

SARVA SHIKSHA ABHIYAN

DISTRICT ELEMENTARY EDUCATION PLAN

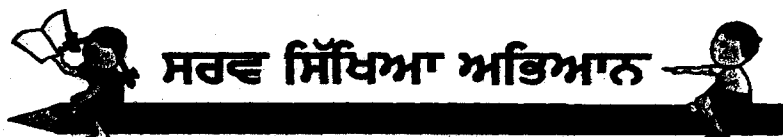
EDUCATION FOR ALL



**Annual Work Plan
2003-2004**

District

FARIDKOT



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:

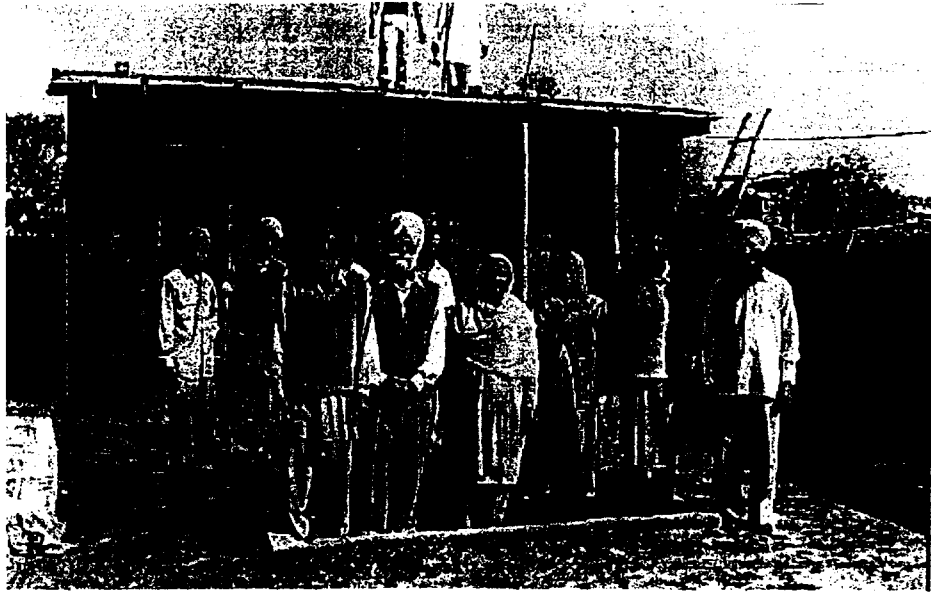
- i) expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged sections of the society.*
- ii) ensuring that by 2020 all children of 6-18 age, particularly girl children vulnerable, deprived and destitute children, children belonging 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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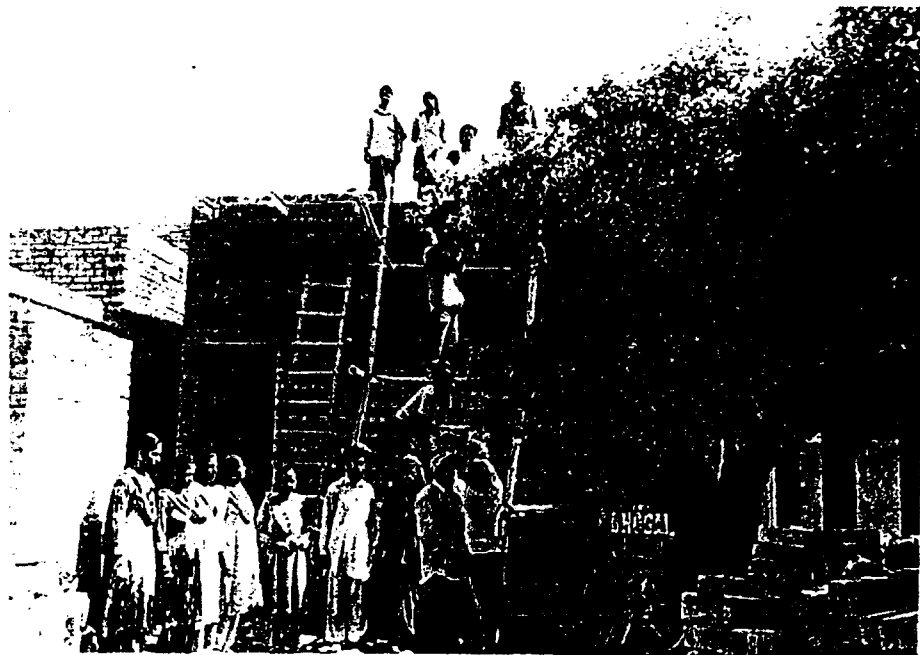
1. SSA through News/Pictures.
2. District Profile & Statics (Anexure 1-15)
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 - i) School going Children total Gradewise
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 - vii) Blockwise Break up of Primary Teachers
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 - x) Blockwise enrollment in State Govt. Middle Schools
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 - xii) Blockwise out of School children
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Annual Budget and Work Plan 2003-2004
4. Training
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**SSA in News and
through Pictures**



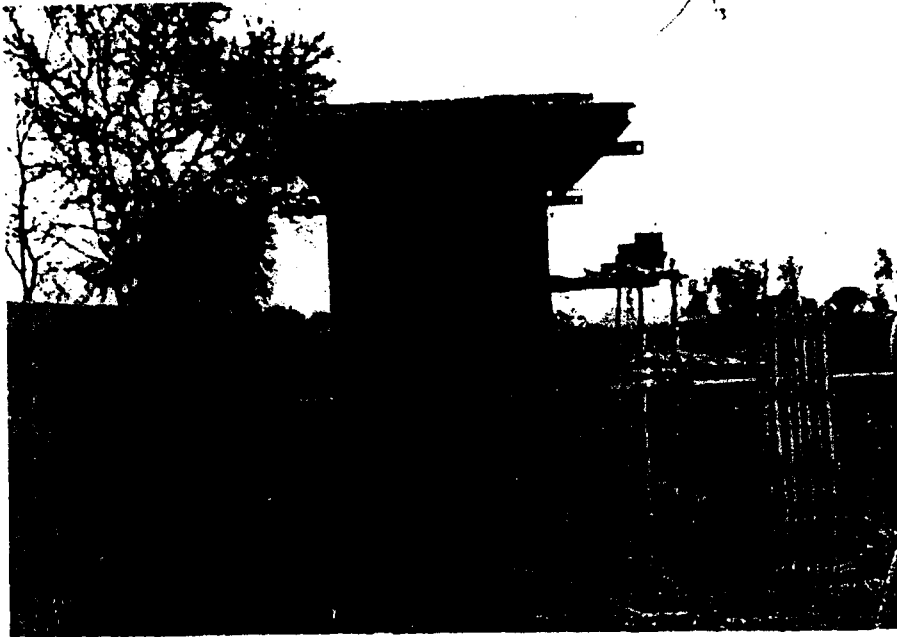
Govt. Elementary School Machaki Kalan
Distt. Faridkot



Govt. Elementary School Manjit Inder Singh
Distt. Faridkot



Govt. Elementary School Rathian
Distt. Faridkot



Govt. Elementary School Ghoke
Distt. Faridkot

Desh Sewak 15-10-2002

ਸਰਵ ਸਿਖਿਆ ਅਭਿਆਨ ਲਈ ਸਹਾਇਤਾ ਆਈ
ਦੇ ਕਰਤਾਰ ਗੁਰੂ ਜੀ ਸਹਾਇਤਾ ਆਈ
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AJIT 28-10-02

ਸਰਵ ਸਿਖਿਆ ਅਭਿਆਨ ਅਧੀਨ ਦੇ ਕਰਤਾਰ ਗੁਰੂ ਜੀ ਸਹਾਇਤਾ ਆਈ

ਗੁਰੂ ਜੀ ਸਹਾਇਤਾ ਆਈ...
[The text in this section is very faint and difficult to read.]

Funds for primary schools released

TRIBUNE NEWS SERVICE

FARIDKOT, OCTOBER 13

The district administration has released Rs 99.20 lakh in the first phase to uplift the standard of education in the primary schools of Faridkot district.

Earlier, the Union Ministry of Human Resource Development and the state Education Department had jointly sanctioned around Rs 2 crore for this purpose under the Sarv Sikhya Abhiyan.

Disclosing this here, today,

Mr A. Venu Prasad, Deputy Commissioner and Chairman, District Education Development Committee, said the main task of the Sarv Sikhya Abhiyan was to enrol all children in schools by the end of 2003. Targets had been fixed to provide all of them basic education by the year 2010.

According to a survey conducted in Faridkot district during the year 2001, out of 22,856 children between the age group of 3 to 5 years, 6,013 children

did not attend school. Similarly, between the age group of 6 years to 11 years a total of 62,856 children were identified out of which 5,098 did not attend school. And between the age group of 12 years to 14 years 29,932 children were identified out of which 5,420 did not attend school.

The survey also revealed that 479 children below 14 years of age were engaged in labour works to earn money for a living.

PUNJAB RESRI 23-12-02

ਪੰਜਾਬ ਸਰਕਾਰ ਵਲੋਂ ਐਜੂਕੇਸ਼ਨ ਗਾਰੰਟੀ ਸਕੀਮ ਅਧੀਨ 10586 ਸਕੂਲ ਖੋਲ੍ਹਣ ਦਾ ਫੈਸਲਾ : ਬਹਿਲ

1910 ਕੈਪਿਟਿਓਟਰ ਸੈਟਰ ਵੀ ਖੋਲ੍ਹੇ ਜਾਣਗੇ

ਪੰਜਾਬ ਦੇ ਸਿੱਖਿਆ ਮੰਤਰੀ ਡਾ. ਬੁਧਰਾਮ ਸ਼ਿਵਲ ਨੇ ਕਿਹਾ ਹੈ ਕਿ ਐਜੂਕੇਸ਼ਨ ਗਾਰੰਟੀ ਸਕੀਮ ਅਧੀਨ ਸੂਬੇ ਵਿੱਚ 10586 ਸਕੂਲ ਖੋਲ੍ਹੇ ਜਾਣਗੇ। ਸੂਬਾ ਸਰਕਾਰ ਨੇ ਸਕੂਲੀ ਵਿਦਿਆਰਥੀ ਲਈ 1910 ਕੈਪਿਟਿਓਟਰ ਸੈਟਰ ਵੀ ਖੋਲ੍ਹਣ ਦਾ ਫੈਸਲਾ ਕੀਤਾ ਹੈ। ਪੰਜਾਬ ਸਕੂਲ ਸਿੱਖਿਆ ਬੋਰਡ ਨੂੰ ਹਦਾਇਤ ਦਿਤੀ ਗਈ ਹੈ ਕਿ ਸਕੂਲਾਂ ਵਿੱਚ ਐੱਨ ਸੀ. ਈ. ਆਰ. ਟੀ. ਵਲੋਂ ਲਿਖਤ ਇਤਿਹਾਸ ਦੀਆਂ ਕਿਤਾਬਾਂ ਨਾ ਲਗਾਈਆਂ ਜਾਣ। ਐੱਜੂ. ਇਸੇ ਵਿੱਚ ਪੱਤਰਕਾਰ ਸੰਮੇਲਨ ਨੂੰ ਖੋਲ੍ਹਣ ਵਾਲੇ ਦਿਨ ਸਿੱਖਿਆ ਮੰਤਰੀ ਨੇ ਕਿਹਾ ਕਿ ਸਿੱਖਿਆ ਦੇ ਜਨ ਅਕੇਸ਼ਨ ਅਧੀਨ ਸਕੂਲੀ ਵਿਦਿਆਰਥੀਆਂ ਦੀ ਗਿਣਤੀ ਵੱਧੇਗੀ ਜਾਂ ਉਨ੍ਹਾਂ ਵਰਗੇ ਨਾਲ ਸੰਬੰਧਤ ਬੱਚੇ ਜੋ ਸਕੂਲ ਨਹੀਂ ਜਾ ਸਕਦੇ ਲਈ ਪਹਿਲੀ ਜਨਵਰੀ ਤੋਂ ਐਜੂਕੇਸ਼ਨ ਗਾਰੰਟੀ ਸਕੀਮ ਬਹੁ ਕੀਤੀ ਜਾ ਰਹੀ ਹੈ। ਪਹਿਲੇ ਹਫਤੇ ਵਿੱਚ ਹੀ ਅਜਿਹੇ 200 ਸਕੂਲ ਖੋਲ੍ਹਣ ਜਾਣਗੇ। ਇਹ ਸਕੂਲ ਉਨ੍ਹਾਂ ਥਾਵਾਂ 'ਤੇ ਖੋਲ੍ਹੇ ਜਾਣਗੇ ਜਿਥੇ ਪਹਿਲਾਂ ਸਕੂਲ ਨਹੀਂ ਸਨ। ਇਨ੍ਹਾਂ ਸਕੂਲਾਂ ਲਈ ਇਮਾਰਤ ਪਿੰਡ ਦੀ ਪੰਚਾਇਤ ਜਾਂ ਸਕੂਲ ਚਲਾਉਣ ਲਈ ਕਾਇਮ ਕੀਤੀ ਗਈ ਵਿਕਾਸ

ਖੋਲ੍ਹਣ ਵਾਲੇ ਦਿਨ ਜਾਵੇਗੀ। ਇਨ੍ਹਾਂ ਸਕੂਲਾਂ ਵਿੱਚ ਇਕ ਅਧਿਆਪਕ ਹੋਵੇਗਾ ਅਤੇ ਵਿਦਿਆਰਥੀਆਂ ਦੀ ਗਿਣਤੀ ਘੱਟੋ-ਘੱਟ 25 ਹੋਵੇਗੀ। ਇਸ ਅਧਿਆਪਕ ਦੀ ਨਿਯੁਕਤੀ ਵਿਕਾਸ ਕਮੇਟੀ ਜਾਂ ਪਿੰਡ ਦੀ ਪੰਚਾਇਤ ਕਰੇਗੀ ਅਤੇ ਉਸ ਨੂੰ ਇਕ ਹਜ਼ਾਰ ਰੁਪਏ ਦਿਤਾ ਜਾਵੇਗਾ। ਇਨ੍ਹਾਂ ਨਿਯੁਕਤੀਆਂ ਵਿੱਚ ਐਰੰਗ ਨੂੰ ਪਹਿਲ ਦਿੱਤੀ ਜਾਵੇਗੀ ਅਤੇ ਘੱਟੋ-ਘੱਟ ਯੋਗਤਾ 10+2 ਹੋਵੇਗੀ। ਇਹ ਮੁੱਖ ਤੌਰ 'ਤੇ ਇਕ ਕੁੱਖੀ ਵਾਲੇ ਸਕੂਲ ਹੋਣਗੇ। ਇਨ੍ਹਾਂ ਅਧਿਆਪਕਾਂ ਨੂੰ ਇਕ ਮਹੀਨੇ ਦੀ (ਥਾਂਕੀ ਸਫ਼ਾ 10 ਕਾਲਮ 2 'ਤੇ)

Ajyt

14-10-2002

ਵ ਸਿੱਖਿਆ ਅਭਿਆਨ ਤਹਿਤ ਪ੍ਰਾਇਮਰੀ ਤੇ ਰ ਪ੍ਰਾਇਮਰੀ ਸਕੂਲਾਂ ਦੇ ਸੁਧਾਰ ਲਈ ਗ੍ਰਾਂਟ ਜਾਰੀ

ਗੋਦਕੋਟ, 13 ਅਕਤੂਬਰ (ਨਿੱਜੀ ਪੱਤਰ ਪ੍ਰਕਾਸ਼) - ਨੂੰ ਹਰ ਹਾਲਤ ਵਿੱਚ ਪ੍ਰਾਇਮਰੀ ਅਤੇ ਅੰਪਰ ਗੋ ਸਿੱਖਿਆ ਦੇਣ ਦੇ ਮਨੋਰਥ ਨਾਲ ਕੇਂਦਰ ਵੱਲੋਂ ਸਰਵ ਸਿੱਖਿਆ ਅਭਿਆਨ ਤਹਿਤ ਇਸ 2,01,52,600 ਰੁਪਏ ਦੀ ਗ੍ਰਾਂਟ ਦਿੱਤੀ ਗਈ ਵਿੱਚੋਂ ਪ੍ਰਾਇਮਰੀ ਅਤੇ ਅੰਪਰ ਪ੍ਰਾਇਮਰੀ ਸਕੂਲਾਂ ਨੂੰ 99.20 ਲੱਖ ਰੁਪਏ ਜਾਰੀ ਕੀਤੇ ਗਏ। ਇਹ ਜਾਣਕਾਰੀ ਸ੍ਰੀ ਏ. ਵੇਣੂ ਪ੍ਰਸਾਦ ਰਿਪਟੀ, 57 ਅਤੇ ਚੇਅਰਮੈਨ ਚਿਲੂ ਸਿੱਖਿਆ ਵਿਕਾਸ ਨੇ ਦਿੱਤੀਆਂ।



ਸਿੱਖਿਆ ਅਭਿਆਨ ਦੇ ਮਨੋਰਥ ਸਕੂਲ ਨਾ ਜਾਣ ਵਾਲੇ ਸਾਰੇ ਰਾਜਾਂ ਨੂੰ 2003 ਤੱਕ 6 ਤੋਂ 8 ਤੱਕ ਦੀ ਉਮਰ ਦੇ ਬੱਚਿਆਂ ਨੂੰ ਤੱਕ ਪਹੁੰਚਾਉਣਾ, 2007 ਪ੍ਰਾਇਮਰੀ ਪੱਧਰ ਦੀ ਸਿੱਖਿਆ ਤੱਕ 2010 ਤੱਕ ਸਾਰੇ ਦੀ ਨੂੰ ਅੰਪਰ ਪ੍ਰਾਇਮਰੀ ਸਿੱਖਿਆ ਕਰਨਾ ਹੈ। ਉਨ੍ਹਾਂ ਇਹ ਵੀ ਕਿ ਕਿਸੇ ਵੀ ਬੱਚੇ ਨੂੰ ਸਕੂਲ ਨਾ ਜਾਣ ਦੇਣਾ, ਲੜਕੀ ਅਤੇ ਸਰਬ ਸਿੱਖਿਆ ਅਭਿਆਨ ਦੀ ਪੜ੍ਹਾਈ ਦੇ ਕੇਂਦਰ ਵਾਲੇ ਨੂੰ ਬਰਾਬਰੀ 'ਤੇ ਲਿਆਉਣਾ ਵੱਲੋਂ ਦਿੱਤੇ ਗਏ ਹੋਏ ਸੀ ਏ. ਵੇਣੂ ਪ੍ਰਸਾਦ ਰਿਪਟੀ ਬਹਿਸ਼ਨਰ।

