

# **SARVA SHIKSHA ABHIYAN**

## **DISTRICT ELEMENTARY EDUCATION PLAN**

**EDUCATION FOR ALL**



**Annual Work Plan  
2002-2003**

**&**

**Perspective Plan  
2002-2007**

District

**LUDHIANA**

Sarva Shiksha Abhiyan Authority

**PUNJAB**

## **VISION STATEMENT-2020**

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

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

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

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# PART - I



## **Brief Profile of District Ludhiana**

### **Location**

Ludhiana is the most centrally located district, which falls in the Malwa region of the State of Punjab. For administrative purposes it has been placed in the Patiala Division. It lies between north latitude  $30^{\circ}-34'$  and  $31^{\circ}-01'$  and east longitude  $75^{\circ}-18'$  and  $75^{\circ}-20'$ . It is bounded on the north by the river Satluj, which separates it from Jalandhar district. On other sides it shares common boundaries with Rupnagar and Fatehgarh Sahib district in the east; Ferozepur and Moga districts in the west; and Sangrur district in the south and Nawanshahr district in the north, respectively.

### **Origin of Name**

The district takes its name from Ludhiana city, which serves as the seat of district headquarters. Ludhiana city was founded in the times of Lodi dynasty which ruled at Delhi from 1451-1526 AD. The legend goes that two Lodi chiefs Yusuf Khan and Nihang Khan were deputed by Sikandar Lodi (1489-1517 AD) to restore order in this region. They camped at the site of present city of Ludhiana which was then a village called Mir Hota. Yusuf Khan went across the river Satluj in Jalandhar Doab to check Khokhars, who were plundering the Doab and made a settlement at Sultanpur (now in Kapurthala district), while Nihang Khan stayed back and founded the present city at the site of village Mir Hota. The new town was originally known as Lodiana, which means the town of Lodis. The name later corrupted to the present name Ludhiana.

### **Area**

Ludhiana district has an area of 3767 sq. km., which is 4<sup>th</sup> largest district in the state (*Annexure-I*).

### **Climate**

The climate of the district is characterised by dryness except in the brief spell of monsoon season, a very hot summer and a bracing winter. The cold season is from the middle of November to the early part of March. The succeeding period up to the end of June is the hot season. July, August and the first half of September constitute the south-west monsoon. The period from mid-September to about middle of November may be termed as post-monsoon or transitional period.

Temperature increases rapidly after February. June is generally the hottest month. Hot and scorching dust-laden winds blow during summer season and on individual days the day temperature may reach above  $45^{\circ}$  C. With the onset of monsoon in early July there is appreciable drop in the day

temperatures but the night temperatures are nearly as high as the day temperatures. Due to the presence of increased moisture the weather is sultry and humid and the days are quite uncomfortable after about mid-September the night temperatures drop appreciably. But in the day temperature the decrease is not rapidly. From about November, however both the day and night temperatures decrease rapidly till January, which is the coldest month. Rains are experienced in the months of January and February due to western disturbances, which cause appreciable drop in temperatures, which may touch the freezing point on some days.

The rainfall in the district increases from South-West towards the North-East. About 70 percent of the rainfall is received during July to September. The rainfall during December to March accounts for 16 percent of the total rainfall. The remaining 84 percent rainfall is received in other months of the year. In 2000-01, the district received annual rainfall of 437.2 mm (*Annexure-I*).

### **Topography**

Ludhiana district is centrally located in the Punjab plain region, which is marked for its flatness and featurelessness. The topography of the district is a typical representative of an alluvial plain and it owes its origin to the aggradational work of the Satluj. The alluvium deposited by this river has been worked over by the wind, giving rise to a number of small sand dunes and sand mounds in this otherwise level area.

In the Ludhiana plain, the elevation ranges from about 268 meters in the east to about 216 meters in the west. Thus the slope of the land is from east to west at the gentle gradient of about 2 feet in a kilometers.

For a broad understanding of its relief the district can be divided into the following parts;

#### **a) The Floodplain of the Satluj**

The Satluj makes an extensive floodplain along its 96 kilometers course in the North of the district. This covers an area of about 600 square Kilometers, which accounts for about 16 percent of the total area of the district and is locally known as Bet. Most of this tract is between the Satluj and its tributary, the Budha Nala, and runs parallel to the master stream for almost the whole of the length of the district. The Satluj floodplain does have its extension even south of the Budha Nala. The floodplain is the low-lying area, which has swampy condition in parts and possesses somewhat undulating topography. It is the widest in its eastern half (about 11 kms.) and gradually narrows down towards the west (about 5 kms.) prior to the construction of the Bhakra Dam over the Satluj in 1952 and the opening of the network of canals in 1954 the whole of the plain was flooded by the river during the rainy season. The damming of the Satluj had a profound effect in its alleviation and erosive



power. The flood plain is now practically free from floods, except for a narrow strip of land along the river, which is locally called as Mand area.

There is an extensive reclamation of cultivable land in the flood plain. Thus, the floodplain area of the Satluj is further divisible into two parts; (i) The Mand area (inundated area in high flood) and (ii) the flood free floodplain, which has been reclaimed for agricultural purposes.

#### **b) The Upland Plain**

The upland plain is locally known as Dhaiya. It accounts for about 84 percent of the total area of the district. It lies at a general elevation of about 243 meters above main sea level and has a gentle slope from the east to the West. The upland plain is separated from the flood plain by a distinct though low scarp, which varies in its elevation from 1.5 meters to 6 meters. In its orientation the scarp parallels the Budha Nala. The most distinguishing feature of this upland plain is its characteristic flatness. However, there were number of sand dunes and sand mounds varying in elevation from 1-5 meters to 9.6 meters and in length from a few meters to about 200 meters. Scattered over the area the sand dunes find a relatively high concentration along the scarp between the floodplain and upland plain in Jagraon tehsil and near Samrala, Machhiwara, Halwara and Sidhwan. The availability of better irrigation facilities has considerably reduced the occurrence of sand dunes throughout the district.

### **Rivers and Drains**

The Satluj and its tributary, the Budha Nala, constitute the chief hydrographic features of the district. A brief description of these is as follows:

#### **River Satluj**

It takes its origin from Mansarovar Lake in Tibet (China). After flowing through Himachal Pradesh territory, it debouches from the Shivaliks just above Rupnagar, some 32 km. east of the boundary of Samrala tehsil. Then it flows due west along the top of the district for some 96 km. and turns, as it leaves Jagraon tehsil, slightly to the north towards its junction with Beas at Harike. During its journey along the district, it maintains an east-west direction. It has been a devastating river during its flooding fury. The Satluj has experienced a westward drift during recent times. The old towns and villages of Bahlolpur, Machhiwara etc. were built on its banks. The river had since been dammed at Bhakra, which has considerably checked its flooding menace in the district.

#### **Budha Nala**

Immediately under the high bank along the old course of the Satluj runs a perennial stream called Budha Nala, which takes its rise near Chamkaur Sahib in Rupnagar district, and enters the district near Bahlolpur. It runs parallel to Satluj on its south for fairly large section of its course in the district and ultimately joins Satluj at Gorsian Kadar Baksh in the north-western corner

of the district. It is a flooding stream during the rainy season but in the dry season it can be crossed on foot at certain points. Ludhiana and Machhiwara are situated to the south of the Budha Nala. The water of the stream becomes polluted after it enters Ludhiana city, unlike in the past when it used to be quite clear throughout its course in the district.

### **Present Jurisdiction**

The district was carved out as a separate district after the annexation of the Punjab by the British in 1849 and practically assumed its present dimensions in 1850, the earlier portion consisted of the estates belonging to Jind State, which lapsed in 1835 on the death of Raja Sangat Singh. The district then constituted of 4 tehsils viz., (1) Ludhiana, (2) Pakhowal, (3) Samrala and (4) Jagraon. The arrangement continued as such upto 1866.

In 1866 Pakhowal tehsil was split up and Parganas of Pakhowal, Gangrana and Malaudh were added to Ludhiana tehsil, whereas Parganas of Akalgarh and Bassian were added to Jagraon tehsil. This change resulted in the constitution of 3 tehsils viz., (1) Ludhiana, (2) Jagraon and (3) Samrala.

In 1956 under the Absorption of Enclave Order, 1950, 63 villages of Sirhind tehsil were merged with Samrala tehsil. In 1959 village Bahadurgarh was transferred to Malerkotla tehsil of Sangrur district.

On 12<sup>th</sup> November, 1963 Payal sub-tehsil (minus 14 villages) of Sirhind tehsil of Patiala district were transferred to Samrala tehsil. Also 10 villages of Payal tehsil were transferred to Samrala tehsil. On 21<sup>st</sup> December, 1963 village Hazurgarh of Payal sub-tehsil (in Ludhiana tehsil) was exchanged with village Sirthala of Malerkotla tehsil of Sangrur district.

On 26<sup>th</sup> December, 1979 Samrala tehsil gained 6 villages from Balachaur tehsil of Hoshiarpur district.

On 10<sup>th</sup> September, 1979 a new tehsil of Khanna was carved out as the 4<sup>th</sup> tehsil of the district. This new tehsil comprised Payal sub-tehsil of Ludhiana tehsil, Khanna sub-tehsil and 21 villages of Samrala tehsil.

Presently Ludhiana district is sub-divided into 7 tehsils, (1) Ludhiana East, (2) Ludhiana West, (3) Khanna, (4) Samrala, (5) Jagraon, (6) Payal (7) Raikot. The district is constituted of 924 villages and 12 towns (including 1 census town). Further the district is divided into 12 Community Development Blocks viz., (1) Ludhiana-East, (2) Ludhiana-west, (3) Dehlon, (4) Pakhowal, (5) Doraha, (6) Samrala, (7) Machhiwara, (8) Jagraon, (9) Sidhwan Bet (10) Sudhar (11) Raikot (12) Khanna (*Annexure-I*).

## Major Characteristics of the district

### Land Utilisation

During the year 1990-91, the geographical area of the district was 368 thousand hectares. Out of this 10 thousand is under forests, which are mainly found along the river banks. An area of 49 thousand hectares (approximately) is put under non-agricultural use, whereas another 5 thousand hectares is current fallow land. There are 304 thousand hectares of net area sown in the district, which works out to 83 percent of the total area. Out of 304 thousand hectares of net area sown, 300 thousand hectares are sown more than once. Thus the total cropped area of the district in 2000-2001 works out to 604 thousand hectares (*Annexure-I*).

### Agriculture

The land owners cultivate their land themselves. This system is known as Khud Kasht (self cultivation). Some times the land is leased out to other farmers/persons who cultivate on "Batai" (Share Cropping) or Theka (contract). The former is payable in kind as a fixed share, which is usually half of the crop. The contract, however, is payable both in cash or kind depending on the convenience of the contracting parties. There were other systems prevalent in the past, which are in disuse of late. Since there are plenty of tractors available for various agricultural operations people prefer hiring services from tractor owners on cash payment at the prevalent rates for various agricultural operations. This has greatly facilitated the farmers in completing various agricultural operations in time.

Agriculture provides the single largest source of employment and livelihood in the district as this employed 34.2 percent of total main workers in the district according to the 2001 Census. The percentage of workers engaged in agriculture has, however, shown appreciable decline during the 2000-2001 decade as against 36.67 percent (cultivators 20.00 percent and agricultural labourer 16.67 percent) in 1991 Census. It has decreased to 19.8 percent (11.7 percent cultivators and 8.1 percent agricultural labour).

There are two principal crop seasons Kharif (sawni) and Rabi (Hari) in the district. Both the seasons are equally important but area wise Rabi is more important of the two as it reported 310 thousand hectares against 294 thousand hectares reported in Kharif in the year 2000-2001. Out of 604 thousand hectares cultivated area the area under food and non-food crops is 531 thousand hectares and 73 thousand hectares respectively. The major and minor crops during Kharif season are; paddy, maize, groundnut, sugarcane, cotton, pulses, chillies etc; whereas wheat, gram, barley, potatoes, oilseeds are the major and minor crops of the Rabi season. Among the food crops important ones are; wheat, paddy and maize, which account for 258 thousand hectares, 239 thousand hectares and 4 thousand hectares of cultivated area, respectively. Sugarcane with an area of 6.6 thousand hectares is another important crop.

The average yield of wheat in the district during 2000-2001 was 5169 kg. per hectares, which is the highest in the state for any district and compares favorably with the best areas in the world. The average yield of paddy was 3947 kg. per hectare which is the second highest, the highest being in Fatehgarh Sahib district (4162 kg. per hectare).

The district has an area of 1174 hectares under various types of fruits and orchards during 2000-2001 and ranked 10th in the state. Among the fruits guava has the largest area (373 hectares), followed by mangoes (215 hectares).

The district had an area of 10795 hectares under vegetables in the year 2000-2001. Out of this area 5810 hectares was under potatoes, 155 hectares under onion and remaining 4830 hectares under other vegetables. In the case of other vegetables the area under winter and summer vegetables was 1869 and 2961 hectares respectively.

The use of green and organic manures and chemical fertilizers are increasingly being used in the district. The district consumed 129 thousand tones of chemical fertilizers (NPK), out of these 97 thousand tones was Nitrogenous (N), 29 thousand tones Phosphatic ( $P_2 O_5$ ) and 3 thousand tones was Potassic.

### **Irrigation**

There were times when 82.5 percent of the total irrigated area was served by the wells through Persian wheels, Dhenkies and Charasas. Also canal irrigation could not gain popularity among the cultivators of the district due to the fact that canal water supply was irregular and inadequate. But things have since changed and there is ever increasing hunger for water for irrigation, preferably for sub soil water through tubewells. The government has also succeeded to large extent in meeting the legitimate requirements of the farmers. It was the excellent rapport of Agriculture department with the farmers which made possible the green revolution in this district.

The canal irrigation was started in the district with the opening of Sirhind canal on November 24, 1882. The canal was taken out from Ropar headworks. Originally the Sirhind canal had a capacity of carrying 8,000 cusecs of water (It had a width of 60 meters and depth of 3.45 metres). But its remodeling was completed in 1953-54 as a result of which it carried a discharge of 12,625 cusecs of water during Kharif and 10,237 cusecs of water during Rabi (width was increased to 69 meters from 60 meters and depth increased to 4 meters from 3.45 meters). The Sirhind canal has three main branches in the district: (1) Sidhwan Branch, (2) Abohar Branch and (3) Bathinda Branch. Besides, some area is also irrigated from the Samrala distributory and Khanna distributory of Bhakra Main Line, which takes off from Nangal Dam in Rupnagar district.

In the matter of irrigation facility this district is well placed. In the year 1990-91, the net area irrigated was 2,97,200 hectares (canal irrigated 24,500 hectares and tubewell and well irrigated 2,72,700 hectares) which increased to 3,04,200 hectares (canal irrigated 10,200 hectares and tubewell and well irrigated 294000 hectares) in the year 2000-2001 (*Annexure-I*). The drop in canal irrigated area during the decade 1991-2001 shows that canal irrigation is still losing popularity in this district due to fear of water logging. Further the percentage of net area irrigated to net area of sown has shown an increase from 90.6 percent in 1990-91 to 100.0 percent in 2000-2001. In terms of gross area irrigated the area shows increase from 599,700 hectares in 1980-81 to 604000 hectares in 2000-2001. Likewise the percentage of gross area irrigated to total cropped area has recorded increase from 99.8 percent in 1980-81 to 100.0 percent in 2000-2001.

The figures in the preceding paragraph shows that increase in irrigated area has been possible due to the tapping of sub-soil water for irrigation. Even though, there are some diesel-operated tubewells yet the majority of the tubewells are electricity operated because the later are cheaper in operational cost.

### **Animal Husbandry**

Livestock are the backbone of the peasantry. They not only supply the motive power for various agricultural operations but also provide milk and other by-products and thereby help in augmenting the income of the farmer. Animals, especially cattle, play an important role in the economy of the district. Animal husbandry therefore, is an integral part of the agriculture in the district.

According to 1997 livestock census there were 270000 cattle and 586100 buffaloes in the district. There were 9,18,800 total animals of various kinds in 1990 compared to 8,33,400 in 1977 (*Annexure-I*). Thus there is an increase of 85400 animals during the period 1977-97 in the district.

The number of poultry birds has recorded a fantastic increase from 6,31,900 birds in 1977 to 2563100 in 1997 (*Annexure-I*). This has been possible due to the development of poultry farming in the district. Not only there is increase in the number of poultry farms but their size and scale has also improved.

The district is quite rich in fisheries resources. The Satluj, Budha Nala and the canals are the main sources of fish in the district. The important species of fish found in the district are: Rohu, Mahasheer, Catla, etc. In the year 2000-2001 an area of 817 hectares was stocked with 11899 thousand fish fingerlings. . A sum of Rs. 3.00 lakhs was realised as income during the corresponding period. In the year 2001 there was one Fish Seed Farm and one Fish Nursery working in the district.

A milk plant with 4 chilling centers with a capacity to process 4,00,000 litres of milk and milk products was working in the district in the year 2000-2001. It has enabled the farmers and marginal farmers to make handsome income by selling milk to various milk collection centers in the district.

## **Industry**

In the field of industry, Ludhiana District is renowned for small scale industries not only in Punjab but also throughout India. In fact, Ludhiana city is called "Small Scale Industrial Capital of India" owing to its premier position in hosiery manufacturing, engineering goods, cycle and sewing machine industry. It is also called "Manchester of Punjab" as it has come to occupy top position on industries in the State.

About two centuries back, Raikot and Kila Raipur only counted for few industries. But around 1830 woollen industry made a start at Ludhiana due to the migration of Kashmiri artisans, who manufactured woollen shawls, chadars, Namdas etc. The local Muslim artisans manufactured lungis and Patkas at Bahlolpur. The Khatri of Machhiwara specialised in the manufacture of gur and Bura. Jagraon later specialised in cotton ginning and wheat flour milling. Sirkis. Ivory bangles and Desi Juti were specially of Ludhiana. Later Khanna came to occupy an important place in cotton ginning, oil pressing and iron re-rolling mills. The stationing of troops at Ludhiana gave a fillip to the development of industries. Woollen shirting known as 'Ludhiana Shirting' earned a name throughout India. In the beginning of the present century knitting machines were introduced which started manufacture of gloves and socks at Ludhiana. The advent of 1<sup>st</sup> world war resulted in the development of casting and foundry industry. Gradually handlooms were substituted with powerlooms, which rejuvenated the hosiery and textile industries. Whereas world war II gave an impetus to the development of industries. Partition of the sub-continent gave a rude shock. There was complete migration of muslim population, which formed the main labour force and skilled artisans but the vacuum has since been filled by various efforts of the government.

The industries can be divided into following 3 main categories: (1) Large scale (2) Small scale and (3) village and cottage.

The large scale industries are: (1) Woollen manufacture (2) Cycle and cycle parts (3) Steel re-rolling (4) Machine Tools (5) Automobile parts (6) Diesel Engine and parts (7) Motor Cycle (8) Hosiery needles (9) Nylon and staple spinning (10) Gas (Oxygen) (11) Measuring tapes.

The small scale industrial units are: (1) Agricultural Implements (2) Dyeing (3) Washing and Finishing (4) Calico Printing (5) Nuts and Bolts (6) Electrical goods (7) Cotton ginning (8) Plastic goods (9) Paints and varnishes (10) Umbrella ribs (11) Radio assembling (12) Surgical Instruments (13)

Rubber goods (14) Stationery articles (15) Spray pumps (16) Steel furniture etc.

Some of the present day village and cottage industries are: (1) Handloom weaving (2) Leather and Hides tanning (3) Shoes and leather goods manufacture (4) Kohlu (Oil pressing) (5) Baan making (6) Gur and Khandsari etc.

In 2000 there were 4363 registered factories in the district, out of which 4299 were operational. These employed 152430 workers on an average (*Annexure-I*).

For the smooth growth of industries and quality of various products, locally manufactured, the government has set up various institutions which are:- (1) Small Industries Service Institute—Established in 1956 at Ludhiana, (2) Quality Marketing Centre for Textile Goods—Amalgamated in June 1964 from Quality Marketing Centres for (i) Hosiery Goods and (ii) Quality Marketing Centre for Dyeing and Printing established as far back as 1956, (3) Quality marketing Centre for Engineering goods—Established in 1962 at Ludhiana, (4) Government testing and Finishing Centre at Ludhiana, (5) Government Textile Finishing Plant at Ludhiana, (6) Mechanical Engineering Research and Development Organisation, Ludhiana—Established in 1965. It is one of the three such units, other two being at Madras and Poona, (7) Food Technology Research Centre, Ludhiana—Established in 1965, (8) Ludhiana Local productivity Council, Ludhiana, (9) Government Institute of Textile Chemistry and Knitting Technology, Ludhiana, (10) Government Industrial School for Boys, Ludhiana and (11) Government Industrial School for Girls, Ludhiana. (*Annexure-I*)

## Electricity

Electricity has come to be known as an index of the prosperity in any region. Ludhiana was for the first time electrified in 1933. It was supplied power from Joginder Nagar Power House (now located in Mandi district of Himachal Pradesh). This arrangement continued up to May, 1955 when Ludhiana switched over to Ganguwal Power House.

In the year 2000-2001 Ludhiana district consumed 4081.47 Million units of electricity, which was 21.27 percent of the total state consumption (*Annexure-I*). Thus the district ranks 1<sup>st</sup> in consumption of electricity. Out of 604315 house-holds, 478401 were using electricity in 2001. The percentage works out to 79.16 percent.

The district is a net consumer of electricity as there is no power generating station in the district. The demand for power is more than the supplies available.

## **Minerals and Mining**

The only mineral produce of the district is Kankar, which is quarried in many places and is found in sufficient quantity at many convenient sites that there is no difficulty in obtaining supply for metalled roads and for lime. Saltpetre (shora) used to be made in a few villages, but the manufacture has been stopped under new regulations.

## **Communications**

A good network of roads, railways, bridges and other means of communications is an essential prerequisite for the development of any area. This equally applies to Ludhiana district. All parts of this district are well connected by an efficient network of roads and railways. However, the main hurdle is posed by river Satluj which serves as a natural barrier in the north.

Ludhiana district falls under the Ferozepur Division of Northern Railway. It is connected with important places within the state and outside. The following rail lines pass through this district:- (1) Amritsar--Ambala Rail Line, (2) Ludhiana --Ferozepur Rail Line, (3) Ludhiana --Dhuri--Jakhal--Hisar Rail Line

The district headquarters has no direct rail link with State Capital i.e. Chandigarh, inspite of long demand by the people. Understandably the survey has long been completed and construction of railway line has begun in 2001.

The district has an efficient network of roads. Out of a total road length of 4020 km. (maintained by PWD, B&R) in 2000-2001 154 km. is classified as National Highway No. 1 passing through the district and the remaining 3866 kms. as Provincial Highways. At the partition of the country in 1947 there were only 268 km. of road length maintained by PWD B&R. As regards facilities of roads in the district we find that during 2000-2001 there were 159 km. of roads per 100 sq. km. area and 198 km. of roads per lakh of population, and 100 percent villages were linked by roads.

There is a bridge over river Satluj at Phillaur, which connects this district with Doaba region. From Majha tract the district is approachable via Harike Pattan barrage bridge. District is approachable from Kapurthala also (Sultanpur Lodhi Side) via Harike barrage bridge.

During 2000-2001, there were 397 post offices, 43 Telegraph offices, 113 Telephone exchanges and 4630 Public call offices in district (*Annexure-I*).

## **Trade and Commerce**

Since olden times Machhiwara was the main center for export of gur and bura. The local Muslim labour, however, migrated to Pakistan in 1947 and the curtain fell on this trade in Machhiwara. Khanna and Jagroan were good markets for wheat and cotton, which were exported to other parts of the State



and the country and even exported to European countries. Later, consequent upon difficulties faced by the farmers, the cotton cultivation declined and groundnut cultivation picked up around Khanna and Samrala town, however, emerged as the biggest market for groundnut in the district. The local products were made use for the manufacture of vegetable oil and cotton ginning industries in the district, especially around Khanna. Ludhiana specialized in hosiery items and woolen/ pashmina shawls. During the world wars acute shortage was felt for various types of cloth. Ludhiana specialized in Khaddar and Gabrun (coarse shirting), which was exported to other places. Thus the district hummed with economic activity and it emerged as a leading district. After partition the district occupied a distinctive place as a center of production, trade and commerce. It also occupied important position in banking. The establishment of Ludhiana Stock Exchange (LSE) leaves no doubt about its distinctive position in trade and commerce and industry. Some describe Ludhiana as the financial capital of the State.

This district has also emerged as a lead district in agriculture. Earlier Ludhiana, Jagraon, Raikot, Mullanpur, Bahadurgarh, Khanna, Samrala and Doraha were considered important markets of this district.

The trade and commerce is mostly in private hands. However, there is a District Wholesale Cooperative Marketing and Supply Society at Ludhiana. It does not undertake trading but supplies consumer goods, such as kerosene, soaps, fertilizers, implements, seeds, insecticides etc. to the marketing societies. In 2000-2001 there were 11 cooperative marketing societies functioning in the district. Besides, there were 8 consumer societies in the district. Their main aim is to ensure equitable distribution of various kinds of articles to the consumers at competitive rates. A network of fair price shops was also opened in the district after introduction of State Trading w.e.f. 1959. There were 129 fair price shops in operation in the district as on 31<sup>st</sup> March, 1966. The number has increased substantially. In 2000-2001, total number of co-operative societies was 2019 (*Annexure-I*).

Banks have made significant contribution in the development of trade and commerce in this district. As on 31<sup>st</sup> December 2000 there were 35 branches of State Bank of India, 30 branches of State Bank of Patiala, 54 branches of Punjab National Bank, 55 branches of Cooperative Banks and 241 branches of other banks.

### **Forestry**

The area under forests has increased from 89 sq. km. in 1980-81 to 100 sq. km. in 2000-2001 (*Annexure-I*). In terms of percentages the forests occupied 2.66 percent of total area of the district in 2000-2001 against 2.31 percent in 1980-81. This shows slight improvement in forest area in the district. The break up of the forest areas in 2000-2001 is: 1 Sq. Kms Reserved Forests, 74 Sq. kms protected forests and 25 Sq. kms unclassified.

## Medical and Public Health

The Ayurvedic system of medicine is being practiced in the district since times immemorial. The Unani system was introduced during the Mohammedan rule. The Vaidis and Hakims contributed in treating the patients and winning their confidence. The two systems gained popularity due to their lesser cost and easy availability. But the indigenous systems suffered due to lack of patronage of the government during the British times when allopathic system received all types of facilities and government patronage. The homoeopathic system of medicine had a late introduction and is catching up fast. Of late the government is providing all types of facilities for the development of indigenous as well as foreign systems. The quacks and sianas still wield some clientage in cases of mental diseases and bone-fracture, respectively, but their popularity is on the wane.

The State Government has opened up chain of hospitals and dispensaries throughout the district. Even the private charitable trusts have come forward and opened hospitals and dispensaries for the amelioration of sufferings of the humanity. The district can boast of two medical colleges with attached hospitals (Christian Medical colleges and Hospital, and Dayanand Medical College and Hospital) at Ludhiana. Both institutions have been vastly expanded and improved in all respects since their inception. As on 1<sup>st</sup> April 2001, there were 217 medical institutions (Hospitals, Public Health Centres, Dispensaries, etc.) in the district. Out of these 153 and 64 were in rural areas and urban areas, respectively. As regards ownership 190 were owned by the state Government, 11 were owned by local governments and the remaining 16 were run by the voluntary organisations. Further out of 224 medical institutions 27 were hospitals (10 rural, 17 urban), 33 PHCs (30 rural, 3 urban), 147 dispensaries (108 rural, 39 urban) and 10 Hospital/ CHC, CHC, CHC/PHC (5 rural, 5 urban). In addition to the above institutions there were 36 Ayurvedic, 4 Unani and 11 Homoeopathic institutions (*Annexure-I*).

The scheme to supply protected drinking water to the identified water scarcity villages in the district was tardy as out of 453 identified as water scarcity villages, protected drinking water schemes were commissioned in 305 villages only. Thus much remains to be done in this respect.

## Education

According to Dr. Leitner there was not a mosque, a temple, Dharamshala that had not a school attached to it, to which the youth flocked chiefly for religious education. There were also secular schools frequented alike by Mohammedans, Hindus and Sikhs in which Persian or Lande were taught. The state of education in Ludhiana district in the middle of the 19<sup>th</sup> century was both antiquated and backward. According to the Ludhiana Settlement Report of 1853 there were some sixty schools where the children of the mercantile class

received education. According to 1881 Census there were 8,580 students (4,235 in Government/aided schools, 4,345 in private schools).

The first government high school was opened at Ludhiana on 27<sup>th</sup> October, 1864. The district was in the forefront of education. There has been gradual increase in the number of schools and students over the years.

The number of educational institutions as on 30<sup>th</sup> September, 2000 in the district were: one University (Punjab Agricultural University, Ludhiana ), Arts, Science, Commerce and Home Science Colleges 30 (14 boys, 16 girls), Engineering, Technology and Architecture Colleges 2 (2 boys), Medical Colleges 2 (2 boys), Teaching Training Colleges 6 (2 boy, 4 girls), Senior Secondary Schools 152 (122 boys, 30 girls); High Schools 225 (198 boys, 27 girls) ; Middle Schools 208 (205 boys, 3 girls); Primary Schools 1046 (1027 boys 19 girls); Teachers Training Schools (JBT) 1 (boys); Polytechnic 2 (1boys, 1 girls); and Technical Industrial Art Craft 12 (8 boys, 4 girls) (*Annexure-III to XIV*).

Ludhiana district has been one of the lead districts in the State in the matter of literacy and education. In 1981 Census the literacy rate for the district was 50.60 percent (56.15 percent males, 44.15 percent females) It However jumped to 76.54 percent (Rural 72.88 percent and Urban 79.42 percent). 80.19 percent males (Rural 78.32 percent and Urban 81.58 percent) and 72.11 percent females (Rural 66.73 percent and Urban 76.66 percent) (*Annexure-XI*).

### **Occupation**

Unlike other districts in the state, Ludhiana district is the only district which reported more than half of its population (50.80 percent) in the urban areas (*Annexure-I*). This characteristic is mainly due to the fast development of Ludhiana city on account of the growth of industries. The general saying goes that whosoever settles in Ludhiana city can eke out a decent living as there is adequate work for every settler.

According to 2001 Census there were 37.8 percent workers in the district, 55.9 percent were males whereas 15.7 percent were females. The rural and urban break up shows that 40.2 percent workers were in rural areas and 35.9 percent workers were in urban areas.

The break up of main workers by various industrial categories shows that there are: 11.7 percent cultivators (13.6 percent male and 3.5 percent female) and 8.1 percent agricultural labourers (8.6 percent male and 6.1 percent female) of the total main workers in the district.

### **Miscellaneous Activities**

The Punjab Agricultural University Ludhiana made a significant contribution in bringing about green revolution and sustaining the tempo of

agricultural growth in the State as well as in the district through various extension programmes and popularizing new types of improved seeds. The popularity of paddy cultivation and levels of output achieved speak volumes about the attainments of the farmers of the state, especially this district. The green revolution coupled with the white revolution has not only filled the pockets of the farmers but also overflowed the godowns/warehouses of various government agencies. All this not only confirms the receptiveness of the farmers to the modern practices but also speaks volumes about his ingenuity in managing things on the agricultural front.

The achievements of Ludhiana city on industrial front are amazing. There is an often-heard remark, about Ludhiana that this can make pin to plane. In each sector like Agriculture, Industry, Education, Medical, Communication etc, this district will push behind the other districts of the state in coming years.

