

**District Elementary Education Programme**  
**(SSA)**

**(A Programme for Universalisation of  
Elementary Education in India)**

**PERSPECTIVE PLAN**

**for**

**District-Jind (Haryana)**

**2002-2010**

**A.W.P. & B. (2002-2003)**

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*Prepared by:*

**District Core Team (Planning)**

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**DEDICATED TO THE  
CHILDREN OF DISTRICT  
JIND**

## **PREFACE**

Universalisation of Elementary Education has been one of the long cherished goals reflected both in the constitution and policy commitments since independence. Central Government has taken up the challenge for the universalisation of Elementary Education. There have been a number of interventions sponsored by central and state governments during the last fifty years or so. District Elementary Education Programme (Sarva Shiksha Abhiyan) being launched by the central government with state's assistance is one of such interventions, which is based on the local contextuality and flexibility with main focus on taking all the children of age group 6-14 in its fold and improvement in quality of learning. District Jind is one of the sixteen districts in Haryana in which this Programme is going to be launched from April 1, 2002.

The essential components of this programme are grass-root level planning (Micro Planning) and implementation in the context of local requirements having flexibility in the norm with coordination and support from the national level. The District Core Team (Planning) has formulated this perspective plan of DEEP (2002-2010) as per aspirations of members of the community, local bodies, teachers, representatives of the teachers' unions, educational administrators. It is the result of decentralized planning aimed at achieving the cherished goal of UEE in all its manifestations viz. enrolment, retention & quality learning.

This document of perspective plan of DEEP is the result of collective efforts of many people. The continued support extended by the State Project Director, Sh. R. R. Banswal, IAS is greatly acknowledged. But for his guidance and moral support this task would not have been accomplished in the stipulated period.

The valuable suggestions offered by functionaries of district administration have greatly benefited the formulation of this document for which the District Planning Team stands indebted to them.

The Planning Team owes a lot to Dr. Balkar Singh, Deputy Director (Planning) HPSPP and Sh. Vinod Kumar, Lecturer SIEMT Bhiwani for providing guidance and support during the planning process.

We also acknowledge the contribution of Sh. Manjeet Singh Dhiman, Data Entry Operator (EMIS Cell, DPIU Jind) for assistance in the data storage, tabulation, analysis and composing of this perspective plan document. Thanks are also due to all the staff members of DPIU, Jind for the cooperation extended by them.

It is hoped that the present perspective plan of District Elementary Education Programme (SSA) would find favour with policy planners and implementers.

**District Core Team (Planning)  
District Elementary Education Programme  
(SSA), District Jind (Haryana)**

## **REVISED PERSPECTIVE PLAN**

The plan of District Elementary Education Programme was submitted to the state authorities in the month of December, 2001. Central Appraisal Mission comprising four members headed by Dr. Swarna Gupta of NCERT, New Delhi appraised the perspective plan of SSA in a meeting held at Red Bishop, Panchkula. The team gave some valuable suggestions like completing the household survey in the whole district to get the real picture and position of the target group and upgradation of the primary schools to the level of upper primary where its need is being felt to achieve the aim of universalisation of elementary education. We are highly thankful to them for this suggestion as it helped and guided us to propose the upgradation of 103 primary schools to the level of upper primary at the villages and in towns where there is no upper primary school in the reasonable vicinity.

We are thankful to each and every teacher who helped us in the work of household survey conducted for Jind City. But for their help and cooperation this task would not have been accomplished.

We proposed the interventions related to primary education from the session 2003-04, as District Primary Education Programme has been extended up to 2003 in this district.

We have already proposed computer education in some of the upper primary schools. It emerged in the sharing workshops that we should propose the establishment of Information Technology Labs for all of the upper primary schools in the district. It would really help the children studying in our govt. schools to compete with the children studying in the private schools in this age of Information Technology.

It is hoped that this revised perspective plan of District Elementary Education Programme (SSA), Jind if properly implemented would certainly be a milestone towards UEE.

**District Core Team (Planning)  
District Elementary Education Programme  
(SSA), District Jind (Haryana)**

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## **CHAPTER-I**

### **Introduction of the State of Haryana:**

#### **Brief History:**

The state of Haryana came into existence on Nov. 1, 1966 having been carved out of the erstwhile state of Punjab under the Punjab Reorganization Act. It is not sure how Haryana acquired its name. Historians have tried to explain the origin of the word "Haryana" on the basis of phonetics. To some 'Haryana' is the landing place of 'Har' (Lord) and his 'yana' (Chariot), while to others 'Haryana' is combination of 'Hari' and 'Aana' meaning that Hari came to this place. H.R. Gupta claims that 'Haryana' is the corrupt form of 'Aryana', the abode of Aryans. Some historians associate it with 'Haryala-Van' - i.e. the green forests that once characterised this part of the Indo Gangetic plains.

#### **Topography:**

Haryana is one of the smaller states in terms of area & population. Its total geographical area is 44212 Sq. Kms. i.e. 1.3% of the total area of the country. The state is situated within the compass of northern region of the Indian union with Uttar Pardesh to its east, Punjab to its west, a part of Himachal Pardesh to its north, and a vast expanse of Rajasthan to its south, with Delhi forming an enclave on its eastern boundary.

The state of Haryana is bounded by the Shivalik hills in the north & by the Aravali hills in the south. There are some high ridges running throughout the tract from the Northwest to the Northeast. The ridges are known as the 'Morni Hills' (the average elevation of about 1065 mts.) & the 'Tipra Hills' (average elevation of about 1370 mts.) The valley of the Ghaggar River separates these hills. The highest point in the tract is known as the 'Karoh Peak'. (1499 Mts. on the Nahan borders).

#### **Climate:**

The climate of Haryana is of a pronounced continental character - very hot in summer and marked by cold in winter. The temperature during the months of May & June soars as high as 46<sup>o</sup> Celsius and it falls as low as 3<sup>o</sup> Celsius in the month of January. The rainfall in the region is low & erratic except in parts of Karnal, Ambala & Panchkula districts.

#### **People:**

The racial, religious & cultural composition of the people of Haryana has undergone an incessant metamorphosis but time & age failed to write wrinkles on their brow. The Haryanvis have retained some of their traditional traits & characteristics. It is in the folklores of Haryana that

one can see the multifarious richness of the emotional life of its people. These folklores have ever been preserved with the balm of tradition & passed on from one generation to the other like other aspects of cultural heritage.

Linguistically, there are three main currents – ‘Bangru’, the main dialect in the districts of Hisar, Rohtak, Sonapat, Jind, Kaithal, Bhiwani & Karnal ; ‘Mewati’, a local variation of Rajasthani spoken extensively in the southern district of Gurgaon & Parts of Faridabad & ‘Ahirawati’, the main dialect of the people of district Mahendergarh & some parts of districts of Gurgaon, Rewari & Jhajjar.

The people of Haryana are somewhat parochial, caste-ridden & therefore, lagging behind in the sphere of education of a comparable quality. The state has yet to catch up the educationally advanced states of the country.

In general, the people of Haryana are hardy, hearty, simple, straightforward, peace loving & sacrificing, but in times of need they have risen to dizzy heights. Truly speaking, the people of Haryana constitute a virile race of strong & sturdy fighters & indefatigable farmers, wielding the sword with as much skill in the times of crises as they wield the plough in the times of peace.

#### **Economy:**

The main sources of Haryana’s economy have been agriculture and cattle – breeding. The net sown area of the state is about 3575000 hectares. Top priority has always been given to this sector resulting in the rise of production of food grain, rice and cotton. Today, Haryana is amply enriched ‘Granary of India’, contributing a substantial chunk of agricultural produce to the central food.

The industrial belt of Haryana is around the national capital, especially in the districts of Faridabad, Gurgaon, Sonapat & Bahadurgarh town of Jhajjar district and some of the industrial towns in the districts of Panipat, Ambala, Yamunanagar and Hisar. The industrial development of the state is also contributing to the national economy.

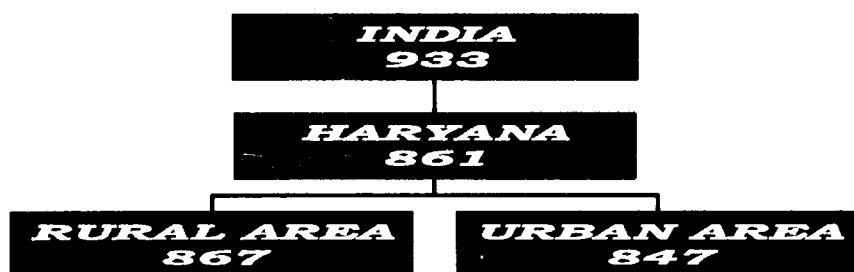
#### **Demographic Information: (Census-2001)**

Total population of Haryana is 2,10,82,989 out of which males are 1,13,27,658 & female are 97,55,331. Thus the population of Haryana forms 2.05% of the total population of the country in terms of size. The density of population is 477 persons per Sq. Km. The decadal population growth (1991-2001) is 28.06 percent. The scheduled caste population of Haryana is about 19 percent of the total population of the state. 71% of the total population is rural.

### Area-Wise Distribution of Population:

Area	Males	Females	Persons
Rural	8017622	6951228	14968850
Urban	3310036	2804103	6114139
<b>Total</b>	<b>11327658</b>	<b>9755331</b>	<b>21082982</b>

### Sex-Ratio: As per Census- 2001



*Sex Ratio for child population in age group 0-6 Years is only 820.*

### Literacy Rate:

General literacy rate (Exclusive of children in the age group of 0-6 years)	68.59%
Male Literacy	79.25%
Female Literacy	56.31%
Rank of Literacy amongst other states/ UT's	20 <sup>th</sup>
Rank of Male Literacy	16 <sup>th</sup>
Rank of Female Literacy	23 <sup>rd</sup>
Urban Literacy Rate	79.89
Rural Literacy Rate	63.82

### Education in the State:

The state is characterized by regional variations in literacy rate among different districts, blocks & villages & also among different socio-economic groups. According to the census 2001, the literacy rate for persons in the state is 68.59 percent (79.25% for males; 56.31% for females), but among the districts this literacy rate varies, being 76.54% in Panchkula as maximum & 58.16 in district Fatehabad as minimum. There are five districts, which have low literacy rates, i.e. 65.90% in Hisar; 63.6% in Gurgaon; 62.80% in Jind; 61.20% in Sirsa & 59.50% in Kaithal.

The female literacy rate in the state is 56.31%. But it is 54.61% in Mahendergarh; 53.50% in Bhiwani; 52.09% in Hisar; 50.31% in Sirsa; 48.97% in Jind; 48.29% in Gurgaon; 47.60% in Kaithal & 46.40% in Fatehabad. Obviously these districts are alarmingly lagging behind in the race of female literacy.

### **Increase in literacy rate (1991-2001)**

<b>Year</b>	<b>Persons</b>	<b>Males</b>	<b>Females</b>
1991	55.85%	69.10%	40.47%
2001	68.59%	79.25%	56.31%

### **Organization of Elementary Education:**

#### **Objectives of Education Policy in Haryana:**

1. The state govt. shall accord topmost priority to universalisation of Elementary Education and take all necessary steps to achieve this objective by the year 2005.
2. The state govt. shall support the endeavour of Govt. of India to declare elementary education a fundamental right of the child besides amendments in Article 31 of Constitution enjoining upon the parents the fundamental duty of sending their children to schools.
3. The state shall strive towards achieving a substantial increase in both public and private investments in education so that the public investment goes up-to 6% of GDP by the year 2010 A.D. and the total investment including private investment goes up-to 10% of the GDP in the same period.
4. The state govt. shall take effective steps to encourage transfer of elementary educational institutions to the Panchayati Raj and the Urban Local Bodies, in a bid to empower the community and other stakeholders.
5. The state shall elicit active participation of Village Education Committees, Mother Teacher Association and Parents Teachers Associations in management of education.
6. The state shall promote NGOs to play a key role in the qualitative and quantitative expansion of education.
7. The state shall focus on reducing disparities based on gender, region class, category including children of special focus groups etc. Based on the principle of quality and social justice, it will aim at creating an appropriate environment which allows and encourage children including girls, special and challenged children to develop their full potential which would contribute to the nation's growth.

8. Recognise the central role of teachers in education, the state reposes its full faith and trust in teachers and will support them in improving their knowledge and skills in pedagogy and child oriented learning.
9. The state shall endeavour to reorient the educational system so as to make it holistic, qualitative, socially and economically productive and relevant to the fast changing socio-economic environment. Emphasis would be laid on acquisition of relevant knowledge, skills and values and their application to real life situations.
10. The state shall take effective steps to minimize wastage and enhance productivity in education. This would include efficient management of resources, review of teaching methodologies, updating course curriculum, review of evaluation system etc.
11. Education shall be merit driven. Recruitment/ appointments, promotions, postings, transfers, deployments shall all be based on merit alone with in the overall framework of the state policy.
12. The state shall strengthen the teacher-institution link and discourage dislocations.
13. The state shall introduced computer education at school and college levels to translate into action the IT policy.
14. Keeping in view the demands of globalization of economy and advent of information technology, the state govt. shall endeavour to link education with the world at work and would help in the multi-dimensional growth of all sections of the society. The state govt. shall accord priority to the introduction of vocational, IT, Technical need-based courses in higher education.
15. As a step towards removal of rural-urban disparities among students at the elementary level and to equip them with the necessary skills. English shall be introduced in all primary schools from class I.
16. The state govt. shall lay emphasis on consolidation/ optimum utilization of existing infrastructure/facilities in education, quality improvement, education mapping and conferment of autonomous status to deserving institutions of higher education. Rural areas will get special attention.
17. With a view to providing necessary freedom for innovation and creating a climate to meet futuristic demands, the State Govt. shall encourage private investment, self- financing in higher education.

18. Suitable mechanisms for enhancing accountability at all levels shall be evolved and adherence to a code of professional ethics enforced.
19. The state Government shall endeavour to bring about certain changes in the management structure of higher education with a view to having close linkages between education at primary, upper primary, secondary, senior secondary and higher level.
20. Reforms in examination and evaluation system are a continuous process. Fast changing education scenario also poses a challenge for higher education necessitating periodic review of courses, curriculum, examination etc. The state Govt. shall advise the State Universities to have an in-built mechanism to address these areas.
21. As a part of recognizing merit and promoting excellence, the State shall endeavour to honour best institutions, meritorious students, best teachers and best heads of institutions.
22. The state shall endeavour to make NCC NSS, sports, value education, environmental education, yoga, scouting etc. as an integral part of institutional activities.
23. With a view to augmenting opportunities for education, ensuring access at door step to different sections of the society, bringing flexibility and making education a life long process, the state Govt. shall endeavour to encourage/strengthen existing facilities in distance/ open learning systems.

### **Primary Education:**

Primary Education, covering a period of 5 years is imparted through Govt. & Privately managed primary schools. There has been a substantial increase in the number of primary schools during the last decade. The total number of Govt. Primary Schools in 1999-2000 was 8650. Primary schools are generally co-educational but there are separate schools for boys & girls also. The teachers are provided in the schools according to the teacher pupil ratio of 1:45. Single teacher schools are very few, & are functioning in villages with a small population because in such schools the no. of students is very small.

Students' enrolment at the primary level of education in Govt. & Recognized private schools was 2083201 (1999-2000).

### Upper Primary Stage:

Upper Primary School consists of classes from VI to VIII. The teacher pupil ratio is 1:32 & the medium of instructions is Hindi. Hindi is taught as the first compulsory language from class I, English is taught as the 2<sup>nd</sup> compulsory language from class I onwards from session 2000-2001 and Sanskrit or Urdu or Telgu or Punjabi is taught as the third compulsory language from 6<sup>th</sup> class onwards. Certain safeguards have been provided for linguistic minorities. The provision for the teaching of Urdu/Punjabi as an additional subject (in addition to Hindi) from the first primary class is made if there are 8 students in a class or 30 students in a primary school, desirous of learning this language. But the medium of instruction & the first language even for such students is Hindi.

### Progress of educational institutions in the state from 1966-67 to 1999-2000:

Sr. No.	Educational Institutions	Number	
		In 1966-67	In 1999-2000
1.	Universities	1	3
2.	Agriculture University	0	1
3.	Arts & Science Colleges	40	146
4.	Physical Edn. Colleges	0	1
5.	Teacher Training Colleges	5	20
6.	High/Sr. Sec. Schools	597	3915
7.	Upper Primary Schools	735	1795
8.	Primary Schools	4447	10560
9.	Pre Primary Schools	2	27
10.	ETTI's & GETTI's	10	17
11.	D.I.E.T.	0	12
12.	Schools for Handicaps	5	6
13.	Dairy Science Colleges	1	1
14.	Medical Colleges	1	4
15.	Polytechnics	1	25
16.	Technology/ Engg. Colleges	5	14
17.	Veterinary Science Colleges	1	1
18.	Agricultural Colleges	1	3



## **CHAPTER II**

### **District Profile:**

#### **Introduction:**

The district derives its name from its head quarters' town 'Jind', which is said to be a corrupt form of 'Jaintapuri'. The area in which the Jind district lies formed an integral part of Kurukshetra in the traditional geographical account. It derived its name after 'Jainti', an ancient 'tirtha' mentioned in the 'Mahabharata' and the 'Padama Purana' in the honour of 'Jainti', the goddess of victory. According to an old saying the Pandavas built a temple in honour of 'Jainti Devi' (The Goddess of Victory), offered prayers for success and then jumped into the battle field of Mahabharata. The town grew up around that temple & was named Jainta Puri, (Abode of Jainti Devi) which later on came to be known as Jind.

#### **Topography:**

District Jind forms part of northern Haryana & lies between 29°-03' & 29°-51' north latitude and 75°-53' & 76°-47' east longitude. It is bounded by the districts of Kaithal, Karnal and Panipat in the northeast & east, by Rohtak district in the south and Sonapat in the South-east. On its west & southwest lies district of Fatehabad & Hisar respectively. In the north, it borders with Patiala & Sangrur districts of Punjab.

Its total geographical area is 3306 Sq. Kms. For administrative purposes, district Jind has been divided into three sub divisions namely Jind, Narwana & Safidon. But from the point of view of community development, the district is divided into seven blocks – Jind, Julana, Pillukhera, Safidon, Alewa, Narwana and Uchana. There are 307 villages & five towns in the district.

#### **Climate:**

District Jind has a sub - tropical continental monsoon climate. The climate of the district on the whole is dry, hot in summer & cold in winter. The year may be divided into four seasons. The cold season from November to March is followed by hot season, which lasts till the onset of the monsoon. The monsoon (rainy season) withdraws by 15<sup>th</sup> September & is followed by the post - monsoon or the transition period or autumn season. The rainfall is mainly concentrated during the rainy season, which is inadequate & uncertain. The situation has considerably improved due to the availability of irrigation facilities. The rainfall generally increases from southwest to northeast. About 10% of the annual rainfall is also received during the winter months of December to February in association with cyclones which pass across the country. Winds are generally light, with some strengthening in force

during late summer & early monsoon season. The depth of water table generally ranges from 0.83 to 39.80 meter. Water table is the shallowest in the areas along canals & towards the river Ghaggar. Water table is deep generally resting below 30 meters in the central part of the district. In the areas where water table is closer to the land surface, water logging & soil salination exist.

The district is not very rich in flora. All existing forests are man-made and they are concentrated along the rail, road & canal strips.

**Demography:**

The district has a total population of 11,89,725 as per census 2001.

***Area-wise & Sex-wise population:***

<b>Category</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Rural	511674	436020	947694
Urban	130383	111648	242031
Total	6,42,057	5,47,668	11,89,725

Percentage of Rural Population: 79.65  
 Density of Population: 440 (13<sup>th</sup> Position among districts)  
 Percentage Decadal Growth Rate: 21.35 (1991-2001)  
 Sex Ratio: 853 females/ 1000 males  
 [Less than that of the state (861), this is also less then that of the country (933)]

**Economy:**

The present district of Jind has an agro-based economy. As per 1991 census 29.21% of its population has been enumerated as main workers in the district, against 28.66% for the state as a whole. In the district 70.16% of its main workers are engaged in agricultural activities, which include cultivators & agricultural laborers against 57.77% for the state as a whole, explaining that agriculture is the mainstay of the bulk of population of the district. The percentage of main workers engaged in manufacturing, processing, servicing & repairs in house hold industries is 1.67% in the district against 1.53% in the state. Percentage of the main workers in live stock, forestry, fishing, hunting & plantation, orchards & allied activities is relatively high in the district (1.41%) against the state average of 0.95%. The proportion of main workers in the remaining industrial categories viz. Mining & quarrying, manufacturing, processing, servicing & repairs in other than household industry, construction, trade & commerce, transport, storage &

communication & other services is comparatively lesser in the district than the state average.

Rapid advances have been made in the field of agriculture after the formation of the Haryana state in 1966, with the provision of better irrigation & other facilities, the primitive agricultural practices are fast yielding place to modern mechanized farming & agricultural production is continuously increasing. There are two well-defined crops, Kharif & Rabi. The major Kharif crops (locally called sawani) are Sugarcane, Jawar, Bajra, Cotton & Rice while Rabi crops (locally called sadhi) are wheat, grams, Barley & oil seeds.

The area of Jind district is irrigated by two canal systems, viz. the western Yamuna canal & the Bhakhara canal. These two systems are inter-linked by the Narwana & Barwala link canals of the Bhakhara canal system, which ensure regular supply to the otherwise dry & parched land of the district.

Important units manufacturing, agricultural implements, chemicals, thermometers, surgical cotton, foundries, screws, plastic products, paperboards etc. were established after 1968. Important large and medium units are Milk Plant, Jind; HAFED Cattle Feed Plant, Jind; the Jind Co-operative Sugar Mills, Jhanj; LPG Bottling Plant Jind; Haryana Roller & Flour Mills Ltd. Jind; K.C. Textiles Ltd. Pindara etc. Agro based industries are rice shelling, Flour milling, oil seed crushing, Dal Milling, etc.

**No. of Families Living Below Poverty Line (BPL) in the Rural Area:**

Sr. No.	Block	General	S.C.	Total
1.	Jind	5052	5008	10060
2.	Julana	2653	3638	6291
3.	Alewa	1806	3610	5416
4.	Narwana	4639	7180	11819
5.	Safidon	4746	4355	9101
6.	Pillu Khera	2442	2689	5131
7.	Uchana	5942	6171	12113
<b>Total</b>		<b>27280</b>	<b>32651</b>	<b>59931</b>

Source: DRDA (Household Survey - 1998-99)

**Educational Profile:**

Before 1947, Jind had been a princely state & as such no worthwhile attention was paid to the education of the masses. In 1950, there were only 7 High Schools, 14 Middle Schools & 64 Primary Schools in this area. Girl education, in particular remained almost neglected in the

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The district derives its name from its head quarters' town 'Jind', which is said to be a corrupt form of 'Jaintapuri'. The area in which the Jind district lies formed an integral part of Kurukshetra in the traditional geographical account. It derived its name after 'Jainti', an ancient 'tirtha' mentioned in the 'Mahabharata' and the 'Padama Purana' in the honour of 'Jainti', the goddess of victory. According to an old saying the Pandavas built a temple in honour of 'Jainti Devi' (The Goddess of Victory), offered prayers for success and then jumped into the battle field of Mahabharata. The town grew up around that temple & was named Jainta Puri, (Abode of Jainti Devi) which later on came to be known as Jind.

#### **Topography:**

District Jind forms part of northern Haryana & lies between 29°-03' & 29°-51' north latitude and 75°-53' & 76°-47' east longitude. It is bounded by the districts of Kaithal, Karnal and Panipat in the northeast & east, by Rohtak district in the south and Sonapat in the South-east. On its west & southwest lies district of Fatehabad & Hisar respectively. In the north, it borders with Patiala & Sangrur districts of Punjab.

Its total geographical area is 3306 Sq. Kms. For administrative purposes, district Jind has been divided into three sub divisions namely Jind, Narwana & Safidon. But from the point of view of community development, the district is divided into seven blocks – Jind, Julana, Pillukhera, Safidon, Alewa, Narwana and Uchana. There are 307 villages & five towns in the district.

#### **Climate:**

District Jind has a sub - tropical continental monsoon climate. The climate of the district on the whole is dry, hot in summer & cold in winter. The year may be divided into four seasons. The cold season from November to March is followed by hot season, which lasts till the onset of the monsoon. The monsoon (rainy season) withdraws by 15<sup>th</sup> September & is followed by the post - monsoon or the transition period or autumn season. The rainfall is mainly concentrated during the rainy season, which is inadequate & uncertain. The situation has considerably improved due to the availability of irrigation facilities. The rainfall generally increases from southwest to northeast. About 10% of the annual rainfall is also received during the winter months of December to February in association with cyclones which pass across the country. Winds are generally light, with some strengthening in force

during late summer & early monsoon season. The depth of water table generally ranges from 0.83 to 39.80 meter. Water table is the shallowest in the areas along canals & towards the river Ghaggar. Water table is deep generally resting below 30 meters in the central part of the district. In the areas where water table is closer to the land surface, water logging & soil salination exist.

The district is not very rich in flora. All existing forests are man-made and they are concentrated along the rail, road & canal strips.

**Demography:**

The district has a total population of 11,89,725 as per census 2001.

***Area-wise & Sex-wise population:***

<b>Category</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Rural	511674	436020	947694
Urban	130383	111648	242031
Total	6,42,057	5,47,668	11,89,725

Percentage of Rural Population: 79.65  
 Density of Population: 440 (13<sup>th</sup> Position among districts)  
 Percentage Decadal Growth Rate: 21.35 (1991-2001)  
 Sex Ratio: 853 females/ 1000 males  
 [Less than that of the state (861), this is also less than that of the country (933)]

**Economy:**

The present district of Jind has an agro-based economy. As per 1991 census 29.21% of its population has been enumerated as main workers in the district, against 28.66% for the state as a whole. In the district 70.16% of its main workers are engaged in agricultural activities, which include cultivators & agricultural laborers against 57.77% for the state as a whole, explaining that agriculture is the mainstay of the bulk of population of the district. The percentage of main workers engaged in manufacturing, processing, servicing & repairs in house hold industries is 1.67% in the district against 1.53% in the state. Percentage of the main workers in live stock, forestry, fishing, hunting & plantation, orchards & allied activities is relatively high in the district (1.41%) against the state average of 0.95%. The proportion of main workers in the remaining industrial categories viz. Mining & quarrying, manufacturing, processing, servicing & repairs in other than household industry, construction, trade & commerce, transport, storage &

communication & other services is comparatively lesser in the district than the state average.

Rapid advances have been made in the field of agriculture after the formation of the Haryana state in 1966, with the provision of better irrigation & other facilities, the primitive agricultural practices are fast yielding place to modern mechanized farming & agricultural production is continuously increasing. There are two well-defined crops, Kharif & Rabi. The major Kharif crops (locally called sawani) are Sugarcane, Jawar, Bajra, Cotton & Rice while Rabi crops (locally called sadhi) are wheat, grams, Barley & oil seeds.

The area of Jind district is irrigated by two canal systems, viz. the western Yamuna canal & the Bhakhara canal. These two systems are inter-linked by the Narwana & Barwala link canals of the Bhakhara canal system, which ensure regular supply to the otherwise dry & parched land of the district.

Important units manufacturing, agricultural implements, chemicals, thermometers, surgical cotton, foundries, screws, plastic products, paperboards etc. were established after 1968. Important large and medium units are Milk Plant, Jind; HAFED Cattle Feed Plant, Jind; the Jind Co-operative Sugar Mills, Jhanj; LPG Bottling Plant Jind; Haryana Roller & Flour Mills Ltd. Jind; K.C. Textiles Ltd. Pindara etc. Agro based industries are rice shelling, Flour milling, oil seed crushing, Dal Milling, etc.

**No. of Families Living Below Poverty Line (BPL) in the Rural Area:**

Sr. No.	Block	General	S.C.	Total
1.	Jind	5052	5008	10060
2.	Julana	2653	3638	6291
3.	Alewa	1806	3610	5416
4.	Narwana	4639	7180	11819
5.	Safidon	4746	4355	9101
6.	Pillu Khera	2442	2689	5131
7.	Uchana	5942	6171	12113
<b>Total</b>		<b>27280</b>	<b>32651</b>	<b>59931</b>

Source: DRDA (Household Survey - 1998-99)

**Educational Profile:**

Before 1947, Jind had been a princely state & as such no worthwhile attention was paid to the education of the masses. In 1950, there were only 7 High Schools, 14 Middle Schools & 64 Primary Schools in this area. Girl education, in particular remained almost neglected in the

district. There were only 4 schools for girls-one High School at Jind & three Primary Schools (2 at Jind and 1 at Narwana). Things changed gradually & more attention was paid to education. When Haryana was founded in 1966, there were 2 Colleges, 26 High Schools, 42 Upper Primary Schools and 206 Primary Schools in the district. After the formation of Haryana, there was a notable progress in the field of education.

### **Educational Institutions in District Jind:**

Post Graduate/ Degree Colleges	6
Engineering Colleges	1
District Institute of Education & Training	1
Govt. Elementary Teachers Training Institutes	1
Elementary Teachers Training Institutes	3
Industrial Training Institutes	2
Govt. Sr. Sec. Schools	44
Govt. High Schools	137
Govt. Upper primary schools	72
Govt. Primary Schools	465

### **C. D. BLOCK WISE SCHOOL LIST**

Block	GPS	GGPS	GMS	GGMS	GHS	GGHS	GSSS	GGSSS	Total
Alewa	25	10	2	2	11	2	1	2	55
Jind	75	34	10	7	30	2	5	2	165
Julana	39	27	5	3	14	3	4	1	96
Narwana	63	26	12	2	18	5	9	3	138
Pillu Khera	27	11	5	2	10	3	5	0	63
Safidon	50	9	11	0	10	3	4	1	88
Uchana	43	27	7	4	20	6	5	2	114
<b>Total</b>	<b>322</b>	<b>144</b>	<b>52</b>	<b>20</b>	<b>113</b>	<b>24</b>	<b>33</b>	<b>11</b>	<b>719</b>

### **Literacy Rate:**

The district occupies sixteenth place in the state in the sphere of literacy as per census 2001. The total literacy rate is 62.80% which is somewhat low as compared to state & national literacy rates.

#### **i) Percentage of literacy in the District, State & Country:**

<b>District, State, Country</b>	<b>Total Literacy</b>	<b>Male Literacy</b>	<b>Female Literacy</b>
JIND	62.80	74.69	48.97
HARYANA	68.59	79.25	56.31
INDIA	65.38	75.85	54.16

ii) **Tehsil-wise Literacy Rate (Rural & Urban):**

Tehsil/ Distt.	Persons			Rural			Urban		
	M	F	T	M	F	T	M	F	T
Jind	78.96	53.79	67.39	74.75	45.85	61.52	87.70	69.91	79.46
Julana	79.99	52.50	67.25	79.36	51.07	66.29	84.48	62.04	73.85
Narwana	68.52	41.94	56.17	66.13	38.47	53.29	81.98	61.17	72.25
Safidon	75.89	51.83	64.78	74.78	49.60	63.17	83.78	67.46	76.16
<b>Total (District)</b>	<b>74.69</b>	<b>48.97</b>	<b>62.80</b>	<b>71.87</b>	<b>44.26</b>	<b>59.13</b>	<b>85.57</b>	<b>66.85</b>	<b>76.86</b>

iii) **Tehsil-wise Sex Ratio (Rural & Urban):**

Tehsil/ District	Sex Ratio of Total Population			Sex Ratio of Child Population age (0-6)		
	Rural	Urban	Total	Rural	Urban	Total
Jind	843	850	845	836	774	817
Julana	855	885	859	837	819	835
Narwana	860	861	860	830	763	821
Safidon	849	861	850	811	778	808
<b>District</b>	<b>852</b>	<b>856</b>	<b>853</b>	<b>828</b>	<b>775</b>	<b>818</b>

**Teachers' Position:**

Class	Teachers					
	Overall			SC		
	Male	Female	Total	Male	Female	Total
Primary Class I to V	1615	868	2483	239	33	272
Middle Class VI to VIII	934	286	1220	-	-	-

**Early Childhood and Care Education (ECCE):**

In order to bring more & more children into the field of education, at the pre-primary stage, the district council for child welfare, Jind is running 15 Balwaries and the department of Women & child development is running 806 Aanganwaries in the district. The 'Balwaries' and 'Aanganwaries' provide recreational educational and developmental facilities to children up to 6 years of age by adopting play way methods. The total no. of children enrolled in 806 Aanganwaries as on 30.09.2000 was 31569. Only female persons are appointed as Aanganwari Workers. At present 806 Aanganwari workers are working at 806 Aanganwaries in the district.



## No. of Children in Aanganwaries

S. No.	Block	No. of AW Centres	All			SC		
			Boys	Girls	Total	Boys	Girls	Total
1	Jind	142	3022	2661	5683	604	518	1122
2	Julana	107	1914	1725	3639	382	334	716
3	Alewa	75	1556	1371	2927	309	283	592
4	Safidon	97	2014	1797	3811	356	340	696
5	Pillu Khera	69	1446	1353	2799	274	268	542
6	Narwana	171	3615	3302	6917	718	626	1344
7	Uchana	145	2901	2892	5793	576	536	1112
<b>Total</b>		<b>806</b>	<b>16468</b>	<b>15101</b>	<b>31569</b>	<b>3219</b>	<b>2905</b>	<b>6124</b>

*Source: P.O., ICDS Jind*

### **Existing incentive schemes:**

#### **I) Free distribution of textbooks:**

Jind is a DPEP - I district. All children in this district up to class IV are getting free textbooks supplied by DPEP during the year 2001-2002. New Text Books for class V have also been printed. But these are on trial basis in schools. State govt. is supplying free textbooks to the SC girls in the district (in this session for Class V only).

#### **II) Mid Day meal (dry) scheme:**

All children in this district are getting food grain in lieu of mid day meal scheme as per national policy. Every month 1.5 Kg. of rice & 1.5 Kg. of wheat is being given to each child in all the govt. primary schools.

#### **III) Operation Black Board Scheme:**

This scheme was launched after the implementation of New Policy of Education 1986. A nation wide campaign was launched to provide basic facilities to improve the conditions of the primary schools in the country. Under this scheme rooms were constructed, at least two teachers in each school were appointed. In addition to this, black boards, maps, charts, globes, playing material, science kit, math kit, tools kit, library books, school bell, musical instruments and later on radio-cum-tape recorders & televisions were also provided in the primary schools. But at present most of these items are unusable.

IV) **Stationery:**

The state government pays Rs. 10/- to each student of S.C. category for stationery, per year up to class V.

V) **Free Uniform:**

The state provides uniforms free of cost to the S.C. girls of all Govt. Primary Schools.

VI) **Book Banks:**

This scheme was introduced during the year 1975-76. Under this scheme students of weaker sections are given textbooks free of cost through the book bank at the school level.

VII) **Stipend:**

Primary education department since 1989-90 is implementing this scheme of the department of welfare of scheduled castes and backward classes, Haryana. Under this scheme, a stipend of Rs. 10/- per month is given to each concerned student.

## **CHAPTER – III**

### **Sarva Shiksha Abhiyan (SSA):**

The Sarva Shiksha Abhiyan is a historic stride towards achieving the long cherished goal of Universalisation of Elementary Education (UEE) through a time bound integrated approach, in partnership with states. SSA, which promises to change the face of the elementary education to all children in the 6-14 age group by 2010.

The SSA is an effort to recognize the need for improving the performance of the school system and to provide community owned quality elementary education in the mission mode. It also envisages bridging of gender and social gaps.

### **What is Sarva Shiksha Abhiyan?**

- ❖ It is a programme with a clear time-frame for Universalization of Elementary Education.
- ❖ It is a right response to the demand for quality education all over the country.
- ❖ It is an opportunity for promoting social justice through basic education.
- ❖ It is an effort for involving the Panchayats, School Management Committees, Village & Urban/Slum level education committees, Parents' Teachers' Associations, Mother Teacher Associations, Tribal Autonomous Councils and other grass root level structures effectively in the management of elementary schools.
- ❖ It is an expression of political will for universal elementary education across the country.
- ❖ It is a partnership between the Center, State and the local government.
- ❖ It is an opportunity for States to develop their own vision of elementary education.

### **AIMS of SARVA SHIKSHA ABHIYAN**

The Sarva Shiksha Abhiyan is to provide useful and relevant elementary education for all children in the 6 to 14 age group by 2010. There is also another goal to bridge social, regional and gender gaps, with the active participation of the community in the management of schools.

Useful and relevant education signifies a quest for an education system that is not alienating and that draws on community solidarity. Its aim is to allow children to learn about and master their natural environment in a manner that allows the fullest harnessing of their human potential both spiritually and materially. This quest must also

be a process of value based learning that gives children an opportunity to work for each other's well being rather than to permit mere selfish pursuits.

Sarva Shiksha Abhiyan realizes the importance of Early Childhood Care and Education and looks at the 0-14 age as a continuum. All efforts to support pre-school learning in ICDS centres or special pre-school centres in non ICDS areas will be made to supplement the efforts being made by the department of Woman and Child Development.

### **Objectives of Sarva Shiksha Abhiyan:**

- All children in school, Education Guarantee Centre, Alternate Schools, 'Back-to-School' camps by 2003.
- All children complete five years of primary schooling by 2007.
- All children complete eight years of elementary schooling by 2010.
- Focus on elementary education of satisfactory quality with emphasis on education for life.
- To bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010.
- Universal Retention by 2010.

### **Why a frame work for Implementation (And not a Guideline)?**

- To allow states to formulate context specific guidelines within the overall framework.
- To encourage districts in States and UT's to reflect local specificity.
- To promote local need based planning based on broad National Policy norms.
- To make 'Planning' a realistic exercise by adopting broad national norms.

### **Sarva Shiksha Abhiyan as a Frame Work and as a Programme**

Sarva Shiksha Abhiyan (SSA) has two aspects:

- I) It provides a wide convergent framework for implementation of Elementary Education schemes.
- II) It is also a programme with budget provision for strengthening vital areas to achieve universalisation of elementary education.

While all investments in the elementary education sector from the state and central plans will reflect as part of the SSA framework, they will all merge into the SSA programme within the next few years. As a programme, it reflects the additional resources provision for UEE.

## CHAPTER-IV

### Planning Process:

#### Formation of Core Team:

The process of plan preparation started with the formation of the District Core Teams. The District Core Teams include District Primary Education Officers, as In-charges of their respective districts & members, as Lecturers working in DIETs/ Sr. Sec. Schools, BEOs, Masters & Primary Teachers.

#### District Core Team (Planning):

<b>Sr. No.</b>	<b>Name</b>	<b>Designation</b>
1.	Sh. Ajit Singh Sangwan	<i>District Primary Education Officer, Jind</i>
2.	Sh. Rajdev Singh	<i>Lecturer in English, DIET, Iccus (Jind).</i>
3.	Sh. Rohtas Verma	<i>Lecturer in English, DIET, Iccus (Jind).</i>
4	Sh. Bal Kishan Yadav	<i>Lecturer in Geography, GSSS Bass, (Hisar)</i>
5.	Sh. Sanjay Kumar	<i>Primary Teacher, GGPS R.B., Safidon.</i>

#### Orientation of the Core Team:

5 Days orientation programme was conducted at Panchayat Bhawan, Sector-28, Chandigarh for the members of core team w.e.f. Sep.4, to Sep.8, 2001.

Members of the core teams were acquainted with the need of a perspective plan and various stages in the planning process. They were also briefed about the various components to be included in the draft proposal of SSA.

#### Planning in the field:

It was decided that the plan must be realistic and in accordance with the needs of the specific area. So to become acquainted with the needs, problems and probable remedies in the field of education, the members of the District Planning Team organised meetings with the govt. school teachers, community, members of VECs & PTA, members of local bodies, union leaders and chair person Zila Parishad. The main issues raised during these meetings were recorded.

Hon'ble Deputy Commissioner and Additional Deputy Commissioner were briefed on District Elementary Education Programme (DEEP). Chief Medical Officer, Programme Officer ICDS, DEO, Principal DIET Jind were also visited for briefing, convergence and their valuable suggestions for incorporating in perspective plan of SSA.

A format was given to the CRCs to fill it up in each & every school to know the following:

- ✓ Students' enrolment in Primary and Middle Schools i.e. from class I to VIII.
- ✓ Teachers position in Primary and Middle Schools.
- ✓ Number of Students, enrolled in class I as on 30.9.97 and in class VI as on 30.9.99.
- ✓ Physical infra structure such as rooms, toilets, boundary walls and other details required for formation of perspective plan for SSA.

This information helped in finding out the Retention Rate, Drop out Rate, requirements regarding infra structure, teachers, teaching learning material etc. for the schools and hence for the district.

The State Project Director directed the planning teams to carryout the house hold survey for micro planning in their respective districts. District Planning Team organised a meeting with DEO, DPEO, Principal DIET, SDEOs and BEOs to chalk out a programme for doing the micro planning exercise. The following decisions were taken:

- ✓ Block Planning Teams comprising SDEOs, Principals, BEOs, BRCs and CRCs were constituted
- ✓ Household Survey Format would be discussed with all of the heads of Govt. Schools.
- ✓ Heads of the highest level schools would act as the co-ordinators for carrying out household survey in their respective villages.
- ✓ Two or three teachers per school would be deputed to carry out household survey exercise.
- ✓ CRCs would collect the compilation sheets from the villages of their respective clusters.
- ✓ The BRCs would collect the compiled sheets of survey from their respective CRCs.
- ✓ After that it would be submitted to the district planning team.

Meetings of all Heads of Govt. schools were called at BRC Julana, GSSS Pillu Khera, BRC Safidon & GSSS Jind on October 24, 2001 and at BRC Naguran, BRC Uchana & GSSS Narwana on October 25, 2001 to

discuss the formats meant for household survey. Concerned SDEO, Principal, BEO made necessary arrangements for these meetings and DEO/ DPEO/ Principal DIET chaired these meetings.

After the completion of household survey the planning team compiled the habitation level sheets at the district level and got the required data.

Members of district planning team attended the meetings organised at the state level to discuss and to review the perspective plan from time to time. During the planning process members of the planning team conducted a meeting with DPEP officials to discuss advantages and disadvantages of the District Primary Education Programme, so that past bitter and better experiences may be taken into account.

### **Revision of the District Perspective Plan**

Appraisal Mission nominated by MHRD appraised the District Plans in a 3 days meeting held at Red Bishop, Panchkula w.e.f. 17 Jan. to 20 Jan., 2002. Suggestions of the appraisal mission were incorporated in the revised plan. Meeting of the BEOs, HMs, HTs & Teachers was called to discuss and finalize the proposal of upgradation of the primary schools to the level of upper primary in the villages where there is no upper primary school in the reasonable vicinity. Meeting of Principals and HMs of all govt. & private schools of Jind City was called to formulate a plan for conducting house hold survey. Lecturers who have performed the census duty as ward supervisors were appointed as ward co-ordinators. Teachers from govt. and private schools were deployed to conduct household survey in Jind MC Area comprising 31 wards. Each teacher was assigned the survey of 100 houses. Household survey was completed in Jind MC Area also in Feb., 2002.

### **Major Issues Emerged from Participatory Meetings:**

- 1 There must be sufficient infra structure in each and every govt. school. Electric meters must be installed in govt. schools and there should be a provision for payment of bills.
- 2 Curriculum must be reviewed with the involvement of teachers, lectures and others educationists.
- 3 There is a need to reorganise clusters, so that desired academic support may be imparted in the schools by the co-ordinators, CRC. It can be done only if there are 5 or 6 schools in a cluster.
- 4 Educational tours must be organised for the teachers and students to broaden their mental horizon.

- 5 There should be a provision of a music teacher in Government Schools, so that the students may be prepared for cultural activities and be able to participate in District level functions.
- 6 Important days, annual functions and sports meets must be celebrated in the school campus.
- 7 Inspection process must be academic and effective.
- 8 Monthly tests should be conducted and the parents must be acquainted with the performance of their children.
- 9 Libraries & Laboratories must be established in each and every middle school.
- 10 Books supplied under DPEP must be reviewed thoroughly. There is a strong need for rethinking about the integrated approach being adopted in the textbooks of classes I to IV.
- 11 Subject specialists must be available at the block level for academic support.
- 12 Non teaching work should not be allotted to the teachers because it hampers the teaching work. The services of unemployed rural youths should be considered for this purpose.
- 13 Heads of the schools must be oriented on staff management, cordial relations with students, staff cooperation, community participation and maintaining of accounts etc.
- 14 Best teachers, schools and AW Centres must be awarded.
- 15 There must be sufficient sports material available in the schools.
- 16 Books and other incentives must be given to the poor & deprived students.
- 17 Computer education should be imparted in each school, so that the students of Govt. Schools may compete with the students of private schools.
- 18 Vocational Education must be imparted in Govt. Schools, so that creativity and dignity of labour may be inculcated in the students.
- 19 In-service teachers training programmes must be properly managed and the skill improvement/ development in the teachers must be evaluated through a follow up programme.
- 20 Stress must be there on girls' education & women empowerment. Efforts must be done to reduce gender bias/discrimination prevalent in the society.
- 21 Members of VECs, Local Bodies, should be given proper orientation regarding their duties and responsibilities towards education, so that they may be able to play a vital role in school improvement.



- 22 Community still needs mobilisation and awareness, so that it may co-operate and involve itself in the activities going on in Govt. Schools.
- 23 Parents and guardians should also be oriented so that they may take care of their children in the field of education.
- 24 Experience of Alternative Schooling under DPEP didn't cut much ice.

## **MICRO PLANNING EXERCISE**

Actual target can be achieved only if the plan is realistic and according to the needs of the target group. To know the actual position of the target group in the district, some exercise must be completed at the micro level before formulating a plan. So taking this into view Micro Planning Exercise was carried out in district Jind during the months of October 2001 & February 2002, with the help of government and private school teachers by the District Planning Team. The purpose of this exercise was to be well acquainted with the following information.

- ❖ Category-wise population of the area in different age groups.
- ❖ Number of children; studying in schools, dropouts and non-starters in the age group 5+ to 10+ & 11+ to 14 years.
- ❖ Number of children studying in Government & Private Schools.
- ❖ Classes from which the students dropout.
- ❖ Probable reasons for dropout & non-enrolment.
- ❖ The activities in which the dropouts & non-starters are engaged at present.
- ❖ Number of disabled children & their type of disabilities.

The information emitted out of this household survey would finally be helpful in developing a Village Education Register (VER) having all required data related to the children in the age group 5+ to 14 years of that village.

### **MAJOR FINDINGS:**

- 89.93% of the total children in age group 5+ to 10+ years are studying in school whereas in age group 11+ to 14 years 88.00% of the children are studying.
- 57.77% of the total enrolment in primary schools and 58.24% in upper primary schools is in the govt. schools.
  - *It is obvious that 42.23% enrolment at primary level and 41.76% at upper primary level in private schools is challenging our govt. system openly.*
- In the Narwana block 47.87% children at primary level and 46.99% at upper primary level are studying in private schools, which is highest in the district except Jind block which is

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predominantly an urban block (60.43% at primary and 61.43% at upper primary level.

- *One of the factors for this is non-availability of teachers in the remote areas.*
  - The majority of the students (79.72% at primary level and 76.70% at upper primary level) of SC category are enrolled in govt. schools in the district.
  - The Dropout Rate is very less in the age group 5+ to 10+ years. For boys it is 0.82% & for girls it is 1.44%.
  - The Dropout Rate is somewhat high in the age group 11+ to 14 years. For boys it is 5.63% & for girls it is 11.28%.
    - *Maximum numbers of students become dropout after completing the class V and minimum after completing the class I.*
  - The percentage of dropouts for boys & girls is 0.75 & 1.29 respectively in age group 5+ to 10+ years.
  - While the percentage of dropouts in age group 11+ to 14 years is 5.46 & 10.64 for boys & girls respectively.
  - Dropout rate in the age group 11+ to 14 years is more than the dropout rate in the age group 5+ to 10+ years.
    - *Main reason for this is non-availability of Upper Primary Schools in many habitations (Villages). So the parents particularly that of girls hesitate to send them to the nearby village leading to their dropout after class 5<sup>th</sup>.*
  - The percentage for non-starters in the age group 5+ to 10+ years is high, which is 8.14 for boys & 10.24 for girls.
    - *Main reason for this it is that most of the Parents/guardians send their wards in schools only when they complete the age of 6 years, especially in rural areas.*
  - Much more girls are still out of school particularly in rural areas.
    - *Most of these girls are engaged in household work and sibling care.*
  - There are 1780 disabled children in the district, out of which maximum number is that of orthopedic disabled children.
  - Net Enrolment Ratio for primary classes is more than that of upper primary classes.
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# DISTRICT LEVEL HABITATION CONSOLIDATED REPORT

## HOUSE-HOLD SURVEY

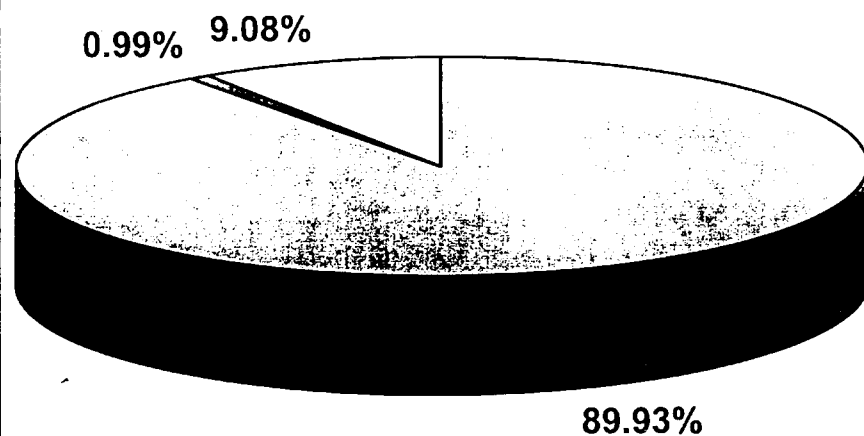
District: JIND

Social Group	Population	Number of Children in 5+ to 10+ age group								Number of Children in 11+ to 14 age group								Grand Total Out of school children		
		Studying in School		Dropped out		Non-starters		Total out of school		Studying in School		Dropped out		Non-starters		Total out of school				
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
SC	221584	18893	14606	394	515	3353	3506	3747	4021	9794	6461	1218	1837	828	1259	2046	3096	5793	7117	12910
BC	224495	20048	16171	138	209	1557	1681	1695	1890	11005	8791	727	1139	345	565	1072	1704	2767	3594	6361
General	636100	49749	38933	198	293	3010	2882	3208	3175	30878	23934	1138	2008	489	837	1627	2845	4835	6020	10855
<b>Total</b>	<b>1082179</b>	<b>88690</b>	<b>69710</b>	<b>730</b>	<b>1017</b>	<b>7920</b>	<b>8069</b>	<b>8650</b>	<b>9086</b>	<b>51677</b>	<b>39186</b>	<b>3083</b>	<b>4984</b>	<b>1662</b>	<b>2661</b>	<b>4745</b>	<b>7645</b>	<b>13395</b>	<b>16731</b>	<b>30126</b>

Social Group	Details of Dropped out children 11+ to 14 years age group													
	Boys dropping out completing grade							Girls dropping out completing grade						
	Class I	Class II	Class III	Class IV	Class V	Class VI	Class VII	Class I	Class II	Class III	Class IV	Class V	Class VI	Class VII
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
SC	82	208	238	218	234	133	126	85	278	393	360	390	174	153
BC	31	57	114	135	153	127	114	42	106	152	189	326	159	197
General	60	91	174	185	215	195	184	75	211	264	328	437	281	355
<b>Total</b>	<b>173</b>	<b>356</b>	<b>526</b>	<b>538</b>	<b>602</b>	<b>455</b>	<b>424</b>	<b>202</b>	<b>595</b>	<b>809</b>	<b>877</b>	<b>1153</b>	<b>614</b>	<b>705</b>

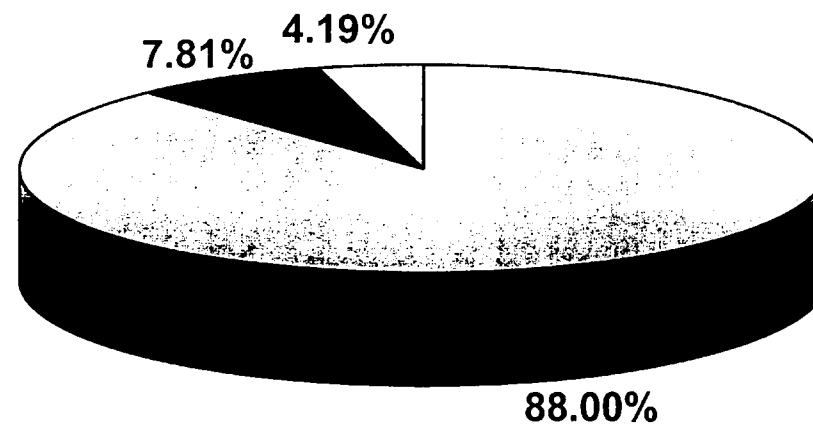
## STATUS OF CHILDREN IN AGE GROUP 5+ TO 14 YEARS

### IN AGE GROUP 5+ TO 10+ YEARS



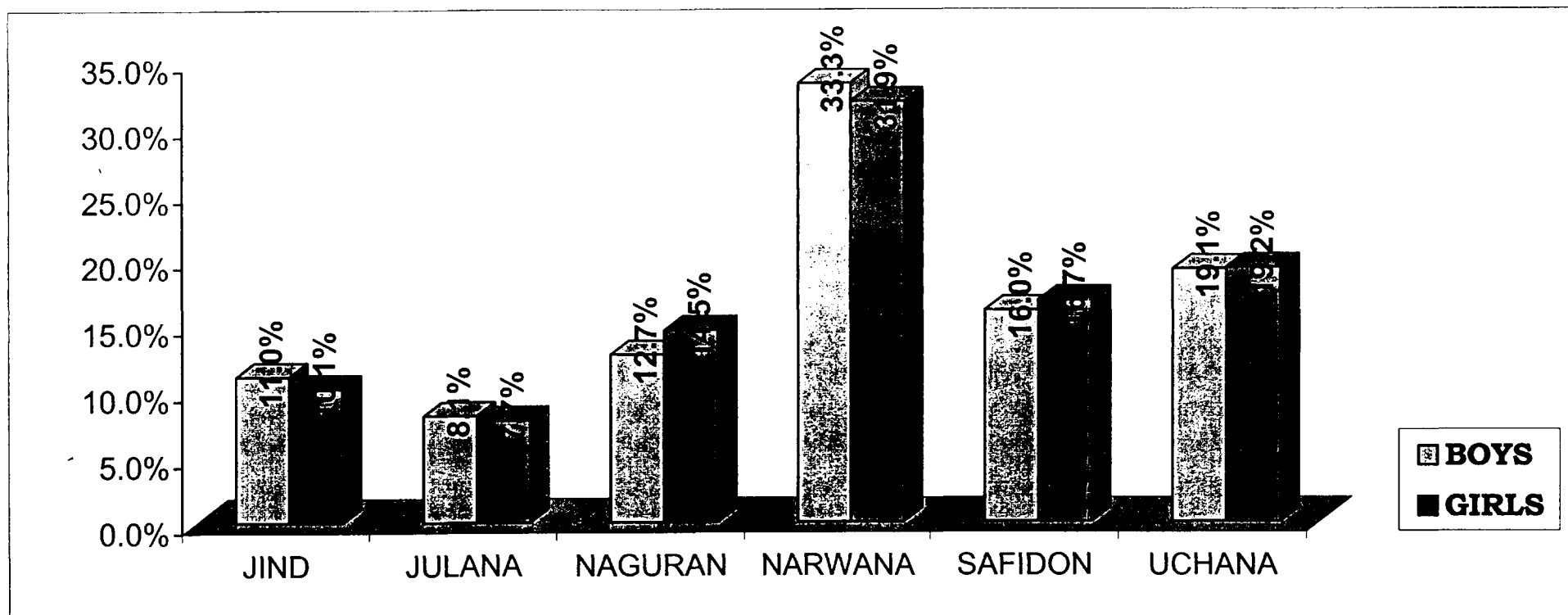
■ Studying ■ Drop Outs □ Non-Starters

### IN AGE GROUP 11+ TO 14 YEARS



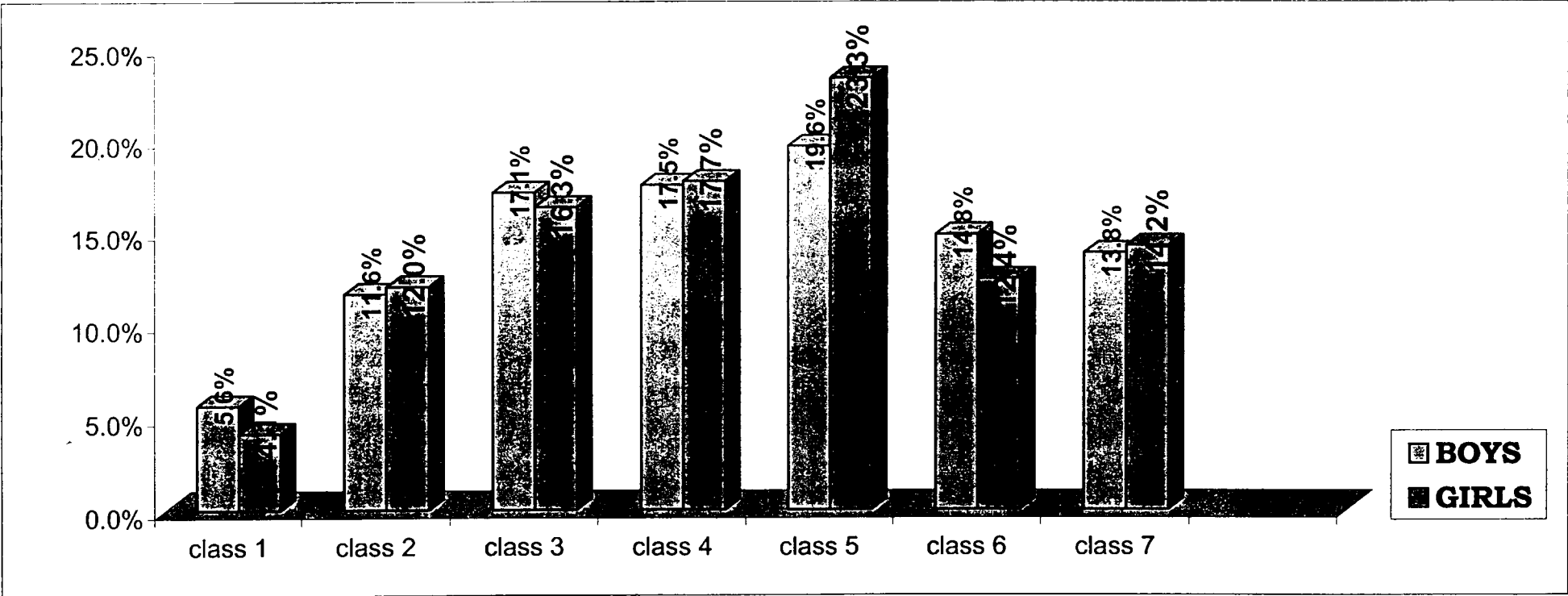
# OUT OF SCHOOL CHILDREN IN AGE GROUP 5+ TO 14 YEARS

