

FIFTH ALL INDIA EDUCATIONAL SURVEY

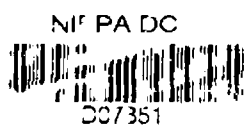
1986

DISTRICT REPORT

DISTRICT AMBALA



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DISTRICT EDUCATION OFFICE AMBALA

(District Survey Unit)

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All India 5th Education Survey Report

1987

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PREFACE

As even before, efforts have been made to assess the achievements, weaknesses, requirements and other out-put of school education department in so far as provision of basic facilities are concerned.

The district survey unit was assigned this important job in April, 1987. This job has been completed within record duration of 8 months inspite of many odds.

A brief description of the process has been given in the 1st Chapter. The district-wise reports, it is hoped will enable the District Education Officers to get apprised of the strengths and weaknesses of education in their respective Blocks. Besides, the District Education Officer will be at the receiving end in case efforts are made to provide the facilities in accordance with this report and this approach will facilitate the district education officer. The consolidated picture of the district has been given from Chapter I to V. Conclusions and suggestions are highlighted in Chapter VI.

It is hoped that the report would be studied with concern so as to evolve a satisfactory system of supplies disposals so that the schools may not face any deficiency times to come.

K C Gupta
District Education Officer
Ambala (Haryana)

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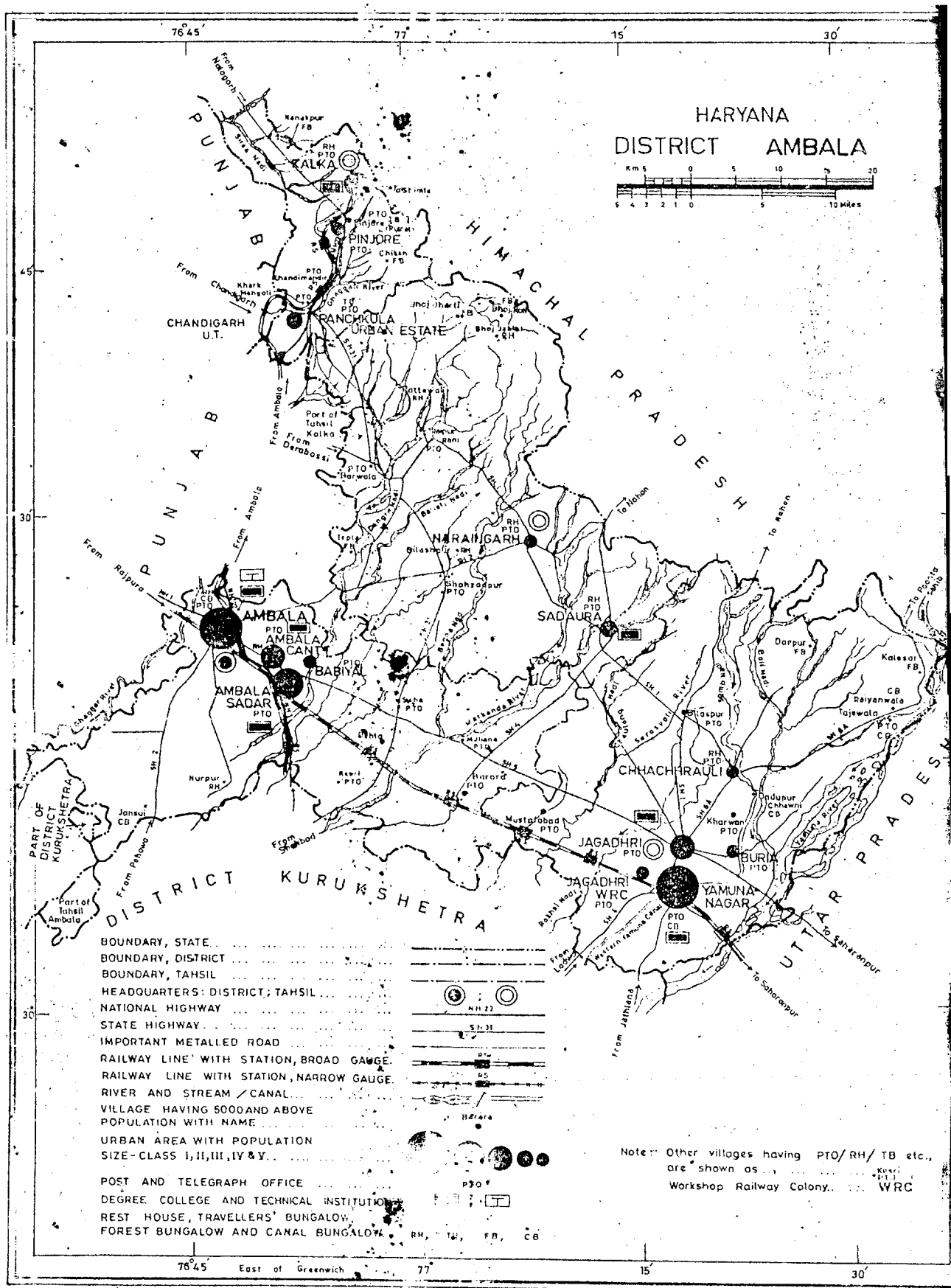
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District Education Officer expresses his sense of gratitude to the Director, School Education, Haryana for assigning this challenging task to him. He is also grateful to the District Survey Officer, Ambala and Sh. Kishore Lal J.B.T. Teacher Village Barwala (Ambala) for providing me full co-operation and guidance in collecting the data in time. Thanks are also due to the B.E.Os. who were mainly instrumental to complete the job as per schedule. Gratefulness is also expressed to the District Survey Unit for Tabulating the district survey data.

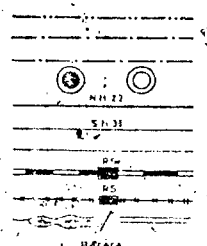

District Education Officer,
Ambala (Haryana).



HARYANA
DISTRICT AMBALA



- BOUNDARY, STATE
- BOUNDARY, DISTRICT
- BOUNDARY, TAHSIL
- HEADQUARTERS: DISTRICT, TAHSIL
- NATIONAL HIGHWAY
- STATE HIGHWAY
- IMPORTANT METALLED ROAD
- RAILWAY LINE WITH STATION, BROAD GAUGE
- RAILWAY LINE WITH STATION, NARROW GAUGE
- RIVER AND STREAM / CANAL
- VILLAGE HAVING 5000 AND ABOVE POPULATION WITH NAME
- URBAN AREA WITH POPULATION SIZE-CLASS I, II, III, IV & V
- POST AND TELEGRAPH OFFICE
- DEGREE COLLEGE AND TECHNICAL INSTITUTION
- REST HOUSE, TRAVELLERS' BUNGALOW, FOREST BUNGALOW AND CANAL BUNGALOW



Note: Other villages having PTO/RH/TB etc., are shown as ...
Workshop Railway Colony... WRC

Based upon Survey of India map with the permission of the Surveyor General of India

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*SUSHIL KUMAR(TYPIST)
BARWALA(AMBALA).*

PART - I
CHAPTER - I

INTRODUCTION

1.1.1. The 5th All India Educational Survey was started in April, 1987 and data was collected by December, 1987. District Ambala is one of the districts of State which is situated in the North-West of the State. Total area of the District is 3832 Square K.M. There are nine blocks in the district. These are: 1. Ambala 2. Barara 3. Bilaspur 4. Barwala 5. Chhachhrauli 6. Naraingarh 7. Jagadhri 8. Pinjore 9. Raipur Rani. Before November 1, 1966 Tehsil Ropar, Teh. Kharar and Nalagarh were the part of this district. The Yamuna (river) is flowing in the east and Ghaghar is flowing in the West. The Himachal State is situated in the North side while district Kurukshetra is in the West. On the basis of census 1981 total population in the rural area was 922169 including 494174 male and 427995 female. Similarly the population in Urban area was 487294 having male 259134 and female 228160. Total population of the district in 1981 was counted 14,09,463 including male 7,53,308 and female 6,56,155.

1.2 Scheduled caste population in 1981 was 2,69,412 having a number of male 1,45,654 and female 1,23,758 in rural area while its population in Urban area was 84018 including 47051 male and 36967 female. No population of S.T. exists in this district. Density of population of the district and state Haryana is 368 and 292 per Sq. K.M. respectively. Density of population in the towns of the district stands at 3231 persons per Sq. K.M. On the basis of Census 1981, literacy rate of District Ambala and Haryana was 44.62 and 36.14 respectively. Female literacy

Contd...2....

rate was 229481 whereas in respect of male it was 399467 and it was total 628948 i.e. 44.62%.

1.2.1 Level of industrialisation of District Ambala is very low. Shortage of various industries in this District is vigorous. Only three Blocks have some industries within their Urban Area. Rural area of these three Blocks and six other Blocks have no industries. Position of Industries in the district as follows:-

1.2.2. Ambala City is a City of Mixies while it is also popular for its plastic industries. Plastic goods are manufactured here. Ambala Cantt is the City of Scientific material. Scientific materials is exported to foreign countries. Soap factories, pipe factory, Match Box factory, small cottage industries, vanaspati Mill, Dall Mill and Floor Mills are making this city popular. Thousands of people are getting employment in large scale industries. These factories make these cities thickly populated and rich.

2.3 Jagadhri, situated on the Ambala-Saharanpur Railway road, is also industrial Town. Yamuna Nagar is a main and popular part of this Town. Jagadhri is known a city of metal and steel utencils. Utencils manufactured in this city are exported to other countries. There are hundreds of small such factories in this town. The biggest paper Mill, Sugar Mill and distillary are located at Yamuna Nagar. Raw Material for paper mill is easily available in the forests in Hilly area in the other C.D. blocks i.e. Barwala, Raipur Rani, Naraingarh and Chhachhrauli. Rich crop of sugar cane available in the rural area of C.D. block Jagadhri, Barara and Chhachhrauli is supplied to sugar Mill. Moreover storch mill, vanaspati Mill, Match Box factories are increasing the population and popularity

of these towns as well as district. Railway Workshop located at Yamuna Nagar also adds the popularity.

1.2.4 Third industrial town is called Pinjore. it falls on Ambala-Simla Railway line. Although C.D. Block Pinjore has been declared as industrial area yet it is still backward. Pinjore is most famous for its biggest B.C.W. Cement factory Surajpur and H.M.T. Pinjore. Lime Stones are available for cement in the Shivalik Hills.

Through electrical trollies, Lime stones are transported to this Cement factory at Surajpur. Local cheap labourers are easily procured for this industry. Many stone crushers are providing employment in private sector. Crushed stones and sand of Ghaghar is a bigger supply to construct buildings of Chandigarh and other cities. Bhel (BHEL) at Panchkula is making more popular this town as well as district.

1.2.5 Besides of the above industries some small cottage industries in respect of Poultry Farms, Beekeeping spinning and weaving, preparing of ropes, stone pots and preparing (Bairoja) are generally found in all rural areas of the district.

1.3.1 On the basis of Census (Hand Book) 1981, this district has 3832 Sq. K.M. Land. Fertility land is found 265000 Htr. in this district. 37000 Htr. area is covered with jungles. Un-agricultural land 8000 Htr. also finds in this district. 72000 Htr. land is also found cultural and un-cultureal land. From the point of view of Agriculture, district is divided into two parts.

(1) Shivalik ridges (2) Plan area.

In the view of fertility of the district, this district can be divided into 3 parts

(i) Most fertile C.D. blocks i.e. Ambala, Jagadhri Barara.

(ii) Medium fertile C.D. blocks i.e. Bilaspur, Naraingarh and Chhachhrauli.

(iii) Less fertile C.D. blocks i.e. Barwala, Raipur Rani and Pinjore.

1.3.2 Kharif and Rabi are two main crops of this district. Various vegetables are also being cultivated. Maize, Bajra, rice, jawar, Urd, Moong, moth, arhar, ground-nuts, cotton, oil seeds, Sugar cane are the main crops of kharif while in rabi wheat, gram, barley peas and mustard are being cultivated in the district. In kharif, lady-finger, tomato, tinda, pumpkin, long-pumpkin, luffa, brinjal, simla Mirach, ginger and potato etc. vegetables are cultivated in the various parts of the district whereas carrot, onion, cauliflower, Cabbage raddish and turnip are grown in rabbi. This district has mango, banana, guava, Lemon, water melon and black berry as fruits. This district is rich in mango fruit. Agriculture depends upon rain. It usually seems a game of gamble in C.D. blocks Barwala, Raipur Rani and Pinjore where irrigation through tubewell is found in C.D. block Ambala, Jagadhri and Barara where this facility in other area is below average. Shortage of commercial crops in the district generally found.

1.4.1. The district has a conspicuous place in cultural activities. Whole of the district may be divided into 3 parts.

i) Area related to Himachal Pardesh i.e. hilly area of C.D. block Pinjore, Barwala, Raipur Rani, Naraingarh, Bilaspur and Chhachhrauli.

(ii) Area matching with Utter Pradesh i.e. C.D. block Jagadhri, Barara, Plan area of Chhachhrauli and Bilaspur.

(iii) Area relating with the Punjab and U.T. Chandigarh i.e. Plan area of C.D. block Barwala, Pinjore and Ambala.

1.4.2 Most of population living in part (I) shown above speak Himachali language (Similar Hindi). Male member wear cap, shirt and pajama while women fond of Kurta and pajama, Silver bangles and chalkphuli. They are mostly non-vegeterian. Forest animals and birds are hunted by them for their meals. Diwali, Dusehra are their favourite festivals. On Diwali festival they worship their god, Paras Ram. They dance and sacrifice the animals to please their god, Paras Ram. Some of the people worship their goddess Kali. They sacrifice hens to please goddess Kali. Flute & Dholak and Nagaras are used on this occassion. They dance for her.

1.4.3 The population residing in part-II shown in this Chapter speak similar language of Utter Pradesh (pure Hindi). Its population wear the similar dress like the habitants of Utter Pradesh. Most of the population in this area is found of vegeterian. They hate from the non-vegeterian meals. Diwali, Duschra, Teej, Holi, Bhaidooj and Rakhi (Raksha Bandhan) are the most famous festivals of this area. Many religions are found in this area such as Jain, Arya Smar, Radha Swami, Christian, Sanatan Dharam etc. So many temples are usually found for worship purposes. Marriages and other functions are celebrated on the old pattern. Modern pattern (Westren) also is being adopted. Decorations are made on these celebrations. They dance on these occassions various type of music instruments are used for amusements.

1.4.4 The population in Part-III shown in this Chapter generally speak Panjabi similar to the Punjab. Its population wear the similar dress like the Punjab. Most of the residents of this area are non-vegeterian. They also prefer the vegeterian meals. Diwali, Dusehra Gurparb, Id-ul-fittar and Raksha bandhan are the most

famous festivals of this area. Many religions are found in this area such as Sikh, Muslim, Radhaswami, Aryasmaj, Devsamaj, Sanatan Dharma etc. Many Temples and Gurdwaras are usually found for worship purposes. People of this area are most religious. Marriage and other functions are managed on vast level. Mandaps (Pandals) are decorated in modern types. Bhangra is their favourite dance on such occasion where as women take part in gichas. They manage Gichas on every function. Dhol and other music instruments are oftenly used. Gifts are given on these occasions. Modern westren fashions is also found in the various communities. They are fond of drinking and other customs of westren.

1.5.1 5th all India educational survey was conducted by the state survey officers and NCERT. This oriental programme covers all the districts. Responsibility was fixed on state survey officer Haryana for providing academic and technical guidences to the districts for smooth conduct of the survey. Survey unit at district level assisted by the block education officer will be responsible for doing this essential job. In case a time bound programme of this magnitude has to serve its purpose. A time schedule is drawn and the functions of state survey officer and district survey officers units defined. Refference date for this survey work was fixed 30.9.86. Training programme for this oriental programme has been arranged.

1.5.2. First of all the D.S.O's and B.E.O's (appointed for this purpose) were trained by the state and NCERT. Officials at Gurgaon w.e.f. 8.4.87 to 10.4.87. These trainees are taught how to fill up the prescribed. Village Information forms, School Information forms and Urban Information form. All Village Information forms, School Information forms,

Urban Information forms and Book-let (guide line for survey officers) were provided for guidance. Training for D.S.O's and B.E.O's was held on 20.4.87 to 23.4.87 at Karnal. Nine B.E.O's, one each in C.D. block, were appointed to conduct this important survey. They were given S.I.Fs, V.I.Fs and U.I.Fs prescribed forms in the shape of booklets. These forms were distributed to get the information and fill up these to fulfill the task. These S.I.Fs, V.I.Fs and U.I.Fs forms were filled by the teachers of the various schools. Information, contained in V.I.Fs were filled with the help of patwaries and other concerning officials. This programme was completed within one month. All the S.I.Fs, V.I.Fs and U.I.Fs duly filled were collected by the B.E.O's. Scrutiny of the S.I.Fs, V.I.Fs, and U.I.Fs was completed by District Survey Officer and B.E.Os.

1.5.3 Training was held at Gurgaon from 22.6.88 to 26.6.88. Purpose of this training was to train the officials for consolidating the data at Block level and district level. Again training was given to the officials at Kurukshetra 11.8.88 to 14.8.88 for consolidation of data at Block level. One teacher and one B.E.O. from each C.D. Block was trained for this purpose. Block level data of S.F.F, V.I.F and U.I.F. was consolidated with the help of 8 teachers in each block. Block level data was tabulated within 2 months.

1.5.4. After completion of tabulation work in blocks all the Village Information forms, School Information forms, Urban Information forms collected at district headquarter. All of these forms have been scrutinised. C.D. block maps were prepared and collected. After scrutiny of block level survey work, tabulation of district educational data was undertaken. All of this work was tabulated under the guidance of D.S.O. with the help of Sh. Kishori Lal teacher G.M.S. Jalauli. Tabulation work was completed before 31.12.88 and all the record was presented to state survey officer Haryana on the fixed date 31.12.88.

1.5.5 5th educational survey reveals that this district has nine C.D. blocks having 1200 in-habitated villages. There are 72 be-chirag (uninhabitated) villages. Number of all kinds of habitations in the district is 1483. There are 713 primary, 126 middle (Upper-primary), 223 secondary (High) and 22 Higher Sec. (senior secondary schools) schools in the district. Out of 713 primary schools there are 693 Govt., 4 local body, 14 Private aided and 2 private un-aided primary schools. 113 Govt. + 8 Pvt. aided + 5 private unaided middle schools (Upper-primary) are running. 142 government + 79 private aided + 2 Private Un-aided secondary schools (High) exist in the district where as 15 Govt. and 7 Pvt. aided senior secondary schools (Higher secondary schools) are serving the population of the district. Total estimated population in the district as on 30.9.86 is to be 10,59,164 in rural areas and 6,02,731 in urban areas.

1.5.6 Population of 9,09,390, residing in 931 habitations is being provided with primary education facilities within the habitation. Population of 4,09,602, living in 226 habitations is getting middle (Upper-primary) education facility within habitation. Secondary (High) education facility within habitation is being made available to the population of 2,73,425 of the 124 habitations. Senior secondary (Higher secondary) education facility within habitation has been provided to 45343 (Population) in 99 habitations only.

C H A P T E R - 2PRIMARY EDUCATION

2.1.1 Out of 1483 habitations only 931 habitations in the district have primary education facility with a total population 909390 which is 85.85% of the total estimated population of the district. 10.70%, 1,10,000 estimated population living in 303 habitations are walking upto 1K.M. to get primary education 39774 estimated population, living in 249 habitations, have to go beyond 1.0 K.M. in order to get primary Education. This population is 3.78% of the Total population of the district.

2.1.2 Highest primary education facility within one K.M. is available in C.D. block Ambala. Its 99.57% population having primary education facility upto one K.M. Only 0.33% the block population of two habitations have to go to seek primary education facility beyond 1 K.M. C.D. block Barwala has 86.41% primary education facility within 1.0 K.M. which is the lowest in this respect among all the nine C.D. blocks of the district. In this block 13.59% population in 142 habitations have to go to schools beyond 1.0 K.M.

2.1.3 Most of the area of the C.D. Block Barwala falls in the hilly area that is why it has the lowest primary education facility in the comparison to other C.D. Blocks of the District C.D. Block Ambala is a developed block hence only two habitations have to walk upto 2 K.M. to get this educational facilities. It is also due to urbanisation and transportation and other communication facilities.