District:Ludhiana Primary Statistics		
S.NO	ITEM	
1	<b>Area</b>	3767 sq. km.
	Tehsils	7
	Blocks	12
	Towns	12
	Inhabited villages	924
2	<b>Population 2001</b>	
	Total population	3030352
	Rural population	1339566
	Percentage to total Population	44.20%
	Urban population	1690786
	Percentage to total Population	55.80%
	Density	804 per sq.km.
	Literate and educated persons	2042846
	Literacy	76.54%
	Female per 1000 male	824
	Total Workers	1145473
	Main Workers	1036380
	Marginal Workers	109093
	Non- Workers	1884879
	<b>Break up of Main Workers</b>	
	I) Cultivators	134020
	II) Agriculture Labourer	92783
	III) Manufacturing, Processing, servicing and Repairs in Household Industry	52692
	IV) Other Services	865978
3	<b>Local Bodies(2000-2001)</b>	
	I) Zila Parishads	1
	II) Municipal Committees	11
4	<b>Climate</b>	
	Average Rainfall	437.2 mm
5	<b>Agriculture (2000-2001)</b>	
	Net Area Sown	304000 hect.
	Area Sown more than once	300000 hect.
6	<b>Irrigation (2000-2001)</b>	
	Net Area Irrigated by:	
	Govt. Canals	10200 hect.
	Wells/Tubewells	294000 hect.
	Total	304200 hect.
	Gross Area Irrigated	604000 hect.
7	<b>Animal Husbandry (2000-2001)</b>	
	Veterinary Hospitals	112
	Permanent Outlaying Dispensaries & Insemination Units	135
	Area Stocked with fish	817 hect.
	Total Live Stock (Live Stock Census 1997)	918800
	Total Poultry (Live Stock Census 1997)	2563100
8	<b>Energy (1999-2000)</b>	
	Consumption of Electricity	4081.47 million units
9	<b>Forest (2000-2001)</b>	
	Area under Forests	100 sq. km.
10	<b>Industries (2000)</b>	
	Regd. Working Factories	4299
11	<b>Medical and Health (1.4.2001)</b>	
	Hospitals	27
	Dispensaries	147
	P.H.Cs.	33

District:Ludhiana Primary Statistics		
S.NO	ITEM	
	Ayurvedic and Unani Institution	40 (36+4)
	Homoeopathic Institutions	11
	Beds installed in Medical Institutions (Allopathy)	3427
12	<b>Co-operation (2000-2001)</b>	
	Co-operative Societies	2019
	Primary Agricultural Credit Societies	410
13	<b>Banking (2000)</b>	
	Scheduled Banks	360
14	<b>Miscellaneous(2000-2001)</b>	
	Post Offices	397
	Police-Stations/ Police Posts	21 (18+3)

Source : Statistical Abstract of Punjab

District:Ludhiana Demographic Profile		
	1991	2001
<b>Population-Total</b>	2426343	3030352
Male	1315648	1661329
Female	1110695	1369023
<b>Rural</b>	1183562	1339566
Male	629665	713695
Female	553897	625871
<b>Urban</b>	1242781	1690786
Male	685983	947634
Female	556798	743152
<b>Sex Ratio-Total</b>	844	824
No. of Females per 1000 males		
<b>Rural</b>	880	877
<b>Urban</b>	812	784
<b>No. of Literates-Total</b>	1377681	2042846
Male	806340	1172516
Female	571341	870330
<b>Rural</b>	627650	857254
Male	371463	488400
Female	256187	368854
<b>Urban</b>	750031	1185592
Male	434877	684116
Female	315154	501476
<b>0-6 Population-Total</b>	387357	361305
Male	206265	199179
Female	181092	162126
<b>Rural</b>	190487	163257
Male	100940	90106
Female	89547	73151
<b>Urban</b>	196870	198048
Male	105325	109073
Female	91545	88975
<b>SC Total-1991</b>	594438	N/A
Male	319803	N/A
Female	274635	N/A
<b>Rural</b>	417077	N/A
Male	223832	N/A
Female	193245	N/A
<b>Urban</b>	177361	N/A
Male	95971	N/A
Female	81390	N/A

District Ludhiana																
No. of Recognised Institutions																
Type	1997				1998				1999				2000			
	Boys	Girls	Total	% of Girls to total Institutions	Boys	Girls	Total	% of Girls to total Institutions	Boys	Girls	Total	% of Girls to total Institutions	Boys	Girls	Total	% of Girls to total Institutions
Universities			1	0.00			1	0.00			1	0.00			1	0.00
Art, Science, Commerce and Home Science Colleges.	14	12	26	46.15	14	13	27	48.15	14	14	28	50.00	14	16	30	53.33
Engineering, Technology and Architecture Colleges.	2		2	0.00	2		2	0.00	2		2	0.00	2		2	0.00
Medical Colleges (Allopathic Only)	2		2	0.00	2		2	0.00	3		3	0.00	2		2	0.00
Teacher's Training College (B.ed.)	1	2	3	66.67	2	2	4	50.00	2	3	5	60.00	2	4	6	66.67
Senior Secondary Schools	111	30	141	21.28	115	30	145	20.69	118	30	148	20.27	122	30	152	19.74
High Schools	193	27	220	12.27	195	27	222	12.16	201	27	228	11.84	198	27	225	12.00
Middle Schools	208	3	211	1.42	208	3	211	1.42	206	3	209	1.44	205	3	208	1.44
Primary Schools	973	19	992	1.92	973	19	992	1.92	996	19	1015	1.87	1027	19	1046	1.82
Pre-Primary Schools																
Elementary Teacher's Training Schools	1		1	0.00	1		1	0.00	1		1	0.00	1		1	0.00
Polytechnic Institutions	1	1	2	50.00	1	1	2	50.00	1	1	2	50.00	1	1	2	50.00
Technical Industrial Art Craft Schools	8	4	12	33.33	8	4	12	33.33	8	4	12	33.33	8	4	12	33.33

Source: Statistical Abstract Of Punjab

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



## District Ludhiana

## No. Of Working Teachers in recognised Schools

Type	1997				1998				1999				2000			
	Male	Female	Total	% of Female to total Teachers	Male	Female	Total	% of Female to total Teachers	Male	Female	Total	% of Female to total Teachers	Male	Female	Total	% of Female to total Teachers
Universities																
Art, Science, Commerce and Home Science Colleges.	449	741	1190	62.27	457	789	1246	63.32	484	750	1234	60.78	473	778	1251	62.19
Engineering, Technology and Architecture Colleges.	201	14	215	6.51	193	18	211	8.53	195	17	212	8.02	204	17	221	7.69
Medical Colleges (Allopathic Only)	401	231	632	36.55	380	261	641	40.72	377	268	645	41.55	396	280	676	41.42
Teacher's Training College (B.ed.)	19	44	63	69.84	24	58	82	70.73	19	85	104	81.73	17	88	105	83.81
Senior Secondary Schools	1566	2909	4475	65.01	1617	3514	5131	68.49	1604	3547	5151	68.86	1625	3841	5466	70.27
High Schools	1214	1996	3210	62.18	1215	1868	3083	60.59	1205	2046	3251	62.93	1206	2032	3238	62.75
Middle Schools	616	667	1283	51.99	571	791	1362	58.08	589	803	1392	57.69	567	762	1329	57.34
Primary Schools	1325	2923	4248	68.81	1265	2902	4167	69.64	1274	2836	4110	69.00	1095	2881	3976	72.46
Pre-Primary Schools																
Elementary Teacher's Training Schools	14	7	21	33.33	15	5	20	25.00	15	5	20	25.00	10	4	14	28.57
Polytechnic Institutions	74	9	83	10.84	84	12	96	12.50	82	14	96	14.58	79	19	98	19.39
Technical Industrial Art Craft Schools	194	33	227	14.54	194	32	226	14.16	194	31	225	13.78	194	31	225	13.78

Source : Statistical Abstract of Punjab

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

District Ludhiana																
No. of Students (Total)																
Type	1997				1998				1999				2000			
	Boys	Girls	Total	% of Girls to total enrolment	Boys	Girls	Total	% of Girls to total enrolment	Boys	Girls	Total	% of Girls to total enrolment	Boys	Girls	Total	% of Girls to total enrolment
Ph.D.		12	12	100.00		9	9	100.00		21	21	100.00		24	24	100.00
M. Phil.																
M.A.	432	1883	2315	81.34	481	1917	2398	79.94	330	1918	2248	85.32	1011	2050	3061	66.97
M.Sc.	49	170	219	77.63	49	184	233	78.97	50	70	120	58.33	11	144	155	92.90
M.Com.	10	30	40	75.00	10	31	41	75.61	12	41	53	77.36	26	42	68	61.76
B.A / B.A. (HONS)	7194	12333	19527	63.16	6646	12563	19209	65.40	7948	13514	21462	62.97	6856	14056	20912	67.21
B.Sc./ B.Sc. (HONS)	787	1574	2361	66.67	789	1620	2409	67.25	691	1329	2020	65.79	868	1742	2610	66.74
B.Com./ B.Com. (HONS.)	1891	1463	3354	43.62	1946	1792	3738	47.94	1765	1993	3758	53.03	2118	2377	4495	52.88
B.E./ B.Sc. (Eng.) / B.Arch. / B. Tech.	727	118	845		987	192	1179		1046	182	1228		1015	169	1184	
M. B. B. S	355	258	613	42.09	332	278	610	45.57	339	276	615	44.88	327	284	611	46.48
B. ed.	124	604	728	82.97	134	650	784	82.91	180	759	939	80.83	175	825	1000	82.50
Senior Secondary School	67236	58473	125709	46.51	78563	65032	143595	45.29	78748	65458	144202	45.39	82161	68957	151118	45.63
High School	40914	37303	78217	47.69	39225	38295	77520	49.40	42047	39933	81980	48.71	41133	39001	80134	48.67
Middle School	11693	10459	22152	47.21	13068	11421	24489	46.64	13704	11664	25368	45.98	12597	11295	23892	47.28
Primary School	87215	80810	168025	48.09	84595	77769	162364	47.90	89470	80711	170181	47.43	89587	78342	167929	46.65
Pre - Primary School																
Elementary Teacher's Training School J.B.T	154	113	267	42.32	189	107	296	36.15	150	102	252	40.48	52	53	105	50.48
Polytechnic Institutions	548	350	898	38.98	682	375	1057	35.48	693	401	1094	36.65	671	430	1101	39.06
Technical Industrial Art and Craft School	1814	596	2410	24.73	1819	592	2411	24.55	1905	609	2514	24.22	1944	676	2620	25.80

Source: Statistical Abstract of Punjab

1. These figures relate to the State Statistical Abstract and are not in conformity with the household survey conducted by the department.
2. For the purpose of District Plan Number of School and enrolment has been take as per survey figures.

## District Ludhiana

## No. of Scheduled Caste Students.

Type	1997				1998				1999				2000			
	Boys	Girls	Total	% of SC to total enrolment	Boys	Girls	Total	% of SC to total enrolment	Boys	Girls	Total	% of SC to total enrolment	Boys	Girls	Total	% of SC to total enrolment
Ph.D.																
M. Phil.																
M.A.	73	93	166	7.17	93	100	193	8.05	76	141	217	9.65	87	159	246	8.04
M.Sc.	2	6	8	3.65	4		4	1.72	7	6	13	10.83	5	1	6	3.87
M.Com.	3	7	10	25.00	1	9	10	24.39	4	6	10	18.87	10	7	17	25.00
B.A / B.A. (HONS)	848	686	1534	7.86	742	953	1695	8.82	750	1279	2029	9.45	802	1080	1882	9.00
B.Sc./ B.Sc. (HONS)	76	94	170	7.20	98	73	171	7.10	77	55	132	6.53	98	83	181	6.93
B.Com./ B.Com. (HONS.)	80	56	136	4.05	106	74	180	4.82	99	113	212	5.64	88	79	167	3.72
B.E./ B.Sc. (Eng.) / B.Arch. / B. Tech.	130	8	138	16.33	150	74	224	19.00	117	16	133	10.83	107	15	122	10.30
M. B. B. S	33	19	52	8.48	25	21	46	7.54	34	27	61	9.92	36	38	74	12.11
B. ed.	28	98	126	17.31	30	101	131	16.71	41	141	182	19.38	50	155	205	20.50
Senior Secondary School	14203	12281	26484	21.07	14425	11438	25863	18.01	14287	11556	25843	17.92	14050	12077	26127	17.29
High School	12454	11836	24290	31.05	13270	13015	26285	33.91	13987	13765	27752	33.85	13518	13593	27111	33.83
Middle School	4873	4045	8918	40.26	5494	4775	10269	41.93	5742	5149	10891	42.93	5605	5158	10763	45.05
Primary School	44369	40854	85223	50.72	45393	41705	87098	53.64	48008	43827	91835	53.96	47236	41857	89093	53.05
Pre - Primary School																
Elementary Teacher's Training School J.B.T.	55	31	86	32.21	58	30	88	29.73	45	33	78	30.95	14	14	28	26.67
Polytechnic Institutions	181	70	251	27.95	164	72	236	22.33	158	85	243	22.21	156	87	243	22.07
Technical Industrial Art and Craft School	447	142	589	24.44	443	151	594	24.64	460	147	607	24.14	485	136	621	23.70

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

District Ludhiana						
Enrolment by Department						
2000	State Government Schools			Total Enrolment (Recognised Schools)		
	Male	Female	Total	Male	Female	Total
Primary	80354	71550	151904	113025	95670	208695
Middle	39781	38073	77854	56684	52690	109374
<b>Elementary</b>	120135	109623	229758	169709	148360	318069
High School	18867	19118	37985	29695	28749	58444
Sr. Secondary	9588	7701	17289	18672	15292	33964
<b>Secondary</b>	28455	26819	55274	48367	44041	92408
<b>Total (I-XII)</b>	<b>148590</b>	<b>136442</b>	<b>285032</b>	<b>218076</b>	<b>192401</b>	<b>410477</b>

Source : Statistical Abstract of Punjab

## Annexure - VIII

District Ludhiana						
Enrolment by Department						
1999	State Government Schools			Total Enrolment (Recognised Schools)		
	Male	Female	Total	Male	Female	Total
Primary	81247	74192	155439	112066	97884	209950
Middle	40378	38001	78379	57595	52061	109656
<b>Elementary</b>	121625	112193	233818	169661	149945	319606
High School	18829	18870	37699	29545	28348	57893
Sr. Secondary	9214	7273	16487	17916	14287	32203
<b>Secondary</b>	28043	26143	54186	47461	42635	90096
<b>Total (I-XII)</b>	<b>149668</b>	<b>138336</b>	<b>288004</b>	<b>217122</b>	<b>192580</b>	<b>409702</b>

Source : Statistical Abstract of Punjab

## Annexure - IX

District Ludhiana						
Enrolment in rural schools (Recognised -total)						
Year	Enrolment in Rural School			% of Enrolment in Rural to total enrolment		
	Male	Female	Total	Male	Female	Total
Primary	78470	63502	141972	66.2	67.56	66.80
Middle	38513	32693	71206	65.36	66.35	65.81

Source : Statistical Abstract

## Annexure - X

<b>District Ludhiana</b>			
<b>Literacy Percentage of the Scheduled Castes and Non-Scheduled Castes (1991)</b>			
	<b>Population</b>	<b>No. of Literates</b>	<b>Literacy Percentage</b>
<b>Total (SC+Non SC)</b>	2426343	1377681	56.78
Male	1315648	806340	61.29
Female	1110695	571341	51.44
<b>Scheduled Caste Population</b>			
Total	594438	252084	42.41
Male	319803	160768	50.27
Female	274635	91316	33.25
<b>Non-Scheduled Caste Population</b>			
Total	1831905	1125597	61.44
Male	995845	645572	64.83
Female	836060	480025	57.41

Source : Census of Punjab, 1991

*Annexure - XII*

<b>District Ludhiana</b>						
<b>Projected School age population</b>						
<b>Year</b>	<b>6-10</b>			<b>11-13</b>		
	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
1999	175718	154627	330345	101962	90106	192068
2000	177590	155875	333465	101462	89981	191443
2001	183577	135532	319109	103002	83510	186512
2006	152630	138778	291408	109450	95347	204797
2011	149510	137280	286790	85738	79123	164861
2016	154003	141398	295401	91354	83741	175095

*Source :RGI Estimates*



## Annexure - XII

District Ludhiana						
Projected School age population						
Year	6-10			11-13		
	Boys	Girls	Total	Boys	Girls	Total
1999	175718	154627	330345	101962	90106	192068
2000	177590	155875	333465	101462	89981	191443
2001	183577	135532	319109	103002	83510	186512
2006	152630	138778	291408	109450	95347	204797
2011	149510	137280	286790	85738	79123	164861
2016	154003	141398	295401	91354	83741	175095

Source :RGI Estimates

## Annexure - XIII

District Ludhiana							
Dropout Rate							
Level	Level	Total			SC		
		Male	Female	Total	Male	Female	Total
Primary	1999	22.08	20.72	21.69	27.39	19.31	23.80
	2000	15.76	16.74	16.62	27.36	19.27	23.75
Middle	1999	27.54	30.37	34.18	36.51	35.65	34.89
	2000	31.83	29.31	30.08	41.46	35.61	38.85

Source : Family Survey 2002

*Annexure - XIV*

<b>District Ludhiana</b>						
<b>Gross Enrolment Ratio 2001- 2002</b>						
	<b>Gross Enrolment Ratio</b>			<b>Gross Enrolment Ratio for SC</b>		
	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Primary	118.57	117.25	117.98	115.29	114.95	115.13
Middle	102.39	100.42	101.48	97.41	95.35	96.43
High	100.30	97.69	99.05	88.67	87.48	88.11
SR.Sec	66.68	78.05	72.07	43.51	49.87	46.56

*Source : Family Survey 2002*

Sr. No.	District	Classification of Nutritional Status (%)				March'2002		Total children covered
		Integrated child development scheme	Normal	Grade-I	Grade-II	Grade-III+		
10	LUDHIANA	Delhon	77.90	21.18	0.85	0.06	100.00	
		Doraha	60.79	38.19	0.87	0.15	100.00	
		Jagraon	89.95	9.30	0.74	0.01	100.00	
		Khanna	64.63	33.57	1.66	0.14	100.00	
		Ludhiana (U)	58.38	41.61	0.01	0.00	100.00	
		Ludhiana (U-II)	57.21	42.31	0.47	0.00	100.00	
		Ludhiana-I (R)	55.49	43.38	1.02	0.12	100.00	
		Machhiwara	60.17	37.37	2.26	0.21	100.00	
		Mangat	67.42	29.56	2.88	0.14	100.00	
		Pakhowal	76.91	21.42	1.67	0.01	100.00	
		Samrala	64.91	34.72	0.30	0.07	100.00	
		Sidhwan Bet	78.67	20.14	1.11	0.07	100.00	
		Sudhar	62.28	35.42	2.24	0.06	100.00	
<b>District Total</b>			<b>67.75</b>	<b>30.95</b>	<b>1.22</b>	<b>0.07</b>	<b>100.00</b>	

Source : SW Departme

# **PART - II**



## **School Evaluation and Gradation Method**

### **Evaluation:**

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

### **Self-evaluation :**

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

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

### **Team-evaluation :**

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

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

### Gradation Method

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

#### **School Building and its Surroundings :**

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

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



### **Teaching material and teaching aids :**

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

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

### **School Management :**

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

### **School-Head :**

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

**Student:**

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

**Class room transactions :**

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

**Togetherness of children :**

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

## **Community Participation :**

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

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

## **Conclusion**

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

## EDUCATION GUARANTEE SCHEME (EGS)

### EGS as an Alternative System:

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

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

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

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

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

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

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

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

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

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

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

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

## **Strategies and interventions of EGS**

### **Children in remote, school-less habitations :**

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

### **Bridge courses/Back to School camps :**

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

### **Very specific, flexible strategies for certain groups of children :**

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

### **Long duration residential camps for elder out of school children :**

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

### **Short duration summer camps or schools :**

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

### **Strategies for adolescent girls :**

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

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

### **Community involvement :**

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

### **Education Volunteers (EV) :**

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

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

**These schools will have:**

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

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

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

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

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

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

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

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



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

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

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

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

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

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

## **SPECIAL EDUCATION NEEDS AND THE DISABLED**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#### **Support Services Needed by Children with Seeing Problems**

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

### **Education of Children with Hearing Problems**

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

### **Education of Children with Moving Problems**

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

### **Education of Children with Mental Retardation**

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

## **Guidelines for the conduct of Village Educational Development Committee**

### **1. Village Educational Development Committee (VEDC)**

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

### **2. Following are the functions of VEDC:**

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

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

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

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

#### **4. Process for undertaking works**

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



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

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

#### **5. Use of grants by VEDC**

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

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

#### **6. Local construction Committee**

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

The constitution of this committee shall be as below:

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

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

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

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

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

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

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

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

## **6. Accounts of expenditures**

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

## **7. Audit system**

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

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

## **II. Legal Audit**

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

## **8. Monitoring of the progress of works.**

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

## **9. Progress Reports**

### **a) School Level**

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

### **b) C.H.T.**

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

### **c) B.P.E.O.**

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

### **d) District Level**

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

### **e) State level**

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

## 10. Annual Report

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

## 11. Department directions

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

## The Constitution of Village Educational Development committee (VEDC)

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

### **The following shall be the members of VEDC**

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

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

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

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

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

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

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

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

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

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

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

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

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

## **1. Regarding Construction**

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

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

## **2. Technical issues**

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



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

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

### **3. Expenditure Record**

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

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

1. New construction
2. Repair
3. Purchase
4. Honorarium/Remuneration
5. Others

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

# **Guidelines for Maintaining the Accounts of Village Educational Development Committees**

## **1. Sources of income**

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

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

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

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

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

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

**i) New construction**

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

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

**ii) Repair**

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

**iii) Purchase**

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

**iv) Honorarium/ Remuneration**

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

**v) Others**

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

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

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

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

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

## COMPUTERS AND ITS ALLIED SERVICES AS NEW TECHNOLOGY IN SCHOOL EDUCATION

### **Making a new Educational System**

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

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

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

### **Educational Design of Learning Environments**

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

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

### **Motivational Source of Education**

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

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

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

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



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

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

### **Organizing Culture and Knowledge**

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

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

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

### **Toward Computer-Based Educational Methods**

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

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

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

### **Improving the Conditions of Teaching**

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

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

### **Computers as New Technology**

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

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

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

- **EMIS Solution**

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

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

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

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

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

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

- a) Drop outs at various levels

- **Computer Education and its Allied Services**

- i. Tutorial Learning**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **ii. Technologies for Exploratory Learning**

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

### **Electronic Databases**

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

### **Computer-Based Exploratory Applications**

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

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

### **iii. Technology as Applications**

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

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

### **iv Technologies for Communication**

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

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

#### **Computer Networks**

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

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

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

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

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

### **Link Classrooms for Joint Investigations**

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

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

### **Challenges for Students Using Technology**

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

- Understanding their responsibilities as active learners;



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

### **Capabilities Supported by Computer Technology for Teachers**

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

### **Share and Expand Teacher Knowledge**

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

### **Challenges for Teachers Using Technology**

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

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

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

### **Effects of Computer Technology on Student Achievement**

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

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

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

### **Comparing Computer Technology Media with Conventional Instruction**

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

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

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

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

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

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

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

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

<b>Tentative Training Programme For Regular Teachers</b>					
<b>Sr. No.</b>	<b>Name of Training</b>	<b>Level</b>	<b>Minimum Length of Service</b>	<b>Duration</b>	<b>Frequency</b>
<b>Tentative Plan of Programs for General Training to Develop/Enhance Personal &amp; Professional Competencies of Regular Teachers</b>					
1.	Induction Training	All	On joining	1 week	On joining
2.	Attitude to learn more, how to fetch more work	All	2 years	3 days	Once in a year
3.	Right and justified Benchmarking of self & others	All	2 years	2 days	Once in 2 years
4.	First-Aid	All	2 years	2days	Once in 2 years
5.	Handling Emergencies - General fire - Laboratory - Swimming pool accidents	All	2 years	1 day	Once in 2 years
6.	Authentic Vs inauthentic labour	All	2 years	1 day	Once in a year
7.	'Work on & forget the fruit'	All	2 years	1 day	Half yearly
8.	Grievances and Feedback	All	2 years	1 day	Half yearly
9.	Gender Sensitization	All	All	2 days	Once in 3 years
10.	Value Education Relationships in real life	All	All	2 days	Once in 3 years
<b>Tentative Plan of Programs for Training for Focus Groups to Develop/Enhance Personal &amp; Professional Competencies of Regular Teachers</b>					
1.	Competence to identify and refer special children	All	5 years	3 days	Annual
2.	Sensitivity to a) Freedom of choice of mode of studies writing Vs typing b) Alternative curriculum e.g. talking Vs writing	All	2 years	2 days	Annual
3.	Access to Facilities provided by Govt., Education. Board and other bodies for special children	All	2 years	1 day	Annual
4.	Working with First Generation learners e.g. Academic house management, counseling.	Primary	All	3 days	Once in 3 years
5.	Programs for socially Disadvantaged, e.g. Academic, nutritional, house management etc.	All	2 years	3 days	Annual
6.	Tolerance for failure	All	All	1 day	Annual

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

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

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

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

## Tentative Training Programme For School Heads

Sr. No.	Name of Training	Level	Minimum Length of Service	Duration	Frequency
<b>Tentative Plan of Programs for General Training to Develop/Enhance Personal &amp; Professional Competencies of School Heads</b>					
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
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8.	Gender Sensitization	All	All	2 days	Once in 3 years
9.	Value Education Relationships in real life	All	All	2 days	Once in 3 years
10.	Stress Management -what -how to manage -various exercises	All	All	1 days	Once in a year
11.	Behaviour Modification	All	2 years	2 days	Once in 2 years
12.	Child Development	All	2 years	2 days	Once in 2 years
<b>Tentative Plan of Programs for Training for Focus Groups to Develop/Enhance Personal &amp; Professional Competencies of School Heads</b>					
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	b) Science	All	5 years	2 days	
	c) Geography (S.S.)	All	5 years	2 days	
	d) Social Studies	All	5 years	2 days	
	e) History & Civics (S.S.)	All	5 years	2 days	
	f) Maths	All	5 years	2 days	
3.	Use of computers and internet	All	All	3 days	Once in 2 years
4.	Concept of Discipline				
	- how	All	All	2 days	Once in 3 years
	- responsibility, wrong definitions of love and affection.	All	All	2 days	Once in 3 years
5.	Evaluation: Trends & Constraints who, what, why, where, whom & how	All	2 years	2 days	Annual
6.	Current trends which influence Head's future	All	5 years	1 day	Once in 5 years
7.	Relevance of Education with real life: beyond text book	All	All	3 days	Once in 2 years
8.	Cooperative Supervision with discussion & feedback	All	All	2 days	Once in 2 years
9.	Motivation -how to find level -how to create -how to maintain level	All	All	2 days	Once in 2 years
10.	Leadership -how to develop -how to maintain	On promotion	On promotion	2 days	Once in 3 years
11.	Communication -techniques of clear communication	All	All	2 days	Annual
12.	Administrative and Financial Competency	On promotion	On promotion	2 days	Once in 2 years

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

## **Jan Samparak Abhiyan**

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

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

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



District 10 LUDHIANA

**Jan Samparak Abhiyan**  
**Blockwise Percentage of Schools Visited**

Block	Primary Schools			Middle Schools			High Schools			Sr.Sec. Schools			Total Schools		
	Total	Visited	%	Total	Visited	%	Total	Visited	%	Total	Visited	%	Total	Visited	%
LUDHIANA-I	63	13	20.63	11			18			6			98	13	13.27
LUDHIANA-II	46	14	30.43	14			10			5			75	14	18.67
LUDHIANA-III	20	10	50.00	6			2			1			29	10	34.48
MANGAT-I	48	13	27.08	11			7			8			74	13	17.57
MANGAT-II	54	14	25.93	9			6			3			72	14	19.44
MANGAT-III	88	10	11.36	11			12			4			115	10	8.70
KHANNA-I	57	4	7.02	12	1	8.33	12			7			88	5	5.68
KHANNA-II	44	11	25.00	5			10			2			61	11	18.03
SAMRALA-I	50	12	24.00	10			6			3			69	12	17.39
SAMRALA-II	41	10	24.39	10			8			7			66	10	15.15
DEHLON-I	44	10	22.73	14			7			7			72	10	13.89
DEHLON-II	51	10	19.61	9			14			3			77	10	12.99
SIDHWAN BET-I	50	10	20.00	9			9			7			75	10	13.33
SIDHWAN BET-II	40	10	25.00	7			6			6			59	10	16.95
JAGRAON	71	10	14.08	5			26			10			112	10	8.93
SUDHAR	65	10	15.38	19			22			11			117	10	8.55
PAKHOWAL	50	10	20.00	15			16			14			95	10	10.53
DORAHA	66	10	15.15	17			13			6			102	10	9.80
MACHHIWARA	88	16	18.18	9			6			3			106	16	15.09
<b>Grand Total</b>	<b>1036</b>	<b>207</b>	<b>19.98</b>	<b>203</b>	<b>1</b>	<b>0.49</b>	<b>210</b>			<b>113</b>			<b>1562</b>	<b>208</b>	<b>13.32</b>

### Blockwise Enrolment / Attendance Teacher / Gradation

School Name & Code	Enrollment		Attendance		Out of Schools		San. Post		Work Post		Vac. Post		A/C	Gradation
	1-V	VI-VIII	I-V	VI-VIII	6-10	11-14	I-V	VI-VIII	I-V	VI-VIII	I-V	VI-VIII	Maintenace	LEVEL
<b>Block - 214 LUDHIANA-I</b>														
10-214-0001R201 G.P.S. SAHNEWAL KALAN	306		255		12	10	10		10				N	Shiromani
10-214-0010U202 G.P.S. BIJLIGHAR, JAMALPUR	409		385				11		10		1			Uttam
10-214-0013R201 G.P.S. THAKARWAL	190		171				6		5		1		Y	Ausat
10-214-0014R201 G.P.S. DAD	378		361				10		10				Y	Behtar
10-214-0016R201 G.P.S. PHULAWAL	311		230				9		9				Y	Ausat
10-214-0016U201 G.P.S. MUNDIAN KALAN, LUDHIANA (CORP.)	343		265				11		7		4		Y	Uttam
10-214-0019R201 G.P.S. RAMGARH	211		200				6		4		2		Y	Kushal
10-214-0020R201 G.P.S. KOHARA	200		195				6		4		2		Y	Adarsh
10-214-0020U201 G.P.S. JAWADI	586		491				15		15				Y	Uttam
10-214-0021R201 G.P.S. JANDIALI	180		147				5		5				Y	Behtar
10-214-0022R201 G.P.S. KATANI KALAN	198		167				6		5		1		Y	Uttam
10-214-0027R201 G.P.S. (B) GILL	240		220		5	9	7		6		1		N	Shiromani
10-214-0027R203 G.P.S. (G) GILL	229		199				6		5		1		N	Kushal
<b>Total</b>	<b>3781</b>		<b>3286</b>		<b>17</b>	<b>19</b>	<b>108</b>		<b>95</b>		<b>13</b>			
<b>Block - 215 LUDHIANA-II</b>														
10-215-0032R201 G.P.S. DAKHA	441		414		4	10	11		11				N	Adarsh
10-215-0034R201 G.P.S. HASSAN PUR	203		202				6		6				N	Uttam
10-215-0036R201 G.P.S. PAMAL	245		230				9		7		2		N	Ausat
10-215-0036U201 G.P.S. NO-7B BHAI RANDHIR SINGH NAGAR, LDH.	195		173				6		6				N	Behtar
10-215-0037R201 G.P.S. PAMAU	175		170				5		4		1		N	Kushal
10-215-0044R201 G.P.S. LALTON KALAN	377		328		7	10	14		13		1		N	Kushal
10-215-0049R201 G.P.S. BADDOWAL CANTT.	158		143				6		5		1		N	Ausat
10-215-0049R202 G.P.S. (G) BADDOWAL CANTT.	131		125				5		4		1		N	Ausat
10-215-0049R203 G.P.S. (B) BADDOWAL CANTT.	132		130		15		6		6				N	Ausat
10-215-0052R201 G.P.S. JHANDE	138		123				5		4		1		N	Ausat
10-215-0052U201 G.P.S. BAREWAL AWANA, WARD NO-44, LUDHIANA (CORP.)	291		255			45	7		7				N	Uttam
10-215-0053R201 G.P.S. LALTO KHURD	133		125		1		5		4		1		N	Uttam
10-215-0054R201 G.P.S. THARKE	353		299		4								Y	Shiromani

