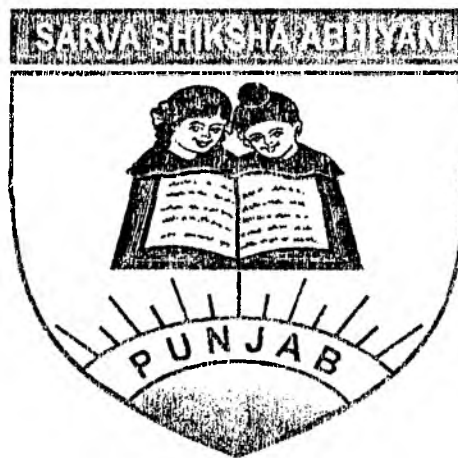


SARVA SHIKSHA ABHIYAN

DISTRICT ELEMENTARY EDUCATION PLAN

EDUCATION FOR ALL



**Annual Work Plan
2002-2003**

&

**Perspective Plan
2002-2007**

District

HOSHIARPUR

Sarva Shiksha Abhiyan Authority

PUNJAB

VISION STATEMENT-2020

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

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

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

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PART - I

Brief Profile of District Hoshiarpur

Location

Hoshiarpur district is located in the north-east part of the State. It falls in the Jalandhar Revenue Division and is situated in the Bist Doab, Doaba region of the State. The district is submountainous and stretches from river Beas in the north-west to river Satluj in the south-east. In appearance it is fish shaped i.e. broader in the north-west and narrower at the south-east. It encompasses the entire western watershed and to some extent the eastern watershed of the Katar Dhar or Solasinghi range of the Shivalik hills. It lies between north latitude 30°-57' and 32°-05' and east longitude 75°-32' and 76°-31'. It shares common boundaries with Kangra and Una districts of Himachal Pradesh in the north and north east; Nawan Shehar in the south; Rupnagar district in the south east; Jalandhar and Kapurthala districts (interspersed) in the west and Gurdaspur district in the north-west.

Origin of Name

The district takes its name from Hoshiarpur town, which serves as the district headquarters. There are two versions about the founding of the town. According to the first version, the town was founded by one Hoshiar Khan, a resident of near by village Bajwara. According to the second version the town was founded by two brothers named Hargobind and Ram Chand, Diwans of Emperor Mohammed Tughlaq (AD 1325-51).

Area

The district has an area of 3365 sq. km. and population of 1478045 (*Annexure-I*).

Climate

The district has mild climate compared to other districts of the State. This is due to the abundance of hilly terrain on the one hand and sizeable forest cover thereon, on the other. Moreover, chain of check dams constructed recently on the choes under 'Kandi Watershed Development Project' has appreciably enhanced water surface area in the district. This has made the summer nights quite pleasant.

The pattern of seasons in the district is similar to other districts of the State, except slight variations at the terminals. The summer season sets in April and lasts up to end of June, to be taken over by the rainy season when it becomes hot and rainy. The rainy season sets in July beginning and lasts up to September end. The average rainfall is 658.0mm in the district (*Annexure-I*). The winter season starts after the rains are over from October and lasts up to March end. May and June are the hottest months when mercury may cross

45⁰C on some days. It is pleasantly cold in the months of October and November, whereas March is pleasantly hot. The months of December, January and February are the months when winter is quite severe and mercury may hover around 5⁰ C and on some days it may touch 0⁰ C.

Broadly speaking 75 per cent of the rainfall is experienced in the period from July to September, whereas 15 per cent rainfall is experienced in the winter months of January and February. The remaining 10 per cent rainfall is experienced in the remaining seven months of the year. The rainfall during the period of July to September is under the influence of south-westerly monsoons, whereas the winter rains, experienced in the months of January and February are under the influence of western disturbances in the Persian Gulf. Hailstorms may occur in the closing period of winter when there is quite a sizeable difference in the temperature of the lower and upper strata of the air. Likewise, wind storms may occur in May and June which may cause sizeable damage to fruit crops, especially the mango fruit for which this district is quite renowned in the State

Topography

Hoshiarpur has the maximum topographic variety as compared with other districts of the State. The Shivalik hills, which run along the north-east alignment, almost throughout the length of the district, greatly influence the physiographic units. Broadly speaking there are following four physiographic units.

The Hilly Tract

It is traversed by Katar Dhar or Solasinghi, which extends up to 128 km. in length and 3 to 8 km. in width within the district. It is broader on the northern fringe as both sides of its watershed falls within the district. It has the highest point (peak) 652 metres on the boundary between Una tehsil of Himachal Pradesh and Garhshankar tehsil of Hoshiarpur district. Large number of hill torrents locally called as choes, emanated from this range and criss-cross the district. These choes cause extensive damage to land and crops when in floods. A few of these have now been provided with dams to minimise their vagaries and utilize flood waters for irrigation purposes. The important choes which have been provided with dams are; Dhollbaha choes, Janauri choe. Dhamsal choe, Chohal choe and Maili choe. The hilly tract had a thick forest cover a century back but these hills now appear with less forest cover and are exposed. The State Forest department has made earnest efforts to cover the hills with vegetation. These efforts have started bearing fruits. The hills are formed of loose, soft unconsolidated conglomerate and ill-compacted and stone alternating with loams and clays.

The Foothill Plain

This adjoins the Shivalik hills on their western slopes and have an elevation varying between 275 to 428 metres. This plain is dissected with choes

which are found after every 1.5 kilometre on an average. This is widest at 24 km. in Hoshiarpur tehsil, whereas in Dasua tehsil, it narrows down. This fine textured foothill plain is covered with a mixture of sand, gravel and loam in varying proportions and is locally known as 'Kandi'.

The Flood Plain of the Beas and the Satluj

This lies in the north western and southern peripheries of the district and is locally called as 'Bet'. These comprise wide strips of alluvial land; which are covered by flood waters of river Beas and Satluj. Within each of the flood plains, a distinction may be made between the 'active' flood plain, which is regularly flooded and the 'cover' flood plain, which is covered when the river carries enormous discharge or is in flood.

The Beas flood plain in this district stretches like a horse shoe. It is narrow in the north east where Beas just breaks its way through the Shivaliks but the 'Bet' widens the entire land between the river Beas and Black Bein lies in the flood plain. The flood plain of the Beas is also marked by number of 'Chhamb', or 'Jhils' of which important ones are; Tarkiana Chhamb, Kalabagh Chhamb, Nahran Chhamb and Zahura Chhamb. In fact, over the year the actual areas covered by these 'Chhamb's' has shrunk both as a result of silting and reclamation of land after construction of Pong Dam.

The silting flood plain in Hoshiarpur district is hardly 16 km. long. In the eastern section, the flood plain extends right up to the foothills since after the construction of Bhakra Dam the flood plain has narrowed down due to silting and reclamation.

The Upland Plain

The upland plain is juxtaposed with the flood plain of Beas in the Dasua tehsil where it is fairly wide and with choe infested foothill plain in the Hoshiarpur and Garhshankar tehsils, where it covers only a few square kilometres of land traversed by the lower sections of the choes.

The physiographic silting of the Hoshiarpur districts, thus, characterised by hills along the eastern and north eastern margins and intensely dissected foothill plain adjoining the hills, flood plains along the Beas and the Satluj and an upland plain immediately next to the foothills.

Rivers and Drains

The district is not traversed by any perennial river. However, its northern, north-western and southern peripheries are washed by the Beas rivers respectively.

Beas Rivers

It rises from Beas Kund near Rohtang Pass in the Kullu District of Himachal Pradesh. It traverses through the districts of Kullu, Mandi, Hamirpur and Kangra in Himachal Pradesh and enters Hoshiarpur district near Talwara after cutting through the Solasinghi range of the Shivaliks. After flowing for about 40 km to the north west, the river suddenly takes a sharp turn to the south from Motla village and forms the boundary between the districts of Hoshiarpur and Gurdaspur. The river has been dammed in the upper reaches at Pandoh (in Mandi district in Himachal Pradesh), where waters have been impounded and diverted through a tunnel into the Sundernagar valley for Dahar Hydro Power Station where its water falls into the Satluj river to augment the water supplies in the Gobind Sagar dam. Near Talwara, it has been dammed and vast reservoir known as Pong dam impounds its waters for irrigation and power. A little down stream this is joined by its tributary called Sawan. A barrage has been constructed on Beas river little upstream near Talwara to divert its waters in Mukerian Hydrel Channel, partly for Kandi canal, which takes out from the Mukerian Hydrel Channel below Talwara, but mainly for generation of electricity in the four power stations on the Mukerian Hydrel Channal. The Mukerian Hydrel Channel merges into Beas once again after serving its purpose of power generation.

Sawan Nadi

It originates near Daulatpur chowk in Una district of Himachal Pradesh and drains out rain water of Chintpurni Dhar (in Himachal Pradesh) and eastern Katar Dhar watershed (falling in Hoshiarpur district) into river Beas. This is basically rainy season stream and is called Sawan due to the noise its waters make over the boulders during the course of its sojourn in the direction of North-west. There is another Sawan, which flows in the opposite direction but emanates from near Daulatpur Chowk in Himachal Pradesh. The latter is more renowned and merges into Satluj in the district of Rupnagar in Punjab.

Beins

There are two beins (streams) in the district, which are the main tributaries of the Beas river in the district. One is called 'Kali Bein' or the western Bein and the other one is called 'Sufed Bein' or the eastern Bein. The 'Kali Bein' originates in the 'Terkiana Chhamb' and follows a course almost parallel to the Beas river in Dasua tehsil and beyond in Kapurthala. This appears to be the abandoned bed of the master stream Beas. With choes it has marked distinction as it carries water throughout the year unlike the choes which carry water during the rainy season only. Moreover Bein has deeper course varying between 1.5 metres and 3 metres.

Choes

Hoshiarpur is known for choes, the hill torrents, which are identifiable from their sand beds. There are about 108 such choes, which emanate from the western watershed of the Katar Dhar. They have the characteristic that they recede as fast as they rise and leave behind deposits of sand on lands, which were once fertile. Their other characteristic is that they are almost surface water courses least confined to their defined limits. Hoshiarpur which was once called 'Bag-e-Punjab' (Garden of Punjab) has been converted into a sand desert due to the vagaries of the choes in this century. They are numerous throughout the district but are very numerous in the Hoshiarpur tehsil. After flowing for some distance, ranging between 5 to 24 kms, wide choe shrinks into a narrow stream and finally disappears. Of late their courses are being made deeper so that there is minimum loss to crops and property. Also earth filled dams are being constructed for impounding their waters for minimising the vagaries of floods on the one hand and for supply of water for irrigation on the other.

Canals

There are two canal systems in the district. The oldest and most important is Shah Nehr, which takes out from Beas and irrigates land in Dasua tehsil. The second is under construction and partly in operation, is the Kandi canal. It takes out from Mukerian Hydel Channel near Talwara. It will run parallel to Katar Dhar and will terminate near Balachaur town. According to the original plan of its development, it will irrigate lands situated on its right bank, whereas, lands on its left bank will be irrigated from check dams on various choes. It is proposed to be completed in two phases. Under the first phase, it will irrigate an area of 22,600 hectares. The second phase will be taken up on completion of the 1st phase. The second phase will be from Hoshiarpur to Balachaur and will irrigate an additional area of 33,000 hectares in the district. The total discharge of Kandi canal at the point of origin will be 500 cusses only.

Present Jurisdiction

Hoshiarpur district is sub-divided into four tehsils viz, Hoshiarpur, Dasua GarhShankar and Mukerian, each constituted in a sub-division. The district is further constituted into 10 Community Development Blocks, which are (i) Hoshiarpur-I, (ii) Hoshiarpur-II,, (iii) Bhunga, (iv) Tanda, (v) Dasua, (vi) Garhshankar, (vii) Mahilpur, (viii) Mukerian, (ix) Talwara and (x) Hajipur. The district has 12 towns and 1423 villages (*Annexure-I*).

Major Characteristics of the District

Land Utilisation

During the year 2001 against a geographical area of 340 thousand hectares, the area of the district according to village papers is 339 thousand

hectares. The difference in the two sets of areas is on account of different methods adopted by two agencies viz., Surveyor General of India (geographical area) and Director Land Records, Punjab (area in village papers). Out of an area of 339 thousand hectares, 109 thousand hectares is under forests, and there is an area of 12 thousand hectares under non-agricultural uses. Due to the sub-mountain nature of the district, it has only 64 per cent land under 'Net Area sown' as percentage to total area which is the second lowest for any district in the State, the lowest percentage 58 percent being of Rupnagar district. There is 218 thousand hectares net area sown in the district, out of which 148 thousand hectares is sown more than once (*Annexure-I*). Thus, the total cropped area of the district during the year 2000-01 is 366 thousand hectares.

Agriculture

In the 50's, various enactments were taken up to simplify various land laws in the Hoshiarpur district. The occupancy tenants were made owners of land and were required to pay nominal compensation to the former owners. There were large number of occupancy tenants in the district. Also 'Ala Malkiyat' was abolished and Adna Malkiyat became the absolute owners of land. These changes went a long way in simplifying relations between the owners of land and the tenants.

It is not necessary that tenant should have land of his own but usually they are landless and belong to a scheduled Caste. Such of the tenants are mostly Bataidars (share croppers). Others from the land owning families may take land on Theka (lease against cash payment). Such tenants may come either from amongst the petty land owners or teachers who have spare time to engage in agricultural practices for economic gains or making themselves engaged fully in agriculture as they have plenty of time at their disposal.

Agriculture constitutes the main occupation of the people in the district. It is single largest source of employment as 53.99 per cent of the total workers in the district are engaged in agriculture as per the 2001 Census. There has been a decline in this percentage since 1991. This decline is likely to persist for some more decades as more stress is now being laid on development of industry after Hoshiarpur was declared as industrially backward district.

As in other districts of the State, there are two principal crop seasons known as 'Rabi' and 'Kharif'. These are also called 'Hari' and 'Sawni' respectively in the local language. The Rabi (Hari) crops are mainly sown on the onset of winter and mature in summer. The most outstanding crop of this season is wheat. The kharif (sawni) crops are sown in summer and mature at the close of monsoon season or onset of winter. The most important crop of Kharif season is paddy in the plains, where water is available for irrigation but in the hilly areas it is maize, which constituted as the staple diet to the people for most part of the year some years ago. Among the two crop seasons Kharif is more important. Vegetable growing is also popular in the district.

In order to boost agriculture and horticulture, the Punjab Agriculture University Ludhiana is running a fruit Research Station at village Gangian, tehsil Dasua. The fruit Research Station was set up in 1972 and is situated at a distance of 3 km. from Dasua-Hoshiarpur road, The main objective of this station was to preserve the sucking type of mangoes as also to conduct research on different aspects of Litchi, Citrus, Pear, Ber, Peach, Plum, Apricot, Almond, Guava and Loquat. It has established a commercial nursery, which has supplied large numbr of fruit plants of different varieties to the growers.

Irrigation

Irrigation is an essential prerequisite for intensive agriculture and increasing crop yields. The development of irrigation also helps to rebuild the agricultural economy. It is, therefore, necessary to improve the water resources and their utilization properly.

Canals are a major source of irrigation. There are two canals, i.e Shah Nahar canal takes off from river Beas near Mukerian. Until 1949, this canal was controlled by District Board but there after its control was passed over to Irrigation Department. The Kandi Canal is of more recent origin and takes off from Mukerian Hydrel Channel, upstream from Power House No. 1 near Talwara.

Irrigation by wells, fitted with Persian wheels, was the most ancient and common form. But this is being replaced by tubewells run by electricity or diesel engines.

As regards area irrigated in the district. Gross area irrigated is 292.8 thousand hectares. The percentage of Gross Irrigated Area to Gross Cropped Area is 80.0 percent. Further, 165900 hect. area was irrigated by wells or tubewells and 20000 hect. was irrigated by government canals, also 2400 hect. by other sources. Thus net irrigated area worked out to be 188300 hect. (*Annexure-I*).

Animal Husbandry

From times immemorial Punjab is known as home of milk. The minimum hospitality, which the Punjabis offered to their guests was glass of hot milk or glass of butter milk (lassi). The breed and quality of milch cattle was so good at that time and bovine stock was exported from Punjab to big urban centres like Bombay and Calcutta. The farmers loved their animals immensely and looked after them well. It was on the strength of fine stock of draught/cattle that agriculture in Punjab progressed and prospered.

Hoshiarpur district has such terrain that it had plenty of grass in the hilly and 'Bet areas'. The gujjars, the traditional grazers or herdsmen found it as their natural habitat. However, after partition, things changed a lot as sizeable

number of gujjar population which was Muslim by religion, migrated to Pakistan. The position did not improve as new allotments did not find surroundings congenial for permanent settlements. But the development of sources of irrigation made it possible to grow green grasses in plenty and thereby gave good sustenance to animal husbandry. Further, the various schemes undertaken under project 'White Revolution' brought a sea change in the quality of animals. The mechanization of agriculture and transport compelled the farmers to go for quality milch cattle. The purchase of milk through rural milk collection centres at remunerative prices by government helped in the process of improvement of animals, whose prices touched all time high. The exotic breeds of cattle like Brown Swiss, Holstein, Friesian, Jersey etc. have become a household craze. The buffalo breeds, like Mirrah and Nili Ravi have also gained in popularity due to their high milk yields with the results all the commercial dairies run in the rural or urban area have now invariably animals of best of these breeds. In 1997, the district has the total Live stock of 489100(*Annexure-I*).

For ensuring hygienic meat supplies in the district, there are 9 slaughter houses, in which 23,926 animals were slaughtered in 2000-01.

The poultry farming has also become quite popular the number of poultry birds has increased from 4,90,300 in 1990 to 5,42,500 in 1997(*Annexure-I*).

As a result of government effort, Pisciculture is receiving a big boost .In 2000-01 the area stocked with fish was 260 hectares and the income to govt. was Rs. 817000.

Industry

Hoshiarpur was known for lacquer ware ivory goods and ornaments. It was also an important centre for Rosin and Turpentine industry in the State. Besides many village and cottage industries found here a congenial atmosphere and prospered. But things changed after partition as Muslims, who formed the bulk of the artisans and skilled migrated to Pakistan and created a void, which could not be filled inspite of efforts at private and government levels.

The district though rich in small scale industries was considered industrially backward due to its geographical location, being situated on Jalandhar Hoshiarpur railway branch line, with inadequate means of communications. But things started improving on the industrial front after its being declared as 'Industrially Backward District' in 1970. As a result industrial units set up in the district were eligible for a subsidy of 10% which was increased to 15% from March, 1973. This had resulted in the setting up of number of large and medium sized industrial units in the district. At Hoshiarpur following industrial units are located (1) Mahavir spinning Mills (an ultra-modern spinning unit with 25,000 spindles employing, some 2,000 persons),

(2) Pressure Cookers and Appliances Ltd. engaged in the manufacture of Pressure Cookers and Kitchenware marketed under the name 'Hawkins' and (3) Sonalika Tractors. Also a milk plant., 'The Hoshiarpur, Co-operative Milk Producers. Union Limited' is located in village Ajjowal, near Hoshiarpur, with a milk handling capacity of 100,000 liters daily. On the Hoshiarpur-Dharamshala Road, at Chohal about 6 kms. from Hoshiarpur, three industrial units are located (1) Sterling Steels and Wires Limited (engaged in the 'production of steel wire, drawing and their treatment, (2) JCT Mills and (3) JCT Fibers.

Besides the above named important centers, big industrial units have come up in the district such as Mukerian Paper Mills, near Mukerian (on Dasua-Mukerian Road, Oswal Sugar Mills (has been established near Mukerian Paper Mills). This Mill has opened up the area of sugarcane cultivation, which can prove a good cash crop. Incidentally this is the only sugar mill in the district as the nearby sugar mills frequented by the farmers of this district are at Nawashehar and Bhogpur (Jalandhar district). Both these sugar mills are in the co-operative sector, located outside the district. Another important industrial unit, Kakkar complex Steel Private Limited, is located 7 kms. from Hoshiarpur on Hoshiarpur-Jalandhar Road. This is medium sized unit engaged in the manufacture of high alloy castings. Besides, there are three Milk Chilling Plants, each located at Balachaur, Gangian and Dasua which supply milk to the Hoshiarpur Co-operative Milk Plant. In 2000-01, the district had a number of 533 Registered Working factories (*Annexure-I*).

The small scale industrial units engaged in the production of various types of articles are:-

(1) Plastic Inlay, (2) Lacquer ware, (3) Desi Jutties and Embroidered Jutties, (4) Brass Utensils Manufacturing, (5) Ban Making (6) Rope making and (7) Khes and Durri Making

The Rosin and Turpentine industry which was an important industry is on decline as majority of raw material centres are now located in Himachal Pradesh territory, and raw material is not easily available. Whatever industrial units are in operation get raw material form within Punjab territory, which is not sufficient.

The local Kumhars (potters) at Dasua, Tanda and Hoshiarpur had specialised in the manufacture of Surahis of fine shapes and light weight but this has become extinct now. Hoshiarpur was once renowned for the production of woolen/Pashmina Shawls, which infact was the monopoly of muslim weavers. This industry became extinct with the migration of muslim weavers. Further the non-availability of fine wool and pashmina due to import restrictions has also contributed for extinction of this industry. The emergence

of Ludhiana and Amritsar as important centers of shawls making is also a contributory factor for extinction of this industry.

Hoshiarpur is considered a home for Shisham wood, an important raw material for plastic inlay work, lacquerware, wooden toys and ornamental furniture. To meet the demand of wood Government has opened a wood seasoning plant at Hoshiarpur in 1965, which is rendering good service to the artisans. Besides, government had opened a Quality Marking Centre for Handicrafts and Textiles at Hoshiarpur in 1967. The specifications followed by the centre are as per standards laid down by the Indian Standards Institute (ISI). However, where no standards have been prepared by the ISI, the centre prepares its own specifications with the manufactures and with the help of Advisory Committee.

The Punjab State Industries Department helps the entrepreneurs with Supply of machinery on hire purchase basis and Supply of raw material, the Punjab Financial Corporation, Chandigarh and The Punjab Export Corporation gives guidance in efficient running of the industrial units of various sizes in the district. The cumulative effect of these efforts/schemes has resulted in the development of large, medium and small industries to great extent.

Electricity

The first electricity generating unit was installed in the district by the Hoshiarpur Electricity Supply Company at Hoshiarpur. This was a Diesel Generator Set, which started supplying electricity in the year 1930-31. This was considered a costly proposal. The distribution of electricity was the responsibility of Punjab Public Works Department (PWD) from 1931 to 31 Jan 1959. Its functions were, however, taken over by the Punjab State Electricity Board (PSEB) from 1st February, 1959. This arrangement continues till today.

On the Mukerian Hydrel Channel 4 Hydro Power stations have been set up. Each of these power stations is fitted with 4 generators (turbines) having a capacity of 15 Mega Watt (MW) each.

During the year 2000-01 the district consumed 784.83 units of electricity (*Annexure-I*), which in terms of total consumption of electricity in the State works out to 4.09 per cent. As per 2001 census there were 270135 households in the district and 269611 households were electrified which shows that 99.81 percent households are electrified.

Minerals and Mining

Occurrence of coal has been reported in Ramtatwali and Dholbaha areas of the district but these deposits are not considered worth exploiting so far. The building material like boulders, gravel and sand are easily available. Boulders and gravel are found in the various ephemeral and perennial streams. These are

found in plenty around Jaijon and Talwara area of the district. Sand found in all the choes is of fine quality

Communications

An efficient system of communication is a sign of development of any area. The backwardness of Hoshiarpur in the industrial field was attributed to the under-development of various means of communications. Over the years the district has made good progress in this field and has succeeded in attracting large and medium sized industrial units, which have thrown open vast opportunities for employment to the local youth, who hitherto used to migrate to the foreign lands for gainful employment. The pace of out-migration has also been slowed down in the recent past.

Hoshiarpur district lies in the Ferozepur Division of Northern Railway with all the rail lines passing through it being of broad gauge. There are 16 railway stations on the three rail lines passing through this district

The district being strewn with choes on all sides used to present a very pathetic picture during the rainy season. The things started improving after independence when a plan was chalked out to tame these choes by constructing bridges over them and channelisation. The metalling of roads was also taken up and some of the roads were widened to facilitate road traffic. The net result was that there emerged some good roads, which could be described as all weather roads. In 2001, the total road length maintained by Public works Department in the District was 3291 kms. (85 kms National Highways and 3206 Provincial Highways) and availability of roads was 114 Kms. of roads per 100 Sq. Kms. and 260 Kms. roads per lakh of population.

Trade and Commerce

Hoshiarpur was an important centre of trade and commerce with the hill areas. Its traders had commercial/trade links with Tibet, China and areas in central Asia republics of present USSR. The important centers with which goods were traded were: Leh, Sumer and Sinkiang etc. Also it served as a major supply centre to newly merged hilly areas of Himachal Pradesh till the emergence of Nangal and Pathankot towns as competitors. Jaijon and Bajwara have undergone a complete decline with major positions of these two towns in ruins. The major items of export, apart from the agricultural produce were; ivory inlay wooden furniture and goods like resin and turpentine. The main trading commodities were: cotton, silk and wool, phulkaris, shoes, copper and brass vessels, pottery, glass bangles, wood carvings, ivory inlay work and sugar.

Trade both retail and wholesale is mainly in private hands. Thus traders are everywhere. Even the retail shopkeepers are found in the remote villages. The marketing co-operatives are also in business but in the restrictive form as only limited items such as sugar, kerosene, cheap cloth, soap, fertilizers,

insecticides etc., are dealt by the marketing cooperatives. The consumer items are, however, available from the fair price shops which deal in wheat, wheat flour, sugar, kerosene oil, cheap cloth, vegetable oil etc. The super bazaars or fair price shops sell all types of consumer items of general merchandise or grocery.

The first cooperative consumers store, namely. The Hoshiarpur Central Cooperative Consumer Store Ltd was opened in the district in August, 1963. It had opened six branches at various places in the district by 31st, March, 1975. In the year 2000-01, there were 7 marketing and 4 consumer co-operative societies in the district.

There were 34857 workers engaged in trade and commerce in the district as per 1991 census. In terms of percentage the district had 8.42 percent workers engaged in trade and commerce against 10.55 percent in the state as a whole. The male percentage works out to be 8.69 percent against 3.42 percent of female workers.

Forestry

Hoshiarpur has suffered most due to the reckless cutting of forests resulting in the deterioration of soil. The chief menace is the direct result of reckless destruction of trees and vegetation on the hill slopes. The rapid flow of rain water did much mischief throughout the district and one comes across a choe roughly at every kilometer.

The government became aware of this menace. An office of Forest Division was, therefore, opened at Hoshiarpur on 1st April, 1939. Also a Forests Research Training School was opened at Hoshiarpur for imparting training in forestry to the Forest Rangers, Foresters and Forest Guards.

In 2000-01, the total area under forests was 1094 Sq. Kms (*Annexure-I*), which was classified according to: (1) State Forests-201 sq. km., (2) Private Forests-893 sq.km.

