

SARVA SHIKSHA ABHIYAN

DISTRICT ELEMENTARY EDUCATION PLAN

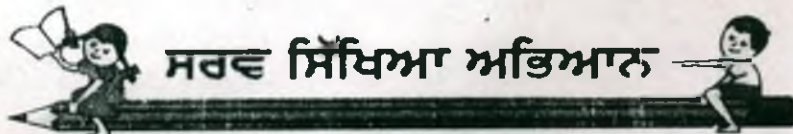
EDUCATION FOR ALL



Annual Work Plan
2003-2004

District

HOSHIARPUR



ਸਰਵ ਸਿੱਖਿਆ ਅਭਿਆਨ

ਪੜ੍ਹੋ ਸਾਰੇ ਵਧੋ ਸਾਰੇ

Sarva Shiksha Abhiyan Authority

PUNJAB

VISION STATEMENT-2020

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

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

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

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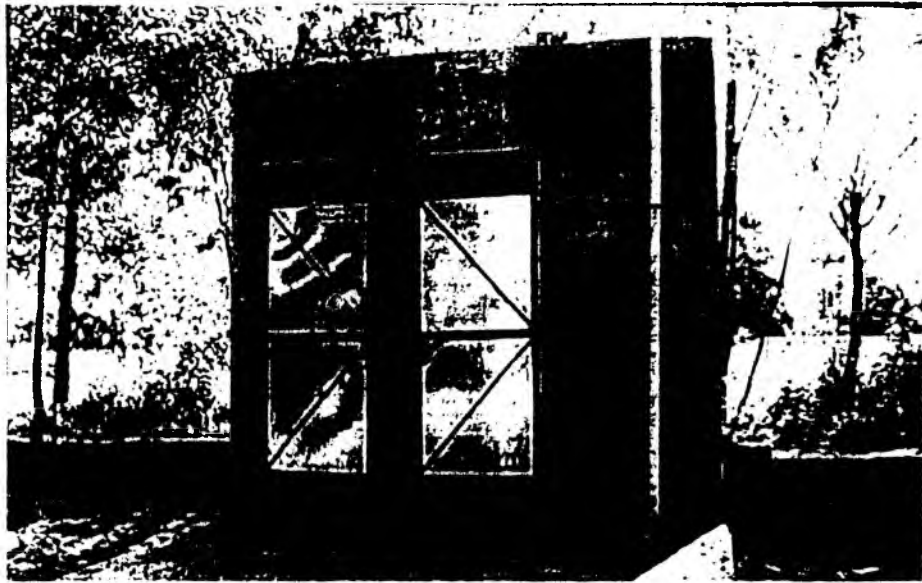
SSA in News and through Pictures



Govt. Elementary School Meerpur Dogra
Block Dasuya-II
Distt. Hoshiarpur



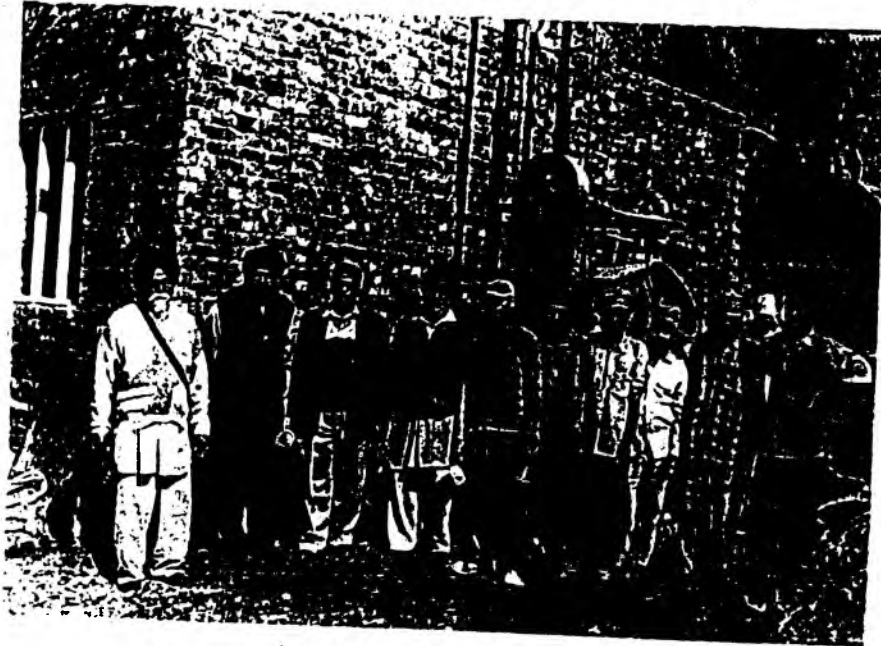
Govt. Elementary School (Centre) Bassi Ballo
Block Bhunga-I
Distt. Hoshiarpur (Pb.)



Govt. Elementary School Udda
Distt. Hoshiarpur



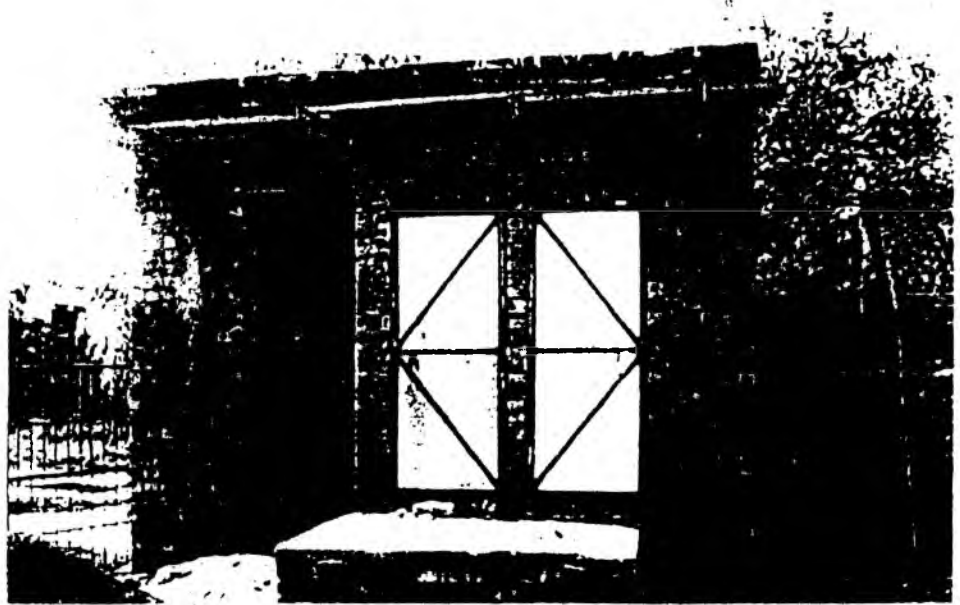
Govt. Elementary School Maile
Block Mukerian-I
Distt. Hoshiarpur (Pb.)



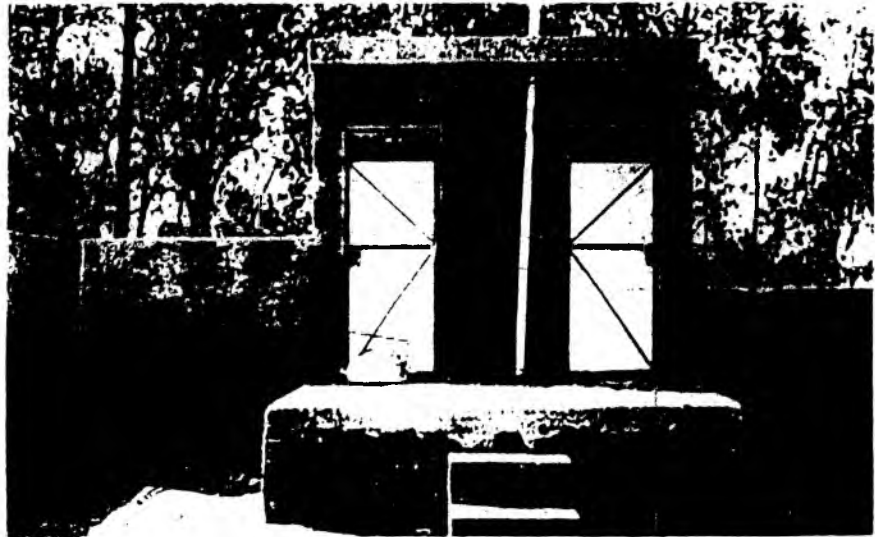
Govt. Elementary School Slaimpur
Block Tanda-I
Distt. Hoshiarpur (Pb.)



Govt. Elementary School Asafpur
Block Hajipur
Distt. Hoshiarpur (Pb.)



Govt. Elementary School Jaloda
Block Dasuya-I
Distt. Hoshiarpur



Govt. Elementary School Panwan
Distt. Hoshiarpur

सर्व शिक्षा मुहिम की तैयारियां पूरी

अजय गहलोत

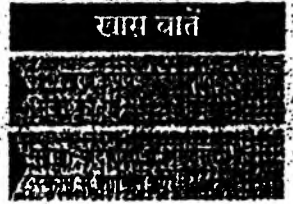
मुकतास, 28 नवंबर

संघीय संरक्षण विभाग प्रकल्प व राज्य सरकार की तरफ से जारी की जा रही सर्व शिक्षा मुहिम की सुसज्जित तैयारियां समाप्त हो चुकी हैं। इन तैयारियों के तहत विभिन्न जिलों में सेमिनार हो रहे हैं और इससे शिक्षा जगत में व्यापक सुधार की उम्मीद की जा रही है।

भेद-भावकार हटाने के लिए इस स्कीम के अंतर्गत दोन जिलों में शुरू की जा रही है, जहां औरों की सुधारका क्रम है। इन जिलों में मुकतास, फरीदकोट, फिरोजपुर, मनासा, संगरूर व बठिंडा प्रमुख हैं। इन जिलों की प्री-प्रोजेक्ट रिपोर्ट परामर्श की कमेटी सरकार के पास भेजी जा चुकी है, जो पास भी हो चुकी है। इस स्कीम के अधीन पहली कक्षा के रूप में 01 प्राथमिक स्तर की कक्षा मंजूर हो गई है, जबकि द्वितीय अर्थ जिलों, मोगा, परियस्ता व मजिठवाला को भी इस स्कीम के अधीन स्थान दे रखा है। स्कीम के अधीन वर्ष 2010 को जीरो ग्रुप अउर धर्म मनाने का लक्ष्य रखा गया है।

सर्व शिक्षा अधिकांश के अधीन 0-11 व 11-14 वर्ष के दोन बच्चों, जिन्होंने अभी तक स्कूल नहीं आया है, को शिक्षा का

शिक्षा देने का काम किया जाएगा। इसके लिए बच्चों के अनुसार कागज-कागड़, टेबल उपलब्ध किए जाएंगे और टीचर वॉलंटियर का चुनाव कर उन बच्चों को शिक्षा दी जाएगी। इसके अलावा उन्हें अगले दो वर्षों के लिए मुक्त स्कूलों में पाठ्य-पुस्तक उपलब्ध करवाया जाएगा। हर बच्चे को अधिकांश के उद्देश्य को लेकर शुरू की जा रही इस स्कीम को सफल बनाने के लिए जिलों के शिक्षा अधिकारियों, ब्लॉक शिक्षा अफसरों, छद्म लेक्चररों व किला टीम के सदस्यों के



सेमिनार आयोजित किए जा रहे हैं। स्कीम की आरंभिक तैयारियों के अधीन ही कल 29 नवंबर को फरीदकोट में एक सेमिनार का आयोजन किया जा रहा है, जबकि मुकतास, मनासा व बठिंडा जिलों के शिक्षा अधिकारियों, ब्लॉक शिक्षा अफसरों, छद्म लेक्चररों व किला टीम सदस्यों का सेमिनार पाठ दिनों बठिंडा

के कला केंद्र, फरीदकोट में हो रहा है। इससे शिक्षा अधिकारियों को शिक्षा मुहिम की प्रणाली में सेमिनारों के बारे में जानकारी मिलेगी।

इस सेमिनार में शिक्षा अधिकारियों को-संबंधित मुद्दों पर कार्य में शामिल होकर शिक्षा मुहिम के बारे में जानकारी दी जाएगी। इसके अलावा बच्चों के उद्देश्य को लेकर शुरू की जा रही इस स्कीम को सफल बनाने के लिए जिलों के शिक्षा अधिकारियों, ब्लॉक शिक्षा अफसरों, छद्म लेक्चररों व किला टीम के सदस्यों के

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ਐਸ. ਡੀ. ਸੀਨੀਅਰ ਸੈਕੰਡਰੀ ਸਕੂਲ ਵਿਚ ਸਿੱਖਿਆ ਵਿਭਾਗ ਵੱਲੋਂ ਵਿਸ਼ੇਸ਼ ਵਰਕਸ਼ਾਪ

ਹੁਸ਼ਿਆਰਪੁਰ, 6 ਮਈ (ਬਲਜਿੰਦਰ ਪਾਲ ਸਿੰਘ, ਹਰਪੀਤ ਕੌਰ)-ਸਰਕਾਰ ਸਿੱਖਿਆ ਅਭਿਆਨ ਤਹਿਤ ਬਣਾਈ ਗਈ ਸਿੱਖਿਆ ਨੀਤੀ ਨੂੰ ਸੁਚਾਰੂ ਢੰਗ ਨਾਲ ਲਾਗੂ ਕਰਨ ਲਈ ਐਸ. ਡੀ. ਸੀਨੀ: ਸੈਕੰਡਰੀ ਸਕੂਲ ਹੁਸ਼ਿਆਰਪੁਰ ਵਿਚ ਸਿੱਖਿਆ ਵਿਭਾਗ ਵੱਲੋਂ ਇਕ ਵਿਸ਼ੇਸ਼ ਵਰਕਸ਼ਾਪ ਲਗਾਈ ਗਈ। ਇਸ ਵਿਚ-ਰੱਚਾ ਵਰਕਸ਼ਾਪ ਵਿਚ ਚਿੱਠੇ ਦੇ, ਸਰਕਾਰੀ ਸੀਨੀ: ਸੈਕੰਡਰੀ ਸਕੂਲਾਂ ਦੇ ਪਿਸ਼ਾਪਲਾਂ, ਹਾਈ ਸਕੂਲਾਂ ਦੇ ਹੈਡਮਾਸਟਰਾਂ ਅਤੇ ਬਲਾਕ ਪ੍ਰਿੰਸੀਪਲਾਂ ਸਿੱਖਿਆ ਅਭਿਆਨ ਨੂੰ ਭਾਗ ਲਿਆ।

