

# SARVA SHIKSHA ABHIYAN

## DISTRICT ELEMENTARY EDUCATION PLAN

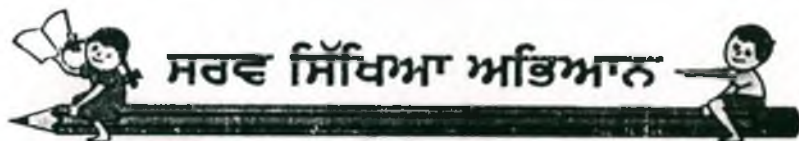
EDUCATION FOR ALL



Annual Work Plan  
2003-2004

District

**KAPURTHALA**



ਪੜ੍ਹੋ ਸਾਰੇ ਵਧੋ ਸਾਰੇ

Sarva Shiksha Abhiyan Authority

**PUNJAB**

## VISION STATEMENT-2020

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

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

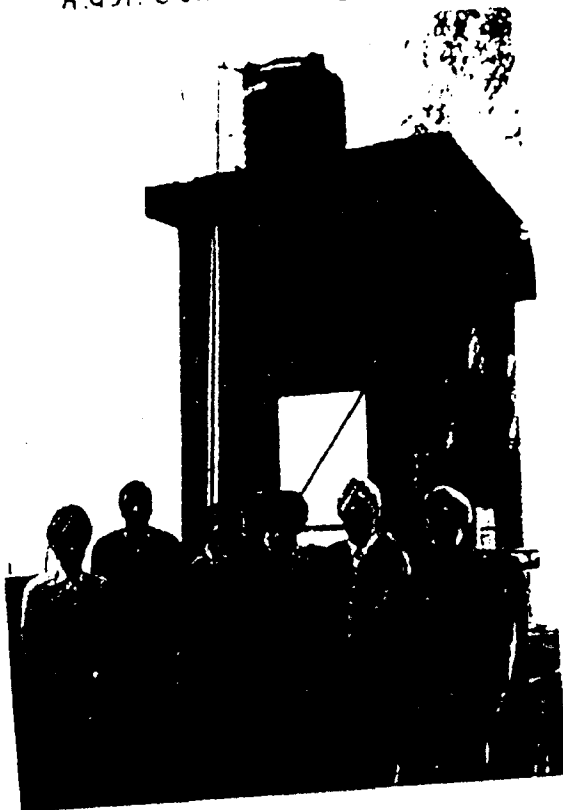
- i) expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged sections of the society.*
- ii) ensuring that by 2020 all children of 6-18 age, particularly girl children vulnerable, deprived and destitute children, children belonging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

## Index

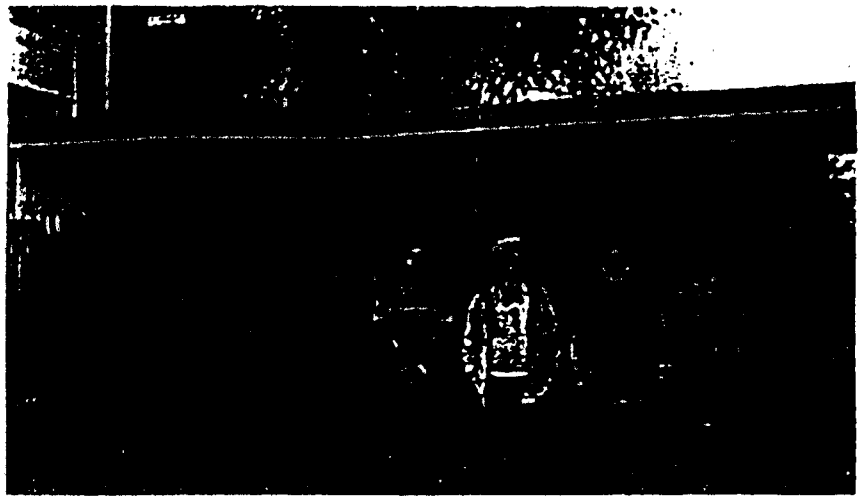
1. SSA through News/Pictures.
2. District Profile & Statics (Anexure 1-15)
3. Family survey 2002 Tables
  - i) School going Children total Gradewise
  - ii) School going Children Total Agewise
  - iii) Schools going Children Total Age-Gradewise.
  - iv) Out of School Children Total Agewise
  - v) Physically/Mentally challenged Children Total Agewise
  - vi) Physically/Mentally challenged Children Total Categorywise
  - vii) Distribution of School going Children (Percentage) Total
3. Annual Work Plan 2003-2004  
Summary of Tables
  - i) District Data Summary Sheet
  - ii) Blockwise list of BRC/CRC
  - iii) Districtwise list of PE Blocks
  - iv) Blockwise Distribution of Villages
  - v) Blockwise count of Primary Schools
  - vi) Blockwise count of Middle Schools
  - vii) Blockwise Break up of Primary Teachers
  - viii) CD Blockwise enrollment (3-6 years)
  - ix) Blockwise enrollment in State Govt. Primary Schools
  - x) Blockwise enrollment in State Govt. Middle Schools
  - xi) Blockwise enrollment State Govt./Unrecongised Primary Schools
  - xi) Blockwise enrollment State Govt./Non State Govt./Unrecongised Middle Schools
  - xii) Blockwise out of School children
  - xiv) Blockwise Handicapped children 6-14 years (Total)
  - xv) Blockwise Handicapped children 6-14 years (SC/BC)]Annual Budget and Work Plan 2003-2004
4. Training
5. Material Produced for SSA.

**SSA in News and  
through Pictures**

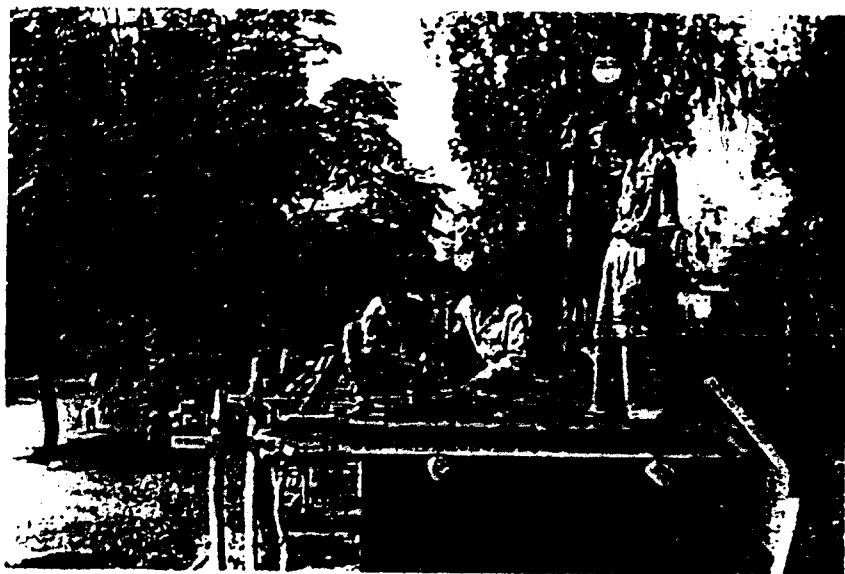
ਸ.ਪ.ਸ. ਦੇਵਲਾ ਵਾਲਾ, ਕਪੂਰਥਲਾ



ਸ.ਪ.ਸ. ਸੈਦਵਾਲ, ਕਪੂਰਥਲਾ



ਸ.ਪ.ਸ. ਮੁਸਕਵੇਦ, ਕਪੂਰਥਲਾ



ਸ.ਪ.ਸ. ਡੈਨ ਵਿੰਡ, ਕਪੂਰਥਲਾ





# ਸ਼ਾਗ ਬਾਣੀ

ਜਨਮਕ. 15 ਮਈ 2003. ਐਤਵਾਰ ਮੁਤਾਬਕ 4 ਜੇਠ, ਵਿਕਰਮੀ ਜੇਠ 2060

JAG BANI

## ਸਰਬ ਸਿੱਖਿਆ ਅਭਿਆਨ ਸੰਬੰਧੀ ਸਮਾਗਮ ਹੋਇਆ

ਕਪੂਰਥਲਾ, 17 ਮਈ (ਜੰਬੀ)— ਪੰਜਾਬ ਦੀ ਕੋਪੋਟਨੋ ਅਮਰਿੰਦਰ ਸਿੰਘ ਸਰਕਾਰ ਪੰਜਾਬ ਦੇ ਸਕੂਲਾਂ ਵਿੱਚ ਚੰਗੀ ਸਿੱਖਿਆ ਦੇਣ ਵਾਸਤੇ ਬੁਨਿਆਦੀ ਸਹੂਲਤਾਂ ਪ੍ਰਦਾਨ ਕਰਨ ਲਈ ਵੱਡੀ ਪੱਧਰ 'ਤੇ ਉਪਰਾਲੇ ਕਰ ਰਹੀ ਹੈ। ਸਰਬ ਸਿੱਖਿਆ ਅਭਿਆਨ ਤਹਿਤ ਵਿੱਦਿਅਕ ਸਹੂਲਤਾਂ ਵਾਸਤੇ 4,46,20,000 ਰੁਪਏ ਚਿਲਾ ਕਪੂਰਥਲਾ ਨੂੰ ਪ੍ਰਾਪਤ ਹੋਏ ਹਨ, ਜਿਸ ਵਿੱਚੋਂ 3,93,14,900 ਰੁਪਏ ਜੇਕਰੀ ਕੀਤੇ ਜਾ ਚੁੱਕੇ ਹਨ। ਇਸ ਗੱਲ ਉੱਪਰੰਤ ਵਾਕਾ ਗੁਰਜੀਤ ਸਿੰਘ ਐਮ. ਐਨ. ਏ. ਕਪੂਰਥਲਾ ਨੇ ਚਿਲਾ ਕਪੂਰਥਲਾ ਦੇ ਪਿੰਡ ਬੁਢੇਪੁੰਦਰ ਵਿਖੇ ਸਰਬ ਸਿੱਖਿਆ ਅਭਿਆਨ ਸੰਬੰਧੀ ਆਯੋਜਿਤ ਸਮਾਗਮ ਦੌਰਾਨ ਕੀਤਾ।

ਗਾਣਾ ਗੁਰਜੀਤ ਸਿੰਘ ਐਮ. ਐਨ. ਏ. ਨੇ ਦੱਸਿਆ ਕਿ ਸਰਬ ਸਿੱਖਿਆ ਅਭਿਆਨ ਚਿਲਾ ਕਪੂਰਥਲਾ ਪੰਜਾਬ ਵਿੱਚ ਸਿੱਖਿਆ ਨਿਰਮਲਾ ਹੈ।

ਇਸ ਮੌਕੇ 'ਤੇ ਸ਼੍ਰੀ ਹਰਜਿੰਦਰ ਸਿੰਘ ਵਧੀਕ ਵਿਧਾਨੀ ਸਮਿਲਨ (ਚਿਲਾ) ਕਪੂਰਥਲਾ

ਸ਼੍ਰੀਮਤੀ ਹਰਜਿੰਦਰ ਕੌਰ ਚਿਲਾ ਸਿੱਖਿਆ ਅਫਸਰ (ਐਨੀਮੇਟਰ) ਕਪੂਰਥਲਾ, ਸ਼੍ਰੀ ਜੋਗਿੰਦਰ ਸਿੰਘ ਸਿੰਘ ਦੇ ਅਠੀਨ ਬਲਾਕ ਮਿਮਤੀ ਕਪੂਰਥਲਾ, ਸ਼੍ਰੀ ਸੁਰਜੀਤ ਸਿੰਘ ਬੁਜਵਾ, ਸ਼੍ਰੀ ਦਰਬਨ ਸਿੰਘ ਕੋਟਲੀ ਅਤੇ ਸ਼੍ਰੀ ਬਚਿੱਤਰ ਸਿੰਘ ਨੇ ਸੰਬੰਧਨ ਕੀਤੇ।

ਸਮਾਗਮ ਵਿਚ ਸ਼੍ਰੀ ਹਰਜਿੰਦਰ ਸਿੰਘ ਖਾਲਸਾ ਚੇਅਰਮੈਨ ਚਿਲਾ ਪ੍ਰੀਬਦ ਕਪੂਰਥਲਾ, ਸ਼੍ਰੀ ਸੁਦੇਬ ਕੁਮਾਰ ਅਗਰਵਾਲ ਪ੍ਰਧਾਨ ਨਗਰ ਕੌਂਸਲ ਕਪੂਰਥਲਾ, ਸ਼੍ਰੀ ਸਤੀਬ ਬਹਿਲ ਪ੍ਰਧਾਨ ਯੂਥ ਕਾਊਂਸਲ, ਸ਼੍ਰੀ ਚਰਨਜੀਤ ਸਿੰਘ ਚਾਹਲ

ਪੀ. ਏ. ਟੂ ਐਮ. ਐਨ. ਏ., ਸ਼੍ਰੀ ਕੁਲਵੰਤ ਭੰਡਾਰੀ, ਐਮ. ਸੀ., ਸ਼੍ਰੀ ਬਿਜ ਮੋਹਨ ਸ਼੍ਰੀ. ਡੀ. ਪੀ. ਓ. ਕਪੂਰਥਲਾ, ਸ਼੍ਰੀ ਅਮਰੀਕ ਸਿੰਘ ਚਿੱਟੋ ਕੋਆਰਡੀਨੇਟਰ ਚਿਲਾ ਸਾਖਰਤਾ ਮਿਸ਼ਨ, ਸ਼੍ਰੀ ਰਮਨ ਚਾਰਦਵਾਜ ਜੈ ਜਵਾਨ ਵੈਦਿਕ ਸੁਸਾਇਟੀ, ਸ਼੍ਰੀ ਜਸਪਾਲ ਸਿੰਘ, ਸ਼੍ਰੀ ਸਰਪੰਚ, ਸ਼੍ਰੀ ਮਹਿੰਦਰ ਸਿੰਘ ਪੰਚ, ਸ਼੍ਰੀ ਪਰਮਿੰਦਰ ਸਿੰਘ ਵਾਲੀਆਂ ਕਾਊਂਸਲੀਅਰ, ਸ਼੍ਰੀ ਕੁਲਜੋਤ ਸਿੰਘ ਕੱਖਟਪਾਣ, ਸ਼੍ਰੀ ਸਧੂ ਸਿੰਘ ਕੁਲਾਠਾ ਡੀ. ਪੀ. ਡੀ. ਓ., ਸ਼੍ਰੀ ਬਲਵੰਤ ਸਿੰਘ ਚੰਗੂ, ਡੀ. ਡੀ. ਓ. ਅਤੇ ਸ਼੍ਰੀ ਪ੍ਰਦੀਪ ਸਾਖਰਤਾ ਮਿਸ਼ਨ



ਗਾਣਾ ਗੁਰਜੀਤ ਸਿੰਘ ਐਮ. ਐਨ. ਏ. ਕਪੂਰਥਲਾ ਸਿੱਖ ਸਿੱਖਿਆ ਅਭਿਆਨ ਸੰਬੰਧੀ ਆਯੋਜਿਤ ਸਮਾਗਮ ਦੌਰਾਨ ਸ਼੍ਰੀ ਹਰਜਿੰਦਰ ਸਿੰਘ ਵਧੀਕ ਵਿਧਾਨੀ ਸਮਿਲਨ (ਚਿਲਾ) ਕਪੂਰਥਲਾ, ਸ਼੍ਰੀ ਸੁਦੇਬ ਕੁਮਾਰ ਅਗਰਵਾਲ ਪ੍ਰਧਾਨ ਨਗਰ ਕੌਂਸਲ ਕਪੂਰਥਲਾ, ਸ਼੍ਰੀਮਤੀ ਹਰਜਿੰਦਰ ਕੌਰ ਚਿੱਟੋ ਚਿਲਾ ਸਿੱਖਿਆ ਅਫਸਰ (ਐਨੀਮੇਟਰ) ਕਪੂਰਥਲਾ: ਸ਼੍ਰੀ ਵਿਧਾਨੀ ਦੇ ਕੌ ਹਨ। (ਫੋਟੋ 'ਤੇ ਕੇਵਲਾ ਸਿੱਖਿਆ)



... (faint, illegible text) ...

### धलाव ३ र ४ / भवलासाभा / पालव / काढीभा

### सेवागमनाड / सवडता / सामाज्य / इतरभा / रुता

... (dense, mostly illegible text) ...

# ਜਦੋਂ ਤੱਕ ਗਰੀਬ ਵਰਗ ਪੜ੍ਹ ਲਿਖ ਨਹੀਂ ਜਾਂਦਾ, ਉਦੋਂ ਤੱਕ ਹਿੰਦੁਸਤਾਨ ਦੀ ਤਰੱਕੀ ਸੰਭਵ ਨਹੀਂ-ਸੰਤੋਸ਼ ਚੌਧਰੀ

ਰਿਹਾਣਾ ਜੱਟ, 16 ਅਕਤੂਬਰ (ਪੱਠਰ ਪੇਰਕ)-ਜਦੋਂ ਤੱਕ ਗਰੀਬ ਵਰਗ ਪੜ੍ਹ-ਲਿਖ ਨਹੀਂ ਜਾਂਦਾ, ਉਦੋਂ ਤੱਕ ਹਿੰਦੁਸਤਾਨ ਦੀ ਤਰੱਕੀ ਸੰਭਵ ਨਹੀਂ ਹੈ। ਇਹ ਬਬਦ ਸ਼੍ਰੀਮਤੀ ਸੰਤੋਸ਼ ਚੌਧਰੀ ਸ਼ਿਬ ਲੋਕ ਸਭਾ ਨੇ ਪਿੰਡ ਰਿਹਾਣਾ ਜੱਟ ਵਿਖੇ ਅੱਜ ਸਰਬ ਸਿੱਖਿਆ ਅਭਿਆਨ ਤਹਿਤ ਆਯੋਜਿਤ ਪ੍ਰਵਾਚਨਾ ਸਮਾਗਮ ਨੂੰ ਸੰਬੋਧਨ ਕਰਦਿਆਂ ਕਿਹਾ। ਉਨ੍ਹਾਂ ਨੇ ਕਿਹਾ ਕਿ ਆਜ਼ਾਦੀ ਦੇ 50 ਸਾਲ ਦੇ ਇਤਿਹਾਸ ਉਪਰੰਤ ਸਰਬ ਸਿੱਖਿਆ ਅਭਿਆਨ ਅੱਜ ਵੀ ਬਹੁਤ ਮਹੱਤਵਪੂਰਨ ਪ੍ਰੋਜੈਕਟ ਹੈ, ਜਿਸ ਨੂੰ ਬਹੁਤ ਹੀ ਚੇਰਦਾਰ ਢੰਗ ਨਾਲ ਸਿਰੇ ਚਾੜ੍ਹਨ ਦੀ ਲੋੜ ਹੈ। ਇਸ ਸਮੇਂ ਉਨ੍ਹਾਂ ਨੇ ਕਿਹਾ ਕਿ ਪਖਾਨੇ ਦੀ ਜਗ੍ਹਾ ਪਹਿਲਾਂ 15000 ਰੁਪਏ ਦੀ ਲਾਗਤ ਨਾਲ ਬਣਦੀ ਸੀ ਪ੍ਰੰਤੂ ਉਦੋਂ ਕਿਸੇ ਨੇ ਇਸ ਪਾਸੇ ਧਿਆਨ ਨਹੀਂ ਦਿੱਤਾ ਤੇ ਉਹੀ ਪਖਾਨੇ ਦੀ ਜਗ੍ਹਾ ਸਕੂਲਾਂ 'ਚ ਹੁਣ ਸਾਨੂੰ 35000 ਰੁਪਏ ਖਰਚ ਕਰਕੇ ਬਣਾਉਣੀ ਪੈ ਰਹੀ ਹੈ। ਉਨ੍ਹਾਂ ਨੇ ਕਿਹਾ ਕਿ ਖੰਡਰ ਬਣ ਚੁੱਕੀਆਂ ਸਕੂਲਾਂ ਦੀਆਂ ਇਮਾਰਤਾਂ ਨੂੰ ਤਨਦੇਹੀ ਨਾਲ ਵਿਦੇਸ਼ੀ ਫਾਰਮੀਆਂ ਤੇ ਦਾਨੀ ਪੁਰਬਾਂ ਦੀ ਸਹਾਇਤਾ ਨਾਲ ਉਸਾਰਨ ਦੀ ਲੋੜ ਹੈ, ਜਿਸ ਨੂੰ ਸਰਕਾਰ ਪੂਰੀ ਤਨਦੇਹੀ ਨਾਲ ਨੇਪਰੇ ਚਾੜ੍ਹੇਗੀ। ਇਸ ਮੌਕੇ ਉਨ੍ਹਾਂ ਨੇ ਆਪਣੀ ਰਾਖਵੀਂ ਧਨ ਰਾਸ਼ੀ 'ਚੋਂ 10 ਲੱਖ ਰੁਪਏ ਵਿਧਾਨ ਸਭਾ ਹਲਕਾ ਫਗਵਾੜਾ ਦੇ ਵਿਧਾਇਕ ਸ: ਜੋਗਿੰਦਰ ਸਿੰਘ ਮਾਨ ਨੂੰ ਦਿੱਤੇ ਹੋਏ ਕਿਹਾ ਕਿ ਇਹ ਗਰਾਂਟ ਉਨ੍ਹਾਂ ਪਿੰਡਾਂ ਨੂੰ ਦਿੱਤੀ ਜਾਵੇ ਜਿਥੇ ਮੈਂ ਪਹਿਲਾਂ ਕੋਈ ਵੀ ਪੇਸ਼ਾ ਵਿਕਾਸ ਵਾਸਤੇ ਨਹੀਂ ਦੇ ਸਕੀ।

ਸਮਾਗਮ ਦੀ ਪ੍ਰਧਾਨਗੀ ਸ: ਜੋਗਿੰਦਰ ਸਿੰਘ ਮਾਨ ਵਿਧਾਇਕ ਫਗਵਾੜਾ, ਸ਼੍ਰੀ. ਆਰ. ਕੇ. ਵਰਮਾ ਡਿਪਟੀ ਕਮਿਸ਼ਨਰ ਬਪੁਰਬਲਾ, ਸ: ਮੋਰਾ ਸਿੰਘ ਦਿਉਲ ਕਨਵੀਨਰ ਪੰਜਾਬ ਪ੍ਰਦੇਸ਼ ਕਾਂਗਰਸ ਕੋਆਰਡੀਨੇਟਰ ਸੋਲ, ਸ: ਹਰਨੇਕ ਸਿੰਘ ਏ. ਡੀ. ਮੀ. (ਵਕਾਲਤ) ਕਪੂਰਥਲਾ, ਸ: ਪ੍ਰੀਤਮ ਸਿੰਘ ਐਸ. ਡੀ. ਐਮ. ਫਗਵਾੜਾ ਤੇ ਸ: ਹਰਸਰੂਪ ਸਿੰਘ ਦਿਉਲ ਸਰਪੰਚ ਰਿਹਾਣਾ ਜੱਟ ਨੇ ਕੀਤੀ। ਸਮਾਗਮ ਨੂੰ



ਸਰਬ ਸਿੱਖਿਆ ਅਭਿਆਨ ਕਪੂਰਥਲਾ ਦੇ ਤਹਿਤ ਰਿਹਾਣਾ ਜੱਟ ਵਿਖੇ ਆਯੋਜਿਤ ਸਮਾਗਮ ਦੌਰਾਨ ਆਧਿਆਪਕ ਨੂੰ ਚੈੱਕ ਦਿੰਦੇ ਹੋਏ ਸ਼੍ਰੀਮਤੀ ਸੰਤੋਸ਼ ਚੌਧਰੀ ਐਮ. ਪੀ., ਸ: ਜੋਗਿੰਦਰ ਸਿੰਘ ਮਾਨ ਵਿਧਾਇਕ ਫਗਵਾੜਾ, ਸ਼੍ਰੀ. ਸੀ. ਕਪੂਰਥਲਾ ਸ਼੍ਰੀ ਆਰ. ਕੇ. ਵਰਮਾ ਤੇ ਹੋਰ ਅਧਿਕਾਰੀ।