(BLOCK-WISE)



# DROPOUT CHILDREN IN AGE GROUP 11+ TO 14 YEARS

(CLASS-WISE)



AFTER COMPLETING GRADE

**ENROLMENT IN SCHOOLS AND TOTAL POPULATION IN AGE GROUP  
5+ TO 10+ YEARS**

BLOCK	OVERALL						GENERAL					
	Total Enrolment			Total Population			Total Enrolment			Total Population		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Jind	17259	13250	30509	18175	14202	32377	8961	6671	15632	9287	7010	16297
Julana	12304	10471	22775	12949	11088	24037	7495	6252	13747	7794	6499	14293
Naguran	10554	8384	18938	11611	9616	21227	6106	4925	11031	6544	5399	11943
Narwana	20236	15370	35606	23185	18381	41566	11886	9122	21008	12863	10084	22947
Safidon	16729	13231	29960	18132	14708	32840	7801	6142	13943	8270	6541	14811
Uchana	11608	9004	20612	13288	10801	24089	7500	5821	13321	8199	6575	14774
<b>TOTAL</b>	<b>88690</b>	<b>69710</b>	<b>158400</b>	<b>97340</b>	<b>78796</b>	<b>176136</b>	<b>49749</b>	<b>38933</b>	<b>88682</b>	<b>52957</b>	<b>42108</b>	<b>95065</b>

BLOCK	S.C.						B.C.					
	Total Enrolment			Total Population			Total Enrolment			Total Population		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Jind	3374	2586	5960	3721	2975	6696	4924	3993	8917	5167	4217	9384
Julana	2568	2253	4821	2793	2496	5289	2241	1966	4207	2362	2093	4455
Naguran	2276	1685	3961	2737	2234	4971	2172	1774	3946	2330	1983	4313
Narwana	4391	3214	7605	5806	4619	10425	3959	3675	7634	4516	3678	8194
Safidon	3659	2873	6532	4195	3485	7680	5269	4216	9485	5667	4682	10349
Uchana	2625	1995	4620	3388	2818	6206	1483	1188	2671	1701	1408	3109
<b>TOTAL</b>	<b>18893</b>	<b>14606</b>	<b>33499</b>	<b>22640</b>	<b>18627</b>	<b>41267</b>	<b>20048</b>	<b>16812</b>	<b>36860</b>	<b>21743</b>	<b>18061</b>	<b>39804</b>

Source: House hold Survey



**ENROLMENT IN SCHOOLS AND TOTAL POPULATION IN AGE  
GROUP 11+ TO 14 YEARS**

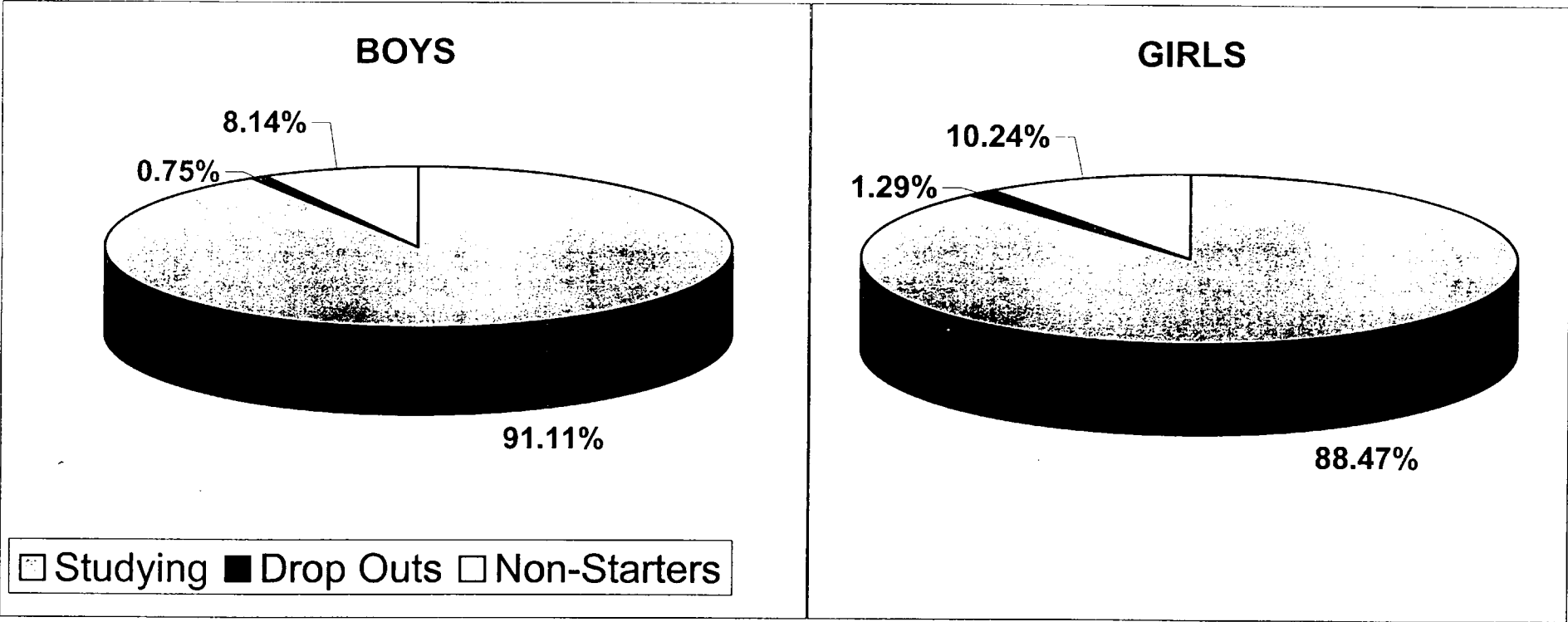
BLOCK	OVERALL						GENERAL					
	Total Enrolment			Total Population			Total Enrolment			Total Population		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Jind	10137	8122	18259	10699	8862	19561	5623	4623	10246	5834	4850	10684
Julana	7698	6102	13800	8134	6775	14909	4743	3875	8618	4938	4158	9096
Naguran	6397	4702	11099	7034	5892	12926	4104	3016	7120	4336	3516	7852
Narwana	11272	8166	19438	12777	10485	23262	7049	5287	12336	7527	6129	13656
Safidon	9730	7634	17364	10464	8950	19414	4960	4009	8969	5138	4376	9514
Uchana	6443	4460	10903	7314	5867	13181	4399	3117	7516	4732	3750	8482
<b>TOTAL</b>	<b>51677</b>	<b>39186</b>	<b>90863</b>	<b>56422</b>	<b>46831</b>	<b>103253</b>	<b>30878</b>	<b>23927</b>	<b>54805</b>	<b>32505</b>	<b>26779</b>	<b>59284</b>

BLOCK	S.C.						B.C.					
	Total Enrolment			Total Population			Total Enrolment			Total Population		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Jind	1761	1302	3063	1944	1583	3527	2753	2190	4943	2921	2429	5350
Julana	1462	1065	2527	1623	1341	2964	1493	1162	2655	1573	1276	2849
Naguran	1211	754	1965	1510	1236	2746	1082	932	2014	1188	1140	2328
Narwana	2148	1290	3438	2815	2279	5094	2075	1589	3664	2435	2077	4512
Safidon	1917	1229	3146	2260	1740	4000	2853	2396	5249	3066	2834	5900
Uchana	1295	821	2116	1688	1378	3066	749	522	1271	894	739	1633
<b>TOTAL</b>	<b>9794</b>	<b>6461</b>	<b>16255</b>	<b>11840</b>	<b>9557</b>	<b>21397</b>	<b>11005</b>	<b>8791</b>	<b>19796</b>	<b>12077</b>	<b>10495</b>	<b>22572</b>

Source: House - Hold Survey

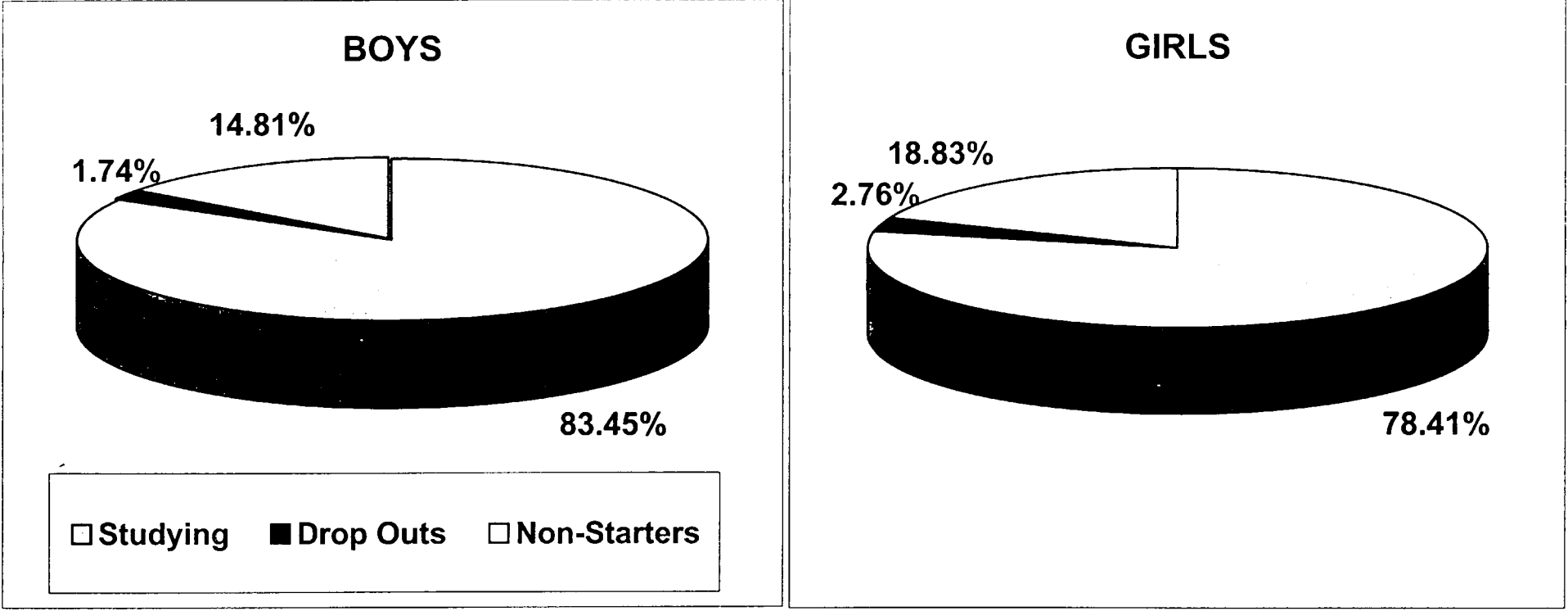
# STATUS OF CHILDREN IN AGE GROUP 5+ TO 10+ YEARS

OVER ALL



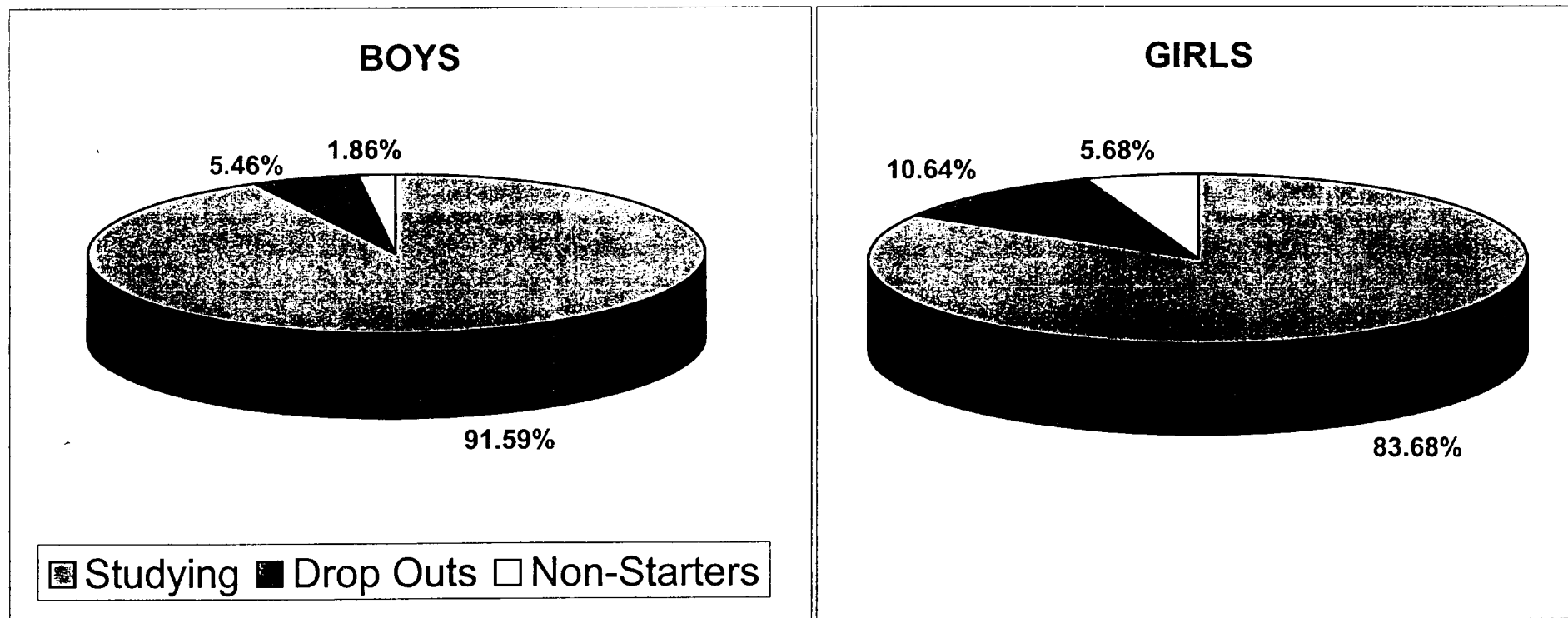
**STATUS OF CHILDREN IN AGE GROUP 5+ TO 10+ YEARS**

S. C.



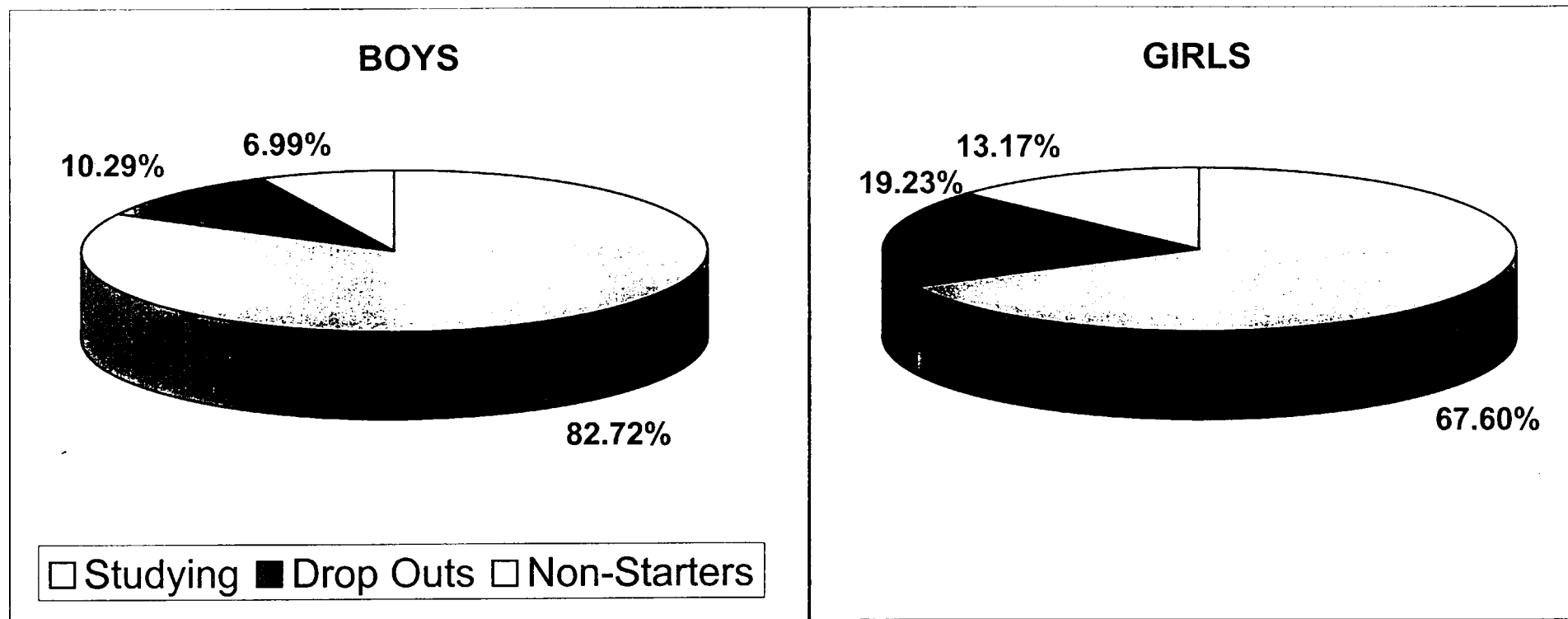
# STATUS OF CHILDREN IN AGE GROUP 11+ TO 14 YEARS

OVER ALL



## STATUS OF CHILDREN IN AGE GROUP 11+ TO 14 YEARS

S. C.



## ENROLMENT IN PRIMARY SCHOOLS IN PERCENTAGE

### i) OVER ALL

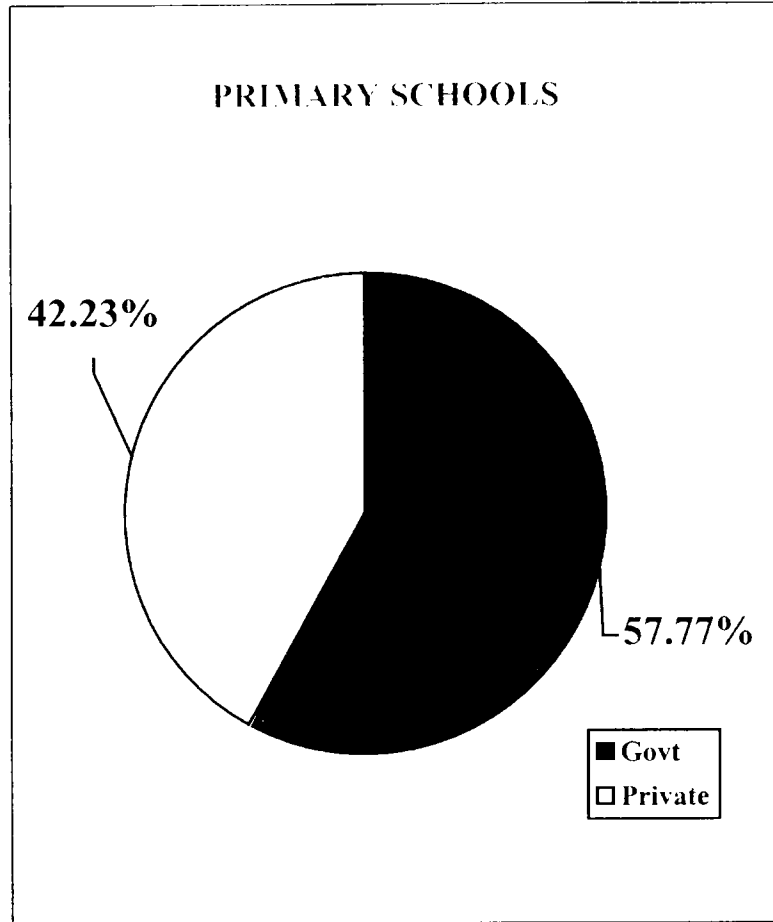
BLOCK	ENROLMENT IN GOVT.		ENROLMENT IN PRIVATE		TOTAL ENROLMENT		TOTAL ENROLMENT	
	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	GOVT	PRIVATE
Jind	51.55	48.45	59.32	40.68	18697	14543	39.57	60.43
Julana	50.52	49.48	60.34	39.66	12284	10624	68.41	31.59
Naguran	52.43	47.57	61.06	38.94	12295	10005	68.67	31.33
Narwana	52.34	47.66	60.84	39.16	22963	17745	52.13	47.87
Safidon	52.30	47.70	62.49	37.51	18510	14650	65.49	34.51
Uchana	51.97	48.03	63.21	36.79	13307	10339	61.68	38.32
<b>TOTAL</b>	51.91	48.09	60.95	39.05	98056	77906	57.77	42.23

### ii) GENERAL

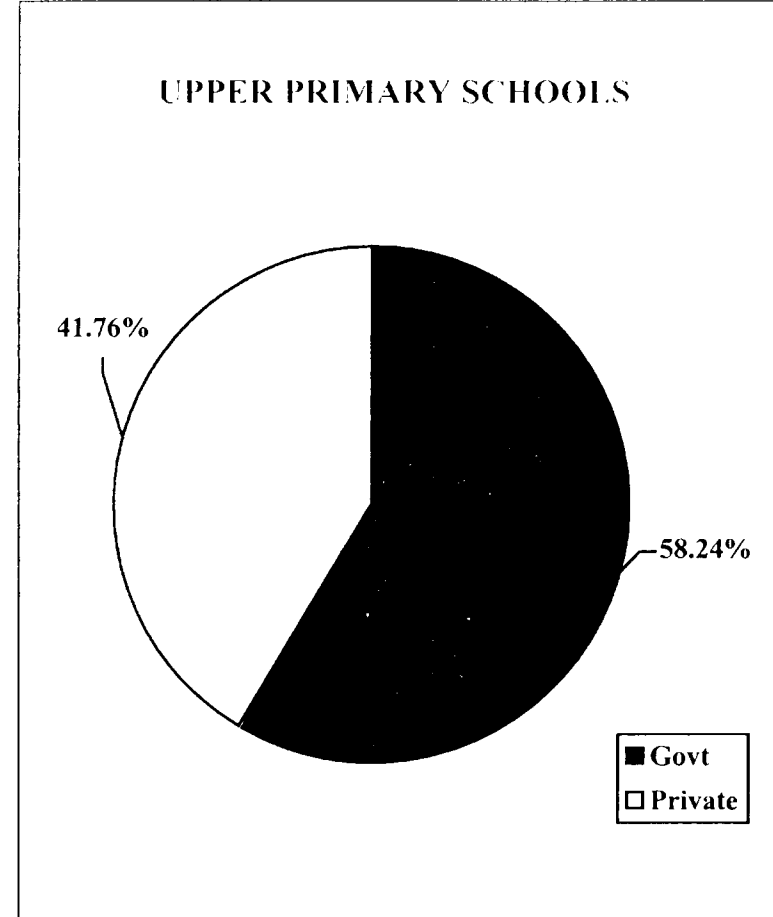
BLOCK	ENROLMENT IN GOVT.		ENROLMENT IN PRIVATE		TOTAL ENROLMENT		TOTAL ENROLMENT	
	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	GOVT	PRIVATE
Jind	47.60	52.40	61.12	38.88	9156	6802	27.72	72.28
Julana	49.94	50.06	60.86	39.14	7076	5941	59.49	40.51
Naguran	51.02	48.98	60.62	39.38	7191	5895	59.00	41.00
Narwana	50.56	49.44	61.07	38.93	13531	10329	41.49	58.51
Safidon	49.89	50.11	62.32	37.68	8649	6821	51.60	48.40
Uchana	49.68	50.32	62.71	37.29	8729	6875	51.94	48.06
<b>TOTAL</b>	49.97	50.03	61.44	38.56	54332	42663	47.30	52.70

Source: Household Survey

# ENROLMENT IN GOVERNMENT & PRIVATE SCHOOLS



34-A



DEEP(SSA)JIND

## ENROLMENT IN PRIMARY SCHOOLS IN PERCENTAGE

iii) S.C.

BLOCK	ENROLMENT IN GOVT.		ENROLMENT IN PRIVATE		TOTAL ENROLMENT		TOTAL ENROLMENT	
	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	GOVT	PRIVATE
Jind	52.46	47.54	59.56	40.44	4154	3349	59.07	40.93
Julana	52.28	47.72	62.04	37.96	2826	2446	86.46	13.54
Naguran	55.45	44.55	68.19	31.81	2686	2068	91.73	8.27
Narwana	55.34	44.66	63.18	36.82	5203	3893	76.23	23.77
Safidon	54.86	45.14	66.01	33.99	4276	3312	86.58	13.42
Uchana	55.85	44.15	71.93	28.07	2907	2125	88.04	11.96
<b>TOTAL</b>	54.47	45.53	62.95	37.05	22052	17193	79.72	20.28

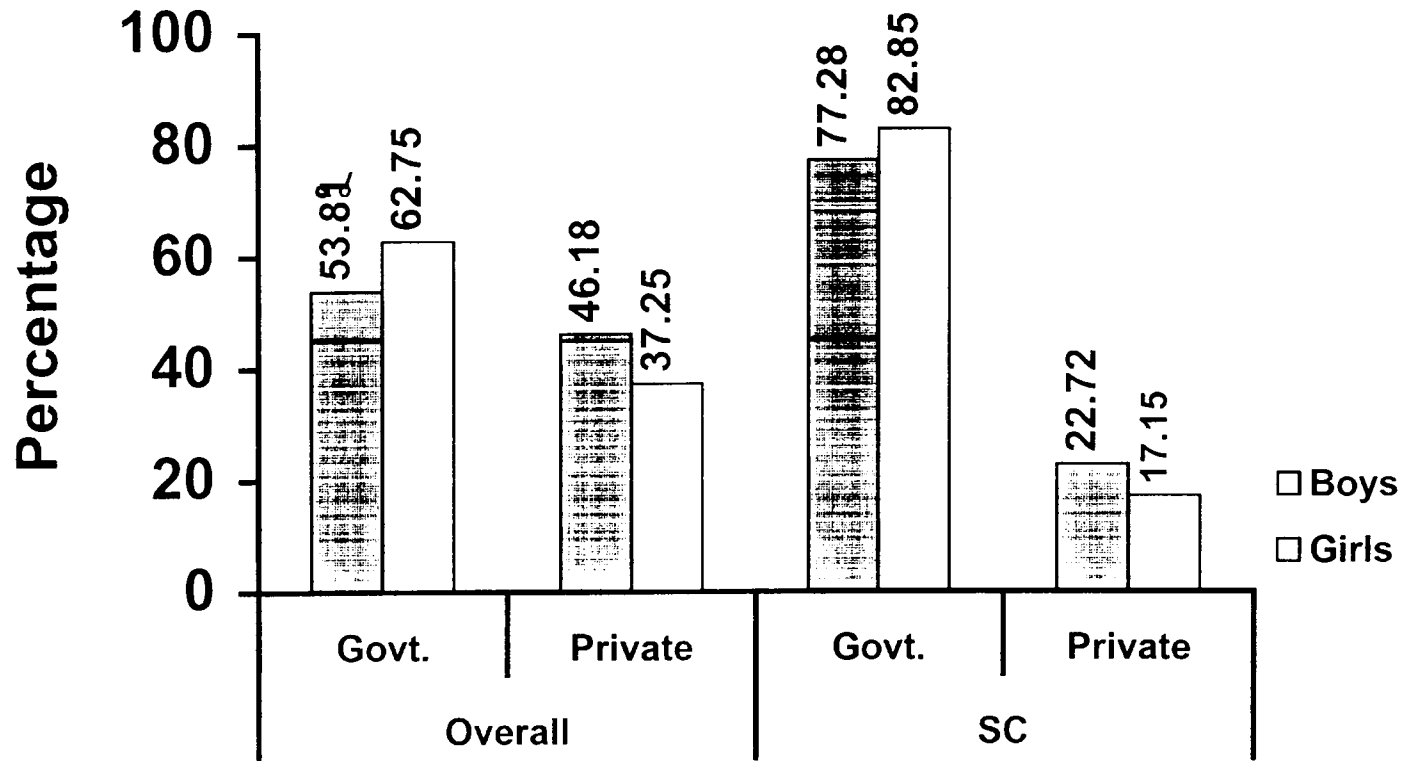
iv) B.C.

BLOCK	ENROLMENT IN GOVT.		ENROLMENT IN PRIVATE		TOTAL ENROLMENT		TOTAL ENROLMENT	
	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	GOVT	PRIVATE
Jind	54.68	45.32	55.21	44.79	5387	4412	43.86	56.14
Julana	49.48	50.52	57.20	42.80	2382	2237	72.94	27.06
Naguran	51.73	48.27	60.75	39.25	2418	2042	72.47	27.53
Narwana	51.62	48.38	58.38	41.62	4229	3523	56.60	43.40
Safidon	52.65	47.35	61.71	38.29	5585	4517	70.92	29.08
Uchana	52.63	47.37	61.67	38.33	1671	1339	68.11	31.89
<b>TOTAL</b>	52.26	47.74	58.18	41.82	21672	18070	61.65	38.35

Source: Household Survey



## ENROLMENT IN GOVT. & PRIVATE PRIMARY SCHOOLS



## ENROLMENT IN UPPER PRIMARY SCHOOLS IN PERCENTAGE

### i) OVER ALL

BLOCK	ENROLMENT IN GOVT.		ENROLMENT IN PRIVATE		TOTAL ENROLMENT		TOTAL ENROLMENT	
	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	GOVT	PRIVATE
Jind	52.01	47.99	59.69	40.31	7587	5788	38.57	61.43
Julana	53.47	46.53	66.93	33.07	5584	4044	66.36	33.64
Naguran	55.61	44.39	70.85	29.15	4893	3316	73.80	26.20
Narwana	58.10	41.90	60.76	39.24	8708	5964	53.01	46.99
Safidon	55.19	44.81	64.44	35.56	7546	5356	64.36	35.64
Uchana	57.46	42.54	66.40	33.60	5310	3447	64.49	35.51
<b>TOTAL</b>	55.46	44.54	63.15	36.85	39628	27915	58.24	41.76

### ii) GENERAL

BLOCK	ENROLMENT IN GOVT.		ENROLMENT IN PRIVATE		TOTAL ENROLMENT		TOTAL ENROLMENT	
	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	GOVT	PRIVATE
Jind	48.53	51.47	59.39	40.61	4237	3321	30.67	69.33
Julana	51.00	49.00	66.94	33.06	3489	2602	60.61	39.39
Naguran	53.74	46.26	70.81	29.19	3207	2221	68.70	31.30
Narwana	54.93	45.07	61.98	38.02	5599	3946	47.09	52.91
Safidon	51.85	48.15	62.11	37.89	3842	2972	55.81	44.19
Uchana	54.74	45.26	66.26	33.74	3758	2549	57.98	42.02
<b>TOTAL</b>	52.80	47.20	63.23	36.77	24132	17611	51.97	48.03

Source: Household Survey

## ENROLMENT IN UPPER PRIMARY SCHOOLS IN PERCENTAGE

### iii) S.C.

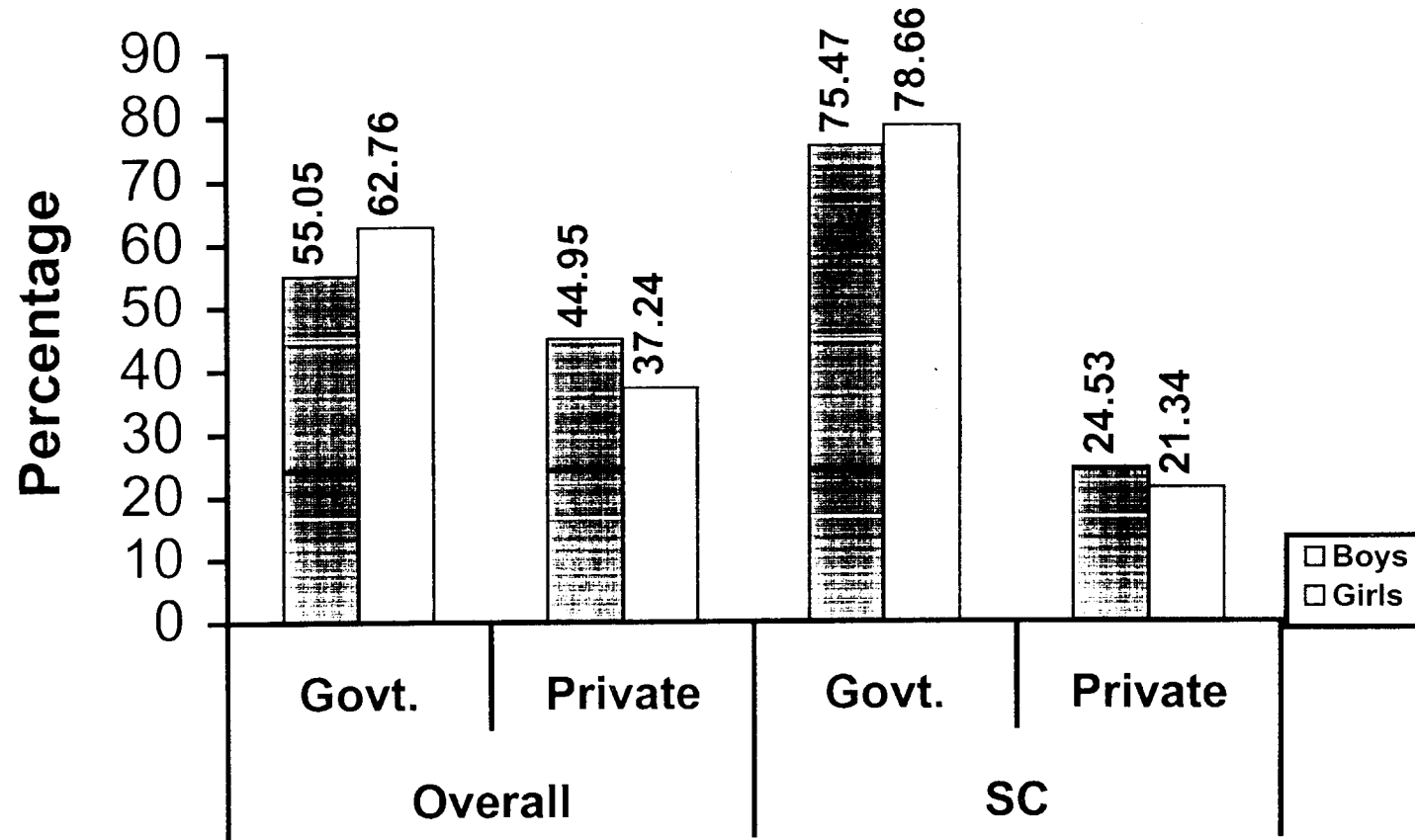
BLOCK	ENROLMENT IN GOVT.		ENROLMENT IN PRIVATE		TOTAL ENROLMENT		TOTAL ENROLMENT	
	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	GOVT	PRIVATE
Jind	51.41	48.59	64.69	35.31	1020	658	56.94	43.06
Julana	58.57	41.43	70.51	29.49	861	439	81.41	18.59
Naguran	65.12	34.88	77.59	22.41	1509	912	91.08	8.92
Narwana	64.55	35.45	56.59	43.41	1501	931	72.12	27.88
Safidon	60.33	39.67	70.00	30.00	957	522	85.61	14.39
Uchana	64.22	35.78	67.84	32.16	7343	4584	86.54	13.46
<b>TOTAL</b>	60.58	39.42	64.81	35.19	13191	8046	76.70	23.30

### iv) B.C.

BLOCK	ENROLMENT IN GOVT.		ENROLMENT IN PRIVATE		TOTAL ENROLMENT		TOTAL ENROLMENT	
	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	GOVT	PRIVATE
Jind	58.62	41.38	57.49	42.51	1855	1345	42.22	57.78
Julana	55.07	44.93	64.77	35.23	1075	784	71.60	28.40
Naguran	51.88	48.12	68.75	31.25	825	656	77.31	22.69
Narwana	60.05	39.95	57.91	42.09	1600	1106	56.80	43.20
Safidon	56.01	43.99	68.55	31.45	2203	1453	66.17	33.83
Uchana	59.30	40.70	66.67	33.33	595	376	73.12	26.88
<b>TOTAL</b>	56.73	43.27	61.99	38.01	8153	5720	61.22	38.78

Source: Household Survey

# ENROLMENT IN GOVT. & PRIVATE UPPER PRIMARY SCHOOLS



## GER (GROSS ENROLEMENT RATIO) IN PRIMARY & MIDDLE SCHOOLS

### (i) AGE GROUP 5+ to 10+ YEARS

BLOCK	ALL STUDENTS			GENERAL			S.C.			B.C.		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
Jind	102.87	102.40	102.67	98.59	97.03	97.92	111.64	112.57	112.05	104.26	104.62	104.42
Julana	94.86	95.82	95.30	90.79	91.41	91.07	101.18	98.00	99.68	100.85	106.88	103.68
Naguran	105.89	104.05	105.05	109.89	109.19	109.57	98.14	92.57	95.63	103.78	102.98	103.41
Narwana	99.04	96.54	97.94	105.19	102.43	103.98	89.61	84.28	87.25	93.64	95.79	94.61
Safidon	102.08	99.61	100.97	104.58	104.28	104.45	101.93	95.04	98.80	98.55	96.48	97.61
Uchana	100.14	95.72	98.16	106.46	104.56	105.62	85.80	75.41	81.08	98.24	95.10	96.82
<b>TOTAL</b>	<b>100.74</b>	<b>98.87</b>	<b>99.90</b>	<b>102.60</b>	<b>101.32</b>	<b>102.03</b>	<b>97.40</b>	<b>92.30</b>	<b>95.10</b>	<b>99.67</b>	<b>100.05</b>	<b>99.84</b>

### (ii) AGE GROUP 11+ to 14 YEARS

BLOCK	ALL STUDENTS			GENERAL			S.C.			B.C.		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
Jind	70.91	65.31	68.38	72.63	68.47	70.74	76.90	70.88	74.20	63.51	55.37	59.81
Julana	68.65	59.69	64.58	70.66	62.58	66.96	62.85	49.07	56.61	68.34	61.44	65.25
Naguran	69.56	56.28	63.51	73.96	63.17	69.13	57.02	35.52	47.34	69.44	57.54	63.62
Narwana	68.15	56.88	63.07	74.39	64.38	69.90	53.61	40.02	47.53	65.71	53.25	59.97
Safidon	72.11	59.84	66.46	74.78	67.92	71.62	66.42	53.51	60.80	71.85	51.27	61.97
Uchana	72.60	58.75	66.44	79.42	67.97	74.36	56.69	37.88	48.24	66.55	50.88	59.46
<b>TOTAL</b>	<b>70.24</b>	<b>59.61</b>	<b>65.42</b>	<b>74.24</b>	<b>65.76</b>	<b>70.41</b>	<b>62.02</b>	<b>47.96</b>	<b>55.74</b>	<b>67.51</b>	<b>54.50</b>	<b>61.46</b>

Source: Household Survey

## NET ENROLEMENT RATIO IN PRIMARY SCHOOLS

(i) **AGE GROUP 5+ to 10+ YEARS**

BLOCK	ALL STUDENTS			GENERAL			S.C.			B.C.		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
Jind	94.96	93.30	94.23	96.49	95.16	95.92	90.67	86.92	89.01	95.30	94.69	95.02
Julana	95.02	94.44	94.75	96.16	96.20	96.18	91.94	90.26	91.15	94.88	93.93	94.43
Naguran	90.90	87.19	89.22	93.31	91.22	92.36	83.16	75.43	79.68	93.22	89.46	91.49
Narwana	87.28	83.62	85.66	92.40	90.46	91.55	75.63	69.58	72.95	87.67	99.92	93.17
Safidon	92.26	89.96	91.23	94.33	93.90	94.14	87.22	82.44	85.05	92.98	90.05	91.65
Uchana	87.36	83.36	85.57	91.47	88.53	90.17	77.48	70.79	74.44	87.18	84.38	85.91
<b>TOTAL</b>	<b>91.11</b>	<b>88.47</b>	<b>89.93</b>	<b>93.94</b>	<b>92.46</b>	<b>93.29</b>	<b>83.45</b>	<b>78.41</b>	<b>81.18</b>	<b>92.20</b>	<b>93.08</b>	<b>92.60</b>

Source: Household Survey

## RETENTION RATE & DROP OUT RATE IN AGE GROUP 5+ TO 10+ YEARS

### (i) RETENTION RATE

BLOCK	ALL STUDENTS			GENERAL			S.C.			B.C.		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
Jind	99.42	99.25	99.35	99.67	99.62	99.65	98.51	98.02	98.30	99.59	99.45	99.53
Julana	99.40	99.09	99.25	99.76	99.44	99.61	98.39	99.12	98.27	99.37	99.09	99.24
Naguran	99.41	98.46	98.98	99.68	99.35	99.53	98.31	95.96	97.16	99.70	98.44	99.17
Narwana	98.96	98.12	98.59	99.46	99.00	99.40	97.53	95.40	96.62	99.07	98.47	98.81
Safidon	99.17	98.54	98.89	99.51	99.17	99.36	98.09	97.22	97.70	99.43	98.52	99.02
Uchana	99.79	97.82	98.36	99.61	99.01	99.35	97.04	94.68	95.88	97.88	97.45	97.69
<b>TOTAL</b>	<b>99.18</b>	<b>98.56</b>	<b>98.90</b>	<b>99.60</b>	<b>99.25</b>	<b>99.54</b>	<b>99.96</b>	<b>96.59</b>	<b>97.36</b>	<b>97.96</b>	<b>96.59</b>	<b>97.36</b>

### (ii) DROP OUT RATE

BLOCK	ALL STUDENTS			GENERAL			S.C.			B.C.		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
Jind	0.58	0.75	0.65	0.33	0.38	0.35	1.49	1.98	1.70	0.41	0.55	0.47
Julana	0.60	0.91	0.75	0.24	0.56	0.39	1.61	0.88	1.73	0.63	0.91	0.76
Naguran	0.59	1.54	1.02	0.32	0.65	0.47	1.69	4.04	2.84	0.30	1.56	0.83
Narwana	1.04	1.88	1.41	0.54	1.00	0.60	2.47	4.60	3.38	0.93	1.53	1.19
Safidon	0.83	1.46	1.11	0.49	0.83	0.64	1.91	2.78	2.30	0.57	1.48	0.98
Uchana	0.21	2.18	1.64	0.39	0.99	0.65	2.96	5.32	4.12	2.12	2.55	2.31
<b>TOTAL</b>	<b>0.82</b>	<b>1.44</b>	<b>1.10</b>	<b>0.40</b>	<b>0.75</b>	<b>0.46</b>	<b>0.04</b>	<b>3.41</b>	<b>2.64</b>	<b>2.04</b>	<b>3.41</b>	<b>2.64</b>

Source: Household Survey

## RETENTION RATE & DROP OUT RATE IN AGE GROUP 11+ TO 14 YEARS

### (i) RETENTION RATE

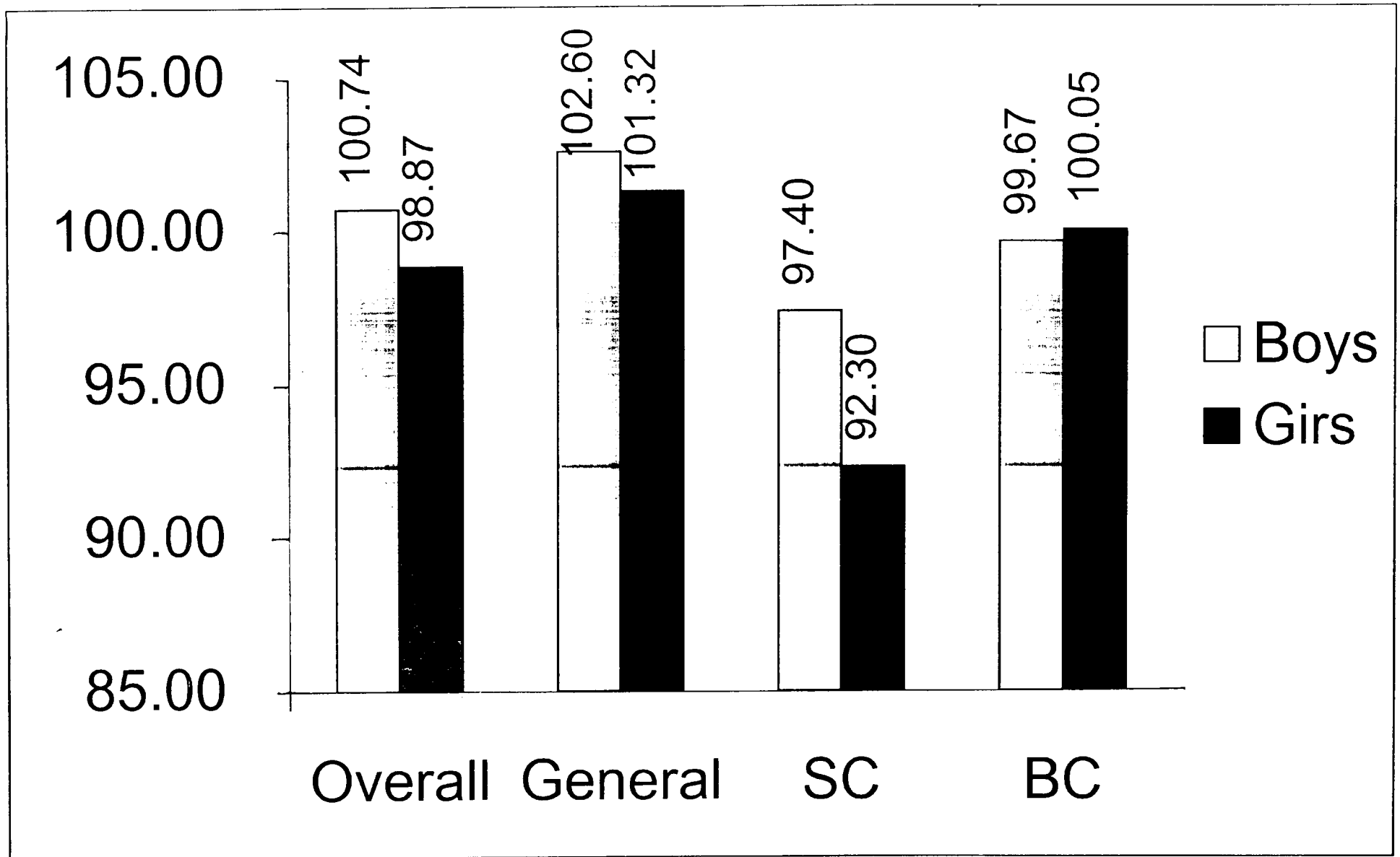
BLOCK	ALL STUDENTS			GENERAL			S.C.			B.C.		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
Jind	96.25	94.05	95.26	97.49	97.06	97.30	93.22	87.14	90.50	95.76	92.36	94.20
Julana	96.21	92.59	94.38	97.17	94.83	96.10	93.24	84.86	89.51	96.19	93.03	94.78
Naguran	93.82	85.44	89.65	95.97	88.78	92.79	87.62	72.57	81.16	93.27	87.34	90.43
Narwana	92.97	86.27	90.02	95.76	91.00	93.66	86.61	71.79	80.38	90.89	85.48	88.46
Safidon	94.88	88.87	92.14	97.42	93.08	95.43	88.96	78.78	84.68	94.84	87.99	91.58
Uchana	91.58	82.80	87.77	94.80	87.26	91.52	84.20	71.20	78.63	87.39	78.97	83.72
<b>TOTAL</b>	<b>94.37</b>	<b>88.72</b>	<b>91.85</b>	<b>96.45</b>	<b>92.26</b>	<b>94.57</b>	<b>88.94</b>	<b>77.86</b>	<b>88.78</b>	<b>93.80</b>	<b>88.53</b>	<b>91.39</b>

### (ii) DROP OUT RATE

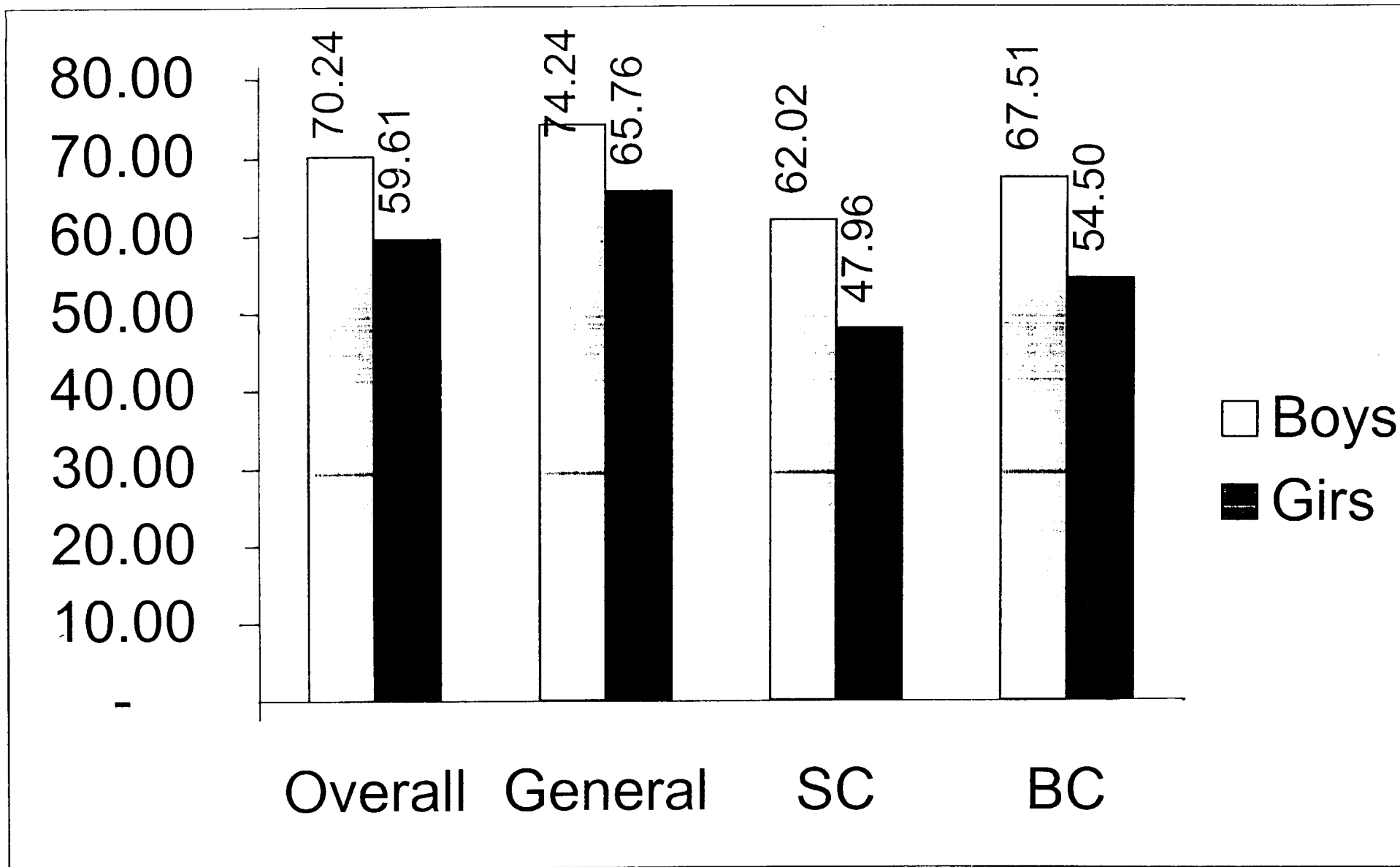
BLOCK	ALL STUDENTS			GENERAL			S.C.			B.C.		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
Jind	3.75	5.95	4.74	2.51	2.94	2.70	6.78	12.86	9.50	4.24	7.64	5.80
Julana	3.79	7.41	5.62	2.83	5.17	3.90	6.76	15.14	10.49	3.81	6.97	5.22
Naguran	6.18	14.56	10.35	4.03	11.22	7.21	12.38	27.43	18.84	6.73	12.66	9.57
Narwana	7.03	13.73	9.98	4.24	9.00	6.34	13.39	28.21	19.62	9.11	14.52	11.54
Safidon	5.12	11.13	7.86	2.58	6.92	4.57	11.04	21.22	15.32	5.16	12.01	8.42
Uchana	8.42	17.20	12.23	5.20	12.74	8.48	15.80	28.80	21.37	12.61	21.03	16.28
<b>TOTAL</b>	<b>5.63</b>	<b>11.28</b>	<b>8.15</b>	<b>3.55</b>	<b>7.74</b>	<b>5.43</b>	<b>11.06</b>	<b>22.14</b>	<b>11.22</b>	<b>6.20</b>	<b>11.47</b>	<b>8.61</b>

Source: Household Survey





# GER IN UPPER PRIMARY CLASSES



## DETAILS OF PARTICIPATORY MEETINGS

Sr. No.	Date	Venue	Participants	Purpose	Issues Raised
1.	Aug., 2001	SCERT Gurgaon	DPEOs; DIET Principals	Briefing on SSA	<ol style="list-style-type: none"> <li>1. Formation of District Planning Teams.</li> <li>2. Plan should be District specific.</li> <li>3. Micro Planning exercises should be completed well in time.</li> </ol>
2.	04-09-2001 to 09-09-2001	Panchayat Bhawan, 28-B, Chandigarh	DPEOs & Members of the District. Core Teams for Planning, SIEMT & SCERT Personals	Orientation of the members for the preparation of perspective planning of SSA.	<ol style="list-style-type: none"> <li>1. Problems in Govt. Primary &amp; Middle Schools.</li> <li>2. Various steps in the Planning Process.</li> <li>3. Collection of statistical data from the field.</li> <li>4. Meetings with villagers, teachers &amp; members of VECs should be organised in the villages to know the problems and needs of the students, schools &amp; teachers.</li> </ol>
3.	25-09-01 to 27-09-01	-do-	-do-	Review of the Progress in Planning work.	<ol style="list-style-type: none"> <li>1. Importance of household survey (Micro Planning Exercise &amp; its execution).</li> <li>2. Difficulties regarding information about 6-11 years &amp; 11-14 years age group population &amp; enrolment in private schools.</li> </ol>
4.	28.09.01	DPIU Office, Jind	DPEO-cum-DPC Jind, BRCs, APC DPEP Jind	<ol style="list-style-type: none"> <li>1. Briefing on SSA.</li> <li>2. Collection of information about schools.</li> </ol>	<ol style="list-style-type: none"> <li>1. CRCs would go school to school to fill-up the format meant for infrastructure and other information.</li> </ol>
5.	29-09-01	GPS Krishna Colony, Jind	Teachers of the both (GPS & GGPS) Schools	<ol style="list-style-type: none"> <li>1. Briefing on SSA</li> <li>2. To find out Problems &amp; their remedies in elementary education.</li> </ol>	<ol style="list-style-type: none"> <li>1. Financial help should be provided for celebrating functions at school level.</li> <li>2. Need for electricity connection &amp; Provision for Payment of its bills.</li> <li>3. Burden of Non-Teaching work particular on Head Teachers.</li> <li>4. Need of "Sewadar" (Sweeper/ Peon/ Water carrier etc.) in GPS.</li> </ol>

6.	29.09.01	GPS Krishana Colony, Jind	Women of the Colony	-do-	<ol style="list-style-type: none"> <li>1. Lack of infrastructure i.e. building, toilets, electricity, furniture etc.</li> <li>2. Less attention is being paid on children, enrolled in Govt. Schools.</li> <li>3. Need of quality education in Govt. Schools.</li> <li>4. Effective supervision on the part of education officers with the involvement of parents/ guardians.</li> </ol>
7.	03.10.01	GHS/ GPS Thua, (Naguran)	H.M.; Masters & Teachers of the local Govt. School	-do-	<ol style="list-style-type: none"> <li>1. Help books/ Guides hamper the originality in the learning process.</li> <li>2. Non-availability of the reference material for the teachers.</li> <li>3. Non-functioning of Laboratories in Govt. Schools.</li> <li>4. Need of proper rationalization to fill up the vacancies of the teachers especially in the rural areas.</li> <li>5. Teachers should be whole time with full salary, as temporary teachers feel insecure and don't discharge their duties effectively.</li> </ol>
8.	03.10.01	GHS Thua, Naguran	Villagers Sarpanch, Members etc.	<ol style="list-style-type: none"> <li>1. Briefing on SSA</li> <li>2. To find out Problems &amp; their remedies in elementary education</li> </ol>	<ol style="list-style-type: none"> <li>1. Non Teaching works should be executed by employing unemployed rural youths instead of Govt. Teachers.</li> <li>2. Ban on Private Schools, lacking in necessary infrastructure should be imposed.</li> <li>3. Only SC/ BC &amp; poor children come to the govt. schools.</li> <li>4. Need of class IV in Govt. Primary Schools.</li> <li>5. Govt. Schools are still lacking in basic facilities like drinking water etc.</li> </ol>
9.	03.10.01	Mandir Dharamshal a Naguran	Villagers, Sarpanch & Members of Panchayat including women	<ol style="list-style-type: none"> <li>1. Briefing on SSA</li> <li>2. To find out Problems &amp; their remedies in elementary</li> </ol>	<ol style="list-style-type: none"> <li>1. Poor standard of education particularly in Govt. Primary Schools.</li> <li>2. Teachers should not be posted at their home stations.</li> <li>3. VECs are practically non-existent (i.e. functioning only on papers)</li> </ol>

				education	4. Members of VECs, local bodies should be given proper orientation regarding their duties towards education so that they can play a vital role in school improvement.
10.	03.10.01	GSSS, Naguran	Masters/ Teachers	-do-	<ol style="list-style-type: none"> <li>1. Education is for the preparation of life.</li> <li>2. Curriculum must be reviewed with the involvement of the teachers.</li> <li>3. DPEP books must be reviewed thoroughly.</li> <li>4. Educational tours for the teachers must be organized at least once in two years.</li> <li>5. Need for proper rationalization of the teachers. (Subject-wise)</li> </ol>
11.	03.10.01	Dharamshal a Kheri Taloda, (Jind)	Villagers	-do-	<ol style="list-style-type: none"> <li>1. Competent teachers should be appointed in govt. schools.</li> <li>2. Formation of PTA &amp; VEC is just formality.</li> <li>3. Teachers don't take interest in school improvement.</li> <li>4. Menace of copying even at primary level.</li> </ol>
12.	03.10.01	GGHS Buwana, (Julana)	Villagers, Sarpanch, Member Panchyat, Mandal President, VEC Members etc.	<ol style="list-style-type: none"> <li>1. Briefing on SSA</li> <li>2. To find out Problems &amp; their remedies in elementary education</li> </ol>	<ol style="list-style-type: none"> <li>1. Poor standard of education up to 5<sup>th</sup> in Govt. Schools.</li> <li>2. Faulty evaluation &amp; promotion process at primary level.</li> <li>3. Need for effective supervision.</li> <li>4. At least one meeting of the general body of the PTA must be organized every month.</li> <li>5. Teachers are more interested in their personal work than teaching as they belong to nearby villages.</li> <li>6. Parents must be informed about the progress of their wards.</li> </ol>
13.	03.10.01	GGHS Buwana, Julana	Masters & Teachers of Local Schools	<ol style="list-style-type: none"> <li>1. Briefing on SSA</li> <li>2. To find out Problems &amp; their remedies in elementary education</li> </ol>	<ol style="list-style-type: none"> <li>1. Community is not interested in school improvement.</li> <li>2. Wards of the prosperous people are not enrolled in Govt. Schools.</li> <li>3. Children are dependent on coping so they don't take interest in studies.</li> <li>4. Training programmes for the teachers by DPEP were victims of</li> </ol>

					<p>mismanagement.</p> <p>5. Training programmes by DPEP were full of irrelevant activities, which were not in coherence with the main content.</p> <p>6. Follow up of Trainings is necessary.</p>
14.	03.10.01	GHS Gatauli, (Julana)	H.M., Masters & Teachers of Local Govt. Schools	<p>1. Briefing on SSA</p> <p>2. To find out Problems &amp; their remedies in elementary education</p>	<p>1. Community must co-operate &amp; involve itself in the activities of Govt. Schools.</p> <p>2. Rules &amp; Regulations for Govt./Private Schools must be similar.</p> <p>3. Annual function &amp; other important days must be celebrated in the school campus.</p> <p>4. Burden of Non-teaching work.</p> <p>5. Need of effective &amp; academic inspection.</p> <p>6. Politicians &amp; Officers must support the Govt. Schools.</p>
15.	03.10.01	Chaupal, Gatauli, (Julana)	Srapanch, Panch, VEC Member & Other villagers	<p>1. Briefing on SSA</p> <p>2. To find out Problems &amp; their remedies in elementary education</p>	<p>1. Most of the teachers are not punctual.</p> <p>2. Teachers must be made accountable for the result of their students.</p> <p>3. Need for orientation of VEC members.</p> <p>4. Sports material should be provided to the children studying in Government Schools.</p> <p>5. Computer Education should be imparted to the students of Middle Schools, so that our children may be able to compete with the children coming out from the Private Schools.</p>
16.	04.10.01	GPS Sheela Kheri, Safidon	Villagers, VEC Member	<p>1. Briefing on SSA</p> <p>2. To find out Problems &amp; their remedies in elementary education</p>	<p>1. Govt. Teachers are not serious about their responsibilities.</p> <p>2. Govt. Teachers pay less attention to their students.</p> <p>3. Parents &amp; Guardians should also be oriented so that they may guide their children in the field of education.</p> <p>4. At least one model school should be established at block level, which may be the source of inspiration.</p> <p>5. Teachers must give homework to their students &amp; the</p>

					homework must be evaluated seriously. 6. Monthly tests should be conducted & the parents must be acquainted with the result.
17.	04.10.01	GHS Sheela Kheri, (Safidon)	Masters & Teachers of Local School	1. Briefing on SSA 2. To find out Problems & their remedies in elementary education	1. Parents should co-operate in the process of teaching learning. 2. Training on "How to make the lessons interesting" should be imparted to the teachers particularly for Mathematics & Science. 3. Students must be promoted to the higher class only on basis of annual exams in primary class. 4. Laboratories should be established. 5. Various type of dictionaries should be available in the schools.
18.	05.10.01	GPS Nirjan, (Jind )	Sarpanch, Members VEC	-do-	1. Teachers don't call the meeting of PTA & VEC, even after repeated requests of the member panchayat. 2. PTA & VEC must be effective for the betterment of education process. 3. Teachers ask the students to fetch milk & to do other works. 4. Teachers must be punctual. 5. Administration should be tight.
19.	05.10.01	GPS Nirjan, Jind	H.M., H.T., Masters & Teachers of Local School	1. Briefing on SSA 2. To find out Problems & their remedies in elementary education	1. Community is not serious about education. 2. The members of VEC don't help in school activities. 3. Books supplied by DPEP must be reviewed. 4. Evaluation process must be modified. 5. Training programmes on "Grammar", 'Pronunciation', 'Science Practical' & 'Other School Activities' must be organised. 6. Master Trainers must be well equipped with the subject matter. 7. Measures to make morning assembly effective should be done & a strategy for it is needed.