ਸ੍ਰੀ ਹਰਪੀਤ ਸਿੰਘ ਗਰਚਾ (ਐਡੀਸ਼ਨਲ ਡਿਪਟੀ ਕਮਿਸ਼ਨਰ (ਵਿਕਾਸ) ਨੇ ਇਸ ਵਰਕਸ਼ਾਪ ਦਾ ਉਦਘਾਟਨ ਕੀਤਾ। ਇਸ ਮੌਕੇ 'ਤੇ ਅੱਪਣੇ ਵਿਚਾਰ ਪ੍ਰਗਟ ਕਰਦਿਆਂ ਐਡੀਸ਼ਨਲ ਡਿਪਟੀ ਕਮਿਸ਼ਨਰ ਨੇ ਕਿਹਾ ਕਿ ਸਰਕਾਰ ਸਿੱਖਿਆ ਅਭਿਆਨ ਦੇ ਤਹਿਤ 6 ਤੋਂ 14 ਸਾਲ ਦੀ ਉਮਰ ਵਰਗ ਦੇ ਸਾਰੇ ਬੱਚਿਆਂ ਨੂੰ 2007 ਤੱਕ ਪੰਜਵੀਂ ਜਮਾਤ ਤੱਕ ਅਤੇ ਸਾਲ 2010 ਤੱਕ ਅਠਵੀਂ ਜਮਾਤ ਤੱਕ ਸਿੱਖਿਆ ਦੇਣ ਦਾ ਟੀਚਾ ਨਿਸ਼ਚਿਤ ਕੀਤਾ ਗਿਆ ਹੈ। ਉਨ੍ਹਾਂ ਦੱਸਿਆ ਕਿ ਇਸ ਸਕੀਮ ਦੇ ਤਹਿਤ ਸਿੱਖਿਆ ਨੂੰ 4 ਪੜਾਵਾਂ ਪ੍ਰਣਾਲੀ ਤੋਂ ਘਟਾ ਕੇ ਦੋ ਪੜਾਵੀ ਬਣਾ ਗਿਆ ਹੈ ਜਿਸ ਨਾਲ ਸਿੱਖਿਆ ਦਾ ਪੱਧਰ ਉੱਚਾ ਹੋਵੇਗਾ। ਉਨ੍ਹਾਂ ਦੱਸਿਆ ਕਿ ਇਸ ਉਮਰ ਵਰਗ ਦੇ ਸਾਰੇ ਬੱਚਿਆਂ ਨੂੰ 31 ਦਸੰਬਰ 2003 ਤੱਕ ਸਰਕਾਰੀ ਸਕੂਲਾਂ ਜਾਂ ਵਿਦਿਅਕ ਕੇਂਦਰਾਂ ਵਿਚ ਦਾਖਲ ਕੀਤੇ ਜਾਣ ਨੂੰ ਯਕੀਨੀ ਬਣਾਇਆ ਜਾਵੇ। ਸ੍ਰੀ ਗਰਚਾ ਨੇ ਦੱਸਿਆ ਕਿ ਚਿੱਠੇ ਵਿਚ 19 ਸਿੱਖਿਆ ਖਣਾਕਾਂ ਵਿਚ ਇਕ-ਇਕ ਪੱਧਰ ਵਿਚ ਪੱਧਰ 'ਤੇ ਵੀ ਇਕ ਅਜਿਹੀ ਕਮੇਟੀ ਬਣਾ

ਕਰਨ ਕੀਤਾ ਗਿਆ ਹੈ। ਸ੍ਰੀ ਅਕਤਾਰ ਸਿੰਘ ਜ਼ਿਲ੍ਹਾ ਸਿੱਖਿਆ ਅਭਿਆਨ (ਸ) ਨੇ ਮੁੱਖ ਮਹਿਮਾਨ ਨੂੰ ਜੀ ਆਇਆ ਕਿਹਾ ਅਤੇ ਪ੍ਰਾਇਮਰੀ, ਮਿਡਲ, ਹਾਈ ਤੇ ਸੀਨੀ: ਸੈਕੰਡਰੀ ਸਕੂਲਾਂ ਦੀ ਨਵੀਂ ਬਣਤਰ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦਿੱਤੀ। ਸ੍ਰੀ ਹਰਬੰਸ ਨਾਲ ਜੋੜੀ ਜਿਲ੍ਹਾ ਸਿੱਖਿਆ ਅਭਿਆਨ ਕੋਲੋਂ ਮਿਟੇਗੇ ਨੇ, ਆਏ ਹੁੰਦੇ ਮਹਿਮਾਨਾਂ-ਦਾ ਧੰਨਵਾਦ ਕੀਤਾ। ਇਸ ਮੌਕੇ 'ਤੇ ਉਨ੍ਹਾਂ ਅੱਪਣੇ ਵਿਚਾਰ ਪ੍ਰਗਟ ਕਰਦਿਆਂ ਕਿਹਾ ਕਿ ਸਾਰੇ ਅਧਿਐਸ਼ਾ ਨੂੰ ਇਸ ਸਿੱਖਿਆ ਨੀਤੀ ਨੂੰ ਸਫਲ ਬਣਾਉਣ ਲਈ ਤਹਿ ਦਿੱਤੇ ਯਤਨ ਕਰਨਾ ਚਾਹੀਦਾ ਹੈ। ਸ੍ਰੀ ਗੁਲਦਾਰ ਸਿੰਘ ਉਪ ਜ਼ਿਲ੍ਹਾ ਸਿੱਖਿਆ ਅਭਿਆਨ (ਸ), ਸ੍ਰੀ ਅਜੀਤ ਰਾਮ ਪੈਰਾਨ ਉਪ ਜ਼ਿਲ੍ਹਾ ਸਿੱਖਿਆ ਅਭਿਆਨ (ਐਲੀਮੈਂਟਰੀ), ਮੇਡਮ ਪੰਕਜ ਖਰਮਾ ਪਿਸ਼ਾਪਲ ਡਾਈਟ-ਜ਼ੇ ਸਿੱਖਿਆ ਵਿਭਾਗ ਦੇ ਬਈ ਹੋਰ ਅਧਿਕਾਰੀ ਇਸ ਵਰਕਸ਼ਾਪ ਵਿਚ ਹਾਜ਼ਰ ਸਨ।

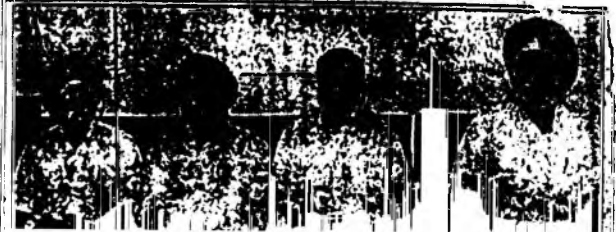
Tribune 8-5-03

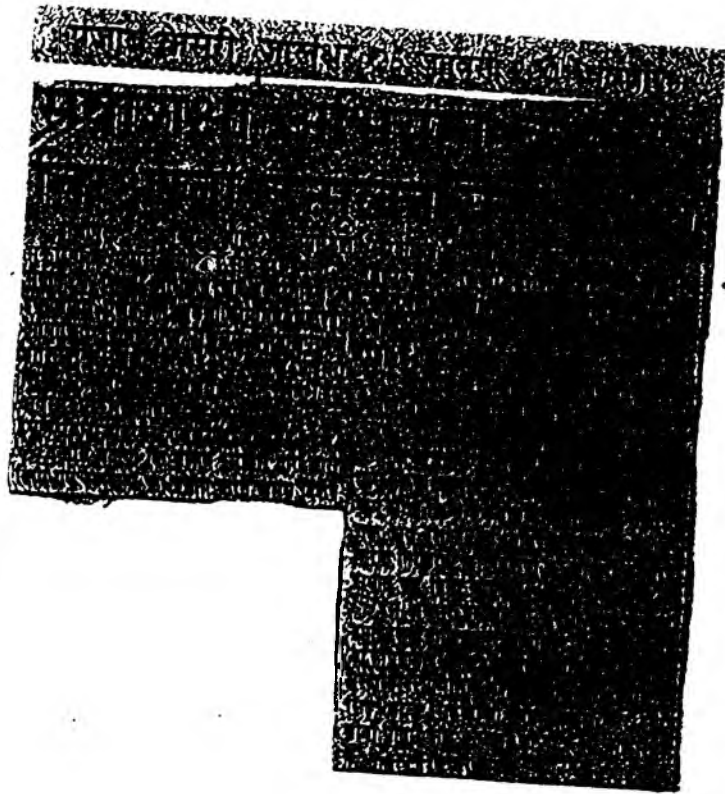
Children's education scheme

OUR CORRESPONDENT

HOSHARPUR, MAY 7

The Punjab Government will provide education to children in the age group of six to 14 years at Government schools and education centres. They will be admitted till December 31 under the compulsory education campaign being launched by the Government. This was stated by Mr Harpreet Singh Garcha, Additional Deputy Commissioner, Hoshiarpur, after inaugurating a special workshop organised by the District Education Department at the local S.D. Senior Secondary School here today to impart training to principals, headmasters and block primary education officers.





**District Profile
and
Statistics**

Brief Profile of District Hoshiarpur

Location

Hoshiarpur district is located in the north-east part of the State. It falls in the Jalandhar Revenue Division and is situated in the Bist Doab, Doaba region of the State. The district is submountainous and stretches from river Beas in the north-west to river Satluj in the south-east. In appearance it is fish shaped i.e. broader in the north-west and narrower at the south-east. It encompasses the entire western watershed and to some extent the eastern watershed of the Katar Dhar or Solasinghi range of the Shivalik hills. It lies between north latitude $30^{\circ}-57'$ and $32^{\circ}-05'$ and east longitude $75^{\circ}-32'$ and $76^{\circ}-31'$. It shares common boundaries with Kangra and Una districts of Himachal Pradesh in the north and north east; Nawan Shehar in the south; Rupnagar district in the south east; Jalandhar and Kapurthala districts (interspersed) in the west and Gurdaspur district in the north-west.

Origin of Name

The district takes its name from Hoshiarpur town, which serves as the district headquarters. There are two versions about the founding of the town. According to the first version, the town was founded by one Hoshiar Khan, a resident of near by village Bajwara. According to the second version the town was founded by two brothers named Hargobind and Ram Chand, Diwans of Emperor Mohammed Tughlaq (AD 1325-51).

Area

The district has an area of 3365 sq. km. and population of 1478045 (*Annexure-I*).

Climate

The district has mild climate compared to other districts of the State. This is due to the abundance of hilly terrain on the one hand and sizeable forest cover thereon, on the other. Moreover, chain of check dams constructed recently on the choes under 'Kandi Watershed Development Project' has appreciably enhanced water surface area in the district. This has made the summer nights quite pleasant.

The pattern of seasons in the district is similar to other districts of the State, except slight variations at the terminals. The summer season sets in April and lasts up to end of June, to be taken over by the rainy season when it becomes hot and rainy. The rainy season sets in July beginning and lasts up to September end. The average rainfall is 658.0mm in the district (*Annexure-I*). The winter season starts after the rains are over from October and lasts up to March end. May and June are the hottest months when mercury may cross

45^oC on some days. It is pleasantly cold in the months of October and November, whereas March is pleasantly hot. The months of December, January and February are the months when winter is quite severe and mercury may hover around 5^o C and on some days it may touch 0^o C.

Broadly speaking 75 per cent of the rainfall is experienced in the period from July to September, whereas 15 per cent rainfall is experienced in the winter months of January and February. The remaining 10 per cent rainfall is experienced in the remaining seven months of the year. Total average rainfall of the district is 467.7. The rainfall during the period of July to September is under the influence of south-westerly monsoons, whereas the winter rains, experienced in the months of January and February are under the influence of western disturbances in the Persian Gulf. Hailstorms may occur in the closing period of winter when there is quite a sizeable difference in the temperature of the lower and upper strata of the air. Likewise, wind storms may occur in May and June which may cause sizeable damage to fruit crops, especially the mango fruit for which this district is quite renowned in the State

Topography

Hoshiarpur has the maximum topographic variety as compared with other districts of the State. The Shivalik hills, which run along the north-east alignment, almost throughout the length of the district, greatly influence the physiographic units. Broadly speaking there are following four physiographic units.

The Hilly Tract

It is traversed by Katar Dhar or Solasinghi, which extends up to 128 km. in length and 3 to 8 km. in width within the district. It is broader on the northern fringe as both sides of its watershed falls within the district. It has the highest point (peak) 652 metres on the boundary between Una tehsil of Himachal Pradesh and Garhshankar tehsil of Hoshiarpur district. Large number of hill torrents locally called as choes, emanated from this range and criss-cross the district. These choes cause extensive damage to land and crops when in floods. A few of these have now been provided with dams to minimise their vagaries and utilize flood waters for irrigation purposes. The important choes which have been provided with dams are; Dhollbaha choes, Janauri choe. Dhamsal choe, Chohal choe and Maili choe. The hilly tract had a thick forest cover a century back but these hills now appear with less forest cover and are exposed. The State Forest department has made earnest efforts to cover the hills with vegetation. These efforts have started bearing fruits. The hills are formed of loose, soft unconsolidated conglomerate and ill-compacted and stone alternating with loams and clays.

The Foothill Plain

This adjoins the Shivalik hills on their western slopes and have an elevation varying between 275 to 428 metres. This plain is dissected with choes

which are found after every 1.5 kilometre on an average. This is widest at 24 km. in Hoshiarpur tehsil, whereas in Dasua tehsil, it narrows down. This fine textured foothill plain is covered with a mixture of sand, gravel and loam in varying proportions and is locally known as 'Kandi'.

The Flood Plain of the Beas and the Satluj

This lies in the north western and southern peripheries of the district and is locally called as 'Bet'. These comprise wide strips of alluvial land; which are covered by flood waters of river Beas and Satluj. Within each of the flood plains, a distinction may be made between the 'active' flood plain, which is regularly flooded and the 'cover' flood plain, which is covered when the river carries enormous discharge or is in flood.

The Beas flood plain in this district stretches like a horse shoe. It is narrow in the north east where Beas just breaks its way through the Shivaliks but the 'Bet' widens the entire land between the river Beas and Black Bein lies in the flood plain. The flood plain of the Beas is also marked by number of 'Chhamb', or 'Jhils' of which important ones are; Tarkiana Chhamb, Kalabagh Chhamb, Nahran Chhamb and Zahura Chhamb. In fact, over the year the actual areas covered by these 'Chhams' has shrunk both as a result of silting and reclamation of land after construction of Pong Dam.

The silting flood plain in Hoshiarpur district is hardly 16 km. long. In the eastern section, the flood plain extends right up to the foothills since after the construction of Bhakra Dam the flood plain has narrowed down due to silting and reclamation.

The Upland Plain

The upland plain is juxtaposed with the flood plain of Beas in the Dasua tehsil where it is fairly wide and with choe infested foothill plain in the Hoshiarpur and Garhshankar tehsils, where it covers only a few square kilometres of land traversed by the lower sections of the choes.

The physiographic silting of the Hoshiarpur districts, thus, characterised by hills along the eastern and north eastern margins and intensely dissected foothill plain adjoining the hills, flood plains along the Beas and the Satluj and an upland plain immediately next to the foothills.

Rivers and Drains

The district is not traversed by any perennial river. However, its northern, north-western and southern peripheries are washed by the Beas rivers respectively.

Beas Rivers

It rises from Beas Kund near Rohtang Pass in the Kullu District of Himachal Pradesh. It traverses through the districts of Kullu, Mandi, Hamirpur and Kangra in Himachal Pradesh and enters Hoshiarpur district near Talwara after cutting through the Solasinghi range of the Shivaliks. After flowing for about 40 km to the north west, the river suddenly takes a sharp turn to the south from Motla village and forms the boundary between the districts of Hoshiarpur and Gurdaspur. The river has been dammed in the upper reaches at Pandoh (in Mandi district in Himachal Pradesh), where waters have been impounded and diverted through a tunnel into the Sundernagar valley for Dahar Hydro Power Station where its water falls into the Satluj river to augment the water supplies in the Gobind Sagar dam. Near Talwara, it has been dammed and vast reservoir known as Pong dam impounds its waters for irrigation and power. A little down stream this is joined by its tributary called Sawan. A barrage has been constructed on Beas river little upstream near Talwara to divert its waters in Mukerian Hydel Channel, partly for Kandi canal, which takes out from the Mukerian Hydel Channel below Talwara, but mainly for generation of electricity in the four power stations on the Mukerian Hydel Channal. The Mukerian Hydel Channel merges into Beas once again after serving its purpose of power generation.

Sawan Nadi

It originates near Daulatpur chowk in Una district of Himachal Pradesh and drains out rain water of Chintpurni Dhar (in Himachal Pradesh) and eastern Katar Dhar watershed (falling in Hoshiarpur district) into river Beas. This is basically rainy season stream and is called Sawan due to the noise its waters make over the boulders during the course of its sojourn in the direction of North-west. There is another Sawan, which flows in the opposite direction but emanates from near Daulatpur Chowk in Himachal Pradesh. The latter is more renowned and merges into Satluj in the district of Rupnagar in Punjab.

Beins

There are two beins (streams) in the district, which are the main tributaries of the Beas river in the district. One is called 'Kali Bein' or the western Bein and the other one is called 'Sufed Bein' or the eastern Bein. The 'Kali Bein' originates in the 'Terkiana Chhamb' and follows a course almost parallel to the Beas river in Dasua tehsil and beyond in Kapurthala. This appears to be the abandoned bed of the master stream Beas. With choes it has marked distinction as it carries water throughout the year unlike the choes which carry water during the rainy season only. Moreover Bein has deeper course varying between 1.5 metres and 3 metres.

