

District Elementary Education Programme

(DEEP)

(A Programme for Universalisation of Elementary Education in District Kurukshetra, Haryana)

SARVA SHIKSHA ABHIYAN

SSA

PERSPECTIVE PLAN

(2003-04 to 2006-07)

MARCH, 2003

Distt. – Kurukshetra (Haryana)

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At last but not least, we extend special compliments to **Sh. V. P. Kataria**, for their exclusive co-operation in the plan formulation and Mr. Rajender Taneja and Dinesh Sharma for tabulation and the computerization.

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INTRODUCTION

The education system does not exist in a vacuum. It is a subsystem of the system of development and is bound to be effected by the socio-economic and political formations. Therefore, education is a people oriented activity. It is the responsibility of the education system to prepare the people to play the active role in the social change and development. It is being argued that basic education ensures the skills needed to lead a decent life and will enable the individual to participate effectively in his / her community and society. Amartya Sen (1984) equates the concept of development to well being. For him, the dominant approaches to the idea of well being – the utility approach and opulence approach-are both fundamentally deficient. Sen offers an alternative ‘capability’ approach to well being. He explains that the capability of well being depends not merely on food intake but also on such other human needs as primary education, health and medicare and social relations.

Education performs the principal function to prepare humanity to take control of its own development and shape its own destiny itself and to contribute to the development of the society itself. Whenever we talk of the education we can not escape mentioning the views expressed by the International Commission on Education for the Twenty-first century, appointed by the UNESCO in 1993 which describes the four pillars of education : -

Learning to Know : - This does not mean the acquisition of the itemized and codified information rather it refers to mastering the instruments of the knowledge itself. Education enables the individuals to understand about his / her life and environment and to live a life of dignity, to develop occupational skills and to communicate through the

pleasure of understanding, knowing and discovering (through the arousal of curiosity and stimulation of the critical faculties of mind), of thought (through the interplay of concrete and abstract) and of memory by association.

Learning to do : - Here it is worth mentioning that knowledge itself is of no importance and of no significance unless we know what to do with this knowledge. Application side of the knowledge is more important than the knowledge itself. So then it becomes the foremost duty of the education system to develop the skills of putting the knowledge in to practice. This may somehow be related to occupational skills, productivity, service sector and personal competence.

Learning to live together : - It points obviously to social objectives. Education stands for humanism, tolerance and reason. If education fails to cater to the need of social cohesion, social harmony and social integration than of what worth it can be. Education should be able to contribute to resolution of social conflicts, creating, fostering and maintaining the social harmony by understanding the self and others and in developing the spirit of working together. Education should endeavour to introduce the young to ways of cooperative undertakings through participation in sports, cultural activities and other social welfare initiatives.

Learning to be : - "The aim of education is the complete fulfillment of man in all the richness of his personality, the complexity of his forms of expressions and his various commitments-as an individual, as member of family, as member of a community, citizen and producer, inventor of techniques and creative dreamer" Commission (1970).

Change is a human necessity, so change in society and education is no exception. The innovations are the only instruments of change, but not per se. Every

system has a tendency to resist the innovation due to self fulfilling prophecies of the system with time tested methods and lack of reliance to restore the dynamic equilibrium which is always disturbed by the new methods, practices and processes. Education itself is also an instrument of social change and is assigned a proactive role, so change in education becomes necessary precondition because stagnation in education hinders changes in society.

India also has made several efforts in this regard since the inception of its independence from colonial rule. Various agencies have been assigned the role for overhauling the system of education. These agencies have put several suggestions forward and many of these have been incorporated in our system by now but almost all of these have failed at one or the other front, whatever may be the reasons. Sarva Shiksha Abhiyan, at this platform, has come forward with great significance and importance. This does not impose philosophical suggestions on the system of education rather it has come up with concrete measures to realize the set objectives of universalisation of elementary education with quality, equity and life skills and to remove the standstill at the forefront of education especially at the stage when Constitution has resolved the elementary education as a fundamental right to every child of 6-14 age group. SSA stands on four basic pillars of – UEE, Decentralization, Community participation and quality.

SSA has opened the gates for need based planning at the grass root level. Decentralization in planning has definitely led to assess the needs of field needs, its weaknesses and potential, for setting its objectives and timeframe exercise and to provide a sense of direction to all its managerial activities. This also includes the aspirations and

requirements of the stakeholders, evaluation of changing environment and critical analysis of why current strategies are failing to meet its objectives and of what threats it is facing and what social and legal changes it is experiencing, also allows for forecasting and operational planning, execution and its implementation for Elementary Education. Elementary Education is the stage that sparks of creativity spring into life and access to knowledge becomes a reality. This stage also provides the opportunities to acquire the instruments and of future development of faculties of reason and imagination, of judgments and sense of responsibility, and for learning to be inquisitive. Cognitive and affective skills are developed at this very stage and body of essential knowledge is transmitted to the children. Here we would like to quote the World Declaration On Education For All article 1, Para 1, Jomtien Conference 1990, "The basic learning needs comprise both essential learning tools (such as literacy, oral expression, innumeracy and problem solving) and basic learning contents (such as knowledge, skills, values and attitudes) required by the human beings to be able to survive, to develop their full capacities, to live and work in dignity to, participate fully in development to improve the quality of their lives, to make informed decisions and to continue learning". Now the question arises how far we have been able to materialize this and how can we achieve the remaining part. Solely the answer to this question will not be feasible unless SWOT (Strengths, Weaknesses, Objectives and Threats) analyses is made at the grass roots level i.e. the needs at the local level (institutional level) are not assessed. This assessment should definitely be addressed to on all fronts of education, major one of which include the access, Enrolment, retention, acceptance and adoption of the system by the society, infrastructure and alternates available to it in the society, quality of education being

provided, achievement level of the products, Quality of the teachers and their teaching, curriculum and contents of teaching, competitiveness of its products in the world. Next one step should analyze it and fix the goals and future strategies. Ultimately this is what we, the members of district core planning team, have been trying to do now. The other can judge how far we have been successful in this regard. SWOT analysis is not only for stepping into system but for its timely review and change corresponding to the desired objectives. This analysis has been executed in the framework of recommendations and suggestions from the appraisal team from MHRD, EdCIL, NIEPA and NCERT. We have put our all-possible efforts despite the difficulties faced in the field. One major hindrance in this regard has been the information flow vertically and horizontally. Setting up of the EMI / PMIS system under Abhiyan at district headquarters will help in removing all those obstacles and facilitates the availability, arrangements, organization and analysis of the relevant data. Other things that we feel relevant to be stated here is that **unless the Abhiyan is not taken with missionary zeal and dedication by each and everyone concerned it will again prove a futile paper work.** All the teachers of the district **and the administration should take note of its spirit and objectives in its implementation to provide qualitative elementary education to all children of 6 to 14 age group.** The timely review and continuous appraisal of the approaches will further add the requisite information and changed strategies corresponding to the desired objectives Finally we propose a strict note of information that the words, written or spoken and however good they may be, carry no meaning unless they are given practical shape

MEMBERS
CORE PLANNING TEAM
DISTRICT :- KURUKSHETRA
HARYANA.

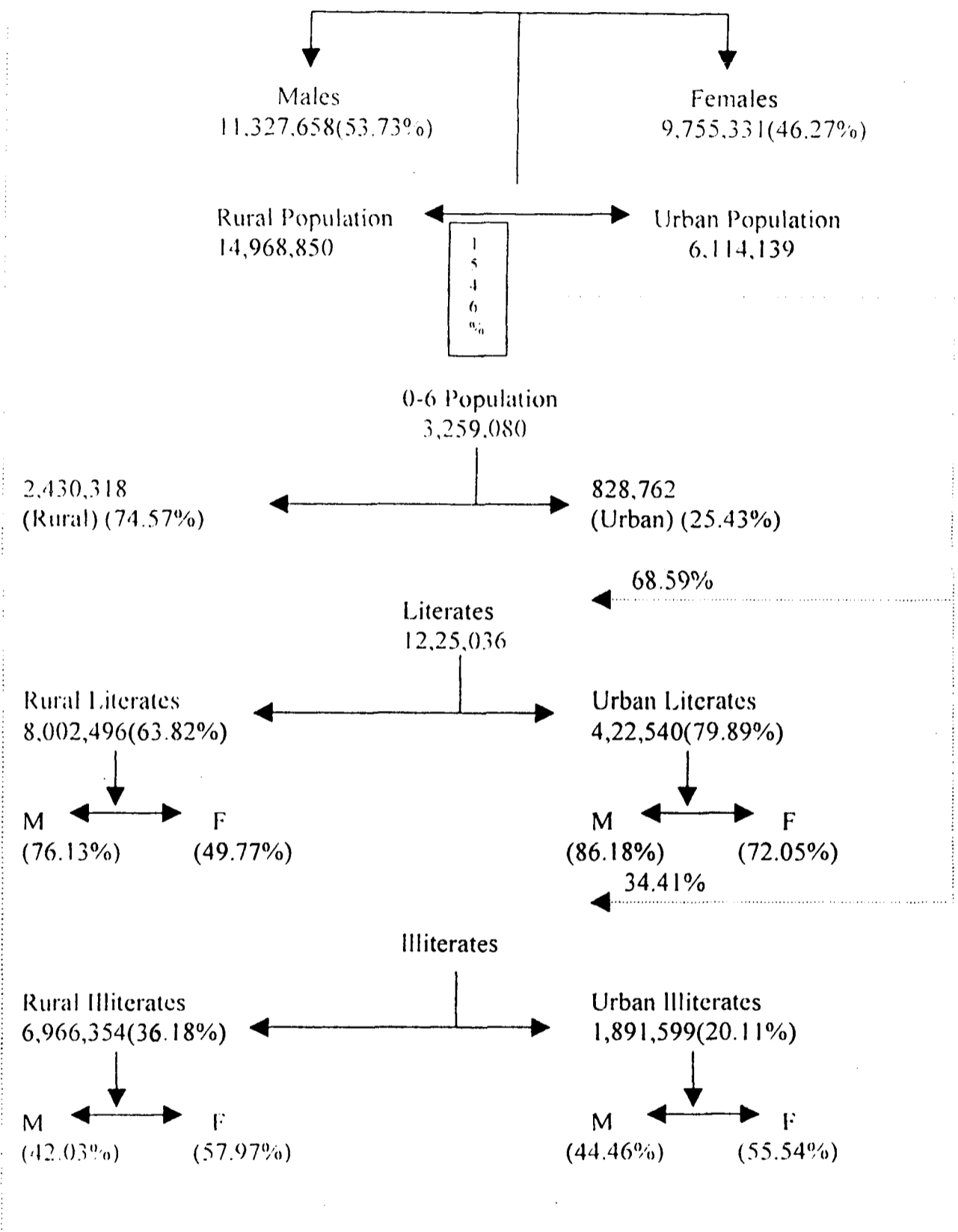
Haryana

At

a

Glance

HARYANA AT A GLANCE
TOTAL POPULATION
21,082,989



**FIGURES AT A GLANCE
HARYANA**

Census of India	PROVISIONAL	POPULATION
1. Number of Districts	19	16
2. Area in Sq. Kms (Provisional)	44.212 Sq. Kms	44.212 Sq. Kms
3. Total Population		
Persons	21,082,989	16,463,648
Males	11,327,658	8,827,474
Females	9,775,331	7,636,174
4. Decadal Population Growth (1991-2001)		(1981-1991)
Absolute	4,619,341	3,541,529
Percentage	28.06%	27.41%
5. Population Density	477 per Sq. Kms.	327 per Sq. Kms.
6. Sex Ratio	861 females per 1000 males	865 females per 1000 males
7. 0-6 Population		
Persons	3,259,080	3,125,173
Males	1,790,758	1,663,350
Females	1,468,322	1,461,823
Percentage of 0-6 population	15.46%	18.98%
Total Population		
Sex Ratio (0-6)	820	879
8. Literates		
Persons	11,225,036	7,449,012
Males	7,558,443	4,950,113
Females	4,666,593	2,498,899
Sex ratio (Literates)	617	505
Literacy Rate		
Total	68.59%	55.85%
Males	79.25%	69.10%
Females	56.13%	40.47%

A Comparative View OUR NEIGHBOURS AND INDIA							
Name	Total Popul.	Density	D. Growth	Sex Ratio	Literacy		
					P	M	F
India	1,027,015,247	324	21.83	933	65.38	75.85	54.16
Delhi	13,782,976	9294	46.13	821	81.82	87.37	75.00
HP	6,077,248	109	17.53	970	77.13	86.02	68.08
Punjab	24,289,296	482	19.76	874	69.95	75.63	63.55
Chd.	900,914	7903	40.33	773	81.76	85.65	76.65
Rajsthan	56,473,122	165	28.33	922	61.03	76.46	44.34
Haryana	21,082,989	477	28.06	861	68.59	79.25	56.13

Sources : - Household Survey

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

SALIENT FEATURES OF STATE POLICY OF EDUCATION

Government of Haryana has postulated its state education policy corresponding to **National Policy of Education 1986 (Modified in 1992)** with a vision of helping its youths to compete effectively with the growing world in knowledge and competency. The main features of this state policy of education are :-

- Decentralization of School administration by relating it to constitution amendment 73.
- Improving quality education and its delivery system.
 - Introducing English from class Ist.
 - Intensive training to teachers for their capacity building.
 - Ensuring active involvement of Community by intensive mass mobilization activity.
- Strengthening of monitoring and evaluation system in education to achieve the quality in education.
- Boosting girl education.
- Introduction of Information Technology in School education.
- Strengthening of Vocational Education
- Extending autonomy to selected Institution of higher education.
- Providing necessary infrastructure to education Institution and their optimum utilization.
- The interventions and strategies in SSA have direct relations to its objectives as well as the policy issues of state policy of educations, as both these issues focus upon universalisation of elementary education coupled with quality improvement.

District Kurukshetra

An Overview

- Demographic Features
- Population
- Literate Population
- Education Schemes
- Enrolments
- Literacy Rate
- Sex Ratio
- Educational Incentives in Primary Schools
- Education Incentives in Middle Classes
- ECCE
- ASIE

District Kurukshetra-An Overview

Kurukshetra may be considered as the best and one of the highest yielding land of the world. It may also be considered as the granary not only of Haryana, but of India as well.

The name Kurukshetra is associated in the Puranas and the Great Epics with the legendary King Kuru although it appear to be more logical to trace it to the King of Kuru which was born as a result of merger of the various classes of the Great Bharatas who are described in the Rig Veda as kindling sacrificial fires on the bank of the sacred Sarasvati and Drishadvati. The Sarasvati is described in the Rig Veda as a perennial river par excellence, flowing from the Himalayas to the ocean. The Drishadvati might be river in whose bed the Hansi Hisar branch of the Western Yamuna Canal now flows. The Kurus also were known to the Rig Veda as the mention of a king named Kurushravana.

Many geographical names and personalities connected with Kurukshetra occurred in the earliest Sanskrit literature and around this region were enacted the opening scenes of the earliest drama in Indian history. Most of the Vedic literature was composed here and most of the social, religious and political traditions of this country arose in this region. It is therefore regarded as the cradle of Indian civilization and culture. Kurukshetra shot into prominence as the battle field of Mahabharata and as the birth place of the holy book SHIRIMAD BAAGVAD GEETA. The great 18-days battle of Mahabharata was fought here in the ancient past between Kauravas and Pandavas for upholding the cause of dharma. It was a war between good and evil, in which the Pandavas were victorious. Bhagvad Gita, the Song Celestial, is the divine message which in war lord Krishna delivered to Arjuna on the eve of the great war when he saw the latter

wavering from his duty. It epitomizes all that the best and noblest in the Hindu philosophy of life which further accepted as the highest moral values of humanity. This doctrine has been translated almost in all languages of the world and considered as the super most. Jyotisar, near Thanesar, is supposed to mark the site where it was delivered.

Kurukshetra is mentioned in a great deal in ancient literature. A flourishing country of the Kurus, it was the most sacred region of the Deavapara age according to the Matsya Puranas and one of the sixteenth Mahajanapadas of Jambudvipa. It was the region of lakes and lotus beds which can be seen even now. Manu indirectly praises the prowess of the people of Kurukshetra. Bane describes it as the land of the brave in the eyes of the warriors. The place was visited by Buddha and appears to have been favoured by his masterly discourses. Kurukshetra also finds mention in Paninin's Asthadhyayi. It was also visited by nine out of the ten Sikh Gurus. Guru Angad Dev the Second Guru, had been the only exception. The place where Gurur Nanak stayed during his sojourn at Kurukshetra is well known as Gurudwara Sidhpati on a mound near the pumping station across the Kurukshetra Tank. The Gurudwara dedicated to Guru Hargobind, is known as sixth Patshahi Gurudwara where ninth Guru Teg Bhahadur also rested during his visit to Delhi before he was crucified by Aurangjeb. And on the main bank of the Kurukshetra tank, stands the Gurdwara Rajghat built in the memory of the visit of the tenth Guru Gobind Singh, who also visited Jyotisar.

The region saw the rise and fall of many empires through centuries. Sons of the soil fought invaders in the battlefield of this sacred land from time to time and their sacrifices fill the Pages of the history. The period of King Harsha was a golden age.

Kurukshetra lies on the main Delhi-Ambala line about 160 Kilometers north of Delhi 39 Kilometers-north of Karnal and 40 Kilometers south of Ambala. It lies at a distance of about 6 Kilometers from Pipli an Important road junction on the National Highway No. 1 Popularly called the Grand Trunk Road or the Shershah Soori Marg.

The land of Kurukshetra had been the venue of the Mahabharata war and the birth place of "Bhagvad Gita" through which Lord Krishna Propounded the theory of "Karma". It optimists all that is the best and noblest in Hindu philosophy of life. Mythologically the name Kurukshetra applied to a circuit of about 80 miles which includes a large number of holy places temples and tanks connected with the ancient Indian tradition and the Mahabharata War and Kuru, the pious ancestor of Kaurvas. Further, Yajurveda describes it as a place of Sacrifice of devas and is also said to be associated with all the three Gods of Hindu Trinity. It was here that the Brahma-the creators, was believed to have practiced yajnas and performed a number of sacrifices so that he might prove equal to the task of creation. It was in Kurukshetra that lord Vishnu the preserver of the universe, prayed to have Lakshimi as his spouse. Shiva, the God of destruction was said to have acquired the power to destroy the demon Tripura, by bathing for six month in the Saraswati, as the most sacred river which flows to the north of Thanesar city.

Previously Kurukshetra distt. Comprises of eight blocks of Thanesar, Pehowa, Shahbad, Ladwa, Kaithal, Guhla, Pundri and Radaur, had been created in January 1973 vide Haryana Govt. Notification No. 454-E:(VI)-73/2212 dt. 23rd January 1973 with three tehsils of Thanesar, Kaithal and Guhla while in 1979 new Tehsil of Pehowa was created.

Of late with the notification of Haryana GOVT. No. DPH/LA-1-89/556 dt. 17.10.1989. the erstwhile district of Kurukshetra has been further bifurcated and five blocks namely Kaithal, Pundri, Guhla and Radaur have been taken out of it to form Kaithal and Yamunanagar District. While the first three Blocks have been merged with Kaithal, the fourth Block i.e., Radaur has been included in Yamunanagar District and four villages namely Gudah Chappra, Bhukhri, Jundala have gone out of Ladwa Block and added to Radaur block. also two villages, Barri and Adoya have been with drawn from Block Pehowa and transferred to Block Guhla. Recently more villages of Distt. Yamunanagar have been transferred to Distt. Kurukshetra.

The present Kurukshetra district comprises of 419 villages in five blocks. The present district lies between $29^{\circ} 34'' 15''$ and $30^{\circ} 15'' 15''$ North Latitude and $76^{\circ} 10'$ and $77^{\circ} 17.5''$ East Longitude on its North lies the district of Ambala and Patiala Distt. Of Punjab has boundary with Kurukshetra extended upto North-West. To its west lies the newly created Kaithal Distt. while Karnal distt. lies on its south and South East.

PHYSICAL ASPECTS

The district has sub-tropical continental monsoon climate. The rainfall distribution is comparatively satisfactory in relation to western parts of Haryana. On the whole the district is a plain which slopes from North East of South and South West. The plain is remarkable flat and with in it, are the narrow low-lying flood plains, known as either Bet or Khadar or Naili. Saraswati, Markanda and Ghagar are the important rivers of the district. A good network of canals and tubewells in providing irrigational faciities. Underground water level is not relatively high. Tubewell irrigation is also common in

the district. It is one of the most prosperous district from agricultural point of view. The soil is generally alluvial.

ECONOMY

The economy of the district is primarily agrarian. An overwhelming number of the main work-force is engaged as cultivators and agriculture labourers. The distt. enjoys an ideal location befits being situated adjacent to national Highway No. 1. It is coming up gradually as an industrial belt and has started throbbing with the wide spectrum of developmental activities and unfolds immense potential of industrial opportunities. Recently two blocks viz., Ladwa and Thanesar have been declared as industrially backward blocks.

AREA AND ADMINSTRATIVE SET-UP

Present Kurukshetra district has an area of 1598.93 sq. Kms. Constituting 8% of the total area of the State. Administratively the district is divided into two subdivisions namely Thanesar and Pehowa, two sub tehsil of Shahabad and Ladwa. The total villages 419 have been divided into five community developments blocks i.e. Thanesar, Shahabad, Pehowa, Ladwa and Babain and seven educational blocks. There are, in all, five towns synchronizing with the Block Head Quarters.

DEMOGRAPHY

The district has a total population of 828120 as per 2001 census and shares 3.23% of the total population of the state and rank at the 15. An overwhelming majority of the population i.e. 75.98% being rural, lives in the country side as against states average of 78.1%. the rate of growth over 1991 census is estimated at 23.72%. the distt. population beings to SC against 19.75% of the state.

6. Deep Boring :

Deptt. Provides deep boring services at reasonable rates to the farmers which has become the necessity of the farmers keeping in view the decline in water table day by day.

INDUSTRY

Distt. Kurukshetra has all the locational advantages for setting up various industrial ventures. Being close to Delhi it can attract good number of entrepreneurs By virtue of its location.

Industrialists of Kurukshetra have access to good marketing potential products considering this factor the District industries center, Kurukshetra is rendering all types of incentives under its RIS / SSI schemes for setting up industries to the prospective entrepreneurs. Some of those incentives are enumerated below :-

- Supply of feasibility reports / project profile free of cost.
- 80% of the project cost as financial assistance through Banks/ Haryana financial corporation (in case of Rural Industries).
- Exemption from electricity duty for a period of 3 to 5 years and priority in release of electric connection.
- Price preference of 10%
- Marketing assistance through Haryana State Small Industries, and Export Corporation.

A well planned attempt has been made by the, Distt. Industries, Center, Kurukshetra to identify the small scale industry having scope in the district into three categories i.e. Resource Based, skill based and demand based / location based.

RESOURCES :

The resources based industries have been linked with the Agro nature of Kurukshetra Distt. Economy and as such units for extraction of oil from Ricebran, dehydration of fruits and vegetable cattle / poultry feed, cold storage, straw board / mill board etc. could be profitably established. While coming to skill based industries the rich hereditary skill available in the district for activities such as shoemakers, handloom weavers, pottery leather tanners, carpenters, blacksmiths etc. could be further harnessed and in order to improve the standard of exiting skill the department introduced a system of inplant training for the youngsters belonging to these trades to that new techniques and designs could be introduced in these skills and lastly, for demand / location based industries the DIC has generally included wooden furniture steel furniture's electric meters, voltage stabliser, T.V. Antenna, Agriculture implements, tools centrifugal pumps and tubewell fitting etc. with a view to promote and foster various technical / industrial skills. The district has the good educational facilities at schools and college level. The Kurukshetra University provides course in different disciplines. There is a Regional engineering college at Kurukshetra along with 2 other Engineering Colleges besides the three industrial training institutes at Kurukshetra and Shahabad Markanda.

FORESTS

Kurukshetra is having somewhat deep forests and patches of useful forest are located in Pehowa Tehsil. The important forest produce are Shisham, Kikar which are used in the manufacturing of agriculture implements. It is also converted into Char

Coal, Kikar bark is used for tanning purpose. Rosin is also extracted out of it during summer which is used to manufacture of Rosin and turpentine oil.

OCCUPATIONAL

Over the last census, the district has undergone an appreciable change. As per figure / information available for the undivided district out of total work force 53% were categorized as cultivators, 27% being agricultural labourers. A handful number 2% were engaged in Cottage and Household industries while the remainder force of 18% were engaged in other activities.

LIVE STOCKS

Live stock in Kurukshetra distt. principally comprises buffaloes, cows (crossbred and others) sheep, pigs etc. in the district cross-bred animals constitute 5.72% of the total live stock. Cows and buffaloes constitute 47.37% of the total stock.

INFRASTRUCTURAL FACILITIES

The development of an area depends to a very large extent on availability of certain basic infrastructural facilities such as availability of Backward and Forward linkages in shape of markets, transport facilities, communications, electricity water resources, raw material technical know-how etc. Fortunately, the distt. has fairly such good facilities that all the villages in the distt. are connected with metalled roads and are also stated to be electrified. The historic grand trunk road (National Highway) passes through the district. The distt. is famous for its agricultural mandis. In the distt. there are 7 regulated markets and sufficient number of purchase centers to meet the requirements of the farmers in the rural area of distt. Adequate godowns and warehousing facilities are also available in different parts of the district.

The district also abounds with wide network of commercial banks branches. To elaborate this aspect there are as many as 79 branches of various banks. The blockwise position goes like in Thanesar Block there are 31 branches, Shahabad 22 branches, while Ladwa and Pehowa, Babain block have 7, 15 and 4 branches respectively. The various development and antipoverty schemes are being smoothly implemented through these branches for ameliorating the lot of the down-trodden.