2.2.1 1234 habitations out of 1483 habitations are being served by the Primary Education facilities within 1 K.M. while population of the 249 habitations walk more than 1.00 K.M. to get this facility.

132 habitations are proposed to avail of this facility. Only 117 habitations are lying beyond criteria. 61 Primary Schools have been proposed for 132 habitations in the district.

2.2.2 Out of nine C.D.blocks, C.D.Block Ambala is getting maximum primary education facility in 176 habitations but of 178 habitations and facility for one primary school is proposed in its one habitation. On the other hand, C.D.Block Barwala is served with minimum Primary Education facility in 126 habitations out of 268 habitations. In this block 13 Primary Schools are proposed for 82 habitations.

2.2.3 Estimated population of 1019390 of the district has primary education within 1.0 K.M. and primary education facility within 1.0 K.M. has been proposed for estimated population of the 28962, 98.98% of the estimated population is served and proposed for Primary Education facility. Only 1.02% does not fall in the criteria of Primary Education facility.

2.3.1 There are 1200 inhabited villages in the District Ambala. Out of these villages, 151 villages have no Scheduled Caste population. From these non-scheduled caste villages, only 51 villages have primary education facility. 425 villages possess upto 25% population of the Scheduled Caste and have 323 Sections of the Primary Schools, 419 villages having 349 Sections of primary schools, have upto 50% population of Scheduled Caste. There is upto 75% population of the Scheduled Caste in 152 villages which have 85 Sections of Primary Education. 53 villages have scheduled caste populations from 76 to 100% and have the primary education facility within 21 villages (Sections).

2.3.2 Villages in the slab of proportion of Scheduled Caste population in the percentage of 26 to 50 are getting 83% Primary Education facility which is the highest percentage in the District while non-scheduled caste villages are getting

33% Primary Education facility.

2.3.3 There is no scheduled Tribes population in the District. Hence primary education facility in the slab of Zero% (Scheduled tribes populated) is found in 829 vill

2.4.1 Table 8 provides the number of schools having primary schools and primary classes in rural and urban area according to Management and area wise. It shows 713 primary schools are functioning in District Ambala, including 645 primary schools totally concerned with rural area and 68 primary schools are working in urban area. Out of 645 rural primary schools, 643 primary schools are purely managed by Govt. of Haryana whereas two primary schools are being run by private aided institutions. Similarly 50 urban primary schools are managed by Govt. of Haryana, 16 urban private aided Primary Schools are run by private aided management and 2 private unaided primary unaided schools are run by private unaided management.

2.4.2 Table No.8 shows that Govt. manages all the 693 primary schools excluding 20 primary schools. Contribution of the purely or privately unaided primary managed schools is a fig in extending primary education.

2.4.3 There are 1057 Sections of Primary Education. 882 of 882 are existing in rural area while 175 Primary Sections are available in urban area. 868 Sections of primary education are run by Govt. of Haryana whereas 14 primary Sections are managed by private aided institutions. Similarly in urban area, 80 Sections of primary education are served by Govt. of Haryana. 88 Sections are managed by management of private aided while 7 such Sections are working under private unaided management. It reflects the poor contribution of private unaided sections in the development of primary education.

2.5.1 Table No.9 describes the position of the School buildings in the district as under :-

In rural area 645 primary schools have 422 pacca buildings, 112 partially pacca buildings, 11 kutchha buildings and 100 schools have no buildings. Therefore 100 primary schools are working in open spaces.

Simultaneously 68 schools are in existence in urban areas which have 63 pacca buildings and five partially pacca buildings. So the performance of pacca buildings in urban area is satisfactory. On the other hand in conditions of 11 rural primary schools are under the shed of kutchha buildings, is pityable while the condition of 100 rural primary schools which are running in the open space is tremendous pityable.

2.5.2 Pinjore C.D. Block has 100% pacca buildings for its rural primary schools. In respect of Naraingarh, C.D. Block has 17.8% pacca buildings for its primary schools. C.D. Block Barara has 52.2% partially pacca building while C.D. Block Bilaspur and Pinjore have no partially pacca buildings. C.D. Block Barwala has maximum number of Kutchha Buildings i.e. 9 for its primary schools against nil numbers in C.D. Block Bilaspur, Chhachhrauli, Jagadhri, Naraingarh, Pinjore and Raipur Rani. C.D. Block Naraingarh has 61 primary schools functioning in open space. No primary school is running in open space in C.D. Block Chhachhrauli, Pinjore and Raipur Rani.

2.5.3 Most of the primary school buildings in rural area are in miserable condition. As a result, rural area has 100 buildings in open space and 11 buildings in Kutchha building and 112 buildings in partially pacca buildings in the comparison with urban area. Its number is equal to nil. Only 5 primary schools are functioning in partially pacca buildings while 63 schools in pacca buildings. So the condition of urban primary schools building is satisfactory. Because there are no kutchha and open spaced buildings in the urban area.

2.6.1. Table No.11 lights the figures about the number of primary schools according to instructional rooms available for primary schools. It reflects as under:-

37 primary schools in the district have no instructional room including 27 primary schools in rural areas and 10 primary schools in urban areas. 194 primary schools are using only one room for instructional purposes in which 183 primary schools fall in rural areas while 11 are working in urban area. 259, 125, 48 and 26 primary schools have 2, 3, 4 and 5 rooms each respectively while 15, 04 and 05 primary schools have 6-7, 8-9 and 10 rooms each are using for instructional purposes respectively.

2.6.2 Position of rooms used for instructional purposes is satisfactory except 231 primary schools where number of rooms is either zero or only one. 24 primary schools are using 6 or above rooms for instructional purposes. Here it is also cleared that 27 schools in rural and 10 schools in urban areas have no instructional rooms.

2.7.1 Table No. 12 gives number of schools according to additional rooms required by them. 73 Govt. primary schools have no demand for additional room in rural area. 91, 168, 166 and 115 Govt. primary schools demand for 1, 2, 3 and 4 rooms each school respectively where 30 schools are in need of 5 and above additional rooms for each school. 2 private aided primary schools require 5 and above additional rooms to each school. 15 Govt. primary schools have virtually no demand for additional rooms. in urban areas while 5, 18, 2 and 6 govt. primary schools require 1, 2, 3, and 4 rooms to each school respectively. 4 urban primary schools are in need of 5 and above additional rooms for each schools.

11 private aided and one private unaided primary schools do not show their demand for additional room. 2 private aided, one private aided, two private aided and one private aided primary schools demand 1, 2, 3 and 4 additional rooms respectively for each school.

2.7.2 88 Govt. primary schools, 11 private aided and one private un-aided primary schools in the district have not demanded for any additional room while 34 Govt. primary schools and 2 private aided primary schools demanded 5 and above additional rooms for each school. Demand for instructional rooms from Govt. primary schools is ~~showing~~ **greater than** private managed schools. It is also found that primary schools in rural areas are in greater need for instructional rooms than urban areas.

2.8.1 Information availability of blackboards in primary schools as below;

Table No. 13 shows that 645 primary schools in rural areas and 68 primary schools in urban areas have 3439 and 411 sections respectively. 2257 sections in rural areas and 360 primary sections in urban areas have usable blackboards. On the other hand 206 primary sections in rural areas and 16 primary sections in urban areas have un usable blackboards. 976 primary sections in rural areas and 35 primary sections in urban areas have no blackboard to use.

2.8.2. C.D. block Raipur Rani has the largest number of such sections which have availability of usable blackboards. It has 164 sections which have usable blackboards against total sections of 185. On the other hand C.D. block ~~ehhachh-~~ **chhachh-**rauli has lowest facility for usable blackboards. It has only 170 sections out of 356 sections which are getting the usable blackboards. Similarly in C.D. block Raipur Rani, out of 185 sections only one section has un-usable blackboard while 20 sections have no blackboard. In C.D. block **chhachh-**rauli, 170 sections out of 356 sections, have no blackboard to use and 16 sections have un-usable blackboards.

2.8.3 Out of Nine C.D. blocks, C.D. block Raipur Rani is making the use of blackboards in largest number of all the blocks while C.D. block chhachhrauli is the poorest block in using of blackboards. Proper attention may please be given to supply blackboards to 1011 sections of the district and efforts may please be done to repair the un-usable blackboards for 222 sections. Primary schools in urban areas have much facility of usable blackboards while rural area is in need of such important facility.

2.8.4 3429 sections in Govt. primary schools in rural areas and 280 Govt. primary sections in urban areas have 2247 and 234 sections which have using blackboards respectively 206 Govt. primary sections in rural areas and 13 sections in urban areas have un-usable blackboards while 976 Govt. primary sections in rural and 33 sections in urban areas have no blackboard. 10 sections managed by private aided sections have 100% usable blackboard in rural areas while 113 sections in private aided including local body schools and 13 private unaided managed sections have also 100% usable blackboards. 3 sections in private unaided schools have un-usable blackboards while 2 have none blackboard in urban areas.

2.9.1 Table No. 16 shows the facilities available for ancillary concerning for drinking water and urinal etc. It describes that ancillary facilities available in the district primary schools are: (1) drinking water (2) urinal (3) separate urinal for girls (4) lavatory (5) separate lavatory for girls (6) medical check-up (7) vaccination. Provision of drinking water is in 508 primary schools including 2 private aided primary schools, urinal in 271 primary schools including 2 private aided schools, separate urinal for girls in 65 primary schools including 2 private aided primary schools, lavatory in 26 including 2 private aided primary schools, separate lavatory for girls in 15 primary schools, medical check-up in 414 primary schools

and vaccination facility in 417 primary schools including 2 private aided primary schools is available in the rural areas.

2.9.2 Ancillary facilities are being provided to the primary schools working in urban areas as follows;

Drinking water (57), urinal (54), separate urinal for girls (21), lavatory (29), lavatory for only girls (20), medical check-up (52) and vaccination facility (57) primary schools.

2.9.3 The above information indicate the poor availability of all the facilities in the district in rural area. All the provisions are the basic needs of the primary school children as well as the staff members. The table shows the miserable condition of drinking water along with other facilities.

148 primary schools have no drinking water facility while lack of urinal, lavatory and medical check-up facilities are being found. Number of separate lavatory for girls is 35 in the district. So it is just negligible. Special attention may please be diverted towards these facilities. It also reflects that all the facilities found satisfactory in the primary schools working in urban areas.

2.10.1 Number of primary schools according to teachers in position has been collected in table 19. It reveals that 27 primary schools in rural areas have no teacher to teach the students. These schools are being attended by the neighbouring school teachers. 36 schools are single teacher school while 287 schools are double teachers schools in the rural areas. 3 teachers in each school are working in 172 schools where as 4 teachers in each school are teaching the classes in rural areas. 5 teachers per school are teaching in 29 primary schools while more than five teachers are teaching in 26 schools.

2.10.2 Similarly in urban areas there are 4 single teacher schools, 12 double teachers schools, seven with 3 teachers in each school, 12 schools with 4 teachers in each school, 10 schools with 5 teachers in each school and 23 schools with more than 5 teachers in each school are working.

2.10.3 Not even a single primary school in urban areas of the district and C.D. blocks Pinjore and Raipur Rani have a zero teachers school (primary) while 8 such primary schools are found in C.D. block Jagadhri. It also indicates that C.D. block Ambala, Pinjore, Naraingarh and Raipur Rani have no single teacher school where as 19 single teacher schools (primary) fall in C.D. block Barwala. It reflects the poor state of affairs that 4 single teacher schools are functioning in urban areas.

2.11.1 Table 17 and 18 describes the position of teachers according to qualification, sex and stage at which he is teaching. It's position in rural areas is as under:

Trained working teachers are working in the district are 2442 including 1177 male & 1265 female teachers. Not a single teacher is untrained in primary schools. 67 teachers with a qualification of Middle pass are also trained. Number of such male teachers is 20 while female are 47. Trained matric pass male teachers are 977 where as 1096 trained female teachers are working in primary schools. 164 higher secondary pass trained teachers including 84 male and 80 female teachers are serving the primary sections/schools. Primary schools are also getting the benefit of the services of the 96 trained graduate teachers including 66 male and 30 female teachers. 42 trained post graduate teachers are also teaching including 30 male and 12 female teacher in primary sections.

2.11.2 Urban area has 28 trained primary teachers where as 15 untrained teachers are also working in primary sections. Number of trained middle pass teachers is 22 including 4 male & 18 female teachers. Trained Matric pass male teachers are 85 where as 421 female teachers are also working. 6 female untrained matric pass teachers are also serving in primary sections. Number of trained higher secondary pass teachers is 91 including 13 male and 78 female teachers. 132 trained graduate teachers including 16 male and 116 female teachers are serving the primary schools. 6 female untrained teachers with a qualification of graduation also are teaching the primary classes. 39 post-graduate and trained teachers including 3 male and 36 female are working in primary classes where as 3 female untrained post-graduate teachers are also in the primary schools. 38 teachers with higher qualification are also teaching the primary classes.

2.11.3 Table 17 and 18 indicate that large number of teachers are working in rural primary schools in comparison to urban areas. No. of untrained teachers in rural areas is negligible while in urban areas 15 untrained teachers are also working. Higher qualified teachers are also serving in urban areas. Number of female teachers is higher than male teachers in all the areas of this district.

2.12.1 Table 22 shows the information regarding enrolment at primary stages in the age group 6-11 in rural and urban areas. Total enrolment in the classes I-V is 69,245 boys and 54,803 girls in rural areas. Total strength of children getting education in classes I-V in rural areas is 96,379 including 53,762 boys and 43,117 girls. There are 22,079 boys and 19,692 girls in primary classes in urban areas. Similarly, in urban, 15,842 boys and 14,404 girls totalling 30,246 children are getting education in the age group of 6-11

Percentage of Boys and girls getting study in the age group 6-11 in rural areas is 76.19 and 78.66 respectively where as percentage of boys and girls in the age group of 6-11 in urban areas is 71.29 and 73.85.

2.12.2 Scheduled caste students in age group 6-11 in rural area are 29,594 having a number of 16,312 boys and 13,282 girls while number of such students in urban areas is only 4892 including 2553 boys and 2339 girls. Number of scheduled caste students in urban areas is poorer than rural area. Percentage of boys and girls, in the age group 6-11, stands at 69.26 and 69.09 respectively. On the other hand percentage of such boys girls in urban areas is 75.07 and 76.01.

2.12.3 Table reveals that percentage of girls in rural area as well as urban areas is higher than boys. Percentage of scheduled caste boys is also less in all areas. 78.66% girls are studying in rural areas while the percentage of girls in urban areas is 73.86%. On the other hand percentage of scheduled caste girls in rural area ^{is} less behind the boys. It is 69.09% against 69.26%. Similarly percentage of such girls urban areas is lower than boys.

2.13.1 Table 32 highlights the information regarding gross enrolment ratio, age specific enrolment ratio, teacher pupil ratio and percentage of girls, enrolment in rural and urban areas for primary classes.

2.13.1(a) Gross enrolment ratios in rural area in the age group 6-11 is 79.54% while boys ratio is 83.33% and girls ratio stands at 75.25%. On the other hand it shows in urban areas total ratio at 52.69% where as 50.74% is in respect of boys and 55.1% in respect of girls students. It also describes that total boys, girls and grand total gross enrolment ratio is 71.66%, 68.48% and 70.19% respectively.

2.13.1(b) Percentage of age specific enrolment ratio in rural area both boys and girls stand at 81.77 and 74.05 respectively while it prevails at 43.18 and 48.83% respectively in urban areas. Total percentage of both areas in respect of boys and girls stand at 67.95 and 65.57 whereas total percentage of rural and urban areas touch at 78.14 and 45.70% respectively.

2.13.1(c) Pupil teacher ratio at primary stage in rural area is 1:50.7 while it prevails at 1:49.5 in urban area.

2.13.1(d) Percentage of girls students in the primary classes I-V, in rural area stand at 44.17% while it amounts at 47.14% in urban areas. Both areas have it 44.92%.

2.13.2 Figures, shown above, clearly shows that the percentage of enrolment ratio in respect of girls is more less than boys. It is 75.25% against 83.33% in rural areas while in urban areas girls enrolment ratio is better than the boys where it is 55.1% against 50.74%. It makes clear that girls take keen interest to get their education in urban areas than the rural areas. Total gross enrolment ratio in rural areas is higher than urban areas. It is 79.54% against 52.69%.

2.13.3 Age specific boys enrolment ratio in rural areas in the age group 6-11 is looking higher than the urban areas. It is 81.77% against 43.18%. Similarly, it is higher in the case of girls where it stands at 74.05% against 48.83%. Steps may please be taken to encourage the girls in rural areas to get the education in lower middle classes where they are mostly ignored by the concerning sources. It is a tail of sorrow that after providing the so many facilities, why they are hesitating to avail of educational facilities.

2.13.4 Pupil teachers ratio in urban area is 1.49 against 1.50 in rural areas. Percentage of girls students, upto class I-V, in rural area is lower than urban areas. It is 44.17% against 47.14%. Total percentage, in both areas is 44.92%.

CHAPTER NO. 3

UPPER PRIMARY (MIDDLE) EDUCATION

3.1.1 Table No.2 shows the information of habitations and their populations served with an upper primary (Middle) Sections within themselves or at different walking distances. In 1483 total habitations of the district only 226 habitations have Upper Primary (Middle) Education facility for a total population of 4,09,602. It is 38.67% of the total population of the district. Population of 4,96,012 living in 864 habitations is walking upto 3 K.M. to secure middle education (Upper Primary) while estimated population of 1,53,550, residing in 393 habitations, have to walk to get Upper Primary (Middle) Education facility more than 3 K.M. It is 46.73% and 14.0% respectively, of the total population of the district.

3.1.2 Table signifies the highest Upper Primary (Middle) Education facility within 3 K.M. in C.D. Block Barara where 4.82% population of 12 habitations do not walk to get this facility beyond 3 K.M. All of its habitations avail this facility within 5 K.M. whereas the 30.20% population of C.D. Block Chhachhrauli living in 76 habitations is struggling to avail this facility after walking a distance of 3.1 K.M. or above. C.D. Block Chhachhrauli provides 69.8% this facility to its population within 3 K.M. Population of 6998, living in 88 habitations of C.D. Block Barwala, has to walk to get this education facility beyond 5 K.M. It is almost all hilly and scattered area.

3.1.3 Maximum population of 9,05,614, living in 1090 habitations of the district, gets middle (upper primary) education facility within 3 K.M. While 14.5% of the population i.e. 1,53,550 living in 393 habitations is walking more than 3 K.M. to secure this facility. More over middle education (Upper Primary) facility in the district is satisfactory.

3.2.1 1090 habitations out of 1483 habitations are being served by the middle education facility within 3 K.M. while population of the remaining 393 habitations is walking beyond 3 K.M. to get this facility. 66 middle schools are proposed for the population of 113 habitations according to the criteria. Prescribed criteria can not cover the population of 280 habitations into this facility. Most of these habitations fall in C.D. Block Barwala.

3.2.2 The population of 69 habitations of Raipur Rani C.D. Block, out of 77 habitations, get their middle education within 3 K.M. by covering this distance on foot. The population of only 8 habitations of this block has to walk more than 3 K.M. to get this facility. Only 10.39% of existing habitations of C.D. Block Raipur Rani is struggling to secure middle education after walking beyond 3 K.M. while population of 53% habitations, living in 142 habitations of C.D. Block Barwala is walking more than 3 K.M. to get middle education (Upper Primary). Hence C.D. Block Barwala lags behind mostly of all the 9 C.D. Blocks whereas C.D. Block Raipur Rani has the largest number and percentage in this respect i.e. to get middle education (Upper Primary) after walking within 3 K.M.

3.3.1 Table 7 emphasises the proportion of Scheduled Caste and Scheduled Tribes population and availability of Upper Primary (Middle) Education/Sections in the villages. 5 villages without scheduled caste population, have middle education facility. 425 villages possess upto 25% population of Scheduled Caste have 91 Sections of middle education (Upper Primary). 419 villages having 91 Sections of middle School have the 26 to 50% population of Scheduled Caste. There is 51 to 75% population of Schedule Caste in 152 villages which have 7 Sections of Middle (Upper Primary) Education. 53 villages have scheduled caste population from 76 to 100%

3.3.2 Villages in the slab of proportion of scheduled caste population in the percentage of 1-25 are getting 21. Middle (Upper Primary) School education facilities which is the highest percentage of the district whereas non-scheduled caste villages get middle (Upper Primary) education in the percentage of 3.3. The lowest percentage in availing the middle education is 1.9% in the slab of 76 to 100%.