LOK CHETNA

ਸਰਬ ਸਿੱਖਿਆ ਅਭਿਆਨ ਤਹਿਤ 50 ਏ.ਜੀ. ਐਸ ਕੇਂਦਰ ਖੋਲੇ ਜਾਣਗੇ। ਫਰੀਦਕੋਟ: ਜਿਲ੍ਹਾ ਫਰੀਦਕੋਟ ਵਿੱਚ ਸਰਬ ਸਿੱਖਿਆ ਅਭਿਆਨ ਤਹਿਤ ਵੱਖ ਵੱਖ ਪਿੰਡਾਂ ਅਤੇ ਸ਼ਹਿਰਾਂ ਦੇ ਛੇ ਤੋਂ ਚੌਦਾਂ ਸਾਲ ਦੇ ਮੁੰਡੇ ਕੁੜੀਆਂ ਨੂੰ ਪੜ੍ਹਾਉਣ ਲਈ 50 ਏ.ਜੀ. ਐਸ ਕੇਂਦਰ ਖੋਲੇ ਜਾ ਰਹੇ ਹਨ। ਜੋ ਬੱਚੇ ਸਕੂਲਾਂ ਵਿੱਚ ਨਹੀਂ ਪੜ੍ਹਦੇ ਉਨ੍ਹਾਂ ਨੂੰ ਪੜ੍ਹਾਉਣ ਲਈ ਵਲੰਟੀਅਰ ਟੀਚਰਾਂ ਦੀ ਇੱਕ ਮਹੀਨੇ ਦੀ ਟ੍ਰੇਨਿੰਗ ਡਾਈਟ ਫਰੀਦਕੋਟ ਵਿੱਚ ਹੋਵੇਗੀ। ਇਹ ਜਾਣਕਾਰੀ ਸਿੱਖਿਆ ਵਿਭਾਗ ਦੇ ਬੁਲਾਰੇ ਸ੍ਰੀ ਮਨਜੀਤ ਸਿੰਘ ਰੂਪਰਾ ਨੇ ਦਿੱਤੀ। ਉਨ੍ਹਾਂ ਕਿਹਾ ਕਿ ਇਹ ਵਲੰਟੀਅਰ ਟ੍ਰੇਨਿੰਗ ਉਪਰੰਤ ਆਪਣੇ ਆਪਣੇ ਏਰੀਏ ਵਿੱਚ ਏ.ਜੀ. ਐਸ ਕੇਂਦਰ ਚਾਲੂ ਕਰਨਗੇ।

ਲੋਕ ਚੇਤਨਾ ਅਸ਼ਥਾਰ

**ਜ਼ਿਲਾ ਸਿੱਖਿਆ ਵਿਕਾਸ ਕਮੇਟੀ ਦੁਆਰਾ
ਸਕੂਲਾਂ ਦੀ ਵੈੱਕ ਫਿਰਤਰਨ ਆਜ਼**
ਫਰੀਦਕੋਟ 24 ਅਕਤੂਬਰ (ਸਰੀਰਾ ਥਾਗੀ): ਜ਼ਿਲਾ ਸਿੱਖਿਆ ਵਿਕਾਸ ਕਮੇਟੀ ਫਰੀਦਕੋਟ ਦੀ ਤਰਫ ਤੋਂ ਸਾਰੇ ਸਿੱਖਿਆ ਅਭਿਆਨ ਸਕੀਮ ਦੇ ਆਬੀਨ ਗਾਏ ਪੰਚਾਇਤਾਂ ਦੀ ਸਿੱਖਿਆ ਵਿਕਾਸ ਕਮੇਟੀਆਂ ਨੂੰ ਸਕੂਲਾਂ ਦੀ ਬਿਲਡਿੰਗ ਬਣਾਉਣ ਤੇ ਸੁਰੱਖਿਅਤ ਕਰਨ ਦੇ ਲਿਏ, ਸ੍ਰੀ ਏ. ਵੇਣੂ ਪ੍ਰਸਾਦ ਰਿਪਟੀ ਤੇ ਚੇਅਰਮੈਨ ਜ਼ਿਲਾ ਸਿੱਖਿਆ ਵਿਕਾਸ ਕਮੇਟੀ ਦੁਆਰਾ ਚੈਕਾਂ ਦੀ 11 ਕਰੋੜ ਰੁਪਏ ਸੰਬੰਧਿਤ ਕੇਂਦਰ ਫਰੀਦਕੋਟ ਤੋਂ ਕਢੇ ਜਾ ਰਹੇ ਹਨ। ਇਹ ਜਾਨਕਾਰੀ ਸਰਦਾਰ ਡਾਨ ਸਿੰਘ ਕਲਰ ਜ਼ਿਲਾ ਸਿੱਖਿਆ ਅਧਿਕਾਰੀ ਪ੍ਰਾਈਮਰੀ ਦੇ ਦੀ।

JAGBANI 24-12-2002

ਪੰਜਾਬ ਸਰਕਾਰ ਐਜੂਕੇਸ਼ਨ ਗਾਰੰਟੀ ਸਕੀਮ ਦੇ ਤਹਿਤ 10586 ਸਕੂਲ ਖੋਲੇਗੀ

ਪ੍ਰੋਫ. ਸੀ. ਐੱਸ. ਆਰ. ਟੀ. ਦੁਆਰਾ ਲਿਖਿਤ ਇਤਿਹਾਸ ਦੀ ਪੁਸਤਕਾਂ ਸਾ ਮੁਕਾਬਲੀ ਪ੍ਰਾਥਮਿਕ 1910 ਕੰਪਿਊਟਰ ਸੈਂਟਰ ਖੋਲੇ ਜਾਏਗੇ। ਚੰਡੀਗੜ੍ਹ, 23 ਦਿਸੰਬਰ (ਯੁਗਯੁਗ): ਪੰਜਾਬ ਦੇ ਸਕੂਲ ਖੋਲੇ ਜਾਣਗੇ। ਪੰਜਾਬ ਸਰਕਾਰ ਦੇ ਸਕੀਮ ਦੇ ਤਹਿਤ 10586 ਸਕੂਲ ਖੋਲੇ ਜਾਣਗੇ। ਇਸ ਸਕੀਮ ਦੇ ਤਹਿਤ 1910 ਕੰਪਿਊਟਰ ਸੈਂਟਰ ਖੋਲੇ ਜਾਣਗੇ। ਇਸ ਸਕੀਮ ਦੇ ਤਹਿਤ 10586 ਸਕੂਲ ਖੋਲੇ ਜਾਣਗੇ। ਇਸ ਸਕੀਮ ਦੇ ਤਹਿਤ 10586 ਸਕੂਲ ਖੋਲੇ ਜਾਣਗੇ।



ਚੰਡੀਗੜ੍ਹ ਵਿਖੇ ਪਤਰਕਾਰੀ ਦੀ ਸੰਬੰਧਿਤ ਕਰਤੈ. ਚੰਡੀਗੜ੍ਹ ਵਿਖੇ ਪਤਰਕਾਰੀ ਦੀ ਸੰਬੰਧਿਤ ਕਰਤੈ. ਚੰਡੀਗੜ੍ਹ ਵਿਖੇ ਪਤਰਕਾਰੀ ਦੀ ਸੰਬੰਧਿਤ ਕਰਤੈ.



ਫਰੀਦਕੋਟ ਵਿਖੇ ਸਰਕਾਰੀ ਸਕੂਲ ਵਿੱਚ ਵਿਦਿਆਰਥੀਆਂ ਦੀ ਸ਼ਿਖਿਆ ਦੌਰਾਨ ਇੱਕ ਸਕੂਲੀ ਕਮਿਸ਼ਨਰ ਦੀ ਵੱਡੀ ਗਿੱਲੀ ਪਾਈ ਗਈ। ਇਸ ਦੌਰਾਨ ਸਕੂਲ ਵਿੱਚ ਸੁਧਾਰ ਕਰਨ ਲਈ ਕਮਿਸ਼ਨਰ ਨੇ ਸਕੂਲੀ ਕਮਿਸ਼ਨਰ ਦੀ ਵੱਡੀ ਗਿੱਲੀ ਪਾਈ ਗਈ।

ਲੋਗੋਂ ਨੂੰ ਸਿੱਖਿਤ ਕਰਨਾ ਹੀ ਨੈਤਿਕ ਕਰਤਵਿਯ ਡਾਸੀ

ਫਰੀਦਕੋਟ। ਕਮਿਸ਼ਨਰ ਦੀ ਵੱਡੀ ਗਿੱਲੀ ਪਾਈ ਗਈ। ਇਸ ਦੌਰਾਨ ਸਕੂਲ ਵਿੱਚ ਸੁਧਾਰ ਕਰਨ ਲਈ ਕਮਿਸ਼ਨਰ ਨੇ ਸਕੂਲੀ ਕਮਿਸ਼ਨਰ ਦੀ ਵੱਡੀ ਗਿੱਲੀ ਪਾਈ ਗਈ।

ਕਮਿਸ਼ਨਰ ਆਰ. ਵੇਂਕੂ ਪ੍ਰਸਾਦ ਨੇ ਸਕੂਲੀ ਕਮਿਸ਼ਨਰ ਦੀ ਵੱਡੀ ਗਿੱਲੀ ਪਾਈ ਗਈ। ਇਸ ਦੌਰਾਨ ਸਕੂਲ ਵਿੱਚ ਸੁਧਾਰ ਕਰਨ ਲਈ ਕਮਿਸ਼ਨਰ ਨੇ ਸਕੂਲੀ ਕਮਿਸ਼ਨਰ ਦੀ ਵੱਡੀ ਗਿੱਲੀ ਪਾਈ ਗਈ।

ਕਮਿਸ਼ਨਰ ਆਰ. ਵੇਂਕੂ ਪ੍ਰਸਾਦ ਨੇ ਸਕੂਲੀ ਕਮਿਸ਼ਨਰ ਦੀ ਵੱਡੀ ਗਿੱਲੀ ਪਾਈ ਗਈ। ਇਸ ਦੌਰਾਨ ਸਕੂਲ ਵਿੱਚ ਸੁਧਾਰ ਕਰਨ ਲਈ ਕਮਿਸ਼ਨਰ ਨੇ ਸਕੂਲੀ ਕਮਿਸ਼ਨਰ ਦੀ ਵੱਡੀ ਗਿੱਲੀ ਪਾਈ ਗਈ।

ਕਮਿਸ਼ਨਰ ਆਰ. ਵੇਂਕੂ ਪ੍ਰਸਾਦ ਨੇ ਸਕੂਲੀ ਕਮਿਸ਼ਨਰ ਦੀ ਵੱਡੀ ਗਿੱਲੀ ਪਾਈ ਗਈ। ਇਸ ਦੌਰਾਨ ਸਕੂਲ ਵਿੱਚ ਸੁਧਾਰ ਕਰਨ ਲਈ ਕਮਿਸ਼ਨਰ ਨੇ ਸਕੂਲੀ ਕਮਿਸ਼ਨਰ ਦੀ ਵੱਡੀ ਗਿੱਲੀ ਪਾਈ ਗਈ।

ਸਿੱਖਿਆ ਵਿਕਾਸ ਕਮੇਟੀਆਂ ਮਾਸੂਮ ਬੱਚਿਆਂ ਨੂੰ ਚੰਗੀ ਤਾਲੀਮ ਦੇਣ ਲਈ ਗਰਾਟ ਦੀ ਸਹੀ ਵਰਤੋਂ ਕਰਨ-ਡੀ. ਸੀ

ਫਰੀਦਕੋਟ। 27 ਅਕਤੂਬਰ (ਜਨਮ ਦਿਨੀਂ) ਸਾਹਿਬਜ਼ਾਦਾ ਜਗਜੀਤ ਸਿੰਘ (ਪੁੱਤਰ) ਦੇ ਜਨਮ ਦਿਨ ਮਨਾਉਣ ਲਈ ਸਰਕਾਰੀ ਸਕੂਲਾਂ ਵਿੱਚ ਮਿੱਠੇ ਭੋਜਨ ਦੀ ਸਹੂਲਤ ਪ੍ਰਦਾਨ ਕਰਨ ਦੀ ਸਕੀਮ ਸ਼ੁਰੂ ਕੀਤੀ। ਇਸ ਸਕੀਮ ਅਠ ਹਜ਼ਾਰ ਮਾਸੂਮ ਬੱਚਿਆਂ ਨੂੰ ਚੰਗੀ ਤਾਲੀਮ ਦੇਣ ਲਈ ਗਰਾਟ ਦੀ ਸਹੀ ਵਰਤੋਂ ਕਰਨ-ਡੀ. ਸੀ।

ਸਰਕਾਰੀ ਸਕੂਲਾਂ ਵਿੱਚ ਮਿੱਠੇ ਭੋਜਨ ਦੀ ਸਹੂਲਤ ਪ੍ਰਦਾਨ ਕਰਨ ਦੀ ਸਕੀਮ ਸ਼ੁਰੂ ਕੀਤੀ। ਇਸ ਸਕੀਮ ਅਠ ਹਜ਼ਾਰ ਮਾਸੂਮ ਬੱਚਿਆਂ ਨੂੰ ਚੰਗੀ ਤਾਲੀਮ ਦੇਣ ਲਈ ਗਰਾਟ ਦੀ ਸਹੀ ਵਰਤੋਂ ਕਰਨ-ਡੀ. ਸੀ।

ਸਰਕਾਰੀ ਸਕੂਲਾਂ ਵਿੱਚ ਮਿੱਠੇ ਭੋਜਨ ਦੀ ਸਹੂਲਤ ਪ੍ਰਦਾਨ ਕਰਨ ਦੀ ਸਕੀਮ ਸ਼ੁਰੂ ਕੀਤੀ। ਇਸ ਸਕੀਮ ਅਠ ਹਜ਼ਾਰ ਮਾਸੂਮ ਬੱਚਿਆਂ ਨੂੰ ਚੰਗੀ ਤਾਲੀਮ ਦੇਣ ਲਈ ਗਰਾਟ ਦੀ ਸਹੀ ਵਰਤੋਂ ਕਰਨ-ਡੀ. ਸੀ।

ਸਰਕਾਰੀ ਸਕੂਲਾਂ ਵਿੱਚ ਮਿੱਠੇ ਭੋਜਨ ਦੀ ਸਹੂਲਤ ਪ੍ਰਦਾਨ ਕਰਨ ਦੀ ਸਕੀਮ ਸ਼ੁਰੂ ਕੀਤੀ। ਇਸ ਸਕੀਮ ਅਠ ਹਜ਼ਾਰ ਮਾਸੂਮ ਬੱਚਿਆਂ ਨੂੰ ਚੰਗੀ ਤਾਲੀਮ ਦੇਣ ਲਈ ਗਰਾਟ ਦੀ ਸਹੀ ਵਰਤੋਂ ਕਰਨ-ਡੀ. ਸੀ।

Mid-day meal scheme launched

OUR CORRESPONDENT
Faridkot, October 30
Mr. A. Venu Prasad, Deputy Commissioner, launched the midday meal scheme for the Faridkot block at Government Primary School, Sadiq, 15 km from here, today. He said the scheme would cover 37 primary schools.

the area, he appealed to the residents to educate their children between six and 14 years of age through the "Sarv Shiksha Aabhiyan", a centrally sponsored scheme. The Deputy Commissioner said a grant of about Rs 90 lakh had been disbursed to provide better infrastructure to the education in this connection. Mr Prasad sought cooperation of the NGOs and teachers to make the programme a success.

The Punjab Government has selected one block in each district for a project. Expressing concern over the high rate of illiteracy among women in

Village³⁰⁻¹⁰⁻⁰²
education
panels formed

OUR CORRESPONDENT

FARIDKOT, OCTOBER 29

The Punjab government has constituted 13,000 village educational development committee to launch the Jan Sampark Abhiyan scheme to ensure universalisation of elementary education under the centrally sponsored Sarb Shiksha Abhiyan Programme in the state. Each committee comprises of seven members who will inspect the primary schools in their respective areas. The committee will also seek the cooperation of DEO in this regard (Primary) and submit the final report to the November 10. This was stated by Mr Khushal Behl, Minister for Education, Punjab, while talking to newsmen here to inaugurate the state-level sports meets, said the government had already distributed Rs 64 crore in 216 blocks to improve the infrastructure in educational institutions under the Sarb Shiksha Abhiyan Scheme expressing concern over the deterioration of educational system during the past five years in the state, he said dropout rate was 25 per cent and more than 3 lakh children in the age group of 6-14 years were still lagging behind in getting education. He made it clear no more educational institutions would be upgraded and an enquiry had already been started against those institutions which were upgraded by the previous SAD-BJP government sans proper facilities.

In a question the Education Minister said the teaching of English from the first standard had started and any change in this regard would be finalised after the consultation with the state Chief Minister.

ਸਰਵ ਸਿੱਖਿਆ ਅਭਿਆਨ ਤਹਿਤ ਡੀ.ਸੀ.

