

# **SARVA SHIKSHA ABHIYAN**

## **DISTRICT ELEMENTARY EDUCATION PLAN**

**EDUCATION FOR ALL**



**Annual Work Plan  
2002-2003  
&  
Perspective Plan  
2002-2007**

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 Nawan Shehar**

### **Location**

Nawan Shehar district is one of the youngest district of Punjab as it was carved out on 7th November 1995. The district falls in the Jalandhar revenue division and it lies between north latitude 31.8 and 32<sup>0</sup>-05' and east latitudes 76.7 and 76<sup>0</sup>-31'. It lies in the southeastern part of Doaba region of Punjab. Nawan Shehar is surrounded by Hoshiarpur district in North, Rupnagar district in East and south-east, Ludhiana district in south and Jalandhar district in west and south-west. A part of district Kapurthala also touches the boundaries of this district in the north-west side.

### **Origin of Name**

The district takes its name from the head quarter city of Nawan Shehar founded by a Afgan general Nau Sher Khan between 1295-1316 during the period of Alaudeen Khilji and named it Nausher but with passing of time the city came to be known as Nawan Shehar.

### **Area**

In 2001, the total area under the district was 1267 Sq. Kms. which ranks 16th and has population of 586637 which ranks 15th for any other district in the state. (*Annexure-I*)

### **Climate**

The pattern of seasons in the district is similar to other districts of the state. The summer season sets in April and last upto end of June. The temperatures rises between 30<sup>0</sup> and 45<sup>0</sup>C, during these months. A hot wind, locally called "Loo" blows and maximum temperature goes upto 45<sup>0</sup>C summer is taken over by rainy season, which set in July beginning and last upto September end. The winter season starts after the rains are over from October and lasts upto March end. It is pleasantly cold in the month of October and November whereas March is pleasantly hot. In the months of December, January and February the winter is quite severe and mercury on some days may touch 0<sup>0</sup>C.

Broadly speaking 75 percent of the rainfall is experienced from July to September, where as 15 percent rainfall is experienced in the winter months of January and February. Remaining 10 percent rainfall is experienced in the remaining seven months of the year. The rainfall during the monsoon season is under the influence of south-westerly monsoon, where as the winter rains, experienced in the months of January and February are under the influence of westerly disturbances in the Persian Gulf. Hail storm 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, windstorm may occur in May

and June, which may cause sizeable damage to fruit crops, especially the mango fruits. During 2000-01, the average rainfall was reported 699.4mm in the district.

### **Topography**

District Nawan Shehar falls in the south eastern parts of the Doab. Both the eastern and western slopes of the Shivalik hills are badly dissected by numerous choes and khadi and out-line have become irregular. The hills are primarily composed of sand and sandstone, grits and pebbles of shale and clay.

In the west, the Shivaliks are bordered by a 10 to 15 Kms. broad belt of rolling, uneven and dissected topography. The choe ridden belt is called Kandi. It is bhabar or piedmont plain lying at the foot of Shivalik hills and formed by the coalescence of various alluvial fans resulting from the deposition of sediments by various choes at the foot of hills. It is composed of coarser sediments, primarily and pebbles predominate near the hills. However, westwards clay also becomes important. The Kandi extends parallel to the Shivalik hills between contour lines of 300 and 400 metres.

### **Rivers and Drains**

The district is not traversed by any perennial river. However its southern peripheries are washed by the Satluj river. This river rises from Mansarover lake in Tibet and touches Nawan Shehar district near Ropar headworks where Bist Doab canal has been taken out from its right bank which irrigates land in Doaba region. Since after the completion of Bhakra Dam its vegaries have been decreased appreciably in this district.

### **Choes**

There are many choes, which emanate from the western water sheds 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. The other characteristic is that they are almost surface water courses least confined to their defined limits. They are numbers through out the district. After traveling for some distance between 5-24 kms wide choe shrinks into narrow stream and finally disappears. Of late their courses are being made deeper so that there is minimum loss to crops and property and earth filled dams are being constructed for impounding their waters for mini missing the Nagaries of floods on one hand for supply of water for irrigation on the other.

### **Canals**

There are two canal systems in the district. The Bist canal which is taken out from the Ropar head works and the second in the Kandi canal. It is taken out from Mukerian Hydrel channel near Talwara runs parallel to Katar Dhar and terminates near Balachaur town the total discharge of Kandi Canal at the point of origin is be 500 cusses only.



## **Present Jurisdiction**

The district is constituted of two tehsils named Nawan Shehar and Balachaur and five Community Development Blocks which are (1) Aur, (2) Banga, (3) Nawan Shehar, (4) Balachaur and (5) Saroya. Further the district has four towns and 471 inhabited villages. (*Annexure-I*)

## **Major Characteristics**

### **Land Utilisation**

During 2000-01, the geographical area of the district was 119 thousand hectares. The total area according to village papers was 121 thousand hectares. Out of total area, 1 thousand hectares is under forests, 6000 hectares is barren and unculturable land, 11 thousand hectares is put to non-agriculture use, 1000 hectare culturable work 1000 hectares is current fallow and 101 thousand hectares is "Net Sown Area" in the district which comes out 83 percent of the total area. Area sown more than once is 72 thousand hectares and Total Cropped Area is 173 thousand hectares. (*Annexure-I*)

### **Agriculture**

The farmers plough their own land by use of bullocks and tractors. This system is known as khud-kast. Beside, land is leased out to other farmers who either have no land or have small holdings of land on contract (theka) or crop showing (batai) basis. Contract system is gaining popularly due to benefits accruing to both land owners and tenants. Crop share system which was popular in the past is however losing its importance due to less share falling to the lot of the landowner. The usual share between owner and tenant is 50:50 for unirrigated lands. The share of owner is more in case irrigation facility is available.

Nawan Shehar is mainly an agricultural district as 86.20 percent population is residing in the rural areas. There are two harvest seasons in the district known as Rabi (Harri) and (2) Kharif (Sawani). Between the two harvest seasons Kharif is more important as it covered 93 thousand hectares against 80 thousand hectares covered by Rabi during 2000-01. The total area covered by food and non-food crops was 150 thousand hectares and 23 thousand hectares, respectively. Area under high yielding varieties of major food crops in district was paddy-47 thousand hectares, wheat-70 thousand hectares and maize 15 thousand hectares, during 2000-01.

In 2000-01, the total area under different fruit cultivation in the district was 432 hectares. Out of total 95 hectares is reported under peach, 81 hectares under mangoes, 75 hectares under guava, 72 hectares under pear, 54 hectares under kinnow, 17 hectares under litchi, 7 hectares each under lemon and ber, 2 hectares under grapes and 22 hectares under miscellaneous fruits.

The district is quite important for vegetable cultivation as nearby cities like Chandigarh, Jalandhar and Hoshiarpur provide good market for all types of vegetables. The district has 2778 hectares of area under different vegetables. Out of total area 1062 hectares is under potatoes, 2 hectares is under sweet potatoes, 41 hectares is under onions, 473 hectares is under winter vegetables and 1200 hectares is under summer vegetables.

During 2000-01, the district consumed 26 thousand tons of chemical fertilizers. Out of this 21 thousand tons were Nitrogenous and 5 thousand tons were Phosphatic.

### **Irrigation**

The district has made rapid strides in the field of irrigation. The main sources of irrigation in the district are tubewells and wells as much of the irrigation is done by these. Bist Daob canal provides irrigation to a large area besides, various small canals have been taken out from many check dams constructed across the major choes of Kandi, region; some irrigation is also received from other small canals taken out from river. In 2000-01, the Net Irrigated Area in the district was 83.4 thousand hectares. Out of which 2.7 thousand hectares was irrigated by Government Canals and remaining 80.7 thousand hectares was by tubewells and wells (*Annexure-I*). The percentage of Net Area Irrigated to net area sown works out 82.6 percent. Further Gross Irrigated Area was 153.7 thousand hectares (*Annexure-I*) and percentage of Gross Irrigated Area to Gross Cropped Area is 88.8 percent.

### **Animal Husbandry**

Cattle and buffaloes play an important role in the economy of the district. They are not only a major source of draught power in agriculture and transport but also yield milk. The farmers are becoming increasingly conscious about the quality of their cattle stock, specially the milch cattle the quality is now proffered to number. Further, the mechanisation of agriculture and transport are contributory factors in the reduction of draught animals. The ever-increasing demand for milk and the opening of modern dairies in the district. Quality consciousness among the farmers, who prefer crossbreed cows of exotic breed like Jersey, Holstein etc.

According to 1997 census, there were 78000 cattles, 195600 buffaloes, 600 horses and ponies, 500 donkeys, 500 mules, 2200 sheep, 20000 goats, less than 50 camels & 1100 pigs. Thus the number of total animals was 298500. Besides, there were 130000 poultry birds in the corresponding period. There were 52 veterinary hospitals and 41 permanent outlying Dispensaries and Insemination units in the district. (*Annexure-I*)

## **Fisheries**

There is little scope for pisciculture as major part of the district is not having sufficient ponds, which can retain water through out the year. Efforts are, however, being made for development of fish production locally and the results have been encouraging so far. In the 2000-01 an area of 154 hectares was stocked with 1794000 fingerless (*Annexure-I*). Total receipts from fishers were Rs. 175000 only.

## **Industry**

The district is fast rising on the industrial map of state. An industrial belt developed between river Satluj and western slope of Katar Dhar which is known as Asron Industrial complex. Number of big industrial units have been established here, the important units are (1) D.C.M. Engineering Works, (2) Sawraj Majda, (3) Capsule India Ltd, (4) SFL fertilisers, (5) United Pulp Paper Mills, (6) Ranbaxy laboratories, (7) Zenith paper, (8) Montari India Ltd., (9) Max India Ltd.

The Doaba Co-operative sugar mill was established in 1973-74 and this mill has started Doaba chemicals in 1996. In 2000 the number of registered factories was 103 and number of registered working factories was 102. The average number of workers was 2918. There were 465 workers per lakh of population.

In 2000, the number of registered factories was 103 and number of registered working factories was 102 (*Annexure-I*). The average number of workers was 2918 (*Annexure-I*). There were 465 workers for per lakh of population. Some of the present day industries located in the district are: (i) manufacturing of food and beverages, (2) Electricity and gas supply, (3) Repair services (motors), (4) Manufacturing of wood and wood products, furniture and fixtures, (5) Manufacturing of rubber and plastics, (6) Manufacturing of non-metallic products, (7) Manufacturing metal products and part and (8) Supporting transport activities etc. (*Annexure-I*)

## **Electricity**

The district has no electricity generating station. The distribution of electricity is being looked after by Punjab State Electricity board.

In 2000-01, the total consumption of power in the district was 411.52 million units (*Annexure-I*). The break up of the total consumption is such as: (1) Domestic 116.10 million units, (2) Commercial 15.97 million units, (3) Industrial 145.70 million units, (4) Agricultural 131.27 million units and (5) others 2.48 million units. The percentage to total consumption of power in district reported to be 2.15 percent of the state. Out of total households of 107289, the number of household using electricity in the district was 111335 in 2000-01.

## **Minerals and Mining**

There are no mines or quarries of significance in this district, however building material like boulders gravel and sand are easily available. Boulders and gravel are found in various ephemeral and perennial streams. Sand is found in all the choes is of fine quality.

The district hari no minerals, coal petroleum etc. In the eastern parts of kandi region near the Shivalik hills, grits and pebbles are quarried for their use in the construction of roads.

## **Communications**

An efficient system of communication is a sign of development of an area. The district is lucky in having a good network of communication. The things started improving when a plan was chalked out to tame these choes by constructing bridges and channelisation. The metaling of roads was also taken up and some of the roads were widened to tufacilitate road traffic. In 2001, the total road length maintained by Public Works Department (B&R) in the district was 1828 kms and the whole road length is provincial highways. There is not a single national highway in the district. Further there were 153 kms of roads for every 100 Sq. kms and 329 kms of roads for one lakh of population. The number of villages linked with roads was 462 and percentage of villages linked with roads was 100 percent.

There were 178 post offices, 6 telegraph offices, 37 telephone exchange, 327 public call offices and 28902 telephone connections in the district during 2000-01. (*Annexure-I*)

## **Trade and Commerce**

Trade both retail and wholesale is mainly in private hands. Thus traders are everywhere even the retail shopkeepers are found in remote villages. There are three-Mandi Karan societies purchasing the products from the farmers and providing them all the facilities and benefits offered by the state government. The government has done to popularise marketing co-operatives, which now supply to their members, chemical fertilizers, seeds and insecticides etc. The consumer items are also marketed through these co-operative societies, super bazers and fair price shops.

The district exports surplus wheat, rice, kinnow, paper, tools, agriculture machinery and implements etc. It imports coal, coke, petroleum and petroleum products, cement, cloth fertilizers, timber, medicines and heavy machinery etc.

The number of co-operative societies was 611 during 2000-01 and out of these 160 are agricultural credit societies, 15 are non-agricultural credit societies, 212 milk supply societies, 79 weavers societies, 16 housing societies and 93 women societies.

The banks have made significant contribution in the progress of trade and commerce in the district.

The district has a total of 126 banks in 2000-01 having following breakup: 4 branches State Bank of India, 11 branches state Bank of Patiala, 20 branches Punjab National Bank, 45 branches Co-operative Banks and 46 other commercial Banks.

### **Forestry**

Scrub hill forests are the vegetation of Shivalik hills. These are of sub-tropical type. Important species include Khair Chhal, Sisso, Mulberry, Neem, Shisham, Dhar, Tun, Acacia etc. The forests are reserved and are scattered to fairly dense. Bushes and bagar (bhabar grass) are common. In the Kandi region there is dense growth of trees (Jhiris). Shisham, Mango, Dhak, Kikar are common varieties. In the choe beds, tall grass called 'sarkara' and bushes and shisham are found in abundance along the choe banks.

In 2000-01, the total area under forests was 235 Sq. Kms. (*Annexure-I*) The break-up of total forests area is such as: protected forests-18 Sq. Kms, unclassified forests- 8 Sq. Kms. private forests-209 Sq. Kms. The percentage to total area in Punjab works out to 18.68 percent.

### **Medical and Public Health**

The system of Ayurveda is prevalent in the district since ancient times. The Unani system was introduced later and acquired quite a popularity, especially among the muslim population. During British rule the Allopathic system of medicine, which gained popularity due to its efficacy and State patronage. Homoeopathic system of medicine was the last in the series. This has gained quite popularity in the urban areas for treatment of children and chronic diseases.

The state government has opened up chain of hospitals/Dispensaries throughout the district. In 2001, there were 76 medical institutions, 70 were in rural areas and 6 were in urban areas. Out of total number, 3 were Hospitals (2 rural, 1 urban), 15 P.H.C's. (15 rural), 55 Dispensaries (52 rural, 3 urban) and 3 Hospitals/CHC, CHC, CHC/PHC (2 rural, 1 urban). Besides, there were 24 Ayurvedic, 1 Unani and 2 Homoeopathic Institution (*Annexure-I*).

There is scarcity of safe drinking water in the district and 424 villages were identified as water scarcity villages in 2001. Only 258 water scarcity villages where water supply schemes commissioned and 166 villages are still waiting for drinking water supply schemes to be installed.

## Education

Though the district is an economically a backward district. Yet in the field of education and literacy it ranks fifth in the literacy rate. The people of the district being adventurous were the first to migrate to foreign countries in the ninth century and they brought with them new ideas about education. They had sufficient finances to start educational institutes in the district.

In 2000, the district has 7 Arts, Science, Commerce and Home Science Colleges (4 boys, 3 girls), 1 Engineering, Technology and Architecture colleges (1 boys), Teacher Training College (1 girls), 37 Senior Secondary Schools (31 boys, 6 girls), 71 High Schools (64 boys, 7 girls), 91 Middle Schools (88 boys, 3 girls), 425 Primary School (419 boys, 6 girls), 1 Elementary Teachers Training School (1 boys), 1 Polytechnic Institution (1 boys) and 3 Technical Arts Craft School (2 boys, 1 girls) (*Annexure-III to XIV*). In 2001, the district reported a literacy rate of 76.86 percent (Rural 75.99 percent and Urban 82.20 percent) i.e. 83.67 percent for males (Rural 83.15 percent and Urban 86.04 percent) and 69.52 percent for females (Rural 68.27 percent and Urban 77.80 percent) (*Annexure-XI*).

## Occupation

Nawan Shehar is primary a rural district according to 2001 Survey. Out of total population 586637, people residing in urban areas were 80945. The percentage works out of 13.80 percent (*Annexure-I*). Thus a major part of population is engaged in agriculture. In 2000-01, the district has 263400 total workers 237588 main workers, 25225 marginal workers and 323237 Non-workers. The breakup of main workers is, 57685 cultivations, 28184 Agricultural labourers, 6585 Household workers and 170947 other workers.

If we take percentage into consideration, there are 44.9 percent total workers, 40.5 percent main workers, 4.3 percent marginal workers and 55.1 Non-workers. The break-up of total workers is such as: 21.9 percent cultivators 10.7 percent Agricultural labourers, 2.5 percent workers by household Industry and 64.9 percent other workers. The break-up of rural and urban total workers is such as: 46.2 percent in rural areas and 36.7 percent in urban areas receptively.

**District: Nawan Shehar**  
**Primary Statistics**

S.NO	ITEM	
1	<b>Area</b>	1267 sq. km.
	Tehsils	2
	Blocks	5
	Towns	4
	Inhabited villages	471
2	<b>Population 2001</b>	
	<b>Total population</b>	586637
	Rural population	505692
	Percentage to total Population	86.20%
	Urban population	80945
	Percentage to total Population	13.80%
	Density	463 per sq. km
	Literate and educated persons	397843
	Literacy	76.86%
	Female per 1000 male	913
	Total Workers	263400
	Main Workers	237588
	Marginal Workers	25225
	Non- Workers	323237
	<b>Break up of Main Workers</b>	
	I) Cultivators	57685
	II) Agriculture Labourer	28184
	III) Manufacturing, Processing, servicing and Repairs in Household Industry	6585
	IV) Other Services	170947
3	<b>Local Bodies(2000-2001)</b>	
	I) Zila Parishads	1
	II) Municipal Committees	4
4	<b>Climate</b>	
	Average Rainfall	699.4 mm
5	<b>Agriculture (2000-2001)</b>	
	Net Area Sown	101000 hect.
	Area Sown more than once	72000 hect.
6	<b>Irrigation (2000-2001)</b>	
	Net Area Irrigated by:	
	Govt. Canals	2700 hect.
	Wells/Tubewells	80700 hect.
	Total	83400 hect.
	Gross Area Irrigated	153700 hect.
7	<b>Animal Husbandry (2000-2001)</b>	
	Veterinary Hospitals	52
	Permanent Outlaying Dispensaries & Insemination Units	41
	Area Stocked with fish	154 hect.
	Total Live Stock (Live Stock Census 1997)	298500
	Total Poultry (Live Stock Census 1997)	130000
8	<b>Energy (1999-2000)</b>	
	Consumption of Electricity	411.52 million units
9	<b>Forest (2000-2001)</b>	
	Area under Forests	235 Sq. km.
10	<b>Industries (2000)</b>	
	Regd. Working Factories	102
11	<b>Medical and Health (1.4.2001)</b>	
	Hospitals	3
	Dispensaries	55

District: Nawan Shehar		
Primary Statistics		
S.NO	ITEM	
	P.H.Cs.	15
	Ayurvedic and Unani Institution	25 (24+1)
	Homoeopathic Institutions	2
	Beds installed in Medical Institutions (Allopathy)	488
<b>12</b>	<b>Co-operation (2000-2001)</b>	
	Co-operative Societies	611
	Primary Agricultural Credit Societies	160
<b>13</b>	<b>Banking (2000)</b>	
	Scheduled Banks	81
<b>14</b>	<b>Miscellaneous(2000-2001)</b>	
	Post Offices	178
	Police-Stations/ Police Posts	9 (5+4)

Source: Statistical Abstract of Punjab



**District: Nawan Shehar  
Demographic Profile**

	1991	2001
<b>Population-Total</b>	531253	586637
Male	279658	306586
Female	251595	280051
<b>Rural</b>	460340	505692
Male	242542	264224
Female	217798	241468
<b>Urban</b>	70913	80945
Male	37116	42362
Female	33797	38583
<b>Sex Ratio-Total</b>	900	913
Rural	898	914
Urban	914	911
<b>No. of Literates-Total</b>	240059	397843
Male	173731	224612
Female	116328	173231
<b>Rural</b>	245419	338668
Male	148263	192158
Female	97156	146510
<b>Urban</b>	44640	59175
Male	25468	32454
Female	19172	26721
<b>0-6 Population-Total</b>	N/A	69007
Male	N/A	38126
Female	N/A	30881
<b>Rural</b>	N/A	59999
Male	N/A	33135
Female	N/A	26864
<b>Urban</b>	N/A	9008
Male	N/A	4991
Female	N/A	4017
<b>SC Total-1991</b>	207082	N/A
Male	110566	N/A
Female	96516	N/A
<b>Rural</b>	182957	N/A
Male	97815	N/A
Female	85142	N/A
<b>Urban</b>	24125	N/A
Male	12751	N/A
Female	11374	N/A

Source : Statistical Abstract of Punjab

District Nawan Shehar																
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.	4	2	6	33.33	4	2	6	33.33	4	2	6	33.33	4	3	7	42.86
Engineering, Technology and Architecture Colleges.					1		1	0.00	1		1	0.00	1		1	0.00
Medical Colleges (Allopathic Only)						1	1	100.00		1	1	100.00				
Teacher's Training College (B.ed.)		1	1	100.00		1	1	100.00		1	1	100.00		1	1	100.00
Senior Secondary Schools	28	6	34	17.65	28	7	35	20.00	28	6	34	17.65	31	6	37	16.22
High Schools	67	7	74	9.46	67	7	74	9.46	67	7	74	9.46	64	7	71	9.86
Middle Schools	88	3	91	3.30	88	3	91	3.30	88	3	91	3.30	88	3	91	3.30
Primary Schools	419	6	425	1.41	419	6	425	1.41	419	6	425	1.41	419	6	425	1.41
Pre-Primary Schools																
Elementary Teacher's Training Schools									1		1	0.00	1		1	0.00
Polytechnic Institutions					1		1	0.00	1		1	0.00	1		1	0.00
Technical Industrial Art Craft Schools	2	1	3	33.33	2	1	3	33.33	2	1	3	33.33	2	1	3	33.33

