

SARVA SHIKSHA ABHIYAN

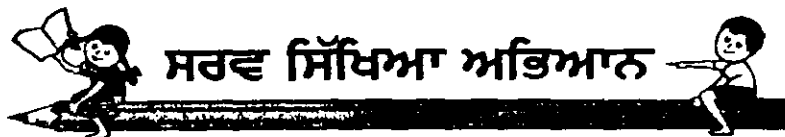
DISTRICT ELEMENTARY EDUCATION PLAN

EDUCATION FOR ALL



Annual Work Plan
2003-2004

District
FATEHGARH SAHIB



ਪੜ੍ਹੋ ਸਾਰੇ ਵਧੋ ਸਾਰੇ

Sarva Shiksha Abhiyan Authority

PUNJAB

VISION STATEMENT-2020

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

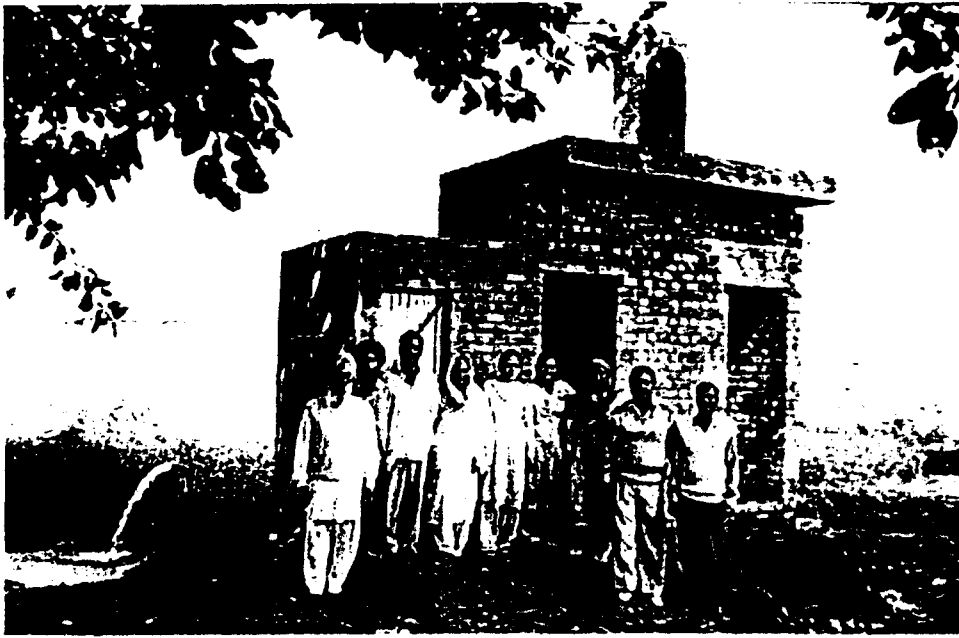
We hereby commit ourselves to the attainment of the following goals:

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

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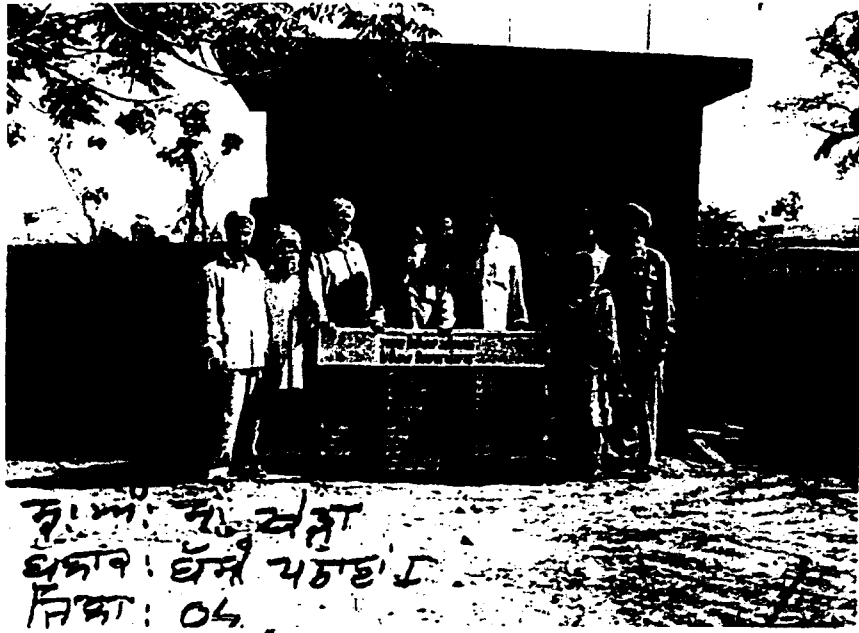
SSA through Pictures



Govt. Elementary School Balwakla
Distt. Fatehgarh Sahib



Govt. Elementary School Hansali
Block Bassi Pathana
Distt. Fatehgarh Sahib



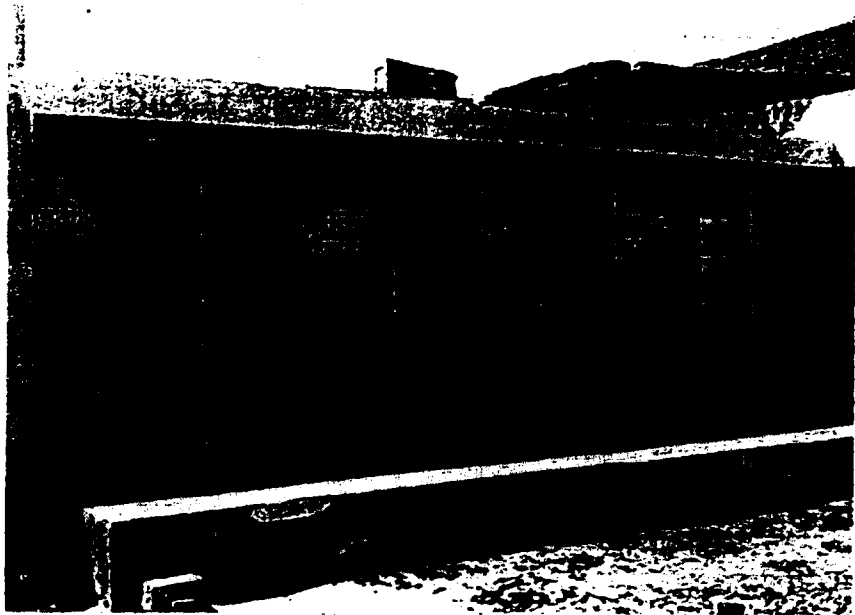
Govt. Elementary School Khera
 Block Bassi Pathana
 Distt. Fatehgarh Sahib

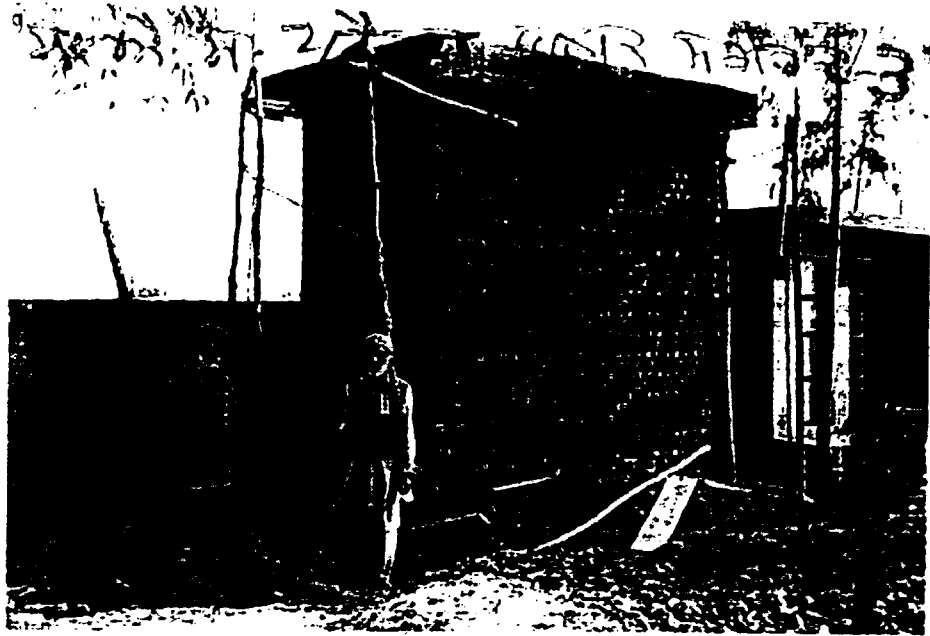


Govt. Elementary School Kheri Bhai Ke
 Block Bassi Pathana
 Distt. Fatehgarh Sahib



Govt. Elementary School Tarkhan Majra
Block Sirhind-II
Distt. Fatehgarh Sahib





Govt. Elementary School Panainchan
Block Sirhind
Distt. Fatehgarh Sahib



Govt. Elementary School Kotla
Block Bassi-II
Distt. Fatehgarh Sahib

**District Profile
and
Statistics**

Brief Profile of District Fatehgarh Sahib

Location

Fatehgarh Sahib district is among the youngest districts of state. Born on 13th April, 1992 it was formed by adjusting the territories of Ropar, Patiala, Ludhiana districts and Balachaur tehsil of district Hoshiarpur. Fatehgarh Sahib is located in the southeastern part of Malwa which is situated between river Satluj in the north and west, river Ghaggar in the south. The district shares its boundary with Rupnagar district in northeast, Ludhiana district northwest, Sangrur district in west and Patiala district in south, southeast and southwest.

Origin of Name

The district derives its name from Baba Fateh Singh, the younger of the two martyr sons of Guru Gobind Singh and also on account of fateh (victory) which Banda Bairagi later scored over Sirhind. A memorial with the name of Fatehgarh Sahib was raised in 1710 during the days of Banda Bairagi over the remain of the fort where the two martyr sons of tenth sikh Guru Guru Gobind Singh are said to have been bricked alive.

Stepped in history, archeological remains from Indus civilisation to Mughal period are found in the district. Sanghol is a prominent site which reveals numerous layers of human habitation for the last about 5000 years.

Area

As per 2001 census, the total area of the district was 1180 Sq. Kms. (*Annexure-I*) as supplied by surveys general of India which ranks 17th in the state.

Climate

The climate of Fatehgarh Sahib district is typical of Punjab plains i.e. quite hot in summer and sufficiently cold in winter. On the whole the climate is hot and arid. Aridity increases south-west ward. The temperature starts rising in March and continue rising till end of June. Hot wind blows during summer, occasionally accompanied by dust storms. The temperature may touch 49°C on some days. Generally pre-monsoon showers are experienced in middle or end of June, which may bring down temperature considerably, rains set in by the first week of July, which may continue up to the middle of September. During the rainy season temperature is considerably lower but it becomes very hot and sultry when it is not raining. From early October, the weather becomes very pleasant as the winter season sets in. November and December are pleasant but nights are cold. There is considerable difference between day and night temperatures during this period. Severe cold is experienced during months of January and February when temperature may touch the freezing point. The winter rains are also experienced during these months but these are only shade

of rains. Mild frost may be experienced during mid-December to mid-January. The average rainfall experienced in the district is 362.3mm. (*Annexure-I*).