					8. Subject specialists must be available at the block level for academic help.
20.	06.10.01	GGHS Uchana Khurd, (Uchana)	H.M., Masters & Teachers of Local School	-do-	<ol style="list-style-type: none"> <li>1. Women empowerment is needed. Teachers must be oriented on gender issues.</li> <li>2. Teachers must be subject-wise.</li> <li>3. Resource Group should be available at the block level.</li> <li>4. Teachers are asked to do Non-Teaching work, due to which teaching process suffers a lot. Lot of information is asked by the department which hampers the teaching work</li> <li>5. Sufficient number of class IV employees must be appointed in each school.</li> <li>6. Heads of the schools must be oriented on Staff Management.</li> <li>7. Teachers must be sent on exposure visit at least once in two years.</li> <li>8. Financial Provision to celebrate functions &amp; other important days should be made.</li> <li>9. Training on "content" should be imparted.</li> <li>10. Powers should be delegated to the Heads for the appointment of teachers on temporary basis to fill-up the vacant posts.</li> </ol>
21.	06.10.01	Uchana Khurd, (Uchana)	Sarpanch, Member of VEC & Other Villagers	<ol style="list-style-type: none"> <li>1. Briefing on SSA</li> <li>2. To find out Problems &amp; their remedies in elementary education</li> </ol>	<ol style="list-style-type: none"> <li>1. Community must take interest &amp; participate in school activities.</li> <li>2. PTA &amp; VEC meeting must be conducted once in a month.</li> <li>3. Inspection must be evaluative &amp; effective.</li> <li>4. Good teachers must be rewarded.</li> <li>5. Provision for celebrating important days should also be there in Govt. School.</li> <li>6. Institution of Heads has become totally irrelevant. Head Masters are ineffective. They must be strengthened.</li> </ol>
22.	06.10.01	GGMS	Teachers &	-do-	<ol style="list-style-type: none"> <li>1. Lack of infrastructure i.e. building, toilets etc. in govt. schools.</li> </ol>



		Kabarchha (Uchana)	Villagers including Women		<ol style="list-style-type: none"> <li>2. Need for electricity connection and provision for payment of its bills.</li> <li>3. Provision of furniture for the students from class IIIrd onwards.</li> <li>4. Teacher and School improvement grant must remain continue.</li> <li>5. Orientation of VEC members.</li> <li>6. Provision for need of part time sweeper/ peon/ water carrier etc.</li> <li>7. Provision for sports material in govt. primary and upper primary schools.</li> <li>8. Children should be sent on educational tour.</li> <li>9. Training programme for teachers.</li> </ol>
23.	06.10.01	GGMS Ujhana, (Narwana)	Teachers & Villagers	-do-	<ol style="list-style-type: none"> <li>1. Teachers must be competent &amp; all posts must be filled before the commencement of academic session.</li> <li>2. Class IV employees should be appointed according to the requirement of Govt. Schools.</li> <li>3. Educational Tours must be organised for teachers to broaden their mental horizon and capabilities.</li> <li>4. Libraries &amp; Laboratories should be established.</li> <li>5. Activities like Debate, Quiz Contest, Sports Competitions etc. should be organised for Teachers.</li> <li>6. Students should also be sent on educational tours.</li> <li>7. Activities like "Parbhat Pheris" should be undertaken to mobilize the public &amp; moral development &amp; value inculcation in the students.</li> </ol>
24.	09.10.01	Village Sunderpura (Narwana)	Teachers & Villagers	-do-	<ol style="list-style-type: none"> <li>1. Free text book to all children.</li> <li>2. Educational tour for teachers.</li> <li>3. More attention and seriousness is required for Girls education.</li> </ol>

25.	09-10-01 to 10-10-01	Gujjar Bhawan, Chandigarh.	Members of the distr. core teams for planning	1. Review of the progress in perspective plan of SSA	1. Difficulty in obtaining educational and infra-structure data of Middle schools. 2. At least 25 meetings should be organised at the village level to know the views of the community regarding education and schooling system. 3. House-hold survey exercise should be started at the earliest.
26.	13.10.01	DPIU, DPC Office, Jind	Representatives of various Teachers' Unions	2. Briefing on SSA 3. To find out Problems & their remedies in elementary education	1. Co-ordination must be developed among teachers, Parents & Students. 2. Need of more cultural activities in Govt. Schools. 3. Teachers are not rewarded honestly. Distribution of rewards is not judicious. 4. More physical facilities are needed in Govt. Schools. 5. Burden of Non-teaching work. 6. Heads of the schools need intensive orientation. 7. Delay in official work of teachers. 8. Education has no link with employment. 9. Schools must be beautified enough to attract children. 10. There must be co-ordination between Aanganwaries & Primary Schools. 11. Literature for children should be made available in school libraries. 12. Private schools get recognition even when they don't fulfill the conditions. 13. PTAs & VECs are not effective. 14. Reference material should be distributed to the teachers. 15. Copying is responsible in deterioration of education system. Curriculum is not linked with real life. 16. Skills of teachers need development.

					<p>17. Test should be given to the teachers after each training programme to know improvement in their level of learning. Follow-up action should be there.</p> <p>18. Teachers should be sent on exposure visits.</p> <p>19. An academic committee should be formed to observe educational activities and teacher performance in the district, which will recommend the names of the teachers to be rewarded. So that only deserving teachers get the reward.</p> <p>20. Teachers must be oriented clearly 'how to utilize the amount given for TLM'.</p> <p>21. Curriculum should be developed with the help of teachers.</p> <p>22. Heads of the schools should be trained on 'Staff Management', 'Cordial relation with students'.</p> <p>23. Panchayats &amp; Local bodies &amp; VEC should be trained so that they may help in a creative way.</p> <p>24. Educational Magazine must be useful &amp; impressive &amp; it must reach in each &amp; every school.</p> <p>25. A panel of subject specialists should be there at each BRC.</p>
27.	15.10.01	DPIU, DPC Office, Jind	DEO & DPEO	Planning for household survey activity	<p>1. Training regarding Micro Planning should be imparted to all SDEO's &amp; BEO's of the District.</p> <p>2. DPEO, DEO &amp; Principal DIET Should help in this task.</p> <p>3. A meeting of all education officers should be conducted to formulate a plan to complete the task of household survey.</p>
28.	16.10.01	DPC Office Jind	DEO, DPEO, SDEO'S, & BEO'S of District Jind	To take views about SSA & Planning for Household survey	<p>1. Training about household survey should be imparted to all heads of all schools in the district.</p> <p>2. Training to be organized at block level on Oct. 24 &amp; Oct. 25, 2001 in morning &amp; evening shifts.</p> <p>3. Two or more schools are working in the same campus, it causes disturbance, so the campus must be separate.</p> <p>4. Boundary Wall is must for each &amp; every school.</p>

					<ol style="list-style-type: none"> <li>5. There must be a separate teacher for each class.</li> <li>6. A team of subject specialists should be appointed at Block, Sub-Division &amp; District Head Quarter.</li> <li>7. Each school must be provided with the Microphones, Sound System &amp; Some musical instruments to make morning assembly effective.</li> <li>8. Laboratories must be established.</li> <li>9. Books supplied by DPEP are not up to the mark, the previous books recommended by the State Government are far better than these books.</li> <li>10. There must be a separate textbook for a separate subject.</li> <li>11. Training for Administrative &amp; Financial matters should be given to Heads of Schools.</li> <li>12. In-Service Teachers Training Programmes must be properly managed &amp; the skills improvement/ development in the teachers must be evaluated on the last day of the programme.</li> <li>13. Teachers should be asked to maintain progress report card for each &amp; every student. Parents should also be informed about the progress of their children.</li> <li>14. Teachers &amp; Students should be taken for an exposure visit.</li> <li>15. A model school should be formed at block level.</li> </ol>
29.	23.10.2001	SPD, HPSPP Office, Chd.	Members planning core team, SPD, DD, SCERT and SIEMT personal	<ol style="list-style-type: none"> <li>1. Review of the SSA perspective plan.</li> </ol>	<ol style="list-style-type: none"> <li>1. Micro-planning exercise is going to be executed in district Jind.</li> <li>2. Perspective plans must be realistic.</li> <li>3. Each and every required component should be included with proper justification in the plan.</li> </ol>
30.	24.10.2001	GSSS Jind, GSSS Pillu Khera, BRC Julana &	All Heads of Government Schools, DEO, DPEO & Principal	<ol style="list-style-type: none"> <li>1. Briefing on SSA</li> <li>2. Household Survey</li> </ol>	<ol style="list-style-type: none"> <li>1. Extra attention must be paid to Management of SSA.</li> <li>2. Electoral list should be provided for Household Survey Exercise.</li> </ol>

		BRC Safidon	DIET	Exercise 3. Discussion on format of Household Survey & Compilation Sheet	<ol style="list-style-type: none"> <li>Head of the Senior most School would act as the coordinator for the Survey.</li> <li>Help of two teachers per School may be taken for this purpose.</li> <li>Information about disabled children would be compiled separately.</li> <li>Compilation Sheets &amp; household forms would be kept with safety in the GPS of the respective village.</li> <li>The CRCs would collect one copy of the compilation sheet &amp; disabled children's lists &amp; submit them to the SSA Planning Team.</li> </ol>
31.	25.10.2001	BRC Naguran, BRC Narwana & BRC Uchana	All Heads of Government Schools, DEO, DPEO & Principal DIET	<ol style="list-style-type: none"> <li>Briefing on SSA</li> <li>Household Survey Exercise</li> <li>Discussion on format of Household Survey &amp; Compilation Sheet</li> </ol>	<ol style="list-style-type: none"> <li>Extra attention must be paid to Management of SSA.</li> <li>Electoral list should be provided for Household Survey Exercise.</li> <li>Head of the Senior most School would act as the coordinator for the Survey.</li> <li>Help of two teachers per School may be taken for this purpose.</li> <li>Information about disabled children would be compiled separately.</li> <li>Compilation Sheets &amp; household forms would be placed with the GPS of the respective village.</li> <li>The CRCs would collect one copy of the compilation sheet &amp; disabled children's lists &amp; submit to the SSA Planning Team.</li> </ol>
32.	30.10.2001	DPC office	BRCs & CRCs	<ol style="list-style-type: none"> <li>Household Survey Exercise</li> </ol>	<ol style="list-style-type: none"> <li>BRCs &amp; CRCs would establish rapport with the Coordinators of the villages in their respective Block &amp; Cluster.</li> <li>The CRCs would also supply required material to the Coordinators.</li> <li>CRCs &amp; BRCs would submit the compilation sheets of their respective Cludters &amp; Blocks to the members, Planning Team.</li> </ol>
33.	5.11.2001	GETTI, Jind	Lecturers, GETTI, Jind	<ol style="list-style-type: none"> <li>Briefing on SSA</li> </ol>	<ol style="list-style-type: none"> <li>Lecturers, posted in GETTIs must also be invited in the training programmes.</li> </ol>

					<ol style="list-style-type: none"> <li>2. Best teachers should be awarded.</li> <li>3. All poor students should get incentives.</li> <li>4. Community must be mobilise enough to participate in process of education.</li> </ol>
34.	5.11.2001	Camp Office, DC Jind	Members, Planning Team and DC, Jind	1. Briefing on SSA	<ol style="list-style-type: none"> <li>1. Plan must be realistic &amp; village specific.</li> <li>2. Views of even a lay man should be taken before formulation of a plan.</li> <li>3. Needs must be identified.</li> <li>4. Community still needs awareness &amp; mobilisation.</li> <li>5. Psychological needs of a child should also be considered, while making a plan.</li> <li>6. There must be a follow up programme to ensure enrolment of each &amp; every child of the District.</li> <li>7. Micro Planning is one of the best methods to know the real situation of the field.</li> </ol>
35.	6.11.2001	Office, Zila Parishad, Jind	Members, Planning Team and Chairperson, Zila Parishad, Jind	<ol style="list-style-type: none"> <li>1. Briefing on SSA</li> <li>2. To find out Problems &amp; their remedies in elementary education</li> </ol>	<ol style="list-style-type: none"> <li>1. Discipline must be maintained at any cost in the Schools.</li> <li>2. Community must be mobilise enough to participate in process of education.</li> <li>3. Alternative Schools should be opened only if need arises during the micro planning.</li> <li>4. Measures should be taken to aware the community of its duties, rights &amp; responsibilities.</li> </ol>
36.	6.11.2001	ADC Office, Jind	Members, Planning Team and ADC, Jind	1. Briefing on SSA	<ol style="list-style-type: none"> <li>1. The foregoing programme, DPEP cold not succeed in attaining the desired goal.</li> <li>2. Views of the Officials working under DPEP, schoolteachers, members, VEC &amp; PTA should be taken before formulating the Plan of SSA.</li> <li>3. More physical infrastructure should be provided in the Government Schools.</li> </ol>

					<ol style="list-style-type: none"> <li>Measures should be taken to motivate the community &amp; the teachers.</li> <li>School campus should be beautiful enough to attract the kids, so that they are enthusiastic while coming to schools.</li> </ol>
37.	08-11-01 to 09-11-01	Panchayat Bhawan, 28-B, Chandigarh	Members, Planning Teams & Deputy Director, SCERT SIEMT personal	1. Review of the progress in planning work.	<ol style="list-style-type: none"> <li>Household survey exercise is near completion.</li> <li>Structure at the district block and cluster level was discussed.</li> </ol>
38.	13.11.2001	DPIU, DPEP, Jind	Members, Planning Team, APCs, BRCs & CRCs of District Jind	1. Suggestions regarding management/ functioning of SSA	<ol style="list-style-type: none"> <li>Selection of officials in SSA must be fair.</li> <li>Duties of BRCs &amp; CRCs should be purely academic.</li> <li>Clusters should be restructured, so that CRCs may be able to impart academic support effectively to the concerned classes.</li> </ol>
39.	20.11.2001	BRC Office, Hissar	Members, Planning Team of district Jind, Hisar, Fatehabad, and Sirsa	1. Review of the progress in planning work.	<ol style="list-style-type: none"> <li>Planning work is to be completed well in time so that it may be presented at the state level.</li> <li>Format of household survey should also be included in the perspective plan.</li> </ol>
40.	22.11.2001	DPEO Office Rohtak	Members, Planning Team of district Jind, Rohtak, Panipat, and Jhajjar	1. Review of the progress in planning work.	<ol style="list-style-type: none"> <li>Various components were discussed.</li> <li>Budget of these components was also discussed.</li> </ol>
41.	22.11.2001	CMO Office, Jind	Members, Planning Team and CMO, Jind	<ol style="list-style-type: none"> <li>Briefing on SSA</li> <li>Medical helps to the children ICDS Centres (AW) students, govt. &amp; AS and disabled children.</li> </ol>	<ol style="list-style-type: none"> <li>Due attention must be paid to eye check-up of the children.</li> <li>Various School health programmes are going on in the district.</li> <li>One representative from Sarva Shiksha Abhiyan must attend the monthly meetings taken by CMO.</li> <li>Teachers may be acquainted with the health programme at block level.</li> <li>Kishori Swasthaya Sangh imparts education on changes (Physical &amp; Mental) during adolescence age.</li> </ol>

				<p>3. Medical check-up during Maa-Beti Mela &amp; Other Community participation programmes.</p>	<p>6. Lectures regarding moral education, Yoga, Physical exercise etc. must be delivered in the schools.</p> <p>7. It would cost nearly Rs. 1000/- per school per year for medicines etc. for one school for health check-up.</p> <p>8. POL charges may be given to the Medical Officers for efficiency and covering all schools in time.</p> <p>9. Blood group testing exercise must be done in the schools for all of the students.</p> <p>10. Team of doctors from Vishakha Patnam may be called for operations of OD children.</p> <p>11. Meditation would also help to keep children healthy.</p> <p>12. Honorarium if possible be given to the doctors for health check-up programmes.</p> <p>13. Booklets having medical information should be printed for teachers and school.</p> <p>14. One-day training must be imparted to the teachers regarding health programme.</p> <p>15. First-aid box that may cost Rs. 500/- should be distributed to each school.</p>
42.	26.11.2001	Residence, Programme Officer ICDS, Jind	Members, Planning Team and PO, ICDS Jind	<p>1. Briefing on SSA</p> <p>2. Functioning of AW Centres.</p> <p>3. support sought under SSA</p>	<p>1. Aanganwari centres must be provided with various educational charts, books, toys etc. in the form of an AW Kits.</p> <p>2. Weighing Machines, First Aid Boxes, Black Boards &amp; furniture items as chairs &amp; tables should be provided to the centres.</p> <p>3. SSA may give additional financial support to the Health Check-up Programme run by ICDS.</p>
43.	28.11.01 to 29.11.01	Panchayat Bhawan, 28-B, Chandigarh	Members, Planning Teams & Deputy Director, SCERT SIEMT personal	<p>1. Review of the progress in planning work.</p>	<p>1. Structure at the DPIU, BRC, CRC was discussed and finalised.</p> <p>2. Planning teams were asked to make required amendments in their respective perspective plans.</p>



44.	06.12.01 to 08.12.01	SCERT Gurgaon	Planning Teams, DPEOs, Dy. Dir., SCERT & SIEMT personal	1. Presentation of Perspective Plan	1. Submission of the perspective plan (2002-2010) of District Elementary Education Programme (Sarva Shiksha Abhiyan) for district, Jind to the state authorities.
45.	17-01-2002 to 20-01-2002	Red Bishop Panchkula	Dr. Swarna Gupta, Dr. Subhash Gujaria, Dr. Manju Bhatt, Dr. Neeru Snehi, ( Appraisal Mission) Dr. Balkar Singh & Members Planning Teams	Appraisal of the Plans	1. House hold survey should be completed in urban/ MC areas also, so that actual position of the district comes in to light. 2. Primary Schools must be upgraded if there is no upper primary school in the reasonable vicinity. 3. Data regarding working/ street children should be included in the plan. 4. Data should be clear and properly analysed. 5. Vocational courses may be proposed for girls. 6. Interventions regarding quality improvements must be dealt in detail.
46.	04.02.2002 to 06.02.2002	Gujjar Bhawan, Chandigarh.	District Planning Teams	Sharing Workshop	1. Household survey in the MC area must be completed by the end of this month. 2. Discussion on Information Technology for upper primary schools. 3. Revision of perspective plans to incorporate the suggestions of appraisal mission.
47.	11.02.2002	DPIU Jind	DEO Jind	Household survey	1. Teachers from all govt. schools, aided & private recognized schools must be engaged to complete household survey in Jind MC Area. 2. Meetings of Principals & Head Masters of these schools will be organized on 12.02.2002. 3. Lecturers who have performed the census duty as ward supervisors will be the ward co-ordinators. 4. Each teacher (enumerator) will be assigned 100 houses.
48.	12.02.2002	GSS Jind	DEO, DPEO, Principals & Head	To conduct household survey	1. Briefing on SSA. 2. Teachers were deployed to conduct household survey.

			Masters of Govt, aided and private recognized schools	in Jind MC area.	3. Rehearsal for teachers deployed in ward 1-15 will be organized at GSSS Jind on 13.03.2002 at 09.00 a.m. & those for ward 16-31 at 2.00 p.m. on the same day.
49.	13.02.2002	GSSS Jind	Teachers of Govt, aided and private recognized schools	To conduct household survey in Jind MC area.	1. Briefing on SSA. 2. Training was imparted to the teachers about filling of the formats and compilation process.
50.	25.02.2002 to 27.02.2002	NSDART, LBSNAA Mussoorie, Uttaranchal	Representative of Haryana, UP, Uttaranchal, HP & Rajasthan	Workshop on community participation	1. Importance of community participation in SSA. 2. Strengthening of VECs.
51.	01.03.2002	SPD Office, Chandigarh	District Planning Teams	Sharing Workshop	1. Progress of house hold survey in urban areas reviewed. 2. Submission of revised perspective plans of SSA.
52.	18.03.2002	SPD Office, Chandigarh	-do-	Submission of Plans	1. To submit revised perspective plan of SSA to state.

## GIRLS' EDUCATION AND WOMEN EMPOWERMENT

DEEP's commitment to universalise elementary education necessarily implies equal and universal participation of all children regardless of religion, caste, creed, sex etc. Thus special attention to certain disadvantaged groups of children would be imperative if the goal of UEE is to be achieved. Girls, who comprise almost one half of the eligible child population fall in to this category of children requiring special attention as their participation in elementary education has been far from the desirable. Moreover, their participation level tends to decline in the case of particular social groups such as SCs, BCs, and Economically Weaker Sections. The deterrents to girls' education must be addressed. These deterrents are rooted in their homes and society.

Educating girls is commonly perceived as unnecessary, mainly on account of the role, they are assigned in running the house and also because they will eventually leave their parental homes after marriage, where their skills in household chores would hold them in better stead. Girls who reach the schools are likely to face non-supportive environment in the classrooms and schools as these are near extensions of their own social moorings, serviced and managed by those who are part of the very social order to which they belong.

Poor retention of girls is attributable to two main factors. The first is the tendency of parents to withdraw them from school after primary stage, as they become capable of fulfilling certain domestic needs like sustenance activities and sibling care or due to non availability of middle schools in the village. The second is the school environment itself, which neither encourages girls nor is able to bring out the best in them. During the season for harvest, marriages, festivals etc. girls' attendance at schools suffer a setback as they are kept back at home. In the absence of any mechanism to address their needs as a result of these periods of absenteeism, their achievement suffers. This earns them the dubious distinction of being dullards. Thus begins the cycle of teachers' neglect in the classroom leading to disinterest and demotivation eventually resulting in their leaving of schools.

Moreover, the position of women and girls is not very high in the district, so some interventions are suggested for their empowerment in the light of the **National Policy of Education, 1986 and the Programme of Action**, Which reiterated the need to operationalize the constitutional guarantee of equality between sexes and the protective discrimination clauses therein, by making education an effective instrument of women's equality and empowerment. The Programme of Action laid down the following parameters of women's empowerment.

- ✓ Enhance self-esteem and self confidence of women.
- ✓ Build a positive image of women by recognising their contribution to the society, polity and the economy.

- ✓ Develop the ability to think critically.
- ✓ Foster decision-making and action-taking through collective processes; enable women to make choices in areas like education, employment and health (especially reproductive health).
- ✓ Ensure equal participation in development processes.
- ✓ Provide information, knowledge and skills for economic independence, enhancing access to legal literacy and information relating to their rights and entitlement in society with a view to enhancing their participation on an equal footing in all areas.

### **Major Interventions:**

Following major interventions suggested for the empowerment of women & girls education have been incorporated in this perspective plan of District Elementary Education Programme.

- ✓ Creating awareness among the masses by carrying out Parbhat Pheries etc. in the villages and cities, distribution of printed material like pamphlets, brochures, folders etc. showing achievements of women in different areas of life.
- ✓ Organising International Women Day (on 8<sup>th</sup> March), in the schools.
- ✓ Organising Maa-Beti Melas in the villages to aware the community, about child health & hygiene and about the progress being made by the girls in various fields.
- ✓ Organising 'Nukkad Nataks', 'Kala Jathas', and 'Puppet Shows' to stress, major issues related to women/ girls.
- ✓ Strengthening ECCE by providing basic facilities to Aangan Waries and imparting training for capacity building of ICDS functionaries.
- ✓ Opening of AS Centres as a last strategy to reach out of schoolgirls particularly of migrating families at places like brick kilns.
- ✓ Conducting orientation programme for teachers on gender issues so that they can transact curriculum in a gender bias free manner.
- ✓ Sensitizing parents and community regarding, undifferentiated curriculum for boys and girls so that they can help girls to choose courses according to their capabilities. Schools can take initiatives for such sensitization.
- ✓ Providing, cutting and tailoring teachers in government schools for girls to enable them for earning their livelihood.
- ✓ Providing, Music Teachers (one in each cluster) for creating interest in the cultural activities.
- ✓ Inculcating leadership and decision making qualities among girls by proposing lot of activities, like celebration of days, annual functions, sports meet etc. in the schools.-

## ALTERNATIVE SCHOOLING (AS)

District Elementary Education Programme commits itself to achieve the long cherished goal of universalisation of Elementary Education through a time bound integrated approach to all children in the 6-14 age group by 2010. SSA is an effort to recognise the needs for improving the performance of the school system and to provide community owned quality elementary education in the mission mode.

In Jind district there are 465 primary schools (including two branch schools). Despite an impressive growth in provision of formal schools a large number of children still remain out of school. In order to plan for them, it is important to realize the magnitude & profile of out of school children. For this micro planning exercise was carried out in the district as a pre project activity. Data was collected for ascertaining the exact number of out of school children (drop out and non-starters) in the age group 5+ to 11 years & 11 to 14 years. If we examine the nature of reasons that limit access, then the factors related to physical conditions such as schools, being far away from the residence, particularly the upper primary schools, socio-economic conditions such as children being engaged in the very adult business of earning livelihood, children of migrating families, adolescent girls etc. come into light. This broad category of out of school children includes dropouts, enrolled but not attending and non-enrolled children. The number of out of school children is particularly high in the 11-14 age group. There are 465 primary schools and 253 Upper Primary Schools in the District. Although there is more than one upper primary school per two primary schools but still there are more than one hundred villages in the district which have only one primary school and no Upper Primary School. So particularly the parents of girls hesitate to send them to the Upper Primary school of a nearby village leading to their drop-out after the completion of class V.

It is also seen that most of the out of school children come from the disadvantaged sections of society. The Alternative schooling programme attempts to reach out of school children in order to increase access to elementary education for them. While planning for alternative schooling experiences of DPEP would be kept in mind. In the age of unemployment people take such type of activities as source of employment. Some people by virtue of their positions got themselves selected as instructors and supervisors of A.S. Alternative schools were opened arbitrarily without any micro planning exercise. In the last year the entire energy of the Project was wasted first in opening these schools and then in closing these centres as most of these centres had bogus enrolment. Many such children were shown on the rolls of these schools who were attending formal schools. So there is a need to learn a lesson from these bitter experiences.

### **Major Interventions:**

- ✓ It has been planned that to achieve the objective of bringing all children in the schools, all around efforts would be made to bring these students back to the formal schools by 2003.
- ✓ Enrolment drives would be launched with the help of members of VECs and local bodies.
- ✓ Bridge Courses would be started in the schools so that these children may come to the main stream.

### **Opening of Alternative Schools:**

Opening of A.S. would be the last strategy to reach out of school children particularly for migrating families at Brick Kilns in order to increase access of elementary education for them. 70 Alternative Schools would be opened at places like brick kilns, slums and some other places, where there is no other option. Efforts would be made to shift the children of A.S in the formal system and the A.S. may be shifted to some other places but their number would not go beyond 70 every year. These schools would be of 3-4 hour duration with the principle of free pace of learning, without the concept of grades.

### **Honorarium for A.S. Instructors:**

Persons having qualifications 10+2 or above would be selected on the recommendations of VEC. They would be paid honorarium @ Rs.1000/- per month. The total expenditure on this activity would be Rs. 67.20 lakh.

### **Books/Work Books for A.S. Students:**

Alternative schooling programme would be based on different pedagogical principles with no compromise on quality. So books and workbooks would be developed for students at the state level. Books/Workbooks worth Rs. 3000/- per A.S. would be supplied every year with a total outlay of Rs. 16.80 lakh.

### **Stationery and Miscellaneous:**

Most of the out of schools children come from the disadvantaged sections of the society so stationery worth Rs. 2500/- would be provided per year to each A.S. with a total outlay of Rs. 14.00 lakh.

### **Students Kits and Blackboards:**

One blackboard and a students' kit having teaching learning material worth Rs. 4000 would be supplied to each A.S. every year. The estimated expenditure on this activity would be Rs. 22.40 lakh.

**Furniture:** Furniture items such as chairs & tables would be provided to each A.S. It would cost Rs. 1.40 lakh as shown in the Annexure 1 (a).

**Durries & Taat-Patties:** Durries & Taat-Patties worth Rs. 1500 would be provided to each A.S. three times in the project period with total outlay of Rs. 3.15 lakh.

**Trainings:**

a) Induction Training:

Induction Training of 30 days would be imparted to the freshly recruited A.S Instructors at BRCs in the year 2002 & 2006. Training modules would be developed by the state agencies with the help of members of the resource group. The total expenditure for this would be Rs. 4.39 lakh as shown in annexure-1 (b)

b) Refresher Courses:

Refresher Courses of 20 days would be imparted to the Instructors every year w.e.f. 2003. Training modules would be developed by the district agency with the help of members of the resource group. The total cost for this would be Rs. 6.24 lakh as shown in Annexure - 1(c).

**Award to Best A.S.:**

Best A.S would be selected at District level every year. An award worth Rs. 1000/- would be given to this AS. It would cost Rs. 0.08 lakh as shown in Annexure - 1(d).

**The total expenditure of AS component would be Rs. 135.66 lakh as shown in Budget Table - 1.**

## BLOCK RESOURCE CENTRE (BRC)

District Jind has been divided into six educational blocks. Block Resource Centres were established under DPEP at each educational block for providing instructional and academic support to the primary schools. They would remain as such under SSA to serve as centres for all academic activities going on within the block. The BRC would be the academic arm of the DIET for the training of Primary and Upper Primary School teachers, masters, HT's, AS Instructors, AW. Workers etc. BRCs would be provided with one Coordinator of the level of the Lecturer (school cadre) or Head Master of the High School and two Assistant Co-ordinators, One for Primary Schools & other for Upper Primary Schools. Persons from the Master Cadre with 10 years teaching experience would be appointed as Assistant Block Resource Co-ordinator. The posts of Assistant Co-ordinators would be necessary, as it has been the experience during DPEP that due to heavy load of activities one Co-ordinator at BRC was not able to provide the required academic support to all of the schools within the area, moreover, in SSA Upper Primary Schools have also been undertaken. The following posts in addition to one BRC and two Assistant BRCs would also be provided at each BRC:

One post of Data Entry Operator on contract basis having qualification 10+2 and One year diploma in computer applications in the regular pay scale of Rs. 4000-100-6000.

One post of Clerk, having knowledge of computer on contract basis in the regular pay scale of Rs. 3050-75-3950-EB-80-4590.

One post of peon and one post of sweeper-cum-night watchman on contract basis in the regular pay scale of Rs. 2550-55-2660-EB-60-3200.

The training Programmes at BRC would be conducted with the help of DIET faculty. It is expected that at least one faculty member from DIET would be available at BRC for this purpose. BRCs can take the help of District/Block Academic Resource Group, whenever the need arises.

BRC buildings have already been constructed under DPEP, but they need expansion with construction of stairs and one hall at the first floor.

District Elementary Education Programme is supposed to be Block specific so BRCs have been strengthened by giving Drawing & Disbursing powers to the Block Resource Coordinators. It would help in the effective implementation of the strategies for quality elementary education.



**Furniture:**

Furniture items such as chairs, tables, durries, lecture-stand, almirah etc. would be purchased at each BRC. There is a proposal to provide Rs.1.00 lakh per Block for this activity. The estimated cost of expenditure on this item is Rs.6.00 lakh as shown in Annexure 2(a).

**Equipments:**

Equipments such as Computer Set, Printers, & UPS etc. are needed at Block level. Pentium-IV with One Terminal is required, Laser Printer, Fax Machine, Over Head Projector, Audio System, Dish Antennae, vacuum cleaner etc. would be provided at each BRC. The total expenditure on this item would be Rs. 15.24 lakh as shown in Annexure 2(b).

**Library Books:**

Need for establishing a library, well equipped with latest editions of useful books for inculcating reading habits in the teachers is being felt. Reference books will also be purchased. There is a proposal for purchasing books worth Rs. 0.50 lakhs at each BRC. In addition to these 3 almirahs for books @ Rs. 0.03 lakh would be provided at each BRC. Total cost of this activity is 3.54 lakh as shown in Annexure 2 (c).

**News Paper and Educational Periodicals:**

Many educational Institutes and NGOs are publishing educational journals and periodicals; these are worth reading and helpful for references, research studies and innovations in the field of education. An amount of Rs. 2000/-yearly to purchase newspapers and educational periodicals is proposed at each BRC. Total outlay for this activity is Rs 0.96 lakh.

**Maintenance of Building:**

BRCs are supposed to serve as centres for all academic activities going on in the block. They must remain well maintained with neat and clean atmosphere. At present the BRC buildings are in utter state of neglect. So, for the maintenance of buildings, there is a proposal of Rs. 8000/- per year per BRC with total outlay of Rs. 3.36 lakh.

**Telephone:**

There is a proposal to provide telephone to each BRC for better communication and Internet functioning. Installation charges @ Rs. 2000/- per BRC would be provided in the first year and then Rs. 750/- per month per BRC for the payment of bills. The total expenditure would be Rs. 4.44 lakh.

### **Teacher Training:**

The quality of education imparted to children depends upon the competencies of the teachers. It is, therefore, necessary that the competencies of the teachers must be enhanced to achieve the qualitative aspect of Universalisation of Elementary Education. There is not even a single untrained teacher in Haryana; even then the trained teachers require lot of orientation and refresher courses in many areas such as:

- ✓ Up to date knowledge of the contents of various subjects and their methodology.
- ✓ Training for professional growth i.e. about aspects of education.
- ✓ Women empowerment and gender sensitization.
- ✓ Multi grade teaching for head teachers and teachers.
- ✓ Training for improving communication skills.
- ✓ Training for the development of life skills in the children such as:
  - House hold related skills
  - Domestic maintenance
  - Accessing public services
  - Family life skills
  - Life saving skills
  - Legal literacy
  - Personal & social competencies
  - Social life skills
  - Environmental sensitivity skills for the use of leisure
  - Skills for democracy
  - Occupational skills
- ✓ Training programmes for enhancing the competencies of the HTs/ HMs such as:

- Motivation towards duties and responsibilities (finance matters and ruling) recording of accounts, cashbooks etc.
  - Supervision & administration of schools/ classes and staff management.
  - Convergence with community and its involvement in social activities etc.
- ✓ Training programmes for changing the attitude of teachers towards educational reforms & for improving their skills.
- ✓ Training for the preparation of low cost teaching aids.

So it is suggested that 20 days in-service training per year to all govt. primary teachers and 10 days to upper primary school teachers would be imparted at BRCs (as 10 days residential training to the upper primary school teachers would be imparted at DIET, Iccus). The estimated expenditure on this activity would be Rs. 343.00 lakh for PS, Rs. 3.22 lakh for Aided PS, Rs. 102.40 lakh for UPS, Rs. 34.32 lakh for NUPS and Rs. 2.08 lakh for Aided UPS as shown in Annexure 2(d).

#### **Talent Search Test for Students:**

This type of test would be conducted at BRC level every year for selecting 20 brilliant students (10 from Primary & 10 from Upper Primary Schools) per block. In this test 20 selected students (10 from class 5<sup>th</sup> & 10 from class 8<sup>th</sup>) from each CRC would take part.

Total outlay for this activity is Rs 1.89 lakh for PS and Rs. 2.16 Lakh for UPS as shown in 2(e).

#### **Educational Tours for Brilliant Students:**

First twenty students from Primary section & first twenty students from upper primary section would be selected after the Block level talent search test every year. These students would be sent on exposure visits to the place of educational importance at the project expense for a maximum of 5 days. It is proposed to provide Rs.50.000/-per trip per Block for this purpose every year.

Total outlay for this activity is Rs.10.50 lakh for PS and Rs. 12.00 lakh for UPS as shown in Annexure 2(f).

#### **Educational Tours for Teachers:**

CRC would recommend the name of one teacher from each school (Primary and Upper Primary) of his cluster to the BRC. These teachers would be sent to the places of educational importance on exposure visit during summer vacations in groups of 50 teachers each for a maximum

of 10 days. So that each teacher of the Block/ District will get a chance for exposure visit at least once in the project period with no repetition till all the teachers are covered. It is proposed to provide Rs. 1.00/- lakh for each group per year per trip at each Block.

Total outlay for this activity is Rs. 56.00 lakh for PS and Rs. 40.00 lakh for UPS with a total of Rs. 96.00 lakh as shown in Annexure 2(g).

**Contingency for Lab School:**

In-service training programmes would be conducted at BRCs. So there is a need to provide lab schools (Both Primary & Upper Primary) for each BRC, so that live demonstration may be given to the teachers. For this purpose Rs. 3000/- per year per lab school would be provided. The estimated expenditure of this activity would be Rs. 2.70 lakh.

**Block Academic Resource Group:**

A pool of resource persons comprising eminent primary, secondary teachers, lecturers or retired teachers, known as Block Academic Resource Group (BARG) would be constituted at block level. Its members would visit schools for academic support and at least one member will attend the ETT at each CRC as per subject requirement. Each member would be required to visit the schools & CRCs for a maximum of 5 days in a month. They would be paid honorarium and TA @ Rs. 150/- per day up to 2010. There would be 10 members in BARG at each BRC. Total expenditure of this activity would be Rs. 32.40 lakh as shown in Annexure 2(k).

**The total expenditure of BRC component would be Rs. 1125.60 lakh as shown in Budget Table - 2.**

## **CIVIL WORK**

Civil works in the District Elementary Education Programme would be executed by the VECs & VCCs only. It has been recommended that there must be flexibility about the design. VEC members and HTs/HMs of the schools concerned must be consulted about the design.

School Mapping exercise was carried out with the help of CRCs about the physical infra structure of Primary & Upper Primary Schools and CRC rooms. Civil Work is being proposed on the basis of that exercise.

### **Civil Work in Schools:**

Civil work for the construction of additional classrooms, boundary-walls (partial or complete), and toilets for primary and upper primary schools has been proposed. In addition to this, drinking water facilities would also be provided to the needy schools. Major and Minor repairs of the buildings would also be carried out. List of the schools, where different types of civil work are required is given in Annexure-13.

### **School Buildings for Newly Proposed Upper Primary Schools:**

There are many villages and wards (in towns) where there is no Upper Primary School. Dire need is being felt to propose 103 new Upper primary schools in the district. Three class rooms, one room for office, one I.T. lab, one Science laboratory & boundary walls would be constructed in each of these schools.

### **Construction of CRC Rooms:**

Panchayati Raj constructed 55 CRC rooms as additional classrooms in the attached schools under District Primary Education Programme. Sub standard material was used in this construction and at present most of these rooms are in dilapidated condition. Moreover, these rooms are of smaller size. Now SSA is covering Primary as well as Upper Primary Schools so number of CRCs has been increased from 55 to 60. So there is a proposal for the construction of a room of size 18' x 32' (having a cabin for store) with 9' deep verandah at each cluster. The old rooms would be utilised as classrooms in the attached schools after required repairing.

### **Civil Work at BRCs:**

BRC buildings have already been constructed under DPEP, but these need expansion with the construction of stairs and one hall at the first floor. It is necessary, as residential in-service training programme for primary and upper primary school teachers would be organised at the BRCs. In addition to this various project activities would also go side by side at these centers.

Cycle sheds and separate boundary walls, tile tracing in the front courtyard, repairs of toilets and iron-gate in the front verandah have also been proposed.

### **Civil Work at DIET:**

The District Institute of Education & Training, Iccus has been assigned a key role in District Elementary Education Programme. It would work as a nodal agency and would provide academic leadership to SSA. So the following physical infrastructure has been proposed for the DIET.

- Construction of one hall (30' x 60') on the ground floor and other on the 1st floor of this hall adjoining main entrance of the DIET building have been proposed. One hall (30' x 60') adjoining right side of the building on the ground floor and one room (30' x 40') on the 1st floor of this hall have also been proposed. These are parts of the original design and are needed to cop the heavy load of in-service training programmes. It would cost Rs. 19.80 lakh.
- Boundary wall around the 12 acre of campus has also been proposed. It would cost Rs. 8.75 lakh.
- There is a proposal for repairs, renovation and maintenance of Hostels (Both for male and female) as residential in-service training programme of 10 days duration for middle school teachers would be organised at DIET. These hostels need major repairs. It would cost Rs. 15.00 lakh.
- Repair, renovation and maintenance of the main building of the Institute have also been proposed. It would cost Rs. 3.00 lakh.

**The total expenditure of Civil Work component would be Rs. 4137.70 lakh as shown in Budget Table – 3 and Annexure-3.**

## **CLUSTER RESOURCE CENTRE (CRC)**

The Primary Schools of district Jind were divided into 55 clusters under DPEP and Cluster Resource Centres were established at each cluster for providing instructional and academic support to the schools. CRCs were supposed to assist the teachers and HTs in the Primary schools to implement the skills and practices, they have learnt during in-service training programmes. In DEEP the cluster centres have been re-organised and 60 clusters are proposed. Upper Primary Schools (Including High & Sr. Sec.) have also been included in each Cluster Resource Centre. Block-wise & Cluster-wise list of school is according to Annexure-13. They would serve as a centre for all educational activities going on within the cluster. The training Programmes for the members of VECs would be conducted at CRCs with the help of BRCs and DIET faculty. They may take the help of District/ Block Academic Resource Group, whenever & wherever the need arises.

One Co-ordinator of the level of a primary teacher or a master, having at least 5 years of teaching experience would be appointed at each CRC.

Panchayti Raj constructed CRC Rooms as additional classrooms in attached schools, under DPEP. Sub standard material was used in this construction and now most of these rooms are in dilapidated condition. Moreover, these rooms are of small size. So there is a proposal for the construction of a room of size 18' x 32' (having a cabin for store & Verandah) at each cluster. The old rooms would be utilised as classrooms after repair.

### **Electricity Charges**

There is a proposal to provide Rs. 2000/- to each CRC for installation of electric Meters in the first year of the project and Rs. 5000/- per year for the electricity bills with total outlay of Rs. 25.20 lakhs.

### **Equipments:**

Equipment such as ceiling fans, Electric Tubes, sound system with 2 microphones, amplifier and 2 loud speakers etc. would be provided to each CRC. The total expenditure on this item would be Rs. 6.00 lakh as shown in Annexure 4(a).

### **Furniture:**

Furniture items such as chairs, tables, durries, lecture-stands etc. would be purchased for each CRC. There is a proposal to provide Rs.0.10 lakh per Cluster for furniture. The estimated cost of expenditure on this item is Rs: 6.00 lakh as shown in Annexure 4(b).

### **Teaching Learning Material**

TLM as Globes, Charts, Maps, Models, Scientific Instruments etc. would be provided for live demonstration during Extended Teacher Training. For this one almirah would also be provided to each CRC. The estimated expenditure on this item is Rs. 14.40 lakh as shown in Annexure 4(c).

### **Library Books:**

Need for establishing a library well equipped with latest editions of useful books to inculcate the habit of reading in the teachers is being felt. Science, Literary, Reference books etc. would be purchased. For this one almirah and one rack would be provided to each CRC. There is a proposal for purchasing books worth Rs. 3.00 lakhs for each CRC during 1<sup>st</sup> year and then books worth Rs. 2000/- per year up to 2010. Total cost of expenditure on this activity would be Rs. 14.40 lakh as shown in Annexure 4(d).

### **News Paper and Education Periodicals:**

NCERT, NIEPA, NGOs etc publish educational journals and periodicals, which are helpful for references, research studies, latest strategies and innovations in the field of education and hence worth reading.

An amount of Rs. 0.03 lakh per year is proposed for each CRC office, to purchase newspapers, educational journals and periodicals. Total outlay for this activity would be Rs 14.40 lakhs.

### **Extended Teacher Training:**

Primary & Upper Primary School teachers would take part in these trainings at their respective CRCs to be organised on every Saturday (On 1<sup>st</sup> & 3<sup>rd</sup> for Primary Teachers and on 2<sup>nd</sup> & 4<sup>th</sup> for Upper Primary School Teachers). One lecturer from the District Institute of Education & Training, Iccus or a member of DARG/ BARG is supposed to be there for educational support. Light refreshments would be served to the teachers during these ETTs. There is a proposal of Rs. 5.74 Lakh for Primary Teachers and Rs. 4.80 lakh for Upper Primary School Teachers to meet out the expenditure of this item as shown in the Annexure 4(e).

### **Orientation of the members of VECs:**

Two days Orientation Programmes would be organised yearly in which eight members of each VEC would participate. It would be ensured that all of the members (VEC) attend these Orientations at least once in two years. In addition to this, members of Yuva Mandals/ Clubs, Mahila Mandals etc. would also participate in these meetings. Lecturers from DIET, Iccus would take part in these as Resource Persons. Refreshments would be served to these Members during these



Programmes. It would cost Rs. 15.84 Lakh as shown in the Annexure 4(f).

### **Talent Search Test:**

This type of test would be conducted at CRC level every year for selecting 10 brilliant students per CRC for Primary as well as Middle Classes. In this test 10 selected students (5 from class 5<sup>th</sup> & 5 from class 8<sup>th</sup>) from each School would appear. These selected ten students would participate in Talent Search Tests to be held at each BRC. It would cost Rs. 4.13 Lakh for Primary & Rs. 2.53 Lakh for Upper Primary Schools as shown in Annexure 4(g). The test papers would be developed by a group comprising of teachers, BARG, DARG & DIET faculty.

### **Children Magazines:**

CRCs would collect the articles, Drawings, Caricatures, Puzzles, Poems etc. written by the students & teachers of their respective CRCs and get them Xeroxed and give it a form of Children Magazine. Ten such magazines would be distributed to each School. It would develop literary taste, creativity & would act as an additional motivating force for the students. An amount of Rs. 10/- per magazine is proposed for this activity with total outlay of Rs. 16.31 Lakh for Primary Schools, Rs. 10.16 lakh for Upper Primary Schools and Rs. 4.16 lakh for newly proposed Upper Primary Schools as shown in Annexure 4(h).

### **Innovative Project:**

CRCs would be motivated to undertake Innovative Projects in the field of education. There is a proposal of Rs. 1500/- per CRC yearly. It would cost Rs. 7.20 lakh.

### **Contingency for Lab School**

Co-ordinators of CRCs are supposed to undertake innovative projects. For these projects there is a provision for lab school in each cluster. The Primary School, where CRC is situated or the nearest Upper Primary School would be the Lab School. For incurring sundry expenses (contingency etc.) during the activities in Lab Schools each co-ordinator would be provided with an amount of Rs. 3000/- per year for contingency. It would cost Rs. 14.40 lakh.

**Total expenditure of CRC component would be Rs. 959.53 lakh as shown in Budget Table - 4.**

## **DISTRICT INSTITUTE OF EDUCATION & TRAINING**

DIETs were established after the implementation of National Policy on Education 1986 to provide academic and resource support at the grass root level for the success of the various strategies and Programmes being undertaken in the field of elementary and adult education with special reference to the following objectives.

**Elementary education:** Universalisation of elementary education.

**Adult education:** National Literacy Abhiyan targets in regard to functional literacy in the 15-35 age group.

DIETs were established with a mission to play a pace-setting role in the districts. They were expected to become models for other educational institutions in the district in terms of meticulous, efficient & effective planning and execution of functions, harmonious and creative organizational climate, maintenance of a clean and attractive campus etc. It was thought that there would be pursuit of excellence in all activities of the DIET i.e.,

- 1) Excellence in Institute's own work.
- 2) Helping the elementary and adult education system in the district, in achieving excellence.

It was thought to provide all necessary physical and manpower resources to DIETs as far as the first aspect is concerned.

DIET of District Jind is established at Village Iccus (8 KMs from District H.Q. on Jind-Hisar Road) with a view to organize Pre-service & In service courses for elementary school teachers & to undertake research activities concerning the elementary education. Till now DIET was concerned with the training needs of Primary School Teachers only. But now in Sarva Shiksha Abhiyan, DIET has to cater the training needs of elementary (Upper Primary) school teachers also. So some addition to its conceived structure would make it a pacesetter. The DIET in the district would work as a nodal agency and would provide academic leadership to SSA. So, need for augmentation of DIET is being felt.

### **Augmentation of DIET:**

- 1) Provision of Additional Staff
  - a) Lecturers: DIET will have to perform additional functions with the onset of Sarva Shiksha Abhiyan. It will have to support BRCs continuously for organising trainings for primary teachers, HTs, AS Supervisors, AW Supervisors, CDPOs and members of local bodies and monitoring the Extended Teacher Trainings (ETT) at CRCs. Moreover DIET would also impart in-service training to Middle School teachers, Head Masters, Training of MTs, BRCs, CRCs; organising Teleconferences; Conducting Research Studies

and Monitoring & Evaluation concerning SSA implementation. So two additional posts of lecturers (M.A./M.Sc., M.Ed. with at least 5 years experience of working in an educational project) are proposed in a regular pay scale of Rs. 6500-200-10500. It would cost Rs. 23.22 lakh.

- b) Computer Operator: In order to monitor systematically the progress in providing Elementary Education of acceptable standard to all, an Educational Management Information System (EMIS) would be established at DIET level. It would help in timely utilization of information coming from schools and villages for educational planning, budgeting and decision-making. It would cover the following aspects:

- ◆ Regular School Statistics.
- ◆ Evaluation/ Assessment Of various studies.
- ◆ Project Scheduling.
- ◆ Implementation and Monitoring of out comes.

So a post of Computer Operator is proposed in a regular pay scale of Rs. 5500-175-9000. Requisite qualification for this post is Graduation and PGDCA/ One-Year Diploma in Computer Application from any recognised Institute. Estimated expenditure for this post would be Rs. 9.76 lakh.

- c) Driver: One Jeep was provided during District Primary Education Programme. It must remain with DIET during SSA, as DIET personals have to visit BRCs, CRCs, Schools, AS, AW Centres etc. for monitoring/ observing/ supervising various educational activities and training programmes. The post of Driver was provided under DPEP. So it is proposed that this post should remain with DIET under SSA in a regular pay scale of 4000-100-6000. It would cost Rs. 7.11 lakh.

## 2. **Furniture and Furnishing:**

- a) Training Hall: Various types of trainings are organised at DIET for this, furnishing of three training halls (One with chair and two with mattresses) is proposed.
- b) Computer Room: One computer room would be furnished, with chairs, tables, matting etc. to establish EMIS at DIET.
- c) Library: Furnishing of library with matting, chairs, tables, almirahs etc. is also proposed.

In addition to these, other furniture items as Durries, Mattresses, PVC Chairs, Boards etc. are also required for the Institute as per detail. It would cost Rs. 5.17 lakh as shown in Annexure 5 (a).

3. **Hostel Furnishing:**

Residential Trg. Programmes are going to be organised at DIET level so the hostels of DIET are to be well equipped with basic facilities such as beds, mattresses, blankets, bed sheets, ceiling fans, chairs, tables, tube lights (for mess also) etc. Hostel contingency for washing of bed sheets blankets etc. worth Rs. 20000/- per year is proposed with total outlay of Rs. 1.60 lakh. Total cost for this item is Rs. 9.81 lakh shown in Annexure 5 (b).

4. **Equipments:**

For establishing EMIS; organising various training programmes and Teleconferences in District Institute of Education & Training various equipments would be required as per detail. It would cost Rs. 13.05 lakh as shown in Annexure 5 (c).

5. **Library Books:**

Library of the District Institute of Education & Training, Jind (Jind) is not up-date. It would be required to purchase lot of books to make it well equipped with latest editions. Library books worth Rs. 1.00 lakh would be purchased during 2002-2003 and then books worth Rs. 20000/- per year up to 2010. It would cost Rs. 2.40 lakh.

6. **Journals and Periodicals:**

NCERT, many NGOs & Universities publish many educational journals and periodicals, which include research abstracts, innovative researches etc. Moreover there are many educational & general magazines which must be there in the Institute for the teacher educators & pupil teachers. So there is a proposal of Rs. 6000/- per year up to 2010. Total cost for this would be Rs. 0.48 lakh.

7. **News Letter:**

DIET has been publishing monthly Newsletter "Aakanksha" since April, 97 under DPEP. There is a proposal to carry on this publication in SSA also so that the details of all activities regarding project new educational techniques, reports of training programmes, teleconferencing and useful articles may be published for the knowledge of teachers of the districts. These Newsletters would be mailed to all BRCs, CRCs, School and District functionaries. A sum of Rs. 10000/- is proposed for printing 1200 Newsletters every month up to 2010 with total outlay of Rs. 9.60 lakh.

8. **Action Research and Research Studies**

The DIET will have to play an active role in conducting research studies on educational problems and periodical studies on assessment of various interventions in the district. At least five such studies would be carried out per year. Moreover, DIET

would help the elementary school teachers to undertake Action Research Projects for the solution of academic problems.

An amount of Rs. 1.25 lakh per year is proposed for such studies up to 2010. Total out lay for this would be Rs. 10.00 lakh.

9. **Trainings/ Orientation:**

- a) For teachers of Upper Primary Schools: 10 days residential training for the masters and Head Masters of Upper Primary Schools would be organised at DIET level per year. It would cost Rs. 102.40 lakh for existing UPS, Rs. 34.32 lakh for newly upgraded UPS and Rs. 5.92 lakh for Aided UPS as shown in Annexure 5 (d).
- b) For CDPOs & AW Supervisors: Three days training programmes would be organised for CDPO's and AW Supervisors in the beginning of the project. After that two days refresher courses would be organised every year. It would cost Rs. 1.33 lakhs as shown in Annexure 5 (e).
- c) For the Members of Local Bodies: Haryana Govt. has handed over the primary education to the Zila Parishads. The members of local bodies such as Zila Parishad, Block Samiti should have the knowledge of the implementation of Sarva Shiksha Abhiyan & other reforms in education. There is a proposal to organise three days orientation programme at DIET for the members of Zila Parishad and Block Samiti in 2002 and then for two days except in 2005 when three days orientation would be organised for the newly elected members of these local bodies. The estimated exp. on this item would be Rs. 4.48 lakh as shown in Annexure 5 (f).

10. **Monitoring & Evaluation:**

DIET will have to play an active role about ascertaining the effective evaluation of the various teacher-training programmes. For this achievement tests at the end of every year would be administrated in selected schools. So for developing and printing of achievement tests and report writing per year would be required. Total outlay of this item is Rs. 0.80 lakh.

11. **Review Meetings:**

To review the progress of various activities of the project going on in the district, monthly meetings of DEO, DPEO, DPC, SDEOs, BEOs, BRCs and CRCs would be called at DIET every month.

The total outlay on this activity is Rs. 1.20 lakh.

12. **Exposure Visit:**

Teacher educators and pupil teachers of DIET need to know the management, working & functioning of some efficient/ model DIET's of other states. There are many NGO's which are working

in the field of education especially for rural area and weaker sections of society. These NGO's would also be visited in order to broaden the mental horizon of pupil teachers.

During these visits boarding & lodging facilities would be provided by the DIET. So there is a proposal of Rs. 1.00 lakh per year for these visits with total outlay of Rs. 8.00 lakh.

13. **TA/DA:**

Principal and Lecturers of the Institution will have to visit BRC's, CRC's & Schools for monitoring, observation & evaluation purposes. So there is a proposal of Rs. 80000/- per year for their TA/DA.

Total outlay for this item is Rs. 6.40 lakh.

14. **POL and Maintenance:**

DIET is already having a jeep provided under DPEP. So for this POL and maintenance charges are required. Total estimated cost of expenditure on this item is Rs. 4.80 lakh.

**Total expenditure of DIET component would be Rs. 275.25 lakh as shown in Budget Table - 5.**

## **DISTRICT PROJECT IMPLEMENTATION UNIT (DPIU)**

A project implementation unit would be established at the district level (DPIU) for monitoring and evaluating the implementation of the District Elementary Education Programme. The main functions of District Implementation Unit will be:

- To plan, help, organise and co-ordinate the various activities like in-service teachers' training, orientation of VECs, members of local bodies/ district functionaries, meeting of district advisory committee/ district & block level functionaries etc.
- To provide necessary guidance and professional support to the field functionaries for the effective and successful implementation of the project.
- To plan and organise district level strategies and interventions.
- To ensure proper utilisation of funds provided under the project.
- To give feed back to the state level project implementation unit (SPIU) about the progress of the project.
- Overall supervision of BRCs, CRCs and various schools.