Choes

Hoshiarpur is known for choes, the hill torrents, which are identifiable from their sand beds. There are about 108 such choes, which emanate from the western watershed of the Katar Dhar. They have the characteristic that they recede as fast as they rise and leave behind deposits of sand on lands, which were once fertile. Their other characteristic is that they are almost surface water courses least confined to their defined limits. Hoshiarpur which was once called 'Bag-e-Punjab' (Garden of Punjab) has been converted into a sand desert due to the vagaries of the choes in this century. They are numerous throughout the district but are very numerous in the Hoshiarpur tehsil. After flowing for some distance, ranging between 5 to 24 kms, wide choe shrinks into a narrow stream and finally disappears. Of late their courses are being made deeper so that there is minimum loss to crops and property. Also earth filled dams are being constructed for impounding their waters for minimising the vagaries of floods on the one hand and for supply of water for irrigation on the other.

Canals

There are two canal systems in the district. The oldest and most important is Shah Nehr, which takes out from Beas and irrigates land in Dasua tehsil. The second is under construction and partly in operation, is the Kandi canal. It takes out from Mukerian Hydel Channel near Talwara. It will run parallel to Katar Dhar and will terminate near Balachaur town. According to the original plan of its development, it will irrigate lands situated on its right bank, whereas, lands on its left bank will be irrigated from check dams on various choes. It is proposed to be completed in two phases. Under the first phase, it will irrigate an area of 22,600 hectares. The second phase will be taken up on completion of the 1st phase. The second phase will be from Hoshiarpur to Balachaur and will irrigate an additional area of 33,000 hectares in the district. The total discharge of Kandi canal at the point of origin will be 500 cusses only.

Present Jurisdiction

Hoshiarpur district is sub-divided into four tehsils viz, Hoshiarpur, Dasua GarhShankar and Mukerian, each constituted in a sub-division. The district is further constituted into 10 Community Development Blocks, which are (i) Hoshiarpur-I, (ii) Hoshiarpur-II, (iii) Bhunga, (iv) Tanda, (v) Dasua, (vi) Garhshankar, (vii) Mahilpur, (viii) Mukerian, (ix) Talwara and (x) Hajipur. The district has 12 towns and 1423 villages (*Annexure-I*).

Major Characteristics of the District

Land Utilisation

During the year 2002 against a geographical area of 340 thousand hectares, the area of the district according to village papers is 339 thousand

hectares. The difference in the two sets of areas is on account of different methods adopted by two agencies viz., Surveyor General of India (geographical area) and Director Land Records, Punjab (area in village papers). Out of an area of 339 thousand hectares, 109 thousand hectares is under forests, and there is an area of 12 thousand hectares under non-agricultural uses. Due to the sub-mountain nature of the district, it has only 64 per cent land under 'Net Area sown' as percentage to total area which is the second lowest for any district in the State, the lowest percentage 58 percent being of Rupnagar district. There is 218 thousand hectares net area sown in the district, out of which 148 thousand hectares is sown more than once (*Annexure-I*). Thus, the total cropped area of the district during the year 2000-01 is 366 thousand hectares.

Agriculture

In the 50's, various enactments were taken up to simplify various land laws in the Hoshiarpur district. The occupancy tenants were made owners of land and were required to pay nominal compensation to the former owners. There were large number of occupancy tenants in the district. Also 'Ala Malkiyat' was abolished and Adna Malkiyat became the absolute owners of land. These changes went a long way in simplifying relations between the owners of land and the tenants.

It is not necessary that tenant should have land of his own but usually they are landless and belong to a scheduled Caste. Such of the tenants are mostly Bataidars (share croppers). Others from the land owning families may take land on Theka (lease against cash payment). Such tenants may come either from amongst the petty land owners or teachers who have spare time to engage in agricultural practices for economic gains or making themselves engaged fully in agriculture as they have plenty of time at their disposal.

Agriculture constitutes the main occupation of the people in the district. It is single largest source of employment as 53.99 per cent of the total workers in the district are engaged in agriculture as per the 2001 Census. There has been a decline in this percentage since 1991. This decline is likely to persist for some more decades as more stress is now being laid on development of industry after Hoshiarpur was declared as industrially backward district.

As in other districts of the State, there are two principal crop seasons known as 'Rabi' and 'Kharif'. These are also called 'Hari' and 'Sawni' respectively in the local language. The Rabi (Hari) crops are mainly sown on the onset of winter and mature in summer. The most outstanding crop of this season is wheat. The kharif (sawni) crops are sown in summer and mature at the close of monsoon season or onset of winter. The most important crop of Kharif season is paddy in the plains, where water is available for irrigation but in the hilly areas it is maize, which constituted as the staple diet to the people for most part of the year some years ago. Among the two crop seasons Kharif is more important. Vegetable growing is also popular in the district.

In order to boost agriculture and horticulture, the Punjab Agriculture University Ludhiana is running a fruit Research Station at village Gangian, tehsil Dasua. The fruit Research Station was set up in 1972 and is situated at a distance of 3 km. from Dasua-Hoshiarpur road, The main objective of this station was to preserve the sucking type of mangoes as also to conduct research on different aspects of Litchi, Citrus, Pear, Ber, Peach, Plum, Apricot, Almond, Guava and Loquat. It has established a commercial nursery, which has supplied large number of fruit plants of different varieties to the growers.

Irrigation

Irrigation is an essential prerequisite for intensive agriculture and increasing crop yields. The development of irrigation also helps to rebuild the agricultural economy. It is, therefore, necessary to improve the water resources and their utilization properly.

Canals are a major source of irrigation. There are two canals, i.e Shah Nahar canal takes off from river Beas near Mukerian. Until 1949, this canal was controlled by District Board but there after its control was passed over to Irrigation Department. The Kandi Canal is of more recent origin and takes off from Mukerian Hydel Channel, upstream from Power House No. 1 near Talwara.

Irrigation by wells, fitted with Persian wheels, was the most ancient and common form. But this is being replaced by tubewells run by electricity or diesel engines.

As regards area irrigated in the district. Gross area irrigated is 281.8 thousand hectares. The percentage of Gross Irrigated Area to Gross Cropped Area is 77 percent. Further, 139500 hect. area was irrigated by wells or tubewells and 20000 hect. was irrigated by government canals, also 2000 hect. by other sources. Thus net irrigated area worked out to be 165600 hect. (*Annexure-I*).

Animal Husbandry

From times immemorial Punjab is known as home of milk. The minimum hospitality, which the Punjabis offered to their guests was glass of hot milk or glass of butter milk (lassi). The breed and quality of milch cattle was so good at that time and bovine stock was exported from Punjab to big urban centres like Bombay and Calcutta. The farmers loved their animals immensely and looked after them well. It was on the strength of fine stock of draught/cattle that agriculture in Punjab progressed and prospered.

Hoshiarpur district has such terrain that it had plenty of grass in the hilly and 'Bet areas'. The gujjars, the traditional grazers or herdsmen found it as their natural habitat. However, after partition, things changed a lot as sizeable

number of gujjar population which was Muslim by religion, migrated to Pakistan. The position did not improve as new allotments did not find surroundings congenial for permanent settlements. But the development of sources of irrigation made it possible to grow green grasses in plenty and thereby gave good sustenance to animal husbandry. Further, the various schemes undertaken under project 'White Revolution' brought a sea change in the quality of animals. The mechanization of agriculture and transport compelled the farmers to go for quality milch cattle. The purchase of milk through rural milk collection centres at remunerative prices by government helped in the process of improvement of animals, whose prices touched all time high. The exotic breeds of cattle like Brown Swiss, Holstein, Friesian, Jersey etc. have become a household craze. The buffalo breeds, like Mirraha and Nili Ravi have also gained in popularity due to their high milk yields with the results all the commercial dairies run in the rural or urban area have now invariably animals of best of these breeds. In 1997, the district has the total Live stock of 489100.

For ensuring hygienic meat supplies in the district, there are 9 slaughter houses, in which 23,926 animals were slaughtered in 2000-01.

The poultry farming has also become quite popular the number of poultry birds has increased from 4,90,300 in 1990 to 5,42,500 in 1997.

As a result of government effort, Pisciculture is receiving a big boost .In 2001-02 the area stocked with fish was 277 hectares.

Industry

Hoshiarpur was known for lacquer ware ivory goods and ornaments. It was also an important centre for Rosin and Turpentine industry in the State. Besides many village and cottage industries found here a congenial atmosphere and prospered. But things changed after partition as Muslims, who formed the bulk of the artisans and skilled migrated to Pakistan and created a void, which could not be filled inspite of efforts at private and government levels.

The district though rich in small scale industries was considered industrially backward due to its geographical location, being situated on Jalandhar Hoshiarpur railway branch line, with inadequate means of communications. But things started improving on the industrial front after its being declared as 'Industrially Backward District' in 1970. As a result industrial units set up in the district were eligible for a subsidy of 10% which was increased to 15% from March, 1973. This had resulted in the setting up of number of large and medium sized industrial units in the district. At Hoshiarpur following industrial units are located (1) Mahavir spinning Mills (an ultra-modern spinning unit with 25,000 spindles employing, some 2,000 persons), (2) Pressure Cookers and Appliances Ltd. engaged in the manufacture of Pressure Cookers and Kitchenware marketed under the name 'Hawkins' and

(3) Sonalika Tractors. Also a milk plant, 'The Hoshiarpur, Co-operative Milk Producers. Union Limited' is located in village Ajjowal, near Hoshiarpur, with a milk handling capacity of 100,000 liters daily. On the Hoshiarpur-Dharamshala Road, at Chohal about 6 kms. from Hoshiarpur, three industrial units are located (1) Sterling Steels and Wires Limited (engaged in the 'production of steel wire, drawing and their treatment, (2) JCT Mills and (3) JCT Fibers.

Besides the above named important centers, big industrial units have come up in the district such as Mukerian Paper Mills, near Mukerian (on Dasua-Mukerian Road, Oswal Sugar Mills (has been established near Mukerian Paper Mills). This Mill has opened up the area of sugarcane cultivation, which can prove a good cash crop. Incidentally this is the only sugar mill in the district as the nearby sugar mills frequented by the farmers of this district are at Nawashehar and Bhogpur (Jalandhar district). Both these sugar mills are in the co-operative sector, located outside the district. Another important industrial unit, Kakkar complex Steel Private Limited, is located 7 kms. from Hoshiarpur on Hoshiarpur-Jalandhar Road. This is medium sized unit engaged in the manufacture of high alloy castings. Besides, there are three Milk Chilling Plants, each located at Balachaur, Gangian and Dasua which supply milk to the Hoshiarpur Co-operative Milk Plant. In 2001-02, the district had a number of 655 Registered Working factories (*Annexure-I*).

The small scale industrial units engaged in the production of various types of articles are:-

(1) Plastic Inlay, (2) Lacquer ware, (3) Desi Jutties and Embroidered Jutties, (4) Brass Utensils Manufacturing, (5) Ban Making (6) Rope making and (7) Khes and Durri Making

The Rosin and Turpentine industry which was an important industry is on decline as majority of raw material centres are now located in Himachal Pradesh territory, and raw material is not easily available. Whatever industrial units are in operation get raw material from within Punjab territory, which is not sufficient.

The local Kumhars (potters) at Dasua, Tanda and Hoshiarpur had specialised in the manufacture of Surahis of fine shapes and light weight but this has become extinct now. Hoshiarpur was once renowned for the production of woolen/Pashmina Shawls, which infact was the monopoly of muslim weavers. This industry became extinct with the migration of muslim weavers. Further the non-availability of fine wool and pashmina due to import restrictions has also contributed for extinction of this industry. The emergence of Ludhiana and Amritsar as important centers of shawls making is also a contributory factor for extinction of this industry.

Hoshiarpur is considered a home for Shisham wood, an important raw material for plastic inlay work, lacquerware, wooden toys and ornamental furniture. To meet the demand of wood Government has opened a wood seasoning plant at Hoshiarpur in 1965, which is rendering good service to the artisans. Besides, government had opened a Quality Marking Centre for Handicrafts and Textiles at Hoshiarpur in 1967. The specifications followed by the centre are as per standards laid down by the Indian Standards Institute (ISI). However, where no standards have been prepared by the ISI, the centre prepares its own specifications with the manufactures and with the help of Advisory Committee.

The Punjab State Industries Department helps the entrepreneurs with Supply of machinery on hire purchase basis and Supply of raw material, the Punjab Financial Corporation, Chandigarh and The Punjab Export Corporation gives guidance in efficient running of the industrial units of various sizes in the district. The cumulative effect of these efforts/schemes has resulted in the development of large, medium and small industries to great extent.

Electricity

The first electricity generating unit was installed in the district by the Hoshiarpur Electricity Supply Company at Hoshiarpur. This was a Diesel Generator Set, which started supplying electricity in the year 1930-31. This was considered a costly proposal. The distribution of electricity was the responsibility of Punjab Public Works Department (PWD) from 1931 to 31 Jan 1959. Its functions were, however, taken over by the Punjab State Electricity Board (PSEB) from 1st February, 1959. This arrangement continues till today.

On the Mukerian Hydel Channel 4 Hydro Power stations have been set up. Each of these power stations is fitted with 4 generators (turbines) having a capacity of 15 Mega Watt (MW) each.

During the year 2001-02 the district consumed 781.87 units of electricity (*Annexure-I*), which in terms of total consumption of electricity in the State works out to 4.09 per cent. As per 2002 projections there were 274225 households in the district and 278837 households were electrified which shows that 101.68 percent households are electrified.

Minerals and Mining

Occurrence of coal has been reported in Ramtatwali and Dholbaha areas of the district but these deposits are not considered worth exploiting so far. The building material like boulders, gravel and sand are easily available. Boulders and gravel are found in the various ephemeral and perennial streams. These are found in plenty around Jaijon and Talwara area of the district. Sand found in all the choes is of fine quality

An efficient system of communication is a sign of development of any area. The backwardness of Hoshiarpur in the industrial field was attributed to the under-development of various means of communications. Over the years the district has made good progress in this field and has succeeded in attracting large and medium sized industrial units, which have thrown open vast opportunities for employment to the local youth, who hitherto used to migrate to the foreign lands for gainful employment. The pace of out-migration has also been slowed down in the recent past.

Hoshiarpur district lies in the Ferozepur Division of Northern Railway with all the rail lines passing through it being of broad gauge. There are 16 railway stations on the three rail lines passing through this district

The district being strewn with choes on all sides used to present a very pathetic picture during the rainy season. The things started improving after independence when a plan was chalked out to tame these choes by constructing bridges over them and channelisation. The metalling of roads was also taken up and some of the roads were widened to facilitate road traffic. The net result was that there emerged some good roads, which could be described as all weather roads. In 2001, the total road length maintained by Public works Department in the District was 3291 kms. (85 kms National Highways and 3206 Provincial Highways) and availability of roads was 114 Kms. of roads per 100 Sq. Kms. and 260 Kms. roads per lakh of population.

Trade and Commerce

Hoshiarpur was an important centre of trade and commerce with the hill areas. Its traders had commercial/trade links with Tibet, China and areas in central Asia republics of present USSR. The important centers with which goods were traded were: Leh, Sumer and Sinkiang etc. Also it served as a major supply centre to newly merged hilly areas of Himachal Pradesh till the emergence of Nangal and Pathankot towns as competitors. Jaijon and Bajwara have undergone a complete decline with major positions of these two towns in ruins. The major items of export, apart from the agricultural produce were; ivory inlay wooden furniture and goods like resin and turpentine. The main trading commodities were: cotton, silk and wool, phulkaris, shoes, copper and brass vessels, pottery, glass bangles, wood carvings, ivory inlay work and sugar.

