

SARVA SHIKSHA ABHIYAN

DISTRICT ELEMENTARY EDUCATION PLAN

EDUCATION FOR ALL



**Annual Work Plan
2002-2003**

&

**Perspective Plan
2002-2007**

District

GURDASPUR

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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PART - I

Brief Profile of District Gurdaspur

Location

Gurdaspur is the northern most district of the State. It falls in the Jalandhar Division and is sandwiched between rivers Beas and Ravi. A portion of this district is located beyond river Ravi. It lies between north latitude 31⁰-36' and 32⁰-34' and east longitude 74⁰-56' and 75⁰-24' and shares common boundaries with Kathua district of Jammu and Kashmir in the north, Chamba and Kangra district of Himachal Pradesh in the north-east, Hoshiarpur district in the south-east, Kapurthala district in the south, Amritsar district in the south-west and with Pakistan in the north west.

Origin of Name

The district takes its name from the district headquarters town of Gurdaspur founded by one Mahant Guriaji, who originally hailed from village Gurdaspur Bhaian located in Pathankot tehsil. The place took the name from the original village of the Mahant and was made the seat of the district headquarters in the year 1852 due to its central location and good climate.

Area

The district has an area of 3564 sq. km. which ranks 6th for any other district of the state (*Annexure-I*).

Climate

The climate of the district is somewhat milder than that of the neighbouring districts to the south. The year may be divided into four seasons. The cold season is from November to March. The period from April to June is the summer season. The south-west monsoon season, which follows, continues upto about last week of September. The succeeding period till the beginning of November is the post-monsoon or transitional period. From about the beginning of March, there is steady increase of temperature till June, which is the hottest month. On individual days during the summer, the day temperature in the plains reaches over 44°C. The hilly regions are comparatively cooler. January is generally the coldest month when the minimum temperature on some days may go down below the freezing point of the water in the plains and even lower in the hilly areas. The rainfall in the district is greater in the submountane north-eastern parts during the period from July to September. However, some pre-monsoon showers are experienced in June. The winter rains are experienced during January-February due to western disturbances. During 2000-01, the average rainfall was 830.1mm in the district (*Annexure-I*). Occasional fogs occur in the winter season. The dust storms occur in latter part of the summer months, generally May and June.

Topography

A large part of the district is plain but its northern most part in Pathankot tehsil is hilly and situated in the Shivalik Hills. The physiography of the district presents four-fold division: (i) The Hilly Tract; (ii) The Dissected Undulating Plain; (iii) The Flood Plains of the Ravi and the Beas and (iv) The Upland.

i) The Hilly Tract

It covers the north-eastern part of the district and is the continuation of Shivalik Hills. Its elevation varies between 381 metres to 930 metres and constitutes three small but distinct parallel ranges running in north-west to south-east direction: (a) Siali Dhar–Dangahri range, (b) Dhaula Dhar-Nag Dhar range, and (c) Rata Dhar range.

ii) The Dissected Undulating Plain

In the south of the hilly tract there is a tract of about 128 sq. km. which is highly dissected and undulating plain. Its elevation ranges between 305 to 381 metres from sea level. It is traversed by number of choes, which run north-east to south-west direction.

iii) The Floodplains of the Ravi and Beas

These are low lying with slightly uneven topography and are situated along the Ravi and Beas rivers. The floodplain of Ravi is separated from the upland plain by a low scarp of less than 6 metres height and is widest in the upper section, about 9.5 to 13 km. It narrows down in the lower section to about 3 km. The floodplain of the Beas is separated from the upland plain by a steep cliff, varying from about 6 to 31 metres. In the northern section, the stream Chakki makes floodplain of about 9 to 13 km. width, which ultimately merges with the flood plain of the Beas.

iv) The Upland Plain

It covers a large part of the district, particularly in Batala and Gurdaspur tehsils. Its elevation varies from 305 metres in the north-east to 213 metres in the south-west. It is a flat featureless plain and is the most important physiographic unit from the human and economic view points.

Rivers and Drains

There are two main rivers viz. Beas and Ravi, which originate from Himachal Pradesh territory. A brief description of these is given below:

River Beas

This rises from Beas Kund near Rohtang Pass and strikes the border of the Gurdaspur district at Mirthal after traversing the district of Kulu, Mandi and Kangra in Himachal Pradesh. It marks the boundary between Gurdaspur and Hoshiarpur district for 68.8 km. along the south-eastern border of the district. The main channel of the river is broad, dotted with islands and wide pools. The Chakki Khad is the chief tributary of the Beas in Gurdaspur district and merges

into it near Mirthal. The river has been dammed at Pandoh and Pong in Himachal Pradesh, the former diverting its waters into Satluj, whereas the latter makes a reservoir for irrigation and power generation.

River Ravi

It rises in Chamba district of Himachal Pradesh and forms the boundary between the Punjab and the Jammu and Kashmir state for about 40 km. Further, it traverses within the territory of the district for about 26 km. till it reaches Mirzapur, from where again it forms the western boundary of the district and the international boundary between India and Pakistan for a distance of about 58 km. During its course its right bank tributaries rising from Jammu hills are: Ujh, Jaliāla Shingarwan and Masto, whereas left bank tributaries are; Naumani and Kiran streams having origin in the depressions of the district. The river is being dammed at Thein 24 km. upstream from Madhopur head works and at Shahpur Kandi to impound and divert its waters for irrigation and power generation.

Chhambhs

The district was once renowned for swampy depressions locally known as 'Chhambhs'. The important ones are; Kahnuwan Chhamb, which stretches along the Beas river but is appreciably reduced in size due to reclamation; and Keshopur Chhamb, the Kiran stream originates from here. Almost whole of it has been reclaimed. The erstwhile Chhambhs of Dhamrai, Narad, Badi-ul-Zaman, Paniar, Bucha Nangal and Naranwali have since been reclaimed. But Magar Mudian and Bhopar Chhambhs have survived to this day. The Chhambhs are abundant in fish, sanghara and lotus flower variety. These are visited by large number of water fowl during winter. In the olden times these provided good hunting grounds for the kings and the chiefs.

Canals

From river Ravi Upper Bari Doab canal has been taken out at Madhopur headworks. This comprises three main branches viz. Lahore branch, Kasur branch and Sabraon branch. The Upper Bari Doab canal irrigates most of the Upland plain in the district. There is another canal known as Ravi-Beas Link, which is about 19 km. long and was completed in 1954. It diverts Ravi waters into Chakki Khad, which merges into Beas river. Thus surplus waters of river Ravi are taken to Beas river for meeting requirements of the state as also the neighbouring state of Rajasthan.

Present Jurisdiction

On the annexation of Punjab to the British territory in April 1849, a new district of Adinanagar was constituted with Dinanagar as its headquarters at Batala was found too far off. The Adinanagar district included whole of Gurdaspur tehsil, a greater portion of Batala tehsil. Subsequently Batala was considered too much exposed to floods and Gurdaspur was selected as the district headquarters on 1st May, 1852. In 1853 when the boundaries of tehsils

and districts were revised, the district comprised tehsils of Pathankot, Shankargarh (except Chak Andhar), Gurdaspur and Batala. In August 1860 the hills upon, which has the Dalhousie Sanatorium were transferred from the district Kangra. In April 1862, there was further transfer to the district of the strip of hill country lying between the Ravi and Chakki and intervening between Dalhousie and the plains. In 1861, Raja Teja Singh's Jagir was consolidated in the south-west of the Batala tehsil and his headquarters were fixed at that town and a considerable jurisdiction over the Jagir villages was conferred on him with the title of 'Raja of Batala'. A new tehsil was formed at Qadian but on the death of Raja Teja Singh on 2nd December, 1862, the Jagir was resumed and the former tehsil was reconstituted. In April, 1867 the Batala tehsil was transferred to Amritsar but was retransferred to Gurdaspur on 1st April 1869, as the arrangement did not work satisfactorily. On partition of Punjab in 1947, the whole of Shankargarh tehsil was transferred to Sialkot district of Pakistan. In 1960 an agreement was signed between the Governments of India and Pakistan, wherein it was decided that shifting of river's course was not to affect revenue boundaries. It, therefore, resulted in gain and loss of certain chunks of land along river Ravi on its both sides. On 1st November 1966, the pockets of Dalhousie, Baloon and Bakloh, situated well inside the Chamba district of Himachal Pradesh, were transferred out under the Punjab Re-organisation Act, 1966.

Presently the district is sub-divided into 5 tehsils; Pathankot, Gurdaspur Batala, Dhar Kalan and Dera Baba Nanak which constitute 14 town and 1626 villages into 15 Community Development Blocks viz., (1) Bamial, (2) Narot Jaimal Singh, (3) Pathankot, (4) Dhar Kalan (5) Dhariwal, (6) Dinanagar, (7) Gurdaspur, (8) Kahnuwan, (9) Kalanaur; (10) Batala; (11) Dera Baba Nanak, (12) Fatehgarh Churian, (13) Sri Hargobindpur; (14) Qadian, (15) Sujampur (*Annexure-I*).

Agriculture

Agriculture provides the single largest source of employment and livelihood as this employed 20.3 percent of cultivations and 14.5 percent agricultural labourers in the district as per 2001 Census. There are two principal crop seasons Kharif and Rabi in the district. Between the two Kharif is more important as it reported 251 thousand hectares area against 242 thousand hectares reported in Rabi crops out of 493 thousand hectares the total cropped area, 449 thousand hectares in under food crops and 44 thousand hectares in under non-food crops.

The area under various major crops during 2000-2001 was: Wheat, 217 thousand hectares, paddy 191 thousand hectares, Maize 13 thousand and Sugarcane 18.2 thousand hectares.

The district has an area of 2659 hectares under various types of fruits, during 2000-2001, which ranks 4th in the state. Among the fruits Mangoes has

the largest area (1405 hectares), followed by Lichi (779 hectares), Kinnow (205 hectares), Guava (102 hectares), Pear (51 hectares) and miscellaneous (47 hectares).

The district has an area of 3235 hectares under vegetables. Out of the total area 345 hectares is under potatoes, 4 hectares is under Onion, 1750 hectares is under winter vegetables and 1136 hectares area is under summer vegetables.

During 2000-2001, the district consumed 94 thousand tones chemical fertilizers. Out of which 78 thousand tones was Nitrogenous, 15 thousand tones was Phosphatic and only 1 thousand tones was Potassic.

Irrigation

Irrigation by Persian wheels was popular in the district from times immemorial. The canal irrigation was introduced in the district in 1859 with the completion of construction of Upper Bari Doab Canal (UBDC), which was taken out from Madhopur headworks from left bank of river Ravi. The canal was constructed along the old courses of Badshahi canal built by Emperor Shah Jahan in 1633 AD for carrying waters to Shalimar Gardens in Lahore and later second canal Hansali (Hasli) was built by Maharaja Ranjit Singh for carrying waters to Golden Temple in Amritsar. Ever since the introduction of canal irrigation big strides have been made in extension of irrigation facilities in the district.

During 2000-2001, the Net irrigated Area was 217.5 thousand hectares. Out of this, 22.9 thousand area was irrigated by government canals and remaining 194.6 thousand hectares was irrigated by tubewells and wells (*Annexure-I*). Out of Gross cropped area of 493 thousand hectares, 410.1 thousand hectares was Gross irrigated area. The percentage of Gross irrigated area to Gross cropped area was 83.2 percent.

Animal Husbandry

Cattle and buffaloes play an important role in the economy of the district. They are not only a major source of draught power in agriculture and transport but also yield milk. The farmers are becoming increasingly conscious about the quality of their cattle stock, specially the milch cattle the quality in now proffered to number. Further, the mechanisation of agriculture and transport are contributory factors in the reduction of draught animals. The ever-increasing demand for milk and the opening of modern dairies in the district, quality consciousness among the farmers, who prefer crossbreed cows of exotic breed like Jersey, Holstein etc.

According to 1997 census these were 213200 cattle, 44530 buffaloes, 6100 horses and ponies, 1300 donkeys, 2000 mules, 13800 sheep, 19400 goats, 4100 camels and pigs etc. Thus the total number of animals was 705200

(Annexure-I). Besides, there were 1389900 poultry birds in the corresponding period. There were 127 veterinary hospitals and 108 permanent outlying dispensaries & insemination units in the district (Annexure-I).

Industry

Gudaspur district has not been industrially very important, both before or after the partition of the sub-continent of India in 1947. Whatever little industries were located in the district suffered heavily, first on partition and secondly in the eighties due to terrorism. The partition was instrumental in the migration of Muslims, who constituted the main skilled labour force. This vacuum was hardly filled up when terrorism struck a severe blow to the industries which sought safer heavens elsewhere. Faridabad and Panipat benefited the most from the flight of local industries. Also the location of the district on the border of Pakistan also served as a constant damper for the development of industries in the district.

The old time industries were few and their growth was restricted to local requirements. The important ones were: handloom weaving, shoe making, rope making, cattle nalbandi (Shoeing), brick making, oil extracting, wheat grinding by Gharats, kasheedakari, brass/bronze ware manufacturing, nala making, carpet making, silk weaving. Dinanagar town was known for kathi and toys making. Dhariwal had a modern woolen mill. Large number of engineering units were located at Batala engaged in the manufacture of agricultural implements, machine tools etc. The district has a total of 712 Registered Working factories (Annexure-I).

Electricity

The New Egerton Woolen Mills at Dhariwal made use of the hydro power as early as 1880. Later due to increased demand, a thermal power station was set up by the Mill in 1925. But the electricity produced was restricted to Dhariwal Mills only. In 1933 the district received electricity from the Joginder Nagar Hydropower Station, which was extensively made use of lighting the houses, shops and running the machines.

In 2000-2001, the district consumed 871.82 million units of electricity (Annexure-I), which is 4.55 percent of the state consumption. The break up of total consumption is as follows: 225.11 million units Domestic, 40.68 million units Industrial, 380.35 million units Agricultural and 71.08 millions units for others. The number of households using electricity in district is 273986 out of 347373, which comes out to be 78.87 percent.

Minerals and Mining

The minerals found in the district are building stones, foundry sand, gold, limestone, ochre, saltpetre, fullers-earth etc.

The building material such as boulders, shingle, sand, brick earth occur at the same place both in the ephemeral and perennial streams as well as on the hill tops. Brick earth is found throughout the district. Foundry sand is found in village Dharamkot (6.5 km. west of Batala on the Batala-Dera Baba Nanak Road), Khan Fattu (3 km. from Dharamkot) and Bhagwanpur (15 km west of Batala on Batala-Dera Baba Nanak Road). Some deposits are also reported 6 km. from Batala on Batala-Qadian Road and 10 km from Gurdaspur on the Gurdaspur Naushehra Road. Lime stone occurs as boulders and pebbles in the beds in few ephemeral streams in the Dunera area and Chakki Khad. These can sustain cottage-scale lime burning industry in the area. Deep Coloured ochreous clay is reported from the Shivaliks near Dunera. Saltpetre (Shora) is extracted in village Thikriwala, Laming and Pandori of tehsil Gurdaspur and villages Dhawan, Chataurgarh and Badowal in tehsil Batala. The occurrences of Fullers-earth have been reported in Dhar block of tehsil Pathankot.

Communications

A good network of roads, railways and bridges is an essential pre-requisites for the development of any area. There exists a good network of roads and railways in the district except in Narot Jaimal Singh area (Chak Andhar) which is located in the trans-Ravi area. Out of total road length of 3525 Kms. (maintained by PWD, B& R) in 2000-01, 124 Kms. was under National Highways and 3401 Kms. was under Provincial Highways. There were 104 Kms. of roads for every 100 Sq. Kms. of area and 177 Kms. for every one lakh persons. The percentage of villages linked with roads was 98.06 percent i.e. out of 1546 villages, 1516 villages were linked with roads in 2000-2001.

Gurdaspur district falls under the Ferozepur Division of Northern Railway. It is connected with important stations located in and outside the State. The following 5 railway lines pass through this district:

1. Amritsar-Pathankot Section
2. Batala-Qadian Section
3. Amritsar-Dera Baba Nanak Section
4. The Jammu Tawi-Pathankot-Mukerian-Jalandhar City Section
5. The Joginder Nagar-Pathankot Section

Gurdaspur being a border district has a very efficient network of roads; the only exception being of Chak Andhar, the trans-Ravi area. Further, areas forming part of this district and situated in the trans Ravi tract are difficult to approach but are accessible through boats. The district has a number of 289 Post Offices to connect the people (*Annexure-1*).

Trade and Commerce

Pathankot and Batala are the main centres of trade and commerce in the district. The major items of exports from the district are industrial goods (mainly machine tools and agricultural implements), paddy, sugar, timber,

woolen fabrics etc. The industrial goods are exported from Batala, Dinanagar and Dhariwal, whereas, Pathankot and Dhariwal are the main exporters of timber and woollen textiles, respectively. The major items of imports are salt, coal, iron and steel, cloth, gunny bags etc. the district served as the main supplier to Jammu & Kashmir after partition since the construction of Pathankot-Jammu road and railway line. It also served areas of Himachal Pradesh, especially Kangra valley.

Forestry

The district is important as far as forestry is concerned. It ranks third in forest area in the state with total area of 369 sq. km under forests (*Annexure-I*), the highest and second highest being of Hoshiarpur (1094 sq. km.) and Rupnagar (515 sq. km.). In terms of percentage, the district has 10.34 per cent of the total forest area in 2000-2001. Out of total forest area 1 sq. Km is reserved, 194 sq. Km. is protected, 18 Sq. Kms is unclassed 156 Km. is private forests. The percentage of total forest to total area is 10.34 percent.

The small scale wood based industries like pawa making, tonga and rickshaw frames, sports goods, tanning, packing cases, takhtis, cots, furniture, charcoal etc. depend upon local as well as outside forests for the supply of wood. Other minor products are: kana, grasses, mango fruit, leaves of mulberry, medicinal plants etc.

Medical and Public Health

In 2001, there were 196 Medical institutions out of which 172 were in rural areas and 24 were in urban areas. Further out of total medical institutions 13 were Hospitals (5 rural, 8 urban), 46 P, H, Cs. (45 rural, 1 urban), 127 Dispensaries (115 rural, 12 urban) and 7 Hospitals/CHC, CHC, CHC/PHC (4 rural, 3 urban). Besides, there were 52 Ayurvedic, 3 Unani and 7 Homoeopathic Institutions in the district (*Annexure-I*).

During 2001, the number villages identified, as water scarcity villages was 1064. Out of which in 418 villages water supply schemes have been commissioned and 646 villages are still remaining where water supply schemes to be initiated.

Education

Uptill the annexation of Punjab in 1849, the system of education was same as during the Muslim rule. There were Maktabs, Quran schools, Madrasas, Chatshalas, Pathshalas, Lande/Mahajani/Sarafi schools and Gurmukhi schools where Maulvis, Pandits and Granthis taught persian, arabic, sanskrit and gurmukhi. These schools were generally located in the mosques, dharmshalas, gurdwaras and deras etc.

The modern day education has a beginning with the opening of first Vernacular Middle School at Gurdaspur in 1856. It was followed by an anglo-

Vernacular Middle School at Batala in 1860. Besides government, Christian Missionary Organisation, Arya Samaj, Sanatan Dharam, Singh Sabha, Ahmadiyas opened number of Anglo Vernacular Schools, where Urdu and English was taught. The teaching in Gurmukhi and Dev Nagri characters was, however, restricted mostly for girls. The Ahmediyas opened a school at Qadian named Talim-ul-Islam High School. In spite of efforts by various organisations and the State Govt. the district remained educationally backward, but good progress has been made since partition due to various measures undertaken by the government.

In 1947-48, there were 297 schools in the district, out of which 240 were for boys and 57 were for girls. Besides there were two colleges one at Batala (Baring Union Christian College) and the other at Qadian (Sikh National College). The first one was started at Batala as Intermediate College, whereas the second one shifted from Lahore. Much progress has been made in the field of education since then.

During 2000, there were 16 Arts, Science, Commerce and Home Science Colleges (9 boys, 7 girls), 1 Engineering, Technology and Architecture Colleges (1 boys), 1 Teacher Training Colleges (1 boys), 109 senior secondary school (95 boys, 14 girls), 183 High Schools (169 boys, 14 girls), 251 Middle School (241 boys, 10 girls), 1736 primary Schools (1697 boys, 39 girls), 1 Elementary Teachers Training School (1 boys), 1 Polytechnic Institution (1 girls) and 11 Technical Industrial Art Craft School (6 boys, 5 girls) (*Annexure-III to XIV*).

The literacy rate for the district, during 2001, was 74.19 (Rural 70.96 percent Urban 83.43 percent) 80.44 percent for males (Rural 77.70 percent and Urban 88.16 percent) and 67.31 percent for females (Rural 63.58 percent and Urban 78.11 percent) (*Annexure-XI*).

Occupation

Gurdaspur is mainly an agricultural district as majority of its population is living in rural areas. The percentage of rural population was 74.54 in 2001 (*Annexure-I*). There were 20.3 percent cultivators (22.7 percent male, 9.6 percent female) and 14.5 percent Agricultural labourers (14.4 percent male, 15.2 percent female). The main workers in the district were 27.1 percent (45.5 percent, male and 6.4 percent female). Further, 26.6 percent main workers were rural and 28.6 percent were urban.

District Gurdaspur Primary Statistics		
S.NO	ITEM	
1	Area	3564sq.km.
	Tehsils	5
	Blocks	15
	Towns	14
	Inhabited villages	1626
2	Population 2001	
	Total population	2,096,889
	Rural population	1,563,069
	Percentage to total Population	74.54%
	Urban population	533,820
	Percentage to total Population	25.46%
	Density	588 per sq.km.
	Literate and educated persons	1354830
	Literacy	74.19%
	Female per 1000 male	888
	Total Workers	700361
	Main Workers	568257
	Marginal Workers	134201
	Non- Workers	1396528
	Break up of Main Workers	
	I) Cultivators	142173
	II) Agriculture Labourer	101552
	III) Manufacturing, Processing, servicing and Repairs in Household Industry	31516
	IV) Other Services	424419
3	Local Bodies(2000-2001)	
	I) Zilla Parishads	1
	II) Municipal Committees	10
4	Climate	
	Average Rainfall	830.1 mm.
5	Agriculture (2000-2001)	
	Net Area Sown	292000hect.
	Area Sown more than once	201000hect.
6	Irrigation (2000-2001)	
	Net Area Irrigated by:	
	Govt. Canals	22900 hect.
	Wells/Tubewells	194600 hect.
	Total	217500 hect.
	Gross Area Irrigated	410100 hect.
7	Animal Husbandry (2000-2001)	
	Veterinary Hospitals	127
	Permanent Outlaying Dispensaries & Insemination Units	108
	Area Stocked with fish	231 hect.
	Total Live Stock (Live Stock Census 1997)	705200
	Total Poultry (Live Stock Census 1997)	1389900
8	Energy (1999-2000)	
	Consumption of Electricity	871.82 million units
9	Forest (2000-2001)	
	Area under Forests	369sq.km.
10	Industries (2000)	
	Regd. Working Factories	712
11	Medical and Health (1.4.2001)	

District Gurdaspur Primary Statistics		
S.NO	ITEM	
	Hospitals	13
	Dispensaries	127
	P.H.Cs.	46
	Ayurvedic and Unani Institution	55 (52+3)
	Homoeopathic Institutions	7
	Beds installed in Medical Institutions (Allopathy)	1575
12	Co-operation (2000-2001)	
	Co-operative Societies	2090
	Primary Agricultural Credit Societies	281
13	Banking (2000)	
	Scheduled Banks	170
14	Miscellaneous(2000-2001)	
	Post Offices	289
	Police-Stations/ Police Posts	22 (12+10)

Source : Statistical Abstract of Punjab

District: Gurdaspur Demographic Profile		
	1991	2001
Population-Total	1757808	2096889
Male	923912	1110406
Female	833896	986483
Rural	1371396	1563069
Male	720046	824630
Female	651350	738439
Urban	386412	533820
Male	203866	285776
Female	182546	248044
Sex Ratio-Total	903	888
Rural	905	895
Urban	895	868
No. of Literates	908161	1354830
Male	535533	770449
Female	372628	584381
Rural	667345	959466
Male	398106	549088
Female	269239	410378
Urban	240816	395364
Male	137427	221361
Female	103389	174003
0-6 Population-Total	288919	270849
Male	153831	152584
Female	135088	118265
Rural	229317	210910
Male	121920	117911
Female	107397	92999
Urban	59602	59939
Male	31911	34673
Female	27691	25266
SC Total-1991	434306	N/A
Male	230068	N/A
Female	204238	N/A
Rural	347822	N/A
Male	184166	N/A
Female	163656	N/A
Urban	86484	N/A
Male	45902	N/A
Female	40582	N/A

District Gurdaspur																
No. of Recognised Institutions																
Type	1997				1998				1999				2000			
	Boys	Girls	Total	% of Girls to total Institutions	Boys	Girls	Total	% of Girls to total Institutions	Boys	Girls	Total	% of Girls to total Institutions	Boys	Girls	Total	% of Girls to total Institutions
Universities																
Art, Science, Commerce and Home Science Colleges.	9	7	16	43.75	9	7	16	43.75	9	7	16	43.75	9	7	16	43.75
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)																
Teacher's Training College (B.ed.)					1		1	0.00	1		1	0.00	1		1	0.00
Senior Secondary Schools	93	14	107	13.08	94	14	108	12.96	94	14	108	12.96	95	14	109	12.84
High Schools	165	14	179	7.82	167	14	181	7.73	166	14	180	7.78	169	14	183	7.65
Middle Schools	243	9	252	3.57	242	9	251	3.59	241	10	251	3.98	241	10	251	3.98
Primary Schools	1381	24	1405	1.71	1381	24	1405	1.71	1697	39	1736	2.25	1697	39	1736	2.25
Pre-Primary Schools																
Elementary Teacher's Training Schools	1		1	0.00	1		1	0.00	1		1	0.00	1		1	0.00
Polytechnic Institutions	1		1	0.00	1		1	0.00	1		1	0.00	1		1	0.00
Technical Industrial Art Craft Schools	6	5	11	45.45	6	5	11	45.45	6	5	11	45.45	6	5	11	45.45

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 take as per survey figures

District Gurdaspur

No. of Working Teachers in Recognised Schools

Type	1997				1998				1999				2000			
	Male	Female	Total	% of Female to total Teachers	Male	Female	Total	% of Female to total Teachers	Male	Female	Total	% of Female to total Teachers	Male	Female	Total	% of Female to total Teacher
Universities																
Art, Science, Commerce and Home Science Colleges.	273	252	525	48.00	272	252	524	48.09	273	256	529	48.39	273	258	531	48.59
Engineering, Technology and Architecture Colleges.	36	5	41	12.20	43	9	52	17.31	48	8	56	14.29	48	7	55	12.73
Medical Colleges (Allopathic Only)																
Teacher's Training College (B.ed.)					2	7	9	77.78	1	7	8	87.50	1	7	8	87.50
Senior Secondary Schools	1502	1462	2964	49.33	1538	1458	2996	48.66	1592	1442	3034	47.53	1587	1586	3173	49.98
High Schools	1538	1057	2595	40.73	1352	1166	2518	46.31	1325	1315	2640	49.81	1307	1429	2736	52.23
Middle Schools	694	472	1166	40.48	841	762	1603	47.54	762	723	1485	48.69	811	750	1561	48.05
Primary Schools	2212	2777	4989	55.66	2273	2811	5084	55.29	2672	4037	6709	60.17	2583	3947	6530	60.44
Pre-Primary Schools																
Elementary Teacher's Training Schools	14	5	19	26.32	16	6	22	27.27	16	6	22	27.27	16	6	22	27.27
Polytechnic Institutions	50	2	52	3.85	50	2	52	3.85	50	2	52	3.85	48	5	53	9.43
Technical Industrial Art Craft Schools	160	48	208	23.08	160	48	208	23.08	162	48	210	22.86	163	49	212	23.11

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

Source: Statistical Abstract of Punjab

District Gurdaspur																
No. of Students in Institutions																
Type	1997				1998				1999				2000			
	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.	55	158	213	74.18	60	154	214	71.96	37	203	240	84.58	37	241	278	86.69
M.Sc.																
M.Com.					7	23	30	76.67					21	36	57	
B.A./B.A. (HONS.)	4200	6117	10317	59.29	3888	5979	9867	60.60	4035	6406	10441	61.35	4230	6951	11181	62.17
B.Sc./B.Sc. (HONS.)	841	940	1781	52.78	840	945	1785	52.94	794	1005	1799	55.86	1009	1105	2114	52.27
B.Com./B.Com. (HONS.)	766	593	1359	43.64	833	578	1411	40.96	762	725	1487	48.76	724	603	1327	45.44
B.E./B.Sc. (Eng.) / B.Arch. / B. Tech	248	39	287	13.59	663	132	795	16.60	808	193	1001	19.28	799	208	1007	
M.B.B.S.																
B.Ed.					23	37	60	61.67	19	41	60	68.33	27	33	60	
Senior Secondary School	52126	43090	95126	45.30	51618	46316	97934	47.29	45536	40244	85780	46.92	47472	43924	91396	48.06
High School	43981	36130	80111	45.10	48292	36197	84489	42.84	40641	35526	76167	46.64	42387	35526	77913	45.60
Middle School	13105	11545	24650	46.84	12309	12865	25174	51.10	12946	13210	26156	50.50	13502	13627	27129	50.23
Primary School	99321	95985	195306	49.15	100850	97727	198577	49.21	102577	96828	199405	48.56	104628	98764	203392	48.56
Pre-Primary School																
Elementary Teacher's Training School J.B.T.	70	80	150	53.33	101	102	203	50.25	103	100	203	49.26	103	100	203	49.26
Polytechnic Institutions	536	23	559	4.11	533	41	574	7.14	533	44	577	7.63	534	34	568	5.99
Technical Industrial Art and Craft School	1654	663	2317	28.61	1630	645	2275	28.35	1708	620	2328	26.63	1717	616	2333	26.40

Source : Statistical Abstract of Punjab

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

District Gurdaspur																
No. of Scheduled Caste Students																
Type	1997				1998				1999				2000			
	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.	7	13	20	9.39	6	24	30	14.02	6	26	32	13.33	3	25	28	10.07
M.Sc.																
M.Com.								0.00								0.00
B.A / B.A. (HONS.)	690	633	1323	12.82	612	662	1274	12.91	647	735	1382	13.24	712	604	1316	11.77
B.Sc. / B.Sc. (HONS.)	90	85	175	9.83	101	76	177	9.92	95	70	165	9.17	87	54	141	6.67
B.Com. / B.Com. (HONS.)	73	53	126	9.27	66	39	105	7.44	59	37	96	6.46	45	26	71	5.35
B.E / B.Sc. (Eng.) / B.Arch. / B. Tech	34	2	36	12.54	110	15	125	15.72	129	31	160	15.98	141	39	180	17.87
M B B S																
B Ed					4	5	9	15.00	7	8	15	25.00	5	7	12	20.00
Senior Secondary School	12666	9670	22336	23.48	11842	10346	22188	22.66	10924	9550	20474	23.87	9958	9989	19947	21.82
High School	10954	8104	19058	23.79	10421	8420	18841	22.30	9804	7526	17330	22.75	10429	8023	18452	23.68
Middle School	3394	3442	6836	27.73	3808	4043	7911	31.43	3712	3823	7535	28.81	4099	4475	8574	31.60
Primary School	34506	34506	69012	35.34	34995	34862	69857	35.18	36909	35053	71962	36.09	38258	35153	73411	36.09
Pre - Primary School																
Elementary Teacher's Training School J.B.T.	17	23	40	26.67	24	25	49	24.14	30	25	55	27.09	30	25	55	27.09
Polytechnic Institutions	137		137	24.51	132	7	139	24.22	190	10	200	34.66	196	7	203	35.74
Technical Industrial Art and Craft School	350	176	526	22.70	409	139	548	24.09	412	120	532	22.85	418	136	554	23.75

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

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

Source: Statistical Abstract of Punjab

District Gurdaspur						
Enrolment by Department						
2000	State Government Schools			Total Enrolment (Recognised Schools)		
	Male	Female	Total	Male	Female	Total
Primary	74098	70894	144992	121456	111795	233251
Middle	33328	33046	66374	47806	44981	92787
Elementary	107426	103940	211366	169262	156776	326038
High School	17760	15971	33731	26636	24236	50872
Sr. Secondary	8469	7425	15894	12091	10829	22920
Secondary	26229	23396	49625	38727	35065	73792
Total (I-XII)	133655	127336	260991	207989	191841	399830

Source : Statistical Abstract of Punjab

Annexure - VIII

District Gurdaspur						
Enrolment by Department						
1999	State Government Schools			Total Enrolment (Recognised Schools)		
	Male	Female	Total	Male	Female	Total
Primary	72787	69588	142375	118444	108587	227031
Middle	34210	33375	67585	47240	44622	91862
Elementary	106997	102963	209960	165684	153209	318893
High School	17941	16155	34096	26169	23777	49946
Sr. Secondary	5658	5760	11418	9847	8822	18669
Secondary	23599	21915	45514	36016	32599	68615
Total (I-XII)	130596	124878	255474	201700	185808	387508

Source : Statistical Abstract of Punjab

Annexure - IX

District Gurdaspur						
Enrolment in rural schools (Recognised- total)						
Year	Enrolment in Rural School			% of Enrolment in Rural to total enrolment		
	Male	Female	Total	Male	Female	Total
Primary	93505	74916	168421	78.33	78.74	78.51
Middle	46532	39876	86408	77.24	77.91	77.55

Statistical Abstract

Annexure - X

District Gurdaspur			
Literacy Percentage of the Scheduled Castes and Non-Scheduled Castes (1991)			
	Population	No. of Literates	Literacy Percentage
Total (SC+Non SC)	1757808	908161	51.66
Male	923912	535533	57.96
Female	833896	372628	44.68
Scheduled Caste Population			
Total	434306	169183	38.95
Male	230068	107268	46.62
Female	204238	61915	30.31
Non-Scheduled Caste Population			
Total	1323502	738978	55.83
Male	693844	428265	61.72
Female	629658	310713	49.35

Source : Census of Punjab, 1991

District : Gurdaspur										
Literacy rates by residence and sex- 2001										
Tehsil Code	Tehsil	Literacy Rate								
		Total			Rural			Urban		
		Person	Male	Female	Person	Male	Female	Person	Male	Female
005	Dhar Kalan	74.85	81.90	66.64	74.85	81.90	66.64	-	-	-
002	Pathankot	80.70	87.00	73.45	77.59	84.54	69.62	85.81	91.01	79.77
001	Gurdaspur	72.34	78.62	65.60	69.95	76.55	62.89	84.14	88.65	79.17
003	Batala	71.05	76.67	64.94	66.83	73.03	60.14	80.22	84.49	75.50
004	Dera Baba Nanak	69.99	77.73	61.35	68.91	76.90	59.97	85.11	89.63	80.29
06	District	74.19	80.44	67.31	70.96	77.70	63.58	83.43	88.16	78.11
	State	69.95	75.63	63.55	65.16	71.70	57.91	79.13	82.97	74.63

Annexure XII

District Gurdaspur						
Projected School age population						
Year	6-10			11-13		
	Boys	Girls	Total	Boys	Girls	Total
1999	121510	106926	228436	70507	62309	132816
2000	122805	107789	230594	70162	62222	132384
2001	122701	97661	220362	68846	60176	129022
2006	105545	95966	201511	75685	65933	141618
2011	103387	94930	198317	59288	54714	114002
2016	106494	97778	204272	63172	57907	121079

Source : RGI Estimates

Annexure -XIII

District Gurdaspur							
Dropout Rate							
Level	Level	Total			SC		
		Male	Female	Total	Male	Female	Total
Primary	1999	11.93	16.04	14.07	33.70	28.71	31.07
	2000	16.82	10.96	13.89	33.0	28.63	30.99
Middle	1999	16.30	19.27	17.74	36.69	33.59	35.25
	2000	24.95	22.82	23.91	41.64	38.53	40.21

Family Survey 2002

Annexure - XIV

District Gurdaspur						
Gross Enrolment Ratio (2001-2002)						
	Gross Enrolment Ratio			Gross Enrolment Ratio for SC		
	Male	Female	Total	Male	Female	Total
Primary	111.29	111.42	111.35	110.96	111.46	111.20
Middle	98.19	96.33	97.33	95.82	93.63	94.78
High	94.21	90.82	92.33	87.27	81.08	84.34
SR.Sec	67.51	68.00	67.73	48.95	47.13	48.12

Source : Family Survey 2002

Sr. No.	District	Classification of Nutritional Status (%)				March'2002	
		Integrated child development scheme	Normal	Grade-I	Grade-II	Grade-III+	Total children covered
6	GURDASPUR	Bamyal	64.74	32.35	2.15	0.76	100.00
		Batala	59.83	38.82	0.93	0.42	100.00
		Dera Baba Nanak	59.47	38.50	1.93	0.10	100.00
		Dhar Kalan	53.85	43.46	2.33	0.35	100.00
		Dhariwal	60.90	37.02	1.59	0.49	100.00
		Dina Nagar	60.06	37.87	1.27	0.79	100.00
		Fatehgarh Churian	61.20	37.34	0.90	0.56	100.00
		Gurdaspur	65.77	32.89	1.01	0.33	100.00
		Kahnuwan	58.60	36.36	4.47	0.57	100.00
		Kalanaur	61.50	36.54	1.37	0.59	100.00
		Narot Jaimal Singh	60.20	37.87	1.74	0.18	100.00
		Pathankot	64.23	33.04	2.46	0.28	100.00
		Quadian	58.53	40.51	0.66	0.30	100.00
	Sri Hargobindpur	63.23	28.46	5.28	3.04	100.00	
District Total			61.06	36.27	2.03	0.64	100.00

PART - II

School Evaluation and Gradation Method

Evaluation:

The evaluation activity will be conducted thrice in a year with two different stages i.e. self-evaluation (first evaluation) and evaluation through an authorized team (second and third evaluation).

Self-evaluation :

It is the basis of School Evaluation and Gradation Process because it aims at a continuing process of development and improvement in the school rather than finding faults and weaknesses in the school system. It would be initiated by the school, teachers and community and after preparing two copies of the evaluation report one copy will be forwarded to the Primary Block Education Officer through the Cluster Resource Person and one copy will be retained at school.

After 15 days of the starting of a new session the school-Head will call a meeting of his colleagues and discuss the items of evaluation to start the self-evaluation process. Every teacher will share the responsibility according to his capacity and resources. School-Head will form a core team to carry out the job. A proper record of the efforts, division of work, participation of community and its cooperation will be maintained which will also include the cooperation of teacher. The School-Head will complete all these formalities upto 7th of May so that self-evaluation process could be completed by 5th of May.

Team-evaluation :

After scrutiny of the self-evaluation report at block level an action plan will be chalked out for the development of every school and it will ensure the speedy disposal of the assistance to the school, A three months time would be allowed to the school to remove the weaknesses recorded in the self-evaluation report. A three-member team authorized by D.E.O. (P) will conduct the evaluation in October and January ends.

The **gradation** of the school will be done on the basis of the points achieved after the third evaluation.

Gradation Method

Sr.no	Grade	Points	Description
1.	A	91% and above	Ideal
2.	B	81% – 90%	Premier
3.	C	71% – 80%	Excellent
4.	D	61% – 70%	Efficient
5.	E	51% – 60%	Better
6.	F	41% – 50%	Average
7.	G	31% – 40%	Low
8.	H	21% – 30%	Erratic
9.	I	11% – 20%	Dilapidated

School Building and its Surroundings :

These are the significant factors for better maintenance of school. The points will be awarded for complete and appropriate provisions for the school. Every item of school evaluation should be considered according to the needs and availability and the proper utilization of facilities. The facility not being appropriate should be considered as weakness and no point should be awarded by considering it a deficiency. The development and improvement of school is possible only if the weakness is accepted. After identification of the needs the required resources could be managed. The needs of the school are not short-termed and go on changing with the passage of time .

So during the process of development / improvement the resources for the future needs should also be identified well in time.

Teaching material and teaching aids :

Teaching material and teaching aids are the equipments of a teacher with which he moulds a child into a good student. The need and importance of these equipments can never be underestimated.

Teaching material makes the school a better place than the self-education of home. In teaching material library, play equipment, musical instruments are also included. These all things collectively not only fulfill the educational needs of the pupils but also assist in the over-all development of the character and personality of the pupils. As the points for the availability of teaching material are awarded similarly the points should be awarded for their use also. It should be kept in mind that this material should not be procured just for a formality but its proper use should also be ensured.

School Management :

The management is not the duty of School-Head only. In this duty every official and employee also participates. The function of the School-Head no doubt is to lead them but whole of the school management does not remain workable with leadership only. Without proper management no achievement is possible. The work done casually always remains useless. The sources are never limited and a good administrator can use them limitlessly. Rules and regulations give direction and guidance to every process. The observance of the rules enhances the position of achievement. The official or non-official funds received by schools should be used according to rules. Create a cooperative mission spirit in your colleagues and community.

School-Head :

School is the reflection of a school-Head. School-Head has to lead not only the colleagues, students and community but he has to create an example with his work and conduct. The source of knowledge is never small or big. It is the capability of the person who uses the source. Your proficiency in the area of curriculum enhances your position in your colleagues. One of the most significant aspects of the job of School-Head is that he has to coordinate with different types and levels of people at a time. School-Head has a direct link with the students of his school as also with the teacher. He is linked directly with the non-teaching staff and PTA and PASWAK members also. School-Head has to manage the school and become the source of motivation also. So he should have the understanding of the rigidity of rules and also the feeling of creative flexibility.