This unit would consist of the following staff:

1. District Project Co-ordinator in the pay scale equivalent to that of District Education Officer.
2. Two Assistant Project Co-ordinators (on contractual/Lecturers on deputation basis) in the regular pay scale of 6500-200-10500. Their qualification would be M.A./M.Sc. M.Ed. with at least five years experience of teaching & working in an educational project.
3. One section officer from Accounts and Audit Deptt. Haryana in the pay scale of Rs. 6500-9900. He would be responsible for maintaining cash books & other accounts.
4. One Accountant on contract in the regular pay scale of Rs. 5000-150-7100-EB-150-7850.
5. Two clerks having required knowledge of computer on contract basis in the regular pay scale of Rs. 3050-75-3950-EB-80-4590.

6. One driver on contract basis in the regular pay scale of Rs. 4000-100-6000.
7. One Peon on contract basis in the regular pay scale of Rs. 2550-55-2660-EB-60-3200.
8. One sweeper-cum-night watchman on contract basis in the regular pay scale of Rs. 2550-55-2660-EB-60-3200.

**Equipments:**

Some equipment worth Rs. 2.42 would be purchased as shown in the annexure-6.

**The total exp. of DPIU component would be Rs. 147.61 lakh as shown in Budget Table - 6.**



## **EARLY CHILDHOOD CARE & EDUCATION (ECCE)**

Early Childhood Education is a supportive programme for Universalisation of Elementary Education. The National Policy on Education (NPE), 1986, with certain modifications made in 1992, has also highlighted the need and importance of ECCE. It is an essential component of District Elementary Education Programme for the vital inputs towards

- Preparing children, particularly first generation learners, for school readiness.
- Facilitating participation of girls in Schools by relieving them from sibling care responsibilities.

It would help in solving the problems of dropouts at the elementary stage.

District Jind has the existing infra structure of 806 Aanganwaries under ICDS. Before DPEP there was no coordination between ICDS and Education Department of the State. Under DPEP, some of the activities like training of ECCE functionaries, supply of Teaching Learning Material to Aanganwari centres etc. were undertaken. But still ECCE Programme needs support for its strengthening.

It is proposed to sustain the activities, which were undertaken during DPEP for strengthening ECCE under SSA, & the approach would be as follows:

- Coordination with ICDS
- Providing TLM kits to strengthen ECCE component of ICDS.
- Ensuring similar school timings of Schools & Aanganwari centres.
- Capacity building of ICDS functionaries (CDPOs, AW Supervisors & AW Workers) at DIET/BRC level.
- Establishing linkage between Aanganwari centres & our Primary Schools.
- Mobilising community for supporting childcare.

SSA and ICDS Department would work in close collaboration and coordination in implementing this programme.

## **Major Interventions:**

**ECCE Kits:** ECCE kits would be supplied to each Aanganwari Centre. It would include charts, toys, picture & storybooks, colours, wooden & plastic blocks, raw material for making soft toys & instructional booklet for AW Workers etc. Items of the kits would be selected by a committee comprising of P.O., one CDPO, one supervisor, two aanganwari workers, DPEO, DPC and DIET faculty. Such kits would be provided after every three years to each AW Centre.

The total expenditure on this activity would be Rs. 72.54 lakh as shown in Annexure 7 (a).

**Induction Training of CDPOs & AW Supervisors:** Three days Induction Training would be imparted to the CDPOs & AW Supervisors at DIET level. The financial provision for this activity has been made in DIET component.

**Refresher Training of CDPOs & AW Supervisors:** There is a proposal for reorientation-cum-refresher courses for CDPOs & Supervisors every year at DIET level. These courses would lead to better coordination. The duration of these courses would be of two days. The financial provision for this activity has been made in DIET component.

**Training of AW Workers:** Three months Pre-Service training, which includes the topics of Health & Nutrition, Community Participation and Pre-School Education is imparted to AW Workers in the beginning of their service. In fact there is a little emphasis on Pre-School Education in these trainings. It is, therefore, proposed to organise 5 days Training Programme in 2002 for AW Workers at BRC level. The training package would be developed by the DIET with the help of ICDS functionaries. Total outlay of this activity would be Rs. 3.47 lakh as shown in Annexure 7 (b).

**Refresher Courses for AW Workers:** There is a proposal of Three Days reorientation-cum-refresher course for AW Workers every year. It would be helpful in providing fresh inputs to AW Workers about Pre-School Education, use of ECCE kit, child health & nutrition etc.

It would cost Rs. 16.38 lakh as shown in Annexure 7 (c).

## **Supply of Material to Each Centre:**

- There is a proposal to provide one durri for kids to each AW centre at the very onset of SSA and then after every three

years up to 2010. Total estimated cost of expenditure on this item is Rs. 24.18 lakh.

- It is also proposed to provide one box of iron sheet to each centre in 2002, which would cost Rs 6.45 lakh.

Total expenditure for this would be Rs. 30.63 lakh as shown in Annexure 7 (d).

**Furniture:** It emerged from the meetings held with ICDS functionaries that there are no chairs & tables for AW Workers in the AW Centres. AW Workers have to do some official work also, so it is proposed that one PVC chair and one table with iron frame & wooden board top surface would be provided for all AW Workers at their centres. It would cost Rs. 8.06 lakh as shown in Annexure 7 (e).

**Total expenditure of ECCE component would be Rs. 131.08 lakh as shown in Budget Table - 7.**

## ELEMENTARY FORMAL EDUCATION (EFE)

The major thrust of District Elementary Education Programme is to achieve the long cherished goal of Universalisation of Elementary Education (UEE) through a time bound integrated approach to all children in the age group 6-14 years by 2010. The 93<sup>rd</sup> constitutional amendment gives a fundamental right of Elementary Education to every child of 6 to 14 age group of this country. SSA is an effort to recognise the need for improving the performance of the school system and to provide community owned quality elementary education in the mission mode. It also envisages bridging of gender & social gaps.

### **Major interventions in Elementary Formal Education:**

#### **Proposal for New Upper Primary Schools: (NUPS):**

Micro-planning exercise was carried out in the district as a pre-project activity. For this household survey was conducted & data was collected for ascertaining the exact number of out of school children (dropouts and non starters) in the age group 5+ to 10+ years & 11+ to 14 years. The number of out of school children (the dropouts) is particularly high in the age group 11+ to 14 i.e. after completing the 5<sup>th</sup> grade. One of the reasons for this is non availability of upper primary schools in many villages. There are 465 primary schools and 253 upper primary schools in the district. Although there is more than one upper primary school per two primary schools yet there are 103 villages in the district, which have only one primary school & 10 villages which have two primary schools only but no upper primary school. So the parents, particularly of girls, hesitate to send their wards to the upper primary schools of nearby villages, which leads to their dropout after the completion of class V.

It has been stated in our constitution in part-IV, article 45-A that the state shall endeavor to provide free and compulsory education to each & every child of 6-14 age group in ten years from the promulgation of this constitution. Moreover 93<sup>rd</sup> constitutional amendment gives a fundamental right of elementary education to every child.

In view of these commitments and the high dropout rate after class 5<sup>th</sup>, there is a proposal to upgrade the 103 existing primary schools in those villages, which have primary schools only and at some places in the towns adopting following criteria.

- Total population of the habitation/feeding area is more than one thousand.
- Total enrolment in class V is more than twenty five.
- Where there is no upper primary school in the reasonable vicinity (i.e. within 3 K.Ms.)

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List of the newly proposed Upper Primary Schools is given in annexure-12.

**Free Text Books:**

As a part of Enrolment Retention Programme, textbooks are to be provided free of cost to all girls & SC boys. It is proposed to provide free textbooks with an upper ceiling of Rs. 150/- per child for Primary & Upper Primary Schools (Govt. and Aided) up to March 31, 2010.

Estimated expenditure for this purpose is Rs. 782.53 lakh for PS & Rs. 319.01 lakh for UPS as shown in Annexure 8(a).

**Teachers' Requirement:**

For Newly Proposed Upper Primary Schools: Five Teachers (one Science, one S.S., one Shastri, one Drawing Teacher and one PTI) will be appointed on contractual basis in each of the newly proposed 103 Upper Primary Schools as per following state criteria.

2002-03	One post of Sc. Master and One post of S.S. Master in the pay scale of 5500-175-9000.	206 Teachers
2003-04	One post of Shastri Teacher in the pay scale of 5500-175-9000 and one post of Drawing Teacher in the pay scale of 4500-125-7000.	206 Teachers
2004-05	One post of PTI in the pay scale of 4500-125-7000	103 Teachers

The total exp. on the salary of these teachers for the project period will be Rs. 4069.73 lakh.

- At Upper Primary level: Upper Primary School consists of classes VI to VIII. The teacher pupil ratio is 1:32 but still there is paucity of Music, Cutting & Tailoring and Carpentry Teachers in Government Schools. The following posts are proposed under District Elementary Education Programme:

Music Teacher: The students of government schools lag behind in participating in cultural activities that is why their participation in district and state level functions like celebration of Independence Day, Republic Day, Haryana Day, Children Day etc. is negligible. A music teacher guides the students regarding practice, drill and participation in cultural activities. But in most of the govt. schools there is no provision for a music teacher. So there is a proposal to appoint sixty music teachers one in each

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cluster on contractual basis in the pay scale of 5500-175-9000. It would cost Rs. 578.84 lakh.

Carpentry Teacher: It has been observed that the children got themselves busy in worthless activities at their leisure. They get no guidance regarding proper planning for their leisure. To increase creativity of mind and interest in vocational education, twelve posts of carpentry teachers are proposed for govt. schools on trial basis, two in each Block for Upper Primary Schools on the contractual pay of Rest. 6000/- per month with total outlay of Rest. 69.12 lakh up to 2010.

One such teacher would cover 3 schools in a week. He/She would teach the students how to make useful items, wooden toys, wooden show pieces etc. He/She would also guide in repairing old wooden furniture items. Carpentry art would develop the creativity, imagination and dignity of labour in the students as dreamed by Gandhi Ji. It would also help in diverting the mind of adolescents from unsociable & unhealthy works.

Cutting and Tailoring Teacher: To learn cutting and tailoring is a craze especially among girls of rural area. Some of these girls drop out from the school only to learn this art. So to cope with the situation 16 posts of cutting and tailoring teachers are proposed for selected girls'/Co-Ed. Schools on contractual pay of Rs 6000/- per month up to 2010. It would cost Rs. 92.16 lakh. He/ She would cover 2 schools in a week. After learning this art the girls may choose cutting and tailoring as their profession, which would empower them and lead to their better future.

The total estimated expenditure for the salary of these Project Teachers is Rs. 740.12 lakh.

### **Carpentry Tools Kits & Sewing Machines:**

Carpentry and Cutting & Tailoring Teachers have been proposed for some of the schools. So some tools and other raw material would be required. Carpentry tools kits @ Rs. 2000/- and an amount of Rs. 2000/- per year for raw material would be provided to thirty-six covered schools. It would cost Rs. 6.48 lakh for tools kits and raw material. One sewing machine @ 2000/- would be provided to thirty-two covered schools. It would cost Rs. 0.64 lakh. The total estimated expenditure for this activity is Rs. 7.12 lakh.

### **Information Technology:**

It is the utmost duty of the society to acquaint the child with the changes undergoing and empower him to cope with these changes. The

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days of cramming are no more. One is to be innovative and creative if he wants to survive in the age of competitions. The developments in the fields of science of technology are to be incorporated, if the child is made to be a comprehensive learner. Computer is the most appropriate medium which makes learning, interactive and helps child in self-learning. It would cater to the basic instinct of curiosity. Equipping the child with computer knowledge will also relate his education to his life as well as the environment around him.

Sarva Shiksha Abhiyan may be considered as a helpful project to start with computer education for qualitative improvement in education at upper primary level. It will not only help the child go with his own pace, but also make him curious, thoughtful, analytical and satisfying.

### **Objectives of IT:**

The introduction of information technology at upper primary level will help in making the teaching learning process interesting and comprehensive with following objectives:

- It will help the child to attain the basic competency in computer knowledge.
- It will help in enhancing the understanding in different subjects like mathematics, language and environmental studies.
- It will develop the sense of creativity and beautification.
- It will develop the vision of community towards formal schooling in our government system. It would help in increasing the enrolment & retention and in decreasing dropouts.
- It would help us to achieve the aim of qualitative improvement in elementary education.

To attain these objectives, Haryana Govt. has rightly proposed to introduce the computer education at upper primary level at the initial stage and ultimately switching it over to 4<sup>th</sup> standard onwards in the primary schools, which are situated in the same premises in which upper primary schools exist. Sarva Shiksha Abhiyan is an appropriate platform to implement this strategy. All upper primary schools, existing and newly proposed under SSA would be covered for introduction of information technology. IT labs would be established in these schools.

### **Implementation:**

For the establishment of IT labs, there is a proposal to provide one room (as there is paucity of rooms in schools), 5 computer sets and other basic facilities essential for these labs in each UPS. This

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programme will be launched with the help of an agency which is professional and reputed in this field. A sum of Rs. 30/- per child would be paid to the agency. Along with the education of the students in IT, the agency will also prepare school management and development plans, students' educational/ health/ progress cards and teachers' profiles. It will help the educationalists and planners in getting the basic information about each student, teacher, school, achievement level, retention rate and dropout rate. The school teachers will also be trained by the agency. In this way the competency of the teachers will also increase.

Providing computers, furniture, contingency and fees for IT labs in existing upper primary schools, newly proposed UPS and aided UPS would cost Rs. 2565.73 Lakh as specified in the annexure 8 (b).

### **Furniture:**

Taat Patties: There is a proposal to provide Taat Patties to the students of classes I to VIII, according to their strength in 2003 & then only for classes I-III in 2005, 2007 & in 2009.

Durries: Two durries would be provided to each Government School twice during the Project period.

Dual Desks: During the planning process it emerged in the discussion with the community that the class room facilities like dual desks must be provided in the Government Schools. So it is proposed that the dual desks for the students from class IV to V at primary level up to 2004 & VI to VIII at Upper Primary level would be provided up to 2003.

Lecture Stands: One lecture stand would be provided to each school. It would be useful during morning assembly and other celebrations going on in the schools from time to time.

In addition to these, Chairs and Tables for the classrooms and offices would also be provided to the schools.

Total outlay for furniture item would be Rs. 188.82 lakh for PS and Rs. 131.30 lakh for UPS and Rs. 40.466 lakh for newly proposed UPS as shown in Annexure 8(c).

### **Equipment:**

#### a) Ceiling Fans:

- 1) In Primary Schools: It is proposed that five ceiling fans per primary school would be provided in 465 primary schools. The total cost of this item is Rs. 27.90 lakh.



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- 2) In Upper Primary Schools: There are 253 Upper Primary Schools (including High & Sr. Sec. Schools) and 103 newly proposed upper primary schools in the district. Four ceiling fans are to be provided in each of these schools. The total outlay for this item is 12.15 lakh for UPS and Rs. 4.944 lakh for newly proposed UPS.
- 3) Science/ Maths/ Mini Tool Kits for Primary School: These kits were provided to primary schools under operation B.B. Scheme but now these are not usable in most of the schools. So it is proposed to provide science kit @ Rs. 2900/-, Mathematics Kit @ Rs. 500/- and tools kits @ 300/- to each primary school. The total cost of this item is Rs. 17.205 lakh.

Total outlay of equipment activity would be Rs. 45.105 lakh for PS, Rs. 12.15 lakh for UPS and Rs. 4.944 lakh for newly proposed UPS as shown in Annexure-8(d).

### **Sports Material:**

There is a provision of sports fund in Primary & Upper Primary Schools but the entire amount of the sports fund is deposited in the district pool for conducting the sports tournaments in the district. So no amount is left with the schools for sports activities. Therefore, it is proposed that Rs. 4000/- per school per year for primary schools & Rs. 7000/- per school per year for Upper Primary Schools would be provided for purchasing sports material & conducting sports activities at the school level.

It would cost Rs. 130.20 lakh for PS, Rs. 141.68 lakh for UPS and Rs. 57.68 lakh for newly proposed UPS as shown in Annexure 8(e).

### **Laboratory setup for Upper Primary Schools:**

There is no provision of laboratory at the Upper Primary Schools. For the effective teaching of science & Geography, laboratory is necessary for all Upper Primary Schools. An amount of Rs. 20,000/- per school would be provided to each UPS up to 2004. The estimated expenditure on this item is Rs. 50.60 lakh for existing UPS and Rs. 20.60 for newly proposed UPS.

### **Library:**

Establishment of library is necessary for inculcating the reading habits in the children. For this purpose two almirahs @ 3000/- for each UPS & one for each PS and books worth Rs. 5000/- for each Primary School and of Rs. 10000/- for each Upper Primary School would be provided up to 2005. Total cost for this item would be Rs. 51.15 lakh for PS, Rs.

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40.48 lakh for existing UPS and Rs. 16.48 lakh for newly proposed UPS as shown in Annexure 8(f).

**Educational Magazines & Periodicals for Children:**

There is an acute shortage rather non-availability of general books for the children in Govt. Schools. These books are required to create interest & to broaden mental horizon of children. For the inculcation of reading culture in the children & keeping them well informed about day-to-day happenings, magazines & periodicals are needed for them. There is a proposal to provide Rs. 500/- per year per Primary School & 1000/- per year per Upper Primary School. It would cost Rs.16.28 lakh for PS, Rs. 20.24 lakh for existing UPS and Rs. 8.24 lakh for newly proposed UPS as shown in Annexure 8(g).

**School Improvement Grant:**

There is a shortage of funds in the Government & its aided schools to meet-out the day-to-day expenses for the improvement of school facilities & its beautification. So it is proposed that Rs. 2000/- per school per year would be provided to all govt. and aided schools up to March 2010.

The estimated expenditure on this item would be Rs. 65.10 lakh for GPS, Rs. 40.48 lakh for existing UPS, Rs. 16.48 lakh for newly proposed UPS and Rs. 2.56 lakh for Aided schools with total outlay of Rs. 124.62 lakh.

**Teacher Grant:**

It has been seen that the needs for the TLM/Teaching Aids differ from teacher to teacher and child to child. So there is a proposal to provide Rs. 500/- annually up to March 2010 to each teacher of the GPS and to all those teachers who are teaching the classes VI to VIII in the govt. and aided UPS for the preparation of supplementary/ self learning material to make the classroom transaction effective. The total cost of this item would Rs. 93.07 lakh for PS, Rs. 55.44 Lakh for UPS, Rs. 18.57 lakh for NUPS and Rs. 6.00 lakh for Aided School teachers.

**Socially Useful & Productive Work:**

The activities of Socially Useful & Productive Work are very helpful to develop dignity of labour in children, as dreamed by Gandhi ji, the father of Nation. Activities like candle making, chalk making, handicraft, toy making, cooking etc. should be carried out in Govt. schools. It is proposed to provide Rs. 1000/- annually for the Primary School and Rs. 2000/- annually for the existing UPS and newly proposed UPS up to March 2010 to carry out these activities. Estimated cost on this item would be:

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i)	Primary Schools	=	32.55 lakh
ii)	Existing UPS	=	40.48 lakh
iii)	Newly Proposed UPS	=	16.48 lakh

**Medical Check-up Programme:**

For better health of students it is thought that health check-up programme must be carried out periodically by specialized doctors in schools. After this health check-up medicines and health cards would be provided to the students. Weighing machines, height-measuring instruments may be supplied to the schools. There is a proposal to provide Rs. 2000/- annually up to March 2010 for each school. Estimated cost on this item would be:

i)	For Primary School	=	65.10 lakh
ii)	For existing UPS	=	40.48 lakh
iii)	For Newly Proposed UPS=		16.48 lakh

**Innovative Programmes/ Research & Evaluation/ Supervision & Monitoring:**

There is a proposal to provide Rs. 1500/- per school per year for carrying out innovative activities and action researches by the teachers. A pool of resource persons would be formed, which would initiate research studies, generation of community based data, assessment and appraisal of various field activities. Their travelling expenses & honorarium for monitoring the above activities would be met out from the above grant. The total expenditure on this activity would be:

i)	For Primary School	=	48.83 lakh
ii)	For existing UPS	=	30.36 lakh
iii)	For Newly Proposed UPS=		12.36 lakh

**Micro-Planning & School Mapping:**

Micro Planning exercise was carried out as pre-project activity in the months of Oct.-Nov., 2001, to know the exact number of out of school children in the age group 5+ to 14, dropouts, population in the age group 5+ to 11 & 11+ to 14, position of disabled children, house hold size etc. and for maintaining Village Education Register. School mapping was also carried out in the month of Oct. & Nov. 2001 to know the physical facilities & position of teachers in the schools. Formats were printed and the help of teachers and Heads of the schools was taken to carry out this activity. There is a proposal to provide Rs. 1.00 lakh per year for this purpose with total cost of Rs. 8.00 lakh.

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### **Bridge Course:**

Students coming from the alternative schools or drop outs joining the main stream of formal education would require some sort of bridge course to come at par with other students of their respective classes. Such courses may be organised before or after school time for two hours a day in each school for 4 months per year up to 2010. Such courses would be started in GPS or GUPS of 300 villages of the district. HTs/ HMs of Primary/ UPS would manage such classes with working Govt. School Teachers. Honorarium for teachers @ Rs. 200/- per month will be given. Total cost for the same would be Rs. 19.20 lakh (300 Teachers x 4 Months @ Rs. 200/- x 8 years)

### **Preparation for competitive examinations:**

Some brilliant students are willing to join residential schools such as Sainik Schools, Sports Schools, Navodaya Vidyalayas, and Military Schools, which grant admissions only on the basis of entrance tests after class V or so. The students of govt. schools are not able to compete for these exams because they lack planned preparation and desired practice. So they need some special guidance to get through such competitive exams. Such type of special classes can be organised after school time for 4 months before the commencement of competitive exams. Teachers, who are competent enough to take such classes, would be selected from the working govt. teachers by DPC in consultation with DEO, DPEO & DIET faculty. Such classes may be started at least one in each cluster in the district at 100 convenient places. Honorarium @ Rs. 1000/- per month may be given to the teachers. The estimated expenditure for this activity would be Rs 32.00 lakh (100 Courses x 4 Months x @ Rs. 1000/- x 8 year).

### **Competitions for Students and Teachers:**

Competitions such as speech, quiz, debate, essay writing, hand writing, fancy dress, news reading etc. would be organised at CRCs, BRCs and District level for students and teachers every year. Total outlay for this activity would be Rs. 5.25 lakh for PS and Rs. 6.00 lakh for UPS.

### **Award to the best school:**

Schools (Primary as well as Upper Primary) showing all round progress (e.g. in school beautification, annual result, participation in block and district level functions, teacher-taught relationship, retention rate and other socially useful and productive works) would be selected at CRC, BRC and then at District level as best schools. Awards worth Rs. 500/-, Rs. 1000/- and Rs. 2000/- per school would be given at CRC, BRC and district level respectively. It would cost Rs. 2.66 lakh for PS and Rs. 3.04 lakh for UPS as shown in Annexure 8(h).

### **Award to best Teachers:**

Best teachers would be selected from Primary and Middle school at CRC, BRC and District level. The following traits of the teachers would

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be taken in to account; personality, expression, black board writing, preparation of lesson plan & TLM, delivery of lesson, contribution in school beautification etc. They would be given awards worth Rs. 500/-, Rs. 1000/- and Rs. 2000/- at CRC, BRC and District level respectively. It would cost Rs. 2.66 lakh for PS and Rs. 3.04 lakh for UPS as shown in Annexure 8(i).

### **Celebration of State/ National/ International Days:**

State/ National / International and other important days would be celebrated in the school premises. Cultural programmes and other competitions would be organised on these days. An amount of Rs. 1000/- per school (GPS & GUPS) would be given annually to celebrate these days. It would cost Rs. 32.55 lakh for PS, Rs. 20.24 lakh for UPS and Rs. 8.24 lakh for NUPS.

### **Celebration of Annual Function and Sports Meet:**

Annual function / Prize distribution function and sports meet would be organised in each school annually. Eminent persons (preferably educationalists) would be invited to grace/ preside over these functions. An amount of Rs. 2500/- per school (existing & newly proposed) is proposed to meet out the expenditure of this activity. It would cost Rs. 81.38 lakh for PS, Rs. 50.60 lakh for UPS and Rs. 20.60 lakh for NUPS.

### **District Talent Search Test:**

Ten brilliant students from Primary section and ten from Middle section would be selected from each block to compete for the district talent search test. Total cost for this activity is Rs. 0.64 lakh for PS and Rs. 0.71 lakh for UPS as shown in Annexure 9(i).

### **Electricity Charges & Meter Installation:**

There is a proposal of Rs. 0.05 lakh per year for each primary & upper primary school for the payment of electricity bills and meter installation up to 2010 as demanded by community. Total cost of this activity would be Rs. 162.75 lakh for PS, Rs. 101.20 lakh for UPS and Rs. 41.20 lakh for NUPS.

### **District Academic Resource Group:**

District Academic Resource Group having 12 members would be formed at District level. It would comprise eminent teachers, masters, lecturers, educationalists (in-service or retired). The members of DARG would be selected by a committee comprising of DPC, DEO, DPEO and DIET Principal through a test or interview. Each member would be required to visit the schools and ETTs for a maximum of 5 days in a month for 9 months in a year. They would be paid honorarium @ Rs. 200/- and TA up to 2010 with a total cost of Rs. 8.64 lakh.

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**Special Recommendations:**

It has been recommended that all types of purchasing for the schools would be made by a committee comprising HT/ Headmaster, teachers, members of VEC in the concerned school.

**Note:** All interventions related to Primary Schools will start from the session 2003-04, as District Primary Education Programme has been extended up to 2003 in this district.

**The total estimated expenditure of this component is Rs. 10672.05 lakh as shown in Budget Table - 8.**

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## EDUCATIONAL MANAGEMENT INFORMATION SYSTEM

In order to monitor the progress systematically in providing elementary education of desirable quality, a computerized management information system would be established at the district level so that the flow of information from the schools may be directed to the district level. EMIS was established at the district level under DPEP but now it needs to be strengthened.

It would cover the following aspects:

- Regular school statistics
- Evaluation/ Assessment of various studies
- Project Scheduling
- Implementation and monitoring of outcomes

**School Statistics:** Necessary arrangements would be made to transmit and receive the district level data and report at the state level. The input formats and the software for the district will be devised. The data will be collected and reported to the district implementation unit from the schools through their respective BRCs.

**Evaluation & Assessment of Various Studies:** MIS would provide the necessary background information and also a master list of educational institutions for drawing appropriate samples.

**The Project scheduling Implementation & Monitoring of Outcomes:** Project specific software for scheduling of project activities and their implementation in the district would be important component of District Information System of education (DISE). Monitoring of various inputs with the project area would also form a part of this software. Till now under DPEP only primary schools have been covered but now in SSA information from the middle schools would also be sought.

It is not enough in EMIS to simply generate information. The aim of the whole exercise is on analysis, dissemination and effective use of the data generated. The following are some of the major steps in EMIS data collection and analysis.

- I. Training for collection of data
- II. Collection of data
- III. Storage of data
- IV. Validation of data
- V. Data compilation
- VI. Data analysis
- VII. Dissemination of information

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VIII. Integration of information for planning

IX. Planning for additional sample surveys and studies

EMIS statistics are collected as on 30<sup>th</sup> Sept. for each school every year.

**Objectives of EMIS:**

The main objectives of implementing the computer based EMIS at Elementary Education are as following:

- To create a comprehensive database at primary and middle stage of education in the District/ State and review its status every year.
- To review the data concerning the problems of dropouts and stagnation and suggest appropriate measures for improvement.
- For the monitoring of school programmes in respect of students' achievement level in general and in particular for girls, in-service teacher training, education of backward communities, student welfare schemes and programmes, computer education for middle school children etc.
- For providing update information to the planners every year as & when needed for the preparation of Annual Work Plan of DEEP.

**Structure:**

There is a proposal to appoint one Programmer having qualifications, Master Degree in Compute Science/ B.Tech. / B.E. (Computers) in the regular pay scale of Rs. 6500-200-10500 and One Computer Operator having qualification, Graduation and PGDCA/ One Year Diploma in Computer Application from any recognised institution in the pay scale of Rs. 5500-175-9000 for EMIS unit at the district level.

**Equipments:**

District Primary Education Programme has provided three computer sets P-III, 700 MHz, DMP Printer, Xerox 365 (4 in 1), Air Conditioner etc. but still need for purchasing some equipments is being felt. There is a proposal to provide printer laser HP, Printer Ink Jet HP-640C, Generator 5 KW, Vacuum cleaner and a spiral binding machine, which would cost Rs. 0.95 lakh as shown in Annexure - 9.

**The total cost of this component would be Rs. 48.32 lakh as shown in Budget Table - 9.**



## INTEGRATED EDUCATION FOR DISABLED (IED)

Education for all has long been one of the cherished goals of national development reflected both in the constitutional and policy commitments since independence. Despite planned concerted efforts, this goal remains elusive due to certain disadvantaged groups remaining out of the fold of the formal education system. One such group is the disabled, who have been considered peripheral for almost three decades of planned development. It is obvious that UEE cannot be achieved unless all children are brought into schools, retained and provided quality education that is equitable.

**Identification of Disabled Children:** Disabled children have been identified through Micro planning exercise (Household Survey) in District Jind during the months of Oct. & Nov. 2001. There are 1780 disabled children in the age group 5+ to 14 years in district Jind as per household survey.

Block	Type of Disability										Total
	Ortho.		Visual		Hearing		Deaf & Dumb		Mentally Retarded		
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Jind	112	67	15	10	8	4	34	14	3	3	270
Julana	82	49	8	7	8	3	11	10	2	0	180
Naguran	110	70	17	12	8	8	15	13	2	3	258
Narwana	161	88	18	13	28	15	31	22	3	1	380
Safidon	148	104	26	23	10	3	35	19	2	1	371
Uchana	130	77	20	16	14	11	29	16	6	2	321
<b>Total</b>	<b>743</b>	<b>455</b>	<b>104</b>	<b>81</b>	<b>76</b>	<b>44</b>	<b>155</b>	<b>94</b>	<b>18</b>	<b>10</b>	<b>1780</b>

The following activities would be organized in the district:

1. **Printing of awareness material for parents & community members regarding various disabilities:** Folders, Pamphlets etc. having details about various type of disabilities and other important facts (as psychological needs etc.) about these disabilities would be printed & distributed among parents &

members of the community for awareness. An amount of Rs. 4.80 lakh is proposed for this item.

2. **Appointment of Special/Resource Teachers:** Special teachers/resource teachers would be appointed on contractual basis in the consolidated pay scale of Rs. 6000-250-8000, one at each block to impart specialized teaching to disabled children. He/ She would also help the govt. school teachers regarding behavioral improvement & other psychological aspects of disabled students studying in govt. schools. Total outlay for the salary of these teachers is Rs. 39.60 lakh.
3. **Setting up of resource corners at BRC/ CRC level:** Resource corners would be setup at each BRC & each CRC. Helpful literature, Audio & Video Cassettes and other useful items would be purchased for disabled children to be kept for use at these centres. Total outlay for this is Rs.13.20 lakh.
4. **Two days training for teachers & CRCs on 'Provision of Aids & appliances to disabled children':**Two days training would be organised for CRC's & teachers (One from each Pry. & Upper Primary School) such type of trainings would be imparted in 2003 & 2006. It would cost Rs.3.00 lakh as shown in Annexure 10(a).
5. **Medical checkup of Disabled children through Medical experts:** Medical experts would be asked to check up disabled children of the district every alternate year at block level. Guardians would be acquainted with the health of their wards & desired remedial measures. It would cost Rs. 5.696 lakh.  
[(1780 children +1780 guardians) x Bus Fare (20 + 20) X 4 Times]
6. **Sports & Cultural competition of disabled children:** Sports & cultural competitions would be organised at Block and District level for the disabled children every year. There is a proposal of Rs 8.38 lakh per year for conducting these activities in the District with total outlay of Rs. 67.04 lakh as shown in Annexure- 10(b).
7. **Preparation of TLM (For Disabled Children) & Exhibition at District Level:** Teaching learning material for disabled children would be developed with the help of experts, school teachers & resource teachers in a workshop organised yearly. It would cost Rs. 4.544 lakh as shown in Annexure 11(b). This developed TLM would be displayed at block, district and state level. Views of the community and the educationalists would be taken during the exhibition. There is a proposal to provide Rs. 20000 per year for the exhibition of TLM. It would cost Rs. 1.60 lakh.

Total outlay of this activity is Rs. 6.144 lakh as shown in Annexure-10 (c).

8. **Follow up camp for Disabled Children:** Follow up camps for disabled children would be organised at CRC per year. Problems, needs and other aspects related to disabled children would be discussed in these camps by the experts in the presence of guardians & resource teacher of the concerned Block.

Total cost of this activity would be:

(1780 children + 1780 guardians) x (Fare @ Rs. 10 + refreshment @ Rs. 5) x 8 = Rs. 4.272 lakh.

9. **Aids & Appliances:** Aids and appliances would be provided to the needy disabled children. It would cost Rs. 27.128 lakh.

**Total expenditure of IED component is Rs. 170.88 lakh as shown in Budget Table - 10.**

## **MASS - MOBILISATION**

Sarva Shiksha Abhiyan is an effort to universalize elementary education by community ownership of the school system with the target of achieving 100% enrolment by 2003. It is a response to the demand for quality basic education all over the country. It is an attempt to provide an opportunity for improving human capabilities to all children, through provision of community owned quality education in a mission mode. So it is but natural to mobilize the activities at the community level. It is an effort at effectively involving the Panchayati Raj institutions, VEC's, PTA's, MTA's & other grass root level structures so that healthy relation/ co-operation between teachers and parents may be developed for the accountability & transparency to the community. The following activities would be done in the district:

### 1. **Orientation of district level functionaries:**

Orientation programmes for the Distt. Functionaries as DPC, APC's, DIET faculty, DEO, DPEO, BEO's, BRC's, CRC's etc. would be organized from time to time such as:

- Five days induction programme for new entrants.
- Three days orientation programme in the starting of every year.

It would be helpful to keep the various functionaries of the district up-date about the project activities.

Total estimated cost of expenditure on these trainings would be Rs. 2.178 Lakh. Details as shown in Annexure - 11 (a)

### 2. **Environment Building Activities:**

For active & effective community participation it becomes necessary that community must be sensitized about the importance of the Abhiyan. The district will launch several awareness campaigns/ programmes such as;

- a) **Wall Writing:** It is proposed that slogans & mottoes of SSA would be written in every nick & corner of the district to make the people aware about the Abhiyan. This activity would be completed in two phases in 2002 and 2003 and then the same process would be repeated in 2006 and 2007. The total expenditure on this activity would be Rs. 7.12 lakh as shown in Annexure 11 (b-i).
- b) **Installation of Steel Boards and Hoarding:** Aims, Objectives, Major Achievements and implementation strategies would be depicted on big steel boards. 35 such boards would be installed at district H.Q. and at each block. Small hoardings would be installed in each village and these would be re-written after every two years. Total expenditure on this item would be Rs. 8.498 lakh as shown in Annexure 11 (b-ii).

- c) **Printing of Diaries:**
- 1) **For Teachers:** Printed diaries would be provided to all the teachers of all Govt. schools every year, so that they may keep the record of their day to day activities. It would help the teachers in their day to day planning.
  - 2) **For District Functionaries:** 350 diaries would be printed for district functionaries per year. Total estimated cost of expenditure on these diaries would be Rs. 24.12 lakh as shown in Annexure 11 (b-iii).
- d) **Calendar:** It is proposed to provide calendars having aims, objectives and strategies of SSA to all schools, DIET, BRC's, CRC's, BEO's, VEC's and other District level functionaries every year. It would cost Rs. 1.60 lakh as shown in Annexure 11 (b-iv).
- e) **Identity Card:** Identity Cards in the form of small booklets having academic progress and health information would be provided to each and every student of primary and upper primary classes to develop a sense of responsibility among students. Total estimated cost of expenditure on Identity Cards would be Rs. 54.75 lakh as shown in Annexure 11 (b-v).
- f) **Publicity through Electronic and Print Media:** Aims, objectives, implementation strategies and major achievements would be advertised/ published on electronic (local cable network) and print media (local newspapers) throughout the project period. It would cost Rs. 4.80 lakh as shown in Annexure 11 (b-vi).
- g) **Printing of Community Awareness Material:** Folders, Pamphlets, Brochures etc., depicting, major activities of SSA would be printed and distributed (Only during first six years) among parents, members of VECs & Local Bodies etc. It would cost Rs. 0.50 lakh per year with a total outlay of Rs. 3.00 lakh as shown in Annexure 11 (b-vii).
- h) **Audio and Video Cassettes/Compact Disc:** Audio and Video Cassettes having Abhiyan Songs, Plays, Slogans, Poems, motivational programmes, major educational issues, implementation and progress of SSA would be developed and duplicated for community. It would cost Rs. 4.00 lakh during the entire project period as shown in Annexure 11 (b-viii).
- i) **Kala Jatha & Nukkad Natak:** 'Kala Jathas' and 'Nukad Natak' would be organised in the district for the purpose of environment building and community mobilisation. A team of 6 persons would be constituted at each block, which would carry out these activities; alternatively three

times during the Project (once in two years) in every village and wards of the cities. It would cost Rs. 6.30 lakh as shown in Annexure 11 (b-ix).

3. **Maa-Beti Mela:**

Maa-Beti Mela-cum-Exhibition on Girls' Education would be organised in each school (PS+UPS+NUPS) of the district for first five years of the Project to stress importance of girls' education and women health. It would cost Rs. 41.05 Lakh as shown in Annexure 11 (c).

4. **Award to the Best VEC:**

The best VEC, for its active participation in school improvement activities, would be selected at each CRC, BRC & than at district level and an award worth Rs. 500; Rs.1000 & Rs. 2000 would be given at these levels respectively. It would cost Rs. 3.04 lakh as shown in Annexure 11 (d).

5. **Enrolment Drive:**

Enrolment drive activities such as 'Parbhat Feri', 'Nukkad Sabha' etc. would be done in the starting of the session every year an amount of Rs. 500/- per Primary School per Year is proposed. It would cost Rs. 16.28 lakh as shown in Annexure 11 (e).

**The total expenditure of this component is Rs. 179.06 lakh as shown in Budget Table - 11.**

**PERSPECTIVE**

**BUDGET**

**2002-2010**

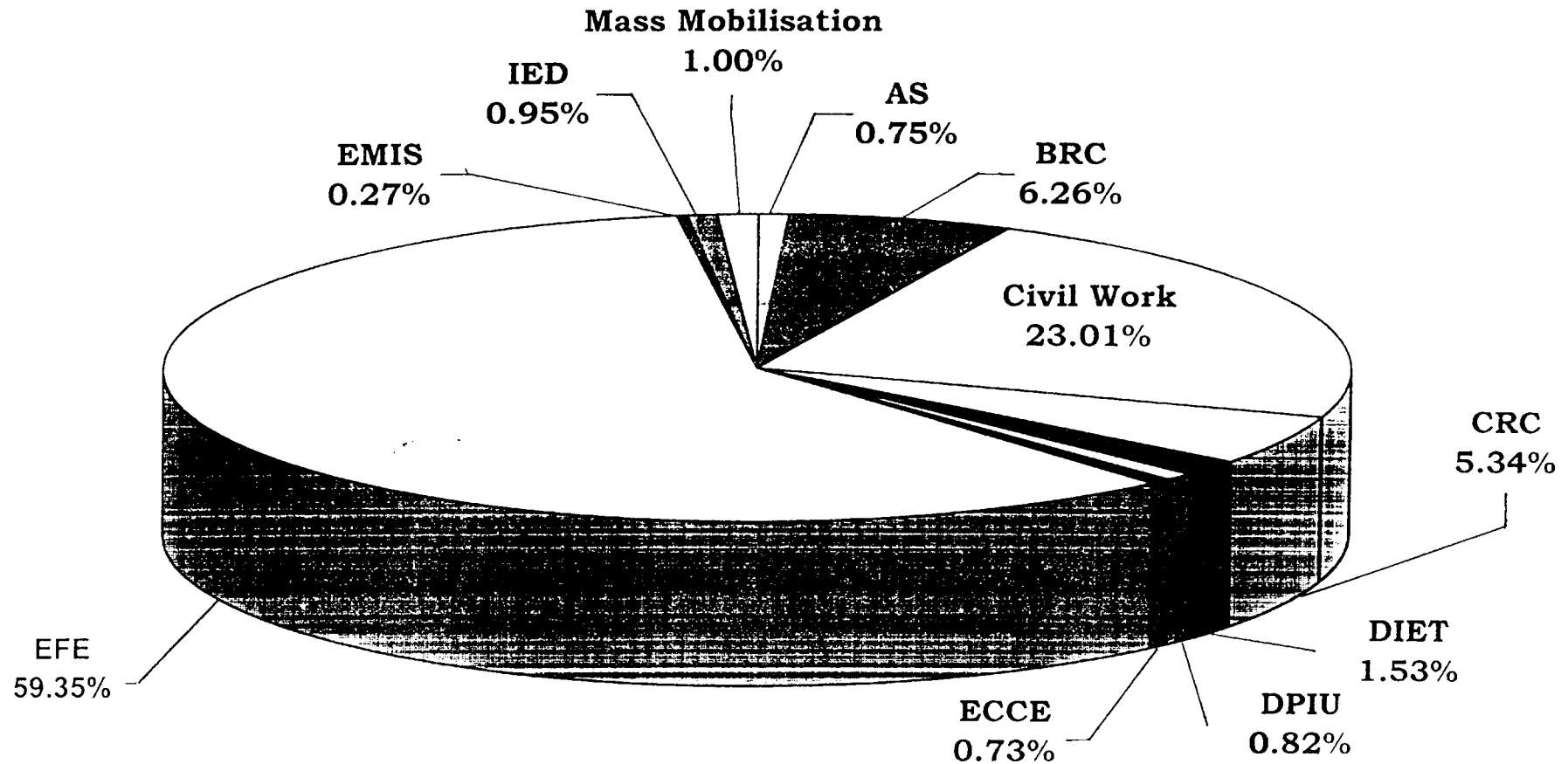
**DISTRICT ELEMENTARY EDUCATION PROGRAMME**  
**(SARVA SHIKSHA ABHIYAN)**

**Project At A Glance**

Sr. No.	Head/ Sub Head/ Activity	School	Unit Cost	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		Total Financial		
				Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	PS	MS	G.Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
1	AS				19.71		16.10		16.10		18.31		16.10		16.10		17.15		16.10	-	-	135.66
2	BRC				63.74		162.32		143.44		145.71		148.44		151.15		153.51		157.30	402.22	178.80	1,125.60
3	Civil Work				690.15		1,042.18		828.00		573.49		384.72		195.40		240.52		180.00	-	-	4,137.70
4	CRC				102.78		124.35		110.67		116.19		119.31		124.83		127.95		133.47	26.18	21.65	959.53
5	DIET				45.15		37.13		34.12		31.48		31.48		31.72		31.96		32.21	-	-	275.25
6	DPIU (Management)				15.67		19.63		16.90		17.57		18.52		19.06		19.83		20.43	-	-	147.61
7	ECCE				50.22		2.34		2.34		34.58		2.34		2.34		34.58		2.34	-	-	131.08
8	EFE				1,055.34		1,907.99		1,313.35		1,227.34		1,231.28		1,281.67		1,305.09		1,349.98	1,844.83	8,827.25	10,672.05
9	EMIS				5.64		8.70		5.38		5.52		5.65		5.68		5.81		5.94	-	-	48.32
10	IED				29.41		22.88		23.17		15.14		25.03		15.50		23.89		15.86	86.24	86.24	170.88
11	Mass Mobilisation				23.16		27.36		25.58		24.45		25.26		22.73		15.74		14.77	18.60	-	179.06
<b>Total</b>					<b>2,100.97</b>		<b>3,370.99</b>		<b>2,519.05</b>		<b>2,209.77</b>		<b>2,008.13</b>		<b>1,866.18</b>		<b>1,976.02</b>		<b>1,928.40</b>	<b>2,273.23</b>	<b>9,113.93</b>	<b>17,982.73</b>



# BUDGET PROPOSALS DEEP (SSA) JIND (2002-10)



**DISTRICT ELEMENTARY EDUCATION PROGRAMME**  
**(SARVA SHIKSHA ABHIYAN)**

## Alternative Schools (AS)

Sr. No.	Head/ Sub Head/ Activity	School	Unit Cost	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		Total Financial		
				Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	PS	MS	G.Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
1	Honorarium for AS Instructors			70	8.40	70	8.40	70	8.40	70	8.40	70	8.40	70	8.40	70	8.40	70	8.40			67.20
2	Books/WorkBooks AS students		0.03	70	2.10	70	2.10	70	2.10	70	2.10	70	2.10	70	2.10	70	2.10	70	2.10			16.80
3	Stationery & Misc		0.025	70	1.75	70	1.75	70	1.75	70	1.75	70	1.75	70	1.75	70	1.75	70	1.75			14.00
4	Students' Kit & Black Board		0.04	70	2.80	70	2.80	70	2.80	70	2.80	70	2.80	70	2.80	70	2.80	70	2.80			22.40
5	Furniture		0.02	70	1.40	-	-	-	-	-	-	-	-	-	-	-	-	-	-			1.40
6	Durry & Taat Patti		0.015	70	1.05	-	-	-	-	70	1.05	-	-	-	-	70	1.05	-	-			3.15
7	Induction Training at BRCs 30 days			70	2.195	-	-	-	-	70	2.195	-	-	-	-	-	-	-	-			4.39
8	Refresher Training at BRCs 20 days				-	70	1.04	70	1.04	-	-	70	1.04	70	1.04	70	1.04	70	1.04			6.24
9	Award to Best AS			1	0.01	1	0.01	1	0.01	1	0.01	1	0.01	1	0.01	1	0.01	1	0.01			0.08
<b>Total</b>					<b>19.71</b>		<b>16.10</b>		<b>16.10</b>		<b>18.31</b>		<b>16.10</b>		<b>16.10</b>		<b>17.15</b>		<b>16.10</b>	-	-	135.66

## Block Resource Centre (BRC)

Sr. No.	Head/ Sub Head/ Activity	School	Unit Cost	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		Total Financial		
				Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	PS	UPS	G.Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
1	Salary of BRC (1x6)		2.02	6	10.08	6	10.66	6	11.23	6	11.81	6	12.38	6	12.96	6	13.54	6	14.11			96.77
2	Salary of Asstt. BRCs (2x6)		1.66	6	8.64	12	18.36	12	19.32	12	20.28	12	21.30	12	22.32	12	23.34	12	25.80			159.36
3	Salary - Data Entry Operator(1x6)		0.89	6	4.46	6	4.72	6	4.97	6	5.22	6	5.47	6	5.72	6	5.98	6	6.23			42.77
4	Salary- Clerk (1x6)		0.70	6	3.46	6	3.67	6	3.89	6	4.10	6	4.32	6	4.54	6	4.75	6	4.97			33.70
5	Peon (1x6)		0.58	6	2.95	6	3.10	6	3.24	6	3.38	6	3.53	6	3.67	6	3.82	6	3.96			27.65
6	Sweeper-cum-Night Watchman (1x6)		0.58	6	2.95	6	3.10	6	3.24	6	3.38	6	3.53	6	3.67	6	3.82	6	3.96			27.65
7	Furniture		1.00	-	-	6	6.00	-	-	-	-	-	-	-	-	-	-	-	-			6.00
8	Equipment		0.32	-	-	6	15.24	-	-	-	-	-	-	-	-	-	-	-	-			15.24
9	Library Books		0.59	6	0.84	6	0.90	6	0.30	6	0.30	6	0.30	6	0.30	6	0.30	6	0.30			3.54
10	News Paper & Edu. Periodicals		0.02	6	0.12	6	0.12	6	0.12	6	0.12	6	0.12	6	0.12	6	0.12	6	0.12			0.96
11	TA/ DA		0.39	6	1.26	6	2.52	6	2.52	6	2.52	6	2.52	6	2.52	6	2.52	6	2.52			18.90
12	Maintenance of Building		0.07	-	-	6	0.48	6	0.48	6	0.48	6	0.48	6	0.48	6	0.48	6	0.48			3.36
13	Contingency		0.12	6	0.40	6	0.75	6	0.75	6	0.75	6	0.75	6	0.75	6	0.75	6	0.75			5.65
14	Telephone		0.74	6	0.66	6	0.54	6	0.54	6	0.54	6	0.54	6	0.54	6	0.54	6	0.54			4.44
15	Electricity & Water Charges		1.92	-	-	6	1.44	6	1.44	6	1.44	6	1.80	6	1.80	6	1.80	6	1.80			11.52
16	POL Charges		1.18	6	0.36	6	0.96	6	0.96	6	0.96	6	0.96	6	0.96	6	0.96	6	0.96			7.08
17	Maintenance of Vehicle		0.43	-	-	6	0.60	6	0.30	6	0.30	6	0.30	6	0.36	6	0.36	6	0.36			2.58
18	Maintenance of Equipment		0.90	6	0.30	6	0.60	6	0.60	6	0.60	6	0.60	6	0.90	6	0.90	6	0.90			5.40
19	In-Service Teacher Training	PS	0.02	-	-	2659	49.00	2659	49.00	2659	49.00	2659	49.00	2659	49.00	2659	49.00	2659	49.00	343.00		343.00
20		Ad PS	0.01	-	-	70	0.46	70	0.46	70	0.46	70	0.46	70	0.46	70	0.46	70	0.46	3.22		3.22
21		UPS	0.01	1386	12.80	1386	12.80	1386	12.80	1386	12.80	1386	12.80	1386	12.80	1386	12.80	1386	12.80		102.40	102.40
22		NUPS	0.01	206	1.90	412	3.80	515	4.77	515	4.77	515	4.77	515	4.77	515	4.77	515	4.77		34.32	34.32
23		Ad.UPS	0.003	80	0.26	80	0.26	80	0.26	80	0.26	80	0.26	80	0.26	80	0.26	80	0.26		2.08	2.08
24	Talent Search Test Children	PS	0.04	-	-	600	0.27	600	0.27	600	0.27	600	0.27	600	0.27	600	0.27	600	0.27			1.89
25		UPS	0.05	600	0.27	600	0.27	600	0.27	600	0.27	600	0.27	600	0.27	600	0.27	600	0.27			2.16
26	Edu. Tour for Brilliant Students	PS	0.22	-	-	135	1.50	135	1.50	135	1.50	135	1.50	135	1.50	135	1.50	135	1.50			10.50
27		UPS	0.25	135	1.50	135	1.50	135	1.50	135	1.50	135	1.50	135	1.50	135	1.50	135	1.50			12.00
28	Edu. Tour for Teachers	PS	1.17	-	-	400	8.00	400	8.00	400	8.00	400	8.00	400	8.00	400	8.00	400	8.00	56.00		56.00
29		UPS	0.33	250	5.00	250	5.00	250	5.00	250	5.00	250	5.00	250	5.00	250	5.00	250	5.00		40.00	40.00
30	Monthly Know Meeting of CRT		0.03	85	0.205	85	0.205	85	0.205	85	0.205	85	0.205	85	0.205	85	0.205	85	0.205			1.64

31	Meeting Block Advisory Committee		0.04	60	0.24	60	0.24	60	0.24	60	0.24	60	0.24	60	0.24	60	0.24	60	0.24			1.92
32	Annual Meeting of Sarpanch.MC. Chair Person and VEC President		0.09	606	0.55	606	0.55	606	0.55	606	0.55	606	0.55	606	0.55	606	0.55	606	0.55			4.40
33	Com.& Photocopier Contingency		0.05	6	0.30	6	0.30	6	0.30	6	0.30	6	0.30	6	0.30	6	0.30	6	0.30			2.40
34	Contingency for Lab School		0.06	6	0.18	12	0.36	12	0.36	12	0.36	12	0.36	12	0.36	12	0.36	12	0.36			2.70
35	Block Academic Resource Group		0.68	60	4.05	60	4.05	60	4.05	60	4.05	60	4.05	60	4.05	60	4.05	60	4.05			32.40
<b>Total</b>					<b>63.74</b>		<b>162.32</b>		<b>143.44</b>		<b>145.71</b>		<b>148.44</b>		<b>151.15</b>		<b>153.51</b>		<b>157.30</b>	<b>402.22</b>	<b>178.80</b>	<b>1,125.60</b>

**DISTRICT ELEMENTARY EDUCATION PROGRAMME**  
**(SARVA SHIKSHA ABHIYAN)**

## Civil Work

Sr. No.	Head/ Sub Head/ Activity	School	Unit Cost	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		Total Financial		
				Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	PS	MS	G.Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
1	Jr. Engineer (2)			2	2.40	2	2.52	2	2.64	2	2.76	2	2.88	2	3.00	2	3.12	2	3.24			22.56
2	Maintance & Addition in BRC					3	6.00			3	6.00											12.00
3	Construction of CRC Rooms			30	60.00	30	60.00															120.00
4	Construction of Classrooms			50	75.00	200	300.00	70	105.00	200	300.00	130	195.00	100	150.00	152	228.00	120	180.00			1,533.00
5	Class Roqms for NUPS			100	150.00	103	154.50	106	159.00													463.50
6	Head Masters' office for NUPS			40	30.00	20	15.00	20	15.00	23	17.25											77.25
7	Rooms for IT labs			100	150.00	100	150.00	156	234.00													534.00
8	Const. of Science Laboratory			80	120.00	100	150.00	100	150.00	56	84.00	20	30.00									534.00
9	Boundary Walls					39271	88.36	39271	88.36	39271	88.36	39271	88.36									353.44
10	Toilets			50	4.00	300	24.00	100	8.00	150	12.00	106	8.48	50	4.00		-					60.48
11	Water Facility			100	12.00	100	12.00	50	6.00	26	3.12											33.12
12	Major-Repair			100	40.00	100	40.00	100	40.00	100	40.00	100	40.00	71	28.40							228.40
13	Minor Repair			100	20.00	100	20.00	100	20.00	100	20.00	100	20.00	50	10.00	47	9.40					119.40
14	DIET Const. Of Hall/ B.Wall & Repair			3	26.75	3	19.80															46.55
<b>Total</b>					690.15		1,042.18		828.00		573.49		384.72		195.40		240.52		180.00			4,137.70

**DISTRICT ELEMENTARY EDUCATION PROGRAMME**  
(SARVA SHIKSHA ABHIYAN)

## Cluster Resource Centre (CRC)

Sr. No.	Head/ Sub Head/ Activity	School	Unit Cost	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		Total Financial		
				Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	PS	UPS	G.Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
1	Salary of CRC (1x60)		1.57	60	79.20	60	83.52	60	87.84	60	92.16	60	96.48	60	100.80	60	105.12	60	109.44			754.56
2	TA & DA		0.05	60	1.50	60	3.00	60	3.00	60	3.00	60	3.00	60	3.00	60	3.00	60	3.00			22.50
3	Contingency		0.025	60	1.50	60	1.50	60	1.50	60	1.50	60	1.50	60	1.50	60	1.50	60	1.50			12.00
4	Repair & Maintenance of Building		0.010	-	-	60	1.20	-	-	60	1.20	-	-	60	1.20	-	-	60	1.20			4.80
5	Electricity Charges		0.053	60	4.20	60	3.00	60	3.00	60	3.00	60	3.00	60	3.00	60	3.00	60	3.00			25.20
6	Equipment		0.10	-	-	60	6.00	-	-	-	-	-	-	-	-	-	-	-	-			6.00
7	Furniture		0.10	-	-	60	6.00	-	-	-	-	-	-	-	-	-	-	-	-			6.00
8	Teaching Learning Material (TLM)		0.03	60	6.00	60	1.20	60	1.20	60	1.20	60	1.20	60	1.20	60	1.20	60	1.20			14.40
9	Library Books		0.03	60	1.20	60	6.00	60	1.20	60	1.20	60	1.20	60	1.20	60	1.20	60	1.20			14.40
10	News Paper & Edu. Periodicals		0.03	60	1.80	60	1.80	60	1.80	60	1.80	60	1.80	60	1.80	60	1.80	60	1.80			14.40
11	Extended Teachers Training (6 Months a year)	PS	0.72	-	-	2729	0.82	2729	0.82	2729	0.82	2729	0.82	2729	0.82	2729	0.82	2729	0.82	5.74		5.74
12		UPS	0.60	1981	0.60	1981	0.60	1981	0.60	1981	0.60	1981	0.60	1981	0.60	1981	0.60	1981	0.60	1981	0.60	4.80
13	Orientation of the members, VEC		1.98	412	1.98	412	1.98	412	1.98	412	1.98	412	1.98	412	1.98	412	1.98	412	1.98			15.84
14	Talent Search Test for Children	PS	0.52	-	-	2325	0.59	2325	0.59	2325	0.59	2325	0.59	2325	0.59	2325	0.59	2325	0.59	4.13		4.13
15		UPS	0.32	1265	0.32	1265	0.32	1265	0.32	1265	0.32	1265	0.32	1265	0.32	1265	0.32	1265	0.32	1265	0.32	2.53
16	Children Magazines	PS		-	-	4650	2.33	4650	2.33	4650	2.33	4650	2.33	4650	2.33	4650	2.33	4650	2.33	16.31		16.31
17		UPS		2530	1.27	2530	1.27	2530	1.27	2530	1.27	2530	1.27	2530	1.27	2530	1.27	2530	1.27		10.16	10.16
18		NUPS		1030	0.52	1030	0.52	1030	0.52	1030	0.52	1030	0.52	1030	0.52	1030	0.52	1030	0.52		4.16	4.16
19	Innovative Project		0.015	60	0.90	60	0.90	60	0.90	60	0.90	60	0.90	60	0.90	60	0.90	60	0.90			7.20
20	Contingency for Lab School		0.03	60	1.80	60	1.80	60	1.80	60	1.80	60	1.80	60	1.80	60	1.80	60	1.80			14.40
<b>Total</b>					<b>102.78</b>		<b>124.35</b>		<b>110.67</b>		<b>116.19</b>		<b>119.31</b>		<b>124.83</b>		<b>127.95</b>		<b>133.47</b>	<b>26.18</b>	<b>21.65</b>	<b>959.53</b>

**DISTRICT ELEMENTARY EDUCATION PROGRAMME**  
**(SARVA SHIKSHA ABHIYAN)**

Distt. Institute of Education &amp; Training (DIET)