ਸੰਬੋਧਨ ਕਰਦਿਆਂ ਸ: ਜੋਗਿੰਦਰ ਸਿੰਘ ਮਾਨ ਨੇ ਰਿਹਾਣਾ ਜੱਟ ਤੇ ਭੁਮੇਲੀ ਪਿੰਡਾਂ ਨੂੰ ਮਾਡਲ ਗਰਾਮ ਬਣਾਉਣ ਦਾ ਐਲਾਨ ਕਰਦਿਆਂ ਕਿਹਾ ਕਿ ਆਉਣ ਵਾਲੇ 10 ਸਾਲਾਂ ਤੱਕ ਇਨ੍ਹਾਂ ਪਿੰਡਾਂ ਨੂੰ ਹਰ ਸਾਲ 10 ਲੱਖ ਰੁਪਏ ਦੀ ਸਰਕਾਰੀ ਡਰਾਂਟ ਪਿੰਡ ਦੇ ਵਿਕਾਸ ਵਾਸਤੇ ਦਿੱਤੀ ਜਾਇਆ ਕਰੇਗੀ ਤੇ ਇਸ ਦਾ 20 ਪ੍ਰਤੀਸ਼ਤ ਹਿੱਸਾ ਪੰਚਾਇਤਾਂ ਨੂੰ ਆਪਣੇ ਅਮਦਨ ਸਰੋਤਾਂ ਤੋਂ ਦੇਣਾ ਪਵੇਗਾ। ਸ: ਮਾਨ ਨੇ ਇਸ ਸਮੇਂ ਸਰਪੰਚ ਹਰਸਰੂਪ ਸਿੰਘ ਦਿਉਲ ਵੱਲੋਂ ਪੇਂਡ ਕੀਤੇ ਮੰਗ ਪੱਠਰ 'ਚ ਦਰਜ, ਹਾਈ ਸਕੂਲ ਦੇ ਕਮਰਿਆਂ ਦੀ ਪ੍ਰਿਸਾਹੀ ਕਰਨਾ, ਸਕੂਲ ਨੂੰ 10-2 ਫੱਕ ਪਦ ਉੱਠਰ ਕਰਨਾ, ਕੰਦੇ ਪਾਣੀ ਦੇ ਨਾਲੋਂ ਨੂੰ ਪੱਕਾ ਕਰਨਾ, ਜਲ ਸਪਲਾਈ ਸਾਰੇ ਪਿੰਡ ਨੂੰ ਮੁਹੱਈਆ ਕਰਨਾ, ਅਧੁਰੇ ਖੇਡ ਮੈਦਾਨ ਨੂੰ ਪੂਰਾ ਕਰਨਾ, ਠਾਇਬਰੋਗੀ ਬਣਾਉਣ, ਛਮੀਆਂ, ਨਾਲੀਆਂ, ਡਰਾਨ ਘਾਟ ਪੱਕਾ ਕਰਨਾ, ਪਿੰਡ ਨੂੰ 24 ਘੰਟੇ ਬਿਜਲੀ ਪਹਿਲਾਂ ਵਾਂਗ ਮੁਹੱਈਆ ਕਰਨਾ, ਪਿੰਡ ਦੀਆਂ ਦੋ ਆਇਧਰੀ ਕਲਨੀਆਂ ਲਈ

ਕੁੜਾ ਸੁੱਟਣ ਦੀ ਜਗ੍ਹਾ ਮੁਹੱਈਆ ਕਰਨਾ, ਛਮੀਨਾਂ ਦੀ ਘੱਟੋ ਘੱਟ ਗਜਿਟਰੀ ਕਰਾਉਣ ਦੀ ਵੀ 8 ਲੱਖ ਦੀ ਬਜਾਏ 2 ਲੱਖ ਉੱਪਰ ਲਾਗੂ ਕਰਨਾ, ਕੁੜੇਮਾਰ ਨਾਲ ਹੋਈ ਤਬਾਹੀ ਦਾ ਮੁਆਵਜ਼ਾ ਦੇਣਾ ਆਦਿ ਮੰਗਾਂ ਪੂਰਾ ਕਰਨ ਦਾ ਐਲਾਨ ਕੀਤਾ। ਇਸ ਸਮੇਂ ਡਿਪਟੀ ਕਮਿਸ਼ਨਰ ਸ਼੍ਰੀ ਰਾਕੇਸ਼ ਕੁਮਾਰ ਵਰਮਾ ਦੀ ਸਹਾਇਤੀ ਹੇਠ ਬਿਜਲੀ ਪ੍ਰਦਾਸਨ ਵੱਲੋਂ 20 ਲੱਖ 74 ਹਜ਼ਾਰ, 5 ਜੈ ਰੁਪਏ ਤਹਿਸੀਲ ਫਗਵਾੜਾ ਦੇ ਸਕੂਲਾਂ ਨੂੰ 104 ਪਿੰਡਾਂ ਵਾਸਤੇ, ਜਿਨ੍ਹਾਂ 'ਚੋਂ 34 ਪਿੰਡ 35 ਹਜ਼ਾਰ ਦੀ ਕਰਮ ਪਖਾਨੇ ਤੇ ਸਾਫ ਪਾਣੀ ਦੀ ਸੁਵਿਧਾ ਲਈ, 99 ਪਿੰਡਾਂ ਦੇ ਸਕੂਲਾਂ ਨੂੰ ਪੰਜ-ਪੰਜ ਹਜ਼ਾਰ ਇਮਾਰਤਾਂ ਦੀ ਸਾਫ ਸੇਵਾਲ ਲਈ, ਦੋ-ਦੋ ਹਜ਼ਾਰ ਮੁਕੰਮਲ ਲਈ, ਪੰਚੀ-ਪੰਚੀ ਸੈਂਟਰ ਹੋਂਡ ਟੀਚਰਾਂ ਨੂੰ, ਪੰਜ-ਪੰਜ ਸੌ ਹਰ ਅਧਿਆਪਕ ਨੂੰ ਸਿੱਖਿਆ ਨਾਲ ਸਬੰਧਿਤ ਸਮੱਗਰੀ ਪਹੀਚਣ ਲਈ ਰਿੱਝੇ ਕਠੇ। ਇਸ ਮੌਕੇ ਸ਼੍ਰੀਮਤੀ ਸੰਤੋਸ਼ ਚੌਧਰੀ ਐਮ. ਪੀ., ਸ: ਜੋਗਿੰਦਰ ਸਿੰਘ ਮਾਨ ਵਿਧਾਇਕ, ਸ਼੍ਰੀ ਆਰ. ਕੇ. ਵਰਮਾ ਸ਼੍ਰੀ. ਸ: ਹਰਨੇਕ

ਸਿੰਘ ਏ. ਡੀ. ਸੀ., ਸ: ਪ੍ਰੀਤਮ ਸਿੰਘ ਐਸ. ਡੀ. ਐਮ. ਫਗਵਾੜਾ ਤੇ ਇਲਾਵਾ ਸ: ਬਿਕਾਰਾ ਸਿੰਘ ਕੇ. ਡੀ. ਪੀ. ਓ. ਫਗਵਾੜਾ, ਸ਼੍ਰੀ ਮੁਲਖ ਰਾਜ ਨਾਇਬ ਕਮਿਸ਼ਨਰ, ਸ਼੍ਰੀਮਤੀ ਸੁਦੇਸ਼ ਹਾਂਡਾ ਡੀ. ਏ. ਓ. ਸੈਕੰਡਰੀ ਕਪੂਰਥਲਾ, ਸ਼੍ਰੀਮਤੀ ਰੋਜਿੰਦਰ ਕੌਰ ਬਿਲੋ ਡੀ. ਏ. ਓ. ਪ੍ਰਾਇਮਰੀ, ਸ: ਜਸਪ੍ਰੀਤ ਸਿੰਘ ਸੱਤੀ ਮੋਬ ਪੰਜਾਬ ਪ੍ਰਦੇਸ਼ ਕਾਂਗਰਸ ਕਮੇਟੀ, ਸ਼੍ਰੀ ਸੰਜੀਵ ਕੁਪਰਾ, ਸ਼੍ਰੀ ਸੁਨੀਲ ਕੋਸਲ, ਸ਼੍ਰੀ ਸੁਨੀਲ ਪ੍ਰਾਥ, ਸ਼੍ਰੀ ਰਾਮ ਮੁਰਤੀ ਚਾਟੋਕੀ, ਸ਼੍ਰੀ ਕਰੀਬ ਬਰਮਾ, ਸ: ਪਰਮਿੰਦਰ ਸਿੰਘ ਲੋਕ ਸੰਪਰਕ ਅਫਸਰ, ਸ: ਇੰਦਰਜੀਤ ਸਿੰਘ ਖਲਿਆਣ, ਸ: ਸੁਖਵਿੰਦਰ ਸਿੰਘ, ਸ: ਹਰੀ ਸਿੰਘ ਨਰੂੜ, ਸ਼੍ਰੀ ਦਵਾਰਕਾ ਦਾਸ ਮੁੱਖ ਅਧਿਆਪਕ, ਸਰਪੰਚ ਹਰਸਰੂਪ ਸਿੰਘ ਦਿਉਲ, ਸੰਤ ਬਾਬਾ ਹਰਦੀਪ ਸਿੰਘ ਨੂੰ ਵਿਸ਼ੇਸ਼ ਰੂਪ 'ਚ ਸਨਮਾਨਿਤ ਕੀਤਾ ਗਿਆ। ਇਸ ਸਮਾਗਮ ਦੀ ਸਦਰਤਾ ਵਾਸਤੇ ਠਾਠਾ ਹੇਂਡ ਰਾਜ ਜੋਸ਼ੀ, ਸ: ਰਾਮ ਸਿੰਘ ਜੋਸ਼ੀ, ਸ: ਕੁਲਵੰਤ ਰਾਇ ਪੱਥੀ, ਸ: ਚਰਨਦੀਪ ਸਿੰਘ ਦਿਉਲ, ਸ: ਹਰਜੀਤ ਸਿੰਘ ਜੁਨੇਲਾ, ਸ: ਮਹਿਕਾ ਸਿੰਘ ਪੰਚ, ਚੌਧਰੀ ਗਿਆਨ ਚੰਦ, ਸ਼੍ਰੀ ਮਨੋਹਰ ਪੰਚ, ਚੌਧਰੀ ਗਿਆਨ ਸਿੰਘ ਪੰਚ, ਸ: ਕੁਮੋਜ ਸਿੰਘ ਕੋਜ਼ੀ, ਸ: ਮਨਜੀਤ ਸਿੰਘ ਡਿਪਟੀ, ਬੀਬੀ ਉੱਧੀ ਸਰਪੰਚ ਡੁਮੇਰੀ, ਸ: ਚਰਨੇਠ ਸਿੰਘ ਨੇਰੀ, ਸ: ਬਣਦੇਵ ਸਿੰਘ ਸਾਬਕਾ ਸਰਪੰਚ ਡੁਮੇਰੀ, ਸ: ਕੁਲਵਿੰਦਰ ਸਿੰਘ ਡਾਇਰੈਕਟਰ ਸੰਤੋਸ਼ਕੀ ਵੈਥ, ਸ: ਸੋਹਣ ਸਿੰਘ ਚੌਠੀ, ਸ: ਤੀਰਥ ਸਿੰਘ, ਸ: ਚਰਨਿੰਦਰ ਸਿੰਘ ਨੰਬਰਦਾਰ, ਸ: ਹਰਦੇਵ ਸਿੰਘ ਨੰਬਰਦਾਰ, ਜਯੇਦਾਧ ਖਜੀਤ ਸਿੰਘ, ਸ: ਨੌਰਤਰ ਸਿੰਘ ਪੰਚ ਡੁਮੇਰੀ, ਸਰਪੰਚ ਸੁਖਵਿੰਦਰ ਸਿੰਘ ਕੁਜਰਾੜਾ, ਸ: ਜਗੀਰ ਸਿੰਘ ਕਾਠਲੀ ਸਾਬਕਾ ਸਰਪੰਚ ਨੇ ਵਿਸ਼ੇਸ਼ ਯੋਗਦਾਨ ਪਾਇਆ। ਇਸ ਸਮਾਗਮ ਦੀ ਵਿਸ਼ੇਸ਼ ਸਿੱਧ ਦਾ ਵੇਦਰ ਸਰਕਾਰੀ ਸੀਨੀਅਰ ਸੈਕੰਡਰੀ ਸਕੂਲ ਫਗਵਾੜਾ ਦਾ ਸਾਮਰਾ ਸਬੰਧੀ ਨਾਟਕ ਛਾਠਾਘੰਗੇ ਰਿਹਾ ਤੇ ਰਿਹਾਣਾ ਜੱਟ ਤੇ ਹਾਈ ਸਕੂਲ ਦੀਆਂ ਬੰਦੀਆਂ ਨੇ ਬਕਰ ਗਾਇਨ ਕਰਕੇ ਦਰਬਾਰਾ ਦੇ ਮਨ ਮੋਹ ਲਏ।





ਪੰਜੂ ਸਿੱਖਿਆ ਵਿਕਾਸ ਕਮੇਟੀ ਪਿੰਡ ਫੁਲੇਵਾਲ ਦੀ ਚੇਅਰਪਰਸਨ ਸੁਮਿਰੀ ਗਜਿੰਦਰ ਕੌਰ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਦੁਪਹਿਰ ਦੇ ਭੋਜਨ ਸਬੰਧੀ ਯੋਜਨਾ ਰਹਿਤ ਬੋਝਿਆਂ ਨੂੰ ਭੋਜਨ ਤਕਸੀਮ ਕਰਦੇ ਹੋਏ। ਨਾਲ ਖੜ੍ਹੇ ਹਨ ਸ: ਸਰਨਾਮ ਸਿੰਘ ਸੇਖੋਂ ਨੈਸ਼ਨਲ ਆਵਾਰਡੀ ਸਕੂਲ ਦਾ ਪਸਵਕ, ਸਿਮਲ ਸਿੰਘ ਅਧਿਆਪਕ, ਸ: ਜਗੀਰ ਸਿੰਘ ਮਿੱਥਰ, ਅਮਰਜੀਤ ਕੌਰ, ਬੁਲਦੀਪ ਕੌਰ, ਲਖਵਿੰਦਰ ਕੌਰ ਓ ਬਲਵਿੰਦਰ ਕੌਰ ਆਦਿ। ਅਜੀਤ ਭਲਵੀਂ

**ਫੁਲੇਵਾਲ ਸਕੂਲ 'ਚ ਦੁਪਹਿਰ ਦੇ ਭੋਜਨ ਦੀ ਯੋਜਨਾ ਦਾ ਉਦਘਾਟਨ**

ਫੁਲੇਵਾਲ, 29 (ਅ. ਵ.)—ਪੰਜੂ ਸਿੱਖਿਆ ਵਿਕਾਸ ਕਮੇਟੀ ਪਸਵਕ ਪਿੰਡ ਫੁਲੇਵਾਲ ਦੀ ਚੇਅਰਪਰਸਨ ਸੁਮਿਰੀ ਗਜਿੰਦਰ ਕੌਰ ਵੱਲੋਂ ਸਰਕਾਰ ਵੱਲੋਂ ਸ਼ੁਰੂ ਕੀਤੀ ਦੁਪਹਿਰ ਦੇ ਭੋਜਨ ਦੀ ਯੋਜਨਾ ਰਹਿਤ ਅੱਜ ਪ੍ਰਾਇਮਰੀ ਸਕੂਲ 'ਚ ਬੋਝਿਆਂ ਨੂੰ ਸਾਢੇ ਜਿਹੇ ਖਾਣੇ 'ਚ ਪਸਵਕ ਦੇ ਸਮੂਹ ਮਿੱਥਰ ਤੇ ਪਿੰਡ ਦੇ ਹੋਰ ਪੜ੍ਹਾਈ ਵਾਲੇ ਬਾਲ ਹੋਏ। ਸਕੂਲ ਦੇ ਵਿਕਾਸ ਸ: ਸਰਨਾਮ ਸਿੰਘ ਸੇਖੋਂ ਨੈਸ਼ਨਲ ਆਵਾਰਡੀ ਨੇ ਸਾਰੇ ਕਮੇਟੀ ਮੈਂਬਰਾਂ ਨੂੰ ਸਕੂਲ ਦੇ ਵਿਕਾਸ ਤੇ ਬੋਝਿਆਂ ਦੀ ਬਿਹਤਰੀ ਲਈ ਸਹਿਯੋਗ ਦੇਣ ਦੀ ਅਪੀਲ ਕੀਤੀ।

ਇਸ ਦੌਰਾਨ ਹੋਰ ਮਿਠੀ ਜਾਣ ਵਾਲੀ ਅਨੁਸਾਰ ਬੀਤੇ ਦਿਨ ਸਰਕਾਰੀ ਪ੍ਰਾਇਮਰੀ ਸਕੂਲ ਫੁਲੇਵਾਲ ਦਾ ਬਾਇਕ ਸਿੱਖਿਆ ਸਕੱਤਰ ਸ: ਪੀ. ਐਸ. ਮੰਡ ਨੇ ਨਿਰੀਖਣ ਕੀਤਾ ਆਪਣੇ ਇਸ ਨਿਰੀਖਣ 'ਚ ਉਨ੍ਹਾਂ ਨੇ ਸਕੂਲ 'ਚ ਸਿੱਖਿਆ ਅਭਿਆਨ, ਰਹਿਤ ਮਿਠਿਆਂ ਗਰਾਟਾਂ ਦਾ ਹਿਸਾਬ ਕਿਰਾਬ ਚੈਕ ਕੀਤਾ ਤੇ ਸਕੂਲ ਦੇ ਕੰਮ ਤੇ ਰਸੋਈ ਪ੍ਰਕਟ ਕੀਤੀ। ਇਸ ਮੌਕੇ ਉਨ੍ਹਾਂ ਦੇ ਨਾਲ ਚਿਨ੍ਹਾ ਸਿੱਖਿਆ ਅਫਸਰ (ਪ੍ਰ.) ਸੁਮਿਰੀ ਗਜਿੰਦਰ ਕੌਰ ਚਿੱਠੀ ਵੀ ਸਨ। ਨਿਰੀਖਣ ਦੌਰਾਨ ਸਿੱਖਿਆ ਸਕੱਤਰ ਸਕੂਲ ਦੀ ਸੁੱਖ-ਦੁੱਖ ਬਾਰੇ ਪੁਛਾ-ਚਾਹੀ ਹੋਈ। ਉਨ੍ਹਾਂ ਨੇ ਸਕੂਲ 'ਚ ਪਾਣੀ ਦਾ ਢੰਗ ਪ੍ਰਬੰਧ ਪਾਖਾਣੇ ਤੇ ਸਰਾਈ ਆਦਿ ਦੇਖ ਕੇ ਪੁੱਛਿਆ ਕੀਤੀ। ਇਸ ਮੌਕੇ ਸਕੂਲ ਦੀ ਪੰਜੂ ਸਿੱਖਿਆ ਵਿਕਾਸ ਕਮੇਟੀ ਦੀ ਚੇਅਰਪਰਸਨ ਸੁਮਿਰੀ ਗਜਿੰਦਰ ਕੌਰ, ਸ: ਸੰਪੂਰਨ ਸਿੰਘ ਸੁਖੇਦਾਰ, ਜਗੀਰ ਸਿੰਘ, ਭਾਨ ਸਿੰਘ, ਅਮਰਜੀਤ ਕੌਰ, ਬੁਲਦੀਪ ਕੌਰ, ਗੁਰਦੇਵ ਸਿੰਘ ਆਦਿ ਪ੍ਰਬੰਧ ਤੇ ਹਾਜ਼ਰ ਸਨ।

**ਡੀ. ਸੀ. ਵਲੋਂ ਸਰਬ ਸਿੱਖਿਆ ਅਭਿਆਨ ਦਾ ਜਾਇਜ਼ਾ**

ਫੁਲੇਵਾਲ, 28 ਦਸੰਬਰ (ਅ. ਵ.)—ਸੀ. ਡੀ. ਕੋਸ਼ ਫੁਲੇਵਾਲ ਵਿਖੇ ਡਿਪਟੀ ਕਮਿਸ਼ਨਰ ਕੋਪਰਵਾਲ ਨੇ ਅੱਜ ਇੱਥੇ ਸਿੱਖਿਆ ਅਭਿਆਨ 'ਚ ਵੱਡੀ ਸਫਲਤਾ ਮਿਲੀ। ਡਿਪਟੀ ਕਮਿਸ਼ਨਰ ਦੀ ਪ੍ਰਗਤੀ ਦਾ ਜਾਇਜ਼ਾ ਦੇਣ ਵਾਲੇ ਦੌਰਾਨ ਉਨ੍ਹਾਂ ਦੱਸਿਆ ਕਿ ਇਸ ਸਕੀਮ ਤਹਿਤ ਚਿੱਲ੍ਹੇ ਦੇ ਉੱਟੇ ਕਮੇਟੀ ਸਕੂਲ 'ਚ ਕੰਮ ਚੱਲ ਰਿਹਾ ਹੈ ਤੇ ਗਰਾਟ ਦਾ ਕਾਫੀ ਹਿੱਸਾ ਵਗਰਿਆ ਜਾ ਚੁੱਕਾ ਹੈ। ਡਿਪਟੀ ਕਮਿਸ਼ਨਰ ਸੀ. ਵਲੋਂ ਦੱਸਿਆ ਕਿ ਚਿੱਲ੍ਹੇ ਦੇ 220 ਸਕੂਲਾਂ 'ਚ ਪਾਖਾਣਿਆਂ ਦੀ ਉਸਾਰੀ ਵਾਸਤੇ 77 ਲੱਖ ਰੁਪਏ ਜਾਰੀ ਕੀਤੇ ਗਏ ਸਨ। ਉਨ੍ਹਾਂ ਦੱਸਿਆ ਕਿ 118 ਸਕੂਲਾਂ 'ਚ ਪਾਖਾਣਿਆਂ ਦੀ ਉਸਾਰੀ ਦਾ ਕੰਮ ਪੂਰਾ ਹੋ ਚੁੱਕਾ ਹੈ ਉੱਚੀ ਗਿਣਤੀ 'ਚ ਸਕੂਲਾਂ ਵਿਚ ਕੰਮ ਮੁਕੰਮਲ ਹੋਣ ਦੇ ਨੇੜੇ ਹੈ। ਇਸ ਤਰ੍ਹਾਂ 26 ਲੱਖ ਰੁਪਏ 520 ਸਕੂਲਾਂ ਦੀਆਂ ਇਮਾਰਤਾਂ ਦੀ ਮੁਰੰਮਤ ਤੇ ਹੋਰ ਸਾਰੇ-ਸਾਰੇ ਵਾਸਤੇ ਜਾਰੀ ਕੀਤੇ ਗਏ ਸਨ, ਇਸ ਗਰਾਟ ਦੀ ਪੂਰੀ ਤਰ੍ਹਾਂ ਵਰਤੋਂ ਕੀਤੀ ਜਾ ਚੁੱਕੀ ਹੈ। ਉਨ੍ਹਾਂ ਨੇ ਦੱਸਿਆ ਕਿ ਚਿੱਲ੍ਹੇ ਦੇ 528 ਸਕੂਲਾਂ ਨੂੰ ਵਰਨੀਚਰ ਵਾਸਤੇ 10 ਲੱਖ ਰੁਪਏ ਦੀ ਟਿੱਕੀ ਗਈ ਗਰਾਟ ਵੀ ਵਰਤੀ ਜਾ ਚੁੱਕੀ ਹੈ। ਉਨ੍ਹਾਂ ਕਿਹਾ ਕਿ ਅਦਸਰਬਾਹੀ ਦੀ ਦਫਤਰ-ਖੇਤਾਈ ਨੂੰ ਪਤਮ ਕਰਕੇ ਪੇਂਡੂ ਕਮੇਟੀਆਂ ਨੂੰ ਅਧਿਕਾਰ ਦੇ ਕੇ ਇਸ ਸਕੀਮ ਨੂੰ ਜਲਦੀ ਤਰ੍ਹਾਂ ਕਾਰਜ ਕਰਵਾਇਆ ਜਾਵੇ। ਉਨ੍ਹਾਂ ਨੇ ਕਿਹਾ ਕਿ ਪੰਜਾਬ ਸਰਕਾਰ ਦਾ ਇਸ ਸਕੀਮ ਨੂੰ ਚੁੱਕੇ ਕਾਰਨ ਦਾ ਮੁੱਖ ਉਦੇਸ਼ 5 ਸਾਲ ਤੋਂ 14 ਸਾਲ ਦੀ ਉਮਰ ਦੇ ਭਰੋੜੇ ਸ਼ਿੱਲ੍ਹੇ ਨੂੰ ਸਿੱਖਿਆ ਦਾ ਮੌਜੂਦਾ ਅਧਿਕਾਰ ਦੇਣ ਦੇ ਵੱਡੇ ਟੀਚੇ ਨੂੰ ਪੂਰਾ ਕਰਨਾ ਹੈ।

