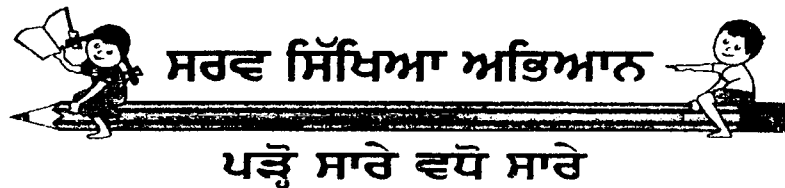


SARVA SHIKSHA ABHIYAN

EDUCATION FOR ALL



Annual Work Plan
2003-2004



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:

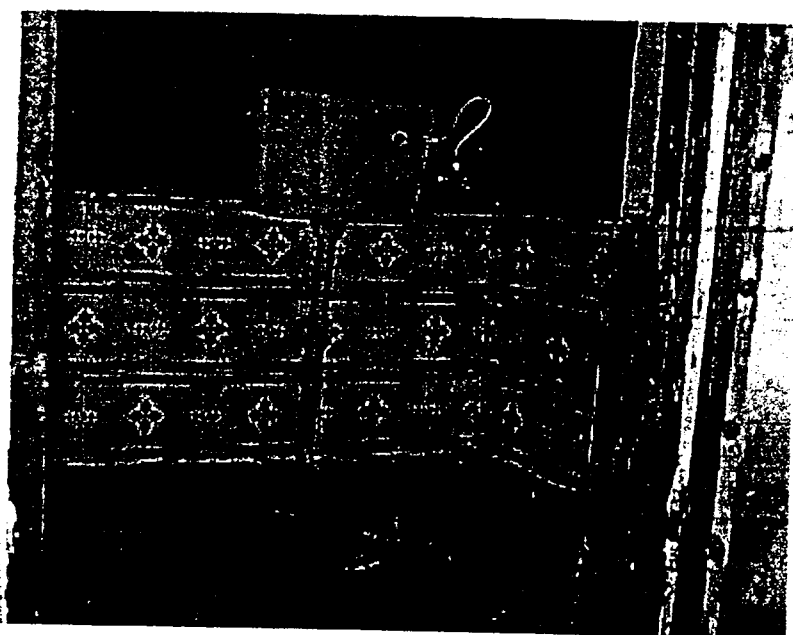
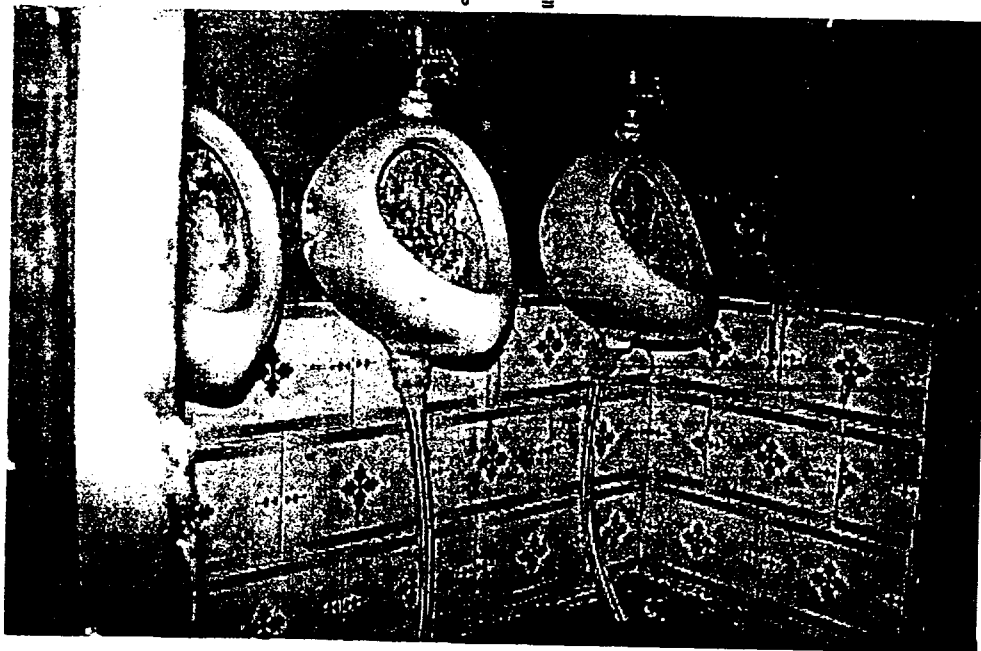
- i) expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged sections of the society.*
- ii) ensuring that by 2020 all children of 6-18 age, particularly girl children vulnerable, deprived and destitute children, children belonging 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.*

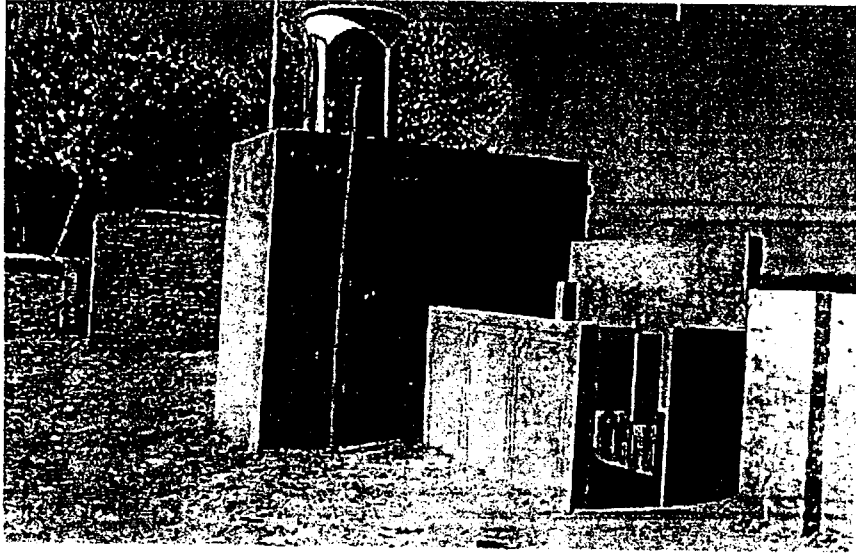
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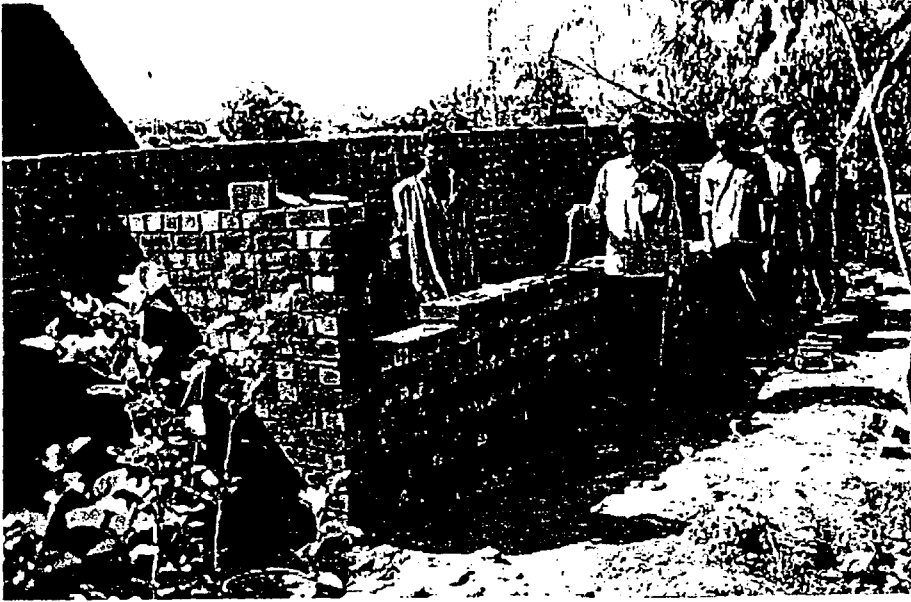




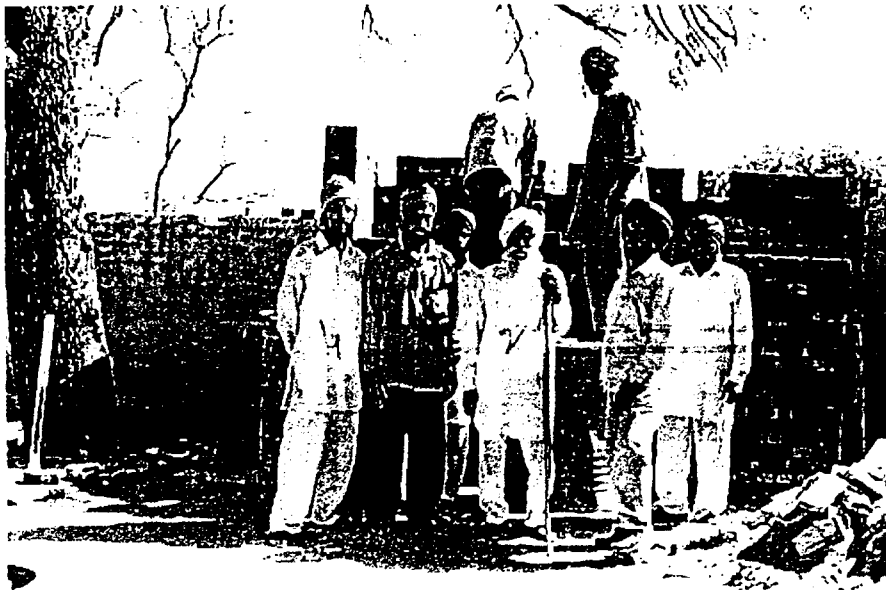
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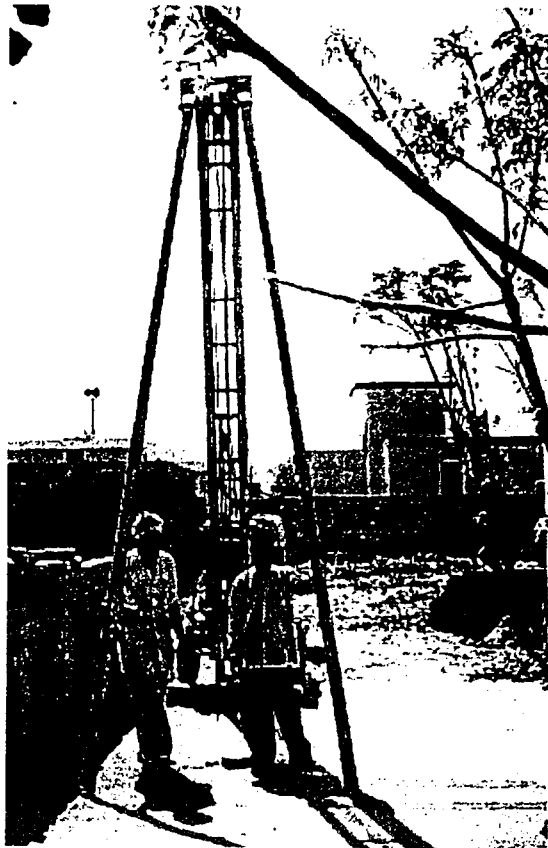
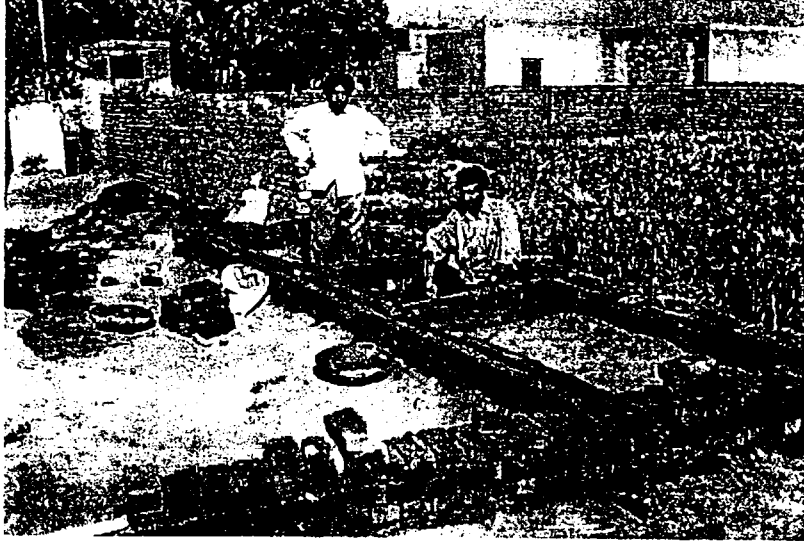


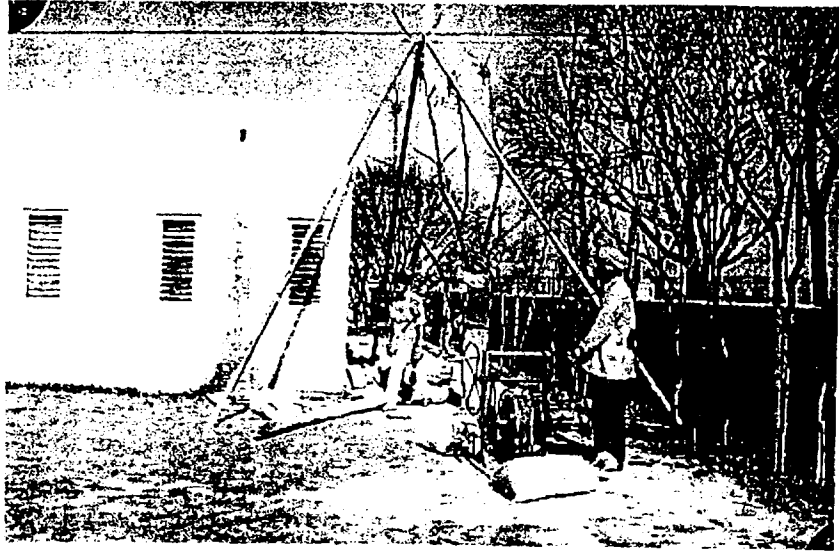
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**District Profile
and
Statistics**

Brief Profile of District Sangrur

Location

Sangrur is one of the southern district of the State of Punjab and forms part of Patiala Division. It lies between north latitude $29^{\circ}-44'$ and $30^{\circ}-42'$ and east longitude $75^{\circ}-18'$ and $76^{\circ}-13'$. It is bounded by Ludhiana in the north, Faridkort in the north west, Bathinda in the west, Mansa in the South West and Jind district of Haryana State in the south.

Origin of Name

The district takes its name from the headquarters town of Sangrur which is said to have been founded by one Sanghu Jat, some four hundred years ago. Earlier Sangrur town was part of Jind State with headquarters at Jind town. Later the headquarters were shifted to Sangrur town in the first quarter of the last century by Raja Sangat Singh due to its proximity to Patiala and Nabha States.

Area

The area of the district is 5020 sq. km. The district ranks 3rd in area in the State next to Ferozepur and Amritsar district (*Annexure-I*).

Climate

The climate of the district is on the whole dry and is characterized by a short monsoon, a hot summer and a bracing winter. The year may be divided into four seasons. The cold season from November to March is followed by the hot season lasting up to end of June. The period from July to mid-September constitutes the rainy season of south-west monsoon. The second half of September and October may be termed as the post-monsoon or transition period.

