

# **SARVA SHIKSHA ABHIYAN**

## **DISTRICT ELEMENTARY EDUCATION PLAN**

**EDUCATION FOR ALL**



**Annual Work Plan  
2002-2003**

**&**

**Perspective Plan  
2002-2007**

District

**BATHINDA**

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 Bathinda

### Location

Bathinda District is located in the Central Southern part of Punjab State in the Malwa region. It forms part of Ferozepur Revenue Commissioner's Division and is situated between 29<sup>0</sup>-33' and 30<sup>0</sup>-36' north latitude and 74<sup>0</sup>-38' and 75<sup>0</sup>-46' east longitude. The district shares boundaries with Sirsa and Hisar districts of Haryana State in the south; Sangrur district in the east; and Faridkot district in the north-west. It is constituted of areas of erstwhile princely state of Patiala, which was known as the Phulkian States.

### Origin of Name

The district derives its name from the district headquarters town of Bathinda, which is of great antiquity. According to Khalifa Muhammad Hassan, author of History of Patiala, its ancient name was Bikramgarh. According to Raverty, Bathinda was known as Tabarhindh (lab-ut-Twarikh). According to Ibn Batuta it was known as Batrind. The earliest mention of Tabarhindh occurs in the 'Jami-ul-Hakayat', written about 607 Hijri or 1211 AD. According to 'Ainai-Barar Bans' Bathinda was built by Bhati Rao, son of Bal Band, who became ruler of Punjab in 336 Bikrami Sambat. He also founded Bhatner. It was also called Whatinda and Bitunda which finally became known as Bhatinda. But its name was changed on the authority of Survey of India to conform to the phonctical expression, as locally pronounced.

### Area

The district has an area of 3,387 sq. kms; as in 2001. The district is the seventh largest in area in the State and has population of 1181236. It is ninth highest populous district in the State (*Annexure-I*).

### Climate

The district falls in the Central-Southern part of Punjab, which is distantly located from the Himalayas. The Rajasthan desert is also not far away and its heat, sand and dust storms influence its weather to great extent, the district has a very hot summer, mild rainy season and dry but bracing winter. Due to extension of irrigation facilities during the last few decades the weather has undergone some changes.

The temperature begins to rise in the district from early March and it goes on rising till it touches 46<sup>0</sup> C or around in June. Hot winds blow over the land and dust storms are frequent, particularly in south-western portion. The monsoon rains commence in July with breaks and may last up to September. During the rainy season the days are hot and sultry but nights are cooler as the season progresses. Average rainfall in the district is 136.1mm (*Annexure-I*).

Towards the middle of September or early of October the weather become fine and by end of October mild cold season sets in. The period from November to February is cold, January being the severest. In winter light frost or rains may be experienced. In March weather becomes fine.

### **Topography**

Bathinda district is a part of the Punjab Malwa plain and is sub-divided into following micro-regions on the basis of soils, topography, climate and natural vegetation, which are briefly described below:

#### **1. Bathinda Sandy Plain**

The region spreads over the parts of Bathinda, Rampura Phul and Talwandi Sabo. Being sandy plain the region is dotted with scattered sand dunes which have tendency to shift towards eastern side. The geological structure of this region is formed of Alluvium and the main soils are coarse sandy loam-to-loam, gray or red desert soils which are Orthids Fluvents. Ochrepts Psammments and Psammments Fluvents-Orthids. The maximum height 220 metres is located near village Sooch of Rampura Phul tehsil and the minimum height of 199 metres is found near village Sardargarh of Bathinda tehsil. The natural vegetation includes Kikar, Ber, Neem and thorny bushes.

It has 3 branches of main canal, namely Bathinda branch, Musa branch and Kotla branch (Sirhind canal) and other distributaries.

#### **2. Rampura-Plain**

The region spreads over the large parts of Rampura Phul and Bathinda tehsils. This region covers the eastern portion of the district. This is a plain area dotted with sand dunes which are largely concentrated in the near Baretta and Budhlada towns. The geological structure of this region consists of Alluvium and main soils of region are coarse sandy-loam to loam and loam to silty-clay loam, which are classified as Psammments-Fulvents-Orthids and Ochrepts-Psammments. Natural vegetation includes, Kikar, Ber, Neem and thorny bushes. It has Bathinda branch, Kotla branch, Odat branch and Biroke branch (Sirhind Canal) and other numerous distributories for irrigation.

### **River and Drains**

There is no major river flowing through the district. There are some canals which flow through this district.

**Drains:** The important drains designed to control the floods in the district are Baretta Drain, the Sirhind Choe, the Bahadar Singh Wala Drain, the Lasara Nala, the Chander Bhan Drain and the Mudki Golewala Drain.

**Canals:** The district is served by two canal systems, the Sirhind canal and the Bhakra canal. The main source of irrigation in the district is the Sirhind canal.

All the three branches namely, the Abohar branch, the Bathinda branch and the Kotla branch irrigate the district. The Bhakra canal system also serves the district but a small area is irrigated.

### **Present Jurisdiction**

Bathinda came into existence as a district with the formation of PEPSU (Punjab and East Punjab States Union) in 1948. Bathinda and Mansa tehsils till then constituted part of east while Patiala State, whereas Faridkot tehsil was part of erstwhile Faridkot state. As a result of internal change affected in PEPSU between 1951-56 i.e. before reorganization of Punjab, a portion of Phul tehsil was gained by this district which was merged into Bathinda tehsil. On 6<sup>th</sup> August, 1959 this district gained Nathana sub teshil from Ferozepur tehsil of Ferozepur district.

Presently Bathinda district is sub-divided into three tehsils: 1. Bathinda, 2. Talwandi Sabo, and 3. Rampura Phul. The district is further sub-divided into 8 community development blocks 1. Bathinda 2. Nathana, 3. Talwandi Sabo 4. Sangat 5. Phul, 6. Rampura Phul, 7. Maur and 8. Bhagta Bhai Ka. The district constitutes 9 towns and 284 villages (*Annexure-I*).

### **Major Characteristics of The District**

#### **Land Utilisation**

In the year 1990-91 against a geographical area of 334 thousand hectares, the area of the district as per village papers is 337 thousand hectares. The two sets of areas show difference due to different methods adopted for measurement by two separate agencies. However, for the purpose of discussion in the succeeding pages we will refer to area as per villages papers only. It may be noted that out of a total area of 337 thousand hectares as per village papers, 7 thousand hectares is under forests, 30 thousand hectares is put to non-agricultural use and 1 thousand hectares is under Culturable Waste. There are 299 thousand hectares 'Net Area Sown' in the district during 2000-01, which is 89 per cent to total area 263 thousand hectares is sown more than once. Thus the total cropped area works out to 562 thousand hectares in the district during 2000-01 (*Annexure-I*).

#### **Agriculture**

The areas now constituting this district were earlier in Patiala state, where feudal institutions like Jagirdari and biswedari were prevalent which have since been abolished under various land reform measures introduced after independence. As a result many occupancy tenants have become proprietors. Similarly tenancy at will who were able to purchase land under the law also become proprietors. Also ceilings on land resulted in surplus lands, which was distributed among the landless cultivators on payment of compensation. For fear of being deprived of their land many landlords have taken to self-cultivation and have introduced mechanisation in agriculture in a big way.



The farmers generally cultivate their land themselves or through servants. This system is known as Khudkasht. (Self-cultivation). In some cases the land is leased out to other marginal farmers or tenants on batai (share cropping) or theka (contract). The general rate of batai is one half, depending upon the provision of irrigation, fertilizers, etc. However, the rate of theka (contract) varies from time to time depending upon the quality of land and the period of contract. As a large number of farmers own tractors some of them offer services for various agricultural operations against cash payment. This system is gaining popularity in the rural areas.

Agriculture is now being carried on commercial lines as cash crops like cotton, paddy are being raised in the farms with the help of contractual labour, which is available locally or from outside. This has imbibed scientific outlook among the farmers, which has resulted in the development of agriculture in the district.

Bathinda district is mainly an agricultural district as 70.22 per cent of its population is reported to be residing in the rural areas during 2001 Census. Further agriculture alone engaged 51.2 per cent of its main workers during 2001 Census (cultivators 30.0 per cent, agricultural labourers 21.2 per cent). Thus it would be seen that agriculture provides the single largest source of employment in the district though decline is noticeable during the last few decades.

There are two main crop seasons in a year; kharif (sauni) and rabi (hari). In between these two crop seasons additional crops are grown where conditions so permit. These are known as zaid-kharif and zaid-rabi. The kharif crops are, mainly rice, maize, bajra, sugarcane, cotton, oil seeds, pulses, etc. The rabi crops consist of wheat, gram, barley, some oil seeds, fodder crops etc. The principal cash crops of the district are wheat, rice, gram, cotton, rapeseed and mustard.

Among the two crop seasons area under kharif is higher, as during 2000-01 the district reported an area of 2,77,000 hectares under rabi against 2,85,000 hectares under kharif. Further out of 5,62,000 hectares of total cropped area of district, 3,60,000 hectares and 2,02,000 hectares are reported under food and non-food crops respectively. Thus the total cropped area is reported under non-food crops in the district is the 2<sup>nd</sup> highest for any district in the State following Ferozepur in the year 2000-01. The break up of area under various crops in the district during 2000-01 is as follows: (1) wheat 243.0 thousand hectares, (2) cotton 447.0 thousand hectares (American 414.7 thousand hectares Desi 32.3 thousand hectares). (3) paddy 99 thousand hectares.

Horticulture is gaining popularity in the district for the last few years. During 2000-01, an area of 2,189 hectares was reported under various fruit trees. The break up of area under various fruits is as follows: 1. Kinnow, 570

hectares, 2. Grapes 806 hectares, 3. Orange and Malta 173 hectares, 4. Ber 271 hectares. 5. Guava 249 hectares other miscellaneous fruits 50 hectares. The area under orchards is very limited due to various factor such as high temperature, stormy wind conditions, unsuitability of sub-soil water for irrigation and inadequacy of canal water. In spite of these limiting factors the district has reported sizeable area under grapes and kinnow. The area under grapes would have been much more had there been efficient arrangements for procurement of grapes, the farmers had to make their own arrangements for marketing these fruits. The grape farmers have persistently demanded the setting up of some factory to process their produce to bring them remunerative returns from grapes, which require very delicate handling before disposal.

The vegetables are also grown in the district. An area of 5,845 hectare was reported under vegetables during 2000-01. The break up of area is as follows. 1. Potatoes 3550 hectares, 2. Onions 113 hectares, 3. Winter vegetables 1072 hectares and summer vegetables 1110 hectares. The demand for vegetables is picking up in the district as the urban centres have grown over the years. The establishment of various colonies etc. under various central and state projects increased the demand for vegetables.

Besides compost (both urban and rural), cattle dung and green manures, chemical fertilizers are increasingly being used in this district. During 2000-01, 68,000 tonnes of chemical fertilizers, mainly nitrogenous(50,000 tonnes) and phosphatic (17,000 tonnes) were consumed in the district for growing improved varieties of wheat, paddy, sugarcane, cotton, etc. The farmers are, however, becoming conscious of the deleterious effects of reckless use of the chemical fertilizers in their farms. The farming scientists are required to provide them with some alternative nutritive soil agents so that their crop yields do not suffer.

### **Irrigation**

The main sources of irrigation are the canals as the rains are low and erratic even during the monsoons. Also the sub-soil water is low and brackish, which is considered unsuitable for irrigation. Besides the canals, the government has sunk and energised 13958 tubewells as on 31<sup>st</sup> March, 2001 which augment the sources of irrigation in the district. Irrigation by well is also resorted to but to a limited extent. The irrigation is done mainly from Sirhind canal (Bathinda branch, Musa branch, Kotla branch, Odat branch, Biroke branch and New Dhodal branch). But some areas are also irrigated from Bhakra canal and other distributor (Dhapali, Phul, Gumman, Bangi, Bhadaur, Raonta, Joga Bhikhi and Sunam).

However, during the year 2000-01 the net irrigated area reported was 2,94,900 hectares, out of which 2,30,500 hectares from government canals and 64,400 hectares from tube wells and wells. Thus percentage of net area irrigated to net area sown worked out of 98.6 per cent for this district during

2000-01. Also during 2000-01 out of 5,62,000 hectares gross cropped area 5,57,800 hectares was irrigated. Thus the percentage of gross irrigated area to gross cropped area worked out to 99.3 per cent for Bathinda during 2000-01 (*Annexure-I*).

### **Animal Husbandry**

Livestock continues to be a valuable possession of the farmers inspite of the agricultural economy is heading towards mechanization. The district can boast of a fairly rich cattle wealth. According to the 1997 livestock census there were 1,31,700 cattle, 2,28,900 buffaloes, 2,700 horses and ponies, 2,100 donkeys, 300 mules, 77,100 sheep, 53,700 goats, 21,400 camels, 2,700 pigs, total 5,20,600 animals. There are 87 Veterinary Hospitals, 87 permanent outlaying dispensaries and insemination units in the district (*Annexure-I*).

The poultry birds have recorded an increase from 1,75,300 birds to 3,16,600 birds in 1997 (*Annexure-I*). The poultry farming is now being practiced on scientific lines, which is evident from the large number of poultry farms, found in the district. This has been made due to acceptability of egg as a vegetarian food.

In order to provide good quality meat to the general public 11 recognised slaughter houses were functioning in the district during 2000-01 where 28,771 animals (26,099 sheep and goats, 2,672 pigs) were slaughtered.

A 1.25 lakhs litre capacity milk plant was located at Bathinda during 2000-01. It had 5 chilling centers attached to it. It not only collected milk from the villagers at the remunerative price but also processed and supplied milk and various milk products to the general public throughout the year at reasonable prices.

Pisciculture has been taken up in a big way in the district. An area of 513 hectares was stocked with fish (*Annexure-I*). Where in 7658 thousand fingerlings were raised. An income of Rs. 29,000 accrued at the fisheries department in the district during 2001. One Fish Seed Farm and 1 Fish Seed Nursery was located in the district. In these 3.86 lakh seeds were produced for distribution among the fish farmers of the district.

### **Industry**

During the princely times there was not much industrial activity in the district. Village industries like handloom weaving, oil extraction by wooden kohlus, manufacture of agricultural implements, juti making, baan making, gur and shakar manufacture, calico printing and phulkari making were in vogue in the rural areas. Durries in floral designs were manufactured in the urban centers like Bathinda, Rampura Phul, etc. Calico printing was popular in Talwandi Sabo and Sardulgarh. There was a colony of potters (Kumhars) at Bathinda who produced quality earthenware, especially surahis, Desi juties (country

shoes) of good quality were produced at Bathinda and some other centers. Baan making was done at Bathinda. Phukaries were produced at Rampura Phul.

*Some industrial units in small-scale sector located in the district are:*

1. Cotton ginning and pressing, 2. Agricultural implements, 3. Sewing machines and parts, 4. Steel rerolling mill, 5. Wood and Machine screws, 6. Electric goods, 7. Radio transistors and sound equipment. 8. Conduit pipe and Plastic goods.

Among the medium and large scale industrial units there has been quite an expansion. The various medium and large scale units located in the district are: 1. Flour Mill, 2. Milk Plant, 3. Sugar Mill, 4. Chemical Fertilisers, 5. Textile Mills, 6. Oil Mills, 7. Cement Plant, 8. Rice Shellers, 9. Dal Manufacturing Units and 10. Railway Workshop, Bathinda

In the year 2001 there were total 566 registered factories in the district, out of which 461 were working factories (*Annexure-I*), which employed 14,660 workers on an average. Further during the year the district reported 1242 workers per lakh population. (*Annexure-I*)

## **Electricity**

The erstwhile rulers were well aware of the technological changes taking place in the world. They, therefore, were the first to in their areas in the beginning of the last century. The private suppliers of electricity were replaced by the state government Public Works Department. However, after some time the responsibilities of supplying electricity was bestowed on the Punjab State Electricity Board, Patiala.

In the year 2000-01 district consumed 592.85 million units of electricity (*Annexure-I*). The break up by various sectors of electricity consumed in the district is as follows: 1. Domestic 171.33 million units, 2. Commercial 34.44 million units, 3. Industrial 181.36 million units, 4. Agricultural 157.74 million units, 5. Others 47.98 million units. During 2000-01, the district consumed 3.09 percent of the total state's consumption. The percentage of households using Electricity in the district was 83.40 percent as in 2000-01.

The government has set up a thermal plant (Guru Nanak Dev Thermal plant) at Bathinda to make available electricity to various types of consumers as the district was distantly located from the hydro power stations of Satluj and Beas river system. Further thermal power generation was necessitated to avoid fluctuations during the winter months when less electricity was generated in the hydro power stations. This plant has come up in three stages. The first stage envisaged setting of two units 110×2MW of 220 Mega Watt capacity. The second stage envisaged setting up two more units 200×2MW 400 Mega Watts. The third stage envisaged setting up of two more units (5<sup>th</sup> and 6<sup>th</sup> of 210 Mega Watt capacity each) with 420 Mega Watt capacity. The first two stages have

been completed since long. Now the third stage has also been completed. Thus the GNDTP, Bathinda has a total installed capacity of 1040 Mega Watt in all. The total generation during the year 1986-87 was 2,267,21 Million Units.

It was felt by the Energy Planners that to meet ever-increasing demand for electricity another thermal plant should be set up. Consequently work was started on the Guru Hargobind Sahib Thermal plant at village Lehra Mohabat, this thermal plant will have a capacity of 429 MW. Its first units were commissioned by December 1997. The work on this project is progressing as per schedule; with the completion of this project the district will be a leading district in electricity generation in the state.

### **Minerals and Mining**

The district is poor so far as mineral wealth is concerned. Some Kankar (calcareous nodules) is found at some places, particularly in Utar. It is for road construction and is also burnt for lime. Black clay from which bricks are made also occurs in small quantities. Fine white clay is also found which is used for white washing. In some areas Shora (saltpeter) is extracted but is limited to only few pockets bordering Faridkot district, where patches of Kallar have appeared.

### **Communications**

The means of communication such as roads, railways, waterways, post and telegraph, telephone etc. play an important role in the development of any area. The district is well served in both roads and railways. The Bathinda railway junction is one of the biggest junctions in the State. It is from here that 7-railway lines fan out in various directions. The seven railway lines passing through this district are: 1. Bathinda-Ferozepur railway line 2. Bathinda-Sriganganagar railway line, 3. Bathinda-Jakhal-Delhi railway line, 4. Bathinda-Rajpura railway line, 5. Bathinda-Kot Kaputra-Fazilka railway line, 6. Bathinda-Hanumangarh-Bikaner railway line, and 7. Bathinda-Sirsa-Rewari railway line.

In the year 2000-01 there were 2,177 km of roads maintained by PWD (B & R), Punjab, out of which 110 km was under the National Highway whereas the remaining 2,067 km was provincial highway.

Taking 2,597 km. of road length into consideration, there were 77 km of roads per 100sq.km of area and 220 km of roads per lakh population in the year 2000-01. No. of villages linked with roads was 240. So percentage of villages linked with roads worked out 100 percent.

The important roads in the district are: 1. Bathinda-Malout road, 2. Bathinda-Kot Kapura road, 3. Bathinda-Talwandi Sahbo road, 4. Bathinda-Muktsar road, 5. Bathinda-Dabwali road, 6. Bathinda-Sunam road, 7. Bathinda-Barnala road, 8. Mansa-Barnala road, 9. Mansa-Sirsa road, 10.

Budhlada-Fatehabad road, 11. Budhlada-Munak road, 12. Rampura Phul-Moga road etc.

A comparison of number of different type of vehicles during 1990-91 and 2000-01 reveals that during the decade 1991-2001 there is increase in number of road vehicles from 73196 in 1991 to 141609 in 2001. The passenger vehicles registering and increase from 35448 vehicles to 85131 vehicles.

There is a good network of Post and Telegraph in the district. The telephone facilities have also been improved throughout the district barring few pockets here and there. In 2000-01 there were 160 Post Offices (*Annexure-I*) 14 Telegraph Offices, 83 Telephone exchanges and 1132 Public call offices.

### **Trade and Commerce**

The areas constituting present day Bathinda district were known as jungle where desert like conditions prevailed. But Bathinda being an important centre of halt, enroute Delhi, came to assume importance as a centre of both administration and trade and commerce. It further developed into an important centre of railways as seven railway lines meet here from different directions. The extension of canal irrigation with building of Sirhind canal and Bhakra canal systems ushered in prosperity development resulted in the emergence of grain markets all over the district which gave much needed fillip to the trade and commerce in the district. The position further developed when government built up an excellent road network in the district

Though the wholesale and retail trade is mostly in the private hands there is a District Wholesale Cooperative Marketing and Supply Society at Bathinda, which undertakes wholesale supplies of agricultural implements, seeds, fertilizers, pesticides, kerosene oil, sugar and edible oil, etc. to the farmers/members.

During 2000-01 there were 8 marketing cooperatives, 236 milk supply cooperatives, 287 weavers cooperatives, and 27 consumers cooperatives, in the district. Besides there are number of cooperatives consumer stores in the district. In order to ensure availability of essential commodities, such as wheat, wheat flour, rice, sugar, kerosene oil and cheap cloth to poorer sections of the society in rural as well as in urban areas at reasonable rates the government has introduced State trading. Under this scheme number of fair price shops are being run either through cooperative societies or private traders where essential commodities are supplied to general public at subsidised rates under Public Distribution System (PDS.)

### **Forestry**

Bathinda district falls under the jurisdiction of Divisional Forest Officer, Bathinda. Due to the rapid extension of agriculture the area under forest has declined appreciably during the present century. The district was known as

jungle once but jungles are no longer to be seen anywhere. The break up of area under various types of forest in the district during 2000-01 is 67 sq. km. under protected forests, 8 sq. km. unclassified. Thus total area under forests was 75 Sq. km (*Annexure-I*). The percentage to total area was 2.22 percent.

### **Medical and Public Health**

Ayurvedic and Unani systems of medicine were popular before the introduction of Allopathic system by the erstwhile rulers, who took pains in opening hospitals and dispensaries at various important places in the district. Faith curing and quackery was also popular with the people but it has since lost popularity. In orthopaedic cases (bone fracture) village sianas/pahlwans were consulted but their popularity has also declined appreciably. The homoeopathic system is last to arrive and it has become popular in the urban areas in treatment of children and patients of chronic diseases.