# ਸਰਬ ਸਿੱਖਿਆ ਅਭਿਆਨ ਅਧਿਕਾਰੀ ਵੱਲੋਂ ਦਿੱਤੀਆਂ ਗਰਾਂਟਾਂ ਨਾਲ ਸਕੂਲਾਂ ਦੀ ਨੁਹਾਰ ਖੁਲਾਈ



ਚਿੱਤ੍ਰ: ਸਿੱਖਿਆ ਅਫਸਰ ਐਨੀਮੇਟਰੀ ਕਪੂਰਥਲਾ ਸ਼੍ਰੀਮਤੀ ਤੇਜਿੰਦਰ ਕੌਰ ਦਿੱਤੇ ਸਕੂਲਾਂ ਖੋਲ੍ਹਣ ਵੇਲੇ ਸਿੱਖਿਆ ਅਭਿਆਨ ਅਧਿਕਾਰੀ 'ਚ ਸਰਬ ਸਿੱਖਿਆ ਅਭਿਆਨ ਤਹਿਤ 35 ਗਰਾਂਟ ਰੂਪ ਦੇ ਚੈਕਾਂ ਨਾਲ ਬਣੇ ਸਕੂਲਾਂ ਦੀ ਨੁਹਾਰ ਖੁਲਾਈ ਕਰ ਰਹੇ ਹਨ।

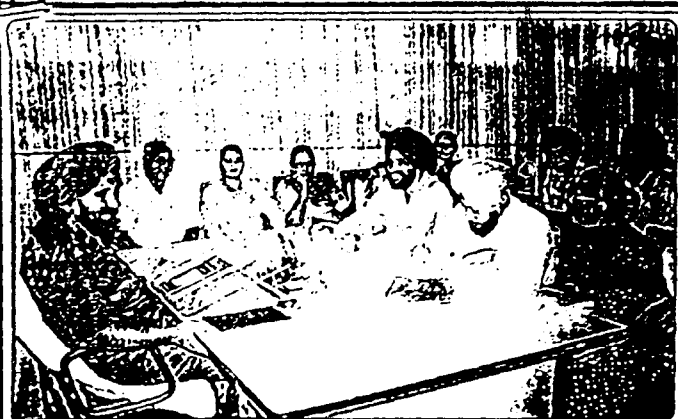
## ਸਕੂਲ ਦੇ ਵਿਕਾਸ ਕਾਰਜ 17 ਦਸੰਬਰ ਤੱਕ ਮੁਕੰਮਲ ਕੀਤੇ ਜਾਣ

ਕਪੂਰਥਲਾ, 13 ਦਸੰਬਰ (ਬਿਬੇਕ ਪ੍ਰਤੀਨਿਧ)- ਚਿੱਤ੍ਰ: ਸਿੱਖਿਆ ਅਫਸਰ (ਐਨੀਮੇਟਰੀ) ਕਪੂਰਥਲਾ ਸ਼੍ਰੀਮਤੀ ਤੇਜਿੰਦਰ ਕੌਰ ਦਿੱਤੇ ਨੇ ਕਪੂਰਥਲਾ ਜਿਲ੍ਹੇ ਦੇ ਸਮੂਹ ਐਨੀਮੇਟਰੀ ਸਕੂਲਾਂ ਦੀਆਂ ਪਸ਼ਕ ਕਮੇਟੀਆਂ ਦੇ ਸਕੱਤਰਾਂ ਨੂੰ ਰਦਾਇਤ ਬੀਗੀ ਹੈ ਕਿ ਉਹ ਪੰਜਾਬ ਸਰਬ ਸਿੱਖਿਆ ਅਭਿਆਨ ਅਧਿਕਾਰੀ ਵੱਲੋਂ ਸਕੂਲਾਂ ਦੇ ਸਰਬਪੱਖੀ ਵਿਕਾਸ ਲਈ ਮਿਲੀਆਂ ਗਰਾਂਟਾਂ ਜਿਨ੍ਹਾਂ ਵਿਚ ਪਯਾਨਾ ਬਟਾਉਣ ਲਈ 35 ਗਰਾਂਟ ਰੂਪ ਦੇ, ਸਕੂਲ ਮੁਰੰਮਤ ਲਈ 5 ਗਰਾਂਟ ਤੇ ਫਰਨੀਚਰ ਮੁਰੰਮਤ ਲਈ 2 ਗਰਾਂਟ ਤੇ ਟੀਚਰ ਲਗਨਿਕ ਮੈਟੀਰੀਅਲ ਲਈ ਪ੍ਰਤੀ ਆਫਿਆਪਕ 500 ਰੂਪ ਦੇ ਦੀ ਗਰਾਂਟ ਬਾਇਲ ਹੈ, ਨੂੰ 17 ਦਸੰਬਰ ਤੱਕ ਹਰ ਹਾਲਤ 'ਚ ਖਰਚ ਕਰਕੇ ਕੀਤੇ ਗਏ ਕੰਮ ਦੀ ਰਿਪੋਰਟ ਤੁਰੰਤ ਬਠਾਕ ਸਿੱਖਿਆ ਐਨੀਮੇਟਰੀ ਅਫਸਰਾਂ ਨੂੰ ਭੇਜਣ। ਸ਼੍ਰੀਮਤੀ ਦਿੱਤੇ ਨੇ ਦੱਸਿਆ ਕਿ ਚਿੱਤ੍ਰ ਦੇ ਸਾਰੇ ਐਨੀਮੇਟਰੀ ਸਕੂਲਾਂ 'ਚ ਸਕੂਲ ਦੇ ਵਿਕਾਸ ਲਈ ਸਾਰੇ ਕਾਰਜ ਲਗਪਗ ਮੁਕੰਮਲ ਹੋ ਗਏ ਹਨ। ਉਨ੍ਹਾਂ ਕਿਹਾ ਕਿ ਚਿੱਤ੍ਰ ਦੇ ਸਾਰੇ ਸਕੂਲਾਂ ਦੇ ਖੁਲ੍ਹਣ ਦਾ ਕੰਮ ਸਕਦੇ 9 ਵਜੇ ਤੋਂ ਚੁੱਕੀ ਦਾ ਕੰਮ 3 ਵਜੇ ਕਰ ਦਿੱਤਾ ਗਿਆ ਹੈ। ਚਿੱਤ੍ਰ ਸਿੱਖਿਆ ਅਫਸਰ (ਐਨੀਮੇਟਰੀ) ਨੇ ਕਿਹਾ ਕਿ ਮਾਯੇਕ ਸਿੱਖਿਆ ਮੰਤਰੀ ਸ੍ਰੀ ਖੁਸ਼ਹਾਲ ਬਹਿਲ ਦੇ ਆਦੇਸ਼ ਅਨੁਸਾਰ ਅਧਿਆਪਕਾਂ ਦੀਆਂ ਬਦਲੀਆਂ ਵੀ ਕਰ ਦਿੱਤੀਆਂ ਹਨ।

## ਪਸ਼ਕ ਕਮੇਟੀਆਂ ਦੇ ਚੇਅਰਮੈਨਾਂ ਏਵਂ ਸਚਿਵਾਂ ਦੀ ਬੈਠਕ ਸੰਘਣ

ਸੁਲਤਾਨਪੁਰ ਲੋਧੀ, 2 ਨਿਵੰਬਰ (ਬੇਬੀ): ਕੇਂਦਰ ਸਰਕਾਰ ਦੁਆਰਾ ਸਿੱਖਾ ਨੀਤਿ ਮੈਂ ਸੁਧਾਰ ਲਯੇ ਹੋਵੇ ਪੰਜਾਬ ਦੇ ਸਮੂਹ ਗਾਂਢੀ ਮੈਂ ਪ੍ਰਾਇਮਰੀ ਸਕੂਲਾਂ ਮੈਂ ਦੇਹਾਤੀ ਸਿੱਖਾ ਵਿਕਾਸ ਕਮੇਟੀਆਂ ਕਾ ਗਠਨ ਕੀਯਾ ਗਯਾ ਹੈ। ਇਸ ਯੋਜਨਾ ਦੇ ਅਧੀਨ ਕਪੂਰਥਲਾ ਮੈਂ ਸਿਫਲ, ਫਾਈ ਏਵਂ ਟੀ. ਟੀ. ਸਕੂਲਾਂ ਮੈਂ ਪੀ ਪਸ਼ਕ ਕਮੇਟੀਆਂ ਖੋਲ੍ਹੀਆਂ ਗਈਆਂ ਹਨ। ਆਜ ਕਲਾਕ ਸੁਲਤਾਨਪੁਰ ਲੋਧੀ-1 ਏਵਂ 2 ਮੈਂ ਖੋਲ੍ਹੀਆਂ ਗਈਆਂ ਪਸ਼ਕ ਕਮੇਟੀਆਂ ਦੇ ਚੇਅਰਮੈਨਾਂ ਏਵਂ ਸਚਿਵਾਂ ਦੀ ਏਕ ਵਿਸ਼ੇਸ਼ ਕਰੋਲਾ ਕਾ ਆਯੋਜਨ ਸਰਕਾਰੀ ਟੀ. ਟੀ. ਸਕੂਲ (ਲਾਡਕੇ) ਸੁਲਤਾਨਪੁਰ ਲੋਧੀ ਮੈਂ ਕੀਯਾ ਗਯਾ, ਜਿਸਮੈਂ ਸੁਲਤਾਨਪੁਰ ਲੋਧੀ ਕੇ 119 ਸਚਿਵਾਂ ਏਵਂ 85 ਚੇਅਰਮੈਨਾਂ ਨੇ ਖਾਸ ਲਿਯਾ। ਸੁਖਦੇਵ ਸਿੰਘ ਖਰੋਲਕਲ ਕਲਾ ਕਮੇਟੀਆਂ ਨੇ ਚੇਅਰਮੈਨਾਂ ਦੀ ਕਮੇਟੀ, ਦੇਹਾਤੀ ਵਿਕਾਸ ਸਿੱਖਾ ਕਮੇਟੀ ਕੇ ਕਾਰ, ਕਰ ਏਵਂ ਚਾਰ ਸੰਬੰਧੀ ਕਾਨਕਾਰੀ ਦੀ।

ਦੇਸਹੁਕ ਕਲਾਕ ਪ੍ਰਾਇਮਰੀ ਸਿੱਖਾ ਅਧਿਕਾਰੀ ਕਪੂਰਥਲਾ-3 ਨੇ ਕਹਾਯਾ ਕਿ ਇਸ ਯੋਜਨਾ ਕੇ ਹਰ ਦੇਹਾਤੀ ਕਚੀ ਕੋ ਸਹੀ ਸਿੱਖਾ ਦੀ ਯੋਗੀ। ਕੇਂਦਰ ਸਰਕਾਰ ਕੀ ਇਸ ਨੀ ਸਿੱਖਾ ਨੀਤਿ ਦੁਆਰਾ 6 ਸੇ 14 ਵਰ੍ਹੇ ਤਕ ਕੇ ਕਚੀ ਕੀ ਰਖਿਯੋ 2003 ਤਕ ਨਿਖਿਚਰ ਖੋਲ੍ਹੀਆਂ ਗਈਆਂ 2007 ਤਕ ਤਕ ਕਚੀ ਕੀ ਪਾਂਚ ਵਰ੍ਹੀਆਂ ਸਕੂਲ ਸਿੱਖਾ ਕੋ ਪੂਰ ਕੀਯਾ ਯੋਗਾ, ਕਚੀ 2010 ਤਕ 6 ਸੇ 14 ਵਰ੍ਹੀਆਂ ਸਕੂਲ ਕੋ ਖੋਲ੍ਹੀਆਂ ਦੇ ਆਠੀਆਂ ਤਕ ਤਕ ਸਕੂਲ ਸਿੱਖਾ ਪੂਰ ਕਰਕੀ ਯੋਗੀ ਗਯਾ ਦੁਆਰਾ-ਆਠ ਸੰਘਣ ਕੀਯਾ ਯੋਗੀ।



ਸ: ਪ੍ਰੀਤਮ ਸਿੰਘ ਐਸ. ਡੀ. ਐਮ. ਫਗਵਾੜਾ, ਸਰਬ-ਸਿੱਖਿਆ ਅਭਿਆਨ ਦੇ ਤਹਿਤ ਬਲਾਕ ਪੱਧਰ 'ਤੇ ਆਯੋਜਿਤ ਇਕ ਮੀਟਿੰਗ ਦੀ ਪ੍ਰਧਾਨਗੀ ਕਰਦੇ ਹੋਏ। ਉਨ੍ਹਾਂ ਦੇ ਨਾਲ ਸ਼੍ਰੀਮਤੀ ਸਵਰਨ ਕੌਰ ਬਲਾਕ ਪ੍ਰਾਇਮਰੀ ਸਿੱਖਿਆ ਅਫਸਰ, ਸ਼੍ਰੀਮਤੀ ਵਿਦਿਆਵਤੀ ਸੀ. ਡੀ. ਪੀ. ਓ., ਸ੍ਰੀ ਐਮ. ਐਲ. ਕੌਰ ਅਤੇ ਸ੍ਰੀ ਮਲਕੀਅਤ ਸਿੰਘ ਰਘਬਤਰਾ ਕੌਸਲਰ ਵੀ ਬੈਠੇ ਹਨ। ਅਜੀਤ ਤਸਵੀਰ

## ਸਰਵ ਸਿੱਖਿਆ ਅਭਿਆਨ ਤਹਿਤ ਫਗਵਾੜਾ ਬਲਾਕ ਨੂੰ 18 ਲੱਖ 56 ਹਜ਼ਾਰ ਦੀ ਗ੍ਰਾਂਟ ਪ੍ਰਾਪਤ ਹੋਈ-ਐਸ. ਡੀ. ਐਮ.

ਫਗਵਾੜਾ, 14 ਅਕਤੂਬਰ (ਪ. ਪ., ਨਿ. ਪ. ਪ., ਵਿ. ਪ., ਅ. ਪ.)-ਸਰਵ ਸਿੱਖਿਆ ਅਭਿਆਨ ਦੇ ਤਹਿਤ ਬਲਾਕ ਪੱਧਰ ਦੀ ਮੀਟਿੰਗ ਅੱਜ ਸ: ਪ੍ਰੀਤਮ ਸਿੰਘ ਐਸ. ਡੀ. ਐਮ.-ਕਮ-ਚੇਅਰਮੈਨ ਦੀ ਪ੍ਰਧਾਨਗੀ ਹੇਠ ਸਥਾਨਕ ਮਾਰਕੀਟ ਕਮੇਟੀ ਦੇ ਦਫਤਰ ਵਿਖੇ ਆਯੋਜਿਤ ਕੀਤੀ ਗਈ। ਇਸ ਮੀਟਿੰਗ 'ਚ ਸ਼੍ਰੀਮਤੀ ਸਵਰਨ ਕੌਰ ਬਲਾਕ ਪ੍ਰਾਇਮਰੀ ਸਿੱਖਿਆ ਅਫਸਰ-ਕਮ-ਮੈਂਬਰ ਸਕੱਤਰ ਤੇ ਸ: ਬਿੰਗਰਾ ਸਿੰਘ ਬੀ. ਡੀ. ਪੀ. ਓ., ਸ਼੍ਰੀਮਤੀ ਵਿਦਿਆਵਤੀ ਸੀ. ਡੀ. ਪੀ. ਓ., ਸ਼੍ਰੀ ਮਨੋਹਰ ਲਾਲ ਕੌਰ, ਸ: ਮਲਕੀਅਤ ਸਿੰਘ ਰਘਬਤਰਾ ਕੌਸਲਰ, ਸ਼੍ਰੀਮਤੀ ਜੋਤੀ ਘਈ, ਸ੍ਰੀ ਪ੍ਰਮ ਪਾਲ ਪੰਥੀ, ਸ: ਹਰਨੇਕ ਸਿੰਘ, ਸ੍ਰੀ ਚੇਨ ਰਾਮ, ਸ਼੍ਰੀਮਤੀ ਵਿਜੇ ਸ਼ਰਮਾ, ਸ਼੍ਰੀਮਤੀ ਰਾਜ ਕੁਮਾਰੀ, ਸ਼੍ਰੀਮਤੀ ਰਕਬਾ ਤੇ ਸ਼੍ਰੀ ਅਮਰ ਚੰਦ ਬਲਾਕ ਸੋਸ਼ਲ ਵੈਲਫੇਅਰ ਅਫਸਰ ਮੈਂਬਰਾਂ ਵਜੋਂ ਬਾਮਿਲ ਹੋਏ। ਮੀਟਿੰਗ ਨੂੰ ਸੰਬੋਧਨ ਕਰਦਿਆਂ ਐਸ. ਡੀ. ਐਮ. ਨੇ ਦੱਸਿਆ ਕਿ ਸਰਵ ਸਿੱਖਿਆ ਅਭਿਆਨ ਦਾ ਉਦੇਸ਼ ਇਹ ਹੈ ਕਿ ਕੋਈ ਵੀ ਬੱਚਾ ਪ੍ਰਾਇਮਰੀ ਸਿੱਖਿਆ ਤੋਂ ਵਾਂਝਾ ਨਾ ਰਹਿ ਜਾਵੇ। ਇਸ ਲਈ 6 ਤੋਂ 14 ਸਾਲ ਦੀ ਉਮਰ ਦੇ ਹਰ ਬੱਚੇ ਨੂੰ ਮੁਢਲੀ ਸਿੱਖਿਆ ਦੇਣ ਤੇ ਸਕੂਲ ਨਾ ਆਉਣ ਵਾਲੇ ਬੱਚਿਆਂ ਨੂੰ ਸਕੂਲ ਆਉਣ ਲਈ ਪ੍ਰੇਰਿਤ ਕਰਨਾ ਸਾਡੀ ਸਾਰੀਆਂ ਦੀ ਨੀਤਿਕ ਰਿਸ਼ੇਵਾਰੀ ਹੈ। ਇਸ ਲਈ ਇਸ ਮੁਹਿਮ ਨੂੰ ਪਿੰਡ ਪੱਧਰ 'ਤੇ ਲਾਗੂ ਕਰਨ ਲਈ ਪਿੰਡ ਪੱਧਰ 'ਤੇ ਕਮੇਟੀਆਂ ਦਾ ਗਠਨ ਕੀਤਾ ਗਿਆ ਹੈ ਜਿਨ੍ਹਾਂ ਦਾ ਨਾਮ ਪੇਂਡੂ ਸਿੱਖਿਆ ਵਿਕਾਸ ਕਮੇਟੀ (ਪਸਵਕ) ਰੱਖਿਆ ਗਿਆ ਹੈ। ਇਸ ਕਮੇਟੀ ਦਾ ਚੇਅਰਮੈਨ ਉਸ ਪਿੰਡ ਦਾ ਸਰਪੰਚ ਹੁੰਦਾ ਹੈ, ਸਕੂਲ ਦਾ ਮੁੱਖ ਅਧਿਆਪਕ ਮੈਂਬਰ ਸਕੱਤਰ ਇਸ ਤੋਂ ਇਲਾਵਾ

ਪੰਚਾਇਤ ਦੇ ਦੋ ਮੈਂਬਰ (ਇਕ ਇਸਤਰੀ ਮੈਂਬਰ ਚਰੂਗੀ ਹੈ), ਪੀ. ਟੀ. ਏ. ਦੋ ਮੈਂਬਰ (ਇਕ ਇਸਤਰੀ ਮੈਂਬਰ ਚਰੂਗੀ ਹੈ)। ਸਾਬਕਾ ਵੋਜੀ, ਸਿੱਖਿਆ ਵਿਭਾਗ ਪੰਜਾਬ ਦਾ ਸੇਵਾ-ਮੁਕਤ ਅਧਿਆਪਕ, ਦਾਨੀ ਸੱਜਣ ਜਾਂ ਪ੍ਰਵਾਸੀ ਭਾਰਤੀ ਇਸ ਤਰ੍ਹਾਂ ਸਕੱਤਰ ਸਮੇਤ ਕੁੱਲ ਅੱਠ ਮੈਂਬਰ ਹੁੰਦੇ ਹਨ। ਉਨ੍ਹਾਂ ਕਿਹਾ ਕਿ ਪੇਂਡੂ ਸਿੱਖਿਆ ਵਿਕਾਸ ਕਮੇਟੀ (ਪਸਵਕ) ਪ੍ਰਾਇਮਰੀ ਸਿੱਖਿਆ ਦੇ ਵਿਕਾਸ ਦੀ ਗਤੀ ਨੂੰ ਤੇਜ਼ ਕਰਨ ਦਾ ਇਕ ਸਾਧਨ ਹੈ। ਇਹ ਇਕ ਤਰ੍ਹਾਂ ਨਾਲ ਹਰ ਸਕੂਲ ਲਈ ਇਕ ਸਥਾਨਕ ਪ੍ਰਬੰਧਕ ਕਮੇਟੀ ਬਣਾਉਣ ਦੇ ਸਮਾਨ ਹੈ, ਜੋ ਕਿ ਸਕੂਲ ਵਿਕਾਸ ਕਾਰਜਾਂ 'ਚ ਸਰਕਾਰੀ ਨਾਲ ਹਿੱਸਾ ਲੈ ਕੇ ਉਨ੍ਹਾਂ ਨੂੰ ਲਾਗੂ ਕਰਦੀ ਹੈ। ਸਕੂਲ ਦੇ ਵਿਕਾਸ ਵਾਸਤੇ ਆਏ ਵੱਡੇ ਵੀ ਪਸਵਕ ਦੇ ਖਾਤੇ 'ਚ ਜਮ੍ਹਾਂ ਕਰਵਾਏ ਜਾਣਗੇ, ਜਿਸ ਨੂੰ ਚੇਅਰਮੈਨ ਤੇ ਸਕੱਤਰ ਸਾਂਝੇ ਤੌਰ 'ਤੇ ਚਲਾਉਣਗੇ। ਪਸਵਕ ਇਹ ਯਕੀਨੀ ਬਣਾਏਗੀ ਕਿ ਪੇਂਡੂ ਜਨ ਸਮੂਹ ਸਕੂਲ ਦੇ ਕੰਮਾਂ 'ਚ ਨਕਦ ਤੇ ਜ਼ਮੀਨ ਦੇ ਰੂਪ 'ਚ ਆਪਣਾ ਯੋਗਦਾਨ ਪਾਉਣ ਤਾਂ ਜੋ ਸਕੂਲ ਦੇ ਵਿਕਾਸ 'ਚ ਵੱਧ ਤੋਂ ਵੱਧ ਲੋਕਾਂ ਦੀ ਸ਼ਮੂਲੀਅਤ ਹੋ ਸਕੇ। ਐਸ. ਡੀ. ਐਮ. ਨੇ ਦੱਸਿਆ ਕਿ ਇਸ ਮੁਹਿਮ ਦੇ ਤਹਿਤ ਫਗਵਾੜਾ ਬਲਾਕ ਨੂੰ 18 ਲੱਖ 56 ਹਜ਼ਾਰ ਰੁਪਏ ਦੀ ਕ੍ਰਾਂਟ ਪ੍ਰਾਪਤ ਹੋਈ ਹੈ, ਜਿਸ ਨੂੰ ਸ਼੍ਰੀ ਰਾਕੇਸ਼ ਕੁਮਾਰ ਵਰਮਾ ਡਿਪਟੀ ਕਮਿਸ਼ਨਰ ਕਪੂਰਥਲਾ 16 ਅਕਤੂਬਰ ਨੂੰ ਪਿੰਡ ਰਿਹਾਣਾ ਜੱਟਾਂ ਵਿਖੇ ਆਪਣੇ ਕਰ-ਕਮਲਾਂ ਨਾਲ ਇਨ੍ਹਾਂ ਕਮੇਟੀਆਂ ਪਸਵਕ ਨੂੰ ਵੰਡਣਗੇ। ਉਨ੍ਹਾਂ ਨੇ ਬਲਾਕ ਫਗਵਾੜਾ ਦੀਆਂ ਸਮੂਹ ਪਸਵਕ ਕਮੇਟੀਆਂ ਨੂੰ ਅਪੀਲ ਕੀਤੀ ਕਿ 16 ਅਕਤੂਬਰ ਨੂੰ ਸਵੇਰੇ 10 ਵਜੇ ਰਿਹਾਣਾ ਜੱਟਾਂ ਵਿਖੇ ਚਰੂਰ ਪਹੁੰਚਣ ਤਾਂ ਕਿ ਉਨ੍ਹਾਂ ਨੂੰ ਸਕੂਲਾਂ ਦੇ ਵਿਕਾਸ ਸਬੰਧੀ ਕ੍ਰਾਂਟਾਂ ਦਿੱਤੀਆਂ ਜਾ ਸਕਣ।



ਸਰਕਾਰੀ ਪ੍ਰਾਇਮਰੀ ਸਕੂਲ ਫਗਵਾੜਾ ਵਿਖੇ ਪਿੰਡ ਰਿਹਾਣਾ ਦੇ ਨੌਜਵਾਨ ਪੰਚਰ ਦਾ ਉਦਘਾਟਨ ਕਰਦੇ ਹੋਏ ਪਸਵਕ ਕਮੇਟੀ ਦੇ ਚੇਅਰਮੈਨ ਮਾਸਟਰ ਕਮਜੀਤ ਸਿੰਘ, ਸਟਾਫ ਰੋ ਪਰਵੀਤੇ ਸੱਜਣ। ਚਸਵੀਰ : ਮਨਜੀਤ ਸਟੂਡੀਓ