**Blockwise Enrolment / Attendance Teacher / Gradation**

School Name & Code	Enrollment		Attendance		Out of Schools		San. Post		Work Post		Vac. Post		A/C	Gradation
	1-V	VI-VIII	I-V	VI-VIII	6-10	11-14	I-V	VI-VIII	I-V	VI-VIII	I-V	VI-VIII	Maintenance	LEVEL
10-215-0055R201 G.P.S. (B) AYALI KALAN, LUDHIANA (CORP.)	143		119			4	4		4				N	Shiromani
<b>Total</b>	<b>3115</b>		<b>2836</b>		<b>31</b>	<b>69</b>	<b>89</b>		<b>81</b>		<b>8</b>			
<b>Block - 216 LUDHIANA-III</b>														
10-216-0034U201 G.P.S. NIRANKARI MOHALLA	47		18		390	223	2		1		1		Y	Ausat
10-216-0035U201 G.P.S. NEHRU MEMORIAL GILL ROAD, WARD NO-22, LUDHIANA (CORP.)	112	51	95	34	346	47	4	6	4	6			Y	Uttam
10-216-0037U201 G.P.S. DHOLEWAL, WARD NO-23, LUDHIANA (CORP.)	185	349	145	277	154	124	4	20	4	20			Y	Kushal
10-216-0038U201 G.P.S. KOT MANGAL SINGH, WARD NO-24, LUDHIANA (CORP.)	191	61	285	57	1313	1113	5	3	4	3	1		Y	Shiromani
10-216-0040U201 G.P.S. JANTA NAGAR, LUDHIANA (CORP.)	68		51		663	549	3		3				Y	Shiromani
10-216-0040U202 G.P.S. VIKAS SAMITI, JANTA NAGAR	89		64		652	445	3		2		1		Y	Uttam
10-216-0043U201 G.P.S. SHIMLAPURI, LUDHIANA (CORP.)	373	152	268	194	325	606	9	7	8	7	1		Y	Uttam
10-216-0044U201 G.P.S. NANAK NAGAR, LUDHIANA (CORP.)	163		121		395		5		4		1		Y	Uttam
10-216-0047U201 G.P.S. CHET SINGH NAGAR, LUDHIANA (CORP.)	198	87	160	59	1115	983	5	6	4	6	1		Y	Uttam
10-216-0048U201 G.P.S. SHAHID KARNAIL SINGH NAGAR, NO-9, LUDHIANA (CORP.)	132		125		738	808	4		4				Y	Uttam
<b>Total</b>	<b>1558</b>	<b>700</b>	<b>1332</b>	<b>621</b>	<b>6091</b>	<b>4898</b>	<b>44</b>	<b>42</b>	<b>38</b>	<b>42</b>	<b>6</b>			
<b>Block - 217 MANGAT-I</b>														
10-217-0053U201 G.P.S. POSTAL COLONY, WARD NO-46, LUDHIANA (CORP.)	88		75		21	8	3		3				N	Behtar
10-217-0054U201 G.P.S. NO-5, CIVIL LINE, WARD NO-46 WEST, LUDHIANA (CORP.)	245		232				8		8				N	Uttam
10-217-0057U201 G.P.S. HAIBOWAL KHURD, LUDHIANA (CORP.)	291		272				9		8		1		N	Uttam
10-217-0058R204 G.P.S. PARTAP SINGH WALA	322		302				8		7		1		N	Uttam
10-217-0058U201 G.P.S. HAIBOWAL KALAN, WARD NO-1-2, LUDHIANA (CORP.)	297		271				9		8		1		N	Uttam
10-217-0059R201 G.P.S. AYALI KHURD	179		165				5		4		1			Uttam
10-217-0059U201 G.P.S. (G) JAWAHAR NAGAR, WARD NO-29, LUDHIANA (CORP.)	361		314		15	42	11		11				N	Uttam
10-217-0060R201 G.P.S. TALWARA	168		159				5		3		2		N	
10-217-0062U201 G.P.S. GOBIND NAGAR, LUDHIANA (CORP.)	231		207				5		5				N	Uttam
10-217-0064U201 G.P.S. P.A.U., WARD NO-20, LUDHIANA (CORP.)	144		130				5		4		1		N	Uttam
10-217-0065R201 G.P.S. ISSEWAL	183		145			3	4		3		1		N	Shiromani
10-217-0073R201 G.P.S. BIRMI	184		163				5		4		1		N	Shiromani
10-217-0074R201 G.P.S. MALAK PUR BET	168		145				5		5				N	Kushal
<b>Total</b>	<b>2861</b>		<b>2580</b>		<b>36</b>	<b>53</b>	<b>82</b>		<b>73</b>		<b>9</b>			
<b>Block - 218 MANGAT-II</b>														



## Blockwise Enrolment / Attendance Teacher / Gradation

School Name & Code	Enrollment		Attendance		Out of Schools		San. Post		Work Post		Vac. Post		A/C	Gradation
	1-V	VI-VIII	I-V	VI-VIII	6-10	11-14	I-V	VI-VIII	I-V	VI-VIII	I-V	VI-VIII	Maintenance	LEVEL
10-220-0201R301 G.M.S. KHANNA KHURD		101		93		10		7		7			N	Uttam
10-220-0202R201 G.P.S. KHATRA	107		104				3		3				N	Uttam
10-220-0203R201 G.P.S. BAGOHR	63		57			5	3		2		1		N	Behar
10-220-0205R201 G.P.S. RAHOUN	223		210		18	12	6		4		2		Y	Uttam
<b>Total</b>	<b>624</b>	<b>101</b>	<b>578</b>	<b>93</b>	<b>21</b>	<b>37</b>	<b>18</b>	<b>7</b>	<b>15</b>	<b>7</b>	<b>3</b>			
<b>Block - 221 KHANNA-II</b>														
10-221-0247R201 G.P.S. BAHOMAJRA	123		120		1	3	4		4				Y	Kushal
10-221-0248R201 G.P.S. LIBRA	191		177			4	5		5				N	Uttam
10-221-0250R201 G.P.S. MOHAN PUR	140		112		3	5	4		4				Y	Kushal
10-221-0251R201 G.P.S. DAUDPUR	48		44		2	2	1		1				Y	Behar
10-221-0253R201 G.P.S. KAURI	170		163		19	36	5		4		1		Y	Kushal
10-221-0254R201 G.P.S. GHUNGRALI RAJPUTAN	213		198		21	10	6		2		4		Y	Uttam
10-221-0258R201 G.P.S. GOBIND PURA	76		72				3		2		1		Y	Uttam
10-221-0263R201 G.P.S. BHAMUDI	182		150				4		3		1		Y	Shiromani
10-221-0273R201 G.P.S. ALOUR	152		107				4		4				Y	Kushal
10-221-0901R201 G.P.S. BHADLA	167		150		3	7	5		4		1		Y	Kushal
10-221-0926R201 G.P.S. MAHOUN	53		51			1	3		1		2		Y	Shiromani
<b>Total</b>	<b>1515</b>		<b>1344</b>		<b>49</b>	<b>68</b>	<b>44</b>		<b>34</b>		<b>10</b>			
<b>Block - 222 SAMRALA-I</b>														
10-222-0106U203 G.P.S. (G) SAMRALA	404		368				11		8		3			Shiromani
10-222-0280R201 G.P.S. GHULAL	202	132	189	112	2	9	5	6	3	6	2			Kushal
10-222-0282R201 G.P.S. DHANDE	43		39				2		1		1			Ausat
10-222-0283R201 G.P.S. CHAHILAN	137	132	129	116	10	4	4	7	3	7	1			Niman
10-222-0287R201 G.P.S. BAGLI KHURD	34		29				2				2			
10-222-0288R201 G.P.S. BHARULA	104	85	98	82			3	6	1	5	2	1		Uttam
10-222-0290R201 G.P.S. AJLAUD	103		83		1	2	3		2		1		N	Behar
10-222-0293R201 G.P.S. BALION	106	101	98	86			4	6	2	5	2	1		Shiromani
10-222-0294R201 G.P.S. BHARTHALA	113	60	95	45	3	5	4	6	3	6	1			Uttam
10-222-0306R201 G.P.S. DHINDSA	123		110				4		2		2			Behar

### Blockwise Enrolment / Attendance Teacher / Gradation

School Name & Code	Enrollment		Attendance		Out of Schools		San. Post		Work Post		Vac. Post		A/C	Gradation
	1-V	VI-VIII	I-V	VI-VIII	6-10	11-14	I-V	VI-VIII	I-V	VI-VIII	I-V	VI-VIII	Maintenace	LEVEL
10-222-0308R201 G.P.S. PAPRODI	69		64		1	5	3		3					Niman
10-222-0316R201 G.P.S. BJA	147		121		2	2	5		4		1		N	Kushal
<b>Total</b>	<b>1585</b>	<b>510</b>	<b>1423</b>	<b>441</b>	<b>19</b>	<b>27</b>	<b>50</b>	<b>31</b>	<b>32</b>	<b>29</b>	<b>18</b>	<b>2</b>		
<b>Block - 223 SAMRALA-II</b>														
10-223-0323R201 G.P.S. OTTALAN	237		201		1	15	7		6		1		Y	Shiromani
10-223-0325R201 G.P.S. KULEWAL	180		160		1		5		3		2		Y	Uttam
10-223-0330R201 G.P.S. GHARKHAN	110		95				4		2		2		Y	Shiromani
10-223-0331R201 G.P.S. DIALPURA	90		87		3	3	3		3				Y	Uttam
10-223-0334R201 G.P.S. MANKI	209		173			7	6		3		3		Y	Kushal
10-223-0340R201 G.P.S. BURMA	100		85		6	2	3		3				Y	Uttam
10-223-0342R201 G.P.S. KOTALA	89		84		2	6	3		1		2		Y	Shiromani
10-223-0343R201 G.P.S. TODAR PUR	102		98			13	3		2		1		Y	Adarsh
10-223-0347R201 G.P.S. KOTLA SHAMHPUR	38		34			3	2		1		1		Y	Kushal
10-223-0348R201 G.P.S. HEDON	185		158		1	1	5		4		1		Y	Behtar
<b>Total</b>	<b>1340</b>		<b>1175</b>		<b>14</b>	<b>50</b>	<b>41</b>		<b>28</b>		<b>13</b>			
<b>Block - 224 DEHLON-I</b>														
10-224-0368R201 G.P.S. (B) KILA RAIPUR	136		109		1	1	5		5				N	Behtar
10-224-0368R202 G.P.S. (G) KILA RAIPUR	141		120		2	1	6		6				N	Kushal
10-224-0370R201 G.P.S. GURAM	137		130			3	4		3		1		N	Uttam
10-224-0371R201 G.P.S. LEHRA	167		160		2	3	5		3		2		N	Kushal
10-224-0374R201 G.P.S. SAYAN KHURD	99		90		2	2	4		3		1		N	Kushal
10-224-0375R201 G.P.S. RANGIAN	158		150				5		5				N	Kushal
10-224-0376R201 G.P.S. SAYAN KALAN	150		140		1	1	5		3		2		N	Kushal
10-224-0385R201 G.P.S. DEHLON	234		216		1	4	5		5				N	Kushal
10-224-0387R201 G.P.S. ASSI KALAN	160		140		2	3	6		5		1		N	Behtar
10-224-0395R201 G.P.S. KHERA	168		150				5		5				N	Uttam
<b>Total</b>	<b>1550</b>		<b>1405</b>		<b>11</b>	<b>18</b>	<b>50</b>		<b>43</b>		<b>7</b>			
<b>Block - 225 DEHLON-II</b>														
10-225-0406R201 G.P.S. KALAKH	167		150		3	7	6		5		1		Y	Uttam
10-225-0407R201 G.P.S. MAJRI	91		81			5	4		3		1		Y	Uttam

**Blockwise Enrolment / Attendance Teacher / Gradation**

School Name & Code	Enrollment		Attendance		Out of Schools		San. Post		Work Post		Vac. Post		A/C	Gradation
	1-V	VI-VIII	I-V	VI-VIII	6-10	11-14	I-V	VI-VIII	I-V	VI-VIII	I-V	VI-VIII	Maintenacnce	LEVEL
10-225-0413R201 G.P.S. CHHAPAR	246		227				9		8		1		Y	Uttam
10-225-0414R201 G.P.S. MAHERNA KALAN	163		149				5		5				Y	Uttam
10-225-0415R201 G.P.S. RACHHIN	255		235				7		7				Y	Shiromani
10-225-0416R201 G.P.S. BARHAMPUR	172		146				5		4		1		Y	Shiromani
10-225-0417R201 G.P.S. RANGUWAL	114		100				5		5				Y	Uttam
10-225-0418R201 G.P.S. JARAHAAN	94		85		4	11	4		4				Y	Uttam
10-225-0419R201 G.P.S. DHULKOT	250		210		4	18	8		7		1		Y	Uttam
10-225-0420R201 G.P.S. BAHADARGARH	169		150		4		5		3		2		Y	Uttam
<b>Total</b>	<b>1721</b>		<b>1533</b>		<b>15</b>	<b>42</b>	<b>58</b>		<b>51</b>		<b>7</b>			
<b>Block - 226 SIDHWAN BET-I</b>														
10-226-0450R201 G.P.S. (B) SIDHWAN BET	162		138				5		5				N	Kushal
10-226-0450R202 G.P.S. (G) SIDHWAN BET	137		123			7	4		3		1		N	Uttam
10-226-0454R201 G.P.S. SHEKH KUTAB	43		43			2	2		1		1		N	Kushal
10-226-0456R201 G.P.S. ABBU PURA	187		178				5		4		1		Y	Uttam
10-226-0457R201 G.P.S. BHUMAL	93		79		9	8	3		2		1		N	Kushal
10-226-0466R201 G.P.S. BHAINI ARIYAN	106		101		2	1	4		3		1		N	Shiromani
10-226-0467R201 G.P.S. KIRI	32		22		1	2	2		1		1		N	Behtar
10-226-0468R201 G.P.S. MADAR PURA	68		63		1	1	3		3				N	Kushal
10-226-0471R201 G.P.S. BANGSI PURA	109		96		1	7	4		3		1		N	Shiromani
10-226-0480R201 G.P.S. LEELAN	307		298				8		7		1		N	Adarsh
<b>Total</b>	<b>1244</b>		<b>1141</b>		<b>14</b>	<b>28</b>	<b>40</b>		<b>32</b>		<b>8</b>			
<b>Block - 227 SIDHWAN BET-II</b>														
10-227-0728R201 G.P.S. PATTI HANDAL, SOWADDI KALAN	266		231				9		8		1		Y	Behtar
10-227-0729R201 G.P.S. BASTI RAMDASIA, SOWADDI KALAN	70		66				3		3				Y	Behtar
10-227-0731R201 G.P.S. DHOTHAR	52		41				3		3				Y	Kushal
10-227-0733R201 G.P.S. KHANJAR WAL	82		78				3		3				Y	Kushal
10-227-0750R201 G.P.S. TALWANDI NOABAD	118		101				4		3		1		Y	Behtar
10-227-0753R201 G.P.S. (BRANCH) MANIE WAL, GHAMNEWAL	54		45				1		1				Y	Niman
10-227-0756R201 G.P.S. PURAIN	186		183				5		4		1		Y	Kushal

## Blockwise Enrolment / Attendance Teacher / Gradation

School Name & Code	Enrollment		Attendance		Out of Schools		San. Post		Work Post		Vac. Post		A/C	Gradation
	1-V	VI-VIII	I-V	VI-VIII	6-10	11-14	I-V	VI-VIII	I-V	VI-VIII	I-V	VI-VIII	Maintenance	LEVEL
10-227-0762R201 G.P.S. BHATHA DHUHA	124		111				4		3		1		Y	Kushal
10-227-0763R201 G.P.S. SANGAT PURA	121		86				4		4				Y	Kushal
10-227-0905R201 G.P.S. CHANDIGARH CHANNA	38		30				1		1				Y	Niman
<b>Total</b>	<b>1111</b>		<b>972</b>				<b>37</b>		<b>33</b>		<b>4</b>			
<b>Block - 228 JAGRAON</b>														
10-228-0119U201 G.P.S. DASHMESH NAGAR, WARD NO-1, JAGRAON	147		140			1	5		4		1			Kushal
10-228-0495R201 G.P.S. DALLA	443		410		19	45	12		9		3		N	Uttam
10-228-0501R201 G.P.S. MALAK	308		284		19	10	10		9		1		N	Uttam
10-228-0502R201 G.P.S. CHEIMANA	167		143			3	6		4		2		N	Kushal
10-228-0514R201 G.P.S. AKHARA	343		278		6	34	10		9		1		N	Uttam
10-228-0527R201 G.P.S. KULAR	176		158		1	8	5		4		1		N	Kushal
10-228-0539R201 G.P.S. CHOKIMAN	325		298		3	2	9		8		1		N	Kushal
10-228-0540R201 G.P.S. SIDHWAN KHURD	170		158		1		5		4		1		N	Kushal
10-228-0541R201 G.P.S. GUREH	259		212		6	12	8		8				N	Kushal
10-228-0892R201 G.P.S. KAONKE KALAN-II	291		176		3	14	8		7		1		N	Uttam
<b>Total</b>	<b>2629</b>		<b>2257</b>		<b>58</b>	<b>129</b>	<b>78</b>		<b>66</b>		<b>12</b>			
<b>Block - 229 SUDHAR</b>														
10-229-0571R201 G.P.S. (B) BASSIAN	142		120		10		6		5		1		N	Ausat
10-229-0571R202 G.P.S. (G) BASSIAN	322		290		15		11		11				N	Behtar
10-229-0577R201 G.P.S. BURJ HARI SINGH	283		220		12	7	9		7		2		N	Kushal
10-229-0581R201 G.P.S. HALWARA	560		510			18	14		12		2		N	Behtar
10-229-0585R201 G.P.S. ABBUWAL	218		198		2	3	7		6		1		N	Behtar
10-229-0589R201 G.P.S. AKALGARH	184		158		3		6		6				N	Behtar
10-229-0590R201 G.P.S. TALWANDI RAI	269		237		8	9	8		5		3		Y	Behtar
10-229-0591R201 G.P.S. SAHAULI	224		205			3	9		7		2		N	Ausat
10-229-0607R201 G.P.S. SILOANI	102		98		1	7	4		3		1		Y	Ausat
10-229-0939R201 G.P.S. (B) RAIKOT	620		546				18		15		3		N	Ausat
<b>Total</b>	<b>2924</b>		<b>2582</b>		<b>51</b>	<b>47</b>	<b>92</b>		<b>77</b>		<b>15</b>			
<b>Block - 230 PAKHOWAL</b>														
10-230-0116R201 G.P.S. (B) PAKHOWAL	143	112	122	112		13	5	5	5	5			N	Ausat



**Blockwise Enrolment / Attendance Teacher / Gradation**

School Name & Code	Enrollment		Attendance		Out of Schools		San. Post		Work Post		Vac. Post		A/C	Gradation
	1-V	VI-VIII	I-V	VI-VIII	6-10	11-14	I-V	VI-VIII	I-V	VI-VIII	I-V	VI-VIII	Maintenace	LEVEL
10-230-0610R202 G.P.S. (G) PAKHOWAL	147	128	140	109			5	8	5	8			N	Uttam
10-230-0617R201 G.P.S. SARABHA	239	254	200	254			8	7	7	7	1		N	Ausat
10-230-0618R201 G.P.S. DANGON	203	140	188	132	2	3	6	7	5	7	1		N	Kushal
10-230-0619R201 G.P.S. SHAHPUR	35		35		2		2		2				N	Ausat
10-230-0630R201 G.P.S. DHAIPAI	236		202		1		6		6				N	Uttam
10-230-0642R201 G.P.S. (G) GUJJARWAL	155	126	140	126		2	6	4	6	4			N	Kushal
10-230-0642R202 G.P.S. (B) GUJJARWAL	165	128	157	122		2	6	5	6	5			N	Kushal
10-230-0643R201 G.P.S. CHAMINDA	169		163				5		5				N	Niman
10-230-0647R201 G.P.S. BALLOWAL	211		190		2	6	5		4		1		N	Shiromani
<b>Total</b>	<b>1703</b>	<b>888</b>	<b>1537</b>	<b>855</b>	<b>7</b>	<b>26</b>	<b>54</b>	<b>36</b>	<b>51</b>	<b>36</b>	<b>3</b>			
<b>Block - 231 DORAHA</b>														
10-231-0658R201 G.P.S. ROL	74		62				3		3				N	Kushal
10-231-0660R201 G.P.S. GIDRI	115		72		2		4		2		2		N	Kushal
10-231-0661R201 G.P.S. JAHANGIR	43		37		3		2		2				N	Kushal
10-231-0665R201 G.P.S. LAPRAN	153		140		1		5		4		1		N	Uttam
10-231-0666R201 G.P.S. BHATHAL	35		34				2		2				N	Shiromani
10-231-0667R201 G.P.S. DOBURJI	121		109				4		2		2		N	Behtar
10-231-0671R201 G.P.S. GHUDANI KALAN	403		357		4		11		8		3		N	Uttam
10-231-0673R201 G.P.S. KATAHRI	168		159				5		3		2		N	Behtar
10-231-0674R201 G.P.S. GHANGAS	142		112		3		5		3		2			Uttam
10-231-0676R201 G.P.S. GHALOTI	256		217		11		7		5		2		N	Adarsh
<b>Total</b>	<b>1510</b>		<b>1299</b>		<b>24</b>		<b>48</b>		<b>34</b>		<b>14</b>			
<b>Block - 232 MACHHIWARA</b>														
10-232-0175U201 G.P.S. WARD NO-3, MACHHIWARA-1	208		182				6		4		2		N	Behtar
10-232-0175U203 G.P.S. MACHHIWARA-3	164		141			1	5		2		3		N	Behtar
10-232-0769R201 G.P.S. GARHI, TARIKHANA-I	114		98				4		2		2		N	Uttam
10-232-0770R201 G.P.S. GARHI, TARIKHANA-II	17		13				2		1		1		N	Ausat
10-232-0773R201 G.P.S. LAKHOWAL KALAN	71		58			5							N	Kushal
10-232-0774R201 G.P.S. BHATTIAN	49		48				3		2		1		N	Behtar

District -10--LUDHIANA

**Jan Samparak Abhiyan**  
**Blockwise Enrolment / Attendance Teacher / Gradation**

School Name & Code	Enrolment		Attendance		Out of Schools		San. Post		Work Post		Vac. Post		A/C	Gradation
	1-V	VI-VIII	I-V	VI-VIII	6-10	11-14	I-V	VI-VIII	I-V	VI-VIII	I-V	VI-VIII	Maintenacance	LEVEL
10-232-0775R201 G.P.S. RANWAN	116		101		1		4		2		2		N	Shiromani
10-232-0776R201 G.P.S. PUNIAN	78		67				3		2		1		N	Behtar
10-232-0777R201 G.P.S. TAKHRAN	148		124				5		2		3		N	Kushal
10-232-0779R201 G.P.S. BOHAPUR	91		86		6	5	4		2		2		N	Behtar
10-232-0784R201 G.P.S. UDHOWAL KALAN	51		47				3		2		1		N	Ausat
10-232-0794R201 G.P.S. TANDA KUSHAL SINGH	101		81				3		2		1		N	Ausat
10-232-0795R201 G.P.S. JHARAUDI	18		12				2		2				N	Ausat
10-232-0796R201 G.P.S. LUBAN GARH	104		82				4		1		3		N	Ausat
10-232-0804R201 G.P.S. PANJGRAIN	47		37				2				2		N	Ausat
10-232-0806R201 G.P.S. JASSOWAL	85		60			1	3		2		1		N	Ausat
<b>Total</b>	1462		1237		7	12	53		28		25			
<b>Grant Total</b>	36511	2199	32181	2010	6526	5560	1109	116	909	114	200	2		

**Legends :-**

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

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

## Sarva Shiksha Abhiyan During 2001-2002

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

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

## Sarva Shiksha Abhiyan During 2001-2002

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

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

## Sarva Shiksha Abhiyan During 2001-2002

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

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

## Sarva Shiksha Abhiyan During 2001-2002

### Various Formats & Instruction Booklets/Maps for Household Survey

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

## Sarva Shiksha Abhiyan During 2001-2002

### Various Formats & Instruction Booklets/Maps for Household Survey

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

## Sarva Shiksha Abhiyan During 2001-2002

### Various Formats & Instruction Booklets/Maps for Household Survey

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



# PART - III



## FAMILY SURVEY

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

Reference Date :  
Unit : Village/Ward

### I. Family

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

### II. Child (3-19)

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

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

- I. Total (3-19) Population**
  1. Number of Special Need Children
  2. Age groupwise/sexwise/castewise school going children
  3. Age groupwise/sexwise/castewise school not going children
  
- II. School going Children**
  1. Caste
  2. Special Need
  3. Ever attended school
    - 3.1 Class of dropout
  4. Age group by sex
  5. Child labour by age group/sexwise
  
- III. Out of School/child labour**
  1. Special Need
  2. Ever attended school
    - 2.1 Class of dropout
  3. Age group by sex
  4. Child labour by age group/sexwise
  
- IV. Mentally/physically challenged**
  1. Caste
  2. Special Need
  3. Ever attended school
    - 3.1 Class of dropout
  4. Age group by sex
  5. Child labour by age group/sex

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

### **Reports**

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

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

There is a large variation in enrolment at primary and upper primary level between the reported enrolment and the enrolment compiled from survey data, especially in enrolment in government schools. However enrolment in secondary classes matches closely with the survey data which validated the compilation of Survey Data of the district Ludhiana.

<b>Enrolment (Survey)- 2002</b>				
	<b>Government schools</b>	<b>Recognized schools</b>	<b>Unrecognized schools</b>	<b>Total</b>
Primary	128158	71791	36117	<b>236066</b>
Upper primary	71264	35487	14501	<b>121252</b>

<b>Enrolment (State Abstract)- 2000</b>				
	<b>Government schools</b>	<b>Recognized schools</b>	<b>Unrecognized schools</b>	<b>Total</b>
Primary	151904	56791	-	<b>208695</b>
Upper primary	77854	31520	-	<b>109374</b>

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

District - 10 - LUDHIANA

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	38325	28668	66993	13021	10656	23677	5136	3856	8992
<b>Pre Primary Total</b>	<b>38325</b>	<b>28668</b>	<b>66993</b>	<b>13021</b>	<b>10656</b>	<b>23677</b>	<b>5136</b>	<b>3856</b>	<b>8992</b>
I	30929	23462	54391	12212	9847	22059	3954	3156	7110
II	26511	20739	47250	10523	8618	19141	3463	2820	6283
III	25261	20278	45539	10276	8814	19090	3449	2832	6281
IV	25575	20061	45636	10030	8382	18412	3310	2674	5984
V	23727	19523	43250	8975	7916	16891	3239	2740	5979
<b>Primary Total</b>	<b>132003</b>	<b>104063</b>	<b>236066</b>	<b>52016</b>	<b>43577</b>	<b>95593</b>	<b>17415</b>	<b>14222</b>	<b>31637</b>
VI	24199	19268	43467	8976	7721	16697	3208	2636	5844
VII	21465	18385	39850	7576	6892	14468	2882	2558	5440
VIII	20434	17501	37935	7186	6400	13586	2874	2390	5264
<b>Middle Total</b>	<b>66098</b>	<b>55154</b>	<b>121252</b>	<b>23738</b>	<b>21013</b>	<b>44751</b>	<b>8964</b>	<b>7584</b>	<b>16548</b>
IX	17118	15445	32563	5509	4959	10468	2368	2136	4504
X	21188	17971	39159	6775	5984	12759	2727	2374	5101
<b>Secondary Total</b>	<b>38306</b>	<b>33416</b>	<b>71722</b>	<b>12284</b>	<b>10943</b>	<b>23227</b>	<b>5095</b>	<b>4510</b>	<b>9605</b>
XI	10128	10180	20308	2176	2286	4462	1551	1337	2888
XII	10137	10877	21014	2162	2274	4436	1296	1242	2538
<b>Sr. Secondary Total</b>	<b>20265</b>	<b>21057</b>	<b>41322</b>	<b>4338</b>	<b>4560</b>	<b>8898</b>	<b>2847</b>	<b>2579</b>	<b>5426</b>
Technical Education	2053	2623	4676	293	381	674	268	313	581
<b>Technical Education Total</b>	<b>2053</b>	<b>2623</b>	<b>4676</b>	<b>293</b>	<b>381</b>	<b>674</b>	<b>268</b>	<b>313</b>	<b>581</b>

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

Class ↓	School Going Children - Total			School Going Children - S.C.			School Going Children - B.C.		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	15762	13020	28782	7912	6491	14403	1999	1603	3602
<b>Pre Primary Total</b>	<b>15762</b>	<b>13020</b>	<b>28782</b>	<b>7912</b>	<b>6491</b>	<b>14403</b>	<b>1999</b>	<b>1603</b>	<b>3602</b>
I	13899	11737	25636	8178	6902	15080	1811	1550	3361
II	13722	11696	25418	7722	6498	14220	1812	1593	3405
III	14080	12324	26404	7740	6871	14611	1978	1736	3714
IV	14028	12219	26247	7513	6565	14078	1811	1602	3413
V	12942	11511	24453	6762	6116	12878	1662	1498	3160
<b>Primary Total</b>	<b>68671</b>	<b>59487</b>	<b>128158</b>	<b>37915</b>	<b>32952</b>	<b>70867</b>	<b>9074</b>	<b>7979</b>	<b>17053</b>
VI	13635	11637	25272	6959	5903	12862	1775	1566	3341
VII	12373	11476	23849	5735	5247	10982	1675	1483	3158
VIII	11520	10623	22143	5292	4812	10104	1645	1392	3037
<b>Midlle Total</b>	<b>37528</b>	<b>33736</b>	<b>71264</b>	<b>17986</b>	<b>15962</b>	<b>33948</b>	<b>5095</b>	<b>4441</b>	<b>9536</b>
IX	9074	8838	17912	4106	3654	7760	1206	1180	2386
X	11559	10413	21972	4958	4358	9316	1481	1368	2849
<b>Secondary Total</b>	<b>20633</b>	<b>19251</b>	<b>39884</b>	<b>9064</b>	<b>8012</b>	<b>17076</b>	<b>2687</b>	<b>2548</b>	<b>5235</b>
XI	4489	4315	8804	1379	1245	2624	645	553	1198
XII	4548	4509	9057	1380	1270	2650	605	560	1165
<b>Sr. Secondary Total</b>	<b>9037</b>	<b>8824</b>	<b>17861</b>	<b>2759</b>	<b>2515</b>	<b>5274</b>	<b>1250</b>	<b>1113</b>	<b>2363</b>
Technical Education	568	579	1147	120	142	262	81	73	154
<b>Technical Education Total</b>	<b>568</b>	<b>579</b>	<b>1147</b>	<b>120</b>	<b>142</b>	<b>262</b>	<b>81</b>	<b>73</b>	<b>154</b>

District - 10 - LUDHIANA

Sarav Sikhiya Abhiyan, Punjab

Family Survey 2002

Form No. : SSA/FS/IV/6

Report : 03

Year : 2001-2002

**03 - School Going Children (Non-State Govt.) - (Gradewise)-Total-Districtwise**

Class ↓	School Going Children - Total			School Going Children - S.C.			School Going Children - B.C.		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	14227	9808	24035	2846	2428	5274	1919	1347	3266
<b>Pre Primary Total</b>	<b>14227</b>	<b>9808</b>	<b>24035</b>	<b>2846</b>	<b>2428</b>	<b>5274</b>	<b>1919</b>	<b>1347</b>	<b>3266</b>
I	11156	7696	18852	2559	1824	4383	1406	1010	2416
II	8216	5831	14047	1758	1343	3101	1029	719	1748
III	7529	5243	12772	1635	1265	2900	940	717	1657
IV	7940	5364	13304	1574	1185	2759	972	660	1632
V	7534	5282	12816	1399	1197	2596	1045	825	1870
<b>Primary Total</b>	<b>42375</b>	<b>29416</b>	<b>71791</b>	<b>8925</b>	<b>6814</b>	<b>15739</b>	<b>5392</b>	<b>3931</b>	<b>9323</b>
VI	7525	5295	12820	1321	1216	2537	977	708	1685
VII	6456	4913	11369	1200	1175	2375	833	711	1544
VIII	6455	4843	11298	1376	1186	2562	895	678	1573
<b>Middle Total</b>	<b>20436</b>	<b>15051</b>	<b>35487</b>	<b>3897</b>	<b>3577</b>	<b>7474</b>	<b>2705</b>	<b>2097</b>	<b>4802</b>
IX	5669	4620	10289	981	850	1831	809	632	1441
X	6899	5329	12228	1325	1137	2462	895	706	1601
<b>Secondary Total</b>	<b>12568</b>	<b>9949</b>	<b>22517</b>	<b>2306</b>	<b>1987</b>	<b>4293</b>	<b>1704</b>	<b>1338</b>	<b>3042</b>
XI	4024	4243	8267	514	678	1192	646	528	1174
XII	4120	4596	8716	517	642	1159	507	466	973
<b>Sr. Secondary Total</b>	<b>8144</b>	<b>8839</b>	<b>16983</b>	<b>1031</b>	<b>1320</b>	<b>2351</b>	<b>1153</b>	<b>994</b>	<b>2147</b>
Technical Education	1111	1528	2639	110	174	284	119	172	291
<b>Technical Education Total</b>	<b>1111</b>	<b>1528</b>	<b>2639</b>	<b>110</b>	<b>174</b>	<b>284</b>	<b>119</b>	<b>172</b>	<b>291</b>