KURUKSHETRA

PRIMARY EDUCATION-AT A GLANCE

PUNJAB STATE

DISTT. AMBALA

DISTT. YAMUNA NAGAR

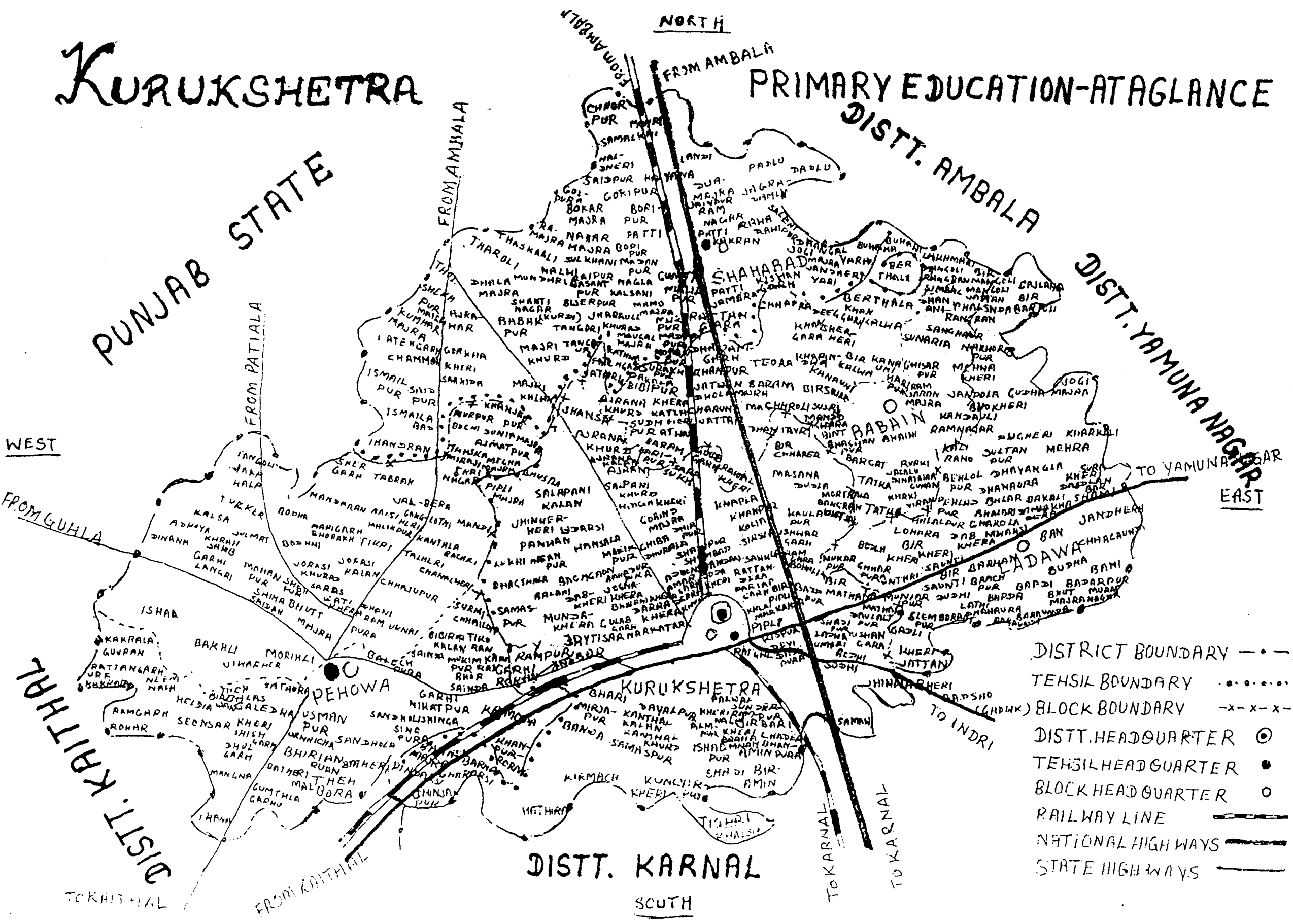
DISTT. KARNAL

WEST

EAST

NORTH

SOUTH



- DISTRICT BOUNDARY - - -
- TEHSIL BOUNDARY
- (GHDNK) BLOCK BOUNDARY -x-x-x-
- DISTT. HEADQUARTER ⊙
- TEHSIL HEADQUARTER ●
- BLOCK HEADQUARTER ○
- RAILWAY LINE ———
- NATIONAL HIGHWAYS ———
- STATE HIGHWAYS ———

DISTT. KRITHAL

TO KARNAL

TO INDRI

TO YAMUNA NAGAR

FROM GUHLA

FROM KATHAL

FROM AMBALA

FROM AMBALA

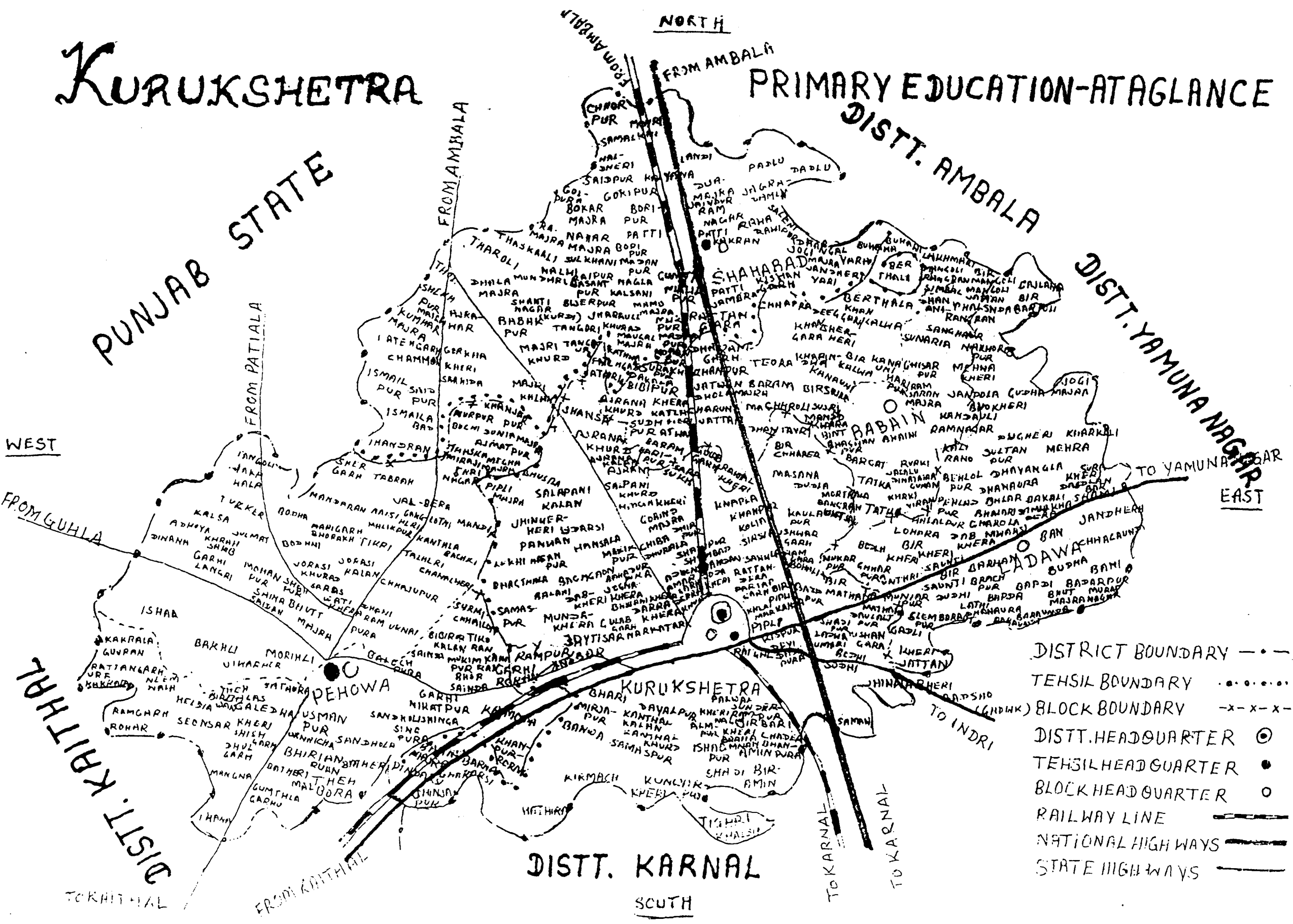
FROM PATIALA

WEST

EAST

NORTH

SOUTH



- DISTRICT BOUNDARY - - -
- TEHSIL BOUNDARY
- (GHDNK) BLOCK BOUNDARY -x-x-x-
- DISTT. HEADQUARTER ⊙
- TEHSIL HEADQUARTER ●
- BLOCK HEADQUARTER ○
- RAILWAY LINE ———
- NATIONAL HIGHWAYS ———
- STATE HIGHWAYS ———

DISTT. KRITHAL

TO KARNAL

TO INDRI

TO YAMUNA NAGAR

FROM GUHLA

FROM KATHAL

FROM AMBALA

FROM AMBALA

FROM PATIALA

WEST

EAST

NORTH

SOUTH

THE BASIC STATISTICS ABOUT DISTRICT KURUKSHETRA

1. Area	1608 Sq. Km.
2. Population (2001 census)	Total =3,28,120
	Male=4,438,41
	Female=3,342,79
	Rural
	Total =612300
	Male=326933
	Female=285367
	Urban
	Total =215820
	Male=116908
	Female=98912
3. Scheduled Castes population	133677
4. Density of population	541 per Sq. Km.
5. Cultivators %age of total workers	33.65%
6. Agriculture laborers %age of total workers	28%
7. Towns	4
8. Tehsil / Sub Tehsils	2/2
9. Blocks	
(Administrative)	5
(Educational)	7
10. Villages	416
11. Total Cultivable area (1994-95)	147633 Hect.
12. Net Cultivated area (1994-95)	147318 Hect.
13. %age of net area sown to total cultivable area	98.7%
14. Area under forests (1993-94)	4000 Hect.
15. University	1
16. I.T.Is.	5
17. Colleges	12
18. Regional Engg. College	1
19. No. of Commercial Bank branches	
Total =	48
Rural =	23
Urban =	25
No. of Coop. Bank Branches	13
20. No. of Bank Offices per lakh of population	7.55
21. No. of Posts offices	91
22. No. of Post office per lakh of population	18
23. No. of Tractors (1994-95)	11132
24. No. of Veterinary inst. :	
a) RAIC/CVII/CVD/SMC/PEC	2/20/23/39
25. No of habitations with more than 300 Pop.	419

Education Profile of the District – Kurukshetra

Sr. No.	No. of Educational Institutions	
1	Engineering College	2
2	PGI in Ayurvedic Medicines	1
3	Colleges of Education	2
4	Colleges (Academic Facilities)	12
5	University	1
6	I.T.I.	5
7	Colleges	12
8	Regional Engg. College	1
9	Sen. Sec. School (Govt.)	27
	(NGO)	18
	(CBSE)	9
10	Navodya Vidyalya	1
11	High School (Govt.)	55
	(NGO)	27
	(CBSE)	7
12	Middle School (Govt.)	73
	(NGO)	48
13	(A) Primary School (Govt.)	471
	(B) Branch Primary School (Govt.)	49
14	Vocational Institute (Govt.)	5
	I.T.I.	1
15	Enough number of private Schools (Unrecognised)	7
16	Educational Blocks (Ladwa, Pehowa 1, Pehowa 2, Thanesar 1, Thanesar 2, Shahbad 1, Shahbad 2)	
17	C.D. Block	5
18	Village without Primary Schools (Babakpur and Tangori in block Shahabad –2)	2

It shows that almost all habitations have Primary schools. Only Two habitations have no such schools. It may also be interpreted that every child of the age group of 6-11 have an access to Primary schooling within the range of 1 KM. Only the need is to convert these 49 Branches Schools into full-fledged Primary Schools and Open Primary Schools in those unserved 2 habitations. So far as the access to Upper Primary Schooling is concerned, after a rigorous School mapping exercise, 106 more such newly upgraded Schools may be opened w.e.f. 2003-04 if the children of 11-14 age group are given the access to elementary Schooling within the radius of 3 Kms. of their homes

Table 1

Population of Distt. Kurukshetra

Source : Census report 1991-2001

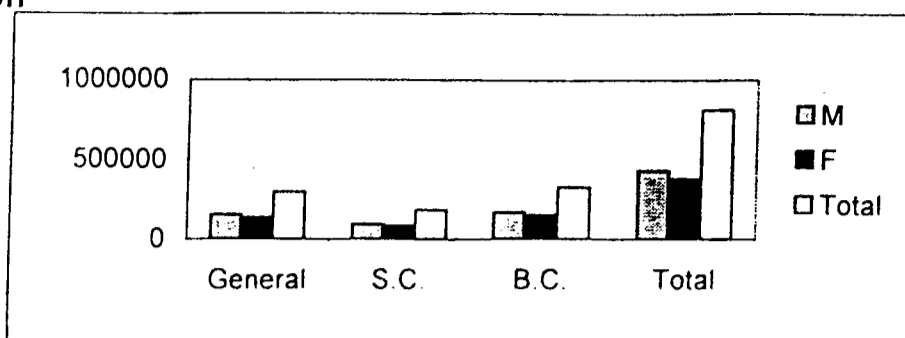
		1991	2001		
Over all Population	Male	341612	443841		
	Female	300331	384279		
	Total	641943	828120		
0-6 Population	Male	60885	Overall	Rural	Urban
	Female	52775	64223	49738	14515
	Total	113660	49449	38391	11058
			113702	88129	25573
Sex Ratio		1000:879		866	
Growth Rate		23.41		23.72	
Sex Ratio 0-6 Pop.		868		770	
Rural Population	Total	487809	612300		
	Male	259063	326933		
	Female	228746	285367		
Urban Population	Total	154134	215820		
	Male	82549	116908		
	Female	71585	98912		
Literates Overall	Male	236498	Male	296947	
	Female	140836	Female	203450	
	Total	377334	Total	500397	

District Kurukshetra ranges 15th in the District of the State containing 8,28,120 total persons having 4,43,841 males and 3,84,279 female and accounts for 3.93% of the total population of the State in 2001. In terms of population size District Kurukshetra stands at 441 position at all India level. The growth of population in the District in 1991-2001 is 23.72% which is relatively lower in comparison to the growth rate of the population for the State as whole which is 28.06%. It may be attributed to out immigration caused by low industrial development in the District. About 26.06% of the total population of the District lives in Urban areas which accounts for 3.53% of the total Urban population of the State.

OVER ALL POPULATION DISTRICT KURUKSHETRA

Table -1 Total - Population

	M	F	Total
General	159560	141128	300688
S.C.	99935	87567	187502
B.C.	172604	154354	326958
Total	432099	383049	815148



Source :- Micro Planning Survey

Table -1.2

Block	Genral			S.C.			B.C.		
	M	F	Total	M	F	Total	M	F	Total
Pehowa 1	18800	16717	35517	10576	9679	20255	23183	21005	44188
Pehowa 2	17994	16590	34584	12022	12379	24401	20494	17748	38242
Ladwa	22499	19385	41884	15636	12254	27890	31710	29012	60722
Shahabad 1	23699	20971	44670	17198	15298	32496	21565	19133	40698
Shahabad 2	20474	18206	38680	13860	111066	124926	22814	20496	43310
Thanesar 1	32750	28422	61172	17059	14904	31963	29330	26286	55616
Thanesar 2	23344	20837	44181	13584	11987	25571	23508	20674	44182

Table - 1.3

Block	Overall		
	M	F	Total
Pehowa 1	52559	47401	99960
Pehowa 2	50510	46717	97227
Ladwa	69845	60651	130496
Shahabad 1	62462	55402	117864
Shahabad 2	57148	49768	106916
Thanesar 1	79139	69612	148751
Thanesar 2	60436	53498	113934

Block	Block M	Overall F	Overall Total
Pehowa 1	52559	47401	99960
Pehowa 2	50510	46717	97227
Ladwa	69845	60651	130496
Shahabad 1	62462	55402	117864
Shahabad 2	57148	49768	106916
Thanesar 1	79139	69612	148751
Thanesar 2	60436	53498	113934

The data show that there is a great imbalance in gender ratio which is of great concern for Educational planners and implementers. The overall gender imbalance is seen when male ratio is 53.07 % and female ratio is 46.93% . It is almost equally distorted in all section of the society and Education Blocks. In Ladwa and Shahbad this distortion is more horrifying i.e. male 53.78% and female 46.48% . It further requires the interventions for women empowerment, gender sensitization, girl education especially education of S.C. girls. Such activities are being incorporated in this prospective plan in the form of V.E.C. - formation and their training incentives in the form of free text books for girl and the programmes of massmobilization.

One more specific feature of the population of Diustt. Kurukshetra may be observed when it is compared to the population obtained by Micro Planning survey reoprt:-

Population (source: House Hold Survey)

Category	Male	Female	Total
General	159560	141128	300688
S.C.	99935	87567	187502
B.C.	172604	154354	326958
Total	432099	383049	815148

This enhancement in the population according to Census report may rightly be attributed to the religious nature of the land which attracts Sadhus and Pilgrimages not only from all the cities of India but from the whole of the World. As stated by a report this caused temporary enhancement in the population and problem for counting of houseless population ----- and the counting at the midnight 28th February 2001 includes a good number of Sadhus of Andhra Pardesh, Tamilnādu, Karnatka, Nepal and Orisa and thosands of Beggaers from other parts of the country.

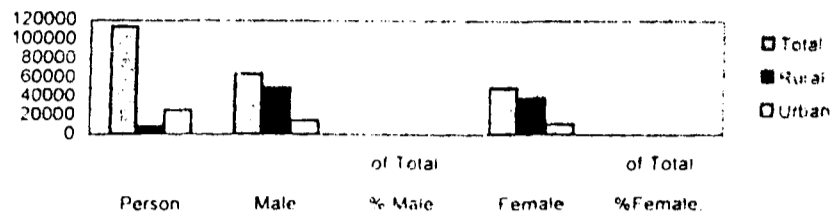
So , for the Educational programme in Districts, this temoprary population need not be taken care of . All our programmes for UEE must be restricted to the enumeration made under House Hold Survey.

Population 0-6 Age Group

Table 2

Source: Census 2001

	Person	Male	% Male of Total	Female	%Female of Total
Total	113702	64253	56,57%	49449	43,43%
Rural	88129	49738	56,44%	38391	43,56%
Urban	25573	14515	56,76%	11058	43,24%



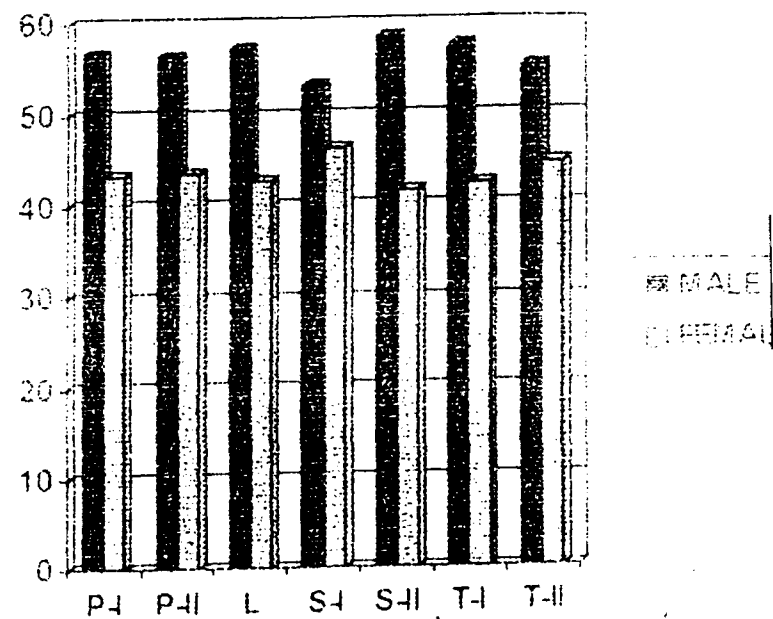
The data in the table reveal that the gender imbalance is crucially horrifying and may reflect the highly distorted future societal set up of the district i.e. total male 56.57% in comparison to 43.43% female. Which is almost equal in both urban and rural population. It suggests the programmes for women empowerment, gender sensitization, girl education and value based education. It also needs to be reflected in strengthening of ECCE programme. During 1991-2001, while there was a decline of 59 points in the child sex ratio (0-6) from 879 in 1991 to 820 in 2001 for the state as a whole, the whole decline was relatively more in Kurukshetra Distt. In this group. It is the decline of 98 points i.e. from 868 in 1991 to 770 in 2001. The position in Kurukshetra Distt. is extremely worst in case of sex ratio of children in the population of 0-6, it is poorly placed at 590 position out of the total 593 Distt. of India and is most shockingly the lowest in Haryana. The rural child sex ratio in the age group of 0-6 is down by 196 points in Shahabab Tehsil, 100 points in Thanesar tehsil and 66 points in Pehowa tehsil during 1991 to 2001. The strength of population in 0-6 age group in Kurukshetra Distt. has decreased to 1,13,702 in 2001 from 1,18,786 in 1991. The strength as the proportion in the whole population has declined from 17.75% in 1991 to 13.373% in 2001. Moreover, the number of population in age group of 0-6 equally coincides to the number through Household Survey.

POPULATION 6-11 AGE GROUP

Source: Household Survey

Table- 3

Block	Male		General Female		Total
	Male	%	Female	%	
Pehowa-I	2796	56.77	2129	43.23	4925
Pehowa-II	2611	56.41	2017	43.59	4628
Ladwa	3350	57.35	2491	42.65	5841
Shahabad-I	2326	53.12	2052	46.18	4378
Shahabad-II	3084	58.38	2198	41.62	5282
Thanesar-I	4849	57.40	3638	42.60	8487
Thanesar-II	3342	55.34	2696	44.66	6038
Total	22358	56.49	17221	43.51	39579

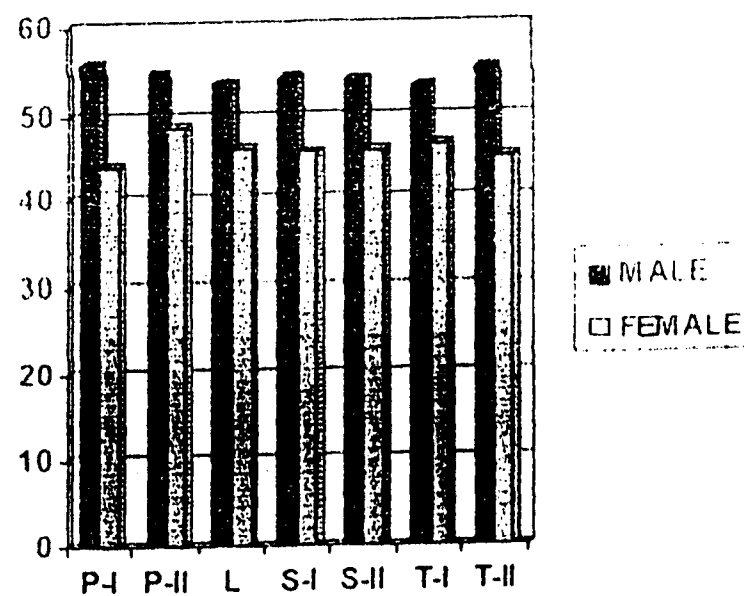


It shows the terrifying gender rate and imbalance. It requires certain inputs to improve gender sensitization.

Table- 4

Population (6-11)

Block	Male		S.C. Female		Total
	Male	%	Female	%	
Pehowa-I	1774	55.82	1404	44.18	3178
Pehowa-II	2008	54.42	1682	45.58	3690
Ladwa	2513	53.72	2165	46.28	4678
Shahabad-I	2968	54.24	2504	45.76	5472
Shahabad-II	2496	54.03	2124	45.97	4620
Thanesar-I	2750	53.36	2404	46.64	5154
Thanesar-II	2462	55.13	2004	44.87	4466
Total	16971	54.29	14287	45.71	31258



Source: Household Survey

The gender imbalance in S.C. category is also critical. The whole educational programme should reflect the gender sensitization and women empowerment along with value based education

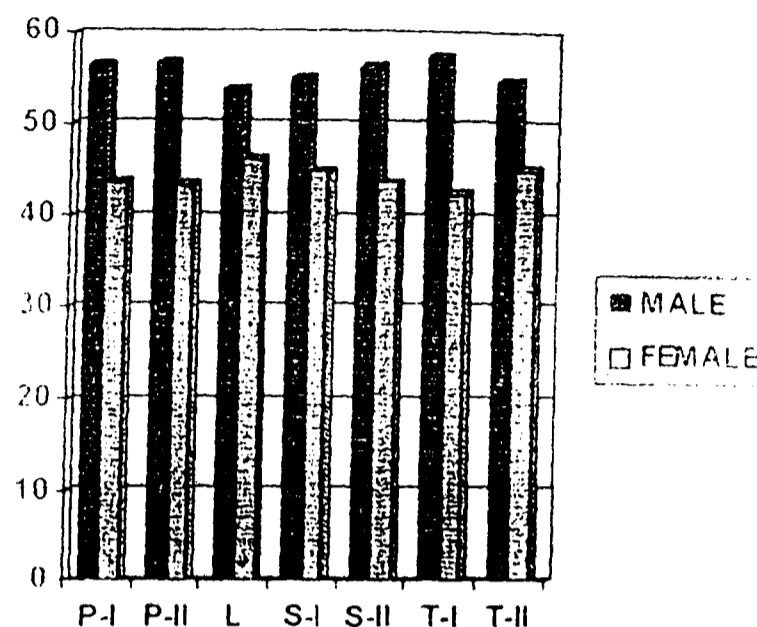
Population (6-11)

Source: Household Survey

Table- 5

Block	Male		B.C. Female		Total
	Male	%	Female	%	
Pehowa-I	3636	56.26	2826	43.74	6462
Pehowa-II	3227	56.78	2456	43.22	5683
Ladwa	4910	53.89	4201	46.11	9111
Shahabad-I	3362	55.09	2740	44.91	6102
Shahabad-II	3794	56.25	2950	43.75	6744
Thanesar-I	4831	57.42	3582	42.58	8413
Thanesar-II	3859	54.80	3182	45.20	7041
Total	27619	55.73	21937	44.27	49556

Source: House Hold Survey



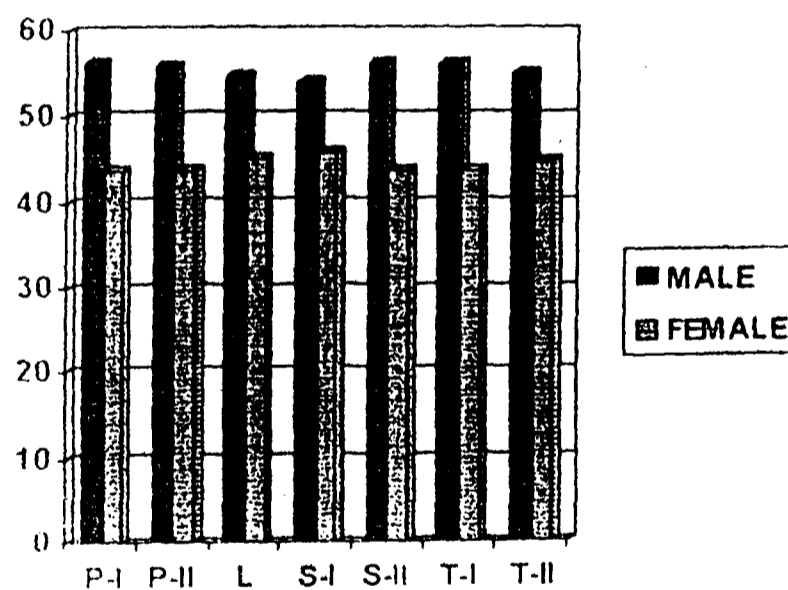
The gender imbalance is more critical in Thanesar I. Women-empowerment programme require to be strengthened.

Population (6-11)

Table- 6

Block	Male		Total Female		Total
	Male	%	Female	%	
Pehowa-I	8206	56.34	6359	43.66	14565
Pehowa-II	7846	56.03	6155	43.97	14001
Ladwa	10773	54.88	8857	45.12	19630
Shahabad-I	8656	54.26	7296	45.74	15952
Shahabad-II	9374	56.31	7272	43.69	16646
Thanesar-I	12430	56.36	9624	43.64	22054
Thanesar-II	9663	55.07	7882	44.93	17545
Total	66948	55.61	53445	44.39	120393

Source: House Hold Survey



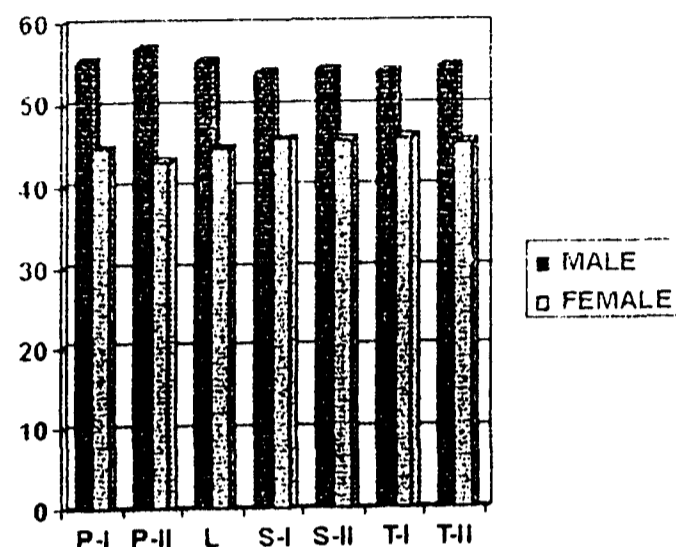
The table reveals that the imbalance in gender Ratio is equally critical in 6-11 Age group also and it is equally visible in all categories and in all Blocks. The gender imbalance in total population of 6-11 Age group is male 54.37% and female 45.63%. It is more critical in general category with male 55.79% and female 44.21%. The nature of the data requires certain specific interventions of mass mobilization, women empowerment, gender sensitization and girl education in perspective plan of S.S.A. for this district.

POPULATION 11-14 AGE GROUP

Table - 7

Block	General				
	M	%	F	%	Total
Pehowa-I	1528	55.24	1262	44.76	2820
Pehowa-II	1658	56.81	1260	43.19	2918
Ladwa	1915	55.26	1550	44.74	3465
Shahabad-I	2130	54.10	1807	45.90	3937
Shahabad-II	1782	54.26	1502	45.74	3284
Thanesar-I	2878	54.07	2444	45.93	5322
Thanesar-II	2017	54.73	1668	45.27	3685
Total	13938	54.92	11493	45.08	25531

Source: House Hold Survey



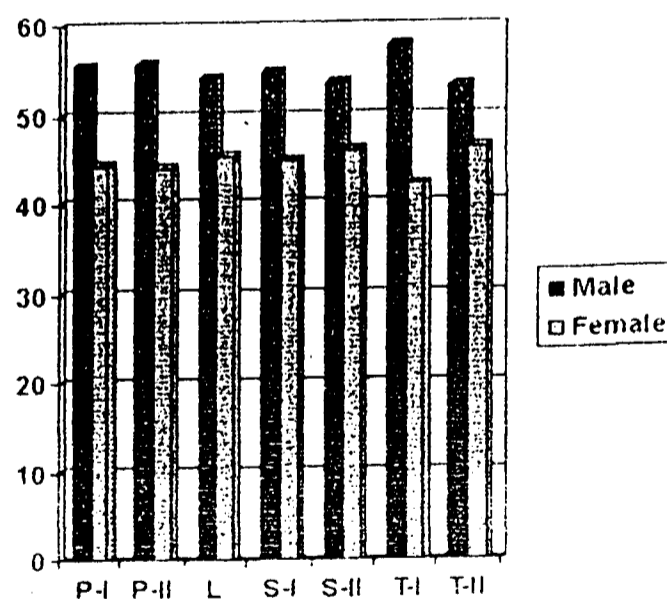
It shows the critical condition of gender imbalance.

