

SARVA SHIKSHA ABHIYAN

DISTRICT ELEMENTARY EDUCATION PLAN

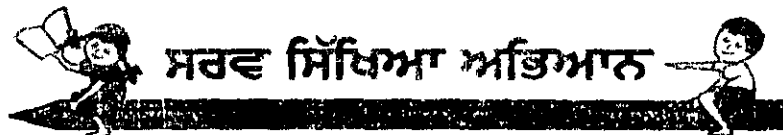
EDUCATION FOR ALL



Annual Work Plan
2003-2004

District

JALANDHAR

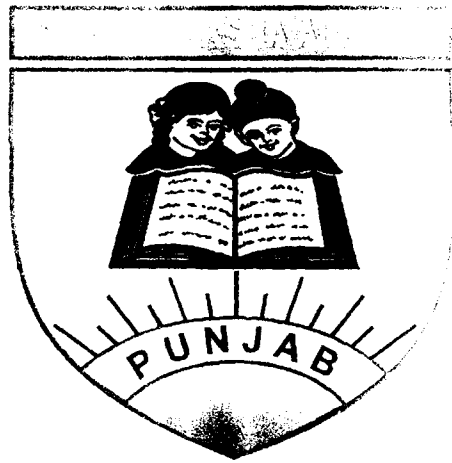


ਪੜ੍ਹੋ ਸਾਰੇ ਵਧੋ ਸਾਰੇ

Sarva Shiksha Abhiyan Authority

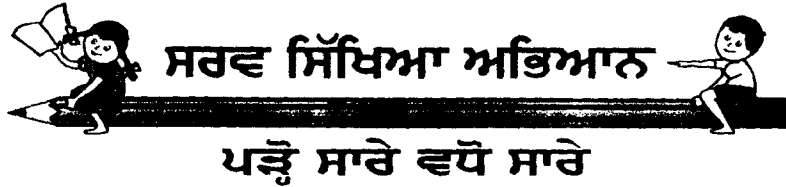
PUNJAB

DISTRICT ELEMENTARY EDUCATION PLAN



Annual Work
2003-2004

District
JALANDHAR



VISION STATEMENT-2020

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

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

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

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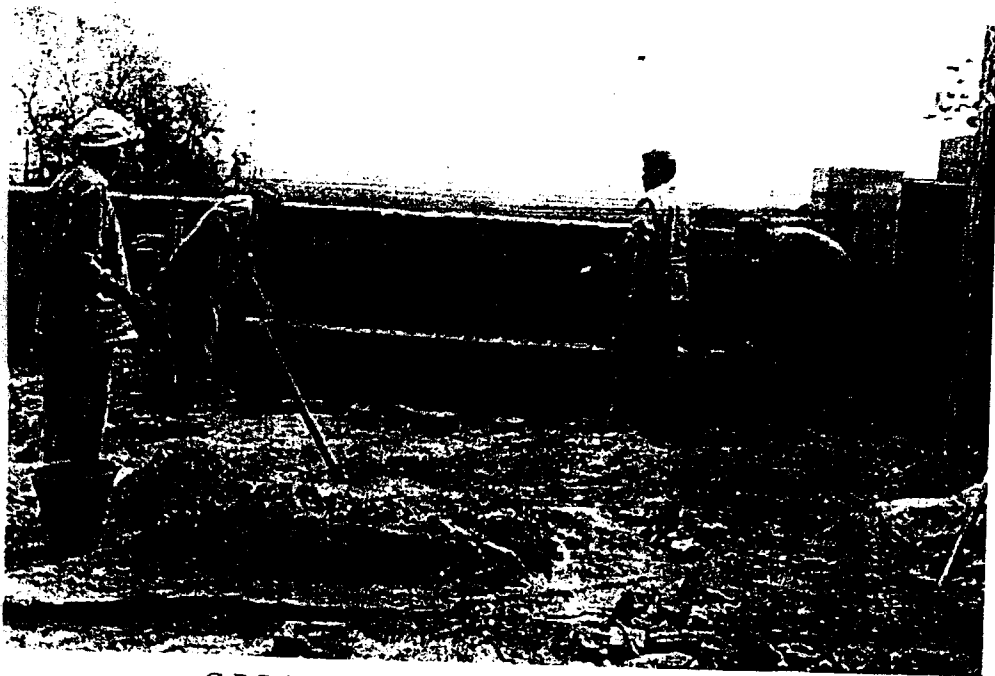
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SSA in News and through Pictures



G.P.S. Ghudial, Adampur, Jalandhar



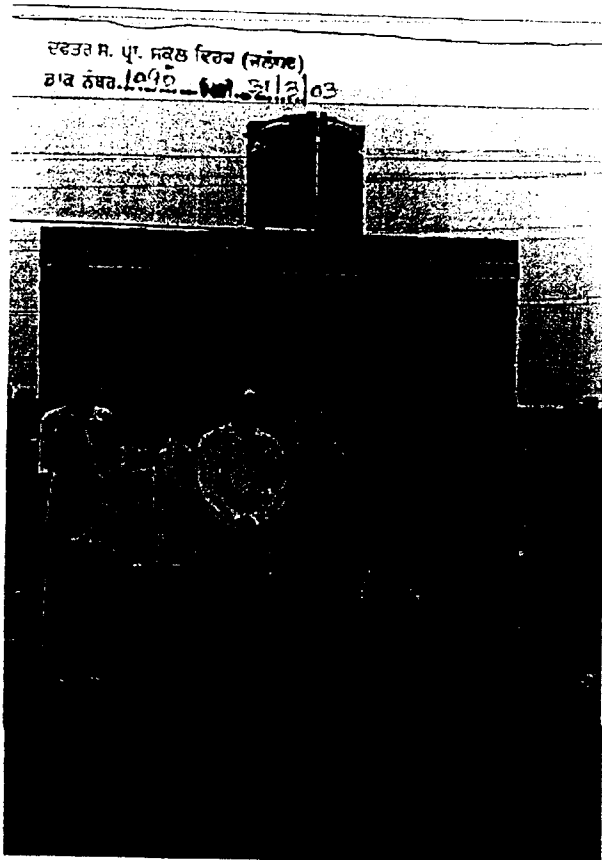
G.P.S. Narangpur Hansi, Shahkot, Jalandhar



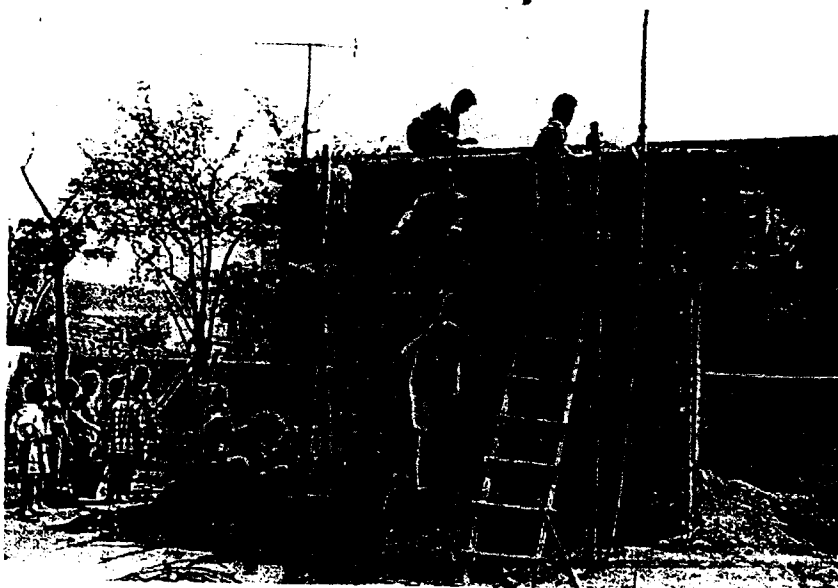
GPS Bhargocamp (B) West, Jalandhar



G.P.S. Faridpur, Kartarpur, Jalandhar



G.P.S. Virk, Goraya, Jalandhar

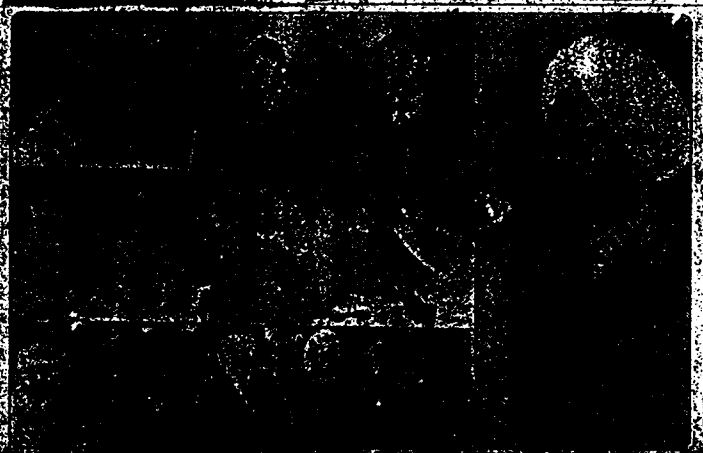


G.E.S. Gehlan, Shahkot, Jalandhar

G.P.S. Naharpur, Kartarpur, Jalandhar



वर्षापूर्व अंकित मसुदा हीरकार 18 मन्वरी 2001



मसुदा हीरकार 18 मन्वरी 2001

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सर्वशिक्षा अभियान को लेकर उच्चस्तरीय बैठक

जालंधर, 8 अक्टूबर (धवन): सर्वशिक्षा अभियान बारे आज एक उच्चस्तरीय बैठक जिलाधीश के. शिवा प्रसाद की अध्यक्षता में हुई जिसमें प्रारंभिक शिक्षा के सर्वव्यापी प्रसार के लिए समयबद्ध योजना बनाने पर जोर दिया गया। हर बच्चे को प्रारंभिक शिक्षा देने के उपायों तथा स्कूल न जाने वाले बच्चों को स्कूल आने के लिए प्रेरित करने के लिए प्रोग्राम बनाने के लिए विचार-विमर्श किया गया। बैठक में विभिन्न विभागों के मुखिया, जिला जालंधर से संबंधित मंत्रियों व विधायकों के प्रतिनिधियों के अलावा शिक्षा विकास कमेटियों तथा शहरी शिक्षा विकास कमेटियों के सदस्यों ने भाग लिया। बैठक

समयबद्ध योजना बनाने पर जोर

में ग्रामोप विकास कमेटियों के सदस्यों को उनके कामकाज तथा लेखा मेन्टेन करने बारे ट्रेनिंग भी दी गई।

जिलाधीश ने कहा कि सर्वशिक्षा अभियान सिर्फ शिक्षा विभाग का ही प्रोजेक्ट नहीं है और न ही किसी का निजी प्रोजेक्ट है, बल्कि सबका सांझा प्रोजेक्ट है। जिले में कोई भी बच्चा प्राइमरी शिक्षा से वंचित नहीं रहना चाहिए। उन्होंने कहा कि जिले में अभी भी 2500 ऐसे बच्चे हैं जिन्हें स्कूल जाने का मौका नहीं मिलता है। बढ़िया समाज की सुजना के लिए इस अभियान को सफल बनाना जरूरी है।

प्रताप चंद सरोआ ने कहा कि भारत के संविधान अनुसार 6-14 वर्ष आयु के बच्चों को मुफ्त प्रारंभिक शिक्षा देनी जरूरी है परंतु दुख की बात है कि आज तक इस लक्ष्य को प्राप्त नहीं किया जा सका है। उन्होंने कहा कि बच्चों को गुणकारी शिक्षा देने की जरूरत है। इस कार्यक्रम के अधीन 6 से 14 वर्ष आयु के सभी बच्चों को 2010 तक उपयोगी शिक्षा देने के यत्न किए जाएंगे।

सैरिख जागठ

जिले में 20 स्कूलों की इमारतों तक बहीं

मुख्य सचिव जालंधर

जिले में 20 स्कूलों की इमारतों तक बहीं। जिलाधीश के. शिवा प्रसाद की अध्यक्षता में आज एक उच्चस्तरीय बैठक हुई जिसमें प्रारंभिक शिक्षा के सर्वव्यापी प्रसार के लिए समयबद्ध योजना बनाने पर जोर दिया गया। हर बच्चे को प्रारंभिक शिक्षा देने के उपायों तथा स्कूल न जाने वाले बच्चों को स्कूल आने के लिए प्रेरित करने के लिए प्रोग्राम बनाने के लिए विचार-विमर्श किया गया। बैठक में विभिन्न विभागों के मुखिया, जिला जालंधर से संबंधित मंत्रियों व विधायकों के प्रतिनिधियों के अलावा शिक्षा विकास कमेटियों तथा शहरी शिक्षा विकास कमेटियों के सदस्यों ने भाग लिया। बैठक में ग्रामोप विकास कमेटियों के सदस्यों को उनके कामकाज तथा लेखा मेन्टेन करने बारे ट्रेनिंग भी दी गई।

जिम्मेदारी होनी चाहिए। इसे इमनिटारी लाने के सुझावों को निम्नलिखित कार्यों के लिए जाना चाहिए।

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शिक्षा व्यवस्था के दावे।

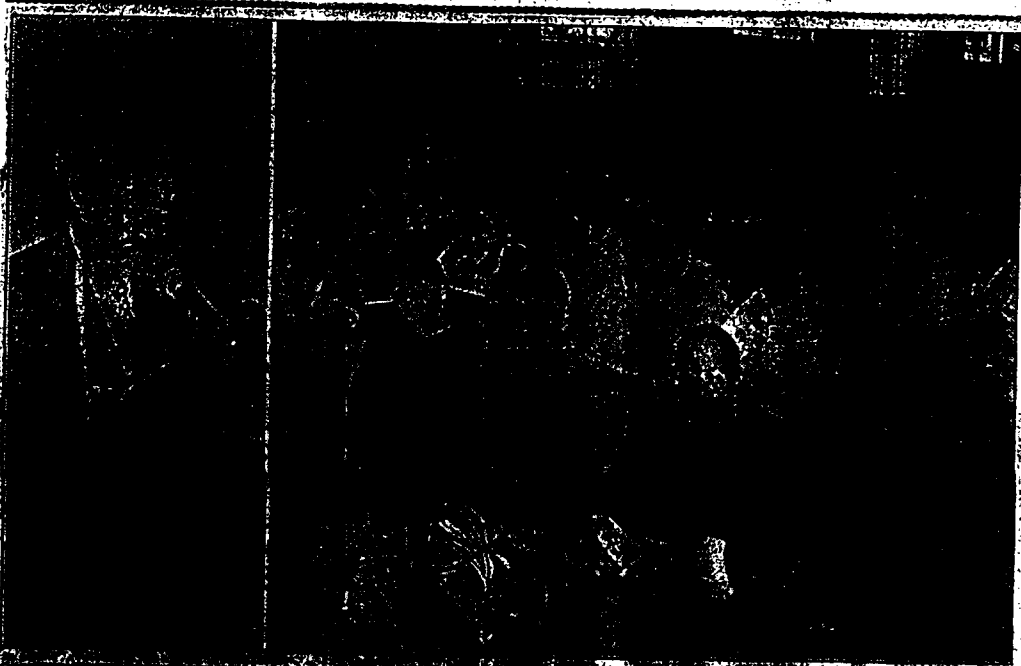
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● अमर उजाला ਪੰਜਾਬ ਕ੍ਰਿਕਟ

रविवार, 3 मार्च, 2002



ਸਰਬਪ੍ਰੀਤ ਸਿੰਘ ਅੰਮ੍ਰਿਤਸਰ ਵਿਖੇ ਆਪਣੇ ਸਾਥੀਆਂ ਨਾਲ ਮਿਲ ਕੇ ਇੱਕ ਗੈਮ ਪਲੇਅ ਕਰ ਰਿਹਾ ਹੈ। ਆਪਣੇ ਸਾਥੀਆਂ ਨਾਲ ਮਿਲ ਕੇ ਇੱਕ ਗੈਮ ਪਲੇਅ ਕਰ ਰਿਹਾ ਹੈ। ਆਪਣੇ ਸਾਥੀਆਂ ਨਾਲ ਮਿਲ ਕੇ ਇੱਕ ਗੈਮ ਪਲੇਅ ਕਰ ਰਿਹਾ ਹੈ।

ਸਰਬਪ੍ਰੀਤ ਸਿੰਘ ਅੰਮ੍ਰਿਤਸਰ
ਕੋ-ਟਰੈਨਿੰਗ ਕੇਂਦਰ ਵਿਖੇ
ਫਾਲੋ-ਊਪ ਵਿਖੇ

ਸਿੱਖਿਆ ਸਹੂਲਤਾਂ ਨੂੰ ਜ਼ਰੂਰੀ ਭਾਂਡੇ ਵਿਧੀ-ਸਿੱਖਿਅਕ ਫਾਰਮ

ਸਰਬਪ੍ਰੀਤ ਸਿੰਘ ਅੰਮ੍ਰਿਤਸਰ ਵਿਖੇ ਆਪਣੇ ਸਾਥੀਆਂ ਨਾਲ ਮਿਲ ਕੇ ਇੱਕ ਗੈਮ ਪਲੇਅ ਕਰ ਰਿਹਾ ਹੈ। ਆਪਣੇ ਸਾਥੀਆਂ ਨਾਲ ਮਿਲ ਕੇ ਇੱਕ ਗੈਮ ਪਲੇਅ ਕਰ ਰਿਹਾ ਹੈ। ਆਪਣੇ ਸਾਥੀਆਂ ਨਾਲ ਮਿਲ ਕੇ ਇੱਕ ਗੈਮ ਪਲੇਅ ਕਰ ਰਿਹਾ ਹੈ।

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ਅਜੀਤ

ਰੋਜ਼ਾਨਾ ਅਜੀਤ, ਜਲੰਧਰ ਐਤਵਾਰ, 3 ਮਾਰਚ, 2002

ਸਰਬ ਸਿੱਖਿਆ ਅਭਿਆਨ ਬਾਰੇ ਸੈਮੀਨਾਰ

ਜਲੰਧਰ, 2 ਮਾਰਚ (ਸਿ. ਪ.) ਸਥਾਨਰ ਆਗੀਆ ਸੀਨੀਅਰ ਮੈਕਡੋਗੇ ਸਕੂਲ ਬਸਤੀ ਗੁੱਬਾ ਵਿਖੇ ਖਰੋਵਾਏ ਸਰਬ ਸਿੱਖਿਆ ਅਭਿਆਨ ਨੂੰ ਪੂਰਨ ਰੂਪ ਵਿਚ ਲਾਗੂ ਕਰਨ ਲਈ ਇਕ ਸੈਮੀਨਾਰ ਨੂੰ ਸੰਬੰਧਿਤ ਕਰਦਿਆਂ ਸ. ਅੰਮਿਤ ਸਿੰਘ, ਜ਼ਿਲ੍ਹਾ ਸਿੱਖਿਆ ਅਫ਼ਸਰ (ਪਾ.) ਜਲੰਧਰ ਨੇ ਕਿਹਾ ਕਿ ਸਰਬ ਸਿੱਖਿਆ ਅਭਿਆਨ ਵਿਦਿਆਰਥੀਆਂ ਦੇ ਨੌ-ਵਧੀਆਂ ਗੁੱਬਾ ਵਿਚ ਸਲਾਇਟ ਲਈ ਇਕ ਵਰਦਾਨ ਸਾਬਤ ਕਰਕੇ ਇਸ ਮੌਕੇ 'ਤੇ ਬਲਦਿਆਂ ਸ੍ਰੀ ਹਰਿੰਦਰ ਸਾਹਨੀ, ਉਪ ਜ਼ਿਲ੍ਹਾ ਸਿੱਖਿਆ ਅਧਿਕਾਰੀ (ਸ) ਜਲੰਧਰ ਨੇ ਸਰਬ ਸਿੱਖਿਆ ਅਭਿਆਨ ਵਾਰਡ ਇੰਚਾਰਜ (ਸਕੂਲ ਦੇ ਮੁਖੀਆਂ) ਦੀ ਕੁਮਿਕਾ ਦੀ ਮਹੱਤਤਾ ਬਾਰੇ ਦੱਸਿਆ। ਸਰਬ ਸਿੱਖਿਆ ਅਭਿਆਨ ਦੇ ਅੰਤਰਗਤ ਹੋ ਰਹੇ ਮਹੱਤਵਪੂਰਨ ਨਾਲ ਸੰਬੰਧਿਤ ਪ੍ਰਵਾਗਮਿਆਂ ਬਾਰੇ ਸ੍ਰੀ ਗੁਰਦਿੱਤ ਸਿੰਘ ਲੋਕਚਰਾਰ (ਡਾਈਟ) ਰਾਮਪੁਰ ਲੱਲੀਆਂ ਜਲੰਧਰ ਅਤੇ ਸ੍ਰੀ ਗੋਰੁਲ ਚੰਦ ਹੇਡ ਟੀਚਰ ਪਰਸ਼ਰਾਮਪੁਰ ਨੇ ਵਿਸ਼ੇਸ਼ ਯੋਗਦਾਨ ਪਾਇਆ।

ਪੁੱਜੇਕਰ ਬਾਰੇ ਵਿਸਥਾਰ ਨਾਲ ਜਾਣਕਾਰੀ ਦਿੰਦੇ ਹੋਏ ਸ੍ਰੀ ਪ੍ਰਤਾਪ ਚੰਦ ਸ਼ਰਮਾ ਨੇ ਦੱਸਿਆ ਕਿ ਅਭਿਆਨ ਨਾਲ ਸੰਬੰਧਿਤ ਹਰ ਕੰਮ ਗੈਰ ਵਿਦਿਅਕ ਕੰਮ ਨਹੀਂ ਹੈ। ਇਸ ਮੌਕੇ 'ਤੇ ਡਾ. ਕਾਲਾ ਸਿੰਘ ਡਿਪਟੀ ਜ਼ਿਲ੍ਹਾ ਸਿੱਖਿਆ ਅਧਿਕਾਰੀ (ਪਾ.) ਨੇ ਵੀ ਸੰਬੰਧਿਤ ਕੀਤਾ। ਇਸ ਸੈਮੀਨਾਰ ਵਿਚ ਜ਼ਿਲ੍ਹਾ ਜਲੰਧਰ ਦੇ ਦਸ ਬਲਾਕਾਂ, ਬਲਾਕ ਪਾਇਲਟੀ ਸਿੱਖਿਆ ਅਧਿਕਾਰੀ, ਸੈਂਟਰ ਹੇਡ ਟੀਚਰਾਂ ਅਤੇ ਬਹਿਰੀ ਮੰਤਰ ਦੇ ਵਾਰਡ ਇੰਚਾਰਜਾਂ ਸਮੇਤ ਲਗਪਗ 300 ਅਧਿਕਾਰੀਆਂ ਨੇ ਭਾਗ ਲਿਆ। ਇਸ ਸੈਮੀਨਾਰ ਵਿਚ ਸ੍ਰੀ ਸੁਰਿੰਦਰ ਸਿੰਘ ਲੋਕਚਰਾਰ (ਡਾਈਟ) ਰਾਮਪੁਰ ਲੱਲੀਆਂ ਜਲੰਧਰ ਅਤੇ ਸ੍ਰੀ ਗੋਰੁਲ ਚੰਦ ਹੇਡ ਟੀਚਰ ਪਰਸ਼ਰਾਮਪੁਰ ਨੇ ਵਿਸ਼ੇਸ਼ ਯੋਗਦਾਨ ਪਾਇਆ। ਸ. ਬਹਾਦਰ ਸਿੰਘ ਸੰਧੂ ਨੇ ਦੱਸਿਆ ਕਿ ਇਸ ਸੰਬੰਧ ਵਿਚ 4 ਮਾਰਚ ਨੂੰ ਗੁਰਦਿੱਤ ਸਿੰਘ ਲੋਕਚਰਾਰ 10 ਵਜੇ ਤਿੰਨ ਬਲਾਕਾਂ ਦਾ ਅਤੇ ਨਵੰਦਰ ਵਿਚ 6 ਬਲਾਕਾਂ ਦਾ ਸੈਮੀਨਾਰ ਕਰਵਾਇਆ ਜਾ ਰਿਹਾ ਹੈ।

