

**PERSPECTIVE PLAN OF
SARVA SHIKSHA ABHIYAN
2003-07**



YAMUNA NAGAR

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Core Planning Team

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ACKNOWLEDGEMENT

It is our privilege to express our deep sense of gratitude to Shri Om Parkash Sharma, Principal, Govt. Sr. Secondary School, Bhadson (KRL) whose able supervision and constructive guidance led to the completion of this perspective plan of SSA.

PAWAN SINGH PUNDEER

ASHWINI SHARMA

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C E R T I F I C A T E

Certified that this Perspective Plan of District Yamuna Nagar is solely based on the information, data and figures supplied by the Office of District Education Officer, District Primary Education Officer and other concerned departments of Yamuna Nagar.

PAWAN SINGH PUNDEER

ASHWINI SHARMA

SUMER CHAND

BALBIR SINGH

4
A BRIEF

OVER

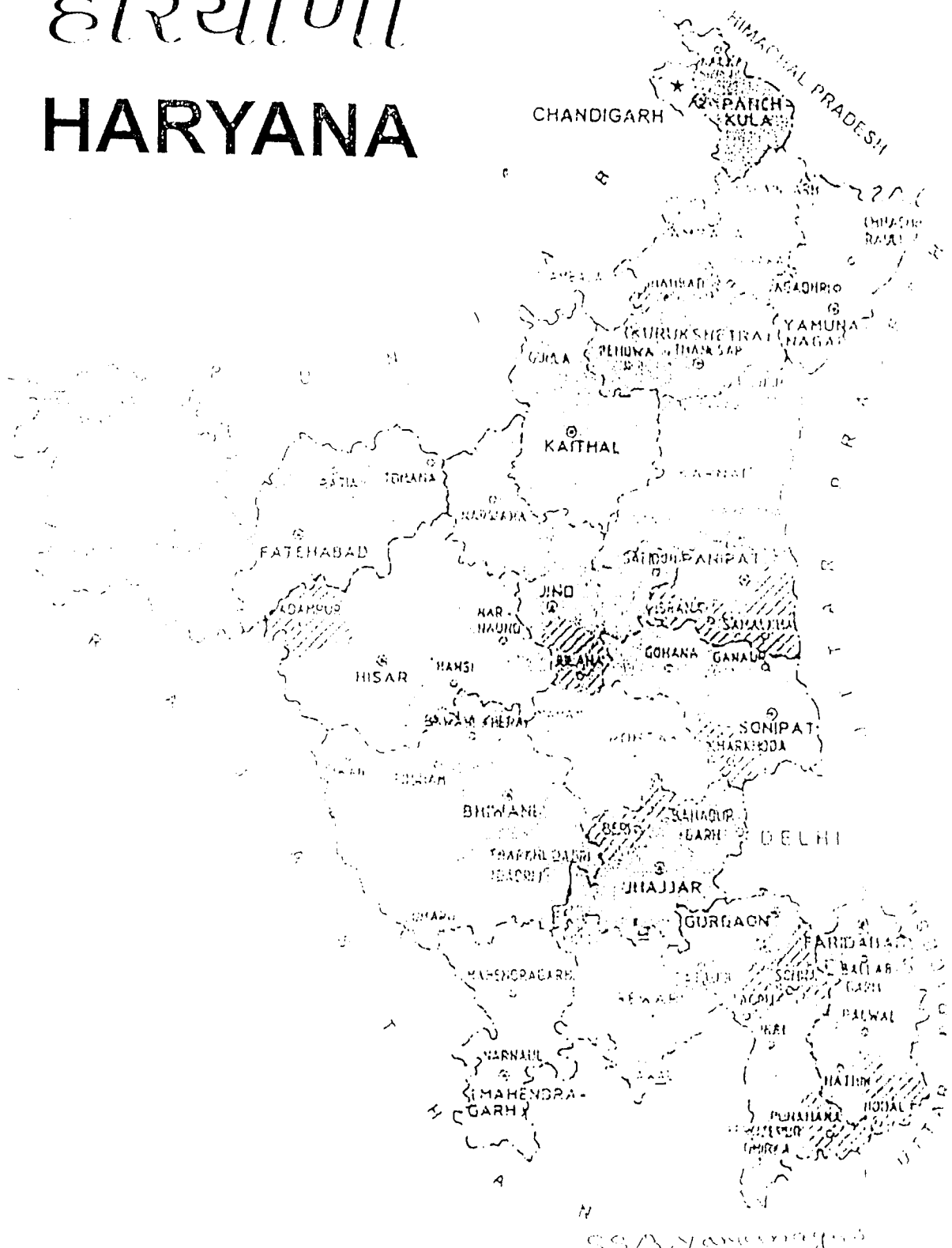
VIEW

OF

HARYANA

हरियाणा

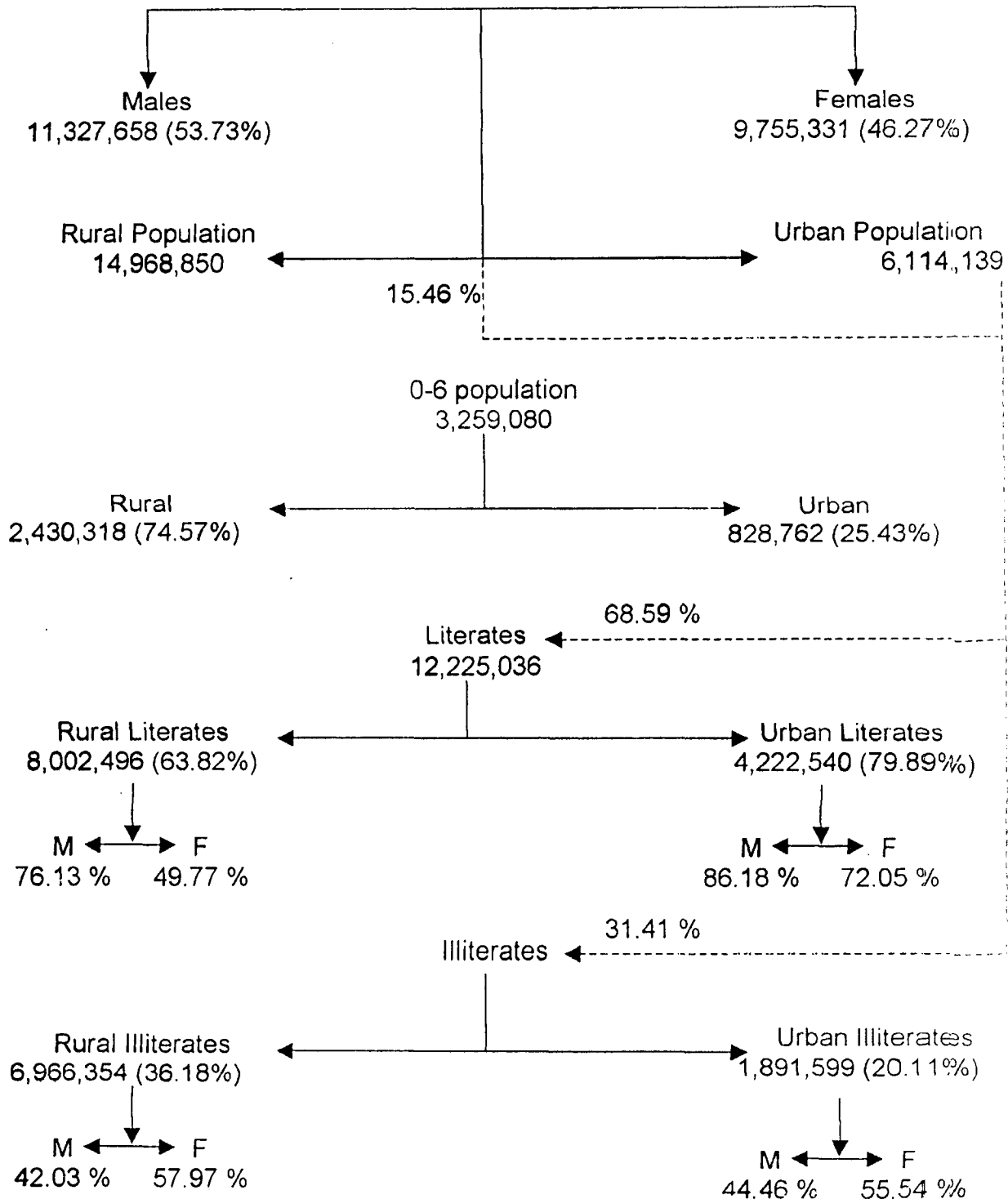
HARYANA



HARYANA AT A GLANCE

TOTAL POPULATION

21,082,989



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**FIGURES AT A GLANCE
(HARYANA)**

Table 1.2

S.N	Census of India 2001	PROVISIONAL 2001	POPULATION 1991 (Final)
1	Number of Districts	19	16
2	Area in Sq. Kms (Provisional)	44,212 Sq. Kms	44,212 Sq. Kms
3	Total Population		
	Persons	21,082,989	16,463,648
	Males	11,327,658	8,827,474
	Females	9,775,331	7,636,174
4.	Decadal Population Growth	91991-2001)	(1981-1991)
	Absolute	4m619,341	3,541,529
	Percentage	28.06%	27.41%
5	Population Density	477 per Sq. Km	327 per Sq. Kms
6.	Sex Ratio	861 females per 1000 males	865 females per 1000 males
7	0-6 Population		
	Persons	3,259,080	3,125,173
	Males	1,790,758	1,663,350
	Females	1,468,322	1,461,823
	Percentage of 0-6 Population To Total Population	15.46%	18.98%
	Sex Ratio (0-6)	820	879
8	Literates		
	Persons	11,225,036	7,449,012
	Males	7,558,443	4,950,113
	Females	4,666,593	2,498,899
	Sex Ratio (literates_	617	505
	Literacy Rate		
	Total	68.59%	55.85%
	Males	79.25%	69.10%
	Females	56.13%	40.47%

LITERACY

Comparative view.

A Comparative View OUR NEIGHBOURS AND INDIA							
Name	Total Population	Density	D.Growth	Sex Ratio	Literacy (%)		
					P	M	F
India	1,027,015,247	324	21.83	933	65.38	75.85	54.16
Delhi	13,782,976	9294	46.31	821	81.82	87.37	75.00
H.P.	6,077,248	109	17.53	970	77.13	86.02	68.08
Punjab	24,289,296	482	19.76	874	69.95	75.63	63.5
Chandigarh	900,914	7903	40.33	773	81.76	85.65	76.65
Rajasthan	56,473,122	165	28.33	922	61.03	76.46	44.34
Haryana	21,082,989	477	28.06	861	68.59	79.25	56.13

The table reveals that Haryana is comparatively lower in literacy rate than all most all its neighbour states excluding Rajasthan. It reflects almost in all the three categories i.e. total persons, male & females. So far as the decadal growth rate is concerned it is a bit satisfying. But the density is higher than Rajasthan, Punjab and Himachal Pardesh. The sex ratio and gender imbalance is quite horrifying. This requires certain specific provisions in Perspective Plan of SSA. The detail of these provisions is given in the relevant section.

ADMINISTRATIVE STRUCTURE

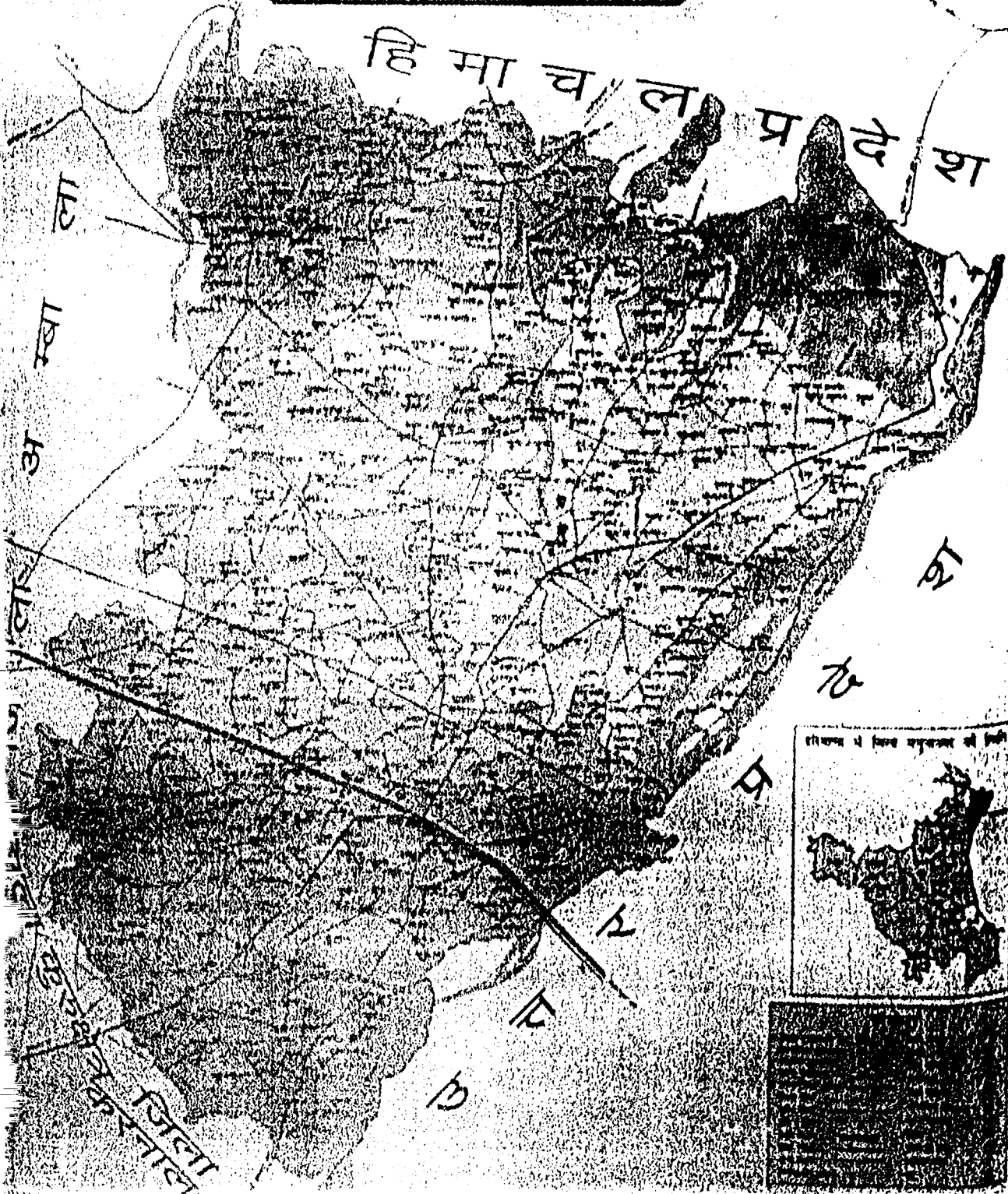
9

DIVISION	04
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TEHSIL	67
SUB TEHSIL	45
C.D. BLOCKS	116
VILLAGES	6759

DISTRICT YAMUNANAGAR

- General Scenario
- Population
- Literacy rate
- Sex Ratio
- Educational Schemes
- Incentive Schemes
- I. C. D. S.

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SSA Yamuna Nagar

YAMUNA NAGAR

GENERAL SCENARIO

The newly created district of Yamuna Nagar spreading over an area of about 1756 Sq. Kms. derives its name from its Headquarter town Yamuna Nagar. It is located on the bank of Western Yamuna Canal. Previously it was known as Abdulapur. After 1947 a camp to accommodate refugees was established. Now, Yamuna Nagar has been developed into a well known industrial town of Haryana. The antiquity of the region is well established on the basis of discovery of numerous pre-historic, proto-historic and historical sites. On the basis of excavations and findings a chronological sequence of the earliest culture of the district we can prepare an outline of the chronological sequence of the earliest culture of the district. Some of its towns and villages such as Sadhaura, Sug, Jagadhri and Kapal Mochan find mention in the ancient literature.

Yamuna Nagar district was created vide Haryana Govt. notification No. S..0.149 P/A 17/1887/S.5/89 dated 16th October 1989. The said notification varies the limits of the area of Ambala and Kurukshetra district so as to form a new district to be called Yamuna Nagar. Comprising Jagadhri as Sub division and Sadhaura Sub Tehsil of Naraingrah Sub

Division of Ambala. District and Radaur Sub Tehsil of Kurukshetra district with effect from 1st November 1989.

LOCATION

Yamuna Nagar district is bounded by the State of Himachal Pradesh in north, by the State of Uttar Pradesh in the east and south-east, by the districts of Karnal and Kurukshetra in the south west and by Ambala district in the west.

CLIMATE

The district has sub-tropical continental monsoon climate where we find seasonal rhythm, hot summers, cool winter, unreliable rainfall and great variation in temperature. In winters, frost sometimes occurs during December and January. The district also gets occasional winter rains from cyclones. The rainfall is mostly, restricted to rainy season. The district has Shiwalik hills and foot-hill rolling plain in the north and north-east, and flood plain along the Yamuna river in the east and south-east. The important rivers/streams of the district are Yamuna, Saraswati, Chautang, Rakshi, Somb, Boli, etc.

TOPOGRAPHY

Yamuna river after rising from the snow-clad peaks of the middle Himalayas at Yamnotri, enters the district from its north-eastern corner through a narrow corridor in the Shiwaliks. It is a perennial river. Boli nadi joins the Somb nadi near Dadupur and then the combined Somb and Boli nade join the Yamuna river at Mehar Majra. The Rakshi stream takes its birth in the rolling foot-hill plain while the Chautang and Saraswati rivers originate in the lower hills. Generally, the slope of the district is from north-east to south-west, in which direction most of rivers/nadis/rainfed torrents flow down.

SOIL

The soils in the district are mainly silty loam (Khadar), loam (Shangar and Nardak), piedmont (Ghar and Kandi), silty clay (Naili and Chhachhra-Dakar), and light loam (Seoti). The soils as classified by the National Bureau of Soil Survey and Land Use Planning (ICAR), Nagpur, the district has mainly Udalfs, Aquents-Fluvents and Ochrepts-Orthents types of soils.

UNDERGROUND WATER AND FORESTRY

The underground water in the district is generally fresh and suitable for domestic and irrigation purposes. The district has a favourable climate for the growth of rich vegetation due to reasonably good rainfall and

irrigation Shisham (*Dalbergia sissoo*), Kikar (*Acacia nilotica*), Aam (*Mangifera indica*), Jamun (*Syzygium cumini*), Pipal (*Ficus religiosa*), Bodh (*Ficus menegalis*), Neam (*Azadirachta indica*), etc. are the important tree species grown in the area. Safeda (*Eucalyptus hybrid*) has been introduced since 1963 in forest areas as well as on private land and also along the road routes. The natural vegetation is mainly of forest growth and its degradation stages. Tropical Dry Deciduous Forests and Sub Tropical Forests are found here.

ECONOMY

The present district of Yamuna Nagar has a mixed type of economy. Out of a total population of 821,880 about 27.57 % of its population has been enumerated as main workers in the district as against 28.66% for the State as a whole at the time of 1991 Census. In the district, 49.50% of its main workers are engaged in agricultural activities which include cultivators and agricultural labourers as compared to 57.77% for the State as a whole, which explains subsistence type of agricultural activities as well as diversification of economic activities in the district. The proportion of main workers engaged in household industry is 2.40 in the district against 1.53 for Haryana. The percentage of main workers in manufacturing, processing, servicing and repair (other than household industry) is 13.39 in Yamuna Nagar district as against 9.03 for the State. The proportion of

main workers in construction, trade and commerce, transport, storage and communications (18.13%) is relatively high in the district than the State figure. Other services claim 15.67% of the total main workers in the district as compared to 16.10% for the State.

Special behaviour of the working force indicates that the economy of the district is relatively more progressive than that of the State as a whole.

The present district of Yamunanagar remained industrially backward till the beginning of the 20th Century. Its manufactures were few and unimportant like brass-ware manufacturing at Jagadhri though the region had flourishing industry in the early centuries as indicated by the excavations at Sugh. Some important industries like Punjab Pulp and Paper Mills was established in 1929. Saraswati Sugar Mills in 1933 and Bharat Starch and Chemicals in 1953 all at Yamuna Nagar and its periphery. After the partition of the country, the district has made a good progress in the field of industrial development. Industries department and Haryana State Industrial Development Corporation have helped a lot by establishing industrial colonies, financial assistance to entrepreneurs, supply of machinery and raw material on concessional rates and various other incentives to industrialists. The district has a prominent place on industrial map of Haryana. Important industrial centers of the district are

Saraswati Sugar Mills, Yamuna Nagar (Sugar manufacturing), Ballarpur Industries Ltd. Yamuna Nagar (Paper), Bharat Starch and Chemicals Ltd, Yamuna Nagar (Starch and allied products), Indian Sugar and General Engineering Corporation, Yamuna Nagar (Heavy Engineering), Haryana Distillery, Yamuna Nagar (liquor), Jamna Auto Industries, Yamuna Nagar, Kay Iron Works Pvt. Ltd. Yamuna Nagar, Northern Railway Carriage & Wagon Workshop is established in 1952 in Jagadhri Workshop which is the biggest workshop in Northern Railway. The provisional data available in the Statistical Abstract of Haryana (1990-91) for the year 1990 explain that there were 4843 registered working factories in Haryana. Out of which 643 were in Yamuna Nagar district employing 18,786 workers, Yamunanagar ranks second after Faridabad district in having registered working factories and number of workers employed in working factories.

Agriculture retained its foremost place in the economy of the district by engaging 49.50% of main workers in cultivation and agricultural labour. The government is making all efforts to enhance agricultural production by distributing improved seeds, fertilizers and pesticides, increasing irrigation facilities and promoting latest techniques of multiple cropping of practices and mechanized farming. It also keenly promotes animal husbandry, fisheries and forestry which play a subsidiary but an important role in the

agricultural economy. Irrigation in the district mostly depends on tube wells. Canal irrigation is only in Chhachhrauli tehsil.

The crops grown in the district can be divided into two main categories namely Kharif and rabi, locally known as sawani and sadhi. The former is summer season harvest and the latter is the winter season harvest. Any crop which does not strictly fall within these two harvests is known as Zaid crop and its harvest is termed as Zaid Kharif or Zaid Rabi according to the harvest with which it is assessed. For example Toria (an oil seed) is cultivated as Zaid Kharif and vegetables, melon, green fodder as Zaid Rabi. The major Kharif crops are sugarcane, paddy and maize while the minor crops are cotton, chillies, groundnut, bajra, pulses and vegetables etc. The major rabi crops are wheat, gram, messar and oil seeds while minor ones are onion and other winter vegetables etc.

IRRIGATION

Irrigated area under feed crops and non-feed crops including oilseeds was 139 thousand hectares and 10 thousand hectares respectively during the year 1989-90. Out of total of 247 square kilometers of reserved forests in the State during 1990-91, 68 square kilometers of reserved forests are found in Yamunanagar district ranking next to Ambala district in the State

VOLUNTARY ORGANISATIONS

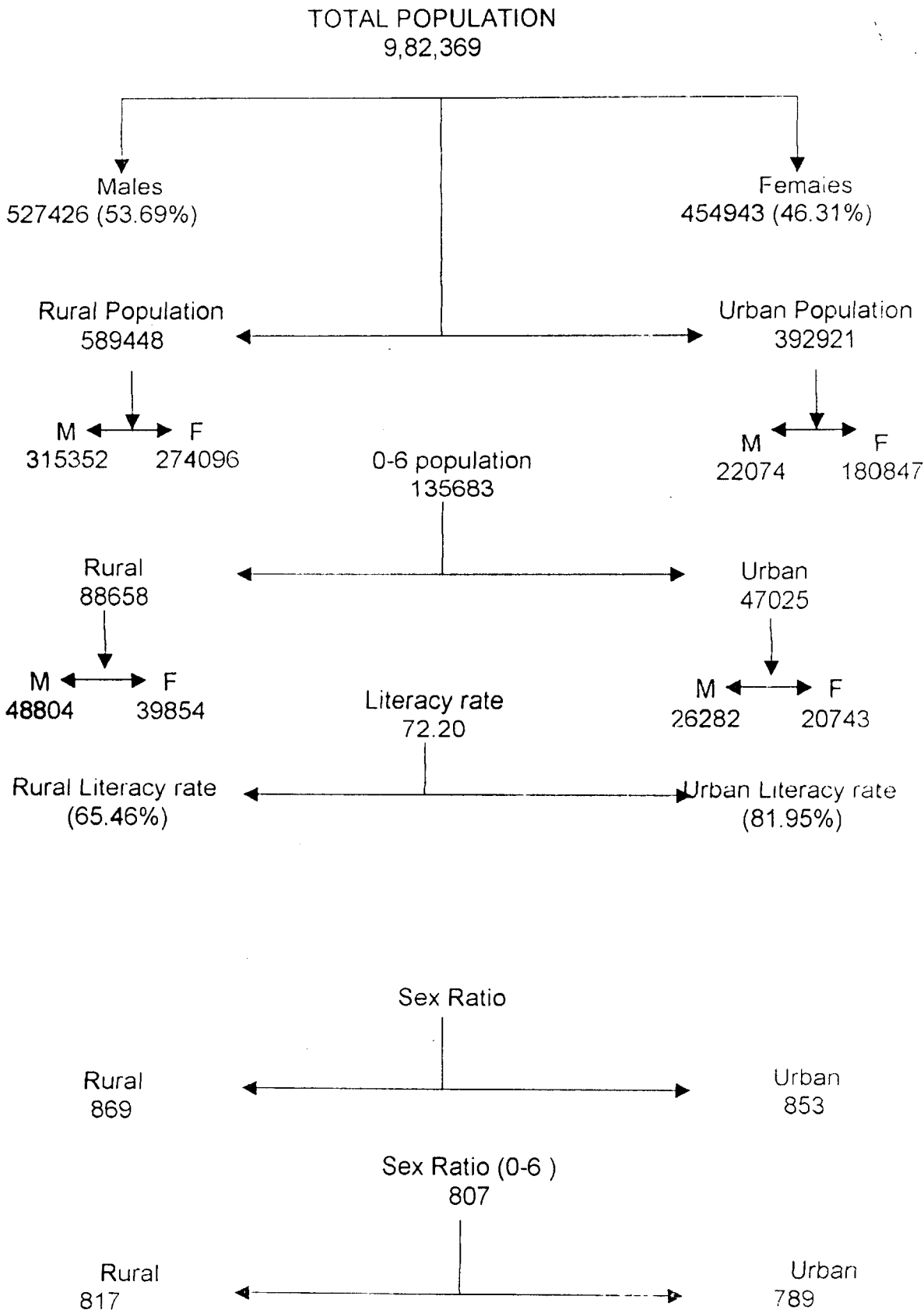
In the district there are many social service organizations functioning on voluntary basis within the support of government and public. These include Utthan, Manav Sewa Sangh, Sri Sanatan Dharam Mahavir Dal, Gita Bhawan Nirman Samiti. Women League, Consumer's Education Association, Khusht Avum Jan Kalyan Samiti, Kusht Nivaran Sangh, Jyoti Punj, District Red Cross Society, ST. John Ambulance Association, District Council for Child Welfare, Zila Sainik Board, etc.

(TOURISM)

For the recreation of the inhabitants of the city, a City Centre Complex on Western Yamuna Canal has been developed and for the comfort of the tourist the Tourism Department of Haryana has developed a tourist resort which is known as 'Grey Pelican' at Yamuna Nagar

Yamuna Nagar district enjoys the unique privilege of serving as gateway to the State of Uttar Pradesh and Himachal Pradesh, city of Utensil and city clean.

YAMUNA NAGAR AT A GLANCE



FIGURES AT A GLANCE
YAMUNA NAGAR

Table 2.2.

S.N.	CENSUS OF INDIA (2001)	2001	1991
1.	Area of Sq. Kms	1756 Sq. Kms	1756 Sq. Kms
2.	Total population		
	Persons	982369	821820
	Males	527426	436415
	Females	454943	385465
3.	Decadal Population Growth Percentage	21.84%	27.26%
4.	Population Density	556 per Sq.Km	456 per Sq.Km
5.	Sex Ratio	861	865
6.	0-6 Population		
	Persons	135683 (13.81%)	
	Males	75086 (14.24%)	
	Females	60597 (13.32%)	
7.	Literates		
	Persons	611287(62.23%)	497484(60.53%)
	Males	358597(67.99%)	304443(69.76%)
	Females	252690(55.54%)	193002(50.07%)

POPULATION

As per the census of 2001 Yamuna Nagar district accounts for the 4.66% of the total population of Haryana

Growth rate of population of the district Yamuna Nagar was 21.48% during 1991-2001 in comparison to growth rate of population for the State which is 28.06%.

Table 2.3

Year	Persons	Male	Female
1991	821880	436415 (53.1%)	385465 (46.9%)
2001	982369	527426 (53.69%)	454943 (46.31%)

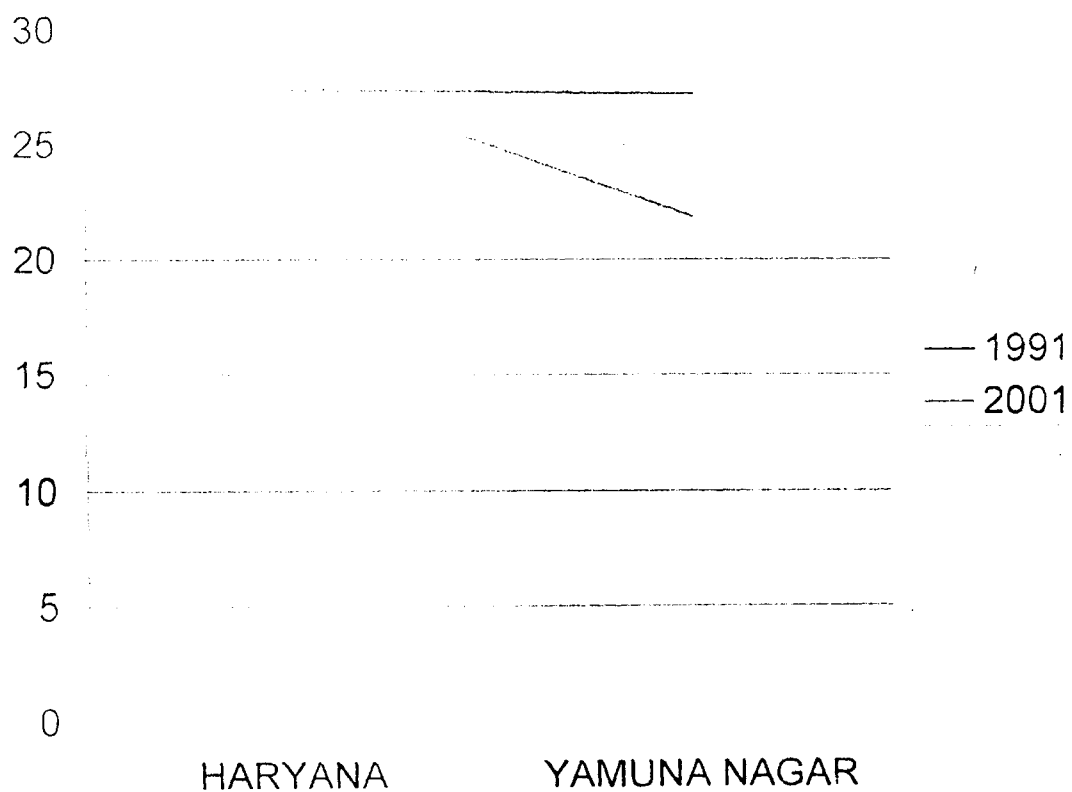


The figure reveals that the Male population has increased from 53.1% to 53.69% of total population (Increasing trend), while the Female population of the Distt. has decreased from 46.9% to 46.31% of total population (Decreasing trend). The moot cause of this decreasing trend in Female population is mostly due to social taboos. It is horrible.

