SARVA SHIKSHA ABHIYAN

DISTRICT ELEMENTARY EDUCATION PLAN

EDUCATION FOR ALL

SARVA SHIKSHA ABHIYAN

PUNJAB

Annual Work Plan
2003-2004

District

MANSA

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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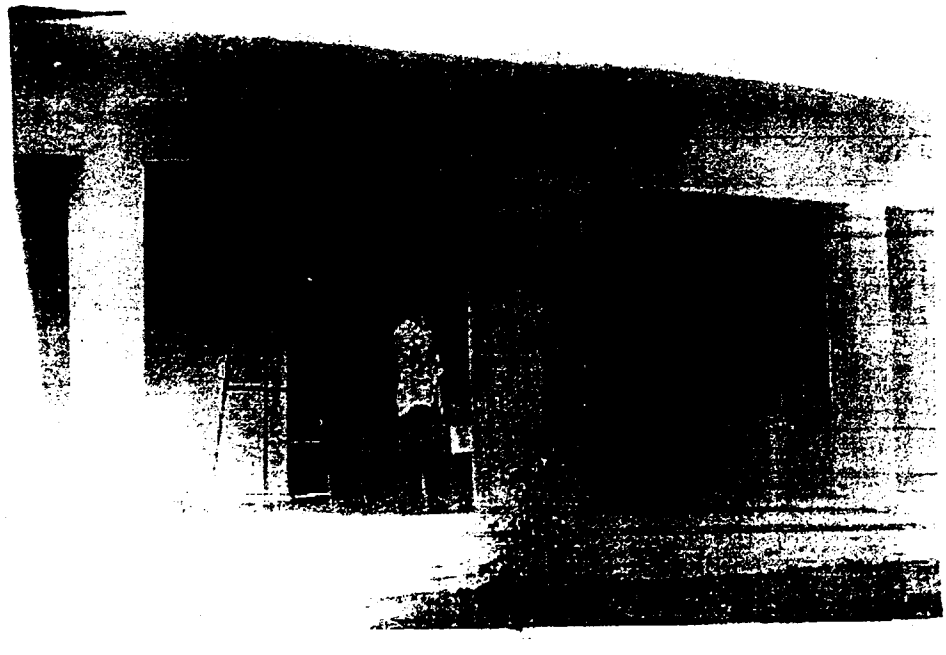
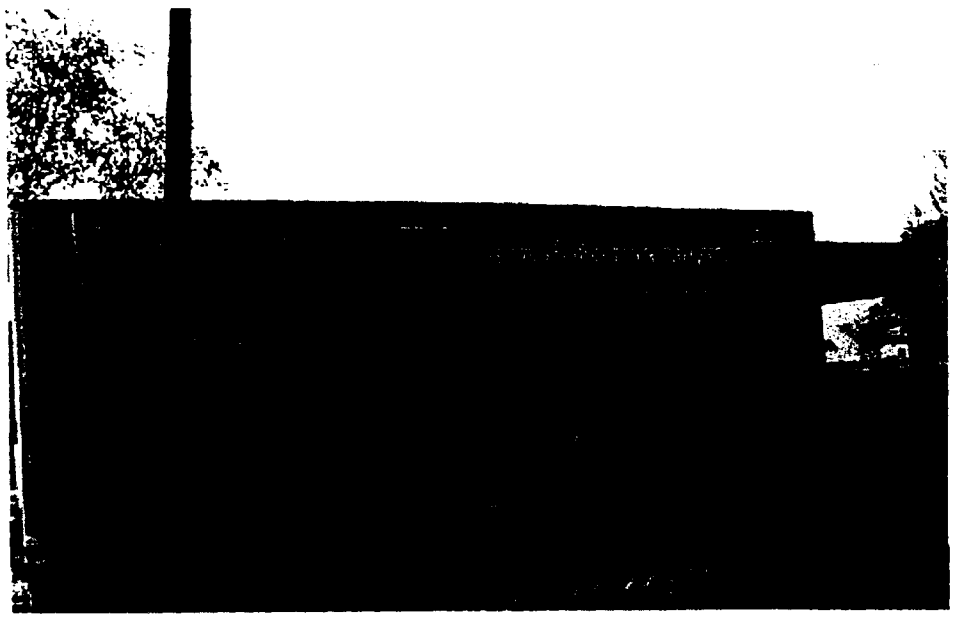
SSA in News and through Pictures

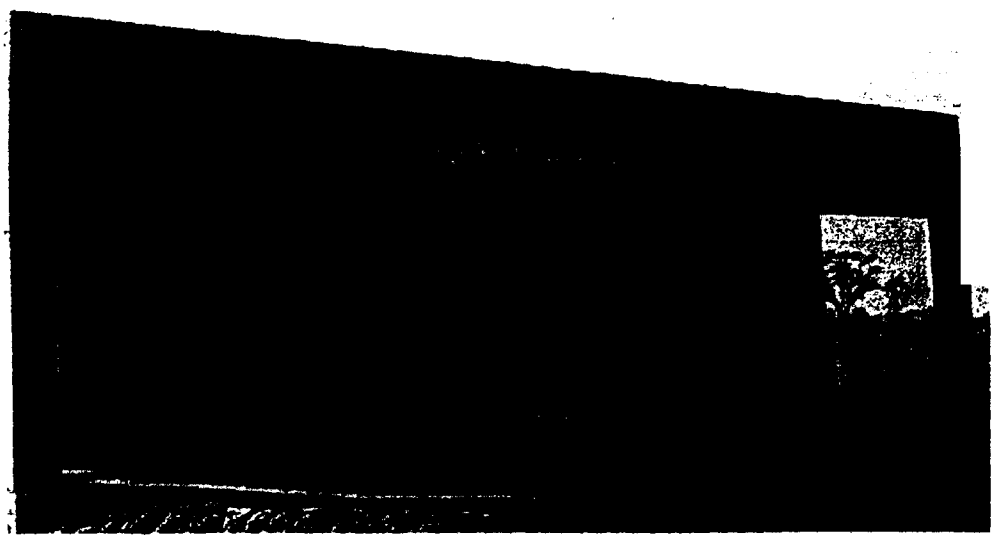
Govt. Elementary School Budhlada
Distt. Mansa

Govt. Elementary School Bogh
Distt. Mansa



Govt. Elementary School Chakbhaikey & GES Chakan
Distt. Mansa





PUNJABI TRIBUNE 07-5-2003

ਸਰਬ ਸਿੱਖਿਆ ਅਭਿਆਨ ਤਹਿਤ ਸਕੂਲਾਂ ਨੂੰ ਤਿੰਨ ਲੱਖ ਰੁਪਏ ਗ੍ਰਾਂਟ ਵੰਡੀ: ਆਹਲੂਵਾਲੀਆ

ਮਾਨਸਾ, 6 ਮਈ (ਪੱਤਰ ਪ੍ਰੇਰਕ)- ਸਿੱਖਿਆ ਦੇ ਮਿਆਰ ਵਿਚ ਸੁਧਾਰ ਲਿਆ ਕੇ ਸਾਖਰਤਾ ਦੇ ਸੌ ਫੀਸਦੀ ਟੀਚੇ ਪੂਰੇ ਕਰਨ ਲਈ 6 ਸਾਲ ਤੋਂ 11 ਸਾਲ ਤੱਕ ਦੀ ਉਮਰ ਦੇ ਸਾਰੇ ਬੱਚਿਆਂ ਨੂੰ ਸਕੂਲ ਭੇਜਣ ਲਈ ਮਾਨਸਾ ਜ਼ਿਲ੍ਹੇ ਨੂੰ ਪੌਣੇ ਚਾਰ ਕਰੋੜ ਰੁਪਏ ਦੀ ਧਨ ਰਾਸ਼ੀ ਪ੍ਰਾਪਤ ਹੋਈ ਹੈ ਅਤੇ ਇਸ ਵਿਚੋਂ ਲਗਭਗ 3 ਹਜ਼ਾਰ ਰੁਪਏ ਦੀ ਰਕਮ ਗਰਾਂਟ ਦੇ ਰੂਪ ਵਿਚ 460 ਸਕੂਲਾਂ ਨੂੰ ਵੰਡੀ ਜਾ ਚੁੱਕੀ ਹੈ। ਇਹ ਪ੍ਰਗਟਾਵਾ ਡਿਪਟੀ ਕਮਿਸ਼ਨਰ ਸ੍ਰੀ ਐਸ.ਕੇ. ਆਹਲੂਵਾਲੀਆ ਨੇ ਅੱਜ ਗਾਂਧੀ ਗਰਲਜ਼ ਸਕੂਲ ਵਿਚ ਸਰਬ ਸਿੱਖਿਆ ਅਭਿਆਨ ਸਬੰਧੀ ਨੂੰ ਸਫਲ ਬਣਾਉਣ ਵਾਸਤੇ ਅਧਿਆਪਕਾਂ ਦੇ ਸਹਿਯੋਗ ਲਈ ਉਨ੍ਹਾਂ ਨੂੰ ਲਾਮਬੰਦ ਕਰਨ ਲਈ ਕੀਤੇ ਇਕ ਸੈਮੀਨਾਰ ਦਾ ਉਦਘਾਟਨ ਕਰਨ ਦੌਰਾਨ ਦਿੱਤੀ।

ਡਿਪਟੀ ਕਮਿਸ਼ਨਰ ਨੇ ਕਿਹਾ ਕਿ 6 ਤੋਂ 11 ਸਾਲ ਦੀ ਉਮਰ ਦੇ ਬੱਚਿਆਂ ਨੂੰ 2007 ਤੱਕ ਉਨ੍ਹਾਂ ਨੂੰ ਪ੍ਰਾਇਮਰੀ ਪੱਧਰ ਤੱਕ ਅਤੇ ਸੰਨ 2010 ਤੱਕ ਮਿਡਲ ਸਕੂਲ ਤੱਕ ਵਿਦਿਆ ਦੇਣ ਲਈ ਮਾਨਸਾ ਜ਼ਿਲ੍ਹੇ ਵਿਚ ਇਹ ਸਰਵ ਸਿੱਖਿਆ ਅਭਿਆਨ ਸਕੀਮ ਸ਼ੁਰੂ ਕੀਤੀ ਗਈ ਹੈ। ਉਨ੍ਹਾਂ ਕਿਹਾ ਕਿ ਇਸ ਸਕੀਮ ਤਹਿਤ ਇਹ ਰਕਮ ਜ਼ਿਲ੍ਹੇ ਦੇ ਸਕੂਲਾਂ ਵਿਚ ਮੁਢਲੀਆਂ ਸੁਹੂਲਤਾਂ ਪ੍ਰਦਾਨ ਕਰਨ, ਸਕੂਲੀ ਇਮਾਰਤਾਂ ਵਿਚ ਵਾਧਾ ਕਰਨ, ਅਸੁਰੱਖਿਅਤ ਕਰਾਰ ਦਿੱਤੀਆਂ ਇਮਾਰਤਾਂ ਦੀ ਥਾਂ ਨਵੀਆਂ ਇਮਾਰਤਾਂ ਦੀ ਉਸਾਰੀ ਅਤੇ ਸਕੂਲੀ ਇਮਾਰਤਾਂ ਵਿਚ ਵਾਧਾ ਕਰਨ ਉਤੇ ਖਰਚ ਕੀਤੀ ਜਾਵੇਗੀ।

ਸੰਬੋਧਨ ਦੌਰਾਨ ਸ੍ਰੀ ਆਹਲੂਵਾਲੀਆ ਨੇ ਅਧਿਆਪਕਾਂ ਨੂੰ ਪੂਰੀ ਲਗਨ ਅਤੇ ਤਨਦੇਹੀ ਨਾਲ ਬੱਚਿਆਂ ਨੂੰ ਪੜ੍ਹਾਉਣ ਦੀ ਅਪੀਲ ਕਰਦਿਆਂ ਕਿਹਾ ਕਿ ਸਰਕਾਰੀ ਸਕੂਲਾਂ ਦੇ ਨਤੀਜੇ ਪ੍ਰਾਈਵੇਟ ਸਕੂਲ ਨਾਲ ਮੇਲ ਖਾਂਦੇ ਲਿਆਉਣ ਲਈ ਸਰਕਾਰੀ ਸਕੂਲਾਂ ਦੇ ਅਧਿਆਪਕਾਂ ਨੂੰ ਗੰਭੀਰਤਾ ਨਾਲ ਸੋਚਣਾ ਪਵੇਗਾ। ਉਨ੍ਹਾਂ ਕਿਹਾ ਕਿ ਅਧਿਆਪਕ ਹੀ ਇਸ ਸਮੇਂ ਇਸ ਦੇਸ਼ ਦਾ ਸੁਖਿੱਖ ਸੰਦਾਹ ਸਕਦੇ ਹਨ।