Medical and Public Health

The first Civil Hospital was opened at Hoshiarpur in 1904. It had provision for 45 beds (33 males and 12 females). Also there were government Civil Dispensaries at Dasua, Tanda, Garhshankar, Hariana, Maini, Mukerian, Hajipur, and Mahilpur. Earlier the American Presbyterian Mission opened a Zenana Hospital at Hoshiarpur in 1902. It had an indoor provision for 6 beds. The local Sianas, (wisemen) or Pehalwans used to attend the broken limbs. They are also consulted even in the present day.

The State Government had done much to open and run number of medical institutions such as Hospital, Public Health Centres and Dispensaries throughout the length and breadth of the district. As on 1st April 2001, there

were 167 medical institutions (Hospital Public Health Centres, Dispensaries) in the district. Out of these 127 are in rural areas and 40 in the urban areas. Further there were 13 Hospitals, 110 Dispensaries, 36 P.H.Cs, 46 Ayurvedic & 2 Unani institutions. The district had 7 Homoeopathic Institutions too (*Annexure-I*).

There are 1,170 villages in the district which were identified as water scarcity villages. Out of these 982 have been provided with safe drinking water facilities by 31st March, 2000. Thus the percentage coverage of the scarcity villages works out to 83.9 percent. Incidentally this district has the highest number of water scarcity villages (1,170) in the State, followed by Gurdaspur (1064) and Patiala (996).

Education

Though Hoshiarpur is an economically backward district, yet in the field of education and literacy, it is one of the most advanced districts of the State. The people of the district being adventurous were the first to migrate to foreign countries in the nineteenth century. Consequently it aroused political consciousness and sense of patriotism in them to serve their motherland and they brought with them new ideas about education. They had sufficient finances to start number of educational institutions in the district. In 1901 the number of private educational institution was 4 High Schools, 8 Anglo-vernacular Middle Schools and 134 Primary Schools.

The Government High School, Hoshiarpur, was established on 27th June, 1848. The private educational organizations such as the Dayanand Anglo-Vedic Trust (DAV) The Chief Khalsa Diwan, The Sanatan Dharm Sabha, Christian Mission and Muslim education Society opened and ran number of educational institutions throughout the length and breadth of the district. By December 1947, there were 3 colleges, 46 high schools and 294 primary schools in the district.

It was mainly after 1947 that government paid proper attention towards education. It was also considered at the government level that secular and democratic credentials will be best served if government takes over private educational institutions, which are in bad financial position, for their smooth running on the one hand and on the other government opened new schools and colleges in places denied of such facilities. Another aspect requiring action was that working conditions of private teachers was in bad shape as they were not paid salaries timely and regularly. Also their service conditions were far from satisfactory and required prompt action.

As on 30th September, 2000, there were 17 (12 boys, 5 Girls) Arts/ Science/Commerce/Home Science colleges, 1 B.Ed. college (boys), 77 Sen. Sec. Schools. (71boys and 6 girls), 178 High Schools (165 boys and 13 girls) 186 Middle Schools (182 boys, 4 girls), 1259 Primary Schools (1256 boys and

3 girls), 1 (boys) Polytechnic Institute and 7 (5 boys and 2 girls) Technical Industrial Arts Craft Schools (*Annexure-III to XIV*). It may however, be noted that colleges/schools mentioned as girls are exclusively for girls, whereas those as boys co-educational.

The literacy rate in the district during 2001 census was 81.40 percent (Rural 80.09 percent and Urban 86.66 percent) 86.97 percent for males (Rural 86 percent and Urban 90.30 percent) and (Rural 73.87 percent and Urban 82.62 percent) 75.56 percent for females (Rural 73.87 percent and Urban 82.62 percent) thus Hoshiarpur is at number one position among the districts of the state in terms of literacy rate (*Annexure-XI*).

Occupations

Hoshiarpur is primarily a rural district as according to 2001 census, 80.34 percent of its population is reported residing in the villages (*Annexure-I*). It is, therefore, very logical that sizeable part of its population may be engaged in agriculture.

During 2001, There were 34.7 percent total workers (28.1 percent main workers and 6.7 percent marginal workers). The percentage of cultivators were 23.9 percent (25.1 percent male and 20.0 percent female) and the percentage of agricultural labourer was 16.8 percent (15.00 percent male and 22.5 percent female)

Besides, there were 23,471 unemployed persons in the district as on 31st December, 2000, as per information supplied by Employment exchanges, out of these 17,929 are educated, whereas remaining 5,542 are uneducated.

District:Hoshiarpur Primary Statistics		
S.NO	ITEM	
1	Area	3365 sq. km.
	Tehsils	4
	Blocks	10
	Towns	12
	Inhabited villages	1423
2	Population 2001	
	Total population	1478045
	Rural population	1187401
	Percentage to total Population	80.34
	Urban population	290644
	Percentage to total Population	19.66 %
	Density	439 per sq. km.
	Literate and educated persons	1056804
	Literacy	81.40 %
	Female per 1000 male	935
	Total Workers	512882
	Main Workers	415331
	Marginal Workers	99029
	Non- Workers	965163
	Break up of Main Workers	
	I) Cultivators	122579
	II) Agriculture Labourer	86164
	III) Manufacturing, Processing, servicing and Repairs in Household Industry	12822
	IV) Other Services	291317
3	Local Bodies(2000-2001)	
	I) Zila Parishads	1
	II) Municipal Committees	9
4	Climate	
	Average Rainfall	658 mm.
5	Agriculture (2000-2001)	
	Net Area Sown	218000 hect.
	Area Sown more than once	148000 hect.
6	Irrigation (2000-2001)	
	Net Area Irrigated by:	
	Govt. Canals	20000 hect.
	Wells/Tubeweils	165900 hect.
	Others	2400 hect.
	Total	188300 hect.
	Gross Area Irrigated	292800 hect.
7	Animal Husbandry (2000-2001)	
	Veterinary Hospitals	92
	Permanent Outlaying Dispensaries & Insemination Units	91
	Area Stocked with fish	260 hect.
	Total Live Stock (Live Stock Census 1997)	489100
	Total Poultry (Live Stock Census 1997)	542500
8	Energy (1999-2000)	
	Consumption of Electricity	784.83 million units
9	Forest (2000-2001)	
	Area under Forests	1094 sq. km.
10	Industries (2000)	

District:Hoshiarpur Primary Statistics		
S.NO	ITEM	
	Regd. Working Factories	533
11	Medical and Health (1.4.2001)	
	Hospitals	13
	Dispensaries	110
	P.H.Cs.	36
	Ayurvedic and Unani Institution	48 (46+2)
	Homoeopathic Institutions	7
	Beds installed in Medical Institutions (Allopathy)	1491
12	Co-operation (2000-2001)	
	Co-operative Societies	1828
	Primary Agricultural Credit Societies	404
13	Banking (2000)	
	Scheduled Banks	153
14	Miscellaneous(2000-2001)	
	Post Offices	369
	Police-Stations/ Police Posts	18 (10+8)

Source : Statistical Abstract of Punjab

District: Hoshiarpur		
Demographic Profile		
	1991	2001
Population-Total	1298185	1478045
Male	674615	763753
Female	623570	714292
Rural	1076047	1187401
Male	557056	609798
Female	518991	577603
Urban	222138	290644
Male	117559	153955
Female	104579	136689
Sex Ratio-Total	924	935
Rural	932	947
Urban	890	888
No. of Literates-Total	792034	1056804
Male	456317	577880
Female	335717	478924
Rural	642558	832381
Male	371908	454754
Female	270650	377627
Urban	149476	224423
Male	84409	123126
Female	65067	101297
0-6 Population-Total	224169	179789
Male	118773	99313
Female	105396	80476
Rural	190849	148102
Male	100980	81710
Female	89869	66392
Urban	33320	31687
Male	17793	17603
Female	15527	14084
SC Total-1991	439407	N/A
Male	231376	N/A
Female	208031	N/A
Rural	383212	N/A
Male	201607	N/A
Female	181605	N/A
Urban	56195	N/A
Male	29769	N/A
Female	26426	N/A

District Hoshiarpur																
No. of Recognised Institutions																
Type	1997				1998				1999				2000			
	Boys	Girls	Total	% of Girls to total Institutions	Boys	Girls	Total	% of Girls to total Institutions	Boys	Girls	Total	% of Girls to total Institutions	Boys	Girls	Total	% of Girls to total Institutions
Universities																
Art, Science, Commerce and Home Science Colleges.	12	4	16	25.00	12	4	16	25.00	12	5	17	29.41	12	5	17	29.41
Engineering, Technology and Architecture Colleges.																
Medical Colleges (Allopathic Only)																
Teacher's Training College (B.ed.)	1		1	0.00	1		1	0.00	1		1	0.00	1		1	0.00
Senior Secondary Schools	71	6	77	7.79	71	6	77	7.79	71	6	77	7.79	71	6	77	7.79
High Schools	159	12	171	7.02	160	12	172	6.98	164	13	177	7.34	165	13	178	7.30
Middle Schools	183	3	186	1.61	183	3	186	1.61	182	4	186	2.15	182	4	186	2.15
Primary Schools	1262	3	1265	0.24	1262	3	1265	0.24	1256	3	1259	0.24	1256	3	1259	0.24
Pre-Primary Schools																
Elementary Teacher's Training Schools	1		1	0.00	1		1	0.00	1		1	0.00	1		1	0.00
Polytechnic Institutions	1		1	0.00	1		1	0.00	1		1	0.00	1		1	0.00
Technical Industrial Art Craft Schools	5	2	7	28.57	5	2	7	28.57	5	2	7	28.57	5	2	7	28.57

Source : Statistical Abstract of Punjab

(1) These figures relate to the State Statistics 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 Hoshiarpur																
No. of Working Teachers in Recognised Schools																
Type	1997				1998				1999				2000			
	Boys	Girls	Total	% of Female to total Teachers	Boys	Girls	Total	% of Female to total Teachers	Boys	Girls	Total	% of Female to total Teachers	Boys	Girls	Total	% of Female to total Teachers
Universities	1	2	3	66.67	1	3	4	75.00	1	1	2	50.00	1	1	2	50.00
Art, Science, Commerce and Home Science Colleges.	325	193	518	37.26	341	206	547	37.66	327	229	556	41.19	325	249	574	43.38
Engineering, Technology and Architecture Colleges.																
Medical Colleges (Allopathic Only)																
Teacher's Training College (B.ed.)	13	7	20	35.00	14	6	20	30.00	14	6	20	30.00	14	6	20	30.00
Senior Secondary Schools	1373	830	2203	37.68	1391	842	2233	37.71	1398	851	2249	37.84	1306	780	2086	37.39
High Schools	1436	878	2314	37.94	1461	894	2355	37.96	1500	946	2446	38.68	1396	948	2344	40.44
Middle Schools	608	492	1100	44.73	621	501	1122	44.65	638	511	1149	44.47	628	484	1112	43.53
Primary Schools	1495	2403	3898	61.65	1436	2387	3823	62.44	1391	2328	3719	62.60	1307	2197	3504	62.70
Pre-Primary Schools																
Elementary Teacher's Training Schools	12	9	21	42.86	11	9	20	45.00	12	9	21	42.86	12	8	20	40.00
Polytechnic Institutions	47	6	53	11.32	53	12	65	18.46	59	13	72	18.06	59	13	72	18.06
Technical Industrial Art Craft Schools	114	21	135	15.56	113	22	135	16.30	115	24	139	17.27	115	24	139	17.27

Source : Statistical Abstract of Punjab

- (1) These figures relate to the State Statistics 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 Hoshiarpur																
Type	No. of Students															
	1997				1998				1999				2000			
	Boys	Girls	Total	% of Girls to total enrolment	Boys	Girls	Total	% of Girls to total enrolment	Boys	Girls	Total	% of Girls to total enrolment	Boys	Girls	Total	% of Girls to total enrolment
Ph.D.																
M. Phil.																
M.A.	315	766	1081	70.86	382	707	1089	64.92	484	712	1196	59.53	554	998	1552	55.51
M.Sc.									3	7	10	70.00	4	6	10	66.67
M.Com.													1	8	9	12.50
B.A / B.A. (HONS.)	1618	1419	3037	46.72	4077	5588	9665	57.82	4495	5813	10308	56.39	4542	5131	9673	88.52
B.Sc. / B.Sc. (HONS.)	119	104	223	46.64	526	583	1109	52.57	564	658	1222	53.85	616	672	1288	91.67
B.Com. / B.Com. (HONS.)	448	345	793	43.51	582	445	1027	43.33	663	562	1225	45.88	714	576	1290	123.96
B.E. / B.Sc. (Eng.) / B.Arch. / B. Tech.																
M. B. B. S																
B. Ed.	139	161	300	53.67	135	165	300	55.00	151	149	300	49.67	151	149	300	101.34
Senior Secondary School	35097	26546	61643	43.06	35940	27064	63004	42.96	34580	26871	61451	43.73	38377	30833	69210	124.47
High School	32346	33142	65488	50.61	32798	33796	66594	50.75	35248	34848	70096	49.71	35297	35533	70830	99.34
Middle School	8008	8630	16638	51.87	8584	9075	17659	51.39	7564	8270	15834	52.23	8534	9071	17605	94.08
Primary School	61720	59349	121069	49.02	64546	61026	125572	48.60	62459	58264	120723	48.26	61321	56099	117420	109.31
Pre - Primary School																
Elementary Teacher's Training School J.B.T.	99	98	197	49.75	101	96	197	48.73	102	100	202	49.50	58	47	105	123.40
Polytechnic Institutions	735	75	810	9.26	745	81	826	9.81	745	93	838	11.10	758	100	858	758.00
Technical Industrial Art and Craft School	1209	298	1507	19.77	1238	367	1605	22.87	1312	361	1673	21.58	1313	363	1676	361.71

Source : Statistical Abstract of Punjab

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

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

District Hoshiarpur

No. of Scheduled Caste Students

Type	1997				1998				1999				2000			
	Boys	Girls	Total	% of SC to total enrolment	Boys	Girls	Total	% of SC to total enrolment	Boys	Girls	Total	% of SC to total enrolment	Boys	Girls	Total	% of SC to total enrolment
Ph.D.																
M. Phil.																
M.A.	74	65	139	12.86	80	68	148	13.59	144	117	261	21.82	170	158	328	21.13
M.Sc.									1		1	10.00	1		1	10.00
M.Com.																0.00
B.A./B.A. (HONS.)	1116	820	1936	63.75	1085	922	2007	20.77	1393	818	2211	21.45	1179	1414	2593	26.81
B.Sc./B.Sc. (HONS.)	107	76	183	82.06	76	35	111	10.01	73	51	124	10.15	101	67	168	13.04
B.Com./B.Com. (HONS.)	30	21	51	6.43	48	22	70	6.82	77	51	128	10.45	89	49	138	10.70
B.E./B.Sc. (Eng.)/B.Arch./B.Tech.																
M. B. B. S																
B. Ed.	30	43	73	24.33	38	25	63	21.00	41	31	72	24.00	41	31	72	24.00
Senior Secondary School	10496	8400	18896	30.65	11289	8279	19568	31.06	10414	7808	18222	29.65	12336	9804	22140	31.99
High School	12926	11855	24781	37.84	13362	14141	27503	41.30	13148	13228	26376	37.63	13518	14041	27559	38.91
Middle School	3338	3229	6567	39.47	3712	3887	7599	43.03	3455	3199	6654	42.02	4019	3666	7685	43.65
Primary School	31862	30349	62211	51.38	32651	30845	63496	50.57	33012	30453	63465	52.57	32971	30149	63120	53.76
Pre - Primary School																
Elementary Teacher's Training School J.B.T.	25	25	50	25.38	25	24	49	24.87	31	29	60	29.70	19	17	36	34.29
Polytechnic Institutions	136	14	150	18.52	199	17	216	26.15	231	23	254	30.31	240	18	258	30.07
Technical Industrial Art and Craft School	394	86	480	31.85	396	93	489	30.47	395	100	495	29.59	381	181	562	33.53

Source : Statistical Abstract of Punjab

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

Annexure - VII

District Hoshiarpur						
Enrolment by Department						
2000	State Government Schools			Total Enrolment (Recognised Schools)		
	Male	Female	Total	Male	Female	Total
Primary	61379	56109	117488	67672	60984	128656
Middle	31153	30897	62050	42639	40337	82976
Elementary	92532	87006	179538	110311	101321	211632
High School	16334	16246	32580	21706	21343	43049
Sr. Secondary	9404	7092	16496	11415	8797	20212
Secondary	25738	23338	49076	33121	30140	63261
Total (I-XII)	118270	110344	228614	143432	131461	274893

Source : Statistical Abstract of Punjab

Annexure - VIII

District Hoshiarpur						
Enrolment by Department						
1999	State Government Schools			Total Enrolment (Recognised Schools)		
	Male	Female	Total	Male	Female	Total
Primary	62064	57971	120035	67959	62659	130618
Middle	31326	29560	60886	40702	37459	78161
Elementary	93390	87531	180921	108661	100118	208779
High School	16401	16314	32715	21891	21136	43027
Sr. Secondary	7405	5398	12803	9212	6930	16142
Secondary	23806	21712	45518	31103	28066	59169
Total (I-XII)	117196	109243	226439	139764	128184	267948

Source : Statistical Abstract of Punjab

Annexure - IX

District Hoshiarpur						
Enrolment in rural schools (Recognised- total)						
Year	Enrolment in Rural School			% of Enrolment in Rural to total enrolment		
	Male	Female	Total	Male	Female	Total
Primary	77136	64292	141428	87.49	88.35	87.88
Middle	40296	36118	76414	86.49	87.25	86.85

Source : Statistical Abstract of Punjab

Annexure - X

District Hoshiarpur			
Literacy Percentage of the Scheduled Castes and Non-Scheduled Castes (1991)			
	Population	No. of Literates	Literacy Percentage
Total (SC+Non SC)	1298185	792034	61.01
Male	674615	456317	67.64
Female	623570	335717	53.84
Scheduled Caste Population			
Total	439407	255397	58.12
Male	231376	157394	68.02
Female	208031	98003	47.11
Non-Scheduled Caste Population			
Total	858778	536637	62.49
Male	443239	298923	67.44
Female	415539	237714	57.21

Source : Census of Punjab, 1991

District : Hoshiarpur										
Literacy rates by residence and sex- 2001										
Tehsil Code	Tehsil	Literacy Rate								
		Total			Rural			Urban		
		Person	Male	Female	Person	Male	Female	Person	Male	Female
022	Dasuya	81.13	86.43	75.75	80.48	85.98	74.95	84.97	88.99	80.68
024	Mukerian	81.54	87.26	75.83	80.28	86.22	74.44	88.00	92.31	83.33
021	Hoshiarpur	83.49	s	78.16	81.67	87.33	75.60	87.18	90.38	83.53
023	Garhshankar	78.16	84.99	70.92	77.66	84.70	70.21	83.88	88.33	79.08
07	District	81.40	86.97	75.56	80.09	86.11	73.87	86.66	90.30	82.62
	State	69.95	75.63	63.55	65.16	71.70	57.91	79.13	82.97	74.63

Annexure - XII

District Hoshiarpur						
Projected School age population						
Year	6-10			11-13		
	Boys	Girls	Total	Boys	Girls	Total
1999	85606	75331	160937	49674	43898	93572
2000	85618	75939	161557	49430	43837	93267
2001	84394	70715	155109	47353	43571	90924
2006	74358	67610	141968	53322	46451	99773
2011	72838	66880	139718	41770	38547	80317
2016	75027	68886	143913	44506	40797	85303

Source : RGI Estimates

Annexure - XIII

District Hoshiarpur							
Dropout Rate							
Level	Level	Total			SC		
		Male	Female	Total	Male	Female	Total
Primary	1999	15.29	13.93	14.95	16.40	14.85	15.68
	2000	16.54	12.37	14.25	16.34	14.79	15.62
Middle	1999	23.91	14.12	19.31	28.02	22.91	22.63
	2000	22.58	21.75	17.52	27.90	22.83	22.55

Family Survey 2002

Annexure - XIV

District Hoshiarpur						
Gross Enrolment Ratio (2001-2002)						
	Gross Enrolment Ratio			Gross Enrolment Ratio for SC		
	Male	Female	Total	Male	Female	Total
Primary	112.94	111.09	112.10	114.36	113.10	113.77
Middle	100.83	100.65	100.74	99.78	100.3	100.00
High	104.50	101.30	103.00	98.99	95.97	97.54
SR.Sec	64.33	71.82	67.92	49.95	52.43	51.13

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
7	HOSHIARPUR	Bhunga	54.38	35.30	10.23	0.10	100.00
		Dasuya	65.49	27.56	6.95	0.00	100.00
		Garhshankar	57.55	34.95	7.39	0.12	100.00
		Hajipur	56.86	34.13	9.01	0.00	100.00
		Hoshiarpur-I	76.52	16.76	6.58	0.14	100.00
		Hoshiarpur-II	52.20	42.70	5.06	0.04	100.00
		Mahalpur	60.45	34.44	4.99	0.12	100.00
		Mukerian	71.67	21.82	6.39	0.12	100.00
		Talwara	48.91	42.67	8.38	0.04	100.00
		Tanda	68.75	26.46	4.64	0.14	100.00
District Total			61.36	31.71	6.85	0.09	100.00

Source : SW Department

PART - II

School Evaluation and Gradation Method

Evaluation:

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

Self-evaluation :

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

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

Team-evaluation :

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

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

Gradation Method

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

School Building and its Surroundings :

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

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

Teaching material and teaching aids :

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

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

School Management :

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

School-Head :

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

Student:

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

Class room transactions :

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

Togetherness of children :

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

Community Participation :

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

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

Conclusion

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

EDUCATION GUARANTEE SCHEME (EGS)

EGS as an Alternative System:

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

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

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

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

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

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

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

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

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

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

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

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

Strategies and interventions of EGS

Children in remote, school-less habitations :

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

Bridge courses/Back to School camps :

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

Very specific, flexible strategies for certain groups of children :

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

Long duration residential camps for elder out of school children :

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

Short duration summer camps or schools :

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

Strategies for adolescent girls :

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

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

Community involvement :

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

Education Volunteers (EV) :

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

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

These schools will have:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

SPECIAL EDUCATION NEEDS AND THE DISABLED

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Support Services Needed by Children with Seeing Problems

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

Education of Children with Hearing Problems

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

Education of Children with Moving Problems

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

Education of Children with Mental Retardation

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

Guidelines for the conduct of Village Educational Development Committee

1. Village Educational Development Committee (VEDC)

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

2. Following are the functions of VEDC:

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

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

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

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

4. Process for undertaking works

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

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

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

5. Use of grants by VEDC

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

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

6. Local construction Committee

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

The constitution of this committee shall be as below:

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

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

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

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

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

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

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

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

6. Accounts of expenditures

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

7. Audit system

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

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

II. Legal Audit

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

8. Monitoring of the progress of works.

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

9. Progress Reports

a) School Level

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

b) C.H.T.

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

c) B.P.E.O.