ਸਰਬ ਸਿੱਖਿਆ ਅਭਿਆਨ ਤਹਿਤ ਪ੍ਰਾਇਮਰੀ ਸਕੂਲ ਦੁਆਰਾ ਨਿਯੁਕਤ ਵਿਦੇ ਫਲੀਂਗ ਦਾ ਨੀਂਹ ਪੱਥਰ ਰੱਖਦੇ ਹੋਏ ਸਰਪੰਚ ਅਰਜਨ ਸਿੰਘ, ਮੁੱਖ ਅਧਿਆਪਕਾ ਡਿਆਮਾ ਵਾਟੀ ਅਧਿਕ ਨਰਜ ਆ ਚੰਗੇ ਯਨ। ਅਜੀਤ ਕਲਵੀਰ

## ਵੱਖ-ਵੱਖ ਸਕੂਲ 'ਚ ਪਥਾਨੇ ਬਣਾਉਣ ਦੇ ਨੀਂਹ ਪੱਥਰ

ਕਪੂਰਥਲਾ, 8 ਨਵੰਬਰ (ਅ. ਬ.)- ਸਰਕਾਰੀ ਪ੍ਰਾਇਮਰੀ ਸਕੂਲ ਦੁਆਰਾ ਨਿਯੁਕਤ ਫਲੀਂਗ-2 ਵਿਖੇ ਸਰਬ ਸਿੱਖਿਆ ਅਭਿਆਨ ਦੀ ਸ਼ੁਰੂਆਤ ਕੀਤੀ ਗਈ। ਸਰਪੰਚ ਅਰਜਨ ਸਿੰਘ ਨੇ ਕਿਹਾ ਕਿ ਸਰਬ ਸਿੱਖਿਆ ਅਭਿਆਨ ਦੇ ਤਹਿਤ ਸਾਰੇ ਨੌਕਰਾਂ ਨੂੰ ਪੜ੍ਹਾਉਣ ਦੀ ਯੋਜਨਾ ਇਕ ਬਨਾਵਾਯੋਗ ਕਰਦਾ ਹੈ। ਇਸ ਯੋਜਨਾ ਅਠੀ ਪਿੰਡ ਦੀ ਪੰਚਾਇਤ ਵੱਲੋਂ ਯਥਾ ਤਰ੍ਹਾਂ ਦੀ ਸਹਾਇਤਾ ਦਿੱਤੀ ਜਾਵੇਗੀ। ਉਨ੍ਹਾਂ ਇਸ ਉਪਰਾਲੇ ਅਠੀ ਤੇਜ਼ੀ ਨਾਲ ਕੰਮ ਕਰਦੇ ਹੋਏ ਡੀ. ਓ. ਪ੍ਰਾਇਮਰੀ ਦੀ ਬਣਾਵਾ ਕੀਤੀ। ਇਸ ਅੱਗੇ ਸਕੂਲ 'ਚ ਦੋ ਕਮਰੇ ਦਾ ਨੀਂਹ ਪੱਥਰ ਰੱਖਿਆ ਗਿਆ। ਇਸ ਅੱਗੇ ਸਕੂਲ ਦੀ ਮੁੱਖ ਅਧਿਆਪਕਾ ਸ਼ੀਮਤੀ ਡਿਆਮਾ ਵਾਟੀ, ਸੁਖ ਬਾਲਾ, ਜੀਤ ਕੋਰ, ਆਰਮਾ ਸਿੰਘ, ਬਖਸ਼ੀਸ਼ ਸਿੰਘ ਤੇ ਮੁੱਖੀਲ ਸਿੰਘ ਆਦਿ ਮੌਜੂਦ ਸਨ।

ਫਲੀਂਗ ਕਪੂਰਥਲਾ-1 'ਚ ਪੈਦੇ ਸਰਕਾਰੀ ਪ੍ਰਾਇਮਰੀ ਸਕੂਲ ਦੁਆਰਾ ਵਿਖੇ ਸਰਬ ਸਿੱਖਿਆ ਅਭਿਆਨ ਅਠੀ ਵੱਲੋਂ ਪ੍ਰਾਇਮਰੀ ਸਕੂਲ ਦੀ ਬਣਾਵਾ ਕਰਨ ਵਾਸਤੇ ਚੁੱਕੇ ਠਾਂ ਕੰਟੇਰ ਤਹਿਤ 15000 ਰੁਪਏ ਦੀ ਬਿਨੀ ਠਾਂਟ ਨਾਲ ਸਰਕਾਰੀ ਪ੍ਰਾਇਮਰੀ ਸਕੂਲ ਦੁਆਰਾ ਦੋ ਪਥਾਨੇ ਬਣਾਉਣ ਦਾ ਨੀਂਹ ਪੱਥਰ

ਸ਼ੀ ਹੋਸ ਰਾਜ ਸਰਪੰਚ ਚੇਅਰਮੈਨ ਪੇਰੂ ਸਿੱਖਿਆ ਵਿਕਾਸ ਕਮੇਟੀ ਨੇ ਰੱਖਿਆ। ਇਸ ਅੱਗੇ 'ਤੇ ਉਨ੍ਹਾਂ ਨਾਲ ਸ਼ੀਮਤੀ ਪੇਰੂ ਠਾਂਟੀ ਰੋਡ ਟੀਚਰ ਕਮ ਸਰਕਾਰ, ਪੇਰੂ ਸਿੱਖਿਆ ਵਿਕਾਸ ਕਮੇਟੀ ਦੇ ਮੋਖ ਮਨਜੀਤ ਸਿੰਘ ਨਿਯੰਦਰ ਦਫ਼ਤਰੀ, ਸ਼੍ਰੀ ਪੁਕਨ ਚੰਦ, ਸ਼੍ਰੀ ਸਿਕਾਚ ਸਿੰਘ, ਕਰਤਾਰ ਚੰਦ ਨੰਬਰਦਾਰ, ਸ. ਅਜਿੰਦਰ ਸਿੰਘ ਬਿਲਤਰੀ, ਸ਼ੀਮਤੀ ਕਮਲੋਬ ਮੋਖ ਪੰਚਾਇਤ, ਸ਼ੀਮਤੀ ਪੁਕਨੀਤ ਕੋਰ ਆਕਟਵਾਤੀ ਵਫ਼ਰ ਕੋ ਇਠਾਵਾ ਪਿੰਡ ਦੇ ਪਰਵੇਰੇ ਸ਼ੀਮਤ ਤੇ ਮੁੱਖ ਬਣਾਉਣਾ ਹਾਜ਼ਰ ਸਨ।

ਸਰਬ ਸਿੱਖਿਆ ਅਭਿਆਨ ਤਹਿਤ ਸਕੂਲ ਨੂੰ ਘਰੇ ਬਣਾਉਣ ਅਠੀ ਬਿਲ ਕੀ 15000 ਰੁਪਏ ਪੁੱਤੇ ਸਕੂਲ ਕਮੇਟੀ ਦੀ ਨਤੀ ਤਹਿਤ ਵੀਤੇ ਦਿਨ ਪਿੰਡ ਵਿਦਵਾਨ ਦੇ ਸਰਬ ਸਿੱਖਿਆ ਵਿਕਾਸ ਕਮੇਟੀ ਸ. ਦਫ਼ਤਰ ਨੇ ਪਥਾਨੇ ਬਣਾਉਣ ਦਾ ਨੀਂਹ ਪੱਥਰ ਰੱਖਿਆ। ਇਸ ਅੱਗੇ ਉਨ੍ਹਾਂ ਦੇ ਨਾਲ ਫਲੀਂਗ ਮੋਖ ਮੋਖ ਪੰਚਾਇਤ, ਆਮ ਸਿੰਦਰ ਮੋਖ ਵਿਕਾਸ ਕਮੇਟੀ, ਕਪੂਰਥਲੇ ਮੱਖ ਅਧਿਆਪਕ ਸ਼ੀ ਕੋਬਿੰਦ ਪਾਲ ਚੰਦ, ਅਧਿਆਪਕ ਸ਼੍ਰੀ ਅਜਿੰਦਰ ਸਿੰਘ ਤੇ ਪਿੰਡ ਦੇ ਕੋਰ ਵੱਲੀ ਪਰਵੇਰੇ ਹਾਜ਼ਰ ਸਨ।



ਸਰਕਾਰੀ ਪ੍ਰਾਇਮਰੀ ਸਕੂਲ ਦੁਆਰਾ ਨਿਯੁਕਤ ਵਿਦੇ ਫਲੀਂਗ ਦਾ ਨੀਂਹ ਪੱਥਰ ਰੱਖਦੇ ਹੋਏ ਸਰਪੰਚ ਅਰਜਨ ਸਿੰਘ, ਮੁੱਖ ਅਧਿਆਪਕਾ ਡਿਆਮਾ ਵਾਟੀ ਅਧਿਕ ਨਰਜ ਆ ਚੰਗੇ ਯਨ। ਅਜੀਤ ਕਲਵੀਰ



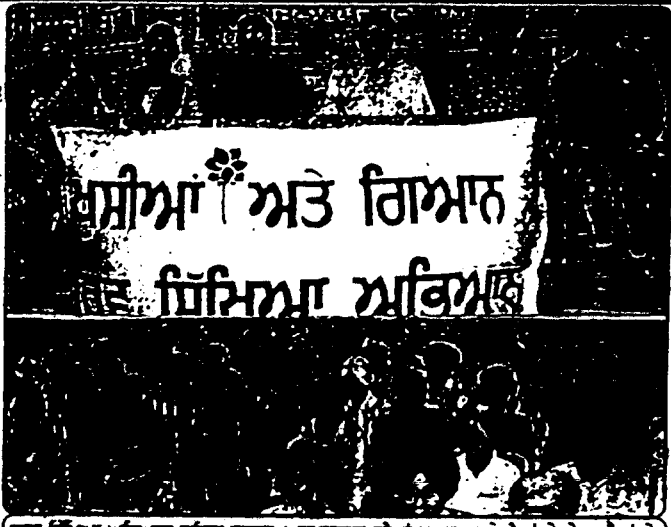




# ਪੰਜ ਸਕੂਲਾਂ ਦੀ ਵਿਕਾਸ ਕਮਲਪ ਸਮੇਂ 2 ਕਰੋੜ 4 ਲੱਖ ਰੁਪਏ ਦੀ ਸਰਕਾਰੀ ਵਰਕਸ਼ਾਪ

## ਅਮਰਜੀਤ ਕੌਮਲ

ਕਪੂਰਥਲਾ, 28 ਅਗਸਤ - ਪੇਂਡੂ ਸਕੂਲਾਂ ਦੀ ਵਿਕਾਸ-ਕਮਲਪ ਲਈ ਸਰਬ ਸਿੱਖਿਆ ਅਭਿਆਨ ਅਥਾਰਟੀ ਪੰਜਾਬ ਵੱਲੋਂ ਕਪੂਰਥਲਾ ਜਿਲ੍ਹੇ ਦੇ 220 ਸਕੂਲਾਂ ਲਈ 2 ਕਰੋੜ 47 ਲੱਖ 95 ਹਜ਼ਾਰ ਰੁਪਏ ਦੀ ਰਕਮ ਜਾਰੀ ਕੀਤੀ ਗਈ ਤੇ ਇਹ ਰਕਮ ਅਗਲੇ ਦਿਨਾਂ 'ਚ ਸਕੂਲਾਂ ਦੀਆਂ ਪੇਂਡੂ ਸਿੱਖਿਆ ਵਿਕਾਸ ਕਮੇਟੀਆਂ ਦੇ ਖਾਤਿਆਂ 'ਚ ਪੁੱਜ ਜਾਵੇਗੀ। ਇਹ ਗੱਲ ਸ੍ਰੀ ਰਾਕੇਸ਼ ਕੁਮਾਰ ਵਰਮਾ ਡਿਪਟੀ ਕਮਿਸ਼ਨਰ ਕਪੂਰਥਲਾ ਨੇ ਅੱਜ ਸਰਬ ਸਿੱਖਿਆ ਅਭਿਆਨ ਸਬੰਧੀ ਜਿਲ੍ਹਾ ਪੱਧਰੀ ਕਮੇਟੀ ਵੱਲੋਂ ਜਿਲ੍ਹਾ ਸਿੱਖਿਆ ਅਫਸਰ ਪ੍ਰਾਇਮਰੀ ਕਪੂਰਥਲਾ ਸ਼੍ਰੀਮਤੀ ਤੇਜਿੰਦਰ ਕੌਰ ਦਿੱਲੋਂ ਦੀ ਸੰਬੰਧਿਤ ਹੇਠ ਸਪਾਨਸ਼ ਸਰਕਾਰੀ ਗਰਮਚ ਸੀਨੀਅਰ ਸੈਕੰਡਰੀ ਸਕੂਲ 'ਚ ਬਲਾਕ-1 ਕਪੂਰਥਲਾ 'ਚ ਪੈਦੇ ਸਕੂਲਾਂ ਦੀਆਂ ਪੇਂਡੂ ਸਿੱਖਿਆ ਵਿਕਾਸ ਕਮੇਟੀਆਂ ਦੇ ਚੇਅਰਮੈਨਾਂ ਤੇ ਸਕੱਤਰਾਂ ਦੀ ਸਾਂਝੀ ਵਰਕਸ਼ਾਪ ਨੂੰ ਸੰਬੰਧਨ ਕਰਦਿਆਂ ਕਹੀ। ਉਨ੍ਹਾਂ ਕਿਹਾ ਕਿ ਸਕੂਲਾਂ ਦੀ ਨੁਹਾਰ ਬਦਲਣ ਲਈ ਸਰਕਾਰ ਇਕੱਲੀ ਕੁਝ ਨਹੀਂ ਕਰ ਸਕਦੀ ਤੇ ਹੁਣ ਪੇਂਡੂ ਭਾਈਚਾਰੇ ਦੀ ਸਮੂਹਿਕ ਨਾਲ ਸਕੂਲਾਂ ਦਾ ਸਰਬਪੱਖੀ ਵਿਕਾਸ ਹੋਵੇਗਾ। ਸ੍ਰੀ ਵਰਮਾ ਨੇ ਕਿਹਾ ਕਿ ਸਰਕਾਰ ਵੱਲੋਂ 5 ਸਾਲ ਦੀ ਉਮਰ ਤੋਂ ਲੈ ਕੇ 14 ਸਾਲ ਦੀ ਉਮਰ ਤੱਕ ਦੇ ਬੱਚਿਆਂ ਲਈ ਵਿੱਦਿਆ ਨੂੰ ਮੌਲਿਕ ਅਧਿਕਾਰ ਵਜੋਂ ਲਾਗੂ ਕਰਨ ਦੇ ਟੀਚੇ ਨੂੰ ਪ੍ਰਾਪਤ ਕਰਨ ਲਈ ਸਰਬ ਸਿੱਖਿਆ ਅਭਿਆਨ ਮੁਹਿੰਮ ਸ਼ੁਰੂ ਕੀਤੀ ਗਈ ਹੈ ਤੇ ਇਸ ਨੇ ਸਫਲਤਾ ਲਈ ਆਮ ਲੋਕਾਂ ਦਾ ਸਹਿਯੋਗ ਵਧੂ ਜ਼ਰੂਰੀ ਹੈ। ਉਨ੍ਹਾਂ ਜਿਲ੍ਹਾ ਬਲਾਕ ਤੇ ਪਿੰਡ ਪੱਧਰ ਤੇ ਪੇਂਜੇਕਟ ਕੋਆਰਡੀਨੇਟਰਾਂ ਨੂੰ ਆਦੇਸ਼ ਦਿੱਤਾ ਕਿ ਉਹ ਇਹ ਯਕੀਨੀ ਬਣਾਉਣ ਕਿ ਇਹ ਯੋਜਨਾ ਅਫਸਰਗਾਹੀ ਦੇ ਹੱਥਾਂ ਦੀ ਕਠਪੁੱਤਲੀ ਨਾ ਬਣ ਕੇ ਰਹਿ ਜਾਵੇ।



ਸਰਬ ਸਿੱਖਿਆ ਅਭਿਆਨ ਤਹਿਤ ਬਲਾਕ-1 ਕਪੂਰਥਲਾ ਦੀਆਂ ਪਸ਼ਕ ਕਮੇਟੀਆਂ ਦੇ ਚੇਅਰਮੈਨਾਂ ਤੇ ਸਕੱਤਰਾਂ ਦੀ ਸਾਂਝੀ ਵਰਕਸ਼ਾਪ ਦੀ ਪ੍ਰਯੋਗਸ਼ੀਲੀ ਬਰਦੇ ਹੋਏ ਸ੍ਰੀ ਰਾਕੇਸ਼ ਕੁਮਾਰ ਵਰਮਾ ਡਿਪਟੀ ਕਮਿਸ਼ਨਰ ਕਪੂਰਥਲਾ। ਸਰਕਾਰੀ 'ਚ ਉਨ੍ਹਾਂ ਨਾਲ ਸਮੂਹਿਕ ਤੇਜਿੰਦਰ ਕੌਰ ਦਿੱਲੋਂ, ਸ਼੍ਰੀਮਤੀ ਪ੍ਰਿੰਸਲ ਅਭਿਆ, ਸ੍ਰੀ ਸੁਦੇਬ ਕੁਮਾਰ ਬਰਮਾ, ਸ: ਕਮਲਜੀਤ ਸਿੰਘ ਤੇ ਸ: ਚਰਨਜੀਤ ਸਿੰਘ ਚਾਹਲ ਬੈਠੇ ਦਿਖਾਈ ਦੇ ਰਹੇ ਹਨ। ਫੋਟੋ ਵਰਕਸ਼ਾਪ 'ਚ ਡਾਇਲ ਕਮੇਟੀਆਂ ਦੇ ਚੇਅਰਮੈਨ ਤੇ ਸਕੱਤਰ। ਅਜੀਤ ਤਸਵੀਰ: ਪੁਨਮ ਸਟੂਡੀਓ

**ਸਰਬ ਸਿੱਖਿਆ ਅਭਿਆਨ ਪ੍ਰਿੰਸਲ ਅਭਿਆ ਸਕੱਤਰਾਂ ਦੇ ਹੱਥਾਂ ਦੀ ਕਠਪੁੱਤਲੀ ਨੂੰ ਖਿੱਚੋ**  
**ਜਿਲ੍ਹੇ ਦੇ 220 ਸਕੂਲਾਂ ਦੀ ਵਿਕਾਸ ਕਮਲਪ ਲਈ 2 ਕਰੋੜ 47 ਲੱਖ 95 ਹਜ਼ਾਰ ਰੁਪਏ ਦੀ ਰਕਮ ਜਾਰੀ ਕੀਤੀ ਗਈ**

ਉਨ੍ਹਾਂ ਪੇਂਡੂ ਸਿੱਖਿਆ ਵਿਕਾਸ ਕਮੇਟੀ ਦੇ ਚੇਅਰਮੈਨ ਤੇ ਸਕੱਤਰਾਂ ਨੂੰ ਅਪੀਲ ਕੀਤੀ ਕਿ ਉਹ ਸਿੱਖਿਆ 'ਚ ਆ ਰਹੇ ਨਿਘਾਰ ਨੂੰ ਦੂਰ ਕਰਨ ਤੇ ਸਕੂਲਾਂ ਦੀ ਨੁਹਾਰ ਬਦਲਣ ਲਈ ਪੂਰੀ ਤਨਦੇਹੀ ਨਾਲ ਕੰਮ ਕਰਨ।

ਵਰਕਸ਼ਾਪ ਨੂੰ ਸੰਬੰਧਨ ਕਰਦਿਆਂ ਜਿਲ੍ਹਾ ਸਿੱਖਿਆ ਅਫਸਰ (ਪ੍ਰਾਇਮਰੀ) ਸ਼੍ਰੀਮਤੀ ਤੇਜਿੰਦਰ ਕੌਰ ਦਿੱਲੋਂ ਨੇ ਕਿਹਾ ਕਿ ਜਿਲ੍ਹਾ ਯੋਜਨਾ ਕਮੇਟੀ ਵੱਲੋਂ ਪਿਛਲੇ ਮਹੀਨੇ ਸਰਬ ਸਿੱਖਿਆ ਅਭਿਆਨ ਅਥਾਰਟੀ ਨੂੰ ਕਪੂਰਥਲਾ ਜਿਲ੍ਹੇ 'ਚ ਪੈਦੇ 536

ਪ੍ਰਾਇਮਰੀ ਤੇ 226 ਅੰਗ ਪ੍ਰਾਇਮਰੀ ਸਕੂਲਾਂ ਦੀ 92 ਕਰੋੜ ਦੀ ਯੋਜਨਾ ਬਣਾ ਕੇ ਰੋਜੀ ਸੀ। ਉਨ੍ਹਾਂ ਕਿਹਾ ਕਿ ਇਸ ਯੋਜਨਾ 'ਚ 51 ਕੋਰ ਕੋਰ 'ਚ ਸਕੂਲਾਂ ਨੂੰ 42 ਹਜ਼ਾਰ ਕਰੋੜ ਰੁਪਏ ਪ੍ਰਤੀ ਸਕੂਲ ਲਈ ਬਣਾਉਣ ਤੇ ਯੋਗ ਕਾਰਜਾਂ ਲਈ ਜਾਕੇ ਕੀਤੇ ਗਏ ਹੋ। ਉਨ੍ਹਾਂ ਪੇਂਡੂ ਸਿੱਖਿਆ ਵਿਕਾਸ ਕਮੇਟੀਆਂ 'ਯਸ਼ਕ' ਚੇਅਰਮੈਨ ਤੇ ਸਕੱਤਰਾਂ ਨੂੰ ਕਿਹਾ ਕਿ ਉਹ ਇਸ ਰਕਮ ਦੀ ਸੁਚਾਰੂ ਤਰੀਕੇ ਨਾਲ ਵਰਤੋਂ ਕਰਨ ਤੇ ਯੋਗ ਹਾਠ 'ਚ ਸਾਰਾ ਕੰਮ 15 ਅਕਤੂਬਰ ਤੱਕ ਮੁਕੰਮਲ ਕੀਤਾ ਜਾਵੇ।

ਵਰਕਸ਼ਾਪ ਨੂੰ ਸੰਬੰਧਨ ਕਰਦਿਆਂ ਕਮੇਟੀ ਦੇ ਜਿਲ੍ਹਾ ਕਪੂਰਥਲਾ ਦੇ ਕੋ-ਆਰਡੀਨੇਟਰ ਸ: ਸੁਦੇਬ ਸਿੰਘ ਚਾਹਲ ਨੇ 'ਯਸ਼ਕ' ਦੀ ਕਾਰਜਸ਼ੀਲੀ ਬਾਰੇ ਵਿਸਥਾਰ-ਪ੍ਰਕਾਰ ਚਾਨਣਾ ਪਾਇਆ। ਉਨ੍ਹਾਂ ਕਿਹਾ ਕਿ ਅਜਿਹੀਆਂ ਵਰਕਸ਼ਾਪਾਂ ਕਪੂਰਥਲਾ ਜਿਲ੍ਹੇ ਦੇ 7 ਬਲਾਕਾਂ 'ਚ 4 ਸਤੰਬਰ ਤੱਕ ਕੀਤੀਆਂ ਜਾਣਗੀਆਂ। ਵਰਕਸ਼ਾਪ ਨੂੰ ਸ੍ਰੀ ਸੁਦੇਬ ਕੁਮਾਰ ਬਰਮਾ ਚੇਅਰਮੈਨ ਪ੍ਰਿੰਸੀਪਲ ਸੋਨ ਸਿੱਧਾ ਕਾਗਡਸ, ਸ: ਬਲਕਾਰ ਸਿੰਘ ਧੀਰ ਥੀ. ਪੀ. ਈ. ਓ. ਕਪੂਰਥਲਾ-1, ਨੈਸ਼ਨਲ ਐਵਾਰਡੀ, ਸ: ਸਤਨਾਮ ਸਿੰਘ ਸੇਖੋ ਨੇ ਸੰਬੰਧਨ ਕੀਤਾ। ਇਸ ਮੌਕੇ ਨਗਰ ਕੌਂਸਲ ਦੇ ਕਾਰਜਕਾਰੀ ਪ੍ਰਧਾਨ ਸ੍ਰੀ ਸੁਦੇਬ ਕੁਮਾਰ ਅਕਰਵਾਲ, ਸ: ਕਮਲਜੀਤ ਸਿੰਘ ਉਪ ਜਿਲ੍ਹਾ ਸਿੱਖਿਆ ਅਫਸਰ (ਸ) ਕਪੂਰਥਲਾ, ਸਰਕਾਰੀ ਕਲਚਰਲ ਸੈਨੀਅਰ ਸੈਕੰਡਰੀ ਸਕੂਲ ਦੀ ਪ੍ਰਿੰਸੀਪਲ ਸ਼੍ਰੀਮਤੀ ਪ੍ਰਿੰਸਲ ਅਭਿਆ, ਰਾਣਾ ਕੁਲਜੀਤ ਸਿੰਘ ਐਮ. ਐਫ. ਏ. ਦੇ ਰਾਜਗੀ ਸਕੱਤਰ ਸ: ਚਰਨਜੀਤ ਸਿੰਘ ਚਾਹਲ, ਸ੍ਰੀ ਦੇਸ ਰਾਜ ਥੀ. ਪੀ. ਈ. ਓ. ਕਪੂਰਥਲਾ-3, ਸ: ਸਾਧੂ ਸਿੰਘ ਥੀ. ਪੀ. ਈ. ਓ. ਠਾਕਰੀ ਸਿੱਖਿਆ, ਸ: ਕੁਲਜੀਤ ਸਿੰਘ ਚੌਭਾ ਥੀ. ਪੀ. ਈ. ਓ. ਬਲਾਕ-3, ਸ: ਸਰਬ ਸਿੱਖਿਆ ਅਭਿਆਨ ਨਾਠ ਜੁਝੀਆਂ ਹੋਰ ਕਈ ਪ੍ਰਮੁੱਖ ਸ਼ਹਿਰੀਆਂ ਹਾਜ਼ਰ ਸਨ।

**District Profile  
and  
Statistics**

## **Brief Profile of District Kapurthala**

### **Location**

Kapurthala district is split into two parts which are non-contiguous and are located about 32 km. apart, Kapurthala and Sultanpur Lodhi tehsils forming one part and the Phagwara tehsil forming the other part. The former part lies between north latitude  $31^{\circ} -07'$  and  $31^{\circ} -39'$  and east longitude  $74^{\circ} -57'$  and  $75^{\circ} -36'$ , while the other part in Phagwara tehsil, lies between north latitude  $31^{\circ} -10'$  and  $31^{\circ} -22'$  and east longitude  $75^{\circ} -40'$  and  $75^{\circ} -55'$ . The main part is about 72 km. long and its breadth varies from about 11km. to 32 km. at different places bounded partly in the north and wholly in the west by Beas river, which separates it in the north from Gurdaspur district and in the west from the Amritsar district. The Satluj river separates it in the south from Ferozepur district, but it is mainly bounded in the south by Jalandhar district. In the east, it is bounded by the Jalandhar and Hoshiarpur districts and in the north partly by the Hoshiarpur district. Phagwara tehsil, which is a smaller part, is surrounded on all sides by the Jalandhar district, except in the north-east where it joins the Hoshiarpur district. It is situated in the Bist Doab, a tract situated between rivers Satluj and Beas, generally known as Doaba. For administrative purposes it is included in the Jalandhar Division.