ਜ਼ਿਲ੍ਹਾ ਸਿੱਖਿਆ ਅਫਸਰ ਅਵਤਾਰ ਸਿੰਘ ਨੇ ਦੱਸਿਆ ਕਿ 9 ਮਈ ਤੋਂ ਮਾਨਸਾ ਜ਼ਿਲ੍ਹੇ ਵਿਚ ਬਲਾਕ ਪੱਧਰ ਉਤੇ ਸਰਬ ਸਿੱਖਿਆ ਅਭਿਆਨ ਸਕੀਮ ਤਹਿਤ ਪੂਰਨ ਸਿੱਖਿਆ ਦਿੱਤੀ ਜਾਵੇਗੀ। ਉਨ੍ਹਾਂ ਭਰੋਸਾ ਦਿਵਾਇਆ ਕਿ ਅਧਿਆਪਕ ਪੂਰੀ ਜ਼ਿੰਮੇਵਾਰੀ ਨਾਲ ਪੜ੍ਹਾਈ ਕਰਾਉਣਗੇ। ਉਨ੍ਹਾਂ ਕਿਹਾ ਕਿ ਗਰੀਬੀ ਦੀ ਰੇਖਾ ਤੋਂ ਹੇਠਾਂ ਰਹਿ ਰਹੇ ਲੋਕਾਂ ਦੇ ਬੱਚਿਆਂ ਨੂੰ ਵਿਦਿਆ ਦੇਣਾ ਸਰਕਾਰ ਦਾ ਮੁੱਖ ਮੰਤਵ ਹੈ। ਪਲਵਿੰਦਰ ਸਿੰਘ ਡੀ.ਈ.ਓ. (ਪ) ਨੇ ਦੱਸਿਆ ਕਿ ਅੰਗਹੀਣ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਪ੍ਰਤੀ ਵਿਦਿਆਰਥੀ 12 ਸੌ ਰੁਪਏ ਸਾਲਾਨਾ ਵਜ਼ੀਫਾ ਵੀ ਦਿੱਤਾ ਜਾਵੇਗਾ।

22-5-2003
PUNJABI TRIBUNE

ਸਰਬ ਸਿੱਖਿਆ ਅਭਿਆਨ ਤਹਿਤ ਵਰਕਸ਼ਾਪ ਲਾਈ

ਖੁਡਲਾਢਾ, 21 ਮਈ (ਪੱਤਰ ਪ੍ਰੇਰਕ)- ਸਰਬ ਸਿੱਖਿਆ ਅਭਿਆਨ ਤਹਿਤ ਅੱਜ ਇਥੇ ਸਰਕਾਰੀ ਜੇ.ਬੀ.ਟੀ. ਸਕੂਲ ਵਿਖੇ ਪੰਜ ਰੋਜ਼ਾ ਸਿੱਖਿਆ ਤਕਨਾਲੋਜੀ ਵਰਕਸ਼ਾਪ ਲਾਈ ਗਈ। ਇਸ ਵਰਕਸ਼ਾਪ ਦਾ ਉਦਘਾਟਨ ਜੇ.ਬੀ.ਟੀ. ਸੰਸਥਾ ਦੇ ਪ੍ਰਿੰਸੀਪਲ ਸ੍ਰੀ ਪ੍ਰੀਤਮ ਸਿੰਘ ਨੇ ਕੀਤਾ। ਜ਼ਿਲ੍ਹੇ ਭਰ ਤੋਂ ਇਕੱਠੇ ਹੋਏ ਅਧਿਆਪਕਾਂ ਦੇ ਇਕ ਵੱਡੇ ਸਮੂਹ ਨੂੰ ਪ੍ਰਿੰਸੀਪਲ ਨੇ ਸੰਬੋਧਨ ਕੀਤਾ। ਇਸ ਮੌਕੇ ਵਰਕਸ਼ਾਪ ਵਿਚ ਪੁੱਜੇ ਅਧਿਆਪਕਾਂ ਨੂੰ ਸੰਸਥਾ ਦੇ ਲੈਕਚਰਾਰ ਮਨੋਹਰ ਦਾਸ ਨੇ ਸੰਬੋਧਨ ਕਰਦਿਆਂ ਕਿਹਾ ਕਿ ਇਸ ਵਰਕਸ਼ਾਪ ਦੌਰਾਨ ਅਧਿਆਪਕਾਂ ਨੂੰ ਵੱਖ-ਵੱਖ ਵਿਸ਼ਿਆਂ ਆਰਟ, ਸਮਾਜਕ ਸਿੱਖਿਆ, ਹਿਸਾਬ, ਸਾਇੰਸ, ਅੰਗਰੇਜ਼ੀ, ਪੰਜਾਬੀ, ਹਿੰਦੀ ਅਤੇ ਫਿਜ਼ੀਕਲ ਐਜੂਕੇਸ਼ਨ ਨਾਲ ਸੰਬੰਧਤ ਸਹਾਇਕ ਸਮੱਗਰੀ ਤਿਆਰ ਕਰ ਕੇ ਬੱਚਿਆਂ ਵਿੱਚ ਨਰੋਈ ਸਿੱਖਿਆ ਪ੍ਰਦਾਨ ਕਰਨ ਦੀ ਟ੍ਰੇਨਿੰਗ ਦਿੱਤੀ ਜਾਵੇਗੀ।

District Profile and Statistics

Brief Profile of District Mansa

Location

Mansa district is located in the central southern part of Punjab State in the Malwa region. It was carved out on 13th April 1992 from the district of Bathinda. The district shares boundaries with Sirsa and Hisar district of Haryana in the south, Sangrur district in north & north east and Bathinda district in north east. It is constituted of the areas of erstwhile PEPSU state.

Origin of Name

The town is said to have been founded by Bhai Gurdas who hailed from Dhingarh of Distt. Mansa. He is said to have been married at the place among the Dhaliwal Jat Sikh. Once he come to his in-laws to take his wife along with him but they refused to send her. At this Bhai Gurdas sat in meditation before the house of his in-laws, after some time, the parents of girl agreed to send their daughter with Bhai Gurdas. But he refused to take her along with him, stating that he had now renounced the worldly way of life, in his memory, his samadh was constructed where a fair is held every year. In March-April. People in large numbers attend the fair and offers laddus to Bhai Gurdas Samadh. Class–A municipality has been functioning in town since 1952.

Area

The district spread over 2171 sq. Kms. having total population of 688630 as per 2001 census, amounting to 2.83 percent of the total population of Punjab *(Annexure-I)*.

Climate

The district falls in the Central-Southern part of Punjab, which is distantly located from the Himalayas. The Rajasthan desert is also not far away and its heat, sand and dust storms influence its weather to great extent, the district has a very hot summer, mild rainy season and dry but bracing winter. Due to extension of irrigation facilities during the last few decades the weather has undergone some changes.

The temperature begins to rise in the district from early March and it goes on rising till it touches 46^0 C or around in June. Hot winds blow over the land and dust storms are frequent, particularly in south-western portion. The monsoon rains commence in July with breaks and may last up to September. During the rainy season the days are hot and sultry but nights are cooler as the season progresses. The district reported 271.3mm average rainfall in 2001-02 *(Annexure-I)*. Towards the middle of September or early of October the weather become fine and by end of October mild cold season sets in. The

period from November to February is cold, January being the severest. In winter light frost or rains may be experienced. In March weather becomes fine.

Topography

Mansa district in a part of Punjab Malwa plain and is sub divided following into regions.

1) Mansa Plain

This is spread over the area of Mansa tehsil. The region covers the eastern part of the district. This is a plain area dotted with sand dunes, which are largely concentrated near the Mansa town. The geological structure of this region consists of Alluvium and main soils of the region are coarse sandy-loam to loam and loam to salty-clay loam which are classified as psamments-Fulvents-orthids and ochrepts-psamments. Natural vegetation includes, kikar, ber, neem and thorny bushes.

2) Ghaggar flood plain

This region extends over southern part of Mansa tehsil. The Ghaggar river flows east to west, geological structure of this region consists of Alluvium and main soils are ustalfs-ochrepts and Psamments-Fluvents-orthids. This region has serious problems of wind erosion. Being a flood plain villages are flooded during rainy season. It has Bhakra canal and new Dhodal branch (Sirhind Canal) for irrigation. The natural vegetation includes shisham, neem, redes and sarkanda.

Rivers and Drains

There is no major river, which traverses this district. Ghaggar stream, which flows through this district. It rises in the Sirmaur district of Himachal Pradesh and is known as Kaushalya in the reaches. After flowing through Himachal Pradesh, Ambala district of Haryana state, Patiala and Sangrur district of Punjab it enters this district at village moda HB No. 175 and leaves the district at village Rorki HB No 188. After flowing through the district in tenders Sirsa district of Haryana where it is known as Nali. Its bed is narrow and banks are low thus floods easily occur. When it floods it causes lot of damage in the district during the rainy season.

Canals

The district is served by Sirhind canal the main source of irrigation in the district in this canal. All the three branches namely, the Abohar branch, the Batinda branch and Kotla branch form the part of this system.

Present Jurisdiction

The Mansa tehsil was part of erstwhile Patiala state. The area was merged in the PEPSU state. After the reorgamisation of Punjab in 1956 Mansa became part of Bathinda district. On 13th April 1992 Mansa district was carved out from Bathinda district and is sub divided in following 3 tehsils (1) Mansa,

(2) Budhlada, (3) Sardulgarh. The district is further sub divided into 5 community development Blocks (1) Budhlada, (2) Jhuneer, (3) Sardulgarh. (4) Mansa and (5) Bhikhi. Further there are 5 towns and 240 villages in the district *(Annexure-I)*.

Major Characteristics of the District

Land Utilisation

During the year 2001-02, against a geographical area of 219 thousand hectares of the district, the total area according to village papers is 214 thousand hectares, which shows wide disparity in the two sets of areas arrived at by different methods of measurement. Out of the total area, 3 thousand hectares is under forests, 5 thousand hectares is put to Non-Agricultural use, 2 thousand hectares is current fallow. Further there is 204 thousand hectares is 'Net Area Sown' which works out to be 94.85 percent to total area. 165 thousand hectares is the area sown more than once. Thus the total cropped area works out to be 369 thousand hectares during 2001-02 *(Annexure-I)*.

Agriculture

The areas now constituting this district were earlier in Patiala state, where feudal institutions like Jagirdari and biswedari were prevalent which have since been abolished under various land reform measures introduced after independence. As a result many occupancy tenants have become proprietors. Similarly tenancy at will who were able to purchase land under the law also become proprietors. Also ceilings on land resulted in surplus lands, which was distributed among the landless cultivators on payment of compensation. For fear of being deprived of their land many landlords have taken to self-cultivation and have introduced mechanisation in agriculture in a big way. The farmers generally cultivate their land themselves or through servants. This system is known as khudkasht. (Self-cultivation). In some cases the land is leased out to other marginal farmers or tenants on batai (share cropping) or theka (contract). The general rate of batai is one half, depending upon the provision of irrigation, fertilizers, etc. However, the rate of theka (contract) varies from time to time depending upon the quality of land and the period of contract. As large number of farmers own tractors some of them offer services for various agricultural operations against cash payment. This system is gaining popularity in the rural areas.

79.32 percent population of the district resides in rural areas thus Mansa is mainly an agricultural district. Area under paddy was 84 thousand hectares and under wheat was 163 thousand hectares, during the year 2001-02. The district reported an area of 815 hectares under different vegetables. Out of this 461 hectares is under winter vegetables. The area under different fruits is 357 hectares out of these 116 hectares the highest area is under Kinnow. Thus the total cropped area for the year 2001-02 works out 369 thousand hectares. The

district consumed 57 thousand tonnes of chemical fertilizer during the year 2001-02.