Topography

In the region sandy loam soils predominate. The soils of western and central plains are grey-brown arid sierozems. These are fertile soils but they lack nitrogen and potash. Usually the soils are brownish. These are also loaming soils. But they are dry calcareous. They have moderate fertility but with irrigation they are able to produce a variety of crops.

Rivers and Drains

There is no major river, which flows in this district. However river Satluj in the north and river Ghaggar in the south form the boundaries of this district. Only Sirhind choe flows through this district. The choe probability flows along the alignment of the Sirhind canal which was constructed by Ferozpur Tughlak in 1361 AD when he constituted Sirhind as a separate district.

Present Jurisdiction

The district is one among the youngest district of the state and was carved out after adjusting the boundaries of Ropar, Patiala, Ludhiana and Balachaur tehsil of Hoshiarpur districts. Steeped in history, archeological remains from Indus civilisation to Mughal period are found in the district. After the sack of Sirhind by Sikhs in 1762-63, the area was occupied by Sardar Diwan Singh of Dullewali Missal, later on it passed on to the possession of Maharaja of Patiala.

Presently the district constitutes of 4 tehsils; (1) Fatehgarh Sahib, (2) Amlah, (3) Khamanon, (4) Bassi Pathana and 5 Community Development Blocks: (1) Sirhind, (2) Khera, (3) Amlah, (4) Khamanon and (5) Bassi Pathana. The district has 5 towns and 446 inhabited villages (*Annexure-I*).

Major Characteristics

Land Utilisation

During 2001-02, the district has a total of 117 thousand hectares Geographical Area. Total Area according to village papers is 115 thousand hectares, which shows a disparity as information arrived at by different sources of measurements. Out of total area 1000 hectares is under forests, 11 thousand hectares is put to Non-Agricultural use. 103 thousand hectares is 'Net Sown Area' and percent to total area works out to 90 percent. Area Sown more than once is 91 thousand hectares. Thus total cropped area works out to 194.00 thousand hectares (*Annexure-I*).

Agriculture

Fatehgarh Sahib district is mainly an agricultural district as 71.92 percent of its population is reported residing in the rural areas during 2001 census (*Annexure-I*). Further agriculture employed 34.3 percent of its main working force (22.4 percent as cultivators and 11.9 percent as agricultural labourers) during 2001 census.

There are two main crop seasons in a year; Kharif (Sawni) and Rabi (Hari). In between these two main crops seasons additional crops are grown where conditions so permit. These are known as zaid Kharif and zaid Rabi crops. The Kharif crops consists of paddy, maize, sugarcane, cotton, pulses other than gram, bajra, jowar and vegetables like chilies, onions, etc. The Rabi crops consist of wheat, gram barely and some oilseeds, fodder crops, potatoes and winter vegetables. The principal cash crops of the district are: paddy sugarcane and wheat etc. Among the two crop season, the area under Rabi crop is slightly higher as during 2001-02 the district reported an area of 999 thousand hectare under Kharif crops against 95 thousand hectare under Rabi crops.

The area under Food and Non-Food crops is 178 thousand hectares and 16 thousand hectares, respectively. The area under high yielding varieties of major food crops in the district is wheat (86000 hectares), paddy (84000 hectares) and maize (1000 hectares).

The total area under different fruits in the district was 354 hectares, in 2002. The break up of total area under different fruits is such as: kinnow 5 hectares, lemon 29 hectares, mangoes 139 hectares, guava 102 hectares, pear 31 hectares, peach 7 hectares, grapes 6 hectares, ber 11 hectares and miscellaneous 24 hectares. The total production of different fruits in the district is 4745 metric tons.

The total area under different vegetables in district was 1691 hectares, in 2001-02. Out of total 633 hectares is under potato, 38 hectares under onions, 554 hectares under winter vegetables and 466 hectares is under summer vegetables.

The district consumed 31 thousand tons of chemical Fertilizers. Out of total 24000 tons was Nitrogenous of 7000 tons was Phosphatic.

Irrigation

The annual rainfall being low, erratic and seasonal the necessity for artificial irrigation is always there. The major source of irrigation are tubewells and pumping sets canals and wells. The Sirhind canal system is the main source of irrigation in the district.

During 2001-02, Net Irrigation Area in the district was 103.5 thousand hectares. Out of total, 1.6 thousand hectare was irrigated by government canals and remaining 101.9 thousand hectares by tube wells and wells (*Annexure-I*). The percentage of Net Area Irrigated to Net Area Sown is reported to 100 percent. Further Gross Irrigated area in the district was 194.2 thousand hectares and percentage of Gross Irrigated area to Gross Copped Area worked out to be 100 percent (*Annexure-I*).

Animal Husbandry

In 1997 live stock census, live stock continues to be a valuable possession of the farmers inspite of the fact that agricultural economy is heading towards mechanisation, the district has a total of 264200 animals (*Annexure-I*). Out of total there are 76900 cattles, 176500 buffaloes, 300 horses and ponies, 300 mules, 4800 sheep, 4500 goats and 1800 pigs. The number of poultry birds is 516200. There are 47 veterinary hospitals and 42 permanent outlaying dispensaries & insemination units to treat the sick animals (*Annexure-I*).

The district has a Milk Plant named 'Nabha Finance Pvt. Ltd. Mandi Gobindgarh, with a capacity to process 3 lakh litres of milks per day.

There are 3 recognised slaughterhouses in the district where 3916 animals were slaughtered in 2001-02.

Fisheries

The total area stocked under fish is 374 hectares, during 2001-02 (*Annexure-I*).

Industries

The district lacks in industrial growth, there are no big industries except some agro-based industrial like rice sellers and steel re-rolling industries at Mandi Gobindgarh.

In 2002, 380 registered working factories were there in the district (*Annexure-I*) and average number of workers in registered working factories was 16943. There were 3155 workers per lakh of population. Some of the registered working factories located in the district are: (1) Agriculture services, (2) Electricity and gas supply, (3) Manufacturing of food and beverages, (4) Manufacturing of wood, wood products, furniture and fixtures, (5) Manufacturing of chemicals and chemical products, (6) Manufacturing of rubber and plastics, (7) Manufacturing of non-metallic products, (8) Basic Metal industrial, (9) Manufacturing metal products and parts, (10) Manufacturing of machinery and equipment, (11) Manufacturing of motor vehicles and trailers, (12) Other transport equipments, (13) Supporting transport activities etc. (*Annexure-I*)

Electricity

The erstwhile rulers were aware of the technological changes taking place in the world. They therefore were the first to introduce electricity in the area of their states in the beginning of last century. The private suppliers of electricity were replaced by the government Public Works Department (PWD). Subsequently, the responsibility of supplying electricity was passed over to the Punjab State Electricity Board, Patiala.

During 2001-02, the total consumption of power in the district was 1341.69 million kwh (*Annexure-I*). The total consumption may be classified as: Domestic 135.31 million units, commercial 26.95 million units, Industrial 998.61 million units, agricultural 172.74 million units and others 8.08 million units. The number of Households using electricity was 88877 out of total 92106.

Minerals and Mining

The district is poor as far as mineral wealth is concerned and there are no mines and quarries of significance. Only mineral/material of some consequence are sand boulders, which are used in construction of buildings. Since topography of the district is formed of the silt deposits from the Shivalik hills. There are large number of brick kilns located in the district.

Communication

Efficient and well-developed system of communication is a sign of development of an area. This district is lucky in having a good network of communication such as roads, railways, post and telegraph and telephone. National highway number 1 Sher Shah Suri Marg passes through this district and main railway line between Delhi and Amritsar is also passing through the district. The Sirhind-Rupnagar Nangal railway line has also contributed a lot for the development of this area. The district head quarters is linked to the state's capital Chandigarh by road and a new railway line is also being laid from Chandigarh to Ludhiana.

The district has a good network of roads. During 2001-02, the total road length maintained by Public Works Department (B&R) was 1410 Kms. Out of total 46 Kms. of road length is under National Highways and 1364 Kms. is under Provincial Highways. There was 135 Kms of roads per 100 Sq. Kms. of area and 295 Kms. of roads per lakh of population. The number of villages linked with roads was 452. During 2001-02, there were 90 post offices, 9 Telegraph offices, 26 Telephone Exchanges, 58 public call offices and 1198 Telephone connections in the district.

Trade and Commerce

During the mughal period Sirhind town was the important centre of trade and commerce. Subsequently during the Sikh times Bassi also gained importance as centre of trade and commerce. With the development of

transport and communication Gobindgarh also developed. The development of irrigation network brought a sea change in the production of agricultural commodities and many markets came into existence all over the district. Gobindgarh emerged as great centre of iron and steel industry and large number of steel rerolling mills were set up there.

Though the wholesale and retail trade is mostly in the private hands. There is a district wholesale cooperative marketing and supply society at Fatehgarh Sahib. It undertakes wholesale supplies of agricultural implements, seeds, fertilizer, pesticides etc. During 2001-02 there were 536 cooperative societies, 138 agricultural credit societies, 6 non-agricultural societies, 235 milk supply societies, 48 weavers societies, 11 housing societies, 9 farming societies and 20 women's societies.

In the year 2002, there were 78 banks in the district. Out of these State Bank of India had 2 branches, State Bank of Patiala had 14 branches, Punjab National Bank had 5 branches and other Commercial Banks had 25 branches and Co-operatives Banks had 32 branches.

Forestry

Due to rapidly extending cultivation the area under forest shrank. With the passing over of the management of roadsides, canal banks and strips of land along the railway lines and roads to the forest department for plantation the things improved. During 2001-02 the total area under forest was 10 Sq. kms. (*Annexure-I*) and whole of area was protected forests.

Medical and Health

Ayurvedic and Unani system of medicine were popular before the introduction of Allopathic system by the rulers of erstwhile states of Patiala. Faith curer and quackery have taken a back seat since long but still some people pin faith in these, especially for treatment of psychiatric and mental cases. The village Sianas or Pahlwans are sought after for treatment of bone fractures and other orthopaedic ailments. The homoeopathic system of medicine is the latest introduction and has gained quite popularity for treatment of infants/children and chronic diseases in the urban areas of the district.

In the 2002, the number of medical institution in the district was 51. Out of this number, 43 were in rural areas and 8 were in urban areas. The break up of the medical institution is such as: 4 hospitals (2 rural, 2 urban), 14 P.H.CS(14 rural), 30 Dispensaries (24 rural, 6 urban) and 3 Hospitals/CHC, CHC, CHC/PHC(2 rural, 1 urban) (*Annexure-I*). As regards ownership of these Institutions, 50 are owned by State government and only 1 by Local Government. Besides, the district has 10 Ayurvedic and 2 Unani Institutions. The number of beds installed in Medical Institutions in the district was 395; out this 287 were in rural areas and 108 in urban areas (*Annexure-I*).

The district has not sufficient drinking water. During 2002, total 410 villages were identified as water scarcity villages. There are 164 water scarcity villages where water supply schemes have been commissioned, balance 246 villages are still remaining where water supply schemes still to be initiated. The percentage comes out 40 percent, which ranks 4th from bottom following Kapurthala (30.1 percent), Jalandhar (35.3 percent) and Gurdaspur (39.3 percent).