3.3.3 All the 1200 villages in the district have no population of scheduled tribes. In the slab of Zero percentage of scheduled tribes population middle education facility is found in 195 villages.

3.4.1 Table 8 describes the position of Upper Primary Schools and Sections falls in rural areas and urban areas according to management wise. Total number of 126 Middle Schools (Upper Primary) are functioning in the districts while number of middle sections in various schools are 371 including 248 sections in rural areas as well as 123 stand in urban areas. In rural areas, 107 middle schools are working under State Government of Haryana while a number of such sections are 233 including high and higher secondary schools. Local body is not managing middle education whereas private aided institutions are showing a poor response in this respect having a number of 4 middle schools and total middle educational sections, 13 in rural areas. No private unaided middle school (Upper Primary) is being run in rural areas only 2 such sections are functioning in high schools. As a result, total number of middle schools in rural area is 111.

3.4.2 A little facility of middle schools is being provided to run 6 middle schools by State Government in the urban areas. The number of such sections in this area is 37 in public Sector. Private aided and unaided institutions are running

4 and 5 middle schools respectively and this facility also is provided by running the middle sections 81 and 5 respectively in the aforesaid area. In this manner, 123 middle sections provide this facility in urban areas.

3.4.3 Table reflects that middle education is enlightened more through Secondary and Higher Secondary Schools (Senior Secondary) than separate middle schools. Number of separate middle schools in private sector is very low than that of public sector. It is evident that secondary (High) and Senior Secondary Schools serve this purpose. More number of separate middle schools is falling in rural areas where total number of middle schools are 111. Urban areas have a total of 15 middle schools (Upper Primary).

3.5.1 Table 9 reflects the position of the school building in the district. It clears that out of 11 middle schools in rural area, 80 school buildings in pucca building, 25 built in partially pucca buildings, one in Kutchha building and 5 schools are functioning ⁱⁿ the open space. On the other hand 15 middle schools (Upper Primary) are in the existence of urban area. 12 schools are working in pucca building while 2 are in partially pucca and one in open space.

3.5.2 State Government provides pucca buildings to its schools in rural area and 5 in urban area. Its 25 schools in rural area and one in urban area, are being run into partially pucca while 5 of its schools are functioning in the open space in rural areas. 4 schools in rural areas and 7 schools in urban areas are run by the private management in pucca buildings while only one school building is partially pucca and one in open space. Hence 92 pucca buildings, 27 partially pucca, one kutchha and 6 open space middle schools (Upper Primary) are in existence of the district.

3.5.3 C.D. block Pinjore and Jagadhri have its 100% buildings of middle schools in pacca building where as the number of such buildings in C.D. block Barwala is more/less than others. C.D. blocks Bilaspur, Naraingarh, and Raipur Rani have 3, 1 and 1 schools without buildings. One school in the district is being run in kutcha building in C.D. block Barwala no middle school is housed in thatched huts and tents in the district. C.D. block Ambala, Barara, Barwala, chha chhrauli jagadhri and pinjore have their buildings for their middle schools. None of their middle school is run in open space.

3.5.4 Most of the buildings of middle schools in the district are in good position. 92 of its schools are housed in pacca building while 27 are in partially pacca. Only 6 schools of the district have no building. These have to function in open space. The condition of schools in urban area is much better than that of in rural area. Only one school in urban area is without building while the number of such school in rural area is five. Table also shows that condition of private managed school buildings is better satisfactory than public sector.

3.6.1 Table 15 provides the figures about availability of library facilities in middle schools. 108 schools in rural area and 14 schools in urban area have library facility in them. Out of these 105 schools (Govt.) and 6 Govt. middle schools in rural and urban area respectively have such facilities. Three schools in rural area, working under private management, have this facility where as 8 middle schools in urban area also avail library facility. Only 3 schools in rural area and one school in urban area donot cover under this facility. 19, 44, 31, 11 and 3 schools in rural area and 4, 3, 2, 3 and 2 schools in urban area are getting benefit of more than 1000 books, 501 to 1000, 201 to 500, 101 to 200 and upto 100 books respectively.

3.6.2 Most of the schools in the district are availing the facility of library. Only 2 middle schools (Govt.) in rural area and one school (privately aided) also in rural area is not getting this facility while only one school (Privately aided) in urban area has not library facility. 23 schools have books more than 1000 in each school where as 47 middle schools have upto 1000 books in each school. 5 middle schools have upto 100 books is the lowest numbers of books for their students.

3.6.3 Attention may please be diverted towards this important matter. One room for library must be provided to each school.

3.7.1 Ancillary facilities can be seen in table 16. Main items of ancillary facilities are mentioned (1) drinking water (2) urinal (3) separate urinal for girls (4) lavatory (5) lavatory for girls (separate) (6) medical check-up (7) vaccination. Drinking water facility is available in 116 middle schools including 13 private managed schools, urinal 101 including 12 privately managed schools, 67 separate urinal for girls including number of 12 privately managed institutions, 21 lavatory including 7 under private managed schools, 15 separate lavatory for girls including 6 private managed schools, medical check-up in 80 schools including 10 private managed schools and facility of, vaccination in 89 schools including 11 private managed schools in the district.

3.7.2 In the middle schools of rural area of the district facility of drinking water, urinal, separate urinal for girls, lavatory, separate lavatory for girls, medical check-up and vaccination are being provided to 101, 89, 53, 12, 7, 69 and 77 respectively where as the same are introduced in 15, 12, 14, 9, 8, 11 and 12 schools in urban area.

3.7.3 Generally all the facilities of availability of ancillary procure benefit to the middle schools (upper primary) of the district. All the provisions are the basic needs of the students as well as the staff members. Table shows the miserable conditions of drinking water facility where this important facility has not been provided to schools of the district (10 middle schools). These upper primary schools fall in rural areas. Lack of urinal, lavatory and medically check-up facilities are being found where as these afore said facilities are not available in 15, 105 and 46 middle upper primary) schools. Number of separate urinal for girls is 67 and lavatory for girls is only 15. So it seems just negligible. special attention may please be concentrated to these facilities especially in rural areas.

3.8.1 Table 17 and 18 indicates the position of teachers at upper primary stage according to sex, trained, untrained in rural and urban areas. Firstly it clears its position in rural area in table 17. Trained working teachers are 1038 including 608 male and 430 female teachers. Untrained teachers at middle stage are 5 consisting the number of 3 male and 2 female teachers. 4 teachers with a qualification of middle pass trained teachers are serving in which 1 male and 3 female teachers are also teaching. Trained matric pass male teachers are 152 where as 140 trained female teachers are working in middle school sections. 41 higher secondary pass trained teachers including 23 male and 18 female teachers also serving in the middle classes. 369 trained graduate teachers in which 243 male and female 126 teachers are also teaching the middle classes. Middle classes are getting the benefit from 95 trained post-graduate teachers in which 69 male and 26 female teachers are working. One male post-graduate (untrained) teacher is also teaching the middle classes.

116 language teachers including 42 male and 74 female teachers are serving in the middle sections while 4 untrained language teachers are also in service. 121 other C. & V. teachers (trained) having number of 78 male and 43 female teachers are teaching the classes (middle).

3.8.2 Secondly in table 18 produce the figure of urban area. Trained working teachers in middle sections (upper primary) are 754 including 291 male and 463 female teachers. untrained 20 teachers are also teaching the middle classes in which male members are 2 and female are 18. Number of trained middle pass teachers is 2 (male). Trained matric pass male teachers are 21 where as 85 female teachers are working in upper primary sections. 8 female untrained, matric pass teachers are also serving. Number of trained higher secondary pass teachers is 17 including one male and 16 female where as one male and 2 female teachers of the same qualification are also working in middle sections. 333 trained graduate teachers having a number of 125 male and 208 female teachers are also serving. One male and 4 female untrained graduate teachers are working. There are 118 post-graduate trained teachers while 4 female untrained graduates are teaching middle classes. 32 male and 55 female language teachers and 91 C. & V. teachers including 63 male and 28 female teachers are working in the middle schools (upper primary).

3.8.3 Table 17 and 18 reflect the information that large number of teachers are working in rural middle schools in comparison to urban schools. No. of untrained teachers in Govt. middle schools in rural area is negligible while 20 teachers are working as untrained in urban area in (private managed schools). Number of female teachers seems higher than male teachers in middle schools (upper primary).

3.9.1 Table 22 and 23 explain the enrolment position at the middle education stage according to sex, Scheduled caste, and scheduled tribes in rural and urban areas. Total enrolment in classes VI to VIII is 28,413 boys and 13,858 girls in rural areas where as it is 20,074 boys and 13,005 girls are reading in urban areas. Total enrolment in both areas is 48,487 boys and 26,863 girls. Students in middle (upper primary) classes, Scheduled caste enrolment in the classes VI to VIII stands at 11,590 including 8,193 boys and 3,392 girls in rural areas while strength in urban areas is 4,329 including 2,574 boys and 1,755 girls (belong to scheduled caste). Total enrolment of scheduled caste students in both areas stands at 15,919 having a number of boys 10,772 and 5,174 girls. There are no scheduled tribes children in middle classes in the district.

3.9.2 Enrolment in the classes VI to VIII shows that numbers of girls are lower rather than boys in both areas, in all communities as well as in scheduled caste. Numbers of girls in the classes VI to VIII in the sections in urban and rural area is negligible. Number of scheduled caste boys in the classes VI to VIII in both areas is higher rather than girls in the middle schools/sections. Scheduled tribes enrolment in the classes VI to VIII is nil.

3.9.3 Many incentives are being introduced to increase the girls enrolment by the state govt. specially for scheduled caste girls. Provisions toward it are in progress.

3.10.1 Educational developments are discussed in table 32 of part II of the guidelines issued. It highlights the facts that:

3.10.1(a) Gross enrolment ratio in age group 11-14 is 58.57% in rural areas in which boys ratio in this group is 63.79% and girls ratio is 46.28%. On other hand gross enrolment ratio (middle classes) in urban areas stands at 76.95% including 84.37% ratio of boys and 68.54% girls ratio. It also describes that total boys and girls and total enrolment ratio in both areas.

areas is 64.86% having 74.04% and 54.06% ratio in respect of boys and girls respectively.

3.10.1(b) Percentage of age specific enrolment ratio in the age group 11-14 in the rural area, both boys and girls, stands at 49.13% and 24.87% respectively while it prevails at 67.65% and 49.82% respectively in urban areas. Total percentage of both areas in respect of boys and girls is 55.36% and 36.85% where as total percentage of rural and urban areas touch at 40.38% and 59.29% respectively.

3.10.1(c) Pupil teachers ratio at upper primary stage in rural area is 1:40.52 while it prevails at 1:42.73 in urban areas.

3.10.1(d) Percentage of girls students in the upper primary classes, VI to VIII, in rural area is 32.78% where as 39.31% is in urban area. Both areas have 35.65% girls in middle school.

3.10.2 Figures, shown above, clearly that the percentage of gross enrolment ratio in respect of girls is more less than boys. It is 46.28% against 68.79% in rural area while in urban areas, percentage of girls enrolment ratio is 68.54% against 84.37%. It makes clear that problems arise to get their middle standard education, before girls. Total gross enrolment ratio in urban area is higher than in rural areas. It is 76.95% against 58.57%.

3.10.3 Age specific boys enrolment ratio in the age group of 11-14 in rural area is appearing higher than the urban area. It is 49.13% against 43.18%. Similarly it is higher in the boys also where it is 67.65% against 49.82%. Girls enrolment ratio in both areas is more less. It is hereby cleared that percentage of girls students, upto middle standard education, in rural area is lower than urban area. It is 32.78% against 39.31%. Total percentage in both areas, is 35.65%. It may please be increased through providing the facilities (incentives). Pupil teachers ratio in urban area about familiar to rural area. Rural area has its ratio 1:40.52 while it is 1:42.7 in urban areas. But this ratio seems high

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C H A P T E R 4
SECONDARY AND HIGHER SECONDARY EDUCATION

- 4.1.1. Table 5 highlights the information of habitations and their populations served with secondary Sections within themselves or at different walking distances. 124 habitations, having a population of 2,73,477, have secondary (high) education facilities. It is 25.83% of the total populations of the district. Population of 1175 habitations is walking upto 8 KM to secure Secondary (high) education while estimated population of 32327 living in 184 habitations have to walk to get this facility more than 8 KM. This population is only 3.05% of the total population of the district. Such a fact shows that most of the habitations have secondary educational facility far away from their habitations.
- 4.1.2. Table indicates the highest secondary (high) education facilities within 8 KM available in C.D. block Raipur Rani in which population of none habitation is walking beyond 8 KM to get this facility whereas the 13.43% population of C.D. block Barwala has not this facility within 8 KM. Its 13.43% population of 126 habitations are struggling to avail this facility after walking a distance of more than 8 KM. Most of the habitations situated in Hilly area, cannot avail this facility due to un-convenience and a hard journey. It is also a scattered and hilly area.
- 4.1.3. Number of such habitations, which are walking a distance upto 2 KM, 2.1 to 4 KM, 4.1 to 6 KM, 6.1 to 8 KM and more than 8 KM are 409, 456, 206, 94 and 134 having 26.08%, 28.73%, 12.25%, 4.06%, and 3.05% of their populations respectively.

Moreover, secondary education facility in the district is satisfactory. 3.05% population is facing some hardships in the district.

4.2.1 Table 6 indicates the information regarding habitations and their populations with and without Senior Secondary (Higher Secondary) Sections in the rural areas. 9, 159, 175, 152, and 929 habitations having 45343, 1,32,185, 2,21,847, 1,25,562 and 4,91,681 population within them have Higher Secondary education facilities within habitation, upto 2 KM, 2.1 to 4 KM, 4.1 to 6 KM to 8 KM and more than 8 KM respectively. C.D. block Chhachhrauli, Naraingarh and Raipur Rani have no higher (Senior) Secondary School for its population within habitation while C.D. Block Ambala, Bilaspur, Barwala and Jagadhri have one institution (Senior Secondary) in each block.

4.2.2 86% population, living in 66 habitations of C.D. block Raipur Rani have to walk more than 8 KM to get secondary education facility while 21.1% of population, living 53 habitations of C.D. block Jagadhri is walking more than 8 KM to avail this facility. As a result, C.D. Raipur Rani is more behind than all the blocks while C.D. block Jagadhri is proceeding further in this regard. Most of the population is walking more than 8 KM to get senior (Higher) Secondary education. Its number of habitations are counted 929 in the district.

4.2.3 Lack of Senior Secondary School education has been found in the rural areas. Population of rural habitations have to go more than 8 KM to get this facility. Only nine habitations in the area of the district have this facility within habitation. More healthy steps are to be yet taken to improve this facility.

4.3.1 Table 8 provides the information regarding number of secondary (High) schools with Type of management in rural and urban areas. Total number of 223 secondary (high) schools are functioning in the district while number of secondary sections in various schools are 245 including 137 sections in rural areas, and 108 sections in urban areas. In rural areas 120 secondary(High) schools are working under state Govt, Haryana where as a number of such sections are 126 including higher secondary schools. Local body is not managing secondary (High) schools in rural areas as well as in urban areas. Private aided and unaided managements are running 8 and 2 higher secondary schools in rural and 71 such schools in urban areas respectively. Number of sections of secondary schools (High) in the private aided and unaided schools are 9 and 2 in rural area and 77 in urban areas respective

4.3.2 A little facility of secondary (High) education is in Government schools in urban areas where such facility is also found in private sector in rural areas. 137 sections have secondary education facility in rural area while 108 such sections are run in urban area. Private aided and unaided institutions are running 8 and 2 secondary schools respectively and this facility is also provided by running the secondary sections 9 (Private aided), 2 (Private unaided) in rural area, where as 77 sections (Pvt. aided) are found in urban areas. No. private unaided secondary schools is managed in urban area. Local body has no such schools in both the areas of the district.

4.4.1 Table 8 also reflects that number of higher (Senior) secondary schools in the district is only 22. It includes 7 senior(Higher) secondary schools in rural and 15 such schools are in urban areas.

Number of Higher(Senior) secondary schools is 6, (Govt.) and only one (Private aided) in rural areas, while its number in urban areas are 9 (Govt.) and 6 private aided. No. senior secondary school is working under local body and private unaided management. Number of the senior secondary (education) section is the same as it stands the schools as shown above.

4.4.2. Rural area has less number of senior (Higher) secondary schools where as number of such schools is more in urban area comparatively. Rural area has 7 senior secondary schools while 15 such schools are in urban areas. Local body and private unaided managements have no higher (Senior) secondary school while state government and private aided managements run 6 and one such school in rural area and 9, 6 such schools are being run in urban areas respectively.

4.4.3. On the whole this facility is not sufficient for the population of such a big district having nine C.D. blocks. Only 7 senior (Higher) secondary schools are feeding the population of rural area of 9 C.D. blocks. It seems a tale of sorrow. Number of schools (Senior secondary) is lesser than the number of C.D. blocks. More schools may please be granted to rural areas. Rural area is more behind than urban area. Top priority is to be given towards this needy and important facility.

4.5.1. Table No.15 provides the information regarding library facility available in secondary and senior secondary schools of the district. It shows that 127 secondary schools in rural area and 89 secondary schools are functioning in urban areas have library facility in them. Out of these 117 (government), 8 (private aided) and 2 (private unaided) secondary schools have library facility in rural areas while 22 (Govt.) and 67 (private aided) secondary schools are availing such facility

in the urban areas. Three and four secondary schools in rural and urban areas respectively do not cover under library facility. All of the 22 senior secondary schools are availing this facility. More than 5000 books, 1001 to 5000, 1001 to 2000, 501 to 1000 and upto 500 books benefitting the students of 21, 29, 52, 13 and 12 secondary (High) schools respectively while 11, 23, 26, 10 and 7 secondary schools respectively are availing this facility. Out of 7 senior secondary schools in rural areas, 3 schools are availing the benefit of books more than 5000 and 4 such schools have books 2001 to 5000 each school for their students. All the 15 senior secondary schools in urban area have more than 5000 books each school.

4.5.2. Most of the schools in the district are benefited by the facility of library. Only three secondary schools (government) in rural area and 4 such schools, working in private sector in urban areas have no library facility. 21 secondary schools have books more than 5000 in rural area where the number of such schools in urban area is 10. All the senior secondary schools have library facility for their students in satisfactory ways.

4.5.3. Constructive steps may be taken in providing the library facility in such 7 secondary schools which have no such facility at present. Attention may be diverted in reforming the present condition of the library facilities available in the schools. Economical hurdles may please be removed to make this provision effective.

4.6.1. Table 17 and 18 provides the number of teachers according to their qualification, sex and stage at which they are teaching in rural and urban areas. It tells us the information as under:-

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DOC, No 0-7351
Date 11-2-93

At first it clears such position in rural area in table 17. Trained working teachers are serving (1512) including 346 male teachers and 666 female teachers. No. of untrained teachers, working at secondary stage, are 13 having a number of 4 male and 9 female teachers. Five female teachers having a qualification only middle pass and trained, are serving at present. Trained matric pass male teachers are 170 where as 215 female teachers possessing the same qualification are also working. 48 higher secondary pass and trained teachers are at present in the department in which there are 27 male and 21 female teachers. 532 graduate and trained teachers including 309 male and 223 female teachers are benefiting the students where as 11 untrained graduate teachers with a number of 2 male and 9 female teachers are also working. Students in secondary classes are also getting benefit from the services of 254 (158 male and 96 female) Post-graduate trained teachers as well as 2 male post-graduate untrained teachers. 177 language teachers (105 male and 72 female) are also working in the education department. 116 other, C&V, teachers (77 male & 39 female) are also serving in the secondary sections.

4.6.2. On the indication of table 18 figures are being shown about urban areas. It provides that trained working teachers at secondary stage in the schools are 1035 having a male number of 350 and female 685. Untrained teachers are also working. It's number is 35 i.e. 7 male and 28 female teachers. Number of trained and middle pass teachers is only two including one male and one female teacher. Trained matric pass male teachers are only 8 where as female teachers in this qualification are 52. Four untrained matric pass female teachers are also working. Number of trained higher secondary pass teachers is 28, having 16 male and 12 female teachers.