Irrigation

The main source of irrigation are the canals as the rains are low and erratic even during the monsoons. Also the sub soil water is low and brackish, which is considered unsuitable for irrigation. Besides the canals, the government has sunk and energised tubewells, which augment the sources of irrigation in the district. Irrigation by well is resorted to but to a limited extent. The irrigation is done mainly from Sirhind canal. But some areas are irrigation from Bhakra canal and other distributaries.

In the year 2001-02, the net area irrigated in the district was 199.2 thousand hectares, out of which 152100 hectares was irrigated by Government canals and 47100 hectares by tubewells and wells *(Annexure-I)*. The percentage of Net Area Irrigated to Net Area sown during the corresponding period was 97.6 percent. Out of gross cropped area of 369 thousand hectares, 366.1 thousand hectares was irrigated. Percentage of Gross Irrigated Area to gross cropped area was 99.2 percent.

Animal Husbandry

Livestock continue to be a valuable possession of the farmers inspite of the agricultural economy is heading towards mechanisation. The district can boast of a fairly rich cattle wealth in the year 1997.

In the year 1997 out of 455300 livestock there were 86400 cattles, 264900 buffaloes, 900 horses and ponies, 500 donkeys, 1.600 mules, 48500 sheeps, 37800 goats, 1400 camel and 13300 pigs. The number of poultry birds was 91800. A milk Plant with a capacity of 150000 litres per day is being run in the district. It has chilling centres.

Fisheries

In the year 2001-02, an area of 358 hectares was stocked with fingerling*(Annexure-I)*.

Industry

During the princely times there was not much industrial activity in the district. Village industries like handloom weaving, oil extraction by wooden kohlus, manufacture of agricultural implement, juti making, baan making, gur and shakar manufacture, calico printing and phulkari making were in vogue in the rural areas. Durries in floral deigns were manufactured in the urban centres of the district.

In the year 2000, the number of registered working factories was 264. Some industries of the district are: (1) Manufacturing of textiles (2) Electricity and gas Supply, (3) Repair services, (4) Agricultural services, (5) Manufacturing of food and beverages, (6) Manufacturing of leather and fur products (7) Manufacturing of wood and wood product, (8) Manufacturing metal products and parts, and (9) Electricity Machinery and other etc *(Annexure-I)*.

Electricity

The erstwhile rulers were well aware of the technological changes taking place in the world. They, therefore, were the first to introduce electricity in their area in the beginning of the last century. The private suppliers of electricity were replaced by the state government Public Works Department. After some time the responsibilities of supplying electricity was bestowed on the Punjab State Electricity Board Patiala.

In the year 2001-02, the district consumed 214.41 million kwh of electricity *(Annexure-I)*, which was 1.12 percent of the total state consumption. Further domestic sector was the largest consumer of electricity i.e. 85.16 million units. For agriculture, commercial and industrial sectors; the consumption was 78.42 millions units, 12.58 million units and 38.25 million units respectively. In the year 2001-02 out of total household of 118065, number of household using electricity was 92305 which comes out to be 78.18 percent.

Minerals and Mining

The district is poor so far as mineral wealth is concerned. Some kankar (Calcareous nodules) is found at some places. It is for road construction purpose and is also burnt for time. Black clay from which bricks are made also occurs in small quantities.

Communication

The means of communication such as railways roads, waterways, post and telegraphs and telephone play an important role in the development of any area. The district is well served by road and railways. Bathinda-Jakhal-Delhi is the main railway line serving the district.

In 2001-02, the road length maintained by PWD (B&R) is 1777 kms. The whole road length of 1777 Kms. is provincial highways. Accordingly, roads per 100 Sq. Kms. of area is 85 Kms. Roads per lakh of population is 267 Kms. The villages linked with roads are 240 and percentage of villages linked with roads is 100 percent. The number of total registered vehicles in 2000-01 is 21377. Also, there are 97 post offices, 6 telegraph offices, 27 telephone exchanges, 241 public call offices and 7278 telephone connections in the district *(Annexure-I)*.

Trade and Commerce

Though the wholesale and retail trade is mostly in the private hands, there is a district wholesale co-operative marketing and supply society at Mansa which undertakes whole sale supplies of agricultural implements, seeds, fertilisers pesticides etc to the farmers/members. .

In 2001-02, there were 112 agricultural societies, 185 milk supply societies, 79 weavers societies in the district. The population of the district is provided with the banking facility. The district has 4 state Bank of India branches, 13 state Bank of Patiala branches, 10 Punjab National Bank branches and 17 other National Banks and 33 Cooperative Banks *(Annexure-I)*.

Forestry

Mansa district falls under the jurisdiction of divisional forest officer, Bathinda. Due to rapid extension of agriculture area under forest has declined appreciably during the last century. The district was known as jungle once but jungle are nowhere to be seen anywhere.

During 2001-02, total area under forests is 27 Sq. Kms *(Annexure-I)*. and the total area is protected forest area. The percentage of forest area to total area is 1.24 percent.

Medical and Public Health

Ayurvedic and Unani systems of medicine were popular before the introduction of Allopathic system by the erstwhile rulers, who took pains in opening hospitals and dispensaries at various important places in the district. Faith curing and quackery was also popular with the people but it has since lost popularity. In orthopaedic cases (bone fracture) village sianas/pahlwans were consulted but their popularity has also declined appreciably. The homoeopathic system is last to arrive and it has become popular in the urban areas in treatment of children and patients of chronic diseases.

In 2002, there were 61 Medical Institutions out of which 53 are in rural areas and 8 are in urban area. Further, there are 37 dispensaries and 1 hospital in rural area and 2 dispensaries and 4 hospitals in urban area. The district has 12 Ayurvedic, 1Unani and 2 Homoeopathic Institutions *(Annexure-I)*. Up to the year 2001, 239 villages were identified as water scarcity villages and in all the villages water supply schemes have been commissioned.

Education

Before the introduction of modern education on the lines of the British, teaching was done on religious lines in the following three systems; (1) Hindu system, (2) Sikh system and (3) Muslim system. The Hindu system comprised Chatshalas/patshalas run by Pandits in the dharamsalas or temples where instructions were imparted in Hindi. The Sikh system comprised teaching by the Bhai/Granthis in the gurudwaras/dharamshalas in Gurmukhi. In the Muslim

system Maulvis taught Arabic/ Persian/ Urdu in the madrassa/ maktabs/ mosques.

In the post independence period tremendous progress was made in the opening of number of institution. In 2000-01, the district has Arts, Science, Commerce and Home Science Colleges 4(3boys, 1 girls); Senior Secondary Schools 43 (36 boys, 7 girls); High Schools 51 (47 boys, 4 girls); Middle Schools 86 (85 boys, 1 girls); Primary Schools 285 (285 boys); Elementary Teachers Training School 1 (1 boys) and Technical Industrial Arts craft School 4(2 boys, 2 girls) *(Annexure-III to XIV)*. In 2001, the district reported the literacy rate 52.50 percent (59.12 percent Males 45.07 percent Females). The rural literacy rate is 47.56 percent and the urban is 71.23 percent. In terms of female literacy, Mansa is at bottom in comparison of other districts of Punjab, but the district has shown maximum increase in literacy rate i.e. 15.27 percent over 1991 *(Annexure-XI)*.

Occupation

The percentage of urban population as reported in 2001 census was 20.68 percent, which was 14.85 percent in 1991 *(Annexure-I)*. According to 2001, there were 33.0 percent main workers (50.8 percent male, 12.6 percent female); and 7.8 percent marginal workers (3.6 males, 12.6 female). The percentage of cultivators and agricultures labourers was 35.7 percent (42.7 male, 18.4 female) and 23.4 percent (22.7 males, 25.2 female) respectively. The rural-urban break-up of main workers reveals: 33.4 percent workers in rural areas and 31.1 percent in urban area.

In a short period, the district made a remarkable platform for development. The abolition of water scarcity is a good step in way of progress. The literacy rate in term of female is also increased during the last decade. The district is progressing in every field.

Annexure - I

District: Mansa Primary Statistics		
S.NO	ITEM	
1	**Area**	2171 Sq.Km.
	Tehsils	3
	Sub-Tehsils	3
	Blocks	5
	Towns	5
	Inhabited villages	240
2	**Population (2001)**	
	Total population	688630
	Rural population	546248
	Percentage to total Population	79.32%
	Urban population	142382
	Percentage to total Population	20.68%
	Density	317 Per Sq.km.
	Literate and educated persons	311895
	Literacy	52.50%
	Female per 1000 male	875
	Total Workers	280517
	Main Workers	227018
	Marginal Workers	53499
	Non- Workers	408076
	Break up of Main Workers	
	I) Cultivators	100170
	II) Agriculture Labourer	65744
	III) Manufacturing, Processing,servicing and Repairs in Household Industry	9489
	IV) Other Services	105114
3	**Local Bodies(2001-2002)**	
	I) Zila Parishads	1
	II) Municipal Committees	5
4	**Climate**	
	Average Rainfall	271.3 mm
5	**Agriculture (2001-2002)**	204000 hect.
	Net Area Sown	165000 hect.
	Area Sown more than once	
6	**Irrigation (2001-2002)**	
	Net Area Irrigated by:	
	Govt. Canals	152100 hect.
	Wells/Tubewells	47100 hect.
	Total	199200 hect.
	Percentage of Net Area Irrigated to Net area sown	97.60%
	Gross Area Irrigated	366100 hect.
	Percentage of Gross Irrigated area to Gross cropped area	99.20%
7	**Animal Husbandry (2001-2002)**	
	Veterinary Hospitals	53
	Permanent Outlaying Dispensaries & Insemination Units	60
	Area Stocked with fish	358 hect.
	Total Live Stock (Live Stock Census 1997)	455300
	Total Poultry (Live Stock Census 1997)	91800
8	**Energy (1999-2000)**	
	Consumption of Electricity	214.41 million kwh
9	**Forest (2001-2002)**	
	Area under State Forests	27 Sq.km.
	Area under Private Forests	0
	Total area under Forests	27 Sq.km.
10	**Industries (2001-2002)**	
	Regd. Working Factories	264
11	**Medical and Health (2002-2003)**	
	Hospitals	5
	Dispensaries	39
	P.H.Cs.	14
	Ayurvedic and Unani Institution	13 (12+1)
	Homoeopathic Institutions	2
	Beds installed in Medical Institutions (Allopathy)	507
12	**Co-operation (2001-2002)**	
	Co-operative Societies	598
	Primary Agricultural Credit Societies	112
13	**Banking (2001-2002)**	
	Scheduled Banks & Cooperative Bank	67
14	**Miscellaneous(2001-2002)**	
	Post Offices	98
	Police-Stations/ Police Posts	12(10+2)

Source : Statistical Abstract of Punjab

Annexure - II

District:Mansa Demographic Profile		
	1991	2001
Population-Total	574662	688630
Male	306888	367197
Female	267774	321433
Rural	479057	546248
Male	255985	291380
Female	223072	254868
Urban	95605	142382
Male	50903	75817
Female	44702	66565
Sex Ratio-Total	873	875
Rural	871	875
Urban	881	878
No. of Literates-Total	178558	311895
Male	114783	185685
Female	63775	126210
Rural	129017	223631
Male	85369	134947
Female	43648	88684
Urban	49541	88264
Male	29414	50738
Female	20127	37526
0-6 Population-Total	N/A	94512
Male	N/A	53117
Female	N/A	41395
Rural	N/A	76050
Male	N/A	42718
Female	N/A	33332
Urban	N/A	18462
Male	N/A	10399
Female	N/A	8063
SC Total-1991	166225	N/A
Male	88813	N/A
Female	77412	N/A
Rural	146360	N/A
Male	78038	N/A
Female	68322	N/A
Urban	19865	N/A
Male	10775	N/A
Female	9090	N/A
Projection 2002 Total	701172	