Trade both retail and wholesale is mainly in private hands. Thus traders are everywhere. Even the retail shopkeepers are found in the remote villages. The marketing co-operatives are also in business but in the restrictive form as only limited items such as sugar, kerosene, cheap cloth, soap, fertilizers, insecticides etc., are dealt by the marketing cooperatives. The consumer items are, however, available from the fair price shops which deal in wheat, wheat flour, sugar, kerosene oil, cheap cloth, vegetable oil etc. The super bazaars or

fair price shops sell all types of consumer items of general merchandise or grocery.

The first cooperative consumers store, namely, The Hoshiarpur Central Cooperative Consumer Store Ltd was opened in the district in August, 1963. It had opened six branches at various places in the district by 31st, March, 1975. In the year 2000-01, there were 7 marketing and 4 consumer co-operative societies in the district.

There were 34857 workers engaged in trade and commerce in the district as per 1991 census. In terms of percentage the district had 8.42 percent workers engaged in trade and commerce against 10.55 percent in the state as a whole. The male percentage works out to be 8.69 percent against 3.42 percent of female workers.

Forestry

Hoshiarpur has suffered most due to the reckless cutting of forests resulting in the deterioration of soil. The choe menace is the direct result of reckless destruction of trees and vegetation on the hill slopes. The rapid flow of rain water did much mischief throughout the district and one comes across a choe roughly at every kilometer.

The government became aware of this menace. An office of Forest Division was, therefore, opened at Hoshiarpur on 1st April, 1939. Also a Forests Research Training School was opened at Hoshiarpur for imparting training in forestry to the Forest Rangers, Foresters and Forest Guards.

In 2000-01, the total area under forests was 1194 Sq. Kms (*Annexure-I*), which was classified according to: (1) State Forests-198 sq. km., (2) Private Forests-951 sq.km.

Medical and Public Health

The first Civil Hospital was opened at Hoshiarpur in 1904. It had provision for 61 beds (43 males and 18 females). Also there were government Civil Dispensaries at Dasua, Tanda, Garhshankar, Hariana, Maini, Mukerian, Hajipur, and Mahilpur. Earlier the American Presbyterian Mission opened a Zenana Hospital at Hoshiarpur in 1902. It had an indoor provision for 6 beds. The local Sianas, (wisemen) or Pehalwans used to attend the broken limbs. They are also consulted even in the present day.

The State Government had done much to open and run number of medical institutions such as Hospital, Public Health Centres and Dispensaries throughout the length and breadth of the district. As on 1st April 2002, there were 161 medical institutions (Hospital Public Health Centres, Dispensaries) in the district. Out of these 126 are in rural areas and 35 in the urban areas. Further there were 14 Hospitals, 102 Dispensaries, 35 P.H.Cs, 46 Ayurvedic &

2 Unani institutions. The district had 8 Homoeopathic Institutions too (*Annexure-I*).

There are 1,170 villages in the district which were identified as water scarcity villages. Out of these 982 have been provided with safe drinking water facilities by 31st March, 2002. Thus the percentage coverage of the scarcity villages works out to 83.9 percent. Incidentally this district has the highest number of water scarcity villages (1,170) in the State, followed by Gurdaspur (1064) and Patiala (996).

Education

Though Hoshiarpur is an economically backward district, yet in the field of education and literacy, it is one of the most advanced districts of the State. The people of the district being adventurous were the first to migrate to foreign countries in the nineteenth century. Consequently it aroused political consciousness and sense of patriotism in them to serve their motherland and they brought with them new ideas about education. They had sufficient finances to start number of educational institutions in the district. In 1901 the number of private educational institution was 4 High Schools, 8 Anglo-vernacular Middle Schools and 134 Primary Schools.

The Government High School, Hoshiarpur, was established on 27th June, 1848. The private educational organizations such as the Dayanand Anglo-Vedic Trust (DAV) The Chief Khalsa Diwan, The Sanatan Dharm Sabha, Christian Mission and Muslim education Society opened and ran number of educational institutions throughout the length and breadth of the district. By December 1947, there were 3 colleges, 46 high schools and 294 primary schools in the district.

It was mainly after 1947 that government paid proper attention towards education. It was also considered at the government level that secular and democratic credentials will be best served if government takes over private educational institutions, which are in bad financial position, for their smooth running on the one hand and on the other government opened new schools and colleges in places denied of such facilities. Another aspect requiring action was that working conditions of private teachers was in bad shape as they were not paid salaries timely and regularly. Also their service conditions were far from satisfactory and required prompt action.

As on 30th September, 2000, there were 18 (12 boys, 5 Girls) Arts/ Science/Commerce/Home Science colleges, 1 B.Ed. college (boys), 109 Sen. Sec. Schools. (103 boys and 6 girls), 180 High Schools (168 boys and 12 girls) 185 Middle Schools (181 boys, 4 girls), 1259 Primary Schools (1256 boys and 3 girls), 1 (boys) Polytechnic Institute and 7 (5 boys and 2 girls) Technical Industrial Arts Craft Schools (*Annexure-III to XIV*). It may however, be noted

that colleges/schools mentioned as girls are exclusively for girls, whereas those as boys co-educational.

The literacy rate in the district during 2001 census was 81.40 percent (Rural 80.09 percent and Urban 86.66 percent) 86.97 percent for males (Rural 86 percent and Urban 90.30 percent) and (Rural 73.87 percent and Urban 82.62 percent) 75.56 percent for females (Rural 73.87 percent and Urban 82.62 percent) thus Hoshiarpur is at number one position among the districts of the state in terms of literacy rate (*Annexure-XI*).

Occupations

Hoshiarpur is primarily a rural district as according to 2001 census, 80.34 percent of its population is reported residing in the villages (*Annexure-I*). It is, therefore, very logical that sizeable part of its population may be engaged in agriculture.

During 2001, There were 34.7 percent total workers (28.1 percent main workers and 6.7 percent marginal workers). The percentage of cultivators were 23.9 percent (25.1 percent male and 20.0 percent female) and the percentage of agricultural labourer was 16.8 percent (15.00 percent male and 22.5 percent female)

Besides, there were 23,471 unemployed persons in the district as on 31st December, 2000, as per information supplied by Employment exchanges, out of these 17,929 are educated, whereas remaining 5,542 are uneducated.

District: Hoshiarpur Primary Statistics		
S.NO	ITEM	
1	Area	3365 sq. km.
	Tehsils	4
	Sub Tehsils	5
	Blocks	10
	Towns	12
	Inhabited villages	1423
2	Population (2001)	
	Total population	1478045
	Rural population	1187401
	Percentage to total Population	80.34
	Urban population	290644
	Percentage to total Population	19.66 %
	Density	439 per sq. km.
	Literate and educated persons	1056804
	Literacy	81.40 %
	Female per 1000 male	935
	Total Workers	513345
	Main Workers	414889
	Marginal Workers	98456
	Non-Workers	964724
	Break up of Main Workers	
	I) Cultivators	122546
	II) Agriculture Labourer	86367
	III) Manufacturing, Processing, servicing and Repairs in Household Industry	12961
	IV) Other Services	291471
3	Local Bodies (2001-2002)	
	I) Zila Parishads	1
	II) Municipal Committees	9
4	Climate	
	Average Rainfall	467.7
5	Agriculture (2001-2002)	
	Net Area Sown	218000 hect.
	Area Sown more than once	148000 hect.
6	Irrigation (2001-2002)	
	Net Area Irrigated by	
	Govt. Canals	24100 hect.
	Wells/Tubewells	139500 hect.
	Others	2000 hect.
	Total	165600
	Percentage of net area irrigated to net area sown	76%
	Gross Area Irrigated	281800 hect.
	Percentage of gross irrigated area to gross cropped area	77%
7	Animal Husbandry (2001-2002)	
	Vetennary Hospitals	91
	Permanent Outlaying Dispensaries & Insemination Units	93
	Area Stocked with fish	277 hect.
	Total Live Stock (Live Stock Census 1997)	489100
	Total Poultry (Live Stock Census 1997)	542500
8	Energy (2001-2002)	
	Consumption of Electricity	761.87 million kwh
9	Forest (2001-2002)	
	Area under State Forests	198 sq. km.
	Area under Private Forests	951 sq. km.
	Total area under Forests	1149 sq. km.
10	Industries (2001-2002)	
	Regd. Working Factories	655
11	Medical and Health (2002-2003)	
	Hospitals	14
	Dispensaries	102
	P.H.Cs.	35
	Ayurvedic and Unani Institution	48 (46+2)
	Homoeopathic Institutions	8
	Beds installed in Medical Institutions (Allopathy)	1437
12	Co-operation (2001-2002)	
	Co-operative Societies	1827
	Primary Agricultural Credit Societies	404
13	Banking (2001-2002)	
	Scheduled Banks & Co-operative Banks	220
14	Miscellaneous (2001-2002)	
	Post Offices	370
	Police- Stations/ Police Posts	19 (14+5)

District: Hoshiarpur		
Demographic Profile		
	1991	2001
Population-Total	1298185	1478045
Male	674615	763753
Female	623570	714292
Rural	1076047	1187401
Male	557056	609798
Female	518991	577603
Urban	222138	290644
Male	117559	153955
Female	104579	136689
Sex Ratio-Total	924	935
Rural	932	947
Urban	890	888
No. of Literates-Total	792034	1056804
Male	456317	577680
Female	335717	478924
Rural	642558	832381
Male	371908	454754
Female	270650	377627
Urban	149476	224423
Male	84409	123126
Female	65067	101297
0-6 Population-Total	224169	179789
Male	118773	99313
Female	105396	80476
Rural	190849	148102
Male	100980	81710
Female	89869	66392
Urban	33320	31687
Male	17793	17603
Female	15527	14084
SC Total-1991	439407	N/A
Male	231376	N/A
Female	208031	N/A
Rural	383212	N/A
Male	201607	N/A
Female	181605	N/A
Urban	56195	N/A
Male	29769	N/A
Female	26426	N/A
Projection 2001 Total	1497222	

District Hoshiarpur																
No. of Recognised Institutions																
Type	1998				1999				2000				2001			
	Boys	Girls	Total	% of Girls to total Institutions	Boys	Girls	Total	% of Girls to total Institutions	Boys	Girls	Total	% of Girls to total Institutions	Boys	Girls	Total	% of Girls to total Institutions
Universities																
Art, Science, Commerce and Home Science Colleges.	12	4	16	25.00	12	5	17	29.41	12	5	17	29.41	12	6	18	33.33
Engineering, Technology and Architecture Colleges.																
Medical Colleges (Allopathic Only)																
Teacher's Training College (B.ed.)	1		1	0.00	1		1	0.00	1		1	0.00	1		1	0.00
Senior Secondary Schools	71	6	77	7.79	71	6	77	7.79	71	6	77	7.79	103	6	109	5.50
High Schools	160	12	172	6.98	164	13	177	7.34	165	13	178	7.30	168	12	180	6.67
Middle Schools	183	3	186	1.61	182	4	186	2.15	182	4	186	2.15	181	4	185	2.16
Primary Schools	1262	3	1265	0.24	1256	3	1259	0.24	1256	3	1259	0.24	1256	3	1259	0.24
Pre-Primary Schools																
Elementary Teacher's Training Schools	1		1	0.00	1		1	0.00	1		1	0.00	1		1	0.00
Polytechnic Institutions	1		1	0.00	1		1	0.00	1		1	0.00	1		1	0.00
Technical Industrial Art Craft Schools	5	2	7	28.57	5	2	7	28.57	5	2	7	28.57	5	2	7	28.57

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 Hoshiarpur

No. of Working Teachers in Recognised Schools

Type	1998				1999				2000				2001			
	Boys	Girls	Total	% of Female to total Teachers	Boys	Girls	Total	% of Female to total Teachers	Boys	Girls	Total	% of Female to total Teachers	Boys	Girls	Total	% of Female to total Teachers
Universities	1	3	4	75.00	1	1	2	50.00	1	1	2	50.00				
Art, Science, Commerce and Home Science Colleges.	341	206	547	37.66	327	229	556	41.19	325	249	574	43.38	313	248	561	44.21
Engineering, Technology and Architecture Colleges.																
Medical Colleges (Allopathic Only)																
Teacher's Training College (B.ed.)	14	6	20	30.00	14	6	20	30.00	14	6	20	30.00	14	6	20	30.00
Senior Secondary Schools	1391	842	2233	37.71	1398	851	2249	37.84	1306	780	2086	37.39	1306	780	2086	37.39
High Schools	1461	894	2355	37.96	1500	946	2446	38.68	1396	948	2344	40.44	1396	948	2344	40.44
Middle Schools	621	501	1122	44.65	638	511	1149	44.47	628	484	1112	43.53	628	484	1112	43.53
Primary Schools	1436	2387	3823	62.44	1391	2328	3719	62.60	1307	2197	3504	62.70	1174	2084	3258	63.97
Pre-Primary Schools																
Elementary Teacher's Training Schools	11	9	20	45.00	12	9	21	42.86	12	8	20	40.00	12	8	20	40.00
Polytechnic Institutions	53	12	65	18.46	59	13	72	18.06	59	13	72	18.06	59	12	71	16.90
Technical Industrial Art Craft Schools	113	22	135	16.30	115	24	139	17.27	115	24	139	17.27	116	25	141	17.73

Source: Statistical Abstract of Punjab

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

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

District Hoshiarpur																
No. of Working Teachers in Recognised Schools																
Type	1998				1999				2000				2001			
	Boys	Girls	Total	% of Female to total Teachers	Boys	Girls	Total	% of Female to total Teachers	Boys	Girls	Total	% of Female to total Teachers	Boys	Girls	Total	% of Female to total Teachers
Universities	1	3	4	75.00	1	1	2	50.00	1	1	2	50.00				
Art, Science, Commerce and Home Science Colleges.	341	206	547	37.66	327	229	556	41.19	325	249	574	43.38	313	248	561	44.21
Engineering, Technology and Architecture Colleges.																
Medical Colleges (Allopathic Only)																
Teacher's Training College (B.ed.)	14	6	20	30.00	14	6	20	30.00	14	6	20	30.00	14	6	20	30.00
Senior Secondary Schools	1391	842	2233	37.71	1398	851	2249	37.84	1306	780	2086	37.39	1306	780	2086	37.39
High Schools	1461	894	2355	37.96	1500	946	2446	38.68	1396	948	2344	40.44	1396	948	2344	40.44
Middle Schools	621	501	1122	44.65	638	511	1149	44.47	628	484	1112	43.53	628	484	1112	43.53
Primary Schools	1436	2387	3823	62.44	1391	2328	3719	62.60	1307	2197	3504	62.70	1174	2084	3258	63.97
Pre-Primary Schools																
Elementary Teacher's Training Schools	11	9	20	45.00	12	9	21	42.86	12	8	20	40.00	12	8	20	40.00
Polytechnic Institutions	53	12	65	18.46	59	13	72	18.06	59	13	72	18.06	59	12	71	16.90
Technical Industrial Art Craft Schools	113	22	135	16.30	115	24	139	17.27	115	24	139	17.27	116	25	141	17.73