ਨੇ 1 ਕਰੋੜ 63 ਲੱਖ ਦੇ ਚੈਕ ਵੰਡੇ

ਫਰੀਦਕੋਟ—(ਮੁੱਖਣ ਸਿੰਘ ਸਰਵਾ): ਸਰਕਾਰੀ ਵਿੱਚ ਵਾਧੂ ਕਮਰਿਆਂ ਦੀ ਸਰਵ ਸਿੱਖਿਆ ਅਭਿਆਨ ਦਾ ਮੁੱਖ ਉਸਾਰੀ ਅਤੇ ਹੋਰ ਸਹੂਲਤਾਂ ਆਦਿ ਮੰਤਵ ਅਨੁਸਾਰ ਨੂੰ ਖਤਮ ਕਰਕੇ ਸਾਰੇ ਦੇਣ ਲਈ ਜ਼ਿਲ੍ਹੇ ਨੂੰ ਕੁੱਲ ਤਿੰਨ ਕਰੋੜ ਚੈੱਕਾਂ ਨੂੰ ਸਿੱਖਿਆ ਪ੍ਰਦਾਨ ਕਰਨਾ 58 ਲੱਖ ਰੁਪਏ ਪ੍ਰਾਪਤ ਹੋਏ ਹਨ ਅਤੇ ਹੈ ਤੇ ਇਸ ਲਈ ਸਾਰੇ ਅਧਿਆਪਕਾਂ ਇਸ ਵਿੱਚੋਂ ਹੁਣ ਤੱਕ ਤਿੰਨ ਕਰੋੜ 14 ਨੂੰ ਮਿਸ਼ਨਰੀ ਭਾਵਨਾ ਨਾਲ ਆਪਣੇ ਜ਼ਿਲ੍ਹੇ ਲੱਖ ਰੁਪਏ ਵੰਡੇ ਜਾ ਚੁੱਕੇ ਹਨ। ਉਹਨਾਂ ਲੱਗੇ ਫਰਜ਼ਾਂ ਨੂੰ ਨਿਭਾਉਣਾ ਚਾਹੀਦਾ ਦੱਸਿਆ ਕਿ ਬਾਕੀ ਰਹਿੰਦੀ 44 ਲੱਖ ਹੈ। ਇਹ ਅਪੀਲ ਸ੍ਰੀ ਏ.ਵੇਣੂ ਪ੍ਰਸਾਦ ਰੁਪਏ ਦੀ ਰਕਮ ਵੀ ਜਲਦ ਹੀ ਲੋੜਵੰਦ ਡਿਪਟੀ ਕਮਿਸ਼ਨਰ ਨੇ ਜ਼ਿਲ੍ਹੇ ਦੇ ਵੱਖ-ਵੱਖ ਸਕੂਲਾਂ ਨੂੰ ਗਰਾਂਟਾਂ ਦੇ ਚੈਕ ਦੇਣ ਸਕੂਲਾਂ ਨੂੰ ਦਿੱਤੀ ਜਾਵੇਗੀ।

ਇਸ ਮੌਕੇ ਤੇ ਉਹਨਾਂ ਪੇਂਡੂ ਵਿਕਾਸ ਕਮੇਟੀਆਂ ਨੂੰ 1 ਕਰੋੜ 63 ਲੱਖ ਰੁਪਏ ਅਤੇ ਅਧਿਆਪਕਾਂ ਦੀ ਮੀਟਿੰਗ ਨੂੰ ਦੇ ਚੈਕ ਵੀ ਤਕਸੀਮ ਕੀਤੇ ਅਤੇ ਅਪੀਲ ਸੰਬੰਧਨ ਕਰਦਿਆਂ ਕੀਤੀ। ਉਹਨਾਂ ਕੀਤੀ ਕਿ ਇਸ ਰਕਮ ਨੂੰ ਪੂਰੀ ਦੱਸਿਆ ਕਿ ਰਾਜ ਸਰਕਾਰ ਵੱਲੋਂ ਇਮਾਨਦਾਰੀ ਨਾਲ ਖਰਚ ਕੀਤਾ ਜਾਵੇ ਸਿੱਖਿਆ ਦੇ ਪਸਾਰ ਲਈ ਹਰ ਸਾਲ ਇਸ ਮੌਕੇ ਤੇ ਡਾ. ਹਰਕੇਸ਼ ਸਿੰਘ ਸਿੱਧੂ ਦੇ ਹਜ਼ਾਰ ਕਰੋੜ ਤੋਂ ਵੱਧ ਦੀ ਰਕਮ ਏ.ਡੀ.ਸੀ. ਸ਼੍ਰੀਮਤੀ ਸੁਖਮੰਦਰ ਕੌਰ ਖਰਚ ਕੀਤੀ ਜਾ ਰਹੀ ਹੈ ਪਰ ਇਸਦੇ ਬਰਾੜ ਜ਼ਿਲ੍ਹਾ ਸਿੱਖਿਆ ਅਫ਼ਸਰ ਬਾਵਜੂਦ ਅਜੇ ਵੀ ਬਹੁਤ ਸਾਰੇ ਬੱਚੇ ਸੈਕੰਡਰੀ ਅਤੇ ਵੱਖ-ਵੱਖ ਸਕੂਲਾਂ ਦੇ ਮੁਖੀ ਵਿੱਦਿਆ ਦੇ ਚਾਨਣ ਤੋਂ ਸੱਖਣੇ ਹਨ।

ਉਹਨਾਂ ਕਿਹਾ ਕਿ ਤੇਜ਼ੀ ਨਾਲ ਵਧ ਰਹੀ ਆਬਾਦੀ ਸਦਕਾ ਵੱਡੀ ਗਿਣਤੀ ਵਿੱਚ ਪ੍ਰਾਈਵੇਟ ਸਕੂਲ ਵੀ ਖੁੱਲ੍ਹ ਰਹੇ ਹਨ ਤੇ ਉਹਨਾਂ ਵਿੱਚੋਂ ਬਹੁਤੇ ਸਕੂਲਾਂ ਵਿੱਚ ਸਰਕਾਰੀ ਸਕੂਲਾਂ ਦੇ ਮੁਕਾਬਲੇ ਭਾਵੇਂ ਸਹੂਲਤਾਂ ਘੱਟ ਹਨ ਪਰ ਉਹਨਾਂ ਵਿੱਚ ਪੜ੍ਹਨ ਵਾਲੇ ਵਿਦਿਆਰਥੀਆਂ ਦੀ ਗਿਣਤੀ ਜ਼ਿਆਦਾ ਹੈ ਜਿਸ ਦਾ ਮੁੱਖ ਕਾਰਨ ਉਹਨਾਂ ਦਾ ਪ੍ਰਬੰਧਕੀ ਢਾਂਚਾ ਠੀਕ ਹੋਣਾ ਹੈ। ਉਹਨਾਂ ਕਿਹਾ ਕਿ ਦਸਵੀਂ ਪਾਸ ਕਰਨ ਦੀ ਉਮਰ ਦੇ ਕੁੱਲ ਬੱਚਿਆਂ ਵਿੱਚੋਂ ਕੇਵਲ ਦਸਵੀਂ ਪਾਸ 14 ਫੀਸਦੀ ਬੱਚੇ ਹੀ ਕਰਦੇ ਹਨ ਜੋ ਕਿ ਬਹੁਤ ਚਿੰਤਾ ਦੀ ਗੱਲ ਹੈ। ਇਸ ਲਈ ਸਾਨੂੰ ਸਾਰਿਆਂ ਨੂੰ ਰਲ ਮਿਲ ਕੇ ਬੱਚਿਆਂ ਨੂੰ ਉਚ ਸਿੱਖਿਆ ਦਿਵਾਉਣ ਲਈ ਹੱਥ ਮਾਰਨ ਦੀ ਲੋੜ ਹੈ। ਉਹਨਾਂ ਦੱਸਿਆ ਸਰਵ ਸਿੱਖਿਆ ਅਭਿਆਨ ਤਹਿਤ



ਸਰਬ ਸਿੱਖਿਆ ਮੁਹਿੰਮ ਤਹਿਤ ਡਰੀਦਕੋਟ ਵਿਖੇ ਲਗਾਏ ਟ੍ਰੇਨਿੰਗ ਕੈਂਪ ਦੀ ਵਲਕ।

ਸਰਬ ਸਿੱਖਿਆ ਮੁਹਿੰਮ ਤਹਿਤ ਵਰਕਸ਼ਾਪ ਦਾ ਆਯੋਜਨ

ਡਰੀਦਕੋਟ/11 ਦਸੰਬਰ/ਸੋਮੀ

ਸਰਬ ਸਿੱਖਿਆ ਮੁਹਿੰਮ ਤਹਿਤ ਸਰਕਾਰ 6-14 ਸਾਲ ਤੱਕ ਦੇ ਬੱਚਿਆਂ ਦੀ ਸਿੱਖਿਆ (ਮੈਨੀਮੋਂਟਰੀ) ਦਾ ਸਰਬ-ਵਿਆਪੀਕਰਨ ਕਰਨ ਜਾ ਰਹੀ ਹੈ, ਜਿਸ ਦੀ ਤਿਆਰੀ ਲਈ ਇਕ ਵਰਕਸ਼ਾਪ ਡੀਡੋ ਚਿਨੀਂ ਐਮ. ਜੀ. ਐਮ. ਸੀਨੀਅਰ ਸਿਕੰਡਰੀ ਸਕੂਲ ਡਰੀਦਕੋਟ ਵਿਖੇ ਸਟੇਟ ਡਰੀਦਕੋਟ ਸਰਬ ਸਿੱਖਿਆ ਮੁਹਿੰਮ ਦੇ ਡਾਇਰੈਕਟਰ ਸਾਹੂ ਸਿੰਘ ਠੰਢਾਵਾ ਪੀ. ਏ. ਐਸ.-1 ਦੀ ਪ੍ਰਧਾਨਗੀ ਹੇਠ ਆਯੋਜਿਤ ਕੀਤੀ ਗਈ। ਇਸ ਵਰਕਸ਼ਾਪ ਵਿਚ ਡਿਪਟੀ ਡਾਇਰੈਕਟਰ ਸਟੇਜ ਪ੍ਰੋਜੈਕਟ ਸਰਬ ਸਿੱਖਿਆ ਮੁਹਿੰਮ ਮਿਸਿਜ਼ ਸੁਸਮਾ ਸ਼ਰਮਾ ਨੇ ਵੀ ਭਾਗ ਲਿਆ ਅਤੇ ਭਾਸ਼ਣ ਦੇ ਕੇ ਇਸ ਮੁਹਿੰਮ ਦੀ ਮਹੱਤਤਾ ਦੱਸੀ ਅਤੇ ਇਸ ਦੇ ਨੀਚੇ ਚੱਲੇ। ਵਰਕਸ਼ਾਪ ਵਿਚ ਡੀ. ਈ. ਓ. (ਪ੍ਰ.) ਡਰੀਦਕੋਟ ਮਿਸਿਜ਼ ਸੁਖਮੰਦਰ ਕੌਰ ਬਰਾਲ ਅਤੇ ਡੀ. ਡੀ. ਓ. (ਪ੍ਰ.) ਸੁਰਿੰਦਰਪਾਲ ਸਿੰਘ ਚਿੱਲੋਂ, ਡੀ. ਡੀ. ਓ. ਮਿਹਾ ਮਿਸਿਜ਼ ਪ੍ਰਕਾਸ਼, ਡੀ. ਡੀ. ਓ. ਮਿਹਾ ਰਾਜ ਸਿੰਘ ਦਿਓਲ, ਪ੍ਰਿੰਸੀਪਲ ਡਾਇਰੈਕਟਰ ਡਰੀਦਕੋਟ ਮੁਖਤਿਆਰ ਗੋਬਿਲ ਅਤੇ ਮੁਕੇਸ਼ ਡਾਹੀ ਲੈਕਚਰਾਰ ਡਾਇਰੈਕਟਰ ਡਰੀਦਕੋਟ ਨੇ ਆਪਣੇ ਵਚਾਰ ਕਠੇ। ਵਰਕਸ਼ਾਪ ਦੀ ਸ਼ੁਰੂਆਤ ਸੇਵਾ ਸਿੰਘ ਚਾਵਲਾ ਪ੍ਰਿੰਸੀਪਲ ਐਮ. ਜੀ. ਐਮ. ਦੇ ਉੱਚ

ਅਧਿਕਾਰੀ ਨੂੰ ਜੀ ਆਦਿਆਂ ਆਪ ਕੇ ਕੀਤੀ। ਇਸ ਵਰਕਸ਼ਾਪ ਵਿਚ ਪ੍ਰਿੰਸੀਪਲ ਸ. ਸ. ਸ. ਸ. ਚੌਠੀ, ਸੁਰਿੰਦਰ ਚੁਮਾਰ ਮਹਿਡਾ, ਜਸਬੰਤ ਸਿੰਘ ਲੈਕਚਰਾਰ ਡਾਇਰੈਕਟਰ ਡਰੀਦਕੋਟ, ਸੁਖਦੇਨ ਸਿੰਘ, ਸੁੀ ਸੋਠੀ ਲੈਕਚਰਾਰ ਡਾਇਰੈਕਟਰ ਡਿਰੈਕਟਰ, ਵਿਕਾਸ ਅਠਿਠਾ ਤੋਂ ਇਲਾਵਾ ਡਰੀਦਕੋਟ, ਡਿਰੈਕਟਰ ਅਤੇ ਮੋਗੇ ਬਿਲੋਂ ਦੇ ਸਾਰੇ ਵਲਕ ਪ੍ਰਾਇਮਰੀ ਅਠਿਠਾ ਨੇ ਭਾਗ ਲਿਆ। ਡਾਇਰੈਕਟਰ ਡਰੀਦਕੋਟ ਦੇ ਵਿਦਿਆਰਥੀਆਂ ਨੇ ਆਪਣੇ ਹੌਧੀ ਤਿਆਰ ਕੀਤੇ ਗਰੀਟਿੰਗ ਕਾਰਡ ਸਾਰੇ ਭਾਗ ਲੈਣ ਵਾਲਿਆਂ ਨੂੰ ਵੰਡ ਕੇ ਮੁਹਿੰਮ ਦੀ ਕਾਮਯਾਬੀ ਲਈ ਸ਼ੁਭ ਇੱਛਾਵਾਂ ਦਿੱਤੀਆਂ ਅਤੇ ਠੀਸਸਟ੍ਰੇਸਨ ਆਦਿ ਦੀ ਕਿਮਿਦਾਰੀ ਨਿਵਾਈ।

ਆਖਰ ਵਿਚ ਪ੍ਰਾਇਮਰੀ ਡਾਇਰੈਕਟਰ ਸਾਹੂ ਸਿੰਘ ਠੰਢਾਵਾ ਨੇ ਇਸ ਮੁਹਿੰਮ ਦੀ ਤਿਆਰੀ ਲਈ ਸਿੱਖਿਆ ਢਾਂਚੇ ਦੀ ਤਿਆਰੀ ਲਈ ਪ੍ਰਭਾਵਮੇ ਡਰਵਾਏ ਅਤੇ ਉਸ ਵਿਚ ਆਉਣ ਵਾਲੀਆਂ ਅਠਿਠਾ ਸਬੰਧੀ ਵਿਸਥਾਰਪੂਰਵਕ ਜਾਣਕਾਰੀ ਦਿੱਤੀ। ਉਨ੍ਹਾਂ ਦੱਸਿਆ ਕਿ ਮੁਹਿੰਮ ਦੀ ਤਿਆਰੀ ਲਈ ਡੇ ਜ਼ਿਲ੍ਹਿਆਂ (ਡਰੀਦਕੋਟ, ਡਿਰੈਕਟਰ, ਮੁਕਤਸਰ, ਸਠਿਠਾ, ਮਾਨਸਾ, ਸੰਗਰੂਰ) ਲਈ 90 ਲੱਖ ਰੁਪਏ ਰੱਖੇ ਗਏ ਹਨ ਅਤੇ ਇਸ ਮੁਹਿੰਮ ਵਿਚ ਤਿੰਨ ਨਵੇਂ ਜਿਲ੍ਹੇ ਅੰਮ੍ਰਿਤਸਰ, ਮੋਗਾ ਅਤੇ ਪਟਿਆਲਾ ਨੂੰ ਸ਼ਾਮਲ ਕੀਤਾ ਗਿਆ ਹੈ।

**District Profile
and
Statistics**

Brief Profile of District Faridkot

Location

Faridkot is located in the south-western part of Punjab state between 29°-54' to 30°-54' north latitude and 74°-15' to 75°-25' east longitude. It shares common boundaries with Ludhiana, Sangrur and Bathinda districts in the east; Ferozepur district in the north and west; and Sirsa district of Haryana State and Ganganagar district of Rajasthan State in the south. It is located in Malwa region of the State and forms part of the Ferozepur Revenue Division.

Origin of Name

It takes its name from Faridkot town, which now serves as the district headquarters, but earlier served as capital of Faridkot State, one of the eight States integrated into PEPSU (Patiata and East Punjab States Union) after independence in 1948. Faridkot according to a legend, was founded by Raja Mokalsi who built a fort named Mokal Har some 700 years ago. Some describe the founding of the place even earlier when Bhattis came to occupy this place from the south. The name of the place was changed to its present name after the name of Baba Farid, a Muslim Sufi Saint of repute. The story goes that while the fort was under construction/repairs, Baba Farid was forced to work on it. During the course of work it was noticed that the basket of mud, which was supposed to be carried by the Baba, remained a foot higher and gave no burden to the Saint. On being informed the Raja begged pardon from the saint and thereafter the place became known as Faridkot after the name of Baba Farid whose Dera was located near the town.

Area

Faridkot district is the 3rd smallest in area in the State having an area of 1459 Kms. next to Nawan Shaher (1267 sq. km) and Fatehgarh Sahib (1180 Kms) (*Annexure-I*).

Climate

The district is situated in the dry region of the state. The climate is extremely hot and dry in summer and severe cold in winter. The rainy season is mild as the region is situated far away from the hills. It begins to warm up in the middle of March, though the nights are cool. It goes on getting hotter till early July when the mercury on many days crosses 45°C. Dust storms are frequent during the hot weather, especially in the southern region. The monsoon rains commence in first week of July with erratic spells lasting upto middle of September. The days are hot until middle of October but the nights are comparatively cooler. The cold weather for the next few months is severe and dry but healthy. Some rain may occur from mid-December to mid-February, January is the coldest month when mercury may touch freezing point. Sometimes hailstorms may occur during February and March.

The rainfall in the district increases generally from the south-west towards the north-east. About three fourths of the annual normal rainfall in district is received during the period from July to September, whereas, the remaining rainfall occurs during the winter months, in the period from December to February. However, variation of rainfall from year to year is appreciable. The average rainfall reported in the district was 253.7mm during 2001-02 (*Annexure-I*).

Topography

Faridkot district is a part of Malwa Plain and is known as Faridkot Sandy Plain on the basis of soils, topography, climate and natural vegetation.