Population Growth rate

Table 2.4

YEAR	HARYANA	YAMUNANAGER
1991	27.41	27.26
2001	28.06	21.84



Population Age Group Wise

Source: H.H.S.

Age Group	Over all			S.C.			B.C.			General		
	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls
0 To 6	135683	75086	60597	39280	21619	17661	46322	25375	20947	50081	28092	21989
6 To 11	127792	70106	57686	37003	19987	17016	43628	23466	20162	47161	26653	20508
11 To 14	82425	44475	37950	23937	12608	11329	26645	14583	11962	31843	17184	14659

Category wise Population of Yamuna Nagar

Social group	1991			2001		
	Total	Male	Female	Total	Male	Female
Overall	821880	436415 (53.10%)	385465 (46.90%)	982369	527426 (53.69%)	454943 (46.31%)
SC	205141 (24.96%)	109671 (53.46%)	95470 (45.54%)	245592 (25%)	137130 (55.84%)	108462 (44.16%)
BC & General	616739 (75.04%)	326744 (52.98%)	289995 (47.02%)	736777 (75%0	390296 (52.97%0	346481 (47.30%)

This table reveals that the gap in SC category of Male-Female has increased from 7.92 to 11.68 whereas this gap has decreased in General and BC category 5.96 to 5.67 from 1991 to 2001.

C.D. BLOCKWISE

POPULATION : 6-11

SOURCE: H

NAME OF C.D. BLOCK	OVER ALL			SC			O.B.C.			GEN.	
	T	B	G	T	B	G	T	B	G	T	B
BILASPUR	12367	6903	5464	4390	2449	1941	3633	1966	1667	4344	2488
CHHACHHRAULI	22063	11957	10106	5041	2702	2339	9461	5091	4370	7561	4164
JAGADHRI	46775	26071	20704	12014	6390	5624	11023	6005	5018	23738	13576
MUSTFABAD	15920	8643	7277	5894	3148	2746	6347	3559	2788	3679	1936
RADAUR	14880	8418	6462	4592	2537	2055	6567	3707	2860	3721	2174
SADHAURA	15787	8114	7673	5072	2761	2311	6597	3138	3459	4118	2215
TOTAL	127792	70106	57686	37003	19987	17016	43628	23466	20162	47161	26653

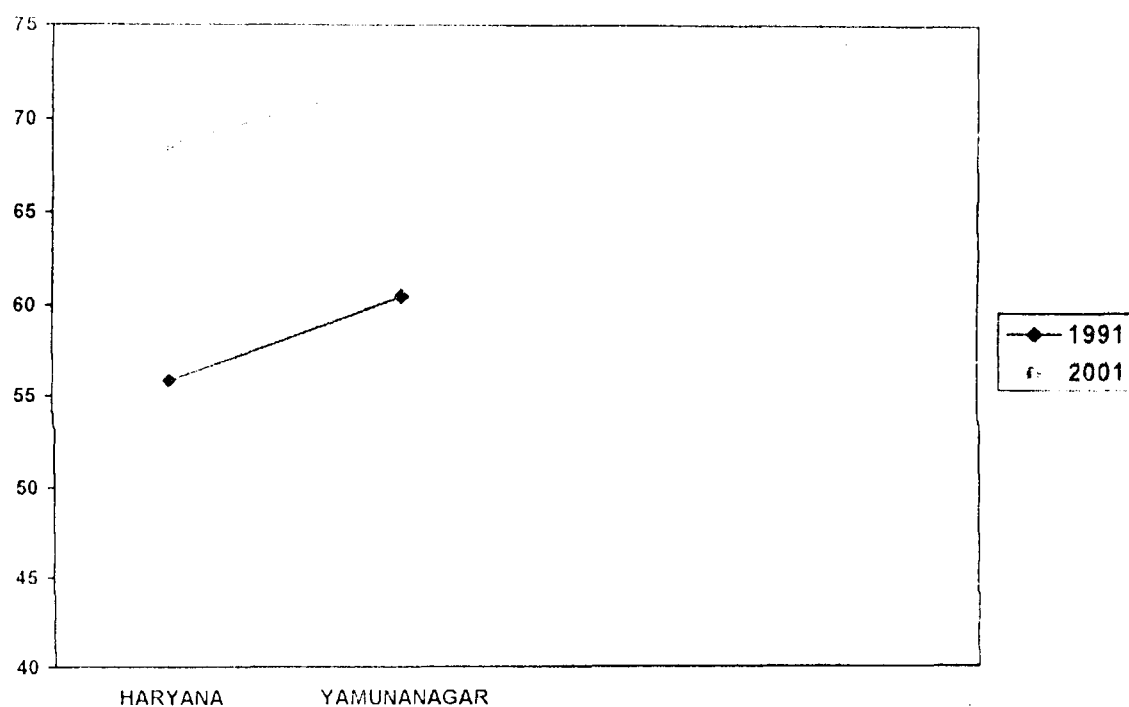
POPULATION : 11-14

NAME OF C.D. BLOCK	OVER ALL			SC			O.B.C.			GEN.	
	T	B	G	T	B	G	T	B	G	T	B
BILASPUR	7902	4243	3659	2696	1480	1216	2324	1217	1107	2882	1546
CHHACHHRAULI	12147	6544	5603	2997	1590	1407	4861	2636	2225	4289	2318
JAGADHRI	34044	17657	16387	9584	4849	4735	8582	4539	4043	15878	8269
MUSTFABAD	7860	4623	3237	2185	1288	897	2664	1437	1227	3011	1898
RADAUR	11241	6524	4717	3165	1651	1514	5427	3437	1990	2649	1436
SADHAURA	9231	4884	4347	3310	1750	1560	2787	1417	1370	3134	1717
TOTAL	82425	44475	37950	23937	12608	11329	26645	14683	11962	31843	17184

Source: H.H.S.

Literacy rate

Year	Haryana			Yamuna Nagar		
	T	M	F	T	M	F
1991	55.85	69.10	40.47	60.53	69.76	50.07
2001	T	68.59	79.35	56.31	72.20	79.00
	R	63.82	76.13	49.77	65.46	74.37
	U	79.89	86.58	72.05	81.95	86.31



The literacy rate of Yamuna Nagar Distt. is higher than the State of Haryana both in Male & Female population in Urban and Rural areas. Still more efforts are required to be done to achieve the target of UEE and the objectives of SSA.

Sex Ratio

Year	Haryana		Yamuna Nagar	
	Over all	Age group 0-6	Over all	Age group 0-6
1991	865	879	883	888
2001	T 861	820	863	807
	R 867	824	869	817
	U 847	809	853	789

The table shows that

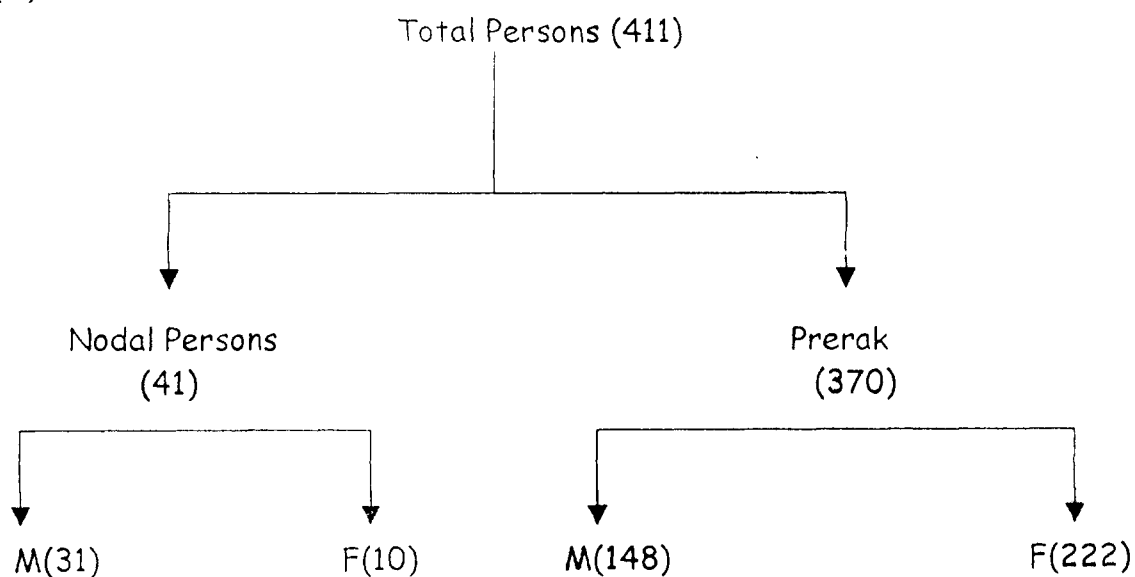
- i) A decreasing trend in Female population and 0 to 6 population noticed in Haryana as well as in Yamuna Nagar.
- ii) The decline is relatively more in Yamuna Nagar district in the child sex ratio (0-6) age group from 883 in 1991 to 807 in 2001.
- iii) A horrible decline is seen in the 0-6 in the Urban areas. The moot cause may be "Ultra sound" facilities available in the Urban area. Now keeping in view the impact of ultra sound facilities the Govt. of Haryana has imposed ban on the above cited facilities

LITERACY CAMPAIGN IN THE DISTRICT

Jyoti Punj

Jyoti Punj is a National literacy Mission Programme which was started in the District of Yamuna Nagar in October 1999. It is a matter of great pride that District Yamuna Nagar is an only district which was selected by the Union Govt. of India to set up a "Continue Education Project (CEP)

(A) Information



The Total force of Jyoti Punj is 411 out of them 41 are nodels Persons (M-31, F 10) and 370 are Prerak (Male 148 & 222 F)

(B) Illiterate as per survey (1999)

	Total NO.	Male	Female	Total SC
9-45 years	36577	13722	22855	15257

(c) Details of persons taking Education.

Year		T	M	F	Total SC
Oct.99	Ist Primer	6484	2585	3899	3386
Oct.2K	II "	4047	1553	2494	2060
Oct. 01	III "	2862	1166	1696	1328
Oct. 02	IV "	2068	731	1337	720

Source: CEP, YNR

According to the survey conducted by the preraks in 1999; 36577 persons the age group of 9-45 were identified illiterates, out of which the total number of male was 13722, Female 22855 and 15257 SCs.

The persons who were identified illiterate in the survey out of them 6489 have completed Ist Primer, 4047 II Primer, 2862 III Primer, 2068 IV Primer.

The enrolment as on 30.9.02 in the first primer stage is as under

Total	Male	Female	Total SC
9231	3667	5564	1725

Integrated Child Development Services (Centre and Enrolment)

S.N	Name of the Block	No. of ICDS Centre
1	Bilaspur	115
2.	Chhachhrali	140
3.	Jagadhri & Mustfabad	180
4	Radaur	95
5.	Sadhaura	95
TOTAL		625

Source: D.I.D.S.

ENROLMENT (Different age group)

S N	Name of the block	06 months to 1 year			1 Year to 3 Years			3 Yrs to 6 Years			G.T.			0-6 months (Boys & Girls)
		T	B	G	T	B	G	T	B	G	T	B	G	
1.	BILASPUR	1260	713	547	4156	2293	1863	3274	1773	1501	8690	4779	3911	1214
2.	CHHACHHRAULI	1923	1007	916	4594	2418	2176	5082	2621	2461	11609	6046	5553	1545
3.	JAGADHRI & MUSTFABAD	2139	1150	989	5594	2989	2605	5273	2833	2440	13006	6972	6034	1695
4.	RADAUR	1087	615	472	2697	1552	1145	2796	1482	1314	6580	3649	2931	977
5.	SADHAURA	523	293	232	1848	966	882	1483	776	707	3856	2035	1821	534

Details of Incentive Scheme

In order to attract non attending children specially SC boys and girls and weaker section to schools, the following incentives are being granted as under:

S.N	Name of Scheme	To whom	Amount
1.	Attendance prize	SC Students (Boys & Girls both) If attendance is 70%	Rs.10/- p.m (Class 1 to V) Rs.30/- p.m. (Class VI to VIII)
2.	Free stationery	a) SC student (Boys & Girls both) b) Economically backward girls	Rs.10/- per year (Class 1 to V) Rs.80 per year (Class VI to VIII)
3.	Free Uniform	a) SC girls b) Economically backward girls	Rs. 50/- per year (Class VI to VIII) Rs.100/- per year (Class I to II) Rs.100/- per year (Class I to II) Rs. 75/- per year (Classes III to VIII)
4.	Mid day Meal	All students If attendance 75%	1.5 Kg grain p.m. (I toV) 1.5 Kg Rice p.m.
5.	Scholarship for those students whose parents involve in cleanliness occupation	Whose certificates have been issued by Social Welfare Deptt	.Per boy & Girl=50/- Scholarship=25 per month Total of 10 months =500+250=Rs.750/- per year

INCENTIVE SCHEMES C.D. BLOCK WISE (6-8)

NAME OF C.D. BLOCK	SCHOOL OPP. COST TO SC STUDENTS				STATIONARY TO SC STUDENTS				FREE STATIONARY TO ECO/BC GIRLS				UNIFORM TO SC GIRLS				UNIFORM TO ECO/BC GIRLS			
	AMOUNT	B	G	T	AMOUNT	B	G	T	AMOUNT	B	G	T	AMOUNT	B	G	T	AMOUNT	B	G	T
BILASPUR	476205	657	695	1352	108160	657	695	1352	10400		208	208	39225		523	523	-	-	-	-
CHACHROULI	537090	849	692	1541	123280	849	692	1541	8400		168	168	42975		573	573	7650	-	102	102
JAGADHRI	808285	1032	1259	2291	183280	1032	1263	2291	7450		149	149	25275		345	345	36750	-	490	490
MUSTAFABAD	240630	372	326	698	56160	385	317	702	1800		36	36	20028		267	267	-	-	-	-
RADAUR	358525	551	486	1037	82960	544	496	1037	9250		185	185	29250		390	390	3750	-	50	50
SADHURA	179285	278	254	532	42560	265	267	532	5700		114	114	7350		98	98	2625	-	35	35
	2600020	3739	3712	7451	596400	3725	3730	7455	43000		860	860	164703		2196	2196	50775	-	677	677

Source DEO/YNR

DISTRICT YAMUNANAGAR

Educational Profile

- a) No. of Education Institutions.
- b) Teachers position Primary.
- c) Teachers position Primary and Upper Primary
- d) Enrolment (1997-98 to 2001-02)
- e) Population
 - i) Age wise
 - ii) Category wise
 - iii) Studying population (P&UP)
 - No. of drop out and non starters (P&UP)
 - Summary Indicators (Studying, drop out, non starter, retention rate & population P &UP)
 - NER (P & UP) - Category wise & blockwise.
 - GER (P&UP)
 - Retention rate (P & UP - category wise)
 - Transition rate
 - Ad rate
 - Access rate
 - I.S.E.
 - I. G. E.
 - Achievement level
 - Population projected

EDUCATION INSTITUTIONS IN THE DISTRICT YAMUNA NAGAR

PS		UPS		HS		SSS		COLLEGE		ITI		POLYTECHNIC		ENGINEERING		DENTAL	
Govt	Pvt	Govt	Pvt	Govt	Pvt	Govt	Pvt	Govt	Pvt	Govt	Pvt	Govt	Pvt	Govt.	Pvt	Govt	Pvt
492	51	54	42	57	81	31	49	-	8	2	-	-	1	-	2	-	1

No of Edu. Institutions in Distt. Yamuna District

C.D.Block wise

S.No.	No.of C.D.Block	Primary School		Middle		High		S.S.S.		College		Remarks
		Govt.	Private	Govt.	Private	Govt.	Private	Govt.	Private	Govt.	Private	
1	Bilas pur	92	9	10	4	11	4	3	4	0	0	
2	Chhachhrauli	111	8	11	7	11	12	6	3	0	0	
3	Jagadhri	114	17	14	17	19	52	12	25	0	6	
4	MustfaBad	60	4	5	2	3	5	5	7	0	0	
5	Radaur	68	6	10	8	10	3	4	5	0	1	
6	Sadhaura	47	7	4	4	3	5	1	4	0	1	
Total		492	51	54	42	57	81	31	49	0	8	

Source: D.P.E.O./D.E.O. YNR

DISTRICT HOUSEHOLD SURVEY - I (CONT)

SOCIAL GROUP	NO. OF CHILDREN OF 5+ TO 10+ AGE GROUP												NO. OF CHILDREN OF 11+ TO 14+ AGE GROUP											
	STUDYING IN SCHOOL			DROPPED OUT			NON-STARTERS			TOTAL OUT OF SCHOOL DROPPED OUT + NON-STARTER			STUDYING IN SCHOOL			DROPPED OUT			NON-STARTERS			OUT OF SCHOOL		
	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G
S.C	33430	18329	15101	716	334	382	2857	1324	1533	3573	1658	1915	20274	10075	9298	1403	687	716	2260	943	1317	3833	1630	2033
O.B.C.	39296	21280	18016	354	177	177	3978	2009	1969	4332	2155	2146	22285	12640	9745	1307	703	1084	2553	1420	1139	4311	2143	2217
GEN	43136	24609	18527	548	253	295	3477	1791	1856	4025	2044	1981	28325	15845	12681	1437	542	945	2031	997	1034	3513	1539	1979
TOTAL	115862	64218	51644	1518	764	854	10312	5124	5168	11930	5698	6042	70884	38160	31721	4687	1952	2745	6844	3360	3484	11547	5312	6229

Source - H.S.

Subject Position (Up to VIII) Govt. Schools (Upper Primary Schools)

		S.S.	Math	Science	H.Science	Agriculture	Music	Hindi	Sanskrit	Punjabi	Drawing	P.T.I.
Distt YNR	S	408	148	203	12	3	6	154	145	86	159	108
As a Whole	W	356	131	169	10	3	5	146	142	86	137	108
	V	52	17	34	2	0	1	8	3	0	22	0
Bilaspur	S	68	24	34	1	1	1	25	24	14	27	18
	W	60	20	28	1	1	1	24	23	14	23	18
	V	8	4	6	0	0	0	1	1	0	4	0
Chhachrauli	S	83	29	41	1	0	1	31	29	17	32	22
	W	72	20	34	1	0	1	29	27	17	27	22
	V	11	9	7	0	0	0	2	2	0	5	0
Jagadhri	S	134	50	63	6	1	3	47	47	26	49	33
	W	126	50	54	5	1	2	46	47	26	45	33
	V	8	0	9	1	0	1	1	0	0	4	0
Mustfabad	S	35	14	19	1	1	1	19	14	8	16	12
	W	22	14	17	1	1	1	18	14	8	13	12
	V	13	0	2	0	0	0	1	0	0	3	0
Radaur	S	66	23	32	2	0	0	24	23	13	26	17
	W	57	20	27	1	0	0	22	23	13	22	17
	V	9	3	5	1	0	0	2	0	0	4	0
Sadhaura	S	22	8	14	1	0	0	8	8	8	9	6
	W	19	7	9	1	0	0	7	8	8	7	6
	V	3	1	5	0	0	0	1	0	0	2	0

Source:- D.E.O./YNR

S.No.	Subject				S.T.			S. Out			S.M.			G.T.		
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
1	Math	28	6	34	2	2	4	0	0	0	53	35	93	88	43	131
2	Science	32	8	40	4	2	6	1	2	3	55	35	120	122	47	169
3	Social Study	75	19	94	26	4	30	2	5	7	127	93	225	231	125	356
4	Hindi	9	12	21	7	5	12	0	1	1	49	63	112	65	81	146
5	Punjabi	4	12	16	9	9	18	0	0	0	31	21	52	44	42	86
6	Sanskrit	12	6	18	4	0	4	0	0	0	100	20	120	116	26	142
7	Drawing	36	11	47	1	2	3	0	0	0	61	26	87	98	39	137
8	P.T.I.	24	4	28	6	7	13	1	0	1	55	11	66	86	22	108
9	Home Science	0	0	0	0	0	0	0	0	0	0	10	10	0	10	10
10	Agriculture	0	0	0	0	0	0	0	0	0	3	0	3	3	0	3
11	Music	0	0	0	0	0	0	2	0	2	0	3	3	2	3	5
Total		221	77	298	59	31	90	6	8	14	569	322	891	855	438	1293

Source D.E.O./YNR

SUBJECTWISE WORKING TEACHERS IN PRIVATE AND AIDED RECOGNISED MIDDLE SCHOOLS DISTT YAMUNA NAGAR AS ON 30/06/20

TOTAL NO OF SCHOLS	S.S. MASTER			SCIENCE			MATH			HINDI			SANSKRIT			PUNJABI			DRAWING			AGRICULTURE			P.T.T		
	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F
23	84	30	54	28	15	13	23	10	13	21	6	15	11	10	1	4	0	4	10	6	4	1	1	0	16	12	4

Source DEO, YNR

TEACHER'S POSITION IN PRIMARY SCHOOLS DIST. JALUNA NAGAR (GOVT. SCHOOLS)

Sn	C.D.BLOCK WISE	SANCTIONED		VACANT		WORKING POSITION											
						OVERALL			GENL.			S.C.			B.C.		
						H.T.	J.B.T.	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
1	BILASPUR	H.T.	85	2		83	34	49	59	19	40	9	7	2	15	8	7
		J.B.T.	217	0	60	157	73	84	109	41	68	19	15	4	29	17	12
2	CHHACHRAULI	H.T.	92	8	0	84	45	39	56	25	31	12	10	2	16	10	6
		J.B.T.	262	0	73	189	104	85	127	59	68	25	21	4	37	24	13
3	JAGADHRI	H.T.	109	6	0	103	34	69	75	19	56	10	7	3	18	8	10
		J.B.T.	271	0	47	224	94	130	158	53	105	26	20	6	40	21	19
4	MUSTFABAD	H.T.	49	3	0	46	20	26	31	11	20	6	4	2	9	5	4
		J.B.T.	141	0	64	77	35	42	54	20	34	9	7	2	14	8	6
5	RADAUR	H.T.	58	0	0	58	31	27	38	17	21	9	7	2	11	7	4
		J.B.T.	160	0	14	146	68	78	100	38	62	18	14	4	28	16	12
6	SADHAURA	H.T.	35	2	0	33	23	10	20	13	7	6	5	1	7	5	2
		J.B.T.	114	0	39	75	52	23	47	30	17	12	10	2	16	12	4
	TOTAL OF	H.T.	428	21	0	407	187	220	279	104	175	52	40	12	76	43	33
	DISTT YNR.	J.B.T.	1165	0	297	868	426	442	595	241	354	109	87	22	164	98	66

Source:- D.P.E.O./YNR

TEACHERS POSITION IN PRIVATE AIDED RECOGNISED PRIMARY SCHOOLS DISTT: YAMUNA NAGAR

TOTAL NO. OF SCHOOLS	SANCTIONED	FILLED	VACANT
19	99	87	12

Source DPEO, YNR

UPPER PRIMARY SCHOOL
ENROLMENT FROM 1997 TO 2002

Source: D.E.O. YNR

	OVERALL			SC			BC			GENERAL		
	BOYS	GILRS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
1997-1998	16343	15159	31502	6612	5762	12374	4550	4201	8751	5181	5196	10377
1998-1999	16101	15882	31983	6704	6186	12890	5553	5061	10614	3844	4635	8479
1999-2000	15113	14769	29882	6457	6024	12481	5509	4682	9991	3347	4063	7410
2000-2001	14335	14427	28762	5944	5868	11812	5294	4559	9853	3097	3000	6097
2001-2002	14912	14301	29213	6364	6115	12479	4924	4363	9287	3624	3823	8427

TOTAL ENROLMENT IN CLASSES 1st TO Vth FROM 1997 TO 2002

SOURCE D.P.E.O./YNR

SESSION	OVERALL			S.C.			B.C.			GENERAL		
	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS
1997-1998	75846	41261	34585	32069	16861	15208	22006	11907	10099	20995	12493	9278
1998-1999	73537	39236	34301	31187	16107	15080	21556	11515	10041	20794	11614	9180
1999-2000	71070	37135	33935	30357	15557	14800	20370	10375	9995	20343	11203	9140
2000-2001	63796	33277	30519	28854	14678	14180	20603	10675	9928	14339	7394	6405
2001-2002	61293	31778	29515	27912	14154	13758	20104	10427	9677	13277	7197	6080

The above table reveals the decreasing trend in Govt. Primary Schools. Its main reason is poor quality of teaching learning process, poor infrastructure and negative attitude of the Masses towards our Govt. sector.

(A) PRIMARY SCHOOLS

SOCIAL GROUP	STUDYING IN SCHOOL (6 TO 11)									STUDYING IN (I TO V)									TOTAL POPULATION OF ALL GROUP (6 TO 11)		
	OVER ALL			GOVT. SCHOOL			PRIVATE SCHOOL			OVER ALL			GOVT. SCHOOL			PRIVATE SCHOOL					
	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G
S.C	33430	18329	15101	24022	12081	11941	9408	6248	3160	38169	20793	17376	27912	14154	13758	10257	6639	3618	37003	19987	17016
O.B.C.	39296	21280	18016	17583	9175	8408	21713	12105	9608	44269	24028	20241	20104	10427	9677	24165	13601	10564	43628	23466	20162
GEN.	43136	24609	18527	11775	6477	5298	31361	18132	13229	47492	26902	20590	13277	7197	6080	34215	19705	14510	47161	26653	20508
TOTAL	115862	64218	51644	53380	27733	25647	62482	36485	25997	129930	71723	58207	61293	31778	29515	68637	39945	28692	127792	70106	57686

Source : HHS

(B) UPPER PRIMARY SCHOOLS

SOCIAL GROUP	STUDYING IN SCHOOL (11 TO 14)									STUDYING IN (VI TO VIII)									TOTAL POPULATION OF ALL GROUP (11 TO 14)		
	OVER ALL			GOVT. SCHOOL			PRIVATE SCHOOL			OVER ALL			GOVT. SCHOOL			PRIVATE SCHOOL					
	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G
S.C	20274	10978	9296	9278	4531	4747	10996	6447	4549	25373	13618	11755	13455	6474	6981	11918	7144	4774	23937	12608	11329
O.B.C.	22285	12540	9745	7592	3901	3691	14693	8639	6054	28201	15672	12529	10845	5495	5350	17356	10177	7179	26645	14683	11962
GEN.	28325	15645	12680	5489	2705	2784	22836	12940	9896	32422	17540	14882	7089	3519	3570	25333	14021	11312	31843	17184	14659
TOTAL	70884	39163	31721	22359	11137	11222	48525	28026	20499	85996	46830	39166	31389	15488	15901	54607	31342	23265	82425	44475	37950

Source H.H.S.

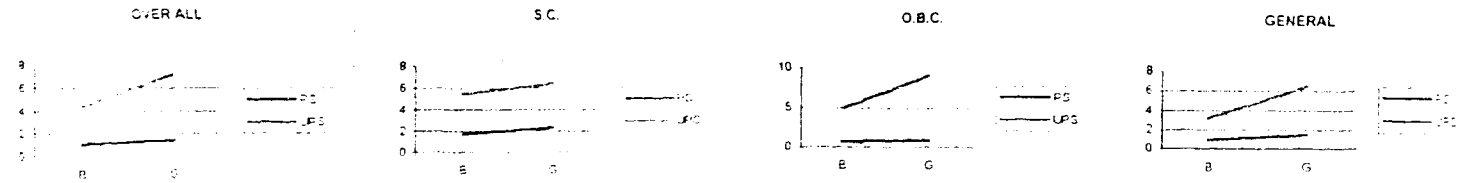
ENROLMENT OF AIDED SCHOOLS (PRIVATE) 2002-2003

as on 30.09.02

CLASS	OVERALL			SC			OBC			GENERAL		
	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS
I TO V	5536	2958	2578	385	216	169	832	424	408	4319	2318	2001
VI TO VIII	4684	2673	2011	279	151	128	708	375	333	3697	2147	1550
										Source: DEO, YNR		

Drop out rate

Stage	Overall			S.C.			O.B.C.			General		
	T	B	G	T	B	G	T	B	G	T	B	G
Primary I-V	1.27	1.09	1.48	1.93	1.67	2.24	0.81	0.75	0.88	1.16	0.95	1.44
U/Primary VI-VIII	5.7	4.39	7.23	5.86	5.45	6.32	6.78	4.92	9.06	4.67	3.15	6.45

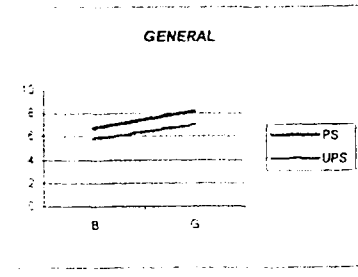
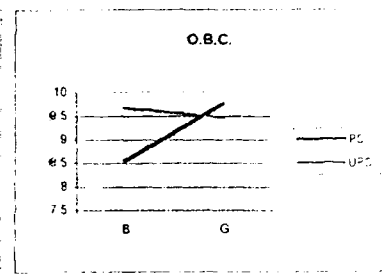
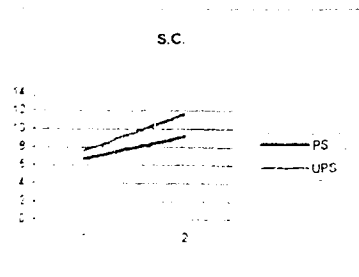
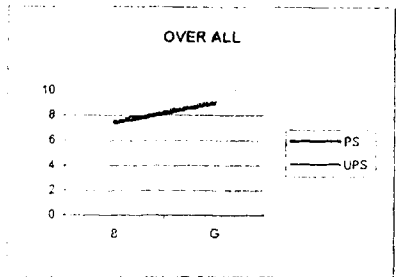


The above table reveals that the drop out rate in Upper Primary Section is more than Primary Section. It may be due to social and cultural taboo and hinderences that do not allow the female enrolment in the far flung schools.