In the year 1960-61 there were 36 hospitals and dispensaries, in addition to Ayurvedic dispensaries in the district, which has made appreciable progress in the number of medical institutions. As on 1<sup>st</sup> April, 1981, there were 150 medical institutions in the district out of which 124 were in urban areas. In 2000-01, there were 117 Medical Institutions (89 Rural, 28 Urban). Out of these 116 belonged to State Govt. and only 1 belonged to Voluntary Organisation. Number of Dispensaries in rural areas was 60 and 18 in urban areas. There was total 10 hospitals out of these 7 in urban areas and 3 in rural areas (*Annexure-I*).

The incidence of fluorosis is fairly high in certain parts of the district due to fluorine content of water drawn from wells. This produces changes in teeth and bones. In acute cases bones thicken and the body becomes stiff resulting in paralysis and premature death. Therefore, preventive measures were required to be taken for the supply of protected drinking water in problematic villages of the district. In the year 2001, 279 villages were identified as water scarcity villages, out of which protected drinking water schemes were implemented in 277 villages. The scheme has since been implemented in the remaining 2 villages also. It is hoped that this will go a long way in checking the incidence of fluorosis in the district in future.

### **Education**

Before the introduction of modern education on the lines of the British, teaching was done on religious lines in the following three systems; 1. Hindu system, Sikh system and Muslim system. The Hindu system comprised Chatshalas/patshalas run by Pandits in the dharamsalas of temples where instructions were imparted in Hindi. The Sikh system comprised teaching by the Bhai/Granthis in the gurudwaras/dharamshalas in Gurmukhi. In the Muslim system Maulvis taught Arabic/ Persian/ Urdu in the madrassa/ maktab/ mosques.

In the post-independence period tremendous progress was made in the opening of number of educational institutions and provisioning of staff. The position of educational institutions as on 30<sup>th</sup> September, 2001, is as follows; Arts, Science, Commerce and Home Science Colleges 9 (5 boys, 4 girls); Engineering, Technology and Architecture College 1 Senior Secondary Schools 58 (51 boys, 7 girls); High Schools 117 (106 boys, 11 girls); Middle Schools 115 (115 boys,); Primary Schools 470 (470 boys); Polytechnic (1 boys); Technical Industrial Art Craft Schools 3 (1 boys, 2 girls). It would be noticed that notable increase has taken place in the number of Senior Secondary and Primary Schools in the district during the last decade (*Annexure-III to XIV*).

Bathinda is now receiving due attention in the setting up of educational institutions. The Punjabi University, Patiala, has established Guru Kashi Institute at Bathinda. It has also started Regional Campus of the University at Damdama Sahib, which has become the nucleus of the professional courses. A Government Engineering College has also come up at Bathinda, where instructions in degree courses in a Engineering are imparted. The Government Polytechnic, Bathinda, imparts instruction for diploma courses.

In spite of large number of educational institutions located in the district the district could not make much headway in literacy as it reported the lowest literacy rate of 61.51 percent (Rural 55.30 percent and urban 75.96 percent) 68.31 percent male (Rural 55.30 percent and 75.96 percent), 53.76 percent female (Rural 47.16 percent and urban 69.19 percent) during 2001 (*Annexure-XI*).

## **Occupations**

Bathinda district occupies the tenth position in the urbanisation, as it reported 29.78 per cent urban population during 2001 Census, (*Annexure-I*) resulting in more occupational varieties in the district.

If we take into consideration the percentage we notice that in 2001 census there were are 34.5 per cent (51.7 per cent male, 14.7 per cent female) main workers in the district. If we study percentages of main workers by Industrial Categories we notice that there are 30.0 percent cultivators (35.1 male, 18.1 per cent female); 21.2 per cent agricultural labourers (20.7 per cent male, 22.5 per cent female);

## **Miscellaneous Activities**

Though this district was declared industrially backward long back but it could not make rapid progress in industries due to its location. The government has made special efforts to generate sufficient power for supply to industries and agriculture. Besides expending the Guru Nanak Dev Thermal Plant at



Bathinda efforts are afoot for setting up a second thermal plant at Lehra Mohabat located on Bathinda-Rajpura railway line. With its completion the district will emerge as the biggest centre of power generation in the State, surpassing even Rupnagar District.

Special stress is being laid on the development of this district in education. An Engineering College has been set up by the State Government at Bathinda. The University has also opened Guru Kashi Institute at Bathinda and a Regional Campus at Damdama sahib (Talwandi Sabo). This Regional Campus will serve as a nucleus centre for professional courses in the district. There is, however, need that people change their attitude towards education as is the case in educationally advanced district of Jalandhar, Ludhiana and Hoshiarpur.

<b>District: Bathinda</b>		
<b>Primary Statistics</b>		
S.NO	ITEM	
1	<b>Area</b>	3385 sq.km.
	Tehsils	3
	Blocks	8
	Towns	9
	Inhabited villages	284
2	<b>Population 2001</b>	
	Total population	1181236
	Rural population	829447
	Percentage to total Population	70.22%
	Urban population	351789
	Percentage to total Population	29.78%
	Density	349 per sq. km.
	Literate and educated persons	637048
	Literacy	61.51%
	Female per 1000 male	865
	Total Workers	498482
	Main Workers	407526
	Marginal Workers	90955
	Non- Workers	682754
	<b>Break up of Main Workers</b>	
	I) Cultivators	149545
	II) Agriculture Labourer	105678
	III) Manufacturing, Processing, servicing and Repairs in Household Industry	13459
	IV) Other Services	229800
3	<b>Local Bodies(2000-2001)</b>	
	I) Zila Parishads	1
	II) Municipal Committees	8
4	<b>Climate</b>	
	Average Rainfall	136.1mm
5	<b>Agriculture (2000-2001)</b>	
	Net Area Sown	299000 hect.
	Area Sown more than once	263000 hect.
6	<b>Irrigation (2000-2001)</b>	
	Net Area Irrigated by:	
	Govt. Canals	230500 hect.
	Wells/Tubewells	64400 hect.
	Total	294900 hect.
	Gross Area Irrigated	557800 hect.
7	<b>Animal Husbandry (2000-2001)</b>	
	Veterinary Hospitals	87
	Permanent Outlaying Dispensaries & Insemination Units	87
	Area Stocked with fish	513 hect.
	Total Live Stock (Live Stock Census 1997)	520600
	Total Poultry (Live Stock Census 1997)	316600
8	<b>Energy (1999-2000)</b>	
	Consumption of Electricity	592.85 million units
9	<b>Forest (2000-2001)</b>	
	Area under Forests	75 sq. km.
10	<b>Industries (2000)</b>	
	Regd. Working Factories	461

<b>District: Bathinda</b>		
<b>Primary Statistics</b>		
<b>S.NO</b>	<b>ITEM</b>	
<b>11</b>	<b>Medical and Health (1.4.2001)</b>	
	Hospitals	10
	Dispensaries	78
	P.H.Cs.	23
	Ayurvedic and Unani Institution	28 (27+1)
	Homoeopathic Institutions	7
	Beds installed in Medical Institutions (Allopathy)	990
<b>12</b>	<b>Co-operation (2000-2001)</b>	
	Co-operative Societies	1122
	Primary Agricultural Credit Societies	164
<b>13</b>	<b>Banking (2000)</b>	
	Scheduled Banks	84
<b>14</b>	<b>Miscellaneous(2000-2001)</b>	
	Post Offices	160
	Police-Stations/ Police Posts	16 (15+1)

*Source : Statistical Abstract of Punjab*

District: Bathinda - Demographic Profile		
	1991	2001
<b>Population-Total</b>	985301	1181236
Male	522961	633249
Female	462340	547987
<b>Rural</b>	719511	829447
Male	381081	444126
Female	338430	385321
<b>Urban</b>	265790	351789
Male	141880	189123
Female	123910	162666
<b>Sex Ratio-Total</b>	884	865
No. of Females per 1000 Males		
<b>Rural</b>	888	868
<b>Urban</b>	873	860
<b>No. of Literates-Total</b>	381877	637048
Male	234893	376695
Female	146984	260353
<b>Rural</b>	234354	400621
Male	148018	240737
Female	86336	159884
<b>Urban</b>	147523	236427
Male	86875	135958
Female	60648	100469
<b>Literacy Rates</b>	43.03	61.51
Male	50.55	68.31
Female	34.51	53.76
<b>Rural</b>	36.42	55.3
Male	44.02	62.46
Female	27.81	47.16
<b>Urban</b>	65.87	75.96
Male	73.11	81.88
Female	57.67	69.19
<b>0-6 Population-Total</b>	257505	145511
Male	138099	81773
Female	119406	63738
<b>Rural</b>	198693	104977
Male	106074	58688
Female	92619	46289
<b>Urban</b>	58812	40534
Male	32025	23085
Female	26787	17449
<b>SC Total-1991</b>	290371	N/A
Male	154952	N/A
Female	135419	N/A
<b>Rural</b>	229631	N/A
Male	122651	N/A
Female	106980	N/A
<b>Urban</b>	60740	N/A
Male	32301	N/A
Female	28439	N/A

District Bathinda																
Number 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																
Colleges.	4	4	8	50.00	4	4	8	50.00	5	4	9	44.44	5	4	9	44.44
Engineering, Technology and Architecture Colleges.	1		1	0.00	1	1	2	50.00	1		1	0.00	1		1	0.00
Medical Colleges (Allopathic Only)																
Teacher's Training Colleges (B.ed.)																
Senior Secondary Schools	50	6	56	10.71	51	5	56	8.93	50	6	56	10.71	51	7	58	12.07
High Schools	103	11	114	9.65	103	11	114	9.65	106	12	118	10.17	106	11	117	9.40
Middle Schools	118		118	0.00	104		104	0.00	112		112	0.00	115		115	0.00
Primary Schools	432		432	0.00	432		432	0.00	432		432	0.00	470		470	0.00
Pre-Primary Schools																
Elementary Teacher's Training Schools	1		1	0.00	1		1	0.00	1		1	0.00	1		1	0.00
Polytechnic Institutions	1		1	0.00	1		1	0.00	1		1	0.00	1		1	0.00
Technical Industrial Art Craft Schools	1	2	3	66.67	1	2	3	66.67	1	2	3	66.67	1	2	3	66.67

Source : Statistical Abstract of Punjab

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

District Bathinda																
Number of Working Teachers in Recognised Schools																
Type	1997				1998				1999				2000			
	Boys	Girls	Total	% of Female to total Teachers	Boys	Girls	Total	% of Female to total Teachers	Boys	Girls	Total	% of Female to total Teachers	Boys	Girls	Total	% of Female to total Teachers
Universities																
Science Colleges.	121	109	230	47.39	120	129	249	51.81	129	103	232	44.40	132	120	252	47.62
Engineering, Technology and Architecture Colleges.					57	14	71	19.72	59	9	68	13.24	63	14	77	18.18
Medical Colleges (Allopathic Only)																
Teacher's Training College (B.ed.)																
Senior Secondary Schools	684	793	1477	53.69	690	826	1518	54.49	706	811	1517	53.46	643	917	1560	58.78
High Schools	696	1140	1836	62.09	716	1114	1830	60.87	746	1259	2005	62.79	732	1230	1962	62.69
Middle Schools	334	457	791	57.77	320	481	801	60.05	356	486	842	57.72	321	532	853	62.37
Primary Schools	873	1269	2142	59.24	728	1385	2113	65.55	810	1288	2098	61.39	752	1348	2100	64.19
Pre-Primary Schools																
Elementary Teacher's Training Schools	7	13	20	65.00	9	12	21	57.14	9	12	21	57.14	8	12	20	60.00
Polytechnic Institutions	30	11	41	26.83	30	11	41	26.83	31	15	46	32.61	35	16	51	31.37
Technical Industrial Art Craft Schools	55	19	74	25.68	54	18	72	25.00	52	19	71	26.76	50	20	70	28.57

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 Bathinda																
Number of Students																
Type	1997				1998				1999				2000			
	Boys	Girls	Total	% of Girls to total enrolment	Boys	Girls	Total	% of Girls to total enrolment	Boys	Girls	Total	% of Girls to total enrolment	Boys	Girls	Total	% of Girls to total enrolment
Ph.D.																
M. Phil.																
M.A.	12	12	24	50.00	38	12	50	24.00	55	20	75	26.67	20	41	61	67.21
M.Sc.													24		24	
M.Com.																
B.A / B.A. (HONS.)	2326	1998	4324	46.21	2187	2169	4356	49.79	2941	2346	5287	44.37	3273	1862	5135	36.26
B.Sc./ B.Sc. (HONS.)	286	291	577	50.43	279	301	580	51.90	286	308	594	51.85	593	421	1014	41.52
B.Com./ B.Com. (HONS.)	565	626	1191	52.56	546	695	1241	56.00	581	695	1276	54.47	593	421	1014	41.52
B.E./ B.Sc. (Eng.) / B.Arch. / B. Tech.	832	224	1056	21.21	917	275	1192		917	237	1154		830	279	1109	
M. B. B. S																
B. Ed.																
Senior Secondary School	22900	15380	38280	40.18	25486	15904	41390	38.42	24623	16984	41607	40.82	24687	17626	42313	41.66
High School	27722	22303	50025	44.58	27450	22351	49801	44.88	29200	24222	53422	45.34	28667	24120	52787	45.69
Middle School	9018	6481	15499	41.82	7459	5753	13212	43.54	8615	6624	15239	43.47	9262	6962	16224	42.91
Primary School	53948	48033	101981	47.10	53370	48420	101790	47.57	54038	46467	100505	46.23	57346	49318	106664	46.24
Pre - Primary School																
Elementary Teacher's Training School J.B.T.	100	100	200	50.00	101	100	201	49.75	102	102	204	50.00	52	52	104	50.00
Polytechnic Institutions	394	81	475	17.05	401	78	479	16.28	442	84	526	15.97	403	87	490	17.76
Technical Industrial Art and Craft School	444	233	677	34.42	449	172	621	27.70	499	163	662	24.62	499	153	652	23.47

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 Bathinda																
No. of Schedule 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.	4	2	6	25.00	5	2	7	14.00	5	5	10	13.33	5	3	8	13.11
M.Sc.																
M.Com.																
B.A / B.A. (HONS.)	313	164	477	11.03	222	222	444	10.19	323	224	547	10.35	287	191	478	9.31
B.Sc./ B.Sc. (HONS.)	31	25	56	9.71	23	34	57	9.83	22	43	65	10.94	22	12	34	3.35
B.Com./ B.Com. (HONS.)	18	19	37	3.11	25	39	64	5.16	33	33	66	5.17	12	10	22	2.17
B.E./ B.Sc. (Eng.) / B.Arch. / B. Tech.	213	22	235	22.25	143	22	165	13.84	150	18	168	14.56	58	23	81	7.30
M. B. B. S																
B. Ed.																
Senior Secondary School	4789	3043	7812	20.41	5479	3457	8936	21.59	4953	3382	8335	20.03	5148	3939	9087	21.48
High School	4841	3261	8102	16.20	5003	4157	9160	18.39	5669	4337	10006	18.73	5412	4344	9756	18.48
Middle School	1978	1526	3504	22.61	1851	1551	3402	25.75	2177	1555	3732	24.49	2114	1679	3793	23.38
Primary School	22542	19119	41661	40.85	23377	19426	42803	42.05	23214	20641	43855	43.63	24519	21240	45759	42.90
Pre - Primary School																
Elementary Teacher's Training School J.B.T.	25	25	50	25.00	26	24	50	24.88	26	25	51	25.00	14	12	26	25.00
Polytechnic Institutions	93	10	103	21.68	98	14	112	23.38	109	11	120	22.81	112	10	122	24.90
Technical Industrial Art and Craft School	112	45	157	23.19	115	40	155	24.96	128	20	148	22.36	130	29	159	24.39

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



## Annexure -VII

District Bathinda						
Enrolment by Department						
2000	State Government Schools			Total Enrolment (Recognised Schools)		
	Male	Female	Total	Male	Female	Total
Primary	43516	38946	82462	71247	58677	129924
Middle	18500	16819	35319	27610	22880	50490
<b>Elementary</b>	62016	55765	117781	98857	81557	180414
High School	8797	7763	16560	13694	11169	24863
Sr. Secondary	4152	3628	7780	5600	4279	9879
<b>Secondary</b>	12949	11391	24340	19294	15448	34742
<b>Total (I-XII)</b>	<b>74965</b>	<b>67156</b>	<b>142121</b>	<b>118151</b>	<b>97005</b>	<b>215156</b>

Source : Statistical Abstract of Punjab.

## Annexure -VIII

District Bathinda						
Enrolment by Department						
1999	State Government Schools			Total Enrolment (Recognised Schools)		
	Male	Female	Total	Male	Female	Total
Primary	43910	39451	83361	67111	55272	122383
Middle	19068	16887	35955	27422	22795	50217
<b>Elementary</b>	<b>62978</b>	<b>56338</b>	<b>119316</b>	<b>94533</b>	<b>78067</b>	<b>172600</b>
High School	9332	7947	17279	14309	11228	25537
Sr. Secondary	4244	3323	7567	5783	3936	9719
<b>Secondary</b>	<b>13576</b>	<b>11270</b>	<b>24846</b>	<b>20092</b>	<b>15164</b>	<b>35256</b>
<b>Total (I-XII)</b>	<b>76554</b>	<b>67608</b>	<b>144162</b>	<b>114625</b>	<b>93231</b>	<b>207856</b>

Source : Statistical Abstract of Punjab.

## Annexure -IX

District Bathinda						
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	51758	40937	92695	75.23	76.97	75.99
Middle	21679	17192	38871	70.05	70.4	70.20

Source : Statistical Abstract

## District Bathinda

Literacy Percentage of the Scheduled Castes and Non-Scheduled Castes (1991)			
	Population	No. of Literates	Literacy Percentage
<b>Total (SC+Non SC)</b>	985301	381877	38.76
Male	522961	234893	44.91
Female	462340	146984	31.79
<b>Scheduled Caste Population</b>			
Total	290371	75830	26.11
Male	154952	54041	34.87
Female	135419	21789	16.09
<b>Non-Scheduled Caste Population</b>			
Total	694930	306047	44.04
Male	368009	180852	49.14
Female	326921	125195	38.29

Source : Census of Punjab, 1991

Annexure -XI

**District :Bathinda**

Literacy rates by residence and sex- 2001										
Tehsil Code	Tehsil	Literacy Rate								
		Total			Rural			Urban		
		Person	Male	Female	Person	Male	Female	Person	Male	Female
067	Rampura Phul	58.42	64.18	55.44	55.53	61.27	49.11	73.73	79.58	88.95
065	Bathinda	66.22	73.21	58.13	57.87	65.68	48.82	77.92	83.79	71.15
066	Talwandi Sabo	53.59	60.85	45.46	50.72	58.23	42.31	67.05	73.17	60.23
02	<i>District</i>	<i>61.51</i>	<i>68.31</i>	<i>53.76</i>	<i>55.30</i>	<i>62.46</i>	<i>47.16</i>	<i>75.96</i>	<i>81.88</i>	<i>69.19</i>
	<i>State</i>	<i>69.95</i>	<i>75.63</i>	<i>63.55</i>	<i>65.16</i>	<i>71.70</i>	<i>57.91</i>	<i>79.13</i>	<i>82.97</i>	<i>74.63</i>

Census data

## Annexure XII

District Bathinda						
Projected School age population						
Year	6-10			11-13		
	Boys	Girls	Total	Boys	Girls	Total
1999	68429	60215	128644	39706	35089	74795
2000	69158	60701	129859	39512	35041	74553
2001	69973	54249	124222	39261	33428	72689
2006	59438	54043	113481	42622	37130	79753
2011	58223	53460	111683	33388	30812	64200
2016	59972	55064	115036	35575	32611	68186

Source : RGI Estimates

## Annexure XIII

District Bathinda							
Dropout Rate							
Level	Level	Total			SC		
		Male	Female	Total	Male	Female	Total
Primary	1999	35.25	33.69	34.50	42.69	45.72	44.16
	2000	36.03	32.07	34.21	48.12	45.63	47.00
Middle	1999	37.75	38.87	38.35	48.89	50.78	51.59
	2000	50.76	45.43	47.77	66.54	68.69	67.51

Family Survey 2002

## Annexure XIV

District Bathinda						
Gross Enrolment Ratio 2001- 2002						
	Gross Enrolment Ratio			Gross Enrolment Ratio for SC		
	Male	Female	Total	Male	Female	Total
Primary	75.69	72.71	74.36	66.58	65.23	65.96
Middle	62.42	59.71	61.20	48.97	45.65	47.44
High	62.94	58.21	60.79	44.27	39.61	42.18
SR.Sec	39.22	44.75	41.67	19.37	20.82	19.98

Source : Family Survey 2002



Classification of Nutritional Status (%)			March'2002				
Sr. No.	District	Integrated child development scheme	Normal	Grade-I	Grade-II	Grade-III+	Total children covered
2	BATHINDA	Bathinda	68.44	24.83	5.43	1.30	100.00
		Maur	60.01	36.58	2.08	1.33	100.00
		Nathana	66.71	29.63	2.43	1.23	100.00
		Phool	82.23	15.42	1.49	0.87	100.00
		Rampura	74.16	24.29	1.39	0.16	100.00
		Sangat	56.91	37.09	5.21	0.79	100.00
		Talwandi Sabo	54.48	41.11	3.51	0.91	100.00
<b>District Total</b>			<b>66.79</b>	<b>28.89</b>	<b>3.31</b>	<b>1.00</b>	<b>100.00</b>

Source : SW Departm

# **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 payces 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 Form 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 there three months. D.E.O.(P) will ensure that the number of VEDC members always remain full. D.E.O.(P) will be responsible for any such discrepancy.