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

d) District Level

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

e) State level

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

10. Annual Report

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

11. Department directions

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

The Constitution of Village Educational Development committee (VEDC)

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

The following shall be the members of VEDC

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

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

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

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

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

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

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

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

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

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

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

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

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

1. Regarding Construction

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

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

2. Technical issues

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

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

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

3. Expenditure Record

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

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

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

Guidelines for Maintaining the Accounts of Village Educational Development Committees

1. Sources of income

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

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

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

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

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

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

i) New construction

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

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

ii) Repair

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

iii) Purchase

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

iv) Honorarium/ Remuneration

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

v) Others

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

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

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

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

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

COMPUTERS AND ITS ALLIED SERVICES AS NEW TECHNOLOGY IN SCHOOL EDUCATION

Making a new Educational System

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

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

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

Educational Design of Learning Environments

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

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

Motivational Source of Education

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

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

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

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

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

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

Organizing Culture and Knowledge

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

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

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

Toward Computer-Based Educational Methods

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

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

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

Improving the Conditions of Teaching

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

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

Computers as New Technology

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

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

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

- **EMIS Solution**

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

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

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

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

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

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

- a) Drop outs at various levels

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

[iv. Teachers]

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

[v. Demographic Record]

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

[vi. Planning]

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

[vii. Monitoring]

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

The board parameters are:

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

[viii. Financial]

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

[ix. Evaluation]

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

[x. School Mapping]

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

- **Computer Education and its Allied Services**

- i. Tutorial Learning**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ii. Technologies for Exploratory Learning

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

Electronic Databases

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

Computer-Based Exploratory Applications

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

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

iii. Technology as Applications

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

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

iv Technologies for Communication

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

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

Computer Networks

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

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

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

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

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

Link Classrooms for Joint Investigations

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

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

Challenges for Students Using Technology

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

- Understanding their responsibilities as active learners;

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

Capabilities Supported by Computer Technology for Teachers

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

Share and Expand Teacher Knowledge

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

Challenges for Teachers Using Technology

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

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

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

Effects of Computer Technology on Student Achievement

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

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

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

Comparing Computer Technology Media with Conventional Instruction

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

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

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

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

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

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

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

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

Tentative Training Programme For Regular Teachers

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

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

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

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

1.	Discipline	All	All	2 days	Annual
2.	Behavior Modification	All	2 years	2 days	Once in 2 year
3.	Child Development	All	2 years	2 days	Once in 2 years
4.	Content Innovations	All	5 years	3 days	Once in 3 years
5.	Innovation in conduct of program	All	5 years	3 days	Once in 3 years
6.	Brain Storming sessions for improvement in infrastructure and total program	All	5 years	1/2 days	Annual
7.	Referral – Why? Constraints & limitations	All	All	2 days	Annual
8.	Grievances and feedback	All	All	½ day	Annual

Tentative Training Programme For School Heads

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

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

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

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

Jan Samparak Abhiyan

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

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

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

District 07 HOSHIARPUR

Jan Samparak Abhiyan
Blockwise Percentage of Schools Visited

Block	Primary Schools			Middle Schools			High Schools			Sr.Sec. Schools			Total Schools		
	Total	Visited	%	Total	Visited	%	Total	Visited	%	Total	Visited	%	Total	Visited	%
BHUNGA-I	72	10	13.89	9			10			3			94	10	10.64
BHUNGA-II	95	10	10.53	13			10			5			123	10	8.13
BULOWAL	51	10	19.61	6			6			6			69	10	14.49
DASUYA-I	77	10	12.99	12			6			5			100	10	10.00
DASUYA-II	80	10	12.50	6			9			6			101	10	9.90
GARH SHANKAR-I	73	10	13.70	9			8			7			97	10	10.31
GARH SHANKAR-II	72	10	13.89	6			11			6			95	10	10.53
HAJIPUR	61	10	16.39	8			4			6			79	10	12.66
HOSHIARPUR-I-A	69	10	14.49	7			7			3			86	10	11.63
HOSHIARPUR-I-B	59	13	22.03	6			9			4			78	13	16.67
HOSHIARPUR-II-A	65	10	15.38	11			14			5			95	10	10.53
HOSHIARPUR-II-B	52	10	19.23	5			9			5			71	10	14.08
MAHILPUR-I	68	11	16.18	8			6			6			88	11	12.50
MAHILPUR-II	70	10	14.29	14			9			5			98	10	10.20
MUKERIAN-I	87	11	12.64	15			3			8			113	11	9.73
MUKERIAN-II	74	9	12.16	14			5			6			99	9	9.09
TANDA-I	60	10	16.67	10			4			7			81	10	12.35
TANDA-II	54	10	18.52	6			8			3			71	10	14.08
TALWARA	73	10	13.70	10			8			5			96	10	10.42
Grand Total	1312	194	14.79	175			146			101			1734	194	11.19

Blockwise Enrolment / Attendance Teacher / Gradation

School Name & Code	Enrollment		Attendance		Out of Schools		San. Post		Work Post		Vac. Post		A/C	Gradation
	1-V	VI-VIII	I-V	VI-VIII	6-10	11-14	I-V	VI-VIII	I-V	VI-VIII	I-V	VI-VIII	Maintenance	LEVEL
Block - 142 BHUNGA-I														
07-142-0006U201 G.P.S. GARDHIWALA	187	122	185	122			5	7	2	7	3		Y	Kushal
07-142-0007R201 G.P.S. BARHANA	102	79	100	78	1		4	6	3	6	1		Y	Kushal
07-142-0015R201 G.P.S. DHUGGA KALAN	227	202	221	190			6	8	6	7		1	Y	Kushal
07-142-0016R201 G.P.S. JOHAL	205		200				6		5		1		Y	Behar
07-142-0018U201 G.P.S. HARIANA	82	103	82	100			4	6	2	6	2		Y	Shiromani
07-142-0032R201 G.P.S. RUPOWAL	101		101		1		3		2		1		Y	Shiromani
07-142-0043R201 G.P.S. BAHLA	65		63				3		1		2		Y	Uttam
07-142-0056R201 G.P.S. DHOOT KALAN	262	278	262	270	2	4	7	7	7	7			Y	Uttam
07-142-0066R201 G.P.S. BAINCH KHURD	67		67		1		3		3				Y	Kushal
07-142-0079R201 G.P.S. CHOTALA	118	67	118	67			4	6	3	6	1		Y	Uttam
Total	1416	851	1399	827	5	4	45	40	34	39	11	1		
Block - 143 BHUNGA-II														
07-143-0087R201 G.P.S. KALRA	103		78			1	4		4				N	Behar
07-143-0098R201 G.P.S. JUJHAR CHATHIAL	152		109				5		5				N	Behar
07-143-0120R201 G.P.S. KABIR PUR	44		40				2		2				N	Ausat
07-143-0121R201 G.P.S. KANGMAI	132		116				5		5				N	Behar
07-143-0125R201 G.P.S. BASSI WAZID	240		222		2		6		5		1		N	Behar
07-143-0128R201 G.P.S. BHANO WAL	144		130				4		4				N	Uttam
07-143-0136R201 G.P.S. MASTIWAL	138		104				4		3		1		N	Behar
07-143-0148R201 G.P.S. MEHANGERO WAL	87		75			2	3		2		1			Uttam
07-143-0157R201 G.P.S. PANDORI SUMLAN	119		105				5		4		1			Uttam
07-143-0168R201 G.P.S. DHOLBAHA	115		94		1		4		3		1		N	Uttam
Total	1274		1073		3	3	42		37		5			
Block - 144 BULOWAL														
07-144-0181R201 G.P.S. LAMBRA	159		158				7		7				N	Kushal
07-144-0185R201 G.P.S. DHADEY BAWA MOHAR SINGH	61		47		2	1	3		3				N	Uttam
07-144-0186R201 G.P.S. KHADIALA SAINIAN	152		132		2	2	5		5				N	Uttam
07-144-0195R201 G.P.S. DHOOT KHURD	90		79				3		2		1		N	Shiromani
07-144-0197R201 G.P.S. MURADPUR NIRIAL	155		136				5		5				N	Uttam

Blockwise Enrolment / Attendance Teacher / Gradation

School Name & Code	Enrolment		Attendance		Out of Schools		San. Post		Work Post		Vac. Post		A/C	Gradation
	1-V	VI-VIII	1-V	VI-VIII	6-10	11-14	1-V	VI-VIII	1-V	VI-VIII	1-V	VI-VIII	Maintenacnce	LEVEL
07-144-0201R201 G.P.S. MANAK DHERI	145		122				5		5				N	Adarsh
07-144-0217R201 G.P.S. SOOS	162		148				5		5				N	Shiromani
07-144-0218R201 G.P.S. BEGAM PUR	99		79				4		4				N	Behtar
07-144-0224R201 G.P.S. DHADE FATEH SINGH	131		119		1		5		5				N	Shiromani
07-144-0235R201 G.P.S. AHAR	102		92				4		4				N	Behtar
Total	1256		1112		5	3	46		45		1			
Block - 145 DASUYA-I														
07-145-0242R201 G.P.S. KHUN KHUN KHURD	33		30				2		2				N	Uttam
07-145-0257R201 G.P.S. SADAR PUR	72		72				3		3				N	Uttam
07-145-0258R201 G.P.S. TERKIANA	151	96	138	86		2	5	3	5	2		1	N	Kushal
07-145-0271R201 G.P.S. PASSI BET	64		57				3		3				N	Shiromani
07-145-0273R201 G.P.S. CHAK BAMU	154		136				5		4		1		N	Uttam
07-145-0277R201 G.P.S. JHINGER KALAN	174		138				8		8				N	Behtar
07-145-0284R201 G.P.S. KOTLI KHURD	124		108				4		4				N	Behtar
07-145-0305R201 G.P.S. AMMA, MANGAT	69		63				3		3				N	Kushal
07-145-0319R201 G.P.S. UCHI BASSI	129		118				5		5					Behtar
07-145-0321R201 G.P.S. HIMMAT PUR	100		78				3		2		1		N	Uttam
Total	1070	96	938	86		2	41	3	39	2	2	1		
Block - 146 DASUYA-II														
07-146-0326R201 G.P.S. MIRPUR DOGRAIN	82		78		82		3		3				N	Kushal
07-146-0331R201 G.P.S. GAGSULTAN	78		66		71	5	3		2		1		N	Kushal
07-146-0353R201 G.P.S. SHAHID INSPECTOR HAJARI RAM, NAMIYA HALER	87		78		61	13	3		3				N	Uttam
07-146-0368R201 G.P.S. KALLOWAL	111		95		79	2	4		4				N	Adarsh
07-146-0379R201 G.P.S. JALOTA	162		133		133		5		5				N	Shiromani
07-146-0384R201 G.P.S. BANGALI	79		72		49	1	3		3				N	Kushal
07-146-0390R201 G.P.S. RAJPALWAN	103		86		102	1	4		3		1		N	Kushal
07-146-0405R201 G.P.S. JANDOUR	64		56		61	3	3		3				N	Uttam
07-146-0416R201 G.P.S. SANSARPUR	201		170		156	21	5		3		2		N	Shiromani
07-146-0418R201 G.P.S. NANGAL BIHALAN	187		153		155	21	6		4		2		N	Behtar
Total	1154		987		949	67	39		33		6			

Blockwise Enrolment / Attendance Teacher / Gradation

School Name & Code	Enrollment		Attendance		Out of Schools		San. Post		Work Post		Vac. Post		A/C	Gradation
	1-V	VI-VIII	I-V	VI-VIII	6-10	11-14	I-V	VI-VIII	I-V	VI-VIII	I-V	VI-VIII	Maintenacnce	LEVEL
Block - 147 GARH SHANKAR-I														
07-147-0425R201 G.P.S. MORANWALI	160		128				5		4		1		N	Uttam
07-147-0429R201 G.P.S. PADDI SURA SINGH	199		166				7		2		5		N	Adarsh
07-147-0454R201 G.P.S. RURKI KHAS	153		144				5		4		1		N	Kushal
07-147-0462R201 G.P.S. FATEH PUR KALAN	22		21				2		2				N	Kushal
07-147-0465R201 G.P.S. PAROWAL	93		93				3		3				N	Shiromani
07-147-0467R201 G.P.S. SATNAUR	130		121				5		2		3		N	Behtar
07-147-0469R201 G.P.S. AIMAN JATTAN	112		107				4		1		3		N	Kushal
07-147-0478R201 G.P.S. SIMBLI	122		116				4		4				N	Uttam
07-147-1360R201 G.P.S. IBRAHIM PUR	102		96				4		4				N	Uttam
07-147-1372R201 G.P.S. SAJLA KHURD	174		137			68	5		4		1		N	Adarsh
Total	1267		1129			68	44		30		14			
Block - 148 GARH SHANKAR-II														
07-148-0485R201 G.P.S. KALEWAL BEET	92		86		1	3	3		2		1		N	Kushal
07-148-0493R201 G.P.S. KHAN PUR	163		137			3	4		3		1		N	Behtar
07-148-0508R201 G.P.S. GUJJRAIN TARKHANA	50		46			5	2		2				N	Uttam
07-148-0514R201 G.P.S. DAGHAM	161		147				5		4		1		N	Kushal
07-148-0515R201 G.P.S. DERON	23		22		5	2	2		2				N	Uttam
07-148-0520R201 G.P.S. HAJIPUR	154		145		4	16	4		4				N	Shiromani
07-148-0525R201 G.P.S. BEENEWAL	79		68		1	9	3		3				N	Behtar
07-148-0530R201 G.P.S. MAZARI	69		66				3		3				N	Behtar
07-148-0534R201 G.P.S. BORA	230		200		6	18	6		5		1		N	Uttam
07-148-0546R201 G.P.S. BHAROWAL	102		95				5		2		3		N	Behtar
Total	1123		1012		17	56	37		30		7			
Block - 149 HAJIPUR														
07-149-0556R201 G.P.S. HAJI PUR-I	144		120				5		3		2		Y	Kushal
07-149-0564R202 G.P.S. DATAR PUR	145		107				5		4		1		Y	Uttam
07-149-0572R201 G.P.S. GERA	160		149				5		5				Y	Behtar
07-149-0580R202 G.P.S. KAMAHI DEVI (BEH CHUHAR)	73		54				3		3				Y	Behtar
07-149-0583R201 G.P.S. KOTHI	30		28				2		2				Y	Behtar

Jan Samparak Abhiyan
Blockwise Enrolment / Attendance Teacher / Gradation

School Name & Code	Enrollment		Attendance		Out of Schools		San. Post		Work Post		Vac. Post		A/C	Gradation
	1-V	VI-VIII	I-V	VI-VIII	6-10	11-14	I-V	VI-VIII	I-V	VI-VIII	I-V	VI-VIII	Maintenacnce	LEVEL
07-149-0585R201 G.P.S. NAURANG PUR	82		66				3		1		2		Y	Behar
07-149-0593R201 G.P.S. BEH BIDHIA	110		97				4		4					Kushal
07-149-0595R201 G.P.S. NATHUWAL	24		21				2		2					Kushal
07-149-0605R201 G.P.S. ASAFPUR	103		86				4		3		1		Y	Uttam
07-149-0606R201 G.P.S. PASSI KARORA	43		37				2		2				Y	Uttam
Total	914		765				35		29		6			
Block - 150 HOSHIARPUR-I-A														
07-150-0066U201 G.P.S. KRISHAN NAGAR, HOSHIARPUR	57		38				4		4				N	Kushal
07-150-0617R201 G.P.S. NOOR PUR	108		90				4		4				N	Kushal
07-150-0622R201 G.P.S. CHAK GUJRAN	125		120		1	3	4		3		1		N	Uttam
07-150-0643R201 G.P.S. KATHE	59		31				3		2		1		N	Uttam
07-150-0649R201 G.P.S. SANDHRA	154		108				5		3		2		N	Uttam
07-150-0654R201 G.P.S. NAINOWAL JATTAN	109		70		1	1	4		4				N	Kushal
07-150-0659R201 G.P.S. DHUGGA	76		72			2	3		3				N	Behar
07-150-0665R201 G.P.S. FATEH GARH NIARA	138		130		1	1	4		4				N	Kushal
07-150-0666R201 G.P.S. KADIANA	108		100		1		4		3		1		N	Uttam
07-150-0669R201 G.P.S. PHAMBIAN	127		122				4		4				N	Uttam
Total	1061		881		4	7	39		34		5			
Block - 151 HOSHIARPUR-I-B														
07-151-0071U201 G.P.S. FATEHGARH, WARD NO-16, HOSHIARPUR	278		232				6		5		1		N	Kushal
07-151-0072U201 G.P.S. RAHIMPUR, WARD NO-17/1-38, HOSHIARPUR	295		270				7		6		1		Y	Shiromani
07-151-0079U202 G.P.S. NALOIAN, HOSHIARPUR	171		139				5		5				N	Uttam
07-151-0079U204 G.P.S. BASSI JANNA, HOSHIARPUR	170		131				5		5				N	Kushal
07-151-0079U205 G.P.S. SALWARA, HOSHIARPUR	127		97				4		4				N	Ausat
07-151-0691R201 G.P.S. BASSI DAULAT KHAN	151		120			6	5		4		1		Y	Shiromani
07-151-0696R201 G.P.S. ADAMWAL	354		321			14	10		8		2		N	Ausat
07-151-0698R201 G.P.S. SHERPUR BAHTIAN	107		93			5	4		3		1		N	Ausat
07-151-0704R201 G.P.S. SAJJAN	44		44		3		2		2				N	Uttam
07-151-0708R201 G.P.S. BAGHPUR	74		49				3		3				Y	Kushal

Blockwise Enrolment / Attendance Teacher / Gradation

School Name & Code	Enrollment		Attendance		Out of Schools		San. Post		Work Post		Vac. Post		A/C	Gradation
	1-V	VI-VIII	I-V	VI-VIII	6-10	11-14	I-V	VI-VIII	I-V	VI-VIII	I-V	VI-VIII	Maintenacnce	LEVEL
07-151-0709R201 G.P.S. BASSI MAROOF, HUSSAIN PUR	180		162			4	5		5				N	Kushal
07-151-0721R201 G.P.S. AJJOWAL	207		151		8		6		4		2		N	Ausat
07-151-0728R201 G.P.S. MJGALPURA BASSI KHLIAR	86		74				3		2		1		N	Ausat
Total	2244		1883		11	29	65		56		9			
Block - 152 HOSHIARPUR-II-A														
07-152-0080U201 G.P.S. BAHADARPUR, WARD NO-2, HOSHIARPUR	98		83				5		5				N	Uttam
07-152-0731R201 G.P.S. BOHAN	192		168		7	3	6		6				N	Uttam
07-152-0736R201 G.P.S. PATTI	162		146			5	5		4		1		N	Ausat
07-152-0738R201 G.P.S. LEHLI KALAN	93		81		2	6	3		3				N	Shiromani
07-152-0747R201 G.P.S. HARTA	354		328		2	23	11		9		2		N	Shiromani
07-152-0753R201 G.P.S. RAJPUR BHAYAN	163		149		4	3	5		4		1		N	Behtar
07-152-0756R201 G.P.S. BHUNGARNI	118		118		2	5	4		3		1			Uttam
07-152-0773R201 G.P.S. SAHRI	170		149			18	5		4		1		N	Behtar
07-152-0784R201 G.P.S. PHULAH	85		79				3		3				N	Uttam
07-152-0794R201 G.P.S. AJRAM	344		317		13	20	8		6		2		N	Behtar
Total	1779		1618		30	83	55		47		8			
Block - 153 HOSHIARPUR-II-B														
07-153-0083U201 G.P.S. ISLAMABAD, WARD NO-1, HOSHIARPUR	277		212				9		9				N	Uttam
07-153-0799R201 G.P.S. BAHADAR PUR BAHIAN	105		92				4		3		1		N	Shiromani
07-153-0812R201 G.P.S. BAJWARA	409		307				12		11		1		N	Shiromani
07-153-0813R201 G.P.S. QILLA BAROON														
07-153-0814R201 G.P.S. NANGAL SHAHIDAN	153		113				5		5				N	Shiromani
07-153-0822R202 G.P.S. P.R.T.C. JAHAN KHELAN	55		42				3		3				N	Shiromani
07-153-0825R201 G.P.S. CHAK SADOO	109		95		2		4		3		1		N	Kushal
07-153-0834R201 G.P.S. JATPUR	77		58				4		3		1		N	Uttam
07-153-0843R201 G.P.S. BASSI KALAN	151		131				5		5				N	Uttam
07-153-0853R201 G.P.S. CHOHAL	337		311				10		10				N	Shiromani
Total	1673		1361		2		56		52		4			
Block - 154 MAHILPUR-I														
07-154-0116U201 G.P.S. MAHIL PUR	303		275				11		9		2		N	Uttam

Jan Samparak Abhiyan
Blockwise Enrolment / Attendance Teacher / Gradation

School Name & Code	Enrollment		Attendance		Out of Schools		San. Post		Work Post		Vac. Post		A/C	Gradation
	1-V	VI-VIII	I-V	VI-VIII	6-10	11-14	I-V	VI-VIII	I-V	VI-VIII	I-V	VI-VIII	Maintenace	LEVEL.
07-154-0861R201 G.P.S. KHAN PUR	72		49				2		2				N	Uttam
07-154-0868R201 G.P.S. NOORPUR BRAHMNA	42		37				2		2				Y	Kushal
07-154-0869R201 G.P.S. KALEWAL BHAGTAN	123		118				4		3		1		Y	Uttam
07-154-0870R201 G.P.S. NANGAL CHORAN	76		65				3		2		1		Y	Uttam
07-154-0878R201 G.P.S. RAM PUR	93		87				5		4		1		Y	Kushal
07-154-0887R201 G.P.S. HALLUWAL	107		104				4		4				Y	Kushal
07-154-0888R201 G.P.S. BADHOAN SARDULA PUR	136		100				4		2		2		Y	Shiromani
07-154-0894R201 G.P.S. DANDEWAL	35		33				2		2				Y	Shiromani
07-154-0899R201 G.P.S. SARANGWAL	71		45				3				3		Y	Uttam
07-154-0916R201 G.P.S. LALWAN	126		105				4		2		2		Y	Uttam
Total	1184		1018				44		32		12			
Block - 155 MAHILPUR-II														
07-155-0936R201 G.P.S. CHAK KATARU	64		62				3		3				N	Shiromani
07-155-0937R201 G.P.S. DADUWAL	79		66				3		3				N	Uttam
07-155-0946R201 G.P.S. BAHOWAL	89		80				3		3				N	Uttam
07-155-0947R201 G.P.S. BHUNNO	111		103				4		3		1		N	Uttam
07-155-0952R201 G.P.S. (G) BARIAN KALAN	72		60				3		3				N	Uttam
07-155-0963R201 G.P.S. BHAM	125		108				5		2		3		N	Behar
07-155-0971R201 G.P.S. SARHALA KALAN	150		137				5		3		2		N	Shiromani
07-155-0972R201 G.P.S. SARHALA KHURD	105		89				4		3		1		N	Shiromani
07-155-0987R201 G.P.S. ACCHARWAL	80		76				3		3				N	
07-155-0992R201 G.P.S. AJNOHA	219		201				8		6		2		N	Shiromani
Total	1094		962				41		32		9			
Block - 156 MUKERIAN-I														
07-156-0106U201 G.P.S. GURDEV PUR, WARD NO-9, MUKERIAN	55		51				3		1		2		N	Behar
07-156-0109U201 G.P.S. WARD NO-12, MUKERIAN	190		125				5		4		1		N	Uttam
07-156-1019R201 G.P.S. TANDA RAM SAHAI	68		66				3		3				N	Uttam
07-156-1030R201 G.P.S. GOLRA	44		42				2		1		1		N	Adarsh
07-156-1043R201 G.P.S. KOLLIAN	103		90				4		4				N	Kushal

Blockwise Enrolment / Attendance Teacher / Gradation

School Name & Code	Enrollment		Attendance		Out of Schools		San. Post		Work Post		Vac. Post		A/C	Gradation
	1-V	VI-VIII	I-V	VI-VIII	6-10	11-14	I-V	VI-VIII	I-V	VI-VIII	I-V	VI-VIII	Maintenance	LEVEL
07-157-1054R201 G.P.S. HOSHIARPUR KALOTA	59		54				3		3				N	Uttam
07-156-1068R201 G.P.S. MEHANDI PUR	81		69				3		3				N	Kushal
07-156-1070R201 G.P.S. MURAD PUR AWANA	102		97				4		3		1		N	Kushal
07-156-1078R201 G.P.S. KHICHIAN	105		82				4		3		1		N	Uttam
07-156-1087R201 G.P.S. DHANOA	153		119				5		4		1		N	Adarsh
07-156-1092R201 G.P.S. NAUSHERA PATTAN	125		98				4		3		1		N	Uttam
Total	1085		893				40		32		8			
Block - 157 MUKERIAN-II														
07-157-1106R201 G.P.S. POTA	71		69				3		3				N	Kushal
07-157-1118R201 G.P.S. SHAHID L.NK. HARBANS LAL, MUSAHIB PUR	124		110				4		3		1		Y	Kushal
07-157-1121R201 G.P.S. KALA MANJ	103		96				4		4				N	Ausat
07-157-1133R201 G.P.S. BUDHABARH	209		145				6		5		1		N	Uttam
07-157-1138R201 G.P.S. SIBOCHAK	90		88				3		2		1		N	Kushal
07-157-1160R201 G.P.S. JANDWAL	193		173				5		5				N	Shiromani
07-157-1163R201 G.P.S. RAJPUR	30		24				2		2				N	Shiromani
07-157-1167R201 G.P.S. FEROPUR	38		37				2		2				N	Behtar
07-157-1194R201 G.P.S. NANSOTA	16		15				2		1		1		N	Kushal
Total	874		757				31		27		4			
Block - 158 TANDA-I														
07-158-1198R201 G.P.S. PREM PUR	53		49				3		3				N	Uttam
07-158-1199R201 G.P.S. TALWANDI DADDIAN	208		185				6		4		2		N	Uttam
07-158-1206R201 G.P.S. JALALPUR	174	73	145	70			6	7	5	6	1	1	Y	Behtar
07-158-1225R201 G.P.S. BAICH	108		77				4		3		1			Shiromani
07-158-1228R201 G.P.S. BASSI JALAL KHAN	152		124				5		5					Uttam
07-158-1233R201 G.P.S. SHEHBAZPUR	154		124				5		5				N	Kushal
07-158-1236R201 G.P.S. GHORE WAHA	105	70	92	67			4	7	3	6	1	1		Shiromani
07-158-1244R201 G.P.S. KANDHALA JATTAN	247		213				8		8				N	Kushal
07-158-1247R201 G.P.S. KHAKH	147	72	108	57			5	6	5	6			N	Kushal
07-158-1257R201 G.P.S. SAIDUPUR DATA	106		92				4		4				Y	Uttam
Total	1454	215	1209	194			50	20	45	18	5	2		

Blockwise Enrolment / Attendance Teacher / Gradation

School Name & Code	Enrollment		Attendance		Out of Schools		San. Post		Work Post		Vac. Post		A/C	Gradation
	1-V	VI-VIII	1-V	VI-VIII	6-10	11-14	1-V	VI-VIII	1-V	VI-VIII	1-V	VI-VIII	Maintenacance	LEVEL
Block - 159 TANDA-II														
07-159-0090U202 G.P.S. (G) WARD NO-6, URMUR TANDA	155		140				5		4		1		Y	Shiromani
07-159-1265R201 G.P.S. KAMAL PUR	21		19				2		1		1		Y	Kushal
07-159-1277R201 G.P.S. BUDHI PIND	174		165				5		3		2		Y	Kushal
07-159-1280R201 G.P.S. JAJA	250		223				7		5		2		N	Shiromani
07-159-1285R201 G.P.S. NANGAL KHUNGA	103		89				4		3		1		Y	Uttam
07-159-1290R201 G.P.S. RAJPUR	151		140				5		4		1		Y	Uttam
07-159-1291R201 G.P.S. KANDHALA SHEIKHA	149		140				5		4		1		Y	Kushal
07-159-1295R201 G.P.S. MASIT PAL KOT	130		120				5		3		2		Y	Uttam
07-159-1301R201 G.P.S. CHATTOWAL	78		76				3		2		1		Y	Kushal
07-159-1304R201 G.P.S. SOHIAN	98		98				4		4				Y	Kushal
Total	1309		1210				45		33		12			
Block - 160 TALWARA														
07-160-1323R201 G.P.S. NANGAL KHANORA	96		94				3		2		1		N	Shiromani
07-160-1331R202 G.P.S. BHAMBOTAR	115		115				5		5				N	Uttam
07-160-1338R201 G.P.S. BHOL KALOTA	46		39				3		3				N	Adarsh
07-160-1350R201 G.P.S. RAJWAL	161		156				5		5				N	Behar
07-160-1350R203 G.P.S. RAJWAL HAR	120		117				4		4				N	Kushal
07-160-1351R201 G.P.S. DOHAR	62		54				3		3				N	Behar
07-160-1352R205 G.P.S. TALWARA (OLD)	98		75				4		3		1		N	Uttam
07-160-1356R201 G.P.S. SECTOR-3, TALWARA	145		119				8		8				N	Shiromani
07-160-1357R201 G.P.S. RAMGARH SIKRI	61		56				3		2		1		N	Shiromani
07-160-1394R201 G.P.S. SANDHANI	64		58				3		2		1		N	Shiromani
Total	968		883				41		37		4			
Grant Total	24199	1162	21110	1107	1026	322	836	63	704	59	132	4		

Legends :-

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

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

Sarva Shiksha Abhiyan During 2001-2002

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

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

Sarva Shiksha Abhiyan During 2001-2002

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

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

Sarva Shiksha Abhiyan During 2001-2002

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

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

Sarva Shiksha Abhiyan During 2001-2002

Various Formats & Instruction Booklets/Maps for Household Survey

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

Sarva Shiksha Abhiyan During 2001-2002

Various Formats & Instruction Booklets/Maps for Household Survey

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

Sarva Shiksha Abhiyan During 2001-2002

Various Formats & Instruction Booklets/Maps for Household Survey

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

PART - III

FAMILY SURVEY

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

Reference Date :
Unit : Village/Ward

I. Family

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

II. Child (3-19)

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

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

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

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

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

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

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

Reports

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

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

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

Enrolment (Survey)- 2002				
	Government schools	Recognized schools	Unrecognized schools	Total
Primary	100875	29318	30736	160929
Upper primary	58940	18332	10715	87987

Enrolment (State Abstract)- 2000				
	Government schools	Recognized schools	Unrecognized schools	Total
Primary	117488	11168	-	128656
Upper primary	62050	20926	-	82976