Source: H.H.S.

Non-Starter Rate

Stage	Overall			S.C.			O.B.C.			General		
	T	B	G	T	B	G	T	B	G	T	B	G
Primary	8.07	7.31	8.99	7.72	6.62	9.1	9.12	8.56	9.77	7.37	6.72	8.22
U/Primary	8.3	7.55	9.18	9.44	7.48	11.63	9.58	9.67	9.47	6.38	5.8	7.05



The above table shows that the non-starter rate in Primary and Upper Primary Section, particularly in girls, is more as compare to boys because of social economic startum and sibling.

Source: H.H.S

REPEATERS RATE
Over all SC

	B	G	TOTAL	B	G	TOTAL
I	4.87	4.06	4.48	6.25	4.46	5.38
II	4.67	4.03	4.36	6.01	4.67	5.34
III	11.06	10.71	10.89	11.49	8.61	10.04
IV	8.49	8.43	8.46	10.08	8.85	9.48
V	5.45	5.5	5.48	5.64	6.57	6.09
TOTAL	6.99	6.65	6.83	8.01	6.73	7.38
VI	11.97	12.69	12.32	16.26	14.85	15.57
VII	10.57	9.72	10.16	11.31	10.68	11
VIII	18.66	21.06	19.86	21.4	25.68	23.49
TOTAL	13.69	14.55	14.11	16.42	17.00	16.7

The table shows that the repeater's rate of the boys in most of the classes is more. The reason may be the girls are more conscious about their future.

Summary Indicators Age Group (6-11)

(Primary)

	S.C.						O.B.C.					
	Male	%age	Female	%age	Total	%age	Male	%age	Female	%AGE	Total	%age
Studying	18329	91.704	15101	88.746	33430	90.344	21280	90.685	18016	89.356	39296	90.071
Drop-out	334	1.672	382	2.245	716	1.935	177	0.754	177	0.878	354	0.811
Non-starter	1324	6.624	1533	9.009	2857	7.721	2009	8.561	1969	9.766	3978	9.118
Ret.Rate	-	98.328	-	97.755		98.065		99.246		99.122		99.189
Population	19987		17016		37003		23466		20162		43628	

	General						Overall					
	Male	%age	Female	%age	Total	%age	Male	%age	Female	%AGE	Total	%age
Studying	24609	92.331	18527	90.340	43136	91.465	64218	91.601	51644	89.526	115862	90.665
Drop-out	253	0.949	295	1.439	548	1.162	764	1.090	854	1.480	1618	1.266
Non-starter	1791	6.728	1686	8.221	3477	7.373	5124	7.309	5188	8.994	10312	8.069
Ret.Rate		99.051		98.561		98.838		98.910		98.520		98.734
Population	26653		20508		47161		70106		57686		127792	

Source: H.H.S.

The figures given above show that the no. of drop-outs and non-starters, though is not very large, yet the objectives of UEE could not be achieved unless some essential and effective interventions are made. Moreover, the drop rate is very high at Upper Primary level especially, in girls. It may be interpreted that the more drop out and Non-Starter rate at Upper Primary may be due to the non accessibility of Upper Primary Scholing facility with in the approachable limit of these girls.

Summary Indicators Age Group (11-14)

(Upper Primary)

	S.C.						O.B.C.					
	Male	%age	Female	%age	Total	%age	Male	%age	Female	%AGE	Total	%age
Studying	10978	87.072	92.96	82.055	20274	84.697	12540	85.405	9745	81.467	22285	83.637
Drop-out	687	5.449	716	6.32	1403	5.861	723	4.924	1084	9.062	1807	6.782
Non-starter	943	7.479	1317	11.625	2260	9.442	1420	9.671	1133	9.471	2553	9.581
Ret. Rate		94.551		93.68		94.139		95.076		90.938		93.218
Population	12608		11329		23937		14683		11962		26645	

	General						Overall					
	Male	%age	Female	%age	Total	%age	Male	%age	Female	%AGE	Total	%age
Studying	15645	91.044	12680	86.499	28325	88.952	39163	88.056	31721	83.586	70884	85.998
Drop-out	542	3.154	945	6.447	1487	4.67	1952	4.389	2745	7.233	4697	5.699
Non-starter	997	5.802	1034	7.054	2031	6.378	3360	7.555	3484	9.181	6844	8.303
Ret. Rate		96.846		93.553		95.33		95.611		92.767		94.301
Population	17184		14659		31843		44475		37950		82425	

Source: H.H.S.

The figures given above show that the no. of drop-outs and non-starters, though is not very large, yet the objectives of UEE could not be achieved unless some essential and effective interventions are made. Moreover, the drop rate is very high at Upper Primary level especially, in girls. It may be interpreted that the more drop out and Non-Starter rate at Upper Primary may be due to the non accessibility of Upper Primary Scholing facility with in the approachable limit of these girls.

NET ENROLMENT RATE (WHOLE DISSTT.)

AGE GROUP	S.C.			OBC			GENERAL			OVERALL		
	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS
06 TO 11	90.34	91.7	88.74	90.07	90.68	89.35	91.46	92.33	9.34	82.83	82.31	89.37
11 TO 14	84.96	87.07	82.05	83.63	85.4	81.46	88.95	91.04	86.49	85.99	88.05	83.59

The table reveals that NER of General category is higher due to better economic position and awareness about the concepts of planned family.

Source: H.H.S.

GEN. CATEGORY

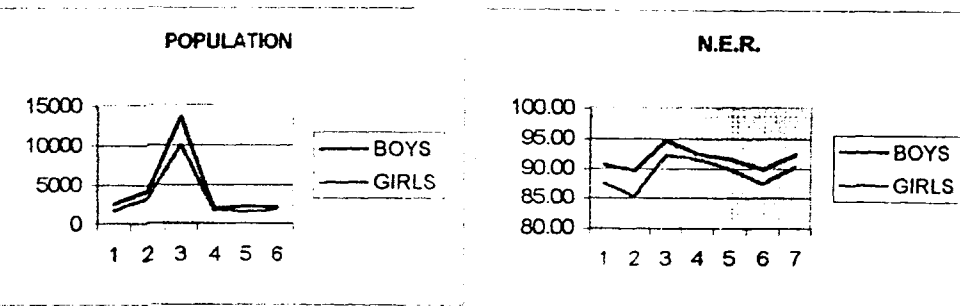
(PRIMARY SCHOOLS)

(A) ENROLMENT

NAME OF THE C 'D' BLOCK	STUDYING IN SCHOOL (5+ TO 10+)									STUDYING IN (I TO V)								
	OVER ALL			GOVT. SCHOOL			PRIVATE SCHOOL			OVER ALL			GOVT. SCHOOL			PRIVATE SCHOOL		
	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G
BILASPUR	3881	2299	1582	2224	1218	1006	1657	1081	576	4268	2470	1798	2493	1352	1141	1775	1118	657
CHHACHHRAULI	6638	3776	2862	2633	1483	1150	4005	2293	1712	7318	4046	3272	2982	1618	1364	4336	2428	1908
JAGADHRI	22194	12766	9428	2822	1548	1274	19372	11218	8154	23398	13404	9994	3077	1696	1381	20321	11708	8613
MUSTFABAD	3385	1789	1596	1399	784	615	1986	1005	981	4067	2102	1955	1631	884	747	2436	1218	1218
RADAUR	3382	1990	1392	1612	866	746	1770	1124	646	4021	2357	1654	1824	988	836	2197	1369	828
SADHAURA	3656	1989	1667	1085	578	507	2571	1411	1160	4420	2523	1897	1270	659	611	3150	1864	1286
TOTAL	43136	24609	18527	11775	6477	5298	31361	18132	13229	47492	26902	20590	13277	7197	6080	34215	19705	14510

(B) POPULATION AND N.E.R.

NAME OF THE C 'D' BLOCK	TOTAL POPULATION			NER		
	T	B	G	T	B	G
BILASPUR	4344	2538	1806	89.34	90.58	87.60
CHHACHHRAULI	7561	4214	3357	87.79	89.61	85.25
JAGADHRI	23738	13576	10162	93.49	94.63	92.28
MUSTFABAD	3679	1936	1743	92.01	92.39	91.51
RADAUR	3721	2174	1547	90.89	91.53	89.97
SADHAURA	4118	2215	1903	88.78	89.79	87.54
TOTAL	47161	26653	20508	91.46	92.33	90.34



Source: H.H.S.

O.B.C. CATEGORY

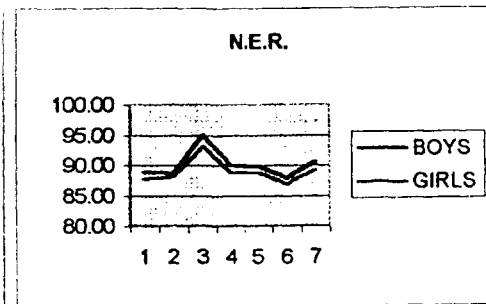
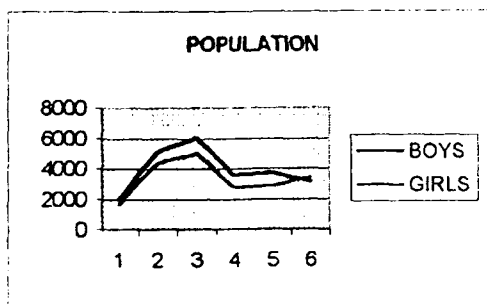
(PRIMARY SCHOOLS)

(A) ENROLMENT

NAME OF THE C 'D' BLOCK	STUDYING IN SCHOOL (5+ TO 10+)									STUDYING IN (I TO V)								
	OVER ALL			GOVT. SCHOOL			PRIVATE SCHOOL			OVER ALL			GOVT. SCHOOL			PRIVATE SCHOOL		
	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G
BILASPUR	3213	1748	1465	2411	1322	1089	802	426	376	4784	2483	2301	3774	1957	1817	1010	526	484
CHHACHHRAULI	8371	4516	3855	3973	2052	1921	4398	2464	1934	9444	5114	4330	4514	2340	2174	4930	2774	2156
JAGADHRI	10383	5705	4678	5202	2647	2555	5181	3058	2123	10337	5774	4563	4658	2415	2243	5679	3359	2320
MUSTFABAD	5693	3217	2476	2058	1083	975	3635	2134	1501	6573	3676	2897	2468	1280	1188	4105	2396	1709
RADAUR	5864	3332	2532	2419	1266	1153	3445	2066	1379	6743	3955	2788	2769	1437	1332	3974	2518	1456
SADHAURA	5772	2762	3010	1520	805	715	4252	1957	2295	6388	3026	3362	1921	998	923	4467	2028	2439
TOTAL	39296	21280	18016	17583	9175	8408	21713	12105	9608	44269	24028	20241	20104	10427	9677	24165	13601	10564

(B) POPULATION AND N.E.R.

NAME OF THE C 'D' BLOCK	TOTAL POPULATION			NER		
	T	B	G	T	B	G
BILASPUR	3633	1966	1667	88.44	88.90	87.88
CHHACHHRAULI	9461	5091	4370	88.48	88.70	88.21
JAGADHRI	11023	6005	5018	94.19	95.04	93.22
MUSTFABAD	6347	3559	2788	89.69	90.03	88.80
RADAUR	6567	3707	2860	89.29	89.88	88.91
SADHAURA	6597	3138	3459	87.49	88.01	87.03
TOTAL	43628	23466	20162	90.07	90.68	89.35



Source: H.H.S.

SC CATEGORY

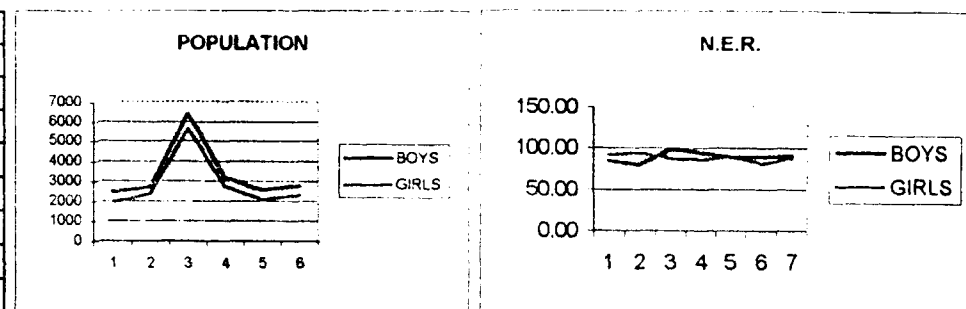
(PRIMARY SCHOOLS)

(A) ENROLMENT

NAME OF THE C 'D' BLOCK	STUDYING IN SCHOOL (5+ TO 10+)									STUDYING IN (I TO V)								
	OVER ALL			GOVT. SCHOOL			PRIVATE SCHOOL			OVER ALL			GOVT. SCHOOL			PRIVATE SCHOOL		
	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G
BILASPUR	3873	2070	1803	3772	1992	1780	101	78	23	5486	2804	2682	5240	2656	2584	246	148	98
CHHACHHRAULI	4388	2184	2204	4274	2094	2180	114	90	24	6511	3343	3168	6268	3177	3091	243	166	77
JAGADHRI	11294	6348	4946	6332	3184	3148	4962	3164	1798	11509	6475	5034	6467	3278	3189	5042	3197	1845
MUSTFABAD	5358	2968	2390	3333	1673	1660	2025	1295	730	5575	3078	2497	3427	1737	1690	2148	1341	807
RADAUR	4145	2280	1865	3716	1874	1842	429	406	23	4430	2432	1998	3839	1946	1893	591	486	105
SADHAURA	4372	2479	1893	2555	1264	1291	1817	1215	602	4658	2661	1997	2671	1360	1311	1987	1301	686
TOTAL	33430	18329	15101	23982	12081	11901	9448	6248	3200	38169	20793	17376	27912	14154	13758	10257	6639	3618

(B) POPULATION AND N.E.R.

NAME OF THE C 'D' BLOCK	TOTAL POPULATION			NER		
	T	B	G	T	B	G
BILASPUR	4390	2449	1941	88.22	84.92	92.89
CHHACHHRAULI	5041	2702	2339	87.04	80.82	94.22
JAGADHRI	12014	6390	5624	94.01	99.34	87.94
MUSTFABAD	5894	3148	2746	90.91	94.49	87.03
RADAUR	4592	2537	2055	90.26	89.86	90.75
SADHAURA	5072	2761	2311	86.19	89.78	81.91
TOTAL	37003	19987	17016	90.34	91.70	88.74



GEN. CATEGORY

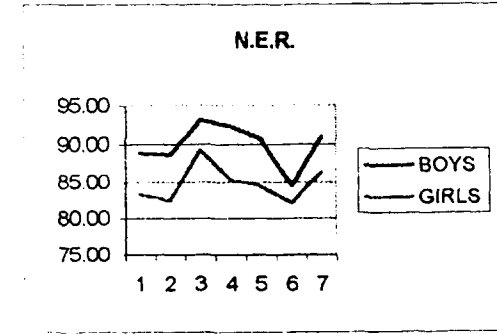
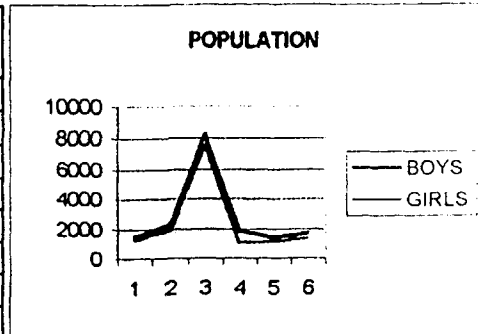
(UPPER PRIMARY SCHOOLS)

(A) ENROLMENT

NAME OF THE C 'D' BLOCK	STUDYING IN SCHOOL (11 TO 14)									STUDYING (VI TO VIII)								
	OVER ALL			GOVT. SCHOOL			PRIVATE SCHOOL			OVER ALL			GOVT. SCHOOL			PRIVATE SCHOOL		
	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G
BILASPUR	2489	1375	1114	1097	513	584	1392	862	530	3195	1762	1433	1402	698	704	1793	1064	729
CHHACHHRAULI	3680	2056	1624	1086	522	564	2594	1534	1060	4548	2463	2085	1500	709	791	3048	1754	1294
JAGADHRI	14509	7706	6803	2156	1089	1067	12353	6617	5736	15466	7995	7471	2539	1286	1253	12927	6709	6218
MUSTFABAD	2704	1754	950	356	167	189	2348	1587	761	3244	1977	1267	534	259	275	2710	1718	992
RADAUR	2326	1302	1024	450	239	211	1876	1063	813	2879	1567	1312	615	302	313	2264	1265	999
SADHAURA	2617	1452	1165	344	175	169	2273	1277	996	3090	1776	1314	499	265	234	2591	1511	1080
TOTAL	28325	15645	12680	5489	2705	2784	22836	12940	9896	32422	17540	14882	7089	3519	3570	25333	14021	11312

(B) POPULATION AND N.E.R.

NAME OF THE C 'D' BLOCK	TOTAL POPULATION (11 TO 14)			NER		
	T	B	G	T	B	G
BILASPUR	2882	1546	1336	86.36	88.93	83.39
CHHACHHRAULI	4289	2318	1971	85.80	88.70	82.40
JAGADHRI	15878	8269	7609	91.37	93.20	89.41
MUSTFABAD	3011	1898	1113	89.80	92.41	85.35
RADAUR	2649	1436	1213	87.80	90.70	84.41
SADHAURA	3134	1717	1417	83.50	84.56	82.20
TOTAL	31843	17184	14659	88.95	91.04	86.49



Source: H.H.S.

O.B.C. CATEGORY

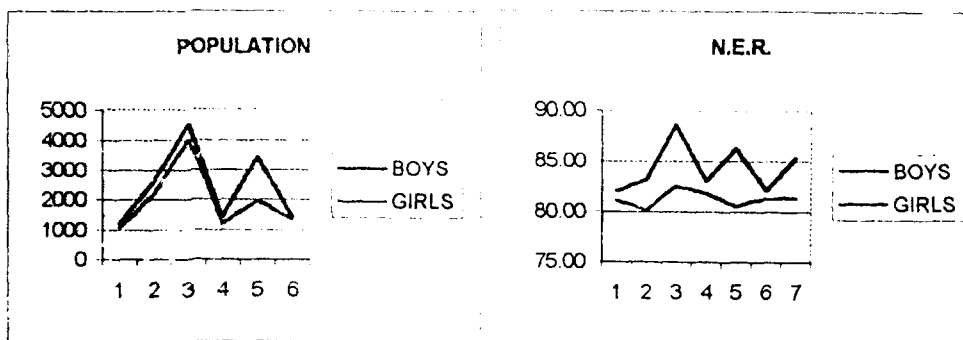
(UPPER PRIMARY SCHOOLS)

(A) ENROLMENT

NAME OF THE C 'D' BLOCK	STUDYING IN SCHOOL (11 TO 14)									STUDYING (VI TO VIII)								
	OVER ALL			GOVT. SCHOOL			PRIVATE SCHOOL			OVER ALL			GOVT. SCHOOL			PRIVATE SCHOOL		
	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G
BILASPUR	1898	999	899	1264	637	627	634	362	272	2874	1506	1368	1843	919	924	1031	587	444
CHHACHHRAULI	3977	2192	1785	2178	1083	1095	1799	1109	690	5296	2904	2392	3059	1536	1523	2237	1368	869
JAGADHRI	7361	4024	3337	1870	892	978	5491	3132	2359	8706	4695	4011	2699	1264	1435	6007	3431	2576
MUSTFABAD	2199	1194	1005	495	252	243	1704	942	762	2801	1515	1286	659	322	337	2142	1193	949
RADAUR	4571	2967	1604	1224	695	529	3347	2272	1075	5573	3480	2093	1789	969	820	3784	2511	1273
SADHAURA	2279	1164	1115	561	342	219	1718	822	896	2951	1572	1379	796	485	311	2155	1087	1068
TOTAL	22285	12540	9745	7592	3901	3691	14693	8639	6054	28201	15672	12529	10845	5495	5350	17356	10177	7179

(B) POPULATION AND N.E.R.

NAME OF THE C 'D' BLOCK	TOTAL POPULATION (11 TO 14)			NER		
	T	B	G	T	B	G
BILASPUR	2324	1217	1107	81.66	82.08	81.21
CHHACHHRAULI	4861	2636	2225	81.81	83.16	80.22
JAGADHRI	8582	4539	4043	85.77	88.65	82.54
MUSTFABAD	2664	1437	1227	82.54	83.09	81.90
RADAUR	5427	3437	1990	84.22	86.33	80.60
SADHAURA	2787	1417	1370	81.77	82.14	81.39
TOTAL	26645	14683	11962	83.63	85.40	81.46



Source: H.H.S.

SC CATEGORY

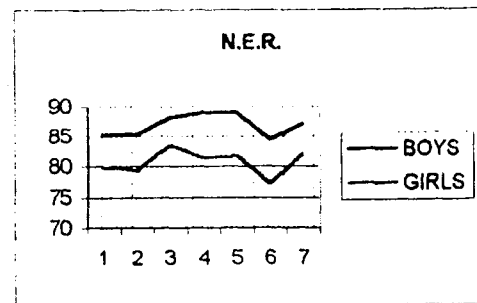
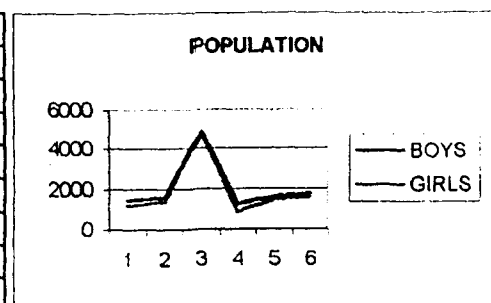
(UPPER PRIMARY SCHOOLS)

(A) ENROLMENT

NAME OF THE C 'D' BLOCK	STUDYING IN SCHOOL (11 TO 14)									STUDYING (VI TO VIII)								
	OVER ALL			GOVT. SCHOOL			PRIVATE SCHOOL			OVER ALL			GOVT. SCHOOL			PRIVATE SCHOOL		
	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G
BILASPUR	2234	1263	971	1504	857	647	730	406	324	4080	2296	1784	2130	1098	1032	1950	1198	752
CHHACHHRAULI	2473	1356	1117	1342	610	732	1131	746	385	4447	2313	2134	2348	1105	1243	2099	1208	891
JAGADHRI	8222	4270	3952	3814	1603	2011	4808	2667	1941	8486	4285	4201	4671	2053	2618	3815	2232	1583
MUSTFABAD	1875	1145	730	1173	587	586	702	558	144	3334	1788	1546	1684	822	862	1650	966	684
RADAUR	2705	1469	1236	1111	598	513	1584	871	723	3406	1992	1414	1775	958	817	1631	1034	597
SADHAURA	2765	1475	1290	534	276	258	2231	1191	1032	1620	944	676	847	438	409	773	506	267
TOTAL	20274	10978	9296	9278	4531	4747	10986	6439	4549	25373	13618	11755	13455	6474	6981	11918	7144	4774

(B) POPULATION AND N.E.R.

NAME OF THE C 'D' BLOCK	TOTAL POPULATION			NER		
	T	B	G	T	B	G
BILASPUR	2696	1480	1216	82.86	85.31	79.85
CHHACHHRAULI	2997	1590	1407	82.51	85.31	79.39
JAGADHRI	9548	4849	4735	86.11	88.06	83.46
MUSTFABAD	2185	1288	897	85.81	88.93	81.38
RADAUR	3165	1651	1514	85.46	88.97	81.64
SADHAURA	3310	1750	1560	83.53	84.31	77.13
TOTAL	23937	12608	11329	84.96	87.07	82.05



Source: H.H.S.

GROSS ENROLLMENT RATE

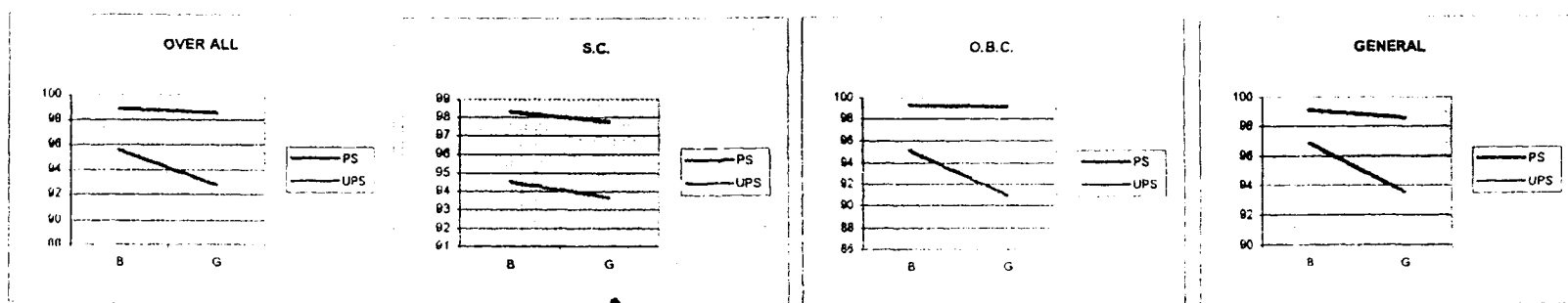
CLASS	S.C.			B.C.			GENERAL			OVERALL		
	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS
I - V	103.15	104.03	102.12	101.47	102.39	100.39	100.7	100.93	100.4	101.67	102.45	100.73
VI - VIII	106	108	103.76	105.84	106.73	104.74	101.82	102.07	101.52	104.33	105.23	103.2

The above table shows that GER in Upper Primary Sections is relatively higher than primary sections. The reason may be late admission in case of girls, mainly in rural areas, and higher repeaters rate in case of boys.

Source: H.H.S.

Retention Rate of Primary and Upper Primary

Stage	Overall			S.C.			O.B.C.			General		
	T	B	G	T	B	G	T	B	G	T	B	G
Primary	98.73	98.91	98.52	98.07	98.33	97.76	99.19	99.25	99.1	98.84	99.05	98.56
U/Primary	94.3	95.61	92.77	94.14	94.55	93.68	93.22	95.08	90.94	95.33	96.85	93.55



It reveals that retention rate is less in Upper Primary Section is more in comparison of then Primary Section due socia-economic and cultural taboos.

Source: H.H.S

C.D. BLOCK WISE TRANSITION RATE

S.No.	Name of C.D. block	Total appeared in vth class	Total passed	admission VI th class	Transition Rate	Remarks
1	Bilaspur	2149	2114	2073	98%	
2	Chhachrauli	2995	2838	2656	93.60%	
3	Jagadhri	3612	3471	2749	79.20%	
4	Mustfabad	1661	1599	1226	76.70%	
5	Radaur	2141	2047	1653	80.80%	
6	Sadhaura	1277	1234	742	60%	
	Total	13835	13303	11099	83.40%	

Sopurce: H.H.S.

The table indicates that the transition rate in C.D. Block Sadhaura is less than the other blocks of the district and its main reasons may be less accessibility to upper primary schooling and economically backwardness hazardous.

ADMISSION RATE

	OVERALL	S.C.	OBC	GENERAL
Population of AGE 6 years	22613	6546	7720	8343
Admission in 1st Class	22240	6408	7568	8264
Admission Rate	98.35	97.89	98.03	99.01

Source: D.P.E.O.YNR

The table shows that the admission rate of General category is higher because of better socio economic conditions and awareness. Still it is satisfying in all categories.

Gross / Access Rate - Yamuna Nagar

S.No.	Name of c.d. Block	Total No. of Vill. more than 300 population	Total nos of vill. having school	Access rate
1	Bilaspur	123	90	73.17%
2	Chhachhrauli	145	106	73.10%
3	Jagadhri	90	79	87.78%
4	Mustfabad	67	59	88.06%
5	Radaur	73	68	93.15%
6	Sadhaura	55	45	81.82%
Tctal		553	454	82.10%

Source: D.P.E.O. Census record

INDEX OF SOCIAL EQUITY (I S E)

CATEGORY:- S.C.

AGE GROUP	SC Enrolment	Total Enrolment	Share in Enrolment	SC Population	Total Population	Share in Population	ISE
6 to 11	33430	115862	28.85%	37003	127792	28.96%	99.62%
11 to 14	20274	70884	28.60%	23937	82425	29.04%	98.48%

Source: H.H.S.

The table shows that ISE is relatively less in upper primary sections. Still it may be interupted that the Index of Social Equity is a bit satisfying and nearer to overall social equity in the society.

Gross / Access Rate - Yamuna Nagar

63

S.No.	Name of c.d. Block	Total No. of Vill. more than 300 population	Total nos of vill. having school	Access rate
1	Bilaspur	123	90	73.17%
2	Chhachhrauli	145	106	73.10%
3	Jagadhri	90	79	87.78%
4	Mustfabad	67	59	88.06%
5	Radaur	73	68	93.15%
3	Sadhaura	55	45	81.82%
Tctal		553	454	82.10%

Source: D.P.E.O. Census record

INDEX OF SOCIAL EQUITY (I S E)

CATEGORY:- S.C.

AGE GROUP	SC Enrolment	Total Enrolment	Share in Enrolment	SC Population	Total Population	Share in Population	ISE
6 to 11	33430	115862	28.85%	37003	127792	28.96%	99.62%
11 to 14	20274	70884	28.60%	23937	82425	29.04%	98.48%

Source: H.H.S.