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

Source : Statistical Abstract of Punjab

District Nawan Shehar																
No. of Working Teachers in Recognised Schools																
Type	1997				1998				1999				2000			
	Male	Female	Total	% of Female to total Teachers	Male	Female	Total	% of Female to total Teachers	Male	Female	Total	% of Female to total Teachers	Male	Female	Total	% of Female to total Teachers
Universities																
Art, Science, Commerce and Home Science Colleges.	102	71	173	41.04	103	71	174	40.80	101	76	177	42.94	107	89	196	45.41
Engineering, Technology and Architecture Colleges.					7	1	8	12.50	13	4	17	23.53	13	4	17	23.53
Medical Colleges (Allopathic Only)						15	15	100.00	2	20	22	90.91				
Teacher's Training Colleges (B.ed.)	3	5	8	62.50	4	7	11	63.64	4	7	11	63.64	4	7	11	63.64
Senior Secondary Schools	368	241	609	39.57	463	242	705	34.33	438	244	682	35.78	438	344	682	50.44
High Schools	417	237	654	36.24	560	291	851	34.20	577	262	839	31.23	577	262	839	31.23
Middle Schools	194	137	331	41.39	199	156	355	43.94	219	177	396	44.70	219	177	396	44.70
Primary Schools	574	598	1172	51.02	494	565	1059	53.35	469	551	1020	54.02	450	514	964	53.32
Pre-Primary Schools																
Elementary Teacher's Training Schools									6	1	7	14.29	6		6	0.00
Polytechnic Institutions													32	7	39	17.95
Technical Industrial Art Craft Schools	29	5	34	14.71	30	3	33	9.09	30	4	34	11.76	30	4	34	11.76

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

Source : Statistical Abstract of Punjab

## District Nawan Shehar

## No. of Students (Total)

Type	1997				1998				1999				2000			
	Boys	Girls	Total	% of Girls to total enrolment	Boys	Girls	Total	% of Girls to total enrolment	Boys	Girls	Total	% of Girls to total enrolment	Boys	Girls	Total	% of Girls to total enrolment
Ph.D.																
M. Phil.																
M.A.		75	75	100.00		90	90	100.00		60	60	100.00	15	20	35	57.14
M.Sc.																
M.Com.													9	10	19	52.63
B.A / B.A. (HONS)	1618	1419	3037	46.72	1494	1460	2954	49.42	1414	1506	2920	51.58	1438	1841	3279	56.15
B.Sc./ B.Sc. (HONS)	119	104	223	46.64	140	96	236	40.68	134	123	257	47.86	91	116	207	56.04
B.Com./ B.Com. (HONS)	240	82	322	25.47	263	104	367	28.34	258	147	405	36.30	268	190	458	41.48
B.E./ B.Sc. (Eng.) / B.Arch. / B Tech.					75	14	89	15.73	119	42	161	26.09	119	42	161	26.09
M. B. B. S																
B. ed.		100	100	100.00		100	100	100.00		100	100	100.00		100	100	100.00
Senior Secondary School	9450	7804	17254	45.23	11045	9728	20773	46.83	9842	8819	18661	47.26	10255	9990	20245	49.35
High School	13406	11563	24969	46.31	13114	12858	25972	49.51	12639	12034	24673	48.77	11964	11211	23175	48.38
Middle School	3360	3072	6432	47.76	3540	3624	7164	50.59	3729	3820	7549	50.60	4005	4150	8155	50.89
Primary School	23545	23026	46571	49.44	24185	23396	47581	49.17	23538	22633	46171	49.02	22346	21250	43596	48.74
Pre - Primary School																
Elementary Teacher's Training School J.B.T.									57	47	104	45.19	105	97	202	48.02
Polytechnic Institutions													410	45	455	9.89
Technical Industrial Art and Craft School	229	70	299	23.41	248	71	319	22.26	286	115	401	28.68	294	118	412	28.64

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

Source : Statistical Abstract of Punjab

## District Nawan Shehar

## 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.		19	19	25.33		21	21	23.33		12	12	20.00	4	2	6	17.14
M.Sc.																
M.Com													2		2	10.53
B.A / B.A. (HONS)	375	277	652	21.47	384	303	687	23.26	381	291	672	23.01	337	185	522	15.92
B.Sc./ B.Sc. (HONS)	22	15	37	16.59	14	11	25	10.59	12	10	22	8.56	15	7	22	10.63
B.Com./ B.Com. (HONS.)	33	9	42	13.04	38	10	48	13.08	40	12	52	12.84	40	17	57	12.45
B.E.: B.Sc. (Eng.) / B.Arch. / B. Tech.					1		1	1.12	3		3	1.86	3		3	1.86
M. B. B. S																
B. ed.		15	15	15.00		14	14	14.00		17	17	17.00		17	17	17.00
Senior Secondary School	3914	3813	7727	41.89	3877	3326	7203	34.67	4817	4547	9364	50.02	4124	4134	8258	40.79
High School	6045	4664	10709	42.89	5757	5341	11098	42.73	4898	4843	9741	39.48	5548	5353	10901	47.04
Middle School	1729	1591	3320	51.62	2026	2013	4039	56.38	2124	2047	4171	55.25	2279	2268	4547	55.76
Primary School	13939	13127	27066	58.12	14500	13525	28025	58.90	14438	13563	28001	60.65	14211	13100	27311	62.65
Pre - Primary School																
Elementary Teacher's Training School J.B.T.									18	17	35	33.65	27	24	51	25.25
Polytechnic Institutions													78	4	82	18.02
Technical Industrial Art and Craft School	64	17	81	27.09	61	19	80	25.08	60	30	90	22.44	58	38	96	23.30

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

Source : Statistical Abstract of Punjab

## Annexure - VII

District Nawan Shehar						
Enrolment by Department						
2000	State Government Schools			Total Enrolment (Recognised Schools)		
	Male	Female	Total	Male	Female	Total
Primary	22150	21087	43237	23385	22156	45541
Middle	11841	12227	24068	14659	14373	29032
<b>Elementary</b>	<b>33991</b>	<b>33314</b>	<b>67305</b>	<b>38044</b>	<b>36529</b>	<b>74573</b>
High School	5348	5957	11305	7443	7491	14934
Sr. Secondary	2131	2196	4327	2905	2442	5347
<b>Secondary</b>	<b>7479</b>	<b>8153</b>	<b>15632</b>	<b>10348</b>	<b>9933</b>	<b>20281</b>
<b>Total (I-XII)</b>	<b>41470</b>	<b>41467</b>	<b>82937</b>	<b>48392</b>	<b>46462</b>	<b>94854</b>

Source : Statistical Abstract of Punjab

## Annexure - VIII

District Nawan Shehar						
Enrolment by Department						
1999	State Government Schools			Total Enrolment (Recognised Schools)		
	Male	Female	Total	Male	Female	Total
Primary	23320	22421	45741	24551	23494	48045
Middle	11659	11992	23651	14404	14112	28516
<b>Elementary</b>	34979	34413	69392	38955	37606	76561
High School	5689	6084	11773	7836	7502	15338
Sr. Secondary	2196	1892	4088	2789	2072	4861
<b>Secondary</b>	7885	7976	15861	10625	9574	20199
<b>Total (I-XII)</b>	<b>42864</b>	<b>42389</b>	<b>85253</b>	<b>49580</b>	<b>47180</b>	<b>96760</b>

Source : Statistical Abstract of Punjab

*Annexure - IX*

<b>District Nawan Shehar</b>						
<b>Enrolment in rural schools (Recognised -total)</b>						
<b>Year</b>	<b>Enrolment in Rural School</b>			<b>% of Enrolment in Rural to total enrolment</b>		
	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
<b>Primary</b>	28464	23467	51931	85.39	85.46	85.42
<b>Middle</b>	14943	13540	28483	84.93	85.48	85.19

*Source : Statistical Abstract*



## Annexure - X

<b>District Nawan Shehar</b>			
<b>Literacy Percentage of the Scheduled Castes and -Non-Scheduled Castes (1991)</b>			
	<b>Population</b>	<b>No. of Literates</b>	<b>Literacy Percentage</b>
<b>Total (SC+Non SC)</b>	N.A.	N.A.	N.A.
Male	N.A.	N.A.	N.A.
Female	N.A.	N.A.	N.A.
<b>Scheduled Caste Population</b>	N.A.	N.A.	N.A.
Total	N.A.	N.A.	N.A.
Male	N.A.	N.A.	N.A.
Female	N.A.	N.A.	N.A.
<b>Non-Scheduled Caste Population</b>	N.A.	N.A.	N.A.
Total	N.A.	N.A.	N.A.
Male	N.A.	N.A.	N.A.
Female	N.A.	N.A.	N.A.

Source : Census of Punjab, 1991

## District : Nawan Shehar

Literacy rates by residence and sex- 2001										
Tehsil Code	Tehsil	Literacy Rate								
		Total			Rural			Urban		
		Person	Male	Female	Person	Male	Female	Person	Male	Female
025	Nawan Shehar	78.69	84.03	72.97	77.80	83.34	71.86	83.60	87.81	79.06
026	Balachaur	72.59	82.82	61.44	72.02	82.74	60.34	77.54	83.45	71.11
<b>014</b>	<b>District</b>	<b>76.86</b>	<b>83.67</b>	<b>69.52</b>	<b>75.99</b>	<b>83.15</b>	<b>68.27</b>	<b>82.26</b>	<b>86.84</b>	<b>77.00</b>
	<b>State</b>	<b>69.95</b>	<b>75.63</b>	<b>63.55</b>	<b>65.16</b>	<b>71.70</b>	<b>57.91</b>	<b>79.13</b>	<b>82.97</b>	<b>74.63</b>

*Annexure - XII*

<b>District Nawan Shehar</b>						
<b>Projected School age population</b>						
<b>Year</b>	<b>6-10</b>			<b>11-13</b>		
	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
1999	34074	29984	64058	19771	17472	37243
2000	34437	30226	64663	19675	17448	37123
2001	33878	27725	61603	19008	17083	36091
2006	29597	26910	56507	21223	18489	39712
2011	28992	26620	55612	16625	15343	31968
2016	29863	27419	57282	17714	16238	33952

*Source : RGI Estimates*

## Annexure - XIII

District NawanShehar							
Dropout Rate							
Level	Level	Total			SC		
		Male	Female	Total	Male	Female	Total
Primary	1999	11.63	8.14	10.45	22.85	15.90	19.50
	2000	19.26	9.65	10.08	21.94	15.14	18.98
Middle	1999	25.60	13.80	19.82	34.75	32.58	29.62
	2000	19.57	12.36	11.40	33.99	21.42	28.51

Family Survey 2002

## Annexure - XIV

District Nawan Shehar						
Gross Enrolment Ratio 2001- 2002						
	Gross Enrolment Ratio			Gross Enrolment Ratio for SC		
	Male	Female	Total	Male	Female	Total
Primary	115.6	114.49	115.09	116.4	115.45	115.96
Middle	98.44	97.51	98.00	95.02	97.17	96.04
High	96.65	98.96	97.75	88.26	96.28	92.11
SR.Sec	55.78	63.44	59.59	44.22	45.91	45.07

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
14	NAWAN SHEHAR	Aur	65.77	32.34	1.88	0.02	100.00
		Balachaur	60.48	38.07	1.37	0.08	100.00
		Banga	65.35	31.45	3.07	0.13	100.00
		Nawan Shehar	65.18	32.15	2.64	0.03	100.00
		Saroya	64.30	33.06	2.63	0.01	100.00
<b>District Total</b>			<b>64.11</b>	<b>33.51</b>	<b>2.31</b>	<b>0.06</b>	<b>100.00</b>

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. out reach 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 the education Department shall meet at times to fix the rates of materials and labour needed for the construction work and for the inspection there of.

## **6. Accounts of expenditures**

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

## **7. Audit system**

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

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

## **II. Legal Audit**

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

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

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

## **9. Progress Reports**

### **a) School Level**

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

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

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

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

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

### **d) District Level**

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

### **e) State level**

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

## 10. Annual Report

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

## 11. Department directions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

## **1. Regarding Construction**

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

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

## **2. Technical issues**

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

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

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

### **3. Expenditure Record**

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

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

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

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

## **1. Sources of income**

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

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

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

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

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

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

**i) New construction**

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

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

**ii) Repair**

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

**iii) Purchase**

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

**iv) Honorarium/ Remuneration**

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

**v) Others**

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

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

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

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

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

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

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

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

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

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

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

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



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

### **Motivational Source of Education**

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

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

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

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

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

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

### **Organizing Culture and Knowledge**

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

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

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

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

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

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

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

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

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

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

### **Computers as New Technology**

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

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

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

- **EMIS Solution**

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

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

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

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

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

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

- a) Drop outs at various levels

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

**[iv. Teachers]**

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

**[v. Demographic Record]**

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

**[vi. Planning]**

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

**[vii. Monitoring]**

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

The board parameters are:

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

**[viii. Financial]**

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

**[ix. Evaluation]**

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

**[x. School Mapping]**

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

- **Computer Education and its Allied Services**

- i. Tutorial Learning**

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

### **Electronic Databases**

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

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

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

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

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

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

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

### **iv Technologies for Communication**

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

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

#### **Computer Networks**

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

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

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

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

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

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

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

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

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

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

- Understanding their responsibilities as active learners;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Tentative Training Programme For Regular Teachers

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

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

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

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

Tentative Plan of Programs to Enhance Academic and Professional Competencies of School Heads					
1.	Curriculum Development: content and methodology to transact content	All	5 years	5 days	Once in 2 years
2.	Innovation in content or methodology				
	a) Languages	All	5 years	2 days	Once in 2 years
	b) Science	All	5 years	2 days	
	c) Geography (S.S.)	All	5 years	2 days	
	d) Social Studies	All	5 years	2 days	
	e) History & Civics (S.S.)	All	5 years	2 days	
	f) Maths	All	5 years	2 days	
3.	Use of computers and internet	All	All	3 days	Once in 2 years
4.	Concept of Discipline				
	- how	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 14 NAWAN SHEHAR

**Jan Saniparak 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	%
AURH	56	10	17.86	13			7			10			86	10	11.63
BALACHAUR-I	53	10	18.87	8			4			3			68	10	14.71
BALACHAUR-II	49	10	20.41	7			9			1			66	10	15.15
BANGA	66	10	15.15	12			11			10			99	10	10.10
MUKANDPUR	55	9	16.36	13	2	15.38	12	3	25.00	7	1	14.29	87	15	17.24
NAWAN SHEHAR-I	60	10	16.67	21			9			4			94	10	10.64
NAWAN SHEHAR-II	44	10	22.73	16			5			9			74	10	13.51
SAROA	59	10	16.95	4			9			4			76	10	13.16
<b>Grand Total</b>	<b>442</b>	<b>79</b>	<b>17.87</b>	<b>94</b>	<b>2</b>	<b>2.13</b>	<b>66</b>	<b>3</b>	<b>4.55</b>	<b>48</b>	<b>1</b>	<b>2.08</b>	<b>650</b>	<b>85</b>	<b>13.08</b>

## Blockwise Enrolment / Attendance Teacher / Gradation

School Name & Code	Enrollment		Attendance		Out of Schools		San. Post		Work Post		Vac. Post		A/C	Gradation
	1-V	VI-VIII	I-V	VI-VIII	6-10	11-14	I-V	VI-VIII	I-V	VI-VIII	I-V	VI-VIII	Maintenacnce	LEVEL
<b>Block - 284 AURH</b>														
14-284-0010R201 G.P.S. BURJ TEHAL DASS	87		86				3		1		2		N	Niman
14-284-0014R201 G.P.S. BHARTA KALAN	141		123				3		3				Y	Behtar
14-284-0015R201 G.P.S. GARHI BHARTI	40		35				2		1		1		N	Davandol
14-284-0018R201 G.P.S. DARIYA PUR	120		106		48		4		4				N	Ausat
14-284-0019R201 G.P.S. MIRZA PUR	16	16					2		1		1		N	Davandol
14-284-0020R201 G.P.S. TALWANDI SIBU	32		21				2		1		1		N	Davandol
14-284-0039R201 G.P.S. GARH PADHANA	119		105				4		4				N	Ausat
14-284-0040R201 G.P.S. GARCHA	127		78				4		3		1		N	Ausat
14-284-0042R201 G.P.S. AUR	166		154				5		5				N	Ausat
14-284-0050R201 G.P.S. MALL PUR	72		55				3		1		2		N	Niman
<b>Total</b>	<b>920</b>	<b>16</b>	<b>763</b>		<b>48</b>		<b>32</b>		<b>24</b>		<b>8</b>			
<b>Block - 285 BALACHAUR-I</b>														
14-285-0057R201 G.P.S. SUDHA MAJRA	136		125				4		4				N	Uttam
14-285-0063R201 G.P.S. BACHHWAN	91		81				2				2		N	Kushal
14-285-0079R201 G.P.S. KATHGARH	84		65				3		1		2		N	Behtar
14-285-0083R201 G.P.S. MALEWAL	31		28				2		1		1		N	Behtar
14-285-0086R201 G.P.S. BAGOWAL	87		68				3		1		2		N	Uttam
14-285-0087R201 G.P.S. NIGHI	45		35				2		2				N	Behtar
14-285-0100R201 G.P.S. JATT MAJRI	131		116				4		3		1		N	Kushal
14-285-0105R201 G.P.S. RAIL MAJRA	286		201				6		4		2		N	Behtar
14-285-0106R201 G.P.S. ASRON	110		101				4		3		1		N	Behtar
14-285-0110R201 G.P.S. BELA TAJOWAL	31		27				1				1		N	Behtar
<b>Total</b>	<b>1032</b>		<b>847</b>				<b>31</b>		<b>19</b>		<b>12</b>			
<b>Block - 286 BALACHAUR-II</b>														
14-286-0025U/201 G.P.S. SIANA, WARD NO-1, BALACHAUR	138	136	111	107	5	8	4	6	3	6	1		Y	Shiromani
14-286-0114R201 G.P.S. MEHAT PUR	88	142	88	135		14	4	6	4	5		1		Shiromani
14-286-0133R201 G.P.S. BHADDI	110	157	70	141	2	20	4	5	3	5	1			Uttam
14-286-0137R201 G.P.S. NAWAN PIND TAPPRIAN	85	167	72	159		5	3	6	3	5		1		Uttam
14-286-0139R201 G.P.S. MAJHOT	63	61	47	54	9	10	3	6	1	4	2	2	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
14-286-0140R201 G.P.S. ADOANA	76	107	64	106			3	6	3	3		3	N	Kushal
14-286-0141R201 G.P.S. TAKARALA	217	189	214	153		15	6	6	5	4	1	2	Y	Uttam
14-286-0145R201 G.P.S. THOPIA	125	243	101	190		50	4	6	4	5		1		Uttam
14-286-0425R201 G.P.S. KHEWEWAL	21		19				2		2				Y	Behtar
14-286-0426R201 G.P.S. THANWALA	43		35				2		1		1			Behtar
<b>Total</b>	<b>966</b>	<b>1202</b>	<b>821</b>	<b>1045</b>	<b>16</b>	<b>122</b>	<b>35</b>	<b>47</b>	<b>29</b>	<b>37</b>	<b>6</b>	<b>10</b>		
<b>Block - 287 BANGA</b>														
14-287-0026U201 G.P.S. BALMIK BASTI, WARD NO-1, BANGA	80		62			1	3		3				N	Behtar
14-287-0031U201 G.P.S. RAVIDAS MANDIR, WARD NO-6, BANGA	166		136			6	5		5				N	Behtar
14-287-0153R201 G.P.S. DHAHAN	61		46		1	7	3		3				Y	Uttam
14-287-0165R201 G.P.S. GHUMAN	123		108		3	6	3		1		2		Y	Uttam
14-287-0187R201 G.P.S. MAKSUD PUR	38		33				2		1		1		Y	Ausat
14-287-0188R201 G.P.S. KANGROUR	116		90		1	1	4		4				Y	Kushal
14-287-0190R201 G.P.S. KATARIAN	113		100				4		4				Y	Uttam
14-287-0204R201 G.P.S. BALON	32		30			1	2		1		1		Y	Ausat
14-287-0206R201 G.P.S. ATTARI	34		30				2		1		1		Y	Behtar
14-287-0207R201 G.P.S. MAJARI	159	80	135	75	2	13	5	6	5	6			Y	Kushal
<b>Total</b>	<b>922</b>	<b>80</b>	<b>770</b>	<b>75</b>	<b>7</b>	<b>35</b>	<b>33</b>	<b>6</b>	<b>28</b>	<b>6</b>	<b>5</b>			
<b>Block - 288 MUKANDPUR</b>														
14-288-0212R501 G.S.S.S. MUKAND PUR	156	298	144	288		8	5	6	2	6	3		Y	Uttam
14-288-0213R201 G.P.S. JAGAT PUR	210	212	193	194			7	4	6	4	1		Y	Uttam
14-288-0220R201 G.P.S. GARHI AJIT SINGH	91		91		3	9	4		3		1			Behtar
14-288-0223R201 G.P.S. LAROYA	88		83		2	2	3		2		1		Y	Behtar
14-288-0223R401 G.H.S. LAROYA		235		196		4		5		3		2	Y	Behtar
14-288-0226R201 G.P.S. BAKHLAUR	180		152		8	22	5		2		3		Y	Shiromani
14-288-0226R401 G.H.S. BAKHLAUR		163		137	8	22		5		3		2	Y	Shiromani
14-288-0230R201 G.P.S. NANGAL JATTAN	51		49				2		2				Y	Kushal
14-288-0231R201 G.P.S. PANDRA WAL	117		115				4		2		2		Y	Uttam
14-288-0231R301 G.M.S. PANDRA WAL		70		70				6		3		3	Y	Uttam