## 04 - School Going Children (Unrecognised) - (Gradewise)-Total-Districtwise

Class ↓	School Going Children - Total			School Going Children - S.C.			School Going Children - B.C.		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	8336	5840	14176	2263	1737	4000	1218	906	2124
Pre Primary Total	8336	5840	14176	2263	1737	4000	1218	906	2124
I	5874	4029	9903	1475	1121	2596	737	596	1333
II	4573	3212	7785	1043	777	1820	622	508	1130
III	3652	2711	6363	901	678	1579	531	379	910
IV	3607	2478	6085	943	632	1575	527	412	939
V	3251	2730	5981	814	603	1417	532	417	949
Primary Total	20957	15160	36117	5176	3811	8987	2949	2312	5261
VI	3039	2336	5375	696	602	1298	456	362	818
VII	2636	1996	4632	641	470	1111	374	364	738
VIII	2459	2035	4494	518	402	920	334	320	654
Middle Total	8134	6367	14501	1855	1474	3329	1164	1046	2210
IX	2375	1987	4362	422	455	877	353	324	677
X	2730	2229	4959	492	489	981	351	300	651
Secondary Total	5105	4216	9321	914	944	1858	704	624	1328
XI	1615	1622	3237	283	363	646	260	256	516
XII	1469	1772	3241	265	362	627	184	216	400
Sr. Secondary Total	3084	3394	6478	548	725	1273	444	472	916
Technical Education	374	516	890	63	65	128	68	68	136
Technical Education Total	374	516	890	63	65	128	68	68	136

District - 10 - LUDHIANA

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

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

Age ↓	School Going Children - Total			School Going Children - S.C.			School Going Children - B.C.		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	9912	7826	17738	3231	2824	6055	1291	976	2267
4	15933	11616	27549	5274	4240	9514	2046	1617	3663
5	19326	14432	33758	6904	5667	12571	2657	2003	4660
<b>Sub Total</b>	<b>45171</b>	<b>33874</b>	<b>79045</b>	<b>15409</b>	<b>12731</b>	<b>28140</b>	<b>5994</b>	<b>4596</b>	<b>10590</b>
6	21946	17351	39297	8634	6868	15502	2935	2388	5323
7	21412	16705	38117	8468	7216	15684	2937	2351	5288
8	23753	19164	42917	9373	7789	17162	3025	2501	5526
9	23126	18135	41261	8932	7535	16467	3121	2486	5607
10	25690	20747	46437	9846	8493	18339	3433	2926	6359
<b>Sub Total</b>	<b>115927</b>	<b>92102</b>	<b>208029</b>	<b>45253</b>	<b>37901</b>	<b>83154</b>	<b>15451</b>	<b>12652</b>	<b>28103</b>
11	22442	18597	41039	8157	7143	15300	3073	2598	5671
12	22472	18506	40978	8232	7224	15456	3009	2584	5593
13	20249	17616	37865	7127	6706	13833	2817	2379	5196
<b>Sub Total</b>	<b>65163</b>	<b>54719</b>	<b>119882</b>	<b>23516</b>	<b>21073</b>	<b>44589</b>	<b>8899</b>	<b>7561</b>	<b>16460</b>
14	18835	16443	35278	6509	5648	12157	2595	2301	4896
15	16273	15114	31387	5235	4834	10069	2287	2003	4290
<b>Sub Total</b>	<b>35108</b>	<b>31557</b>	<b>66665</b>	<b>11744</b>	<b>10482</b>	<b>22226</b>	<b>4882</b>	<b>4304</b>	<b>9186</b>
16	13457	12382	25839	4053	3775	7828	1721	1533	3254
17	10887	9965	20852	2823	2654	5477	1361	1194	2555
<b>Sub Total</b>	<b>24344</b>	<b>22347</b>	<b>46691</b>	<b>6876</b>	<b>6429</b>	<b>13305</b>	<b>3082</b>	<b>2727</b>	<b>5809</b>
18	8274	7606	15880	2160	1879	4039	991	881	1872
19	3063	2776	5839	732	635	1367	426	343	769
<b>Sub Total</b>	<b>11337</b>	<b>10382</b>	<b>21719</b>	<b>2892</b>	<b>2514</b>	<b>5406</b>	<b>1417</b>	<b>1224</b>	<b>2641</b>

## 12 - School Going Children (State Govt.) - (Age wise)-Total Districtwise

Age ↓	School Going Children - Total			School Going Children - S.C.			School Going Children - B.C.		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	4481	3676	8157	1997	1779	3776	544	422	966
4	6290	5057	11347	3171	2570	5741	794	647	1441
5	7860	6593	14453	4106	3498	7604	1071	853	1924
<b>Sub Total</b>	<b>18631</b>	<b>15326</b>	<b>33957</b>	<b>9274</b>	<b>7847</b>	<b>17121</b>	<b>2409</b>	<b>1922</b>	<b>4331</b>
6	10413	9236	19649	5979	4916	10895	1330	1202	2532
7	10624	8982	19606	6123	5285	11408	1505	1286	2791
8	12402	11018	23420	6915	6013	12928	1631	1432	3063
9	12454	10797	23251	6637	5881	12518	1684	1478	3162
10	13635	11954	25589	7248	6393	13641	1715	1616	3331
<b>Sub Total</b>	<b>59528</b>	<b>51987</b>	<b>111515</b>	<b>32902</b>	<b>28488</b>	<b>61390</b>	<b>7865</b>	<b>7014</b>	<b>14879</b>
11	12290	11213	23503	6368	5478	11846	1688	1525	3213
12	12475	10951	23426	6261	5492	11753	1719	1494	3213
13	11621	11014	22635	5296	5158	10454	1604	1378	2982
<b>Sub Total</b>	<b>36386</b>	<b>33178</b>	<b>69564</b>	<b>17925</b>	<b>16128</b>	<b>34053</b>	<b>5011</b>	<b>4397</b>	<b>9408</b>
14	10449	9719	20168	4849	4249	9098	1422	1342	2764
15	8861	8825	17686	3915	3549	7464	1155	1100	2255
<b>Sub Total</b>	<b>19310</b>	<b>18544</b>	<b>37854</b>	<b>8764</b>	<b>7798</b>	<b>16562</b>	<b>2577</b>	<b>2442</b>	<b>5019</b>
16	7444	6859	14303	3034	2729	5763	963	881	1844
17	5496	4741	10237	1979	1669	3648	713	593	1306
<b>Sub Total</b>	<b>12940</b>	<b>11600</b>	<b>24540</b>	<b>5013</b>	<b>4398</b>	<b>9411</b>	<b>1676</b>	<b>1474</b>	<b>3150</b>
18	4152	3241	7393	1431	1086	2517	482	387	869
19	1252	1021	2273	447	329	776	166	121	287
<b>Sub Total</b>	<b>5404</b>	<b>4262</b>	<b>9666</b>	<b>1878</b>	<b>1415</b>	<b>3293</b>	<b>648</b>	<b>508</b>	<b>1156</b>
<b>Grand Total</b>	<b>52199</b>	<b>43487</b>	<b>95686</b>	<b>46183</b>	<b>40503</b>	<b>86686</b>	<b>10186</b>	<b>9591</b>	<b>20186</b>

## 03 - School Going Children (Non-State Govt.) - (Agewise)-Total Districtwise

Age ↓	School Going Children - Total			School Going Children - S.C.			School Going Children - B.C.		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	3213	2443	5656	633	587	1220	423	320	743
4	6042	4028	10070	1194	969	2163	764	593	1357
5	7578	5214	12792	1690	1323	3013	1026	727	1753
Sub Total	16833	11685	28518	3517	2879	6396	2213	1640	3853
6	7455	5420	12875	1613	1168	2781	1008	701	1709
7	7249	5098	12347	1481	1205	2686	933	675	1608
8	7485	5423	12908	1591	1220	2811	939	660	1599
9	7150	4790	11940	1387	1030	2417	910	646	1556
10	8280	5808	14088	1607	1373	2980	1104	837	1941
Sub Total	37619	26539	64158	7679	5996	13675	4894	3519	8413
11	7317	4978	12295	1240	1146	2386	926	700	1626
12	7097	5382	12479	1291	1211	2502	913	741	1654
13	6358	4831	11189	1364	1163	2527	900	717	1617
Sub Total	20772	15191	35963	3895	3520	7415	2739	2158	4897
14	5871	4729	10600	1154	982	2136	838	639	1477
15	5237	4359	9596	872	845	1717	768	591	1359
Sub Total	11108	9088	20196	2026	1827	3853	1606	1230	2836
16	4418	3981	8399	710	694	1404	534	437	971
17	3812	3716	7528	578	633	1211	461	415	876
Sub Total	8230	7697	15927	1288	1327	2615	995	852	1847
18	3011	3190	6201	518	538	1056	374	338	712
19	1288	1201	2489	192	213	405	171	142	313
Sub Total	4299	4391	8690	710	751	1461	545	480	1025
Grand Total	98861	74591	173452	19115	16300	35415	12992	9879	22871

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

Age ↓	School Going Children - Total			School Going Children - S.C.			School Going Children - B.C.		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	2213	1707	3925	601	458	1059	324	234	558
4	3601	2531	6132	909	701	1610	488	377	865
5	3883	2625	6513	1108	846	1954	560	423	983
<b>Sub Total</b>	<b>9707</b>	<b>6863</b>	<b>16570</b>	<b>2618</b>	<b>2005</b>	<b>4623</b>	<b>1372</b>	<b>1034</b>	<b>2406</b>
6	4073	2695	6773	1042	784	1826	597	485	1082
7	3539	2625	6164	864	726	1590	499	390	889
8	3863	2723	6589	867	556	1423	455	409	864
9	3522	2548	6070	908	624	1532	527	362	889
10	3773	2985	6760	991	727	1718	614	473	1087
<b>Sub Total</b>	<b>18780</b>	<b>13576</b>	<b>32356</b>	<b>4672</b>	<b>3417</b>	<b>8089</b>	<b>2692</b>	<b>2119</b>	<b>4811</b>
11	2835	2406	5241	549	519	1068	459	373	832
12	2900	2173	5073	680	521	1201	377	349	726
13	2270	1771	4041	467	385	852	313	284	597
<b>Sub Total</b>	<b>8005</b>	<b>6350</b>	<b>14355</b>	<b>1696</b>	<b>1425</b>	<b>3121</b>	<b>1149</b>	<b>1006</b>	<b>2155</b>
14	2515	1995	4510	506	417	923	335	320	655
15	2175	1930	4105	448	440	888	364	312	676
<b>Sub Total</b>	<b>4690</b>	<b>3925</b>	<b>8615</b>	<b>954</b>	<b>857</b>	<b>1811</b>	<b>699</b>	<b>632</b>	<b>1331</b>
16	1595	1542	3137	309	352	661	224	215	439
17	1579	1508	3087	266	352	618	187	186	373
<b>Sub Total</b>	<b>3174</b>	<b>3050</b>	<b>6224</b>	<b>575</b>	<b>704</b>	<b>1279</b>	<b>411</b>	<b>401</b>	<b>812</b>
18	1111	1175	2286	211	255	466	135	156	291
19	523	554	1077	93	93	186	89	80	169
<b>Sub Total</b>	<b>1634</b>	<b>1729</b>	<b>3363</b>	<b>304</b>	<b>348</b>	<b>652</b>	<b>224</b>	<b>236</b>	<b>460</b>
<b>Grand Total</b>	<b>45990</b>	<b>35493</b>	<b>81483</b>	<b>10819</b>	<b>8756</b>	<b>19575</b>	<b>6547</b>	<b>5428</b>	<b>11975</b>

District - 10 - LUDHIANA

Sarav Shiksha Abhiyan, Punjab  
Family Survey 2002

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

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

Class Age	Pre Prim.		Primary						Middle						Secondary						Sr. Secondary						Tec. Edu									
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI		VII		VIII		Total		IX		X		Total		XI		XII		Total		Other Tech. / Prof. course.	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G		
3	9890	7802	22	24								22	24																							
4	14308	10450	1608	1161	16	5	1					1625	1166																							
5	11483	8325	7361	5683	472	420	10	4				7843	6107																							
6	2587	2036	15155	11907	3897	3099	304	309	3			19359	15315																							
7	28	32	6231	4313	11890	9587	3008	2494	252	278	3	1	21384	16673																						
8	24	19	423	304	8645	6535	11705	9600	2706	2416	250	284	23729	19139	6						6															
9	1	3	80	46	1070	685	9120	6991	10150	8010	2476	2174	22896	17906	228	224	1	2			229	226														
10	2		37	12	362	244	804	624	11287	8419	10703	8980	23193	18279	2267	2180	225	277	3	8	2495	2465	3				3									
11	2		9	9	144	155	249	215	941	723	9414	7346	10757	8448	9458	7865	2042	2014	182	269	11682	10148	1	1			1	1								
12		1	3	2	10	8	48	31	177	159	694	607	932	807	10890	8061	8425	7374	1983	1981	21298	17436	241	261	1	1	242	262								
13			1	4			8	5	44	40	130	96	186	142	1003	701	9186	7383	8142	7432	18331	15516	1520	1735	204	208	1724	1943	8	15			8	15		
14							1	4	5	10	11	29	18	43	35	248	127	1030	852	9081	6941	10359	7920	6844	6442	1447	1767	8291	8209	137	238	1	5	138	243	4
15									5	5	27	16	33	21	82	76	519	459	831	744	1432	1279	7276	5917	6184	6114	13460	12031	1029	1428	316	352	1345	1780	3	
16											1	1	13	6	29	17	140	90	182	113	805	686	7843	6239	8648	6925	3374	3763	1192	1500	4566	5263	61			
17											1	1	6	1	5	1	53	21	64	23	289	273	3439	2264	3728	2537	3990	3483	2838	3441	6828	6924	266	48		
18													4	1	3	5	18	13	25	19	136	111	1673	1134	1809	1245	1254	1012	4519	4392	5773	5404	667	9		
19															1	1	2	1	3	6	16	397	244	403	260	336	241	1271	1187	1607	1428	1052	10			
<b>Total</b>	<b>38325</b>	<b>28668</b>	<b>30929</b>	<b>23462</b>	<b>26511</b>	<b>20739</b>	<b>25261</b>	<b>20278</b>	<b>25575</b>	<b>20061</b>	<b>23727</b>	<b>19523</b>	<b>132003</b>	<b>104063</b>	<b>24199</b>	<b>19268</b>	<b>21465</b>	<b>18385</b>	<b>20434</b>	<b>17501</b>	<b>66098</b>	<b>55154</b>	<b>17118</b>	<b>15445</b>	<b>21188</b>	<b>17971</b>	<b>38306</b>	<b>33416</b>	<b>10128</b>	<b>10180</b>	<b>10137</b>	<b>10877</b>	<b>20265</b>	<b>21057</b>	<b>2053</b>	<b>26</b>

District - 10 - LUDHIANA

Sarav Shiksha Abhiyan, Punjab

Family Survey 2002

Form No. : SSA/FS/III/8

Report : 02

Year : 2001-2002

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

Class Age ↓	Pre Prim.		Primary										Middle						Secondary						Sr. Secondary						Tec. Edu					
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI		VII		VIII		Total		IX		X		Total		XI		XII		Total		Other Tech. / Prof. course.	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G		
3	3225	2810	6	14								6	14																							
4	4823	3962	445	276	5	2						451	278																							
5	3897	3143	2817	2392	157	128	3	4				3007	2524																							
6	936	623	5989	4862	1539	1245	169	138	1			7698	6245																							
7	127	110	2619	2061	444	3799	1167	1135	110	108	3	3	8341	7106																						
8	6	7	270	203	365	3046	4145	3592	1005	866	87	74	9365	7781	2	1					2	1														
9	1	1	36	23	311	244	4201	3465	3561	2981	769	765	8882	7478	46	53	3	3			49	56														
10			26	11	143	96	449	363	4867	4040	3592	3247	9084	7757	682	651	79	83	2		761	736														
11	1		3	4	20	51	107	93	366	294	4129	3485	4625	3927	2917	2655	551	512	63	49	3531	3216														
12			1	1	5	6	31	19	94	70	317	283	448	379	4691	3924	2562	2365	493	514	7746	6803	38	40	2	38	42									
13							3	4	20	20	63	46	88	70	470	349	3886	3489	2318	2381	6674	6219	313	369	52	48	365	417								
14	4					1	1	1	6	3	12	11	19	16	129	68	396	345	3744	3101	4269	3514	1864	1667	328	405	2192	2072	19	43	5	2	24	45		
15												2	1	2	27	15	73	73	449	278	549	366	2854	2451	1539	1702	4393	4153	208	236	83	75	291	311		
16												1		9	4	21	18	80	46	110	68	296	302	2691	2366	2987	2668	634	733	311	293	945	1026			
17														1		4	2	31	20	36	22	86	94	1328	900	1414	994	821	876	508	708	1329	1584	44	5	
18														2	1	1	2	8	7	11	10	52	36	689	466	741	502	372	313	954	944	1326	1257	82	11	
19																				2	2	6		146	95	154	95	122	85	301	252	423	337	155	20	
<b>Total</b>	<b>13021</b>	<b>10656</b>	<b>12212</b>	<b>9847</b>	<b>10523</b>	<b>8618</b>	<b>10276</b>	<b>8814</b>	<b>10030</b>	<b>8382</b>	<b>8975</b>	<b>7916</b>	<b>52016</b>	<b>43577</b>	<b>8976</b>	<b>7721</b>	<b>7576</b>	<b>6892</b>	<b>7186</b>	<b>6400</b>	<b>23738</b>	<b>21013</b>	<b>5509</b>	<b>4959</b>	<b>6775</b>	<b>5984</b>	<b>12284</b>	<b>10943</b>	<b>2176</b>	<b>2286</b>	<b>2162</b>	<b>2274</b>	<b>4338</b>	<b>4560</b>	<b>293</b>	<b>38</b>

District - 10 - LUDHIANA

Sarav Shiksha Abhiyan, Punjab

Family Survey 2002

Form No. : SSA/FS/III/8

Report : 03

Year : 2001-2002

03 - BC Children of Village/Ward - Total - (Age-Grade Wise) - Districtwise

Class Age	Pre Prim.		Primary										Middle						Secondary						Sr. Secondary			Tec. Edu								
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI	VII	VIII	Total		IX	X	Total		XI	XII	Total		Other Tech. / Prof. course.								
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G						
3	1289	976	2																																	
4	1859	1475	186	140	1	2								187	142																					
5	1700	1194	883	744	2	64	1	1						957	809																					
6	286	210	2114	1702	485	439	50	37						2649	2178																					
7	2	1	719	524	179	1457	389	339	36	30				2935	2350																					
8			40	33	964	723	1664	1403	311	312	26	30	3025	2501																						
9			8	10	74	75	1188	889	1535	1227	286	261	3091	2462	30	24			30	24																
10			3	4	35	113	116	1284	987	1681	1430	3118	2571	282	294	33	61			315	355															
11			1		24	39	45	116	94	1136	908	1307	1071	1489	1203	244	284	28	36	1761	1523	4	4	1		5	4									
12			1		1	2	2	17	20	87	90	107	113	1244	1011	1346	1172	279	250	2869	2433	32	37	1	1	33	38									
13					2	10	2	15	13	27	15	117	89	1107	900	1279	1090	2503	2079	254	208	33	77	287	285											
14					1	1	2	6	7	8	9	41	14	118	117	1173	932	1332	1063	1040	996	185	205	1225	1201	28	28	2	30	28						
15										1	1	4	1	27	21	90	64	121	86	881	737	1028	958	1909	1695	214	181	42	39	256	220					
16										2	2				5	3	16	14	21	17	103	98	877	721	980	819	558	510	152	178	710	688				
17												1		2		8	2	11	2	39	39	381	273	420	312	578	492	331	338	909	830					
18															1	2	1	2	15	17	171	114	186	131	137	103	607	561	744	664						
19																				50	25	50	25	36	23	162	126	198	149	178						
Total	5136	3856	3954	3156	345	2820	3449	2832	3310	2674	3239	2740	17415	14222	3208	2636	2882	2558	2874	2390	8964	7584	2368	2136	2727	2374	5095	4510	1551	1337	1296	1242	2847	2579	268	313



District - 10 - LUDHIANA

Sarav Shiksha Abhiyan, Punjab  
Family Survey 2002

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

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

Class Age	Pre Prim.		Primary								Middle								Secondary				Sr. Secondary				Tec. Edu									
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI		VII		VIII		Total		IX		X		Total		XI		XII		Total		Other Tech. / Prof. course.	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G		
3	4479	3674	2	2									2	2																						
4	6007	4834	280	223	3								283	223																						
5	4447	3610	3261	2830	149	151	3	2					3413	2983																						
6	807	883	7335	6400	2123	1792	148	161					9606	8353																						
7	10	11	2791	2088	6064	5350	1673	1435	83	98	3		10614	8971																						
8	8	7	162	142	4640	3854	6054	5494	1423	1404	105	117	12394	11011																						
9	1	45	38	452	347	5432	4622	5088	4518	1354	1173		12371	10698	81	98	1	1			82	99														
10	2	18	5	179	105	524	420	6679	5565	5073	4648		12473	10743	1052	1073	108	137		1	1160	1211														
11	1	3	6	104	93	192	160	563	469	5841	5069		5703	5797	4505	4263	1005	1025	76	128	5586	5416														
12		1	2	2	5	4	35	22	151	120	414	390	607	538	7019	5537	3870	3792	909	992	11798	10321	70	91		70	91									
13			1	2		6	5	28	32	107	80		143	118	713	506	6187	5500	3800	3907	10700	9913	691	892	87	86	778	978		5			5			
14						3	3	8	8	18	17		29	28	177	83	692	567	5962	4925	6831	5575	2945	3088	578	897	3523	3985	62	92		3	62	95	4	36
15				1				5	5	26	16		32	21	73	72	484	437	616	583	1173	1092	4657	4144	2500	2896	7157	7040	399	539	98	131	497	670	2	2
16										1			1	10	4	21	12	106	59	137	75	471	399	5050	4292	5521	4691	1234	1456	535	623	1769	2079	17	13	
17										1			1	4		4	1	39	18	47	19	159	161	2078	1439	2237	1600	1934	1644	1182	1378	3116	3022	95	100	
18													1	1	1	3	11	8	13	12	77	61	1039	673	1116	734	701	464	2156	1852	2857	2316	166	179		
19															1	1	2	1	3	4	2	227	130	231	132	159	115	577	522	736	637	284	249			
<b>Total</b>	<b>15762</b>	<b>13020</b>	<b>13899</b>	<b>11737</b>	<b>13722</b>	<b>11696</b>	<b>14080</b>	<b>12324</b>	<b>14028</b>	<b>12219</b>	<b>12942</b>	<b>11511</b>	<b>58671</b>	<b>59487</b>	<b>13635</b>	<b>11637</b>	<b>12373</b>	<b>11476</b>	<b>11520</b>	<b>10623</b>	<b>37528</b>	<b>33736</b>	<b>9074</b>	<b>8838</b>	<b>11559</b>	<b>10413</b>	<b>20633</b>	<b>19251</b>	<b>4489</b>	<b>4315</b>	<b>4548</b>	<b>4509</b>	<b>9037</b>	<b>8824</b>	<b>568</b>	<b>579</b>

District - 10 - LUDHIANA

Sarav Shiksha Abhiyan, Punjab  
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Form No. : SSA/FS/III/8  
Report : 05  
Year : 2001-2002

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

Class Age ↓	Pre Prim.		Primary										Middle						Secondary						Sr. Secondary						Tec. Edu					
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI	VII	VIII	Total	IX	X	Total	XI	XII	Total	Other Tech. / Prof. course.											
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G								
3	1995	1776	2	3									2	3																						
4	3026	2456	145	114									145	114																						
5	2295	1639	1734	1599	26	14	1	1					1811	1659																						
6	472	320	4293	3545	1113	996	101	95					5507	4596																						
7	115	95	1756	1439	3357	2655	836	832	58	52	1	2	6008	5190																						
8	3	5	204	167	2892	2377	3064	2791	697	630	55	43	6912	6008																						
9	1		26	21	189	169	3287	2801	2591	2304	522	550	6615	5845	19	35	2	1					21	36												
10	1		14	9	63	44	343	268	3776	3263	2573	2344	6789	5928	412	408	46	56			1	458	465													
11	1		3	4	9	24	78	66	278	238	3293	2894	3661	3226	2291	1875	372	345	43	32	2706	2252														
12			1	1	2	3	26	13	88	59	250	229	367	305	3738	3257	1819	1569	315	336	5872	5162	22	23		2	22	25								
13					1		3	4	19	16	57	43	80	63	364	260	3127	2946	1488	1595	4979	4801	203	262	34	32	237	294								
14	3				1		1		6	3	10	9	17	13	104	54	279	250	2984	2555	3367	2859	1259	1082	183	264	1442	1346	15	28	4	2	19	30	1	1
15											1	2	1	2	22	11	70	61	364	229	456	301	2294	1996	1026	1108	3320	3104	100	103	38	39	138	142		
16															7	2	16	15	70	41	93	58	217	202	2164	1933	2381	2135	352	357	204	174	556	531	4	5
17															1		3	2	23	14	27	16	66	68	956	656	1022	724	565	489	350	420	915	909	15	20
18															1	1	1	2	5	7	7	10	40	21	484	307	524	328	268	211	591	498	859	709	41	39
19																					2	2	5		111	56	116	56	79	57	193	137	272	194	59	77
<b>Total</b>	7912	6491	8178	6902	7722	6498	7740	6871	7513	6565	6762	6116	37915	32952	6959	5903	5735	5247	5292	4812	17986	15962	4106	3654	4958	4358	9064	8012	1379	1245	1380	1270	2759	2515	120	142

District - 10 - LUDHIANA

Sarav Shiksha Abhiyan, Punjab

Family Survey 2002

Form No. : SSA/FS/III/8

Report : 06

Year : 2001-2002

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

Class → Age ↓	Pre Prim.		Primary														Middle						Secondary						Sr. Secondary						Tec. Edu					
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI		VII		VIII		Total		IX		X		Total		XI		XII		Total		Other Tech. / Prof. course.					
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G				
3	544	422																																						
4	750	616	44	31									44	31																										
5	637	491	421	342	13	20							434	362																										
6	66	73	966	865	269	250	27	11					1262	1129																										
7		1	356	278	907	800	227	191	15	13			1505	1285																										
8			17	22	555	441	863	775	183	178	13	10	1631	1432																										
9			7	9	41	38	755	636	721	629	144	151	1668	1463	16	15					16	15																		
10				3	16	10	73	88	791	688	699	638	1579	1434	126	166	10	16					136	182																
11					11	14	29	34	79	76	732	621	851	745	670	608	149	157	16	14	835	779	1	1	1		2	1												
12							1	1	13	14	62	59	76	75	845	712	627	558	156	133	1628	1403	15	16																
13							2		8	2	7	12	17	14	90	57	791	665	590	505	1471	1227	98	119	18	18	116	137												
14							1		1	2	4	6	6	8	23	7	75	66	812	688	910	761	410	447	90	118	500	565	5	8	1		6	8						
15											1		1	4	1	18	18	50	42	72	61	586	516	416	426	1002	942	72	84	8	11	80	95	1	1					
16											1		1				5	3	13	9	18	12	63	53	614	541	677	594	181	185	83	89	264	274	3	1				
17													1						7		8	24	17	217	185	241	202	280	213	180	169	460	382	4	9					
18																			1	1	1	1	9	11	93	66	102	77	88	56	271	231	359	287	20	22				
19																							32	14	32	14	19	7	62	60	81	67	53	40						
<b>Total</b>	<b>1999</b>	<b>1603</b>	<b>1811</b>	<b>1550</b>	<b>1812</b>	<b>1553</b>	<b>1978</b>	<b>1736</b>	<b>1811</b>	<b>1602</b>	<b>1498</b>	<b>9074</b>	<b>7979</b>	<b>1775</b>	<b>1566</b>	<b>1675</b>	<b>1483</b>	<b>1645</b>	<b>1392</b>	<b>5095</b>	<b>4441</b>	<b>1206</b>	<b>1180</b>	<b>1481</b>	<b>1368</b>	<b>2687</b>	<b>2548</b>	<b>645</b>	<b>553</b>	<b>605</b>	<b>560</b>	<b>1250</b>	<b>1113</b>	<b>81</b>	<b>73</b>					

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Sarav Shiksha Abhiyan, Punjab

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Form No. : SSA/FS/III/8

Report : 07

Year : 2001-2002

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

Class Age	Pre Prim.		Primary										Middle						Secondary						Sr. Secondary						Tec. Edu					
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI		VII		VIII		Total		IX		X		Total		XI		XII		Total		Other Tech. / Prof. course.	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G		
3	2205	2433	7	10									7	10																						
4	5274	3520	760	505	8								768	508																						
5	4445	3100	2719	1924	213	165	1	2					2933	2114																						
6	1063	739	5145	3714	1124	84	101	77	2				6372	4681																						
7	10	7	2297	1428	4041	295	795	585	106	115			7239	5091																						
8	9	8	187	105	2500	171	3845	2857	748	616	96	111	7476	5409	6						6															
9		1	21	4	199	5	2576	1596	3575	2489	677	547	7048	4692	102	96	1				102	97														
10			13	2	18		171	109	3278	1956	3949	2975	7429	5050	766	645	85	109		1	851	755	3				3									
11			6	3	6		26	8	198	146	2630	1555	2866	1714	3639	2537	735	640	76	86	4450	3263	1	1			1	1								
12			1		5		13	7	18	32	156	78	193	119	2807	1867	3210	2618	750	648	6767	5133	137	130			137	130								
13					2					13	7	17	15	32	22	150	108	2266	1426	3241	2516	5657	4150	586	564	82	93	668	657	1	2			1	2	
14							1	2	2	3	9	1	12	6	48	31	136	102	2243	1406	2427	1539	2785	2478	600	605	3385	3083	46	99	1	2	47	101		
15													7	2	20	13	111	64	138	79	1961	1296	2626	2278	4587	3574	400	581	111	124	511	705	1	1		
16													3	2	3	4	21	18	27	24	147	110	2137	1446	2284	1556	1640	1764	428	588	2068	2352	39	49		
17													1	1	1		9	2	11	3	29	21	906	513	935	534	1504	1369	1246	1540	2750	2909	116	270		
18													2				4	2	6	2	22	11	427	310	449	321	347	380	1834	1894	2181	2274	375	504		
19																					1	6	121	84	122	90	86	48	500	448	586	496	580	615		
Total	14727	9808	11156	7696	8216	5633	7529	5243	7940	5364	7534	5282	42375	29416	7525	5295	6456	4913	6455	4843	20436	15051	5669	4620	6899	5329	12568	9949	4024	4243	4120	4596	8144	8839	1111	1526

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Sarav Shiksha Abhiyan, Punjab

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Form No. : SSA/FS/III/8

Report : 08

Year : 2001-2002

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

Class → Age ↓	Pre Prim.		Primary						Middle						Secondary						Sr. Secondary						Tec. Edu									
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI		VII		VIII		Total		IX		X		Total		XI		XII		Total		Other Tech. / Prof. course.	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G		
3	632	581	1	6								1	6																							
4	1024	872	170	97								170	97																							
5	928	800	709	489	53	34						762	523																							
6	255	168	1084	827	241	151	33	22				1358	1000																							
7	4	5	529	369	739	433	181	156	27	22	1	1477	1200																							
8	2	2	53	33	648	433	714	567	151	129	23	26	1589	1218																						
9			6	1	63	4	617	441	576	456	113	88	1375	1020	11	8	1	2					12	10												
10			7	2	9	5	74	61	755	540	602	625	1447	1233	138	118	22	21			1	160	140													
11					1	1	11	11	61	27	625	432	698	471	418	550	111	112	13	13	542	675														
12					3	2	5	6	3	8	29	21	40	37	676	479	447	574	114	107	1237	1160	14	14												
13					1				1	3	3	3	5	6	52	42	577	429	637	610	1266	1081	81	66	12	10	93	76								
14	1						1				2	2	2	3	20	13	36	26	554	420	610	459	435	421	104	90	539	511	2	9		2	9			
15															3	4	2	11	40	26	45	41	409	317	359	399	768	716	45	71	13	15	58	86	1	2
16											1	1			2	2	3		10	5	15	7	33	27	405	330	438	357	196	271	59	53	255	324	1	6
17																	1		6	4	7	4	7	3	272	168	279	171	185	255	93	186	278	441	14	17
18															1				2		3		2	2	142	108	144	110	64	63	279	312	343	375	28	53
19																							31	32	31	32	22	9	73	76	95	85	66	96		
<b>Total</b>	<b>2846</b>	<b>2428</b>	<b>2559</b>	<b>1824</b>	<b>1758</b>	<b>1343</b>	<b>1635</b>	<b>1265</b>	<b>1574</b>	<b>1185</b>	<b>1399</b>	<b>1197</b>	<b>8925</b>	<b>6814</b>	<b>1321</b>	<b>1216</b>	<b>1200</b>	<b>1175</b>	<b>1376</b>	<b>1186</b>	<b>3897</b>	<b>3577</b>	<b>981</b>	<b>850</b>	<b>1325</b>	<b>1137</b>	<b>2306</b>	<b>1987</b>	<b>514</b>	<b>678</b>	<b>517</b>	<b>642</b>	<b>1031</b>	<b>1320</b>	<b>110</b>	<b>174</b>

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Sarav Shiksha Abhiyan, Punjab