Two (1 male and 1 female) untrained teachers having such qualification are also working. 511 graduate and trained teachers including 177 male and 334 female teachers are serving in the secondary schools. 13 teachers (4 male and 9 female) having graduate qualification and untrained are working at present.

4.6.3. There are 263 trained post-graduate teachers including 84 male and 179 female teachers while 2 male and 12 female teachers, having qualification of post-graduation are working as untrained. 32 male and 52 female teachers are also teaching as language teachers in the trained capacity while one female language teacher is untrained. 87 teachers (32 male and 55 female) are serving as C. & V. teachers in the secondary schools of the district.

4.6.4. Large number of trained teachers in rural area is higher than the number of these in urban areas. Number of 13 untrained teachers in rural areas, lower than the No. of these 35 teachers in urban areas. Comparatively strength of female teachers in rural area is found lower than male teachers in working while its number in urban areas is higher than the male teachers. Untrained female teachers have large number in both the areas. Untrained teachers are generally found in the secondary schools run by the private managements.

4.7.1. Table 17 & 18 again produce the number of teachers according to their qualification, sex, and stage at which they are working in rural and urban areas. It reveals the figures of higher secondary (Senior secondary) schools in the urban areas as under;

7 middle pass trained teachers including 3 male and 4 female teachers are appointed in higher secondary schools while 19 trained metric pass teachers having

a number of 5 male and 14 female teachers are working at present. Only one female higher secondary pass and trained teacher is serving. No one male teacher is in this qualification. 58 graduate and trained teachers having a number of 28 male and 30 female teachers are working where as no one untrained teacher in this qualification is found. There are 87 male and 51 female trained teachers having their qualification upto post-graduation where as 2 untrained teachers (1 male and 1 female) have also such qualification. 12 male and 8 female language teachers are also trained where as 4 female C.&V. teachers are found untrained. As a result of above figures 247 teachers (135 male and 112 female) are qualified as trained while two teachers (one male and one female) seem to be untrained in the urban areas of the district (Senior Secondary) Schools.

4.7.2. Table 17 reflects the figures in the rural areas that there are 180 teachers (65 male and 115 female) are working in the capacity of trained teachers where as only 2 male, trained teacher, are working as untrained (in the senior secondary schools). No. of matric pass and trained teachers is 15 having 8 male and 7 female teachers in the higher secondary schools. Only one trained female teacher possess her qualification at the stage of higher secondary education. 73 teachers (26 male and 47 female) have their qualification upto graduation and they are trained also. 24 male and 53 female teachers having a qualification upto post-graduation and trained teachers are benefitting the students of higher secondary schools while students of such schools are getting benefit from 2 male trained teachers having such qualification. 5 teachers (One male and 4 female) are language teachers (trained) where as nine teachers with various qualification

trained teachers, having a number of 6 male and 3 female

4.7.3. Number of untrained teachers in both the areas is comparatively less than that of trained teachers.

Number of female teachers in rural areas seems higher than the same in urban areas. Number of working teachers in rural area seems higher than in urban area. Number of working teachers stands in rural area (182 for 7 senior secondary schools) while 15 senior secondary schools are being served by 249 teachers.

4.8.1. Table 24 indicates the information for secondary schools having science laboratories in rural and urban areas. 212 secondary schools have the science education facilities in which there are 157 secondary schools (High) in rural area and 55 are in urban areas. 28 secondary schools have no science laboratory in rural areas whereas science laboratories are found in all the other schools. Number of schools having separate laboratories for physics and chemistry and biology in rural area is 28 and in urban area is 41. State government is providing such laboratories in its 26 schools in rural areas and 8 secondary schools in urban areas while laboratories are provided to 2 (rural area) and 33 (in urban area) by the private managements. 103 govt. secondary schools are having combined laboratories for all subjects in rural areas while 8 such laboratories are run by the management in rural area also. Teaching home science laboratories are found in 8 govt. secondary (High) schools in rural areas and 6 such govt. laboratories are fixed in urban areas. One such laboratory in rural area and 14 in urban areas are running in private sector.

4.8.2. Out of 212 schools, there are 69 secondary schools having separate laboratories for physics, chemistry and biology whereas 111 secondary schools have combined laboratories for all subjects. 44 secondary schools have the facility of teaching home science. 29 such laboratories have been provided to 29 secondary schools. Private aided institutions have lower facility of laboratories than that of government.

4.8.3. More science laboratories may please be provided to all the secondary schools in rural and urban areas. Separate science laboratories may please be set up in each school. Special attention be provided towards this important subjects.

4.9.1. Table 24 reflects the information for senior secondary schools having science laboratories in rural and urban areas managementwise. 21 higher (senior) secondary schools have science teaching facility in which 7 schools are falling in rural area and 14 are in urban areas. Number of schools having separate laboratories for physics, chemistry and biology is 19 including 5 (Govt.) schools in rural area, 8 (Govt.) schools and 6 private aided senior secondary schools in urban areas. 7 senior secondary schools have combined laboratories for all subjects. Seven senior secondary schools are providing the facility of teaching home science and all of these schools have not science laboratories. Only five schools out of 7 have science laboratories. All these (home science) laboratories are run in public sector.

4.9.2. Information shown above reveals that 19 senior secondary schools have separate science laboratories for physics, chemistry and biology. It shows that one (Govt.) school and one (Private aided) school in rural area have no laboratory. Similarly 5 senior secondary schools

out of 7, have home science laboratories while 2 (Go schools (senior secondary) are teaching science subjects without laboratories.

4.9.3. How strange it is that 2 schools teaching home science subjects and 2 schools teaching physics chemistry and biology are teaching science subject without laboratories. It is a matter of regret. Special attention may please be devoted in this respect. To improve the science education it is most important that science laboratories must be set up in each school.

4.10.1. Table 20 describes the number of science teachers teaching science subjects and their qualification in secondary and senior secondary schools. No. of such teachers working in secondary schools is being reflected at first. Number of such trained teachers in the secondary schools is 331 while 18 are numbered as untrained. Trained and having qualification of Ph.D./M.Phil teachers are 28 while untrained teachers with the said qualification, 6 trained teachers having qualification of M.Sc. and 2 untrained M.Sc. teachers are found in the various schools. B.Sc. Hons. and trained teachers are 161 while the number of such untrained teachers are 5. B.Sc. and trained teachers are two where as B.Sc. untrained teachers are in the same number. 132 trained and having inter science qualification, teachers are also working while 6 untrained teachers are in the same qualification. Only two teachers having their science qualification upto metric standard are found trained.

4.10.2. Position of science teachers in higher secondary schools is also shown in this table. There are 16 Ph.D./M.Phil trained teachers are serving where as only 3 teachers having same qualification are working as untrained. 17 teachers trained and one science teacher untrained have the qualification upto B.Sc. Hons. Only 2 trained

teachers have their qualification upto B.Sc. On the basis of above data, it appears that 39 teachers (35 trained and 4 untrained) are teaching science subject in the higher secondary schools of the district.

4.10.3. Science teachers having qualification B.Sc. Hons. (there are in majority having a number of 161 in the secondary schools as well as in higher secondary schools where its number is 17. No science teacher, possessing qualification upto M.Sc. qualification is found in secondary schools. Science teachers working in higher secondary schools seem to be well qualified rather than the secondary schools. 134 trained and 6 untrained science teachers appear their qualification upto intermediate science or matric standard.

4.10.4. Teachers, teaching science subject in secondary and senior secondary classes, must be well qualified and should be master in his subjects. Their qualification should be upto the mark.

4.11.1. Table 22 and 23 explain the enrolment position in the secondary and higher secondary classes by sex and scheduled caste/ scheduled tribes in rural and urban areas. Total enrolment in the classes IX -X is 16946 boys and 8387 girls whereas it stands 2156 boys and 1083 girls in the classes of XI-XII of the district. Scheduled caste enrolment is 4067 in IX-X including 3125 boys and 942 girls. 187 boys and 61 girls are getting education in XI-XII. There are 8791 boys and 2817 girls in rural area whereas the strength of boys and girls in XI-XII is 429 boys and 154 girls in rural areas. 8155 boys and 5570 girls exist in classes IX-X while scheduled caste boys 958 and 495 girls are getting their studies in these classes in urban area. XI-XII classes have 1727 boys and 929 girls of all

communities in urban areas while scheduled caste boys 93 and 55 girls are securing education in this area.

4.12.2. Girls enrolment not only in rural area in the classes IX -X and XI -XII is more behind than boys students but also same conditions appears in urban area also. Girls enrolment is found one over half of the boys enrolment. Similarly it happens in the case of scheduled caste girls. Total girls (scheduled caste) reading in XI-XII in rural area are 61 only. It is most strange that only 6 SC girls are getting education in XI-XII in all the rural area of the district while 55 girls (SC) are getting education in urban areas.

4.12.1. Information regarding ancillary facilities is shown in table 16. It clears the positions of facilities for drinking water, urinal, separate urinal for girls, lavatory, separate lavatory for girls, medical check and vaccination provisions. Provision of drinking water exists in 129 secondary (high) including 119 govt and 8 private aided and 2 private unaided and 7 (6 govt and one private aided) senior secondary schools in rural area. 125 (115 govt. and 8 private aided +2 private unaided) secondary schools and 7 senior secondary schools have urinal facility in rural area. There are 106 secondary (99 govt. +5 private aided +2 private unaided) schools and 6 senior secondary schools (5 govt + one private aided) in rural area having the facility of separate urinals for girls students. Lavatory facility in the schools of rural area are provided to 64 secondary schools (57 govt. +6 private aided +One private unaided) and 7 senior secondary schools (6 govt +One private aided) where as this facility is available for girls only in 48 secondary (43 govt. +5 private aided +2 private unaided) schools and 5 senior secondary schools (5 govt. + One private aided). 97 secondary

schools (90 govt.+5 private aided +2 private unaided) and 5 senior secondary (4 govt.+1 Private aided) schools in rural area are being checked-up medically. Vaccination facility also available in 95 secondary schools (87 govt.+6 private aided+2 private unaided) and 5 senior secondary schools (4 govt.+1 private aided, in rural area. The facilities are found in the urban areas as under:

Drinking water*93 secondary schools (22 govt.+71 private aided) and 15 senior secondary schools(9 govt. +6 Pvt. aided). Urinal are found in 92 secondary schools (21 govt. +71 private aided) and 15 senior secondary schools.

Seperate urinals for girls are in 84 secondary schools (13 govt.+66 private aided) and 14 senior secondary schools (9 govt.+6 private aided). Lavatory facility is found in 88 secondary schools (13 govt.+70 private aided) and all the 15 senior secondary schools. Seperate lavatory for girls is available in 80 secondary schools (16 govt.+64 private aided) and 14 senior secondary schools (9 govt. +5 private aided). Facility for medical check-up of the students is available in 82 secondary schools (20 govt.+62 private aided) and 14 senior secondary schools (9 govt. +5 private aided). Vaccination facility is found in 58 secondary schools (19 govt.+39 private aided) and 14 senior secondary schools (9 govt. +5 Pvt.).

4.12.2. Only one secondary school in rural area has no drinking water facility where as urinals have not been found in 5 govt. secondary schools in rural area and one in urban area. Seperate urinals for girls are not available in 24 secondary schools(21 govt.+3 private aided) in rural area. 10 such schools in urban areas while it is not available in one senior secondary school in each area. 67 secondary schools in rural area and 8 such schools in urban area have no lavatory where as all senior secondary schools are providing this facility

in the both areas. Number of lavatories for girls only is very low. It stands in 123 out of 223 (high) secondary schools where as only two senior secondary schools have no such facility. 179 secondary schools (97 rural+82 urban) and 19 senior secondary schools (5 rural +14urban) have been checked-up medically. Vaccination facility is available in 153 secondary schools(95 rural +58 urban) and 19 senior secondary (5 rural + 14 urban) have it.

4.12.3. Provision of drinking water, urinal and lavatory for girls and other facilities are the basis needs which must be maintained in proper way. The above information gives the miserable condition in urinal and lavatory provisions. These two facilities are found just negligible.

4.12.1. Number of schools having physical education teachers are being counted in district table 94. Position of such teachers is as under:
There are 186 secondary schools (109 rural +77 urban) and 22 senior secondary schools(7 rural +15 urban) having physical education teachers. It also reveals the table that number of secondary schools having physical education teachers in rural area is 101 govt. and 7 private aided and one (private unaided) while their numbers in urban area are(25 govt. + 52 private aided). Similarly number of higher secondary in rural area are (6govt. and one private aided) where as the number of such senior secondary in urban area exist 9 govt. and 5 private aided.

4.12.2. All the higher secondary schools in the district have physical education teachers while some of the secondary have no such teachers. Physical education teachers appointed in 186 secondary schools. It means that 3 secondary schools(21 rural +16 urban) have no physical education teachers.

- 4.14.1. Number of senior secondary schools, according to the courses offered, is shown in table 25 attached with this report. Rural area has 6, 4, 2, 0, 1 and 4 senior secondary schools having art, science, commerce, agriculture, technical and home science courses respectively. Whereas all these courses are being started in the 11, 13, 6, 0, 0 and one senior secondary school in urban area respectively. One other course, teaching, senior secondary school is offered by the state govt. Haryana in each of the areas. There is only one senior secondary school in the rural area. This institution is providing arts facility in it. 4 senior secondary schools in private sector in urban areas are offering arts and commerce groups whereas five institutions are arranging science facility also.
- 4.14.2. Science facility in senior secondary schools in urban area is found more than rural area. Rural area has single school which has science facility. Commerce and other subjects (Maths) are being ignored in rural area. In urban area there is no class having agriculture, technical, home science facility and vocational courses. Number of senior secondary schools offering vocational and other courses are just negligible. Only one other course teaching institution is available in each of the areas.

CHAPTER -5

OTHER EDUCATIONAL FACILITIES

- 5.1.1 Table 27 provides the information about non formal education centres. There are 237 villages having such centres in the all area of the district. It includes 236 villages (Govt.+Local body) and one village (private aided), only 68 non formal centres are being run in 237 villages including 66 govt. + one private aided + one private unaided centres. 1848 boys and 1962 girls are getting benefit from these 68 centres. 3770 students (1838 boys +1932girls) are being studied by state govt. while 12 girls are getting education in the centres managed by private agency. 28 students (10 boys+ 18 girls) are getting benefit of non formal education centres (Pvt. unaided).
- 5.1.2. 12 Non formal centres are being run in 4 urban areas. There are 1050 boys +600 girls getting education in these centres. All the centres in the rural area and urban areas are providing primary education. No one centre is offering upper primary education.
- 5.2.1. Table 29 shows the number of adult education centre with there enrolment. It is revealed that there are 144 adult education centres in rural area and 4 adult education centres in urban area are functioning in the district. having enrolment 4538 (1317 men +3221 women) in rural area centres and only 108 (18 men +90 women) in urban area. In these centres there are (19 for men only), 84 for women only and 41 for both while only one (men), 3 (women only) are serving in the urban areas.
- 5.2.2. Adult education centres are found more in rural area where as its number in urban area is just negligible. 4 centres. Total enrolment of adults in these centres is also higher in rural area than that of in urban area. Number of female adults exceeds the male adults.

Table also reveals that all such centres are run in public sector. Private aided and unaided management do not arrange adult education facility in the district.

5.3. Table 31 reflects the number of schools for the disabled (handicapped) children. Table shows the pitiable condition of such schools. There is only one institution for orthopedically disabled handicapped children. There is no institution for blind, deaf and dumb, and mentally retarded children.

5.4.1. Position of pre-primary education facility has been shown in table 30. 271 anganwadi/balwadi, 4 independent pre-primary institutions and 4 pre-primary stage in primary schools are functioning in 233 villages. 65 anganwadi/balwadi centres are running in 5 towns where as 7 independent pre-primary institutions are instituted in two towns. Only 7 pre-primary classes are attached with primary schools in one town.

5.4.2. Anganwadi/Balwadi centres in urban area are less than that of in rural area. On the other hand independent pre-primary institutions and number of pre-primary stage attached with primary schools in urban area and in rural area are negligible. Their numbers in both areas are extremely low. Where the number of such institutions are 4 (rural) and 7 (urban area).

Conclusion of CHAPTER- 2

PRIMARY EDUCATION

1. There are 1483 habitations inhabited in the district. Only 931 habitations have primary education facilities within the habitation. 85.85% population of the district is getting benefit out of this facility. 303 habitations have primary education facilities within one K.M. while 3.78% population living in 249 habitations is walking beyond one K.M. to get this facility. 142 such habitations out of 249 habitations are situated in C.D. Block Barwal. These are all hilly and populated habitations. C.D. Block Ambala provides primary education facilities within one K.M. to its 99.67% population. Population of only two habitations in this block have to walk beyond one K.M. to get this facility. Position of this (primary education) facility seems satisfactory in all the plain areas of the districts. Only hilly areas of the district are facing some hardships.
2. Population of 249 habitations in the district are facing hardships to avail this (primary education) facilities because this population has to walk more than one K.M. to get this facility. 61 primary schools have been proposed for this population 132 habitations in the district. 117 habitations in the district (mostly in hilly areas) can not be covered with the criteria. As a result no facility can be provided to the 1.02% population of the district.
3. There are 1200 inhabited villages in the district. 151 villages have no scheduled caste population. Out of these 151 villages only 51 villages have primary educational facilities. 425 villages having population of scheduled caste in the slab of 0 to 25%, 419 villages in the such

slab 26 to 50%, 152 villages in the slab of 51-75% and 53 villages in the slab of 76 to 100% (scheduled caste population) have 323, 349, 85 and 21 primary education facility in them respectively. Primary education facility is found much better in the slab of 26-50% scheduled caste populated villages than other slabs. It found 83% in this (26-50%) slab. None scheduled caste populated villages have this (primary education) facility as 33% only. None scheduled tribes population is found in this district. Position of primary schools and primary sections is as follows.

4. 713 primary schools (645 rural + 68 urban) are working in this district. 643 Govt. and 2 private aided schools are in rural areas where as 50 govt., 16 private aided, 2 private unaided primary schools are working in urban areas. Contribution of 2 private unaided and aided primary schools is a fig in extending primary education. It is found so, as a result, that free and compulsory primary education in Haryana, is being introduced. Govt. efforts in this regards must be appreciated.
5. Number of separate primary schools in urban areas is very low than that of the rural areas. Primary education facility, in this area, is provided through such primary section in upper primary (middle) and secondary (High) schools. 1057 primary sections (882 in rural area + 175 in urban areas) are providing primary education facility in both the areas. Poor contribution, in this regards, has been found in private sectors.
6. Position of primary school buildings in the district is miserable where as 100 primary schools are working in open space. These schools have no building. 422, 112 and 11 schools, are run in rural areas, have their buildings pacca, partially pacca and kutcha.

Similarly 63 pacca and 5 partially pacca buildings are seen for primary schools in urban areas. So this performance of pacca buildings for primary schools urban areas, is satisfactory. On the other hand, the condition of 11 rural primary schools are under the shed of kutchha buildings and 100 primary schools are in the open space, is most pityable.

7. 27 primary schools in rural and 10 primary schools in the urban areas have no instructional room to use. One, 2, 3, 4, 5 rooms (each school) are being for instructional purposes by the 259, 125, 48 and 26 primary schools respectively in urban areas where as 15, 4 and 5 primary schools in urban areas have 6-7, 8-9, and 10 rooms to use for each school. 194 primary schools (183 rural +11 urban) are using only one room (each school) for instructional purposes. Position of rooms used for instructional purposes in primary schools is found satisfactory except 231 schools where number of rooms is either zero or only 24 primary schools in the district are using 6 or above rooms for instructional purposes.
8. Requirement for additional rooms for primary schools is shown in table 12. 73 Govt. primary schools (in rural areas), 15 govt. primary schools in urban areas, 11 private aided and one private unaided primary schools have virtually no demand for additional room for them. 1, 2, 3, 4 and 5 rooms for each school are demanded by 91, 138, 166, 115 and 30 primary schools in rural areas and 5, 18, 2, 6 and 4 primary schools in urban areas respectively. It is also cleared that primary schools in rural areas are in greater need of instructional rooms rather than urban areas.
9. Table 13 highlights the information about availability of black boards in primary schools.