ਅਜੀਤ

ਅਜੀਤ ਦਸਵਾਂਦੀ, ਜਲੰਧਰ, 3 ਮਾਰਚ, 2002 (12)

ਸਰਬ ਸਿੱਖਿਆ ਅਭਿਆਨ ਸ਼ੈਲੀਆਂਕ ਫਾਂਚੇ ਕੇ ਲਿਏ ਵਰਦਾਨ : ਅਮ੍ਰਿਤ ਸਿੰਘ

ਜਲੰਧਰ, 2 ਮਾਰਚ (ਤਿਵਾਰੀ) : ਆਰਜ਼ੀ ਸੀਨਿਅਰ ਸੈਕੇਂਡਰੀ ਸਕੂਲ ਵਸਤੀ ਗੁੱਬਾ ਜਲੰਧਰ ਮੇਂ ਸਰਬ ਸਿੱਖਿਆ ਅਭਿਆਨ ਕੋ ਪੂਰਨ ਰੂਪ ਮੇਂ ਲਾਗੂ ਕਰਨੇ ਕੇ ਲਿਏ ਕਰਵਾਏ ਗਏ ਏਕ ਸੈਮੀਨਾਰ ਕੋ ਸੰਬੰਧਿਤ ਕਰਤੇ ਸ੍ਰੀ ਅਮ੍ਰਿਤ ਸਿੰਘ ਜ਼ਿਲ੍ਹਾ ਸਿੱਖਿਆ ਅਧਿਕਾਰੀ (ਪਾ.) ਜਲੰਧਰ ਨੇ ਕਿਹਾ ਕਿ ਸਰਬ ਸਿੱਖਿਆ ਅਭਿਆਨ ਸ਼ੈਲੀਆਂਕ ਫਾਂਚੇ ਕੋ ਲਾਗੂ ਕਰਨੇ ਕੇ ਲਿਏ ਵਰਦਾਨ ਸਾਬਤ ਕਰਕੇ ਇਸ ਮੌਕੇ 'ਤੇ ਬਲਦਿਆਂ ਸ੍ਰੀ ਹਰਿੰਦਰ ਸਾਹਨੀ, ਉਪ ਜ਼ਿਲ੍ਹਾ ਸਿੱਖਿਆ ਅਧਿਕਾਰੀ (ਸ) ਜਲੰਧਰ ਨੇ ਸਰਬ ਸਿੱਖਿਆ ਅਭਿਆਨ ਵਾਰਡ ਇੰਚਾਰਜ (ਸਕੂਲ ਦੇ ਮੁਖੀਆਂ) ਦੀ ਕੁਮਿਕਾ ਦੀ ਮਹੱਤਤਾ ਬਾਰੇ ਦੱਸਿਆ। ਸਰਬ ਸਿੱਖਿਆ ਅਭਿਆਨ ਦੇ ਅੰਤਰਗਤ ਹੋ ਰਹੇ ਮਹੱਤਵਪੂਰਨ ਨਾਲ ਸੰਬੰਧਿਤ ਪ੍ਰਵਾਗਮਿਆਂ ਬਾਰੇ ਸ੍ਰੀ ਗੁਰਦਿੱਤ ਸਿੰਘ ਲੋਕਚਰਾਰ (ਡਾਈਟ) ਰਾਮਪੁਰ ਲੱਲੀਆਂ ਜਲੰਧਰ ਅਤੇ ਸ੍ਰੀ ਗੋਰੁਲ ਚੰਦ ਹੇਡ ਟੀਚਰ ਪਰਸ਼ਰਾਮਪੁਰ ਨੇ ਵਿਸ਼ੇਸ਼ ਯੋਗਦਾਨ ਪਾਇਆ।

ਇਸ ਮੌਕੇ 'ਤੇ ਡਾ. ਕਾਲਾ ਸਿੰਘ ਡਿਪਟੀ ਜ਼ਿਲ੍ਹਾ ਸਿੱਖਿਆ ਅਧਿਕਾਰੀ (ਪਾ.) ਨੇ ਵੀ ਸੰਬੰਧਿਤ ਕੀਤਾ। ਇਸ ਸੈਮੀਨਾਰ ਵਿਚ ਜ਼ਿਲ੍ਹਾ ਜਲੰਧਰ ਦੇ ਦਸ ਬਲਾਕਾਂ, ਬਲਾਕ ਪਾਇਲਟੀ ਸਿੱਖਿਆ ਅਧਿਕਾਰੀ, ਸੈਂਟਰ ਹੇਡ ਟੀਚਰਾਂ ਅਤੇ ਬਹਿਰੀ ਮੰਤਰ ਦੇ ਵਾਰਡ ਇੰਚਾਰਜਾਂ ਸਮੇਤ ਲਗਪਗ 300 ਅਧਿਕਾਰੀਆਂ ਨੇ ਭਾਗ ਲਿਆ। ਇਸ ਸੈਮੀਨਾਰ ਵਿਚ ਸ੍ਰੀ ਸੁਰਿੰਦਰ ਸਿੰਘ ਲੋਕਚਰਾਰ (ਡਾਈਟ) ਰਾਮਪੁਰ ਲੱਲੀਆਂ ਜਲੰਧਰ ਅਤੇ ਸ੍ਰੀ ਗੋਰੁਲ ਚੰਦ ਹੇਡ ਟੀਚਰ ਪਰਸ਼ਰਾਮਪੁਰ ਨੇ ਵਿਸ਼ੇਸ਼ ਯੋਗਦਾਨ ਪਾਇਆ। ਸ. ਬਹਾਦਰ ਸਿੰਘ ਸੰਧੂ ਨੇ ਦੱਸਿਆ ਕਿ ਇਸ ਸੰਬੰਧ ਵਿਚ 4 ਮਾਰਚ ਨੂੰ ਗੁਰਦਿੱਤ ਸਿੰਘ ਲੋਕਚਰਾਰ 10 ਵਜੇ ਤਿੰਨ ਬਲਾਕਾਂ ਦਾ ਅਤੇ ਨਵੰਦਰ ਵਿਚ 6 ਬਲਾਕਾਂ ਦਾ ਸੈਮੀਨਾਰ ਕਰਵਾਇਆ ਜਾ ਰਿਹਾ ਹੈ।



ਮਲਪੁਰ ਵਿਖੇ ਸਿੱਖਿਆ ਨੀਤੀ ਸਮੇਂ ਖਰਚਾ ਵੱਲ ਸੀਨੀਅਰ ਮੈਂਬਰਾਂ ਦੀ ਮੁਹਿੰਮ ਕਰਦੇ ਹੋਏ ਜਲਪੁਰ ਦੇ ਡੀ. ਡੀ. ਡੀ. (ਦਿਹਾਤੀ) ਸ. ਐਸ. ਐਸ. ਬੋਸ। ਉਨ੍ਹਾਂ ਦੇ ਨਾਲ ਹੋਰ ਅਧਿਕਾਰੀ ਵੀ ਦਿਖਾਈ ਦੇ ਰਹੇ ਹਨ।
 ਤਸਵੀਰ: ਆਰ. ਐਨ. ਸਿੰਘ

Rs 14.41 lakh for schools Tribune

OUR CORRESPONDENT

JALANDHAR, OCTOBER 8
 The District Education Development Committee has disbursed a sum of Rs 14.41 lakh for infrastructure development in schools and for the mid-day meal scheme in 75 primary schools in Adampur block of the district under the "sarv shiksha abhiyan" programme.

At a meeting attended by representatives of different departments and village education development committees here today, the Deputy Commission-

er-cum-Chairman, Mr K. Siva Prasad, said they had decided to launch the mid-day meal scheme in 75 primary schools of Adampur block from next week. The Education Department had already released the first instalment of Rs 9.70 lakh for providing 100 gm of food per student daily for a period of 50 days, he said.

It was decided during the meeting to upgrade the infrastructure of 980 primary and 413 secondary schools in the district for which the committee would sanction a sum of Rs 35,000 to each school

for the construction of toilets, supply of drinking water and sanitation purposes. "Besides, all schools will be given grant of Rs 7,000 each for the maintenance of school buildings and to meet other contingency expenses. The teachers would be given a special allowance of Rs 500 each under the teaching material learning scheme," Mr Prasad added.

The meeting expressed concern over the failure to achieve the target of providing primary education to the children in the age group of 6 to 14 years as per the spirit of the Constitution.

SARVA SHIKSHA ABHIYAN JALANDHAR-08

MEDIA COVERAGE OF

TRAINING WORKSHOP ON NEW EDUCATION POLICY (PUNJAB)-2002 & IMPLEMENTATION OF SARVA SHIKSHA ABHIYAN

ON 05-05-2003 & 06-05-2003

ਰੋਜ਼ਾਨਾ ਅਜੀਤ, ਜਲੰਧਰ ਮੰਗਲਵਾਰ, 6 ਮਈ 2003.



ਜਲੰਧਰ ਵਿਖੇ ਸਰਬ ਸਿੱਖਿਆ ਮੁਹਿੰਮ ਬਾਰੇ ਲੋਕੀ ਵਰਕਸ਼ਾਪ ਵਿੱਚ ਸ਼ਿਕਸਕਾਂ ਨੂੰ ਸਿੱਖਿਆ ਦੇਣ ਲਈ ਸਰਬ ਸਿੱਖਿਆ ਮੁਹਿੰਮ ਦੀ ਸ਼ੁਰੂਆਤ ਕੀਤੀ ਗਈ। ਸਰਬ ਸਿੱਖਿਆ ਮੁਹਿੰਮ ਦੀ ਸ਼ੁਰੂਆਤ ਕੀਤੀ ਗਈ।

ਸਰਬ ਸਿੱਖਿਆ ਮੁਹਿੰਮ ਬਾਰੇ ਸਿਖਲਾਈ ਵਰਕਸ਼ਾਪ ਸ਼ੁਰੂ ਨਵੀਂ ਸਿੱਖਿਆ ਨੀਤੀ-2002 ਬਾਰੇ ਵਿਚਾਰਾਂ ਹੋਈਆਂ

ਜਲੰਧਰ, 5 ਮਈ (ਬਲਬੋਰ ਸਿੱਖ ਵਾਰੀ)-ਸਰਕਾਰੀ ਸਿੱਖਿਆ ਮੁਹਿੰਮ ਲਈ ਸਰਬ ਸਿੱਖਿਆ ਮੁਹਿੰਮ ਨੂੰ ਵਧੇਰੇ ਗਤੀਬੀਲ ਕਰਨ ਅਤੇ ਸੁਚਾਰੂ ਢੰਗ ਨਾਲ ਚਲਾਉਣ ਲਈ ਦਿੱਤੀ ਸਿਖਲਾਈ ਵਰਕਸ਼ਾਪ ਦਾ ਆਯੋਜਨ ਕੀਤਾ ਗਿਆ ਹੈ। ਵਰਕਸ਼ਾਪ ਦੇ ਪਹਿਲੇ ਦਿਨ ਸ਼੍ਰੀ ਐਸ. ਐਸ. ਬੋਸ, ਏ. ਡੀ. ਸੀ. (ਵਿਕਾਸ) ਮੁੱਖ ਮੰਜਿਅਨ ਵਜੋਂ ਬਾਇਲ ਹੋਏ। ਉਨ੍ਹਾਂ ਦਾ ਸਵਾਗਤ ਇਨਸਪੈਕਟਰ ਟ੍ਰੇਨਿੰਗ ਸੈਂਟਰ ਜਲੰਧਰ ਦੇ ਪਿਸ਼ਾਪਲ ਸ਼੍ਰੀਮਤੀ ਨਕਸ਼ੀ ਅਰੋੜਾ ਨੇ ਕੀਤਾ। ਸ਼੍ਰੀਮਤੀ ਜਤਿੰਦਰ ਕੌਰ ਡੀ. ਓ. (ਏ.) ਜਲੰਧਰ ਨੇ ਸਰਬ ਸਿੱਖਿਆ ਮੁਹਿੰਮ ਬਾਰੇ ਸੰਖੇਪ ਰਿਪੋਰਟ ਪੇਸ਼ ਕੀਤੀ। ਸ਼੍ਰੀ ਬੋਸ ਨੇ ਸਿੱਖਿਆ ਨੂੰ ਹਰੇਕ ਬੱਚੇ ਦਾ ਜ਼ਰੂਰੀ ਹੱਕ ਦੱਸਿਆ। ਇਸ ਮੁਹਿੰਮ ਦੀ ਮਹੱਤਤਾ 'ਤੇ ਵਾਧੂਰਤ ਵਿਚਾਰ ਸ਼੍ਰੀ ਰਾਜੀਵ ਜੋਸ਼ੀ ਲੈਕਚਰਾਰ ਡਾਈਟ ਜਲੰਧਰ ਨੇ ਅਤੇ ਸੋਭਿਕਾ ਸਿੰਘ ਡਾਈਟ ਜਲੰਧਰ ਨੇ ਅਤੇ ਸਿੱਖਿਆ ਬਾਰੇ ਵਿਚਾਰ ਸ਼੍ਰੀ ਅਮਿਤ ਕੁਮਾਰ ਨੇ ਪੇਸ਼ ਕੀਤਾ। ਵਰਕਸ਼ਾਪ ਦੇ ਚੌਥੇ ਸ਼ਿਬਨ ਵਿਚ ਜਿਲ੍ਹਾ ਸੋਭਿਕਾ ਜਲੰਧਰ ਸ਼੍ਰੀ ਪ੍ਰਤਾਪ ਚੰਦ ਸਰੋਆ ਨੇ ਸਰਬ ਸਿੱਖਿਆ ਮੁਹਿੰਮ ਦੇਰਾਨ ਕੀਤੇ ਜਾ ਰਹੇ ਸਮਾਜਿਕ ਕੰਮਾਂ ਦਾ ਜ਼ਿਕਰ ਕੀਤਾ ਅਤੇ ਡਾ. ਕਾਲਾ ਸਿੰਘ ਡਿਪਟੀ ਡੀ. ਓ. ਓ. (ਏ.) ਜਲੰਧਰ ਨੇ ਲੋਕਾਂ ਦੀ ਸਰਵ ਸਿੱਖਿਆ ਐਡਿਅਨ ਵਿਚ ਡਾਗੀਦਾਰੀ ਬਾਰੇ ਵਿਚਾਰ ਪੇਸ਼ ਕੀਤੇ। ਇਕਰਯੋਕ ਹੈ ਕਿ ਇਸ ਵਰਕਸ਼ਾਪ ਵਿਚ ਜਲੰਧਰ-9 ਅਤੇ ਜਲੰਧਰ-99 ਤਹਿਸੀਲਾਂ ਦੇ 250 ਦੇ ਕਰੀਬ ਪਿਸ਼ਾਪਲਾਂ, ਮੁਖੀਆਂ ਅਤੇ ਬਲਾਕ ਪ੍ਰਾਇਮਰੀ ਸਿੱਖਿਆ ਅਫਸਰਾਂ ਨੇ ਭਾਗ ਲਿਆ।

SARVA SHIKSHA ABHIYAN JALANDHAR-08
MEDIA COVERAGE OF
TRAINING WORKSHOP ON NEW EDUCATION POLICY (PUNJAB)-2002
& IMPLEMENTATION OF SARVA SHIKSHA ABHIYAN
ON 05-05-2003 & 06-05-2003

दैनिक जागरण

बुधवार, 7 मई 2003

किसी बच्चे को अनपढ़ नहीं रहने देंगे : बैस

शिक्षा सचिव, जालंधर

सर्व शिक्षा अभियान और शिक्षा नीति 2002 के संबंध में विचार विमर्श करने के लिए जिले भर के टीचरों ने इनसेर्विस ट्रेनिंग सेंटर लाडोवाली रोड में, लगी दो दिवसीय वर्कशाप में भाग लिया।

ट्रेनिंग वर्कशाप

का उद्घाटन सोमवार को एडीसी-डी एसएस बैस ने किया। इस

अवसर पर उन्होंने कहा कि सर्व शिक्षा अभियान के तहत समाज के किसी भी बच्चे को अनपढ़ नहीं छोड़ा जाएगा। इस अवसर पर प्रोजेक्ट डायरेक्टर व

जिला शिक्षाधिकारी एलिमेंट्री एजुकेशन ने शिक्षा नीति के बारे में अपने विचार प्रस्तुत किए।

इसके बाद प्रताप चन्द्र सरोया ने सर्व शिक्षा अभियान की विस्तृत जानकारी दी। ट्रेनिंग सेंटर की प्रिंसिपल लक्ष्मी अरोड़ा ने

वर्कशाप में आए टीचरों का स्वागत किया। जिला शिक्षाधिकारी सैकेंडरी आरआर

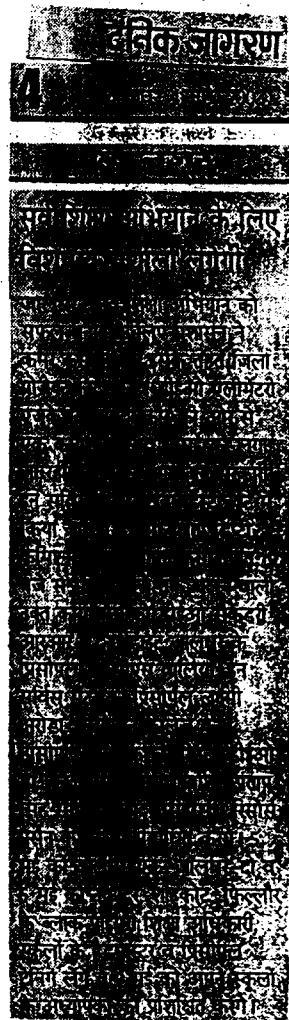
बदन, उप जिला शिक्षाधिकारी हरिन्द्र साहनी, काला सिंह व रिसोर्स पर्सन बहादुर सिंह ने भी सर्व शिक्षा अभियान को लागू करने की जानकारी टीचरों को दी।



■ वर्कशाप में भाग लेते डिप्टी डीईओ हरिन्द्र साहनी, काला सिंह डीईओ प्राइमरी जतिन्द्र कौर व अन्य।

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जालंधर, मंगलवार, 6 मई, 2003

अमर उजाला

डाइट में सर्वशिक्षा अभियान की दो दिनी कार्यशाला शुरू

अमर उजाला प्रतिनिधि

जालंधर। नई शिक्षा नीति के बारे में जानकारी देने के लिए लाडोवाली रोड स्थित गवर्नमेंट ट्रेनिंग कालेज (डाइट) में सोमवार को दो दिवसीय ट्रेनिंग वर्कशाप शुरू हुई। वर्कशाप के पहले दिन जिले के लगभग 150 स्कूलों के प्रिंसिपल, हेडमास्टर व बीपीईओ ने हिस्सा लिया।

कार्यक्रम का उद्घाटन एडीसी डेवलपमेंट जालंधर एसएस बैस ने किया।

कार्यक्रम में उप जिला शिक्षा अधिकारी हरिंदर साहनी ने 'न्यू पॉलिसी ऑफ एजुकेशन-2002' और उप जिला शिक्षा अधिकारी (ग्रा) काला सिंह ने 'सीटीएल एंड सुपरविजन प्रोग्राम' के बारे में

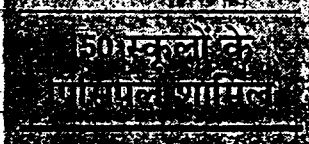
किए। इनके अलावा डाइट के लेक्चरर राजीव जोशी ने वित्तीय प्रबंधन और डाइट के प्रिंसिपल डा. प्रितपाल सिंह वालिया ने सर्व शिक्षा अभियान में मुख्यध्यापक, प्रधानाचार्य व बीडीओ की भूमिका विषय की जानकारी दी।

वर्कशाप सुबह 9 बजे से लेकर शाम 5 बजे तक चली।

वक्ताओं ने सर्वशिक्षा अभियान की ओर से चलाई

जा रही योजनाओं के तहत स्कूलों में दिए गए धन के प्रयोग के बारे में भी विस्तार से

बताया और समाज की सहभागिता व नई शिक्षा नीति के बारे में भी जानकारी दी। इस मौके प्रिंसिपल इन सर्विस ट्रेनिंग सेंटर की लक्ष्मी अरोड़ा व डिप्टी सीईओ गुलशनबीर की उपस्थिति थी।



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ਰੋਜ਼ਾਨਾ ਜਗ ਬਾਣੀ, ਜਲੰਧਰ 6 ਮਈ 2003, ਮੰਗਲਵਾਰ



ਸਰਵ ਸਿੱਖਿਆ ਅਭਿਆਨ ਟਰੇਨਿੰਗ ਵਰਕਸ਼ਾਪ ਮੌਕੇ 'ਤੇ ਥੋਠੇ ਏ. ਡੀ. ਸੀ., ਸ. ਐੱਸ. ਐੱਸ. ਬੋਸ, ਬੀਮਤੀ ਜਤਿੰਦਰ ਕੌਰ, ਬੀਮਤੀ ਲਕਸ਼ਮੀ ਅਰੋੜਾ ਤੇ ਹੋਰ ਦਿਖਾਈ ਦੇ ਰਹੇ ਹਨ। (ਫੋਟੋ: ਕੋਹਲੀ)