Student:

Children are sent to school not only for passing the classes but the society has an expectation from you that you will not only teach them reading--writing and speaking-understanding only but will prepare them for the larger field of life. You have to mould and shape them according to the needs and expectations of the society. The books and syllabus in themselves are not ends but these are the means. When the student of your school rises in life the satisfaction you get would be the most invaluable.

Class room transactions :

The school can not be worthwhile without the good behaviour of the teachers. The concrete only is not the foundation of school. The base of school and education is an efficient teacher and his proper guidance. The teaching methodologies are there to assist the teacher in teaching work. For good objectives and feelings better methodologies are needed. The work carried out methodologically becomes not only easy but the achievement also surpasses the expectations. The teacher should have the knowledge of the impacts of the activity being done, on the pupils. All pupils do not have the same level of knowledge and concentration but the teacher should always try to bring equalness in them. The teacher should always keep in mind that child is not an empty vessel which is being filled with knowledge by him. But he should have in mind that child is a complete personality and teacher is assisting in its development.

Togetherness of children :

The school is a mini society for the child where he has to learn the way of leading life. The child has to learn it in school that how the cooperation of others is obtained and how one can be helpful to others. Similarly he learns to work with team spirit in the school itself. It is the school which teaches them that the people have different levels of knowledge. They also learn that every person has qualities. Some have more intellectual qualities whereas some others have creative and physical qualities. So it is necessary that a child should mix-up maximum with his peers in the school. Child is like a flower and the teacher has to make every effort to help him blossom in a better way. If the children mix-up with each other in a positive way it is very useful for their mental development. It should be kept in mind that any child may not terrorise others with his physical, economic or social might.

Community Participation :

By sending the child to school, parents give their own and their child's future in your hands. That is why the school should be an effective organization in their interest also. Taking the maximum help and advice from community in school management and developmental works will make your task easy and increase the achievement also. Generally there are two types of people in the community. One are those who do not take much interest in the school, and others are those who take keen interest even in the minutest details of the school. We need to be ready to face any question on the activities of school and also create interest of others towards the organization. The transparency and success of the PTA, MTA, PASWAK will increase the participation of the community in the same useful degree. The school which is having complete and unrestricted cooperation of the community could flourish four times more than the school not having such cooperation. The community keeps such means and experiences which could be used for organising more resources and utilize them effectively. You should always keep in mind that the community folks will not come to you themselves for participation because they may feel that they are interfering in your function. So it is imperative that you should go to them. This way they would feel honoured and it would be more useful for you also.

The experience of last fifty years shows that keeping the community away from school-management has resulted in deadly effects on education system. Now we need to improve the situation. Who could be more interested than parents in the development of their children. The participation of community does not imply that the rules should be violated for favouring anybody.

Conclusion

Evaluation does not mean the evaluation of children. The evaluation of teachers, school and the institutions related to them is also included. This means the evaluation of complete school process. Evaluation has more than one uses. It not only shows the achievement level of the children but also draws our attention towards our weaknesses and needs. Evaluation is the means to show the achievements of school to the community. The evaluation should be such that it should give happiness to the child for his hardwork and motivate others for more hardwork. The process of evaluation can only become useful if you consider it an effective tool for the development of school. The success of evaluation lies in carrying out the complete procedure/method of this process. More you try to learn the procedure/method, more improved result would emerge. The record of evaluation process kept by you will guide you in the years to come.

EDUCATION GUARANTEE SCHEME (EGS)

EGS as an Alternative System:

The focus of this scheme is on ensuring participation of all 'out of school' children including children living in small, unserved habitations and other categories of children like working children, migrating children, street children, adolescent girls etc. who are out of school. Thus the 'raison-d' etre' of the scheme is to provide access to schooling for such children. However, the succeeding paras would clearly indicate, there is considerable stress on quality issues and introduction of appropriate child-centred, multi-level teaching strategies through intensive teacher training, development of appropriate TLM and pupil evaluation practices, regular academic support to Education Volunteers etc.

To maintain the quality of EGS certain basic essentials are ensured e.g. minimum infrastructure, equipment, reasonable honorarium of the Education Volunteers, proper investment in their professional preparation and regular academic support etc. These essential elements or non-negotiables would necessitate appropriate financial investments. Mere insistence on 'low-cost' results in dilution in quality. Therefore, the investments under the revised EGS would be much higher than the current NFE scheme. However, it would be still less than the per-pupil investment in the formal system, largely on account of the considerable lower honorarium to the Education Volunteers compared to salaries of regular government teachers.

The issue of child-work is a vexed one. Opinions on this issue range from considering every child who is not in school as a child labourer or a potential child labourer to a resigned acceptance of child-work as a corollary of the poverty in the country. Generally, recent educational programmes and projects have taken the stand that any work that comes in the way of a child regularly participating in school education upto the age of 14 years should be considered as 'child labour' and therefore opposed.

It is difficult to make a clear, ideological statement on the issue of child labour in the context of EGS. However, by stressing time bound achievement of UEE, i.e. enrolment and completion of elementary education by all children, the SSA does imply that all children should be in school and not at work.

The duration of part-time alternative schools under EGS will now be a minimum of four hours a day in the day time (except rare cases where evening/night centres may be allowed). The education volunteer would put in at least an extra hour of preparation time (beyond the time for which the centre

functions) to plan for the day including documenting child wise progress, maintaining teacher's diary, finalising the TLM etc. for the various subjects, contacting the community/ parents of children etc. This would also address the quality issue of inadequate instruction time and also help in ensuring that children are away from work for a significant part of the day.

A significant proportion of the children currently 'out of school' (at the primary level) do not have physical access to a schooling facility within 1 km of the habitation. EGS centres set up in these habitations would be full-time day schools and would continue to exist in these habitations as Education Guarantee Centres or become the regular schools once certain conditions are fulfilled.

There is no specific period of duration of the school in a particular village/slum. While EGS centres would continue to function for several years till upgraded, even centres for other categories of children could continue till 'out of school' children in the area are covered. It is not expected that all children would complete education up to class IV/V in 2 years only. Bridge courses/ residential camps would continue for varying duration depending on the requirement of children of different age groups. It is possible that a particular bridge course continues throughout the year and different children take 3 months to 1 year to reach the educational level of the grade to which they are to be admitted.

For the rest of the children (not living in small, unserved habitations), the focus will be on their enrolment into formal schools. Wherever, 'mainstreaming' can be planned for such children, there would be a need for specific interventions prior to and even after their enrolment into regular schools. These would include residential camps, drop-in centres, bridge & transitional courses, vacation or condensed courses and remedial teaching through community volunteers engaged in EGS centres.

But the experience has been that certain children who are in extremely difficult circumstances e.g. street children, children who migrate with their families, wage earning child labourers, adolescent girls (11-14 years of age) cannot be easily enrolled into formal schools directly. Some of these groups of children require specific, flexible strategies based on their situation to ensure that they complete primary/ elementary education, and this could be ensured through EGS centres only.

Thus EGS would not be the substitute for a dysfunctional school but actually provide flexible strategies for specific groups of children. For children in the age group of 6-8 years, the thrust would be on ensuring their enrolment in regular schools. If necessary, a motivational school readiness/bridging summer camp could be provided under EGS to ensure all eligible children in a habitation actually enrol in the regular schools.

With this basic thrust, the EGS would not detract from strengthening and improvement of regular schools. Mainstreaming, which is stressed under EGS would not be possible unless regular schools are strengthened, have adequate teachers and infrastructure and are made accountable to the community to ensure that the most disadvantaged children are able to continue and 'learn'.

Strategies and interventions of EGS

Children in remote, school-less habitations :

Opening of EGS centres in school-less habitations not having a school within 1 km with at least 15 children of 6-14 years of age not enrolled at school. These would be single teacher schools with an Education Volunteer from the same habitation. Some of the important strategies are being implemented in various states to provide universal physical access for primary schooling. In some states, such schools have grade I and II only and are envisaged as feeder schools for formal primary schools.

Bridge courses/Back to School camps :

These strategies support mainstreaming of children into formal schools through bridge courses of varying duration which bring 'out of school' children to age-appropriate competency levels through condensed courses followed by their admission into appropriate grades in the formal school. The duration of the bridge course would depend on the age of the children and their prior education. The bridge courses could be residential or non-residential, could be organized in the community.

Very specific, flexible strategies for certain groups of children :

Street children, children of sex workers, children on railway platforms, children living in slums, children living on construction sites, children working in shops, dhabas, mechanic shops, as coolies, as domestic workers, in juvenile homes, children whose parents are in jails etc, could be the vital targetted groups under the EGS. The strategies would be bridge courses, remedial teaching centres, residential camps, drop-in centres, half-way homes etc. Strategies for such groups would also include contact based activities e.g. out reach workers to establish rapport with the children, a counsellor to provide emotional support and a doctor to cater to their health needs.

Long duration residential camps for elder out of school children :

These would be of 12-24 months duration that help children of ages 12-14 years to complete primary/upper primary education at the camp itself. Since such camps would have high per child cost, they will be adopted sparingly in deserving cases.

Short duration summer camps or schools :

These would be organized to motivate children in the age group of 6-8 years to enroll in schools or even for remedial teaching prior to start of a new school session.

Strategies for adolescent girls :

For adolescent girls the interventions would be adopted similar to that of the Mahila Samakhya programme and several other NGO run programmes in other states. These include Jagjagi centres, short duration motivational and literacy centres which are residential in nature, from where the girls could go on to attend longer duration residential camps. The focus of these motivational/preparatory centres apart from inducting the girls into the formal system would be to also impart life oriented and gender sensitive education. The learners apart from reading and writing would get information regarding legal aid, health care, environment and women issues.

Several other strategies may be required depending on the specific target group. EGS encourages diversified strategies. It should be recognized that some of these strategies require extensive community mobilization and prior work at the grass root level with parents, children, community, Education Volunteers, employers etc.

Community involvement :

Community involvement will be central to the implementation of any of the strategies under EGS. The involvement of the community would be operationalized through parent's groups, Village Education Development Committees and Panchayats.

Education Volunteers (EV) :

The EV would be selected by the local community where the centre is proposed to be established. The state has already defined the role of the local VEDC, Panchayat and the committees of the parents where children are to be enrolled in EGS centre. EV for a primary level centre would be atleast 18 years of age and a matriculation pass. preference would be given to women

candidates, who preferably belong to the same habitation and also belong preferably to the same community as the children who would be enrolled in the centre.

These schools will have:

- Children in the age group of 6-14 years all together in a class.
- The teacher of the school will be from the same village/community.
- The space for the school will be provided by the community.
- In most cases the school will be located in the habitation or adjoining the habitation.
- The timings of the school will be decided by the community to suit the learners.

Ensuring quality education and sustaining it in schools as envisaged in this scheme is a challenge which is to be addressed. What is understood as quality education already stands stated and clarified.

When we discuss quality of a school we need to talk about the **learners** at the school, the **teacher**, **the space** of the school, the school **environment**, the **material** and equipment of the school and the teaching-learning material.

When we discuss the school from the point of view of the **learners**, it has to be a place

- Where children are free to explore and experiment.
- There are opportunities for children to do things themselves and learn, to play, work and talk with children of their own age as well as those older to them.
- There is a variety in the learning situations for the children.
- There is an adult who is concerned about the physical, cognitive and social development needs of all the children.
- This adult is interested in the children and is available whenever the children need.

If a school is able to provide children with an environment which is facilitative and allows them to explore and learn independently, there is no reason that children will not be at school each day.

The **teacher** is the cornerstone to ensure quality in a school. While selecting a teacher it will be crucial to select someone who will

- be sensitive to the needs of the children
- be capable of planning activities according to the needs of the children

- have a clear understanding about the learning areas of the different subjects.
- be able to prepare plans for each child to do individually as well as in a group
- enable the children to develop as self motivated learners.
- Work along with the children instead of getting things done from them.

The space for the school should allow for children to be able to work either in one large group or in small groups and also individually. There should be space for both indoor and outdoor play. The materials and equipment of the school and the teaching learning material can be organised adequately and also stored properly. The room should get sufficient natural light and air. The school should have basic amenities of drinking water and toilets.

Children should be allowed to handle and use most of the **material** available in the school. Children should have access to and are encouraged to use books and other learning material other than the prescribed text books. There is a sufficient amount of play material and equipment available for the children to use. The material available for the learners should be such that the children can independently use it with minimal help of the teacher.

The **community** should have a sense of belonging towards the school. The community members could be involved in ensuring that the teacher is regular to the school and all learners are also **regularly attending school**.

It has been attempted to broadly discuss the parameters, which impact the quality of a school and its practices. This is not an exhaustive list and therefore it can be further broadened. The challenge lies in not only developing a good quality school but also maintaining it. Some of the areas in which it would be critical to focus are as follows:—

- appropriate and adequate space for a school
- a creative, sensitive and skilled teacher
- an initial training and regular academic support for the teacher
- appropriate and sufficient teaching learning material for the centre to be made available prior to the opening of the centre and a system by which it is replenished regularly.
- a variety of learning material and resource material both for the learners and the teacher
- proper utilization of all available resources
- capable and efficient system which is sensitive towards children and the society.

SPECIAL EDUCATION NEEDS AND THE DISABLED

Every significant disability bring in its way certain educational needs. If we wish to Universalize Elementary Education(UEE), inclusion of children with special needs is a pressing imperative. Access to education is a right of every child. The goal of UEE cannot be achieved by denying education to these children. Hence, children with special needs should also be brought into the fold of meaningful learning. Many surveys have projected that the magnitude of the problem of disability is immense and its impact is severe especially in small towns and rural areas.

In India 65 percent of the people live in rural areas, small towns and cities where conventional and segregated rehabilitation services have failed to meet the needs of majority of persons with disabilities. With the scattered population of disabled children it is a greater challenge and a daunting task to reach the services to the unreached in the remote and rural places. Illiteracy, lack of basic facilities such as health education, employment adds to the magnitude of the problem of people with disabilities. The paradoxical situation is that only three percent of people with disabilities have access to any type of rehabilitation support.

Though concerted efforts are afoot to Universalize Primary Education, a large number of specially challenged children have yet to get any type of educational or any other rehabilitation support. Therefore there exists a gap between needs and provisions. This has stimulated a recent appraisal of the strategy for educating children with disabilities. It has been realised that segregated and special schools approach cannot meet the needs of majority of the disabled children. Therefore regular schools have to play a bigger role through redesigning, restructuring and modifying the objectives, strategies and curricular approaches of the general school system with an inclusive approach to meet the needs of children with disabilities through preschool education.

The inclusion of pupils with learning difficulties in ordinary schools and classrooms is presently a part of a large world wide human rights movement which calls for full inclusion of all children including those with special needs in all aspects of life. This concept of inclusive education enjoys a high profile around the world by virtue of its incorporation into the policy documents of numerous international organizations, most notably the United Nations. Standards of UN policies such as those embodied in the UN convention on the Rights of the child (1989), the UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities (1993) and the 1994 UNESCO

Report on the Education of children with disabilities, all affirm the rights of children to equal education without discrimination within the mainstream education system. The Education Policy of 1986 and 1992 states that children with disabilities are to be integrated in mainstream education system.

Inclusive Education (IE) is a feasible alternative to reach children with disabilities and provide them with their basic right to education. IE involves two linked processes: the process of reducing the exclusion of learners of local mainstream education centres and bringing about an attitudinal change in the society to remove the barriers for inclusion. It has become more and more clear to us that a number of groups remain particularly vulnerable, children with disabilities and other, who for a variety of reasons experience barriers to learning within existing arrangements. These include:

- Children with impairments/disabilities
- Those who are already in education but for a variety of reasons do not achieve adequately
- Those who are not enrolled in school, but could participate if alternative forms of schooling responsive to the diversity of learners in their community are made available
- Those with more severe special needs, requiring additional support.

Formal and informal education though overtly designed to facilitate learning, comprises a range of barriers to learning and participation. These could be structural, pedagogical, temporal, conceptual, epistemological, professional, financial or attitudinal obstacles. The barriers can be located within the learners, within the centre of learning, within the education system, within the families and within the broader social, economic and political context.

Inclusive Education is more than including the disabled, often taking away people from examining the many other exclusionary pressures within society and its schools. Children with different disabilities are scattered in small numbers in the community. The issue of inclusion is not concerned with how a relatively small group of pupils with varied impairments and marginalized might learn along with others, but it lays the foundation for an approach that could lead to the transformation of the system and society.

The Punjab Education Policy 2002 and its Programme of Action lays greater emphasis on Inclusive Education for the disabled. But for the more practical aspects of transition the needs is to determine a set of inclusive principles and guidelines. Often in the past schools have ignored the origins of culture of the diverse learners, their role in the community and their financial needs. The practice of inclusive education hinges on an understanding of this

diversity among learners and planning sustainable educational provisions responding to specific situations.

A limited understanding of the needs of children with disabilities often based on deep rooted cultural beliefs, resistance to change and ignorance are perhaps the greatest barriers to inclusive education which exist at all levels from policy makers to the local functionaries. Strategies for attitudinal shifts are generally designed on the experience alien to them. So the need is to increase understanding of how people get influenced in a given context and develop mechanism and processes to make this a continuous process.

It has been noted that inequalities in the society such as urban/rural disparities, discrimination etc. are linked with inadequacies in educational provisions as seen in the insufficient number of centres of learning and other facilities. The inability of learners to access the educational provisions and other services impact adversely on the learning process.

Keeping in view the special education needs of the disabled and for ensuring an appropriate provision of support service, the required data has been collected and various linkage programmes have been launched so as to identify the special education needs of the disabled and removing impediments hampering the appropriate provision of support services.

A family survey has been conducted to gather data of total out of school children and children with challenges. Nearly all education management information systems are school based. So the linkages between home-based preschool teaching and regular school system to facilitate inclusion of children have been developed.

One of the most serious barriers to learning and development is found within the curriculum itself that relates primarily to the inflexible nature of the curriculum, which prevents it from meeting diverse needs among learners. One of the most serious ways in which learners are prevented from accessing the curriculum is through inadequate provision of materials or equipment they need for learning to take place. Such barriers often affect learners, especially with disabilities, who do not receive the necessary assistance devices which equip them to participate in the learning process. The efforts have been made to make the curriculum child oriented and some modules for the guidance of the teachers in this regard have been developed. Special care has been taken to ensure that curriculum meets the diverse needs of the first learners and facilitate joyful learning. To facilitate inclusive learning significant importance has been given to appropriateness and flexibility in curriculum.

Lack of shared conceptual understanding, timely resources, inter ministerial linkages, inter sectoral connections, bureaucratic hurdles and inappropriate planning are the key contributing factors to inappropriate and

inadequate support provision. To ensure appropriate provision of support service an appropriate support system from the block to higher level has been developed. The support system is developed in terms of trained personnel, infrastructure and teaching and learning materials for effective inclusion practices.

Education begins at birth and continues for the whole of our lives. Schooling is a phase in the process of education. This phase is to be seen as the time when parents and society share the task of education with teachers in special places of learning we call schools. So, to build up parental involvement in education of the child, special provisions have been made to take parents into confidence regarding the education of their children. Thus there would be a partnership of the teachers and parents in providing effective inclusive education and over coming barriers of exclusion. This built up partnership, therefore, depends on an acceptance that parents and the community are heterogeneous and have a real contribution to make through VEDCs, MTAs, PTAs etc. where parents of disabled children now have a role to play.

A lack of a clear understanding of inclusion poses challenges in all education systems. Through education management information systems it has been ensured to create awareness and work with the existing system to bring attitudinal change among local government and decision makers. It has been ensured to involve the stake holders of inclusive education at policy level. The long pending requirement to restructure the existing school system and instructional methodology for providing more options for learning to children with special needs has been fulfilled. The general school system has undergone a major change. For responding to a range of diverse needs, to develop a high skill in the regular teachers, the provisions of in-service training and pre-service training have been put in place.

Keeping in view the need to develop appropriate support system for the disabled children in preschool education the following needs in terms of trained materials viz-a-viz children with seeing problems, hearing problems, moving problems and those mentally retarded have been indentified.

Support Services Needed by Children with Seeing Problems

The children with seeing problems need the support services at preschool inclusive education like pre-cane skills, pre-integration training, educational games and toys, sensory training, peer sensitization and sensitized teacher.

Education of Children with Hearing Problems

The needs for education of children with hearing problems are sensitized teacher, training in ADL, speech and language development, development of communication skills, hearing aids, audio-metric assessment, pre-integration training and peer sensitization.

Education of Children with Moving Problems

The needs for education of children with moving problems are trained staff, pre-integration training, physiotherapy, speech therapy (cerebral palsy), need based equipment, gait correction, access facilities, adapted physical environment and peer sensitization.

Education of Children with Mental Retardation

The needs for education of children with mental retardation are training in ADL, sensitized general teachers, resource and itinerant teachers, adapted curriculum, different kind of TLM, various instructional techniques and peer sensitization.

Guidelines for the conduct of Village Educational Development Committee

1. Village Educational Development Committee (VEDC)

The Village Educational Development Committee (VEDC) constituted by Education Deptt. will strive to help raising the educational level of school and making it effective. VEDC will call at least one meeting between 2nd to 7th of every month. Complete record of the resolutions passed in these meetings shall be kept safely.

2. Following are the functions of VEDC:

- To consider new plans for raising the educational level and betterment and construction of school.
- To communicate with the village residents regarding sanctioning of projects for the school and expenditure of funds thereon.
- To intimate the village-residents regarding construction plan of the school and management procedure to be adopted.
- To obtain, as far as possible, the participation of village people in the functions of construction of school and to organize willing labour to complete it.
- To undertake review of the progress of functions of construction.
- To prepare progress reports.
- To solve every sort of local problem of the school.
- To give complete information to all the parties regarding the development works.
- To motivate and attract all the out-of-school children and their parents to the school.
- To motivate the children engaged in labour, their parents and their employees to send them to school.

3. In addition to above the VEDC will also undertake the following functions:

- To look after the school buildings.
- Purchase of furniture and its repair, to be used by the students.
- Provision of black boards and their up keeping.
- Providing water, electricity, fresh air, light, fans etc. and their up keeping.
- Cleaning of school and its surroundings.

- Development of the surroundings and their decoration.
- Development of play grounds for the school and their care.
- To plant trees and flowers around the building of the school and their care.
- To help in educational functions of the school (As Teaching-Learning Materials etc.)
- Provision of school library and news papers, magazines etc. for the mental development of child.
- To help the needy children.
- Provision of sports material for students and organising sports and games.
- To arrange educational tours for students.
- To organize cultural programmes in school.
- Provision of medicines and first aid kit for emergencies.
- Provision of equipment for the recreation of students.
- Appointment of educational volunteers and payment of their remuneration.
- To bring the out-of-school children in school.
- To distribute the grant and books in time under its own supervision to the S.C. children, handicapped children and the girls.
- To prepare a list of school age children who are in school and out-of-school.
- To supervise the annual grant sanctioned to school and teachers and keep the accounts of expenditure.
- To undertake other educational & physical activities required for the multi-faceted development of children.
- To look after the personal needs of poor and S.C. children and ways for their eradication so that children are attracted to schools.
- To maintain the discipline of school in such a way that it helps in working of schools as well as does not hamper the happiness of children.
- In addition to the above any other positive function to be done/to be got done for school education and students and fulfill the needs related to education.

4. Process for undertaking works

- The works up to Rs. 15 lakh. It has been decided to authorize the village Educational Development Committee (VEDC) to undertake works of estimated Rs. 15 lakh from the govt. funds/grants. VEDC shall be provided with designs and estimates for construction and building work and necessary

advice shall be provided during construction work. It shall also be helped to keep the proper records of the works done. VEDC will not have to call tenders for the works falling under their authority. VEDC shall be fully entitled to spend from the grants/funds received.

- The Education Deptt. will issue directions from time to time regarding the designs drawings, estimates and construction of different types of buildings and works.
- Assurance of quality :VEDC will manage to undertake construction work according to the estimates of scope, design and specifications intimated to it. If VEDC feels that any change is desirable in estimates or other allied works, it can call a meeting of VEDC and pass a resolution therein regarding change.

5. Use of grants by VEDC

The funds released by the government for undertaking the works shall be deposited in the joint account to be operated by VEDC chairman and school head jointly. There will be no need to seek sanction of the District Education Officer for operating the account. All payments above Rs 500 hundred shall be made through crossed cheque only, which shall be signed by the concerned chairman and school head. No work shall be undertaken without any resolution passed by VEDC.

- VEDC shall ensure that village people should contribute in cash and kind (land) so that more and more people may participate in school development works.
- grant shall be used under specified terms and conditions.
- After using the grant for the purpose it was received the remaining grant/money can be spent on any other work only after the resolution to be passed by VEDC.

6. Local construction Committee

For the supervision of the works undertaken by VEDC, a local construction committee shall be constituted for each work through resolution of VEDC passed separately for each such committee. The decisions taken by the local construction committee shall have to be put up and passed in the monthly meetings of VEDC.

The constitution of this committee shall be as below:

- VEDC chairman
- School head (Member Secretary)
- An ex-serviceman from defence/retired teacher (from Punjab Govt.)
- P.T.A. female member

- one more PTA member (male or female)
- Two more members can be taken from the village having technical know-how.

(There shall be at least two female members in the committee)

Bar on Contractors-There shall be a complete bar on contractors for carrying out the works undertaken by VEDC.

1. The method of expenditure on construction works undertaken by VEDC.

- VEDC shall pass a resolution before taking any work in hand and a resolution shall also be passed for undertaking the work and estimate of expenditure to be incurred on that. The school head will keep proper descriptive record of the expenditure on works, under specified rules. The school head will be responsible for the safety of the record of expenditure which will be open at any time for the inspection of the Block Education officer/District Education officer (primary).
- chairman and school head shall prepare a detail of the expenditure to be done, before withdrawing money from the joint account.
- no money shall be withdrawn from bank in advance, without necessity.
- All the payments regarding works shall be made by the chairman (VEDC) and the school head. They shall be personally and severally responsible for any discrepancy or loss, while spending money on works.
- While booking the expenditure the number and date of passing of the resolution shall be written on every voucher.
- Chairman VEDC and school head shall be responsible for keeping actual payees receipt (A.P.R) voucher regarding expenditure in their records safely. They shall also be responsible for the safe custody and maintenance of cash book, stock register etc.
- Before starting any construction a photograph of the place and its surrounding shall be taken. The photographs will also be taken before or after laying slabs and completion of construction work which shall always be kept in record for inspection.

5. A committee for the fixation of rates of materials and labour and inspection there of.

The committee constituted by education Department shall meet at times to fix the rates of materials and labour needed for the construction work and for the inspection there of.

6. Accounts of expenditures

The directions shall be issued from time to time regarding expenditure incurred by VEDC and keeping the accounts of the materials purchased by it.

7. Audit system

a) The social Audit of the works undertaken by the VEDC.

- The VEDC shall fix a display board in the school or at a common place in which a description of the grants received by the chairman, name of works, estimated cost of the works, the date of beginning of work, the material purchased and the date of completion of work shall be mentioned. It shall be kept up to date by adding daily progress in it.
- VEDC will prepare an inspection book, which will be made available to the departmental officers at the time of their visit. The chairman and school head shall be bound to obey the orders/suggestions marked in the inspection book by the department officers.
- VEDC will call a meeting between 2nd and 7th of every month to give the information regarding expenditure on works under construction and the progress of VEDC to the members.
- VEDC will call a meeting of Gram-Sabha at least twice in a year, in which the complete information regarding the grants received and spent by the VEDC shall be disclosed to it. Advice and suggestions of the village residents shall be obtained regarding school and educational progress and VEDC will consider it and take decision in the next meeting of VEDC.

II. Legal Audit

The accounts of the VEDC organizations shall be got audit by the C.A. appointed by the department. In addition to it the C.A.G. will continue to undertake its audit as per the rules of Punjab & Central governments.

8. Monitoring of the progress of works.

The monitoring of the progress of the construction and other works undertaken by VEDC shall be done on the basis of the monthly progress reports. The officers of the district and the state level shall review the progress of the works from time to time.

9. Progress Reports

a) School Level

The school head will prepare the progress report in the prescribed Performa prepared by the department. This report shall be presented in the meeting of the VEDC to be held between 2nd and 7th of every month. After the approval of the VEDC the progress report shall be sent to the C.R.C. under the signatures of chairman VEDC and school head.

b) C.H.T.

The C.R.C. coordinator will send his report to the block officer within two days after receiving the same from the schools and compiling it in the prescribed format and signing it for dispatch. He himself would inspect the ongoing works at least once in a month and will pen down his comments in the inspection book.

c) B.P.E.O.

After receiving the reports from C.R.C. coordinator, block primary officers will complete the information in the prescribed format and after signing the same he will send it to his district officer within two days. He will himself inspect the ongoing works at least once in three months and will pen down his comments in the inspection book.

d) District Level

The District officer will send these reports to his head office within two days, duly compiled in the specified format and signed by him. He himself or through his nominee will visit for inspection of the ongoing works at least once in six months and will pen down his comments in the inspection book.

e) State level

The State Project Director, Punjab, Sarva Sikhiya Abhiyan will compile these reports and scrutinize the same and will himself or through his nominee visit at least ten percent schools each year to inspect the ongoing works.

10. Annual Report

- VEDC will prepare an annual report in the end of the financial year in which the details of the grants received during the year from different sources, their utilization and the detail of balance shall be incorporated. The estimates of the work to be undertaken during the next year and the detail of the estimated expenditures shall also be incorporated in it.
- The chairman VEDC and school head will sign this reports. VEDC will send copy of this annual reports to the C.R.C
- C.R.C, after compiling the annual reports received from the VEDC will send the consolidated report of his respective cluster to the Block Education officer (primary).
- Block Education officer (primary) will receive the reports from the C.R.C. and after consolidating them will send to the District Education Officer (primary) under his own signatures.
- The District Education Officer (primary) will receive the annual reports from the blocks and will consolidate them and analyse them. He will send the same to the State Project Director with his comments. He will send a quarterly and annual progress report of the ongoing works to the state and central governments.

11. Department directions

The Education Department will issue directions from time to time regarding the functioning of the VEDC. VEDC will be bound to obey these directions.

The Constitution of Village Educational Development committee (VEDC)

The Village Educational Development Committee is a means to speed up the development of elementary education. It is like constituting a local management committee for every school which takes active part in the developmental works of the school and implements the same. It represents both, the local bodies and general public.

The following shall be the members of VEDC

Headmaster (Due to designation)	Secretary
Two Members Panchayat (one female member is necessary)	Member
Two P.T.A. members (one female member is necessary)	Member
Ex- serviceman	Member
A Retired teacher (from Punjab Education deptt.)	Member
Donator or N.R.I.	Member
Total members including Secretary	Eight

The selection of chairman shall be done by the members. Head master as member will not take part in it.

D.E.O (P) will establish the VEDC and recognize it. The village panchayat will nominate two members of it after a resolution for their inclusion in it. The P.T.A. of the school will be asked to nominate two members from among them. P.T.A. will nominate one ex-serviceman out of two ex-servicemen. Remaining nominations will be done by D.E.O. (P) with the recommendations of the head master. After receiving all recommendations D.E.O. (P) will constitute the VEDC. The term of VEDC will be three years. Only D.E.O. (P) will be competent to initiate any change in the membership because only he is responsible to keep the VEDC functioning and this also comes under his authority.

All the funds of school development will be deposited in the VEDC account. Which will be operated by chairman VEDC and member secretary jointly. VEDC will take part in planning the development works of school, will keep an eye on the implementation process, and with the upkeep of the projects ensure its best utilization. Before initiating any project VEDC will enter into a memorandum of understanding (MOU) with the government. D.E.O.(P) on behalf of the government and chairman VEDC and secretary will sign this memorandum.

The term of the membership of the members nominated by P.T.A. will expire with the expiry of their membership with P.T.A. The P.T.A. will nominate a new member to fill the vacancy, who will be accorded recognition by the D.E.O.(P).

On the expiry of the term of the Panchayat, the new panchayat will nominate its members as described above; who will be accorded recognition by the D.E.O.(P).

Similarly if the retired teacher of the education deptt. is not available for the VEDC, the VEDC will nominate some other retired employee as new

member with a resolution and will recommend his name to D.E.O.(P) for recognition.

To undertake the works in a better and continuing way the VEDC can constitute a sub-committee after passing a resolution in its meeting. It can nominate technical and other people from village who can guide or help in the works. At least fifty percent of such members should be female. The decisions of such sub-committee are necessary to be endorsed by VEDC.

Signatures of at least five members are necessary on the resolution passed by VEDC. Out of which the signatures of two female members are necessary.

If a member of VEDC is not available for any reason even then the functioning of VEDC will continue and with a resolution regarding the absence of member it can nominate a new member on its place. No vacancy of a member should remain vacant for more there three months. D.E.O.(P) will ensure that the number of VEDC members always remain full. D.E.O.(P) will be responsible for any such discrepancy.

Although initially the constitution of VEDC will be done by the D.E.O.(P) but after the experiences of different projects slowly it shall be given the form of an elected committee of the village-residents.

Guidelines for Civil Works To be undertaken by Village Educational Development Committee(VEDC)

1. Regarding Construction

The school –construction by Village Educational Development Committee means a participation in planning the future of our own village and creating a better future for the children of the village. Village Educational Development Committee has to undertake different type of construction. For the creation of a better future of the children, in addition to a good book they need good teachers, clean environment and sufficient buildings. Except other works VEDC has to undertake various types of construction for which it will take the following different works in hand:

- VEDC is fully competent to purchase construction material of every kind.
- VEDC can engage masons and labourers for construction work.
- VEDC will purchase a material of better kind for the construction, at a low cost.
- VEDC will ensure that the construction work is done with correct measure of mixture. It does not have to seek approval from any other department to engage labour and purchase construction material.
- VEDC members can give and take advice while making purchases, engaging labour for works and keeping the records properly. If need be they can take the assistance of better-experienced people of their village.
- For this purpose it will constitute a local construction committee, the detail of which has already been given at pp 13-14 of the book, the “Rules for functioning of VEDC”.
- VEDC will purchase quality material from good shops and will procure at least three quotations before doing so. It will purchase the best material on lowest prices.
- VEDC will engage efficient masons and labourers on low wages which could have the capacity to understand and observe the building map and could complete the building in accordance with it.
- VEDC cannot give any construction work on contract.

2. Technical issues

- No building or foundation should be laid on the freshly filled soil, where the base level is filled with fresh soil to level it, it will be filled with water so that the soil put there should get set.

- Only best quality of bricks should be used in construction works the crushing power of which should not be less than 105 k.g/ s.c.m.
- Before using the bricks these should be soaked with water properly because dry bricks do not catch the cement mixture properly.
- For examining the grade of bricks on the spot inspection should be done as below:
 - a) Take the weight of two to five bricks.
 - b) Keep them drowned in water in a pot for more than twenty-four hours. (Note that these bricks are fully wet with water)
 - c) Bring out these bricks and clean the wetness with some cloth. Weigh them again. Their weight should not increase twenty percent more than their previous weight.
- The sand should be neat and clean, there should be no soil in it. For raising the walls and plaster the specification of sand should be 1.5 F.M and for concrete mixing it should be of 2.5 to 3.5 F.M.
- The concrete mixture should be used within thirty minutes after adding water to it. A mixture of more than one bag of cement should not be prepared at one go. A mixture of more bags should be prepared only when it is being prepared for lintel or slabs.
- Never use brickbats while raising the walls.
- While raising the walls the thickness of joints of bricks should be in between 6.25 to 9.4 m.m.
- At least fifteen days of wetting of plaster is required for maturing it. The date of construction should be noted down on the black board with chalk.
- Only pressed steel chowkhats should be used which fulfill the prescribed specifications of P.W.D. Before fixing it at site, these should be quoted well with the primer.
- The joints should be cut marked at least up to 13 m.m so that it may catch plaster in a better way.
- If the walls are not being plastered even then they look better surfaced.
- While doing face work the extra cement mixture should be wiped out from the bricks.
- Plywood panels should not be used for outer doors and windows; only solid wood panel manufactures in the factory should be used which fulfill the prescribed specification of P.W.D
- Don't use unmaturing shuttering for beams and roofs. Only use steel or matured wooden shuttering which may remain intact while the vibrator is on job.
- Use shuttering oil only, don't use used mobil oil.
- Wherever necessary a drip course should be carved on the rain shade so that rain water may not come in.

- The soil should be pressed properly and tapered while the tiles are to be fixed on the roof top. Fill the joints of tiles with cement mixture properly and wipe out the extra mixture with the brush.
- The slope on the rooftop should be made in such a way that the rain water may flow immediately and no risk of water seepage from roof top remains possible.
- For finishing only use wooden float. Metal float should not be used for finishing.
- For R.C.C. work only I.S.I. steel should be used.
- After the construction work is complete the cleaning of the site should be got done immediately.
- Only grade 43 cement should be used which is available with major producers like Vikram cement, Shree cement, D.L.F., Jay kay cement, Lakshami cement, Benani etc.
- Plaster used in chalkboard should be used by mixing green cement pigment with it. The same method should be used to make borders on walls for cills of windows but hirmachy should be used in it, not the green cement pigment.
- Every construction should be completed as per the sanctioned map and drawing.
- While painting and white washing it only I.S.I. mark synthetic enamel should be used. Only special type of paint like good lass, Nerolac, Asian Paint, Burger paint, Jonson-Nicholson, Garware or Shalimar should be used. For teaching the children the difference of colors, different colors like red, yellow, green, blue should be used.

3. Expenditure Record

- The member secretary (school head) of VEDC will keep the record of the expenditure in the Cash Book.
- The detail in the Cash Book should be entered as per the specimen no; SSA/PASWAK/1/2
- The signatures of member secretary and two other members are necessary on all the purchase vouchers.
- All these signed vouchers should be filed properly and safely in voucher files so that these could be shown to the auditor when required.
- The expenditure met on bringing and carrying material etc. should be noted in a register.
- The payment to labourers, masons etc. should be made according to their presence marked in the muster roll. The form of this muster roll is SSA/PASWAK/1/2.1.
- A social audit shall be done of all the works undertaken by VEDC meaning thereby that record of the same should be shown to every member of school or village residents kept clearly and neatly. The detail

of such process is given in the book 'The Methods of Keeping Accounts' a proforma of social audit is marked at its page 20 which should be hanged on the wall of the school where it can be seen by everybody. The size and colors of the board are specified and it should be made in the same way. The monthly functions of VEDC shall be displayed on the main board and the viewer can find out which works are in progress, what is the estimated cost of it, when the work was started and when will it be completed. It will also come into knowledge that how much money is being spent on the following five components:

1. New construction
 2. Repair
 3. Purchase
 4. Honorarium/Remuneration
 5. Others
- VEDC will ensure that its every official record should be up to date. It will fill up and keep ready all the required programmes from time to time so that any officer/authority may inspect it in detail any time. Govt. is providing us with unaccounted money for the reform of the educational system. We have not only to utilize this money judiciously but it is also to be kept in mind that our honesty should remain transparent. It is necessary that community should have full faith in our honesty and decisions. It is possible only if we keep all the records ready for inspection. All the details have been given in the book, 'The Methods of Keeping Accounts' The Cash Book, Brief detail of accounts, the assets procured through grants, stock Register, material at site register etc. should be kept ready and up to date at every time.
 - A small extra board should be hanged with the main board by VEDC in which the detail of only ongoing works shall be given, on the other board a description of masons and labourers engaged in work will be displayed with numbers. The name of the material issued for completion of work should also be detailed. All the entries on this board should be with chalk only and it should be kept up to date with the completion of the ongoing works. This second board should give the present situation of every work being done so that the community may know the progress and the expenditure being incurred on the project in hand, and how the money is being spent on it.
 - The work being done by VEDC should be done according to the directions and guidelines of the department otherwise VEDC will be held responsible for it.
 - While starting construction all maps and drawings should be shown to the mason so that he may understand his job properly.

Guidelines for Maintaining the Accounts of Village Educational Development Committees

1. Sources of income

VEDC may receive grants from central/state governments, local governments etc. from time to time. In addition to it VEDC may receive grants from other sources as, a grants under any scheme of the Punjab government, grant under any scheme from central govt. such as Sarva Shikhya Abhiyan, P.M.G.Y, J.R.Y. etc, from district development and planning board, village panchayat, chief Minister or any other department or central/state Minister, Industrialists or traders, individuals or organizations, P.T.A. or any other source. The grants/funds received from above sources will be coded properly and entered into the cash book.

2. Guidelines regarding expenditure against grants received by Village Educational Development Committees

Chairman VEDC and member secretary shall keep the records of grants received. Account books and other records shall be maintained by secretary VEDC, but chairman VEDC will look after that accounts of grants received and expenditure are maintained properly. It will be necessary to have a resolution passed by VEDC regarding the work to be undertaken and estimated expenditure to be met thereon. Without passing the resolution VEDC can neither start the work nor spend any money against it.

It is the responsibility of secretary VEDC to present the details of grants/funds received and expenditure made in the monthly, annual meetings of VEDC and get the resolution passed. After getting it passed in the VEDC meeting member secretary will be liable to send monthly progress report to the coordinator of cluster centre.

To maintain the accounts properly the expenditure has been divided into following major heads.

- i) New construction
- ii) Repair
- iii) Purchase in addition to construction
- iv) Honorarium/remuneration
- v) Others.

i) New construction

VEDC will spend money on purchase of materials like, bricks, cement, iron bars sand, bajri, rori, and their cartage and labour etc; electricity fittings and wood and the labour charge thereof; wages to labourers and payments of hired material etc. VEDC will take land in donation only from the panchayat or an individual and will not purchase land in any case.