There are 3439 primary sections in rural and 411 sections in urban areas in the district. 2257 sections in rural and 360 such sections in urban areas have usable blackboards while 976 primary sections (rural area) and 35 primary sections (urban areas) have no blackboard to use. Unusable blackboards are also available in 206 and 16 primary sections rural and urban areas respectively.

Primary schools in rural areas are in more need of such important facility than that of urban areas.

10. Information, about ancillary facilities, contained in table 16 indicates the poor availability of all the facilities in rural areas. All the provisions are the basic necessities of the primary school children as well as the working staff members. Drinking/water facility in primary schools is found in miserable condition. 149 primary schools have no drinking water facility while lack of urinal, lavatory and medically check-up facilities is generally seen in these schools. Number of separate lavatories for girls in the district is only 25. That is just negligible. All these facilities available in the primary schools in urban areas satisfactory.
11. Number of primary schools, according to teachers in position, has been collected in table 19. This table produces 27 primary schools have no teacher to teach the students. These schools are being attended by the neighbouring primary school teachers. 40, 299, 179, 80, 39 and 49 primary schools have 1, 2, 3, 4, 5 and more than five teachers in each school respectively. There are 4 single teacher schools are running in urban areas.
12. Pupil teachers ratio is 1:49 (urban) and 1:50 (rural). Cross enrolment ratio in rural area is 79.54% while it is 52.69% in urban areas. Girls enrolment ratio is found

75.25% and 55.1% in the primary schools of rural and urban areas respectively. Boys enrolment ratio, in the primary schools in rural and urban areas, is 83.33% and 50.74% respectively. Age specific ratio in the age group 6-11 is as under:

Total % in the primary schools in rural areas	78.14%
Total % in the primary schools in urban areas	45.7%
Total % of boys in the primary schools (Rural)	67.95%
Total % of girls in the primary schools (Urban)	65.57%

69.09% and 76.01% scheduled caste girls in age group 6-11 are studying in the schools in rural and urban areas respectively.

Conclusion CHAPTER-3

UPPER PRIMARY (MIDDLE) EDUCATION

1. Population of 4,09,602, 38,67% of the population of the district, have upper primary education facility within habitation, in 226 habitations. Population of 496012(46.73%) living in 864 habitations, 153550(14.6%) residing in 393 habitations have to walk to get this facility upto 3 K.M. and more than 3K.M. It clears that population of 905614, living in 1090 habitations avails middle standard education within 3 K.M. Only 14.5% of the population have to walk more than 3 K.M. to avail this facility. Most of this population is residing in hilly areas(source of information table 2, 4).

2. Population of 393 habitation have no upper primary education facility within 3 K.M. 66 upper primary (middle) schools have been proposed for the population of 113 habitations. Proposed criteria could not cover the 7.42% population of the district in availing such facility to them. Existing and proposed upper primary education facility is available in 1203 habitations, possessing a total population of 978506 (92.38%). It is again disclosed that 88 (12.26%), 22 (7.53%) and 20 (9.9%) habitations situated in C.D. block Barwala, Chhachhrauli and Pinjore have to walk more than 5 K.M. to avail this facility. Mostly it is all hilly areas(source of information table 2-4)

Scheduled caste population in the proportion slab of 0% to 25%, 26-50%, 51-75% and 76-100% and have upper primary education facility in them, is found in 5, 91, 91, 7 and 1 village respectively. Total No. of such sections are 195. No scheduled tribes population is found in the district. Highest %age, 21.4%, facility for middle education is observed in the slab of 1-25% where as lowest %age stands at 1.9% in the slab of 76-100%(source of information table 7).

4. Number of upper primary schools and sections according to management and areawise is cont'd in table -8. Total number of upper primary schools in the district is 126 including 111 (rural area) and 15 in urban areas where as upper primary education is being provided through 248 and 81 such sections in the rural and urban areas. 113 middle schools are run by the state Govt. while 8 (private aided) and 5 (private unaided) upper primary schools are also found in the district. This facility is provided mostly through high (secondary) and senior secondary schools rather than through separate middle schools. Number of middle schools in private sector is lower rather than that of public sector. It is evident that senior secondary and high (secondary) schools are serving this purpose in the district especially in urban areas. On the whole, the position of this facility is satisfactory in the district.
5. There are 92 pacca, 27 partially pacca and one kutchha buildings for upper primary schools in the district. 6 upper primary schools are run in open space. No building is housed in thatched hut and tent. Lack of primary upper/school buildings is found generally in the district. C.D. block Jagadhri and Pinjore have 100% pacca buildings for their upper primary schools (Source of information Table -10)
6. Library and allied facility, available in upper primary schools is described in table -15. 108 and 14 middle schools in rural and urban areas respectively have library facility. 19, 44, 31, 11 and 3 middle schools in rural and 4, 3, 2, 3 and 2 such schools in urban areas have more than 1000, 501 to 1000, 201 to 500, 101 to 200 and upto 100 books respectively in each of the schools. Only 2 govt. and one private aided middle schools in rural area and one private unaided school in urban area

have no such facility for their students. 27, 66, 26 and 88 upper primary schools in rural areas and 4, 12, 10 and 8 such schools in urban areas have allied facilities of having dictionary, subscribing newspapers, subscribing magazines and Text-books respectively in each of the school. On the whole all the allied facilities, available in the said schools and other without allied facility such schools are in great need of these facilities. (Source for information Table- 15)

8. Facility of availability of ancillary procure benefit to the middle schools of the district is produced in table-16
- 101, 89, 53, 12, 7, 69 and 77 upper primary schools in rural and 15, 12, 14, 9, 8, 11 and 12 such schools in urban areas have drinking water, urinal, separate urinal for girls, lavatory, separate lavatory for girls, medical check-up and vaccination facilities respectively in each of the school, where as these facilities are not available 10 (drinking water), 25 (Urinals), 59 (separate urinals for girls), 105 (lavatory), 111 (separate lavatory for girls), 46 (medical check-up) and 37 (Vaccinations) middle schools of the district. The schools which have lack of these facilities fall in rural areas.
8. Table -17 and 18 reveals the position of teachers working at upper primary stage according to sex, trained, untrained in rural and urban areas. Table -17 reflects the position of rural area. There are 1038 (608 male + 430 female) trained teachers working at upper primary stage while 5 (3 male + 2 female) working at upper primary stage as untrained. On the other hand 754 trained (291 male + 463 female). 20 untrained (2 male + 18 female) teachers are also working at the same stage. Untrained teachers are generally working in the private schools. 369 graduate and trained teachers are teaching the upper primary class in rural areas where as 333 are serving in urban areas.

116 (42male + 74 female) and 87 (32 male + 55female) language teachers and trained are enlightening the students of middle classes in rural and urban areas.

9. Table 22 and 23 describe the enrolment position at the middle education stages according to sex and scheduled castes in rural and urban areas. 28413 boys and 13858 girls students are getting education in the classes VI to VIII in rural areas where as 20074 boys + 13006 girls are in these classes in urban areas. Scheduled caste enrolment in VI -VIII is 11590 (8198 boys + 3392 girls) in rural and 2574 boys + 1755 girls (total=4329) are studying in the same classes in urban areas. It reveals that number of girls, in VI-VIII classes, is lower rather than boys in all communities as well as in scheduled castes.
10. Developments and achievements are discussed in table 32 (Part-II). Information, collected in these tables show the progress as under:
- a) Gross enrolment ratio in age group 11-14 is 58.57% (68.79% boys and 46.28% girls) and 76.95% (84.37% boys and 68.54% girls) in rural and urban areas. %age of age specific ratio in age group of 11-14 in rural areas is 49.13% boys and 24.87% girls while in urban areas it stands at 67.65% boys and 49.82% girls. Total percentage of both the areas in respect of boys and girls is 55.36% and 36.85%.
 - b) Pupil teachers ratio at upper primary stage in rural area is 1:40.5 while it prevails at 1:42.73 (in urban areas).
 - c) Percentage of girls students in the classes VI-VIII is 32.78%, 39.31% and 35.65% in rural, urban and both areas respectively. Girls enrolment ratio lags more behind than the boys ratio. Total gross enrolment ratio (VI-VIII) in urban areas is higher than in rural areas.

Conclusion for CHAPTER-4

:SECONDARY AND HIGHER SECONDARY EDUCATION:

1. Population of 273475 (25.82%), living in 124 habitations, has facility of secondary education within habitation, Population of 276235 (26.08%), 304353(28.74%), 129721(12.25%), 43053 (4.06%) and 32327(3.05%) has to walk to get this facility upto 2K.M., 2.1 to 4 K.M., 4.1 to 6K.M., 6.1 to 8K.M. and more than 8 K.M. respectively. It seems clear that population of 184 habitations is facing more hardships to get this facility. Only 51.90% population have this facility within 2 K.M. Population of 126 habitations in C.D. block Barwala, is struggling more to avail this facility rather than other C.D. blocks. Most of the habitations in this block are situated in hilly areas.
2. Population of 45343, 4.28% of the total population of the district, has higher (senior) secondary education facility within the habitations. Population of 42546 (4.01%), 132185 (12.49%), 221347 (20.94%), 125562(11.88%) and 491681 (46.42%) have to walk to avail the benefit of this facility at a distance upto 2K.M., 2.1 to 4K.M., 4.1 to 6K.M., 6.1 to 8K.M. and more than 8 K.M. Population of the most of habitations (152 and 129) have to go to get this facility upto 8K.M. and more than 8 K.M. Only 9 habitations of the district have this facility within their habitations. C.D. block Chhachhrauli, Naraingarh and Raipur Rani have not a single higher secondary school in their rural areas. Such lack of this facility, in rural areas, is a tale of sorrow.
3. Table -8 reveals the information of number of secondary schools with type of managements and area wise. 126 (Rural) 31 (urban) secondary schools are run by the state gov't. Haryana while the number of these schools is 9 (private aided) and 2 (private undided) in rural areas and 77 (private aided) in urban areas. It is reflected by the

table-8 that lack of govt. high schools is found in urban areas where as this facility, in this area, is provided by the private managements.

4. Table-8 again produces the position of senior secondary schools. 6 (rural) and 9 (urban) higher (senior) secondary schools are functioning through state govt. Haryana where as such 7 schools (one rural + 6 urban) are managed by the private agencies. More facility in both the areas is being provided by the state govt. Poor contribution of private managements is seen in this regards. Local body and private unaided managements are not providing this facility. This facility is not found sufficient for the population of such a big district. 7 Senior secondary schools are feeding the population of nine C.D. blocks. It seems very strange and tale of sorrow that number of C.D. blocks is higher than the number of such schools in rural areas. Three C.D. blocks (Chhachhrauli, Naraingarh and Raipur Rani) have no senior secondary school in their rural areas.
5. Table-15 reflects the position of liabrary and allied facility in secondary and senior secondary schools in rural and urban areas. 117 Govt., 8 private aided and 2 private unaided secondary schools have liabrary facility in rural areas where as 22 govt. and 67 private aided such schools have in urban areas. 96, 123, 121 and 110 secondary schools in rural area and 84, 89, 72 and 43 such schools in urban areas have facility of dictionary, newspapers, magazines and text-books respectively in each school. 3 (rural) and 4 (urban) secondary schools are not affording the liabrary facility to their students. All the senior secondary schools are providing the liabrary facility in both areas.
6. Position of teachers (secondary and senior secondary schools) according to qualification, sex and stage at which they are teaching, is described in table 17 and 18.

At first these tables reflect that 1512 trained (846 male + 666 female), 13 untrained (4 male + 9 female) teachers are teaching the secondary classes in rural areas where number of trained and untrained teachers in urban areas, are 1035 (350 male + 685 female) and 35 (7 male + 28 female) respectively. Number of 180 trained (65 male + 115 female) and 2 (male) untrained teachers are found in rural areas, and 247 trained (135 male + 112 female), 2 untrained (one male + one female) teachers are working in higher secondary schools in urban areas. Large number of trained teachers, in rural areas, is higher than urban areas. Untrained teachers are also more in urban areas. Strength of female teachers in urban areas is higher than that of rural areas.

Untrained teachers are generally found in secondary and senior secondary schools run by the private managements.

7. Table 24 and 25 indicate the information for secondary and higher secondary schools having science laboratories in rural and urban areas.

28, 111, 22, 9 (rural areas) and 41, 0, 22, 20 (urban areas) have separate laboratories for physics chemistry and biology, combined laboratories for all subjects, teaching home science schools and laboratories respectively. 28 such schools in rural area have no laboratory for science subjects. Number of senior secondary schools, teaching science subject, is 7 (rural) and 14 (urban). One senior secondary school in rural area has no science teaching facility. Shortage of science laboratories in both the areas is a matter of regret. There are 2 higher secondary schools, in rural area, and 2 such schools, teaching physics and chemistry and biology, are teaching the science subjects without laboratories. It is a matter of regret that these schools have no laboratory.

9. Number of science teachers, teaching science subjects, in secondary and senior secondary schools, has been counted in table 20. Number of such teachers in secondary schools is 331 including 18 such untrained teachers while their number in senior secondary schools of the district is found only 39 (35 trained and 4 untrained). 28 trained and 3 untrained science teachers having qualification of Ph.D /M. Phil. teachers are working in secondary schools where as 16 trained and 3 untrained such teachers, having same qualification, are serving in senior secondary schools of the district. 6 (trained), 2 (untrained) teachers, working in secondary schools, have their qualification upto M.Sc. 161 science teachers having qualifications upto B.Sc. Hons are working in majority in secondary schools. 17 such teachers are serving the higher secondary schools. No science teacher having qualification upto M.Sc. is found in higher secondary schools. 134 trained and 6 untrained science teachers have their qualification upto enter science or matric standard.
10. Table 22 and 23 reveal the enrolment position in the Secondary and Senior Secondary Classes. 16946 boys and 3387 Girls are studying in IX- X Classes whereas enrolment in the Classes XI- XII is 2156 boys and 1083 Girls. 4067 (3125 boys + 942 girls) Scheduled caste students are studying in IX-X classes whereas the strength of such students in the Classes XI- XII is 248 (187 boys + 61 girls). Girls enrolment in all these classes seems to be low. It is found almost 50% of the boys enrolment. Girls enrolment in the Classes XI-XII in all the rural area of the District is counted only 6 while its number in Urban area is ~~just~~ 55. It is just negligible.
11. Ancillary facilities in Secondary and Senior Secondary schools are found satisfactory. Only one Secondary School in rural area has no drinking water facility where 5 Govt.

Secondary Schools in Rural area and one such School in Urban area have no urinal facility. Lack of other ancillary facilities is generally found in all the Schools of the District.

12. All the Higher Secondary Schools and some of the Secondary Schools in the District have physical education teachers.

101 (Govt.) 7 (Private aided) and one Private Unaided in rural area, have such teachers while 25 (Govt.) and 52 Private aided Schools have such teachers in Urban areas. It is cleared that 37 Secondary (21 Rural + 16 Urban) Schools

13. have no physical education teachers. Number of Senior Secondary Schools according to courses offered, is available in Table 25, Art, Science, Commerce, Agriculture, Technical and Home Science subjects are taught in 6,4,2,0,1 and 4 Senior Secondary Schools respectively in rural area where the number of these Schools in Urban Area is shown respectively 11,13,6,0,0 and One Science facility in Senior Secondary School in Urban Area is found more than that of Rural area. Not a single school in rural area is teaching science subject. In Urban areas, no class is being taught the subject of Agriculture, Technical, Home Science and Vocational courses. Number of Senior Secondary Schools, offering vocational and other courses is just negligible. Commerce and other subjects especially mathematics are being ignored completely in Rural area.

CONCLUSION OF CHAPTER 5OTHER EDUCATIONAL FACILITIES

1. Table 27 provides the information about non-formal education centres. 68 non-formal centres (66 Govt. + one Private aided + one Private Unaided) are functioning in the district. 1838 boys and 1932 girls (3770 students are being benefitted by the State Govt. Haryana. 12 Such centres are provided in Urban areas. 1050 boys and 600 girls are studying in these Centres. All these centres are providing only Primary education. No one centre is offering upper primary education.
2. Table 29 reveals the information regarding Adult education centres with their enrolment. There are 144 adult education Centres in rural areas where its number in urban area is only 4. 1317 men and 3221 Women, in rural areas, are getting benefit from these centres. Adult education centre are found in rural areas. Its number in urban area is lower than in rural area. It is also come into light that all adult education centres are run by the Public Sector.
3. No institution is working for the blind, deaf and dumb, and mentally retarded children.
4. 271 Anganwari/Balwadi, 4 independent pre-primary institution and 4 pre-primary stages in primary Schools are functioning in 233 villages. 65 Anganwari/ Balwadi centres are available in 5 towns whereas 7 independent pre-primary classes are being taught in two towns. 7 pre-primary classes are attached with primary classes in one town. Anganwadi/Balwadi centres are found ~~in~~ more in rural area but independent pre-primary classes are in a large number in Urban areas.

"SUGGESTIONS"PRIMARY EDUCATION CHAPTER-2

1. All of the proposed primary schools and more such schools should be provided in the hilly and scattered area.
2. Criteria to open primary schools should be relaxed.
3. Transportation facility in hilly areas should be developed so that the population of that area may be benefited from this facility. More primary schools should be opened in the habitations populated by scheduled castes.
4. Private managements should be encouraged for the expansion of primary education.
5. To make primary education effective it is essential that well equipped, attractive, airy, sunny and pacca buildings in rural areas should be constructed for the children of primary classes because they are the foundation of the nation. Each section of these classes must have such one room.
6. For the healthy growth of primary school children, play ground facilities should be provided. Help of local managements may be sought in this respect.
7. The facility of in door games should also be provided in primary schools.
8. Black-board is called the dumb and silent teacher. The boards should be supplied to 1011 needy sections of the district. Efforts should be made to repair the unusable black boards. Black boards may be constructed on the walls of school buildings.
9. Drinking water arrangements should also be made in all the needy primary schools as it is the basic need of the school children as well as the staff members.
10. All ancillary facilities i.e. drinking water, urinals, laboratory, medical check-up and vaccination should be provided.

11. For effective primary education it is suggested that pupil teacher ratio in primary schools should be 1:25. Formula of one teacher for one section should be implemented.
12. Teaching aids, geographical models, small science kits, facility of midday meals, library books, mats, furniture for teaching staff, wall clock, bell, Chalks and duster should also be supplied.

"SUGGESTION FOR OTHER EDUCATION FACILITIES"

1. Non formal education centres should be opened in each of the village having population of 1000 or above.
2. Non formal education centres should be extended to the Upper primary education level.
3. Adult education centres should be encouraged in both areas and its facilities should also be extended to more urban area.
4. The adult education centres should be attached with primary schools.
5. Academic examination through govt. educational institutions should be arranged.
6. Separate arrangement for deaf and dumb and mentally retarded children, reading in schools at least 10 in each school, should be made.
7. Anganwadi, Balwadi and pre-primary classes should be attached with primary schools; Well trained teachers for these classes should be recruited.

"SUGGESTIONS"

"UPPER PRIMARY EDUCATION (MIDDLE STANDARD)"

1. 66 upper primary (middle) schools have been proposed for the population of 113 habitations. These schools should be opened in the needy habitations.
2. More educational and financial encouragements should be granted to the scheduled caste, economically backward and brilliant students to save them from hardships and stagnation.
3. Survey suggests that more rooms (one room for one section) should be constructed in upper primary schools. Every section must be supplied with proper sitting facility. Separate rooms for science, Arts and drawing, library, common room and store should be built in each such school.
4. More library books, albums files, wall clock, magazines and news paper facilities should be made available to these schools. Proper arrangements for use and maintenance of these facilities should be ensured.
5. Ancillary facilities such as drinking water, urinal, separate urinal for girls, lavatory, medical check-up, electric arrangement and vaccination facilities should be provided and improved where these are inadequate.
6. Trained and well qualified teaching staff should be appointed according to the need of schools.
7. To improve the physical education in upper primary schools, trained P.T. Is. should be appointed in each of the middle school. Facilities of out door and indoor games in these schools should be supplied.
8. Healthy steps should be taken to increase the enrolment of girls.
9. Pupil teachers ratio in the classes VI-VII should be reduced to 1:25.

