School level	1
ਪ੍ਰੇਰਣਾ (ਕੁਸ਼ਲਤਾਵਾਂ 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 ਕੁਸ਼ਲਤਾ 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

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Title/Description	Objective	Language	Source material	Circulation	No of Item
ਸਿੱਖਿਆ ਯੋਜਨਾਬੰਦੀ ਤੇ ਸਿੱਖਿਆ ਵਿਕਾਸ ਦੀ ਪੜਚੋਲ Educational Planning Diagnosis of Educational Development	Planning & Management	Punjabi	NIEPA	Cluster level/Block level/ Distt level/Diets/ In-Service Training Centre	1
ਜ਼ਿਲ੍ਹਾ ਪੱਧਰੀ ਵਿਦਿਅਕ ਯੋਜਨਾਬੰਦ- ਧਾਰਨਾ ਤੇ ਸੰਭਾਵਨਾ District level Educational Planning	Planning & Management	Punjabi	NIEPA	Distt. Level	1
ਸਿੱਖਿਆ ਬਾਰੇ ਰਾਸ਼ਟਰੀ ਨੀਤੀ: ਅਧਿਆਪਕਾਂ ਲਈ ਭਾਵ ਅਰਥ, ਸੰਸਥਾਗਤ ਯੋਜਨਾ ਅਤੇ ਪ੍ਰਬੰਧ National Educational Policy meaning & scope for teachers Institutional Planning	School Planning and management	Punjabi	NCERT	Cluster level/Block level/ Distt level/Diets/ In-Service Training Centre	1
ਸਿੱਖਿਆ ਬਾਰੇ ਰਾਸ਼ਟਰੀ ਨੀਤੀ (ਮੂਲ ਰੂਪ ਦਾ ਪੰਜਾਬੀ ਅਨੁਵਾਦ) National Educational Policy-1986 Punjabi Translation of the original document	Teacher Training	Punjabi	NCERT	Cluster level/Block level/ Distt level/Diets/ In-Service Training Centre	1
ਸਸਕੂਲ ਯੋਜਨਾਬੰਦੀ ਉਦੇਦੇਸ਼ ਅਤੇ ਵਿਸਤਾਰ SSchool Planning	Planning & Management (work book)	Punjabi	SSA, Punjab	School level	1
ਸਸਕੂਲ ਯੋਜਨਾ (ਮਡਿਊਲ) Sschool Planning	Planning & Management (Module)	Punjabi	SSA, Punjab	School level	1
ਪੰਜੰਜਾਬ ਸਿੱਖਿਆ ਨੀਤੀ 2002 ਅਤੇ ਇਸਦਾ ਕਾਰਜ ਪੋਗਰਾਮ Punjab Education Policy 2002 and Programme of Action	Policy, Programme of Action	English	SSA, Punjab	State/District level	1
ਵਿਵਰਵੇ ਸਮੂਹ ਸਿੱਖਿਆ ਦੇ ਬਰਾਬਰ ਮੌਕੇ Disisadvantaged groups: Equal Educational oppportunities to women	Teacher Training	Punjabi	NCERT	Cluster level/Block level/ Distt level/Diets/ In-Service Training Centre	1
ਅਧਿਆਪਕ ਸਿਖਲਾਈ ਕਿਵੇਂ ਹੋਵੇ Traainng 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
Leaarning 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 ਮੈਨੁਅਲ Accounting procedures of PASWAK. Training Manual	Planning & Management (VEDC) Training Manual	Punjabi	SSA, Punjab	School level	1
ਪਸਵਕ ਦੇ ਕੰਮਾਂ- ਕਾਜਾਂ ਲਈ ਨੇਮ Procedures of functioning of PASWAK	VEDC (Rules)	Punjabi	SSA, Punjab	Village level, School level	1