## Blockwise Enrolment / Attendance Teacher / Gradation

School Name & Code	Enrollment		Attendance		Out of Schools		San. Post		Work Post		Vac. Post		A/C	Gradation
	1-V	VI-VIII	I-V	VI-VIII	6-10	11-14	I-V	VI-VIII	I-V	VI-VIII	I-V	VI-VIII	Maintenace	LEVEL
14-288-0254R201 G.P.S. RAIPUR DABBA	66		62		2	1	3		3				Y	Uttam
14-288-0254R301 G.M.S. RAIPUR DABBA		69		63		3		5		5			Y	Uttam
14-288-0257R202 G.P.S. (G) GUNACHAUR	147		139		2	12	4		3		1		Y	Uttam
14-288-0257R401 G.H.S. GUNACHAUR		202		185	2	12		8		7		1	Y	Behtar
14-288-0258R201 G.P.S. GEHAL MAZARI	52		48			5	2		2				Y	Behtar
<b>Total</b>	<b>1158</b>	<b>1249</b>	<b>1076</b>	<b>1133</b>	<b>27</b>	<b>100</b>	<b>39</b>	<b>39</b>	<b>27</b>	<b>31</b>	<b>12</b>	<b>8</b>		
<b>Block - 289 NAWAN SHEHAR-I</b>														
14-289-0270R201 G.P.S. ALACHOUR	89	188	80	171		6	4	9	4	8		1	N	Shiromani
14-289-0278R201 G.P.S. BIROWAL	95		89				3		3				N	Shiromani
14-289-0286R201 G.P.S. SANAWA	120	221	108	186		3	4	8	3	7	1	1	N	Uttam
14-289-0287R201 G.P.S. BARWA	122	95	107				4		3		1		N	Uttam
14-289-0289R201 G.P.S. BHAGAURN	108	38	106	31			4	1	4	1			N	Uttam
14-289-0290R201 G.P.S. USHMAN PUR	127	103	110				4		4				N	Shiromani
14-289-0298R201 G.P.S. SHAHBAJ PUR	86		69				3		3				N	Shiromani
14-289-0306R201 G.P.S. NAIE MAZARA	71	35	49	35			3	6	3	6			N	Shiromani
14-289-0309R201 G.P.S. SHEKHU PUR	44		32				2		1		1		N	Kushal
14-289-0313R201 G.P.S. JANIYA	38	24	37				2		2				N	Behtar
<b>Total</b>	<b>900</b>	<b>704</b>	<b>787</b>	<b>423</b>		<b>9</b>	<b>33</b>	<b>24</b>	<b>30</b>	<b>22</b>	<b>3</b>	<b>2</b>		
<b>Block - 290 NAWAN SHEHAR-II</b>														
14-290-0326R201 G.P.S. MANGO WAL (UTAR PASSA)	126	64	121	62		3	4	7	4	6		1	N	Shiromani
14-290-0340R201 G.P.S. BAINS (CHARDA PASSA)	176	107	165	107		3	5	6	5	6			N	Uttam
14-290-0342R201 G.P.S. BHEEN (DAKHAN PASSA)	164	122	151	113			5	6	5	6				Uttam
14-290-0343R201 G.P.S. PALLI JHIKI (LEHNDA PASSA)	89	143	83	134	1	1	3	8	2	8	1			Kushal
14-290-0344R201 G.P.S. PALLI UCHI (CHARDA PASSA)	107		101				4		3		1			Kushal
14-290-0348R201 G.P.S. KOT PALLIYA (CHARDA PASSA)	40		40				2		2					Kushal
14-290-0350R201 G.P.S. LADHANA UCHA (CHARDA PASSA)	157	97	151	97			5	6	4	5	1	1		Shiromani
14-290-0354R201 G.P.S. KAJLA (DAKHAN PASSA)	88		74		1	1	3		3					Uttam
14-290-0355R201 G.P.S. GUJJAR PUR KHURD (CHARDA PASSA)	20		17				2		2					Adarsh
14-290-0356R201 G.P.S. MAHALON (UTAR PASSA)	204	123	194	110			5	8	5	7		1		Kushal
<b>Total</b>	<b>1171</b>	<b>656</b>	<b>1097</b>	<b>623</b>	<b>2</b>	<b>8</b>	<b>38</b>	<b>41</b>	<b>35</b>	<b>38</b>	<b>3</b>	<b>3</b>		

## Blockwise Enrolment / Attendance Teacher / Gradation

School Name & Code	Enrollment		Attendance		Out of Schools		San. Post		Work Post		Vac. Post		A/C	Gradation
	1-V	VI-VIII	I-V	VI-VIII	6-10	11-14	I-V	VI-VIII	I-V	VI-VIII	I-V	VI-VIII	Maintenance	LEVEL
<b>Block - 291 SAROA</b>														
14-291-0369R201 G.P.S. KUKAR SUHA	47	63	38	53		1	2	6	2	4		2	N	Uttam
14-291-0374R201 G.P.S. JIT PUR	39		32			1	2		2					Shiromani
14-291-0378R201 G.P.S. MOJOWAL MAZARA	195	115	178	86		7	5	6	4	6	1			Uttam
14-291-0386R201 G.P.S. SAHDRH	94		76		3	14	3		2		1		N	Kushal
14-291-0406R201 G.P.S. BHOLEWAL	38		30		2		2		1		1		N	Uttam
14-291-0408R201 G.P.S. POJEWAL	125	182	101	159	5	14	4	7	3	7	1		N	Kushal
14-291-0410R201 G.P.S. CHHUCHHE WAL	64		56				2		1		1		N	Shiromani
14-291-0414R201 G.P.S. BEGAMPUR	72		60		5	4	3		3				N	Kushal
14-291-0417R201 G.P.S. SAROA	187	300	180	270	7	25	5	11	5	8		3	N	Kushal
14-291-0443R201 G.P.S. NAWANGRAN	32		27				2		2				Y	Uttam
<b>Total</b>	<b>893</b>	<b>660</b>	<b>778</b>	<b>568</b>	<b>22</b>	<b>66</b>	<b>30</b>	<b>30</b>	<b>25</b>	<b>25</b>	<b>5</b>	<b>5</b>		
<b>Grant Total</b>	<b>7962</b>	<b>4567</b>	<b>6939</b>	<b>3867</b>	<b>122</b>	<b>340</b>	<b>271</b>	<b>187</b>	<b>217</b>	<b>159</b>	<b>54</b>	<b>28</b>		

## Legends :-

Enrolment - Total enrolment I-V &amp; 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 &amp; VI-VIII, Work Tch - Working teachers, Vacant posts - Vacant teacher's posts, VEDC A/c maintenance - VEDC accounts maintenance (numbers)



## Sarva Shiksha Abhiyan During 2001-2002

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

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

## Sarva Shiksha Abhiyan During 2001-2002

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

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

## Sarva Shiksha Abhiyan During 2001-2002

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

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

## Sarva Shiksha Abhiyan During 2001-2002

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

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

## Sarva Shiksha Abhiyan During 2001-2002

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

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

## Sarva Shiksha Abhiyan During 2001-2002

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

Objective code	Title/Description	Objective	Language	Source material	Circulation
17.02	Age and category wise School going children District level SSA/FS/IV/8	Family Survey	Punjabi	SSA, Punjab	District
17.02	School not going/Employed children District level SSA/FS/IV/9	Family Survey	Punjabi	SSA, Punjab	District
17.02	Physically/Mentally handicapped children age wise District level SSA/FS/IV/10	Family Survey	Punjabi	SSA, Punjab	District
17.02	Category wise Physically/Mentally handicapped children Block level SSA/FS/IV/11	Family Survey	Punjabi	SSA, Punjab	District
17.02	Family survey Instruction - book for general expansion of Education SSA/FS/SR/1	Family Survey	Punjabi	SSA, Punjab	School level
17.02	Family Survey Instruction book-2	Family Survey	Punjabi	SSA, Punjab	School level
17.02	Non-Scale map of the Village/ward	Family Survey	Punjabi	SSA, Punjab	School level
17.03	Quarterly Report of Teacher of Upper Primary Schools/Sections at District level SSA/SET/IV/7	Survey/EMIS	Punjabi	SSA, Punjab	District
17.03	Records of school in village/wards SSA/SET/I/1	Survey/EMIS	Punjabi	SSA, Punjab	School level
17.03	Quarterly Enrolment and Teachers Information SSA/SET/I/2 1st To VIIIth class	Survey/EMIS	Punjabi	SSA, Punjab	School level
17.03	Details of Teacher SSA/SET/I/2.1	Survey/EMIS	Punjabi	SSA, Punjab	School level
17.03	Quarterly Enrolment and Teachers Information SSA/SET/I/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 Nawan Shehar.

<b>Enrolment (Survey) - 2002</b>				
	<b>Government schools</b>	<b>Recognized schools</b>	<b>Unrecognized schools</b>	<b>Total</b>
Primary	34573	13716	12502	<b>60791</b>
Upper primary	22451	6551	4432	<b>33434</b>

<b>Enrolment (State Abstract) - 2000</b>				
	<b>Government schools</b>	<b>Recognized schools</b>	<b>Unrecognized schools</b>	<b>Total</b>
Primary	43237	2304	-	<b>45541</b>
Upper primary	24068	4964	-	<b>29032</b>

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

District - 14 - NAWAN SHEHAR

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	9507	7067	16574	4505	3429	7934	1774	1277	3051
Pre Primary Total	9507	7067	16574	4505	3429	7934	1774	1277	3051
I	8073	6147	14220	3778	2913	6691	1548	1191	2739
II	6490	5370	11860	3096	2675	5771	1190	1069	2259
III	6103	5323	11426	2958	2682	5640	1128	961	2089
IV	6495	5352	11847	3058	2670	5728	1250	949	2199
V	6171	5267	11438	2949	2472	5421	1119	971	2090
Primary Total	33332	27459	60791	15839	13412	29251	6235	5141	11376
VI	6262	5545	11807	2981	2626	5607	1161	1035	2196
VII	5466	5183	10649	2455	2395	4850	1039	949	1988
VIII	5866	5112	10978	2494	2289	4783	1197	982	2179
Middle Total	17594	15840	33434	7930	7310	15240	3397	2966	6363
IX	4539	4260	8799	1880	1825	3705	883	801	1684
X	5960	5484	11444	2354	2441	4795	1197	950	2147
Secondary Total	10499	9744	20243	4234	4266	8500	2080	1751	3831
XI	2298	2367	4665	844	809	1653	376	350	726
XII	2154	2655	4809	671	787	1458	412	393	805
Sr. Secondary Total	4452	5022	9474	1515	1596	3111	788	743	1531
Technical Education	235	405	640	78	103	181	31	56	87
Technical Education Total	235	405	640	78	103	181	31	56	87

District - 14 - NAWAN SHEHAR

Sarav Sikhiya Abhiyan, Punjab

Family Survey 2002

Form No. : SSA/FS/IV/6

Report : 02

Year : 2001-2002

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

Class ↓	School Going Children - Total			School Going Children - S.C.			School Going Children - B.C.		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	4748	3677	8425	2794	2185	4979	785	606	1391
Pre Primary Total	4748	3677	8425	2794	2185	4979	785	606	1391
I	3701	3048	6749	2315	1924	4239	641	526	1167
II	3348	3146	6494	2196	2003	4199	499	536	1035
III	3439	3420	6859	2214	2155	4369	549	519	1068
IV	3776	3548	7324	2367	2191	4558	608	535	1143
V	3657	3490	7147	2212	2059	4271	570	585	1155
Primary Total	17921	16652	34573	11304	10332	21636	2867	2701	5568
VI	4069	3961	8030	2320	2199	4519	687	728	1415
VII	3484	3729	7213	1922	2003	3925	632	676	1308
VIII	3650	3558	7208	1915	1873	3788	740	671	1411
Midlle Total	11203	11248	22451	6157	6075	12232	2059	2075	4134
IX	2892	3022	5914	1404	1486	2890	539	533	1072
X	3699	3763	7462	1691	1870	3561	764	641	1405
Secondary Total	6591	6785	13376	3095	3356	6451	1303	1174	2477
XI	1524	1566	3090	626	614	1240	241	221	462
XII	1256	1451	2707	441	474	915	260	215	475
Sr. Secondary Total	2780	3017	5797	1067	1088	2155	501	436	937
Technical Education	64	83	147	25	26	51	13	16	29
Technical Education Total	64	83	147	25	26	51	13	16	29

District - 14 - NAWAN SHEHAR

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	2433	1679	4112	866	644	1510	462	330	792
Pre Primary Total	2433	1679	4112	866	644	1510	462	330	792
I	2288	1654	3942	760	503	1263	438	344	782
II	1649	1138	2787	466	344	810	359	236	595
III	1336	959	2295	381	253	634	263	206	469
IV	1464	949	2413	338	239	577	333	226	559
V	1316	963	2279	353	216	569	283	201	484
Primary Total	8053	5663	13716	2298	1555	3853	1676	1213	2889
VI	1284	949	2233	386	262	648	267	168	435
VII	1156	874	2030	342	246	588	236	139	375
VIII	1361	927	2288	376	251	627	282	194	476
Middle Total	3801	2750	6551	1104	759	1863	785	501	1286
IX	1077	795	1872	317	222	539	214	187	401
X	1473	1148	2621	437	400	837	289	188	477
Secondary Total	2550	1943	4493	754	622	1376	503	375	878
XI	567	528	1095	164	121	285	90	88	178
XII	649	818	1467	173	219	392	116	113	229
Sr. Secondary Total	1216	1346	2562	337	340	677	206	201	407
Technical Education	127	219	346	37	56	93	14	30	44
Technical Education Total	127	219	346	37	56	93	14	30	44

## 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	2326	1711	4037	845	600	1445	527	341	868
Pre Primary Total	2326	1711	4037	845	600	1445	527	341	868
I	2084	1445	3529	703	486	1189	469	321	790
II	1493	1086	2579	434	328	762	332	297	629
III	1328	944	2272	363	274	637	316	236	552
IV	1255	855	2110	353	240	593	309	188	497
V	1198	814	2012	384	197	581	266	185	451
Primary Total	7358	5144	12502	2237	1525	3762	1692	1227	2919
VI	909	635	1544	275	165	440	207	139	346
VII	826	580	1406	191	146	337	171	134	305
VIII	855	627	1482	203	165	368	175	117	292
Middle Total	2590	1842	4432	669	476	1145	553	390	943
IX	570	443	1013	159	117	276	130	81	211
X	788	573	1361	226	171	397	144	121	265
Secondary Total	1358	1016	2374	385	288	673	274	202	476
XI	207	273	480	54	74	128	45	41	86
XII	249	386	635	57	94	151	36	65	101
Sr. Secondary Total	456	659	1115	111	168	279	81	106	187
Technical Education	44	103	147	16	21	37	4	10	14
Technical Education Total	44	103	147	16	21	37	4	10	14

District - 14 - NAWAN SHEHAR

Sarav Sikhiya Abhiyan, Punjab

Family Survey 2002

Form No. : SSA/FS/IV/6

Report : 04

Year : 2001-2002

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	2326	1711	4037	845	600	1445	527	341	868
Pre Primary Total	2326	1711	4037	845	600	1445	527	341	868
I	2084	1445	3529	703	486	1189	469	321	790
II	1493	1086	2579	434	328	762	332	297	629
III	1328	944	2272	363	274	637	316	236	552
IV	1255	855	2110	353	240	593	309	188	497
V	1198	814	2012	384	197	581	266	185	451
Primary Total	7358	5144	12502	2237	1525	3762	1692	1227	2919
VI	909	635	1544	275	165	440	207	139	346
VII	826	580	1406	191	146	337	171	134	305
VIII	855	627	1482	203	165	368	175	117	292
Middle Total	2590	1842	4432	669	476	1145	553	390	943
IX	570	443	1013	159	117	276	130	81	211
X	788	573	1361	226	171	397	144	121	265
Secondary Total	1358	1016	2374	385	288	673	274	202	476
XI	207	273	480	54	74	128	45	41	86
XII	249	386	635	57	94	151	36	65	101
Sr. Secondary Total	456	659	1115	111	168	279	81	106	187
Technical Education	44	103	147	16	21	37	4	10	14
Technical Education Total	44	103	147	16	21	37	4	10	14



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

Year : 2011-2002

Age ↓	School Going Children - Total			School Going Children - S.C.			School Going Children - B.C.		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	2396	1833	4229	1089	858	1947	440	326	766
4	4025	3131	7156	1902	1497	3399	824	567	1391
5	5108	3767	8875	2347	1853	4200	877	684	1561
Sub Total	11529	8731	20260	5338	4208	9546	2141	1577	3718
6	5337	4251	9588	2529	1987	4516	1021	833	1854
7	5155	4420	9575	2463	2208	4671	951	874	1825
8	5891	4865	10756	2766	2368	5134	1101	874	1975
9	5655	4694	10349	2648	2293	4941	1056	853	1909
10	6486	5475	11961	3003	2603	5606	1293	1033	2326
Sub Total	28524	23705	52229	13409	11459	24868	5422	4467	9889
11	5854	5113	10973	2771	2337	5108	1071	956	2027
12	5885	5506	11391	2692	2535	5227	1100	1035	2135
13	5547	5138	10685	2500	2389	4889	1072	941	2013
Sub Total	17286	15763	33049	7963	7261	15224	3243	2932	6175
14	5255	4648	9903	2290	2040	4330	1111	921	2032
15	4407	4191	8598	1740	1818	3558	848	752	1600
Sub Total	9662	8839	18501	4030	3858	7888	1959	1673	3632
16	3560	3606	7166	1425	1495	2920	670	570	1240
17	2536	2560	5096	943	998	1941	465	396	861
Sub Total	6096	6166	12262	2368	2493	4861	1135	966	2101
18	2048	1815	3863	815	666	1481	345	247	592
19	474	518	992	178	171	349	60	72	132
Sub Total	2522	2333	4855	993	837	1830	405	319	724
Grand Total	75619	65537	141156	34101	30116	64217	14305	11934	26239

## 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	2396	1833	4229	1089	858	1947	440	326	766
4	4025	3131	7156	1902	1497	3399	824	567	1391
5	5108	3767	8875	2347	1853	4200	877	684	1561
<b>Sub Total</b>	<b>11529</b>	<b>8731</b>	<b>20260</b>	<b>5338</b>	<b>4208</b>	<b>9546</b>	<b>2141</b>	<b>1577</b>	<b>3718</b>
6	5337	4251	9588	2529	1987	4516	1021	833	1854
7	5155	4420	9575	2463	2208	4671	951	874	1825
8	5891	4865	10756	2766	2368	5134	1101	874	1975
9	5655	4694	10349	2648	2293	4941	1056	853	1909
10	6486	5475	11961	3003	2603	5606	1293	1033	2326
<b>Sub Total</b>	<b>28524</b>	<b>23705</b>	<b>52229</b>	<b>13409</b>	<b>11459</b>	<b>24868</b>	<b>5422</b>	<b>4467</b>	<b>9889</b>
11	5854	5119	10973	2771	2337	5108	1071	956	2027
12	5885	5506	11391	2692	2535	5227	1100	1035	2135
13	5547	5138	10685	2500	2389	4889	1072	941	2013
<b>Sub Total</b>	<b>17286</b>	<b>15763</b>	<b>33049</b>	<b>7963</b>	<b>7261</b>	<b>15224</b>	<b>3243</b>	<b>2932</b>	<b>6175</b>
14	5255	4648	9903	2290	2040	4330	1111	921	2032
15	4407	4191	8598	1740	1818	3558	848	752	1600
<b>Sub Total</b>	<b>9662</b>	<b>8839</b>	<b>18501</b>	<b>4030</b>	<b>3858</b>	<b>7888</b>	<b>1959</b>	<b>1673</b>	<b>3632</b>
16	3560	3606	7166	1425	1495	2920	670	570	1240
17	2536	2560	5096	943	998	1941	465	396	861
<b>Sub Total</b>	<b>6096</b>	<b>6166</b>	<b>12262</b>	<b>2368</b>	<b>2493</b>	<b>4861</b>	<b>1135</b>	<b>966</b>	<b>2101</b>
18	2048	1815	3863	815	666	1481	345	247	592
19	474	518	992	178	171	349	60	72	132
<b>Sub Total</b>	<b>2522</b>	<b>2333</b>	<b>4855</b>	<b>993</b>	<b>837</b>	<b>1830</b>	<b>405</b>	<b>319</b>	<b>724</b>
<b>Grand Total</b>	<b>75619</b>	<b>65537</b>	<b>141156</b>	<b>34101</b>	<b>30116</b>	<b>64217</b>	<b>14305</b>	<b>11934</b>	<b>26239</b>

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

Age ↓	School Going Children - Total			School Going Children - S.C.			School Going Children - B.C.		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	1436	1064	2500	782	571	1353	243	177	420
4	1945	1515	3460	1112	914	2026	339	260	599
5	2154	1828	3982	1338	1134	2472	332	296	628
<b>Sub Total</b>	<b>5535</b>	<b>4407</b>	<b>9942</b>	<b>3232</b>	<b>2619</b>	<b>5851</b>	<b>914</b>	<b>733</b>	<b>1647</b>
6	2588	2261	4849	1640	1407	3047	434	379	813
7	2642	2480	5122	1699	1615	3314	422	438	860
8	3091	2967	6058	1960	1843	3803	489	436	925
9	3217	3028	6245	1985	1837	3822	517	469	986
10	3770	3599	7369	2282	2155	4437	650	615	1265
<b>Sub Total</b>	<b>15308</b>	<b>14335</b>	<b>29643</b>	<b>9566</b>	<b>8857</b>	<b>18423</b>	<b>2512</b>	<b>2337</b>	<b>4849</b>
11	3615	3571	7186	2156	1977	4133	578	631	1209
12	3741	3876	7617	2106	2105	4211	653	706	1359
13	3521	3668	7189	1922	1987	3909	660	665	1325
<b>Sub Total</b>	<b>10877</b>	<b>11115</b>	<b>21992</b>	<b>6184</b>	<b>6069</b>	<b>12253</b>	<b>1891</b>	<b>2002</b>	<b>3893</b>
14	3382	3279	6661	1779	1673	3452	692	613	1305
15	2838	3021	5859	1322	1476	2798	520	522	1042
<b>Sub Total</b>	<b>6220</b>	<b>6300</b>	<b>12520</b>	<b>3101</b>	<b>3149</b>	<b>6250</b>	<b>1212</b>	<b>1135</b>	<b>2347</b>
16	2269	2465	4734	1026	1146	2172	448	395	843
17	1631	1651	3282	706	720	1426	298	239	537
<b>Sub Total</b>	<b>3900</b>	<b>4116</b>	<b>8016</b>	<b>1732</b>	<b>1866</b>	<b>3598</b>	<b>746</b>	<b>634</b>	<b>1380</b>
18	1234	947	2181	530	415	945	220	132	352
19	233	242	475	97	87	184	33	35	68
<b>Sub Total</b>	<b>1467</b>	<b>1189</b>	<b>2656</b>	<b>627</b>	<b>502</b>	<b>1129</b>	<b>253</b>	<b>167</b>	<b>420</b>
<b>Grand Total</b>	<b>43307</b>	<b>41462</b>	<b>84769</b>	<b>24442</b>	<b>23062</b>	<b>47504</b>	<b>7528</b>	<b>7008</b>	<b>14536</b>