Population (11-14)

Source: Household Survey

TABLE-8

Block	S.C.				
	M	%	F	%	Total
Pehowa-I	1098	55.53	879	44.47	1977
Pehowa-II	1036	55.75	822	44.25	1858
Ladwa	1571	54.26	1324	45.74	2895
Shahabad-I	1660	54.85	1366	45.15	3026
Shahabad-II	1256	53.67	1084	46.33	2340
Thanesar-I	1646	57.71	1206	42.29	2852
Thanesar-II	1355	53.40	1182	46.60	2537
Total	9622	55.03	7863	44.97	17485



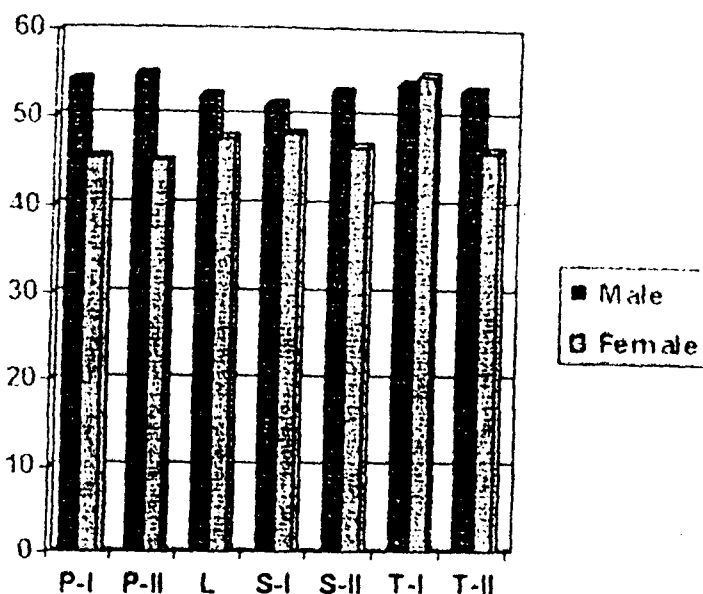
The gender imbalance is crucially shocking in Thanesar-I. It is equally critical in all over the district. It requires more intensive programme of women empowerment, gender sensitization and value based education.

Population (11-14)

Source: Household Survey

Table-9

Block	M		B.C.		Total
	M	%	F	%	
Pehowa-I	2114	54.54	1762	45.46	3876
Pehowa-II	1849	54.93	1517	45.07	3366
Ladwa	2696	52.46	2443	47.54	5139
Shahabad-I	1979	51.73	1846	48.27	3825
Shahabad-II	2059	53.16	1814	46.84	3873
Thanesar-I	2666	54.01	2270	45.99	4936
Thanesar-II	2128	53.48	1851	46.52	3979
Total	15491	53.42	13503	46.58	28994



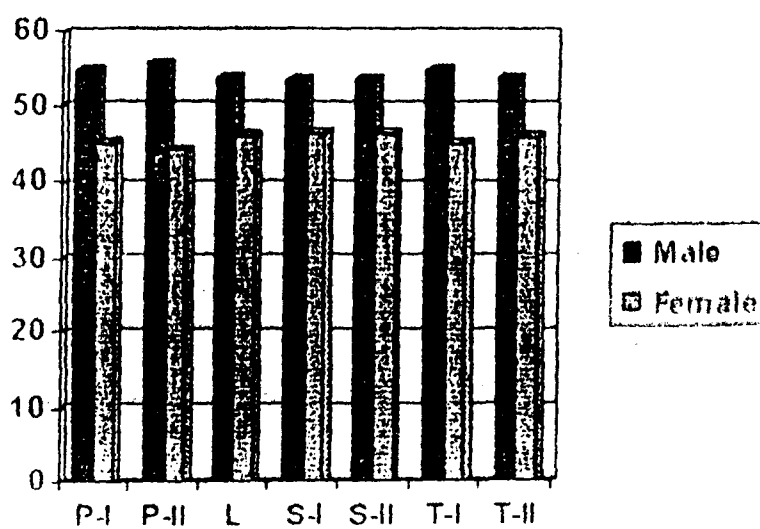
Gender imbalance in B.C. category is a bit improved. Still more emphasis should be laid on mass-mobilization, women empowerment, gender sensitization and total ECE programmes in education.

Population (11-14)

Source: Household Survey

Table-10

Block	Overall				
	M	%	F	%	Total
Pehowa-I	4770	55	3903	45	8673
Pehowa-II	4543	55.79	3599	44.21	8142
Ladwa	6182	53.76	5317	46.24	11499
Shahabad-I	5769	53.47	5019	46.53	10788
Shahabad-II	5097	53.66	4400	46.54	9497
Thanesar-I	7190	54.84	5920	45.16	13110
Thanesar-II	5500	53.91	4701	46.09	10201
Total	39051	54.30	32859	45.70	71910



The analysis of Table-10 again reveals that the gender imbalance is equally horrifying in this category of population as well which needs certain specific strategies in educational project as turned in previous tab

Table 3

Educational Schemes in the Distt. Kurukshetra

Source: DEO/Gian Jyoti

District Kurukshetra has experienced the following Educational Schemes prior to the implementation of Serva Shiksha Abhiyan

<u>Name of the Scheme</u>	<u>Work Done</u>
O B B	This Scheme has been launched in 1989 in all the Educational blocks of the District and certain provisions of Educational games and AV Aids have been made in all the Primary Schools of the District .
I C D S	572 Anganwaries with the enrollment of 20754 children
T L C	Run by Gian Jyoti , launched in 1994 The Scheme has been initiated with massive mass awakening programmes in the form of Kala Jathas , Nukad Nataks, Prabhat Pherries etc. 1 Percentage of learners made literate as against the target group = 2 Percentage of learners made literate as against the enrolled strength= 3 Date of which door to door survey was finalized= 4 Total No of illiterates as per this survey= 5 Total number of illiterates in enrolled = 6 Date of sanction of project= 7 Evaluation process from external agency on= 8 Size of the sample taken= 9 Number of Neo literate actually tested= 10 Percentage which qualify NLM norms=

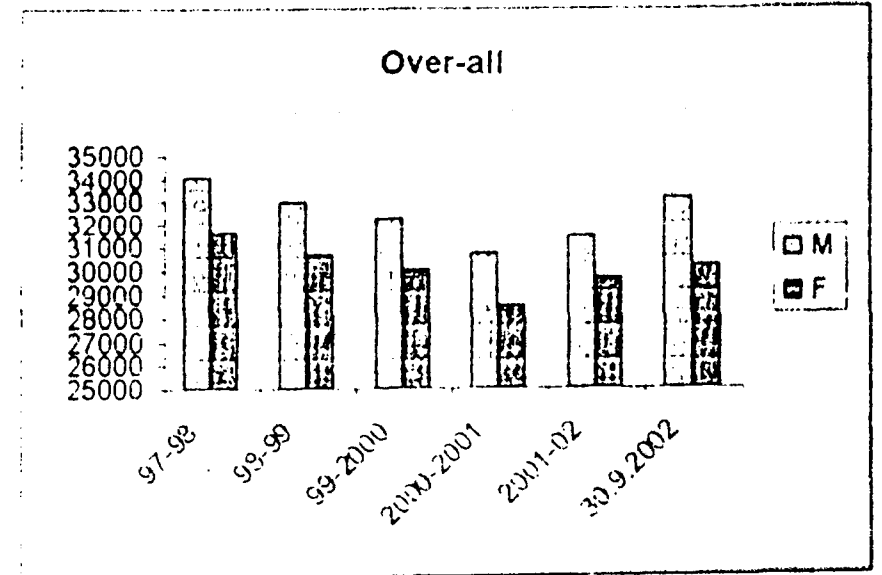
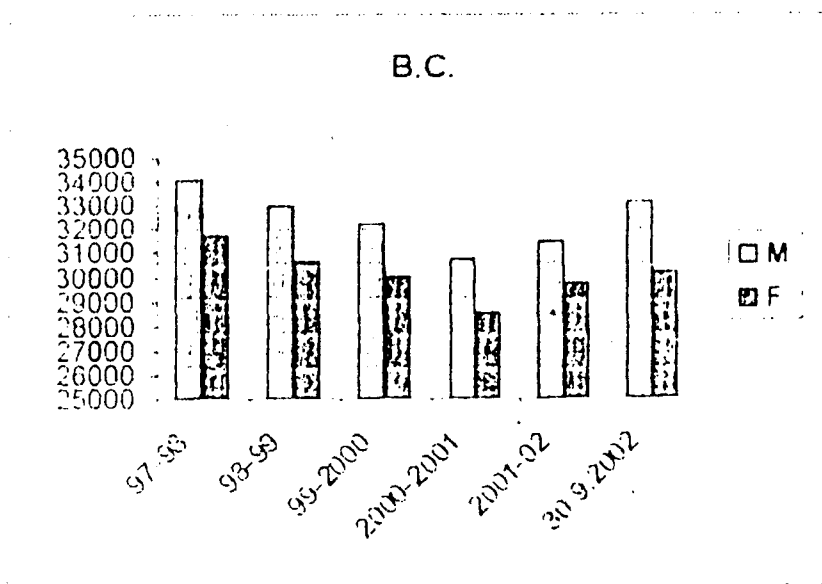
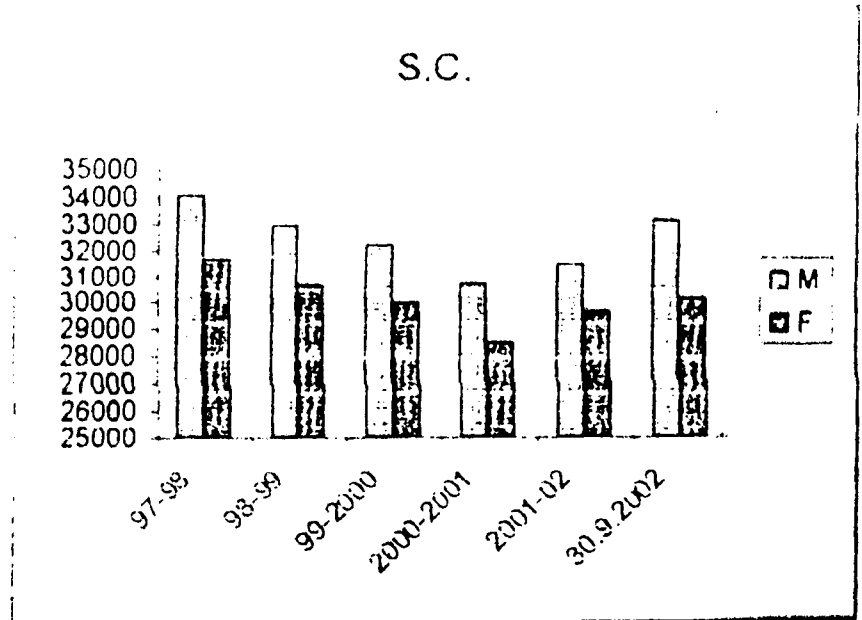
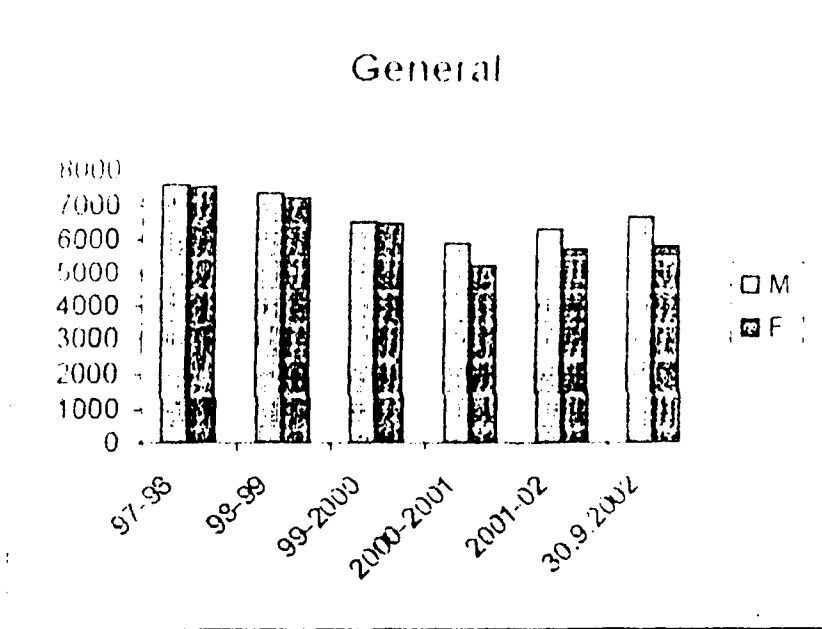
There is no other Scheme run by either government agencies or NGOS , except Social Welfare or Red Cross assistance to Handicapped and socially backward children .

Enrollment 1st to 5th Class from (97-98 to 30-9-2002) Govt. Schools

Table No.

(Source - DPEO KURUKSHETRA)

Years	General			S.C.			B.C.			Over all		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total
97-98	7584	7486	15070	11790	10487	22277	14663	13676	28339	34037	31649	65686
98-99	7335	7199	14534	11932	10474	22406	13350	12962	26612	32957	30635	63592
99-2000	6478	6462	12940	11861	10491	22352	13866	13019	26885	32205	29972	62177
2000-2001	5853	5198	11051	11580	10703	22283	13300	12606	25906	30733	28507	59240
2001-02	6263	5691	11954	11790	11021	22811	13400	12943	26343	31453	29655	61108
30.9.2002	6677	5801	12478	12401	11421	23822	14038	12943	26981	33116	30165	63281

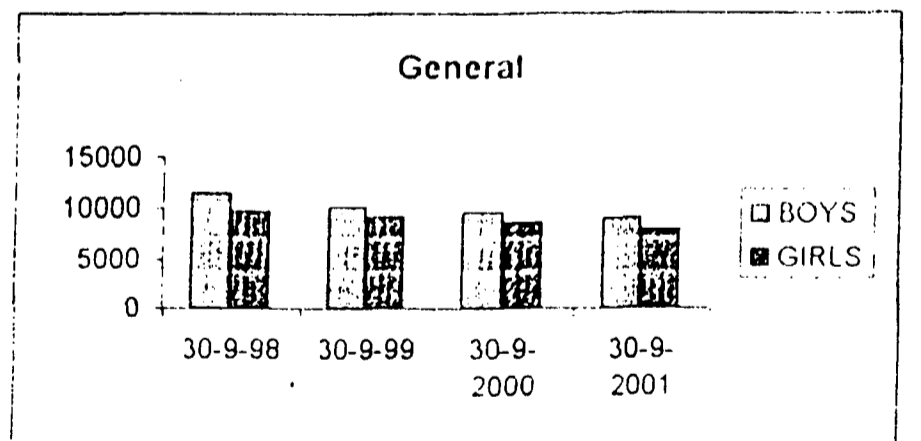
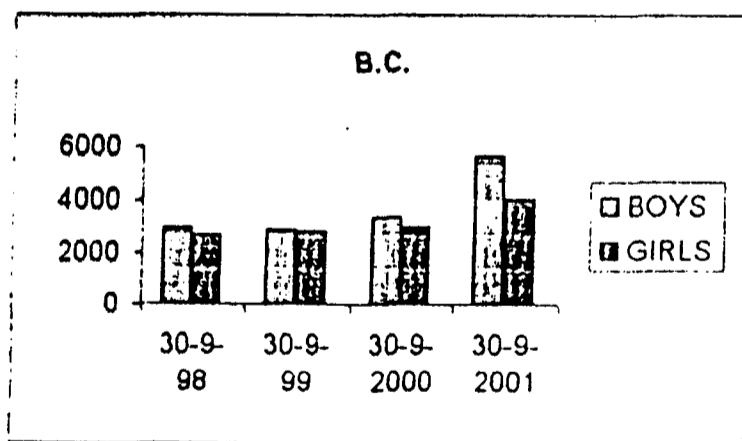
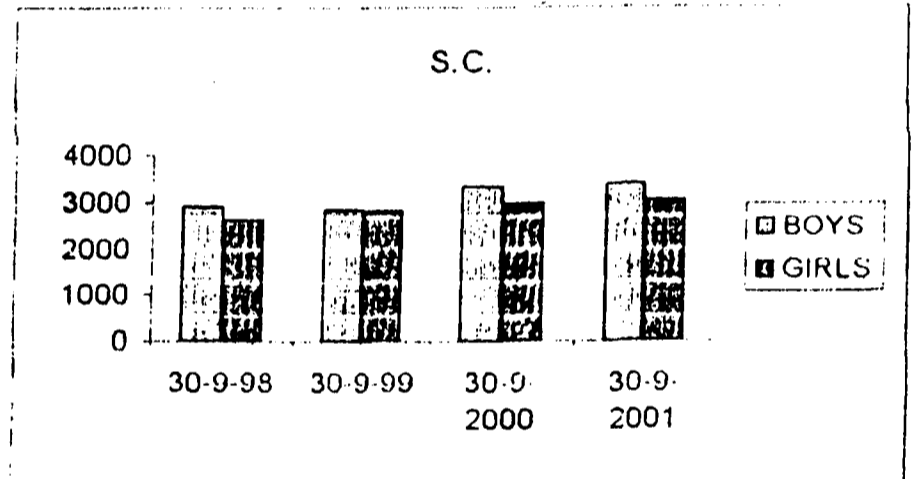
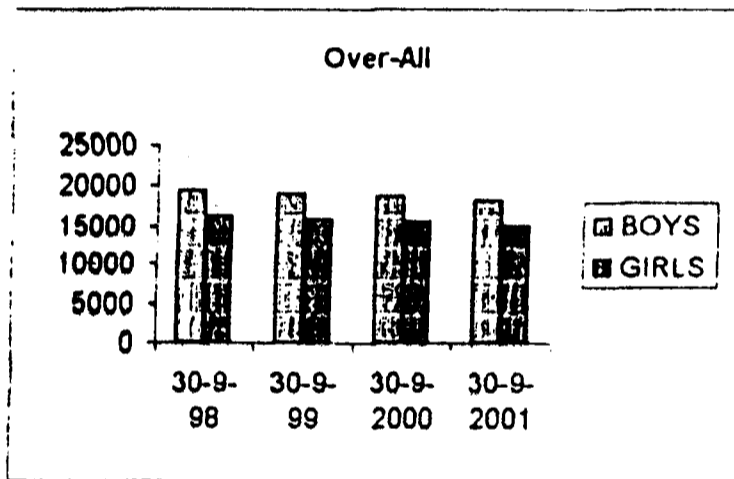


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ENROLMENT FROM YEAR 1998 TO 30-9-2001
UPPER PRIMARY (SOURCE DEO KURUKSHETRA)

GOVT. SCHOOLS

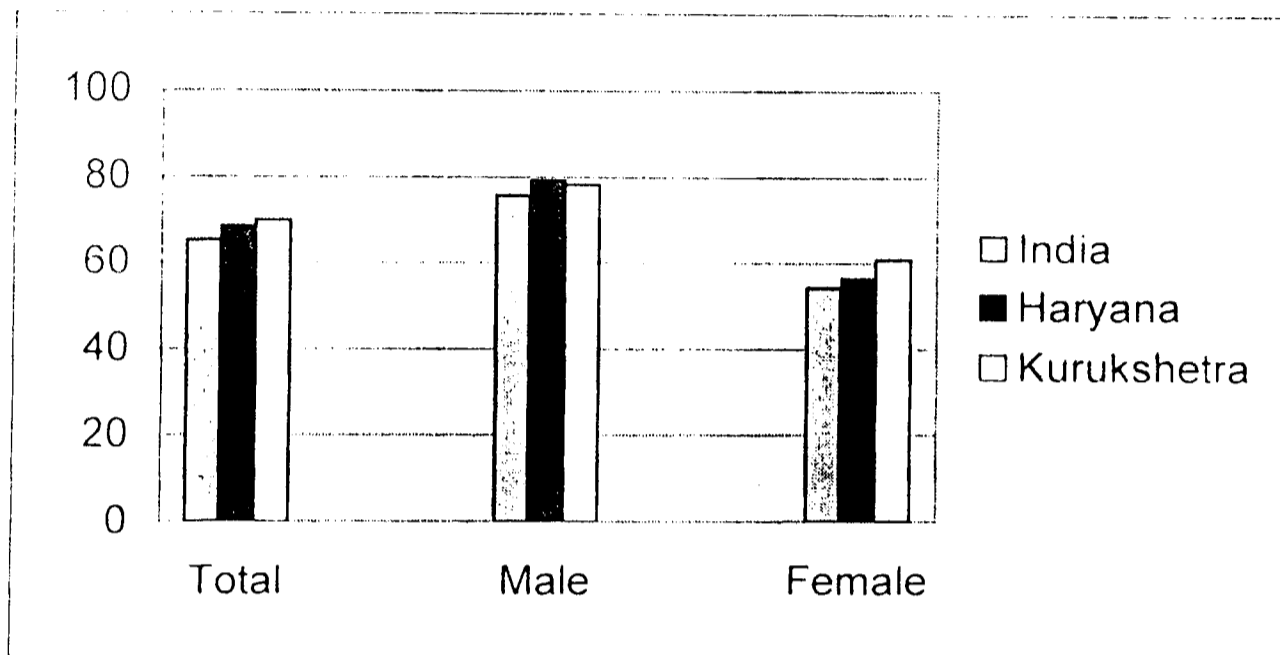
YEAR	OVERALL			S.C.		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
30-9-98	19375	16186	35561	2906	2647	5553
30-9-99	19089	15917	35006	2851	2837	5688
30-9-2000	18612	15452	34064	3350	2972	6322
30-9-2001	18070	15002	33072	3396	3027	6423
		B.C.			GENERAL	
30-9-98	5037	3814	8851	11432	9725	21157
30-9-99	6021	3915	9936	10217	9165	19682
30-9-2000	5582	3863	9445	9680	8617	18297
30-9-2001	5617	3992	9609	9057	7983	17040



The figures given above show that the enrolment in our Govt. schools is decreasing. The downward trend is more visible in general and B.C. category. Unless some provisions are made in our schools for qualitative improvement in the form of infrastructural and teaching learning equipments and pedagogy, attitudinal change will not get a back track.

Literacy Rate -2001

	Total	Male	Female
India	65.38	75.85	54.16
Haryana	68.59	79.25	56.31
Kurukshetra	70.04	78.23	60.76



The data given above shows that district Kurukshetra, when compared to Haryana and India, has better literacy rate in female population. In case of male it is lower than that of Haryana. Moreover, if the decadal growth rate is taken in consideration, Kurukshetra is lower in comparison to Haryana of the whole nation. But the rate of growth of literacy rate is comparatively lower than that of India, which is certainly a matter of concern and a serious indicator where planning needs to be focused. Secondly, the product from our schools does not have any aim. Almost 98% of the young man out of a lot of 100, who come out of our schools, just add in to the crowd of unemployed yearly and aimless lot. Again, the state-sponsored educational sector, specially at school level, does not provide any attraction for our children and the parents of these children prefer sending their wards in to private sectors for their schooling. Consequently, the enrolment in our Govt. Schools starts decreasing. Here the objectives of quality education is to be taken care of, which is an essential factor of SSA.

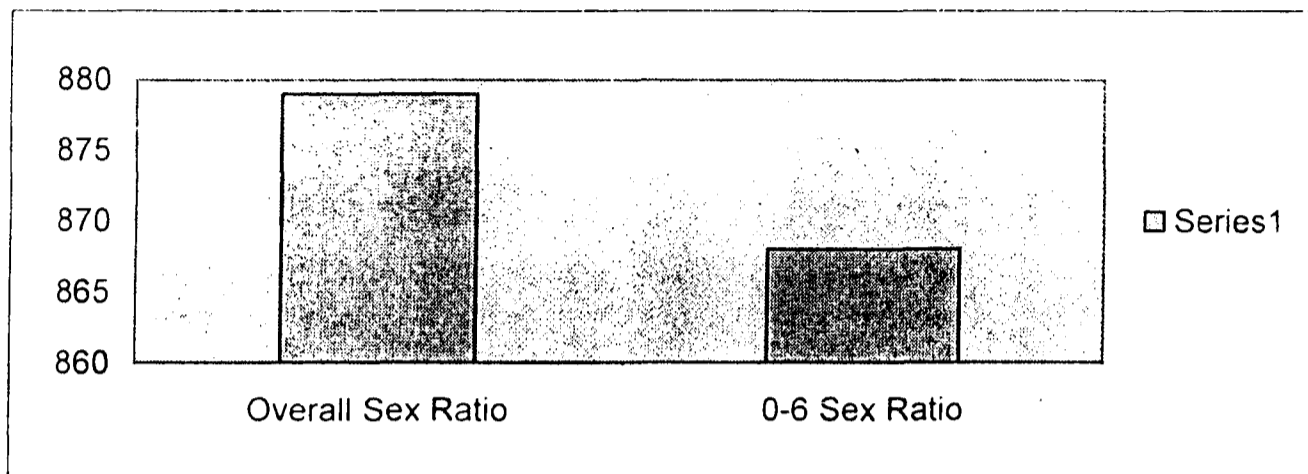
It should have been considered a timely and well-thought effort if Haryana Govt. as well as the administration of Kurukshetra had reviewed its educational policy and practices to equip these educated lot with all those skills which could help them to cope with the development in modern age specially in the field of information technology and universalisation.

Table

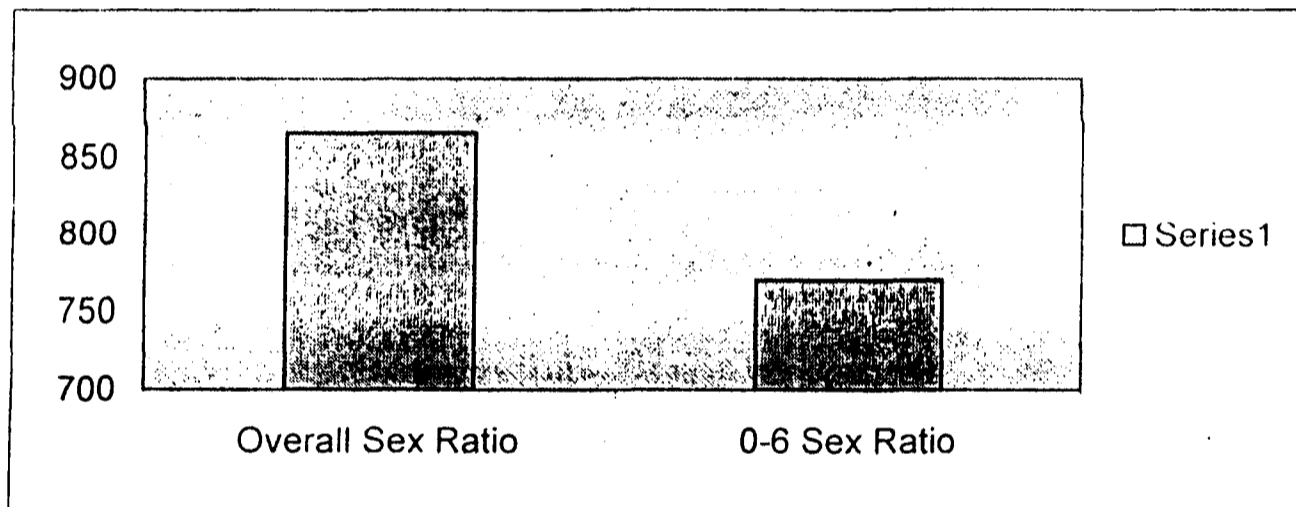
Sex Ratio in Distt. Kurukshetra

Year	Overall Sex Ratio	0-6 Sex Ratio
1991	879	868

Decline of 98 Points in 0-6 age Group and 13 % in overall Population



Year	Overall Sex Ratio	0-6 Sex Ratio
2001	866	770



The figure given above are extremely horrifying in all aspects. In case of overall population , the decrease is nominal from 879 in 1991 to 866 in 2001. Secondly in case of 0 - 6 population , it alarmingly indicates that the whole societal setup may get distorted and some war footing programmes may be required to be launched coupled with the programmes of gender sensitization along with intensive Educational schemes. Though this sex imbalance is seen every where in all the blocks , all the Districts and all the section in Haryana, yet the most serious condition lies in Shahabad Tehsil of District Kurukshetra where the decline in the sex ratio has been experinced upto 196 points and the whole population of this age group has decreased from 113702 in 2001 from 118786 in 1991.