The table shows that ISE is relatively less in upper primary sections. Still it may be interupted that the Index of Social Equity is a bit satisfying and nearer to overall social equity in the society.

ACHIEVEMENT LEVEL

UPPER PRIMARY:-

CLASS	Total students appeared	passed	Ist Divs.	Iind Divis	Illrd.Divis	Remarks
VIII	13998	8256	2266	2788	3202	
		58.98%	27.45%	33.77%	38.78%	

Source: D.E.O. YNR

It shows the poorer pass percentage and low achievement level of the students at upper primary which corresponds to the high repeaters rate at this stage.

POPULATION PROJECTIONS

&

STUDYING

POPULATION PROJECTIONS

(2003 TO 2009-10)

AGE GROUP 6-11

11-14

YEAR	STUDYING IN SCHOOL (I TO VI)										PROJECTION IN STUDYING POPULATION (I TO VI) FROM 2003-04 TO 2009-10																	
	OVER ALL			SC			OBC			GEN			TOTAL		GOVT. SCHOOL				PRIVATE SCHOOLS									
	T	B	G	T	B	G	T	B	G	T	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G		
2003-04	118386	66516	52770	34159	18729	15930	40153	21744	19489	44076	25145	18931	28337	26205	12344	12201	9375	8591	6313	5413	38181	24565	6385	3229	12369	9818	18545	13518
2004-05	120989	67049	53920	34904	19138	15766	41028	22218	18810	45037	25693	19344	28954	26777	12613	12467	9575	8779	6772	5531	38095	27143	6525	3299	12639	10031	18921	13813
2005-06	123606	68510	55096	35665	19554	16111	41922	22702	19220	46019	26254	19765	29586	27360	12890	12737	9767	8971	6919	5652	38924	27726	6664	3374	12915	10249	19335	14113
2006-07	126301	70003	56298	36442	19980	16462	42836	23197	19639	47023	26826	20197	30229	27959	13171	13015	9958	9169	7070	5775	39774	28339	6809	3447	13239	10470	19756	14422
2007-08	128322	71123	57199	37026	20300	16726	43521	23563	19953	47775	27255	20520	30713	28407	13382	13253	10158	9316	7133	5855	40410	28792	6918	3473	13410	10637	20072	14652
2008-09	130375	72261	58114	37619	20625	16994	44217	23945	20272	48539	27691	20848	31205	28862	13596	13435	10321	9465	7298	5962	41055	29252	7029	3559	13624	10807	20393	14886
2009-10	132481	73417	59044	38321	20955	17266	44924	24328	20596	49316	28134	21182	31709	29315	13810	13647	10484	9614	7415	6054	41708	29729	7145	3619	13844	10942	20719	15128

YEAR	STUDYING IN SCHOOL (I TO VI)										PROJECTION IN STUDYING POPULATION (I TO VI) FROM 2003-04 TO 2009-10																	
	OVER ALL			SC			OBC			GEN			TOTAL		GOVT. SCHOOL				PRIVATE SCHOOLS									
	T	B	G	T	B	G	T	B	G	T	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
2003-04	132762	73286	59476	39001	21246	17755	45234	24552	20682	48527	27488	21039	32470	30159	14462	14058	10854	9888	7354	6213	40616	29317	6784	3697	13898	10794	20134	14826
2004-05	135656	74863	60773	39851	21709	18142	46220	25087	21133	49585	28087	21498	33178	30816	14778	14364	10886	10104	7514	6345	41885	29957	6931	3778	14201	11029	20573	15150
2005-06	138614	76516	62098	40720	22182	18538	47228	25635	21593	50668	28699	21967	33901	31487	15100	14677	11123	10324	7678	6456	42615	30611	7082	3861	14512	11269	21221	15481
2006-07	141637	78184	63453	41608	22666	18942	48258	26194	22064	51771	29325	22446	34639	32173	15422	14997	11365	10549	7845	6627	43545	31280	7244	3945	14829	11515	21480	15819
2007-08	143903	79436	64467	42274	23029	19245	49030	26613	22417	52599	29794	22805	35194	32688	15676	15237	11547	10718	7971	6733	44242	31779	7353	4008	15066	11699	21823	16072
2008-09	146208	80707	65499	42950	23397	19553	49815	27039	22776	53441	30271	23170	35758	33211	15927	15481	11732	10889	8099	6841	44949	32288	7470	4072	15307	11887	22172	16329
2009-10	148545	81998	66547	46337	23774	19866	50612	27472	23146	54298	30755	23541	36331	33742	16182	15724	11920	11063	8229	6950	45667	32805	7592	4142	15552	12077	22526	16591

Source: HHS

1st TO 5th as on 30.09.02

YEAR	OVERALL			SC			OBC			GENERAL		
	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS
2003-04	5556	3023	2633	393	221	172	850	433	417	4413	2369	2044
2004-05	5779	3089	2690	402	226	176	868	442	426	4509	2421	2088
2005-06	5905	3157	2748	411	231	180	887	452	435	4507	2474	2133
2006-07	6033	3226	2807	450	236	184	906	462	444	4707	2528	2179
2007-08	6130	3278	2852	427	240	187	921	470	451	4782	2568	2214
2008-09	6228	3331	2897	434	244	190	936	478	458	4858	2609	2249
2009-10	6327	3384	2943	441	248	103	51	486	465	4935	2650	2285

Source: DEO, YNR

PROJECTION IN STUDYING POPULATION (11 TO 14)

YEAR	STUDYING IN SCHOOL 11 TO 14										GOVT. SCHOOL						PRIVATE SCHOOLS								
	OVER ALL			SC			OBC			GEN			TOTAL		SC		OBC		GEN						
	T	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G						
2003-04	72429	40016	34413	11211	5489	13813	8948	15886	12654	11380	11466	4630	4893	5866	3771	2764	3845	2963	20747	6737	4649	8827	6187	13222	10111
2004-05	74000	40000	34120	11100	5100	13700	9000	16330	13239	11627	11716	4751	4864	5074	3853	2822	3507	25261	21404	6731	4750	9018	6322	13512	10332
2005-06	75622	41779	33843	11712	5918	13377	10397	16690	13528	11881	11971	4834	5064	4163	3937	2844	3420	2422	21922	6829	4661	8511	6160	13600	10330
2006-07	76831	42447	34384	11899	10077	13591	10563	16957	13744	12071	12163	4911	5145	4230	4000	2930	2018	30376	22221	6988	4932	9361	6563	14027	10726
2007-08	78060	43126	34934	12089	10238	13808	10732	17228	13964	12266	12356	4990	5227	4299	4063	2977	3066	30860	22578	7099	5011	9509	6669	14251	10898
2008-09	79309	43816	35493	12282	10402	14029	10904	17504	14187	12463	12553	5070	5370	4368	4128	3025	3115	31353	22940	7212	5332	9661	6776	14479	11072
2009-10	80579	44518	36061	12480	10569	14254	11078	17784	14414	12662	12754	5151	5395	4436	4194	3073	3165	32256	23307	7329	5174	9816	6884	14711	11249

PROJECTION IN STUDYING POPULATION (VI TO VIII)

YEAR	STUDYING IN SCHOOL VI TO VIII										GOVT. SCHOOL						PRIVATE SCHOOLS								
	OVER ALL			SC			OBC			GEN			TOTAL		SC		OBC		GEN						
	T	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G						
2003-04	87871	47851	40020	13915	12011	16014	12802	17922	15207	15826	16248	6615	7133	5615	5467	3596	3648	32025	23772	7300	4878	10399	7335	14326	11559
2004-05	89787	48894	40893	14218	12273	16363	13081	18313	15539	16170	16603	6759	7289	5737	5586	3774	3728	32724	24290	7459	4984	10626	7495	14639	11811
2005-06	91746	49860	41786	14520	12541	16720	13366	18712	15879	16522	16965	6906	7448	5862	5708	3754	3809	33438	24821	7622	5093	10858	7658	14958	12070
2006-07	93746	51050	42696	14845	12814	17085	13657	19120	16225	16883	17334	7057	7610	5960	5832	3836	3892	34167	25362	7788	5204	11095	7825	15284	12333
2007-08	95246	51867	43380	15083	13019	17356	13876	19426	16485	17152	17611	7169	7732	6086	5925	3897	3954	34715	25769	7414	5287	11272	7951	15529	12531
2008-09	96771	52697	44074	15324	13227	17636	14098	19737	16749	17426	17893	7284	7856	6183	6020	3959	4017	35271	26181	8040	5371	11453	8078	15778	12732
2009-10	98319	53540	44780	15569	13439	17918	14324	20053	17017	17705	17179	7401	7982	6282	6116	4022	4081	35835	26601	8168	5457	11636	8208	16031	12936

Source: HHS

CLASWISE PROJECTION INSTUDYING POPULATION OF AIDED & RECOGNISED SCHOOLS FROM 2003-04 TO 2009-10

STUDYING PROJECTION IN VI TO VIII as on 30.09.02

YEAR	OVERALL			SC			OBC			GENERAL		
	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS
2003-04	4786	2731	2055	285	154	131	723	383	340	3778	2194	1584
2004-05	4890	2791	2099	291	158	133	739	391	348	3860	2242	1618
2005-06	4996	2851	2145	297	161	136	755	399	356	3944	2291	1653
2006-07	5105	2913	2192	303	164	139	772	409	363	4030	2340	1690
2007-08	5186	2960	2226	308	167	141	783	414	369	4095	2379	1716
2008-09	5270	3008	2262	313	170	143	796	421	375	4161	2417	1744
2009-10	5354	3056	2298	318	173	145	809	428	381	4227	2455	1772

Source DEO, YNR

PROJECTION IN POPULATION (06-11)

YEAR	OVER ALL			SC			O.B.C.			GEN.		
	T	B	G	T	B	G	T	B	G	T	B	G
2003-04	130579	71635	58944	37810	20423	17387	44580	23978	20602	48139	27234	20955
2004-05	133426	73197	60229	38634	20868	17766	45552	24501	21051	49240	27828	21412
2005-06	136335	74793	61542	39476	21323	18153	465454	25034	21510	50314	28435	21879
2006-07	139308	76424	62884	40337	21788	18549	47560	25581	21979	51411	29055	22356
2007-08	141538	77647	63891	40983	22137	18846	48321	25990	22331	52234	29520	22714
2008-09	143803	78889	64914	41639	22491	19148	49094	21406	22688	53070	29992	23078
2009-10	146104	80151	65953	42305	22851	19454	49880	26828	23052	53919	30392	23447

PROJECTION IN POPULATION (11-14)

YEAR	OVER ALL			SC			O.B.C.			GEN.		
	T	B	G	T	B	G	T	B	G	T	B	G
2003-04	84222	45445	38777	24459	12883	11576	27226	15003	12223	32537	17559	14978
2004-05	86058	46436	39622	24992	13164	11828	27820	15330	12490	33246	17942	15304
2005-06	87934	47448	40486	25537	13451	12066	28426	15664	12762	33971	18333	15638
2006-07	89341	48207	41134	25946	13666	12280	28881	15915	12966	34514	18626	15888
2007-08	90771	48979	41792	26362	1385	12477	29343	16170	13173	35066	18926	16142
2008-09	92224	49763	42461	26784	14107	12677	29813	16429	13384	35627	19227	16400
2009-10	93705	50565	43140	27213	14333	12880	30295	16697	13598	36197	19535	16662

POPULATION PROJECTION OF AGE GROUP 11-14 (2003-04 TO 2009-10)

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YEAR	OVER ALL			SC			O.B.C.			GEN.		
	T	B	G	T	B	G	T	B	G	T	B	G
2003-04	82425	44475	37950	23937	12608	11329	26645	14683	11962	31843	17184	14659
2004-05	84222	45445	38777	24459	12883	11576	27226	15003	12223	32537	17559	14978
2005-06	96058	46436	39622	24992	13164	11828	27820	15330	12490	33246	17942	15304
2006-07	87034	47448	40486	25537	13451	12086	28426	15664	12762	33971	18333	15638
2007-08	89341	48207	41134	25946	13666	12280	28881	15915	12966	34514	18626	15888
2008-09	90771	48979	41792	26362	13885	12477	29343	16170	13173	35066	18924	16142
2009-10	92224	49763	42461	26784	14107	12677	29813	16429	13384	35627	19227	16400

STUDYING POPULATION PROJECTION OF AGE GROUP 11-14 (2003-04 TO 2009-10)

YEAR	OVER ALL			SC			O.B.C.			GEN.		
	T	B	G	T	B	G	T	B	G	T	B	G
2003-04	70884	39163	31721	20274	10978	9296	22285	12540	9745	28325	15645	12680
2004-05	72429	40016	32413	20716	11217	9499	22771	12813	9958	28942	15986	12956
2005-06	74008	40888	33120	21168	11462	9706	23267	13092	10175	29573	16334	13239
2006-07	75622	41779	33843	21630	11712	9918	23774	13377	10397	30218	16690	13528
2007-08	76831	42447	34384	21976	11899	10077	24154	13591	10563	30701	16957	13744
2008-09	78060	43126	34934	22327	12089	10238	24540	13808	10732	31192	17228	13964
2009-10	79309	43816	35493	22684	12282	10402	24933	14029	10904	31691	17504	14187

Source: H.H.S.

INTRODUCTION

OF SSA

AIMS &

OBJECTIVES

A FRAME WORK

The normal programme of Primary Education could not bring desired fruits. Hence Centre GOVT. has rightly considered that the right of Education should be shifted from Directive Principles of State Policy to Fundamental Rights and a more rigorous, more elaborate programme of Education should be initiated with composite and concerted efforts of center and states. In which the Centre is ready to step into with more share of expenditure and increased responsibility on community in this programme (Sarva Siksha Abhiyan).

It is an effort to universalization of Elementary Education by community ownership of the school system and it emerges out of the demand for quality basic Education all over the country which provides an opportunity for improving human capability inherent in all children and education for life with inculcation of moral values befitting to our Great Indian Culture.

Hence, it is a programme with clear "Time Frame" for UEE, a response to the demand for quality basic education along with permuting social equity, community ownership of the education systems, community sponsored effective enrolment, partnership among center, state and local Bodies, i.e.

Coverage of the programme with partnership of funding and opportunity⁷⁷

for states to develop their own vision of Elementary Education.

Aims and Objectives

It is presumed that this programme of Education will provide.

- Quality and relevant elementary education to all children of 6-14 age group by 2010. (By enrolling them in school, or Back to School by 2003) and they must complete their eight years of schooling by 2010.
- Special emphasis must be given on girls and other special categories so that a gap is bridged among social regional and gender elements.
- The programme must be initiated and implemented with active participation of the community in all possible aspects of Education.

Hence, this program is started with following pre considered objectives.

1. All Children in school, EGS Centres, A.S. or B.S.C. by 2003.
2. All Children complete 5 years of primary Schooling by 2007.
3. All Children complete 8 years of Elementary schooling by 2010.
4. Focus is laid on elementary education of satisfactory quality with emphasis on education for life.
5. Bridge al Gender and Social Category Gaps at Primary stage by 2007 and at elementary education level by 2010.
6. Universal retention by 2010.

All these objectives are suggested to be attained by 2010. Again certain activities are proposed to be incorporated with certain specific norms and decentralization approaches. It is a broad - based, highly comprehensive programme of education which is going to cater the educational needs of 16 districts of Haryana (excluding Bhiwani, Mahendergarh and Gurgaon) and later in the second phase covering the whole of the State.

Why A Framework For Implementation (And Not A Guideline)

- To allow states to formulate context specific guidelines within the overall frame work.
- To encourage districts in States and UTs 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.

The objectives are expressed nationally though it is expected that various districts and States are likely to achieve universalisation in their own respective contexts and in their own time frame 2010 is the outer limit for such achievements. The emphasis is on mainstreaming out of school children through diverse strategies, as far as possible, and on providing eight years of schooling for all children in 6-14 age group.

The thrust is on bridging of gender and social gaps and a total retention of all children in schools. Within this framework it is expected that the education system will be made relevant so that children and parents find the schooling system useful and absorbing according to their natural and social environment.

Sarva Shiksha Abhiyan As A Framework 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 the Central Plans will reflect as part of the SSA framework, they will all merge into SSA programme within next few years. As a programme, it reflects the additional resource provision for UEE.

PLAN
INDICATORS,
PROBLEMS
AND
ISSUES

Plan Indicators, Problems and Issues

The implementation of Sarva Shiksha Abhiyan in District Yamuna Nagar needs to be incorporated on the following indicators which have emerged out of the analysis of educational statistical figures given in the previous section.-

- 87 Villages of Distt. Yamunanagar are identified as having the population more than 300 and no arrangement of Primary Schooling. SSA aims at enrolling children of 6-14 Age group. So, it is proposed to open 87 new primary schools with at least two teachers in each of the schools.
- The ratio of enrolment of girl students in upper primary section in comparison to their percentage of enrolment in primary schools is much lower. It may be interpreted that these girls might not have been enrolled for lack of upper primary schooling facilities within their reach as well as social cultural taboos and hindrances that do not allow them to get themselves enrolled in far flung schools. SSA has aimed at ensuring enrolment of all the children from 6 to 14 age group and their attainment of qualitative education without their social or gender differences. In such a situation it has appropriately been considered that a school mapping exercise might help in opening some upper

primary schools within the norm of the SSA. According to the result⁸² of this school mapping exercise it has been decided that every child of 11-14 should be given an access of upper primary schooling within the reach of 3 K.M. Consequently 135 such MUPs are being proposed to be opened. Out of 135 MUPs 50 MUPs have already been approved in the budget 2002-03 and at least 30 girls as qualifying primary graduates in that habitation which would enroll in class 6 at the initial stage. In these upper primary schools it may be appropriate to propose the appointment of two teachers at the initial stage (one for Mathematics, Science and others for SS and English. Next year two more teachers are being proposed to be appointed and in the third year the strength of these teachers would go to 5 in each of these Upper primary schools according to need of the subject.

- The educational schemes and implementation strategies would be to mobilize the masses to send their wards of 6 to 11 age group to the formal schooling. Even though the highly intensifying mobilization campaign may bring some desired fruits still there would certainly be some population of low socio economic stratum which may not enroll their children into formal schooling because of the involvement of their wards in some financial earning activities. In such cases it has been

considered that some 50 alternative schools on pilot and experimental⁸³ bases may be opened in 2003-04 where at least 25 such children are located and its proposal from VEC of that locality of some lady volunteer and it is proposed that a lady volunteer of same locality be arranged for imparting education in A.S and provisions to be made for free accommodation for such A. schooling the provision of free accommodation for such A. schooling.

- As per the report of the survey such difficult areas comprise of brick kilns, factories, rag pickers, working on dhabas, tea shops etc. on the basis of success of 50 school in 2003-04 their number will be increased to 100 in 2004-05. The ultimate aim of these schools would be to mainstreaming these children whenever it is find appropriate and their educational progress.
- Many of the schools (about 19 primary schools and 8 upper primary schools) are running either in the sheds, chaupals or in some open area or in rented buildings. The objectives of SSA are to be achieved to enroll clientele group of 6-14 age group then some appropriate infrastructure must be provided in these building less schools. Moreover as it has been discussed above 82 primary schools and 85

upper primary schools are required to be upgraded. It is considered that the provisions of these facilities will certainly promote our government educational system and it will lead to the materialization of objectives of the SSA.

- The less enrolment of girls, especially of weaker sections e.g SC children and if any analysis of their non enrolment is taken care of, it is found essential if their enrolment and sustenance or retention in the system is to be ensured that certain need based more incentives in the form of free text books and free stationary is to be provided in addition to the already prevailing incentives, according to the State Policy of Education.
- The decreasing trend in Government schools, the poor quality of teaching learning process and ineffective monitoring and supervision as well as poor physical and educational facilities are visibly translated into very poor qualitative achievement in our schools. It requires that some provisions of Teaching Learning Equipment, Provisions of school grants and teacher grant must be made if the objectives of quality education under SSA are to be achieved. These grants will certainly help the teachers to improve their teaching process with the help of

necessary Audio-visual Aids when the children face some difficulties in assimilating the hard spots.

- The quality of teachers reflects into the quality of whole teaching learning process. Moreover, it requires certain attitudinal changes in our teachers, change in their methodology of teaching, their knowledge and their self esteem. Many times it has been analyzed that the teachers of both the levels need certain rigorous trainings for the strengthening of their knowledge, Improving their teaching skills and the change in their attitude, change in their methodology of teaching, their knowledge and their self esteem to cope themselves as well as their students with the rapidly changing competitive world.

- The weakest link in our educational pattern is either the teacher or the passive community or stereotyped ineffective monitoring and supervision. Unless the community is actively involved in our educational system nothing could better be achieved. SSA has rightly proposed its strategy on the strongest pillar of the community involvement, decentralization, quality in education and universalisation. All the activities in our educational system must be shared by the local community, stakeholders and there should be crystal clear

transparency in the working of our schools and the whole system of education. It is felt that certain changes in the monitoring and supervision system of our schools are to be incorporated. Govt. of Haryana has rightly issued a notification in this context. This notification ensures a very scientific, need based and effective system of monitoring and supervision at village and school level, at block level, at district and at state level. The detail of this mechanism is given with the Section of "Intervention and Justification of budget"

- Our community and teachers are lacking professionalism and successful practitioners' approach, they should be research oriented, innovative and positive in their outlook so that the system may change in an effective structure.

- Many of the girl children could not be enrolled because of their involvement in sibling care activities, domestic activities, peasantry engagements or their negative attitude towards aimless education. Moreover unless our educational system is made competitive to the private system and rapidly changing world through some provisions of education information technology i.e. computer education,. There is also a very little provisions of education for disabled to integrate them

successfully with the present system of education. The survey report of disabled by social welfare department reveals that a number 1172 with 40% or more deformities and who need medical, psychological and physical assistance to integrate them to the normal education system.

- As it has already been stated that poor and ineffective monitoring and supervision has made the education system lethargic and outdated, unless this monitoring system is taken nearer to grass root level, nothing could be achieved. It needs revitalization and rejuvenating the mechanism of the monitoring and supervision with the help of appointment of persons with zeal and missionary spirit who are made accountable to the quality of the whole system.

The dropout rate at primary level in almost all the social groups is a bit satisfying but it is a bit high in SC Children i.e. Girls 2.25% boys 1.67% at upper primary level. Corresponding to less retention rate at upper primary level and a satisfying rate at primary level.

The data of enrolment in government schools reveal the following basic facts:

(a) Decreasing enrolment trend in govt. schools from 1997-02.

(b) The comparatively better admission rate at primary level than at upper primary level.

(c) Less enrolment in govt. schools at upper primary level in comparison to primary level.

(d) The satisfying admission rate at primary level and low transition rate at upper primary level.

(e) The very serious repeaters rate at primary level i.e. more than 6.83% and at upper primary level especially at the eighth standard corresponding to low achievement level almost in all the subjects. It matches to the figures of baseline studies, conducted in DPEP districts and their results.

S NO	BROAD AREAS	INTERVENTIONS STRATEGIES AND ACTIVITIES
1.	Access	Alternative schooling and innovative education <ul style="list-style-type: none"> - Opening of more Primary and Upper primary schools. - Improvement in infrastructure and physical facilities. - Provision of IED activities.
2.	Quality Improvement	Strengthening and monitoring, supervision and supports system by setting up Block Resource Centers, D.P.I.U, EMIS,, Mass mobilization, strengthening of ECCE (Early child hood education) Teachers Training, Promotion of Teaching Learning Equipment and Aids, Research and Evaluation, Innovative Activities, School Health Programme, School Improvement Grants, Teachers' Grant, Provision of Sports Activities Provision of Integrated Education for Disabled etc.
3.	Increasing Enrolment	1. Strengthening of Mass Mobilization and Women Empowerment Programme in the form of Maa-Beti Meals and enrolment drives. 2. Construction of new schools, and provisions of better infrastructure facilities especially for girls and special groups like SC children, disabled children, dropouts, non-starters, strengthening of early childhood care and education programme and intensifying elementary formal Education Programme.
4.	Education of special groups (Difficult Children)	Enrolment drive for the education of girls, SC children, disabled children, working children etc. like A.S. Programme
5.	Management	Establishment of District Project Implementation Unit alongwith Education Management Information System

QUALITY

IN

EDUCATION

QUALITY IN EDUCATION

Education is a human process which leads all round development and over all improvement of human life. Education does not mean reading, writing and arithmetic only. It is a global and vast term which reflects in the over all behavioral pattern life style of a learner. Betterment, enrichment and improvement are the three words, which compulsorily relate to a person who has under gone the process of education. Informally every elder instructs his younger for the betterment and risk covering status of his life and observes whether the behavioral patterns of the persons whom the instructions have been give modified or changes and satisfies as well as make the present status for further instruction which ultimately reflects in improved, better and enriched desired behaviour pattern. This informal process continues in formal schooling as well but here besides informal instructions the planned and well structured system of context, content and process of desired behaviours. Hence, the word education covers knowledge, skills competencies and desired improved terminal behaviour of the individual.

The programme of education should cover some essential factor if the enriched terminal behaviour is to be attained. It requires the involvement of all those elements which some how determine and influence the learner the active involvement of the learner itself, active participation of the community,

needs based and life centred learning experiences i.e. subject matter, child centred and joyful teaching learning process, effective monitoring and administration, continues comprehensive evaluation of the terminal behaviour as well as the system effectiveness, improved need based congenial school environment including school infrastructure and other physical facilities, teacher effectiveness and well designed conceptualized need review. All these elements, if come together, determine not only the successful attainment of desired terminal behaviour but also influence the whole process of education. In this way if education is to be imparted, it should be in consonance with the demand of the learner as well as the society and it should ultimately reflect into the behavioural pattern of the learner. Only this type of education can liberate the learner from narrow domestic walls and elevates him to a cultured, improved, better human resource, which can contribute to the uplifting of society along with maximum potential development.

Sarva Shiksha Abhiyan starts with some basic objectives of:-

- Education to all 6-14 age group of children;
- Education that has high life competencies and elevates skills;
- Education through active community participation in planning and implementation;

- Education that develops better human resources and meet the challenge of the time;
- Education that is comprehensive and life related.

It means Sarva Shiksha Abhiyan lays a maximum emphasis on qualitative elementary education for all. It does not satisfy with quantity i.e. education for all but also the quality of education i.e. education for betterment of life. The above objectives can be achieved if certain basic inputs are essentially incorporated in this project.

Quality in any educational plan basically revolves round the quality of infrastructure and support services, teachers character stick (academic and professional effectiveness), curriculum and teaching learning material, effective class room teaching learning process, effective evaluation, monitoring and supervision. Improvement of quality on these concerns and parameters and its sustenance has been a better of great concern if the desired outcome is to be achieved from any educational programme.

The following strategies are being suggested to improve the quality of educational programme in SSA.

- I. Need based grass root effective planning.
- II. Community mobilization and active participation.

- III. Expanding and strengthening institutional facilities for capacity building.
- IV. Infrastructural school facilities.
- V. Teacher empowerment and capacity building.
- VI. Developing an effective EMIS (Educational Management Information System).
- VII. Effective teaching learning process with review of curriculum and books, development of need based child centred teaching learning material, child centred and intrinsically self motivated teachers and learners and class room, joyful teaching learning process.
- VIII. Effective monitoring and evaluation.
- IX. Research and innovation.
- X. Resource support and.
- XI. Review of the programme in view of the achievements, weaknesses related to desired objectives and time frame.

Need Based Grass Root Effective Planning:

Sarva Shiksha Abhiyan starts with house hold survey which has reflected number of drop out children, non starters, disables, location of difficulty areas and difficult groups possible reasons for dropouts and non starter at primary and upper primary levels. It also helps in concluding upon school-

mapping exercises for opening of new primary and upper primary schools and alternative schooling provisions. This exercise includes the involvement of teachers, community, stockholders, feeders, PRIs, NGOs and convergence with other departments. District Yamuna Nagar has concluded upon all these information along with gross enrolment ratio, net enrolment ratio, dropout rates, repeater rate, consistency in enrolment from primary to upper primary level and the proportionate enrolment in Govt. and Non-Govt. Institutions etc. All these information have been given in relevant sections of district profile. The activity of planning revolves round these basic information because they have helped in providing basic indicator for the planning for this district.

Community Mobilization And Active Participation:

Community mobilization and active participation. The active participation of the community is considered as basic input for the process of SSA project. It requires certain activities and exercises to be incorporated into the programme. Researches reveal that the non-attainment of the objectives of our previous education programmes had been the due to passive community and their unawareness of the importance of educational programme for their children especially for girls. Working on with this fact that more the mobilized, aware and motivated community the better and speedier the attainments of education programme objectives. This motivates the planner

to incorporate the activities like VEC/VCC training programmes, orientation of district functionaries, environment building activities like wall writing. Installation of steel board/hoardings, publicity through electronic and print media, printing of community awareness material, development of audio-video cassette, awards to best VEC's celebration of national days at cluster, block and district levels and displaying tableaux Kala Jaths, Nukkad Nataks, etc. It is presumed that all these activities will help in mobilizing community for active participation in enrolment, improving retention rate, reducing dropouts and non starters, reaching the un-reached, improving school effectiveness and quality through continuous monitoring and reviewing. Review on the basis of achievement and objectives. It will also help in making the whole programme and activities, income and expenditure transparent and in proper utilization.

Capacity Building:

The roots of success of any educational programme lies in the institution capacity building. The prevailing conditions of our educational institutions require the provision of educational equipments, lab equipments, teaching learning aids, teaching learning materials, library books and educational periodical. Computers to every upper primary school, school improvement grant, appointment of teachers, CRC's, BRC's, ABRC's, APC's and DPC, lecturer in DIET, JE's SO and other essential staff, furniture and tat-patties, ceiling

fans, contingencies, sports material and health care etc. in the perspective plan for this district. It is presumed that provision of all these facilities will prove as an additionality for quality improvement in educational programme of SSA.

- a) It is supposed that if the above-mentioned provision are made it will build the capacity of the institution, improves the teaching learning process and ultimately reflects in the high achievement level of the student.
- b) Further, the institution capacity building requires the provision of adequate physical facilities like construction of rooms, boundary walls, toilets, water and electricity facilities etc. These provisions in a school will not only improve the enrolment and retention rate but also help in the improvement of the quality of learners achievement level because of better and more congenial teaching learning atmosphere of the school.