Sr. No.	Head/ Sub Head/ Activity	School	Unit Cost	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		Total Financial		
				Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	PS	MS	G.Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
1	Salary for Lecturers (2)			2	2.40	2	2.54	2	2.68	2	2.84	2	2.98	2	3.12	2	3.26	2	3.40			23.22
2	Computer Operator (1)			1	1.01	1	1.07	1	1.13	1	1.19	1	1.25	1	1.31	1	1.37	1	1.43			9.76
3	Driver (1)			1	0.75	1	0.78	1	0.82	1	0.87	1	0.91	1	0.95	1	0.99	1	1.04			7.11
4	Furniture & Furnishing				3.00		2.17		-		-		-		-		-		-			5.17
5	Hostel Furnishing				8.41		0.20		0.20		0.20		0.20		0.20		0.20		0.20			9.81
6	Equipments				5.00		5.00		3.05		-		-		-		-		-			13.05
7	Library Books				1.00		0.20		0.20		0.20		0.20		0.20		0.20		0.20			2.40
8	Journals & Periodicals				0.06		0.06		0.06		0.06		0.06		0.06		0.06		0.06			0.48
9	News Letter			1200	1.20	1200	1.20	1200	1.20	1200	1.20	1200	1.20	1200	1.20	1200	1.20	1200	1.20			9.60
10	Action Research/Research Studies				1.25		1.25		1.25		1.25		1.25		1.25		1.25		1.25			10.00
11	Teachers' Training U. Pry. School	UPS	0.01	1386	12.80	1386	12.80	1386	12.80	1386	12.80	1386	12.80	1386	12.80	1386	12.80	1386	12.80			102.40
12		NUPS	0.01	206	1.90	412	3.80	515	4.77	515	4.77	515	4.77	515	4.77	515	4.77	515	4.77			34.32
13		Aided	0.01	80	0.74	80	0.74	80	0.74	80	0.74	80	0.74	80	0.74	80	0.74	80	0.74			5.92
14	Orientation of CDPO's & AW Sup			50	0.21	50	0.16	50	0.16	50	0.16	50	0.16	50	0.16	50	0.16	50	0.16			1.33
15	Orientation of Local Bodies			170	0.74	170	0.50	170	0.50	170	0.74	170	0.50	170	0.50	170	0.50	170	0.50			4.48
16	Monitoring & Evaluation				0.10		0.10		0.10		0.10		0.10		0.10		0.10		0.10			0.80
17	Review Meetings			90	0.15	90	0.15	90	0.15	90	0.15	90	0.15	90	0.15	90	0.15	90	0.15			1.20
18	Exposure Visits				1.00		1.00		1.00		1.00		1.00		1.00		1.00		1.00			8.00
19	TA/ DA for Staff			10	0.80	10	0.80	10	0.80	10	0.80	10	0.80	10	0.80	10	0.80	10	0.80			6.40
20	POL & Maintenance (Jeep)			1	0.60	1	0.60	1	0.60	1	0.60	1	0.60	1	0.60	1	0.60	1	0.60			4.80
21	Office Contingency			1	0.18	1	0.18	1	0.18	1	0.18	1	0.18	1	0.18	1	0.18	1	0.18			1.44
22	Computer Contingency			1	0.24	1	0.24	1	0.24	1	0.24	1	0.24	1	0.24	1	0.24	1	0.24			1.92
23	Maintenance & Equipments				0.25		0.25		0.25		0.25		0.25		0.25		0.25		0.25			2.00
24	Electricity Charges			1	0.60	1	0.60	1	0.60	1	0.60	1	0.60	1	0.60	1	0.60	1	0.60			4.80
25	Internet & Telephone Charges			1	0.26	1	0.24	1	0.24	1	0.24	1	0.24	1	0.24	1	0.24	1	0.24			1.94
26	Lab updating (Psy., Geog.)			1	0.20	1	0.20	1	0.10													0.50
27	Sports Material			1	0.10	1	0.10	1	0.10	1	0.10	1	0.10	1	0.10	1	0.10	1	0.10			0.80
28	IT/Computer Training for the Staff				0.20		0.20		0.20		0.20		0.20		0.20		0.20		0.20			1.60
	<b>Total</b>				<b>45.15</b>		<b>37.13</b>		<b>34.12</b>		<b>31.48</b>		<b>31.48</b>		<b>31.72</b>		<b>31.96</b>		<b>32.21</b>	-	-	<b>275.25</b>

**DISTRICT ELEMENTARY EDUCATION PROGRAMME**  
**(SARVA SHIKSHA ABHIYAN)**

**DPIU (Management)**

Sr. No.	Head/ Sub Head/ Activity	School	Unit Cost	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		Total Financial		
				Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	PS	MS	G.Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
1	Distt. Project Co-ordinator (1)		3.03	1	2.40	1	2.58	1	2.76	1	2.94	1	3.12	1	3.30	1	3.48	1	3.66			24.24
2	Asstt. Project Co-ordinator (2)		1.17	2	2.40	2	2.54	2	2.68	2	2.84	2	2.98	2	3.12	2	3.26	2	3.40			23.22
3	Section Officer (1)		1.65	1	1.44	1	1.50	1	1.56	1	1.62	1	1.68	1	1.74	1	1.80	1	1.86			13.20
4	Accountant		1.65	1	0.93	1	0.98	1	1.03	1	1.09	1	1.14	1	1.19	1	1.25	1	1.30			8.91
5	Clerk (2)		0.705	2	1.15	2	1.22	2	1.30	2	1.32	2	1.44	2	1.51	2	1.58	2	1.66			11.18
6	Peon (1)		0.544	1	0.50	1	0.52	1	0.54	1	0.56	1	0.59	1	0.61	1	0.64	1	0.66			4.62
7	Sweeper cum Night Watch Man		0.544	1	0.50	1	0.52	1	0.54	1	0.56	1	0.59	1	0.61	1	0.64	1	0.66			4.62
8	Driver (1)		0.702	1	0.75	1	0.78	1	0.82	1	0.87	1	0.91	1	0.95	1	0.99	1	1.04			7.11
9	POL		1.00	4	1.00	4	1.00	4	1.00	4	1.00	4	1.00	4	1.00	4	1.00	4	1.00			8.00
10	Maintenance of Vehicle		0.45	4	0.20	4	0.20	4	0.30	4	0.40	4	0.50	4	0.60	4	0.70	4	0.70			3.60
11	Electricity charges		0.375	1	0.36	1	0.36	1	0.36	1	0.36	1	0.36	1	0.36	1	0.42	1	0.42			3.00
12	Telephone Charges		0.263	1	0.24	1	0.24	1	0.24	1	0.24	1	0.24	1	0.30	1	0.30	1	0.30			2.10
13	TA/ DA of Staff		1.2		1.20		1.20		1.20		1.20		1.20		1.20		1.20		1.20			9.60
14	Furniture					0.50		-		-		-		-		-		-				0.50
15	Building Rent		1.20	1	1.20	1	1.20	1	1.20	1	1.20	1	1.20	1	1.20	1	1.20	1	1.20			9.60
16	Furnishing of Office					1	0.50	1	-	1	-	1	0.20	1	-	1	-	1	-			0.70
17	Welfare Fund		0.12		0.12		0.12		0.12		0.12		0.12		0.12		0.12		0.12			0.96
18	Equipment					2.42		-		-		-		-		-		-				2.42
19	Maintenance of Equipment				0.15		0.15		0.15		0.15		0.15		0.15		0.15		0.15			1.20
20	Contingency		0.80		0.80		0.80		0.80		0.80		0.80		0.80		0.80		0.80			6.40
21	Hiring of Vehicle		0.10		0.10		0.10		0.10		0.10		0.10		0.10		0.10		0.10			0.80
22	Bicycle (2)		0.015		0.03		-		-		-		-		-		-		-			0.03
23	BRC & CRC Meeting		0.2	100	0.20	100	0.20	100	0.20	100	0.20	100	0.20	100	0.20	100	0.20	100	0.20			1.60
<b>Total</b>					15.67		19.63		16.90		17.57		18.52		19.06		19.83		20.43	-	-	147.61



**DISTRICT ELEMENTARY EDUCATION PROGRAMME**  
**(SARVA SHIKSHA ABHIYAN)**

## Early Childhood Care &amp; Education (ECCE)

Sr. No.	Head/ Sub Head/ Activity	School	Unit Cost	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		Total Financial		
				Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	PS	UPS	G.Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
1	ECCE Kit to each centre			806	24.18		-		-	806	24.18		-		-	806	24.18		-			72.54
2	5 Days Training of AW Worker			806	3.47		-		-		-		-		-		-		-			3.47
3	3 Days Refresher Course for AWW				-	806	2.34	806	2.34	806	2.34	806	2.34	806	2.34	806	2.34	806	2.34			16.38
4	Durries		0.01	806	8.06		-		-	806	8.06		-		-	806	8.06		-			24.18
5	Iron Box		0.008	806	6.45		-		-		-		-		-		-		-			6.45
6	Furniture		0.01	806	8.06		-		-		-		-		-		-		-			8.06
Total					50.22		2.34		2.34		34.58		2.34		2.34		34.58		2.34	-	-	131.08

**DISTRICT ELEMENTARY EDUCATION PROGRAMME**  
**(SARVA SHIKSHA ABHIYAN)**

## Elementary Formal Education (EFE)

Sr. No.	Head/ Sub Head/ Activity	School	Unit Cost	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		Total Financial		
				Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	PS	UPS	G.Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
1	Free Text Books	PS	0.0015	2269	3.40	69868	104.80	71265	106.90	72690	109.04	74144	111.22	75627	113.44	77139	115.71	78682	118.02	782.53		782.53
2		UPS	0.0015	24778	37.17	25273	37.91	25779	38.67	26294	39.44	26820	40.23	27357	41.04	27904	41.86	28462	42.69		319.01	319.01
3	Salary of Teachers for 103 Schools	NUPS		206	136.78	412	406.65	515	516.65	515	545.05	515	573.5	515	601.94	515	630.37	515	658.79		4,069.73	4,069.73
4	Salary Special Teachers (16+60+12)	UPS		88	79.92	88	83.48	88	87.12	88	90.72	88	94.32	88	97.92	88	101.52	88	105.12	-	740.12	740.12
5	Carpentry tools & Sewing machines	UPS		68	2.08	36	0.72	36	0.72	36	0.72	36	0.72	36	0.72	36	0.72	36	0.72		7.12	7.12
6	Inf. Tech./IT Labs (UPS, Aided & NUPS)	UPS		364	646.36	364	731.80	364	189.15	364	192.57	364	196.06	364	199.61	364	203.24	364	206.94		2,565.73	2,565.73
7	Furniture	PS					51.59		109.84		6.03				15.33				6.03	188.82		188.82
8		UPS		253	24.40	253	101.84				5.06										131.30	131.30
9		NUPS		103	8.536	103	15.45	103	15.45	103	1.03											40.466
10	Equipments	PS				465	27.90	465	17.205											45.105		45.105
11		UPS		1012	12.15																12.15	12.15
12		NUPS				103	4.944														4.944	4.944
13	Sports Material	PS	0.04			465	18.60	465	18.60	465	18.60	465	18.60	465	18.60	465	18.60	465	18.60	130.20		130.20
14		UPS	0.07	253	17.71	253	17.71	253	17.71	253	17.71	253	17.71	253	17.71	253	17.71	253	17.71		141.68	141.68
15		NUPS	0.07	103	7.21	103	7.21	103	7.21	103	7.21	103	7.21	103	7.21	103	7.21	103	7.21		57.68	57.68
16	Science Laboratory	UPS	0.20			253	50.60														50.60	50.60
17		NUPS	0.20			103	20.60														20.60	20.60
18	Library	PS	0.11			465	37.20	465	9.30	465	4.65									51.15		51.15
19		UPS	0.16			253	15.18	253	7.59	253	15.18	253	2.53								40.48	40.48
20		NUPS	0.16			103	6.18	103	3.09	103	6.18	103	1.03								16.48	16.48
21	Edn.Magazine&Periodicals for Students	PS	0.005			465	2.325	465	2.325	465	2.325	465	2.325	465	2.325	465	2.325	465	2.325	16.28		16.28
22		UPS	0.01	253	2.53	253	2.53	253	2.53	253	2.53	253	2.53	253	2.53	253	2.53	253	2.53		20.24	20.24
23		NUPS	0.01	103	1.03	103	1.03	103	1.03	103	1.03	103	1.03	103	1.03	103	1.03	103	1.03		8.24	8.24
24	School Improvement Grant	PS	0.02			465	9.30	465	9.30	465	9.30	465	9.30	465	9.30	465	9.30	465	9.30	65.10		65.10
25		UPS	0.02	253	5.06	253	5.06	253	5.06	253	5.06	253	5.06	253	5.06	253	5.06	253	5.06		40.48	40.48
26		NUPS	0.02	103	2.06	103	2.06	103	2.06	103	2.06	103	2.06	103	2.06	103	2.06	103	2.06		16.48	16.48
27		Aided	0.02	16	0.32	16	0.32	16	0.32	16	0.32	16	0.32	16	0.32	16	0.32	16	0.32	1.28	1.28	2.56
28	Teachers' Grant	PS	0.005			2659	13.30	2659	13.30	2659	13.30	2659	13.30	2659	13.30	2659	13.30	2659	13.30	93.07		93.07
29		UPS	0.005	1386	6.93	1386	6.93	1386	6.93	1386	6.93	1386	6.93	1386	6.93	1386	6.93	1386	6.93		55.44	55.44
30		NUPS	0.005	206	1.03	412	2.06	515	2.58	515	2.58	515	2.58	515	2.58	515	2.58	515	2.58		18.57	18.57
31		Aided	0.005	150	0.75	150	0.75	150	0.75	150	0.75	150	0.75	150	0.75	150	0.75	150	0.75	3.00	3.00	6.00

Sr. No.	Head/ Sub Head/ Activity	School	Unit Cost	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		Total Financial				
				Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	PS	UPS	G.Total		
32	SUPW	PS	0.01			465	4.65	465	4.65	465	4.65	465	4.65	465	4.65	465	4.65	465	4.65	32.55		32.55		
33		UPS	0.02	253	5.06	253	5.06	253	5.06	253	5.06	253	5.06	253	5.06	253	5.06	253	5.06		40.48	40.48		
34		NUPS	0.02	103	2.06	103	2.06	103	2.06	103	2.06	103	2.06	103	2.06	103	2.06	103	2.06		16.48	16.48		
35	Medical Check-up Programme	PS	0.02			465	9.30	465	9.30	465	9.30	465	9.30	465	9.30	465	9.30	465	9.30	65.10		65.10		
36		UPS	0.02	253	5.06	253	5.06	253	5.06	253	5.06	253	5.06	253	5.06	253	5.06	253	5.06		40.48	40.48		
37		NUPS	0.02	103	2.06	103	2.06	103	2.06	103	2.06	103	2.06	103	2.06	103	2.06	103	2.06		16.48	16.48		
38	Innovation Research & Evaluation	PS	0.015			465	6.975	465	6.975	465	6.975	465	6.975	465	6.975	465	6.975	465	6.975	48.83		48.83		
39		UPS	0.015	253	3.795	253	3.795	253	3.795	253	3.795	253	3.795	253	3.795	253	3.795	253	3.795		30.36	30.36		
40		NUPS	0.015	103	1.545	103	1.545	103	1.545	103	1.545	103	1.545	103	1.545	103	1.545	103	1.545		12.36	12.36		
41	Micro-Planning & School Mapping		1.00		1.00		1.00		1.00		1.00		1.00		1.00		1.00		1.00	4.00	4.00	8.00		
42	Bridge Course		0.008	300	2.40	300	2.40	300	2.40	300	2.40	300	2.40	300	2.40	300	2.40	300	2.40	9.60	9.60	19.20		
43	Competitive Exams & Remedial Classes		0.04	100	4.00	100	4.00	100	4.00	100	4.00	100	4.00	100	4.00	100	4.00	100	4.00	16.00	16.00	32.00		
44	Competition for Students & Teachers	PS	0.25			3	0.75	3	0.75	3	0.75	3	0.75	3	0.75	3	0.75	3	0.75	5.25		5.25		
45		UPS	0.25	3	0.75	3	0.75	3	0.75	3	0.75	3	0.75	3	0.75	3	0.75	3	0.75		6.00	6.00		
46	Award to Best School (60+6+1)	PS	0.0056			67	0.38	67	0.38	67	0.38	67	0.38	67	0.38	67	0.38	67	0.38	2.66		2.66		
47		UPS	0.0056	67	0.38	67	0.38	67	0.38	67	0.38	67	0.38	67	0.38	67	0.38	67	0.38		3.04	3.04		
48	Award to Best Teacher (60+6+1)	PS	0.0056			67	0.38	67	0.38	67	0.38	67	0.38	67	0.38	67	0.38	67	0.38	2.66		2.66		
49		UPS	0.0056	67	0.38	67	0.38	67	0.38	67	0.38	67	0.38	67	0.38	67	0.38	67	0.38		3.04	3.04		
50	Celebration of Important Days	PS	0.01			465	4.65	465	4.65	465	4.65	465	4.65	465	4.65	465	4.65	465	4.65	32.55		32.55		
51		UPS	0.01	253	2.53	253	2.53	253	2.53	253	2.53	253	2.53	253	2.53	253	2.53	253	2.53		20.24	20.24		
52		NUPS	0.01	103	1.03	103	1.03	103	1.03	103	1.03	103	1.03	103	1.03	103	1.03	103	1.03		8.24	8.24		
53	Celebration of Annual Function & Sports Meet	PS	0.025			465	11.625	465	11.625	465	11.625	465	11.625	465	11.625	465	11.625	465	11.625	81.38		81.38		
54		UPS	0.025	253	6.325	253	6.325	253	6.325	253	6.325	253	6.325	253	6.325	253	6.325	253	6.325		50.60	50.60		
55		NUPS	0.025	103	2.575	103	2.575	103	2.575	103	2.575	103	2.575	103	2.575	103	2.575	103	2.575		20.60	20.60		
56	District Talent Search Test	PS	0.09			20	0.09	20	0.09	20	0.09	20	0.09	20	0.09	20	0.09	20	0.09	0.64		0.64		
57		UPS	0.09	20	0.09	20	0.09	20	0.09	20	0.09	20	0.09	20	0.09	20	0.09	20	0.09		0.71	0.71		
58	Metre Installation & Electricity Charges	PS	0.05			465	23.25	465	23.25	465	23.25	465	23.25	465	23.25	465	23.25	465	23.25	162.75		162.75		
59		UPS	0.05	253	12.65	253	12.65	253	12.65	253	12.65	253	12.65	253	12.65	253	12.65	253	12.65		101.20	101.20		
60		NUPS	0.05	103	5.15	103	5.15	103	5.15	103	5.15	103	5.15	103	5.15	103	5.15	103	5.15		41.20	41.20		
61	District Academic Resource Group		0.09	12	1.08	12	1.08	12	1.08	12	1.08	12	1.08	12	1.08	12	1.08	12	1.08	4.32	4.32	8.64		
<b>Total</b>							<b>1,055.34</b>		<b>1,907.99</b>		<b>1,313.35</b>		<b>1,227.34</b>		<b>1,231.28</b>		<b>1,281.67</b>		<b>1,305.09</b>		<b>1,349.98</b>	<b>1,844.83</b>	<b>8,827.25</b>	<b>10,672.05</b>

**DISTRICT ELEMENTARY EDUCATION PROGRAMME**  
**(SARVA SHIKSHA ABHIYAN)**

## Educational Management Information System (EMIS)

Sr. No.	Head/ Sub Head/ Activity	Sr. No.	Unit Cost	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		Total Financial		
				Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	PS	MS	G.Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
1	Programmer (1)			1	1.20	1	1.27	1	1.34	1	1.42	1	1.49	1	1.56	1	1.63	1	1.70			11.61
2	Computer Operator (1)			1	1.01	1	1.07	1	1.13	1	1.19	1	1.25	1	1.31	1	1.37	1	1.43			9.76
3	Equipments/ Hardware						0.95		-		-		-		-		-					0.95
4	Software			1	0.50	1	1.50				-		-		-		-					2.00
5	Furniture						0.50		-		-		-		-		-					0.50
6	Contingency				1.00		1.00		1.00		1.00		1.00		1.00		1.00		1.00			8.00
7	Furnishing of Computer Room					1	0.50	1	-	1	-	1	-	1	-	1	-	1	-			0.50
8	Maintance of Equipments				0.60		0.60		0.60		0.60		0.60		0.60		0.60		0.60			4.80
9	Electricity Charges				0.36		0.36		0.36		0.36		0.36		0.36		0.36		0.36			2.88
10	Telephone Installation			1	0.02		-		-		-		-		-		-		-			0.02
11	Telephone Charges			1	0.24	1	0.24	1	0.24	1	0.24	1	0.24	1	0.24	1	0.24	1	0.24			1.92
12	Internet Charges			1	0.05	1	0.05	1	0.05	1	0.05	1	0.05	1	0.05	1	0.05	1	0.05			0.40
13	Printing of Reports				0.20		0.20		0.20		0.20		0.20		0.20		0.20		0.20			1.60
14	Training of Staff				0.10		0.10		0.10		0.10		0.10		-		-		-			0.50
15	TA/ DA of Staff				0.36		0.36		0.36		0.36		0.36		0.36		0.36		0.36			2.88
	<b>Total</b>				5.64		8.70		5.38		5.52		5.65		5.68		5.81		5.94			48.32

## Integrated Education for Disabled (IED)

Sr. No.	Head/ Sub Head/ Activity	School	Unit Cost	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		Total Financial		
				Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	PS	MS	G.Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
1	Awareness Programme				0.60		0.60		0.60		0.60		0.60		0.60		0.60		0.60	2.40	2.40	4.80
2	Resource Teacher 1 x 6			6	4.32	6	4.50	6	4.68	6	4.86	6	5.04	6	5.22	6	5.40	6	5.58	19.80	19.80	39.60
3	Resource Corner at CRC & BRC			66	6.60	66	6.60													6.60	6.60	13.20
4	Training of CRCs & Teachers					778	1.50					778	1.50							1.55	1.55	3.00
5	Medical Check-up			1780	1.424			1780	1.424			1780	1.424			1780	1.424			2.85	2.85	5.70
6	Sports & Cultural Competitions				8.38		8.38		8.38		8.38		8.38		8.38		8.38		8.38	33.52	33.52	67.04
7	Preparation & Exhibition of TLM			80	0.768	80	0.768	80	0.768	80	0.768	80	0.768	80	0.768	80	0.768	80	0.768	3.07	3.07	6.14
8	Follow-up camps at CRC			1780	0.534	1780	0.534	1780	0.534	1780	0.534	1780	0.534	1780	0.534	1780	0.534	1780	0.534	2.88	2.88	4.272
9	Aids & Appliances				6.782				6.782				6.782				6.782			13.564	13.564	27.128
<b>Total</b>					<b>29.41</b>		<b>22.88</b>		<b>23.17</b>		<b>15.14</b>		<b>25.03</b>		<b>15.50</b>		<b>23.89</b>		<b>15.86</b>	<b>86.24</b>	<b>86.24</b>	<b>170.88</b>

**DISTRICT ELEMENTARY EDUCATION PROGRAMME**  
**(SARVA SHIKSHA ABHIYAN)**

## Mass Mobilisation

Sr. No.	Head/ Sub Head/ Activity	School	Unit Cost	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		Total Financial		
				Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	PS	MS	G.Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
1	Orientation of Distt. Level Functionaries			90	0.41	90	0.25	90	0.25	90	0.25	90	0.25	90	0.25	90	0.25	90	0.25			2.18
2	Environment Building Activities																					
	a) Wall Writing			3570	1.78	3570	1.78		-			3570	1.78	3570	1.78				-			7.12
	b) Installation of Steel Boards/ Hoardings			342	6.57		-		-	342	0.96					342	0.96					8.50
	c) Printing of Diaries			4850	3.02	4850	3.02	4850	3.02	4850	3.02	4850	3.02	4850	3.02	4850	3.02	4850	3.02			24.12
	d) Calanders			2000	0.20	2000	0.20		0.20	2000	0.20	2000	0.20	2000	0.20	2000	0.20	2000	0.20			1.60
	e) Identity Cards	PS				105000	5.25	105000	5.25	105000	5.25	105000	5.25	105000	5.25	1E+05	5.25	1E+05	5.25			36.75
		UPS		45000	2.25	45000	2.25	45000	2.25	45000	2.25	45000	2.25	45000	2.25	45000	2.25	45000	2.25			18.00
	f) Publicity Through Electronics & Print Media				0.60		0.60		0.60		0.60		0.60		0.60		0.60		0.60			4.80
	g) Printing of Community Awareness Material				0.50		0.50		0.50		0.50		0.50		0.50		-		-			3.00
	h) Audio & Video Cassettes				0.50		0.50		0.50		0.50		0.50		0.50		0.50		0.50			4.00
	i) Kala Jathas & Nukkad Natak			350	2.10	350	2.10		2.10													6.30
3	Maa-Beti Mela	PS				465	4.65	465	4.65	465	4.65	465	4.65	465	4.65		-		-			23.25
		UPS		253	2.53	253	2.53	253	2.53	253	2.53	253	2.53									12.65
		NUPS				103	1.03	103	1.03	103	1.03	103	1.03	103	1.03							5.15
4	Award to Best VEC			67	0.38	67	0.38		0.38	67	0.38	67	0.38	67	0.38	67	0.38	67	0.38			3.04
5	Enrolment Drive			465	2.325	465	2.325	465	2.325	465	2.325	465	2.325	465	2.325	465	2.325	465	2.325	18.60	-	18.60
	<b>Total</b>				<b>23.16</b>		<b>27.36</b>		<b>25.58</b>		<b>24.45</b>		<b>25.26</b>		<b>22.73</b>		<b>15.74</b>		<b>14.77</b>	<b>18.60</b>	<b>-</b>	<b>179.06</b>

PERSPECTIVE

BUDGET

2002-2003

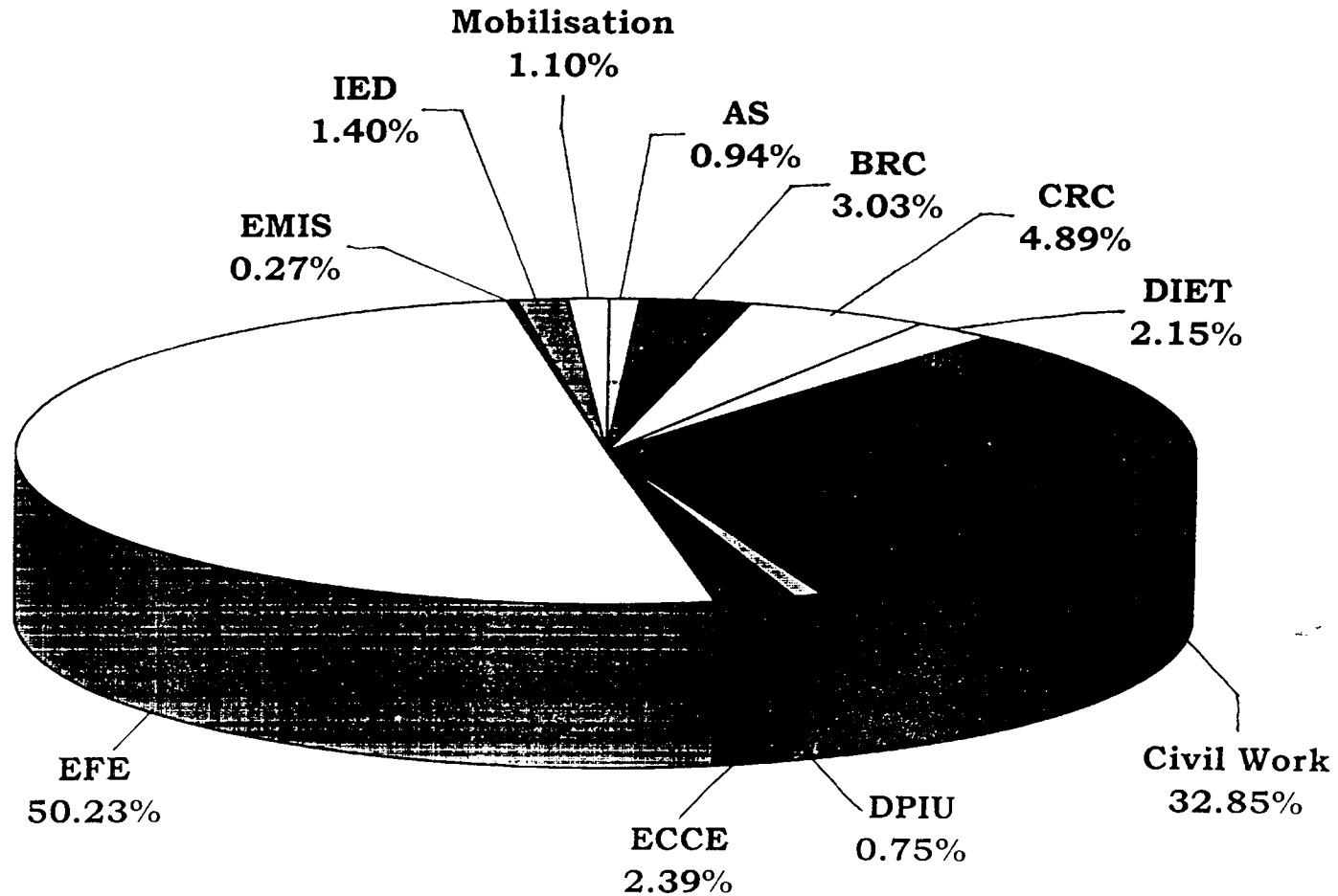
**(SARVA SHIKSHA ABHIYAN)****Project At A Glance**

AWP &amp; B 2002-03

Sr.No.	Head/ Sub Head/ Activity	School	Unit Cost	2002-2003		Implementing Agency/ Institute
				Phy.	Fin.	
1	2	3	4	5	6	7
1	AS				19.71	DPIU
2	BRC				63.74	BRC
3	Civil Work				690.15	DPIU
4	CRC				102.78	CRC
5	DIET				45.15	DPIU/ DIET
6	DPIU (Management)				15.67	DIET
7	ECCE				50.22	DPIU
8	EFE				1,055.34	DPIU/ DIET
9	EMIS				5.64	DPIU
10	IED				29.41	DPIU
11	Mass Mobilisation				23.16	DPIU
<b>Total</b>					<b>2,100.97</b>	



# BUDGET PROPOSALS DEEP (SSA) JIND (2002-03)



**DISTRICT ELEMENTARY EDUCATION PROGRAMME**  
**(SARVA SHIKSHA ABHIYAN)**

## Alternative Schools (AS)

AWP &amp; B 2002-03

Table - 1

S.NO.	Head/ Sub Head/ Activity	School	Unit Cost	2002-2003		Implementing Agency/ Institute	Implementing Schedule											
				Phy.	Fin.		April	May	June	July	Aug	Sept.	Oct.	Nov.	Dec.	Jan	Feb.	March
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1	Honorarium for AS Instructors			70	8.40	BRC	70	70	70	70	70	70	70	70	70	70	70	70
2	Books/WorkBooks AS students		0.03	70	2.10	DPIU	-	-	70	-	-	-	-	-	-	-	-	-
3	Stationery & Misc		0.03	70	1.75	BRC	-	-	70	-	-	-	-	-	-	-	-	-
4	Students' Kit & Black Board		0.04	70	2.80	DPIU	-	-		70	-	-	-	-	-	-	-	-
5	Furniture		0.02	70	1.40	DPIU	-	70	-	-	-	-	-	-	-	-	-	-
6	Durry & Taat Patti		0.02	70	1.05	DPIU	-	-	-	70	-	-	-	-	-	-	-	-
7	Induction Training at BRCs 30 days			70	2.195	DPIU	70	-	-	-	-	-	70	-	-	-	-	-
8	Refresher Training at BRCs 20 days				-	DPIU	-	-	-	-	-	-	-	-	-	-	-	-
9	Award to Best AS			1	0.01	DPIU	-	-	-	-	-	-	-	-	-	-	-	1
<b>Total</b>					<b>19.71</b>													

**DISTRICT ELEMENTARY EDUCATION PROGRAMME**  
**(SARVA SHIKSHA ABHIYAN)**

## Block Resource Centre (BRC)

Table - 2

Sr. No.	Head/ Sub Head/ Activity	School	Unit Cost	2002-2003		Implementing Agency/ Institute	Implementing Schedule											
				Phy.	Fin.		April	May	June	July	Aug	Sept.	Oct.	Nov.	Dec.	Jan	Feb.	March
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1	Salary of BRC (1x6)		-	6	10.08	BRC	6	6	6	6	6	6	6	6	6	6	6	6
2	Salary of Asstt. BRCs (2x6)			6	8.64	BRC	6	6	6	6	6	6	6	6	6	6	6	6
3	Salary,- Data Entry Operator(1x6)		-	6	4.46	BRC	6	6	6	6	6	6	6	6	6	6	6	6
4	Salary- Clerk (1x6)		-	6	3.46	BRC	6	6	6	6	6	6	6	6	6	6	6	6
5	Peon (1x6)		-	6	2.95	BRC	6	6	6	6	6	6	6	6	6	6	6	6
6	Sweeper-cum-Night Watchman (1x6)		-	6	2.95	BRC	6	6	6	6	6	6	6	6	6	6	6	6
7	Furniture			-	-	DPIU												
8	Equipment		-	-	-	DPIU												
9	Library Books			6	0.84	DPIU					6							
10	News Paper & Edu. Periodicals		-	6	0.12	BRC	6	6	6	6	6	6	6	6	6	6	6	6
11	TA/ DA		-	6	1.26	BRC	6	6	6	6	6	6	6	6	6	6	6	6
12	Maintenance of Building		-	-	-	BRC												
13	Contingency		-	6	0.40	BRC	6	6	6	6	6	6	6	6	6	6	6	6
14	Telephone		-	6	0.66	BRC	6	6	6	6	6	6	6	6	6	6	6	6
15	Electriciry & Water Charges		-	-	-	BRC												
16	POL Charges		-	6	0.36	BRC	6	6	6	6	6	6	6	6	6	6	6	6
17	Maintenance of Vehicle		-	-	-	BRC	1		1		1		1		1		1	
18	Maintenance of Equipment		-	6	0.30	BRC	-	1		1		1		1		1		1

Sr. No.	Head/ Sub Head/ Activity	School	Unit Cost	2002-2003		Implementing Agency/ Institute	Implementing Schedule											
				Phy.	Fin.		April	May	June	July	Aug	Sept.	Oct.	Nov.	Dec.	Jan	Feb.	March
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
19	In-Service Teacher Training	PS		-	-	BRC	-							-	-	-	-	-
20		Ad. PS		-	-	BRC	-							-	-	-	-	-
21		UPS		1386	12.80	BRC	-	400	400	400	186	-	-	-		-	-	-
22		NUPS		206	1.90	BRC	-	103	103	-	-	-	-	-		-	-	-
23		Ad. UPS		80	0.26	BRC				40	40							
24	Talent Search Test Children	PS	-	-	-	BRC												
25		UPS	-	600	0.27	BRC								600				
26	Edu. Tour for Brilliant Students	PS	-	-	-	BRC												
27		UPS	-	135	1.50	BRC									135			
28	Edu. Tour for Teachers	PS	-	-	-													
29		UPS	-	250	5.00	DPIU	-	-	-	-	-	-	-	-	-	250	-	-
30	Monthly Review Meeting of CRC		-	85	0.205	BRC	1	1	1	1	1	1	1	1	1	1	1	1
31	Meeting,Block Advisory Committee		-	60	0.24	BRC				-	-	-	-	-	1	-	-	-
32	Annual Meeting of Sarpanch,MC, Chair Person and VEC President		-	606	0.55	BRC						1						
33	Com.& Photocopier Contingency		-	6	0.30	BRC	-	-	-	-	-	1	1	1	1	1	1	-
34	Contingency for Lab School		-	6	0.18	BRC	-	-	1	1	1	1	1	1		-	-	-
35	Block Academic Resource Group		-	60	4.05	DPIU					60	60	60	60	60	60	60	60
<b>Total</b>					63.74													

**DISTRICT ELEMENTARY EDUCATION PROGRAMME**  
**(SARVA SHIKSHA ABHIYAN)**

## Civil Work

AWP &amp; B 2002-03

Table - 3

Sr. No.	Head/ Sub Head/ Activity	School	Unit Cost	2002-2003		Implementing Agency/ Institute	Implementing Schedule											
				Phy.	Fin.		April	May	June	July	Aug	Sept.	Oct.	Nov.	Dec.	Jan	Feb.	March
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1	Jr. Engineer (2)			2	2.40	DPIU	2	2	2	2	2	2	2	2	2	2	2	2
2	Maintance & Addition in BRC			3	-	BRC				1	1	1						
3	Construction of CRC Rooms			30	60.00	CRC				10	10	10						
4	Construction of Classrooms			70	75.00	VCC	6	6	6	6	6	6	6	6	6	6	6	4
5	Class Rooms for NUPS			103	150.00	VCC	10	10	10	10	10	10	10	10	10	10	3	
6	Head Masters' office for NUPS			40	30.00	VCC	4	4	4	4	4	4	4	4	4	4		
7	Rooms for IT labs			100	150.00	VCC		10	10	10	10	10	10	10	10	10	10	
8	Const. of Science Laboratory			100	120.00	VCC		10	10	10	10	10	10	10	10	10	10	
9	Boundary Walls			-	-	VCC												
10	Toilets			150	4.00	VCC	20	20	20	10	10	10	10	10	10	10	10	10
11	Water Facility			100	12.00	VCC	10	10	10	10	10	10	10	10	10	10		
12	Major Repair			100	40.00	VCC	10	10	10	10	10	10	10	10	10	10		
13	Minor Repair			100	20.00	-	10	10	10	10	10	10	10	10	10	10		
14	DIET Const. Of Hall/ B.Wall & Repair			3	26.75				1	1	1							
<b>Total</b>					<b>690.15</b>													

**DISTRICT ELEMENTARY EDUCATION PROGRAMME**  
**(SARVA SHIKSHA ABHIYAN)**

District: Jind

Cluster Resource Centre (CRC)

AWP & B 2002-03

Table - 4

Sr. No.	Head/ Sub Head/ Activity	School	Unit Cost	2002-2003		Implementing Agency/ Institute	Implementing Schedule											
				Phy.	Fin.		April	May	June	July	Aug	Sept.	Oct.	Nov.	Dec.	Jan	Feb.	March
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1	Salary of CRC (1x60)		-	60	79.20	BRC	60	60	60	60	60	60	60	60	60	60	60	60
2	TA & DA		-	60	1.50	BRC	60	60	60	60	60	60	60	60	60	60	60	60
3	Contingency		-	60	1.50	CRC	60	60	60	60	60	60	60	60	60	60	60	60
4	Repair & Maintenance of Building		-	-	-	CRC	60	60	60	60	60	60	60	60	60	60	60	60
5	Electricity Charges		-	60	4.20	CRC	60	60	60	60	60	60	60	60	60	60	60	60
6	Equipment			-	-	DPIU												
7	Furniture			-	-	DPIU												
8	Teaching Learning Material (TLM)		-	60	6.00	CRC	60	60	60	60	60	60	60	60	60	60	60	60
9	Library Books		-	60	1.20	DPIU		20	20	20								
10	News Paper & Edu. Periodicals		-	60	1.80	CRC	60	60	60	60	60	60	60	60	60	60	60	60
11	Extended Teachers Training (6 Months a year)	PS	-	-	-	CRC												
12		UPS	-	1981	0.60	CRC	1981	1981	1981	1981	1981	1981	1981	1981	1981	1981	1981	1981
13	Orientation of the members, VEC		-	412	1.98	CRC			100	100	100	112						
14	Talent Search Test for Children	PS	-	-	-	CRC												
15		UPS	-	1265	0.32	CRC								1265				
16	Children Magazines	PS	-	-	-	CRC												
17		UPS		2530	1.27	CRC											2530	
18		NUPS		1030	0.52	BRC											1030	
19	Innovative Project		-	60	0.90	BRC			10	10	10	10	10	10				
20	Contingency for Lab School		-	60	1.80				10	10	10	10	10	10				
<b>Total</b>					<b>102.78</b>													

S.NO.	Head/ Sub Head/ Activity	School	Unit Cost	2002-2003		Implementing Agency/ Institute	Implementing Schedule											
				Phy.	Fin.		April	May	June	July	Aug	Sept.	Oct.	Nov.	Dec.	Jan	Feb.	March
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1	Salary for Lecturers (2)			2	2.40	DIET	2	2	2	2	2	2	2	2	2	2	2	2
2	Computer Operator (1)			1	1.01	DIET	1	1	1	1	1	1	1	1	1	1	1	1
3	Driver (1)			1	0.75	DIET	1	1	1	1	1	1	1	1	1	1	1	1
4	Furniture & Furnishing				3.00	DIET		1				1				1		
5	Hostel Furnishing				8.41	DIET			1									
6	Equipments				5.00	DIET		1			1				1			
7	Library Books				1.00	DIET			1									
8	Journals & Periodicals				0.06	DIET	1	1	1	1	1	1	1	1	1	1	1	1
9	News Letter			1200	1.20	DIET	1	1	1	1	1	1	1	1	1	1	1	1
10	Action Research/Research Studies				1.25	DIET												
11	Teachers' Training U. Pry. School	UPS		1386	12.80	DIET		500	500	386								
12		NUPS		206	1.90	DIET			103	103								
13		Aided		80	0.74	DIET				40	40							
14	Orientation of CDPO's & AW Sup			50	0.21	DIET						50						
15	Orientation of Local Bodies			170	0.74	DIET					60	60	50					
16	Monitoring & Evaluation			1	0.10	DIET						1						
17	Review Meetings			90	0.15	DIET	1	1	1	1	1	1	1	1	1	1	1	1
18	Exposure Visits				1.00	DIET							1					
19	TA/ DA for Staff			10	0.80	DIET	10	10	10	10	10	10	10	10	10	10	10	10
20	POL & Maintenance (Jeep)			1	0.60	DIET	1	1	1	1	1	1	1	1	1	1	1	1
21	Office Contingency			1	0.18	DIET	1	1	1	1	1	1	1	1	1	1	1	1
22	Computer Contingency			1	0.24	DIET	1	1	1	1	1	1	1	1	1	1	1	1
23	Maintenance & Equipments			2	0.25	DIET												
24	Electricity Charges			1	0.60	DIET	1	1	1	1	1	1	1	1	1	1	1	1
25	Internet & Telephone Charges			1	0.26	DIET	1	1	1	1	1	1	1	1	1	1	1	1
26	Lab updating (Psy . Geog .)			2	0.20	DIET				1	1							
27	Sports Material			1	0.10	DIET				1								
28	IT/Computer Training for the Staff			4	0.20	DIET				4								
Total					45.15													

**DISTRICT ELEMENTARY EDUCATION PROGRAMME**  
**(SARVA SHIKSHA ABHIYAN)**

**DPIU (Management)**

AWP &amp; B 2002-03

Table - 6

Sr. No.	Head/ Sub Head/ Activity	School	Unit Cost	2002-2003		Implementing Agency/ Institute	Implementing Schedule											
				Phy.	Fin.		April	May	June	July	Aug	Sept.	Oct.	Nov.	Dec.	Jan	Feb.	March
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1	Distt. Project Co-ordinator (1)		3.03	1	2.40	DPIU	1	1	1	1	1	1	1	1	1	1	1	1
2	Asstt. Project Co-ordinator (2)		1.17	2	2.40	DPIU	2	2	2	2	2	2	2	2	2	2	2	2
3	Section Officer (1)		1.65	1	1.44	DPIU	1	1	1	1	1	1	1	1	1	1	1	1
4	Accountant		1.65	1	0.93	DPIU	1	1	1	1	1	1	1	1	1	1	1	1
5	Clerk (2)		0.705	2	1.15	DPIU	1	1	1	1	1	1	1	1	1	1	1	1
6	Peon (1)		0.544	1	0.50	DPIU	1	1	1	1	1	1	1	1	1	1	1	1
7	Sweeper cum Night Watch Man		0.544	1	0.50	DPIU	1	1	1	1	1	1	1	1	1	1	1	1
8	Driver (1)		0.702	1	0.75	DPIU	4	4	4	4	4	4	4	4	4	4	4	4
9	POL		1.00	4	1.00	DPIU	1			1			1			1		
10	Maintenance of Vehicle		0.45	4	0.20	DPIU	1	1	1	1	1	1	1	1	1	1	1	1
11	Electricity charges		0.375	1	0.36	DPIU	1	1	1	1	1	1	1	1	1	1	1	1
12	Telephone Charges		0.263	1	0.24	DPIU	3	3	3	3	3	3	3	3	3	3	3	3
13	TAV DA of Staff		1.2		1.20	DPIU			1									
14	Furniture					DPIU	1	1	1	1	1	1	1	1	1	1	1	1
15	Building Rent		1.20	1	1.20	DPIU				1				1				
16	Furnishing of Office					DPIU	1	1	1	1	1	1	1	1	1	1	1	1
17	Welfare Fund		0.12		0.12	DPIU					1							
18	Equipment					DPIU	1	1	1	1								
19	Maintenance of Equipment				0.15	DPIU	1	1	1	1	1	1	1	1	1	1	1	1
20	Contingency		0.80		0.80	DPIU		1		1		1		1		1		
21	Hiring of Vehicle		0.10		0.10	DPIU	1											
22	Bicycle (2)		0.015		0.03	DPIU	1	1	1	1	1	1	1	1	1	1	1	1
23	BRC & CRC Meeting		0.2	100	0.20													
<b>Total</b>					<b>15.67</b>													



**DISTRICT ELEMENTARY EDUCATION PROGRAMME**  
**(SARVA SHIKSHA ABHIYAN)**

## Early Childhood Care &amp; Education (ECCE)

Table - 7

Sr. No.	Head/ Sub Head/ Activity	School	Unit Cost	2002-2003		Implementing Agency/ Institute	Implementing Schedule											
				Phy.	Fin.		April	May	June	July	Aug	Sept.	Oct.	Nov.	Dec.	Jan	Feb.	March
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1	ECCE Kit to each centre			806	24.18	DPIU				400	406							
2	5 Days Training of AW Worker			806	3.47	BRC				400	406							
3	3 Days Refresher Course for AWW				-	BRC												
4	Durries		0.01	806	8.06	DPIU			400	306								
5	Iron Box		0.008	806	6.45	DPIU				400	306							
6	Furniture		0.01	806	8.06	DPIU						400	306					
Total					50.22													





**DISTRICT ELEMENTARY EDUCATION PROGRAMME**  
**(SARVA SHIKSHA ABHIYAN)**

## Educational Management Information System (EMIS)

Sr. No.	Head/ Sub Head/ Activity	School	Unit Cost	2002-2003		Implementing Agency/ Institute	Implementing Schedule											
				Phy.	Fin.		April	May	June	July	Aug	Sept.	Oct.	Nov.	Dec.	Jan	Feb.	March
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1	Programmer (1)			1	1.20	DPIU	1	1	1	1	1	1	1	1	1	1	1	1
2	Computer Operator (1)			1	1.01	DPIU	1	1	1	1	1	1	1	1	1	1	1	1
3	Equipments/ Hardware					DPIU												
4	Software			1	0.50	DPIU						1						
5	Furniture					DPIU												
6	Contingency				1.00	DPIU				1				1			1	
7	Furnishing of Computer Room					DPIU												
8	Maintance of Equipments				0.60	DPIU											1	
9	Electricity Charges				0.36	DPIU	1	1	1	1	1	1	1	1	1	1	1	1
10	Telephone Installation			1	0.02	DPIU	1											
11	Telephone Charges			1	0.24	DPIU	1	1	1	1	1	1	1	1	1	1	1	1
12	Internet Charges			1	0.05	DPIU		1										
13	Printing of Reports				0.20	DPIU											1	1
14	Training of Staff				0.10	DPIU						1	1					
15	TA/ DA of Staff				0.36	DPIU	1	1	1	1	1	1	1	1	1	1	1	1
Total					5.64													

**DISTRICT ELEMENTARY EDUCATION PROGRAMME**  
**(SARVA SHIKSHA ABHIYAN)**

## Integrated Education for Disabled (IED)

AWP &amp; B 2002-03

Table - 11

Sr. No.	Head/ Sub Head/ Activity	School	Unit Cost	2002-2003		Implementing Agency/ Institute	Implementing Schedule											
				Phy.	Fin.		April	May	June	July	Aug	Sept.	Oct.	Nov.	Dec.	Jan	Feb.	March
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1	Awareness Programme			60	0.60	DPIU				30			30					
2	Resource Teacher 1 x 6			6	4.32	DPIU	6	6	6	6	6	6	6	6	6	6	6	6
3	Resource Corner at CRC & BRC			66	6.60	BRC/CRC					30	36						
4	Training of CRCs & Teachers					BRC												
5	Medical Check-up			1780	1.424	BRC					500	500	500	280				
6	Sports & Cultural Competitions			6	8.38	BRC/CRC											6	
7	Preparation & Exhibition of TLM			80	0.768	BRC/CRC						80						
8	Follow-up camps at CRC			1780	0.534	CRC							500	500	500	280		
9	Aids & Appliances				6.782	DPIU						400						
<b>Total</b>					<b>29.41</b>													

**DISTRICT ELEMENTARY EDUCATION PROGRAMME**  
**(SARVA SHIKSHA ABHIYAN)**

## Media/ Mobilisation

Sr. No.	Head/ Sub Head/ Activity	School	Unit Cost	2002-2003		Implementing Agency/ Institute	Implementing Schedule											
				Phy.	Fin.		April	May	June	July	Aug	Sept.	Oct.	Nov.	Dec.	Jan	Feb.	March
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1	Orientation of Distt. Level Functionaries			90	0.41	DPIU					45	45						
2	Environment Building Activities																	
	a) Wall Writing			3570	1.78	DPIU			1000	1000	1000	570						
	b) Installation of Steel Boards/ Hoardings			342	6.57	DPIU/ BRC			200	142								
	c) Printing of Diaries			4850	3.02	DPIU	4850											
	d) Calanders			2000	0.20	DPIU								2000				
	e) Identity Cards	PS				DPIU												
		UPS		45000	2.25	DPIU			45000									
	f) Publicity Through Electronics & Print Media				0.60	DPIU	1	1	1	1	1	1	1	1	1	1	1	1
	g) Printing of Community Awareness Material			6	0.50	DPIU		6										
	h) Audio & Video Cassettes				0.50	BRC			1	1	1							
	I) Kala Jathas & Nukkad Natak			350	2.10	Teacher	100	100	100	50								
3	Maa-Beti Mela	PS				HT												
		UPS		253	2.53	HM		100	100	53								
		NUPS				HM												
4	Award to Best VEC			67	0.38													67
5	Enrolment Drive			465	2.325		200	265										
	<b>Total</b>				<b>23.16</b>													

ANNEXURE

**ANNEXURE - 1**  
**Alternative Schooling (AS)**

(a) **Furniture**

Sr. No.	Name of the Item	No. of Items	Unit Cost	No. of Years	Total (Rs. In Lakhs)
1.	Chair	280	250	1	0.70
2.	Table	70	1000	1	0.70
<b>Total</b>					<b>1.40</b>

(b) **30 Days Induction Training of AS Instructors**

Sr. No.	Name of the Item	No. of Items	Unit Cost	No. of Years	Total (Rs. In Lakhs)
1.	Stationery	70	10	2	0.014
2.	Refreshment	70x30	10	2	0.42
3.	TA	70	20	2	0.028
4.	DA	70 x 30	60	2	2.52
5.	TLM	70	1000	2	1.40
<b>Total</b>					<b>~ 4.39</b>

(c) **20 Days Refresher Courses for AS Instructor**

Sr. No.	Name of the Item	No. of Items	Unit Cost	No. of Years	Total (Rs. In Lakhs)
1.	Stationery	70	10	6	0.042
2.	Refreshment	70x20	10	6	0.84
3.	TA	70	20	6	0.084
4.	DA	70x20	60	6	5.04
5.	TLM	70	55	6	0.231
<b>Total</b>					<b>~ 6.24</b>

(d) **Award to best Alternative School**

Sr. No.	Name of the Item	No. of Items	Unit Cost	No. of Years	Total (Rs. In Lakhs)
1.	Award to best AS in District	1	1000	8	0.08
<b>Total</b>					<b>0.08</b>



**ANNEXURE - 2**  
**BLOCK RESOURCE CO-ORDINATOR (BRC)**

a) **Furniture**

Sr. No.	Name of the Item	No. of Items	Unit Cost	Total (Rs. In Lakhs)
1.	Chairs	40	250	0.10
2.	Table 4' x 2'	3	1500	0.045
3.	Table 5' x 3'	1	2500	0.025
4.	Computer Table	1	2000	0.02
5.	Computer Chair	1	2000	0.02
6.	Office Chair	3	1500	0.045
7.	Almirah	6	3000	0.18
8.	Durries	2	1000	0.02
9.	Foam Mattresses 2" thick with Raxin cover	40	1000	0.40
10.	Bed Sheets	50	100	0.05
11.	Lecture Stands	2	1250	0.025
12.	Furnishing of Office	1	7000	0.07
<b>Total for One BRC</b>				<b>1.00</b>
<b>Total for Six BRCs</b>				<b>6.00</b>

b) **Equipments**

Sr. No.	Name of the Item	No. of Items	Unit Cost	Total (Rs. In Lakhs)
1.	Computer Sets	6	40000	2.40
2.	Printer Laser HP6L,Gd	6	17000	1.02
3.	Fax Machines	6	12000	0.72
4.	OHPs	6	10000	0.60
5.	Audio System	6	10000	0.60
6.	Disc Antenna	6	20000	1.20
7.	Water Coolers	6	25000	1.50
8.	Desert Coolers	6X5	4000	1.20
9.	Colour TV 29"	6	30000	1.80
10.	VCD	6	6000	0.36
11.	Fans	6x20	1200	1.44
12.	Generator sets	6	30000	1.80
13.	Vacuum Cleaners	6	10000	0.60
<b>Total</b>				<b>15.24</b>

c) **Library Books**

Sr. No.	Name of the Item	No. of Items	Unit Cost	No. of Years	Total (Rs. In Lakhs)
1.	Books	6 (BRC)	15000	1	0.90
2.	Almirah	3 x 6	3000	1	0.54
3.	Books	6 (BRC)	5000	7	2.10
<b>Total</b>					<b>3.54</b>

d) **In-service Teachers Training**

(i) **For Primary School Teachers:**

Name of the Item	No. of Participants	Unit Cost	No. of Days	No. of Years	Total (Rs. In lakhs)
Stationery	2659	10	4 times	7	7.45
Refreshment	2659	10	20	7	37.23
TA & DA	2659	80	20	7	297.81
TLM					0.51
<b>Total</b>					<b>343.00</b>

(ii) **For Aided Primary School Teachers:**

Name of the Item	No. of Participants	Unit Cost	No. of Days	No. of Years	Total (Rs. In lakhs)
Stationery	70	10	4 times	7	0.196
Refreshment	70	10	20	7	0.98
TA & DA	70	20	20	7	1.96
TLM					0.084
<b>Total</b>					<b>3.22</b>

(iii) **For Upper Primary School Teachers:**

Name of the Item	No. of Participants	Unit Cost	No. of Days	No. of Years	Total (Rs. In lakhs)
Stationery	1386	10	2	8	2.2176
Refreshment	1386	10	10	8	11.088
TA & DA	1386	80	10	8	88.704
TLM					0.3904
<b>Total</b>					<b>102.40</b>

(iv) For Newly Proposed Upper Primary School Teachers:

Name of the Item	No. of Participants	Unit Cost	No. of Days	Years	Total (Rs. In lakhs)
Stationery	206	10	2	2002	0.0412
Refreshment	206	10	10	2002	0.206
TA & DA	206	80	10	2002	1.648
TLM					0.0048
<i>Total</i>					<i>1.90</i>
Stationery	412	10	2	2003	0.0824
Refreshment	412	10	10	2003	0.412
TA & DA	412	80	10	2003	3.296
TLM					0.0096
<i>Total</i>					<i>3.80</i>
Stationery	515	10	2	04-09	0.618
Refreshment	515	10	10	04-09	3.09
TA & DA	515	80	10	04-09	24.72
TLM					0.192
<i>Total</i>					<i>28.62</i>
<b>Grand Total</b>					<b>34.32</b>

(v) For Aided Upper Primary School Teachers:

Name of the Item	No. of Participants	Unit Cost	No. of Days	No. of Years	Total (Rs. In lakhs)
Stationery	80	10	2	8	0.128
Refreshment	80	10	10	8	0.64
TA & DA	80	20	10	8	1.28
TLM					0.032
<b>Total</b>					<b>2.08</b>

e) **Talent Search Test**

(i) For 5<sup>th</sup> Class (Primary Schools)

Name of the Item	No. of Students	Unit Cost	No. of Years	Total (Rs. In lakhs)
Bus Fair (60x10)	600	20	7	0.84
Refreshment (60x10)	600	10	7	0.42
Question Paper and evaluation charges (60x10)	600	15	7	0.63
<b>Total</b>				<b>1.89</b>

(ii) For 8<sup>th</sup> Class (Upper-Primary Schools)

Name of the Item	No. of Students	Unit Cost	No. of Years	Total (Rs. In Lakhs)
Bus Fair (60x10)	600	20	8	0.96
Refreshment (60x10)	600	10	8	0.48
Question Paper and evaluation charges (60x10)	600	15	8	0.72
<b>Total</b>				<b>2.16</b>

f) **Educational Tour for Brilliant Students**

School	No. of Groups	Unit Cost	No. of Years	Total (Rs. In Lakhs)
For PS (20 X 6)	6	0.25	7	10.50
For UPS (20 X 6)	6	0.25	8	12.00
<b>Total</b>				<b>22.50</b>

g) **Educational Tour for Teachers**

School	No. of Groups	Unit Cost	No. of Years	Total (Rs. In Lakhs)
For PS (66 X 6)	8	1.00	7	56.00
For UPS (41 X 6)	5	1.00	8	40.00
<b>Total</b>				<b>96.00</b>

h) Monthly Review Meetings of CRCs

Name of the Item	No. of Participants	Unit Cost	No. of Years	Total (Rs. In Lakhs)
Refreshment	85 x 2 x12 (Months)	10	8	1.632
<b>Total</b>				<b>~ 1.64</b>

i) Meeting of Block Advisory Committee

One Day duration (twice a year)

Name of the Item	No. of Participants	Unit Cost	No. of Years	Total (Rs. In Lakhs)
Stationery 10x6	60x2	10	8	0.96
Refreshment 10x6	60x2	10	8	0.96
<b>Total</b>				<b>1.92</b>

j) Annual Meeting of MCs, Chairpersons, Sarpanches & VEC Presidents

Name of the Item	No. of Persons	Unit Cost	No. of Years	Total (Rs. In Lakhs)
Stationery (300+306)	606	10	8	0.48
Refreshment (300+306)	606	10	8	0.48
Bus Fair (300+306)	606	20	8	0.97
Honorarium (300+306)	606	50	8	2.42
Misc.				0.05
<b>Total</b>				<b>4.40</b>

k) Block Academic Resource Group

No. of Persons	No. of days	Unit Cost	No. of Years	Total (Rs. In Lakhs)
10 x 6	5x9 months	150	8	32.40