Incentives in Primary Schools In Distt. Kurukshetra (2001-2002)

Table No.

Name of Scheme	Incentives	No. of Benefiesaries		
		M	F	Total
Attendance prize to S.C. girls only	Rs/- 637150	0	11313	11313
Free Stationary	Rs/- 212360	12692	8544	21236
Free Uniform	Rs/- 913150	0	9909	9909
Pre-Matric Scholership	Rs/- 649000	648	490	1138
Mid day meal for all students at Primary stage.				
Total	Rs/-2411660	13340	30256	43596

UPPER PRIMERY SCHOOLS

- 1) Free Stationary to S.C. Girls
- 2) Free Uniform to S.C. Girls
- 3) Free Uniform to Weaker Section
- 4) Free Stationary to weaker Section
- 5) Scholarship to Unclean Occuption
- 6) Opportunity Cost

Sr No.	Name of Sub.Divn.	Scholarship to Un-Clean Occupation	Free-Uniform to S.C. Girls	Girls of EWS Free Stationary	Total Rupees/-
1	Thanesar	159300	17850		177150
2	Pehowa	18000	20925	1750	40675
	Total	177300	38775	1750	217825

As per Haryana State Policy of Education all S.C. girls of both Primary and Upper Primary stage have been enjoying the incentives of attendance prize, free stationary, free uniform and free text books. S.C. boys have also been banifited by all these incentives schemes. The enrollment data and the gap in gender enrolpment reveal that unless some more incentives are given it is difficult to attract all the girl to formal Schooling and the objective of U.E.E. may not be achived. As per S.S.A. norm all girls and all S.C Children may be benifited with the incentive of free text books. Though S.C. girls and boys have already been benifited with this incentive, yet the system of supply if these incentive is so faulty that, this benefit never reaches the concerned student regularly and in time and all the purpose of incentive gets forfeited. Hence a perposal is being made in perspective plan of S.S.A. for the free text books to all the girls and S.C. boys as per the norm of S.S.A. The figures of year 2001-02 show that a very little amount have been disbursed to a small proparation of cliental group of S.C children and economically weaker section.

NUMBER OF EDUCATION INSTITUTIONS ECE

(Source :- ICDS Kurukshetra)

Table -

ECE CENTRES		ENROLMENT	S.C. Enrolment		
C.D. Block	No. of Centres	B + G = Total	B	G	Total
Ladwa	85	1584+1407=2921	364	323	687
Pehowa-I	138	5276+6586=11862	1213	1515	2728
Pehowa-II					
Shahabad-I	140	2956+2345=5301	680	563	1243
Shahabad-II					
Thanesar - I	153	6788+8450=15238	1561	1943	3504
Thanesar - II					
Babain	56	1091+1017=2108	251	234	485
Total	572	11144+9610=20754	4069	4578	8647

TABLE - 1

S.No	Name of the Block	Number of Anganwari Center	Number of Anganwari worker	No. of Children From 6 month to 6 year with Enrolment under Supplementary Food			Children Enrolled In Anganwari Center		
				B	G	Total	B	G	Total
1	Ladwa	85	85	3781	3197	6978	1584	1407	2991
2	Shahabad	140	140	6526	5088	11614	2956	2345	5301
3	Thanesar	153	153	6788	5738	12526	6788	8450	15288
4	Pehowa	138	138	5216	4379	9625	5276	6586	11862
5	Babian	56	56	2506	2153	4639	1091	1017	2108
6	Total	572	572	24877	20525	45402	11144	9610	20754

Figures in the tables above show that a very small number of children are enrolled in these ECE centres. Moreover the facilities available in these centres are so poor that they can hardly meet the desired objectives of school readiness and emotional as well as physical development of these children. A survey of these centres reveals that they require certain essential provisions. Hence the plan of this activity comprise of certain additional provisions so that the objective of UEE could be achieved. Every village of District Kurukshetra has provision of ECE in the form of Anganwaris. The population below 6 years is 1,13,702 [Rural 88129 and Urban 25573 with overall B.G. 53) girls (49449)], but the enrolment in these Centres is only 20,754 i.e. hardly 1/6 of the population. It requires certain intensive input in the capacity building of these centres so that all these children are enrolled. The studies in this field recommend that better is the ECE programme, the more successful is the elementary education. So certain interventions are being proposed to strengthen these Anganwaris.

Enrolment in Alternative Schools and Innovatives Educations Centres in District Kurukshetra

There is no such schemes in this district Now it is being proposed on experimental /pilot Approach so that the most difficult groups i.e. working children.(children working on brick kilns,dhabas tea stalls, farming,ragpicking etc),girls drop outs and non starters who could not be enrolled in formal schooling,may be enrolled in this alternative schooling stream and may be able to achieve the goal of UEE coupled with quality and life skills.The number of these workind children are given in the relevant section.More overs it will be appropriate to strengthen our pre school education so that the girls,who are indulged in sibling care activities and are not able to get them selves enrolled,may enrolled themselves,while her sibling associates in some Anganwaries or Balwaries.

BELOW POVERTY LINE FAMILIES
(Vide Price Level 24802 of 1996-97)

TABLE - 1

Source - DC office Kurukshetra

Block	Total No. of identified families	SC BPL Families	General	Rural	Urban
Ladwa	4549	1993	2956	3639	910
Babain	3270	1541	1729	2616	654
Thanesar	10209	4559	5650	8167	2042
Shahabad	4430	2238	2192	3544	886
Pehowa	5563	2482	3081	4450	1113
Total	28021	12813	15208	22416	5605

According to land holding and occupation, Caste-wise & Sex- wise

Block	Small Farmer	Marginal Farmer	Agriculture Labourers	SC	BC	Women	Total
Thanesar	179	145	9885	4559	4441	502	10209
Shahabad	10	130	4290	2238	1798	289	4430
Ladwa	12	56	4481	1993	2145	130	4549
Babain	4	97	3169	1541	1538	123	3270
Pehowa	1	82	5480	2482	2442	313	5563
Total	206	510	27305	12813	12364	1357	28021

Though there may be certain inbuilt typical anomalies in identifying the families with Below Poverty line yet more people below poverty line are prevalent in Rural Area and in Farming sector. Haryana and specifically Kurukshetra is one of the highly opulent region of India and naming anybody BPL may be considered a farce. Still it requires some schemes and incentives for the children of these families i.e. free text books, free stationary etc. so that their children may be enrolled and sustained in educational system till they complete eight years of schooling.

KURUKSHETRA

DISTRICT

EDUCATION

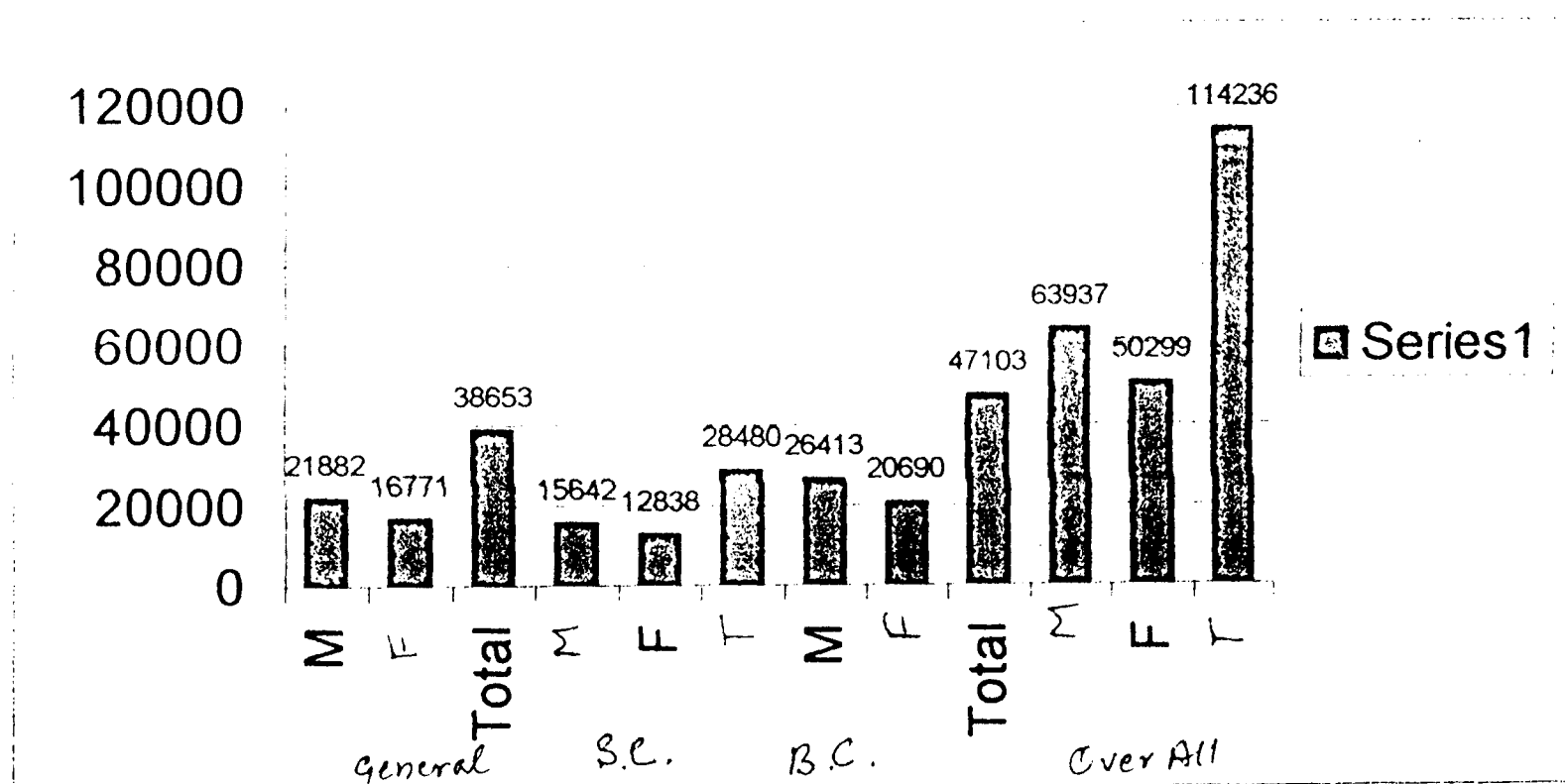
PROFILE

Studying in school (Age Group 6 -11)

Table No.

Source House Hold Survey

Block	General			S.C.		Total	B.C.			Over all		
	M	F	Total	M	F		M	F	Total	M	F	Total
Pehowa 1	2760	2093	4853	1627	1264	2891	3479	2656	6135	7866	6013	13879
Pehowa 2	2530	1939	4469	1759	1386	3145	3076	2305	5381	7365	5630	12995
Ladwa	3298	2444	5742	2462	2108	4570	4801	4067	8868	10561	8619	19180
Shahabad 1	2272	2003	4275	2732	2240	4972	3204	2622	5826	8208	6865	15073
Shahabad 2	3034	2141	5175	2324	1960	4284	3587	2766	6353	8945	6867	15812
Thanesar 1	4712	3505	8217	2490	2108	4598	4610	3320	7930	11812	8933	20745
Thanesar 2	3276	2646	5922	2248	1772	4020	3656	2954	6610	9180	7372	16552
Total	21882	16771	38653	15642	12838	28480	26413	20690	47103	63937	50299	114236

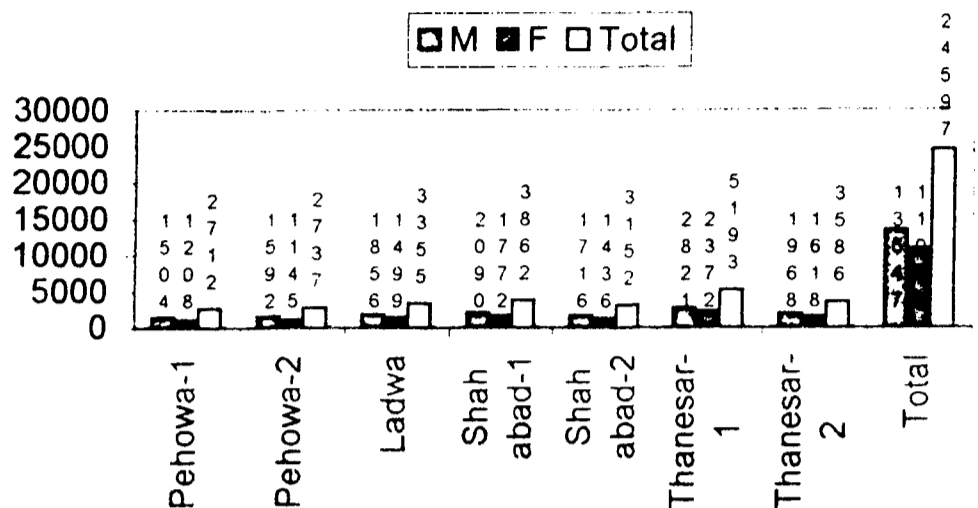


Kurukshetra Studying in School(Age Group 11-14)

Table

Block	General		
	M	F	Total
Pehowa-1	1504	1208	2712
Pehowa-2	1592	1145	2737
Ladwa	1856	1499	3355
Shahabad-1	2090	1772	3862
Shahabad-2	1716	1436	3152
Thanesar-1	2821	2372	5193
Thanesar-2	1968	1618	3586
Total	13547	11050	24597

Source:House Hold Survey



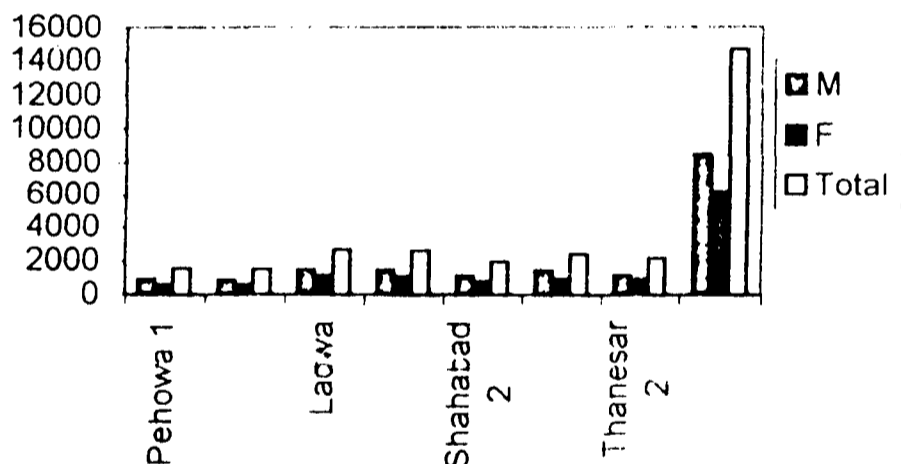
It reveals the more critical strength where more efforts, societal and educational are required to be made.

Kurukshetra Studying in School (Age Group 11-14)

Table

Block	S.C.		
	M	F	Total
Pehowa 1	908	604	1512
Pehowa 2	864	586	1450
Ladwa	1487	1159	2646
Shahabad 1	1484	1096	2580
Shahabad 2	1100	827	1927
Thanesar 1	1435	964	2399
Thanesar 2	1186	955	2141
Total	8464	6191	14655

Source:House Hold Survey



The less enrolment of S.C. children, especially girls, requires certain specific provisions for educational programmes for non starters and dropped outs. It also requires well designed mass mobilization programmes.

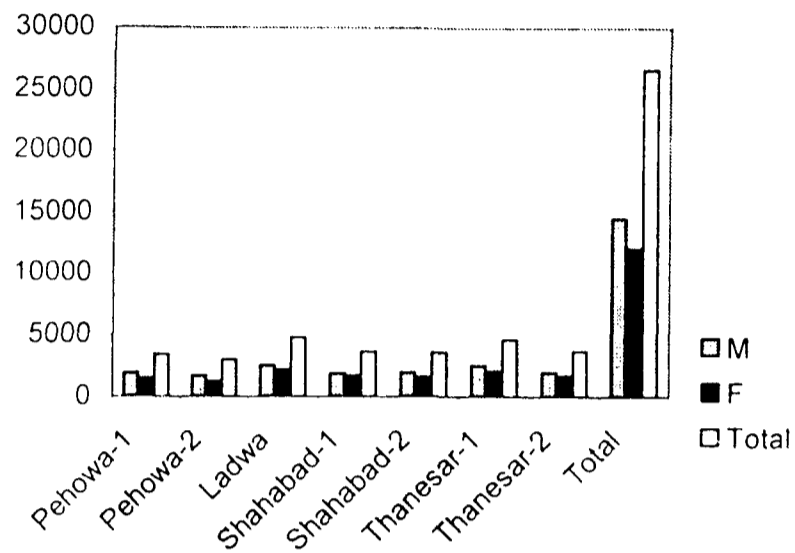
Kurukshetra

Studying in School(Age Group 11-14)

Source:House Hold Survey

Table

Block	M	B.C.		Total
		F		
Pehowa-1	1936	1495		3431
Pehowa-2	1712	1267		2979
Ladwa	2552	2213		4765
Shahabad-1	1902	1721		3623
Shahabad-2	1955	1609		3564
Thanesar-1	2512	2077		4589
Thanesar-2	1981	1687		3668
Total	14550	12069		26619



The figures given above reveal that a good number of girls are out of school or dropped out. They require certain interventions in educational programmes like S.S.A .

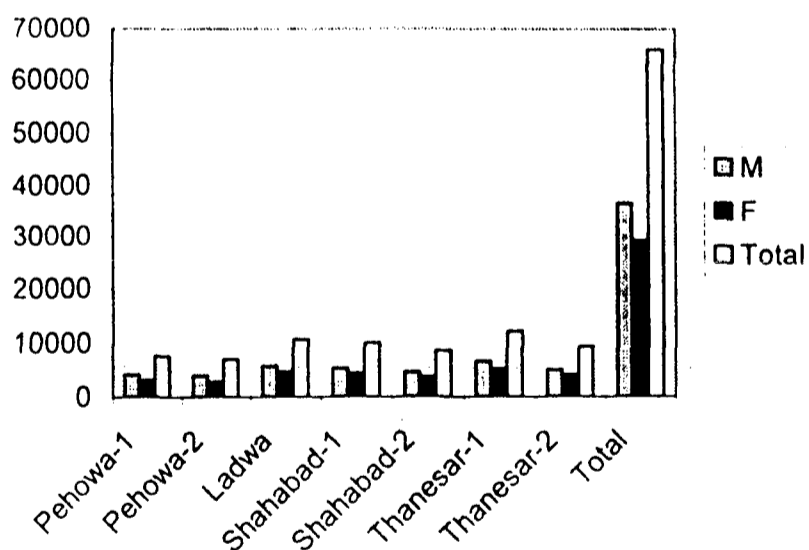
Kurukshetra

Studying in School(Age Group 11-14)

Source:House Hold Survey

Table

Block	M	Overall		Total
		F		
Pehowa-1	4378	3307		7685
Pehowa-2	4168	2998		7166
Ladwa	5895	4871		10766
Shahabad-1	5476	4589		10065
Shahabad-2	4731	3872		8643
Thanesar-1	6768	5413		12181
Thanesar-2	5135	4260		9395
Total	36591	29310		65901



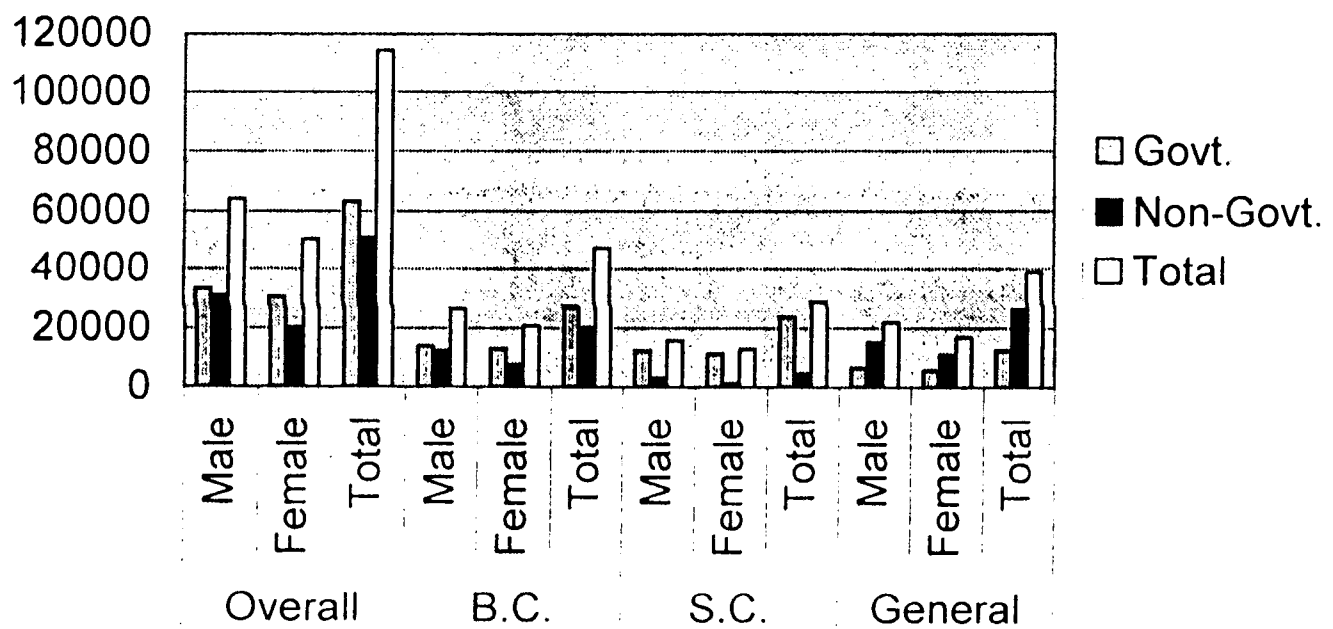
The critically large no of children of age group 11-14 are out of school in the form of Non starters and dropped outs.

It requires certain interventions in a comprehensive programme like S.S.A.

If its objectives are to be achieved fully.

Enrolment-Ratio Distt.Kurukshetra (Govt. vs Non-Govt.) Primary Schools

	Overall			B.C.			S.C.			General		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Govt.	33116	30165	63271	14038	12943	26981	12401	11421	23822	6667	5801	12478
Non-Govt.	30821	20134	50965	12375	7747	20122	3241	1417	4658	15205	10970	26175
Total	63937	50299	114236	26413	20690	47103	15642	12838	28480	21872	16771	38653

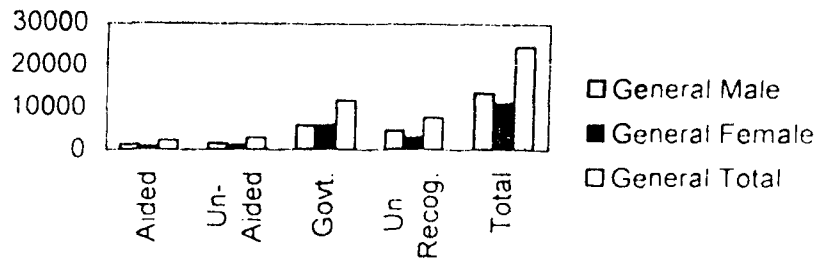


The data showed above, reveal that the children of S.C. and B.C. categories are less enrolled in private schools than in Govt. Schools and the Children of general category are less enrolled in Govt. Schools. It is a very alarming situation which indicates that the financially sound communities do not want to send their wards to Govt. Schools as they have lost the faith in the Govt. system of education. The quality in our schools needs to be improved with certain interventions.

Enrolment 30.09.2002 (Upper Primary) Kurukshetra

Source: Household Survey

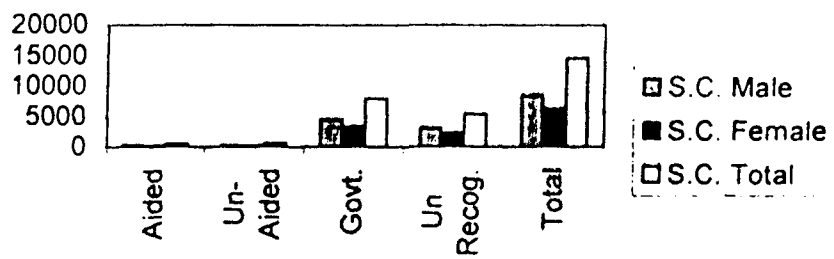
	General		
	Male	Female	Total
Aided	1439	905	2344
Un-Aided	1678	1253	2931
Govt.	5800	5857	11657
Un Recog.	4630	3035	7665
Total	13547	11050	24597



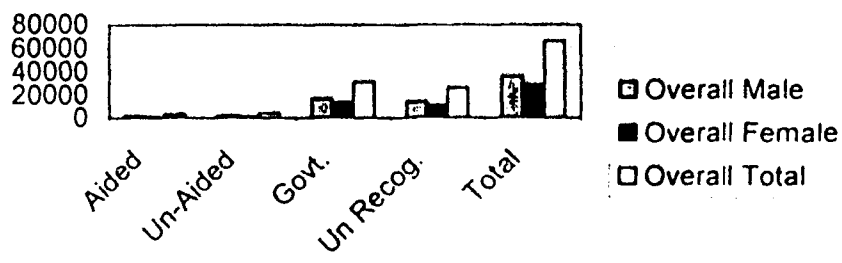
	B.C.		
	Male	Female	Total
Aided	386	243	631
Un-Aided	448	333	781
Govt.	6888	5129	12017
Un Recog.	6826	6364	13190
Total	14550	12069	26619



	S.C.		
	Male	Female	Total
Aided	321	202	523
Un-Aided	374	279	653
Govt.	4617	3401	8018
Un Recog.	3152	2309	5461
Total	8464	6191	14655

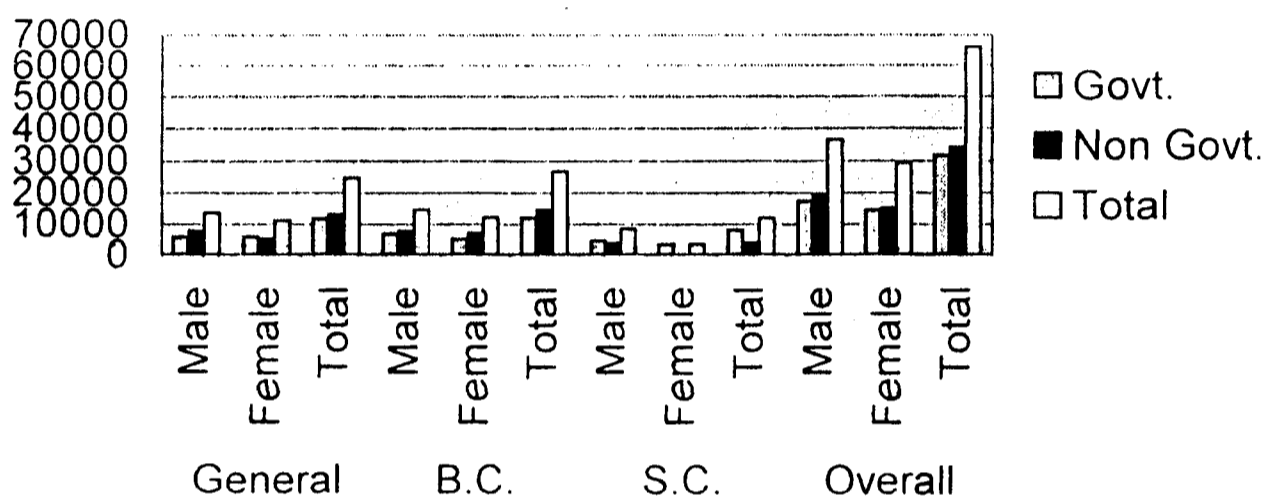


	Overall		
	Male	Female	Total
Aided	2148	1350	3498
Un-Aided	2500	1865	4365
Govt.	17305	14387	31692
Un Recog.	14608	11708	26316
Total	36561	29310	65871



Enrolment -Ratio Distt.Kurukshetra (Govt. vs Non-Govt.) Upper Primary

	General			B.C.			S.C.			Overall		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Govt.	5800	5857	11657	6888	5129	12017	4617	3401	8018	17305	14387	31692
Non Govt.	7747	5193	12940	7662	6940	14602	3847		3847	19256	14923	34179
Total	13547	11050	24597	14550	12069	26619	8464	3401	11865	36561	29310	65871



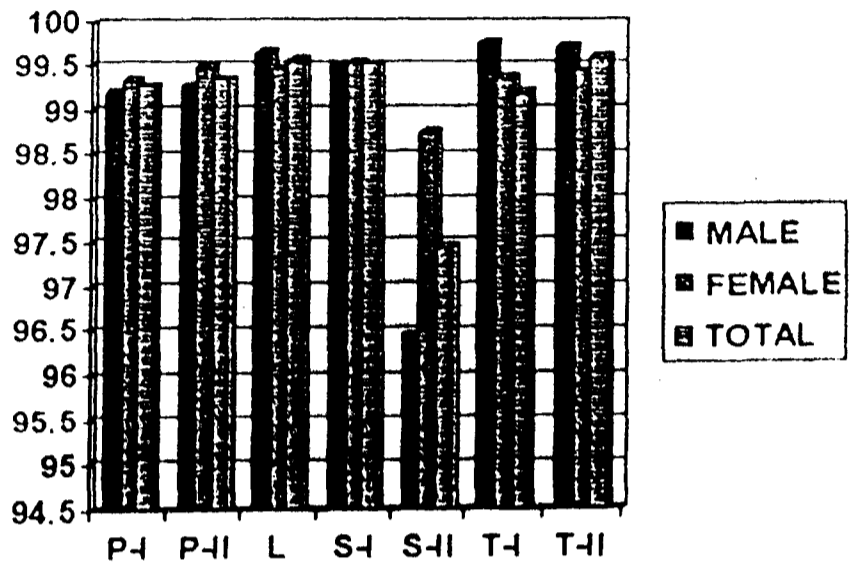
Here also it is visible that the children of general ^{category} are less enrolled in Govt. Schools than in private schools.