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

District - 07 - HOSHIARPUR

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	27681	20922	48603	10863	8710	19573	6072	4509	10581
Pre Primary Total	27681	20922	48603	10863	8710	19573	6072	4509	10581
I	19847	15762	35609	8036	6937	14973	4665	3356	8021
II	17475	14157	31632	7561	6425	13986	3809	2946	6755
III	17119	14248	31367	7037	6155	13192	3685	3040	6725
IV	17052	14298	31350	6983	6221	13204	3763	3038	6801
V	16670	14301	30971	6723	5911	12634	3609	3113	6722
Primary Total	88163	72766	160929	36340	31649	67989	19531	15493	35024
VI	16376	14033	30409	6532	5746	12278	3749	3091	6840
VII	14807	13512	28319	5733	5468	11201	3444	2992	6436
VIII	15408	13851	29259	5794	5353	11147	3596	3159	6755
Midlle Total	46591	41396	87987	18059	16567	34626	10789	9242	20031
IX	12064	10866	22930	4493	4067	8560	2706	2356	5062
X	16925	14360	31285	6138	5378	11516	3784	3171	6955
Secondary Total	28989	25226	54215	10631	9445	20076	6490	5527	12017
XI	6608	6499	13107	2099	1925	4024	1387	1331	2718
XII	7283	7817	15100	2113	2098	4211	1431	1575	3006
Sr. Secondary Total	13891	14316	28207	4212	4023	8235	2818	2906	5724
Technical Education	1396	1850	3246	353	393	746	215	314	529
Technical Education Total	1396	1850	3246	353	393	746	215	314	529

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

Class ↓	School Going Children - Total			School Going Children - S.C.			School Going Children - B.C.		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	13708	11155	24863	6835	5702	12537	2781	2273	5054
Pre Primary Total	13708	11155	24863	6835	5702	12537	2781	2273	5054
I	10223	9186	19409	5618	5264	10882	2109	1727	3836
II	10414	9190	19604	5821	5163	10984	2055	1791	3846
III	10717	9641	20358	5551	4988	10539	2132	1904	4036
IV	10884	9936	20820	5654	5222	10876	2249	2028	4277
V	10650	10034	20684	5407	5007	10414	2148	2017	4165
Primary Total	52888	47987	100875	28051	25644	53695	10693	9467	20160
VI	10579	9726	20305	5032	4666	9698	2360	2056	4416
VII	9722	9481	19203	4465	4367	8832	2216	2074	4290
VIII	9854	9578	19432	4373	4228	8601	2264	2130	4394
Middle Total	30155	28785	58940	13870	13261	27131	6840	6260	13100
IX	7718	7306	15024	3247	3052	6299	1737	1583	3320
X	10827	9510	20337	4444	3929	8373	2449	2129	4578
Secondary Total	18545	16816	35361	7691	6981	14672	4186	3712	7898
XI	4227	3707	7934	1429	1239	2668	901	737	1638
XII	4354	4253	8607	1340	1207	2547	892	866	1758
Sr. Secondary Total	8581	7960	16541	2769	2446	5215	1793	1603	3396
Technical Education	636	726	1362	187	147	334	100	128	228
Technical Education Total	636	726	1362	187	147	334	100	128	228

District - 07 - HOSHIARPUR

Sarav Sikhiya Abhiyan, Punjab -

Family Survey 2002

Form No. : SSA/FS/IV/6

Report : 03

Year : 2001-2002

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

Class ↓	School Going Children - Total			School Going Children - S.C.			School Going Children - B.C.		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	6503	4547	11050	2054	1512	3566	1549	1068	2617
Pre Primary Total	6503	4547	11050	2054	1512	3566	1549	1068	2617
I	4459	3125	7584	1143	782	1925	1216	785	2001
II	3403	2435	5838	857	636	1493	846	571	1417
III	3130	2188	5318	739	586	1325	782	561	1343
IV	3038	2167	5205	668	520	1188	769	522	1291
V	3127	2246	5373	694	501	1195	781	579	1360
Primary Total	17157	12161	29318	4101	3025	7126	4394	3018	7412
VI	3452	2698	6150	1018	736	1754	843	630	1473
VII	3134	2585	5719	860	789	1649	789	587	1376
VIII	3599	2864	6463	1009	817	1826	884	685	1569
Middle Total	10185	8147	18332	2887	2342	5229	2516	1902	4418
IX	2922	2488	5410	911	738	1649	681	545	1226
X	4334	3497	7831	1261	1098	2359	940	757	1697
Secondary Total	7256	5985	13241	2172	1836	4008	1621	1302	2923
XI	1855	2069	3924	531	513	1044	395	468	863
XII	2359	2710	5069	617	668	1285	443	564	1007
Sr. Secondary Total	4214	4779	8993	1148	1181	2329	838	1032	1870
Technical Education	575	815	1390	111	180	291	96	137	233
Technical Education Total	575	815	1390	111	180	291	96	137	233

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

Class ↓	School Going Children - Total			School Going Children - S.C.			School Going Children - B.C.		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	7470	5220	12690	1974	1496	3470	1742	1168	2910
Pre Primary Total	7470	5220	12690	1974	1496	3470	1742	1168	2910
I	5165	3451	8616	1275	891	2166	1340	844	2184
II	3658	2532	6190	883	626	1509	908	584	1492
III	3272	2419	5691	747	581	1328	771	575	1346
IV	3130	2195	5325	661	479	1140	745	488	1233
V	2893	2021	4914	622	403	1025	680	517	1197
Primary Total	18118	12618	30736	4188	2980	7168	4444	3008	7452
VI	2345	1609	3954	482	344	826	546	405	951
VII	1951	1446	3397	408	312	720	439	331	770
VIII	1955	1409	3364	412	308	720	448	344	792
Middle Total	6251	4464	10715	1302	964	2266	1433	1080	2513
IX	1424	1072	2496	335	277	612	288	228	516
X	1764	1353	3117	433	351	784	395	285	680
Secondary Total	3188	2425	5613	768	628	1396	683	513	1196
XI	526	723	1249	139	173	312	91	126	217
XII	570	854	1424	156	223	379	96	145	241
Sr. Secondary Total	1096	1577	2673	295	396	691	187	271	458
Technical Education	185	309	494	55	66	121	19	49	68
Technical Education Total	185	309	494	55	66	121	19	49	68

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	8260	6277	14537	3193	2566	5759	1816	1350	3166
4	11353	8507	19860	4356	3469	7825	2465	1924	4389
5	13418	10472	23890	5238	4458	9696	3151	2197	5348
Sub Total	33031	25256	58287	12787	10493	23280	7432	5471	12903
6	14723	12337	27060	5898	5375	11273	3340	2558	5898
7	14764	12195	26959	6207	5252	11459	3250	2505	5755
8	16046	13231	29277	6519	5663	12182	3577	2954	6531
9	15598	13146	28744	6352	5609	11961	3499	2912	6411
10	16386	14137	30523	6531	5890	12421	3641	3054	6695
Sub Total	77517	65046	142563	31507	27789	59296	17307	13983	31290
11	15417	13111	28528	6108	5324	11432	3396	2873	6269
12	15520	13599	29119	5994	5413	11407	3556	2927	6483
13	14458	13628	28086	5569	5363	10932	3360	3059	6419
Sub Total	45395	40338	85733	17671	16100	33771	10312	8859	19171
14	13427	11838	25265	5091	4523	9614	3171	2731	5902
15	12319	11146	23465	4558	4211	8769	2582	2309	4891
Sub Total	25746	22984	48730	9649	8734	18383	5753	5040	10793
16	10040	9222	19262	3690	3326	7016	2178	1893	4071
17	7699	6951	14650	2708	2288	4996	1542	1464	3006
Sub Total	17739	16173	33912	6398	5614	12012	3720	3357	7077
18	5594	5090	10684	1885	1578	3463	1069	978	2047
19	1689	1589	3278	561	479	1040	322	303	625
Sub Total	7283	6679	13962	2446	2057	4503	1391	1281	2672
Grand Total	206711	176476	383187	80458	70787	151245	45915	37991	83906

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

Age ↓	School Going Children - Total			School Going Children - S.C.			School Going Children - B.C.		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	4625	3744	8369	2201	1789	3990	956	751	1707
4	5311	4304	9615	2606	2193	4799	1037	948	1985
5	6454	5548	12002	3342	3017	6359	1326	1028	2354
Sub Total	16390	13596	29986	8149	6999	15148	3319	2727	6046
6	8016	7449	15465	4216	4094	8310	1691	1397	3088
7	8564	7800	16364	4703	4220	8923	1733	1472	3205
8	9689	8717	18406	5007	4538	9545	1975	1849	3824
9	9762	9041	18803	5035	4658	9693	2067	1905	3972
10	10121	9561	19682	5198	4915	10113	2134	2017	4151
Sub Total	46152	42568	88720	24159	22425	46584	9600	8640	18240
11	9828	9006	18834	4831	4369	9200	2087	1890	3977
12	9982	9442	19424	4638	4340	8978	2228	1947	4175
13	9464	9582	19046	4262	4290	8552	2151	2077	4228
Sub Total	29274	28030	57304	13731	12999	26730	6466	5914	12380
14	8730	8173	16903	3785	3499	7284	2015	1812	3827
15	8110	7546	15656	3420	3196	6616	1684	1552	3236
Sub Total	16840	15719	32559	7205	6695	13900	3699	3364	7063
16	6640	5923	12563	2705	2377	5082	1440	1207	2647
17	4940	4065	9005	1851	1484	3335	1007	871	1878
Sub Total	11580	9988	21568	4556	3861	8417	2447	2078	4525
18	3280	2736	6016	1242	946	2188	663	547	1210
19	997	792	1789	361	256	617	199	173	372
Sub Total	4277	3528	7805	1603	1202	2805	862	720	1582
Grand Total	124513	113429	237942	59403	54181	113584	26393	23443	49836

03 - School Going Children (Non-State Govt.) - (Age wise)-Total Districtwise

Age ↓	School Going Children - Total			School Going Children - S.C.			School Going Children - B.C.		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	1736	1202	2938	527	395	922	408	298	706
4	2845	1988	4833	884	675	1559	666	464	1130
5	3160	2241	5401	937	668	1605	862	564	1426
Sub Total	7741	5431	13172	2348	1738	4086	1936	1326	3262
6	3124	2325	5449	782	605	1387	812	557	1369
7	2957	2116	5073	780	507	1287	715	502	1217
8	3106	2266	5372	707	591	1298	802	556	1358
9	2949	2002	4951	658	481	1139	742	502	1244
10	3208	2341	5549	715	552	1267	801	562	1363
Sub Total	15344	11050	26394	3642	2736	6378	3872	2679	6551
11	3183	2489	5672	814	633	1447	767	572	1339
12	3447	2733	6180	913	771	1684	843	646	1489
13	3156	2662	5818	916	742	1658	796	639	1435
Sub Total	9786	7884	17670	2643	2146	4789	2406	1857	4263
14	3154	2598	5752	912	737	1649	779	635	1414
15	2926	2571	5497	848	744	1592	641	562	1203
Sub Total	6080	5169	11249	1760	1481	3241	1420	1197	2617
16	2533	2433	4966	782	734	1516	570	513	1083
17	2173	2215	4388	674	614	1288	416	460	876
Sub Total	4706	4648	9354	1456	1348	2804	986	973	1959
18	1734	1687	3421	488	463	951	309	326	635
19	499	565	1064	136	164	300	85	101	186
Sub Total	2233	2252	4485	624	627	1251	394	427	821
Grand Total	45890	36434	82324	12473	10076	22549	11014	8459	19473

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

Age ↓	School Going Children - Total			School Going Children - S.C.			School Going Children - B.C.		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	1899	1331	3230	465	382	847	452	301	753
4	3197	2215	5412	866	601	1467	762	512	1274
5	3804	2683	6487	959	773	1732	963	605	1568
Sub Total	8900	6229	15129	2290	1756	4046	2177	1418	3595
6	3583	2563	6146	900	676	1576	837	604	1441
7	3243	2279	5522	724	525	1249	802	531	1333
8	3251	2248	5499	805	534	1339	800	549	1349
9	2887	2103	4990	659	470	1129	690	505	1195
10	3057	2235	5292	618	423	1041	706	475	1181
Sub Total	16021	11428	27449	3706	2628	6334	3835	2664	6499
11	2406	1616	4022	463	322	785	542	411	953
12	2091	1424	3515	443	302	745	485	334	819
13	1838	1384	3222	391	331	722	413	343	756
Sub Total	6335	4424	10759	1297	955	2252	1440	1088	2528
14	1543	1067	2610	394	287	681	377	284	661
15	1283	1029	2312	290	271	561	257	195	452
Sub Total	2826	2096	4922	684	558	1242	634	479	1113
16	867	866	1733	203	215	418	168	173	341
17	586	671	1257	183	190	373	119	133	252
Sub Total	1453	1537	2990	386	405	791	287	306	593
18	580	667	1247	155	169	324	97	105	202
19	193	232	425	64	59	123	38	29	67
Sub Total	773	899	1672	219	228	447	135	134	269
Grand Total	36308	26613	62921	8582	6530	15112	8508	6089	14597

District - 07 - HOSHIARPUR

Sarav Shiksha Abhiyan, Punjab
Family Survey 2002

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

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

Class Age	Pre Prim.		Primary						Middle						Secondary						Sr. Secondary						Tec. Edu									
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI		VII		VIII		Total		IX		X		Total		XI		XII		Total		Other Tech. / Prof. course.	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G		
3	8252	6275	8	2								8	2																							
4	10407	7818	944	683	2	6						946	689																							
5	7497	5687	5530	4467	384	315	7	3				5921	4785																							
6	1509	1128	9367	7690	3597	3226	250	293				13214	11209																							
7	15	10	3819	2773	7554	6253	3082	2880	292	275	2	4	14749	12185																						
8		4	140	121	5550	4055	7141	6053	2931	2702	284	296	16046	13227																						
9	1		27	23	299	232	5973	4513	6404	5601	2663	2574	15366	12943	229	203	2				231	203														
10			7	1	71	51	505	413	6658	5150	6496	5843	13737	11458	2408	2427	239	251	2	1	2649	2679														
11			2		8	9	108	55	531	429	6395	4901	7044	5394	5907	5198	2136	2204	330	314	8373	7716	1				1									
12			3	2	7	7	44	33	180	105	669	569	903	716	6935	5507	5273	4837	2130	2236	14338	12580	277	303	2		279	303								
13					2	2	7	3	44	26	120	79	173	110	678	545	6414	5641	5388	5317	12480	11503	1565	1813	240	199	1805	2012		3			3			
14					1		2	1	10	6	31	29	44	36	156	121	554	454	6725	5380	7435	5955	3950	3772	1839	1865	5789	5637	155	204	3	3	158	207	1	3
15						1		1	2	3	7	3	9	8	45	27	150	91	592	467	787	585	5700	4561	4504	4403	10204	8964	1110	1359	204	223	1314	1582	5	7
16									1	1	2	1	3	14	2	22	26	192	109	228	137	403	318	5873	4772	6276	5090	2305	2472	1140	1440	3445	3912	90	80	
17											1		1	3	2	11	7	35	19	49	28	133	81	2777	2008	2910	2089	1906	1623	2539	2814	4445	4437	295	396	
18										2		2		1	1	6	1	12	8	19	10	33	14	1399	939	1432	953	950	719	2569	2522	3519	3241	622	886	
19																	2		2		3	3	291	174	294	177	182	119	828	815	1010	934	383	476		
Total	27681	20922	19847	15762	17475	14157	17119	14248	17052	14298	16670	14301	88163	72766	16376	14033	14807	13512	15408	13851	46591	41396	12064	10866	16925	14360	28989	25226	6608	6499	7283	7817	13891	14316	1396	1850

PART - IV

District - 07 - HOSHIARPUR

Sarav Shiksha Abhiyan, Punjab

Gross Enrolment Ratio Total Children (* based on derived age)

	Grade →	I	II	III	IV	V	Total	VI	VII	VIII	Total	IX	X	Total	XI	XII	Total	Overall Ratio
		Age →	6	7	8	9	10	6-10	11	12	13	11-13	14	15	14-15	16	17	16-17
Gross Enrolment in Grade	Boys	19847	17475	17119	17052	16670	88163	16376	14807	15408	46591	12064	16925	28989	6608	7283	13891	177634
	Girls	15762	14157	14248	14298	14301	72766	14033	13512	13851	41396	10866	14360	25226	6499	7817	14316	153704
	Total	35609	31632	31367	31350	30971	160929	30409	28319	29259	87987	22930	31285	54215	13107	15100	28207	331338
Population in the Relevant Age	Boys	17948	14893	17184	16421	17948	84394	14511	16039	16803	47353	19094	16803	35897	18330	15275	33605	201249
	Girls	14429	13000	13714	14429	15143	70715	12857	15714	15000	43571	15714	16429	32143	17143	13572	30715	177144
	Total	32377	27893	30898	30850	33091	155109	27368	31753	31803	90924	34808	33232	68040	35473	28847	64320	378393
Gross Enrolment Ratio	Boys	110.58	117.34	99.62	103.84	92.88	104.47	112.9	92.32	91.70	98.39	63.18	100.7	80.76	36.05	47.68	41.34	88.27
	Girls	109.2	108.90	103.89	99.09	94.44	102.90	109.1	85.99	92.34	95.01	69.15	87.41	78.48	37.91	57.60	46.61	86.77
	Total	109.98	113.40	101.52	101.62	93.59	103.75	111.1	89.19	92.00	96.77	65.88	94.14	79.68	36.95	52.35	43.85	87.56

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

District - 07 - HOSHIARPUR

Sarav Shiksha Abhiyan, Punjab

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

Class ↓	Total School Going			State Govt.			Non-State Govt.			Unrecognised		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	56.95	43.05	100.00	28.20	22.95	51.16	13.38	9.36	22.74	15.37	10.74	26.11
Pre Primary Total	56.95	43.05	100.00	28.20	22.95	51.16	13.38	9.36	22.74	15.37	10.74	26.11
I	55.74	44.26	100.00	28.71	25.80	54.51	12.52	8.78	21.30	14.50	9.69	24.20
II	55.24	44.76	100.00	32.92	29.05	61.98	10.76	7.70	18.46	11.56	8.00	19.57
III	54.58	45.42	100.00	34.17	30.74	64.90	9.98	6.98	16.95	10.43	7.71	18.14
IV	54.39	45.61	100.00	34.72	31.69	66.41	9.69	6.91	16.60	9.98	7.00	16.99
V	53.82	46.18	100.00	34.39	32.40	66.79	10.10	7.25	17.35	9.34	6.53	15.87
Primary Total	54.78	45.22	100.00	32.86	29.82	62.68	10.66	7.56	18.22	11.26	7.84	19.10
VI	53.85	46.15	100.00	34.79	31.98	66.77	11.35	8.87	20.22	7.71	5.29	13.00
VII	52.29	47.71	100.00	34.33	33.48	67.81	11.07	9.13	20.19	6.89	5.11	12.00
VIII	52.66	47.34	100.00	33.68	32.74	66.41	12.30	9.79	22.09	6.68	4.82	11.50
Midlle Total	52.95	47.05	100.00	34.27	32.72	66.99	11.58	9.26	20.83	7.10	5.07	12.18
IX	52.61	47.39	100.00	33.66	31.86	65.52	12.74	10.85	23.59	6.21	4.68	10.89
X	54.10	45.90	100.00	34.61	30.40	65.01	13.85	11.18	25.03	5.64	4.32	9.96
Secondary Total	53.47	46.53	100.00	34.21	31.02	65.22	13.38	11.04	24.42	5.88	4.47	10.35
XI	50.42	49.58	100.00	32.25	28.28	60.53	14.15	15.79	29.94	4.01	5.52	9.53
XII	48.23	51.77	100.00	28.83	28.17	57.00	15.62	17.95	33.57	3.77	5.66	9.43
Sr. Secondary Total	49.25	50.75	100.00	30.42	28.22	58.64	14.94	16.94	31.88	3.89	5.59	9.48
Technical Education	43.01	56.99	100.00	19.59	22.37	41.96	17.71	25.11	42.82	5.70	9.52	15.22
Technical Education Total	43.01	56.99	100.00	19.59	22.37	41.96	17.71	25.11	42.82	5.70	9.52	15.22
Grand Total	54.04	45.96	100.00	32.60	29.66	62.27	11.93	9.37	21.30	9.51	6.92	16.43

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	56.95	43.05	100.00	55.13	44.87	100.00	58.85	41.15	100.00	58.87	41.13	100.00
Pre Primary Total	56.95	43.05	100.00	55.13	44.87	100.00	58.85	41.15	100.00	58.87	41.13	100.00
I	55.74	44.26	100.00	52.67	47.33	100.00	58.79	41.21	100.00	59.95	40.05	100.00
II	55.24	44.76	100.00	53.12	46.88	100.00	58.29	41.71	100.00	59.10	40.90	100.00
III	54.58	45.42	100.00	52.64	47.36	100.00	58.86	41.14	100.00	57.49	42.51	100.00
IV	54.39	45.61	100.00	52.28	47.72	100.00	58.37	41.63	100.00	58.78	41.22	100.00
V	53.82	46.18	100.00	51.49	48.51	100.00	58.20	41.80	100.00	58.87	41.13	100.00
Primary Total	54.78	45.22	100.00	52.43	47.57	100.00	58.52	41.48	100.00	58.95	41.05	100.00
VI	53.85	46.15	100.00	52.10	47.90	100.00	56.13	43.87	100.00	59.31	40.69	100.00
VII	52.29	47.71	100.00	50.63	49.37	100.00	54.80	45.20	100.00	57.43	42.57	100.00
VIII	52.66	47.34	100.00	50.71	49.29	100.00	55.69	44.31	100.00	58.12	41.88	100.00
Middle Total	52.95	47.05	100.00	51.16	48.84	100.00	55.56	44.44	100.00	58.34	41.66	100.00
IX	52.61	47.39	100.00	51.37	48.63	100.00	54.01	45.99	100.00	57.05	42.95	100.00
X	54.10	45.90	100.00	53.24	46.76	100.00	55.34	44.66	100.00	56.59	43.41	100.00
Secondary Total	53.47	46.53	100.00	52.44	47.56	100.00	54.80	45.20	100.00	56.80	43.20	100.00
XI	50.42	49.58	100.00	53.28	46.72	100.00	47.27	52.73	100.00	42.11	57.89	100.00
XII	48.23	51.77	100.00	50.59	49.41	100.00	46.54	53.46	100.00	40.03	59.97	100.00
Sr. Secondary Total	49.25	50.75	100.00	51.88	48.12	100.00	46.86	53.14	100.00	41.00	59.00	100.00
Technical Education	43.01	56.99	100.00	46.70	53.30	100.00	41.37	58.63	100.00	37.45	62.55	100.00
Technical Education Total	43.01	56.99	100.00	46.70	53.30	100.00	41.37	58.63	100.00	37.45	62.55	100.00
Grand Total	54.04	45.96	100.00	52.36	47.64	100.00	55.99	44.01	100.00	57.86	42.14	100.00

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Sarav Sikhiya Abhiyan, Punjab
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12 - Physically Challenged Children in Govt. Schools - (Category Wise)-Total Districtwise

Class ↓	School Going Total Children			School Going S.C. Children			School Going B.C. Children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	10	6	16	4	3	7	1	2	3
I	33	14	47	20	7	27	6	3	9
II	25	20	45	18	13	31	4	4	8
III	35	18	53	21	12	33	6		6
IV	30	27	57	16	19	35	4	3	7
V	31	21	52	16	16	32	6	2	8
VI	28	22	50	14	10	24	5	3	8
VII	34	24	58	23	13	36	3	3	6
VIII	28	22	50	14	15	29	5	3	8
IX	19	18	37	14	8	22	1	2	3
X	17	13	30	8	5	13	3	3	6
XI	10	2	12	3	1	4	2	2	4
XII	9	6	15	6	1	7	1	3	4
Technical Education	1		1						

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

Class ↓	School Going Total Children			School Going S.C. Children			School Going B.C. Children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	13	12	25	6	4	10	5	6	11
I	11	10	21	5	8	13	4	2	6
II	15	6	21	5	2	7	7	5	12
III	10	8	18	6	3	9	2	3	5
IV	11	12	23	8	5	13	2	1	3
V	11	9	20	8	3	11	3	2	5
VI	10	7	17	5	6	11	3	3	6
VII	9	12	21	7	8	15		1	1
VIII	15	5	20	5	4	9	4	2	6
IX	8	6	14	8	5	13	2	1	3
X	8	6	14		2	2	1	1	2
XI	7	9	16				3	1	4
XII	6	6	12	2	3	5	2		2
Technical Education	1		1	16	18	34	19	13	32

03 - Speech Impaired Children - (Category Wise)-Total Districtwise

Class ↓	School Going Total Children			School Going S.C. Children			School Going B.C. Children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	15	3	18	6		6	3	1	4
I	28	17	45	15	11	26	8	1	9
II	16	15	31	8	5	13	5		5
III	22	9	31	10	5	15	6		6
IV	9	7	16	5	2	7	1	2	3
V	4	6	10	1	5	6	1		1
VI	12	1	13	7		7	2		2
VII	6		6	2		2	2		2
VIII	1	2	3						
IX	3	3	6	2	1	3			
X	1	1	2	1	1	2			
XI									
XII									
Technical Education		2	2						

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	64	36	100	30	11	41	14	14	28
I	125	59	184	65	37	102	24	7	31
II	84	63	147	41	31	72	24	9	33
III	102	53	155	55	28	83	19	7	26
IV	80	64	144	41	32	73	13	7	20
V	78	44	122	44	23	67	16	7	23
VI	59	44	103	29	25	54	12	8	20
VII	62	47	109	39	23	62	8	8	16
VIII	57	45	102	24	23	47	13	5	18
IX	45	32	77	29	15	44	7	7	14
X	33	29	62	15	11	26	7	5	12
XI	20	13	33	6	1	7	5	3	8
XII	22	14	36	8	4	12	7	2	9
Technical Education	1	2	3	16	18	34	19	13	32

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Sarav Sikhiya Abhiyan, Punjab
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07 - Children Affected with Any Other Challenge - (Agewise)-Total Districtwise

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

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

Age ↓ v	Total Children						SC Children						BC Children					
	School Going			School Not Going			School Going			School Not Going			School Going			School Not Going		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	4	2	6	5	2	7	2	2	4	2	1	3		1	1	2		2
4	3	1	4	6	3	9				2	2	4	3		3	1		1
5	8	3	11	10	8	18	6		6	4	3	7	1		1	5	1	6
6	17	6	23	12	17	29	8	2	10	6	9	15	2	2	4	1	3	4
7	14	8	22	10	8	18	6	4	10	1	5	6	3		3	3	2	5
8	13	9	22	10	10	20	5	4	9	5	7	12		1	1	2	1	3
9	15	11	26	12	8	20	9	9	18	5	2	7	1		1	2	2	4
10	19	9	28	22	22	44	3	1	4	9	8	17	6	1	7	6	6	12
11	20	8	28	23	16	39	7	2	9	7	7	14	1	1	2	6	5	11
12	14	8	22	32	24	56	6	7	13	17	9	26	3		3	5	8	13
13	9	10	19	26	29	55	5	4	9	14	16	30	2	1	3	5	5	10
14	2	5	7	35	25	60	1	1	2	11	10	21	1	1	2	11	5	16
15	10	7	17	48	30	78	3	3	6	23	14	37	2		2	11	5	16
16	3		3	44	27	71	2		2	19	10	29				8	6	14
17	5	2	7	33	19	52				9	13	22				10	4	14
18	1	2	3	28	15	43	2	3	5	11	9	20	2		2	8	3	11