Decentralization Of Planning Of Management:

Decentralization of planning of management with a special focus of strengthening of grass root institutions such as block and cluster resource centre to facilitate academic supervision supports services and far also effective units for planning and management of quality initiative where the

teacher find opportunity as per group interaction and self initiative to solve their problems and improve their working conditions.

The strengthening of DIET's is expected to play an important role for teaching empowerment programme, classroom interaction, academic support, research and innovation and pursuit of excellence.

- c) The institutional capacity building further requires the strengthening of resource support group, publication and dissemination of success story through new letters and periodicals need based teachers training programme through annual specific annual training programme, extended teacher training programme. The training programme through the teleconferencing, demonstration classroom support; intensifying monitoring and supervision, collecting and utilizing feed-back; providing teacher grant to improve the classroom teaching learning process organizing visits and excursion to acknowledge rich experiences; awarding best teacher, best school and best alternative centre and best VEC on the basis of their pioneering services and research and innovation activities. All these

activities will certainly help in improving the process and product of educational programme of SSA.

Effective Teacher Learning Process

The quality of any educational programme lies basically in its effective classroom, teaching learning programme the modern age is not just to observe the principal of spare rod and spoil the child. It is not also something to cram and part the examination. Again it is not something force from outside. Rather teaching learning process should be participatory intrinsically self motivated, joyful, life centred, self respected and conceptuality and productive. It requires:-

The review of prevailing curriculum and books;

Development of improved teacher learning material;

Frequently utilization of teaching;

Learning equipments and frequent use of scientific technique and;

Self motivated teachers with scientific and democratic attitude incorporating methods of inquiries of innovations continues comprehensive evaluation and holistic approach the student.

Modifying supervision mechanism and evaluation with systematic recording of criterion orienting individual growth and development of each and every learner.

Along with these activities and sprits some other provisions may improve the quality of learner achievements like:-

- The provision of library books, educational periodicals and news papers;
- Organization of bridge courses for slow learners, dropouts and non-starters;
- Provision of school grant and provision for health care;
- Provision of adequate furniture, tat-patti, darri etc.
- Provision of research and innovation every school, every VRC, every CRC and DIET.

These may be rightly and timely inputs for a lofty educational programme like SSA. Specifically when the important thrust is on quality education.

Education Management And Information System

The education management and information system is seen as an integral part of management of SSA programme.

The most tested programme which could prove its effectiveness for the success of any educational system has been EMIS and PMIS because they keep detailed information about objectives, achievements, gaps and further modified objectives.

So the same type of system is been proposed in SSA to capture details of a school, a learner, a target group, financial and managerial approaches. It envisages as and important strategies for expansion of school education.

Review

The success of a programme lies in continue review, feed back and changed strategy this incorporate a SWOT analysis.

Hence this activity is also incorporated in the perspective plan of SSA to attain the desired objectives in full especially the quality of education.

Policy Issues Regarding Upper Primary Education Haryana.

Haryana has decided to launch a comprehensive time frame education program of Sarva Shiksha Abhiyan with collaboration of central Govt. As per the objectives of the program every child of 6-14 age group needs to be imparted a qualitative elementary education without any different on the basis of caste, colour, sex or socio-economic status. It has already been resolved in State Education Policy that Haryana will act in consonance to central commitment and has decided to impart qualitative elementary education.

Some policy issues related to upper primary level schooling have been proposed to be formulated in the following ways:

Policy Issue

a) Opening of new upper primary level schools

Proposed state criterion

Basic Constitutional Resolves in Part IV article 45-A states "The state shall endeavor to provide free and compulsory education to every child of 6-14 age group in 10 years from the promulgation of this constitution: It also states that the states shall utilize all its resources to impart the elementary education to all the citizens.

Moreover the Constitutional Amendment 93 gives a Fundamental Right to Elementary Education to every child of 6 to 14 age group. In view of these commitments Haryana has decided to open upper primary schools with following criterion:

Distance : Every child is proposed to give an access to upper primary schooling facility within 3 Kms. In some exceptional cases like natural/physical hazards this criterion may be relaxed.

Availability of Graduates passing out 5th standard : IT has been proposed that minimum 25 primary graduates should be available to start with 6th standard in upper primary school. In case of girls; who are either dropouts or have not sought admission in 6th class due to non-accessibility of upper primary schooling facilities, the UP school will be opened on preferential basis.

Strength of Village Population: As per NPE 1992 every habitation with 500 population should have primary schooling facility and if the population exceeds to 1000 there may be given an upper primary schooling facility if otherwise a sufficient number of children for upper primary schooling are available.

b) Recruitment and posting of teachers in upper primary schools:

Present recruitment policy: The Haryana Staff Selection Commission advertised the posts as per requirement and according to the need in different subjects specialization. This agency makes the selection on the basis of written test, interview and scholastic achievements and distinction in sports/cultural activities. In case of upper primary schools all these exercises are for subject wise recruitment. The lists of the selected candidates are sent to the Director Secondary Education who makes the postings of these teachers as per requirement of the field.

Proposed Recruitment Policy: It is proposed that the state shall constitute a selection committee under the chairmanship of Finance Commissioner and Secretary Education & Language Haryana. The committee will consist of :

- I. The Finance Commissioner and Secretary Education & Languages, Chairman.
- II. The Project Director, SSA - Member Secretary
- III. The Director, Secondary Education/Nominee - Member
- IV. The Director, Primary Education/Nominee - Member
- V. The Director SCRET/Nominee - Member.
- VI. Subject Specialist - Member

Procedure of Recruitment : Subject wise advertisement of posts.

Selection on the criterion of

- Achievement in the written test
- Interview
- Scholastic achievements
- Distinction in sports/Cultural activities (Only National & State Level)
- Sales & Rules as per 5th Pay Commission Recommendations and Haryana Govt. Rules, whichever is applicable.

Strengthening of SCERT and DIETs for upper primary stage: SCERT Haryana has already been imparting service training to the teachers of upper primary stage and some DIETs have been imparting pre-service training to language teachers. Still they need some extra inputs to cope with the new demands in SSA. It has been proposed that:

- Members of DIET faculty will be given orientation by SCERT in different pedagogical areas at upper primary level (training module will be framed and modified by the SCERT). These teacher educators will further impart in service program to all the teachers of the upper primary school in the respective district every year.
- Courses like B.Ed may also be proposed to be started at DIET level.

- The recruitment and postings in DIETs, will invariably be according to the DIET guidelines issued by MHRD. There would be no frequent transfers and the efficient persons once entered in the system will be retained.
- The constitution of State Resource Group (SRG) with subject specialists, extra ordinary teachers, experts from NGOs and Universities.
- Constitution of District Academic Resource Group (DARG) with subject, specialists and dedicated successful teachers.

Structure of BRCs & CRCs:

To cater to the needs of upper primary education it has rightly been proposed that one BRC (Principal in Sr. Sec. School with distinct achievement, experience, knowledge and qualification) Seven ABRCs having 10 year outstanding experience as Lecturer of Sr. Secondary School with distinctive achievements) are supposed to be appointed at each C.D. block. This institution will further strengthen the constitution of Block Academic Resource Group having five subject specialists who are capable to provide academic support, training and effective monitoring in the respective block.

CRC will be strengthened with the constitution of Cluster Academic Resource Group with five subject specialists with outstanding academic and pedagogical

background. This group will impart Extended Teacher Training by demonstrating lessons and suggestion.

e) Structure of Community related organization such as the Village Education Committees, PTA, MTAs and School development committees.

The VECs have already been formed in every village. However, it has been proposed that the VECs for upper primary schools will consist of the members from parents of catchment areas whose wards are studying in that upper primary schools. This effective representation will help in further promoting the functioning of upper primary schools. Moreover the representation of the stake holders, community members of the catchment area will help in ensuring enrolment, retention and quality improvement.

All these activities are proposed to improve the quality of elementary education and as well as to make the provision of easy access to every child.

**SUPERVISION
&
MONITORING
UNDER
EDUCATION SSA**

SUPERVISION AND MONITORING MECHANISM UNDER SSA

The success of any educational system lies in its systematic, regular and effective supervision and monitoring system. The study reveals that the results could not be attained previously because of ineffectiveness of this system. It has been found that the supervision and monitoring mechanism in education is both lethargic and ineffective or beyond grassroots approach. Moreover the frequency of our supervision system is so meager that hardly any proper direction could be achieved out of it. It is considered an appropriate step under SSA that this system be strengthened and made effective with certain appropriate, effective and nearer to grass root mechanism of supervision and monitoring. In addition to it the supervision system has always been in the form of inspection, which could never put up model for the improvement and could only work as faultfinder.

SSA has focused itself on four basic pillars:

- Decentralization and area specific;
- Quality;
- Universalisation of elementary education with out any social or gender bias;
- Community participation and ownership.

Again, more focus has been given on strengthening the monitoring and supervision system so that the activities under SSA may bring the desired fruits and may lead to the attainment of desired objectives within the time frame Hence, the Governor of Haryana vide his letter No. 21/18-2002PE(2) dated 11th September 2002 is pleased to constitute the following committees for proper monitoring and supervision at village, school, cluster, block, district and state level.

1. School level committee:

(a) Parent Teacher Association

PTA will comprise of the following office bearers

(i) President	Elected
(ii) Vice President	Head teacher/HM
(iii) Secretary	Nominated
(iv) Joint Secretary	Elected
(v) Treasurer	Nominated
(vi) Auditor	Not a member of executive

The membership of the association shall be open to all the parents or guardians of the students and the members of the staff of the school.

The head of the school shall be ex officio vice president of the association. The Secretary of the association shall be nominated from amongst the members of the staff by the president in consultation with vice president, the treasurer, and the secretary and all the office bearers and members of the executive committee shall be elected at the time of annual meetings./ There shall be an executive committee of the association to carry out the day to day activities of the association. It will consist of ten members (with at least three from the teachers) beside the office bearers. Meetings of the executive committee will be held once in a month preferably the last Saturday of the month.

The aim of the associations is to encourage parents to share the responsibility along with the teachers for better educational standard and moral, social, and physical development of the children and overall improvement of the schools.

The specific objective of the PTA will be as follows:

- (i) Creating awareness among the parents regarding the need and importance of inculcating the habits of punctuality, regularity in attendance and cleanliness in their wards.
- (ii) Diagnosis of Educational backwardness and need for adopting remedial measures in time.
- (iii) Helping for making provision for physical facilities such as furniture, electric fans, buildings etc. to the schools.
- (iv) Making improvement in the overall conduct and behavior of the students.
The tenure of the association would be two years.

(b) MTA (Mother Teacher Association)

It is not basically different from PTA. Here, the membership is open only to Mothers and lady guardians of the children. The MTA will meet twice a month instead of once as in case of PTA.

The school may have either of two or both of the associations. From primary wing The MTAs may be there and for the whole school i.e. Upper primary level, the PTAs may also be there.

The tenure of the committee will be two years.

These bodies can inspect the records (students' attendance , Staff attendance) of the school.

2. Village Level Committee

(a) Village Education Committee (VEC)

There will be a Village Education Committee (VEC) with the following members:

Three members nominated by Gram Panchayat (At least one scheduled Castes and one lay member)	3
Head teacher of the Primary school (Member secretary) (In case of more than one school the senior most)	1
A female teacher (In case of more than one school not from the school of member secretary)	1
Female member nominated by Mahila Mandal	1
Lady health worker	1
Anganwadi worker/Bal Sevika	1
Two members nominated by PTA/MTA	2
Member nominated by BEO (NGO member/Social worker /Educationist)	1
Village secretary/Gram Sevika	1
TOTAL	TWELVE

The selection of VEC members should be process based i.e. through activities and participation rather than by official orders of nomination.

Out of twelve members six should be from female side. The committee will elect its President and Vice President.

The committee will function as an arm of Panchayati Raj System and involve persons interested in the overall development of rural education in the respective village. It will meet twice in a month and send its report of the proceedings to cluster level committee (CLEC) and Block level education committee (BLEC)

Its objectives include creating awareness, increasing enrolment surveys for the purpose of universalisation of primary education. It will also create an environment for quality education, discipline, cleanliness and beautifulness in the school. It will also help in capacity building also.

The tenure of the committee will be two years. VEC is expected to play important role in mobilizing the community for bringing unenrolled children in to formal schooling. It will also ensure the mainstreaming of the children of

weaker sections and other disadvantaged sections of the society, especially of the girls and the disabled. It will also ensure that all children of 3 to 6 age group come to ECCE centers for pre-schooling. Moreover, it will regularly assess the local needs and aspiration of the stakeholders and try to materialize the goals in time and effectively. It will also identify the households, which are not sending their children to school and will take necessary steps in this regard. The committee will also maintain and update the village education register consisting of all relevant educational data, and will provide the profile of the children of the respective habitation. The VEC will also monitor and supervise the construction work in the school and will also look into quality aspect of these constructions. It will also keep account of all the school going and non-going children of the concerned habitation. The VED will also monitor and supervise the construction work in the school and will also look into quality aspect of these constructions. It will also keep account of all the school going and non-going children of the concerned habitation.

(b) Village Construction committee (VCC)

It will have the following members

A member (Male/Female of VEC	President
Member Secretary of VEC	Member Secretary
VEC Member (Ex service man/Retiree/Social worker)	Member
VEC member belonging to SC	Member
Member nominated by VEC	Member
Total	Five Members

The main objective of this committee is to maintain, extend and improve upon the school building etc.

It will hold its meetings twice a month and send report of the proceedings to CLEC and BLEC.

c) Urban Education Committee (UEC) for urban areas

For schools in urban areas UEC will be constituted urban area wise on the patter of VEC and will consist of the following members:-

Three members approved by municipal committee/council (At least one scheduled Caste, One lay member)	3
Head Teacher/Head Master of elementary school	1

(Member Secretary)	
(In case of more than one school, the senior most)	
A female teacher nominated by the BEO	1
(In case of more than one school, not from the school of member secretary)	1
Female member nominated by Mahila Mandal	1
Lady health worker (to be nominated by Health department)	1
Anganwadi worker/Bal Sevika to be nominated by ICDS department	1
Two members nominated by PTAs/MTAs	2
Member nominated by BEO	1
(NGO member/Social worker/Retired employee/educationist)	
A nominee of Municipal Committee/Council.	1
Total	Twelve

(d) Construction committee

Construction committee of the urban area will consist of the following members:-

(i) A member Male or Female of UEC	1
(ii) Head teacher/Headmaster - Member secretary	1
(iii) UEC Member (Ex serviceman/Social worker/Retired teacher)	1
(iv) UEC member belonging to scheduled caste	1
(v) Member nominated by UEC	1
Total	Five

3. Cluster level Education committee (CLEC)

The CLEC will consist of following members:-

Cluster resource Coordinator (member secretary)	1
Four head Teachers (at least two of them ladies)	2
Nominee of ICD Scheme	1
Nominee of Health department	1
Two Retired Educationist	2
A prominent Ex-serviceman	1
Four VEC member	4
(Not more than one from the same VEC)	
Total	Fifteen

The Head Teacher and the VEC members may be opted by rotation after a period of one year so that opportunities are given to as many as possible.

The committee will function as an agency to support, coordinate and review the achievements of the schools in the cluster. Its aim and objectives will be as under:-

- (a) Organizing session for mutual sharing of experiences of teachers.
- (b) Reviewing Infrastructural improvements in the schools.
- (c) Sharing of infrastructure/Teaching Learning Materials wherever possible.
- (d) Guiding further steps for Universalisation of Elementary Education.
- (e) Maintaining the spirit of cooperation amongst the communities for the cause of education.
- (f) Collecting data and keeping it updated.
- (g) Following up the action on the decisions/proceedings of the VEC/VCC meetings.

The committee shall meet twice a month and will send report of the Proceedings to BLEC.

4. Block level Education Committee (BLEC)

Block level Education Committee will consist of the following members:

Block Education Officer (President)	1
Block Resource coordinator (member Secretary)	1
Block Development Panchayat Officer	1
Nominee of ICDS	1
Nominee of health department	1
Nominee of Public health department	1
Two cluster Resource Coordinators (One Male, One Female: to be nominated by BEO)	2
Head of high/senior secondary school (Preferably the senior most)	
A prominent ex-serviceman of the block	1
Retired Educationist preferably the State/national awardee	1
VEC members from different Clusters	2

TOTAL

Fifteen members

Members from CRCs/VECs will be rotated after one year to give opportunity to other also. The BLEC can be higher level supervisory agency to further review activities in the field of school education. Its function will be:

- (a) Supervision of the Training Programmes.
- (b) Organizing Block level sessions for sharing of experiences and problems of teachers.
- (c) Providing resources/Teaching learning materials to teachers.
- (d) Collecting of data and updating for further guidance.
- (e) Monitoring the reports from the Clusters.
- (f) Follow up action on the decisions/proceedings of the VEC/VCC and CLEC meetings.
- (g) Inspection of the schools.
- (h) It will meet once amonth and send its report to District level education committee (DLEC)

5. District Level Committee

The district level education committee will consist of the following members:

Deputy Commissioner	Chairman	
Additional Deputy Commissioner	Vice Chairman(c)	
Chief Medical Officer		1
District Education Officer		1
District Primary Education Officer		1
Principal, District Institute of Education and Training (DIET)		1
District Project Coordinator	Member Secretary	
Block Education Officers	As per member in the distt	
Nominee of Zila Parishad		1
Chairman of Panchayat Samiti		1
(Nominated by Zila Parishad)		1
XEN Public Health		1
XEN KIPWD (B&R)		1
Nominee of ICDS		1
Head of High/Senior Secondary school		1
(Nominated by DEO)		
Two Prominent social workers (one a lady)		2
Representatives of body of Handicapped		1
Representatives of an NGO		1

Due representation should be given to Scheduled caste and weaker sections of the society. Members from such organizations may also be taken, if otherwise not available amongst the ex officio members. The Chairman of the committee may opt persons of eminence, if and when required.

The DLEC will be the major monitoring agency at the district level to see that the objectives of SSA are being achieved in letter and spirit, and all grants are being utilized for the purpose for which they are allotted. The DLEC will function under the chairmanship of the Deputy Commissioner of the district. It will meet once a month and send its report to the State level Monitoring Committee (SLMC). The committee will make arrangements for:-

- (a) Survey of out of the school children and Dropouts.
- (b) Finding the reasons thereof.
- (c) Admission/Readmission of the children to the schools.
- (d) Collection of data at the district level and getting it updated.
- (e) Supervision of the training programmes for the district.
- (f) Monitoring the report from all the blocks.
- (g) Follow up action on the decisions/proceedings of the BLEC.
- (h) Inspections of the Schools.

The committee will meet once a month and send its report to the State level Monitoring Committee.

It may be interpreted here that all these committees, organizations and consultancies will help in functioning and implementation of SSA towards its desired goals and objectives. Again, it may be appropriate to suggest here that the proper manning of this system could only lead to the desired fruits. Secondly, this system should be democratic, friendly to work culture and work ethos. Demonstration, model presentation and proper guidance should be the watchwords instead of faultfinding or inspectorships.

JUSTIFICATION OF THE BUDGET

1. NEW PRIMARY TEACHERS

87 habitations in District Yamuna Nagar are identified having population more than 300 but there is no provision for imparting primary education to the kids of these habitations (The list of 87 habitations has been appended in the annexure). So, as to achieve the goal of SSA 87 New Primary Schools are being proposed to be opened to provide the primary schooling to every child within the radius of 1 Km to every child of this district. So, a budgetary proposal is being made to ensure the access and quality for the education of the children of these habitations. As per the norms of SSA, two teachers are being proposed to be provided within the Pay Scale of 5th Pay Commission to treat them at par with other teachers of this category in the State of Haryana. Out of these 87 PS, 5 PS have already been sanctioned in the budget of 2002-03.

Hence, 164 New Primary Teachers for the proposed 87 new primary schools are being proposed to be recruited in these schools with a budgetary proposal of Rs. 142.90 lacs in 2003-04, Rs. 148.860lacs in 2004-05, Rs. 156.12 lacs in 2005-06 and Rs. 162.95 lacs in 2006-07 with total budgetary outlay of Rs. 610.120 lacs and total budgetary provision for 10 PS Teachers (sanctioned in 2002-03 budget) i.e. 37.210 lacs is being proposed from 2003-04 to 2006-07.

Teachers in Upper Primary Schools

District Yamuna Nagar is facing the inadequacy of access to upper primary schooling as shown in the data. It results into the **low transition rate from primary to upper primary especially of girls**, that is the number of upper primary schools (142) is much less in comparison to number of primary schools (492). If the proposed new Primary Schools are opened the number of these primary schools will go up to 579. As per rigorous school mapping exercise and to fulfill the constitutional resolve to provide elementary schooling accessibility to all the children within the distance of 3 Kms from their residence and moreover to attract all the girls into the fold of elementary schooling and to give them quality education, it is found an appropriate proposal to open 135 more upper primary schools (the list is appended in the annexure). This proposal also does not violate the norm in SSA. Hence a proposal is being made to open 135 upper primary schools with five teachers in each school. Observing state education policy, instead of appointing all the 5 teachers in each of these upper primary schools at the

very beginning, two teachers (one SS master and another for Science or mathematics) are proposed to be appointed in each of these schools in 2003-04, two more teachers (one for Hindi/Sanskrit and another for drawing or agriculture) in 2004-05 and one more teacher (Physical Training Instructor) is proposed to be added in 2005-06. In this way 170 such teachers are being proposed to be appointed in 2003-04, with budgetary provision of Rs. 180.200 lacs, 170 teachers in 2004-05 with budgetary provision of Rs. 371.830 lacs, 85 teachers in 2005-06 provision of Rs. 482.69 lacs. Same number of teachers will continue in 2006-07 with the budgetary proposal of Rs. 506.750 lacs. In this way the total budgetary outlay of this activity is Rs. 1541.470 Lacs. 250 teachers in the 50 UPS sanctioned in budget 2002-03 are also being proposed to be recruited in the same phased manner with total budgetary outlay of Rs. 906.407 from 2003-04 to 2006-07. The proposal may be treated as tentative and in the ensuing annual work plans it may be reviewed because of enhancement of enrolment in these schools.

2. Alternate Schools

Though the number of out of school children in the District Yamuna Nagar is much larger (**Drop out 1.27%** and **non-starter 8.7%** In 6-11 age group and in the age group of 11-14 number of out of school children is **drop out 5.07%** and **8.3%**). Yet the revelation of strong political will coupled with Constitutional Resolve require to be translated into the provision of schooling facility for all these difficult children. As per provisions in SSA these difficult children may be enrolled in **AS centers or bridge courses or back to school programs**, for the provisions of schooling facilities to these children. It may first be initiated in the form of creating awareness in the masses through **mass mobilization activities, improvement in school infrastructures, strengthening of pre school programs and improving quality of teaching learning process** in our present formal schools. It is presumed that the maximum number of this bunch of out of school children will come into the fold of our formal system with these efforts. As per information a good number of these children are indulged in working in one or the other earning activity and it is very difficult to bring them in the fold of our formal schooling. Hence, 50 AS centers are being proposed to be opened as a **pilot study program of SSA** in 2003-04 only in the very difficult areas to start with proposed budgetary outlay of Rs. 10.05 lacs. Here the term difficult areas may be named as children of rag pickers or working on brick kilns or the children working on Dhabhas or tea stalls or the children indulged in farming activities. The more difficult group, according to the survey report, is either of girls indulged in sibling care activities or of

suffering from narrow social taboos or of drop outs (which have dropped only because of dull teaching learning process and school scare). As per proposal all these 50 centers would be started on the initiative of Village Education Committees with their realistic proposals of some volunteers of that very locality, preferably the woman of the area where at least 25 such children are located and 50 centers would be started in the year 2005-06 with the total outlay provision of Rs. 11.1lacs with total proposed outlay on this activity will be 62.125 lacs as per details mentioned in the budgetary section.

3. Civil Works

The schools in this district are running with very poor infrastructure erected by local community. The more disturbing state of affairs is that at present this local community is becoming more and more reluctant towards the requirement of these schools. Though 73rd accountable towards the working of these schools yet it is not the enactment of only the laws but some more awareness campaigns are required to be launched. It is essential that some provisions of civil works are to be made on need based requirements in carefully selected areas. It will be helpful not only in improving school infrastructure and bringing qualitative improvement in teaching learning process but it will also help in attracting children to schools especially the girls who scare to enter the school because of lack of certain essential infrastructure amenities in the schools. Hence, as per requirement from the grass root the following need based proposals are being made on survey based assessment that came out of the discussion with the local community, VECs and teachers.

3(a) Building for schools without buildings (P.S.)

It is found that 19 primary schools are running in unsafe buildings. So it is found appropriate to propose 19 with the proposed total cost outlay 57 lacs (as per details given in the budgetary section)

3(b) Buildings for schools without building in UPS.

The condition of the buildings of the upper primary schools are also not very conducive and a good number of such schools are also facing the same situation as described in section 3(a). So it is proposed that 3 such buildings are to be erected in 2003-04, 5 in 2004-05 with a unit cost of Rupees 5 lacs and an estimated cost outlay of Rs. 15 lacs in 2003-04 and 25 lacs in 2004-05 with total cost outlay of Rs. 40 lacs.

3(b)(I) Additional class rooms.

Though the number of schools with inadequate class rooms is very large yet all of these schools could not be provided additional class rooms due to the restrictions of norms. So 536 such class rooms are proposed to be constructed with the unit cost of Rs. 1.5 lacs, total proposed outlay Rs.804 lacs upto the end of 2006-07.

3(c) CRC buildings.

The unit of CRC may function only when proper infrastructure of this type is provided at the level of a cluster nearer to the grass root to make the monitoring and supervision more effective and result oriented. District Yamuna Nagar, according to its area and number of education institutions for elementary level, has proposed to create 65 such units of CRCs, as per school mapping exercise. Out of these 10 have already been sanctioned in the year of 2002-03. 55 CRC buildings are being proposed to be constructed in 2003-04, with unit cost of 2 lacs each with total budgetary outlay of Rs. 110 lacs

3 (d) New School Buildings for PS

As proposed in section one above in 87 habitations having 300 population but have not any primary school for imparting primary schooling. Hence, 30 new Primary schools are proposed to be constructed with estimated cost outlay of Rs. 90 lacs in 2003-04, 25 buildings are being proposed to be erected in 2004-05 with cost outlay of Rs. 75 lacs, 25 buildings in 2005-06 with estimated proposed outlay of Rs. 75 lacs and 2 buildings for new primary schools with cost outlay of Rs. 06 lacs in 2006-07. The total plan outlay of Rs. 246 lacs.

3(e) New School Building of UPS

As per plan out lay 135 more U.P. Schools have already been proposed to be opened which require the construction of buildings with a unit cost of Rs. 5 lacs each. These buildings will include three classrooms, one room for Headmaster, veranda along with toilet and drinking water facilities. So 40 such buildings are being proposed to be constructed in the year of 2003-04, 35 in 2004-05, 40 in 2005-06, with total plan out of Rs. 575 lacs.

3(f) Toilet facilities.

Before 2000 the toilet facilities in schools of this district had been very poor in conditions but in the year 2000 to 2002 this facility has been provided in all the primary and upper primary schools. So no proposal is being made for the toilet facilities in this district.

3(g) Boundary wall.

Most of the schools in the district are running without boundary walls. As per information and requisitions received from the PS & UPS total 132000 Rft. School boundary walls required to be constructed in the year 2006-07 with total budgetary outlay of Rs. 290.400 lacs.

To supervise the civil works provisions have been made for the post of Two JEs with a salary out lay of Rs. 9.18 from 2003-04 to 2006-7.

2(h) Drinking water

All schools in the district are not facing paucity of drinking water facility. Drinking water facilities have already been provided in all the schools (PS & UPS). So, no proposal is being made for drinking water facilities in this district.

4. Maintenance and Repair

As per norm of SSA Rs. 5000 may be allotted to every Primary and Upper Primary School and BRCs & CRC building every year for the maintenance and repair. Though the money is much meager yet to restrict the proposal upto the norm it is proposed that this allocation may be granted to all the primary schools and all the upper primary schools with an estimated cost of Rs. 179.850 lacs. The buildings, which are being constructed newly in the specified year, will not be given amount for Maintenance and repair in the year of its construction. The amount may be utilized to maintain the buildings of these schools as well as some minor repairs to be executed.

5. Free textbooks

The objective of universalisation of elementary education can only be achieved if the socially deprived groups are given a boost in the form of some financial

assistance to purchase text books. As per norm of SSA all the girls and SC/ST children are to be provided free text books @ Rs. 150 per child per year. It is true that this incentive is also maneuvered in the state education policy of Haryana for SC girls and SC boys, but it is also a bitter embarrassing fact that this incentive has never been supplied in time. So to save the children from his situation all the SC girls, SC boys and all other general as well as BC girls are to be given this facility in the very beginning of the academic year so that the concerned child may utilize it properly. In this way in 2003-04 the total 21191 and the total 21078 SC Boys and 25315 other girls are to be benefited in 2003-04; and if this number is enhanced with a projection of 2.18% enhancement in the population every year this number goes 21653, 21538, 25867 of SC girls, SC boys and other girls respectively in 2004-05, with the same criterion this number will grow to 22125 SC girls, 22008 SC boys and 26431 other girls in the year 2005-06 and in the year 2006-07 it is projected that this number will increase into 22607, 22488, 27007 respectively of SC girls, SC boys and other girls. All these beneficiaries are proposed to be given Rs. 150 per year per child with a plan out of Rs. 101.377 lacs 103.58 lacs, 105,847 lacs and 108.154 lacs in 2003-04, 2004.05. 2005.06, 2006-07 respectively with total budgetary proposal of Rs. 418.958 lacs upto the end of 10th five year plan. Besides above benefits, it is also proposed that the SC girls and boys studying in aided recognized schools in the district should also be given free text book benefit. In the aided school (PS & UPS) only 303 SC girls and 375 SC boys are enrolled as per data made available by the D.E.O and D.E.P.O. YNR as shown in datas. The total budgetary provision of Rs. 4.205 lacs from 2003-04 to 2006-07 is being proposed.