ਸਰਵ ਸਿੱਖਿਆ ਅਭਿਆਨ ਵਰਕਸ਼ਾਪ ਸ਼ੁਰੂ

ਜਲੰਧਰ, 5 ਮਈ (ਚਾਵਲਾ) — ਸਰਵ ਸਿੱਖਿਆ ਅਭਿਆਨ ਟਰੇਨਿੰਗ ਵਰਕਸ਼ਾਪ ਸਿੱਖਿਆ ਦੇ ਨਵੀਨੀਕਰਨ ਤੇ ਗੁਣਾਤਮਿਕ ਸਿੱਖਿਆ ਦੇ ਸੰਦਰਭ ਵਿਚ ਵਰਕਸ਼ਾਪ ਸਰਕਾਰੀ ਸਿੱਖਿਆ ਕਾਲਜ ਲਾਡਵਾਲੀ ਰੋਡ ਜਲੰਧਰ ਵਿਚ ਲਗਾਈ ਗਈ, ਜਿਸ ਦਾ ਉਦਘਾਟਨ ਕਰਦਿਆਂ ਸ. ਐੱਸ. ਐੱਸ. ਬੋਸ ਏ. ਡੀ. ਸੀ. ਨੇ ਕਿਹਾ ਸਾਨੂੰ ਚੰਗੇ ਸਮਾਜ ਦੀ ਸਿਰਜਣਾ ਲਈ ਆਪਣੀਆਂ ਜ਼ਿੰਮੇਵਾਰੀਆਂ ਤੋਂ ਮੂੰਹ ਨਹੀਂ ਮੋੜਨਾ ਚਾਹੀਦਾ। ਬੀਮਤੀ ਜਤਿੰਦਰ ਕੌਰ ਜ਼ਿਲਾ ਪ੍ਰੋਜੈਕਟ ਡਾਇਰੈਕਟਰ ਕਮ ਜ਼ਿਲਾ ਸਿੱਖਿਆ ਅਫ਼ਸਰ ਐਲੀਮੈਂਟਰੀ ਐਜੂਕੇਸ਼ਨ ਨੇ ਇਸ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦਿੱਤੀ। ਬੀਮਤੀ ਲਕਸ਼ਮੀ ਅਰੋੜਾ ਪਿੰਸੀਪਲ ਇਨ ਸਰਵਿਸ ਟਰੇਨਿੰਗ ਨੇ ਅਧਿਆਪਕ ਵਰਗ ਨੂੰ ਤਨਦੇਹੀ ਨਾਲ ਕੰਮ ਕਰਨ ਲਈ ਕਿਹਾ। ਬੀਮਤੀ ਗੁਲਬਨ ਬੀਰ ਕੌਰ ਡਿਪਟੀ ਸੀ. ਏ. ਓ. ਨੇ ਟ੍ਰੇਨਿੰਗ ਲੈਣ ਵਾਲੇ ਬੀ. ਪੀ. ਏ. ਓ. ਚੜ੍ਹ, ਹਾਈ ਸਕੂਲ ਹੋਂਡਾਸਟਰ ਤੇ ਪਿੰਸੀਪਲ ਦਾ ਖੰਨਵਾਦ ਕੀਤਾ। ਡਾਕਟਰ ਕਾਲਾ ਸਿੰਘ ਗਹੀਰ ਡਿਪਟੀ ਡੀ. ਏ. ਓ. ਐਲੀਮੈਂਟਰੀ ਐਜੂਕੇਸ਼ਨ ਨੇ ਸਕੂਲ ਸਿੱਖਿਆ ਵਿਚ ਭਾਈਚਾਰੇ ਦੇ ਰੋਲ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦਿੱਤੀ। ਇਸ ਟਰੇਨਿੰਗ ਨੂੰ ਸੁਚਾਰੂ ਰੂਪ ਵਿਚ ਚਲਾਉਣ ਲਈ ਪ੍ਰਤਾਪ ਚੰਦ, ਸੋਮ ਨਾਥ, ਦੀਪਕ ਬਰਮਾ, ਗੁਰਮੀਤ ਸਿੰਘ, ਅਮਿਤ ਕੁਮਾਰ ਬਰਮਾ, ਮਿਸ ਹਰਬ ਕੁਮਾਰੀ, ਕੁਲਦੀਪ ਰਾਜ, ਰਾਜੀਵ ਭੰਡਾਰੀ ਤੇ ਗੁਰਦੀਪ ਕੌਰ ਨੇ ਪੂਰਾ ਸਹਿਯੋਗ ਦਿੱਤਾ।

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ਰੋਜ਼ਾਨਾ ਅਜੀਤ, ਜਲੰਧਰ, ਬੁੱਧਵਾਰ, 7 ਮਈ, 2003

ਸਰਬ ਸਿੱਖਿਆ ਮੁਹਿੰਮ ਬਾਰੇ ਸਿਖਲਾਈ ਵਰਕਸ਼ਾਪ ਸਮਾਪਤ



ਅਤੇ ਮਿਆਰੀ ਵਿਦਿਆ ਦੇਣ ਦੇ ਪ੍ਰਣ ਨਾਲ ਸਮਾਪਤ ਹੋਈ। ਵਰਕਸ਼ਾਪ ਦੇ ਦੂਜੇ ਅਤੇ ਆਖਰੀ ਦਿਨ ਦੇ ਸੈਸ਼ਨਾਂ ਦੀ ਪ੍ਰਧਾਨਗੀ ਡੀ. ਐ. ਓ. (ਈ) ਜਲੰਧਰ ਸ਼੍ਰੀਮਤੀ ਜਤਿੰਦਰ ਕੌਰ ਅਤੇ ਡੀ. ਐ. ਓ. (ਸ) ਜਲੰਧਰ ਸ਼੍ਰੀ ਆਰ. ਆਰ. ਬੱਠਣ ਨੇ ਕੀਤੀ। ਪ੍ਰੋਗਰਾਮ ਦੇ ਆਰੰਭ ਵਿਚ ਸ੍ਰੀ ਪ੍ਰਤਾਪ ਚੰਦ ਸਰੋਆ ਜ਼ਿਲ੍ਹਾ ਸ਼੍ਰੋਤ ਵਿਅਕਤੀ ਸਰਬ ਸਿੱਖਿਆ ਮੁਹਿੰਮ ਜਲੰਧਰ ਨੇ ਸਰਬ ਸਿੱਖਿਆ ਮੁਹਿੰਮ ਤਹਿਤ ਮਿਲੀਆਂ ਗਰਾਟਾਂ ਨੂੰ ਠੀਕ ਢੰਗ ਨਾਲ ਖਰਚ ਕਰਨ ਨੂੰ ਚਰਚਾ ਦੱਸਿਆ। ਸ੍ਰੀ ਰਾਜੀਵ ਜੋਸ਼ੀ ਲੈਕਚਰਾਰ ਡਾਈਟ, ਸ਼੍ਰੀ ਹਰਿੰਦਰ ਸਾਹਨੀ ਡਿਪਟੀ ਡੀ. ਐ. ਓ. (ਸ) ਜਲੰਧਰ, ਡਾ. ਪ੍ਰਿਤਪਾਲ ਸਿੰਘ ਪ੍ਰਿੰਸੀਪਲ ਡਾਈਟ (ਜਲੰਧਰ ਅਤੇ ਡਾ. ਕਾਲਾ ਸਿੰਘ ਡਿਪਟੀ ਡੀ. ਐ. ਓ. (ਈ) ਜਲੰਧਰ ਨੇ ਵੱਖ-ਵੱਖ

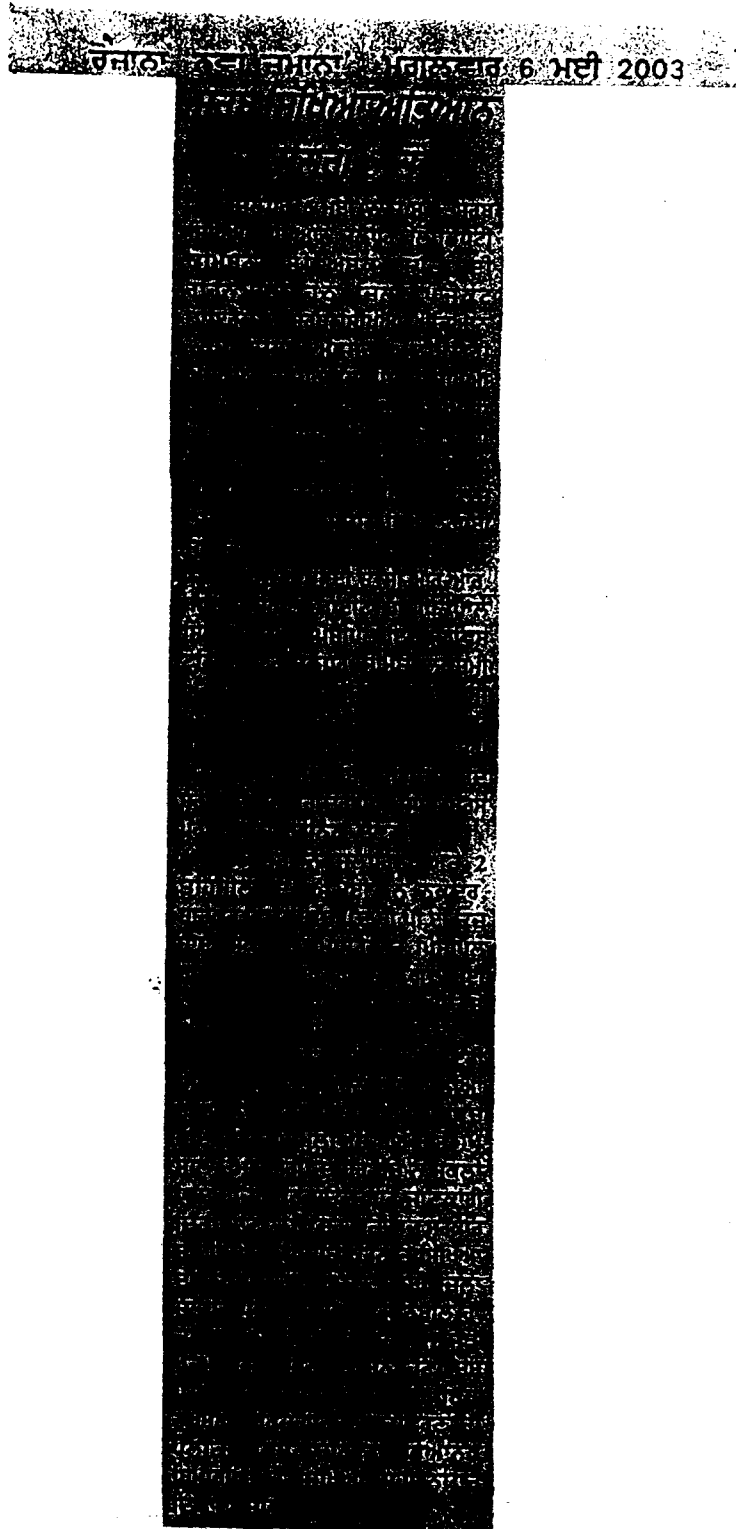
ਸਰਬ ਸਿੱਖਿਆ ਮੁਹਿੰਮ ਅਠੱਠ ਮੰਗ ਦੀ ਨਵੀਂ ਸਿੱਖਿਆ ਪੋਲੀ-2002 ਵਜੋਂ ਨਵੀਂ ਵਰਕਸ਼ਾਪ ਦੇ ਦੂਜੇ ਅਤੇ ਆਖਰੀ ਦਿਨ ਸ਼੍ਰੀ ਡੀ. ਡੀ. ਸ਼ਾਵਰ ਸਿੰਘ ਸੀ. ਐਚ. ਆਰ. ਡਾਈਟ ਜ਼ਿਲ੍ਹਾ ਸ਼੍ਰੋਤ ਵਿਅਕਤੀ (ਸ) ਜ਼ਿਲ੍ਹਾ ਸਿੱਖਿਆ ਅਫਸਰ (ਈ) ਜਲੰਧਰ ਸ਼੍ਰੀਮਤੀ ਜਤਿੰਦਰ ਕੌਰ, ਪ੍ਰਿੰਸੀਪਲ ਸਿੱਖਿਆ ਅਫਸਰ ਹਰਿੰਦਰ ਸਾਹਨੀ। ਡਾ. ਵਰਕਸ਼ਾਪ ਵਿਚ ਭਾਗ ਲੈਣ ਵਾਲੇ ਸ਼੍ਰੀਮਤੀ, ਨਵੇਂਦਰ ਅਤੇ ਸ਼੍ਰੀਮਤੀ ਤਜਿੰਦਰ ਕੌਰ ਨੇ ਸ਼ੁਰੂਆਤੀ ਪ੍ਰਿੰਸੀਪਲ/ਸ਼੍ਰੀਮਤੀ ਅਤੇ ਸ਼੍ਰੀਮਤੀ ਸਿੱਖਿਆ ਅਫਸਰ। ਤਸਵੀਰ: ਆਰ. ਆਰ. ਸਿੰਘ

ਜਲੰਧਰ, 6 ਮਈ (ਬਲਬੀਰ ਸਿੰਘ ਵਾਸੀ)-ਯੋਗਮਿੱਟ ਟ੍ਰੇਨਿੰਗ ਕਾਲਜ ਜਲੰਧਰ ਦੇ ਹਾਲ ਵਿਚ ਲੰਗੀ ਦੇ-ਦਿਨਾ ਸਿਖਲਾਈ ਵਰਕਸ਼ਾਪ ਸਰਬ ਸਿੱਖਿਆ ਅਭਿਆਨ ਨੂੰ ਸੱਚੀ ਭਾਵਨਾ ਨਾਲ ਇੰਨ-ਬਿੰਨ ਲਾਗੂ ਕਰਨ, 6 ਤੋਂ 14 ਸਾਲ ਤੱਕ ਉਮਰ ਦੇ ਸਾਰੇ ਬੱਚਿਆਂ ਨੂੰ ਸਕੂਲਾਂ 'ਚ ਲਿਆਉਣ

ਵਿਧਿਆ ਦੇ ਪਹਿਲੇ ਦਿਨ ਵਾਂਗ ਹੀ ਗੱਲ ਕੀਤੀ। ਇਹ ਸਾਰੇ ਸਿਖਲਾਈ ਪ੍ਰਾਪਤ ਅਧਿਕਾਰੀ 9 ਮਈ ਨੂੰ ਬਲਾਕ ਪੱਧਰ 'ਤੇ ਆਪੋ ਆਪਣੇ ਬਲਾਕਾਂ ਨਾਲ ਸੰਬੰਧਿਤ ਹੈਡ ਟੀਚਰਾਂ, ਕੇਂਦਰ ਹੈੱਡ ਟੀਚਰਾਂ ਅਤੇ ਮਿਡਲ ਸਕੂਲਾਂ ਦੇ ਇੰਚਾਰਜਾਂ ਨੂੰ ਪੂਰੇ ਦਿਨ ਲਈ ਸਿਖਲਾਈ ਦੇਣਗੇ।

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**District Profile
and
Statistics**

Brief Profile of District Jalandhar

Location

Jalandhar is a centrally located district which falls in the Doaba region of the State. It is the fifth most populous district and ranks ninth in area. It forms part of Jalandhar Division and lies between north latitude 30⁰-58' and 31⁰-37' and east longitude 75⁰-05' and 76⁰-18'. On the south, it is bounded by Satluj river which separates it from the districts of Ludhiana, Moga and Ferozpur; on the north-west Kapurthala district intervenes between the Jalandhar territory and Beas river; and on the north-east it shares boundaries with Hoshiarpur district, broken by area of Phagwara tehsil of Kapurthala district, which gets into Jalandhar territory. The district would have looked like a triangle but for the intervening area of Phagwara tehsil.

The district takes its name from the great Daitya King Danava Jalandhara, the son of the Ganga by Ocean as per Padma Purana. The present area of the district formed part of Trigarta, a territory comprising areas watered by Satluj, Beas and Ravi rivers, which finds mention in ancient texts.

Area

Jalandhar district has an area of 2632 sq. Kms. (*Annexure-I*).

Climate

The climate of the district is dry on the whole except during the brief south-west monsoon season. There are four seasons. The winter season is from the middle of November to the early part of March. The succeeding period upto end of the June is summer season. July, August and the first half of September constitute the south-west monsoon season. The period from mid-September to the middle of November is the post-monsoon or transition period.

After February, temperature begins to rise rapidly. June is generally the hottest month. Scorching dust-laden winds blow on many days in the summer season and the day temperatures may reach 45⁰C. With the onset of monsoon by about the end of June or early July, the day temperatures drops appreciably. But the nights continue to be as warm as during the summer. Due to the increased moisture of the monsoon, the weather is often sultry and uncomfortable in between the rains. After about the mid-September, when the monsoon withdraws, temperatures decrease, the drop in the night temperature being rapid, January is generally the coldest month. During the winter season, cold waves affect the district due to the western disturbances and the minimum temperature may drop below the freezing point. Adampur is generally reported the coldest place in the district.

The rainfall in the district in general, increases from the south-west towards the north east. About 70 percent of the annual rainfall in the district is

received during the period from July to September, July being the wettest month. Some rainfall is received as thunder showers in June and in association with passing western disturbances in the winter season. However, variation of rainfall from year to year is appreciable. In the year 2001-02 average rainfall in the district was 399.00mm (*Annexure-I*).

Topography

Jalandhar district is situated in the heart of Punjab and forms part of Bist Doab, the interfluvial plain of the Beas and the Satluj rivers. In general, its physiography lacks variety. The entire district comprises of vast plain. However, when examined in detail in terms of local differences in slope, texture, local relief and surficial material, the district is easily divisible into two physiographic units: (i) the Upland Plain and (ii) the Satluj Flood Plain.

i) Upland Plain

It covers more than three fourths of the area of the district. Within the upland plain, the height above sea level ranges between 224 and 259 metres. It is a vast expanse of old alluvium, flat and featureless for kilometres together. However, in the western sections of the upland plain covering parts of the Nakodar tehsil, the alluvial monotony is somewhat interrupted by a few low and scattered sand ridges, or sand dunes, such as near Jalalpur, Mala and Rupewali villages.

ii) Satluj Flood Plain

Locally known as the Bet, the Satluj flood plain lies along the southern boundary of the upland plain. The Bet includes the southern fringes of Phillaur and Nakodar tehsils. It is low lying tract (about 8 metres below the level of the adjoining upland plain) and is frequently flooded during the rainy season. The width of the flood plain varies according to the amount of shift experienced by the river. It is the widest in the Nakodar tehsil where the river bed runs almost parallel to the old bed at a distance of about 13 km. Eastwards in Phillaur tehsil, the Bet shrinks to barely a kilometre and a half. Within the flood plain, a distinction may be made between the 'active' flood plain, which is annually flooded and the 'cover' flood plain which is inundated only rarely when the discharge in the river is enormous. A well marked scarp which varies in the height from about 2 to 12 metres separates the flood plains from the upland plains. The scarp in the Jalandhar district is not plane surface but is highly dissected by gullies and cravaces. It has experienced lateral recession resulting in increasing distance between scarp and the river bed and the widening of the 'cover' flood plain as against the 'active' flood plain.

In brief general uniformity notwithstanding, the physiography of the Jalandhar district is characterised by a vast upland plain, a flood plain of varying width and a well marked east-west running scarp that separates the upland and the flood plain.

Brief Profile of District Jalandhar

Location

Jalandhar is a centrally located district which falls in the Doaba region of the State. It is the fifth most populous district and ranks ninth in area. It forms part of Jalandhar Division and lies between north latitude 30⁰-58' and 31⁰-37' and east longitude 75⁰-05' and 76⁰-18'. On the south, it is bounded by Satluj river which separates it from the districts of Ludhiana, Moga and Ferozepur; on the north-west Kapurthala district intervenes between the Jalandhar territory and Beas river; and on the north-east it shares boundaries with Hoshiarpur district, broken by area of Phagwara tehsil of Kapurthala district, which gets into Jalandhar territory. The district would have looked like a triangle but for the intervening area of Phagwara tehsil.

The district takes its name from the great Daitya King Danava Jalandhara, the son of the Ganga by Ocean as per Padma Purana. The present area of the district formed part of Trigarta, a territory comprising areas watered by Satluj, Beas and Ravi rivers, which finds mention in ancient texts.

Area

Jalandhar district has an area of 2632 sq. Kms. (*Annexure-I*).

Climate

The climate of the district is dry on the whole except during the brief south-west monsoon season. There are four seasons. The winter season is from the middle of November to the early part of March. The succeeding period upto end of the June is summer season. July, August and the first half of September constitute the south-west monsoon season. The period from mid-September to the middle of November is the post-monsoon or transition period.

After February, temperature begins to rise rapidly. June is generally the hottest month. Scorching dust-laden winds blow on many days in the summer season and the day temperatures may reach 45⁰C. With the onset of monsoon by about the end of June or early July, the day temperatures drops appreciably. But the nights continue to be as warm as during the summer. Due to the increased moisture of the monsoon, the weather is often sultry and uncomfortable in between the rains. After about the mid-September, when the monsoon withdraws, temperatures decrease, the drop in the night temperature being rapid, January is generally the coldest month. During the winter season, cold waves affect the district due to the western disturbances and the minimum temperature may drop below the freezing point. Adampur is generally reported the coldest place in the district.

The rainfall in the district in general, increases from the south-west towards the north east. About 70 percent of the annual rainfall in the district is

received during the period from July to September, July being the wettest month. Some rainfall is received as thunder showers in June and in association with passing western disturbances in the winter season. However, variation of rainfall from year to year is appreciable. In the year 2001-02 average rainfall in the district was 399.00mm (*Annexure-I*).

Topography

Jalandhar district is situated in the heart of Punjab and forms part of Bist Doab, the interfluvial plain of the Beas and the Satluj rivers. In general, its physiography lacks variety. The entire district comprises of vast plain. However, when examined in detail in terms of local differences in slope, texture, local relief and surficial material, the district is easily divisible into two physiographic units: (i) the Upland Plain and (ii) the Satluj Flood Plain.

i) Upland Plain

It covers more than three fourths of the area of the district. Within the upland plain, the height above sea level ranges between 224 and 259 metres. It is a vast expanse of old alluvium, flat and featureless for kilometres together. However, in the western sections of the upland plain covering parts of the Nakodar tehsil, the alluvial monotony is somewhat interrupted by a few low and scattered sand ridges, or sand dunes, such as near Jalalpur, Mala and Rupewali villages.

ii) Satluj Flood Plain

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In brief general uniformity notwithstanding, the physiography of the Jalandhar district is characterised by a vast upland plain, a flood plain of varying width and a well marked east-west running scarp that separates the upland and the flood plain.

Rivers and Drains

River Satluj

It originates from Mansarover Lake in Tibet and after flowing through Himachal Pradesh, Nawanshehar and Rupnagar districts of Punjab, the river enters the Jalandhar district from the eastern side at village Malakpur. It runs westwards forming the southern boundary of Nawan Shehar Distt. Phillaur and Nakodar tehsils and separates this district from Ludhiana district on its south. The Satluj, like other rivers of Punjab, has been changing its course in the past and its flood plain has clear traces of its old channel. The drift, as is the case with other rivers of Punjab, has been to the right so that its flood plain is wider in the adjoining Ludhiana district. The width of the river bed varies from place to place.