As far as possible the construction works should also be carried out with the help of village-residents so that every possible contribution of willing labour should be at hand and the expenditure on cartage and labour may be saved. People will also feel that the building constructed belongs to them only.

ii) Repair

VEDC will undertake the repair of old buildings such as roofs, walls, floors, doors, windows, ventilators, boundary wall, main gate etc. In addition to it VEDC will take care of furniture, fittings and other equipments of the school and get them repaired when required.

iii) Purchase

VEDC will purchase office and class-room furniture, black-boards, teaching-learning materials, sports goods, furniture, almirahs, books, newspapers, magazines etc. for libraries.

iv) Honorarium/ Remuneration

VEDC will organise special programmes, engage educational volunteers, teaching of fine-arts to the children and extra curricular activities for the education of E.G. centres, E.C. centres, girls and children of S.Cs and will make payments of remuneration to the personnels deputed for it.

v) Others

VEDC will spend money on its works and other allied works to achieve its objectives, such as payment of water and electricity bills, cleanliness of surroundings, decoration, play grounds, plants and trees around school and play grounds, help to needy children, educational tours, cultural programmes; and medicines and first aid materials for children in emergencies.

VEDC will be responsible to maintain income and expenditure account in a scientific manner properly. It is again emphasized that no expenditure will be made without the resolution passed regarding it. No work should be started or no payment should be made against it without a resolution passed regarding it.

It will be the responsibility of school-head to maintain income and expenditure accounts in the Cash Book. He will keep the expenditure receipts, bills, vouchers properly tagged in the voucher file, date wise and number-wise, and keep the same safely. Every receipt will have the signatures of chairman VEDC, school head and one member of VEDC so as to give them needed authenticity. Resolution number and date of meeting will be written on every voucher.

It will be the responsibility of the school-head to prepare the cashbook of financial year and to get it checked time to time from the authorities. Every time the authority checking the Cash Book will sign on it with date. The authority checking the cashbook will sign the vouchers also and put date of checking thereon. If the checking authority finds any discrepancy in it she/he will give her/his comments in the cashbook.

VEDC will enter the details of income and expenditure in its monthly progress report also. VEDC will also enter in the report that how much money is lying as unspent balance against the funds received.

COMPUTERS AND ITS ALLIED SERVICES AS NEW TECHNOLOGY IN SCHOOL EDUCATION

Making a new Educational System

Let us to break away from the structural limitations of the current worldwide system of schooling. Like architecture a century ago, we can make this break because we have new resources with which to work, suspending traditional implementation constraints. We aim to make a new system of education, one different from the system of print-based schooling that has dominated educational effort for the past five centuries. To make such a departure, five components essential in the construction of the given system need to be redesigned with full awareness of the potentialities of information technologies in mind.

- » How should we organize educative activity in space and time to make full use of information technology? What should its location and schedule be?
- » What well-springs of human emotion and activity should it tap for its driving energies?
- » How should we manage the works and knowledge of our culture so that presentation of them through advanced information technologies will best support the educative effort?
- » What pedagogical resources will best enable students to explore, select, and appropriate the skills and ideas that the culture proffers to them?
- » How can we structure the activities of teaching so that they attract highly talented people and provide them with self-renewing and self-developing conditions of work?

These questions will lead us into considering a complex system in which multiple sets of arrangements function in reciprocal interaction. We will survey this complexity by attending to five distinct topics -- environment, motivation, culture, educational method, and staffing.

Educational Design of Learning Environments

We need a starting point: look first at the environment, the organization of educational space and time. The basic unit of school space is the classroom, world around. It is scaled for one teacher and an appropriate number of students. The basic unit of school time is the period, which aggregates into the school day, which in turn aggregates into the school year. The period is essentially an hour, including transition time between periods, plus or minus 25 percent, with occasional use of double periods. How can information technologies help alter these basic units?

Educational computers can provide asynchronous supports for both forms of synchronized classroom interaction, recitation and discussion. Drill and practice systems allow students to get the benefits of systematic recitation without having to be synchronized in space and time with their teachers or their peers. These programs allow each student to pursue them at his own pace and, in a properly networked environment, at a time and place of his choosing

Motivational Source of Education

Think of a fifth-grade classroom. Imagine the class dealing with virtually any subject. The teacher has just provided an explanation of a key point summarized in the text. She asks a question -- some pupils raise their hands and wave eagerly, confident that they know the answer. Some sit in a studious effort to avoid attracting the teacher's attention, knowing that they do not know and not wanting that fact to be registered in the public knowledge of the teacher or the class. Others seem neither eager nor reluctant, they fidget, raise and lower a hand in ambivalence, thinking they know the answer but not being sure, wanting to earn the teacher's commendation, but fearing that, if wrong, they risk rejection or rebuke. These are the signs of instructional competition at work. From the early grades through the highest levels, the existing system motivates children by engaging them in a competitive effort to shine in recitation and examination, in which each tries to show that he or she has mastered better than others the information sanctioned to be fit for his or her level and to be correct in the view of academic authority. As a result of this reliance on competition, the educational system functions as a powerful sorting mechanism, and when it becomes clear to many that however they may try, they have lost the competition, they drop out.

It is remarkable how thoroughly existing educational systems, around the world, have been adapted to harness competitive motivations. It is very hard to find arrangements in schools that have been designed to encourage children to act from other motivational sources.

But there are other powerful motivators, among them cooperation and it is remarkable how few educational arrangements have been designed to motivate children to learn through cooperation. The reason for this imbalance between competition and cooperation may have had much to do with the logistics of working with printed information.

Cooperative learning does not make sense in situations where each student starts with the same content with the goal of mastering more of it than anyone else. Cooperation aims at having participants do different things and then coordinating their accomplishments in a common achievement that exceeds what each would manage alone. In educational situations this puts far greater strain on the information resources available to the cooperating participants. Ideally, for robust cooperative learning, students should face an expansive horizon of questions, armed with extensive resources to pursue their inquiries in many directions to considerable depth. If the questions and resources available are limited, their cooperative effort will not make much sense and different members of the group will find themselves working at cross-purposes with each other, repeating each

others' efforts, and vying with one another to do the most with the few resources on which all converge.

Electronic information management technologies will significantly diminish the logistical constraints on cooperative learning. One of the simplest examples of such change involves the problem of movement. Traditionally, inquiry meant that children had to leave the classroom to go to the library or other locations of specialized resources. This usually was not efficient, introducing confusion about who was where and wasting time in excess movement. With inquiry in a well-networked electronic environment, the children can access specialized resources, almost instantaneously, with very little waste of time or effort. Such changes in logistics can have profound effects on the experience of working together.

Organizing Culture and Knowledge

In making a new educational system, the most difficult task will be reorganizing the culture to adapt it to the use of digital technologies. This assertion can be easily misunderstood. It does not mean that the computer as a system should suddenly become the controlling reference point in making cultural choices. But it does mean that the computer needs to be taken into account in the process. It should not determine what the curriculum comprises, but it will shape how educators organize the materials of the curriculum, and the effects on that may be sufficient to alter weightings, making some current concerns insignificant and other matters, now trivial, quite prominent.

We can create a new system of education by redesigning schools to take advantage of networked, intelligent, multimedia. Each of these terms signifies technical developments that will have significant effects on the cultural selection of the curriculum. That everything is networked will radically change, for practical purposes, the cultural resources available on the student's desktop, displacing the sequential curriculum with a cumulative one. That "intelligence," the ability to calculate all manner of expressions, resides in those resources will alter the allocation of effort that traditionally educators have devoted to inculcating such skills, de-emphasizing formal acquirements in favor of intentional achievements. That the system makes it easy to store and retrieve multimedia, as easy as it traditionally has been to store and retrieve printed works, will broaden the forms of representation used in education, reducing the reliance on verbal skills, expanding multi-modal study.

A smart, computer-based curriculum should be able to sustain an infinite number of paths through it, and it should be able to provide each student with clear reports about what she has so far covered, regardless of the path and sequence she has taken.

Toward Computer-Based Educational Methods

With the print-based system, education has consisted primarily in imparting an authoritative selection of material to students who are responsible for learning it. True, the print-based school in fact presents to each student much more than he can learn, and the better the school, the more this is the case. Yet the controlling idea of the good

student is not that of the wily navigator on the open sea of information and ideas. Rather the controlling idea is that of the student who masters, fully and efficiently, the materials sanctioned by the syllabus, the text, and the test.

With the electronic system, the scope of the authoritative selection of material will jump significantly and the student will no longer be responsible for simply learning it in full. Instead the student becomes responsible for intelligently exploring it and taking from it a unique but sound and useful sampling. Formal learning thus becomes much closer to experiential learning. The student needs to become a skilled explorer, not a docile learner; the teacher becomes, not the master, but the native guide

Improving the Conditions of Teaching

Teaching in the print-based system has required skilled professionals. The earliest Protestant theorists of schooling pointed to the importance of well-trained teachers, if the system were to be effective. And the need has been constant since then. Nevertheless, the conditions of educational work within the print-based system have had significant deficiencies. Teaching a set curriculum with set texts tends to be highly repetitive, year to year, and teachers often find their work routinized. They cannot do much beyond the text and after a few times through, the text becomes a familiar locale that ceases to challenge their imaginations. This is the basic process of routinization, too often evident in the career of teaching.

Using powerful intellectual tools in complex fields of information, the challenges on teachers will be great. It is tempting to object that the ordinary teachers will not be well-prepared to perform this role. The span of pedagogical possibility is not fixed forever for teachers, any more than it is for students. How a teacher develops over the course of her career, managing teams of students working with advanced tools of scholarship in open-ended fields of inquiry, may be very different from the way she develops instructing five classes of eighth-graders, year after year, in a set survey of ancient history. The pedagogical shift making advanced methods appropriate at earlier levels will affect teachers as well, making the content of their work more like that of the college professor.

Computers as New Technology

Use of new technology like computers is done not only to impart computers education but also to increase learning, especially of advanced or higher-level skills, and to enhance student motivation and self-concept. The experience of the last decades tells us that new technology effects must look not just at the classroom but at the whole system within which education takes place, for this a comprehensive database of all personnel and parameters of school education is required, that would be updated quarterly to fulfill the need of planning, monitoring, evaluation, research and statistics.

Naturally, there are various schools of thought as to how to achieve these ends, but the dominant thinking appears to stress the integration of the above concept. Keeping this view in mind, Data cum Education centres were conceived.

These centres having state-of-art computer architecture provides for the entire EMIS (Education Management Information System) and hope to reform the conventional instructional method by using computers for Tutorial Learning, Exploratory Learning, Applications (Computer Education) and Communication.

- **EMIS Solution**

Complete EMIS solution with quarterly updating to provide the following information:

[i. Schools] – All statistics related to school education

- a) Primary Education Block wise
- b) Education Level wise
- c) Management wise
- d) Specific target area wise
- e) Community Development Block wise
- f) Assembly/Parliamentary Constituency wise
- g) Tehsil wise
- h) On any other defined parameters

[ii. Enrolment] – All statistics related to enrolment in schools

- a) Grade wise
- b) Age wise
- c) Age/Grade wise
- d) Sex wise
- e) Category wise
- f) Special focus Group wise SC/ST/BPL/others
- g) Income wise
- h) Residence wise
- i) Physically/Mentally challenged
- j) Repeaters
- k) On any other defined parameters

[iii. Out of school children] - All Statistics related Children not attending schools

- a) Drop outs at various levels

- b) Children who never attended school
- c) Category wise
- d) Sex wise
- e) Age wise
- f) Income wise
- g) Area wise

[iv. Teachers]

- a) Cadre wise sanctioned post
- b) Cadre wise present strength
- c) Qualification
- d) Training
- e) Complete personal record of teachers
- f) Rationalisation
- g) Transfers

[v. Demographic Record]

- a) Block wise database of all demographic and socio economic indicators
- b) Projections based on time-series analysis
- c) Factors effecting change in demographic profile

[vi. Planning]

- a) Complete data support for planning at Block and District level
- b) Ratios, correlations and analysis
- c) Sarv Shiksha Abhiyan (SSA)
- d) Education Policy
- e) Central and State Schemes
- f) Computerization
- g) National Literacy Mission (NLM)

[vii. Monitoring]

EMIS package will enable the state to monitor flow of funds under plan and non-plan schemes of both State and Center Government. Villages will be the unit of compilation for financial data. Village data will be compiled to block level and further to district level. All physical and financial targets will be monitored under Government including the movement of various projects and proposal; inter department, intra department and between State and Centre.

The board parameters are:

- a) Monitoring of all funds being spent under various programmes
- b) Work in progress and completion
- c) Sarv Shiksha Abhiyan (SSA)
- d) Education Policy
- e) Central and State Schemes
- f) Computerization
- g) National Literacy Mission (NLM)

[viii. Financial]

- a) Databasing of all expenditure being made on education by the department at block and district level both planned and non-planned.
- b) Sarv Shiksha Abhiyan (SSA)
- c) Central and State Schemes
- d) National Literacy Mission (NLM)

[ix. Evaluation]

- a) Evaluation of all ongoing programmes on continuing basis
- b) Sarv Shiksha Abhiyan (SSA)
- c) Education Policy
- d) Central and State Schemes
- e) Computerization
- f) National Literacy Mission (NLM)
- g) School gradation and Evaluation

[x. School Mapping]

- a) Using GIS tools, all schools will put on block level maps and linked with database for effective coordination, management and planning.

- **Computer Education and its Allied Services**

- i. Tutorial Learning**

Historically, the dominant teaching-learning model has been one of transmission: teachers transmitting information to students. Not surprisingly, the first uses of educational technology supported this mode. Although other ways of using technology to support learning are now available, tutorial uses continue to be the most widespread,

Computer-Assisted Instruction -- Some of the first computer-assisted instruction (CAI), developed by Patrick Suppes at Stanford University during the 1960s, set standards for subsequent instructional software. After systematically analyzing courses in arithmetic and other subjects, highly structured computer systems were designed featuring learner feedback, lesson branching, and student record keeping

Today, microcomputers are powerful enough to act as file servers, and CAI can be delivered either through an integrated learning system or as stand-alone software. Typical CAI software provides text and multiple-choice questions or problems to students, offers immediate feedback, notes incorrect responses, summarizes students' performance, and generates exercises for worksheets and tests. CAI typically presents tasks for which there is one (and only one) correct answer; it can evaluate simple numeric or very simple alphabetic responses, but it cannot evaluate complex student responses.

Integrated learning systems (ILSs) are networked CAI systems that manage individualized instruction in core curriculum areas (mathematics, science, language arts, reading, writing). ILSs differ from most stand-alone CAI in their use of a network (i.e., computer terminals are connected to a central computer) and in their more extensive student record-keeping capabilities. The systems are sold as packages, incorporating both the hardware and software for setting up a computer lab.

The instructional software within ILSs is typically conventional CAI: instruction is organized into discrete content areas (mathematics, reading, etc.) and requires simple responses from students. ILS developers have also made a point of developing systems that tie into the major basal textbooks. Users of ILSs enjoy the advantage of having one coordinated system, making it easy for students to use a large selection of software.

CAI in general, and integrated learning systems in particular, has found a niche in schools by fitting into existing school structures. Traditional method of teaching is as follows

- Most instruction occurs in groups of 25 to 35 students in small segments from 45 to 50 minutes long.
- Instruction is usually either whole-class or completely individual.
- Instruction is teacher dominated, with teachers doing most of the talking and student talks confined largely to brief answers to teacher questions.

- When students work on their own, they complete handouts devised or selected by the teacher. Students have little responsibility for selecting goals or deadlines and little chance to explore issues in depth. Most responses are brief.
- Knowledge is represented as mastery of isolated bits of information and discrete skills.

Many features of tutorial CAI are consistent with the traditional classroom. Tutorial CAI provides a one-way (computer to student) transmission of knowledge; it presents information and the student is expected to learn the information presented. Much CAI software presents information in a single curriculum area (e.g., arithmetic or vocabulary) and uses brief exercises that can easily be accommodated within the typical 50-minute academic period. CAI is designed for use by a single student and can be accommodated into a regular class schedule if computers are placed in a laboratory into which various whole classes are scheduled.

Basic skills (such as the ability to add or spell) lend themselves to drill- and-practice activities, and CAI, with its ability to generate exercises (e.g., mathematics problems or vocabulary words) is well suited to providing extensive drill and practice in basic skills. Students at risk of academic failure often seen as lacking in basic skills and therefore unable to acquire advanced thinking skills become logical candidates for CAI drill-and-practice instruction.

Intelligent Computer-Assisted Instruction-- Intelligent computer-assisted instruction (ICAI, also known as intelligent tutoring systems or ITSs) grew out of generative computer-assisted instruction. Programs that generated problems and tasks in arithmetic and vocabulary learning eventually were designed to select problems at a difficulty level appropriate for individual students. These adaptive systems (i.e., adapting problems to the student's learning level) were based on summaries of a student's performance on earlier tasks, however, rather than on representations of the student's knowledge of the subject matter. The truly intelligent systems that followed were able to present problems based on models of the student's knowledge, to solve problems themselves, and to diagnose and explain student capabilities.

Historically, ICAI systems have been developed in more mathematically oriented domains--arithmetic, algebra, programming--and have been more experimental in nature than has conventional CAI.

One intelligent tutoring system, *Geometry Tutor*, provides students with instruction in planning and problem solving to prove theorems in geometry. *Geometry Tutor* comprises an expert system containing knowledge of how to construct geometry proofs, a tutor to teach students strategies and to identify their errors, and an interface to let students communicate with the computer.

Technologies for tutorial learning typically use a transmission rather than constructivist model of instruction. For this reason, although they have found their place in education and have the greatest rate of adoption within schools thus far, they are unlikely to serve

as a catalyst for restructuring education. The focus of drill-and-practice CAI on basic skills allows little room for the presentation of complex tasks, multistep problems, or collaborative learning. ICAI, on the other hand, has the potential to deal with complex domains, to provide models of higher-order thinking, and to probe students' understanding, but has seldom been well integrated into a school's mainstream curriculum. One-way video technologies can be very motivating but are nearly always viewed as enrichment and have not instigated fundamental changes within schools.

ii. Technologies for Exploratory Learning

Exploratory uses of instructional technology allow students to direct their own learning. Through the process of discovery, or guided discovery, the student learns facts, concepts, and procedures. In this section, we describe electronic databases, exploratory learning: computer-based information retrieval systems. Exploratory uses of technology tend to deal with complex learning activities. Such uses of technology are very congruent with the goals of education reform.

Electronic Databases

Electronic reference works provide students with a way to access large bodies of information quickly and in a self-selected manner. In addition to serving as information retrieval systems, electronic databases can provide students with capabilities for organizing and manipulating data that they have accessed or entered. Within the physical and social sciences, databases can be used to explore and test the relationships between variables within complex systems. Some electronic reference works and databases incorporate graphics and/or sound, providing students with additional sources of information.

Computer-Based Exploratory Applications

One of the earliest and best known examples of computer-based exploratory learning is the use of LOGO. LOGO was specifically designed as a programming language to facilitate the acquisition of critical thinking and mathematical problem-solving skills in learners of all ages. In many schools across the country and around the world, LOGO, in its various incarnations, has been used by students to create microworlds in which mathematical and physical principles are tested and explored.

In one of its simplest forms, LOGO can be used by young children to create designs through programming the movements of a "turtle" on the computer screen. In the process of building upon simple commands to get the turtle to "draw" a variety of shapes, children discover and construct knowledge regarding geometrical concepts. In another, more advanced application; students learn the laws of physics through programming the movement of objects (such as dynaturtles) that simulate Newton's laws of motion. Concepts needed to understand these laws (velocity, acceleration, and position) are discovered, explored, and tested as students use simple commands to manipulate the objects within this microworld.

iii. Technology as Applications

One of the most significant shifts in the way that computer technology is being used in education today is toward greater use of computers as *tools* in the learning process rather than as instructional delivery devices. Such uses mirror the ways in which technology is used in the workplace and at home. *Word processing, desktop publishing, database and spreadsheet applications, and drawing, painting, and graphing programs* are examples of technology tools. Whenever students compose using a word processor, spell check their composition, use an on-screen calculator or graphing program, manipulate data in a spreadsheet, look up information in a database, or publish a classroom newspaper, they are using computers as tools.

Using computer technology as tools solves a major problem that frequently arises in the use of technology for tutorial or exploratory uses--that of the technology's curriculum not being consistent with the teacher's curriculum. Often, tutorial or exploratory products that are interesting in their own right do not have a place in a given school's course of study. In contrast, when technology is used as a tool, the teacher can still control the curriculum and the instructional strategy. The technology merely provides students with aids for studying that content or practicing those skills. Tool products can be applied in a variety of curricular--activities word processors for writing and revising assignments, graphing programs for mathematics instruction, desktop publishing systems for producing newspapers, and hypermedia systems for development of one's own study materials

iv Technologies for Communication

By communication applications we mean those educational uses that allow students or teachers at different sites to send and receive written, vocal, or visual information. These communications may come over telephone lines, through computers and modems, via voice or audiographic communication, or through satellite or other technologies.

Interactive communication technologies in common use today include two-way text-based (e.g., computer networks), two-way audio (e.g., telephone, cellular telephone), two-way video/two-way audio (e.g., fiber optic)

Computer Networks

A relatively inexpensive technology, computer networking increasingly is being used in classrooms across the nation. These networks allow computers to send and receive information to and from other geographic sites. Networks allow many students/teachers to communicate with many other students/teachers, hence encouraging collaboration and active participation on the part of learners. Freeing learning from the constraint of geographic location, networks let learners and teachers participate in the education experience without regard to their physical location. Likewise, networks free learning from the constraints of time: students and teachers can log on to networks at times that are most convenient for them. Participants need not be confined to traditional school-day hours and can take time in reviewing information presented on the network before

responding, thus allowing for more thoughtful responses. Given the text-based nature of networks, many believe that they encourage verbal communication, writing skills, and the articulation of ideas. Finally, networks are computer-based, hence they tap into record-keeping and management functions that might be costly in non-technology-based communication.

Successful networks exhibited at least four of the following five features:

- Students and teachers, even though they were not in the same location, shared an interest in the educational projects;
- Educational projects were well specified;
- Sites had easy access to a reliable computer network;
- Students and teachers had a sense of responsibility to the project or the network community; and
- Strong leadership and a final evaluation of the project were provided.

Not all networking experiences need be as elaborate as those reported above. Students can use networks merely to communicate with other students or with adults, and these simpler communications may hold educational benefits.

Link Classrooms for Joint Investigations

Computer networks enable students and teachers to move the learning process beyond the boundaries of the classroom and into the world outside school. By bringing telecommunications applications into their classrooms, teachers create environments where students can communicate via electronic mail with other students, participate in collaborative projects, and gather and pool information in a joint endeavor to understand issues.

The telecommunications environment provides students with opportunities to develop new awareness and appreciation of individual differences that teachers could not provide within the boundaries of their own classrooms. Research suggests that students are better able to function as an intellectual critic for distant peers than for themselves or classmates and that they learn to write better when physical distance makes clear the need to provide explicit content for the reader

Challenges for Students Using Technology

Many adults have feared that students, would become frustrated by the technical demands of the kinds of technologies described above. Experience suggests to the contrary that learning the technical aspects of working with technology is not a major problem for most students. Students face several other kinds of challenges when they use technology to support them in active, inquiry learning, however. These include:

- Understanding their responsibilities as active learners;

- Getting help with individual learning needs; and
- Integrating their technology-supported inquiry learning with their larger school experience.

Capabilities Supported by Computer Technology for Teachers

Computer Technology supports teacher functions that are fundamental if teachers are to provide authentic, active learning experiences as envisioned by education reform goals. These functions include developing and tailoring instructional materials, conducting ongoing assessment of student learning, expanding teacher's content and instructional knowledge, and communicating with parents. In addition to being necessary for providing the kind of learning experiences described earlier, these functions constitute important aspects of the professionalization of teachers, another goal of education reform.

Share and Expand Teacher Knowledge

Networked systems (Internet) are helping teachers break out of their traditional isolation to connect with colleagues and professionals in distant locations. These interactions can help teachers develop a clearer image of effective teaching and learning environments, understand how technology enables them to create these environments, learn about effective instructional strategies, share information about students, and gain emotional support for change. Networking (Internet) enables the teacher to be in frequent communication with people outside of the classroom with no disruption of class activities. The teacher is not interrupted by a phone call; rather, the message waits until the teacher is ready to receive it. Participation in a telecommunications network can help a teacher develop new instructional strategies that promote inquiry learning.

Challenges for Teachers Using Technology

When teachers use technology as a critical part of an inquiry-oriented learning-teaching process, they face a set of challenges, including

- Learning how to use a variety of technology applications;
- Using, adapting, and designing technology-enhanced curricula to meet students needs;
- Expanding content knowledge;
- Taking on new roles; and
- Responding to individual students.

None of these challenges stand alone; they are tightly interrelated.

Effects of Computer Technology on Student Achievement

Although an argument can be made for including technology in schooling for its own sake (i.e., to prepare students for the technology-laden environments they will face as

adults), many policymakers and community members want evidence of the effects of technology on student learning as they make decisions about technology investments.

When a new instructional technology appears on the scene, it is quite natural to want to compare its effectiveness with that of existing technologies.

Comparing Computer Technology Media with Conventional Instruction

Most of this literature finds newer technologies to be either equivalent or superior to conventional instruction with regard to student learning.

Computer-Assisted Instruction --Meta-analyses of studies at the elementary school and secondary school levels generally show a significant advantage for computer-assisted instruction. CAI students at the elementary school level outperform their counterparts without CAI by .47 standard deviations. Effects were larger in shorter-term studies, suggesting that novelty effects boost performance with new technologies in the short term but tend to wear off over time.

Distance-learning --Although there is a voluminous literature on distance-learning, there is very little empirical evidence of effects on student learning. Because distance-learning is generally implemented in situations in which face-to-face instruction in a particular subject area is either infeasible or more expensive, proponents have sought to show that it is equal to, rather than better than, traditional approaches.

As logical as this comparative experimental approach seems on first consideration, the methodology and interpretation of these findings are highly problematic. Summarizing findings as showing the effectiveness of "computer-assisted instruction" is clearly misleading. When an innovation is tried, it necessarily includes not just a given technology medium (i.e., computers or television or books) but also particular instructional content and methods (as represented in the software or programming or text). These variables will interact with features of the context within which the innovation is used and with the characteristics of the particular students involved. When differences are found, there is no defensible logic to attributing them to a technology medium rather than to instructional content or method, instructor or student characteristics, or some interaction among these variables.

TRAINING PROGRAMME TO DEVELOP/ENHANCE THE PERSONAL AND PROFESSIONAL COMPETENCIES OF TEACHERS AND SCHOOL HEAD

The enhancement of competencies in regular teachers as well as Heads of schools is a vital feature 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 developing and daily 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.

Keeping this in mind this tentative programme is targeted to help develop tentative plans for enhancing competencies in regular teachers and Heads. The upgradation of one's skills may be entirely one's personal choice and enforcing or thrusting these on any teacher 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. It need not be an unpleasant requirement of the school but the absence of the teacher/Head from home/personal duties must be compensated so as to motivate him to enhance his desire to undergo refresher courses. A number of teachers from the same school may not attend a programme simultaneously; hence many schools having pooled their resources may conduct these programmes. It will also be difficult to coordinate the busy schedules of the Heads of various schools. This tentative list is by no means exhaustive, since the very nature of refresher programmes is need based. Any programme of training has to be, by nature, dynamic and flexible meeting the future needs of Heads, teachers and students.

Tentative Training Programme For Regular Teachers					
Sr. No.	Name of Training	Level	Minimum Length of Service	Duration	Frequency
Tentative 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
2.	Attitude to learn more, how to fetch more work	All	2 years	3 days	Once in a year
3.	Right and justified Benchmarking of self & others	All	2 years	2 days	Once in 2 years
4.	First-Aid	All	2 years	2days	Once in 2 years
5.	Handling Emergencies - General fire - Laboratory - Swimming pool accidents	All	2 years	1 day	Once in 2 years
6.	Authentic Vs inauthentic labour	All	2 years	1 day	Once in a year
7.	'Work on & forget the fruit'	All	2 years	1 day	Half yearly
8.	Grievances and Feedback	All	2 years	1 day	Half yearly
9.	Gender Sensitization	All	All	2 days	Once in 3 years
10.	Value Education Relationships in real life	All	All	2 days	Once in 3 years
Tentative Plan of Programs for Training for Focus Groups to Develop/Enhance Personal & Professional Competencies of Regular Teachers					
1.	Competence to identify and refer special children	All	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	All	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.	All	2 years	3 days	Annual
6.	Tolerance for failure	All	All	1 day	Annual

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

1.	Curriculum Development: content and methodology to transact content	All	5 years	5 days	Once in 2 years
2.	Innovation in content or methodology				
	a) Languages	All	5 years	2 days	Once in 2 years
	b) Science	All	5 years	2 days	
	c) Geography (S.S.)	Upper Primary	5 years	2 days	
	d) Social Studies	Primary	5 years	2 days	
	e) History & Civics (S.S.)	Upper Primary	5 years	2 days	
	f) 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	2 days	Once in 3 years
		All	All	2 days	Once in 3 years
5.	Evaluation: Trends & Constraints who, what, why, where, whom & how	All	2 years	2 days	Annual
6.	Current trends which influence teacher's future	All	5 years	1 day	Once in 5 years
7.	Relevance of Education with real life: beyond text book	All	All	3 days	Once in 2 years
8.	Cooperative Supervision with discussion & feedback	All	All	2 days	Once in 2 years

**Tentative Plan of Programs to Develop/Enhance
Personal & Professional Competencies of Pre Primary Teachers, Primary and
Anganwari/ECCE sevikas**

1.	Discipline	All	All	2 days	Annual
2.	Behavior Modification	All	2 years	2 days	Once in 2 year
3.	Child Development	All	2 years	2 days	Once in 2 years
4.	Content Innovations	All	5 years	3 days	Once in 3 years
5.	Innovation in conduct of Program	All	5 years	3 days	Once in 3 years
6.	Brain Storming sessions for improvement in infrastructure and total program	All	5 years	1/2 days	Annual
7.	Referral - Why? Constraints & limitations	All	All	2 days	Annual
8.	Grievances and feedback	All	All	1/2 day	Annual

Tentative Training Programme For School Heads

Sr. No.	Name of Training	Level	Minimum Length of Service	Duration	Frequency
Tentative Plan of Programs for General Training to Develop/Enhance Personal & Professional Competencies of School Heads					
1	Induction Training	All	On promotion	1 week	On promotion
1.	Attitude to learn more, how to fetch more work	All	2 years	3 days	Once in a year
2.	Right and justified Benchmarking of self & others	All	2 years	2 days	Once in 2 years
3.	First-Aid	All	2 years	2days	Once in 2 years
4.	Handling Emergencies - General fire - Laboratory - Swimming pool accidents	All	2 years	1 day	Once in 2 years
5.	Authentic Vs inauthentic labour	All	2 years	1 day	Once in a year
6.	'Work on & forget the fruit'	All	2 years	1 day	Half yearly
7.	Grievances and Feedback	All	2 years	1 day	Half yearly
8.	Gender Sensitization	All	All	2 days	Once in 3 years
9.	Value Education Relationships in real life	All	All	2 days	Once in 3 years
10.	Stress Management -what -how to manage -various exercises	All	All	1 days	Once in a year
11.	Behaviour Modification	All	2 years	2 days	Once in 2 years
12.	Child Development	All	2 years	2 days	Once in 2 years
Tentative Plan of Programs for Training for Focus Groups to Develop/Enhance Personal & Professional Competencies of School Heads					
1.	Competence to identify refer special children	All	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	All	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, counselling.	Primary	All	3 days	Once in 3 years
5.	Programs for socially Disadvantaged, e.g. Academic, nutritional, house management etc.	All	2 years	3 days	Annual
6.	Tolerance for failure	All	All	1 day	Annual

**Tentative 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) Geography (S.S.)	All	5 years	2 days	
	d) Social Studies	All	5 years	2 days	
	e) History & Civics (S.S.)	All	5 years	2 days	
	f) 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	2 days	Once in 3 years
		All	All	2 days	Once in 3 years
5.	Evaluation: Trends & Constraints who, what, why, where, whom & how	All	2 years	2 days	Annual
6.	Current trends which influence Head'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
9.	Motivation -how to find level -how to create -how to maintain level	All	All	2 days	Once in 2 years
10.	Leadership -how to develop -how to maintain	On promotion	On promotion	2 days	Once in 3 years
11.	Communication -techniques of clear communication	All	All	2 days	Annual
12.	Administrative and Financial Competency	On promotion	On promotion	2 days	Once in 2 years

The tentative training programme has been identified on the basis of job and need analysis in order to improve quality and efficiency of school education. The trained teacher and Head 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.

Jan Samparak Abhiyan

To revitalise the school education system of the state 'Jan Sampark Abhiyan' has been started in the state from this year. During 'Jan Samparak Abhiyan' which will be conducted every year for one week all officers of state and district education administration will visit schools/villages for on the spot evaluation of existing facility, redressal of students/teachers problems and to meet community leaders for their assessment of school education and their suggestions. District/Directorate will prepare a comprehensive report on the out comes of 'Jan Samparak Abhiyan' each year incorporating the assessment, suggestions received and action taken in this regard.

This year Jan Sampark Abhiyan was led by Hon'ble Education Minister Punjab Sh. Khushhal Bahl on 28th October 2002. During Jan Sampark Abhiyan 10 villages each from Primary Education Blocks of the District were covered.

Following tables show the compilation of this year's Jan Samparak Abhiyan and the extent of its coverage.

District 06 GURDASPUR

Jan Samparak Abhiyan
Blockwise Percentage of Schools Visited

Block	Primary Schools			Middle Schools			High Schools			Sr.Sec. Schools			Total Schools		
	Total	Visited	%	Total	Visited	%	Total	Visited	%	Total	Visited	%	Total	Visited	%
GURDASPUR-I	87	10	11.49	12	1	8.33	5	1	20.00	5	1	20.00	109	13	11.93
GURDASPUR-II	78	12	15.38	11			3	1	33.33	7			99	13	13.13
DHARIWAL-I	51	10	19.61	8	1	12.50	9	1	11.11	4	1	25.00	72	13	18.06
DHARIWAL-II	59	10	16.95	9	1	11.11	3	1	33.33	5	1	20.00	76	13	17.11
KAHNOWAL-I	82	10	12.20	9	1	11.11	4	1	25.00	9	1	11.11	104	13	12.50
KAHNOWAL-II	58	8	13.79	13	1	7.69	5	1	20.00	2	1	50.00	78	11	14.10
DINA NAGAR	68	12	17.65	7			9	1	11.11	7	1	14.29	91	14	15.38
DORANGLA	78	10	12.82	11	1	9.09	4	1	25.00	4	1	25.00	97	13	13.40
KALANPUR	99	10	10.10	12	1	8.33	8	1	12.50	4	1	25.00	123	13	10.57
PATHANKOT-I	69	11	15.94	12	1	8.33	4	2	50.00	11	1	9.09	96	15	15.63
PATHANKOT-II	75	10	13.33	8			6			5			94	10	10.64
PATHANKOT-III	52	10	19.23	6			7	2	28.57	5	1	20.00	70	13	18.57
DHAR-I	53	12	22.64	14	2	14.29	6			7			80	14	17.50
DHAR-II	52	11	21.15	8	1	12.50	4	1	25.00	6			70	13	18.57
N. J. SINGH	104	10	9.62	12	1	8.33	8	1	12.50	6	1	16.67	130	13	10.00
BATALA-I	99	11	11.11	16	1	6.25	12			8			135	12	8.89
BATALA-II	76	11	14.47	9			5			4			94	11	11.70
DERA BABA NANAK	98	10	10.20	11	1	9.09	9	1	11.11	8	1	12.50	126	13	10.32
DHAYAN PUR	57	12	21.05	12			7	1	14.29	4	1	25.00	80	14	17.50
FATEHGARH CHURIAN	88	9	10.23	15	3	20.00	12	4	33.33	10			125	16	12.80
QADIAN	60	11	18.33	17			6	1	16.67	3	1	33.33	86	13	15.12
SHRI HAR GOBIND	53	10	15.87	8	2	25.00	11	1	9.09	6	1	16.67	88	14	15.91
Grand Total	1606	230	14.32	240	19	7.92	147	23	15.65	130	15	11.54	2123	287	13.52

Jan Samparak Abhiyan
Blockwise Enrolment / Attendance Teacher / Gradation

School Name & Code	Enrollment		Attendance		Out of Schools		San. Post		Work Post		Vac. Post		A/C	Gradation
	1-V	VI-VIII	I-V	VI-VIII	6-10	11-14	I-V	VI-VIII	I-V	VI-VIII	I-V	VI-VIII	Maintenacnce	LEVEL
Block - 111 GURDASPUR-I														
06-111-0001R201 G.P.S. BABRI	152		140				5		4		1		N	Uttam
06-111-0003R201 G.P.S. JEEWAN WAL	151		135				5		4		1		N	Uttam
06-111-0036R201 G.P.S. BABE HALI	186		170				6		6				N	Kushal
06-111-0036R401 G.H.S. (G) BABE HALI		139		130				5		5			N	Ausat
06-111-0045R201 G.P.S. BHULLE CHAK	176		166		3	6	6		5		1		N	Kushal
06-111-0045R301 G.M.S. BHULLE CHAK		67		64		6		6		6			N	Ausat
06-111-0055R202 G.P.S. KHOJE PUR	109		104			3	4		4				N	Uttam
06-111-0056R201 G.P.S. GADRIAN	143		88		3	8	5		4		1		N	Uttam
06-111-0059R201 G.P.S. MADHOWAL SAHOWAL	109		93				4		4				N	Kushal
06-111-0060R201 G.P.S. PAHRE	291		250		2	2	7		7				Y	Kushal
06-111-0063R201 G.P.S. GOHAT POKAR	234		227				10		9		1		N	Kushal
06-111-0063R501 G.S.S.S. GOHAT POKAR		252		242		12		9		9			N	Ausat
06-111-0064R201 G.P.S. GHURALA	159		139				6		6				N	Uttam
Total	1710	458	1512	436	8	37	58	20	53	20	5			
Block - 112 GURDASPUR-II														
06-112-0094R201 G.P.S. HALLA	212		190				6		6				N	Behtar
06-112-0096R201 G.P.S. BARNALA	89		80				4		4					Behtar
06-112-0101R201 G.P.S. JAFAR PUR	66		64				3		3				N	Kushal
06-112-0106R201 G.P.S. KALA NANGAL		208		195				6		6			N	Kushal
06-112-0111R201 G.P.S. PANIAR	224		217				6		6				N	Uttam
06-112-0112R201 G.P.S. (G) PANIAR, GADHIYA	228		220		2	4	6		6				N	Uttam
06-112-0115R201 G.P.S. BARIAR	262		240				7		7				N	Uttam
06-112-0115R401 G.H.S. BARIAR		334		312				11		11			N	Uttam
06-112-0119R201 G.P.S. (BRANCH) NABI PUR COLONY	152		140				6		6					Kushal
06-112-0120R201 G.P.S. TUNG	117		107				5		4		1		N	Kushal
06-112-0121R201 G.P.S. HAYAT NAGAR	177		152				5		5					Kushal
06-112-0666R201 G.P.S. ABUL KHAJR	134		115				5		5					Uttam
06-112-0668R201 G.P.S. DHARO CHACK		166		152				9		9			N	Behtar

Blockwise Enrolment / Attendance Teacher / Gradation

School Name & Code	Enrollment		Attendance		Out of Schools		San. Post		Work Post		Vac. Post		A/C	Gradation
	1-V	VI-VIII	I-V	VI-VIII	6-10	11-14	I-V	VI-VIII	I-V	VI-VIII	I-V	VI-VIII	Maintenacnce	LEVEL
Total	1661	708	1525	659	2	4	53	26	52	26	1			
Block - 113 DHARIWAL-I														
06-113-0139R501 G.S.S.S. RANIA		105		100				6		6			N	Ausat
06-113-0141R201 G.P.S. BIDHI PUR	72		260				2		2				N	Behtar
06-113-0143R401 G.H.S. LEHAL		184		180				6		6			N	Ausat
06-113-0147R201 G.P.S. GODHARPUR	38		260				2		2				N	Behtar
06-113-0149R201 G.P.S. JOHAL NANGAL	146		260				4		3		1		N	Kushal
06-113-0151R201 G.P.S. BABBRI NANGAL	179		260				6		6				N	Behtar
06-113-0156R201 G.P.S. SATKOHA	125		260				5		4		1		N	Behtar
06-113-0168R201 G.P.S. PASAN WAL	194		260				5		4		1		N	Kushal
06-113-0171R201 G.P.S. KHAN MALAK	44		260				2		2				N	Shiromani
06-113-0173R201 G.P.S. KHUNDA	251		260				7		7				N	Behtar
06-113-0174R301 G.M.S. KHUNDI		57		56				6		6			N	Ausat
06-113-0177R201 G.P.S. CHAUDHAR PUR	100		260				4		3		1		N	Uttam
06-113-0181R201 G.P.S. SUJANPUR	107		260				4		3		1		N	Uttam
Total	1256	346	2600	336			41	18	36	18	5			
Block - 114 DHARIWAL-II														
06-114-0016U402 G.H.S. MONI MANDIR, DHARIWAL		162						6		6			N	Behtar
06-114-0185R201 G.P.S. WARIACH	85		80		10	5	3		1		2		N	Davandol
06-114-0208R202 G.P.S. DULA NANGAL	117		105		7	32	4		4				N	Kushal
06-114-0210R201 G.P.S. SAHARI	147		132				4		3		1		N	Kushal
06-114-0212R201 G.P.S. BHOJ RAJ	120		115		5	6	4		4				N	Kushal
06-114-0214R201 G.P.S. (G) SOHAL	164		155		16	3	6		6				N	Ausat
06-114-0214R202 G.P.S. (B) SOHAL	146		146				8		7		1		N	Kushal
06-114-0214R501 G.S.S.S SOHAL		230		225				7		7			N	Behtar
06-114-0225R201 G.P.S. KANG	105		87			2	4		4				N	Ausat
06-114-0226R301 G.M.S. DADWAN		94		90				6		6			Y	Ausat
06-114-0228R201 G.P.S. GAGOWALI	119		104		2	4	4		4				N	Kushal
06-114-0229R201 G.P.S. KUNJAR	67		56			6	3		1		2		N	Uttam