Education

Before the introduction of the modern education on the lines of the British the teaching was done on religious lines in following three systems 1) Hindu system, 2) Sikh system and 3) Muslim system. The Hindu system comprised chatshalas/pathshalas run by the Brahmins/Pandits in the temples or Dharamshalas, where instructions were imparted in Hindi and Sanskrit. The Sikh system comprised teaching by the Bhai/granthis in the Gurdwara/Dharamshala in Gurmukhi/Punjabi. In the Muslim system Maulvis taught Arabian/Persian/Urdu in the madrasas/maktab/mosques.

During 2002, there were 4 Arts, Science, Commerce and Home Science College (3 boys, 1 girls); 1 Engineering, Technology and Architecture College (1 boys); 39 Senior Secondary School (33 boys, 6 girls), 49 High/Post Basic School (48 boys, 1 girls), 65 Middle School (65 boys), 406 Primary School (406 boys), 1 Elementary Teacher Training School J.B.T.(E.T.T.) (1 boys) and 2 Technical Industrial Art Craft School (1 boys, 1 girls) in the district (*Annexure-III to XIV*).

During 2002, the district reported the literacy rate of 74.10 percent (Rural 71.71 percent and Urban 80.22 percent). Literacy rate for males was 78.85 percent (Rural 76.86 percent and Urban 83.87 percent) and female literacy rate was 68.60 percent (Rural 65.83 percent and Urban 75.87 percent) (*Annexure-XI*).

Occupation

The district is primary a rural dist as per the 2001 census, the percentage of urban population of the district was 28.08 percent. (*Annexure-I*). So major part of population residing in rural areas. Thus, there is every scope of occupational variety in the district. During 2002, the district has 38.2 percent of total workers to total population, 55.1 percent male and 18.3 percent female. Further, there are 40.2 percent total workers in rural areas and 33.1 percent in urban areas. The percentage of main workers and marginal workers was 33.8 percent and 4.4 percent, respectively. The break-up of total workers is as follows: 22.4 percent cultivators, 11.9 percent Agricultural labourers, 2.0 percent workers in Household Industry and 63.7 percent other workers.

District: Fatehgarh Sahib Primary Statistics		
S.NO	ITEM	
1	Area	1180 sq.km
	Tehsils	4
	Sub Tehsils	1
	Blocks	5
	Towns	5
	Inhabited villages	446
2	Population (2001)	
	Total population	539,751
	Rural population	388,182
	Percentage to total Population	71.92
	Urban population	151,569
	Percentage to total Population	28.08
	Density	457 per sq. km
	Literate and educated persons	351446
	Literacy	74.10%
	Female per 1000 male	851
	Total Workers	206155
	Main Workers	182238
	Marginal Workers	23917
	Non- Workers	333595
	Break up of Main Workers	
	I) Cultivators	46237
	II) Agriculture Labourer	24451
	III) Manufacturing, Processing, servicing and Repairs in Household Industry	4065
	IV) Other Services	131402
3	Local Bodies(2001-2002)	
	I) Zila Parishads	1
	II) Municipal Committees	5
4	Climate	
	Average Rainfall	362.3 mm.
5	Agriculture (2001-2002)	
	Net Area Sown	103000 hect.
	Area Sown more than once	91000 hect.
6	Irrigation (2001-2002)	
	Net Area Irrigated by:	
	Govt. Canals	1600 hect.
	Wells/Tubewells	101900 hect.
	Total	103500 hect.
	Percentage of net area irrigated to Net area sown	100%
	Gross Area Irrigated	194200 hect.
	Percentage of grossed irrigated area to gross cropped area	100%
	Animal Husbandry (2000-2001)	
7	Veterinary Hospitals	47
	Permanent Outlaying Dispensaries & Insemination Units	42
	Area Stocked with fish	374 hect.
	Total Live Stock (Census 1997)	264200
	Total Poultry (Live Stock Census 1997)	516200
	Energy (2001-2002)	
8	Consumption of Electricity	1351.69 million Kwh
	Forest (2001-2002)	
9	Area under state Forests	10 sq. km
	Area under private Forests	Nil
	Total area under Forests	10 sq. km
	Industries (2001-2002)	
10	Regd. Working Factories	380
	Medical and Health (2002-03)	
11	Hospitals	5
	Dispensaries	32
	P.H.Cs.	14
	Ayurvedic and Unani Institution	12 (10+2)
	Beds installed in Medical Institutions (Allopathy)	403
	Co-operation (2001-2002)	
12	Co-operative Societies	544
	Primary Agricultural Credit Societies	138
	Banking (2001-2002)	
13	Scheduled Banks	78
	Miscellaneous(2001-2002)	
14	Post Offices	90
	Police-Stations/ Police Posts	13(7+6)

District: Fatehgarh Sahib Demographic Profile		
	1991	2001
Population-Total	461520	539751
Male	246672	291607
Female	214848	248144
Rural	354141	388182
Male	189305	208852
Female	164836	179330
Urban	107379	151569
Male	57367	82755
Female	50012	68814
Sex Ratio-Total	671	851
Rural	870	859
Urban	873	832
No. of Literates-Total	244690	351446
Male	143598	200524
Female	101092	150922
Rural	178739	244671
Male	106086	139847
Female	72653	104824
Urban	65951	106775
Male	37512	60677
Female	28439	46098
0-6 Population-Total	N/A	65459
Male	N/A	37312
Female	N/A	28147
Rural	N/A	46996
Male	N/A	26902
Female	N/A	20094
Urban	N/A	18463
Male	N/A	10410
Female	N/A	8053
SC Total-1991	138998	N/A
Male	74527	N/A
Female	64471	N/A
Rural	119794	N/A
Male	64154	N/A
Female	55640	N/A
Urban	19204	N/A
Male	10373	N/A
Female	8831	N/A
Projection 2002 Total	549035	

Source : Statistical Abstract of Punjab

District Fatehgarh Sahib No. of Recognised Institutions																
Type	1998				1999				2000				2001			
	Boys	Girls	Total	% of Girls to total Institutions	Boys	Girls	Total	% of Girls to total Institutions	Boys	Girls	Total	% of Girls to total Institutions	Boys	Girls	Total	% of Girls to total Institutions
Universities																
Art, Science, Commerce and Home Science Colleges.	2	1	3	33.33	2	1	3	33.33	3		3	0.00	2	1	3	33.33
Engineering, Technology and Architecture Colleges.	1	0	1	0.00	1		1	0.00	1		1	0.00	1		1	0.00
Medical Colleges (Allopathic Only)															0	
Teacher's Training Colleges (B.Ed.)															0	
Senior Secondary Schools	24	6	30	20.00	24	6	30	20.00	24	6	30	20.00	33	6	39	15.38
High Schools	45	1	46	2.17	46	1	47	2.13	47	1	48	2.08	48	1	49	2.04
Middle Schools	66		66	0.00	66		66	0.00	66		66	0.00	65		65	0.00
Primary Schools	408		408	0.00	407		407	0.00	405		405	0.00	406		406	0.00
Pre-Primary Schools															0	
Elementary Teacher's Training Schools					1		1	0.00	1		1	0.00	1		1	0.00
Polytechnic Institutions															0	
Technical Industrial Art Craft Schools	1	1	2	50.00	1	1	2	50.00	1	1	2	50.00	1	1	2	50.00

Source : Statistical Abstract of Punjab

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

District Fatehgarh Sahib																
No. of Working Teachers in Recognised Schools																
Type	1998				1999				2000				2001			
	Males	Female	Total	% of Female to total Teachers	Males	Female	Total	% of Female to total Teachers	Males	Female	Total	% of Female to total Teachers	Males	Female	Total	% of Female to total Teachers
University																
Art, Science, Commerce and Home Science Colleges.	45	35	80	43.75	41	24	65	36.92	48	36	84	42.86	51	36	87	41.38
Engineering, Technology and Architecture Colleges.	29	6	35	17.14	29	6	35	17.14	26	10	36	27.78	29	19	48	39.58
Medical Colleges (Allopathic Only)															0	
Teacher's Training College (B.ed.)															0	
Senior Secondary School	392	397	789	50.32	337	406	783	51.85	377	429	806	53.23	527	541	1068	50.66
High School	337	279	616	45.29	344	303	647	46.83	356	326	682	47.80	302	302	604	50.00
Middle School	223	210	433	48.50	231	213	444	47.97	220	217	437	49.66	193	185	378	48.94
Primary School	555	475	1030	46.12	439	567	1006	56.36	400	517	917	56.38	391	459	850	54.00
Pre-Primary School															0	
Elementary Teacher's Training School					3	3	6	50.00	1	3	4	75.00	1	3	4	75.00
Polytechnic Institutions															0	
Technical Industrial Art Craft School	31	10	41	24.39	25	6	31	19.35	25	6	31	19.35	25	6	31	19.35

Source : Statistical Abstract of Punjab

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

District Fatehgarh Sahib

No. of Students

Type	1998				1999				2000				2001			
	Boys	Girls	Total	% of Girls to total enrolment	Boys	Girls	Total	% of Girls to total enrolment	Boys	Girls	Total	% of Girls to total enrolment	Boys	Girls	Total	% of Girls to total enrolment
Ph.D.																
M. Phil.																
M.A.	3	7	10	70.00	2	12	14	85.71	4	19	23	82.61	8	22	30	73.33
M.Sc.															0	
M.Com.															0	
B.A / B.A. (HONS.)	622	743	1365	54.43	625	825	1490	55.37	927	930	1857	50.08	780	1049	1829	57.35
B.Sc./ B.Sc. (HONS.)	35	71	106	66.98	32	79	111	71.17	45	92	137	67.15	58	105	163	64.42
B.Com./ B.Com. (HONS.)	179	171	350	48.86	168	164	332	49.40	182	148	330	44.85	215	129	344	37.50
B.E./B.Sc. (Eng.)/B.Arch./ B. Tech.	122	20	142	14.08	406	80	486	16.46	560	106	666	15.92	710	192	902	21.29
M. B. B. S															0	
B. Ed.															0	
Senior Secondary School	12362	12015	24377	49.29	12048	12482	24530	50.88	11509	11727	23236	50.47	12711	13274	25985	51.08
High School	8163	5735	13898	41.26	8741	6402	15143	42.28	9193	6649	15842	41.97	8189	6306	14495	43.50
Middle School	3312	2706	6018	44.97	3394	2810	6204	45.29	3379	3139	6518	48.16	3312	2946	6258	47.08
Primary School	22872	21702	44574	48.69	22459	21151	43610	48.50	21993	20190	42183	47.86	20468	18801	39269	47.88
Pre - Primary School															0	
Elementary Teacher's Training School J.B.T.					53	56	109	51.38	99	97	196	49.49	99	97	196	49.49
Polytechnic Institutions															0	
Technical Industrial Art and Craft School	332	77	409	18.83	297	69	366	18.85	288	74	362	20.44	290	79	369	21.41