Temperature starts rising from middle of February but from about the beginning of March increases rapidly till June, which is generally the hottest month. The heat is intense in summer. On individual days, the day temperature may occasionally touch 47°C or 48°C . Scorching dust laden winds which blow during the hot season render the weather very trying. With the onset of monsoon by the end of June or beginning of July there is a drop in the day temperatures but nights continue to be as warm as in June. Due to increased humidity, the weather is oppressive in between the rains. At the end of rainy season or by the middle of September, there is a decrease in temperature, the drop in the night temperatures being more rapid. After October, both day and night temperatures decrease rapidly. January is usually the coldest month. In winter, particularly in January and February, cold waves due to western disturbances affect the district and the minimum temperature occasionally

drops down below the freezing point of water. On such occasions frosts are likely to occur in the district.

The rainfall in the district increases from south-west towards the north-east. About 73 percent of rainfall is experienced in the months of July to September, July being the wettest month. There is some rain, mostly in the form of thunder showers during the pre-monsoon month of June. Some rain is also received with passing western disturbances, during winter. During 2001-02, the district reported an average rainfall of 173.8 mm (*Annexure-I*).

Topography

Sangrur district is endowed with a nearly level surface. The occurrence of sand dune features in some parts only breaks the monotony of the landscape. In general, the district forms part of the Punjab plain, the surface of which has been formed by the depositional work of major streams traversing through this region. Very largely, its topography is that of an alluvial plain, marked by flatness and feature-lessness. The district slopes from north-east to south-west. It slopes with a gentle gradient of over a foot per kilometer.

Broadly speaking the district can be divided into following physiographic tracts:

a) Upland plain with occasional occurrence of sand dunes

Barring a narrow belt of low lying land along the Ghaggar river which traverses through the southernmost part of the district the whole district is an upland plain which covers more than 95 percent of the area of the district. It slopes at a gentle gradient of over a foot a kilometer from north-east to south-west. This tract is covered with old alluvium and is generally marked by flatness and smoothness with a sprinkling of sand dunes, of course in a varying degree. The sand dunes find relative concentration in the tract adjoining Bathinda district while there is sparse distribution of these in the tract adjoining Patiala district. On the basis of the sand dunes, the plain may be sub-divided into two zones: 1. Zone with relative concentration of sand dunes-this covers about 75 percent area of the upland plain, the boundary of this zone roughly coinciding with 790 feet contour line, traditionally called the 'jungle' 2. Zone with only sparse distribution of sand dunes-this zone is predominantly level with only occasional occurrence of sand dunes adjoining the first zone, the boundary of this zone coinciding with traditionally known as 'puadh'.

b) Flood plain of the Ghaggar

The Flood plain of the Ghaggar is a low lying area along the banks of the river which traverses through the southernmost part of the district. This is relatively narrow flood plain, its width generally remaining well within about 5 kilometers. Previously when there were no checks on the floods, the whole of the low lying tract was victim of the floods during the rainy season. The construction of the embankments has reduced the menace of floods. The old

flood plain has since been brought under cultivation. The flood plain is characterized by a variety of features, including depressions and pools of water which are present here and there.

Rivers and Drains

Most of the area of the district is without any trace of major water channel. It is drained by only two seasonal streams, 1. Ghaggar river and 2. Sirhind choe. A brief description of these two is given below:

Ghaggar River

In Sanskrit literature River Ghaggar has been identified with 'lost Saraswati' to which Satluj and Yamuna rivers formed tributaries. The present Ghaggar which traverses through Sunam tehsil of the district, originates in Sirmaur district of Himachal Pradesh. After emerging from the Shivalik Hills, it is joined by a number of small torrents at different points of its course. This enters the plain area near Mubarakpur village in Patiala district. Later in its downward journey it receives waters of Tangri, Patiala, Markanda and Saraswati Nadis. It enters Sangrur district near village Pakki Khanuari and flows a nearly westerly direction. Near village Chandu it is connected by an escape channel with lake Bhupinder Sagar in Patiala district. In its upper course it is generally dry, except during the rainy season. It leaves the district near village Karail in tehsil Sunam and enters Hisar district of Haryana. For some distance it flows through Bathinda district. Finally traversing through Sirsa district of Haryana State, it loses itself in the sands of Thar desert of Rajasthan.

Sirhind Choe

It is also known as Sunamwala Choe or Mansurwala Choe. It originates from the rain waters of Rupnagar district and enters Sangrur district near village Bhullarheri in Malerkotla tehsil. It flows in south-westerly direction and loses itself in stagnant waters near the town of Suman.

Present Jurisdiction

Prior to the partition of the country, Sangrur was headquarter of the Princely State of Jind. It was made a district on 20th August, 1948 when PEPSU (Patiala and East Punjab States Union) was created. It then comprised Sangrur, Sunam, Narwana and Jind tehsils. The district underwent a territorial change when Barnala district was merged in Sangrur on 1st September, 1953. It then comprised 5 tehsils, viz. Sangrur, Malerkotla, Barnala, Jind and Narwana. The PEPSU was merged with the Punjab on 1st November, 1966, the district underwent a further territorial change as Jind and Narwana tehsils were allocated to newly created Haryana State. Sunam tehsil which was downgraded to a sub-tehsil at the time of merger of Barnala district, was again made a tehsil in 1970. Since then it comprises four tehsils, viz. 1. Sangrur, 2. Malerkotla, 3. Barnala, and 4. Sunam.

All the tehsils have been made sub-divisions, Malerkotla on 1st September, 1948, Barnala on 1st September, 1953, Sangrur on 15th June, 1965 and Sunam on 1st April, 1970.

Presently Sangrur district is sub-divided into six tehsil: 1.Sangrur, 2. Malerkotla, 3. Barnala, 4. Sunam 5. Dhuri 6. Moonak. Further the district is sub-divided into 12 Community Development Blocks:1. Sangrur, 2. Bhawanigarh, 3. Malerkotla-I, 4. Malerkotla-II, 5.Dhuri, 6. Barnala, 7. Sehna, 8. Mehal Kalan, 9. Sunam 10. Lehragaga. 11. Sherpur and 12 Andana at Moonak. The district is constituted of 17 towns and 701 villages (*Annexure-I*).

Major Characteristics of the district

Land Utilisation

During the year 2001-2002, against a geographical area of 502 thousand hectares, the area according to village papers is also 502 thousand hectares, Out of 502 thousand hectares 6 thousand hectares is under forest, 13 thousand hectares in under barren and uncultivable land, 23 thousand hectares is put to Non-Agriculture use, 2 thousand hectares is under miscellaneous tree crops and groves and 1 thousand hectares current fallow. There are 455 thousand hectares of 'Net Area Sown' in the district, which works out to 91 percent (approximately) of the total area. Further out of 455 thousand hectares of 'Net Area Sown' 427 thousand hectares are sown more than once. Thus, the total cropped area of the district in 2001-2002 was 882 thousand hectares (*Annexure-I*).

Agriculture

The land owners cultivate their land themselves. This system is known as self-cultivation or khud kasht. Some times the land is leased out to other farmers or persons on sharecropping or Batai. Contract or theka is also gaining popularity. Since tractors are easily available for various agricultural operations people prefer to go in for self-cultivation. The usual rate of Batai is half the crop share. In case of theka or contract it is invariably in cash, payable on yearly basis.

Sangrur is predominantly an agricultural district as 70.74 percent of its population is residing in rural areas. Moreover, agriculture provides the single largest source of employment and livelihood to 67.41 percent of its total main workers according to 1991 census, the percentage of main workers engaged in agriculture in 1971 and 1981 Censuses was 71.48 percent and 70.99 percent, respectively. Thus, we may notice that though there is gradual decline in percentages of main workers engaged in agriculture during the last two decades its principal agricultural character is still intact.

There are two main harvest seasons, the Rabi (hari) and the Kharif (sawani). The cultivation of some crops falls in between the kharif and rabi seasons and these are classed as zaid kharif and zaid rabi. The principal rabi crop is wheat, while minor ones are: barley, gram, oil-seeds (sarson, tarameera, alsi and toria) and winter vegetables. The principal kharif crops are paddy, sugarcane, cotton and groundnut, while maize, jawar and bajra are minor crops.

Among the crop seasons kharif is more important as it reported an area of 455 thousand hectares against 427 thousand hectares of rabi in 2001-2002. Out of 882 thousand hectares cultivated area in 2001-2002 the area under food crops was 771 thousand hectares against 121 thousand hectares under non-food crops. During the year 2000-2001, wheat occupied 390 thousand hectares with an average yield of 4889 kg. per hectare, the 3rd highest in the State, the highest being in Ludhiana district (5169 kg. per hectare). Next to wheat is paddy which reported an area of 355 thousand hectare with an average yield of 3759 kg. per hectare, the 3rd highest for any district in the State.

In the year 2001-2002 an area of 2234 hectares was under various types of fruits and orchards in the district which ranked seventh in the State. Among the fruits Ber (678 hectares), Guava (678 hectares), followed by Lemon (196 hectares), Peach (152 hectares), Grapes (103 hectares), Mangoes (99 hectares) and Kinnows (91 hectares). Some other fruits grown in the district are Pears (45 hectares), Plums (17 hectares), Oranges and Malta (14 hectares) and miscellaneous fruits (161 hectares).

The district had an area of 4838 hectares under various vegetables during the year 2001-2002. Out of this area 1264 hectares and 135 hectares were under Potatoes and Onions, respectively, whereas of the remaining area of 1,618 hectares and 1105 hectares were under winter and summer vegetables. Though vegetables are grown in all parts of the district yet Malerkotla has emerged as the main center for growing vegetables in the district. Besides meeting the local requirements. Malerkotla exports these to other urban centers like Ludhiana, Patiala, and Chandigarh. The cauliflower (Gobi) grown around Malerkotla is considered to be of very high quality, fetches good price to the growers.

In addition to the use of green and organic manures, chemical fertilizers are increasingly being used in this district, especially since the introduction of improved varieties of seeds of wheat, paddy, etc. During the year 2001-2002 the district consumed 147 thousand tones of chemical fertilizers (NPK). Out of these 89 thousand tones was Nitrogenous (N), 29 thousand tones was Phosphatic and 2 thousand tones Potassic.

There is one Sugarcane Research Centre at Kheri in Sangrur Block, under the Punjab Agricultural University, Ludhiana. Besides there is one Demonstration-cum-Grape Nursery at Kheri, in Sangrur tehsil, set up in 1974.

This occupies an area of about 44.5 acres. Another government fruits nursery is functioning near Sangrur town, which produces and supplies plants of various fruits.

Irrigation

In this predominantly agricultural district, irrigation has been the mainstay of its economy and development. In order to bring more areas under irrigation and to step up its intensity, several irrigation schemes have been taken up. Well irrigation is very old agricultural practice in this district. Bullocks and camels provided the main source of power for running the persian wheel. However, recently pumping sets run by diesel and hydro-electric power have considerably increased in the district. Well irrigation, unlike canal irrigation does not cause water logging and is therefore preferred by the farmers.

There are two main canals, which irrigate lands in the district. These are Bhakra Main canal and Sirhind canal. The Sirhind canal has three following main branches: 1. Bathinda branch, 2. Kotla branch 3. Ghaggar branch. The Bathinda branch and Kotla branch of the Sirhind canal irrigate lands in the Malerkotla, Barnala and Sangrur tehsils, whereas Bhakra main canal and Ghaggar branch of the Sirhind canal irrigate lands in the Sunam tehsil.

In the year 2001-2002 the net irrigated area increased to 4,55,500 hectares, out of which 140200 was canal irrigated and the remaining 3,41,200 hectares was irrigated by wells and tubewells. The percentage of net area irrigated to net area sown was 92.7 percent for the district (*Annexure-I*).

However, in the year 2001-2002 the total cropped area was 901000 hectares, out of which 881800 hectares was irrigated which gave a percentage of 99.9 percent of the district, surpassed by district Kapurthala (100.00 percent).

Animal Husbandry

Livestock are the backbone of the peasantry. The farmers have traditionally, been depending on draught animals for ploughing, on milch cattle, mainly cows and buffaloes for milk and other dairy products for domestic use and for supplementing his farm income.

According to 1997 livestock census there were 2,53,900 cattle and 7,81,100 buffaloes in the district. There were total 11,11,700 animals of various kinds in 1997 against 10,15,800 in 1977 (*Annexure-I*). The population of sheep has declined from 66,500 in 1977 to 48300 in 1997. A significant decline in the number of camels from 11,100 in 1977 to 200 in 1997 is also reported.

There is fantastic increase in the number of poultry birds, which increased from 2,56,000 to 6,53,200 during the years 1977 to 97. The

revolution in poultry has taken place due to the change of food habits of the people on one hand and increase in the number and size of poultry farms on the other throughout the district.

Fisheries have tremendous potential in the district. Fish are reared in village ponds but are also caught from Ghaggar river and the nearby canals. The main varieties of fish found in the district are: rohu, mrigel, catla, common carp, etc. In the year 2001-2002 an area of 623 hectare was stocked with fish fingerlings (*Annexure-I*). One Fish Seed Farm functioned in the district during the year 2002.

A milk plant with a capacity to process 1.5 lakh liters of milk daily was working in the district during 2001-2002 in the Cooperative Sector at Sangrur with 4 chilling centers located at different places in the district. This plant created sufficient demand for milk and provided good source of income to dairy farmers through milk collection centres spread throughout the district.

In order to ensure quality mutton and pork to the consumers 9 recognised slaughter houses operated in the district, where a total of 16185 animals were slaughtered during 1990-91.

Industry

As stated earlier the district is predominantly agricultural and it used to be very backward in the matter of industries. There were some places which were known for various industries in the district, such as: Bhadaur was known for bell metal cups and brassware; Sunam was famous for cotton pagris and chautahis, Barnala specialized in earthenware (chilms, huqqas, surahis etc.); Sangrur was known for phulkaries and zari, ivory work, brases and copper utensils, etc. The first cotton ginning mill was set up in the district at Malerkotla in 1904.

The first and second world wars created scarcity of many articles. Consequently, some industrial activity was witnessed in the district. Steel re-rolling mills were set up at Malerkotla, Barnala, Sangrur, Sunam, etc. Also units engaged in the manufacture of cycle parts and sewing machine parts were set up at Malerkotla. The partition of the Indian sub-continent had an adverse effect on industries as muslim workers migrated to Pakistan, except in Malerkotla.

In the year 1970 Government of India notified Sangrur district as Industrially backward district. As a result of this the new industrial units were entitled to 10 percent subsidy, which was increased to 15 per cent from April 1973. This gave quite a boost to industrial activity in the district. Of the earlier large/medium scale units important ones were. 1. Bhagwanpura sugar mills Ltd., Dhuri, 2. Malwa Milk produces Cooperative Union, Sangrur, 3. Markfed Fertilizers, Dhuri, 4. Century Iron and Steel Pvt. Ltd., Malerkotla.