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05 - Physically Challenged Children - (Age wise)-Total Districtwise

Age ↓	Total Children						SC Children						BC Children					
	School Going			School Not Going			School Going			School Not Going			School Going			School Not Going		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	7	3	10	4	3	7	3	2	5	1	1	2	1		1	1		1
4	5	2	7	12	5	17	2		2	3	2	5	1	2	3	2	2	4
5	9	8	17	11	4	15	4	5	9	5	2	7	1	1	2	2		2
6	20	17	37	8	7	15	10	6	16	5	2	7	5	3	8		2	2
7	24	11	35	10	2	12	12	7	19	1	1	2	5		5	2	1	3
8	32	22	54	3	4	7	18	11	29	2	2	4	9	6	15			
9	44	23	67	12	10	22	24	13	37	6	6	12	5	3	8	3	3	6
10	29	32	61	10	6	16	19	20	39	3	3	6	4	6	10	2	3	5
11	34	19	53	10	3	13	21	12	33	3	1	4	4	3	7	2	1	3
12	44	30	74	4	5	9	27	16	43	6	3	9	10	5	15		1	1
13	32	32	64	17	8	25	17	19	36	1	4	5	6	4	10	9	1	10
14	42	28	70	16	12	28	20	18	38	3	5	8	9	3	12	3	1	4
15	23	25	48	19	12	31	9	9	18	8	6	14	6	3	9	4	3	7
16	26	16	42	22	9	31	14	6	20	9	5	14	8	4	12	5	2	7
17	15	7	22	22	11	33	8		8	8	3	11	4	2	6	6	3	9
18	17	7	24	18	16	34	7		7	12	10	22	6	3	9	4	3	7

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Form No. : SSA/FS/IV/10

Report : 03

Year : 2001-2002

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

Age ↓	Total Children						SC Children						BC Children					
	School Going			School Not Going			School Going			School Not Going			School Going			School Not Going		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	2	1	3	5	3	8				1		1	1	1	2	4	3	7
4	3		3	7	1	8	2		2	3		3	1		1	2		2
5	10	6	16	8	6	14	9		9	6	2	8	1	1	2	1	1	2
6	15	4	19	2		2	6	3	9	1		1	7		7	1		1
7	14	19	33	8	4	12	5	9	14	3	2	5	4	4	8	2		2
8	18	8	26	21	6	27	10	2	12	10	1	11	4		4	6		6
9	18	14	32	8	2	10	6	7	13	3	2	5	5	1	6	1		1
10	8	5	13	7	5	12	7	4	11	1	4	5	1		1	2		2
11	5	5	10	12	3	15	2	2	4	7	3	10	1		1			
12	18	4	22	10	11	21	8	3	11	7	4	11	5		5	3	7	10
13	9	3	12	9	12	21	6	1	7	6	7	13	1		1	1	2	3
14	6		6	7	4	11	2		2	2	3	5					1	1
15	5	4	9	16	6	22	5	1	6	6	3	9				3	2	5
16				16	5	21	1	1	2	6	3	9				1		1
17				5	6	11				2	3	5				1	2	3
18		2	2	7	7	14				4	3	7				1		1

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

Year : 2001-2002

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

District - 07 - HOSHIARPUR

Sarav Sikhiya Abhiyan, Punjab

Family Survey 2002

Form No. : SSA/FS/IV/10

Report : 01

01 - Physically/Mentally Challenged Children Total - (Agewise)-Total Districtwise

Year : 2001-2002

Age ↓	Total Children						SC Children						BC Children					
	School Going			School Not Going			School Going			School Not Going			School Going			School Not Going		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	15	10	25	19	10	29	6	5	11	6	3	9	2	3	5	10	4	14
4	15	8	23	28	12	40	6	3	9	11	6	17	5	3	8	6	3	9
5	40	28	68	36	21	57	25	11	36	17	10	27	9	8	17	9	2	11
6	65	35	100	29	24	53	30	15	45	12	11	23	19	8	27	4	5	9
7	73	50	123	34	21	55	34	28	62	8	10	18	18	9	27	11	6	17
8	79	49	128	39	22	61	40	22	62	17	11	28	19	10	29	13	2	15
9	93	52	145	38	28	66	47	31	78	16	12	28	14	5	19	7	7	14
10	73	58	131	44	36	80	38	34	72	17	17	34	16	9	25	11	13	24
11	75	43	118	53	31	84	45	24	69	19	13	32	8	6	14	9	8	17
12	88	51	139	57	45	102	47	31	78	35	18	53	19	7	26	11	17	28
13	61	59	120	65	57	122	33	31	64	29	31	60	11	7	18	17	11	28
14	63	47	110	71	51	122	30	23	53	22	24	46	12	4	16	17	10	27
15	46	43	89	98	54	152	21	18	39	40	26	66	11	5	16	23	13	36
16	38	23	61	88	44	132	21	9	30	39	21	60	8	7	15	15	8	23
17	24	9	33	69	39	108	10	1	11	24	23	47	6	3	9	19	9	28
18	23	11	34	62	45	107	10	4	14	30	25	55	8	3	11	15	8	23

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

Age v	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	756	550	1306	322	237	559	143	118	261									
4	565	468	1033	288	257	545	95	73	168									
5	468	377	845	243	217	460	92	67	159									
6	127	126	253	65	55	120	15	25	40	12	12	24	8	7	15			
7	95	64	159	41	27	68	21	9	30	7	4	11	7	2	9		1	1
8	111	83	194	50	31	81	25	18	43	15	13	28	11	12	23			
9	85	58	143	42	24	66	16	16	32	10	6	16	7	2	9	1	1	2
10	129	122	251	73	56	129	19	23	42	16	19	35	15	16	31			
11	122	124	246	50	61	111	29	39	68	9	10	19	7	7	14	1	2	3
12	287	242	529	153	120	273	61	72	133	27	8	35	18	6	24			
13	405	426	831	225	243	468	85	108	193	32	8	40	21	6	27	2		2
14	697	652	1349	354	354	708	136	156	292	70	27	97	45	22	67	10		10
15	1302	1256	2558	737	754	1491	261	270	531	163	59	222	103	46	149	33	4	37
16	1709	1740	3449	956	986	1942	325	405	730	187	73	260	130	61	191	30	3	33
17	2147	2020	4167	1078	1073	2151	450	466	916	264	89	353	155	71	226	50	5	55
18	2619	2302	4921	1318	1231	2549	578	510	1088	335	112	447	211	85	296	73	7	80

District - 07 - HOSHIARPUR

Sarav Shiksha Abhiyan, Punjab
Family Survey 2002

Form No. : SSA/FS/III/8
Report : 12
Year : 2001-2002

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

Class Age ↓	Pre Prim.		Primary								Middle						Secondary						Sr. Secondary						Tec. Edu										
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI		VII		VIII		Total		IX		X		Total		XI		XII		Total		Other Tech. / Prof. course.				
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G			
3	451	301	1																																				
4	660	468	101	43	1	1								102	44																								
5	533	325	401	259	29	21								430	280																								
6	95	74	576	382	154	120	12	28						742	530																								
7	3		251	156	398	255	135	107	14	13	1			799	531																								
8			9	2	319	183	325	247	139	103	8	14		800	549																								
9			1	2	4	3	288	183	277	200	110	106	680	494	10	11					10	11																	
10					3	1	8	10	303	160	293	229	607	400	91	63	8	11		1	99	75																	
11									9	10	250	158	259	168	205	168	61	65	17	10	283	243																	
12							3		2	1	15	9	20	10	195	131	180	118	77	63	452	312	13	12			13	12											
13										1	2		2	1	41	30	161	128	159	144	361	302	37	29	13	11	50	40											
14										1		1	1	2	1	4	2	17	7	183	119	204	128	105	89	60	54	165	143	6	12			6	12				
15																		9	1	9	4	18	5	123	84	97	85	220	169	15	18	4	3	19	21				
16																		3	1	3	3	6	4	4	11	122	74	126	85	28	48	8	33	36	81		3		
17																								3	2	66	36	69	38	21	31	22	54	43	85	7	10		
18																								3	1	33	23	36	24	16	14	39	43	55	57	6	24		
19																									4	2	4	2	5	3	23	12	28	15	6	12			
Total	1742	1168	1340	844	908	584	771	575	745	488	680	517	4444	3008	546	405	439	331	448	344	1433	1080	288	228	395	285	683	513	91	126	96	145	187	271	19	49			

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

Class Age	Pre Prim.		Primary						Middle				Secondary				Sr. Secondary			Tec. Edu																
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		VI		VII		VIII		Total		IX		X		Total		XI		XII		Total		Other Tech. / Prof. course.			
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G		
3	465	382																																		
4	762	516	104	85																																
5	594	487	331	248	34	38																														
6	151	109	580	399	157	152	12	16																												
7	1	2	251	155	347	227	108	121	17	20																										
8	1		7	4	332	202	336	221	112	100	17	7	804	534																						
9			2		12	7	274	207	235	180	122	67	645	461	14	9																				
10					1		13	14	282	164	232	173	528	351	82	67	8	4																		
11							3	2	11	10	223	146	237	158	155	99	57	54	14	11	226	164														
12							1		1	3	21	8	23	11	206	147	152	92	55	47	413	286	7	5												
13									2	1	4	1	6	2	19	16	175	149	140	119	334	284	43	39	6	4	49	43	2	2						
14									1		2	1	3	1	2	5	9	8	181	115	192	128	115	84	57	32	172	116	19	28	8	14	27	42		
15										1	1		1	1	2	1	6	5	12	11	20	17	156	130	90	89	246	219	18	30	5	4	23	34		
16															2					7	3	9	3	7	18	135	112	142	130	28	45	19	35	47	80	5
17																	1			1	1	1	5		84	72	89	72	43	42	42	64	85	106	8	
18																				2		2		2	1	51	37	53	38	23	23	52	82	75	105	25
19																				1		1			10	5	10	5	6	3	30	24	36	27	17	
Total	1974	1496	1275	891	883	626	747	581	661	479	622	403	4188	2980	482	344	408	312	412	308	1302	964	335	277	433	351	768	628	139	173	156	223	295	396	55	66

District - 07 - HOSHIARPUR

Sarav Shiksha Abhiyan, Punjab
Family Survey 2002

Form No. : SSA/FS/III/8
Report : 10
Year : 2001-2002

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

Class Age	Pre Prim.		Primary										Middle						Secondary						Sr. Secondary						Tec. Edu												
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI		VII		VIII		Total		IX		X		Total		XI		XII		Total		Other Tech./ Prof. course.								
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G					
3	1897	1330	2	1								2	1																														
4	2814	1966	382	249	1							383	249																														
5	2248	1582	1464	1013	92	88						1556	1101																														
6	507	336	2264	1567	750	585	62	75				3076	2227																														
7	4	4	1017	603	1580	1091	569	506	73	71		4	3239	2275																													
8		2	29	13	1179	738	1386	1003	581	429	76	63	3251	2246																													
9			5	5	41	23	1115	692	1166	887	495	447	2822	2054	65	49							65	49																			
10			2		14	5	125	138	1231	746	1226	896	2598	1785	413	398	46	52					459	450																			
11					1	1	7	2	69	46	1021	576	1098	625	899	622	342	316	67	53	1308	991																					
12						1	5	3	6	10	61	31	72	45	873	491	768	540	315	310	1956	1341	61	38	2		63	38															
13							2		3	5	9	2	14	7	80	39	723	512	760	585	1563	1136	220	208	41	31	261	239		2									2				
14							1		1			3	2	5	2	8	8	54	22	727	417	789	447	482	380	248	214	730	594	17	24	2			19	24							
15									1	1			1	1	4	1	15	2	59	29	78	32	607	405	500	410	1107	815	75	145	22	36	97	181									
16											1		1		3		2	1	19	13	24	14	35	32	543	417	578	449	149	230	98	159	247	389	17	14							
17															1		1	3	1	3	3	3	18	5	247	157	265	162	112	180	168	271	280	451	38	55							
18																	1		4	1	5	1	1	4	151	111	152	115	157	129	185	270	342	399	81	152							
19																			1		1				32	13	32	13	16	13	95	118	111	131	49	88							
Total	7470	5220	5165	3451	3658	2532	3272	2419	3130	2195	2893	2021	18118	12618	2345	1609	1951	1446	1955	1409	6251	4464	1424	1072	1764	1353	3188	2425	526	723	570	854	1096	1577	185	309							

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

Class Age	Pre Prim.		Primary										Middle					Secondary					Sr. Secondary			Tec. Edu										
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI	VII	VIII	Total		IX	X	Total		XI	XII	Total		Other Tech./ Prof. course.								
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G						
3	406	298	2										2																							
4	575	404	90	60			1						91	60																						
5	444	290	392	254	25	20	1						418	274																						
6	121	76	524	354	152	111	15	16					691	481																						
7	3		204	113	365	262	121	108	22	19			712	502																						
8			4	3	298	172	356	248	124	114	20	19	802	556																						
9				1	5	4	282	184	312	213	120	88	719	490	23	12					23	12														
10					1	2	5	3	301	168	330	249	637	422	138	121	26	19			164	140														
11							1	2	8	6	290	212	299	220	320	244	122	92	26	16	468	352														
12								2	2	19	9	21	11	353	242	309	249	146	124	808	615	14	20		14	20										
13											1	1	1	1	4	11	316	219	342	281	662	511	115	104	18	23	133	127								
14											1	1	1	1	3		15	6	343	250	361	256	262	273	134	133	396	356	21	22		21	22			
15													1				2	20	11	21	13	277	192	270	232	547	424	63	108	10	17	73	125			
16													1					5	3	6	3	11	4	323	219	334	223	154	175	73	103	227	278	3		
17															1				2		3		1	2	120	99	121	101	101	125	168	210	269	335	23	24
18																					1			63	42	64	42	49	32	148	185	197	217	48	67	
19																					12	9	12	9	7	6	44	49	51	55	22	37				
Total	1549	1068	1216	785	846	571	782	561	769	522	781	579	4394	3018	843	630	789	587	884	685	2516	1902	681	545	940	757	1621	1302	395	468	443	564	838	1032	96	137

District - 07 - HOSHIARPUR

Sarav Shiksha Abhiyan, Punjab
Family Survey 2002

Form No. : SSA/FS/III/8
Report : 08
Year : 2001-2002

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

Class → Age ↓	Pre Prim.		Primary										Middle						Secondary						Sr. Secondary						Tec. Edu													
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI		VII		VIII		Total		IX		X		Total		XI		XII		Total		Other Tech. / Prof. course.									
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G								
3	526	395	1																																									
4	805	613	79	61		1								79	62																													
5	571	393	319	251	46	24	1							366	275																													
6	150	109	476	349	144	129	12	17		1				632	496																													
7	2	1	260	117	366	272	135	106	16	10	1	1	778	506																														
8		1	6	4	293	200	286	267	99	108	23	11	707	590																														
9			2	6	8	288	182	265	192	80	85	641	467	17	14																													
10				2	2	12	11	253	183	273	199	540	395	154	142	21	14		1	175	157																							
11							1	2	26	19	289	194	316	215	356	253	118	141	24	24	498	418																						
12							3	1	8	6	25	10	36	17	429	299	308	305	126	125	863	729	14	25					14	25														
13							1		1		1	1	3	1	47	19	379	307	349	293	775	619	110	108	28	14	138	122																
14											1		1		12	8	23	18	446	334	481	360	319	255	103	116	422	371	8	6			8	6										
15									1				1	1	1	5	3	45	33	51	37	424	326	292	284	716	610	71	85	10	10	81	95											
16											1		1		2	6	1	17	5	25	6	33	17	443	402	476	419	196	209	78	95	274	304	6	5									
17																		2		2		7	4	249	182	256	186	170	151	225	240	395	391	21	37									
18																			2		2	4	2	126	84	130	86	71	45	232	250	303	295	55	80									
19																						1	20	16	20	17	15	17	72	73	87	90	29	57										
Total	2054	1512	1143	782	857	636	739	586	668	520	694	501	4101	3025	1018	736	860	789	1009	817	2887	2342	911	738	1261	1098	2172	1836	531	513	617	668	1148	1181	111	180								

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

Class Age ↓	Pre Prim.		Primary										Middle						Secondary						Sr. Secondary						Tec. Edu.					
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI		VII		VIII		Total		IX		X		Total		XI		XII		Total		Other Tech./ Prof. course.	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
3	1731	1201	5	1									5	1																						
4	2505	1764	340	219		5							340	224																						
5	1743	1203	1300	951	114	87	3						1417	1038																						
6	516	375	1893	1384	664	505	51	61					2608	1950																						
7	8	3	893	548	1467	1057	516	437	73	71			2949	2113																						
8		1	20	20	1119	750	1371	965	522	462	74	68	3106	2265																						
9			8	2	32	25	1142	690	1200	841	502	388	2884	1946	64	56	1				65	56														
10					7	6	41	30	1161	745	1325	952	2534	1733	594	529	78	78	2	1	674	608														
11							2	5	68	42	1140	773	1210	820	1337	1091	518	473	118	104	1973	1668	1				1									
12							3	12	5	78	57	93	62	1339	950	1300	1056	633	565	3272	2571	82	100			82	100									
13							1	1	4	4	6	4	93	61	1154	907	1352	1127	2599	2095	462	500	89	62	551	562	1							1		
14								1	3	2	4	2	19	9	66	59	1369	1000	1454	1068	1085	922	550	536	1635	1458	60	70	1		61	70				
15									1	1	2	2	2	10	8	89	49	101	59	1209	901	1254	1096	2463	1997	300	443	57	63	357	506	5	7			
16													3	4	4	30	13	37	17	67	49	1409	1027	1476	1076	632	790	349	508	981	1298	39	42			
17										1	1			3		5	3	8	3	12	11	617	520	629	531	556	523	854	978	1410	1501	126	179			
18										1	1	1			1	2	2	2	5	3	353	210	358	213	258	208	844	887	1102	1095	271	377				
19																				1	62	46	62	47	49	34	254	274	303	308	134	210				
Total	6503	4547	4459	3125	3403	2435	3130	2188	3038	2167	3127	2246	17157	12161	3452	2698	3134	2585	3599	2864	10185	8147	2922	2488	4334	3497	7256	5985	1855	2069	2359	2710	4214	4779	575	815

District - 07 - HOSHIARPUR

Sarav Shiksha Abhiyan, Punjab

Family Survey 2002

Form No. : SSA/FS/III/8

Report : 06

Year : 2001-2002

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

Class Age	Pre Prim.		Primary										Middle						Secondary						Sr. Secondary						Tec. Edu							
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI		VII		VIII		Total		IX		X		Total		XI		XII		Total		Other Tech. / Prof. course.			
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G				
3	955	751	1																																			
4	983	903	54	45																																		
5	732	547	547	456	47	25																																
6	110	71	1116	878	429	414	25	27																														
7	1	1	372	327	910	769	396	307	28	32																												
8			14	18	630	545	883	843	373	357	31	36	1931	1797	12	14	16	22	16	13	44	49																
9			4	5	28	33	754	680	884	765	327	358	1997	1841	26	23	21	13	15	20	62	56	7	8	1													
10			1		9	5	56	41	880	799	811	804	1757	1649	310	299	21	27	20	19	351	345	14	14	11	9	25	23										
11					2		13	4	52	59	907	768	974	831	798	708	252	274	24	40	1074	1022	15	12	18	16	33	28	5	9	1							
12							4		28	12	53	36	85	48	1077	886	744	687	258	264	2079	1837	30	37	18	17	48	54	13	4	3	4	16					
13							1	1	3	3	14	9	18	13	85	72	1023	929	760	794	1868	1795	196	228	46	30	242	258	7	5	16	6	23	11				
14							1	1	1	3	4	4	6	18	18	112	91	1072	903	1202	1012	542	519	238	239	780	758	18	27	10	8	28	35	1				
15																																						
16																																						
17																																						
18																																						
19																																						
Total	2781	2273	2109	1727	2055	1791	2132	1904	2249	2028	2148	2017	10693	9467	2360	2056	2216	2074	2264	2130	6840	6260	1737	1583	2449	2129	4186	3712	901	737	892	866	1793	1603	100	128		

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

Class Age	Pre Prim.		Primary						Middle						Secondary						Sr. Secondary			Tec. Edu													
	Nursery/ Aaganw- ari Etc.		I	II	III	IV	V	Total	VI	VII	VIII	Total	IX	X	Total	XI	XII	Total	Other Tech./ Prof. course.																		
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G											
3	2201	1769																																			
4	2510	2073	96	120				96	120																												
5	1821	1603	1444	1348	77	64		2				1521	1414																								
6	274	217	2846	2750	1046	1074	50	53				3942	3877																								
7	29	17	1170	993	2639	2337	817	822	48	51		4674	4203																								
8		3	50	46	1891	1547	2275	2123	748	770	43	49	5007	4535																							
9			8	6	134	111	2135	1801	2017	2007	709	704	5003	4629	32	29							32	29													
10			3	1	25	24	193	141	2473	2115	1936	2009	4630	4290	526	586	42	39					568	625													
11					4	4	63	37	256	203	2402	1972	2725	2216	1612	1607	460	501	34	45	2106	2153															
12			1		2	1	15	6	84	59	235	206	337	272	2488	2135	1426	1445	363	461	4277	4041	23	27	1	24	27										
13					2	1	3	2	23	12	65	52	93	67	264	233	2246	2149	1334	1488	3844	3870	295	331	30	22	325	353									
14					1				4	4	13	14	18	18	78	55	201	180	2310	1951	2589	2186	858	942	292	329	1150	1271	28	23	1	28	24				
15									1	1	1	4	1	5	3	27	18	70	40	234	224	331	282	1831	1602	1036	1103	2867	2705	185	184	32	22	217	206		
16															5	1	13	11	74	51	92	63	177	107	1761	1541	1938	1648	492	468	174	194	666	662	9	4	
17																2	5	1	22	6	27	9	48	39	844	624	892	663	449	370	443	412	892	782	40	30	
18																	2	1	2	2	4	3	15	3	404	268	419	271	221	160	518	434	739	594	80	78	
19																									1	76	42	76	43	54	34	173	144	227	178	58	35
Total	6835	5702	5618	5264	5821	5163	5551	4988	5654	5222	5407	5007	28051	25644	5032	4666	4465	4367	4373	4228	13870	13261	3247	3052	4444	3929	7691	6981	1429	1239	1340	1207	2769	2446	187	147	

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

Class Age ↓	Pre Prim.		Primary										Middle						Secondary						Sr. Secondary						Tec. Edu						
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI		VII		VIII		Total		IX		X		Total		XI		XII		Total		Other Tech. / Prof. course.		
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	
3	1812	1350	4								4																										
4	2218	1775	245	148	1	1	1				247		149																								
5	1709	1162	1340	969	101	66	1				1442		1035																								
6	326	221	2216	1614	735	645	52	71			3003		2330		10	7	1				11		7														
7	7	1	827	596	1673	1286	652	522	64	64	1	3217	2468	14	22	8	13	4	1	26	36																
8			27	21	1247	900	1564	1338	636	574	59	69	3533	2902	12	14	16	22	16	13	44	49	3		3												
9			5	8	37	40	1324	1047	1473	1176	557	552	3396	2825	59	46	21	13	15	20	95	79	7	8	1		8		8								
10			1	13	8	69	54	1484	1127	1434	1282	3001	2471	539	483	55	57	20	20	614	560	14	14	11	9	25	23	1	1								
11					2	14	6	69	75	1447	1138	1532	1219	1323	1120	435	431	67	66	1825	1617	15	12	18	16	33	28	5	9	1	6		9				
12							7	32	15	87	54	126	69	1625	1259	1233	1054	481	451	3339	2764	57	69	18	17	75	86	13	4	3	4	16	8				
13							1	1	3	4	17	10	21	15	130	113	1500	1276	1261	1219	2891	2608	348	361	77	64	425	425	7	5	16	6	23	11			
14							1	2	1	5	6	7	8	25	20	144	104	1598	1272	1767	1396	909	831	432	426	1341	1257	45	61	10	8	55	69	1	1		
15									1	1	1	1	9	6	24	14	99	64	132	84	1266	997	929	925	2195	1922	219	255	35	47	254	302					
16									1	1	1	1	6	5	31	28	38	34	60	43	1351	1026	1411	1069	489	497	233	277	722	774	7	15					
17											2	1	1	3	3	6	4	23	14	594	460	617	474	403	360	472	569	875	929	44	57						
18									1	1					2	2	4	7	4	297	195	304	199	172	123	499	514	671	637	93	138						
19															1	1					56	33	56	33	33	17	162	150	195	167	70	103					
Total	6072	4509	4665	3356	3809	2946	3685	3040	3763	3038	3609	3113	19531	15493	3749	3091	3444	2992	3596	3159	10789	9242	2706	2356	3784	3171	6490	5527	1387	1331	1431	1575	2818	2906	215	314	

District - 07 - HOSHIARPUR

Sarav Shiksha Abhiyan, Punjab

Family Survey 2002

Form No. : SSA/FS/III/8

Report : 02

Year : 2001-2002

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

Class Age	Pre Prim.		Primary						Middle						Secondary						Sr. Secondary						Tec. Edu											
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI		VII		VIII		Total		IX		X		Total		XI		XII		Total		Other Tech. / Prof. course.			
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G		
3	3192	2566	1																																			
4	4077	3202	279	266			1							279	267																							
5	2986	2483	2094	1847	157	126	1	2						2252	1975																							
6	575	435	3902	3498	1347	1355	74	86		1				5323	4940																							
7	32	20	1681	1265	3352	2836	1060	1049	81	81	1	1	6175	5232																								
8	1	4	63	54	2516	1949	2897	2611	959	978	83	67	6518	5659																								
9			12	6	152	126	2697	2190	2517	2379	911	856	6289	5557	63	52																						
10			3	1	28	26	218	166	3008	2462	2441	2381	5698	5036	762	795	71	57			2	833	854															
11					4	4	67	41	293	232	2914	2312	3278	2589	2123	1959	635	696	72	80	2830	2735																
12			1		2	1	19	7	93	68	281	224	396	300	3123	2581	1886	1842	544	633	5553	5056	44	57	1													
13					2	1	4	2	26	13	70	54	102	70	330	268	2800	2605	1823	1900	4953	4773	448	478	64	40	512	518	2	2								
14					1				5	4	16	15	22	19	92	68	233	206	2937	2400	3262	2674	1292	1281	452	477	1744	1758	55	57	8	15	63	72				
15									1	1	3	5	1	6	5	30	20	81	48	291	268	402	336	2411	2058	1418	1476	3829	3534	274	299	47	36	321	335			
16													1	1			9	1	19	12	98	59	126	72	217	142	2339	2055	2556	2197	716	722	271	324	987	1046	20	11
17																	2	6	1	24	7	30	10	60	43	1177	878	1237	921	662	563	710	716	1372	1279	69	78	
18																		2	1	4	4	6	5	21	6	581	389	602	395	315	228	802	766	1117	994	160	184	
19																				1		1			2	106	63	106	65	75	54	275	241	350	295	104	119	
Total	10863	8710	8036	6937	7561	6425	7037	6155	6983	6221	6723	5911	36340	31649	6532	5746	5733	5468	5794	5353	18059	16567	4493	4067	6138	5378	10631	9445	2099	1925	2113	2098	4212	4023	353	393		