ਪਸਵਕ- ਉਸਾਰੀ ਵਿਧੀਆਂ ਅਤੇ ਅਧਿਕਾਰ Procedures of construction by PASWAK	VEDC (Rules Manual)	Punjabi	SSA, Punjab	Village level, School level	1
ਐਸ. ਐਸ. ਏ. ਬ੍ਰੋਸ਼ਰ SSA Brochure	Motivation and awareness	Punjabi	SSA, Punjab	School level	1
एस एस ए ब्रोशर 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	Sou
Household Survey			
ਸਿੱਖਿਆ ਦੇ ਆਮ ਪਸਾਰ ਲਈ ਪਰਿਵਾਰ ਸਰਵੇਖਣ, ਉਮਰ ਸ਼੍ਰੇਣੀ ਅਨੁਸਾਰ ਬੱਚਿਆਂ ਦੀ ਵੰਡ, 3-19 ਸਾਲਾਂ ਦੀ ਪਿੰਡ, /ਵਾਰਡਾਂ ਵਿਚ ਕੁੱਲ ਵਸੋਂ, ਪ੍ਰੀ, ਪ੍ਰਾਇਮਰੀ ਅਤੇ ਸਕੂਲ ਨਾ ਜਾਂਦੇ ਅਤੇ ਮਜ਼ਦੂਰੀ ਕਰਦੇ ਬੱਚੇ ਅਤੇ ਸ਼੍ਰੇਣੀ ਅਨੁਸਾਰ ਸਕੂਲ ਜਾਂਦੇ ਐਸ. ਐਸ. ਏ /ਐਫ. ਐਸ. 1,2,3,4,5 Family survey for universalisation of education, classification of children as per age,population of 3-19 age group, Pre school and school not going tto school and doing labour and school going children category wise SSA/FS/I/1,2,3,4,5	Family Survey	Punjabi	SSA
ਸ਼੍ਰੇਣੀ ਅਨੁਸਾਰ ਸਕੂਲ ਜਾਂਦੇ ਬੱਚਿਆਂ ਦੀ ਰਿਪੋਰਟ (ਪਿੰਡ/ਵਾਰਡ, ਕਲੱਸਟਰ, ਬਲਾਕ ਅਤੇ ਜ਼ਿਲ੍ਹਾ ਪੱਧਰ) . ਐਸ. ਐਸ. ਏ /ਐਫ. ਐਸ. I,II,III,IV/6 School going children category wise (village/ward, cluster, block and district) SSA/FS I,III,III,IV/6	Family Survey	Punjabi	SSA,
ਉਮਰ ਅਨੁਸਾਰ ਸਕੂਲ ਜਾਂਦੇ ਬੱਚਿਆਂ ਦੀ ਰਿਪੋਰਟ (ਪਿੰਡ,ਵਾਰਡ, ਕਲੱਸਟਰ, ਬਲਾਕ ਅਤੇ ਜ਼ਿਲ੍ਹਾ ਪੱਧਰ) ਐਸ. ਐਸ. ਏ /ਐਫ. ਐਸ. .I,II,III,IV/7 Agie wise School going children (village/ward, clusster, block and district) SSA/F/I,II,III,IV/7	Family Survey	Punjabi	SSA, Punjab
ਸ਼੍ਰੇਣੀ ਅਤੇ ਉਮਰ ਅਨੁਸਾਰ ਸਕੂਲ ਜਾਂਦੇ ਬੱਚਿਆਂ ਦੀ ਰਿਪੋਰਟ (ਪਿੰਡ,ਵਾਰਡ, ਕਲੱਸਟਰ, ਬਲਾਕ ਅਤੇ ਜ਼ਿਲ੍ਹਾ ਪੱਧਰ) ਐਸ.. ਐਸ. ਏ /ਐਫ. ਐਸ. I,II,III,IV/8 Category wise School going children age (village/ward, cluster, block and district) SSA//FS I,II,III,IV/8	Family Survey	Punjabi	SSA, Punjab
ਸਕੂਲ ਨਾ ਜਾਂਦੇ/ ਮਜ਼ਦੂਰੀ ਕਰਦੇ ਬੱਚਿਆਂ ਦੀ ਰਿਪੋਰਟ (ਪਿੰਡ,,ਵਾਰਡ, ਕਲੱਸਟਰ, ਬਲਾਕ ਅਤੇ ਜ਼ਿਲ੍ਹਾ ਪੱਧਰ) ਐਸ. ਐਸ. ਏ /ਐਫ. ਐਸ I,II,III,IV/9 School not going working children (village/ward, clusten, block and district) SSA/FS I,II,III,IV/9	Family Survey	Punjabi	SSA,
ਉਮਰ ਅਨੁਸਾਰ ਸਰੀਰਕ ਮਾਨਸਿਕ ਚੁਣੌਤੀਆਂ ਦਾ ਸਾਹਮਣਾ ਕਰਦੇ ਬੱਚਿਆਂ ਦੀ ਰਿਪੋਰਟ (ਪਿੰਡ,ਵਾਰਡ, ਕਲੱਸਟਰ, ਬਲਾਕ ਅਤੇ ਜ਼ਿਲ੍ਹਾ ਪੱਧਰ) ਐਸ. ਐਸ. ਏ/ਐਫ. ਐਸ..I,II,III,IV/10 Age wise Physically/Mentally handicapped children (village/ward, cluster, block and district) SSA/FS I,II,III,IV/10	Family Surveyll	Punjabi	SSA,