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Form No. : SSA/FS/III/8

Report : 09

Year : 2001-2002

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

Class → Age ↓	Pre Prim.		Primary										Middle						Secondary						Sr. Secondary						Tec. Edu					
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI		VII		VIII		Total		IX		X		Total		XI		XII		Total		Other Tech. / Prof. course.	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G		
3	421	320	2																																	
4	697	529	66	62	1	2																														
5	700	447	294	249	31	35	1	1																												
6	161	51	757	536	129	105	11	11																												
7			254	155	571	419	97	91	11	10																										
8			21	7	286	140	545	432	79	60	8	12	939	660																						
9					5	15	262	162	551	401	77	61	899	640	11	6																				
10					1	1	19	16	310	181	660	531	990	729	97	71	17	37																		
11					1	1	4	3	16	4	276	209	298	216	566	400	53	69	6	12	625	481	3	3			3	3								
12					1		1	1	3	4	14	10	19	15	282	213	504	409	91	85	677	707	16	18	1	1	17	19								
13									2		8	1	10	1	14	15	241	176	500	409	755	600	123	62	12	54	135	116								
14											2	1	2	1	7	3	13	18	273	160	293	181	449	380	72	59	521	439	22	18			22	18		
15															5	2	21	7	26	9	192	147	421	370	613	517	110	50	19	15	129	65				
16																	3	3	3	3	21	14	196	127	217	141	267	233	44	54	311	287	3	6		
17																	1	1	1	1	4	8	123	57	127	65	208	192	115	129	323	321	10	28		
18																			1	1	1		56	30	57	30	30	27	259	227	289	254	28	53		
19																							14	8	14	8	9	8	70	41	79	49	78	85		
Total	1919	1347	1406	1010	1029	719	940	717	972	660	1045	825	5392	3931	977	708	833	711	895	678	2705	2097	809	632	895	706	1704	1338	646	528	507	466	1153	994	119	172

District - 10 - LUDHIANA

Sarav Shiksha Abhiyan, Punjab  
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Report : 10  
Year : 2001-2002

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

Class Age ↓	Pre Prim.		Primary						Middle						Secondary						Sr. Secondary						Tec. Edu									
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI		VII		VIII		Total		IX		X		Total		XI		XII		Total		Other Tech. / Prof. course.	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G		
3	2205	1695	13	12								13	12																							
4	3027	2096	568	433	5	2	1					574	435																							
5	2391	1615	1381	929	110	8	6					1497	1010																							
6	697	414	2675	1793	650	417	55	71	1			3381	2281																							
7	8	14	1143	797	1785	1274	540	474	63	65	1	3531	2611																							
8	7	4	74	56	1405	952	1796	1249	535	396	49	56	3859	2719																						
9		2	14	4	419	251	1112	773	1467	1003	445	454	3477	2516	45	30																				
10			6	5	165	131	109	95	1330	898	1681	1357	3291	2486	449	462	32	31	3	6	484	499														
11	1				34	6	31	47	180	108	943	722	1188	937	1314	1065	302	349	30	55	1646	1469														
12								2	8	7	124	139	132	150	1064	677	1345	964	324	341	2733	1982	34	40	1	1	35	41								
13							2		3	1	6	1	11	2	140	87	733	457	1101	909	1974	1453	243	279	35	29	278	308	7	8			7	8		
14											2		2	1	23	13	202	183	876	610	1101	806	1114	876	269	265	1383	1141	29	47			29	47		
15											1		1		2	2	15	9	104	97	121	108	658	477	1058	940	1716	1417	230	308	107	97	337	405		
16																	5	1	13	13	18	14	187	177	656	501	843	678	500	543	229	289	729	832	5	18
17													1						5	1	6	1	101	91	455	312	556	403	552	470	410	523	962	993	55	111
18													1				2	2	3	3	6	5	37	39	207	151	244	190	206	168	529	646	735	814	125	166
19																					1	8	49	30	50	38	91	78	194	217	285	295	188	221		
<b>Total</b>	8335	5840	5874	4029	4573	3212	3652	2711	3607	2478	3251	2730	20957	15160	3039	2336	2636	1996	2459	2035	8134	6367	2375	1987	2730	2229	5105	4216	1615	1622	1469	1772	3084	3394	374	516

District - 10 - LUDHIANA

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Year : 2001-2002

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

Class Age	Pre Prim.		Primary										Middle						Secondary						Sr. Secondary						Tec. Edu					
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI		VII		VIII		Total		IX		X		Total		XI		XII		Total		Other Tech. / Prof. course.	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
3	598	453	3	5									3	5																						
4	773	634	130	65	5	2							136	67																						
5	674	504	174	104	58	11	2	3					434	342																						
6	209	135	612	490	185	118	35	21	1				833	649																						
7	8	10	334	253	245	111	150	147	25	34	1	1	856	716																						
8			13	5	318	116	367	234	157	107	9	5	864	555	2	1					2	1														
9			4	1	63	41	297	223	394	221	134	127	892	613	16	10					16	10														
10			5		57	47	32	34	336	237	418	278	848	596	132	125	11	6			143	131														
11					10	26	18	16	27	29	211	159	266	230	208	230	68	55	7	4	283	289														
12									3	3	38	33	41	37	277	188	296	222	64	71	637	481	2	3			2	3								
13									1	3			3	1	54	47	182	114	193	176	429	337	29	41	6	6	35	47								
14															5	1	81	69	206	126	292	196	170	164	41	51	211	215	2	6	1		3	6		
15															2		1	1	45	23	48	24	151	138	154	195	305	333	63	62	32	21	95	83		
16																	2	3			2	3	46	73	122	103	168	176	86	105	48	66	134	171	5	2
17																			2	2	2	2	13	23	100	76	113	99	71	132	65	102	136	234	15	17
18																			1		1		10	13	63	51	73	64	40	39	84	134	124	173	13	18
19																					1		6	7	7	7	21	19	35	39	56	58	30	28		
<b>Total</b>	<b>2263</b>	<b>1737</b>	<b>1475</b>	<b>1121</b>	<b>1043</b>	<b>777</b>	<b>901</b>	<b>678</b>	<b>943</b>	<b>632</b>	<b>814</b>	<b>603</b>	<b>5176</b>	<b>3811</b>	<b>696</b>	<b>602</b>	<b>641</b>	<b>470</b>	<b>518</b>	<b>402</b>	<b>1855</b>	<b>1474</b>	<b>422</b>	<b>455</b>	<b>492</b>	<b>489</b>	<b>914</b>	<b>944</b>	<b>283</b>	<b>363</b>	<b>265</b>	<b>362</b>	<b>548</b>	<b>725</b>	<b>63</b>	<b>65</b>



District - 10 - LUDHIANA

Sarav Shiksha Abhiyan, Punjab

Family Survey 2002

Form No. : SSA/FS/III/8

Report : 12

Year : 2001-2002

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

Class Age	Pre Prim.		Primary										Middle						Secondary						Sr. Secondary						Tec. Edu					
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI	VII	VIII	Total		IX	X	Total		XI	XII	Total		Other Tech. / Prof. course.								
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G						
3	324	234																																		
4	412	336	76	47									76	47																						
5	363	256	168	153	29	14							197	167																						
6	117	66	361	301	57	31	12	15					480	399																						
7	2		109	91	313	231	65	57	10	7			497	390																						
8			2	4	143	127	256	196	49	74	5	8	455	409																						
9			1		24	23	171	91	263	197	65	49	524	359	3	3											3	3								
10					23	17	21	12	183	118	322	261	549	408	59	57	6	8									65	65								
11					3	10	6	8	21	14	128	78	158	110	253	195	42	58	6	10	301	263														
12									1	2	11	21	12	23	117	86	215	205	32	32	364	323	1	3			1	3								
13															13	17	75	59	189	176	277	252	33	27	3	5	36	32								
14															11	4	30	33	88	84	129	121	181	169	23	28	204	197	1	2	1	2	2			
15																	4	1	19	15	23	16	103	74	191	162	294	236	32	47	15	13	47	60		
16											1		1						2		2	19	31	67	53	86	84	110	92	25	35	135	127	2	2	
17																	2		1	2	1	11	14	41	31	52	45	90	87	36	40	126	127	7	13	
18																				5	6	22	18	27	24	19	20	77	103	96	123	12	5	5		
19																					4	3	4	3	8	8	30	25	38	33	47	44	4	4		
Total	1218	906	737	596	622	616	531	379	527	412	532	417	2949	2312	456	362	374	364	334	320	1164	1046	353	324	351	300	704	624	260	256	184	216	444	472	68	68

District - 10 - LUDHIANA

Sarav Sikhiya Abhiyan, Punjab  
Family Survey 2002Form No. : SSA/FS/IV/9  
Report : 01  
Year : 2001-200201 - Out of School Children Total - Agewise-Total Districtwise

Age y	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	1514	1142	2656	715	563	1278	228	174	402									
4	1503	1177	2680	781	636	1417	206	163	369									
5	1049	890	1939	626	551	1177	134	105	239									
6	528	488	1016	273	267	540	69	65	134	1	1	2	1		1			
7	338	360	698	169	202	371	59	55	114	9	1	10	7	1	8			
8	418	404	822	219	207	426	77	103	180	9	4	13	6	4	10	2		2
9	317	285	602	159	162	321	39	40	79	11	10	21	6	6	12	1		1
10	539	514	1053	290	279	569	98	90	188	35	11	46	21	6	27	13	1	14
11	484	473	957	260	276	536	64	72	136	41	25	66	31	16	47	4	5	9
12	913	896	1809	542	535	1077	135	141	276	81	33	114	53	23	76	13	5	18
13	1221	1175	2396	712	696	1408	166	174	340	116	49	165	69	32	101	18	9	27
14	1716	1515	3231	944	937	1881	252	236	488	177	47	224	113	33	146	37	9	46
15	2473	2144	4617	1396	1266	2662	349	287	636	340	89	429	228	59	287	38	16	54
16	2723	2396	5119	1428	1335	2763	414	363	777	353	71	424	230	50	280	62	14	76
17	3140	2453	5593	1519	1321	2840	420	372	792	431	96	527	281	55	336	55	16	71
18	3884	2732	6616	1892	1382	3274	575	426	1001	515	87	602	353	44	397	54	9	63

## 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	8	12	20	30	21	51	4	5	9	18	11	29				3	3	6
4	22	10	32	42	18	60	9	4	13	17	5	22	7	1	8	4	3	7
5	30	18	48	56	35	91	14	5	19	21	9	30	4	2	6	9	6	15
6	59	31	90	62	45	107	29	15	44	22	25	47	8	5	13	8	7	15
7	66	45	111	50	36	86	34	20	54	23	18	41	10	7	17	6	2	8
8	85	70	155	67	60	127	47	42	89	30	28	58	17	6	23	14	4	18
9	83	58	141	67	42	109	59	29	88	27	14	41	15	7	22	11	2	13
10	83	60	143	64	41	105	47	33	80	35	26	61	7	7	14	7	12	19
11	79	58	137	71	47	118	40	30	70	35	18	53	7	6	13	11	5	16
12	94	75	169	99	73	172	48	31	79	41	32	73	10	4	14	14	14	28
13	81	49	130	93	59	152	29	26	55	41	24	65	11	5	16	9	9	18
14	80	57	137	89	68	157	48	32	80	42	32	74	8	8	16	14	8	22
15	71	37	108	96	81	177	27	18	45	53	51	104	4	2	6	11	6	17
16	51	33	84	93	69	162	14	18	32	41	37	78	12	4	16	12	9	21
17	39	35	74	85	71	156	14	16	30	34	29	63	7	6	13	11	9	20
18	40	31	71	115	66	181	19	15	34	59	43	102	5	6	11	13	11	24

District - 10 - LUDHIANA

Sarav Sikhiya Abhiyan, Punjab  
Family Survey 2002

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

**02 - Visually Impaired Children - (Agewise)-Total Districtwise**

Age	Total Children						SC Children						BC Children					
	School Going			School Not Going			School Going			School Not Going			School Going			School Not Going		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	1	1	2	2	1	3	1	1	2	1		1				1		1
4	1		1	4		4	1		1	1		1						
5	2	3	5		1	1	1	2	3		1	1						
6	2		2	5	9	14	2		2		6	6				1		1
7	8	7	15	2	2	4	6	3	9	2	1	3	1	2	3			
8	13	6	19	4	2	6	3	3	6	1	1	2	5		5	3	2	5
9	7	7	14	8	2	10	2	3	5	2	1	3	2	1	3			
10	7	4	11	3	1	4	5	1	6	1		1	1		1			
11	7	5	12	4	2	6	1	3	4	2	1	3	1		1	1		1
12	14	11	25	5	7	12	6	4	10	2	5	7	2	2	4		2	2
13	6	4	10	3	3	6	2	3	5		1	1						
14	8	3	11	7	3	10	4	2	6	2	4	6		1	1			
15	9	1	10	3	9	12		1	1	1	2	3	1		1			
16	4	3	7	5	4	9	1		1	2	1	3	2	2	4	1	1	2
17	4	3	7	4	5	9	1	2	3	3	2	5		1	1			
18	2	3	5	13	2	15	1		1	1	3	4		1	1	3		3

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

Age ↓	Total Children						SC Children						BC Children					
	School Going			School Not Going			School Going			School Not Going			School Going			School Not Going		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3		1	1	4	6	10				3	2	5					1	1
4	8	1	9	7	6	13	3		3	4		4	3		3	1		1
5	6	1	7	20	10	30	2		2	5	3	8	3		3	2	1	3
6	16	2	18	9	9	18	6	3	9	4	3	7	4	1	5	1	2	3
7	9	8	17	9	10	19	3		3	3	5	8	4	2	6	3	1	4
8	9	10	19	15	6	21	4	3	7	9		9	4		4	3		3
9	7	5	12	6	5	11	3	1	4	3	1	4	1	1	2	1		1
10	6	9	15	5	5	10	2	5	7	3	4	7					1	1
11	7	1	8	8	5	13	7		7	4	2	6					1	1
12	4	5	9	10	4	14	1		1	2	2	4	1		1	2		2
13	10	7	17	10	6	16	2	4	6	1	1	2	1		1	4	1	5
14	9	5	14	8	9	17	4	2	6	3	5	8				2		2
15	4	1	5	12	12	24				6	6	12		1	1		1	1
16	2	1	3	13	11	24				1	3	4	1	1	2			
17	1		1	8	5	13	2		2	7	3	10						
18	1	1	2	14	5	19		1	1	3	2	5		2	2	1	1	2

District - 10 - LUDHIANA

Sarav Sikhiya Abhiyan, Punjab

Family Survey 2002

Form No. : SSA/FS/IV/10

Report : 04

Year : 2001-2002

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

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

05 - Physically Challenged Children - (Agewise)-Total Districtwise

Age v	Total Children						SC Children						BC Children					
	School Going			School Not Going			School Going			School Not Going			School Going			School Not Going		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	1	4	5	9	5	14	1	1	2	3	2	5				1	1	2
4	8	3	11	14	3	17	3	3	6	4	1	5	2		2	2	1	3
5	7	6	13	17	9	26	3	1	4	6	2	8		1	1	3	1	4
6	13	16	29	9	9	18	6	10	16	3	4	7		4	4	3	1	4
7	17	16	33	14	4	18	14	7	21	8	1	9	1		1	1		1
8	28	29	57	14	24	38	22	22	44	7	14	21	2		2	1	1	2
9	34	24	58	13	9	22	26	10	36	9	2	11	8		8	2	1	3
10	42	25	67	13	9	22	24	18	42	8	7	15	2	2	4	3	2	5
11	37	37	74	15	5	20	20	16	36	8	2	10	3	2	5	2		2
12	50	38	88	20	14	34	30	19	49	9	8	17	2	2	4		3	3
13	35	24	59	22	11	33	14	14	28	11	5	16	6		6	2	1	3
14	46	35	81	23	7	30	27	18	45	8	5	13	5	5	10	5	1	6
15	33	21	54	31	21	52	15	13	28	21	15	36	2		2			
16	23	17	40	21	20	41	9	13	22	7	9	16	6		6	3	5	8
17	18	15	33	22	10	32	6	9	15	10	6	16	4	1	5	3	1	4
18	25	18	43	25	13	38	15	9	24	17	9	26	1	3	4	1		1

District - 10 - LUDHIANA

Sarav Sikhiya Abhiyan, Punjab

Family Survey 2002

Form No. : SSA/FS/IV/10

Report : 06

Year : 2001-2002

06 - Mentally Challenged Children - (Agewise)-Total Districtwise

Age v	Total Children						SC Children						BC Children					
	School Going			School Not Going			School Going			School Not Going			School Going			School Not Going		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	4	5	9	9	2	11	2	2	4	4	3	7						
4	3	5	8	14	4	18	2	1	3	6	2	8		1	1		2	2
5	8	2	10	16	8	24	5	1	6	6		6	1		1	2	2	4
6	14	3	17	22	11	33	4		4	7	6	13				1	1	2
7	15	7	22	12	10	22	7	3	10	7	7	14	3	1	4	1	1	2
8	13	14	27	19	19	38	6	6	12	6	8	14		1	1	2		2
9	17	10	27	22	16	38	12	6	18	8	5	13		4	4	1		1
10	14	8	22	28	14	42	10	5	15	15	3	18	2	1	3	3	6	9
11	15	10	25	33	18	51	3	5	8	17	8	25	1	2	3	3	2	5
12	13	10	23	41	38	79	6	4	10	17	12	29				8	6	14
13	9	7	16	39	27	66	5	3	8	22	8	30		3	3	3	6	9
14	6	6	12	40	19	59	3	6	9	13	7	20		2	2	5	3	8
15	16	7	23	34	30	64	6	2	8	17	20	37				5	3	8
16	10	4	14	32	21	53	1	2	3	14	13	27	3		3	5	1	6
17	6	5	11	32	28	60	2	1	3	4	10	14		3	3	6	4	10
18	4	2	6	42	24	66		1	1	25	14	39	2		2	3	3	6



## 07 - Children Affected with Any Other Challenge - (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	1	1	2	1	2	3		1	1	2	2	4				1	1	2
4	2	1	3	3	4	7				2	2	4	2		2	1		1
5	6	4	10	1	6	7	2	1	3	3	2	5		1	1	2	2	4
6	10	10	20	15	6	21	9	2	11	8	5	13	4		4	2	2	4
7	12	5	17	10	7	17	4	5	9	2	2	4	1	2	3			
8	18	8	26	6	7	13	10	6	16	1	3	4	5	5	10	3	1	4
9	13	7	20	17	9	26	14	6	20	4	5	9	4	1	5	7	1	8
10	12	10	22	12	9	21	5	2	7	7	11	18	2	3	5	1	2	3
11	9	4	13	10	13	23	7	5	12	4	4	8	2	2	4	4		4
12	9	10	19	18	7	25	3	3	6	7	5	12	3		3	3	1	4
13	16	6	22	15	9	24	5	1	6	5	8	13	4	2	6		1	1
14	10	7	17	7	25	32	10	3	13	14	8	22	3		3	1	4	5
15	7	6	13	12	8	20	5	2	7	6	8	14	1	1	2	6	2	8
16	11	6	17	18	7	25	3	2	5	14	7	21		1	1	2	2	4
17	8	9	17	17	19	36	2	3	5	10	6	16	3	1	4	1	2	3
18	7	7	14	12	16	28	3	4	7	10	12	22	2		2	4	7	11

District - 10 - LUDHIANA

Sarav Sikhiya Abhiyan, Punjab  
Family Survey 2002

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

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

Class ↓	School Going Total Children			School Going S.C. Children			School Going B.C. Children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	47	30	77	22	14	36	7	3	10
I	90	53	143	48	26	74	12	8	20
II	95	62	157	52	38	90	14	5	19
III	91	58	149	52	34	86	12	6	18
IV	79	61	140	48	36	84	4	6	10
V	73	63	136	41	38	79	10	6	16
VI	77	56	133	38	24	62	6	3	9
VII	44	32	76	24	20	44	4	2	6
VIII	49	32	81	29	17	46	6	2	8
IX	36	38	74	12	24	36	6	4	10
X	72	42	114	21	19	40	13	8	21
XI	16	10	26	4	3	7	2	3	5
XII	18	14	32	7	6	13	1	2	3
Technical Education	2	3	5	1	2	3	1		1





District - 10 - LUDHIANA

Sarav Sikhiya Abhiyan, Punjab

Family Survey 2002

Form No. : SSA/FS/IV/11

Report : 04

Year : 2001-2002

04 - Hearing Impaired Children - (Category Wise)-Total Districtwise

Class ↓	School Going Total Children			School Going S.C. Children			School Going B.C. Children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	1		1						
I	6	1	7	2		2	1		1
II	3	3	6	1	2	3			
III	2	2	4	2	1	3			
IV	4	4	8	3	3	6			
V	4	2	6		1	1			
VI	4	4	8	2		2	1		1
VII									
VIII									
IX	3	2	5						
X	4	1	5						
XI				1		1			
XII									
Technical Education	1	1	2	1	1	2			

District - 10 - LUDHIANA

Sarav Sikhiya Abhiyan, Punjab

Family Survey 2002

Form No. : SSA/FS/IV/11

Report : 05

Year : 2001-2002

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

Class ↓	School Going Total Children			School Going S.C. Children			School Going B.C. Children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	16	11	27	8	6	14	2		2
I	24	21	45	15	12	27	2	3	5
II	33	27	60	22	17	39	3	1	4
III	37	21	58	21	16	37	6	1	7
IV	38	28	66	23	19	42		1	1
V	40	33	73	26	21	47	5	4	9
VI	37	24	61	22	15	37	3	1	4
VII	23	16	39	12	11	23	2	1	3
VIII	25	21	46	16	10	26	4	2	6
IX	13	22	35	4	14	18	2		2
X	43	21	64	19	10	29	6	4	10
XI	4	3	7	2	2	4	1		1
XII	14	9	23	5	5	10	1		1
Technical Education	1	1	2		1	1	1		1



District - 10 - LUDHIANA

Sarav Sikhiya Abhiyan, Punjab

Family Survey 2002

Form No. : SSA/FS/IV/11

Report : 07

Year : 2001-2002

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

Class ↓	School Going Total Children			School Going S.C. Children			School Going B.C. Children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	5	1	6	4	2	6	1	1	2
I	10	8	18	9	4	13	2	2	4
II	15	5	20	7	3	10	2	2	4
III	16	7	23	13	5	18	1	3	4
IV	14	9	23	8	5	13	2	2	4
V	8	8	16	7	7	14	2	1	3
VI	8	6	14	6	2	8		2	2
VII	7	9	16	6	3	9	2		2
VIII	13	4	17	8	4	12	1		1
IX	8	5	13	5	1	6	3	4	7
X	9	11	20	1	6	7	1	1	2
XI	7	3	10	1	1	2			
XII	1	2	3	1		1		2	2
Technical Education		1	1						



District - 10 - LUDHIANA

Sarav Sikhiya Abhiyan, Punjab

Family Survey 2002

Form No. : SSA/FS/IV/11

Report : 08

Year : 2001-2002

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

Class ↓	School Going Total Children			School Going S.C. Children			School Going B.C. Children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	29	16	45	12	7	19	3	1	4
I	59	43	102	35	20	55	5	5	10
II	64	42	106	42	27	69	5	3	8
III	57	43	100	32	29	61	7	5	12
IV	57	46	103	31	23	54	5	2	7
V	57	32	89	36	24	60	5	2	7
VI	43	40	83	21	18	39	2	1	3
VII	25	21	46	15	14	29	4	2	6
VIII	34	19	53	24	12	36	3	2	5
IX	19	23	42	9	15	24	1		1
X	44	24	68	19	10	29	6	2	8
XI	10	5	15	3	2	5		1	1
XII	8	6	14	4	2	6	1	1	2
Technical Education		2	2						







District - 10 - LUDHIANA

Sarav Sikhiya Abhiyan, Punjab

Family Survey 2002

Form No. : SSA/FS/IV/11

Report : 12

Year : 2001-2002

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

Class ↓	School Going Total Children			School Going S.C. Children			School Going B.C. Children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	9	5	14	4	3	7			
I	18	18	36	11	9	20	1	2	3
II	26	16	42	21	10	31			
III	26	14	40	15	12	27	4	2	6
IV	22	28	50	14	18	32		1	1
V	33	19	52	20	15	35	1	1	2
VI	26	23	49	15	15	30	3	1	4
VII	12	13	25	6	8	14	2	2	4
VIII	24	14	38	17	7	24	3	2	5
IX	4	13	17	6	10	16			
X	33	13	46	20	6	26	3	1	4
XI	6	3	9	3	1	4			
XII	7	2	9	3	2	5			
Technical Education		2	2						

District - 10 - LUDHIANA

Sarav Sikhiya Abhiyan, Punjab

Family Survey 2002

Form No. : SSA/FS/IV/11

Report : 13

Year : 2001-2002

13 - Mentally Challenged Children in Govt. Schools - (Category Wise)-Total Districtwise

Class	School Going Total Children			School Going S.C. Children			School Going B.C. Children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	6	6	12	4	1	5	1		1
I	17	12	29	9	4	13		1	1
II	14	12	26	7	7	14	1	2	3
III	6	6	12	4	2	6		2	2
IV	18	5	23	7	2	9	3	1	4
V	6	4	10	3	3	6	1		1
VI	4	3	7	1		1			
VII	3	3	6	1	2	3			
VIII	3	1	4	1	1	2			
IX	3	4	7	1	3	4	1		1
X	4	3	7	1	1	2	2	1	3
XI		1	1		1	1			
XII		1	1		1	1			
Technical Education		1	1		1	1			



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

Year : 2001-2002

Class ↓	Total School Going			State Govt.			Non-State Govt.			Unrecognised		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	57.21	42.79	100.00	54.76	45.24	100.00	59.19	40.81	100.00	58.80	41.20	100.00
<b>Pre Primary Total</b>	<b>57.21</b>	<b>42.79</b>	<b>100.00</b>	<b>54.76</b>	<b>45.24</b>	<b>100.00</b>	<b>59.19</b>	<b>40.81</b>	<b>100.00</b>	<b>58.80</b>	<b>41.20</b>	<b>100.00</b>
I	56.86	43.14	100.00	54.22	45.78	100.00	59.18	40.82	100.00	59.32	40.68	100.00
II	56.11	43.89	100.00	53.99	46.01	100.00	58.49	41.51	100.00	58.74	41.26	100.00
III	55.47	44.53	100.00	53.33	46.67	100.00	58.95	41.05	100.00	57.39	42.61	100.00
IV	56.04	43.96	100.00	53.45	46.55	100.00	59.68	40.32	100.00	59.28	40.72	100.00
V	54.86	45.14	100.00	52.93	47.07	100.00	58.79	41.21	100.00	54.36	45.64	100.00
<b>Primary Total</b>	<b>55.92</b>	<b>44.08</b>	<b>100.00</b>	<b>53.58</b>	<b>46.42</b>	<b>100.00</b>	<b>59.03</b>	<b>40.97</b>	<b>100.00</b>	<b>58.03</b>	<b>41.97</b>	<b>100.00</b>
VI	55.67	44.33	100.00	53.95	46.05	100.00	58.70	41.30	100.00	56.54	43.46	100.00
VII	53.86	46.14	100.00	51.88	48.12	100.00	56.79	43.21	100.00	56.91	43.09	100.00
VIII	53.87	46.13	100.00	52.03	47.97	100.00	57.13	42.87	100.00	54.72	45.28	100.00
<b>Middle Total</b>	<b>54.51</b>	<b>45.49</b>	<b>100.00</b>	<b>52.66</b>	<b>47.34</b>	<b>100.00</b>	<b>57.59</b>	<b>42.41</b>	<b>100.00</b>	<b>56.09</b>	<b>43.91</b>	<b>100.00</b>
IX	52.57	47.43	100.00	50.66	49.34	100.00	55.10	44.90	100.00	54.45	45.55	100.00
X	54.11	45.89	100.00	52.61	47.39	100.00	56.42	43.58	100.00	55.05	44.95	100.00
<b>Secondary Total</b>	<b>53.41</b>	<b>46.59</b>	<b>100.00</b>	<b>51.73</b>	<b>48.27</b>	<b>100.00</b>	<b>55.82</b>	<b>44.18</b>	<b>100.00</b>	<b>54.77</b>	<b>45.23</b>	<b>100.00</b>
XI	49.87	50.13	100.00	50.99	49.01	100.00	48.68	51.32	100.00	49.89	50.11	100.00
XII	48.24	51.76	100.00	50.22	49.78	100.00	47.27	52.73	100.00	45.33	54.67	100.00
<b>Sr. Secondary Total</b>	<b>49.04</b>	<b>50.96</b>	<b>100.00</b>	<b>50.60</b>	<b>49.40</b>	<b>100.00</b>	<b>47.95</b>	<b>52.05</b>	<b>100.00</b>	<b>47.61</b>	<b>52.39</b>	<b>100.00</b>
Technical Education	43.91	56.09	100.00	49.52	50.48	100.00	42.10	57.90	100.00	42.02	57.98	100.00
<b>Technical Education Total</b>	<b>43.91</b>	<b>56.09</b>	<b>100.00</b>	<b>49.52</b>	<b>50.48</b>	<b>100.00</b>	<b>42.10</b>	<b>57.90</b>	<b>100.00</b>	<b>42.02</b>	<b>57.98</b>	<b>100.00</b>
<b>Grand Total</b>	<b>54.90</b>	<b>45.10</b>	<b>100.00</b>	<b>53.03</b>	<b>46.97</b>	<b>100.00</b>	<b>57.23</b>	<b>42.77</b>	<b>100.00</b>	<b>56.60</b>	<b>43.40</b>	<b>100.00</b>



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

Class ↓	Total School Going			State Govt.			Non-State Govt.			Unrecognised		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	57.21	42.79	100.00	23.53	19.43	42.96	21.24	14.64	35.88	12.44	8.72	21.16
<b>Pre Primary Total</b>	<b>57.21</b>	<b>42.79</b>	<b>100.00</b>	<b>23.53</b>	<b>19.43</b>	<b>42.96</b>	<b>21.24</b>	<b>14.64</b>	<b>35.88</b>	<b>12.44</b>	<b>8.72</b>	<b>21.16</b>
I	56.86	43.14	100.00	25.55	21.58	47.13	20.51	14.15	34.66	10.80	7.41	18.21
II	56.11	43.89	100.00	29.04	24.75	53.79	17.39	12.34	29.73	9.68	6.80	16.48
III	55.47	44.53	100.00	30.92	27.06	57.98	16.53	11.51	28.05	8.02	5.95	13.97
IV	56.04	43.96	100.00	30.74	26.77	57.51	17.40	11.75	29.15	7.90	5.43	13.33
V	54.86	45.14	100.00	29.92	26.62	56.54	17.42	12.21	29.63	7.52	6.31	13.83
<b>Primary Total</b>	<b>55.92</b>	<b>44.08</b>	<b>100.00</b>	<b>29.09</b>	<b>25.20</b>	<b>54.29</b>	<b>17.95</b>	<b>12.46</b>	<b>30.41</b>	<b>8.88</b>	<b>6.42</b>	<b>15.30</b>
VI	55.67	44.33	100.00	31.37	26.77	58.14	17.31	12.18	29.49	6.99	5.37	12.37
VII	53.86	46.14	100.00	31.05	28.80	59.85	16.20	12.33	28.53	6.61	5.01	11.62
VIII	53.87	46.13	100.00	30.37	28.00	58.37	17.02	12.77	29.78	6.48	5.36	11.85
<b>Middle Total</b>	<b>54.51</b>	<b>45.49</b>	<b>100.00</b>	<b>30.95</b>	<b>27.82</b>	<b>58.77</b>	<b>16.85</b>	<b>12.41</b>	<b>29.27</b>	<b>6.71</b>	<b>5.25</b>	<b>11.96</b>
IX	52.57	47.43	100.00	27.87	27.14	55.01	17.41	14.19	31.60	7.29	6.10	13.40
X	54.11	45.89	100.00	29.52	26.59	56.11	17.62	13.61	31.23	6.97	5.69	12.66
<b>Secondary Total</b>	<b>53.41</b>	<b>46.59</b>	<b>100.00</b>	<b>28.77</b>	<b>26.84</b>	<b>55.61</b>	<b>17.52</b>	<b>13.87</b>	<b>31.39</b>	<b>7.12</b>	<b>5.88</b>	<b>13.00</b>
XI	49.87	50.13	100.00	22.10	21.25	43.35	19.81	20.89	40.71	7.95	7.99	15.94
XII	48.24	51.76	100.00	21.64	21.46	43.10	19.61	21.87	41.48	6.99	8.43	15.42
<b>Sr. Secondary Total</b>	<b>49.04</b>	<b>50.96</b>	<b>100.00</b>	<b>21.87</b>	<b>21.35</b>	<b>43.22</b>	<b>19.71</b>	<b>21.39</b>	<b>41.10</b>	<b>7.46</b>	<b>8.21</b>	<b>15.68</b>
Technical Education	43.91	56.09	100.00	12.15	12.38	24.53	23.76	32.68	56.44	8.00	11.04	19.03
<b>Technical Education Total</b>	<b>43.91</b>	<b>56.09</b>	<b>100.00</b>	<b>12.15</b>	<b>12.38</b>	<b>24.53</b>	<b>23.76</b>	<b>32.68</b>	<b>56.44</b>	<b>8.00</b>	<b>11.04</b>	<b>19.03</b>
<b>Grand Total</b>	<b>54.90</b>	<b>45.10</b>	<b>100.00</b>	<b>28.22</b>	<b>25.00</b>	<b>53.21</b>	<b>18.19</b>	<b>13.60</b>	<b>31.79</b>	<b>8.49</b>	<b>6.51</b>	<b>15.00</b>