10. Mats, desks and furniture for teaching staff should be supplied to the schools for better sitting arrangements.
11. Black-boards, chalks and dusters should be supplied.
12. Achievements and developments should be discussed time to time through effective seminars and in service training courses.
13. Trained teachers to teach the work & experience subject should be appointed to improve this subject.

SUGGESTION FOR SECONDARY AND SENIOR SECONDARY

EDUCATION.

1. More secondary and senior secondary schools should be opened for the population living in hilly and backward areas.
2. Better conveyance facilities should be provided to this population to avail the benefit higher education.
3. Pucca, well equipped, airy and sunny rooms and stadiums should be constructed with the help of the local managements, formula of one room for each section be fulfilled.
4. Residential quarters for teaching staff, head of the institution, and class IV employees should be constructed.
5. Set up of science, art and craft, library, common room, staff room and computer rooms are suggested.
6. More library books, magazines, newspapers facilities and all the ancillary facilities should be provided to all the needy schools. Science and geographical models must be supplied to make these subjects effective.
7. Trained and well qualified teachers should be recruited especially to teach the science (physics chemistry and Biology), home science, maths, agriculture and others technical trades.

8. Technical, commerce and vocational courses should be started in all the senior secondary schools.
9. Facilities of urinals, lavatory and medical check-up should be improved. Special attentions towards these should be devoted.
10. Trained coaches should be appointed for the effective physical education in the senior secondary schools.
11. Seperate laboratories for the subjects of physics chemistry, biology and home science should be set-up in all these schools.
12. Canteens should be located in the campus of these schools.
13. For effective administration of the institutions, post of the Vice-principal in senior secondary schools and Asstt. headmaster(High schools) should be created.
14. Trained teachers to teach the work and experience subjects should be recruited to improve this important and needy subject.

Table -d

District Ambala

Blockwise habitations & their population with & without
Primary Sections schools/sections in the rural areas.

C.D. Block	Item	with in upto 0.5 K.M.	0.5 to 1.0 K.M.	1.0 to 1.5 K.M.	1.5 to 2.0 K.M.	More than 2.0 K.M.	Total
1. Ambala	No. of Habitation	145	22	9	1	1	178
	Population	145709	11684	4769	485	50	162696
	%	89.56%	7.18%	2.93%	0.30%	0.03%	100%
2. Barara	No. of Habitation	125	10	7	2	1	146
	Population	161708	8436	1066	773	158	172181
	%	93.92%	4.90%	0.58%	0.45%	0.09%	100%
3. Bilaspur	No. of Habitation	87	10	19	2	13	132
	Population	81439	4264	6817	687	4046	97823
	%	83.29%	4.36%	6.86%	0.71%	4.13%	100%
4. Barwala	No. of Habitation	75	6	45	6	50	268
	Population	55007	1281	3059	548	2917	57105
	%	78.81%	2.24%	5.36%	0.96%	5.11%	100%
5. Chhachh-rauli	No. of Habitation	92	15	38	9	26	191
	Population	87030	12685	12461	2537	8142	125245
	%	69.49%	9.65%	9.9%	2.03%	6.5%	100%
6. Jagadhri	No. of Habitation	116	12	32	-	15	178
	Population	131925	5282	14189	-	5285	157872
	%	83.56%	3.34%	8.98%	-	3.34%	100%
7. Naraingarh	No. of Habitation	133	14	17	5	13	198
	Population	127983	4966	4857	1465	965	140305
	%	91.2%	3.5%	3.5%	1%	0.7%	100%
8. Pinjore	No. of Habitation	76	8	27	1	3	118
	Population	73194	1423	8179	335	732	84114
	%	87%	1.79%	9.72%	0.39%	0.87%	100%
9. Raipur Fani	No. of Habitation	62	7	5	1	1	77
	Population	55395	3999	1364	612	67	61752
	%	90%	6%	2%	1%	0.12%	100%
Total	No. of Habitation	931	104	199	27	115	1483
	Population	999390	53360	56640	7442	22303	1058164
	%	85.85%	5.03%	5.34%	0.70%	2.10%	100%

Table-2

District Ambala

Blockwise habitations & their population with & without

Upper Primary Schools/sections in the rural areas.

C.D. Block	Item	within upto 1.1 Habitation KM.	1.0 to 2KM.	2.1 to 3KM.	3.1 to 4.0 KM.	4.1 to 5.0 KM.	More than 5KM.	Total
1	Ambala	No. of Habitation 39	27	57	33	21	-	178
		Population 69003	15984	42255	23272	11653	-	529163
		% 42.41%	9.82%	25.98%	14.30%	7.16%	-	0.33% 100%
2	Barara	No. of Habitation 41	28	41	24	10	2	146
		Population 88775	19894	28328	16968	7783	433	172181
		% 57.07%	11.05%	16.93%	9.68%	4.57%	0.25%	- 100%
3	Bilaspur	No. of Habitation 18	25	35	25	17	11	132
		Population 31281	13692	18006	13176	8616	6849	6273 97893
		% 31.85%	14.09%	18.39%	13.46%	8.8%	7%	6.41% 100%
4	Barwala	No. of Habitation 14	24	39	49	31	23	88 268
		Population 19547	6803	10840	7120	2762	3035	6998 57105
		% 34.23%	11.91%	18.98%	12.47%	4.84%	5.31%	12.36% 100%
	Chhachh-rauli	No. of Habitation 19	25	40	31	35	19	22 191
		Population 29224	15348	19873	21641	19012	10715	9433 125246
		% 23.33%	12.25%	15.87%	17.28%	15.17%	8.56%	7.53% 100%
	Jagadhri	No. of Habitation 30	28	48	40	18	6	8 178
		Population 58849	17756	33203	24703	13893	3141	6227 157872
		% 37.27%	11.24%	21.09%	15.64%	8.8%	1.98%	3.94% 100%
	Narain-gadh	No. of Habitation 30	29	70	34	12	15	5 195
		Population 48073	16135	41480	18396	5753	9034	1434 140305
		% 34.3%	11.5%	29.6%	13.1%	4.1%	6.4%	1% 100%
	Pinjore	No. of Habitation 16	14	23	29	11	5	20 118
		Population 28929	10650	12043	16730	5290	2122	8350 84114
		% 34.4%	12.66%	14.31%	19.9%	6.28%	2.52%	9.9% 100%
	Raipur Rani	No. of Habitation 19	13	21	16	4	4	- 77
		Population 25921	10093	12921	8602	2986	1229	- 61752
		% 16%	21%	14%	5%	2%	-	100%
	Total	No. of Habitation 226	213	374	277	159	85	149 1483
		Population 409602	126355	219049	150608	77748	36558	39244 11059164
		% 38.67%	11.93%	20.68%	14.22%	7.34%	3.45%	3.71% 100%

TABLE: 3

: III

HABITATIONS AND POPULATION SERVED BY EXISTING AND PROPOSED PRIMARY SCHOOLS/SECTIONS

DISTRICT: ZAMBALASTATE: HARYANA.

Name of the C.D. No. of Block	No. of Habitation	Population	No. of Primary School Proposed	Habitation served by				Population served by							
				Existing Pry. Schools/Sections	Proposed Pry. Sections	Existing and Proposed Pry. Sections	Existing Pry. Sections	Proposed Pry. Sections	Existing and Proposed Pry. Sections						
1.	2.	3.	4.	Habitation	%age	Habitation	%age	Habitation	%age	Population	%age	Population	%age	Population	%age
				5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.
Zambala	178	162696	1	176	1186		.07	177	11193	162161	15.31	485	.04	162646	15.8
Basara	146	172181	1	142	957	1	.07	143	9.64	171150	16.15	693	.06	171843	16.1
Bilaspur	132	97893	9	116	7.82	9	.67	125	8.42	92520	8.73	4368	0.41	96898	9.8
Barwala	233	57105	13	126	3.48	32	5.52	208	14.02	49347	4.66	4828	0.45	54175	5.1
Chhachhrauli	191	125246	19	145	9.77	19	1.28	164	11.05	111516	10.53	9491	0.89	121007	11.6
Jagadhri	178	157872	9	160	10.78	10	0.7	170	11.46	151306	14.29	5595	0.53	155991	15.0
Naraingarh	195	140305	6	184	12.40	6	0.42	190	12.81	137746	13.00	1839	0.17	139585	13.5
Pinjore	118	84114	2	111	7.48	2	0.14	113	7.61	82796	7.81	756	0.07	83552	7.9
Raipur Rani	77	61752	2	74	4.99	2	0.14	76	5.13	68758	5.73	927	0.08	61685	5.8
Total:	1483	1059164	61	1234	83.2%	132	8.9%	1366	92.10	1019390	96.24	28982	2.74	1048372	98.0

Name of the habitations in which Primary Schools are proposed.

.....

<u>Name of the C.D. Block</u>	<u>Name of the Habitations.</u>
Ambala: Ambala	1. Kampur
Barara: Barara	1. Chhapra
Baspur: Baspur	1. Suraheri 2. Buhhi 3. Ambwala 4. Pilkhanwala 5. Ponti 6. Parkholi. 7. Bhagwanpur 8. Sundar Bahadurpur 9. Bijoli.
Barwala: Barwala	1. Barat 2. Bhogpur 3. Bhund II 4. Tikri 5. Sher 6. Amboya 7. Narwar 8. Dhonta 9. Peeru 10. Gawayi 11. Chuniara 12. Singwala 13. Babarwali.
Jagadhri: Jagadhri	1. Bibipur 2. Kami Majra 3. Muharampur 4. Sukhdaspur 5. Topra Khurd 6. Mundiwala 7. Garhi Gujran 8. Gulab Garh 9. Kanhri Khurd 10. Vabli
Naraingarh: Naraingarh	1. Bakarpur 2. Raju Majra 3. Sadhaura Palte Nadipur 4. Balti.
Pinjore: Pinjore	1. Nagal (OOTa) 2. Nala Salag
Pinjore Rani: Pinjore Rani	1. Gobindpur 2. Golpura.
Chhachhrauli: Chhachhrauli	1. Bala Majra 2. Mali Majra. 3. Chabutron 4. Chikkan 5. Damupur 6. Mandli Gaggan 5. Jailpur 8. Faijpur 9. Kansli 10. Kotla Kalam Singh. 11. Brahman Majra 12. Manipur. 13. Nathanpur 14. Pipli Majra. 15. Pirpura 16. Urgami 17. Rajpura 18. Abrampur 19. Dabkiwala.

From the above information it is cleared that Primary schools are proposed for C.D. Block Ambala(1), Barara(1), Baspur (9), Barwala (13), Jagadhri(10), Naraingarh(4), Pinjore Rani (2) and Chhachhrauli (19).

Table : 4

HABITATIONS AND POPULATION SERVED BY EXISTING AND PROPOSED UPPER PRIMARY SCHOOLS/SECTIONS

DISTRICT: AMBALA

STATE: HARYANA

Name of the P.D. Block.	No. of Habitation.	Population	No. of Upper Pry. School proposed.	Habitation served by						Population served by					
				Existing Pry. Schools/Sections.	Proposed Pry. Schools/Sections.	Existing and proposed Pry. Sections(Upp)	Habitation.	%age	Habitation	%age	Existing Pry. Schools/Sections.	Proposed Pry. Schools/Sections	Existing and Upper Pry. Schools/Sections.	Habitation.	%age
	2.	3	4	5	6	7	8	9	10	11	12.	13	14	15	16
Ambala	178	162696	5	156	10.51	5	.33	161	10.84	150514	14.21	3483	.32	155997	14.53
Barara	146	172181	3	134	9.03	3	.20	137	9.23	163965	15.48	4739	.44	168704	15.92
Bilaspur	132	97893	11	99	6.67	27	1.82	126	8.49	76155	7.19	13928	1.78	95083	8.97
Barwala	268	57105	5	126	8.49	35	2.36	161	10.85	44310	4.18	6817	.64	51127	4.82
Bhachhrawali	191	125246	14	115	7.75	14	.94	129	8.69	86086	3.12	14967	1.41	101053	9.53
Bhagadhri	178	157872	6	146	9.84	6	.4	152	10.24	134611	12.70	6591	.62	141202	13.32
Bhaironpur	195	140305	9	163	10.99	9	.6	172	11.59	124084	11.71	6521	.61	130605	12.32
Bhujore	118	84114	9	82	5.52	9	.6	91	6.12	68352	6.45	7414	.70	75766	7.15
Bhupur Rani	77	61752	4	69	4.65	5	.33	74	4.98	57537	5.43	3432	.32	60969	5.75
	1483	1059164	66	1090	73.5%	113	7.62	1203	81.12	905614	85.5%	72892	6.88	978506	92.38%

Name of the habitations in which Upper Primary Schools are proposed for unserved habitations

C.D.D.D.D. Block

Name of the Habitations

TTTTTTTT

1. Dhanori 2. Dangdehri 3. Jalalpur
4. Khoghripur 5. Panjola.

BBBBBB

1. Kambasi 2. Uplana 3. Dinarpur

BBBBBB

1. Balchhapar 2. Marwa Khurd.
3. Tiba Brahman 4. Katra Khas
5. Kathgarh 6. Kheri Darshan Singh
7. Manglore 8. Kalchandu 9. Maheswari
10. Safilpur 11. Dhalaur.

BBBBBB

1. Tapprian 2. Thathar 3. Khet-parali
4. Dharla 5. Boonga.

TTTTTT

1. Ahluwala 2. Daurang 3. Tigri
4. Haripur Jattan 5. Aurangabad
6. Kanhri Kalan.

TTTTTT

1. Sadiqpur 2. Rasaur Kalan
3. Chhoti Kohri 4. Glosi 5. Janda
6. Sahapur 7. Sontali 8. Majri
9. Rampur Rasan.

TTTTTT

TTTTTT

1. Devi Nagar 2. Dhamla 3. Tipra
4. Bakhshiwala 5. Haripur 6. Abhaypur
7. Bhagwanpur 8. Tagru Sahu
9. Naggal Bhaga.

TTTTTT

1. Khanpur Brahmna 2. Rasid Pur
3. Khera Jattan 4. Babbal Pur

TTTTTT

TTTTTT

1. Arrianwala 2. Bakar Pur 3. Baloli
4. Chholi 5. DarPur 6. Dhimon
7. Jatehri 8. Mujafat Kalan 9. Jattan Wala.
10. Mand Kheri 11. Nagle Patti Malah.
12. Nehar Tehanour
13. Raiour 14. Tibbi Arrian

56 Upper Primary (Middle) Schools are proposed for the habitations of C.D. Block Ambala (5), Barara (3), Jagadhri (6), Naraingarh (9), Raiour Rani (4), Chhachhrauli (14).

Table-5

V

District = Ambala

STATE: HARYANA

wise habitations & their population with and without
Primary (High) Sections/Schools in the rural areas

S.D. Block	Item	Within Habitation,	Upto 2 K.M.	2.1 to 4 KM	4.1 to 6 KM	6.1 to 8 KM	More than 8 KM	Total
Ala. a.	No. of Habitation:	23	67	73	11	3	1	178
	Population:	46524	52085	53339	8880	1467	401	162696
	%age	28.6%	32.01%	32.78%	5.46%	0.9%	0.25%	100%
Arara. a.	No. of Habitation:	22	53	52	11	6	2	146
	Population:	70652	40595	45818	8370	6003	743	172181
	%age	41.03%	23.58%	26.61%	4.86%	3.49%	0.43%	100%
Dasapur.	No. of Habitation:	8	35	42	27	13	7	132
	Population:	16217	20112	28856	18278	9087	5343	97893
	%age	16.57%	20.53%	29.48%	18.68%	9.29%	5.46%	100%
Dawalda.	No. of Habitation:	8	31	58	18	27	126	268
	Population:	15152	9852	15938	4906	3589	7668	57105
	%age	26.53%	17.26%	27.91%	8.59%	6.28%	13.43%	100%
Dachhuli.	No. of Habitation:	10	50	61	42	18	10	191
	Population:	20644	27726	39981	23617	8823	4455	125246
	%age	16.48%	22.24%	31.52%	18.86%	7.04%	3.56%	100%
Dagadhri.	No. of Habitation:	18	60	69	24	2	5	178
	Population:	34557	51655	50648	16047	1296	3669	157872
	%age	21.89%	32.72%	32.08%	10.16%	0.82%	2.32%	100%
Darain-arh.	No. of Habitation:	17	69	59	33	5	12	195
	Population:	33137	42139	35229	22028	4044	3728	140305
	%age	23%	30%	25%	16%	3%	3%	100%
Dinjore.	No. of Habitation:	8	17	27	27	18	21	118
	Population:	18925	12625	17995	20482	7767	6320	84114
	%age	22.5%	15%	21.39%	24.35%	9.24%	7.51%	100%
Dairpur Rani.	No. of Habitation:	10	27	25	13	2	-	77
	Population:	17667	19446	16549	7113	977	-	61752
	%age	29%	31%	27%	12%	1%	-	100%
TOTAL	No. of Habitation:	124	409	466	206	94	184	1483
	Population:	273475	276235	304353	129721	43053	32327	1059164
	%age	25.82%	26.08%	28.74%	12.25%	4.06%	3.05%	100%

Table-5

VI

District #Ambala

STATE: HARYANA

Blockwise habitations & their population with & without
Higher (Senior) Secondary Schools/Sections in the rural area.

C.D. Block	Item	within upto Habita- tion	2K.M.	2.1 to 4K.M.	4.1 to 6K.M.	6.1 to 8K.M.	More than 8K.M.	Total
1. Ambala	No. of Habitation	1	6	24	35	27	85	178
	Population	3327	5271	22400	38304	30601	61773	162696
	%age	2.04%	3.05%	13.77%	23.56%	18.81%	37.97%	100%
2. Barara	No. of Habitation	3	12	22	18	19	72	146
	Population	13720	10293	24906	21513	24503	77246	172181
	%age	7.93%	5.98%	14.47%	12.49%	14.23%	44.86%	100%
3. Bilaspur	No. of Habitation	1	7	11	16	29	68	132
	Population	6300	3724	7535	11084	19214	5036	97893
	%age	6.44%	3.8%	7.7%	11.32%	19.63%	51.11%	100%
4. Barwala	No. of Habitation	1	2	8	3	6	248	268
	Population	4857	2456	6683	3911	3540	36258	57105
	%age	8.05%	4.3%	11.7%	5.8%	6.2%	63.5%	100%
5. Chhachhrauli	No. of Habitation	-	5	17	17	6	146	191
	Population	-	2440	15898	16427	2207	88274	125246
	%age	-	1.95%	12.69%	13.12%	1.75%	70.48	100%
6. Jagadhri	No. of Habitation	1	13	21	43	37	53	178
	Population	7160	7134	27118	47461	35688	33311	151872
	%age	4.54%	4.52%	17.18%	30.06%	22.61%	21.1%	100%
7. Naraingarh	No. of Habitation	-	13	34	27	14	107	195
	Population	-	9997	21299	1504	8739	85256	140305
	%age	-	7%	15%	11%	6%	61%	100%
8. Pinjore	No. of Habitation	2	1	10	12	9	84	118
	Population	9979	231	5196	11138	5934	51636	84114
	%age	11.86%	0.27%	6.17%	8.96%	7.05%	65.69%	100%
9. Raipur Rani	No. of Habitation	-	-	2	4	5	66	77
	Population	-	-	1150	2535	5136	52881	61752
	%age	-	-	2%	4%	8%	86%	100%
Total	No. of Habitation	9	59	159	175	152	929	1480
	Population	45343	42546	132185	221847	125562	491681	1059164
	%age	4.28%	4.01%	12.49%	20.94%	11.88%	46.42%	100%

TABLE-7

VILLAGES ACCORDING TO PROPORTION OF SCHEDULED CASTE/SCHEDULE TRIBE POPULATION
AND AVAILABILITY OF EDUCATIONAL FACILITIES IN THEM.