District: Hoshiarpur

District Data Summary Sheet

SL.No.	DESCRIPTION	Numbers
1	No. of C D Blocks/BRC's	10
1.1	No. of B.R. & D.R. Personnels (8x20+2x10)+10	190
2	No. of P E Blocks	19
3	No. of CRC's	136
4	No. of Villages	1423
4.1	No. of VEDC's	1734
4.2	No. of VEDC's Members	13872
5	No. of Habitations/Wards (Unservd)	2277
5.1	No. of S.C. Bastls	877
6	No. of House Holds	265861
	No. of Schools	
7	No. of Primary Schools (State Govt.)	1311
7.1	Non State Govt. Primary Schools	32
7.2	Unrecognised Primary Schools	219
8	No. of Middle Schools/Sections (State Govt.)	423
8.1	Non State Govt. Middle Schools/Sections	142
8.2	Unrecognised Middle Schools/Sections	220
	No. of Teachers (State Govt.)	
9	No. of Primary Teachers	4212
9.1	No. of JBT Teachers + New	3235
9.2	No. of HT	829
9.3	No. of CHT's	148
10	No. of Teachers Middle Schools/Sections	2801
	Primary (State Govt.)	
11	Total No. of Students	100875
11.1	Male Students	52888
11.2	Female Students	47987
11.3	Total No. of S.C. Students	53695
11.4	Male S.C. Students	28051
11.5	Female S.C. Students	25644
	Upper Primary (State Govt.)	
12	Total No. of Students	58940
12.1	Male Students	30155
12.2	Female Students	28785
12.3	Total No. of S.C. Students	27131
12.4	Male S.C. Students	13870
12.5	Female S.C. Students	13261
	Out of School Children	
13	No. of Out of School Children Total	3955
13.1	No. of Out of School Children Male	2058
13.2	No. of Out of School Children Female	1897
13.3	No. of EGS Centres (Proposed)	86
	No. of Handicapped Children	
14	Total No. of Handicapped Children	1869
14.1	Male Handicapped Children	1119
14.2	Female Handicapped Children	750

<i>District - Hoshiarpur</i>		
Blockwise list of BRC and CRC		
PEBlock Code & Name		
		CRC BRC
142	BHUNGA-I	8
143	BHUNGA-II	9 1
144	BULOWAL	6 1
145	DASUYA-I	7
146	DASUYA-II	7 1
147	GARH SHANKAR-I	8
148	GARH SHANKAR-II	8 1
149	HAJIPUR	7 1
150	HOSHIARPUR-I-A	6
151	HOSHIARPUR-I-B	7
152	HOSHIARPUR-II-A	7
153	HOSHIARPUR-II-B	6 1
154	MAHILPUR-I	7
155	MAHILPUR-II	7 1
156	MUKERIAN-I	10
157	MUKERIAN-II	7 1
158	TANDA-I	6
159	TANDA-II	5 1
160	TALWARA	8 1
	Total	136 10

District wise list of PEBlocks	
PEBLOCK	CODE
HOSHIARPUR	
BHUNGA-I	142
BHUNGA-II	143
BULOWAL	144
DASUYA-I	145
DASUYA-II	146
GARH SHANKAR-I	147
GARH SHANKAR-II	148
HAJIPUR	149
HOSHIARPUR-I-A	150
HOSHIARPUR-I-B	151
HOSHIARPUR-II-A	152
HOSHIARPUR-II-B	153
MAHILPUR-I	154
MAHILPUR-II	155
MUKERIAN-I	156
MUKERIAN-II	157
TANDA-I	158
TANDA-II	159
TALWARA	160

Source : Sarva Shiksha Abhiyan

District - Hoshiarpur		
Blockwise Distribution of Villages		
	PEBlock Code & Name	Villages
142	BHUNGA-I	85
143	BHUNGA-II	108
144	BULOWAL	61
145	DASUYA-I	89
146	DASUYA-II	105
147	GARH SHANKAR-I	73
148	GARH SHANKAR-II	73
149	HAJIPUR	58
150	HOSHIARPUR-I-A	71
151	HOSHIARPUR-I-B	52
152	HOSHIARPUR-II-A	71
153	HOSHIARPUR-II-B	62
154	MAHILPUR-I	72
155	MAHILPUR-II	73
156	MUKERIAN-I	98
157	MUKERIAN-II	103
158	TANDA-I	62
159	TANDA-II	51
160	TALWARA	56
	Total	1423

BLOCKWISE COUNT OF - PRIMARY SCHOOLS

DISTRICT - HOSHIARPUR

PE Block Code & Name	G1	G2	G3	G4	TOTG	P1	P2	P3	P4	P5	P6	TOTP	TOTAL
PE142 BHUNGA-I	72	0	0	0	72	5	0	0	0	0	8	13	85
PE143 BHUNGA-II	95	0	0	0	95	0	0	3	0	0	1	4	99
PE144 BULOWAL	51	0	0	0	51	0	0	0	0	0	14	14	65
PE145 DASUYA-I	77	0	0	0	77	1	0	0	0	1	9	11	88
PE146 DASUYA-II	80	0	0	0	80	0	0	1	0	0	9	10	90
PE147 GARH SHANKAR-I	73	0	0	0	73	0	1	0	0	0	12	13	86
PE148 GARH SHANKAR-II	72	0	0	0	72	1	0	2	0	0	11	14	86
PE149 HAJIPUR	61	0	0	0	61	0	0	0	1	0	9	10	71
PE150 HOSHIARPUR-I-A	69	0	0	0	69	0	0	1	0	0	4	5	74
PE151 HOSHIARPUR-I-B	59	0	0	0	59	1	0	2	0	0	12	15	74
PE152 HOSHIARPUR-II-A	65	0	0	0	65	0	0	0	0	0	15	15	80
PE153 HOSHIARPUR-II-B	52	0	0	0	52	0	0	3	0	0	7	10	62
PE154 MAHILPUR-I	67	0	0	0	67	1	0	0	0	0	8	9	76
PE155 MAHILPUR-II	70	0	0	0	70	3	0	0	0	0	13	16	86
PE156 MUKERIAN-I	87	0	0	0	87	0	0	2	0	0	27	29	116
PE157 MUKERIAN-II	74	0	0	0	74	0	0	1	0	0	33	34	108
PE158 TANDA-I	60	0	0	0	60	0	0	0	0	0	13	13	73
PE159 TANDA-II	54	0	0	0	54	0	0	2	0	0	8	10	64
PE160 TALWARA	73	0	0	0	73	0	0	0	0	0	6	6	79
TOTAL	1311	0	0	0	1311	12	1	17	1	1	219	251	1562

LEGEND:-

G1 STATE GOVT.

G2 CENTER GOVT.

G3 OTHER ORG. OF STATE GOVT.

G4 OTHER ORG. OF CENTER GOVT.

P1 AIDED AND RECOGNISED

P2 RECOGNISED

P3 AFFILIATED WITH P.S.E.B.

P4 AFFILIATED WITH C.B.S.E.

P5 AFFILIATED WITH I.C.S.E.

P6 ANY OTHER

BLOCKWISE COUNT OF - MIDDLE - (MIDDLE SECTIONS)

DISTRICT - HOSHIARPUR

PE Block Code & Name	G1	G2	G3	G4	TOTG	P1	P2	P3	P4	P5	P6	TOTP	TOTAL
PE142 BHUNGA-I	22	0	0	0	22	7	1	1	1	0	4	14	36
PE143 BHUNGA-II	28	0	0	0	28	0	0	1	0	0	4	5	33
PE144 BULOWAL	18	0	0	0	18	4	0	0	0	0	1	5	23
PE145 DASUYA-I	23	1	0	0	24	1	1	4	1	2	12	21	45
PE146 DASUYA-II	21	0	1	0	22	1	0	3	0	0	3	7	29
PE147 GARH SHANKAR-I	24	0	0	0	24	2	0	8	0	1	38	49	73
PE148 GARH SHANKAR-II	23	0	0	0	23	1	0	5	0	0	7	13	36
PE149 HAJIPUR	18	0	0	0	18	2	1	2	0	0	9	14	32
PE150 HOSHIARPUR-I-A	18	0	0	0	18	5	0	9	4	0	20	38	56
PE151 HOSHIARPUR-I-B	19	0	0	0	19	3	1	16	0	1	23	44	63
PE152 HOSHIARPUR-II-A	30	0	0	0	30	4	0	3	0	1	12	20	50
PE153 HOSHIARPUR-II-B	19	0	0	0	19	2	0	8	0	1	13	24	43
PE154 MAHILPUR-I	20	0	0	0	20	0	0	0	0	0	20	20	40
PE155 MAHILPUR-II	28	0	0	0	28	3	1	0	0	0	6	10	38
PE156 MUKERIAN-I	26	0	0	0	26	4	0	2	1	0	22	29	55
PE157 MUKERIAN-II	25	0	0	0	25	1	0	1	0	0	9	11	36
PE158 TANDA-I	21	0	0	0	21	0	1	0	0	0	5	6	27
PE159 TANDA-II	17	0	0	0	17	3	0	6	0	0	4	13	30
PE160 TALWARA	23	0	0	0	23	2	2	4	1	0	8	17	40
TOTAL	423	1	1	0	425	45	8	73	8	6	220	360	785

LEGEND:-

G1 STATE GOVT.

G2 CENTER GOVT.

G3 OTHER ORG. OF STATE GOVT.

G4 OTHER ORG. OF CENTER GOVT.

P1 AIDED AND RECOGNISED

P2 RECOGNISED

P3 AFFILIATED WITH P.S.E.B.

P4 AFFILIATED WITH C.B.S.E.

P5 AFFILIATED WITH I.C.S.E.

P6 ANY OTHER

<i>District - Hoshiarpur</i>					
Blockwise Breakup of Primary Teachers					
PEBlock Code & Name					
		JBT	HT	CHT	Total
142	BHUNGA-I	172	46	8	226
143	BHUNGA-II	194	53	9	256
144	BULOWAL	126	35	6	167
145	DASUYA-I	189	49	7	245
146	DASUYA-II	156	45	7	208
147	GARH SHANKAR-I	196	51	8	255
148	GARH SHANKAR-II	154	45	8	207
149	HAIJIPUR	128	32	7	167
150	HOSHIARPUR-I-A	181	45	6	232
151	HOSHIARPUR-I-B	190	42	7	239
152	HOSHIARPUR-II-A	201	48	7	256
153	HOSHIARPUR-II-B	141	30	6	177
154	MAHILPUR-I	143	42	7	192
155	MAHILPUR-II	172	49	7	228
156	MUKERIAN-I	167	52	10	229
157	MUKERIAN-II	154	47	7	208
158	TANDA-I	174	41	6	221
159	TANDA-II	132	34	5	171
160	TALWARA	155	39	8	202
	Total	3125	825	136	4086
	Unadjusted Teachers in Peblocks	28	4	0	32
	New Teachers				82
	Grand Total	3153	829	136	4200

CD Block wise enrollment March'2002						
Sr. No.	District	Integrated child development scheme	Aanganwari centres	Pre School Education (3-6 years)		
				Boys	Girls	Total
7	HOSHIARPUR	Bhunga	126	1462	1357	2819
		Dasuya	94	1430	1147	2577
		Garhshankar	169	2519	2217	4736
		Hajipur	65	1102	1014	2116
		Hoshiarpur-I	140	1751	1708	3459
		Hoshiarpur-II	148	1626	1489	3115
		Mahalpur	143	1699	1638	3337
		Mukerian	110	1460	1297	2757
		Talwara	82	1178	1113	2291
		Tanda	92	1388	1090	2478
District Total			1169	15615	14070	29685

Source : SW Department

District-Hoshiarpur							
Blockwise Enrollment in State Govt. Primary Schools							
Peblock		Total			SC		
		Male	Female	Total	Male	Female	Total
142	BHUNGA-I	3098	2759	5857	1836	1603	3439
143	BHUNGA-II	3437	3256	6693	1569	1500	3069
144	BULOWAL	2162	1782	3944	1259	1086	2345
145	DASUYA-I	3396	2962	6358	1613	1379	2992
146	DASUYA-II	2667	2453	5120	1382	1076	2458
147	GARH SHANKAR-I	3244	3011	6255	2124	1982	4106
148	GARH SHANKAR-II	2831	2744	5575	1341	1328	2669
149	HAIJIPUR	1858	1840	3698	564	615	1179
150	HOSHIARPUR-I-A	2852	2559	5411	1886	1679	3565
151	HOSHIARPUR-I-B	3067	2677	5744	1888	1653	3541
152	HOSHIARPUR-II-A	3985	3429	7414	2550	2351	4901
153	HOSHIARPUR-II-B	2614	2265	4879	1786	1609	3395
154	MAHILPUR-I	2202	2139	4341	1318	1321	2639
155	MAHILPUR-II	2941	2714	5655	1899	1848	3747
156	MUKERIAN-I	2455	2341	4796	1005	973	1978
157	MUKERIAN-II	2738	2555	5293	1151	1116	2267
158	TANDA-I	2747	2319	5066	1206	1067	2273
159	TANDA-II	2290	1886	4176	1121	932	2053
160	TALWARA	2304	2296	4600	553	526	1079
Total		52888	47987	100875	28051	25644	53695

District-Hoshiarpur							
Blockwise Enrollment in State Govt. Middle Schools							
Peblock		Total			SC		
		Male	Female	Total	Male	Female	Total
142	BHUNGA-I	1371	1243	2614	785	753	1538
143	BHUNGA-II	1918	1727	3645	756	674	1430
144	BULOWAL	1088	1006	2094	599	573	1172
145	DASUYA-I	1886	1816	3702	734	749	1483
146	DASUYA-II	1561	1655	3216	689	602	1291
147	GARH SHANKAR-I	1800	1818	3618	1125	1131	2256
148	GARH SHANKAR-II	1620	1530	3150	722	626	1348
149	HAIJIPUR	1132	1107	2239	322	343	665
150	HOSHIARPUR-I-A	1629	1434	3063	966	840	1806
151	HOSHIARPUR-I-B	1535	1438	2973	796	807	1603
152	HOSHIARPUR-II-A	2195	2067	4262	1303	1215	2518
153	HOSHIARPUR-II-B	1261	1263	2524	750	765	1515
154	MAHILPUR-I	1441	1331	2772	776	728	1504
155	MAHILPUR-II	1623	1668	3291	986	947	1933
156	MUKERIAN-I	1755	1712	3467	547	538	1085
157	MUKERIAN-II	1850	1699	3549	590	555	1145
158	TANDA-I	1734	1547	3281	594	562	1156
159	TANDA-II	1323	1280	2603	569	550	1119
160	TALWARA	1433	1444	2877	261	303	564
	Total	30155	28785	58940	13870	13261	27131

District - HOSHIARPUR

Blockwise Enrollment in (Primary) Schools

Peblock		State Govt.	Non-State Govt.	Unrecognised	Grand Total
		Total	Total	Total	
142	BHUNGA-I	5857	1339	1340	8536
143	BHUNGA-II	6693	671	522	7886
144	BULOWAL	3944	513	856	5313
145	DASUYA-I	6358	2856	1421	10635
146	DASUYA-II	5120	1013	873	7006
147	GARH SHANKAR-I	6255	2095	3023	11373
148	GARH SHANKAR-II	5575	1488	2095	9158
149	HAIJIPUR	3698	1024	1385	6107
150	HOSHIARPUR-I-A	5411	1639	1947	8997
151	HOSHIARPUR-I-B	5744	2726	1508	9978
152	HOSHIARPUR-II-A	7414	1845	1686	10945
153	HOSHIARPUR-II-B	4879	2696	772	8347
154	MAHILPUR-I	4341	961	1810	7112
155	MAHILPUR-II	5655	432	1935	8022
156	MUKERIAN-I	4796	2301	4322	11419
157	MUKERIAN-II	5293	899	2218	8410
158	TANDA-I	5066	1429	1641	8136
159	TANDA-II	4176	1836	598	6610
160	TALWARA	4600	1555	784	6939
Grand Total		100875	29318	30736	160929

Source : Family Survey 2002

District - HOSHIARPUR

Blockwise Enrollment in (Middle) Schools					
Peblock		State Govt.	Non-State Govt.	Unrecognised	Grand Total
		Total	Total	Total	
142	BHUNGA-I	2614	1464	422	4500
143	BHUNGA-II	3645	658	99	4402
144	BULOWAL	2094	462	163	2719
145	DASUYA-I	3702	1528	490	5720
146	DASUYA-II	3216	580	202	3998
147	GARH SHANKAR-I	3618	1456	1358	6432
148	GARH SHANKAR-II	3150	680	732	4562
149	HAJIPUR	2239	760	356	3355
150	HOSHIARPUR-I-A	3063	1165	866	5094
151	HOSHIARPUR-I-B	2973	1869	638	5480
152	HOSHIARPUR-II-A	4262	1232	499	5993
153	HOSHIARPUR-II-B	2524	1306	296	4126
154	MAHILPUR-I	2772	512	834	4118
155	MAHILPUR-II	3291	385	737	4413
156	MUKERIAN-I	3467	1345	1511	6323
157	MUKERIAN-II	3549	475	524	4548
158	TANDA-I	3281	630	399	4310
159	TANDA-II	2603	832	249	3684
160	TALWARA	2877	993	340	4210
Grand Total		58940	18332	10715	87987

Source : Family Survey 2002

District-Hoshiarpur							
Blockwise Out of Schools Children							
Peblock	Age Group (6-14)						
	Total			SC			
	Male	Female	Total	Male	Female	Total	
142	BHUNGA-I	67	49	116	11	5	16
143	BHUNGA-II	101	128	229	45	65	110
144	BULOWAL	51	30	81	41	26	67
145	DASUYA-I	101	96	197	50	43	93
146	DASUYA-II	85	72	157	34	21	55
147	GARH SHANKAR-I	213	151	364	129	91	220
148	GARH SHANKAR-II	190	284	474	63	97	160
149	HAJIPUR	46	72	118	18	28	46
150	HOSHIARPUR-I-A	57	36	93	43	24	67
151	HOSHIARPUR-I-B	273	244	517	149	148	297
152	HOSHIARPUR-II-A	199	131	330	126	80	206
153	HOSHIARPUR-II-B	65	70	135	42	51	93
154	MAHILPUR-I	112	107	219	72	58	130
155	MAHILPUR-II	64	41	105	49	28	77
156	MUKERIAN-I	122	133	255	40	53	93
157	MUKERIAN-II	110	103	213	22	42	64
158	TANDA-I	88	83	171	43	45	88
159	TANDA-II	79	42	121	39	26	65
160	TALWARA	35	25	60	7	10	17
	Total	2058	1897	3955	1023	941	1964

Blockwise Handicapped Children							
District : Hoshiarpur - 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
BHUNGA-I	4	24	2	30	33	8	101
BHUNGA-II	2	28	3	29	41	8	111
BULOWAL	8	22	1	33	21	9	94
DASUYA-I	7	38	24	49	33	7	158
DASUYA-II	4	10	0	39	14	8	75
GARH SHANKAR-I	5	33	3	59	42	9	151
GARH SHANKAR-II	7	31	9	56	23	9	135
HAJIPUR	3	13	2	10	19	4	51
HOSHIARPUR-I-A	6	14	4	25	35	6	90
HOSHIARPUR-I-B	3	19	5	39	38	9	113
HOSHIARPUR-II-A	10	13	2	44	42	9	120
HOSHIARPUR-II-B	7	4	1	29	17	1	59
MAHILPUR-I	19	15	8	28	23	17	110
MAHILPUR-II	5	20	6	18	16	8	73
MUKERIAN-I	3	11	4	41	28	22	109
MUKERIAN-II	10	15	1	24	32	10	92
TANDA-I	5	10	1	45	26	5	92
TANDA-II	4	11	2	26	27	5	75
TALWARA	7	8	3	13	16	13	60
TOTAL	119	339	81	637	526	167	1869

Blockwise Handicapped Children

District : Hoshiarpur - 6-14 Years (Total)

PEBlock	SC			BC		
	School Going	School Not Going	Total	School Going	School Not Going	Total
BHUNGA-I	28	20	48	10	4	14
BHUNGA-II	36	14	50	6	10	16
BULOWAL	28	24	52	9	2	11
DASUYA-I	50	20	70	38	22	60
DASUYA-II	29	18	47	12	2	14
GARH SHANKAR-I	40	26	66	9	6	15
GARH SHANKAR-II	41	15	56	22	16	38
HAJIPUR	13	18	31	9	14	23
HOSHIARPUR-I-A	28	21	49	2	1	3
HOSHIARPUR-I-B	34	29	63	5	18	23
HOSHIARPUR-II-A	35	26	61	2	18	20
HOSHIARPUR-II-B	17	24	41	5	1	6
MAHILPUR-I	49	18	67	16	1	17
MAHILPUR-II	21	17	38	7	3	10
MUKERIAN-I	17	8	25	14	17	31
MUKERIAN-II	21	24	45	11	13	24
TANDA-I	26	22	48	20	10	30
TANDA-II	23	17	40	4	7	11
TALWARA	13	5	18	14	21	35
TOTAL	549	366	915	215	186	401

PROJECT COST
ANNUAL WORK PLAN 2002-03

DISTRICT - HOSHIARPUR							
ITEM NO.	ITEM	2002-03	%	BALANCE LAST YEAR	%	TOTAL	%
1.0	Teacher Salary	76.752	6.54	22.960	5.23	99.712	6.18
2.0	School/Alternative schooling facility						
3.0	Upper Primary schools/sections						
4.0	Classrooms						
5.0	Free textbooks	56.801	4.84	0.000	0.00	56.801	3.52
6.0	Civil Works	387.362	33.01	123.350	28.10	510.712	31.68
7.0	Maintenance and repair of school buildings	86.700	7.39	0.000	0.00	86.700	5.38
8.0	Upgradation of EGS to regular school or setting up of a new primary school as per State norm	0.000	0.00	0.000	0.00	0.000	0.00
9.0	TLE for upper-primary and quality improvement	0.000	0.00	194.368	44.28	194.368	12.06
10.0	School grant	34.680	2.96	8.000	1.82	42.680	2.65
11.0	TLM grant	35.065	2.99	11.400	2.60	46.465	2.88
12.0	Teacher training	98.182	8.37	0.000	0.00	98.182	6.09
13.0	State Institute of Educational Management and Training (SIEMAT)						
14.0	Training for community leaders	8.323	0.71	0.000	0.00	8.323	0.52
15.0	Provision for disabled children (IED)	22.563	1.92	13.484	3.07	36.047	2.24
16.0	Research, evaluation, supervision and monitoring	24.221	2.06	0.050	0.01	24.271	1.51
17.0	Management cost	70.004	5.97	25.531	5.82	95.535	5.93
18.0	Innovative activities	50.002	4.26	26.639	6.07	76.641	4.75
18.1	Computer Education	15.000					
18.2	Girls child education	10.002					
18.3	ECCE	14.999					
18.4	SC/ST	10.001					
19.0	Block resource centres	170.830	14.56	0.000	0.00	170.830	10.60
19.1	Cluster resource centres	8.024	0.68	13.124	2.99	21.148	1.31
20.0	Intervention for out of school children	43.910	3.74	0.000	0.00	43.910	2.72
21.0	Preparatory activities for micro-planning, household surveys studies						
	TOTAL	1173.419	100.00	438.906	100.00	1612.325	100.00

Annual Work Plan 2002-03, District Hoshiarpur, Punjab

Account Code	Item	2002-03		
		Unit cost	Physical	Financial
Intervention Name : Teacher		(in lacs)		
1.0	Salary for primary teachers 82 x 12	0.078	984	76.752
	Subtotal			76.752
Intervention Name : Free textbooks		(in lacs)		
5.0	Free text books for Non SC girls (22343+15524)	0.0015	37867	56.801
	Subtotal			56.801
Intervention Name : Civil works		(in lacs)		
6.0	Buildings for building less school	2.910		0.000
6.0	Block Resource centre buildings	5.820	3	17.46
6.0	New Primary school buildings Branch Schools	2.910		0.000
6.0	Sanitary Blocks and drinking water facilities for primary and upper primary sections	0.340	520	176.54
6.0	Buildings for schools having unsafe buildings	2.910		0.000
6.0	Cluster Resource Centres	1.940	9	17.46
6.0	Additional Class rooms for primary schools	1.160	55	63.80
6.0	Additional Classrooms for Primary schools and upper primary sections	1.160	73	84.68
6.0	Headmaster's room for upper primary sections	1.160	18	20.88
6.0	Compound Wall	1.160		0.000
6.0	Verandah	1.160		0.000
6.0	Development and distribution work training manual for VEDCs 4 x 1512	0.00032	6048	1.935
6.0	Development and distribution training manual on civil works for BRPs and DRPs 4 x (180+10)	0.00068	760	0.517
6.0	Workshop on Architectural plans and layouts 30 persons x 3 x 300	0.270	2	0.540
6.0	Development and distribution of architectural plans and layouts 2 x 1734 schools	0.00047	3468	1.630
6.0	Hiring of vehicles for monitoring of civil works 6 visits x 12	0.010	72	0.720
6.0	Hiring of vehicles for monitoring of civil works by State office and seeking advice on civil work	0.100	12	1.200
	Sutotal			387.362
Intervention Name : Maintenance and repair of school buildings		(in lacs)		
7.0	Repairs and maintenance of school Primary and upper primary sections (1311+423)	0.050	1734	86.700
	Subtotal			86.700