Source: Statistical Abstract of Punjab

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

District Hoshiarpur

No. of Students

Type	1998				1999				2000				2001			
	Boys	Girls	Total	% of Girls to total enrolment	Boys	Girls	Total	% of Girls to total enrolment	Boys	Girls	Total	% of Girls to total enrolment	Boys	Girls	Total	% of Girls to total enrolment
Ph.D.																
M. Phil.																
M.A.	382	707	1089	64.92	484	712	1196	59.53	554	998	1552	55.51	402	974	1376	41.27
M.Sc.					3	7	10	70.00	4	6	10	66.67	16	35	51	45.71
M.Com.									1	8	9	12.50	1	7	8	14.29
B.A / B.A. (HONS.)	4077	5588	9665	57.82	4495	5813	10308	56.39	4542	5131	9673	88.52	5286	6895	12181	76.66
B.Sc./ B.Sc. (HONS.)	526	583	1109	52.57	564	658	1222	53.85	616	672	1288	91.67	733	744	1477	98.52
B.Com./ B.Com. (HONS.)	582	445	1027	43.33	663	562	1225	45.88	714	576	1290	123.96	734	664	1398	110.54
B.E./ B.Sc. (Eng.) / B.Arch. / B. Tech.																
M. B. B. S																
B. Ed.	135	165	300	55.00	151	149	300	49.67	151	149	300	101.34	151	149	300	101.34
Senior Secondary School	35940	27064	63004	42.96	34580	26871	61451	43.73	38377	30833	69210	124.47	38377	30833	69210	124.47
High School	32798	33796	66594	50.75	35248	34848	70096	49.71	35297	35533	70830	99.34	35297	35533	70830	99.34
Middle School	8584	9075	17659	51.39	7564	8270	15834	52.23	8534	9071	17605	94.08	8535	9071	17606	94.09
Primary School	64546	61026	125572	48.60	62459	58264	120723	48.26	61321	56099	117420	109.31	59247	53951	113198	109.82
Pre - Primary School																
Elementary Teacher's Training School J.B.T.	101	96	197	48.73	102	100	202	49.50	58	47	105	123.40	124	125	249	99.20
Polytechnic Institutions	745	81	826	9.81	745	83	838	11.10	758	100	858	758.00	625	109	734	573.39
Technical Industrial Art and Craft School	1238	367	1605	22.87	1312	361	1673	21.58	1313	363	1676	361.71	1325	368	1693	360.05

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 Hoshiarpur																
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.	80	68	148	13.59	144	117	261	21.82	170	158	328	21.13	139	193	332	24.13
M.Sc.					1		1	10.00	1		1	10.00	3	3	6	11.76
M.Com.												0.00				0.00
B.A / B.A. (HONS.)	1085	922	2007	20.77	1353	818	2211	21.45	1179	1414	2593	26.81	1522	1194	2716	22.30
B.Sc./ B.Sc. (HONS.)	76	35	111	10.01	73	51	124	10.15	101	67	168	13.04	130	92	222	15.03
B.Com./ B.Com. (HONS.)	48	22	70	6.82	77	51	128	10.45	89	49	138	10.70	107	61	168	12.02
B.E./ B.Sc. (Eng.) / B.Arch. / B. Tech.																
M. B. B. S																
B. Ed.	38	25	63	21.00	41	31	72	24.00	41	31	72	24.00	41	31	72	24.00
Senior Secondary School	11289	8279	19568	31.06	10414	7808	18222	29.65	12336	9804	22140	31.99	12336	9804	22140	31.99
High School	13362	14141	27503	41.30	13148	13228	26376	37.63	13518	14041	27559	38.91	13518	14041	27559	38.91
Middle School	3712	3887	7599	43.03	3455	3199	6654	42.02	4019	3666	7685	43.65	4019	3666	7685	43.65
Primary School	32651	30845	63496	50.57	33012	30453	63465	52.57	32971	30149	63120	53.76	31917	29329	61246	54.11
Pre - Primary School																
Elementary Teacher's Training School J.B.T.	25	24	49	24.87	31	29	60	29.70	19	17	36	34.29	44	36	80	32.13
Polytechnic Institutions	199	17	216	26.15	231	23	254	30.31	240	18	258	30.07	258	25	283	38.56
Technical Industrial Art and Craft School	396	93	489	30.47	395	100	495	29.59	381	181	562	33.53	392	187	579	34.20

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 Hoshiarpur												
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	61379	56109	117488	67672	60984	128656	65599	58836	124435	33033	30131	63164
Middle	31153	30897	62050	42639	40337	82976	42639	40337	82976	17278	16369	33647
Elementary	92532	87006	179538	110311	101321	211632	108238	99173	207411	50311	46500	96811
High School	16334	16246	32580	21706	21343	43049	21706	21343	43049	8121	7759	15880
Sr. Secondary	9404	7092	16496	11415	8797	20212	11415	8797	20212	3338	2556	5894
Secondary	25738	23338	49076	33121	30140	63261	33121	30140	63261	11459	10315	21774
Total (I-XII)	118270	110344	228614	143432	131461	274893	141359	129313	270672	61770	56815	118585

Annexure - VIII

District Hoshiarpur						
Enrolment by Department						
1999	State Government Schools			Total Enrolment (Recognised Schools)		
	Male	Female	Total	Male	Female	Total
Primary	62064	57971	120035	67959	62659	130618
Middle	31326	29560	60886	40702	37459	78161
Elementary	93390	87531	180921	108661	100118	208779
High School	16401	16314	32715	21891	21136	43027
Sr. Secondary	7405	5398	12803	9212	6930	16142
Secondary	23806	21712	45518	31103	28066	59169
Total (I-XII)	117186	109243	226439	139764	128184	267948

Source : Statistical Abstract of Punjab

Annexure - IX

District Hoshiarpur						
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	77136	64292	141428	87.49	88.35	87.88
Middle	40296	36118	76414	86.49	87.25	86.85

Source : Statistical Abstract of Punjab

Annexure - X

District Hoshiarpur			
Literacy Percentage of the Scheduled Castes and Non-Scheduled Castes (1991)			
	Population	No. of Literates	Literacy Percentage
Total (SC+Non SC)	1298185	792034	61.01
Male	674615	456317	67.64
Female	623570	335717	53.84
Scheduled Caste Population			
Total	439407	255397	58.12
Male	231376	157394	68.02
Female	208031	98003	47.11
Non-Scheduled Caste Population			
Total	858778	536637	62.49
Male	443239	298923	67.44
Female	415539	237714	57.21

Source : Census of Punjab, 1991

District : Hoshiarpur										
Literacy rates by residence and sex- 2001										
Tehsil Code	Tehsil	Literacy Rate								
		Total			Rural			Urban		
		Person	Male	Female	Person	Male	Female	Person	Male	Female
022	Dasuya	81.13	86.43	75.75	80.48	85.98	74.95	84.97	88.99	80.68
024	Mukerian	81.54	87.26	75.83	80.28	86.22	74.44	88.00	92.31	83.33
021	Hoshiarpur	83.49	84.99	78.16	81.67	87.33	75.60	87.18	90.38	83.53
023	Garhshankar	78.16	84.99	70.92	77.66	84.70	70.21	83.88	88.33	79.08
07	District	81.40	86.97	75.56	80.09	86.11	73.87	86.66	90.30	82.62
	State	69.95	75.63	63.55	65.16	71.70	57.91	79.13	82.97	74.63

Annexure - XII

District Hoshiarpur						
Projected School age population						
Year	6-10			11-13		
	Boys	Girls	Total	Boys	Girls	Total
1999	85606	75331	160937	49674	43898	93572
2000	85618	75939	161557	49430	43837	93267
2001	84394	70715	155109	47353	43571	90924
2006	74358	67610	141968	53322	46451	99773
2011	72838	66880	139718	41770	38547	80317
2016	75027	68886	143913	44506	40797	85303

Source : RGI Estimates

Annexure - XIII

District Hoshiarpur							
Dropout Rate							
Level	Level	Total			SC		
		Male	Female	Total	Male	Female	Total
Primary	1999	15.29	13.93	14.95	16.40	14.85	15.68
	2000	16.54	12.37	14.25	16.34	14.79	15.62
Middle	1999	23.91	14.12	19.31	28.02	22.91	22.63
	2000	22.58	21.75	17.52	27.90	22.83	22.55

Family Survey 2002

Annexure - XIV

District Hoshiarpur						
Gross Enrolment Ratio (2001-2002)						
	Gross Enrolment Ratio			Gross Enrolment Ratio for SC		
	Male	Female	Total	Male	Female	Total
Primary	112.94	111.09	112.10	114.36	113.10	113.77
Middle	100.83	100.65	100.74	99.78	100.3	100.00
High	104.50	101.30	103.00	98.99	95.97	97.54
SR.Sec	64.33	71.82	67.92	49.95	52.43	51.13

Source : Family Survey 2002

Sr. No.	Classification of Nutritional Status (%)				March'2002		
	District	Integrated child development scheme	Normal	Grade-I	Grade-II	Grade-III+	Total children covered
7	HOSHIARPUR	Bhunga	54.38	35.30	10.23	0.10	100.00
		Dasuya	65.49	27.56	6.95	0.00	100.00
		Garhshankar	57.55	34.95	7.39	0.12	100.00
		Hajipur	56.86	34.13	9.01	0.00	100.00
		Hoshiarpur-I	76.52	16.76	6.58	0.14	100.00
		Hoshiarpur-II	52.20	42.70	5.06	0.04	100.00
		Mahalpur	60.45	34.44	4.99	0.12	100.00
		Mukerian	71.67	21.82	6.39	0.12	100.00
		Talwara	48.91	42.67	8.38	0.04	100.00
		Tanda	68.75	26.46	4.64	0.14	100.00
District Total			61.36	31.71	6.85	0.09	100.00

Source : SW Department

Family Survey 2002

FAMILY SURVEY

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

Reference Date :

Unit : Village/Ward

I. Family

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

II. Child (3-19)

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

Primary Data captured on SSA/FA/II 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 - 07 - HOSHIARPUR

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	27681	20922	48603	10863	8710	19573	6072	4509	10581
Pre Primary Total	27681	20922	48603	10863	8710	19573	6072	4509	10581
I	19847	15762	35609	8036	6937	14973	4665	3356	8021
II	17475	14157	31632	7561	6425	13986	3809	2946	6755
III	17119	14248	31367	7037	6155	13192	3685	3040	6725
IV	17052	14298	31350	6983	6221	13204	3763	3038	6801
V	16670	14301	30971	6723	5911	12634	3609	3113	6722
Primary Total	88163	72766	160929	36340	31649	67989	19531	15493	35024
VI	16376	14033	30409	6532	5746	12278	3749	3091	6840
VII	14807	13512	28319	5733	5468	11201	3444	2992	6436
VIII	15408	13851	29259	5794	5353	11147	3596	3159	6755
Midlle Total	46591	41396	87987	18059	16567	34626	10789	9242	20031
IX	12064	10866	22930	4493	4067	8560	2706	2356	5062
X	16925	14360	31285	6138	5378	11516	3784	3171	6955
Secondary Total	28989	25226	54215	10631	9445	20076	6490	5527	12017
XI	6608	6499	13107	2099	1925	4024	1387	1331	2718
XII	7283	7817	15100	2113	2098	4211	1431	1575	3006
Sr. Secondary Total	13891	14316	28207	4212	4023	8235	2818	2906	5724
Technical Education	1396	1850	3246	353	393	746	215	314	529
Technical Education Total	1396	1850	3246	353	393	746	215	314	529

District - 07 - HOSHIARPUR

Sarav Sikhiya Abhiyan, Punjab
Family Survey 2002Form No. : SSA/FS/IV/7
Report : 01
Year : 2001-2002

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

Age	School Going Children - Total			School Going Children - S.C.			School Going Children - B.C.		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	8260	6277	14537	3193	2566	5759	1816	1350	3166
4	11353	8507	19860	4356	3469	7825	2465	1924	4389
5	13418	10472	23890	5238	4458	9696	3151	2197	5348
Sub Total	33031	25256	58287	12787	10493	23280	7432	5471	12903
6	14723	12337	27060	5898	5375	11273	3340	2558	5898
7	14764	12195	26959	6207	5252	11459	3250	2505	5755
8	16046	13231	29277	6519	5663	12182	3577	2954	6531
9	15598	13146	28744	6352	5609	11961	3499	2912	6411
10	16386	14137	30523	6531	5890	12421	3641	3054	6695
Sub Total	77517	65046	142563	31507	27789	59296	17307	13983	31290
11	15417	13111	28528	6108	5324	11432	3396	2873	6269
12	15520	13599	29119	5994	5413	11407	3556	2927	6483
13	14458	13628	28086	5569	5363	10932	3360	3059	6419
Sub Total	45395	40338	85733	17671	16100	33771	10312	8859	19171
14	13427	11838	25265	5091	4523	9614	3171	2731	5902
15	12319	11146	23465	4558	4211	8769	2582	2309	4891
Sub Total	25746	22984	48730	9649	8734	18383	5753	5040	10793
16	10040	9222	19262	3690	3326	7016	2178	1893	4071
17	7699	6951	14650	2708	2288	4996	1542	1464	3006
Sub Total	17739	16173	33912	6398	5614	12012	3720	3357	7077
18	5594	5090	10684	1885	1578	3463	1069	978	2047
19	1689	1589	3278	561	479	1040	322	303	625
Sub Total	7283	6679	13962	2446	2057	4503	1391	1281	2672

District - 07 - HOSHIARPUR

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

Age v	Total Children			Out of School						Working 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	756	550	1306	322	237	559	143	118	261									
4	565	468	1033	288	257	545	95	73	168									
5	468	377	845	243	217	460	92	67	159									
6	127	126	253	65	55	120	15	25	40	12	12	24	8	7	15			
7	95	64	159	41	27	68	21	9	30	7	4	11	7	2	9		1	1
8	111	83	194	50	31	81	25	18	43	15	13	28	11	12	23			
9	85	58	143	42	24	66	16	16	32	10	6	16	7	2	9	1	1	2
10	129	122	251	73	56	129	19	23	42	16	19	35	15	16	31			
11	122	124	246	50	61	111	29	39	68	9	10	19	7	7	14	1	2	3
12	287	242	529	153	120	273	61	72	133	27	8	35	18	6	24			
13	405	426	831	225	243	468	85	108	193	32	8	40	21	6	27	2		2
14	697	652	1349	354	354	708	136	156	292	70	27	97	45	22	67	10		10
15	1302	1256	2558	737	754	1491	261	270	531	163	59	222	103	46	149	33	4	37
16	1709	1740	3449	956	986	1942	325	405	730	187	73	260	130	61	191	30	3	33
17	2147	2020	4167	1078	1073	2151	450	466	916	264	89	353	155	71	226	50	5	55
18	2619	2302	4921	1318	1231	2549	578	510	1088	335	112	447	211	85	296	73	7	80

District - 07 - HOSHIARPUR

Sarav Sikhiya Abhiyan, Punjab
Family Survey 2002Form No. : SSA/FS/IV/10
Report : 01
Year : 2001-200201 - 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	15	10	25	19	10	29	6	5	11	6	3	9	2	3	5	10	4	14
4	15	8	23	28	12	40	6	3	9	11	6	17	5	3	8	6	3	9
5	40	28	68	36	21	57	25	11	36	17	10	27	9	8	17	9	2	11
6	65	35	100	29	24	53	30	15	45	12	11	23	19	8	27	4	5	9
7	73	50	123	34	21	55	34	28	62	8	10	18	18	9	27	11	6	17
8	79	49	128	39	22	61	40	22	62	17	11	28	19	10	29	13	2	15
9	93	52	145	38	28	66	47	31	78	16	12	28	14	5	19	7	7	14
10	73	58	131	44	36	80	38	34	72	17	17	34	16	9	25	11	13	24
11	75	43	118	53	31	84	45	24	69	19	13	32	8	6	14	9	8	17
12	88	51	139	57	45	102	47	31	78	35	18	53	19	7	26	11	17	28
13	61	59	120	65	57	122	33	31	64	29	31	60	11	7	18	17	11	28
14	63	47	110	71	51	122	30	23	53	22	24	46	12	4	16	17	10	27
15	46	43	89	98	54	152	21	18	39	40	26	66	11	5	16	23	13	36
16	38	23	61	88	44	132	21	9	30	39	21	60	8	7	15	15	8	23
17	24	9	33	69	39	108	10	1	11	24	23	47	6	3	9	19	9	28
18	23	11	34	62	45	107	10	4	14	30	25	55	8	3	11	15	8	23

District - 07 - HOSHIARPUR

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	64	36	100	30	11	41	14	14	28
I	125	59	184	65	37	102	24	7	31
II	84	63	147	41	31	72	24	9	33
III	102	53	155	55	28	83	19	7	26
IV	80	64	144	41	32	73	13	7	20
V	78	44	122	44	23	67	16	7	23
VI	59	44	103	29	25	54	12	8	20
VII	62	47	109	39	23	62	8	8	16
VIII	57	45	102	24	23	47	13	5	18
IX	45	32	77	29	15	44	7	7	14
X	33	29	62	15	11	26	7	5	12
XI	20	13	33	6	1	7	5	3	8
XII	22	14	36	8	4	12	7	2	9
Technical Education	1	2	3	16	18	34	19	13	32