Faridkot Sandy Plain: This region had a large number of sand dunes. The wind erosion has its own effect on the fertility of soils, which are Orthids-Fluvents and Orthrepts-Psamments as per 'Soil Map of India'. The natural vegetation includes kikar, beri, mango and thorny bushes. This region has Rajasthan Feeder Canal and a small portion of Abohar branch of Sirhind Canal.

The notable feature about the topography of this district is that due to extension of agriculture and irrigation there is apparent disappearance of sand dunes, which have been leveled up generally. Further the area is most suitable for cotton cultivation and citrus fruit, which are grown in abundance. The nature of its soils and excessive irrigation practices have, however, brought in the problem of water logging in some parts of the district. The remedial measures have already been started which are giving good results.

Rivers and Drains

No river flows through this district but there is a vast network of canals emanating from Sirhind canal system and Sirhind Feeder. Rajasthan Feeder and Sirhind feeder flow through the district after taking off from Harike headworks on the Satluj river after its confluence with Beas river. Sirhind canal, however, takes off from Satluj at Ropar headworks. Besides there are some drains and channels which flow during the rainy season. The more important ones are: Danda Nala, Sota Nala and which serve as natural drainage and in Faridkot tehsils. A number of drains such as Golewala, Mudki, Langiana, Mari, Samadh Bhai etc. had been constructed to meet the flood problem in the low lying areas of the district.

Present Jurisdiction

The district was carved out as a separate district on 17th July 1972 and was inaugurated on 7th August 1972 with headquarter at Faridkot. The district comprised Moga and Mukatsar tehsils from Ferozepur district and Faridkot tehsils from Bathinda district. Since its formation the district gained 3 villages from Ferozepur tehsil of Ferozepur and 1 village from Bathinda district.

At present Faridkot district is sub-divided into two tehsils: namely Faridkot and Jaito the districts constituted of 171 villages. There are two community Development Blocks namely Faridkot and Kotkapura. It has 3 towns and 189 Panchayats (*Annexure-I*).

Land Utilisation

During 2001-02 against a geographical area of 144 thousand hectares, the area of the district according to the village papers is 147 thousand hectare, which shows some difference in the two sets of area arrived at by two different methods of measurement adopted by two agencies. However, for the purpose of discussion here in after we will refer to the area as per village purpose. During 2001-02, out of an area of 147 thousand hectares, 2 thousand hectare is under forests, 12 thousand hectares is put to non-agricultural use and 1 thousand hectares is fallow land. Besides there is 132 thousand hectares 'Net Area Sown' which works out to 89.79 percent of the total area of the district. Further, out of 133 thousand hect. Net Area Sown, 114 thousand hectares are sown more than once (*Annexure-I*). Thus the total cropped area during 2001-02 is 242 thousand hectares.

Agriculture

There are three agricultural classes of people: proprietors, tenants and agricultural labourers. Most of the cultivators are peasant proprietors, owning and cultivating their own land. This system is known as khud kasht. The abolition of feudal institutions like jagirdari and biswedari has swelled the number of self cultivators. The occupancy tenants and tenants at will, who were bestowed proprietary rights on land under various land reforms have joined the ranks of self cultivators. Further for fear of being deprived of their land many landlords have taken to self-cultivation. The mechanization of various agricultural operations have made this system very popular. In some cases land is leased out to other farmers/persons for cultivation on batai (share cropping) or theka (contract). The general rate of batai is one-half of the share of the crop grown. However, rate of theka may vary from time to time depending upon the quality of land and the period of contract. Since large number of farmers own tractors, they prefer to offer services for various agricultural operations against cash payment. This system is gaining popularity.

Faridkot is mainly an agricultural district as 66.11 percent of its population resided in the rural during 2001 Census (*Annexure-I*). Further agriculture alone provided the single largest source of employment and livelihood to 55.2 percent of its total main workers (cultivators 31.3 percent, agricultural labourers 23.9 percent) during 2001 Census, it is the biggest source of employment in the district.

The two main crop seasons in a year in the district are: kharif and Rabi, which are locally known as sawni and hari. The former is the summer season

harvest, whereas the latter is the winter season harvest. Besides there are another crops which are assessed with Rabi are called 'Zaid Rabi', while those assessed with Kharif are called 'Zaid Kharif'. These are mostly vegetables and fodder crops. The other principal Kharif crops are: cotton, paddy, bajra, maize, sugarcane, whereas minor one are summer vegetables. The important Rabi crops are: wheat, gram, barley, moong, whereas the minor ones are oilseeds (sarson, taramira, alsii, toria) and winter vegetables.

Irrigation

The major sources of irrigation in the district are canals and tubewells. However, wells are also used in areas where water-table is not very deep. The tubewells and pumping sets have been introduced in a big way during the post-independence period in areas where sub-soil water is fit for irrigation. The canal irrigation is done mainly from Abohar branch of Sirhind canal. Though Rajasthan Feeder also passes through this district after taking off from Harike headworkes, no area is irrigated from this canal as its water is earmarked for Indira Gandhi canal (Rajasthan Canal), which irrigates areas in Rajasthan State only. The Sirhind Feeder also passes through the district and irrigates some areas in the district.

During 2001-02, the Net Area Irrigated by Govt. canals was 25.7 thousand hect. and by wells or tubewells was 104.8 thousand hect. Thus total Net Area Irrigated works out to be 130.5 thousand hect. and Gross Area Irrigated to 243.3 thousand hect. (*Annexure-I*). The percentage of net area irrigated to net area sown is 98.1 percent for this district during 2001-02. Thus percentage of gross irrigated to gross cropped area works out to 98.5 percent for the district during 2001-02.

Animal Husbandry

Animals, especially the cattle play an important role in the economy of the district, which is natural home to Nili Ravi buffaloes and Sahiwal cows, which are high milk yielding breeds.

In order to tap milk potential of the district, the milkfed started 'Milk Shed' project at Faridkot. Under this project many collection centers and 3 chilling centers in the district are functioning. Also there is another private milk plant in the district run by M/s Road Master Foods Ltd at Kotkapura, which has a capacity to process 1,00,000 litres of milk daily. These plants bring remunerative prices for milk to the dairy farmers of the district.

According to 1997 livestock census there were 312300 one stock in the district the break up of which is as follow; 86000 cattle; 166000 buffaloes; 1000 horses and ponies; 57300 sheep and goats; 1200 pigs and 800 other animals. There are 32 Veterinary hospitals and 36 permanent outlaying dispensaries and Insemination units in the district (*Annexure-I*).

It is interesting to note that fish farming is limited to village ponds, in the control of the local Panchayats. With little extra efforts the fish farming could be popularized which could ensure good returns to private fish farmers as well as Panchayats. However, area stocked with fish reported to be 280 hect. (*Annexure-I*).

Industry

This district is not very important from the industrial point of view as it did not attract many industrialists to set up their units in the district. However, there were certain places in the district which were known for small scale/cottage industries. Kot Kapura was known for khes and chaddar weaving. The desi jutis of Kotkapura and Jaito were in great demand in the district and outside.

In fact every village was a self-sufficient unit in many respects as arrangements existed, in Kharas (bullock/camel driven flour mills) before the advent of electricity operated chakkis. The Kohlus (formerly wooden driven by bullock) were used for oil extraction. The village potters manufactured and supplied pitchers and other earthenware to meet the local demands. Khaddar (coarse cloth) was made by the village weavers out of soot (yarn) supplied by their clients in the village. The agricultural implements were manufactured by the local carpenters, who manufactured charkhas (spinning wheels), wooden boxes and bullock carts at important places. The jutis were manufactured and supplied by the local leather workers.

However, gradually things started changing shape and the consumers went to make purchases of their requirements of all types from the nearby towns, where industries developed fast. With the popularity of sugarcane cultivation many khandsari and shakkar-manufacturing units were established, even though farmers made their own arrangements for gur and shakkar manufacture. With cotton cultivation, the cotton ginning and pressing industrial units mushroomed here and there in the district.

With the growth of urban centers, the modern industries were set up at various places in the district. Some large industrial units located in the district are (1) Roadmaster Food Limited, Kotkapura, (2) Faridkot Co-operative Sugar Mills, Faridkot, (3) Milk Shed, Faridkot, (4) Suraj Textile Mills, Malout.

Besides there are large number of medium and small scale industrial units located in the district which are listed below: (1) Cotton ginning and pressing, (2) Rice Shellers, (3) Steel re-rolling mills, (4) Snuff manufacturing, (5) Radio assembling, (6) Leather tanning, (7) Country Shoes, (8) Tractor parts, (9) Cycle parts, (10) Bus/Truck body building. The State Govt. (Department of Industries) has set up Industrial Focal Point at Kotkapura. The number of Registered Working factories was 291 (*Annexure-I*).

Electricity

The district has no electricity generating station. In the year 2001-02, Faridkot district consumed 296.41 million units of electricity (*Annexure-I*), which worked out to 1.42 percent of state's total consumption. There are total 94495 household in the district out of which 79713 are electrified, which is 84.35%

Minerals and Mining

This district is not important from the minerals point of view. Some Kankar (Calcareous nodules) is found in the Mudki Plain. It is used for road making or burnt for lime.

Communications

Roads and railways are important for the development of agriculture, industries and solving many economic problems. Faridkot is fortunate in having an efficient network of roads, railways and other system of communications.

Faridkot district falls under the Ferozepur Division of Northern Railway. It is well served by railway network as following two railway lines pass through this district and serve its residents. (1) Ferozepur-Bathinda railway line and (2) Bathinda-Fazilka railway line.

In 2001-02 out of the total road length of 1182 km. (maintained by the Public works Department) 53 km. were National Highways and the remaining 1129 km. were provincial highways. During the year 2001-02 there were 92 km. of roads per 100 sq. km. of area and 245 km of roads per lakh of population. The important roads located in the district are: (1) Faridkot-Ferozepur road, (2) Malout-Fazilka road.

The district is well served in post and telegraph facilities. There are 75 Post Offices (*Annexure-I*) and a number of telephone exchanges are in operation in all the towns of the district. Even some big villages also have telephone exchanges. During the last decade the spread of telephone facilities have taken place even in the remotest part of the district. Moreover, the capacity and efficiency of these telephone exchanges have been vastly improved. The manual exchanges have been replaced by electronic exchanges. However, the policy of liberal grant of STD connections in towns has popularized the use of telephone among the public.

Trade and Commerce

Though trade is mostly in the private hands there is a District Wholesale Co-operative Marketing and Supply Society at Faridkot. This society undertakes wholesale business of government supplies of agriculture seeds, implements, insecticides, fertilizers and other important goods like sugar, oil. During 2000-01, there were 3 marketing co-operatives, 99 milk co-operative,

103 weavers' cooperative and 2 consumers co-operatives societies in the district. There are number of co-operative and consumer stores in the important towns, which help in making available essential goods at reasonable price.

The state trading was introduced in the district in 1958-59. Under this scheme fair price shops were opened in the urban and rural areas. These supplied wheat, wheat flour, edible oils, kerosene, cheap cloth and other articles to the consumers to save them from unnecessary exploitation by unscrupulous traders and black marketers.

Forestry

Faridkot district falls under the jurisdiction of Divisional Forest Officer, Faridkot. There are no regular forests in the district except protected forests. In view of the shortage of fuel after partition, in 1951, the railway and national highway strips and in 1956 PWD road and canal strips were transferred to Forest department for purposes of plantation.

During 2001-2002, the total area under forests was 20 Sq. Kms (*Annexure-I*) and the total forests were under protected forests.

Medical and Public Health

Ayurvedic and Unani systems of medicine were popular in the district from times immemorial. However, the British brought with them the allopathic system of medicine. The homoeopathic system of medicine did not get any patronage from any quarters but it made a niche for itself in the urban areas of the district. The Unani system which was very popular among the Muslims suffered a great set back after the migration of muslims after partition of the sub-continent. The Ayurvedic system too suffered for absence of any worthwhile patronage before partition. But now all the four systems are being provided with the patronage required for their development. The services of village Sianas and Pahalwans are still being sought for bone fractures and other orthopathic troubles. The opening of medical institutions in the district by the state government and the setting up of the private clinics by the members of the medical fraternity has brought to the door steps the modern medical diagnostic systems and related facilities which has greatly benefited the suffering humanity.

On 1st April 2002, the number of medical institutions was 40 (30 rural, 10 urban). Out of 40 medical institutions, 6 were hospitals (1 rural, 5 urban), 9 primary health centres (all rural), 25 dispensaries (18 rural, 7 urban) and 2 hospitals/CHC, CHC, CHC/PHC in rural area (*Annexure-I*).

The district suffered from scarcity of safe drinking water. The shortage is endemic as at many pockets of the district the water is brackish. In the year 2002, 151 water scarcity villages were identified out of which 148 villages

were provided safe drinking water facilities. Thus there remained only 3 villages, which are yet to be provided protected drinking water.

Education

Moga gradually emerged as an important centre of education after the taking over by the British, who were instrumental in the introduction of modern education in this area. However, in Faridkot territory the state authorities made all efforts to introduce and popularize modern education. In spite of good work done by the government and voluntary organizations in the field of education, the district remains educationally backward.

As on 30th September 2000, the following number of educational institutions were existing in the district. Baba Farid University of Health Science, Arts, Science, Commerce, Home Science Colleges 2 (2 boys); Medical Colleges (allopathic) 1 (1 boys); Teachers Training Colleges (B.Ed.) 1 (1 boys); Senior Secondary Schools 36 (30 boys, 6 girls); High Schools 53 (51 boys, 2 girls); Middle Schools 93 (91 boys, 2 girls); Primary Schools 224 (224 boys); Teacher's Training Schools (JBT) 1 (1 boys); and Technical Industrial, Arts Craft schools 6 (5 boys, 1 girls) (*Annexure-III to XIV*).

During 2000-01 Census the district reported a literacy rate of 63.34 (rural 58.58 percent and urban 72.71 percent) percent i.e. 68.92 percent for males (rural 64.18 percent and urban 78.35 percent) and 57.09 (rural 52.27 percent and urban 66.49 percent) percent for females (*Annexure-XI*).

Occupation

The district ranks 6th in percentage of urban population (33.89 percent) in the State (*Annexure-I*). The above factors go a long way in influencing occupations of the people.

If we take into consideration percentage of workers we notice that 35.1 percent of population (53.1 percent male, 14.7 percent female) constitute main workers during 2001 Census in the district. The percentage of marginal workers was 7.3 percent (6.4 percent male, 8.3 percent female). The percentage of cultivators and agricultural labourers was 31.3 percent (35.8 percent male, 17.9 percent female) and 23.9 percent (24.4 percent male, 22.5 percent female) respectively.

District:Faridkot Primary Statistics		
S.NO	ITEM	
1	Area	1469 sq. km.
	Tehsils	2
	Sub-Tehsils	2
	Blocks	2
	Towns	3
	Inhabited villages	171
2	Population (2001)	
	Total population	552466
	Rural population	365224
	Percentage to total Population	66.11 %
	Urban population	187242
	Percentage to total Population	33.89 %
	Density	376 per sq. km.
	Literate and educated persons	307250
	Literacy	63.34 %
	Female per 1000 male	881
	Total Workers	234407
	Main Workers	194048
	Marginal Workers	40359
	Non- Workers	318059
	Break up of Main Workers	
	I) Cultivators	73304
	II) Agriculture Labourer	55992
	III) Manufacturing, Processing, servicing and Repairs in Household Industry	6147
	IV) Other Services	98964
3	Local Bodies(2001-2002)	
	I) Zila Parishads	1
	II) Municipal Committees	3
4	Climate	
	Average Rainfall	253.7 mm.
5	Agriculture (2001-2002)	
	Net Area Sown	133000 hect.
	Area Sown more than once	114000 hect.
6	Irrigation (2001-2002)	
	Net Area Irrigated by:	
	Govt. Canals	25700 hect.
	Wells/Tubewells	104800 hect.
	Total	130500 hect.
	Percentage of Net Area Irrigated to net Area Sown	98.1%
	Gross Area Irrigated	243300 hect.
	Percentage of Gross Irrigated Area to Gross Cropped Area	98.5%
7	Animal Husbandry (2001-2002)	
	Veterinary Hospitals	32
	Permanent Outlaying Dispensaries & Insemination Units	36
	Area Stocked with fish	280 hect.
	Total Live Stock (Live Stock Census 1997)	312300
	Total Poultry (Live Stock Census 1997)	277300
8	Energy (2001-2002)	
	Consumption of Electricity	296.41 million kwh
9	Forest (2001-2002)	
	Area under State Forests	20 sq. km.
	Area under Private Forests	Nil
	Total area under Forests	20sq.km.
10	Industries (2001-2002)	
	Regd. Working Factories	307
11	Medical and Health (2002-2003)	
	Hospitals	6
	Dispensaries	25
	P.H.Cs.	9
	Ayurvedic and Unani Institution	9
	Homoeopathic Institutions	4
	Beds installed in Medical Institutions (Aliopathy)	788
12	Co-operation (2001-2002)	
	Co-operative Societies	511
	Primary Agricultural Credit Societies	76
13	Banking (2001-2002)	
	Scheduled Banks & Cooperative Banks	72
14	Miscellaneous(2001-2002)	
	Post Offices	75
	Police Stations/ Police Posts	6

Source: Statistical Abstract of Punjab

District: Faridkot Demographic Profile		
	1991	2001
Population-Total	451406	552466
Male	239800	293637
Female	211606	258829
Rural	301501	365224
Male	160223	194666
Female	141278	170558
Urban	149905	187242
Male	79577	98971
Female	70328	88271
Sex Ratio-Total	883	881
Rural	882	876
Urban	884	892
No. of Literates-Total	188506	307250
Male	114287	176638
Female	74219	130612
Rural	106961	188495
Male	66485	109474
Female	40476	79021
Urban	81545	118755
Male	47802	67164
Female	33743	51591
0-6 Population-Total	278066	67396
Male	149260	37333
Female	128806	30063
Rural	204702	43476
Male	109719	24087
Female	94983	19389
Urban	73364	23920
Male	39541	13246
Female	33823	10674
SC Total-1991	158233	N/A
Male	84195	N/A
Female	74038	N/A
Rural	115134	N/A
Male	61355	N/A
Female	53779	N/A
Urban	43099	N/A
Male	22840	N/A
Female	20259	N/A
Projection 2002-Total	563268	