Source : Statistical Abstract of Punjab

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

District Fatehgarh Sahib																
No. Of Scheduled Caste Students.																
Type	1998				1999				2000				2001			
	Boys	Girls	Total	% of SC to total enrolment	Boys	Girls	Total	% of SC to total enrolment	Boys	Girls	Total	% of SC to total enrolment	Boys	Girls	Total	% of SC to total enrolment
Ph.D.																
M. Phil.																
M.A.																
M.Sc.																
M.Com.																
B.A / B.A. (HONS.)	75	41	116	8.50	78	66	144	9.66	81	81	162	8.72	98	107	205	11.21
B.Sc./ B.Sc. (HONS.)	3		3	2.83		4	4	3.60	2	2	4	2.92	4	3	7	4.29
B.Com./ B.Com. (HONS.)	6	1	7	2.00	9	4	13	3.92	8	9	17	5.15	5	11	16	4.65
B.E./ B.Sc. (Eng.) / B.Arch. / B. Tech.	5	2	7	4.93	17	2	19	3.91	31	1	32	4.80	33	7	40	4.43
M. B. B. S																
B. Ed.																
Senior Secondary School	3212	3097	6309	25.88	3221	3351	6572	26.79	2992	3219	6211	26.73	3676	3912	7588	29.20
High School	2682	1729	4411	31.74	2806	1957	4763	31.45	3298	2339	5637	35.58	2986	2066	5052	34.85
Middle School	1409	1116	2525	41.96	1441	1148	2589	41.73	1504	1276	2780	42.65	1440	1164	2604	41.61
Primary School	11749	10863	22612	50.73	11963	10938	22901	52.51	12011	10868	22879	54.24	10209	9334	19543	49.77
Pre-Primary School																
Elementary Teacher's Training School J.B.T.					16	16	32	29.36	29	26	55	28.06	29	26	55	28.06
Polytechnic Institutions															0	
Technical Industrial Art and Craft School	86	23	109	26.65	70	17	87	23.77	72	17	89	24.59	76	21	97	26.29

Source : Statistical Abstract of Punjab

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

District Fatehgarh Sahib Enrolment by Department												
Description	2000						2001					
	State Government Schools			Total Enrolment (Recognised Schools)			Total Enrolment (Recognised Schools)			SC Enrolment (Recognised Schools)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	21993	20190	42183	23490	20942	44432	21952	19566	41518	10416	9439	19855
Middle	10552	10773	21325	12712	11795	24507	12815	12306	25121	4995	4640	9635
Elementary	32545	30963	63508	36202	32737	68939	34767	31872	66639	15411	14079	29490
High School	5358	5328	10686	6632	6053	12685	6477	6107	12584	2213	1737	3950
Sr. Secondary	2203	2182	4385	2944	2671	5615	3129	3074	6203	682	657	1339
Secondary	7561	7510	15071	9576	8724	18300	9606	9181	18787	2895	2394	5289
Total (I-XII)	40106	38473	78579	45778	41481	87239	44373	41053	85426	18306	16473	34779

Source : Statistical Abstract of Punjab

Annexure -VIII

District Fatehgarh Sahib						
Enrolment by Department						
1999	State Government Schools			Total Enrolment (Recognised Schools)		
	Male	Female	Total	Male	Female	Total
Primary	22459	21151	43610	23921	22202	46123
Middle	10815	10668	21483	12915	11688	24603
Elementary	33274	31819	65093	36836	33890	70726
High School	5358	5376	10734	6587	6092	12679
Sr. Secondary	1970	2072	4042	2783	2599	5382
Secondary	7328	7448	14776	9370	8691	18061
Total (I-XII)	40602	39267	79869	46206	42581	88787

Source : Statistical Abstract of Punjab

Annexure -IX

District Fatehgarh Sahib						
Enrolment in rural schools (Recognised -total) 2000-2001						
Year	Enrolment in Rural School			% of Enrolment in Rural to total enrolment		
	Male	Female	Total	Male	Female	Total
Primary	25167	19704	44871	77.12	77.41	77.24
Middle	12238	10489	22727	74.66	75.08	74.85

Source : Statistical Abstract

Annexure -X

District Fatehgarh Sahib			
Literacy Percentage of the Scheduled Castes and Non-Scheduled Castes (1991)			
	Population	No. of Literates	Literacy Percentage
Total (SC+Non SC)	N.A.	N.A.	N.A.
Male	N.A.	N.A.	N.A.
Female	N.A.	N.A.	N.A.
Scheduled Caste Population	N.A.	N.A.	N.A.
Total	N.A.	N.A.	N.A.
Male	N.A.	N.A.	N.A.
Female	N.A.	N.A.	N.A.
Non-Scheduled Caste Population	N.A.	N.A.	N.A.
Total	N.A.	N.A.	N.A.
Male	N.A.	N.A.	N.A.
Female	N.A.	N.A.	N.A.

Source : Census of Punjab, 1991

Annexure -XI

District : Fatehgarh Sahib										
Literacy rates by residence and sex- 2001										
Tehsil Code	Tehsil	Literacy Rate								
		Total			Rural			Urban		
		Person	Male	Female	Person	Male	Female	Person	Male	Female
051	Bassi Pathana	76.83	82.21	70.83	74.64	80.30	68.24	85.59	90.07	80.82
048	Fatehgarh Sahib	73.75	79.08	67.71	71.22	76.86	64.85	80.56	84.99	75.48
049	Amloh	72.74	76.82	67.79	68.29	72.95	62.75	78.81	81.97	74.85
050	Khamanon	74.57	78.92	69.65	74.13	78.66	69.06	78.41	81.14	75.04
	State	69.95	75.63	63.55	65.16	71.70	57.91	79.13	82.97	74.63
4	District	74.10	78.85	68.60	71.71	76.86	65.83	80.22	83.87	75.87

Census Data

Annexure -XII

District Fatehgarh Sahib						
Projected School age population						
Year	6-10			11-13		
	Boys	Girls	Total	Boys	Girls	Total
1999	31258	27506	58764	18137	16028	34165
2000	31591	27728	59319	18049	16006	34055
2001	32223	24567	56790	18080	15137	33217
2006	27151	24686	51837	19469	16961	36430
2011	26596	24420	51016	15251	14075	29326
2016	27395	25153	52548	16250	14896	31146

Source : RGI Estimates

Annexure -XIII

District Fatehgarh Sahib							
Dropout Rate							
Level	Level	Total			SC		
		Male	Female	Total	Male	Female	Total
Primary	1999	20.88	12.12	16.72	28.41	12.14	21.33
	2000	18.21	16.52	17.82	28.39	12.10	21.30
Middle	1999	30.50	27.81	29.39	39.10	34.08	33.73
	2000	35.80	30.78	31.18	45.08	35.02	40.70

Family Survey 2002

Annexure - XIV

District Fatehgarh Sahib						
Gross Enrolment Ratio 2001- 2002						
	Gross Enrolment Ratio			Gross Enrolment Ratio for SC		
	Male	Female	Total	Male	Female	Total
Primary	112.87	110.23	111.70	113.29	112.43	112.89
Middle	97.55	96.72	97.17	93.55	91.21	92.44
High	102.6	97.71	100.3	92.09	83.98	88.28
SR.Sec	58.95	69.47	63.88	35.82	37.1	36.39

Source : Family Survey 2002

Classification of Nutritional Status (%)				March'2002			
Sr. No.	District	Integrated child development scheme	Normal	Grade-I	Grade-II	Grade-III+	Total children covered
5	FATEHGARH SAHIB	Amlah	80.92	17.01	1.95	0.13	100.00
		Bassi Pathana	64.95	32.23	2.60	0.21	100.00
		Khamano	73.80	21.13	4.56	0.51	100.00
		Khera	70.95	22.99	5.63	0.42	100.00
		Sirhind	77.64	19.23	2.89	0.25	100.00
District Total			74.34	21.90	3.46	0.30	100.00

Source : SW Department

Family Survey 2002

FAMILY SURVEY

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

Reference Date :
Unit : Village/Ward

I. Family

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

II. Child (3-19)

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

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

I. Total (3-19) Population

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

II. School going Children

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

III. Out of School/child labour

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

IV. Mentally/physically challenged

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

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

Reports

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

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

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

District - 04 - FATEHGARH SAHIB

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	9782	6733	16515	3517	2677	6194	1514	998	2512
Pre Primary Total	9782	6733	16515	3517	2677	6194	1514	998	2512
I	8196	5771	13967	3061	2356	5417	1253	944	2197
II	6272	4903	11175	2425	2076	4501	949	801	1750
III	5970	4687	10657	2286	1993	4279	954	746	1700
IV	6055	5070	11125	2328	2058	4386	996	851	1847
V	6141	5022	11163	2192	2071	4263	959	787	1746
Primary Total	32634	25453	58087	12292	10554	22846	5111	4129	9240
VI	6054	5028	11082	2127	1855	3982	995	795	1790
VII	5191	4423	9614	1776	1503	3279	781	687	1468
VIII	5146	4519	9665	1681	1531	3212	820	700	1520
Midlle Total	16391	13970	30361	5584	4889	10473	2596	2182	4778
IX	4135	3586	7721	1193	1041	2234	747	577	1324
X	6009	4742	10751	1858	1423	3281	994	825	1819
Secondary Total	10144	8328	18472	3051	2464	5515	1741	1402	3143
XI	2123	2066	4189	474	374	848	326	283	609
XII	2249	2463	4712	387	349	736	326	384	710
Sr. Secondary Total	4372	4529	8901	861	723	1584	652	667	1319
Technical Education	394	560	954	71	61	132	50	76	126
Technical Education Total	394	560	954	71	61	132	50	76	126

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	2372	1770	4142	788	646	1434	369	277	646
4	3933	2786	6719	1378	1074	2452	603	407	1010
5	4909	3329	8238	1746	1259	3005	750	545	1295
Sub Total	11214	7885	19099	3912	2979	6891	1722	1229	2951
6	5652	4207	9859	2110	1663	3773	859	656	1515
7	5389	4113	9502	1978	1759	3737	842	677	1519
8	5965	4720	10685	2256	1878	4134	951	801	1752
9	5478	4544	10022	2048	1824	3872	853	686	1539
10	6174	5199	11373	2289	2088	4377	1009	816	1825
Sub Total	28658	22783	51441	10681	9212	19893	4514	3636	8150
11	5729	4719	10448	1944	1815	3759	929	765	1694
12	5545	4652	10197	2007	1708	3715	893	735	1628
13	5020	4375	9395	1709	1476	3185	851	654	1505
Sub Total	16294	13746	30040	5660	4999	10659	2673	2154	4827
14	4755	4019	8774	1516	1341	2857	719	644	1363
15	4126	3604	7730	1239	1032	2271	671	566	1237
Sub Total	8881	7623	16504	2755	2373	5128	1390	1210	2600
16	3336	2975	6311	968	799	1767	554	488	1042
17	2602	2221	4823	719	501	1220	377	365	742
Sub Total	5938	5196	11134	1687	1300	2987	931	853	1784
18	2087	1774	3861	517	386	903	331	283	614
19	645	566	1211	164	119	283	103	89	192
Sub Total	2732	2340	5072	681	505	1186	434	372	806
Grand Total	73717	59573	133290	25376	21368	46744	11664	9454	21118