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	56.95	43.05	100.00	55.13	44.87	100.00	58.85	41.15	100.00	58.87	41.13	100.00
Pre Primary Total	56.95	43.05	100.00	55.13	44.87	100.00	58.85	41.15	100.00	58.87	41.13	100.00
I	55.74	44.26	100.00	52.67	47.33	100.00	58.79	41.21	100.00	59.95	40.05	100.00
II	55.24	44.76	100.00	53.12	46.88	100.00	58.29	41.71	100.00	59.10	40.90	100.00
III	54.58	45.42	100.00	52.64	47.36	100.00	58.86	41.14	100.00	57.49	42.51	100.00
IV	54.39	45.61	100.00	52.28	47.72	100.00	58.37	41.63	100.00	58.78	41.22	100.00
V	53.82	46.18	100.00	51.49	48.51	100.00	58.20	41.80	100.00	58.87	41.13	100.00
Primary Total	54.78	45.22	100.00	52.43	47.57	100.00	58.52	41.48	100.00	58.95	41.05	100.00
VI	53.85	46.15	100.00	52.10	47.90	100.00	56.13	43.87	100.00	59.31	40.69	100.00
VII	52.29	47.71	100.00	50.63	49.37	100.00	54.80	45.20	100.00	57.43	42.57	100.00
VIII	52.66	47.34	100.00	50.71	49.29	100.00	55.69	44.31	100.00	58.12	41.88	100.00
Middle Total	52.95	47.05	100.00	51.16	48.84	100.00	55.56	44.44	100.00	58.34	41.66	100.00
IX	52.61	47.39	100.00	51.37	48.63	100.00	54.01	45.99	100.00	57.05	42.95	100.00
X	54.10	45.90	100.00	53.24	46.76	100.00	55.34	44.66	100.00	56.59	43.41	100.00
Secondary Total	53.47	46.53	100.00	52.44	47.56	100.00	54.80	45.20	100.00	56.80	43.20	100.00
XI	50.42	49.58	100.00	53.28	46.72	100.00	47.27	52.73	100.00	42.11	57.89	100.00
XII	48.23	51.77	100.00	50.59	49.41	100.00	46.54	53.46	100.00	40.03	59.97	100.00
Sr. Secondary Total	49.25	50.75	100.00	51.88	48.12	100.00	46.86	53.14	100.00	41.00	59.00	100.00
Technical Education	43.01	56.99	100.00	46.70	53.30	100.00	41.37	58.63	100.00	37.45	62.55	100.00
Technical Education Total	43.01	56.99	100.00	46.70	53.30	100.00	41.37	58.63	100.00	37.45	62.55	100.00
Grand Total	54.04	45.96	100.00	52.36	47.64	100.00	55.99	44.01	100.00	57.86	42.14	100.00

Annual Work Plan
2003-2004

District: Hoshiarpur

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	190
2	No. of P E Blocks	19
3	No. of CRC's	148
4	No. of Villages	1423
4.1	No. of VEDC's	1696
4.2	No. of VEDC's Members	13568
5	No. of Habitations/Wards (Unserved)	2277
5.1	No. of S.C. Bastis	877
6	No. of House Holds	274225
	No. of Schools	
7	No. of Primary Schools (State Govt.)	1283
7.1	Non State Govt. Primary Schools	32
7.2	Unrecognised Primary Schools	219
8	No. of Middle Schools/Sections (State Govt.)	413
8.1	Non State Govt. Middle Schools/Sections	142
8.2	Unrecognised Middle Schools/Sections	220
	No. of Teachers (State Govt.)	
9	No. of Primary Teachers	4232
9.1	No. of JBT Teachers + New	3255
9.2	No. of HT	829
9.3	No. of CHT's	148
10	No. of Teachers Middle Schools/Sections	3046
	Primary (State Govt.)	
11	Total No. of Students	107406
11.1	Male Students	56306
11.2	Female Students	51100
11.3	Total No. of S.C. Students	59937
11.4	Male S.C. Students	31192
11.5	Female S.C. Students	28745
	Upper Primary (State Govt.)	
12	Total No. of Students	61679
12.1	Male Students	31342
12.2	Female Students	30337
12.3	Total No. of S.C. Students	28587
12.4	Male S.C. Students	14584
12.5	Female S.C. Students	14003
	Out of School Children	
13	No. of Out of School Children Total	* 2606
13.1	No. of Out of School Children Male	1361
13.2	No. of Out of School Children Female	1245
13.3	No. of EGS Centres (Proposed)	5
	No. of Handicapped Children	
14	Total No. of Handicapped Children	1627
15	Anganwan Centres	1169

Source :- D.E.O.

<i>District - Hoshiarpur</i>			
Blockwise list of BRC and CRC			
PEBlock Code & Name			
		CRC	BRC
142	BHUNGA-I	8	
143	BHUNGA-II	10	1
144	BULOWAL	6	1
145	DASUYA-I	8	
146	DASUYA-II	8	1
147	GARH SHANKAR-I	9	
148	GARH SHANKAR-II	8	1
149	HAJIPUR	7	1
150	HOSHIARPUR-I-A	7	
151	HOSHIARPUR-I-B	7	
152	HOSHIARPUR-II-A	8	
153	HOSHIARPUR-II-B	6	1
154	MAHILPUR-I	7	
155	MAHILPUR-II	8	1
156	MUKERIAN-I	11	
157	MUKERIAN-II	8	1
158	TANDA-I	7	
159	TANDA-II	6	1
160	TALWARA	9	1
	Total	148	10

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

District wise list of PEBlocks	
PEBLOCK	CODE
HOSHIARPUR	
BHUNGA-I	142
BHUNGA-II	143
BULOWAL	144
DASUYA-I	145
DASUYA-II	146
GARH SHANKAR-I	147
GARH SHANKAR-II	148
HAJIPUR	149
HOSHIARPUR-I-A	150
HOSHIARPUR-I-B	151
HOSHIARPUR-II-A	152
HOSHIARPUR-II-B	153
MAHILPUR-I	154
MAHILPUR-II	155
MUKERIAN-I	156
MUKERIAN-II	157
TANDA-I	158
TANDA-II	159
TALWARA	160

Source : Sarva Shiksha Abhiyan

<i>District - Hoshiarpur. 2003-04</i>		
PEBlock Code & Name	No. of Villages	
142	BHUNGA-I	85
143	BHUNGA-II	108
144	BULOWAL	61
145	DASUYA-I	89
146	DASUYA-II	105
147	GARH SHANKAR-I	73
148	GARH SHANKAR-II	73
149	HAJIPUR	58
150	HOSHIARPUR-I-A	71
151	HOSHIARPUR-I-B	52
152	HOSHIARPUR-II-A	71
153	HOSHIARPUR-II-B	62
154	MAHILPUR-I	72
155	MAHILPUR-II	73
156	MUKERIAN-I	98
157	MUKERIAN-II	103
158	TANDA-I	62
159	TANDA-II	51
160	TALWARA	56
	Total	1423

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

BLOCK WISE COUNT OF PRIMARY SCHOOLS - 2003

DISTRICT - HOSHIARPUR

PE BLOCK CODE & NAME		G1	G2	G3	G4	TOTG	P1	P2	P3	P4	P5	P6	TOTP	TOTAL
PE142	BHUNGA-I	70	0	0	0	70	5	0	0	0	0	8	13	83
PE143	BHUNGA-II	93	0	0	0	93	0	0	3	0	0	1	4	97
PE144	BULOWAL	50	0	0	0	50	0	0	0	0	0	14	14	64
PE145	DASUYA-I	76	0	0	0	76	1	0	0	0	1	9	11	87
PE146	DASUYA-II	80	0	0	0	80	0	0	1	0	0	9	10	90
PE147	GARH SHANKAR-I	73	0	0	0	73	0	1	0	0	0	12	13	86
PE148	GARH SHANKAR-II	69	0	0	0	69	1	0	2	0	0	11	14	83
PE149	HAJIPUR	60	0	0	0	60	0	0	0	1	0	9	10	70
PE150	HOSHIARPUR-I-A	68	0	0	0	68	0	0	1	0	0	4	5	73
PE151	HOSHIARPUR-I-B	59	0	0	0	59	1	0	2	0	0	12	15	74
PE152	HOSHIARPUR-II-A	65	0	0	0	65	0	0	0	0	0	15	15	80
PE153	HOSHIARPUR-II-B	49	0	0	0	49	0	0	3	0	0	7	10	59
PE154	MAHILPUR-I	66	0	0	0	66	1	0	0	0	0	8	9	75
PE155	MAHILPUR-II	70	0	0	0	70	3	0	0	0	0	13	16	86
PE156	MUKERIAN-I	85	0	0	0	85	0	0	2	0	0	27	29	114
PE157	MUKERIAN-II	73	0	0	0	73	0	0	1	0	0	33	34	107
PE158	TANDA-I	59	0	0	0	59	0	0	0	0	0	13	13	72
PE159	TANDA-II	50	0	0	0	50	0	0	2	0	0	8	10	60
PE160	TALWARA	68	0	0	0	68	0	0	0	0	0	6	6	74
TOTAL		1283	0	0	0	1283	12	1	17	1	1	219	251	1534

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)

BLOCK WISE COUNT OF MIDDLE SCHOOLS - 2003													
DISTRICT - HOSHIARPUR													
PE BLOCK CODE & NAME		G1	G2	G3	G4	TOTG	P1	P2	P3	P4	P5	P6	TOTP
PE142	BHUNGA-I	19	0	0	0	19	7	1	1	1	0	4	14
PE143	BHUNGA-II	28	0	0	0	28	0	0	1	0	0	4	5
PE144	BULOWAL	18	0	0	0	18	4	0	0	0	0	1	5
PE145	DASUYA-I	23	0	0	0	23	1	1	4	1	2	12	21
PE146	DASUYA-II	21	0	0	0	21	1	0	3	0	0	3	7
PE147	GARH SHANKAR-I	25	0	0	0	25	2	0	8	0	1	38	49
PE148	GARH SHANKAR-II	20	0	0	0	20	1	0	5	0	0	7	13
PE149	HAIJIPUR	18	0	0	0	18	2	1	2	0	0	9	14
PE150	HOSHIARPUR-I-A	16	0	0	0	16	5	0	9	4	0	20	38
PE151	HOSHIARPUR-I-B	18	0	0	0	18	3	1	16	0	1	23	44
PE152	HOSHIARPUR-II-A	30	0	0	0	30	4	0	3	0	1	12	20
PE153	HOSHIARPUR-II-B	16	0	0	0	16	2	0	8	0	1	13	24
PE154	MAHILPUR-I	20	0	0	0	20		0	0	0	0	20	20
PE155	MAHILPUR-II	28	0	0	0	28	3	1	0	0	0	6	10
PE156	MUKERIAN-I	26	0	0	0	26	4	0	2	1	0	22	29
PE157	MUKERIAN-II	25	0	0	0	25	1	0	1	0	0	9	11
PE158	TANDA-I	21	0	0	0	21	0	1	0	0	0	5	6
PE159	TANDA-II	17	0	0	0	17	3	0	6	0	0	4	13
PE160	TALWARA	24	0	0	0	24	2	2	4	1	0	8	17
TOTAL		413	0	0	0	413	45	8	73	8	6	220	360

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 - Hoshiarpur					
Blockwise Breakup of Primary Teachers					
	PEBlock Code & Name	JBT	HT	CHT	Total
142	BHUNGA-I	176	46	8	230
143	BHUNGA-II	190	53	10	253
144	BULOWAL	128	35	6	169
145	DASUYA-I	195	49	8	252
146	DASUYA-II	155	46	8	209
147	GARH SHANKAR-I	201	53	9	263
148	GARH SHANKAR-II	154	43	8	205
149	HAJIPUR	137	31	7	175
150	HOSHIARPUR-I-A	185	46	7	238
151	HOSHIARPUR-I-B	203	41	7	251
152	HOSHIARPUR-II-A	203	48	8	259
153	HOSHIARPUR-II-B	138	30	6	174
154	MAHILPUR-I	151	40	7	198
155	MAHILPUR-II	173	49	8	230
156	MUKERIAN-I	165	54	11	230
157	MUKERIAN-II	136	47	8	191
158	TANDA-I	176	40	7	223
159	TANDA-II	144	36	6	186
160	TALWARA	163	42	9	214
	Total	3173	829	148	4150
	Unadjusted Teachers in Peblocks				
	New Teachers	82	0	0	82
	Grand Total	3255	829	148	4232

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

CD BLOCKWISE ENROLLMENT MARCH 2003

DISTRICT - HOSHIARPUR

S. NO.	Integrated Child Development Scheme	Anganwari Centres	Pre School Education (3-6) Years		
			Boys	Girls	Total
1	Bhunga	126	1458	1362	2820
2	Dasuya	94	1436	1157	2593
3	Garhshankar	169	2480	2201	4681
4	Hajipur	65	1150	1018	2168
5	Hoshiarpur-I	140	1730	1695	3425
6	Hoshiarpur-II	148	1625	1503	3128
7	Mahalpur	143	1709	1632	3341
8	Mukerian	110	1390	1302	2692
9	Talwara	82	1165	1106	2271
10	Tanda	92	1402	1095	2497
	Total	1169	15545	14071	29616

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

District-Hoshiarpur							
Blockwise Enrollment in State Govt. Primary Schools - 2003							
Peblock		Total			SC		
		Male	Female	Total	Male	Female	Total
142	BHUNGA-I	3042	2596	5638	1928	1648	3576
143	BHUNGA-II	3528	3363	6891	1656	1576	3232
144	BULOWAL	2147	1807	3954	1299	1123	2422
145	DASUYA-I	3545	3096	6641	1877	1726	3603
146	DASUYA-II	2786	2496	5282	1219	1131	2350
147	GARH SHANKAR-I	3619	3340	6959	2355	2204	4559
148	GARH SHANKAR-II	3031	2949	5980	1421	1446	2867
149	HAJIPUR	1951	1998	3949	599	657	1256
150	HOSHIARPUR-I-A	3132	2803	5935	2161	1896	4057
151	HOSHIARPUR-I-B	3760	3518	7278	2458	2350	4808
152	HOSHIARPUR-II-A	4214	3674	7888	2952	2661	5613
153	HOSHIARPUR-II-B	2739	2436	5175	1938	1775	3713
154	MAHILPUR-I	2308	2271	4579	1434	1436	2870
155	MAHILPUR-II	3018	2717	5735	2059	1898	3957
156	MUKERIAN-I	2639	2556	5195	1219	1176	2395
157	MUKERIAN-II	2782	2600	5382	1219	1204	2423
158	TANDA-I	3013	2543	5556	1430	1219	2649
159	TANDA-II	2635	2090	4725	1450	1141	2591
160	TALWARA	2417	2247	4664	518	478	996
	Total	56306	51100	107406	31192	28745	59937

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

District-Hoshiarpur							
Blockwise Enrollment in State Govt. Middle Schools							
Peblock		Total			SC		
		Male	Female	Total	Male	Female	Total
142	BHUNGA-I	1411	1217	2628	804	721	1525
143	BHUNGA-II	1927	1670	3597	783	666	1449
144	BULOWAL	1319	1082	2401	717	597	1314
145	DASUYA-I	1533	1716	3249	747	749	1496
146	DASUYA-II	1525	1617	3142	542	607	1149
147	GARH SHANKAR-I	1841	1723	3564	1121	992	2113
148	GARH SHANKAR-II	1864	1716	3580	798	679	1477
149	HAIJIPUR	1508	1416	2924	363	347	710
150	HOSHIARPUR-I-A	1470	1638	3108	932	993	1925
151	HOSHIARPUR-I-B	1608	1803	3411	904	993	1897
152	HOSHIARPUR-II-A	2269	2340	4609	1408	1522	2930
153	HOSHIARPUR-II-B	1580	1153	2733	941	724	1665
154	MAHILPUR-I	1533	1464	2997	762	751	1513
155	MAHILPUR-II	1623	1668	3291	986	947	1933
156	MUKERIAN-I	1875	1846	3721	622	563	1185
157	MUKERIAN-II	1903	1834	3737	603	616	1219
158	TANDA-I	2020	1388	3408	720	463	1183
159	TANDA-II	1314	1699	3013	645	824	1469
160	TALWARA	1219	1347	2566	186	249	435
	Total	31342	30337	61679	14584	14003	28587