Jan Samparak Abhiyan
Blockwise Enrolment / Attendance Teacher / Gradation

School Name & Code	Enrollment		Attendance		Out of Schools		San. Post		Work Post		Vac. Post		A/C	Gradation
	1-V	VI-VIII	I-V	VI-VIII	6-10	11-14	I-V	VI-VIII	I-V	VI-VIII	I-V	VI-VIII	Maintenacnce	LEVEL
06-114-0230R201 G.P.S. BANGOWANI	158		140		2		5		5				N	Kushal
Total	1228	486	1120	315	42	58	45	19	39	19	6			
Block - 115 KAHNOWAL-I														
06-115-0236R201 G.P.S. SATHIALI	104		90			5	4		4				N	Niman
06-115-0237R201 G.P.S. (B) TIBBER	265		220				9		9				N	Ausat
06-115-0237R202 G.P.S. (G) TIBBER	272		250				7		7				N	Ausat
06-116-0240R201 G.P.S. CHAWA	158		145				5		5				N	Behtar
06-115-0242R201 G.P.S. SAIDOWAL KALAN	95		85				3		2		1		N	Behtar
06-115-0261R201 G.P.S. SALHOPUR	118		106				4		4				N	Behtar
06-115-0262R201 G.P.S. KOTLA GAJLAN	53		48		1		2		2				N	Kushal
06-115-0263R201 G.P.S. BALWANDA	90		86				3		2		1		N	Kushal
06-115-0296R201 G.P.S. NAINOKOT	77		64				3		3				N	Behtar
06-115-0296R401 G.H.S. NAINOKOT		107		99				11		11			N	Kushal
06-115-0297R201 G.P.S. KIRI AFGANA	101		95				4		4				N	Niman
06-115-0297R301 G.M.S. KIRI AFGANA		80		74				6		6			N	Kushal
06-115-0304R501 G.S.S.S. SIDHWAN		162		148				11		11			N	Uttam
Total	1333	349	1189	321	1	5	44	28	42	28	2			
Block - 116 KAHNOWAL-II														
06-115-0313R201 G.P.S. DHASIAN	37		34				2		1		1		N	Ausat
06-116-0333R201 G.P.S. LADHUPUR	53		50				4		3		1		N	Kushal
06-116-0336R201 G.P.S. TATLEY	133		125				2		2				N	Behtar
06-116-0336R301 G.M.S. TATLEY		32		28				1		1			N	Ausat
06-116-0337R401 G.H.S. DEHARIWAL DAROGA		154		145				12		11		1	N	Ausat
06-116-0345R201 G.P.S. SHINH BHATTI	55		52		6		3		2		1		N	Ausat
06-116-0350R201 G.P.S. BHATTIAN	123		110				5		2		3		N	Ausat
06-116-0350R501 G.S.S.S. BHATTIAN		184		176				7		7			N	Ausat
06-116-0360R201 G.P.S. BERI	43		38		1		3		2		1		N	Behtar
06-116-0365R201 G.P.S. CHOCHNA	16		14				2		1		1		N	Behtar
06-116-0368R201 G.P.S. SALAHPUR	99		80				3		3				N	Ausat
Total	559	370	503	349	7		24	20	16	19	8	1		

Blockwise Enrolment / Attendance Teacher / Gradation

School Name & Code	Enrollment		Attendance		Out of Schools		San. Post		Work Post		Vac. Post		A/C	Gradation
	1-V	VI-VIII	I-V	VI-VIII	6-10	11-14	I-V	VI-VIII	I-V	VI-VIII	I-V	VI-VIII	Maintenacance	LEVEL
06-118-0507R201 G.P.S. DODWAN	126		116				5		5					Behtar
Total	1371	861	1182	773			49	30	44	27	5	3		
Block - 119 KALANPUR														
06-119-0514R201 G.P.S. KHEHIRE KOTLI	138		138				4		3		1			Kushal
06-119-0516R301 G.M.S. SANGATPUR		158		158				11		11				Behtar
06-119-0525R201 G.P.S. WADALA BANGAR	112		112				4		2		2			Kushal
06-119-0539R201 G.P.S. QILA NATHU SINGH	131		131				4		3		1			Ausat
06-119-0540R201 G.P.S. KADIYAWALI	59		50		9		2		1		1		Y	Niman
06-119-0546R202 G.P.S. HARJAN BASTI, KALANAUR	119		119				3		3					Niman
06-119-0553R201 G.P.S. SARAJE CHACK	32		32				2		1		1			Behtar
06-119-0563R201 G.P.S. BISHANKOT	45		45				2		2					Uttam
06-119-0565R201 G.P.S. RAHIMA BAD	200		200				4		3		1			Behtar
06-119-0591R501 G.S.S.S. DOST PUR		276		276			1	8		7	1	1		Behtar
06-119-0598R201 G.P.S. SHAHAUR KALAN	111		111				3		2		1			Uttam
06-119-0601R401 G.H.S. CHHOHAN		251		234				7		7				Shiromani
06-119-1496R201 G.P.S. RULIANA, KALANAUR	54		51		3		3		2		1			Kushal
Total	1001	685	989	668	12		32	26	22	25	10	1		
Block - 120 PATHANKOT-I														
06-120-0609R201 G.P.S. MALAK PUR	249		205		44		9		9				N	Kushal
06-120-0610R201 G.P.S. SARNA	219		215		219		7		7				Y	Davandol
06-120-0613R201 G.P.S. AIMAN GUJRAN	64		59		64		3		2		1		Y	Davandol
06-120-0614R202 G.P.S. RAJPRURA	96		96		96		5		4		1		Y	Davandol
06-120-0620R401 G.H.S. NAMALA		87		79				4		4			Y	
06-120-0632R201 G.P.S. FARIDA NAGAR	142		139				4		4				Y	Ausat
06-120-0633R201 G.P.S. KATARU CHACK	162		155				5		4		1		Y	Ausat
06-120-0636R201 G.P.S. BHAROLI KALAN	176		176				8		8				Y	Uttam
06-120-0636R301 G.M.S. BHROAI KALAN		171		166				7		7			Y	Kushal
06-120-0642R201 G.P.S. GHROTA KALAN	261		255				10		8		2		Y	Niman
06-120-0642R501 G.S.S.S. GHROTA KALAN		263		251				9		8		1	Y	Uttam

Jan Samparak Abhiyan
Blockwise Enrolment / Attendance Teacher / Gradation

School Name & Code	Enrollment		Attendance		Out of Schools		San. Post		Work Post		Vac. Post		A/C	Gradation
	1-V	VI-VIII	I-V	VI-VIII	6-10	11-14	I-V	VI-VIII	I-V	VI-VIII	I-V	VI-VIII	Maintenacnce	LEVEL
Block - 117 DINA NAGAR														
06-117-0377R201 G.P.S. MUGRALA		41		38				4		4				Behtar
06-117-0393R201 G.P.S. RAUWAL	92		88				3		3					Behtar
06-117-0396R201 G.P.S. JHANDI CHAK	43		40				3		3					Uttam
06-117-0404R201 G.P.S. HAVELI	37		35				2		2					Uttam
06-117-0406R201 G.P.S. SAMMU CHACK	73		71				3		3					Kushal
06-117-0407R201 G.P.S. DHAMRAI	109		105				5		5					Behtar
06-117-0412R201 G.P.S. KUNDE GHOSAL, KUNDE LALOWAL	146		132				6		4		2			Behtar
06-117-0412R401 G.H.S. KUNDE GHOSAL, KUNDE LALOWAL		170		155				7		7				Behtar
06-117-0417R201 G.P.S. PANDORI BAINSAN	70		64				3		2		1			Shiromani
06-117-0423R201 G.P.S. KOTHE BHAGWANPUR	56		55				2		2					Uttam
06-117-0427R201 G.P.S. CHAUNTA	264		244				7		6		1			Uttam
06-117-0427R501 G.S.S.S. CHAUNTA		162		158				7		7				Adarsh
06-117-0431R201 G.P.S. JHAROLI	168		142				5		5					Kushal
06-117-0433R201 G.P.S. JAGATPUR KHURD	61		56				3		2		1			Behtar
Total	1119	373	1032	351			42	18	37	18	5			
Block - 118 DORANGLA														
06-118-0441R201 G.P.S. BAHMANI	166		138				5		4		1			Kushal
06-118-0447R201 G.P.S. RANGER PINDI	81		61				4		4					Behtar
06-118-0448R201 G.P.S. NAUSHERA	74		72				3		3					Ausat
06-118-0467R201 G.P.S. MARARA	130		105				5		4		1			Behtar
06-118-0468R201 G.P.S. JHABKRA	224		224				7		7					Kushal
06-118-0468R401 G.H.S. JHABKRA		315		277				6		6				Kushal
06-118-0479R201 G.P.S. BEHRAM PUR	322		254				8		7		1			Kushal
06-118-0479R501 G.S.S.S. MARARA		486		440				16		16				Uttam
06-118-0485R201 G.P.S. DALA	44		35				4		3		1			Ausat
06-118-0485R301 G.M.S. DALA		60		56				8		5		3		Behtar
06-118-0493R201 G.P.S. BANTHAN WALA	103		87				4		3		1			Behtar
06-118-0506R201 G.P.S. BHARTH	101		90				4		4					Behtar

Blockwise Enrolment / Attendance Teacher / Gradation

School Name & Code	Enrolment		Attendance		Out of Schools		San. Post		Work Post		Vac. Post		A/C	Gradation
	1-V	VI-VIII	I-V	VI-VIII	6-10	11-14	I-V	VI-VIII	I-V	VI-VIII	I-V	VI-VIII	Maintenacnce	LEVEL
06-120-0647R201 G.P.S. JAKROUR	114		111				3		3				Y	
06-120-0656R201 G.P.S. CHASHMA	86		80				2		2				Y	
06-120-0665R401 G.H.S. FERQJPUR		45		42				6		6			Y	Kushal
06-120-1488R201 G.P.S. QILA	63		52		58	5	3		3				Y	Kushal
Total	1632	566	1543	538	481	5	59	26	54	25	5	1		
Block - 121 PATHANKOT-II														
06-121-0678R201 G.P.S. BHOA	143		125				7		6		1		Y	Uttam
06-121-0686R201 G.P.S. (G) NAROT MEHRA	160		145				6		5		1		Y	Shiromani
06-121-0695R201 G.P.S. KOTLI MUGLAN	121		183				6		5		1		Y	Kushal
06-121-0698R201 G.P.S. GANDRAN LAHRI	185		143				6		6				Y	Kushal
06-121-0705R201 G.P.S. PHOOL PIARA	82		75				3		2		1		Y	Kushal
06-121-0714R201 G.P.S. BANILODHI	194		160				6		6				Y	Shiromani
06-121-0715R201 G.P.S. SUNDER CHAK	192		189				5		5				Y	Uttam
06-121-0725R201 G.P.S. TANGO SHAH	101		95				4		4				Y	Behtar
06-121-0734R201 G.P.S. DHOBRA	82		73				5		4		1		Y	Kushal
06-121-0739R201 G.P.S. DHOLOWAL	114		106				4		4				Y	Uttam
Total	1374		1294				52		47		5			
Block - 122 PATHANKOT-III														
06-122-0072U201 G.P.S. DHAKI, WARD NO-18, PATHANKOT	210		203				6		6				N	Uttam
06-122-0747R201 G.P.S. MIRZAPUR	60		56				3		3				N	Shiromani
06-122-0747R401 G.H.S. MIRZAPUR		44		44				6		5		1	N	Uttam
06-122-0754R201 G.P.S. KHANPUR	58		54				6		6				N	Behtar
06-122-0760R201 G.P.S. MANWAL	170		160				5		4		1		N	Uttam
06-122-0761R201 G.P.S. MAMOON	188		178				8		8				N	Uttam
06-122-0762R201 G.P.S. NANGAL	133		128				5		4		1		N	Uttam
06-122-0762R501 G.S.S.S. NANGAL BHOOR		299		90				7		7			N	Behtar
06-122-0763R201 G.P.S. BHOOR	107		107				4		2		2		N	Ausat
06-122-0773R201 G.P.S. ANDOI	50		46				2		1		1		N	Uttam
06-122-0780R201 G.P.S. KAUNTER PUR	155		133				4		2		2		N	Kushal

Blockwise Enrolment / Attendance Teacher / Gradation

School Name & Code	Enrollment		Attendance		Out of Schools		San. Post		Work Post		Vac. Post		A/C	Gradation
	1-V	VI-VIII	1-V	VI-VIII	6-10	11-14	1-V	VI-VIII	1-V	VI-VIII	1-V	VI-VIII	Maintenancance	LEVEL
06-122-0780R401 G.H.S. KAUNTER PUR		103		87				6		4		2	N	Ausat
06-122-0781R201 G.P.S. GURHA KALAN	168		156				4		2		2		N	Uttam
Total	1299	446	1221	221			47	19	38	16	9	3		
Block - 123 DHAR-I														
06-123-0788R201 G.P.S. BUNGAL	103		92				5		4		1		N	Ausat
06-123-0788R301 G.M.S. BUNGAL		102		93				8		8			N	Ausat
06-123-0790R201 G.P.S. PHANGTOLI	87		82				5		4		1		N	Ausat
06-123-0800R201 G.P.S. HARRYAL	90		82				4		3		1		N	Ausat
06-123-0801R201 G.P.S. NARAINPUR	134		117				4		3		1		Y	Ausat
06-123-0809R201 G.P.S. BHATWAN	75		65				2		1		1			Khasta
06-123-0810R201 G.P.S. HARDOSARN	55		48				2		1		1			Ausat
06-123-0819R201 G.P.S. DUNERA	93		75				5		3		2			Khasta
06-123-0821R201 G.P.S. DUKHNIALI		53		50				5		3		2		Ausat
06-123-0832R201 G.P.S. PHANGOTA		121		115				6		5		1		Ausat
06-123-0833R201 G.P.S. SARTI	68		60				2		2					Niman
06-123-0835R201 G.P.S. MARWAN	50		44				2		2					Ausat
06-123-0835R301 G.M.S. MARWAN		35		33				5		4		1		Ausat
06-123-0837R201 G.P.S. PATRALWAN	93		87				2		1		1			Ausat
Total	848	311	752	291			33	24	24	20	9	4		
Block - 124 DHAR-II														
06-124-0840R201 G.P.S. FEROPUR KALAN	186		172				6		5		1			Davandol
06-124-0844R201 G.P.S. MADHOPUR	64		58				3		3					Davandol
06-124-0847R201 G.P.S. THARYAL	77		65				4		4					Ausat
06-124-0847R301 G.M.S. THARYAL		145		138				6		5		1		Ausat
06-124-0851R201 G.P.S. MADHO PUR		602		558				24		21		3	Y	Ausat
06-124-0852R201 G.P.S. KAHAN PUR	104		95				4		4					Khasta
06-124-0855R201 G.P.S. CHHANNI GUJRAN	65		58				3		3					Davandol
06-124-0859R201 G.P.S. GHOH	222		210				7		6		1			Khasta
06-124-0859R401 G.H.S. GHOH		395		380				20		19		1		Ausat

Blockwise Enrolment / Attendance Teacher / Gradation

School Name & Code	Enrollment		Attendance		Out of Schools		San. Post		Work Post		Vac. Post		A/C	Gradation
	1-V	VI-VIII	1-V	VI-VIII	6-10	11-14	I-V	VI-VIII	I-V	VI-VIII	I-V	VI-VIII	Maintenacnce	LEVEL
06-124-0863R201 G.P.S. KAROLI	99		94				6		5		1			Khasta
06-124-0878R202 G.P.S. RANIPUR	66		62				2		1		1			Ausat
06-124-0880R201 G.P.S. RAJPURA	99		85				3		2		1			Khasta
06-124-0884R201 G.P.S. CHHATWAL	91		75				4		3		1			Ausat
Total	1073	1142	974	1076			42	50	36	45	6	5		
Block - 125 N. J. SINGH														
06-125-0889R201 G.P.S. TARAGARH	191		181				8		8				N	Kushal
06-125-0912R201 G.P.S. BAMAIL	190		190		13		8		4		4		N	Ausat
06-125-0944R201 G.P.S. SAHAWRA KHURD	120		106				4		4					Ausat
06-125-0953R201 G.P.S. JASWAN	127		117				4		3		1			Kushal
06-125-0957R201 G.P.S. BASAU BARWAN	95		90				4	3	1	3	3		N	Ausat
06-125-0957R301 G.M.S. BASAU BARWAN		199		160				6		2		4	N	Ausat
06-125-0964R501 G.S.S.S. NAROT JAI MAL SINGH		366		307		3		15		15			N	Ausat
06-125-0966R201 G.P.S. TALOOR WADDA	105		98		4		3		2		1		N	Niman
06-125-0970R401 G.H.S. FATEHPUR		312		285				11		11			N	Behtar
06-125-0978R201 G.P.S. MANSINGH PUR	89		80				3		3				N	Ausat
06-125-0979R201 G.P.S. GUGRAN	129		114				3		2		1		N	Khasta
06-125-0984R201 G.P.S. JHELLA AMDA	100		88				4		3		1		N	Kushal
06-125-0988R201 G.P.S. JANICHACK	37		30				2		2				N	Ausat
Total	1183	877	1094	752	17	3	43	35	32	31	11	4		
Block - 126 BATALA-I														
06-126-0992R201 G.P.S. BASSAR PUR		99		99	2	2		6		6			N	Behtar
06-126-1001R201 G.P.S. JAITO SARJA	206		192				6		5		1		N	Behtar
06-126-1007R201 G.P.S. SHABPURA	120		115		3	2	3		3				N	Kushal
06-126-1019R201 G.P.S. PANJGRAI	226		214				5		4		1		N	Davandol
06-126-1022R201 G.P.S. KARNAMA	198		190				3		2		1		N	Davandol
06-126-1024R201 G.P.S. BAHADUR HUSSAIN KALAN	174		165				5		5				N	Davandol
06-126-1027R201 G.P.S. GAUNS PURA	141		137				6		6				N	Davandol
06-126-1037R201 G.P.S. DHADIALA NAZARA	70		63				3		1		2		N	Davandol

Jan Samparak Abhiyan
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	1-V	VI-VIII	I-V	VI-VIII	6-10	11-14	I-V	VI-VIII	I-V	VI-VIII	I-V	VI-VIII	Maintenacnce	LEVEL
06-126-1040R201 G.P.S. SADARANG	109		92				3		3				N	Uttam
06-126-1041R201 G.P.S. DIALGARH	158		133		2		4		4				N	Kushal
06-126-1054R301 G.M.S. HASSANPUR KALAN		39		36				6		6			N	
06-126-1061R201 G.P.S. RANGAR NANGAL	162		148				5		4		1		N	Kushal
Total	1564	138	1449	135	7	4	43	12	37	12	6			
Block - 127 BATALA-II														
06-127-1069R201 G.P.S. WINJHWAN	122		106				3		1		2		Y	Uttam
06-127-1070R201 G.P.S. TARAGARH	161		154		1	1	5		4		1		Y	Kushal
06-127-1076R201 G.P.S. GOKHUWAL	157		150				5		5				Y	Uttam
06-127-1079R201 G.P.S. DHUPSARI		186		186				5		5			N	Davandol
06-127-1098R201 G.P.S. SHAHID BALKAR SINGH, NANGAL BUTTER	66		61		1		3		2		1		N	Behtar
06-127-1106R201 G.P.S. MULLEWAL	118		109		17	15	4		3		1		Y	Uttam
06-127-1107R201 G.P.S. TALWANDI LAL SINGH	229		199		6	3	6		5		1		Y	Behtar
06-127-1109R201 G.P.S. DHEER	130		121		3		4		4				N	Kushal
06-127-1118R201 G.P.S. UDHOWAL	102		80		3	2	3		3				Y	Kushal
06-127-1120R201 G.P.S. TALWANDI JHIRAN	91		88				3		3				Y	Behtar
06-127-1126R201 G.P.S. KALA NANGAL	159		132		7	7	5		5				Y	Behtar
Total	1335	186	1200	186	38	28	41	5	35	5	6			
Block - 128 DERA BABA NANAK														
06-128-1141R201 G.P.S. THETHRKE	172		144				5		4		1			
06-128-1141R401 G.H.S. THETHRKE		139		91				12		11		1		Khasta
06-128-1148R301 G.M.S. SAHAZADA		61		52				6		6				Ausat
06-128-1157R201 G.P.S. MANSORKE	107		92				2		2					
06-128-1160R201 G.P.S. SINGHPURA	118		111				4		1		3		Y	Khasta
06-128-1192R201 G.P.S. DERA PATHANA, KHAWAJA WARDOG	116		109				3		2		1		Y	Ausat
06-128-1206R201 G.P.S. TARUWALI	33		30				2		1		1		Y	Niman
06-128-1207R201 G.P.S. FATTU PUR	224		196		1		6		4		2		Y	Khasta
06-128-1207R501 G.S.S.S. DHER FATTU PUR		432		300				24		14		10	Y	Behtar
06-128-1208R201 G.P.S. DEHAR	58		54		8		2		2				Y	Ausat

Jan Samparak Adnyan
Blockwise Enrolment / Attendance Teacher / Gradation

School Name & Code	Enrollment		Attendance		Out of Schools		San. Post		Work Post		Vac. Post		A/C	Gradation
	1-V	VI-VIII	I-V	VI-VIII	6-10	11-14	I-V	VI-VIII	I-V	VI-VIII	I-V	VI-VIII	Maintenacnce	LEVEL
06-128-1210R201 G.P.S. DABURJI	35		30				2		2				Y	Khasta
06-128-1211R201 G.P.S. ADALTPUR	53		42				2		2				Y	
06-128-1216R201 G.P.S. CHAINAWALA	42		30				3		3				N	Kushal
Total	958	632	838	443	9		31	42	23	31	8	11		
Block - 129 DHAYAN PUR														
06-129-1224R201 G.P.S. CENTER DALAM	139		129		5	6	4		4				N	Behtar
06-129-1226R501 G.S.S.S. D/S MIRJAJAN		213		192				12		12			N	Behtar
06-129-1227R201 G.P.S. UGREWAL	89		80				4		4				N	Uttam
06-129-1233R201 G.P.S. BASANTKOT	104		82		1		4		2		2			Shiromani
06-129-1234R201 G.P.S. UMARWAL	77		65				2		2				N	Kushal
06-129-1236R201 G.P.S. KHERA SULTAN	88		78				2		2				N	Uttam
06-129-1237R201 G.P.S. MAMMAN	127		110		3	4	4		4				N	Niman
06-129-1240R201 G.P.S. RAUWAL	92		75				2		2				N	Niman
06-129-1242R201 G.P.S. BHAGWANPUR	135		120				4		3		1		N	Uttam
06-129-1244R201 G.P.S. RAICHACK	178		150				5		4		1		N	Ausat
06-129-1272R201 G.P.S. PANWAN		61		51				6		6			N	Kushal
06-129-1273R201 G.P.S. GILLAN WALI	93		87				3		2		1		N	Behtar
06-129-1273R401 G.H.S. GILLAN WALI		100		88				6		5		1	N	Behtar
06-129-1280R201 G.P.S. MALAKWAL	130		113		8	7	4		3		1		N	Behtar
Total	1252	374	1089	331	17	17	38	24	32	23	6	1		
Block - 130 FATEHGARH CHURIAN														
06-130-1297R201 G.P.S. MAHGAN WALI	103		91		1		4		4					Kushal
06-130-1297R301 G.M.S. MAHGAN WALI		36		25				5		5			N	Ausat
06-130-1311R201 G.P.S. PABARALI KHURD	26		23				2		1		1			Behtar
06-130-1327R401 G.H.S. BABA BUDHA TEJA KALAN		121		105				7		6		1	N	Shiromani
06-130-1334R201 G.P.S. KALA AFGANA	203		159				8		7		1		N	Uttam
06-130-1334R401 G.H.S. KALA AFGANA		133		126		16		6		5		1	N	Kushal
06-130-1336R201 G.P.S. QUADIAN RAJPUT	116		110				4		4				N	Kushal
06-130-1354R201 G.P.S. MANN SANDWAL	133		73				5		1		4		N	Kushal

Sarva Shiksha Abhiyan During 2001-2002

Training, Planning and other EMIS material to be prepared under SSA

Objective code	Title/Description	Objective	Language	Source material	Circulation
EGS/AIE Motivation/Awareness/Processes					
2.01	Posters SSA 1-12	Motivation and awareness	Punjabi	SSA, Punjab	School level
2.01	E.G.S Centres	Importance, Awareness and Rules	Punjabi	SSA, Punjab	School level
Civil Works(training)					
6.01	School Building works	VEDC(Construction Drawings and schedules of material)	Punjabi and English	SSA, Punjab	School level
Teacher Training					
12.01	Our National Symbols and National Integration	Teacher Training	Punjabi	NCERT	School
12.01	Communication Media and International	Teacher Training	Punjabi	NCERT	Cluster level/Block level/ Distt level/Diets/In-Service Training Centre
12.01	Improvising Teaching-Aids	Teacher Training	Punjabi	NCERT	
12.01	Learner-centred Approach	Teacher Training	Punjabi	NCERT	School level
12.01	Developing Inquiry skills in students.	Teacher Training	Punjabi	NCERT	School level
12.01	Values oriented Education	Teacher Training	Punjabi	NCERT	School level
12.01	Moral Education : communication and Evaluation	Teacher Training	Punjabi	SSA, Punjab	School level
12.01	Environment, School and children cleanliness	Teacher Training	Punjabi	SSA, Punjab	School level
12.01	Motivational Skills & Self Motivation	Teacher Training	Punjabi	SSA, Punjab	School level
12.01	Leadership Skills	Teacher Training	Punjabi	SSA, Punjab	School level
12.01	Communication Skills	Teacher Training	Punjabi	SSA, Punjab	School level
12.01	Time Management	Teacher Training	Punjabi	SSA, Punjab	School level
12.01	Stress Management	Teacher Training	Punjabi	SSA, Punjab	School level
12.01	Administrative Skills	Teacher Training	Punjabi	SSA, Punjab	School level
12.01	Financial Skills	Teacher Training	Punjabi	SSA, Punjab	School level
12.01	Counselling Skills	Teacher Training	Punjabi	SSA, Punjab	School level
12.01	Conflict Management	Teacher Training	Punjabi	SSA, Punjab	School level
12.01	Team Building	Teacher Training	Punjabi	SSA, Punjab	School level
12.01	Interpersonal Relations	Teacher Training	Punjabi	SSA, Punjab	School level
12.01	P.R.Training	Teacher Training	Punjabi	SSA, Punjab	School level
12.01	Appropriate Teaching Strategies for the Disabled	Teacher Training	Punjabi	SSA, Punjab	School level
12.01	Concept Building Techniques for the Disabled	Teacher Training	Punjabi	SSA, Punjab	School level
12.01	Appropriate Teaching Techniques for the Disabled	Teacher Training	Punjabi	SSA, Punjab	School level
12.01	Induction Training	Teacher Training	Punjabi	SSA, Punjab	School level
12.01	Attitude to learn more, how to fetch more work	Teacher Training	Punjabi	SSA, Punjab	School level
12.01	Right and justified Benchmarking of self & others	Teacher Training	Punjabi	SSA, Punjab	School level
12.01	First-Aid	Teacher Training	Punjabi	SSA, Punjab	School level
12.01	Handling Emergencies - General fire - Laboratory - Swimming pool accidents	Teacher Training	Punjabi	SSA, Punjab	School level
12.01	Authentic Vs inauthentic labour	Teacher Training	Punjabi	SSA, Punjab	School level
12.01	Working with First Generation learners e.g. Academic house management, counselling.	Teacher Training	Punjabi	SSA, Punjab	School level
12.01	Curriculum Development: content and methodology to transact content	Teacher Training	Punjabi	SSA, Punjab	School level
12.01	Use of computers and internet	Teacher Training	Punjabi	SSA, Punjab	School level
12.01	Evaluation: Trends & Constraints who, what, why, where, whom & how	Teacher Training	Punjabi	SSA, Punjab	School level

Jan Samparak Abhiyan
Blockwise Enrolment / Attendance Teacher / Gradation

School Name & Code.	Enrollment		Attendance		Out of Schools		San. Post		Work Post		Vac. Post		A/C	Gradation
	1-V	VI-VIII	I-V	VI-VIII	6-10	11-14	I-V	VI-VIII	I-V	VI-VIII	I-V	VI-VIII	Maintenace	LEVEL
06-130-1355R201 G.P.S. KHAIRA	186		141				5		5				N	Kushal
06-130-1355R301 G.M.S. KHAIRA		104		91				6		5		1		Kushal
06-130-1356R201 G.P.S. QILA DESA SINGH	80		58				3		2		1		N	Kushal
06-130-1356R301 G.M.S. QILA DESA SINGH		57		38		14		5		4		1	N	Uttam
06-130-1357R201 G.P.S. SEKHWAN	62		50		2		2		2				N	Kushal
06-130-1560R201 G.P.S. PABBA RALI	93		90				4		2		2		N	Uttam
06-130-1560R401 G.H.S. PABBA RALI		121		97				6		6			N	Kushal
06-130-1586R401 G.H.S. MANN KHERA		76		60				7		4		3	N	Kushal
Total	1002	648	795	542	3	30	37	42	28	35	9	7		
Block - 131 QADIAN														
06-131-1367R201 G.P.S. DALLA	174		165		40		5		3		2		N	Ausat
06-131-1367R501 G.S.S.S. DALLA		164		151		25		14		7		7	N	Behar
06-131-1370R201 G.P.S. KOKALPUR	45		40		5	10	3		2		1		N	Ausat
06-131-1373R201 G.P.S. MANSORKE	35		26		5	2	2		2				N	Khasta
06-131-1374R201 G.P.S. RAMPUR	90		80		40		3		2		1		N	Ausat
06-131-1376R201 G.P.S. BHOMAN	110		105		100		4		2		2		N	Behar
06-131-1380R201 G.P.S. GANDE KE	58		55		4	5	1		1				N	Ausat
06-131-1381R201 G.P.S. ATHWAL	74		70		30		3		1		2		N	Behar
06-131-1407R201 G.P.S. ATTEPUR	87		80		86		2		1		1		N	Ausat
06-131-1410R201 G.P.S. KAHLAWAN	141		121		35		4		3		1		N	Ausat
06-131-1410R401 G.H.S. KAHLAWAN		160		150	15	10		7		7			N	Ausat
06-131-1412R201 G.P.S. DHAPI	152		140		129		5		4		1		N	Behar
06-131-1413R201 G.P.S. BASRAI	152		140		10		5		4		1		N	Behar
Total	1118	324	1022	301	499	52	37	21	25	14	12	7		
Block - 132 SHRI HAR GOBIND														
06-132-1442R201 G.P.S. METLE														
06-132-1448R201 G.P.S. BAHADAR PUR, RAJOAN	123		103		65		4		1		3		N	Behar
06-132-1452R201 G.P.S. PINDA RORI	42		35		40		3		2		1		N	Ausat
06-132-1454R201 G.P.S. MAHESH DOGAR	93		79		10		3		1		2		N	Ausat

Blockwise Enrolment / Attendance Teacher / Gradation

School Name & Code	Enrollment		Attendance		Out of Schools		San. Post		Work Post		Vac. Post		A/C	Gradation
	1-V	VI-VIII	I-V	VI-VIII	6-10	11-14	I-V	VI-VIII	I-V	VI-VIII	I-V	VI-VIII	Maintenance	LEVEL
06-132-1456R201 G.P.S. VEELA BAJJU	256		217		10		7		6		1		N	Behtar
06-132-1459R201 G.P.S. BOLEWAL	166		98		5	4	5		4		1		N	Behtar
06-132-1461R201 G.P.S. MIKE	86		75		100		2		1		1		N	Ausat
06-132-1469R201 G.P.S. SAMRAI	54		54		9	6	2		2				N	Behtar
06-132-1478R201 G.P.S. BALLAR WAL	95		95		7	8	3		2		1		N	Ausat
06-132-1516R201 G.P.S. KIRI AFGANA	91		76		52		5		2		3		N	Behtar
06-132-1516R301 G.M.S. KIRI AFGANA		74		65		17		8		6		2	N	Behtar
06-132-1522R501 G.S.S.S. AULAKH BERI		226		189		35		6		6				Behtar
06-132-1532R401 G.H.S. BAHADUR PUR RAJOA		197		180		35		6		5		1	N	Behtar
06-132-1587R301 G.M.S. BASRAWAN		78		73		22		6		6			N	Behtar
Total	1006	575	832	507	298	127	34	26	21	23	13	3		
Grant Total	26882	10855	25755	9531	1441	370	925	531	773	480	152	51		

Legends :-

Enrolment - Total enrolment I-V & VI-VIII, Attendance - Attendance of day, Out of school - Number of out-of-school children in the village

Sanc. Post - Sanctioned teacher posts I-V & VI-VIII, Work Tch - Working teachers, Vacant posts - Vacant teacher's posts, VEDC A/c maintenance - VEDC accounts maintenance (numbers)

Sarva Shiksha Abhiyan During 2001-2002

Training, Planning and other EMIS material to be prepared under SSA

Objective code	Title/Description	Objective	Language	Source material	Circulation
12.01	Relevance of Education-with real life: beyond text book	Teacher Training	Punjabi	SSA, Punjab	School level
Training(School Heads)					
12.02	Institutional Head	Teacher Training	Punjabi	SSA, Punjab	School level
Community Participation					
14.01	Accounting procedures of PASWAK: Training Manual	Planning & Management (VEDC) Training Manual	Punjabi	SSA, Punjab	School level
14.01	Procedures of functioning of PASWAK	VEDC (Rules)	Punjabi	SSA, Punjab	Village level, School level
14.01	Procedures of construction by PASWAK	VEDC (Rules Manual)	Punjabi	SSA, Punjab	Village level, School level
14.01	SSA Brochure	Motivation and awareness	Punjabi	SSA, Punjab	School level
14.01	SSA Brochure	Motivation and awareness	Hindi	SSA, Punjab	
14.01	Accounting Procedures for PASWAK	VEDC (Accounts,Manual)	Punjabi	SSA, Punjab	School level
14.01	Resolution Book SSA/Paswak/I-R	VEDC (Accounts)	Punjabi	SSA, Punjab	School level
14.01	Income-Code Book SSA/Paswak/I/1	VEDC (Accounts)	Punjabi	SSA, Punjab	School level
14.01	Cash Book SSA/Paswak/I/2	VEDC (Accounts)	Punjabi	SSA, Punjab	School level
14.01	Brief Accounting Details SSA/Paswak/I/3	VEDC (Accounts)	Punjabi	SSA, Punjab	School level
14.01	Property Received/Construct by Govt. and other Sources Grants/Income SSA/Paswak/I/4	VEDC (Accounts)	Punjabi	SSA, Punjab	School level
14.01	Stock Register SSA/Paswak/I/5	VEDC (Accounts)	Punjabi	SSA, Punjab	School level
14.01	Stock Register (Material at site) SSA/I/6	VEDC (Accounts)	Punjabi	SSA, Punjab	School level
14.01	Inspection Book for Developmental works of School SSA/Paswak/I/7	VEDC (Accounts)	Punjabi	SSA, Punjab	School level
14.01	Utilisation Certificate SSA/Paswak/I/8	VEDC (Accounts)	Punjabi	SSA, Punjab	School level
14.01	Perform for Social Audit SSA/Paswak/I/9	VEDC (Accounts)	Punjabi	SSA, Punjab	School level
14.01	Monthly Progress Report SSA/Paswak/I/10	VEDC (Accounts)	Punjabi	SSA, Punjab	School level
Monitoring (Community Participation)					
14.02	Monthly/Yearly Progress Report at Cluster level SSA/Paswak/II/10	VEDC (Accounts)	Punjabi	SSA, Punjab	Cluster
14.02	Monthly/Yearly Progress Report at B.R.C level SSA/Paswak/III/10	VEDC (Accounts)	Punjabi	SSA, Punjab	Block
14.02	Monthly/Yearly progress Report at District level SSA/Paswak/IV/10	VEDC (Accounts)	Punjabi	SSA, Punjab	District
Training(IED)					
15.01	Children with learning problems. Their Educational Needs	Teacher Training	Punjabi	NCERT	School level
15.01	Environment Care	Teacher Training	Punjabi	NCERT	School level
15.01	Hearing Impaired and Language Development	Teacher Training	Punjabi	NCERT	School level
School Evaluation					
16.02	School Evaluation and Gradation Process	Evaluation	Punjabi	SSA, Punjab	School level
Jan Samparak Abhiyan					
16.03	School Inspection Format	School Evaluation	English	SSA, Punjab	State, District
School Planning and Management					
17.01	Updation of Educational Data	School Planning and management	Punjabi	NIEPA	School
17.01	Planning for implementation	School Planning and Mangament	Punjabi	NIEPA	Cluster level/Block level/ Distt level/Dists/In-Service Training Centre
17.01	Indicators of Educational Development. Future School, School Enrolments: Teacher Projection	Planning management	Punjabi	NIEPA	School level

Sarva Shiksha Abhiyan During 2001-2002

Training, Planning and other EMIS material to be prepared under SSA

Objective code	Title/Description	Objective	Language	Source material	Circulation
17.01	Educational Planning Diagnosis of Educational Development	Planning & Management	Punjabi	NIEPA	School level
17.01	District level Educational Planning	Planning & Management	Punjabi	NIEPA	Distt. Level
17.01	National Educational Policy meaning & scope for teachers Institutional Planning	School Planning and management	Punjabi	NCERT	
17.01	National Educational Policy-1986 Punjabi Translation of the original document	Teacher Training	Punjabi	NCERT	School level
17.01	School Planning	Planning & Management (work book)	Punjabi	SSA, Punjab	School level
17.01	School Planning	Planning & Management (Module)	Punjabi	SSA, Punjab	School level
17.01	Punjab Education Policy 2002 and Programme of Action	Policy, Programme of Action	English	SSA, Punjab	State/District level
EMIS					
17.03	Quarterly Report of Teacher of Upper Primary Schools/Sections at District level SSA/SET/IV/7	EMIS	Punjabi	SSA, Punjab	District
17.03	Records of school in village/wards SSA/SET/VI/1	EMIS	Punjabi	SSA, Punjab	School level
17.03	Quarterly Enrolment and Teachers Information SSA/SET/II/2 Ist To VIIIth class	EMIS	Punjabi	SSA, Punjab	School level
17.03	Details of Teacher SSA/SET/II/2.1	EMIS	Punjabi	SSA, Punjab	School level
17.03	Quarterly Enrolment and Teachers Information SSA/SET/II/2.2	EMIS	Punjabi	SSA, Punjab	School level
17.03	Records of total School in Cluster Resource Centre SSA/SET/III/1	EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Number of Pre-Primary Schools/Sections at Cluster level SSA/SET/III/2	EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Number of Primary Schools/Sections of Cluster level SSA/SET/III/2.1	EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Number of Upper Primary School/Sections at Cluster level SSA/SET/III/3	EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Quarterly School Enrolment Information at Cluster level I To V class SSA/SET/III/4	EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Quarterly School Enrolment Information at Cluster level VI To X class SSA/SET/III/5	EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Reports on Teachers of Primary Schools/Sections Cluster level SSA/SET/III/6	EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Report on Teacher of Upper Primary School/Sections at Cluster level SSA/SET/III/7	EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Code records of total Schools of Block SSA/SET/III/1	EMIS	Punjabi	SSA, Punjab	Block
17.03	Number of Pre Primary Schools at Block level SSA/SET/III/2	EMIS	Punjabi	SSA, Punjab	Block
17.03	Report of number of Primary Schools/Sections at Block level SSA/SET/III/2.1	EMIS	Punjabi	SSA, Punjab	Block
17.03	Number of Upper Primary Schools/Sections at Block level SSA/SET/III/3	EMIS	Punjabi	SSA, Punjab	Block
17.03	Quarterly School Enrolment Information at Block level I To V class	EMIS	Punjabi	SSA, Punjab	Block

Sarva Shiksha Abhiyan During 2001-2002

Various Formats & Instruction Booklets/Maps for Household Survey

Objective code	Title/Description	Objective	Language	Source material	Circulation
17.03	Quarterly School Enrollment Information at Block level VI To X class SSA/SET/III/5	Survey/EMIS	Punjabi	SSA, Punjab	Block
17.03	Quarterly Report of Teachers of Primary Schools/Sections at Block level SSA/SET/III/6	Survey/EMIS	Punjabi	SSA, Punjab	Block
17.03	Quarterly Report of Teachers of Upper Primary Schools/Sections at Block level SSA/SET/III/7	Survey/EMIS	Punjabi	SSA, Punjab	Block
17.03	Number of Primary Schools/Section at District level SSA/SET/IV/2	Survey/EMIS	Punjabi	SSA, Punjab	District
17.03	Report on Primary School/Sections at District level SSA/SET/ IV/2.1	Survey/EMIS	Punjabi	SSA, Punjab	District
17.03	Number of Upper Primary Schools/Sections at District level SSA/SET/IV/3	Survey/EMIS	Punjabi	SSA, Punjab	District
17.03	Quarterly School Enrollment Information at District level I To V class SSA/SET/IV/4	Survey/EMIS	Punjabi	SSA, Punjab	District
17.03	Quarterly School Enrollment Information at District level VI To X class SSA/SET/IV/5	Survey/EMIS	Punjabi	SSA, Punjab	District
17.03	Quarterly Report of Teachers of Primary Schools/Sections at District level SSA/SET/IV/6	Survey/EMIS	Punjabi	SSA, Punjab	District
17.03	School Listing	Survey/EMIS	English	SSA, Punjab & District	State, District, Block
17.03	District Data Books	Survey/EMIS	English	SSA, Punjab & District	State, District, Block
17.03	Block Data Books	Survey/EMIS	English	SSA, Punjab & District	State, District, Block