Retention Rate (6 to 11)

Source: Household Survey

Table- 47

Block	B.C.		
	M	F	Total
Pehowa-I	99.20	99.33	99.26
Pehowa-II	99.26	99.48	99.35
Ladwa	99.65	99.46	99.56
Shahabad-I	99.50	99.54	99.52
Shahabad-II	96.45	98.75	97.44
Thanesar-I	99.76	99.37	99.19
Thanesar-II	99.70	99.43	99.58
Total	99.09	99.30	99.10



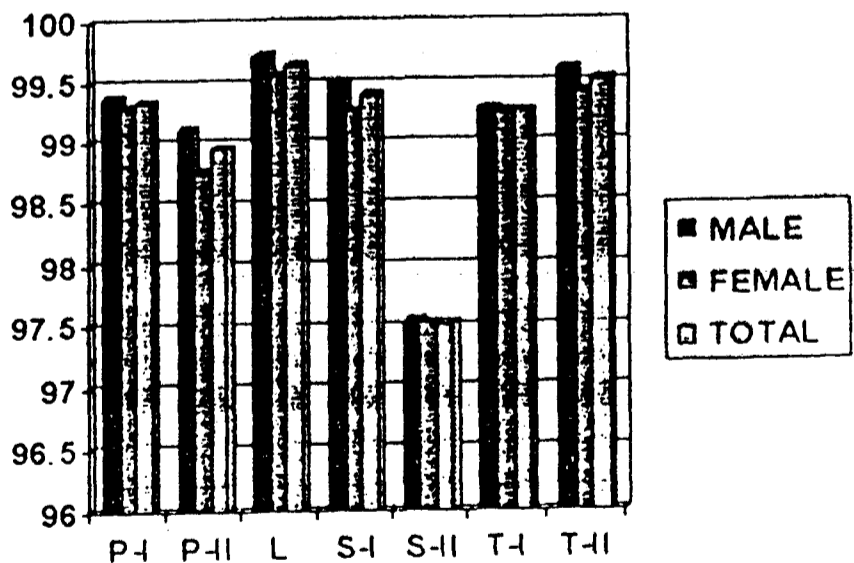
The retention rate in 6 to 11 age group in B.C. category is fairly satisfactory in all educational blocks

Retention Rate (6 to 11)

Source: Household Survey

Table- 48

Block	Overall		
	M	F	Total
Pehowa-I	99.37	99.29	99.33
Pehowa-II	99.10	98.76	98.95
Ladwa	99.72	99.55	99.64
Shahabad-I	99.50	99.26	99.39
Shahabad-II	97.53	97.72	97.51
Thanesar-I	99.28	99.25	99.26
Thanesar-II	99.60	99.42	99.52
Total	99.14	96.74	98.07



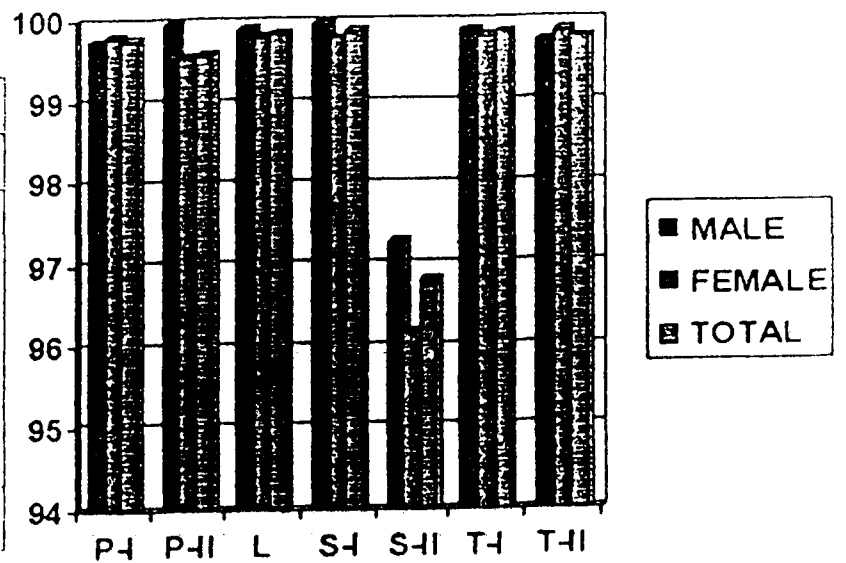
The overall retention rate may be termed as satisfactory at this age group and low dropped outs

Retention Rate (Age group 6 to 11)

Source: Household Survey

Table- 45

Block	General		
	M	F	Total
Pehowa-I	99.75	99.81	99.77
Pehowa-II	99.96	99.54	99.58
Ladwa	99.88	99.80	99.84
Shahabad-I	99.95	99.78	99.86
Shahabad-II	97.27	96.18	96.82
Thanesar-I	99.87	99.80	99.84
Thanesar-II	99.73	99.85	99.78
Total	99.82	99.66	99.75



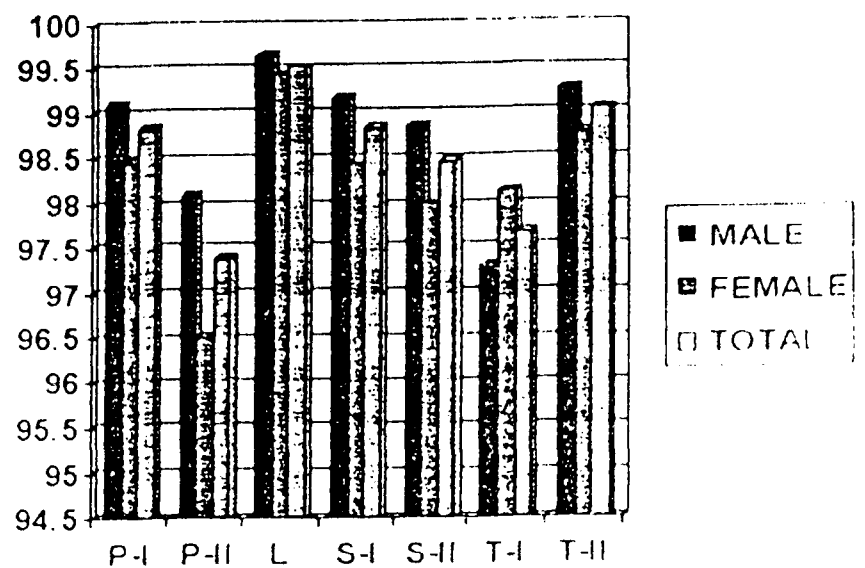
In General category children the retention rate is higher than other categories and nearer to the target. It shows low dropped outs.

Retention Rate (6 to 11)

Source: Household Survey

Table- 46

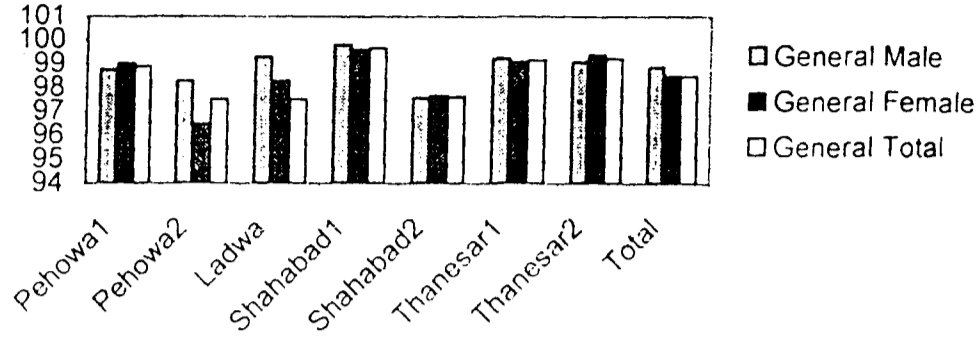
Block	S.C.		
	M	F	Total
Pehowa-I	99.11	98.46	98.82
Pehowa-II	98.10	96.52	97.40
Ladwa	99.64	99.43	99.52
Shahabad-I	99.17	98.42	98.83
Shahabad-II	98.85	98.00	98.46
Thanesar-I	97.30	98.14	97.68
Thanesar-II	99.25	98.77	99.04
Total	98.68	98.12	98.45



The data show that the retention rate in S.C. children is satisfactory enough.

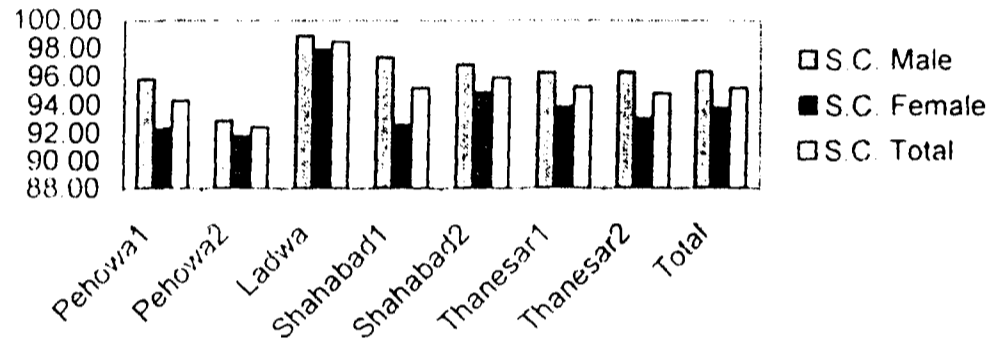
Retention Rate 11-14 Distt. Kuruskshetra

Block	General		
	Male	Female	Total
Pehowa1	98.78	99.05	98.90
Pehowa2	98.31	96.51	97.53
Ladwa	99.32	98.32	97.53
Shahabad1	99.81	99.61	99.67
Shahabad2	97.59	97.67	97.62
Thanesar1	99.24	99.10	99.17
Thanesar2	99.11	99.40	99.24
Total	97.54	97.47	97.51



Though the retention rate is satisfactory enough yet certain interventions are required to be made for dropped outs.

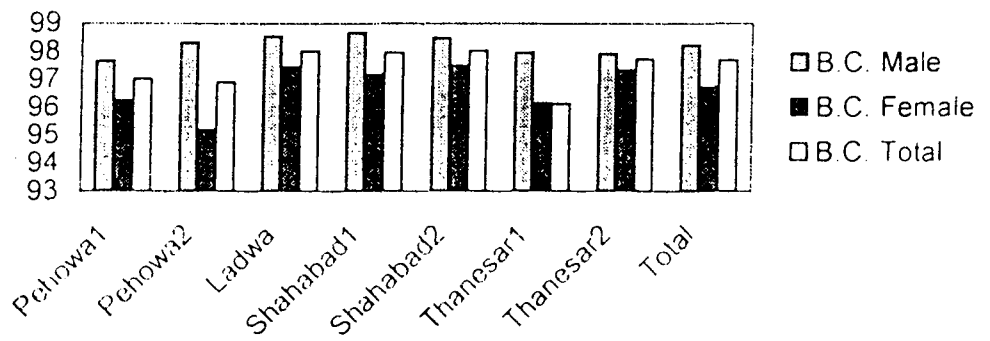
Block	S.C.		
	Male	Female	Total
Pehowa1	95.90	92.38	94.35
Pehowa2	92.95	91.85	92.47
Ladwa	98.92	97.96	98.48
Shahabad1	97.41	92.61	95.24
Shahabad2	96.90	94.93	95.98
Thanesar1	96.35	93.86	95.30
Thanesar2	96.38	93.06	94.84
Total	91.05	83.47	87.69



The retention rate is low in S.C. category specially in girls. It requires certain specific provisions.

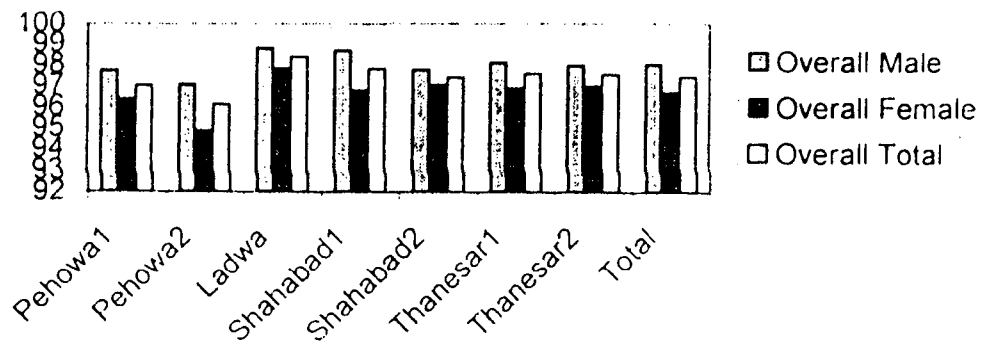
Retention Rate 11-14 Distt. Kuruskshetra

Block	B.C.		Total
	Male	Female	
Pehowa1	97.68	96.25	97.03
Pehowa2	98.32	95.19	96.91
Ladwa	98.55	97.46	98.03
Shahabad	98.69	97.18	97.96
Shahabad	98.49	97.52	98.04
Thanesar1	97.98	96.17	96.14
Thanesar2	97.93	97.35	97.74
Total	96.25	92.14	94.34



It is fairly improved in this category which still requires certain educational provisions.

Block	Overall		Total
	Male	Female	
Pehowa1	97.73	96.38	97.03
Pehowa2	97.09	94.89	96.12
Ladwa	98.82	97.84	98.40
Shahabad	98.70	96.81	97.82
Shahabad	97.78	97.07	97.39
Thanesar1	98.11	96.91	97.57
Thanesar2	97.98	97.00	97.53
Total	95.55	92.11	93.98



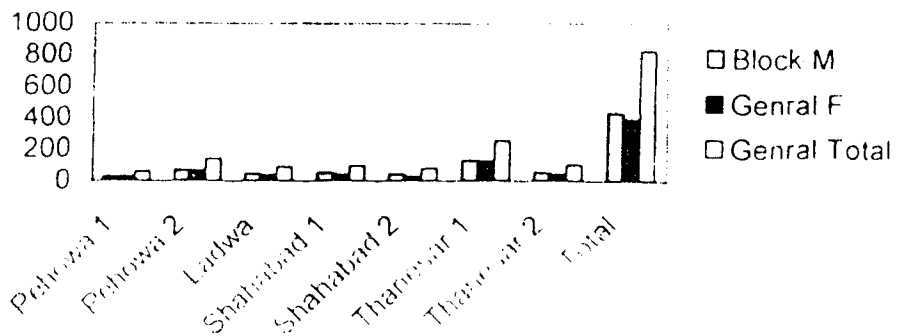
The overall retention rate at 11-14 age group requires certain intensive efforts to be made for UEE of these children.

Non Starter (Age Group 6-11) Distt. Kurukshetra

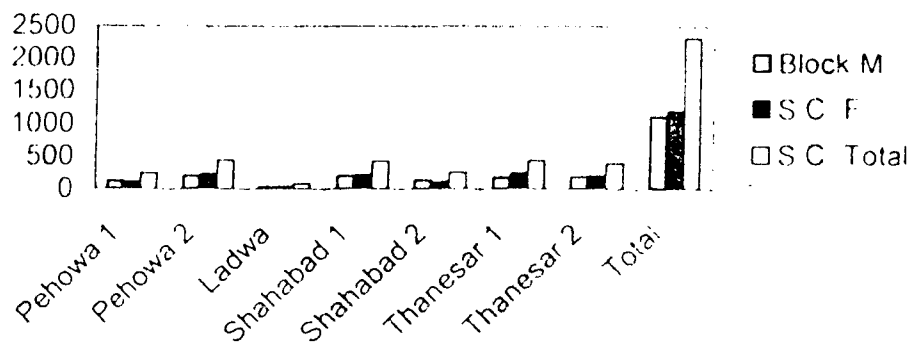
Table no.

Source: Household Survey

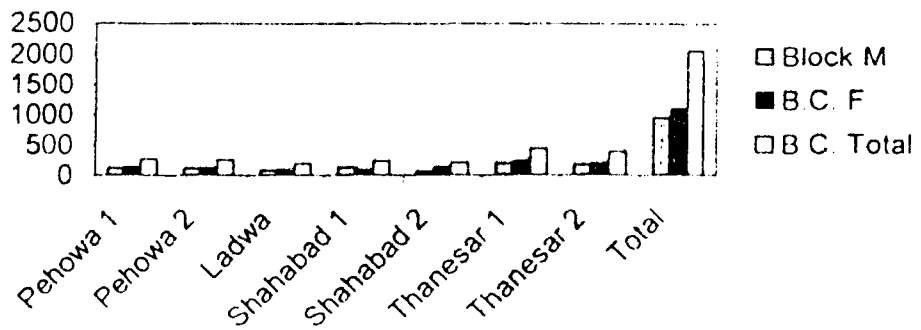
Block	Genral		Total
	M	F	
Pehowa 1	29	32	61
Pehowa 2	72	69	141
Ladwa	48	42	90
Shahabad 1	53	44	97
Shahabad 2	46	33	79
Thanesar 1	131	126	257
Thanesar 2	57	46	103
Total	436	392	828



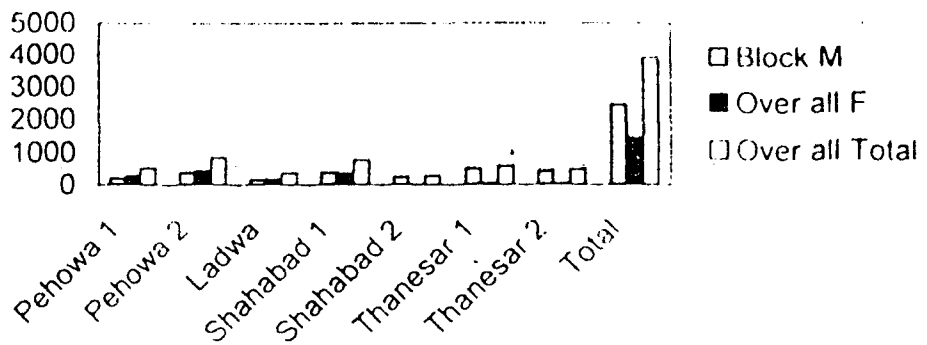
Block	S.C.		Total
	M	F	
Pehowa 1	131	118	249
Pehowa 2	211	237	448
Ladwa	42	45	87
Shahabad 1	211	224	435
Shahabad 2	143	121	264
Thanesar 1	186	251	437
Thanesar 2	196	207	403
Total	1120	1203	2323



Block	B.C.		Total
	M	F	
Pehowa 1	128	151	279
Pehowa 2	127	138	265
Ladwa	92	111	203
Shahabad 1	141	105	246
Shahabad 2	72	147	219
Thanesar 1	209	239	448
Thanesar 2	191	210	401
Total	960	1101	2061



Block	Over all		Total
	M	F	
Pehowa 1	228	301	529
Pehowa 2	410	444	854
Ladwa	182	198	380
Shahabad 1	405	373	778
Shahabad 2	261	30	291
Thanesar 1	526	61	587
Thanesar 2	444	46	490
Total	2456	1453	3909

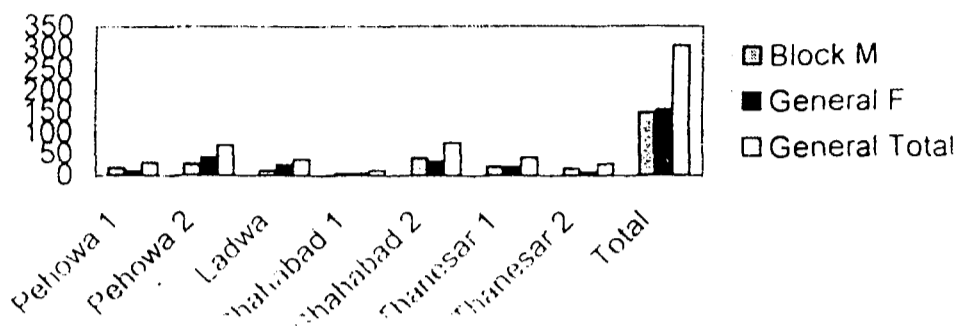


Kurukshetra

No of Non Starter (Age Group 11-14)

Table No.

Block	General		
	M	F	Total
Pehowa 1	19	12	31
Pehowa 2	28	44	72
Ladwa	13	26	39
Shahabad 1	6	7	13
Shahabad 2	43	35	78
Thanesar 1	22	22	44
Thanesar 2	18	10	28
Total	149	156	305

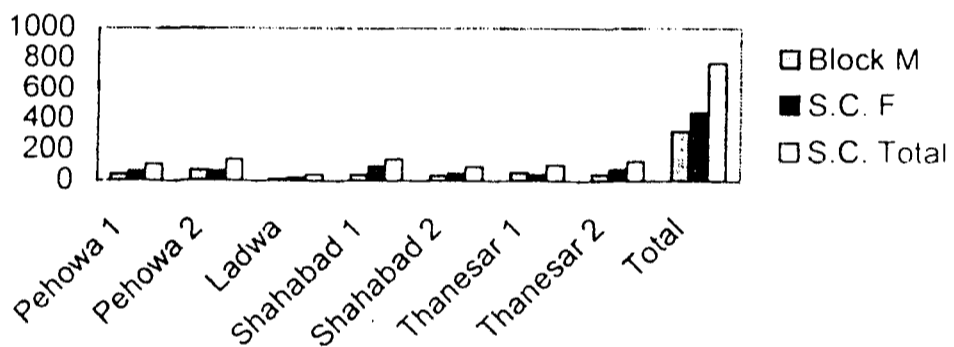


Kurukshetra

Non Starter (Age Group 11-14)

Table No.

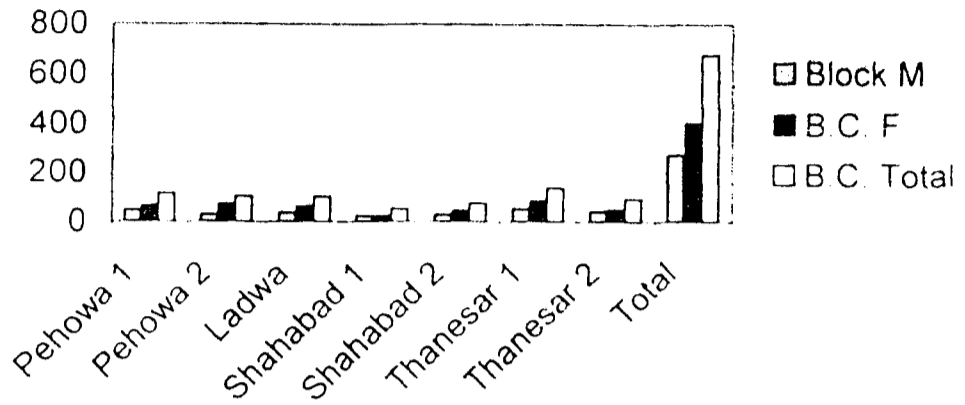
Block	S.C.		
	M	F	Total
Pehowa 1	45	67	112
Pehowa 2	73	67	140
Ladwa	17	27	44
Shahabad 1	43	101	144
Shahabad 2	39	55	94
Thanesar 1	60	47	107
Thanesar 2	49	82	131
Total	326	446	772



Kurukshetra Non Starter (Age Group 11-14)

Table No.

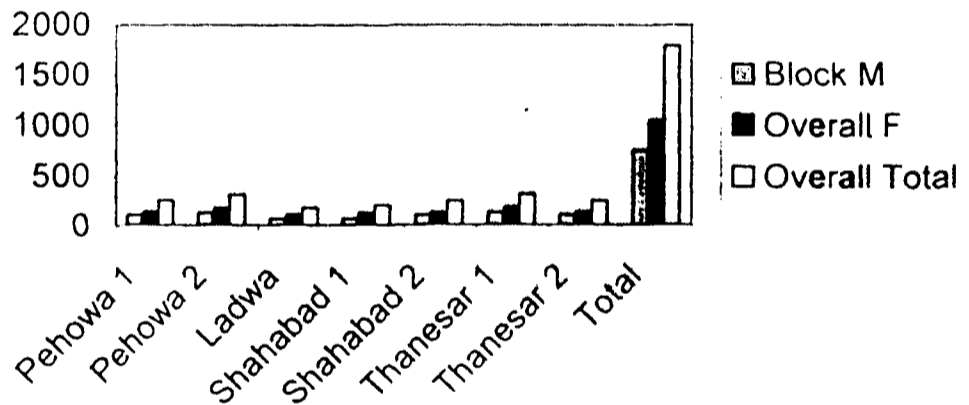
Block	B.C.		
	M	F	Total
Pehowa 1	49	66	115
Pehowa 2	31	73	104
Ladwa	39	62	101
Shahabad 1	26	26	52
Shahabad 2	31	45	76
Thanesar 1	54	84	138
Thanesar 2	44	49	93
Total	274	405	679



Kurukshetra Non Starter (Age Group 11-14)

Table No.