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

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

## **1. Regarding Construction**

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

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

## **2. Technical issues**

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

- Only best quality of bricks should be used in construction works the crushing power of which should not be less than 105 k.g/ s.c.m.
- Before using the bricks these should be soaked with water properly because dry bricks do not catch the cement mixture properly.
- For examining the grade of bricks on the spot inspection should be done as below:
  - a) Take the weight of two to five bricks.
  - b) Keep them drowned in water in a pot for more than twenty-four hours. (Note that these bricks are fully wet with water)
  - c) Bring out these bricks and clean the wetness with some cloth. Weigh them again. Their weight should not increase twenty percent more than their previous weight.
- The sand should be neat and clean, there should be no soil in it. For raising the walls and plaster the specification of sand should be 1.5 F.M and for concrete mixing it should be of 2.5 to 3.5 F.M.
- The concrete mixture should be used within thirty minutes after adding water to it. A mixture of more than one bag of cement should not be prepared at one go. A mixture of more bags should be prepared only when it is being prepared for lintel or slabs.
- Never use brickbats while raising the walls.
- While raising the walls the thickness of joints of bricks should be in between 6.25 to 9.4 m.m.
- At least fifteen days of wetting of plaster is required for maturing it. The date of construction should be noted down on the black board with chalk.
- Only pressed steel chowkhats should be used which fulfill the prescribed specifications of P.W.D. Before fixing it at site, these should be quoted well with the primer.
- The joints should be cut marked at least up to 13 m.m so that it may catch plaster in a better way.
- If the walls are not being plastered even then they look better surfaced.
- While doing face work the extra cement mixture should be wiped out from the bricks.
- Plywood panels should not be used for outer doors and windows; only solid wood panel manufactures in the factory should be used which fulfill the prescribed specification of P.W.D
- Don't use 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 progammes from time to time so that any officer/authority may inspect it in detail any time. Govt. is providing us with unaccounted money for the reform of the educational system. We have not only to utilize this money judiciously but it is also to be kept in mind that our honesty should remain transparent. It is necessary that community should have full faith in our honesty and decisions. It is possible only if we keep all the records ready for inspection. All the details have been given in the book, 'The Methods of Keeping Accounts' The Cash Book, Brief detail of accounts, the assets procured through grants, stock Register, material at site register etc. should be kept ready and up to date at every time.
- A small extra board should be hanged with the main board by VEDC in which the detail of only ongoing works shall be given, on the other board a description of masons and labourers engaged in work will be displayed with numbers. The name of the material issued for completion of work should also be detailed. All the entries on this board should be with chalk only and it should be kept up to date with the completion of the ongoing works. This second board should give the present situation of every work being done so that the community may know the progress and the expenditure being incurred on the project in hand, and how the money is being spent on it.
- The work being done by VEDC should be done according to the directions and guidelines of the department otherwise VEDC will be held responsible for it.
- While starting construction all maps and drawings should be shown to the mason so that he may understand his job properly.

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

## **1. Sources of income**

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

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

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

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

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

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



**i) New construction**

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

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

**ii) Repair**

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

**iii) Purchase**

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

**iv) Honorarium/ Remuneration**

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

**v) Others**

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

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

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

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

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

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

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

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

» How should we organize educative activity in space and time to make full use of information technology? What should its location and schedule be?

» What well-springs of human emotion and activity should it tap for its driving energies?

» How should we manage the works and knowledge of our culture so that presentation of them through advanced information technologies will best support the educative effort?

» What pedagogical resources will best enable students to explore, select, and appropriate the skills and ideas that the culture proffers to them?

» How can we structure the activities of teaching so that they attract highly talented people and provide them with self-renewing and self-developing conditions of work?

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

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

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

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

### **Motivational Source of Education**

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

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

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

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

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

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

### **Organizing Culture and Knowledge**

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

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

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

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

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

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

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

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

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

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

### **Computers as New Technology**

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

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

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

- **EMIS Solution**

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

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

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

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

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

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

- a) Drop outs at various levels

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

**[iv. Teachers]**

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

**[v. Demographic Record]**

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

**[vi. Planning]**

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

**[vii. Monitoring]**



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

The board parameters are:

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

**[viii. Financial]**

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

**[ix. Evaluation]**

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

**[x. School Mapping]**

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

## Computer Education and its Allied Services

### i. Tutorial Learning

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **Electronic Databases**

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

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

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

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

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

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

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

### **iv Technologies for Communication**

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

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

#### **Computer Networks**

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

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

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

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

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

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

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

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

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

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

- Understanding their responsibilities as active learners;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

## Tentative Training Programme For Regular Teachers

Sr. No.	Name of Training	Level	Minimum Length of Service	Duration	Frequency
<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	2 days	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 - how - responsibility, wrong definitions of love and affection.	All All	All All	2 days 2 days	Once in 3 years Once in 3 years
5.	Evaluation: Trends & Constraints who, what, why, where, whom & how	All	2 years	2 days	Annual
6.	Current trends which influence teacher's future	All	5 years	1 day	Once in 5 years
7.	Relevance of Education with real life: beyond text book	All	All	3 days	Once in 2 years
8.	Cooperative Supervision with discussion & feedback	All	All	2 days	Once in 2 years

**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 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
2.	Right and justified Benchmarking of self & others	All	2 years	2 days	Once in 2 years
3.	First-Aid	All	2 years	2days	Once in 2 years
4.	Handling Emergencies - General fire - Laboratory - Swimming pool accidents	All	2 years	1 day	Once in 2 years
5.	Authentic Vs inauthentic labour	All	2 years	1 day	Once in a year
6.	'Work on-& forget the fruit'	All	2 years	1 day	Half yearly
7.	Grievances and Feedback	All	2 years	1 day	Half yearly
8.	Gender Sensitization	All	All	2 days	Once in 3 years
9.	Value Education Relationships in real life	All	All	2 days	Once in 3 years
10.	Stress Management -what -how to manage -various exercises	All	All	1 days	Once in a year
11.	Behaviour Modification	All	2 years	2 days	Once in 2 years
12.	Child Development	All	2 years	2 days	Once in 2 years
<b>Tentative Plan of Programs for Training for Focus Groups to Develop/Enhance Personal &amp; Professional Competencies of School Heads</b>					
1.	Competence to identify refer special children	All	5 years	3 days	Annual
2.	Sensitivity to a) Freedom of choice of mode of studies writing Vs typing b) Alternative curriculum e.g. talking Vs writing	All	2 years	2 days	Annual
3.	Access to Facilities provided by Govt., Education. Board and other bodies for special children	All	2 years	1 day	Annual
4.	Working with First Generation learners e.g. Academic house management, counselling.	Primary	All	3 days	Once in 3 years
5.	Programs for socially Disadvantaged, e.g. Academic, nutritional, house management etc.	All	2 years	3 days	Annual
6.	Tolerance for failure	All	All	1 day	Annual

**Tentative Plan of Programs to Enhance  
Academic and Professional Competencies of School Heads**

1.	Curriculum Development: content and methodology to transact content	All	5 years	5 days	Once in 2 years
2.	Innovation in content or methodology				
	a) Languages	All	5 years	2 days	Once in 2 years
	b) Science	All	5 years	2 days	
	c) Geography (S.S.)	All	5 years	2 days	
	d) Social Studies	All	5 years	2 days	
	e) History & Civics (S.S.)	All	5 years	2 days	
	f) Maths	All	5 years	2 days	
3.	Use of computers and internet	All	All	3 days	Once in 2 years
4.	Concept of Discipline - how - responsibility, wrong definitions of love and affection.	All	All	2 days	Once in 3 years
		All	All	2 days	Once in 3 years
5.	Evaluation: Trends & Constraints who, what, why, where, whom & how	All	2 years	2 days	Annual
6.	Current trends which influence Head's future	All	5 years	1 day	Once in 5 years
7.	Relevance of Education with real life: beyond text book	All	All	3 days	Once in 2 years
8.	Cooperative Supervision with discussion & feedback	All	All	2 days	Once in 2 years
9.	Motivation -how to find level -how to create -how to maintain level	All	All	2 days	Once in 2 years
10.	Leadership -how to develop -how to maintain	On promotion	On promotion	2 days	Once in 3 years
11.	Communication -techniques of clear communication	All	All	2 days	Annual
12.	Administrative and Financial Competency	On promotion	On promotion	2 days	Once in 2 years

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

## **Jan Samparak Abhiyan**

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

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

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

District 02 BATHINDA

**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	%
BATHINDA	118	14	11.86	24			20	1	5.00	23			185	15	8.11
MANDI PHOOL (EAST)	65	11	16.92	13			16			19			113	11	9.73
MANDI PHOOL (WEST)	56	12	21.43	11			15			10	1	10.00	92	13	14.13
NATHANA	45	14	31.11	11			14			7	1	14.29	77	15	19.48
SANGAT	56	14	25.00	8			10	1	10.00	10	1	10.00	84	16	19.05
TALWANDI SABO	61	13	21.31	15			14			12			102	13	12.75
<b>Grand Total</b>	<b>401</b>	<b>78</b>	<b>19.45</b>	<b>82</b>			<b>89</b>	<b>2</b>	<b>2.25</b>	<b>81</b>	<b>3</b>	<b>3.70</b>	<b>653</b>	<b>83</b>	<b>12.71</b>

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 - 036 BATHINDA</b>														
02-036-0024U201 G.P.S. DISTT. JAIL, WARD NO-12, BHATINDA	45		35				2		2					
02-036-0026U201 G.P.S. CIVIL STATION, WARD NO-16, BHATINDA	204		152		4	2	5		5					
02-036-0027U202 G.P.S. DES RAJ BATHINDA	243		149				6		6				Y	Uttam
02-036-0032U201 G.P.S. (G) WARD NO-23, BHATINDA	157		108				6		6				Y	Khasta
02-036-0040U201 G.P.S. WARD NO-3, GONIANA MANDI	73		53			6	3		3				Y	Behar
02-036-0167R201 G.P.S. MEHMA SARJA	182		176		51	34	6		5		1		Y	Behar
02-036-0176R201 G.P.S. HARRAIPUR	300		287		14	34	9		9				Y	Uttam
02-036-0179R201 G.P.S. KHEMUANA	292		269		21	45	7		7				Y	Uttam
02-036-0179R401 G.H.S. KHEMUANA		142		125				5		5			N	Uttam
02-036-0193R201 G.P.S. BALAHAR MEHMA	159		140		14	13	4		4				Y	Behar
02-036-0202R201 G.P.S. BALLUANA	369		338		58	105	8		7		1		Y	Kushal
02-036-0211R201 G.P.S. NARUANA	388		299		43	25	11		11				Y	Behar
02-036-0219R201 G.P.S. KILJ NIHAL SINGH	207		155		20	33	6		6				Y	Kushal
02-036-0228R201 G.P.S. KARTAR SINGH WALA	197		181		23	33	4		4				Y	Behar
02-036-0231R201 G.P.S. JASSI PAU WALI	210		190		48	33	6		5		1		Y	Ausat
<b>Total</b>	<b>3026</b>	<b>142</b>	<b>2532</b>	<b>125</b>	<b>296</b>	<b>363</b>	<b>83</b>	<b>5</b>	<b>80</b>	<b>5</b>	<b>3</b>			
<b>Block - 037 MANDI PHOOL (EAST)</b>														
02-037-0004R201 G.P.S. (CENTRE) BHAGTA	406	380	330	130	39	114	11	9	11	9			Y	Shiromani
02-037-0008R207 G.P.S. (G) KOTHE GURU	243	189	247	173	23	33	6	8	5	8	1		Y	Kushal
02-037-0010R201 G.P.S. SAILBRAH	365	179	315	153	118	12	8	5	8	5			Y	Uttam
02-037-0013R201 G.P.S. JALAL	456	175	245	59	76	50	10	6	9	6	1		Y	Behar
02-037-0023R201 G.P.S. SLABAT PURA	160	97	126	85	1	11	5	6	5	6			Y	Uttam
02-037-0028R202 G.P.S. (G) BHAI RUPA	553	371	438	352	55	132	12	6	12	6			Y	Ausat
02-037-0029R201 G.P.S. BURJ GILL	223	113	192	105	39	20	4	7	3	7	1		Y	Uttam
02-037-0034R201 G.P.S. HARNAM SINGH WALA	141	119	111	104	35	17	2	7	2	7			Y	Uttam
02-037-0038R201 G.P.S. (B) PATTI KALA, MEHRAJ	327	246	300	194	38		7	8	7	8			Y	Kushal
02-037-0054U201 G.P.S. (G) WARD NO-4, RAMPURA PHUL	239	253	202	228	8	8	8	8	6	8	2		Y	Behar
02-037-0061U201 G.P.S. RAMPURA MANDI, WARD NO-11, RAMPURA PHUL	453	308	346	259	17	3	11	14	11	14			Y	Kushal



District –BATHINDA

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

School Name & Code	Enrollment		Attendance		Out of Schools		San. Post		Work Post		Vac. Post		A/C	Gradation
	1-V	VI-VIII	I-V	VI-VIII	6-10	11-14	I-V	VI-VIII	I-V	VI-VIII	I-V	VI-VIII	Maintenace	LEVEL
<b>Total</b>	<b>3566</b>	<b>2430</b>	<b>2852</b>	<b>1842</b>	<b>449</b>	<b>400</b>	<b>84</b>	<b>84</b>	<b>79</b>	<b>84</b>	<b>5</b>			
<b>Block - 038 MANDI PHOOL (WEST)</b>														
02-038-0128R201 G.P.S. KUTTIWAL KALAN	215	150	175	145	119	29	5	6	5	6			Y	Uttam
02-038-0131R201 G.P.S. CHANARTHAL	226	65	159	53	27	28	4	1	3	1	1		Y	Kushal
02-038-0134R201 G.P.S. MYSIRKHANA	269		237		73	53	8		7		1			Uttam
02-038-0134R501 G.S.S.S. MYSIRKHANA		163		150	73	53		11		11			N	Kushal
02-038-0141R201 G.P.S. MANDI KALAN	337		285		51	42	14		14				Y	Shromani
02-038-0152R201 G.P.S. RAMPURA VILL.	476		385		71	107	13		13				Y	Ausat
02-038-0153R201 G.P.S. GILL KALAN	308	153	236	139	14	10	10	7	10	7			Y	Behtar
02-038-0154R201 G.P.S. BHUNDER	328		270		38	38	10		9		1		Y	Uttam
02-038-0156R201 G.P.S. KOTRA KAURIAN WALA	277	184	242	177	27	62	8	7	8	6		1	Y	Uttam
02-038-0158R201 G.P.S. PITHO	363		309		61	82	10		10				Y	Kushal
02-038-0159R201 G.P.S. BALAN WALI	245		176		20	38	7		7				Y	Behtar
02-038-0159R202 G.P.S. (G) BALAN WALI	221	129	203	108	83	109	5	8	5	7		1	Y	Behtar
02-038-0160R201 G.P.S. DAULAT PURA	140		123		7	14	5		4		1		Y	Behtar
<b>Total</b>	<b>3405</b>	<b>844</b>	<b>2800</b>	<b>772</b>	<b>664</b>	<b>665</b>	<b>99</b>	<b>40</b>	<b>95</b>	<b>38</b>	<b>4</b>	<b>2</b>		
<b>Block - 039 NATHANA</b>														
02-039-0048R201 G.P.S. BHUCHO KHURD	473	218	422	199	25	30	12	10	12	10			Y	Kushal
02-039-0049R201 G.P.S. TUNG WALI	280	229	239	196	61	85	7	5	7	5			Y	Kushal
02-039-0052R201 G.P.S. BAJJOANA	153	70	153	54	3	11	5	6	5	6			Y	Kushal
02-039-0055R201 G.P.S. KALYAN SUKHA	398		345		20	11	9		9				N	Kushal
02-039-0055R501 G.S.S.S. KALYAN SUKHA		347		318	20	11		10		10			N	Kushal
02-039-0061R201 G.P.S. GOBIND PURA	454	301	387	268	38	126	12	7	9	7	3		Y	Behtar
02-039-0065R202 G.P.S. (G) NATHANA	553	143	465	126	108	53	11	8	10	8	1		Y	Uttam
02-039-0066R201 G.P.S. GIDDER	242		185		37	38	6		5		1			Kushal
02-039-0067R201 G.P.S. PHOOLI	278	129	231	108	55	20	7	11	7	11			Y	Kushal
02-039-0069R201 G.P.S. POOHLA (MAIN)	302	238	241	205	46	60	8	7	7	7	1		Y	Kushal
02-039-0070R201 G.P.S. PHOOLA (WEST)	422	248	333	218	51	53	11	7	11	7			Y	Behtar
													Y	Behtar

**Blockwise Enrolment / Attendance Teacher / Graduation**

School Name & Code	Enrollment		Attendance		Out of Schools		San. Post		Work Post		Vac. Post		A/C	Graduation
	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
02-039-0085U201 G.P.S. WARD NO-9, BHUCHO MANDI	292	249	217	209	61	75	8	6	7	6	1		Y	Kushal
02-039-0291R201 G.P.S. BIBI WALA	160	122	141	102	6	3	5	8	5	8			Y	Kushal
02-039-0292R201 G.P.S. CHAK FATEH SINGH WALA	322	139	308	122	34	36	8	2	8	2			Y	Kushal
<b>Total</b>	<b>4651</b>	<b>2701</b>	<b>3955</b>	<b>2357</b>	<b>567</b>	<b>612</b>	<b>117</b>	<b>100</b>	<b>110</b>	<b>100</b>	<b>7</b>			
<b>Block - 040 SANGAT</b>														
02-040-0076R201 G.P.S. SEKHU, SANGAT	443	173	356	160	37	21	8	8	7	8	1		Y	Behtar
02-040-0077R201 G.P.S. PACCA KALAN, SANGAT	257	264	218	250	55	77	12	6	11	6	1		Y	Uttam
02-040-0079R201 G.P.S. PACCA KHURD, SANGAT	216		152		25	32	4		4				Y	Behtar
02-040-0089R201 G.P.S. CHAK RULDU SINGH WALA	132	135	182	119	22	48	5	6	5	6			Y	Behtar
02-040-0091U202 G.P.S. SANGAT KALAN, WARD NO-4, SANGAT	179		173		10	4	4		3		1		N	Uttam
02-040-0092R201 G.P.S. BANDI	288	223	275	203	31	35	7	6	7	6			Y	Behtar
02-040-0093R201 G.P.S. PATHRALA	397	246	372	240	26	63	9	6	9	6			Y	Shiromani
02-040-0096R201 G.P.S. GURTHARI	200	148	191	140	23	24	5	6	5	6			Y	Ausat
02-040-0098R201 G.P.S. GEHRI BUTTER	240	138	222	130	39	40	9	8	9	7		1	Y	Shiromani
02-040-0100U201 G.P.S. SANGAT MANDI, WARD NO-11, SANGAT	304	411	275	343	3	8	5	10	5	10			Y	Behtar
02-040-0103R201 G.P.S. PHULO MITHI	267		233		47	37	6		5		1		Y	Kushal
02-040-0105R201 G.P.S. BHAGWAN GARH	141		128		65		3		2		1			Kushal
02-040-0105R401 G.H.S. BHAGWAN GARH		170		152				1		1			N	
02-040-0107U501 G.S.S.S. SANGAT		411		363	3	8		10		10			N	Behtar
02-040-0110R201 G.P.S. SHERGARH	185		148		9	23	4		4				Y	Shiromani
02-040-0111R201 G.P.S. RAI KE KALAN	208	243	199	215	34	23	6	8	5	8	1		Y	Ausat
<b>Total</b>	<b>3457</b>	<b>2562</b>	<b>3124</b>	<b>2315</b>	<b>429</b>	<b>443</b>	<b>87</b>	<b>75</b>	<b>81</b>	<b>74</b>	<b>6</b>	<b>1</b>		
<b>Block - 041 TALWANDI SABO</b>														
02-041-0018U201 G.P.S. KOT FATTA	216		182		1	5		8		8			N	Ausat
02-041-0122R201 G.P.S. TALWANDI SABO	409	172	267	149	264	137	6	2	6	2			Y	Behtar
02-041-0236R201 G.P.S. BHAGI WANDER	460	245	415	204	434	104	8	6	8	6			Y	Kushal
02-041-0237R201 G.P.S. JAJJAL	233	128	211	119	39	39	5	6	5	6			Y	Kushal
02-041-0239R201 G.P.S. LALEANA	324	129	275	118	37	32	6	7	4	7	2		Y	Behtar
02-041-0243R201 G.P.S. SINGO	181	82	141	62	120	19	4	1	2	1	2		Y	Kushal

District –BATHINDA

**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	Maintenacnce	LEVEL
02-041-0250R201 G.P.S. SANDOHA	305	173	192	101	63	61	5	7	4	7	1		Y	Kushal
02-041-0253R201 G.P.S. TAHLA SAHIB	44		16		5	5	2		2				Y	Kushal
02-041-0258R201 G.P.S. RAJ GARH KUBBE	286	183	171	154	46	76	8	5	7	5	1		Y	Kushal
02-041-0259R201 G.P.S. BURAJ SEMA	145	125	114	118	25	17	2	8	2	8			Y	Ausat
02-041-0261R201 G.P.S. JIWAN SINGH WALA	335	165	278	135			10	8	10	8			Y	Kushal
02-041-0278R201 G.P.S. KALAL WALA	158	119	139	94	66	34	4	6	2	6	2		Y	Ausat
02-041-0284R201 G.P.S. GOLEWALA	57	35	49	32	27	18	2	6	1	4	1	2	Y	Niman
<b>Total</b>	<b>3153</b>	<b>1556</b>	<b>2450</b>	<b>1286</b>	<b>1127</b>	<b>547</b>	<b>62</b>	<b>70</b>	<b>53</b>	<b>68</b>	<b>9</b>	<b>2</b>		
<b>Grant Total</b>	<b>21258</b>	<b>10235</b>	<b>17713</b>	<b>8697</b>	<b>3532</b>	<b>3030</b>	<b>532</b>	<b>374</b>	<b>498</b>	<b>369</b>	<b>34</b>	<b>5</b>		

Legends :-

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

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

## Sarva Shiksha Abhiyan During 2001-2002

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

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

## 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 Distt level/District/Service Training C
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

Sl. No.	Title/Description	Objective	Language	Source material	Circulation
7.01	Educational Planning Diagnosis of Educational Development	Planning & Management	Punjabi	NIEPA	School level
7.01	District level Educational Planning	Planning & Management	Punjabi	NIEPA	Distt. Level
7.01	National Educational Policy meaning & scope for teachers Institutional Planning	School Planning and management	Punjabi	NCERT	
7.01	National Educational Policy-1986 Punjabi Translation of the original document	Teacher Training	Punjabi	NCERT	School level
7.01	School Planning	Planning & Management (work book)	Punjabi	SSA, Punjab	School level
7.01	School Planning	Planning & Management (Module)	Punjabi	SSA, Punjab	School level
7.01	Punjab Education Policy 2002 and Programme of Action	Policy, Programme of Action	English	SSA, Punjab	State/District level
<b>EMIS</b>					
7.03	Quarterly Report of Teacher of Upper Primary Schools/Sections at District level SSA/SET/IV/7	EMIS	Punjabi	SSA, Punjab	District
7.03	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 Ist To VIIIth class	EMIS	Punjabi	SSA, Punjab	School level
17.03	Details of Teacher SSA/SET/II/2.1	EMIS	Punjabi	SSA, Punjab	School level
17.03	Quarterly Enrolment and Teachers Information SSA/SET/II/2.2	EMIS	Punjabi	SSA, Punjab	School level
17.03	Records of total School in Cluster Resource Centre SSA/SET/III/1	EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Number of Pre-Primary Schools/Sections at Cluster level SSA/SET/III/2	EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Number of Primary Schools/Sections of Cluster level SSA/SET/III/2.1	EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Number of Upper Primary School/Sections at Cluster level SSA/SET/III/3	EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Quarterly School Enrolment Information at Cluster level I To V class SSA/SET/III/4	EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Quarterly School Enrolment Information at Cluster level VI To X class SSA/SET/III/5	EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Reports on Teachers of Primary Schools/Sections Cluster level SSA/SET/III/6	EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Report on Teacher of Upper Primary School/Sections at Cluster level SSA/SET/III/7	EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Code records of total Schools of Block SSA/SET/III/1	EMIS	Punjabi	SSA, Punjab	Block
17.03	Number of Pre Primary Schools at Block level SSA/SET/III/2	EMIS	Punjabi	SSA, Punjab	Block
17.03	Report of number of Primary Schools/Sections at Block level SSA/SET/III/2.1	EMIS	Punjabi	SSA, Punjab	Block
17.03	Number of Upper Primary Schools/Sections at Block level SSA/SET/III/3	EMIS	Punjabi	SSA, Punjab	Block
17.03	Quarterly School Enrolment Information at Block level I To V class	EMIS	Punjabi	SSA, Punjab	Block

## Sarva Shiksha Abhiyan During 2001-2002

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

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

## Sarva Shiksha Abhiyan During 2001-2002

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

Active 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/III/1	Survey/EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Number of Pre-Primary Schools/Sections at Cluster level SSA/SET/III/2	Survey/EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Number of Primary Schools/Sections of Cluster level SSA/SET/III/2.1	Survey/EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Number of Upper Primary School/Sections at Cluster level SSA/SET/III/3	Survey/EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Quarterly School Enrolment Information at Cluster level I To V class SSA/SET/III/4	Survey/EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Quarterly School Enrolment Information at Cluster level VI To X class SSA/SET/III/5	Survey/EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Reports on Teachers of Primary Schools/Sections Cluster level SSA/SET/III/6	Survey/EMIS	Punjabi	SSA, Punjab	Cluster
17.03	Report on Teacher of Upper Primary School/Sections at Cluster level SSA/SET/III/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 Bathinda.