District - 14 - NAWAN SHEHAR

Sarav Sikhiya Abhiyan, Punjab  
Family Survey 2002Form No. : SSA/FS/IV/7  
Report : 03  
Year : 2001-2002

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

Age ↓	School Going Children - Total			School Going Children - S.C.			School Going Children - B.C.		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	482	384	866	161	150	311	84	65	149
4	1089	823	1912	376	304	680	238	162	400
5	1513	966	2479	528	356	884	226	193	419
Sub Total	3084	2173	5257	1065	810	1875	548	420	968
6	1412	1003	2415	469	279	748	296	211	507
7	1335	1031	2366	393	318	711	279	205	484
8	1449	957	2406	429	259	688	307	217	524
9	1225	847	2072	311	233	544	238	192	430
10	1437	1044	2481	371	239	610	335	221	556
Sub Total	6858	4882	11740	1973	1328	3301	1455	1046	2501
11	1251	867	2118	310	189	499	269	173	442
12	1252	991	2243	358	262	620	261	174	435
13	1216	898	2114	346	269	615	250	160	410
Sub Total	3719	2756	6475	1014	720	1734	780	507	1287
14	1199	871	2070	349	233	582	253	202	455
15	1048	785	1833	296	231	527	218	160	378
Sub Total	2247	1656	3903	645	464	1109	471	362	833
16	908	750	1658	276	233	509	156	112	268
17	609	596	1205	157	178	335	123	104	227
Sub Total	1517	1346	2863	433	411	844	279	216	495
18	581	611	1192	203	187	390	93	73	166
19	174	176	350	63	56	119	20	26	46
Sub Total	755	787	1542	266	243	509	113	99	212

## 04 - School Going Children (Unrecognised) - (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	478	385	863	146	137	283	113	84	197
4	991	793	1784	414	279	693	247	145	392
5	1441	973	2414	481	363	844	319	195	514
Sub Total	2910	2151	5061	1041	779	1820	679	424	1103
6	1337	987	2324	420	301	721	291	243	534
7	1178	909	2087	371	275	646	250	231	481
8	1351	941	2292	377	266	643	305	221	526
9	1213	819	2032	352	223	575	301	192	493
10	1279	832	2111	350	209	559	308	197	505
Sub Total	6358	4488	10846	1870	1274	3144	1455	1084	2539
11	988	681	1669	305	171	476	224	152	376
12	892	639	1531	228	168	396	186	155	341
13	810	572	1382	232	133	365	162	116	278
Sub Total	2690	1892	4582	765	472	1237	572	423	995
14	674	498	1172	162	134	296	166	106	272
15	521	385	906	122	111	233	110	70	180
Sub Total	1195	883	2078	284	245	529	276	176	452
16	383	391	774	123	116	239	66	63	129
17	296	313	609	80	100	180	44	53	97
Sub Total	679	704	1383	203	216	419	110	116	226
18	233	257	490	82	64	146	32	42	74
19	67	100	167	18	28	46	7	11	18
Sub Total	300	357	657	100	92	192	39	53	92
Grand Total	14132	10475	24607	4263	3078	7341	2104	1076	5407

District - 14 - NAWAN SHEHAR

Sarav Shiksha Abhiyan, Punjab  
Family Survey 2002

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

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

Class Age ↓	Pre Prim.		Primary										Middle					Secondary					Sr. Secondary			Tec. Edu										
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI	VII	VIII	Total		IX	X	Total		XI	XII	Total		Other Tech. / Prof. course.								
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G						
3	2395	1829	1	4									1	4																						
4	3443	2696	581	433	1	1		1					582	435																						
5	2811	1995	2129	1636	164	132	4	4					2297	1772																						
6	848	543	3458	2711	945	909	86	88					4489	3708																						
7	6	3	1851	1318	2475	2208	742	782	80	109	1		5149	4417																						
8	3	1	50	39	2820	2056	2266	2032	659	660	93	77	5888	4864																						
9			2	4	68	54	2894	2326	2084	1685	548	555	5596	4624	59	70					59	70														
10	1		1	2	15	9	92	78	3509	2751	2183	1993	5800	4833	600	564	85	76			2	685	642													
11					1	1	15	7	136	131	3203	2519	3355	2658	1990	1876	460	530	49	55	2499	2461														
12					1		2	2	23	12	106	98	132	112	3445	2919	1744	1829	509	575	5698	5323	55	71			55	71								
13							2	3	2	3	27	23	31	29	125	86	3009	2617	1931	1817	5065	4520	405	532	46	57	451	589								
14									2	1	8	2	10	3	36	22	135	109	3207	2537	3378	2668	1359	1381	461	532	1820	1913	47	64		47	64			
15											1		1		7	8	28	20	134	88	169	116	2544	2140	1377	1523	3921	3663	271	346	45	66	316	412		
16											1		1				5	2	32	25	37	27	123	105	2444	2150	2567	2255	715	925	229	390	944	1315	11	9
17																			10		10	43	28	1007	794	1050	822	755	715	680	906	1435	1621	51	107	
18																	4	2	4	2	10	3	551	347	561	350	439	268	942	1031	1381	1299	102	164		
19																			1		1		74	81	74	81	71	49	258	262	329	311	71	125		
Total	9507	7067	8073	6147	6490	5370	6103	5323	6495	5352	6171	5267	33332	27459	6262	5545	5466	5183	5866	5112	17594	15840	4539	4260	5960	5484	10499	9744	2298	2367	2154	2655	4452	5022	235	405

District - 14 - NAWAN SHEHAR

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								
3	1088	857	1	1									1	1																						
4	1634	1289	267	203	1	5							268	208																						
5	1344	1003	936	803	65	46	2	1					1003	850																						
6	438	278	1518	1241	435	425	38	43					2091	1709																						
7	1	2	937	646	1147	1091	338	429	40	40			2462	2206																						
8			19	16	1387	1073	1034	935	286	321	40	23	2766	2368																						
9				3	51	28	1459	1226	887	771	229	240	2626	2268	22	25																				
10					8	6	75	43	1737	1481	914	842	2734	2372	242	209	27	21		1	269	231														
11					1	1	9	4	86	47	1656	1300	1752	1352	832	782	171	185	16	18	1019	985														
12					1		2	1	21	7	88	51	112	59	1767	1535	651	741	147	183	2565	2459	15	17		15	17									
13							1			2	17	15	18	17	82	52	1507	1364	754	772	2343	2188	125	155	14	29	139	184								
14								1	1	5	1	6	2	31	16	77	70	1503	1234	1611	1320	519	549	140	157	659	706	14	12	14	12					
15													5	7	18	14	59	58	82	79	1129	1040	438	575	1567	1615	81	104	10	20	91	124				
16														4		12	14	16	14	65	48	1025	1039	1090	1087	254	284	61	103	315	387	4	7			
17																7		7	24	13	436	416	460	429	282	287	186	247	468	534	15	28				
18																3	2	3	2	3	3	266	191	269	194	187	102	319	322	506	424	37	46			
19																					35	34	35	34	26	20	95	95	121	115	22	22				
Total	4505	3429	3778	2913	3096	2675	2958	2682	3058	2670	2949	2472	15839	13412	2981	2626	2455	2395	2494	2289	7930	7310	1880	1825	2354	2441	4234	4266	844	809	671	787	1515	1596	78	103





District - 14 - NAWAN SHEHAR

Sarav Shiksha Abhiyan, Punjab  
Family Survey 2002

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

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

Class Age	Pre Prim.		Primary										Middle				Secondary				Sr. Secondary				Tec. Edu													
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI	VII	VIII	Total		IX	X	Total		XI	XII	Total		Other Tech./ Prof. course										
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G										
3	1436	1062	2												2																							
4	1776	1377	169	136											169	138																						
5	1236	1014	857	749	60	65	1											918	814																			
6	297	223	1769	1465	493	505	29	48											2291	2038																		
7	3	1	889	653	1295	1302	414	479	41	45											2639	2479																
8			16	17	1457	1241	1203	1272	371	393	44	44	3091	2967																								
9			1	2	33	26	1721	1550	1137	1096	296	301	3188	2985	29	43											29	43										
10			2	8	7	55	55	2099	1898	1231	1255	3393	3217	342	340	35	41	1	377	382																		
11			1	13	4	105	101	1983	1792	2102	1897	1259	1324	233	324	21	26	1513	1674																			
12			1	2	2	20	11	75	75	98	88	2308	2161	1041	1259	264	330	3613	3750	30	38	30	38															
13			1	1	3	21	21	23	24	91	69	2035	1997	1135	1241	3261	3307	223	309	14	28	237	337															
14			2	1	6	2	8	3	34	17	112	92	2125	1875	2271	1984	814	954	261	300	1075	1254	28	38	28	38												
15			1	1	6	7	23	15	85	69	114	91	1702	1615	823	1054	2525	2669	169	224	29	37	198	261														
16			5	1	18	13	23	14	89	87	1563	1545	1652	1632	473	600	114	216	587	816	7	3																
17			3	3	28	16	659	589	687	605	529	499	400	520	929	1019	15	24																				
18			2	2	6	3	348	197	354	200	282	174	571	551	853	725	25	22																				
19			31	50	31	50	43	31	142	127	185	158	17	34																								
<b>Total</b>	<b>4748</b>	<b>3677</b>	<b>3701</b>	<b>3048</b>	<b>3348</b>	<b>3146</b>	<b>3439</b>	<b>3420</b>	<b>3776</b>	<b>3548</b>	<b>3657</b>	<b>3490</b>	<b>17921</b>	<b>16652</b>	<b>4069</b>	<b>3961</b>	<b>3484</b>	<b>3729</b>	<b>3650</b>	<b>3558</b>	<b>11203</b>	<b>11248</b>	<b>2892</b>	<b>3022</b>	<b>3699</b>	<b>3763</b>	<b>6591</b>	<b>6785</b>	<b>1524</b>	<b>1566</b>	<b>1256</b>	<b>1451</b>	<b>2780</b>	<b>3017</b>	<b>64</b>	<b>83</b>		

District - 14 - NAWAN SHEHAR

Sarav Shiksha Abhiyan,-Punjab  
Family Survey 2002

Form No. : SSA/FS/III/8  
Report : 05  
Year : 2001-2002

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

Class Age	Pre Prim.		Primary										Middle				Secondary				Sr. Secondary				Tec. Edu											
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI	VII	VIII	Total		IX	X	Total		XI	XII	Total		Other Tech. / Prof. course.								
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G						
3	782	571																																		
4	594	811	118	103								118	103																							
5	805	641	499	469	34	24						533	493																							
6	213	161	1084	912	321	304	22	30				1427	1246																							
7		1	606	430	826	834	240	327	27	23		1699	1614																							
8			8	8	966	819	753	757	205	241	26	18	1960	1843																						
9			2	38	16	1124	996	662	624	150	181	1974	1819	11	18					11	18															
10				7	6	63	40	1372	1251	656	683	2098	1980	168	162	16	12			1	184	175														
11				1		9	4	79	42	1289	1115	1378	1161	652	662	117	145	9	9	778	816															
12				1		2	1	21	7	72	47	96	55	1386	1290	506	604	111	146	2003	2040	7	10			7	10									
13						1			2	14	14	15	16	69	48	1193	1167	554	626	1816	1841	85	117	6	13	91	130									
14							1	1	5	1	6	2	29	13	69	62	1184	1031	1282	1106	378	444	103	114	481	558	10	7			10	7				
15													5	6	17	13	47	49	69	68	865	866	318	459	1183	1325	64	71	6	12	70	83				
16														4		7	10	11	10	51	38	747	809	798	847	177	217	37	67	214	284	3	5			
17																1		1	17	9	324	321	341	330	223	230	135	156	358	386	7	3				
18																3		3		1	2	180	131	181	133	133	76	204	193	337	269	9	13			
19																					13	23	13	23	19	13	59	46	78	59	6	5				
<b>Total</b>	2794	2185	2315	1924	2196	2003	2214	2155	2367	2191	2212	2059	11304	10332	2320	2199	1922	2003	1915	1873	6157	6075	1404	1486	1691	1870	3095	3356	626	614	441	474	1067	1088	25	26

District - 14 - NAWAN SHEHAR

Sarav Shiksha Abhiyan, Punjab  
Family Survey 2002

Form No. : SSA/FS/III/8  
Report : 06  
Year : 2001-2002

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

Class Age	Pre Prim.		Primary														Middle						Secondary						Sr. Secondary						Tec. Edu.					
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI		VII		VIII		Total		IX		X		Total		XI		XII		Total		Other Tech. / Prof. course.					
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G				
3	243	176		1																																				
4	319	242	20	18																																				
5	175	158	154	131	3	7																																		
6	48	30	313	264	68	79	5	6																																
7			151	111	198	250	68	73	5	4																														
8			3	1	224	191	187	199	61	42	13	3	488	436	1																									
9					5	9	280	233	188	165	41	56	514	463	2	6	1																							
10					1		6	6	345	314	218	230	570	550	68	59	12	6																						
11							3	1	7	7	285	281	295	289	223	270	52	62	8	10	283	342																		
12									1	1	3	10	12	11	16	375	384	212	239	48	58	635	681	7	9															
13											2	3	2	3	13	7	335	351	243	245	591	603	64	53	3	6	67	59												
14									1			1		2		4	2	17	16	423	343	444	361	174	186	68	58	242	244	4	8			4	8					
15													1			3	1	13	13	17	14	276	263	200	206	476	469	21	31	6	8	27	39							
16																	1	5	1	5	2	14	16	311	246	325	262	90	89	26	41	116	130	2						
17																			1		1	3	6	110	94	113	100	88	64	95	69	183	133	2						
18																					1		70	27	71	27	34	28	111	73	145	101	4	4						
19																							2	4	2	4	4	1	22	24	26	25	5	6						
Total	785	606	641	526	499	536	549	519	808	535	570	585	2867	2701	687	728	632	676	740	671	2059	2075	539	533	764	641	1303	1174	241	221	260	215	501	436	13	16				

District - 14 - NAWAN SHEHAR

Sarav Shiksha Abhiyan, Punjab  
Family Survey 2002

Form No. : SSA/FS/III/8  
Report : 07  
Year : 2001-2002

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

Class Age ↓	Pre Prim.		Primary										Middle						Secondary						Sr. Secondary						Tec. Edu	
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI	VII	VIII	Total	IX	X	Total	XI	XII	Total	Other Tech. / Prof. course.							
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G		
3	481	383	1	1									1	1																		
4	869	666	220	157									220	157																		
5	808	477	652	454	52	32	1	3					705	489																		
6	274	152	881	659	224	170	33	22					1138	851																		
7		1	516	372	629	467	168	158	21	33	1		1335	1030																		
8			17	9	724	447	525	357	164	130	19	14	1449	957																		
9			1	2	18	19	585	408	496	289	111	117	1211	835	14	12				14	12											
10	1				2	2	23	11	758	478	490	404	1273	895	135	132	28	17		163	149											
11							1	1		22	18	671	415	694	434	431	304	111	119	15	10	557	433									
12									2	1	21	11	23	12	679	482	399	339	137	144	1215	965	14	14								
13									1		2	2	3	2	23	13	593	387	462	341	1078	741	116	134	19	21	135	155				
14											1		1		1	5	21	10	702	413	724	428	333	270	125	153	458	423	16	20		
15															1	1	4	2	32	10	37	13	577	357	343	313	920	670	78	84		
16																			12	6	12	6	26	12	598	397	624	409	182	199		
17																				2	2	9	8	218	134	227	142	155	145	200		
18																					1	1	2	140	109	142	109	115	69	270		
19																							1	1	30	21	30	21	21	11		
Total	2433	1679	2288	1654	1649	1138	1336	959	1464	949	1316	963	8053	5663	1284	949	1156	874	1361	927	3801	2750	1077	795	1473	1148	2550	1943	567	528		

District - 14 - NAWAN SHEHAR

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				
3	160	150	1																																			
4	313	240	63	64																																		
5	277	197	235	149	15	10	1																															
6	116	56	275	164	69	49	9	10																														
7		1	180	123	156	141	48	46	9	7																												
8			6	2	218	136	152	81	48	38	5	2	429	259																								
9				1	8	7	164	114	98	72	39	35	309	229	2	4																						
10							7	2	180	121	136	81	323	204	41	30	7	5																				
11									3	1	165	94	168	96	109	69	29	21	4	3	142	93																
12											8	3	8	3	227	152	96	82	24	23	347	257	3	2					3	2								
13													1	1	6	3	204	135	105	82	315	220	26	33	5	15	31	48										
14															1	3	5	3	232	135	238	141	80	59	29	29	109	88	2	4			2	4				
15																	1	1			7	6	8	7	188	120	81	79	269	199	15	20	4	5	19	25		
16																					4	1	4	1	13	5	180	164	193	169	62	36	16	25	78	61	1	2
17																							1	1	5	2	66	60	71	62	40	35	40	62	80	97	6	18
18																									2	1	62	45	64	46	39	20	85	96	124	116	15	25
19																											14	8	14	8	6	6	28	31	34	37	15	11
Total	866	644	760	503	466	344	381	253	338	239	353	216	2298	1555	386	262	342	246	376	251	1104	759	317	222	437	400	754	622	164	121	173	219	337	340	37	56		

District - 14 - NAWAN SHEHAR

Sarav Shiksha Abhiyan, Punjab  
Family Survey 2002

Form No. : SSA/FS/III/8  
Report : 09  
Year : 2001-2002

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

Class Age	Pre Prim.		Primary										Middle						Secondary						Sr. Secondary						Tec. Edu													
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI		VII		VIII		Total		IX		X		Total		XI		XII		Total		Other Tech. / Prof. course.									
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G								
3	84	65																																										
4	204	135	34	27									34	27																														
5	121	87	96	103	8	3	1						105	106																														
6	53	43	190	135	46	30	7	3					243	168																														
7			114	77	129	90	32	30	4	8			279	205																														
8			4	2	172	109	99	77	29	26	3	3	307	217																														
9					3	4	117	90	97	70	15	22	232	186	6	6					6	6																						
10					1		6	5	196	121	103	84	306	210	25	10	4	1			29	11																						
11							1	1	4	1	153	88	158	90	87	67	23	16	1			111	83																					
12									2		8	3	10	3	142	85	82	48	24	31	248	164	3	7			3	7																
13									1		1	1	2	1	7		120	71	94	67	221	138	24	20	3	1	27	21																
14																	5	3	155	93	160	96	62	71	31	27	93	98		8					8									
15																	2		5	2	7	2	120	84	81	52	201	136	7	17	3	5	10	22										
16																			2	1	2	1	5	4	105	62	110	66	25	29	17	16	42	45	2									
17																									43	30	43	30	35	25	40	44	75	69	5	5								
18																			1		1			1	22	11	22	12	21	8	44	36	65	44	5	17								
19																									4	5	4	5	2	1	12	12	14	13	2	8								
Total	462	330	438	344	359	236	263	206	333	226	283	201	1676	1213	267	168	236	139	282	194	785	501	214	187	289	188	503	375	90	88	116	113	206	201	14	30								

District - 14 - NAWAN SHEHAR

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		
3	478	384		1																																
4	796	653	192	138	1	1		1							193	140																				
5	767	504	620	433	52	35	2	1							674	469																				
6	277	168	808	567	228	234	24	18							1060	819																				
7	3	1	446	293	551	439	160	145	18	31					1175	908																				
8	3	1	17	13	639	368	538	403	124	137	30	19	1348	940																						
9					17	9	588	358	451	300	141	137	1197	804	16	15																				
10			1		5		14	12	652	375	462	334	1134	721	123	92	22	18		1	145	111														
11							1	3	9	12	549	312	559	327	300	248	116	87	13	19	429	354														
12									1	10	12	11	12	458	276	304	231	108	101	870	608	11	19				11	19								
13							1	3			4	5	3	11	4	381	233	334	235	726	472	66	89	13	8	79	97									
14											1	1		1		2	7	380	249	383	256	212	157	75	79	287	236	3	6			3	6			
15																1	3	17	9	18	12	265	168	211	156	476	324	24	38	3	11	27	49			
16											1	1				1	2	6	2	7	8	6	283	208	291	214	60	126	28	42	88	168	1	2		
17																		5		5	6	4	130	71	136	75	71	71	80	140	151	211	9	22		
18																		1	2	1	2	2		63	41	65	41	42	25	101	145	143	170	24	44	
19																								13	10	13	10	7	7	37	48	44	55	10	35	
Total	2326	1711	2084	1445	1493	1085	1328	944	1255	855	1198	814	7358	5144	909	635	826	580	855	627	2590	1842	570	443	788	573	1358	1016	207	273	249	386	456	659	44	103