Besides the above large/medium scale industrial units there are small scale units engaged in the manufacture of the following products at various centers which are: (1) Agricultural implements, main concentration at Malerkotla, (2) Cycle Parts-mainly located at Malerkotla, (3) Sewing machine parts-mainly located at Malerkotla. (4) Steel re-rolling mills-located at Malerkotla Barnala and Sunam, (5) Rice Shellers-throughout the district. (6) Sports Goods-mainly at Malerkotla, (7) Paper Mills-Sangrur and Malerkotla. (8) Hosiery-mainly at Malerkotla. (9) Pig iron and casting-mainly at Malerkotla; and (10) Fire Bricks-mainly at Malerkotla.

The important cottage and village industries located in the district are: 1. Leather shoes; 2. Bullock carts; 3. Handlooms; 4. Gur and Khandsari, 5. Cotton ginning; 6. Oil crushing; 7. Atta chakki; 8. Wooden articles; 9. Baan making; 10. Pottery; 11. Edible oil; 12. Soap, etc.

Since the declaration of Sangrur as industrially backward district many large scale units have been set up in the district. The important ones are: 1. Pepsi Foods, Channo; 2. Punjab Power Generation Machines Ltd., Channo; 3. Indian Acrylics, Channo; 4. The Barnala Cooperative Spinning Mills Ltd., Tapa; 5. Kewal Vanaspati Oils Pvt., Sangrur, 6. Abhishek Spinning Mills Ltd., Barnala; 7. Arihant Spinning Mills Ltd., Malerkotla; 8. Nahar Fibres, Malerkotla, 9. Arihant Cots Ltd., Dhuri; 10. Varindra Agro, Barnala; 11. Steel Strips Ltd., Malerkotla and 12. Bagrian Shoe Factory, Bagrian, etc. There are many large units which are presently at the construction stage and will start production in due course. The day is not far off when this district will rank as one of the topmost districts in the State in the matter of industries.

In the year 1980, there were 355 registered factories out of which 345 were working, which employed 5,818 workers. In respect of workers employed in the registered factories, the figure was the lowest in the State. But in 2002 the position improved as there were 851 registered factories, out of total 798 were working, which employed a total of 30104 workers. In regard to workers the district was surpassed by Ludhiana, Jalandhar, Amritsar and Rupnagar districts. Thus, it occupied 5th position in the state. The district had 422 workers (in registered factories) per lakh of population.

Electricity

Prior to independence, there was one thermal and one diesel generating plant in the district at Sangrur and Malerkotla, respectively. The hydro-electric power came to Sangrur and three surrounding villages on 25th March, 1956. This district is served by Sangrur, Bathinda and Patiala circles of Punjab State Electricity Board, Patiala.

In the year 2001-2002, Sangrur district consumed 1719.88 million units of electricity (*Annexure-I*), which constituted 6.53 percent of the State

consumption. Out of total consumption, 310.05 million units was under domestic, 54.96 million units was under commercial, 615.08 million units under Industrial, 739.79 million units was under agricultural sectors. In the year 2000-2001 there were 91.06 percent house holds (315629 households out of 346589 households), which were using electricity.

The major contribution of the PSEB was the successful energisation of the tubewells. As on 31st March, 2001 there were 93.026 electricity operated tubewells. This served the twin purpose as on the one hand these put a check on water logging and on the other made available adequate supplies of water for irrigation, which ushered in green revolution in the district.

The district is a net consumer of electricity as there is no electricity generating station in the district.

Minerals and Mining

A reserve of 4.4 million tones of bedded kankar has been estimated around villages, Nadampur, Martan, Nandgarh and Balad Khurd (in tehsil Sangrur). Bedded kankar is also reported from Fatehgarh, Bhadson, Jaulian, Sangatpura, Panwan, Kakra, Phaguwala, Jalan, Raisingwala, Roshanwala, Ghabdan (in tehsil Sangrur) and Tolewal, Jakhepal, Bas, Sataluj (in Sunam Tehsil). The Kankar around Sunam-Sangrur has been estimated at about 42.5 million tonnes, out of which 15.4 million tones is that of bedded variety.

Communication

An efficient network of railways, roads, bridges etc. is an essential pre-requisite for development of an area. This equally applies to Sangrur district, except the southern portion of the district through which Ghaggar river flows, experience some problems during the rainy season. Sangrur district falls under the Ambala Division of the Northern Railway. A total length of 152 km of railway track is located in the district. Dhuri is the only rail junction in the district. There are two rail lines passing through this district which serve the people; 1. Ludhiana-Jakhal Rail line- (2) Ambala-Bathinda Rail line.

There is an efficient network of roads throughout the district. Out of a total road length of 4198 km. (maintained by PWD, B&R) in 2000-2001, 4041 Kms is under Provincial Highways and 157km is under National Highways.

During the year 2001-2002 there were 96 km. of roads for every 100 sq. km. of area and 241 km roads for every one lakh persons in the district. Further out of 696 villages, 695 villages in the district are well connected by roads. The percentage of villages linked with roads is 99.86 percent.

The district is well served by public transport system. The Pepsu Road Transport Corporation has two depots one at Barnala with a fleet of 95 buses

During 2000-2001, there were 281 post offices, 3 Telegraph offices, 129 Telephone Exchanges and 1019 Public call offices (*Annexure-I*).

Trade and Commerce

Malerkotla, Dhuri, Sangrur, Sunam, Barnala and Dhanaula are the main centers of trade in the district. Main exports from the district are the agricultural commodities. The main exports of the district are; wheat, paddy, gram, cotton, gur, sugar, bicycle and sewing machine parts and leather goods, etc.

The trade and commerce in the district is mostly in the private hands. There is one District Wholesale Cooperative Marketing and Supply Society at Sangrur, which was set up on 12th November, 1957. In the year 2000-2001 there were 11 marketing cooperative societies, 416 milk supply cooperative societies and 3 consumer cooperative Societies in the district.

As on 31st December, 2002 there were 220 bank branches operating in the district. The break up of these is as follows: State Bank of India 12, State Bank of Patiala 53, Punjab National Bank 24, Cooperative Bank 61, and others 70. As against this number of bank branches in the district in Dec.1990 was 204 only. Thus we see that banking has made progress in the district during the last 12 years.

Forestry

The office of Divisional Forest Officer was opened at Sangrur in May, 1978. The forests are along the rail, road and canal strips. The Birns also constituted part of the forests. The Birns had no continuity but are like detached islands. Previously these were grazing lands but now these have been declared as protected forests. The trees generally found in forests are; Shisham, Kikar, Khajur, Beri, Pipal, Safeda, Dhak, Neem, etc. The grasses found are; Kana, Kahim Anjan, Dalam Batar, etc.

During 2001-2002, the total area under forests was 70 Sq. Kms (*Annexure-I*). Out of total area, 69 Sq. Kms. is protected forests and 1 Sq. Kms. is unclassified. The percentage to total area works out 1.39 percent.

Medical and Public Health

In the earlier times the field of medicine was shared by Vaidis of Ayurveds, Hakims of Unani System and good number of quacks and faith curers Homoeopathy was introduced late but has become popular in the urban areas. The allopathic system of medicine has captured the central stage during the British and the post independence period, even though the indigenous systems of medicine got due patronage from the local Indian rulers. The rulers of Nabha, Jind, Malerkotla established the medical department in their territories by the close of nineteenth century and beginning of the last century.

Thereafter a vast improvement has taken place in the availability of medical facilities throughout the district.

An on 1st April, 2002 there were 185 medical institutions out of which 151 were in rural areas and 34 in urban areas of the district. The State Government was maintaining 176 medical institutions whereas 1 medical institution was run by the voluntary/charitable organizations. Further out of 176 medical institutions, there were 17 Hospitals (7 rural, 10 urban), 41 Public Health Centres (37 rural, 4 urban), 118 Dispensaries (104 rural, 14 urban). Besides, there were 43 Ayurvedic, 3 Unani and 8 Homoeopathic institutions operating in the district (*Annexure-I*).

In the district there were 649 villages which were identified as protected drinking water scarcity villages. Out of these villages 617 villages were supplied with protected drinking water through various drinking water schemes uptill 2002. There were still 32 villages which are awaiting drinking water facility.

Education

The indigenous system of education was generally continued in the areas now comprising Sangrur district uptill 1956, when it become part of Punjab State. The instruction were imparted in Pathshalas, Chatshalas, Gurmukhi Schools, Maktabs by the Pandits, Bhais, Maulvis, etc. But the rulers were fully aware of the denefits of the modern system of education and they opened number of educational institutions in their territories. For instance the first primary school was opened at Sangrur in 1891. This school was upgraded to high school in 1894. It was followed by Diamond Jublies College near Sangrur in 1899. The first school was opened at Dhanaula in 1873 by the ruler of Nabha state. In 1970-71 there were 22 High Schools, 71 Middle School and 236 Primary Schools in the district. By 31st March 1978 there were 10 colleges, 9 Higher secondary Schools, 141 High Schools, 133 Middle Schools, and 824 primary school in the district. Out of the 10 colleges, 2 colleges were exclusively for girls.

The position of educational institutions of various types as on 30th September, 2002 in the district is as follows: Art, Science, Commerce and Home Science colleges 13 (10 boys, 3 girls); Senior/secondary schools 112 (102 boys, 10 girls); High schools 200 (190 boys, 10 girls); Middle Schools 187 (187 boys); Primary schools 817 (816 boys, 1 girls); Elementary Teachers Training School 1 (boys), Polytechnic Institution 1(boys), and technical/industry Art Craft Schools 9 (4 boys, 5 girls) (*Annexure-I*).

From the academic session 1992-93 the Sant Longowal Institute of Engineering and Technology, Longowal has started admitting students for Certificate, Diploma and Degree courses.

Sangrur district has been considered as educationally backward district. Though rapid strides have been made during the last few decades in the field of education yet the stigma remains as revealed by the literacy figures during the last two censuses. According to 1991 Census the literacy rate of the district was 46.16 percent (53.37 percent for males, 37.86 percent for females). The literacy rate of the district as reported in 2001 census is 60.04 percent (55.86 percent for Rural and 70.12 percent for Urban), 65.97 percent for males (61.93 percent for Rural and 75.67 percent for Urban) and 53.29 percent for females (48.98 percent for Rural and 63.76 percent for Rural) (*Annexure-III to XIV*). The above figures reveal that during last period the literacy rate for the district has quite increased (*Annexure-XI*)

Occupations

Sangrur is predominantly an agricultural district as majority of its population is dependent on agriculture. The percentage of urban population, as reported in 2001 census, is only, 29.26 percent. The process of industrialization picked up in the later-part of the last decade which however, does not reveal much change from past.

According to the 2001 census, there were 35.7 percent main workers (52.1 percent male, 16.7 percent female) in the district. Further, 37.6 percent main workers were in rural areas and 31.1 percent in urban area. The break up of main workers is such as Cultivators 29.8 Percent (36.30 percent male 12.6 percent female;) Agricultural labourers 26.01 percent (18.8 male, 13.4 percent female) other workers comprise 49.9 percent (43.2 percent male, 67.6 percent female).

District: Sangrur Primary Statistics		
S.NO	ITEM	
1	Area	5020 sq.km
	Tehsils	6
	Sub Tehsils	11
	Blocks	12
	Towns	17
	Inhabited villages	701
2	Population (2001)	
	Total population	1998464
	Rural population	1413644
	Percentage to total Population	70.74%
	Urban population	584820
	Percentage to total Population	29.26%
	Density	398
	Literate and educated persons	1046356
	Literacy	60.04%
	Female per 1000 male	868
	Total Workers	812124
	Main Workers	714019
	Marginal Workers	98105
	Non- Workers	1188854
	Break up of Main Workers	
	I) Cultivators	241969
	II) Agriculture Labourer	140429
	III) Manufacturing, Processing, servicing and Repairs in Household Industry	24101
	IV) Other Services	405625
3	Local Bodies(2001-2002)	
	I) Zila Parishads	1
	II) Municipal Committees	17
4	Climate	
	Average Rainfall	173.8 mm.
5	Agriculture (2001-2002)	
	Net Area Sown	455000 hect.
	Area Sown more than once	427000 hect.
6	Irrigation (2001-2002)	
	Net Area Irrigated by:	
	Govt. Canals	140200 hect.
	Wells/Tubewells	315300 hect.
	Total	455500 hect.
	Percentage Net Area Irrigated to Net Area Sown	99.9%
	Gross Area Irrigated	881800 hect.
	Percentage Gross Irrigated Area to Gross Cropped Area	99.9%
7	Animal Husbandry (2001-2002)	
	Veterinary Hospitals	126
	Permanent Outlaying Dispensaries & Insemination Units	159
	Area Stocked with fish	623 hect.
	Total Live Stock (Live Stock Census 1997)	1111700
	Total Poultry (Live Stock Census 1997)	653200
8	Energy (2001-2002)	
	Consumption of Electricity	1719.88 Million kwh.
9	Forest (2001-2002)	
	Area Under State Forests	70 sq. km.
	Area Under Private Forests	Nil
	Total area under Forests	70 sq.km
10	Industries (2001-2002)	
	Regd. Working Factories	798
11	Medical and Health (2002-2003)	
	Hospitals	17
	Dispensaries	118
	P.H.Cs.	41
	Ayurvedic and Unani Institution	46 (43+3)
	Homoeopathic Institutions	8
	Beds installed in Medical Institutions (Allopathy)	1572
12	Co-operation (2001-2002)	
	Co-operative Societies	1455
	Primary Agricultural Credit Societies	347
13	Banking (2001-2002)	
	Scheduled Banks & Co-operative Banks	220
14	Miscellaneous(2001-2002)	
	Post Offices	281
	Police-Stations/ Police Posts	22(16+6)

Source : Statistical Abstract of Punjab

District: Sangrur		
Demographic Profile		
	1991	2001
Population-Total	1685449	1998464
Male	901270	1070039
Female	784179	928425
Rural	1256769	1413644
Male	673276	756222
Female	583493	657422
Urban	428680	584820
Male	227994	313817
Female	200686	271003
Sex Ratio-Total		
Rural	866	869
Urban	881	864
No. of Literates- Total	646925	1046356
Male	400448	611460
Female	246477	434896
Rural	433097	688117
Male	273923	405098
Female	159174	283019
Urban	213828	358239
Male	126525	206362
Female	87303	151877
0-6 Population-Total	282560	255585
Male	150866	143227
Female	131694	112358
Rural	212017	181683
Male	112992	102135
Female	99025	79548
Urban	70543	73902
Male	37874	41092
Female	32669	32810
SC Total-1991	450903	N/A
Male	242104	N/A
Female	208799	N/A
Rural	370266	N/A
Male	199115	N/A
Female	171151	N/A
Urban	80637	N/A
Male	42989	N/A
Female	37648	N/A
Projection 2002 Total	2032710	