Block	Overall		
	M	F	Total
Pehowa 1	113	145	258
Pehowa 2	132	184	316
Ladwa	69	115	184
Shahabad 1	75	134	209
Shahabad 2	114	135	249
Thanesar 1	136	183	319
Thanesar 2	111	141	252
Total	750	1037	1787

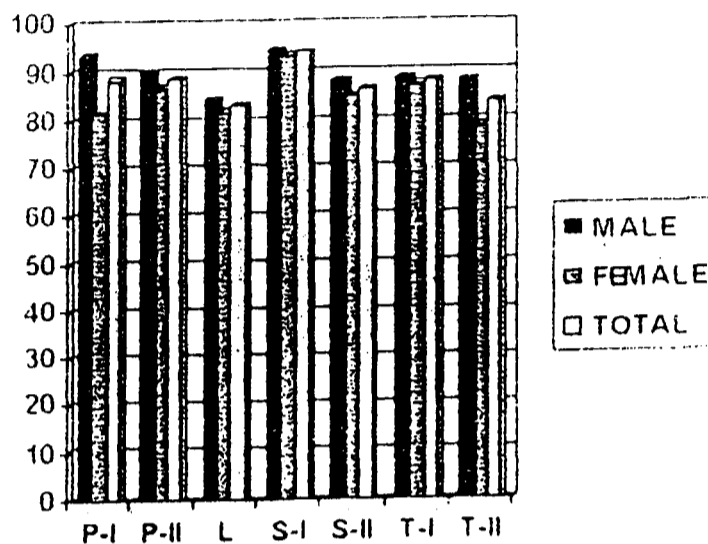


NET ENROLMENT RATIO (6-11 AGE GROUP)

Source: Household Survey

Table-

Block	General		
	M	F	Total
Pehowa-I	93.34	81.57	88.26
Pehowa-II	90.35	86.73	88.73
Ladwa	84.17	81.84	83.18
Shahabad-I	94.62	93.21	94.00
Shahabad-II	87.98	84.67	86.32
Thanesar-I	88.74	87.27	88.11
Thanesar-II	88.11	78.51	83.82
Total	92.57	84.53	89.07



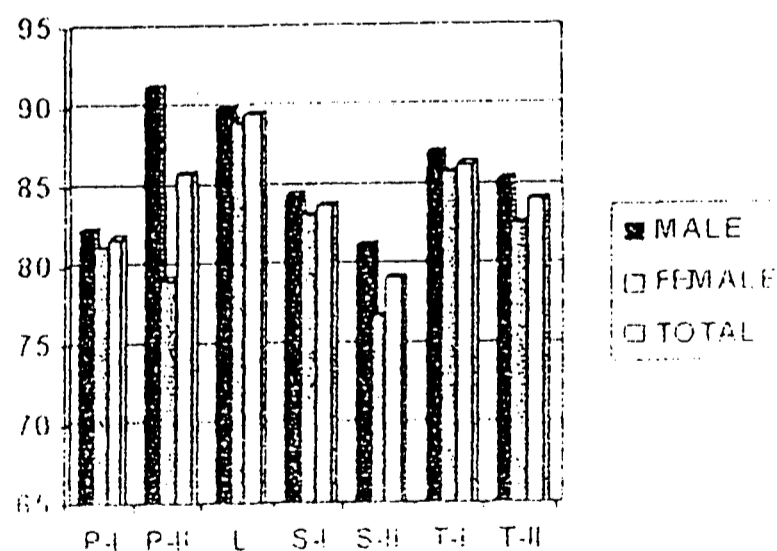
The N.E.R. at age group 6-11 reveals that more efforts are required to be made if the objectives of SSA are to be achieved.

NER - (6-11)

Source: House Hold Survey

Table-

Block	S.C.		
	M	F	Total
Pehowa-I	82.34	81.20	81.84
Pehowa-II	91.34	79.17	85.79
Ladwa	89.88	89.14	89.53
Shahabad-I	84.43	83.18	83.86
Shahabad-II	81.39	76.84	79.30
Thanesar-I	87.91	85.82	86.41
Thanesar-II	85.43	82.69	84.29
Total	84.34	82.88	83.65



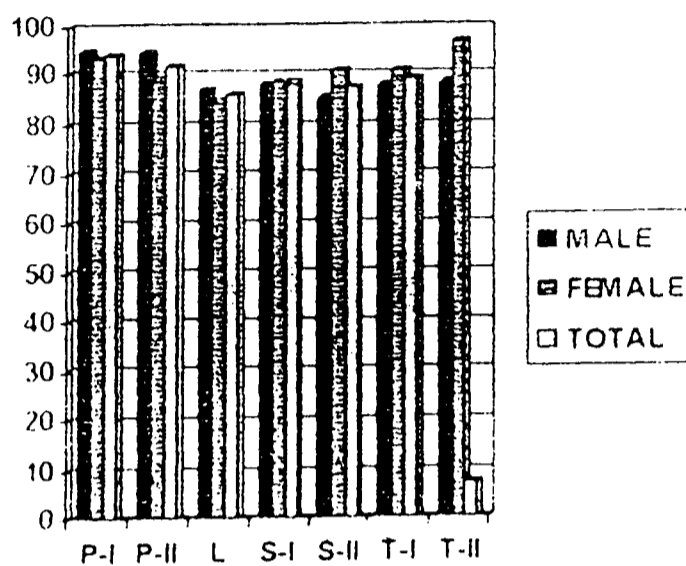
The N.E.R. in Shahabad - II and Pehowa - II is comparatively lower than in other blocks. Moreover, it is lower than other categories of children.

NER (6-11)

Source: Household Survey

Table - 23

Block	B.C.		
	M	F	Total
Pehowa-I	94.62	93.21	94.00
Pehowa-II	94.31	88.72	91.89
Ladwa	86.71	84.55	85.71
Shahabad-I	88.15	88.52	88.31
Shahabad-II	85.01	90.81	87.84
Thanesar-I	88.13	91.89	89.17
Thanesar-II	88.22	86.73	87.17
Total	89.14	88.15	88.87



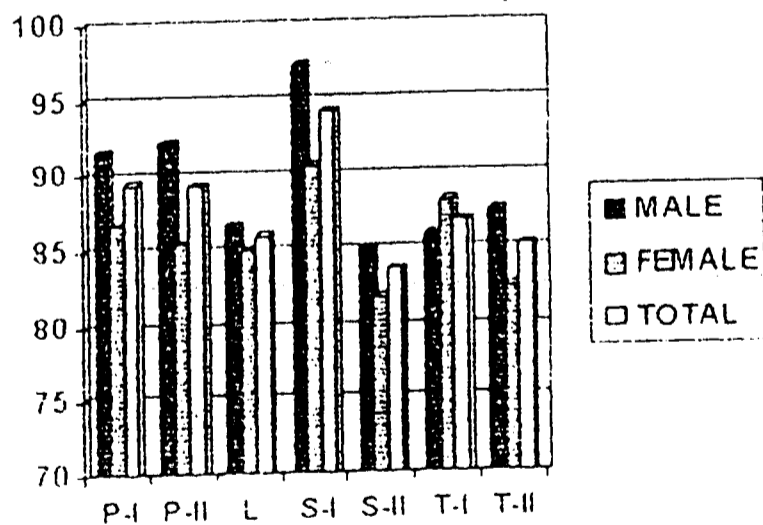
The figures show that NER in B.C. children is fairly satisfactory, still more efforts are required to be made to achieve the target of UER.

NER (6-11)

Source: Household Survey

Table- 24

Block	Overall		
	M	F	Total
Pehowa-I	91.53	86.66	89.40
Pehowa-II	92.33	85.46	89.25
Ladwa	86.66	84.91	85.87
Shahabad-I	97.24	90.59	94.25
Shahabad-II	83.02	84.33	83.94
Thanesar-I	85.91	88.14	86.88
Thanesar-II	87.47	82.55	85.25
Total	89.07	85.77	87.35



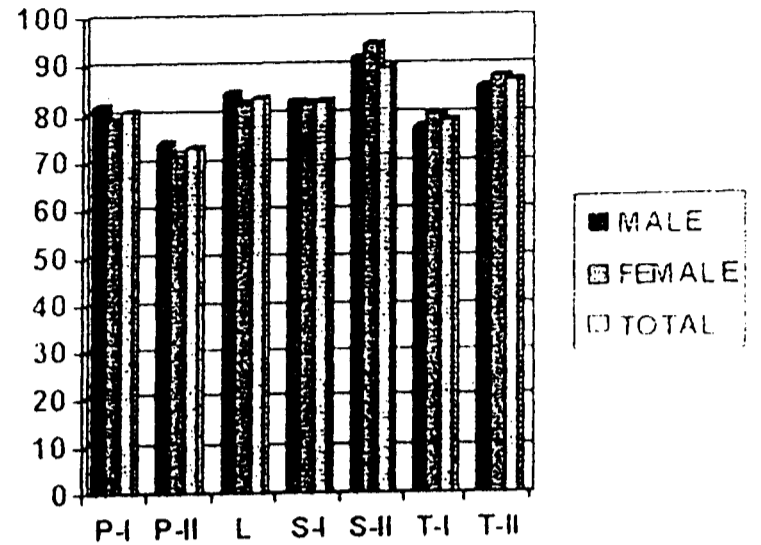
The overall NER at 6-11 age group is fairly satisfactory in Shahabad-I especially in boys. The other require more efforts to be made.

Net Enrolment Ratio (Age Group 11-14)

Source: Household Survey

Table- 5

Block	General		
	M	F	Total
Pehowa-I	81.82	79.28	80.69
Pehowa-II	73.88	71.91	73.03
Ladwa	84.59	82.36	83.59
Shahabad-I	82.93	82.34	82.75
Shahabad-II	91.70	94.41	89.81
Thanesar-I	77.19	80.17	78.56
Thanesar-II	85.67	87.92	86.69
Total	81.55	82.86	82.13



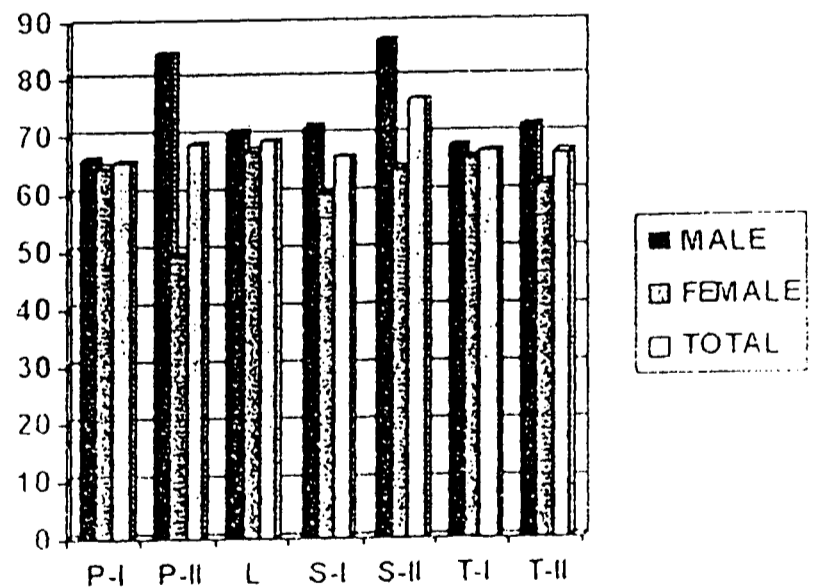
Though the NER is low in total yet Pehowa - II and Thanesar - I need to be given more attention if the target of UEE is to be achieved.

NER (11-14)

Source: Household Survey

Table-

Block	S.C.		
	M	F	Total
Pehowa-I	65.90	64.53	65.29
Pehowa-II	84.36	49.05	68.73
Ladwa	70.47	67.27	68.86
Shahabad-I	71.37	80.75	66.12
Shahabad-II	86.72	64.12	76.22
Thanesar-I	68.00	65.87	67.10
Thanesar-II	71.74	61.42	66.93
Total	73.44	62.23	68.40



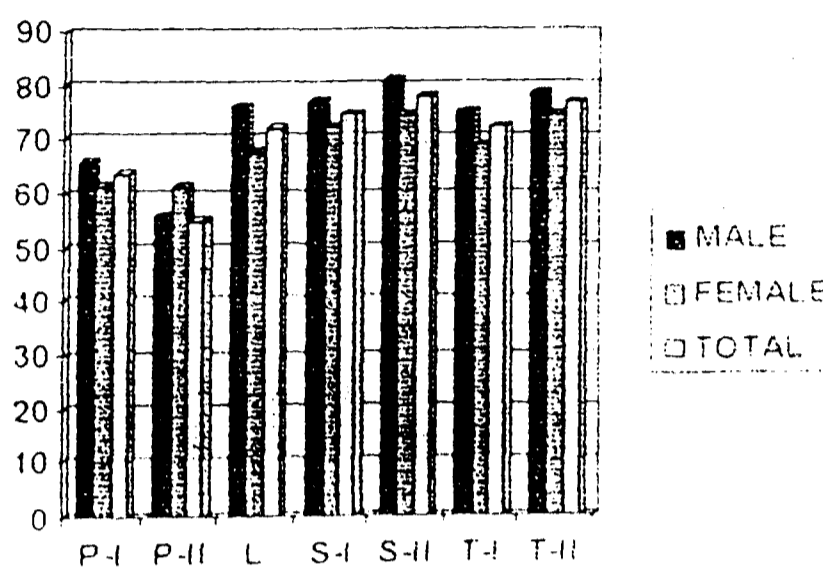
The NER in S.C. Females is critically the lowest. It is a challenging task for the educational planners and implementers if the target of UEE is to be achieved.

NER (11-14)

Source: Household Survey

Table

Block	B.C.		Total
	M	F	
Pehowa-I	65.49	61.31	63.59
Pehowa-II	66.13	61.16	64.83
Ladwa	76.10	67.73	72.12
Shahabad-I	76.77	72.36	74.62
Shahabad-II	80.77	74.17	77.89
Thanesar-I	75.25	68.82	72.29
Thanesar-II	78.57	71.32	76.89
Total	73.17	68.77	71.12



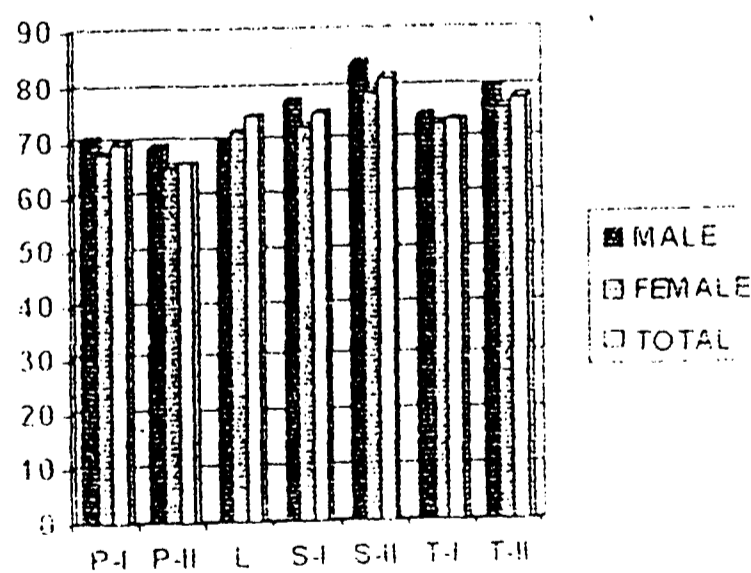
The Net Enrolment Ratio in B.C. at upper primary level is critically low. It is lower in girls and the lowest in Pehowa-I and Pehowa-II where half the target is still an empty dream. It requires certain qualitative measures in education.

NER (11-14)

Source: Household Survey

Table-

Block	Overall		Total
	M	F	
Pehowa-I	70.92	67.85	69.54
Pehowa-II	69.05	65.16	65.99
Ladwa	70.24	71.88	74.76
Shahabad-I	77.50	72.88	75.21
Shahabad-II	84.04	78.73	81.58
Thanesar-I	74.37	73.06	73.71
Thanesar-II	79.48	75.90	77.84
Total	76.23	72.12	74.35



Pehowa-I and Pehowa-II have comparatively lower NER. It requires to be boosted with certain qualitative educational activities.

Gross Enrolment Ratio (I -V)

Table

Source:Household Survey

Block	General			S.C.			B.C.			Overall		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pehowa-1	113.22	106.61	101.02	105.82	104.48	104.02	106.14	106.41	106.26	111.89	103.32	106.78
Pehowa-2	102.62	100.77	101.81	107.79	108.23	107.43	107.48	106.55	102.53	105.09	104.65	104.90
Ladwa	102.81	101.35	101.64	106.56	106.00	106.31	106.45	109.66	107.16	103.30	106.00	105.52
Shahabad-1	104.98	104.87	104.32	106.40	102.33	104.54	103.21	103.89	103.42	102.30	105.61	104.24
Shahabad-2	105.91	104.10	105.16	101.93	104.51	102.38	103.36	104.50	103.71	103.06	103.22	103.13
Thanesar-1	107.95	106.27	106.83	105.05	107.00	106.26	106.34	103.79	102.38	108.14	109.25	109.75
Thanesar-2	106.26	103.84	105.72	103.61	101.32	102.58	107.26	107.96	107.50	105.99	101.44	103.95
Total	101.46	105.19	104.43	107.62	103.48	105.73	106.10	106.52	107.73	109.10	105.54	107.52

The Gross Enrolment Ratio of Primary Level ranges from 103.13% to 109.75% in overall from 105.19%(girls) to 101.46%(boys) in general 103.48%(girls) to 107.62%(boys) in S.C.and 106.10% (boys) to 108.52%(girls) in B.C.category.Pehowa-1 and Thanesar-1 show comparitevely higher GER in all categories.Secondly the variation in GER is not very high.It shows the low repeater rate and satisfactory enrolment.

Table:

Gross Enrolment Ratio (VI - VIII)

Table:

Source: Household Survey

Block	General			S.C.			B.C.			Overall		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pehowa-1	92.84	90.97	92.00	70.76	68.43	67.94	71.17	71.38	71.26	75.85	73.90	74.97
Pehowa-2	89.15	84.57	87.17	75.09	60.29	70.54	78.84	70.56	75.12	81.74	73.12	76.80
Ladwa	91.80	88.39	90.90	76.31	73.70	75.12	84.91	75.34	80.36	78.66	78.74	78.70
Shahabad-1	89.80	88.37	89.14	78.75	67.14	72.43	83.93	76.92	80.55	84.67	78.38	81.74
Shahabad-2	97.11	95.00	94.99	84.52	71.87	78.66	88.52	84.99	86.86	90.65	84.16	87.66
Thanesra-1	90.91	88.27	89.70	72.44	67.96	70.55	89.02	79.12	84.47	85.98	80.62	83.56
Thanesar-2	91.37	90.58	91.09	79.89	65.98	73.41	85.56	81.65	83.74	86.30	80.89	83.80
Total	89.02	89.02	89.02	75.78	66.71	71.10	83.20	77.30	80.59	83.55	78.87	81.41

The figure in table GER for Upper Primary show that Pehowa-1 and Pehowa-2 have fairly higher in boys in General and Overall categories. Pehowa-1 shows higher GER in all categories (male and female). The total GER is a bit lower i.e. 83.55% in boys, 78.87% in girls and 81.41% in total. It may be due to the less repeater rate.

In case if GER in VI-VIII classes S.C. category shows comparatively very low status. It is equally in all blocks and both males and females. Moreover, the Overall total GER for boys is 83.55% for girls is 78.87% and in total 81.41% are considerably lower. It forces the planners and implementers in education to think something specific interventions to raise this level of GER. Moreover, it also reveals the lower repeater rate.

Plan Indicators Distt. Kurukshetra For Perspective Plan 2003-04 to 2006-07

Summary Indicators Age Group(6-11)

Source House Hold Survey

	Male	%Age	Female	%Age	Total	%Age	Male	%Age	Female	%Age	Total	%Age
Studying	15642	92.169	12838	89.858	28480	91.113	26413	95.633	20690	94.316	47103	86.978
Drop-Out	209	1.319	246	1.880	455	1.572	246	0.923	146	0.701	392	0.901
Non-Starter	1120	6.599	1203	8.420	2323	7.432	960	3.476	1101	5.019	2061	4.159
Retention rate		98.681		98.120		98.428		99.077		99.299		99.099
Population	16971		14287		31258		27619		21937		49556	

	Male	%Age	Female	%Age	Total	%Age	Male	%Age	Female	%Age	Total	%Age
Studying	21882	97.871	16771	97.387	38653	97.660	63937	95.502	50299	94.114	114236	94.886
Drop-Out	40	0.182	58	0.345	98	0.253	555	0.861	1693	3.256	2248	1.930
Non-Starter	436	1.950	392	2.276	828	2.092	2456	3.669	1453	2.719	3909	3.247
Retention rate		99.818		99.655		99.747		99.139		96.744		98.070
Population	22358		17221		39579		66948		53445		120393	

Summary Indicators Age Group (11-14)

	Male	%Age	Female	%Age	Total	%Age	Male	%Age	Female	%Age	Total	%Age
Studying	8464	87.965	6191	78.736	14655	83.815	14550	93.926	12069	89.380	26619	91.809
Drop-Out	832	8.950	1226	16.530	2058	12.314	567	3.751	1029	7.856	1596	5.657
Non-Starter	326	3.388	446	5.672	772	4.415	374	2.414	405	2.999	779	2.687
Retention rate		91.050		83.470		87.686		96.249		92.144		94.343
Population	9622		7863		17485		15491		13503		28994	

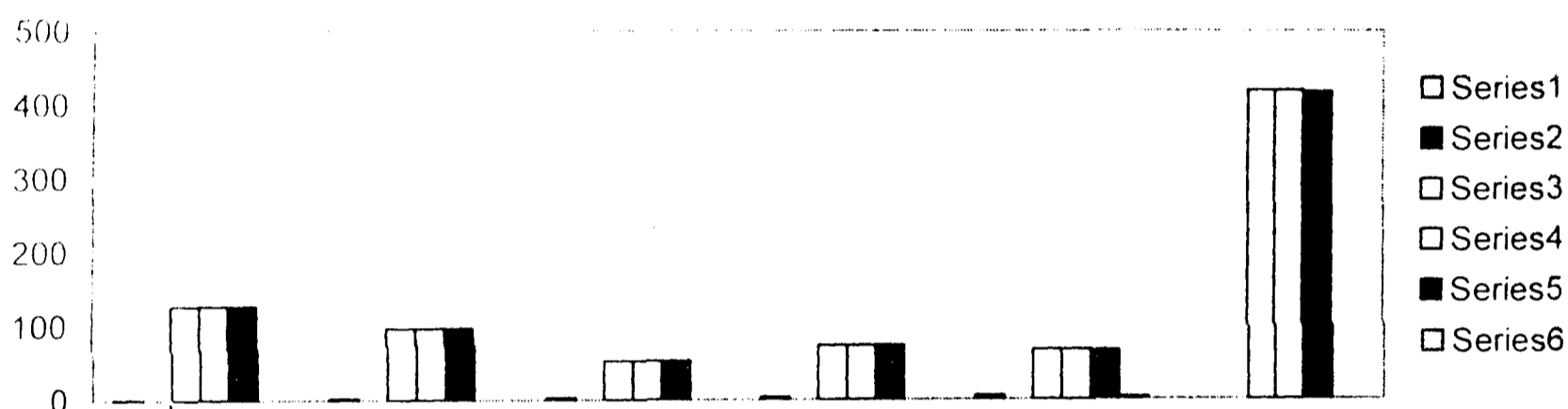
	Male	%Age	Female	%Age	Total	%Age	Male	%Age	Female	%Age	Total	%Age
Studying	13547	96.502	11050	96.145	24597	96.342	36591	93.701	29310	89.199	65901	91.644
Drop-Out	342	2.462	287	2.532	629	2.493	1710	4.465	2512	7.894	4222	6.021
Non-Starter	149	1.061	156	1.357	305	1.195	750	1.921	1037	3.156	1787	2.485
Retention rate		97.538		97.468		97.507		95.535		92.106		93.979
Population	14038		11493		25531		39051		32859		71910	

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

Table

No of Habitations with More than 300 Population in Distt.Kurukshetra

Sr No.	Name of the Bock & cd Block Wise	Number of Habitations	Habitations with 300 o More Populations	Habitations With 300 or More Population Served with Schools	Balance
1	Thanesar	127	127	127	
2	Pehowa	97	97	97	
3	Babain	53	53	53	
4	Ladwa	74	74	74	
5	Shahabad	68	68	66	2
	Total	419	419	417	



These two habitations of block Shahabad need an access to primary schooling faculty as they have more than 300 populations. These habitations will be supplied with primary schools under SSA.

Habitations of Kurukshetra with 300 or more population without schooling facilities.

Table4

Block Shahabad2 Babakpur
Langori

Access rate of Primary Schooling in Distt.Kurukshetra

Table5

Non Access rate=

Total habitation with 300 or more population without Primary schooling facilities= $2 \times 100 / 419 = 0.48\%$

Distt. Access rate at Primary= $100 - 0.48 = 99.52$

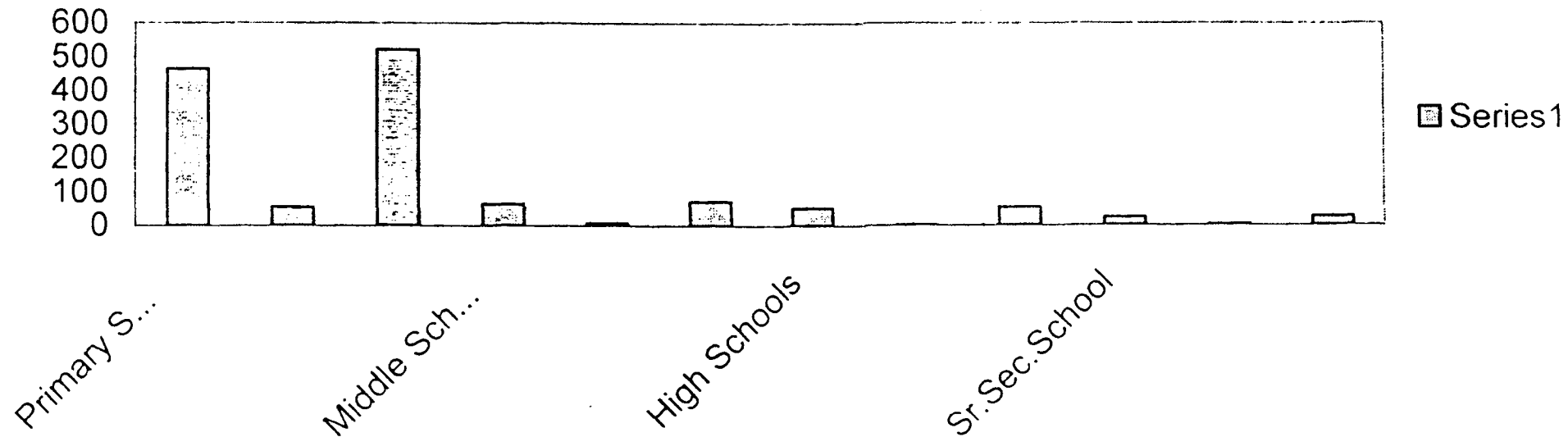
Total habitations in the Distt. Kurukshetra with 300 or more population.= **419**

The figures given above reveal that distt. Kurukshetra has satisfactory access rate to primary schooling, provided all the branch Primary schools are translated in to full fledged schools.

**Educational Institution Kurukshetra District
Source DEO/DPEO**

Upper Primary School

Sr.No	C.D.	Primary Schools			Middle Schools			High Schools			Sr.Sec.School			Proposed	Total	College	Engg. College	Medical College	College of Education	ITI or GVEI	Navodya Vidyala
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total								
1	Thanesar	141	9	150	28	4	32	18		18	5	1	6	21	227	3	2	1	2	1	
2	Pehowa	107	21	128	13	2	15	20		20	4	1	5	15	183	2				1	
3	Shahabad	71	5	76	12	2	14	11		11	10	1	11	22	134	2				1	
4	Ladwa	86	7	93	7		7	2	2	4	3		3	23	130	1				1	1
5	Babain	61	14	75	5		5	2		2	2		2	25	109					1	
	Total	466	56	522	65	8	73	53	2	55	24	3	27	106	783	8	2	1	2	5	1



The Primary School Facilities in District Kurukshetra are comparatively better and almost in the one Km. Approachable radius to every child except in the two habitations of the block Shahbad. Moreover 49 villages have a temporary arrangements of Primary schooling access in the form of branch schools. So far as the Upper Primary Schooling facilities concern, it is less in comparison to primary schooling. Indicators, given above show that more girls of 11 to 14 age group are out of schools because of non accessibility of Upper Primary facilities within 3 Km. Of radius.

NUMBER LIST OF AIDED SCHOOLS (KURUKSHETRA)		
SECTION.	NUMBER	SANCTIONED POSTS
Primary	8	55
Upper Primary	13	155

Teachers Position in Distt. Kurukshetra

Table

(A) Primary Level :-

Head Trs.	Total Posts Sanctioned					Teachers in Position											Special Category				
	J.B.T.		Total	Head Teacher		J.B.T.			Total			S.C.		B.C.			Hand.Cap	101	16	26	
	M	F		M	F	M	F	Total	M	F	Total	M	F	Total	M	F					Total
412	1162	1574	199	184	383	551	508	1059	750	692	1442	154	14	168	184	26	210	Ex.S.M.	25	0	25

Teachers Position in Distt. Kurukshetra

Table

(B) Upper Primary:-

Subjects	Total Posts Sanctioned													
	Maths	Science	S.S.	Home Sc.	Finearts	Music	Hindi	Sans.	Panjabi	P.T.I.	Sewing	Drawing	Art&Craft	Total
Sanctioned	138	200	417	21	2	8	173	151	89	106	1	133	8	1443
On Position	127	177	361	19	1	2	130	141	87	91	1	103	8	1248

Overall

			S.C.			B.C.			Handicap&Others		
M	F	Total	M	F	Total	M	F	Total	M	F	Total
717	531	1248	127	60	187	141	102	243	14	10	24

Repetition Rate in Distt. Kurukshetra

Source:DEO/DPEO,Kurukshetra

Repeaters in Distt.Kurukshetra

Table No:12

(A)Primary Level

Class	Boys	Girls	Total
1st	9.75	10.44	10.06
2nd	10.16	8.23	9.28
3rd	11.96	11.43	11.72
4th	8.85	9.47	9.14
5th	7.21	7.03	7.13

Repeaters Rate (Oveall) At Primary Level-	Boys	Girls	Total
	9.60	9.33	9.48

(B) Upper Primary Level

Class	Boys	Girls	Total
6th	10.62	8.67	9.70
7th	9.18	7.57	8.40
8th	16.57	13.29	14.95

Repeaters Rate (Overall) at Upper Primary:-	Boys	Girls	Total
	12.00	9.71	10.94

The figures above show that at primary stage 9.60% boys,9.33% girls and total 9.8% children repeat in the same class.The repeaters rate with both girls and Boys is very critical.