Sarva Shiksha Abhiyan During 2001-2002

Various Formats & Instruction Booklets/Maps for Household Survey

Objective code	Title/Description	Objective	Language	Source material	Circulation
Household Survey					
17.02	Family Survey for Universalisation of Elementary Education SSA/FS/I/1	Family Survey	Punjabi	SSA, Punjab	School level
17.02	Classification of children as per age & category village/ward level SSA/FS/I/2	Family Survey	Punjabi	SSA, Punjab	School level
17.02	Population of 3 -19 age group in village/ward SSA/FS/I/3	Family Survey	Punjabi	SSA, Punjab	School level
17.02	Pre school and School not going children of School and doing labour at village/ward level SSA/FS/I/4	Family Survey	Punjabi	SSA, Punjab	School level
17.02	School going children category wise village/ward level SSA/FS/I/5	Family Survey	Punjabi	SSA, Punjab	School level
17.02	School going children category wise village/ward level SSA/FS/I/6	Family Survey	Punjabi	SSA, Punjab	School level
17.02	Age wise School going children village/ward level SSA/FS/I/7	Family Survey	Punjabi	SSA, Punjab	School level
17.02	Category wise School going children age and village/ward level SSA/FS/I/8	Family Survey	Punjabi	SSA, Punjab	School level
17.02	School not going working children village/ward level SSA/FS/I/9	Family Survey	Punjabi	SSA, Punjab	School level
17.02	Age wise Physically/Mentally handicapped children village/ward level SSA/FS/I/10	Family Survey	Punjabi	SSA, Punjab	School level
17.02	Category wise Physically/Mentally handicapped village/ward level SSA/FS/I/11	Family Survey	Punjabi	SSA, Punjab	School level
17.02	Category wise school going children Cluster level SSA/FS/II/6	Family Survey	Punjabi	SSA, Punjab	Cluster
17.02	Age wise School going children Cluster level SSA/FS/II/7	Family Survey	Punjabi	SSA, Punjab	Cluster
17.02	Age and category wise School going children Cluster level SSA/FS/II/8	Family Survey	Punjabi	SSA, Punjab	Cluster
17.02	School not going Employed children Cluster level SSA/FS/II/9	Family Survey	Punjabi	SSA, Punjab	Cluster
17.02	Age wise Physically/Mentally handicapped children Cluster level SSA/FS/II/10	Family Survey	Punjabi	SSA, Punjab	Cluster
17.02	Physically/Mentally handicapped children category wise Cluster level SSA/FS/II/11	Family Survey	Punjabi	SSA, Punjab	Cluster
17.02	Category wise School going children block level SSA/FS/III/6	Family Survey	Punjabi	SSA, Punjab	Block
17.02	Age wise School going children block level SSA/FS/III/7	Family Survey	Punjabi	SSA, Punjab	Block
17.02	Age and category wise School going children block level SSA/FS/III/8	Family Survey	Punjabi	SSA, Punjab	Block
17.02	School not going/Employed children Block level SSA/FS/III/9	Family Survey	Punjabi	SSA, Punjab	Block
17.02	Age wise Physically/Mentally handicapped children Block level SSA/FS/III/10	Family Survey	Punjabi	SSA, Punjab	Block
17.02	Category wise Physically/Mentally handicapped children Block level SSA/FS/III/11	Family Survey	Punjabi	SSA, Punjab	Block
17.02	School going children District level SSA/FS/IV/6	Family Survey	Punjabi	SSA, Punjab	District
17.02	Age wise School going children District level SSA/FS/IV/7	Family Survey	Punjabi	SSA, Punjab	District

Sarva Shiksha Abhiyan During 2001-2002

Various Formats & Instruction Booklets/Maps for Household Survey

Objective code	Title/Description	Objective	Language	Source material	Circulation
17.02	Age and category wise School going children District level SSA/FS/IV/8	Family Survey	Punjabi	SSA, Punjab	District
17.02	School not going/Employed children District level SSA/FS/IV/9	Family Survey	Punjabi	SSA, Punjab	District
17.02	Physically/Mentally handicapped children age wise District level SSA/FS/IV/10	Family Survey	Punjabi	SSA, Punjab	District
17.02	Category wise Physically/Mentally handicapped children Block level SSA/FS/IV/11	Family Survey	Punjabi	SSA, Punjab	District
17.02	Family survey Instruction - book for general expansion of Education SSA/FS/SR/1	Family Survey	Punjabi	SSA, Punjab	School level
17.02	Family Survey Instruction book-2	Family Survey	Punjabi	SSA, Punjab	School level
17.02	Non-Scale map of the Village/ward	Family Survey	Punjabi	SSA, Punjab	School level
17.03	Quarterly Report of Teacher of Upper Primary Schools/Sections at District level SSA/SET/IV/7	Survey/EMIS	Punjabi	SSA, Punjab	District
17.03	Records of school in village/wards SSA/SET/I/1	Survey/EMIS	Punjabi	SSA, Punjab	School level
17.03	Quarterly Enrolment and Teachers Information SSA/SET/II/2 1st To VIIIth class	Survey/EMIS	Punjabi	SSA, Punjab	School level
17.03	Details of Teacher SSA/SET/II/2.1	Survey/EMIS	Punjabi	SSA, Punjab	School level
17.03	Quarterly Enrolment and Teachers Information SSA/SET/II/2.2	Survey/EMIS	Punjabi	SSA, Punjab	School level
17.03	Records of total School in Cluster Resource Centre SSA/SET/III/1	Survey/EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Number of Pre-Primary Schools/Sections at Cluster level SSA/SET/II/2	Survey/EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Number of Primary Schools/Sections of Cluster level SSA/SET/II/2.1	Survey/EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Number of Upper Primary School/Sections at Cluster level SSA/SET/II/3	Survey/EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Quarterly School Enrolment Information at Cluster level I To V class SSA/SET/II/4	Survey/EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Quarterly School Enrolment Information at Cluster level VI To X class SSA/SET/II/5	Survey/EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Reports on Teachers of Primary Schools/Sections Cluster level SSA/SET/II/6	Survey/EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Report on Teacher of Upper Primary School/Sections at Cluster level SSA/SET/II/7	Survey/EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Code records of total Schools of Block SSA/SET/III/1	Survey/EMIS	Punjabi	SSA, Punjab	Block
17.03	Number of Pre Primary Schools at Block level SSA/SET/III/2	Survey/EMIS	Punjabi	SSA, Punjab	Block
17.03	Report of number of Primary Schools/Sections at Block level SSA/SET/III/2.1	Survey/EMIS	Punjabi	SSA, Punjab	Block
17.03	Number of Upper Primary Schools/Sections at Block level SSA/SET/III/3	Survey/EMIS	Punjabi	SSA, Punjab	Block
17.03	Quarterly School Enrolment Information at Block level I To V class	Survey/EMIS	Punjabi	SSA, Punjab	Block

PART - III

FAMILY SURVEY

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

Reference Date :
Unit : Village/Ward

I. Family

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

II. Child (3-19)

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

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

- I. Total (3-19) Population**
 1. Number of Special Need Children
 2. Age groupwise/sexwise/castewise school going children
 3. Age groupwise/sexwise/castewise school not going children

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

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

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

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

Reports

1. Total children attending school (classwise)
 - 1.1 Class wise/Genderwise/Casteswise
 - 1.2 Class wise/Genderwise/Casteswise/State Govt. Schools
 - 1.3 Class wise/Genderwise/Casteswise/Non-State Govt. Schools
 - 1.4 Classwise/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. However enrolment in secondary classes matches closely with the survey data which validated the compilation of Survey Data of the district Gurdaspur.

Enrolment (Survey)- 2002				
	Government schools	Recognized schools	Unrecognized schools	Total
Primary	112718	69737	32064	214519
Upper primary	66856	32806	11762	111424

Enrolment (State Abstract)- 2000				
	Government schools	Recognized schools	Unrecognized schools	Total
Primary	144992	88259	-	233251
Upper primary	66374	26413	-	92787

Budgeting under SSA has been done on the basis of survey figures. Results of survey appear in the next pages.

District - 06 - GURDASPUR

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	38263	27800	66063	11269	8967	20236	8336	6584	14920
Pre Primary Total	38263	27800	66063	11269	8967	20236	8336	6584	14920
I	30618	23168	53786	9741	8305	18046	6918	5165	12083
II	23081	18542	41623	7483	6488	13971	5058	4060	9118
III	21629	17433	39062	7170	6410	13580	4939	4025	8964
IV	22509	17949	40458	7238	6250	13488	5043	3932	8975
V	21535	18055	39590	6526	5927	12453	4889	4047	8936
Primary Total	119372	95147	214519	38158	33380	71538	26847	21229	48076
VI	20319	17385	37704	6318	5370	11688	4385	3727	8112
VII	19397	16566	35963	5707	5152	10859	4162	3550	7712
VIII	20528	17229	37757	5685	5105	10790	4438	3689	8127
Midlle Total	60244	51180	111424	17710	15627	33337	12985	10966	23951
IX	14786	13036	27822	4002	3605	7607	3342	2767	6109
X	18192	14602	32794	4863	3808	8671	3804	3175	6979
Secondary Total	32978	27638	60616	8865	7413	16278	7146	5942	13088
XI	8200	6792	14992	1738	1432	3170	1760	1490	3250
XII	8254	7434	15688	1630	1312	2942	1737	1569	3306
Sr. Secondary Total	16454	14226	30680	3368	2744	6112	3497	3059	6556
Technical Education	1203	1355	2558	208	232	440	245	249	494
Technical Education Total	1203	1355	2558	208	232	440	245	249	494

02 - School Going Children (State Govt.) - (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	16631	13133	29764	6310	5300	11610	3912	3355	7267
Pre Primary Total	16631	13133	29764	6310	5300	11610	3912	3355	7267
I	13667	11733	25400	6240	5766	12006	3284	2815	6099
II	10857	10429	21286	5081	4838	9919	2729	2349	5078
III	11226	10417	21643	5053	4906	9959	2739	2413	5152
IV	11895	10722	22617	5213	4816	10029	2789	2446	5235
V	11171	10601	21772	4681	4533	9214	2699	2376	5075
Primary Total	58816	53902	112718	26268	24859	51127	14240	12399	26639
VI	11576	10825	22401	4567	4171	8738	2486	2205	4691
VII	11332	10452	21784	4198	3924	8122	2475	2205	4680
VIII	11742	10929	22671	4216	3974	8190	2586	2282	4868
Middle Total	34650	32206	66856	12981	12069	25050	7547	6692	14239
IX	9413	8533	17946	3006	2754	5760	2132	1791	3923
X	11789	9708	21497	3657	2901	6558	2413	2025	4438
Secondary Total	21202	18241	39443	6663	5655	12318	4545	3816	8361
XI	5341	4235	9576	1339	1045	2384	1159	918	2077
XII	5299	4373	9672	1195	900	2095	1094	878	1972
Sr. Secondary Total	10640	8608	19248	2534	1945	4479	2253	1796	4049
Technical Education	600	544	1144	138	133	271	133	117	250
Technical Education Total	600	544	1144	138	133	271	133	117	250

District - 06 - GURDASPUR

Sarav Sikhiya Abhiyan, Punjab

Family Survey 2002

Form No. : SSA/FS/IV/6

Report : 03

Year : 2001-2002

03 - School Going Children (Non-State Govt.) - (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	13845	9470	23315	3410	2544	5954	2867	2133	5000
Pre Primary Total	13845	9470	23315	3410	2544	5954	2867	2133	5000
I	11301	7749	19050	2448	1819	4267	2536	1657	4193
II	8074	5339	13413	1779	1188	2967	1667	1247	2914
III	7246	4942	12188	1509	1119	2628	1527	1018	2545
IV	7411	4999	12410	1435	1068	2503	1533	1026	2559
V	7369	5307	12676	1349	1062	2411	1576	1191	2767
Primary Total	41401	28336	69737	8520	6256	14776	8839	6139	14978
VI	6380	4764	11144	1271	921	2192	1366	1097	2463
VII	5892	4463	10355	1122	894	2016	1227	978	2205
VIII	6554	4753	11307	1136	923	2059	1370	1067	2437
Middle Total	18826	13980	32806	3529	2738	6267	3963	3142	7105
IX	4098	3472	7570	775	693	1468	951	775	1726
X	5044	3771	8815	941	708	1649	1108	924	2032
Secondary Total	9142	7243	16385	1716	1401	3117	2059	1699	3758
XI	2323	2099	4422	335	318	653	497	463	960
XII	2451	2504	4955	362	344	706	521	577	1098
Sr. Secondary Total	4774	4603	9377	697	662	1359	1018	1040	2058
Technical Education	495	629	1124	59	73	132	93	111	204
Technical Education Total	495	629	1124	59	73	132	93	111	204

04 - School Going Children (Unrecognised) - (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	7787	5197	12984	1549	1123	2672	1557	1096	2653
Pre Primary Total	7787	5197	12984	1549	1123	2672	1557	1096	2653
I	5650	3686	9336	1053	720	1773	1098	693	1791
II	4150	2774	6924	623	462	1085	662	464	1126
III	3157	2074	5231	608	385	993	673	594	1267
IV	3203	2228	5431	590	366	956	721	460	1181
V	2995	2147	5142	496	332	828	614	480	1094
Primary Total	19155	12909	32064	3370	2265	5635	3768	2691	6459
VI	2363	1796	4159	480	278	758	533	425	958
VII	2173	1651	3824	387	334	721	460	367	827
VIII	2232	1547	3779	333	208	541	482	340	822
Midlle Total	6768	4994	11762	1200	820	2020	1475	1132	2607
IX	1275	1031	2306	221	158	379	259	201	460
X	1359	1123	2482	265	199	464	283	226	509
Secondary Total	2634	2154	4788	486	357	843	542	427	969
XI	536	458	994	64	69	133	104	109	213
XII	504	557	1061	73	68	141	122	114	236
Sr. Secondary Total	1040	1015	2055	137	137	274	226	223	449
Technical Education	108	182	290	11	26	37	19	21	40
Technical Education Total	108	182	290	11	26	37	19	21	40

District - 06 - GURDASPUR

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

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

Age ↓	School Going Children - Total			School Going Children - S.C.			School Going Children - B.C.		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	8808	6584	15392	2559	2151	4710	1915	1576	3491
4	14692	10735	25427	4256	3413	7669	3158	2496	5654
5	18111	13078	31189	5444	4383	9827	4059	3042	7101
Sub Total	41611	30397	72008	12259	9947	22206	9132	7114	16246
6	21323	16485	37808	6762	5921	12683	4851	3743	8594
7	19496	15637	35133	6274	5506	11780	4275	3484	7759
8	21930	17580	39510	7116	6027	13143	4993	3864	8857
9	20089	16024	36113	6410	5670	12080	4477	3633	8110
10	23320	18765	42085	7348	6413	13761	5368	4288	9656
Sub Total	106158	84491	190649	33910	29537	63447	23964	19012	42976
11	19357	16581	35938	5890	5141	11031	4136	3550	7686
12	20760	17562	38322	6227	5497	11724	4531	3814	8345
13	19459	17038	36497	5521	5142	10663	4105	3517	7622
Sub Total	59576	51181	110757	17638	15780	33418	12772	10881	23653
14	18421	15662	34083	5166	4509	9675	4105	3314	7419
15	13808	11811	25619	3616	3155	6771	2916	2515	5431
Sub Total	32229	27473	59702	8782	7664	16446	7021	5829	12850
16	11950	9825	21775	3152	2521	5673	2636	2253	4889
17	8440	7043	15483	2015	1548	3563	1763	1466	3229
Sub Total	20390	16868	37258	5167	4069	9236	4399	3719	8118
18	6548	5239	11787	1427	1029	2456	1331	1064	2395
19	2002	1697	3699	395	337	732	437	410	847
Sub Total	8550	6936	15486	1822	1366	3188	1768	1474	3242
Grand Total	268514	217346	485860	79578	68363	147941	59056	48029	107085

02 - School Going Children (State Govt.) - (Agewise)-Total Districtwise

Year : 2001-2002

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	4463	3521	7984	1599	1340	2939	1041	868	1909
4	6270	4879	11149	2372	2052	4424	1454	1198	2652
5	7064	5806	12870	2956	2554	5510	1744	1494	3238
Sub Total	17797	14206	32003	6927	5946	12873	4239	3560	7799
6	9937	8636	18573	4378	4183	8561	2421	2116	4537
7	9125	8423	17548	4227	3965	8192	2202	2012	4214
8	10720	10107	20827	4824	4577	9401	2677	2274	4951
9	10522	9508	20030	4582	4339	8921	2463	2143	4606
10	11996	11118	23114	5193	4876	10069	2915	2575	5490
Sub Total	52300	47792	100092	23204	21940	45144	12678	11120	23798
11	10388	9780	20168	4263	3947	8210	2298	2058	4356
12	11658	10907	22565	4548	4253	8801	2626	2341	4967
13	11271	10768	22039	4112	3960	8072	2435	2194	4629
Sub Total	33317	31455	64772	12923	12160	25083	7359	6593	13952
14	11109	10096	21205	3860	3483	7343	2490	2101	4591
15	8781	7808	16589	2707	2423	5130	1891	1626	3517
Sub Total	19890	17904	37794	6567	5906	12473	4381	3727	8108
16	7934	6702	14636	2419	1938	4357	1688	1427	3115
17	5681	4432	10113	1507	1132	2639	1170	928	2098
Sub Total	13615	11134	24749	3926	3070	6996	2858	2355	5213
18	4374	3220	7594	1074	742	1816	844	597	1441
19	1246	923	2169	273	197	470	271	223	494
Sub Total	5620	4143	9763	1347	939	2286	1115	820	1935
Grand Total	142539	126634	269173	54894	49961	104855	32630	28175	60805

Perspective Work Plan 2002-07, District Gurdaspur, Punjab

Account Code	Item	2002-03			2003-04			2004-05			2005-06			2006-07		
		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial
16.0	Development and supply of material for evaluation of learning in upper primary schools i) Science ii) Mathematics iii) Health and physical education iv) English v) Hindi vi) Punjabi vii) Social Studies	0.00028 ×7	519	1.020			0.000			0.000			0.000			0.000
16.0	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 ×7	2123	4.460			0.000			0.000			0.000			0.000
	Subtotal			29.699			27.333			27.507			27.661			27.836
Intervention Name : Management Cost											(in lacs)					
17.0	Hire charges for vehicles for DPO/State 30 times x 12 months	0.015	360	5.400	0.015	360	5.400	0.015	360	5.400	0.015	360	5.400	0.015	360	5.400
17.0	DPO/state consumables	0.070	12	0.840	0.070	12	0.840	0.070	12	0.840	0.070	12	0.840	0.070	12	0.840
17.0	Water, Electricity, Telephone etc. of District and State office	0.100	12	1.200	0.100	12	1.200	0.100	12	1.200	0.100	12	1.200	0.100	12	1.200
17.0	TA & DA of District and State etc.	0.300	12	3.600	0.300	12	3.600	0.300	12	3.600	0.300	12	3.600	0.300	12	3.600
17.0	Consultants (12 Months × 7) for District and State	0.070	84	5.880	0.070	84	5.880	0.070	84	5.880	0.070	84	5.880	0.070	84	5.880

District - 06 - GURDASPUR

Sarav Sikhiya Abhiyan, Punjab
Family Survey 2002Form No. : SSA/FS/IV/7
Report : 03
Year : 2001-2002

03 - School Going Children (Non-State Govt.) - (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	2810	1994	4804	695	565	1260	558	453	1011
4	5404	3801	9205	1310	973	2283	1101	876	1977
5	7065	4738	11803	1659	1278	2937	1582	1061	2643
Sub Total	15279	10533	25812	3664	2816	6480	3241	2390	5631
6	7536	5301	12837	1691	1212	2903	1662	1165	2827
7	7031	4826	11857	1458	1104	2562	1464	1017	2481
8	7672	5127	12799	1685	1084	2769	1620	1095	2715
9	6705	4632	11337	1303	987	2290	1419	980	2399
10	7891	5291	13182	1540	1136	2676	1694	1195	2889
Sub Total	36835	25177	62012	7677	5523	13200	7859	5452	13311
11	6362	4854	11216	1197	893	2090	1318	1065	2383
12	6629	4822	11451	1243	967	2210	1387	1062	2449
13	6075	4655	10730	1043	916	1959	1230	987	2217
Sub Total	19066	14331	33397	3483	2776	6259	3935	3114	7049
14	5567	4344	9911	1017	818	1835	1217	937	2154
15	3954	3173	7127	721	592	1313	799	708	1507
Sub Total	9521	7517	17038	1738	1410	3148	2016	1645	3661
16	3138	2462	5600	576	466	1042	757	669	1426
17	2264	2012	4276	417	341	758	490	449	939
Sub Total	5402	4474	9876	993	807	1800	1247	1118	2365
18	1760	1599	3359	283	234	517	403	388	791
19	620	630	1250	93	108	201	138	157	295
Sub Total	2380	2229	4609	376	342	718	541	545	1086
Grand Total	88483	64261	152744	17931	13674	31605	18839	14264	33103

District - 06 - GURDASPUR

Sarav Sikhiya Abhiyan, Punjab
Family Survey 2002

Form No. : SSA/FS/IV/7

Report : 03

Year : 2001-2002

03 - School Going Children (Non-State Govt.) - (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	2810	1994	4804	695	565	1260	558	453	1011
4	5404	3801	9205	1310	973	2283	1101	876	1977
5	7065	4738	11803	1659	1278	2937	1582	1061	2643
Sub Total	15279	10533	25812	3664	2816	6480	3241	2390	5631
6	7536	5301	12837	1691	1212	2903	1662	1165	2827
7	7031	4826	11857	1458	1104	2562	1464	1017	2481
8	7672	5127	12799	1685	1084	2769	1620	1095	2715
9	6705	4632	11337	1303	987	2290	1419	980	2399
10	7891	5291	13182	1540	1136	2676	1694	1195	2889
Sub Total	36835	25177	62012	7677	5523	13200	7859	5452	13311
11	6362	4854	11216	1197	893	2090	1318	1065	2383
12	6629	4822	11451	1243	967	2210	1387	1062	2449
13	6075	4655	10730	1043	916	1959	1230	987	2217
Sub Total	19066	14331	33397	3483	2776	6259	3935	3114	7049
14	5567	4344	9911	1017	818	1835	1217	937	2154
15	3954	3173	7127	721	592	1313	799	708	1507
Sub Total	9521	7517	17038	1738	1410	3148	2016	1645	3661
16	3138	2462	5600	576	466	1042	757	669	1426
17	2264	2012	4276	417	341	758	490	449	939
Sub Total	5402	4474	9876	993	807	1800	1247	1118	2365
18	1760	1599	3359	283	234	517	403	388	791
19	620	630	1250	93	108	201	138	157	295

04 - School Going Children (Unrecognised) - (Age-wise)-Total Districtwise

Age ↓	School Going Children - Total			School Going Children - S.C.			School Going Children - B.C.		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	1535	1069	2604	265	246	511	316	255	571
4	3018	2055	5073	574	388	962	603	422	1025
5	3982	2534	6516	829	551	1380	733	487	1220
Sub Total	8535	5658	14193	1668	1185	2853	1652	1164	2816
6	3850	2548	6398	693	526	1219	768	462	1230
7	3340	2388	5728	589	437	1026	609	455	1064
8	3538	2346	5884	607	366	973	696	495	1191
9	2862	1884	4746	525	344	869	595	510	1105
10	3433	2356	5789	615	401	1016	759	518	1277
Sub Total	17023	11522	28545	3029	2074	5103	3427	2440	5867
11	2607	1947	4554	430	301	731	520	427	947
12	2473	1833	4306	436	277	713	518	411	929
13	2113	1615	3728	366	266	632	440	336	776
Sub Total	7193	5395	12588	1232	844	2076	1478	1174	2652
14	1745	1222	2967	289	208	497	398	276	674
15	1073	830	1903	188	140	328	226	181	407
Sub Total	2818	2052	4870	477	348	825	624	457	1081
16	878	661	1539	157	117	274	191	157	348
17	495	599	1094	91	75	166	103	89	192
Sub Total	1373	1260	2633	248	192	440	294	246	540
18	414	420	834	70	53	123	84	79	163
19	136	144	280	29	32	61	28	30	58
Sub Total	550	564	1114	99	85	184	112	109	221
Grand Total	37492	26451	63943	6753	4728	11481	7587	5590	13177

District - 06 - GURDASPUR

Sarav Shiksha Abhiyan, Punjab
Family Survey 2002

Form No. : SSA/FS/III/8
Report : 01
Year : 2001-2002

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

Class Age	Pre Prim.		Primary										Middle						Secondary						Sr. Secondary						Tec. Edu						
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI		VII		VIII		Total		IX		X		Total		XI		XII		Total		Other Tech./ Prof. course.		
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	
3	8786	6566	22	16									22	16																							
4	13510	9815	1168	902	14	18							1182	920																							
5	13374	9603	4330	3162	400	309	7	4					4737	3475																							
6	2462	1715	16708	12939	1775	1519	376	311	1				18861	14769																							
7	129	95	8010	5916	9587	8068	1422	1281	348	276			1	19367	15542																						
8	2	1	351	213	10988	8354	8874	7538	1372	1190	343	284	21928	17579																							
9		1	24	16	266	234	10509	7953	7765	6451	1344	1234	19910	15888	178	132	1	3							179	135											
10			5	4	42	36	285	235	12588	9565	8600	7358	21520	17198	1512	1327	247	208	41	32	1800	1567															
11		1			4	3	62	61	291	302	10853	8821	11210	9187	6543	5914	1298	1211	304	267	8145	7392	2	1			2	1									
12					2		89	49	56	106	279	255	426	410	11562	9514	6932	5980	1630	1498	20124	16992	209	160	1		210	160									
13					1	5	1	85	56	101	83	191	141	408	392	10232	8581	7251	6534	17891	15507	1171	1181	206	207	1377	1388			2				2			
14							2	1	14	18	16	19	101	90	603	518	10771	8460	11475	9068	5364	4937	1450	1509	6814	6446	112	126	4	3	116	129					
15							1	2	1	1	2	3	14	16	63	57	419	355	496	428	7276	6108	5124	4279	12400	10387	752	784	153	208	905	992	5				
16													1		12	8	73	51	86	59	439	390	7776	6156	8215	6546	2786	2384	807	771	3593	3155	56				
17															5		32	23	37	23	159	129	2237	1599	2396	1728	3434	2652	2443	2468	5877	5120	130	1			
18															4		7	8	11	8	111	84	1141	678	1252	762	897	696	3901	3190	4798	3886	487	5			
19																			1		1	55	46	257	174	312	220	219	148	946	794	1165	942	525	5		
Total	38263	27800	30618	23168	23081	18542	21629	17433	22509	17949	21535	18055	119372	95147	20319	17385	19397	16566	20528	17229	60244	51180	14786	13036	18192	14602	32978	27638	8200	6792	8254	7434	16454	14226	1203	13	

District - 06 - GURDASPUR

Sarav Shiksha Abhiyan, Punjab

Family Survey 2002

Form No. : SSA/FS/III/8

Report : 02

Year : 2001-2002

02 - SC Children of Village/Ward - Total - (Age-Grade Wise) - Districtwise

Class Age ↓	Pre Prim.		Primary										Middle						Secondary						Sr. Secondary						Tec. Edu					
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI	VII		VIII		Total		IX	X		Total		XI		XII		Total		Other Tech./ Prof. course.			
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G		
3	2553	2150	6	1									6	1																						
4	3979	3126	267	284	10	3							277	287																						
5	4059	3213	1254	1043	131	126		1					1385	1170																						
6	641	449	5422	4827	607	544	89	100	2		1	1	6121	5472																						
7	37	29	2674	2096	3013	2850	453	425	96	106	1		6237	5477																						
8			103	51	3587	2861	2886	2595	455	430	84	90	7115	6027	1																					
9			10	1	120	84	3463	3039	2389	2185	368	336	6350	5645	58	22		2	2	1	60	25														
10			5	2	12	18	244	217	4143	3410	2508	2351	6912	5998	376	346	58	65	2	4	436	415														
11					3	2	32	27	113	90	3446	3027	3594	3146	1906	1593	323	333	67	69	2296	1995														
12							3	4	22	18	96	91	121	113	3809	3250	1871	1718	383	389	6063	5357	42	27	1		43	27								
13									2	17	11	20	25	37	38	143	137	3261	2891	1836	1808	5240	4836	212	230	32	37	244	267		1	1				
14											2	5	2	5	22	15	169	122	3235	2711	3426	2848	1417	1326	310	312	1727	1638	10	18	1	11	18			
15										1		1	1	1	3	7	17	17	118	102	138	126	2100	1837	1232	1023	3332	2860	118	148	25	20	143	168	2	
16																	4	4	24	14	28	18	193	160	2237	1714	2430	1874	556	490	131	135	687	625	7	4
17																	1		16	3	17	3	27	19	653	495	680	514	828	585	469	417	1297	1002	21	29
18																	3		1	4	4	4	10	1	324	180	334	161	189	168	830	600	1019	768	70	76
19																			1		1		1	5	74	47	75	52	37	23	174	139	211	162	108	123
Total	11269	8967	9741	8305	7483	6488	7170	6410	7238	6250	6526	5927	38158	33380	6318	5370	5707	5152	5685	5105	17710	15627	4002	3605	4863	3808	8865	7413	1738	1432	1630	1312	3368	2744	208	232

District - 06 - GURDASPUR

Sarav Shiksha Abhiyan, Punjab

Family Survey 2002

Form No. : SSA/FS/III/8

Report : 03

Year : 2001-2002

03 - BC Children of Village/Ward - 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	1911	1568	4	8									4	8																						
4	2906	2302	251	194	1								252	194																						
5	2982	2285	983	679	92	78	2						1077	757																						
6	523	415	3814	2891	417	364	89	67	4	3	4	3	4328	3328																						
7	14	13	1816	1359	2042	1745	308	293	88	68	7	6	4261	3471																						
8		1	46	27	2400	1787	2147	1736	300	244	100	69	4993	3863																						
9			4	6	75	69	2221	1805	1791	1437	313	265	4404	3582	57	36	8	6	8	9	73	51														
10			1	27	15	161	114	2751	2116	2055	1741	4994	3987	294	234	68	55	12	12	374	301															
11			3		7	8	90	56	2350	1913	2450	1977	1344	1215	282	287	58	70	1684	1572	2	1		2	1											
12			1	2	1	2	15	7	47	46	64	57	2576	2150	1489	1254	367	327	4432	3731	35	26		35	26											
13					3		3		13	3	19	3	102	84	2173	1833	1536	1327	3811	3244	246	237	28	32	274	269	1	1		1	1					
14					1	1			1	1		1	1	10	7	118	98	2370	1861	2498	1966	1223	1007	367	312	1590	1319	16	27		1	16	28			
15					1				1	1	2	1	24	17	63	45	89	63	1598	1269	1055	977	2653	2246	143	160	30	44	173	204	1	1				
16															22	36	22	36	148	139	1623	1307	1771	1446	666	582	169	182	835	764	8	7				
17															1	1	1	1	43	41	453	358	496	399	711	533	531	513	1242	1046	24	20				
18															1	1	1	1	25	27	224	144	249	171	172	158	815	635	987	793	94	99				
19																			22	20	54	45	76	65	51	29	192	194	243	223	118	122				
Total	8336	6584	6918	5165	5058	4060	4939	4025	5043	3932	4889	4047	26847	21229	4385	3727	4162	3550	4438	3689	12985	10966	3342	2767	3804	3175	7146	5942	1760	1490	1737	1569	3497	3059	245	249

District - 06 - GURDASPUR

Sarav Shiksha Abhiyan, Punjab
Family Survey 2002

Form No. : SSA/FS/III/8
Report : 04
Year : 2001-2002

04 - Total Children of State Govt. Schools - Total - (Age-Grade Wise) - Districtwise

Class Age ↓	Pre Prim.		Primary						Middle						Secondary						Sr. Secondary						Tec. Edu									
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI		VII		VIII		Total		IX		X		Total		XI		XII		Total		Other Tech. / Prof. course.	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G		
3	4461	3517	2	4								2	4																							
4	6022	4647	238	221	10	11						248	232																							
5	5469	4404	1442	1263	153	137				2		1595	1402																							
6	579	563	8346	7224	783	726	129	123				9258	8073																							
7		1	3552	2962	4762	4658	643	660	146	131		1	9125	8422																						
8			74	50	5000	4759	4856	4538	658	631	132	129	10720	10107																						
9			9	7	107	98	5375	4895	4318	3905	641	552	10450	9457	72	49		2					72	51												
10			4	2	19	28	171	147	6533	5744	4348	4344	11075	10265	764	723	126	105	31	25	921	853														
11		1			3	2	47	47	188	207	5823	5325	6061	5581	3572	3465	607	614	146	119	4325	4198	2				2									
12							3	4	41	94	178	201	222	299	6817	6244	3773	3535	768	759	11358	10538	78	70			78	70								
13							2	1	7	7	34	31	43	39	264	272	6381	5806	3859	3941	10504	10019	615	592	109	117	724	709			1		1			
14									1	1	14	17	15	18	76	58	366	334	6647	5822	7089	6214	3193	2967	738	837	3931	3804	71	58	3	2	74	60		
15									1	2	1	1	2	3	10	14	59	48	210	199	279	261	4920	4352	3071	2657	7991	7009	414	429	95	106	509	535		
16															1		12	8	65	47	78	55	330	327	5281	4376	5611	4703	1776	1473	450	449	2226	1922	19	22
17																	5		11	10	16	10	135	109	1620	1124	1755	1233	2325	1738	1524	1399	3849	3137	61	52
18																	3		5	7	8	7	92	73	819	506	911	579	620	449	2607	1954	3227	2403	228	231
19																							48	43	151	91	199	134	135	87	620	463	755	550	292	239
Total	16631	13133	13667	11733	10857	10429	11226	10417	11895	10722	11171	10601	58816	53902	11576	10825	11332	10452	11742	10929	34650	32206	9413	8533	11789	9708	21202	18241	5341	4235	5299	4373	10640	8608	600	544

District - 06 - GURDASPUR

Sarav Shiksha Abhiyan, Punjab
Family Survey 2002

Form No. : SSA/FS/III/8
Report : 05
Year : 2001-2002

05 - SC Children of State Govt. Schools - Total - (Age-Grade Wise) - Districtwise

Class Age ↓	Pre Prim.		Primary										Middle						Secondary						Sr. Secondary						Tec. Edu					
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI	VII	VIII	Total	IX	X	Total	XI	XII	Total	Other Tech. / Prof. course.											
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G						
3	1597	1339	2	1								2	1																							
4	2268	1927	96	123	8	2						104	125																							
5	2182	1832	691	650	83	72						774	722																							
6	261	198	3684	3558	380	358	53	69				4117	3985																							
7	2	4	1721	1413	2153	2181	282	293	69	74		4225	3961																							
8			36	19	2377	2163	2037	2013	321	317	53	65	4824	4577																						
9			6		66	45	2476	2355	1776	1695	223	227	4547	4322	33	15		1	2	1	35	17														
10			4	2	11	15	174	151	2940	2637	1762	1797	4891	4602	262	235	38	35	2	4	302	274														
11					3	2	28	22	79	77	2559	2350	2669	2451	1331	1216	221	235	42	45	1594	1496														
12							3	1	21	14	73	78	97	93	2812	2593	1340	1272	274	283	4426	4148	24	12	1		25	12								
13							2	6	2	10	13	16	17	109	99	2488	2276	1337	1387	3934	3762	144	152	18	29	162	181									
14											1	3	1	3	18	11	97	90	2459	2165	2574	2266	1052	964	223	239	1275	1203	9	11	1	10	11			
15									1				1		2	2	6	15	74	72	82	89	1610	1473	909	741	2519	2214	81	105	22	15	103	120	2	
16																4		16	11	20	11	154	134	1729	1336	1883	1470	418	357	93	97	511	454	5	3	
17																	1		10	3	11	3	14	15	483	387	497	402	657	434	331	282	988	716	11	11
18																	3		3	3	3	8	1	245	140	253	141	146	124	627	432	773	556	45	42	
19																				3	49	29	49	32	28	14	121	74	149	88	75	77				
Total	6310	5300	6240	5766	5081	4838	5053	4906	5213	4816	4681	4533	26268	24859	4567	4171	4198	3924	4216	3974	12981	12069	3006	2754	3657	2901	6663	5655	1339	1045	1195	900	2534	1945	138	133

06 - BC Children of State Govt. Schools - 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	1041	868																																		
4	1404	1150	50	46								50	48																							
5	1319	1163	384	295	41	36						425	331																							
6	148	174	2008	1732	220	176	45	34				2273	1942																							
7			821	721	1167	1072	167	175	47	44		2202	2012																							
8			21	14	1256	1019	1208	1080	142	127	50	34	2677	2274																						
9				5	27	34	1216	1036	1038	922	143	117	2424	2114	29	21	5	3	5	5	39	29														
10					15	12	97	80	1487	1310	1158	1031	2757	2433	120	106	30	27	8	9	158	142														
11					3		5	8	64	38	1312	1153	1384	1199	770	700	118	117	26	42	914	859														
12								9	4	26	37	35	41	1493	1313	899	823	180	152	2572	2288	19	12			19	12									
13							1	2	10	3	13	3	66	61	1360	1182	867	805	2293	2048	112	127	16	15	128	142	1	1	1	1						
14									1			1	6	4	53	46	1457	1237	1516	1287	779	648	189	153	968	801	6	11	1	6	12					
15										1		1	2		10	7	38	22	50	29	1084	882	672	616	1756	1498	73	78	12	20	85	98				
16																3	8	3	8	103	86	1060	881	1163	967	436	369	83	81	519	450	3	2			
17																	1	1	1	1	9	14	303	254	312	268	491	336	356	316	847	652	10	7		
18																		1	1	1	1	4	2	142	77	146	79	114	102	531	364	645	466	52	51	
19																				22	20	31	29	53	49	38	21	112	96	150	117	68	57			
Total	3912	3355	3284	2815	2729	2349	2739	2413	2789	2446	2699	2376	14240	12399	2486	2205	2475	2205	2586	2282	7547	6692	2132	1791	2413	2025	4545	3816	1159	918	1094	878	2253	1796	133	117

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Sarav Shiksha Abhiyan, Punjab
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Form No. : SSA/FS/III/8
Report : 07
Year : 2001-2002

07 - Total Children of Non-State Govt. Schools - Total - (Age-Grade Wise) - Districtwise

Class → Age ↓	Pre Prim.		Primary										Middle						Secondary						Sr. Secondary						Tec. Edu						
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI		VII		VIII		Total		IX		X		Total		XI		XII		Total		Other Tech. / Prof. course.		
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	
3	2792	1983	18	11									18	11																							
4	4851	3352	549	442	4	7							553	449																							
5	4959	3301	1917	1311	182	124	7	2					2106	1437																							
6	1119	739	3557	3856	561	559	178	147	1				6417	4562																							
7	123	93	3056	1999	3119	2174	571	441	160	119			6908	4733																							
8	1	1	191	122	3932	2352	2871	2141	509	383	168	128	7671	5126																							
9		1	10	7	135	117	3456	2098	2482	1808	535	535	6618	4565	86	65	1	1			87	66															
10			1	1	19	5	64	60	4108	2572	3068	2147	7260	4785	546	428	80	73	5	5	631	506															
11					1		13	9	62	60	3469	2408	3545	2477	2225	1826	480	446	112	104	2817	2376	1				1										
12					1		85	44	14	8	65	39	165	91	3399	2329	2339	1803	642	542	6380	4674	83	57	1		84	57									
13						1	1		75	49	64	50	140	100	107	91	2776	1970	2571	1970	5454	4031	403	451	78	72	481	523			1			1			
14														15	24	214	163	3013	1970	3242	2157	1704	1569	585	560	2289	2129	35	57	1	1	36	58				
15														2	1	2	7	184	143	188	151	1794	1329	1621	1299	3415	2628	294	305	53	88	347	393	4	1		
16																		5	4	5	4	77	42	1935	1358	2012	1400	789	731	300	290	1089	1021	32	37		
17																			21	13	21	13	20	15	499	282	519	297	890	750	776	852	1666	1602	58	100	
18																				1	1	1	1	12	6	241	133	253	139	239	200	1078	1008	1317	1208	189	251
19																					1	1	5	2	84	67	89	69	76	55	243	265	319	320	212	240	
Total	13845	9470	11301	7749	8074	5339	7246	4942	7411	4999	7369	5307	41401	28336	6380	4764	5892	4463	6554	4753	18826	13980	4098	3472	5044	3771	9142	7243	2323	2099	2451	2504	4774	4603	495	629	