Source : Statistical Abstract of Punjab

District Sangrur																
No. of Recognised Institutions																
Type	1998				1999				2000				2001			
	Boys	Girls	Total	% of Girls to total Institutions	Boys	Girls	Total	% of Girls to total Institutions	Boys	Girls	Total	% of Girls to total Institutions	Boys	Girls	Total	% of Girls to total Institutions
Universities																
Art, Science, Commerce and Home Science Colleges.	10	4	14	28.57	10	3	13	23.08	10	3	13	23.08	10	3	13	23.08
Engineering, Technology and Architecture Colleges.	1		1	0.00	1		1	0.00	1		1	0.00	1		1	0.00
Medical Colleges (Allopathic Only)															0	
Teacher's Training Colleges (B.Ed.)															0	
Senior Secondary Schools	66	9	75	12.00	66	9	75	12.00	71	10	81	12.35	102	10	112	8.93
High Schools	176	10	186	5.38	176	10	186	5.38	174	9	183	4.92	190	10	200	5.00
Middle Schools	180		180	0.00	180		180	0.00	179		179	0.00	187		187	0.00
Primary Schools	817	1	818	0.12	947		947	0.00	816	1	817	0.12	816	1	817	0.12
Pre-Primary Schools															0	
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	3	6	9	66.67	3	6	9	66.67	3	6	9	66.67	4	5	9	55.56

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 Sangrur

No. of Working Teachers in Recognised Schools

Type	1998				1999				2000				2001			
	Male	Female	Total	% of Female to total Teachers	Male	Female	Total	% of Female to total Teachers	Male	Female	Total	% of Female to total Teachers	Male	Female	Total	% of Female to total Teachers
Universities																
Art, Science, Commerce and Home Science Colleges.	230	149	379	39.31	195	136	331	41.09	240	147	387	37.98	213	154	367	41.96
Engineering, Technology and Architecture Colleges.	125	21	146	14.38	138	25	163	15.34	133	20	153	13.07	128	21	149	14.09
Medical Colleges (Allopathic Only)																
Teacher's Training College (B.ed.)																
Senior Secondary School	777	569	1346	42.27	767	557	1324	42.07	1004	1071	2075	51.61	1048	1104	2152	51.30
High Schools	1923	1300	3223	40.34	1855	1483	3338	44.43	1429	1144	2573	44.46	1459	1222	2681	45.58
Middle Schools	670	346	1016	34.06	645	372	1011	36.80	683	372	1055	35.26	698	395	1093	36.14
Primary Schools	1345	1592	1937	82.19	1318	1643	2961	55.49	1237	1559	2796	55.76	1008	1436	2444	58.76
Pre-Primary Schools																
Elementary Teacher's Training Schools	12	8	20	40.00	11	9	20	45.00	7	4	11	36.36	11	9	20	45.00
Polytechnic Institutions	6	1	7	14.29	12	1	13	7.69	12	1	13	7.69	12	1	13	7.69
Technical Industrial Art Craft Schools	50	26	76	34.21	50	29	79	36.71	50	29	79	36.71	51	31	82	37.80

Source : Statistical Abstract of Punjab

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

District Sangrur																
No. of Students																
Type	1998				1999				2000				2001			
	Boys	Girls	Total	% of Girls to total enrolment	Boys	Girls	Total	% of Girls to total enrolment	Boys	Girls	Total	% of Girls to total enrolment	Boys	Girls	Total	% of Girls to total enrolment
Ph.D.																
M. Phil.																
M.A.	84	70	154	45.45	104	90	194	46.39	123	77	200	38.50	119	77	196	39.29
M.Sc.															0	
M.Com.															0	
B.A / B.A. (HONS.)	4839	3254	8093	40.21	4464	3405	7869	43.27	5450	3278	8728	37.56	5332	3371	8703	38.73
B.Sc./ B.Sc. (HONS.)	244	275	519	52.99	261	251	512	49.02	375	319	694	45.97	269	323	592	54.56
B.Com./ B.Com. (HONS.)	733	510	1243	41.03	629	495	1124	44.04	425	364	789	46.13	467	283	750	37.73
B.E./ B.Sc. (Eng.) / B.Arch. / B. Tech.	1380	249	1629	15.29	997	187	1184	15.79	1876	341	2217	15.38	1870	366	2236	16.37
M. B. B. S															0	
B. Ed.															0	
Senior Secondary School	29356	24110	53466	45.11	27605	24011	51616	46.52	30134	27787	57921	47.97	31234	28191	59425	47.44
High School	41699	31094	72793	42.72	41765	32411	74176	43.69	39191	29983	69174	43.34	41807	32265	74072	43.56
Middle School	10257	7776	18033	43.12	10786	8284	19035	43.52	10077	8114	18191	44.60	10229	8465	18694	45.28
Primary School	77366	71734	149100	48.11	77057	69862	146919	47.55	73919	66572	140491	45.94	70191	64400	134591	47.85
Pre - Primary School															0	
Elementary Teacher's Training School J.B.T.	99	100	199	50.25	101	102	203	50.25	50	53	103	51.46	124	125	249	50.20
Polytechnic Institutions	73	10	83	12.05	70	20	97	20.62	82	10	92	10.87	100	8	108	7.41
Technical Industrial Art and Craft School	549	341	890	38.31	560	362	922	39.26	590	368	958	38.41	609	367	976	37.60

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 Sangrur																
No. of Scheduled Caste Students.																
Type	1998				1999				2000				2001			
	Boys	Girls	Total	% of SC to total enrolment	Boys	Girls	Total	% of SC to total enrolment	Boys	Girls	Total	% of SC to total enrolment	Boys	Girls	Total	% of SC to total enrolment
Ph.D.																
M. Phil.																
M.A.	11	3	14	9.09	15	4	19	9.79	19	6	25	12.50	1		1	0.00
M.Sc.															0	
M.Com.															0	
B.A / B.A. (HONS.)	550	187	737	9.11	499	227	726	9.23	511	204	715	8.19	394	210	604	34.77
B.Sc./ B.Sc. (HONS.)	11	7	18	3.47	20	4	24	4.69	23	14	37	5.33	22	4	26	15.38
B.Com./ B.Com. (HONS.)	14	7	21	1.69	37	12	49	4.36	15	7	22	2.79	6	2	8	25.00
B.E./ B.Sc. (Eng.) / B.Arch. / B. Tech.	131	18	149	9.15	107	13	120	10.14	198	10	208	9.38	197	22	219	10.05
M. B. B. S															0	
B. Ed.															0	
Senior Secondary School	6919	4863	11782	22.04	7151	4047	11198	21.69	7327	5929	13256	22.89	7635	6462	14097	45.84
High School	9855	6747	16602	22.81	9847	6487	16334	22.02	9660	6653	16313	23.58	10659	7649	18308	41.78
Middle School	2760	1974	4734	26.25	2526	1817	4343	22.82	3129	2171	5300	29.14	3197	2058	5255	39.16
Primary School	34991	30108	65099	43.66	34589	30077	64666	44.01	34961	30158	65119	449.38	36287	32630	68917	47.35
Pre - Primary School															0	
Elementary Teacher's Training School J.B.T.	26	25	51	25.63				0.00				0.00	219	48	267	17.98
Polytechnic Institutions	20		20	24.10				0.00				0.00	33		33	0.00
Technical Industrial Art and Craft School	131	61	192	21.57				0.00				0.00	24	31	55	56.36

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 Sangrur												
Enrolment by Department												
Discription	2000						2001					
	State Government Schools			Total Enrolment (Recognised Schools)			Total Enrolment (Recognised Schools)			SC Enrolment (Recognised Schools)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	73790	66529	140319	82330	72569	154899	79686	71604	151290	37606	33554	71160
Middle	36637	33413	70050	41767	36673	78440	43933	38723	82656	13090	10477	23567
Elementary	110427	99942	210369	124097	109242	233339	123619	110327	233946	50696	44031	94727
High School	17963	14771	32734	21190	17117	38307	22420	17525	39945	5574	3916	9490
Sr. Secondary	7187	5429	12616	8034	6097	14131	7422	5469	12891	1508	852	2360
Secondary	25150	20200	45350	29224	23214	52438	29842	22994	52836	7082	4768	11850
Total (I-XII)	135577	120142	255719	153321	132456	285777	153461	133321	286782	57778	48799	106577

Source : Statistical Abstract of Punjab

Annexure - VIII

District Sangrur						
Enrolment by Department						
1999	State Government Schools			Total Enrolment (Recognised Schools)		
	Male	Female	Total	Male	Female	Total
Primary	76788	19636	96424	83649	74948	158597
Middle	38288	33347	71635	43835	36807	80642
Elementary	115076	52983	168059	127484	111755	239239
High School	19128	15400	34528	22123	17632	39755
Sr. Secondary	7035	4992	12027	7607	5145	12752
Secondary	26163	20392	46555	29730	22777	52507
Total (I-XII)	141239	73375	214614	157214	134532	291746

Source : Statistical Abstract of Punjab

Annexure - IX

District Sangrur						
Enrolment in rural schools (Recognised- Total) 2000-2001						
Year	Enrolment in Rural School			% of Enrolment in Rural to total enrolment		
	Male	Female	Total	Male	Female	Total
Primary	92226	72003	164229	76.87	77.46	77.13
Middle	40644	32374	73018	73.87	73.66	73.78

Source : Statistical Abstract

Annexure - X

District Sangrur			
Literacy Percentage of the Scheduled Castes and Non-Scheduled Castes (1991)			
	Population	No. of Literates	Literacy Percentage
Total (SC+Non SC)	1685449	646925	38.38
Male	901270	400448	44.43
Female	784179	246477	31.43
Scheduled Caste Population			
Total	450903	100283	22.24
Male	242104	71275	29.44
Female	208799	29008	13.89
Non-Scheduled Caste Population			
Total	1234546	546642	44.28
Male	659166	329173	49.94
Female	575380	217469	37.79

Source : Census of Punjab, 1991

District : Sangrur										
Literacy rates by residence and sex- 2001										
Tehsil Code	Tehsil	Literacy Rate								
		Total			Rural			Urban		
		Person	Male	Female	Person	Male	Female	Person	Male	Female
039	Barnala	60.65	65.83	54.79	56.67	61.67	51.06	69.76	75.17	63.47
040	Malerkotla	66.09	72.62	58.65	65.49	72.27	57.76	67.22	73.29	60.33
042	Dhuri	63.83	70.07	56.79	60.46	66.89	53.23	76.78	82.13	70.61
038	Sangrur	62.33	67.93	55.93	55.02	61.28	47.93	75.03	79.36	70.03
041	Suman	53.03	58.58	46.71	49.08	54.64	42.70	65.55	71.16	59.27
043	Moonak	49.50	57.17	40.83	44.11	51.80	35.38	67.63	75.35	59.02
017	District	60.04	65.97	53.29	55.86	61.93	48.98	72.12	75.67	63.76
	State	69.95	75.63	63.55	65.16	71.70	57.91	79.13	82.97	74.63

Annexure - XII

District Sangrur						
Projected School age population						
Year	6-10			11-13		
	Boys	Girls	Total	Boys	Girls	Total
1999	115878	101970	217848	67239	59421	126660
2000	117113	102793	219906	66910	59338	126248
2001	118240	91914	210154	66343	56634	122977
2006	100653	91518	192171	72177	62877	135054
2011	98595	90530	189125	56540	52178	108718
2016	101558	93246	194804	60244	55223	115467

Source : RGI Estimates

Annexure - XIII

District Sangrur							
Dropout Rate							
Level	Level	Total			SC		
		Male	Female	Total	Male	Female	Total
Primary	1999	24.14	18.37	21.64	34.85	38.02	36.60
	2000	17.69	15.57	16.05	40.65	37.98	39.47
Middle	1999	29.10	33.49	31.23	56.11	60.02	59.39
	2000	34.41	33.33	31.13	58.09	60.99	59.37

Family Survey 2002

Annexure - XIV

District Sangrur						
Gross Enrolment Ratio 2001- 2002						
	Gross Enrolment Ratio			Gross Enrolment Ratio for SC		
	Male	Female	Total	Male	Female	Total
Primary	112.7	109.5	111.28	105.15	101.27	103.37
Middle	87.8	83.92	86.04	76.28	70.61	73.65
High	84.36	76.05	80.55	64.84	53.34	59.58
SR.Sec	40.33	44.61	42.31	20.93	19.28	20.19

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
17	SANGRUR	Ahmedgarh	51.28	42.46	3.59	2.68	100.00
		Andana	55.08	32.99	6.98	4.95	100.00
		Barnala	49.95	45.19	2.82	2.04	100.00
		Bhawanigarh	62.11	31.03	5.72	1.15	100.00
		Dhuri	67.09	24.50	6.20	2.22	100.00
		Lehragagga	60.00	32.62	5.37	2.02	100.00
		Malerkotla	81.66	14.12	3.10	1.12	100.00
		Mehal Kalan	62.63	25.84	9.07	2.46	100.00
		Sangrur	54.21	40.60	3.72	1.47	100.00
		Sehna	50.80	39.29	7.33	2.57	100.00
		Sherpur	49.38	37.94	8.87	3.81	100.00
		Sunam	57.82	29.29	8.51	4.39	100.00
District Total			58.12	33.77	5.57	2.54	100.00

Source : SW Department

Family Survey 2002

FAMILY SURVEY

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

Reference Date :
Unit : Village/Ward

I. Family

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

II. Child (3-19)

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

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

I. Total (3-19) Population

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

II. School going Children

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

III. Out of School/child labour

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

IV. Mentally/physically challenged

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

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

Reports

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

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

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

District - 17 - SANGRUR

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	26856	19333	46189	7953	6595	14548	4548	3251	7799
Pre Primary Total	26856	19333	46189	7953	6595	14548	4548	3251	7799
I	31495	23108	54603	10681	8417	19098	5705	4320	10025
II	23726	18149	41875	8250	6600	14850	4626	3451	8077
III	21417	16764	38181	7120	5952	13072	3921	3241	7162
IV	21879	17673	39552	7157	5981	13138	4038	3325	7363
V	21458	17258	38716	6339	5220	11559	3897	3078	6975
Primary Total	119975	92952	212927	39547	32170	71717	22187	17415	39602
VI	20768	16216	36984	6041	4915	10956	3826	2982	6808
VII	16235	13950	30185	4609	3887	8496	2930	2543	5473
VIII	18015	13785	31800	4476	3283	7759	3192	2507	5699
Midlle Total	55018	43951	98969	15126	12085	27211	9948	8032	17980
IX	12270	10192	22462	2889	2262	5151	2194	1787	3981
X	17984	12904	30888	4184	2649	6833	3104	2418	5522
Secondary Total	30254	23096	53350	7073	4911	11984	5298	4205	9503
XI	4822	4223	9045	777	539	1316	759	660	1419
XII	5524	5673	11197	805	636	1441	865	867	1732
Sr. Secondary Total	10346	9896	20242	1582	1175	2757	1624	1527	3151
Technical Education	735	1028	1763	65	76	141	119	114	233
Technical Education Total	735	1028	1763	65	76	141	119	114	233