Source : Statistical Abstract of Punjab

Annexure - III

District Mansa

No. of Recognised Institutions

Type	1998				1999				2000				2001			
	Boys	Girls	Total	% of Girls to total Institutions	Boys	Girls	Total	% of Girls to total Institutions	Boys	Girls	Total	% of Girls to total Institutions	Boys	Girls	Total	% of Girls to total Institutions
Universities																
Art, Science, Commerce and Home Science Colleges.	3	1	4	25.00	3	1	4	25.00	3	1	4	25.00	3	1	4	25.00
Engineering, Technology and Architecture Colleges.																
Medical Colleges (Allopathic Only)																
Teacher's Training College (B.ed.)																
Senior Secondary Schools	18	5	23	21.74	18	5	23	21.74	18	5	23	21.74	36	7	43	16.28
High Schools	47	4	51	7.84	47	4	51	7.84	47	4	51	7.84	47	4	51	7.84
Middle Schools	89	1	90	1.11	87	1	88	1.14	86	1	87	1.15	85	1	86	1.16
Primary Schools	295		295	0.00	288	0	288	0.00	289	0	289	0.00	295	0	295	0.00
Pre-Primary Schools																
Elementary Teacher's Training Schools	1		1	0.00	1		1	0.00	1		1	0.00	1		1	0.00
Polytechnic Institutions																
Technical Industrial Art Craft Schools	2	2	4	50.00	2	2	4	50.00	2	2	4	50.00	2	2	4	50.00

Source : Statistical Abstract of Punjab

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

Annexure - IV

District Mansa

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.	51	28	79	35.44	51	28	79	35.44	51	30	81	37.04	51	28	79	35.44
Engineering, Technology and Architecture Colleges.																
Medical Colleges (Allopathic Only)																
Teacher's Training Colleges (B.ed.)																
Senior Secondary Schools	280	216	496	43.55	264	248	512	48.44	247	223	470	47.45	450	222	672	33.04
High Schools	311	263	574	45.82	276	235	511	45.99	294	216	510	42.35	238	205	443	46.28
Middle Schools	309	182	491	37.07	267	224	491	45.62	252	195	447	43.62	194	44	238	18.49
Primary Schools	650	542	1192	45.47	639	544	1183	45.98	582	529	1111	47.61	555	484	1039	46.58
Pre-Primary Schools																
Elementary Teacher's Training Schools	5		5	0.00	6		6	0.00	4		4	0.00	4		4	0.00
Polytechnic Institutions																
Technical Industrial Art Craft Schools	38	8	46	17.39	38	8	46	17.39	38	8	46	17.39	38	8	46	17.39

Source : Statistical Abstract of Punjab

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

Annexure - V

District Mansa

No. of Students (Total)

Type	1998				1999				2000				2001			
	Boys	Girls	Total	% of Girls to total enrolment	Boys	Girls	Total	% of Girls to total enrolment	Boys	Girls	Total	% of Girls to total enrolment	Boys	Girls	Total	% of Girls to total enrolment
Ph.D.																
M. Phil.																
M.A.	19	4	23	17.39					21	4	25	16.00	19	1	20	5.00
M.Sc.																
M.Com.																
B.A / B.A. (HONS.)	1347	577	1924	29.99	1233	603	1836	32.84	1306	636	1942	32.75	1661	658	2319	28.37
B.Sc./ B.Sc. (HONS.)																
B.Com./ B.Com. (HONS.)	232	229	461	49.67	178	181	359	50.42	171	114	285	40.00	187	92	279	32.97
B.E./ B.Sc. (Eng.) / B.Arch. / B. Tech.																
M. B. B. S																
B. ed.																
Senior Secondary School	10126	6627	16753	39.56	10148	6888	17036	40.43	9620	6577	16197	40.61	11641	9387	21028	44.64
High School	8349	6559	14908	44.00	9117	7844	16961	46.25	8426	7554	15980	47.27	6583	6246	12829	48.69
Middle School	5538	4099	9637	42.53	5323	4398	9721	45.24	5052	4457	9509	46.87	3926	3419	7345	46.55
Primary School	35751	32674	68425	47.75	34434	31251	65685	47.58	35215	32038	67253	47.64	44491	37636	82127	45.83
Pre - Primary School																
Elementary Teacher's Training School J.B.T.	100	96	196	48.98	99	106	205	51.71	49	56	105	53.33	49	56	105	53.33
Polytechnic Institutions																
Technical Industrial Art and Craft School	302	104	406	25.62	366	120	486	24.69	389	115	504	22.82	402	118	520	22.69

Source : Statistical Abstract of Punjab

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

Annexure - VI

District Mansa

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.	1		1	4.35					3		3	12.00	2		2	10.00
M.Sc.																
M.Com.		1	1													
B.A / B.A. (HONS)	132	17	149	7.74	140	32	172	9.37	124	34	158	8.14	138	14	152	6.55
B.Sc./ B.Sc. (HONS)																
B.Com./ B.Com. (HONS.)	5	1	6	1.30	3		3	0.84	2		2	0.70	3		3	1.08
B.E./ B.Sc. (Eng.) / B.Arch. / B. Tech.																
M. B. B. S																
B. ed.																
Senior Secondary School	2436	1056	3492	20.84	2390	1301	3691	21.67	2264	1321	3585	22.13	3015	2250	5265	25.04
High School	1778	1051	2829	18.98	2004	1476	3480	20.52	1945	1533	3478	21.76	1519	1255	2774	21.62
Middle School	1257	769	2026	21.02	1309	944	2253	23.18	1405	1097	2502	26.31	1124	958	2082	28.35
Primary School	13813	13286	27099	39.60	14606	13510	28116	42.80	14542	13690	28232	41.98	14772	14211	28983	35.29
Pre - Primary School																
Elementary Teacher's Training School J.B.T.	24	24	48	24.49	27	25	52	25.37	13	13	26	24.76	13	13	26	24.76
Polytechnic Institutions																
Technical Industrial Art and Craft School	79	10	89	21.92	87	8	95	19.55	82	13	95	18.85	84	12	96	18.46

Source : Statistical Abstract of Punjab

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

Annexure - VII

District Mansa												
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	33167	30598	63765	36255	32975	69230	45531	38573	84104	15045	14461	29506
Middle	12407	10901	23308	13120	11426	24546	12736	11496	24232	3542	3239	6781
Elementary	45574	41499	87073	49375	44401	93776	58267	50069	108336	18587	17700	36287
High School	5655	4054	9709	6013	4298	10311	4941	4522	9463	1480	854	2334
Sr. Secondary	2783	1927	4710	2925	1927	4852	3433	2097	5530	363	120	483
Secondary	8438	5981	14419	8938	6225	15163	8374	6619	14993	363	974	1337
Total (I-XII)	**54012**	**47480**	**101492**	**58313**	**50626**	**108939**	**66641**	**56688**	**123329**	**18950**	**18674**	**37624**

Source : Statistical Abstract of Punjab

Annexure VIII

District Mansa						
Enrolment by Department						
1999	**State Government Schools**			**Total Enrolment (Recognised Schools)**		
	Male	**Female**	**Total**	**Male**	**Female**	**Total**
Primary	33540	30884	64424	35812	32321	68133
Middle	13302	10958	24260	14059	11588	25647
Elementary	46842	41842	88684	49871	43909	93780
High School	6053	4359	10412	6449	4648	11097
Sr. Secondary	2494	1824	4318	2702	1824	4526
Secondary	8547	6183	14730	9151	6472	15623
Total (I-XII)	**55389**	**48025**	**103414**	**59022**	**50381**	**109403**

Source : Statistical Abstract of Punjab

Annexure - IX

District Mansa						
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	37581	28916	66497	81.32	81.96	81.60
Middle	15465	12197	27662	77.78	77.67	77.73

Source : Statistical Abstract

Annexure - X

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

Source : Census of Punjab, 1991

Annexure - XI

District : Mansa

Literacy rates by residence and sex- 2001

Tehsil Code	Tehsil	Literacy Rate								
		Total			Rural			Urban		
		Person	Male	Female	Person	Male	Female	Person	Male	Female
070	Sardulgarh	49.88	57.53	41.29	48.30	56.15	39.52	63.47	69.21	56.82
069	Budhlada	51.25	57.54	44.23	46.82	53.02	39.90	73.07	79.91	65.49
068	Mansa	54.74	61.08	47.59	47.74	54.16	40.47	71.83	78.08	64.86
11	**District**	**52.5**	**59.12**	**45.07**	**47.56**	**54.27**	**40.03**	**71.23**	**77.56**	**64.14**
	State	**69.95**	**75.63**	**63.55**	**65.16**	**71.70**	**57.91**	**79.13**	**82.97**	**74.63**

Census Data

Annexure - XII

District Mansa						
Projected School age population						
Year	6-10			11-13		
	Boys	Girls	Total	Boys	Girls	Total
1999	39987	35188	75175	23203	20505	43708
2000	40413	35472	75885	23089	20476	43565
2001	40575	31822	72397	22766	19608	42374
2006	34733	31581	66314	24207	21698	45905
2011	34023	31240	65263	19511	18006	37517
2016	35046	32177	67223	20789	19056	39845

Source : RGI Estimates

Annexure - XIII

District Mansa							
Dropout Rate							
Level	Level	Total			SC		
		Male	Female	Total	Male	Female	Total
Primary	1999	39.48	35.62	37.34	43.75	48.54	46.10
	2000	34.6	32.78	35.36	53.22	48.51	51.07
Middle	1999	40.97	45.82	43.70	49.80	56.68	53.58
	2000	56.40	56.40	56.93	64.76	65.64	66.54

Family Survey 2002

Annexure - XIV

District Mansa						
Gross Enrolment Ratio 2001- 2002						
	Gross Enrolment Ratio			Gross Enrolment Ratio for SC		
	Male	Female	Total	Male	Female	Total
Primary	105.89	103.49	104.83	90.27	90.83	90.53
Middle	84.41	80.27	82.53	66.72	60.52	63.77
High	80.42	65.22	73.27	52.99	37.03	45.44
SR.Sec	35.52	35.78	35.64	15.22	11.03	13.41

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*
11	MANSA	Bhikhi	58.04	32.90	6.00	3.05	100.00
		Budhlada	53.67	38.40	5.61	2.31	100.00
		Jhunir	53.76	40.42	2.96	2.86	100.00
		Mansa	56.90	34.55	6.22	2.34	100.00
		Sardul Garh	51.78	37.03	7.91	3.27	100.00
District Total			**54.32**	**37.29**	**5.66**	**2.74**	**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 - 11 - MANSA

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	8881	6188	15069	2672	2053	4725	1201	783	1984
Pre Primary Total	**8881**	**6188**	**15069**	**2672**	**2053**	**4725**	**1201**	**783**	**1984**
I	12853	8893	21746	4250	3568	7818	1662	1152	2814
II	9147	7284	16431	2697	2487	5184	1106	997	2103
III	7958	6154	14112	2401	1968	4369	1037	801	1838
IV	8779	6889	15668	2722	2429	5151	983	792	1775
V	7476	6054	13530	1988	1837	3825	934	763	1697
Primary Total	**46213**	**35274**	**81487**	**14058**	**12289**	**26347**	**5722**	**4505**	**10227**
VI	7600	5833	13433	2067	1727	3794	996	705	1701
VII	6293	5042	11335	1459	1288	2747	777	610	1387
VIII	5990	4829	10819	1497	1119	2616	791	533	1324
Midlle Total	**19883**	**15704**	**35587**	**5023**	**4134**	**9157**	**2564**	**1848**	**4412**
IX	4458	3539	7997	892	654	1546	555	477	1032
X	6417	4289	10706	1376	769	2145	804	588	1392
Secondary Total	**10875**	**7828**	**18703**	**2268**	**1423**	**3691**	**1359**	**1065**	**2424**
XI	1846	1359	3205	239	141	380	233	155	388
XII	1806	1654	3460	233	119	352	186	193	379
Sr. Secondary Total	**3652**	**3013**	**6665**	**472**	**260**	**732**	**419**	**348**	**767**
Technical Education	297	398	695	18	18	36	15	31	46
Technical Education Total	**297**	**398**	**695**	**18**	**18**	**36**	**15**	**31**	**46**