Enrolment (Survey) - 2002				
	Government schools	Recognized schools	Unrecognized schools	Total
Primary	68114	38705	15161	121980
Upper primary	35699	14813	4858	55370

Enrolment (State Abstract) - 2000				
	Government schools	Recognized schools	Unrecognized schools	Total
Primary	82462	47462	-	129924
Upper primary	35319	15171	-	50490

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

District - 02 - BATHINDA

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	14412	10075	24487	4786	3801	8587	1744	1328	3072
<b>Pre Primary Total</b>	<b>14412</b>	<b>10075</b>	<b>24487</b>	<b>4786</b>	<b>3801</b>	<b>8587</b>	<b>1744</b>	<b>1328</b>	<b>3072</b>
I	18640	13898	32538	6901	5672	12573	2310	1583	3893
II	13520	10481	24001	5168	4229	9397	1706	1344	3050
III	12228	9624	21852	4394	3802	8196	1500	1307	2807
IV	12811	10082	22893	4437	3752	8189	1618	1346	2964
V	11598	9098	20696	3580	3084	6664	1534	1215	2749
<b>Primary Total</b>	<b>68797</b>	<b>53183</b>	<b>121980</b>	<b>24480</b>	<b>20539</b>	<b>45019</b>	<b>8668</b>	<b>6795</b>	<b>15463</b>
VI	11704	9128	20832	3417	2692	6109	1567	1238	2805
VII	9995	7902	17897	2599	2167	4766	1321	1098	2419
VIII	9250	7391	16641	2309	1776	4085	1232	1045	2277
<b>Midlle Total</b>	<b>30949</b>	<b>24421</b>	<b>55370</b>	<b>8325</b>	<b>6635</b>	<b>14960</b>	<b>4120</b>	<b>3381</b>	<b>7501</b>
IX	7104	5799	12903	1711	1335	3046	896	745	1641
X	9718	7126	16844	2230	1542	3772	1284	918	2202
<b>Secondary Total</b>	<b>16822</b>	<b>12925</b>	<b>29747</b>	<b>3941</b>	<b>2877</b>	<b>6818</b>	<b>2180</b>	<b>1663</b>	<b>3843</b>
XI	3496	3069	6565	570	436	1006	404	335	739
XII	3834	3585	7419	576	469	1045	412	400	812
<b>Sr. Secondary Total</b>	<b>7330</b>	<b>6654</b>	<b>13984</b>	<b>1146</b>	<b>905</b>	<b>2051</b>	<b>816</b>	<b>735</b>	<b>1551</b>
<b>Technical Education</b>	<b>698</b>	<b>804</b>	<b>1502</b>	<b>95</b>	<b>101</b>	<b>196</b>	<b>69</b>	<b>60</b>	<b>129</b>
<b>Technical Education Total</b>	<b>698</b>	<b>804</b>	<b>1502</b>	<b>95</b>	<b>101</b>	<b>196</b>	<b>69</b>	<b>60</b>	<b>129</b>

District - 02 - BATHINDA

Sarav Sikhiya Abhiyan, Punjab -

Family Survey 2002

Form No. : SSA/FS/IV/6

Report : 02

Year : 2001-2002

**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	6090	4668	10758	3009	2451	5460	720	594	1314
<b>Pre Primary Total</b>	<b>6090</b>	<b>4668</b>	<b>10758</b>	<b>3009</b>	<b>2451</b>	<b>5460</b>	<b>720</b>	<b>594</b>	<b>1314</b>
I	8771	7206	15977	4998	4342	9340	1040	834	1874
II	6882	6288	13170	3940	3361	7301	899	741	1640
III	6879	6090	12969	3456	3120	6576	867	812	1679
IV	7405	6467	13872	3473	3094	6567	1004	871	1875
V	6388	5738	12126	2737	2410	5147	885	793	1678
<b>Primary Total</b>	<b>36325</b>	<b>31789</b>	<b>68114</b>	<b>18604</b>	<b>16327</b>	<b>34931</b>	<b>4695</b>	<b>4051</b>	<b>8746</b>
VI	7291	6088	13379	2692	2164	4856	1050	905	1955
VII	6206	5451	11657	1995	1755	3750	884	789	1673
VIII	5621	5042	10663	1734	1407	3141	815	719	1534
<b>Middle Total</b>	<b>19118</b>	<b>16581</b>	<b>35699</b>	<b>6421</b>	<b>5326</b>	<b>11747</b>	<b>2749</b>	<b>2413</b>	<b>5162</b>
IX	4490	3901	8391	1300	1047	2347	617	552	1169
X	5889	4517	10406	1582	1137	2719	844	629	1473
<b>Secondary Total</b>	<b>10379</b>	<b>8418</b>	<b>18797</b>	<b>2882</b>	<b>2184</b>	<b>5066</b>	<b>1461</b>	<b>1181</b>	<b>2642</b>
XI	2197	1698	3895	418	306	724	278	209	487
XII	2175	1717	3892	363	286	649	242	217	459
<b>Sr. Secondary Total</b>	<b>4372</b>	<b>3415</b>	<b>7787</b>	<b>781</b>	<b>592</b>	<b>1373</b>	<b>520</b>	<b>426</b>	<b>946</b>
Technical Education	350	313	663	54	49	103	41	28	69
<b>Technical Education Total</b>	<b>350</b>	<b>313</b>	<b>663</b>	<b>54</b>	<b>49</b>	<b>103</b>	<b>41</b>	<b>28</b>	<b>69</b>

District - 02 - BATHINDA

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	5798	3807	9605	1247	942	2189	751	529	1280
<b>Pre Primary Total</b>	<b>5798</b>	<b>3807</b>	<b>9605</b>	<b>1247</b>	<b>942</b>	<b>2189</b>	<b>751</b>	<b>529</b>	<b>1280</b>
I	6865	4535	11400	1375	910	2285	884	544	1428
II	4774	3019	7793	885	637	1522	539	407	946
III	3936	2569	6505	694	495	1189	455	344	799
IV	4016	2573	6589	682	466	1148	438	358	796
V	3909	2509	6418	630	474	1104	462	313	775
<b>Primary Total</b>	<b>23500</b>	<b>15205</b>	<b>38705</b>	<b>4266</b>	<b>2982</b>	<b>7248</b>	<b>2778</b>	<b>1966</b>	<b>4744</b>
VI	3300	2235	5535	564	418	982	384	246	630
VII	2942	1802	4744	433	326	759	360	216	576
VIII	2743	1791	4534	458	283	741	282	219	501
<b>Middle Total</b>	<b>8985</b>	<b>5828</b>	<b>14813</b>	<b>1455</b>	<b>1027</b>	<b>2482</b>	<b>1026</b>	<b>681</b>	<b>1707</b>
IX	2096	1430	3526	299	221	520	196	147	343
X	3050	2015	5065	465	316	781	351	218	569
<b>Secondary Total</b>	<b>5146</b>	<b>3445</b>	<b>8591</b>	<b>764</b>	<b>537</b>	<b>1301</b>	<b>547</b>	<b>365</b>	<b>912</b>
XI	1074	1089	2163	112	96	208	103	97	200
XII	1402	1488	2890	161	132	293	128	125	253
<b>Sr. Secondary Total</b>	<b>2476</b>	<b>2577</b>	<b>5053</b>	<b>273</b>	<b>228</b>	<b>501</b>	<b>231</b>	<b>222</b>	<b>453</b>
<b>Technical Education</b>	<b>277</b>	<b>361</b>	<b>638</b>	<b>30</b>	<b>36</b>	<b>66</b>	<b>17</b>	<b>24</b>	<b>41</b>
<b>Total</b>	<b>377</b>	<b>361</b>	<b>638</b>	<b>30</b>	<b>36</b>	<b>66</b>	<b>17</b>	<b>24</b>	<b>41</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	2524	1600	4124	530	408	938	273	205	478
<b>Pre Primary Total</b>	<b>2524</b>	<b>1600</b>	<b>4124</b>	<b>530</b>	<b>408</b>	<b>938</b>	<b>273</b>	<b>205</b>	<b>478</b>
I	3004	2157	5161	528	420	948	386	205	591
II	1864	1174	3038	343	231	574	268	196	464
III	1413	965	2378	244	187	431	178	151	329
IV	1390	1042	2432	282	192	474	176	117	293
V	1301	851	2152	213	200	413	187	109	296
<b>Primary Total</b>	<b>8972</b>	<b>6189</b>	<b>15161</b>	<b>1610</b>	<b>1230</b>	<b>2840</b>	<b>1195</b>	<b>778</b>	<b>1973</b>
VI	1113	805	1918	161	110	271	133	87	220
VII	847	649	1496	171	86	257	77	93	170
VIII	886	558	1444	117	86	203	135	107	242
<b>Midlle Total</b>	<b>2846</b>	<b>2012</b>	<b>4858</b>	<b>449</b>	<b>282</b>	<b>731</b>	<b>345</b>	<b>287</b>	<b>632</b>
IX	518	468	986	112	67	179	83	46	129
X	779	594	1373	183	89	272	89	71	160
<b>Secondary Total</b>	<b>1297</b>	<b>1062</b>	<b>2359</b>	<b>295</b>	<b>156</b>	<b>451</b>	<b>172</b>	<b>117</b>	<b>289</b>
XI	225	282	507	40	34	74	23	29	52
XII	257	380	637	52	51	103	42	58	100
<b>Sr. Secondary Total</b>	<b>482</b>	<b>662</b>	<b>1144</b>	<b>92</b>	<b>85</b>	<b>177</b>	<b>65</b>	<b>87</b>	<b>152</b>
<b>Technical Education</b>	<b>71</b>	<b>130</b>	<b>201</b>	<b>11</b>	<b>16</b>	<b>27</b>	<b>11</b>	<b>8</b>	<b>19</b>
<b>Technical Education Total</b>	<b>71</b>	<b>130</b>	<b>201</b>	<b>11</b>	<b>16</b>	<b>27</b>	<b>11</b>	<b>8</b>	<b>19</b>

District - 02 - BATHINDA

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	3265	2305	5570	994	865	1859	408	373	781
4	6598	4641	11239	1854	1416	3270	762	519	1281
5	8916	6392	15308	2848	2296	5144	1105	788	1893
<b>Sub Total</b>	<b>18779</b>	<b>13338</b>	<b>32117</b>	<b>5696</b>	<b>4577</b>	<b>10273</b>	<b>2275</b>	<b>1680</b>	<b>3955</b>
6	10702	8109	18811	3883	3219	7102	1387	1003	2390
7	10709	8526	19235	3983	3352	7335	1350	1077	2427
8	12198	9439	21637	4490	3726	8216	1482	1218	2700
9	10884	8424	19308	3805	3249	7054	1377	1159	2536
10	12856	10210	23066	4465	3818	8283	1659	1356	3015
<b>Sub Total</b>	<b>57349</b>	<b>44708</b>	<b>102057</b>	<b>20626</b>	<b>17364</b>	<b>37990</b>	<b>7255</b>	<b>5813</b>	<b>13068</b>
11	10761	8057	18818	3200	2570	5770	1400	1074	2474
12	11392	9232	20624	3464	2894	6358	1505	1237	2742
13	10045	8481	18526	2632	2232	4864	1251	1099	2350
<b>Sub Total</b>	<b>32198</b>	<b>25770</b>	<b>57968</b>	<b>9296</b>	<b>7696</b>	<b>16992</b>	<b>4156</b>	<b>3410</b>	<b>7566</b>
14	8852	6981	15833	2259	1727	3986	1232	962	2194
15	6925	5676	12601	1733	1342	3075	877	704	1581
<b>Sub Total</b>	<b>15777</b>	<b>12657</b>	<b>28434</b>	<b>3992</b>	<b>3069</b>	<b>7061</b>	<b>2109</b>	<b>1666</b>	<b>3775</b>
16	5806	4641	10447	1243	922	2165	760	566	1326
17	4108	3339	7447	886	611	1497	480	426	906
<b>Sub Total</b>	<b>9914</b>	<b>7980</b>	<b>17894</b>	<b>2129</b>	<b>1533</b>	<b>3662</b>	<b>1240</b>	<b>992</b>	<b>2232</b>
18	3686	2728	6414	795	458	1253	414	302	716
19	1305	881	2186	239	161	400	148	99	247
<b>Sub Total</b>	<b>4991</b>	<b>3609</b>	<b>8600</b>	<b>1034</b>	<b>619</b>	<b>1653</b>	<b>562</b>	<b>401</b>	<b>963</b>
			<b>247070</b>	<b>42773</b>	<b>34858</b>	<b>77631</b>	<b>17597</b>	<b>13962</b>	<b>31559</b>

## 02 - School Going Children (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	1528	1134	2662	655	553	1208	200	192	392
4	2367	1789	4156	1087	838	1925	278	200	478
5	3448	2688	6136	1749	1477	3226	419	322	741
<b>Sub Total</b>	<b>7343</b>	<b>5611</b>	<b>12954</b>	<b>3491</b>	<b>2868</b>	<b>6359</b>	<b>897</b>	<b>714</b>	<b>1611</b>
6	5060	4279	9339	2779	2459	5238	633	513	1146
7	5469	5070	10539	3033	2675	5708	661	583	1244
8	6347	5622	11969	3360	2961	6321	820	711	1531
9	6088	5317	11405	3025	2667	5692	803	792	1595
10	7198	6448	13646	3466	3131	6597	999	860	1859
<b>Sub Total</b>	<b>30162</b>	<b>26736</b>	<b>56898</b>	<b>15663</b>	<b>13893</b>	<b>29556</b>	<b>3916</b>	<b>3459</b>	<b>7375</b>
11	6384	5364	11748	2493	2034	4527	899	735	1634
12	7007	6317	13324	2716	2368	5084	963	867	1830
13	6117	5632	11749	2061	1812	3873	888	814	1702
<b>Sub Total</b>	<b>19508</b>	<b>17313</b>	<b>36821</b>	<b>7270</b>	<b>6214</b>	<b>13484</b>	<b>2750</b>	<b>2416</b>	<b>5166</b>
14	5636	4887	10523	1736	1385	3121	822	687	1509
15	4622	3886	8508	1313	1035	2348	621	523	1144
<b>Sub Total</b>	<b>10258</b>	<b>8773</b>	<b>19031</b>	<b>3049</b>	<b>2420</b>	<b>5469</b>	<b>1443</b>	<b>1210</b>	<b>2653</b>
16	3750	3019	6769	918	689	1607	528	398	926
17	2563	1896	4459	638	434	1072	302	278	580
<b>Sub Total</b>	<b>6313</b>	<b>4915</b>	<b>11228</b>	<b>1556</b>	<b>1123</b>	<b>2679</b>	<b>830</b>	<b>676</b>	<b>1506</b>
18	2266	1405	3671	557	317	874	259	166	425
19	784	431	1215	165	94	259	91	52	143
<b>Sub Total</b>	<b>3050</b>	<b>1836</b>	<b>4886</b>	<b>722</b>	<b>411</b>	<b>1133</b>	<b>350</b>	<b>218</b>	<b>568</b>
<b>Grand Total</b>	<b>76634</b>	<b>65184</b>	<b>141818</b>	<b>31751</b>	<b>26929</b>	<b>58680</b>	<b>10186</b>	<b>8693</b>	<b>18879</b>

District - - 02 - BATHINDA

Sarav Sikhiya Abniyan, Punjab  
Family Survey 2002Form No. : S3A/F5/IV/7  
Report : 03  
Year : 2001-2002

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

Age ↓	School Going Children - Total			School Going Children - S.C.			School Going Children - B.C.		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	1098	724	1822	237	217	454	126	117	243
4	2847	1905	4752	543	432	975	352	235	587
5	3843	2531	6374	790	542	1332	489	327	816
Sub Total	7788	5160	12948	1570	1191	2761	967	679	1646
6	3990	2753	6743	789	508	1297	532	348	880
7	3707	2451	6158	691	483	1174	477	332	809
8	4217	2674	6891	794	563	1357	466	367	833
9	3598	2301	5899	573	404	977	406	274	680
10	4275	2815	7090	764	503	1267	491	378	869
Sub Total	19787	12994	32781	3611	2461	6072	2372	1699	4071
11	3449	2032	5481	483	392	875	364	248	612
12	3442	2295	5737	619	430	1049	410	276	686
13	2817	1970	4787	392	306	698	251	189	440
Sub Total	9708	6297	16005	1494	1128	2622	1025	713	1738
14	2507	1614	4121	380	253	633	283	179	462
15	1883	1327	3210	309	237	546	204	148	352
Sub Total	4390	2941	7331	689	490	1179	487	327	814
16	1690	1282	2972	249	198	447	193	132	325
17	1273	1176	2449	186	128	314	145	111	256
Sub Total	2963	2458	5421	435	326	761	338	243	581
18	1129	1011	2140	172	101	273	119	99	218
19	417	362	779	64	55	119	42	27	69
Sub Total	1546	1373	2919	236	156	392	161	126	287
Grand Total	46157	31223	77405	8035	5752	13787	5350	3787	9137

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

Year : 2001-2002

Age ↓	School Going Children - Total			School Going Children - S.C.			School Going Children - B.C.		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	639	447	1086	102	95	197	82	64	146
4	1384	947	2331	224	146	370	132	84	216
5	1625	1173	2798	309	277	586	197	139	336
<b>Sub Total</b>	<b>3648</b>	<b>2567</b>	<b>6215</b>	<b>635</b>	<b>518</b>	<b>1153</b>	<b>411</b>	<b>287</b>	<b>698</b>
6	1652	1077	2729	315	252	567	222	142	364
7	1533	1005	2538	259	194	453	212	162	374
8	1634	1143	2777	336	202	538	196	140	336
9	1198	806	2004	207	178	385	168	93	261
10	1383	947	2330	235	184	419	169	118	287
<b>Sub Total</b>	<b>7400</b>	<b>4978</b>	<b>12378</b>	<b>1352</b>	<b>1010</b>	<b>2362</b>	<b>967</b>	<b>655</b>	<b>1622</b>
11	928	661	1589	224	144	368	137	91	228
12	943	620	1563	129	96	225	132	94	226
13	1111	879	1990	179	114	293	112	96	208
<b>Sub Total</b>	<b>2982</b>	<b>2160</b>	<b>5142</b>	<b>532</b>	<b>354</b>	<b>886</b>	<b>381</b>	<b>281</b>	<b>662</b>
14	709	480	1189	143	89	232	127	96	223
15	420	463	883	111	70	181	52	33	85
<b>Sub Total</b>	<b>1129</b>	<b>943</b>	<b>2072</b>	<b>254</b>	<b>159</b>	<b>413</b>	<b>179</b>	<b>129</b>	<b>308</b>
16	366	340	706	76	35	111	39	36	75
17	272	267	539	62	49	111	33	37	70
<b>Sub Total</b>	<b>638</b>	<b>607</b>	<b>1245</b>	<b>138</b>	<b>84</b>	<b>222</b>	<b>72</b>	<b>73</b>	<b>145</b>
18	291	312	603	66	40	106	36	37	73
19	104	88	192	10	12	22	15	20	35
<b>Sub Total</b>	<b>395</b>	<b>400</b>	<b>795</b>	<b>76</b>	<b>52</b>	<b>128</b>	<b>51</b>	<b>57</b>	<b>108</b>
<b>Grand Total</b>	<b>16192</b>	<b>11655</b>	<b>27847</b>	<b>2987</b>	<b>2177</b>	<b>5164</b>	<b>2061</b>	<b>1482</b>	<b>3543</b>