Sufed Bein

It is also called East Bein which is the main tributary of the Satluj in the Jalandhar district. It is formed near Garhshankar in Nawanshehar district, where the Basu Khad flowing down the western slopes of the Shivalik hills empties itself into what is known as Bein. It also receives water from number of seasonal streams, locally known as choes. More important among these streams is the Jadla Bein which joins the Garshankar branch near village Bhaura. From Bhaura the Bein flows in a north-westerly direction for about 23 km. In parts, the valley of the Bein is entrenched and lies roughly 3 metres below the level of the upland plain through which it flows. After flowing 13 km. through Phagwara tehsil of the Kapurthala district, the Bein again enters the Jalandhar district at village Ucha where it changes its direction and adopts a more south-western course. At Ucha, the Bein is also joined by Kail, a stream which rises near Pharala in the Nawan Shehar Distt. but runs mainly through the Phagwara tehsil with its course running almost parallel to that of the Sufed Bain till the later changes its direction and is then joined by Kail from south. For about 13 km., the Bein forms the boundary between the Jalandhar, Nakodar and Phillaur tehsils and, continuing a long winding course through the Nakodar tehsil, it enters the Satluj flood plain a few kilometres south-west of Malsian and terminates in the Satluj.

Choes

Locally called Choes, these seasonal streams emanate from the south-western slopes of the Shivaliks. These are most numerous in the Hoshiarpur district but a few enter Jalandhar district. The most northernly of these choes runs along the boundary of Jalandhar and Dasua tehsil. To its south, a distance of about 6 km., another choes enters Jalandhar tehsil from the east, flows to the west and after crossing the district boundary joins the west Bein, a tributary of Beas river. A third choe entering the district near village Dhurial, runs from east to west and ultimately joins the west Bein (Black Bein). Thus these three

streams belong to the Beas river system. Some of the other choes are Nasrala, Tamuli and Mehranwali, all of which drain into the East Bein (White Bein).

Chhamb

There are number of local depressions or chhamb which formerly affected large areas due to their flooding. Many such areas and depressions have been reclaimed by now. A stream called Eastern Neri flowing from the east, falls into this chhamb. Later the stream again emerges from the western part of the chhamb, where it is called western Neri. In the Phillaur tehsil there is an extensive marsh north of Phillaur town and a small one near Ajtani village. There are also small marshes found in the Jalandhar and Nakodar tehsils.

Present Jurisdiction

The district was carved out as a separate district after the annexation of the Punjab by the British. Generally speaking the boundaries of the district remained much the same as it was first constituted except in 1852 when Tanda Pargana was broken up. A portion consisting of Tanda and 68 smaller villages were transferred to Hoshiarpur, whereas the remaining villages were included in the Jalandhar tehsil, except some separate groups of villages went to Nakodar and Phillaur tehsils. There was some exchange of villages between Jalandhar and Ludhiana districts in 1899.

Jalandhar district is sub-divided into following 5 tehsils: (1) Jalandhar - I, (2) Jalandhar -II (3) Nakodar (4) Phillaur and (5) Shahkot. The district is constituted of 962 village and 14 towns Further the district is divided into following 10 community Development Blocks: (1) Jalandhar East (2) Jalandhar west (3) Bhogpur, (4) Adampur (5) Nakodar, (6) Shahkot, (7) Lohian, (8) Phillaur, (9) Nurmahal and (10) Rurka Kalan (*Annexure-I*).

Major Characteristic of the District

Land Utilisation

During the year 2001-02 against a geographical area of 266 thousand hectares. The area of the district according to the village papers is also 266 thousand hectares. Out of an area of 266 thousand hectares, 4 thousand hectare is under forests, 2 thousand hectare is barren and unculturable, 20 thousand hectares is put to non-agriculture use, 1 thousand hectare is culturable waste and 1 thousand hectare is current fallow. There are 238 thousand hectares 'Net Area Sown' in the district which works out to 89.47 percent of the total area. Further 176 thousand hectares are sown more than once (*Annexure-I*). Thus the total cropped area in the district during the year, 2001-02 is 414 thousand hectares.

Agriculture

The farmers generally cultivate their land themselves. This system is called khud kasht (self-cultivation). Sometimes the land is leased out to other farmers/persons for cultivation on batai (share cropping) or theka (contract) basis. The usual rate for batai is half the share of the crop grown. The rate of theka may vary from time to time depending upon the quality of land and period of contract. Since large number of people (farmers) own tractors they prefer to offer services for various agricultural operations on cash payment. This system is becoming very popular. The land holdings being small and there being large number of migrants from this district to the foreign countries from the rural areas, many families prefer such services on cash payment basis. Under the various land reform enactment the jagirdari system has been abolished. Also the occupancy tenants have been given the ownership rights after independence. In fact since after the annexation of Punjab by the British there were minimum number of intermediaries between the cultivator and the State in this district, which is agriculturally one of the most advanced districts of the state.

Jalandhar is primarily an agricultural district as 52.55 percent of its population resided in the rural areas according to the 2001 Census (*Annexure-I*). Moreover, agriculture provided the single largest source of employment and livelihood.

There are two harvest seasons in the district: (1) Rabi (hari) and (2) Kharif (sawani). The major Rabi crops are: wheat and potatoes while minor/subsidiary crops are: barley, oil seeds (rapeseed and mustard, sesam, linseed), gram and winter vegetables. The major Kharif crops are: paddy, maize, groundnut sugarcane and cotton while minor/subsidiary crops are: pulses such as mash, massoor, moong and vegetables. Some crops come in between these two harvests. For example toria matures late in December and is classed as Zaid (extra) Kharif. Similarly, tobacco and melons are harvested late in June and are classed as Zaid (extra) Rabi.

Among the two crop seasons, Kharif is more important. Among the various crops grown in the district during 2001-02, wheat occupied an area of 167 thousand hectares and paddy occupied 136 thousand hectares.

In the year 2001-02 an area of 739 hectare was under various fruits and orchards in the district. An area of 186 hectare is reported under pears and 186 hectare under Guava followed by kinnow with an area of 143 hectares.

Jalandhar district is an important area for the production of vegetables of all kinds, and it reported a total area of 17492 hectares under various vegetables during the year 2001-02. It ranked first in the State in area under vegetables. Out of 17492 hectare, 14777 hectare was under potatoes and 104 hectare under onion.

In addition to the use of compost cattle dung and green manures, chemical fertilizers are being used for better crop yields. During the year 2001-02, 73,000 tonnes of chemical fertilizers (NPK) were used in the district.

There is a main sugarcane research station and a sub-station for research on cotton under the Punjab Agricultural University Ludhiana, located on Garha Road, Jalandhar. At these stations high yielding varieties of sugarcane and cotton are evolved to better the crop yields. Besides there is a Central Potato Research Institute, located in village Badshahpur on the Jalandhar-Nakodar road. The local farmers have greatly benefitted from improved varieties of potatoes and sugarcane, as area in Jalandhar district under these two crops is the highest for any district in the State.

Irrigation

The main sources of irrigation in the district are wells (including tubewells and pumping sets) and canals. Before the advent of canal irrigation wells provided the main source of irrigation as the water table in the Bist Doab was not deep. The canal irrigation was introduced in the district in 1954 on the completion of Bist Doab Canal, which takes off from the right bank of Satluj river at Ropar headworks. The work on the canal was started in 1951-52 and completed in the year 1954-55. The canal total length is 688.8 km. (including distributaries and minors) in the district.

In the year 2001-02 the net area irrigated in the district was 237500 hectares, out of which 7000 hectares was irrigated by government canal (Bist Doab Canal), whereas the remaining 230500 hectare was irrigated from tubewells and wells(*Annexure-I*). The percentage of 'Net Area Irrigated to Net Area Sown' works out to 99.8 percent for the district, which is the fifth highest in the State. Further during the corresponding period i.e. 2001-02, there was a total cropped area of 414000 hectare, out of which 413000 hectare was irrigated. Thus the percentage of gross irrigated area to total cropped area works out to 99.8 percent for the district which is the third highest.

Animal Husbandry

The farmers have traditionally been depending upon draught animals for ploughing, on milch cattle mainly buffaloes and cows for milk and other dairy products for domestic use as well as for supplementing their farm income.

According to 1997 livestock census there were: 221200.0 cattle; 460100.0 buffaloes; and 40800.0 goats in the district. Thus the number of total animals reported was 752200. Besides there were 994000 poultry birds reported during the corresponding period. Due to increased demand of milk on account of expansion of urban centres, a milk plant, 'The Doaba Milk Producers Cooperative Union, Jalandhar, having a capacity to process 3.0 lakh litres of milk daily, has been set up at Jalandhar. The plant has three chilling centres attached to it. In order to meet ever growing demand for milk people

have started rearing cows of good breeds, such as Jersey, Holstein Friesian, Brown, Swiss, Sahiwal, etc. Besides the buffaloes of good breeds like Nili, Murroh, etc. are becoming popular with the dairy farmers. Due to remunerative prices of milk people prefer to sell milk in the collection centers operated by the milk co-operative societies. Thus the farmers, especially the marginal farmers, are able to supplement their income by sale of milk.

To make available quality meat to public 4 recognized slaughter houses functioned in the district during 2001-02, where 14334 animals were slaughtered. In order to promote poultry farming in the district a Government Poultry Farm has been set up at Jalandhar in 1952, which supplies hatching services and - chicken products to the consumers and the dairy farmers. A government Pig Breeding Farm was set up at Jalandhar in July, 1967. This supplies piglets of exotic breeds to the people for rearing purposes.

There is a vast scope for pisciculture in the district. The main sources of fish in the district are Satluj river and Sufed Bein up to Gidderpindi rail-cum-road bridge. The important varieties found in the district are: catla, marigala, mahashir, seenghla, parri, malli, etc. In the year 2001-02 an area of 390 hectare was stocked with fish fingerlings were raised (*Annexure-I*).

Industry

Before the setting up of medium scale modernised industries in Jalandhar it had a good range of artisans engaged in cotton weaving and spinning, silk weaving and spinning, utensil making, woolen blankets and rugs manufacture, baan and rope making, wood work, pottery, tanning etc. Village Bilga (Phillaur tehsil) was a prominent centre for the manufacture of blankets and rugs. Rahon had a great reputation for a superior cotton long-cloth called ghatti worn by well-to-do persons but its production ceased by the close of the nineteenth century. However, lungi continued to be product at Rahon. Gabrun was produced at Nurmahal but to a limited extent. Brass and copper utensils were product at various places in the district such as Dugri (Jalandhar tehsil) Mahal (Phillaur tehsil) Daroli (Jalandhar tehsil) and Birk (Phillaur tehsil). The main products were: garwa, hukka, gilasa, degchi, etc. There were about 200 looms, engaging 700 workers at the close of the nineteenth century which engaged in the production of silk products like patoli, azarband, rakhri, etc. Ropes from san/sankokra were manufactured at Rajpura (Jalandhar tehsil), moonjropes were manufactured at village Bilga (Phillaur tehsil) and moonj ban at Jalandhar. Kartarpur Specialised in the manufacture of furniture for wholesale export to Lahore and other places. The hukka of Nakodar had some celebrity. The thin pottery known as paper (kaghzi) pottery was made at Basti Sheikh Jalandhar,. Besides there were village industries which were principally confined to cloth, sugar and manufacture of shoes. These suffered heavily from the factory made products in the beginning of twentieth century.

During the post independence period the industrial talent of the district has opened new vistas and the importance of the district was enhanced considerably. The credit goes to migrants from Pakistan who provided stimulus for fostering several new industries which might not have developed but for trades zeal. Sports goods manufacturing, surgical instruments, rubber goods and many other engineering trades took birth in the wake of the partitions of the country in 1947. Thus the industrial structure of the district has altered in complexion and expanded a great deal.

There are some present day industries which fall under the category of large/medium scale in the district:- 1) Sugar Industry, 2) Milk Plant, 3) Steel casting, 4) Automobile parts, 5) Agriculture implements, 6) Flour Mills, 7) Drum Manufacturing, 8) Dehydrated vegetables, 9) Cables and conductors, 10) Hydraulic presses, 11) Valves and corks

The following are some of the industries which are pursued on small scale:-1)Machine tool, 2) Sewing machines, 3) Re-rolling mills, 4) Utensil Making, 5) Water pipe fitting, 6) Bolts and nuts, 7) Electric goods, 8) Cycle Parts, 9) Power looms, 10) Hosiery, 11) Surgical goods, 12) Rubber goods, 13) Sports goods,14) Conduit pipes, 15) Plastic goods, 16) Radio and TV parts, 17) Paints and varnish, 18) Ball bearings, 19) Batteries and plates, 20) Pens and pencils, 21), Steel and wooden furniture, 22) Leather goods.

Some of the cottage industries located in the district are as follows:

(1) Handlooms, 2) Leather tanning, 3) Leather goods, 4) Ban and rope making, 5) Potteries.

The quality marking centres have been set up at Jalandhar under the quality marking scheme are:

- 1) Government Quality Marking Centre for Engineering Goods, Jalandhar- It was established in 1962.
- 2) Government Quality Marking Centre for Sports and Leather Goods, Jalandhar- It was established in 1958 and has rendered valuable assistance to the sports and leather goods industry.

The Office of Khadi Sewa Sangh is located at Adampur. The Sangh renders help to the weavers and other village artisans in procuring raw material for various products. The Sangh not only provides employment but renders financial assistance to the workers/artisans.

The district is bound to make further progress in the field of industries due to the location of Railway Coach Factory, Kapurthala (at Hussainpur). In 2001-02, the district has 1713 working factories which are registered.

Undoubtedly, Jalandhar has great potential to meet the requirements of these factories, which are bound to inflate over the years. (*Annexure-I*)

Electricity

Electricity has come to be known as an index of the prosperity in any region. Jalandhar city was electrified in 1926 by the Jalandhar Electric Company. Later it received power from hydro-electric station at Jogindernagar (Himachal Pradesh), which gave a boost to various industries located in the district. The electrification project remained under the control of Punjab PWD Electricity Branch from 1933 to January 31, 1959, when the Punjab State Electricity Board was formed and took over from the Government Department. Jalandhar district is being fed power from Jalandhar and Hoshiarpur circles. The Jalandhar Circle comprises four electrical Division viz., (1) East Division, Jalandhar, (2) West Division, Jalandhar, (3) Cantonment Division, Jalandhar and (4) Nakodar Division, Nakodar.

In the year 2001-02 Jalandhar district consumed 1662.23 million kwh of electricity (*Annexure-I*), which constituted 8.65 percent of the total consumption of electricity of the state. In 2002, there were 350225 households out of these 363020 were electrified which comes out to be 103.65%.

The district is a net consumer of electricity as there is no power generating station in the district. The demand for power is outstripping the supply in the district. There is a need to augment supplies in the coming years to create proper and congenial atmosphere for the development of industries.

Minerals and Mining

The district is poor as regards in mineral wealth. A few minor minerals found are: Sand, alkaline earth and brick earth. Sand used in cement concrete mixture is found at Pandhera, Phillaur, Ganepind, Nangal, Daroli and Ramgarh. Brick earth used for making hard burnt bricks is found in over 200 villages in the district. Foundary sand has been reported in Nakodar area.

Communications

An efficient network of roads, railways, bridges and other means of communications is an essential prerequisite for the development of any area. This also applies to Jalandhar district which is well connected both by road and railways. Barring its southern parts, which are separated from Ludhiana and Ferozepur districts by Satluj river, serving as a natural barrier, all parts of the district enjoy excellent facilities of communication within and outside. Whereas the rail road bridges at Phillaur provide an excellent all weather outlet to Ludhiana district, the rail-cum-road bridge at Giddarpindi provides all weather link between Jalandhar and Ferozepur districts.

In the beginning of the twentieth century, the principal metalled roads in the district were: Jalandhar to Phillaur, Jalandhar to Nakodar, Jalandhar to Kapurthala, Jalandhar to Hoshiarpur and Phagwara to Nawanshehar. The unmetalled roads at that time were: Nurmahal to Phillaur, Jalandhar to Nurmahal. Nakodar to Shahkot, Shahkot to Lohian Khas, Nakodar to Mehatpur, Jalandhar to Bhogpur, Bhogpur to Tanda, Banga to Apra and Apra to Phillaur. In the year 1950-51 there were 774 km. of roads (313 km. metalled) in the district. The road length increased to 2,768 km. in 1980-81. However in 2001-02 road length maintained by PWD (B&R) was 3071 km. out of which 180 km. was under National Highways (NH-1 and NH1A) and the remaining 2891 km. under Provincial Highways. As regards facility of roads in the district it is noted that in 2001-02 there are 166 km. of roads per 100 sq. km. of area and 224 km. of roads per lakh of population in the district and the percentage of village linked by roads is 100 percent in the district.

Jalandhar district is well connected by rail within the district. Broad gauge rail lines are:-1) Amritsar Saharanpur-Lucknow-Mughal Sarai Rail Line, 2) Jalandhar City- Jaijon Doaba Rail Line, 3) Jalandhar City-Hoshiarpur Rail Line, 4) Jalandhar City-Mukerian-Pathankot-Jammu Tawi Rail Line, 5) Jalandhar-Nakodar Rail Line, 6) Jalandhar City-Firozpur Cantt. Rail Line, 7) Lohian Khas-Nakodar-Phillaur-Ludhiana Rail Line,

There is an aerodrome in the district at Adampur. There is no regular air flights from this aerodrome. Only occasional VIP flights are received at this aerodrome.

During 2001-02, there were 364 post offices, 24 Telegraph offices and 94 Telephone Exchanges in the district (*Annexure-I*).

Jalandhar City has a Radio Station, which relays programmes for all the listeners in the State and outside. This Radio Station also relays Vividh Bharati and Urdu Programmes for Jalandhar. A Doordarshan Kendra is also functioning at Jalandhar, which relays TV Programmes for the viewers in Punjab and the adjoining areas of Himachal Pradesh. The programmes of Doordarshan Kendra, Jalandhar, are also relayed from Amritsar.

Trade and Commerce

Jalandhar is the most centrally located district in the State. Good means of communications, extensively cultivated fertile land and developed and diversified industries provide this district an advantageous position in trade and commerce. The district is surplus in agricultural produce. The important agricultural exports from Jalandhar District are: wheat, paddy, maize, potatoes, groundnut, cotton, gram, etc. In the industrial sector also the district has done extremely well. The principal items of exports are: sports goods, pipe fittings, auto parts, machine tools, bolts and nuts, agricultural implements, water and

sanitary fittings, electric switch, gears, surgical goods, hand tools, tanned leather, domestic appliances, etc.

The trade is mostly in the private hands in the district. However, there is a District Wholesale Cooperative Society at Jalandhar. It was registered on September, 17, 1953. 411 milk supply cooperative societies, 275 weavers cooperative societies and 14 consumer cooperative societies 253 Agricultural and 121 Non-Agricultural societies exist in the district. In this way, the district has around 1696 Co-operative Societies (*Annexure-I*).

The Jalandhar Central Cooperative Consumer's Store Ltd., Jalandhar, was registered on 25th January, 1963. On March, 31, 1974, it was running 18 branches including a Super Bazaar unit at Jalandhar.

The scheme of state trading was introduced in Jalandhar district in 1962. To meet the scarcity and blackmarketing of essential commodities like wheat, wheat flour, sugar, kerosene, cloth, etc. by March 31, 1974, 224 fair price shops were functioning in the urban areas and 764 fair price shops were operating in the rural areas of the district.

Banks have made significant contribution in the development of trade and commerce in the district. As on 31st December, 2002, total 424 scheduled banks & co-operative banks were working

Forestry

Jalandhar district falls under the jurisdiction of Divisional Forest Officer, Jalandhar. There are no big forest areas in the district and whatever forests exist are also not uniformly distributed. The forest areas are situated either in the belt along the Satluj river or the road, rail and canal strips including drains and bunds, etc. The lands alongwith railway strips belonging to the Northern Railway was transferred to the Forest Department for management and was declared as Protected Forests in 1952. Moreover, the strips belonging to the PWD along the Grand Trunk Road passing through the district were transferred to the Forest Department in 1952 for afforestation. In 1956, other PWD road strips and canal strips bunds, etc. was also transferred to the Forest Department for afforestation and management. All these strips have been declared as Protected Forests under the Indian Forest Act.

In the year 2001-02, the total area under Forests was 47 sq. Km. (*Annexure-I*). The percentage to total area was 1.74 percent.

Medical and Public Health

The Ayurvedic and Unani systems of medicine were popular among the people since times immemorial. The faith curers and quacks also had a field day. But since the advent of the modern system of medicine i.e. allopathic system, the things have improved a lot. The first regular hospital was opened in

the district at Jalandhar city in 1849, which was followed with chain of hospitals and dispensaries at the tehsil headquarters, towns and big villages gradually. The faith curers and quacks have now taken a back seat. But in the matter of treatment of bones (orthopaedic) the village sianas still hold a sway over a sizeable population. Jalandhar district being a leading district in the matter of emigration to foreign countries, the local people were progressive enough to respond to the modern system of medicine. Homeopathic system is also now gaining popularity in the towns. In the past the government laid emphasis on the opening of allopathic medical institutions only but since after independence the ayurvedic and unani systems are also getting due attention of the government, which would be evident from the number of institutions opened by the government in the district.

The district has 21 Hospital, 134 Dispensaries, 27 P.H.Cs., 32 Ayurvedic & 4 Unani Institutions with 8 Homoeopathic Institutions (*Annexure-I*). The position of medical institutions, as on 1st April, 2002, is as follows: 170 medical institutions (125 rural, 45 urban), out of which 157 are state government, 5 local government and 8 voluntary organizations. There is a military hospital at Jalandhar Cantt.; which attends to the armed forces personal/ex-servicemen and their families only. There are number of private organizations/charitable institutions, which are running medical institutions in the district. There are number of private clinics which have mushroomed at Jalandhar and other places in the district. These provide general and specialized medical treatment to patients from the district and outside.

756 villages were identified as water scarcity villages from the point of view of safe drinking water in this district. Out of these 267 villages were provided with safe drinking water under various water supply schemes. There are still 489 villages which are yet to be provided with the drinking water facilities in this district.

Education

The traditional system of education in the maktabas and madrassas run by maulvis; chatshalas and pathshalas run by the pandits, and gurmukhi schools run by the granthis/bhais continued upto the Sikh period. The lande or mahajani schools were run for the trading and merchandise community. The teaching was thus more or less generally on religious lines in Persian, Arabic, Sanskrit and Gurmukhi languages only. But with the advent of the British rule the secular schools were set up where instructions were imparted in Urdu in the subject of elementary mathematics, history and geography.