### **Origin of Name**

The district derives its name from the Kapurthala town which serves as its headquarters and was formerly the capital of the princely state of the same name. The town is said to have been founded in the early part of the eleventh century in the time of Sultan Mahmud of Ghazni by Rana Kapur, a scion of the ruling Rajput house of Jaisalmer (Rajasthan State).

### **Area**

The area of the district is 1632 sq. km. The district ranks fourteenth, in the area in the State (*Annexure-I*).

### **Climate**

The climate of the district is characterized by dryness (except in the brief monsoon season), a very hot summer and bracing winter. The year may be divided into four seasons. The cold season from about the middle of November to the early part of March is followed by the hot season which lasts till about the end of June. July, August and first half of September constitute the south-west monsoon season. The period from mid-September to the middle of November may be termed the post-monsoon or transitional period.

After February, there is a steady increase in temperature. June is generally the hottest month. Hot scorching dust laden winds blow during

summer and on individual days. The day temperature may reach even about 45°C. With the onset of the monsoon in the district in about the first week of July, there is an appreciable drop in day temperature. The weather is sultry and uncomfortable between the rains due to the presence of moisture in the air. After the monsoon by about mid September, there is a rapid drop in the temperature, specially during the night. January is usually the coldest month. Cold waves affect the district in the wake of passing western disturbances in winter when the minimum temperature drops down below the freezing point.

The rainfall in the district generally increases from the south-west towards north-east. About 70 per cent of the annual rainfall is received during the monsoon months (July to September), July being the wettest month. There is also some rainfall during the period from December to March which amounts to about 12 per cent of the annual rainfall. The remaining rainfall is received in the remaining months of the year. There is, however, large variation in the rainfall from year to year. In 2000-01, 704 mm average rainfall was reported in the district (*Annexure-I*).

### **Topography**

Kapurthala district consists of two separate pieces of territory, but both form part of Bist Doab plain area enclosed by Beas and Satluj rivers. The district can be divided into two main physiographic units; (i) Beas lowlands and (ii) The Upland Plain. A brief description of each is given below:-

#### **i) The Beas Lowlands**

These cover the north-western and southern peripheries of the district along the Beas river down to the Satluj in the south. The Beas lowlands, locally known as the Bet (flood plain) are characterized by poor drainage. The topsoil of the flood plain contains loam, sand and new alluvium. During the floods the top soil is renewed. The Beas lowlands may be divided into: (a) the active flood plain which is regularly flooded and (b) the cover floodplain which is affected only when the river carries an enormous discharge of water.

The active flood plain is a narrow belt along the Beas which varies in breadth and the boundary of this is slightly to the north of the rural settlements. Beyond this boundary up to the Beas river there are no settlements and the strip of land only consists of sand, loam and low lying embankments. This belt of the active floodplain varies in breadth being narrower in the north and the south than in the middle where it is as wide as 4 km. from Khizarpur to Fazlabad and Dhaliwal Bet.

The cover floodplain is the area lying between the upland plain. It is roughly between the active flood plain and the west and Black Bein and is dotted by a number of water pools locally known as Jhils or Chhams. Although the actual area of the jhils has been covered by sand, yet some

depressions can still be located in villages of Begowal, Khairanwali, Ratta Kadim, Gopipur, Dulowal etc.

## **ii) The Upland Plain**

This covers the area beyond Sultanpur Lodhi and Kapurthala and the whole of Phagwara tehsil. It is infested with Chhambas and low dunes mounds not exceeding 3 metres in the Kapurthala and Sultanpur Lodhi upland plain. The Phagwara tehsil has some of the district Jhils. The Phagwara portion of the upland plain is cut across by the east of White Bein and to the north of this lies an area locally called Sirowal. There is water logging here on account of the seasonal choking of Choes, most of which terminate near the boundary between Phagwara tehsil and Hoshiarpur district.

## **Rivers and Drains**

Kapurthala district is drained by the Beas and the Satluj the west or Black Bein and the east or White Bein drains the Kapurthala district. A brief description of these is as follows:-

### **Beas River**

It originates from Beas Kund near the Rohtang Pass in Kullu district (Himachal Pradesh). After flowing through Kullu, Mandi, Kangra districts of Himachal Pradesh and Hoshiarpur district it marks the northern and western boundary of the Kapurthala district. It enters the Kapurthala district 3 km. north of village Mand Dogranwala in tehsil Kapurthala. It takes a smooth turn to the west when it makes its entrance and flows for a distance of 13 km. After the first turn to the west, it flows almost straight for some distance until it takes a second turn to the West from near Charangewla to Jhugian Arajan for about 8 km. The Beas has been shifting its course to the west. There is a high river bluff along the western side to the Beas, at places rising to a height of 27 metres.

### **Black Bein**

This enters the Kapurthala district in two streams from Dasua tehsil of Hoshiarpur district. One of these which joins to form Black Bein after a short distance comes from Ranipind of Hoshiarpur district and the other enters the district slightly to the east of the first near Talwandi (Hoshiarpur district). The streams mentioned above join to form the Black Bein a little south of Awan. The Black Bein has deep valleys varying in depth from 1.5 to 3 meter. The valley is more than 3 metre deep near Busowal and Bhawanipur villages in Sultanpur Lodhi and Kapurthala tehsil respectively. The Black Bein joins the Beas river at the confluence of Satluj and Beas and flows almost parallel to Beas river.

### **White Bein**

It has its beginning in Garhshankar tehsil of Hoshiarpur district and enters Phagwara tehsil at Malikpur. After flowing 13 km. through the

Phagwara tehsil it enters Jalandhar district at village Ucha. It has deep valleys varying in depth from 1.5 to 3 metre. It is joined by a number of small water courses and taking a south westerly direction. It empties itself into the Satluj river. There are two seasonal streams, one just to the south of the White Bein, called the Kail Nala and the other to the north of it.

### **Present Jurisdiction**

Before the partition of the country in 1947, Kapurthala was a princely State and it comprised 5 tehsils (1) Kapurthala, (2) Sultanpur Lodhi, (3) Phagwara, (4) Dhilwan and (5) Bholath (including Bhurga). On 20<sup>th</sup> August, 1948 it was merged in (PEPSU) (Patiala and East Punjab State Union). In 1948 Bholath and Sultanpur Lodhi tehsils were merged with Kapurthala tehsil and Bhunga tehsil was merged with Phagwara tehsil.

On 26<sup>th</sup> January, 1950, under Provinces and State (Absorption of Enclaves) Order, 1950, twenty four villages of erstwhile Bhunga sub-tehsil which formed part of Phagwara tehsil and 4 bastis (Basti Nau, Basti Sheikh, Basti Kotla and Basti Kot Sadiq) of the Kapurthala tehsil were transferred to Hoshiarpur and Jalandhar Division for administrative convenience. In 1970, Sultanpur Lodhi and Bholath were made tehsil and sub-tehsil, respectively.

At present district comprises 4 tehsils: (1) Kapurthala, (2) Sultanpur Lodhi (3) Phagwara and (4) Bholath. The district constitutes 690 villages, 7 towns and is sub-divided into 5 Community Development Blocks: (1) Kapurthala, (2) Nadala, (3) Sultanpur Lodhi, (4) Phagwara and (5) Dhilwan (*Annexure-1*).

## **Major Characteristics of the District**

### **Land Utilisation**

During the year 2001-2002 against a geographical area of 163 thousand hectare of the district the area according to the village papers is 168 thousands hectare, which shows wide disparity in the two sets of areas arrived at by different methods of measurements. However, the description given hereinafter is of area as per village papers. Out of an area of 168 thousand hectare in the district, 2 thousand hectare is under forests, 27 thousand hectare is put to non-agriculture use, 2 thousand hectare is barren and uncultivable land, 1 thousand hectare is fallow land. Further there are 136 thousand hectare 'Net Area Sown' in the district, which works out to 80.35 percent of the total area of the district. Out of the total area 128 thousand hectare is sown more than once. Thus total cropped area of district in 2001-2002 was 264 thousand hectare (*Annexure-1*).

### **Agriculture**

The cultivators generally cultivate their land themselves. This system is known as khud kasht (self-cultivation). Some times the land is leased out to



other farmers or persons on Batai (share cropping) which is usually fixed one half of the gross produce, payable in kind. Contract or theka is also in vogue and is fast gaining popularity. This is generally paid in cash on yearly basis but may be agreed to in kind depending upon the land contracted and the economic position of the cultivator. The batai or theka may vary depending upon the productivity of the land and availability of water resources. Since large number of people own tractors they prefer to provide agricultural services to the fellow farmers on cash payment. The jagirdari system has since been abolished after the introduction of various enactments under the land reforms undertaken after independence and merger of the Pepsu areas in the Punjab State

Kapurthala is mainly an agricultural district as 67.41 per cent of its population resided in the rural areas. Moreover, agriculture provided the single largest source of employment and livelihood.

There are two main harvests in the district, viz. Rabi (hari) and Kharif (sawani). The rabi consists of wheat, gram, barley, some oilseeds and fodders and potatoes and winter vegetables. The kharif consists of paddy, maize, bajra, sugarcane, cotton, pulses (other than gram), peas and masoor, chilies and some vegetables. Some crops come in between these two harvests. Toria matures late and is classed as zaid (extra) kharif. Similarly tobacco and melons are harvested in June and are classed as zaid (extra) rabi.

In the year, 2001-2002 an area of 230 hectares was under various types of fruits and orchards in district. Among the fruits Guava (80 hectares) has the highest area followed by Mangoes (47 hectares), Pears 30 (hectares), Kinnow 28 hectares and 45 hectares was under other fruits.

The district reported an area of 9511 hectares under various vegetables during the year 2001-02. Out of this area 7226 hectare was under Potato and 33 hectare under onion and 2252 hectares was under other vegetables crops.

In addition to the use of green and organic manures, chemical fertilizers are being used increasingly in the district, especially ever since the introduction of high yielding varieties of wheat and rice. During the year, 2001-2002, 40 thousand tonnes of chemical fertilizers (NPK) were consumed in the district.

The Punjab Agricultural University, Ludhiana is running a research station at Kapurthala which is doing research work for increasing both yield and quality of paddy crop.

### **Irrigation**

The main sources of irrigation in the district are wells/tubewells and pumping sets. Some area is also irrigated by canals. The canal irrigation was introduced in the district in 1954 when the construction of Bist Doab canal, which takes off from the Ropar headworks on the right bank of river Satluj was

completed. Since the sub-soil water is suitable for irrigation and water table is not low the diesel/electricity operated tubewells and pumping sets are used for irrigation.

In the year, 2001-2002 the net area irrigated in the district was 1,36,200 hectare, out of which only 1200 hectare was irrigated by canals, whereas, 13500 hectare was irrigated by wells and tubewells (*Annexure-1*). The percentage of net area irrigated to net area sown works out to 100.0 per cent in the district in 2001-2002.

In the year, 2001-2002 out of gross cropped area of 2,64,000 hectare, 2,63,700.0 hectare (100.0 per cent) was irrigated.

### **Animal Husbandry**

The farmers traditionally been depending upon draught animals for ploughing, on milch cattle mainly buffaloes and cows for milk and other dairy produces for domestic use and for supplementing their farm income. According to 1997 census there were 86400.0 cattle and 179700.0 buffaloes in the district. There was a total 274100.0 animals of various kind in 1997 there is, however, a sharp decrease in the number of poultry birds from 3,30,100 in 1990 to 198300.0 in 1997.

In order to provide quality meat to the consumers 3 recognised slaughter houses exist. A milk plant with a capacity to process 2,00,000 litres of milk daily is being run at Hamira by a private concern 'Jagjit Industries Ltd, Hamira' in the district.

The district is quite rich in fish varieties which are found in the rivers Satluj and Beas and in the Beins. Some of the varieties found are: Catla, Mirgal, Seongdi, Rohu, Malhi, etc. There was one Fish Seed Farm and one Fish Seed Nursery functioning in the district in 1991. In the year, 2001-2002 an area of 298 hectare was stocked fingerlings (*Annexure-1*).

### **Industry**

Kapurthala was formerly a princely State wherein rulers provided all type of encouragement and assistance for setting up of various industrial units. Further in Phagwara the Ramgarhias established a number of small industrial units which earned good name to the district. The late Raja Sukhjit Singh and Jagjit Singh were especially instrumental in connecting Kapurthala with Jalandhar by rail and establishment of some large and medium scale industrial units in the princely State of Kapurthala.

The district was known for gur/shakkar, phulkaries, brass/copper/bell metal utensils, baan, durries, etc. Later some large and medium scale units, engaged in the manufacture of sugar, cotton textile, liquor, starch, beverages, edible oils, etc. were set up in the district. Recently, Rail Coach Factory has

completed. Since the sub-soil water is suitable for irrigation and water table is not low the diesel/electricity operated tubewells and pumping sets are used for irrigation.

In the year, 2001-2002 the net area irrigated in the district was 1,36,200 hectare, out of which only 1200 hectare was irrigated by canals, whereas, 13500 hectare was irrigated by wells and tubewells (*Annexure-I*). The percentage of net area irrigated to net area sown works out to 100.0 per cent in the district in 2001-2002.

In the year, 2001-2002 out of gross cropped area of 2,64,000 hectare, 2,63,700.0 hectare (100.0 per cent) was irrigated.

### **Animal Husbandry**

The farmers traditionally been depending upon draught animals for ploughing, on milch cattle mainly buffaloes and cows for milk and other dairy produces for domestic use and for supplementing their farm income. According to 1997 census there were 86400.0 cattle and 179700.0 buffaloes in the district. There was a total 274100.0 animals of various kind in 1997 there is, however, a sharp decrease in the number of poultry birds from 3,30,100 in 1990 to 198300.0 in 1997.

In order to provide quality meat to the consumers 3 recognised slaughter houses exist. A milk plant with a capacity to process 2,00,000 litres of milk daily is being run at Hamira by a private concern 'Jagjit Industries Ltd, Hamira' in the district.

The district is quite rich in fish varieties which are found in the rivers Satluj and Beas and in the Beins. Some of the varieties found are: Catla, Mirgal, Seongdi, Rohu, Malhi, etc. There was one Fish Seed Farm and one Fish Seed Nursery functioning in the district in 1991. In the year, 2001-2002 an area of 298 hectare was stocked with 2578 thousand fingerlings (*Annexure-I*).

### **Industry**

Kapurthala was formerly a princely State wherein rulers provided all type of encouragement and assistance for setting up of various industrial units. Further in Phagwara the Ramgarhias established a number of small industrial units which earned good name to the district. The late Raja Sukhjit Singh and Jagjit Singh were especially instrumental in connecting Kapurthala with Jalandhar by rail and establishment of some large and medium scale industrial units in the princely State of Kapurthala.

The district was known for gur/shakkar, phulkaries, brass/copper/bell metal utensils, baan, durries, etc. Later some large and medium scale units, engaged in the manufacture of sugar, cotton textile, liquor, starch, beverages, edible oils, etc. were set up in the district. Recently, Rail Coach Factory has

Kapurthala district falls under the Ferozpur Division of the Northern Railway. Two railway lines passing through this district are: (1) Amritsar-Saharanpur-Mughal Serai Rail Line and (2) Ferozpur Cantt. -Jalandhar City Rail Line.

### **Trade and Commerce**

The district was a big center of trade in metals, textiles and agricultural commodities. The principal items of export were: brass, copper and bell metal utensils. Besides, Sugar of excellent quality was manufactured at Phagwara. Cloth curtains, chicks and jazams (floor covering) were produced and exported from Sultanpur Lodhi. Chillies, tobacco and dates were largely grown and exported. Kala, in tehsil Phagwara, was known for trade in cotton, and carded cloth. Thus in the district, Phagwara, Sultanpur Lodhi and Kala had been important centers of trade in the past. However, after independence, the main items produced and exported from the district are: Khandsari, Wheat, Maize, Gram, Cotton, Paddy, and Textiles.

The trade and commerce in the district is mostly in the private hands. However, there is a District Wholesale Co-operative Marketing and Supply Society at Kapurthala which was registered on 15<sup>th</sup> November, 1957. This society undertakes wholesale business of government supplies of agricultural implements, seeds, fertilizers, insecticides and some other essential goods like oil, sugar, etc. Besides there are two Central Co-operative Stores, one at Kapurthala and the other at Phagwara. The first, Kapurthala Central Cooperative Store Ltd., Kapurthala had 8 branches and the second, Phagwara Central Cooperative Store Ltd., Phagwara had 7 branches. Besides, the Government introduced the State Trading Scheme in Kapurthala district in 1959. Under this scheme fair price shops were opened to supply essential commodities to the consumers. By 31<sup>st</sup> March, 1982, 79 depots were working in the urban area (19 in the co-operative sector and 60 in the private sector and 234 were panchayat nominated). In 2002, the district has a total of 648 Co-operative Societies such as: there were 105 Agricultural co-operative societies, 237 Milk supply societies and 89 weavers co-operative societies in the district etc.

### **Forestry**

Kapurthala district falls under the jurisdiction of Divisional Forest Officer, Jalandhar Forest Division, Phillaur. The forests of the district are situated along the rail, road and canal strips. Vegetation is also found within the small scattered birs throughout the district. Besides, the plantations along the drains and bunds are under the management of the Forest Department. The main trees found in the local forests are: (1) Shisham, (2) Kikar, (3) Eucalyptus, (4) Mango, (5) Tut, (6) Jamun, (7) Sirin, (8) Neem, (9) Darek, (10) Pipal, (11) Khajur, (12) Beri, etc. Also there is profuse growth of (1) Kana, (2) Kahi, (3) Anjan, (4) Dala, (5) Batar, etc in the water logged strips of the district.

In the year, 2001-2002 there was 21.0 sq. km. area under the forests (*Annexure-I*). Out of this 15.0 sq. km. was protected forest and remaining 6.0 sq. Km. was unclassified forests. The percentage of forest area to total area is 12.2 percent.

The principal and minor forest produce of this district are timber, grass, Kahi, Kana, which are auctioned annually. In the year, 1971-72 the total income from forests was Rs. 59,468 (Rs. 48,485 major produce, Rs. 10,983 minor produce). The forest income increased to Rs. 6,00,363 (Rs. 5,25,337 major produce, Rs. 75,026 minor produce) during 1980-81. The latest figures of forest income are not available.

### **Medical and Public Health**

In the olden times the field of medicine was monopolised by the Vaid of Ayurveda and Hakims of Unani system. Quacks and faith curers also had a field day. The first medical institution, Randhir Hospital, was opened at Kapurthala in 1875. In 1889 a female wing was added and named 'Victoria Jubilee Hospital'. Among the first dispensaries were at : Phagwara, Sultanpur Lodhi, Nadala. Later dispensaries were opened at Bholath, Dhilwan and Kala Sanghian. The real progress in the field of medical facilities was made only after independence when new dispensaries were opened at: Panchat, Dumeli, Bhularai, Dhaliwal Bet, Begowal, Talwandi Chaudhrian and Tibba in 1948. Thereafter there was no looking back..

As on 1<sup>st</sup> April, 2002, there were 78 medical institutions, out of which 63 were in rural areas and 15 in the urban areas. Except one medical institutions which was managed by a voluntary organization, all the 82 medical institutions were owned and managed by the government. Further, the district has 8 hospitals, 59 Dispensaries, 11 P.H.Cs., 28 Ayurvedic & Unani and 7 Homoeopathic Institutions (*Annexure-I*).

A total of 266 villages were identified as drinking water scarcity villages as per 2001 census out of which 80(30.1%) villages were supplied with protected drinking water through various drinking water schemes. There are still 186 villages in the district which are awaiting implementation of the drinking water schemes.

### **Education**

With the opening of a school in 1856 the modern education was introduced in Kapurthala State by Raja Randhir Singh. The school was upgraded to high school in 1864. In 1896 it was converted into an Intermediate Arts College and made degree college in 1946. It is known as Randhir College. By 1904 there were one Intermediate college at Kapurthala, 2 High schools at Phagwara and Kapurthala) 4 Middle Schools (at Sultanpur Lodhi, Nadala, Bhunga, and Kala) and 25 Primary schools, Besides there were 82 indigenous schools (55 Mohammedan schools, 27 Hindu schools). In the indigenous

schools, Arabic, Persian, Urdu, Hindi Gurmukhi was taught in the mosques, gurdwaras and mandirs by the Maulvis, Bhais and Pandits respectively. Also private school existed for teaching of Lande in the urban areas. Urdu was the medium of instruction in the State schools as was in the Punjab area.

The number of educational institutions increased at a fast rate after independence and by 30<sup>th</sup> September, 2002, there were 17 Arts, Science, Commerce and Home Science Colleges (11 boys, 6 girls) Teachers Training Colleges (B.Ed.) 2 (1 boys, 1 girls), Senior Secondary Schools 60 (55 boys, 5 girls) High Schools 83 (74 boys, 9 girls) Middle Schools 112 (110 boys, 2 girls) Primary Schools 485 (Boys 480 Girls 5) Technical Industrial Art Craft School 7 (3 boys, 4 girls) and Polytechnic Institutions 1 (boys) (*Annexure-III to XIV*).

The only Sainik School in the state is located at Kapurthala, since 1961. The School is a residential School, which prepares boys for the National Defence Academy (NDA) and Senior School certificate examination of CBSE New Delhi. The school is housed in the erstwhile palace of Maharaja of Kapurthala and managed by an autonomous board of governors under the Ministry of Defence. According to 2001 census, the district reported the literacy rate 73.56 Percent (Rural 70.57 Percent, Urban 79.63 Percent), Male 78.66 (Rural 76.27 Percent, Urban 83.30 Percent) and Female 67.90 (Rural 64.41 Percent, Urban 75.33 Percent) (*Annexure-XI*).

### **Occupations**

Kapurthala is predominantly an agricultural district as majority of its population is dependent on agriculture. The percentage of urban population, as reported in 2001 Census, is 32.59 per cent (*Annexure-I*).

According to the 2001 Census there were 30.9 percent main workers in the district, out of which 49.3 percent were male and 10.0 percent female. The rural urban break up shows that 30.4 percent workers were in the rural areas whereas 31.8 percent workers were in the urban areas. The break up of main workers reveals that there are: 22.7 percent cultivators-Category I (25.3 percent male, 11.5 percent female); and 13.5 percent agricultural labours-Category II (13.0 percent male, 15.6 percent female).