District - 04 - FATEHGARH SAHIB

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						
3	2364	1768	8	2								8	2																							
4	3516	2482	399	285	18	19						417	304																							
5	2987	1955	1749	1272	173	99		3				1922	1374																							
6	907	523	3815	2793	861	800	69	90		1		4745	3684																							
7	6	1	2147	1342	2469	2040	707	642	59	88	1	5383	4112																							
8	1	4	66	58	2613	1849	2435	1944	761	731	89	134	5964	4716																						
9	1		10	15	94	70	2579	1894	2092	1836	641	660	5416	4475	61	68		1				61	69													
10				2	30	24	129	97	2972	2294	2300	2034	5431	4451	660	653	76	87	7	8	743	748														
11			2	1	7	1	35	12	123	97	2943	2065	3110	2176	1990	1917	542	502	87	124	2619	2543														
12				1	4	1	13	4	34	18	127	112	178	136	3114	2285	1693	1592	507	569	5314	4446	53	70		53	70									
13					3		3	1	13	3	26	13	45	17	161	71	2720	2137	1642	1620	4523	3828	402	466	50	64	452	530								
14								1	2	9	3	10	5	50	24	123	76	2707	2082	2880	2182	1319	1274	502	498	1821	1772	44	59	1	44	60				
15										4	1	4	1	13	7	26	22	150	87	189	116	2231	1691	1390	1363	3621	3054	272	372	40	61	312	433			
16										1		1		4	3	7	5	28	23	39	31	82	56	2179	1656	2261	1712	707	822	315	398	1022	1220	13	12	
17												1			4	1	16	5	21	6	33	18	1107	708	1140	726	690	528	692	858	1382	1386	59	103		
18																2	1	2	1	9	11	651	380	660	391	330	219	913	882	1243	1101	182	281			
19																		6		130	73	136	73	80	66	289	263	369	329	140	164					
Total	9782	6733	8196	5771	6272	4903	5970	4687	6055	5070	6141	5022	32634	25453	6054	5028	5191	4423	5146	4519	16391	13970	4135	3586	6009	4742	10144	8328	2123	2066	2249	2463	4372	4529	394	560

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

Age ↓	Out of School									Working Children								
	Total Children			SC Children			BC Children			Total Children			SC Children			BC Children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	389	299	688	150	123	273	70	53	123									
4	297	243	540	144	131	275	52	32	84									
5	220	169	389	129	81	210	24	22	46	11	12	23	5	6	11	3	2	5
6	89	91	180	45	45	90	17	14	31		1	1						
7	64	64	128	27	31	58	13	8	21	2		2	1		1			
8	75	80	155	38	43	81	8	12	20									
9	57	50	107	29	26	55	10	5	15	4	1	5				1		1
10	96	90	186	53	52	105	15	11	26	2		2				1		1
11	85	90	175	47	57	104	12	15	27	3	2	5	2	2	4			
12	197	195	392	114	124	238	31	33	64	16	8	24	14	6	20	2		2
13	243	267	510	157	185	342	37	38	75	15	3	18	11	1	12	4	1	5
14	406	360	766	243	223	466	56	57	113	52	7	59	36	5	41	8	2	10
15	603	579	1182	318	340	658	101	83	184	69	10	79	55	8	63	10		10
16	713	637	1350	359	350	709	115	101	216	76	14	90	53	9	62	13	3	16
17	777	717	1494	364	306	670	143	139	282	80	7	87	54	4	58	14		14
18	1121	842	1963	495	395	890	182	130	312	103	14	117	60	10	70	23	1	24

District - 04 - FATEHGARH SAHIB

Sarav Sikhiya Abhiyan, Punjab
Family Survey 2002Form No. : SSA/FS/IV/10
Report : 01
Year : 2001-2002**01 - Physically/Mentally Challenged Children Total - (Agewise)-Total Districtwise**

Age ↓	Total Children						SC Children						BC Children					
	School Going			School Not Going			School Going			School Not Going			School Going			School Not Going		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	3	1	4	5	1	6	1		1	1	1	2		1	1	1		1
4	7	3	10	10	6	16	2	1	3	5	3	8	1		1			
5	9	4	13	8	5	13	1	2	3	5	1	6	1	1	2			
6	25	11	36	17	13	30	13	4	17	10	2	12	3		3	3		3
7	37	15	52	11	14	25	21	5	26	6	8	14	3	3	6	2	2	4
8	29	15	44	11	11	22	11	10	21	8	7	15	4	1	5	1	1	2
9	27	24	51	15	16	31	19	13	32	11	12	23	2	4	6			
10	40	29	69	23	16	39	24	18	42	10	5	15	2	8	10	2	3	5
11	32	16	48	16	12	28	20	9	29	6	8	14	5	5	10	3	2	5
12	38	23	61	24	14	38	22	14	36	14	7	21	3	2	5	1	5	6
13	25	10	35	21	25	46	10	4	14	8	11	19	4		4	6	2	3
14	25	12	37	29	16	45	9	7	16	20	7	27	4	2	6	3	4	7
15	23	16	39	35	31	66	10	8	18	13	15	28	5	3	8	8	2	10
16	18	11	29	20	11	31	9	9	18	11	4	15	2	1	3			
17	11	8	19	21	11	32	4	4	8	11	5	16	4	2	6	4	3	7
18	8	8	16	29	20	49				13	9	22	3	2	5	8	6	14

District - 04 - FATEHGARH SAHIB

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	59.23	40.77	100.00	56.72	43.28	100.00	61.51	38.49	100.00	61.66	38.34	100.00
Pre Primary Total	59.23	40.77	100.00	56.72	43.28	100.00	61.51	38.49	100.00	61.66	38.34	100.00
I	58.68	41.32	100.00	54.94	45.06	100.00	62.16	37.84	100.00	63.97	36.03	100.00
II	56.13	43.87	100.00	53.43	46.57	100.00	59.58	40.42	100.00	61.93	38.07	100.00
III	56.02	43.98	100.00	53.40	46.60	100.00	61.00	39.00	100.00	59.88	40.12	100.00
IV	54.43	45.57	100.00	51.89	48.11	100.00	59.24	40.76	100.00	58.32	41.68	100.00
V	55.01	44.99	100.00	52.54	47.46	100.00	59.16	40.84	100.00	61.13	38.87	100.00
Primary Total	56.18	43.82	100.00	53.24	46.76	100.00	60.44	39.56	100.00	61.43	38.57	100.00
VI	54.63	45.37	100.00	51.90	48.10	100.00	60.72	39.28	100.00	61.14	38.86	100.00
VII	53.99	46.01	100.00	51.20	48.80	100.00	61.33	38.67	100.00	59.29	40.71	100.00
VIII	53.24	46.76	100.00	49.97	50.03	100.00	60.27	39.73	100.00	61.85	38.15	100.00
Midlle Total	53.99	46.01	100.00	51.07	48.93	100.00	60.76	39.24	100.00	60.80	39.20	100.00
IX	53.56	46.44	100.00	50.71	49.29	100.00	61.79	38.21	100.00	56.21	43.79	100.00
X	55.89	44.11	100.00	53.27	46.73	100.00	61.65	38.35	100.00	61.02	38.98	100.00
Secondary Total	54.92	45.08	100.00	52.17	47.83	100.00	61.71	38.29	100.00	59.11	40.89	100.00
XI	50.68	49.32	100.00	52.86	47.14	100.00	48.52	51.48	100.00	39.93	60.07	100.00
XII	47.73	52.27	100.00	49.72	50.28	100.00	46.14	53.86	100.00	40.80	59.20	100.00
Sr. Secondary Total	49.12	50.88	100.00	51.29	48.71	100.00	47.17	52.83	100.00	40.43	59.57	100.00
Technical Education	41.30	58.70	100.00	46.22	53.78	100.00	37.83	62.17	100.00	40.00	60.00	100.00
Technical Education Total	41.30	58.70	100.00	46.22	53.78	100.00	37.83	62.17	100.00	40.00	60.00	100.00
Grand Total	55.41	44.59	100.00	52.72	47.28	100.00	59.74	40.26	100.00	60.17	39.83	100.00

Annual Work Plan
2003-2004

District:Fatehgarh Sahib

District Data Summary Sheet

SL.No.	DESCRIPTION	2003-04
1	No. of C D Blocks/BRC's	6
1.1	No. of B.R. & D.R. Personnels (4x20+1x10=90)+10	290
2	No. of P E Blocks	6
3	No. of CRC's	47
4	No. of Villages	446
4.1	No. of VEDC's	595
4.2	No. of VEDC's Members	4760
5	No. of Habitations/Wards (Unservd)	11952
5.1	No. of S.C. Bastis	889
6	No. of House Holds	92106
	No. of Schools	
7	No. of Primary Schools (State Govt.)	454
7.1	Non State Govt. Primary Schools	5
7.2	Unrecognised Primary Schools	66
8	No. of Middle Schools/Sections (State Govt.)	141
8.1	Non State Govt. Middle Schools/Sections	29
8.2	Unrecognised Middle Schools/Sections	63
	No. of Teachers (State Govt.)	
9	No. of Primary Teachers	1297
9.1	No. of JBT Teachers + New	1002
9.2	No. of HT	248
9.3	No. of CHT's	47
10	No. of Teachers Middle Schools/Sections	1367
	Primary (State Govt.)	
11	Total No. of Students	36892
11.1	Male Students	19345
11.2	Female Students	17547
11.3	Total No. of S.C. Students	21098
11.4	Male S.C. Students	11010
11.5	Female S.C. Students	10088
	Upper Primary (State Govt.)	
12	Total No. of Students	21594
12.1	Male Students	10675
12.2	Female Students	10919
12.3	Total No. of S.C. Students	9654
12.4	Male S.C. Students	4957
12.5	Female S.C. Students	4697
	Out of School Children	
13	No. of Out of School Children Total	2441
13.1	No. of Out of School Children Male	1228
13.2	No. of Out of School Children Female	1213
13.3	No. of EGS Centres (Proposed)	1683
	No. of Handicapped Children	
14	Total No. of Handicapped Children	717
15	Aaganwari Centre	367

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

<i>District - Fatehgarh Sahib</i>			
Blockwise list of BRC and CRC			
PEBlock Code & Name		CRC	BRC
066	SIRHIND - I	4	1
067	SARHIND - II	6	1
068	SIRHIND - III	7	1
069	BASSI PATHANA-I	10	1
070	BASSI PATHANA-II	9	1
071	KHAMANO	11	1
	Total	47	6

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

District wise list of PEBlocks	
PEBLOCK	CODE
FATEHGARH SAHIB	
SIRHIND - I	066
SARHIND - II	067
SIRHIND - III	068
BASSI PATHANA-I	069
BASSI PATHANA-II	070
KHAMANO	071

Source : Sarva Shiksha Abhiyan

PEBlock Code & Name		No. of Villages
<i>District - Fatehgarh Sahib</i>		2003-04
066	SIRHIND - I	57
067	SARHIND - II	70
068	SIRHIND - III	77
069	BASSI PATHANA-I	93
070	BASSI PATHANA-II	71
071	KHAMANO	78
Total		446

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

BLOCK WISE COUNT OF PRIMARY SCHOOLS - 2003
DISTRICT - FATEHGARH SAHIB

PE BLOCK CODE & NAME	G1	G2	G3	G4	TOTG	P1	P2	P3	P4	P5	P6	TOTP	TOTAL
PE066 SIRHIND - I	61	0	0	0	61	0	0	1	0	0	6	7	68
PE067 SARHIND - II	75	0	0	0	75	0	0	0	0	0	20	20	95
PE068 SIRHIND - III	76	0	0	0	76	0	0	0	0	0	23	23	99
PE069 BASSI PATHANA-I	90	0	0	0	90	1	0	0	0	0	6	7	97
PE070 BASSI PATHANA-II	71	0	0	0	71	0	0	0	0	0	6	6	77
PE071 KHAMANO	81	0	0	0	81	0	0	2	1	0	5	8	89
TOTAL	454	0	0	0	454	1	0	3	1	0	66	71	525

LEGEND:-

G1 STATE GOVT.