District - 14 - NAWAN SHEHAR

Sarav Shiksha Abhiyan, Punjab

Family Survey 2002

Form No. : SSA/FS/III/8

Report : 11

Year : 2001-2002

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

Class Age	Pre Prim.		Primary										Middle						Secondary						Sr. Secondary						Tec. Edu					
	Nursery/ Aaganw- ari Etc.		I		II		III		IV		V		Total		VI		VII		VIII		Total		IX		X		Total		XI		XII		Total		Other Tech. / Prof. course.	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G		
3	146	136		1																																
4	327	238	86	36	1	5								87	41																					
5	262	165	202	185	16	12	1	1						219	198																					
6	109	61	259	165	45	72	7	3						311	240																					
7	1		151	93	165	115	50	55	4	10				370	275																					
8			5	6	201	116	129	97	33	42	9	3		377	266																					
9					5	5	171	116	127	75	40	24	343	220	9	3					9	3														
10					1		5	1	185	109	122	78	313	188	33	17	4	4					37	21												
11									4	4	202	91	206	95	71	51	25	19	3	6	99	76														
12											8	1	8	1	154	93	49	55	12	14	215	162	5	5			5	5								
13													3	3			7	1	110	62	95	64	212	127	14	5	3	1	17	6						
14															1		3	5	87	68	91	73	61	46	8	14	69	60	2	1			2	1		
15																	1	5	3	5	4	76	54	39	37	115	91	2	13		3	2	16			
16																			1	3	1	3	1	5	98	66	99	71	15	31	8	11	23	42		
17																					5	5	2	2	46	35	48	37	19	22	11	29	30	51	2	7
18																					2	2			24	15	24	15	15	6	30	33	45	39	13	8
19																									8	3	8	3	1	1	8	18	9	19	1	6
Total	845	600	703	486	434	326	363	274	354	240	384	197	2237	1525	275	165	191	146	203	165	669	476	159	117	226	171	385	288	54	74	57	94	111	168	16	21



District - 14 - NAWAN SHEHAR

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													
3	113	84																																													
4	211	122	36	23									36	23																																	
5	154	101	154	89	11	5							165	94																																	
6	49	34	188	141	47	62	7	6					242	209																																	
7			89	67	124	120	34	39	3	5			250	231																																	
8			2	1	147	107	133	87	18	26	5			305	221																																
9					3	3	139	100	118	62	38	26	298	191	3	1					3	1																									
10							3	2	169	94	107	81	279	177	19	20	10					29	20																								
11							2	1	1	114	77	115	80	77	52	31	20	1					109	72																							
12										2	1	2	1	108	66	50	58	25	28	183	152	1	2					1	2																		
13																	75	55	61	40	136	95	22	19	4	2	26	21																			
14																	4		84	47	88	47	41	28	35	29	76	57	2	2					2	2											
15																	1	1	3	2	4	3	65	32	37	29	102	61	3	4	1	2	4	6													
16																			1		1		1		39	40	40	40	19	16	6	7	25	23													
17																									17	12	17	12	15	13	12	26	27	39											2		
18																									11	9	11	9	5	6	14	23	19	29	2	4											
19																									1		1		1		3	7	4	7	2	4											
<b>Total</b>	527	341	469	321	332	297	316	236	309	188	266	185	1692	1227	207	139	171	134	175	117	553	390	130	81	144	121	274	202	45	41	36	65	81	106	4	10											

District - 14 - NAWAN SHEHAR

Sarav Sikhiya Abhiyan, Punjab  
Family Survey 2002

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

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

Age 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	205	167	372	98	70	168	36	48	84									
4	190	141	331	99	86	185	39	19	58									
5	125	115	240	71	76	147	21	18	39	6	2	8		1	1			
6	71	56	127	45	33	78	13	11	24	1	1	2	1	1	2			
7	50	51	101	28	35	63	9	6	15	1	2	3	1	1	2			
8	60	63	123	42	27	69	8	13	21									
9	35	39	74	24	22	46	6	11	17	2	2	4	1	2	3			
10	95	70	165	61	41	102	8	18	26	6	7	13	4	2	6	1		1
11	83	61	144	54	31	85	8	17	25	9	7	16	7	2	9	1	1	2
12	217	170	387	138	93	231	35	49	84	24	3	27	16	1	17	3	1	4
13	286	250	536	191	138	329	48	69	117	38	13	51	35	9	44		1	1
14	467	390	857	310	226	536	75	115	190	61	14	75	47	12	59	9	1	10
15	734	617	1351	457	347	804	129	169	298	158	41	199	115	29	144	25	2	27
16	896	828	1724	515	480	995	200	192	392	131	74	205	89	59	148	26	8	34
17	990	922	1912	543	503	1046	190	240	430	187	81	268	121	41	162	37	9	46
18	1262	1001	2263	709	506	1215	221	245	466	232	89	321	154	60	214	37	9	46

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

Age	Total Children						SC Children						BC Children					
	School Going			School Not Going			School Going			School Not Going			School Going			School Not Going		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3	5	1	6	10	6	16	3	1	4	3	2	5	1		1	2	1	3
4	5	3	8	14	3	17	1	1	2	8	1	9	4	2	6	3		3
5	13	1	14	12	7	19	4		4	3	7	10	4		4	8	1	9
6	11	9	20	14	8	22	4	5	9	8	3	11	3	2	5	4		4
7	14	9	23	15	5	20	9	7	16	8	3	11	4	2	6	5		5
8	21	14	35	18	9	27	9	5	14	8	4	12	5	5	10	3	1	4
9	14	18	32	15	6	21	10	8	18	13	4	17	3	5	8	3	2	5
10	24	20	44	27	14	41	11	10	21	19	6	25	10	2	12	4	2	6
11	19	10	29	23	14	37	12	4	16	13	7	20	2	2	4	4	3	7
12	24	19	43	26	19	45	9	12	21	15	11	26	9	3	12	3	5	8
13	23	17	40	37	27	64	10	10	20	17	15	32	4	2	6	8	7	15
14	34	15	49	39	21	60	20	10	30	22	13	35	5	2	7	7	5	12
15	16	16	32	42	22	64	11	9	20	25	12	37	5	4	9	5	5	10
16	17	14	31	42	30	72	12	8	20	24	22	46	1	1	2	10	1	11
17	14	10	24	33	29	62	8	3	11	17	19	36	1	1	2	3	4	7
18	13	8	21	39	32	71	5	5	10	17	19	36	2		2	9	8	17

District - 14 - NAWAN SHEHAR

Sarav Sikhiya Abhiyan, Punjab -  
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Form No. : SSA/FS/IV/10  
Report : 02  
Year : 2001-2002

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

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

District - 14 - NAWAN SHEHAR

Sarav Sikhiya Abhiyan, Punjab  
Family Survey 2002

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

District - 14 - NAWAN SHEHAR

Sarav Sikhiya Abhiyan, Punjab -  
Family Survey 2002

Form No. : SSA/FS/IV/10

Report : 04

Year : 2001-2002

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

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

District - 14 - NAWAN SHEHAR

Sarav Sikhiya Abhiyan, Punjab  
Family Survey 2002

Form No. : SSA/FS/IV/10

Report : 05

Year : 2001-2002

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

Age ↓	Total Children						SC Children						BC Children					
	School Going			School Not Going			School Going			School Not Going			School Going			School Not Going		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
3				1	1	2				1		1					1	1
4	1		1	7		7				4		4	1		1			
5	3		3	4	3	7					4	4	1		1	3		3
6	2	5	7	5	2	7	1	3	4	3	1	4	1		1	2		2
7	4	5	9	1	1	2	3	3	6		1	1		1	1	1		1
8	11	7	18	6	2	8	6	2	8	3	1	4	2	2	4	1		1
9	9	10	19	2		2	8	4	12	2	1	3	1	1	2	1		1
10	8	8	16	9	2	11	4	3	7	6	1	7	3	1	4			
11	9	3	12	3	1	4	5	2	7	1	1	2	1	1	2	1		1
12	14	10	24	10	5	15	5	7	12	5	1	6	4	1	5		2	2
13	18	8	26	10	5	15	10	4	14	3	2	5	1		1	1	2	3
14	22	12	34	7	5	12	15	9	24	8	1	9	1	1	2		1	1
15	12	12	24	6	9	15	8	6	14	3	5	8	4	4	8		2	2
16	13	7	20	11	7	18	10	4	14	7	6	13	1	1	2	3		3
17	8	4	12	10	7	17	6	2	8	6	4	10	1		1	1	1	2
18	9	4	13	17	8	25	3	2	5	6	4	10	2		2	3	4	7

District - 14 - NAWAN SHEHAR

Sarav Sikhiya Abhiyan, Punjab  
Family Survey 2002

Form No. : SSA/FS/IV/10  
Report : 06  
Year : 2001-2002

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

Age	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	4	9		1	1	1	1	2	1		1			
4				2	2	4					1	1				3		3
5	4		4	3	2	5	1		1	1	2	3	2		2			
6		3	3	6	3	9		1	1	3	2	5		2	2	1		1
7	3		3	9	2	11				5	1	6	1		1	3		3
8	5	1	6	10	2	12	1		1	4	1	5	2	1	3	2		2
9	3	2	5	11	4	15	2	1	3	9	2	11	1	2	3	1	2	3
10	8	4	12	12	8	20	4	2	6	9	2	11	2	1	3	1		1
11	2	2	4	11	7	18	1	1	2	6	2	8					2	2
12	3	3	6	9	7	16	2	1	3	6	4	10	1	1	2		2	2
13	2	3	5	16	19	35		2	2	6	10	16		1	1	3	5	8
14	4		4	23	11	34	3		3	9	9	18	2		2	3	1	4
15		1	1	24	11	35				14	6	20				3	2	5
16	2		2	24	17	41	1		1	14	12	26				6		6
17	4	1	5	15	16	31	1		1	7	12	19				1		1
18	1	2	3	11	18	29	1	1	2	6	13	19				3	2	5



District - 14 - NAWAN SHEHAR

Sarav Sikhiya Abhiyan, Punjab  
Family Survey 2002

Form No. : SSA/FS/IV/10

Report : 07

Year : 2001-2002

## 07 - Children Affected with Any Other Challenge - (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	1		1	1		1	1		1							1		1
4		1	1										1	1	2			
5	1		1													2		2
6	1	1	2		1	1		1	1				1		1			
7	1	2	3				3	2	5									
8		1	1		1	1		2	2					1	1			
9	1	1	2					2	2	1		1	1		1			
10	2	3	5				2	2	4		1	1	2		2		2	2
11	7	2	9	1	1	2	5		5	1	1	2	1		1	1		1
12	1		1		1	1	1		1		1	1	1		1	1		1
13		2	2	1		1		2	2	1		1	1		1	1		1
14	3	1	4	2	1	3	1	1	2	2	1	3				1	1	2
15	3	1	4	2	1	3	2	1	3	1	1	2	1		1			
16		1	1	3	2	5				1	1	2						1
17		2	2	1	1	2		1	1	2	1	3						1
18	2	1	3	2	2	4	1	2	3	1	1	2				1		1































District - 14 - NAWAN SHEHAR

Sarav Shikshia Abhiyan, Punjab

SSA/FS/IV/15

Report : I

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

Year : 2001-2002

Class ↓	Total School Going			State Govt.			Non-State Govt.			Unrecognised		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	57.36	42.64	100.00	56.36	43.64	100.00	59.17	40.83	100.00	57.62	42.38	100.00
Pre Primary Total	57.36	42.64	100.00	56.36	43.64	100.00	59.17	40.83	100.00	57.62	42.38	100.00
I	56.77	43.23	100.00	54.84	45.16	100.00	58.04	41.96	100.00	59.05	40.95	100.00
II	54.72	45.28	100.00	51.56	48.44	100.00	59.17	40.83	100.00	57.89	42.11	100.00
III	53.41	46.59	100.00	50.14	49.86	100.00	58.21	41.79	100.00	58.45	41.55	100.00
IV	54.82	45.18	100.00	51.56	48.44	100.00	60.67	39.33	100.00	59.48	40.52	100.00
V	53.95	46.05	100.00	51.17	48.83	100.00	57.74	42.26	100.00	59.54	40.46	100.00
Primary Total	54.83	45.17	100.00	51.84	48.16	100.00	58.71	41.29	100.00	58.85	41.15	100.00
VI	53.04	46.96	100.00	50.67	49.33	100.00	57.50	42.50	100.00	58.87	41.13	100.00
VII	51.33	48.67	100.00	48.30	51.70	100.00	56.95	43.05	100.00	58.75	41.25	100.00
VIII	53.43	46.57	100.00	50.64	49.36	100.00	59.48	40.52	100.00	57.69	42.31	100.00
Middle Total	52.62	47.38	100.00	49.90	50.10	100.00	58.02	41.98	100.00	58.44	41.56	100.00
IX	51.59	48.41	100.00	48.90	51.10	100.00	57.53	42.47	100.00	56.27	43.73	100.00
X	52.08	47.92	100.00	49.57	50.43	100.00	56.20	43.80	100.00	57.90	42.10	100.00
Secondary Total	51.86	48.14	100.00	49.27	50.73	100.00	56.75	43.25	100.00	57.20	42.80	100.00
XI	49.26	50.74	100.00	49.32	50.68	100.00	51.78	48.22	100.00	43.13	56.88	100.00
XII	44.79	55.21	100.00	46.40	53.60	100.00	44.24	55.76	100.00	39.21	60.79	100.00
Sr. Secondary Total	46.99	53.01	100.00	47.96	52.04	100.00	47.46	52.54	100.00	40.90	59.10	100.00
Technical Education	36.72	63.28	100.00	43.54	56.46	100.00	36.71	63.29	100.00	29.93	70.07	100.00
Technical Education Total	36.72	63.28	100.00	43.54	56.46	100.00	36.71	63.29	100.00	29.93	70.07	100.00
Grand Total	53.65	46.35	100.00	51.10	48.90	100.00	57.43	42.57	100.00	57.60	42.40	100.00



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

Class ↓	Total School Going			State Govt.			Non-State Govt.			Unrecognised		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre Primary	57.36	42.64	100.00	28.65	22.19	50.83	14.68	10.13	24.81	14.03	10.32	24.36
Pre Primary Total	57.36	42.64	100.00	28.65	22.19	50.83	14.68	10.13	24.81	14.03	10.32	24.36
I	56.77	43.23	100.00	26.03	21.43	47.46	16.09	11.63	27.72	14.66	10.16	24.82
II	54.72	45.28	100.00	28.23	26.53	54.76	13.90	9.60	23.50	12.59	9.16	21.75
III	53.41	46.59	100.00	30.10	29.93	60.03	11.69	8.39	20.09	11.62	8.26	19.88
IV	54.82	45.18	100.00	31.87	29.95	61.82	12.36	8.01	20.37	10.59	7.22	17.81
V	53.95	46.05	100.00	31.97	30.51	62.48	11.51	8.42	19.92	10.47	7.12	17.59
Primary Total	54.83	45.17	100.00	29.48	27.39	56.87	13.25	9.32	22.56	12.10	8.46	20.57
VI	53.04	46.96	100.00	34.46	33.55	68.01	10.87	8.04	18.91	7.70	5.38	13.08
VII	51.33	48.67	100.00	32.72	35.02	67.73	10.86	8.21	19.06	7.76	5.45	13.20
VIII	53.43	46.57	100.00	33.25	32.41	65.66	12.40	8.44	20.84	7.79	5.71	13.50
Middle Total	52.62	47.38	100.00	33.51	33.64	67.15	11.37	8.23	19.59	7.75	5.51	13.26
IX	51.59	48.41	100.00	32.87	34.34	67.21	12.24	9.04	21.28	6.48	5.03	11.51
X	52.08	47.92	100.00	32.32	32.88	65.20	12.87	10.03	22.90	6.89	5.01	11.89
Secondary Total	51.86	48.14	100.00	32.56	33.52	66.08	12.60	9.60	22.20	6.71	5.02	11.73
XI	49.26	50.74	100.00	32.67	33.57	66.24	12.15	11.32	23.47	4.44	5.85	10.29
XII	44.79	55.21	100.00	26.12	30.17	56.29	13.50	17.01	30.51	5.18	8.03	13.20
Sr. Secondary Total	46.99	53.01	100.00	29.34	31.85	61.19	12.84	14.21	27.04	4.81	6.96	11.77
Technical Education	36.72	63.28	100.00	10.00	12.97	22.97	19.84	34.22	54.06	6.88	16.09	22.97
Technical Education Total	36.72	63.28	100.00	10.00	12.97	22.97	19.84	34.22	54.06	6.88	16.09	22.97
Grand Total	53.65	46.35	100.00	30.77	29.45	60.22	12.85	9.52	22.37	10.03	7.38	17.41

District - 14 - NAWAN SHEHAR\*

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
		6	7	8	9	10	I-V				VI-VIII			IX-X			XI-XII	
	Age →	6	7	8	9	10	6-10	11	12	13	11-13	14	15	14-15	16	17	16-17	6-17
Gross Enrolment in Grade	Boys	8073	6490	6103	6495	6171	33332	6262	5466	5866	17594	4539	5960	10499	2298	2154	4452	65877
	Girls	6147	5370	5323	5352	5267	27459	5545	5183	5112	15840	4260	5484	9744	2367	2655	5022	58065
	Total	14220	11860	11426	11847	11438	60791	11807	10649	10978	33434	8799	11444	20243	4665	4809	9474	123942
Population in the Relevant Age	Boys	7205	5978	6898	6592	7205	33878	5825	6438	6745	19008	7665	6745	14410	7358	6132	13490	80786
	Girls	5657	5097	5377	5657	5937	27725	5041	6161	5881	17083	6161	6441	12602	6721	5321	12042	69452
	Total	12862	11075	12275	12249	13142	61603	10866	12599	12626	36091	13826	13186	27012	14079	11453	25532	150238
Gross Enrolment Ratio	Boys	112.05	108.56	88.47	98.53	85.65	98.39	107.5	84.90	86.97	92.56	59.22	88.36	72.86	31.23	35.13	33.00	81.55
	Girls	108.7	105.36	99.00	94.61	88.71	99.04	110.0	84.13	86.92	92.72	69.14	85.14	77.32	35.22	49.90	41.70	83.60
	Total	110.56	107.09	93.08	96.72	87.03	98.68	108.7	84.52	86.95	92.64	63.64	86.79	74.94	33.13	41.99	37.11	82.50

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

# PART - IV

District : Nawan Shehar

District Data Summary Sheet

SL.No.	DESCRIPTION	Numbers
1	No. of C D Blocks/BRC's	5
1.1	No. of B.R. & D.R. Personnels (4x20+1x10)+10	100
2	No. of P E Blocks	8
3	No. of CRC's	51
4	No. of Villages	471
4.1	No. of VEDC's	654
4.2	No. of VEDC's Members	5224
5	No. of Habitations/Wards (Unservd)	1298
5.1	No. of S.C. Bastis	676
6	No. of House Holds	107304
	<b>No. of Schools</b>	
7	No. of Primary Schools (State Govt.)	441
7.1	Non State Govt. Primary Schools	8
7.2	Unrecognised Primary Schools	103
8	No. of Middle Schools/Sections (State Govt.)	213
8.1	Non State Govt. Middle Schools/Sections	37
8.2	Unrecognised Middle Schools/Sections	124
	<b>No. of Teachers (State Govt.)</b>	
9	No. of Primary Teachers	1433
9.1	No. of JBT Teachers + New	1095
9.2	No. of HT	287
9.3	No. of CHT's	51
10	No. of Teachers Middle Schools/Sections	1278
	<b>Primary (State Govt.)</b>	
11	Total No. of Students	34573
11.1	Male Students	17921
11.2	Female Students	16652
11.3	Total No. of S.C. Students	21636
11.4	Male S.C. Students	11304
11.5	Female S.C. Students	10332
	<b>Upper Primary (State Govt.)</b>	
12	Total No. of Students	22451
12.1	Male Students	11203
12.2	Female Students	11248
12.3	Total No. of S.C. Students	12232
12.4	Male S.C. Students	6157
12.5	Female S.C. Students	6075
	<b>Out of School Children</b>	
13	No. of Out of School Children Total	2514
13.1	No. of Out of School Children Male	1364
13.2	No. of Out of School Children Female	1150
13.3	No. of EGS Centres (Proposed)	48
	<b>No. of Handicapped Children</b>	
14	Total No. of Handicapped Children	623
14.1	Male Handicapped Children	384
14.2	Female Handicapped Children	239

<i>District -Nawanshar</i>			
Blockwise list of BRC and CRC			
PEBlock Code & Name			
		CRC	BRC
284	AURH	6	1
285	BALACHAUR-I	6	
286	BALACHAUR-II	6	1
287	BANGA	6	
288	MUKANDPUR	7	1
289	NAWAN SHEHAR-I	7	
290	NAWAN SHEHAR-II	7	1
291	SAROA	6	1
	<b>Total</b>	<b>51</b>	<b>5</b>

District wise list of PEBlocks	
PEBLOCK	CODE
NAWAN SHEHAR	
AURH	284
BALACHAUR-I	285
BALACHAUR-II	286
BANGA	287
MUKANDPUR	288
NAWAN SHEHAR-I	289
NAWAN SHEHAR-II	290
SAROA	291

Source : Sarva Shiksha Abhiyan

<i>District - Nawanshahr</i>		
<i>Blockwise Distribution of Villages</i>		
PEBlock Code & Name		Villages
284	AURH	58
285	BALACHAUR-I	64
286	BALACHAUR-II	59
287	BANGA	63
288	MUKANDPUR	57
289	NAWAN SHEHAR-I	64
290	NAWAN SHEHAR-II	43
291	SAROA	63
	<b>Total</b>	<b>471</b>

**BLOCKWISE COUNT OF - PRIMARY SCHOOLS**

DISTRICT - NAWAN SHEHAR

PE Block Code & Name	G1	G2	G3	G4	TOTG	P1	P2	P3	P4	P5	P6	TOTP	TOTAL
PE284 AURH	56	0	0	0	56	0	0	2	0	0	18	20	76
PE285 BALACHAUR-I	53	0	0	0	53	0	1	0	0	0	16	17	70
PE286 BALACHAUR-II	49	0	0	0	49	0	0	0	0	0	9	9	58
PE287 BANGA	65	0	0	0	65	1	0	0	0	0	20	21	86
PE288 MUKANDPUR	55	0	0	0	55	0	0	0	0	0	14	14	69
PE289 NAWAN SHEHAR-I	60	0	0	0	60	0	0	0	0	0	4	4	64
PE290 NAWAN SHEHAR-II	44	0	0	0	44	3	0	1	0	0	14	18	62
PE291 SAROA	59	0	0	0	59	0	0	0	0	0	8	8	67
<b>TOTAL</b>	<b>441</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>441</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>103</b>	<b>111</b>	<b>552</b>

**LEGEND:-**

G1 STATE GOVT.