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	1798	1350	3148	430	341	771	231	168	399
4	3931	2605	6536	980	719	1699	551	353	904
5	6268	4334	10602	1585	1298	2883	791	531	1322
Sub Total	**11997**	**8289**	**20286**	**2995**	**2358**	**5353**	**1573**	**1052**	**2625**
6	7485	5469	12954	2614	2191	4805	997	694	1691
7	7240	5525	12765	2615	2218	4833	908	748	1656
8	8488	6720	15208	2384	2132	4516	1053	922	1975
9	7325	5590	12915	2197	1888	4085	915	698	1613
10	8958	7003	15961	2682	2373	5055	1040	767	1807
Sub Total	**39496**	**30307**	**69803**	**12492**	**10802**	**23294**	**4913**	**3829**	**8742**
11	6668	5414	12082	1721	1570	3291	809	681	1490
12	7448	5638	13086	2050	1756	3806	1008	727	1735
13	6115	5133	11248	1534	1272	2806	772	602	1374
Sub Total	**20231**	**16185**	**36416**	**5305**	**4598**	**9903**	**2589**	**2010**	**4599**
14	5639	4474	10113	1272	992	2264	709	494	1203
15	4072	3387	7459	852	587	1439	484	452	936
Sub Total	**9711**	**7861**	**17572**	**2124**	**1579**	**3703**	**1193**	**946**	**2139**
16	3951	2901	6852	811	481	1292	504	410	914
17	2130	1426	3556	368	183	551	259	173	432
Sub Total	**6081**	**4327**	**10408**	**1179**	**664**	**1843**	**763**	**583**	**1346**
18	1863	1124	2987	331	145	476	204	117	321
19	422	312	734	85	31	116	45	43	88
Sub Total	**2285**	**1436**	**3721**	**416**	**176**	**592**	**249**	**160**	**409**
Grand Total	**89801**	**68405**	**158206**	**24511**	**20177**	**44688**	**11280**	**8580**	**19860**

District - 11 - MANSA

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	1798	1350																																				
4	3082	2064	849	541									849	541																								
5	2893	2022	3177	2139	198	173							3375	2312																								
6	1108	752	5102	3635	1163	1002	112	80					6377	4717																								
7			3725	2578	2625	2109	785	722	105	116			7240	5525																								
8					5161	4000	2447	1978	772	651	108	91	8488	6720																								
9							4614	3374	1947	1516	650	583	7211	5473	114	117					114	117																		
10									5955	4606	2283	1782	8238	6388	606	522	114	93			720	615																		
11											4435	3598	4435	3598	1595	1309	542	423	96	84	2233	1816																		
12															5176	3796	1555	1244	632	500	7363	5540	85	98			85	98												
13															109	89	3889	3072	1602	1426	5600	4587	443	465	72	81	515	546												
14																	193	210	3632	2677	3825	2887	1219	996	519	503	1738	1499	76	88			76	88				
15																			28	142	28	142	2711	1980	1039	932	3750	2912	228	261	66	72	294	333				
16																									3201	2113	3201	2113	482	424	242	333	724	757	26	31		
17																									795	397	795	397	757	448	511	474	1268	922	67	107		
18																									653	203	653	203	242	112	846	654	1088	766	122	155		
19																									138	60	138	60	61	26	141	121	202	147	82	105		
Total	8881	6188	12853	8893	9147	7284	7958	6154	8779	6889	7476	6054	46213	35274	7600	5833	6293	5042	5990	4829	19883	15704	4458	3539	6417	4289	10875	7828	1846	1359	1806	1654	3652	3013	297	398

District - 11 - MANSA

Sarav Sikhiya Abhiyan, Punjab
Family Survey 2002

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

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

Age ↓	Out of School									Working Children								
	Total Children			SC Children			BC Children			Total Children			SC Children			BC Children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	2419	1821	4240	1050	941	1991	284	201	485									
4	2729	2045	4774	1395	1151	2546	343	229	572									
5	2072	1768	3840	1275	1100	2375	216	210	426	2		2	2		2			
6	1097	1004	2101	815	710	1525	111	103	214	3		3	3		3			
7	738	675	1413	554	514	1068	64	78	142	5	1	6	5	1	6			
8	757	743	1500	573	554	1127	72	71	143	12	2	14	12	1	13		1	1
9	541	473	1014	410	331	741	60	56	116	14	3	17	13	3	16	1		1
10	1014	884	1898	735	619	1354	113	101	214	60	17	77	48	13	61	10		10
11	716	698	1414	477	477	954	67	99	166	52	6	58	41	6	47	8		8
12	1399	1340	2739	913	896	1809	159	163	322	119	32	151	102	25	127	12	1	13
13	1330	1436	2766	834	863	1697	193	194	387	151	36	187	130	28	158	12	3	15
14	1842	2012	3854	1006	1101	2107	230	219	449	159	43	202	135	38	173	13		13
15	2083	2217	4300	1157	1175	2332	255	286	541	327	67	394	269	56	325	27	4	31
16	2167	2212	4379	1065	970	2035	274	285	559	293	59	352	255	54	309	25	6	31
17	2039	1986	4025	863	726	1589	258	281	539	260	41	301	219	34	253	27	2	29
18	3095	2259	5354	1269	858	2127	411	305	716	392	60	452	312	58	370	47	4	51

District - 11 - MANSA

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 ↓ v	Total Children						SC Children						BC Children					
	School Going			Sohool Not Going			School Going			School Not Going			School Going			School Not Going		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	4		4	17	8	25	2		2	6	3	9				1		1
4	4	2	6	22	13	35	1	1	2	6	4	10	1	1	2	3	2	5
5	9	6	15	33	20	53	5	1	6	11	5	16	1		1	2	5	7
6	18	13	31	23	25	48	10	8	18	7	8	15	3	1	4	1	3	4
7	24	17	41	30	14	44	11	7	18	10	8	18	6	4	10	4	2	6
8	40	34	74	56	21	77	15	16	31	19	7	26	8	7	15	8		8
9	45	20	65	22	25	47	22	9	31	12	17	29	5	3	8	3	1	4
10	55	31	86	39	26	65	26	17	43	13	12	25	11	2	13	8	2	10
11	39	17	56	48	9	57	16	8	24	15	4	19	2	2	4	4		4
12	45	41	86	51	31	82	15	15	30	21	10	31	6	6	12	7		7
13	39	30	69	37	21	58	12	8	20	18	5	23	7	5	12	6	4	10
14	27	23	50	52	42	94	15	15	30	15	10	25	1	1	2	9	6	15
15	24	14	38	42	28	70	7	1	8	20	15	35	4	2	6	3	3	6
16	17	15	32	35	30	65	7	5	12	17	11	28	1		1	8	2	10
17	23	9	32	43	38	81	8	1	9	26	13	39		1	1	2	5	7
18	18	12	30	53	29	82	7	2	9	21	11	32	1	3	4	4	2	6

District - 11 - MANSA

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	13	7	20	9	2	11	1	2	3
I	51	30	81	29	17	46	7	6	13
II	29	35	64	14	12	26	6	7	13
III	37	36	73	12	14	26	4	5	9
IV	59	38	97	31	25	56	8	3	11
V	51	22	73	19	12	31	2	2	4
VI	39	34	73	17	14	31	5	5	10
VII	32	22	54	10	9	19	7	2	9
VIII	28	21	49	10	7	17	6		6
IX	25	6	31	11		11	4	2	6
X	31	21	52	12	2	14	2	4	6
XI	11	9	20	2	1	3			
XII	5	2	7	2		2			
Technical Education									

SSA/FS/IV/15

District - 11 - MANSA

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	58.94	41.06	100.00	56.63	43.37	100.00	59.68	40.32	100.00	60.56	39.44	100.00
Pre Primary Total	**58.94**	**41.06**	**100.00**	**56.63**	**43.37**	**100.00**	**59.60**	**40.32**	**100.00**	**60.56**	**39.44**	**100.00**
I	59.11	40.89	100.00	55.51	44.49	100.00	61.39	38.61	100.00	64.72	35.28	100.00
II	55.67	44.33	100.00	52.54	47.46	100.00	60.04	39.96	100.00	60.10	39.90	100.00
III	56.39	43.61	100.00	53.22	46.78	100.00	62.61	37.39	100.00	60.70	39.30	100.00
IV	56.03	43.97	100.00	52.90	47.10	100.00	58.09	41.91	100.00	65.95	34.05	100.00
V	55.25	44.75	100.00	52.76	47.24	100.00	58.06	41.94	100.00	61.88	38.13	100.00
Primary Total	**56.71**	**43.29**	**100.00**	**53.47**	**46.53**	**100.00**	**60.26**	**39.74**	**100.00**	**62.96**	**37.04**	**100.00**
VI	56.58	43.42	100.00	54.35	45.65	100.00	61.70	38.30	100.00	62.36	37.64	100.00
VII	55.52	44.48	100.00	52.97	47.03	100.00	62.37	37.63	100.00	62.57	37.43	100.00
VIII	55.37	44.63	100.00	53.29	46.71	100.00	62.03	37.97	100.00	60.16	39.84	100.00
Midlle Total	**55.87**	**44.13**	**100.00**	**53.58**	**46.42**	**100.60**	**62.01**	**37.99**	**100.00**	**61.85**	**38.15**	**100.00**
IX	55.75	44.25	100.00	54.07	45.93	100.00	59.79	40.21	100.00	61.76	38.24	100.00
X	59.94	40.06	100.00	59.09	40.91	100.00	60.87	39.13	100.00	64.67	35.33	100.00
Secondary Total	**58.15**	**41.85**	**100.00**	**56.93**	**43.07**	**100.00**	**60.41**	**39.59**	**100.00**	**63.44**	**36.56**	**100.00**
XI	57.60	42.40	100.00	58.40	41.60	100.00	57.45	42.55	100.00	47.83	52.17	100.00
XII	52.20	47.80	100.00	55.10	44.90	100.00	46.34	53.66	100.00	43.31	56.69	100.00
Sr. Secondary Total	**54.79**	**45.21**	**100.00**	**56.81**	**43.19**	**100.00**	**50.39**	**49.61**	**100.00**	**45.11**	**54.89**	**100.00**
Technical Education	42.73	57.27	100.00	57.38	42.62	100.00	30.12	69.88	100.00	33.59	66.41	100.00
Technical Education Total	42.73	57.27	100.00	57.38	42.62	100.00	30.12	69.88	100.00	33.59	66.41	100.00
Grand Total	**56.82**	**43.18**	**100.00**	**54.32**	**45.68**	**100.00**						

Annual Work Plan

2003-2004

District : Mansa

District Data Summary Sheet

SL.No.	DESCRIPTION	2003-04
1	No. of C D Blocks/BRC's	5
1.1	No. of B.R. & D.R. Personnels (4x20+1x10)+10	100
2	No. of P E Blocks	5
3	No. of CRC's	54
4	No. of Villages	240
4.1	No. of VEDC's	491
4.2	No. of VEDC's Members	3928
5	No. of Habitations/Wards (Unserved)	1339
5.1	No. of S.C. Bastls	354
6	No. of House Holds	118065
	No. of Schools	
7	No. of Primary Schools (State Govt.)	298
7.1	Non State Govt. Primary Schools	10
7.2	Unrecognised Primary Schools	214
8	No. of Middle Schools/Sections (State Govt.)	195
8.1	Non State Govt. Middle Schools/Sections	13
8.2	Unrecognised Middle Schools/Sections	91
	No. of Teachers (State Govt.)	
9	No. of Primary Teachers	1231
9.1	No. of JBT Teachers + New	993
9.2	No. of HT	184
9.3	No. of CHT's	54
10	No. of Teachers Middle Schools/Sections	1137
	Primary (State Govt.)	
11	Total No. of Students	54777
11.1	Male Students	29291
11.2	Female Students	25486
11.3	Total No. of S:C. Students	23591
11.4	Male S.C. Students	12370
11.5	Female S.C. Students	11221
	Upper Primary (State Govt.)	
12	Total No. of Students	28928
12.1	Male Students	15499
12.2	Female Students	13429
12.3	Total No. of S.C. Students	8502
12.4	Male S.C. Students	4581
12.5	Female S.C. Students	3921
	Out of School Children	
13	No. of Out of School Children Total	14026
13.1	No. of Out of School Children Male	7077
13.2	No. of Out of School Children Female	6949
13.3	No. of EGS Centres (Proposed)	93
	No. of Handicapped Children	
14	Total No. of Handicapped Children	1293
15	Aganwari Centre	425