In short, the percentage of people residing in the rural area is decreased by 6.83 percent. There is a decrease of 6100 hectares in the Net Area Irrigated but there is a increase in the gross Irrigated Area by 12000 hectares in 2001 as compared in 1991. The number of cattles has come down but milk production has gone up. The district has progressed in the field of communication, Industry, Medical and Public health and Education etc.

been set up at Hussainpur (near Kapurthala). Some of the large and medium scale units located in the district are:--(1) Rail Coach Factory, Kapurthala (Hussainpur), (2) The Jagjit Mills Co. Ltd. Phagwara, (3) The Sukhjit Starch Chemicals Ltd. Phagwara, (4) Jagjit Cotton Textile Mills Ltd. Phagwara, (5) Jagjit Industries Ltd. Hamira, (6) Anand Aggarwal Oil Ltd. Kapurthala, (7) Markfed Refind Oil & Allied Industries, (8) Jain Solvex Ltd., Kapurthala,

Besides the above large and medium, scale, units there are various units engaged in manufacture of: (1) Agricultural implements, (2) Automobile parts, (3) Bolts and Nuts, (4) Ball bearings, (5) Battery plates, (6) Adhesive from bone crushing, (7) Cycle parts, (8) Steel casting, (9) Diesel Engines and parts, (10) Electric goods, (11) Electric Fans (Khosla Fans), (12) Electric motors, (13) Pressure Cookers (Apsley Pressure Cooker), (14) Machine tools, (15) Sewing machine and parts, (16) Rolling mills, (17) Rice Shellers and (18) Steel re-rolling, etc.

In addition there are number of cottage and household industries such as: (1) Handloom weaving (carpets, bed sheets, shirting, khaddar, kthesis etc.), (2) Leather Tanning, (3) Leather goods (shoes, Suit Cases, Leather bags) (4) Cane/Bamboo products (baskets, Chicks, etc), (5) Baan and rope making, (6) Oil kohlus and (7) Atta Chakkis, etc.

Various institutions such as the Punjab State Small Industries Corporation, Chandigarh, The Punjab State Industries Development Corporation, Chandigarh, The Punjab Financial Corporation, Chandigarh and The Punjab Export Corporation, Chandigarh, rendered financial technical and other assistance to small, medium and large scale industrial units located in the district. In brief, the district has 385 working factories which are registered (*Annexure-I*).

### **Electricity**

Originally, a 300 KVA capacity diesel generator was installed in the district, which was taken over/nationalised when the Kapurthala State was merged with the rest of India. The hydro power was introduced in the towns of Phagwara and Kapurthala in 1947 and 1950 respectively. The district was served by three electrical divisions viz, (1) Kapurthala division (2) Sub-urban division. Kapurthala and (3) Phagwara division, Phagwara. These divisions were under superintendent Engineer, Kapurthala Circle, Punjab State Electricity Board.

In the year 2001-2002 Kapurthala district consumed 606.63 million units of electricity (*Annexure-I*), which was 3.07 per cent of the total State consumption. Further agricultural sector is the largest consumer of electricity in the district during the year 2001-2002 as it has consumed 221.56 million units.

Whereas Punjab State Tubewell Corporation implemented number of schemes of deep bore tubewells. The Punjab State Electricity Board took great pains in energisation of the tubewells in the district. As on 31<sup>st</sup> March, 2002 there were 40,850 energised tubewells. The district is a net consumer of electricity as there is no electricity generating station in this district. As per 2002 statistical abstract there were 143114 house holds and 141014 were electrified which comes to be 98.53%.

### **Minerals and Mining**

The district is very poor in mineral resources as certain minor minerals are found in the western and south western parts. Building materials such as boulders, pebbles, shingles and sands are found west of Sultanpur Lodhi around the confluence of Satluj with Beas. Brick clays used for making hard burnt bricks are found at many localities, especially around shallow water depressions.

### **Communications**

An efficient network of communications is an essential pre-requisite for the allround development of a region. This also applies to Kapurthala. Though the district is well connected by roads and railways with stations inside and outside the district, some of the places along the banks of Beas and Beins pose difficulty during the rainy season, especially during the floods.

In the year 1950-51, there were only 158 km. of roads (155 km. metalled and 3km. unmetalled) in the district. In 2001-2002 however, the road length, maintained by PWD (B&R) increased to 1,493 km., out of which 13 km. was under National Highway. Accordingly there were 107 km. of roads per 100 sq. km. of area and 231 km. of roads per lakh of population. Some of the important roads connecting various stations inside and outside the district, besides the National Highway (Sher Shah Suri Marg, connecting Mughal Serai with Amritsar) are: (1) Kapurthala-Jalandhar road, (2) Kapurthala-Kartarpur road, (3) Kapurthala-Sultanpur Lodhi-Zira road (4) Kapurthala-Nakodar road, (5) Kapurthala-Tanda road, (6) Kapurthala-Tarn Taran road, (7) Sultanpur Lodhi-Nakodar road, (8) Phagwara-Hoshiarpur road, (9) Phagwara-Nakodar road, (10) Phagwara-Nawanshaher road.

The district is well served by the public transport system. The Pepsu Road Corporation has its depot at Kapurthala. This depot operates buses on various routes in the district and outside. Buses from other depots belonging to Punjab Roadways and Pepsu Road Transport Corporation also operates on number of routes in the district. Private Transport Operators also operate buses on a number of routes..



District: Kapurthala		
Primary Statistics		
S.NO	ITEM	
1	Area	1632 sq. km
	Tehsils	4
	Sub Tehsils	Nil
	Blocks	5
	Towns	7
	Inhabited villages	690
2	Population (2001)	
	Total population	752287
	Rural population	507148
	Percentage to total Population	67.41%
	Urban population	245139
	Percentage to total Population	32.59%
	Density	461
	Literate and educated persons	486659
	Literacy	73.56%
	Female per 1000 male	886
	Total Workers	262152
	Main Workers	231433
	Marginal Workers	30719
	Non- Workers	487902
	Break up of Main Workers	
	I) Cultivators	59495
	II) Agriculture Labourer	35360
	III) Manufacturing, Processing, servicing and Repairs in Household Industry	7325
	IV) Other Services	159972
3	Local Bodies(2001-2002)	
	I) Zila Parishads	1
	II) Municipal Committees	6
4	Climate	
	Average Rainfall	704.0mm
5	Agriculture (2001-2002)	
	Net Area Sown	136000 hect.
	Area Sown more than once	128000 hect.
6	Irrigation (2001-2002)	
	Net Area Irrigated by:	
	Govt. Canals	1200 hect.
	Wells/Tubewells	135000 hect.
	Total	136200 hect.
	Percentage Net Area Irrigated to Net Area Sown	100%
	Gross Area Irrigated	263700 hect.
	Percentage Gross Irrigated Area to Gross Cropped Area	100%
7	Animal Husbandry (2001-2002)	
	Veterinary Hospitals	45
	Permanent Outlaying Dispensaries & Insemination Units	41
	Area Stocked with fish	298 hect.
	Total Live Stock (Live Stock Census 1997)	274100
	Total Poultry (Live Stock Census 1997)	98300
8	Energy (2001-2002)	
	Consumption of Electricity	606.63 million kwh.
9	Forest (2000-2001)	
	Area Under State Forest	21Sq.km.
	Area Under Private Forest	Nil
	Total area under Forests	21Sq.km.
10	Industries (2001-2002)	
	Regd. Working Factories	385
11	Medical and Health (2002-2003)	
	Hospitals	8
	Dispensaries	59
	P.H.Cs.	11
	Ayurvedic and Unani Institution	28 (26+2)
	Homoeopathic Institutions	7
	Beds installed in Medical Institutions (Allopathy)	773
12	Co-operation (2001-2002)	
	Co-operative Societies	636
	Primary Agricultural Credit Societies	105
13	Banking (2001-2002)	
	Scheduled Banks & Co-operative Banks	158
14	Miscellaneous(2001-2002)	
	Post Offices	141
	Police-Stations/ Police Posts	17 (10+7)

Source: Statistical Abstract of Punjab

District: Kapurthala Demographic Profile		
	1991	2001
<b>Population-Total</b>	646647	752287
Male	341030	398878
Female	305617	353409
<b>Rural</b>	480042	507148
Male	251299	265889
Female	228743	241259
<b>Urban</b>	166605	245139
Male	89731	132989
Female	76874	112150
<b>Sex Ratio-Total</b>	896	886
Rural	910	907
Urban	857	843
<b>No. of Literates-Total</b>	344009	486659
Male	200341	273556
Female	143668	213103
<b>Rural</b>	236897	312868
Male	138693	175372
Female	98204	137496
<b>Urban</b>	107112	173791
Male	61648	98184
Female	45464	75604
<b>0-6 Population-Total</b>	103240	90672
Male	54946	51089
Female	48294	39583
<b>Rural</b>	77860	63773
Male	41521	35968
Female	36339	27805
<b>Urban</b>	25380	26899
Male	13425	15121
Female	11955	11778
<b>SC Total-1991</b>	190484	N/A
Male	100931	N/A
Female	89553	N/A
<b>Rural</b>	152213	N/A
Male	80531	N/A
Female	71682	N/A
<b>Urban</b>	38271	N/A
Male	20400	N/A
Female	17871	N/A
<b>Projection 2002-Total</b>	763723	N/A

Source : Statistical Abstract of Punjab

District Kapurthala																
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																
Science, Commerce and Home Science Colleges.	9	5	14	35.71	9	5	14	35.71	11	6	17	35.29	11	6	17	35.29
Engineering, Technology and Architecture Colleges.																
Medical Colleges (Allopathic Only)																
Teacher's Training College (B.Ed.)	1	1	2	50.00	1	1	2	50.00	1	1	2	50.00	1	1	2	50.00
Senior Secondary Schools	35	4	39	10.26	40	4	44	9.09	40	4	44	9.09	55	5	60	8.33
High Schools	74	10	84	11.90	69	10	79	12.66	69	10	79	12.66	74	9	83	10.84
Middle Schools	110	2	112	1.79	110	2	112	1.79	110	2	112	1.79	110	2	112	1.79
Primary Schools	419	6	425	1.41	480	5	485	1.03	480	5	485	1.03	480	5	485	1.03
Elementary Teacher's Training Schools	1		1	0.00	1		1	0.00	1		1	0.00	1		1	0.00
Polytechnic Institutions	2		2	0.00	2		2	0.00	2		2	0.00	1		1	0.00
Technical Industrial Art Craft Schools	3	4	7	57.14	3	4	7	57.14	3	4	7	57.14	3	4	7	57.14

Source : Statistical Abstract of Punjab

These figures relate to the State Statistics Abstract and are not in conformity with the household survey conducted by the department. For the purpose of District Plan number of School and Enrolment has been taken as per survey figures.

District Kapurthala																
No. of Working Teachers in Recognised Schools																
Type	1998				1999				2000				2001			
	Boys	Girls	Total	% of Female to total Teachers	Boys	Girls	Total	% of Female to total Teachers	Boys	Girls	Total	% of Female to total Teachers	Boys	Girls	Total	% of Female to total Teachers
Universities																
Art, Science, Commerce and Home Science Colleges	160	196	356	55.06	162	205	367	55.86	205	194	399	48.62	202	253	455	55.60
Engineering, Technology and Architecture Colleges																
Medical Colleges (Allopathic Only)																
Teacher's Training College (B.ed.)	8	17	25	68.00	10	21	31	67.74	11	21	32	65.63	11	21	32	65.63
Senior Secondary Schools	521	447	968	46.18	563	604	1167	51.76	589	589	1178	50.00	709	677	1386	48.85
High Schools	491	669	1160	57.67	453	535	988	54.15	426	559	985	56.75	475	619	1094	56.58
Middle Schools	299	252	551	45.74	313	274	587	46.68	299	271	570	47.54	275	246	521	47.22
Primary Schools	707	889	1596	55.70	622	928	1550	59.87	629	813	1442	56.38	573	785	1358	57.81
Pre-Primary Schools																
Elementary Teacher's Training Schools	11	4	15	26.67	11	5	16	31.25	6	4	10	40.00	6	4	10	40.00
Polytechnic Institutions	42	2	44	4.55	42	2	44	4.55	42	2	44	4.55	40	3	43	6.98
Technical Industrial Art Craft Schools	46	23	69	33.33	46	24	70	34.29	65	17	82	20.73	65	17	82	20.73

Source : Statistical Abstract of Punjab

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

(2) For the purpose of District Plan number of School and Enrolment has been take as per survey figures.

District Kapurthala																
No. of Students.																
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.	68	150	218	68.81	85	193	278	69.42	74	213	287	74.22	68	220	288	76.39
M.Sc.																
M.Com.														38	38	
B.A. B.A. (HONS.)	2243	3864	6107	63.27	1921	3774	5695	66.27	1997	3879	5876	66.01	2058	4127	6185	66.73
B.Sc./ B.Sc. (HONS.)	184	180	364	49.45	71	142	213	66.67	103	103	206	50.00	90	160	250	64.00
B.Com./ B.Com. (HONS.)	340	530	870	60.92	359	518	877	59.06	407	565	972	58.13	421	576	997	57.77
B.E./ B.Sc. (Eng.) / B.Arch. / B. Tech.																
M. B. B. S.																
B. Ed	90	120	210	57.14	115	184	299	61.54	106	204	310	65.81	106	204	310	65.81
Senior Secondary School	14217	12609	26826	47.00	16305	13933	30238	46.08	16423	14188	30611	46.35	18934	12882	34821	36.99
High School	15142	14705	29847	49.27	13109	13594	26703	50.91	13091	13450	26541	50.68	15887	11996	24878	48.22
Middle School	4527	4149	8679	47.81	4348	4239	8587	49.37	4510	4428	8938	49.54	4129	3872	8001	48.39
Primary School	26977	24850	51827	47.95	26820	24271	51091	47.51	26714	23722	50436	47.03	25854	22786	48640	46.85
Pre - Primary School																
Elementary Teacher's Training School J.B.T.	108	99	247	40.08	103	99	202	49.01	103	99	202	49.01	98	100	198	50.51
Polytechnic Institutions	427	11	438	2.51	360	24	384	6.25	370	21	391	5.37	338	6	344	1.74
Technical Industrial Art and Craft School	411	325	736	44.16	497	258	755	34.17	571	270	941	28.69	669	289	958	30.17

Source : Statistical Abstract of Punjab

- (1) These figures relate to the State Statistics Abstract and are not in conformity with the household survey conducted by the department.  
(2) For the purpose of District Plan number of School and Enrolment has been take as per survey figures.

## Annexure -VII

District Kapurthala												
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	26714	23722	50436	31500	27774	59274	30937	26958	57895	15594	14026	29620
Middle	11853	12491	24344	15793	15497	31290	16472	15308	31780	5946	5475	11421
<b>Elementary</b>	<b>38567</b>	<b>36213</b>	<b>74780</b>	<b>47293</b>	<b>43271</b>	<b>90564</b>	<b>47409</b>	<b>42266</b>	<b>89675</b>	<b>21540</b>	<b>19501</b>	<b>41041</b>
High School	5942	6352	12294	8632	8634	17266	9362	8300	17662	2725	2737	5462
Sr. Secondary	3213	2725	5938	4134	3474	7608	4249	3465	7714	946	954	1900
<b>Secondary</b>	<b>9155</b>	<b>9077</b>	<b>18232</b>	<b>12766</b>	<b>12108</b>	<b>24874</b>	<b>13611</b>	<b>11765</b>	<b>25376</b>	<b>3671</b>	<b>3691</b>	<b>7362</b>
<b>Total (I-XII)</b>	<b>47722</b>	<b>45290</b>	<b>93012</b>	<b>60059</b>	<b>55379</b>	<b>115438</b>	<b>61020</b>	<b>54031</b>	<b>115051</b>	<b>25211</b>	<b>23192</b>	<b>48403</b>

Source : Statistical Abstract of Punjab

District Kapurthala																
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.	21	15	36	5.51	14	12	26	9.35	20	20	40	13.94	18	9	27	9.38
M.Sc.																
M.Com.																
B.A./B.A. (HONS.)	394	440	834	3.66	236	450	686	12.05	325	511	836	14.23	345	492	837	13.53
B.Sc./B.Sc. (HONS.)	17	14	31	8.52	15	11	26	12.21	23	9	32	15.53	31	7	38	15.20
B.Com./B.Com. (HONS.)	29	22	51	5.86	26	17	43	4.90	56	27	83	8.54	48	28	76	7.62
B.E./B.Sc. (Eng.) / B.Arch. / B. Tech.																
M.B.B.S.																
B. Ed.	18	21	39	9.57	20	36	56	18.73	22	38	60	19.35	22	36	58	18.71
Senior Secondary School	4546	3854	8400	31.31	4470	3949	8419	27.84	4392	4087	8479	27.70	5164	4280	9444	27.12
High School	3771	3955	7726	25.89	3425	3938	7363	27.57	3545	3901	7446	28.05	3368	3707	7075	28.44
Middle School	2021	1880	3901	44.95	1987	2006	3993	46.50	1892	1886	3778	42.27	1808	1852	3660	45.74
Primary School	14489	13401	27890	53.81	14704	13584	28288	55.37	15051	13663	28714	56.93	14900	13383	28283	58.15
Pre - Primary School																
Elementary Teacher's Training School J.B.T.	38	25	63	25.51	27	25	52	25.74	26	27	53	26.24	24	28	52	26.26
Polytechnic Institutions	90		90	20.55	90		90	23.44	95	2	97	24.81	101	5	106	30.81
Technical Industrial Art and Craft School	64	73	137	28.61	83	67	160	21.18	143	70	213	22.64	151	71	222	23.17

(1) These figures relate to the State Statistics 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.

Source : Statistical Abstract of Punjab

District Kapurthala						
Enrolment by Department						
1999	State Government Schools			Total Enrolment (Recognised-Schools)		
	Male	Female	Total	Male	Female	Total
Primary	27192	24502	51694	31384	28302	59686
Middle	11609	12026	23635	15530	14976	30506
<i>Elementary</i>	38801	36528	75329	46914	43278	90192
High School	6030	6284	12314	8770	8398	17168
Sr. Secondary	3310	3155	6465	4194	3869	8063
<i>Secondary</i>	9340	9439	18779	12964	12267	25231
Total (I-XII)	48141	45967	94108	59878	55545	115423

Source : Statistical Abstract of Punjab



Annexure - IX

District Kapurthala						
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	34983	26900	61883	73.99	74.01	74
Middle	15178	13412	28590	71.78	72.31	72.03

Source :Statistical Abstract

<b>District Kapurthala</b>			
<b>Literacy Percentage of the Scheduled Castes and Non-Scheduled Castes (1991)</b>			
	<b>Population</b>	<b>No. of Literates</b>	<b>Literacy Percentage</b>
<b>Total (SC+Non SC)</b>	646647	344009	53.2
Male	341030	200341	58.74
Female	305617	143668	47.01
<b>Scheduled Caste Population</b>			
Total	190484	74598	39.16
Male	100931	47050	46.62
Female	89553	27548	30.76
<b>Non-Scheduled Caste Population</b>			
Total	556163	269411	48.44
Male	240099	153291	63.84
Female	316064	116120	36.74

Source : Census of Punjab, 1991

Annexure - XI

District : Kapurthala										
Literacy rates by residence and sex- 2001										
Tehsil Code	Tehsil	Literacy Rate								
		Total			Rural			Urban		
		Person	Male	Female	Person	Male	Female	Person	Male	Female
071	Bhulath	75.37	81.14	69.49	74.97	80.81	69.06	77.06	82.47	71.33
013	Kapurthala	70.95	75.54	65.77	68.78	74.27	62.82	74.92	77.76	71.49
015	Sultanpur	66.63	72.75	59.88	64.58	71.09	57.43	79.30	82.84	75.28
014	Phagwara	79.69	84.68	74.06	75.18	80.62	69.22	85.10	89.40	80.08
09	District	73.56	78.66	67.90	70.57	76.27	64.41	79.63	83.30	75.33
	State	69.95	75.63	63.55	65.16	71.70	57.91	79.13	82.97	74.63

Census Data

## Annexure - XII

District Kapurthala						
Projected School age population						
Year	6-10			11-13		
	Boys	Girls	Total	Boys	Girls	Total
1999	43648	38409	82057	25327	22382	47709
2000	44113	38719	82832	25203	22351	47554
2001	44077	34987	79064	24730	21558	46288
2006	37913	34472	72385	27187	23684	50871
2011	37138	34100	71238	21297	19654	40951
2016	38254	35123	73377	22692	20801	43493

Source :RGI Estimates

*Annexure - XIII*

District Kapurthala							
Dropout Rate							
Level	Level	Total			SC		
		Male	Female	Total	Male	Female	Total
Primary	1999	23.46	22.14	23.25	33.52	24.89	31.52
	2000	21.30	18.08	20.56	36.49	24.87	31.48
Middle	1999	32.47	21.86	27.83	52.70	45.05	42.62
	2000	36.77	23.14	30.46	52.66	40.95	47.61

*Family Survey 2002*

District Kapurthala						
Gross Enrolment Ratio 2001- 2002						
	Gross Enrolment Ratio			Gross Enrolment Ratio for SC		
	Male	Female	Total	Male	Female	Total
Primary	116.87	114.25	115.72	120.35	118.88	119.67
Middle	92.83	93.76	93.26	87.67	89.48	88.54
High	92.22	90.46	91.38	80.36	78.65	79.54
SR.Sec	53.75	64.80	59.07	33.46	40.12	36.63

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
9	KAPURTHALA	Dhilwan	60.75	33.53	4.93	0.79	100.00
		Kapurthala	51.30	37.48	10.14	1.08	100.00
		Nadala	59.33	35.39	4.65	0.62	100.00
		Phagwara	66.64	30.46	2.29	0.60	100.00
		Sultanpur	69.38	25.58	4.54	0.50	100.00
District Total			61.68	32.58	5.04	0.70	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 compiled at village/ward level on the following parameters.