## ANNEXURE - 3

### CIVIL WORK

Sr. No.	Name of Item	No. of Item	Unit Cost	Total (Rs. In lakhs)
1.	CRCs Rooms	60	2.00	120.00
2.	BRC Addition	6	2.00	12.00
3.	Class Rooms	1022	1.50	1533.00
4.	Class Rooms for newly proposed UPS	103 X 3	1.50	463.50
5.	Head Masters' offices for NUPS	103	0.75	77.25
6.	Rooms for I. T. Labs	253+103	1.50	534.00
7.	Science Laboratories	253+103	1.50	534.00
8.	Major Repair	571	0.40	228.40
9.	Minor Repair	597	0.20	119.40
10.	B/Wall	157086 feet	225/- feet	353.44
11.	Water Facility	276	0.12	33.12
12.	Toilets	756	0.08	60.48
13.	<b>DIET:</b>			
	Hall	3	6.60	19.80
	B/Wall	1	8.75	8.75
	Hostel Repair	1	15.00	15.00
	Repairing, Ad. Block	1	3.00	3.00
<b>Total</b>				<b>4115.14</b>

## ANNEXURE - 4

### CLUSTER RESOURCE CENTRE (CRC)

#### a) Equipment

Sr. No.	Name of the Item	No. of items	Unit Cost	No. of Years	Total (Rs. In Lakhs)
1.	Sound Systems (2 Microphones, 2 Loud Speakers & 1 Amplifier)	60	7000	1	4.20
2.	Fans (60 x 2)	120	1200	1	1.44
3.	Electric Tube Sets	120	300	1	0.36
<b>Total</b>					<b>6.00</b>

#### b) Furniture

Sr. No.	Name of the Item	No. of items	Unit Cost	No. of Years	Total (Rs. In Lakhs)
1.	Chairs (15x60)	900	250	1	2.25
2.	Table (2 x 60)	120	1500	1	1.80
3.	Durries (2 x 60)	120	1000	1	1.20
4.	Lecture Stands	60	1250	1	0.75
<b>Total</b>					<b>6.00</b>

#### c) Teaching Learning Material (TLM)

Sr. No.	Name of the Item	No. of items	Unit Cost	No. of Years	Total (Rs. In Lakhs)
1.	TLM	60	6000	1	3.60
2.	TLM	60	2000	7	8.40
3.	Almirah	60	4000	1	2.40
<b>Total</b>					<b>14.40</b>

#### d) Library

Sr. No.	Name of the Item	No. of items	Unit Cost	No. of Years	Total (Rs. In Lakhs)
1.	Books	60	5000	1	3.00
2.	Almirah for Books	60	3000	1	1.80
3.	Rack for Books	60	2000	1	1.20
4.	Books	60	2000	7	8.40
<b>Total</b>					<b>14.40</b>

e) **Extended Teacher Training**

Sr. No.	Name of the Item	No. of Participants	Unit Cost	No. of Years	Total (Rs. In Lakhs)
1.	Refreshment Govt.& Aided PS	2729x6 (Month)	5	7	~ 5.74
2.	UPS, NUPS & Aided UPS	1981x6 (Month)	5	8	~ 4.80

f) **Meeting of VEC Members**

Sr. No.	Name of the Item	No. of Participants	Unit Cost	No. of Years	Total (Rs. In Lakhs)
1.	Stationery	412 x 8	10	8	2.64
2.	Refreshment	412 x 8 x 2	15	8	7.91
3.	TA	412 x 8	20	8	5.27
4.	Misc.				0.02
<b>Total</b>					<b>15.84</b>

g) **Talent Search Test**

(i) **For 5<sup>th</sup> Class (Primary Schools)**

Sr. No.	Name of the Item	No. of Students	Unit Cost	No. of Years	Total (Rs. In Lakhs)
1.	Refreshment	2325	10	7	1.63
2.	Bus Fair	2325	5	7	0.82
3.	Question Papers & Evaluation	2325	10	7	1.63
Misc.					0.05
<b>Total</b>					<b>4.13</b>

(ii) **For 8<sup>th</sup> Class (Upper-Primary Schools)**

Sr. No.	Name of the Item	No. of Students	Unit Cost	No. of Years	Total (Rs. In Lakhs)
1.	Refreshment	1265	10	8	1.01
2.	Bus Fair	1265	5	8	0.51
3.	Question Papers & Evaluation	1265	10	8	1.01
<b>Total</b>					<b>2.53</b>



h) **Children Magazines (In Xeroxed Form)**

<b>Sr. No.</b>	<b>Name of the Item</b>	<b>No. of Magazines</b>	<b>Unit Cost</b>	<b>No. of Years</b>	<b>Total (Rs. In Lakhs)</b>
	Children Magazine				
1.	PS - (465 x 10)	4650 x 5	10	7	~ 16.31
2.	UPS - (253 x 10)	2530 x 5	10	8	~ 10.16
3.	NUPS-[103 x 10]	1030 x 5	10	8	~ 4.16
<b>Total</b>					<b>30.63</b>

## ANNEXURE - 5

### District Institutes of Education & Training (DIET)

a) Furniture and Furnishing of Training Hall, Computer Room & Library

Sr. No.	Name of the Item	No. of Items	Unit Cost	Estimated Cost
1.	Chairs (for C.H.)	70	1500.00	1.05
2.	Tables (for C.H.)	20	3000.00	0.60
3.	Lecture Stands	6	2500.00	0.15
4.	Audio System	1	30000.00	0.30
5.	Computer Chairs	3	3000.00	0.09
6.	Computer Tables	3	3000.00	0.09
7.	Chair (Library)	50	300.00	0.15
8.	Table (Library)	6	3000.00	0.18
9.	Carpet (PVC)	4	15000.00	0.60
10.	PVC Chairs	100	300.00	0.30
11.	Durries	10	2000.00	0.20
12.	Foam Mattresses 2" with Raxin Cover	40	1000.00	0.40
13.	Bed Covers	100	100.00	0.10
14.	Glass Boards	4	5000.00	0.20
15.	Almirah	15	3000.00	0.45
16.	Dual Desk	50	500.00	0.25
17.	TV Cabin	2	3000.00	0.06
<b>Total</b>				<b>5.17</b>

b) Hostel Furnishing

Sr. No.	Name of the Item	No. of Items	Unit Cost	Estimated Cost
1.	Bed	100	2000.00	2.00
2.	Mattresses)	100	1500.00	1.50
3.	Blanket (Woolen)	200	1000.00	2.00
4.	Bad Covers	200	150.00	0.30
5.	Pillow	100	205.00	0.205
6.	Contingency	8	20000.00	1.60
7.	Fans	65	1200.00	0.78
8.	Tubes	75	300.00	0.225
9.	Chairs	150	300.00	0.45
10.	Tables 2'X2'	50	300.00	0.45
11.	Mess Tables	10	3000.00	0.30
<b>TOTAL</b>				<b>9.81</b>

c) **Equipments**

<b>Sr. No.</b>	<b>Name of the Item</b>	<b>No. of Items</b>	<b>Unit Cost</b>	<b>Estimated Cost</b>
1.	Pentium-IV, 1 GHz, 1.44 FDD, 40GB HDD, 52-X CD Rom, Colour Monitor 15" with Multi Media), Mouse, Key Board, Modem, 16-X CD Writer, LAN Card	2	50000.00	1.00
2.	UPS 1.5 KVA	1	20000.00	0.20
3.	Printer Laser (HP- 2100)	1	50000.00	0.50
4.	Printer Ink Jet (HP-640C)	1	5000.00	0.05
5.	Micro Hub	1	2000.00	0.02
6.	Computer Software	5	40000.00	2.00
7.	Lap Top	1	100000.0	1.00
8.	LCD Projector Unit with Screen	1	250000.0	2.50
9.	Digital Video Camera	1	30000.00	0.30
10.	Fax Machine	1	15000.00	0.15
11.	Photo Copier	1	125000.0	1.25
12.	Over Head Projector	2	10000.00	0.20
13.	Air Conditioner	2	40000.00	0.80
14.	Installation of Telephone for Internet	1	3000.00	0.03
15.	Generator Set 5KVA	1	40000.00	0.40
16.	VCD with MP3	1	10000.00	0.10
17.	Colour TV 29"	1	30000.00	0.30
18.	Fan	50	1200.00	0.60
19.	Tube Light Set	50	300.00	0.15
20.	Audio System with Microphone	1	10000.00	0.10
21.	Refrigerator 250 Ltr	1	20000.00	0.20
22.	Desert Cooler	10	4000.00	0.40
23.	Cyclo Style Machine	1	20000.00	0.20
24.	Lawn mover	4	5000.00	0.20
25.	Water Cooler	1	30000.00	0.30
26.	Type Writer	2	5000.00	0.10
<b>Total</b>				<b>13.05</b>

d) **Teachers Trainings:**

(i) **For Upper-Primary School Teachers:**

Name of the Item	No. of Participants	Unit Cost	No. of Days	No. of Years	Total (Rs. In Lakhs)
Stationery	1386	10	2	8	2.2176
Refreshment	1386	10	10	8	11.088
TA & DA	1386	80	10	8	88.704
TLM					0.3904
<b>Total</b>					<b>102.40</b>

(ii) **For Newly Proposed Upper Primary School Teachers:**

Name of the Item	No. of Participants	Unit Cost	No. of Days	Years	Total (Rs. In lakhs)
Stationery	206	10	2	2002	0.0412
Refreshment	206	10	10	2002	0.206
TA & DA	206	80	10	2002	1.648
TLM					0.0048
<i>Total</i>					<i>1.90</i>
Stationery	412	10	2	2003	0.0824
Refreshment	412	10	10	2003	0.412
TA & DA	412	80	10	2003	3.296
TLM					0.0096
<i>Total</i>					<i>3.80</i>
Stationery	515	10	2	04-09	0.618
Refreshment	515	10	10	04-09	3.09
TA & DA	515	80	10	04-09	24.72
TLM					0.192
<i>Total</i>					<i>28.62</i>
<b>Grand Total</b>					<b>34.32</b>

(iii) **For Aided Upper Primary School Teachers:**

<b>Name of the Item</b>	<b>No. of Participants</b>	<b>Unit Cost</b>	<b>No. of Days</b>	<b>No. of Years</b>	<b>Total (Rs. In lakhs)</b>
Stationery	80	10	2	8	0.128
Refreshment	80	10	10	8	0.64
TA & DA	80	80	10	8	5.12
TLM					0.032
<b>Total</b>					<b>5.92</b>

e) (i) **Orientation Programme for CDPOs and AW Supervisors**

<b>Name of the Item</b>	<b>No. of Participants</b>	<b>Unit Cost</b>	<b>No. of Days</b>	<b>No. of Years</b>	<b>Total (Rs. In Lakhs)</b>
Stationery	50	10	-	1	0.05
Refreshment	50	10	3	1	0.015
TA & DA	50	80	3	1	0.12
TLM		2500		1	0.0250
<b>Total</b>					<b>0.21</b>

(ii) **Refresher Course for CDPOs and AW Supervisors**

<b>Name of the Item</b>	<b>No. of Participants</b>	<b>Unit Cost</b>	<b>No. of Days</b>	<b>No. of Years</b>	<b>Total (Rs. In Lakhs)</b>
Stationery	50	10	-	7	0.035
Refreshment	50	10	3	7	0.105
TA & DA	50	80	3	7	0.840
TLM		2000		7	0.14
<b>Total</b>					<b>1.12</b>

f) (i) **For Members Local Bodies (in 2002 and 2005)**

Name of the Item	No. of Participants	Unit Cost	No. of Days	No. of Years	Total (Rs. In Lakhs)
Stationery	170	10	-	2	0.0340
Refreshment and Lunch	170	40	3	2	0.4080
Conveyance Allowance	170	100	3	2	1.020
Misc.					0.018
<b>Total</b>					<b>1.48</b>

(ii) **For members local bodies (in 2003, 04, 06, 07, 08 and 2009)**

Name of the Item	No. of Participants	Unit Cost	No. of Days	No. of Years	Total (Rs. In Lakhs)
Stationery	170	10	-	6	0.1020
Refreshment and Lunch	170	40	2	6	0.816
Conveyance Allowance	170	100	2	6	2.040
Misc.					0.042
<b>Total</b>					<b>3.00</b>

## **ANNEXURE - 6**

### **DISTRICT PROJECT IMPLEMENTATION UNIT (DPIU)**

#### **Equipments:**

<b>Sr. No.</b>	<b>Name of Item</b>	<b>Amount (Rs. in lakhs)</b>
1.	Water Cooler (1)	0.15
1.	Desert Cooler (4)	0.20
2.	Photo State Machine (1)	1.25
3.	Fans (10)	0.12
4.	Cyclo Style Machine	0.20
5.	Electronic Type Writer (Hindi & English)	0.50
<b>Total</b>		<b>2.42</b>

## ANNEXURE - 7

### EARLY CHILDHOOD CARE & EDUCATION (ECCE)

a) ECCE KIT

Sr. No.	Name of the Item	No. of Items	Unit Cost	No. of Years	Total (Rs. In Lakhs)
1.	ECCE Kit	806	3000	3	72.54
<b>Total</b>					<b>72.54</b>

b) 5 Days Training of AW Workers

Sr. No.	Name of the Item	No. of Items	Unit Cost	No. of Years	Total (Rs. In Lakhs)
1.	Stationery	806	10	1	0.0806
2.	Refreshment	806x5	10	1	0.403
3.	TA	806	20	1	0.1612
4.	DA	806x5	60	1	2.418
5.	TLM	806	50	1	0.403
6.	Misc.				0.0042
<b>Total</b>					<b>3.47</b>

c) 3 Days Refresher Courses for AW Workers

Sr. No.	Name of the Item	No. of Items	Unit Cost	No. of Years	Total (Rs. In Lakhs)
1.	Stationery	806	10	7	0.5642
2.	Refreshment	806x3	10	7	1.6926
3.	TA	806	20	7	1.1284
4.	DA	806x3	60	7	10.1556
5.	TLM	806	50	7	2.8410
<b>Total</b>					<b>16.3818</b>

d) Supply of Material

Sr. No.	Name of the Item	No. of Items	Unit Cost	No. of Years	Total (Rs. In Lakhs)
1.	Durries	806	1000	3	24.18
2.	Box	806	800	1	6.45
<b>Total</b>					<b>30.63</b>

e) Furniture

Sr. No.	Name of the Item	No. of Items	Unit Cost	No. of Years	Total (Rs. In Lakhs)
1.	Chair	806	250	1	2.015
2.	Table	806	750	1	6.045
<b>Total</b>					<b>8.06</b>



**ANNEXURE – 8**  
**ELEMENTRY FORMAL EDUCATION (EFE)**

(a) **Free Text Books**

(i) **For Primary Classes (Govt. & Aided Schools):**

<b>Session</b>	<b>Projected Enrolment</b>	<b>Amount for Textbooks per Student</b>	<b>Total Amount (Rs. in Lakhs)</b>
2001-2002	65930 + 2225	-	-
2002-2003	----- + 2269	150	3.40
2003-2004	69868	150	104.80
2004-2005	71265	150	106.90
2005-2006	72690	150	109.04
2006-2007	74144	150	111.22
2007-2008	75627	150	113.44
2008-2009	77139	150	115.71
2009-2010	78682	150	118.02
<b>Total</b>			<b>782.53</b>

(ii) **For Upper Primary Classes (Govt. & Aided Schools):**

<b>Session</b>	<b>Projected Enrolment</b>	<b>Amount for Textbooks per Student</b>	<b>Total Amount (Rs. in Lakhs)</b>
2001-2002	23062 + 1230	-	-
2002-2003	24778	150	37.17
2003-2004	25273	150	37.91
2004-2005	25779	150	38.67
2005-2006	26294	150	39.44
2006-2007	26820	150	40.23
2007-2008	27357	150	41.04
2008-2009	27904	150	41.86
2009-2010	28462	150	42.69
<b>Total</b>			<b>319.01</b>

(b) **I.T. Labs:**

Item	Units (UPS +Aided+ NUPS)	Unit Cost	Year	Amount (Rs. In lakh)
Computer Sets	(253 + 8 + 103)	2.00	2002 & 03	728.00
Computer Library	(253 + 8 + 103)	0.50	2003	182.00
Furniture & Furnishing	(253 + 8 + 103)	0.50	2002	182.00
Maintenance & Contingency	(253 + 8 + 103)	0.05	8	145.60
Computer Fees [@ Rs. 30/- per Student per month] [during 2002-02 fee only for 6 months is proposed]	39335 + 2384 + 0		2001-02	00.00
	40121 + 2431 + 3090	0.00030	2002-03	82.16
	40924 + 2480 + 3151	0.00030	2003-04	167.60
	41742 + 2529 + 3214	0.00030	2004-05	170.95
	42577 + 2580 + 3279	0.00030	2005-06	174.37
	43429 + 2632 + 3344	0.00030	2006-07	177.86
	44297 + 2684 + 3411	0.00030	2007-08	181.41
	45183 + 2738 + 3479	0.00030	2008-09	185.04
	46087 + 2793 + 3549	0.00030	2009-10	188.74
<b>TOTAL</b>				<b>2565.73</b>

Units- Existing Govt. UPS = 253; Newly Proposed UPS = 103; Aided UPS = 8

(c) **Furniture & Durri Patti**

(i) **For Primary Schools**

Item	No. of Items	Unit Cost	Execution Year	Total (Rs. In Lakh)
Classroom Tables (3'x2')	465 x 5	500	2003	11.62
Office Tables (5' x 3')	465 x 1	2000	2003	9.30
Chairs (PVC)	465 x 5	250	2003	5.81
Lecture Stands	465X1	1200	2003	5.58
Dual Desks (for classes IV,V)	21969	500	2004	109.84
Durries (Full Size)	465X2	1000	2003, 07	18.60
Taat Patti (Classes I-V)	11088	90	2003	9.98
Taat Patti (Classes I-III)	6700	90	2005,07 & 09	18.09
<b>Total</b>				<b>188.82</b>

(ii) **For Upper Primary Schools**

<b>Item</b>	<b>No. of Items</b>	<b>Unit Cost</b>	<b>Execution Year</b>	<b>Total (Rs. in Lakh)</b>
Classroom Tables (3'x2')	253 x 3	500	2002	3.80
Office Tables (5' x 3')	253 x 1	2000	2002	5.06
Chairs (PVC)	253 x 6	250	2002	3.79
Lecture Stands	253X1	1200	2002	3.03
Dual Desks	20369	500	2003	101.84
Durries (Full Size)	253X2	1000	2002, 05	10.12
Taat Patti (Classes VI-VIII)	4073	90	2002	3.66
<b>Total</b>				<b>131.30</b>

(iii) **For Newly Proposed Upper Primary Schools**

<b>Item</b>	<b>No. of Items</b>	<b>Unit Cost</b>	<b>Execution Year</b>	<b>Total (Rs. in Lakh)</b>
Classroom Tables (3'x2')	103 x 3	500	2002	1.545
Office Tables (5' x 3')	103 x 1	2000	2002	2.06
Chairs (PVC)	103 x 6	250	2002	1.545
Lecture Stands	103x1	1200	2002	1.236
Dual Desks	103x60	500	2003 & 04	30.90
Durries (Full Size)	103X2	1000	2002, 05	2.06
Taat Patti (Classes VI-VIII)	103x12	90	2002	1.12
<b>Total</b>				<b>40.466</b>

(d) **Equipments**

(i) **For Primary Schools**

<b>Name of Items</b>	<b>No. of Items</b>	<b>Unit Cost</b>	<b>Year of Execution</b>	<b>Total (Rs. in Lakh)</b>
Ceiling Fans	465x5	1200	2003	27.90
Science Kit	465	2900	2004	13.485
Mathematics Kit	465	500	2004	2.325
Tool Kit	465	300	2004	1.395
<b>Total</b>				<b>45.105</b>

(ii) For Upper Primary Schools

Name of Items	No. of Items	Unit Cost	Year of Execution	Total (Rs. in Lakh)
Ceiling Fans	253x4	1200	2002	12.15
<b>Total</b>				<b>12.15</b>

(iii) For Newly Proposed Upper Primary Schools

Name of Items	No. of Items	Unit Cost	Year of Execution	Total (Rs. in Lakh)
Ceiling Fans	103x4	1200	2003	4.944
<b>Total</b>				<b>4.944</b>

(e) Sports Material

Type of School	Name of Article	Amount per year	No. of Year	Total (Rs. in Lakh)
PS	Sports Material	465 x 4000	7	130.20
UPS	Sports Material	253 x 7000	8	141.68
NUPS	Sports Material	103 x 7000	8	57.68
<b>Total</b>				<b>329.56</b>

(f) Library

(i) For Primary Schools

Name of Article	No. of Articles	Unit Cost	Execution Year	Total (Rs. in Lakh)
Books Almirah	465 x 2	3000	2003	27.90
Books		2000	2003	9.30
		2000	2004	9.30
		1000	2005	4.65
<b>Total</b>				<b>51.15</b>

(ii) **For Upper Primary Schools**

<b>Name of Article</b>	<b>No. of Articles</b>	<b>Unit Cost</b>	<b>Execution Year</b>	<b>Total (Rs. in Lakh)</b>
Books Almirah	253 x 2	3000	2003	7.59
			2005	7.59
Books		3000	2003	7.59
		3000	2004	7.59
		3000	2005	7.59
		1000	2006	2.53
<b>Total</b>				<b>40.48</b>

(iii) **For Newly Proposed Upper Primary Schools**

<b>Name of Article</b>	<b>No. of Articles</b>	<b>Unit Cost</b>	<b>Execution Year</b>	<b>Total (Rs. in Lakh)</b>
Books Almirah	103x2	3000	2003	3.09
			2005	3.09
Books		3000	2003	3.09
		3000	2004	3.09
		3000	2005	3.09
		1000	2006	1.03
<b>Total</b>				<b>16.48</b>

(g) **Educational Magazines & Periodicals**

<b>Type of School</b>	<b>Name of Article</b>	<b>Amount per year</b>	<b>No. of Year</b>	<b>Total (Rs. in Lakh)</b>
PS	Magazines & Periodicals	500X465	7	16.28
UPS	Magazines & Periodicals	1000X253	8	20.24
NUPS	Magazines & Periodicals	1000X103	8	8.24
<b>Total</b>				<b>47.08</b>

(h) **Award to the Best School**

(i) **For Primary Schools**

Sr. No.	Level	No. of Awards	Unit Cost	No. of Years	Total (Rs. In Lakhs)
1.	At CRCs	60	500	7	2.10
2.	At BRCs	6	1000	7	0.42
3.	At District	1	2000	7	0.14
<b>Total</b>					<b>2.66</b>

(ii) **For Upper Primary School**

Sr. No.	Level	No. of Awards	Unit Cost	No. of Years	Total (Rs. In Lakhs)
1.	At CRCs	60	500	8	2.40
2.	At BRCs	6	1000	8	0.48
3.	At District	1	2000	8	0.16
<b>Total</b>					<b>3.04</b>

(i) **Award to best Teachers**

(i) **For Primary School**

Sr. No.	Level	No. of Awards	Unit Cost	No. of Years	Total (Rs. In Lakhs)
1.	At CRCs	60	500	7	2.10
2.	At BRCs	6	1000	7	0.42
3.	At District	1	2000	7	0.14
<b>Total</b>					<b>2.66</b>

(ii) **For Upper Primary School**

Sr. No.	Level	No. of Awards	Unit Cost	No. of Years	Total (Rs. In Lakhs)
1.	At CRCs	60	500	8	2.40
2.	At BRCs	6	1000	8	0.48
3.	At District	1	2000	8	0.16
<b>Total</b>					<b>3.04</b>

(j) **District Talent Search Test**

(i) **For Primary Schools**

<b>Sr. No.</b>	<b>Name of the Item</b>	<b>No. of Students &amp; Teachers</b>	<b>Unit Cost</b>	<b>No. of Years</b>	<b>Total (Rs. In Lakhs)</b>
1.	Bus Fair	6X20	30	7	0.26
2.	Refreshment	6X20	10	7	0.09
3.	Question Paper and evaluation charges	6X10	30	7	0.13
4	Prizes (1000+750+500)	3		7	0.16
<b>Total</b>					<b>0.64</b>

(ii) **For Upper Primary Schools**

<b>S.No.</b>	<b>Name of the Item</b>	<b>No. of Students &amp; Teachers</b>	<b>Unit Cost</b>	<b>No. of Years</b>	<b>Total (Rs. In Lakhs)</b>
1.	Bus Fair	6X20	30	8	0.288
2.	Refreshment	6X20	10	8	0.096
3.	Question Paper and evaluation charges	6X10	30	8	0.144
4	Prizes (1000+750+500)	3		8	0.18
<b>Total</b>					<b>~ 0.71</b>

## ANNEXURE - 9

### Educational Management Information System (EMIS)

#### Equipments:

Sr. No.	Name of Item	Amount (Rs. In lakhs)
1.	Printer Laser HP	0.50
2.	Printer Inkjet HP	0.10
3.	Generator 5 KVA	0.20
4.	Vacuum Cleaner	0.05
5.	Spiral Binding Machine	0.10
<b>Total</b>		<b>0.95</b>



## ANNEXURE-10

### INTEGRATED EDUCATION FOR DISABLED (IED)

- (a) **Two days training for teachers & CRCs on provision of Aids & appliances to disabled children:**

S. No.	Name of the Item	No. of Participants	Unit Cost in (Rs.)	No. of Days	No. of Years(03,06)	Total (Rs. In Lakhs)
1.	Stationery	778	10	-	2	0.1556
2.	Refreshment	778	10	2	2	0.3112
3.	TA & DA	778	80	2	2	2.4896
4.	TLM				2	0.0436
<b>Total</b>						<b>3.00</b>

- b) **Sports & Cultural competition of disabled children:**

(i) **At Block Level**

S. No.	Name of the Item	No. of Participants	Unit Cost (Rs.)	No. of Days	No. of Years	Total (Rs. In Lakhs)
1.	Prizes-I	50X6	200	-	8	4.80
2.	Prizes-II	50X6	175		8	4.20
3.	Prizes-III	50X6	150		8	3.60
4.	Consolation Prizes	200X6	50		8	4.80
5.	DA	100X6	70	2	8	6.72
6.	TA	200X6	30		8	2.88
7.	Refreshment	200X6	10	2	8	1.92
8.	Working Lunch	200X6	30	2	8	5.76
9.	Photography	6	2000		8	0.96
<b>Total</b>						<b>35.64</b>

(ii) **At District Level**

S. No.	Name of the Item	No. of Participants	Unit Cost in (Rs.)	No. of Days	No. of Years	Total (Rs. In Lakhs)
1.	Prizes-I	50	200	-	8	0.80
2.	Prizes-II	50	175		8	0.70
3.	Prizes-III	50	150		8	0.60
4.	Consolation Prizes	50	50		8	0.20
5.	DA	500	70	4	8	11.20
6.	TA	500	30	2	8	2.40
7.	Refreshment	500	10	4	8	1.60
8.	Working Lunch	500	65	4	8	10.40
9.	Documentation		10000		8	0.10
10.	Tent		20000		8	0.20
<b>Total</b>						<b>28.20</b>

(iii) **At State Level**

S.No.	Name of the Item	Unit Cost in (Rs.)	No. of Years	Total (Rs. In Lakhs)
1.	Bus Fare, Refreshments, Working Lunch, DA etc.	40000	8	3.20
<b>TOTAL</b>				<b>3.20</b>
<b>GRAND TOTAL</b>				<b>67.04</b>

(c) **Preparation of TLM (For Disabled Children) & Exhibition at District Level:**

S.No.	Name of the Item	No. of Participants	Unit Cost	No. of Days	No. of Years	Total (Rs. In Lakhs)
1.	Stationery	80	10	-	8	0.064
2.	Refreshment	80	10	5	8	0.32
3.	TA & DA	80	80	5	8	2.56
4.	TLM		20000		8	1.60
5.	Exhibition		20000		8	1.60
<b>Total</b>						<b>6.144</b>

## **ANNEXURE-11**

### **Mass Mobilisation**

#### **(a) Orientation of District level functionaries**

##### **(i) 5 Days Induction Training programme:**

S.No.	Name of the Item	No. of Participants	Unit Cost	No. of Days	No. of Years	Total (Rs. In Lakhs)
1.	Stationery	90	10	-	1	0.009
2.	Refreshment	90	10	5	1	0.045
3.	TA & DA	90	80	5	1	0.36
<b>Total</b>						<b>0.414</b>

##### **(ii) 3 days orientation programme:**

S.No.	Name of the Item	No. of Participants	Unit Cost	No. of Days	No. of Years	Total (Rs. In Lakhs)
1.	Stationery	90	10	-	7	0.063
2.	Refreshment	90	10	3	7	0.189
3.	TA & DA	90	80	3	7	1.512
<b>Total</b>						<b>1.764</b>

Total cost = 0.414 + 1.764 = 2.178 lakh

#### **(b) ENVIRONMENT BUILDING ACTIVITIES**

##### **(i) Wall Writing:**

S.No.	Name of the Item	No. of Items	Unit Cost	No. of Years	Total (Rs. In Lakhs)
1.	Wall Writing (307x20)-Vill. (5 x 200)-Cities	7140	50	2	7.12
<b>Total</b>					<b>7.12</b>

##### **(ii) Installation of Steel Boards and Hoarding:**

S.No.	Name of the Item	No. of Items	Unit Cost	No. of Years	Total (Rs. In Lakhs)
1.	Steel Boards	35	10000	1	3.50
2.	Hoarding	307	1000	1	3.07
3.	Re-writing of Steel Boards	35	1000	2	0.70
4.	Re-writing on Hoarding	307	200	2	1.228
<b>Total</b>					<b>8.498</b>

(iii) Printing of Diaries:

S.No.	Name of the Item	No. of Items	Unit Cost	No. of Years	Total (Rs. In Lakhs)
1.	Diary (Trs.)	4500	60	8	21.60
2.	Diary (D.F.)	350	90	8	2.52
<b>Total</b>					<b>24.12</b>

(iv) Calendar:

S.No.	Name of the Item	No. of Items	Unit Cost in (Rs.)	No. of Years	Total (Rs. In Lakhs)
1.	Calendar	2000	10	8	1.60
<b>Total</b>					<b>1.60</b>

(v) Identity Cards:

School	Name of the Item	No. of Items	Unit Cost in (Rs.)	No. of Years	Total (Rs. In Lakhs)
PS	Identity Cards	105000	5	7	36.75
UPS	Identity Cards	45000	5	8	18.00
<b>Total</b>					<b>54.75</b>

(vi) Publicity through Electronic and Print Media:

S.No.	Name of the Item	No. of Items	Unit Cost in (Rs.)	No. of Years	Total (Rs. In Lakhs)
1.	Publicity		0.60	8	4.80
<b>Total</b>					<b>4.80</b>

(vii) Printing of Community Awareness Material:

S.No.	Name of the Item	No. of Items	Unit Cost in (Rs.)	No. of Years	Total (Rs. In Lakhs)
1.	Printing		50000	6	3.00
<b>Total</b>					<b>3.00</b>

(viii) Audio and Video Cassettes:

S.No.	Name of the Item	No. of Items	Unit Cost in (Rs.)	No. of Years	Total (Rs. In Lakhs)
1.	A/V Cassettes		50000	8	4.00
<b>Total</b>					<b>4.00</b>

(ix) Kala Jatha & Nukkad Natak:

S.No.	Name of the Item	No. of Items	No. of Artists	Unit Cost in (Rs.)	No. of Years	Total (Rs. In Lakhs)
1.	Kala Jatha and Nukad Natak	350	6	600 @ 100/- Per Artist	3	6.30
<b>Total</b>						<b>6.30</b>

(c) Maa-Beti Melas:

S.No.	Name of the Item	No. of Items	Unit Cost in (Rs.)	No. of Years	Total (Rs. In Lakhs)
1	Maa-Beti Mela-cum- Exhibition on Girls' Edu.	PS 465 UPS 253 NUPS 103	1000 1000 1000	5 5 5	23.25 12.65 5.15
<b>Total</b>					<b>41.05</b>

(d) Award to the Best VEC:

S.No.	Level	No. of Awards	Unit Cost in (Rs.)	No. of Years	Total (Rs. In Lakhs)
1.	At CRCs	60	500	8	2.40
2.	At BRCs	6	1000	8	0.48
3.	At District	1	2000	8	0.16
<b>Total</b>					<b>3.04</b>

(e) Enrolment Drive

S.No.	Name of the Item	No. of Items	Unit Cost	No. of Years	Total (Rs. In Lakhs)
1.	Enrolment Drive	465	500	7	16.28
<b>Total</b>					<b>16.28</b>

## ANNEXURE-12

### LIST OF THE SCHOOLS TO BE UPGRADED FROM PRIMARY TO UPPER PRIMARY

Block: Jind				Block: Naguran			
Sr. No.	Name of School	Population of the Habitation	Total Enrolment in class V	Sr. No.	Name of School	Population of the Habitation	Total Enrolment in class V
1	GPS Intal Khurd	1699	60	1	GPS Bohatwala	1597	41
2	GPS Dhani Ram Garh	1358	30	2	GPS Jeevan Pura	879	26
3	GPS Bahabalpur	2304	31	3	GPS Barsana	1312	37
4	GPS Ram Garh	1605	28	4	GPS Kair Kheri	1184	25
5	GPS Chabri	1481	26	5	GPS Shri Rag Khera *	600	21
6	GGPS Sunder Pur	1514	43	6	GPS Hasan Pur	1330	27
7	GPS Ashraf Garh	2368	63	7	GPS Kuchrana Khurd	1079	29
8	GPS Kheri Taloda	784	28	8	GPS Chuaharpur	1756	40
9	GPS Taloda	1146	25	9	GPS Kheri Bulan Wali	820	25
10	GPS Lohchab	2713	47	10	GPS Katwal *	711	16
11	GGPS Jind City		52	11	GPS Teli Khera *	456	15
12	GGPS Hanuman Nagar,Jind		27	12	GPS Gohiyar *	1198	18
13	GPS Aasharam Basti,Jind		60	13	GPS Mando Kheri	1661	37
14	GPS Harijan Basti,Jind		50	14	GPS Mandi Khurd	1718	38

Block: Julana				Block: Uchana			
Sr. No.	Name of School	Population of the Habitation	Total Enrolment in class V	Sr. No.	Name of School	Population of the Habitation	Total Enrolment in class V
1	GPS Shadipur (+ GGPS)	2514	61	1	GPS Khera Gandawali	2153	30
2	GPS Bhairon Khera (+ GGPS)	1492	31	2	GPS Tarkha	2260	33
3	GPS Lijwana Khurd (+ GGPS)	2666	76	3	GPS Kheri Safa (+ GGPS)	2009	48
4	GPS Meharara (+ GGPS)	2426	48	4	GPS Sedha Majara	1344	32
5	GPS Fateh Garh(+ GGPS)	1751	43	5	GPS Bhagwan Pura	818	25
6	GPS Jhamola (+ GGPS)	2553	52	6	GPS Deroli Khera	1732	39
7	GPS Kamach Khera	1179	41	7	GPS Nachar Khera	1241	26
8	GPS Desh Khera	1294	28	8	GPS Kalta *	850	20
9	GPS Kishan Pura	1223	38	9	GPS Roj Khera *	544	20
10	GPS Gobind Pura	1634	31	10	GGPS Udaipur	2410	54
11	GPS Akal Garh	2302	41				
12	GPS Gosain Khera	1277	41				
13	GPS Khema Kheri	939	29				
14	GPS Bura Dahar	1306	28				
15	GPS Padana	2656	62				
16	GPS Sirsa Kheri	1576	39				
17	GPS Rajgarh	1216	31				
18	GGPS Khera Bakhta	1106	28				

Block: Narwana				Block: Safidon			
Sr. No.	Name of School	Population of the Habitation	Total Enrolment in class V	Sr. No.	Name of School	Population of the Habitation	Total Enrolment in class V
1	GPS Sunder Pura	1457	31	1	GPS Singhpura	2490	48
2	GPS Badowal	1013	25	2	GPS Rampura	885	25
3	GPS Mohal Khera	1492	34	3	GPS Bahadurpur	1448	44
4	GPS Gurthali	1977	37	4	GPS Todi Kheri	1783	29
5	GPS Gurusar	1686	41	5	GPS Tito Kheri	911	26
6	GPS Lohchab	1334	31	6	GPS Khatla	1587	31
7	GPS Khanpur	1269	55	7	GPS Barod	1092	25
8	GPS Kanha Khera	1283	31	8	GPS Anta	1904	25
9	GPS Dumarkhan Khurd	1728	31	9	GPS Pillu Khera Village	1859	50
10	GPS Harnam Pura	1653	43	10	GPS Bhurain	1680	36
11	GPS Narain Garh	1463	42	11	GPS Harigarh	2360	51
12	GGPS Ghaso Khurd	1728	42	12	GPS Kurar	1526	28
13	GPS Bidrana	1413	32	13	GPS Ashrafabad	781	28
14	GPS Dandholi	1060	29	14	GPS Kalawati	806	22
15	GPS Nepe Wala	1090	43	15	GPS Hadwa	2081	49
16	GPS Nehra	1025	32	16	GPS Jaipur	1157	31
17	GGPS Kaloda Khurd	1337	46	17	GPS Bahadurgarh	2235	45
18	GPS Danoda Khurd	6497	42	18	GPS Amarawali Khera	1448	20
19	GPS Ambarsar	1064	36	19	GPS Bheri Khera	1267	39
20	GPS Dhani		33	20	GPS Shri Nagar Khera	1152	31
21	GPS Morpati, Narwana		50	21	GPS Hoshiar Pura	845	20
22	GPS Padarth Khera (+GGPS)	821	25	22	GPS Bagru Khurd	1662	40
23	GPS Garhi (+GGPS)	1900	37	23	GPS Safidon Mandi		70
24	GPS Rasidan (+GGPS)	2362	32				

\* There is no Upper Primary School in the vicinity (3 K.M) so upgradation is required in these schools.

**There is a proposal to upgrade above 103 Primary Schools as Upper Primary Schools.**

**ANNEXURE - 13**

**CLUSTER-WISE LIST OF THE SCHOOLS  
1. BLOCK : JIND**

CLUSTER	VILLAGE NAME	NUMBER OF THE SCHOOLS								TOTAL
		GPS	GGPS	GMS	GGMS	GHS	GGHS	GSSS	GGSSS	
JIND-1	Manohar Pur	1	1	-	-	1	-	-	-	3
	Haibatpur	1	1	1	-	-	-	-	-	3
	Nirjan	1	1	-	-	1	-	-	-	3
	Jind	2	2	-	-	-	-	1	1	6
Jind-1	Jind	5	2	-	-	2	-	-	-	9
Sant Nagar	Jind City	4	-	-	-	1	-	-	-	5
	Julani	1	1	-	-	1	-	-	-	3
	Barsola	1	1	-	-	1	-	-	-	3
	Jalalpur Kalan	1	-	-	-	1	-	-	-	2
Iccus	Iccus	1	1	-	-	-	-	1	-	3
	Intal Kalan	1	-	-	-	1	-	-	-	2
	Intal Khurd	1	-	-	-	-	-	-	-	1
	Rajpura	1	-	-	-	1	-	-	-	2
	Jalalpur Khurd	1	-	1	-	-	-	-	-	2
	Dhani Ramgarh	1	-	-	-	-	-	-	-	1
	Khera Ramrai	1	-	-	-	-	-	-	-	1
Ramrai	Ramrai	1	1	-	-	-	-	1	-	3
	Gulkani	1	-	1	-	-	-	-	-	2
	Ponkhar Kheri	1	1	1	-	-	-	-	-	3
	Sirsa Kheri	1	-	-	-	-	-	-	-	1
	Bhaganwala	1	-	-	-	-	-	-	-	1
Ghimana	Ghimana	1	1	1	-	-	-	-	-	3
	Karamgarh	1	-	-	-	-	-	-	-	1
	Bahabalpur	1	-	-	-	-	-	-	-	1
	Ramgarh	1	-	-	-	-	-	-	-	1
	Bibipur	1	1	-	-	1	1	-	-	4
	Igrah	1	1	-	1	1	-	-	-	4
Sindhwi Khera	Sindhwi Khera	1	1	-	-	-	-	-	1	3
	Bhartana	1	-	-	-	-	-	-	-	1
	Chabri	1	-	-	-	-	-	-	-	1
	Aassan	1	-	1	-	-	-	-	-	2
	Kharak Ramji	1	1	-	-	-	-	1	-	3
	Barah Kalan	1	-	-	-	1	-	-	-	2
	Sunderpur	-	1	-	-	-	-	-	-	1
Ashraf Garh	Ashrafgarh	1	-	-	-	-	-	-	-	1
	Pandu Pindara	1	-	-	-	1	-	-	-	2
	Radhana	1	1	-	-	1	-	-	-	3
	Brah Khurd	1	1	-	1	1	-	-	-	4
Kheri Taloda	Kheri Taloda	1	-	-	-	-	-	-	-	1
	Taloda	1	-	-	-	-	-	-	-	1
	Lohchab	1	-	-	-	-	-	-	-	1
	Siwaha	1	1	-	-	1	-	-	-	3
	Lakhmirwala	-	1	1	-	-	-	-	-	2
<b>TOTAL</b>		<b>49</b>	<b>22</b>	<b>7</b>	<b>2</b>	<b>17</b>	<b>1</b>	<b>4</b>	<b>2</b>	<b>104</b>



## 2. BLOCK : JULANA

CLUSTER	VILLAGE NAME	NUMBER OF THE SCHOOLS								TOTAL
		GPS	GGPS	GMS	GGMS	GHS	GGHS	GSSS	GGSSS	
Shadipur	Shadipur	1	1	-	-	-	-	-	-	2
	Deorar	1	1	-	-	1	-	-	-	3
	Maivi	1	1	-	-	1	-	-	-	3
	Kamach Khera	1	-	-	-	-	-	-	-	1
	Desh Khera	1	-	-	-	-	-	-	-	1
	Julana	1	1	-	-	-	-	1	1	4
Kinana	Kinana	1	1	-	-	1	-	-	-	3
	Anoopgarh	1	-	1	-	-	-	-	-	2
	Barar Khera	1	1	-	1	-	-	-	-	3
	Biroli	1	1	-	-	1	-	-	-	3
	Bishan Pura	1	-	1	-	-	-	-	-	2
	Kishan Pura	1	-	-	-	-	-	-	-	1
	Gobind Pura	1	-	-	-	-	-	-	-	1
	Buana	1	1	-	-	1	1	-	-	4
Kila Zafar Garh	Kila Zafargarh	1	1	-	-	1	-	-	-	3
	Hathwala	1	1	-	-	1	-	-	-	3
	Budha Khera	1	1	-	-	1	-	-	-	3
	Akalgarh	1	-	-	-	-	-	-	-	1
	Brahmanwas	1	1	1	-	-	-	-	-	3
	Pauli	1	1	-	-	1	-	-	-	3
Shamio Kalan	Shamio Kalan	1	1	-	1	-	-	1	-	4
	Shamlo Khurd	1	-	1	-	-	-	-	-	2
	Gosain Khera	1	-	-	-	-	-	-	-	1
	Khema Kheri	1	-	-	-	-	-	-	-	1
	Ram Kali	1	1	1	-	-	-	-	-	3
Gatauli	Gatauli	1	1	-	-	1	1	-	-	4
	Bura Dahar	1	-	-	-	-	-	-	-	1
	Jai Jai Wanti	1	-	1	-	-	-	-	-	2
	Garhwali Khera	1	1	-	-	-	-	1	-	3
Nidani	Nidani	1	1	-	-	1	-	-	-	3
	Padana	1	-	-	-	-	-	-	-	1
	Dhigana	1	1	-	1	-	-	1	-	4
	Nidana	1	1	-	1	1	-	-	-	4
Bhairon Khera	Bhairon Khera	1	1	-	-	-	-	-	-	2
	Ludana	1	-	-	-	1	-	-	-	2
	Lalit Khera	-	1	-	-	-	1	-	-	2
	Nandgarh	1	1	-	-	1	-	-	-	3
	Sirsa Kheri	1	-	-	-	-	-	-	-	1
Lijwana Kalan	Lijwana Kalan	1	1	-	-	1	1	-	-	4
	Karsola	1	1	-	-	1	-	-	-	3
	Lijwana Khurd	1	1	-	-	-	-	-	-	2
	Meherara	1	1	-	-	-	-	-	-	2
	Fatehgarh	1	1	-	-	-	-	-	-	2
Jhamola	Jhamola	1	1	-	-	-	-	-	-	2
	Kareka	1	1	-	-	1	-	-	-	3
	Kharainti	1	1	-	-	1	-	-	-	3
	Khera Bhakhta	-	1	-	-	-	-	-	-	1
	Raj Garh	1	-	-	-	-	-	-	-	1
<b>Total</b>		<b>46</b>	<b>32</b>	<b>6</b>	<b>4</b>	<b>18</b>	<b>4</b>	<b>4</b>	<b>1</b>	<b>115</b>

### 3. BLOCK : NAGURAN

CLUSTER	VILLAGE NAME	NUMBER OF THE SCHOOLS								TOTAL
		GPS	GGPS	GMS	GGMS	GHS	GGHS	GSSS	GGSSS	
Bohatwala	Bohatwala	1	-	-	-	-	-	-	-	1
	Khokheri	1	-	-	-	1	-	-	-	2
	Jeevanpura	1	-	-	-	-	-	-	-	1
	Mando Kheri	1	-	-	-	-	-	-	-	1
	Barsana	1	-	-	-	-	-	-	-	1
	Dalamwala	1	1	-	1	1	-	-	-	4
	Khunga	-	1	-	-	1	-	-	-	2
Thua	Thua	1	1	-	-	1	1	-	-	4
	Sandeel	1	1	-	-	1	-	-	-	3
Ahirka	Ahirka	1	1	-	-	1	-	-	-	3
	Amarehari	1	-	-	-	1	-	-	-	2
	Kair Kheri	1	-	-	-	-	-	-	-	1
	Jeet Garh	1	-	-	-	-	-	-	-	1
	Roop Garh	1	1	-	-	1	-	-	-	3
	Jhanj Kalan	1	1	-	-	1	-	-	-	3
	Jhanj Khurd	-	-	-	-	-	-	-	-	0
	Barodi	1	-	1	-	-	-	-	-	2
Shahpur	Shahpur	1	1	-	1	1	-	-	-	4
	Kandela	1	1	-	1	1	-	-	-	4
	Teg Bahadur	1	-	-	-	-	-	-	-	1
	Shri Rag Khera	1	-	-	-	-	-	-	-	1
Nagura	Naguran	1	1	-	-	-	-	1	1	4
	Dhillowal	1	1	1	-	-	-	-	-	3
	Hasanpur	1	-	-	-	-	-	-	-	1
	Raichand wala	1	-	-	-	1	-	-	-	2
Badhana	Badhana	1	1	-	-	1	-	-	-	3
	Dohela	1	1	-	-	1	1	-	-	4
	Kuchrana Kalan	1	-	-	1	-	-	-	-	2
	Kuchrana Khurd	1	-	-	-	-	-	-	-	1
Pegan	Pegan	1	1	-	1	1	-	-	-	4
	Shamdo	1	-	-	-	1	-	-	-	2
	Chuharpur	1	-	-	-	-	-	-	-	1
	Kheri Bulanwali	1	-	-	-	-	-	-	-	1
Alewa	Alewa	2	2	-	-	1	-	-	1	6
	Durana	1	-	1	-	-	-	-	-	2
	Katwal	1	-	-	-	-	-	-	-	1
	Khanda	1	-	-	-	1	-	-	-	2
	Bighana	1	-	-	-	1	-	-	-	2
Mohd. Khera	Mohd. Khera	-	1	1	-	-	-	-	-	2
	Mandi Khurd	-	1	-	-	-	-	-	-	1
	Alanjogi Khera	1	-	-	-	-	-	-	-	1
	Bania Khera	1	-	1	-	-	-	-	-	2
	Teli Khera	1	-	-	-	-	-	-	-	1
	Gohian	1	-	-	-	-	-	-	-	1
	Kharak Gadian	1	-	-	-	-	-	-	-	1
Dariya Wala	Dariyawala	1	-	-	-	1	-	-	-	2
	Sangatpura	1	-	-	-	1	-	-	-	2
	DhandaKheri/K.Jaj.	1	-	1	-	-	-	-	-	2
	Jajwan	1	1	-	1	-	-	1	-	4
<b>TOTAL</b>		<b>46</b>	<b>19</b>	<b>6</b>	<b>6</b>	<b>21</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>104</b>

#### 4. BLOCK : NARWANA

CLUSTER	VILLAGE NAME	NUMBER OF THE SCHOOLS								TOTAL
		GPS	GGPS	GMS	GGMS	GHS	GGHS	GSSS	GGSSS	
Dhani	Narwana	3	2	-	-	-	-	1	1	7
	Dablain	1	1	-	-	1	-	-	-	3
	Sunderpura	1	-	-	-	-	-	-	-	1
	Badanpura	1	1	-	-	-	1	-	-	3
	Badowal	1	-	-	-	-	-	-	-	1
	Ismailpur	1	-	1	-	-	-	-	-	2
Narwana	Narwana	1	-	-	-	-	-	-	-	1
	Mohal Khera	1	-	-	-	-	-	-	-	1
	Dhakal	1	1	-	-	1	-	-	-	3
	Dharodi	1	1	-	-	1	1	-	-	4
	Gurthal	1	-	-	-	-	-	-	-	1
	Gursar	1	-	-	-	-	-	-	-	1
	Bhana Brahmana	1	1	-	-	-	-	1	-	3
Phulian Kalan	Phulian Kalan	1	-	-	-	1	-	-	-	2
	Lohchab	1	-	-	-	-	-	-	-	1
	Dhobi	1	-	1	-	-	-	-	-	2
	Khanpur	1	-	-	-	-	-	-	-	1
	Kanha Khera	1	-	-	-	-	-	-	-	1
	Karamgarh	1	-	-	-	1	-	-	-	2
	Phulian Khurd	1	-	-	-	-	-	-	-	1
	Harnam Pura	1	-	-	-	-	-	-	-	1
Pipaltha	Pipaltha	1	1	-	1	-	-	1	-	4
	Padarth Khera	1	1	-	-	-	-	-	-	2
	Rewar	1	-	1	-	-	-	-	-	2
	Narain Garh	1	-	-	-	-	-	-	-	1
	Dhabi Tek Singh	1	1	-	-	1	-	-	-	3
	Garhi	1	1	-	-	-	-	-	-	2
Dumarkhan Kalan	Dumerkha Kalan	1	1	-	-	1	1	-	-	4
	Dumerkha Khurd	-	1	-	-	-	-	-	-	1
	Ghaso Kalan	1	1	-	1	1	-	-	-	4
	Gasho Khurd	-	1	-	-	-	-	-	-	1
Sinsar	Sinsar	1	1	1	-	-	-	-	-	3
	Hatho	1	1	-	-	1	-	-	-	3
	Bidrana	1	-	-	-	-	-	-	-	1
	Singhwal	1	-	-	-	1	-	-	-	2
	Lodhar	1	1	-	-	-	-	1	-	3
Belarkhan	Belerkha	1	1	-	-	-	1	1	-	4
	Kharal	1	-	-	-	1	-	-	-	2
	Hamir Garh	1	-	-	-	1	-	-	-	2
	Ujhana	1	1	-	1	1	-	-	-	4
	Sheogarh	1	-	1	-	-	-	-	-	2
	Amar Garh	1	-	-	-	-	-	-	-	1

Dhanori	Dhanori	1	1	-	-	-	-	1	1	4
	Dhandoli	1	-	-	-	-	-	-	-	1
	Koyal	1	-	1	-	-	-	-	-	2
	Barta	1	1	1	-	-	-	-	-	3
	Nepewala	1	-	-	-	-	-	-	-	1
	Data Singh Wala	1	-	1	-	-	-	-	-	2
	Hans Dehar	1	-	1	-	-	-	-	-	2
Nehra	Nehra	1	-	-	-	-	-	-	-	1
	Kaloda Kalan	1	1	-	-	1	-	-	-	3
	kaloda Khurd	1	-	-	-	-	-	-	-	1
	Kharar Wal	1	1	-	-	1	-	-	-	3
	Frain Kalan	1	1	-	-	1	-	-	-	3
	Frain Khurd	1	-	-	-	-	-	-	-	1
	Amar Garh	1	1	-	-	-	-	1	-	3
Dhamtan Sahib	Dhamtan Singh	1	1	-	-	-	1	1	-	4
	Rasidan	1	1	-	-	-	-	-	-	2
	Loan	1	1	-	-	1	-	-	-	3
	Kalwan	1	1	-	-	-	1	1	-	4
	Julehra	1	-	1	-	-	-	-	-	2
	Sulehra	1	-	-	-	1	-	-	-	2
Danoda	Danoda Kalan	1	1	-	-	-	-	1	1	4
	Danoda Khurd	1	-	-	-	-	-	-	-	1
	Sacha Khera	1	1	-	-	1	1	-	-	4
	Bhikhe Wala	1	-	-	-	1	-	-	-	2
	Jajan Wala	1	-	1	-	-	-	-	-	2
	Sainthly	1	-	1	-	-	-	-	-	2
<b>TOTAL</b>		<b>68</b>	<b>32</b>	<b>183</b>	<b>3</b>	<b>20</b>	<b>7</b>	<b>10</b>	<b>3</b>	<b>326</b>

**5. BLOCK : SAFIDON**

Cluster	Village Name	NUMBER OF THE SCHOOLS								TOTAL
		GPS	GGPS	GMS	GGMS	GHS	GGHS	GSSS	GGSSS	
Saffidon Mandi	Safidon	2	-	-	-	-	-	-	-	2
	Singhpura	1	-	-	-	-	-	-	-	1
	Rata Khera	1	-	1	-	-	-	-	-	2
	Rampura	1	-	-	-	-	-	-	-	1
	Kharakra	1	-	-	-	-	-	-	-	1
	Karkhana	1	-	1	-	-	-	-	-	2
	Bahadurgarh	1	-	-	-	-	-	-	-	1
	Ghuman Farm	1	-	-	-	-	-	-	-	1
H/B Sfd.City	H/B Sfd.City	2	1	-	-	-	-	1	1	5
	Kheri Khemawati	1	-	-	-	1	-	-	-	2
	Dharmgarh	1	1	1	-	-	-	-	-	3
	Sohanpur	1	-	-	-	1	-	-	-	2
	Todi Kheri	1	-	-	-	-	-	-	-	1
	Dera Richh Pal	1	-	-	-	-	-	-	-	1
	Karsindu	1	-	1	-	-	-	-	-	2
	Tito Kheri	1	-	-	-	-	-	-	-	1
Paju Khurd	Paju Khurd	1	-	1	-	-	-	-	-	2
	Paju Kalan	1	-	-	-	1	-	-	-	2
	Aftabgarh	1	-	-	-	-	-	-	-	1
	Road	1	-	1	-	-	-	-	-	2
	Malikpur	1	-	-	-	1	-	-	-	2
	Dera Sadha Singh	1	-	-	-	-	-	-	-	1
	Dera Malin Wala	1	-	-	-	-	-	-	-	1
	Dera Wadhva Singh	1	-	-	-	-	-	-	-	1
	Muana	1	1	-	-	-	1	1	-	4
Khatla	Khatia	1	-	-	-	-	-	-	-	1
	Nimana Bad	1	1	-	-	1	-	-	-	3
	Didwara	1	1	1	-	-	-	-	-	3
	Dera Chatha Singh	1	-	-	-	-	-	-	-	1
	Bhusalana	-	1	-	-	-	-	1	-	2
	Basini	1	-	-	-	-	-	-	-	1
	Barod	1	-	-	-	-	-	-	-	1
	Anta	1	-	-	-	-	-	-	-	1
Pilu Khera	Pilu Khera Village	1	-	-	-	-	-	-	-	1
	Pilu Khera Mandi	1	1	-	-	-	-	1	-	3
	Bhurain	1	-	-	-	-	-	-	-	1
	Dharoli	1	-	1	-	-	-	-	-	2
Morkhi	Morkhi	1	1	-	-	-	-	1	-	3
	Bhartana	-	1	-	-	1	-	-	-	2
	Malseri Khera	1	-	1	-	-	-	-	-	2
	Bhambeva	1	1	-	-	1	-	-	-	3
	Siwana Mai	1	1	-	1	1	-	-	-	4
Hari Garh	Hari Garh	1	-	-	-	-	-	-	-	1
	Hatt	1	1	-	-	-	1	1	-	4
	Rojala	1	-	1	-	-	-	-	-	2
	Kurar	1	-	-	-	-	-	-	-	1
	Butani	1	1	1	-	-	-	-	-	3

Ashrafabad	Ram Nagur	1	-	1	-	-	-	-	-	2
	Ashrafabad	1	-	-	-	-	-	-	-	1
	Anchara Khurd	1	-	-	-	1	-	-	-	2
	Bagru Kalan	1	-	-	-	1	-	-	-	2
	Bagru Khurd	1	-	-	-	-	-	-	-	1
	Anchera Kalan	1	-	-	-	1	-	-	-	2
Kalwa	Kalwa	1	1	-	-	-	1	1	-	4
	Kalawati	1	-	-	-	-	-	-	-	1
	Kharak Gagar	1	-	1	-	-	-	-	-	2
	Gangoli	1	1	-	1	1	-	-	-	4
	Hadwa	1	-	-	-	-	-	-	-	1
	Bhag Khera	1	-	-	-	1	-	-	-	2
Jaipur	Jaipur	1	-	-	-	-	-	-	-	1
	Singhana	1	1	-	-	1	1	-	-	4
	Chhapar	1	-	1	-	-	-	-	-	2
	Bahadurgarh	1	-	-	-	-	-	-	-	1
	Sheela Kheri	1	-	-	-	1	-	-	-	2
Retoli	Retoli	1	-	-	-	-	-	1	-	2
	Dhatrath	1	1	-	-	1	1	-	-	4
	Rajana Kalan	1	-	-	-	1	-	-	-	2
	Amarawati Khera	1	-	-	-	-	-	-	-	1
	Jamni	1	-	-	-	1	-	-	-	2
Beri Khera	Bheri Khera	1	-	-	-	-	-	-	-	1
	Budha Khera	1	1	-	-	-	1	1	-	4
	Shri Nagar Khera	1	-	-	-	-	-	-	-	1
	Malar	1	-	-	-	1	-	-	-	2
	Hoshiar Pura	1	-	-	-	-	-	-	-	1
<b>TOTAL</b>		<b>74</b>	<b>18</b>	<b>183</b>	<b>2</b>	<b>19</b>	<b>6</b>	<b>9</b>	<b>1</b>	<b>143</b>