District - 02 - BATHINDA

Sarav Shiksha Abhiyan, Punjab  
Family Survey 2002

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

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

Class Age	Pre Prim.		Primary										Middle						Secondary						Sr. Secondary			Tec. Edu								
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI	VII	VIII	Total	IX	X	Total	XI	XII	Total	Other Tech. / Prof. course.											
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G								
3	3245	2298	20	7								20	7																							
4	5196	3543	1397	1096	5	2						1402	1098																							
5	4339	3027	4195	3120	368	243	14	2				4577	3365																							
6	1571	1161	7287	5434	1658	1366	184	148	2			9131	6948																							
7	39	34	4876	3647	4451	3601	1146	1077	171	143	26	24	10670	8492																						
8	15	8	648	436	6020	4548	3906	3118	1296	1106	291	193	12161	9401	22	30				22	30															
9	1	2	137	103	638	464	5760	4323	3249	2537	963	857	10747	8284	120	136	16	2		136	138															
10	2	2	53	33	269	192	871	705	6892	5391	3694	2935	11779	9256	927	802	140	142	8	8	1075	952														
11	2		20	18	67	40	226	171	758	575	5652	4259	6723	5063	2967	2221	901	614	168	159	4036	2994														
12	2		7	2	26	23	95	57	344	269	690	606	1162	957	6335	4912	2792	2386	943	836	10070	8134	144	128	13	11	157	139	1	2	1	2				
13			1	12	1	18	18	81	48	198	175	309	243	997	838	5109	4154	2668	2289	8774	7281	761	810	199	144	960	954	2	3	2	3					
14				5	1	5	2	16	6	63	38	89	47	253	150	735	450	4694	3577	5682	4177	2073	1792	864	786	2937	2578	135	166	9	13	144	179			
15			1	1		1	1	2	5	19	10	23	17	66	32	231	135	496	369	793	536	3609	2721	1921	1828	5530	4549	450	453	127	121	577	574			
16						2	2		1	1	1	3	4	16	3	50	17	198	116	264	136	348	248	3551	2635	3899	2883	1141	1036	465	547	1606	1583	34	35	
17									1	1		1	1	1	4	18	1	57	29	76	34	122	66	1725	1019	1847	1085	997	896	1075	1166	2072	2062	112	157	
18															1		13	6	14	6	44	32	1176	571	1220	603	587	416	1589	1326	2176	1742	275	377		
19															2	1	5	2	7	3	3	2	269	132	272	134	183	97	569	412	752	509	274	235		
Total	14412	10075	18640	13898	13520	10481	12228	9624	12811	10082	11598	9098	68797	53183	11704	9128	9995	7902	9250	7391	30949	24421	7104	5799	9718	7126	16822	12925	3496	3069	3834	3585	7330	6654	698	604

District - 02 - BATHINDA

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	B	G	B
3	991	861	3	4								3	4																								
4	1603	1209	248	207	3							251	207																								
5	1480	1188	1288	1050	78	58	2					1368	1108																								
6	650	494	2738	2255	440	421	54	49			1	3233	2725																								
7	29	29	2088	1725	1529	1273	298	294	39	28		3	3954	3323																							
8	29	17	383	329	2575	2010	1197	1085	261	240	45	45	4461	3709																							
9		2	92	64	321	306	2256	1868	903	790	203	199	3775	3227	29	20	1								30	20											
10	1	1	43	23	151	115	417	365	2647	2276	976	850	4234	3629	194	160	36	26							230	188											
11	1		12	13	37	33	101	86	390	255	1952	1607	2492	1994	581	453	100	100	26	23	707	576															
12	2		6	2	25	12	55	38	143	137	261	260	490	449	2182	1774	600	505	166	135	2948	2414	23	31	1	24	31										
13					5		12	12	46	21	103	90	166	123	281	199	1514	1293	531	477	2326	1969	109	118	29	22	138	140	1		1		2				
14					3	1	1	2	6	3	34	21	44	27	108	64	246	181	1339	986	1693	1231	391	332	119	118	510	450	9	19	3		12	19			
15					1		1	1	2	2	5	7	9	10	30	17	67	53	157	110	254	180	1032	740	360	345	1392	1085	59	43	16	24	75	67	3		
16							2					2	4	11	4	21	7	64	34	96	45	105	82	846	602	951	684	140	123	53	65	193	188	3			
17														1	1	10		19	10	30	11	39	23	458	265	497	288	204	149	140	137	344	286	15	26		
18																3	5		8		10	9	352	156	362	165	131	78	267	178	396	256	27	37			
19															1	2	1	3	1	2		65	34	67	34	26	24	96	65	122	89	47	37				
<b>Total</b>	4786	3801	6901	5672	5168	4229	4394	3802	4437	3752	3580	3084	24480	20539	3417	2692	2599	2167	2309	1776	8325	6635	1711	1335	2230	1542	3941	2877	570	436	576	469	1146	905	95	101	

District - 02 - BATHINDA

Sarav Shiksha Abhiyan, Punjab  
Family Survey 2002

Form No. : SSA/FS/III/8  
Report : 03  
Year : 2001-2002

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

Class Age	Pre Prim.		Primary										Middle					Secondary					Sr. Secondary			Tec. Edu										
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI	VII	VIII	Total	IX	X	Total	XI	XII	Total	Other Tech./ Prof. course.											
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G								
3	403	372	5	1								5	1																							
4	592	414	169	105	1							170	105																							
5	550	385	516	367	39	35		1				555	403																							
6	155	142	929	646	240	187	33	28				1202	861																							
7	13	15	513	398	543	477	155	165	26	21		1	1337	1062																						
8	1		64	51	751	558	478	438	153	138	29	32	1475	1217	6	1			6	1																
9			8	11	84	53	710	570	423	378	124	134	1349	1146	27	13	1			28	13															
10			6	3	37	21	80	75	881	712	506	411	1510	1222	119	116	30	18		149	134															
11					5	8	27	23	86	65	772	537	890	633	398	320	81	102	31	19	510	441														
12					1	5	5	15	5	39	27	81	82	140	120	881	665	349	304	110	131	1340	1100	24	17	1	25	17								
13						1		1	2	8	4	18	13	28	19	96	91	700	567	325	332	1121	990	76	69	26	21	102	90							
14									2	1	3	4	5	5	29	26	137	90	653	493	819	611	271	230	128	94	399	324	9	22	9	22				
15							1					1	1	2	1	10	2	15	14	85	56	110	72	439	357	256	219	695	576	48	39	22	16	70	36	
16															1	1	6	3	26	13	33	17	58	48	478	337	536	385	134	107	53	56	187	163	4	
17																1	2		2	1	4	2	18	16	218	164	236	180	127	111	101	126	228	237	17	
18																					7	6	142	70	149	76	68	45	170	147	238	197	27	44		
19																						3	2	35	13	38	15	18	11	66	55	84	66	26	18	
Total	1044	1326	2310	1583	1706	1344	1500	1307	1618	1346	1534	1215	8668	6795	1567	1238	1321	1098	1232	1045	4120	3381	896	745	1284	918	2180	1663	404	335	412	400	816	735	60	60



## 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								
3	1525	1133	3	1								3	1																							
4	2175	1658	190	131	2							192	131																							
5	1788	1411	1581	1204	79	73						1660	1277																							
6	580	446	3768	3130	650	653	62	50				4480	3833																							
7	16	14	2726	2331	2218	2160	455	513	54	52		5453	5056																							
8	2	4	362	297	3238	2862	2074	1889	622	535	49	34	6345	5617	1																					
9		1	87	72	430	339	3454	2935	1713	1519	376	416	6060	5281	28	34	1			28	35															
10	2	1	37	26	179	150	593	501	4077	3594	1830	1698	6716	5969	427	412	53	66		480	478															
11	1		11	11	52	30	156	140	596	495	3421	2943	4236	3619	1715	1376	377	302	55	67	2147	1745														
12	1		6	2	20	20	69	43	278	228	496	471	869	764	4210	3582	1506	1539	370	390	6086	5511	51	42		51	42									
13			1	8		13	15	52	37	154	144	227	197	636	511	3463	3037	1394	1463	5493	5011	308	354	87	67	395	421	2	3		2	3				
14				5	1	3	1	12	5	46	26	66	33	209	138	558	379	3194	2708	3961	3225	1150	1165	400	399	1550	1564	59	65		59	65				
15				1		1	1	2	14	6	16	9	56	27	191	109	406	298	653	434	2551	2060	1087	1106	3638	3166	241	239	72	38	313	277	2			
16						2		1		1	2	9	3	41	16	149	89	199	108	285	199	2302	1800	2587	1999	708	630	238	256	946	886	17	24			
17								1		1		1	4	15	1	41	24	57	29	104	53	1096	694	1200	747	680	496	566	556	1246	1052	59	68			
18																9	3	9	3	39	26	755	360	794	386	395	214	947	681	1342	895	121	121			
19															2	1	3		5	1	2	2	162	91	164	93	112	51	352	186	464	237	151	100		
Total	6090	4668	8771	7206	6882	6288	6879	6090	7405	6467	6388	5738	36325	31789	7291	6088	6206	5451	5621	5042	19118	16581	4490	3901	5889	4517	10379	8418	2197	1698	2175	1717	4372	3415	350	313



District - 02 - BATHINDA

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				
3	198	192	2										2																									
4	241	177	37	23									37	23																								
5	217	168	189	146	13	8							202	154																								
6	63	55	474	371	88	74	8	13					570	458																								
7	1	2	293	251	302	254	58	65	7	11			660	581																								
8			40	35	413	334	291	243	68	79	8	19	820	710	1																							
9			3	8	54	45	420	408	256	250	60	73	793	784	10	8																						
10			2		20	16	62	59	569	455	266	259	919	789	68	65	12	6																				
11					4	7	17	20	70	50	489	369	580	446	258	223	51	61	10	5	319	289																
12					4	3	10	2	25	21	49	57	88	83	603	503	205	203	55	70	863	776	11	8	1													
13					1		1	2	7	4	10	12	19	18	83	76	521	440	214	223	818	739	39	47	12	10	51	57										
14									2	1	2	4	4	5	20	27	78	66	459	365	557	458	179	169	75	45	254	214	7	10			7	10				
15													1		1		8	1	10	10	61	46	79	57	328	271	170	165	498	436	30	19	13	11	43	30		
16																		5	3	15	9	20	12	43	37	335	247	378	284	97	81	32	21	129	102	1		
17																	1	2		1	1	3	2	10	14	137	113	147	127	91	70	55	76	146	146	6	3	
18																																						
19																																						
Total	720	594	1040	834	899	741	867	812	1004	871	885	793	4695	4051	1050	905	884	789	815	719	2749	2413	617	552	844	629	1461	1181	278	209	242	217	520	426	41	28		

District - 02 - BATHINDA

Sarav Shiksha Abhiyan, Punjab  
Family Survey 2002

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						
3	1085	721	13	3										13	3																					
4	2124	1378	722	526	1	1								723	527																					
5	1840	1169	1863	1261	139	101	1							2003	1362																					
6	722	521	2513	1680	675	494	80	58						3268	2232																					
7	18	16	1472	917	1632	1059	486	384	94	70	5	5	3689	2435																						
8	7	1	223	117	2075	1231	1356	863	450	385	105	77	4209	2673	1																					
9	1	1	39	23	159	92	1716	1068	1179	733	424	333	3517	2249	78	51	2																			
10			12	6	74	34	215	160	2102	1275	1443	991	3846	2466	362	286	67	63																		
11			8	1	13	5	55	25	120	63	1731	966	1927	1060	1007	668	435	233	80	71	1522	972														
12	1				3	2	19	9	53	36	157	104	232	151	1624	1050	1071	682	441	334	3136	2066	71	67	1	9	72	76	1	2						
13					3		4	1	14	6	32	24	53	31	179	166	1236	746	969	674	2384	1586	306	297	74	56	380	353								
14							1	1	4	1	10	7	15	9	37	11	86	56	1131	624	1254	691	780	503	387	327	1167	830	63	73	8	11	71	84		
15				1			1		3	2	1	3	5	6	3	34	21	69	60	109	84	872	512	698	513	1570	1025	156	149	45	64	201	213			
16							2					1	2	1	6		8	1	39	22	53	23	46	37	985	670	1031	707	398	322	197	224	595	546	9	5
17									1				1				3		8	3	11	3	15	12	489	253	504	265	266	362	445	484	711	846	47	81
18																			4	1	4	1	5	2	339	154	344	156	139	144	526	523	665	667	116	187
19																			2	2	2	2	1		77	33	78	33	51	37	181	182	232	219	105	108
Total	5798	5607	5865	4535	4774	3019	3936	2569	4016	2573	3909	2509	23500	15205	3300	2235	2942	1802	2743	1791	8985	5828	2096	1430	3050	2015	5146	3445	1074	1089	1402	1488	2476	2577	277	361

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	234	215	3	2								3	2																							
4	427	337	116	95								116	95																							
5	390	276	369	244	30	22	1					400	266																							
6	181	112	468	279	119	100	21	17				608	396																							
7	10	1	305	217	294	202	67	54	15	9		681	482																							
8	3		86	53	392	283	234	151	59	64	20	12	791	563																						
9		1	18	13	24	16	302	214	156	109	65	42	565	394	7	9	1				8	9														
10	1		7	3	21	10	56	37	389	249	229	166	702	465	52	32	9	6			61	38														
11			2	4	3	3	6	15	35	24	274	202	320	248	130	109	26	26	7	9	163	144														
12	1		1		1	1	6	3	20	9	33	39	61	52	352	239	134	97	61	35	547	371	10	7		10	7									
13							1	1	6	1	6	8	13	10	14	21	204	149	131	91	349	261	27	30	3	5	30	35								
14					1			1	1	1	3	2	5	4	6	7	50	40	226	126	282	173	68	48	23	27	91	75	1	1	1		2	1		
15								1	1			1	1	2		1	4	6	23	16	27	23	178	120	88	74	266	194	10	10	5	8	15	18		
16								1				2		3	3		3	2	6	5	12	7	12	12	174	127	186	139	34	28	15	21	49	49	2	
17																	1		4	1	5	1	3	2	91	47	94	49	42	29	43	42	85	71	2	7
18																	1				1		2	73	29	73	31	22	14	69	39	91	53	7	17	
19																						1		13	7	14	7	3	14	28	22	31	36	19	12	
Total	1247	942	1375	910	885	637	694	495	682	466	630	474	4266	2982	564	418	433	326	458	283	1455	1027	299	221	465	316	764	537	112	96	161	132	273	228	30	36

District - 02 - BATHINDA

Sarav Shiksha Abhiyan, Punjab

Family Survey 2002

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	B	G	
3	124	116	2	1								2	1																								
4	274	179	78	56								78	56																								
5	258	168	217	144	14	14		1				231	159																								
6	92	62	335	212	90	65	15	9				440	286																								
7	2	4	224	114	172	150	63	57	15	6		1	474	328																							
8			21	14	234	171	140	132	53	40	12	10	460	367	6																						
9			3	2	17	4	216	127	115	99	40	39	391	271	14	3	1																				
10			4	1	11	2	11	13	235	199	175	117	436	332	43	37	12	9																			
11					1	6	3	10	9	202	125	218	138	107	69	24	33	15	8	146	110																
12					1	3	2	9	5	27	20	40	27	197	125	121	74	40	44	358	243	12	6														
13							1		5	1	6	1	8	11	141	81	57	74	206	166	27	15	12	7	39	22											
14									1		1		7	1	56	15	139	85	202	101	54	42	24	24	78	66	2	12					2	12			
15							1				1		1		4	4	19	6	24	10	82	73	73	48	155	121	17	14	7	3	24	17					
16											1		1		1		11	2	13	2	11	8	125	75	136	83	32	21	9	25	41	46	3	1			
17															1				1		7	1	65	37	72	38	29	38	39	32	68	70	4	3			
18																			3	1	41	24	44	25	18	10	54	51	72	61	3	13					
19																			1	11	3	11	4	5	2	19	14	24	16	7	7						
<b>Total</b>	751	529	884	544	539	407	455	344	438	358	462	313	2778	1966	384	246	360	216	282	219	1026	681	196	147	351	218	547	365	103	97	128	125	231	222	17	24	



District - 02 - BATHINDA

Sarav Shiksha Abhiyan, Punjab  
Family Survey 2002

Form No. : SSA/FS/III/8  
Report : 11  
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	102	94		1																																						
4	169	95	55	51																																						
5	155	142	140	126	13	9	1																																			
6	79	56	172	130	53	55	10	11																																		
7		5	130	97	93	58	26	26	10	7																																
8	25	15	24	14	166	86	83	59	31	14	7	14	311	187																												
9			4		8	16	99	65	72	72	16	20	199	173	8	5																										
10		1		1	7	6	17	22	116	92	62	46	202	167	20	11	13	5																								
11			2		1	1	4	1	48	4	115	110	170	116	35	13	13	11	6	4	54	28																				
12			1		1		3	1	4	3	7	4	16	8	75	56	17	10	16	19	108	85	5	3																		
13					1		1	2	1																																	
14																																										
15																																										
16																																										
17																																										
18																																										
19																																										
Total	530	408	528	420	343	231	244	187	282	192	213	200	1610	1230	161	110	171	86	117	86	449	282	112	67	183	89	295	156	40	34	52	51	92	85	11	16						



District - 02 - BATHINDA

Sarav Shiksha Abhiyan, Punjab  
Family Survey 2002

Form No. : SSA/FS/100  
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	81	64	1									1																								
4	77	58	54	26	1							55	26																							
5	75	49	110	77	12	13						122	90																							
6	30	25	120	63	62	48	10	6				192	117																							
7	9	9	96	33	69	73	34	43	4	4		203	153																							
8	1		3	2	104	53	47	63	32	19	9	3	195	140																						
9			2	1	13	4	74	35	52	29	24	22	165	91	3	2				3	2															
10				2	6	3	7	3	77	58	65	35	155	101	8	14	6	3		14	17															
11					1		4		6	6	81	43	92	49	33	28	6	8	6	6	45	42														
12				1		2	2	1	5	1	5	5	12	10	81	37	23	27	15	17	119	81	1	3		1	3									
13											3		3		5	4	38	46	54	35	97	85	10	7	2	4	12	11								
14														2		3	9	55	43	60	52	38	19	29	25	67	44									
15												1	1	1	1	1		5	4	7	5	29	13	13	6	42	19	1	6	2	2	3	8			
16															1			2		3	4	3	18	15	22	18	5	5	12	10	17	15				
17																				1	1	16	14	17	15	7	3	7	18	14	21	2	1			
18																					11	6	11	6	7	11	14	14	21	25	4	6				
19																					1	1	3	4	7	14	10	18	5	1						
<b>Total</b>	273	205	386	205	268	196	178	151	176	117	187	109	1195	778	133	87	77	93	135	107	345	287	83	46	89	71	172	117	23	29	42	58	65	87	11	8

District - 02 - BATHINDA

Sarav Sikhiya Abhiyan, Punjab  
Family Survey 2002

Form No. : SSA/FS/IV/9  
Report : 01  
Year : 2001-2002

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

Age ↓	Out of School									Working Children								
	Total Children			SC Children			BC Children			Total Children			SC Children			BC Children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	3285	2443	5728	1509	1197	2706	380	292	672									
4	3158	2421	5579	1708	1410	3118	359	246	605									
5	2465	2001	4466	1587	1439	3026	266	225	491									
6	1278	1182	2460	949	886	1835	121	119	240	1		1	1		1			
7	885	778	1663	651	621	1272	66	51	117	2		2	2		2			
8	884	776	1660	695	601	1296	56	73	129	24	5	29	10		10			
9	589	567	1156	461	438	899	39	54	93	10	3	13	9	3	12	1		1
10	1240	1073	2313	915	823	1738	120	100	220	57	15	72	54	14	68	2	1	3
11	836	799	1635	615	614	1229	73	75	148	58	14	72	52	12	64	4	2	6
12	1510	1465	2975	1073	1104	2177	133	131	264	174	65	239	156	62	218	5		5
13	1591	1631	3222	1049	1087	2136	200	201	401	178	68	246	151	61	212	15	4	19
14	2206	2238	4444	1394	1390	2784	237	241	478	277	96	373	241	77	318	25	9	34
15	2888	2696	5584	1744	1619	3363	341	316	657	479	135	614	404	113	517	32	9	41
16	2952	2716	5668	1522	1418	2940	420	318	738	491	115	606	410	92	502	49	4	53
17	2775	2522	5297	1365	958	2323	379	372	751	475	125	600	371	91	462	43	7	50
18	3934	2739	6673	1821	1080	2901	532	362	894	737	149	886	591	84	675	46	13	59

## 01 - Physically/Mentally Challenged Children Total - (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	9	2	11	23	21	44	3	1	4	9	12	21	3		3	4	2	6
4	11	10	21	55	19	74	6	3	9	20	10	30	1	1	2	2	1	3
5	13	7	20	53	21	74	7	4	11	18	8	26	3		3	6	3	9
6	32	17	49	38	28	66	14	9	23	14	11	25	3	2	5		2	2
7	45	27	72	48	32	80	25	17	42	30	23	53	3	4	7	4	1	5
8	58	31	89	65	24	89	34	16	50	33	14	47	6	7	13	5	4	9
9	52	45	97	52	24	76	29	23	52	26	14	40	8	7	15	2	7	9
10	72	47	119	79	43	122	45	25	70	40	24	64	8	10	18	9	4	13
11	63	47	110	50	33	83	26	22	48	22	10	32	7	3	10	8	7	15
12	44	47	91	70	32	102	23	21	44	28	16	44	6	6	12	11	5	16
13	64	24	88	68	43	111	34	6	40	30	23	53	7	8	15	5	6	11
14	51	46	97	69	59	128	23	17	40	28	27	55	6	2	8	6	5	11
15	37	22	59	75	37	112	20	7	27	37	13	50	3	1	4	5	3	8
16	27	11	38	59	40	99	12	6	18	24	17	41	2	2	4	4	5	9
17	25	11	36	57	25	82	15	5	20	22	9	31	2	1	3	7	5	12
18	26	8	34	79	33	112	7	2	9	36	17	53	1	1	2	9		9

District - 02 - BATHINDA

Sarav Sikhiya Abhiyan, Punjab  
Family Survey 2002

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

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

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

## 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	3	7				1	2	3	1		1		1	1
4		4	4	11	5	16		2	2	3	3	6		1	1	2		2
5	1	2	3	16	6	22		1	1	5	2	7	1		1	3	1	4
6	9	4	13	5	6	11	5	2	7	1		1	1		1			
7	5	4	9	10	9	19	3		3	4	3	7		2	2	1		1
8	9	6	15	15	3	18	7	2	9	4	1	5	1		1			
9	6	6	12	8	8	16	2	2	4	7	3	10	1		1		2	2
10	5	4	9	18	5	23	2	1	3	5	2	7				3	1	4
11	12	2	14	12	6	18	1	1	2	5	1	6	2	1	3	3	3	6
12	3	3	6	6	6	12	1		1	3	4	7						
13	7	1	8	9	7	16	1	1	2	5	4	9					4	4
14	4	4	8	9	10	19	3	2	5	1	4	5				1		1
15	3	2	5	13	9	22				5	2	7				1	1	2
16	1	1	2	6	7	13	1		1	3	1	4				1		1
17	2	1	3	9	3	12	1	1	2	3	1	4						
18		1	1	10	5	15				4	2	6						