Source : Statistical Abstract of Punjab

District Faridkot																
No. of Recognised Institutions																
Type	1998				1999				2000				2001			
	Boys	Girls	Total	% of Girls to total Institutions	Boys	Girls	Total	% of Girls to total Institutions	Boys	Girls	Total	% of Girls to total Institutions	Boys	Girls	Total	% of Girls to total Institutions
Universities							1				1			1		0.00
Art, Science, Commerce and Home Science Colleges.	2		2	0.00	2		2	0.00	2		2	0.00	2		2	0.00
Engineering, Technology and Architecture Colleges.	1		1	0.00	1		1	0.00	1		1	0.00	1		1	0.00
Medical Colleges (Allopathic Only)	1		1	0.00	1		1	0.00	1		1	0.00	1		1	0.00
Teacher's Training Colleges (B.Ed.)	1		1	0.00	1								1		1	0.00
Senior Secondary Schools	18	6	24	25.00	18	6	24	25.00	18	6	24	25.00	30	6	36	16.67
High Schools	48	1	49	2.04	52	1	53	1.89	52	1	53	1.89	51	2	53	3.77
Middle Schools	96	3	99	3.03	93	3	96	3.13	93	3	96	3.13	91	2	93	2.15
Primary Schools	226		226	0.00	224		224	0.00	225		225	0.00	224		224	0.00
Pre-Primary Schools	1		1	0.00	1		1	0.00	1		1	0.00	1		1	0.00
Elementary Teacher's Training Schools	1		1	0.00	1		1	0.00	1		1	0.00	1		1	0.00
Polytechnic Institutions																
Technical Industrial Art Craft Schools	3	3	6	50.00	3	3	6	50.00	5	3	8	37.50	5	1	6	16.67

Source : Statistical Abstract of Punjab

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

District Faridkot																
No. of Working Teachers in Recognised Schools																
Type	1998				1999				2000				2001			
	Males	Females	Total	% of Female to total Teachers	Males	Females	Total	% of Female to total Teachers	Males	Females	Total	% of Female to total Teachers	Males	Females	Total	% of Female to total Teachers
Universities																
Art, Science, Commerce and Home Science Colleges.	65	34	99	34.34	63	34	97	35.05	58	34	92	36.96	47	35	82	42.68
Engineering, Technology and Architecture Colleges.	11	4	15	26.67	23	12	35	34.29	28	9	37	24.32	28	9	37	24.32
Medical Colleges (Allopathic Only)	80	25	105	23.81	82	33	115	28.70	109	33	142	23.24	99	31	130	23.85
Teacher's Training College (B.Ed.)	5	5	10	50.00	5	5	10	50.00	5	6	11	54.55	3	7	10	70.00
Senior Secondary Schools	472	453	925	48.97	438	462	900	51.33	434	478	912	52.41	570	535	1105	48.42
High Schools	423	430	853	50.41	432	450	882	51.02	434	440	874	50.34	328	434	762	56.96
Middle Schools	232	368	600	61.33	258	342	600	57.00	246	340	586	58.02	259	344	603	57.05
Primary Schools	367	698	1065	65.54	386	678	1064	63.72	357	659	1016	64.86	322	609	931	65.41
Pre-Primary Schools		4	4	100.00		4	4	100.00		4	4	100.00		3	3	100.00
Elementary Teacher's Training Schools	15	5	20	25.00	15	5	20	25.00	15	6	21	28.57	14	7	21	33.33
Polytechnic Institutions																
Technical Industrial Art Craft Schools	43	13	56	23.21	42	14	56	25.00	44	14	58	24.14	43	13	56	23.21

Source : Statistical Abstract of Punjab

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

District Faridkot																
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.	34	32	66	48.48	48	44	92	47.83	44	45	89	50.56	66	51	117	43.59
M.Sc.																
M.Com.																
B.A / B.A. (HONS.)	1737	566	2303	24.58	1753	618	2371	26.06	1436	467	1903	24.54	2291	708	2999	23.61
B.Sc./ B.Sc. (HONS.)	111	133	244	54.51	66	93	159	58.49	115	130	245	53.06	104	126	230	54.78
B.Com/ B.Com. (HONS.)	167	143	310	46.13	189	105	294	35.71	497	227	724	31.35	188	52	240	21.67
B.E./ B.Sc. (Eng.) / B.Arch. / B. Tech.	86	34	120	28.33	418	137	555	24.68	566	194	760	25.53	566	194	760	25.53
M. B. B. S	125	125	250	50.00	122	125	247	50.61	109	97	206	47.09	149	129	278	46.40
B. Ed.	44	46	90	51.11	60	78	138	56.52	35	45	80	56.25	62	78	140	55.71
Senior Secondary School	13477	11404	24881	45.83	12437	10572	23009	45.95	12651	10376	23027	45.06	13719	11139	24858	44.81
High School	10822	7426	18248	40.69	10864	7920	18784	42.16	10534	7543	18077	41.73	9587	7226	16813	42.98
Middle School	6248	4359	10607	41.10	5637	4385	10022	43.75	6029	4749	10778	44.06	5633	4278	9911	43.16
Primary School	24739	22924	47663	48.10	25423	22891	48314	47.38	24795	21677	46472	46.65	23487	21232	44719	47.48
Pre - Primary School	75	48	123	39.02	58	60	118	50.85	51	57	108	52.78	42	56	98	57.14
Elementary Teacher's Training School J.B.T.	106	199	305	65.25	151	99	250	39.60	55	56	111	50.45	102	102	204	50.00
Polytechnic Institutions																
Technical Industrial Art and Craft School	353	149	502	29.68	394	165	559	29.52	396	181	577	31.37	421	201	622	32.32

Source : Statistical Abstract of Punjab

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

District Faridkot																
No. Of Scheduled Caste Students.																
Type	1998				1999				2000				2001			
	Boys	Girls	Total	% of SC to total enrolment	Boys	Girls	Total	% of SC to total enrolment	Boys	Girls	Total	% of SC to total enrolment	Boys	Girls	Total	% of SC to total enrolment
Ph.D.																
M. Phil.																
M.A.	6		6	9.09	4		4	4.35	5	4	9	10.11	6	2	8	6.84
M.Sc.																
M.Com.																
B.A / B.A. (HONS)	154	79	233	10.12	194	69	263	11.09	285	75	360	18.92	290	50	340	11.34
B.Sc./ B.Sc. (HONS)	10	9	19	7.79	5	3	8	5.03	10	7	17	6.94	5	6	11	4.78
B.Com./ B.Com. (HONS.)	11	11	22	7.10	6	3	9	3.06	209	59	268	37.02	202	58	260	108.33
B.E./ B.Sc. (Eng.) / B.Arch. / B. Tech.	1		1	0.83	19	6	25	4.50	34	10	44	5.79	34	10	44	5.79
M. B. B. S	33	20	53	21.20	33	18	51	20.65	22	22	44	21.36	28	26	54	19.42
B. ed.	8	6	14	15.56	18	11	29	21.01	8	5	13	16.25	11	18	29	20.71
Senior Secondary School	2761	2051	4812	19.34	2707	2351	5058	21.98	2671	2282	4953	21.51	3424	2727	6151	24.74
High School	2903	1864	4767	26.12	2710	1750	4460	23.74	2676	1776	4452	24.63	2207	1729	3936	23.41
Middle School	1707	1157	2864	27.00	1368	893	2261	22.56	1427	1002	2429	22.54	1883	1439	3322	33.52
Primary School	13401	12534	25935	54.41	14752	13206	27958	57.87	14054	12296	26350	56.70	14557	12790	27347	61.15
Pre - Primary School	50	28	78	63.41	36	40	76	64.41	28	37	65	60.19	31	47	78	79.59
Elementary Teacher's Training School J.B.T.	26	49	75	24.59	26	37	63	25.20	13	12	25	22.52	26	23	49	24.02
Polytechnic Institutions																
Technical Industrial Art and Craft School	72	47	119	23.71	85	30	115	20.57	83	38	121	20.97	82	39	121	19.45

Source : Statistical Abstract of Punjab

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

Annexure -VIII

District Faridkot						
Enrolment by Department						
1999	State Government Schools			Total Enrolment (Recognised Schools)		
	Male	Female	Total	Male	Female	Total
Primary	24441	22254	46695	30322	26286	56608
Middle	9812	8877	18689	12982	11229	24211
Elementary	34253	31131	65384	43304	37515	80819
High School	4901	4099	9000	6589	5200	11789
Sr. Secondary	2488	2041	4529	3194	2302	5496
Secondary	7389	6140	13529	9783	7502	17285
Total (I-XII)	41642	37271	78913	53087	45017	98104

Source : Statistical Abstract of Punjab

Annexure -IX

District Faridkot						
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	23678	18680	42358	73.68	75.15	74.32
Middle	9645	7690	17335	69.42	70.12	69.73

Source : Statistical Abstract

District Faridkot			
Literacy Percentage of the Scheduled Castes and Non-Scheduled Castes (1991)			
	Population	No. of Literates	Literacy Percentage
Total (SC+Non SC)	451406	188506	41.76
Male	239800	114287	47.66
Female	211606	74219	35.07
Scheduled Caste Population			
Total	158233	115515	73
Male	84195	80770	95.93
Female	74038	34745	46.93
Non-Scheduled Caste Population			
Total	293173	72991	24.9
Male	155605	33517	21.54
Female	137568	39474	28.69

Source : Census of Punjab, 1991 |

District : Faridkot

Literacy rates by residence and sex- 2001										
Tehsil Code	Tehsil	Literacy Rate								
		Total			Rural			Urban		
		Person	Male	Female	Person	Male	Female	Person	Male	Female
063	Faridkot	62.73	68.72	55.97	56.35	62.76	49.03	73.10	78.56	67.07
064	Jaitu	64.96	69.44	60.03	63.29	67.21	58.96	70.92	77.38	63.81
03	District	63.34	68.92	57.09	58.58	64.18	52.27	72.71	78.35	66.49
	State	69.95	75.63	63.55	65.16	71.70	57.91	79.13	82.97	74.63

Census Data

Annexure -XII

District Faridkot						
Projected School age population						
Year	6-10			11-13		
	Boys	Girls	Total	Boys	Girls	Total
1999	31962	28125	60087	18546	16389	34935
2000	32302	28352	60654	18455	16367	34822
2001	32446	25624	58070	18205	15788	33993
2006	27762	25242	53004	19908	17343	37251
2011	27195	24970	52165	15595	14392	29987
2016	28012	25719	53731	16616	15232	31848

Source : RGI Estimates

Annexure - XIII

District Faridkot							
Dropout Rate							
Level	Level	Total			SC		
		Male	Female	Total	Male	Female	Total
Primary	1999	33.90	31.10	29.50	36.65	34.77	35.80
	2000	24.37	20.41	22.17	36.52	34.69	35.71
Middle	1999	34.50	33.83	33.51	36.51	44.08	54.05
	2000	40.20	38.27	37.48	61.18	63.03	62.00

Family Survey 2002

Annexure - XIV

District Faridkot						
Gross Enrolment Ratio 2001- 2002						
	Gross Enrolment Ratio			Gross Enrolment Ratio for SC		
	Male	Female	Total	Male	Female	Total
Primary	109.76	106.27	108.21	104.09	99.00	101.74
Middle	82.64	78.61	80.81	68.1	63.20	65.84
High	80.99	73.05	77.39	60.30	49.27	55.19
SR.Sec	49.62	51.6	50.51	24.22	23.41	23.86

Source :Family Survey 2002

Classification of Nutritional Status (%)				March'2002			
Sr. No.	District	Integrated child development scheme	Normal	Grade-I	Grade-II	Grade-III+	Total children covered
3	FARIDKOT	Faridkot	70.03	24.79	4.25	0.94	100.00
		Kotkapura	64.57	31.89	3.11	0.43	100.00
District Total			67.03	28.69	3.62	0.66	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/I on the following format:

Reference Date :
Unit : Village/Ward

I. Family

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

II. Child (3-19)

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

Primary Data captured on SSA/FA/I/1 was compiled at village/ward level on the following parameters.

I. Total (3-19) Population

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

II. School going Children

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

III. Out of School/child labour

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

IV. Mentally/physically challenged

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

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

Reports

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

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

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

District - 03 - FARIDKOT

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	8035	5777	13812	2971	2443	5414	873	582	1455
Pre Primary Total	8035	5777	13812	2971	2443	5414	873	582	1455
I	8299	6151	14450	3480	2770	6250	899	631	1530
II	6401	4885	11286	2864	2311	5175	667	526	1193
III	5971	4683	10654	2604	2151	4755	649	505	1154
IV	5797	4662	10459	2564	2141	4705	613	563	1176
V	5667	4476	10143	2209	1809	4018	700	539	1239
Primary Total	32135	24857	56992	13721	11182	24903	3528	2764	6292
VI	5332	4073	9405	2018	1587	3605	644	559	1203
VII	4291	3533	7824	1461	1225	2686	589	469	1058
VIII	4270	3360	7630	1351	1024	2375	554	456	1010
Middle Total	13893	10966	24859	4830	3836	8666	1787	1484	3271
IX	3328	2675	6003	957	746	1703	394	365	759
X	4399	3107	7506	1344	879	2223	571	442	1013
Secondary Total	7727	5782	13509	2301	1625	3926	965	807	1772
XI	1573	1245	2818	338	256	594	216	200	416
XII	1915	1728	3643	340	259	599	249	287	536
Sr. Secondary Total	3488	2973	6461	678	515	1193	465	487	952
Technical Education	209	334	543	30	30	60	18	36	54
Technical Education Total	209	334	543	30	30	60	18	36	54

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

Age ↓	School Going Children - Total			School Going Children - S.C.			School Going Children - B.C.		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	1766	1279	3045	601	496	1097	180	147	327
4	3359	2428	5787	1124	959	2083	382	259	641
5	4671	3340	8011	1811	1380	3191	552	342	894
Sub Total	9796	7047	16843	3536	2835	6371	1114	748	1862
6	4952	3846	8798	2163	1734	3897	526	385	911
7	5341	4142	9483	2246	1938	4184	553	426	979
8	5725	4476	10201	2450	2018	4468	644	492	1136
9	5004	4120	9124	2053	1773	3826	530	473	1003
10	6095	4738	10833	2514	2100	4614	694	593	1287
Sub Total	27117	21322	48439	11426	9563	20989	2947	2369	5316
11	5264	3982	9246	2006	1541	3547	629	456	1085
12	5054	4220	9274	1986	1612	3598	655	609	1264
13	4459	3611	8070	1543	1236	2779	586	488	1074
Sub Total	14777	11813	26590	5535	4389	9924	1870	1553	3423
14	4040	3129	7169	1335	979	2314	477	425	902
15	3081	2472	5553	874	696	1570	368	334	702
Sub Total	7121	5601	12722	2209	1675	3884	845	759	1604
16	2480	1909	4389	704	507	1211	318	278	596
17	1963	1443	3406	555	342	897	271	214	485
Sub Total	4443	3352	7795	1259	849	2108	589	492	1081
18	1701	1187	2888	411	250	661	214	184	398
19	532	367	899	155	70	225	57	55	112
Sub Total	2233	1554	3787	566	320	886	271	239	510
Grand Total	65487	50689	116176	24531	19631	44162	7636	6160	13796

District - 03 - FARIDKOT

Sarav Sikhiya Abhiyan, Punjab
Family Survey 2002

Form No. : SSA/FS/IV/9

Report : 01

Year : 2001-2002

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

Age ↓	Out of School									Working Children								
	Total Children			SC Children			BC Children			Total Children			SC Children			BC Children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	1172	967	2139	682	625	1307	95	61	156									
4	1177	871	2048	785	604	1389	79	74	153									
5	1006	820	1826	760	640	1400	63	35	98									
6	513	486	999	416	400	816	22	29	51									
7	367	376	743	292	318	610	20	20	40	1		1	1		1			
8	370	396	766	308	339	647	6	14	20	7	1	8	7	1	8			
9	305	270	575	250	221	471	9	11	20	14	1	15	13	1	14	1		1
10	605	541	1146	490	454	944	33	23	56	37	12	49	34	10	44	1		1
11	427	448	875	337	363	700	21	19	40	28	15	43	27	14	41			
12	810	806	1616	612	654	1266	51	39	90	87	21	108	75	18	93	3	2	5
13	798	883	1681	609	664	1273	43	60	103	82	27	109	67	23	90	4	2	6
14	1081	1042	2123	709	741	1450	100	98	198	106	40	146	81	33	114	7	1	8
15	1338	1272	2610	898	882	1780	114	100	214	209	53	262	169	43	212	13	2	15
16	1322	1227	2549	842	750	1592	130	128	258	194	36	230	167	28	195	8	4	12
17	1264	1183	2447	698	601	1299	159	134	293	205	43	248	166	31	197	14	3	17
18	2118	1518	3636	1107	720	1827	254	185	439	301	41	342	242	32	274	24	4	28

District - 03 - FARIDKOT

Sarav Shiksha Abhiyan, Punjab

Family Survey 2002

Form No. : SSA/FS/III/8

Report : 01

Year : 2001-2002

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

Class → Age ↓	Pre Prim.		Primary										Middle				Secondary				Sr. Secondary			Tec. Edu												
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI	VII	VIII	Total	IX	X	Total	XI	XII	Total	Other Tech. / Prof. course.											
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G								
3	1748	1270	18	9								18	9																							
4	2785	1984	571	443	3	1						574	444																							
5	2579	1855	1932	1359	158	125	2	1				2092	1485																							
6	865	625	3168	2480	822	664	96	74	1	3		4087	3221																							
7	45	31	2297	1637	2323	1871	599	536	77	67		5296	4111																							
8	9	10	214	143	2747	1971	2195	1781	500	491	59	80	5715	4466	1					1																
9	4	1	52	38	208	155	2593	1955	1611	1464	472	447	4936	4059	63	59	1	1		64	60															
10			32	27	99	70	337	236	3156	2330	1917	1614	5541	4277	489	411	64	49	1	1	554	461														
11		1	10	9	21	11	95	64	283	204	2824	2063	3233	2351	1570	1211	389	358	71	61	2030	1630	1			1										
12			4	4	16	10	42	30	109	83	274	193	445	320	2820	2167	1330	1226	414	441	4564	3834	44	65	1	1	45	66								
13			1	2	3	6	7	2	40	18	86	52	137	80	260	171	2227	1714	1431	1228	3918	3113	359	362	45	56	404	418								
14					1		4	2	16	1	20	19	41	22	89	36	211	137	2075	1446	2375	1619	1174	1002	392	429	1566	1431	53	52	4	5	57	57	1	
15						1	1		2	1	8	4	11	6	28	13	41	29	194	146	263	188	1559	1121	1005	857	2564	1978	200	244	43	56	243	300		
16								1	1		2	2	3	3	5	2	20	15	58	18	83	35	120	86	1494	1037	1614	1123	514	452	248	274	762	726	18	22
17										1		1	5	1	6	3	15	12	26	16	49	23	812	462	861	485	469	311	574	552	1043	863	33	78		
18							1			3	1	3	2	2	2	2		8	6	12	8	18	15	522	202	540	217	277	164	769	645	1046	809	100	151	
19								1		2		3				1	3	1	3	2	4	1	128	63	132	64	60	22	277	196	337	218	57	83		
Total	8035	5777	8299	6151	6401	4885	5971	4683	5797	4662	5667	4476	32135	24857	5332	4073	4291	3533	4270	3360	13893	10966	3328	2675	4399	3107	7727	5782	1573	1245	1915	1728	3488	2973	209	334