6. Teaching Learning Equipments.

Almost all the schools, whether they are new or existing, need to be provided teaching learning equipments once in the project period i.e. 2002-03 to 2006-07 so that they may impart quality education with the help of these TLE, defined into the equipments of science lab, geography lab, art & craft, Maths kits, science kit, library equipments and books sports material and musical instruments etc. once in the project period 10000 to per Primary School and 50000 to per Upper Primary School All these equipments must be need based and helpful to make the hard spots in different educational units learnable, interesting and joyful so that the child may imbibe all the competencies and life skills appropriate to cope him with the competitive world. Hence, the plan outlay of Rs. 133.4 lacs is being proposed for this activity of TLE in Year of 2003-04 only.

7. School improvement grants

Every school (of both primary (579) and upper primary (277) level) in the district is being proposed to be given Rs. 2000 per year as School Improvement Grant. An estimated outlay of Rs. 17.96 lacs every year to all schools every year has been proposed with total estimated outlay plan of Rs. 71.84 lacs from 2003-2007 to meet out the casual needs of these schools immediately with the help of this amount through the **active involvement of VECs on the pattern of decentralization and need based transparent approaches.**

8. Teachers Grant (PS & UPS)

The comprehensive educational project must end in qualitative education to each and every child. SSA has rightly taken it as its very important objective but the quality in education never comes from a vacuum. It requires some basic changes in teaching process, which could equip our teacher with essential audio visual aids and other educational activities so that any hand spot may be learnable for the children. If we learn lesson from the other countries we find that every teacher spends at least one tenth of its income on this type of teaching aids. Under SSA a very nominal help may be granted to every teachers of primary and upper primary stage to equip him and to strengthen his teaching learning process hence the amount of Rs. 500 per year per teacher is proposed to be spent in the form of teacher grant with a budgetary estimated cost outlay of Rs.18.775 lacs in year 2003-04, Rs. 20.125 lacs in 2004-05, Rs. 20.800 lacs in the year 2005-06, Rs. 20.800 lacs in the year 2006-07 with total estimated cost of Rs. 80.500 lacs.

9 Teacher Trainings

" Teacher acts as the Pivot for the transmission of intellectual traditions and technical skill from generation to generation and helps to keep the lamp of civilization burning. So, the Indian Education Commission 1964-66 has rightly remarked that ~~the most important~~ **the most important** element in any educational system is quality of teacher and this quality may come up if some need based quality training in the form of pre-service and in service systems is provided. It will be quite appropriate to think about some need based training, which could improve the

quality of our teacher every year. This training must at least be existing Primary teachers for 10 days and 20 days training to the all UPS teachers every year on cascade model and decentralized in approaches and with selection of the subject mater and mode of the trainings. District Yamuna Nagar has proposed the training of languages in the year 2003-04, training of mathematics in 2004-05, training of science in 2005-06 and remaining cognitive as well as non cognitive subjects in 2006. These training will not be in isolation but with the review of previous experiences and on participatory approaches both from receivers and the givers. Moreover, it is required the training module should be prepared and made handy to all these teachers in the beginning of any training program. Through the module of this training may be a product of some expertise from SCERT yet there may be some changes on area specific approaches and experiences. To intensify and implement these trainings it is proposed that an amount of Rs. 37.457 lacs, Rs. 40.019 lacs, Rs. 41.909 lacs and 41.909 is being proposed to be spent in the year of 2003-04, 04-05, 05-06 and 06-07 respectively. The total outlay on this activity will be 161.294 lacs. Though the amount to be spent on them under SSA norm (Rs. 70 per teacher per day) is not sufficient yet the management schedule of these training programs, if fixed within the range of 8 Km i.e. at the block or the CRC level, may make this provision as sufficient. A cost and effective monitoring of the program may make it effective and result oriented.

10. Community Training

SSA basically relies upon active participation of the community. For that it is essential to nominated VECs or SMCs for every school of up to elementary level, which could contribute to the improvement and implementation of educational activities in the school. To ensure the active participation of the community it will be appropriate to impart the training to the members of these VECs and at least this training should be for two days every year for two days. Though the strength of each VEC is 12 members yet as per SSA norm only 8 members from each VEC would be imparted training with the estimated cost of Rs. 30 per member per day every year. This will require an amount of Rs. 2.952 lacs every year from 2003-04 to 2006-07 with a total plan outlay of Rs. 11.808 lacs.

11. Research and Evaluation

No educational program can make any headway unless its progress is reviewed terminally and some additional inputs are proposed to put the project on right

track and heading towards result oriented. So a very nominal amount of Rs. 400 per school per year is being proposed to review and to lead the project to obtain the already set objectives within the timeframe. Hence, an amount outlay of Rs. 3.504 lacs is proposed to be spent on this activity every year with a total cost outlay of Rs. 14.016 lacs.

12. Innovative Activities

Education is not a stereo typed exercise. It requires innovations at every step whenever and wherever the need arises. Moreover for the achievement of desired objectives especially boosting girl education, it is required that some input are made to strengthen early childcare education (ECCE)

The clarion call of hour is computer education in Schools. So it is proposed one school from each CD block and Two Schools at District Headquarters are to launch computer education so that the students of Govt. schools may be able to compete with the private sector and development in the society. The names of these Eight schools are being given in the Annexure. This activity will cost 14.960 lacs in 2003-04 and Rs. 14.920 lacs in 2004-05. Rs. 14.320 lacs in 2005-06 and Rs. 14.540 lacs with ultimate cost outlay of Rs. 58.74 lacs. The details are proposed in the budgetary section with the estimated cost outlay.

ECCE

The success of this comprehensive project relies upon mobilizing the masses. Such activities should be put into action which may motivate the girls out of schools to opt themselves voluntarily in formal schooling. To boost girl's education, it is proposed to impart training to the 625 Anganwari workers for 5 days in 2004-05, so to acquaint themselves with the grass root. Moreover, it is proposed to boost girl's education in each center one Dari, water container, one almirah, stationery expenses, weighing machine. Health cards play way cards and furniture etc. are to be provided for the better results of the education.

Girl's Education

To persuade the girls out of schools to opt themselves in formal schooling some mass mobilization programme to be executed in the form of some sports competition, exhibition, birthday celebration and village level, tableau and prizes to the talented girls. The mode of these programmes will be on the

area specific socio cultural activities so that this programme may prove more effective and result oriented. The proposed outlay on this activity will be 45.94 lacs.

Research Study

In addition to it, some research studies with specific requirements and professionalism in the teachers and teacher educators, may be termed as action researcher, must be initiated so that a spirit of innovation towards the demand of improvement in quality may arise. The subject of these studies should be preferably girl's education. In this way 35 action researchers in 2003-04, 36 AR in 2004-05, 37 AR in 2005-06 47 AR in 2006-07 are being proposed to be conducted in the District Yamuna Nagar with the outlay of Rs. 38.209 lacs.

The proposed outlay on the above cited activity (Computer education, ECCE, Girl's education and Research studies) will be estimated 49.763 lacs in 2003-04, 49.959 lacs in 2004-05 Rs. 49.916 in 2005-2006 Rs. 49.791 lacs in 2006-07 with total cost outlay of 199.429 lacs.

13. BRCs

Unless the management and supervision of an education system is strengthened and made effective the desired result may never be achieved. Until now there has been a B.E.O. to monitor the education system with the block. Under SSA it has been proposed one BRC, ex officio of Principal Sr. Secondary School cadre assisted by 7 ABRCs on deputation from school lecturer cadre who has expertise nature with monitor all the activities of elementary education within the CD block and it is expected that they will bring quality and make the whole teaching learning process criterion oriented. A structure in the form of a **Block Resource Centre** is being proposed to be erected with the necessary provisions of furniture once in the project period already sanctioned in the year 2003-04, TLM grant to make these resource center real in sense and spirit. Contingency to make system functional meeting and traveling allowances. To assist for the smooth functioning of the resource center, it is proposed 7 ABRCs of Senior Grade School Lecturer to be appointed, One accountant on contractual basis, a data entry operator on contractual basis, one employee of Class IV so that the system of monitoring and supervision may work effectively. The proposed outlay on this activity will be Rs. 80.393 lacs in 2003-04, Rs. 84.439 lacs in 2004-05, Rs.88.579 lacs in 2005-06 and Rs. 92.814 in 2006-07 with total cost outlay of Rs. 346.225

lacs. It may be worth mentioning here that the proposed appointment of the ABRCs would be on merit basis. The ABRCs would be experts in pedagogy and some specific subject of the syllabus who could impart demonstration, lesson, be helpful in teachers training and could provide real and expert guidance in both skill, teaching and knowledge.

14. CRCs

The monitoring of an education system could be effective only when it is near to the grass root. Hence, it is being proposed a system within approachable limit of 8-10 schools within an area of a cluster (within 8 Kms range). This structure is to be strengthened with the provision of furniture once in the project period which has already been sanction in 2002-03 for the smooth functioning of this institution. Contingency and some provisions for meeting and traveling allowances are being proposed with estimated cost outlay of Rs. 11.720 lacs.

15 IED

The planning commission has accepted that 100 million of India's population have physical or intellectually impairment. Of this, India has 40 million impaired children of school going age. At present, not more than 1 or 2% with special needs have accessed to education. Abhiyans such as, Sarva Shiksha Abhiyan cannot, but take into consideration the needs of the children with various impairments. Act of 1995 refers to the placement of disabled children in the most appropriate environment. The part Vth of the Act promises accessed to education to every child with disability between 3-18 of age. It also enjoins on the State to provide various modes including special schools, integrated education, open schools and home based education. We must make appropriate assessment of every child with disability and taking into the consideration her/his limitation, economic circumstances and the total environment take a decision on what will be the most appropriate environment for a particular child.

Integrated means providing to students with and without disabilities equitable opportunities together to receive effective educational services with need supplementary aid and sports service in age appropriate classes in their neighborhood schools. The objective of SSA UEE cannot be achieved without integrating 10% of child population which suffers from disability or another, "To provide for the IED DEEP will fund intervention for the integrated

education of school going children with integrable and mild to moderate disabilities.

As per survey report conducted by the DPEO Yamuna Nagar 1172 such children with more than 40% physical deformities have been located in the district Yamuna Nagar. All these children need special care and help, if their elementary education is to be ensured. So to integrate the education of these disabled children it is considered an appropriate step to identify them with the help of community mobilization and to appoint one resource teacher at each CD block (to help these children in integration of their education and to monitor their educational and physical growth and development). Setting up of a Resource Centre at each CD block, training to atleast one teacher from each school about the needs of such children and conducting medical check up of these children to ensure their growth and development, organizing their sports and cultural competition on block and district level to create in them a recognition and self esteem to provide them follow up service to ensure their smooth and adjustment and to provide them necessary aid and appliances.

It may be appropriate to mention here that in this issue the educational activities provisions must have collaboration and convergence with Red Cross Society, Social Welfare Department and Health departments. Moreover, it is also expected that number of these children will not increase in the due course of project period because of intensive medical facilities and incoming and out going into the elementary system. All these provisions will cost Rs. 14.02 lacs every year and the total estimated plan cost outlay will be Rs. 56.08 lacs.

16. Management cost DPC

The whole system of SSA needs an implementation unit at district level with the nature of DPIU which will be headed by DEO (working as an ex officio DPC). The salary of the DPC will be incurred from State Treasury. He will be assisted by two APCs of a very high ranking educational profile as well as rich experience of project preferable a planner of perceptive plan of the district.

It is proposed that one Section Officer, an Accountant, One Assistant, One Head Clerk, One Computer programmer, one data entry operator cum clerk, one Class IV employee and one sweeper cum chowkidar are being proposed to be appointed to make the EIMS functional and effective to cope up with the progress in the system for the management of essential educational data and timely review of the activities corresponding to the objective. To meet out the sundry expenses, it is proposed that a grant for Contingency provisions

for the meeting and traveling allowances. TLM grants and rent of the building for DPIU and well equipped computer lab are to be made.

The success of SSA relies upon mobilizing the masses. It requires some mass mobilization programme to be executed in the firm of Kala Jaahas for the girl enrolment drive, advertisement and publicity material. Hence, these proposed methods will motivate the out of school girls to opt themselves voluntarily in formal schooling. The mode of these programmes will be on area specific socio cultural activity so that this programme may be resulted oriented and effective. The aforesaid activities will create a linkage horizontally and vertically and will help in the monitoring and mass mobilization. The estimated cost outlay on the aforesaid activities will be Rs. 51.668 in 2003-04, Rs. 26.132 lacs in 2004-05, Rs. 26.683 in 2005-06, Rs. 27.224 in 2006-07 with ultimate cost outlay of Rs. 131.707 lacs within the norms of SSA less than 6% of the total project cost.

Some Budgetary Provisions not given in SSA norms but which seems to be justified for the successful implementation of SSA.

Under SSA norms, there is no provision for the payment and honorarium to the master trainers, so it is proposed that Rs. 200/- per day should be paid to the master trainer.

DPIU unit cannot function without the provision of vehicle and POL. This provision is required to be proposed to make the monitoring more effective. So, an estimated cost of Rs. One lac is being proposed to be spent on this activity.

It is proposed that all children studying in 4th and 5th standards in PS and 6th, 7th & 8th standard in UPS, must be provided with dual desks. So that teaching learning is improved and more attractive. This provision will be once in a project period with at least 50 dual desks in each primary school and 60 dual desks in each UPS.

Corresponding to the above provisions of sitting arrangements for the children of Primary schools it is proposed that atleast 100 Mtrs of Tat Pati must be provided to every primary school after every two years for the children of classes 1st to 3rd to sit on.

It is essential that some essential and supplementary effective teaching material must be provided in form of library books at both in primary and UPS levels. These books must be effective and rich in knowledge and contents.

Most of the schools in the district Yamuna Nagar are running without electricity facility, fans etc. Moreover, this provisions need to be assisted with the payments of electricity bills and installation of fans in the class rooms. Hence, an amounts of Rs. 6000/- per annum per school is being proposed for each and every PS & UPS. This proposal will not only improve the functioning of our schools, but help in heading the children to the competitive World of Science and Technology where the teacher could utilize certain equipments which run only with the help of electricity provisions.

All the above cited provisions though violate the norms of SSA but their importance cannot be diluted if we want to improve our elementary education system. The total estimated cost outlay on the above mentioned activities will be 503.84 lacs.

	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	TOTAL
1 TEACHERS PS (Rs. 4500+DA as per rule)	0.087	164	142.190	164	148.860	164	156.120	164	610.120
TEACHERS PS (SANCTIONED IN 02-03)	0.867	10	0.070	10	9.080	10	9.940	10	37.210
TEACHERS UPS (Rs. 5500+DA as per rule)	1.060	170	180.200	34	371.830	425	482.090	425	1541.470
TEACHERS UPS (SANCTIONED IN 02-03)	1.060	100	105.720	200	218.720	250	283.930	250	906.460
TOTAL			436.760		748.450		932.260		3095.260
2 ALTERNATE SCHOOLS									
HONORARIUM TO INSTRUCTORS @ 1200/-	0.144	50	7.200	50	7.200	100	14.400	100	43.200
OPENING OF A.S CENTRE Rs. 100/-	0.001	50	0.050	-	-	50	0.050	-	0.100
TLM & STATIONERY @ 1500/- CENTRE	0.015	50	0.750	50	0.750	100	1.500	100	4.500
DARI @ Rs. 1000/- PER CENTRE	0.010	50	0.500	-	-	50	0.500	-	1.000
STUDENT KIT @ Rs. 450/-	0.0045	50	0.225	-	-	100	0.450	-	0.875
WORK BOOK @ Rs. 1000/- PER CENTRE	0.010	50	0.500	50	1.000	100	1.500	100	5.000
BOOKS FOR STUDENTS @ Rs. 1000/- 1st year and Rs. 2000/- AFTER THAT		50	0.500	50	1.000	100	1.500	100	5.000
FURNITURE @ Rs. 1400/- PER CENTRE	0.014	50	0.700	-	-	50	0.700	-	1.400
TRAINING TO INSTRUCTORS Rs. 50/- PER DAY FOR 5 DAYS (INDUCTION)	0.0025	50	0.125	50	0.250	100	0.375	100	1.250
TOTAL			10.550		10.200		20.975		62.125
3 CIVIL WORK									
BUILDING FOR WHTHOUT BUILDING P.S.	3.000	5	15.000	5	15.000	9	27.000		57.000
BUILDING FOR WHTHOUT BUILDING U.P.S.	5.000	3	15.000	5	25.000				40.000
ADDITIONAL CLASS ROOMS	1.500	16	24.000	120	180.000	200	300.000	200	804.000
CRC NEW BUILDINGS	2.000	55	110.000						110.000
NEW SCHOOL BUILDINGS PS	3.000	30	90.000	25	75.000	25	75.000	2	246.000
NEW SCHOOL BUILDINGS UPS	5.000	40	200.000	35	175.000	40	200.000		575.000
BOUNDARY WALLS @Rs. 220/- RFT.							132000	290.400	290.400
JE -II @ Rs. 5500	1.040	2	2.080	2	2.220	2	2.380	2	9.180
TOILET FACILITY									
TOTAL			456.080		472.220		307.380	598.900	2131.580
4 MAINTAINANCE AND REPAIR SCHOOLS	0.050	778	38.900	786	39.300	782	39.100	854	160.000
BRC BUILDINGS	0.050	6	0.300	6	0.300	6	0.300	6	1.200
CRC BUILDINGS	0.050	10	0.500	65	3.250	65	3.250	65	10.250
Aided Recognised schools (42)	0.050	42	2.100	42	2.100	42	2.100	42	8.400
TOTAL			41.800		44.950		44.750		179.850
5 FREE TEXT BOOKS:- SC GIRLS	0.0015	21191	31.767	21653	32.480	22125	33.188	22607	131.366
SC BOYS	0.0015	21078	31.617	21538	32.307	22008	33.012	22488	130.668
OTHER GIRLS	0.0015	25315	37.973	25867	38.801	26431	39.647	27007	158.932
AIDED SCHOOLS SC GIRLS	0.0015	303	0.455	309	0.464	316	0.474	323	1.878
AIDED SCHOOLS SC BOYS	0.0015	375	0.563	384	0.776	392	0.588	400	2.327
TOTAL			102.355		104.828		109.239		423.171
6 TLE (NEW PS)	0.100	87	8.700						8.700
TLE (EXISTING PS) (UNCOVERED UNDER ANY SCHEME)	0.100	492	49.200						49.200
TLE (NEW UPS)	0.500	100	50.000						50.000
TLE (EXISTING UPS) (UNCOVERED UNDER ANY SCHEME)	0.500	51	25.500						25.500
TOTAL			133.400						133.400
7 SCHOOL GRANT PS	0.020	579	11.580	579	11.580	579	11.580	579	46.320
SCHOOL GRANT UPS	0.020	277	5.540	277	5.540	277	5.540	277	22.160
SCHOOL GRANT AIDED PS	0.020	19	0.380	19	0.380	19	0.380	19	1.520
SCHOOL GRANT AIDED UPS	0.020	23	0.460	23	0.460	23	0.460	23	1.840
TOTAL			17.960		17.960		17.960		71.840
8 TEACHERS GRANT PS	0.005	1767	8.835	1767	8.835	1767	8.835	1767	35.340
TEACHERS GRANT UPS	0.005	1705	8.525	1975	9.975	2110	10.550	210	39.500
TEACHERS GRANT AIDED PS	0.005	87	0.435	87	0.435	87	0.435	87	1.740
TEACHERS GRANT AIDED UPS	0.005	196	0.980	196	0.980	196	0.980	196	3.920
TOTAL			18.775		20.125		20.800		80.500

PROPOSED BUDGET 2003-2007

Sn	ACTIVITY	UNIT COST	2003-04		2004-05		2005-06		2006-07		TOTAL
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	
9	TEACHERS TRAINING (S IND. TRAINING TO NEW TEACHERS 20 DAYS @Rs. 70/- day /Tr.	0.014	174	2.436	-	-	-	-	-	-	2.436
	TRAINING TO EXISTING TEACHERS FOR NON D.H.P (10 DAYS) @70 /DAY/TR.	0.007	1593	11.151	1767	12.369	1767	12.369	1767	12.369	48.258
	TEACHERS TRAINING TO UPS										
	INDUCT. TRAINING TO NEW TEACHERS AT THE RATE OF Rs. 70/DAY/TR. (20 DAYS)	0.014	270	3.700	270	3.700	135	1.890	-	-	9.450
	TRAINING TO THE EXISTING TEACHERS 20 DAYS @ Rs. 70/DAY/TR. (20 DAYS)	0.014	1435	20.090	1705	23.870	1975	27.650	2110	29.540	101.150
	TOTAL			37.457		40.019		41.909		41.909	161.294
10	COMMUNITY TRAINING FOR 8 MEMBERS @Rs/ 30/- PER DAY PER MEMBER FOR 2 DAYS (553 V +62 W)	0.0006	4920	2.952	4920	2.952	4920	2.952	4920	2.952	11.808
	TOTAL			2.952		2.952		2.952		2.952	11.808
11	R & E (292+584)	0.004	876	3.504	876	3.504	876	3.504	876	3.504	14.016
	TOTAL			3.504		3.504		3.504		3.504	14.016
12	INNOVATIVE ACTIVITY										
12.1	COMPUTER EDUCATION										
	1 CENTRE IN EACH CD BLOCK AND 2 CENTRES AT DISTT. HQ. (COMPUTERS)	0.350	16	5.600	16	5.600	8	2.800	8	2.800	16.800
	FURNITURE & FURNISHING @ Rs.8000/- PER CENTRE	0.080	8	0.640	-	-	-	-	-	-	0.640
	CONTINGENCY	0.100	8	0.800	8	0.800	8	0.800	8	0.800	3.200
	PRINTER	0.090	8	0.720	-	-	-	-	-	-	0.720
	U.P.S.	0.080			8	0.640	-	-	-	-	0.640
	BATTERY	0.060	8	0.480	-	-	8	0.480	-	-	0.960
	SALARY OF THE PROGRAMMER @Rs.6000/-	0.720	8	5.760	8	5.760	8	5.760	8	5.760	23.040
	TRAINING TO THE MASTERS - COMMUNITY MEMBERS (A BATCH OF 50 FOR 10 DAYS)	0.525	-	-	4	1.400	8	2.800	10	3.500	7.700
	UPGRADATION OF COMPUTER SYSTEM	0.090			8	0.720	8	0.720	8	0.720	2.160
	ELECTRICITY BILL Rs. 1000/- per month per centre	0.120	8	0.960	8	0.960	8	0.960	8	0.960	7.680
	TOTAL			14.960		14.920		14.320		14.540	58.740
12.2	ECCE										
	KIT TO EACH CENTRE @ Rs. 450/-	0.005	625	2.810	-	-	-	-	-	-	2.810
	TRAINING TO ICD WORKERS @ 50/- FOR 5 DAY	0.025			625	1.560	625	1.560	625	1.560	4.680
	DARI @ Rs. 900/- PER CENTRE	0.009	625	5.630	-	-	-	-	-	-	5.630
	WATER CAMPER @ Rs. 450/- per centre	0.005					625	2.810	-	-	2.810
	ONE ALMIRAH TO EACH CENTRE @ Rs. 1000/-	0.010			625	6.250	-	-	-	-	6.250
	STATIONERY @ Rs.200/- per centre	0.002	625	1.250	625	1.250	625	1.250	625	1.250	5.000
	WEIGHING MACHINE @ Rs. 400/-				625	2.500	-	-	-	-	2.500
	HEALTH CARDS @ Rs. 500/-	0.005			625	3.120	625	3.120	625	3.120	9.360
	PLAY WAY CARD & OTHER MATERIAL @ 1000/-	0.010					625	6.250	625	6.250	12.500
	FURNITURE @ Rs. 800/-	0.008	625	5.000	-	-	-	-	-	-	5.0
	TOTAL			14.690		14.680		14.990		12.18	56.540

	SPORTS & OTHER COMPETITIONS @ 500/- SCHOOL	0.005	876	4.380	876	4.380	876	4.380	876	4.380	17.520
	EXHIBITION & BIRTH DAY CELEBRATION @ Rs 500/- AT VILLAGE LEVEL	0.005	553	2.765	553	2.765	553	2.765	553	2.765	1.060
	TABLEAU @ Rs. 1000/-	0.001	2	0.020	2	0.020	2	0.020	2	0.020	0.080
	PRIZES TO THE TALENTED GIRLS @ 500/- PER SCHOOL	0.005	876	4.320	876	4.320	876	4.320	876	4.320	17.280
	TOTAL			11.485		11.485		11.485		11.485	45.940
12.4	RESEARCH STUDIES	0.247	35	8.628	35	8.874	37	9.121	47	11.586	38.209
	TOTAL			8.874		8.874		9.121		11.586	39.209
	TOTAL SUBPART B @ Rs. 12.11.11			20.359		20.359		20.602		22.072	79.429
13	BRC										
	TLM FOR BRC	0.050	6	0.300	6	0.300	6	0.300	6	0.300	1.200
	CONTINGENCY GRANT FOR BRC	0.125	6	0.750	6	0.750	6	0.750	6	0.750	3.000
	MEETING AND TRAVELLING ALLOWANCE (NON DPEP)	0.150	6	0.900	6	0.900	6	0.900	6	0.900	3.600
	SALARIES BLOCK RESOURCE PERSON EX OFFICIS SALARY DRAWN OUT OF STATE TREASURY										
	SALARY OF ABRIC Rs. 7500 + Other allowances	1.602	42	67.284	42	70.980	42	74.760	42	78.624	291.648
	SALARY OF ACCOUNTANT @ Rs. 5000/-	0.9498	6	5.699	6	6.049	6	6.409	6	6.780	24.937
	DATA ENTRY OPERATOR Rs. 5000 CONTRACTUAL	0.600	6	3.600	6	3.600	6	3.600	6	3.600	14.400
	CLASS IV CONTRACTUAL	0.360	6	2.160	6	2.160	6	2.160	6	2.160	8.640
	TOTAL			80.393		84.439		88.579		92.814	346225.000
14	CRC										
	CONTINGENCY FOR CRC	0.025	65	1.630	65	1.630	65	1.630	65	1.630	6.520
	MEETING TRAVELLING ALLOWANCES	0.020	65	1.300	65	1.300	65	1.300	65	1.300	5.200
	TOTAL			2.930		2.930		2.930		2.930	11.720

PROPOSED BUDGET: 2003-2007

Sn	ACTIVITY	UNIT COST	2003-04		2004-05		2005-06		2006-07		TOTAL
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	
15	I.E.D.										
	IDENTIFICATION OF DISABLED	0.0005	1172	0.586	1172	0.586	1172	0.586	1172	0.586	2.344
	APPOINTMENT OF RESOURCE TEACHER ONE AT EACH BLOCK	0.720	6	4.320	6	4.320	6	0.720	6	4.320	17.280
	SETTING OF RESOURCE Centre	0.050	6	0.300	6	0.300	6	0.300	6	0.300	1.200
	TRAINING TO TEACHERS (ON EACH SCHOOL USE OF AID & APPLIANCES)	0.003	876	2.630	876	2.630	876	2.630	876	2.630	10.520
	MEDICAL CHECK UP AT BLOCK	0.001	1172	0.600	1172	0.600	1172	0.600	1172	0.600	2.400
	SPORTS AND CULTURAL ACTIVITIES A) AT BLOCK LEVEL	0.100	6	0.600	6	0.600	6	0.600	6	0.600	2.400
	B) AT DIST LEVEL	0.200	1	0.200	1	0.200	1	0.200	1	0.200	0.800
	FOLLOW UP CAMP	0.100	6	0.600	6	0.600	6	0.600	6	0.600	2.400
	AID, APPLIANCES AND OTHER SUPPORT MATERIAL (NEED BASED)			4.184		4.184		4.184		4.184	16.736
	TOTAL			14.020		14.020		14.020		14.020	56.080
16	MANAGEMENT										
16.1	DPC (EX OFFICIO) (SALARY DRAWN OUT OF STATE TREASURY)		1		1		1		1		
	APC-2 BASIC PAY Rs. 8500 PM	1.821	2	3.642	2	3.829	2	4.022	2	4.195	15.688
	S.O. BASIC PAY Rs. 6500 PM	1.406	1	1.406	1	1.488	1	1.572	1	1.658	6.124
	SSE NUMBER 6 IN ALL THE DISTRICTS OF HARYANA THEIR SALARY WILL BE INCURRED OUT OF STATE TREASURY		1		1		1		1		
	ACCOUNTANT @ 8000 P.M.	0.9498	1	0.950	1	1.008	1	1.068	1	1.130	4.156
	ASSISTANT	0.720	1	0.720	1	0.720	1	0.720	1	0.720	2.880
	HEAD CLERK @ Rs. 5500/-	1.041	1	1.041	1	1.107	1	1.175	1	1.245	4.568
	COMPUTER PROGRAMMER @ Rs. 6500/-	1.231	1	1.231	1	1.307	1	1.386	1	1.468	5.392
	DATA ENTRY OPERATOR-CLERK	0.600	1	0.600	1	0.600	1	0.600	1	0.600	2.400
	CLERK 2 Nos. @ Rs. 3050/- P.M.	0.5905	2	1.181	2	1.246	2	1.313	2	1.381	5.121
	CLASS IV	0.360	2	0.720	2	0.720	2	0.720	2	0.720	2.880
	NIGHT WATCHMAN-SWEEPER	0.360	1	0.360	1	0.360	1	0.360	1	0.360	1.440
	CONTINGENCY AND OFFICE EXPENSES	0.240	1	0.240	1	0.240	1	0.240	1	0.240	0.960