District - 02 - BATHINDA

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

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

Age ↓	Total Children						SC Children						BC Children					
	School Going			School Not Going			School Going			School Not Going			School Going			School Not Going		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	3	2	5	7	12	19	2	1	3	4	6	10				2	1	3
4	3	3	6	24	7	31		1	1	11	3	14	1		1			
5	6	2	8	20	3	23	5	2	7	6	2	8				1	1	2
6	11	5	16	18	12	30	6	3	9	8	7	15	1		1		2	2
7	16	13	29	10	9	19	5	7	12	6	7	13	2	2	4	1		1
8	25	16	41	17	11	28	10	8	18	10	7	17	1	4	5	2	1	3
9	29	22	51	13	6	19	15	10	25	6	3	9	4	5	9	1	1	2
10	40	27	67	30	12	42	25	10	35	17	5	22	4	8	12	3		3
11	34	26	60	8	10	18	18	17	35	4	2	6	3		3	2	2	4
12	26	28	54	17	10	27	14	12	26	8	5	13	3	4	7	1	2	3
13	34	16	50	24	15	39	20	4	24	13	11	24	3	1	4			
14	29	32	61	24	13	37	14	14	28	10	6	16	2	1	3	3	1	4
15	27	12	39	22	12	34	15	4	19	11	5	16	3		3	4		4
16	19	6	25	21	12	33	6	4	10	13	5	18	1	1	2	1	2	3
17	14	6	20	15	7	22	9	2	11	7	2	9	1		1		1	1
18	17	6	23	37	18	55	4	2	6	19	8	27	1	1	2	3		3

District - 02 - BATHINDA

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	2		2	3	1	4				1	1	2	1		1			
4	2		2	9	3	12	1		1	1		1					1	1
5	2		2	6	2	8				1		1						
6	3	1	4	8	3	11				3	1	4	1	1	2			
7	6	2	8	19	12	31	1	2	3	7	10	17	1		1	1		1
8	6	4	10	16	2	18	3	2	5	8	3	11	2	1	3			
9	4	3	7	18	6	24	1	1	2	2	2	4	1		1		1	1
10	6	5	11	15	10	25	4	4	8	6	8	14				2	1	3
11	2	6	8	18	7	25	1	1	2	5	3	8	1		1	1		1
12	4	2	6	22	10	32	2	2	4	5	2	7				2	1	3
13	6	2	8	18	10	28	2		2	7	4	11	1	1	2	1	1	2
14	6	2	8	19	17	36	2		2	8	9	17					1	1
15	4	3	7	26	8	34	4	1	5	14	1	15						
16	1	1	2	12	10	22	1		1	2	2	4						
17		1	1	20	8	28	1	1	2	6	2	8				2	1	3
18	4	1	5	17	4	21	1		1	5	2	7				2		2



07 - Children Affected with Any Other Challenge - (Agewise)-Total Districtwise

Year : 2001-2002

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

District - 02 - BATHINDA

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	43	21	64	19	11	30	7	2	9
I	73	39	112	37	22	59	11	7	18
II	78	52	130	44	23	67	7	12	19
III	59	50	109	32	25	57	3	7	10
IV	76	42	118	44	23	67	10	5	15
V	58	41	99	28	15	43	7	6	13
VI	54	43	97	31	15	46	4	2	6
VII	57	28	85	22	11	33	3	3	6
VIII	50	34	84	24	14	38	3	4	7
IX	36	22	58	15	6	21	4	1	5
X	30	21	51	10	11	21	3	1	4
XI	16	11	27	5	1	6	2	2	4
XII	8	4	12	1		1	1	1	2
Technical Education	1	2	3	1		1		1	1







District - 02 - BATHINDA

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	13	7	20	8	5	13	1		1
I	30	18	48	13	9	22	4	4	8
II	36	26	62	18	13	31	2	7	9
III	35	23	58	19	11	30	1	4	5
IV	44	21	65	30	14	44	5	4	9
V	24	26	50	15	11	26	3	4	7
VI	32	21	53	20	8	28	2		2
VII	29	22	51	12	9	21	2	3	5
VIII	30	18	48	14	10	24			
IX	23	14	37	10	2	12	3		3
X	19	15	34	7	9	16	2		2
XI	9	7	16	2		2	1		1
XII	6	3	9				1	1	2
Technical Education		1	1						



District - 02 - BATHINDA

Sarav Sikhiya Abhiyan, Punjab  
Family Survey 2002

Form No. : SSA/FS/IV/11  
Report : 07  
Year : 2001-2002

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

Class ↓	School Going Total Children			School Going S.C. Children			School Going B.C. Children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	4	3	7	3	2	5		1	1
I	10	4	14	6	3	9	3	2	5
II	13	10	23	9	3	12	1	2	3
III	7	10	17	6	6	12		3	3
IV	8	8	16	6	3	9	1	1	2
V	14	6	20	8	2	10	1	1	2
VI	11	10	21	5	1	6	2	1	3
VII	9	3	12	6	1	7			
VIII	5	3	8	3	1	4	2		2
IX	7	5	12	3	4	7	1		1
X	6	4	10		2	2		1	1
XI	5	4	9	3	1	4	1	2	3
XII				1		1			
Technical Education	1	1	2	1		1		1	1



District - 02 - BATHINDA

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	16	13	29	7	5	12	1	1	2
I	53	28	81	28	17	45	5	4	9
II	49	35	84	30	15	45	3	7	10
III	42	35	77	23	16	39	2	4	6
IV	52	23	75	28	13	41	5	3	8
V	37	27	64	20	11	31	3	4	7
VI	28	29	57	16	9	25	2	2	4
VII	41	19	60	14	6	20	3	3	6
VIII	37	25	62	15	12	27	2	5	7
IX	21	19	40	8	4	12	3	2	5
X	18	10	28	7	6	13	1		1
XI	8	5	13	2		2	1		1
XII	4	3	7					1	1
Technical Education		1	1						







District - 02 - BATHINDA

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	7	5	12	3	3	6	1		1
I	24	15	39	12	9	21	3	3	6
II	25	19	44	17	7	24	1	4	5
III	27	22	49	15	9	24		4	4
IV	33	14	47	22	10	32	3	2	5
V	21	23	44	12	10	22	1	3	4
VI	19	18	37	12	5	17	1		1
VII	23	17	40	10	5	15	2	3	5
VIII	23	16	39	8	9	17		1	1
IX	14	11	25	4	2	6	3		3
X	12	10	22	3	6	9			
XI	7	3	10	2		2	1		1
XII	2	2	4					1	1
Technical Education		1	1						





District - 02 - BATHINDA

Sarav Shikshia Abhiyan, Punjab

SSA/FS/IV/15

Report : I

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

Year : 2001-2002

Class ↓	Total School Going			State Govt.			Non-State Govt.			Unrecognised		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	58.86	41.14	100.00	56.61	43.39	100.00	60.36	39.64	100.00	61.20	38.80	100.00
Pre Primary Total	58.86	41.14	100.00	56.61	43.39	100.00	60.36	39.64	100.00	61.20	38.80	100.00
I	57.29	42.71	100.00	54.90	45.10	100.00	60.22	39.78	100.00	58.21	41.79	100.00
II	56.33	43.67	100.00	52.26	47.74	100.00	61.26	38.74	100.00	61.36	38.64	100.00
III	55.96	44.04	100.00	53.04	46.96	100.00	60.51	39.49	100.00	59.42	40.58	100.00
IV	55.96	44.04	100.00	53.38	46.62	100.00	60.95	39.05	100.00	57.15	42.85	100.00
V	56.04	43.96	100.00	52.68	47.32	100.00	60.91	39.09	100.00	60.46	39.54	100.00
Primary Total	56.40	43.60	100.00	53.33	46.67	100.00	60.72	39.28	100.00	59.18	40.82	100.00
VI	56.18	43.82	100.00	54.50	45.50	100.00	59.62	40.38	100.00	58.03	41.97	100.00
VII	55.85	44.15	100.00	53.24	46.76	100.00	62.02	37.98	100.00	56.62	43.38	100.00
VIII	55.59	44.41	100.00	52.72	47.29	100.00	60.50	39.50	100.00	61.36	38.64	100.00
Middle Total	55.89	44.11	100.00	53.55	46.45	100.00	60.66	39.34	100.00	58.58	41.42	100.00
IX	55.06	44.94	100.00	53.51	46.49	100.00	59.44	40.56	100.00	52.54	47.46	100.00
X	57.69	42.31	100.00	56.59	43.41	100.00	60.22	39.78	100.00	56.74	43.26	100.00
Secondary Total	56.55	43.45	100.00	55.22	44.78	100.00	59.90	40.10	100.00	54.98	45.02	100.00
XI	53.25	46.75	100.00	56.41	43.59	100.00	49.65	50.35	100.00	44.38	55.62	100.00
XII	51.68	48.32	100.00	55.88	44.12	100.00	48.51	51.49	100.00	40.35	59.65	100.00
Sr. Secondary Total	52.42	47.58	100.00	56.14	43.86	100.00	49.00	51.00	100.00	42.13	57.87	100.00
Technical Education	46.47	53.53	100.00	52.79	47.21	100.00	43.42	56.58	100.00	35.32	64.68	100.00
Technical Education Total	46.47	53.53	100.00	52.79	47.21	100.00	43.42	56.58	100.00	35.32	64.68	100.00



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

Class ↓	Total School Going			State Govt.			Non-State Govt.			Unrecognised		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	58.86	41.14	100.00	24.87	19.06	43.93	23.68	15.55	39.22	10.31	6.53	16.84
Pre Primary Total	58.86	41.14	100.00	24.87	19.06	43.93	23.68	15.55	39.22	10.31	6.53	16.84
I	57.29	42.71	100.00	26.96	22.15	49.10	21.10	13.94	35.04	9.23	6.63	15.86
II	56.33	43.67	100.00	28.67	26.20	54.87	19.89	12.58	32.47	7.77	4.89	12.66
III	55.96	44.04	100.00	31.48	27.87	59.35	18.01	11.76	29.77	6.47	4.42	10.88
IV	55.96	44.04	100.00	32.35	28.25	60.59	17.54	11.24	28.78	6.07	4.55	10.62
V	56.04	43.96	100.00	30.87	27.73	58.59	18.89	12.12	31.01	6.29	4.11	10.40
Primary Total	56.40	43.60	100.00	29.78	26.06	55.84	19.27	12.47	31.73	7.36	5.07	12.43
VI	56.18	43.82	100.00	35.00	29.22	64.22	15.84	10.73	26.57	5.34	3.86	9.21
VII	55.85	44.15	100.00	34.68	30.46	65.13	16.44	10.07	26.51	4.73	3.63	8.36
VIII	55.59	44.41	100.00	33.78	30.30	64.08	16.48	10.76	27.25	5.32	3.35	8.68
Middle Total	55.89	44.11	100.00	34.53	29.95	64.47	16.23	10.53	26.75	5.14	3.63	8.77
IX	55.06	44.94	100.00	34.80	30.23	65.03	16.24	11.08	27.33	4.01	3.63	7.64
X	57.69	42.31	100.00	34.96	26.82	61.78	18.11	11.96	30.07	4.62	3.53	8.15
Secondary Total	56.55	43.45	100.00	34.89	28.30	63.19	17.30	11.58	28.88	4.36	3.57	7.93
XI	53.25	46.75	100.00	33.47	25.86	59.33	16.36	16.59	32.95	3.43	4.30	7.72
XII	51.68	48.32	100.00	29.32	23.14	52.46	18.90	20.06	38.95	3.46	5.12	8.59
Sr. Secondary Total	52.42	47.58	100.00	31.26	24.42	55.69	17.71	18.43	36.13	3.45	4.73	8.18
Technical Education	46.47	53.53	100.00	23.30	20.84	44.14	18.44	24.03	42.48	4.73	8.66	13.38
Technical Education Total	46.47	53.53	100.00	23.30	20.84	44.14	18.44	24.03	42.48	4.73	8.66	13.38
Grand Total	56.32	43.68	100.00	31.06	26.42	57.48	18.69	12.57	31.26	6.56	4.69	11.26

District - 02 - BATHINDA

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	18640	13520	12228	12811	11598	68797	11704	9995	9250	30949	7104	9718	16822	3496	3834	7330	123898
	Girls	13898	10481	9624	10082	9098	53183	9128	7902	7391	24421	5799	7126	12925	3069	3585	6654	97183
	Total	32538	24001	21852	22893	20696	121980	20832	17897	16641	55370	12903	16844	29747	6565	7419	13984	221081
Population in the Relevant Age	Boys	14881	12348	14248	13615	14881	69973	12032	13298	13931	39261	15831	13931	29762	15198	12665	27863	166859
	Girls	11069	9973	10521	11069	11617	54249	9864	12056	11508	33428	12056	12604	24660	13152	10412	23564	135901
	Total	25950	22321	24769	24684	26498	124222	21896	25354	25439	72689	27887	26535	54422	28350	23077	51427	302760
Gross Enrolment Ratio	Boys	125.26	109.49	85.82	94.09	77.94	98.32	97.27	75.16	66.40	78.83	44.87	69.76	56.52	23.00	30.27	26.31	74.25
	Girls	125.6	105.09	91.47	91.08	78.32	98.03	92.54	65.54	64.22	73.06	48.10	56.54	52.41	23.33	34.43	28.24	71.51
	Total	125.39	107.53	88.22	92.74	78.10	98.20	95.14	70.59	65.42	76.17	46.27	63.48	54.66	23.16	32.15	27.19	73.02

\* Single age has been computed on the basis of census -2001 and NFHS survey - 1998. There is a large difference between age - population figures based on household survey conducted by education department.

# **PART - IV**

**District: Bathinda**

**District Data Summary Sheet**

<b>SL.No.</b>	<b>DESCRIPTION</b>	<b>Numbers</b>
1	No. of C D Blocks/BRC's	8
1.1	No. of B.R. & D.R. Personnels (6x20+2x10)+10	150
2	No. of P E Blocks	6
3	No. of CRC's	41
4	No. of Villages	284
4.1	No. of VEDC's	655
4.2	No. of VEDC's Members	5240
5	No. of Habitations/Wards (Unservd)	1112
5.1	No. of S.C. Bastis	569
6	No. of House Holds	206012
	<b>No. of Schools</b>	
7	No. of Primary Schools (State Govt.)	401
7.1	Non State Govt. Primary Schools	83
7.2	Unrecognised Primary Schools	283
8	No. of Middle Schools/Sections (State Govt.)	254
8.1	Non State Govt. Middle Schools/Sections	99
8.2	Unrecognised Middle Schools/Sections	66
	<b>No. of Teachers (State Govt.)</b>	
9	No. of Primary Teachers	1915
9.1	No. of JBT Teachers + New	1614
9.2	No. of HT	260
9.3	No. of CHT's	41
10	No. of Teachers Middle Schools/Sections	1692
	<b>Primary (State Govt.)</b>	
11	Total No. of Students	68114
11.1	Male Students	36325
11.2	Female Students	31789
11.3	Total No. of S.C. Students	34931
11.4	Male S.C. Students	18604
11.5	Female S.C. Students	16327
	<b>Upper Primary (State Govt.)</b>	
12	Total No. of Students	35699
12.1	Male Students	19118
12.2	Female Students	16581
12.3	Total No. of S.C. Students	11747
12.4	Male S.C. Students	6421
12.5	Female S.C. Students	5326
	<b>Out of School Children</b>	
13	No. of Out of School Children Total	21528
13.1	No. of Out of School Children Male	11019
13.2	No. of Out of School Children Female	10509
13.3	No. of EGS Centres (Proposed)	367
	<b>No. of Handicapped Children</b>	
14	Total No. of Handicapped Children	1688
14.1	Male Handicapped Children	1064
14.2	Female Handicapped Children	624

<i>District -Bathinda</i>			
Blockwise list of BRC and CRC			
PEBlock Code & Name			
		CRC	BRC
036	BATHINDA	8	1
037	MANDI PHOOL (EAST)	7	1
038	MANDI PHOOL (WEST)	6	2
039	NATHANA	5	1
040	SANGAT	8	1
041	TALWANDI SABO	7	2
	<b>Total</b>	<b>41</b>	<b>8</b>

District wise list of PEBlocks	
PEBLOCK	CODE
BATHINDA	036
BATHINDA	037
MANDI PHOOL (EAST)	038
MANDI PHOOL (WEST)	039
NATHANA	040
SANGAT	041
TALWANDI SABO	041

Source : Sarva Shiksha Abhiyan

<i>District - Bathinda</i>		
<i>Blockwise Distribution of Villages</i>		
	<i>PEBlock Code &amp; Name</i>	<i>Villages</i>
036	BATHINDA	61
037	MANDI PHOOL (EAST)	55
038	MANDI PHOOL (WEST)	42
039	NATHANA	35
040	SANGAT	45
041	TALWANDI SABO	46
	<b>Total</b>	<b>284</b>

BLOCKWISE COUNT OF - PRIMARY SCHOOLS

DISTRICT - BATHINDA

PE Block Code & Name	G1	G2	G3	G4	TOTG	P1	P2	P3	P4	P5	P6	TOTP	TOTAL
036 BATHINDA	118	2	0	0	120	0	22	4	0	0	118	144	264
037 MANDI PHOOL (EAST)	65	0	0	0	65	1	10	5	0	1	44	61	126
038 MANDI PHOOL (WEST)	56	0	0	0	56	0	6	1	0	0	31	38	94
039 NATHANA	45	0	0	0	45	0	8	1	0	0	30	39	84
040 SANGAT	56	0	0	0	56	0	6	1	0	0	16	23	79
041 TALWANDI SABO	61	0	0	0	61	0	9	6	0	0	44	59	120
<b>TOTAL</b>	<b>401</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>403</b>	<b>1</b>	<b>61</b>	<b>18</b>	<b>0</b>	<b>1</b>	<b>283</b>	<b>364</b>	<b>767</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



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

**DISTRICT - BATHINDA**

PE Block Code & Name	G1	G2	G3	G4	TOTG	P1	P2	P3	P4	P5	P6	TOTP	TOTG
PE036 BATHINDA	69	1	0	0	70	5	18	13	2	0	21	59	12
PE037 MANDI PHOOL (EAST)	48	0	0	0	48	5	6	1	2	0	7	21	6
PE038 MANDI PHOOL (WEST)	36	0	0	0	36	2	2	0	0	0	15	19	5
PE039 NATHANA	32	0	1	0	33	0	9	0	1	0	5	15	4
PE040 SANGAT	28	0	0	0	28	0	5	4	0	0	8	17	4
PE041 TALWANDI SABO	41	5	0	0	46	3	5	4	5	0	10	27	7
<b>TOTAL</b>	<b>254</b>	<b>6</b>	<b>1</b>	<b>0</b>	<b>261</b>	<b>15</b>	<b>45</b>	<b>22</b>	<b>10</b>	<b>0</b>	<b>66</b>	<b>158</b>	<b>4</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 -Bathinda</i>					
Blockwise Breakup of Primary Teachers					
PEBlock Code & Name					
		JBT	HT	CHT	Total
036	BATHINDA	400	56	8	464
037	MANDI PHOOL (EAST)	285	40	7	332
038	MANDI PHOOL (WEST)	212	33	6	251
039	NATHANA	210	26	5	241
040	SANGAT	218	67	8	293
041	TALWANDI SABO	182	38	7	227
	<b>Total</b>	<b>1507</b>	<b>260</b>	<b>41</b>	<b>1808</b>
	<b>Unadjusted Teachers in Peblocks</b>	<b>29</b>			<b>29</b>
	<b>New Teachers</b>				<b>78</b>
	<b>Grand Total</b>	<b>1536</b>	<b>260</b>	<b>41</b>	<b>1915</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
2	BATHINDA	Bathinda	122	1989	1772	3761
		Maur	52	1061	928	1989
		Nathana	87	1583	1399	2982
		Phool	132	2241	2042	4283
		Rampura	69	1408	1350	2758
		Sangat	79	1349	1330	2679
		Talwandi Sabo	93	1755	1596	3351
<b>District Total</b>			<b>634</b>	<b>11386</b>	<b>10417</b>	<b>21803</b>

Source : SW Department:

**District-Bathinda**

**Blockwise Enrollment in State Govt. Primary Schools**

Peblock		Total			SC		
		Male	Female	Total	Male	Female	Total
036	BATHINDA	8559	7191	15750	4565	3995	8560
037	MANDI PHOOL (EAST)	6952	6116	13068	3492	3027	6519
038	MANDI PHOOL (WEST)	4870	4382	9252	2385	2184	4569
039	NATHANA	5366	4681	10047	2894	2355	5249
040	SANGAT	5266	4616	9882	2681	2378	5059
041	TALWANDI SABO	5312	4803	10115	2587	2388	4975
	<b>TOTAL</b>	<b>36325</b>	<b>31789</b>	<b>68114</b>	<b>18604</b>	<b>16327</b>	<b>34931</b>

District-Bathinda							
Blockwise Enrollment in State Govt. Middle Schools							
Peblock		Total			SC		
		Male	Female	Total	Male	Female	Total
036	BATHINDA	4710	4102	8812	1679	1381	3060
037	MANDI PHOOL (EAST)	3779	3345	7124	1195	968	2163
038	MANDI PHOOL (WEST)	2586	2416	5002	808	708	1516
039	NATHANA	2528	2157	4685	944	765	1709
040	SANGAT	2615	2087	4702	844	704	1548
041	TALWANDI SABO	2900	2474	5374	951	800	1751
	<b>TOTAL</b>	<b>19118</b>	<b>16581</b>	<b>35699</b>	<b>6421</b>	<b>5326</b>	<b>11747</b>

## District - BATHINDA

**Blockwise Enrollment in (Primary) Schools**

Peblock		State Govt.	Non-State Govt.	Unrecognised	Grand Total
		Total	Total	Total	
036	BATHINDA	15750	15409	4718	35877
037	MANDI PHOOL (EAST)	13068	5571	2075	20714
038	MANDI PHOOL (WEST)	9252	3982	3413	16647
039	NATHANA	10047	3161	644	13852
040	SANGAT	9882	4599	1311	15792
041	TALWANDI SABO	10115	5983	3000	19098
<b>Grand Total</b>		<b>68114</b>	<b>38705</b>	<b>15161</b>	<b>121980</b>

Source : Family Survey 2002

## District - BATHINDA

*Blockwise Enrollment in (Middle) Schools*

Peblock		State Govt.	Non-State Govt.	Unrecognised	Grand Total
		Total	Total	Total	
036	BATHINDA	8812	7283	2168	18263
037	MANDI PHOOL (EAST)	7124	1529	571	9224
038	MANDI PHOOL (WEST)	5002	1317	1055	7374
039	NATHANA	4685	1084	103	5872
040	SANGAT	4702	1546	337	6585
041	TALWANDI SABO	5374	2054	624	8052
<b>Grand Total</b>		<b>35699</b>	<b>14813</b>	<b>4858</b>	<b>55370</b>