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Form No. : SSA/FS/III/8

Report : 08

Year : 2001-2002

08 - SC Children of Non-State Govt. Schools - 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	691	565	4												4																							
4	1202	858	106	114	2	1											108	115																				
5	1241	945	380	290	38	42	1												418	333																		
6	246	152	1251	905	167	131	24	23	2	1		1	1445	1060																								
7	30	24	650	481	631	477	128	97	18	25	1	1428	1080																									
8	55		29	910	512	600	439	99	83	20	21	1684	1084	1																								
9	1		30	23	709	510	439	360	105	86	1284	979	19	7	1		19	8																				
10	1		1	2	44	44	846	576	548	429	1440	1051	87	73	13	12	100	85																				
11	4		4	20	11	648	499	672	514	431	288	74	71	20	20	525	379																					
12	1		4	17	12	17	17	706	519	419	338	87	79	1212	936	14	14	14	14																			
13	11		9	9	11	20	20	26	30	556	442	378	351	960	823	53	65	10	7	63	72	1		1														
14	2		2	1	54	28	603	443	657	472	294	284	65	55	359	339	1	5	1		5																	
15	1		1	1	3	6	2	40	26	47	31	373	304	264	212	637	516	34	41	3	3	37	44															
16	2		3	2	3	33	22	397	301	430	323	113	105	29	35	142	140	2																				
17	6		6	6	2	135	90	141	92	142	125	120	109	262	234	8	15																					
18	1		1	1	54	31	55	31	38	36	170	141	208	177	20	25																						
19	1		2	16	12	17	14	7	6	40	55	47	61	29	33																							
Total	3410	2544	2448	1819	1779	1188	1509	1119	1435	1068	1349	1062	8520	6256	1271	921	1122	894	1136	923	3529	2738	775	693	941	708	1716	1401	335	318	362	344	697	662	59	73		

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Form No. : SSA/FS/III/8

Report : 09

Year : 2001-2002

09 - BC Children of Non-State Govt. Schools - 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											
3	554	447	4	6									4	6																							
4	973	780	127	96	1								128	96																							
5	1115	755	425	271	39	35	2						466	306																							
6	210	137	1265	844	148	152	30	26	4	3	4	3	1452	1028																							
7	14	13	643	429	614	469	100	83	33	19	5	4	1450	1004																							
8		1	11	11	810	556	641	424	116	78	40	25	1620	1094																							
9			3		43	33	705	461	524	363	115	104	1390	961	25	14	2	2	2	3	29	19															
10					12	2	46	23	830	545	644	504	1532	1074	125	97	34	22	3	2	162	121															
11							2		21	16	755	544	778	560	391	358	128	125	21	22	540	505															
12								1	5	2	11	7	16	10	791	610	415	299	152	132	1358	1041	13	11			13	11									
13								1				2	3		31	16	580	477	499	385	1110	878	107	93	10	16	117	109									
14															3	2	55	44	650	472	708	518	356	268	145	138	501	406	8	13		8	13				
15																	13	9	24	23	37	32	387	307	293	279	680	586	65	67	16	22	81	89	1	1	
16																		19	28	19	28	35	45	452	329	487	374	183	168	64	95	247	263	4	4		
17																					32	27	124	92	156	119	186	164	136	154	322	318	12	12			
18																						21	24	68	57	89	81	49	46	237	225	286	271	28	36		
19																							16	13	16	13	6	5	68	81	74	86	48	58			
Total	2867	2133	2536	1657	1667	1247	1527	1018	1533	1026	1576	1191	8839	6139	1366	1097	1227	978	1370	1067	3963	3142	951	775	1108	924	2059	1699	497	463	521	577	1018	1040	93	111	

10 - Total Children of Unrecognised Schools - Total - (Age-Grade Wise) - Districtwise

Class → Age ↓	Pre Prim.		Primary										Middle						Secondary						Sr. Secondary						Tec. Edu					
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI		VII		VIII		Total		IX		X		Total		XI		XII		Total		Other Tech. / Prof. course.	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G		
3	1533	1068	2	1								2	1																							
4	2637	1816	381	239								381	239																							
5	2946	1898	971	588	65	46						1036	636																							
6	654	414	2805	1855	312	234	69	41				3186	2134																							
7	5	1	1400	955	1686	1226	208	180	40	26		3334	2387																							
8	1		86	41	2056	1243	1147	859	205	176	43	27	3537	2346																						
9			5	2	26	19	1678	960	965	738	168	147	2842	1866	20	18					20	18														
10				1	4	3	50	28	1947	1249	1184	867	3185	2148	202	176	41	30	5	2	248	208														
11					1	2	5	41	35	1561	1088	1604	1129	746	623	211	151	46	44	1003	818															
12				1		1	1	1	4	36	15	39	20	1346	941	820	642	220	197	2386	1780	48	33			48	33									
13						2		3		3	2	8	2	37	29	1075	805	821	623	1933	1457	153	138	19	18	172	156									
14							1				1	1	1	10	8	23	21	1111	668	1144	697	467	401	127	112	594	513	6	11			6	11			
15												2	1	2	2	25	13	29	16	562	427	432	323	994	750	44	50	5	14	49	64	1				
16																3		3		32	21	560	422	592	443	221	180	57	32	278	212	5	5			
17																				4	5	118	193	122	198	219	164	143	217	362	381	11	20			
18																1		1		2	7	5	81	39	88	44	38	47	216	228	254	275	70	101		
19																				2	1	22	16	24	17	8	6	83	66	91	72	21	55			
Total	7787	5197	5650	3686	4150	2774	3157	2074	3203	2228	2995	2147	19155	12909	2363	1796	2173	1651	2232	1547	6768	4994	1275	1031	1359	1123	2634	2154	536	458	504	557	1040	1015	108	182

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Year : 2001-2002

11 - SC Children of Unrecognised Schools - Total - (Age-Grade Wise) - Districtwise

Class Age	Pre Prim.		Primary										Middle						Secondary						Sr. Secondary						Tec. Edu								
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI		VII		VIII		Total		IX		X		Total		XI		XII		Total		Other Tech. / Prof. course.				
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G					
3	255	246																																					
4	509	341	65	47									65	47																									
5	536	436	153	103	10	17							193	115																									
6	134	99	467	354	60	55	12	8					559	427																									
7	5	1	309	202	229	150	43	35	9	7			584	436																									
8			12	8	300	166	249	143	35	30	11	4	607	366																									
9			3	1	24	16	278	174	174	130	40	23	519	344	6						6																		
10							26	22	357	197	198	125	581	345	27	38	7	18			34	56																	
11								1	14	2	239	178	253	181	144	89	28	27	5	4	177	120																	
12							2	1			6	1	7	3	291	138	112	108	22	27	425	273	4	1			4	1											
13											1	1	1	1	8	8	217	173	121	70	346	251	15	13	4	1	19	14											
14												1	1		4	3	18	4	173	103	195	110	71	78	22	18	93	96		2									
15																2	5		4	4	9	6	117	60	59	70	176	130	3	2		2	3	4					
16																	4	6		6	4	6	4	111	77	117	81	25	28	9	3	34	31		1				
17																					7	2	35	18	42	20	29	26	18	26	47	52	2	3					
18																					1	1	1	25	9	26	9	5	8	33	27	38	35	5	9				
19																					1	1		9	6	9	6	2	3	13	10	15	13	4	13				
Total	1549	1123	1053	720	523	452	608	385	590	366	496	332	3370	2265	480	278	387	334	333	208	1200	820	221	158	265	199	486	357	64	69	73	68	137	137	11	26			

12 - BC Children of Unrecognised Schools - Total - (Age-Grade Wise) - Districtwise

Class Age ↓	Pre Prim.		Primary										Middle				Secondary				Sr. Secondary			Tec. Edu												
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI	VII		VIII		Total		IX	X		Total		XI	XII		Total		Other Tech. / Prof. course.				
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G		
3	316	253		2																																
4	529	372	74	50										74	50																					
5	547	367	174	113	12	7								186	120																					
6	165	104	540	315	49	36	14	7						603	358																					
7			297	209	261	204	41	35	8	5	2	2	609	455																						
8			12	2	334	212	298	242	42	39	10	10	696	495																						
9			1	1	5	2	306	308	229	152	55	44	590	507	3	1	1	1	1	1	5	3														
10				1		1	18	11	434	261	253	206	705	480	49	31	4	6	1	1	54	38														
11								5	2	283	216	288	218	183	157	36	45	11	6	230	208	2	1			2	1									
12					1	2	1	1	1	1	10	2	13	6	292	227	175	132	35	43	502	402	3	3			3	3								
13							1		1		1		3		5	7	233	174	170	137	408	318	27	17	2	1	29	18								
14									1				1		1	1	10	8	263	152	274	161	88	91	33	21	121	112	2	3			2	3		
15															1	1	1	1		2	2	127	80	90	82	217	162	5	15	2	2	7	17			
16																					10	8	111	97	121	105	47	45	22	6	69	51	1	1		
17																					2		26	12	28	12	34	33	39	43	73	76	2	1		
18																						1	14	10	14	11	9	10	47	46	56	56	14	12		
19																						7	3	7	3	7	3	12	17	19	20	2	7			
Total	1557	1096	1098	693	662	464	673	594	721	460	614	480	3768	2691	533	425	460	367	482	340	1475	1132	259	201	283	226	542	427	104	109	122	114	226	223	19	21

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Sarav Sikhiya Abhiyan, Punjab
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Form No. : SSA/FS/IV/9

Report : 01

Year : 2001-2002

01 - Out of School Children Total - Age-wise-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	1127	907	2034	381	368	749	269	222	491									
4	998	782	1780	382	352	734	237	187	424									
5	625	553	1178	275	269	544	181	142	323									
6	227	201	428	92	98	190	60	53	113									
7	188	144	332	80	56	136	57	36	93	4	3	7	3	3	1	1	2	
8	207	171	378	85	72	157	82	58	140	8	1	9	3	1	4	3	3	
9	190	181	371	93	78	171	50	63	113	4	8	12	2	3	5	1	3	4
10	357	339	696	154	129	283	98	117	215	20	10	30	11	4	15	3	3	6
11	294	328	622	127	141	268	89	104	193	37	13	50	14	6	20	18	5	23
12	722	689	1411	350	329	679	189	202	391	91	46	137	52	20	72	23	12	35
13	843	954	1797	397	472	869	222	223	445	126	67	193	59	29	88	35	18	53
14	1305	1325	2630	626	632	1258	346	317	663	207	82	289	107	45	152	66	17	83
15	1650	1794	3444	771	871	1642	430	404	834	355	164	519	184	75	259	110	41	151
16	2080	2168	4248	928	969	1897	563	511	1074	407	169	576	192	81	273	136	46	182
17	1940	1905	3845	793	792	1585	472	405	877	380	134	514	165	67	232	137	50	187
18	2777	2346	5123	1023	846	1869	630	519	1149	523	167	690	230	72	302	144	57	201

Q1 - Physically/Mentally Challenged Children Total - (Age-wise)-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	16	14	30	33	13	46	7	7	14	9	4	13	2	3	5	7	1	8
4	19	8	27	29	11	40	7	3	10	11	2	13				10		10
5	33	21	54	40	31	71	12	8	20	10	13	23	9	5	14	7	5	12
6	49	37	86	42	27	69	22	16	38	14	11	25	12	9	21	12	8	20
7	64	36	100	47	20	67	24	19	43	18	8	26	24	9	33	10	3	13
8	93	58	151	51	32	83	32	30	62	21	13	34	26	17	43	19	7	26
9	79	63	142	39	29	68	35	25	60	15	12	27	19	13	32	8	8	16
10	107	63	170	76	42	118	43	23	66	19	11	30	24	10	34	20	10	30
11	61	62	123	47	39	86	26	22	48	17	15	32	8	13	21	6	8	14
12	59	31	90	99	70	169	20	11	31	37	26	63	15	7	22	23	18	41
13	58	49	107	65	90	155	21	18	39	16	29	45	14	8	22	14	14	28
14	79	39	118	86	58	144	24	16	40	38	22	60	16	7	23	13	10	23
15	37	27	64	69	51	120	13	15	28	27	20	47	2	5	7	15	10	25
16	36	25	61	74	43	117	18	9	27	35	17	52	5	4	9	16	10	26
17	23	18	41	43	35	78	6	9	15	18	17	35	2	5	7	12	11	23
18	21	13	34	49	43	92	10	7	17	14	15	29	4	2	6	15	13	28

District - 06 - GURDASPUR

Sarav Sikhiya Abhiyan, Punjab
Family Survey 2002

Form No. : SSA/FS/IV/10.
Report : 02
Year : 2001-2002

02 - Visually Impaired Children - (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	2	2	4	3		3	2		2									
4	1		1	2	1	3												
5	3	2	5	2		2	3	1	4	1		1		1	1			
6	5	3	8	3	2	5	3	1	4		1	1	1		1	1		1
7	7	2	9	1	1	2	1	1	2				4	1	5	1		1
8	6	4	10	3		3		3	3				2	1	3	1		1
9	3	7	10	1	4	5	2	3	5					2	2		1	1
10	8	3	11	5	1	6		1	1				5		5	1		1
11	5	3	8	4	1	5	2	1	3	2		2	2		2			
12	4	1	5	4	4	8					1	1	1		1	1	1	2
13	2	3	5	3	5	8		1	1	1	2	3						
14	4	1	5	1	2	3							1		1			
15	2	4	6	3	1	4		1	1	1		1					1	1
16	1		1	1	2	3	1		1		2	2						
17	1	1	2		1	1		1	1								1	1
18	2		2	6	1	7				1		1					1	1

03 - Speech Impaired Children - (Agewise)-Total Districtwise

Age ↓ v	Total Children						SC Children						BC Children					
	School Going			School Not Going			School Going			School Not Going			School Going			School Not Going		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	3	2	5	13	4	17		1	1	4	2	6		1	1	4	1	5
4	5		5	5	1	6	2		2							1		1
5	10	4	14	10	9	19	3	1	4	2		2	2	1	3	2	2	4
6	12	10	22	6	4	10	2	3	5	2	2	4	3	2	5	1		1
7	10	3	13	5	4	9	3	2	5	2		2	3	1	4	2	1	3
8	13	10	23	14	7	21	2	4	6	4	5	9	4	2	6	6	1	7
9	13	8	21	5	6	11	3	3	6	1	2	3	2	2	4			
10	10	4	14	17	7	24	6	1	7	2	2	4	2	1	3	4	1	5
11	11	9	20	3	1	4	2	4	6	4	2	6		4	4			
12	3	1	4	14	9	23	1		1	2	4	6				3	2	5
13	6	4	10	6	14	20					5	5	3		3	2	2	4
14	3	2	5	10	7	17	1		1	6	3	9	2	1	3	1	2	3
15				7	5	12				3	2	5				2	1	3
16		1	1	8	2	10				4	1	5	1	1	2	2	4	6
17		1	1		2	2					1	1						
18	2	1	3	7	6	13		1	1	1	3	4				3		3

District - 06 - GURDASPUR

Sarav Sikhiya Abhiyan, Punjab

Family Survey 2002

04 - Hearing Impaired Children - (Agewise)-Total Districtwise

Form No. : SSA/FS/IV/10

Report : 04

Year : 2001-2002

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		1	1	1		1												
4	2	1	3	1	1	2		1	1	1		1						
5	4	1	5	1		1		2	2	1		1	1	1	2			
6	6	1	7	2	1	3	3	1	4	1		1	1	1	2	1	2	3
7	4	2	6	1	1	2	1		1				1	1	2			
8	3	2	5	1	1	2	1	2	3				1	1	2			
9	4	2	6	2	1	3	4		4	1	1	2					2	2
10	11	6	17	1	2	3	5		5									
11	1	3	4	2	2	4				1	2	3	1	1	2	1	1	2
12	3		3	1	3	4					2	2						
13	4	2	6	3	5	8	1		1	1		1	1	1	2	1	1	2
14	8		8	1	2	3	1		1		1	1	2		2			
15	1	1	2	2	2	4											1	1
16	1	1	2	5		5	1	1	2	1		1						
17	1		1	3		3				1		1					1	1
18				3	2	5					2	2					1	1

05 - Physically Challenged Children - (Age wise)-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	5	2	7	5	3	8	3		3	1	1	2	1		1	1		1
4	8	4	12	8	6	14	3	1	4	3	2	5				3		3
5	8	6	14	12	11	23	2	1	3		3	3	2	2	4	2	1	3
6	12	12	24	15	7	22	7	6	13	3	3	6	3	4	7	4	2	6
7	26	15	41	11	6	17	6	7	13	5		5	9	3	12	2	1	3
8	48	31	79	15	10	25	19	15	34	5	3	8	13	8	21	6	1	7
9	40	34	74	9	3	12	19	14	33	5	2	7	10	6	16			
10	45	40	85	21	10	31	22	19	41	8	2	10	7	4	11	3	7	10
11	33	33	66	15	9	24	16	12	28	2	1	3	2	5	7	3	4	7
12	29	22	51	22	14	36	13	9	22	11	6	17	6	5	11	5	1	6
13	32	27	59	20	17	37	13	10	23	7	9	16	7	5	12	4	4	8
14	38	28	66	24	10	34	13	11	24	10	7	17	8	3	11	4	1	5
15	22	15	37	25	11	36	11	9	20	10	4	14	1	3	4	7	3	10
16	21	12	33	18	9	27	16	6	22	9	4	13	4	2	6	4	1	5
17	11	9	20	11	8	19	4	3	7	5	1	6	1	4	5	3	6	9
18	15	8	23	17	9	26	9	1	10	3	2	5	4	2	6	8	4	12

District - 06 - GURDASPUR

Sarav Sikhiya Abhiyan, Punjab
Family Survey 2002

Form No. : SSA/FS/IV/10
Report : 06
Year : 2001-2002

06 - Mentally Challenged Children - (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	5	9	9	1	10	2	3	5	4	1	5				1		1
4	2	3	5	11	2	13	2	1	3	5		5				3		3
5	5	7	12	10	8	18	2	3	5	3	6	9	2		2	2	1	3
6	9	6	15	10	8	18	5	1	6	3	2	5	1		1	4	3	7
7	9	5	14	23	6	29	6	3	9	9	3	12	4	1	5	5	1	6
8	14	8	22	16	10	26	4	3	7	12	4	16		1	1	5	3	8
9	15	6	21	18	13	31	3	1	4	5	7	12	2	1	3	6	4	10
10	15	5	20	26	17	43	6	2	8	5	7	12	4	1	5	7	1	8
11	9	10	19	18	19	37	5	2	7	8	7	15	2	2	4		3	3
12	14	3	17	47	32	79	6		6	19	10	29	3	1	4	10	9	19
13	8	8	16	26	37	63	3	4	7	5	9	14	1	1	2	5	6	11
14	12	2	14	42	26	68	3	2	5	17	7	24	2	1	3	6	1	7
15	5	2	7	25	20	45	1	1	2	9	10	19				5	3	8
16	5	5	10	30	24	54		1	1	12	7	19				8	2	10
17	4	1	5	25	21	46		1	1	9	13	22				6	2	8
18	1		1	13	19	32		1	1	6	3	9					7	7

07 - Children Affected with Any Other Challenge - (Age-wise)-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	2	2	4	2	5	7		3	3				1	2	3	1		1
4	1		1	2		2				2		2				3		3
5	3	1	4	5	3	8	2		2	3	4	7	2		2	1	1	2
6	5	5	10	6	5	11	2	4	6	5	3	8	3	2	5	1	1	2
7	8	9	17	6	2	8	7	6	13	2	5	7	3	2	5			
8	9	3	12	2	4	6	6	3	9		1	1	6	4	10	1	2	3
9	4	6	10	4	2	6	4	4	8	3		3	5	2	7	2	1	3
10	18	5	23	6	5	11	4		4	4		4	6	4	10	5	1	6
11	2	4	6	5	7	12	1	3	4		3	3	1	1	2	2		2
12	6	4	10	11	8	19		2	2	5	3	8	5	1	6	4	5	9
13	6	5	11	7	12	19	4	3	7	2	4	6	2	1	3	2	1	3
14	14	6	20	8	11	19	6	3	9	5	4	9	1	2	3	2	6	8
15	7	5	12	7	12	19	1	4	5	4	4	8	1	2	3	1	1	2
16	8	6	14	12	6	18		1	1	9	3	12		1	1	2	3	5
17	6	6	12	4	3	7	2	4	6	3	2	5	1	1	2	1	3	4
18	1	4	5	3	6	9	1	4	5	3	5	8				3	1	4

District - 06 - GURDASPUR

Sarav Sikhiya Abhiyan, Punjab
Family Survey 2002

Form No. : SSA/FS/IV/11
Report : 01
Year : 2001-2002

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

Class ↓	School Going Total Children			School Going S.C. Children			School Going B.C. Children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	65	40	105	26	16	42	11	9	20
I	86	55	141	35	22	57	25	14	39
II	100	65	165	32	33	65	25	19	44
III	119	75	194	40	39	79	31	15	46
IV	90	76	166	33	27	60	18	17	35
V	83	59	142	36	20	56	18	12	30
VI	66	31	97	24	18	42	10	5	15
VII	51	37	88	19	16	35	15	8	23
VIII	62	49	111	27	22	49	8	4	12
IX	36	31	67	11	14	25	3	3	6
X	46	17	63	18	11	29	9	3	12
XI	20	14	34	7	6	13	3	3	6
XII	16	12	28	8	3	11	2	2	4
Technical Education	1	3	4	1		1		1	1

District - 06 - GURDASPUR

Sarav Sikhiya Abhiyan, Punjab

Family Survey 2002

Form No. : SSA/FS/IV/11

Report : 05

Year : 2001-2002

05 - Physically Challenged Children - (Category Wise)-Total Districtwise

Class ↓	School Going Total Children			School Going S.C. Children			School Going B.C. Children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	18	11	29	8	3	11	2	2	4
I	29	15	44	15	4	19	5	7	12
II	39	29	68	15	17	32	15	8	23
III	52	44	96	24	20	44	15	8	23
IV	41	41	82	14	18	32	6	8	14
V	34	28	62	20	10	30	6	6	12
VI	30	23	53	13	13	26	7	4	11
VII	26	22	48	14	8	22	8	4	12
VIII	34	29	63	18	14	32	7	2	9
IX	20	20	40	8	12	20	2	2	4
X	28	8	36	12	7	19	8	2	10
XI	15	10	25	6	4	10	1	1	2
XII	3	4	7					2	2
Technical Education	1	2	3	1		1		1	1

District - 06 - GURDASPUR

Sarav Sikhiya Abhiyan, Punjab

Family Survey 2002

Form No.: SSA/FS/IV/11

Report : 07

Year : 2001-2002

07 - Any Other Disability Children - (Category Wise)-Total Districtwise

Class ↓	School Going Total Children			School Going S.C. Children			School Going B.C. Children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	4	3	7	1	3	4	3	4	7
I	6	8	14	1	4	5	4	2	6
II	21	10	31	3	3	6	4	6	10
III	9	7	16	4	6	10	5	3	8
IV	9	7	16	4	1	5	3	2	5
V	12	6	18	5	3	8	5	1	6
VI	4	2	6	2	2	4	1		1
VII	10	4	14	3	5	8	2	1	3
VIII	11	7	18	2	2	4	1	1	2
IX	8	7	15	1	1	2	1	1	2
X	6	4	10	1	3	4	1		1
XI	1		1		2	2		2	2
XII	6	6	12	4	2	6			
Technical Education		1	1						

District - 06 - GURDASPUR

Sarav Sikhiya Abhiyan, Punjab
Family Survey 2002

Form No. : SSA/FS/IV/11
Report : 08
Year : 2001-2002

08 - Physically/Mentally Challenged Children in Govt. Schools Total - (Category Wise)-Total Districtwise

Class ↓	School Going Total Children			School Going S.C. Children			School Going B.C. Children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	35	17	52	12	5	17	5	4	9
I	58	41	99	24	20	44	17	7	24
II	57	36	93	21	19	40	16	9	25
III	80	48	128	26	27	53	19	7	26
IV	60	49	109	22	18	40	12	11	23
V	53	44	97	27	13	40	7	8	15
VI	25	21	46	11	12	23	1	1	2
VII	35	28	63	15	13	28	8	5	13
VIII	41	31	72	15	11	26	7	3	10
IX	20	20	40	6	11	17	1	1	2
X	24	9	33	12	5	17	5	2	7
XI	13	7	20	3	4	7	3	1	4
XII	6	7	13	3	4	7		1	1
Technical Education		1	1						

12 - Physically Challenged Children in Govt. Schools - (Category Wise)-Total Districtwise

Class ↓	School Going Total Children			School Going S.C. Children			School Going B.C. Children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	12	3	15	6	2	8	2		2
I	23	11	34	14	6	20	3	3	6
II	28	23	51	10	12	22	11	7	18
III	41	34	75	20	17	37	11	4	15
IV	30	29	59	9	13	22	5	8	13
V	29	26	55	16	9	25	3	5	8
VI	19	16	35	10	10	20	2	1	3
VII	22	17	39	13	8	21	2	4	6
VIII	28	19	47	13	8	21	4	2	6
IX	14	15	29	7	8	15	2	1	3
X	22	8	30	11	7	18	4	2	6
XI	12	7	19	5	2	7	1	2	3
XII	2	4	6					1	1
Technical Education		1	1						

District - 06 - GURDASPUR

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	57.92	42.08	100.00	55.88	44.12	100.00	59.38	40.62	100.00	59.97	40.03	100.00
Pre Primary Total	57.92	42.08	100.00	55.88	44.12	100.00	59.38	40.62	100.00	59.97	40.03	100.00
I	56.93	43.07	100.00	53.81	46.19	100.00	59.32	40.68	100.00	60.52	39.48	100.00
II	55.45	44.55	100.00	51.01	48.99	100.00	60.20	39.80	100.00	59.94	40.06	100.00
III	55.37	44.63	100.00	51.87	48.13	100.00	59.45	40.55	100.00	60.35	39.65	100.00
IV	55.64	44.36	100.00	52.59	47.41	100.00	59.72	40.28	100.00	58.98	41.02	100.00
V	54.40	45.60	100.00	51.31	48.69	100.00	58.13	41.87	100.00	58.25	41.75	100.00
Primary Total	55.65	44.35	100.00	52.18	47.82	100.00	59.37	40.63	100.00	59.74	40.26	100.00
VI	53.89	46.11	100.00	51.68	48.32	100.00	57.25	42.75	100.00	56.82	43.18	100.00
VII	53.94	46.06	100.00	52.02	47.98	100.00	56.90	43.10	100.00	56.83	43.17	100.00
VIII	54.37	45.63	100.00	51.79	48.21	100.00	57.96	42.04	100.00	59.06	40.94	100.00
Middle Total	54.07	45.93	100.00	51.83	48.17	100.00	57.39	42.61	100.00	57.54	42.46	100.00
IX	53.14	46.86	100.00	52.45	47.55	100.00	54.13	45.87	100.00	55.29	44.71	100.00
X	55.47	44.53	100.00	54.84	45.16	100.00	57.22	42.78	100.00	54.75	45.25	100.00
Secondary Total	54.40	45.60	100.00	53.75	46.25	100.00	55.79	44.21	100.00	55.01	44.99	100.00
XI	54.70	45.30	100.00	55.77	44.23	100.00	52.53	47.47	100.00	53.92	46.08	100.00
XII	52.61	47.39	100.00	54.79	45.21	100.00	49.47	50.53	100.00	47.50	52.50	100.00
Sr. Secondary Total	53.63	46.37	100.00	55.28	44.72	100.00	50.91	49.09	100.00	50.61	49.39	100.00
Technical Education	47.03	52.97	100.00	52.45	47.55	100.00	44.04	55.96	100.00	37.24	62.76	100.00
Technical Education Total	47.03	52.97	100.00	52.45	47.55	100.00	44.04	55.96	100.00	37.24	62.76	100.00
Grand Total	55.31	44.69	100.00	52.96	47.04	100.00	58.03	41.97	100.00	58.73	41.27	100.00

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

Class ↓	Total School Going			State Govt.			Non-State Govt.			Unrecognised		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	57.92	42.08	100.00	25.17	19.88	45.05	20.96	14.33	35.29	11.79	7.87	19.65
Pre Primary Total	57.92	42.08	100.00	25.17	19.88	45.05	20.96	14.33	35.29	11.79	7.87	19.65
I	56.93	43.07	100.00	25.41	21.81	47.22	21.01	14.41	35.42	10.50	6.85	17.36
II	55.45	44.55	100.00	26.08	25.06	51.14	19.40	12.83	32.22	9.97	6.66	16.64
III	55.37	44.63	100.00	28.74	26.67	55.41	18.55	12.65	31.20	8.08	5.31	13.39
IV	55.64	44.36	100.00	29.40	26.50	55.90	18.32	12.36	30.67	7.92	5.51	13.42
V	54.40	45.60	100.00	28.22	26.78	54.99	18.61	13.40	32.02	7.57	5.42	12.99
Primary Total	55.65	44.35	100.00	27.42	25.13	52.54	19.30	13.21	32.51	8.93	6.02	14.95
VI	53.89	46.11	100.00	30.70	28.71	59.41	16.92	12.64	29.56	6.27	4.76	11.03
VII	53.94	46.06	100.00	31.51	29.06	60.57	16.38	12.41	28.79	6.04	4.59	10.63
VIII	54.37	45.63	100.00	31.10	28.95	60.04	17.36	12.59	29.95	5.91	4.10	10.01
Midlle Total	54.07	45.93	100.00	31.10	28.90	60.00	16.90	12.55	29.44	6.07	4.48	10.56
IX	53.14	46.86	100.00	33.83	30.67	64.50	14.73	12.48	27.21	4.58	3.71	8.29
X	55.47	44.53	100.00	35.95	29.60	65.55	15.38	11.50	26.88	4.14	3.42	7.57
Secondary Total	54.40	45.60	100.00	34.98	30.09	65.07	15.08	11.95	27.03	4.35	3.55	7.90
XI	54.70	45.30	100.00	35.63	28.25	63.87	15.49	14.00	29.50	3.58	3.05	6.63
XII	52.61	47.39	100.00	33.78	27.87	61.65	15.62	15.96	31.58	3.21	3.55	6.76
Sr. Secondary Total	53.63	46.37	100.00	34.68	28.06	62.74	15.56	15.00	30.56	3.39	3.31	6.70
Technical Education	47.03	52.97	100.00	23.46	21.27	44.72	19.35	24.59	43.94	4.22	7.11	11.34
Technical Education Total	47.03	52.97	100.00	23.46	21.27	44.72	19.35	24.59	43.94	4.22	7.11	11.34
Grand Total	55.31	44.69	100.00	29.37	26.09	55.46	18.21	13.17	31.37	7.74	5.44	13.17

SSA/FS/IV/16

Report : VII

Year : 2001-2002

District - 06 - GURDASPUR

Sarav Shiksha Abhiyan, Punjab
Gross Enrolment Ratio Total Children (* based on derived age)

	Grade →	I	II	III	IV	V	Total I-V	VI	VII	VIII	Total VI-VIII	IX	X	Total IX-X	XI	XII	Total XI-XII	Overall Ratio I-XII
	Age →	6	7	8	9	10	6-10	11	12	13	11-13	14	15	14-15	16	17	16-17	6-17
Gross Enrolment in Grade	Boys	30618	23081	21629	22509	21535	119372	20319	19397	20528	60244	14786	18192	32978	8200	8254	16454	229048
	Girls	23168	18542	17433	17949	18055	95147	17385	16566	17229	51180	13036	14602	27638	6792	7434	14226	188191
	Total	53786	41623	39062	40458	39590	214519	37704	35963	37757	111424	27822	32794	60616	14992	15688	30680	417239
Population in the Relevant Age	Boys	26095	21653	24984	23874	26095	122701	21098	23319	24429	68846	27760	24429	52189	26650	22208	48858	292594
	Girls	19927	17954	18940	19927	20913	97661	17757	21703	20716	60176	21703	22689	44392	23676	18743	42419	244648
	Total	46022	39607	43924	43801	47008	220362	38855	45022	45145	129022	49463	47118	96581	50326	40951	91277	537242
Gross Enrolment Ratio	Boys	117.33	106.59	86.57	94.28	82.53	97.29	96.31	83.18	84.03	87.51	53.26	74.47	63.19	30.77	37.17	33.68	78.28
	Girls	116.3	103.28	92.04	90.07	86.33	97.43	97.91	76.33	83.17	85.05	60.07	64.36	62.26	28.69	39.66	33.54	76.92
	Total	116.87	105.09	88.93	92.37	84.22	97.35	97.04	79.88	83.63	86.36	56.25	69.60	62.76	29.79	38.31	33.61	77.66

PART - IV

District: Gurdaspur

District Data Summary Sheet

SL.No.	DESCRIPTION	Numbers
1	No. of C D Blocks/BRC's	15
1.1	No. of B.R. & D.R. Personnels(11x20+4x10)+10	270
2	No. of P E Blocks	22
3	No. of CRC's	179
4	No. of Villages	1626
4.1	No. of VEDC's	2123
4.2	No. of VEDC's Members	16984
5	No. of Habitations/Wards (Unservd)	10601
5.1	No. of S.C. Bastis	1693
6	No. of House Holds	340954
	No. of Schools	
7	No. of Primary Schools (State Govt.)	1604
7.1	Non State Govt. Primary Schools	122
7.2	Unrecognised Primary Schools	292
8	No. of Middle Schools/Sections (State Govt.)	519
8.1	Non State Govt. Middle Schools/Sections	103
8.2	Unrecognised Middle Schools/Sections	370
	No. of Teachers (State Govt.)	
9	No. of Primary Teachers	5337
9.1	No. of JBT Teachers + New	4294
9.2	No. of HT	862
9.3	No. of CHT's	181
10	No. of Teachers Middle Schools/Sections	2137
	Primary (State Govt.)	
11	Total No. of Students	112718
11.1	Male Students	58816
11.2	Female Students	53902
11.3	Total No. of S.C. Students	51127
11.4	Male S.C. Students	26268
11.5	Female S.C. Students	24859
	Upper Primary (State Govt.)	
12	Total No. of Students	66856
12.1	Male Students	34650
12.2	Female Students	32206
12.3	Total No. of S.C. Students	25050
12.4	Male S.C. Students	12981
12.5	Female S.C. Students	12069
	Out of School Children	
13	No. of Out of School Children Total	8665
13.1	No. of Out of School Children Male	4333
13.2	No. of Out of School Children Female	4332
13.3	No. of EGS Centres (Proposed)	467
	No. of Handicapped Children	
14	Total No. of Handicapped Children	2052
14.1	Male Handicapped Children	1206
14.2	Female Handicapped Children	846

District wise list of PEBlocks	
PEBLOCK	CODE
GURDASPUR	
GURDASPUR-I	111
GURDASPUR-II	112
DHARIWAL-I	113
DHARIWAL-II	114
KAHNOWAL-I	115
KAHNOWAL-II	116
DINA NAGAR	117
DORANGLA	118
KALANPUR	119
PATHANKOT-I	120
PATHANKOT-II	121
PATHANKOT-III	122
DHAR-I	123
DHAR-II	124
N. J. SINGH	125
BATALA-I	126
BATALA-II	127
DERA BABA NANAK	128
DHAYAN PUR	129
FATEHGARH CHURIAN	130
QADIAN	131
SHRI HAR GOBIND	132

Source : Sarva Shiksha Abhiyan

District - Gurdaspur		
Blockwise Distribution of Villages		
	PEBlock Code & Name	Villages
111	GURDASPUR-I	78
112	GURDASPUR-II	72
113	DHARIWAL-I	62
114	DHARIWAL-II	56
115	KAHNOWAL-I	80
116	KAHNOWAL-II	68
117	DINA NAGAR	75
118	DORANGLA	84
119	KALANPUR	102
120	PATHANKOT-I	63
121	PATHANKOT-II	74
122	PATHANKOT-III	48
123	DHAR-I	55
124	DHAR-II	57
125	N. J. SINGH	110
126	BATALA-I	87
127	BATALA-II	71
128	DERA BABA NANAK	96
129	DHAYAN PUR	61
130	FATEHGARH CHURIAN	87
131	QADIAN	63
132	SHRI HAR GOBIND	77
	Total	1626

BLOCKWISE COUNT OF - PRIMARY SCHOOLS

TRICT - GURDASPUR

PE Block Code & Name	G1	G2	G3	G4	TOTG	P1	P2	P3	P4	P5	P6	TOTP	TOTAL
1 GURDASPUR-I	87	0	0	0	87	0	8	0	0	0	8	16	103
2 GURDASPUR-II	78	0	0	0	78	0	6	3	0	0	9	18	96
3 DHARIWAL-I	51	0	0	0	51	0	1	2	0	0	17	20	71
4 DHARIWAL-II	59	0	0	0	59	1	11	0	0	0	15	27	86
5 KAHNOWAL-I	82	0	0	0	82	1	2	3	0	0	10	16	98
6 KAHNOWAL-II	58	0	0	0	58	0	5	0	0	0	3	8	66
7 DINA NAGAR	68	0	0	0	68	1	5	5	0	0	6	17	85
8 DORANGLA	77	0	0	0	77	1	2	0	1	0	13	17	94
9 KALANPUR	99	0	0	0	99	0	0	0	0	0	18	18	117
10 PATHANKOT-I	69	0	0	0	69	1	18	2	2	0	2	25	94
11 PATHANKOT-II	75	0	0	0	75	0	4	4	0	0	9	17	92
12 PATHANKOT-III	52	0	0	0	52	0	3	0	2	0	26	31	83
13 DHAR-I	52	0	0	0	52	0	3	0	0	0	5	8	60
14 DHAR-II	52	0	0	0	52	0	7	0	0	0	23	30	82
15 N. J. SINGH	104	0	0	0	104	0	4	0	0	0	8	12	116
16 BATALA-I	99	0	0	0	99	3	0	1	1	0	40	45	144
17 BATALA-II	76	0	0	0	76	0	2	0	0	0	13	15	91
18 DERA BABA NANAK	98	0	0	0	98	1	0	0	0	0	9	10	108
19 DHAYAN PUR	57	0	0	0	57	0	1	2	0	0	12	15	72
20 FATEHGARH CHURIAN	88	0	0	0	88	0	1	0	0	0	20	21	109
21 QADIAN	60	0	0	0	60	0	0	0	0	1	12	13	73
22 SHRI HAR GOBIND	63	0	0	0	63	1	0	0	0	0	14	15	78
TOTAL	1604	0	0	0	1604	10	83	22	6	1	292	414	2018

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

BLOCKWISE COUNT OF - MIDDLE - (MIDDLE SECTIONS)

DISTRICT - GURDASPUR

PE Block Code & Name	G1	G2	G3	G4	TOTG	P1	P2	P3	P4	P5	P6	TOTP	TOTAL
PE111 GURDASPUR-I	23	2	0	0	25	5	8	1	1	1	8	24	49
PE112 GURDASPUR-II	21	0	0	0	21	3	10	6	0	0	6	25	46
PE113 DHARIWAL-I	21	0	0	0	21	4	0	0	0	0	1	5	26
PE114 DHARIWAL-II	17	0	0	0	17	4	4	2	0	1	7	18	35
PE115 KAHNOWAL-I	23	0	0	0	23	0	2	6	0	0	7	15	38
PE116 KAHNOWAL-II	20	0	0	0	20	2	1	1	0	0	5	9	29
PE117 DINA NAGAR	23	0	0	0	23	1	3	1	2	0	6	13	36
PE118 DORANGLA	19	0	0	0	19	1	2	0	0	0	8	11	30
PE119 KALANPUR	24	0	0	0	24	1	5	3	0	0	12	21	45
PE120 PATHANKOT-I	31	5	0	0	36	10	16	5	7	0	8	46	82
PE121 PATHANKOT-II	19	0	0	0	19	1	5	4	0	0	7	17	36
PE122 PATHANKOT-III	18	3	0	0	21	0	2	2	0	0	17	21	42
PE123 DHAR-I	27	0	0	0	27	0	2	0	1	0	6	9	36
PE124 DHAR-II	18	1	0	0	19	0	2	0	1	0	7	10	29
PE125 N. J. SINGH	26	0	0	0	26	0	3	0	0	0	8	11	37
PE126 BATALA-I	36	0	0	0	36	4	3	2	1	0	17	27	63
PE127 BATALA-II	18	0	0	0	18	2	4	3	0	0	10	19	37
PE128 DERA BABA NANAK	28	1	0	0	29	1	1	1	0	0	5	8	37
PE129 DHAYAN PUR	23	0	0	0	23	2	0	1	0	0	4	7	30
PE130 FATEHGARH CHURIAN	36	0	0	0	36	2	0	0	0	0	11	13	49
PE131 QADIAN	26	0	0	0	26	3	3	1	1	0	6	14	40
PE132 SHRI HAR GOBIND	22	0	0	0	22	0	1	4	0	0	11	16	38
TOTAL	519	12	0	0	531	46	77	43	14	2	177	359	890

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

<i>District - Gurdaspur</i>					
Blockwise Breakup of Primary Teachers					
PEBlock Code & Name					
		JBT	HT	CHT	Total
111	GURDASPUR-I	217	46	9	272
112	GURDASPUR-II	192	43	8	243
113	DHARIWAL-I	119	26	8	153
114	DHARIWAL-II	136	38	5	179
115	KAHNOWAL-I	184	37	9	230
116	KAHNOWAL-II	116	33	7	156
117	DINA NAGAR	138	48	6	192
118	DORANGLA	162	43	9	214
119	KALANPUR	186	46	11	243
120	PATHANKOT-I	170	31	8	209
121	PATHANKOT-II	193	39	5	237
122	PATHANKOT-III	123	29	5	157
123	DHAR-I	83	17	8	108
124	DHAR-II	134	35	8	177
125	N. J. SINGH	216	46	8	270
126	BATALA-I	195	47	9	251
127	BATALA-II	154	38	7	199
128	DERA BABA NANAK	192	48	8	248
129	DHAYAN PUR	108	38	6	152
130	FATEHGARH CHURIAN	184	46	7	237
131	QADIAN	119	38	8	165
132	SHRI HAR GOBIND	155	33	7	195
	Total	3476	845	166	4487
	Unadjusted Teachers in Peblocks	362	17	13	392
	New Teachers				456
	Grand Total	3838	862	179	5335