District - 03 - FARIDKOT

Sarav Sikhiya Abhiyan, Punjab
Family Survey 2002

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

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

Age ↓	Total Children						SC Children						BC Children					
	School Going			School Not Going			School Going			School Not Going			School Going			School Not Going		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3		4	4	7	7	14		2	2	1	5	6	1		1			
4	2	1	3	22	6	28	1		1	12	4	16	1		1	1	1	2
5	10	6	16	25	14	39	6	2	8	15	8	23		1	1	2	1	3
6	12	12	24	22	17	39	6	9	15	17	6	23		1	1	1	1	2
7	37	21	58	22	12	34	18	17	35	7	4	11	4	2	6	3	2	5
8	43	27	70	30	18	48	31	16	47	17	10	27	3	1	4	3	1	4
9	49	33	82	17	14	31	27	22	49	10	6	16	3	3	6	1	2	3
10	61	37	98	30	30	60	41	25	66	17	19	36	5	1	6	3	2	5
11	37	22	59	32	23	55	24	13	37	17	17	34	6	1	7	2	1	3
12	46	22	68	34	27	61	29	12	41	15	16	31	3	2	5	4	2	6
13	39	29	68	31	26	57	23	17	40	20	19	39	5	2	7	3	3	6
14	36	21	57	44	35	79	19	8	27	21	17	38	5	4	9	9	3	12
15	15	12	27	50	35	85	6	5	11	31	21	52		2	2	3	8	11
16	19	10	29	44	32	76	9	6	15	21	19	40		1	1	6	1	7
17	20	9	29	29	26	55	5	4	9	16	13	29	4	1	5		2	2
18	15	7	22	60	32	92	5	4	9	29	15	44	1		1	6	2	8

District - 03 - FARIDKOT

Sarav Shikshia Abhiyan, Punjab

SSA/FS/IV/15

Report : I

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

Year : 2001-2002

Class ↓	Total School Going			State Govt.			Non-State Govt.			Unrecognised		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	58.17	41.83	100.00	54.33	45.67	100.00	61.94	38.06	100.00	58.11	41.89	100.00
Pre Primary Total	58.17	41.83	100.00	54.33	45.67	100.00	61.94	38.06	100.00	58.11	41.89	100.00
I	57.43	42.57	100.00	53.87	46.13	100.00	61.16	38.84	100.00	60.34	39.66	100.00
II	56.72	43.28	100.00	54.41	45.59	100.00	60.42	39.58	100.00	59.25	40.75	100.00
III	56.04	43.96	100.00	53.92	46.08	100.00	60.24	39.76	100.00	58.12	41.88	100.00
IV	55.43	44.57	100.00	53.28	46.72	100.00	59.31	40.69	100.00	60.35	39.65	100.00
V	55.87	44.13	100.00	53.00	47.00	100.00	61.72	38.28	100.00	59.30	40.70	100.00
Primary Total	56.39	43.61	100.00	53.70	46.30	100.00	60.65	39.35	100.00	59.57	40.43	100.00
VI	56.69	43.31	100.00	54.80	45.20	100.00	60.76	39.24	100.00	59.96	40.04	100.00
VII	54.84	45.16	100.00	52.61	47.39	100.00	59.29	40.71	100.00	60.98	39.02	100.00
VIII	55.96	44.04	100.00	53.70	46.30	100.00	60.32	39.68	100.00	59.48	40.52	100.00
Midlle Total	55.89	44.11	100.00	53.77	46.23	100.00	60.16	39.84	100.00	60.12	39.88	100.00
IX	55.44	44.56	100.00	53.90	46.10	100.00	57.96	42.04	100.00	62.88	37.12	100.00
X	58.61	41.39	100.00	57.00	43.00	100.00	62.33	37.67	100.00	56.19	43.81	100.00
Secondary Total	57.20	42.80	100.00	55.60	44.40	100.00	60.44	39.56	100.00	58.93	41.07	100.00
XI	55.82	44.18	100.00	58.16	41.84	100.00	51.72	48.28	100.00	45.10	54.90	100.00
XII	52.57	47.43	100.00	56.17	43.83	100.00	45.83	54.17	100.00	53.59	46.41	100.00
Sr. Secondary Total	53.99	46.01	100.00	57.08	42.92	100.00	48.19	51.81	100.00	50.53	49.47	100.00
Technical Education	38.49	61.51	100.00	50.36	49.64	100.00	27.08	72.92	100.00	23.29	76.71	100.00
Technical Education Total	38.49	61.51	100.00	50.36	49.64	100.00	27.08	72.92	100.00	23.29	76.71	100.00
Grand Total	56.45	43.55	100.00	54.21	45.79	100.00	60.07	39.93	100.00	58.94	41.06	100.00

**Annual Work Plan
2003-2004**

District:Faridkot

District Data Summary Sheet

SL.No.	DESCRIPTION	2003-04
1	No. of C D Blocks/BRC's	2
1.1	No. of B.R. & D.R. Personnels (1x20+1x10)+10	50
2	No. of P E Blocks	5
3	No. of CRC's	27
4	No. of Villages	171
4.1	No. of VEDC's	405
4.2	No. of VEDC's Members	3240
5	No. of Habitations/Wards (Unservd)	1327
5.1	No. of S.C. Bastis	280
6	No. of House Holds	94495
	No. of Schools	
7	No. of Primary Schools (State Govt.)	251
7.1	Non State Govt. Primary Schools	17
7.2	Unrecognised Primary Schools	83
8	No. of Middle Schools/Sections (State Govt.)	154
8.1	Non State Govt. Middle Schools/Sections	42
8.2	Unrecognised Middle Schools/Sections	37
	No. of Teachers (State Govt.)	
9	No. of Primary Teachers	1091
9.1	No. of JBT Teachers + New	920
9.2	No. of HT	143
9.3	No. of CHT's	27
10	No. of Teachers Middle Schools/Sections	879
	Primary (State Govt.)	
11	Total No. of Students	42368
11.1	Male Students	22165
11.2	Female Students	20203
11.3	Total No. of S.C. Students	27159
11.4	Male S.C. Students	14330
11.5	Female S.C. Students	12829
	Upper Primary (State Govt.)	
12	Total No. of Students	16624
12.1	Male Students	8939
12.2	Female Students	7685
12.3	Total No. of S.C. Students	7282
12.4	Male S.C. Students	4001
12.5	Female S.C. Students	3281
	Out of School Children	
13	No. of Out of School Children Total	10524
13.1	No. of Out of School Children Male	5256
13.2	No. of Out of School Children Female	5268
13.3	No. of EGS Centres (Proposed)	366
	No. of Handicapped Children	
14	Total No. of Handicapped Children	1016
15	Aanganwari Centre	340

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

<i>District - Faridkot</i>		
Blockwise list of BRC and CRC		
PEBlock Code & Name	CRC	BRC
051 FARIDKOT-I	4	
052 FARIKOT - II	7	1
053 FARIDKOT-III	3	
054 KOT KAPURA	7	1
055 JAITU	6	0
Total	27	2

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

District wise list of PEBlocks	
PEBLOCK	CODE
FARIDKOT	
FARIDKOT-I	051
FARIKOT - II	052
FARIDKOT-III	053
KOT KAPURA	054
JAITU	055

Source : Sarva Shiksha Abhiyan

Blockwise count of Villages

PEBlock Code & Name		No. of Villages
	<i>District - Faridkot</i>	2003-04
051	FARIDKOT-I	31
052	FARIKOT - II	47
053	FARIDKOT-III	27
054	KOT KAPURA	32
055	JAITU	34
	Total	171

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

**BLOCK WISE COUNT OF PRIMARY SCHOOLS - 2003
DISTRICT - FARIDKOT**

PE BLOCK CODE & NAME	G1	G2	G3	G4	TOTG	P1	P2	P3	P4	P5	P6	TOTP	TOTAL
PE051 FARIDKOT-I	37	0	0	0	37	0	2	0	0	0	15	17	54
PE052 FARIKOT - II	70	0	0	0	70	0	7	0	0	0	7	14	84
PE053 FARIDKOT-III	34	0	0	0	34	0	2	0	0	0	7	9	43
PE054 KOT KAPURA	60	0	0	0	60	0	3	1	0	0	35	39	99
PE055 JAITU	50	0	0	0	50	0	1	1	0	0	19	21	71
TOTAL	251	0	0	0	251	0	15	2	0	0	83	100	351

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 - FARIDKOT														
PE BLOCK CODE & NAME	G1	G2	G3	G4	TOTG	P1	P2	P3	P4	P5	P6	TOTP	TOTAL	
PE051 FARIDKOT-I	23	0	0	0	23	0	2	0	0	0	5	7	30	
PE052 FARIKOT - II	49	1	0	0	50	4	7	4	2	1	4	22	72	
PE053 FARIDKOT-III	20	0	0	0	20	0	1	1	0	0	2	4	24	
PE054 KOT KAPURA	31	0	0	0	31	2	6	6	1	0	12	27	58	
PE055 JAITU	31	0	0	0	31	2	2	0	1	0	14	19	50	
TOTAL	154	1	0	0	155	8	18	11	4	1	37	79	234	

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 - Faridkot 2003-04					
Blockwise Breakup of Primary Teachers					
	PEBlock Code & Name	JBT	HT	CHT	Total
051	FARIDKOT-I	107	20	4	131
052	FARIKOT - II	274	41	7	323
053	FARIDKOT-III	99	17	3	119
054	KOT KAPURA	234	32	7	273
055	JAITU	206	33	6	245
	Total	920	143	27	1091
	Unadjusted Teachers in Peblocks				
	New Teachers				
	Grand Total	920	143	27	1091

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

CD BLOCKWISE ENROLLMENT MARCH 2003

DISTRICT - FARIDKOT

S. NO.	Integrated Child Development Scheme	Anganwari Centres	Pre School Education (3-6) Years		
			Boys	Girls	Total
1	Faridkot	138	2296	2174	4470
2	Kotkapura	202	2999	2592	5591
	Total	340	5295	4766	10061

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

District-Faridkot							
Blockwise Enrollment in State Govt. Primary Schools - 2003							
Peblock		Total			SC		
		Male	Female	Total	Male	Female	Total
051	FARIDKOT-I	2678	2417	5095	1815	1617	3432
052	FARIKOT - II	6331	5904	12235	4450	3935	8385
053	FARIDKOT-III	3267	2817	6084	1689	1524	3213
054	KOT KAPURA	4970	4751	9721	3401	3161	6562
055	JAITU	4919	4314	9233	2975	2592	5567
	Total	22165	20203	42368	14330	12829	27159

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

District-Faridkot							
Blockwise Enrollment in State Govt. Middle Schools - 2003							
Peblock		Total			SC		
		Male	Female	Total	Male	Female	Total
051	FARIDKOT-I	1063	902	1965	421	293	714
052	FARIKOT - II	2232	1914	4146	1154	991	2145
053	FARIDKOT-III	853	728	1581	373	282	655
054	KOT KAPURA	2390	2085	4475	1057	927	1984
055	JAITU	2401	2056	4457	996	788	1784
	Total	8939	7685	16624	4001	3281	7282

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

District-Faridkot					
Blockwise Enrollment in State Govt. Primary Schools - 2003					
Peblock		State Govt.	Non-State Govt.	Unrecognised	Grand Total
		Total	Total	Total	
051	FARIDKOT-I	5095	1238	452	6785
052	FARIKOT - II	12235	6901	750	19886
053	FARIDKOT-III	6084	1165	306	7555
054	KOT KAPURA	9721	5897	1529	17147
055	JAITU	9233	3384	1034	13651
	Total	42368	18585	4071	65024

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

District-Faridkot					
Blockwise Enrollment in State Govt. Middle Schools - 2003					
Peblock		State Govt.	Non-State Govt.	Unrecognised	Grand Total
		Total	Total	Total	
051	FARIDKOT-I	1965	316	103	2384
052	FARIKOT - II	4146	3070	231	7447
053	FARIDKOT-III	1581	300	48	1929
054	KOT KAPURA	4475	2330	489	7294
055	JAITU	4457	1048	300	5805
	Total	16624	7064	1171	24859

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

District-Faridkot							
Blockwise Out of Schools Children							
Peblock		Age Group (6-14)					
		Total			SC		
		Male	Female	Total	Male	Female	Total
051	FARIDKOT-I	659	754	1413	555	330	885
052	FARIKOT - II	1400	1401	2801	1075	672	1747
053	FARIDKOT-III	777	811	1588	549	317	866
054	KOT KAPURA	1294	1281	2575	965	583	1548
055	JAITU	1126	1021	2147	879	520	1399
	Total	5256	5268	10524	4023	2422	6445

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

Blockwise Handicapped Children

District : Faridkot - 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
FARIDKOT-I	10	14	2	62	43	11	142
FARIKOT - II	16	32	18	153	46	38	303
FARIDKOT-III	6	22	3	59	46	6	142
KOT KAPURA	3	39	10	116	42	14	224
JAITU	16	21	9	98	43	18	205
TOTAL	51	128	42	488	220	87	1016

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

Blockwise Handicapped Children						
District : Faridkot - 6-14 Years (Total)						
PEBlock	SC			BC		
	School Going	School Not Going	Total	School Going	School Not Going	Total
FARIDKOT-I	55	34	89	3	1	4
FARIKOT - II	103	81	184	23	7	30
FARIDKOT-III	43	37	80	4	8	12
KOT KAPURA	72	56	128	10	17	27
JAITU	68	54	122	5	6	11
TOTAL	341	262	603	45	39	84

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

ANNUAL WORK PLAN AND BUDGET for the year 2003-04

District: Faridkot										
S.No	Maj. Act.	Activity Description	Unit Cost 2003-04	Total AWP 2002-03		Expenditure 2002-03	Spill over 2002-03	AWP 2003-04		Total
				Physical	Financial			Physical	Financial	
1	PFE	Primary Schools								
		Salary of teachers (schools opened last year)	0.072	100	7.800		7.800	600	43.200	
		TLE Grants	0.100	25	2.500		2.500	25	2.500	
		Sub-Total			10.300		10.300		45.700	
2	UPE	Upper primary Schools								
		No. of UPS							0.000	
		Salary for teachers in Upper Primary							0.000	
		TLE Grants for uncovered UPS	0.500					11	5.500	
		Sub-Total					0.000		5.500	
3		School Grants	0.020	418	8.360	8.100	0.260	405	8.100	
4		Teachers Grants	0.005	2082	10.410	9.500	0.910	1970	9.850	
5	EGS	EGS Centers for 6-14	0.00845					10524	88.928	
		Sub-Total							88.928	
5.1	IED	Education of disabled		1016	12.192	0	12.192		12.192	
		Sub-Total			12.192	0.000	12.192		12.192	
6	BRC	Salary of staff	0.072	60	4.680		4.680	240	17.280	
6.1		Contingency Grant	0.125	2	0.250	0.625	-0.375	2	0.250	
6.2		TLM Grant	0.050	2	0.100	0	0.100	2	0.100	
6.3		Workshops and Meetings Grants	0.005	24	0.120	0.000	0.120	24	0.120	
6.4		BRC	0.072				0.000	120	8.640	
		Sub-Total		0	5.150	0.62500	4.525		26.390	
7	CRC	Salary CRC coordinator							0.000	
7.1		Contingency Grant	0.025	27	0.675	0.675	0.000	27	0.675	
7.2		TLM Grant	0.010	27	0.270	0	0.270	27	0.270	
7.3		Workshops and Meetings Grants	0.002	324	0.648	0	0.648	324	0.648	
7.4		CRC						0	0.000	
		Sub-Total			1.593	0.675	0.918		1.593	
8	R&E	Research and Evaluation Programme		418	5.852	5.852	0.000		5.666	
		Sub-Total			5.852	5.852	0.000		5.666	
9		Civil Works								
9.1		Construction of BRC buildings	6.000	3	18.000	18.000	0.000	0	0.000	
9.2		Construction of CRC buildings	2.000	4	8.000	8.000	0.000	3	6.000	
9.3		Construction of additional room for P/S	1.200	77	92.400	92.400	0.000	43	51.600	
9.4		Construction of additional room for UPS	1.200	25	30.000	30.000	0.000	40	48.000	
9.4		Buildingless Schools	3.000	1	3.000	3.000	0.000	0	0.000	
9.5		Branch School Buildings	3.000	5	15.000	15.000	0.000	0	0.000	
9.6		Sanitary Blocks and drinking water facilities for primary and upper primary sections	0.350	113	39.550	35.000	4.550	132	46.200	
9.7		Construction of Headmaster room for UPS	1.200				0.000	19	22.800	
9.8		Varanda	1.000				0.000		0.000	
9.9		Buildings for schools having unsafe buildings	3.000				0.000		0.000	
		Sub-Total		0	205.950	201.400	4.550		174.600	
10		Maintenance and Repair Grant	0.050	804	40.200	40.200	0.000	405	20.250	
		Sub-Total			40.200	40.200	0.000		20.250	
11	MGT	Management Cost		0	13.600	0.210	13.390		31.805	
		Sub-Total		0	13.600	0.210	13.390		31.805	
12	TRG	20 days Teachers training (in service)	0.014	2082	29.148	26.43873	2.709	1970	27.580	
		Sub-Total			29.148	26.43873	2.709		27.580	
13	VEC	Training to VEC Members	0.0003	6688	2.006	2.006	0.000	6480	1.944	
		Sub-Total			2.006	2.006	0.000		1.944	
14	INO	Computer Education			15.000		15.000		15.000	
		Education of Girls			10.001		10.001		10.004	
		Education of SC/ST			9.999		9.999		9.999	
		ECE			14.996		14.996		14.080	
		Sub-Total			49.996		49.996		49.083	
15		Free text books for Non SC girls	0.0015	10886	16.329	16.329	0.000	11778	17.667	
		Sub-Total			16.329	16.329	0.000		17.667	
		Grand Total			411.086	311.336	99.751		526.848	