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

District - Mansa			
Blockwise list of BRC and CRC			
PEBlock Code & Name			
		CRC	**BRC**
242	MANSA	12	1
243	JHUNEER-I	10	1
244	JHUNEER-II	11	1
245	BUDHLADA-I	12	1
246	BUDHLADA-II	9	1
	Total	**54**	**5**

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

District wise list of PEBlocks	
PEBLOCK	CODE
MANSA	
MANSA	242
JHUNEER-I	243
JHUNEER-II	244
BUDHLADA-I	245
BUDHLADA-II	246

Source : Sarva Shiksha Abhiyan

PEBlock Code & Name		No. of Villages
	District - Mansa	
242	MANSA	72
243	JHUNEER-I	35
244	JHUNEER-II	50
245	BUDHLADA-I	48
246	BUDHLADA-II	35
	Total	**240**

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

BLOCKWISE COUNT OF PRIMARY SCHOOLS - 2003														
DISTRICT - MANSA														
PE BLOCK CODE & NAME		G1	G2	G3	G4	TOTG	P1	P2	P3	P4	P5	P6	TOTP	TOTAL
PE242	MANSA	101	0	0	0	101	0	1	4	0	0	75	80	181
PE243	JHUNEER-I	39	0	0	0	39	0	0	1	0	0	25	26	65
PE244	JHUNEER-II	55	0	0	0	55	0	0	0	1	0	38	39	94
PE245	BUDHLADA-I	58	0	0	0	58	1	0	2	0	0	40	43	101
PE246	BUDHLADA-II	45	0	0	0	45	0	0	0	0	0	36	36	79
TOTAL		298	0	0	0	298	1	1	7	1	0	214	224	520

LEGEND:-

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

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

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

BLOCKWISE COUNT OF MIDDLE SCHOOLS - 2003														
DISTRICT - MANSA														
PE BLOCK CODE & NAME		G1	G2	G3	G4	TOTG	P1	P2	P3	P4	P5	P6	TOTP	TOTAL
PE242	MANSA	74	0	0	0	**74**	3	1	3	1	0	33	41	**115**
PE243	JHUNEER-I	25	0	0	0	**25**	0	0	1	0	0	10	11	**36**
PE244	JHUNEER-II	28	0	0	0	**28**	0	1	0	2	0	25	28	**56**
PE245	BUDHLADA-I	41	0	0	0	**41**	0	0	0	1	0	15	16	**57**
PE246	BUDHLADA-II	27	0	0	0	**27**	0	0	0	0	0	8	8	**35**
TOTAL		**195**	**0**	**0**	**0**	**195**	**3**	**2**	**4**	**4**	**0**	**91**	**104**	**299**

LEGEND:-

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

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

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

District - Mansa					
Blockwise Breakup of Primary Teachers					
PEBlock Code & Name					
		JBT	**HT**	**CHT**	**Total**
242	MANSA	381	66	10	**457**
243	JHUNEER-I	118	22	5	**145**
244	JHUNEER-II	157	32	7	**196**
245	BUDHLADA-I	202	36	8	**246**
246	BUDHLADA-II	121	28	4	**153**
	Total	**979**	**184**	**34**	**1197**
	Unadjusted Teachers in Peblocks			**20**	**20**
	New Teachers	**14**			**14**
	Grand Total	**993**	**184**	**54**	**1231**

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

DISTRICT - MANSA					
CD BLOCKWISE ENROLLMENT MARCH 2003					
S. NO.	Integrated Child Development Scheme	Anganwari Centres	Pre School Education (3-6) Years		
			Boys	Girls	Total
1	Bhikhi	57	1006	968	1974
2	Budhlada	147	2623	2534	5157
3	Jhunir	90	1695	1490	3185
4	Mansa	52	1128	993	2121
5	Sardul Ga	79	1674	1574	3248
	Total	**425**	**8126**	**7559**	**15685**

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

Blockwise Enrollment in State Govt. Primary Schools							
Peblock		Total			SC		
		Male	Female	Total	Male	Female	Total
242	MANSA	10429	8952	19381	4088	3724	7812
243	JHUNEER-I	3553	3009	6562	1473	1322	2795
244	JHUNEER-II	4600	3914	8514	2017	1774	3791
245	BUDHLADA-I	6315	5446	11761	2950	2654	5604
246	BUDHLADA-II	4394	4165	8559	1842	1747	3589
	TOTAL	**29291**	**25486**	**54777**	**12370**	**11221**	**23591**

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

District-Mansa							
Blockwise Enrollment in State Govt. Middle Schools 2003							
Peblock		Total			SC		
		Male	Female	Total	Male	Female	Total
242	MANSA	5843	5066	10909	1653	1447	3100
243	JHUNEER-I	1924	1676	3600	539	488	1027
244	JHUNEER-II	2649	2257	4906	754	598	1352
245	BUDHLADA-I	2962	2611	5573	1041	891	1932
246	BUDHLADA-II	2121	1819	3940	594	497	1091
	TOTAL	**15499**	**13429**	**28928**	**4581**	**3921**	**8502**

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

Blockwise Enrollment in (Primary) School					
Peblock		State Govt. Total	Non-State Govt. Total	Unrecognised Total	Grand Total
242	MANSA	19382	8953	6380	34715
243	JHUNEER-I	6562	862	2252	9676
244	JHUNEER-II	8513	3408	4134	16055
245	BUDHLADA-I	11760	3900	1828	17488
246	BUDHLADA-II	8560	1653	3118	13331
	TOTAL	**54777**	**18776**	**17712**	**91265**

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

District-Mansa					
Blockwise Enrollment in (Middle) School - 2003					
Peblock		State Govt. Total	Non-State Govt. Total	Unrecognised Total	Grand Total
242	MANSA	10908	3596	1792	16296
243	JHUNEER-I	3600	231	457	4288
244	JHUNEER-II	4906	839	993	6738
245	BUDHLADA-I	5572	1388	403	7363
246	BUDHLADA-II	3942	515	717	5172
	TOTAL	**28928**	**6569**	**4362**	**39857**

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

Blockwise Out of Schools Children							
Peblock		Age Group (6-14)					
		Total			SC		
		Male	Female	Total	Male	Female	Total
242	MANSA	2573	2376	4949	1717	1594	3311
243	JHUNEER-I	920	920	1840	644	599	1243
244	JHUNEER-II	1154	1109	2263	728	674	1402
245	BUDHLADA-I	1393	1340	2733	991	950	1941
246	BUDHLADA-II	1037	1204	2241	657	731	1388
	TOTAL	**7077**	**6949**	**14026**	**4737**	**4548**	**9285**

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

Blockwise Handicapped Children

District : Mansa - 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
MANSA	25	69	32	160	100	31	**417**
JHUNEER-I	17	22	2	37	26	56	**160**
JHUNEER-II	9	22	6	60	35	74	**206**
BUDHLADA-I	8	3	10	109	44	60	**234**
BUDHLADA-II	13	35	13	127	62	26	**276**
Total	**72**	**151**	**63**	**493**	**267**	**247**	**1293**

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

Blockwise Handicapped Children

District : Mansa - 6-14 Years (Total)

PEBlock	SC			BC		
	School Going	School Not Going	Total	School Going	School Not Going	Total
MANSA	60	64	124	21	21	42
JHUNEER-I	37	40	77	11	10	21
JHUNEER-II	32	52	84	17	17	34
BUDHLADA-I	59	39	98	16	9	25
BUDHLADA-II	62	55	117	26	17	43
Total	**250**	**250**	**500**	**91**	**74**	**165**

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

ANNUAL WORK PLAN AND BUDGET for the year 2003-04

District: Mansa

(Rs.In lacs)

S.No	Maj. Act.	Activity Description	Unit Cost 2003-04	Total AWP 2002-03		Expenditure 2002-03	Spill over 2002-03	AWP 2003-04		Total AWP 2003-04
				Physical	Financial		Financial	Physical	Financial	Financial
1	PFE	Primary Schools								
		Salary of teachers (schools opened last year)	0.072	28	2.184		2.184	168	12.096	14.280
		TLE Grants	0.100	0	0.700		0.700	7	0.700	1.400
		Sub-Total			**2.884**		**2.884**		***12.796***	15.680
2	UPE	Upper primary Schools								
		No. of UPS							0.000	0.000
		Salary for teachers in Upper Primary							0.000	0.000
		TLE Grants for uncovered UPS	0.500					24	12.000	12.000
		Sub-Total					**0.000**		***12.000***	12.000
3		School Grants	0.020	480	9.600	9.260	0.340	491	9.820	10.160
4		Teachers Grants	0.005	2315	11.575	9.780	1.795	2368	11.840	13.635
5	EGS	EGS Centers for 6-14	0.00845					14026	118.520	118.520
		Sub-Total							***118.520***	118.520
5.1	IED	Education of disabled		1124	13.488	0.23909	13.249		15.521	28.770
		Sub-Total			***13.488***	***0.23909***	***13.249***		***15.521***	28.770
6	BRC	Salary of staff	0.072	180	14.040		14.040	960	69.120	83.160
6.1		Contingency Grant	0.125	5	0.625	0.625	0.000	5	0.625	0.625
6.2		TLM Grant	0.050	5	0.250		0.250	5	0.250	0.500
6.3		Workshops and Meetings Grants	0.005	60	0.300	0.00425	0.296	60	0.300	0.596
6.4		BRC	0.072				0.000	120	8.640	8.640
		Sub-Total			***15.215***	***0.62925***	***14.586***		***78.935***	93.521
7	CRC	Salary CRC coordinator							0.000	0.000
7.1		Contingency Grant	0.025	54	1.350	0.850	0.500	54	1.350	1.850
7.2		TLM Grant	0.010	54	0.540	0	0.540	54	0.540	1.080
7.3		Workshops and Meetings Grants	0.002	648	1.296	0	1.296	648	1.296	2.592
7.4		CRC						0	0.000	0.000
		Sub-Total			**3.186**	***0.850***	**2.336**		***3.186***	5.522
8	R&E	Research and Evaluation Programme		480	6.720	6.720	0.000		6.862	6.862
		Sub-Total			**6.720**	***6.720***	**0.000**		***6.862***	6.862
9		Civil Works								0.000
9.1		Construction of BRC buildings	6.000	5	30.000	30.000	0.000	2	12.000	12.000
9.2		Construction of CRC buildings	2.000	2	4.000	4.000	0.000	7	14.000	14.000
9.3		Construction of additional room for P/S	1.200	50	60.000	39.600	20.400	30	36.000	56.400
9.4		Construction of additional room for UPS	1.200	32	38.400	32.400	6.000	43	51.600	57.600
9.4		Buildingless Schools	3.000	2	6.000	6.000	0.000	0	0.000	0.000
9.5		Branch School Buildings	3.000	7	21.000	21.000	0.000	0	0.000	0.000
9.6		Sanitary Blocks and drinking water facilities for primary and upper primary sections	0.350	183	64.050	46.550	17.500	153	53.550	71.050
9.7		Construction of Headmaster room for UPS	1.200				0.000	50	60.000	60.000
9.8		Varanda	1.000				0.000	0	0.000	0.000
9.9		Buildings for schools having unsafe buildings	3.000				0.000	0	0.000	0.000
		Sub-Total			***223.450***	***179.550***	**43.900**		***227.150***	271.050
10		Maintenance and Repair Grant	0.050	926	46.300	46.300	0.000	491	24.550	24.550
		Sub-Total			***46.300***	***46.300***	**0.000**		***24.550***	24.550
11	MGT	Management Cost			18.600	0.34507	18.255		40.292	58.547
		Sub-Total			**18.600**	***0.34507***	**18.255**		***40.292***	58.547
	TRG	20 days Teachers training (in service)	0.014	2315	32.410	32.410	0.000	2368	33.152	33.152
		Sub-Total		0	**32.410**	***32.410***	**0.000**		***33.152***	33.152
13	VEC	Training to VEC Members	0.0003	7680	2.304	2.304	0.000	7856	2.357	2.357
		Sub-Total			**2.304**	***2.304***	**0.000**		***2.357***	2.357
14	ING	Computer Education			15.000		15.000		15.000	30.000
		Education of Girls			9.996		9.996		9.996	19.992
		Education of SC/ST			9.998		9.998		9.998	19.996
		ECE			15.000		15.000		14.972	29.972
		Sub-Total			**49.994**	***0.25256***	**49.741**		***49.966***	99.707
15		Free text books for Non SC girls	0.0015	21225	31.838	20.28149	11.556	23773	35.660	47.216
		Sub-Total			**31.838**	***20.28149***	**11.556**		***35.660***	47.216
		Grand Total			**467.564**	**308.921**	**158.642**		**682.606**	**841.248**