The year 1850 marks the beginning of the modern system of education in the Jalandhar district when an Anglo Vedic Middle School was opened at Rahon. A.P. Mission School followed by at Jalandhar in 1857 and thereafter there was no looking back. In the year 1903-04 the number of pupils swelled to 13,874 in the district. In 1903-04 the district had a training school, 6 Anglo-

Vernacular High Schools, 4 Anglo-Vernacular and 7 Vernacular Middle Schools and 124 Primary Schools for boys and 23 Vernacular Primary Schools for girls. In addition, there were 7 advanced and 262 elementary (private) schools. As a result the district emerged as a leading district in education due to the efforts of the government, various local bodies, religious bodies and social organizations like Christian Missions, Arya Samraj, Sanatam Dharam Sabha, Sri Guru Singh Sabha, Guru Ravi Dass Sabha, etc.

As on 30th September, 2000 there were one University, 20 Arts Science, Commerce and Home Science College (12 boys, 8 girls); 2 Teachers Training Colleges (2 boys); 159 Senior Secondary Schools (126 boys, 33 girls); 190 High Schools (165 boys, 25 girls); 187 Middle Schools (184 boys, 3 girls); 914 Primary Schools (883 boys, 31 girls); 2 Polytechnic (1 boys, 1 girls) and 11 Technical Industrial Art and Craft Schools (5 boys, 6 girls). Besides there is 1 Engineering College for boys and 1 Elementary Teacher's Training School for boys (*Annexure-III to XIV*).

The district can boast of having the only State College of Sports, which was started at Jalandhar in 1961 with the aim to produce physical directors and coaches for athletes and sport men.

The district also has Dayanand Ayurvedic College, Jalandhar, which was originally established at Lahore (Pakistan) in 1898 and shifted to Amritsar in 1947, on partition of the Indian sub-continent. Later in 1953 it was shifted to Jalandhar. Besides GAMS course, the college also has started one year course for pharmacists.

Jalandhar district is one of the leading districts in the matter of literacy in the State. In 2001 census, it recorded a literary rate of 77.91 percent (Rural 74.41 percent and urban 81.74 percent) 82.37 percent male (rural 80.14 percent and urban 84.73 percent), 72.93 percent female (rural 68.17 percent and urban 78.29 percent). The district ranks 4th in literacy rate next to Moga 83.94, Hoshiarpur 81.40 and Rupnagar (78.49) percent (*Annexure-XI*).

Occupations

Jalandhar district has reported the second percentage of urban population (47.45 percent) (*Annexure-I*), next only to Ludhiana district which occupies the top slot (55.80 percent) in the State. Therefore, it is but natural that occupational variation will be quite pronounced in this district.

According to 2001 Census there were 30.6 percent main workers in the district, out of which 50.2 percent were male and 8.4 percent were female. The rural and urban break up shows that 29.7 percent workers (48.5 percent male, 9.0 percent female) were reported in the rural areas, whereas 31.6 percent 52.1 percent workers (52.1 percent male, 7.8 percent female) were reported in the

urban areas. The break up of main workers by various categories shows that there are: 14.0 percent cultivators-category I (15.2 percent male, 7.7 percent female); 11.0 percent agricultural laborers-category II (10.1 percent male, 15.0 percent female); the urban population of the district increased by 6.82 percent. The district ranks first in the production of potatoes and ranks fourth in total literacy rate. But there is a lot of scarcity of water in the district as out of 756 villages only 267 villages are provided with safe drinking water

District: Jalandhar		
Primary Statistics		
S.NO	ITEM	
1	Area	2632 sq. km.
	Tehsils	5
	Sub Tehsils	5
	Blocks	10
	Towns	14
	Inhabited villages	962
2	Population (2001)	
	Total population	1953508
	Rural population	1026535
	Percentage to total Population	52.55 %
	Urban population	926973
	Percentage to total Population	47.45 %
	Density	742
	Literate and educated persons	1351440
	Literacy	77.91 %
	Female per 1000 male	882
	Total Workers	674634
	Main Workers	598700
	Marginal Workers	75934
	Non- Workers	1280392
	Break up of Main Workers	
	I) Cultivators	94231
	II) Agriculture Labourer	73909
	III) Manufacturing, Processing, servicing and Repairs in Household Industry	28022
	IV) Other Services	478472
3	Local Bodies (2001-2002)	
	I) Zila Parishads	1
	II) Municipal Committees	11
4	Climate	
	Average Rainfall	399.0
5	Agriculture (2001-2002)	
	Net Area Sown	238000 hect.
	Area Sown more than once	176000 hect.
6	Irrigation (2001-2002)	
	Net Area Irrigated by:	
	Govt. Canals	7000 hect.
	Wells/Tubewells	230500 hect.
	Total	237500 hect.
	Percentage of net area irrigated to net area sown	99.8%
	Gross Area Irrigated	413000 hect.
	Percentage of gross irrigated area to gross cropped area	99.8%
7	Animal Husbandry (2001-2002)	
	Veterinary Hospitals	93
	Permanent Outlaying Dispensaries & Insemination Units	91
	Area Stocked with fish	390 hect.
	Total Live Stock (Live Stock Census 1997)	752200
	Total Poultry (Live Stock Census 1997)	994000
8	Energy (2001-2002)	
	Consumption of Electricity	1662.23 million
9	Forest (2001-2002)	
	Area under State Forests	47 sq. km.
	Area under Private Forests	Nil
	Total area under Forests	47 sq. km.
10	Industries (2001-2002)	
	Regd. Working Factories	1713
11	Medical and Health (2002-2003)	
	Hospitals	21
	Dispensaries	134
	P.H.Cs.	27
	Ayurvedic and Unani Institution	36 (32+4)
	Homoeopathic Institutions	8
	Beds installed in Medical Institutions (Allopathy)	2223
12	Co-operation (2001-2002)	
	Co-operative Societies	1696
	Primary Agricultural Credit Societies	254
13	Banking (2001-2002)	
	Scheduled Banks & Cooperative Banks	424
14	Miscellaneous (2001-2002)	
	Post Offices	364
	Police-Stations/ Police Posts	31 (24+7)

District: Jalandhar		
Demographic Profile		
	1991	2001
Population-Total	1649205	1953508
Male	869279	1037740
Female	779926	915768
Rural	978850	1026535
Male	513245	539033
Female	465605	487502
Urban	670355	926973
Male	356034	498707
Female	314321	428266
Sex Ratio-Total	897	882
Rural	907	904
Urban	883	859
No. of Literates-Total	965719	1351440
Male	554111	754369
Female	411608	597071
Rural	529077	673350
Male	308467	378026
Female	220610	295324
Urban	436642	678090
Male	245644	376343
Female	190998	301747
0-6 Population-Total	305015	218993
Male	161580	121861
Female	143435	97132
Rural	196308	121622
Male	103813	67344
Female	92495	54278
Urban	108707	97371
Male	57767	54517
Female	50940	42854
SC Total-1991	629198	N/A
Male	333956	N/A
Female	295242	N/A
Rural	435801	N/A
Male	230873	N/A
Female	204928	N/A
Urban	193397	N/A
Male	103083	N/A
Female	90314	N/A
Projection 2002-Total	1986697	

Source : Statistical Abstract of Punjab

District Jalandhar																
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			1	0.00			1	0.00			1	0.00	1		1	0.00
Art, Science, Commerce and Home Science Colleges.	11	7	18	38.89	12	7	19	36.84	12	8	20	40.00	12	8	20	40.00
Engineering, Technology and Architecture Colleges.	1		1		1		1		1		1		1		1	
Medical Colleges (Allopathic Only)																
Teacher's Training College (B.ed.)	2		2	0.00	2		2	0.00	2		2	0.00	2		2	0.00
Senior Secondary Schools	98	22	118	18.64	98	22	120	18.33	98	22	120	18.33	126	33	159	20.75
High Schools	153	35	188	18.62	154	35	189	18.52	157	35	192	18.23	165	25	190	13.16
Middle Schools	195	3	198	1.52	195	3	198	1.52	195	3	198	1.52	184	3	187	1.60
Primary Schools	878	32	910	3.52	883	31	914	3.39	883	31	914	3.39	883	31	914	3.39
Pre-Primary Schools																
Elementary Teacher's Training Schools	1		1	0.00	1		1	0.00	1		1	0.00	1		1	0.00
Polytechnic Institutions	1	1	2	50.00	1	1	2	50.00	1	1	2	50.00	1	1	2	50.00
Technical Industrial Art Craft Schools	5	6	11	54.55	5	6	11	54.55	5	6	11	54.55	5	6	11	54.55

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 Jalandhar																
No. of Working teachers in Recognised Schools																
Type	1998				1999				2000				2001			
	Male	Female	Total	% of Female to total Teachers	Male	Female	Total	% of Female to total Teachers	Male	Female	Total	% of Female to total Teachers	Male	Female	Total	% of Female to total Teachers
Universities																
Art, Science, Commerce and Home Science Colleges.	434	594	1028	57.78	458	646	1104	58.51	455	643	1098	58.56	446	588	1034	56.87
Engineering, Technology and Architecture Colleges.	83	23	106		83	23	106		78	17	95		82	16	98	16.33
Medical Colleges (Allopathic Only)																
Teacher's Training College (B.ed.)	14	20	34	58.82	13	23	36	63.89	11	25	36	69.44	11	26	37	70.27
Senior Secondary Schools	1728	1597	3325	48.03	1738	1603	3341	47.98	1682	1530	3212	47.63	1682	1530	3212	47.63
High Schools	1499	1245	2744	45.37	1527	1249	2776	44.99	1556	1227	2783	44.09	1556	1227	2783	44.09
Middle Schools	524	657	1181	55.63	523	670	1193	56.16	510	614	1124	54.63	510	614	1124	54.63
Primary Schools	933	2440	3373	72.34	864	2330	3197	72.88	779	2178	2957	73.66	672	1962	2634	74.49
Pre-Primary Schools																
Elementary Teacher's Training Schools	12	4	16	25.00	13	4	17	23.53	13	4	17	23.53	8	9	17	52.94
Polytechnic Institutions	58	18	76	23.68	62	20	82	24.39	61	22	83	26.51	63	23	86	26.74
Technical Industrial Art Craft Schools	105	55	160	34.38	110	51	161	31.68	107	52	159	32.70	109	51	160	31.88

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 Jalandhar																
Type	No. of students.															
	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.	548	1677	2225	75.37	601	1760	2361	74.54	440	1633	2073	78.77	451	1412	1863	75.79
M.Sc.	128	169	297	56.90	166	212	378	56.08	140	261	401	65.09	139	271	410	66.10
M.Com.	33	164	197	83.25	37	162	199	81.41	45	132	177	74.58	52	243	295	82.37
M.A / B.A. (HONS.)	5297	8815	14112	62.46	5138	8515	13653	62.37	4710	8430	13140	64.16	4774	8014	12788	62.67
M.Sc./ B.Sc. (HONS.)	1223	1014	2237	45.33	1018	995	2013	49.43	1051	783	1834	42.69	1031	1101	2132	51.64
M.Com./ B.Com. (HONS.)	2055	1253	3308	37.88	2020	1551	3571	43.43	1841	1362	3203	42.52	1626	1180	2806	42.05
M.E./ B.Sc. (Eng.) / B.Arch. / B. Tech.	231	53	284	18.66	231	53	284	18.66	896	154	1050	14.67	588	68	656	10.37
M. B. B. S															0	
B. Ed.	129	201	330	60.91	129	200	329	60.79	130	200	330	60.61	133	197	330	59.70
Senior Secondary School	60747	41589	102336	40.64	61382	41708	103090	40.46	62346	44029	106375	41.39	69492	52038	121530	42.82
High School	38122	39305	77427	50.76	34907	37320	72227	51.67	37925	39456	77381	50.99	37214	33873	71087	47.65
Middle School	8847	8097	16944	47.79	9340	9467	18807	50.34	9573	9838	19411	50.68	7647	7672	15319	50.08
Primary School	66969	64445	131414	49.04	68033	65197	133230	48.94	67347	63560	130907	48.55	66473	63594	130067	48.89
Pre - Primary School																
Elementary Teacher's Training School J.B.T.	200	98	298	32.89	164	110	274	40.15	164	110	274	40.15	122	124	246	50.41
Polytechnic Institutions	526	443	969	45.72	519	450	969	46.44	532	461	993	46.42	598	510	1108	46.03
Technical Industrial Art and Craft School	945	751	1696	44.28	1102	725	1827	39.68	901	722	1623	44.49	998	721	1719	41.94

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 take as per survey figures.

District Jalandhar

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
Phil.																
	71	145	216	9.71	79	189	268	11.35	124	160	284	13.70	48	109	157	8.43
c.	1	2	3	1.01	6		6	1.59	2	2	4	1.00	15	5	20	4.88
om.	3	2	5	2.54	4	1	5	2.51	5	4	9	5.08	5	4	9	3.05
/ B.A. (HONS.)	994	1504	2498	17.70	964	1374	2338	17.12	875	1462	2337	17.79	804	1238	2042	15.97
c./ B.Sc. (HONS.)	44	38	82	3.67	48	46	94	4.67	40	58	98	5.34	42	78	120	5.63
om./ B.Com. (HONS.)	112	58	170	5.14	123	65	188	5.26	91	79	170	5.31	63	79	142	5.06
/ B.Sc. (Eng.) / B.Arch. / B. Tech.	50	6	56	19.72	50	6	56	19.72	188	22	210	20.00	119	10	129	19.66
3. B. S																
d.	35	37	72	21.82	30	50	80	24.32	36	38	74	22.42	34	35	69	20.91
ior Secondary School	16550	13410	29960	29.28	18293	14593	32886	31.90	18826	15560	34386	32.33	23275	20888	44163	36.34
1 School	11699	14065	25764	33.28	12044	14416	26460	36.63	13423	16064	29487	38.11	12518	12582	25100	35.31
dle School	4781	4823	9604	56.68	5275	5318	10593	56.32	5576	5870	11446	58.97	4494	4605	9099	59.40
nary School	41900	40234	82134	62.50	44476	42443	86919	65.24	44365	41231	85596	65.39	43404	41392	84796	65.19
- Primary School																
mentary Teacher's Training School J.B.T.	50	24	74	24.83	38	30	68	24.82	38	30	68	24.82	41	35	76	30.89
technic Institutions	101	102	203	20.95	110	91	201	20.74	102	94	196	19.74	122	100	222	20.04
chnical Industrial Art and Craft School	183	163	346	20.40	191	156	347	18.99	198	165	363	22.37	197	169	366	21.29

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 take as per survey figures.

District Jalandhar												
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	62922	59249	122171	80093	72984	153077	79636	73988	153624	46168	43617	89785
Middle	30695	32780	63475	52764	46289	99053	55626	46026	101652	21720	21492	43212
Elementary	93617	92029	185646	132857	119273	252130	135262	120014	255276	67888	65109	132997
High School	14887	17089	31976	29665	26001	55666	29495	25896	55391	10284	9543	19827
Sr. Secondary	8941	8149	17090	14112	11205	25317	15492	10862	26354	5410	4697	10107
Secondary	23828	25238	49066	43777	37206	80983	44987	36758	81745	15694	14240	29934
Total (I-XII)	117445	117267	234712	176634	156479	333113	180249	156772	337021	83582	79349	162931

Source : Statistical Abstract of Punjab

District Jalandhar																
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.	71	145	216	9.71	79	189	268	11.35	124	160	284	13.70	48	109	157	8.43
M.Sc.	1	2	3	1.01	6		6	1.59	2	2	4	1.00	15	5	20	4.88
M.Com.	3	2	5	2.54	4	1	5	2.51	5	4	9	5.08	5	4	9	3.05
B.A / B.A. (HONS.)	994	1504	2498	17.70	964	1374	2338	17.12	875	1462	2337	17.79	804	1238	2042	15.97
B.Sc./ B.Sc. (HONS.)	44	38	82	3.67	48	46	94	4.67	40	58	98	5.34	42	78	120	5.63
B.Com./ B.Com. (HONS.)	112	58	170	5.14	123	65	188	5.26	91	79	170	5.31	63	79	142	5.06
B.E./ B.Sc. (Eng.) / B.Arch. / B. Tech.	50	6	56	19.72	50	6	56	19.72	188	22	210	20.00	119	10	129	19.66
M. B. B. S																
B. Ed.	35	37	72	21.82	30	50	80	24.32	36	38	74	22.42	34	35	69	20.91
Senior Secondary School	16550	13410	29960	29.28	18293	14593	32886	31.90	18826	15580	34386	32.33	23275	20888	44163	36.34
High School	11699	14065	25764	33.28	12044	14416	26460	36.63	13423	16064	29487	38.11	12518	12582	25100	35.31
Middle School	4781	4823	9604	56.68	5275	5318	10593	56.32	5576	5870	11446	58.97	4494	4605	9099	59.40
Primary School	41900	40234	82134	62.50	44476	42443	86919	65.24	44365	41231	85596	65.39	43404	41392	84796	65.19
Pre - Primary School																
Elementary Teacher's Training School J.B.T.	50	24	74	24.83	38	30	68	24.82	38	30	68	24.82	41	35	76	30.89
Polytechnic Institutions	101	102	203	20.95	110	91	201	20.74	102	94	196	19.74	122	100	222	20.04
Technical Industrial Art and Craft School	183	163	346	20.40	191	156	347	18.99	198	165	363	22.37	197	169	366	21.29

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 -VIII

District Jalandhar						
Enrolment by Department						
1999	State Government Schools			Total Enrolment (Recognised Schools)		
	Male	Female	Total	Male	Female	Total
Primary	63278	60095	123373	80040	74392	154432
Middle	30256	32017	62273	51623	44583	96206
Elementary	93534	92112	185646	131663	118975	250638
High School	14848	16464	31312	29238	25032	54270
Sr. Secondary	6997	6164	13161	12109	9224	21333
Secondary	21845	22628	44473	41347	34256	75603
Total (I-XII)	115379	114740	230119	173010	153231	326241

Source : Statistical Abstract of Punjab

Annexure - IX

District Jalandhar						
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	62679	50754	113433	68.42	69.59	68.94
Middle	31577	28126	59703	67.13	68.47	67.76

Source :Statistical Abstract

Annexure -X

District Jalandhar			
Literacy Percentage of the Scheduled Castes and Non-Scheduled Castes (1991)			
	Population	No. of Literates	Literacy Percentage
Total (SC+Non SC)	1649205	965719	58.56
Male	869279	554111	63.74
Female	779926	411608	52.77
Scheduled Caste Population			
Total	629198	372011	59.12
Male	333956	228801	68.51
Female	295242	143210	48.5
Non-Scheduled Caste Population			
Total	1020007	593708	58.21
Male	535323	325310	60.77
Female	484684	268398	55.37

Source : Census of Punjab, 1991

District : Jalandhar										
Literacy rates by residence and sex- 2001										
Tehsil Code	Tehsil	Literacy Rate								
		Total			Rural			Urban		
		Person	Male	Female	Person	Male	Female	Person	Male	Female
020	Shahkot	68.63	74.67	62.13	67.11	73.44	60.30	78.41	82.52	73.93
018	Nakodar	72.28	77.60	66.48	70.33	75.81	64.38	82.25	86.70	77.33
019	Phillaur	72.98	77.31	68.25	74.99	80.13	69.41	62.14	62.35	61.91
016	Jalandhar-I	82.61	86.22	78.48	79.64	85.80	72.94	83.30	86.31	76.81
017	Jalandhar-II	77.12	82.88	70.76	76.58	82.56	69.98	80.39	84.77	75.49
08	District	77.91	82.37	72.93	74.41	80.14	68.17	81.74	84.73	78.29
	State	69.95	75.63	63.55	65.16	71.70	57.91	79.13	82.97	74.63

Annexure - XII

District Jalandhar						
Projected School age population						
Year	6-10			11-13		
	Boys	Girls	Total	Boys	Girls	Total
1999	113203	99616	212819	65687	58049	123736
2000	114409	100420	214829	65365	57968	123333
2001	114670	90662	205332	64340	55862	120202
2006	98329	89405	187734	70511	61426	131937
2011	96319	88440	184759	55325	50974	106299
2016	99214	91093	190307	58853	53948	112801

Source :RGI Eetimates

Annexure - XIII

District Jalandhar							
Dropout Rate							
Level	Level	Total			SC		
		Male	Female	Total	Male	Female	Total
Primary	1999	19.41	15.01	17.56	25.58	15.07	20.31
	2000	19.19	12.45	16.43	24.50	15.00	20.30
Middle	1999	26.02	15.33	22.10	36.38	33.68	35.21
	2000	29.64	19.96	20.92	36.34	24.65	31.18

Family Survey 2002

Annexure - XIV

District Jalandhar						
Gross Enrolment Ratio 2001-2002						
	Gross Enrolment Ratio			Gross Enrolment Ratio for SC		
	Male	Female	Total	Male	Female	Total
Primary	112.07	111.23	111.69	113.76	113.04	113.43
Middle	97.64	98.47	98.03	95.7	97.77	96.67
High	94.78	96.53	95.61	85.21	90.31	87.64
SR.Sec	61.20	71.96	66.35	44.06	49.05	46.47

Source : Family Survey 2002

Sr. No.	District	Classification of Nutritional Status (%)				March'2002		Total children covered
		Integrated child development scheme	Normal	Grade-I	Grade-II	Grade-III+		
8	JALANDHAR	Adampur	48.81	47.27	3.40	0.52	100.00	
		Bhogpur	61.37	34.36	3.62	0.65	100.00	
		Jalandhar (East)	63.18	30.91	5.07	0.84	100.00	
		Jalandhar (U)	56.96	30.57	12.35	0.12	100.00	
		Jalandhar (West)	66.81	29.06	3.65	0.48	100.00	
		Lohiya Khas	85.97	10.62	2.99	0.43	100.00	
		Nakodar	61.10	33.83	4.34	0.73	100.00	
		Noor Mehal	74.02	17.40	7.71	0.87	100.00	
		Phillaur	64.99	26.21	8.26	0.55	100.00	
		Rurka Kalan	72.60	24.52	2.26	0.62	100.00	
	Shahkot	75.38	20.96	2.81	0.84	100.00		
District Total			65.74	28.32	5.34	0.60	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 - 08 - JALANDHAR

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	29645	21154	50799	13304	10378	23682	4183	2994	7177
Pre Primary Total	29645	21154	50799	13304	10378	23682	4183	2994	7177
I	21886	16170	38056	10568	8360	18928	3157	2326	5483
II	18188	14303	32491	9333	7491	16824	2528	1982	4510
III	17377	14099	31476	8712	7568	16280	2429	1878	4307
IV	17613	14289	31902	8710	7493	16203	2472	1910	4382
V	16542	14072	30614	7979	7106	15085	2473	2048	4521
Primary Total	91606	72933	164539	45302	38018	83320	13059	10144	23203
VI	17058	14246	31304	8256	7239	15495	2353	1995	4348
VII	14912	13208	28120	6792	6240	13032	2194	1882	4076
VIII	15067	13623	28690	6728	6299	13027	2253	1995	4248
Middle Total	47037	41077	88114	21776	19778	41554	6800	5872	12672
IX	12087	11056	23143	5027	4856	9883	1803	1670	3473
X	15003	13647	28650	6019	5823	11842	2330	2071	4401
Secondary Total	27090	24703	51793	11046	10679	21725	4133	3741	7874
XI	6409	6612	13021	2168	2193	4361	947	1016	1963
XII	6945	7837	14782	2068	2233	4301	989	1184	2173
Sr. Secondary Total	13354	14449	27803	4236	4426	8662	1936	2200	4136
Technical Education	1005	1424	2429	231	293	524	129	199	328
Technical Education Total	1005	1424	2429	231	293	524	129	199	328