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

Account Code	Maj. Act.	Item	2003-04					
			Unit cost	Physical	Period	Financial	% to total	Remarks
1	PFE	Salary for primary teachers 50 x 12	0.072	600	12 months	43.200		
		TLE for New primary Schools(upgradation of Branch Schools with more than 40 students)	0.100	25		2.500		
		Subtotal				45.700	8.766	
2	UPE	Upper primary Schools						
		TLE for Upper Primary Schools	0.500	11		5.500		
		Subtotal				5.500	1.055	
3		School Grant (P+UP Schools)	0.020	405		8.100	1.554	
4		Teacher Grant (P+UP Teachers)	0.005	1970		9.850	1.889	
5	EGS	Cost of running of EGS centres for 10524 out of school children of 6-14 age group declining by 25%	0.00845	10524		88.928		
		Subtotal				88.928	17.057	
5.1	IED	IED Training to BRC staff 2 x10 x 5	0.0007	100	5 months	0.070		
		IED assessment camps 2 x2	0.020	4		0.080		
		One Resource person honorarium 2 Blocks x 12 months	0.070	24	12 months	1.680		
		Manual for Teachers about visually impaired children for primary & upper primary schools	0.00034	405		0.138		
		Manual for Teachers about mentally challenged children for primary & upper primary schools	0.00036	405		0.146		
		Special assistance and TLM to disabled children	0.00992	1016		10.079		
		Subtotal				12.192	2.339	
6	BRC	Salary of 20 Block Resource Persons per CD Block having more than 100 schools for 1 Blocks @ Rs.7200/- x 12 P.A.	0.072	240	12 months	17.280		

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

Account Code	Maj. Act.	Item	2003-04					
			Unit cost	Physical	Period	Financial	% to total	Remarks
6.1		BRC Contingency grant for 2 CD Blocks @ Rs.12500/- P.A.	0.125	2		0.250		
6.2		TLM grant for 2 CD Blocks @ Rs.5000/- P.A.	0.050	2		0.100		
6.3		Meetings, Travel allowance for 2 CD Blocks @Rs.500 x 12 P.A.	0.005	24		0.120		
6.4		Salary of 10 Block Resource Person Per CD Block having less than 100 schools for 1 Block @ Rs. 7200/-x12 P.A.	0.072	120	12 months	8.640		
		Subtotal				26.390	5.062	
7	CRC	Salary of Staff						
7.1		CRC Contingency grant for 159 CRCs Blocks @ Rs.2500/- P.A.	0.025	27		0.675		
7.2		TLM grant for 27 CRCs @ Rs.1000/- P.A.	0.010	27		0.270		
7.3		Meetings, Travel allowance for 27 CRCs Blocks @Rs.200 x 12 P.A.	0.002	324	12 months	0.648		
		Subtotal				1.593	0.306	
8	R&E	Reasearch and Evaluation Programme						
		Annual School, Block and district planning for Primary and Upper Primary schools @ Rs. 30/-	0.0003	405		0.122		
		Annual School Gradation and Evaluation process for Primary & Upper primary schools @ Rs. 30/-	0.0003	405		0.122		
		Conduct of Pupil Achievement Survey 5% to 10% of schools @ Rs. 2000/-	0.020	40		0.800		
		Academic monitoring of schools by DIET staff by travelling 12 months 2 x 12 @ Rs. 1000/-	0.010	24		0.240		

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

Account Code	Maj. Act.	Item	2003-04					Remarks
			Unit cost	Physical	Period	Financial	% to total	
		Academic supervision by BRCs 2 x 5 units @ Rs. 1000/-	0.010	10		0.100		
		Hiring of Vehicles for Academic supervision by DPO/SPD 5 visits x 12 months @ Rs. 1000/-	0.010	60	12 months	0.600		
		Annual Household survey @Rs.3/- per household for 94495 households	0.00003	83095	94495	2.493		
		MIS Data collection and processing of data for 251 primary schools at State/District office	0.0017	251		0.427		
		MIS Data collection and processing of data for 154 upper primary schools/sections at State/District office	0.0018	154		0.277		
		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 Faridkot, 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	0.00030 x 4	405		0.486		
		Subtotal				5.666	1.087	
9		Civil Works						
9.1		Block Resource centre buildings	6.000			0.000		
9.2		Cluster Resource Centres	2.000	3		6.000		
9.3		Additional Class rooms for primary schools	1.200	43		51.600		
9.4		Buildings for buildingless school	3.000			0.000		
9.4		Additional Classrooms for Primary schools and upper primary sections	1.200	40		48.000		
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	132		46.200		
9.7		Headmaster's room for upper primary sections	1.200	19		22.800		
9.8		Verandah	1.200			0.000		
9.9		Buildings for schools having unsafe buildings	3.000			0.000		
		Sutotal				174.600	33.490	

**Annual Work Plan & Budget for the year 2003-04,
District Faridkot, 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	405		20.250		
		Subtotal				20.250	3.884	
11	MGT	Management Cost						
		Hire charges for vehicles for DPO/State No. of times x 6 months	0.015	60		0.900		
		DPO/state consumables	0.070	12		0.840		
		Water, Electricity, Telephone etc. of District and State office	0.100	12		1.200		
		TA & DA of District and State etc.	0.300	12		3.600		
		Computer Stationery Peripherals DPO/State	0.200	1		0.200		
		Documentation at DPO/State	3.000	1		3.000		
		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	11		16.500		
		Jan Samparak Abhiyan (twice a year visit of 10 schools per block by all senior officers for three days- taxi and other charges) to be conducted by State/District office No. of Blocks x 2	0.030	4		0.120		
		Development and printing of modules on planning and management by State/District office	0.00036	405		0.146		
		Hiring of experts for pedagogy research, evaluation, community mobilization, gender sensitisation, alternative schooling, planning and management training District 8x6x8000	0.08000	48		3.840		

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

Account Code	Maj. Act.	Item	2003-04					
			Unit cost	Physical	Period	Financial	% to total	Remarks
		Circulation of material prepared by the experts to school/VEDC level.						
		News letter	0.00025	405		0.101		
		Media activity						
		Development and distribution work training manual for VEDCs 4 x 405	0.00032	1620		0.518		
		Development and distribution training manual on civil works for BRPs and DRPs 4 x (30+10)	0.00068	160		0.109		
		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 primary & upper primary schools (405)	0.00047	405		0.190		
		Subtotal				31.805	6.100	
12	TRG	Teachers training for primary and upper primary=for x 20 days	0.0140	1970		27.580		
		Subtotal				27.580	5.290	
13	VEC	Training to VEC Members						
		Orientation to VEDC Members No. of schools x 8 members x 2	0.0003	6480		1.944		
		Subtotal				1.944	0.373	
14	INO	INNOVATIVE						
a) Computer Education								
		Cost of running of computer education centres at block/cluster level	15.000	1		15.000		
		Subtotal				15.000	2.877	
b) Education of Girls								
		Remedial coaching for girls students for two months in primary schools in parts	0.003	261		0.783		

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

Account Code	Maj. Act.	Item	2003-04					
			Unit cost	Physical	Period	Financial	% to total	Remarks
		Remedial coaching for girls students for two months in upper primary schools in parts	0.003	157		0.471		
		Development of supplement reading material and item Bank for 20203 girl student of primary students for use in remedial coaching in parts	0.00038	10000		3.800		
		Development of supplement reading material and item Bank for 7685 girl student of upper primary students for use in remedial coaching in parts	0.00057	8684		4.950		
		Subtotal				10.004	1.919	
c) SC/ST								
		Remedial coaching for 3 months in primary+upper primary schools in parts	0.0030	209		0.627		
		Supplementary reading material for remedial coaching primary schools SC children 27159 in parts	0.0005	11244		5.622		
		Question Bank for SC children of 7282 upper primary classes for remedial coaching in parts	0.0006	6250		3.750		
		Subtotal				9.999	1.918	
d) ECCE								
		School readiness kits for 3-5 age children in ICDS Centres for 340 Centres x 3 in parts	0.00075	1020		0.765		
		Teaching learning material for 3-5 age children in ICDS centers x 2 partly	0.00030	42500		12.750		

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

Account Code	Maj. Act.	Item	2003-04					Remarks
			Unit cost	Physical	Period	Financial	% to total	
		School readiness kits for first generation learners in primary schools of 5 year age for No. of Primary schools x 3 in parts	0.00075	753		0.565		
		Subtotal				14.080	2.672	
15		Free text books for Non SC girls	0.0015	11778		17.667		
		Subtotal				17.667	3.352	
		Grand Total				526.847		

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

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

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

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

TRAINING PERIOD

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

TRAINING METHODS AND MATERIALS

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

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

TRAINING EFFECTIVENESS

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

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

SUGGESTED CRITERIA FOR THE EFFECTIVENESS OF THE PROGRAMME

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

1. Selection of the state level key persons

These persons should:

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

2. Selection of the resource persons

The resource persons selected for participation should have:

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

Training Programmes For Teachers/Heads

A. Training Programme For Regular Teachers					
Sr. No.	Name of Training	Level	Minimum Length of Service	Durati on	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

Authentic Vs inauthentic labour	All	2 years	1 day	Once in a year
'Work on & forget the fruit'	All	2 years	1 day	Half yearly
Grievances and Feedback	All	2 years	1 day	Half yearly
Gender Sensitization	All	All	2 days	Once in 3 years
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

Competence to identify refer special children	Primary and Upper Primary	5 years	3 days	Annual
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
Access to Facilities provided by Govt., Education. Board and other bodies for special children	All	2 years	1 day	Annual
Working with First Generation learners e.g. Academic house management, counseling.	Primary	All	3 days	Once in 3 years
Programs for socially Disadvantaged, e.g. Academic, nutritional, house management etc.	Primary Upper Primary	2 years	3 days	Annual
Tolerance for failure	All	All	1 day	Annual

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

Curriculum Development: content and methodology to transact content	All	5 years	5 days	Once in 2 years
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	
Use of computers and internet	All	All	3 days	Once in 2 years
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
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 Innovation:	-	5 years	3 days	Once in 3 years
5.	Innovation in conduct of Program	-	5 years	3 days	Once in 3 years
6.	Brain Storming sessions for improvement in infrastructure and total program	-	5 years	1/2 days	Annual
7.	Referral – Why? Constraints & limitations	-	All	2 days	Annual
8.	Grievances and feedback (This is a local Program)	-	All	½ days	Annual

B. Training Programme For School Heads

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

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

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

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

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

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

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

PLANNING THE CURRICULUM

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

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

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

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

CONTENTS OF THE TRAINING PROGRAMME

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

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

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

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

FACILITIES REQUIRED FOR TRAINING

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

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

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

EVALUATION OF TRAINING CONDUCTED

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

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

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

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

COMMUNITY SUPPORT

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

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

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

EMERGING ISSUES AT ELEMENTARY AND SECONDARY EDUCATION LEVEL

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

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

IN-SERVICE EDUCATION TRAINING

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1. Social Role

- Head Teachers as the Liaison Officer between the govt. and the society.
- Head Teacher as the motivator for the community.
- Functional Relationship of Chairman of VEDC of the society and the member secretary.
- School Head as community member
- Management of community grievances, students and parents' problems

2. Teachers Role

- School Head as a teacher.
- Breaking isolation of Teacher Education
- Improving the quality of classroom teaching in the school.
- A catalyst for providing quality training to teachers and global education to students.
- Computer savvy Head Teacher: Role as modern administrator

3. Administrator's Role

- Head Teacher as a Professional Democratic Leader.

- Duties and responsibilities of Head Masters and Head Teachers.
 - Position of Head Teachers in the Schools / Classroom / Community.
 - School Head: A link between the administration and the community
 - School Head as a perfect communicator and stress buster
 - Head Teacher as Accounts Administrator
- 4. School Discipline**
- Traditional vs. Modern concepts of discipline.
 - Rewards and discipline.
 - Punishment and discipline
 - Indiscipline: A result of bad school organization
 - Common forms of Indiscipline in schools.
 - Steps to check indiscipline.
- 5. Special Role of the Head Teachers**
- Need and importance of education for girl child
 - Making the community gender sensitive.
 - Importance of education for disabled children identification of disabled children.
 - Knowledge of Personal Disability Law
 - Institutions catering to the needs of mild/moderate/severely disabled
 - Role of special teachers in the education of disabled children.
 - Head Teacher as a stress buster: Techniques for minimizing the staff stress
- 6. Promoter of Co-Curricular Activities in the school.**
- Bringing a change in the attitude towards extra-curricular activities.
 - Organization of Co-Curricular activities.
 - Literacy and academic activities promoting healthy competition among students.
 - Creating congenial school environment.

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

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

Educational Technology:

- In service training regarding Educational Technology.

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

Work Experience:

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

Planning Management:

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

Curriculum Material Development and Education:

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

TRAINING IN COMPUTER EDUCATION

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

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

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

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

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

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

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

18. Abbreviation related to computers.

TRAINING OF ENGLISH TEACHERS

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

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

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

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

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

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

Tentative Training Programme Contents for the English Teachers (Secondary)

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

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

TRAINING OF SCIENCE AND MATHS TEACHERS

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

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

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

The teacher has to be competent at: –

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

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

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

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

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

Day-1 (5.5.03)

Registration

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

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

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

Inauguration

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

Assignment

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

Pre-Test

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

Practicals

Seminarians will be divided in three groups: A, B and C. The following 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 Practicals themselves.

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

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

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

Day-2 (6-5-03)

Element, Compound & Mixture (Chemistry)

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

Work and Energy (Physics)

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

Health & Diseases (Biology)

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

Library

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

Practical

- Groups of seminarians will be inter-changed.

Day-3 (7-5-03)

Nature of matter and separation of substances (Chemistry)

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

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

Light and its Projections

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

Light and its Projections

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

Basic Algebraic Concepts (Maths)

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

Practicals

Groups of seminarians will be inter-changed.

Day-4 (8.5.03)

Acid, Base & Salt (Chemistry)

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

Heat & flow of heat (Physics)

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

Measurement (Physics)

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

Educational Excursion

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

Day-5 (9-5-03)

Number System (Maths)

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

Chemistry

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

Magnetism (Physics)

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

Participation of Teachers

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

Practicals

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

Day -6 (12-5-03)

Biology

- According to choice of seminarians.

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

Electricity (Physics)

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

Basic Geometrical Concepts (Maths)

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

OHP, Slide Projector

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

Practicals

- Groups of seminarians will be inter-changed.

Day-7 (13-5-03)

Electricity (Physics)

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

Man made Materials

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

Physics

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

Post-Test

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

Practicals

- Groups of seminarians will be inter-changed.

Day-8 (14-5-03)

Carbon & its compounds (Chemistry)

- Allotropic forms of carbon.

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

Animal System (Biology)

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

Sound (Physics)

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

Science Kit

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

Valedictory

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

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

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

Day-1 (5.5.03)

Registration

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

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

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

Inauguration

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

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

Assignment

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

Pre-Test

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

Practicals

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

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

Discussion

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

Day-2 (6-5-03)

Element, Compound & Mixture (Chemistry)

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

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

Cell & Cell Structure (Biology)

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

Health & Diseases (Biology)

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

Library

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

Practical

- Groups of seminarians will be inter-changed.

Day-3 (7-5-03)

Nature of matter and separation of substances (Chemistry)

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

Micro-organisms (Biology)

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

Useful Plants and Animals (Biology)

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

Construction and Theorems in Geometry (Maths)

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

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

Practical

- Groups of seminarians will be inter-changed.

Day-4 (8.5.03)

Acid, base & salt (Chemistry)

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

Heat & flow of heat (Physics)

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

Our Environment (Biology)

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

Educational Excursion.

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

Day-5 (9-5-03)

Conservation of Natural resources (Biology)

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

Chemistry

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

Magnetism (Physics)

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

Participation of Teachers

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

Practicals

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

Day -6 (12-5-03)

Animal System (Biology)

- Digestive system, or
- Respiratory System

Physics

- According to choice of seminararians.
- 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 seminararians. In future they can make their lessons more effective by using this information.

Practical

- Groups of seminararians will be inter-changed.

Day-7 (13-5-03)

Biology

- 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.

Man made Materials

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

Organic Evolution (Biology)

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

Post-Test

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

Practical

- Groups of seminarians will be inter-changed.

Day-8 (14-5-03)

Carbon & its compounds (Chemistry)

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

Food (Biology)

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

Electricity (Physics)

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

Science Kit

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

Valedictory

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

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

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

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

Day-1 (21.7.03)

Registration

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

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

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

Inauguration

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

Assignment

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

Pre-Test.

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

Practical

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

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

Discussion

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

Day-2 (22-7-03)

Matter-Nature & behavior (Chemistry)

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

Cell & Cell Structure (Biology)

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

Diversity in living World (Biology)

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

Library

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

Practical

- Groups of seminarians will be inter-changed.

Day-3 (23-7-03)

Periodic Table (Chemistry)

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

Human Diseases (Biology)

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

Human Diseases (Biology)

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

Construction and Theorems in Geometry (Maths)

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

Practicals

- Groups of seminarians will be inter-changed.

Day-4 (24.7.03)

Chemical bonding (Chemistry)

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

Sun and Nuclear energy (Physics)

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

Biology

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

Population Education

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

Practicals

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

Day-5 (25-7-03)

Chemistry

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

Life processes (Biology)

- Digestive system, or
- Respiratory System

Participation of Teachers

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

Moral values

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

Practical

- Groups of seminarians will be inter-changed.