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

Account Code	Maj. Act.	Item	2003-04					
			Unit cost	Physical	Period	Financial	% to total	Remarks
1	PFE	Salary for primary teachers 14 x 12	0.072	168	12 months	12.096		
		TLE for New primary Schools(upgradation of Branch Schools with more than 40 students)	0.100	7		0.700		
		Subtotal				**12.796**	***1.875***	
2	UPE	**Upper primary Schools**						
		TLE for Upper Primary Schools	0.500	24		12.000		
		Subtotal				**12.000**	***1.758***	
3		**School Grant (P+UP Schools)**	0.020	491		**9.820**	***1.439***	
4		**Teacher Grant (P+UP Teacher)**	0.005	2368		**11.840**	***1.735***	
5	EGS	Cost of running of EGS centres for 14026 out of school children of 6-14 age group declining by 25%	0.00845	14026		118.520		
		Subtotal				**118.520**	***17.363***	
5.1	IED	IED Training to BRC staff 5x 10 x 5	0.0007	250	5 months	0.175		
		IED assessment camps 2 x 5	0.020	10		0.200		
		One Resource person honorarium 5 Blocks x 12 months	0.070	60	12 months	4.200		
		Manual for Teachers about visually impaired children for no. of primary & upper primary schools	0.00034	491		0.167		
		Manual for Teachers about mentally challanged children for no. of primary & upper primary schools	0.00036	491		0.177		
		Special assistance and TLM to disabled children	0.0082	1293		10.603		
		Subtotal				**15.521**	***2.274***	
6	BRC	Salary of 20 Block Resource Persons per CD Block having more than 100 schools for 4 Blocks @ Rs.7200/- x 12 P.A.	0.072	960	12 months	69.120		
6.1		BRC Contingency grant for 5 CD Blocks @ Rs.12500/- P.A.	0.125	5		0.625		

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

Account Code	Maj. Act.	Item	2003-04					
			Unit cost	Physical	Period	Financial	% to total	Remarks
6.2		TLM grant for 5 CD Blocks @ Rs.5000/- P.A.	0.050	5		0.250		
6.3		Meetings, Travel allowance for 5 CD Blocks @Rs.500 x 12 P.A.	0.005	60		0.300		
6.4		Salary of 10 Block Resource Person Per CD Block having less than 100 schools for 1 Block @ 7200/-x12 P.A	0.072	120	12 months	8.640		
		Sutotal				**78.935**	***11.564***	
7	**CRC**	Salary of Staff						
7.1		CRC Contingency grant for 159 CRCs Blocks @ Rs.2500/- P.A.	0.025	54		1.350		
7.2		TLM grant for 54 CRCs @ Rs.1000/- P.A.	0.010	54		0.540		
7.3		Meetings, Travel allowance for 54 CRCs Blocks @Rs.200 x 12 P.A.	0.002	648	12 months	1.296		
		Subtotal				**3.186**	***0.467***	
8	**R&E**	**Reasearch and Evaluation Programme**						
		Annual School, Block and district planning for Primary and Upper Primary schools @ Rs. 30/-	0.0003	491		0.147		
		Annual School Gradation and Evaluation process for Primary & Upper primary schools @ Rs. 30	0.000	491		0.147		
		Conduct of Pupil Achievement Survey 5% to 10% of schools @ Rs. 2000/-	0.020	49		0.980		
		Academic monitoring of schools by DIET staff by travelling 12 months 2 × 12 @ Rs. 1000/-	0.010	48		0.480		
		Academic supervision by BRCs 5 x 5 units @ Rs. 1000/-	0.010	50		0.500		
		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 Work Plan & Budget for the year 2003-04, District Mansa, Punjab

Account Code	Maj. Act.	Item	2003-04					
			Unit cost	Physical	Period	Financial	% to total	Remarks
		Annual Household survey @Rs.3/- per household for 118065 households (50% each year) in parts	0.00003	18000		0.540		
		MIS Data collection and processing of data for 296 primary schools at State/District office	0.0017	296		0.503		
		MIS Data collection and processing of data for 195 upper primary schools/sections at State/District office	0.0018	195		0.351		
		State office activities on research, evaluation monitoring and supervision @ Rs.100/- per school for primary & upper primary schools	0.0020	491		0.982		
		Development and supply of material for evaluation of learning in upper primary schools i) Science ii) Mathematics iii) Health and physical education iv) English v) Hindi vi) Punjabi vii) Social Studies				0.000		
		Study in i) Child's concept of class relations ii) Causal thinking in students iii) Students concept of time iv) movement v) Students concept of space vi) Concrete and formal reasoning in Mathematics vii) Teacher expectations and remedial strategies	0.00030x7	491		1.031		

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

Account Code	Maj. Act.	Item	2003-04					
			Unit cost	Physical	Period	Financial	% to total	Remarks
		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	10		0.300		
		Development and printing of modules on planning and management by State/District office	0.00036	491		0.177		
		Hiring of experts for pedagogy research, evaluation, community mobilization, gender sensitation, alternative schooling, planning and management training District 8×12×8000	0.08000	96		7.680		
		Circulation of material prepared by the experts to school/VEDC level.				0.000		
		News letter	0.00025	491		0.123		
		Media activity				0.000		
		Development and distribution work training manual for VEDCs 4 x 491	0.00032	1964		0.628		
		Development and distribution training manual on civil works for BRPs and DRPs 4 x (90+10)	0.00068	400		0.272		
		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 (491x2)	0.00047	982		0.462		
		Hiring of vehicles for monitoring of civil works						

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

Account Code	Maj. Act.	Item	2003-04					
			Unit cost	Physical	Period	Financial	% to total	Remarks
		Hiring of vehicles for monitoring of civil works by State office and seeking advice on civil work	0.100	12		1.200		
		Subtotal				**40.292**	***5.903***	
12	**TRG**	Teachers training for primary and upper primary for 20 days	0.0140	2368		33.152		
		Subtotal				**33.152**	***4.857***	
13	**VEC**	**Training to VEC Members**						
		Orientation to VEDC Members No. of primary+upper primary schools x 8 members x 2	0.0003	7856		2.357		
		Subtotal				**2.357**	***0.345***	
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**	***2.197***	
b) Education of Girls								
		Remedial coaching for girls students for two months in primary schools in parts	0.003	99		0.297		
		Remedial coaching for girls students for two months in upper primary schools in parts	0.003	62		0.186		
		Development of supplement reading material and item Bank for 25486 girl student of primary students for use in remedial coaching in parts	0.00038	11377		4.323		
		Development of supplement reading material and item Bank for13429 girl student of upper primary students for use in remedial coaching in parts	0.00057	9105		5.190		
		Subtotal				**9.996**	***1.464***	

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

Account Code	Maj. Act.	Item	2003-04					
			Unit cost	Physical	Period	Financial	% to total	Remarks
c) SC/ST								
		Remedial coaching for 3 months in primary & upper primary schools in parts	0.0030	240		0.720		
		Supplementary reading material for remedial coaching in primary schools SC children 23591 in parts	0.0005	11136		5.568		
		Question Bank for SC children of 28926 upper primary classes for remedial coaching in parts	0.0006	6183		3.710		
		Subtotal				**9.998**	***1.465***	
d) ECCE								
		School readiness kits and playway material for 3-5 age children in ICDS Centres 425 centresx3	0.00075	1275		0.956		
		Teaching learning material for 3-5 age children in ICDS centers × 3 partly	0.00030	44500		13.350		
		School readiness kits for first generation learners in primary schools of 5 year age for no. Of primary schools x 3 (296x3)	0.00075	888		0.666		
		Subtotal				**14.972**	***2.193***	
15		**Free text books for Non SC girls**	0.0015	23773		35.660		
		Subtotal				**35.660**	***5.224***	
		Grand Total				**682.606**		

Training

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

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

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

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

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

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

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

IDENTIFICATION OF TRAINING NEEDS

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

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

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

THE OBJECTIVES OF THE TRAINING PROGRAMME

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

I. Knowledge and Understanding

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

II. Skills

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

III. Attitude and Values

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

TRAINING PROGRAMMES

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

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

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

TYPES OF TRAINING

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

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

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

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

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

TRAINING PERIOD

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

TRAINING METHODS AND MATERIALS

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

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

TRAINING EFFECTIVENESS

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

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

SUGGESTED CRITERIA FOR THE EFFECTIVENESS OF THE PROGRAMME

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

1. Selection of the state level key persons

These persons should:

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

2. Selection of the resource persons

The resource persons selected for participation should have:

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

Training Programmes For Teachers/Heads

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

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

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

B. Training Programme For School Heads

Sr. No.	Name of Training	Level	Minimum Length of Service	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

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

	life: beyond text book				
8.	Cooperative Supervision with discussion & feedback	All	All	2 days	Once in 2 years
9.	Motivation -how to find level -how to create -how to maintain level	All	All	3 days	Once in 2 years
10.	Leadership -how to develop -how to maintain	On promotion	On promotion	3 days	Once in 3 years
11.	Communication -techniques of clear communication	All	All	3 days	Annual
12.	Administrative and Financial Competency	On promotion	On promotion	2 days	Once in 2 years

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

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

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

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

PLANNING THE CURRICULUM

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

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

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

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

CONTENTS OF THE TRAINING PROGRAMME

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

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

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

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

FACILITIES REQUIRED FOR TRAINING

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

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

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

EVALUATION OF TRAINING CONDUCTED

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

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

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

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

COMMUNITY SUPPORT

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

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

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

EMERGING ISSUES AT ELEMENTARY AND SECONDARY EDUCATION LEVEL

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

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

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

IN-SERVICE EDUCATION TRAINING

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

3. **Inspection and Supervision**

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

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

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

5. **Agencies of Education**

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

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

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

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

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

4. School Discipline

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

5. Special Role of the Head Teachers

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

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

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

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

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

Educational Technology:

- In service training regarding Educational Technology.

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

Work Experience:

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

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

ie ICT be introduced in the teacher-training programme for reducing the nsmission time and also making the training cost effective.

: ICT facilities (telephone, computer, dish antenna, radio, television) are vided in all SCERTs, DIETs and BRCs for organising the training programme tinuously. The SCERT is to act as presentation centre and DIETs will be ning centres.

ie slot has been provided in the timetable prepared by DIETs and In-Service g Centres in the state for the teaching of computers. Equipment should be d for the state agencies by the government.

in computers will increase the skills in the performance of jobs. Increase usually helps increase both quantity and quality of output. Such training help in increasing the current performance and will prepare for the future nts.

rs who are teaching class III onwards should have a sound knowledge of ie future of education depends to a great extent on the computerization ncept of global education is finding favours from the specialists as well as mmunities. Therefore, becoming computer savvy is becoming a necessity ashion for the teachers.

Teacher's Training Programme for Elementary Teachers of puter Education)

f computers in Elementary Education
f computers in global education.
n policy and computer education
ter awareness; Explaining about the computers.
nation technology and classroom education.
nation about hardware and software educational appliances.
re to the world of windows.
standing storage device.
s and files.
te and its use in the elementary education.
ction to Internet facilities and their use in the classrooms.
's reactions to the computerization and globalization of education.
mmunity can be benefited in the computerization process.
practical problems in the use of computers in the classes.
s and scanners.
nation about the Microsoft world.
t/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 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 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.
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 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.