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	5500	4162	9662	1523	1293	2816	851	697	1548
4	11826	8337	20163	3252	2654	5906	2085	1426	3511
5	16592	11752	28344	4920	3727	8647	3004	2075	5079
Sub Total	33918	24251	58169	9695	7674	17369	5940	4198	10138
6	18361	14134	32495	6228	5099	11327	3352	2612	5964
7	18937	14838	33775	6469	5294	11763	3611	2867	6478
8	21355	16553	37908	7179	5829	13008	3950	3174	7124
9	18946	15044	33990	6196	5224	11420	3471	2724	6195
10	22856	18481	41337	7313	6118	13431	4212	3468	7680
Sub Total	100455	79050	179505	33385	27564	60949	18596	14845	33441
11	18640	15071	33711	5725	4738	10463	3430	2741	6171
12	20554	16290	36844	5860	4791	10651	3666	2860	6526
13	17536	14885	32421	4629	3829	8458	3087	2620	5707
Sub Total	56730	46246	102976	16214	13358	29572	10183	8221	18404
14	15647	12017	27664	4047	3014	7061	2747	2247	4994
15	12331	10219	22550	2831	2071	4902	2122	1879	4001
Sub Total	27978	22236	50214	6878	5085	11963	4869	4126	8995
16	9608	7731	17339	2166	1571	3737	1669	1285	2954
17	6980	5374	12354	1534	923	2457	1260	937	2197
Sub Total	16588	13105	29693	3700	2494	6194	2929	2222	5151
18	5802	4235	10037	1121	671	1792	951	719	1670
19	1713	1133	2846	353	166	519	256	213	469
Sub Total	7515	5368	12883	1474	837	2311	1207	932	2139
Grand Total	243184	190256	433440	71346	57012	128358	43724	34544	78268

District - 17 - SANGRUR

Sarav Shiksha Abhiyan, Punjab
Family Survey 2002

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

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

Class Age	Pre Prim.		Primary										Middle						Secondary						Sr. Secondary						Tec. Edu										
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI		VII		VIII		Total		IX		X		Total		XI		XII		Total		Other Tech. / Prof. course.						
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G					
3	5468	4140	31	21	1	1							32	22																											
4	9712	6911	2095	1410	10	13	9	3					2114	1426																											
5	8572	6101	7224	5030	548	413	248	208					8020	5651																											
6	2970	2095	12601	9710	2553	2115	237	212		2			15391	12039																											
7	108	64	8732	6331	7957	6522	1887	1714	249	204	4	3	18829	14774																											
8	24	16	646	462	11421	8241	7074	5877	1927	1740	262	217	21330	16537	1						1																				
9	2	5	127	87	888	623	10661	7802	5650	4944	1415	1424	18741	14880	200	158	3	1			203	159																			
10			30	48	262	174	960	707	12933	9978	6899	5930	21084	16837	1507	1389	264	249	1	6	1772	1644																			
11			8	6	53	29	227	166	709	513	10941	8399	11938	9113	5186	4432	1229	1248	285	276	6700	5956	2	2			2	2													
12		1		2	24	14	86	55	324	230	1582	1032	2016	1333	12097	8963	4714	4344	1520	1428	18331	14735	204	219	3	2	207	221													
13			1	1	7	3	24	18	59	43	266	213	357	278	1436	1074	9104	7496	5335	4634	15875	13204	1117	1186	184	216	1301	1402	3	1			3	1							
14					2		3	1	23	16	58	26	86	43	255	163	683	472	9550	6590	10488	7225	3630	3313	1294	1299	4924	4612	137	125	12	12	149	137							
15						1	1	1	4	2	24	10	29	14	63	26	178	109	1020	694	1261	829	6577	4966	3732	3440	10309	8406	588	761	143	207	731	968	1	2					
16									1	1	7	3	8	4	19	9	46	24	203	107	268	140	477	344	6784	4778	7261	5122	1443	1499	584	905	2027	2404	44	61					
17															4	1	10	2	70	33	84	36	126	98	3486	1970	3612	2068	1532	1157	1625	1886	3157	3043	127	227					
18													1	1		1	4	4	30	17	34	22	120	59	2038	971	2158	1030	940	596	2331	2116	3271	2712	339	470					
19																	1	1			1	1	17	5	463	228	480	233	179	84	829	547	1008	631	224	268					
Total	26856	19333	31495	23108	23726	18149	21417	16764	21879	17673	21458	17258	119975	92952	20768	16216	16235	13950	18015	13785	55018	43951	12270	10192	17984	12904	30254	23096	4822	4223	5524	5673	10346	9896	735	1028					

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	3510	2690	6200	1431	1261	2692	662	477	1139									
4	4162	3001	7163	2059	1549	3608	754	611	1365									
5	2969	2570	5539	1766	1587	3353	562	447	1009	2		2	1		1	1		1
6	1605	1488	3093	1073	1043	2116	249	211	460	3	5	8	2	3	5	1	1	2
7	941	952	1893	757	697	1454	156	161	317	8	8	16	7	6	13		1	1
8	1100	1087	2187	786	751	1537	183	198	381	29	12	41	29	7	36			
9	786	791	1577	562	581	1143	125	118	243	43	14	57	40	7	47		2	2
10	1564	1519	3083	1048	1132	2180	268	203	471	80	29	109	77	25	102	3		3
11	1177	1102	2279	766	731	1497	188	207	395	102	24	126	89	14	103	10	4	14
12	2248	2367	4615	1409	1481	2890	418	454	872	245	75	320	243	52	295	40	19	59
13	2506	2656	5162	1441	1546	2987	456	538	994	283	107	390	198	64	262	58	24	82
14	3496	3598	7094	1844	1872	3716	670	709	1379	425	111	536	309	65	374	98	31	129
15	4391	4536	8927	2186	2250	4436	921	897	1818	666	169	835	462	109	571	158	58	216
16	4557	4738	9295	2090	2056	4146	972	1012	1984	709	156	865	490	92	582	174	50	224
17	4511	4341	8852	1770	1543	3313	996	947	1943	724	151	875	447	86	533	208	56	264
18	6704	4826	11530	2624	1742	4366	1361	1033	2394	1017	226	1243	626	98	724	301	58	359

District - 17 - SANGRUR

Sardar Sarbajit Adhikari, Punjab

Family Survey 2002

Form No. : SSA/FS/IV/10

Report : 01

Year : 2001-2002

01 - Physically/Mentally Challenged Children Total - (Age-wise)-Total Districtwise

Age ↓	Total Children						SC Children						BC Children					
	School Going			School Not Going			School Going			School Not Going			School Going			School Not Going		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	7	10	17	35	17	52		2	2	14	8	22	2		2	6	1	7
4	17	11	28	78	29	107	4	3	7	26	9	35	2	3	5	12	7	19
5	39	17	56	73	60	133	14	9	23	28	15	43	7	1	8	14	5	19
6	67	40	107	91	65	156	28	16	44	28	33	61	11	7	18	16	8	24
7	83	66	149	71	57	128	28	24	52	30	21	51	15	13	28	10	10	20
8	98	82	180	93	54	147	35	28	63	31	18	49	16	11	27	15	7	22
9	115	69	184	84	43	127	47	31	78	24	15	39	13	13	26	14	10	24
10	167	95	262	106	61	167	71	39	110	38	23	61	26	9	35	15	13	28
11	137	75	212	91	60	151	62	24	86	40	17	57	14	6	20	5	8	13
12	140	65	205	110	83	193	57	24	81	41	28	69	21	8	29	15	23	38
13	102	68	170	107	72	179	37	24	61	40	20	60	22	5	27	15	9	24
14	109	63	172	110	86	196	33	25	58	39	26	65	20	10	30	7	14	21
15	70	55	125	108	78	186	26	20	46	42	24	66	6	2	8	23	18	41
16	37	37	74	124	76	200	8	11	19	44	24	68	6	4	10	17	12	29
17	26	28	54	92	76	168	4	7	11	32	22	54	6	5	11	11	16	27
18	42	18	60	139	74	213	12	1	13	51	16	67	1	2	3	18	18	36

District - 17 - SANGRUR

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	61	38	99	18	12	30	9	6	15
I	148	97	245	58	42	100	17	16	33
II	127	81	208	45	25	70	27	21	48
III	134	103	237	60	45	105	19	10	29
IV	148	90	238	74	40	114	23	13	36
V	149	88	237	69	39	108	21	12	33
VI	120	57	177	50	15	65	18	11	29
VII	92	48	140	34	18	52	12	7	19
VIII	109	54	163	29	13	42	19	10	29
IX	51	32	83	19	14	33	6	1	7
X	60	41	101	20	17	37	7	5	12
XI	18	13	31	2	1	3	3	2	5
XII	15	15	30	6	1	7	4	2	6
Technical Education	33	22	55	14	10	24	8	3	11

District - 17 - SANGRUR

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	58.14	41.86	100.00	55.78	44.22	100.00	59.49	40.51	100.00	59.65	40.35	100.00
Pre Primary Total	58.14	41.86	100.00	55.78	44.22	100.00	59.49	40.51	100.00	59.65	40.35	100.00
I	57.68	42.32	100.00	54.18	45.82	100.00	59.48	40.52	100.00	61.24	38.76	100.00
II	56.66	43.34	100.00	53.87	46.13	100.00	59.16	40.84	100.00	60.37	39.63	100.00
III	56.09	43.91	100.00	53.33	46.67	100.00	60.20	39.80	100.00	60.11	39.89	100.00
IV	55.32	44.68	100.00	53.07	46.93	100.00	57.67	42.33	100.00	59.37	40.63	100.00
V	55.42	44.58	100.00	52.75	47.25	100.00	59.70	40.30	100.00	59.78	40.22	100.00
Primary Total	56.35	43.65	100.00	53.44	46.56	100.00	59.26	40.74	100.00	60.35	39.65	100.00
VI	56.15	43.85	100.00	53.93	46.07	100.00	59.49	40.51	100.00	60.63	39.37	100.00
VII	53.78	46.22	100.00	52.01	47.99	100.00	56.99	43.01	100.00	57.97	42.03	100.00
VIII	56.65	43.35	100.00	55.74	44.26	100.00	60.18	39.82	100.00	56.76	43.24	100.00
Midlie Total	55.59	44.41	100.00	53.91	46.09	100.00	58.99	41.01	100.00	58.65	41.35	100.00
IX	54.63	45.37	100.00	53.32	46.68	100.00	58.47	41.53	100.00	56.36	43.64	100.00
X	58.22	41.78	100.00	56.93	43.07	100.00	60.44	39.56	100.00	61.15	38.85	100.00
Secondary Total	56.71	43.29	100.00	55.38	44.62	100.00	59.65	40.35	100.00	59.18	40.82	100.00
XI	53.31	46.69	100.00	56.15	43.85	100.00	52.09	47.91	100.00	43.68	56.32	100.00
XII	49.33	50.67	100.00	52.34	47.66	100.00	46.58	53.42	100.00	42.53	57.47	100.00
Sr. Secondary Total	51.11	48.89	100.00	54.07	45.93	100.00	49.00	51.00	100.00	43.02	56.98	100.00
Technical Education	41.69	58.31	100.00	50.57	49.43	100.00	37.59	62.41	100.00	30.20	69.80	100.00
Technical Education Total	41.69	58.31	100.00	50.57	49.43	100.00	37.59	62.41	100.00	30.20	69.80	100.00
Grand Total	56.16	43.84	100.00	54.04	45.96	100.00	58.65	41.35	100.00	59.32	40.68	100.00

Annual Work Plan
2003-2004

District: Sangrur

District Data Summary Sheet

SL.No.	DESCRIPTION	2003-04
1	No. of C D Blocks/BRC's (9x20+3x10)+10	12
1.1	No. of B.R. & D.R. Personnels	290
2	No. of P E Blocks	14
3	No. of CRC's	98
4	No. of Villages	701
4.1	No. of VEDC's	1324
4.2	No. of VEDC's Members	10592
5	No. of Habitations/Wards (Unserved)	3548
5.1	No. of S.C. Bastis	889
6	No. of House Holds	346989
	No. of Schools	
7	No. of Primary Schools (State Govt.)	863
7.1	Non State Govt. Primary Schools	39
7.2	Unrecognised Primary Schools	567
8	No. of Middle Schools/Sections (State Govt.)	461
8.1	Non State Govt. Middle Schools/Sections	100
8.2	Unrecognised Middle Schools/Sections	417
	No. of Teachers (State Govt.)	
9	No. of Primary Teachers *	3340
9.1	No. of JBT Teachers + New	2692
9.2	No. of HT	550
9.3	No. of CHT's	98
10	No. of Teachers Middle Schools/Sections	2874
	Primary (State Govt.)	
11	Total No. of Students	127240
11.1	Male Students	65751
11.2	Female Students	61489
11.3	Total No. of S.C. Students	69491
11.4	Male S.C. Students	36296
11.5	Female S.C. Students	33195
	Upper Primary (State Govt.)	
12	Total No. of Students	64955
12.1	Male Students	35014
12.2	Female Students	29941
12.3	Total No. of S.C. Students	22453
12.4	Male S.C. Students	12327
12.5	Female S.C. Students	10126
	Out of School Children	
13	No. of Out of School Children Total	30983
13.1	No. of Out of School Children Male	15423
13.2	No. of Out of School Children Female	15560
13.3	No. of EGS Centres (Proposed)	1683
	No. of Handicapped Children	
14	Total No. of Handicapped Children	3110
15	Anganwan Centres	999

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

District - Sangrur			
Blockwise list of BRC and CRC			
PEBlock Code & Name		CRC	BRC
348	AHMEDGARH	6	1
349	BARNALA	8	
350	CHEEMA	7	1
351	DHOORI	7	1
352	LEHRAGAGA	12	1
353	MALER KOTLA-I	9	1
354	MALER KOTLA-II	8	1
355	MEHAL KALAN	5	1
356	SANGRUR-I	7	
357	SANGRUR-II	5	1
358	SEHNA	8	1
359	SHERPUR	5	1
360	SUNAM-I	6	1
361	SUNAM-II	5	1
	Total	98	12

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

District wise list of PEBlocks	
PEBLOCK	CODE
SANGRUR	
AHMEDGARH	348
BARNALA	349
CHEEMA	350
DHOORI	351
LEHRAGAGA	352
MALER KOTLA-I	353
MALER KOTLA-II	354
MEHAL KALAN	355
SANGRUR-I	356
SANGRUR-II	357
SEHNA	358
SHERPUR	359
SUNAM-I	360
SUNAM-II	361

Source : Sarva Shiksha Abhiyan

<i>District - Sangrur</i>	
PEBlock Code & Name	No. of Villages
AHMEDGARH	40
BARNALA	42
CHEEMA	44
DHOORI	43
LEHRAGAGA	88
MALER KOTLA-I	74
MALER KOTLA-II	74
MEHAL KALAN	40
SANGRUR-I	43
SANGRUR-II	47
SEHNA	50
SHERPUR	34
SUNAM-I	36
SUNAM-II	46
Total	701

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

BLOCKWISE COUNT OF PRIMARY SCHOOLS														
DISTRICT - SANGRUR														
PE BLOCK CODE & NAME	G1	G2	G3	G4	TOTG	P1	P2	P3	P4	P5	P6	TOTP	TOTAL	
PE348	AHMEDGARH	49	0	0	0	49	1	1	0	0	0	18	20	69
PE349	BARNALA	76	0	0	0	76	0	0	6	1	0	78	85	161
PE350	CHEEMA	56	0	0	0	56	0	0	2	1	0	49	52	108
PE351	DHOORI	61	0	0	0	61	0	0	2	0	0	49	51	112
PE352	LEHRAGAGA	105	0	0	0	105	0	0	1	0	0	79	80	185
PE353	MALER KOTLA-I	85	0	0	0	85	2	2	3	0	0	42	49	134
PE354	MALER KOTLA-II	76	0	0	0	76	0	0	0	0	0	21	21	97
PE355	MEHAL KALAN	44	0	0	0	44	0	0	0	0	0	23	23	67
PE356	SANGRUR-I	59	0	0	0	59	1	1	1	0	0	34	37	96
PE357	SANGRUR-II	54	0	0	0	54	0	0	0	0	0	5	5	59
PE358	SEHNA	67	0	0	0	67	0	1	1	1	0	32	35	102
PE359	SHERPUR	40	0	0	0	40	0	0	2	0	0	20	22	62
PE360	SUNAM-I	49	0	0	0	49	1	1	5	0	0	59	66	115
PE361	SUNAM-II	42	0	0	0	42	0	1	1	0	0	58	60	102
TOTAL		863	0	0	0	863	5	7	24	3	0	567	606	1469

LEGEND:-

G1 STATE GOVT.
G2 CENTER GOVT.
G3 OTHER ORG. OF STATE GOVT.
G4 OTHER ORG. OF CENTER GOVT.