CD Block wise enrollment March'2002						
Sr. No.	District	Integrated child development scheme	Aanganwari centres	Pre School Education (3-6 years)		
				Boys	Girls	Total
6	GURDASPUR	Bamyal	19	356	328	684
		Batala	115	2588	2331	4919
		Dera Baba Nanak	84	1700	1480	3180
		Dhar Kalan	78	1478	1363	2841
		Dhariwal	106	2156	2022	4178
		Dina Nagar	128	2359	2041	4400
		Fatehgarh Churian	85	1805	1580	3385
		Gurdaspur	110	2686	2383	5069
		Kahnuwan	102	2196	1962	4158
		Kalanaur	63	1155	1066	2221
		Narot Jaimal Singh	85	1480	1333	2813
		Pathankot	180	3263	2735	5998
		Quadian	71	1686	1440	3126
		Sri Hargobindpur	104	2254	2057	4311
District Total			1330	27162	24121	51283

Source : SW Department

District-Gurdaspur

Blockwise Enrollment in State Govt. Primary Schools

Peblock		Total			SC		
		Male	Female	Total	Male	Female	Total
111	GURDASPUR-I	3702	3453	7155	1517	1429	2946
112	GURDASPUR-II	2529	2402	4931	1167	1141	2308
113	DHARIWAL-I	2318	1910	4228	915	839	1754
114	DHARIWAL-II	2343	2133	4476	745	731	1476
115	KAHNOWAL-I	2682	2410	5092	418	423	841
116	KAHNOWAL-II	2042	1739	3781	792	722	1514
117	DINA NAGAR	2220	2141	4361	1305	1173	2478
118	DORANGLA	2165	2027	4192	1185	1049	2234
119	KALANPUR	2594	2435	5029	711	691	1402
120	PATHANKOT-I	2884	2625	5509	1521	1476	2997
121	PATHANKOT-II	3207	2981	6188	1951	1857	3808
122	PATHANKOT-III	1542	1408	2950	875	797	1672
123	DHAR-I	1409	1370	2779	459	406	865
124	DHAR-II	2022	1765	3787	1027	969	1996
125	N. J. SINGH	3215	3127	6342	2144	2078	4222
126	BATALA-I	4376	3981	8357	2193	1971	4164
127	BATALA-II	2773	2694	5467	1372	1368	2740
128	DERA BABA NANAK	2697	2523	5220	757	801	1558
129	DHAYAN PUR	2720	2445	5165	886	946	1832
130	FATEHGARH CHURIAN	3873	3333	7206	1477	1320	2797
131	QADIAN	2817	2454	5271	1359	1255	2614
132	SHRI HAR GOBIND	2686	2546	5232	1492	1417	2909
	TOTAL	58816	53902	112718	26268	24859	51127

District-Gurdaspur							
Blockwise Enrollment in State Govt. Middle Schools							
Peblock	Total			SC			
	Male	Female	Total	Male	Female	Total	
111	GURDASPUR-I	1894	1865	3759	681	736	1417
112	GURDASPUR-II	1228	1364	2592	566	531	1097
113	DHARIWAL-I	1121	964	2085	368	347	715
114	DHARIWAL-II	1287	1203	2490	376	374	750
115	KAHNOWAL-I	1575	1495	3070	160	136	296
116	KAHNOWAL-II	909	821	1730	237	222	459
117	DINA NAGAR	1503	1499	3002	715	699	1414
118	DORANGLA	1329	1466	2795	549	641	1190
119	KALANPUR	1438	1318	2756	384	389	773
120	PATHANKOT-I	2068	1947	4015	1002	919	1921
121	PATHANKOT-II	1906	1944	3850	990	987	1977
122	PATHANKOT-III	986	976	1962	489	516	1005
123	DHAR-I	943	951	1894	248	264	512
124	DHAR-II	1399	1276	2675	602	574	1176
125	N. J. SINGH	2082	2094	4176	1234	1193	2427
126	BATALA-I	2208	2041	4249	1033	822	1855
127	BATALA-II	1162	1029	2191	443	366	809
128	DERA BABA NANAK	2517	2018	4535	532	420	952
129	DHAYAN PUR	1441	1246	2687	366	335	701
130	FATEHGARH CHURIAN	2181	1790	3971	662	559	1221
131	QADIAN	1846	1453	3299	624	488	1112
132	SHRI HAR GOBIND	1627	1446	3073	720	551	1271
	TOTAL	34650	32206	66856	12981	12069	25050

District - GURDASPUR

Blockwise Enrollment in (Primary) Schools

Peblock		State Govt.	Non-State Govt.	Unrecognised	Grand Total
		Total	Total	Total	
111	GURDASPUR-I	7155	6233	1162	14550
112	GURDASPUR-II	4931	3004	530	8465
113	DHARIWAL-I	4228	1403	1384	7015
114	DHARIWAL-II	4476	3131	1823	9430
115	KAHNOWAL-I	5092	2848	1123	9063
116	KAHNOWAL-II	3781	2075	886	6742
117	DINA NAGAR	4361	3190	1431	8982
118	DORANGLA	4192	1833	1242	7267
119	KALANPUR	5029	2671	2688	10388
120	PATHANKOT-I	5509	6376	3298	15183
121	PATHANKOT-II	6188	3839	899	10926
122	PATHANKOT-III	2950	1975	822	5747
123	DHAR-I	2779	1464	356	4599
124	DHAR-II	3787	2747	1061	7595
125	N. J. SINGH	6342	2214	1976	10532
126	BATALA-I	8357	6887	1820	17064
127	BATALA-II	5467	3296	1680	10443
128	DERA BABA NANAK	5220	334	4228	9782
129	DHAYAN PUR	5165	1900	501	7566
130	FATEHGARH CHURIAN	7206	3486	1674	12366
131	QADIAN	5271	4079	563	9913
132	SHRI HAR GOBIND	5232	4752	917	10901
Grand Total		112718	69737	32064	214519

Source : Family Survey 2002

District - GURDASPUR

Blockwise Enrollment in (Middle) Schools

Peblock		State Govt.	Non-State Govt.	Unrecognised	Grand Total
		Total	Total	Total	
111	GURDASPUR-I	3759	3330	374	7463
112	GURDASPUR-II	2592	1142	183	3917
113	DHARIWAL-I	2085	911	724	3720
114	DHARIWAL-II	2490	1607	474	4571
115	KAHNOWAL-I	3070	1217	348	4635
116	KAHNOWAL-II	1730	1081	353	3164
117	DINA NAGAR	3002	1459	439	4900
118	DORANGLA	2795	895	453	4143
119	KALANPUR	2756	1113	895	4764
120	PATHANKOT-I	4015	3397	1341	8753
121	PATHANKOT-II	3850	1842	405	6097
122	PATHANKOT-III	1962	949	397	3308
123	DHAR-I	1894	555	117	2566
124	DHAR-II	2675	1083	448	4206
125	N. J. SINGH	4176	808	644	5628
126	BATALA-I	4249	2968	719	7936
127	BATALA-II	2191	1441	704	4336
128	DERA BABA NANAK	4535	1266	1484	7285
129	DHAYAN PUR	2687	898	156	3741
130	FATEHGARH CHURIAN	3971	1320	623	5914
131	QADIAN	3299	2076	259	5634
132	SHRI HAR GOBIND	3073	1448	222	4743
Grand Total		66856	32806	11762	111424

Source : Family Survey 20

District-Gurdaspur							
Blockwise Out of Schools Children							
Peblock		Age Group (6-14)					
		Total			SC		
		Male	Female	Total	Male	Female	Total
111	GURDASPUR-I	74	93	167	21	18	39
112	GURDASPUR-II	160	161	321	63	62	125
113	DHARIWAL-I	108	90	198	48	52	100
114	DHARIWAL-II	198	178	376	55	48	103
115	KAHNOWAL-I	163	167	330	28	24	52
116	KAHNOWAL-II	156	166	322	75	83	158
117	DINA NAGAR	133	179	312	66	76	142
118	DORANGLA	87	77	164	50	46	96
119	KALANPUR	538	516	1054	90	76	166
120	PATHANKOT-I	163	149	312	97	85	182
121	PATHANKOT-II	121	111	232	69	71	140
122	PATHANKOT-III	66	44	110	32	27	59
123	DHAR-I	87	66	153	20	20	40
124	DHAR-II	87	86	173	44	49	93
125	N. J. SINGH	160	192	352	110	135	245
126	BATALA-I	438	447	885	292	308	600
127	BATALA-II	267	331	598	157	177	334
128	DERA BABA NANAK	184	176	360	38	40	78
129	DHAYAN PUR	126	159	285	66	86	152
130	FATEHGARH CHURIAN	360	324	684	160	130	290
131	QADIAN	307	262	569	181	168	349
132	SHRI HAR GOBIND	350	358	708	220	222	442
	TOTAL	4333	4332	8665	1982	2003	3985

Blockwise Handicapped Children

District : Gurdaspur - 6-14 Years (Total)

PEBlock	Visually Impaired Children	Speech Impaired Children	Hearing Impaired Children	Physically Challenged Children	Mentally Challenged Children	Any Other Challenged Children
GURDASPUR-I	1	6	4	23	16	11
GURDASPUR-II	4	8	6	23	10	12
DHARIWAL-I	3	17	6	43	13	5
DHARIWAL-II	16	16	14	62	17	21
KAHNOWAL-I	1	13	0	34	22	6
KAHNOWAL-II	3	7	1	41	38	19
DINA NAGAR	12	15	6	22	37	24
DORANGLA	4	7	4	18	25	4
KALANPUR	17	37	15	42	43	8
PATHANKOT-I	3	8	0	25	22	4
PATHANKOT-II	4	24	1	41	25	12
PATHANKOT-III	5	5	0	14	17	8
DHAR-I	2	11	2	14	12	3
DHAR-II	6	12	1	22	23	12
N. J. SINGH	5	10	2	17	26	2
BATALA-I	9	21	5	96	37	7
BATALA-II	7	17	1	46	46	5
DERA BABA NANAK	20	10	8	16	14	8
DHAYAN PUR	1	6	5	28	5	5
FATEHGARH CHURIAN	0	36	5	28	16	16
QADIAN	0	19	4	59	23	13
SHRI HAR GOBIND	3	10	6	44	50	15
TOTAL	126	315	96	758	537	220

Blockwise Handicapped Children

District : Gurdaspur - 6-14 Years (Total)

PEBlock	SC			BC		
	School Going	School Not Going	Total	School Going	School Not Going	Total
GURDASPUR-I	20	7	27	9	9	18
GURDASPUR-II	10	13	23	10	10	20
DHARIWAL-I	26	16	42	10	4	14
DHARIWAL-II	23	6	29	37	12	49
KAHNOWAL-I	2	0	2	13	26	39
KAHNOWAL-II	28	17	45	7	5	12
DINA NAGAR	28	13	41	1	5	6
DORANGLA	11	9	20	3	3	6
KALANPUR	13	8	21	32	22	54
PATHANKOT-I	14	6	20	8	5	13
PATHANKOT-II	19	20	39	18	17	35
PATHANKOT-III	13	5	18	9	7	16
DHAR-I	6	5	11	7	1	8
DHAR-II	12	9	21	9	11	20
N. J. SINGH	12	19	31	5	8	13
BATALA-I	60	47	107	3	11	14
BATALA-II	22	25	47	10	12	22
DERA BABA NANAK	15	11	26	11	10	21
DHAYAN PUR	12	6	18	8	3	11
FATEHGARH CHURIAN	13	21	34	16	15	31
QADIAN	26	21	47	10	3	13
SHRI HAR GOBIND	46	47	93	11	19	30
TOTAL	431	331	762	247	218	465

PROJECT COST
ANNUAL WORK PLAN 2002-03

DISTRICT - GURDASPUR								
ITEM NO.	ITEM	2002-03	%	BALANCE LAST YEAR	%	TOTAL	%	
1.0	Teacher Salary	426.816	20.67	127.680	20.84	554.496	20.71	
2.0	School/Alternative schooling facility							
3.0	Upper Primary schools/sections							
4.0	Classrooms							
5.0	Free textbooks	73.770	3.57	0.000	0.00	73.770	2.76	
6.0	Civil Works	681.477	33.00	90.000	14.69	771.477	28.81	
7.0	Maintenance and repair of school buildings	106.150	5.14	0.000	0.00	106.150	3.96	
8.0	Upgradation of EGS to regular school or setting up of a new primary school as per State norm	0.000	0.00	0.000	0.00	0.000	0.00	
9.0	TLE for upper-primary and quality improvement	0.000	0.00	253.793	41.43	253.793	9.48	
10.0	School grant	42.460	2.06	0.000	0.00	42.460	1.59	
11.0	TLM grant	37.370	1.81	13.230	2.16	50.600	1.89	
12.0	Teacher training	104.636	5.07	0.000	0.00	104.636	3.91	
13.0	State Institute of Educational Management and Training (SIEMAT)							
14.0	Training for community leaders	10.190	0.49	0.000	0.00	10.190	0.38	
15.0	Provision for disabled children (IED)	24.793	1.20	13.957	2.28	38.750	1.45	
16.0	Research, evaluation, supervision and monitoring	29.699	1.44	5.821	0.95	35.520	1.33	
17.0	Management cost	124.004	6.01	23.307	3.80	147.311	5.50	
18.0	Innovative activities	50.007	2.42	27.888	4.55	77.895	2.91	
18.1	Computer Education	15.000						
18.2	Girls child education	10.003						
18.3	ECCE	14.999						
18.4	SC/ST	10.005						
19.0	Block resource centres	246.885	11.96	39.600	6.46	286.485	10.70	
19.1	Cluster resource centres	10.561	0.51	17.273	2.82	27.834	1.04	
20.0	Intervention for out of school children	96.152	4.66	0.000	0.00	96.152	3.59	
21.0	Preparatory activities for micro-planning, household surveys studies							
	TOTAL	2064.970	100.00	612.549	100.00	2677.519	100.00	

Annual Work Plan 2002-03, District Gurdaspur, Punjab

Account Code	Item	2002-03		
		Unit cost	Physical	Financial
Intervention Name : Teacher				(in lacs)
1.0	Salary for primary teachers 456 x 12	0.078	5472	426.816
	Subtotal			426.816
Intervention Name : Free textbooks				(in lacs)
5.0	Free text books for Non SC girls (29043+20137)	0.0015	49180	73.770
	Subtotal			73.770
Intervention Name : Civil works				(in lacs)
6.0	Buildings for building less school	2.910		0.000
6.0	Block Resource centre buildings	5.820	5	29.100
6.0	New Primary school buildings Branch Schools	2.910		0.000
6.0	Sanitary Blocks and drinking water facilities for primary and upper primary sections	0.340	637	216.55
6.0	Buildings for schools having unsafe buildings	2.910		0.000
6.0	Cluster Resource Centres	1.940	17	32.98
6.0	Additional Class rooms for primary schools	1.160	212	245.92
6.0	Additional Classrooms for Primary schools and upper primary sections	1.160	80	92.8
6.0	Headmaster's room for upper primary sections	1.160	49	56.84
6.0	Compound Wall	1.160		0.000
6.0	Verandah	1.160		0.000
6.0	Development and distribution work training manual for VEDCs 4 x 1638	0.00032	6552	2.097
6.0	Development and distribution training manual on civil works for BRPs and DRPs 4 x (260+10)	0.00068	1080	0.734
6.0	Workshop on Architectural plans and layouts 30 persons x 3 x 300	0.270	2	0.540
6.0	Development and distribution of architectural plans and layouts 2 x 2123 schools	0.00047	4246	1.996
6.0	Hiring of vehicles for monitoring of civil works 6 visits x 12	0.010	72	0.720
6.0	Hiring of vehicles for monitoring of civil works by State office and seeking advice on civil work	0.100	12	1.200
	Sutotal			681.477
Intervention Name : Maintenance and repair of school buildings				(in lacs)
7.0	Repairs and maintenance of school Primary and upper primary sections (1604+519)	0.050	2123	106.150
	Subtotal			106.150

Annual Work Plan 2002-03, District Gurdaspur, Punjab

Account Code	Item	2002-03		
		Unit cost	Physical	Financial
Intervention Name : TLE				(in lacs)
8.0	TLE for New primary Schools(upgradation of EGS centres with more than 40 students)	0.100		0.000
	Subtotal			-0.000
Intervention Name : TLE for upper-primary				(in lacs)
9.0	TLE for Upper Primary Schools	0.500		0.000
	Subtotal			0.000
Intervention Name : School Grant				(in lacs)
10.0	School grants for existing schools (1604 primary + 519 upper primary)	0.020	2123	42.460
	Subtotal			42.460
Intervention Name : Teacher Grant				(in lacs)
11.0	TLM grant for teachers of primary and upper primary schools (5337+2137)	0.005	7474	37.370
	Subtotal			37.370
Intervention Name : Teacher Training				(in lacs)
12.0	Teachers training for primary and upper primary= 7474 x 20 days The detail of various trainings and training schedule has been given in the chapter of Training Programme	0.0140	7474	104.636
	Subtotal			104.636
Intervention Name : Training of Community Leaders				(in lacs)
14.0	Orientation to VEDC Members 2123 x 8 members x 2	0.0003	33968	10.190
	Subtotal			10.190
Intervention Name : Provision for disabled children(IED)				(in lacs)
15.0	IED Training to BRC staff 15 x10x 5	0.0007	750	0.525
15.0	IED assessment camps 2 x15	0.020	30	0.600
15.0	One Resource person honorarium 15 Blocks x 12 months	0.050	180	9.000
15.0	Manual for disability in Indian content A Teacher's Role for 2123 schools	0.00022	2123	0.467
15.0	Manual for teachers about physically challenged children for 2123 schools	0.00032	2123	0.679
15.0	Manual for Teachers about visually impaired children for 2123 schools	0.00034		0.000
15.0	Manual for Teachers about hearing impaired children for 2123 schools	0.00028	2123	0.594
15.0	Manual for Teachers about mentally challenged children for 2123 schools	0.00036		0.000
15.0	Manual for Teachers for children with multiple Disability for 2123 schools	0.00038		0.000
15.0	Special assistance and TLM to disabled children 2052	0.0063	2052	12.928
	Subtotal			24.793

Annual Work Plan 2002-03, District Gurdaspur, Punjab

Account Code	Item	2002-03		
		Unit cost	Physical	Financial
Intervention Name : Research, Evaluation, supervision and monitoring (in lacs)				
16.0	Annual School, Block and district planning for 2123 Primary and Upper Primary schools @ Rs. 30/-	0.0003	2123	0.637
16.0	Annual School Gradation and Evaluation process for 2123 Primary & Upper primary schools @ Rs. 30/-	0.0003	2123	0.637
16.0	Conduct of Pupil Achievement Survey 5% of schools @ Rs. 2000	0.020	106	2.120
16.0	Academic monitoring of schools by DIET staff by travelling 12 months 2 x 12 @ 1000/-	0.010	24	0.240
16.0	Academic supervision by BRCs 15 x 5 units Rs.1000/-	0.010	75	0.750
16.0	Hiring of Vehicles for Academic supervision by DPO/SPD 5 visits x 12 months @ Rs. 1000/-	0.010	60	0.600
16.0	Annual Household survey @Rs.3/- per household for 340954 households	0.00003	340954	10.229
16.0	MIS Data collection and processing of data for 1604 primary schools at State/District office	0.0017	1604	2.727
16.0	MIS Data collection and processing of data for 519 upper primary schools/sections at State/District office	0.0018	519	0.934
16.0	State office activities on research, evaluation monitoring and supervision @ Rs.130/- per school for 2123 schools	0.0013	2123	2.760
16.0	Development and supply of material for Diagnostic-precursive teaching of i) Fine and Gross Motor skills ii) Teaching of languages iii) Teaching of Mathematics for 2123 primary and upper primary schools	0.00031x3	2123	1.970
16.0	Development and supply of material for evaluation of Instructional improvement in 2123 primary and upper primary schools	0.00029	2123	0.616
16.0	Development and supply of material for evaluation of learning in 519 upper primary schools i) Science ii) Mathematics iii) Health and physical education iv) English v) Hindi vi) Punjabi vii) Social Studies	0.00028x7	519	1.020

Annual Work Plan 2002-03, District Gurdaspur, Punjab

Account Code	Item	2002-03		
		Unit cost	Physical	Financial
16.0	Study in i) Child's concept of class relations ii) Causal thinking in students iii) Students concept of time & movement iv) movement v) Students concept of space vi) Concrete and formal reasoning in Mathematics vii) Teacher expectations and remedial strategies	0.00030 × 7	2123	4.460
	Subtotal			29.699
Intervention Name : Management Cost		(In lacs)		
17.0	Hire charges for vehicles for DPO/State 30 times x 12 months	0.015	360	5.400
17.0	DPO/state consumables	0.070	12	0.840
17.0	Water, Electricity, Telephone etc. of District and State office	0.100	12	1.200
17.0	TA & DA of District and State etc.	0.300	12	3.600
17.0	Consultants (12 Months × 7) for District and State	0.070	84	5.880
17.0	Computer Stationery Peripherals DPO/State	0.200	1	0.200
17.0	Documentation at DPO/State	3.000	1	3.000
17.0	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	1.400	12	16.800
17.0	Jan Samparak Abhiyan (twice a year visit of 10 schools per block by all senior officers for three days- taxi and other charges) to be conducted by State/District office No. of Blocks × 2	0.030	30	0.900
17.0	Development and printing of modules on planning and management by State/District office	0.00036	2123	0.764
17.0	Hiring of experts pedagogy, research, evaluation, community mobilization, gender, sensitization, alternative schooling, planning and management training District 8 × 12 @ Rs.8000 Block 3 × 12 @ Rs.8000	0.08 0.08	96 540	7.68 43.20
17.0	Circulation of material prepared by the experts to school/VEDC level.		24	23.810
17.0	News letter	0.00025	2123	0.530
17.0	Media activity		10	10.200

Annual Work Plan 2002-03, District Gurdaspur, Punjab

Account Code	Item	2002-03		
		Unit cost	Physical	Financial
	Subtotal			124.004
Intervention Name : Innovative Girls Education, ECCE, SC/ST, Computer (in lacs)				
a) Girl Child Education				
18.1	Remedial coaching for girls students for two months in 1604 primary schools	0.003	401	1.203
18.1	Remedial coaching for girls students for two months in 519 in parts upper primary schools	0.003	130	0.390
18.1	Development of supplement reading material and item Bank for 53902 girl student of primary students for use in remedial coaching	0.00038	11605	4.410
18.1	Development of supplement reading material and item Bank for 59055 girl student of upper primary students for use in remedial coaching	0.00057	7017	4.000
	Subtotal			10.003
b) ECCE				
18.2	School readiness kits and playway material for 3-5 age children in ICDS Centres for 5062 Centres x 3	0.00075	15186	11.390
18.2	School readiness kits for first generation learners in primary schools of 5 year age for 1604 schools x 3	0.00075	4812	3.609
	Subtotal			14.999
c) SC/ST				
18.3	Remedial coaching for 3 months in 1061 schools	0.0030	1061	3.183
18.3	Supplementary reading material for remedial coaching primary schools SC children 51127 in parts	0.0005	8184	4.092
18.3	Question Bank for SC children of 41847 upper primary classes for remedial coaching in parts	0.0006	4550	2.730
	Subtotal			10.005
d) Computer Education				
18.4	Cost of running of computer education centres at block/cluster level	15.000	1	15.000
	Subtotal			15.000
Intervention Name: Block Resource Centres (in lacs)				
19.0	BRC Contingency grant for 15 CD Blocks @ Rs.12500/- P.A.	0.125	15	1.875
19.0	TLM grant for 15 CD Blocks @ Rs.5000/- P.A.	0.050	15	0.750
19.0	Meetings, Travel allowance for 15 CD Blocks @Rs.500 x 12 P.A.	0.005	180	0.900

Annual Work Plan 2002-03, District Gurdaspur, Punjab				
Account Code	Item	2002-03		
		Unit cost	Physical	Financial
19.0	Salary of 20 Block Resource Persons per CD Block having more than 100 schools for 11 Blocks @ Rs.7800/- x 12 P.A.	0.078	2640	205.920
19.0	Salary of 10 Block Resource Person Per CD Block having less than 100 schools for 4 Block @ 7800/-x12 P.A	0.078	480	37.440
	Subtotal			246.885
Intervention Name: Cluster Resource Centres (in lacs)				
19.1	CRC Contingency grant for 179 CRCs Blocks @ Rs.2500/- P.A.	0.025	179	4.475
19.1	TLM grant for 179 CRCs @ Rs.1000/- P.A.	0.010	179	1.790
19.1	Meetings, Travel allowance for 179 CRCs Blocks @Rs.200 x 12 P.A.	0.002	2148	4.296
	Subtotal			10.561
Intervention Name: Out of School children (in lacs)				
20.0	Cost of running of EGS centres for 2205 out of school children of 6-11 age group	0.00845	2205	18.632
20.0	Cost of running of EGS centres for 3830 out of school children of 11-13 age group	0.012	3830	45.960
20.0	Cost of running of EGS centre for 2630 out of school children of 14 age group	0.012	2630	31.560
	Subtotal			96.152
Intervention Name: Preparatory activities for micro-planning, household surveys studies (in lacs)				
21.0				
	Subtotal			0.000

PART - V

District: Gurdaspur
Perspective 2002-2007

District Data Summary Sheet

SL.No.	DESCRIPTION	Numbers
1	No. of C D Blocks/BRC's	15
1.1	No. of B.R. & D.R. Personnels(11x20+4x10)+10	270
2	No. of P E Blocks	22
3	No. of CRC's	179
4	No. of Villages	1626
4.1	No. of VEDC's	2279
4.2	No. of VEDC's Members	18232
5	No. of Habitations/Wards (Unserved)	10601
5.1	No. of S.C. Bastis	1693
6	No. of House Holds	340954
	No. of Schools	
7	No. of Primary Schools (State Govt.)	1604
7.1	Non State Govt. Primary Schools	122
7.2	Unrecognised Primary Schools	292
8	No. of Middle Schools/Sections (State Govt.)	675
8.1	Non State Govt. Middle Schools/Sections	259
8.2	Unrecognised Middle Schools/Sections	192
	No. of Teachers (State Govt.)	
9	No. of Primary Teachers	5337
9.1	No. of JBT Teachers + New	4294
9.2	No. of HT	862
9.3	No. of CHT's	179
10	No. of Teachers Middle Schools/Sections	2605
	Primary (State Govt.)	
11	Total No. of Students	180349
11.1	Male Students	94106
11.2	Female Students	86243
11.3	Total No. of S.C. Students	81803
11.4	Male S.C. Students	42029
11.5	Female S.C. Students	39774
	Upper Primary (State Govt.)	
12	Total No. of Students	106970
12.1	Male Students	55440
12.2	Female Students	51530
12.3	Total No. of S.C. Students	40080
12.4	Male S.C. Students	20770
12.5	Female S.C. Students	19310
	Out of School Children	
13	No. of Out of School Children Total	0
13.1	No. of Out of School Children Male	0
13.2	No. of Out of School Children Female	0
13.3	No. of EGS Centres (Proposed)	0
	No. of Handicapped Children	
14	Total No. of Handicapped Children	3588
14.1	Male Handicapped Children	2455
14.2	Female Handicapped Children	1133

District - Gurdaspur
Blockwise list of BRC and CRC
Perspective 2002-2007

PEBlock Code & Name		CRC	BRC
111	GURDASPUR-I	9	
112	GURDASPUR-II	8	1
113	DHARIWAL-I	8	
114	DHARIWAL-II	8	1
115	KAHNOWAL-I	9	
116	KAHNOWAL-II	7	1
117	DINA NAGAR	8	1
118	DORANGLA	9	1
119	KALANPUR	11	1
120	PATHANKOT-I	8	
121	PATHANKOT-II	8	
122	PATHANKOT-III	8	1
123	DHAR-I	8	
124	DHAR-II	8	1
125	N. J. SINGH	8	1
126	BATALA-I	9	
127	BATALA-II	7	1
128	DERA BABA NANAK	8	1
129	DHAYAN PUR	8	1
130	FATEHGARH CHURIAN	7	1
131	QADIAN	8	1
132	SHRI HAR GOBINDPUR	7	1
	Total	179	15

Disrtictwise list of Peblock	
GURDASPUR	
PEBLOCK NAME	CODE
GURDASPUR-I	111
GURDASPUR-II	112
DHARIWAL-I	113
DHARIWAL-II	114
KAHNOWAL-I	115
KAHNOWAL-II	116
DINA NAGAR	117
DORANGLA	118
KALANPUR	119
PATHANKOT-I	120
PATHANKOT-II	121
PATHANKOT-III	122
DHAR-I	123
DHAR-II	124
N. J. SINGH	125
BATALA-I	126
BATALA-II	127
DERA BABA NANAK	128
DHAYAN PUR	129
FATEHGARH CHURIAN	130
QADIAN	131
SHRI HAR GOBIND	132

**Blockwise count of Villages
Perspective 2002-2007**

PEBlock Code & Name		Villages
<i>District - Gurdaspur</i>		
111	GURDASPUR-I	78
112	GURDASPUR-II	72
113	DHARIWAL-I	62
114	DHARIWAL-II	56
115	KAHNOWAL-I	80
116	KAHNOWAL-II	68
117	DINA NAGAR	75
118	DORANGLA	84
119	KALANPUR	102
120	PATHANKOT-I	63
121	PATHANKOT-II	74
122	PATHANKOT-III	48
123	DHAR-I	55
124	DHAR-II	57
125	N. J. SINGH	110
126	BATALA-I	87
127	BATALA-II	71
128	DERA BABA NANAK	96
129	DHAYAN PUR	61
130	FATEHGARH CHURIAN	87
131	QADIAN	63
132	SHRI HAR GOBIND	77
Total		1626

District-Gurdaspur														
Perspective 2002-2007														
Blockwise count of - Primary - (Primary Sections)														
PE Block Code & Name	G1	G2	G3	G4	TOTG	P1	P2	P3	P4	P5	P6	TOTP	TOTAL	
111 GURDASPUR-I	87	0	0	0	87	0	8	0	0	0	8	16	103	
112 GURDASPUR-II	78	0	0	0	78	0	6	3	0	0	9	18	96	
113 DHARIWAL-I	51	0	0	0	51	0	1	2	0	0	17	20	71	
114 DHARIWAL-II	59	0	0	0	59	1	11	0	0	0	15	27	86	
115 KAHNOWAL-I	82	0	0	0	82	1	2	3	0	0	10	16	98	
116 KAHNOWAL-II	58	0	0	0	58	0	5	0	0	0	3	8	66	
117 DINA NAGAR	68	0	0	0	68	1	5	5	0	0	6	17	85	
118 DORANGLA	77	0	0	0	77	1	2	0	1	0	13	17	94	
119 KALANPUR	99	0	0	0	99	0	0	0	0	0	18	18	117	
120 PATHANKOT-I	69	0	0	0	69	1	18	2	2	0	2	25	94	
121 PATHANKOT-II	75	0	0	0	75	0	4	4	0	0	9	17	92	
122 PATHANKOT-III	52	0	0	0	52	0	3	0	2	0	26	31	83	
123 DHAR-I	52	0	0	0	52	0	3	0	0	0	5	8	60	
124 DHAR-II	52	0	0	0	52	0	7	0	0	0	23	30	82	
125 N. J. SINGH	104	0	0	0	104	0	4	0	0	0	8	12	116	
126 BATALA-I	99	0	0	0	99	3	0	1	1	0	40	45	144	
127 BATALA-II	76	0	0	0	76	0	2	0	0	0	13	15	91	
128 DERA BABA NANAK	98	0	0	0	98	1	0	0	0	0	9	10	108	
129 DHAYAN PUR	57	0	0	0	57	0	1	2	0	0	12	15	72	
130 FATEHGARH CHURIAN	88	0	0	0	88	0	1	0	0	0	20	21	109	
131 QADIAN	60	0	0	0	60	0	0	0	0	1	12	13	73	
132 SHRI HAR GOBIND	63	0	0	0	63	1	0	0	0	0	14	15	78	
Total	1604	0	0	0	1604	10	83	22	6	1	292	414	2018	

LEGEND:-

G1	STATE GOVT.	P1	AIDED AND RECOGNISED
G2	CENTER GOVT.	P2	RECOGNISED
G3	OTHER ORG. OF STATE GOVT.	P3	AFFILIATED WITH P.S.E.B.
G4	OTHER ORG. OF CENTER GOVT.	P4	AFFILIATED WITH C.B.S.E.
		P5	AFFILIATED WITH I.C.S.E.
		P6	ANY OTHER

District-Gurdaspur														
Perspective 2002-2007														
Blockwise count of - Middle - (Middle Sections)														
PE Block Code & Name	G1	G2	G3	G4	TOTG	P1	P2	P3	P4	P5	P6	TOTP	TOTAL	
111	GURDASPUR-I	32	3	0	0	35	6	9	2	2	2	9	30	65
112	GURDASPUR-II	31	0	0	0	31	4	11	7	0	0	8	30	61
113	DHARIWAL-I	31	0	0	0	31	5	0	0	0	0	2	7	38
114	DHARIWAL-II	27	0	0	0	27	6	6	3	0	2	8	25	52
115	KAHNOWAL-I	28	0	0	0	28	0	3	7	0	0	8	18	46
116	KAHNOWAL-II	29	0	0	0	29	3	2	2	0	0	6	13	42
117	DINA NAGAR	30	0	0	0	30	2	4	2	3	0	7	18	48
118	DORANGLA	26	0	0	0	26	3	3	0	0	0	9	15	41
119	KALANPUR	36	0	0	0	36	2	6	4	0	0	13	25	61
120	PATHANKOT-I	36	7	0	0	43	12	18	6	8	0	9	53	96
121	PATHANKOT-II	24	0	0	0	24	2	6	6	0	0	8	22	46
122	PATHANKOT-III	25	4	0	0	29	0	3	3	0	0	18	24	53
123	DHAR-I	31	0	0	0	31	0	3	0	2	0	7	12	43
124	DHAR-II	23	2	0	0	25	0	3	0	2	0	8	13	38
125	N. J. SINGH	31	0	0	0	31	0	4	0	0	0	8	12	43
126	BATALA-I	43	0	0	0	43	5	4	3	1	0	17	30	73
127	BATALA-II	27	0	0	0	27	3	5	3	0	0	10	21	48
128	DERA BABA NANAK	33	2	0	0	35	2	2	1	0	0	5	10	45
129	DHAYAN PUR	29	0	0	0	29	3	0	1	0	0	4	8	37
130	FATEHGARH CHURIAN	40	0	0	0	40	3	0	0	0	0	11	14	54
131	QADIAN	37	0	0	0	37	4	4	1	1	0	6	16	53
132	SHRI HAR GOBIND	26	0	0	0	26	0	2	4	0	0	11	17	43
Total		675	18	0	0	693	65	98	55	19	4	192	433	1126

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

District - Gurdaspur
Blockwise Breakup of Primary Teachers
Perspective 2002-2007

	PEBlock Code & Name	JBT	HT	CHT	Total
111	GURDASPUR-I	217	46	9	272
112	GURDASPUR-II	192	43	8	243
113	DHARIWAL-I	119	26	8	153
114	DHARIWAL-II	136	38	5	179
115	KAHNOWAL-I	184	37	9	230
116	KAHNOWAL-II	116	33	7	156
117	DINA NAGAR	138	48	6	192
118	DORANGLA	162	43	9	214
119	KALANPUR	186	46	11	243
120	PATHANKOT-I	170	31	8	209
121	PATHANKOT-II	193	39	5	237
122	PATHANKOT-III	123	29	5	157
123	DHAR-I	83	17	8	108
124	DHAR-II	134	35	8	177
125	N. J. SINGH	216	46	8	270
126	BATALA-I	195	47	9	251
127	BATALA-II	154	38	7	199
128	DERA BABA NANAK	192	48	8	248
129	DHAYAN PUR	108	38	6	152
130	FATEHGARH CHURIAN	184	46	7	237
131	QADIAN	119	38	8	165
132	SHRI HAR GOBIND	155	33	7	195
	Total	3476	845	166	4487
	Unadjusted Teachers in Peblocks	362	17	13	392
	New Teachers				456
	Grand Total	3838	862	179	5337

CD Block wise enrollment March'2002						
Perspective 2002-2007						
Sr. No.	District	Integrated child development scheme	Aanganwari centres	Pre School Education (3-6 years)		
				Boys	Girls	Total
6	GURDASPUR	Bamyal	19	356	328	684
		Batala	115	2588	2331	4919
		Dera Baba Nanak	84	1700	1480	3180
		Dhar Kalan	78	1478	1363	2841
		Dhariwal	106	2156	2022	4178
		Dina Nagar	128	2359	2041	4400
		Fatehgarh Churian	85	1805	1580	3385
		Gurdaspur	110	2686	2383	5069
		Kahnuwan	102	2196	1962	4158
		Kalanaur	63	1155	1066	2221
		Narot Jaimal Singh	85	1480	1333	2813
		Pathankot	180	3263	2735	5998
		Quadian	71	1686	1440	3126
		Sri Hargobindpur	104	2254	2057	4311
District Total			1330	27162	24121	51283

Source : SW Department

District-Gurdaspur							
Perspective 2002-2007							
Blockwise Enrollment in State Govt. Primary Schools							
Peblock		Total			SC		
		Male	Female	Total	Male	Female	Total
111	GURDASPUR-I	5923	5525	11448	2427	2286	4714
112	GURDASPUR-II	4046	3843	7890	1867	1826	3693
113	DHARIWAL-I	3709	3056	6765	1464	1342	2806
114	DHARIWAL-II	3749	3413	7162	1192	1170	2362
115	KAHNOWAL-I	4291	3856	8147	669	677	1346
116	KAHNOWAL-II	3267	2782	6050	1267	1155	2422
117	DINA NAGAR	3552	3426	6978	2088	1877	3965
118	DORANGLA	3464	3243	6707	1896	1678	3574
119	KALANPUR	4150	3896	8046	1138	1106	2243
120	PATHANKOT-I	4614	4200	8814	2434	2362	4795
121	PATHANKOT-II	5131	4770	9901	3122	2971	6093
122	PATHANKOT-III	2467	2253	4720	1400	1275	2675
123	DHAR-I	2254	2192	4446	734	650	1384
124	DHAR-II	3235	2824	6059	1643	1550	3194
125	N. J. SINGH	5144	5003	10147	3430	3325	6755
126	BATALA-I	7002	6370	13371	3509	3154	6662
127	BATALA-II	4437	4310	8747	2195	2189	4384
128	DERA BABA NANAK	4315	4037	8352	1211	1282	2493
129	DHAYAN PUR	4352	3912	8264	1418	1514	2931
130	FATEHGARH CHURIAN	6197	5333	11530	2363	2112	4475
131	QADIAN	4507	3926	8434	2174	2008	4182
132	SHRI HAR GOBIND	4298	4074	8371	2387	2267	4654
	TOTAL	94106	86243	180349	42029	39774	81803

District-Gurdaspur							
Perspective 2002-2007							
Blockwise Enrollment in State Govt. Middle Schools							
Peblock		Total			SC		
		Male	Female	Total	Male	Female	Total
111	GURDASPUR-I	3030	2984	6014	1090	1178	2267
112	GURDASPUR-II	1965	2182	4147	906	850	1755
113	DHARIWAL-I	1794	1542	3336	589	555	1144
114	DHARIWAL-II	2059	1925	3984	602	598	1200
115	KAHNOWAL-I	2520	2392	4912	256	218	474
116	KAHNOWAL-II	1454	1314	2768	379	355	734
117	DINA NAGAR	2405	2398	4803	1144	1118	2262
118	DORANGLA	2126	2346	4472	878	1026	1904
119	KALANPUR	2301	2109	4410	614	622	1237
120	PATHANKOT-I	3309	3115	6424	1603	1470	3074
121	PATHANKOT-II	3050	3110	6160	1584	1579	3163
122	PATHANKOT-III	1578	1562	3139	782	826	1608
123	DHAR-I	1509	1522	3030	397	422	819
124	DHAR-II	2238	2042	4280	963	918	1882
125	N. J. SINGH	3331	3350	6682	1974	1909	3883
126	BATALA-I	3533	3266	6798	1653	1315	2968
127	BATALA-II	1859	1646	3506	709	586	1294
128	DERA BABA NANAK	4027	3229	7256	851	672	1523
129	DHAYAN PUR	2306	1994	4299	586	536	1122
130	FATEHGARH CHURIAN	3490	2864	6354	1059	894	1954
131	QADIAN	2954	2325	5278	998	781	1779
132	SHRI HAR GOBIND	2603	2314	4917	1152	882	2034
	TOTAL	55440	51530	106970	20770	19310	40080