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Title/Description	Objective	Language	Source material	Circulation	No of Item
ਸ਼੍ਰੇਣੀ ਅਨੁਸਾਰ ਸਰੀਰਕ/ਮਾਨਸਿਕ ਚੁਣੌਤੀਆਂ ਦਾ ਸਾਹਮਣਾ ਕਰਦੇ ਬੱਚਿਆਂ ਦੀ ਰਿਪੋਰਟ (ਪਿੰਡ,ਵਾਰਡ, ਕਲੱਸਟਰ, ਬਲਾਕ ਅਤੇ ਜ਼ਿਲ੍ਹਾ ਪੱਧਰ) ਐਸ. ਐਸ. ਏ./ਐਫ. ਐਸ. I,II,III,IV/11 Category wise Physically/Mentally handicapped (village/ward, cluster, block and district) SSA/FS I,II,III,IV/11	Family Survey	Punjabi	SSA, Punjab	School level	4
ਸਿੱਖਿਆ ਦੇ ਆਮ ਪਸਾਰ ਲਈ ਪਰਿਵਾਰ ਸਰਵੇਖਣ ਨਿਰਦੇਸ਼ ਪੁਸਤਕ ਐਸ. ਐਸ. ਏ/ਐਸ. ਆਰ/1 Family survey Instruction - book for general expansion of Education SSA/FS/SR/1	Family Survey	Punjabi	SSA, Punjab	School level	1
ਸਿੱਖਿਆ ਦੇ ਆਮ ਪਸਾਰ ਲਈ ਪਰਿਵਾਰ ਸਰਵੇਖਣ ਨਿਰਦੇਸ਼ ਪੁਸਤਕ-1&2 Family Survey Instruction book - 1&2	Family Survey	Punjabi	SSA, Punjab	School level	2
ਪਿੰਡ/ਵਾਰਡ ਦਾ ਨਾਨ-ਸਕੇਲ ਨਕਸ਼ਾ Non-Scale map of the Village/ward	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 (ਮੁੱਹਲਾ/ਬਸਤੀ, ਕਲੱਸਟਰ, ਬਲਾਕ ਪੱਧਰ) ਐਸ. ਐਸ. ਏ/ਐਸ. ਈ. ਟੀ - I,II,III/1 Records of schools code (Mohalla / basti, cluster & block) SSA/SET-I,II,III/1	Survey/EMIS	Punjabi	SSA, Punjab	School level	3
ਤਿਮਾਹੀ ਐਨਰੋਲਮੈਂਟ ਅਤੇ ਅਧਿਆਪਕਾਂ ਦੀ ਸੂਚਨਾ ਅਤੇ ਵੇਰਵਾ (ਸਕੂਲ ਬਲਾਕ ਅਤੇ ਕਲੱਸਟਰ, ਜ਼ਿਲ੍ਹਾ ਪੱਧਰ) ਐਸ. ਐਸ. ਏ/ਐਸ. ਈ. ਟੀ - I,II,III,IV/2, ਅਤੇ 2.1 Quarterly Enrolment and Teachers Infor-mation 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/I/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 (ciuster, 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) ਐਮ. 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

Sarva Shiksha Abhiyan

Title/Description	Objective	Language	Source material	Circulation	No of Item
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 ਗ੍ਰੇਡੇਸ਼ਨ ਪ੍ਰਕਿਰਿਆ School Evaluation and Gradation Process	Research/Evaluation	Punjabi	SSA, Punjab	School level	1
ਸਕੂਲ ਮੁਆਇਨਾ ਫਾਰਮੇਟ I ਅਤੇ II School Inspection Format I and II	Research Evaluation	English	SSA, Punjab	State, District	1
(Funds Distribution to VEDCs and their Monitoring) - Management					
ਜ਼ਿਲ੍ਹਾ ਪੱਧਰ, ਬਲਾਕ ਪੱਧਰ, ਕਲੱਸਟਰ ਪੱਧਰ ਤੇ ਸਕੂਲ ਪੱਧਰ ਅਤੇ ਟੀਚਰ ਗ੍ਰਾਂਟਾਂ ਅਤੇ ਸਿਵਿਲ 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 monitoning	Punjabi	SSA Punjab	District	6