DISTRICT: AMBALASTATE: HARYANA

Proportion of SC in Villages.	No. of Villages.	Villages having facilities for stage				Proportion of ST in Villages.	No. of Villages.	Villages having facilities for Stage			
		Primary	Upper Primary	Secondary	Higher Secondary			Primary	Upper Primary	Secondary	Higher Secondary
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.
Zero%	151	51	5	3	-	Zero	1200	829	195	117	8
Upto 25%	425	323	91	59	5	Upto 25%	-	-	-	-	-
Upto 26 - 50%	419	349	91	52	3	26 - 50%	-	-	-	-	-
51 - 75%	152	85	7	3	-	51 - 75%	-	-	-	-	-
More than 75%	53	21	1	-	-	More than 75%	-	-	-	-	-
Total:	1200	829	195	117	8	Total:	1200	829	195	117	8

TABLE- 3

Number of Schools By Level and Type of Management

District: AMBALASTATE: HARYANA

AREA	Management	No. of Schools				No. of Schools Having Sections			
		Primary	Upper Primary	Secondary	Higher Secondary.	Primary Section	Upper Primary Section	Secondary	Higher Secondary
1.	2.	3	4	5	6	7	8	9	10
R U R A L	Government	643	107	120	6	868	233	126	6
	Local Body	-	-	-	-	-	-	-	-
	Private Aided	2	4	8	1	12	13	9	1
	Pvt. Unaided	-	-	2	-	2	2	2	-
	Total:	645	111	130	7	882	248	137	7
U R B A N	Government	50	6	22	9	80	37	31	9
	Local Body	4	-	-	-	4	-	-	-
	Private Aided	12	4	71	6	84	81	77	6
	Pvt. Unaided	2	5	-	-	7	5	-	-
	Total:	68	15	93	15	175	123	108	15
T O T A L	Government	693	113	142	15	948	270	157	15
	Local Body	4	-	-	-	4	-	-	-
	Private Aided	14	8	79	7	96	94	86	7
	Private Unaided	2	5	2	-	9	7	2	-
	Total:	713	126	223	22	1057	371	245	22

TABLE : 2
SCHOOLS ACCORDING TO BUILDINGS (BLOCKWISE) :

(IX)

DISTRICT : AMBALA

STATE : HARYANA

Name of the Block	PRIMARY SCHOOLS -							UPPER PRIMARY SCHOOLS						
	Pacca Build- ing.	Partially Pacca Building.	Kutchā Build- ing.	Thatched Huts.	Tents	Open Space	Total	Pacca Build- ing.	Partially Pacca Building.	Kutchā Build- ing.	Thatched Huts.	Tents	Open Space	Total
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.
Ambala	86	19	1	-	-	1	107	13	5	-	-	-	-	18
Sarara	35	46	1	-	-	6	88	11	9	-	-	-	-	20
Bilaspur	36	-	-	-	-	26	62	7	-	-	-	-	3	10
Barwala	27	10	9	-	-	5	51	3	3	1	-	-	-	7
Chhachrauli	60	2	-	-	-	-	62	8	2	-	-	-	-	10
Jagadhri	86	3	-	-	-	1	90	13	-	-	-	-	-	13
Naraingarh	20	31	-	-	-	61	112	8	5	-	-	-	4	14
Pinjore	37	-	-	-	-	-	37	10	-	-	-	-	-	10
Raipur Rani	35	1	-	-	-	-	36	7	1	-	-	-	1	9
AllUrbanAreas	63	5	-	-	-	-	68	12	2	-	-	-	1	15
TOTAL :	485	117	11	-	-	100	713	92	27	1	-	-	6	126

SOURCE OF INFORMATION : DISTRICT TABLE : 42A

SCHOOLS ACCORDING TO TYPE OF BUILDINGS (MANAGEMENT WISE)

DISTRICT: JMBALASTATE: HARYANA

A R R	MANAGEMENT	PRIMARY SCHOOLS							UPPER PRIMARY SCHOOLS						
		Pacca Build- ing,	Partialy Pacca Building,	Kutchha Build- ing,	Thached Huts.	Tents	Open Space	Total	Pacca Build- ing,	Partialy Pacca Building,	Kutchha Build- ing,	Thached Huts.	Tents	Open Space.	Total
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.
R	Government	420	112	11	-	-	100	643	76	25	1	-	-	5	107
U	Local Body	-	-	-	-	-	-	-	-	-	-	-	-	-	-
R	Pvt. aided	2	-	-	-	-	-	2	4	-	-	-	-	-	4
A	Pvt. Unaided	-	-	-	-	-	-	-	-	-	-	-	-	-	-
L	TOTAL:	422	112	11	-	-	100	645	80	25	1	-	-	5	111
U	Government	44	5	1	-	-	-	50	5	1	-	-	-	-	6
R	Local Body	4	-	-	-	-	-	4	-	-	-	-	-	-	-
B	Pvt. aided	14	-	-	-	-	-	14	2	1	-	-	-	1	4
A	Pvt. Unaided	-	-	-	-	-	-	-	5	-	-	-	-	-	5
N	TOTAL:	62	5	1	-	-	-	68	12	2	-	-	-	1	15
T	Government	465	117	12	-	-	100	693	81	26	1	-	-	5	113
G	Local Body	4	-	-	-	-	-	4	-	-	-	-	-	-	-
T	Pvt. aided	16	-	-	-	-	-	16	6	1	-	-	-	1	8
A	Pvt. Unaided	-	-	-	-	-	-	-	5	-	-	-	-	-	5
T	TOTAL:	484	117	12	-	-	100	713	92	27	1	-	-	6	126

SOURCE OF INFORMATION: DISTRICT TABLE: 42

Table 11

PRIMARY AND UPPER PRIMARY SCHOOLS ACCORDING TO INSTRUCTIONAL ROOMS IN THEM
 DISTRICT: AMBALA STATE: HARYANA

No. of Rooms used for Instructional Purposes	No. of PRIMARY SCHOOLS			No. of Rooms used for Instructional Purposes	No. of Upper Primary schools		
	RURAL	URBAN	TOTAL		RURAL	URBAN	TOTAL
1	2	3	4	5	6	7	8
Nil-	27	10	37	Nil-	4	-	4
1	183	11	194	1	16	2	18
2	247	12	259	2	44	4	48
3	110	15	125	3	35	1	36
4	46	2	48	4	11	6	17
5	21	5	26	5	1	-	1
6-7	8	7	15	6-7	-	1	1
8-9	2	2	4	8-9	-	-	-
10 & Above	1	4	5	10 & Above	-	1	1
TOTAL:	645	68	713	TOTAL:	111	15	126

SOURCE OF INFORMATION: DISTRICT TABLE: 52 & 53.

PRIMARY AND UPPER PRIMARY SCHOOLS ACCORDING TO ADDITIONAL ROOMS REQUIRED BY THEM

DISTRICT: AMBALA

STATE: HARYANA

TYPE of SCHOOLS	MANAGEMENT	SCHOOLS REQUIRING ADDITIONAL ROOMS																						
		RURAL							URBAN							TOTAL								
		Nil	2	3	4	5	6	7	Nil	1	2	3	4	5	6	7	Nil	1	2	3	4	5	6	7
		1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7		
Primary	Government	73	91	168	166	115	30	643	15	5	18	2	6	4	50	88	96	186	168	121	34	693		
	Local Body	-	-	-	-	-	-	-	1	1	-	1	1	-	4	1	1	-	1	-	-	4		
	Pvt. aided	-	-	-	-	-	2	2	10	1	1	-	-	-	12	10	1	1	-	-	2	14		
	Pvt. Unaided	-	-	-	-	-	-	-	1	-	-	1	-	-	2	1	-	-	1	-	-	2		
	TOTAL	73	91	168	166	115	32	645	27	7	19	4	7	4	68	100	98	187	170	122	36	713		
Upper Primary	Government	-	4	17	18	25	43	107	-	-	1	-	-	5	6	-	4	18	18	25	48	113		
	Local Body	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Pvt. aided	4	-	-	-	-	-	4	1	-	1	1	-	1	4	5	-	1	1	-	1	8		
	Pvt. Unaided	-	-	-	-	-	-	-	1	-	1	2	1	-	5	1	-	1	2	1	-	5		
	TOTAL:	4	4	17	18	25	43	111	2	-	3	3	1	6	15	6	4	20	21	26	49	126		

SOURCE OF INFORMATION: DISTRICT TABLE: 56.

TABLE-13

(XIII)

AVAILABILITY OF BLACK-BOARDS IN PRIMARY SCHOOLS

DISTRICT: AMBALA STATE: HARYANA

Sr. No.	Name of Block	Total No. of Schools	Total No. of Sections	No. of Usable Black-Board	No. of Unusable Black-Board	No. of Sections having Black-Board
1	2	3	4	5	6	7
1.	Ambala	107	568	398	34	136
2.	Barana	88	457	291	31	135
3.	Bilaspur	62	322	209	10	103
4.	Barwala	51	280	182	44	54
5.	Chhachhrauli	62	356	170	16	170
6.	Jagadhri	90	455	367	25	73
7.	Naraingarh	112	560	313	32	215
8.	Pinjore	37	246	163	13	70
9.	Raipur Rani	36	185	164	1	20
10.	All Urban Areas Out side the block	68	411	360	16	35
11.	<u>Total</u> :	713	3850	2617	222	1011

Source of information : 62A District Table.

TABLE - 14

(XIV)

AVAILABILITY OF BLACK-BOARDS IN PRIMARY SCHOOLSDISTRICT: AMBALA STATE: HARYANA

Sr. No.	Name of Block	Total		No. of Sections having		
		No. of Schools	No. of Sections	Usable Black-Board	Unusable Black-Board	No. Black-Board
1	2	3	4	5	6	7
R	Government	643	3429	2247	206	976
U	Local Body	-	-	-	-	-
R	Private Aided	2	10	10	-	-
A	Private Unaided	-	-	-	-	-
L	<u>TOTAL:</u>	645	3439	2257	206	976
U	Government	50	280	234	13	33
R	Local Body	4	36	36	--	--
B	Private Aided	12	77	77	--	--
A	Private Un-aided	2	18	13	3	2
N	<u>TOTAL:</u>	68	411	360	16	35
T	Government	693	3709	2481	219	1009
O	Local Body	4	36	36	---	---
T	Private Aided	14	87	87	---	---
A	Private Un-aided	2	18	13	3	2
L	<u>Total:</u>	713	3850	2617	222	1011

SOURCE OF INFORMATION TABLE: 62(DISTRICT TABLE).

SCHOOLS WITH LIBRARY AND ALLIED FACILITY

DISTRICT: AMBALA

STATE: HARYANA

A R E A	Management	PRIMARY SCHOOLS										UPPER PRIMARY SCHOOLS									
		Having Libr-ary										Having Libr-ary									
		With No. of books in the Library.										With No. of Books in the Library.									
		Upto 50	51-100	101-200	201-500	More than 500	Dictionary	Subs-crib-ing	Subs-crib-ING	Text Books			Upto 500	51-100	101-200	201-500	More than 1000	Dictionary	Subs-crib-ing	Subs-crib-ING	Text Books
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
R	Government	552	48	85	192	211	16	3	-	-	352	105	3	11	31	43	17	25	62	23	86
U	Local Body	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
R	Private aided	-	-	-	-	-	-	-	-	-	-	3	-	-	-	1	2	2	4	3	2
A	Private Unaided	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
I	TOTAL:	552	48	85	192	221	16	3	-	-	352	108	3	11	31	44	19	27	66	26	88
U	Govt.	47	7	10	16	13	1	1	-	-	42	6	-	-	1	3	2	1	5	5	5
T	Local Body	4	-	-	-	4	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-
B	Private aided	6	-	1	4	1	-	-	-	1	1	4	-	2	1	-	1	-	2	2	-
A	Private Unaided	2	1	1	-	-	-	-	-	-	1	4	2	1	-	-	1	3	5	3	3
N	Total	59	8	12	20	16	1	1	1	1	44	14	2	3	2	3	4	4	12	10	3
T	Government	599	55	95	208	224	17	4	-	-	394	111	3	11	32	46	19	26	67	28	91
O	Local Body	4	-	-	-	4	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-
T	Private aided	6	-	1	4	1	-	-	-	1	1	7	-	2	1	1	3	2	6	5	2
A	Private Unaided	2	1	1	-	-	-	-	-	-	1	4	2	1	-	-	1	3	5	3	3
L	TOTAL:	611	56	97	212	229	17	4	1	1	396	122	5	14	33	47	23	31	78	36	96

SOURCE OF INFORMATION: DISTRICT TABLE:68.

:SCHOOLS WITH LIBRARY AND ALLIED FACILITY:

DISTRICT: AMBALA

STATE: HARYANA

MANAGEMENT	JUNIOR SECONDARY											SENIOR SECONDARY									
	Having Library	with No. of Books in THE Library					Having Dictio	Subs crib	Subs CRib	Having Text	Having Liabra	With no. of Books in the Library					Having Diccic	Subs Crib	Subs Crib	Having Text	
		Upto 500	501-1000	1001-2000	2001-5000	More than 5000	NARY	ing	-ing	Books	-ry	Upto 500	501-1000	1001-2000	2001-5000	More than 5000	inary	-ing	-ing	Books	
						{Paper	{News	{Maga								{News	{Maga	{PAPER	{zine		
	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
R) Government	117	5	12	50	29	20	89	114	114	104	6	-	-	-	3	3	2	2	2	2	2
U) Local Body	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
R) Private aided	8	5	1	1	-	1	7	7	5	5	5	1	-	-	1	1	1	1	1	1	1
A) Private Unaided	2	1	0	1	-	0	0	2	2	1	0	-	-	-	0	-	-	-	-	-	-
L) TOTAL:	127	12	13	52	29	21	96	123	121	110	7	-	-	-	4	3	3	3	3	3	3
B) Government	22	2	1	8	7	4	29	22	17	16	9	-	-	-	-	9	9	9	9	9	9
C) Local Body	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
B) Private aided	67	17	9	18	16	7	64	67	55	27	6	-	-	-	-	6	6	6	6	6	6
A) Private Unaided	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
N) Total:	89	19	10	26	23	11	84	89	72	43	15	-	-	-	-	15	15	15	15	15	15
T) Government	139	8	13	58	36	24	109	136	131	120	15	-	-	-	3	12	12	12	12	12	12
O) Local Body	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
T) Private aided	75	22	10	19	16	8	71	74	60	32	7	-	-	-	1	6	7	7	7	7	7
A) Private Unaided	2	1	-	1	-	-	-	2	2	1	-	-	-	-	-	-	-	-	-	-	-
L) TOTAL:	216	31	23	78	52	32	180	212	193	153	22	-	-	-	4	18	19	19	19	19	19

SOURCE OF INFORMATION: DISTRICT TABLE 68.

SCHOOLS ACCORDING TO ANCILLARY FACILITIES :

DISTRICT: AMBALASTATE: HARYANA

MANAGEMENT	PRIMARY SCHOOLS HAVING FACILITIES-FOR							UPPER PRIMARY SCHOOLS HAVING FACILITIES FOR						
	Drink -ing Water	Urinal URINAL For Girls	Seperate URINAL For Girls	Lavatory Lavatory For Girls	Seper -ate -ory For Girls	Medic -al -up	Vaccina -tion -up	Drink -ing Water	Urinal Urinal For Girls	Seperate Urinal For Girls	Lavatory Lavatory For Girls	Seperate Lavatory For Girls	Medic -al -up	Vaccina -tion -up
2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
A Government	506	269	63	24	15	414	415	97	85	49	11	6	65	73
A Local Body	-	-	-	-	-	-	-	-	-	-	-	-	-	-
A Pvt. aided	2	2	2	2	-	-	2	4	4	4	1	1	4	4
A Pvt. Un-aided	-	-	-	-	-	-	-	-	-	-	-	-	-	-
A TOTAL:	508	271	65	26	15	414	417	107	89	53	12	7	69	77
B Government	39	36	7	12	8	39	41	6	4	6	3	3	5	5
B Local Body	4	4	3	4	3	4	4	-	-	-	-	-	-	-
B Pvt. aided	12	12	9	11	8	7	10	4	3	3	2	2	2	3
B Pvt. Un-aided	2	2	2	2	1	2	2	5	5	5	4	3	4	4
B TOTAL:	57	54	21	29	20	52	57	15	12	14	9	8	11	12
C Government	545	305	70	36	23	453	456	103	89	55	14	9	70	78
C Local Body	4	4	3	4	3	4	4	-	-	-	-	-	-	-
C Pvt. aided	14	14	11	13	8	7	12	8	7	7	3	3	6	7
C Pvt. Un-aided	2	2	2	2	1	2	2	5	5	5	5	3	4	4
C TOTAL:	565	325	86	55	35	466	474	116	101	67	21	15	80	89

CONTD. B.

"SCHOOLS ACCORDING TO ANCILLARY FACILITIES"

DISTRICT: AMBALA

STATE: HARYANA

2. MANAGEMENT	SECONDARY (HIGH)								SENIOR- SECONDARY (HIGHER)							
	1. Drink- ing water	2. Urinal	3. Seperate Urinal (For Girls)	4. Lava- tory (For Girls)	5. Seperate Lavatory (For Girls)	6. Medical Check- up	7. Vaccination	8.	9.	10. Drink- ing water	11. Uri- nal (For Girls)	12. Seperate Urinal (For Girls)	13. Lava- tory (For Girls)	14. Seperate Lavatory (For Girls)	15. Medical Check- up	16. Vaccina- tion.
R Government	119	115	99	57	43	90	87	6	6	5	6	5	4	4	4	
U Local Body	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
R Pvt. aided	8	8	5	6	3	5	6	1	1	1	1	1	1	1	1	
A Pvt. Un-aided	2	2	2	1	2	2	2	-	-	-	-	-	-	-	-	
L TOTAL:	129	125	106	64	48	97	95	7	7	6	7	6	5	5	5	
U Government	22	21	18	18	16	20	19	9	9	9	9	9	9	9	9	
R Local Body	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
B Pvt. aided	71	71	66	70	64	62	39	6	6	5	6	5	5	5	5	
A Pvt. Un-aided	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
N TOTAL:	93	92	84	88	80	82	58	15	15	14	15	14	14	14	14	
T Government	141	136	117	75	59	110	106	15	15	14	15	14	13	13	13	
A Local body	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
T Pvt. aided	79	79	71	76	67	67	45	7	7	6	7	6	6	6	6	
A Pvt. unaided	2	2	2	1	2	2	2	-	-	-	-	-	-	-	-	
L TOTAL:	222	217	190	152	128	179	153	22	22	20	22	20	19	19	19	

SOURCE OF INFORMATION: DISTRICT TABLE: 75.

TABLE: 17

TEACHERS ACCORDING TO QUALIFICATION, SEX AND THE STAGE AT WHICH TEACHING (RURAL)

DISTRICT: AMBALASTATE: HARYANA

QUALIFICATION		TEACHERS AT DIFFERENT STAGES												
		Primary Schools			Upper Primary			Secondary			Higher Secondary			
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Sl. No.	Qualification	3	4	5	6	7	8	9	10	11	12	13	14	
1	Low Middle Pass	Trained	-	-	-	-	-	-	-	-	-	-	-	
		Un-trained	-	-	-	-	-	-	-	-	-	-	-	
2	Middle Pass	Trained	20	47	67	1	3	4	-	5	5	-	-	
		Un-trained	-	-	-	-	-	-	-	-	-	-	-	
3	Matric	Trained	977	1096	2073	152	140	292	170	215	385	8	7	15
		Un-trained	-	-	-	-	-	-	-	-	-	-	-	-
4	High Secondary/Inter	Trained	84	80	164	23	18	41	27	21	48	-	1	1
		Un-trained	-	-	-	-	-	-	-	-	-	-	-	-
5	Graduate	Trained	66	30	96	243	126	369	309	223	532	26	47	73
		Un-trained	-	-	-	-	-	-	2	9	11	-	-	-
6	Post-graduate	Trained	30	12	42	69	26	95	158	96	254	24	53	77
		Un-Trained	-	-	-	1	-	1	2	-	2	2	-	2
7	Language teachers	Trained	-	-	-	42	74	116	105	72	177	1	4	5
		Un-trained	-	-	-	2	2	4	-	-	-	-	-	-
8	Others	Trained	5	-	-	78	43	121	77	39	116	6	3	9
		Un-trained	-	-	-	-	-	-	-	-	-	-	-	-
9	Total	Trained	1177	1265	2442	608	430	1038	846	666	1512	35	115	180
		Un-trained	-	-	-	3	2	5	2	9	13	2	-	2

Table 18

TEACHERS ACCORDING TO QUALIFICATION, SEX AND THE STAGE AT WHICH TEACHING (ORDIN)

DISTRICT: AMBALA

STATE: HARYANA

(TEACHERS AT DIFFERENT STAGES)

QUALIFICATION		Primary schools			Upper Primary			Secondary			Higher secondary		
		Male	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Below Middle Pass	Trained	-	-	-	-	-	-	-	-	-	-	-	-
	Un-trained	-	-	-	-	-	-	-	-	-	-	-	-
Middle Pass	Trained	4	18	22	2	2	2	1	1	2	3	4	7
	Un-trained	-	-	-	-	-	-	-	-	-	-	-	-
Matric	Trained	85	421	516	21	85	106	8	52	60	5	14	19
	Un-trained	-	6	6	-	8	8	-	4	4	-	-	-
Hr. Secondary Inter	Trained	13	78	91	1	16	17	16	12	28	-	1	1
	Un-trained	-	-	-	1	2	3	1	1	2	-	-	-
Graduate	Trained	16	116	132	125	208	333	177	334	511	28	30	58
	Un-trained	-	6	6	1	4	5	4	9	13	-	-	-
Post-Graduate	Trained	3	36	39	47	71	118	84	179	263	87	51	138
	Un-trained	-	3	3	-	4	4	2	12	14	1	1	2
Language	Trained	-	4	4	32	55	87	32	52	84	12	8	20
	Un-trained	-	-	-	-	-	-	-	1	1	-	-	-
Others	Trained	4	30	34	65	28	91	32	55	87	-	4	4
	Un-trained	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	Trained	125	703	828	291	463	754	350	685	1035	135	112	247
	Un-trained	-	15	15	2	18	20	7	28	35	1	1	2

SOURCE OF INFORMATION: DISTRICT TABLE: 88.