District - 10 - LUDHIANA

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

	Grade →	I	II	III	IV	V	Total	VI	VII	VIII	Total	IX	X	Total	XI	XII	Total	Overall Ratio
		Age →	6	7	8	9	10	I-V	11	12	13	VI-VIII	14	15	IX-X	16	17	XI-XII
Gross Enrolment in Grade	Boys	30929	26511	25261	25575	23727	132003	24199	21465	20434	66098	17118	21188	38306	10128	10137	20265	256672
	Girls	23462	20739	20278	20061	19523	104063	19268	18385	17501	55154	15445	17971	33416	10180	10877	21057	213690
	Total	54391	47250	45539	45636	43250	236066	43467	39850	37935	121252	32563	39159	71722	20308	21014	41322	470362
Population in the Relevant Age	Boys	39041	32396	37380	35719	39041	183577	31565	34888	36549	103002	41533	36549	78082	39872	33227	73099	437760
	Girls	27654	24916	26285	27654	29023	135532	24642	30119	28749	83510	30119	31488	61607	32857	26011	58868	339517
	Total	66695	57312	63665	63373	68064	319109	56207	65007	65298	186512	71652	68037	139689	72729	59238	131967	777277
Gross Enrolment Ratio	Boys	79.22	81.83	67.58	71.60	60.77	71.91	76.66	61.53	55.91	64.17	41.22	57.97	49.06	25.40	30.51	27.72	58.63
	Girls	84.84	83.24	77.15	72.54	67.27	76.78	78.19	61.04	60.88	66.04	51.28	57.07	54.24	30.98	41.82	35.77	62.94
	Total	81.55	82.44	71.53	72.01	63.54	73.98	77.33	61.30	58.10	65.01	45.45	57.56	51.34	27.92	35.47	31.31	60.51

# PART - IV



**District : Ludhiana**

**District Data Summary Sheet**

<b>SL.No.</b>	<b>DESCRIPTION</b>	<b>Numbers</b>
1	No. of C D Blocks/BRC's	12
1.1	No. of B.R. & D.R. Personnels (9x20+3x10)+10	220
2	No. of P E Blocks	19
3	No. of CRC's	112
4	No. of Villages	924
4.1	No. of VEDC's	1550
4.2	No. of VEDC's Members	12400
5	No. of Habitations/Wards (Unservd)	4006
5.1	No. of S.C. Bastis	1352
6	No. of House Holds	582752
	<b>No. of Schools</b>	
7	No. of Primary Schools (State Govt.)	1026
7.1	Non State Govt. Primary Schools	50
7.2	Unrecognised Primary Schools	261
8	No. of Middle Schools/Sections (State Govt.)	524
8.1	Non State Govt. Middle Schools/Sections	210
8.2	Unrecognised Middle Schools/Sections	340
	<b>No. of Teachers (State Govt.)</b>	
9	No. of Primary Teachers	4660
9.1	No. of JBT Teachers + New	3871
9.2	No. of HT	677
9.3	No. of CHT's	112
10	No. of Teachers Middle Schools/Sections	3144
	<b>Primary (State Govt.)</b>	
11	Total No. of Students	128158
11.1	Male Students	68671
11.2	Female Students	59487
11.3	Total No. of S.C. Students	70867
11.4	Male S.C. Students	37915
11.5	Female S.C. Students	32952
	<b>Upper Primary (State Govt.)</b>	
12	Total No. of Students	71264
12.1	Male Students	37528
12.2	Female Students	33736
12.3	Total No. of S.C. Students	33948
12.4	Male S.C. Students	17986
12.5	Female S.C. Students	15962
	<b>Out of School Children</b>	
13	No. of Out of School Children Total	12691
13.1	No. of Out of School Children Male	6540
13.2	No. of Out of School Children Female	6151
13.3	No. of EGS Centres (Proposed)	680
	<b>No. of Handicapped Children</b>	
14	Total No. of Handicapped Children	2373
14.1	Male Handicapped Children	1407
14.2	Female Handicapped Children	966

District - Ludhiana			
Blockwise list of BRC and CRC			
PEBlock Code & Name			
		CRC BRC	
214	LUDHIANA-I	6	
215	LUDHIANA-II	5	
216	LUDHIANA-III	2	1
217	MANGAT-I	6	1
218	MANGAT-II	5	
219	MANGAT-III	9	1
220	KHANNA-I	6	
221	KHANNA-II	5	1
222	SAMRALA-I	6	
223	SAMRALA-II	4	1
224	DEHLON-I	5	
225	DEHLON-II	6	1
226	SIDHWAN BET-I	5	
227	SIDHWAN BET-II	4	1
228	JAGRAON	8	1
229	SUDHAR	8	1
230	PAKHOWAL	6	1
231	DORAHA	7	1
232	MACHHIWARA	9	1
	<b>Total</b>	<b>112</b>	<b>12</b>

District wise list of PEBlocks	
PEBLOCK	CODE
<b>LUDHIANA</b>	
JAGRAON	228
LUDHIANA-I	214
LUDHIANA-II	215
LUDHIANA-III	216
MANGAT-I	217
MANGAT-II	218
MANGAT-III	219
KHANNA-I	220
KHANNA-II	221
SAMRALA-I	222
SAMRALA-II	223
DEHLON-I	224
DEHLON-II	225
SIDHWAN BET-I	226
SIDHWAN BET-II	227
SUDHAR	229
PAKHOWAL	230
DORAHA	231
MACHHIWARA	232

Source : Sarva Shiksha Abhiyan

<b>District - Ludhiana</b>		
<b>Blockwise Distribution of Villages</b>		
	<b>PEBlock Code &amp; Name</b>	<b>Villages</b>
214	LUDHIANA-I	37
215	LUDHIANA-II	24
217	MANGAT-I	40
218	MANGAT-II	41
219	MANGAT-III	80
220	KHANNA-I	57
221	KHANNA-II	37
222	SAMRALA-I	52
223	SAMRALA-II	39
224	DEHLON-I	43
225	DEHLON-II	48
226	SIDHWAN BET-I	49
227	SIDHWAN BET-II	42
228	JAGRAON	61
229	SUDHAR	63
230	PAKHOWAL	51
231	DORAHA	60
232	MACHHIWARA	100
	<b>Total</b>	<b>924</b>



**BLOCKWISE COUNT OF - PRIMARY SCHOOLS**

ICT - LUDHIANA

Block Code & Name	G1	G2	G3	G4	TOTG	P1	P2	P3	P4	P5	P6	TOTP	TOTAL
LUDHIANA-I	63	0	0	0	63	0	0	1	0	0	25	26	89
LUDHIANA-II	45	0	0	0	45	2	1	0	0	0	27	30	75
LUDHIANA-III	20	0	0	0	20	0	2	1	0	0	8	11	31
MANGAT-I	48	0	0	0	48	0	0	1	0	0	19	20	68
MANGAT-II	54	0	0	0	54	0	2	1	1	0	28	32	86
MANGAT-III	88	0	0	0	88	1	1	1	0	0	27	30	118
KHANNA-I	55	0	0	0	55	0	0	1	0	0	21	22	77
KHANNA-II	44	0	0	0	44	0	0	1	1	0	7	9	53
SAMRALA-I	49	0	0	0	49	0	0	3	0	0	13	16	65
SAMRALA-II	38	0	0	0	38	0	0	0	0	0	4	4	42
DEHLON-I	44	0	0	0	44	0	1	0	0	0	11	12	56
DEHLON-II	51	0	1	0	52	0	2	0	0	0	12	14	66
SIDHWAN BET-I	50	0	0	0	50	0	0	1	0	0	3	4	54
SIDHWAN BET-II	39	0	0	0	39	1	0	0	0	0	1	2	41
JAGRAON	71	0	0	0	71	0	16	1	0	0	15	32	103
SUDHAR	65	0	0	0	65	0	0	0	0	0	15	15	80
PAKHOWAL	50	0	0	0	50	0	1	0	0	0	2	3	53
DORAHA	64	0	1	0	65	1	0	1	0	0	8	10	75
MACHHIWARA	88	0	0	0	88	0	0	2	0	0	15	17	105
<b>TOTAL</b>	<b>1026</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>1028</b>	<b>5</b>	<b>26</b>	<b>15</b>	<b>2</b>	<b>0</b>	<b>261</b>	<b>309</b>	<b>1337</b>

GEND:-

- 1 STATE GOVT.
- 2 CENTER GOVT.
- 3 OTHER ORG. OF STATE GOVT.
- 4 OTHER ORG. OF CENTER GOVT.

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

**BLOCKWISE COUNT OF - MIDDLE - (MIDDLE SECTIONS)**

DISTRICT - LUDHIANA

PE Block Code & Name	G1	G2	G3	G4	TOTG	P1	P2	P3	P4	P5	P6	TOTP	TOTAL
PE214 LUDHIANA-I	35	0	0	0	35	7	4	10	13	0	51	85	120
PE215 LUDHIANA-II	29	1	0	0	30	7	4	11	2	0	32	56	86
PE216 LUDHIANA-III	9	0	0	0	9	2	3	25	3	0	31	64	73
PE217 MANGAT-I	26	0	1	0	27	6	3	9	6	0	38	62	89
PE218 MANGAT-II	18	0	0	0	18	0	5	10	2	0	33	50	68
PE219 MANGAT-III	27	0	0	0	27	4	0	0	0	0	59	63	90
PE220 KHANNA-I	31	0	0	0	31	0	0	2	2	0	15	19	50
PE221 KHANNA-II	17	0	0	0	17	4	0	2	2	0	13	21	38
PE222 SAMRALA-I	19	0	0	0	19	3	0	4	3	0	7	17	36
PE223 SAMRALA-II	25	0	0	0	25	0	0	5	0	0	8	13	38
PE224 DEHLON-I	28	0	0	0	28	1	1	1	0	0	4	7	35
PE225 DEHLON-II	26	1	1	0	28	2	0	0	0	0	8	10	38
PE226 SIDHWAN BET-I	25	0	0	0	25	0	0	1	0	0	3	4	29
PE227 SIDHWAN BET-II	19	0	0	0	19	0	0	1	3	0	1	5	24
PE228 JAGRAON	41	0	0	0	41	6	5	3	3	0	6	23	64
PE229 SUDHAR	50	3	0	0	53	5	0	0	0	0	9	14	67
PE230 PAKHOWAL	45	0	0	0	45	0	0	0	0	0	3	3	48
PE231 DORAHA	36	0	0	0	36	0	0	4	0	0	3	7	43
PE232 MACHHIWARA	18	0	0	0	18	0	1	3	0	0	16	20	38
<b>TOTAL</b>	<b>524</b>	<b>5</b>	<b>2</b>	<b>0</b>	<b>531</b>	<b>47</b>	<b>26</b>	<b>91</b>	<b>39</b>	<b>0</b>	<b>340</b>	<b>543</b>	<b>1074</b>

**LEGEND:-**

G1 STATE GOVT.

G2 CENTER GOVT.

G3 OTHER ORG. OF STATE GOVT.

G4 OTHER ORG. OF CENTER GOVT.

P1 AIDED AND RECOGNISED

P2 RECOGNISED

P3 AFFILIATED WITH P.S.E.B.

P4 AFFILIATED WITH C.B.S.E.

P5 AFFILIATED WITH I.C.S.E.

P6 ANY OTHER

<i>District - Ludhiana</i>					
<b>Blockwise Breakup of Primary Teachers</b>					
PEBlock Code & Name					
		JBT	HT	CHT	Total
214	LUDHIANA-I	274	40	6	320
215	LUDHIANA-II	201	35	5	241
216	LUDHIANA-III	63	16	2	81
217	MANGAT-I	180	30	6	216
218	MANGAT-II	189	33	5	227
219	MANGAT-III	286	41	9	336
220	KHANNA-I	182	29	6	217
221	KHANNA-II	131	25	5	161
222	SAMRALA-I	137	29	6	172
223	SAMRALA-II	118	27	4	149
224	DEHLON-I	174	35	5	214
225	DEHLON-II	182	43	6	231
226	SIDHWAN BET-I	170	34	5	209
227	SIDHWAN BET-II	126	25	4	155
228	JAGRAON	365	55	8	428
229	SUDHAR	337	53	8	398
230	PAKHOWAL	217	39	6	262
231	DORAHA	221	44	7	272
232	MACHHIWARA	203	44	9	256
	<b>Total</b>	<b>3756</b>	<b>677</b>	<b>112</b>	<b>4545</b>
	<b>Unadjusted Teachers in Peblocks</b>	<b>29</b>	<b>0</b>	<b>0</b>	<b>29</b>
	<b>New Teachers</b>				<b>86</b>
	<b>Grand Total</b>	<b>3785</b>	<b>677</b>	<b>112</b>	<b>4660</b>

CD Block wise enrollment March'2002						
Sr. No.	District	Integrated child development scheme	Aanganwari centres	Pre School Education (3-6 years)		
				Boys	Girls	Total
10	LUDHIANA	Delhon	133	1601	1506	3107
		Doraha	91	1286	1153	2439
		Jagraon	115	1649	1467	3116
		Khanna	84	992	878	1870
		Ludhiana (U)	110	1453	1342	2795
		Ludhiana (U-II)	110	1481	1323	2804
		Ludhiana-I (R)	111	1352	1287	2639
		Machhiwara	97	1295	1096	2391
		Mangat	107	1534	1342	2876
		Pakhowal	100	1320	1143	2463
		Samrala	76	1039	919	1958
		Sidhwan Bet	89	1092	1080	2172
		Sudhar	83	1243	1093	2336
<b>District Total</b>			<b>1306</b>	<b>17337</b>	<b>15629</b>	<b>32966</b>

Source : SW Department

District-Ludhiana							
Blockwise Enrollment in State Govt. Primary Schools							
PEBlock		Total			SC		
		Male	Female	Total	Male	Female	Total
214	LUDHIANA-I	3933	3802	7735	2188	2015	4203
215	LUDHIANA-II	3106	2630	5736	1781	1519	3300
216	LUDHIANA-III	822	725	1547	330	186	516
217	MANGAT-I	2813	2461	5274	1732	1559	3291
218	MANGAT-II	3661	3013	6674	1629	1447	3076
219	MANGAT-III	9016	7431	16447	4986	4291	9277
220	KHANNA-I	3124	2678	5802	1845	1596	3441
221	KHANNA-II	2315	1900	4215	1534	1251	2785
222	SAMRALA-I	2959	2512	5471	1002	874	1876
223	SAMRALA-II	2053	1814	3867	1320	1129	2449
224	DEHLON-I	3226	2963	6189	1948	1798	3746
225	DEHLON-II	3014	2533	5547	1937	1581	3518
226	SIDHWAN BET-I	3282	2733	6015	1680	1372	3052
227	SIDHWAN BET-II	2085	1745	3830	1092	925	2017
228	JAGRAON	6062	5404	11466	3193	2911	6104
229	SUDHAR	6235	5464	11699	3534	3243	6777
230	PAKHOWAL	4034	3437	7471	2482	2010	4492
231	DORAHA	4068	3601	7669	2447	2103	4550
232	MACHHIWARA	2863	2641	5504	1255	1142	2397
	<b>Total</b>	<b>68671</b>	<b>59487</b>	<b>128158</b>	<b>37915</b>	<b>32952</b>	<b>70867</b>

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District- Ludhiana							
Blockwise Enrollment in State Govt. Middle Schools							
PEBlock		Total			SC		
		Male	Female	Total	Male	Female	Total
214	LUDHIANA-I	2167	1994	4161	1052	980	2032
215	LUDHIANA-II	1696	1624	3320	798	791	1589
216	LUDHIANA-III	452	447	899	263	130	393
217	MANGAT-I	1541	1340	2881	857	758	1615
218	MANGAT-II	1512	1422	2934	761	700	1461
219	MANGAT-III	5032	4266	9298	2231	2105	4336
220	KHANNA-I	2035	1819	3854	977	934	1911
221	KHANNA-II	1325	1195	2520	717	640	1357
222	SAMRALA-I	939	867	1806	367	359	726
223	SAMRALA-II	1266	1250	2516	654	619	1273
224	DEHLON-I	1996	1686	3682	1050	882	1932
225	DEHLON-II	1625	1485	3110	944	856	1800
226	SIDHWAN BET-I	1394	1322	2716	513	533	1046
227	SIDHWAN BET-II	1108	871	1979	494	417	911
228	JAGRAON	3357	3163	6520	1356	1243	2599
229	SUDHAR	3368	3005	6373	1536	1342	2878
230	PAKHOWAL	2650	2370	5020	1533	1051	2584
231	DORAHA	2449	2103	4552	1237	1055	2292
232	MACHHIWARA	1616	1507	3123	646	567	1213
	<b>Total</b>	<b>37528</b>	<b>33736</b>	<b>71264</b>	<b>17986</b>	<b>15962</b>	<b>33948</b>

## District - LUDHIANA

**Blockwise Enrollment in (Primary) Schools**

Peblock		State Govt.	Non-State Govt.	Unrecognised	Grand Total
		Total	Total	Total	
214	LUDHIANA-I	7735	8206	4095	20036
215	LUDHIANA-II	5736	6509	2749	14994
216	LUDHIANA-III	1547	6937	3688	12172
217	MANGAT-I	5274	6974	1535	13783
218	MANGAT-II	6674	6183	2996	15853
219	MANGAT-III	16447	4772	2351	23570
220	KHANNA-I	5802	3079	1618	10499
221	KHANNA-II	4215	2367	1922	8504
222	SAMRALA-I	5471	340	4312	10123
223	SAMRALA-II	3867	1098	1497	6462
224	DEHLON-I	6189	2362	555	9106
225	DEHLON-II	5547	2441	954	8942
226	SIDHWAN BET-I	6015	863	566	7444
227	SIDHWAN BET-II	3830	1002	124	4956
228	JAGRAON	11466	5763	2604	19833
229	SUDHAR	11699	3144	2503	17346
230	PAKHOWAL	7471	2244	369	10084
231	DORAHA	7669	4397	804	12870
232	MACHHIWARA	5504	3110	875	9489
<b>Grand Total</b>		<b>128158</b>	<b>71791</b>	<b>36117</b>	<b>236066</b>

Source : Family Survey 2002

## District - LUDHIANA

*Blockwise Enrollment in (Middle) Schools*

Peblock		State Govt.	Non-State Govt.	Unrecognised	Grand Total
		Total	Total	Total	
214	LUDHIANA-I	4161	3058	1204	8423
215	LUDHIANA-II	3320	3333	1337	7990
216	LUDHIANA-III	899	4248	2236	7383
217	MANGAT-I	2881	3682	657	7220
218	MANGAT-II	2934	3185	1424	7543
219	MANGAT-III	9298	2425	460	12183
220	KHANNA-I	3854	1502	634	5990
221	KHANNA-II	2520	1278	782	4580
222	SAMRALA-I	1806	476	2203	4485
223	SAMRALA-II	2516	389	537	3442
224	DEHLON-I	3682	916	198	4796
225	DEHLON-II	3110	1044	274	4428
226	SIDHWAN BET-I	2716	323	191	3230
227	SIDHWAN BET-II	1979	439	27	2445
228	JAGRAON	6520	3080	929	10529
229	SUDHAR	6373	2113	704	9190
230	PAKHOWAL	5020	899	114	6033
231	DORAHA	4552	1860	280	6692
232	MACHHIWARA	3123	1237	310	4670
<b>Grand Total</b>		<b>71284</b>	<b>35487</b>	<b>14501</b>	<b>121252</b>

Source : Family Survey 2002



District- Ludhiana							
Blockwise Out of Schools Children							
PEBlock		Age Group (6-14)					
		Total			SC		
		Male	Female	Total	Male	Female	Total
214	LUDHIANA-I	436	370	806	189	176	365
215	LUDHIANA-II	0	0	0	0	0	0
216	LUDHIANA-III	467	420	887	172	190	362
217	MANGAT-I	400	379	779	234	218	452
218	MANGAT-II	815	798	1613	320	258	578
219	MANGAT-III	500	628	1128	207	301	508
220	KHANNA-I	198	173	371	135	137	272
221	KHANNA-II	152	153	305	89	111	200
222	SAMRALA-I	190	185	375	133	148	281
223	SAMRALA-II	161	166	327	107	112	219
224	DEHLON-I	191	156	347	122	119	241
225	DEHLON-II	267	234	501	165	137	302
226	SIDHWAN BET-I	234	307	541	134	145	279
227	SIDHWAN BET-II	223	204	427	127	127	254
228	JAGRAON	851	713	1564	824	618	1442
229	SUDHAR	455	406	861	326	299	625
230	PAKHOWAL	231	153	384	138	110	248
231	DORAHA	287	239	526	115	107	222
232	MACHHIWARA	482	467	949	137	142	279
	<b>Total</b>	<b>6540</b>	<b>6151</b>	<b>12691</b>	<b>3674</b>	<b>3455</b>	<b>7129</b>

## Blockwise Handicapped Children

District : Ludhiana - 6-14 Years (Total)

PEBlock	Visually Impaired Children	Speech Impaired Children	Hearing Impaired Children	Physically Challenged Children	Mentally Challenged Children	Any Other Challenged Children	Total
LUDHIANA-I	15	23	8	27	17	25	115
LUDHIANA-II	0	0	0	0	0	0	0
LUDHIANA-III	11	13	4	37	31	21	117
MAANGAT-I	8	7	5	41	36	8	105
MAANGAT-II	11	12	6	49	58	5	141
MAANGAT-III	25	33	10	56	59	10	193
KHANNA-I	6	11	15	47	17	29	125
KHANNA-II	8	13	1	22	28	4	76
SAMRALA-I	3	12	4	22	21	15	77
SAMRALA-II	7	10	6	17	17	11	68
DEHLON-I	3	27	1	36	41	19	127
DEHLON-II	2	19	7	52	41	26	147
SIDHWAN BET-I	5	12	4	41	25	10	97
SIDHWAN BET-II	1	6	8	18	16	5	54
JAGRAON	26	26	20	101	66	71	310
SUDHAR	25	26	4	93	58	70	276
PAKHOWAL	17	28	6	45	44	14	154
DORAHA	4	15	2	24	24	6	75
MACHHIWARA	9	14	5	45	31	12	116
<b>Total</b>	<b>186</b>	<b>307</b>	<b>116</b>	<b>773</b>	<b>630</b>	<b>361</b>	<b>2373</b>

## Blockwise Handicapped Children

District : Ludhiana - 6-14 Years (Total)

PEBlock	SC			BC		
	School Going	School Not Going	Total	School Going	School Not Going	Total
LUDHIANA-I	25	23	48	14	12	26
LUDHIANA-II	12	4	16	0	0	0
LUDHIANA-III	9	29	38	15	22	37
MAANGAT-I	24	14	38	4	10	14
MAANGAT-II	22	30	52	9	9	18
MAANGAT-III	31	37	68	14	16	30
KHANNA-I	40	14	54	5	3	8
KHANNA-II	37	21	58	1	6	7
SAMRALA-I	43	14	57	3	11	14
SAMRALA-II	33	33	66	3	2	5
DEHLON-I	36	35	71	5	5	10
DEHLON-II	29	21	50	4	4	8
SIDHWAN BET-I	52	29	81	8	10	18
SIDHWAN BET-II	26	18	44	1	4	5
JAGRAON	60	67	127	29	19	48
SUDHAR	59	32	91	13	5	18
PAKHOWAL	57	40	97	8	8	16
DORAHA	25	18	43	4	2	6
MACHHIWARA	17	16	33	6	15	21
<b>Total</b>	<b>637</b>	<b>495</b>	<b>1132</b>	<b>146</b>	<b>163</b>	<b>309</b>

PROJECT COST  
ANNUAL WORK PLAN 2002-03

DISTRICT - LUDHIANA							
ITEM NO.	ITEM	2002-03	%	BALANCE LAST YEAR	%	TOTAL	%
1.0	Teacher Salary	80.496	5.69	24.080	4.57	104.576	5.39
2.0	School/Alternative schooling facility						
3.0	Upper Primary schools/sections						
4.0	Classrooms						
5.0	Free textbooks	66.507	4.70	0.000	0.00	66.507	3.43
6.0	Civil Works	473.136	33.47	159.600	30.26	632.736	32.60
7.0	Maintenance and repair of school buildings	77.500	5.48	0.000	0.00	77.500	3.99
8.0	Upgradation of EGS to regular school or setting up of a new primary school as per State norm	0.000	0.00	0.000	0.00	0.000	0.00
9.0	TLE for upper-primary and quality improvement	0.000	0.00	238.532	45.23	238.532	12.29
10.0	School grant	31.000	2.19	9.540	1.81	40.540	2.09
11.0	TLM grant	39.020	2.76	14.310	2.71	53.330	2.75
12.0	Teacher training	109.256	7.73	0.000	0.00	109.256	5.63
13.0	State Institute of Educational Management and Training (SIEMAT)						
14.0	Training for community leaders	7.440	0.53	0.000	0.00	7.440	0.38
15.0	Provision for disabled children (IED)	28.558	2.02	7.593	1.44	36.151	1.86
16.0	Research, evaluation, supervision and monitoring	21.202	1.50	3.324	0.63	24.526	1.26
17.0	Management cost	86.388	6.11	28.767	5.45	115.155	5.93
18.0	Innovative activities	50.006	3.54	30.798	5.84	80.804	4.16
18.1	Computer Education	15.000					
18.2	Girls child education	10.004					
18.3	ECCE	14.999					
18.4	SC/ST	10.003					
19.0	Block resource centres	199.380	14.10	0.000	0.00	199.380	10.27
19.1	Cluster resource centres	6.608	0.47	10.808	2.05	17.416	0.90
20.0	Intervention for out of school children	137.265	9.71	0.000	0.00	137.265	7.07
21.0	Preparatory activities for micro-planning, household surveys studies						
	TOTAL	1413.762	100.00	527.352	100.00	1941.114	100.00

## Annual Work Plan 2002-03, District Ludhiana, Punjab

Account Code	Item	2002-03		
		Unit cost	Physical	Financial
<b>Intervention Name : Teacher</b>				<b>(in lacs)</b>
1.0	Salary for primary teachers 86 x 12	0.078	1032	80.496
	<b>Subtotal</b>			<b>80.496</b>
<b>Intervention Name : Free textbooks</b>				<b>(in lacs)</b>
5.0	Free text books for Non SC girls (26563+17775)	0.0015	44338	66.507
	<b>Subtotal</b>			<b>66.507</b>
<b>Intervention Name : Civil works</b>				<b>(in lacs)</b>
5.0	Buildings for building less school	2.910		0.000
6.0	Block Resource centre buildings	5.820	4	23.280
6.0	New Primary school buildings Branch Schools	2.910		0.000
6.0	Sanitary Blocks and drinking water facilities for primary and upper primary sections	0.340	467	158.547
6.0	Buildings for schools having unsafe buildings	2.910		0.000
6.0	Cluster Resource Centres	1.940	12	23.280
6.0	Additional Class rooms for primary schools	1.160	102	118.320
6.0	Additional Classrooms for Primary schools and upper primary sections	1.160	83	96.280
6.0	Headmaster's room for upper primary sections	1.160	41	47.560
6.0	Compound Wall	1.160		0.000
6.0	Varandah	1.160		0.000
6.0	Development and distribution work training manual for VEDCs 4 x 1058	0.00032	4232	1.354
6.0	Development and distribution training manual on civil works for BRPs and DRPs 4 x (210+10)	0.00068	880	0.598
6.0	Workshop on Architectural plans and layouts 30 persons x 3 x 300	0.270	2	0.540
6.0	Development and distribution of architectural plans and layouts 2 x 1550 schools	0.00047	3100	1.457
6.0	Hiring of vehicles for monitoring of civil works 6 visits x 12	0.010	72	0.720
6.0	Hiring of vehicles for monitoring of civil works by State office and seeking advice on civil work	0.100	12	1.200
	<b>Sutotal</b>			<b>473.136</b>
<b>Intervention Name : Maintenance and repair of school buildings</b>				<b>(in lacs)</b>
7.0	Repairs and maintenance of school Primary and upper primary sections (1026+524)	0.050	1550	77.500
	<b>Subtotal</b>			<b>77.500</b>

Annual Work Plan 2002-03, District Ludhiana, Punjab				
Account Code	Item	2002-03		
		Unit cost	Physical	Financial
Intervention Name : TLE				(in lacs)
8.0	TLE for New primary Schools(upgradation of EGS centres with more than 40 students)	0.100		0.000
<b>Subtotal</b>				<b>0.000</b>
Intervention Name : TLE for upper-primary				(in lacs)
9.0	TLE for Upper Primary Schools	0.500		0.000
<b>Subtotal</b>				<b>0.000</b>
Intervention Name : School Grant				(in lacs)
10.0	School grants for existing schools (1026 primary + 524 upper primary)	0.020	1550	31.000
<b>Subtotal</b>				<b>31.000</b>
Intervention Name : Teacher Grant				(in lacs)
11.0	TLM grant for teachers of primary and upper primary schools (4660+3144)	0.005	7804	39.020
<b>Subtotal</b>				<b>39.020</b>
Intervention Name : Teacher Training				(in lacs)
12.0	Teachers training for primary and upper primary=7804 x 20 days <b>The detail of various training and training schedule have been given in the chapter of Training Programme</b>	0.0140	7804	109.256
<b>Subtotal</b>				<b>109.256</b>
Intervention Name : Training of Community Leaders				(in lacs)
14.0	Orientation to VEDC Members 1550 x 8 members x 2	0.0003	24800	7.440
<b>Subtotal</b>				<b>7.440</b>
Intervention Name : Provision for disabled children(IED)				(in lacs)
15.0	IED Training to BRC staff 12 x10 x 5	0.0007	600	0.420
15.0	IED assessment camps 2 x12	0.020	24	0.480
15.0	One Resource person honorarium 12 Blocks x 12 months	0.050	144	7.200
15.0	Manual for disability in Indian content A Teacher's Role for 1550 schools	0.00022	1550	0.341
15.0	Manual for teachers about physically challenged children for 1550 schools	0.00032	1550	0.496
15.0	Manual for Teachers about visually impaired children for 1550 schools	0.00034		0.000
15.0	Manual for Teachers about hearing impaired children for 1550 schools	0.00028	1550	0.430
15.0	Manual for Teachers about mentally challenged children for 1550 schools	0.00036		0.000
15.0	Manual for Teachers for children with multiple Disability for 1550 schools	0.00038		0.000
15.0	Special assistance and TLM to disabled children 2373	0.0081	2373	19.221

## Annual Work Plan 2002-03, District Ludhiana, Punjab

Account Code	Item	2002-03		
		Unit cost	Physical	Financial
	<b>Subtotal</b>			<b>28.588</b>
<b>Intervention Name : Research, Evaluation, supervision and monitoring (in lacs)</b>				
16.0	Annual School, Block and district planning for 1550 Primary and Upper Primary schools @ Rs. 30/-	0.0003	1550	0.465
16.0	Annual School Gradation and Evaluation process for 1550 Primary & Upper primary schools @ Rs. 30/-	0.0003	1550	0.465
16.0	Conduct of Pupil Achievement Survey 5 % of schools @ Rs. 2000/-	0.020	77	1.540
16.0	Academic monitoring of schools by DIET staff by travelling 12 months 2 x12 @ 1000/-	0.010	24	0.240
16.0	Academic supervision by BRCs 12 x 5 units @ Rs. 1000/-	0.010	60	0.600
16.0	Hiring of Vehicles for Academic supervision by DPO/ SPD 5 visits x 12 months @ Rs. 1000/-	0.010	60	0.600
16.0	Annual Household survey @Rs.3/- per household for 582752 households (5% each year)	0.00003	291376	8.741
16.0	MIS Data collection and processing of data for 1026 primary schools at State/District office	0.0017	1026	1.744
16.0	MIS Data collection and processing of data for 524 upper primary schools/sections at State/District office	0.0018	524	0.943
16.0	State office activities on research, evaluation monitoring and supervision @ Rs. 100/- per school for 1550 schools	0.0010	1550	1.550
16.0	Development and supply of material for Diagnostic-precursive teaching of i) Fine and Gross Motor skills ii) Teaching of languages iii) Teaching of Mathematics for 1550 primary and upper primary schools	0.00031x3	1550	1.442
16.0	Development and supply of material for evaluation of Instructional improvement in 1550 primary and upper primary schools	0.00029	1550	0.450