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

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

BLOCKWISE COUNT OF MIDDLE SCHOOLS														
DISTRICT - SANGRUR														
PE BLOCK CODE & NAME	G1	G2	G3	G4	TOTG	P1	P2	P3	P4	P5	P6	TOTP	TOTAL	
PE348	AHMEDGARH	27	0	0	0	27	4	2	2	0	0	11	19	46
PE349	BARNALA	47	1	0	0	48	2	0	4	5	0	43	54	102
PE350	CHEEMA	38	1	0	0	39	1	0	3	1	0	60	65	104
PE351	DHOORI	33	0	0	0	33	4	0	4	2	0	25	35	68
PE352	LEHRAGAGA	60	0	0	0	60	0	1	2	1	0	88	92	152
PE353	MALER KOTLA-I	38	0	0	0	38	7	0	6	2	1	41	57	95
PE354	MALER KOTLA-II	33	0	0	0	33	3	0	1	0	0	13	17	50
PE355	MEHAL KALAN	33	0	0	0	33	0	0	0	0	0	3	3	36
PE356	SANGRUR-I	28	1	0	0	29	4	4	8	1	0	20	37	66
PE357	SANGRUR-II	26	0	0	0	26	0	0	1	1	0	5	7	33
PE358	SEHNA	29	0	0	0	29	1	0	3	2	0	33	39	68
PE359	SHERPUR	26	0	0	0	26	0	1	2	1	0	6	10	36
PE360	SUNAM-I	18	0	0	0	18	3	2	3	3	0	35	46	64
PE361	SUNAM-II	25	0	0	0	25	0	2	0	0	0	34	36	61
TOTAL		461	3	0	0	464	29	12	39	19	1	417	517	981

LEGEND:-

G1 STATE GOVT.

G2 CENTER GOVT.

G3 OTHER ORG. OF STATE GOVT.

G4 OTHER ORG. OF CENTER GOVT.

P1 AIDED AND RECOGNISED

P2 RECOGNISED

P3 AFFILIATED WITH P.S.E.B.

P4 AFFILIATED WITH C.B.S.E.

P5 AFFILIATED WITH I.C.S.E.

P6 ANY OTHER

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

District - Sangrur					
Blockwise Breakup of Primary Teachers					
PEBlock Code & Name		JBT	HT	CHT	Total
348	AHMEDGARH	151	36	6	193
349	BARNALA	336	46	8	390
350	CHEEMA	159	37	7	203
351	DHOORI	200	43	7	250
352	LEHRAGAGA	255	66	12	333
353	MALER KOTLA-I	237	52	9	298
354	MALER KOTLA-II	186	47	8	241
355	MEHAL KALAN	215	36	5	256
356	SANGRUR-I	190	38	7	235
357	SANGRUR-II	135	31	5	171
358	SEHNA	229	37	8	274
359	SHERPUR	149	29	5	183
360	SUNAM-I	123	27	6	156
361	SUNAM-II	127	25	5	157
Total		2692	550	98	3340

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

District-Sangrur							
Blockwise Enrollment in State Govt. Primary Schools - 2003							
Peblock		Total			SC		
		Male	Female	Total	Male	Female	Total
348	AHMEDGARH	3411	3116	6527	1805	1632	3437
349	BARNALA	7771	7110	14881	4586	4010	8596
350	CHEEMA	4457	4429	8886	2707	2633	5340
351	DHOORI	4681	4252	8933	2790	2524	5314
352	LEHRAGAGA	7632	7846	15478	4218	4024	8242
353	MALER KOTLA-I	5555	4860	10415	2702	2360	5062
354	MALER KOTLA-II	4400	4017	8417	2024	1828	3852
355	MEHAL KALAN	5447	4807	10254	2881	2487	5368
356	SANGRUR-I	3881	3785	7666	2396	2192	4588
357	SANGRUR-II	3287	2842	6129	1833	1574	3407
358	SEHNA	5030	4720	9750	2712	2549	5261
359	SHERPUR	4406	4051	8457	2155	1969	4124
360	SUNAM-I	2743	2682	5425	1584	1614	3198
361	SUNAM-II	3051	2971	6022	1905	1798	3703
	TOTAL	65752	61488	127240	36298	33194	69492

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

District-Sangrur							
Blockwise Enrollment in State Govt. Primary Schools - 2003							
Peblock		Total			SC		
		Male	Female	Total	Male	Female	Total
348	AHMEDGARH	3411	3116	6527	1805	1632	3437
349	BARNALA	7771	7110	14881	4586	4010	8596
350	CHEEMA	4457	4429	8886	2707	2633	5340
351	DHOORI	4681	4252	8933	2790	2524	5314
352	LEHRAGAGA	7632	7846	15478	4218	4024	8242
353	MALER KOTLA-I	5555	4860	10415	2702	2360	5062
354	MALER KOTLA-II	4400	4017	8417	2024	1828	3852
355	MEHAL KALAN	5447	4807	10254	2881	2487	5368
356	SANGRUR-I	3881	3785	7666	2396	2192	4588
357	SANGRUR-II	3287	2842	6129	1833	1574	3407
358	SEHNA	5030	4720	9750	2712	2549	5261
359	SHERPUR	4406	4051	8457	2155	1969	4124
360	SUNAM-I	2743	2682	5425	1584	1614	3198
361	SUNAM-II	3051	2971	6022	1905	1798	3703
	TOTAL	65752	61488	127240	36298	33194	69492

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

District-Sangrur

Blockwise Enrollment in State Govt. Middle Schools

Peblock		Total			SC		
		Male	Female	Total	Male	Female	Total
348	AHMEDGARH	1832	1566	3398	701	601	1302
349	BARNALA	4574	4073	8647	1230	1099	2329
350	CHEEMA	2441	2018	4459	952	736	1688
351	DHOORI	2608	2307	4915	918	776	1694
352	LEHRAGAGA	3988	2827	6815	1624	1193	2817
353	MALER KOTLA-I	2665	2271	4936	966	809	1775
354	MALER KOTLA-II	2403	1931	4334	885	672	1557
355	MEHAL KALAN	2829	2432	5261	936	770	1706
356	SANGRUR-I	1772	1648	3420	625	566	1191
357	SANGRUR-II	1650	1487	3137	651	496	1147
358	SEHNA	2655	2320	4975	903	766	1669
359	SHERPUR	2173	1889	4062	714	582	1296
360	SUNAM-I	1603	1453	3056	576	509	1085
361	SUNAM-II	1821	1719	3540	646	551	1197
	TOTAL	35014	29941	64955	12327	10126	22453

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

District-Sangrur					
Blockwise Enrollment in (Primary) Schools					
Peblock		State Govt. Total	Non-State Govt. Total	Unrecognised Total	Grand Total
348	AHMEDGARH	6527	2827	1695	11153
349	BARNALA	14881	6663	6133	26211
350	CHEEMA	8886	4047	6672	18212
351	DHOORI	8933	3387	3964	16114
352	LEHRAGAGA	15478	2582	7657	24643
353	MALER KOTLA-I	10415	5330	6530	20966
354	MALER KOTLA-II	8417	2147	2634	12959
355	MEHAL KALAN	10254	2189	441	12510
356	SANGRUR-I	7666	1497	2143	9653
357	SANGRUR-II	6129	2034	1547	9428
358	SEHNA	9750	3143	4129	15806
359	SHERPUR	8457	1913	1051	11145
360	SUNAM-I	5425	2199	5637	12862
361	SUNAM-II	6022	76	5537	11265
	TOTAL	127240	40034	55770	212927

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

District-Sangrur					
Blockwise Enrollment in (Middle) Schools					
Peblock		State Govt. Total	Non-State Govt. Total	Unrecognised Total	Grand Total
348	AHMEDGARH	3398	1473	624	5495
349	BARNALA	8647	2864	1678	13189
350	CHEEMA	4459	1293	2417	8169
351	DHOORI	4915	1467	1418	7800
352	LEHRAGAGA	6815	923	2221	9959
353	MALER KOTLA-I	4936	2326	2553	9815
354	MALER KOTLA-II	4334	867	781	5982
355	MEHAL KALAN	5261	632	106	5999
356	SANGRUR-I	3420	444	502	4366
357	SANGRUR-II	3137	571	472	4180
358	SEHNA	4975	1057	1376	7408
359	SHERPUR	4062	798	239	5099
360	SUNAM-I	3056	1163	1936	6155
361	SUNAM-II	3540	16	1797	5353
	TOTAL	64955	15894	18120	98969

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

District-Sangrur							
Blockwise Out of Schools Children							
Age Group (6-14)							
Peblock	Total			SC			
	Male	Female	Total	Male	Female	Total	
348	AHMEDGARH	464	475	939	200	221	421
349	BARNALA	2191	2140	4331	1474	1554	3028
350	CHEEMA	1627	1521	3148	1089	1008	2097
351	DHOORI	698	731	1429	482	500	982
352	LEHRAGAGA	2363	2786	5149	1644	1712	3356
353	MALER KOTLA-I	1399	1333	2732	281	269	550
354	MALER KOTLA-II	528	638	1166	176	212	388
355	MEHAL KALAN	904	767	1671	587	529	1116
356	SANGRUR-I	530	494	1024	389	357	746
357	SANGRUR-II	520	611	1131	363	444	807
358	SEHNA	1729	1719	3448	1324	1347	2671
359	SHERPUR	563	554	1117	368	358	726
360	SUNAM-I	1124	1041	2165	828	809	1637
361	SUNAM-II	783	750	1533	511	514	1025
	TOTAL	15423	15560	30983	9716	9834	19550

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

Blockwise Handicapped Children							
District : Sangrur - 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
AHMEDGARH	5	17	4	46	26	6	104
BARNALA	23	38	9	102	73	27	272
CHEEMA	24	43	17	100	43	27	254
DHOORI	13	32	4	77	48	21	195
LEHRAGAGA	50	88	34	432	75	48	727
MALER KOTLA-I	16	34	19	110	80	20	279
MALER KOTLA-II	35	31	0	64	34	18	182
MEHAL KALAN	9	27	16	76	38	23	189
SANGRUR-I	10	18	5	59	14	15	121
SANGRUR-II	13	21	8	37	35	14	128
SEHNA	19	29	16	77	58	29	228
SHERPUR	13	21	6	56	41	18	155
SUNAM-I	8	23	4	59	35	22	151
SUNAM-II	12	23	1	48	26	15	125
Total	250	445	143	1343	626	303	3110

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

Blockwise Handicapped Children						
District : Sangrur - 6-14 Years (Total)						
PEBlock	SC			BC		
	School Going	School Not Going	Total	School Going	School Not Going	Total
AHMEDGARH	48	28	76	8	8	16
BARNALA	47	51	98	15	13	28
CHEEMA	41	44	85	16	19	35
DHOORI	42	38	80	10	11	21
LEHRAGAGA	109	91	200	41	19	60
MALER KOTLA-I	37	49	86	43	72	115
MALER KOTLA-II	35	25	60	31	28	59
MEHAL KALAN	59	40	99	7	6	13
SANGRUR-I	70	27	97	10	3	13
SANGRUR-II	28	28	56	4	11	15
SEHNA	40	37	77	12	13	25
SHERPUR	24	28	52	10	10	20
SUNAM-I	19	35	54	12	12	24
SUNAM-II	25	9	34	6	13	19
Total	624	530	1154	225	238	463

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

ANNUAL WORK PLAN AND BUDGET for the year 2003-04

District: Sangrur

(Rs. in lacs)

S.No	Maj. Act.	Activity Description	Unit Cost 2003-04	Total AWP 2002-03		Expenditure 2002-03	Spill over 2002-03	AWP 2003-04		Total AWP 2003-04
				Physical	Financial			Financial	Physical	
1	PFE	Primary Schools								
		Salary of teachers (schools opened last year)	0.072	192	14.976		14.976	1152	82.944	97.920
		TLE Grants	0.100	48	4.800		4.800	48	4.800	9.600
		Sub-Total			19.776		19.776		87.744	107.520
2	UPE	Upper primary Schools								
		No. of UPS							0.000	0.000
		Salary for teachers in Upper Primary							0.000	0.000
		TLE Grants for uncovered UPS	0.500					50	25.000	25.000
		Sub-Total					0.000		25.000	25.000
3		School Grants	0.020	1359	27.180	24.240	2.940	1324	26.480	29.420
4		Teachers Grants	0.005	6310	31.550	26.355	5.195	6214	31.070	36.265
5	EGS	EGS Centers for 6-14	0.00845					30983	261.806	261.806
		Sub-Total							261.806	261.806
5.1	IED	Education of disabled		3110	37.320	1.19125	36.129		37.316	73.445
		Sub-Total			37.320	1.19125	36.129		37.316	73.445
6	BRC	Salary of staff	0.072	420	32.760		32.760	2160	155.520	188.280
6.1		Contingency Grant	0.125	12	1.500	1.750	-0.250	12	1.500	1.250
6.2		TLM Grant	0.050	12	0.600	0	0.600	12	0.600	1.200
6.3		Workshops and Meetings Grants	0.005	144	0.720	0.000	0.720	144	0.720	1.440
6.4		BRC	0.072				0.000	360	25.920	25.920
		Sub-Total			35.580	1.750	33.830		184.260	218.090
7	CRC	Salary CRC coordinator							0.000	0.000
7.1		Contingency Grant	0.025	102	2.550	2.450	0.100	102	2.550	2.650
7.2		TLM Grant	0.010	102	1.020	0	1.020	102	1.020	2.040
7.3		Workshops and Meetings Grants	0.002	1224	2.448	0	2.448	1224	2.448	4.896
7.4		CRC						0	0.000	0.000
		Sub-Total			6.018	2.450	3.568		6.018	9.586
8	R&E	Research and Evaluation Programme		1359	19.026	19.026	0.000		18.549	18.549
		Sub-Total			19.026	19.026	0.000		18.549	18.549
9		Civil Works								0.000
9.1		Construction of BRC buildings	6.000	12	72.000	72.000	0.000	4	24.000	24.000
9.2		Construction of CRC buildings	2.000	6	12.000	12.000	0.000	10	20.000	20.000
9.3		Construction of additional room for P/S	1.200	55	66.000	52.800	13.200	40	48.000	61.200
9.4		Construction of additional room for UPS	1.200	58	69.600	52.800	16.800	126	151.200	168.000
9.4		Buildingless Schools	3.000	5	15.000	15.000	0.000	0	0.000	0.000
9.5		Branch School Buildings	3.000	6	18.000	18.000	0.000	0	0.000	0.000
9.6		Sanitary Blocks and drinking water facilities for primary and upper primary sections	0.350	700	245.000	175.000	70.000	431	150.850	220.850
9.7		Construction of Headmaster room for UPS	1.200				0.000	85	102.000	102.000
9.8		Varanda	1.000				0.000		0.000	0.000
9.9		Buildings for schools having unsafe buildings	3.000				0.000		0.000	0.000
		Sub-Total		0	497.600	397.600	100.000		496.050	596.050
10		Maintenance and Repair Grant	0.080	2508	125.400	125.400	0.000	1324	66.200	66.200
		Sub-Total			125.400	125.400	0.000		66.200	66.200
11	MGT	Management Cost			40.800	0.22671	40.373		77.666	118.039
		Sub-Total			40.800	0.22671	40.373		77.666	118.039
12	TRG	20 days Teachers training (in service)	0.014	6310	88.340	88.340	0.000	6214	86.996	86.996
		Sub-Total			88.340	88.340	0.000		86.996	86.996
13	VEC	Training to VEC Members	0.0003	21744	6.523	6.523	0.000	21184	6.355	6.355
		Sub-Total			6.523	6.523	0.000		6.355	6.355
14	INO	Computer Education			15.000		15.000		15.000	30.000
		Education of Girls			10.000		10.000		10.002	20.002
		Education of SC/ST			9.997		9.997		9.997	19.994
		ECE			15.000		15.000		14.990	29.990
		Sub-Total			49.997	2.45344	47.544		49.989	97.533
15		Free text books for Non SC girls	0.0015	48162	72.243	54.48096	17.762	48109	72.164	89.926
		Sub-Total			72.243	54.48096	17.762		72.164	89.926
		Grand Total			1057.153	750.036	307.117		1533.663	1840.780