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	7151	5428	12579	3070	2556	5626	1054	781	1835
4	11595	8528	20123	5347	4250	9597	1609	1197	2806
5	14032	10084	24116	6664	5213	11877	2001	1434	3435
Sub Total	32778	24040	56818	15081	12019	27100	4664	3412	8076
6	15904	11993	27897	7532	6216	13748	2184	1668	3852
7	14870	11961	26831	7358	6111	13469	2112	1687	3799
8	16578	13378	29956	8244	6941	15185	2356	1882	4238
9	15826	12662	28488	7616	6538	14154	2265	1686	3951
10	17476	14633	32109	8431	7321	15752	2608	2065	4673
Sub Total	80654	64627	145281	39181	33127	72308	11525	8988	20513
11	15501	12885	28386	7228	6240	13468	2219	1887	4106
12	16193	13999	30192	7527	6765	14292	2244	2012	4256
13	14754	13532	28286	6828	6385	13213	2210	1938	4148
Sub Total	46448	40416	86864	21583	19390	40973	6673	5837	12510
14	13908	12462	26370	6085	5653	11738	2043	1818	3861
15	11517	10821	22338	4697	4545	9242	1763	1668	3431
Sub Total	25425	23283	48708	10782	10198	20980	3806	3486	7292
16	9639	9319	18958	3771	3759	7530	1455	1414	2869
17	7397	7024	14421	2747	2728	5475	1118	1000	2118
Sub Total	17036	16343	33379	6518	6487	13005	2573	2414	4987
18	5701	5264	10965	2125	1812	3937	790	775	1565
19	1695	1767	3462	625	539	1164	209	238	447
Sub Total	7396	7031	14427	2750	2351	5101	999	1013	2012

District - 08 - JALANDHAR

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												
3	7141	5420	10	8									10	8																																
4	10638	7806	947	717	9	5	1						957	722																																
5	8760	6105	4868	3634	400	337	4	8					5272	3979																																
6	2992	1745	9976	7580	2684	2396	250	271	2	1			12912	10248																																
7	94	63	5544	3860	7081	5886	1931	1945	220	205			2	14776	11898																															
8	13	11	411	289	7267	5217	6635	5725	2045	1955	207	180	16565	13366		1																														
9	4	1	90	45	542	341	7472	5416	5786	5001	1742	1678	15632	12481	189	180	1																													
10	2	2	26	28	141	86	825	578	8391	6252	6164	5784	15547	12728	1631	1642	294	258	1	3	1926	1903	1																							
11	1	1	9	2	36	17	177	106	848	665	7474	5734	8544	6524	5358	4667	1402	1497	194	195	6954	6359	2	1																						
12			2	5	20	14	61	41	229	160	710	543	1022	763	8540	6694	4852	4655	1609	1665	15001	13014	167	219	3	3	170	222																		
13			2	1	6	3	16	7	60	38	178	126	262	175	931	777	7256	5916	4863	4901	13050	11594	1231	1491	209	266	1440	1757	2	6																
14			1	1	2		4	1	22	11	43	16	72	29	320	200	866	708	7367	6029	8553	6937	3882	3787	1278	1559	5160	5346	122	149	1	1	123	150												
15					1	1	1	2	1	18	5	21	8	64	54	176	112	723	644	963	810	5834	4750	3703	3989	9537	8739	814	1052	181	210	995	1262	1	2											
16													8	1	2	9	2	19	23	44	45	218	145	281	213	696	598	5589	4696	6285	5294	2126	2474	880	1263	3006	3737	58	73							
17													2	2	2	2	3	4	10	6	69	31	82	41	197	154	2660	2071	2857	2225	2065	1821	2206	2654	4271	4475	185	281								
18													2	2	2	2	4	11	10	21	9	34	23	68	47	1304	887	1372	934	1044	898	2786	2746	3830	3644	463	663									
19													1	1	1	1	1	2	1	3	2	9	9	257	176	266	185	236	212	891	963	1127	1175	298	405											
Total	29645	21154	21886	16170	18188	14303	17377	14099	17613	14289	16542	14072	91606	72933	17058	14246	14912	13208	15067	13623	47037	41077	12087	11056	15003	13647	27090	24703	6409	6612	6945	7837	13354	14449	1005	1424										

District - 08 - JALANDHAR

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	950	724	1674	523	430	953	183	116	299									
4	872	693	1565	528	438	966	154	126	280									
5	591	475	1066	393	328	721	94	79	173	25	24	49	22	18	40	1	4	5
6	238	216	454	143	119	262	44	56	100	2	1	3	1		1	1	1	2
7	179	176	355	98	83	181	33	53	86	1		1	1		1			
8	200	188	388	98	108	206	43	39	82	1	5	6	1	3	4		2	2
9	150	140	290	91	80	171	30	32	62	2	2	4	2	2	4			
10	320	224	544	210	115	325	53	46	99	14	2	16	10	2	12	2		2
11	262	220	482	184	138	322	24	34	58	10	6	16	9	6	15			
12	611	453	1064	421	283	704	73	102	175	48	17	65	38	14	52	6		6
13	854	625	1479	567	418	985	109	106	215	98	25	123	68	19	87	12		12
14	1224	934	2158	871	675	1546	133	108	241	141	46	187	113	36	149	9	1	10
15	1933	1374	3307	1310	952	2262	233	178	411	383	137	520	305	119	424	35	7	42
16	2304	1788	4092	1527	1262	2789	268	217	485	451	147	598	332	135	467	53	4	57
17	2483	1959	4442	1570	1275	2845	302	223	525	529	180	709	382	154	536	48	6	54
18	3075	2347	5422	1862	1519	3381	395	324	719	730	240	970	554	188	742	46	16	62

District - 08 - JALANDHAR

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	9	6	15	15	11	26	4	6	10	4	7	11				3	2	5
4	12	8	20	28	14	42	7	3	10	18	6	24				1	1	2
5	18	9	27	36	16	52	13	4	17	22	8	30		2	2	3	3	6
6	22	17	39	34	15	49	13	13	26	18	12	30		2	2	4	1	5
7	31	15	46	43	13	56	23	9	32	21	7	28	2	2	4	8	3	11
8	53	31	84	29	32	61	30	20	50	18	24	42	6	3	9	5	5	10
9	35	34	69	50	25	75	23	23	46	28	12	40	5	2	7	8	6	14
10	52	40	92	63	25	88	31	31	62	44	12	56	8	2	10	7	6	13
11	45	37	82	35	28	63	30	26	56	20	16	36	6	3	9	6	9	15
12	53	25	78	61	46	107	27	18	45	31	27	58	9	3	12	9	8	17
13	44	32	76	71	38	109	33	18	51	40	26	66	3	1	4	11	6	17
14	45	28	73	81	50	131	31	13	44	49	29	78	4	5	9	5	10	15
15	32	28	60	71	47	118	18	16	34	43	32	75	2	1	3	7	4	11
16	30	22	52	73	60	133	24	10	34	43	36	79	1	2	3	8	4	12
17	13	12	25	63	52	115	5	3	8	33	29	62	1	2	3	8	4	12
18	21	11	32	50	45	95	13	6	19	22	27	49	1	4	5	10	6	16

District - 08 - JALANDHAR

Sarav Sikhiya Abhiyan, Punjab

Family Survey 2002

Form No. : SSA/FS/IV/11

Report : 01

Year : 2001-2002

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

Class ↓	School Going Total Children			School Going S.C. Children			School Going B.C. Children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	33	26	59	18	15	33		1	1
I	54	26	80	38	20	58	3	1	4
II	43	36	79	26	17	43	6	6	12
III	71	33	104	40	20	60	7	1	8
IV	63	44	107	42	30	72	8	4	12
V	40	30	70	27	25	52	4	2	6
VI	45	36	81	26	22	48	6	1	7
VII	39	17	56	24	14	38	3		3
VIII	26	30	56	15	15	30	1	3	4
IX	23	26	49	13	17	30	2	1	3
X	29	22	51	16	11	27	2	4	6
XI	13	10	23	7	4	11	1	2	3
XII	13	9	22	6	3	9	1	2	3
Technical Education	1		1						

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	58.36	41.64	100.00	56.38	43.62	100.00	59.92	40.08	100.00	59.36	40.64	100.00
Pre Primary Total	58.36	41.64	100.00	56.38	43.62	100.00	59.92	40.08	100.00	59.36	40.64	100.00
I	57.51	42.49	100.00	53.61	46.39	100.00	60.81	39.19	100.00	60.92	39.08	100.00
II	55.98	44.02	100.00	54.17	45.83	100.00	58.75	41.25	100.00	57.40	42.60	100.00
III	55.21	44.79	100.00	53.25	46.75	100.00	57.80	42.20	100.00	58.12	41.88	100.00
IV	55.21	44.79	100.00	53.05	46.95	100.00	57.81	42.19	100.00	58.91	41.09	100.00
V	54.03	45.97	100.00	51.45	48.55	100.00	57.80	42.20	100.00	57.67	42.33	100.00
Primary Total	55.67	44.33	100.00	53.10	46.90	100.00	58.79	41.21	100.00	58.84	41.16	100.00
VI	54.49	45.51	100.00	52.14	47.86	100.00	57.74	42.26	100.00	59.61	40.39	100.00
VII	53.03	46.97	100.00	51.21	48.79	100.00	56.31	43.69	100.00	55.74	44.26	100.00
VIII	52.52	47.48	100.00	50.32	49.68	100.00	56.64	43.36	100.00	55.41	44.59	100.00
Middle Total	53.38	46.62	100.00	51.25	48.75	100.00	56.91	43.09	100.00	57.06	42.94	100.00
IX	52.23	47.77	100.00	50.30	49.70	100.00	54.99	45.01	100.00	56.29	43.71	100.00
X	52.37	47.63	100.00	50.86	49.14	100.00	54.57	45.43	100.00	55.09	44.91	100.00
Secondary Total	52.30	47.70	100.00	50.61	49.39	100.00	54.76	45.24	100.00	55.60	44.40	100.00
XI	49.22	50.78	100.00	50.75	49.25	100.00	47.67	52.33	100.00	46.48	53.52	100.00
XII	46.98	53.02	100.00	50.23	49.77	100.00	44.52	55.48	100.00	43.10	56.90	100.00
Sr. Secondary Total	48.03	51.97	100.00	50.50	49.50	100.00	45.86	54.14	100.00	44.54	55.46	100.00
Technical Education	41.38	58.62	100.00	50.40	49.60	100.00	38.74	61.26	100.00	39.64	60.36	100.00
Technical Education Total	41.38	58.62	100.00	50.40	49.60	100.00	38.74	61.26	100.00	39.64	60.36	100.00
Grand Total	54.49	45.51	100.00	52.38	47.62	100.00	56.75	43.25	100.00	57.58	42.42	100.00

Annual Work Plan
2003-2004

District: Jalandhar

District Data Summary Sheet

SL.No.	DESCRIPTION	2003-04
1	No. of C D Blocks/BRC's	10
1.1	No. of B.R. & D.R. Personnels (8x20+2x10)+10	290
2	No. of P E Blocks	19
3	No. of CRC's	113
4	No. of Villages	962
4.1	No. of VEDC's	1412
4.2	No. of VEDC's Members	11296
5	No. of Habitations/Wards (Unserved)	
5.1	No. of S.C. Bastis	
6	No. of House Holds	350225
	No. of Schools	
7	No. of Primary Schools (State Govt.)	980
7.1	Non State Govt. Primary Schools	64
7.2	Unrecognised Primary Schools	360
8	No. of Middle Schools/Sections (State Govt.)	432
8.1	Non State Govt. Middle Schools/Sections	176
8.2	Unrecognised Middle Schools/Sections	302
	No. of Teachers (State Govt.)	
9	No. of Primary Teachers	3821
9.1	No. of JBT Teachers + New	3023
9.2	No. of HT	685
9.3	No. of CHT's	113
10	No. of Teachers Middle Schools/Sections	2805
	Primary (State Govt.)	
11	Total No. of Students	116825
11.1	Male Students	55250
11.2	Female Students	61575
11.3	Total No. of S.C. Students	77268
11.4	Male S.C. Students	39856
11.5	Female S.C. Students	22937
	Upper Primary (State Govt.)	
12	Total No. of Students	72747
12.1	Male Students	40262
12.2	Female Students	32485
12.3	Total No. of S.C. Students	29786
12.4	Male S.C. Students	16901
12.5	Female S.C. Students	14366
	Out of School Children	
13	No. of Out of School Children Total	5942
13.1	No. of Out of School Children Male	3343
13.2	No. of Out of School Children Female	2599
13.3	No. of EGS Centres (Proposed)	
	No. of Handicapped Children	
14	Total No. of Handicapped Children	1377
15	Anganwari Centres	1170

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

District - Jalandhar			
Blockwise list of BRC and CRC			
PEBlock Code & Name		CRC	BRC
PE-170	JALANDHAR EAST-I	5	1
PE-171	JALANDHAR EAST-II	6	
PE-172	JALANDHAR EAST-III	5	
PE-173	JALANDHAR EAST-IV	5	
PE-174	JALANDHAR WEST-I	5	
PE-175	JALANDHAR WEST-II	6	1
PE-176	KARTAR PUR	5	
PE-177	ADAMPUR	6	
PE-178	BHOGPUR	6	1
PE-179	ALAWALPUR	5	1
PE-180	PHILLOUR	8	1
PE-181	GORAYAN-I	7	1
PE-182	GORAYAN-II	6	
PE-183	NURMAHAL	7	1
PE-184	NAKODAR-I	8	
PE-185	NAKODAR-II	6	1
PE-186	SHAHKOT-I	5	
PE-187	SHAHKOT-II	6	1
PE-188	LOHIAN KHAS	6	1
Total		113	10

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

District wise list of PEBlocks	
PEBLOCK	CODE
JALANDHAR	
JALANDHAR EAST-I	170
JALANDHAR EAST-II	171
JALANDHAR EAST-III	172
JALANDHAR EAST-IV	173
JALANDHAR WEST-I	174
JALANDHAR WEST-II	175
KARTAR PUR	176
ADAMPUR	177
BHOGPUR	178
ALAWALPUR	179
PHILLOUR	180
GORAYAN-I	181
GORAYAN-II	182
NURMAHAL	183
NAKODAR-I	184
NAKODAR-II	185
SHAHKOT-I	186
SHAHKOT-II	187
LOHIAN KHAS	188

Source : Sarva Shiksha Abhiyan

District - Jalandhar		
Blockwise Distribution of Village		
SR. NO.	BLOCK	No. of Villages
PE-170	JALANDHAR EAST-I	27
PE-171	JALANDHAR EAST-II	21
PE-172	JALANDHAR EAST-III	28
PE-173	JALANDHAR EAST-IV	25
PE-174	JALANDHAR WEST-I	36
PE-175	JALANDHAR WEST-II	26
PE-176	KARTAR PUR	51
PE-177	ADAMPUR	61
PE-178	BHOGPUR	69
PE-179	ALAWALPUR	48
PE-180	PHILLOUR	65
PE-181	GORAYAN-I	61
PE-182	GORAYAN-II	51
PE-183	NURMEHAL	71
PE-184	NAKODAR-I	74
PE-185	NAKODAR-II	62
PE-186	SHAHKOT-I	63
PE-187	SHAHKOT-II	68
PE-188	LOHIAN KHAS	55
	Total	962

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

BLOCKWISE COUNT OF PRIMARY SCHOOLS - 2003														
DISTRICT - JALANDHAR														
PE BLOCK CODE & NAME	G1	G2	G3	G4	TOTAL	P1	P2	P3	P4	P5	P6	TOTP	TOTAL	
PE170 JALANDHAR EAST-I	34	0	0	0	34	0	2	3	1	0	49	55	89	
PE171 JALANDHAR EAST-II	40	0	0	0	40	3	2	2	0	0	36	43	83	
PE172 JALANDHAR EAST-III	40	0	0	0	40	1	2	8	2	1	27	41	81	
PE173 JALANDHAR EAST-IV	35	5	0	0	40	4		6	0	1	28	39	79	
PE174 JALANDHAR WEST-I	43	0	0	0	43	1	2		0	0	13	16	59	
PE175 JALANDHAR WEST-II	38	1	0	0	38	1	1	5	0	0	22	29	67	
PE176 KARTAR PUR	47	0	0	0	47				0	0	7	7	54	
PE177 ADAMPUR	57	1	0	0	57			4	0	0	17	21	78	
PE178 BHOGPUR	64	0	0	0	64				0	0	4	4	68	
PE179 ALAWALPUR	43	0	0	0	43			2	0	0	7	9	52	
PE180 PHILLOUR	60	0	0	0	60		2		0	0	24	26	86	
PE181 GORAYAN-I	57	0	0	0	57			1	0	0	29	30	87	
PE182 GORAYAN-II	45	0	0	0	45				0	0	23	23	68	
PE183 NURMAHAL	69	0	0	0	69		1	2	0	0	17	20	89	
PE184 NAKODAR-I	78	0	0	0	78	1	1		1	0	15	18	96	
PE185 NAKODAR-II	56	0	0	0	56			1	0	0	21	22	78	
PE186 SHAHKOT-I	62	0	0	0	62				0	0	6	6	68	
PE187 SHAHKOT-II	63	0	0	0	63				0	0	12	12	75	
PE188 LOHIAN KHAS	49	0	0	0	49				0	0	3	3	52	
TOTAL	980	5	0	0	985	11	11	34		2	360	424	1409	

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 - 2002													
DISTRICT - JALANDHAR													
PE BLOCK CODE & NAME	G1	G2	G3	G4	TOTAL	P1	P2	P3	P4	P5	P6	TOTP	TOTAL
PE170 JALANDHAR EAST-I	20				20	6	5	13	13		42	79	99
PE171 JALANDHAR EAST-II	25	1			26	11	1	3	2		15	32	58
PE172 JALANDHAR EAST-III	38	1			39	2		11	3		28	44	83
PE173 JALANDHAR EAST-IV	22	5			27	12	2	5	1		24	44	71
PE174 JALANDHAR WEST-I	20	0			20	5	1				22	28	48
PE175 JALANDHAR WEST-II	22	1			23	5	1	10	3		17	36	59
PE176 KARTAR PUR	14	0			14	2	2	7	1		8	20	34
PE177 ADAMPUR	20	2			22	1		7			14	22	44
PE178 BHOGPUR	18				18				1		10	11	29
PE179 ALAWALPUR	14				14	3		3			10	16	30
PE180 PHILLOUR	24	1			25	2		2	2		36	42	67
PE181 GORAYAN-I	29				29	3	1	1			27	32	61
PE182 GORAYAN-II	19				19	3					5	8	27
PE183 NURMAHAL	25				25	1		1	2		11	15	40
PE184 NAKODAR-I	36				36	2	1	3	1		11	18	54
PE185 NAKODAR-II	33				33			2			6	8	41
PE186 SHAHKOT-I	18	1			19	2		1			2	5	24
PE187 SHAHKOT-II	18				18			1			8	9	27
PE188 LOHIAN KHAS	17				17			3			6	9	26
TOTAL	432	12			444	60	14	73	29		302	478	922

LEGEND

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

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

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

District - Jalandhar					
Blockwise Breakup of Primary Teachers					
PEBlock Code & Name	JBT	HT	CHT	Total	
170	JALANDHAR EAST-I	133	25	5	163
171	JALANDHAR EAST-II	152	32	6	190
172	JALANDHAR EAST-III	175	32	5	212
173	JALANDHAR EAST-IV	124	26	5	155
174	JALANDHAR WEST-I	170	31	5	206
175	JALANDHAR WEST-II	138	28	6	172
176	KARTAR PUR	99	32	5	136
177	ADAMPUR	180	40	7	227
178	BHOGPUR	154	42	6	202
179	ALAWALPUR	136	31	5	172
180	PHILLOUR	225	44	8	277
181	GORAYAN-I	207	44	7	258
182	GORAYAN-II	138	34	6	178
183	NURMEHAL	189	48	7	244
184	NAKODAR-I	199	51	8	258
185	NAKODAR-II	189	42	6	237
186	SHAHKOT-I	148	38	5	191
187	SHAHKOT-II	147	38	6	191
188	LOHIAN KHAS	120	27	5	152
	Total	3023	685	113	3821

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

DISTRICT - JALANDHAR
CD Blockwise Enrolment - 2003

S. NO.	Integrated Child Development Scheme	Anganwari Centres	Pre School Education (3-6) Years		
			Boys	Girls	Total
1	Adampur	87	1405	1285	2690
2	Bhogpur	94	1028	1050	2078
3	Jalandhar (East)	129	1589	1462	3051
4	Jalandhar (U)	111	1774	1697	3471
5	Jalandhar (West)	124	1340	1192	2532
6	Lohiya Khas	84	1074	922	1996
7	Nakodar	112	1944	1648	3592
8	Noor Mehal	93	1512	1176	2688
9	Phillaur	144	2022	1677	3699
10	Rurka Kalan	107	1480	1301	2781
11	Shahkot	85	969	909	1878
	Total	1170	16137	14319	30456

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

District-Jalandhar							
Blockwise Enrollment in State Govt. Primary Schools							
Peblock		Total			SC		
		Male	Female	Total	Male	Female	Total
170	Jalandhar East - I	3036	2923	5959	2141	2006	4147
171	Jalandhar East - II	3346	3209	6555	2363	2304	4667
172	Jalandhar East - III	3356	3095	6451	2773	2617	5390
173	Jalandhar East - IV	2315	2123	4438	1921	1748	3669
174	Jalandhar West - I	3136	3373	6509	2210	2409	4619
175	Jalandhar West - II	2748	2784	5532	1611	1444	3055
176	Kartarpur Upper	1950	1639	3589	1412	1295	2707
177	Adampur	3257	3035	6292	2396	2309	4705
178	Bhogpur	3044	2709	5753	1803	1732	3535
179	Allawalpur	2410	2229	4639	1870	1742	3612
180	Phillour	4641	4130	8771	3312	2905	6217
181	Goraya - I	4061	3649	7710	2535	2318	4853
182	Goraya - II	2780	2486	5266	1841	1603	3444
183	Noormahal	3599	3141	6740	2476	2291	4767
184	Nakodar - I	4514	4103	8617	2628	2543	5171
185	Nakodar - II	4118	3688	7806	2733	2538	5271
186	Shahkot - I	4011	2308	6319	1328	1282	2610
187	Shahkot - II	2727	2426	5153	1546	1461	3007
188	Lohian Khas	2526	2200	4726	957	865	1822
Total		61575	55250	116825	39856	37412	77268