PROJECT COST  
ANNUAL WORK PLAN 2002-03

DISTRICT - LUDHIANA							
ITEM NO.	ITEM	2002-03	%	BALANCE LAST YEAR	%	TOTAL	%
1.0	Teacher Salary	80.496	5.69	24.080	4.57	104.576	5.39
2.0	School/Alternative schooling facility						
3.0	Upper Primary schools/sections						
4.0	Classrooms						
5.0	Free textbooks	66.507	4.70	0.000	0.00	66.507	3.43
6.0	Civil Works	473.136	33.47	159.600	30.26	632.736	32.60
7.0	Maintenance and repair of school buildings	77.500	5.48	0.000	0.00	77.500	3.99
8.0	Upgradation of EGS to regular school or setting up of a new primary school as per State norm	0.000	0.00	0.000	0.00	0.000	0.00
9.0	TLE for upper-primary and quality improvement	0.000	0.00	238.532	45.23	238.532	12.29
10.0	School grant	31.000	2.19	9.540	1.81	40.540	2.09
11.0	TLM grant	39.020	2.76	14.310	2.71	53.330	2.75
12.0	Teacher training	109.256	7.73	0.000	0.00	109.256	5.63
13.0	State Institute of Educational Management and Training (SIEMAT)						
14.0	Training for community leaders	7.440	0.53	0.000	0.00	7.440	0.38
15.0	Provision for disabled children (IED)	28.558	2.02	7.593	1.44	36.151	1.86
16.0	Research, evaluation, supervision and monitoring	21.202	1.50	3.324	0.63	24.526	1.26
17.0	Management cost	86.388	6.11	28.767	5.45	115.155	5.93
18.0	Innovative activities	50.006	3.54	30.798	5.84	80.804	4.16
18.1	Computer Education	15.000					
18.2	Girls child education	10.004					
18.3	ECCE	14.999					
18.4	SC/ST	10.003					
19.0	Block resource centres	199.380	14.10	0.000	0.00	199.380	10.27
19.1	Cluster resource centres	6.608	0.47	10.808	2.05	17.416	0.90
20.0	Intervention for out of school children	137.265	9.71	0.000	0.00	137.265	7.07
21.0	Preparatory activities for micro-planning, household surveys studies						
	TOTAL	1413.762	100.00	527.352	100.00	1941.114	100.00



## Annual Work Plan 2002-03, District Ludhiana, Punjab

Account Code	Item	2002-03		
		Unit cost	Physical	Financial
<b>Intervention Name : Teacher</b>				<b>(in lacs)</b>
1.0	Salary for primary teachers 86 x 12	0.078	1032	80.496
	<b>Subtotal</b>			<b>80.496</b>
<b>Intervention Name : Free textbooks</b>				<b>(in lacs)</b>
5.0	Free text books for Non SC girls (26563+17775)	0.0015	44338	66.507
	<b>Subtotal</b>			<b>66.507</b>
<b>Intervention Name : Civil works</b>				<b>(in lacs)</b>
6.0	Buildings for building less school	2.910		0.000
6.0	Block Resource centre buildings	5.820	4	23.280
6.0	New Primary school buildings Branch Schools	2.910		0.000
6.0	Sanitary Blocks and drinking water facilities for primary and upper primary sections	0.340	467	158.547
6.0	Buildings for schools having unsafe buildings	2.910		0.000
6.0	Cluster Resource Centres	1.940	12	23.280
6.0	Additional Class rooms for primary schools	1.160	102	118.320
6.0	Additional Classrooms for Primary schools and upper primary sections	1.160	83	96.280
6.0	Headmaster's room for upper primary sections	1.160	41	47.560
6.0	Compound Wall	1.160		0.000
6.0	Varandah	1.160		0.000
6.0	Development and distribution work training manual for VEDCs 4 x 1058	0.00032	4232	1.354
6.0	Development and distribution training manual on civil works for BRPs and DRPs 4 x (210+10)	0.00068	880	0.598
6.0	Workshop on Architectural plans and layouts 30 persons x 3 x 300	0.270	2	0.540
6.0	Development and distribution of architectural plans and layouts 2 x 1550 schools	0.00047	3100	1.457
6.0	Hiring of vehicles for monitoring of civil works 6 visits x 12	0.010	72	0.720
6.0	Hiring of vehicles for monitoring of civil works by State office and seeking advice on civil work	0.100	12	1.200
	<b>Sutotal</b>			<b>473.136</b>
<b>Intervention Name : Maintenance and repair of school buildings</b>				<b>(in lacs)</b>
7.0	Repairs and maintenance of school Primary and upper primary sections (1026+524)	0.050	1550	77.500
	<b>Subtotal</b>			<b>77.500</b>

Annual Work Plan 2002-03, District Ludhiana, Punjab				
Account Code	Item	2002-03		
		Unit cost	Physical	Financial
<b>Intervention Name : TLE</b>				<b>(in lacs)</b>
8.0	TLE for New primary Schools(upgradation of EGS centres with more than 40 students)	0.100		0.000
	<b>Subtotal</b>			<b>0.000</b>
<b>intervention Name : TLE for upper-primary</b>				<b>(in lacs)</b>
9.0	TLE for Upper Primary Schools	0.500		0.000
	<b>Subtotal</b>			<b>0.000</b>
<b>Intervention Name : School Grant</b>				<b>(in lacs)</b>
10.0	School grants for existing schools (1026 primary + 524 upper primary)	0.020	1550	31.000
	<b>Subtotal</b>			<b>31.000</b>
<b>Intervention Name : Teacher Grant</b>				<b>(in lacs)</b>
11.0	TLM grant for teachers of primary and upper primary schools (4660+3144)	0.005	7804	39.020
	<b>Subtotal</b>			<b>39.020</b>
<b>Intervention Name : Teacher Training</b>				<b>(in lacs)</b>
12.0	Teachers training for primary and upper primary=7804 x 20 days <b>The detail of various training and training schedule have been given in the chapter of Training Programme</b>	0.0140	7804	109.256
	<b>Subtotal</b>			<b>109.256</b>
<b>Intervention Name : Training of Community Leaders</b>				<b>(in lacs)</b>
14.0	Orientation to VEDC Members 1550 x 8 members x 2	0.0003	24800	7.440
	<b>Subtotal</b>			<b>7.440</b>
<b>Intervention Name : Provision for disabled children(IED)</b>				<b>(in lacs)</b>
15.0	IED Training to BRC staff 12 x10 x 5	0.0007	600	0.420
15.0	IED assessment camps 2 x12	0.020	24	0.480
15.0	One Resource person honorarium 12 Blocks x 12 months	0.050	144	7.200
15.0	Manual for disability in Indian content A Teacher's Role for 1550 schools	0.00022	1550	0.341
15.0	Manual for teachers about physically challenged children for 1550 schools	0.00032	1550	0.496
15.0	Manual for Teachers about visually impaired children for 1550 schools	0.00034		0.000
15.0	Manual for Teachers about hearing impaired children for 1550 schools	0.00028	1550	0.430
15.0	Manual for Teachers about mentally challenged children for 1550 schools	0.00036		0.000
15.0	Manual for Teachers for children with multiple Disability for 1550 schools	0.00038		0.000
15.0	Special assistance and ILM to disabled children 2373	0.0081	2373	19.221

## Annual Work Plan 2002-03, District Ludhiana, Punjab

Account Code	Item	2002-03		
		Unit cost	Physical	Financial
	<b>Subtotal</b>			<b>28.588</b>
<b>Intervention Name : Research, Evaluation, supervision and monitoring (in lacs)</b>				
16.0	Annual School, Block and district planning for 1550 Primary and Upper Primary schools @ Rs. 30/-	0.0003	1550	0.465
16.0	Annual School Gradation and Evaluation process for 1550 Primary & Upper primary schools @ Rs. 30/-	0.0003	1550	0.465
16.0	Conduct of Pupil Achievement Survey 5 % of schools @ Rs. 2000/-	0.020	77	1.540
16.0	Academic monitoring of schools by DIET staff by travelling 12 months 2 x12 @ 1000/-	0.010	24	0.240
16.0	Academic supervision by BRCs 12 x 5 units @ Rs. 1000/-	0.010	60	0.600
16.0	Hiring of Vehicles for Academic supervision by DPO/ SPD 5 visits x 12 months @ Rs. 1000/-	0.010	60	0.600
16.0	Annual Household survey @Rs.3/- per household for 582752 households (5% each year)	0.00003	291376	8.741
16.0	MIS Data collection and processing of data for 1026 primary schools at State/District office	0.0017	1026	1.744
16.0	MIS Data collection and processing of data for 524 upper primary schools/sections at State/District office	0.0018	524	0.943
16.0	State office activities on research, evaluation monitoring and supervision @ Rs. 100/- per school for 1550 schools	0.0010	1550	1.550
16.0	Development and supply of material for Diagnostic-prescriptive teaching of i) Fine and Gross Motor skills ii) Teaching of languages iii) Teaching of Mathematics for 1550 primary and upper primary schools	0.00031x3	1550	1.442
16.0	Development and supply of material for evaluation of Instructional improvement in 1550 primary and upper primary schools	0.00029	1550	0.450

## Annual Work Plan 2002-03, District Ludhiana, Punjab

Account Code	Item	2002-03		
		Unit cost	Physical	Financial
16.0	Development and supply of material for evaluation of learning in 635 upper primary schools i) Science ii) Mathematics iii) Health and physical education iv) English v) Hindi vi) Punjabi vii) Social Studies	0.00028x7	524	1.027
16.0	Study in i) Child's concept of class relations ii) Causal thinking in students iii) Students concept of time & movement iv) Students concept of space v) Concrete and formal reasoning in Mathematics vi) Teacher expectations and remedial strategies	0.00030x4	1550	1.395
<b>Subtotal</b>				<b>21.202</b>
<b>Intervention Name : Management Cost</b>		<b>(in lacs)</b>		
17.0	Hire charges for vehicles for DPO/State 30 times x 12 months	0.015	360	5.400
17.0	DPO/state consumables	0.070	12	0.840
17.0	Water, Electricity, Telephone etc. of District and State office	0.100	12	1.200
17.0	TA & DA of District and State etc.	0.300	12	3.600
17.0	Consultants (12 Months x 7) for District and State	0.070	84	5.880
17.0	Computer Stationery Peripherals DPO/State	0.200	1	0.200
17.0	Documentation at DPO/State	3.000	1	3.000
17.0	Running cost of Data centre for all primary and upper primary schools and students 1.400 x 12 inclusive of rent and salaries and other expenses for DPO/State	1.400	12	16.800
17.0	Jan Samparak Abhiyan (once a year visit of 10 schools per block by all senior officers for three days- taxi and other charges) to be conducted by State/District office No of blocks x 2	0.030	24	0.720
17.0	Development and printing of modules on planning and management by State/District office	0.00036	1550	0.558

## Annual Work Plan 2002-03, District Ludhiana, Punjab

Account Code	Item	2002-03		
		Unit cost	Physical	Financial
17.0	Hiring of experts for pedagogy, research evaluation, community mobilization, gender sensitisation, alternative schooling, planning and management Training District 8×12 @ Rs.8000 Block 12× 3×12 @Rs.8000	0.08 0.08	96 432	7.68 34.56
17.0	Circulation of material prepared by the experts Of school/VEDC level			3.892
17.0	New letter	0.00025	1550	0.390
17.0	Media Activity			1.668
	<b>Subtotal</b>			<b>86.388</b>
<b>Intervention Name : Innovative Girls Education, ECCE, SC/ST, Computer (In lacs)</b>				
<b>a) Girl Child Education</b>				
18.1	Remedial coaching for girls students for two months in 1026 primary schools in parts	0.003	256	0.768
18.1	Remedial coaching for girls students for two months in 524 upper primary schools in parts	0.003	131	0.393
18.1	Development of supplement reading material and item Bank for 59487 girl student of primary students for use in remedial coaching in parts	0.00038	14872	5.651
18.1	Development of supplement reading material and item Bank for 61811 girl student of upper primary students for use in remedial coaching in parts	0.00057	5600	3.192
	<b>Subtotal</b>			<b>10.004</b>
<b>b) ECCE</b>				
18.2	School readiness kits and playway material for 3-5 age children in ICDS Centres	0.00075	16920	12.690
18.2	School readiness kits for first generation learners in primary schools of 5 year age for 1026 schools x 3	0.00075	3078	2.309
	<b>Subtotal</b>			<b>14.999</b>
<b>c) SC/ST</b>				
18.3	Remedial coaching for 3 months in 775 schools in parts	0.0030	775	2.325
18.3	Supplementary reading material for remedial coaching in primary school children 70867 in parts	0.0005	9216	4.608
18.3	Question Bank for SC children of 56298 upper primary classes for remedial coaching in parts	0.0006	5117	3.070
	<b>Subtotal</b>			<b>10.003</b>

Annual Work Plan 2002-03, District Ludhiana, Punjab				
Account Code	Item	2002-03		
		Unit cost	Physical	Financial
<b>d) Computer Education</b>				
18.4	Cost of running of computer education centres at block/cluster level	15.000	1	15.000
	<b>Subtotal</b>			<b>15.000</b>
<b>Intervention Name: Block Resource Centres (in lacs)</b>				
19.0	BRC Contingency grant for 12 CD Blocks @ Rs.12500/- P.A.	0.125	12	1.500
19.0	TLM grant for 12 CD Blocks @ Rs.5000/- P.A.	0.050	12	0.600
19.0	Meetings, Travel allowance for 12 CD Blocks @Rs.500 x 12 P.A.	0.005	144	0.720
19.0	Salary of 20 Block Resource Persons per CD Block having more than 100 schools for 9 Blocks @ Rs.7800/- x 12 P.A.	0.078	2160	168.480
19.0	Salary of 10 Block Resource Person Per CD Block having less than 100 schools for 3 Block @ Rs. 7800/- x12 P.A	0.078	360	28.080
	<b>Sutotal</b>			<b>199.380</b>
<b>Intervention Name: Cluster Resource Centres (in lacs)</b>				
19.1	CRC Contingency grant for 112 CRCs Blocks @ Rs.2500/- P.A.	0.025	112	2.800
19.1	TLM grant for 112 CRCs @ Rs.1000/- P.A.	0.010	112	1.120
19.1	Meetings, Travel allowance for 112 CRCs Blocks @Rs.200 x 12 P.A.	0.002	1344	2.688
	<b>Subtotal</b>			<b>6.608</b>
<b>Intervention Name: Out of School children (in lacs)</b>				
20.0	Cost of running of EGS centres for 4233 out of school children of 6-11 age group	0.00845	4233	35.769
20.0	Cost of running of EGS centres for 5193 out of school children of 11-13 age group	0.012	5193	62.316
20.0	Cost of running of EGS centres for 3265 out of school children of 14 age	0.012	3265	39.180
	<b>Subtotal</b>			<b>137.265</b>
<b>Intervention Name: Preparatory activities for micro-planning, household surveys studies (in lacs)</b>				
21.0				
	<b>Subtotal</b>			<b>0.000</b>

# PART - V





District : Ludhiana  
Perspective 2002-2007

District Data Summary Sheet

SL.No.	DESCRIPTION	Numbers
1	No. of C D Blocks/BRC's	12
1.1	No. of B.R. & D.R. Personnels (9x20+3x10)+10	220
2	No. of P E Blocks	19
3	No. of CRC's	112
4	No. of Villages	924
4.1	No. of VEDC's	1707
4.2	No. of VEDC's Members	13656
5	No. of Habitations/Wards (Unservd)	4006
5.1	No. of S.C. Bastis	1352
6	No. of House Holds	582752
	<b>No. of Schools</b>	
7	No. of Primary Schools (State Govt.)	1026
7.1	Non State Govt. Primary Schools	50
7.2	Unrecognised Primary Schools	261
8	No. of Middle Schools/Sections (State Govt.)	675
8.1	Non State Govt. Middle Schools/Sections	256
8.2	Unrecognised Middle Schools/Sections	361
	<b>No. of Teachers (State Govt.)</b>	
9	No. of Primary Teachers	4660
9.1	No. of JBT Teachers + New	3871
9.2	No. of HT	677
9.3	No. of CHT's	112
10	No. of Teachers Middle Schools/Sections	3615
	<b>Primary (State Govt.)</b>	
11	Total No. of Students	205053
11.1	Male Students	109874
11.2	Female Students	95179
11.3	Total No. of S.C. Students	113387
11.4	Male S.C. Students	60664
11.5	Female S.C. Students	52723
	<b>Upper Primary (State Govt.)</b>	
12	Total No. of Students	114022
12.1	Male Students	60044
12.2	Female Students	53978
12.3	Total No. of S.C. Students	54317
12.4	Male S.C. Students	28778
12.5	Female S.C. Students	25539
	<b>Out of School Children</b>	
13	No. of Out of School Children Total	0
13.1	No. of Out of School Children Male	0
13.2	No. of Out of School Children Female	0
13.3	No. of EGS Centres (Proposed)	0
	<b>No. of Handicapped Children</b>	
14	Total No. of Handicapped Children	2373
14.1	Male Handicapped Children	1407
14.2	Female Handicapped Children	966

*District - Ludhiana*  
Blockwise list of BRC and CRC  
Perspective 2002-2007

PEBlock Code & Name		CRC	BRC
214	LUDHIANA-I	6	
215	LUDHIANA-II	5	
216	LUDHIANA-III	2	1
217	MANGAT-I	6	1
218	MANGAT-II	5	
219	MANGAT-III	9	1
220	KHANNA-I	6	
221	KHANNA-II	5	1
222	SAMRALA-I	6	
223	SAMRALA-II	4	1
224	DEHLON-I	5	
225	DEHLON-II	6	1
226	SIDHWAN BET-I	5	
227	SIDHWAN BET-II	4	1
228	JAGRAON	8	1
229	SUDHAR	8	1
230	PAKHOWAL	6	1
231	DORAHA	7	1
232	MACHHIWARA	9	1
<b>Total</b>		<b>112</b>	<b>12</b>

Disrtictwise list of Peblock	
LUDHIANA	
PEBLOCK NAME	CODE
JAGRAON	228
LUDHIANA-I	214
LUDHIANA-II	215
LUDHIANA-III	216
MANGAT-I	217
MANGAT-II	218
MANGAT-III	219
KHANNA-I	220
KHANNA-II	221
SAMRALA-I	222
SAMRALA-II	223
DEHLON-I	224
DEHLON-II	225
SIDHWAN BET-I	226
SIDHWAN BET-II	227
SUDHAR	229
PAKHOWAL	230
DORAHA	231
MACHHIWARA	232

Blockwise count of Villages  
Perspective 2002-2007

PEBlock Code & Name		Villages
<i>District - Ludhiana</i>		
214	LUDHIANA-I	37
215	LUDHIANA-II	24
217	MANGAT-I	40
218	MANGAT-II	41
219	MANGAT-III	80
220	KHANNA-I	57
221	KHANNA-II	37
222	SAMRALA-I	52
223	SAMRALA-II	39
224	DEHLON-I	43
225	DEHLON-II	48
226	SIDHWAN BET-I	49
227	SIDHWAN BET-II	42
228	JAGRAON	61
229	SUDHAR	63
230	PAKHOWAL	51
231	DORAHA	60
232	MACHHIWARA	100
<b>Total</b>		<b>924</b>

**District-Ludhiana**

**Perspective 2002-2007**

**Blockwise count of - Primary - (Primary Sections)**

PE Block Code & Name	G1	G2	G3	G4	TOTG	P1	P2	P3	P4	P5	P6	TOTP	TOTAL
214 LUDHIANA-I	63	0	0	0	63	0	0	1	0	0	25	26	89
215 LUDHIANA-II	45	0	0	0	45	2	1	0	0	0	27	30	75
216 LUDHIANA-III	20	0	0	0	20	0	2	1	0	0	8	11	31
217 MANGAT-I	48	0	0	0	48	0	0	1	0	0	19	20	68
218 MANGAT-II	54	0	0	0	54	0	2	1	1	0	28	32	86
219 MANGAT-III	88	0	0	0	88	1	1	1	0	0	27	30	118
220 KHANNA-I	55	0	0	0	55	0	0	1	0	0	21	22	77
221 KHANNA-II	44	0	0	0	44	0	0	1	1	0	7	9	53
222 SAMRALA-I	49	0	0	0	49	0	0	3	0	0	13	16	65
223 SAMRALA-II	38	0	0	0	38	0	0	0	0	0	4	4	42
224 DEHLON-I	44	0	0	0	44	0	1	0	0	0	11	12	56
225 DEHLON-II	51	0	1	0	52	0	2	0	0	0	12	14	66
226 SIDHWAN BET-I	50	0	0	0	50	0	0	1	0	0	3	4	54
227 SIDHWAN BET-II	39	0	0	0	39	1	0	0	0	0	1	2	41
228 JAGRAON	71	0	0	0	71	0	16	1	0	0	15	32	103
229 SUDHAR	65	0	0	0	65	0	0	0	0	0	15	15	80
230 PAKHOWAL	50	0	0	0	50	0	1	0	0	0	2	3	53
231 DORAHA	64	0	1	0	65	1	0	1	0	0	8	10	75
232 MACHHIWARA	88	0	0	0	88	0	0	2	0	0	15	17	105
<b>Total</b>	<b>1026</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>1028</b>	<b>5</b>	<b>26</b>	<b>15</b>	<b>2</b>	<b>0</b>	<b>261</b>	<b>309</b>	<b>1337</b>

**LEGEND:-**

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

District-Ludhiana														
Perspective 2002-2007														
Blockwise count of - Middle - (Middle Sections)														
PE Block Code & Name	G1	G2	G3	G4	TOTG	P1	P2	P3	P4	P5	P6	TOTP	TOTAL	
214 LUDHIANA-I	45	0	0	0	45	8	5	11	14	0	52	90	135	
215 LUDHIANA-II	35	2	0	0	37	8	5	12	3	0	33	61	98	
216 LUDHIANA-III	15	0	0	0	15	2	4	26	4	0	32	68	83	
217 MANGAT-I	35	0	2	0	37	7	4	10	7	0	39	67	104	
218 MANGAT-II	25	0	0	0	25	0	6	11	2	0	34	53	78	
219 MANGAT-III	35	0	0	0	35	5	0	0	0	0	60	65	100	
220 KHANNA-I	40	0	0	0	40	0	0	3	3	0	17	23	63	
221 KHANNA-II	25	0	0	0	25	5	0	3	3	0	15	26	51	
222 SAMRALA-I	25	0	0	0	25	3	0	5	4	0	8	20	45	
223 SAMRALA-II	32	0	0	0	32	0	0	6	0	0	9	15	47	
224 DEHLON-I	35	0	0	0	35	2	2	2	0	0	5	11	46	
225 DEHLON-II	32	2	2	0	36	3	0	0	0	0	9	12	48	
226 SIDHWAN BET-I	29	0	0	0	29	0	0	2	0	0	4	6	35	
227 SIDHWAN BET-II	25	0	0	0	25	0	0	2	4	0	2	8	33	
228 JAGRAON	45	0	0	0	45	7	6	4	4	0	7	28	73	
229 SUDHAR	58	4	0	0	62	5	0	0	0	0	10	15	77	
230 PAKHOWAL	50	0	0	0	50	0	0	0	0	0	4	4	54	
231 DORAHA	49	0	0	0	49	0	0	5	0	0	4	9	58	
232 MACHHIWARA	40	0	0	0	40	0	2	5	0	0	17	24	64	
<b>Total</b>	<b>675</b>	<b>8</b>	<b>4</b>	<b>0</b>	<b>687</b>	<b>55</b>	<b>34</b>	<b>107</b>	<b>48</b>	<b>0</b>	<b>361</b>	<b>605</b>	<b>1292</b>	

LEGEND:-

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

**District - Ludhaiana**  
**Blockwise Breakup of Primary Teachers**  
**Perspective 2002-2007**

PEBlock Code & Name		JBT	HT	CHT	Total
214	LUDHIANA-I	274	40	6	320
215	LUDHIANA-II	201	35	5	241
216	LUDHIANA-III	63	16	2	81
217	MANGAT-I	180	30	6	216
218	MANGAT-II	189	33	5	227
219	MANGAT-III	286	41	9	336
220	KHANNA-I	182	29	6	217
221	KHANNA-II	131	25	5	161
222	SAMRALA-I	137	29	6	172
223	SAMRALA-II	118	27	4	149
224	DEHLON-I	174	35	5	214
225	DEHLON-II	182	43	6	231
226	SIDHWAN BET-I	170	34	5	209
227	SIDHWAN BET-II	126	25	4	155
228	JAGRAON	365	55	8	428
229	SUDHAR	337	53	8	398
230	PAKHOWAL	217	39	6	262
231	DORAHA	221	44	7	272
232	MACHHIWARA	203	44	9	256
	<b>Total</b>	<b>3756</b>	<b>677</b>	<b>112</b>	<b>4545</b>
	<b>Unadjusted Teachers in Peblocks</b>	<b>29</b>	<b>0</b>	<b>0</b>	<b>29</b>
	<b>New Teachers</b>				<b>86</b>
	<b>Grand Total</b>	<b>3785</b>	<b>677</b>	<b>112</b>	<b>4660</b>

		CD Block wise enrollment		March'2002		
		Perspective 2002-2007				
Sr. No.	District	Integrated child development scheme	Aanganwari centres	Pre School Education (3-6 years)		
				Boys	Girls	Total
10	LUDHIANA	Delhon	133	1601	1506	3107
		Doraha	91	1286	1153	2439
		Jagraon	115	1649	1467	3116
		Khanna	84	992	878	1870
		Ludhiana (U)	110	1453	1342	2795
		Ludhiana (U-II)	110	1481	1323	2804
		Ludhiana-I (R)	111	1352	1287	2639
		Machhiwara	97	1295	1096	2391
		Mangat	107	1534	1342	2876
		Pakhowal	100	1320	1143	2463
		Samrala	76	1039	919	1958
		Sidhwan Bet	89	1092	1080	2172
		Sudhar	83	1243	1093	2336
		<b>District Total</b>			<b>1306</b>	<b>17337</b>

Source : SW Department



District- Ludhiana							
Perspective 2002-2007							
Blockwise Enrollment in State Govt. Primary Schools							
PEBlock		Total			SC		
		Male	Female	Total	Male	Female	Total
214	LUDHIANA-I	6293	6083	12376	3501	3224	6725
215	LUDHIANA-II	4970	4208	9178	2850	2430	5280
216	LUDHIANA-III	1315	1160	2475	528	298	826
217	MANGAT-I	4501	3938	8438	2771	2494	5266
218	MANGAT-II	5858	4821	10678	2606	2315	4922
219	MANGAT-III	14426	11890	26315	7978	6866	14843
220	KHANNA-I	4998	4285	9283	2952	2554	5506
221	KHANNA-II	3704	3040	6744	2454	2002	4456
222	SAMRALA-I	4734	4019	8754	1603	1398	3002
223	SAMRALA-II	3285	2902	6187	2112	1806	3918
224	DEHLON-I	5162	4741	9902	3117	2877	5994
225	DEHLON-II	4822	4053	8875	3099	2530	5629
226	SIDHWAN BET-I	5251	4373	9624	2688	2195	4883
227	SIDHWAN BET-II	3336	2792	6128	1747	1480	3227
228	JAGRAON	9699	8646	18346	5109	4658	9766
229	SUDHAR	9976	8742	18718	5654	5189	10843
230	PAKHOWAL	6454	5499	11954	3971	3216	7187
231	DORAHA	6509	5762	12270	3915	3365	7280
232	MACHHIWARA	4581	4226	8806	2008	1827	3835
	<b>Total</b>	<b>109874</b>	<b>95179</b>	<b>205053</b>	<b>60664</b>	<b>52723</b>	<b>113387</b>



District-Ludhiana					
Perspective 2002-2007					
Blockwise Enrollment in (Primary) Schools					
Peblock		State Govt.	Non-State Govt.	Unrecognised	Grand Total
		Total	Total	Total	
214	LUDHIANA-I	12376	13130	6552	32058
215	LUDHIANA-II	9178	10414	4398	23990
216	LUDHIANA-III	2475	11099	5901	19475
217	MANGAT-I	8438	11158	2456	22053
218	MANGAT-II	10678	9893	4794	25365
219	MANGAT-III	26315	7635	3762	37712
220	KHANNA-I	9283	4926	2589	16798
221	KHANNA-II	6744	3787	3075	13606
222	SAMRALA-I	8754	544	6899	16197
223	SAMRALA-II	6187	1757	2395	10339
224	DEHLON-I	9902	3779	888	14570
225	DEHLON-II	8875	3906	1526	14307
226	SIDHWAN BET-I	9624	1381	906	11910
227	SIDHWAN BET-II	6128	1603	198	7930
228	JAGRAON	18346	9221	4166	31733
229	SUDHAR	18718	5030	4005	27754
230	PAKHOWAL	11954	3590	590	16134
231	DORHA	12270	7035	1286	20592
232	MACHHIWARA	8806	4976	1400	15182
<b>Grand Total</b>		<b>205053</b>	<b>114866</b>	<b>57787</b>	<b>377706</b>

District-Ludhiana					
Perspective 2002-2007					
Blockwise Enrollment in (Middle) Schools					
Peblock		State Govt.	Non-State Govt.	Unrecognised	Grand Total
		Total	Total	Total	
214	LUDHIANA-I	6658	4893	1926	13477
215	LUDHIANA-II	5312	5333	2139	12784
216	LUDHIANA-III	1438	6797	3578	11813
217	MANGAT-I	4610	5891	1051	11552
218	MANGAT-II	4694	5096	2278	12069
219	MANGAT-III	14877	3880	736	19493
220	KHANNA-I	6166	2403	1014	9584
221	KHANNA-II	4032	2045	1251	7328
222	SAMRALA-I	2890	762	3525	7176
223	SAMRALA-II	4026	622	859	5507
224	DEHLON-I	5891	1466	317	7674
225	DEHLON-II	4976	1670	438	7085
226	SIDHWAN BET-I	4346	517	306	5168
227	SIDHWAN BET-II	3166	702	43	3912
228	JAGRAON	10432	4928	1486	16846
229	SUDHAR	10197	3381	1126	14704
230	PAKHOWAL	8032	1438	182	9653
231	DORAHA	7283	2976	448	10707
232	MACHHIWARA	4997	1979	496	7472
<b>Grand Total</b>		<b>114022</b>	<b>56779</b>	<b>23202</b>	<b>194003</b>



Blockwise Handicapped Children							
Perspective 2002-2007							
District : Ludhiana - 6-14 Years (Total)							
PEBlock	Visually Impaired Children	Speech Impaired Children	Hearing Impaired Children	Physically Challenged Children	Mentally Challenged Children	Any Other Challenged Children	Total
LUDHIANA-I	15	23	8	27	17	25	115
LUDHIANA-II	0	0	0	0	0	0	0
LUDHIANA-III	11	13	4	37	31	21	117
MAANGAT-I	8	7	5	41	36	8	105
MAANGAT-II	11	12	6	49	58	5	141
MAANGAT-III	25	33	10	56	59	10	193
KHANNA-I	6	11	15	47	17	29	125
KHANNA-II	8	13	1	22	28	4	76
SAMRALA-I	3	12	4	22	21	15	77
SAMRALA-II	7	10	6	17	17	11	68
DEHLON-I	3	27	1	36	41	19	127
DEHLON-II	2	19	7	52	41	26	147
SIDHWAN BET-I	5	12	4	41	25	10	97
SIDHWAN BET-II	1	6	8	18	16	5	54
JAGRAON	26	26	20	101	66	71	310
SUDHAR	25	26	4	93	58	70	276
PAKHOWAL	17	28	6	45	44	14	154
DORAHA	4	15	2	24	24	6	75
MACHHIWARA	9	14	5	45	31	12	116
<b>Total</b>	<b>186</b>	<b>307</b>	<b>116</b>	<b>773</b>	<b>630</b>	<b>361</b>	<b>2373</b>

## Blockwise Handicapped Children

Perspective 2002-2007

District : Ludhiana - 6-14 Years (Total)