G2 CENTER GOVT.

G3 OTHER ORG. OF STATE GOVT.

G4 OTHER ORG. OF CENTER GOVT.

P1 AIDED AND RECOGNISED

P2 RECOGNISED

P3 AFFILIATED WITH P.S.E.B.

P4 AFFILIATED WITH C.B.S.E.

P5 AFFILIATED WITH I.C.S.E.

P6 ANY OTHER



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

DISTRICT - NAWAN SHEHAR

PE Block Code & Name	G1	G2	G3	G4	TOTG	P1	P2	P3	P4	P5	P6	TOTP	TOTAL
PE284 AURH	33	0	0	0	33	0	0	1	2	0	22	25	58
PE285 BALACHAUR-I	16	0	0	0	16	2	1	0	0	0	13	16	32
PE286 BALACHAUR-II	17	0	0	0	17	0	0	0	0	0	3	3	20
PE287 BANGA	34	0	0	0	34	3	0	11	0	0	29	43	77
PE288 MUKANDPUR	32	0	0	0	32	2	0	0	1	0	15	18	50
PE289 NAWAN SHEHAR-I	34	0	0	0	34	0	0	0	0	0	11	11	45
PE290 NAWAN SHEHAR-II	30	0	1	0	31	1	1	4	0	0	18	24	55
PE291 SAROA	17	1	0	0	18	2	0	4	0	0	13	19	37
<b>TOTAL</b>	<b>213</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>215</b>	<b>10</b>	<b>2</b>	<b>20</b>	<b>3</b>	<b>0</b>	<b>124</b>	<b>159</b>	<b>374</b>

**LEGEND:-**

G1 STATE GOVT.

G2 CENTER GOVT.

G3 OTHER ORG. OF STATE GOVT.

G4 OTHER ORG. OF CENTER GOVT.

P1 AIDED AND RECOGNISED

P2 RECOGNISED

P3 AFFILIATED WITH P.S.E.B.

P4 AFFILIATED WITH C.B.S.E.

P5 AFFILIATED WITH I.C.S.E.

P6 ANY OTHER

<i>District -Nawanshar</i>					
<b>Blockwise Breakup of Primary Teachers</b>					
<b>PEBlock Code &amp; Name</b>		<b>JBT</b>	<b>HT</b>	<b>CHT</b>	<b>Total</b>
284	AURH	127	36	6	169
285	BALACHAUR-I	117	21	5	143
286	BALACHAUR-II	101	26	6	133
287	BANGA	154	50	6	210
288	MUKANDPUR	131	39	7	177
289	NAWAN SHEHAR-I	136	41	6	183
290	NAWAN SHEHAR-II	136	33	6	175
291	SAROA	138	36	6	180
	<b>Total</b>	<b>1040</b>	<b>282</b>	<b>48</b>	<b>1370</b>
	<b>Unadjusted Teachers in Peblocks</b>	<b>27</b>	<b>5</b>	<b>3</b>	<b>35</b>
	<b>New Teachers</b>				<b>28</b>
	<b>Grand Total</b>	<b>1067</b>	<b>287</b>	<b>51</b>	<b>1433</b>

CD Block wise enrollment March'2002						
Sr. No.	District	Integrated child development scheme	Aanganwari centres	Pre School Education (3-6 years)		
				Boys	Girls	Total
14	NAWAN SHEHAR	Aur	83	1063	1050	2113
		Balachaur	102	1665	1537	3202
		Banga	139	1568	1402	2970
		Nawan Shehar	172	1643	1478	3121
		Saroya	43	772	721	1493
<b>District Total</b>			<b>539</b>	<b>6711</b>	<b>6188</b>	<b>12899</b>

Source : SW Department

District-Nawan Shehar							
Blockwise Enrollment in State Govt. Primary Schools							
Peblock		Total			SC		
		Male	Female	Total	Male	Female	Total
284	AURH	2518	2287	4805	1666	1500	3166
285	BALACHAUR-I	1646	1553	3199	767	769	1536
286	BALACHAUR-II	1320	1298	2618	639	587	1226
287	BANGA	2756	2686	5442	2113	1966	4079
288	MUKANDPUR	2425	2243	4668	1789	1625	3414
289	NAWAN SHEHAR-I	2565	2301	4866	1649	1496	3145
290	NAWAN SHEHAR-II	2420	2054	4474	1515	1274	2789
291	SAROA	2271	2230	4501	1166	1115	2281
	<b>TOTAL</b>	<b>17921</b>	<b>16652</b>	<b>34573</b>	<b>11304</b>	<b>10332</b>	<b>21636</b>

District-Nawan Shehar							
Blockwise Enrollment in State Govt. Middle Schools							
Peblock		Total			SC		
		Male	Female	Total	Male	Female	Total
284	AURH	1539	1537	3076	923	919	1842
285	BALACHAUR-I	900	996	1896	308	341	649
286	BALACHAUR-II	1028	942	1970	357	325	682
287	BANGA	1815	1870	3685	1278	1277	2555
288	MUKANDPUR	1639	1717	3356	1086	1104	2190
289	NAWAN SHEHAR-I	1449	1382	2831	760	698	1458
290	NAWAN SHEHAR-II	1487	1506	2993	853	882	1735
291	SAROA	1346	1298	2644	592	529	1121
	<b>TOTAL</b>	<b>11203</b>	<b>11248</b>	<b>22451</b>	<b>6157</b>	<b>6075</b>	<b>12232</b>

## District - NAWAN SHEHAR

<i>Blockwise Enrollment in (Primary) Schools</i>					
Peblock		State Govt.	Non-State Govt.	Unrecognised	Grand Total
		Total	Total	Total	
284	AURH	4805	1648	1729	8182
285	BALACHAUR-I	3199	2126	1680	7005
286	BALACHAUR-II	2618	716	1215	4549
287	BANGA	5442	2548	2416	10406
288	MUKANDPUR	4668	1924	1299	7891
289	NAWAN SHEHAR-I	4866	1252	1660	7778
290	NAWAN SHEHAR-II	4474	1735	917	7126
291	SAROA	4501	1767	1586	7854
<b>Grand Total</b>		<b>34573</b>	<b>13716</b>	<b>12502</b>	<b>60791</b>

Source : Family Survey 2002

## District - NAWAN SHEHAR

*Blockwise Enrollment in (Middle) Schools*

Peblock		State Govt.	Non-State Govt.	Unrecognised	Grand Total
		Total	Total	Total	
284	AURH	3076	621	624	4321
285	BALACHAUR-I	1896	1224	537	3657
286	BALACHAUR-II	1970	252	335	2557
287	BANGA	3685	1227	962	5874
288	MUKANDPUR	3356	790	527	4673
289	NAWAN SHEHAR-I	2831	823	572	4226
290	NAWAN SHEHAR-II	2993	717	331	4041
291	SAROA	2644	897	544	4085
<b>Grand Total</b>		<b>22451</b>	<b>6551</b>	<b>4432</b>	<b>33434</b>

Source : Family Survey 2002

District-Nawan Shehar							
Blockwise Out of Schools Children							
Peblock		Age Group (6-14)					
		Total			SC		
		Male	Female	Total	Male	Female	Total
284	AURH	232	145	377	161	88	249
285	BALACHAUR-I	234	266	500	166	175	341
286	BALACHAUR-II	120	160	280	46	45	91
287	BANGA	182	118	300	144	88	232
288	MUKANDPUR	147	74	221	109	44	153
289	NAWAN SHEHAR-I	122	107	229	75	64	139
290	NAWAN SHEHAR-II	138	83	221	106	62	168
291	SAROA	189	197	386	86	80	166
	<b>TOTAL</b>	<b>1364</b>	<b>1150</b>	<b>2514</b>	<b>893</b>	<b>646</b>	<b>1539</b>



District-Nawan Shehar							
Blockwise Out of Schools Children							
Peblock		Age Group (6-14)					
		Total			SC		
		Male	Female	Total	Male	Female	Total
284	AURH	232	145	377	161	88	249
285	BALACHAUR-I	234	266	500	166	175	341
286	BALACHAUR-II	120	160	280	46	45	91
287	BANGA	182	118	300	144	88	232
288	MUKANDPUR	147	74	221	109	44	153
289	NAWAN SHEHAR-I	122	107	229	75	64	139
290	NAWAN SHEHAR-II	138	83	221	106	62	168
291	SAROA	189	197	386	86	80	166
TOTAL		1364	1150	2514	893	646	1539

## Blockwise Handicapped Children

District : Nawanshahr - 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
AURH	0	23	4	22	33	1	83
BALACHAUR-I	0	7	2	22	24	10	65
BALACHAUR-II	4	3	2	24	12	2	47
BANGA	6	12	5	33	29	4	89
MUKANDPUR	5	14	2	30	17	2	70
NAWAN SHEHAR-I	1	16	3	29	23	5	77
NAWAN SHEHAR-II	7	21	2	22	26	6	84
SAROA	11	12	6	33	41	5	108
<b>Total</b>	<b>34</b>	<b>108</b>	<b>26</b>	<b>215</b>	<b>205</b>	<b>35</b>	<b>623</b>

## Blockwise Handicapped Children

District : Nawanshahr - 6-14 Years (Total)

PEBlock	SC			BC		
	School Going	School Not Going	Total	School Going	School Not Going	Total
AURH	29	26	55	3	2	5
BALACHAUR-I	21	27	48	15	11	26
BALACHAUR-II	14	6	20	9	13	22
BANGA	17	30	47	8	6	14
MUKANDPUR	16	15	31	3	2	5
NAWAN SHEHAR-I	21	19	40	8	4	12
NAWAN SHEHAR-II	26	24	50	4	8	12
SAROA	18	14	32	24	23	47
<b>Total</b>	<b>162</b>	<b>161</b>	<b>323</b>	<b>74</b>	<b>69</b>	<b>143</b>

PROJECT COST  
ANNUAL WORK PLAN 2002-03

DISTRICT - NAWANSHEHAR							
ITEM NO.	ITEM	2002-03	%	BALANCE LAST YEAR	%	TOTAL	%
1.0	Teacher Salary	26.208	4.90	7.840	3.46	34.048	4.47
2.0	School/Alternative schooling facility						
3.0	Upper Primary schools/sections						
4.0	Classrooms						
5.0	Free textbooks	17.240	3.22	0.000	0.00	17.240	2.26
6.0	Civil Works	175.901	32.88	64.300	28.38	240.201	31.54
7.0	Maintenance and repair of school buildings	32.700	6.11	0.000	0.00	32.700	4.29
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	83.667	36.93	83.667	10.99
10.0	School grant	13.080	2.45	3.520	1.55	16.600	2.18
11.0	TLM grant	13.555	2.53	7.025	3.10	20.580	2.70
12.0	Teacher training	37.954	7.10	0.000	0.00	37.954	4.98
13.0	State Institute of Educational Management and Training (SIEMAT)						
14.0	Training for community leaders	3.139	0.59	0.000	0.00	3.139	0.41
15.0	Provision for disabled children (IED)	7.525	1.41	2.972	1.31	10.497	1.38
16.0	Research, evaluation, supervision and monitoring	9.130	1.71	0.000	0.00	9.130	1.20
17.0	Management cost	31.990	5.98	20.533	9.06	52.523	6.90
18.0	Innovative activities	50.010	9.35	31.789	14.03	81.799	10.74
18.1	Computer Education	15.000					
18.2	Girls child education	10.010					
18.3	ECCE	15.000					
18.4	SC/ST	10.000					
19.0	Block resource centres	85.415	15.97	0.000	0.00	85.415	11.22
19.1	Cluster resource centres	3.009	0.56	4.921	2.17	7.930	1.04
20.0	Intervention for out of school children	28.074	5.25	0.000	0.00	28.074	3.69
21.0	Preparatory activities for micro-planning, household surveys studies						
	TOTAL	534.930	100.00	226.567	100.00	761.497	100.00

## Annual Work Plan 2002-03, District Nawan Shehar, Punjab

Account Code	Item	2002-03		
		Unit cost	Physical	Financial
<b>Intervention Name : Teacher</b>				<b>(in lacs)</b>
1.0	Salary for primary teachers 28 x 12	0.078	336	26.208
	<b>Subtotal</b>			<b>26.208</b>
<b>Intervention Name : Free textbooks</b>				<b>(in lacs)</b>
5.0	Free text books for Non SC girls (6320+5173)	0.0015	11493	17.240
	<b>Subtotal</b>			<b>17.240</b>
<b>Intervention Name : Civil works</b>				<b>(in lacs)</b>
6.0	Buildings for building less school	2.910		
6.0	Block Resource centre buildings	5.820	1	5.82
6.0	New Primary school buildings Branch Schools	2.910		
6.0	Sanitary Blocks and drinking water facilities for primary and upper primary sections	0.340	196	66.710
6.0	Buildings for schools having unsafe buildings	2.910		
6.0	Cluster Resource Centres	1.940	4	7.76
6.0	Additional Class rooms for primary schools	1.160	20	23.20
6.0	Additional Classrooms for Primary schools and upper primary sections	1.160	34	39.44
6.0	Headmaster's room for upper primary sections	1.160	25	29.00
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 488	0.00032	1952	0.62
6.0	Development and distribution training manual on civil works for BRPs and DRPs 4 x (90+10)	0.00068	400	0.27
6.0	Workshop on Architectural plans and layouts 30 persons x 3 x 300	0.270	2	0.54
6.0	Development and distribution of architectural plans and layouts 2 x 654 schools	0.00047	1308	0.61
6.0	Hiring of vehicles for monitoring of civil works 6 visits x 12	0.010	72	0.72
6.0	Hiring of vehicles for monitoring of civil works by State office and seeking advice on civil work	0.100	12	1.200
	<b>Sutotal</b>			<b>175.901</b>
<b>Intervention Name : Maintenance and repair of school buildings</b>				<b>(in lacs)</b>
7.0	Repairs and maintenance of school Primary and upper primary sections (441+213)	0.050	654	32.700
	<b>Subtotal</b>			<b>32.700</b>

PROJECT COST  
ANNUAL WORK PLAN 2002-03

DISTRICT - NAWANSHEHAR								
ITEM NO.	ITEM	2002-03	%	BALANCE LAST YEAR	%	TOTAL	%	
1.0	Teacher Salary	26.208	4.90	7.840	3.46	34.048	4.47	
2.0	School/Alternative schooling facility							
3.0	Upper Primary schools/sections							
4.0	Classrooms							
5.0	Free textbooks	17.240	3.22	0.000	0.00	17.240	2.26	
6.0	Civil Works	175.901	32.88	64.300	28.38	240.201	31.54	
7.0	Maintenance and repair of school buildings	32.700	6.11	0.000	0.00	32.700	4.29	
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	83.667	36.93	83.667	10.99	
10.0	School grant	13.080	2.45	3.520	1.55	16.600	2.18	
11.0	TLM grant	13.555	2.53	7.025	3.10	20.580	2.70	
12.0	Teacher training	37.954	7.10	0.000	0.00	37.954	4.98	
13.0	State Institute of Educational Management and Training (SIEMAT)							
14.0	Training for community leaders	3.139	0.59	0.000	0.00	3.139	0.41	
15.0	Provision for disabled children (IED)	7.525	1.41	2.972	1.31	10.497	1.38	
16.0	Research, evaluation, supervision and monitoring	9.130	1.71	0.000	0.00	9.130	1.20	
17.0	Management cost	31.990	5.98	20.533	9.06	52.523	6.90	
18.0	Innovative activities	50.010	9.35	31.789	14.03	81.799	10.74	
18.1	Computer Education	- 15.000						
18.2	Girls child education	- 10.010						
18.3	ECCE	- 15.000						
18.4	SC/ST	- 10.000						
19.0	Block resource centres	85.415	15.97	0.000	0.00	85.415	11.22	
19.1	Cluster resource centres	3.009	0.56	4.921	2.17	7.930	1.04	
20.0	Intervention for out of school children	28.074	5.25	0.000	0.00	28.074	3.69	
21.0	Preparatory activities for micro-planning, household surveys studies							
	TOTAL	534.930	100.00	226.567	100.00	761.497	100.00	

## Annual Work Plan 2002-03, District Nawan Shehar, Punjab

Account Code	Item	2002-03		
		Unit cost	Physical	Financial
<b>Intervention Name : Teacher</b>				<b>(in lacs)</b>
1.0	Salary for primary teachers 28 x 12	0.078	336	26.208
	<b>Subtotal</b>			<b>26.208</b>
<b>Intervention Name : Free textbooks</b>				<b>(in lacs)</b>
5.0	Free text books for Non SC girls (6320+5173)	0.0015	11493	17.240
	<b>Subtotal</b>			<b>17.240</b>
<b>Intervention Name : Civil works</b>				<b>(in lacs)</b>
6.0	Buildings for building less school	2.910		
6.0	Block Resource centre buildings	5.820	1	5.82
6.0	New Primary school buildings Branch Schools	2.910		
6.0	Sanitary Blocks and drinking water facilities for primary and upper primary sections	0.340	196	66.710
6.0	Buildings for schools having unsafe buildings	2.910		
6.0	Cluster Resource Centres	1.940	4	7.76
6.0	Additional Class rooms for primary schools	1.160	20	23.20
6.0	Additional Classrooms for Primary schools and upper primary sections	1.160	34	39.44
6.0	Headmaster's room for upper primary sections	1.160	25	29.00
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 488	0.00032	1952	0.62
6.0	Development and distribution training manual on civil works for BRPs and DRPs 4 x (90+10)	0.00068	400	0.27
6.0	Workshop on Architectural plans and layouts 30 persons x 3 x 300	0.270	2	0.54
6.0	Development and distribution of architectural plans and layouts 2 x 654 schools	0.00047	1308	0.61
6.0	Hiring of vehicles for monitoring of civil works 6 visits x 12	0.010	72	0.72
6.0	Hiring of vehicles for monitoring of civil works by State office and seeking advice on civil work	0.100	12	1.200
	<b>Sutotal</b>			<b>175.901</b>
<b>Intervention Name : Maintenance and repair of school buildings</b>				<b>(in lacs)</b>
7.0	Repairs and maintenance of school Primary and upper primary sections (441+213)	0.050	654	32.700
	<b>Subtotal</b>			<b>32.700</b>

Annual Work Plan 2002-03, District Nawan Shehar, Punjab				
Account Code	Item	2002-03		
		Unit cost	Physical	Financial
<b>Intervention Name : TLE</b>				<b>(in lacs)</b>
8.0	TLE for New primary Schools(upgradation of EGS centres with more than 40 students)	0.100		0.000
<b>Subtotal</b>				<b>0.000</b>
<b>Intervention Name : TLE for upper-primary</b>				<b>(in lacs)</b>
9.0	TLE for Upper Primary Schools	0.500		0.000
<b>Subtotal</b>				<b>0.000</b>
<b>Intervention Name : School Grant</b>				<b>(in lacs)</b>
10.0	School grants for existing schools (441 primary + 213 upper primary)	0.020	654	13.080
<b>Subtotal</b>				<b>13.080</b>
<b>Intervention Name : Teacher Grant</b>				<b>(in lacs)</b>
11.0	TLM grant for teachers of primary and upper primary schools (1433+1278)	0.005	2711	13.555
<b>Subtotal</b>				<b>13.555</b>
<b>Intervention Name : Teacher Training</b>				<b>(in lacs)</b>
12.0	Teachers training for primary and upper primary=2711 x 20 days <b>The details of various trainings and training schedule have been given in the chapter of Training Programme</b>	0.0140	2711	37.954
<b>Subtotal</b>				<b>37.954</b>
<b>Intervention Name : Training of Community Leaders</b>				<b>(in lacs)</b>
14.0	Orientation to VEDC Members 654 x 8 members x 2	0.0003	10464	3.139
<b>Subtotal</b>				<b>3.139</b>
<b>Intervention Name : Provision for disabled children(IED)</b>				<b>(in lacs)</b>
15.0	IED Training to BRC staff 5 x10 x 5	0.0007	250	0.175
15.0	IED assessment camps 2 x5	0.020	10	0.200
15.0	One Resource person honorarium 5 Blocks x 12 months	0.050	60	3.000
15.0	Manual for disability in Indian content A Teacher's Role for 654 schools	0.00022	654	0.144
15.0	Manual for teachers about physically challenged children for 654 schools	0.00032	654	0.209
15.0	Manual for Teachers about visually impaired children for 654 schools	0.00034		0.000
15.0	Manual for Teachers about hearing impaired children for 654 schools	0.00028	654	0.183
15.0	Manual for Teachers about mentally challenged children for 654 schools	0.00036		0.000
15.0	Manual for Teachers for children with multiple Disability for 654 schools	0.00038		0.000
15.0	Special assistance and TLM to disabled children 623	0.0058	623	3.613
<b>Subtotal</b>				<b>7.525</b>