Again,the stagnation rate at upper primary level is also very serious which hampers the whole efforts of UEE& the problems are required to be tackled through quality improvement in teaching-learning process moreover the situation of girls at upper primary level is a bit data then that of the boys.Under SSA the provisions of strengthening the teachers training program and intensifying monitering and supervision may solve. The problems of stegnation at both the levels.

Table No:

District:Kurukshetra
Achievement Level & Completion Rate

Source:DPEO & DEO Office K.K.R.

Achievement Level of the student:

1.At primary level	Students Scoring More Than 80%	Students Scoring 60 to 79%	Student Scoring 41 to 59%	Student Scoring 33 to 40%	Student Scoring Less than 33%	Completion Rate or Total pass%
Total	28.67	46.32	12.03	6.42	6.56	96.83
Maths	19.41	48.57	19.63	5.83	6.56	93.44
Hindi	7.50	41.29	26.58	18.07	6.56	93.44
EVS	1.06	23.51	49.07	11.77	14.59	85.41
2.At Upper Primary						
Total	6.56	28.52	24.53	9.30	31.09	68.91
Maths	9.38	26.41	24.32	12.53	27.36	72.64
Hindi	16.52	27.59	46.91	7.05	1.93	98.07
Science	14.51	15.32	31.64	8.11	30.42	69.58
S.S.	6.01	9.58	34.03	28.7	21.68	78.32

The data reveal that at V standard the pass % is 96.83 and at 8th standard it is 68.91. More over the comparatively high achievement level is in language and maths. The base line studies in DPEP districts have shown a very poor achievement level at primary stage. These figures given above might be reflected certain extraneous variables. It shows that more emphasis should be laid on quality of education in SSA.

Admission Rate in District Kurukshetra 2002-2003

Source: DEO/DPEO, Kurukshetra

(A) At Primary Level

Percentage of Total Enrolment in class first from the survey population of the children

With age-6=92.43%

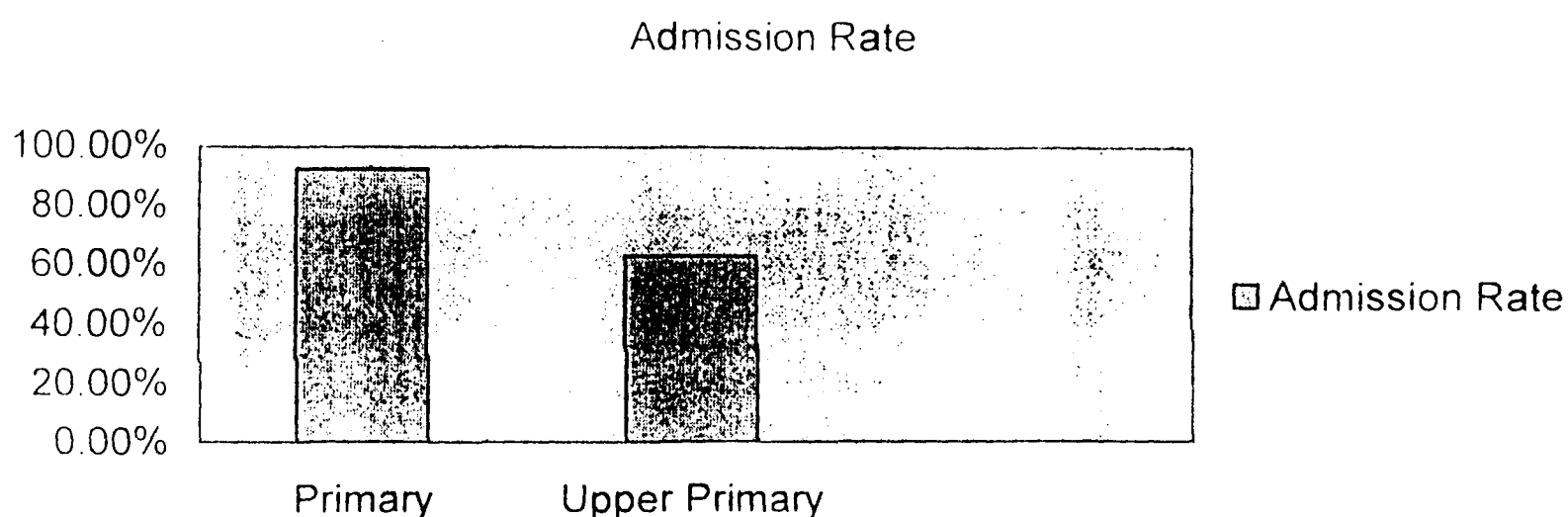
Share of Enrolment in Govt. Schools :46%

Share of Enrolment in Private Schools :54%

(B) At Upper Primary Level

Admission in Govt. Schools :62.94%

	Primary	Upper Primary
Admission Rate	92.43%	62.94%

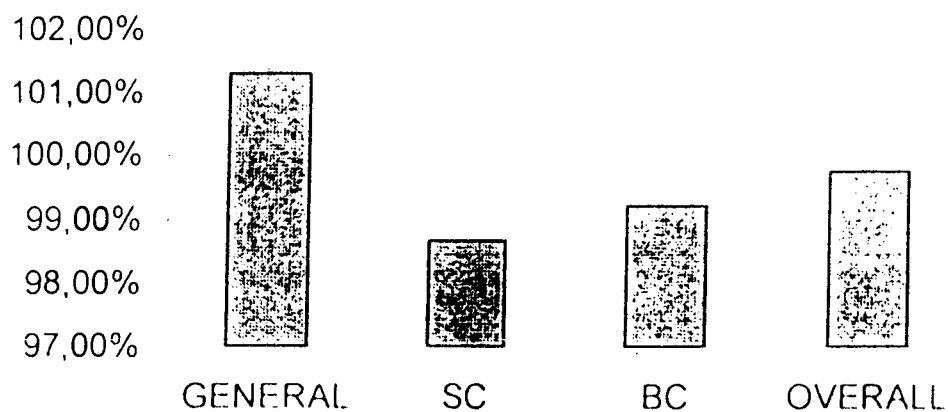


To achieve the goal of UEE it is essential that all the children of 6-14 age group must enroll in schools and retain in the system up to the completion of 8 years and attain at least minimum level of learning with qualitative teaching-learning process in education. According to the data given above only 92.43% of the children of age 6-11 are admitted in the formal schooling and 62.94% in the age group of 11-14 are enrolled in upper primary schooling. More over the transition rate from primary to upper primary is very low especially of girls. It reveals that unless more upper primary schools are opened the goal of UEE and the objectives of SSA can never be achieved.

TABLE

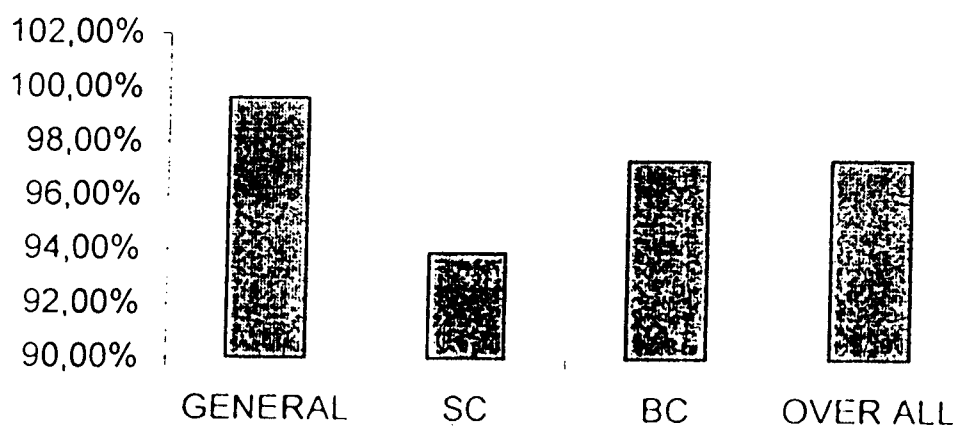
INDEX OF GENDER EQUITY
(AT PRIMARY LEVEL)

	Share of Population in Girls	Share of Girls in Enrolment	IGE
GENERAL	43,51%	44,08%	101,31%
SC	45,71%	45,11%	98,69%
BC	44,27%	43,93%	99,23%
OVERALL	44,39%	44,28%	99,75%



AT UPPER
PRIMARY LEVEL

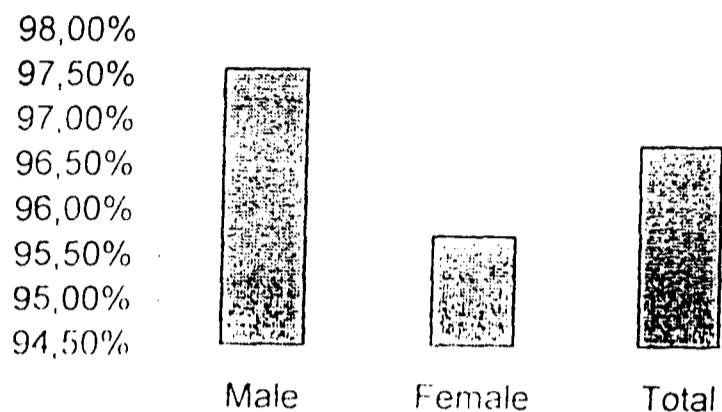
GENERAL	45,08%	44,92%	99,66%
SC	44,97%	42,24%	93,93%
BC	46,58%	45,34%	97,34%
OVER ALL	45,70%	44,50%	97,37%



The over all share of enrolment of girls, when corresponds to their share in the population and calculuted into the index of gender equity, it is interpreted as satisfying at both the levels ie at Primary 99 75% and at upper primary 97.37%. At upper primary level it is a bit lower in SC category ie. 93.93%. It may be due to social customs and taboos as well as the socio economic condition of this category.

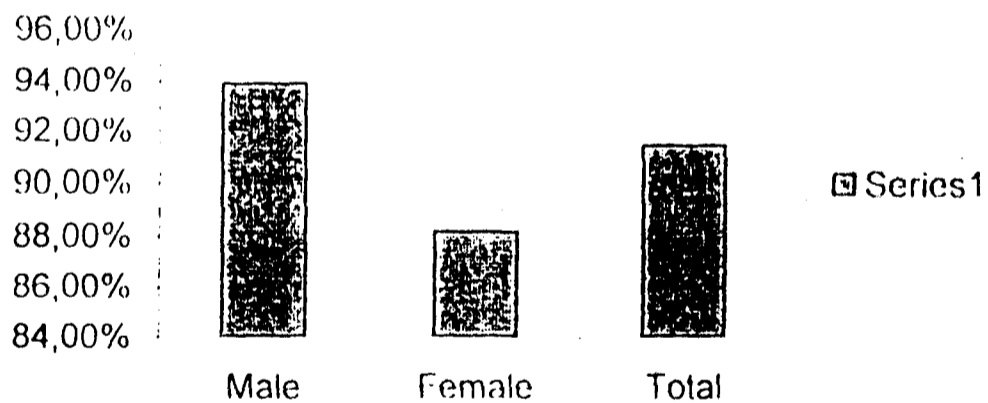
Table **Index of Social Equity**
Primary

	Share of SC in Enrolment	Share of ISE SC in population	
Male	24.74%	25.35%	97.59%
Female	25.95%	26.73%	95.74%
Total	25.12	25.96%	96.76%



Upper Primary

Male	23.15%	24.64%	93.955%
Female	21.11%	23.93%	88.22%
Total	22.25%	24.32%	91.49%



The ISE is lower with SC girls at both the levels. It is even much lower at upper primary stage i.e. 88.22%. Unless some activities of gender sensitization are conducted it is difficult to bring them into the fold of formal schooling. As per their socio economic status some incentives are required if this index is to be boosted.

Survey of Disables
Distt. Kuruksehtra Source DSW Department

Sr. No.	Type of Disability	Less than 48%	40-70%	70-99%	100%	Total
1	Orthopedic Handicape	3577	684	1067	271	5599
2	Visually Handicaped	906	0	17	116	1039
3	Hearing Inpared	430	6	13	2	451
4	Mental Retarded	730	10	25	17	782
5	Multiple Disable	353	9	30	40	432
6	Leprosy Cured	22	8	1	2	33
7	Others	158	10	6	6	180

Sex Wise Classification

Sr. No.	Sex	Less than 48%	40-70%	70-99%	100%	Total
1	Male	2486	199	427	154	3266
2	Female	3770	464	732	388	5354
3	Total	6256	663	1159	542	8620

Age Wise Classification

Sr. No.	Age	Less than 48%	40-70%	70-99%	100%	Total
1	Less than 6 years	499	30	44	41	614
2	6 to 18 years	1953	220	517	140	2830
3	18 to 45 years	2229	259	458	153	3099
4	More than 45 years	1503	146	148	128	1925
5	Total	6184	655	1167	462	8468

School Wise Classification

Sr. No.	School Level	Less than 48%	40-70%	70-99%	100%	Total
1	Un-educated	3059	206	359	281	3905
2	Primary	1251	102	373	70	1796
3	Secondary	752	131	270	68	1221
4	Sen. Sec.	335	58	139	38	570
5	Graduate Level	40	18	11	3	7492
6	Post Graduate Level	5	3	1	2	11
7	Technical Trained	14	1	6	8	29
	Total	5456	519	1159	470	15024

Present Disable Study at Various Level

Sr. No.	School Level	Less than 48%	40-70%	70-99%	100%	Total
1	Un-educated	4843	466	699	358	6366
2	Primary	704	93	106	44	947
3	Secondary	447	68	177	37	729
4	Sen. Sec.	216	29	94	13	352
5	Graduate Level	40	7	9	1	8394
6	Post Graduate Level	5	8	2	1	16
7	Technical Trained	13	8	2	8	31
	Total	6268	679	1089	462	16835

DISTRICT KURUKSHETRA
DISABILITY ON THE BASIS OF SURVEY

Source DSW Department

Name of Block	Arthopedic			Visually handicapped			Hearing Impaired			Mantal Retarded			Multi-Disability			Leprosy Cured		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Thanesar	43	412	455	181	184	285	65	54	119	100	65	166	39	27	66	1	3	4
Shahbad	11	950	961	296	251	547	105	71	176	271	131	482	161	86	247	9	2	11
Ladwa	22	410	432	118	112	238	52	46	98	109	47	51	156	27	78	2	3	5
Pehowa	6	249	255	72	73	145	40	26	66	44	38	74	27	14	41	2	3	5
Total	82	282	2186	587	548	1127	262	197	459	524	274	798	278	154	432	14	11	25

TABLE 55
Number of Disables in District Kurukshetra
(6-11 Age group)

Name of B.E.O	Visual Impairment		Hearing Impairment		Orthopedic Disability		Deaf & Dumbness		M.R.		Total	
	B	G	B	G	B	G	B	G	B	G	B	G
Thanesar-1	10	11	---	---	49	29	5	8	6	16	70	64
Thanesar-2	6	5	10	2	45	30	5	6	10	5	76	48
Shahabad-1	10	6	8	6	40	25	10	9	5	5	73	51
Shahabad-2	15	4	8	2	40	21	12	2	2	2	77	31
Pehowa-1	8	8	3	5	42	21	16	8	4	2	73	44
Pehowa-2	7	7	13	8	42	24	16	11	4	4	82	54
Ladwa	8	6	8	6	60	20	16	8	4	2	96	42
Total	64	47	50	29	318	170	80	52	35	36	547	334

(Source - Household Survey)

TABLE 56
Number of Disables in District Kurukshetra
(11-14 Age group)

Name of B.E.O	Visual Impairment		Hearing Impairment		Orthopedic Disability		Deaf & Dumbness		M.R.		Total	
	B	G	B	G	B	G	B	G	B	G	B	G
Thanesar-1	5	8	2	--	27	19	3	---	---	---	37	27
Thanesar-2	2	2	6	2	12	10	7	2	2	1	29	17
Shahabad-1	2	2	4	2	35	22	2	6	5	2	48	34
Shahabad-2	8	6	2	4	24	15	8	6	2	4	44	35
Pehowa-1	2	1	1	2	16	11	11	10	3	2	33	26
Pehowa-2	3	2	3	8	27	7	5	6	2	2	40	25
Ladwa	4	4	2	2	30	30	2	2	4	2	42	40
Total	26	25	20	20	171	114	38	32	18	13	273	204

(Source - Household Survey)

The data in the tables above reveal that 881 total handicapped children in 6-11 age group comprise of this population in district Kurukshetra & 477 total children of 11-14 age group consist of disabled group of these children with different disabilities of orthopedic handicap, visually unpaired hearing impaired, deaf & dumb & mentally retarded. It further shows that these children require certain need based specific provisions and interventions for the optimum development of these children. These interventions will help in meeting the objectives of universalisation of elementary education as well as the humane values. This data confirm the report of District Social Welfare Survey Kurukshetra. Though the mainstreaming of these children is emphasized yet as per the requirement of the district authority one school for such children is being proposed at district headquarter with hostel facilities. This school will be the last resort for ensuring the development of the children i.e. only after 2006 when the previous efforts for mainstreaming do not provide them the optimum development opportunities.

Working Children Gen. (6-11 Age Group)

Table - 61

S.No	Blocks Name	Brick kiln		Street Children		Farming		Rag - Pickers		Working in Shops, Stall		House Hold work		Sibling Care		Any Other		Total		G.T
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
1	Pehowa - I	-	-	14	22	24	1	-	-	-	-	5	20	-	5	15	6	58	54	112
2	Pehowa - II	-	-	4	-	11	-	-	-	4	-	13	20	-	5	21	14	53	39	92
3	Ladwa	-	-	7	2	14	8	-	-	1	-	14	26	-	10	15	2	51	48	99
4	Shahabad - I	-	-	8	4	20	13	-	-	5	-	17	30	-	13	2	-	52	60	112
5	Shahabad - II	-	-	22	24	34	29	4	-	18	-	30	52	-	29	29	-	137	134	271
6	Thanesar - I	13	2	43	36	26	13	2	-	25	-	13	37	-	11	27	12	149	111	260
7	Thanesar - II	-	-	25	4	-	-	-	-	24	-	11	30	-	12	6	5	66	51	117
	Total	13	2	123	92	129	64	6	-	77	-	103	215	-	85	115	39	566	497	1063

Source :- House Hold Survey

The figures show that more children are engaged in house hold work (103+215), farming (129+64) and roaming aimlessly (123+92). 154 children are those who are out of school because they are engaged in some occupations like Dari-making, sewing etc. The number of working children of this age group is so large (566+497 = 1063) that it causes a great threat to human rights and Constitutional resolves of education as fundamental right of the children. Some provisions are required to be proposed in an educational programme where this group may be educated

Table 62

Working Children S.C. (6-11 Age Group)

S.No	Blocks Name	Brick kiln		Street Children		Farming		Rag - Pickers		Working in Shops, Stall		House Hold work		Sibling Care		Any Other		Total		G.T
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
1	Pehowa - I	5	2	28	11	18	7	2	2	18	-	55	100	-	8	-	6	137	136	273
2	Pehowa - II	2	-	72	17	72	10	-	-	14	-	65	204	-	52	34	26	264	309	573
3	Ladwa	-	-	14	2	21	12	-	-	-	-	10	30	-	12	-	5	45	61	106
4	Shahabad - I	29	21	45	17	43	10	-	-	6	4	23	59	-	30	-	-	146	141	287
5	Shahabad - II	28	26	52	22	50	14	-	-	13	4	30	64	-	35	-	-	173	165	338
6	Thanesar - I	37	30	62	46	45	15	8	10	75	-	71	96	-	44	20	21	318	262	580
7	Thanesar - II	6	-	83	37	38	17	-	-	63	-	6	120	-	60	24	-	220	234	454
	Total	107	79	356	152	287	85	10	12	194	8	260	673	-	241	89	58	1303	1308	2611

Source :- House Hold Survey

The number of these children is so large (2611) that some educational provisions should invariably be made if the objective of UEE is to be achieved. More over it reveals that a good number of children are roaming about aimlessly, engaged in farming and house hold work. 241 girls are engaged in sibling care activities which implies to the strengthening of ECE centres.

Working Children B.C. (6-11 Age Group)

Table - 1 -

S.No.	Blocks Name	Brick kiln		Street Children		Farming		Rag - Pickers		Working in Shops. Stall		House Hold work		Sibling Care		Any Other		Total		G.T
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
1	Pehowa-I	-	-	14	23	29	16	6	-	26	14	42	114	14	24	39	7	156	198	354
2	Pehowa - II	2	-	8	2	50	4	-	-	11	-	40	85	-	20	26	37	137	148	285
3	Ladwa	-	-	20	10	28	30	4	2	14	-	22	59	-	24	19	7	107	132	239
4	Shahabad-I	54	31	34	4	16	24	-	-	25	-	32	76	-	6	-	-	163	141	304
5	Shahabad - II	76	36	55	11	37	31	-	-	47	7	54	83	-	13	23	-	292	181	473
6	Thanesar - I	12	12	62	56	26	13	2	1	90	-	44	60	-	66	36	4	272	212	484
7	Thanesar - II	-	-	71	31	38	2	-	-	56	-	12	111	-	73	25	-	202	217	419
	Total	144	79	264	137	224	120	12	3	269	21	246	588	-	226	170	55	1329	1229	2558

Source :- House Hold Survey

The number of these children is so large that certain specific provisions are required to be made for the education of these children besides meeting. The challenge of Human Rights and Constitutional resolves. The programmes of women empowerment, gender sensitization and E C E. may also improve this horrible condition.

Number of Total Working Children (6-11 Age Group)

Table - 64

S.No	Category	Brick kiln		Street Children		Farming		Rag - Pickers		Working in Shops, Stall		House Hold work		Sibling Care		Any Other		Total		G.T
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
1	S/C	107	79	356	152	287	85	10	12	194	0	260	681	-	241	89	58	1303	1308	2611
2	B/C	144	79	264	137	224	120	12	3	269	-	246	588	-	226	170	76	1329	1229	2558
3	General	13	2	123	92	129	64	6	-	77	-	103	215	-	85	115	39	566	497	1063
4	Total	264	160	743	381	640	269	28	15	540	-	609	1484	-	552	374	173	3198	3034	6232

Source :- House Hold Survey

The total working children and this group is shockingly larger. It needs to be taken care of if the target of UEE is to be achieved. Strengthening of ECE centres may relieve the girls from sibling care responsibilities.

Working Children Gen. (11-14 Age Group)

Table - 65

S.No	Blocks Name	Brick kiln		Street Children		Farming		Rag - Pickers		Working in Shops. Stall		House Hold work		Sibling Care		Any Other		Total		G.T
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
1	Pehowa-I	-	-	5	2	6	-	-	-	7	-	11	48	-	4	8	2	37	56	93
2	Pehowa - II	-	-	6	-	11	1	-	-	5	-	12	47	-	13	4	2	38	63	101
3	Ladwa	-	-	2	1	20	18	-	-	6	-	14	20	-	6	12	1	54	46	100
4	Shahabad-I	1	-	7	2	32	7	-	-	10	-	11	31	-	18	1	-	62	58	120
5	Shahabad - II	4	2	16	18	58	106	-	-	46	-	55	131	-	132	63	8	242	397	639
6	Thanesar - I	1	1	8	7	10	-	4	2	12	-	24	40	-	8	6	5	65	63	128
7	Thanesar - II	-	-	-	-	18	-	-	-	31	-	1	36	-	14	-	-	50	50	100
	Total	6	3	44	30	155	132	4	2	117	-	128	353	-	195	94	18	548	733	1281

Source :- House Hold Survey

The figures given above show that 548 boys, 733 girls and total 1281 children are engaged in various occupation. The engagement of girls in sibling care activities, house hold work and farming certainly compel to give a second thought to our social set up and educational programmes. Certain activities of gender sensitization and women empowerment may improve their condition. These girls may be out of school because of non-accessibility of upper primary schooling facilities.

Working Children S.C. (11-14 Age Group)

Table - 18 66

S.No	Blocks Name	Brick kiln		Street Children		Farming		Rag - Pickers		Working in Shops, Stall		House Hold work		Sibling Care		Any Other		Total		G.T
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
1	Pehowa-I	2	-	4	5	85	14	-	-	20	-	38	218	-	10	23	8	172	255	427
2	Pehowa - II	7	2	10	2	71	4	-	-	31	-	51	217	-	35	8	6	178	266	444
3	Ladwa	-	-	13	6	39	54	-	-	14	-	8	58	-	45	10	2	84	165	249
4	Shahabad-I	10	20	32	14	54	44	-	-	35	-	19	129	-	31	6	7	156	245	401
5	Shahabad - II	8	20	31	-	51	42	-	-	38	-	18	157	-	31	4	7	150	257	407
6	Thanesar - I	28	11	28	28	41	-	-	5	7	-	38	149	-	36	6	13	148	242	390
7	Thanesar - II	-	-	13	4	66	-	-	-	55	-	35	173	-	46	-	5	169	228	397
	Total	55	53	131	59	407	158	-	5	200	-	207	1101	-	234	57	48	1057	1658	2715

Source :- House Hold Survey

The table given above shows the horrible and shocking figures of working children especially girls. It may be concluded that more girls are engaged in household work and sibling care activities and their condition may be improved if more upper primary schools are opened.

Working Children B.C. (11-14 Age Group)

Table - 67

S.No	Blocks Name	Brick kiln		Street Children		Farming		Rag - Pickers		Working in Shops, Stall		House Hold work		Sibling Care		Any Other		Total		G.T
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
1	Pehowa - I	-	-	12	4	71	32	-	2	37	-	51	203	-	18	14	10	185	275	460
2	Pehowa - II	5	6	2	-	78	7	-	-	12	-	24	180	-	42	9	9	130	244	374
3	Ladwa	-	-	7	-	58	55	-	-	20	-	18	110	-	52	16	13	113	230	343
4	Shahabad - I	18	19	10	2	50	40	-	-	13	-	7	144	-	6	1	-	99	211	310
5	Shahabad - II	18	13	10	2	38	46	-	-	25	-	7	102	-	43	6	6	104	212	316
6	Thanesar - I	12	6	26	29	28	5	4	2	5	-	35	100	-	24	35	8	145	174	319
7	Thanesar - II	-	-	10	-	49	-	-	-	10	-	7	137	-	26	-	-	76	163	239
	Total	53	44	77	37	372	185	4	4	122	-	149	976	-	211	75	52	852	1509	2361

Source :- House Hold Survey

This group of children is so large that there must be certain specific provisions for upper primary schooling facilities in those pockets where these children are prevalent. Girls are comparatively higher in number and they are primarily engaged in house hold work and sibling care activities which require the strengthening of ECE centres and programme of women empowerment.

Number of Total Working Children (11-14 Age Group)

Table - 68

S.No	Category	Brick kiln		Street Children		Farming		Rag - Pickers		Working in Shops, Stall		House Hold work		Sibling Care		Any Other		Total		G.T
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
1	S/C	55	53	131	59	407	158	-	5	200	-	207	1101	-	234	57	48	1057	1658	2715
2	B/C	53	44	77	37	372	185	4	4	122	-	149	976	-	211	75	52	852	1509	2361
3	General	6	3	44	30	155	132	4	2	117	-	128	353	-	195	94	18	548	733	1281
4	Total	114	100	252	126	934	475	8	11	439	-	484	2430	-	640	226	118	2457	3900	6357

Source :- House Hold Survey

More girls are engaged in sibling care, household and farming (animal care) activities and more boys are engaged in farming activities. Opening of more Upper Primary schools may improve the condition of these children which may help in achieving the objectives of UEE.