Annual Work Plan 2002-03, District Hoshiarpur, Punjab

Account Code	Item	2002-03		
		Unit cost	Physical	Financial
Intervention Name : TLE				(in lacs)
8.0	TLE for New primary Schools(upgradation of EGS centres with more than 40 students)	0.100		0.000
Subtotal				0.000
Intervention Name : TLE for upper-primary				(in lacs)
9.0	TLE for Upper Primary Schools	0.500		0.000
Subtotal				0.000
Intervention Name : School Grant				(in lacs)
10.0	School grants for existing schools (1311 primary + 423 upper primary)	0.020	1734	34.680
Subtotal				34.680
Intervention Name : Teacher Grant				(in lacs)
11.0	TLM grant for teachers of primary and upper primary schools (4212+2801)	0.005	7013	35.065
Subtotal				35.065
Intervention Name : Teacher Training				(in lacs)
12.0	Teachers training for primary and upper primary=7013 x 20 days The details of various training and training schedule has been given in the chapter of Training Programme	0.0140	7013	98.182
Subtotal				98.182
Intervention Name : Training of Community Leaders				(in lacs)
14.0	Orientation to VEDC Members 1734 x 8 members x 2	0.0003	27744	8.323
Subtotal				8.323
Intervention Name : Provision for disabled children(IED)				(in lacs)
15.0	IED Training to BRC staff 10 x 10 x5	0.0007	500	0.350
15.0	IED assessment camps 2 x10	0.020	20	0.400
15.0	One Resource person honorarium 10 Blocks x 12 months	0.050	120	6.000
15.0	Manual for disability in Indian content A Teacher's Role for 1734 schools	0.00022	1734	0.381
15.0	Manual for teachers about physically challenged children for 1734 schools	0.00032	1734	0.555
15.0	Manual for Teachers about visually impaired children for 1734 schools	0.00034		0.000
15.0	Manual for Teachers about hearing impaired children for 1734 schools	0.00028	1734	0.486
15.0	Manual for Teachers about mentally challenged children for 1734 schools	0.00036		0.000
15.0	Manual for Teachers for children with multiple Disability for 1734 schools	0.00038		0.000
15.0	Special assistance and TLM to disabled children 1869	0.0077	1869	14.391
Subtotal				22.563

Annual Work Plan 2002-03, District Hoshiarpur, Punjab

Account Code	Item	2002-03		
		Unit cost	Physical	Financial
Intervention Name : Research, Evaluation, supervision and monitoring (in lacs)				
16.0	Annual School, Block and district planning for 1734 Primary and Upper Primary schools @ Rs. 30/-	0.0003	1734	0.520
16.0	Annual School Gradation and Evaluation process for 1734 Primary & Upper primary schools @ Rs. 30/-	0.0003	1734	0.520
16.0	Conduct of Pupil Achievement Survey 5 % of schools @ Rs. 2000/-	0.020	87	1.740
16.0	Academic monitoring of schools by DIET staff by travelling 12 months 2x12. @ Rs.1000/-	0.010	24	0.240
16.0	Academic supervision by BRCs 10 x 5 units @ Rs 1000/-	0.010	50	0.500
16.0	Hiring of Vehicles for Academic supervision by DPO/SPD 5 visits x 12 months @ Rs. 1000/-	0.010	60	0.600
16.0	Annual Household survey @Rs.3/- per household for 265861 households	0.00003	265861	7.976
16.0	MIS Data collection and processing of data for 1311 primary schools at State/District office	0.0017	1311	2.229
16.0	MIS Data collection and processing of data for 423 upper primary schools/sections at State/District office	0.0018	423	0.761
16.0	State office activities on research, evaluation monitoring and supervision @ Rs.240/- per school for 1734 schools	0.0024	1734	4.162
16.0	Development and supply of material for Diagnostic-prescriptive teaching of i) Fine and Gross Motor skills ii) Teaching of languages iii) Teaching of Mathematics for 1734 primary and upper primary schools			0.000
16.0	Development and supply of material for evaluation of Instructional improvement in 1734 primary and upper primary schools	0.00029	1734	0.503
16.0	Development and supply of material for evaluation of learning in 423 upper primary schools i) Science ii) Mathematics iii) Health and physical education iv) English v) Hindi vi) Punjabi vii) Social Studies	0.00028x7	423	0.829

Annual Work Plan 2002-03, District Hoshiarpur, Punjab

Account Code	Item	2002-03		
		Unit cost	Physical	Financial
16.0	Study in i) Child's concept of class relations ii) Causal thinking in students iii) Students concept of time iv) movement v) Students concept of space vi) Concrete and formal reasoning in Mathematics vii) Teacher expectations and remedial strategies	0.00030x7	1734	3.641
	Subtotal			24.221
Intervention Name : Management Cost		(in lacs)		
17.0	Hire charges for vehicles for DPO/State 30 times x 12 months	0.015	360	5.400
17.0	DPO/state consumables	0.070	12	0.840
17.0	Water, Electricity, Telephone etc. of District and State office	0.100	12	1.200
17.0	TA & DA of District and State etc.	0.300	12	3.600
17.0	Consultants (12 Months x 7) for District and State	0.070	84	5.880
17.0	Computer Stationery Peripherals DPO/State	0.200	1	0.200
17.0	Documentation at DPO/State	3.000	1	3.000
17.0	Running cost of Data centre for all primary and upper primary schools and students 1.400 x 12 inclusive of rent and salaries and other expenses for DPO/State	1.400	12	16.800
17.0	Jan Samparak Abhiyan (once a year visit of 10 schools per block by all senior officers for three days- taxi and other charges) to be conducted by State/District office No. of blocks x 2	0.030	20	0.600
17.0	Development and printing of modules on planning and management by State/District office	0.00036	1734	0.624
17.0	Hiring of experts for pedagogy, research evaluation, community mobilization, gender sensitisation, alternative schooling, planning and management Training District 8x12 @ Rs.8000 Block 10x 3x12 @Rs.8000	0.080	360	28.800
17.0	Circulatic of material prepared by the experts Of school/VEDC level			1.841
17.0	New letter	0.00025	1734	0.430
17.0	Media Activity			0.789
	Subtotal			70.004

Annual Work Plan 2002-03, District Hoshiarpur, Punjab

Account Code	Item	2002-03		
		Unit cost	Physical	Financial
Intervention Name : Innovative Girls Education, ECCE, SC/ST, Computer (in lacs)				
a) Girl Child Education				
18.1	Remedial coaching for girls students for two months in 1311 primary schools in parts	0.003	328	0.984
18.1	Remedial coaching for girls students for two months in 423 upper primary schools in parts	0.003	106	0.318
18.1	Development of supplement reading material and item Bank for 47987 girl student of primary students for use in remedial coaching in parts	0.00038	10526	4.000
18.1	Development of supplement reading material and item Bank for 53561 girl student of upper primary students for use in remedial coaching in parts	0.00057	8246	4.700
	Subtotal			10.002
b) ECCE				
18.2	School readiness kits and playway material for 3-5 age children in ICDS Centres	0.00075	16065	12.049
18.2	School readiness kits for first generation learners in primary schools of 5 year age for 1311 schools x 3	0.00075	3933	2.950
	Subtotal			14.999
c) SC/ST				
18.3	Remedial coaching for 3 months in 867 schools	0.0030	867	2.601
18.3	Supplementary reading material for remedial coaching in primary school children 53695 in parts	0.0005	8880	4.440
18.3	Question Bank for SC children of 47018 upper primary classes for remedial coaching in parts	0.0006	4933	2.960
	Subtotal			10.001
d) Computer Education				
18.4	Cost of running of computer education centres at block/cluster level	15.000	1	15.000
	Subtotal			15.000
Intervention Name: Block Resource Centres (in lacs)				
19.0	BRC Contingency grant for 10 CD Blocks @ Rs.12500/- P.A.	0.125	10	1.250
19.0	TLM grant for 10 CD Blocks @ Rs.5000/- P.A.	0.050	10	0.500
19.0	Meetings, Travel allowance for 10 CD Blocks @Rs 500 x 12 P.A.	0.005	120	0.600

Annual Work Plan 2002-03, District Hoshiarpur, Punjab

Account Code	Item	2002-03		
		Unit cost	Physical	Financial
19.0	Salary of 20 Block Resource Persons per CD Block having more than 100 schools for 8 Blocks @ Rs.7800/- x 12 P.A.	0.078	1920	149.760
19.0	Salary of 10 Block Resource Person Per CD Block having less than 100 schools for 2 Block @ Rs. 7800/- x 12 P.A	0.078	240	18.720
	Subtotal			170.830
Intervention Name: Cluster Resource Centres		(in lacs)		
19.1	CRC Contingency grant for 136 CRCs Blocks @ Rs.2500/- P.A.	0.025	136	3.400
19.1	TLM grant for 136 CRCs @ Rs.1000/- P.A.	0.010	136	1.360
19.1	Meetings, Travel allowance for 136 CRCs Blocks @Rs.200 x 12 P.A.	0.002	1632	3.264
	Subtotal			8.024
Intervention Name: Out of School children		(in lacs)		
20.0	Cost of running of EGS centres for 1000 out of school children of 6-11 age group	0.00845	1000	8.450
20.0	Cost of running of EGS centres for 1606 out of school children of 11-14 age group	0.012	1606	19.272
20.0	Cost of running of EGS centre for 1349 out of school children of 13 age group	0.012	1349	16.188
	Subtotal			43.910
Intervention Name: Preparatory activities for micro-planning, household surveys studies		(in lacs)		
21.0				
	Subtotal			0.000

PART - V

District: Hoshiarpur
Perspective 2002-2007

District Data Summary Sheet

SL.No.	DESCRIPTION	Numbers
1	No. of C D Blocks/BRC's	10
1.1	No. of B.R. & D.R. Personnels (8x20+2x10)+10	190
2	No. of P E Blocks	19
3	No. of CRC's	136
4	No. of Villages	1423
4.1	No. of VEDC's	1861
4.2	No. of VEDC's Members	14888
5	No. of Habitations/Wards (Unserved)	2277
5.1	No. of S.C. Bastis	877
6	No. of House Holds	265861
	No. of Schools	
7	No. of Primary Schools (State Govt.)	1311
7.1	Non State Govt. Primary Schools	32
7.2	Unrecognised Primary Schools	219
8	No. of Middle Schools/Sections (State Govt.)	550
8.1	Non State Govt. Middle Schools/Sections	234
8.2	Unrecognised Middle Schools/Sections	272
	No. of Teachers (State Govt.)	
9	No. of Primary Teachers	4200
9.1	No. of JBT Teachers + New	3235
9.2	No. of HT	829
9.3	No. of CHT's	136
10	No. of Teachers Middle Schools/Sections	3182
	Primary (State Govt.)	
11	Total No. of Students	161400
11.1	Male Students	84621
11.2	Female Students	76779
11.3	Total No. of S.C. Students	85912
11.4	Male S.C. Students	44882
11.5	Female S.C. Students	41030
	Upper Primary (State Govt.)	
12	Total No. of Students	94304
12.1	Male Students	48248
12.2	Female Students	46056
12.3	Total No. of S.C. Students	43410
12.4	Male S.C. Students	22192
12.5	Female S.C. Students	21218
	Out of School Children	
13	No. of Out of School Children Total	0
13.1	No. of Out of School Children Male	0
13.2	No. of Out of School Children Female	0
13.3	No. of EGS Centres (Proposed)	0
	No. of Handicapped Children	
14	Total No. of Handicapped Children	1869
14.1	Male Handicapped Children	1119
14.2	Female Handicapped Children	750

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

PEBlock Code & Name	CRC	BRC
142 BHUNGA-I	8	
143 BHUNGA-II	9	1
144 BULOWAL	6	1
145 DASUYA-I	7	
146 DASUYA-II	7	1
147 GARH SHANKAR-I	8	
148 GARH SHANKAR-II	8	1
149 HAJIPUR	7	1
150 HOSHIARPUR-I-A	6	
151 HOSHIARPUR-I-B	7	
152 HOSHIARPUR-II-A	7	
153 HOSHIARPUR-II-B	6	1
154 MAHILPUR-I	7	
155 MAHILPUR-II	7	1
156 MUKERIAN-I	10	
157 MUKERIAN-II	7	1
158 TANDA-I	6	
159 TANDA-II	5	1
160 TALWARA	8	1
Total	136	10

Disrtictwise list of Peblock	
HOSHIARPUR	
PEBLOCK NAME	CODE
BHUNGA-I	142
BHUNGA-II	143
BULOWAL	144
DASUYA-I	145
DASUYA-II	146
GARH SHANKAR-I	147
GARH SHANKAR-II	148
HAJIPUR	149
HOSHIARPUR-I-A	150
HOSHIARPUR-I-B	151
HOSHIARPUR-II-A	152
HOSHIARPUR-II-B	153
MAHILPUR-I	154
MAHILPUR-II	155
MUKERIAN-I	156
MUKERIAN-II	157
TANDA-I	158
TANDA-II	159
TALWARA	160

Blockwise count of Villages
Perspective 2002-2007

	PEBlock Code & Name	Villages
	<i>District - Hoshiarpur</i>	
142	BHUNGA-I	85
143	BHUNGA-II	108
144	BULOWAL	61
145	DASUYA-I	89
146	DASUYA-II	105
147	GARH SHANKAR-I	73
148	GARH SHANKAR-II	73
149	HAJIPUR	58
150	HOSHIARPUR-I-A	71
151	HOSHIARPUR-I-B	52
152	HOSHIARPUR-II-A	71
153	HOSHIARPUR-II-B	62
154	MAHILPUR-I	72
155	MAHILPUR-II	73
156	MUKERIAN-I	98
157	MUKERIAN-II	103
158	TANDA-I	62
159	TANDA-II	51
160	TALWARA	56
	Total	1423

District-Hoshiarpur													
Perspective 2002-2007													
Blockwise count of - Primary - (Primary Sections)													
PE Block Code & Name	G1	G2	G3	G4	TOTG	P1	P2	P3	P4	P5	P6	TOTP	TOTAL
142 BHUNGA-I	72	0	0	0	72	5	0	0	0	0	8	13	85
143 BHUNGA-II	95	0	0	0	95	0	0	3	0	0	1	4	99
144 BULOWAL	51	0	0	0	51	0	0	0	0	0	14	14	65
145 DASUYA-I	77	0	0	0	77	1	0	0	0	1	9	11	88
146 DASUYA-II	80	0	0	0	80	0	0	1	0	0	9	10	90
147 GARH SHANKAR-I	73	0	0	0	73	0	1	0	0	0	12	13	86
148 GARH SHANKAR-II	72	0	0	0	72	1	0	2	0	0	11	14	86
149 HAJIPUR	61	0	0	0	61	0	0	0	1	0	9	10	71
150 HOSHIARPUR-I-A	69	0	0	0	69	0	0	1	0	0	4	5	74
151 HOSHIARPUR-I-B	59	0	0	0	59	1	0	2	0	0	12	15	74
152 HOSHIARPUR-II-A	65	0	0	0	65	0	0	0	0	0	15	15	80
153 HOSHIARPUR-II-B	52	0	0	0	52	0	0	3	0	0	7	10	62
154 MAHILPUR-I	67	0	0	0	67	1	0	0	0	0	8	9	76
155 MAHILPUR-II	70	0	0	0	70	3	0	0	0	0	13	16	86
156 MUKERIAN-I	87	0	0	0	87	0	0	2	0	0	27	29	116
157 MUKERIAN-II	74	0	0	0	74	0	0	1	0	0	33	34	108
158 TANDA-I	60	0	0	0	60	0	0	0	0	0	13	13	73
159 TANDA-II	54	0	0	0	54	0	0	2	0	0	8	10	64
160 TALWARA	73	0	0	0	73	0	0	0	0	0	6	6	79
Total	1311	0	0	0	1311	12	1	17	1	1	219	251	1562

LEGEND:-

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

District-Hoshiarpur														
Perspective 2002-2007														
Blockwise count of - Middle - (Middle Sections)														
PE Block Code & Name	G1	G2	G3	G4	TOTG	P1	P2	P3	P4	P5	P6	TOTP	TOTAL	
142 BHUNGA-I	25	0	0	0	25	11	2	2	2	0	6	23	48	
143 BHUNGA-II	35	0	0	0	35	0	0	2	0	0	6	8	43	
144 BULOWAL	25	0	0	0	25	6	0	0	0	0	2	8	33	
145 DASUYA-I	27	2	0	0	29	2	2	6	2	4	15	31	60	
146 DASUYA-II	27	0	2	0	29	2	0	5	0	0	6	13	42	
147 GARH SHANKAR-I	30	0	0	0	30	4	0	11	0	2	41	58	88	
148 GARH SHANKAR-II	29	0	0	0	29	2	0	7	0	0	9	18	47	
149 HAJIPUR	25	0	0	0	25	4	2	4	0	0	11	21	46	
150 HOSHIARPUR-I-A	24	0	0	0	24	8	0	13	6	0	25	52	76	
151 HOSHIARPUR-I-B	27	0	0	0	27	5	2	20	0	2	26	55	82	
152 HOSHIARPUR-II-A	37	0	0	0	37	7	0	6	0	2	16	31	68	
153 HOSHIARPUR-II-B	27	0	0	0	27	4	0	12	0	2	15	33	60	
154 MAHILPUR-I	28	0	0	0	28	0	0	0	0	0	25	25	53	
155 MAHILPUR-II	32	0	0	0	32	5	2	0	0	0	9	16	48	
156 MUKERIAN-I	29	0	0	0	29	7	0	4	2	0	26	39	68	
157 MUKERIAN-II	31	0	0	0	31	2	0	2	0	0	11	15	46	
158 TANDA-I	29	0	0	0	29	0	2	0	0	0	7	9	38	
159 TANDA-II	30	0	0	0	30	5	0	9	0	0	6	20	50	
160 TALWARA	33	0	0	0	33	4	4	7	2	0	10	27	60	
Total	550	2	2	0	554	78	16	110	14	12	272	502	1056	

LEGEND:-

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

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

	PEBlock Code & Name	JBT	HT	CHT	Total
142	BHUNGA-I	172	46	8	226
143	BHUNGA-II	194	53	9	256
144	BULOWAL	126	35	6	167
145	DASUYA-I	189	49	7	245
146	DASUYA-II	156	45	7	208
147	GARH SHANKAR-I	196	51	8	255
148	GARH SHANKAR-II	154	45	8	207
149	HAJIPUR	128	32	7	167
150	HOSHIARPUR-I-A	181	45	6	232
151	HOSHIARPUR-I-B	190	42	7	239
152	HOSHIARPUR-II-A	201	48	7	256
153	HOSHIARPUR-II-B	141	30	6	177
154	MAHILPUR-I	143	42	7	192
155	MAHILPUR-II	172	49	7	228
156	MUKERIAN-I	167	52	10	229
157	MUKERIAN-II	154	47	7	208
158	TANDA-I	174	41	6	221
159	TANDA-II	132	34	5	171
160	TALWARA	155	39	8	202
	Total	3125	825	136	4086
	Unadjusted Teachers in Peblocks	28	4	0	32
	New Teachers				82
	Grand Total	3153	829	136	4212

CD Block wise enrollment March'2002						
Perspective 2002-2007						
Sr. No.	District	Integrated child development scheme	Aanganwari centres	Pre School Education (3-6 years)		
				Boys	Girls	Total
7	HOSHIARPUR	Bhunga	126	1462	1357	2819
		Dasuya	94	1430	1147	2577
		Garhshankar	169	2519	2217	4736
		Hajipur	65	1102	1014	2116
		Hoshiarpur-I	140	1751	1708	3459
		Hoshiarpur-II	148	1626	1489	3115
		Mahalpur	143	1699	1638	3337
		Mukerian	110	1460	1297	2757
		Talwara	82	1178	1113	2291
		Tanda	92	1388	1090	2478
District Total			1169	15615	14070	29685

Source : SW Department

District-Hoshiarpur							
Perspective 2002-2007							
Blockwise Enrollment in State Govt. Primary Schools							
Peblock		Total			SC		
		Male	Female	Total	Male	Female	Total
142	BHUNGA-I	4957	4414	9371	2938	2565	5502
143	BHUNGA-II	5499	5210	10709	2510	2400	4910
144	BULOWAL	3459	2851	6310	2014	1738	3752
145	DASUYA-I	5434	4739	10173	2581	2206	4787
146	DASUYA-II	4267	3925	8192	2211	1722	3933
147	GARH SHANKAR-I	5190	4818	10008	3398	3171	6570
148	GARH SHANKAR-II	4530	4390	8920	2146	2125	4270
149	HAIJIPUR	2973	2944	5917	902	984	1886
150	HOSHIARPUR-I-A	4563	4094	8658	3018	2686	5704
151	HOSHIARPUR-I-B	4907	4283	9190	3021	2645	5666
152	HOSHIARPUR-II-A	6376	5486	11862	4080	3762	7842
153	HOSHIARPUR-II-B	4182	3624	7806	2858	2574	5432
154	MAHILPUR-I	3523	3422	6946	2109	2114	4222
155	MAHILPUR-II	4706	4342	9048	3038	2957	5995
156	MAHILPUR-II	3928	3746	7674	1608	1557	3165
157	MUKERIAN-II	4381	4088	8469	1842	1786	3627
158	TANDA-I	4395	3710	8106	1930	1707	3637
159	TANDA-II	3664	3018	6682	1794	1491	3285
160	TALWARA	3686	3674	7360	885	842	1726
Total		84621	76779	161400	44882	41030	85912

District-Hoshiarpur							
Perspective 2002-2007							
Blockwise Enrollment in State Govt. Middle Schools							
Peblock		Total			SC		
		Male	Female	Total	Male	Female	Total
142	BHUNGA-I	2194	1989	4182	1256	1205	2461
143	BHUNGA-II	3069	2763	5832	1210	1078	2288
144	BULOWAL	1741	1610	3350	958	917	1875
145	DASUYA-I	3018	2906	5923	1174	1198	2373
146	DASUYA-II	2498	2648	5146	1102	963	2066
147	GARH SHANKAR-I	2880	2909	5789	1800	1810	3610
148	GARH SHANKAR-II	2592	2448	5040	1155	1002	2157
149	HAJIPUR	1811	1771	3582	515	549	1064
150	HOSHIARPUR-I-A	2606	2294	4901	1546	1344	2890
151	HOSHIARPUR-I-B	2456	2301	4757	1274	1291	2565
152	HOSHIARPUR-II-A	3512	3307	6819	2085	1944	4029
153	HOSHIARPUR-II-B	2018	2021	4038	1200	1224	2424
154	MAHILPUR-I	2306	2130	4435	1242	1165	2406
155	MAHILPUR-II	2597	2669	5266	1578	1515	3093
156	MUKERIAN-I	2808	2739	5547	875	861	1736
157	MUKERIAN-II	2960	2718	5678	944	888	1832
158	TANDA-I	2774	2475	5250	950	899	1850
159	TANDA-II	2117	2048	4165	910	880	1790
160	TALWARA	2293	2310	4603	418	485	902
Total		48248	46056	94304	22192	21218	43410

District-Hoshiarpur					
Perspective 2002-2007					
Blockwise Enrollment in (Primary) Schools					
Peblock		State Govt.	Non-State Govt.	Unrecognised	Grand Total
		Total	Total	Total	
142	BHUNGA-I	9371	2142	2144	13658
143	BHUNGA-II	10709	1074	835	12618
144	BULOWAL	6310	821	1370	8501
145	DASUYA-I	10173	4570	2274	17016
146	DASUYA-II	8192	1621	1397	11210
147	GARH SHANKAR-I	10008	3352	4837	18197
148	GARH SHANKAR-II	8920	2381	3352	14653
149	HAJIPUR	5917	1638	2216	9771
150	HOSHIARPUR-I-A	8658	2622	3115	14395
151	HOSHIARPUR-I-B	9190	4362	2413	15965
152	HOSHIARPUR-II-A	11862	2952	2698	17512
153	HOSHIARPUR-II-B	7806	4314	1235	13355
154	MAHILPUR-I	6946	1538	2896	11379
155	MAHILPUR-II	9048	691	3096	12835
156	MUKERIAN-I	7674	3682	6915	18270
157	MUKERIAN-II	8469	1438	3549	13456
158	TANDA-I	8106	2286	2626	13018
159	TANDA-II	6682	2938	957	10576
160	TALWARA	7360	2488	1254	11102
GRAND TOTAL		161400	46909	49178	257486

District-Hoshiarpur						
Perspective 2002-2007						
Blockwise Enrollment in (Middle) Schools						
	Peblock	State Govt.	Non-State Govt.	Unrecognised	Grand Total	
		Total	Total	Total		
142	BHUNGA-I	4182	2342	675	7200	
143	BHUNGA-II	5832	1053	158	7043	
144	BULOWAL	3350	739	261	4350	
145	DASUYA-I	5923	2445	784	9152	
146	DASUYA-II	5146	928	323	6397	
147	GARH SHANKAR-I	5789	2330	2173	10291	
148	GARH SHANKAR-II	5040	1088	1171	7299	
149	HAIJIPUR	3582	1216	570	5368	
150	HOSHIARPUR-I-A	4901	1864	1386	8150	
151	HOSHIARPUR-I-B	4757	2990	1021	8768	
152	HOSHIARPUR-II-A	6819	1971	798	9589	
153	HOSHIARPUR-II-B	4038	2090	474	6602	
154	MAHILPUR-I	4435	819	1334	6589	
155	MAHILPUR-II	5266	616	1179	7061	
156	MUKERIAN-I	5547	2152	2418	10117	
157	MUKERIAN-II	5678	760	838	7277	
158	TANDA-I	5250	1008	638	6896	
159	TANDA-II	4165	1331	398	5894	
160	TALWARA	4603	1589	544	6736	
GRAND TOTAL		94304	29331	17144	140779	

District-Hoshiarpur							
Perspective 2002-2007							
Blockwise Out of Schools Children							
Peblock		Age Group (6-14)					
		Total			SC		
		Male	Female	Total	Male	Female	Total
142	BHUNGA-I	0	0	0	0	0	0
143	BHUNGA-II	0	0	0	0	0	0
144	BULOWAL	0	0	0	0	0	0
145	DASUYA-I	0	0	0	0	0	0
146	DASUYA-II	0	0	0	0	0	0
147	GARH SHANKAR-I	0	0	0	0	0	0
148	GARH SHANKAR-II	0	0	0	0	0	0
149	HAJIPUR	0	0	0	0	0	0
150	HOSHIARPUR-I-A	0	0	0	0	0	0
151	HOSHIARPUR-I-B	0	0	0	0	0	0
152	HOSHIARPUR-II-A	0	0	0	0	0	0
153	HOSHIARPUR-II-B	0	0	0	0	0	0
154	MAHILPUR-I	0	0	0	0	0	0
155	MAHILPUR-II	0	0	0	0	0	0
156	MUKERIAN-I	0	0	0	0	0	0
157	MUKERIAN-II	0	0	0	0	0	0
158	TANDA-I	0	0	0	0	0	0
159	TANDA-II	0	0	0	0	0	0
160	TALWARA	0	0	0	0	0	0
	Total	0	0	0	0	0	0

Blockwise Handicapped Children							
Perspective 2002-2007							
District : Hoshiarpur - 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
BHUNGA-I	4	24	2	30	33	8	101
BHUNGA-II	2	28	3	29	41	8	111
BULOWAL	8	22	1	33	21	9	94
DASUYA-I	7	38	24	49	33	7	158
DASUYA-II	4	10	0	39	14	8	75
GARH SHANKAR-I	5	33	3	59	42	9	151
GARH SHANKAR-II	7	31	9	56	23	9	135
HAJIPUR	3	13	2	10	19	4	51
HOSHIARPUR-I-A	6	14	4	25	35	6	90
HOSHIARPUR-I-B	3	19	5	39	38	9	113
HOSHIARPUR-II-A	10	13	2	44	42	9	120
HOSHIARPUR-II-B	7	4	1	29	17	1	59
MAHILPUR-I	19	15	8	28	23	17	110
MAHILPUR-II	5	20	6	18	16	8	73
MUKERIAN-I	3	11	4	41	28	22	109
MUKERIAN-II	10	15	1	24	32	10	92
TANDA-I	5	10	1	45	26	5	92
TANDA-II	4	11	2	26	27	5	75
TALWARA	7	8	3	13	16	13	60
TOTAL	119	339	81	637	526	167	1869