Annual Work Plan 2002-03, District Nawan Shehar, Punjab				
Account Code	Item	2002-03		
		Unit cost	Physical	Financial
<b>Intervention Name : Research, Evaluation, supervision and monitoring (in lacs)</b>				
16.0	Annual School, Block and district planning for 654 Primary and Upper Primary schools @ Rs. 30/-	0.0003	654	0.20
16.0	Annual School Gradation and Evaluation process for 654 Primary & Upper primary schools @ Rs. 30/-	0.0003	654	0.20
16.0	Conduct of Pupil Achievement Survey 5% of schools @ Rs. 2000/-	0.02	33	0.66
16.0	Academic monitoring of schools by DIET staff by travelling 12 months 2x12 @ Rs 1000/-	0.01	24	0.24
16.0	Academic supervision by BRCs 5 x 5 units @ Rs1000/-	0.01	25	0.25
16.0	Hiring of Vehicles for Academic supervision 5 by DPO/SPD visits x 12 months @ Rs. 1000/-	0.01	60	0.60
16.0	Annual Household survey @Rs.3/- per household for 107304 households	0.0000	107304	3.22
16.0	MIS Data collection and processing of data for 441 primary schools at State/District office	0.0017	441	0.75
16.0	MIS Data collection and processing of data for 213 upper primary schools/sections at State/District office	0.0018	213	0.38
16.0	State office activities on research, evaluation monitoring and supervision @ Rs.100/- per school for 654 schools	0.0010	654	0.650
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 654 primary and upper primary schools			
16.0	Development and supply of material for evaluation of Instructional improvement in 654 primary and upper primary schools	0.00029	654	0.19
16.0	Development and supply of material for evaluation of learning in 213 upper primary schools i) Science ii) Mathematics iii) Health and physical education iv) English v) Hindi vi) Punjabi vii) Social Studies	0.00028x7	213	0.42

Annual Work Plan 2002-03, District Nawan Shehar, 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	0.00030 × 7	654	1.37
	<b>Subtotal</b>			<b>9.13</b>
<b>Intervention Name : Management Cost (in lacs)</b>				
17.0	Hire charges for vehicles for DPO/State 16 times x 12 months	0.015	192	2.88
17.0	DPO/state consumables	0.070	12	0.840
17.0	Water, Electricity, Telephone etc. of District and State office	0.100	12	1.200
17.0	TA & DA of District and State etc.	0.300	12	3.600
17.0	Consultants (12 Months × 7) for District and State	0.070	42	2.940
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	16.80
17.0	Jan Samparak Abhiyan (twice a year visit of 10 schools per block by all senior officers for three days- taxi and other charges) to be conducted by State/District office No of blocks =5×2	0.030	10	0.30
17.0	Development and printing of modules on planning and management by State/District office	0.00036	654	0.23
17.0	Hiring of experts for pedagogy, research evaluation, community mobilization, gender sensitisation, alternative schooling, planning and management Training District 8×12 @ Rs.8000 Block 3×12 @ Rs.8000			
17.0	Circulation of material prepared by the experts Of school/VEDC level			
17.0	New letter			
17.0	Media Activity			
	<b>Subtotal</b>			<b>31.99</b>

## Annual Work Plan 2002-03, District Nawan Shehar, Punjab

Account Code	Item	2002-03		
		Unit cost	Physical	Financial
<b>Intervention Name : Innovative Girls Education, ECCE, SC/ST, Computer (in lacs)</b>				
<b>a) Girl Child Education</b>				
18.1	Remedial coaching for girls students for two months in 441 primary schools	0.003	441	1.32
18.1	Remedial coaching for girls students for two months in 213 upper primary schools	0.003	213	0.64
18.1	Development of supplement reading material and item Bank for 16652 girl student of primary students for use in remedial coaching	0.00038	16652	6.33
18.1	Development of supplement reading material and item Bank for 3017 girl student of upper primary students for use in remedial coaching	0.00057	3017	1.72
<b>Subtotal</b>				<b>10.01</b>
<b>b) ECCE</b>				
18.2	School readiness kits and playway material for 3-5 age children in ICDS Centres	0.00075	18681	14.01
18.2	School readiness kits for first generation learners in primary schools of 5 year age for 441 schools x 3	0.00075	1323	0.99
<b>Subtotal</b>				<b>15.00</b>
<b>c) SC/ST</b>				
18.3	Remedial coaching for 3 months in 327 schools in parts	0.0030	327	0.98
18.3	Supplementary reading material for remedial coaching to primary school SC children 21636 in parts	0.0005	10829	5.41
18.3	Question Bank for SC children of 20838 upper primary classes for remedial coaching in parts	0.0006	6017	3.61
<b>Subtotal</b>				<b>10.00</b>
<b>d) Computer Education</b>				
18.4	Cost of running of computer education centres at block/cluster level	15.000	1	15.000
<b>Subtotal</b>				<b>15.000</b>
<b>Intervention Name: Block Resource Centres (in lacs)</b>				
19.0	BRC Contingency grant for 5 CD Blocks @ Rs.12500/- P.A.	0.125	5	0.625
19.0	TLM grant for 5 CD Blocks @ Rs.5000/- P.A.	0.050	5	0.250
19.0	Meetings, Travel allowance for 5 CD Blocks @Rs.500 x 12 P.A.	0.005	60	0.300

Annual Work Plan 2002-03, District Nawan Shehar, 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 4 Blocks @ Rs.7800/- x 12 P.A.	0.078	960	74.880
19.0	Salary of 10 Block Resource Person Per CD Block having less than 100 schools for 1 Block @ Rs. 7800/-x12 P.A.	0.078	120	9.360
	<b>Subtotal</b>			<b>85.415</b>
<b>Intervention Name: Cluster Resource Centres (in lacs)</b>				
19.1	CRC Contingency grant for 51 CRCs Blocks @ Rs.2500/- P.A.	0.025	51	1.275
19.1	TLM grant for 51 CRCs @ Rs.1000/- P.A.	0.010	51	0.510
19.1	Meetings, Travel allowance for 51 CRCs Blocks @Rs.200 x 12 P.A.	0.002	612	1.224
	<b>Subtotal</b>			<b>3.009</b>
<b>Intervention Name: Out of School children (in lacs)</b>				
20.0	Cost of running of EGS centres for 590 out of school children of 6-11 age group	0.00845	590	4.986
20.0	Cost of running of EGS centres for 1067 out of school children of 11-14 age group	0.012	1067	12.804
20.0	Cost of running of EGS centres of 857 out of school children of 14 age	0.012	857	10.284
	<b>Subtotal</b>			<b>28.074</b>
<b>Intervention Name: Preparatory activities for micro-planning, household surveys studies (in lacs)</b>				
21.0				
	<b>Subtotal</b>			<b>0.000</b>

# PART - V



District : Nawan Shehar  
Perspective 2002-2007

District Data Summary Sheet

SL.No.	DESCRIPTION	Numbers
1	No. of C D Blocks/BRC's	5
1.1	No. of B.R. & D.R. Personnels (4x20+1x10)+10	100
2	No. of P E Blocks	8
3	No. of CRC's	51
4	No. of Villages	471
4.1	No. of VEDC's	718
4.2	No. of VEDC's Members	5744
5	No. of Habitations/Wards (Unserved)	1298
5.1	No. of S.C. Bastis	676
6	No. of House Holds	107304
	<b>No. of Schools</b>	
7	No. of Primary Schools (State Govt.)	441
7.1	Non State Govt. Primary Schools	8
7.2	Unrecognised Primary Schools	103
8	No. of Middle Schools/Sections (State Govt.)	277
8.1	Non State Govt. Middle Schools/Sections	52
8.2	Unrecognised Middle Schools/Sections	140
	<b>No. of Teachers (State Govt.)</b>	
9	No. of Primary Teachers	1433
9.1	No. of JBT Teachers + New	1095
9.2	No. of HT	287
9.3	No. of CHT's	51
10	No. of Teachers Middle Schools/Sections	1470
	<b>Primary (State Govt.)</b>	
11	Total No. of Students	55319
11.1	Male Students	28675
11.2	Female Students	26644
11.3	Total No. of S.C. Students	34617
11.4	Male S.C. Students	18086
11.5	Female S.C. Students	16531
	<b>Upper Primary (State Govt.)</b>	
12	Total No. of Students	35921
12.1	Male Students	17924
12.2	Female Students	17997
12.3	Total No. of S.C. Students	19571
12.4	Male S.C. Students	9851
12.5	Female S.C. Students	9720
	<b>Out of School Children</b>	
13	No. of Out of School Children Total	0
13.1	No. of Out of School Children Male	0
13.2	No. of Out of School Children Female	0
13.3	No. of EGS Centres (Proposed)	0
	<b>No. of Handicapped Children</b>	
14	Total No. of Handicapped Children	623
14.1	Male Handicapped Children	384
14.2	Female Handicapped Children	239

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

PEBlock Code & Name		CRC	BRC
284	AURH	6	1
285	BALACHAUR-I	6	
286	BALACHAUR-II	6	1
287	BANGA	6	
288	MUKANDPUR	7	1
289	NAWAN SHEHAR-I	7	
290	NAWAN SHEHAR-II	7	1
291	SAROA	6	1
	<b>Total</b>	<b>51</b>	<b>5</b>



Disrtictwise list of Peblock	
NAWAN SHEHAR	
PEBLOCK NAME	CODE
AURH	284
BALACHAUR-I	285
BALACHAUR-II	286
BANGA	287
MUKANDPUR	288
NAWAN SHEHAR-I	289
NAWAN SHEHAR-II	290
SAROA	291

**Blockwise count of Villages  
Perspective 2002-2007**

PEBlock Code & Name		Villages
<i>District - Nawanshahr</i>		
284	AURH	58
285	BALACHAUR-I	64
286	BALACHAUR-II	59
287	BANGA	63
288	MUKANDPUR	57
289	NAWAN SHEHAR-I	64
290	NAWAN SHEHAR-II	43
291	SAROA	63
<b>Total</b>		<b>471</b>

District-Nawan Shehar														
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	
284 AURH	56	0	0	0	56	0	0	2	0	0	18	20	76	
285 BALACHAUR-I	53	0	0	0	53	0	1	0	0	0	16	17	70	
286 BALACHAUR-II	49	0	0	0	49	0	0	0	0	0	9	9	58	
287 BANGA	65	0	0	0	65	1	0	0	0	0	20	21	86	
288 MUKANDPUR	55	0	0	0	55	0	0	0	0	0	14	14	69	
289 NAWAN SHEHAR-I	60	0	0	0	60	0	0	0	0	0	4	4	64	
290 NAWAN SHEHAR-II	44	0	0	0	44	3	0	1	0	0	14	18	62	
291 SAROA	59	0	0	0	59	0	0	0	0	0	8	8	67	
<b>TOTAL</b>	<b>441</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>441</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>103</b>	<b>111</b>	<b>552</b>	

LEGEND:-

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

District-Nawan Shehar													
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
284 AURH	40	0	0	0	40	0	0	2	3	0	25	30	70
285 BALACHAUR-I	25	0	0	0	25	3	2	0	0	0	14	19	44
286 BALACHAUR-II	26	0	0	0	26	0	0	0	0	0	4	4	30
287 BANGA	44	0	0	0	44	4	0	12	0	0	31	47	91
288 MUKANDPUR	40	0	0	0	40	3	0	0	2	0	17	22	62
289 NAWAN SHEHAR-I	40	0	2	0	42	0	0	0	0	0	13	13	55
290 NAWAN SHEHAR-II	37	0	0	0	37	2	2	5	0	0	21	30	67
291 SAROA	25	2	0	0	27	3	0	5	0	0	15	23	50
<b>TOTAL</b>	<b>277</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>281</b>	<b>15</b>	<b>4</b>	<b>24</b>	<b>5</b>	<b>0</b>	<b>140</b>	<b>188</b>	<b>469</b>

LEGEND:-

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

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

	PEBlock Code & Name	JBT	HT	CHT	Total
284	AURH	127	36	6	169
285	BALACHAUR-I	117	21	5	143
286	BALACHAUR-II	101	26	6	133
287	BANGA	154	50	6	210
288	MUKANDPUR	131	39	7	177
289	NAWAN SHEHAR-I	136	41	6	183
290	NAWAN SHEHAR-II	136	33	6	175
291	SAROA	138	36	6	180
	<b>Total</b>	<b>1040</b>	<b>282</b>	<b>48</b>	<b>1370</b>
	<b>Unadjusted Teachers in Peblocks</b>	<b>27</b>	<b>5</b>	<b>3</b>	<b>35</b>
	<b>New Teachers</b>				<b>28</b>
	<b>Grand Total</b>	<b>1067</b>	<b>287</b>	<b>51</b>	<b>1433</b>

CD Block wise enrollment March'2002							
Perspective 2002-2007							
Sr. No.	District	Integrated child development scheme	Aanganwari centres	Pre School Education (3-6 years)			
				Boys	Girls	Total	
14	NAWAN SHEHAR	Aur	-	83	1063	1050	2113
		Balachaur		102	1665	1537	3202
		Banga		139	1568	1402	2970
		Nawan Shehar		172	1643	1478	3121
		Saroya		43	772	721	1493
<b>District Total</b>				<b>539</b>	<b>6711</b>	<b>6188</b>	<b>12899</b>

Source: SW Department

District-Nawan Shehar							
Perspective 2002-2007							
Blockwise Enrollment in State Govt. Primary Schools							
Peblock		Total			SC		
		Male	Female	Total	Male	Female	Total
284	AURH	4029	3659	7688	2666	2400	5066
285	BALACHAUR-I	2634	2485	5119	1227	1230	2457
286	BALACHAUR-II	2112	2077	4189	1022	939	1961
287	BANGA	4410	4298	8708	3381	3146	6527
288	MUKANDPUR	3880	3589	7469	2862	2600	5462
289	NAWAN SHEHAR-I	4104	3682	7786	2638	2394	5032
290	NAWAN SHEHAR-II	3872	3286	7158	2424	2038	4462
291	SAROA	3634	3568	7202	1866	1784	3650
	<b>TOTAL</b>	<b>28675</b>	<b>26644</b>	<b>55319</b>	<b>18086</b>	<b>16531</b>	<b>34617</b>

District-Nawan Shehar							
Perspective 2002-2007							
Blockwise Enrollment in State Govt. Middle Schools							
Peblock		Total			SC		
		Male	Female	Total	Male	Female	Total
284	AURH	2462	2459	4921	1477	1470	2947
285	BALACHAUR-I	1440	1594	3034	493	546	1039
286	BALACHAUR-II	1645	1507	3152	571	520	1091
287	BANGA	2904	2992	5896	2045	2043	4088
288	MUKANDPUR	2622	2747	5369	1738	1766	3504
289	NAWAN SHEHAR-I	2318	2211	4530	1216	1117	2333
290	NAWAN SHEHAR-II	2379	2410	4789	1365	1411	2776
291	SAROA	2154	2077	4231	947	846	1793
	<b>TOTAL</b>	<b>17924</b>	<b>17997</b>	<b>35921</b>	<b>9851</b>	<b>9720</b>	<b>19571</b>



District-Nawan Shehar					
Perspective 2002-2007					
Blockwise Enrollment in (Primary) Schools					
Peblock		State Govt.	Non-State Govt.	Unrecognised	Grand Total
		Total	Total	Total	
284	AURH	7688	2637	2766	13091
285	BALACHAUR-I	5118	3402	2688	11208
286	BALACHAUR-II	4189	1146	1944	7278
287	BANGA	8707	4077	3866	16650
288	MUKANDPUR	7469	3078	2078	12626
289	NAWAN SHEHAR-I	7786	2003	2656	12445
290	NAWAN SHEHAR-II	7158	2776	1467	11402
291	SAROA	7202	2827	2538	12566
GRAND TOTAL		55317	21946	20003	97266

District-Nawan Shehar					
Perspective 2002-2007					
Blockwise Enrollment in (Middle) Schools					
Peblock		State Govt.	Non-State Govt.	Unrecognised	Grand Total
		Total	Total	Total	
284	AURH	4922	994	998	6914
285	BALACHAUR-I	3034	1958	859	5851
286	BALACHAUR-II	3152	403	536	4091
287	BANGA	5896	1963	1539	9398
288	MUKANDPUR	5370	1264	843	7477
289	NAWAN SHEHAR-I	4530	1317	915	6762
290	NAWAN SHEHAR-II	4789	1147	530	6466
291	SAROA	4230	1435	870	6536
<b>GRAND TOTAL</b>		<b>35922</b>	<b>10482</b>	<b>7091</b>	<b>53494</b>

District-Nawan Shehar							
Perspective 2002-2007							
Blockwise Out of Schools Children							
Peblock		Age Group (6-14)					
		Total			SC		
		Male	Female	Total	Male	Female	Total
284	AURH	0	0	0	0	0	0
285	BALACHAUR-I	0	0	0	0	0	0
286	BALACHAUR-II	0	0	0	0	0	0
287	BANGA	0	0	0	0	0	0
288	MUKANDPUR	0	0	0	0	0	0
289	NAWAN SHEHAR-I	0	0	0	0	0	0
290	NAWAN SHEHAR-II	0	0	0	0	0	0
291	SAROA	0	0	0	0	0	0
	<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

## Blockwise Handicapped Children

Perspective 2002-2007

District : Nawanshahr - 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
AURH	0	23	4	22	33	1	83
BALACHAUR-I	0	7	2	22	24	10	65
BALACHAUR-II	4	3	2	24	12	2	47
BANGA	6	12	5	33	29	4	89
MUKANDPUR	5	14	2	30	17	2	70
NAWAN SHEHAR-I	1	16	3	29	23	5	77
NAWAN SHEHAR-II	7	21	2	22	26	6	84
SAROA	11	12	6	33	41	5	108
<b>Total</b>	<b>34</b>	<b>108</b>	<b>26</b>	<b>215</b>	<b>205</b>	<b>35</b>	<b>623</b>

Blockwise Handicapped Children						
Perspective 2002-2007						
District : Nawanshahr - 6-14 Years (Total)						
PEBlock	SC			BC		
	School Going	School Not Going	Total	School Going	School Not Going	Total
AURH	29	26	55	3	2	5
BALACHAUR-I	21	27	48	15	11	26
BALACHAUR-II	14	6	20	9	13	22
BANGA	17	30	47	8	6	14
MUKANDPUR	16	15	31	3	2	5
NAWAN SHEHAR-I	21	19	40	8	4	12
NAWAN SHEHAR-II	26	24	50	4	8	12
SAROA	18	14	32	24	23	47
<b>Total</b>	<b>162</b>	<b>161</b>	<b>323</b>	<b>74</b>	<b>69</b>	<b>143</b>

## Summary

### District Nawan Shehar

S.No	ITEM	2002-03		2003-04		2004-05		2005-06		2006-07		Total	%
		Total	%	Total	%	Total	%	Total	%	Total	%		
1	Teacher Salary	26.208	4.90	27.216	4.82	28.224	4.95	29.232	5.08	30.240	5.21	141.120	4.99
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	17.240	3.22	19.826	3.51	22.412	3.93	24.998	4.34	27.584	4.75	112.058	3.96
6	Civil Works	175.901	32.88	186.502	33.02	188.292	32.99	190.001	33.01	192.332	33.12	933.027	33.01
7	Maintenance and repair of school buildings	32.700	6.11	34.300	6.07	34.850	6.11	35.350	6.14	35.900	6.18	173.100	6.12
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	16.000	2.83	21.500	3.77	26.500	4.60	32.000	5.51	96.000	3.40
10	School grant	13.080	2.45	13.720	2.43	13.940	2.44	14.140	2.46	13.080	2.25	67.960	2.40
11	TLM grant	13.555	2.53	14.035	2.49	14.200	2.49	14.350	2.49	14.515	2.50	70.655	2.50
12	Teacher training	37.954	7.10	39.298	6.96	39.760	6.97	40.180	6.98	40.642	7.00	197.834	7.00
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	3.139	0.59	3.293	0.58	3.346	0.59	3.394	0.59	3.446	0.59	16.618	0.59
15	Provision for disabled children (IED)	7.525	1.41	7.531	1.33	7.502	1.31	7.487	1.30	7.487	1.29	37.532	1.33
16	Research, evaluation, supervision and monitoring	9.136	1.71	9.696	1.72	9.960	1.75	10.010	1.74	10.062	1.73	48.864	1.73
17	Management cost	31.990	5.98	33.878	6.00	34.245	6.00	34.535	6.00	35.068	6.04	169.716	6.00
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	10.010	1.87	10.010	1.77	10.010	1.75	10.010	1.74	10.010	1.72	50.050	1.77
18.2	ECCE	15.000	2.80	15.000	2.66	15.000	2.63	15.000	2.61	15.000	2.58	75.000	2.65
18.3	SC/ST	10.000	1.87	10.000	1.77	10.000	1.75	10.000	1.74	10.000	1.72	50.000	1.77
18.4	Computer Education	15.000	2.80	15.000	2.66	15.000	2.63	15.000	2.61	15.000	2.58	75.000	2.65
19	Block resource centres	85.415	15.97	85.415	15.12	85.415	14.97	85.415	14.84	85.415	14.71	427.075	15.11
19.1	Cluster resource centres	3.009	0.56	3.009	0.53	3.009	0.53	3.009	0.52	3.009	0.52	15.045	0.53
20	Intervention for out of school children	28.074	5.25	21.059	3.73	14.045	2.46	7.031	1.22	0.000	0.00	70.209	2.48
21	Preparatory activities for micro-planning, household surveys studies	0.000	0.00	0.000	0.00	0.000	0.00	0.000	0.00	0.000	0.00	0.000	0.00
	<b>TOTAL</b>	<b>534.936</b>	<b>100.00</b>	<b>564.787</b>	<b>100.00</b>	<b>570.710</b>	<b>100.00</b>	<b>575.640</b>	<b>100.00</b>	<b>580.789</b>	<b>100.00</b>	<b>2826.861</b>	<b>100.00</b>