PEBlock	SC			BC		
	School Going	School Not Going	Total	School Going	School Not Going	Total
LUDHIANA-I	25	23	48	14	12	26
LUDHIANA-II	12	4	16	0	0	0
LUDHIANA-III	9	29	38	15	22	37
MAANGAT-I	24	14	38	4	10	14
MAANGAT-II	22	30	52	9	9	18
MAANGAT-III	31	37	68	14	16	30
KHANNA-I	40	14	54	5	3	8
KHANNA-II	37	21	58	1	6	7
SAMRALA-I	43	14	57	3	11	14
SAMRALA-II	33	33	66	3	2	5
DEHLON-I	36	35	71	5	5	10
DEHLON-II	29	21	50	4	4	8
SIDHWAN BET-I	52	29	81	8	10	18
SIDHWAN BET-II	26	18	44	1	4	5
JAGRAON	60	67	127	29	19	48
SUDHAR	59	32	91	13	5	18
PAKHOWAL	57	40	97	8	8	16
DORAHA	25	18	43	4	2	6
MACHHIWARA	17	16	33	6	15	21
<b>Total</b>	<b>637</b>	<b>495</b>	<b>1132</b>	<b>146</b>	<b>163</b>	<b>309</b>

Summary													
District Ludhiana													
S.No	ITEM	2002-03		2003-04		2004-05		2005-06		2006-07		Total	%
		Total	%	Total	%	Total	%	Total	%	Total	%		
1	Teacher Salary	80.496	5.69	83.592	5.76	86.688	6.01	89.784	6.26	92.880	6.54	433.440	6.05
2	School/Alternative schooling facility		0.00		0.00		0.00		0.00		0.00	0.000	0.00
3	Upper Primary schools/sections		0.00		0.00		0.00		0.00		0.00	0.000	0.00
4	Classrooms		0.00		0.00		0.00		0.00		0.00	0.000	0.00
5	Free textbooks	66.507	4.70	76.482	5.27	86.457	6.00	96.432	6.73	106.407	7.49	432.285	6.04
6	Civil Works	473.136	33.45	478.764	33.01	476.028	33.01	472.973	33.00	465.957	32.81	2366.858	33.05
7	Maintenance and repair of school buildings	77.500	5.48	81.450	5.62	82.750	5.74	84.050	5.86	85.350	6.01	411.100	5.74
8	Upgradation of EGS to regular school or setting up of a new primary school as per State norm	0.000	0.00	0.000	0.00	0.000	0.00	0.000	0.00	0.000	0.00	0.000	0.00
9	TLE for upper-primary and quality improvement	0.000	0.00	39.500	2.72	52.500	3.64	65.500	4.57	78.500	5.53	236.000	3.30
10	School grant	31.000	2.19	32.580	2.25	33.100	2.30	33.620	2.35	34.140	2.40	164.440	2.30
11	TLM grant	39.020	2.76	40.205	2.77	40.595	2.82	40.985	2.86	41.375	2.91	202.180	2.82
12	Teacher training	109.256	7.73	112.574	7.76	113.666	7.88	114.758	8.01	115.850	8.16	566.104	7.91
13	State Institute of Educational Management and Training (SIEMAT)		0.00		0.00		0.00		0.00		0.00	0.000	0.00
14	Training for community leaders	7.440	0.53	7.819	0.54	7.944	0.55	8.069	0.56	8.194	0.58	39.466	0.55
15	Provision for disabled children (IED)	28.588	2.02	28.699	1.98	28.543	1.98	28.508	1.99	28.508	2.01	142.846	1.99
16	Research, evaluation, supervision and monitoring	21.667	1.53	22.923	1.58	22.597	1.57	22.275	1.55	22.449	1.58	111.912	1.56
17	Management cost	86.388	6.11	87.027	6.00	86.506	6.00	85.998	6.00	84.733	5.97	430.652	6.01
18	Innovative activities	0.000	0.00	0.000	0.00	0.000	0.00	0.000	0.00	0.000	0.00	0.000	0.00
18.1	Girls child education	10.004	0.71	10.004	0.69	10.004	0.69	10.004	0.70	10.004	0.70	50.022	0.70
18.2	ECCE	14.999	1.06	14.999	1.03	14.999	1.04	14.999	1.05	14.999	1.06	74.993	1.05
18.3	SC/ST	10.003	0.71	10.003	0.69	10.003	0.69	10.003	0.70	10.003	0.70	50.016	0.70
18.4	Computer Education	15.000	1.06	15.000	1.03	15.000	1.04	15.000	1.05	15.000	1.06	75.000	1.05
19	Block resource centres	199.380	14.10	199.380	13.74	199.380	13.83	199.380	13.91	199.380	14.04	996.900	13.92
19.1	Cluster resource centres	6.608	0.47	6.608	0.46	6.608	0.46	6.608	0.46	6.608	0.47	33.040	0.46
20	Intervention for out of school children	137.265	9.71	102.957	7.10	68.649	4.76	34.341	2.40	0.000	0.00	343.211	4.79
21	Preparatory activities for micro-planning, household surveys studies	0.000	0.00	0.000	0.00	0.000	0.00	0.000	0.00	0.000	0.00	0.000	0.00
TOTAL		1414.257	100.00	1450.566	100.00	1442.018	100.00	1433.286	100.00	1420.337	100.00	7160.464	100.00



Perspective Work Plan 2002-07, District Ludhiana, Punjab																
Account Code	Item	2002-03			2003-04			2004-05			2005-06			2006-07		
		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial
Intervention Name : Teacher (in lacs)																
1.0	Salary for primary teachers 86 x 12	0.078	1032	80.496	0.081	1032	83.592	0.084	1032	86.688	0.087	1032	89.784	0.090	1032	92.880
Subtotal				80.496			83.592			86.688			89.784			92.880
Intervention Name : Free textbooks (in lacs)																
5.0	Free text books for Non SC girls	0.0015	44338	66.507	0.0015	50988	76.482	0.0015	57638	86.457	0.0015	64288	96.432	0.0015	70938	106.407
Subtotal				66.507			76.482			86.457			96.432			106.407
Intervention Name : Civil works (in lacs)																
6.0	Buildings for building less school	2.910		0.000	2.910		0.000	2.910		0.000	2.910		0.000	2.910		0.000
6.0	Block Resource centre buildings	5.820	4	23.280	5.820	4	23.280	5.820	4	23.280	5.820	4	23.280	5.820	4	23.280
6.0	New Primary school buildings Branch Schools	2.910		0.000	2.910		0.000	2.910		0.000	2.910		0.000	2.910		0.000
6.0	Sanitary Blocks and drinking water facilities for primary and upper primary sections	0.340	467	158.547	0.340	469	159.460	0.340	495	168.300	0.340	503	171.020	0.340	513	174.420
6.0	Buildings for schools having unsafe buildings	2.910		0.000	2.910		0.000	2.910		0.000	2.910		0.000	2.910		0.000
6.0	Cluster Resource Centres	1.940	12	23.280	1.940	12	23.280	1.940	12	23.280	1.940	12	23.280	1.940	12	23.280
6.0	Additional Class rooms for primary schools	1.160	102	118.320	1.160	102	118.320	1.160	100	116.000	1.160	100	116.000	1.160	98	113.680
6.0	Additional Classrooms for Primary schools and upper primary sections	1.160	83	96.280	1.160	93	107.880	1.160	85	98.600	1.160	83	96.280	1.160	80	92.800
6.0	Headmaster's room for upper primary sections	1.160	41	47.560	1.160	35	40.600	1.160	35	40.600	1.160	32	37.120	1.160	28	32.480
6.0	Compound Wall	1.160		0.000	1.160		0.000	1.160		0.000	1.160		0.000	1.160		0.000
6.0	Varandah	1.160		0.000	1.160		0.000	1.160		0.000	1.160		0.000	1.160		0.000
6.0	Development and distribution work training manual for VEDCs 4 x 1058	0.00032	4232	1.354	0.00032	4232	1.354	0.00032	4232	1.354	0.00032	4232	1.354	0.00032	4232	1.354
6.0	Development and distribution training manual on civil works for BRPs and DRPs 4 x (210+10)	0.00068	880	0.598	0.00068	880	0.598	0.00068	880	0.598	0.00068	880	0.598	0.00068	880	0.598

**Perspective Work Plan 2002-07, District Ludhiana, Punjab**

Account Code	Item	2002-03			2003-04			2004-05			2005-06			2006-07		
		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial
6.0	Workshop on Architectural plans and layouts 30 persons x 3 x 300	0.270	2	0.540	0.270	2	0.540	0.270	2	0.540	0.270	2	0.540	0.270	2	0.540
6.0	Development and distribution of architectural plans and layouts 2 x No. of primary & upper primary schools	0.00047	3100	1.457	0.00047	3258	1.531	0.00047	3310	1.556	0.00047	3362	1.580	0.00047	3414	1.605
6.0	Hiring of vehicles for monitoring of civil works 6 visits x 12	0.010	72	0.720	0.010	72	0.720	0.010	72	0.720	0.010	72	0.720	0.010	72	0.720
6.0	Hiring of vehicles for monitoring of civil works by State office and seeking advice on civil work	0.100	12	1.200	0.100	12	1.200	0.100	12	1.200	0.100	12	1.200	0.100	12	1.200
	<b>Sutotal</b>			<b>473.136</b>			<b>478.764</b>			<b>476.028</b>			<b>472.973</b>			<b>465.957</b>
<b>Intervention Name : Maintenance and repair of school buildings (in lacs)</b>																
7.0	Repairs and maintenance of school Primary and upper primary sections	0.050	1550	77.500	0.050	1629	81.450	0.050	1655	82.750	0.050	1681	84.050	0.050	1707	85.350
	<b>Subtotal</b>			<b>77.500</b>			<b>81.450</b>			<b>82.750</b>			<b>84.050</b>			<b>85.350</b>
<b>Intervention Name : TLE (in lacs)</b>																
8.0	TLE for New primary Schools(upgradation of EGS centres with more than 40 students)	0.100		0.000	0.100		0.000	0.100		0.000	0.100		0.000	0.100		0.000
	<b>Subtotal</b>			<b>0.000</b>			<b>0.000</b>			<b>0.000</b>			<b>0.000</b>			<b>0.000</b>
<b>Intervention Name : TLE for upper-primary (in lacs)</b>																
9.0	TLE for Upper Primary Schools	0.500		0.000	0.500	79	39.500	0.500	105	52.500	0.500	131	65.500	0.500	157	78.500
	<b>Subtotal</b>			<b>0.000</b>			<b>39.500</b>			<b>52.500</b>			<b>65.500</b>			<b>78.500</b>
<b>Intervention Name : School Grant (in lacs)</b>																
10.0	School grants for existing schools (primary +upper primary)	0.020	1550	31.000	0.020	1629	32.580	0.020	1655	33.100	0.020	1681	33.620	0.020	1707	34.140
	<b>Subtotal</b>			<b>31.000</b>			<b>32.580</b>			<b>33.100</b>			<b>33.620</b>			<b>34.140</b>

**Perspective Work Plan 2002-07, District Ludhiana, Punjab**

Account Code	Item	2002-03			2003-04			2004-05			2005-06			2006-07			
		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	
<b>Intervention Name : Teacher Grant</b>															<b>(in lacs)</b>		
11.0	TLM grant for teachers of primary and upper primary schools	0.005	7804	39.020	0.005	8041	40.205	0.005	8119	40.595	0.005	8197	40.985	0.005	8275	41.375	
	<b>Subtotal</b>			<b>39.020</b>			<b>40.205</b>			<b>40.595</b>			<b>40.985</b>			<b>41.375</b>	
<b>Intervention Name : Teacher Training</b>															<b>(in lacs)</b>		
12.0	Teachers training for primary and upper primary-for x 20 days The detail of various training and training schedule have been given in the chapter of Training Programme	0.0140	7804	109.256	0.0140	8041	112.574	0.0140	8119	113.666	0.0140	8197	114.758	0.0140	8275	115.850	
	<b>Subtotal</b>			<b>109.256</b>			<b>112.574</b>			<b>113.666</b>			<b>114.758</b>			<b>115.850</b>	
<b>Intervention Name : Training of Community Leaders</b>															<b>(in lacs)</b>		
14.0	Orientation to VEDC Members No. of primary + upper primary schools x 8 members x 2	0.0003	24800	7.440	0.0003	26064	7.819	0.0003	26480	7.944	0.0003	26896	8.069	0.0003	27312	8.194	
	<b>Subtotal</b>			<b>7.440</b>			<b>7.819</b>			<b>7.944</b>			<b>8.069</b>			<b>8.194</b>	
<b>Intervention Name : Provision for disabled children(IED)</b>															<b>(in lacs)</b>		
15.0	IED Training to BRC staff 12 x10 x 5	0.0007	600	0.420	0.0007	600	0.420	0.0007	600	0.420	0.0007	600	0.420	0.0007	600	0.420	
15.0	IED assessment camps 2 x12	0.020	24	0.480	0.020	24	0.480	0.020	24	0.480	0.020	24	0.480	0.020	24	0.480	
15.0	One Resource person honorarium 12 Blocks x 12 months	0.050	144	7.200	0.050	144	7.200	0.050	144	7.200	0.050	144	7.200	0.050	144	7.200	
15.0	Manual for disability in Indian content A Teacher's Role for primary & upper primary schools	0.00022	1550	0.341	0.00022		0.000	0.00022		0.000	0.00022		0.000	0.00022		0.000	
15.0	Manual for teachers about physically challenged children for primary & upper primary schools	0.00032	1550	0.496	0.00032		0.000	0.00032		0.000	0.00032		0.000	0.00032		0.000	

**Perspective Work Plan 2002-07, District Ludhiana, Punjab**

Account Code	Item	2002-03			2003-04			2004-05			2005-06			2006-07		
		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial
15.0	Manual for Teachers about visually impaired children for No. of primary & upper primary schools	0.00034		0.000	0.00034	1629	0.554	0.00034		0.000	0.00034		0.000	0.00034		0.000
15.0	Manual for Teachers about hearing impaired children for No. of primary & upper primary schools	0.00028	1550	0.430	0.00028		0.000	0.00028		0.000	0.00028		0.000	0.00028		0.000
15.0	Manual for Teachers about mentally challenged children for No. of primary & upper primary schools	0.00036		0.000	0.00036	1629	0.586	0.00036		0.000	0.00036		0.000	0.00036		0.000
15.0	Manual for Teachers for children with multiple Disability for No. of primary & upper primary schools	0.00038		0.000	0.00038		0.000	0.00038	1655	0.629	0.00038		0.000	0.00038		0.000
15.0	Special assistance and TLM to disabled children 2373	0.0081	2373	19.221	0.0082	2373	19.459	0.00835	2373	19.815	0.0086	2373	20.408	0.0086	2373	20.408
	<b>Subtotal</b>			<b>28.588</b>			<b>28.699</b>			<b>28.543</b>			<b>28.508</b>			<b>28.508</b>
<b>Intervention Name : Research, Evaluation, supervision and monitoring</b>											<b>(in lacs)</b>					
16.0	Annual School, Block and district planning for Primary and Upper Primary schools @ Rs. 30/-	0.0003	1550	0.465	0.0003	1629	0.489	0.0003	1655	0.497	0.0003	1681	0.504	0.0003	1707	0.512
16.0	Annual School Gradation and Evaluation process for Primary & Upper primary schools @ Rs. 30/-	0.0003	1550	0.465	0.0003	1629	0.489	0.0003	1655	0.497	0.0003	1681	0.504	0.0003	1707	0.512
16.0	Conduct of Pupil Achievement Survey 5 % to 10% of schools @ Rs. 2000/-	0.020	77	1.540	0.020	163	3.260	0.020	165	3.300	0.020	168	3.360	0.020	171	3.420
16.0	Academic monitoring of schools by DIET staff by travelling 12 months 2 x12 @ 1000/-	0.010	24	0.240	0.010	48	0.480	0.010	48	0.480	0.010	48	0.480	0.010	48	0.480
16.0	Academic supervision by BRCs 12 x 5 units @ Rs. 1000/-	0.010	60	0.600	0.010	120	1.200	0.010	120	1.200	0.010	120	1.200	0.010	120	1.200

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Account Code	Item	2002-03			2003-04			2004-05			2005-06			2006-07		
		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial
16.0	Hiring of Vehicles for Academic supervision by DPO/ SPD 5 visits to 10 visits x 12 months @ Rs. 1000/-	0.010	60	0.600	0.010	120	1.200	0.010	120	1.200	0.010	120	1.200	0.010	120	1.200
16.0	Annual Household survey @Rs.3/- per household for 582752 households (50% each year)	0.00003	291376	8.741	0.00003	291376	8.741	0.00003	291376	8.741	0.00003	291376	8.741	0.00003	291376	8.741
16.0	MIS Data collection and processing of data for 1026 primary schools at State/District office	0.0017	1026	1.744	0.0017	1026	1.744	0.0017	1026	1.744	0.0017	1026	1.744	0.0017	1026	1.744
16.0	MIS Data collection and processing of data for upper primary schools/sections at State/District office	0.0018	524	0.943	0.0018	603	1.085	0.0018	629	1.132	0.0018	655	1.179	0.0018	681	1.226
16.0	State office activities on research, evaluation monitoring and supervision @ Rs. 100/- per school for No. of primary & upper primary schools	0.0010	1550	1.550	0.0020	1629	3.258	0.0020	1655	3.310	0.0020	1681	3.362	0.002	1707	3.414
16.0	Development and supply of material for Diagnostic-prescriptive teaching of i) Fine and Gross Motor skills ii) Teaching of languages iii) Teaching of Mathematics for 1550 primary and upper primary schools	0.00031 x3	1550	1.442			0.000			0.000			0.000			0.000
16.0	Development and supply of material for evaluation of Instructional improvement in 1550 primary and upper primary schools	0.00029	1550	0.450			0.000			0.000			0.000			0.000

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16.0	Development and supply of material for evaluation of learning in upper primary schools i) Science ii) Mathematics iii) Health and physical education iv) English v) Hindi vi) Punjabi vii) Social Studies	0.00028 x7	524	1.027			0.000			0.000			0.000			0.000
16.0	Study in i) Child's concept of class relations ii) Causal thinking in students iii) Students concept of time iv) movement v) Students concept of space vi) Concrete and formal reasoning in Mathematics vii) Teacher expectations and remedial strategies	0.00030 x4	1550	1.860	0.0003x2	1629	0.977	0.0003	1655	0.497			0.000			0.000
<b>Subtotal</b>				<b>21.667</b>			<b>22.923</b>			<b>22.597</b>			<b>22.275</b>			<b>22.449</b>
<b>Intervention Name : Management Cost (in lacs)</b>																
17.0	Hire charges for vehicles for DPO/State 30 times x 12 months	0.015	360	5.400	0.015	360	5.400	0.015	360	5.400	0.015	360	5.400	0.015	360	5.400
17.0	DPO/state consumables	0.070	12	0.840	0.070	12	0.840	0.070	12	0.840	0.070	12	0.840	0.070	12	0.840
17.0	Water, Electricity, Telephone etc. of District and State office	0.100	12	1.200	0.100	12	1.200	0.100	12	1.200	0.100	12	1.200	0.100	12	1.200
17.0	TA & DA of District and State etc.	0.300	12	3.600	0.300	12	3.600	0.300	12	3.600	0.300	12	3.600	0.300	12	3.600
17.0	Consultants (12 Months x 7) for District and State	0.070	84	5.880	0.070	84	5.880	0.070	84	5.880	0.070	84	5.880	0.070	84	5.880

**Perspective Work Plan 2002-07, District Ludhiana, Punjab**

Account Code	Item	2002-03			2003-04			2004-05			2005-06			2006-07		
		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial
17.0	Computer Stationery Peripherals DPO/State	0.200	1	0.200	0.200	1	0.200	0.200	1	0.200	0.200	1	0.200	0.200	1	0.200
17.0	Documentation at DPO/State	3.000	1	3.000	3.000	1	3.000	3.000	1	3.000	3.000	1	3.000	3.000	1	3.000
17.0	Running cost of Data centre for all primary and upper primary schools and students 1.400 x 12 inclusive of rent and salaries and other expenses for DPO/State	1.400	12	16.800	1.500	12	18.000	1.550	12	18.600	1.600	12	19.200	1.650	12	19.800
17.0	Jan Samparak Abhiyan (once a year visit of 10 schools per block by all senior officers for three days- taxi and other charges) to be conducted by State/District office No of blocks x 2	0.030	24	0.720	0.030	24	0.720	0.032	24	0.768	0.032	24	0.768	0.035	24	0.840
17.0	Development and printing of modules on planning and management by State/District office	0.00036	1550	0.558	0.00036	1629	0.586	0.00036	1655	0.596	0.00036	1681	0.605	0.00036	1707	0.615
17.0	Hiring of experts for pedagogy, research evaluation, community mobilization, gender sensitisation, alternative schooling, planning and management Training District 8x12 @ Rs.8000 Block 12x 3x12 @Rs.8000	0.08 0.08	96 432	7.68 34.56	0.08 0.08	96 432	7.68 34.56	0.08 0.08	96 432	7.68 34.56	0.08 0.08	96 432	7.68 34.56	0.08 0.08	96 432	7.68 34.56
17.0	Circulatic of material prepared by the experts Of school/VEDC level			3.892			3.468			2.638			1.851			0.484
17.0	New letter	0.00025	1550	0.390	0.00025	1629	0.407	0.00025	1655	0.414	0.00025	1681	0.420	0.00025	1707	0.427
17.0	Media Activity			1.668			1.486			1.130			0.793			0.208
	<b>Subtotal</b>			<b>86.388</b>			<b>87.027</b>			<b>86.506</b>			<b>85.998</b>			<b>84.733</b>

Perspective Work Plan 2002-07, District Ludhiana, Punjab																
Account Code	Item	2002-03			2003-04			2004-05			2005-06			2006-07		
		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial
Intervention Name : Innovative Girls Education, ECCE, SC/ST, Computer Education															(in lacs)	
a) Girl Child Education																
18.1	Remedial coaching for girls students for two months in primary schools in parts	0.003	256	0.768	0.003	256	0.768	0.003	256	0.768	0.003	256	0.768	0.003	256	0.768
18.1	Remedial coaching for girls students for two months in upper primary schools in parts	0.003	131	0.393	0.003	131	0.393	0.003	131	0.393	0.003	131	0.393	0.003	131	0.393
18.1	Development of supplement reading material and item Bank for 59487 girl student of primary students for use in remedial coaching in parts	0.00038	14872	5.651	0.00038	14872	5.651	0.00038	14872	5.651	0.00038	14872	5.651	0.00038	14872	5.651
18.1	Development of supplement reading material and item Bank for 61811 girl student of upper primary students for use in remedial coaching in parts	0.00057	5600	3.192	0.00057	5600	3.192	0.00057	5600	3.192	0.00057	5600	3.192	0.00057	5600	3.192
<b>Subtotal</b>				<b>10.004</b>			<b>10.004</b>			<b>10.004</b>			<b>10.004</b>			<b>10.004</b>
b) ECCE																
18.2	School readiness kits and playway material for 3-5 age children in ICDS Centres	0.00075	16920	12.690	0.00075	16920	12.690	0.00075	16920	12.690	0.00075	16920	12.690	0.00075	16920	12.690
18.2	School readiness kits for first generation learners in primary schools of 5 year age for no. of primary schools x 3	0.00075	3078	2.309	0.00075	3078	2.309	0.00075	3078	2.309	0.00075	3078	2.309	0.00075	3078	2.309
<b>Subtotal</b>				<b>14.999</b>			<b>14.999</b>			<b>14.999</b>			<b>14.999</b>			<b>14.999</b>
c) SC/ST																
18.3	Remedial coaching for 3 months in primary & upper primary schools in parts	0.0030	775	2.325	0.0030	775	2.325	0.0030	775	2.325	0.0030	775	2.325	0.0030	775	2.325
18.3	Supplementary reading material for remedial coaching in primary school children 70867 in parts	0.0005	9216	4.608	0.0005	9216	4.608	0.0005	9216	4.608	0.0005	9216	4.608	0.0005	9216	4.608



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18.3	Question Bank for SC children of 56298 upper primary classes for remedial coaching in parts	0.0006	5117	3.070	0.0006	5117	3.070	0.0006	5117	3.070	0.0006	5117	3.070	0.0006	5117	3.070
	<b>Subtotal</b>			<b>10.003</b>			<b>10.003</b>			<b>10.003</b>			<b>10.003</b>			<b>10.003</b>
<b>d) Computer Education</b>																
18.4	Cost of running of computer education centres at block/cluster level	15.000	1	15.000	15.000	1	15.000	15.000	1	15.000	15.000	1	15.000	15.000	1	15.000
	<b>Subtotal</b>			<b>15.000</b>			<b>15.000</b>			<b>15.000</b>			<b>15.000</b>			<b>15.000</b>
<b>Intervention Name: Block Resource Centres (in lacs)</b>																
19.0	BRC Contingency grant for 12 CD Blocks @ Rs.12500/- P.A.	0.125	12	1.500	0.125	12	1.500	0.125	12	1.500	0.125	12	1.500	0.125	12	1.500
19.0	TLM grant for 12 CD Blocks @ Rs.5000/- P.A.	0.050	12	0.600	0.050	12	0.600	0.050	12	0.600	0.050	12	0.600	0.050	12	0.600
19.0	Meetings, Travel allowance for 12 CD Blocks @Rs.500 x 12 P.A.	0.005	144	0.720	0.005	144	0.720	0.005	144	0.720	0.005	144	0.720	0.005	144	0.720
19.0	Salary of 20 Block Resource Persons per CD Block having more than 100 schools for 9 Blocks @ Rs.7800/- x 12 P.A.	0.078	2160	168.480	0.078	2160	168.480	0.078	2160	168.480	0.078	2160	168.480	0.078	2160	168.480
19.0	Salary of 10 Block Resource Person Per CD Block having less than 100 schools for 3 Block @ Rs. 7800/- x12 P.A	0.078	360	28.080	0.078	360	28.080	0.078	360	28.080	0.078	360	28.080	0.078	360	28.080
	<b>Sutotal</b>			<b>199.380</b>			<b>199.380</b>			<b>199.380</b>			<b>199.380</b>			<b>199.380</b>
<b>Intervention Name: Cluster Resource Centres (in lacs)</b>																
19.1	CRC Contingency grant for 112 CRCs Blocks @ Rs.2500/- P.A.	0.025	112	2.800	0.025	112	2.800	0.025	112	2.800	0.025	112	2.800	0.025	112	2.800
19.1	TLM grant for 112 CRCs @ Rs.1000/- P.A.	0.010	112	1.120	0.010	112	1.120	0.010	112	1.120	0.010	112	1.120	0.010	112	1.120
19.1	Meetings, Travel allowance for 112 CRCs Blocks @Rs.200 x 12 P.A.	0.002	1344	2.688	0.002	1344	2.688	0.002	1344	2.688	0.002	1344	2.688	0.002	1344	2.688
	<b>Subtotal</b>			<b>6.608</b>			<b>6.608</b>			<b>6.608</b>			<b>6.608</b>			<b>6.608</b>

**Perspective Work Plan 2002-07, District Ludhiana, Punjab**

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		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial
<b>Intervention Name: Out of School children</b>														<b>(in lacs)</b>		
20.0	Cost of running of EGS centres for 4233 out of school children of 6-11 age group declining by 25%	0.00845	4233	35.769	0.00845	3175	26.829	0.00845	2117	17.889	0.00845	1059	8.949	0.00845	0	0.000
20.0	Cost of running of EGS centres for 5193 out of school children of 11-13 age group declining by 25%	0.012	5193	62.316	0.012	3895	46.740	0.012	2597	31.164	0.012	1299	15.588	0.012	0	0.000
20.0	Cost of running of EGS centres for 3265 out of school children of 14 age declining 25%	0.012	3265	39.180	0.012	2449	29.388	0.012	1633	19.596	0.012	817	9.804	0.012	0	0.000
	<b>Subtotal</b>			<b>137.265</b>			<b>102.957</b>			<b>68.649</b>			<b>34.341</b>			<b>0.000</b>
<b>Intervention Name: Preparatory activities for micro-planning, household surveys studies</b>														<b>(in lacs)</b>		
21.0																
	<b>Subtotal</b>			<b>0.000</b>			<b>0.000</b>			<b>0.000</b>			<b>0.000</b>			<b>0.000</b>

Government of Punjab  
Education- 7 Branch  
Education Department  
ORDER

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

**1. The Need**

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

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

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

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

## **2. Two Levels of School Education**

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

## **3. Rechristening of School Directorates**

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

## **4. Heads of the Department**

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

## 5. Implementation

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

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

- 5.2 **New Nomenclature of Directorates, subordinate offices, schools, officers and staff**
  - 5.2.1 Directorate of 'School' education will henceforth be called Directorate of Secondary Education
  - 5.2.2 Directorate of Primary Education will henceforth be called Directorate of Elementary Education.
  - 5.2.3 Director Public Instruction (Schools) will henceforth be designated as Director Public Instruction (Secondary Education)
  - 5.2.4 Director Public Instruction (Primary) will henceforth be designated as Director Public Instruction (Elementary Education)
  - 5.2.5 All Primary and Middle Schools under the control of Government of Punjab will henceforth be called Government Elementary Schools.
  - 5.2.6 All High and Senior Secondary Schools under the control of Government of Punjab will henceforth be called Government Secondary

Schools.

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

### 5.3 Staff Salaries

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

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

### 5.4 Two Levels of Schools

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

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

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

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

- 5.4.4 In a village which has only a Primary school but does not have any Middle, High or Senior Secondary School, the Primary School will start its Upper Primary section whenever it has more than 20 primary graduates available for admission to VIth class, subject to clause 5.4.8
- 5.4.5 In villages where Primary schools are operating in the premises of High or Senior Secondary Schools, Upper Primary section will be separated from High/Senior Secondary School which will merge with the Primary school to form Elementary school. Premises it will also be divided as per the respective strength of the classes.
- 5.4.6 In villages where Primary schools are operating in independent premises but within one kilometer of High/Senior Secondary School, Upper Primary Section will initially detach itself from the High/Senior Secondary School but operate from the same premises, but after the availability of premises in the Primary school it will move itself there. But even operating from different premises it will form one Elementary unit.
- 5.4.7 All High Schools as henceforth will be designated as Secondary Schools but their Senior Secondary Sections will start only when they have more than twenty tenth pass graduates available to start eleventh class per stream. Similarly, High and Senior Secondary Schools will start or continue any stream in eleventh-twelfth class if more than twenty students are available and opting that stream. The procedure laid in clause 5.4.8 will be followed.
- 5.4.8 The recommendation to start Upper Primary section in Primary schools, Senior Secondary section in High schools or any stream of eleventh-twelfth will be done jointly by the Educational Development

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

## **5.5 Redeployment of Staff**

- 5.5.1 Teaching cadre presently working in the Directorate of Primary Education will in entirety become the part of Directorate of Elementary Education.
- 5.5.2 JBT teachers presently working in the Directorate of School Education will become part of the Directorate of Elementary Education but for the time being they will remain under the administrative control of DPI(SE).
- 5.5.3 All C&V teachers and Master cadre and other teachers working against Middle section posts under Directorate of Schools will nominally become part of the Directorate of Elementary Education, even while their salary will continue to be drawn as at present till an alternative arrangement comes in to existence. All administrative work and control of these teachers for the time being will remain under DPI (Secondary Education) except their transfers which will continue to be done by DPI (Secondary Education) in consultation with DPI(Elementary Education). Administrative control of these teachers, in due course, will pass on to DPI(EE).
- 5.5.4 All Master cadre and other teacher's posts sanctioned against High



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

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

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

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

## 5.6 School Heads

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

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

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

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

- 5.6.5. All teachers will ensure the smooth transition to Two Levels of School Education. Any problem arising out of mergers and redeployment will be solved in the most cordial and amicable atmosphere.
- 5.6.6. Principal Secretary, School Education will form a committee to prepare fresh guidelines for induction and restructuring of personnel to management cadre of all levels.

### 5.7 Anomalies and Local Specific Problems

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

- 5.7.1 Utmost efforts will be made by the staff at the school level to sort out any problem arising out of the reorganization of school system.
- 5.7.2 In the event school staff is not able to solve any problem or find any solution which is satisfactory for all the staff, it will be referred to the respective District Education Officer. Both the District Education Officers i.e. that is Elementary and Secondary will form a committee by taking three senior persons from the Teachers, Headmasters and Principals on priority basis. This committee will deliberate on the problem and will try to find an amicable solution.
- 5.7.3 In the event the District Committee is unable to solve a particular problem or identifies any anomaly or local/specific problem, it will refer the matter to the respective Directorate. Directorates of Elementary and Secondary Education will form a joint committee with other suitable members on priority and will look into the problem. In case, the committee is not able to resolve the issue it will be finally referred to Government for proper orders.

Dated, Chandigarh  
the 25th, October, 2002

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

No. 10/6/2002-3Edu. 7624/32 Dated, Chandigarh, the 28th, October 2002

A copy is forwarded to the following for information

and necessary action:-

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

*Bilal Sarkar*  
(B. Sarkar)

Secretary School Education,  
Punjab.

No. 106/2002-Edu. 7/

Dated Chandigarh, the 28th, October 2002

A copy is forwarded to the:

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

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

*Bilal Sarkar*  
(B. Sarkar)

Secretary School Education,  
Punjab.