Source : Family Survey 2002

District-Bathinda							
Blockwise out of Schools Children							
Age Group (6-14)							
Peblock		Total			SC		
		Male	Female	Total	Male	Female	Total
036	BATHINDA	2900	2601	5501	1994	1884	3878
037	MANDI PHOOL (EAST)	1456	1398	2854	1104	1074	2178
038	MANDI PHOOL (WEST)	1601	1560	3161	1170	1123	2293
039	NATHANA	1125	1092	2217	830	852	1682
040	SANGAT	1799	1729	3528	1283	1277	2560
041	TALWANDI SABO	2138	2129	4267	1421	1354	2775
	<b>Total</b>	<b>11019</b>	<b>10509</b>	<b>21528</b>	<b>7802</b>	<b>7564</b>	<b>15366</b>



## Blockwise Handicapped Children

District : Bathinda - 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
BATHINDA	25	67	18	166	77	79	412
MANDI PHOOL (EAST)	18	50	24	149	45	14	390
MANDI PHOOL (WEST)	21	44	16	61	35	62	339
NATHANA	4	8	16	119	12	29	188
SANGAT	16	55	17	99	44	19	340
TALWANDI SABO	28	48	13	88	73	29	379
<b>TOTAL</b>	<b>112</b>	<b>272</b>	<b>104</b>	<b>682</b>	<b>286</b>	<b>232</b>	<b>1688</b>

## Blockwise Handicapped Children

District : Bathinda - 6-14 Years (Total)

PEBlock	SC			BC		
	School Going	School Not Going	Total	School Going	School Not Going	Total
BATHINDA	92	118	210	30	25	55
MANDI PHOOL (EAST)	88	70	158	15	20	35
MANDI PHOOL (WEST)	56	65	121	16	7	23
NATHANA	37	34	71	14	3	17
SANGAT	71	88	159	11	28	39
TALWANDI SABO	49	60	109	17	15	32
<b>TOTAL</b>	<b>393</b>	<b>435</b>	<b>828</b>	<b>103</b>	<b>98</b>	<b>201</b>

PROJECT COST  
ANNUAL WORK PLAN 2002-03

DISTRICT - BATHINDA							
ITEM NO.	ITEM	2002-03	%	BALANCE LAST YEAR	%	TOTAL	%
1.0	Teacher Salary	73.008	6.60	32.760	11.15	105.768	7.56
2.0	School/Alternative schooling facility						
3.0	Upper Primary schools/sections						
4.0	Classrooms						
5.0	Free textbooks	40.076	3.62	26.622	9.06	66.698	4.77
6.0	Civil Works	366.447	33.14	34.100	11.60	400.547	28.62
7.0	Maintenance and repair of school buildings	32.750	2.96	0.000	0.00	32.750	2.34
8.0	Upgradation of EGS to regular school or setting up of a new primary school as per State norm	0.000	0.00	3.900	1.33	3.900	0.28
9.0	TLE for upper-primary and quality improvement	0.000	0.00	125.000	42.54	125.000	8.93
10.0	School grant	13.100	1.18	0.000	0.00	13.100	0.94
11.0	TLM grant	18.035	1.63	6.900	2.35	24.935	1.78
12.0	Teacher training	50.498	4.57	0.000	0.00	50.498	3.61
13.0	State Institute of Educational Management and Training (SIEMAT)						
14.0	Training for community leaders	3.144	0.28	0.000	0.00	3.144	0.22
15.0	Provision for disabled children (IED)	20.280	1.83	4.467	1.52	24.747	1.77
16.0	Research, evaluation, supervision and monitoring	8.779	0.79	0.000	0.00	8.779	0.63
17.0	Management cost	66.811	6.04	11.250	3.83	78.061	5.58
18.0	Innovative activities	50.000	4.52	37.754	12.85	87.754	6.27
18.1	Computer Education	-	15.000				
18.2	Girls child education	-	10.000				
18.3	ECCE	-	15.000				
18.4	SC/ST	-	10.000				
19.0	Block resource centres	132.920	12.02	7.008	2.38	139.928	10.00
19.1	Cluster resource centres	2.419	0.22	4.100	1.40	6.519	0.47
20.0	Intervention for out of school children	227.491	20.57	0.000	0.00	227.491	16.25
21.0	Preparatory activities for micro-planning, household surveys studies						
	TOTAL	1105.758	100.00	293.861	100.00	1399.619	100.00

## Annual Work Plan 2002-03, District Bathinda, 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 78 x 12	0.078	936	73.008
	<b>Subtotal</b>			<b>73.008</b>
<b>Intervention Name : Free textbooks</b>				<b>(in lacs)</b>
5.0	Free text books for Non SC girls (15462+11255)	0.0015	26717	40.076
	<b>Subtotal</b>			<b>40.076</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	3	17.460
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	196	66.542
6.0	Buildings for schools having unsafe buildings	2.910		0.000
6.0	Cluster Resource Centres	1.940	9	17.460
6.0	Additional Class rooms for primary schools	1.160	100	116.000
6.0	Additional Classrooms for Primary schools and upper primary sections	1.160	87	100.920
6.0	Headmaster's room for upper primary sections	1.160	38	44.080
6.0	Compound Wall	1.160		0.000
6.0	Verandah	1.160		0.000
6.0	Development and distribution work training manual for VEDCs 4 x 392	0.00032	1568	0.502
6.0	Development and distribution training manual on civil works for BRPs and DRPs 4 x (140+10)	0.00068	600	0.408
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 655 schools	0.00047	1310	0.616
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>366.447</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 (401+254)	0.050	655	32.750
	<b>Subtotal</b>			<b>32.750</b>

Annual Work Plan 2002-03, District Bathinda, 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 ( 401 primary + 254 upper primary)	0.020	655	13.10
	<b>Subtotal</b>			<b>13.100</b>
<b>Intervention Name : Teacher Grant</b>				<b>(in lacs)</b>
11.0	TLM grant for teachers of primary and upper primary schools (1915+1692)	0.005	3607	18.035
	<b>Subtotal</b>			<b>18.035</b>
<b>Intervention Name : Teacher Training</b>				<b>(in lacs)</b>
12.0	Teachers training for primary and upper primary= 3607 x 20 days <b>The details of various trainings and training schedule has been given in the chapter of Training Programme</b>	0.0140	3607	50.498
	<b>Subtotal</b>			<b>50.498</b>
<b>Intervention Name : Training of Community Leaders</b>				<b>(in lacs)</b>
14.0	Orientation to VEDC Members 655 x 8 members x 2	0.0003	10480	3.144
	<b>Subtotal</b>			<b>3.144</b>
<b>Intervention Name : Provision for disabled children(IED)</b>				<b>(in lacs)</b>
15.0	IED Training to BRC staff 8 x 10 x 5	0.0007	400	0.280
15.0	IED assessment camps 2 x 8	0.020	16	0.320
15.0	One Resource persons honorarium 8 Blocks x 12 months	0.050	96	4.800
15.0	Manual for disability in Indian content A Teacher's Role for 655 schools	0.00022	655	0.140
15.0	Manual for teachers about physically challenged children for 655 schools	0.00032	655	0.210
15.0	Manual for Teachers about visually impaired children for 655 schools	0.00034		0.000
15.0	Manual for Teachers about hearing impaired children for 655 schools	0.00028	655	0.180
15.0	Manual for Teachers about mentally challenged children for 655 schools	0.00036		0.000
15.0	Manual for Teachers for children with multiple Disability for 655 schools	0.00038		0.000
15.0	Special assistance and TLM to disabled children 1688	0.0085	1688	14.350
	<b>Subtotal</b>			<b>20.280</b>

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

Account Code	item	2002-03		
		Unit cost	Physical	Financial
<b>Intervention Name : Research, Evaluation, supervision and monitoring (in lacs)</b>				
16.0	Annual School, Block and district planning for 655 Primary and Upper Primary schools @ Rs. 30/-	0.0003	655	0.020
16.0	Annual School Gradation and Evaluation process for 655 Primary & Upper primary schools @ Rs. 30/-	0.0003	655	0.020
16.0	Conduct of Pupil Achievement Survey 5% of schools @ Rs. 2000	0.020	33	0.660
16.0	Academic monitoring of schools by DIET staff by travelling 12 months 2 x 12 @ Rs. 1000	0.010	24	0.240
16.0	Academic supervision by BRCs 8 x 5 units @ Rs. 1000	0.010	40	0.400
16.0	Hiring of Vehicles for Academic supervision by DPD/SPD 5 visits x 12 months @ Rs. 1000/-	0.010	60	0.600
16.0	Annual Household survey @Rs.3/- per household for 206012 households 50% per year	0.00003	103006	3.090
16.0	MIS Data collection and processing of data for 401 primary schools at State/District office	0.0017	401	0.680
16.0	MIS Data collection and processing of data for 254 upper primary schools/sections at State/District office	0.0018	254	0.460
16.0	State office activities on research, evaluation monitoring and supervision @ Rs.200/- per school for 655 schools	0.0020	655	1.310
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 655 primary and upper primary schools	0.00031x3	655	0.609
16.0	Development and supply of material for evaluation of Instructional improvement in 655 primary and upper primary schools	0.00029	655	0.190

Annual Work Plan 2002-03, District Bathinda, 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	0.00028×7	254	0.500
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			0.000
	<b>Subtotal</b>			<b>8.779</b>
<b>Intervention Name : Management Cost</b>		<b>(in lacs)</b>		
17.0	Hire charges for vehicles for DPO/State 21 times x 12 months	0.015	257	3.855
17.0	DPO/state consumables	0.070	12	0.840
17.0	Water, Electricity, Telephone etc. of District and State office	0.100	12	1.200
17.0	TA & DA of District and State etc.	0.300	12	3.600
17.0	Consultants (12 Months × 7) for District and State	0.070	84	5.880
17.0	Computer Stationery Peripherals DPO/State	0.200	1	0.200
17.0	Documentation at DPO/State	3.000	1	3.000
17.0	Running cost of Data centre for all primary and upper primary schools and students 1.400 x 12 inclusive of rent and salaries and other expenses for DPO/State	1.400	12	16.800
17.0	Jan Samparak Abhiyan (twice a year visit of 10 schools per block by all senior officers for three days- taxi and other charges) to be conducted by State/District office No. of blocks ×2	0.030	16	0.480
17.0	Development and printing of modules on planning and management by State/District office	0.00036	655	0.236

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

Account Code	Item	2002-03		
		Unit cost	Physical	Financial
17.0	Hiring of experts pedagogy, research, evaluation, community mobilization, gender, sensitization, alternative schooling, planning and management training District 8 × 12 @ Rs.8000 Block 3 × 12 @ Rs.8000	0.08 0.08	96 288	7.68 23.04
17.0	Circulation of material prepared by the experts to school/VEDC level.			
17.0	News letter			
17.0	Media activity			
	<b>Subtotal</b>			<b>66.811</b>

### Intervention Name : Innovative Girls Education, ECCE, SC/ST, Computer (in lacs)

#### a) Girl Child Education

18.1	Remedial coaching for girls students for two months in 401 primary schools in parts	0.003	200	0.600
18.1	Remedial coaching for girls students for two months in 254 upper primary schools in parts	0.003	127	0.380
18.1	Development of supplement reading material and item Bank for 31789 girl student of primary students for use in remedial coaching in parts	0.00038	15210	5.780
18.1	Development of supplement reading material and item Bank for 28414 girl student of upper primary students for use in remedial coaching in parts	0.00057	5683	3.240
	<b>Subtotal</b>			<b>10.000</b>

#### b) ECCE

18.2	School readiness kits and playway material for 3-5 age children in ICDS Centres for 6266 Centres x 3	0.00075	18800	14.100
18.2	School readiness kits for first generation learners in primary schools of 5 year age for 401 schools x 3	0.00075	1203	0.900
	<b>Subtotal</b>			<b>15.000</b>

#### c) SC/ST

18.3	Remedial coaching for 3 months in 327 schools in parts	0.0030	327	0.980
18.3	Supplementary reading material for remedial coaching in primary schools SC children 34931 in parts	0.0005	10824	5.410
18.3	Question Bank for SC children of 18186 upper primary classes for remedial coaching in parts	0.0006	6016	3.610
	<b>Subtotal</b>			<b>10.000</b>



Annual Work Plan 2002-03, District Bathinda, 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 8 CD Blocks @ Rs.12500/- P.A.	0.125	8	1.000
19.0	TLM grant for 8 CD Blocks @ Rs.5000/- P.A.	0.050	8	0.40
19.0	Meetings, Travel allowance for 8 CD Blocks @Rs.500 x 12 P.A.	0.005	96	0.480
19.0	Salary of 20 Block Resource Persons per CD Block having more than 100 schools for 6 Blocks @ Rs.7800/- x 12 P.A.	0.078	1440	112.320
19.0	Salary of 10 Block Resource Person Per CD Block having less than 100 schools for 2 Block @ Rs. 7800/-x12 P.A.	0.078	240	18.720
	<b>Sutotal</b>			<b>132.920</b>
<b>Intervention Name: Cluster Resource Centres (in lacs)</b>				
19.1	CRC Contingency grant for 41 CRCs Blocks @ Rs.2500/- P.A.	0.025	41	1.025
19.1	TLM grant for 41 CRCs @ Rs.1000/- P.A.	0.010	41	0.410
19.1	Meetings, Travel allowance for 41 CRCs Blocks @Rs.200 x 12 P.A.	0.002	492	0.984
	<b>Subtotal</b>			<b>2.419</b>
<b>Intervention Name: Out of School children (in lacs)</b>				
20.0	Cost of running of EGS centres for 9252 out of school children of 6-11 age group	0.00845	9252	78.179
20.0	Cost of running of EGS centres for 7832 out of school children of 11-13 age group	0.012	7832	93.984
20.0	Cost of running of EGS centres for 4444 out of school children of 14 age group	0.012	4444	55.328
	<b>Subtotal</b>			<b>227.491</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: Bathinda  
Perspective 2002-2007

District Data Summary Sheet

SL.No.	DESCRIPTION	Numbers
1	No. of C D Blocks/BRC's	8
1.1	No. of B.R. & D.R. Personnels (6x20+2x10)+10	150
2	No. of P E Blocks	6
3	No. of CRC's	41
4	No. of Villages	284
4.1	No. of VEDC's	731
4.2	No. of VEDC's Members	5848
5	No. of Habitations/Wards (Unservd)	1112
5.1	No. of S.C. Bastis	569
6	No. of House Holds	206012
	<b>No. of Schools</b>	
7	No. of Primary Schools (State Govt.)	401
7.1	Non State Govt. Primary Schools	83
7.2	Unrecognised Primary Schools	283
8	No. of Middle Schools/Sections (State Govt.)	330
8.1	Non State Govt. Middle Schools/Sections	146
8.2	Unrecognised Middle Schools/Sections	76
	<b>No. of Teachers (State Govt.)</b>	
9	No. of Primary Teachers	1915
9.1	No. of JBT Teachers + New	1614
9.2	No. of HT	260
9.3	No. of CHT's	41
10	No. of Teachers Middle Schools/Sections	1920
	<b>Primary (State Govt.)</b>	
11	Total No. of Students	108982
11.1	Male Students	58120
11.2	Female Students	50862
11.3	Total No. of S.C. Students	55888
11.4	Male S.C. Students	29766
11.5	Female S.C. Students	26122
	<b>Upper Primary (State Govt.)</b>	
12	Total No. of Students	57118
12.1	Male Students	30588
12.2	Female Students	26530
12.3	Total No. of S.C. Students	18795
12.4	Male S.C. Students	10273
12.5	Female S.C. Students	8522
	<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	2952
14.1	Male Handicapped Children	1862
14.2	Female Handicapped Children	1090

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

PEBlock Code & Name		CRC	BRC
036	BATHINDA	8	1
037	MANDI PHOOL (EAST)	7	1
038	MANDI PHOOL (WEST)	6	2
039	NATHANA	5	1
040	SANGAT	8	1
041	TALWANDI SABO	7	2
<b>Total</b>		<b>41</b>	<b>8</b>

Disrtictwise list of Peblock	
BATHINDA	
PEBLOCK NAME	CODE
BATHINDA	036
MANDI PHOOL (EAST)	037
MANDI PHOOL (WEST)	038
NATHANA	039
SANGAT	040
TALWANDI SABO	041

Blockwise count of Villages  
Perspective 2002-2007

PEBlock Code & Name		Villages
<i>District - Bathinda</i>		
036	BATHINDA	61
037	MANDI PHOOL (EAST)	55
038	MANDI PHOOL (WEST)	42
039	NATHANA	35
040	SANGAT	45
041	TALWANDI SABO	46
<b>Total</b>		<b>284</b>

## BLOCKWISE COUNT OF - PRIMARY SCHOOLS

Perspective 2002-2007

DISTRICT - BATHINDA

PE Block Code & Name	G1	G2	G3	G4	TOTG	P1	P2	P3	P4	P5	P6	TOTP	TOTAL
E036 BATHINDA	118	2	0	0	120	0	22	4	0	0	118	144	264
E037 MANDI PHOOL (EAST)	65	0	0	0	65	1	10	5	0	1	44	61	126
E038 MANDI PHOOL (WEST)	56	0	0	0	56	0	6	1	0	0	31	38	94
E039 NATHANA	45	0	0	0	45	0	8	1	0	0	30	39	84
E040 SANGAT	56	0	0	0	56	0	6	1	0	0	16	23	79
E041 TALWANDI SABO	61	0	0	0	61	0	9	6	0	0	44	59	120
<b>TOTAL</b>	<b>401</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>403</b>	<b>1</b>	<b>61</b>	<b>18</b>	<b>0</b>	<b>1</b>	<b>283</b>	<b>364</b>	<b>767</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

District-Bathinda													
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
036 BATHINDA	82	5	1	0	88	7	19	15	3	1	25	70	158
037 MANDI PHOOL (EAST)	60	1	2	0	63	6	8	2	3	1	8	28	91
038 MANDI PHOOL (WEST)	50	2	0	0	52	3	3	1	1	1	17	26	78
039 NATHANA	44	0	3	0	47	1	10	1	2	1	6	21	68
040 SANGAT	40	1	0	0	41	1	6	5	1	1	9	23	64
041 TALWANDI SABO	54	6	0	0	60	4	6	5	6	1	11	33	93
TOTAL	330	15	6	0	351	22	52	29	16	6	76	201	552

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 -Bathinda*  
**Blockwise Breakup of Primary Teachers**  
**Perspective 2002-2007**

	<b>PEBlock Code &amp; Name</b>	<b>JBT</b>	<b>HT</b>	<b>CHT</b>	<b>Total</b>
036	BATHINDA	400	56	8	464
037	MANDI PHOOL (EAST)	285	40	7	332
038	MANDI PHOOL (WEST)	212	33	6	251
039	NATHANA	210	26	5	241
040	SANGAT	218	67	8	293
041	TALWANDI SABO	182	38	7	227
	<b>Total</b>	<b>1507</b>	<b>260</b>	<b>41</b>	<b>1808</b>
	<b>Unadjusted Teachers in Peblocks</b>	<b>29</b>			<b>29</b>
	<b>New Teachers</b>				<b>78</b>
	<b>Grand Total</b>	<b>1536</b>	<b>260</b>	<b>41</b>	<b>1915</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
2	BATHINDA	Bathinda	122	1989	1772	3761
		Maur	52	1061	928	1989
		Nathana	87	1583	1399	2982
		Phool	132	2241	2042	4283
		Rampura	69	1408	1350	2758
		Sangat	79	1349	1330	2679
		Talwandi Sabo	93	1755	1596	3351
<b>District Total</b>			<b>634</b>	<b>11386</b>	<b>10417</b>	<b>21803</b>

Source : SW Department

District-Bathinda							
Perspective 2002-2007							
Blockwise Enrollment in State Govt. Primary Schools							
Peblock		Total			SC		
		Male	Female	Total	Male	Female	Total
036	BATHINDA	13694	11506	25200	7304	6392	13696
037	MANDI PHOOL (EAST)	11123	9786	20909	5587	4843	10430
038	MANDI PHOOL (WEST)	7792	7011	14803	3816	3494	7310
039	NATHANA	8586	7490	16075	4630	3768	8398
040	SANGAT	8426	7386	15811	4290	3804	8094
041	TALWANDI SABO	8499	7685	16184	4139	3821	7960
	<b>TOTAL</b>	<b>58120</b>	<b>50862</b>	<b>108982</b>	<b>29766</b>	<b>26122</b>	<b>55888</b>

District-Bathinda							
Perspective 2002-2007							
Blockwise Enrollment in State Govt. Middle Schools							
Peblock		Total			SC		
		Male	Female	Total	Male	Female	Total
036	BATHINDA	7536	6563	14099	2686	2210	4896
037	MANDI PHOOL (EAST)	6046	5352	11398	1912	1549	3461
038	MANDI PHOOL (WEST)	4138	3866	8003	1293	1133	2426
039	NATHANA	4045	3451	7496	1510	1224	2734
040	SANGAT	4184	3339	7523	1350	1126	2477
041	TALWANDI SABO	4640	3958	8598	1522	1280	2802
	<b>TOTAL</b>	<b>30589</b>	<b>26529</b>	<b>57118</b>	<b>10273</b>	<b>8522</b>	<b>18795</b>

District-Bathinda					
Perspective 2002-2007					
Blockwise Enrollment in (Primary) Schools					
Peblock		State Govt.	Non-State Govt.	Unrecognised	Grand Total
		Total	Total	Total	
036	BATHINDA	25200	24654	7549	57403
037	MANDI PHOOL (EAST)	20909	8914	3320	33142
038	MANDI PHOOL (WEST)	14803	6371	5461	26635
039	NATHANA	16075	5058	1030	22163
040	SANGAT	15811	7358	2098	25267
041	TALWANDI SABO	16184	9573	4800	30557
<b>GRAND TOTAL</b>		<b>108982</b>	<b>61928</b>	<b>24258</b>	<b>195168</b>

District-Bathinda					
Perspective 2002-2007					
Blockwise Enrollment in (Middle) Schools					
Peblock		State Govt.	Non-State Govt.	Unrecognised	Grand Total
		Total	Total	Total	
036	BATHINDA	14099	11653	3469	29221
037	MANDI PHOOL (EAST)	11398	2446	914	14758
038	MANDI PHOOL (WEST)	8003	2107	1688	11798
039	NATHANA	7496	1734	165	9395
040	SANGAT	7523	2474	539	10536
041	TALWANDI SABO	8598	3286	998	12883
<b>GRAND TOTAL</b>		<b>57118</b>	<b>23701</b>	<b>7773</b>	<b>88592</b>