District-Jalandhar							
Blockwise Enrollment in State Govt. Middle Schools							
Peblock		Total			SC		
		Male	Female	Total	Male	Female	Total
170	Jalandhar East - I	1823	1523	3346	851	635	1486
171	Jalandhar East - II	2401	1906	4307	1035	855	1890
172	Jalandhar East - III	2137	1801	3938	1166	855	2021
173	Jalandhar East - IV	1737	1512	3249	646	563	1209
174	Jalandhar West - I	1833	1319	3152	847	720	1567
175	Jalandhar West - II	1268	1447	2715	723	639	1362
176	Kartarpur Upper	2583	1012	3595	605	488	1093
177	Adampur	2207	2023	4230	1160	936	2096
178	Bhogpur	1663	1750	3412	848	766	1614
179	Allawalpur	1663	1451	3114	811	689	1500
180	Phillour	2947	2420	5367	1504	764	2268
181	Goraya - I	2931	2153	5084	1214	569	1783
182	Goraya - II	1924	1777	3701	912	736	1648
183	Noormahal	2948	2327	5275	1135	845	1980
184	Nakodar - I	2493	2107	4600	972	763	1735
185	Nakodar - II	2421	1930	4351	962	763	1725
186	Shahkot - I	1714	1316	3030	514	462	976
187	Shahkot - II	2080	1549	3630	680	523	1203
188	Lohian Khas	1490	1162	2651	318	314	632
Total		40262	32485	72747	16901	12885	29786

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

District-Jalandhar							
Blockwise Enrollment in State Govt. Middle Schools							
Peblock	Total			SC			
	Male	Female	Total	Male	Female	Total	
170	Jalandhar East - I	1823	1523	3346	851	635	1486
171	Jalandhar East - II	2401	1906	4307	1035	855	1890
172	Jalandhar East - III	2137	1801	3938	1166	855	2021
173	Jalandhar East - IV	1737	1512	3249	646	563	1209
174	Jalandhar West - I	1833	1319	3152	847	720	1567
175	Jalandhar West - II	1268	1447	2715	723	639	1362
176	Kartarpur Upper	2583	1012	3595	605	488	1093
177	Adampur	2207	2023	4230	1160	936	2096
178	Bhogpur	1663	1750	3412	848	766	1614
179	Allawalpur	1663	1451	3114	811	689	1500
180	Phillour	2947	2420	5367	1504	764	2268
181	Goraya - I	2931	2153	5084	1214	569	1783
182	Goraya - II	1924	1777	3701	912	736	1648
183	Noormahal	2948	2327	5275	1135	845	1980
184	Nakodar - I	2493	2107	4600	972	763	1735
185	Nakodar - II	2421	1930	4351	962	763	1725
186	Shahkot - I	1714	1316	3030	514	462	976
187	Shahkot - II	2080	1549	3630	680	523	1203
188	Lohian Khas	1490	1162	2651	318	314	632
	Total	40262	32485	72747	16901	12885	29786

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

DISTRICT JALANDHAR					
Blockwise Enrollment in (Primary) School 2003					
Peblock		State Govt.	Non-State Govt.	Unrecognised	Grand Total
		Total	Total	Total	
170	Jalandhar East - I	5959	2826	4733	13518
171	Jalandhar East - II	6555	4259	7893	18707
172	Jalandhar East - III	6451	3751	3089	13291
173	Jalandhar East - IV	4438	4783	2826	12047
174	Jalandhar West - I	6509	1975	4389	12873
175	Jalandhar West - II	5532	2643	6652	14827
176	Kartarpur Upper	3589	2045	2063	7697
177	Adampur	6292	883	2173	9348
178	Bhogpur	5753	365	1329	7447
179	Allawalpur	4639	1080	893	6612
180	Phillour	8771	2178	4706	15655
181	Goraya - I	7710	1275	5626	14611
182	Goraya - II	5266	1220	2210	8696
183	Noormahal	6740	1738	3300	11778
184	Nakodar - I	8617	2708	7077	18402
185	Nakodar - II	7806	1777	1054	10637
186	Shahkot - I	6319	1397	2225	9941
187	Shahkot - II	5153	993	1149	7295
188	Lohian Khas	4726	10473	1149	16348
Total		116825	48369	64536	229730

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

DISTRICT JALANDHAR					
Blockwise Enrollment in (Middle) School 2003					
PEblock		State Govt.	Non-State Govt.	Unrecognised	Grand Total
		Total	Total	Total	
170	Jalandhar East - I	3346	1673	837	5856
171	Jalandhar East - II	4307	2154	1077	7537
172	Jalandhar East - III	3938	1969	985	6892
173	Jalandhar East - IV	3249	1625	812	5686
174	Jalandhar West - I	3152	1576	788	5516
175	Jalandhar West - II	2715	1358	679	4751
176	Kartarpur Upper	3595	1798	899	6291
177	Adampur	4230	2115	1058	7403
178	Bhogpur	3412	1706	853	5971
179	Allawalpur	3114	1557	779	5450
180	Phillour	5367	2684	1342	9392
181	Goraya - I	5084	2542	1271	8897
182	Goraya - II	3701	1851	925	6477
183	Noormahal	5275	2638	1319	9231
184	Nakodar - I	4600	2300	1150	8050
185	Nakodar - II	4351	2176	1088	7614
186	Shahkot - I	3030	1515	758	5303
187	Shahkot - II	3630	1815	908	6353
188	Lohian Khas	2651	1326	663	4639
Total		72747	36374	18187	127308

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

Blockwise Out of Schools Children 2003							
Peblock		Age Group (6-14)					
		Total			SC		
		Male	Female	Total	Male	Female	Total
PE-170	Jalandhar East - I	317	251	568	160	117	277
PE-171	Jalandhar East - II	114	80	194	63	45	108
PE-172	Jalandhar East - III	195	158	353	148	128	276
PE-173	Jalandhar East - IV	192	100	292	80	55	135
PE-174	Jalandhar West - I	158	122	280	107	91	198
PE-175	Jalandhar West - II	17	26	43	0	0	0
PE-176	Kartarpur Upper	219	135	354	161	90	251
PE-177	Adampur	148	124	272	114	98	212
PE-178	Bhogpur	86	89	175	54	61	115
PE-179	Allawalpur	115	71	186	74	37	111
PE-180	Phillour	197	159	356	131	98	229
PE-181	Goraya - I	218	119	337	152	86	238
PE-182	Goraya - II	149	88	237	107	56	163
PE-183	Noormahal	239	236	475	162	157	319
PE-184	Nakodar - I	271	239	510	166	144	310
PE-185	Nakodar - II	217	158	375	166	113	279
PE-186	Shahkot - I	80	68	148	67	82	149
PE-187	Shahkot - II	240	205	445	182	126	308
PE-188	Lohian Khas	171	171	342	115	83	198
	Total	3343	2599	5942	2209	1667	3876

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

Blockwise Handicapped Children							
District : Jalandhar - 6-14 Years (Total)							
PEBlock	Visually Impaired Children	Speech Impaired Children	Hearing Impaired Children	Physically Challenged Children	Mentally Challenged Children	Any Other Challenged Children	Total
Jalandhar East - I	2	5	3	24	38	9	81
Jalandhar East - II	3	12	3	28	22	7	75
Jalandhar East - III	2	6	3	15	25	9	60
Jalandhar East - IV	6	8	5	22	21	9	71
Jalandhar West - I	2	8	5	22	21	4	62
Jalandhar West - II	2	15	5	8	11	3	44
Kartarpur Upper	8	6	2	18	11	4	49
Adampur	7	12	4	33	32	8	96
Bhogpur	6	11	2	22	29	5	75
Allawalpur	2	10	2	23	12	6	55
Phillour	10	23	6	24	23	3	89
Goraya - I	1	13	5	32	26	4	81
Goraya - II	4	14	9	39	27	6	99
Noormahal	2	10	4	20	21	4	61
Nakodar - I	5	12	5	31	29	5	87
Nakodar - II	5	9	7	34	36	6	97
Shahkot - I	4	10	3	12	21	4	54
Shahkot - II	2	14	6	17	32	5	76
Lohian Khas	4	9	8	24	17	3	65
Total	77	207	87	448	454	104	1377

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

Blockwise Handicapped Children						
District : Jalandhar - 6-14 Years (Total)						
PEBlock	SC			BC		
	School Going	School Not Going	Total	School Going	School Not Going	Total
Jalandhar Ea	24	12	36	3	7	10
Jalandhar Ea	24	32	56	1	3	4
Jalandhar Ea	24	30	54	1	2	3
Jalandhar Ea	21	15	36	3	8	11
Jalandhar We	9	16	25	1	0	1
Jalandhar We	14	18	32	0	4	4
Kartarpur Upp	26	19	45	4	2	6
Adampur	24	29	53	2	3	5
Bhogpur	13	10	23	3	10	13
Allawalpur	14	14	28	3	3	6
Phillour	23	44	67	3	4	7
Goraya - I	20	30	50	3	8	11
Goraya - II	46	26	72	3	5	8
Noormahal	29	25	54	6	2	8
Nakodar - I	21	21	42	3	9	12
Nakodar - II	19	25	44	3	0	3
Shahkot - I	12	14	26	1	7	8
Shahkot - II	27	24	51	6	21	27
Lohian Khas	16	16	32	10	17	27
TOTAL	406	420	826	59	115	174

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

ANNUAL WORK PLAN AND BUDGET for the year 2003-04

District: Jalandhar

(Rs. In lacs)

S.No	Maj. Act.	Activity Description	Unit Cost 2003-04	Total AWP 2002-03		Expenditure 2002-03	Spill over 2002-03	AWP 2003-04		Total AWP 2003-04
				Physical	Financial			Financial	Physical	
1	PFE	Primary Schools								
		Salary of teachers (schools opened last year)	0.072	388	30.264		30.264	2328	167.616	197.880
		TLE Grants	0.100	0	0.000		0.000	194	19.400	19.400
		Sub-Total			30.264		30.264		187.016	217.280
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					29	14.500	14.500
		Sub-Total					0.000		14.500	14.500
3		School Grants	0.020	1450	29.000	27.440	1.560	1412	28.240	29.800
4		Teachers Grants	0.005	6631	33.155	25.625	7.530	6626	33.130	40.660
5	EGS	EGS Centers for 6-14	0.00845					5942	50.210	50.210
		Sub-Total							50.210	50.210
5.1	IED	Education of disabled		1356	16.272	2.03507	14.237		16.519	30.756
		Sub-Total			16.272	2.03507	14.237		16.519	30.756
6	BRC	Salary of staff	0.072	360	28.080	0	28.080	1920	138.240	166.320
6.1		Contingency Grant	0.125	10	1.250	2.375	-1.125	10	1.250	0.125
6.2		TLM Grant	0.050	10	0.500		0.500	10	0.500	1.000
6.3		Workshops and Meetings Grants	0.005	120	0.600	0.000	0.600	120	0.600	1.200
6.4		BRC	0.072				0.000	240	17.280	17.280
		Sub-Total			30.430	2.375	28.055		157.870	185.925
7	CRC	Salary CRC coordinator								0.000
7.1		Contingency Grant	0.025	113	2.825	2.825	0.000	113	2.825	2.825
7.2		TLM Grant	0.010	113	1.130	0	1.130	113	1.130	2.260
7.3		Workshops and Meetings Grants	0.002	1356	2.712	0	2.712	1356	2.712	5.424
7.4		CRC						0	0.000	0.000
		Sub-Total			6.667	2.825	3.842		6.667	10.509
8	R&E	Research and Evaluation Programme		1450	20.300	20.300	0.000		19.709	19.709
		Sub-Total			20.300	20.300	0.000		19.709	19.709
9		Civil Works								0.000
9.1		Construction of BRC buildings	6.000	8	48.000	48.000	0.000	3	18.000	18.000
9.2		Construction of CRC buildings	2.000	11	22.000	22.000	0.000	7	14.000	14.000
9.3		Construction of additional room for P/S	1.200	50	60.000	48.000	12.000	85	102.000	114.000
9.4		Construction of additional room for UPS	1.200	50	60.000	51.600	8.400	84	100.800	109.200
9.4		Buildingless Schools	3.000	3	9.000	9.000	0.000	0	0.000	0.000
9.5		Branch School Buildings	3.000	15	45.000	30.000	15.000	0	0.000	15.000
9.6		Sanitary Blocks and drinking water facilities for primary and upper primary sections	0.350	652	228.200	154.700	73.500	456	159.600	233.100
9.7		Construction of Headmaster room for UPS	1.200				0.000	31	37.200	37.200
9.8		Varanda	1.000				0.000	0	0.000	0.000
9.9		Buildings for schools having unsafe buildings	3.000				0.000	0	0.000	0.000
		Sub-Total			472.200	363.300	108.900		431.600	540.500
10		Maintenance and Repair Grant	0.050	2741	137.050	66.350	70.700	1412	70.600	141.300
		Sub-Total			137.050	66.350	70.700		70.600	141.300
11	MGT	Management Cost			39.600	0.44719	39.153		67.886	107.039
		Sub-Total			39.600	0.44719	39.153		67.886	107.039
12	TRG	20 days Teachers training (In service)	0.014	6631	92.834	92.834	0.000	6626	92.764	92.764
		Sub-Total			92.834	92.834	0.000		92.764	92.764
13	VEC	Training to VEC Members	0.0003	23200	6.960	6.960	0.000	22592	6.778	6.778
		Sub-Total			6.960	6.960	0.000		6.778	6.778
14	INO	Computer Education			15.000		15.000		15.000	30.000
		Education of Girls			10.000		10.000		9.996	19.996
		Education of SC/ST			10.000		10.000		10.003	20.003
		ECE			14.999		14.999		17.588	32.587
		Sub-Total			49.999	0	49.999		52.587	102.586
15		Free text books for Non SC girls	0.0015	25233	37.850	32.32709	5.522	56757	85.136	90.658
		Sub-Total			37.850	32.32709	5.522		85.136	90.658
		Grand Total			1002.581	642.818	359.762		1321.211	1680.973

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

Account Code	Maj. Act.	Item	2003-04					
			Unit cost	Physical	Period	Financial	% to total	Remarks
1	PFE	Salary for primary teachers 194 x 12	0.072	2328	12 months	167.616		
		TLE for New primary Schools(upgradation of Branch Schools with more than 40 students)	0.100	194		19.400		
		Subtotal				187.016	14.155	
2	UPE	Upper primary Schools						
		TLE for Upper Primary Schools	0.500	29		14.500		
		Subtotal				14.500	1.097	
3		School Grant (P+UP Schools)	0.020	1412		28.240	2.137	
4		Teacher Grant (P+UP Teacher)	0.005	6626		33.130	2.508	
5	EGS	Cost of running of EGS centres for 5942 out of school children of 6-14 age group declining by 25%	0.00845	5942		50.210		
		Subtotal				50.210	3.800	
5.1	IED	IED Training to BRC staff 10 x 10 x 5	0.0007	500	5 months	0.350		
		IED assessment camps 2 x 10	0.020	20		0.400		
		Two Resource persons honorarium 10 Blocks x 12 months	0.070	120	12 months	8.400		
		Manual for Teachers about visually impaired children for primary & upper primary schools	0.00034	1412		0.480		
		Manual for Teachers about mentally challenged children for No. of primary & upper primary schools	0.00036	1412		0.508		
		Special assistance and TLM to disabled children 1377	0.004634	1377		6.381		
		Subtotal				16.519	1.250	
6	BRC	Salary of 20 Block Resource Persons per CD Block having more than 100 schools for 8 Blocks @ Rs.7200/- x 12 P.A.	0.072	1920	12 months	138.240		

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

Account Code	Maj. Act.	Item	2003-04					Remarks
			Unit cost	Physical	Period	Financial	% to total	
6.1		BRC Contingency grant for 10 CD Blocks @ Rs.12500/- P.A.	0.125	10		1.250		
6.2		TLM grant for 10 CD Blocks @ Rs.5000/- P.A.	0.050	10		0.500		
6.3		Meetings, Travel allowance for 10 CD Blocks @Rs.500 x 12 P.A.	0.005	120		0.600		
6.4		Salary of 10 Block Resource Person Per CD Block having less than 100 schools for 2 Block @ Rs. 7200/-x12 P.A.	0.072	240	12 months	17.280		
		Sutotal				157.870	11.949	
7	CRC	Salary of Staff						
7.1		CRC Contingency grant for 159 CRCs Blocks @ Rs.2500/- P.A.	0.025	113		2.825		
7.2		TLM grant for 113 CRCs @ Rs.1000/- P.A.	0.010	113		1.130		
7.3		Meetings, Travel allowance for 113 CRCs Blocks @Rs.200 x 12 P.A.	0.002	1356	12 months	2.712		
		Subtotal				6.667	0.505	
8	R&E	Reasearch and Evaluation Programme						
		Annual School, Block and district planning for Primary and Upper Primary schools @ Rs.30/-	0.0003	1412		0.424		
		Annual School Gradation and Evaluation process for Primary & Upper primary schools @ Rs.30/-	0.0003	1412		0.424		
		Conduct of Pupil Achievement Survey 5% to 10% of schools 72 @ Rs.2000/-	0.020	151		3.020		
		Academic monitoring of schools by DIET staff by travelling 12 months 2 x12 @ Rs. 1000/-	0.010	24		0.240		

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

Account Code	Maj. Act.	Item	2003-04					
			Unit cost	Physical	Period	Financial	% to total	Remarks
		Academic supervision by BRCs 10 x 5 units @ Rs. 1000	0.010	50		0.500		
		Hiring of Vehicles for Academic supervision by DPO/SPD 5 visits to 10 visits x 12 months @ Rs. 1000/-	0.010	60	12 months	0.600		
		Annual Household survey @Rs.3/- per household for 350225 households	0.00003	350225		10.507		
		MIS Data collection and processing of data for 980 primary schools at State/District office	0.0017	980		1.666		
		MIS Data collection and processing of data for 432 upper primary schools/sections at State/District office	0.0018	432		0.778		
		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	0.00028×2	501		0.281		

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

Account Code	Maj. Act.	Item	2003-04					Remarks
			Unit cost	Physical	Period	Financial	% to total	
		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	0.0003×3	1412		1.271		
		Subtotal				19.709	1.492	
9		Civil Works						
9.1		Block Resource centre buildings	6.000	3		18.000		
9.2		Cluster Resource Centres	2.000	7		14.000		
9.3		Additional Class rooms for primary schools	1.200	85		102.000		
9.4		Buildings for buildingless school	3.000			0.000		
9.4		Additional Classrooms for Primary schools and upper primary sections	1.200	84		100.800		
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	456		159.600		
9.7		Headmaster's room for upper primary sections	1.200	31		37.200		
9.8		Verandah	1.200			0.000		
9.9		Buildings for schools having unsafe buildings	3.000			0.000		
		Sutotal				431.600	32.667	

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

Account Code	Maj. Act.	Item	2003-04					
			Unit cost	Physical	Period	Financial	% to total	Remarks
10		Maintenance and Repair Grant						
		Repairs and maintenance of school Primary and upper primary sections	0.050	1412		70.600		
		Subtotal				70.600	5.344	
11	MGT	Management Cost						
		Hire charges for vehicles for DPO/State 30 times x 12 months	0.015	360		5.400		
		DPO/state consumables	0.070	12		0.840		
		Water, Electricity, Telephone etc. of District and State office	0.100	12		1.200		
		TA & DA of District and State etc.	0.300	12		3.600		
		Consultants (12 Months x 7) for District and State	0.070	84		5.880		
		Computer Stationery Peripherals DPO/State	0.200	1		0.200		
		Documentation at DPO/State	3.000	1		3.000		
		Running cost of Data centre for all primary and upper primary schools and students 1.400 x 12 inclusive of rent and salaries and other expenses for DPO/State	1.500	12		18.000		
		Jan Samparak Abhiyan (twice a year visit of 10 schools per block by all senior officers for three days- taxi and other charges) to be conducted by State/District office No. of blocks x 2	0.030	20		0.600		
		Development and printing of modules on planning and management by State/District office	0.00036	1412		0.508		

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

Account Code	Maj. Act.	Item	2003-04					
			Unit cost	Physical	Period	Financial	% to total	Remarks
		Study in i) Child's concept of class relations ii) Causal thinking in students iii) Students concept of time iv) movement v) Students concept of space vi) Concrete and formal reasoning in Mathematics vii) Teacher expectations and remedial strategies	0.0003×3	1412		1.271		
		Subtotal				19.709	1.492	
9		Civil Works						
9.1		Block Resource centre buildings	6.000	3		18.000		
9.2		Cluster Resource Centres	2.000	7		14.000		
9.3		Additional Class rooms for primary schools	1.200	85		102.000		
9.4		Buildings for buildingless school	3.000			0.000		
9.4		Additional Classrooms for Primary schools and upper primary sections	1.200	84		100.800		
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	456		159.600		
9.7		Headmaster's room for upper primary sections	1.200	31		37.200		
9.8		Verandah	1.200			0.000		
9.9		Buildings for schools having unsafe buildings	3.000			0.000		
		Sutotal				431.600	32.667	

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

Account Code	Maj. Act.	Item	2003-04					
			Unit cost	Physical	Period	Financial	% to total	Remarks
		Hiring of experts for pedagogy research, evaluation, community mobilization, gender sensitisation, alternative schooling, planning and management training District 19×12×8000	0.08000	228		18.240		
		Circulation of material prepared by the experts to school/VEDC level.						
		News letter	0.00025	1412		0.353		
		Media activity						
		Development and distribution work training manual for VEDCs 4 x 1412	0.00032	5648		1.807		
		Development and distribution training manual on civil works for BRPs and DRPs 4 x (180+10)	0.00068	760		0.517		
		Workshop on Architectural plans and layouts 30 persons x 3 x 300	0.270	2		0.540		
		Development and distribution of architectural plans and layouts 2 x No. of primary & upper primary schools	0.00047	2824		1.327		
		Hiring of vehicles for monitoring of civil works 6 visits x 12	0.010	72		0.720		
		Hiring of vehicles for monitoring of civil works by State office and seeking advice on civil work	0.100	12		1.200		
		Printing of modules for various districts	0.000350	11296		3.954		
		Subtotal				67.886	5.138	
12	TRG	Teachers training for primary and upper primary for 20 days	0.0140	6626		92.764		
		Subtotal				92.764	7.021	

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

Account Code	Maj. Act.	Item	2003-04					
			Unit cost	Physical	Period	Financial	% to total	Remarks
13	VEC	Training to VEC Members						
		Orientation to VEDC Members No. of primary & upper primary schoolsx 8 members x 2	0.0003	22592		6.778		
		Subtotal				6.778	0.513	
14	INO	INNOVATIVE						
a) Computer Education								
		Cost of running of computer education centres at block/cluster level	15.000	1		15.000		
		Subtotal				15.000	1.135	
b) Education of Girls								
		Remedial coaching for girls students for two months 980 in primary schools in parts	0.003	253		0.759		
		Remedial coaching for girls students for two months in 432 upper primary schools in parts	0.003	109		0.327		
		Development of supplement reading material and item Bank for 55250 girl student of primary students for use in remedial coaching in parts	0.00038	10526		4.000		
		Development of supplement reading material and item Bank for 32485 girl student of upper primary students for use in remedial coaching	0.00057	8614		4.910		
		Subtotal				9.996	0.757	
c) SC/ST								
		Remedial coaching for 3 months in primary & upper primary schools	0.0030	725		2.175		

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

Account Code	Maj. Act.	Item	2003-04					
			Unit cost	Physical	Period	Financial	% to total	Remarks
		Supplementary reading material for remedial primary school coaching SC children 77268 in parts	0.0005	9396		4.698		
		Question Bank for SC children of 29786 upper primary classes for remedial coaching in parts	0.0006	5217		3.130		
		Subtotal				10.003	0.757	
d) ECCE								
		School readiness kits and playway material for 3-5 age children in ICDS Centres (1170x3)	0.00075	3510		2.633		
		Teaching learning material for 3-5 age children in ICDS centers × 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 × 3 (980x3)	0.00075	2940		2.205		
		Subtotal				17.588	1.331	
15		Free text books for Non SC girls	0.0015	56757		85.136		
		Subtotal				85.136	6.444	
		Grand Total				1321.211		

Training

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

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

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

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

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

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

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

IDENTIFICATION OF TRAINING NEEDS

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

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

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

THE OBJECTIVES OF THE TRAINING PROGRAMME

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

I. Knowledge and Understanding

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

II. Skills

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

III. Attitude and Values

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

TRAINING PROGRAMMES

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

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

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

TYPES OF TRAINING

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

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

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

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

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

TRAINING PERIOD

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

TRAINING METHODS AND MATERIALS

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

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

TRAINING EFFECTIVENESS

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

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

SUGGESTED CRITERIA FOR THE EFFECTIVENESS OF THE PROGRAMME

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

1. Selection of the state level key persons

These persons should:

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

2. Selection of the resource persons

The resource persons selected for participation should have:

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

Training Programmes For Teachers/Heads

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

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

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

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

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

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

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

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

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

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

PLANNING THE CURRICULUM

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

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

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

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

CONTENTS OF THE TRAINING PROGRAMME

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

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

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

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

FACILITIES REQUIRED FOR TRAINING

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

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

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

EVALUATION OF TRAINING CONDUCTED

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

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

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

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

COMMUNITY SUPPORT

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

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

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

EMERGING ISSUES AT ELEMENTARY AND SECONDARY EDUCATION LEVEL

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

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

IN-SERVICE EDUCATION TRAINING

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4. School Discipline

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

5. Special Role of the Head Teachers

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

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

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

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

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

Educational Technology:

- In service training regarding Educational Technology.