**Perspective Work Plan 2002-07, District Nawan Shehar, Punjab**

Account Code	Item	2002-03			2003-04			2004-05			2005-06			2006-07		
		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial
<b>Intervention Name : Teacher</b> (in lacs)																
1.0	Salary for primary teachers 28 x 12	0.078	336	26.208	0.081	336	27.216	0.084	336	28.224	0.087	336	29.232	0.090	336	30.240
	<b>Subtotal</b>			<b>26.208</b>			<b>27.216</b>			<b>28.224</b>			<b>29.232</b>			<b>30.240</b>
<b>Intervention Name : Free textbooks</b> (in lacs)																
5.0	Free text books for Non SC girls	0.0015	11493	17.240	0.0015	13217	19.826	0.0015	14941	22.412	0.0015	16665	24.998	0.0015	18389	27.584
	<b>Subtotal</b>			<b>17.240</b>			<b>19.826</b>			<b>22.412</b>			<b>24.998</b>			<b>27.584</b>
<b>Intervention Name : Civil works</b> (in lacs)																
6.0	Buildings for building less school	2.910			2.910		0.000	2.910			2.910			2.910		
6.0	Block Resource centre buildings	5.820	1	5.82	5.820	1	5.82	5.820	1	5.82	5.820	1	5.82	5.820		5.820
6.0	New Primary school buildings Branch Schools	2.910			2.910		0.000	2.910			2.910			2.910		0.000
6.0	Sanitary Blocks and drinking water facilities for primary and upper primary sections	0.340	196	66.710	0.340	200	68.000	0.340	195	66.300	0.340	200	68.000	0.340	200	68.000
6.0	Buildings for schools having unsafe buildings	2.910			2.910		0.000	2.910			2.910			2.910		0.000
6.0	Cluster Resource Centres	1.940	4	7.76	1.940	4	7.76	1.940	4	7.76	1.940	4	7.76	1.940	4	7.760
6.0	Additional Class rooms for primary schools	1.160	20	23.20	1.160	25	29.000	1.160	26	30.160	1.160	25	29.00	1.160	26	30.160
6.0	Additional Classrooms for Primary schools and upper primary sections	1.160	34	39.44	1.160	37	42.920	1.160	38	44.080	1.160	40	46.400	1.160	40	46.400
6.0	Headmaster's room for upper primary sections	1.160	25	29.00	1.160	25	29.000	1.160	26	30.160	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 488	0.00032	1952	0.62	0.00032	1952	0.625	0.00032	1952	0.625	0.00032	1952	0.625	0.00032	1952	0.625
6.0	Development and distribution training manual on civil works for BRPs and DRPs 4 x (90+10)	0.00068	400	0.27	0.00068	400	0.272	0.00068	400	0.272	0.00068	400	0.272	0.00068	400	0.272

Perspective Work Plan 2002-07, District Nawan Shehar, Punjab																
Account Code	Item	2002-03			2003-04			2004-05			2005-06			2006-07		
		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial
6.0	Workshop on Architectural plans and layouts 30 persons x 3 x 300	0.270	2	0.54	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	1308	0.61	0.00047	1372	0.645	0.00047	1394	0.655	0.00047	1414	0.664	0.00047	1436	0.675
6.0	Hiring of vehicles for monitoring of civil works 6 visits x 12	0.010	72	0.72	0.010	72	0.720	0.010	72	0.720	0.010	72	0.720	0.010	72	0.720
6.0	Hiring of vehicles for monitoring of civil works by State office and seeking advice on civil work	0.100	12	1.200	0.100	12	1.200	0.100	12	1.200	0.100	12	1.200	0.100	12	1.200
	<b>Sutotal</b>			<b>175.901</b>			<b>186.502</b>			<b>188.292</b>			<b>190.001</b>			<b>192.332</b>
<b>Intervention Name : Maintenance and repair of school buildings</b>											<b>(in lacs)</b>					
7.0	Repairs and maintenance of school Primary and upper primary sections	0.050	654	32.700	0.050	686	34.300	0.050	697	34.850	0.050	707	35.350	0.050	718	35.900
	<b>Subtotal</b>			<b>32.700</b>			<b>34.300</b>			<b>34.850</b>			<b>35.350</b>			<b>35.900</b>
<b>Intervention Name : TLE</b>											<b>(in lacs)</b>					
8.0	TLE for New primary Schools(upgradation of EGS centres with more than 40 students)	0.100		0.000	0.100		0.000	0.100		0.000	0.100		0.000	0.100		0.000
	<b>Subtotal</b>			<b>0.000</b>			<b>0.000</b>			<b>0.000</b>			<b>0.000</b>			<b>0.000</b>
<b>Intervention Name : TLE for upper-primary</b>											<b>(in lacs)</b>					
9.0	TLE for Upper Primary Schools	0.500		0.000	0.500	32	16.000	0.500	43	21.500	0.500	53	26.500	0.500	64	32.000
	<b>Subtotal</b>			<b>0.000</b>			<b>16.000</b>			<b>21.500</b>			<b>26.500</b>			<b>32.000</b>
<b>Intervention Name : School Grant</b>											<b>(in lacs)</b>					
10.0	School grants for existing schools (primary + upper primary)	0.020	654	13.080	0.020	686	13.720	0.020	697	13.940	0.020	707	14.140	0.020	654	13.080
	<b>Subtotal</b>			<b>13.080</b>			<b>13.720</b>			<b>13.940</b>			<b>14.140</b>			<b>13.080</b>



**Perspective Work Plan 2002-07, District Nawan Shehar, Punjab**

Account Code	Item	2002-03			2003-04			2004-05			2005-06			2006-07			
		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	
<b>Intervention Name : Teacher Grant</b>															<b>(in lacs)</b>		
11.0	TLM grant for teachers of primary and upper primary schools	0.005	2711	13.555	0.005	2807	14.035	0.005	2840	14.200	0.005	2870	14.350	0.005	2903	14.515	
	<b>Subtotal</b>			<b>13.555</b>			<b>14.035</b>			<b>14.200</b>			<b>14.350</b>			<b>14.515</b>	
<b>Intervention Name : Teacher Training</b>															<b>(in lacs)</b>		
12.0	Teachers training for primary and upper primary for 20 days The details of various trainings and training schedule have been given in the chapter of Training Programme	0.0140	2711	37.954	0.0140	2807	39.298	0.0140	2840	39.760	0.0140	2870	40.180	0.0140	2903	40.642	
	<b>Subtotal</b>			<b>37.954</b>			<b>39.298</b>			<b>39.760</b>			<b>40.180</b>			<b>40.642</b>	
<b>Intervention Name : Training of Community Leaders</b>															<b>(in lacs)</b>		
14.0	Orientation to VEDC Members no. of primary & upper primary schools x 8 members x 2	0.0003	10464	3.139	0.0003	10976	3.293	0.0003	11152	3.346	0.0003	11312	3.394	0.0003	11488	3.446	
	<b>Subtotal</b>			<b>3.139</b>			<b>3.293</b>			<b>3.346</b>			<b>3.394</b>			<b>3.446</b>	
<b>Intervention Name : Provision for disabled children(IED)</b>															<b>(in lacs)</b>		
15.0	IED Training to BRC staff 5 x10 x 5	0.0007	250	0.175	0.0007	250	0.175	0.0007	250	0.175	0.0007	250	0.175	0.0007	250	0.175	
15.0	IED assessment camps 2 x5	0.020	10	0.200	0.020	10	0.200	0.020	10	0.200	0.020	10	0.200	0.020	10	0.200	
15.0	One Resource person honorarium 5 Blocks x 12 months	0.050	60	3.000	0.050	60	3.000	0.050	60	3.000	0.050	60	3.000	0.050	60	3.000	
15.0	Manual for disability in Indian content A Teacher's Role for 654 schools	0.00022	654	0.144	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 654 schools	0.00032	654	0.209	0.00032		0.000	0.00032		0.000	0.00032		0.000	0.00032		0.000	
15.0	Manual for Teachers about visually impaired children for no. of primary & upper primary schools	0.00034		0.000	0.00034	686	0.233	0.00034		0.000	0.00034		0.000	0.00034		0.000	

**Perspective Work Plan 2002-07, District Nawan Shehar, Punjab**

Account Code	Item	2002-03			2003-04			2004-05			2005-06			2006-07			
		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	
15.0	Manual for Teachers about hearing impaired children for no. of primary & upper primary schools	0.00028	654	0.183	0.00028		0.000	0.00028		0.000	0.00028		0.000	0.00028		0.000	
15.0	Manual for Teachers about mentally challenged children for no. of primary & upper primary schools	0.00036		0.000	0.00036	686	0.247	0.00036		0.000	0.00036		0.000	0.00036		0.000	
15.0	Manual for Teachers for children with multiple Disability for no. of primary & upper primary schools	0.00038		0.000	0.00038		0.000	0.00038	697	0.265	0.00038		0.000	0.00038		0.000	
15.0	Special assistance and TLM to disabled children 623	0.0058	623	3.613	0.0059	623	3.676	0.0062	623	3.863	0.0066	623	4.112	0.0066	623	4.112	
	<b>Subtotal</b>			<b>7.525</b>			<b>7.531</b>			<b>7.502</b>			<b>7.487</b>			<b>7.487</b>	
<b>Intervention Name : Research, Evaluation, supervision and monitoring</b>													<b>(in lacs)</b>				
16.0	Annual School, Block and district planning for Primary and Upper Primary schools @ Rs. 30/-	0.0003	654	0.20	0.0003	686	0.206	0.0003	697	0.209	0.0003	707	0.212	0.0003	718	0.215	
16.0	Annual School Gradation and Evaluation process for Primary & Upper primary schools @ Rs. 30/-	0.0003	654	0.20	0.0003	686	0.206	0.0003	697	0.209	0.0003	707	0.212	0.0003	718	0.215	
16.0	Conduct of Pupil Achievement Survey 5% to 10% of schools @ Rs. 2000/-	0.02	33	0.660	0.02	69	1.380	0.02	70	1.400	0.02	71	1.420	0.02	72	1.440	
16.0	Academic monitoring of schools by DIET staff by travelling 12 months 2*12 @ Rs 1000/-	0.01	24	0.240	0.01	48	0.480	0.01	48	0.480	0.01	48	0.480	0.01	48	0.480	
16.0	Academic supervision by BRCs 5 x 5 units @ Rs1000/-	0.01	25	0.250	0.01	50	0.500	0.01	50	0.500	0.01	50	0.500	0.01	50	0.500	

**Perspective Work Plan 2002-07, District Nawan Shehar, 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
16.0	Hiring of Vehicles for Academic supervision by DPO/SPD 5 visits to 10 visits x 12 months @ Rs. 1000/-	0.01	60	0.600	0.01	120	1.200	0.01	120	1.200	0.01	120	1.200	0.01	120	1.200
16.0	Annual Household survey @Rs.3/- per household for 107304 households	0.0000	107304	3.219	0.00003	107304	3.219	0.00003	107304	3.219	0.00003	107304	3.219	0.00003	107304	3.219
16.0	MIS Data collection and processing of data for primary schools at State/District office	0.0017	441	0.750	0.0017	441	0.750	0.0017	441	0.750	0.0017	441	0.750	0.0017	441	0.750
16.0	MIS Data collection and processing of data for upper primary schools/sections at State/District office	0.0018	213	0.383	0.0018	213	0.383	0.0018	213	0.383	0.0018	213	0.383	0.0018	213	0.383
16.0	State office activities on research, evaluation monitoring and supervision @ Rs.100/- per school for primary & upper primary schools	0.0010	654	0.654	0.0020	686	1.372	0.0020	697	1.394	0.0020	707	1.414	0.0020	718	1.436
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 654 primary and upper primary schools							0.00031	697	0.216	0.00031	707	0.219	0.00031	718	0.223
16.0	Development and supply of material for evaluation of Instructional improvement in primary and upper primary schools	0.00029	654	0.19												

**Perspective Work Plan 2002-07, District Nawan Shehar, 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
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 ×7	213	0.42												
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 ×7	654	1.37												
	<b>Subtotal</b>			<b>9.14</b>			<b>9.70</b>			<b>9.96</b>			<b>10.01</b>			<b>10.06</b>
<b>Intervention Name : Management Cost</b>																
<b>(in lacs)</b>																
17.0	Hire charges for vehicles for DPO/State 16 times x 12 months	0.015	192	2.88	0.015	192	2.88	0.015	192	2.88	0.015	192	2.88	0.015	192	2.88
17.0	DPO/state consumables	0.070	12	0.840	0.070	12	0.84	0.070	12	0.840	0.070	12	0.840	0.070	12	0.84
17.0	Water, Electricity, Telephone etc. of District and State office	0.100	12	1.200	0.100	12	1.20	0.100	12	1.200	0.100	12	1.200	0.100	12	1.20
17.0	TA & DA of District and State etc.	0.300	12	3.600	0.300	12	3.60	0.300	12	3.600	0.300	12	3.600	0.300	12	3.60
17.0	Consultants (12 Months × 7) for District and State	0.070	42	2.940	0.070	42	2.94	0.070	42	2.940	0.070	42	2.940	0.070	42	2.94

**Perspective Work Plan 2002-07, District Nawan Shehar, Punjab**

Account Code	Item	2002-03			2003-04			2004-05			2005-06			2006-07		
		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial
17.0	Computer Stationery Peripherals DPO/State	0.200	1	0.200	0.200	1	0.20	0.200	1	0.20	0.200	1	0.200	0.200	1	0.200
17.0	Documentation at DPO/State	3.000	1	3.000	3.000	1	3.00	3.000	1	3.00	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	16.80	1.500	12	18.00	1.550	12	18.60	1.600	12	19.20	1.650	12	19.80
17.0	Jan Samparak Abhiyan (twice a year visit of 10 schools per block by all senior officers for three days- taxi and other charges) to be conducted by State/District office No of blocks =5x2	0.030	10	0.30	0.030	10	0.30	0.032	10	0.32	0.032	10	0.32	0.035	10	0.35
17.0	Development and printing of modules on planning and management by State/District office	0.00036	654	0.23	0.00036	686	0.247	0.00036	697	0.251	0.00036	707	0.254	0.00036	718	0.258
17.0	Hiring of expets for pedagogy, research evaluation, community mobilization, gender sensitisation, alternative schooling, planning and management Training District 8x12 @ Rs.8000 Block 3x12 @ Rs.8000															
17.0	Circulatic of material prepared by the expects Of school/VEDC level						0.38			0.18			0.101			
17.0	New letter				0.00025	686	0.171	0.00025	697	0.17						
17.0	Media Activity						0.12			0.060						
	<b>Subtotal</b>			<b>31.99</b>			<b>33.88</b>			<b>34.25</b>			<b>34.54</b>			<b>35.07</b>

**Perspective Work Plan 2002-07, District Nawan Shehar, Punjab**

Account Code	Item	2002-03			2003-04			2004-05			2005-06			2006-07		
		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial
Intervention Name : Innovative Girls Education, ECCE, SC/ST, Computer Education (in lacs)																
<b>a) Girl Child Education</b>																
18.1	Remedial coaching for girls students for two months in primary schools	0.003	441	1.32	0.003	441	1.32	0.003	441	1.32	0.003	441	1.32	0.003	441	1.32
18.1	Remedial coaching for girls students for two months in upper primary schools	0.003	213	0.64	0.003	213	0.64	0.003	213	0.64	0.003	213	0.64	0.003	213	0.64
18.1	Development of supplement reading material and item Bank for 16652 girl student of primary students for use in remedial coaching	0.00038	16652	6.33	0.00038	16652	6.33	0.00038	16652	6.33	0.00038	16652	6.33	0.00038	16652	6.33
18.1	Development of supplement reading material and item Bank for 3017 girl student of upper primary students for use in remedial coaching	0.00057	3017	1.72	0.00057	3017	1.72	0.00057	3017	1.72	0.00057	3017	1.72	0.00057	3017	1.72
	<b>Subtotal</b>			<b>10.010</b>			<b>10.010</b>			<b>10.010</b>			<b>10.010</b>			<b>10.010</b>
<b>b) ECCE</b>																
18.2	School readiness kits and playway material for 3-5 age children in ICDS Centres	0.00075	18681	14.01	0.00075	18681	14.01	0.00075	18681	14.01	0.00075	18681	14.01	0.00075	18681	14.01
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	1323	0.99	0.00075	1323	0.99	0.00075	1323	0.99	0.00075	1323	0.99	0.00075	1323	0.99
	<b>Subtotal</b>			<b>15.000</b>			<b>15.000</b>			<b>15.000</b>			<b>15.000</b>			<b>15.000</b>
<b>c) SC/ST</b>																
18.3	Remedial coaching for 3 months in primary & upper primary schools in parts	0.0030	327	0.98	0.0030	327	0.98	0.0030	327	0.98	0.0030	327	0.98	0.0030	327	0.98
18.3	Supplementary reading material for remedial coaching to primary school SC children 21636 in parts	0.0005	10829	5.41	0.0005	10829	5.41	0.0005	10829	5.41	0.0005	10829	5.41	0.0005	10829	5.41

Perspective Work Plan 2002-07, District Nawan Shehar, 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
18.3	Question Bank for SC children of 20838_upper primary classes for remedial coaching in parts	0.0006	6017	3.61	0.0006	6017	3.61	0.0006	6017	3.61	0.0006	6017	3.61	0.0006	6017	3.61
	<b>Subtotal</b>			<b>10.00</b>			<b>10.00</b>			<b>10.00</b>			<b>10.00</b>			<b>10.00</b>
<b>d) Computer Education</b>																
18.4	Cost of running of computer education centres at block/cluster level	15.000	1	15.000	15.000	1	15.000	15.000	1	15.000	15.000	1	15.000	15.000	1	15.000
	<b>Subtotal</b>			<b>15.000</b>			<b>15.000</b>			<b>15.000</b>			<b>15.000</b>			<b>15.000</b>
<b>Intervention Name: Block Resource Centres (in lacs)</b>																
19.0	BRC Contingency grant for 5 CD Blocks @ Rs.12500/- P.A.	0.125	5	0.625	0.125	5	0.625	0.125	5	0.625	0.125	5	0.625	0.125	5	0.625
19.0	TLM grant for 5 CD Blocks @ Rs.5000/- P.A.	0.050	5	0.250	0.050	5	0.250	0.050	5	0.250	0.050	5	0.250	0.050	5	0.250
19.0	Meetings, Travel allowance for 5 CD Blocks @Rs.500 x 12 P.A.	0.005	60	0.300	0.005	60	0.300	0.005	60	0.300	0.005	60	0.300	0.005	60	0.300
19.0	Salary of 20 Block Resource Persons per CD Block having more than 100 schools for 4 Blocks @ Rs.7800/- x 12 P.A.	0.078	960	74.880	0.078	960	74.880	0.078	960	74.880	0.078	960	74.880	0.078	960	74.880
19.0	Salary of 10 Block Resource Person Per CD Block having less than 100 schools for 1 Block @ Rs. 7800/-x12 P.A.	0.078	120	9.360	0.078	120	9.360	0.078	120	9.360	0.078	120	9.360	0.078	120	9.360
	<b>Sutotal</b>			<b>85.415</b>			<b>85.415</b>			<b>85.415</b>			<b>85.415</b>			<b>85.415</b>
<b>Intervention Name: Cluster Resource Centres (in lacs)</b>																
19.1	CRC Contingency grant for 51 CRCs Blocks @ Rs.2500/- P.A.	0.025	51	1.275	0.025	51	1.275	0.025	51	1.275	0.025	51	1.275	0.025	51	1.275
19.1	TLM grant for 51 CRCs @ Rs.1000/- P.A.	0.010	51	0.510	0.010	51	0.510	0.010	51	0.510	0.010	51	0.510	0.010	51	0.510
19.1	Meetings, Travel allowance for 51 CRCs Blocks @Rs.200 x 12 P.A.	0.002	612	1.224	0.002	612	1.224	0.002	612	1.224	0.002	612	1.224	0.002	612	1.224

Perspective Work Plan 2002-07, District Nawan Shehar, Punjab																
Account Code	Item	2002-03			2003-04			2004-05			2005-06			2006-07		
		Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial	Unit cost	Physical	Financial
	<b>Subtotal</b>			3.009			3.009			3.009			3.009			3.009
<b>Intervention Name: Out of School children (in lacs)</b>																
20.0	Cost of running of EGS centres for 590 out of school children of 6-11 age group declining by 25%	0.00845	590	4.986	0.00845	443	3.743	0.00845	296	2.501	0.00845	149	1.259	0.00845	0	0.000
20.0	Cost of running of EGS centres for 1067 out of school children of 11-14 age group declining by 25%	0.012	1067	12.804	0.012	800	9.600	0.012	533	6.396	0.012	266	3.192	0.012	0	0.000
20.0	Cost of running of EGS centres of 857 out of school children of 14 age declining by 25%	0.012	857	10.284	0.012	643	7.716	0.012	429	5.148	0.012	215	2.58	0.012	0	0.0
	<b>Subtotal</b>			<b>28.074</b>			<b>21.059</b>			<b>14.045</b>			<b>7.031</b>			<b>0.000</b>
<b>Intervention Name: Preparatory activities for micro-planning, household surveys studies (in lacs)</b>																
21.0																
	<b>Subtotal</b>			<b>0.000</b>			<b>0.000</b>			<b>0.000</b>			<b>0.000</b>			<b>0.000</b>



Government of Punjab  
Education- 7 Branch  
Education Department  
ORDER

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

**1. The Need**

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

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

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

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

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

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

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

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

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

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

## 5. Implementation

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

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

### 5.2 New Nomenclature of Directorates, subordinate offices, schools, officers and staff

- 5.2.1 Directorate of 'School' education will henceforth be called Directorate of Secondary Education
- 5.2.2 Directorate of Primary Education will henceforth be called Directorate of Elementary Education.
- 5.2.3 Director Public Instruction (Schools) will henceforth be designated as Director Public Instruction (Secondary Education)
- 5.2.4 Director Public Instruction (Primary) will henceforth be designated as Director Public Instruction (Elementary Education)
- 5.2.5 All Primary and Middle Schools under the control of Government of Punjab will henceforth be called Government Elementary Schools.
- 5.2.6 All High and Senior Secondary Schools under the control of Government of Punjab will henceforth be called Government Secondary

Schools.

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

### 5.3 Staff Salaries

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

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

### 5.4 Two Levels of Schools

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

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

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

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

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

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

## 5.5 Redeployment of Staff

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

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

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

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

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

## 5.6 School Heads

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

5.6.2 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. 7/21/32 Dated, Chandigarh, the 28th, October 2002

A copy is forwarded to the following for information



and necessary action:-

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

*Bibek Sarkar*  
(B. Sarkar)

Secretary School Education,  
Punjab.

No. 106/2002-Edu. 7/                      Dated Chandigarh, the 28th, October 2002

A copy is forwarded to the:

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

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

*B. Sarkar*  
(B. Sarkar)

Secretary School Education,  
Punjab.