Day -6 (28-7-03)

Chemistry

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

Physics

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

Life Processes (Biology)

- Circulatory system, or
- Excretory system.

Assignments

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

Practical

- Groups of seminarians will be inter-changed.

Day-7 (29.7.03)

Heredity (Biology)

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

Educational Excursion

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

Day-8 (30-7-03)

Evolution (Biology)

- Evidences of evolution
- Theories of evolution.

Physics

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

Biology

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

NTSE

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

Practicals

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

Day-9 (31.7.03)

Magnetism (Physics)

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

Carbon & its compounds (Chemistry)

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

Sustainable Agriculture (Biology)

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

Post-Test

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

Practical

- Groups of seminarians will be inter-changed.

Day -10 (1-8-03)

Electricity (Physics)

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

Carbon & its compounds (Chemistry)

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

Our Environment (Biology)

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

Science Kit

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

Valedictory

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

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

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

Day-1 (21.7.03)

Registration

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

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

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

Inauguration

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

Assignment

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

Pre-Test

A pre-test contains questions of Physics, Chemistry & Biology from the syllabus and general awareness regarding subject will be given to teachers and 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 starch, sugar, fat & prote in food sample.
2. To determine the value of acceleration due to gravity.	2. To test different samples of soil (4-5 samples) for its acidity and alkalinity	2.To study yeast (by preparing yeast culture)
3. To verify the laws of reflection of light using plane mirror.	3. To prepare a colloidal Solution of sulphur and differentiate it from (i) True solution and (ii) suspension on the basis of transparency and filtration criterion respectively.	3. Identification of plant tissues and animal tissues & draw diagrams.

Discussion

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

Day-2 (22-7-03)

Matter-Nature & behavior (Chemistry)

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

Diversity in living World (Biology)

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

Force (Physics)

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

Library

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

Practical

- Groups of seminarians will be inter-changed.

Day-3 (23-7-03)

Periodic Table (Chemistry)

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

Biology

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

Measurement, units & motion (Physics)

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

Basic Algebraic Concepts (Maths)

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

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

Practical

- Groups of seminarians will be inter-changed.

Day-4 (24.7.03)

Chemistry

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

Sun and Nuclear energy (Physics)

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

Electricity (Physics)

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

Population Education

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

Practicals

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

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

Chemistry

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

Number System (Maths)

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

Participation of Teachers

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

Moral values

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

Practical

- Groups of seminararians will be inter-changed.

Day -6 (28-7-03)

Carbon & its compounds (Chemistry)

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

Physics

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

Light (Physics)

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

Assignments

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

Practical

- Groups of seminarians will be inter-changed.

Day-7 (29-03)

Heat (Physics)

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

Educational Excursion

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

Day-8 (30-7-03)

Physics

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

Electricity (Physics)

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

Basic Geometrical Concepts (Maths).

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

NTSE

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

Practicals

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

IMPROVEMENT OF SCIENCE EDUCATION SCHEME

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

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

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

MIDDLE MATHS SEMINAR (8 DAYS)

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

HIGH MATHS SEMINAR (8 DAYS)

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

IMPROVEMENT OF SCIENCE EDUCATION SCHEME

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

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

Day	9:30 to 10:15	10:15 to 11:00		11:15 to 12:00	12:00 to 12:45		1:30 to 3:30	3:30 to 4:30	
1	Registration	Inauguration		Assignment	Pre-test		Practical of Phy, Chem, Bio acc to syllabus	Discussion regarding problems faced by teachers & Teachers' presentation	
2	Matter-Nature & Behaviour (che)	Diversity in living world (bio)		Force (phy)	Library		as above		
3	Periodic Table (che)	Biology acc to choice of seminarians		Measurement, units & motion (phy)	Basic Algebraic Concepts (maths)		as above		
4	Chemistry acc to choice of seminarians	Sun & Nuclear Energy (phy)		Electricity (ohy)	Population Education		as above		
5	Chemistry acc to choice of seminarians	Number System (maths)	T E A	Participation by teachers	Moral Values	L U N C H	as above		
6	Carbon & its Compounds	Physics acc to choice of seminarians			Light (phy)		Assignments		as above
7	Heat (Phy)	Educational Excursion		Educational Excursion			Educational Excursion		
8	Physics acc to choice of seminarians	Electricity (phy)		Basic Geometrical 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 seminarians	Science Kit		Valedictory & TA/DA disbursement		

IMPROVEMENT OF SCIENCE EDUCATION SCHEME								
TIME-TABLE FOR HIGH SCIENCE SEMINAR (NON-MEDICAL GP.) YR. 2003-4 (5.5.30 TO 14.5.03)								
VENUE: SISE,PB, CHANDIGARH & INSERVICE TRAINING CENTRES OF PUNJAB								
Day	9:30 to 10:15	10:15 to 11:00		11:15 to 12:00	12:00 to 12:45		1:30 to 3:30 3:30 to 4:30	
1	Registration	Inauguration	T E A	Assignment	Pre-test	L U N C H	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 Seminarisians	Population Education		as above	
5	Chemistry acc to choice of seminarisians	Life Processes (bio)		Participation by teachers	Moral Values		as above	
6	Chemistry acc to choice of seminarisians	Physics acc to choice of seminarisians		Life processes (bio)	Assignments		as above	
7	Heredity (bio)	Educa-tional Excursi-on		Educational Excursion			Educational Excursion	
8	Evolution (bio)	Physics acc to choice of seminarisians		Biology acc to choice of Seminarisians	NTSE		Practical of Phy, Chem, Bio acc to syllabus	
9	Magnetism (phy)	Carbon & its Compounds (che)		Sustainable Agriculture (bio)	Post-test		as above	
10	Electricity (phy)	Carbon & its Compounds (che)		Our Environment (bio)	Science Kit		Valedictor y & TA/DA disbursement	

Material Prepared for SSA

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

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Title/Description	Objective	Language	Source material	Circulation	No of Item
ਸਿੱਖਿਆ ਯੋਜਨਾਬੰਦੀ ਤੇ ਸਿੱਖਿਆ ਵਿਕਾਸ ਦੀ ਪੜਚੋਲ Educational Planning Diagnosis of Educational Development	Planning & Management	Punjabi	NIEPA	Cluster level/Block level/ Distt level/Diets/ In-Service Training Centre	1
ਜ਼ਿਲ੍ਹਾ ਪੱਧਰੀ ਵਿਦਿਅਕ 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 (ਮੌਡਿਊਲ) School Planning	Planning & Management (Module)	Punjabi	SSA, Punjab	School level	1
ਪੰਜਾਬ ਸਿੱਖਿਆ ਨੀਤੀ 2002 ਅਤੇ ਇਸਦਾ ਕਾਰਜ ਪੋਗਰਾਮ Punjab Education Policy 2002 and Programme of Action	Policy, Programme of Action	English	SSA, Punjab	State/District level	1
ਵਿਰਵੇ ਸਮੂਹ ਸਿੱਖਿਆ ਦੇ ਬਰਾਬਰ ਮੌਕੇ Disadvantaged groups: Equal Educational opportunities to women	Teacher Training	Punjabi	NCERT	Cluster level/Block level/ Distt level/Diets/ In-Service Training Centre	1
ਅਧਿਆਪਕ ਸਿਖਲਾਈ ਕਿਵੇਂ ਹੋਵੇ Training Manual for Teachers	Teachers training	Punjabi	SSA, Punjabi	Cluster/block/DIETS & inservic training centres	1
ਮੁੱਢਲੀ ਬਾਲ ਸਿੱਖਿਆ ਅਧਿਆਪਕ ਅਗਵਾਈ ਪੁਸਤਕ - I, II, III & IV Pre-Primary Education- a teachers manual -- I, II, III & IV	ECCE/EGS training	Punjabi	NCERT	School & Anganwari level	4
Learning Material for EGS					
ਈ. ਜੀ. ਐਸ. ਪ੍ਰਾਇਮਰ -1 E.G.S. Primer-1	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 ਨੇਮ Procedures of functioning of PASWAK	VEDC (Rules)	Punjabi	SSA, Punjab	Village level, School level	1
ਪਸਵਕ- ਉਸਾਰੀ ਵਿਧੀਆਂ ਅਤੇ ਅਧਿਕਾਰ Procedures of construction by PASWAK	VEDC (Rules Manual)	Punjabi	SSA, Punjab	Village level, School level	1
ਐਸ. ਐਸ. ਏ. ਬੁੱਝਰ SSA Brochure	Motivation and awareness	Punjabi	SSA, Punjab	School level	1
ਏਸ ਏਸ ਏ ਬੁੱਝਰ SSA Brochure	Motivation and awareness	Hindi	SSA, Punjab		1
ਹਿਸਾਬ- ਕਿਤਾਬ ਰੱਖਣ ਦੀਆਂ ਵਿਧੀਆਂ Accounting Procedures for PASWAK	VEDC (Accounts,Manual)	Punjabi	SSA, Punjab	School level	1
ਪਸਵਕ ਆਮਦਨ, ਖਰਚੇ, ਸਟਾਕ, ਇਨਸਪੈਕਸ਼ਨ, ਵਰਤੋਂ, ਸਮਾਜਿਕ ਆਡਿਟ ਅਤੇ ਮਤੇ ਸਬੰਧੀ About Paswak income, stock, inspection, utility, social audit, expenditure and resolution SSA/PASWAK/1,1-R,2,3,4,5,6,7,8,9,10	VEDC (Accounts)	Punjabi	SSA, Punjab	School level	11
ਮਾਸਿਕ /ਸਾਲਾਨਾ ਪ੍ਰਗਤੀ ਰਿਪੋਰਟ ਕਲੱਸਟਰ, ਬਲਾਕ, ਅਤੇ ਜ਼ਿਲ੍ਹਾ ਪੱਧਰ ਐਸ. ਐਸ. ਏ./ ਪਸਵਕ II/III/IV/10 Monthly/Yearly Progress Report SSA/Paswak/II/III/IV/10	VEDC (Accounts)	Punjabi	SSA, Punjab	Cluster	3
ਪੋਸਟਰ ਐਸ. ਐਸ. ਏ. 1,2,3,4,5,6,7,8,9,10,11,12 Posters SSA 1,2,3,4,5,6,7,8,9,10,11,12	Motivation and awareness	Punjabi	SSA, Punjab	School level	12
ਐਸ. ਐਸ. ਏ ਦਾ ਲੋਗੋ ਮਾਨਵ ਸੰਸਾਧਨ ਮੰਤਰਾਲੇ ਵੱਲੋਂ ਤਿਆਰ SSA Logo prepared by MHRD	Management/awareness	Punjabi	MHRD SSA, Punjab	School level	1
ਈ. ਜੀ. ਐਸ. ਕੇਂਦਰ (ਜਾਣਕਾਰੀ, ਤਿਆਰੀ ਅਤੇ ਕਾਰਗੁਜ਼ਾਰੀ) E.G.S Centres (Introduction, Initiation and activity)	Learning Material	Punjabi	SSA, Punjab	EGC	1
ਸਰਕਾਰੀ ਸਕੂਲੀ ਇਮਾਰਤਾਂ ਦੇ ਕੰਮ ਕਾਰਜ School Building works	VEDC (Construction Draw-ings and schedules of material)	Punjabi	SSA, Punjab	School level	1
ਸਕੂਲ ਮੁਲਾਂਕਣ ਤੇ ਗਰੇਡੇਸ਼ਨ School evaluation & gradation		Punjabi	SSA, Punjab	School level	1

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

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

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Research and Evaluation EMIS					
ਕੁੱਲ ਸਕੂਲਾਂ ਦੇ ਕੋਡ ਰਿਕਾਰਡ ਦੀ ਕਿਤਾਬ (ਮੁੱਹਲਾ/ਬਸਤੀ, ਕਲੱਸਟਰ, ਬਲਾਕ ਪੱਧਰ) ਐਸ. ਐਸ. ਏ./ਐਸ. ਈ. ਟੀ - I,II,III/1 Records of schools code (Mohalla / basti, cluster & block) SSA/SET-I,II,III/1	Survey/EMIS	Punjabi	SSA, Punjab	School level	3
ਤਿਮਾਹੀ ਐਨਰੋਲਮੈਂਟ ਅਤੇ ਅਧਿਆਪਕਾਂ ਦੀ ਸੂਚਨਾ ਅਤੇ ਵੇਰਵਾ (ਸਕੂਲ ਬਲਾਕ ਅਤੇ ਕਲੱਸਟਰ, ਜ਼ਿਲ੍ਹਾ ਪੱਧਰ) ਐਸ. ਐਸ. ਏ./ਐਸ. ਈ. ਟੀ - I,II,III,IV/2, ਅਤੇ 2.1 Quarterly Enrolment and Teachers Information and details (school, cluster, block and district level) SSA/SET-I,II,III,IV/2 and 2.1	Survey/EMIS	Punjabi	SSA, Punjab	School level	5
ਤਿਮਾਹੀ ਐਨਰੋਲਮੈਂਟ ਅਤੇ ਅਧਿਆਪਕ ਸੂਚਨਾ ਐਸ. ਐਸ. ਏ./ਐਸ. ਈ. ਟੀ/1/2.2 Quarterly Enrolment and Teachers Information SSA/SET/1/2.2	Survey/EMIS	Punjabi	SSA, Punjab	School level	1
ਅਪਰ-ਪ੍ਰਾਇਮਰੀ ਸਕੂਲਾਂ/ਸੈਕਸ਼ਨਾਂ ਦੀ ਗਿਣਤੀ ਬਾਰੇ ਰਿਪੋਰਟ (ਕਲੱਸਟਰ, ਬਲਾਕ ਅਤੇ ਜ਼ਿਲ੍ਹਾ ਪੱਧਰ) ਐਸ. ਐਸ. ਏ./ਐਸ. ਈ. ਟੀ- II,III,IV/3 Number of Upper Primary School/Sections (cluster, block & district) SSA/SET-II,III,IV/3	Survey/EMIS	Punjabi	SSA, Punjab	Cluster	3
ਤਿਮਾਹੀ ਸਕੂਲ ਐਨਰੋਲਮੈਂਟ ਸੂਚਨਾ ਜਮਾਤ I ਤੋਂ V (ਕਲੱਸਟਰ, ਬਲਾਕ ਅਤੇ ਜ਼ਿਲ੍ਹਾ ਪੱਧਰ) ਐਸ. ਐਸ. ਏ./ਐਸ. ਈ. ਟੀ-II,III,IV/4 Quarterly School Enrolment Information I To V class (cluster, block & district) SSA/SET-II,III,IV/4	Survey/EMIS	Punjabi	SSA, Punjab	Cluster	3
ਤਿਮਾਹੀ ਸਕੂਲ ਐਨਰੋਲਮੈਂਟ ਸੂਚਨਾ ਜਮਾਤ VI ਤੋਂ X (ਕਲੱਸਟਰ, ਬਲਾਕ ਅਤੇ ਜ਼ਿਲ੍ਹਾ ਪੱਧਰ) ਐਸ. ਐਸ. ਏ./ਐਸ. ਈ. ਟੀ-II,III,IV/5 Quarterly School Enrolment Information (cluster, block & district) VI To X class SSA/SET-II,III,IV/5	Survey/EMIS	Punjabi	SSA, Punjab	Cluster	3
ਪ੍ਰਾਇਮਰੀ ਸਕੂਲਾਂ/ਸੈਕਸ਼ਨਾਂ ਦੇ ਅਧਿਆਪਕਾਂ ਰਿਪੋਰਟ ਸਬੰਧੀ (ਕਲੱਸਟਰ, ਬਲਾਕ ਅਤੇ ਜ਼ਿਲ੍ਹਾ ਪੱਧਰ) ਐਸ. ਐਸ. ਏ. (ਐਸ. ਈ. ਟੀ.- II,III,IV/6 Reports on Teachers of Primary Schools/Sections (cluster, block & district) SSA/SET- II,III,IV/6	Survey/EMIS	Punjabi	SSA, Punjab	Cluster	3
ਅਪਰ ਪ੍ਰਾਇਮਰੀ ਸਕੂਲਾਂ/ਸੈਕਸ਼ਨਾਂ ਦੇ ਅਧਿਆਪਕਾਂ ਸਬੰਧੀ ਤਿਮਾਹੀ ਰਿਪੋਰਟ (ਕਲੱਸਟਰ, ਬਲਾਕ ਅਤੇ ਜ਼ਿਲ੍ਹਾ ਪੱਧਰ) ਐਸ. ਐਸ. ਏ. (ਐਸ. ਈ. ਟੀ.- II,III,IV/7 Report on Teacher of Upper Primary School/Sections (cluster, block & district) SSA/SET-II,III,IV/7	Survey/EMIS	Punjabi	SSA, Punjab	Cluster	3
ਸਕੂਲ ਸੂਚੀਕਰਨ School Listing	Survey/EMIS	English	SSA, Punjab & District	State, District, Block	3

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ਜ਼ਿਲ੍ਹਾ ਆਂਕੜਾ ਪੁਸਤਕਾਂ District Data Books	Survey/EMIS	English	SSA, Punjab & District	State, District, Block	17
ਬਲਾਕ ਆਂਕੜਾ ਪੁਸਤਕਾਂ Block Data Books	Survey/EMIS	English	SSA, Punjab & District	State, District, Block	216
ਸਕੂਲ ਮੁੱਲਾਂਕਣ ਅਤੇ ਗ੍ਰੇਡੇਸ਼ਨ ਪ੍ਰਕਿਰਿਆ School Evaluation and Gradation Process	Research/Evaluation	Punjabi	SSA, Punjab	School level	1
ਸਕੂਲ ਮੁਆਇਨਾ 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, ਕਲੱਸਟਰ ਪੱਧਰ ਤੇ ਸਕੂਲ ਪੱਧਰ ਅਤੇ ਟੀਚਰ ਗ੍ਰਾਂਟਾਂ ਅਤੇ ਸਿਵਲ ਵਰਕਸ, ਸਕੂਲ ਮੁਰੰਮਤ ਦਾ ਵੇਰਵਾ। ਐਸ. ਐਸ. ਏ. /ਡੀ. ਐੱਡ 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