**I. Total (3-19) Population**

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

**II. School going Children**

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

**III. Out of School/child labour**

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

**IV. Mentally/physically challenged**

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

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

**Reports**

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

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

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

District - 09 - KAPURTHALA

Sarav Sikhiya Abhiyan, Punjab

Family Survey 2002

Form No. : SSA/FS/IV/6

Report : 01

Year : 2001-2002

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

Class ↓	School Going Children - Total			School Going Children - S.C.			School Going Children - B.C.		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	13115	9302	22417	5150	3901	9051	3504	2468	5972
Pre Primary Total	13115	9302	22417	5150	3901	9051	3504	2468	5972
I	12158	8496	20654	5040	3819	8859	3199	2170	5369
II	9492	7407	16899	4107	3645	7752	2531	1833	4364
III	8819	6914	15733	3901	3295	7196	2166	1623	3789
IV	8807	6932	15739	3738	3236	6974	2218	1688	3906
V	8007	6597	14604	3201	2869	6070	2115	1643	3758
Primary Total	47283	36346	83629	19987	16864	36851	12229	8957	21186
VI	7810	6732	14542	2999	2878	5877	2051	1624	3675
VII	6720	5859	12579	2487	2391	4878	1822	1566	3388
VIII	6615	5957	12572	2386	2255	4641	1933	1603	3536
Middle Total	21145	18548	39693	7872	7524	15396	5806	4793	10599
IX	5367	4843	10210	1870	1720	3590	1496	1313	2809
X	6408	5772	12180	2115	1869	3984	1784	1595	3379
Secondary Total	11775	10615	22390	3985	3589	7574	3280	2908	6188
XI	2623	2862	5485	651	718	1369	860	892	1752
XII	2620	3004	5624	543	578	1121	753	952	1705
Sr. Secondary Total	5243	5866	11109	1194	1296	2490	1613	1844	3457
Technical Education	515	744	1259	91	108	199	151	258	409

## 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	3214	2441	5655	1258	1004	2262	929	672	1601
4	5562	3855	9417	2204	1580	3784	1423	1018	2441
5	6976	5079	12055	2772	2208	4980	1846	1326	3172
<b>Sub Total</b>	<b>15752</b>	<b>11375</b>	<b>27127</b>	<b>6234</b>	<b>4792</b>	<b>11026</b>	<b>4198</b>	<b>3016</b>	<b>7214</b>
6	7729	5686	13415	3146	2491	5637	2155	1517	3672
7	7419	5889	13308	3068	2789	5857	1959	1492	3451
8	8122	6318	14440	3323	2843	6166	2214	1575	3789
9	7719	6131	13850	3222	2705	5927	2008	1525	3533
10	8737	7016	15753	3483	3089	6572	2273	1724	3997
<b>Sub Total</b>	<b>39726</b>	<b>31040</b>	<b>70766</b>	<b>16242</b>	<b>13917</b>	<b>30159</b>	<b>10609</b>	<b>7833</b>	<b>18442</b>
11	7285	6272	13557	2900	2761	5661	1890	1536	3426
12	7642	6417	14059	2953	2711	5664	1998	1717	3715
13	6934	6177	13111	2636	2467	5103	1848	1594	3442
<b>Sub Total</b>	<b>21861</b>	<b>18866</b>	<b>40727</b>	<b>8489</b>	<b>7939</b>	<b>16428</b>	<b>5736</b>	<b>4847</b>	<b>10583</b>
14	6264	5454	11718	2299	2029	4328	1791	1426	3217
15	5037	4808	9845	1813	1687	3500	1368	1328	2696
<b>Sub Total</b>	<b>11301</b>	<b>10262</b>	<b>21563</b>	<b>4112</b>	<b>3716</b>	<b>7828</b>	<b>3159</b>	<b>2754</b>	<b>5913</b>
16	4202	4062	8264	1364	1262	2626	1149	1103	2252
17	3181	2956	6137	948	888	1836	900	860	1760
<b>Sub Total</b>	<b>7383</b>	<b>7018</b>	<b>14401</b>	<b>2312</b>	<b>2150</b>	<b>4462</b>	<b>2049</b>	<b>1963</b>	<b>4012</b>
18	2325	2185	4510	675	582	1257	637	629	1266
19	728	675	1403	215	186	401	195	186	381
<b>Sub Total</b>	<b>3053</b>	<b>2860</b>	<b>5913</b>	<b>890</b>	<b>768</b>	<b>1658</b>	<b>832</b>	<b>815</b>	<b>1647</b>
<b>Grand Total</b>	<b>99076</b>	<b>81421</b>	<b>180497</b>	<b>38279</b>	<b>33282</b>	<b>71561</b>	<b>26583</b>	<b>21228</b>	<b>47811</b>

District - 09 - KAPURTHALA

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
3	3210	2439	4	2								4	2																							
4	4893	3382	669	471		2						669	473																							
5	3615	2631	3184	2265	175	182	2	1				3361	2446																							
6	1264	752	4795	3461	1559	1370	109	100	2	3		6465	4934																							
7	87	70	2899	1892	3290	2806	1052	1046	89	75	2	7332	5819																							
8	28	23	460	309	3553	2482	2990	2466	949	915	142	123	8094	6295																						
9	4	2	85	60	592	353	3518	2567	2531	2223	871	813	7597	6016	118	110		3							118	113										
10	1	3	35	24	210	136	718	500	4026	2953	2763	2500	7752	6113	793	767	191	133							984	900										
11			15	5	57	45	263	135	653	473	3191	2441	4179	3099	2374	2289	636	766	95	118	3105	3173	1			1										
12			10	4	35	21	113	72	373	208	687	480	1218	785	3484	2732	2114	2009	711	765	6309	5506	112	125	3	1	115	126								
13			1		12	5	35	20	128	57	232	177	408	259	678	540	2919	2320	2205	2164	5802	5024	625	773	96	121	721	894	1			1				2
14			1	1	6	5	13	7	45	18	85	50	150	81	273	213	592	456	2841	2233	3706	2902	1693	1626	642	754	2335	2380	63	85	10	4	73	89		2
15	13		2	3		2	11	4	25	9	41	15	72	56	188	131	503	453	763	680	2225	1810	1579	1673	3804	3483	341	500	71	124	412	624	4	6		
16					4			2	7	2	11	4	11	22	56	32	189	130	256	184	478	353	2203	1922	2681	2275	835	1051	370	496	1205	1547	45	52		
17									1	1	1	1	4	2	20	8	54	37	78	47	153	110	1103	793	1256	903	887	796	844	1038	1731	1834	115	171		
18									1	1	1	1	2	3	1	3	1	13	14	19	16	64	36	637	411	701	447	401	372	982	1029	1383	1401	227	319	
19															1	4	3	5	3	16	10	145	97	161	107	95	58	343	313	438	371	124	194			
<b>Total</b>	13115	9302	12158	8496	9492	7407	8819	6914	8807	6932	8007	6597	47283	36346	7810	6732	6720	5859	6615	5957	21145	18548	5367	4843	6408	5772	11775	10615	2623	2862	2620	3004	5243	5866	515	744

District - 09 - KAPURTHALA

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	629	471	1100	297	220	517	146	124	270									
4	583	440	1023	296	222	518	149	120	269									
5	423	384	807	202	190	392	150	139	289									
6	197	185	382	92	68	160	66	84	150									
7	131	128	259	68	45	113	42	59	101		1	1		1	1			
8	132	171	303	62	56	118	44	85	129	2	2	4	1	1	2	1	1	2
9	93	96	189	47	35	82	30	51	81	4		4	1		1			
10	189	205	394	98	66	164	58	111	169	4	2	6	2	2	4	1		1
11	172	167	339	82	68	150	59	63	122	16	8	24	7	2	9	8	5	13
12	384	336	720	199	163	362	113	133	246	35	18	53	31	15	46	4	3	7
13	364	417	781	209	239	448	103	117	220	35	21	56	26	15	41	5	5	10
14	596	593	1189	348	342	690	137	140	277	88	47	135	59	39	98	12	3	15
15	873	880	1753	499	505	1004	197	208	405	187	75	262	130	46	176	36	18	54
16	1123	1006	2129	622	574	1196	261	226	487	254	103	357	183	81	264	43	16	59
17	1251	1029	2280	634	506	1140	289	274	563	299	63	362	193	44	237	64	12	76
18	1654	1168	2822	722	543	1265	472	328	800	369	74	443	235	58	293	89	15	104

District - 09 - KAPURTHALA

Sarav Sikhiya Abhiyan, Punjab  
Family Survey 2002

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

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

Age ↓	Total Children						SC Children						BC Children					
	School Going			School Not Going			School Going			School Not Going			School Going			School Not Going		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	3	1	4	7	8	15	1		1	1	5	6	1		1	2	1	3
4	6	5	11	7	10	17	2	1	3	4	5	9	4	2	6	2	3	5
5	9	3	12	24	9	33	5	2	7	11	6	17	2		2	3		3
6	13	4	17	34	9	43	6	5	11	11	4	15	1		1	7		7
7	22	15	37	18	15	33	9	8	17	11	7	18	5	3	8	3	5	8
8	29	12	41	23	19	42	18	5	23	9	13	22	4	2	6	10	1	11
9	30	17	47	14	7	21	17	8	25	6	4	10	6	4	10	5	1	6
10	31	19	50	26	19	45	15	10	25	11	10	21	8	6	14	8	5	13
11	21	17	38	20	18	38	11	3	14	9	6	15	1	8	9	5	8	13
12	26	20	46	36	20	56	13	10	23	20	10	30	8	4	12	5	3	8
13	26	15	41	31	21	52	9	10	19	12	11	23	7		7	11	6	17
14	26	14	40	45	33	78	17	8	25	26	16	42	4	3	7	5	5	10
15	19	15	34	37	31	68	9	6	15	21	18	39	6	2	8	5	5	10
16	8	12	20	39	17	56	4	4	8	24	8	32	1	3	4	8	5	13
17	13	6	19	27	15	42	4	2	6	19	9	28	7	2	9	5	5	10
18	8	9	17	45	20	65	5	1	6	20	9	29	2	4	6	15	2	17





District - 09 - KAPURTHALA

Sarav Shikshia Abhiyan, Punjab

SSA/FS/IV/15

Report : I

Distribution of School going Children (Percentage) -Total--Districtwise

Year : 2001-2002

Class ↓	Total School Going			State Govt.			Non-State Govt.			Unrecognised		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	58.50	41.50	100.00	57.32	42.68	100.00	58.94	41.06	100.00	59.78	40.22	100.00
<b>Pre Primary Total</b>	<b>58.50</b>	<b>41.50</b>	<b>100.00</b>	<b>57.32</b>	<b>42.68</b>	<b>100.00</b>	<b>58.94</b>	<b>41.06</b>	<b>100.00</b>	<b>59.78</b>	<b>40.22</b>	<b>100.00</b>
I	58.87	41.13	100.00	56.26	43.74	100.00	63.20	36.80	100.00	59.83	40.17	100.00
II	56.17	43.83	100.00	53.27	46.73	100.00	59.63	40.37	100.00	60.50	39.50	100.00
III	56.05	43.95	100.00	54.05	45.95	100.00	58.88	41.12	100.00	59.47	40.53	100.00
IV	55.96	44.04	100.00	53.95	46.05	100.00	60.54	39.46	100.00	58.40	41.60	100.00
V	54.83	45.17	100.00	52.04	47.96	100.00	59.26	40.74	100.00	59.05	40.95	100.00
<b>Primary Total</b>	<b>56.54</b>	<b>43.46</b>	<b>100.00</b>	<b>53.96</b>	<b>46.04</b>	<b>100.00</b>	<b>60.64</b>	<b>39.36</b>	<b>100.00</b>	<b>59.54</b>	<b>40.46</b>	<b>100.00</b>
VI	53.71	46.29	100.00	50.60	49.40	100.00	60.39	39.61	100.00	57.96	42.04	100.00
VII	53.42	46.58	100.00	50.45	49.55	100.00	60.26	39.74	100.00	57.11	42.89	100.00
VIII	52.62	47.38	100.00	49.14	50.86	100.00	58.49	41.51	100.00	59.37	40.63	100.00
<b>Middle Total</b>	<b>53.27</b>	<b>46.73</b>	<b>100.00</b>	<b>50.09</b>	<b>49.91</b>	<b>100.00</b>	<b>59.73</b>	<b>40.27</b>	<b>100.00</b>	<b>58.13</b>	<b>41.87</b>	<b>100.00</b>
IX	52.57	47.43	100.00	50.38	49.62	100.00	55.13	44.87	100.00	58.08	41.92	100.00
X	52.61	47.39	100.00	49.88	50.12	100.00	58.41	41.59	100.00	55.34	44.66	100.00
<b>Secondary Total</b>	<b>52.59</b>	<b>47.41</b>	<b>100.00</b>	<b>50.11</b>	<b>49.89</b>	<b>100.00</b>	<b>56.99</b>	<b>43.01</b>	<b>100.00</b>	<b>56.65</b>	<b>43.35</b>	<b>100.00</b>
XI	47.82	52.18	100.00	47.92	52.08	100.00	47.89	52.11	100.00	47.04	52.96	100.00
XII	46.59	53.41	100.00	50.96	49.04	100.00	41.63	58.37	100.00	39.35	60.65	100.00
<b>Sr. Secondary Total</b>	<b>47.20</b>	<b>52.80</b>	<b>100.00</b>	<b>49.35</b>	<b>50.65</b>	<b>100.00</b>	<b>44.39</b>	<b>55.61</b>	<b>100.00</b>	<b>42.63</b>	<b>57.37</b>	<b>100.00</b>
Technical Education	40.91	59.09	100.00	45.85	54.15	100.00	37.79	62.21	100.00	39.39	60.61	100.00
<b>Technical Education Total</b>	<b>40.91</b>	<b>59.09</b>	<b>100.00</b>	<b>45.85</b>	<b>54.15</b>	<b>100.00</b>	<b>37.79</b>	<b>62.21</b>	<b>100.00</b>	<b>39.39</b>	<b>60.61</b>	<b>100.00</b>

# **Annual Work Plan**

## **2003-2004**

**District : Kapurthala**

**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	80
2	No. of P E Blocks	7
3	No. of CRC's	63
4	No. of Villages	690
4.1	No. of VEDC's	757
4.2	No. of VEDC's Members	6056
5	No. of Habitations/Wards (Unservd)	2111
5.1	No. of S.C. Bastis	399
6	No. of House Holds	143114
	<b>No. of Schools</b>	
7	No. of Primary Schools (State Govt.)	536
7.1	Non State Govt. Primary Schools	74
7.2	Unrecognised Primary Schools	143
8	No. of Middle Schools/Sections (State Govt.)	221
8.1	Non State Govt. Middle Schools/Sections	74
8.2	Unrecognised Middle Schools/Sections	145
	<b>No. of Teachers (State Govt.)</b>	
9	No. of Primary Teachers	1721
9.1	No. of JBT Teachers + New	1343
9.2	No. of HT	315
9.3	No. of CHT's	63
10	No. of Teachers Middle Schools/Sections	1447
	<b>Primary (State Govt.)</b>	
11	Total No. of Students	47102
11.1	Male Students	25091
11.2	Female Students	22011
11.3	Total No. of S.C. Students	28429
11.4	Male S.C. Students	14872
11.5	Female S.C. Students	13557
	<b>Upper Primary (State Govt.)</b>	
12	Total No. of Students	25392
12.1	Male Students	12695
12.2	Female Students	12697
12.3	Total No. of S.C. Students	12402
12.4	Male S.C. Students	6155
12.5	Female S.C. Students	6247
	<b>Out of School Children</b>	
13	No. of Out of School Children Total	2322
13.1	No. of Out of School Children Male	1020
13.2	No. of Out of School Children Female	1302
13.3	No. of EGS Centres (Proposed)	219
	<b>No. of Handicapped Children</b>	
14	Total No. of Handicapped Children	739
15	Aanganwari Centre	556

<i>District - Kapurthala</i>		
Blockwise list of BRC and CRC - 2003		
PEBlock Code & Name	CRC	BRC
198	KAPURTHALA-I	8
199	KAPURTHALA-II	11
200	KAPURATHLA-III	7
201	SULTANPUR - I	8
202	SULTANPUR - II	7
203	BHULATH	11
204	PHAGWARA	11
	<b>Total</b>	<b>63</b>
		<b>5</b>

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

District wise list of PEBlocks	
PEBLOCK	CODE
KAPURTHALA	
KAPURTHALA-I	198
KAPURTHALA-II	199
KAPURATHLA-III	200
BHULATH	203
PHAGWARA	204
SULTANPUR - I	201
SULTANPUR - II	202

Source : Sarva Shiksha Abhiyan

Blockwise count of villages

PEBlock Code & Name		No. of Villages
	<i>District - Kapurthala</i>	2003-04
198	KAPURTHALA-I	82
199	KAPURTHALA-II	103
200	KAPURATHLA-III	82
201	SULTANPUR - I	103
202	SULTANPUR - II	94
203	BHULATH	125
204	PHAGWARA	101
	<b>Total</b>	<b>690</b>

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

BLOCKWISE COUNT OF PRIMARY SCHOOLS - 2002														
DISTRICT - KAPURTHALA														
PE BLOCK CODE & NAME	G1	G2	G3	G4	TOTG	P1	P2	P3	P4	P5	P6	TOTP	TOTAL	
PE198	KAPURTHALA-I	69	2	0	0	71	2	0	7	4	1	18	32	103
PE199	KAPURTHALA-II	86	0	0	0	86	2	0	6	2	0	19	29	115
PE200	KAPURATHLA-III	62	0	0	0	62	0	0	0	0	0	17	17	79
PE201	SULTANPUR - I	63	0	0	0	63	0	0	2	1	0	10	13	76
PE202	SULTANPUR - II	66	0	0	0	66	2	0	2	0	0	8	12	78
PE203	BHULATH	100	0	0	0	100	1	0	7	1	0	42	51	151
PE204	PHAGWARA	90	0	0	0	90	11	2	18	2	1	29	63	153
TOTAL		536	2	0	0	538	18	2	42	10	2	143	217	755

**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 - KAPURTHALA														
PE BLOCK CODE & NAME	G1	G2	G3	G4	TOTG	P1	P2	P3	P4	P5	P6	TOTP	TOTAL	
PE198	KAPURTHALA-I	29	2	0	0	31	2	0	7	4	1	18	32	63
PE199	KAPURTHALA-II	43	1	0	0	44	2	0	6	2	0	19	29	73
PE200	KAPURATHLA-III	22	0	0	0	22	0	0	0	0	0	17	17	39
PE201	SULTANPUR - I	19	1	0	0	20	0	0	2	1	0	10	13	33
PE202	SULTANPUR - II	22	0	0	0	22	2	0	2	0	0	8	12	34
PE203	BHULATH	43	0	0	0	43	1	0	7	1	0	42	51	94
PE204	PHAGWARA	43	0	0	0	43	11	2	18	2	1	29	63	106
TOTAL		221	4	0	0	225	18	2	42	10	2	143	217	442

**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.)

<b>District - Kapurthala</b>					
<b>Blockwise Breakup of Primary Teachers - 2003</b>					
<b>PEBlock Code &amp; Name</b>		<b>JBT</b>	<b>HT</b>	<b>CHT</b>	<b>Total</b>
198	KAPURTHALA-I	184	37	8	229
199	KAPURTHALA-II	244	54	11	309
200	KAPURATHLA-III	142	36	7	185
201	SULTANPUR - I	138	30	8	176
202	SULTANPUR - II	151	36	7	194
203	BHULATH	232	64	11	307
204	PHAGWARA	252	58	11	321
	<b>Total</b>	<b>1343</b>	<b>315</b>	<b>63</b>	<b>1721</b>

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

CD BLOCKWISE ENROLLMENT MARCH 2003

DISTRICT - KAPURTHALA

S. NO.	Integrated Child Development Scheme	Anganwari Centres	Pre School Education (3-6) Years		
			Boys	Girls	Total
1	Dhilwan	72	1090	860	1950
2	Kapurthala	120	1762	1512	3274
3	Nadala	121	1720	1444	3164
4	Phagwara	115	1501	1424	2925
5	Sultanpur	128	1462	1118	2580
	Total	556	7535	6358	13893

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

District-Kapurthala							
Blockwise Enrollment in State Govt. Primary Schools							
Peblock		Total			SC		
		Male	Female	Total	Male	Female	Total
198	Kapurthala-I	3345	2895	6240	2051	1849	3900
199	Kapurthala-II	4780	4207	8987	2832	2628	5460
200	Kapurthala-III	2789	2512	5301	1848	1747	3595
201	Sultanpur-I	2498	2217	4715	1306	1189	2495
202	Sultanpur-II	2971	2481	5452	1333	1135	2468
203	BHULATH	3430	3149	6579	1862	1726	3588
204	PHAGWARA	5278	4550	9828	3640	3283	6923
	<b>TOTAL</b>	<b>25091</b>	<b>22011</b>	<b>47102</b>	<b>14872</b>	<b>13557</b>	<b>28429</b>

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

District-Kapurthala							
Blockwise Enrollment in State Govt. Middle Schools							
Peblock		Total			SC		
		Male	Female	Total	Male	Female	Total
198	Kapurthala-I	1492	1379	2871	611	553	1164
199	Kapurthala-II	2072	1915	3987	981	979	1960
200	Kapurthala-III	1168	1124	2292	607	598	1205
201	Sultanpur-I	1021	981	2002	378	361	739
202	Sultanpur-II	1294	1245	2539	429	424	853
203	BHULATH	1617	1685	3302	650	624	1274
204	PHAGWARA	4031	4368	8399	2499	2708	5207
	<b>TOTAL</b>	<b>12695</b>	<b>12697</b>	<b>25392</b>	<b>6155</b>	<b>6247</b>	<b>12402</b>

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

<b>District-Kapurthala</b>				
<b>Annual Work Plan 2003 - 2004</b>				
<b>Blockwise Enrollment in Primary Schools</b>				
<b>Peblock</b>	<b>State Govt</b>	<b>Non-State Govt.</b>	<b>Unrecognized</b>	<b>Grand Total</b>
198 KAPURTHALA - I	6240	2150	2692	11082
199 KAPURTHALA - II	8987	2137	3146	14270
200 KAPURTHALA - III	5301	1102	2996	9399
201 SULTAN PUR - I	4715	1475	1158	7348
202 SULTAN PUR - II	5452	1020	1164	7636
203 GHULATH	6579	5488	8602	20669
204 PHAGWARA	9828	2662	3721	16211
<b>Grand Total</b>	<b>47102</b>	<b>16034</b>	<b>23479</b>	<b>86615</b>

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

District-Kapurthala				
Annual Work Plan 2003 - 2004				
Blockwise Enrollment in Middle Schools				
Peblock	State Govt	Non-State Govt.	Unrecognized	Grand Total
198 KAPURTHALA - I	2871	747	889	4507
199 KAPURTHALA - II	3987	1014	240	5241
200 KAPURTHALA - III	2292	625	1002	3919
201 SULTAN PUR - I	2002	571	104	2677
202 SULTAN PUR - II	2539	414	274	3227
203 GHULATH	3302	3733	323	7358
204 PHAGWARA	8399	1359	2132	11890
Grand Total	25392	8463	4964	38819

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

District-Kapurthala							
Blockwise Out of Schools Children - 2003							
Peblock		Age Group (6-14)					
		Total			SC		
		Boys	Girls	Total	Boys	Girls	Total
198	Kapurthala-I	32	43	75	22	30	52
199	Kapurthala-II	426	602	1028	170	242	412
200	Kapurthala-III	230	262	492	138	159	297
201	Sultanpur-I	109	145	254	43	58	101
202	Sultanpur-II	111	117	228	49	53	102
203	BHULATH	41	50	91	21	26	47
204	PHAGWARA	71	83	154	42	49	91
	<b>TOTAL</b>	<b>1020</b>	<b>1302</b>	<b>2322</b>	<b>485</b>	<b>617</b>	<b>1102</b>

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



<b>Blockwise Handicapped Children</b>							
<b>District : Kapurthala - 6-14 Years (Total) - 2003</b>							
<b>PEBlock</b>	<b>Visually Impaired Children</b>	<b>Speech Impaired Children</b>	<b>Hearing Impaired Children</b>	<b>Physically Challenged Children</b>	<b>Mentally Challenged Children</b>	<b>Any Other Challenged Children</b>	<b>Total</b>
Kapurthala-I	6	18	2	25	23	5	79
Kapurthala-II	5	22	3	63	54	7	154
Kapurthala-III	4	26	11	23	41	6	111
Sultanpur-I	3	13	2	31	33	17	99
Sultanpur-II	0	0	1	3	2	1	7
BHULATH	15	28	9	48	25	8	133
PHAGWARA	10	33	11	58	38	6	156
<b>Total</b>	<b>43</b>	<b>140</b>	<b>39</b>	<b>251</b>	<b>216</b>	<b>50</b>	<b>739</b>

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

<b>Blockwise Handicapped Children</b>						
<b>District : Kapurthala - 6-14 Years (Total) - 2003</b>						
<b>PEBlock</b>	<b>SC</b>			<b>BC</b>		
	<b>School Going</b>	<b>School Not Going</b>	<b>Total</b>	<b>School Going</b>	<b>School Not Going</b>	<b>Total</b>
Kapurthala-I	16	16	32	6	4	10
Kapurthala-II	24	23	47	11	26	37
Kapurthala-III	34	55	89	7	10	17
Sultanpur-I	40	34	74	14	29	43
Sultanpur-II	11	6	17	0	0	0
BHULATH	18	9	27	30	18	48
PHAGWARA	34	34	68	8	7	15
<b>Total</b>	<b>177</b>	<b>177</b>	<b>354</b>	<b>76</b>	<b>94</b>	<b>170</b>