Blockwise Handicapped Children

Perspective 2002-2007

District : Hoshiarpur - 6-14 Years (Total)

PEBlock	SC			BC		
	School Going	School Not Going	Total	School Going	School Not Going	Total
BHUNGA-I	28	20	48	10	4	14
BHUNGA-II	36	14	50	6	10	16
BULOWAL	28	24	52	9	2	11
DASUYA-I	50	20	70	38	22	60
DASUYA-II	29	18	47	12	2	14
GARH SHANKAR-I	40	26	66	9	6	15
GARH SHANKAR-II	41	15	56	22	16	38
HAJIPUR	13	18	31	9	14	23
HOSHIARPUR-I-A	28	21	49	2	1	3
HOSHIARPUR-I-B	34	29	63	5	18	23
HOSHIARPUR-II-A	35	26	61	2	18	20
HOSHIARPUR-II-B	17	24	41	5	1	6
MAHILPUR-I	49	18	67	16	1	17
MAHILPUR-II	21	17	38	7	3	10
MUKERIAN-I	17	8	25	14	17	31
MUKERIAN-II	21	24	45	11	13	24
TANDA-I	26	22	48	20	10	30
TANDA-II	23	17	40	4	7	11
TALWARA	13	5	18	14	21	35
TOTAL	549	366	915	215	186	401

Summary

District Hoshiarpur

S.No	ITEM	2002-03		2003-04		2004-05		2005-06		2006-07		Total	%
		Total	%	Total	%	Total	%	Total	%	Total	%		
1	Teacher Salary	76.752	6.54	79.704	6.43	82.656	6.55	85.608	6.66	88.560	6.78	413.280	6.60
2	School/Alternative schooling facility		0.00		0.00		0.00		0.00		0.00	0.000	0.00
3	Upper Primary schools/sections		0.00		0.00		0.00		0.00		0.00	0.000	0.00
4	Classrooms		0.00		0.00		0.00		0.00		0.00	0.000	0.00
5	Free textbooks	56.801	4.84	65.321	5.27	73.841	5.85	82.361	6.41	90.881	6.95	369.203	5.89
6	Civil Works	387.362	33.01	408.401	32.95	416.262	32.99	424.122	33.02	431.162	32.99	2067.309	32.99
7	Maintenance and repair of school buildings	86.700	7.39	89.850	7.25	90.950	7.21	92.000	7.16	93.050	7.12	452.550	7.22
8	Upgradation of EGS to regular school or setting up of a new primary school as per State norm	0.000	0.00	0.000	0.00	0.000	0.00	0.000	0.00	0.000	0.00	0.000	0.00
9	TLE for upper-primary and quality improvement	0.000	0.00	31.500	2.54	42,500	3.37	53,000	4.13	63,500	4.86	190,500	3.04
10	School grant	34.680	2.96	35.940	2.90	36.380	2.88	36.800	2.86	37,220	2.85	181,020	2.89
11	TLM grant	35.065	2.99	36.010	2.91	36.340	2.88	36.655	2.85	36,970	2.83	181,040	2.89
12	Teacher training	98.182	8.37	100.828	8.14	101.752	8.07	102.634	7.99	103.516	7.92	506.912	8.09
13	State Institute of Educational Management and Training (SIEMAT)		0.00		0.00		0.00		0.00		0.00	0.000	0.00
14	Training for community leaders	8.323	0.71	8.626	0.70	8.731	0.69	8.832	0.69	8.933	0.68	43.445	0.69
15	Provision for disabled children (IED)	22.563	1.92	22.586	1.82	22.580	1.79	22.450	1.75	22,450	1.72	112,629	1.80
16	Research, evaluation, supervision and monitoring	24.221	2.06	24.601	1.98	23.078	1.83	23.221	1.81	23,364	1.79	118,484	1.89
17	Management cost	70.004	5.97	74.239	5.99	75.702	6.00	77.058	6.00	78,423	6.00	375,426	5.99
18	Innovative activities	0.000	0.00	0.000	0.00	0.000	0.00	0.000	0.00	0.000	0.00	0.000	0.00
18.1	Girls child education	10.002	0.85	10.002	0.81	10.002	0.79	10.002	0.78	10,002	0.77	50,011	0.80
18.2	ECCE	14.999	1.28	14.999	1.21	14.999	1.19	14.999	1.17	14,999	1.15	74,993	1.20
18.3	SC/ST	10.001	0.85	10.001	0.81	10.001	0.79	10.001	0.78	10,001	0.77	50,004	0.80
18.4	Computer Education	15.000	1.28	15.000	1.21	15.000	1.19	15.000	1.17	15,000	1.15	75,000	1.20
19	Block resource centres	170.830	14.56	170.830	13.78	170.830	13.54	170.830	13.30	170,830	13.07	854,150	13.63
19.1	Cluster resource centres	8.024	0.68	8.024	0.65	8.024	0.64	8.024	0.62	8,024	0.61	40,120	0.64
20	Intervention for out of school children	43.910	3.74	32.942	2.66	21.973	1.74	11.005	0.86	0.000	0.00	109,829	1.75
21	Preparatory activities for micro-planning, household surveys studies	0.000	0.00	0.000	0.00	0.000	0.00	0.000	0.00	0.000	0.00	0.000	0.00
TOTAL		1173.419	100.00	1239.402	100.00	1261.600	100.00	1284.600	100.00	1306.882	100.00	6265.904	100.00

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Account Code	Item	2002-03			2003-04			2004-05			2005-06			2006-07			
		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	
Intervention Name : Teacher															(in lacs)		
1.0	Salary for primary teachers 82 x 12	0.078	984	76.752	0.081	984	79.704	0.084	984	82.656	0.087	984	85.608	0.090	984	88.560	
	Subtotal			76.752			79.704			82.656			85.608			88.560	
Intervention Name : Free textbooks															(in lacs)		
5.0	Free text books for Non SC girls	0.0015	37867	56.801	0.0015	43547	65.321	0.0015	49227	73.841	0.0015	54907	82.361	0.0015	60587	90.881	
	Subtotal			56.801			65.321			73.841			82.361			90.881	
Intervention Name : Civil works															(in lacs)		
6.0	Buildings for building less school	2.910		0.000	2.910		0.000	2.910		0.000	2.910		0.000	2.910		0.000	
6.0	Block Resource centre buildings	5.820	3	17.46	5.820	3	17.46	5.820	3	17.46	5.820	3	17.46	5.820	3	17.46	
6.0	New Primary school buildings Branch Schools	2.910		0.000	2.910		0.000	2.910		0.000	2.910		0.000	2.910		0.000	
6.0	Sanitary Blocks and drinking water facilities for primary and upper primary sections	0.340	520	176.54	0.340	540	183.60	0.340	546	185.640	0.340	552	187.680	0.340	559	190.060	
6.0	Buildings for schools having unsafe buildings	2.910		0.000	2.910		0.000	2.910		0.000	2.910		0.000	2.910		0.000	
6.0	Cluster Resource Centres	1.940	9	17.46	1.940	9	17.46	1.940	9	17.46	1.940	9	17.46	1.940	9	17.46	
6.0	Additional Class rooms for primary schools	1.160	55	63.80	1.160	60	69.600	1.160	63	73.080	1.160	65	75.400	1.160	66	76.560	
6.0	Additional Classrooms for Primary schools and upper primary sections	1.160	73	84.68	1.160	75	87.000	1.160	76	88.160	1.160	78	90.480	1.160	80	92.800	
6.0	Headmaster's room for upper primary sections	1.160	18	20.88	1.160	23	26.680	1.160	24	27.840	1.160	25	29.000	1.160	26	30.160	
6.0	Compound Wall	1.160		0.000	1.160		0.000	1.160		0.000	1.160		0.000	1.160		0.000	
6.0	Verandah	1.160		0.000	1.160		0.000	1.160		0.000	1.160		0.000	1.160		0.000	
6.0	Development and distribution work training manual for VEDCs 4 x 1512	0.00032	6048	1.935	0.00032	6048	1.935	0.00032	6048	1.935	0.00032	6048	1.935	0.00032	6048	1.935	
6.0	Development and distribution training manual on civil works for BRPs and DRPs 4 x (180+10)	0.00068	760	0.517	0.00068	760	0.517	0.00068	760	0.517	0.00068	760	0.517	0.00068	760	0.517	

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		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial
6.0	Workshop on Architectural plans and layouts 30 persons x 3 x 300	0.270	2	0.540	0.270	2	0.540	0.270	2	0.540	0.270	2	0.540	0.270	2	0.540
6.0	Development and distribution of architectural plans and layouts 2 x No. of primary & upper primary schools	0.00047	3468	1.630	0.00047	3594	1.689	0.00047	3638	1.710	0.00047	3680	1.730	0.00047	3722	1.749
6.0	Hiring of vehicles for monitoring of civil works 6 visits x 12	0.010	72	0.720	0.010	72	0.720	0.010	72	0.720	0.010	72	0.720	0.010	72	0.720
6.0	Hiring of vehicles for monitoring of civil works by State office and seeking advice on civil work	0.100	12	1.200	0.100	12	1.200	0.100	12	1.200	0.100	12	1.200	0.100	12	1.200
	Subtotal			387.362			408.401			416.262			424.122			431.162
Intervention Name : Maintenance and repair of school buildings (in lacs)																
7.0	Repairs and maintenance of school Primary and upper primary sections	0.050	1734	86.700	0.050	1797	89.850	0.050	1819	90.950	0.050	1840	92.000	0.050	1861	93.050
	Subtotal			86.700			89.850			90.950			92.000			93.050
Intervention Name : TLE (in lacs)																
8.0	TLE for New primary Schools(upgradation of EGS centres with more than 40 students)	0.100		0.000	0.100		0.000	0.100		0.000	0.100		0.000	0.100		0.000
	Subtotal			0.000			0.000			0.000			0.000			0.000
Intervention Name : TLE for upper-primary (in lacs)																
9.0	TLE for Upper Primary Schools	0.500		0.000	0.500	63	31.500	0.500	85	42.500	0.500	106	53.000	0.500	127	63.500
	Subtotal			0.000			31.500			42.500			53.000			63.500
Intervention Name : School Grant (in lacs)																
10.0	School grants for existing schools (primary + upper primary)	0.020	1734	34.680	0.020	1797	35.940	0.020	1819	36.380	0.020	1840	36.800	0.020	1861	37.220
	Subtotal			34.680			35.940			36.380			36.800			37.220

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		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	
Intervention Name : Teacher Grant															(in lacs)		
11.0	TLM grant for teachers of primary and upper primary schools	0.005	7013	35.065	0.005	7202	36.010	0.005	7268	36.340	0.005	7331	36.655	0.005	7394	36.970	
	Subtotal			35.065			36.010			36.340			36.655			36.970	
Intervention Name : Teacher Training															(in lacs)		
12.0	Teachers training for primary and upper primary for 20 days The details of various training and training schedule has been given in the chapter of Training Programme	0.0140	7013	98.182	0.0140	7202	100.828	0.0140	7268	101.752	0.0140	7331	102.634	0.0140	7394	103.516	
	Subtotal			98.182			100.828			101.752			102.634			103.516	
Intervention Name : Training of Community Leaders															(in lacs)		
14.0	Orientation to VEDC Members No. of primary+ upper primary x 8 members x 2	0.0003	27744	8.323	0.0003	28752	8.626	0.0003	29104	8.731	0.0003	29440	8.832	0.0003	29776	8.933	
	Subtotal			8.323			8.626			8.731			8.832			8.933	
Intervention Name : Provision for disabled children(IED)															(in lacs)		
15.0	IED Training to BRC staff 10 x 10 x5	0.0007	500	0.350	0.0007	500	0.350	0.0007	500	0.350	0.0007	500	0.350	0.0007	500	0.350	
15.0	IED assessment camps 2 x10	0.020	20	0.400	0.020	20	0.400	0.020	20	0.400	0.020	20	0.400	0.020	20	0.400	
15.0	One Resource person honorarium 10 Blocks x 12 months	0.050	120	6.000	0.050	120	6.000	0.050	120	6.000	0.050	120	6.000	0.050	120	6.000	
15.0	Manual for disability in Indian content A Teacher's Role for 1734 schools	0.00022	1734	0.381	0.00022		0.000	0.00022		0.000	0.00022		0.000	0.00022		0.000	
15.0	Manual for teachers about physically challenged children for 1734 schools	0.00032	1734	0.555	0.00032		0.000	0.00032		0.000	0.00032		0.000	0.00032		0.000	

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		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial
15.0	Manual for Teachers about visually impaired children for primary & upper primary schools	0.00034		0.000	0.00034	1797	0.611	0.00034		0.000	0.00034		0.000	0.00034		0.000
15.0	Manual for Teachers about hearing impaired children for primary & upper primary schools	0.00028	1734	0.486	0.00028		0.000	0.00028		0.000	0.00028		0.000	0.00028		0.000
15.0	Manual for Teachers about mentally challenged children for primary & upper primary schools	0.00036		0.000	0.00036	1797	0.647	0.00036		0.000	0.00036		0.000	0.00036		0.000
15.0	Manual for Teachers for children with multiple Disability for primary & upper primary schools	0.00038		0.000	0.00038		0.000	0.00038	1819	0.691	0.00038		0.000	0.00038		0.000
15.0	Special assistance and TLM to disabled children	0.0077	1869	14.391	0.0078	1869	14.578	0.0081	1869	15.139	0.0084	1869	15.700	0.0084	1869	15.700
	Subtotal			22.563			22.586			22.580			22.450			22.450
Intervention Name : Research, Evaluation, supervision and monitoring															(in lacs)	
16.0	Annual School, Block and district planning for Primary and Upper Primary schools @ Rs. 30/-	0.0003	1734	0.520	0.0003	1797	0.539	0.0003	1819	0.546	0.0003	1840	0.552	0.0003	1861	0.558
16.0	Annual School Gradation and Evaluation process for Primary & Upper primary schools @ Rs. 30/-	0.0003	1734	0.520	0.0003	1797	0.539	0.0003	1819	0.546	0.0003	1840	0.552	0.0003	1861	0.558
16.0	Conduct of Pupil Achievement Survey 5 % to 10% of schools @ Rs. 2000/-	0.020	87	1.740	0.020	180	3.600	0.020	182	3.640	0.020	184	3.680	0.020	186	3.720
16.0	Academic monitoring of schools by DIET staff by travelling 12 months 2x12 @Rs 1000/-	0.010	24	0.240	0.010	48	0.480	0.010	48	0.480	0.010	48	0.480	0.010	48	0.480
16.0	Academic supervision by BRCs 10 x 5 units @ Rs 1000/-	0.010	50	0.500	0.010	100	1.000	0.010	100	1.000	0.010	100	1.000	0.010	100	1.000

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		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial
16.0	Hiring of Vehicles for Academic supervision by DPO/SPD 5 visits to 10 visits x 12 months @ Rs. 1000/-	0.010	60	0.600	0.010	120	1.200	0.010	120	1.200	0.010	120	1.200	0.010	120	1.200
16.0	Annual Household survey @Rs.3/- per household for 265861 households	0.00003	265861	7.976	0.00003	265861	7.976	0.00003	265861	7.976	0.00003	265861	7.976	0.00003	265861	7.976
16.0	MIS Data collection and processing of data for 1311 primary schools at State/District office	0.0017	1311	2.229	0.0017	1311	2.229	0.0017	1311	2.229	0.0017	1311	2.229	0.0017	1311	2.229
16.0	MIS Data collection and processing of data for upper primary schools/sections at State/District office	0.0018	423	0.761	0.0018	486	0.875	0.0018	508	0.914	0.0018	529	0.952	0.0018	550	0.990
16.0	State office activities on research, evaluation monitoring and supervision @ Rs.240/- per school for primary & upper primary schools	0.0024	1734	4.162	0.0025	1797	4.493	0.0025	1819	4.548	0.0025	1840	4.600	0.0025	1861	4.653
16.0	Development and supply of material for Diagnostic-prescriptive teaching of i) Fine and Gross Motor skills ii) Teaching of languages iii) Teaching of Mathematics for primary and upper primary schools			0.000	0.00031x 3	1797	1.671			0.000			0.000			0.000
16.0	Development and supply of material for evaluation of Instructional improvement in 1734 primary and upper primary schools	0.00029	1734	0.503			0.000			0.000			0.000			0.000

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		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial
16.0	Development and supply of material for evaluation of learning in upper primary schools i) Science ii) Mathematics iii) Health and physical education iv) English v) Hindi vi) Punjabi vii) Social Studies	0.00028 x7	423	0.829			0.000			0.000			0.000			0.000
16.0	Study in i) Child's concept of class relations ii) Causal thinking in students iii) Students concept of time iv) movement v) Students concept of space vi) Concrete and formal reasoning in Mathematics vii) Teacher expectations and remedial strategies	0.00030 x7	1734	3.641			0.000			0.000			0.000			0.000
	Subtotal			24.221			24.601			23.078			23.221			23.364
Intervention Name : Management Cost																
(in lacs)																
17.0	Hire charges for vehicles for DPO/State 30 times x 12 months	0.015	360	5.400	0.015	360	5.400	0.015	360	5.400	0.015	360	5.400	0.015	360	5.400
17.0	DPO/state consumables	0.070	12	0.840	0.070	12	0.840	0.070	12	0.840	0.070	12	0.840	0.070	12	0.840
17.0	Water, Electricity, Telephone etc. of District and State office	0.100	12	1.200	0.100	12	1.200	0.100	12	1.200	0.100	12	1.200	0.100	12	1.200
17.0	TA & DA of District and State etc.	0.300	12	3.600	0.300	12	3.600	0.300	12	3.600	0.300	12	3.600	0.300	12	3.600
17.0	Consultants (12 Months x 7) for District and State	0.070	84	5.880	0.070	84	5.880	0.070	84	5.880	0.070	84	5.880	0.070	84	5.880

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		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial
17.0	Computer Stationery Peripherals DPO/State	0.200	1	0.200	0.200	1	0.200	0.200	1	0.200	0.200	1	0.200	0.200	1	0.200
17.0	Documentation at DPO/State	3.000	1	3.000	3.000	1	3.000	3.000	1	3.000	3.000	1	3.000	3.000	1	3.000
17.0	Running cost of Data centre for all primary and upper primary schools and students 1.400 x 12 inclusive of rent and salaries and other expenses for DPO/State	1.400	12	16.800	1.500	12	18.000	1.550	12	18.600	1.600	12	19.200	1.650	12	19.800
17.0	Jan Samparak Abhiyan (once a year visit of 10 schools per block by all senior officers for three days- taxi and other charges) to be conducted by State/District office No. of blocks x 2	0.030	20	0.600	0.030	20	0.600	0.032	20	0.640	0.032	20	0.640	0.035	20	0.700
17.0	Development and printing of modules on planning and management by State/District office	0.00036	1734	0.624	0.00036	1797	0.647	0.00036	1819	0.655	0.00036	1840	0.662	0.00036	1861	0.670
17.0	Hiring of experts for pedagogy, research evaluation, community mobilization, gender sensitisation, alternative schooling, planning and management Training District 8x12 @ Rs.8000 Block 10x 3x12 @Rs.8000	0.080	360	28.800	0.08000	360	28.800	0.08000	96	7.680	0.08000	360	28.800	0.08	96	7.680
17.0	Circulatic of material prepared by the expects Of school/VEDC level			1.841			3.936			19.286			5.023			
17.0	New letter	0.00025	1734	0.430	0.00025	1797	0.449	0.00025	1819	0.455	0.00025	1840	0.460	0.00025	1861	0.465
17.0	Media Activity			0.789			1.687			8.266			2.153			0.189
	Subtotal			70.004			74.239			75.702			77.058			78.423

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		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	
Intervention Name : Innovative Girls Education, ECCE, SC/ST, Computer Education															(in lacs)		
a) Girl Child Education																	
18.1	Remedial coaching for girls students for two months in primary schools in parts	0.003	328	0.984	0.003	328	0.984	0.003	328	0.984	0.003	328	0.984	0.003	328	0.984	
18.1	Remedial coaching for girls students for two months in upper primary schools in parts	0.003	106	0.318	0.003	106	0.318	0.003	106	0.318	0.003	106	0.318	0.003	106	0.318	
18.1	Development of supplement reading material and item Bank for 47987 girl student of primary students for use in remedial coaching in parts	0.00038	10526	4.000	0.00038	10526	4.000	0.00038	10526	4.000	0.00038	10526	4.000	0.00038	10526	4.000	
18.1	Development of supplement reading material and item Bank for 53561 girl student of upper primary students for use in remedial coaching in parts	0.00057	8246	4.700	0.00057	8246	4.700	0.00057	8246	4.700	0.00057	8246	4.700	0.00057	8246	4.700	
Subtotal				10.002			10.002			10.002			10.002			10.002	
b) ECCE																	
18.2	School readiness kits and playway material for 3-5 age children in ICDS Centres	0.00075	16065	12.049	0.00075	16065	12.049	0.00075	16065	12.049	0.00075	16065	12.049	0.00075	16065	12.049	
18.2	School readiness kits for first generation learners in primary schools of 5 year age for no. of primary schools x 3	0.00075	3933	2.950	0.00075	3933	2.950	0.00075	3933	2.950	0.00075	3933	2.950	0.00075	3933	2.950	
Subtotal				14.999			14.999			14.999			14.999			14.999	
c) SC/ST																	
18.3	Remedial coaching for 3 months in primary & upper primary schools	0.0030	867	2.601	0.0030	867	2.601	0.0030	867	2.601	0.0030	867	2.601	0.0030	867	2.601	

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18.3	Supplementary reading material for remedial coaching in primary school children 53695 in parts	0.0005	8880	4.440	0.0005	8880	4.440	0.0005	8880	4.440	0.0005	8880	4.440	0.0005	8880	4.440
18.3	Question Bank for SC children of 47018 upper primary classes for remedial coaching in parts	0.0006	4933	2.960	0.0006	4933	2.960	0.0006	4933	2.960	0.0006	4933	2.960	0.0006	4933	2.960
	Subtotal			10.001			10.001			10.001			10.001			10.001
d) Computer Education																
18.4	Cost of running of computer education centres at block/cluster level	15.000	1	15.000	15.000	1	15.000	15.000	1	15.000	15.000	1	15.000	15.000	1	15.000
	Subtotal			15.000			15.000			15.000			15.000			15.000
Intervention Name: Block Resource Centres (in lacs)																
19.0	BRC Contingency grant for 10 CD Blocks @ Rs.12500/- P.A.	0.125	10	1.250	0.125	10	1.250	0.125	10	1.250	0.125	10	1.250	0.125	10	1.250
19.0	TLM grant for 10 CD Blocks @ Rs.5000/- P.A.	0.050	10	0.500	0.050	10	0.500	0.050	10	0.500	0.050	10	0.500	0.050	10	0.500
19.0	Meetings, Travel allowance for 10 CD Blocks @Rs.500 x 12 P.A.	0.005	120	0.600	0.005	120	0.600	0.005	120	0.600	0.005	120	0.600	0.005	120	0.600
19.0	Salary of 20 Block Resource Persons per CD Block having more than 100 schools for 8 Blocks @ Rs.7800/- x 12 P.A.	0.078	1920	149.760	0.078	1920	149.760	0.078	1920	149.760	0.078	1920	149.760	0.078	1920	149.760
19.0	Salary of 10 Block Resource Person Per CD Block having less than 100 schools for 2 Block @ Rs. 7800/- x 12 P.A	0.078	240	18.720	0.078	240	18.720	0.078	240	18.720	0.078	240	18.720	0.078	240	18.720
	Sutotal			170.830			170.830			170.830			170.830			170.830
Intervention Name: Cluster Resource Centres (in lacs)																
19.1	CRC Contingency grant for 136 CRCs Blocks @ Rs.2500/- P.A.	0.025	136	3.400	0.025	136	3.400	0.025	136	3.400	0.025	136	3.400	0.025	136	3.400

Perspective Work Plan 2002-07, District Hoshiarpur, Punjab																
Account Code	Item	2002-03			2003-04			2004-05			2005-06			2006-07		
		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial
19.1	TLM grant for 136 CRCs @ Rs.1000/- P.A.	0.010	136	1.360	0.010	136	1.360	0.010	136	1.360	0.010	136	1.360	0.010	136	1.360
19.1	Meetings, Travel allowance for 136 CRCs Blocks @Rs.200 x 12 P.A.	0.002	1632	3.264	0.002	1632	3.264	0.002	1632	3.264	0.002	1632	3.264	0.002	1632	3.264
	Subtotal			8.024			8.024			8.024			8.024			8.024
Intervention Name: Out of School children (in lacs)																
20.0	Cost of running of EGS centres for 1000 out of school children of 6-11 age group declining by 25%	0.00845	1000	8.450	0.00845	750	6.338	0.00845	500	4.225	0.00845	250	2.113	0.00845	0	0.000
20.0	Cost of running of EGS centres for 1606 out of school children of 11-14 age group declining by 25%	0.012	1606	19.272	0.012	1205	14.460	0.012	804	9.648	0.012	403	4.836	0.012	0	0.000
20.0	Cost of running of EGS centre for 1349 out of school children of 13 age group declining by 25%	0.012	1349	16.188	0.012	1012	12.144	0.012	675	8.100	0.012	338	4.056	0.012	0	0.000
	Subtotal			43.910			32.942			21.973			11.005			0.000
Intervention Name: Preparatory activities for micro-planning, household surveys studies (in lacs)																
21.0																
	Subtotal			0.000			0.000			0.000			0.000			0.000

Government of Punjab

Education- 7 Branch

Education Department

ORDER

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

1. The Need

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

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

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

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

2. Two Levels of School Education

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

3. Rechristening of School Directorates

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

4. Heads of the Department

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

5. Implementation

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

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

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

Schools.

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

5.3 Staff Salaries

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

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

5.4 Two Levels of Schools

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

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

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

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

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

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

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

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

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

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

5.5 Redeployment of Staff

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

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

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

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

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

5.6 School Heads

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

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

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

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

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

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

5.7 Anomalies and Local Specific Problems

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

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

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

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

Dated, Chandigarh
the 25th, October, 2002

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

No. 10/6/2002-3Edu. 762/132 Dated, Chandigarh, the 28th, October 2002

A copy is forwarded to the following for information

and necessary action:-

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

Bilal Sarkar
(B. Sarkar)

Secretary School Education,
Punjab.

No. 106/2002-Edu. 7/

Dated Chandigarh, the 28th, October 2002

A copy is forwarded to the:

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

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

Bilal Sarkar
(B. Sarkar)

Secretary School Education,
Punjab.