G2 CENTER GOVT.

G3 OTHER ORG. OF STATE GOVT,

G4 OTHER ORG. OF CENTER GOV

P1 AIDED AND RECOGNISED

P2 RECOGNISED

P3 AFFILIATED WITH P.S.E.B

P4 AFFILIATED WITH C.B.S.E

P5 AFFILIATED WITH I.C.S.E

P6 ANY OTHER

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

BLOCK WISE COUNT OF MIDDLE SCHOOLS - 2003

DISTRICT - FATEHGARH SAHIB

PE BLOCK CODE & NAME	G1	G2	G3	G4	TOTG	P1	P2	P3	P4	P5	P6	TOTP	TOTAL
PE066 SIRHIND - I	17	0	0	0	16	1	0	2	1	0	10	14	30
PE067 SARHIND - II	25	0	0	0	26	0	1	6	3	0	17	27	58
PE068 SIRHIND - III	21	0	0	0	21	0	0	2	0	0	7	9	31
PE069 BASSI PATHANA-I	20	0	0	0	19	1	0	2	1	0	5	8	30
PE070 BASSI PATHANA-II	25	0	0	0	25	0	0	1	0	0	12	13	36
PE071 KHAMANO	33	1	0	0	33	0	1	7		0	12	21	56
TOTAL	141	1	0	0	140	2	2	20	5	0	63	92	241

LEGEND:-

G1 STATE GOVT.

G2 CENTER GOVT.

G3 OTHER ORG. OF STATE GOVT.

G4 OTHER ORG. OF CENTER GOVT.

P1 AIDED AND RECOGNISED

P2 RECOGNISED

P3 AFFILIATED WITH P.S.E.B

P4 AFFILIATED WITH C.B.S.E

P5 AFFILIATED WITH I.C.S.E

P6 ANY OTHER

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

District - Fatehgarh Sahib					
Blockwise Breakup of Primary Teachers					
PEBlock Code & Name		JBT	HT	CHT	Total
066	SIRHIND - I	116	31	4	151
067	SARHIND - II	175	42	6	223
068	SIRHIND - III	162	39	7	208
069	BASSI PATHANA-I	187	47	10	244
070	BASSI PATHANA-II	167	38	9	214
071	KHAMANO	195	51	11	257
	Total	1002	248	47	1297
	Unadjusted Teachers in Peblocks				0
	New Teachers				
	Grand Total	1002	248	47	1297

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

Sr. No.	District	CD BLOCK WISE ENROLLMENT				3 - 6 Years TOTAL
		Integrated child development scheme	Aanganwari centres	Pre school education (3-6 years)		
				Boys	Girls	
4	FATEHGARH SAHIB	Amloh	79	1245	1082	2327
		Bassi Pathana	59	964	861	1825
		Khamano	71	1069	884	1953
		Khera	60	825	649	1474
		Sirhand	98	1481	1183	2664
DISTRICT TOTAL			367	5584	4659	10243

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

District-Fatehgarh Sahib							
Blockwise Enrollment in State Govt. Primary Schools							
Peblock		Total			SC		
		Male	Female	Total	Male	Female	Total
066	SIRHIND - I	2057	1934	3991	1120	1032	2152
067	SARHIND - II	3875	3630	7505	2343	2116	4459
068	SIRHIND - III	3249	2829	6078	2093	1846	3939
069	BASSI PATHANA-I	3358	3041	6399	1808	1616	3424
070	BASSI PATHANA-II	3096	2721	5817	1833	1603	3436
071	KHAMANO	3710	3392	7102	1813	1875	3688
	TOTAL	19345	17547	36892	11010	10088	21098

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

District-Fatehgarh Sahib							
Blockwise Enrollment in State Govt. Middle Schools							
Peblock		Total			SC		
		Male	Female	Total	Male	Female	Total
066	SIRHIND - I	898	1140	2038	367	432	799
067	SARHIND - II	1828	2198	4026	856	955	1811
068	SIRHIND - III	2050	1772	3822	978	815	1793
069	BASSI PATHANA-I	1581	1775	3356	659	670	1329
070	BASSI PATHANA-II	2118	1919	4037	1038	856	1894
071	KHAMANO	2200	2115	4315	1059	969	2028
	TOTAL	10675	10919	21594	4957	4697	9654

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

District-Fatehgarh Sahib							
Blockwise Out of Schools Children							
Peblock		Age Group (6-14)					
		Total			SC		
		Male	Female	Total	Male	Female	Total
066	SIRHIND - I	202	220	422	92	115	207
067	SARHIND - II	355	332	687	213	223	436
068	SIRHIND - III	265	243	508	185	167	352
069	BASSI PATHANA-I	198	165	363	98	83	181
070	BASSI PATHANA-II	165	201	366	101	117	218
071	KHAMANO	43	52	95	35	42	77
	TOTAL	1228	1213	2441	724	747	1471

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

Blockwise Handicapped Children

District : Fatehgarh Sahib - 6-14 Years (Total)

District	Visually Impaired Children	Speech Impaired Children	Hearing Impaired Children	Physically Challenged Children	Mentally Challenged Children	Any Other Challenged Children	Total
SIRHIND - I	3	8	2	16	26	6	61
SARHIND - II	5	27	5	60	48	12	157
SIRHIND - III	6	39	4	51	45	12	157
BASSI PATHANA-I	4	7	4	42	31	11	99
BASSI PATHANA-II	11	25	5	38	27	12	118
KHAMANO	12	19	2	34	25	33	125
TOTAL	41	125	22	241	202	86	717

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

Blockwise Handicapped Children						
District : Fatehgarh Sahib - 6-14 Years (Total)						
PEBlock	SC			BC		
	School Going	School Not Going	Total	School Going	School Not Going	Total
SIRHIND - I	16	10	26	4	6	10
SARHIND - II	56	27	83	8	7	15
SIRHIND - III	53	38	91	7	4	11
BASSI PATHANA-I	26	19	45	11	10	21
BASSI PATHANA-II	29	30	59	12	7	19
KHAMANO	44	25	69	11	0	11
TOTAL	224	149	373	53	34	87

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

ANNUAL WORK PLAN AND BUDGET for the year 2003-04

District: Fatehgarh Sahib

(Rs. in lacs)

S.No	Maj. Act.	Activity Description	Unit Cost 2003-04	Total AWP 2002-03		Expenditure 2002-03	Spill over 2002-03	AWP 2003-04		Total AWP 2003-04
				Physical	Financial			Financial	Physical	
1	PFE	Primary Schools								
		Salary of teachers (schools opened last year)	0.072	92	7.176		7.176	552	39.744	46.920
		TLE Grants	0.100	0	0.000		0.000	46	4.600	4.600
		Sub-Total			7.176		7.176		44.344	51.520
2	UPE	Upper primary Schools								
		No. of UPS							0.000	0.000
		Salary for teachers in Upper Primary							0.000	0.000
		TLE Grants for uncovered UPS	0.500					8	4.000	4.000
		Sub-Total					8.000		4.000	4.000
3		School Grants	0.020	607	12.140	11.900	0.240	595	11.900	12.140
4		Teachers Grants	0.005	2710	13.550	11.705	1.845	2664	13.320	15.165
5	EGS	EGS Centers for 8-14	0.00845					2441	20.626	20.626
		Sub-Total							20.626	20.626
5.1	IED	Education of disabled		717	8.604	0	8.604		8.605	17.209
		Sub-Total			8.604	0.000	8.604		8.605	17.209
6	BRC	Salary of staff	0.072	180	14.040		14.040	960	69.120	83.160
6.1		Contingency Grant	0.125	5	0.625	0.750	-0.125	5	0.625	0.500
6.2		TLM Grant	0.050	5	0.250	0	0.250	5	0.250	0.500
6.3		Workshops and Meetings Grants	0.005	60	0.300	0.000	0.300	60	0.300	0.600
6.4		BRC	0.072		0.000		0.000	120	8.640	8.640
		Sub-Total			15.215	0.750	14.465		78.935	83.400
7	CRC	Salary CRC coordinator							0.000	0.000
7.1		Contingency Grant	0.025	47	1.175	1.175	0.000	47	1.175	1.175
7.2		TLM Grant	0.010	47	0.470	0	0.470	47	0.470	0.940
7.3		Workshops and Meetings Grants	0.002	564	1.128	0	1.128	564	1.128	2.256
7.4		CRC			0.000			0	0.000	0.000
		Sub-Total			2.773	1.175	1.998		2.773	4.371
8	R&E	Research and Evaluation Programme		607	8.498	8.498	0.000		8.354	8.354
		Sub-Total			8.498	8.498	0.000		8.354	8.354
9		Civil Works								0.000
9.1		Construction of BRC buildings	6.000	2	6.000	3.000	3.000	1	6.000	9.000
9.2		Construction of CRC buildings	2.000	4	8.000	8.000	0.000	6	12.000	12.000
9.3		Construction of additional room for P/S	1.200	30	36.000	0.000	36.000	40	48.000	84.000
9.4		Construction of additional room for UPS	1.200	30	36.000		36.000	27	32.400	68.400
9.4		Buildingless Schools	3.000	21	63.000	33.600	29.400	0	0.000	29.400
9.5		Branch School Buildings	3.000	2	6.000	6.000	0.000	0	0.000	0.000
9.6		Sanitary Blocks and drinking water facilities for primary and upper primary sections	0.350	175	61.250	38.500	22.750	187	65.450	88.200
9.7		Construction of Headmaster room for UPS	1.200				0.000	16	19.200	19.200
9.8		Veranda	1.000				0.000	0	0.000	0.000
9.9		Buildings for schools having unsafe buildings	3.000				0.000	0	0.000	0.000
		Sub-Total			216.250	89.100	127.150		183.050	310.200
10		Maintenance and Repair Grant	0.050	820	41.000	29.750	11.250	595	29.750	41.000
		Sub-Total			41.000	29.750	11.250		29.750	41.000
11	MGT	Management Cost			12.680	0.000	12.680		33.086	45.766
		Sub-Total			12.680	0.000	12.680		33.086	45.766
12	TRG	20 days Teachers training (in service)	0.014	2710	37.940	37.940	0.000	2664	37.296	37.296
		Sub-Total		0	37.940	37.940	0.000		37.296	37.296
13	VEC	Training to VEC Members	0.0003	9712	2.914	2.914	0.000	9520	2.856	2.856
		Sub-Total		0	2.914	2.914	0.000		2.856	2.856
14	INO	Computer Education		0	15.000		15.000		15.000	30.000
		Education of Girls		0	10.000		10.000		10.000	20.000
		Education of SC/ST		0	10.000		10.000		10.002	20.002
		ECE		0	15.000		15.000		15.047	30.047
		Sub-Total		0	50.000	0	50.000		50.049	100.049
15		Free text books for Non SC girls	0.0015	13734	20.601	12.10326	8.498	13681	20.522	29.019
		Sub-Total			20.601	12.10326	8.498		20.522	29.019
		Grand Total			449.321	205.835	243.486		549.466	792.951