TABLE:-19

PRIMARY SCHOOLS ACCORDING TO TEACHERS IN POSITION:DISTRICT: AMBALASTATE: HARYANA

Sr. No.	Name of C.D. Block	SCHOOLS WITH NUMBER OF TEACHERS IN POSITION								Total
		Zero	1	2	3	4	5	More Than Five		
1	2	3	4	5	6	7	8	9	10	
1.	Ambala	6	-	61	19	10	7	4		107
2.	Barara	2	3	46	27	6	-	4		88
3.	Bilaspur	5	6	17	19	6	5	4		62
4.	Barwala	1	19	22	5	2	-	2		51
5.	Chhachhrauli	3	2	27	16	6	6	2		62
6.	Jagadhri	8	6	30	22	17	3	4		90
7.	Naraingarh	2	-	49	41	14	4	2		112
8.	Pinjore	-	-	16	11	3	4	3		37
9.	Raipur Rani	-	-	19	12	4	-	1		36
10.	Urban Areas not Covered Under Block-		4	12	7	12	10	23		68
TOTAL:		27	40	299	179	80	39	49		713

SOURCE OF INFORMATION: 83A (DISTRICT TABLE).

TABLE: 20

QUALIFICATION OF TEACHERS TEACHING SCIENCE SUBJECTSAT SECONDARY AND HIGHER SECONDARY STAGES:DISTRICT: AMBALASTATE: HARYANA

Qualification	Trained/Untrained	No. of teachers teaching at	
		Secondary Stage	Higher Secondary Stage
1	2	3	4
Ph.D/M.Phil	Trained	28	16
	Un-trained	3	3
M. Sc.	Trained	6	-
	Untrained	2	-
B.Sc. Hons.	Trained	161	17
	Un-trained	5	1
B.Sc. Pass	Trained	2	2
	Un-trained	2	-
Inter Science	Trained	132	-
	Un-trained	6	-
Matric with Science	Trained	2	-
	Un-trained	-	-
Without Science Qualification	Trained	-	-
	Un-trained	-	-
Others	Trained	-	-
	Un-trained	-	-
Total:	Trained	331	35
	Un-trained	18	4

SOURCE: For col. 3 =District Table 97, Total of cols. 6+9+10+11+12+13+17+20+21+22+23+24.

For Col. 4 =District Table 97, Total of cols. 7+10+11+12+13+18+21+23+24.

TABLE: 21

QUALIFICATION OF TEACHERS TEACHING SCIENCE SUBJECTSAT SECONDARY AND HIGHER SECONDARY STAGES:DISTRICT: AMBALASTATE: HARYANA

QUALIFICATION	Trained/Untrained	No. of teachers teaching at	
		Secondary Stage	Higher Secondary Stage
1	2	3	4
Ph.D/M.Phil	Trained	1	3
	Un-trained	-	-
M.A./M.Sc.	Trained	33	17
	Un-trained	3	-
B.Sc.Hons/ B.A. Hons.	Trained	78	7
	Un-trained	1	-
B.A. Pass/ B.Sc. Pass	Trained	239	50
	Un-trained	15	8
Others	Trained	6	-
	Un-trained	1	-
TOTAL:	Trained	357	77
	Un-trained	20	8

SOURCE: Col. 3 = cols. 15 + 17 of Table 116;
Col. 4 = cols. 16 + 17 of Table 116.

":AGEWISE AND CLASSWISE ENROLMENT:"

DISTRICT: AMBALA

STATE: HARYANA

Name of the Class	"STUDENTS IN AGE GROUPS"													
	4 to below 6		6 to below 11		11 to below 14		14 to below 16		16 to below 18		18 & above		Total	
	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.
1	10677	9057	9170	7898	1114	52	--	--	--	--	--	--	19961	17007
2	695	678	17590	14706	178	114	2	--	--	--	--	--	18465	15498
3	3	9	17806	14599	1042	709	24	19	--	--	2	--	18887	15336
4	--	--	15251	12255	2717	1928	73	45	3	--	--	--	18049	14228
5	--	--	9787	8063	5880	4180	288	181	7	2	--	--	15962	12428
6	--	--	3176	2142	14897	8040	872	496	64	19	1	--	19010	10697
7	--	--	495	390	11742	6679	2292	1172	233	58	6	1	14768	8300
8	--	--	134	17	9010	5435	4791	2227	711	185	63	2	14709	7866
9	--	--	--	--	1563	1514	5453	2661	1314	282	65	10	8395	4467
10	--	--	--	--	526	920	5075	2329	2615	597	335	74	8551	3920
11	--	--	--	--	--	--	179	183	1245	426	203	28	1627	637
12	--	--	--	--	--	--	2	--	454	436	73	10	529	446
TOTAL	11375	9744	73409	60070	47669	29571	19066	9313	6646	2005	748	125	158913	110828

SOURCE OF INFORMATION: DISTRICT TABLE: 101.

"MANAGEMENT WISE ENROLLMENT"

DISTRICT: AMBALA

STATE: HARYANA

A R E A	MANAGEMENT	"ALL COMMUNITIES"										"SCHEDULED CASTE"					
		Classes I-V		Classes VI-VIII		Classes IX-X		Classes XI-XII		Classes I-V		Classes VI-VIII		IX-X		XI-XII	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
R	Government	68050	53844	27472	13106	8376	2535	394	137	23157	19027	8002	3255	2048	385	75	6
U	Local Body	223	156	126	66	29	10	--	--	12	10	5	6	7	6	--	--
R	Pvt. aided	734	587	724	617	368	187	35	17	144	100	162	112	108	48	19	--
A	Pvt. Un-aided	229	216	91	69	18	85	--	--	95	87	29	19	4	8	--	--
N	Total	69245	54303	28413	13858	8791	2817	429	154	23408	19224	8198	3392	2167	447	94	6
U	Government	9509	9007	10147	7060	3332	2309	757	800	1816	1620	1767	1095	575	185	88	46
U	Local Body	727	640	--	--	--	--	--	--	--	--	--	--	--	--	--	--
R	Pvt. Aided	11211	9547	9598	58850	4823	3261	970	129	1516	1401	778	656	383	310	5	9
A	Pvt. Un-aided	632	490	329	60	--	--	--	--	69	43	29	4	--	--	--	--
N	TOTAL:	22079	19692	20074	13005	8155	5570	1727	929	3401	3064	2574	1755	958	495	93	55
T	Government	77568	62851	37619	20166	11708	4844	1151	937	24973	20647	9769	4350	2623	570	163	52
O	Local Body	950	804	126	66	29	10	--	--	12	10	5	6	7	6	--	--
T	Pvt. Aided	11945	10134	10322	6502	5191	3448	1005	146	1460	15011	940	768	491	358	24	9
A	Pvt. Un-aided	801	706	420	129	18	85	--	--	164	130	58	23	4	8	--	--
N	Total:	91324	74295	48487	26860	16946	8387	2156	1083	26809	22288	10772	5147	3125	942	187	61

SOURCE OF INFORMATION: DISTRICT TABLE:108.

"SCHOOLS TEACHING SCIENCE AND HAVING SCIENCE LABORATORIES"

DISTRICT: AMBALA

STATE: HARYANA

MANAGEMENT	"SECONDARY SCHOOLS"						"HIGHER SECONDARY SCHOOLS"						
	Number of Schools	Having Separate Lab for Phy. Chem. & Biology	Having Combined Lab FOR all Subjects	Having Home Science	Having Home Science	Having Laboratory	Number of Schools	Having Separate Lab. for Phy. Chem. & Biology	Having Combined Lab. for all Subjects	Having Home Science	Having Home Science	Having Laboratory	
	2	3	4	5	6	7	8	9	10	11	12	13	14
(Government	187	26	103	20	8	24	6	5	1	4	2	-	-
(Local Body	-	-	-	-	-	-	-	-	-	-	-	-	-
(Pvt. Aided	33	2	6	1	1	3	1	-	1	-	-	-	-
(Pvt. Un-aided	2	-	2	1	-	1	-	-	-	-	-	-	-
(TOTAL:	157	28	111	22	9	28	7	5	2	4	2	-	-
(Government	17	8	0	8	6	-	8	8	4	3	3	-	-
(Local Body	-	-	-	-	-	-	-	-	-	-	-	-	-
(Pvt. Aided	38	33	-	14	14	-	6	6	1	-	-	-	-
(Pvt. Un-aided	-	-	-	-	-	-	-	-	-	-	-	-	-
(TOTAL:	55	41	-	22	20	-	14	14	5	3	3	-	-
(Government	134	34	103	28	14	24	14	13	5	7	5	-	-
(Local Body	-	-	-	-	-	-	-	-	-	-	-	-	-
(Pvt. Aided	76	35	6	15	15	3	7	6	2	-	-	-	-
(Pvt. Un-aided	2	-	2	1	-	1	-	-	-	-	-	-	-
(TOTAL:	212	69	111	44	29	28	21	19	7	7	5	-	-

SOURCE OF INFORMATION: DISTRICT TABLE: 115

TABLE: 25

HIGHER SECONDARY SCHOOLS ACCORDING TO COURSES OFFERED
(ARTS/SCIENCE/COMMERCE ETC.) AND ACCORDING TO VOCATIONAL COURSES (AT+2 STAGES).

DISTRICT: MIBALASTATE: HARYANA

1	2	NO. OF Hr. SECONDARY SCHOOLS OFFERING							9	10
		3	4	5	6	7	8	No. of Hr. Sec. School Offering Vocational Courses		
	Management	Arts	Science	Commerce	Agri-culture	Tech-nical	Home Science	Others		
R	Government	5	4	2	-	1	4	1	-	
U	Local Body	-	-	-	-	-	-	-	-	
P	Private Aided	1	-	-	-	-	-	-	-	
A	Private Un-aided	-	-	-	-	-	-	-	-	
	<u>TOTAL:</u>	6	4	2	-	1	4	1	-	
U	Government	7	8	2	-	-	1	1	-	
R	Local Body	-	-	-	-	-	-	-	-	
P	Private Aided	4	5	4	-	-	-	-	-	
A	Private Un-aided	-	-	-	-	-	-	-	-	
	<u>TOTAL:</u>	11	13	6	2	-	1	1	-	
T	Government	12	12	4	-	1	5	2	-	
C	Local Body	-	-	-	-	-	-	-	-	
T	Private Aided	5	5	4	-	1	5	2	-	
A	Private Un-aided	-	-	-	-	-	-	-	-	
	<u>TOTAL:</u>	6	17	17	8	-	1	5	2	

SOURCE OF INFORMATION: DISTRICT TABLE-120.

TABLE: 26

ENROLMENT IN VOCATIONAL COURSES AT +2 STAGES AND AVAILABILITY
OF WORKSHOP AND TEACHERS ENROLMENT

Sr. No.	Name of the trade.		XI			XII			Having Work-shops for the courses.	Having Teacher for the courses.
			Boys	Girls	Total	Boys	Girls	Total		
1.	Office Secretary-ship.	R	-	-	-	-	-	-		
		U	31	42	73	9	26	35		Yes
2.	Boiler attendant.	R	-	-	-	-	-	-		
		U	39	-	39	29	-	29		Yes
3.	Furniture maker & Designer	R	27	-	27	-	-	-		Yes
		U	-	-	-	-	-	-		
4.	Lineman	R	51	-	51	-	-	-		Yes
		U	-	-	-	-	-	-		
5.	Banking Assistants.	R	-	-	-	-	-	-		
		U	22	17	39	23	12	35		Yes
6.	Receptionists	R	-	-	-	-	-	-		
		U	-	-	27	27	35	33		Yes
7.	Salesman-ship.	R	-	-	-	-	-	-		
		U	39	-	39	-	-	-		Yes.

"FACILITIES FOR NON FORMAL EDUCATION"

DISTRICT: AMBALASTATE: HARYANA

L V I	MANAGEMENT	RURAL					URBAN				
		No. of villages Having NEE Centres	No. of Centres	No. of Children			No. of Urban areas having NEECentres	No. of Centres	No. of children		
				Boys	Girls	Total			Boys	Girls	Total
P	Govt./Local Body	236	66	1838	1932	3770	4	12	1050	600	1650
P	Private agencies										
M	Aided by Govt./ Local Body	1	1	-	12	12	-	-	-	-	-
P	Private Un-aided	-	1	10	18	28	-	-	-	-	7
	TOTAL	237	68	1848	1962	3810	4	12	1050	600	1650
P	Govt./Local Body	-	-	-	-	-	-	-	-	-	-
P	Private agencies	3	-	-	-	-	-	-	-	-	-
M	Aided by Govt./ Local Body										
P	Private Un-aided										
	TOTAL:	-	-	-	-	-	-	-	-	-	-

SOURCE OF INFORMATION: DISTRICT TABLE: 25, 26, 27 and 29.

TABLE :- 28

ENROLMENT IN NON FORMAL EDUCATION CENTRES.DISTRICT: AMBALASTATE: HARYANA

Sl. No.	Name of Block	Total No. of Children at Primary			Total No. of Children at Upper Primary		
		Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8
1.	Ambala	717	692	1409	-	-	-
2.	Barara	654	624	1278	-	-	-
3.	Bilaspur	-	-	-	-	-	-
4.	Barwala	-	-	-	-	-	-
5.	Chhachhrauli	-	-	-	-	-	-
6.	Jagadhri	477	646	1123	-	-	-
7.	Naraingarh	-	-	-	-	-	-
8.	Pinjore	-	-	-	-	-	-
9.	Raipur Rani	-	-	-	-	-	-
10.	Urban areas	88	279	367	-	-	-
11.	TOTAL:	1936	2241	4177	-	-	-

SOURCE OF INFORMATION:

DISTRICT TABLE: 26A, 27A:

"ADULT EDUCATION / FUNCTIONAL LITERACY CENTRES & ENROLMENT"

DISTRICT: AMBALA

STATE: HARYANA

MANAGEMENT	No. of villages (Area Urban Having Centres)	Number of Centres for				Enrolment in the Centres			
		Men Only	Women Only	Both Men & WOMEN	Total	Men Only	Women Only	Both Men & WOMEN	TOTAL
1	2	3	4	5	6	7	8	9	10
R L A L Govt./Local Body	118	19	84	41	144	1317	3221		4538
Pvt. Aided	-	-	-	-	-	-	-	-	-
Pvt. Un-aided	-	-	-	-	-	-	-	-	-
TOTAL:	118	19	84	41	144	1317	3221		4538
R L A L Govt., Local Body	7	1	3	-	4	18	90		108
Pvt. Aided	-	-	-	-	-	-	-	-	-
Pvt. Un-aided	-	-	-	-	-	-	-	-	-
TOTAL:	7	1	3	-	4	18	90		108

SOURCE OF INFORMATION: DISTRICT TABLE: 29.

TABLE: 30NUMBER OF PRE-PRIMARY EDUCATION FACILITIES:DISTRICT: AMBALASTATE: HARYANA

Type of facility	RURAL		URBAN	
	No. of village having the facility	No. of Institution	No. of City Towns having the Facility	Number of Institutions
Anganwadi/ Balwadi.	225	271	5	65
Independent Pre- Primary Institution	4	4	2	7
Pre-Primary Stage in Primary schools	4	4	1	7

SOURCE OF INFORMATION: DISTRICT TABLE-31:

"SCHOOLS FOR THE DISABLED (HANDICAPPED) CHILDREN"

DISTRICT: AMBALASTATE: HARYANA

Category of the School	RURAL					URBAN				
	Number of the Villages Having facility	Boys	Girls	Co-education	Total	Number of the Villages Having facility	Boys	Girls	Co-education	Total
1	2	3	4	5	6	7	8	9	10	11
For Blind	-	-	-	-	-	-	-	-	-	-
For Deaf and dumb	-	-	-	-	-	-	-	-	-	-
For Orthopaedically Disabled Handicapped	1	-	-	1	1	-	-	-	-	-
For mentally Retarded	-	-	-	-	-	-	-	-	-	-

SOURCE OF INFORMATION: DISTRICT TABLE: 30.

TABLE: 32

INDICATORS OF EDUCATIONAL DEVELOPMENT

A: AGE-SPECIFIC ENROLMENT RATIOS.

DISTRICT: AMBALA

STATE: HARYANA

AREA	Primary Level 6-11			Upper Primary 11 to below 14		
	Boys	Girls	Total	Boys	Girls	Total
Rural	81.77%	74.05%	78.14%	49.13%	29.87%	40.38%
Urban	43.18%	48.83%	45.7%	67.65%	49.82%	59.29%
Total:	57.95%	65.57%	66.85%	55.36%	36.85%	46.56%

Age-Specific Enrolment Ratios (Boys/Rural) 6 to below 11 years.

$$= 100 \times \frac{\text{Enrolment of Boys in the age-group 6 to below 11 (rural)}}{\text{Population of Boys in the age-group 6 to below 11 (rural)}}$$

Similarly work out age-specific ratios for others using

SOURCE: 2, 4, 99, 100 and 101 (Tables).

B: Gross Enrolment Ratios:

AREA	6-to below 11 years			11 to below 14 years		
	Boys	Girls	Total	Boys	Girls	Total
Rural	83.33%	75.25%	79.54%	68.79%	46.28%	58.57%
Urban	50.74%	55.1%	52.69%	84.37%	68.54%	76.95%
TOTAL:	71.66%	68.48%	70.19%	74.04%	54.06%	64.86%

Gross Enrolment Ratios (Rural/Boys)/Age-group 6 to below 11 years.

$$= \frac{\text{Enrolment of Boys in Class I-V (RURAL)} \times 100}{\text{Population of Boys in the age-group 6 to below 11 years (RURAL)}}$$

Similarly work out gross enrolment ratios for others using

DISTRICT TABLES: 2, 4, 99, 100 and 101.

PUPIL TEACHERS RATIO

AREA	P.T.R. at Primary Stage	P.T.R. at Upper-Primary Stage
RURAL	1 : 50.797	1 : 40.322
URBAN	1 : 49.555	1 : 42.731

PTR (Primary Stage Rural) = $\frac{\text{Enrolment at Primary stage I-V}}{\text{No. of Teachers at the Primary Stage (RURAL)}}$

Similarly other ratios can be calculated using

DISTRICT TABLES: 99, 100, 87 and 88.

D: PERCENTAGE OF GIRLS:

AREA	%age of girls in	
	Class I-V	VI - VIII
Rural	44.17%	32.78%
Urban	47.14%	39.31%
TOTAL:	44.92%	35.65%

Percentage of girls (Rural classes I-V) = $\frac{\text{Enrolment of girls in class I-V in Rural Area}}{\text{Total Enrolment in classes I-V in Rural Area}}$ 110

Similarly other percentage can be calculated using

DISTRICT TABLES: 99, 100 and 101.

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