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

District -Hoshiarpur					
Blockwise Enrollment In (Primary) School					
	Peblock	State Govt. Total	Non-State Govt. Total	Unrecognised Total	Grand Total
142	BHUNGA I	5638	973	1633	8244
143	BHUNGA II	6891		130	7021
144	BULOWAL	3954		1858	5812
145	DASUYA I	6641	1581	4766	12988
146	DASUYA II	5282		838	6120
147	GARH SHANKAR I	6959	103	7118	14180
148	GARH SHANKAR II	5980		2619	8599
149	HAJIPUR	3949		2623	6572
150	HOSHIARPUR IA	5935		2654	8589
151	HOSHIARPUR IB	7278	560	4999	12837
152	HOSHIARPUR IIA	7888	318	5273	13479
153	HOSHIARPUR IIB	5175	136	3901	9212
154	MAHILPUR I	4579	464	1608	6651
155	MAHILPUR II	5735	141	1925	7801
156	MUKERIAN I	5195	1323	5572	12090
157	MUKERIAN II	5382		3030	8412
158	TANDA I	5556		1689	7245
159	TANDA II	4725	943	2633	8301
160	TALWARA	4664		2360	7024
	TOTAL	107406	6542	57229	171177

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

		District -Hoshiarpur			
		Blockwise Enrollment in (Middle) School			
Peblock		State Govt.	Non-State Govt.	Unrecognised	Grand Total
		Total	Total	Total	
142	BHUNGA I	2628	1464	422	4514
143	BHUNGA II	3597	658	99	4354
144	BULOWAL	2401	462	163	3026
145	DASUYA I	3249	1528	490	5267
146	DASUYA II	3142	580	202	3924
147	GARH SHANKAR I	3564	1456	1358	6378
148	GARH SHANKAR II	3580	680	732	4992
149	HAIJIPUR	2924	760	356	4040
150	HOSHIARPUR IA	3108	1165	866	5139
151	HOSHIARPUR IB	3411	1869	638	5918
152	HOSHIARPUR IIA	4609	1232	499	6340
153	HOSHIARPUR IIB	2733	1306	296	4335
154	MAHILPUR I	2997	512	834	4343
155	MAHILPUR II	3291	385	737	4413
156	MUKERIAN I	3721	1345	1511	6577
157	MUKERIAN II	3737	475	524	4736
158	TANDA I	3408	630	399	4437
159	TANDA II	3013	832	249	4094
160	TALWARA	2566	993	340	3899
	TOTAL	61679	18332	10715	90726

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

District-Hoshlarpur							
Blockwise Out of Schools Children							
Peblock		Age Group (6-14)					
		Total			SC		
		Male	Female	Total	Male	Female	Total
142	BHUNGA-I	45	31	76	30	17	47
143	BHUNGA-II	62	82	144	24	45	69
144	BULOWAL	37	23	60	32	20	52
145	DASUYA-I	66	60	126	34	28	62
146	DASUYA-II	61	54	115	22	13	35
147	GARH SHANKAR-I	144	100	244	82	58	140
148	GARH SHANKAR-II	97	168	265	34	50	84
149	HAJIPUR	31	45	76	14	18	32
150	HOSHIARPUR-I-A	34	23	57	25	16	41
151	HOSHIARPUR-I-B	214	202	416	118	120	238
152	HOSHIARPUR-II-A	122	86	208	77	48	125
153	HOSHIARPUR-II-B	48	44	92	35	31	66
154	MAHILPUR-I	70	58	128	52	34	86
155	MAHILPUR-II	45	23	68	33	15	48
156	MUKERIAN-I	81	87	168	21	34	55
157	MUKERIAN-II	80	66	146	10	20	30
158	TANDA-I	50	54	104	21	29	50
159	TANDA-II	54	24	78	29	16	45
150	TALWARA	20	15	35	6	5	11
	Total	1361	1245	2606	699	617	1316

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

Blockwise Handicapped Children

District : Hoshiarpur - 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
BHUNGA-I	4	22	1	25	29	8	89
BHUNGA-II	2	27	2	24	38	8	101
BULOWAL	5	19	1	27	20	9	81
DASUYA-I	1	22	15	43	28	5	124
DASUYA-II	4	10	0	35	10	8	67
GARH SHANKAR-I	5	29	3	54	37	8	136
GARH SHANKAR-II	7	26	7	52	19	7	118
HAJIPUR	3	10	2	7	18	4	44
HOSHIARPUR-I-A	6	9	4	25	29	6	79
HOSHIARPUR-I-B	3	16	3	36	36	8	102
HOSHIARPUR-II-A	7	12	2	38	41	7	107
HOSHIARPUR-II-B	7	4	1	29	17	1	59
MAHILPUR-I	16	12	7	25	19	16	95
MAHILPUR-II	2	18	4	17	14	6	61
MUKERIAN-I	3	8	4	34	27	18	94
MUKERIAN-II	10	12	1	22	29	6	80
TANDA-I	5	7	1	40	23	4	80
TANDA-II	4	9	2	22	22	4	63
TALWARA	5	5	2	9	15	11	47
TOTAL	99	287	62	564	471	144	1627

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

Blockwise Handicapped Children						
District : Hoshiarpur - 6-14 Years (Total)						
PEBlock	SC			BC		
	School Going	School Not Going	Total	School Going	School Not Going	Total
BHUNGA-I	25	13	38	10	3	13
BHUNGA-II	35	17	52	6	8	14
BULOWAL	30	22	52	9		9
DASUYA-I	42	13	55	29	15	44
DASUYA-II	18	4	22	12	2	14
GARH SHANKAR-I	66	21	87	9	6	15
GARH SHANKAR-II	40	12	52	19	15	34
HAJIPUR	4	10	14	7	12	19
HOSHIARPUR-I-A	28	23	51	1	1	2
HOSHIARPUR-I-B	30	27	57	4	16	20
HOSHIARPUR-II-A	38	30	68	2	17	19
HOSHIARPUR-II-B	21	17	38	5	1	6
MAHILPUR-I	43	13	56	16	1	13
MAHILPUR-II	24	8	32	7	2	7
MUKERIAN-I	15	8	23	14	15	29
MUKERIAN-II	17	7	24	11	10	20
TANDA-I	25	14	39	20	9	26
TANDA-II	21	16	37	4	5	7
TALWARA	8	2	10	14	14	26
TOTAL	530	277	807	199	152	337

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

ANNUAL WORK PLAN AND BUDGET for the year 2003-04

District: Hoshiarpur

(Rs. in lacs)

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	
PFE	Primary Schools								
	Salary of teachers (schools opened last year)	0.072	164	12.792		12.792	984	70.848	83.640
	TLE Grants	0.100	0	0.000		0.000	82	8.200	8.200
	Sub-Total			12.792		12.792		79.048	91.840
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					30	15.000	15.000
	Sub-Total					0.000		15.000	15.000
	School Grants	0.020	1734	34.680	34.680	0.000	1696	33.920	33.920
	Teachers Grants	0.005	7013	35.065	35.065	0.000	7248	36.240	36.240
EGS	EGS Centers for 6-14	0.00845					2608	22.021	22.021
	Sub-Total							22.021	22.021
IED	Education of disabled		1869	22.428	1.21438	21.214		19.513	40.727
	Sub-Total			22.428	1.21438	21.214		19.513	40.727
BRC	Salary of staff	0.072	360	28.080		28.080	1920	138.240	166.320
	Contingency Grant	0.125	10	1.250	2.375	-1.125	10	1.250	0.125
	TLM Grant	0.050	10	0.500		0.500	10	0.500	1.000
	Workshops and Meetings Grants	0.005	120	0.600	0.000	0.600	120	0.600	1.200
	BRC	0.072		0.000		0.000	240	17.280	17.280
	Sub-Total			30.430	2.375	28.055		157.870	185.920
CRC	Salary CRC coordinator							0.000	0.000
	Contingency Grant	0.025	136	3.400	3.700	-0.300	136	3.400	3.100
	TLM Grant	0.010	136	1.360	0	1.360	136	1.360	2.720
	Workshops and Meetings Grants	0.002	1632	3.264	0	3.264	1632	3.264	8.520
	CRC				0		0	0.000	0.000
	Sub-Total			8.024	3.700	4.324		8.024	12.320
R&E	Research and Evaluation Programme		1734	24.276	24.276	0.000		23.761	23.761
	Sub-Total			24.276	24.276	0.000		23.761	23.761
	Civil Works								0.000
	Construction of BRC buildings	6.000	7	42.000	42.000	0.000	3	18.000	18.000
	Construction of CRC buildings	2.000	9	18.000	18.000	0.000	7	14.000	14.000
	Construction of additional room for P/S	1.200	50	60.000	25.000	35.000	33	39.600	74.600
	Construction of additional room for UPS	1.200	45	54.000	24.000	30.000	75	90.000	120.000
	Buildingless Schools	3.000	4	12.000	12.000	0.000	0	0.000	0.000
	Branch School Buildings	3.000	5	15.000	15.000	0.000	0	0.000	0.000
	for primary and upper primary sections	0.350	800	280.000	175.000	105.000	540	189.000	294.000
	Construction of Headmaster room for UPS	1.200				0.000	23	27.600	27.600
	Varanda	1.000				0.000		0.000	0.000
	Buildings for schools having unsafe buildings	3.000				0.000		0.000	0.000
	Sub-Total		0	481.000	311.000	170.000		378.200	548.200
	Maintenance and Repair Grant	0.050	2994	149.700	149.700	0.000	1696	84.800	84.800
	Sub-Total			149.700	149.700	0.000		84.800	84.800
MGT	Management Cost			40.600	0.77050	39.830		66.211	106.041
	Sub-Total			40.600	0.77050	39.830		66.211	106.041
TRG	20 days Teachers training (In service)	0.014	7013	98.182	98.182	0.000	7248	101.472	101.472
	Sub-Total			98.182	98.182	0.000		101.472	101.472
VEC	Training to VEC Members	0.0003	27744	8.323	8.323	0.000	27136	8.141	8.141
	Sub-Total			8.323	8.323	0.000		8.141	8.141
INO	Computer Education		0	15.000		15.000		15.000	30.000
	Education of Girls		0	10.000		10.000		10.002	20.002
	Education of SC/ST		0	10.000		10.000		10.001	20.001
	ECE		0	14.999		14.999		14.987	29.986
	Sub-Total		0	49.999	3.29312	46.706		49.970	96.663
	Free text books for Non SC girls	0.0015	37867	56.801	49.30735	7.493	38689	58.034	65.522
	Sub-Total		0	56.801	49.30735	7.493		58.034	65.522
	Grand Total			1052.300	721.886	330.413		1142.224	1472.851

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

Account Code	Maj. Act.	Item	2003-04					
			Unit cost	Physical	Period	Financial	% to total	Remarks
1	PFE	Salary for primary teachers 82 x 12	0.072	984	12 months	70.848		
		TLE for New primary Schools(upgradation of Branch Schools with more than 40 students)	0.100	82		8.200		
		Subtotal				79.048	7.476	
2	UPE	Upper primary Schools						
		TLE for Upper Primary Schools	0.500	30		15.000		
		Subtotal				15.000	1.419	
3		School Grant (P+UP Schools)	0.020	1696		33.920	3.208	
4		Teacher Grant (P+UP Teachers)	0.005	7248		36.240	3.427	
5	EGS	Cost of running of EGS centres for 2606 out of school children of 6-14 age group declining by 25%	0.00845	2606		22.021		
		Subtotal				22.021	2.082	
5.1	IED	IED Training to BRC staff 10 x 10 x5	0.0007	500	5 months	0.350		
		IED assessment camps 2 x10	0.020	20		0.400		
		One Resource person 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	1696		0.577		
		Manual for Teachers about mentally challenged children for primary & upper primary schools	0.00036	1696		0.611		
		Special assistance and TLM to disabled children	0.00564	1627		9.176		
		Subtotal				19.513	1.845	
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 Hoshiarpur, Punjab**

Account Code	Maj. Act.	Item	2003-04					
			Unit cost	Physical	Period	Financial	% to total	Remarks
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/- x 12 P.A	0.072	240	12 months	17.280		
		Subtotal				157.870	14.930	
7	CRC	Salary of Staff						
7.1		CRC Contingency grant for 159 CRCs Blocks @ Rs.2500/- P.A.	0.025	136		3.400		
7.2		TLM grant for 136 CRCs @ Rs.1000/- P.A.	0.010	136		1.360		
7.3		Meetings, Travel allowance for 136 CRCs Blocks @Rs.200 x 12 P.A.	0.002	1632	12 months	3.264		
		Subtotal				8.024	0.759	
8	R&E	Reasearch and Evaluation Programme						
		Annual School, Block and district planning for Primary and Upper Primary schools @ Rs. 30/-	0.0003	1696		0.509		
		Annual School Gradation and Evaluation process for Primary & Upper primary schools @ Rs. 30/-	0.0003	1696		0.509		
		Conduct of Pupil Achievement Survey 5 % to 10% of schools @ Rs. 2000/-	0.020	170		3.400		
		Academic monitoring of schools by DIET staff by travelling 12 months 2x12 @Rs 1000/	0.010	48		0.480		

**Annual Work Plan & Budget for the year 2003-04,
District Hoshiarpur, 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	100		1.000		
		Hiring of Vehicles for Academic supervision by DPO/SPD 5 visits to 10 visits x 12 months @ Rs. 1000/-	0.010	120	12 months	1.200		
		Annual Household survey @Rs.3/- per household for 274225 households	0.00003	274225		8.227		
		MIS Data collection and processing of data for 1283 primary schools at State/District office	0.0017	1283		2.181		
		MIS Data collection and processing of data for 413 upper primary schools/sections at State/District office	0.0018	413		0.743		
		State office activities on research, evaluation monitoring and supervision @ Rs.115/- per school for primary & upper primary schools	0.00115	1696		1.950		
		Development and supply of material for evaluation of learning in upper primary schools i) Science ii) Mathematics iii) Health and physical education iv) English v) Hindi vi) Punjabi vii) Social Studies				0.000		

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

Account Code	Maj. Act.	Item	2003-04					
			Unit cost	Physical	Period	Financial	% to total	Remarks
		Study in i) Child's concept of class relations ii) Causal thinking in students iii) Students concept of time iv) movement v) Students concept of space vi) Concrete and formal reasoning in Mathematics vii) Teacher expectations and remedial strategies	0.00030x7	1696		3.562		
		Subtotal				23.761	2.247	
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	33		39.600		
9.4		Buildings for buildingless school	3.000			0.000		
9.4		Additional Classrooms for Primary schools and upper primary sections	1.200	75		90.000		
9.5		New Primary school buildings Branch Schools	3.000			0.000		
9.6		Sanitary Blocks and drinking water facilities for primary and upper primary sections	0.350	540		189.000		
9.7		Headmaster's room for upper primary sections	1.200	23		27.600		
9.8		Verandah	1.200			0.000		
9.9		Buildings for schools having unsafe buildings	3.000			0.000		
		Sutotal				378.200	35.766	

**Annual Work Plan & Budget for the year 2003-04,
District Hoshiarpur, 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	1696		84.800		
		Subtotal				84.800	7.424	
11	MGT	Management Cost						
		Hire charges for vehicles for DPO/State 30 times x 12 months	0.015	300		4.500		
		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 (once a year visit of 10 schools per block by all senior officers for three days- taxi and other charges) to be conducted by State/District office No. of blocks x 2	0.030	20		0.600		
		Development and printing of modules on planning and management by State/District office	0.00036	1696		0.611		