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

Account Code	Maj. Act.	Item	2003-04					Remarks
			Unit cost	Physical	Period	Financial	% to total	
1	PFE	Salary for primary teachers 46 x 12	0.072	552	12 months	39.744		
		TLE for New primary Schools(upgradation of Branch Schools with more than 40 students)	0.100	46		4.600		
		Subtotal				44.344	8.070	
2	UPE	Upper primary Schools						
		TLE for Upper Primary Schools	0.500	8		4.000		
		Subtotal				4.000	0.728	
3		School Grant (P+UP Schools)	0.020	595		11.900	2.168	
4		Teacher Grant (P+UP Teacher)	0.005	2664		13.320	2.424	
5	EGS	Cost of running of EGS centres for 2441out of school children of 6-14 age group declining by 25%	0.00845	2441		20.626		
						20.626	3.754	
5.1	IED	IED Training to BRC staff 5 x10 x 5	0.0007	250	5 months	0.175		
		IED assessment camps 2 x 5	0.020	10		0.200		
		One Resource persons honorarium 5 Blocks x 12 months	0.070	60	12 months	4.200		
		Manual for Teachers about visually impaired children for No. of primary & upper primary schools	0.00034	595		0.202		
		Manual for Teachers about mentally challenged children for primary & upper primary schools	0.00036	595		0.214		
		Special assistance and TLM to disabled children	0.00504	717		3.614		
		Subtotal				8.605	1.566	
6	BRC	Salary of 20 Block Resource Persons per CD Block having more than 100 schools for 4 Blocks @ Rs.7200/- x 12 P.A.	0.072	960	12 months	69.120		
6.1		BRC Contingency grant for 5 CD Blocks @ Rs.12500/- P.A.	0.125	5		0.625		

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

Account Code	Maj. Act.	Item	2003-04					
			Unit cost	Physical	Period	Financial	% to total	Remarks
6.2		TLM grant for 5 CD Blocks @ Rs.5000/- P.A.	0.050	5		0.250		
6.3		Meetings, Travel allowance for 5 CD Blocks @Rs.500 x 12 P.A.	0.005	60		0.300		
6.4		Salary of 10 Block Resource Person Per CD Block having less than 100 schools for 1 Block @ Rs. 7200/-x12 P.A.	0.072	120	12 months	8.640		
		Sutotal				78.935	14.366	
7	CRC	Salary of Staff						
7.1		CRC Contingency grant for 159 CRCs Blocks @ Rs.2500/- P.A.	0.025	47		1.175		
7.2		TLM grant for 47 CRCs @ Rs.1000/- P.A.	0.010	47		0.470		
7.3		Meetings, Travel allowance for 47 CRCs Blocks @Rs.200 x 12 P.A.	0.002	564	12 months	1.128		
		Subtotal				2.773	0.505	
8	R&E	Reasearch and Evaluation Programme						
		Annual School, Block and district planning for Primary and Upper Primary schools @ Rs. 30/-	0.0003	595		0.179		
		Annual School Gradation and Evaluation process for Primary & Upper primary schools @ Rs. 30	0.0003	595		0.179		
		Conduct of Pupil Achievement Survey 5% TO 10% of schools @ Rs. 2000/-	0.020	60		1.200		
		Academic monitoring of schools by DIET staff by travelling 12 months 4 x 12 @ Rs.1000	0.010	48		0.480		
		Academic supervision by BRCs 5 x 10 units Rs.1000	0.010	50		0.500		
		Hiring of Vehicles for Academic supervision by DPO/SPD 5 to 10 visits x 12 months @ Rs. 1000/-	0.010	60	12 months	0.600		

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

Account Code	Maj. Act.	Item	2003-04					
			Unit cost	Physical	Period	Financial	% to total	Remarks
		Annual Household survey @Rs.3/- per household for 92106 households	0.00003	92106		2.763		
		MIS Data collection and processing of data for 454 primary schools at State/District office	0.0017	454		0.772		
		MIS Data collection and processing of data for 141 upper primary schools/sections at State/District office	0.0018	141		0.254		
		State office activities on research, evaluation monitoring and supervision @ Rs.60/- per school for primary & upper primary schools	0.0006	595		0.357		
		Development and supply of material for evaluation of learning in upper primary schools i) Science ii) Mathematics iii) Health and physical education iv) English v) Hindi vi) Punjabi vii) Social Studies				0.000		
		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	0.00030×6	595		1.071		
		Subtotal				8.354	1.520	

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

Account Code	Maj. Act.	Item	2003-04					
			Unit cost	Physical	Period	Financial	% to total	Remarks
9		Civil Works						
9.1		Block Resource centre buildings	6.000	1		6.000		
9.2		Cluster Resource Centres	2.000	6		12.000		
9.3		Additional Class rooms for primary schools	1.200	40		48.000		
9.4		Buildings for buildingless school	3.000			0.000		
9.4		Additional Classrooms for Primary schools and upper primary sections	1.200	27		32.400		
9.5		New Primary school buildings Branch Schools	3.000			0.000		
9.6		Sanitary Blocks and drinking water facilities for primary and upper primary sections	0.350	187		65.450		
9.7		Headmaster's room for upper primary sections	1.200	16		19.200		
9.8		Verandah	1.200			0.000		
9.9		Buildings for schools having unsafe buildings	3.000			0.000		
		Sutotal				183.050	33.314	
10		Maintenance and Repair Grant						
		Repairs and maintenance of school Primary and upper primary sections	0.050	595		29.750		
		Subtotal				29.750	5.414	
11	MGT	Management Cost						
		Hire charges for vehicles for DPO/State No. of times x 6 months	0.015	60		0.900		
		DPO/state consumables	0.070	10		0.700		
		Water, Electricity, Telephone etc. of District and State office	0.100	12		1.200		
		TA & DA of District and State etc.	0.300	8		2.400		
		Computer Stationery Peripherals DPO/State	0.200	1		0.200		
		Documentation at DPO/State	3.000	1		3.000		

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

Account Code	Maj. Act.	Item	2003-04					
			Unit cost	Physical	Period	Financial	% to total	Remarks
		Running cost of Data centre for all primary and upper primary schools and students 1.400 x 12 inclusive of rent and salaries and other expenses for DPO/State	1.500	12		18.000		
		Jan Samparak Abhiyan (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	0.030	5		0.150		
		Development and printing of modules on planning and management by State/District office	0.00036	595		0.214		
		Hiring of experts for pedagogy research, evaluation, community mobilization, gender sensitisation, alternative schooling, planning and management training District 8x6x8000	0.08000	48		3.840		
		Circulation of material prepared by the experts to school/VEDC level.						
		News letter	0.00025	400		0.100		
		Media activity						
		Development and distribution work training manual for VEDCs 4 x 595	0.00032	2380		0.762		
		Development and distribution training manual on civil works for BRPs and DRPs 4 x (90+10)	0.00068	400		0.272		
		Workshop on Architectural plans and layouts 30 persons x 3 x 300	0.270	2		0.540		
		Development and distribution of architectural plans and layouts primary & upper primary schools	0.00047	400		0.188		

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

Account Code	Maj. Act.	Item	2003-04					
			Unit cost	Physical	Period	Financial	% to total	Remarks
		Hiring of vehicles for monitoring of civil works 6 visits x 6	0.010	12		0.120		
		Hiring of vehicles for monitoring of civil works by State office and seeking advice on civil work	0.100	5		0.500		
		Subtotal				33.086	6.021	
12	TRG	Teachers training for primary and upper primary= for 20 days	0.0140	2664		37.296		
		Subtotal				37.296	6.788	
13	VEC	Training to VEC Members						
		Orientation to VEDC Members No. of primary & upper primary schools x 8 members x 2	0.0003	9520		2.856		
		Subtotal				2.856	0.520	
14	INO	INNOVATIVE						
a) Computer Education								
		Cost of running of computer education centres at block/cluster level	15.000	1		15.000		
		Subtotal				15.000	2.730	
b) Education of Girls								
		Remedial coaching for girls students for two months in primary schools in parts	0.003	230		0.690		
		Remedial coaching for girls students for two months in upper primary schools in parts	0.003	74		0.222		
		Development of supplement reading material and item Bank for 17547 girl student of primary students for use in remedial coaching in parts	0.00038	16527		6.280		
		Development of supplement reading material and item Bank for 10919 girl student of upper primary students for use in remedial coaching in parts	0.00057	4930		2.810		

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

Account Code	Maj. Act.	Item	2003-04					
			Unit cost	Physical	Period	Financial	% to total	Remarks
		Subtotal				10.002	1.820	
c) SC/ST								
		Remedial coaching for 3 months in primary & upper primary schools	0.0030	303		0.909		
		Supplementary reading material for remedial coaching SC of primary classes children 21098 in parts	0.0005	10908		5.454		
		Question Bank for SC children of 9654 upper primary classes for remedial coaching in parts	0.0006	6066		3.640		
		Subtotal				10.003	1.820	
d) ECCE								
		School readiness kits and playway material for 3-5 age children in ICDS Centres x3	0.00075	1101		0.826		
		Teaching learning material for 3-5 age children in ICDS centers x 2 partly	0.00030	44000		13.200		
		School readiness kits for first generation learners in primary schools of 5 year age for no of primary schools x 3	0.00075	1362		1.022		
		Subtotal				15.047	2.739	
15		Free text books for Non SC girls	0.0015	13681		20.522		
		Subtotal				20.522	3.735	
		Grand Total				549.469		

Training

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

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

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

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

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

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

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

IDENTIFICATION OF TRAINING NEEDS

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

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

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

THE OBJECTIVES OF THE TRAINING PROGRAMME

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

I. Knowledge and Understanding

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

II. Skills

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

III. Attitude and Values

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

TRAINING PROGRAMMES

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

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

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

TYPES OF TRAINING

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

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

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

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

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

TRAINING PERIOD

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

TRAINING METHODS AND MATERIALS

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

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

TRAINING EFFECTIVENESS

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

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

SUGGESTED CRITERIA FOR THE EFFECTIVENESS OF THE PROGRAMME

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

1. Selection of the state level key persons

These persons should:

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

2. Selection of the resource persons

The resource persons selected for participation should have:

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

Training Programmes For Teachers/Heads

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

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

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

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

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

1.	Curriculum Development: content and methodology to transact content	All	5 years	5 days	Once in 2 years
2.	Innovation in content or methodology				
	a) Languages	All	5 years	2 days	Once in 2 years
	b) Science	All	5 years	2 days	
	c) Physics, Biology, Chemistry	Secondary	5 years	2 days	
	d) Geography	Upper Primary Secondary	5 years	2 days	
	e) Social Studies	Primary	5 years	2 days	
	f) History	Upper Primary Secondary	5 years	2 days	
	g) Maths	All	5 years	2 days	
3.	Use of computers and internet	All	All	3 days	Once in 2 years
4.	Concept of Discipline - how - 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
Plan of Programs to Develop/Enhance Personal & Professional Competencies of Pre Primary Teachers					
1.	Discipline	-	All	2 days	Annual
2.	Behavior Modification	-	2 years	2 days	Once in 2 year
3.	Child Development	-	2 years	2 days	Once in 2 years
4.	Content Innovations	-	5 years	3 days	Once in 3 years
5.	Innovation in conduct of Program	-	5 years	3 days	Once in 3 years
6.	Brain Storming sessions for improvement in infrastructure and total program	-	5 years	1/2 days	Annual
7.	Referral – Why? Constraints & limitations	-	All	2 days	Annual
8.	Grievances and feedback (This is a local Program)	-	All	½ days	Annual

B. Training Programme For School Heads

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

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

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

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

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

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

TRAINING PARTICULARS		
S.No.	Particular	Details
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7	Hoshiarpur	$(8*20+2*10)+(10)=190$
8	Jalandhar	$(8*20+2*10)+(10)=190$
9	Kapurthala	$(4*20+1*10)+(10)=100$
10	Ludhiana	$(9*20+3*10)+(10)=220$

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

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

PLANNING THE CURRICULUM

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

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

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

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

CONTENTS OF THE TRAINING PROGRAMME

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

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

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

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

FACILITIES REQUIRED FOR TRAINING

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

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

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

EVALUATION OF TRAINING CONDUCTED

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

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

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

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

COMMUNITY SUPPORT

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

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

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

EMERGING ISSUES AT ELEMENTARY AND SECONDARY EDUCATION LEVEL

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

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

IN-SERVICE EDUCATION TRAINING

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1. Social Role

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

2. Teachers Role

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

3. Administrator's Role

- Head Teacher as a Professional Democratic Leader.