## District-Bathinda

Perspective 2002-2007

Blockwise out of Schools Children

Age Group (6-14)

Peblock	Total			SC		
	Male	Female	Total	Male	Female	Total
036	BATHINDA	0	0	0	0	0
037	MANDI PHOOL (EAST)	0	0	0	0	0
038	MANDI PHOOL (WEST)	0	0	0	0	0
039	NATHANA	0	0	0	0	0
040	SANGAT	0	0	0	0	0
041	TALWANDI SABO	0	0	0	0	0
	<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

"ssayojna"OUTBTH

## Blockwise Handicapped Children

Perspective 2002-2007

District : Bathinda - 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
BATHINDA	44	117	32	291	135	138	7
MANDI PHOOL (EAST)	32	87	40	260	79	25	5
MANDI PHOOL (WEST)	37	77	28	107	61	109	4
NATHANA	7	14	28	207	21	51	3
SANGAT	28	96	30	173	77	33	4
TALWANDI SABO	49	84	23	154	128	51	4
<b>TOTAL</b>	<b>196</b>	<b>476</b>	<b>181</b>	<b>1192</b>	<b>501</b>	<b>406</b>	<b>29</b>



## Blockwise Handicapped Children

Perspective 2002-2007

District : Bathinda - 6-14 Years (Total)

PEBlock	SC			BC		
	School Going	School Not-Going	Total	School Going	School Not Going	Total
BATHINDA	147	189	336	48	40	88
MANDI PHOOL (EAST)	141	112	253	24	32	56
MANDI PHOOL (WEST)	90	104	194	26	11	37
NATHANA	59	54	114	22	5	27
SANGAT	114	141	254	18	45	62
TALWANDI SABO	78	96	174	27	24	51
TOTAL	629	696	1325	165	157	322

## Summary

### District Bathinda

No	ITEM	2002-03		2003-04		2004-05		2005-06		2006-07		Total	%
		Total	%	Total	%	Total	%	Total	%	Total	%		
	Teacher Salary	73.008	6.60	75.816	7.11	78.624	7.81	81.432	8.59	84.240	9.45	393.120	7.83
	School/Alternative schooling facility		0.00		0.00		0.00		0.00		0.00	0.000	0.00
	Upper Primary schools/sections		0.00		0.00		0.00		0.00		0.00	0.000	0.00
	Classrooms		0.00		0.00		0.00		0.00		0.00	0.000	0.00
	Free textbooks	40.076	3.62	46.086	4.32	52.097	5.17	58.107	6.13	64.118	7.19	260.483	5.19
	Civil Works	366.447	33.14	351.997	33.02	332.827	33.04	313.458	33.05	294.627	33.04	1659.356	33.06
	Maintenance and repair of school buildings	32.750	2.96	34.650	3.25	35.300	3.50	35.900	3.79	36.550	4.10	175.150	3.49
	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
	TLE for upper-primary and quality Improvement	0.000	0.00	19.000	1.78	25.500	2.53	31.500	3.32	38.000	4.26	114.000	2.27
	School grant	13.100	1.18	13.860	1.30	14.120	1.40	14.360	1.51	14.620	1.64	70.060	1.40
	TLM grant	18.035	1.63	18.605	1.75	18.800	1.87	18.980	2.00	19.175	2.15	93.595	1.86
	Teacher training	50.498	4.57	52.094	4.89	52.640	5.23	53.144	5.60	53.690	6.02	262.066	5.22
	State Institute of Educational Management and Training (SIEMAT)		0.00		0.00		0.00		0.00		0.00	0.000	0.00
	Training for community leaders	3.144	0.28	3.326	0.31	3.389	0.34	3.446	0.36	3.509	0.39	16.814	0.34
	Provision for disabled children (IED)	20.280	1.83	23.354	2.19	26.872	2.67	30.813	3.25	35.510	3.98	136.830	2.73
	Research, evaluation, supervision and monitoring	8.779	0.79	10.222	0.96	10.055	1.00	10.128	1.07	10.205	1.14	49.388	0.98
	Management cost	66.811	6.04	62.475	5.86	58.994	5.86	55.457	5.85	52.057	5.84	295.795	5.89
	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	10.000	0.90	10.000	0.94	10.000	0.99	10.000	1.05	10.000	1.12	49.999	1.00
	18.2 ECCE	15.000	1.36	15.000	1.41	15.000	1.49	15.000	1.58	15.000	1.68	75.000	1.49
	18.3 SC/ST	10.000	0.90	10.000	0.94	10.000	0.99	10.000	1.05	10.000	1.12	50.000	1.00
	18.4 Computer Education	15.000	1.36	15.000	1.41	15.000	1.49	15.000	1.58	15.000	1.68	75.000	1.49
	19 Block resource centres	132.920	12.02	132.920	12.47	132.920	13.20	132.920	14.01	132.920	14.91	664.600	13.24
	9.1 Cluster resource centres	2.419	0.22	2.419	0.23	2.419	0.24	2.419	0.26	2.419	0.27	12.095	0.24
	20 Intervention for out of school children	227.491	20.57	169.119	15.87	112.746	11.19	56.373	5.94	0.000	0.00	565.729	11.27
	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
	<b>TOTAL</b>	<b>1105.758</b>	<b>100.00</b>	<b>1065.943</b>	<b>100.00</b>	<b>1007.302</b>	<b>100.00</b>	<b>948.437</b>	<b>100.00</b>	<b>891.639</b>	<b>100.00</b>	<b>5019.079</b>	<b>100.00</b>

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

S. No.	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
(in lacs)																
<b>Convention Name : Teacher</b>																
0	Salary for primary teachers 78 x 12	0.078	936	73.008	0.081	936	75.816	0.084	936	78.624	0.087	936	81.432	0.090	936	84.240
	<b>Subtotal</b>			<b>73.008</b>			<b>75.816</b>			<b>78.624</b>			<b>81.432</b>		<b>84.240</b>	
(in lacs)																
<b>Convention Name : Free textbooks</b>																
0	Free text books for Non SC girls	0.0015	26717	40.076	0.0015	30724	46.086	0.0015	34731	52.097	0.0015	38738	58.107	0.0015	42745	64.118
	<b>Subtotal</b>			<b>40.076</b>			<b>46.086</b>			<b>52.097</b>			<b>58.107</b>		<b>64.118</b>	
(in lacs)																
<b>Convention Name : Civil works</b>																
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
0	Block Resource centre buildings	5.820	3	17.460	5.820	3	17.460	5.820	3	17.460	5.820	3	17.460	5.820	3	17.460
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
0	Sanitary Blocks and drinking water facilities for primary and upper primary sections	0.340	196	66.542	0.340	208	70.616	0.340	213	72.314	0.340	214	72.653	0.340	220	74.690
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
0	Cluster Resource Centres	1.940	9	17.460	1.940	9	17.460	1.940	9	17.460	1.940	9	17.460	1.940	9	17.460
0	Additional Class rooms for primary schools	1.160	100	116.000	1.160	100	116.000	1.160	95	110.200	1.160	90	104.400	1.160	80	92.800
0	Additional Classrooms for Primary schools and upper primary sections	1.160	87	100.920	1.160	74	85.840	1.160	64	74.240	1.160	54	62.640	1.160	46	53.360
0	Headmaster's room for upper primary sections	1.160	38	44.080	1.160	35	40.600	1.160	32	37.120	1.160	30	34.800	1.160	30	34.800
0	Compound Wall	1.160		0.000	1.160		0.000	1.160		0.000	1.160		0.000	1.160		0.000
0	Verandah	1.160		0.000	1.160		0.000	1.160		0.000	1.160		0.000	1.160		0.000
0	Development and distribution work training manual for VEDCs 4 x 392	0.00032	1568	0.502	0.00032	1568	0.502	0.00032	1568	0.502	0.00032	1568	0.502	0.00032	1568	0.502
0	Development and distribution training manual on civil works for BRPs and DRPs 4 x (140+10)	0.00068	600	0.408	0.00068	600	0.408	0.00068	600	0.408	0.00068	600	0.408	0.00068	600	0.408

**Perspective Work Plan 2002-07, District Bathinda, 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
5.0	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
5.0	Development and distribution of architectural plans and layouts 2 x No. of schools	0.00047	1310	0.616	0.00047	1386	0.651	0.00047	1412	0.664	0.00047	1436	0.675	0.00047	1462	0.687
5.0	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
5.0	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>Subtotal</b>			<b>366.447</b>			<b>351.997</b>			<b>332.827</b>			<b>313.458</b>			<b>294.627</b>
Intervention Name : Maintenance and repair of school buildings (in lacs)																
7.0	Repairs and maintenance of school Primary and upper primary sections	0.050	655	32.750	0.050	693	34.650	0.050	706	35.300	0.050	718	35.900	0.050	731	36.550
	<b>Subtotal</b>			<b>32.750</b>			<b>34.650</b>			<b>35.300</b>			<b>35.900</b>			<b>36.550</b>
Intervention Name : TLE (in lacs)																
8.0	TLE for New primary Schools(upgradation of EGS centres with more than 40 students)	0.100		0.000	0.100		0.000	0.100		0.000	0.100		0.000	0.100		0.000
	<b>Subtotal</b>			<b>0.000</b>			<b>0.000</b>			<b>0.000</b>			<b>0.000</b>			<b>0.000</b>
Intervention Name : TLE for upper-primary (in lacs)																
9.0	TLE for Upper Primary Schools	0.500		0.000	0.500	38	19.000	0.500	51	25.500	0.500	63	31.500	0.500	76	38.000
	<b>Subtotal</b>			<b>0.000</b>			<b>19.000</b>			<b>25.500</b>			<b>31.500</b>			<b>38.000</b>

**Perspective Work Plan 2002-07, District Bathinda, 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 : School Grant</b>															<b>(in lacs)</b>		
10.0	School grants for existing schools ( primary + upper primary)	0.020	655	13.10	0.020	693	13.86	0.020	706	14.12	0.020	718	14.36	0.020	731	14.62	
	<b>Subtotal</b>			<b>13.100</b>			<b>13.860</b>			<b>14.120</b>			<b>14.360</b>			<b>14.620</b>	
<b>Intervention Name : Teacher Grant</b>															<b>(in lacs)</b>		
11.0	TLM grant for teachers of primary and upper primary schools	0.005	3607	18.035	0.005	3721	18.605	0.005	3760	18.800	0.005	3796	18.980	0.005	3835	19.175	
	<b>Subtotal</b>			<b>18.035</b>			<b>18.605</b>			<b>18.800</b>			<b>18.980</b>			<b>19.175</b>	
<b>Intervention Name : Teacher Training</b>															<b>(in lacs)</b>		
12.0	Teachers training for primary and upper primary= for 20 days The details of various trainings and training schedule has been given in the chapter of Training Programme	0.0140	3607	50.498	0.0140	3721	52.094	0.0140	3760	52.640	0.0140	3796	53.144	0.0140	3835	53.690	
	<b>Subtotal</b>			<b>50.498</b>			<b>52.094</b>			<b>52.640</b>			<b>53.144</b>			<b>53.690</b>	
<b>Intervention Name : Training for disabled children</b>															<b>(in lacs)</b>		
14.0	Orientation to VEDC Members No. of schools x 8 members x 2	0.0003	10480	3.144	0.0003	11088	3.326	0.0003	11296	3.389	0.0003	11488	3.446	0.0003	11696	3.509	
	<b>Subtotal</b>			<b>3.144</b>			<b>3.326</b>			<b>3.389</b>			<b>3.446</b>			<b>3.509</b>	
<b>Intervention Name : Provision for disabled children(IED)</b>															<b>(in lacs)</b>		
15.0	IED Training to BRC staff 8 x 10 x 5	0.0007	400	0.280	0.0007	400	0.280	0.0007	400	0.280	0.0007	400	0.280	0.0007	400	0.280	
15.0	IED assessment camps 2 x 8	0.020	16	0.320	0.020	16	0.320	0.020	16	0.320	0.020	16	0.320	0.020	16	0.320	
15.0	One Resource persons honorarium 8 Blocks x 12 months	0.050	96	4.800	0.050	96	4.800	0.050	96	4.800	0.050	96	4.800	0.050	96	4.800	
15.0	Manual for disability in Indian content A Teacher's Role for 655 schools	0.00022	655	0.140	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 655 schools	0.00032	655	0.210	0.00032		0.000	0.00032		0.000	0.00032		0.000	0.00032		0.000	



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		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 DPD/SPD 5 visits to 10 visits x 12 months @ Rs. 1000/-	0.010	60	0.600	0.010	60	0.600	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 206012 households 50% per year	0.00003	103006	3.090	0.00003	103006	3.090	0.00003	103006	3.090	0.00003	103006	3.090	0.00003	103006	3.090
16.0	MIS Data collection and processing of data for 401 primary schools at State/District office	0.0017	401	0.680	0.0017	401	0.680	0.0017	401	0.680	0.0017	401	0.680	0.0017	401	0.680
16.0	MIS Data collection and processing of data for upper primary schools/sections at State/District office	0.0018	254	0.460	0.0018	292	0.526	0.0018	305	0.549	0.0018	317	0.571	0.0018	330	0.594
16.0	State office activities on research, evaluation monitoring and supervision @ Rs.200/- per school for primary & upper primary schools	0.0020	655	1.310	0.0020	693	1.386	0.0020	706	1.412	0.002	718	1.436	0.0020	731	1.462
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 655 primary and upper primary schools	0.00031 x3	655	0.609			0.000			0.000			0.000			0.000
16.0	Development and supply of material for evaluation of Instructional improvement in 655 primary and upper primary schools	0.00029	655	0.190			0.000			0.000			0.000			0.000

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Account Code	Item	2002-03			2003-04			2004-05			2005-06			2006-07		
		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial
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	254	0.500			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				0.00031 x7	693	1.504			0.000			0.000			0.000
	<b>Subtotal</b>			<b>8.779</b>			<b>10.222</b>			<b>10.055</b>			<b>10.128</b>			<b>10.205</b>

Intervention Name : Management Cost (in lacs)																
17.0	Hire charges for vehicles for DPO/State No. of times x 12 months	0.015	257	3.855	0.015	257	3.855	0.015	257	3.855	0.015	257	3.855	0.015	257	3.855
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
	(12 Months x 7)						<b>5.880</b>			<b>5.880</b>	0.070	84	5.880	0.070	84	5.880



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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
7.0	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
7.0	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
7.0	Running cost of Data centre for all primary and upper primary schools and students 1.400 x 12 inclusive of rent and salaries and other expenses for DPO/State	1.400	12	16.800	1.500	12	18.000	1.550	12	18.600	1.600	12	19.200	1.650	12	19.800
17.0	Jan Samparak Abhiyan (twice a year visit of 10 schools per block by all senior officers for three days- taxi and other charges) to be conducted by State/District office No. of blocks x2	0.030	16	0.480	0.030	16	0.480	0.032	16	0.512	0.032	16	0.512	0.035	16	0.560
17.0	Development and printing of modules on planning and management by State/District office	0.00036	655	0.236	0.00036	693	0.249	0.00036	706	0.254	0.00036	718	0.258	0.00036	731	0.263
17.0	Hiring of experts pedagogy, research, evaluation, community mobilization, gender, sensitization, alternative schooling, planning and management training District 8 x 12 @ Rs.8000 Block 3 x 12 @ Rs.8000	0.08 0.08	96 288	7.68 23.04	0.08 0.08	288 23.040	0.08 23.040	0.08 96	7.680 7.680	0.08 96	7.680 7.680	0.08 96	7.680 7.680	0.08 96	7.680 7.680	
17.0	Circulation of material prepared by the experts to school/VEDC level.						1.371			9.238			6.337			3.497
17.0	News letter				0.00025	693	0.173	0.00025	706	0.176	0.00025	718	0.179	0.00025	731	0.183
17.0	Media activity						0.587			3.959			2.716			1.499
	<b>Subtotal</b>			<b>66.811</b>			<b>62.475</b>			<b>58.994</b>			<b>55.457</b>			<b>52.057</b>

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Account Code	Item	2002-03			2003-04			2004-05			2005-06			2006-07		
		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial
Intervention Name : Innovative Girls Education, ECCE, SC/ST, Computer Education (in lacs)																
<b>Girl Child Education</b>																
18.1	Remedial coaching for girls students for two months in primary schools in parts	0.003	200	0.600	0.003	200	0.600	0.003	200	0.600	0.003	200	0.600	0.003	200	0.600
18.1	Remedial coaching for girls students for two months in upper primary schools in parts	0.003	127	0.380	0.003	127	0.380	0.003	127	0.380	0.003	127	0.380	0.003	127	0.380
18.1	Development of supplement reading material and item Bank for 31789 girl student of primary students for use in remedial coaching in parts	0.00038	15210	5.780	0.00038	15210	5.780	0.00038	15210	5.780	0.00038	15210	5.780	0.00038	15210	5.780
18.1	Development of supplement reading material and item Bank for 28414 girl student of upper primary students for use in remedial coaching in parts	0.00057	5683	3.240	0.00057	5683	3.240	0.00057	5683	3.240	0.00057	5683	3.240	0.00057	5683	3.240
	<b>Subtotal</b>			<b>10.000</b>			<b>10.000</b>			<b>10.000</b>			<b>10.000</b>			<b>10.000</b>
<b>ECCE</b>																
18.2	School readiness kits and playway material for 3-5 age children in ICDS Centres for 6266 Centres x 3	0.00075	18800	14.100	0.00075	18800	14.100	0.00075	18800	14.100	0.00075	18800	14.100	0.00075	18800	14.100
18.2	School readiness kits for first generation learners in primary schools of 5 year age for primary schools x 3	0.00075	1203	0.900	0.00075	1203	0.900	0.00075	1203	0.900	0.00075	1203	0.900	0.00075	1203	0.900
	<b>Subtotal</b>			<b>15.000</b>			<b>15.000</b>			<b>15.000</b>			<b>15.000</b>			<b>15.000</b>
<b>SC/ST</b>																
18.3	Remedial coaching for 3 months in primary+upper	0.0030	327	0.980	0.0030	327	0.980	0.0030	327	0.980	0.0030	327	0.980	0.0030	327	0.980

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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
18.3	Supplementary reading material for remedial coaching in primary schools SC children 34931 in parts	0.0005	10824	5.410	0.0005	10824	5.410	0.0005	10824	5.410	0.0005	10824	5.410	0.0005	10824	5.410
18.3	Question Bank for SC children of 18186 upper primary classes for remedial coaching in parts	0.0006	6016	3.610	0.0006	6016	3.610	0.0006	6016	3.610	0.0006	6016	3.610	0.0006	6016	3.610
	<b>Subtotal</b>			<b>10.000</b>			<b>10.000</b>			<b>10.000</b>			<b>10.000</b>			<b>10.000</b>
<b>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 8 CD Blocks @ Rs.12500/- P.A.	0.125	8	1.000	0.125	8	1.000	0.125	8	1.000	0.125	8	1.000	0.125	8	1.000
19.0	TLM grant for 8 CD Blocks @ Rs.5000/- P.A.	0.050	8	0.40	0.050	8	0.40	0.050	8	0.40	0.050	8	0.40	0.050	8	0.40
19.0	Meetings, Travel allowance for 8 CD Blocks @Rs.500 x 12 P.A.	0.005	96	0.480	0.005	96	0.480	0.005	96	0.480	0.005	96	0.480	0.005	96	0.480
19.0	Salary of 20 Block Resource Persons per CD Block having more than 100 schools for 6 Blocks @ Rs.7800/- x 12 P.A.	0.078	1440	112.320	0.078	1440	112.320	0.078	1440	112.320	0.078	1440	112.320	0.078	1440	112.320
19.0	Salary of 10 Block Resource Person Per CD Block having less than 100 schools for 2 Block @ Rs. 7800/-x12 P.A.	0.078	240	18.720	0.078	240	18.720	0.078	240	18.720	0.078	240	18.720	0.078	240	18.720
	<b>Sutotal</b>			<b>132.920</b>			<b>132.920</b>			<b>132.920</b>			<b>132.920</b>			<b>132.920</b>

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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: Cluster Resource Centres</b>																
(in lacs)																
19.1	CRC Contingency grant for 41 CRCs Blocks @ Rs.2500/- P.A.	0.025	41	1.025	0.025	41	1.025	0.025	41	1.025	0.025	41	1.025	0.025	41	1.025
19.1	TLM grant for 41 CRCs @ Rs.1000/- P.A.	0.010	41	0.410	0.010	41	0.410	0.010	41	0.410	0.010	41	0.410	0.010	41	0.410
19.1	Meetings, Travel allowance for 41 CRCs Blocks @Rs.200 x 12 P.A.	0.002	492	0.984	0.002	492	0.984	0.002	492	0.984	0.002	492	0.984	0.002	492	0.984
	<b>Subtotal</b>			<b>2.419</b>			<b>2.419</b>			<b>2.419</b>			<b>2.419</b>			<b>2.419</b>
<b>Intervention Name: Out of School children</b>																
(in lacs)																
20.0	Cost of running of EGS centres for 9252 out of school children of 6-11 age group declining by 25%	0.00845	9252	78.179	0.00845	6939	58.635	0.00845	4626	39.090	0.00845	2313	19.545	0.00845	0	0.000
20.0	Cost of running of EGS centres for 7832 out of school children of 11-13 age group declining by 25%	0.012	7832	93.984	0.012	5874	70.488	0.012	3916	46.992	0.012	1958	23.496	0.012	0	0.000
20.0	Cost of running of EGS centres for 4444 out of school children of 14 age group declining by 25%	0.012	4444	55.328	0.012	3333	39.996	0.012	2222	26.664	0.012	1111	13.332	0.012	0	0.000
	<b>Subtotal</b>			<b>227.491</b>			<b>169.119</b>			<b>112.746</b>			<b>56.373</b>		<b>0</b>	<b>0.000</b>
<b>Intervention Name: Preparatory activities for micro-planning, household surveys studies</b>																
(in lacs)																
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 Seniormost teacher (length of service in teaching cadre) in Elementary school will work as Headmaster of the Elementary school (without any extra allowance or pay) till regular arrangement for appointment of Headmaster in Elementary Schools comes into existence.

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

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

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

### 5.7 Anomalies and Local Specific Problems

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

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

Dated, Chandigarh  
the 25th, October, 2002

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

No. 10/6/2002-3Edu. 762/132 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.

*Bibek 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.

(B. Sarkar)

Secretary School Education  
Punjab.