## 6. BLOCK : UCHANA

CLUSTER	VILLAGE NAME	NUMBER OF THE SCHOOLS								TOTAL
		GPS	GGPS	GMS	GGMS	GHS	GGHS	GSSS	GGSSS	
Chhatar	Chhatar	1	1	-	-	-	1	1	-	4
	Karsindhu	1	1	-	-	-	-	1	-	3
	Khera Gandawala	1	-	-	-	-	-	-	-	1
	Mandi Kalan	1	-	-	-	1	-	-	-	2
Kheri safe	Tarkha	1	-	-	-	-	-	-	-	1
	Khera Shafa	1	1	-	-	-	-	-	-	2
	Kaharak Bhura	1	1	-	-	1	-	-	-	3
	Palwan	1	-	1	-	-	-	-	-	2
Uchana Kalan-I (GGPS)	Uchana Kalan	-	1	-	-	-	-	1	-	2
	Uchana Mandi	-	1	-	-	-	-	-	1	2
	Kheri Masania	1	1	-	-	1	-	-	-	3
	Khapra	1	-	1	-	-	-	-	-	2
	Sedha Majra	1	-	-	-	-	-	-	-	1
Daroli Khera	Bhagwan Pura	1	-	-	-	-	-	-	-	1
	Jheel	1	1	1	-	-	-	-	-	3
	Mangal Pur	1	1	-	-	1	-	-	-	3
	Daroli Khera	1	-	-	-	-	-	-	-	1
	Surbura	1	-	-	-	1	-	-	-	2
	Tohana Khera	1	1	-	-	1	-	-	-	3
Kabarchha	Kabarchha	1	1	-	1	1	-	-	-	4
	Alipura	1	1	1	-	-	-	-	-	3
	Sudkan Kalan	1	-	1	-	-	-	-	-	2
	Sudkan Khurd	1	-	-	-	1	-	-	-	2
Kakrod	Kakrod	1	1	-	-	1	-	-	-	3
	Durjanpur	1	-	-	-	-	-	1	-	2
	Uchana Khurd	1	1	-	-	1	1	-	-	4
	Nachar Khera	1	-	-	-	-	-	-	-	1
	Udai Pur	-	1	-	-	-	-	-	-	1
Bhonsla	Bhonsla	1	-	1	-	-	-	-	-	2
	Dhan Kheri	1	-	1	-	-	-	-	-	2
	Kalka	1	-	-	-	-	-	-	-	1
	Kasuhan	1	-	-	-	1	-	-	-	2
	Mohan Garh	1	-	-	-	1	-	-	-	2
Baroda	Roj Khera	1	-	-	-	-	-	-	-	1
	Baroda	1	1	-	-	1	-	-	1	4
	Ghogarian	1	1	-	-	1	1	-	-	4
	Khatkar	1	1	-	-	1	1	-	-	4
Uchana Kalan-II (GPS)	Uchana Kalan	1	-	-	-	-	-	-	-	1
	Budayan	1	1	-	1	1	-	-	-	4
	Bhongra	1	1	-	-	1	-	-	-	3
	Makhand	1	1	-	1	1	-	-	-	4
<b>TOTAL</b>		<b>38</b>	<b>21</b>	<b>7</b>	<b>3</b>	<b>18</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>97</b>
<b>G.TOTAL</b>		<b>321</b>	<b>144</b>	<b>392</b>	<b>20</b>	<b>113</b>	<b>24</b>	<b>33</b>	<b>11</b>	<b>889</b>
		465		72		137		44		718

## Annexure - 14

## BLOCK-WISE REQUIREMENT FOR CIVIL WORK

## 1. BLOCK: JIND

No	VILLAGE NAME	School	Rooms	Boundary Wall in Fts	Repairing of Rooms		Drinking Water	Toilets
					Major	Minor		
1	Manohar pur	GPS	0	0	0	0	0	0
2		GGPS	3	600	0	0	1	2
3		GHS	2	0	2	0	0	2
4	Haibatpur	GPS	3	0	2	1	0	0
5		GGPS	3	0	0	0	0	0
6		GMS	2	0	2	1	0	0
7	Nirjan	GPS	2	0	2	1	0	1
8		GGPS	0	0	0	0	0	2
9		GHS	3	0	1	0	0	2
0	Jind	GPS Jind City	0	0	0	3	0	0
1		GGPS Hanuman	2	0	3	0	0	0
2		GGPS Krishana	2	0	1	0	0	1
3		GGPS Jind City	0	0	1	0	0	1
4		GSSS	0	0	2	0	0	0
5		GGSSS	0	0	0	0	0	0
6	Jind	GPS Hakikat Ng	0	0	0	0	0	0
7		GPS Krishana N	3	0	0	3	0	2
8		GPS Jind JN.	2	0	0	0	0	1
9		GPS Harijan Ba	3	600	1	0	0	0
0		GPS Balmiky Ba	3	600	0	0	1	2
1		GGPS D. Colon	3	0	0	0	0	1
2		GPS Police Line	3	0	0	0	0	1
3		GHS	0	0	0	0	0	0
4	GHS	2	0	0	0	0	0	
5	Jind City	GPS Ashram Ba	2	180	2	1	1	2
6		GPS Sant Nagar	2	0	3	0	0	0
7		GPS Loco Shed	0	0	3	3	0	0
8		GPS Bal Ashra	2	0	2	0	0	0
9		GHS	2	0	1	0	0	1
0	Julani	GPS	2	0	0	1	0	1
1		GGPS	3	600	0	0	0	0
2		GHS	2	600	0	2	0	1
3	Barsola	GPS	0	0	0	0	0	1
4		GGPS	0	0	0	0	0	0
5		GGHS	3	0	0	2	0	0
6	Jalalpur Kalan	GPS	2	0	1	2	0	0
7		GHS	2	0	0	2	0	0
8	Iccus	GPS	0	300	2	1	0	0
9		GGPS	1	300	0	1	0	0
0		GSSS	0	0	3	1	1	1
1	Intal Kalan	GPS	2	600	0	1	1	2
2		GHS	0	0	0	0	0	0
3	Intal Khurd	GPS	0	0	0	1	2	1



No	VILLAGE NAME	School	Rooms	Boundary Wall in Fts	Repairing of Rooms		Drinking Water	Toilets
					Major	Minor		
4	Rajpura	GPS	3	600	0	0	0	2
5		GHS	0	0	0	0	0	0
6	Jalalpur Khurd	GPS	2	0	0	2	0	2
7		GMS	2	200	0	2	0	1
8	Dhani Ramgarh	GPS	2	550	2	0	0	2
9	Kheri Ramrai	GPS	0	300	0	1	0	1
10	Ramrai	GPS	2	0	1	1	0	0
11		GPS Harijan Ba	2	360	0	0	1	2
12		GGPS	1	0	0	0	0	0
13		GSSS	2	0	2	1	0	0
14	Gulkani	GPS	3	0	2	0	0	2
15		GMS	2	0	0	0	1	0
16	Ponkhar Kheri	GPS	1	0	2	0	1	0
17		GGPS	2	0	0	0	0	2
18		GMS	2	0	0	0	1	2
19	Sirsa Kheri	GPS	2	0	0	1	0	2
20	Bhaganwala	GPS	0	0	0	0	0	1
21	GHIMANA	GPS	2	0	3	0	1	1
22		GGPS	0	0	2	1	0	2
23		GMS	2	0	0	2	0	1
24	Karamgarh	GPS	0	0	0	1	0	0
25	Bahabalpur	GPS	0	0	0	0	0	1
26	Ramgarh	GPS	0	500	0	2	0	2
27	Bibipur	GPS	0	0	2	0	0	0
28		GGPS	2	700	1	0	0	2
29		GHS	2	0	0	0	0	1
30		GGHS	2	200	0	1	1	2
31	Igrah	GPS	3	0	1	0	0	2
32		GGPS	3	0	2	0	0	0
33		GGMS	2	800	0	1	1	2
34		GHS	2	1500	0	0	1	0
35	Sindhvi Khera	GPS	0	0	0	0	0	2
36		GGPS	2	0	2	0	0	0
37		GGSSS	0	0	0	0	0	0
38	Chabri	GPS	2	0	2	1	1	2
39	Aassan	GPS	3	450	0	1	0	2
40		GMS	2	150	2	2	1	1
41	Kharak Ramji	GPS	3	0	0	0	0	1
42		GGPS	0	500	2	0	1	2
43		GSSS	2	0	0	2	0	2
44	Barah Kalan	GPS	2	0	0	2	1	2
45		GHS	2	0	0	0	1	1
46	Sunder pur	GGPS	2	0	0	0	1	2
47	Ashrafgarh	GGPS	2	0	1	0	0	0
48	Pandur Pindara	GPS	1	250	0	0	1	2
49		GHS	2	0	0	1	0	2
50	Bhartana	GPS	2	0	2	0	1	2

No	VILLAGE NAME	School	Rooms	Boundary Wall in Fts	Repairing of Rooms		Drinking Water	Toilets
					Major	Minor		
91	Radhana	GPS	1	0	2	1	1	2
92		GGPS	0	0	0	2	1	2
93		GHS	0	0	3	0	1	1
94	Barah Khurd	GPS	0	0	2	2	0	0
95		GGPS	0	0	0	0	0	0
96		GGMS	0	0	0	0	0	0
97		GHS	0	0	2	2	1	2
98	Kheri Taloda	GPS	2	365	2	0	1	2
99	Taloda	GPS	1	600	0	4	1	0
00	Lohchab	GPS	2	0	0	3	0	2
01	Siwaha	GPS	3	850	0	0	0	1
02		GGPS	2	0	0	3	1	2
03		GHS	2	0	3	0	1	2
04	Lakhmirwala	GGPS	2	160	2	2	1	2
05		GMS	2	310	1	0	1	0
<b>TOTAL</b>			<b>158</b>	<b>13725</b>	<b>82</b>	<b>71</b>	<b>33</b>	<b>104</b>

2. BLOCK: JULANA

No	VILLAGE NAME	School	Rooms	Boundary Wall in Fts	Repairing of Rooms		Drinking Water	Toilets
					Major	Minor		
1	Shadipur	GPS	0	0	1	3	0	0
2		GGPS	2	0	0	0	0	2
3	Brahamanwas	GPS	0	0	0	2	1	2
4		GGPS	1	0	1	0	0	2
5		GMS	2	0	0	0	0	1
6	Karsola	GPS	2	0	0	2	1	2
7		GGPS	2	0	0	3	1	2
8		GHS	2	840	0	0	0	2
9	Deorar	GPS	3	0	1	0	0	0
10		GGPS	0	550	2	0	0	2
11		GHS	0	0	0	1	0	0
12	Maiwi	GPS	3	0	0	0	0	0
13		GGPS	0	300	0	0	1	0
14		GHS	2	0	1	2	0	2
15	Kamach Khera	GPS	2	600	0	1	1	2
16	Desh Khera	GPS	2	700	0	1	1	2
17	Julana	GPS	3	0	0	0	0	2
18		GGPS	3	0	0	0	0	0
19		GSSS	0	0	3	1	0	1
20		GGSSS	2	450	0	3	0	0
21	Anoopgarh	GPS	0	0	0	3	0	2
22		GMS	2	600	0	0	1	2
23	Kinana	GPS	3	0	2	0	1	1
24		GGPS	2	0	2	0	1	2
25		GHS	2	1200	0	3	1	2
26	Barar Khera	GPS	1	600	0	1	1	2
27		GGPS	0	0	1	0	0	0
28		GGMS	0	0	1	0	0	2
29	Shamio Khurd	GPS	0	700	1	0	1	2
30		GMS	2	1500	0	0	1	2
31	Biroli	GPS	1	0	0	3	1	2
32		GGPS	1	500	0	1	0	0
33		GHS	0	0	0	3	0	1
34	Bishan Pura	GPS	0	0	2	2	0	2
35		GMS	2	0	2	0	0	2
36	Kishan Pura	GPS	3	450	0	2	0	0
37	Govind Pura	GPS	2	0	1	1	0	2
38	Buwana	GPS	2	500	0	2	1	0
39		GGPS	2	800	0	1	1	0
40		GHS	2	0	1	2	0	1
41		GGHS	2	1000	0	3	0	2
42	Sirsa Kheri	GPS	0	0	1	1	0	0
43	Lijwana Kalan	GPS	4	300	1	0	0	2
44		GGPS	3	0	0	0	1	0
45		GHS	0	0	0	0	0	0
46		GGHS	2	0	0	0	0	0

No	VILLAGE NAME	School	Rooms	Boundary Wall in Fts	Repairing of Rooms		Drinking Water	Toilets
					Major	Minor		
47	Lijwana Khurd	GPS	3	0	0	2	0	2
48		GGPS	2	0	0	3	0	0
49	Meharerha	GPS	0	0	0	3	0	0
50		GGPS	2	0	0	2	0	0
51	Fatehgarh	GPS	0	0	0	0	0	0
52		GGPS	1	0	0	0	0	0
53	Nandgarh	GPS	3	250	0	3	1	2
54		GGPS	2	0	0	1	0	0
55		GHS	2	0	0	0	1	2
56	Bheron Khera	GPS	2	0	1	0	0	0
57		GGPS	1	0	1	0	1	0
58	Hathwala	GPS	2	600	0	2	1	2
59		GGPS	2	600	2	0	0	0
60		GHS	2	1000	2	3	1	2
61	B.K.Lather	GPS	2	0	0	2	0	2
62		GGPS	1	0	0	0	1	0
63		GHS	2	0	0	3	1	2
64	Akalgarh	GPS	0	0	0	2	0	2
65	Kila Zafargarh	GPS	3	0	1	0	1	0
66		GGPS	0	0	0	0	0	0
67		GHS	2	1500	0	1	1	2
68	Pauli	GPS	2	0	2	0	1	1
69		GGPS	2	200	1	0	1	0
70		GHS	0	0	2	0	1	0
71	Shamio Kalan	GPS	0	800	3	2	1	0
72		GGPS	2	0	3	0	1	0
73		GGMS	2	0	2	0	0	2
74		GSSS	0	0	2	0	1	1
75	Bura Dahar	GPS	0	0	1	3	1	0
76	Jai Jai Wanti	GPS	2	0	2	0	1	1
77		GMS	1	1000	0	0	1	1
78	Gatauli	GPS	3	600	0	0	0	2
79		GGPS	2	0	3	0	1	1
80		GHS	0	0	1	3	1	2
81		GGHS	3	0	1	0	0	2
82	Gosain Khera	GPS	0	700	2	3	0	2
83	Khema Kheri	GPS	2	0	0	0	1	1
84	Ramkali	GPS	2	0	3	0	0	0
85		GGPS	2	0	0	0	1	0
86		GMS	1	0	0	0	0	1
87	Nidani	GPS	3	0	0	2	0	2
88		GGPS	2	0	2	0	0	0
89		GHS	2	0	1	3	0	2
90	Lalit Khera	GGPS	3	0	1	2	0	2
91		GGHS	2	0	0	0	0	1
92	Ludana	GPS	3	0	0	3	1	2
93		GHS	2	0	0	3	1	2
94	Padana	GPS	0	0	0	0	1	0

No	VILLAGE NAME	School	Rooms	Boundary Wall in Fts	Repairing of Rooms		Drinking Water	Toilets
					Major	Minor		
5	Dhigana	GPS	3	600	0	0	1	2
6		GGPS	0	500	1	3	0	0
7		GGMS	2	0	1	1	1	1
8		GSSS	0	0	3	2	0	0
9	Nidana	GPS	3	1500	0	3	1	2
10		GGPS	2	0	0	1	1	2
11		GGMS	2	0	0	0	1	2
12		GHS	2	800	1	2	0	2
13	Jhamola	GPS	3	300	0	2	0	2
14		GGPS	0	450	3	0	0	0
15	Karela	GPS	3	600	2	1	1	1
16		GGPS	2	600	3	0	1	2
17		GHS	2	0	1	2	1	0
18	Kharainti	GPS	0	300	1	2	1	0
19		GGPS	2	0	0	0	0	1
20		GHS	2	500	1	2	1	0
21	Garhwali Khera	GPS	2	0	0	2	1	1
22		GGPS	0	0	0	0	1	0
23		GSSS	2	1000	2	1	0	1
24	Khera Bhakta	GGPS	1	0	0	0	0	0
25	Rajgarh	GPS	0	0	2	0	1	0
<b>TOTAL</b>			<b>179</b>	<b>26345</b>	<b>84</b>	<b>122</b>	<b>55</b>	<b>120</b>

3. BLOCK :- NAGURAN

No	VILLAGE NAME	School	Rooms	Boundary Wall in Fts	Repairing of Rooms		Drinking Water	Toilets
					Major	Minor		
	Bohatwala	GPS	1	0	2	0	0	2
	Khokheri	GPS	2	0	0	2	1	0
		GHS	1	0	0	0	0	2
	Jeevanpura	GPS	2	0	2	0	0	2
	Mando Kheri	GPS	2	0	1	0	0	1
	Barsana	GPS	1	560	0	3	0	1
	Dalamwala	GPS	3	0	0	0	0	0
		GGPS	2	0	2	2	1	2
		GGMS	3	0	0	0	1	2
		GHS	2	0	0	0	0	1
	Khunga	GGPS	1	0	2	1	0	0
		GHS	0	0	0	0	0	0
	Jhanj Kalan	GPS	3	0	0	0	1	0
		GGPS	0	0	1	0	1	0
		GHS	0	0	2	3	1	0
	Barodi	GPS	2	0	0	1	0	2
		GMS	2	0	1	0	1	1
	Sangatpura	GPS	0	600	0	1	0	0
		GHS	0	600	0	0	1	2
	Dariawala	GPS	0	0	1	1	0	2
		GHS	2	0	1	2	1	2
	Dhanda Kheri	GPS	0	0	0	1	0	1
		GMS	0	0	0	1	1	2
	Jajwan	GPS	1	0	0	0	0	1
		GGPS	0	500	0	0	0	2
		GGMS	2	800	1	0	0	0
		GSSS	2	1500	0	1	0	2
	Kheri Jajwan	GPS	0	0	2	1	0	1
		GMS	0	0	0	2	0	1
	Ahirka	GPS	2	0	0	0	0	0
		GGPS	1	600	0	0	0	2
		GHS	1	500	0	0	0	0
	Amarehari	GPS	2	300	0	0	1	2
		GHS	2	0	0	1	0	0
	Kair Kheri	GPS	1	0	0	0	0	2
	Jeet Garh	GPS	1	0	0	3	1	1
	Roop Garh	GPS	2	0	0	0	0	0
		GGPS	2	0	0	3	1	0
		GHS	2	550	1	0	0	0
	Teg Bahadur	GPS	1	0	1	0	0	1
	Shahpur	GPS	2	0	2	0	0	2
		GGPS	0	0	0	0	0	0
		GGMS	0	0	0	0	0	0
		GHS	2	750	2	0	1	2

No	VILLAGE NAME	School	Rooms	Boundary Wall in Fts	Repairing of Rooms		Drinking Water	Toilets
					Major	Minor		
5	Kandela	GPS	2	600	3	0	1	2
5		GGPS	3	0	0	2	0	2
7		GGMS	0	0	1	2	0	1
3		GHS	0	0	2	2	0	2
3	Shri Raj Khera	GPS	0	0	1	1	0	1
0	Dhillowal	GPS	1	0	0	1	0	1
2		GGPS	2	1050	0	1	0	2
2		GMS	1	0	0	0	1	1
3	Mandi Khurd	GGPS	2	0	0	0	0	2
4	Naguran	GPS	2	0	2	1	0	2
5		GGPS	0	0	1	2	0	1
5		GSSS	0	0	3	2	0	0
7		GGSSS	0	0	0	0	1	2
3	Hasanpur	GPS	1	700	0	2	0	1
9	Raichand wala	GPS	2	0	0	1	0	0
0		GHS	0	0	0	0	0	2
	Badhana	GPS	1	0	0	2	1	0
		GGPS	0	0	0	2	0	2
		GHS	2	0	2	2	0	1
	Dohela	GPS	0	450	3	0	1	2
		GGPS	0	0	0	0	0	2
		GHS	0	0	0	0	0	0
		GGHS	2	900	3	0	1	2
	Kuchrana Kalan	GPS	0	0	0	2	0	0
		GMS	2	0	0	0	0	2
	Kuchrana Khurd	GPS	0	1000	2	1	0	1
	Pegan	GPS	2	700	0	2	0	0
		GGPS	2	1000	1	2	1	1
		GGMS	3	1000	0	2	0	2
		GHS	0	660	3	2	1	2
	Thua	GPS	2	0	0	2	1	0
		GGPS	2	0	0	0	0	2
		GHS	2	500	0	2	1	2
		GGHS	2	450	0	0	0	2
	Sandeel	GPS	2	400	0	3	1	1
		GGPS	2	1000	0	3	0	2
		GHS	2	200	0	4	0	1
	Shamdo	GPS	3	0	0	3	0	2
		GHS	2	0	1	0	0	2
	Chuharpur	GPS	0	800	0	1	0	2
	Kheri Bulanwali	GPS	1	700	1	0	0	0
	Alewa	GPS	0	350	2	1	0	0
		GPS H.Basti	1	600	0	0	0	0
		GGPS	0	0	0	3	0	0
		GGPS	3	0	0	2	0	2
		GHS	2	0	3	0	0	2
		GGSSS	2	0	0	3	0	0

VILLAGE NAME	School	Rooms	Boundary Wall in Fts	Repairing of Rooms		Drinking Water	Toilets
				Major	Minor		
Durana	GPS	2	300	0	2	0	1
	GMS	2	0	0	1	0	2
Katwal	GPS	0	0	0	0	0	0
Bighana	GPS	3	0	0	0	0	0
	GHS	2	300	0	3	0	2
Mohd. Khera	GPS	1	0	1	2	0	0
	GMS	2	0	0	0	1	2
Khanda	GPS	3	0	0	0	0	2
	GHS	0	0	3	0	0	1
Alanjogi Khera	GPS	2	0	0	2	0	2
Bania Khera	GPS	2	0	1	2	1	0
	GMS	2	0	0	0	0	1
Teli Khera	GPS	0	0	1	0	1	2
Gohian	GPS	0	0	0	3	0	1
Kharak Gadian	GPS	0	0	0	0	0	1
<b>TOTAL</b>		<b>134</b>	<b>21281</b>	<b>64</b>	<b>105</b>	<b>28</b>	<b>120</b>



4. BLOCK :- NARWANA

VILLAGE NAME	School	Rooms	Boundary Wall in Fts	Repairing of Rooms		Drinking Water	Toilets
				Major	Minor		
NARWANA	GPS	3	1500	0	0	1	0
	GPS Morpatl	2	600	2	0	0	2
	GPS Dhani	2	0	0	0	1	0
	GGPS H.Basti	3	1000	0	0	1	2
	GGPS	2	300	1	3	0	0
	GSSS	2	0	3	0	0	0
	GGSSS	0	0	0	2	0	2
DABLAIN	GPS	2	0	0	0	0	2
	GGPS	2	0	2	0	0	0
	GHS	0	0	0	3	0	2
HAMIRGARH	GPS	2	500	0	2	1	0
	GHS	0	0	1	0	0	2
ISMILPUR	GPS	3	0	2	0	0	2
	GMS	1	0	0	2	1	2
KHANPUR	GPS	2	600	0	2	0	0
KANHA KHERA	GPS	2	1000	1	0	1	2
KARAM GARH	GPS	2	0	3	0	0	0
	GHS	3	0	0	3	0	0
DHRODHI	GPS	3	600	0	1	0	1
	GGPS	2	0	0	0	0	2
	GHS	0	700	0	0	0	0
	GGHS	2	0	1	2	0	0
LOAN	GPS	0	0	0	0	0	2
	GGPS	1	0	0	2	0	0
	GHS	2	0	0	0	0	2
PHULLIAN KHURD	GGPS	3	0	0	0	1	2
HARNAMPURA	GPS	2	1000	1	2	1	2
KALODA KALAN	GPS	0	700	0	3	1	2
	GGPS	1	0	0	2	1	0
	GHS	0	500	0	1	1	0
KALODA KHURD	GPS	0	0	0	2	0	0
FRAIN KALAN	GPS	0	0	2	2	0	0
	GGPS	2	0	1	1	1	2
	GHS	2	0	0	1	1	2
FRAIN KHURD	GPS	0	0	0	2	1	0
KHARDWAL	GPS	2	300	0	0	1	1
	GGPS	2	300	2	1	0	0
	GHS	0	0	1	3	0	2
DANDHOLI	GPS	1	0	0	2	0	1
KOYAL	GPS	1	0	2	0	0	0
	GMS	2	0	0	1	0	0
BARTA	GPS	3	600	0	2	0	1
	GGPS	0	0	0	0	0	2
	GMS	2	1000	2	0	1	2

VILLAGE NAME	School	Rooms	Boundary Wall in Fts	Repairing of Rooms		Drinking Water	Toilets
				Major	Minor		
UJHANA	GPS	1	1000	0	3	0	2
	GGPS	2	0	1	2	0	0
	GGMS	0	0	0	0	0	0
	GHS	2	1000	3	0	0	0
DHANORI	GPS	3	0	0	2	0	2
	GGPS	0	0	0	0	0	0
	GSSS	2	0	0	2	1	2
	GGSSS	0	200	0	0	0	0
SUNDER PURA	GPS	1	250	3	0	1	2
BADANPURA	GPS	2	0	1	1	1	1
	GGPS	0	400	2	0	1	2
	GHS	2	100	1	2	1	2
BADOWAL	GPS	0	0	2	1	0	1
DHUMERKHA KALAN	GPS	0	0	0	0	0	2
	GGPS	2	0	0	3	1	0
	GHS	0	0	0	1	0	2
	GGHS	2	1000	0	3	1	0
DHUMERKHA KHUR	GGPS	2	600	0	0	1	0
GHASO KALAN	GPS	3	0	1	2	0	0
	GGPS	0	0	0	2	0	2
	GGMS	2	0	0	2	0	2
	GHS	2	0	0	1	0	2
GHASO KHURD	GGPS	0	0	0	0	0	0
HATHO	GPS	2	0	0	0	0	2
	GGPS	2	300	0	0	1	0
	GHS	1	0	0	0	0	2
DHAKLE	GPS	2	1000	2	1	0	1
	GGPS	2	0	1	2	0	2
	GHS	2	250	2	1	0	2
BIDHRANA	GPS	2	500	0	0	1	0
SINSAR	GPS	1	200	2	0	0	0
	GGPS	2	0	0	0	0	0
	GMS	0	0	0	0	1	2
SINGHWAL	GPS	3	600	1	2	1	1
	GHS	1	1500	2	2	0	2
LODHAR	GPS	2	1000	1	2	1	2
	GGPS	1	200	2	0	1	2
	GSSS	0	0	0	0	0	0
GURTHALI	GPS	1	0	2	2	0	0
BHANA BRAHMAN	GPS	2	1000	0	0	1	1
	GGPS	2	0	1	0	0	0
	GSSS	0	0	0	0	0	0
BELARKHA	GPS	2	0	2	0	1	1
	GGPS	3	0	0	0	1	2
	GSSS	2	0	3	0	0	0
	GGHS	0	500	3	0	0	2

Sl. No.	VILLAGE NAME	School	Rooms	Boundary Wall in Fts	Repairing of Rooms		Drinking Water	Toilets
					Major	Minor		
1	AMBARSAR	GPS	2	0	2	1	0	2
2	MOHAL KHERA	GPS	0	800	1	1	0	1
3	SHEOGARH	GPS	1	0	0	1	0	1
4		GMS	1	0	2	0	0	1
5	GURSAR	GPS	1	900	0	2	0	0
6	REWAR	GPS	0	600	0	1	1	2
7		GMS	0	1000	0	0	0	2
8	PIPALTHA	GPS	2	600	0	0	1	1
9		GGPS	0	0	2	0	1	2
10		GGMS	0	0	2	0	1	2
11		GSSS	2	0	1	0	1	1
12	GARHI	GPS	0	0	1	2	0	1
13		GGPS	2	0	0	0	0	0
14	NAPEWALA	GPS	0	0	0	0	1	1
15	DATASINGH WALA	GPS	1	0	0	0	0	0
16		GMS	1	0	0	0	0	0
17	HANS DEHAR	GPS	2	300	2	0	0	1
18		GMS	2	600	1	2	1	2
19	PADHARTH KHERA	GPS	2	600	1	1	0	1
20		GGPS	2	600	0	1	0	0
21	NEHARA	GPS	1	0	2	1	0	0
22	AMARGARH	GPS	0	0	0	0	1	2
23		GGPS	2	300	0	1	1	2
24		GSSS	1	1500	0	2	1	0
25	PHULIAN KALAN	GPS	0	0	0	2	0	1
26		GHS	2	0	2	1	1	2
27	JULHERA	GPS	2	600	2	1	1	1
28		GMS	2	600	1	0	1	2
29	SULHERA	GPS	0	600	2	0	0	1
30		GHS	2	800	2	1	0	2
31	LOHCHAB	GPS	3	0	2	1	0	0
32	DHOBI RAJGARH	GPS	2	250	0	0	1	2
33		GMS	1	350	1	2	1	2
34	NARAINGARH	GPS	0	600	1	0	1	1
35	DHAMTAN SHAIB	GPS	0	600	0	0	1	1
36		GGPS	0	0	0	1	0	2
37		GGHS	0	0	0	0	0	2
38		GSSS	2	0	3	0	0	1
39	RASIDAN	GPS	0	0	2	0	0	0
40		GGPS	0	0	2	0	0	0
41	DHABI TEK SINGH	GPS	3	0	1	0	0	0
42		GGPS	0	0	0	0	0	0
43		GHS	2	800	0	0	1	1
44	KALWAN	GPS	0	200	0	1	1	1
45		GGPS	2	0	2	0	0	2
46		GGHS	2	500	0	0	0	2
47		GSSS	0	0	0	0	0	1

VILLAGE NAME	School	Rooms	Boundary Wall in Fts	Repairing of Rooms		Drinking Water	Toilets
				Major	Minor		
KHAIRAL	GPS	0	0	0	0	0	2
	GHS	0	0	0	1	0	2
DANKODA KALAN	GPS	1	0	2	2	0	0
	GGPS	2	0	0	0	0	2
	GSSS	3	1500	2	1	1	2
	GGSSS	2	500	0	0	0	0
DANKODA KHURD	GPS	2	600	1	2	1	0
SACIHA KHERA	GPS	3	0	2	0	0	0
	GGPS	2	0	2	0	0	0
	GHS	0	0	2	0	0	2
	GGHS	0	0	0	3	0	2
BHIKHEWALA	GPS	2	0	0	0	1	1
	GHS	2	600	0	2	1	2
JAJANWALA	GPS	2	0	0	1	0	1
	GMS	1	0	0	2	0	2
SAINTHLI	GPS	2	0	0	0	0	1
	GHS	1	500	0	3	1	2
<b>TOTAL</b>		<b>204</b>	<b>40752</b>	<b>116</b>	<b>129</b>	<b>57</b>	<b>165</b>

5. BLOCK :- SAFIDON

VILLAGE NAME	School	Rooms	Boundary Wall in Fts	Repairing of Rooms		Drinking Water	Toilets
				Major	Minor		
Safidon Mandi	GPS	3	600	0	0	1	2
	GPS City	0	600	0	2	0	1
Singpura	GPS	1	600	2	0	1	0
Rata Khera	GPS	2	250	0	1	0	2
	GMS	1	200	0	1	1	0
Ram Pura	GPS	2	0	0	1	1	1
Kharkada	GPS	0	250	2	2	0	0
Kharkhana	GPS	2	350	0	0	0	0
	GMS	2	400	2	0	0	2
Bahadurpur	GPS	3	0	2	0	0	1
Ghuman Faram	GPS	0	200	2	0	0	1
H/B Sfd.City	GPS H.Basti	3	100	1	1	0	0
	GGPS R.Basti	2	100	2	1	1	2
	GGPS City	0	0	0	0	0	0
	GSSS	2	0	1	0	0	1
	GGSSS	0	0	0	3	0	2
Kheri Khema Wati	GPS	0	0	0	0	0	0
	GHS	2	0	2	1	0	1
Dharmgarh	GPS	0	600	0	2	0	2
	GGPS	2	0	0	0	0	0
	GMS	2	600	3	0	1	0
Sohanpur	GPS	3	500	0	0	0	1
	GHS	0	0	0	0	0	0
Todi Kheri	GPS	2	150	2	0	0	2
Karsindu	GPS	3	0	2	0	0	0
	GMS	1	0	0	2	0	0
Tito Kheri	GPS	2	300	1	3	0	0
Paju Khurd	GPS	2	0	0	0	0	2
	GMS	3	800	2	1	1	0
Paju Kalan	GPS	2	0	0	0	1	2
	GHS	1	1000	0	0	0	0
Aftabgarh	GPS	2	0	0	0	0	0
Road	GPS	1	0	3	0	0	2
	GMS	2	550	2	0	1	2
Malikpur	GPS	2	0	0	2	0	1
	GHS	1	0	0	0	0	1
Dera Malin Wala	GPS	1	0	0	0	0	1
Dera Wadhva Singh	GPS	1	0	0	0	1	1
Muana	GPS	0	0	3	1	1	1
	GGPS	0	0	0	3	0	1
	GGHS	1	0	0	3	0	1
	GSSS	1	0	4	0	0	1
Khatla	GPS	0	0	0	0	0	0
Nimana Bad	GPS	2	0	0	1	1	1
	GGPS	0	0	0	1	0	2
	GHS	0	0	0	2	0	0

VILLAGE NAME	School	Rooms	Boundary Wall in Fts	Repairing of Rooms		Drinking Water	Toilets
				Major	Minor		
Didwara	GPS	0	0	0	0	0	1
	GGPS	2	0	0	2	1	0
	GMS	2	0	1	0	1	1
Bhusalana	GGPS	2	200	1	0	0	1
	GSSS	2	700	0	2	1	2
Basini	GPS	2	600	2	1	1	0
Barod	GPS	1	0	0	2	1	2
Anta	GPS	2	0	1	1	0	0
Pillu Khera Village	GPS	2	0	5	0	1	2
Pillu Khera Mandi	GPS	2	0	0	0	1	1
	GGPS	2	0	0	0	1	0
	GSSS	2	0	2	1	0	2
Bhurain	GPS	0	0	1	0	0	1
Dharoli	GPS	2	0	2	0	0	1
	GMS	2	0	0	0	0	1
Morkhi	GPS	3	700	0	0	1	2
	GGPS	1	0	0	2	1	2
	GSSS	2	0	2	2	0	0
Bhartana	GGPS	3	0	0	0	1	0
	GHS	1	0	2	0	0	2
Malseri Khera	GPS	0	0	2	0	0	0
	GMS	2	300	0	2	0	0
Bhambeva	GPS	2	0	0	1	0	1
	GGPS	1	0	0	2	1	0
	GHS	0	0	2	2	0	0
Siwana Mal	GPS	2	250	2	1	1	2
	GGPS	2	0	0	0	0	0
	GGMS	3	0	0	0	0	0
	GHS	2	800	2	0	0	1
Hari Garh	GPS	2	500	0	3	1	0
Hatt	GPS	2	0	0	1	1	2
	GGPS	2	0	0	0	1	1
	GGHS	0	800	2	0	0	2
	GSSS	2	0	2	0	0	2
Rojala	GPS	1	400	3	0	1	1
	GMS	2	1000	1	0	1	0
Kurar	GPS	0	600	1	1	0	2
Butani	GPS	2	600	1	2	0	2
	GGPS	2	0	1	1	0	0
	GMS	2	800	1	2	1	0
Ram Nagur	GPS	3	0	0	2	0	0
	GMS	0	0	2	2	0	0
Anchara Kalan	GPS	3	700	0	0	1	1
	GHS	2	700	0	0	0	0
Anchara Khurd	GPS	3	0	2	1	1	2
	GHS	1	400	1	0	0	1
Bagru Kalan	GPS	3	0	2	0	0	2
	GHS	2	600	2	0	0	1

VILLAGE NAME	School	Rooms	Boundary Wall in Fts	Repairing of Rooms		Drinking Water	Toilets
				Major	Minor		
Bagru Khurd	GPS	0	0	2	0	0	0
Ashrafabad	GPS	2	0	1	0	0	2
Kalwa	GPS	0	750	2	2	1	0
	GGPS	0	0	2	2	1	0
	GGHS	0	0	2	0	1	2
	GSSS	2	1500	2	0	0	1
Kalawati	GPS	2	0	2	2	1	2
Kharak Gagar	GPS	2	0	2	0	1	0
	GMS	2	0	0	0	1	0
Gangoli	GPS	2	300	2	0	1	1
	GGPS	1	0	2	1	1	2
	GGMS	2	0	2	0	0	2
	GHS	2	400	3	0	1	0
Hadwa	GPS	0	600	1	1	1	0
Bhag Khera	GPS	1	200	1	1	1	0
	GHS	2	500	2	0	1	1
Jaipur	GPS	2	600	2	0	0	1
Singhana	GPS	2	0	2	0	1	2
	GGPS	2	0	1	1	1	2
	GHS	3	0	2	2	0	1
	GGHS	3	0	1	1	0	0
Chhapar	GPS	0	0	0	1	0	1
	GMS	1	0	0	2	0	2
Bahadurgarh	GPS	1	1000	0	2	1	2
Sheela Kheri	GPS	2	300	2	0	0	0
	GHS	2	600	2	0	0	1
Retoli	GPS	2	500	1	2	0	0
	GSSS	0	0	2	2	0	2
Dhatrath	GPS	0	600	3	1	0	0
	GGPS	2	1	3	1	1	1
	GHS	0	0	0	0	0	1
	GGHS	2	900	2	1	0	2
Rajana Kalan	GPS	2	900	2	0	1	0
	GHS	2	0	1	1	1	2
Amarawati Khera	GPS	0	0	0	1	1	2
Jamni	GPS	1	0	2	1	0	1
	GHS	2	600	2	2	1	2
Bheri Khera	GPS	0	800	0	2	0	1
Budha Khera	GPS	2	0	0	3	0	0
	GGPS	2	600	4	2	0	0
	GHS	2	0	2	1	0	0
	GSSS	2	0	0	2	0	0
Shri Nagar Khera	GPS	0	800	0	1	0	0

VILLAGE NAME	School	Rooms	Boundary Wall in Fts	Repairing of Rooms		Drinking Water	Toilets
				Major	Minor		
Malar	GPS	1	0	0	0	0	2
	GHS	0	600	0	3	0	2
Dera Richh Pal	GPS	1	400	1	0	1	1
Dera Sadha Singh	GPS	1	400	1	0	1	1
Dera Chatha	GPS	1	400	1	0	1	1
Hoshiar Pura	GPS	0	0	0	2	1	1
<b>TOTAL</b>		<b>208</b>	<b>33801</b>	<b>153</b>	<b>116</b>	<b>57</b>	<b>131</b>



6. BLOCK: UCHANA

VILLAGE NAME	School	Rooms	Boundary Wall in Fts	Repairing of Rooms		Drinking Water	Toilets
				Major	Minor		
Chhatar	GPS	1	0	3	2	0	1
	GGPS	2	0	0	0	0	2
	GGHS	2	300	2	1	1	2
	GSSS	1	0	0	0	0	1
Karsindhu	GPS	2	200	0	3	0	2
	GGPS	0	0	0	0	1	0
	GSSS	1	0	0	0	1	2
Khera Gandawal	GPS	0	0	2	0	0	2
Mandi Kalan	GPS	2	600	0	1	1	2
	GHS	3	0	0	1	1	2
Tarkha	GPS	0	0	1	0	0	2
Kheri Safa	GPS	0	600	1	0	0	0
	GGPS	2	600	0	0	1	2
Kharak Bura	GPS	2	0	0	0	1	1
	GGPS	0	200	1	0	0	2
	GHS	3	800	0	0	1	1
Palwan	GPS	0	1000	1	0	1	2
	GMS	1	0	0	1	1	0
Uchana Kalan	GPS	1	150	2	0	1	1
	GGPS	2	100	0	0	1	2
	GSSS	2	750	2	0	0	2
Uchana Mandi	GGPS	3	0	0	0	1	0
	GGSSS	2	0	0	2	0	2
Kheri Masania	GPS	2	0	0	2	0	1
	GGPS	2	600	0	1	0	0
	GHS	2	1000	2	0	0	1
Khapra	GPS	1	0	0	0	1	2
	GMS	2	0	0	0	1	2
Sedha Majra	GPS	3	800	2	1	0	2
Bhagwan Pura	GPS	2	700	2	0	0	0
Jheel	GPS	2	0	0	3	0	0
	GGPS	2	0	0	0	1	2
	GMS	2	0	0	2	1	2
Mangal Pur	GPS	1	700	2	0	1	2
	GGPS	0	0	1	0	0	2
	GHS	3	1000	2	0	1	2
Daroli Khera	GPS	2	800	1	0	0	0
Tohana Khera	GPS	0	600	0	0	1	2
	GGPS	0	800	0	1	0	0
	GHS	0	0	0	0	0	2
Kabarchha	GPS	2	600	0	2	0	1
	GGPS	3	300	2	0	0	2
	GHS	2	1500	2	0	0	1
	GGMS	1	0	0	2	1	1

VILLAGE NAME	School	Rooms	Boundary Wall in Fts	Repairing of Rooms		Drinking Water	Toilets
				Major	Minor		
Alipura	GPS	2	0	0	2	0	0
	GGPS	1	0	0	0	0	0
	GMS	0	0	2	2	1	0
Sudkan Kalan	GPS	0	600	2	0	1	1
	GMS	0	1000	2	0	0	2
Sudkan Khurd	GPS	3	600	2	0	1	2
	GHS	2	0	0	1	0	2
Kakrod	GPS	2	0	0	0	1	1
	GGPS	0	0	0	0	0	2
	GHS	2	800	2	0	0	1
Budayan	GPS	2	0	0	1	1	0
	GGPS	2	0	1	0	1	0
	GGMS	0	0	0	2	1	0
	GHS	0	0	0	0	0	1
Bhongra	GPS	2	300	3	0	1	0
	GGPS	2	0	0	1	1	0
	GHS	0	0	0	0	0	0
Durjanpur	GPS	2	0	1	0	0	2
	GSSS	2	0	2	0	1	0
Makhand	GPS	2	0	1	0	1	1
	GGPS	2	0	0	0	0	0
	GGMS	0	0	0	0	0	0
	GHS	2	0	2	0	0	2
Surbura	GPS	3	250	0	0	0	2
	GHS	2	800	0	1	1	1
Nachar Khera	GPS	2	200	2	1	0	2
Udai Pur	GGPS	2	0	1	1	1	1
Uchana Khurd	GPS	0	0	2	1	1	0
	GGPS	2	600	0	3	1	1
	GGHS	2	800	2	0	1	2
	GHS	2	0	2	0	1	1
Bhonsla	GPS	1	800	1	1	1	0
	GMS	1	0	0	1	1	2
Dhan Kheri	GPS	1	0	1	2	1	0
	GMS	0	0	0	1	1	0
Kalta	GPS	2	0	1	1	0	2
Kasuhan	GPS	2	0	0	0	0	1
	GHS	2	0	0	2	0	2
Mohan Garh	GPS	1	0	0	0	1	2
	GHS	1	800	1	2	0	2
Roj Khera	GPS	1	250	0	0	0	0
Baroda	GPS	0	0	0	0	0	0
	GGPS	0	0	0	0	0	2
	GHS	0	0	1	0	0	2
	GGSSS	2	0	1	0	0	2

VILLAGE NAME	School	Rooms	Boundary Wall in Fts	Repairing of Rooms		Drinking Water	Toilets
				Major	Minor		
Ghogarian	GPS	2	0	2	1	1	1
	GGPS	0	0	0	0	1	2
	GHS	2	0	2	1	0	1
	GGHS	1	0	1	1	1	1
Alike	GGPS	2	0	0	0	0	0
Khatkar	GPS	2	0	0	0	0	1
	GGPS	2	0	0	0	0	2
	GHS	0	0	0	0	0	2
	GGHS	3	700	1	0	0	2
<b>TOTAL</b>		<b>139</b>	<b>23583</b>	<b>72</b>	<b>54</b>	<b>46</b>	<b>116</b>
<b>G.TOTAL</b>		<b>1022</b>	<b>157086</b>	<b>571</b>	<b>597</b>	<b>276</b>	<b>756</b>

Venue G.P.S. Krishna Colony Jind

Date 29-9-01

Time 9:00 A.M.

समूह - प्राथमिक छात्रापीठ / छात्रापीठ

राज 20 प्रा० पा० तथा 20 क० प्रा० पाठशाला  
कृष्णा कालोनी जीवक में छात्रापीठादी से ड.ड.प.वा.  
वातघात हुई। विचार विमर्श के बाद निम्न  
मुद्दे उभर कर सामने आए।

— मौलिक सुविधाओं की कमी।

— छात्रापीठ एक कक्षा के लिए एक शौचघर है।

— प्राईवेट में उबरे का बच्चा ही दाखिल हो जाता  
है।

— कालोनी पटली कक्षा से लगाने करने का  
enrolment पर कुछ प्रभाव पड़ा।

— रावीव बच्चे इस स्कूल में 2km तक के होते हैं।  
स्कूल में समारोह आदि आयोजित करने के लिए  
आर्थिक साधनों की कमी।

— 500/- 200 प्रति छात्रापीठ तथा 2000/- प्रति स्कूल  
जारी रहने चाहिए।

— DPEP से Hand Pump तथा जिससे पानी के पानी  
की कमी दूर हुई।

— बिजली का connection नहीं, क्योंकि bill भरने  
के लिए पैसा नहीं।

— छात्रापीठ को विषय वस्तु पर Academic support  
चाहिए।

— गैर शैक्षणिक कार्यों का दबाव बहुत ज्यादा (विशेषकर Head  
Part Time कर्मचारियों को) (सफाई कर्मचारी, water carrier) पर  
समय पर Pay नहीं मिलती।

Attest  
G.P.S. Krishna  
Nagar

जागत.

G.P.S. Krishna

G.P.S. Krishna  
Kumar  
G.P.S. Krishna  
Ji

Venue : DPC Office Jind

Dated : Sept. 28, 20

Time : 4 PM

समूह

DPC Jind, BRCs

— आज जिला प्राथमिक शिक्षा अधिकारी व जिला परियोजना संयोजक की अध्यक्षता में जिला के सभी BRCs की बैठक हुई। इस बैठक में D.S.A. 1 Team ने मांग लिया तथा D.S.A. बारे उन सभी को बताया। बातचीत के बाद निम्न मुद्दे उभर सामने आए।

— नामांकन (Cont. 1/10/middle school) तथा Infrastructure (Cont. School) बारे D.S.A. का प्रबन्धन कुशल है।

— BRC वरिष्ठ व्यक्ति (Head master of High School या Lecturers) को वरिष्ठ माध्यमिक विद्यालयों में काम करने चाहिए। इस उनकी मदद के लिए Block स्तर पर Block Resource Groups भी बनाए जाएं।

— ऑफिस खाफि बार बार मंगवाए जाते हैं। इनकी कंप्यूटर में Feed करके मंगा जाय। तथा वहीं से प्रती सूचनाएं मंगवाए जाय।

— BRC स्तर पर Computer उपलब्ध होते हैं तो वहाँ तथा जिला स्तर पर Operator को हावर्ड हो यदि सम्भव हो तो कम्प्यूटर प्रोग्रामर को नियुक्ति कर हो।

— किताबें व अन्य Material

समय पर उपलब्ध होना

चाहिए।

2. Khimra H/O B.R.E Jind

3. M. Chohan BRC Naur

4. M. C. BRC Sefede

5. S. Singh BRC

6. Rajesh Kumar BRC

Asst. Secy.

Receiver

On behalf of



गाँव — थुआ (शैक्षिक खंड) नगुरा (जीन्ड)

समा स्थल — श० प्रा०/उच्च/विद्यालय परी

दिनांक — 3-10-01

समय — 9.00 A

पहली बैठक —

थुआ गाँव से श० प्रा० वि० तथा श० कन्या प्राथमिक विद्यालय व श० उच्च विद्यालय तथा श० कन्या उच्च विद्यालय हैं। दोनों उच्च विद्यालयों के परिसर में ही दोनों प्राथमिक विद्यालय हैं। गाँव की आबादी लगभग 700 जीन्ड कैथल मार्ग पर किठाना गाँव से लगभग 5 कि० मी० दूर दक्षिण पश्चिम में स्थित है गाँव के लोगों का मुख्य पेशा कृषि है। गाँव की आबादी जमान में सिंचाई के स्थापन नहीं है यानि बगी पर कृषि आधारीत है। लड़कों के उच्च विद्यालय की भवन गाँव के लोगों ने ही बनाया है। इस विद्यालय में बहुत ही शानदार हॉल है जोकि 30 फुट चौड़ा तथा 60 फुट लम्बा है। स्कूल के आरंभ ही पानी के संग्रहण के लिए एक डिग्गी बनाया इहे है।

पहली बैठक आध्यापकों के साथ हुई। इस बैठक में गाँव के चारों सरकार विद्यालयों के आध्यापकों ने भाग लिया। S.S.A. द्वारा जिन मुद्दों पर विचार हुआ वो निम्न लिखित हैं।

समूह माँ बाप के बच्चों सरकार विद्यालय में

एक आध्यापक ने कहा हमारे माँ बाप तो डानपठ थे, हम तो पढ गे

एक हाथपक ने कहा कि  
 Help Books नदी है प्रासंगिक  
 है। इनको Trained हाथपकों द्वारा  
 लेखा जाता है। पाठ्य पुस्तकों से  
 बच्चों का Expression नहीं बन  
 पाता। इस बच्चे में यह बात भी  
 कही कि Help Book से बच्चा अपने  
 आप भी पढ़ सकता है। पाठ्य पुस्तकों  
 कड़ी बातें होती हैं जिनके बारे  
 में हाथपकों को भी नहीं स्पष्ट  
 पता। बच्चे के हाथ में यह  
 बात निकाली कि इस प्रकार का  
 पुस्तक हाथपक के पास तो है न  
 कि उनसे जो आपनी कठिनाई  
 हर कर सकें। Help Books से  
 बच्चों को पका पकाया मिल जाता  
 । बच्चों का अपना चिंतन विकसित  
 नहीं हो पाता।

प्राथमिक स्तर के हाथपकों ने  
 इसी स्तर के हाथपकों को दोषी ठहराया।  
 (प्राथमिक हाथपकों के उठने के बाद)। माध्यमिक  
 हाथपकों ने प्राथमिक स्तर के हाथपकों  
 में कमी निकाली। ~~प्राथमिक हाथपकों के~~  
 उपस्थित एक प्राथमिक हाथपक ने इस  
 बात का खंडन किया।  
 विद्यालय के हाथपक ने प्रयोगशालाओं  
 में प्रयोगशाला होने पर चिंता  
 प्रकट की।





Ramchander

परी बैठक : — समय — 11:00 AM

इस बैठक में गाँव के कुछ  
गो से D.S.A. वारे बातचीत हुई। लोगों  
इस अभियान का मुल्य वाली से  
वगत कराया गया। गाँव के लोगों  
शिक्षा के विद्यालय के प्रति रुचि  
दृष्टागिता। नौ निहाली को कैसे शिक्षा ?  
दि विषयों पर बातचीत हुई। यहाँ में निम्न  
लि उमर कर सामने हाड़ी।

गाँव के लोगों ने कहा कि जो गाँव का  
कर्मचारी वर्ग था। असह्य वर्ग है उनके बच्चे  
सरकारी स्कूलों में नहीं पढ़ते। काम गाँववासी  
के बच्चे जो सरकारी स्कूल में ही पढ़ते हैं।  
हादयापकी का कर्ता। विषय के अनुसार  
हादयापकी पढ़ी।

हादयापकी को और शैक्षणिक कार्य ज्यादा  
मिलते हैं।

विद्यालय में एक विमान हादयापकी  
है पिछले एक मास से ये हादयापकी  
मलदाता सुचि बना रहे।

और शैक्षणिक कार्य गाँव के बैरीजगार  
युवकों से करवाया जा सकते हैं।

मवन की कर्मा। पहले लोग (Community)

मवन बनाते हैं। लेकिन अब लोगों  
का शैक्षणिक मवन हादयापकी  
स्वती मुनाफे का पंखा नहीं रहता।

स्कूल में पीने के पानी  
नहीं।

प्राइवेट विद्यालयों पर प्रतिबंध है।  
Part time कर्मचारी (सफाई, पानी लाने के लिए)  
होने चाहिए।

Part time सहायक आभूषण/नमक सहायक  
नहीं होने चाहिए।

ITI मिड पुडिया रात समय  
E-mitter  
राजकुमार पंच  
पुडिया

गाँव - नम्बरा: शैक्षिक खंड - नम्बरा  
(जाँव) ।

बेसा स्थल - मन्दिर वाली जमशाला

दिनांक - 3-10-91 पड़ोस - समय - 12:30 P.M

नम्बरा गाँव जाँव से 20 KM दूर  
जाँव कंचल मार्ग पर स्थित है। गाँव  
की स्थापना 1991 की जनगणना  
के अनुसार लगभग दस हजार है।  
(200 के ठाँकड़े उपलब्ध नहीं) गाँव  
में लड़के तथा लड़कियों के लिए

अलग - अलग राजकीय वरिष्ठ माध्यमिक  
तथा ~~संस्कृत~~ विद्यालय है। बालकों  
तथा बालिकाओं के लिए भी अलग  
अलग 8 राजकीय प्राथमिक विद्यालय  
है। कन्या प्राथमिक विद्यालय का  
मकान अलग से गाँव में है तथा  
बालकों का प्राथमिक विद्यालय राजकीय  
वरिष्ठ माध्यमिक विद्यालय के परिसर  
में है। इयट्टे गाँव शैक्षिक खंड का  
मुख्यालय है। यहाँ पर डी. पी. ई. पी.  
का B.R.C मकान तथा Block Resource  
Coordinator है तथा खण्ड शिक्षा  
कार्यकारी का कार्यालय भी है। कन्या  
वरिष्ठ माध्यमिक विद्यालय का मकान  
मुख्य नया बनाया गया है जबकि  
श. वरिष्ठ माध्यमिक विद्यालय का  
व. श. प्रा. वि. का मकान पुराना है।  
श. वरिष्ठ विद्यालय का परिसर कई  
एकड़ कृषि में है। सभी विद्यालय

गाँव के लोगों ने ही बनाया है।  
 कन्या वरिष्ठ ता. वि. में केवल कमरे  
 अन्य स्त्रीतो से भी बनाए हैं।  
 गाँव के लोगों से समझने  
 U.S.A. वारे बातचीत हुई जिसके  
 मुख्य बिन्दु निम्न रहे।

अध्यापकों की कमी। वरिष्ठ माध्यमिक  
 विद्यालयों में कमी तक प्राध्यापक नहीं आया  
 (सभी विषयों के)  
 प्रिवेट विद्यालयों में पढाई अच्छी होती है, परिणाम  
 अच्छे होते हैं।

सरकारी विद्यालयों में अध्यापक पढाते नहीं।  
 जब भी हम देखते हैं उनको खाली या सोया  
 पाते हैं। इस पर एक व्यक्ति ने कहा कि  
 हमारे इंदर भी कमी है। हम यह बातें यहाँ नहीं बोल  
 सकते हैं। स्कूल में हम कितनी राशि लेते हैं अध्यापकों की  
 कमी से ही है।

अध्यापक समय पर नहीं आते।  
 कन्या विद्यालयों में 50 वर्ष से उपर अध्यापक होने  
 चाहिए। — ग्रामीण शिक्षा समिति कागजी है।

प्राथमिक विद्यालयों में पढाई का स्तर नहीं।  
 106 में से 7 बच्चे जब पास होते हैं उस  
 (दस्ता) को पढाई कहाँ?

अध्यापकों की Local posting नहीं होना चाहिए।

P.E.C. के सदस्यों / पंचायत सदस्यों का भी प्रशिक्षण  
 होना चाहिए ताकि उनको शिक्षा की हालत का पता  
 चले तथा विद्यालय में सकारात्मक सहयोग दे सकें।

अध्यापक राजनीतिक ताकत का शौच दिखाते हैं। हमारी  
 सुनते नहीं। विद्यालयों का निरीक्षण प्रभावी हो।

~~विद्यालय के निरीक्षणकर्ता~~  
 - वरिष्ठगारी। गरीबी।

इस क्षेत्र में पिछड़ेपन का कारण है कि शिक्षा प्राप्त  
शिक्षा में पिछड़ना।  
कोलाहाल पर

PTI Chapter Member  
Sulliam...  
न-प्रम...  
Rameshwar Singh

राजेश्वर

राजेश्वर सिंह चक्रवर्ती  
राजेश्वर सिंह  
SK...  
राजेश्वर सिंह

राजेश्वर सिंह

राजेश्वर सिंह

राजेश्वर सिंह

राजेश्वर सिंह

राजेश्वर सिंह

दूसरी बैठक :-

दापट्टर 130 बजे रा. वरिष्ठ माध्यमिक  
विद्यालय नगर में D.S.A. वारे  
आपको के विचार जानने हेतु बैठक  
हुई। इसमें निम्न मुख्य पर  
थी।

शिक्षा द्वारा सर्वांगीण विकास हो।

शिक्षा जीवन की तैयारी के लिए आवश्यक  
ताकि बच्चा ठीकी रात कर अपने धर्म पर  
खड़ा हो सके।

पाठ्यक्रम फिर से बनाने जरूरी।

आपको की प्रतिभागिता है।  
डी.पी.टी. की पुस्तकों पर पुनर्विचार की आवश्यकता

- बस्तों को बीड़ कम किया जाय कैसे? — कीड़ प्रतिक्रिया नहीं।
- ~~सब~~ प्राइवेट विद्यालयों में समूह परी के बच्चे। हमारे पास तो उन परी के बच्चे हैं। जिस जो कि गरीब हैं तथा जो बच्चों की पढाई में रुचि नहीं रखते।
- अधिकारी वर्ग छात्रापकों के कामे नहीं करते।
- एक छात्रापक ने कहा कि S.S.A. का कोई जरूरत नहीं। कमी तो हमारे डांटेर Dedication की मावनाकी है।
- Syllabus में कठि बातें अप्रासंगिक हैं। विशेषकर इतिहास ~~कम~~ साहित्य आदि में।
- छात्रापकों का विषय वस्तु और प्रशिक्षण चाहिए।
- 6th तथा 7th class को English रुचिकर नहीं।
- छात्रापकों की Exposure Point (वर्ष या वर्षों में) [Educational Tours] आदि पर मीजना चाहिए।
- छात्रापकों की Ratio सही हो। विषय अनुसार हो।
- प्राथमिक छात्रापिकाओं ने जी. पी. डी. परी की पाठ्य ~~वस्तु~~ ~~उन्होंने~~ ~~वारे~~ ~~कम~~ आपत्ति की।

- 2. विजय
- 3. ~~वसु~~
- 4. Rajkumar
- 5. ~~अभिजात~~
- 6. Ved Prasad
- 7. सेवामात
- 8. विजय रोवती
- Neeraj
- सित नारा
- 9. ~~कल्याण~~
- पुष्पवती





गाँव गतौली में सर्व शिक्षा अभियान कार्यक्रम के तहत गाँव के लोगों व ग्राम शिक्षा समिति के सदस्यों के द्वारा विचार विमर्श किया गया। इससे गाँव के लोगों का भी संख्या में उपस्थित हुए उन सभी ने निम्न लिखित सुझाव दिए।

1. गाँव के विद्यालयों में अधिकांश अध्यापक समय पर विद्यालय नहीं आते हैं।
2. अध्यापकों को छात्रों के परिवार के लिये उत्तरदायी माना जाये।
3. PSC के सदस्यों को उनकी ड्यूटी व कार्य के बारे में अधिकार दिया जाये।
4. नये शिक्षक न आये। जो गाँव के प्राइवेट विद्यालय में अच्छी पढाई होती है अध्यापक अधिक भेजना करते हैं।
5. सरकारी विद्यालयों में कम ऐसी छात्र संख्या के बारे में मुख्य रूप से अध्यापकों को देखा जाना, साथ में गाँव के कनिष्ठशाला में जाने के बारे में जाना।
6. छोटे बच्चों को विद्यालय में खेलने के सामान विद्यालयों में दिया जाये।
7. गाँव वालों ने बड़े बच्चों को अच्छी पढाई (Computer Education) के बारे में कछा बाकी उनके बच्चों भी कामयाब हो सके।
8. विद्यालय में और नए कक्षाएँ बनाने की मांग की।

सुरक्षित पत्र नमोसिंह पंच वज्र सिंह

शमभर सिंह  
 रामसिंह  
 नमो सिंह  
 कपूर सिंह  
 1/10/01

गंगा राय

नमो सिंह

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 01/10/2001

Handwritten signature

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 EXPARCH

पूपा  
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 Handwritten signature

Sharmbir Singh

Venue - G.H.S. Gatauli

Date 10.10.2001

Time -

H.M,  
Group - 1, Masters & Teachers of  
local Govt. Schools.