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

Account Code	Maj. Act.	Item	2003-04					
			Unit cost	Physical	Period	Financial	% to total	Remarks
1	PFE	Salary for primary teachers 96 x 12	0.072	1152	12 months	82.944		
		TLE for New primary Schools(upgradation of Branch Schools with more than 40 students)	0.100	48		4.800		
						87.744	5.721	
2	UPE	Upper primary Schools						
		TLE for Upper Primary Schools	0.500	50		25.000		
						25.000	1.630	
3		School Grant (P+UP Schools)	0.020	1324		26.480		1.727
4		Teacher Grant (P+UP Teachers)	0.005	6214		31.070		2.026
5	EGS	Cost of running of EGS centres for 30983 out of school children of 6-14 age group declining by 25%	0.00845	30983		261.806		
		Subtotal				261.81	17.071	
5.1	IED	IED Training to BRC staff 12 x10 x 5	0.0007	600	5 months	0.420		
		IED assessment camps 2 x12	0.020	24		0.480		
		One Resource persons honorarium 12 Blocks x 12 months	0.070	144	12 months	10.080		
		Manual for Teachers about visually impaired children for primary & upper primary schools	0.00034	1324		0.450		
		Manual for Teachers about mentally challenged children for primary & upper primary schools	0.00036	1324		0.477		
		Special assistance and TLM to disabled children	0.0082	3110		25.409		
		Subtotal				37.316	2.433	
6	BRC	Salary of 20 Block Resource Persons per CD Block having more than 100 schools for 9 Blocks @ Rs.7200/- x 12 P.A.	0.072	2160	12 months	155.520		
6.1		BRC Contingency grant for 12 CD Blocks @ Rs.12500/- P.A.	0.125	12		1.500		
6.2		TLM grant for 12 CD Blocks @ Rs.5000/- P.A.	0.050	12		0.600		

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

Account Code	Maj. Act.	Item	2003-04					Remarks
			Unit cost	Physical	Period	Financial	% to total	
6.3		Meetings, Travel allowance for 12 CD Blocks @Rs.500 x 12 P.A.	0.005	144		0.720		
6.4		Salary of 10 Block Resource Person Per CD Block having less than 100 schools for 3 Block @ Rs. 7200/- x12 P.A.	0.072	360	12 months	25.920		
		Subtotal				184.260	12.014	
7	CRC	Salary of Staff						
7.1		CRC Contingency grant for 159 CRCs Blocks @ Rs.2500/- P.A.	0.025	102		2.550		
7.2		TLM grant for 102 CRCs @ Rs.1000/- P.A.	0.010	102		1.020		
7.3		Meetings, Travel allowance for 102 CRCs Blocks @Rs.200 x 12 P.A.	0.002	1224	12 months	2.448		
		Subtotal				6.018	0.392	
8	R&E	Reasearch and Evaluation Programme						
		Annual School, Block and district planning for 1359 Primary and Upper Primary schools @ Rs. 30/-	0.0003	1324		0.397		
		Annual School Gradation and Evaluation process for 1324 Primary & Upper primary schools @ Rs. 30/-	0.0003	1324		0.397		
		Conduct of Pupil Achievement Survey 5% to 10% of schools @ Rs. 2000/-	0.02	132		2.640		
		Academic monitoring of schools by DIET staff by travelling 2x12 months @ Rs.1000/-	0.01	24		0.240		
		Academic supervision by BRCs 12 x 5 units @ Rs. 1000/-	0.01	60		0.600		
		Hiring of Vehicles for Academic supervision by DPO/SPD 5 visits to 10 % visits x 12 months @ Rs. 1000/-	0.01	60	12 months	0.600		
		Annual Household survey @Rs.3/- per household for 346589 households in parts	0.00003	286589		8.598		

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

Account Code	Maj. Act.	Item	2003-04					
			Unit cost	Physical	Period	Financial	% to total	Remarks
		MIS Data collection and processing of data for 863 primary schools at State/District office	0.0017	863		1.467		
		MIS Data collection and processing of data for 461 upper primary schools/sections at State/District office	0.0018	461		0.830		
		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						
		Study in i) Child's concept of class relations ii) Causal thinking in students iii) Students concept of time iv) movement v) Students concept of space vi) Concrete and formal reasoning in Mathematics vii) Teacher expectations and remedial strategies	0.00030×7	1324		2.78		
		Subtotal				18.549	1.209	
9		Civil Works						
9.1		Block Resource centre buildings	6.000	4		24.000		
9.2		Cluster Resource Centres	2.000	10		20.000		
9.3		Additional Class rooms for primary schools	1.200	40		48.000		
9.4		Buildings for buildingless school	3.000			0.000		
9.4		Additional Classrooms for Primary schools and upper primary sections	1.200	126		151.200		

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

Account Code	Maj. Act.	Item	2003-04					
			Unit cost	Physical	Period	Financial	% to total	Remarks
9.5		New Primary school buildings Branch Schools	3.000			0.000		
9.6		Sanitary Blocks and drinking water facilities for primary and upper primary sections	0.350	431		150.850		
9.7		Headmaster's room for upper primary sections	1.200	85		102.000		
9.8		Verandah	1.200			0.000		
9.9		Buildings for schools having unsafe buildings	3.000			0.000		
		Subtotal				496.050	32.344	
10		Maintenance and Repair Grant						
		Repairs and maintenance of school Primary and upper primary sections	0.050	1324		66.200		
		Subtotal				66.200	4.316	
11	MGT	Management Cost						
		Hire charges for vehicles for DPO/State 30 times x 12 months	0.015	360		5.400		
		DPO/state consumables	0.070	12		0.840		
		Water, Electricity, Telephone etc. of District and State office	0.100	12		1.200		
		TA & DA of District and State etc.	0.300	12		3.600		
		Consultants (12 Months x 7) for District and State	0.070	84		5.880		
		Computer Stationery Peripherals DPO/State	0.200	1		0.200		
		Documentation at DPO/State	3.000	1		3.000		
		Running cost of Data centre for all primary and upper primary schools and students 1.400 x 12 inclusive of rent and salaries and other expenses for DPO/State	1.500	12		18.000		

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

Account Code	Maj. Act.	Item	2003-04					
			Unit cost	Physical	Period	Financial	% to total	Remarks
		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	24		0.720		
		Development and printing of modules on planning and management by State/District office	0.00036	1324		0.477		
		Hiring of experts for pedagogy research, evaluation, community mobilization, gender sensitisation, alternative schooling, planning and management training District 14×12×8000	0.08000	168		13.440		
		Circulation of material prepared of the expects to school/VEDC level				0.000		
		News Letter	0.00025	1324		0.331		
		Media Activity				0.000		
		Development and distribution work training manual for VEDCs 4 x1324	0.00032	5296		1.695		
		Development and distribution training manual on civil works for BRPs and DRPs 4 x (210+10)	0.00068	880		0.598		
		Workshop on Architectural plans and layouts 30 persons x 3 x 300	0.270	2		0.540		
		Development and distribution of architectural plans and layouts 2 x no. of primary & upper primary schools	0.00047	2648		1.245		
		Hiring of vehicles for monitoring of civil works 6 visits x 12	0.010	72		0.720		
		Hiring of vehicles for monitoring of civil works by State office and seeking advice on civil work	0.100	12		1.200		
		Printing of modules for various districts	0.000350	7944		2.780		
		Office Equipment				4.500		

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

Account Code	Maj. Act.	Item	2003-04					
			Unit cost	Physical	Period	Financial	% to total	Remarks
		EMIS				9.500		
		Annual Household survey @Rs.3/- per household for 346589 households in parts	0.00003	60000		1.800		
		Subtotal				77.666	5.064	
12	TRG	Teachers training for primary and upper primary for 20 days	0.0140	6214		86.996		
		Subtotal				86.996	5.672	
13	VEC	Training to VEC Members						
		Orientation to VEDC Members no. of primary & upper primary schools x 8 members x 2	0.0003	21184		6.355		
		Subtotal				6.355	0.414	
14	INO	INNOVATIVE						
a) Computer Education								
		Cost of running of computer education centres at block/cluster level	15.000	1		15.000		
		Subtotal				15.000	0.978	
b) Education of Girls								
		Remedial coaching for girls students for two months in primary schools in parts	0.003	220		0.660		
		Remedial coaching for girls students for two months in upper primary schools in parts	0.003	120		0.360		
		Development of supplement reading material and item Bank for 61489 girl student of primary students for use in remedial coaching in parts	0.00038	15315		5.820		
		Development of supplement reading material and item Bank for 29941 girl student of upper primary students for use in remedial coaching	0.00057	5548		3.162		
		Subtotal				10.002	0.652	

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

Account Code	Maj. Act.	Item	2003-04					Remarks
			Unit cost	Physical	Period	Financial	% to total	
c) SC/ST								
		Remedial coaching for 3 months in no. of primary & upper primary schools in parts	0.0030	680		2.040		
		Supplementary reading material for remedial coaching SC children 69491 in primary schools in parts	0.0005	9554		4.777		
		Question Bank for SC children of 22453 upper primary classes for remedial coaching in parts	0.0006	5300		3.180		
		Subtotal				9.997	0.652	
d) ECCE								
		School readiness kits and playway material for 3-5 age children in ICDS Centres (999x3)	0.00075	2997		2.248		
		Teaching learning material for 3-5 age children in ICDS centers × 2 partly	0.00030	36000		10.800		
		School readiness kits for first generation learners in primary schools of 5 year age for no. of primary schools x 3	0.00075	2589		1.942		
		Subtotal				14.990	0.977	
15		Free text books for Non SC girls	0.0015	48109		72.164		
		Subtotal				72.164	4.705	
		Grand Total				1533.66		

Training

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

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

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

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

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

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

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

IDENTIFICATION OF TRAINING NEEDS

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

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

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

THE OBJECTIVES OF THE TRAINING PROGRAMME

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

I. Knowledge and Understanding

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

II. Skills

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

III. Attitude and Values

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

TRAINING PROGRAMMES

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

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

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

TYPES OF TRAINING

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

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

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

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

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

TRAINING PERIOD

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

TRAINING METHODS AND MATERIALS

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

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

TRAINING EFFECTIVENESS

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

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

SUGGESTED CRITERIA FOR THE EFFECTIVENESS OF THE PROGRAMME

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

1. Selection of the state level key persons

These persons should:

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

2. Selection of the resource persons

The resource persons selected for participation should have:

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

Training Programmes For Teachers/Heads

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

5.	Authentic Vs inauthentic labour	All	2 years	1 day	Once in a year
6.	'Work on & forget the fruit'	All	2 years	1 day	Half yearly
7.	Grievances and Feedback	All	2 years	1 day	Half yearly
8.	Gender Sensitization	All	All	2 days	Once in 3 years
9.	Value Education Relationships in real life	All	All	2 days	Once in 3 years
Plan of Programs for Training for Focus Groups to Develop/Enhance Personal & Professional Competencies of Regular Teachers					
1.	Competence to identify refer special children	Primary and Upper Primary	5 years	3 days	Annual
2.	Sensitivity to a) Freedom of choice of mode of studies writing Vs typing b) Alternative curriculum e.g. talking Vs writing	Primary Upper Primary	2 years	2 days	Annual
3.	Access to Facilities provided by Govt., Education. Board and other bodies for special children	All	2 years	1 day	Annual
4.	Working with First Generation learners e.g. Academic house management, counseling.	Primary	All	3 days	Once in 3 years
5.	Programs for socially Disadvantaged, e.g. Academic, nutritional, house management etc.	Primary Upper Primary	2 years	3 days	Annual
6.	Tolerance for failure	All	All	1 day	Annual
Plan of Programs to Enhance Academic and Professional Competencies of Regular Teachers					
1.	Curriculum Development: content and methodology to transact content	All	5 years	5 days	Once in 2 years
2.	Innovation in content or methodology				
	a) Languages	All	5 years	2 days	Once in 2 years
	b) Science	All	5 years	2 days	
	c) Physics, Biology, Chemistry	Secondary	5 years	2 days	
	d) Geography	Upper Primary Secondary	5 years	2 days	
	e) Social Studies	Primary	5 years	2 days	
	f) History	Upper Primary Secondary	5 years	2 days	
	g) Maths	All	5 years	2 days	
3.	Use of computers and internet	All	All	3 days	Once in 2 years
4.	Concept of Discipline - how - responsibility, wrong definitions of love and affection.	All All	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
Plan of Programs to Develop/Enhance Personal & Professional Competencies of Pre Primary Teachers					
1.	Discipline	-	All	2 days	Annual
2.	Behavior Modification	-	2 years	2 days	Once in 2 year
3.	Child Development	-	2 years	2 days	Once in 2 years
4.	Content Innovations	-	5 years	3 days	Once in 3 years
5.	Innovation in conduct of Program	-	5 years	3 days	Once in 3 years
6.	Brain Storming sessions for improvement in infrastructure and total program	-	5 years	1/2 days	Annual
7.	Referral – Why? Constraints & limitations	-	All	2 days	Annual
8.	Grievances and feedback (This is a local Program)	-	All	½ days	Annual

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

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

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

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

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

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

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

PLANNING THE CURRICULUM

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

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

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

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

CONTENTS OF THE TRAINING PROGRAMME

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

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

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

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

FACILITIES REQUIRED FOR TRAINING

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

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

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

EVALUATION OF TRAINING CONDUCTED

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

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

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

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

COMMUNITY SUPPORT

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

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

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

EMERGING ISSUES AT ELEMENTARY AND SECONDARY EDUCATION LEVEL

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

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

IN-SERVICE EDUCATION TRAINING

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1. Social Role

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

2. Teachers Role

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

3. Administrator's Role

- Head Teacher as a Professional Democratic Leader.