		1	0.600	1	0.600	1	0.600	1	0.600	2.400
	TLM GRANT	0.200	1	0.200	1	0.200	1	0.200	1	0.800
	RENT @ Rs. 1.2 per year	1.200	1	1.200	1	1.200	1	1.200	1	4.800
	TOTAL			14.091		14.625		15.176		59.609
16.2	EMIS									
	COMPUTER	0.350	2	0.700	-	-	-	-	-	0.700
	PRINTER LAZER	0.400	1	0.400	-	-	-	-	-	0.400
	DOT MATRIX	0.370	1	0.370	-	-	-	-	-	0.370
	CD WRITER	0.100	1	0.100	-	-	-	-	-	0.100
	CONTINGENCY & OFFICE EXPENSES @ Rs. 24000/- P.Annum	0.240	1	0.240	-	-	-	-	-	0.240
	INTERNET EXPENSES	1.000	1	1.000	-	-	-	-	-	1.000
	ELECTRICITY CHARGES Rs. 1000/- P.M	0.120	1	0.120	1	0.120	1	0.120	1	4.800
	EQUIPMENT MODEM	0.080	1	0.080	-	-	-	-	-	0.080
	SCANNER	0.080	1	0.080	-	-	-	-	-	0.080
	DIGITAL CAMERA	0.280	1	0.280	-	-	-	-	-	0.280
	PHOTOSTAT MACHINE	0.700	1	0.700	-	-	-	-	-	0.700
	UPGRATION OF COMPUTER SYSTEM	0.050	1	0.050	1	0.050	1	0.050	1	0.200
	TOTAL			4.120		0.170		0.170		0.170
16.3	MOBILISATION									
	WALL WRITINGS Rs. 1000/-		553	5.530	553	5.530	553	5.530	553	5.530
	INSTALLATION OF STEEL HORDINGS	0.040	553	22.120	-	-	-	-	-	22.120
	IDENTITY CARDS	0.004	553	2.212	553	2.212	553	2.212	553	8.848
	STICKERS AND POSTERS Rs. 5/- each	0.002	553	0.830	553	0.830	553	0.830	553	3.320
	ENROLMENT DRIVE (WITH THE HELP OF KALA JATHI (AS) Rs. 500/- per village	0.005	553	2.765	553	2.763	553	2.763	553	2.763
	TOTAL			33.457		11.337		11.337		11.337
	TOTAL (16.1 - 16.3)			51.669		25.132		25.683		27.224
	GRAND TOTAL (1)			1459.445		1.762		1.762		2025.639
										7102.311

PROPOSED BUDGET 2003-2007

Sn	ACTIVITY	UNIT COST	2003-04		2004-05		2005-06		2006-07		TOTAL
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	
17	BUDGETARY PROVISIONS (NOT GIVEN IN S.S.A. NORMS)										
	DUAL DESK IN PRIMARY SCHOOLS	0.300	584	175.200	-	-	-	-	-	-	175.200
	DUAL DESK IN UPS	0.360	292	105.120	-	-	-	-	-	-	105.120
	TAT PATTY FOR CLASSES 1,2,3/100M TO EACH SCHOOLS	0.020	584	11.680	-	-	-	-	-	-	11.680
	ELECTRICITY CHARGES FOR PS	0.060	584	35.040	584	35.040	584	35.040	584	35.040	140.160
	ELECTRICITY CHARGES FOR UPS	0.060	292	17.920	292	17.920	292	17.920	292	17.920	71.680
	GRANT TOTAL (III)			344.960		52.960		52.960		52.960	503.840
	GRANT TOTAL			1804.405		1993.891		2029.256		2078.599	7606.151

PROPOSED BUDGET 2003-2004 YAMUNA NAGAR

Sn	ACTIVITY	UNIT COST	2003-04	
			Physical	Financial
1	TEACHERS PS (Rs. 4500+DA as per rule	0.087	164	142.190
	TEACHERS PS (SANCTIONED IN 02-03)	0.867	10	8.670
	TEACHERS UPS (Rs.5500+DA as per rule	1.060	170	180.200
	TEACHERS UPS (SANCTIONED IN 02-03)	1.060	100	105.720
	TOTAL			436.780
2	ALTERNATE SCHOOLS			
	HONORARIUM TO INSTRUCTORS @ 1200/-	0.144	50	7.200
	OPENING OF A.S CENTRE Rs. 100/-	0.001	50	0.050
	TLM & STATIONERY @ 1500/- CENTRE	0.015	50	0.750
	DARI @ Rs. 1000/- PER CENTRE	0.010	50	0.500
	STUDENT KIT @ Rs. 450/-	0.0045	50	0.225
	WORK BOOK @ Rs.1000/- PER CENTRE	0.010	50	0.500
	BOOKS FOR STUDENTS @ Rs.1000/- 1st year and Rs. 2000/- AFTER THAT		50	0.500
	FURNITURE @ Rs. 1400/- PER CENTRE	0.014	50	0.700
	TRAINING TO INSTRUCTORS Rs. 50/- PER DAY FOR 5 DAYS (INDUCTION)	0.0025	50	0.125
	TOTAL			10.550
3	CIVIL WORK			
	BUILDING FOR WHTHOUT BUILDING P.S.	3.000	5	15.000
	BUILDING FOR WHTHOUT BUILDING U.P.S	5.000	3	15.000
	ADDITIONAL CLASS ROOMS	1.500	16	24.000
	CRC NEW BUILDINGS	2.000	55	110.000
	NEW SCHOOL BUILDINGS PS	3.000	30	90.000
	NEW SCHOOL BUILDINGS UPS	5.000	40	200.000
	BOUNDARY WALLS @Rs. 220/- RFT.			
	JE -II @ Rs. 5500	1.040	2	2.080
	TOILET FACILITY			
	TOTAL			456.080
4	MAINTAINANCE AND REPAIR			
	SCHOOLS	0.050	778	38.900
	BRC BUILDINGS	0.050	6	0.300
	CRC BUILDINGS	0.050	10	0.500
	Aided Recognised schools(42)	0.050	42	2.100
	TOTAL			41.800
5	FREE TEXT BOOKS:- SC GIRLS	0.0015	21191	31.787
	SC BOYS	0.0015	21078	31.617
	OTHER GIRLS	0.0015	25315	37.973
	AIDED SCHOOLS SC GIRLS	0.0015	303	0.455
	AIDED SCHOOLS SC BOYS	0.0015	375	0.563
	TOTAL			102.395
6	TLE (NEW PS)	0.100	87	8.700
	TLE (EXISTING PS) (UNCOVERED UNDER ANY SCHEME	0.100	492	49.200
	TLE (NEW UPS)	0.500	100	50.000
	TLE (EXISTING UPS) (UNCOVERED UNDER ANY SCHEME)	0.500	51	25.500
	TOTAL			133.400
7	SCHOOL GRANT PS	0.020	579	11.580
	SCHOOL GRANT UPS	0.020	277	5.540
	SCHOOL GRANT AIDED PS	0.020	19	0.380
	SCHOOL GRANT AIDED UPS	0.020	23	0.460
	TOTAL			17.960
8	TEACHERS GRANT PS	0.005	1767	8.835
	TEACHERS GRANT UPS	0.005	1705	8.525
	TEACHERS GRANT AIDED PS	0.005	87	0.435
	TEACHERS GRANT AIDED UPS	0.005	196	0.980
	TOTAL			18.775
9	TEACHERS TRAINING PS IND. TRAINING TO NEW TEACHERS 20 DAYS @Rs. 70/- day /Tr.	0.014	174	2.436
	TRAINING TO EXISTING TEACHERS FOR NON DPEP (10 DAYS) @70 /DAY/TR.	0.007	1593	11.151
	TEACHERS TRAINING TO UPS			

	INDUCT. TRAINING TO NEW TEACHERS AT THE RATE OF Rs. 70/DAY/TR. (20 DAYS)	0.014	270	3.700
	TRAINING TO THE EXISTING TEACHERS 20 DAYS @ Rs. 70/DAY/TR. (20 DAYS)	0.014	1435	20.090
	TOTAL			37.457
10	COMMUNITY TRAINING FOR 8 MEMBERS @Rs/ 30/- PER DAY PER MEMBER FOR 2 DAYS (553 V +62 W)	0.0006	4920	2.952
	TOTAL			2.952
11	R & E (292+584)	0.004	876	3.504
	TOTAL			3.504
12	INNOVATIVE ACTIVITY			
12.1	COMPUTER EDUCATION			
	1 CENTRE IN EACH CD BLOCK AND 2 CENTRES AT DISTT. HQ. (COMPUTERS)	0.350	16	5.600
	FURNITURE & FURNISHING @ Rs.8000/- PER CENTRE	0.080	8	0.640
	CONTINGENCY	0.100	8	0.800
	PRINTER	0.090	8	0.720
	U.P.S.	0.080		
	BATTERY	0.060	8	0.480
	SALARY OF THE PROGRAMMER @Rs.6000/-	0.720	8	5.760
	TRAINING TO THE MASTERS - COMMUNITY MEMBERS (A BATCH OF 50 FOR 10 DAYS)	0.525		
	UPGRADATION OF COMPUTER SYSTEM	0.090		
	ELECTRICITY BILL Rs. 1000/- per month per centre	0.120	8	0.960
	TOTAL			14.960
12.2	ECCE			
	KIT TO EACH CENTRE @ Rs. 450/-	0.005	625	2.810
	TRAINING TO ICD WORKERS @ 50/- FOR 5 DAY	0.025		
	DARI @ Rs. 900/- PER CENTRE	0.009	625	5.630
	WATER CAMPER @ Rs. 450/- per centre	0.005		
	ONE ALMIRAH TO EACH CENTRE @ Rs.1000/-	0.010		
	STATIONERY @ Rs.200/- per centre	0.002	625	1.250
	WEIGHING MACHINE @ Rs. 400/-			
	HEALTH CARDS @ Rs. 500/-	0.005		
	PLAY WAY CARD & OTHER MATERIAL @ 1000/-	0.010		
	FURNITURE @ Rs. 800/-	0.008	625	5.000
	TOTAL			14.690
12.3	GIRL'S EDUCATION			
	SPORTS & OTHER COMPETITIONS @ 500/- SCHOOL	0.005	876	4.380
	EXHIBITION & BIRTH DAY CELEBRATION @ Rs.500/- AT VILLAGE LEVEL	0.005	553	2.765
	TABLEU @ Rs. 1000/-	0.001	2	0.020
	PRIZES TO THE TALENTED GIRLS @ 500/- PER SCHOOL	0.005	876	4.320
	TOTAL			11.485
12.4	RESEARCH STUDIES	0.247	35	8.628
	TOTAL			8.628
	TOTAL COMPUTER, ECCE, GE RS (12.1-12.4)			49.770
13	BRC			
	TLM FOR BRC	0.050	6	0.300
	CONTINGENCY GRANT FOR BRC	0.125	6	0.750
	MEETING AND TRAVELLING ALLOWANCE (NON DPEP)	0.150	6	0.900
	SALARIES BLOCK RESOURCE PERSON EX OFFICIS SALARY DRAWN OUT OF STATE TREASURY			
	SALARY OF ABRC Rs. 7500 + Other allowances	1.602	42	67.284
	SALARY OF ACCOUNTANT @ Rs. 5000/-	0.9498	6	5.699
	DATA ENTRY OPERATOR Rs. 5000 CONTRACTUAL	0.600	6	3.600
	CLASS IV CONTRACTUAL	0.360	6	2.160
	TOTAL			90.393
14	CRC			
	CONTINGENCY FOR CRC	0.025	65	1.630
	MEETING TRAVELLING ALLOWANCES	0.020	65	1.300
	TOTAL			2.930
15	I.E.D.			
	IDENTIFICATION OF DISABLED	0.0005	1172	0.586
	APPOINTMENT OF RESOURCE TEACHER ONE AT EACH BLOCK	0.720	6	4.320
	SETTING OF RESOURCE Centre	0.050	6	0.300
	TRAINING TO TEACHERS (ON EACH SCHOOL USE OF AID & APPLIANCES)	0.003	876	2.630
	MEDICAL CHECK UP AT BLOCK	0.001	1172	0.600
	SPORTS AND CULTURAL SCIVITES A) AT BLOCK LEVEL	0.100	6	0.600

	B) AT DISTT LEVEL	0.200	1	0.200
	FOLLOW UP CAMP	0.100	6	0.600
	AID, APPLIANCES AND OTHER SUPORT MATERIAL (NEED 3ASED)			4.184
	TOTAL	-	-	14.020
16	MANAGEMENT			
16.1	DPC (EX OFFICIO) (SALARY DRAWN OUT OF STATE TREASURY)	-	1	-
	APC-2 BASIC PAY Rs. 8500 PM	1.821	2	3.642
	S.O. BASIC PAY Rs. 6500 PM	1.406	1	1.406
	SD ENGINEER 6 IN ALL THE DISTRICTS OF HARYANA THEIR SALARY WILL BE INCURRED OUT OF STATE TREASURY	-	1	-
	ACCOUNTANT @ 8000 PM	0.9498	1	0.950
	ASSISTANT	0.720	1	0.720
	HEAD CLERK @ Rs. 5500/-	1.041	1	1.041
	COMPUTER PROGRAMMER @ Rs. 6500/-	1.231	1	1.231
	DATA ENTRY OPERATOR-CLERK	0.600	1	0.600
	CLERK 2 Nos. @ Rs. 3050/- P.M.	0.5905	2	1.181
	CLASS IV	0.360	2	0.720
	NIGHT WATCHMAN-SWEEPER	0.360	1	0.360
	CONTINGENCY AND OFFICE EXPENSES	0.240	1	0.240
	MEETING AND TRAVELLING ALLOWANCES	0.600	1	0.600
	TLM GRANT	0.200	1	0.200
	RENT @ Rs. 1.2 per year	1.200	1	1.200
	TOTAL			14.091
16.2	EMIS			
	COMPUTER	0.350	2	0.700
	PRINTER LAZER	0.400	1	0.400
	DOT MATRIX	0.370	1	0.370
	CD WRITER	0.100	1	0.100
	CONTINGENCY & OFFICE EXPENSES @ Rs. 24000/- P Annum	0.240	1	0.240
	INTERNET EXPENSES	1.000	1	1.000
	ELECTRICITY CHARGES Rs. 1000/- P.M	0.120	1	0.120
	EQUIPMENT MODEM	0.080	1	0.080
	SCANNER	0.080	1	0.080
	DIGITAL CAMERA	0.280	1	0.280
	PHOTOSTAT MACHINE	0.700	1	0.700
	UPGRATION OF COMPUTER SYSTEM	0.050	1	0.050
	TOTAL			4.120
16.3	MOBILISATION			
	WALL WRITINGS Rs. 1000/-		553	5.530
	INSTALLATION OF STEEL HORDINGS	0.040	553	22.120
	IDENTITY CARDS	0.004	553	2.212
	STICKERS AND POSTERS Rs. 5/- each	0.002	553	0.830
	ENROLMENT DRIVE (WITH THE HELP OF KALA JATHAS) Rs. 500/- per village	0.005	553	2.765
	TOTAL			33.457
	TOTAL (16.1 - 16.3)			51.669
	GRAND TOTAL (1)			1459.445

	B) AT DISTT LEVEL	0.200	1	0.200
	FOLLOW UP CAMP	0.100	6	0.600
	AID, APPLIANCES AND OTHER SUPORT MATERIAL (NEED BASED)			4.184
	TOTAL			14.020
16	MANAGEMENT			
16.1	DPC (EX OFFICIO) (SALARY DRAWN OUT OF STATE TREASURY)	-	1	-
	A/ 3-2 BASIC PAY Rs. 8500 PM	1.821	2	3.642
	S.O. BASIC PAY Rs. 6500 PM	1.406	1	1.406
	SD ENGINEER 6 IN ALL THE DISTRICTS OF HARYANA THEIR SALARY WILL BE INCURRED OUT OF STATE TREASURY	-	1	-
	ACCOUNTANT @ 8000 PM	0.9498	1	0.950
	ASSISTANT	0.720	1	0.720
	HEAD CLERK @ Rs. 5500/-	1.041	1	1.041
	COMPUTER PROGRAMMER @ Rs. 6500/-	1.231	1	1.231
	DATA ENTRY OPERATOR-CLERK	0.600	1	0.600
	CLERK 2 Nos. @ Rs. 3050/- P.M.	0.5905	2	1.181
	CLASS IV	0.360	2	0.720
	NIGHT WATCHMAN-SWEEPER	0.360	1	0.360
	CONTINGENCY AND OFFICE EXPENSES	0.240	1	0.240
	MEETING AND TRAVELLING ALLOWANCES	0.600	1	0.600
	TLM GRANT	0.200	1	0.200
	RENT @ Rs. 1.2 per year	1.200	1	1.200
	TOTAL			14.091
16.2	EMIS			
	COMPUTER	0.350	2	0.700
	PRINTER LAZER	0.400	1	0.400
	DOT MATRIX	0.370	1	0.370
	CD WRITER	0.100	1	0.100
	CONTINGENCY & OFFICE EXPENSES @ Rs. 24000/- P.Annum	0.240	1	0.240
	INTERNET EXPENSES	1.000	1	1.000
	ELECTRICITY CHARGES Rs.1000/- P.M	0.120	1	0.120
	EQUIPMENT MODEM	0.080	1	0.800
	SCANNER	0.080	1	0.080
	DIGITAL CAMERA	0.280	1	0.280
	PHOTOSTAT MACHINE	0.700	1	0.700
	UPGRATION OF COMPUTER SYSTEM	0.050	1	0.050
	TOTAL			4.120
16.3	MOBILISATION			
	WALL WRITINGS Rs. 1000/-		553	5.530
	INSTALLATION OF STEEL HORDINGS	0.040	553	22.120
	IDENTITY CARDS	0.004	553	2.212
	STICKERS AND POSTERS Rs. 5/- each	0.002	553	0.830
	ENROLMENT DRIVE (WITH THE HELP OF KALA JATHAS) Rs. 500/- per village	0.005	553	2.765
	TOTAL			33.457
	TOTAL (16.1 - 16.3)			51.669
	GRAND TOTAL (I)			1459.445
17	BUDGETARY PROVISIONS (NOT GIVEN IN S.S.A. NORMS)			
	DUAL DESK IN PRIMARY SCHOOLS	0.300	584	175.200
	DUAL DESK IN UPS	0.360	292	105.120
	TAT PATTY FOR CLASSES 1,2,3/100M TO EACH SCHOOLS	0.020	584	11.680
	ELECTRICITY CHARGES FOR PS	0.060	584	35.040
	ELECTRICITY CHARGES FOR UPS	0.060	292	17.920
	GRANT TOTAL (II)			344.960
	GRANT TOTAL			1804.405

ANNEXURES

- i) Planning Process for S.S.A.**
- ii) Consolidation of Problems raised by different groups.**
- iii) Handicapped Survey List.**
- iv) List of Computer Lab.**
- v) List of C.R.C. C.D. Block Wise.**
- vi) List of Proposed New Pry.-Schools.**
- vii) List of Proposed Upper Pry.-Schools.**
- viii) List of Pry. Schools without building.**
- ix) List of Upper Pry.-Schools without building.**
- x) List of adl. Class Rooms.**

PLANNING PROCESS FOR S.S.A. STARTES WITH THE DISCUSSION WITH GRASS - UNITS AND TARGET GROUPS AND IT MAY BE LABELED AS A GRASS-ROOT MICRO PLANNING. THIS PROCESS COMPRISES THE FOLLOWING MEETINGS, DISCUSSIONS AND OBSERVATIONS. IT REVEALS ACTUAL REQUIREMENTS AND PROVIDES A BASE FOR FURTHER PLANNING AND INTERVENTIONS.

S.No.	Date	Venue	Participant	Purpose	Issues raised
1	3.10.01	G.P.S. Kail	Head Teacher and teachers of Centre School, Kail	S.S.A was explained, suggestions to improve the tandard of education were asked and teachers were were also asked to tell their problems in imparting quality education.	<ol style="list-style-type: none"> 1. Want of teaching aids. 2. Provision of clerk at Centre School due to excessive official mail 3. Teacher - pupil ratio not like private schools. 4. Curriculum not according to mental level of children. 5. Teacher's duties in uneducational fields. 6. Lack of boundary wal, drinking water and roms.
2.	3.10.01	Village Kail	Villagers	People were informed about SSA and its implementation and their sugestios were asked how to improve the standard of education and how to impart good, effective and quality	<ol style="list-style-type: none"> 1. School environment not attractive. 2. Lack of Teachers. 3. Economically weak parents. 4. No separate toilet for

				education.	girls. 5. Uneducational duties of teachers affects study. 6. No proper ratio of teachers and pupils and male and female teachers. 7. Lack of infrastructure e.g. Tat patti or benches.
3.	4.10.01	G.P.S. Tejli	Member of VEC	Member of VED and other villagers were told about SSA in detail. Suggestions were sought after to improve the standard of education. Hindrances coming in development of education were explained.	1. Students of 1 st , 2 nd standard should be given written examination. 2. Pre Primary classes should be started. 3. Not enough contribution of parents in education. 4. School do not own the building. 5. Help books should be banned. 6. Uneducational duties of teachers affect study.
4.	4.10.01	G.M.S. Darwa	-do-	-do-	1. Lack of rooms, no provision of drinking water and no separate toilets for boys and girls.

					<ul style="list-style-type: none"> 2. Economically backward parents 3. Curriculum not according to local and present conditions and problems. 4. Need of more teachers training camps. 5. Special attention to Sports
5.	6.10.01	G.M.S. Sudhail	-do-	SSA was explained to the members of VEC and their views were known how to improve the standard of education.	<ul style="list-style-type: none"> 1. Lack of teachers. 2. Rural and Urban allowances should be same. 3. Lack of rooms, drinking water and toilets. 4. One Class - One teacher 5. Educational duties of Teachers. 6. Special attention to Sports.
6.	12.10.01	Haripur	Villagers	-do-	<ul style="list-style-type: none"> 1. Want of boundary wall, drinking water, teachers. 2. Uneducational duties of teachers. 3. Post of Peon and Chowkidar in School. 4. Special attention to

					Sports. 5. Regular checking of teachers.
7.	12.10.01	Kathwala	Villagers	SSA was explained to the members of VEC and their views were known how to improve the standard of education	1. Lack of boundary wall, drinking water, toilets and teachers. 2. Improvement in curriculum 3. Proper level of ground in School 4. Proper sitting arrangement. 5. Written examination for 1 st and 2 nd classes.
8.	13.10.01	Issopur	-do-	-do-	1. No proper duty. 2. No proper ratio of male and female teachers. e. Parents teachers meetings and meetings with Villagers should be held from time to time.
9	13.10.01	Roadchhapper	-do-	-do-	1. Lack of teachers. 2. Lack of toilet and rooms e. Uneducational duties of teachers affect studies. 4. Provision of a Peon and Clerk in centre school due to

					excessive office mail
10.	15.10.01	Harnauli (Bilaspur)	Villagers	SSA was explained to the members of VEC and their views were known how to improve the standard of education	<ol style="list-style-type: none"> 1. No arrangement of toilet, boundary wall and drinking water. 2. One Class - One teacher 3. Provision of free books and uniform to poor students. 4. Organisation of Sports and cultural programmes to encourage children. 5. School checking. 6. No uneducational duties of teachers.
11.	15.10.01	Mehmudpur (Bilaspur)	-do-	-do-	<ol style="list-style-type: none"> 1. Posting of a Male teacher should be must. 2. School buildings lies on the opposite side of main road, hence fear of accident of children. 3. Teacher should be very affectionate and gentle to children. 4. Provision of boundary wall, drinking water separate toilet for girls.

					<ul style="list-style-type: none"> 5. Free books and uniforms to poor students. 6. Availability of Peon 7. Not interesting easy and attractive curriculum. 8. Temporarily recognized schools should be closed.
12.	16.10.01	Ratauli	Villagers	SSA was explained to the members of VEC and their views were known how to improve the standard of education	<ul style="list-style-type: none"> 1. Parents should be involved and informed by teachers. 2. Boundary wall should be raised. 3. Peon in School <ul style="list-style-type: none"> 7. Lack of teacher 5. Temporary recognized school should be closed. 6. Provision of Sports material and trained teachers for Sports. 7. No uneducational duties of teachers.
13	16.10.01	Damla	Members of VEC	-do-	<ul style="list-style-type: none"> 1. Free books and uniform on economic basis. 2. Curriculum not easy, special attention to SS. 3. Written examination for 1st and 2nd classes.

					<p>4. No uneducational duties of teachers</p> <p>5. Organisation of teacher training camps.</p> <p>6. Proper ratio of male and female teachers in schools.</p>
14	17.10.01	Kanjnu	Member of VEC	-do-	<p>1. No uneducational duties of teachers.</p> <p>2. Written examination for 1st and 2nd class.</p> <p>3. Provision of Peon in School</p> <p>4. Arrangement of sports.</p> <p>5. Renovation of curriculum, making it interesting and relating it to present and new latest changes.</p> <p>6. Lack of teaching aids and its maintenance.</p>
15.	17.10.01	Malimajra	Member os VEC	-do-	<p>1. Economically backward parents.</p> <p>2. Lack of teachers.</p> <p>3. Lack of proper sitting arrangements.</p> <p>4. Free books and uniform should be provided on economic basis.</p>

16	18.10.01	Amadalpur	Members of VEC	-do-	<ol style="list-style-type: none"> 1. Separate arrangement of primary wing. 2. Separate middle schools for females. 3. Teacher pupil relation not satisfactory. 4. Lack of knowledge and education in parents. 8. No uneducational duties of teachers. 9. Lack of rooms in school. 10. Lack of teachers
17	18.10.01	Village Sugh	Member of VEC	-do-	<ol style="list-style-type: none"> 1. Provision of sweeper 2. Lack of teachers. e. Economically backward children. 4. Lack of toilet.
18	19.10.01	Village Nabh	Member of VED	-do-	<ol style="list-style-type: none"> 1. Lack of Toilets 2. Imparting of education not satisfactory. 3. Lack of teachers. 4. Provision of free books and uniform on economic basis. 5. Parents being labourers do

					not want to send children to school.
19.	19.10.01	Will. Krishan Ka Majra	Member of VEC	-do-	<ol style="list-style-type: none"> 1. Teachers are not so enthusiastic about studies. 2. No educational duties of teachers 3. Lack of toilets. 4. No proper sitting arrangement. 5. Being failed again and again children leave school. 6. Physically handicapped students should be provided economic grant.
20	20.10.01	Vill Kashmingarh	Member of VEC	-do-	<ol style="list-style-type: none"> 1. lack of boundary wall. 2. Uneducational duties affect the ability and output of teachers. 3. Economic backwardness a great hindrance in not sending children to school. 4. Lack of teachers.
21.	20.10.01	Vill Pirmajra (Mandeber)	Villagers	-do-	<ol style="list-style-type: none"> 1. Children have to cross railway lines to go to school in adjoining vilage. 2. Not having school in the

					village.
22	20.10.01	Vill. Mandebri	Villagers	-do-	<ol style="list-style-type: none"> 1. Need of improving the standard of school. 2. Teachers do not teach. 3. Timely checking of teachers 4 Economic aid for poor students. 5 Lack of toilets..
23	25.10.01	G.H.S. Fatehgarh Tumbi (Sadhaura)	Teachers and villagers	SSA was explained and steps to improve the standard of education were discussed.	<ol style="list-style-type: none"> 1. Teachers should be honoured for good enrolment. 2. Introduction of Pre-primary classes 3. Curriculum should be changed from time to time 4. Attention to sports and SUPW 5. Proper arrangement of teaching aids.
24	26.10.01	G.P.S. Panjetto (Chhachhrouli)	Member of VEC and other people	-do-	<ol style="list-style-type: none"> 1. Lack of teaching aids 2. School building in low lying area causes problem in rainy season. 3. Curriculum should be based on play way method.

					<p>4. Proper sitting arrangement.</p> <p>5. Written examination for 1st and 2nd classes</p>
25	26.10.01	G.P.S. Ganouli (Chhachhrouli)	Members of VEC	-do-	<p>1. Help books should be banned</p> <p>2. Lack of teachers.</p> <p>3. Free books and uniforms for economically poor students.</p> <p>4. Arrangement of electricity.</p> <p>5. Transformer in Schol building can be disastrous.</p> <p>6. Arrangement of separate toilets for boys and girls.</p> <p>7. More and more Teacher Training camps should be organized form time to time</p>
26	26.10.01	B.E.O. Jagadhri	Centre Incharge	SSA was explained and steps to improve the standard of education were discussed.	<p>1, Uneducational duties of teachers effect study.</p> <p>2. Provision of a Clerk or extra teacher in center school</p> <p>3. Teacher pupil ratio should be minimized</p>

					<ol style="list-style-type: none">4. Best Head Teachers and teachers should be honoured.5. Schools with good enrollment should be awarded.6.. School environment should be made attractive.7. Parents-teachers meetings should be held8. B.E.O. should be from J.B.T. Cadre.9. Special attention to sports.10. Cultural programmes should be conducted in schools.11. Private schools should also be inspected by local bodies.12. Special efforts for female education.13. Special arrangement for girls staying at School.14. Curriculum should be changed from time to time according to changing times.
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					<p>Agriculture, Homescience, Animal Husbandry and other productive social subjects should be introduced.</p> <p>15. No school should be without teacher.</p> <p>16. Provision of health check up of students.</p>
27	03.11.01	B.E.Os	-do-	-do-	<p>1. NO school should be without teacher.</p> <p>2. Special efforts for female teachers.</p> <p>3. Cultural programmes should be conducted in school.</p> <p>4. Provision of health check up of students.</p> <p>5. Help books should be banned.</p>
28	04.11.01	Vill. Panjeto Majra	Villagers	-do-	<p>1. No uneducational duties of teacher.</p> <p>2. Free books and uniforms should be provided to all students.</p> <p>3. Curriculum should be changed from time to time</p>

					according to changing time.
29	04.11.01	Vill. Foongarh	-do-	-do-	1. School is situated at far distance. 2. Teachers are not so keen in teaching. 3. Curriculum should be re-evaluated and changed.
30	12.12.02	D.E.O. Office	-do-	-do-	1. Rigorous training to Teachers. 2. Infrastructure facilities in the School. 3. Provision of equipping teacher with teaching aids.
31	12.12.02	GSS Bhadson	All members of Planning team and Dr. O.P. Sharma, Convenor of SSA	Guidance regarding the revised perspective plan of SSA	A way to prepare the perspective plan is channelised
32	13.12.02	B.E.O. Bilaspur	Two member of Distt. Core Team	SSA was explained and steps to improve the standard of education were discussed	To collect information regarding enrolment and teachers position in the CD block.
33	03.01.03	B.E.O. Chhachhrauli	-do-	-do-	-do-
34	05.01.03	B.E.O. Sadhaura	-do-	-do-	-do-
35	08.01.03	B.E.O. Radaur	-do-	-do-	-do-

36	09.01.03	B.E.O. Jagadhri I	-do-	-do-	-do-
37	09.01.03	B.E.O. Jagadhri II	-do-	-do-	-do-
38	11.01.03	B.E.O. Mustafabad	-do-	-do-	-do-
39	13.01.03	GSS Kurukshetra	All members of the Distt. Core Team to meet Sh. O.P. Sharma	To discuss the perspective plan	To remove doubt about the facts and figures and about Budget.
40	21.01.03	GSS Bhadson	-do-	For guidance	For budget
41	22.01.03	ICDS YNR	1 member	Information regarding ICDS	Information regarding ICDS Centres
42	25.01.03	To SPO Chandigarh	1 member	To attend meeting of SSA	To attend meeting of SSA
43	28.01.03	To SIMT Bhiwani	Two members	For the checking of perspective plan	Suggestions for the improvement of Perspective Plan
43	02.02.03	D.E.O. Karnal	2 members	For guidance	To clarify the justification of budget

CONSOLIDATION OF PROBLEMS RAISED BY DIFFERENT GROUPS

1. Need for special attention towards female education.
2. To ensure more Female enrollment and stop female dropouts.
3. Economically and socially backward children should be specially encouraged and economically helped.
4. Curriculum should be renovated according to changing social music scenario, Agriculture. Home Science, Animal Husbandry and other productive and profitable social subjects should be introduced.
5. Alternate schools should be set up for mentally retarded and physically handicapped children.
6. ICDS centers should be set up in every village to strengthen in the primary system
7. To raise the standard and quality of education of govt. schools upto the level of private schools.
8. Rules and regulations should be set up to stop economic exploitation in private schools.
9. Temporarily recognized schools should be closed.
10. Teachers should not be loaded with uneducations duties as it affects education adversely.
11. Every school must have one male teacher.
12. Teacher pupil ratio should be decreased.
13. Entrances, appointments, appointment places, transfer shouls be based only on qualification.
14. Post of B.R.C. should be from Principal School cadre

15. More and more teacher training camps should be organized to enhance the capabilities of teachers within the radius of 8 Kms.
16. Training camps should be evaluated
17. Best Head teachers and best teachers should be awarded.
18. Teaching aids should be provided to ensure better education.
19. Lack of teachers affects the study.
20. One class-one teacher system and period system should be applied.
21. Every school must have a teacher.
22. Parents-teachers meetings should be organized from time to time.
23. Regular health check up of students.
24. Provision of a Clerk extra teacher and a peon in center school due to excessive official mail.
25. Relation between students and teachers should be cordial.
26. Students of 1st and 2nd classes should be given written examination.
27. Proper provision of drinking water, toilets and rooms in schools.
28. Studies suffer due to no boundary wall.
29. Every village must have a primary school. IN Yamuna Nagar district there are 655 villages but there are only 492 schools on whole. Block Sadhaura has only 9 upper primary schools.
30. Proper sitting arrangement in school e.g. tat patti and benches etc.
31. School having good enrollment should be awarded.
32. School surroundings and environment should be made attractive.
33. Proper arrangement of sports material and SUPW in school.