District-Gurdaspur					
Perspective 2002-2007					
Blockwise Enrollment in (Primary) Schools					
Peblock		State Govt.	Non-State Govt.	Unrecognised	Grand Total
		Total	Total	Total	
111	GURDASPUR-I	11448	9973	1859	23280
112	GURDASPUR-II	7890	4806	848	13544
113	DHARIWAL-I	6765	2245	2214	11224
114	DHARIWAL-II	7162	5010	2917	15088
115	KAHNOWAL-I	8147	4557	1797	14501
116	KAHNOWAL-II	6050	3320	1418	10787
117	DINA NAGAR	6978	5104	2290	14371
118	DORANGLA	6707	2933	1987	11627
119	KALANPUR	8046	4274	4301	16621
120	PATHANKOT-I	8814	10202	5277	24293
121	PATHANKOT-II	9901	6142	1438	17482
122	PATHANKOT-III	4720	3160	1315	9195
123	DHAR-I	4446	2342	570	7358
124	DHAR-II	6059	4395	1698	12152
125	N. J. SINGH	10147	3542	3162	16851
126	BATALA-I	13371	11019	2912	27302
127	BATALA-II	8747	5274	2688	16709
128	DERA BABA NANAK	8352	534	6765	15651
129	DHAYAN PUR	8264	3040	802	12106
130	FATEHGARH CHURIAN	11530	5578	2678	19786
131	QADIAN	8434	6526	901	15861
132	SHRI HAR GOBIND	8371	7603	1467	17442
GRAND TOTAL		180349	111579	51302	343230

District-Gurdaspur					
Perspective 2002-2007					
Blockwise Enrollment in (Middle) Schools					
Peblock		State Govt.	Non-State Govt.	Unrecognised	Grand Total
		Total	Total	Total	
111	GURDASPUR-I	6014	5328	598	11941
112	GURDASPUR-II	4147	1827	293	6267
113	DHARIWAL-I	3336	1458	1158	5952
114	DHARIWAL-II	3984	2571	758	7314
115	KAHNOWAL-I	4912	1947	557	7416
116	KAHNOWAL-II	2768	1730	565	5062
117	DINA NAGAR	4803	2334	702	7840
118	DORANGLA	4472	1432	725	6629
119	KALANPUR	4410	1781	1432	7622
120	PATHANKOT-I	6424	5435	2146	14005
121	PATHANKOT-II	6160	2947	648	9755
122	PATHANKOT-III	3139	1518	635	5293
123	DHAR-I	3030	888	187	4106
124	DHAR-II	4280	1733	717	6730
125	N. J. SINGH	6682	1293	1030	9005
126	BATALA-I	6798	4749	1150	12698
127	BATALA-II	3506	2306	1126	6938
128	DERA BABA NANAK	7256	2026	2374	11656
129	DHAYAN PUR	4299	1437	250	5986
130	FATEHGARH CHURIAN	6354	2112	997	9462
131	QADIAN	5278	3322	414	9014
132	SHRI HAR GOBIND	4917	2317	355	7589
GRAND TOTAL		106970	52490	18819	178278

District-Gurdaspur							
Perspective 2002-2007							
Blockwise Out of Schools Children							
Peblock		Age Group (6-14)					
		Total			SC		
		Male	Female	Total	Male	Female	Total
111	GURDASPUR-I	0	0	0	0	0	0
112	GURDASPUR-II	0	0	0	0	0	0
113	DHARIWAL-I	0	0	0	0	0	0
114	DHARIWAL-II	0	0	0	0	0	0
115	KAHNOWAL-I	0	0	0	0	0	0
116	KAHNOWAL-II	0	0	0	0	0	0
117	DINA NAGAR	0	0	0	0	0	0
118	DORANGLA	0	0	0	0	0	0
119	KALANPUR	0	0	0	0	0	0
120	PATHANKOT-I	0	0	0	0	0	0
121	PATHANKOT-II	0	0	0	0	0	0
122	PATHANKOT-III	0	0	0	0	0	0
123	DHAR-I	0	0	0	0	0	0
124	DHAR-II	0	0	0	0	0	0
125	N. J. SINGH	0	0	0	0	0	0
126	BATALA-I	0	0	0	0	0	0
127	BATALA-II	0	0	0	0	0	0
128	DERA BABA NANAK	0	0	0	0	0	0
129	DHAYAN PUR	0	0	0	0	0	0
130	FATEHGARH CHURIAN	0	0	0	0	0	0
131	QADIAN	0	0	0	0	0	0
132	SHRI HAR GOBIND	0	0	0	0	0	0
	TOTAL	0	0	0	0	0	0

Blockwise Handicapped Children							
Perspective 2002-2007							
District : Gurdaspur - 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
GURDASPUR-I	2	11	7	40	28	19	107
GURDASPUR-II	7	14	11	40	18	21	110
DHARIWAL-I	5	30	11	75	23	9	152
DHARIWAL-II	28	28	25	108	30	37	255
KAHNOWAL-I	2	23	0	60	39	11	133
KAHNOWAL-II	5	12	2	72	67	33	191
DINA NAGAR	21	26	11	39	65	42	203
DORANGLA	7	12	7	32	44	7	109
KALANPUR	30	65	26	73	75	14	283
PATHANKOT-I	5	14	0	44	39	7	109
PATHANKOT-II	7	42	2	72	44	21	187
PATHANKOT-III	9	9	0	25	30	14	86
DHAR-I	4	19	4	25	21	5	77
DHAR-II	11	21	2	39	40	21	133
N. J. SINGH	9	18	4	30	46	4	109
BATALA-I	16	37	9	167	65	12	305
BATALA-II	12	30	2	81	81	9	214
DERA BABA NANAK	35	18	14	28	25	14	133
DHAYAN PUR	2	11	9	49	9	9	88
FATEHGARH CHURIAN	0	63	9	49	28	28	177
QADIAN	0	33	7	103	40	23	206
SHRI HAR GOBIND	5	18	11	77	88	26	224
TOTAL	221	551	168	1323	940	385	3588

Blockwise Handicapped Children

Perspective 2002-2007

District : Gurdaspur - 6-14 Years (Total)

PEBlock	SC			BC		
	School Going	School Not Going	Total	School Going	School Not Going	Total
GURDASPUR-I	32	11	43	14	14	29
GURDASPUR-II	16	21	37	16	16	32
DHARIWAL-I	42	26	67	16	6	22
DHARIWAL-II	37	10	46	59	19	78
KAHNOWAL-I	3	0	3	21	42	62
KAHNOWAL-II	45	27	72	11	8	19
DINA NAGAR	45	21	66	2	8	10
DORANGLA	18	14	32	5	5	10
KALANPUR	21	13	34	51	35	86
PATHANKOT-I	22	10	32	13	8	21
PATHANKOT-II	30	32	62	29	27	56
PATHANKOT-III	21	8	29	14	11	26
DHAR-I	10	8	18	11	2	13
DHAR-II	19	14	34	14	18	32
N. J. SINGH	19	30	50	8	13	21
BATALA-I	96	75	171	5	18	22
BATALA-II	35	40	75	16	19	35
DERA BABA NANAK	24	18	42	18	16	34
DHAYAN PUR	19	10	29	13	5	18
FATEHGARH CHURIAN	21	34	54	26	24	50
QADIAN	42	34	75	16	5	21
SHRI HAR GOBIND	74	75	149	18	30	48
TOTAL	690	530	1220	395	349	744

Summary

District Gurdaspur

S.No	ITEM	2002-03		2003-04		2004-05		2005-06		2006-07		Total	%
		Total	%	Total	%	Total	%	Total	%	Total	%		
1	Teacher Salary	426.816	20.67	443.232	21.04	459.648	20.96	476.064	21.32	492.480	21.65	2298.240	21.14
2	School/Alternative schooling facility		0.00		0.00		0.00		0.00		0.00	0.000	0.00
3	Upper Primary schools/sections		0.00		0.00		0.00		0.00		0.00	0.000	0.00
4	Classrooms		0.00		0.00		0.00		0.00		0.00	0.000	0.00
5	Free textbooks	73.770	3.57	84.836	4.03	95.901	4.37	106.967	4.79	118.032	5.19	479.505	4.41
6	Civil Works	681.477	33.00	671.330	31.87	723.130	32.98	736.311	32.98	749.831	32.96	3562.079	32.77
7	Maintenance and repair of school buildings	106.150	5.14	110.050	5.22	111.350	5.08	112.650	5.05	113.950	5.01	554.150	5.10
8	Upgradation of EGS to regular school or setting up of a new primary school as per State norm	0.000	0.00	0.000	0.00	0.000	0.00	0.000	0.00	0.000	0.00	0.000	0.00
9	TLE for upper-primary and quality improvement	0.000	0.00	39.000	1.85	52.000	2.37	65.000	2.91	78.000	3.43	234.000	2.15
10	School grant	42.460	2.06	44.020	2.09	44.540	2.03	45.060	2.02	45.580	2.00	221.660	2.04
11	TLM grant	37.370	1.81	38.540	1.83	38.930	1.78	39.320	1.76	39.710	1.75	193.870	1.78
12	Teacher training	104.636	5.07	107.912	5.12	109.004	4.97	110.096	4.93	111.188	4.89	542.836	4.99
13	State Institute of Educational Management and Training (SIEMAT)		0.00		0.00		0.00		0.00		0.00	0.000	0.00
14	Training for community leaders	10.190	0.49	10.565	0.50	10.690	0.49	10.814	0.48	10.939	0.48	53.198	0.49
15	Provision for disabled children (IED)	24.793	1.20	28.186	1.34	32.675	1.49	37.269	1.67	43.135	1.90	166.058	1.53
16	Research, evaluation, supervision and monitoring	29.699	1.44	27.333	1.30	27.507	1.25	27.661	1.24	27.836	1.22	140.036	1.29
17	Management cost	124.004	6.01	122.078	5.79	131.587	6.00	134.008	6.00	136.554	6.00	648.231	5.96
18	Innovative activities	0.000	0.00	0.000	0.00	0.000	0.00	0.000	0.00	0.000	0.00	0.000	0.00
18.1	Girls child education	10.003	0.48	10.003	0.47	10.003	0.46	10.003	0.45	10.003	0.44	50.013	0.46
18.2	ECCE	14.999	0.73	14.999	0.71	14.999	0.68	14.999	0.67	14.999	0.66	74.993	0.69
18.3	SC/ST	10.005	0.48	10.005	0.47	10.005	0.46	10.005	0.45	10.005	0.44	50.025	0.46
18.4	Computer Education	15.000	0.73	15.000	0.71	15.000	0.68	15.000	0.67	15.000	0.66	75.000	0.69
19	Block resource centres	246.885	11.96	246.885	11.72	246.885	11.26	246.885	11.06	246.885	10.85	1234.425	11.35
19.1	Cluster resource centres	10.561	0.51	10.561	0.50	10.561	0.48	10.561	0.47	10.561	0.46	52.805	0.49
20	Intervention for out of school children	96.152	4.66	72.128	3.42	48.104	2.19	24.080	1.08	0.000	0.00	240.465	2.21
21	Preparatory activities for micro-planning, household surveys studies	0.000	0.00	0.000	0.00	0.000	0.00	0.000	0.00	0.000	0.00	0.000	0.00
TOTAL		2064.970	100.00	2106.661	100.00	2192.519	100.00	2232.753	100.00	2274.687	100.00	10871.589	100.00

Perspective Work Plan 2002-07, District Gurdāspur, Punjab

Account Code	Item	2002-03			2003-04			2004-05			2005-06			2006-07			
		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	
Intervention Name : Teacher															(in lacs)		
1.0	Salary for primary teachers 456 x 12	0.078	5472	426.816	0.081	5472	443.232	0.084	5472	459.648	0.087	5472	476.064	0.090	5472	492.480	
	Subtotal			426.816			443.232			459.648			476.064			492.480	
Intervention Name : Free textbooks															(in lacs)		
5.0	Free text books for Non SC girls	0.0015	49180	73.770	0.0015	56557	84.836	0.0015	63934	95.901	0.0015	71311	106.967	0.0015	78688	118.032	
	Subtotal			73.770			84.836			95.901			106.967			118.032	
Intervention Name : Civil works															(in lacs)		
6.0	Buildings for building less school	2.910		0.000	2.910		0.000	2.910		0.000	2.910		0.000	2.910		0.000	
6.0	Block Resource centre buildings	5.820	5	29.100	5.820	5	29.100	5.820	5	29.100	5.820	5	29.100	5.820	5	29.100	
6.0	New Primary school buildings Branch Schools	2.910		0.000	2.910		0.000	2.910		0.000	2.910		0.000	2.910		0.000	
6.0	Sanitary Blocks and drinking water facilities for primary and upper primary sections	0.340	637	216.55	0.340	659	223.731	0.340	668	226.786	0.340	676	229.502	0.340	685	232.558	
6.0	Buildings for schools having unsafe buildings	2.910		0.000	2.910		0.000	2.910		0.000	2.910		0.000	2.910		0.000	
6.0	Cluster Resource Centres	1.940	17	32.98	1.940	17	32.980	1.940	17	32.980	1.940	17	32.980	1.940	17	32.980	
6.0	Additional Class rooms for primary schools	1.160	212	245.92	1.160	210	243.600	1.160	225	261.000	1.160	225	261.000	1.160	225	261.000	
6.0	Additional Classrooms for Primary schools and upper primary sections	1.160	80	92.8	1.160	80	92.800	1.160	75	87.000	1.160	75	87.000	1.160	75	87.000	
6.0	Headmaster's room for upper primary sections	1.160	49	56.84	1.160	36	41.760	1.160	68	78.880	1.160	77	89.320	1.160	86	99.760	
6.0	Compound Wall	1.160		0.000	1.160		0.000	1.160		0.000	1.160		0.000	1.160		0.000	
6.0	Verandah	1.160		0.000	1.160		0.000	1.160		0.000	1.160		0.000	1.160		0.000	
6.0	Development and distribution work training manual for VEDCs 4 x 1638	0.00032	6552	2.097	0.00032	6552	2.097	0.00032	6552	2.097	0.00032	6552	2.097	0.00032	6552	2.097	
6.0	Development and distribution training manual on civil works for BRPs and DRPs 4 x (260+10)	0.00068	1080	0.734	0.00068	1080	0.734	0.00068	1080	0.734	0.00068	1080	0.734	0.00068	1080	0.734	

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Account Code	Item	2002-03			2003-04			2004-05			2005-06			2006-07		
		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial
6.0	Workshop on Architectural plans and layouts 30 persons x 3 x 300	0.270	2	0.540	0.270	2	0.540	0.270	2	0.540	0.270	2	0.540	0.270	2	0.540
6.0	Development and distribution of architectural plans and layouts 2 x No. of primary & upper primary schools	0.00047	4246	1.996	0.00047	4402	2.069	0.00047	4454	2.093	0.00047	4506	2.118	0.00047	4558	2.142
6.0	Hiring of vehicles for monitoring of civil works 6 visits x 12	0.010	72	0.720	0.010	72	0.720	0.010	72	0.720	0.010	72	0.720	0.010	72	0.720
6.0	Hiring of vehicles for monitoring of civil works by State office and seeking advice on civil work	0.100	12	1.200	0.100	12	1.200	0.100	12	1.200	0.100	12	1.200	0.100	12	1.200
	Sutotal			681.477			671.330			723.130			736.311			749.831
Intervention Name : Maintenance and repair of school buildings													(in lacs)			
7.0	Repairs and maintenance of school Primary and upper primary sections	0.050	2123	106.150	0.050	2201	110.050	0.050	2227	111.350	0.050	2253	112.650	0.050	2279	113.950
	Subtotal			106.150			110.050			111.350			112.650			113.950
Intervention Name : TLE													(in lacs)			
8.0	TLE for New primary Schools(upgradation of EGS centres with more than 40 students)	0.100		0.000	0.100		0.000	0.100		0.000	0.100		0.000	0.100		0.000
	Subtotal			0.000			0.000			0.000			0.000			0.000
Intervention Name : TLE for upper-primary													(in lacs)			
9.0	TLE for Upper Primary Schools	0.500		0.000	0.500	78	39.000	0.500	104	52.000	0.500	130	65.000	0.500	156	78.000
	Subtotal			0.000			39.000			52.000			65.000			78.000
Intervention Name : School Grant													(in lacs)			
10.0	School grants for existing schools (primary + upper primary)	0.020	2123	42.460	0.020	2201	44.020	0.020	2227	44.540	0.020	2253	45.060	0.020	2279	45.580
	Subtotal			42.460			44.020			44.540			45.060			45.580

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Account Code	Item	2002-03			2003-04			2004-05			2005-06			2006-07			
		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	
Intervention Name : Teacher Grant															(in lacs)		
11.0	TLM grant for teachers of primary and upper primary schools	0.005	7474	37.370	0.005	7708	38.540	0.005	7786	38.930	0.005	7864	39.320	0.005	7942	39.710	
	Subtotal			37.370			38.540			38.930			39.320			39.710	
Intervention Name : Teacher Training															(in lacs)		
12.0	Teachers training for primary and upper primary= for 20 days The detail of various trainings and training schedule has been given in the chapter of Training Programme	0.0140	7474	104.636	0.0140	7708	107.912	0.0140	7786	109.004	0.0140	7864	110.096	0.0140	7942	111.188	
	Subtotal			104.636			107.912			109.004			110.096			111.188	
Intervention Name : Training Community Leaders															(in lacs)		
14.0	Orientation to VEDC Members No. of primary & upper primary x 8 members x 2	0.0003	33968	10.190	0.0003	35216	10.565	0.0003	35632	10.690	0.0003	36048	10.814	0.0003	36464	10.939	
	Subtotal			10.190			10.565			10.690			10.814			10.939	
Intervention Name : Provision for disabled children(IED)															(in lacs)		
15.0	IED Training to BRC staff 15 x10x 5	0.0007	750	0.525	0.0007	750	0.525	0.0007	750	0.525	0.0007	750	0.525	0.0007	750	0.525	
15.0	IED assessment camps 2 x15	0.020	30	0.600	0.020	30	0.600	0.020	30	0.600	0.020	30	0.600	0.020	30	0.600	
15.0	One Resource person honorarium 15 Blocks x 12 months	0.050	180	9.000	0.050	180	9.000	0.050	180	9.000	0.050	180	9.000	0.050	180	9.000	
15.0	Manual for disability in Indian content A Teacher's Role for 2123 schools	0.00022	2123	0.467	0.00022		0.000	0.00022		0.000	0.00022		0.000	0.00022		0.000	
15.0	Manual for teachers about physically challenged children for 2123 schools	0.00032	2123	0.679	0.00032		0.000	0.00032		0.000	0.00032		0.000	0.00032		0.000	
15.0	Manual for Teachers about visually impaired children for primary & upper primary schools	0.00034		0.000	0.00034	2201	0.748	0.00034		0.000	0.00034		0.000	0.00034		0.000	

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Account Code	Item	2002-03			2003-04			2004-05			2005-06			2006-07		
		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial
15.0	Manual for Teachers about hearing impaired children for primary & upper primary schools	0.00028	2123	0.594	0.00028		0.000	0.00028		0.000	0.00028		0.000	0.00028		0.000
15.0	Manual for Teachers about mentally challenged children for primary & upper primary schools	0.00036		0.000	0.00036	2201	0.792	0.00036		0.000	0.00036		0.000	0.00036		0.000
15.0	Manual for Teachers for children with multiple Disability for primary & upper primary schools	0.00038		0.000	0.00038		0.000	0.00038	2227	0.846	0.00038		0.000	0.00038		0.000
15.0	Special assistance and TLM to disabled children	0.0063	2052	12.928	0.0070	2360	16.520	0.0080	2713	21.704	0.0087	3120	27.144	0.0092	3588	33.010
	Subtotal			24.793			28.186			32.675			37.269			43.135
Intervention Name : Research, Evaluation, supervision and monitoring													(in lacs)			
16.0	Annual School, Block and district planning for Primary and Upper Primary schools @ Rs. 30/-	0.0003	2123	0.637	0.0003	2201	0.660	0.0003	2227	0.668	0.0003	2253	0.676	0.0003	2279	0.684
16.0	Annual School Gradation and Evaluation process for Primary & Upper primary schools @ Rs. 30/-	0.0003	2123	0.637	0.0003	2201	0.660	0.0003	2227	0.668	0.0003	2253	0.676	0.0003	2279	0.684
16.0	Conduct of Pupil Achievement Survey 5% to 10% of schools @ Rs. 2000	0.020	106	2.120	0.020	220	4.400	0.020	223	4.460	0.020	225	4.500	0.020	228	4.560
16.0	Academic monitoring of schools by DIET staff by travelling 12 months 2 x 12 @ 1000/-	0.010	24	0.240	0.010	48	0.480	0.010	48	0.480	0.010	48	0.480	0.010	48	0.480
16.0	Academic supervision by BRCs 15 x 5 units Rs.1000/-	0.010	75	0.750	0.010	150	1.500	0.010	150	1.500	0.010	150	1.500	0.010	150	1.500
16.0	Hiring of Vehicles for Academic supervision by DPO/SPD 5 visits to 10 visits x 12 months @ Rs. 1000/-	0.010	60	0.600	0.010	120	1.200	0.010	120	1.200	0.010	120	1.200	0.010	120	1.200

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Account Code	Item	2002-03			2003-04			2004-05			2005-06			2006-07		
		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial
16.0	Annual Household survey @Rs.3/- per household for 340954 households	0.00003	340954	10.229	0.00003	340954	10.229	0.00003	340954	10.229	0.00003	340954	10.229	0.00003	340954	10.229
16.0	MIS Data collection and processing of data for primary schools at State/District office	0.0017	1604	2.727	0.0017	1604	2.727	0.0017	1604	2.727	0.0017	1604	2.727	0.0017	1604	2.727
16.0	MIS Data collection and processing of data for upper primary schools/sections at State/District office	0.0018	519	0.934	0.0018	597	1.075	0.0018	623	1.121	0.0018	649	1.168	0.0018	675	1.215
16.0	State office activities on research, evaluation monitoring and supervision @ Rs.130/- per school for primary & upper primary schools	0.0013	2123	2.760	0.002	2201	4.402	0.00200	2227	4.454	0.00200	2253	4.506	0.00200	2279	4.558
16.0	Development and supply of material for Diagnostic- prescriptive teaching of i) Fine and Gross Motor skills ii) Teaching of languages iii) Teaching of Mathematics for 2123 primary and upper primary schools	0.00031 ×3	2123	1.970			0.000			0.000			0.000			0.000
16.0	Development and supply of material for evaluation of Instructional improvement in 2123 primary and upper primary schools	0.00029	2123	0.616			0.000			0.000			0.000			0.000

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Account Code	Item	2002-03			2003-04			2004-05			2005-06			2006-07		
		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial
17.0	Computer Stationery Peripherals DPO/State	0.200	1	0.200	0.200	1	0.200	0.200	1	0.200	0.200	1	0.200	0.200	1	0.200
17.0	Documentation at DPO/State	3.000	1	3.000	3.000	1	3.000	3.000	1	3.000	3.000	1	3.000	3.000	1	3.000
17.0	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	1.400	12	16.800	1.500	12	18.000	1.550	12	18.600	1.600	12	19.200	1.650	12	19.800
17.0	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	30	0.900	0.030	30	0.900	0.032	30	0.960	0.032	30	0.960	0.035	30	1.050
17.0	Development and printing of modules on planning and management by State/District office	0.00036	2123	0.764	0.00036	2201	0.792	0.00036	2227	0.802	0.00036	2253	0.811	0.00036	2279	0.820
17.0	Hiring of experts pedagogy, research, evaluation, community mobilization, gender, sensitization, alternative schooling, planning and management training District 8 x 12 @ Rs.8000 Block 15 x 3 x 12 @ Rs.8000	0.08		7.68	0.08		7.68	0.08	96	7.68	0.08		7.68	0.08	96	7.68
		0.08	96	540	0.08	96	540	0.08	540	43.20	0.08	96	540	0.08	540	43.20
17.0	Circulation of material prepared by the experts to school/VEDC level.			23.810			22.285			27.768			29.032			30.320
17.0	News letter	0.00025	2123	0.530	0.00025	2201	0.550	0.00025	2227	0.557	0.00025	2253	0.563	0.00025	2279	0.570
17.0	Media activity			10.200			9.551			11.900			12.442			12.994
	Subtotal			124.004			122.078			131.587			134.008			136.554

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		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial
Intervention Name : Innovative Girls Education, ECCE, SC/ST, Computer Education (in lacs)																
a) Girl Child Education																
18.1	Remedial coaching for girls students for two months in primary schools	0.003	401	1.203	0.003	401	1.203	0.003	401	1.203	0.003	401	1.203	0.003	401	1.203
18.1	Remedial coaching for girls students for two months in parts upper primary schools	0.003	130	0.390	0.003	130	0.390	0.003	130	0.390	0.003	130	0.390	0.003	130	0.390
18.1	Development of supplement reading material and item Bank for 53902 girl student of primary students for use in remedial coaching	0.00038	11605	4.410	0.00038	11605	4.410	0.00038	11605	4.410	0.00038	11605	4.410	0.00038	11605	4.410
18.1	Development of supplement reading material and item Bank for 59055 girl student of upper primary students for use in remedial coaching	0.00057	7017	4.000	0.00057	7017	4.000	0.00057	7017	4.000	0.00057	7017	4.000	0.00057	7017	4.000
Subtotal				10.003			10.003			10.003			10.003			10.003
b) ECCE																
18.2	School readiness kits and playway material for 3-5 age children in ICDS Centres for 5062 Centres x 3	0.00075	15186	11.390	0.00075	15186	11.390	0.00075	15186	11.390	0.00075	15186	11.390	0.00075	15186	11.390
18.2	School readiness kits for first generation learners in primary schools of 5 year age for No. of primary schools x 3	0.00075	4812	3.609	0.00075	4812	3.609	0.00075	4812	3.609	0.00075	4812	3.609	0.00075	4812	3.609
Subtotal				14.999			14.999			14.999			14.999			14.999
c) SC/ST																
18.3	Remedial coaching for 3 months in primary+upper primary schools in parts	0.0030	1061	3.183	0.0030	1061	3.183	0.0030	1061	3.183	0.0030	1061	3.183	0.0030	1061	3.183
18.3	Supplementary reading material for remedial coaching primary schools SC children 51127 in parts	0.0005	8184	4.092	0.0005	8184	4.092	0.0005	8184	4.092	0.0005	8184	4.092	0.0005	8184	4.092

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18.3	Question Bank for SC children of 41847 upper primary classes for remedial coaching in parts	0.0006	4550	2.730	0.0006	4550	2.730	0.0006	4550	2.730	0.0006	4550	2.730	0.0006	4550	2.730
	Subtotal			10.005			10.005			10.005			10.005			10.005
d) Computer Education																
18.4	Cost of running of computer education centres at block/cluster level	15.000	1	15.000	15.000	1	15.000	15.000	1	15.000	15.000	1	15.000	15.000	1	15.000
	Subtotal			15.000			15.000			15.000			15.000			15.000
Intervention Name: Block Resource Centres (in lacs)																
19.0	BRC Contingency grant for 15 CD Blocks @ Rs.12500/- P.A.	0.125	15	1.875	0.125	15	1.875	0.125	15	1.875	0.125	15	1.875	0.125	15	1.875
19.0	TLM grant for 15 CD Blocks @ Rs.5000/- P.A.	0.050	15	0.750	0.050	15	0.750	0.050	15	0.750	0.050	15	0.750	0.050	15	0.750
19.0	Meetings, Travel allowance for 15 CD Blocks @Rs.500 x 12 P.A.	0.005	180	0.900	0.005	180	0.900	0.005	180	0.900	0.005	180	0.900	0.005	180	0.900
19.0	Salary of 20 Block Resource Persons per CD Block having more than 100 schools for 11 Blocks @ Rs.7800/- x 12 P.A.	0.078	2640	205.920	0.078	2640	205.920	0.078	2640	205.920	0.078	2640	205.920	0.078	2640	205.920
19.0	Salary of 10 Block Resource Person Per CD Block having less than 100 schools for 4 Block @ 7800/-x12 P.A	0.078	480	37.440	0.078	480	37.440	0.078	480	37.440	0.078	480	37.440	0.078	480	37.440
	Subtotal			246.885			246.885			246.885			246.885			246.885
Intervention Name: Cluster Resource Centres (in lacs)																
19.1	CRC Contingency grant for 179 CRCs Blocks @ Rs.2500/- P.A.	0.025	179	4.475	0.025	179	4.475	0.025	179	4.475	0.025	179	4.475	0.025	179	4.475
19.1	TLM grant for 179 CRCs @ Rs.1000/- P.A.	0.010	179	1.790	0.010	179	1.790	0.010	179	1.790	0.010	179	1.790	0.010	179	1.790
19.1	Meetings, Travel allowance for 179 CRCs Blocks @Rs.200 x 12 P.A.	0.002	2148	4.296	0.002	2148	4.296	0.002	2148	4.296	0.002	2148	4.296	0.002	2148	4.296

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	Subtotal			10.561			10.561			10.561			10.561			10.561
Intervention Name: Out of School children (in lacs)																
20.0	Cost of running of EGS centres for 2205 out of school children of 6-11 age group declining by 25%	0.00845	2205	18.632	0.00845	1654	13.976	0.00845	1103	9.320	0.00845	552	4.664	0.00845	0	0.000
20.0	Cost of running of EGS centres for 3830 out of school children of 11-13 age group declining by 25%	0.012	3830	45.960	0.012	2873	34.476	0.012	1916	22.992	0.012	959	11.508	0.012	0	0.000
20.0	Cost of running of EGS centre for 2630 out of school children of 14 age group declining by 25%	0.012	2630	31.560	0.012	1973	23.676	0.012	1316	15.792	0.012	659	7.908	0.012	0	0.000
	Subtotal			96.152			72.128			48.104			24.080			0.000
Intervention Name: Preparatory activities for micro-planning, household surveys studies (in lacs)																
21.0																
	Subtotal			0.000			0.000			0.000			0.000			0.000

-Government of Punjab
Education- 7 Branch
Education Department
ORDER

Subject: *Reorganisation and Restructuring of School Education System of the state.*

1. The Need

To increase the efficiency of the present school system and to ensure its optimum utilisation to enable the Government to achieve the twin targets of Universalization of Elementary Education by 2007 and Universalization of Secondary Education by 2015, it has been decided to reorganise the School Education system of the state.

However, these orders will be deemed to come into effect on 1st Nov., 2002.

- 1.1. The present system of school education in the state is divided into four levels namely; Primary, consisting of first-fifth classes; Middle, consisting of sixth-eighth classes; High, consisting of ninth-tenth classes and Senior Secondary consisting of eleventh-twelfth classes. As is the number of levels, so is the type of schools i.e. Primary, Middle, High and Senior Secondary schools. Out of these four, Primary schools and Middle schools are stand-alone units and admit students of their respective levels only. But High and Senior Secondary schools have overlapping levels where High schools have simultaneous Middle and High levels and Senior Secondary schools have three levels simultaneously i.e. Middle, High and Senior Secondary.
- 1.2. Like division of school education in various levels and division of schools in various types, there is a variation in teaching staff also. There is a lot of variation in teachers' training and basic qualification of teachers. To teach different classes in different schools, there are teachers of varying qualifications, training levels and types.

- 1.3 For administrative reasons academic reasons and considering judicious deployment of teaching staff and physical infrastructure, this multiplicity of school levels and teacher types is not viable. Thus the restructuring of levels of education, school levels and the staff deployed in these schools is highly desirable. Restructuring will increase the access at both Elementary and Secondary levels. It will also result in improvement of quality of education with increased availability of teachers at Elementary level.

2. Two Levels of School Education

- 2.1 The present four levels of school education are being restructured into two levels i.e. Elementary and Secondary level.
- 2.2 Elementary level will consist of first-eighth classes.
- 2.3 Secondary level will consist of ninth-twelfth classes. The system of common syllabi for ninth, tenth classes and streams for eleventh, twelfth classes will continue. There will be a special emphasis on vocational streams.

3. Rechristening of School Directorates

- 3.1 Directorate of Primary Education will henceforth be called Directorate of Elementary Education. All offices and officers under the administration, superintendence and control of Directorate of Elementary Education will also be suffixed with "Elementary Education" instead of the prevalent usage of "Primary Education".
- 3.2 Directorate of School Education will henceforth be called Directorate of Secondary Education. All offices and officers under the administration, superintendence and control of Directorate of Secondary Education will also be suffixed with "Secondary Education" instead of the prevalent usage of "School Education"
- 3.3 The nomenclature and function of State Council of Educational Research and Training (SCERT) and the wings working under it will remain the same.

4. Heads of the Department

- 4.1 Director Public Instruction (Secondary Education) will be the Head of the Department of Directorate of Secondary Education.
- 4.2 Director Public Instruction (Elementary Education) will be the Head of the Department of Directorate of Elementary Education.
- 4.3 Director, State Council of Educational Research and Training will as usual be the Head of Department of SCERT.

5. Implementation

- 5.1 Keeping in view the practical aspects and inherent problems thereof in mind. It has been decided that reorganization/restructuring of school education system will be in phases.

The following provisions will come into effect from the date of this order except wherever a prior approval of Planning or Finance department may be required. It may be noted that presently there will be no change in the administrative/financial control of the staff in any of the Directorates on its nomenclature. There will only be a functional reorganisation of the school system.

- 5.2 **New Nomenclature of Directorates, subordinate offices, schools, officers and staff**

- 5.2.1 Directorate of 'School' education will henceforth be called Directorate of Secondary Education
- 5.2.2 Directorate of Primary Education will henceforth be called Directorate of Elementary Education.
- 5.2.3 Director Public Instruction (Schools) will henceforth be designated as Director Public Instruction (Secondary Education)
- 5.2.4 Director Public Instruction (Primary) will henceforth be designated as Director Public Instruction (Elementary Education)
- 5.2.5 All Primary and Middle Schools under the control of Government of Punjab will henceforth be called Government Elementary Schools.
- 5.2.6 All High and Senior Secondary Schools under the control of Government of Punjab will henceforth be called Government Secondary

Schools.

5.2.7 All offices and officers and related staff in the directorate and field offices will henceforth be accordingly called and designated as per their controlling directorate.

5.3 Staff Salaries

5.3.1 There will not be any change in DDOs and all members of staff will continue to draw their salaries from wherever they are drawing their salary at present.

5.3.2 Government will make an endeavour to draft the necessary rules and instructions to bring in a change of DDOs for smooth functioning of the restructured departments by 31 st March of 2003.

5.4 Two Levels of Schools

5.4.1 All existing Primary and Middle schools operating from the same campus will merge into a single Elementary school and their separate entity and identity will cease to exist. Staff working in these Primary and Middle schools will merge and will frame a common time-table, mark attendance on a single register and will redistribute the workload accordingly. These instructions will be followed in all the cases mentioned in sub clause 5.4.2 to 5.4.6

5.4.2 All Primary and Middle schools operating in a village within one kilometer of each other will merge into a single Elementary school. However, they may continue to operate from two premises for the time being but eventually they will operate from common premises which are larger. The premises made vacant will be used to start pre-primary classes like ECCE or as ICDS (Anganwari) centre. The procedure laid down in clause 5.4.8 will be followed.

5.4.3 All Primary and Middle schools operating in a village but having a distance of more than one kilometer from each other will evolve as two independent Elementary schools. A Primary School will start Upper Primary classes whenever it has more than 20 primary graduates available to move into sixth class. A Middle School will start Primary

classes from 1st of April , 2003 if more than 20 students become available for admission in Class I. Thus, in due course, both the schools will become independent Elementary schools. The procedure laid down in clause 5.4.8 will be followed.

5.4.4 In a village which has only a Primary school but does not have any Middle, High or Senior Secondary School, the Primary School will start its Upper Primary section whenever it has more than 20 primary graduates available for admission to VIth class, subject to clause 5.4.8

5.4.5 In villages where Primary schools are operating in the premises of High or Senior Secondary Schools, Upper Primary section will be separated from High/Senior Secondary School which will merge with the Primary school to form Elementary school. Premises it will also be divided as per the respective strength of the classes.

5.4.6 In villages where Primary schools are operating in independent premises but within one kilometer of High/Senior Secondary School, Upper Primary Section will initially detach itself from the High/Senior Secondary School but operate from the same premises, but after the availability of premises in the Primary school it will move itself there. But even operating from different premises it will form one Elementary unit.

5.4.7 All High Schools as henceforth will be designated as Secondary Schools but their Senior Secondary Sections will start only when they have more than twenty tenth pass graduates available to start eleventh class per stream. Similarly, High and Senior Secondary Schools will start or continue any stream in eleventh-twelfth class if more than twenty students are available and opting that stream. The procedure laid in clause 5.4.8 will be followed.

5.4.8 The recommendation to start Upper Primary section in Primary schools, Senior Secondary section in High schools or any stream of eleventh-twelfth will be done jointly by the Educational Development

Committee of the school, Parent Teacher Association and School Head unanimously and jointly. Similarly any unviable section and stream where available/opting students are less than twenty, will be accordingly recommended for closure by an unanimous decision of the VEDC, PTA and School Head. Such recommendation will be communicated by School Head to the DPI(E) through respective District Education Officer for concurrence and approval. Decision to start sixth class in any Elementary school will be taken by the respective District Education Officer with the concurrence of DPI(Elementary Education) while decision to start eleventh class in Secondary Schools will be taken by DPI (Secondary Education) with concurrence of the Government.

5.5 Redeployment of Staff

5.5.1 Teaching cadre presently working in the Directorate of Primary Education will in entirety become the part of Directorate of Elementary Education.

5.5.2 JBT teachers presently working in the Directorate of School Education will become part of the Directorate of Elementary Education but for the time being they will remain under the administrative control of DPI(SE).

5.5.3 All C&V teachers and Master cadre and other teachers working against Middle section posts under Directorate of Schools will nominally become part of the Directorate of Elementary Education, even while their salary will continue to be drawn as at present till an alternative arrangement comes in to existence. All administrative work and control of these teachers for the time being will remain under DPI (Secondary Education) except their transfers which will continue to be done by DPI (Secondary Education) in consultation with DPI(Elementary Education). Administrative control of these teachers, in due course, will pass on to DPI(EE).

5.5.4 All Master cadre and other teacher's posts sanctioned against High

school posts will presently remain under DPI (SE). However these posts will be ultimately shifted to DPI (EE) or converted to Lecturer cadre as per the requirement of teachers in Elementary and Secondary schools.

5.5.5. Any vocational or technical teacher's posts specifically sanctioned for any trade or vocational course being run in High schools will remain as such.

5.5.6. All ministerial and class four posts against High school posts will be apportioned to Elementary Schools on need basis, in due course.

5.5.7. A committee will be set up by Principal Secretary School Education to permanently apportion ministerial staff among all the directorates which is presently under the administrative control of DPI(S.E). However, the present arrangement will continue without change unless otherwise ordered specifically for by the Government.

5.6 School Heads

5.6.1 Secondary Schools will remain under the control of Headmaster/ Principals as at present.

5.6.2 Seniormost teacher (length of service in teaching cadre) in Elementary school will work as Headmaster of the Elementary school (without any extra allowance or pay) till regular arrangement for appointment of Headmaster in Elementary Schools comes into existence.

5.6.3 Head Teachers working in Primary Schools will continue working as at present without any change except now they will be working under the composite Elementary School and under the control of Headmaster of Elementary School as laid in clause 5.6.2.

5.6.4. Centre Head Teachers working in Primary Schools will continue working as at present except that now they will work in the composite Elementary Schools. They will work under Headmaster of Elementary Schools as given in clause 5.6.2.

5.6.5. All teachers will ensure the smooth transition to Two Levels of School Education. Any problem arising out of mergers and redeployment will be solved in the most cordial and amicable atmosphere.

5.6.6. Principal Secretary, School Education will form a committee to prepare fresh guidelines for induction and restructuring of personnel to management cadre of all levels.

5.7 Anomalies and Local Specific Problems

There will be a number of probabilities which could not have been covered under the present order. In certain cases there can be practical difficulties in implementing the order in some particular school /village or area. To meet such eventualities the following procedure is laid down:-

5.7.1 Utmost efforts will be made by the staff at the school level to sort out any problem arising out of the reorganization of school system.

5.7.2 In the event school staff is not able to solve any problem or find any solution which is satisfactory for all the staff, it will be referred to the respective District Education Officer. Both the District Education Officers i.e. that is Elementary and Secondary will form a committee by taking three senior persons from the Teachers, Headmasters and Principals on priority basis. This committee will deliberate on the problem and will try to find an amicable solution.

5.7.3 In the event the District Committee is unable to solve a particular problem or identifies any anomaly or local/specific problem, it will refer the matter to the respective Directorate. Directorates of Elementary and Secondary Education will form a joint committee with other suitable members on priority and will look into the problem. In case, the committee is not able to resolve the issue it will be finally referred to Government for proper orders.

Dated, Chandigarh
the 25th, October, 2002

K.K. Bhatnagar
Principal Secretary to Govt. of Punjab

No. 10/6/2002-3Edu. 7/21/32 Dated, Chandigarh, the 28th, October 2002

A copy is forwarded to the following for information

and necessary action:-

1. Principal Secretary to Government of Punjab, Department of Finance.
2. Secretary to Government of Punjab, Department of Personnel.
3. Principal Secretary to Government of Punjab, Department of Co-Ordination.
4. Secretary, Punjab Public Service Commission, Patiala.
5. Director Public Instruction (S), Punjab.
6. Director Public Instruction (P), Punjab.
7. Director S.C.E.R.T., Punjab.

Bilal Sarkar
(B. Sarkar)

Secretary School Education,
Punjab.

No. 10'6/2002-Edu. 7/

Dated Chandigarh, the 28th, October 2002

A copy is forwarded to the:

1. Secretary to Chief Minister, Punjab.
2. Secretary to Chief Secretary Punjab.

for the kind information of Hon'ble C.M./C.S. Punjab.

Bilal Sarkar
(B. Sarkar)

Secretary School Education,
Punjab.