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

4. School Discipline

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

5. Special Role of the Head Teachers

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

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

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

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

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

Educational Technology:

- In service training regarding Educational Technology.

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

Work Experience:

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

Planning Management:

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

Curriculum Material Development and Education:

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

TRAINING IN COMPUTER EDUCATION

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

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

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

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

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

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

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

18. Abbreviation related to computers.

TRAINING OF ENGLISH TEACHERS

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

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

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

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

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

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

Tentative Training Programme Contents for the English Teachers (Secondary)

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

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

TRAINING OF SCIENCE AND MATHS TEACHERS

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

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

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

The teacher has to be competent at: –

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

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

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

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

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

Day-1 (5.5.03)

Registration

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

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

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

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

Inauguration

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

Assignment

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

Pre-Test

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

Practicals

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

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

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

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

Day-2 (6-5-03)

Element, Compound & Mixture (Chemistry)

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

Work and Energy (Physics)

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

Health & Diseases (Biology)

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

Library

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

Practical

- Groups of seminarians will be inter-changed.

Day-3 (7-5-03)

Nature of matter and separation of substances (Chemistry)

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

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

Light and its Projections

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

Light and its Projections

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

Basic Algebraic Concepts (Maths)

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

Practicals

Groups of seminarians will be inter-changed.

Day-4 (8.5.03)

Acid, Base & Salt (Chemistry)

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

Heat & flow of heat (Physics)

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

Measurement (Physics)

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

Educational Excursion

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

Day-5 (9-5-03)

Number System (Maths)

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

Chemistry

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

Magnetism (Physics)

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

Participation of Teachers

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

Practicals

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

Day -6 (12-5-03)

Biology

- According to choice of seminarians.

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

Electricity (Physics)

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

Basic Geometrical Concepts (Maths)

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

OHP, Slide Projector

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

Practicals

- Groups of seminarians will be inter-changed.

Day-7 (13-5-03)

Electricity (Physics)

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

Man made Materials

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

Physics

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

Post-Test

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

Practicals

- Groups of seminarians will be inter-changed.

Day-8 (14-5-03)

Carbon & its compounds (Chemistry)

- Allotropic forms of carbon.

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

Animal System (Biology)

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

Sound (Physics)

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

Science Kit

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

Valedictory

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

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

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

Day-1 (5.5.03)

Registration

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

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

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

Inauguration

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

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

Assignment

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

Pre-Test

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

Practicals

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

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

Discussion

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

Day-2 (6-5-03)

Element, Compound & Mixture (Chemistry)

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

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

Cell & Cell Structure (Biology)

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

Health & Diseases (Biology)

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

Library

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

Practical

- Groups of seminarians will be inter-changed.

Day-3 (7-5-03)

Nature of matter and separation of substances (Chemistry)

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

Micro-organisms (Biology)

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

Useful Plants and Animals (Biology)

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

Construction and Theorems in Geometry (Maths)

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

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

Practical

- Groups of seminarians will be inter-changed.

Day-4 (8.5.03)

Acid, base & salt (Chemistry)

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

Heat & flow of heat (Physics)

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

Our Environment (Biology)

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

Educational Excursion.

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

Day-5 (9-5-03)

Conservation of Natural resources (Biology)

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

Chemistry

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

Magnetism (Physics)

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

Participation of Teachers

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

Practicals

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

Day -6 (12-5-03)

Animal System (Biology)

- Digestive system, or
- Respiratory System

Physics

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

Animal System (Biology)

- Circulatory system, or
- Excretory system.

OHP, Slide Projector

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

Practical

- Groups of seminarians will be inter-changed.

Day-7 (13-5-03)

Biology

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

Man made Materials

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

Organic Evolution (Biology)

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

Post-Test

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

Practical

- Groups of seminarians will be inter-changed.

Day-8 (14-5-03)

Carbon & its compounds (Chemistry)

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

Food (Biology)

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

Electricity (Physics)

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

Science Kit

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

Valedictory

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

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

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

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

Day-1 (21.7.03)

Registration

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

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

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

Inauguration

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

Assignment

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

Pre-Test.

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

Practical

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

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

Discussion

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

Day-2 (22-7-03)

Matter-Nature & behavior (Chemistry)

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

Cell & Cell Structure (Biology)

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

Diversity in living World (Biology)

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

Library

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

Practical

- Groups of seminarians will be inter-changed.

Day-3 (23-7-03)

Periodic Table (Chemistry)

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

Human Diseases (Biology)

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

Human Diseases (Biology)

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

Construction and Theorems in Geometry (Maths)

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

Practicals

- Groups of seminarians will be inter-changed.

Day-4 (24.7.03)

Chemical bonding (Chemistry)

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

Sun and Nuclear energy (Physics)

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

Biology

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

Population Education

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

Practicals

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

Day-5 (25-7-03)

Chemistry

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

Life processes (Biology)

- Digestive system, or
- Respiratory System

Participation of Teachers

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

Moral values

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

Practical

- Groups of seminarians will be inter-changed.

Day –6 (28-7-03)

Chemistry

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

Physics

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

Life Processes (Biology)

- Circulatory system, or
- Excretory system.

Assignments

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

Practical

- Groups of seminarians will be inter-changed.

Day-7 (29.7.03)

Heredity (Biology)

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

Educational Excursion

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

Day-8 (30-7-03)

Evolution (Biology)

- Evidences of evolution
- Theories of evolution.

Physics

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

Biology

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

NTSE

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

Practicals

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

Day-9 (31.7.03)

Magnetism (Physics)

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

Carbon & its compounds (Chemistry)

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

Sustainable Agriculture (Biology)

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

Post-Test

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

Practical

- Groups of seminarians will be inter-changed.

Day -10 (1-8-03)

Electricity (Physics)

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

Carbon & its compounds (Chemistry)

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

Our Environment (Biology)

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

Science Kit

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

Valedictory

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

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

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

Day-1 (21.7.03)

Registration

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

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

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

Inauguration

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

Assignment

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

Pre-Test

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

Practical

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

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

Discussion

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

Day-2 (22-7-03)

Matter-Nature & behavior (Chemistry)

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

Diversity in living World (Biology)

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

Force (Physics)

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

Library

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

Practical

- Groups of seminarians will be inter-changed.

Day-3 (23-7-03)

Periodic Table (Chemistry)

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

Biology

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

Measurement, units & motion (Physics)

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

Basic Algebraic Concepts (Maths)

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

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

Practical

- Groups of seminarians will be inter-changed.

Day-4 (24.7.03)

Chemistry

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

Sun and Nuclear energy (Physics)

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

Electricity (Physics)

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

Population Education

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

Practicals

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

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

Chemistry

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

Number System (Maths)

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

Participation of Teachers

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

Moral values

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

Practical

- Groups of seminarians will be inter-changed.

Day -6 (28-7-03)

Carbon & its compounds (Chemistry)

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

Physics

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

Light (Physics)

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

Assignments

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

Practical

- Groups of seminarians will be inter-changed.

Day-7 (29--03)

Heat (Physics)

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

Educational Excursion

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

Day-8 (30-7-03)

Physics

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

Electricity (Physics)

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

Basic Geometrical Concepts (Maths).

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

NTSE

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

Practicals

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

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

Magnetism (Physics)

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

Chemical bonding (Chemistry)

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

Human Diseases (Biology)

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

Post-Test

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

Practical

- Groups of seminarians will be inter-changed.

Day -10 (1-8-03)

Universe (Physics)

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

Carbon & its compounds (Chemistry)

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

Biology

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

Science Kit

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

Valedictory

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

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

Contents of Middle Maths Seminar (8 days)

Number System (2Pds)

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

Indices, Exponents and Surds (1Pd)

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

Squares and Cubes (1 Pd)

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

Commercial mathematics (5 Pds)

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

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

Algebra (4Pds)

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

Geometry (7 Pds)

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

Mensuration (2 Pds)

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

Statistics (1Pd)

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

Teaching Aids (2Pds)

Contents of High Maths Seminar (10 days)

Algebra (10Pds)

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

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

Mensuration (2Pds)

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

Trigonometry (2Pds)

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

Commercial Maths (5Pds)

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

Statistics (3 Pds)

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

Geometry & Co-ordinate Geo. (9 Pds)

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

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

Teaching Aids (2 Pds)

Note: -

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

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

Guidelines for Maths Seminar Year 2003-04

Registration

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

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

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

Inauguration

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

Assignment

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

Pre-Test

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

MANAGEMENT OF TEACHER TRAINING

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

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

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

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

CHALLENGES OF EDUCATIONAL SCENARIOS

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

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

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

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

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

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

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

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

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

IMPROVEMENT OF SCIENCE EDUCATION SCHEME

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

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

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

IMPROVEMENT OF SCIENCE EDUCATION SCHEME								
TIME-TABLE FOR HIGH SCIENCE SEMINAR YR. 2003-4 (5.5.30 TO 14.5.03)								
VENUE: SISE,PB, CHANDIGARH & INSERVICE TRAINING CENTRES OF PUNJAB								
Day	9:30 to 10:15	10:15 to 11:00	11:00 to 11:15	11:15 to 12:00	12:00 to 12:45	12:45 to 1:30	1:30 to 3:30	3:30 to 4:30
1	Registration	Inauguration	T e a	Assignment	Library	L u n c h	Practical of phy, chem, bio according to syllabus	Discussion regarding problems faced by teachers and teacher's presentation
2	Nature of Matter	Diversity in the living world		Energy	Pre-test		as above	
3	Human Diseases	Classification of elements		Sun and Nuclear Energy	Maths		as above	
4	Magnetism	Chemical bonding		Natural Resources	Population Education		as above	
5	Chemical Reactions	Light		Participation by Teachers	Moral Values		as above	
6	Carbon and its Compounds	Our Environment		Electricity and its Applications	Assignments		as above	
7	Life Processes	Educational Excursion		Educational Excursion			Educational Excursion	
8	Heredity and Evolution	Metals and Non-metals		Universe	NTSE		Practical of phy, che, bio, acc to syllabus	
9	Chemistry acc to choice of seminararians	Biology acc to choice of seminararians		Physics acc to choice of seminararians	Post Test		as above	
10	Biology acc to choice of seminararians	Chemistry acc to choice of seminararians		Physics acc to choice of seminararians	Science Kit		Valedictory & TA/DA disbursement	

MIDDLE MATHS SEMINAR (8 DAYS)

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

HIGH MATHS SEMINAR (8 DAYS)

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

IMPROVEMENT OF SCIENCE EDUCATION SCHEME

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

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

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

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

Material Prepared for SSA

Sarva Shiksha Abhiyan

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

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Title/Description	Objective	Language	Source material	Circulation	No of Item
ਸਿੱਖਿਆ ਯੋਜਨਾਬੰਦੀ ਤੇ ਸਿੱਖਿਆ ਵਿਕਾਸ ਦੀ ਪਤਚੋਲ Educational Planning Diagnosis of Educational Development	Planning & Management	Punjabi	NIEPA	Cluster level/Block level/ Distt level/Diets/ In-Service Training Centre	1
ਜ਼ਿਲ੍ਹਾ ਪੱਧਰੀ ਵਿਦਿਅਕ ਯੋਜਨਾਬੰਦੀ- ਧਾਰਨਾ ਤੇ ਸੰਭਾਵਨਾ District level Educational Planning	Planning & Management	Punjabi	NIEPA	Distt. Level	1
ਸਿੱਖਿਆ ਬਾਰੇ ਰਾਸ਼ਟਰੀ ਨੀਤੀ: ਅਧਿਆਪਕਾਂ ਲਈ ਭਾਵ ਅਰਥ, ਸੰਸਥਾਗਤ ਯੋਜਨਾ ਅਤੇ ਪ੍ਰਬੰਧ National Educational Policy meaning & scope for teachers Institutional Planning	School Planning and management	Punjabi	NCERT	Cluster level/Block level/ Distt level/Diets/ In-Service Training Centre	1
ਸਿੱਖਿਆ ਬਾਰੇ ਰਾਸ਼ਟਰੀ ਨੀਤੀ (ਮੂਲ ਰੂਪ ਦਾ ਪੰਜਾਬੀ ਅਨੁਵਾਦ) National Educational Policy-1986 Punjabi Translation of the original document	Teacher Training	Punjabi	NCERT	Cluster level/Block level/ Distt level/Diets/ In-Service Training Centre	1
ਸਕੂਲ ਯੋਜਨਾਬੰਦੀ ਉਦੇਸ਼ ਅਤੇ ਵਿਸਤਾਰ School Planning	Planning & Management (work book)	Punjabi	SSA, Punjab	School level	1
ਸਕੂਲ ਯੋਜਨਾ (ਮਡਿਊਲ) School Planning	Planning & Management (Module)	Punjabi	SSA, Punjab	School level	1
ਪੰਜਾਬ ਸਿੱਖਿਆ ਨੀਤੀ 2002 ਅਤੇ ਇਸਦਾ ਕਾਰਜ ਪੱਗਰਾਮ Punjab Education Policy 2002 and Programme of Action	Policy, Programme of Action	English	SSA, Punjab	State/District level	1
ਵਿਰਵੇ ਸਮੂਹ ਸਿੱਖਿਆ ਦੇ ਬਰਾਬਰ ਮੌਕੇ Disadvantaged groups: Equal Educational opportunities to women	Teacher Training	Punjabi	NCERT	Cluster level/Block level/ Distt level/Diets/ In-Service Training Centre	1
ਅਧਿਆਪਕ ਸਿਖਲਾਈ ਕਿਵੇਂ ਹੋਵੇ Training Manual for Teachers	Teachers training	Punjabi	SSA, Punjabi	Cluster/block/DIETS & inservic training centres	1
ਮੁੱਢਲੀ ਬਾਲ ਸਿੱਖਿਆ ਅਧਿਆਪਕ ਅਗਵਾਈ ਪੁਸਤਕ - I, II, III & IV Pre-Primary Education- a teachers manual -- I, II, III & IV	ECCE/EGS training	Punjabi	NCERT	School & Anganwari level	4
Learning Material for EGS					
ਈ. ਜੀ. ਐਸ. ਪ੍ਰਾਇਮਰ -1 E.G.S. Primer-I	Learning material	Punjabi	SSA, Punjab	EGC	1
ਅਭਿਆਸ ਪੁਸਤਕ ਈ. ਜੀ. ਐਸ. ਪ੍ਰਾਇਮਰ -1 E.G.S. Work Book	Learning material	Punjabi	SSA, Punjab	EGC	1

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

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

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

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

Sarva Shiksha Abhiyan

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