**Annual Work Plan & Budget for the year 2003-04,
District Hoshiarpur, 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		
		Circulatic of material prepared by the expects Of school/VEDC level				0.000		
		New letter	0.00025	1696		0.424		
		Media Activity				0.000		
		Development and distribution work training manual for VEDCs 4 x 1696	0.00032	6784		2.171		
		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	3392		1.594		
		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	6784		2.374		
		Subtotal				66.211	6.262	
12	TRG	Teachers training for primary and upper primary for 20 days	0.0140	7248		101.472		
		Subtotal				101.472	9.596	
13	VEC	Training to VEC Members						

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

Account Code	Maj. Act.	Item	2003-04					Remarks
			Unit cost	Physical	Period	Financial	% to total	
		Orientation to VEDC Members No. of primary+ upper primary x 8 members x 2	0.0003	27136		8.141		
		Subtotal				8.141	0.770	
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	1.419	
b) Education of Girls								
		Remedial coaching for girls students for two months in primary schools in parts	0.003	328		0.984		
		Remedial coaching for girls students for two months in upper primary schools in parts	0.003	106		0.318		
		Development of supplement reading material and item Bank for 51100 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 30337 girl student of upper primary students for use in remedial coaching in parts	0.00057	8246		4.700		
		Subtotal				10.002	0.946	
c) SC/ST								
		Remedial coaching for 3 months in primary & upper primary schools	0.0030	867		2.601		
		Supplementary reading material for remedial coaching in primary schools SC children 59937 in parts	0.0005	8880		4.440		

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

Account Code	Maj. Act.	Item	2003-04					Remarks
			Unit cost	Physical	Period	Financial	% to total	
		Question Bank for SC children of 28587 upper primary classes for remedial coaching in parts	0.0006	4933		2.960		
		Subtotal				10.001	0.876	
d) ECCE								
		School readiness kits and playway material for 3-5 age children in 1169 ICDS Centres × 3	0.00075	3507		2.630		
		Teaching learning material for 3-5 age children in ICDS centers × 2 partly	0.00030	31500		9.450		
		School readiness kits for first generation learners in primary schools of 5 year age for no. of primary schools × 3	0.00075	3849		2.887		
		Subtotal				14.967	1.310	
15		Free text books for Non SC girls	0.0015	38689		58.034		
		Subtotal				58.034	5.081	
		Grand Total				1142.224		

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

Account Code	Maj. Act.	Item	2003-04					
			Unit cost	Physical	Period	Financial	% to total	Remarks
		Question Bank for SC children of 28587 upper primary classes for remedial coaching in parts	0.0006	4933		2.960		
		Subtotal				10.001	0.946	
d) ECCE								
		School readiness kits and playway material for 3-5 age children in 1169 ICDS Centres × 3	0.00075	3507		2.630		
		Teaching learning material for 3-5 age children in ICDS centers × 2 partly	0.00030	31500		9.450		
		School readiness kits for first generation learners in primary schools of 5 year age for no. of primary schools × 3	0.00075	3849		2.887		
		Subtotal				14.967	1.415	
15		Free text books for Non SC girls	0.0015	38689		58.034		
		Subtotal				58.034	5.488	
		Grand Total				1057.424		

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.
4. *Refresher Training*: As the name implies, this training is meant for the old employees. the basic purpose of refresher training is to acquaint the existing work force with the latest methods of performing their jobs and improve

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

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

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

TRAINING PERIOD

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

TRAINING METHODS AND MATERIALS

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

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

TRAINING EFFECTIVENESS

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

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

SUGGESTED CRITERIA FOR THE EFFECTIVENESS OF THE PROGRAMME

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

1. Selection of the state level key persons

These persons should:

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

2. Selection of the resource persons

The resource persons selected for participation should have:

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

Training Programmes For Teachers/Heads

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

5.	Authentic Vs inauthentic labour	All	2 years	1 day	Once in a year
6.	'Work on & forget the fruit'	All	2 years	1 day	Half yearly
7.	Grievances and Feedback	All	2 years	1 day	Half yearly
8.	Gender Sensitization	All	All	2 days	Once in 3 years
9.	Value Education Relationships in real life	All	All	2 days	Once in 3 years

Plan of Programs for Training for Focus Groups to Develop/Enhance Personal & Professional Competencies of Regular Teachers

1.	Competence to identify refer special children	Primary and Upper Primary	5 years	3 days	Annual
2.	Sensitivity to a) Freedom of choice of mode of studies writing Vs typing b) Alternative curriculum e.g. talking Vs writing	Primary Upper Primary	2 years	2 days	Annual
3.	Access to Facilities provided by Govt. Education Board and other bodies for special children	All	2 years	1 day	Annual
4.	Working with First Generation learners e.g. Academic house management, counseling.	Primary	All	3 days	Once in 3 years
5.	Programs for socially Disadvantaged, e.g. Academic, nutritional, house management etc.	Primary Upper Primary	2 years	3 days	Annual
6.	Tolerance for failure	All	All	1 day	Annual

Plan of Programs to Enhance Academic and Professional Competencies of Regular Teachers

1.	Curriculum Development: content and methodology to transact content	All	5 years	5 days	Once in 2 years
2.	Innovation in content or methodology				
	a) Languages	All	5 years	2 days	Once in 2 years
	b) Science	All	5 years	2 days	
	c) Physics, Biology, Chemistry	Secondary	5 years	2 days	
	d) Geography	Upper Primary Secondary	5 years	2 days	
	e) Social Studies	Primary	5 years	2 days	
	f) History	Upper Primary Secondary	5 years	2 days	
	g) Maths	All	5 years	2 days	
3.	Use of computers and internet	All	All	3 days	Once in 2 years
4.	Concept of Discipline - how responsibility, wrong definitions of love and affection.	All All	All All	2 days 2 days	Once in 3 years Once in 3 years
5.	Evaluation: Trends & Constraints who, what, why, where, whom & how	All	2 years	2 days	Annual

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

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

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

	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 & Pronupciations
 - Narrations
 - Common errors
 - Drafting of letters/advertisements etc.
 - The Art of Communication
- Methodology

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

TRAINING OF SCIENCE AND MATHS TEACHERS

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

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

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

The teacher has to be competent at: –

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

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

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

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

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

Day-1 (5.5.03)

Registration

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

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

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

Inauguration

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

Assignment

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

Pre-Test

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

Practicals

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

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

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

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

Day-2 (6-5-03)

Element, Compound & Mixture (Chemistry)

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

Work and Energy (Physics)

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

Health & Diseases (Biology)

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

Library

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

Practical

- Groups of seminarians will be inter-changed.

Day-3 (7-5-03)

Nature of matter and separation of substances (Chemistry)

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

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

Physics

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

Post-Test

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

Practicals

- Groups of seminarians will be inter-changed.

Day-8 (14-5-03)

Carbon & its compounds (Chemistry)

- Allotropic forms of carbon.

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

Animal System (Biology)

- Digestive system. or
- Respiratory System. or
- Circulatory System

Sound (Physics)

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

Science Kit

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

Valedictory

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

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

Contents for Middle Science Seminar (Non-medical Group)

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

Day-1 (5.5.03)

Registration

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

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

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

Inauguration

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

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

Assignment

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

Pre-Test

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

Practicals

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

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

Discussion

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

Day-2 (6-5-03)

Element, Compound & Mixture (Chemistry)

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

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

- Chemical equation.

Cell & Cell Structure (Biology)

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

Health & Diseases (Biology)

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

Library

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

Practical

- Groups of seminarians will be inter-changed.

Day-3 (7-5-03)

Nature of matter and separation of substances (Chemistry)

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

Micro-organisms (Biology)

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

Useful Plants and Animals (Biology)

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

Construction and Theorems in Geometry (Maths)

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

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

Practical

- Groups of seminarians will be inter-changed.

Day-4 (8.5.03)

Acid, base & salt (Chemistry)

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

Heat & flow of heat (Physics)

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

Our Environment (Biology)

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

Educational Excursion.

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

Day-5 (9-5-03)

Conservation of Natural resources (Biology)

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

Chemistry

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

Magnetism (Physics)

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

Participation of Teachers

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

Practicals

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

Day -6 (12-5-03)

Animal System (Biology)

- Digestive system, or
- Respiratory System

Physics

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

Animal System (Biology)

- Circulatory system, or
- Excretory system.

OHP, Slide Projector

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

Practical

- Groups of seminarians will be inter-changed.

Day-7 (13-5-03)

Biology

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

Man made Materials

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

Organic Evolution (Biology).

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

Post-Test

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

Practical

- Groups of seminarians will be inter-changed.

Day-8 (14-5-03)

Carbon & its compounds (Chemistry)

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

Food (Biology)

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

Electricity (Physics)

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

Science Kit

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

Valedictory

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

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

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

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

Day-1 (21.7.03)

Registration

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

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

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

Inauguration

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

Assignment

- Teachers will be given information regarding preparation of assignment for a particular topic of Physics, Chemistry, Biology from Classes 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 ² graph.	1. To distinguish between Saturated and unsaturated organic compounds.	1. To study the presence 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 (preparing yeast culture)
3. To verify the laws of reflection of light using plane mirror.	3. To prepare a colloidal solution of sulphur and differentiate it from (i) True solution and (ii) suspension on the basis of transparency and filtration criterion respectively.	3. Identification of plant tissues and animal tissues & draw diagrams.

Discussion

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

Day-2 (22-7-03)

Matter-Nature & behavior (Chemistry)

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

Cell & Cell Structure (Biology)

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

Diversity in living World (Biology)

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

Library

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

Practical

- Groups of seminarians will be inter-changed.

Day-3 (23-7-03)

Periodic Table (Chemistry)

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

Human Diseases (Biology)

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

Human Diseases (Biology)

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

Construction and Theorems in Geometry (Maths)

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

Practicals

- Groups of seminarians will be inter-changed.

Day-4 (24.7.03)

Chemical bonding (Chemistry)

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

Sun and Nuclear energy (Physics)

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

Biology

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

Population Education

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

Practicals

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

Day-5 (25-7-03)

Chemistry

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

Life processes (Biology)

- Digestive system, or
- Respiratory System

Participation of Teachers

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

Moral values

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

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 charges
- Difference between charges & 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 T.A. /D.A. & 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 their previous knowledge will be tested.

Practical

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

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

Discussion

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

Day-2 (22-7-03)

Matter-Nature & behavior (Chemistry)

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

Diversity in living World (Biology)

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

Force (Physics)

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

Library

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

Practical

- Groups of seminarians will be inter-changed.

Day-3 (23-7-03)

Periodic Table (Chemistry)

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

Biology

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

Measurement, units & motion (Physics)

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

Basic Algebraic Concepts (Maths)

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

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

Practical

- Groups of seminarians will be inter-changed.

Day-4 (24.7.03)

Chemistry

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

Sun and Nuclear energy (Physics)

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

Electricity (Physics)

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

Population Education

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

Practicals

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

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

Chemistry

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

Number System (Maths)

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

Participation of Teachers

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

Moral values

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

Practical

- Groups of seminararians will be inter-changed

Day -6 (28-7-03)

Carbon & its compounds (Chemistry)

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

Physics

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

Light (Physics)

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

Assignments

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

Practical

- Groups of seminarians will be inter-changed.

Day-7 (29--03)

Heat (Physics)

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

Educational Excursion

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

Day-8 (30-7-03)

Physics

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

Electricity (Physics)

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

Basic Geometrical Concepts (Maths).

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

NTSE

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

Practicals

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

current on the potential difference across a resistor and determine its resistance.	value of wax.	mount of leguminous root nodules to study bacteria.
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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 (5.5.30 TO 14.5.03)								
VENUE: SISE,PB, CHANDIGARH & INSERVICE TRAINING CENTRES OF PUNJAB								
Day	9:30 to 10:15	10:15 to 11:00	11:00 to 11:15	11:15 to 12:00	12:00 to 12:45	12:45 to 1:30	1:30 to 3:30	3:30 to 4:30
1	Registration	Inauguration	T e a	Assignment	Library	L u n c h	Practical of phy, chem, bio according to syllabus	Discussion regarding problems faced by teachers and teacher's presentation
2	Element, compound & mixture	Health and Diseases		Work & Energy	Pre-test		as above	
3	Heat and Flow of Heat	Nature of matter & separation of substances		Micro-organisms	Moral values/maths		as above	
4	Useful Plants and Animals	Light and its projections		Rocks, Minerals & Metals	Educational excursion		Educational Excursion	
5	Acid, Base & Salt	Conservation of natural resources		Sound	Participation of teachers		Practical of phy, chem, bio according to syllabus	
6	Magnetism	Carbon and its compounds		Our Environment	Film Librarian (OHP, slide, projector)		as above	
7	Animal Systems	Electricity		Man-made Materials	Post Test		as above	
8	Chemistry according to choice of seminararians	Biology according to choice of seminararians		Physics according to choice of seminararians	Science Kit		Valedictory & TA/DA disbursement	

IMPROVEMENT OF SCIENCE EDUCATION SCHEME

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

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

Day	9:30 to 10:15	10:15 to 11:00	11:00 to 11:15	11:15 to 12:00	12:00 to 12:45	12:45 to 1:30	1:30 to 3:30	3:30 to 4:30
1	Registration	Inauguration	T e a	Assignment	Library	L u n c h	Practical of phy, chem, bio according to syllabus	Discussion regarding problems faced by teachers and teacher's presentation
2	Nature of Matter	Diversity in the living world		Energy	Pre-test		as above	
3	Human Diseases	Classification of elements		Sun and Nuclear Energy	Maths		as above	
4	Magnetism	Chemical bonding		Natural Resources	Population Education		as above	
5	Chemical Reactions	Light		Participation by Teachers	Moral Values		as above	
6	Carbon and its Compounds	Our Environment		Electricity and its Applications	Assignments		as above	
7	Life Processes	Educational Excursion		Educational Excursion			Educational Excursion	
8	Heredity and Evolution	Metals and Non-metals		Universe	NTSE		Practical of phy, che, bio, acc to syllabus	
9	Chemistry acc to choice of seminarians	Biology acc to choice of seminarians		Physics acc to choice of seminarians	Post Test		as above	
10	Biology acc to choice of seminarians	Chemistry acc to choice of seminarians		Physics acc to choice of seminarians	Science Kit		Valedictory & TA/DA disbursement	

MIDDLE MATHS SEMINAR (8 DAYS)

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

HIGH MATHS SEMINAR (8 DAYS)

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

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

IMPROVEMENT OF SCIENCE EDUCATION SCHEME

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

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

Day	9:30 to 10:15	10:15 to 11:00		11:15 to 12:00	12:00 to 12:45		1:30 to 3:30	3:30 to 4:30
1	Registration	Inauguration		Assignment	Pre-test		Practical of Phy, Chem, Bio acc to syllabus	
2	Matter-Nature & Behaviour (che)	Cell & Cell Structure (bio)		Diversity in living world (bio)	Library		as above	Discussion regarding problems faced by teachers & Teachers' presentation
3	Periodic Table (che)	Human Diseases (bio)		Human Diseases (bio)	Construction & Theorems in Geometry (maths)		as above	
4	Chemical Bonding (che)	Sun & Nuclear Energy (phy)		Biology acc to choice of Seminararians	Population Education		as above	
5	Chemistry acc to choice of seminararians	Life Processes (bio)	T E A	Participation by teachers	Moral Values	L U N C H	as above	
6	Chemistry acc to choice of seminararians	Physics acc to choice of seminararians		Life processes (bio)	Assignments		as above	
7	Heredity (bio)	Educational Excursion		Educational Excursion			Educational Excursion	
8	Evolution (bio)	Physics acc to choice of seminararians		Biology acc to choice of Seminararians	NTSE		Practical of Phy, Chem, Bio acc to syllabus	
9	Magnetism (phy)	Carbon & its Compounds (che)		Sustainable Agriculture (bio)	Post-test		as above	
10	Electricity (phy)	Carbon & its Compounds (che)		Our Environment (bio)	Science Kit		Valedictory & TADA disbursement	

Material Prepared for SSA

Sarva Shiksha Abhiyan

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

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

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

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

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

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

Sarva Shiksha Abhiyan

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