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

Work Experience:

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

Planning Management:

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

Curriculum Material Development and Education:

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

TRAINING IN COMPUTER EDUCATION

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

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

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

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

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

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

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

18. Abbreviation related to computers.

TRAINING OF ENGLISH TEACHERS

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

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

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

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

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

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

Tentative Training Programme Contents for the English Teachers (Secondary)

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

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

TRAINING OF SCIENCE AND MATHS TEACHERS

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

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

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

The teacher has to be competent at: –

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

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

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

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

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

Day-1 (5.5.03)

Registration

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

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

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

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

Inauguration

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

Assignment

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

Pre-Test

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

Practicals

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

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

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

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

Day-2 (6-5-03)

Element, Compound & Mixture (Chemistry)

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

Work and Energy (Physics)

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

Health & Diseases (Biology)

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

Library

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

Practical

- Groups of seminarians will be inter-changed.

Day-3 (7-5-03)

Nature of matter and separation of substances (Chemistry)

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

- 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 Spirogyra from pond water and Rhizopus from decaying bread.
2. To show the direction of ray of light using glass prism.	2. To prepare Carbon dioxide gas in the laboratory and test it with limewater.	2. Study of parts of a flowering plant and a seed.
3. To prepare Volta cell	3. With the help of valve tubes make a model of graphite.	3. To study plant tissue and animal tissues from slides.
4. To show real and virtual images by using lens.	4. To study the different parts of flame.	

Day -6 (12-5-03)

Biology

- According to choice of seminarians.

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

Electricity (Physics)

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

Basic Geometrical Concepts (Maths)

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

OHP, Slide Projector

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

Practicals

- Groups of seminarians will be inter-changed.

Day-7 (13-5-03)

Electricity (Physics)

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

Man made Materials

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

Physics

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

Post-Test

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

Practicals

- Groups of seminarians will be inter-changed.

Day-8 (14-5-03)

Carbon & its compounds (Chemistry)

- Allotropic forms of carbon.

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

Animal System (Biology)

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

Sound (Physics)

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

Science Kit

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

Valedictory

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

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

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

Day-1 (5.5.03)

Registration

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

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

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

Inauguration

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

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

Assignment

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

Pre-Test

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

Practicals

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

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

Discussion

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

Day-2 (6-5-03)

Element, Compound & Mixture (Chemistry)

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

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

Cell & Cell Structure (Biology)

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

Health & Diseases (Biology)

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

Library

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

Practical

- Groups of seminarians will be inter-changed.

Day-3 (7-5-03)

Nature of matter and separation of substances (Chemistry)

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

Micro-organisms (Biology)

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

Useful Plants and Animals (Biology)

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

Construction and 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 fibbers.
- Ceramics, polymers, plastics.
- Synthetic fibbers.
- Soaps and Detergents.
- Fertilizers, Pesticides.

Organic Evolution (Biology)

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

Post-Test

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

Practical

- Groups of seminarians will be inter-changed.

Day-8 (14-5-03)

Carbon & its compounds (Chemistry)

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

Food (Biology)

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

Electricity (Physics)

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

Science Kit

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

Valedictory

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

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

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

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

Day-1 (21.7.03)

Registration

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

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

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

Inauguration

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

Assignment

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

Pre-Test.

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

Practical

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

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

Discussion

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

Day-2 (22-7-03)

Matter-Nature & behavior (Chemistry)

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

Cell & Cell Structure (Biology)

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

Diversity in living World (Biology)

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

Library

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

Practical

- Groups of seminarians will be inter-changed.

Day-3 (23-7-03)

Periodic Table (Chemistry)

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

Human Diseases (Biology)

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

Human Diseases (Biology)

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

Construction and Theorems in Geometry (Maths)

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

Practicals

- Groups of seminarians will be inter-changed.

Day-4 (24.7.03)

Chemical bonding (Chemistry)

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

Sun and Nuclear energy (Physics)

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

Biology

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

Population Education

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

Practicals

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

Day-5 (25-7-03)

Chemistry

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

Life processes (Biology)

- Digestive system, or
- Respiratory System

Participation of Teachers

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

Moral values

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

Practical

- Groups of seminarians will be inter-changed.

Day -6 (28-7-03)

Chemistry

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

Physics

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

Life Processes (Biology)

- Circulatory system, or
- Excretory system.

Assignments

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

Practical

- Groups of seminarians will be inter-changed.

Day-7 (29.7.03)

Heredity (Biology)

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

Educational Excursion

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

Day-8 (30-7-03)

Evolution (Biology)

- Evidences of evolution
- Theories of evolution.

Physics

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

Biology

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

NTSE

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

Practicals

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

Day-9 (31.7.03)

Magnetism (Physics)

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

Carbon & its compounds (Chemistry)

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

Sustainable Agriculture (Biology)

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

Post-Test

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

Practical

- Groups of seminarians will be inter-changed.

Day -10 (1-8-03)

Electricity (Physics)

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

Carbon & its compounds (Chemistry)

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

Our Environment (Biology)

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

Science Kit

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

Valedictory

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

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

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

Day-1 (21.7.03)

Registration

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

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

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

Inauguration

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

Assignment

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

Pre-Test

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

Practical

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

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

Discussion

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

Day-2 (22-7-03)

Matter-Nature & behavior (Chemistry)

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

Diversity in living World (Biology)

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

Force (Physics)

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

Library

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

Practical

- Groups of seminarians will be inter-changed.

Day-3 (23-7-03)

Periodic Table (Chemistry)

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

Biology

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

Measurement, units & motion (Physics)

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

Basic Algebraic Concepts (Maths)

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

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

Practical

- Groups of seminarians will be inter-changed.

Day-4 (24.7.03)

Chemistry

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

Sun and Nuclear energy (Physics)

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

Electricity (Physics)

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

Population Education

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

Practicals

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

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

Chemistry

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

Number System (Maths)

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

Participation of Teachers

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

Moral values

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

Practical

- Groups of seminarians will be inter-changed.

Day -6 (28-7-03)

Carbon & its compounds (Chemistry)

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

Physics

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

Light (Physics)

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

Assignments

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

Practical

- Groups of seminarians will be inter-changed.

Day-7 (29--03)

Heat (Physics)

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

Educational Excursion

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

Day-8 (30-7-03)

Physics

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

Electricity (Physics)

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

Basic Geometrical Concepts (Maths).

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

NTSE

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

Practicals

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

current on the potential difference across a resistor and determine its resistance.	value of wax.	mount of leguminous ro- nodules to study bacteria.
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Day-9 (31.7.03)

Magnetism (Physics)

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

Chemical bonding (Chemistry)

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

Human Diseases (Biology)

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

Post-Test

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

Practical

- Groups of seminarians will be inter-changed.

Day -10 (1-8-03)

Universe (Physics)

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

Carbon & its compounds (Chemistry)

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

Biology

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

Science Kit

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

Valedictory

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

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

Contents of Middle Maths Seminar (8 days)

Number System (2Pds)

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

Indices, Exponents and Surds (1Pd)

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

Squares and Cubes (1 Pd)

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

Commercial mathematics (5 Pds)

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

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

Algebra (4Pds)

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

Geometry (7 Pds)

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

Mensuration (2 Pds)

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

Statistics (1Pd)

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

Teaching Aids (2Pds)

Contents of High Maths Seminar (10 days)

Algebra (10Pds)

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

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

Mensuration (2Pds)

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

Trigonometry (2Pds)

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

Commercial Maths (5Pds)

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

Statistics (3 Pds)

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

Geometry & Co-ordinate Geo. (9 Pds)

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

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

Teaching Aids (2 Pds)

Note: -

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

Guidelines for Maths Seminar Year 2003-04

Registration

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

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

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

Inauguration

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

Assignment

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

Pre-Test

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

MANAGEMENT OF TEACHER TRAINING

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

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

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

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

CHALLENGES OF EDUCATIONAL SCENARIOS

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

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

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

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

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

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

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

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

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

IMPROVEMENT OF SCIENCE EDUCATION SCHEME

TIME-TABLE FOR MIDDLE SCIENCE SEMINAR YR. 2003-4 (5.5.03 TO 14.5.03)

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

Day	9:30 to 10:15	10:15 to 11:00	11:00 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 seminarians	Biology according to choice of seminarians		Physics according to choice of seminarians	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 presentatic
2	Nature of Matter	Diversity in the living world		Energy	Pre-test		as above	
3	Human Diseases	Classification of elements		Sun and Nuclear Energy	Maths		as above	
4	Magnetism	Chemical bonding		Natural Resources	Population Education		as above	
5	Chemical Reactions	Light		Participation by Teachers	Moral Values		as above	
6	Carbon and its Compounds	Our Environment		Electricity and its Applications	Assignments		as above	
7	Life Processes	Educational Excursion		Educational Excursion			Educational Excursion	
8	Heredity and Evolution	Metals and Non-metals		Universe	NTSE		Practical of phy, che, bio, acc to syllabus	
9	Chemistry acc to choice of seminarians	Biology acc to choice of seminarians		Physics acc to choice of seminarians	Post Test		as above	
10	Biology acc to choice of seminarians	Chemistry acc to choice of seminarians		Physics acc to choice of seminarians	Science Kit		Valedictory & TADA 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
1	Attendance & Morning Assembly & Moral Value Talks	Registration	T e a	Regarding Seminar	Pre-test	L u n c h	Factorisation, LCM, HCF	Linear Equations	T e a	Assignme Mathema teachin problem faced teachers discussio a plann mann
2		Basic Geo Concepts		Income Tax and Sales Tax	NTSE		Function and Relation	Word Problems		
3		Trigonometry		Surds	Physics		Basic Geo Concepts	Geo Construction		
4		Height and Distance		Area	Env. Ed.		Similar Triangles	Geo Construction		
5		Banking		Volume	Chemistry		Quadri-laterals	Teaching Aids		
6		Statistics		Educational Excursion			Educational Excursion			
7		Statistics		Remainder Theorem	Biology		Circles & Related Concepts	Teaching Aids		
8		Simultaneous Equations		Sequence & Series	Shares and Debentures		Circles & Related Concepts	Locus		
9		Quadratic Equations		Probability	Shares and Debentures		Geo Concepts on Area	Some more figures		
10		Rational Expressions		Compound Interest	Population Education		Concluding Session			

IMPROVEMENT OF SCIENCE EDUCATION SCHEME									
TIME-TABLE FOR HIGH SCIENCE SEMINAR (MEDICAL GP.) YR. 2003-4 (5.5.30 TO 14.5.03)									
VENUE: SISE,PB, CHANDIGARH & INSERVICE TRAINING CENTRES OF PUNJAB									
Day	9:30 to 10:15	10:15 to 11:00		11:15 to 12:00	12:00 to 12:45		1:30 to 3:30	3:30 to 4:30	
1	Registration	Inauguration		Assignment	Pre-test		Practical of Phy, Chem, Bio acc to syllabus	Discussion regarding problems faced by teachers & Teachers' presentation	
2	Matter-Nature & Behaviour (che)	Diversity in living world (bio)		Force (phy)	Library		as above		
3	Periodic Table (che)	Biology acc to choice of seminararians		Measurement, units & motion (phy)	Basic Algebraic Concepts (maths)		as above		
4	Chemistry acc to choice of seminararians	Sun & Nuclear Energy (phy)		Electricity (ohy)	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	Discussion regarding problems faced by teachers & Teachers' presentation	
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 Seminarians	Population Education		as above		
5	Chemistry acc to choice of seminarians	Life Processes (bio)	T E A	Participation by teachers	Moral Values	L U N C H	as above		
6	Chemistry acc to choice of seminarians	Physics acc to choice of seminarians		Life processes (bio)	Assignments		as above		
7	Heredity (bio)	Educational Excursion	Educational Excursion				Educational Excursion		
8	Evolution (bio)	Physics acc to choice of seminarians		Biology acc to choice of Seminarians	NTSE				Practical of Phy, Chem, Bio acc to syllabus
9	Magnetism (phy)	Carbon & its Compounds (che)		Sustainable Agriculture (bio)	Post-test				as above
10	Electricity (phy)	Carbon & its Compounds (che)		Our Environment (bio)	Science Kit				Valedictory & TADA disbursement

Material Prepared for SSA

Sarva Shiksha Abhiyan

Title/Description	Objective	Language	Source material	Circulation
Community Participation and Monitoring /PASWAK				
ਪਸਵਕ ਦੇ ਹਿਸਾਬ-ਕਿਤਾਬ ਰੱਖਣ ਦੀਆਂ ਵਿਧੀਆਂ - ਸਿਖਲਾਈ ਮੈਨੂਅਲ Accounting procedures of PASWAK: Training Manual	Planning & Management (VEDC) Training Manual	Punjabi	SSA, Punjab	School level
ਪਸਵਕ ਦੇ ਕੰਮਾਂ- ਕਾਰਜਾਂ ਲਈ ਨੇਮ Procedures of functioning of PASWAK	VEDC (Rules)	Punjabi	SSA, Punjab	Village level, School level
ਪਸਵਕ- ਉਸਾਰੀ ਵਿਧੀਆਂ ਅਤੇ ਅਧਿਕਾਰ Procedures of construction by PASWAK	VEDC (Rules Manual)	Punjabi	SSA, Punjab	Village level, School level
ਐਸ. ਐਸ. ਏ. ਬ੍ਰੋਚਰ SSA Brochure	Motivation and awareness	Punjabi	SSA, Punjab	School level
ਐਸ ਐਸ ਏ ਚੋਸ਼ਰ SSA Brochure	Motivation and awareness	Hindi	SSA, Punjab	
ਹਿਸਾਬ- ਕਿਤਾਬ ਰੱਖਣ ਦੀਆਂ ਵਿਧੀਆਂ Accounting Procedures for PASWAK	VEDC (Accounts,Manual)	Punjabi	SSA, Punjab	School level
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
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
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
ਐਸ. ਐਸ. ਏ ਦਾ ਲੋਗੋ ਮਾਨਵ ਸੰਸਾਧਨ ਮੰਤਰਾਲੇ ਵੱਲੋਂ ਤਿਆਰ SSA Logo prepared by MHRD	Management/awareness	Punjabi	MHRD SSA, Punjab	School level
ਈ. ਜੀ. ਐਸ. ਕੇਂਦਰ (ਜਾਣਕਾਰੀ, ਤਿਆਰੀ ਅਤੇ ਕਾਰਗੁਜ਼ਾਰੀ) E.G.S Centres (Introduction, Initiation and activity)	Learning Material	Punjabi	SSA, Punjab	EGC
ਸਰਕਾਰੀ ਸਕੂਲੀ ਇਮਾਰਤਾਂ ਦੇ ਕੰਮ ਕਾਰਜ School Building works	VEDC (Construction Draw-ings and schedules of material)	Punjabi	SSA, Punjab	School level
ਸਕੂਲ ਮੁਲਾਂਕਣ ਤੇ ਗਰੈਡੇਸ਼ਨ School evaluation & gradation		Punjabi	SSA, Punjab	School level

Sarva Shiksha Abhiyan

Title/Description	Objective	Language	Source material	Circulation	No. of Items
Household Survey					
<p>ਸਿੱਖਿਆ ਦੇ ਆਮ ਪਸਾਰ ਲਈ ਪਰਿਵਾਰ ਸਰਵੇਖਣ, ਉਮਰ ਸ਼੍ਰੇਣੀ ਅਨੁਸਾਰ ਬੱਚਿਆਂ ਦੀ ਵੰਡ, 3-19 ਸਾਲਾਂ ਦੀ ਪਿੰਡ, ਵਾਰਡਾਂ ਵਿਚ ਕੁੱਲ ਵਸੋਂ, ਪ੍ਰੀ, ਪ੍ਰਾਈਮਰੀ ਅਤੇ ਸਕੂਲ ਨਾ ਜਾਂਦੇ ਅਤੇ ਮਜ਼ਦੂਰੀ ਕਰਦੇ ਬੱਚੇ ਅਤੇ ਸ਼੍ਰੇਣੀ 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/1/1,2,3,4,5</p>	Family Survey	Punjabi	SSA, Punjab	School level	5
<p>ਸ਼੍ਰੇਣੀ 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>ਸ਼੍ਰੇਣੀ 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 ਚੁਣੌਤੀਆਂ ਦਾ ਸਾਹਮਣਾ ਕਰਦੇ ਬੱਚਿਆਂ ਦੀ ਰਿਪੋਰਟ (ਪਿੰਡ, ਵਾਰਡ, ਕਲੱਸਟਰ, ਬਲਾਕ ਅਤੇ ਜ਼ਿਲ੍ਹਾ ਪੱਧਰ)</p> <p>ਐਸ. ਐਸ. ਏ./ਐਫ. ਐਸ. I,II,III,IV/10</p> <p>Age wise Physically/Mentally handicapped children (village/ward, cluster, block and district) SSA/FS I,II,III,IV/10</p>	Family Survey II	Punjabi	SSA, Punjab	School level	4

Sarva Shiksha Abhiyan

Title/Description	Objective	Language	Source material	Circulation
ਬ੍ਰੈਂਟੀ ਅਨੁਸਾਰ ਸਰੀਰਕ/ਮਾਨਸਿਕ ਚੁਣੌਤੀਆਂ ਦਾ ਸਾਹਮਣਾ ਕਰਦੇ ਬੱਚਿਆਂ ਦੀ ਰਿਪੋਰਟ (ਪਿੰਡ, ਵਾਰਡ, ਕਲੱਸਟਰ, ਬਲਾਕ ਅਤੇ ਜ਼ਿਲ੍ਹਾ ਪੱਧਰ) ਐਸ. ਐਸ. ਏ./ਐਫ. ਐਸ. I,II,III,IV/11 Category wise Physically/Mentally handicapped (village/ward, cluster, block and district) SSA/FS I,II,III,IV/11	Family Survey	Punjabi	SSA, Punjab	School level
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
ਸਿੱਖਿਆ ਦੇ ਆਮ ਪਸਾਰ ਲਈ ਪਰਿਵਾਰ ਸਰਵੇਖਣ ਨਿਰਦੇਸ਼ ਪੁਸਤਕ-1&2 Family Survey Instruction book - 1&2	Family Survey	Punjabi	SSA, Punjab	School level
ਪਿੰਡ/ਵਾਰਡ ਦਾ ਨਾਨ-ਸਕੇਲ ਨਕਸ਼ਾ Non-Scale map of the Village/ward	Family Survey	Punjabi	SSA, Punjab	School level

Sarva Shiksha Abhiyan

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

Sarva Shiksha Abhiyan

Title/Description	Objective	Language	Source material	Circulation
ਜ਼ਿਲ੍ਹਾ ਆਂਕੜਾ ਪੁਸਤਕਾਂ District Data Books	Survey/EMIS	English	SSA, Punjab & District	State, District, Block
ਬਲਾਕ ਆਂਕੜਾ ਪੁਸਤਕਾਂ Block Data Books	Survey/EMIS	English	SSA, Punjab & District	State, District, Block
ਸਕੂਲ ਮੁਲਾਂਕਣ ਅਤੇ ਗ੍ਰੇਡੇਸ਼ਨ ਪ੍ਰਕਿਰਿਆ School Evaluation and Gradation Process	Research/Evaluation	Punjabi	SSA, Punjab	School level
ਸਕੂਲ ਮੁਆਇਨਾ ਫਾਰਮਟ I ਅਤੇ II School Inspection Format I and II	Research Evaluation	English	SSA, Punjab	State, District
(Funds Distribution to VEDCs and their Monitoring) - Management				
ਜ਼ਿਲ੍ਹਾ ਪੱਧਰ, ਬਲਾਕ ਪੱਧਰ, ਕਲੱਸਟਰ ਪੱਧਰ ਤੇ ਸਕੂਲ ਪੱਧਰ ਅਤੇ ਟੀਚਰ ਗ੍ਰਾਂਟਾਂ ਅਤੇ ਸਿਵਿਲ ਵਰਕਸ, ਸਕੂਲ ਮੁਰੰਮਤ ਦਾ ਵੇਰਵਾ। ਐਸ. ਐਸ. ਏ. / ਡੀ. ਐਡ 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