- 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 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)

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

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.*

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 e a	Rocks, Minerals & Metals	Educational excursion	L u n c h	Educational Excursion	Discussion regarding problems faced by teachers and teacher's presentation
5	Acid, Base & Salt	Conservation of natural resources		Sound	Participation of teachers		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	T e a	Participation by Teachers	Moral Values	L u n c h	as above	Discussion regarding problems faced by teachers and teacher's presentation
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	

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	Tea	Regarding Seminar	Pre-test	Lunch	Factorisa-tion, LCM, HCF	Linear Equations	Tea	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		Remainder 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	
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	Discussion regarding problems faced by teachers & Teachers' presentation
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		Valedictory & TA/DA disbursement	

Material Prepared for SSA

Sarva Shiksha Abhiyan

Title/Description	Objective	Language	Source material	Circulation	No of Item
Teacher Training					
ਆਪਣੇ ਕੌਮੀ ਚਿੰਨ੍ਹ ਅਤੇ ਕੌਮੀ ਏਕਤਾ Our National Symbols and National Integration	Teacher Training	Punjabi	NCERT	School level	1
ਜਨਸੰਚਾਰ ਸਾਧਨ ਅਤੇ ਕੌਮਾਂਤਰੀ ਸਮਝ Communication Media and Understanding	Teacher Training	Punjabi	NCERT	Cluster level/Block level/ Distt level/Diets/In-Service Training Centre	1
ਸਹਾਇਕ ਸਾਧਨਾਂ ਦੀ ਤਤਕਾਲੀ ਸਿਰਜਣਾ Improvising Teaching-Aids	Teacher Training	Punjabi	NCERT	Block level	1
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 ਅਨਮਾਨ 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
ਸਕੂਲ ਯੋਜਨਾਬੰਦੀ ਉਦੇਸ਼ ਅਤੇ ਵਿਸਤਾਰ School Planning	Planning & Management (work book)	Punjabi	SSA, Punjab	School level	1
ਸਕੂਲ ਯੋਜਨਾ (ਮਡਿਊਲ) School Planning	Planning & Management (Module)	Punjabi	SSA, Punjab	School level	1
ਪੰਜਾਬ ਸਿੱਖਿਆ ਨੀਤੀ 2002 ਅਤੇ ਇਸਦਾ ਕਾਰਜ ਪੋਗਰਾਮ Punjab Education Policy 2002 and Programme of Action	Policy, Programme of Action	English	SSA, Punjab	State/District level	1
ਵਿਰਵੇ ਸਮੂਹ ਸਿੱਖਿਆ ਦੇ ਬਰਾਬਰ ਮੌਕੇ Disadvantaged groups: Equal Educational opportunities to women	Teacher Training	Punjabi	NCERT	Cluster level/Block level/ Distt level/Diets/ In-Service Training Centre	1
ਅਧਿਆਪਕ ਸਿਖਲਾਈ ਕਿਵੇਂ ਹੋਵੇ Training Manual for Teachers	Teachers training	Punjabi	SSA, Punjabi	Cluster/block/DIETS & inservic training centres	1
ਮੁੱਢਲੀ ਬਾਲ ਸਿੱਖਿਆ ਅਧਿਆਪਕ ਅਗਵਾਈ ਪੁਸਤਕ - I, II, III & IV Pre-Primary Education- a teachers manual – I, II, III & IV	ECCE/EGS training	Punjabi	NCERT	School & Anganwari level	4
Learning Material for EGS					
ਈ. ਜੀ. ਐਸ. ਪ੍ਰਾਇਮਰ -1 E.G.S. Primer-I	Learning material	Punjabi	SSA, Punjab	EGC	1
ਅਭਿਆਸ ਪੁਸਤਕ ਈ. ਜੀ. ਐਸ. ਪ੍ਰਾਇਮਰ -1 E.G.S. Work Book	Learning material	Punjabi	SSA, Punjab	EGC	1

Sarva Shiksha Abhiyan

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	Source material	Circulation	No of Item
Household Survey					
ਸਿੱਖਿਆ ਦੇ ਆਮ ਪਸਾਰ ਲਈ ਪਰਿਵਾਰ ਸਰਵੇਖਣ, ਉਮਰ ਬ੍ਰੇਣੀ ਅਨੁਸਾਰ ਬੱਚਿਆਂ ਦੀ ਵੰਡ, 3-19 ਸਾਲਾਂ ਦੀ ਪਿੰਡ, ਵਾਰਡਾਂ ਵਿਚ ਕੁੱਲ ਵਸੋਂ, ਪ੍ਰੀ, ਪ੍ਰਾਇਮਰੀ ਅਤੇ ਸਕੂਲ ਨਾ ਜਾਂਦੇ ਅਤੇ ਮਜ਼ਦੂਰੀ ਕਰਦੇ ਬੱਚੇ ਅਤੇ ਬ੍ਰੇਣੀ ਅਨੁਸਾਰ ਸਕੂਲ ਜਾਂਦੇ ਐਸ. ਐਸ. ਏ./ਐਫ. ਐਸ. 1,2,3,4,5 Faamily survey for universalisation of education. claassification of children as per age,population of 3--19 age group, Pre school and school not going to school and doing labour and school going chnildren category wise SSSA/FS/I/1,2,3,4,5	Family Survey	Punjabi	SSA, Punjab	School level	5
ਬ੍ਰੇਣੀ ਅਨੁਸਾਰ ਸਕੂਲ ਜਾਂਦੇ ਬੱਚਿਆਂ ਦੀ ਰਿਪੋਰਟ (ਪਿੰਡ/ਵਾਰਡ, ਕਲੱਸਟਰ, ਬਲਾਕ ਅਤੇ ਜ਼ਿਲ੍ਹਾ ਪੱਧਰ) . ਐਸਸ. ਐਸ. ਏ./ਐਫ. ਐਸ. I,II,III,IV/6 Schnool going children category wise (villlage/ward, cluster, block and district) SSA/FS I,II,III,IV/6	Family Survey	Punjabi	SSA, Punjab	School level	4
ਉਮਰਰ ਅਨੁਸਾਰ ਸਕੂਲ ਜਾਂਦੇ ਬੱਚਿਆਂ ਦੀ ਰਿਪੋਰਟ (ਪਿੰਡ,ਵਾਰਫ, ਕਲੱਸਟਰ, ਬਲਾਕ ਅਤੇ ਜ਼ਿਲ੍ਹਾ ਪੱਧਰ) ਐਸ. . ਐਸ. ਏ./ਐਫ. ਐਸ. .I,II,III,IV/7 Age wise School going children (village/ward, clustter, block and district) SSAA/F/I,II,III,IV/7	Family Survey	Punjabi	SSA, Punjab	School level	4
ਬ੍ਰੇਣੀ ! ਅਤੇ ਉਮਰ ਅਨੁਸਾਰ ਸਕੂਲ ਜਾਂਦੇ ਬੱਚਿਆਂ ਦੀ ਰਿਪੋਰਟ (ਪਿੰਡ,ਵਾਰਫ, ਕਲੱਸਟਰ, ਬਲਾਕ ਅਤੇ ਜ਼ਿਲ੍ਹਾ ਪੱਧਰ) ਐਸ. ' ਐਸ. ਏ./ਐਫ. ਐਸ..I,II,III,IV/8 Categgory wise School going children age (villaage/ward, cluster, block and district) SSA/I/FS I,II,III,IV/8	Family Survey	Punjabi	SSA, Punjab	School level	4
ਸਕੂਲ ; ਨਾ ਜਾਂਦੇ/ ਮਜ਼ਦੂਰੀ ਕਰਦੇ ਬੱਚਿਆਂ ਦੀ ਰਿਪੋਰਟ (ਪਿੰਡ,ਵਾਰਫ, ਕਲੱਸਟਰ, ਬਲਾਕ ਅਤੇ ਜ਼ਿਲ੍ਹਾ ਪੱਧਰ) ਐਸ. ਐਸੇਸ. ਏ./ਐਫ. ਐਸ.I,II,III,IV/9 Schoobl not going working children (village/ward, clusterr, block and district) SSA/FS I,II,III,IV/9	Family Survey	Punjabi	SSA, Punjab	School level	4
ਉਮਰ ਅਨੁਸਾਰ ਸਰੀਰਕ ਮਾਨਸਿਕ ਚੁਣੌਤੀਆਂ ਦਾ ਸਾਹਮਣਾ ਕਰਦੇ ਬੱਚਿੱਚਆਂ ਦੀ ਰਿਪੋਰਟ (ਪਿੰਡ,ਵਾਰਫ, ਕਲੱਸਟਰ, ਬਲਾਕ ਅਤੇ ਜ਼ਿਲ੍ਹਾ ਪੱਧਰ) ਐਸ. ਐਸੇਸ. ਏ/ਐਫ. ਐਸ..I,II,III,IV/10 Age wise Physically/Mentally handicapped childrenn (village/ward, cluster, block and district) SSA/FSS I,II,III,IV/10	Family SurveyII	Punjabi	SSA, Punjab	School level	4

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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 (cluster, block & district) SSA/SET-II,III,IV/3	Survey/EMIS	Punjabi	SSA, Punjab	Cluster	3
ਤਿਮਾਹੀ ਸਕੂਲ ਐਨਰੋਲਮੈਂਟ ਸੂਚਨਾ ਜਮਾਤ I ਤੋਂ V (ਕਲੱਸਟਰ, ਬਲਾਕ ਅਤੇ ਜ਼ਿਲ੍ਹਾ ਪੱਧਰ) ਐਸ. ਐਸ. ਏ/ਐਸ. ਈ. ਟੀ-II,III,IV/4 Quarterly School Enrolment Information I To V class (cluster, block & district) SSA/SET-II,III,IV/4	Survey/EMIS	Punjabi	SSA, Punjab	Cluster	3
ਤਿਮਾਹੀ ਸਕੂਲ ਐਨਰੋਲਮੈਂਟ ਸੂਚਨਾ ਜਮਾਤ VI ਤੋਂ X · (ਕਲੱਸਟਰ, ਬਲਾਕ ਅਤੇ ਜ਼ਿਲ੍ਹਾ ਪੱਧਰ) ਐਸ. ਐਸ. ਏ/ਐਸ. ਈ. ਟੀ-II,III,IV/5 Quarterly School Enrolment Information (cluster, block & district) VI To X class SSA/SET-II,III,IV/5	Survey/EMIS	Punjabi	SSA, Punjab	Cluster	3
ਪ੍ਰਾਇਮਰੀ ਸਕੂਲਾਂ/ਸੈਕਸ਼ਨਾਂ ਦੇ ਅਧਿਆਪਕਾਂ ਰਿਪੋਰਟ ਸਬੰਧੀ (ਕਲੱਸਟਰ, ਬਲਾਕ ਅਤੇ ਜ਼ਿਲ੍ਹਾ ਪੱਧਰ) ਐਸ. ਐਸ. ਏ. (ਐਸ. ਈ. ਟੀ.- II,III,IV/6 Reports on Teachers of Primary Schools/Sections (cluster, block & district) SSA/SET- II,III,IV/6	Survey/EMIS	Punjabi	SSA, Punjab	Cluster	3
ਅਪਰ ਪ੍ਰਾਇਮਰੀ ਸਕੂਲਾਂ/ਸੈਕਸ਼ਨਾਂ ਦੇ ਅਧਿਆਪਕਾਂ ਸਬੰਧੀ ਤਿਮਾਹੀ ਰਿਪੋਰਟ (ਕਲੱਸਟਰ, ਬਲਾਕ ਅਤੇ ਜ਼ਿਲ੍ਹਾ ਪੱਧਰ) ਐਸ. ਐਸ. ਏ. (ਐਸ. ਈ. ਟੀ.- II,III,IV/7 Report on Teacher of Upper Primary School/Sections (cluster, block & district) SSA/SET-II,III,IV/7	Survey/EMIS	Punjabi	SSA, Punjab	Cluster	3
ਸਕੂਲ ਸੂਚੀਕਰਨ School Listing	Survey/EMIS	English	SSA, Punjab & District	State, District, Block	3

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Title/Description	Objective	Language	Source material	Circulation	No of 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