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

## ANNUAL WORK PLAN AND BUDGET for the year 2003-04

District: Kapurthala										
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			Physical	Financial	
1	PFE	Primary Schools								
		Salary of teachers (schools opened last year)	0.072	180	14.040		14.040	1080	77.760	91.800
		TLE Grants	0.100				0.000	90	9.000	9.000
		<b>Sub-Total</b>			14.040		14.040		86.760	100.800
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					18	8.000	8.000
		<b>Sub-Total</b>					0.000		8.000	8.000
3		School Grants	0.020	795	15.900	15.900	0.000	757	15.148	15.148
4		Teachers Grants	0.005	3223	16.118	16.118	0.000	3168	15.840	16.840
5	EGS	EGS Centers for 8-14	0.00845					2322	19.621	19.621
		<b>Sub-Total</b>							19.621	19.621
5.1	IED	Education of disabled	4	739	8.868	0.000	8.868		8.868	17.734
		<b>Sub-Total</b>			8.868	0.000	8.868		8.868	17.734
6	BRC	Salary of staff	0.072	180	14.040		14.040	960	69.120	83.180
6.1		Contingency Grant	0.125	5	0.625	0.875	-0.250	5	0.625	0.375
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	0.000	0.300	60	0.300	0.600
6.4		BRC	0.072				0.000	120	8.640	8.640
		<b>Sub-Total</b>			15.218	0.875	14.340		78.935	93.275
7	CRC	Salary CRC coordinator							0.000	0.000
7.1		Contingency Grant	0.025	83	1.575	1.575	0.000	83	1.575	1.575
7.2		TLM Grant	0.010	63	0.630	0	0.630	63	0.630	1.260
7.3		Workshops and Meetings Grants	0.002	756	1.512	0	1.512	756	1.512	3.024
7.4		CRC						0	0.000	0.000
		<b>Sub-Total</b>			3.717	1.575	2.142		3.717	6.858
8	R&E	Research and Evaluation Programme		795	11.130	11.130	0.000		10.597	10.597
		<b>Sub-Total</b>			11.130	11.130	0.000		10.597	10.597
9		Civil Works								0.000
9.1		Construction of BRC buildings	6.000	4	24.000	24.000	0.000	2	12.000	12.000
9.2		Construction of CRC buildings	2.000	6	12.000	0.000	12.000	6	12.000	24.000
9.3		Construction of additional room for P/S	1.200	35	42.000	60.000	-18.000	40	48.000	30.000
9.4		Construction of additional room for UPS	1.200	35	42.000	36.000	6.000	80	96.000	102.000
9.4		Buildingless Schools	3.000	4	12.000	12.000	0.000	0	0.000	0.000
9.5		Branch School Buildings	3.000	6	18.000	0.000	18.000	0	0.000	18.000
9.6		Sanitary Blocks and drinking water facilities for primary and upper primary sections	0.350	330	115.500	87.500	28.000	120	42.000	70.000
9.7		Construction of Headmaster room for UPS	1.200				0.000	14	18.800	18.800
9.8		Veranda	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
		<b>Sub-Total</b>			265.500	219.500	48.000		226.800	272.800
10		Maintenance and Repair Grant	0.050	1340	67.000	67.000	0.000	757	37.850	37.850
		<b>Sub-Total</b>			67.000	67.000	0.000		37.850	37.850
11	MGT	Management Cost			15.600	1.892	13.708		41.674	56.382
		<b>Sub-Total</b>			15.600	1.892	13.708		41.674	56.382
12	TRG	20 days Teachers training (in service)	0.014	3223	45.122	15.388	29.734	3168	44.352	74.088
		<b>Sub-Total</b>			45.122	15.388	29.734		44.352	74.088
13	VEC	Training to VEC Members	0.0003	12720	3.816	0	3.816	12112	3.634	7.450
		<b>Sub-Total</b>			3.816	0.000	3.816		3.634	7.450
14	INO	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			9.997		9.997		9.997	19.994
		ECE			15.003		15.003		15.207	30.210
		<b>Sub-Total</b>			49.996	0	49.996		50.200	100.198
15		Free text books for Non SC girls	0.0015	15231	22.847	14.040	8.807	21322	31.983	40.790
		<b>Sub-Total</b>			22.847	14.040	8.807		31.983	40.790
		<b>Grand Total</b>			554.866	363.415	191.451		683.968	875.418

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

Account Code	Maj. Act.	Item	2003-04					Remarks
			Unit cost	Physical	Period	Financial	% to total	
1	PFE	Salary for primary teachers 90 x 12	0.072	1080	12 months	77.760		
		TLE for New primary Schools(upgradation of Branch Schools with more than 40 students)	0.100	90		9.000		
						86.760	12.685	
2	UPE	<b>Upper primary Schools</b>						
		TLE for Upper Primary Schools	0.500	16		8.000		
						8.000	1.170	
3		School Grant (P+UP Schools)	0.020	757		15.150	2.214	
4		Teacher Grant (P+UP Teachers)	0.005	3168		15.840	2.316	
5	EGS	Cost of running of EGS centres for 2322 out of school children of 6-14 age group declining by 25%	0.00845	2322		19.621		
		<b>Subtotal</b>				19.621	2.869	
5.1	IED	IED Training to BRC staff 5 x10 x 5	0.0007	250	5 months	0.175		
		IED assessment camps 2 x5	0.020	10		0.20		
		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	757		0.257		
		Manual for Teachers about mentally challenged children for No. of primary + upper primary schools	0.00036	757		0.273		
		Special assistance and TLM to disabled children	0.00509	739		3.762		
		<b>Subtotal</b>				8.866	1.296	
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		

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

Account Code	Maj. Act.	Item	2003-04					
			Unit cost	Physical	Period	Financial	% to total	Remarks
6.1		BRC Contingency grant for 5 CD Blocks @ Rs.12500/- P.A.	0.125	5		0.625		
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/- x 12 P.A.	0.072	120	12 months	8.640		
		<b>Subtotal</b>				<b>78.935</b>	<b>11.541</b>	
7	CRC	Salary of Staff						
7.1		CRC Contingency grant for 159 CRCs Blocks @ Rs.2500/- P.A.	0.025	63		1.575		
7.2		TLM grant for 63 CRCs @ Rs.1000/- P.A.	0.010	63		0.630		
7.3		Meetings, Travel allowance for 63 CRCs Blocks @Rs.200 x 12 P.A.	0.002	756	12 months	1.512		
		<b>Subtotal</b>				<b>3.717</b>	<b>0.543</b>	
8	R&E	<b>Reasearch and Evaluation Programme</b>						
		Annual School, Block and district planning for Primary and Upper Primary schools @ Rs. 30/-	0.0003	757		0.227		
		Annual School Gradation and Evaluation process for Primary & Upper primary schools @ Rs. 30/-	0.0003	757		0.227		
		Conduct of Pupil Achievement Survey 5% to 10% of schools @ Rs. 2000/-	0.02	76		1.520		
		Academic monitoring of schools by DIET staff by travelling 2x12 months @ Rs. 1000/-	0.01	48		0.480		
		Academic supervision by BRCs 5 x 5 units @ Rs. 1000/-	0.01	50		0.500		

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

Account Code	Maj. Act.	Item	2003-04					
			Unit cost	Physical	Period	Financial	% to total	Remarks
		Hiring of Vehicles for Academic supervision by DPO/SPD 5 visits to 10 visits x 12 months @ Rs. 1000/-	0.01	120	12 months	1.200		
		Annual Household survey @ Rs.3/- per household for 143114 households in parts	0.00003	115614		3.468		
		MIS Data collection and processing of data for primary schools at State/District office	0.0017	536		0.911		
		MIS Data collection and processing of data for upper primary schools/sections at State/District office	0.0018	221		0.398		
		Development and supply of material for evaluation of learning in upper primary schools i) Science ii) Mathematics iii) Health and physical education iv) English v) Hindi vi) Punjabi vii) Social Studies	0.00028	269		0.075		
		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	757		1.590		
		<b>Subtotal</b>				<b>10.597</b>	<b>1.549</b>	

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

Account Code	Maj. Act.	Item	2003-04					
			Unit cost	Physical	Period	Financial	% to total	Remarks
9		<b>Civil Works</b>						
9.1		Block Resource centre buildings	6.000	2		12.000		
9.2		Cluster Resource Centres	2.000	6		12.000		
9.3		Additional Class rooms for primary schools	1.200	40		48.000		
9.4		Buildings for buildingless school	3.000			0.000		
9.4		Additional Classrooms for Primary schools and upper primary sections	1.200	80		96.000		
9.5		New Primary school buildings Branch Schools	3.000			0.000		
9.6		Sanitary Blocks and drinking water facilities for primary and upper primary sections	0.350	120		42.000		
9.7		Headmaster's room for upper primary sections	1.200	14		16.800		
9.8		Verandah	1.200			0.000		
9.9		Buildings for schools having unsafe buildings	3.000			0.000		
		<b>Subtotal</b>				<b>226.800</b>	<b>33.159</b>	
10		<b>Maintenance and Repair Grant</b>						
		Repairs and maintenance of school Primary and upper primary sections	0.050	757		37.850		
		<b>Subtotal</b>				<b>37.850</b>	<b>5.534</b>	
11	MGT	<b>Management Cost</b>						
		Hire charges for vehicles for DPO/State 30 times x 6 months	0.015	180		2.700		
		DPO/state consumables	0.070	12		0.840		
		Water, Electricity, Telephone etc. of District and State office	0.100	12		1.200		
		TA & DA of District and State etc.	0.300	12		3.600		
		Computer Stationery Peripherals DPO/State	0.200	1		0.200		
		Documentation at DPO/State	3.000	1		3.000		

**Annual Work Plan & Budget for the year 2003-04,  
District Kapurthala, 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 (once a year visit of 10 schools per block by all senior officers for three days- taxi and other charges) to be conducted by State/District office No of blocks x2	0.030	10		0.300		
		Development and printing of modules on planning and management by State/District office	0.00036	757		0.273		
		Hiring of experts for pedagogy research, evaluation, community mobilization, gender sensitisation, alternative schooling, planning and management training District 8x12x8000	0.08000	96		7.680		
		Circulation of material prepared of the experts to school/VEDC level				0.000		
		News Letter	0.00025	757		0.189		
		Media Activity				0.000		
		Development and distribution work training manual for VEDCs 4 x757	0.00032	3028		0.969		
		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 primary & upper primary schools (757)	0.00047	1514		0.712		



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

Account Code	Maj. Act.	Item	2003-04					Remarks
			Unit cost	Physical	Period	Financial	% to total	
		Hiring of vehicles for monitoring of civil works by State office and seeking advice on civil work	0.100	12		1.200		
		<b>Subtotal</b>				<b>41.674</b>	<b>6.093</b>	
12	TRG	Teachers training for primary and upper primary for 20 days The detail of various training and training schedule have been given in the chapter of Training Programme	0.0140	3168		44.352		
		<b>Subtotal</b>				<b>44.352</b>	<b>6.485</b>	
13	VEC	<b>Training to VEC Members</b>						
		Orientation to VEDC Members No. of primary + upper primary x 8 members x 2	0.0003	12112		3.634		
		<b>Subtotal</b>				<b>3.634</b>	<b>0.531</b>	
14	INO	<b>INNOVATIVE</b>						
<b>a) Computer Education</b>								
		Cost of running of computer education centres at block/cluster level	15.000	1		15.000		
		<b>Subtotal</b>				<b>15.000</b>	<b>2.193</b>	
<b>b) Education of Girls</b>								
		Remedial coaching for girls students for two months in primary schools in parts	0.003	280		0.840		
		Remedial coaching for girls students for two months in upper primary schools in parts	0.003	117		0.35		
		Development of supplement reading material and item Bank for 22011 girl student of primary students for use in remedial coaching in parts	0.00038	11065		4.205		

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

Account Code	Maj. Act.	Item	2003-04					Remarks
			Unit cost	Physical	Period	Financial	% to total	
		Development of supplement reading material and item Bank for 12697 girl student of upper primary students for use in remedial coaching in parts	0.00057	8070		4.600		
		<b>Subtotal</b>				<b>9.996</b>	<b>1.461</b>	
<b>c) SC/ST</b>								
		Remedial coaching for 3 months in primary & upper primary schools in parts	0.0030	397		1.191		
		Supplementary reading material for remedial coaching Primary Schools SC children 28429 in parts schools	0.0005	10572		5.286		
		Question Bank for SC children of 12402 upper primary classes for remedial coaching in parts	0.0006	5867		3.520		
		<b>Subtotal</b>				<b>9.997</b>	<b>1.462</b>	
<b>d) ECCE</b>								
		School readiness kits and playway material for 3-5 age children in ICDS Centres 556x3	0.00075	1668		1.251		
		Teaching learning material for 3-5 age children in ICDS centers x 2 partly	0.00030	42500		12.750		
		School readiness kits for first generation learners in primary schools of 5 year age for no. of primary schools x 3 in parts	0.00075	1608		1.206		
		<b>Subtotal</b>				<b>15.207</b>	<b>2.223</b>	
15		<b>Free text books for Non SC girls</b>	0.0015	21322		31.983		
						<b>31.983</b>	<b>4.676</b>	
		<b>Grand Total</b>				<b>683.969</b>		

# 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:

- Have a high reputation for teaching and developing innovative practices.
- Possess adequate knowledge of the subject content and the pedagogical theory and practice for upgrading the competence of educational functionaries
- Have a democratic disposition and skills for initiating and leading group discussions.
- 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:

- Qualification and expertise both in the contents and pedagogy of the subject areas.
- Experiences of organisation and participation in the In-Service Education Programme and activities.
- Reputation for teaching and innovative works in classroom situations.
- 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
<b>Plan of Programs for General Training to Develop/Enhance Personal &amp; Professional Competencies of Regular Teachers</b>					
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	2 days	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
<b>Plan of Programs for Training for Focus Groups to Develop/Enhance Personal &amp; Professional Competencies of Regular Teachers</b>					
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
<b>Plan of Programs to Enhance Academic and Professional Competencies of Regular Teachers</b>					
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	1 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
<b>Plan of Programs to Develop/Enhance Personal &amp; Professional Competencies of Pre Primary Teachers</b>					
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	12 days	Annual
7.	Referral - Why? Constraints & limitations	-	All	2 days	Annual
8.	Grievances and feedback (This is a local Program)	-	All	15 days	Annual

<b>B. Training Programme For School Heads</b>					
Sr. No.	Name of Training	Level	Minimum Length of Service	Duration	Frequency
<b>Plan of Programs for General Training to Develop/Enhance Personal &amp; Professional Competencies of School Heads</b>					
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
<b>Plan of Programs for Training for Focus Groups to Develop/Enhance Personal &amp; Professional Competencies of School Heads</b>					
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
<b>Plan of Programs to Enhance Academic and Professional Competencies of School Heads</b>					
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	$(4 \times 20 + 1 \times 10) + (10) = 100$
12	Moga	$(3 \times 20 + 1 \times 10) + (10) = 80$
13	Mukatsar	$(3 \times 20 + 1 \times 10) + (10) = 80$
14	Nawan Shehar	$(4 \times 20 + 1 \times 10) + (10) = 100$
15	Patiala	$(7 \times 20 + 2 \times 10) + (10) = 170$
16	Ropar	$(5 \times 20 + 2 \times 10) + (10) = 130$
17	Sangrur	$(9 \times 20 + 3 \times 10) + (10) = 220$
	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 Tipper, dummies and drum etc. for parade.

#### **Planning Management:**

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

#### **Curriculum Material Development and Education:**

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

### **TRAINING IN COMPUTER EDUCATION**

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

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

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

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

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

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

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

18. Abbreviation related to computers.

### TRAINING OF ENGLISH TEACHERS

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

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

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

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

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

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

### **Tentative Training Programme Contents for the English Teachers (Secondary)**

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



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

### TRAINING OF SCIENCE AND MATHS TEACHERS

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

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

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

The teacher has to be competent at: -

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

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

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

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

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

*Day-1 (5.5.03)*

**Registration**

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

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

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

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

#### Inauguration

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

#### Assignment

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

#### Pre-Test

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

#### Practicals

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

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

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

### Discussion

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

### *Day-2 (6-5-03)*

#### Element, Compound & Mixture (Chemistry)

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

#### Work and Energy (Physics)

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

#### Health & Diseases (Biology)

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

#### Library

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

#### Practical

- Groups of seminarians will be inter-changed.

### *Day-3 (7-5-03)*

#### Nature of matter and separation of substances (Chemistry)

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

- 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 its properties.

#### Heat & flow of heat (Physics)

- Heat – one of the forms of energy.
- Production of heat in molecules (due to molecular vibrations).
- Temperature, Difference between Heat and Temperature; 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 <i>Spirogyra</i> from pond water and <i>Rhizopus</i> 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<sup>th</sup> to 8<sup>th</sup>.
- Teachers will be asked to prepare a lesson of 5-10 minutes duration on the topic, which they think that they can give some innovative idea regarding its methodology.
- Performa will be given to teachers regarding their choice of topics of particular subject (to be included in seminar.)

#### Pre-Test

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

#### Practicals

Seminarians will be divided in three groups A, B and C. The following 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 be faced by them regarding content and methodology of a particular topic and solutions will be evolved by interaction among them. Subject experts of practical group will act as facilitators.

#### *Day-2 (6-5-03)*

#### Element, Compound & Mixture (Chemistry)

- Element, Compound and mixture.
- Elements, Compounds and 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 its properties.

##### Heat & flow of heat (Physics)

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

##### Our Environment (Biology)

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

##### Educational Excursion.

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

#### *Day-5 (9-5-03)*

##### Conservation of Natural resources (Biology)

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

##### Chemistry

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

### Magnetism (Physics)

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

### Participation of Teachers

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

### Practicals

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

### *Day -6 (12-5-03)*

#### Animal System (Biology)

- Digestive system, or
- Respiratory System

#### Physics

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

#### Animal System (Biology)

- Circulatory system, or
- Excretory system.

#### OHP, Slide Projector

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

#### Practical

- Groups of seminarians will be inter-changed.

### *Day-7 (13-5-03)*

#### Biology

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

### Man made Materials

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

### Organic Evolution (Biology)

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

### Post-Test

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

### Practical

- Groups of seminarians will be inter-changed.

### *Day-8 (14-5-03)*

### Carbon & its compounds (Chemistry)

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

### Food (Biology)

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

### Electricity (Physics)

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

### Science Kit

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

### Valedictory

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

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

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

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

*Day-1 (21.7.03)*

**Registration**

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

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

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

**Inauguration**

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

**Assignment**

- Teachers will be given information regarding preparation of assignment for a particular topic of Physics, Chemistry, Biology from Classes 6<sup>th</sup> to 10<sup>th</sup>.
- 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 <sub>4</sub> 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.

### 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<sup>th</sup> to 10<sup>th</sup>.
- Teachers will be asked to prepare a lesson of 5-10 minutes duration on the topic, which they think that they can give some innovative idea regarding its methodology.
- Performa will be given to teachers regarding their choice of topics of particular subject (to be included in seminar.)

### Pre-Test

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

### Practical

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

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

### Discussion

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

*Day-2 (22-7-03)*

**Matter-Nature & behavior (Chemistry)**

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

**Diversity in living World (Biology)**

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

**Force (Physics)**

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

**Library**

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

**Practical**

- Groups of seminarians will be inter-changed.

*Day-3 (23-7-03)*

**Periodic Table (Chemistry)**

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

**Biology**

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

**Measurement, units & motion (Physics)**

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

**Basic Algebraic Concepts (Maths)**

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

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

**Practical**

- Groups of seminarians will be inter-changed.

**Day-4 (24.7.03)**

**Chemistry**

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

**Sun and Nuclear energy (Physics)**

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

**Electricity (Physics)**

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

**Population Education**

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

**Practicals**

Physics	Chemistry	Biology
1. To study the variation in limiting with mass and the nature of surfaces in contact.	1.To carry out the following chemical reactions and record observations:- i) Iron nail with copper sulphate solution in water. ii) Burning of magnesium ribbon in air. iii) Zinc with sulphuric acid. iv) Heating of NH <sub>4</sub> 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 seminararians.
- 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 seminararians 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 seminararians.
- If no choice, an important topic will be taken by the subject expert & innovative ideas regarding topic will be given to the seminararians.

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

##### Assignment

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

##### Pre-Test

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

## MANAGEMENT OF TEACHER TRAINING

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

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

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

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

## CHALLENGES OF EDUCATIONAL SCENARIOS

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

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

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

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

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

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

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

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

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



**IMPROVEMENT OF SCIENCE EDUCATION SCHEME**

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

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

Day	9:30 to 10:15	10:15 to 11:00	11:00 to 11:15	11:15 to 12:00	12:00 to 12:45	12:45 to 1:30	1:30 to 3:30	3:30 to 4:30
1	Registration	Inauguration	T e a	Assignment	Library	L u n c h	Practical of phy, chem, bio according to syllabus	Discussion regarding problems faced by teachers and teacher's presentation
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		Rocks, Minerals & Metals	Educational excursion		Educational Excursion	
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 seminararians	Biology according to choice of seminararians		Physics according to choice of seminararians	Science Kit		Valedictory & TA/DA disbursement	

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	T e a	Assignment	Library	L u n c h	Practical of phy, chem, bio according to syllabus	Discussion regarding problems faced by teachers and teacher's presentation
2	Nature of Matter	Diversity in the living world		Energy	Pre-test		as above	
3	Human Diseases	Classification of elements		Sun and Nuclear Energy	Maths		as above	
4	Magnetism	Chemical bonding		Natural Resources	Population Education		as above	
5	Chemical Reactions	Light		Participation by Teachers	Moral Values		as above	
6	Carbon and its Compounds	Our Environment		Electricity and its Applications	Assignments		as above	
7	Life Processes	Educational Excursion		Educational Excursion			Educational Excursion	
8	Heredity and Evolution	Metals and Non-metals		Universe	NTSE		Practical of phy, che, bio, acc to syllabus	
9	Chemistry acc to choice of seminararians	Biology acc to choice of seminararians		Physics acc to choice of seminararians	Post Test		as above	
10	Biology acc to choice of seminararians	Chemistry acc to choice of seminararians		Physics acc to choice of seminararians	Science Kit		Valedictory & TA/DA disbursement	

**MIDDLE MATHS SEMINAR (8 DAYS)**

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

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

Assignments, Mathematical teaching problems faced by teachers & discussion in a planned manner

IMPROVEMENT OF SCIENCE EDUCATION SCHEME							
TIME-TABLE FOR HIGH SCIENCE SEMINAR (MEDICAL GP.) YR. 2003-4 (5.5.03 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 seminararians		Measurement, units & motion (phy)	Basic Algebraic Concepts (maths)		as above
4	Chemistry acc to choice of seminararians	Sun & Nuclear Energy (phy)		Electricity (phy)	Population Education		as above
5	Chemistry acc to choice of seminararians	Number System (maths)	T E A	Participation by teachers	Moral Values	L U N C H	as above
6	Carbon & its Compounds	Physics acc to choice of seminararians		Light (phy)	Assignments		as above
7	Heat (Phy)	Educational Excursion		Educational Excursion			Educational Excursion
8	Physics acc to choice of seminararians	Electricity (phy)		Basic Geometrical Concepts (maths)	NTSE		Practical of Phy, Chem, Bio acc to syllabus
9	Magnetism (phy)	Chemical Bonding (che)		Human Diseases (bio)	Post-test		as above
10	Universe(phy)	Carbon & its Compounds		Biology acc to choice of seminararians	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	
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 Seminaris	Population Education		as above	
5	Chemistry acc to choice of seminaris	Life Processes (bio)	S E A	Participation by teachers	Moral Values	L U N C H	as above	
6	Chemistry acc to choice of seminaris	Physics acc to choice of seminaris		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 seminaris		Biology acc to choice of Seminaris	NTSE		Practical of Phy, Chem, Bio acc to syllabus	
9	Magnetism (phy)	Carbon & its Compounds (che)		Sustainable Agriculture (bio)	Post-test		as above	
10	Electricity (phy)	Carbon & its Compounds (che)		Our Environment (bio)	Science Kit		Valedictor y & TA/DA disbursem ent	

**Material Prepared for SSA**

## Sarva Shiksha Abhiyan

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



## Sarva Shiksha Abhiyan

Title/Description	Objective	Language	Source material	Circulation	No of Item
ਸਿੱਖਿਆ ਯੋਜਨਾਬੰਦੀ ਤੇ ਸਿੱਖਿਆ ਵਿਕਾਸ ਦੀ 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 ਯੋਜਨਾਬੰਦੀ- ਧਾਰਨਾ ਤੇ ਸੰਗ੍ਰਹਣਾ 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 (ਮਾਡਿਊਲ) 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
ਵਿਰਥੇ 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
<b>Community Participation and Monitoring /PASWAK</b>					
ਪਸਵਕ ਦੇ ਹਿਸਾਬ-ਕਿਤਾਬ ਰੱਖਣ ਦੀਆਂ ਵਿਧੀਆਂ ਸਿਖਲਾਈ ਮੈਨੂਅਲ Accounting procedures of PASWAK: Training Manual	Planning & Management (VEDC) Training Manual	Punjabi	SSA, Punjab	School level	1
ਪਸਵਕ ਦੇ ਕੰਮਾਂ-ਕਾਰਜਾਂ 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. ਬੁੱਚਰ SSA Brochure	Motivation and awareness	Punjabi	SSA, Punjab	School level	1
ਐਸ ਐਸ ਏ ਬੁੱਚਰ 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 ਕਾਰਜ School Building works	VEDC (Construction Drawings and schedules of material)	Punjabi	SSA, Punjab	School level	1
ਸਕੂਲ ਮੁਲਾਂਕਣ ਤੇ ਗਰੈਜੂਏਸ਼ਨ School evaluation & graduation		Punjabi	SSA, Punjab	School level	1

## Sarya Shiksha Abhiyan

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

## Sarva Shiksha Abhiyan

Title/Description	Objective	Language	Source material	Circulation	No of Item
ਬੁੱਟੀ ਅਨੁਸਾਰ ਸਰੀਰਕ/ਮਾਨਸਿਕ ਕੁਟੰਬੀਆਂ ਦਾ ਸਾਹਮਣਾ ਕਰਦੇ ਬੱਚਿਆਂ ਦੀ ਰਿਪੋਰਟ (ਪਿੰਡ, ਵਾਰਡ, ਬਲੋਕ, ਬਲਾਕ ਅਤੇ ਜ਼ਿਲ੍ਹਾ ਪੱਧਰ) ਐਸ. ਐਸ. ਏ./ਐਫ. ਐਸ. I,II,III,IV/II Category wise Physically/Mentally handicapped (village/ward, cluster, block and district) SSA/FS I,II,III,IV/II	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

## Sarva Shiksha Abhiyan

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

## Sarva Shiksha Abhiyan

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