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

4. School Discipline

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

5. Special Role of the Head Teachers

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

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

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

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

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

Educational Technology:

- In service training regarding Educational Technology.

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

Work Experience:

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

Planning Management:

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

Curriculum Material Development and Education:

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

TRAINING IN COMPUTER EDUCATION

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

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

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

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

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

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

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

18. Abbreviation related to computers.

TRAINING OF ENGLISH TEACHERS

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

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

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

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

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

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

Tentative Training Programme Contents for the English Teachers (Secondary)

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

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

TRAINING OF SCIENCE AND MATHS TEACHERS

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

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

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

The teacher has to be competent at: –

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

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

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

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

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

Day-1 (5.5.03)

Registration

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

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

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

Inauguration

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

Assignment

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

Pre-Test

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

Practicals

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

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

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

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

Day-2 (6-5-03)

Element, Compound & Mixture (Chemistry)

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

Work and Energy (Physics)

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

Health & Diseases (Biology)

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

Library

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

Practical

- Groups of seminarians will be inter-changed.

Day-3 (7-5-03)

Nature of matter and separation of substances (Chemistry)

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

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

Light and its Projections

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

Light and its Projections

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

Basic Algebraic Concepts (Maths)

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

Practicals

Groups of seminarians will be inter-changed.

Day-4 (8.5.03)

Acid, Base & Salt (Chemistry)

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

Heat & flow of heat (Physics)

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

Measurement (Physics)

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

Educational Excursion

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

Day-5 (9-5-03)

Number System (Maths)

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

Chemistry

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

Magnetism (Physics)

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

Participation of Teachers

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

Practicals

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

Day -6 (12-5-03)

Biology

- According to choice of seminarians.

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

Electricity (Physics)

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

Basic Geometrical Concepts (Maths)

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

OHP, Slide Projector

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

Practicals

- Groups of seminarians will be inter-changed.

Day-7 (13-5-03)

Electricity (Physics)

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

Man made Materials

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

Physics

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

Post-Test

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

Practicals

- Groups of seminarians will be inter-changed.

Day-8 (14-5-03)

Carbon & its compounds (Chemistry)

- Allotropic forms of carbon.

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

Animal System (Biology)

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

Sound (Physics)

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

Science Kit

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

Valedictory

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

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

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

Day-1 (5.5.03)

Registration

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

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

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

Inauguration

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

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

Assignment

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

Pre-Test

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

Practicals

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

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

Discussion

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

Day-2 (6-5-03)

Element, Compound & Mixture (Chemistry)

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

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

Cell & Cell Structure (Biology)

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

Health & Diseases (Biology)

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

Library

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

Practical

- Groups of seminarians will be inter-changed.

Day-3 (7-5-03)

Nature of matter and separation of substances (Chemistry)

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

Micro-organisms (Biology)

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

Useful Plants and Animals (Biology)

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

Construction and Theorems in Geometry (Maths)

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

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

Practical

- Groups of seminarians will be inter-changed.

Day-4 (8.5.03)

Acid, base & salt (Chemistry)

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

Heat & flow of heat (Physics)

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

Our Environment (Biology)

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

Educational Excursion.

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

Day-5 (9-5-03)

Conservation of Natural resources (Biology)

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

Chemistry

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

Magnetism (Physics)

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

Participation of Teachers

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

Practicals

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

Day -6 (12-5-03)

Animal System (Biology)

- Digestive system, or
- Respiratory System

Physics

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

Animal System (Biology)

- Circulatory system, or
- Excretory system.

OHP, Slide Projector

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

Practical

- Groups of seminarians will be inter-changed.

Day-7 (13-5-03)

Biology

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

Man made Materials

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

Organic Evolution (Biology)

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

Post-Test

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

Practical

- Groups of seminarians will be inter-changed.

Day-8 (14-5-03)

Carbon & its compounds (Chemistry)

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

Food (Biology)

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

Electricity (Physics)

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

Science Kit

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

Valedictory

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

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

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

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

Day-1 (21.7.03)

Registration

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

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

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

Inauguration

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

Assignment

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

Pre-Test.

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

Practical

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

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

Discussion

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

Day-2 (22-7-03)

Matter-Nature & behavior (Chemistry)

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

Cell & Cell Structure (Biology)

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

Diversity in living World (Biology)

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

Library

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

Practical

- Groups of seminarians will be inter-changed.

Day-3 (23-7-03)

Periodic Table (Chemistry)

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

Human Diseases (Biology)

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

Human Diseases (Biology)

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

Construction and Theorems in Geometry (Maths)

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

Practicals

- Groups of seminarians will be inter-changed.

Day-4 (24.7.03)

Chemical bonding (Chemistry)

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

Sun and Nuclear energy (Physics)

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

Biology

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

Population Education

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

Practicals

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

Day-5 (25-7-03)

Chemistry

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

Life processes (Biology)

- Digestive system, or
- Respiratory System

Participation of Teachers

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

Moral values

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

Practical

- Groups of seminarians will be inter-changed.

Day -6 (28-7-03)

Chemistry

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

Physics

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

Life Processes (Biology)

- Circulatory system, or
- Excretory system.

Assignments

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

Practical

- Groups of seminarians will be inter-changed.

Day-7 (29.7.03)

Heredity (Biology)

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

Educational Excursion

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

Day-8 (30-7-03)

Evolution (Biology)

- Evidences of evolution
- Theories of evolution.

Physics

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

Biology

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

NTSE

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

Practicals

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

Day-9 (31.7.03)

Magnetism (Physics)

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

Carbon & its compounds (Chemistry)

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

Sustainable Agriculture (Biology)

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

Post-Test

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

Practical

- Groups of seminarians will be inter-changed.

Day -10 (1-8-03)

Electricity (Physics)

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

Carbon & its compounds (Chemistry)

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

Our Environment (Biology)

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

Science Kit

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

Valedictory

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

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

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

Day-1 (21.7.03)

Registration

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

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

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

Inauguration

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

Assignment

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

Pre-Test

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

Practical

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

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

Discussion

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

Day-2 (22-7-03)

Matter-Nature & behavior (Chemistry)

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

Diversity in living World (Biology)

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

Force (Physics)

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

Library

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

Practical

- Groups of seminarians will be inter-changed.

Day-3 (23-7-03)

Periodic Table (Chemistry)

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

Biology

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

Measurement, units & motion (Physics)

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

Basic Algebraic Concepts (Maths)

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

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

Practical

- Groups of seminarians will be inter-changed.

Day-4 (24.7.03)

Chemistry

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

Sun and Nuclear energy (Physics)

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

Electricity (Physics)

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

Population Education

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

Practicals

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

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

Chemistry

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

Number System (Maths)

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

Participation of Teachers

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

Moral values

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

Practical

- Groups of seminarians will be inter-changed.

Day -6 (28-7-03)

Carbon & its compounds (Chemistry)

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

Physics

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

Light (Physics)

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

Assignments

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

Practical

- Groups of seminarians will be inter-changed.

Day-7 (29-03)

Heat (Physics)

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

Educational Excursion

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

Day-8 (30-7-03)

Physics

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

Electricity (Physics)

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

Basic Geometrical Concepts (Maths).

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

NTSE

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

Practicals

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

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

Magnetism (Physics)

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

Chemical bonding (Chemistry)

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

Human Diseases (Biology)

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

Post-Test

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

Practical

- Groups of seminarians will be inter-changed.

Day -10 (1-8-03)

Universe (Physics)

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

Carbon & its compounds (Chemistry)

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

Biology

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

Science Kit

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

Valedictory

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

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

Contents of Middle Maths Seminar (8 days)

Number System (2Pds)

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

Indices, Exponents and Surds (1Pd)

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

Squares and Cubes (1 Pd)

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

Commercial mathematics (5 Pds)

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

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

Algebra (4Pds)

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

Geometry (7 Pds)

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

Mensuration (2 Pds)

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

Statistics (1Pd)

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

Teaching Aids (2Pds)

Contents of High Maths Seminar (10 days)

Algebra (10Pds)

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

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

Mensuration (2Pds)

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

Trigonometry (2Pds)

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

Commercial Maths (5Pds)

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

Statistics (3 Pds)

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

Geometry & Co-ordinate Geo. (9 Pds)

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

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

Teaching Aids (2 Pds)

Note: -

1. Probability and Coordinate Geometry is proposed to be included in Class X for 2004-05

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

Guidelines for Maths Seminar Year 2003-04

Registration

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

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

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

Inauguration

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

Assignment

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

Pre-Test

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

MANAGEMENT OF TEACHER TRAINING

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

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

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

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

CHALLENGES OF EDUCATIONAL SCENARIOS

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

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

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

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

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

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

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

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

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

IMPROVEMENT OF SCIENCE EDUCATION SCHEME

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

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

Day	9:30 to 10:15	10:15 to 11:00	11:00 to 11:15	11:15 to 12:00	12:00 to 12:45	12:45 to 1:30	1:30 to 3:30	3:30 to 4:30
1	Registration	Inauguration	T e a	Assignment	Library	L u n c h	Practical of phy, chem, bio according to syllabus	Discussion regarding problems faced by teachers and teacher's presentation
2	Element, compound & mixture	Health and Diseases		Work & Energy	Pre-test		as above	
3	Heat and Flow of Heat	Nature of matter & separation of substances		Micro-organisms	Moral values/maths		as above	
4	Useful Plants and Animals	Light and its projections		Rocks, Minerals & Metals	Educational excursion		Educational Excursion	
5	Acid, Base & Salt	Conservation of natural resources		Sound	Participation of teachers		Practical of phy, chem, bio according to syllabus	
6	Magnetism	Carbon and its compounds		Our Environment	Film Librarian (OHP, slide, projector)		as above	
7	Animal Systems	Electricity		Man-made Materials	Post Test		as above	
8	Chemistry according to choice of seminarians	Biology according to choice of seminarians		Physics according to choice of seminarians	Science Kit		Valedictory & TA/DA disbursement	

IMPROVEMENT OF SCIENCE EDUCATION SCHEME

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

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

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

MIDDLE MATHS SEMINAR (8 DAYS)

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

HIGH MATHS SEMINAR (8 DAYS)

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

IMPROVEMENT OF SCIENCE EDUCATION SCHEME

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

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

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

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

Material Prepared for SSA

Sarva Shiksha Abhiyan

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

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

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

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

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

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

Sarva Shiksha Abhiyan

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