Community must co-operate & involve itself  
in the activities of Govt. Schools.

- Rules & Regulations for Govt. & Private Schools must be similar.
- Annual Function & other important days must be celebrated in the school campus.
- Infra structure as rooms, darsi patti, benches must be provided.
- Works other than teaching is asked to do. (Electric survey etc.)
- Inspection process must be effective & academic.
- Politicians & Officers must support the Govt. system.

- |                    |                                |
|--------------------|--------------------------------|
| 1. <del>S.A.</del> | 15. Ishwar                     |
| 2. Kschahal        | 16. Rattan Singh               |
| 3. Seena           | 17. Bantam                     |
| 4. Anuram          | 18. R. Prasad                  |
| 5. Karish          | 19. <del>_____</del>           |
| 6. Nirmala         | 20. Rajendra                   |
| 7. Sushila         | 21. <del>_____</del>           |
| 8. Rajesh          | 22. <del>_____</del>           |
| 9. Kclapuri        | 23. <del>_____</del>           |
| 10. Sumita Sharma  | 24. Khanna / c/o B.R.C. Talim. |
| 11. Anjali         | 25. J. Singh c/o Anuram        |
| 12. Prem Jala      |                                |
| 13. Premo Devi     |                                |

Raj Kumar,

स्थान: श.क.डि.वि.वि. विद्यालय बुझाना (जुझाना)

समय: 9:30 प्रा. 3.10.2021

ग्राम बुझाना में सर्व शिक्षा अभियान कार्यक्रम के तहत ग्राम में ग्राम शिक्षा समिति व पंचायत के सदस्य व काफी संख्या में आये व्यक्तियों के साथ शिक्षा में सुधार करे विचार विमर्श किया गया गांव वाले ने कहा कि विद्यालय में भवन की कमी नहीं है बहुत खरे पने हैं पानी की कमी है। इसे स्वयं हल करायेगे।

सभी शिक्षण ने एक सुर में अध्यापकों द्वारा कम पढ़ाने काट कहा। कक्षा का भूलाकन ठीक नहीं होता बिना कुछ कार्य कक्षाओं में पास कर दिया जाता है इन्हें नसते पंच ने कहा कि उनके लक्षकों पाचवी तक ठीक से लिखना भी नहीं आता। एक छठी में प्राइवेट प्रेदास्त्र करवाया है इस करे उद्योग कक्षा की मोकाप को अपरप कलाये। अध्यापकों को कोई भी अधिकारी देखने नहीं आते है वे कठोर है या नहीं कोई चेक नहीं करता है।

मुख्य अध्यापकों के पद रिक्त है गांव में व्यापक व्यापकों के अभाव उच्च व प्राथमिक विद्यालय है उच्च विद्यालय वेना में मुख्य अध्यापक नहीं है गांव वाले ने कहा गरीबों में एक अध्यापकों की स्कूल में मिले अल्प है जिसमें सभी अध्यापक कक्षा की समस्यय कलाये।

सभी अध्यापक आस पास के गांवों से है वे विद्यालय के कार्य के स्थान पर अपना स्वयं के कार्य अधिक करते है विद्यालय कम आते है गांव मुख्य सड़क से दूर होने के कारण अधिकारी नहीं आते है सभी प्राथमिक शिक्षा सुधार करे चिंतित अपरप है।

*Subodh*  
*Subodh*  
*Chhaya Ram*  
सरपंच  
*कली राम प. हकमचन्द्र*  
*Azad Singh*

*Kartar Singh*  
Subodh  
*Subodh*

Prakash Gupta

~~Ravi~~

Rajwanti

Savita Rani

Amarjeet Kaur Gupta Devi

Sudesh Rani

Rajesh Kumari

~~7/11~~  
~~2/11/01~~

Prakash 4/11/01

Prakash CRC Bangalore

venue: GAPS Sheela Kheri

Date: 4-10-01

Time: 11 AM

Group - Villagers

सरकारी विद्यालय के अध्यापक अपनी जिम्मेवारी नहीं समझते।

अध्यापक कम ध्यान देते हैं।

माँ-बाप को भी सशक्त करने की आवश्यकता है

बच्चे अध्यापक की बात पर अमल ज्यादा करते हैं

इसलिए अध्यापक बच्चों को ज्यादा अच्छी बातें

बतारें व

अभय, शौचालय आदि की सुविधाएं हों।

राज्य आदर्श विद्यालय खंड स्तर पर हो

जिसमें बहुत अच्छा प्रबंध हो

अध्यापक बच्चों को प्राइवेट स्कूल की तरफ पर

ग्राह्य कार्य दे व इसका पूर्यांकन करें व

मासिक परीक्षा भी ली जाए।

5 5 3 5 3

एनए (सुरज सिंह)

व लवत/कई

एनए/एच/ए

कॉपी/

एनए (चतुरा)

Venue - Govt. High School Sheelkheri; Date = 4-10-01

Time - 1-30 PM Group; Master & Teachers

- Parents must co-operate in the process of teaching.
- Pupil teacher ratio should be 30:1.
- Training on How to make the lesson interesting.
- Students must be promoted to the high classes only on basis of annual exams.
- Laboratory should be established.
- Dictionaries of various types should be available.

1. Balwanti

2. Sunita

3. Pooja

4. ~~Pratima~~

5. Ranjani s.s.m.

6. Binla N.

7. Vidya R.

Place - G.H. School Nirjan Date - 5-10-01

Time - 10 AM. Group - H.M., Masters & Teachers.

Community is not serious about education.  
The members of VEC ~~does~~ don't help  
in school activities.

Some amendment is needed in the  
books of DPET.

Evaluation process must be modified,  
Training regarding practical & activities.

Training regarding pronunciation & grammar  
must be given.

Master Trainers must be well  
equiped with the subject matter

Morning Assembly should be carried out for  
some what longer duration & it must be effective.

Laboratory must be established.

Subject specialists must be available at  
the block level.

~~Signature~~

8. Shakuntla Devi

Sakpallan 9. Chhabra

10. Sushil

11. Nurti Devi

12. Kamla Devi

13. Chanchal Kholi

14. Krishna Pruthi

Venue - G.P. School Nuzvid

Date - 5-10-01

Time - 1 P.M.

Group - members VEC

- अध्यापकों को PTA व VEC की Meeting के लिए कई बार आमंत्रण कर चुके हैं परंतु कोई असर नहीं
- शिक्षा प्रक्रिया को असरदार बनाने के लिए PTA व VEC का प्रभावित होना आवश्यक है।
- प्राथमिक अध्यापक बच्चों से कुछ मंगवाते हैं व अन्य अनावश्यक कार्य में समय व्यर्थ करते हैं।
- अध्यापक समय के पाबंदा होने चाहिए।
- प्रशिक्षण व्यवस्था को अधिक कारगर करना होगा।

School Manager

9  
नफ सिंह

Richa

Rambhadr



गाँव - उधाना खुर्द

स्थान - शंकर उच्च विद्यालय

दिनांक - 6/10/21

समय - 9:00 A.M.

पट्टी बैठक

Group - H. Master

High School teachers

Primary School teachers

यह गाँव जिला मुख्यालय - जिला जूँद से 35 km दूर जूँद - नरवाना मार्ग पर स्थित उधाना कला गाँव (कच्चे मंडी) से पश्चिम दिशा में 6 km की दूरी पर है। गाँव की आबादी लगभग 8000 है। गाँव में एक शंकर उच्च विद्यालय, इतथा शंकर उच्च कन्या उच्च विद्यालय हैं। इन दोनों विद्यालयों के परिसर में ही शंकर प्राथमिक पाठशाला व शंकर कन्या प्राथमिक पाठशाला हैं। शंकर कन्या उच्च विद्यालय के साथ ही शंकर व्यवसायिक शिक्षण संस्थान हाल में बनने में है। दोनों उच्च विद्यालयों व प्राथमिक विद्यालयों के भवन गाँव के लोगों द्वारा ही बनाए गए हैं। दोनों विद्यालयों के परिसर काफी खुली जगह में हैं। (शंकर उच्च विद्यालय - 4-5 एकड़ व शंकर उच्च विद्यालय - लगभग 3 एकड़) शंकर प्राथमिक पाठशाला के पास कमरों की कमी है। गाँव में ही प्राथमिक उच्च विद्यालय (अस्थायी मान्यता प्राप्त) भी है। इसके अतिरिक्त कुछ प्राथमिक स्कूल भी हैं। लोगों का मुख्य पेशा कृषि है।

कच्ची गाँव के सभी ~~स्कूलों~~ स्कूलों (सरकारी)

के अध्यापकों के साथ बैठक हुई।

अध्यापकों को U.S.A. के बारे में बताया

जाया तथा उनकी आकांक्षाओं को सुना

जाया। बातचीत में निम्न मुख्य रूप से निम्न

मुख्ये उद्देश्य सामने आये।

- महिला शिक्षक शुरु में बैठक में नहीं आये जब अध्यापकों से इस बारे में पूछा तो उन्होंने मुख्य अध्यापक जी ने कहा कि अध्यापक तो हा गार बाकि तो Madam हैं। व हमने पूछा कि

Madam महिला शिक्षक में कौन नहीं बुलाते तो उसका अध्यापकों

के व मुँ अध्यापक जी ने कहा कि वो हमारे गाँव की

रहने वाली है और यहाँ गाँव के कुछ शिक्षक भी हैं।

अतः महिला शिक्षक उनसे शर्माती हैं। वड़ी कठिनाई

में महिला शिक्षक बैठक में आई। इस स चर्चा से

स्कूलों के अध्यापकों में भी यह देखने में आया

कि वो महिलाओं का राय को अहमियत नहीं देते।

अध्यापकों की कमी है। विषयों के हिसाब से अध्यापक

पूरे हो चाहे इसके लिए Rationalisation हीयोन करनी

पड़े। B.R.C स्तर पर शैक्षणिक सहायता के लिए Block Resource Centre

विद्यालय स्तर पर अध्यापकों के (Leave -

Vacancy) ख खाली पदों को भरने का अधिकार

मुख्य अध्यापक को हो ताकि पद खाली न रहे।

और शैक्षणिक कार्यों की अधिकता। व उन कुछ

अध्यापकों के उदाहरण दिए जिन्होंने पिछले

वर्ष के जो कि पिछले वर्ष केवल 82 दिन ही

शैक्षणिक कार्य कर पाये।

सफाई कर्मचारी व अन्य सेवादाता के पदों पर

अध्यापकों की कमी। नियुक्ति का अधिकार मुख्य अध्यापक

को हो

विजली का बिल भरने के लिए पैसा नहीं होता।

Approved source से सामान खरीदने के लिए बाध्य, बल्कि वहाँ से सामान Market से गहंगा मिलता है. सूचनाएं हरे से ज्यादा मांगी जाती हैं (डाक की शक्ति).

Morning Assembly राधिकर नहीं होती।

शिक्षण अधिकारियों को भी Staff Management का प्रशिक्षण चाहिए। शिक्षण अधिकारियों को Exposure Visit (Educational Tours) पर वर्ष या दो वर्षों एक बार अवश्य भेजना चाहिए (दस या पंद्रह दिन के लिए) विद्यालयों में समझौदा करने के लिए कुछ पैसे का प्रावधान हो कि Day celebration, वार्षिक खेल उत्सव आदि मनारजा सके। शिक्षण अधिकारियों की विषय वस्तु का प्रशिक्षण मिलना चाहिए।

~~Dr. J. B. Lal~~  
~~Dr. H. M. S. S. Uchawa~~

~~Dr. H. M. S. S. Uchawa~~

~~Dr. S. S. Master~~

~~Dr. S. S. Master~~

~~Dr. S. S. Master~~

~~Dr. S. S. Master~~

~~Dr. S. S. Master~~

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~~Dr. S. S. Master~~

~~Dr. S. S. Master~~

~~Dr. S. S. Master~~


~~Dr. S. S. Master~~

~~Dr. S. S. Master~~


- दूसरी बैठक :— गाँव के लोगों के साथ हुई। सम्मेलन में सरपंच व एक VEC का सदस्य भी था।
- वातचीत में निम्न मुद्दे उभरे और उभर कर सामने आये।
- मैरिट के बच्चे तो प्राइवेट स्कूलों में चले जाते हैं (इ विशेष रूप से उन छोटे उम्र के बच्चों के जिनकी आर्थिक स्थिति ठीक नहीं है)
  - श. कन्या उच्च विद्यालय का भवन गाँव के लोगों ने बनाया था इसके लिए सभी कमचारियों ने एक-एक Basic pay Donor की थी।
  - प्राथमिक विद्यालय (कन्या) के लिए भवन चाहिए।
  - अध्यापकों पर प्रशासन का Control चाहिए। प्रशासन सफ़्टवेयर लाने के उपाय के प्राइवेट स्कूल में पब्लिश आती है हमारे दरवाज़ों के सामने बंद है।
  - हम भी विद्यालय में राशि नहीं लेते। P.T.A. VEC की मांग में श. के बंद होते हैं।
  - हम बच्चे प्राइवेट में पढ़ाते हैं, मास्टर सरकारी में लगाना चाहते हैं।

① Sanjay Kumar मुख्य अध्यापक बैठक कमजोर हो गए हैं। वे सशक्त हो जाएँ।  
Hansa Singh


2 Chand Singh

3 Satbir Singh 9  कल्लु राम  
Sarpach

4 Hansa Singh 10 Mohinder Singh

5 Abhey Kumar 11.  नीरा  
शशि कुमार

6 विनोद सिंह

 श्री गगवाना राई  
 निरीक्षण एकदम से रस्मी हो गए हैं।  
 ठीक काम का अध्यापकों की आवश्यकता

— मांग मिलना चाहिए।  
 बाल सभा बाढ़ी रुकिकर हो। प्राइवेट की तरह गतिविधियाँ साराई बाढ़ी होने चाहिए।

गाँव - काबरवा (श्रीशिवपुर - उद्याना)

थान - २० कन्या मा० पाठशाला

समय - १:०० P.M.

ग्रुप के सदस्य - अध्यापक

दिनांक - ६-१०-०१

(महिलाएं) - गाँव के लोग  
- VEC का एक सदस्य

यह गाँव जोरवा - नरवाना मार्ग पर स्थित  
उद्याना मंडी से लगभग १५ km की दूरी पर  
स्थित है (उत्तर पूर्व में) गाँव की आबादी लगभग  
६००० है। गाँव में एक राजकीय उच्च विद्यालय  
है तथा एक राजकीय कन्या माध्यमिक विद्यालय  
है। दोनों ही विद्यालयों में एक-एक  
२० प्रा० पाठशाला हैं (यात्रि लड़के व लड़कियों  
के अलग-अलग प्राथमिक विद्यालय हैं)।  
दोनों ही विद्यालयों में

Maintenance का सर्वथा अभाव है।  
गाँव में दो प्राइवेट मिडिल स्कूल हैं। दोनों  
ही निम्न प्राइवेट स्कूल किराए के भवन  
में हैं। गाँव के लोगों का मुख्य पेशा  
कृषि है। सरकारी स्कूलों में भी  
बच्चों की भीड़ है। उद्याना व नरवाना  
से प्राइवेट स्कूलों की बस में  
बच्चों को लेने जाती है। अध्यापक व  
गाँववासियों से D.S.A. बारे बातचीत की तथा  
उनके साथ तथा शिक्षा पर उनके दृष्टिकोण  
थी हुई। बातचीत में निम्न बिंदु उठकर आए।  
विद्यालय में भवन की कमी। बिजली का  
बिल देने के लिए राशि नहीं।  
सिरी से बच्चों को बैठने के लिए फर्नीचर है।  
५ वर्ष (२००१-२००२) में अध्यापकों को T.L.M. के ५०/२  
या स्कूल सुधार के २००/२ नहीं। DPET से नहीं  
गाँववासियों की शिक्षा का Annual Work Plan  
(२००१-२००२) में डाली ही नहीं। D.S.A. में यह

गांधी जारू रहनी चाहिए।

विद्यालयों में अलमारी बगैरा भी देनी चाहिए।

प्रयोगशाला का सामान उपलब्ध हो।

बच्चों को OPEP ने कमी भी समय पर कितान नहीं मिली। प्रथम क्रम: किताने समय पर उपलब्ध हो।

VEC के सदस्य को स्कूल बारे ज्यादा जानकारी नहीं। VEC की सक्रिय भूमिका नहीं।

हाथ्यापक बढ़िया हो। उनको प्रशिक्षण भी मिले।

बच्चों की Educational Tours पर लैजने का प्रावधान हो। कन्याओं पर विशेष ध्यान दिया जाए।

सफाई कर्मचारी / सेवादात्री का प्रबन्ध हो।

हाथ्यापकों के पद खाली नहीं रहने चाहिए।

बच्चों के लिए खेल-कूद का सामान आवश्यक होना चाहिए। (इसके अतिरिक्त)

प्रशासनिक ~~अव्यवस्था~~ अव्यवस्था का बोलबाला। अधिकारी परफॉर्म करने में पूरी तरह नाकाम।

कैदाल में पढाई / समुदाय चौपट हो चुकी है।  
Kamlesh Kumar राजनवास Peon

कौशल शिरोमणि

हरी केश सरपंच  
हीडिंगार रोड

Jagdishwar

Dr. Suresh Singh

Shur Singh

बंजो देवी A.W.W.  
राजबला A.W.W.

दीपचन्द शर्मा  
ब. 10/1/2011

सन्दीप शर्मा

अनूप सिंह

1.1.1

राजेश्वरी देवी

Bire Kumar

राजेश्वरी देवी CARE माओ देवी

राजेश्वरी देवी  
माओ देवी

स्थान - रा० कन्या मा० वि० उझाना

समय - 5:30 P.M.

दिनांक - 6/10/61

समूह के प्रतिभागी

उपेक्षित व

गाँव के व्यक्ति

यह गाँव नरवाना - परियाला सड़क पर नरवाना से 15 K.M. दूर व जिला मुख्यालय जीन्द से 60 K.M. दूर है। गाँव की आबादी लगभग है। गाँव में एक रा० उच्च विद्यालय तथा एक रा० कन्या माध्यमिक विद्यालय है दोनों ही विद्यालयों के परिसर में ही रा० प्रा० विद्यालय हैं यानि लड़कों तथा लड़कियों के लिए प्राथमिक विद्यालय भी अलग - अलग हैं। गाँव में एक प्राइवेट उच्च विद्यालय भी है जिसका परिसर व भवन काफी बड़ा है। इसके अतिरिक्त ही कई प्राइवेट स्कूल गाँव में हैं। जो कि मा० सभी सरकारी विद्यालयों के भवन गाँव के लोगों ने ही बनाए हैं। राजकीय कन्या माध्यमिक विद्यालय 3/2 एकड़ भूमि में है। इसमें उच्चतरे जो डॉ० पी० ई० पी० द्वारा बनाए गए हैं तथा बाकि का सारा भवन (जो कि किसी प्राइवेट पब्लिक स्कूल की तरह है) गाँव के लोगों ने इत्तफाकत लगभग तीस लाख रुपए लगाकर बनाया है। समुदाय की प्रतिभागिता की यह अच्छी मिसाल है। रा० उ० विद्यालय

शिक्षण में परिवार 3-4 रुकड़ मुक्ति में है।  
गाँव के लोगों को S.S.A. बॉय  
बतलाया गया तथा ~~विद्यार्थी~~ ~~बच्चे~~ ~~उन्होंने~~  
शिक्षण के वर्तमान परिदृश्य पर  
काफी विचार विमर्श हुआ। बातचीत में  
निम्न मुद्दे उभर कर सामने आए।

- अध्यापक बढिया हो व पर्याप्त संख्या में हो।  
शैक्षणिक स्तर शुरू होने से पहले अध्यापक  
फैरे होने चाहिए। प्रकल स्तर पर ही नियुक्त करने के हकियार  
अधिक दूर से जाने वाले अध्यापक Punctual नहीं  
हो पाते। अध्यापक नजदीक के हो। (यह  
बात अध्यापकों ने कही)
- Part time सफाई कर्मचारी / हौसाली / सेवादार आदि  
इसमें हों (होने से पहले ही चाहिए)। पिछले कुछ  
समय से इस विशाल मवन को संभालने के लिए  
गाँव के ही एक विकलांग युवक को ~~नियुक्त~~  
रुक सफाई करने वाले को गाँव के लोगों ने  
ही रखा।
- यदि सहयोग से कार्य किया जाय तो  
गाँव के लोग इन में कार्य के लिए  
सहज तैयार हो जाते हैं।
- बच्चों के लिए इन्ले आदि होने चाहिए।
- अध्यापकों का Educational Tours (Exposure visits) पर  
भेजा जाना चाहिए। इससे (विशेषकर दूसरे राज्यों  
इससे उनका सोचने का नजरिया विस्तृत हो गा।
- प्रस्तकालय शुरू होने चाहिए। पाठक मंच हो।  
प्रस्तक विद्यालय स्तर पर आवश्यकतानुसार  
खरीदनी चाहिए।
- विज्ञान का सामान हो व विज्ञान प्रदर्शनी आदि



समय समय पर लानी चाहिए।  
अध्यापकों के लिए भी खेल प्रतियोगिताएं / वाद  
विवाद / Quiz Contest / ~~debates~~ आदि होने चाहिए।  
विद्यालय में वार्षिक दिवस व वार्षिक खेल कूद  
उत्सव मनाने के लिए प्रावधान हो।  
बच्चों को भी Educational tours पर ले जाने का  
पकव्य हो।

राष्ट्रीय दिवसों पर व अन्य महत्वपूर्ण घटनाओं  
जिसके पर (नैतिक विकास व Value inculcation)  
06/10/2001  
प्रकाश करियां निकलनी चाहिए।  
अध्यापक

Ajay Kumar

7/1/2007

Smaliv

Janaj

Rakesh Saini

Sanday Kumar

Shikha Lakshmi Singh

Deepak Kumar

————— 7 —————



स्थान - DPIU office Jind

दिनांक - 13<sup>10</sup>/<sub>01</sub> समूह - अध्यापक संगठनों के प्रतिनिधि

समय - 10:00 A.M.

राज हि अध्यापकों के संगठनों के प्रतिनिधियों से U.S.A. वारे बातचीत हुई। इस बैठक में हरियाणा ज्ञान विज्ञान समिति के सदस्य भी शामिल हुए। इस बैठक में अध्यापकों के पांच संगठनों के पदाधिकारियों ने भाग लिया। यह बैठक लगभग 5 घंटे तक चली। बैठक में वर्तमान शैक्षिक परिदृश्य पर तथा उसके कारणों/समस्याओं पर चर्चा हुई। प्रतिनिधियों ने अपने-अपने इन समस्याओं के विधानों वारे सुझाव सबे विद्या समितियों के बैठकों में दिए। बैठक में निम्न मुद्दे उभर कर सामने आए।

- 1968 के बाद शिक्षा का पतन हुआ। उस वक़्त की transfer policy (जिसमें अध्यापकों को दूर भेजा गया था) की वजह से अध्यापक - शिक्षा सावक - मात्र तीनों ही एक-दूसरे से बर्ते।
- राजनीतिक हस्तक्षेप
- सांस्कृतिक कार्यक्रमों का कमी।
- Rewards का distribution न्याय संगत नहीं होता।
- कमी विद्यालय पवित्र माना जाता था।
- कोचिंग पर डिपेंडेंसी को स्कूल में

टीपक जलाते थे । गरीब छात्र छात्राएँ  
शुभभाषक व बच्चों को स्कूल से लगी  
नहीं ।

~~स्कूल के बच्चों को बच्चों के बच्चों~~

मौलिक सुविधाओं की कमी ।

गैर शैक्षणिक कार्य की अधिकता  
समाज में गरीबी ज्यादा है ।

मुख्य Head teachers / Head masters को सम्म  
नहीं है । Head की संस्था लगातार  
अप्रामाणिक ।

छात्रापकों की योग्यता की कमी नहीं ।

छात्रापक शैक्षणिक कार्यों की अधिकता  
के कारण तन्मयता से घटा नहीं पाता ।

छात्रापक के प्रशासनिक कार्य समय  
में पर नहीं हो पाते ।

शिक्षा रोजगार से जुड़ी नहीं ।

प्राथमिक स्कूल का वातावरण / शिक्षक  
सृजनशील नहीं है ।

सृजनशीलता की बढ़ाने के लिए  
साधन नहीं ।

बच्चों विद्यालय के जैल समझते  
हैं ।

पहली कक्षा के बच्चों के लिए वातावरण  
बनाने वाला ।

पुरे प्राथमिक शिक्षा अंगानवाड़ी  
आदि का प्राथमिक शिक्षा से ताल मेल  
नहीं ।

लिपिक / सैनादासों के पदों की  
कमी ।

गरीबों के बच्चों शैक्षिक गजबर्दों के कारण पढ नहीं पाते।

अध्यापक हीन भावना से ग्रस्त व शिक्षा से रुचि नहीं ले पाते। बाल साहित्य की कमी।

शैक्षिक व्यवस्था जुड़े अधिकारियों के रुचि शैक्षणिक कार्यों से नहीं होती। उनके सज्जों पर बड़ा डक डारि के कार्य पसर हो प्यसक होती हैं।

Two Tier System (अमीरों के लिए प्राइवेट विद्यालय तथा गरीबों के लिए सरकारी विद्यालय) शिक्षा के पतन में दोषी।

प्राइवेट विद्यालयों में कोई साधन नहीं भवन / अध्यापक, डॉक्टर, फिटर की अध्यापक अधिकारी उनके भव्यता दे देते हैं।

PTA ~~की~~ सक्रिय नहीं है, Head Teacher के पास शक्तियों का अभाव

अध्यापकों के लिए Teachers Guide का अभाव।

अध्यापकों को सेवाकालीन प्रशिक्षणों का अभाव (6th To 8th में)।

अध्यापकों में विषय वस्तु से बारे संदर्भ सामग्री का निलाल अभाव। नकल शिक्षा के गिरते स्तर के लिए दोषी।

शैक्षणिक लीग प्राइवेट विद्यालयों

- ~~सर्वे~~ सरकारी नौकरों को देते हैं।
- सरकारी विद्यालयों में निम्न वर्ग के बच्चे पढ़ते हैं।
- सामाजिक शिक्षा समिति कागजातों को तैयार करती है।
- शहरी बालकों को ~~सर्वे~~ तो जीवन में अनुभव ही नहीं है। ~~उन्हें~~ सामाजिक बच्चों को जीवन के अनुभव तो बड़े बच्चे ही ज्यादा अनुभव देते हैं।

— ~~बच्चों को परिवार की सेवा में~~ ~~बच्चों को~~ ~~परिवार के~~ ~~समर्थन~~

— पाठ्यक्रम जीवन से जुड़ा हुआ नहीं।

— छात्रों के पास ~~छात्र~~ कौशलों का डायन

— शिक्षा की प्रक्रिया में छात्रों के संघर्षों की बातों को सुना नहीं जाता।

— जिले में जिला विज्ञान विशेषज्ञ की कोई कमी नहीं है। हापड़ में खाली पड़ा है।

— छात्रों के welfare से के लेव करने वाली शक्ति (इंटरनेशनल) से छात्रों को पर खर्च नहीं किया जाता।

— शिक्षा में बच्चों के सामने चुनौतियों का अभाव।

— ~~विद्यार्थियों~~

प्रतिनिधियों ने S.S.A. के संदर्भ में निम्न सुझाव दिए।

शिक्षकों को दिए जाने वाले प्रशिक्षणों को के पहले व बाद में उनका ~~सुझाव~~ (शिक्षकों का) सुलयांकन हो व उनका जवाब देना हो ताकि शिक्षक प्रशिक्षण कार्यों को गाम्भीरता से लें।

शिक्षकों को दृष्टिकोण को विस्तृत करने के लिए प्रत्येक दो वर्ष के बाद प्रत्येक शिक्षक को सरकारी खर्च पर Exposure Vents (Educational tours) पर भेजा जाना

शिक्षकों के लिए वाद विवाद, क्वेश्चन आदि प्रतियोगिताएं भी होनी चाहिए शिक्षकों के लिए खेल प्रतियोगिताएं होनी चाहिए।

जिन शिक्षकों को Awards आदि दिए जायें उनकी जिम्मे को Academic कमिटी, जैसी संस्था के सामने प्रस्तुतकरण देना चाहिए ताकि उनकी पाठना न्याय संगत हो सके।

शिक्षकों को 500/2 रुपय का TLM के लिए जाने हैं। इनकी खर्च करने बारे (किस प्रकार का TLM - विषय अनुसार) मार्गदर्शन

दिया जाय।

आपको का पाठ्यक्रम बनाने में सहायता हो।

आपको के लिए Teacher's Guide हैं जिसे वो सटीक सामग्री का काम ले सकें।

प्रयुक्त जात्रा में सटीक सामग्री हो।

प्राथमिक स्तर पर महिलाएं बच्चों से बेहतर सवाद स्थापित कर पाती हैं। उनमें संवेदनशीलता अधिक होती है।

बच्चों को भी सरकारी स्तर पर Educational work पर मेजा जाय। मुख्य शिक्षक के पास अधिकार ज्यादा हो।

मुख्य शिक्षक को विद्यालयों से जुड़े तमाम पहलुओं जैसे, शैक्षणिक प्रशासनिक, मुख्य कर्म, Teacher (Staff) Management, अनुकाय से सम्बन्ध, परिसर की देखभाल, बच्चों से सम्बन्ध आदि बारे में प्रशिक्षण मिलना चाहिए।

पंचायतों | Local Bodies | ग्रामीण शिक्षा समिति के सदस्यों को शिक्षा/स्कूल | आपकापकी | SSA) बारे में प्रशिक्षण

स्कूल में समारोह, महत्वपूर्ण पत्रों आदि बनाने, वार्षिक लेवल उत्सव, वार्षिक दिवस आदि बनाने के लिए कुछ राशि उपलब्ध करवाई जाय।

विद्यालयों में बाल-साहित्य उपलब्ध



है। तथा विद्यालय स्तर पर  
है इसे अध्यापक अपनी ज़रूरत  
अनुसार स्वयं तथा पाठक मंच बनाएंगे।  
अध्यापकों को Innovative activities  
के/शीघ्र मायों आदि की सुविधाएं  
उपलब्ध करवाए जायें।  
डाइट की पत्रिका अध्यापकों  
की प्रवक्ता बने व हर विद्यालय  
में जाय।

BRC स्तर में विषय विशेषज्ञों की  
Team हो (विषय अनुसार दो ~~अवस्था~~  
न्यक्ति अवश्य हो) जो CRC  
स्तर पर चलने वाली Extended  
Teacher training में Resource support  
दे सकें।

PTA सक्रिय हो। Mother Teacher Association  
Learning by doing हो। Practical  
कार्य हो। विज्ञान तो करके देखने  
से सीखा जाता है।

NCC। महिला समितियां। महिला-मंडल  
युवा मंच आदि की जाते विधियां  
को भी DSA में स्थान दिया जाय।  
कठ सामाजिक बच्चों के परिवेश में  
प्रचलित बच्चों को शिक्षण है प्रयोग  
प्रक्रिया में महत्व दिया जाय।

आवासीय स्कूल होने चाहिए। अध्यापकों  
को भी वहीं रहना चाहिए। बच्चों  
का विकास आवासीय स्कूलों में  
उत्पाद होता है।

— प्रतिभाशाली बच्चों को Incentive/  
Reward / Scholarship की राशि अंशकषक  
हो।

~~संकाय~~ ~~विद्युत्~~

— झोंगलवाड़ी / बालवाड़ी आदि को  
प्राथमिक शिक्षा से जोड़ा जाय।  
लिपिक / सेवादात्री / लोजन बनाने वाले  
कर्मचारी आदि के पढ सुजित ह्म  
किय जायें।

— ~~वही~~ S.S.A. ने अध्यापकों की  
नियुक्ति करते वक्त डी-पी-ई-पी  
में कार्य कर चुके Project teachers  
को वरीयता दी जाय।

— S.S.A. की Implementation (क्रियान्वयन)  
के क्रम में पारदर्शिता बनाने के  
लिए अध्यापक संगठनों की जिला  
स्तर पर सक्रिय मागोदारी सुनिश्चित  
की जाय।

— ~~वही~~ बच्चों के लिए प्राथमिक  
स्तर पर कनी रजल के साधन  
मूल / रिवलने आदि उपलब्ध है।

~~दलबी/एम~~


Dalbir Singh Bedhu  
State Press Secretary  
M.R.H.S. - 70.

Head

(H.C. Dhillon)  
Leet.  
Service President  
HSLA

MMO-2891 ~~दलबी~~

अज्ञात विद्युत् (विद्युत्) 2 रिवाला राजसभा अध्यापक संघ ज०  
जिला (All India School Teachers Federation  
of India)

पुगत कम सुष्टी. 

लाइपस - हरियाणा ज्ञान विज्ञान समिति-डीएड

पासा मोसल लड (पु - हरियाणा अध्यापक समिति (हरियाणा))

D.P.T.U. office (DPEP Jind)

स्थान —  
दिनांक — 15/10/01 समय — 1:30 P.M.

Meeting with —

District Education officer, Jind

District Primary Education officer, Jind

जिला शिक्षा अधिकारी जीन्द से

आज D.S.A. की Dist. Core Team के सदस्यों  
की जिला प्राथमिक शिक्षा अधिकारी  
जीन्द की अध्यक्षता में (जो कि D.S.A.  
की District Planning Team के इन्चार्ज हैं)  
सर्व शिक्षा अभियान बारे बैठक हुई।  
इसमें निम्न मुद्दे चर्चा का विषय रहे।

सर्व शिक्षा अभियान की Perspective  
plan बनाने बारे।

Household survey को करवाने के लिए  
अध्यापकों को Duties लगवाने हेतु।

Govt. Primary / Middle Schools से नामांकन स्थिति /  
infrastructure बारे information हेतु।

10:00 A.M. पर

16-10-01 को। DPIU office, DPEP Jind

में Household survey करवाने के लिए तथा  
D.S.A. की Perspective plan बनाने के  
लिए सुझाव देने हेतु शिक्षा विभाग  
के निम्न अधिकारी को एक बैठक

आयोजित की जायेगी।

- (i) जिला शिक्षा अधिकारी, जौहड़
- (ii) जिला प्राथमिक शिक्षा अधिकारी जौहड़
- (iii) प्राचपी, जिला शिक्षा एवं प्रशिक्षण संस्थान बुक्स (जौहड़)
- (iv) सना उपमंडल शिक्षा अधिकारी
- (v) सना ब्लॉक (खंड) शिक्षा अधिकारी।

Pre conditions for effective teaching learning process -

मूलभूत मौलिक सुविधाएं जैसे नवन, शौचालय, पानी का पाना, बिजली व्यवस्था (बिल भरने का भी वित्तीय प्रावधान है), नदियों के किनारे फनीयर आदि।

प्राथमिक स्तर पर या elementary स्तर पर यदि लड़के व लड़कियों के लिए अलग-अलग विद्यालय हैं तो उनका परिसर तथा नवन अलग-अलग होना चाहिए।

बिस्मिल्लाह पट्टी से आठवां तक

Elementary School तथा नौवां से 10+2 तक वरिष्ठ माध्यमिक विद्यालय होने चाहिए।

Supervisory Staff जैसे B.E.O., SDEO, आदि के लिए वाहन का प्रावधान होना चाहिए।

विद्यालयों में पुस्तकालय का व्यवस्था हो तथा यदि संभव हो तो पुस्तकालय अध्ययन का भी प्राधान्य हो।

साध्यमिक विद्यालयों में प्रयोगशालाएं होनी चाहिए।

अध्यापकों को विषय वस्तु और तथा विद्यालयों में Cultural activities बारे प्रशिक्षण चाहिए व इसका मूल्यांकन भी हो।

राज्य स्तर पर भी एक वार्षिक कैलेंडर बनना चाहिए जिसमें शिक्षा का पूरा योजना की जानकारी हो।

परीक्षा का संचालन एवं मूल्यांकन प्रक्रिया में सुधार की आवश्यकता।

प्रभावी निरीक्षण की आवश्यकता (शैक्षिक शैक्षणिक निरीक्षण) पर बल दिया जाय।

Head Teachers / Headmasters / Principals को वित्तीय प्रशिक्षण, Staff Management, समुदाय से संबंध, बच्चों से संबंध और तथा मूल्यांकन प्रक्रिया (परीक्षाओं का संचालन) बारे प्रशिक्षण होना चाहिए।

- 1) श्री सत्यनिवास H.E.S.-I जिला शिक्षा अधिकारी, जफर
- 2) श्री ब्रजेश सिंह सांगवान H.E.S.-I जिला प्राथमिक शिक्षा अधिकारी, जफर
- 3) श्री राजेश्वर सिंह (या) श्री संजय नारायण नारायण शां. अध्यापक, शिवासा
- 4) श्री रोहित वानी Lect. D.I.E.T. ICCS (विश्व) जफर नस्ती सफाई
- 5) श्री बालकृष्ण यादव Lect. D.S.S.S. Bars (Hbar) जफर

- Meeting with:
- (i) D.E.O. Jind
  - (ii) D.P.E.O. Jind
  - (iii) Principal DIET ICC (Jind)
  - (iv) All S.D.E.O.s of the district
  - (v) All E.E.O.s of the district.

स्थान — DPIU office DPEP Jind

दिनांक — 16-10-01

समय — 10:00 A.M.

आज D.S.A. की  
 Distt. Core Team की बैठक जिला प्राथमिक  
 शिक्षा अधिकारी जीवरे की अध्यक्षता  
 में उपरोक्त सभी अधिकारियों के  
 साथ की गई। बैठक में सभी  
 अधिकारियों को D.S.A. बारे बताया  
 गया तथा इस सम्मेलन की

Perspective Plan बनाने बारे सुझाव

लिख गए तथा Household Survey को  
 करवाने बारे योजना बनाई गई।  
 बातचीत में निम्न बिन्दु उभर कर  
 सामने आए।

Household Survey के लिए जिले के  
 सभी राजकीय वरिष्ठ माध्यमिक / उच्च / प्राथमिक  
 माध्यमिक / प्राथमिक विद्यालयों के मुखियाओं  
 की बैठकें दो चरणों में आयोजित  
 की जाएंगी 24/10/2001 के  
 उपरोक्त बैठकें ज  
 तथा 25/10/2001 को  
 में बुलाई जाएंगी।

Household survey बारे विस्तृत सूचना

विस्तृत चर्चा हुई।

मूल रूप से सुविधाएं जैसे कमरे, शौचालय, पीने का पानी, बिजली व्यवस्था (बिल मरने का वित्तीय प्रावधान भी हो), बच्चों के लिए फर्नीचर, झरने, विद्यालय परिसरों का समतल करना, परिसर में पेड़ पौधे आदि हो ताकि विद्यालय परिसर आकर्षक नै व बच्चे स्कूल की तरफ आकर्षित हों, विद्यालयों में चार दिवसी आवश्यक है।

~~एक~~ एक ही परिसर में दो या तीन विद्यालय कार्य कर रहे हैं। जैसे एक प्राथमिक वि, एक कन्या प्राथमिक वि, माध्यमिक या उच्च/वरिष्ठ मा. वि आदि। यदि संभव हो तो इनके परिसर व भवन अलग-अलग हों। यहाँ यह भी सुझाव दिया कि परिसर में स्थानीय प्रशासन उस मुखिया का हो जो वरिष्ठ हो या उसका विद्यालय इसका स्तर सबसे बड़ा हो।

Elementary School पहले से आठवीं तक तथा नौवीं से 10 + 2 तक वरिष्ठ माध्यमिक विद्यालय हों।

गुणानुपात शिक्षा के लिए मात्र एक या एक अनुपात 30:1 का हो। तथा प्राथमिक कक्षा में 20 या 20 से अधिक होने पर कक्षा अनुसार कक्षा अनुपात



दोना चाहिए।

शैक्षणिक निरीक्षण अधिकारी से अधिक हो। खंड शिक्षा अधिकारी के ऊपर पास दो विषय विशेषज्ञों के पद (मास्टर कैंडिडेट) आवश्यक हो ताकि वो शैक्षणिक निरीक्षण व मार्ग दिशा दे सकें।

उपरोक्त स्तर पर विषय विशेषज्ञों के अलग-अलग विषय विशेषज्ञों के पद आवश्यक हो ताकि उच्च प्राथमिक विद्यालयों का शैक्षणिक मार्ग दिशा निरीक्षण कर सकें।

इसी प्रकार का शैक्षणिक कार्य जिला स्तर पर भी हो।

BRC खंड शिक्षा अधिकारी के प्रति उत्तरदायी हो ताकि प्रशासनिक कठिनाई न हो।

Elementary Schools (Middle Schools) खंड शिक्षा अधिकारी के पास होने चाहिए।

विद्यालयों में माइक (Audio System) Music आदि होना चाहिए ताकि प्रा. काल में instruments

सभी / सांस्कृतिक कार्यक्रम प्रभावी  
 तरीके से आयोजित किए जा सकें।

विज्ञान शिक्षण में कृति सुचारु  
 की आवश्यकता। प्रायोगिक कार्यों पर  
 जोर दिया जाए तथा संभव हो तो  
 शाला प्रयोग शाला बनाई जाए।

डी. पी. ई. पी. की पाठ्य पुस्तकों  
 से ~~क~~ ~~विद्यार्थियों~~ ~~पहली~~ ~~कक्षा~~  
 शिक्षा विभाग संतुष्ट नहीं क्योंकि  
 (i) पाठ्यक्रम पूर्व प्रचलित सरकारी पाठ्यक्रम  
 से (पाठ्य पुस्तकों से) निम्न स्तर का  
 है।

(ii) सरकारी शकृत पाठ्यक्रम के  
 स्थान पर शाला - शाला विषयों  
 की पाठ्य पुस्तक हो तथा डाइग्रेस  
 के प्रश्न नकारे जायें।

(iii) हिन्दी के पाठ्यक्रम में  
 कहानी, निबंध, कविता, शकृत  
 आदि सभी का समावेश अनुपातिक  
 दृष्टि से होना चाहिए।

(iv) हिन्दी / इंग्लिश में कठिन शब्दों  
 के अर्थ आवश्यक हैं। (पुस्तक के  
 अंत में)

यह नेटवर्क होगा की डी. पी. ई. पी.  
 का पाठ्य पुस्तकों का पूर्ण तौर से  
 Review किया जाए तथा इन पर

राज्य व्यापी साथक अटल के लिए कार्यशालाएँ लगाई जाएँ। इस इनके शिक्षा विकास के समी-स्तर के शिक्षकों व मुखियाओं को शामिल किया जाय।

Headteachers / Headmaster / Principals  
के प्रशासनिक / वित्तीय कुशलता  
बढ़ाने के लिए प्रशिक्षण की  
आवश्यकता।

सेवाकालीन प्रशिक्षणों को गन्मरिता  
से आयोजित करना चाहिए ताकि  
वे कुप्रबंधन का शिकार न हों।  
प्रशिक्षण समाप्त होते ही अतिम  
दिवस उस बारे प्रत्येक शिक्षक  
का सूत्र्यांकन आवश्यक है।

डी. जे. ई. पी. इस सब का अध्यापकों  
को दो गार्ड डायरियाँ, बच्चों के  
परिचय पत्र, प्रगति रिपोर्ट आदि  
D.S.A. में भी जारी रहे तथा  
बच्चों के प्रकृति के शिक्षकों को  
इन्हें उपयोग करने पर अध्यापकों  
को प्रेरित किया जाय।

अध्यापकों व बच्चों को शैक्षिक  
क्रम पर समय-समय पर मंच  
जाय।

- Block स्तर पर मॉडल स्कूल  
उत्पन्न हो।

- Cluster स्तर पर छात्र के दृष्टि में  
ज्ञान वाले सभी स्तर के विद्यालयों को  
कारिगु गोष्ठी होनी चाहिए इसके Supervision  
का अधिकार वरिष्ठ माध्यमिक / उच्च विद्यालय  
के मुखिया को हो।

मासिक छह मूलयांकन प्रणाली ठंरा से  
होना चाहिए तथा उनका रिकार्ड आवश्यक  
रखा जाना चाहिए।

पंचवीं की परीक्षा स्थानीय उच्च वरिष्ठ माध्यमिक  
विद्यालयों के मुखियाओं की अध्यक्षता में हो तथा  
अंकन कार्य / परीक्षा ड्यूटी ये मुखिया अपने स्टाफ से  
छिन्न किए हो करवायें।

- श्री सत्य निवास <sup>H.E.S.-I</sup> जिला शिक्षा अधिकारी, जिल्द
- श्री राजीव सिंह सांगानर <sup>H.E.S.-I</sup> जिला प्राथमिक शिक्षा अधिकारी, जिल्द
- श्री सुंदर लाल जुनेजा <sup>H.E.S.-I</sup> परायाय, D.I.E.T. ICCWS (Jind)
- श्री तैलुराम <sup>H.E.S.-I</sup> उपमंडल शिक्षा अधिकारी, नरवाना
- श्री शमशेर <sup>H.E.S.-I</sup> उपमंडल शिक्षा अधिकारी जिल्द, सफाई
- श्री कितार सिंह <sup>H.E.S.-I</sup> उपमंडल शिक्षा अधिकारी, जिल्द, नरवाना
- श्री साधु राम <sup>H.E.S.-I</sup> उपमंडल शिक्षा अधिकारी नगूरों, जुलाना
- श्री प्रेम चंदल <sup>H.E.S.-I</sup> उपमंडल शिक्षा अधिकारी सफाई

- Rajdev Singh (राजदेव सिंह) Lect. D.F.E.T. ICCWS Jind
- श्री शीतलदा वसा <sup>H.E.S.-I</sup> Lect. D.F.E.T. ICCWS (Jind)
- श्री बालकिशन यादव Lect. G.S.S.S. Bars (Hind)
- श्री संजय केशरानी प्रा. शिक्षक रवि दास <sup>H.E.S.-I</sup> सफाई

स्थान

C.R.C.'s

स्थान - DPIU office Jind

दिनांक - 30/10/01

समय - 10:00 A.M.

आज USA की District Core team की बैठक जिले के सभी BRCs व C.R.C.s के साथ जिला प्राथमिक शिक्षा अधिकारी की अध्यक्षता में हुई। बैठक में निम्न निर्णय लिए गए।

राजकीय/प्राथमिक/कमि, माध्यमिक स्तर के सभी विद्यालयों से खंड अनुसार नामांकन व Infrastructure की

information शीघ्र लानी है।

Household Survey की पूरा करने के लिए सभी C.R.C.s व BRCs को निर्दिष्ट निर्देशों को ध्यान में रखना चाहिए।

प्रत्येक C.R.C. अपने क्षेत्र के गांवों के संयोजकों से तालमेल करेगा। जहाँ फार्म कम गार है वहाँ फार्म उपलब्ध करवायेगा।

प्रत्येक C.R.C. अपने क्षेत्र के स्कूलों में Intermediate Compilation sheets उबांट कर डालेगा।

प्रत्येक C.R.C. अपने क्षेत्र के गांवों की final Habitation level Consolidated

Report लानेगा तथा District Core

के पास जमा करवायेगा।

BRC Jind

BRC Julana

BRC → ~~...~~

BRC →

- 1.
2. राजकुमार जीस CRE अशोकपुर
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.

1. K. Vinod Kumar
2. Karamjit Kani
3. Kuldeep Singh
4. ~~...~~ C.R.C. ...
5. Jaibir Singh CRE ...
6. ...
7. Ravinder Deepak CRE ...
- 8.
- 9.

BRC Naguan

BRC Uchana

BRC → Rakesh ...

BRC →

- Rajendra Sharma. C.R.C. Bohatwala
- Balbir Singh CRE Alawa
- SK Dhal CRE ...
- Ram Kumar Sharma CRE ...
- Randhir Singh CRE ...
- ...

2. C.R.C. ...
3. Narain Kumar GRC Uchana
4. ...
- 7.
- 8.

BRC Narwana

BRC Sajidon

BRC → Boria Lal Chopra

1. C.R.C. Khata ...

- CRE Mani Kanta. ...
- CRE ...
- CRE Nehra Sunender Singh
- C.R.C. - Hatho - Roshanbal - ...
- C.R.C. Kaloda ...
- CRE Sundeep ...
- CRE ...

2. C.R.C. Hasija ...
3. C.R.C. ...
4. C.R.C. Jaipur Balbir Singh
5. C.R.C. Retali Dalal
6. C.R.C. ...
7. C.R.C. Kalwa ...
8. ...

# Meeting with GETTI Staff.

स्थान — GETTI जून्ड

दिनांक — 5/11/01 समय — 10:00 A.M.

GETTI जून्ड के स्टाफ से S.S.A. वारे बातचीत की गई। संस्थान में मौजूद प्राध्यापकों ने हसन चर्चा में भाग लिया तथा इसमें निम्न मुद्दे उभर कर सामने आए।

GETTI जून्ड का आपना कक्ष बन नहीं है तथा संस्थान ग्रुप PS जून्ड के सवन के ही एक भाग में चल रही है। अतः GETTI का अपना सवन होना चाहिए जिसमें

(i) कक्षा कक्ष = 5

(ii) कार्यालय

(iii) प्रबन्धनालय कक्ष = 1

(iv) कार्यालय कक्ष = 1

(v) स्टाफ कक्ष = 1

(vi) विज्ञान कक्ष = 1

(vii) पुस्तकालय कक्ष = 1

(viii) खेल कक्ष = 1

(ix) कॉमन कक्ष = 1

(x) कंप्यूटर कक्ष = 1

(xi) कला कक्ष = 1

(xii) संगीत कक्ष = 1

(xiii) स्टाफ शौचालय = 2

(xiv) काम सं/कामियों के लिए शौचालय = 2

पार्क की व्यवस्था। 246

कम्प्यूटर, O.H.P (Over head projection), T.V., Dish Antenna, V.C.D, साईकलोसट्रॉल मशीन, जर्नर टूर पुरत कालय के लिए फनीयर डालमारी, मेज व पुस्तके।

फनीयर संगत उपकरण, माईक हादि मन्त्र विज्ञान प्रयोगशाला का सामान विज्ञान प्रयोगशाला का सामान समय समय पर स्टॉक का प्रबिन्धण ताकि शैक्षिक व्यवहार के सुचारु लाया जा सके।

कृत्रिम हादान प्रदान एवं शिक्षण अनुभव प्राप्त करने के लिए वर्ष में दो बार शैक्षिक भ्रमण (प्रवाच्यको एवं लोगों के लिए) की व्यवस्था की जा रही है राष्ट्रीय एवं अन्तर्राष्ट्रीय पर की जाय। शरीर बच्चों को धार व किराई में जानि के हों उनकी किताबें वगैरह मुफ्त मिलनी चाहियें।

GETTA के व्यक्ति में SSA की Planning Team में होने चाहियें। यह का गुणावता बढ़ाने वाले शिक्षकों को incentives देने चाहियें। S.S.A. के गुणात्मक शिक्षा वारे समाज में पैतना वारे लान के लिए प्रयत्न करे को सुदृढ करने के लिए काथीक सहायता



— GETTI के प्रकाशकों लिए भी  
TLM के लिए विशेष अनुदान  
की व्यवस्था है।

1. डॉ. अरुण शर्मा
2. श्री गणेश शर्मा
3. अमर सिंह
4. श्री अरुण शर्मा
5. अमर सिंह शर्मा
6. अमर सिंह
7. अरुण
8. श्री अरुण
9. अरुण

# Meeting with D.C. Jind

55

दिनांक - 5/11/01

राज S.S.A. का Planning team ने जिला के उपायुक्त महोदय से बैठक की तथा S.S.A. का Perspective Plan के कार्य की प्रगति के बारे में बताया।

• उपायुक्त महोदय ने कहा की District की Perspective Plan बनाने से पहले जिले की आवश्यकता जानने के लिये सर्वे किया जाना होगा है जिले, कक्षाओं से बात करे।

• जिले के वर्तमान चले रही परियोजना के अधिकारियों से विचार विनिर्देश करे। इस परियोजना में क्या कार्य रहे है

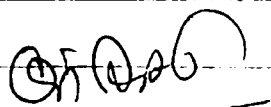
व्याख्या था।

• जिले की प्रमुख आवश्यकताएँ हैं। (NCCB Report) है।

• संयुक्त को इसकी जानकारी से जावे। ताकी वे विद्यालय के साथ सहयोग कर सकें।

• छात्रों की मनोवैज्ञानिक आवश्यकतायें जानकर उनके कार्टे में विचार है।

• जिले का प्रत्येक कक्षा पर इस कार्टे में पूर्ण कार्यवाही बनाया जावे। ताकी सतुष्टिगत दायरता हो सके। सभी कक्षा पर है।



Prasad

Meeting with Chairperson  
Zila Parishad

स्थान - जिला परिषद कार्यालय

दिनांक - 6/11/01.

आज जे S.S.A. का Distt. Planning team  
की बैठक जिला परिषद जॉइन्ट की Chairperson  
से हुई थी हुई। Chairperson महोदया को  
S.S.A. के बारे में बताया गया।  
बातचीत में निम्न मुद्दे उभर कर सामने  
आये।

वैकल्पिक विद्यालय खोलने से  
पहले Dropout व Non-Starters बच्चों  
को हाटल प्रकार से जॉय में लाना।

S.S.A. के Financial Merms बारे  
बातचीत हुई।

स्कूलों में बढ़ती अनुशासनहीनता  
पर चिन्ता प्रकट की।

समुदाय की प्रतिभागिता हो तथा उनकी  
जागरूक बनाया जाय।

हादथापकों को कम्प्लेक्स उदासनता  
दूर की जाय ताकि वे राष्ट्र निर्माता की भूमिका  
निभा सके।

जे हादथा महोदया ने कहा कि मैं  
अपने स्तर पर सभी सदस्यों से  
दूसरे बारे बात करौंगी।

Seen

Sumitranandini  
Chairperson Z.P. Sind. 250

Principals, P.S. Sind.

# Meeting with A DC (Chairman <sup>57</sup> DPEP) Jind

स्थान - ADC कार्यालय जूँद

दिनांक - 6/11/01

S.S.A. की Planning Team ने आज  
ADC अध्यक्ष (जो कि DPEP जूँद के  
Chairman भी हैं) से बैठक करके उन्हें  
S.S.A. की Perspective Plan बारे  
दुई प्रगति के बारे में बताया। बैठक  
में अतिरिक्त महोदय ने संनर्न विद्वानों पर सुझाव दिये।

- जिले में वर्तमान चल रही परियोजना के CR & BRC  
APC व अध्यापकों से लेके करके विचार विमर्श करी  
वर्तमान में क्या आवश्यकता है व DPEP में क्या  
करवला रहे जिसे इस कार्यक्रम में रखा जा सके।
- जिले के विद्यालयों में physical infrastructure के बारे  
में जानकारी करके, वकमरी कार्ट भणों की जांच
- अध्यापकों व सहायकों को स्कूल इमारतों के सद्योग  
कार्य में बताया जायो।
- विद्यालय प्राणन साफ सुफा हो जाँ व छात्रों का अर्थव्यवस्था  
सबको।

(Signature)

Group

Venue - J. DPIU (DPEP) Jind

Group - <sup>APCs,</sup> BRC's & Selected CRC's

Date - Nov. 13, 2001

- Selection of officials in SSA must be fair.
- Role of the BRC's & CRC's must be academic (purely)
- CRC's can impart academic support ~~to~~ 4 or 5 schools only.
- CRC should not be an information collecting agency.
- Resource persons should be available at Block and Distt. level for academic support.
- Drawing & Disbursing powers should be given to the BRC's.

Suzal Singh	B.A. - Dind	
Suldeep Singh	B.A. B.R.C. Jalsama	
Sunder	C.P. - Rajkhesa	
Rajesh Kumar	B.A. No. Jalsama	Rajesh Kumar
Raj Lal	C.R.C. Ghisamang	
Jamethir Singh	C.R.C. Jheng	Kolull
Jaswant Singh	C.R.C. Simdhulkhera	13/11/01 
Veel Borkash	" Beri - Khara	
Balbir Singh	" Jaipal	Balbir Singh
Harikesh Dahi	C.R.C. Ritauli	13/11/01 
Sunder Arj	A.P. D.P. Jalsama	13/11/01 
Ram Chander	C.R.C. Bhonsla	Ramchander 13/11/2001
Sita Ram	C.R.C. Kabuchha	
HOSHIAAR SINGH	G.A.C. Kheri Talod.	Hoshiaar
Sunder Singh	C.R.C. Nehra	Sunder Singh
ANIL KUMAR	C.R.C. Kaloda	

Reemf

Venue: CMO office Jind Dated: Nov 22, 2001

Time - 11:30 AM → With CMO ~~Office~~ Jind

- Briefing of Sarva Shiksha Abhiyan
- Medical help to the children ICDS centres (Anganwari) students, govt. schools & AS. Disabled children.
- Medical check up during Maa-Beti Melas and other community participation programmes.

↓ Due attention must be paid to eye checkup.

- School health programme & DBCH is going on in the Distt.
- One representative must attend the monthly meeting taken by CMO.
- Teachers may be acquainted with the health programme at Block level
- 'Kishori Swasthya Sangh' imparts education on changes (Physical & mental) during adolescence age.
- Lectures regarding moral education, Yoga, physical exercises must be delivered in the schools.
- It would cost nearly ₹.1000 per school per year <sup>(for medicines etc.)</sup> for one school for health check up.

POL charges may be given to the Medical Officers for efficiency & covering all schools in time.

Blood Group Testing exercise must be done in the schools for all of the students.

Team of Doctors from Vishakhapatnam may be called for operations of O.D. children.

Meditation would also help to keep children healthy.

Honorarium, if possible be given to the doctors for health checkup programme.

• Booklets having medical information should be printed for teachers and schools.

• One day training must be imparted to the teachers regarding health programme.

• First Aid box which may cost Rs. 500/- should be distributed to each school.

Shri. Venema

Shri. Venema

27/11/11  
Dr. S.S. Bhali

CMD J(N)



# Meeting with Programme officer ICDS

~~At 11:30~~

26-11-2001


Residence PO Jind.

Time - 9 PM

- + Briefing of SSA
- + Functioning of AW centres.
- + Support given under SSA.

- Anganwari centres must be provided with various charts, books, toys etc. in the form of a kit.
- Weighing machine should be provided to the centres.
- SSA may give additional <sup>financial</sup> support to the health check up programme run by ICDS.
- First Aid box should be supplied to these centres.
- One chair, one table and one black-board should be provided at each AW centre.

- Recd

  
29/11/01  
P.O. ICDS.