34. Cultural programmes should be arranged in schools from time to time.
35. Tours and outings should be arranged in Govt. Schools too.
36. Teacher pupil ratio should be like private school.
37. Ensure supervision of schools.
38. Autonomy to the Head of Institutions.

HANDICAPPED SURVEY

S N	RURAL AREA					URBAN AREA			
	Category	Less than 40%	40 to 70%	70 to 99%	100 %	Less than 40%	40 to 70%	70 to 99%	100 %
1.	Locomotor impairment	1383	779	1369	399	96	67	156	36
2	Visual impairment	530	37	73	196	35	6	2	24
3	Hearing Impairment	153	62	132	124	10	4	13	16
4	Mental retardation	180	7	39	57	16	3	1	2
5	Crippled	72	35	80	108	10	1	7	18
6	Leprosopic impairments	5	0	2	0	0	0	0	0
7	Other	14	5	4	3	2	0	1	1
	Total	2337	925	1699	887	169	77	184	97
On Gender basis									
1	Female	931	312	633	317	58	26	68	33
2	Male	1406	613	1036	570	111	51	116	64
	Total	2337	925	1599	887	169	77	184	97
Classification on age basis									
1	Below 6 years	268	69	155	127	17	5	13	8
2	6-18 years	604	263	584	304	37	29	53	41
3	18 -45 years	796	369	671	274	68	27	86	29
4	Above 45 Yrs.	669	224	289	182	47	16	32	19
	Total	2337	925	1699	887	169	77	184	97

Educated Handicapped									
1	Illiterate	147 7	495	898	679	81	32	55	52
2	Primary	434	196	340	111	29	18	46	18
3	Middle	262	162	279	67	35	17	48	15
4	Higher Secondary	123	61	153	23	12	8	19	6
5	Graduate	24	7	20	3	8	2	11	4
6	Post Graduate	4	0	3	2	0	0	1	2
7	Technical	3	4	6	2	4	0	4	0
	Total	233 7	925	1699	887	169	77	184	97

Handicapped in education at present

S N	Level	RURAL AREA				URBAN AREA			
		Less than 40%	40 to 70%	70 to 99%	100%	Less than 40%	40 to 70%	70 to 99%	100%
1.	Upto Primary	242	117	228	79	23	17	31	10
2.	Upto Middle	117	71	133	33	25	11	27	8
	Total	359	188	361	112	48	28	58	18

LIST OF SCHOOLS WHERE COMPUTER LAB IS TO BE INSTALLED

District Headquarter.

1. Govt. Girls Sr. Secondary School, Sabzi Mandi, Yamuna Nagar.
2. Govt. Girls High School, Jagadhri.

CD Blockwise

1. Govt. Senior Secondary School. Mandauli - Yamuna Nagar
2. Govt. Sr. Secondary School, Taalakaur - Mustafabad.
3. Govt. High School, Chauli Rampur. - Chhachharauli.
4. Govt. Sr. Secondary School, Jathlana - Radaur
5. Govt. High School, Fatehpur Tumbi - Bilaspur.
6. Govt. Sr. Secondary School, Salepur - Sadhaura.

LIST OF CRC's CD BLOCKWISE
CD BLOCK JAGADHRI

1. Roar Chhappar
2. Dudhla
3. Chand Pur
4. Jag No.1
5. Labour colony
6. Gulab Nagar
7. Sasauli
8. Kail
9. Khajuri
10. Bhari Majra
11. Parwalo
12. Model Colony
13. Mandoli
14. No.3 Yamuna Nagra
15. Khurdi
16. Karehra khurd

CD BLOCK RADAUR

17. Marupur
18. Kheri Lakha Singh
19. Sagri
20. Nagal
21. Nachron
22. Brehri
23. Bhagwargarh
24. Kanjnu
25. Sadhura

CD BLOCK MUSTAFABAD

26. Kalam Pur
27. Bhagwan Pur
28. Kalawar
29. Kandhari Khurd
30. Mustafabad
31. Kulchandu

32. Bogpur
CD BLOCK BILASPUR

- 33. Bhogpur
- 34. Chaharwala
- 35. Haibatpur
- 36. Majri
- 37. Piruwala
- 38. Kotra Khas
- 39. Ram Kheri
- 40. Pabni Kuhurd
- 41. Dharm kot
- 42. Sultan pur
- 43. Rampur
- 44. Marwa Khurd

CD BLCOK CHHACHHRAULI

- 45 Kanalsi
- 46 Mand Kheri
- 47 Sherpur
- 48. Kot Kalsia
- 49. Bakkerwala
- 50. Chhota Bhudh
- 51. Bahadar pur
- 52. Gulab garh
- 53. Khanpur Hadawli
- 54. Chh. No.2
- 55. Katarwali
- 56. Bhool Khurd
- 57. Dadwa
- 58. Fatehgarh
- 59. Bhookhari
- 60. Rampur Khadder

CD BLOCK SADHAURA

- 61. Sultanpur
- 62. Galauri
- 63. Haweli
- 64. Pirbholi

LIST OF PROPOSED NEW PRIMARY SCHOOLS.

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S.NO. NAME OF THE HABITATION

CD BLOCK Chhachhrauli

1. Haidarpur
2. Jatanwala
3. Ramgarh Alias
4. Munipur
5. Chuharpur Mangal Singh
6. Chikan
7. Kansli
8. Baniawala
9. Meguwala
10. Daulatpur
11. Dhakwala
12. Kotra
13. Muzafar Khurd
14. Chaowala
15. Chuharpur Khurd
16. Harewa
17. Pipli Majra
18. Kaliwala
19. Balia Majra
20. Hasanpur
21. Loharwala
22. HalDari Naru
23. Dammanpur
24. Jai Rampur Khalsa
25. Damanpur Chota
26. Haldari Gujar
27. Rajpur
28. Chabutron
29. Lalhari Khurd
30. Chintpur
31. Rukali
32. Madhuwala

CD BLOCK SADHAURA

33. Mailak Jhabolian
34. Rajpur
35. Salempur Sunder
36. Islam Nagar
37. Kandai Wala
38. Nawagaon
39. Asgarpur
40. Jabarpur Jabri
41. Udham garh

CD BLOCK BILASPUR

42. Kanyawala
43. Suabari
44. Ranjit Pur
45. Nathanpur
46. Bodhi
47. Naiwala
48. Rohlaheri
49. Pilkhanwala
50. Sunder Bahadurpur
51. Nagli
52. Ranpur Kambon
53. Bansewala
54. Parbholi
55. Singhpura
56. Sarawin
57. Ambwala
58. Malak Raipur
59. Hartaul
60. Mundakhera
61. Kapoori Khurd
62. Nagla Khulsa
63. Tehi Jathan
64. Bahadur pur
65. Sadawza

CD BLOCK MUSTAFAD

65. Khera Khurd
66. Khera Kolan
67. Milak Majra
68. Jandhera
69. Garhi Gujran
70. Topra Khurd
71. Ramgarh
72. Mohmadpur

CD BLOCK JAGADHRI

73. Sudhal
74. Mukarimpur
75. Sabalpur
76. Manmdebar
77. Daulatpur
78. Raipur
79. Kamipur
80. Qaimpura
81. Bibipur
82. Todarpur

S. N. NAME OF VILLAGE

B'OCK JAGADRHI

1. G.P.S. Jasgtan
2. G.P.S. Rapoli
3. G.P.S. Kabul pur
4. G.P.S. Bagu Mazra
5. G.P.S. Linken
6. G.P.S. Marupur
7. G.P.S. Mamidi
8. G.P.S. Rattangarh
9. G.P.S. Roar Chapar
10. G.P.S. Harya Bans.
11. G.P.S. Sagari
12. G.P.S. Golini
13. G.P.S. Kanalsi
14. G.P.S. Niwaspur
15. G.P.S. Dusani
16. G.P.S. Tigri
17. G.P.S. Akalgarh
18. G.P.S. Sugh
19. G.P.S. Dayalgarh
20. G.P.S. Mukaram pur
21. G.P.S. Lakra

BLOCK RADAUR

22. G.P.S. SADHURA
23. G.P.S. Bapa
24. G.P.S. Kherki
25. G.P.S. Pumgarh
26. G.P.S. Bhogpur
27. G.P.S. Saha pura
28. G.P.S. Mahamadpur
29. G.P.S. Barheri
30. G.P.S. Hiren Chapar
31. G.P.S. Daulatpur
32. G.P.S. Kanjnu

33. G.P.S. Bapoli
34. G.P.S. Fatehgarh.
35. G.P.S. Chhari
36. G.P.S. Dohali

BLOCK CHHACHHRAULI

37. G.P.S. Khanpur Haroli
38. G.P.S. Darwa
39. G.P.S. Balouli
40. G.P.S. Balsli
41. G.P.S. Dashura
42. G.P.S. Balacharu
43. G.P.S. Chota Bhur
44. G.P.S. Ganoli
45. G.P.S. Urjani
46. G.P.S. Salempur Bhangar
47. G.P.S. Panjeto
48. G.P.S. Bakarwala
49. G.P.S. Darpur
50. G.P.S. Kot Mukaram pur
51. G.P.S. Chhauri
52. G.P.S. Kishan pura
53. G.P.S. Tajewala Head
54. G.P.S. Malikpur Khadar
55. G.P.S. Tihano
56. G.P.S. Balewala
57. G.P.S. Pirthipur.

BLOCK SADHAURA

58. G.P.S. Galori
59. G.P.S. Jhanda
60. G.P.S. Fazalpur
61. G.P.S. Ratuwala
62. G.P.S. Safailpur
63. G.P.S. Bizoli
64. G.P.S. Pirbholi
65. G.P.S. Manglor
66. G.P.S. Sabhapur.
67. G.P.S. Shampur

BLOCK BILASPUR

- 68. G.P.S. Bhil Chhapar
- 69. G.P.S. Rani Pur Kalan
- 70. G.P.S. Rampur Kamboj
- 71. G.P.S. Judda Jattan
- 72. G.P.S. Kotra Khas
- 73. G.P.S. Daria Pur
- 74. G.P.S. Mohri
- 75. G.P.S. Changnauli

BLOCK MUSTAFABAD

- 76. G.P.S. Kulpur
- 77. G.P.S. Gaduala
- 78. G.P.S. Khera Kalan
- 79. G.P.S. Naggal Patti
- 80. G.P.S. Labana
- 81. G.P.S. Rattan Garh
- 82. G.P.S. Lapra
- 83. G.P.S. Sugh
- 84. G.P.S. Parwaloo
- 85. G.P.S. Haripur

LIST OF PRIMARY SCHOOLS WITHOUT BUILDING

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S.NO.	NAME OF SCHOOL	CD BLOCK NAME
1.	Dhanaura	Bilaspur
2.	Rampur Kamboj	Bilaspur
3.	Mand Kheri	Bilaspur
4.	Mussimbal	Bilaspur
5.	Mandoli	Jagadhri
6.	Mehar Majra	Jagadhri
7.	Dadupur	Jagadhri
8.	Lahpra	Jagadhri
9.	Sasauli Girls	Jagadhri
10.	Mandi	Jagadhri
11.	ChauliRampur	Chhachhrauli
12.	Jaidhar	Chhachhrauli
13.	Ismailpur	Chhachhrauli
14.	Salempur Bangar	Chhachhrauli
15.	Darapur	Chhachhrauli
16.	Nawa Shahar	Sadhaura
17.	Habit pur	Sadhaura
18.	Topra Kalan	Radaur
19.	Darajpur	Mustafabad

LIST OF UPPER PRIMARY SCHOOLS WITHOUT BUILDING

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NAME OF THE SCHOOL.

- i) G.S.S.S., Mandoli
- ii) G.M.S. Kalesar
- iii) G.H.S. Chauhi Rampur
- iv) G.M.S. Bhita
- v) G.M.S. Panchtirthi
- vi) G.M.S. Lakar
- vii) G.M.S. Kathgarh
- viii) G.M.S. Tigra

ADDITIONAL CLASS ROOMS TO BE CONSTRUCTED IN 2003-04

S.N.	NAME OF THE SCHOOL	NO. OF ROOMS
1.	G.S.S.S. Mandoli	01
2.	G.H.S. Mandhar (J)	01
3.	G.M.S. Kazibans	01
4.	G.H.S. Darwa	01
5.	G.M.S. Mehmoodpur	01
6.	G.H.S. Chauli Rampur	01
7.	G.G.H.S. Jagadhri	01
8.	G.S.S.S. Lalhari Kalan	01
9.	G.P.S. Rampur Jatan	01
10.	G.P.S. Khanpur	01
11.	G.P.S. Kanipla	01
12.	G.P.S. Bootgarh	01
13.	G.H.S. Dhanaura	01
14.	G.P.S. Topra kalan	01
15.	G.P.S. Bubka	01
16.	G.P.S. Hangoli	01

ADDITIONAL ROOMS FOR SR. SECONDARY SCHOOL

S.N.	NAME OF SCHOOL	NO. OF ROOMS
1.	G.S.S.S Mandoli	1
2.	G.S.S.S M.T. YNR	1
3.	G.S.S. MC YNR	1
4.	G.S.S.S GIRLS SABJI MANDI	1
5.	G.S.S.S. Damla	1
6.	G.S.S.S. ATAWA	2
7.	G.S.S.S GUMTHLA RAO	2
8.	G.S.S.S. Jathlana	1
9.	G.S.S.S. Nagal	1
10.	G.S.S.S. Chhachhrauli	1
11.	G.S.S.S. Jai dhar	2
12.	G.S.S.S. Khadri	2
13.	G.S.S.S. Buria	2
14.	G.S.S.S. Latheri Kalan	2
15.	G.S.S.S. Kot Kalsia	2
16.	G.S.S.S. Khizrabad	2
17.	G.S.S.S. Bherthal	2
18.	G.S.S.S. Mahlawali	2
19.	G.S.S.S. Musimbal	2
20.	G.S.S.S. Talakaur	2
21.	G.S.S.S. Saran	2
22.	G.S.S.S. Mustafabad	1
23.	G.S.S.S. Kalawar	2
24.	G.S.S.S. Salehpur	1
25.	G.S.S.S. Camp, YNR	1
26.	G.S.S.S. Jagadhri Workshop	1
27.	G.S.S.S. Jagadhri	1
28.	G.S.S.S. Sialba	2
29.	G.S.S.S. Bilaspur	1
30.	G.S.S.S. Aurangabad	2
31.	G.S.S.S. Radaur	1

LIST OF ADDITIONAL ROOMS FOR HIGH SCHOOLS

YAMUNA NAGAR

S. N	NAME OF THE SCHOOL	NO. OF ROOMS	S. N	NAME OF THE SCHOOL	NO. OF ROOMS
1	G.H.S. Alahar	2	36	G.H.S. Mandkheri	2
2	G.H.S. Amadalpur	2	37	G.H.S. Mandhar J	2
3	G.G.H.S. Bilaspur	2	38	G.H.S. Mandebari	2
4	G.H.S. Bahadurpur	1	39	G.H.S. Machhrauli	2
5	G.H.S. Bhatouli	2	40	G.H.S. Masana Rangran	2
6	Vbhambol	1	41	G.H.S. Milk Khas	2
7	G.H.S. Bubka	2	42	G.H.S. Mandhar (R)	2
8	G.H.S. Chauhi Rampur	1	43	G.H.S. Marwa Kalan	2
9	G.H.S. Chamrori	2	44	G.H.S. Munda Khera	2
10	G.H.S. Chuharpur Kalan	2	45	G.H.S. Pansra	2
11	G.H.S. Chhachhrauli	2	46	G.H.S. Pabni Kalan	2
12	G.H.S. Deodhar	2	47	G.H.S. Rasulpur	2
13	G.H.S. Dhanaura	2	48	G.H.S. Sandhli	2
14	G.H.S. Darwa	2	49	G.H.S. Sarawan	2
15	G.H.S. Fatehgarh T	2	50	G.H.S. Uncha chandna	2
16	G.H.S. Fatehgarh	1	51	G.H.S. Naharpur	1
17	G.H.S. Fatehpur	2	52	G.H.S. Sabapur	2
18	G.H.S. Gundiana	2			
19	G.H.S. Ghilar	2			
20	G.H.S. Haibatpur	2			
21	G.H.S. Harnaul	2			
22	G.H.S. Haripur Kamboj	2			
23	G.H.S. Hamida	2			
24	G.H.S. Jubbal	2			
25	G.G.H.S. Jagadhri	2			
26	G.H.S. Karera Khurd	2			
27	G.H.S. Kanjal Jattan	2			
28	G.H.S. Kharwan	2			
29	G.H.S. Khurdi	2			
30	G.H.S. Khurdban	2			
31	G.G.H.S. Khizrabad	2			
32	G.H.S. Kalanaur	2			
33	G.H.S. Laharpur	2			
34	G.H.S. Ledi	2			
35	G.H.S. Mugalwali	1			

LIST OF ADDITIONAL ROOMS FOR MIDDLE SCHOOLS

YAMUNA NAGAR

S. N	NAME OF THE SCHOOL	NO. OF ROOMS	S. N	NAME OF THE SCHOOL	NO. OF ROOMS
1.	G.M.S. Ajaijpur Kalan	2	36	G.M.S. Marwa Khurd	2
2	G.M.S. Alisherpur Majra	2	37	G.M.S. Mirjapur	2
3	G.M.S. Alipura	2	38	G.M.S. Marwa Kalan	2
4	G.M.S. Arnali	2	39	G.M.S. Radauri	1
5	G.M.S. Bakana	2	40	G.M.S. Ratauli	2
6	G.M.S. Barsan	1	41	G.M.S. Ramgarh Majra	2
7	G.M.S. Bhukri	2	42	G.M.S. Rampur Khadar	2
8	G.M.S. Balchappar	2	43	G.M.S. Sadhaura	2
9	G.M.S. Chandpur	2	44	G.M.S. Sasauli	2
10	G.M.S. Chhapar	2	45	G.M.S. Suhail	2
11	G.M.S. Dadupur	2	46	G.M.S. Shadipur	2
12	G.M.S. Dhaurang	2	47	G.M.S. Teha Brahman	2
13	G.M.S. Dhauri	2	48	G.M.S. Tigra	2
14	G.M.S. Ismailpur	2			
15	G.M.S. Farkpur	2			
16	G.M.S. Gobind pura	2			
17	G.M.S. Gaurson Bibipur	2			
18	G.M.S. Godhauri Khurd	2			
19	G.M.S. Gobindpuri	2			
20	G.M.S. Jamalpur	2			
21	G.M.S. Jaipur	2			
22	G.M.S. Jathlana (G)	2			
23	G.M.S. Kathgarh	2			
24	G.M.S. Kathwala	2			
25	G.M.S. Kandrauli	2			
26	G.M.S. Karoppri Kalan	2			
27	G.M.S. Kotarkhana	2			
28	G.M.S. Kotla	2			
29	G.M.S. Kanri Kalan	2			
30	G.M.S. Kazibans	2			
31	G.M.S. Khazuri	2			
32	G.M.S. Khizri	2			
33	G.M.S. Malikpur Banger	2			
34	G.M.S. Meharmajra	2			
35	G.M.S. Mahmoodpur	2			

List of GP Schools where Additional rooms required.

BILASPUR

S.N.	NAME OF SCHOOL	NO. OF ROOMS REQUIRED
1.	G.P.S. Pabni Kalan	1
2.	G.P.S. Juda Jatan	1
3.	G.P.S. Juda Shekhan	1
4.	G.P.S. Chahro	1
5.	G.P.S. Harnaul	1
6.	G.P.S. Bharthal	1
7.	G.P.S. Teha Brahman	1
8.	G.P.S. Marwa Khurd	1
9.	G.P.S. Makhour	1
10.	G.P.S. Shekhpura	1
11.	G.P.S. Karkauni	1
12.	G.P.S. Shahpur	1
13.	G.P.S. Basatia wala	1
14.	G.P.S. Malikpur Bangar	1
15.	G.P.S. Mujafar	1
16.	G.P.S. Nagalheri	1
17.	G.P.S. Ranipur	1
18.	G.P.S. Sandhai	1
19.	G.P.S. Kotra Khas	1
20.	G.P.S. Bhawani pur	1
21.	G.P.S. Bhabhnauli	1
22.	G.P.S. Raiyawala	1
23.	G.P.S. Sultanpur	1
24.	G.P.S. Gadwali	1
25.	G.P.S. Kathgarh	2
26.	G.P.S. Rula Kheri	1
27.	G.P.S. Alisherpur Majra	1
28.	G.P.S. Dhanaura	2
29.	G.P.S. Shergarh	1
30.	G.P.S. Majri	1
31.	G.P.S. Mugalwali	1
32.	G.P.S. Mundakhera	1
33.	G.P.S. Marwa Kalan	1
34.	G.P.S. Bilaspur Girls	2

35	G.P.S. Bilaspur Boys	1
36	Rampur Kamboj	1
37	G.P.S. Bhita	2
38	G.P.S. Ajijpur Kalan	1
39	G.P.S. Ram GarhMajra	1

CHHACHHRAULI

S.N.	NAME OF SCHOOL	NO. OF ROOMS REQUIRED
1.	G.P.S. Raiyawala	2
2	G.P.S. Bhilpura	2
3.	G.P.S. Bhilpura Lakar	1
4	G.P.S. Bhood Kalan	2
5	G.P.S. Bahadur pur	2
6	G.P.S. Bjamgera	2
7	G.P.S. Bagpat	2
8	G.P.S. Chauhi Rampur	2
9	G.P.S. Chota Bhood	1
10	G.P.S. Dasaura	2
11	G.P.S. Deodhar	2
12	G.P.S. Darwa	1
13	G.P.S. Darpur	2
14	G.P.S. Dhimah	1
15	G.P.S. Ganauli	1
16	G.P.S. Ganaula	2
17	G.P.S. N abij pur	2
18	G.P.S. I smailpur	2
19	G.P.S. Jaidhar	2
20	G.P.S. Kalesar	1
21	G.P.S. Kanyawala	1
22	G.P.S. Khizra	1
23	G.P.S. Kishanpur	2
24	G.P.S. Lakar	2
25	G.P.S. Leela Khas	1
26	G.P.S. Lalhari Kalan	2
27	G.P.S. Lapon	1
28	G.P.S. Malikpur Khadar	2
29	G.P.S. Mandewala	2
30	G.P.S. Mandkheri	2

31	G.P.S. Majafat Kalan	2
32	G.P.S. Pirthipur	1
33	G.P.S. Rampur	2
34	G.P.S. Sherpur	1
35	G.P.S. Taruwala	1
36	G.P.S. Dadhpur	1
37	G.P.S. Kot Kalsia	1
38	G.P.S. Damoli	1
39	G.P.S. Munakhera	1
40	G.P.S. Tihano	2
41	G.P.S. Dadpur Jatan	2
42	G.P.S. Singhpura	2
43	G.P.S. Tugalpur	1
44	G.P.S. Balauli	1

LIST OF THOSE SCHOOLS WHERE ADDITIONAL ROOMS ARE
REQUIRED IN P.S.

S.N	NAME OF THE SCHOOL	NUMBER OF ROOMS REQUIRED
EDUCATION BLOCK - YNR		
1	G.P.S. Chandpur	2
2	G.P.S. Camp, YNR	1
3	G.P.S. Gobindpuri	2
4	G.P.S. Bhadurpur	2
5	G.P.S. Panchtirthi	2
6	G.P.S. Naharpur	1
7	G.P.S. Shadipur	2
8	G.P.S. Daulatpur	2
9	G.P.S. Harvan	2
10	G.P.S. Mawana Rangron	2
11	G.P.S. Mamidi	2
12	G.P.S. Bersan	1

EDUCATION BLOCK - JAGADRHI-II		
1	G.P.S. Bhagwanpur'	1
2	G.P.S Daulatpur	1
3	G.P.S Hamdia	2
4	G.P.S Kharwan	1
5	G.P.S Meharmajra	1
6	G.P.S Mandoli	1
7	G.P.S Tejli	1

EDUCATION BLOCK - JAGADRHI-I		
1	G.P.S. Kotarkhana	2
2	G.P.S Bhambol	1
3	G.P.S Chappar	2
4	G.P.S Sorann	2
5	G.P.S Mandebria	2
6	G.P.S Ratoli	2

EDUCATION BLOCK - SADHAURA		
1	G.P.S. Jamanawala	1
2	G.P.S Bhotgarh	2

3	G.P.S Kurali	2
4	G.P.S Kanipla	2
5	G.P.S Fategarh Tumbi	2
6	G.P.S Sultanpur	2
7	G.P.S Ratoli	2
8	G.P.S Ismailpur	2
9	G.P.S Tadarapur	2
10	G.P.S Samdjpr	2
11	G.P.Spipliwala	2
12	G.P.S Uttamwala	2
13	G.P.S Chanchak	2
14	G.P.S kolla	2
15	G.P.S Mirzapur	2
16	G.P.S Nashora	2
17	G.P.S Safilpur	2
18	G.P.S Fazilpur	2
19	G.P.S Miannler	2
20	G.P.S Naqal Patti	2
21	G.P.S Tathole	2
22	G.P.S Salepur	1
23	G.P.S Rasulpur	1
24	G.P.S Charpur	2
25	G.P.S Dalhour	2
26	G.P.S Nawashar	2
27	G.P.Ssaranwan (Girls)	2
28	G.P.S Saranwar Tapri	2
29	G.P.S Jagadholi	2
30	G.P.S Habitpur	2
31	G.P.S Khera Habaitpur	2
32	G.P.S Maheshwari	2
33	G.P.S Mehmapur	2
34	G.P.S Majri	2
35	G.P.S Paharipur	2
36	G.P.S TaxinMajra	1

RADAUR BLOCK

1.	G.P.S. Chhotabans	01
2.	G.P.S. Gundiani	02
3.	G.P.S. Bandi	02
4.	G.P.S. Bakana	02
5.	G.P.S. Daulatpur	02
6.	G.P.S. Dhanupura	02
7.	G.P.S. Kherki Brahmanan	02
8.	G.P.S. Lalchhapar	02
9.	G.P.S. Madhubans	02
10.	G.P.S. Palewala	02
11.	G.P.S. Rattangarh	02
12.	G.P.S. Radauri	02
13.	G.P.S. Sadhura	02
14.	G.P.S. Thaska Khadar	02
15.	G.P.S. Sangipur	02
16.	G.P.S. Hiran chhapar	02
17.	G.P.S. Amloha	02
18.	G.P.S. Potali	02
19.	G.P.S. Gundiana	02

JAGADHRI -I BLOCK

1.	G.P.S. Faridpur	01
2.	G.P.S. Chhajunagla	01
3.	G.P.S. Telipura	01
4.	G.P.S. Pinjora	01
5.	G.P.S. Rajpura	01
6.	G.P.S. Lawani	01
7.	G.P.S. Nagla Khalsa	01
8.	G.P.S. Sabilpur	01
9.	G.P.S. Jaroda	01
10.	G.P.S. Mandebri	01

JAGADHRI -II

11.	G.P.S. Rattanpura	01
12.	G.P.S. Majri	01
13.	G.P.S. Malimajra	01
14.	G.P.S. Nandgarh	01
15.	G.P.S. Dusani	01
16.	G.P.S. Akalgarh	01
17.	G.P.S. Kamalpur Tapu	01
18.	G.P.S. Tirgi	01
19.	G.P.S. Issarpur	01

YAMUNA NAGAR BLOCK

1.	G.P.S. Badanpuri	01
2.	G.P.S. Galoli	02
3.	G.P.S. Jaipur	01
4.	G.P.S. Duchi	01
5.	G.P.S. Haridians	01
6.	G.P.S. No.1 Yamuna Nagar	01
7.	G.P.S. Rapali	01