Population Age Group (6 -11)
Population in Kurukshetra (Age Group 6-11)

Table no: **Projection Table**

Year	Growth Rate	General			S.C.			B.C.			Over all		
		M	F	Total	M	F	Total	M	F	Total	M	F	Total
2002-03		22358	17221	39579	16971	14287	31258	27619	21937	49556	66948	53445	120393
2003-04	102.37	22888	17629	40517	17373	14626	31999	28274	22457	50730	68535	54712	123246
2004-05	102.37	23430	18047	41477	17785	14972	32757	28944	22989	51933	70159	56008	126167
2005-06	102.37	23986	18475	42460	18206	15327	33534	29630	23534	53164	71822	57336	129157
2006-07	102.37	24554	18913	43467	18638	15690	34328	30332	24092	54424	73524	58695	132218
2007-08	102.37	25136	19361	44497	19080	16062	35142	31051	24663	55713	75266	60086	135352
2009-10	102.37	25732	19820	45551	19532	16443	35975	31787	25247	57034	77050	61510	138560

Kurukshetra

Population in Kurukshetra (Age Group 11-14)

Table No. **Projection Table**

Year	Growth Rate	General			S.C.			B.C.			Overall		
		M	F	Total	M	F	Total	M	F	Total	M	F	Total
2002-03	102.37	14038	11493	25531	9622	7863	17485	15491	13503	28994	39151	32859	72010
2003-04	102.37	14371	11765	26136	9850	8049	17899	15858	13823	29681	40079	33638	73717
2004-05	102.37	14711	12044	26756	10083	8240	18324	16234	14151	30385	41029	34435	75464
2005-06	102.37	15060	12330	27390	10322	8435	18758	16619	14486	31105	42001	35251	77252
2006-07	102.37	15417	12622	28039	10567	8635	19202	17013	14829	31842	42997	36087	79083
2007-08	102.37	15782	12921	28703	10818	8840	19658	17416	15181	32597	44016	36942	80957
2008-09	102.37	16156	13227	29384	11074	9049	20123	17829	15541	33369	45059	37817	82876
2009-10	102.37	16539	13541	30080	11336	9264	20600	18251	15909	34160	46127	38714	84840

Population in Distt. Kurukshetra

Overall Population of the Distt.

Table No. **Projection Table**

Year	Growth Rate	General			S.C.			B.C.			Over all		
		M	F	Total	M	F	Total	M	F	Total	M	F	Total
2002-03		159560	141128	300688	99935	87567	187502	172604	154354	326958	432099	383049	815148
2003-04	102.37	163342	144473	307814	102303	89642	191946	176695	158012	334707	442340	392127	834467
2004-05	102.37	167213	147897	315110	104728	91767	196495	180882	161757	342639	452823	401421	854244
2005-06	102.37	171176	151402	322578	107210	93942	201152	185189	165591	350780	463555	410934	874489
2006-07	102.37	175233	154990	330223	109751	96168	205919	189558	169515	359073	474541	420673	895215
2007-08	102.37	179386	158663	338049	112352	98447	210799	194050	173533	367583	485788	430643	916431
2008-09	102.37	183637	162424	346061	115015	100781	215796	198649	177645	376295	497301	440850	938151
2009-10	102.37	187989	166273	354262	117741	103169	220910	203357	181856	385213	509087	451298	960385

Studying in school (Age Group 6 -11)

Studying in School (6 -11)

Table No. Projection Table

Year	Growth Rate	General		S.C.			B.C.			Total	Over all		Total
		M	F	Total	M	F	Total	M	F		M	F	
2002-03		21882	16771	38653	15642	12838	28480	26413	20690	47103	63937	50299	114236
2003-04	102.37	22401	17168	39569	16013	13142	29155	27039	21180	48219	65452	51491	116943
2004-05	102.37	22931	17575	40507	16392	13454	29846	27680	21682	49362	67004	52711	119715
2005-06	102.37	23475	17992	41467	16781	13773	30553	28336	22196	50532	68592	53961	122552
2006-07	102.37	24031	18418	42450	17178	14099	31277	29007	22722	51730	70217	55240	125457
2007-08	102.37	24601	18855	43456	17586	14433	32019	29695	23261	52956	71881	56549	128430
2008-09	102.37	25184	19302	44486	18002	14775	32778	30399	23812	54211	73585	57889	131474
2009-10	102.37	25781	19759	45540	18429	15125	33554	31119	24376	55495	75329	59261	134590
		190286	145841	336127	136023	111639	247662	229688	179920	409608	555996	437400	993397

Kurukshetra

Studying in School(Age Group 11-14)

Table No.

Year	Growth Rate	General		S.C.			B.C.			Total	Over all		Total
		M	F	Total	M	F	Total	M	F		M	F	
2002-03	102.37	13547	11050	24597	8464	6191	14655	14580	12069	26649	36591	29310	65901
2003-04	102.37	13868	11312	25180	8665	6338	15002	14926	12355	27281	37458	30005	67463
2004-05	102.37	14197	11580	25777	8870	6488	15358	15279	12648	27927	38346	30716	69062
2005-06	102.37	14533	11854	26388	9080	6642	15722	15641	12948	28589	39255	31444	70698
2006-07	102.37	14878	12135	27013	9295	6799	16094	16012	13254	29267	40185	32189	72374
2007-08	102.37	15230	12423	27653	9516	6960	16476	16392	13569	29960	41137	32952	74089
2008-09	102.37	15591	12717	28309	9741	7125	16866	16780	13890	30670	42112	33733	75845
2009-10	102.37	15961	13019	28980	9972	7294	17266	17178	14219	31397	43111	34532	77643
		117805	96091	213896	73603	53837	127440	126788	104952	231740	318195	254880	573075

INTRODUCTION TO SSA

⇒ Aims and Objective

⇒ Strategies

CHAPTER-III

INTRODUCTION OF SSA

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

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

Hence, it is a programme that clear "Time Frame" for UEE, a response to the demand for quality basic education along with permuting social equity, community ownership of the education systems, community sponsored effective enrolment, partnership among centre, state and local Bodies i.e. Coverage of the programme with partnership of funding and opportunity for states to develop their own vision of Elementary Education

AIMS AND OBJECTIVES:

It is presumed that this programme of Education will provide

- Quality and relevant elementary education to all children of 6-14 age group by 2010. (By enrolling them in school, or Back to School by 2003) and they must complete their eight years of schooling by 2010.

- Special emphasis must be given on girls and other special categories so that a gap is bridged among social regional and gender elements.

- The programme must be initiated and implemented with active participation of the community in all possible aspects of Education.

Hence, this programme is started with following pre. Considered objectives-

1. All children in school, EGS centres, A.S or B.S.C by 2003

2. All children complete 5 years of primary Schooling by 2007

3. All children complete 8 years of Elementary schooling by 2010

4. Focus is laid on elementary education of satisfactory quality with emphasis on education for life.

5. Bridge all Gender and Social Category Gaps at Primary stage by 2007 and at elementary education level by 2010

6. Universal retention by 2010

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

*PLAN INDICATOR FOR
PERSPECTIVE PLAN
DISTT. KURUKSHETRA*

PLAN INDICATORS

The data given in the previous section reveal the following facts, which may term as the plan indicators for Serva Siksha Abhiyan for Distt. Kurukshetra.

1. Two habitations of Block Shahbad (Tangori & Babakpur) have no primary schooling facility and they need some provisions of this nature so that they may be provided an access to primary schooling
2. There are 49 habitations in the district where as temporary arrangements of primary schooling in the form of branch schools, have been provided by the administration. The report of the survey reveals that all these branch schools have enrolled more than 40 children. Secondly, none of these has a permanent arrangement for the teaching learning process of these children. Only a temporary arrangement has been made in the form of deputing a teacher from the nearby primary school and most of these branch schools are running in either some Chaupal or in some unsafe structures. If the resolve of an access to primary schooling facility to every child is to be completed, some provisions for the buildings and teachers must be made in these 49 habitations.
3. The figures given in "Distt. Educational Profile" show that the share of enrollment of girls at upper primary level is much less than their share of enrollment at primary state. The reason may be :-
 - Non-accessibility of upper primary schooling facility in the permitted range of three kilometers.
 - The social Taboos and the socio-economic and cultural traditions which may hamper the enrollment of these girls at upper primary level.
 - More dropouts at upper primary stage.

- Less transitions rate from primary to upper primary especially of girls.
- Less enrollment in Govt. schools in comparison to private institutions especially of the children of general and B.C. category.

All these factors, when given considerations require more upper schooling facility at least 2:1 (primary : upper primary) as per the norms of S.S.A. consequently at least 106 more upper primary schools are to be opened / upgraded as per school mapping exercise. These schools should be provided at least 5 teachers (one of Science / Math's, one of English / S.S., one of the Hindi / Sanskrit, one of Drawing / Agriculture, and one of nature of physical instructor). These new upper primary schools require suitable infrastructure, teaching learning equipments and their relevant teaching-learning aids and facilities.

4. The number of dropouts and out of schools (In age group 6-11, dropouts 945 and non-starters 5187 children) is quite an alarming and against the spirit of UEE. This number in the age group of 11-14 reaches 6009. Unless more appropriate provisions are made for these children, the target of UEE can never be achieved. Most of these children of 6-14 age group are either engaged in some earning activities in the form of working children. (The number and nature of these working children is given in the previous section) or sibling care activities. If the elementary education for these children is to be ensured, some alternative arrangements are required to be made with condensed teaching learning material and experiences and accelerated promotions. It may also be interpreted here that most of these children have dropped out only because of dull teaching learning process and schools scare. Most of these children, even after intensive mass mobilization may be not turn up to the fold of formal schooling because of their involvement's in one or the

other financial activities and they may not be able to devote full time to the system for their elementary education

5. The report of the survey gives an indication about the poor physical facilities in our schools i.e. less class rooms unsafe boundary wall poor infrastructure inadequate toilet and drinking water facilities at least there is almost a complete absence of separate toilet for girls.

6. The decreasing trend of enrollment in our Govt. schools in comparison to private institutions.

7. Lower index of gender equity at upper primary level especially of S.C. girls.

8. Less index of social equity at upper primary level.

9. More dropouts' rates at upper primary level.

10. Poor system of pre-school education and ineffective E.C.C.E.

11. Passive participation of community in educational systems even after the 73rd and 93rd Constitutional Amendments.

12. Inadequate incentives to weaker sections, girls and S.C. children. Even though some incentives are granted under State Education Policy, yet they are found to be inappropriate and untimely.

13. Poor quality of teaching learning process, absence of teaching learning equipments and library books, outdated teaching methods and pedagogical approaches; ineffective pre service and in service training programmes for teachers and even teaching learning material are visible with all concerned.

14. Unattractive and dull school atmosphere with inadequate facilities for girls.

15. Gender bias attitude of masses especially for the education of their girl children.

16. Ineffective monitoring and supervision system and its low frequency as well as for from grass root.
17. Complete dearth of professionalism and innovation in our teachers and administrators.
18. Better admission rate at primary level in comparison to upper primary.
19. Less or no opportunity for the children in our Govt. schools to cope the children with the competitive world around especially in Information Technology. If anywhere such facility is existing, it does not suit the socio-economic conditions of our children in Govt. schools and they grumble when they are asked to pay fees to get computer education because of their financial status.
20. The survey report of disabled by Social Welfare Deptt. Of District Kurukshetra reveals that about 1358 children of 6-14 age group are suffering from one or more physical deformities more than 40% in density, and these, if their educational programmes are to be integrated and their elementary education is to be ensured, require special care and assistance.
21. Less net enrollment Ratio at upper primary level especially of S.C. girls.
22. Very critical gender imbalance in all sections of society of district Kurukshetra. The situation is Critically grim at block Shahabad and Tehsil Thanesar. It is more critical in the age group of 0-6 and even more horrible with educated classes who know the facilities available for the damage of girl foetus.
23. The poor quality of our teaching learning process and ultimately our products after the completion of their education. These youths find themselves aimless and

unemployed, when the community expects very high hopes from them. They are unskilled, incompetent and aimless.

24. No transparency in our school activities especially of construction work.

25. Centralized and ineffective decision making system.

26. One sided teaching learning approaches resulting into low achievement level, more repeaters and more dropouts.

27. All these indicators need to be taken care of while preparing perspective plans for S.S.A. in Distt. Kurukshetra with effective, time tested and result oriented interventions.

Sr. No.	Broad Areas	Interventions, Strategies and Activities
1	Access	- Alternative Schooling & innovation Edu. - Opening of more Primary & U.P. School - Improvement in Infrastructure & Physical facilities.
2	Quality Improvement	- Strengthening of monitoring, Supervision and support system by setting up of Block Resource Centres. - Cluster Resource Centres, DPIU, EMIS, Mass mobilization, strengthening of DIET, ECCE, Teachers training, Provision of Teaching Learning equipments and Aids, research & Evaluation, Innovative Activities, School Health Programme, School improvement Grants, Teacher grant provision of sport Activities, Provision of IED, etc.
3	Increasing Enrolment	- Strengthening of mass mobilization & women empowerment programme - Construction of New Schools, and provision of better Infrastructure facilities specially for Girls and special groups like SC children, Disabled children, drop outs, Non Starters. - Strengthening of early child hood care and Education Programme and intensifying. - Elementary formal Education Programme.
4	Education of Special Group	- Enrolment drive for the education of girls, S.C. children, Disable children, working Children etc.
5	Management	- Establishment of District Project Implementation unit along with Education management information system.

The most crucial indicator for perspective plan formulation for UEE in Distt.Kurukshetra is to improve the quality of teaching-Learning process and the quality of ultimate product of our school graduates. This quality may be improved as discussed in the following sections of 'Quality' and 'Strengthening of Supervision and Monitoring'.

QUALITY

IN

EDUCATION

QUALITY IN EDUCATION

The district indicators, specially related to achievement level of the students, school examination results and post school achievements of our school graduates reveal that the quality of our educational programs is not of a desired level. The pass percentage of 8th class students of this district is as low as 68.91 in aggregate. The situation is more complex and serious when the percentage scores in different subjects and ultimate achievement level of the students corresponding to their grades in the examination are taken into consideration, it may be interpreted that the quality of our educational programmes is critically low. The most important objective of SSA is qualitative, life related, relevant, value based and highly profiled universalization of elementary education. All these issues need to be tackled with planned interventions if we want the basic goal of this comprehensive and all pervasive educational programmes to be achieved.

Education is a human process that leads to all round development and overall improvement of human life. Education does not mean of three R's i.e. reading, writing and arithmetic only. It is a **global and a vast term that reflects in the overall behavioral pattern and life style of a learner.** Betterment, enrichment and improvement are the three words that compulsorily relate to a person who has undergone the process of education. Informally every elder instructs his younger for betterment and risk covering status of his life and observes whether the behavioral pattern of the person, whom the instructions have been imparted, modifies or changes as per instruction and satisfies as well as makes the present status as a base for further instruction, which

ultimately reflects in improved, better and enriched desired behavior pattern of the learner. This informal process continues in the formal schooling as well, but here besides informal instructions the planned and well-structured system of context, content and process of desired behaviors is expected. Hence the word education covers knowledge, skills and competencies and desired improved terminal behavior of the individual in all cognitive, cognitive and affective domains.

The program of education should cover some basic and essential factors if the enriched terminal behavior is to be attained. It requires the involvement of all those elements which somehow determine and influence the learner i.e. the active involvement of learner itself, active participation of the community, need based and life centered learning experiences i.e. subject matter, child centered and joyful teaching learning process, effective monitoring and administration, continuous comprehensive evaluation of the terminal behaviors as well as system effectiveness; improved need based congenial school environment including school infrastructure and other physical facilities, teacher effectiveness and well designed conceptualized need based review. All these elements, if come together, determine not only the successful attainment of desired terminal behavior but also influence the whole process of education. In this way, if education is to be imparted it should be in consonance with the demands of learner. Only such type of education can liberate the learner from narrow domestic wall and can elevate him to a cultured, improved better human resource, which can contribute to the upliftment of society along with his maximum potential development.

Sarva Shiksha Abhiyan enfold some basic objectives of

- **Education to all the children of 6-14 age group;**
- **Education that has high life competencies and elevated skills;**
- **Education through active community participation in planning and implementation;**
- **Education that develops better human resources and meets the challenges of the hour;**
- **Education that is comprehensive and life centered.**

It means that Sarva Shiksha Abhiyan lays maximum emphasis on quality aspect of elementary education, which is to be ensured for all children of 6-14 age group. It does to satisfy with quantity alone i.e. education for all, but the thrust lies on quality of education i.e. education for betterment of life. Quality in education is to be visualized in terms of products of education i.e. learner's achievements in scholastic and co scholastic areas (performances in subjects of study and habits, attitudes, value and life skill that make learner a good citizen.)

Quality in any **educational plan basically revolves round the quality of infrastructure and support services, teacher characteristics (academic and professional effectiveness) curriculum and teaching learning material, effective class room teaching learning process effective evaluation and monitoring and supervision.** Improvement of quality on these concerns and parameters and its sustenance would be a matter of great concern if desired out come is to be achieved from an educational plan. The same is being envisaged for S.S.A. and is being incorporated in the perspective plan

of this educational project. Hence the following strategies are being suggested to improve the quality of educational program of SSA.

- (i) **Need based grass root effective planning;**
- (ii) **Community mobilization and active participation;**
- (iii) **Expanding and strengthening institutional facilities for capacity building;**
- (iv) **Infrastructural school facilities;**
- (v) **Teacher empowerment and capacity building;**
- (vi) **Developing an effective EMIS (Educational Management Information System);**
- (vii) **Effective teaching learning process;**
- (viii) **Effective monitoring and evaluation;**
- (ix) **Research and innovation;**
- (x) **Resource support**
- (xi) **Review of program in view of the achievements and weaknesses related of desired objectives in specified time frame.**

NEEDBASED GRASSROOT EFFECTIVE PLANNING

This Abhiyan starts with household survey, which reflects a number of dropouts' children, nonstarters, disabled location of, difficult of difficult areas and difficult groups, possible reasons for dropouts and non-starters at primary and upper primary levels. It also helps in concluding upon school mapping exercise for opening and up gradation of new schools, alternate schooling provisions. This exercise included the involvement of the

teachers, Community, stakeholders, feeders, PRIs, NGOs and convergence with other departments. District Karnal has concluded upon all these informations along with gross enrolment ratio, net enrolment ratio, dropout and retention rates, consistency in enrolment from primary to upper primary level and the proportionate enrolment in govt. and non-govt. institutes etc. All these information are given in the relevant sections in the district profile. Basic indicators for planning emerged out of these informations. In relation to quality it will prove as a process of community sensitization for the education and its objectives.

COMMUNITY MOBILISATION AND ITS ACTIVE PARTICIPATION

Active participation of community has been considered as a basic input for the process of SSA. **Researches have revealed that non-attainment of objectives in previous educational programmes were the result of passive community and their unawareness towards the importance of educational programs for their children, especially for the girls.** Working on with the fact that **more mobilized, aware and motivated the community the better and speedier is the attainment of educational programs and its objectives,** This motivates the planners to incorporate the activities like the Maa Beti Mellas, VEC/VEC training programs, orientation of district functionaries, environment building activities like etc. **It is presumed that all these activities will help in mobilizing the community for active participation in enrolment, improvement in retention rate, reduction in dropout and nonstarter rates, reaching the unreached, improvement in school effectiveness and quality through continuous through monitoring and reviewing, review on the basis of achievements of objectives.** Participation and involvement of community will help in making of whole program and

activities proposed in ensuring the transparency in utilization of funds and all other activities.

EXPANDING AND STRENGTHENING INSTITUTIONAL FACILITIES FOR CAPACITY BUILDING

The success of any program lies in institutional capacity building. The prevailing conditions of our educational institutions require the provisions of **educational equipments, lab equipments, Teaching learning aids, TLM, Library books and educational periodicals, school improvement grants, appointment of teachers, CRCs, BRCs, ABRs, APCs, DPC and additional staff, Computer operators and programmers, clerks, JEs, So and other essential staff, furniture and tat patties, contingencies, sports materials and health provisions etc.** In the perspective plan for the district Kurukshetra. It is also presumed that all these provisions will prove as an additionally to boost quality improvement in the educational program of SSA. It is supposed that if the above-mentioned provisions are made it will build the capacity of the existing educational institutions, and will ultimately improve the teaching learning process and consequently will be reflected in the achievement level of the students.

Further the institutional capacity building requires **adequate physical facilities like constructions of rooms, boundary walls, toilet facility, provision of adequate drinking water and electricity facility** etc. These provisions in the school will not only improve the enrolment and the retention rate but also help in the **improvement of quality of learner's achievement level** because of better and more congenial teaching learning atmosphere of the school.

Decentralization of planning and management with a special focus on **strengthening of grass root institutions such as clusters and block level resource centers to facilitate academic supervision and support service and effective unit for planning and management of quality initiatives to solve their problems and improve their working conditions. The issue of quality may also be resolved through the teacher empowerment programmes, classroom interactions, academic support, research and innovations.**

The institutional capacity building further requires the strengthening of the resource group and need based teacher training programmes through the specific annual training programs and supplemented by extended teacher training programs, collecting and using the feedback. All suchlike activities will certainly help in improving the process and products of educational program of SSA and thus are being incorporated in the perspective plan with meticulous budgetary provisions.

EFFECTIVE TEACHING LEARNING PROCESS

The quality of any educational program lies basically in its effective classroom teaching learning process. The modern age is just not to observe the principal of "Spare the rod and spoil the child". It is also not something to crammed and pass the examination. Again it is not something forced from outside rather **teaching learning process should be participatory, intrinsically motivated, joyful, life centered, self receptive and conceptualized and productive.** It requires: -

- i. **The review of the prevailing curriculum and textbooks.**
- ii. **Development of improved teaching learning material.**
- iii. **Frequent use of scientific techniques and teaching learning equipments.**
- iv. **Self-motivated teachers with scientific temperament and democratic attitude; incorporating methods of inquiries and innovations.**
- v. **Continuous comprehensive evaluations and holistic approach to students progress and development and.**
- vi. **Modifying supervision mechanism and proper evaluation with systematic recording of criterion oriented individualized growth and development of each and every learner.**

Along with these activities and dedicated spirits some other provisions may also help improve the quality of learners' achievements like: -

- i. **Provisions of library books**
- ii. **Organization of bridge courses for slow learners and nonstarters**
- iii. **Provision of school improvement grants**
- iv. **Health care provisions**
- v. **Adequate Provisions of furniture and Tat-Patties**
- vi. **Provision of research and innovations at every level**

All these will definitely prove themselves as effective and timely inputs in the fore going program of SSA, especially when the thrust is to be given on quality education.

EMIS AND PMIS

The management information system is an integral part of the Management of SSA. The most tested program that will also prove its worth and effectiveness in SSA is the system of EMIS and PMIS. This will help in keeping the detailed, desired and necessary information about the Abhiyan, the analysis of which (in the terms of Strengths, Weaknesses, Objectives and Threats) at proper time surely guide the educational authorities in defining their strategies for further improvement and in this way it will prove itself as road side signal and will certainly help in improving the quality of school education by putting it at right track at right time.

Quality issues in this plan will be the pivot around which whole perspective plans is chalked out. Although each activity mentioned in the plan is somehow linked, directly or indirectly with the quality of education especially the elementary education, which is the first and foremost goal of Sarva Shiksha Abhiyan, even then some of these issues are being discussed and proposed here.

Quality of education being provided in the schools directly depends upon the quality of teachers, their availability and proper placement at right time. Efficiency and skills of a teacher basically depends upon the orientation and refreshment through several kinds of training programmes. Hence, training programmes including content enrichment, methodology of teaching, conceptual understanding and other training's related to other

pedagogical issues have been proposed in the perspective plan along with awareness programmes in curriculum development. Every teacher is proposed to be provided a rigorous, objective-oriented training programme for twenty days every year. To make this programme effective and result oriented certain basic decentralized approaches coupled with cascade model are proposed to be given in this perspective plan of district plan. The provision of guest speakers will also add another dimension to the quality of training by providing expert guidance in teacher training's. The DIET and SCERT will provide resource support in all the trainings, development of curriculum, preparation of training modules and an evaluation system of these training programmes. Moreover, innovation and professionalism in our teachers require them to be oriented with the spirit of Research and the utilization of their findings in their field as a perfect professional practitioner. So it can be a core issue that should definitely be addressed to if the objective of quality basic education is to be achieved. Trainings related to methodology of research is also being proposed in this plan when school teacher are being involved in this activity then it will certainly prove a panacea for all educational problems could be solved through local resources. Action research can prove its effectiveness in all such local settings. So, some interventions are required to be inserted in this plan so that the effectiveness of teachers and her teaching may be elevated in this plan so that the effectiveness of teachers and her teaching may be elevated. S/he should be equipped with some basic facilities of audio-visual aids and teaching learning materials where from S/he could improve her effectiveness and extend the essential support in the learning of hard spots in our syllabi. Hence, every teacher has been proposed to be provided with teacher grant of Rs.500/- per annum to be utilized for improving in his/her teaching skills. This amount will have to be utilized for the

preparation of teaching aids and models that will help substantially in classroom teaching learning process and ultimately results in criterion oriented enriched products of education.

Systematic, regular and evaluation of the project and the entire project related activities would prove the effectiveness of all strategies, interventions, priorities, and directions.

Teaching learning equipment is a basic need in every classroom. Various topics of schools curriculum can be made easy, interesting and learnable by the use of teaching learning equipments. Demonstrations made by the teacher in the classroom provide students first hand experience and encourage them for further learning vis-à-vis the direct experience of cause and effect relationship in the subject. It has been proposed that each new and existing school, whether primary or upper primary, is to be provided with such equipments worth Rs.10000/- and each upper primary school with Rs.50000/-. This will also boost the morale and enthusiasm of the teachers and learners.

The quality of education, enrolment and retention in our schools are affected by the external factors like the financial hardships of the most of the students, especially those belonging to weaker sections of the society. These children always remain in need of financial help to purchase their up-to-date textbooks and stationary in time. For this purpose all SC children and all girls including the girls of general category have been proposed to be provided with free textbooks in the very beginning of the academic year. Although the state government has also made provisions of free textbooks to all SC students yet the hard fact is that they have never been provided the required amount and help in time. This provision will certainly address to quality of education, especially for the SC children and girls category.

Community is the strongest pillar for the education. As the system of education is developed by the society and is meant for further directions and remolding of it. Moreover, the community is the only stakeholder of education. So the education must fulfill expectations of the society. Education, perhaps, may not yield these expected results if not monitored by the society or community itself. The community may play a very constructive role in education by effective monitoring system, sending their wards regularly to schools and through ensuring their retention and by providing a helping hand in all the school effectiveness, material or the resources. At this juncture the optimum participation of womenfolk is essentially required to be ensured. The programmes of mass mobilization and the role assigned to VECs in all education related activities would certainly prove a technical support in ensuring the quality of education

Girls, either of general or economically weaker sections, are found lagging behind the boys in the field of education due to certain social, economical or some physical constraints. Most of the girls are not enrolled or are dropped out due to these reasons. One basic reason observed in the field is that parents do not allow the girls to study in schools, which are not located in the vicinity of their habitation. This has resulted in low transition rate of girls from primary to upper primary. Other factors like sibling care, involvement in some financial or productive activities or social taboos have also negative impact on girls-education. Quality of education bears no meaning unless the education of this section is not addressed to effectively with certain need-based interventions. Quality of education is followed by the guarantee of their education. So all the activities related to girls education will provide a sound footing to the quality of education.

Another difficult group of children who needs immediate redressal to their educational needs is the disabled. Any society can hardly progress unless the education of each and every child is ensured. The household survey of the district reveals a large number of (1358) disabled children. It will serve the purpose in three ways- One, the development of each child with the effective educational programme, secondly on humanitarian ground children deserve the right of elementary education and thirdly their development will ensure the progress of a democratic society. Whatever may be the category of disability (orthopadically handicapped or visually impaired or hard of hearing or slow learners or mentally retarded etc.) they all need proper care and education in our schools. Isolation of these children from mainstreaming is neither feasible nor a remedial measure as far as the effective education of these children is concerned. Integrated education of these children is the only possible option at this moment where their optimum physical, social, emotional and educational development is ensured. Every genuine effort made in this regard will certainly prove its worth and sincerity. Furthermore the children of which we are talking at present are not so much extreme cases that they need some or other kind of segregation. Rather, as these children with certain precaution and cares in the system. Whatever extra is required here is that teacher has to facilitate their progress and has to provide and equip them with all those experiences that can make their progress smooth and ensured. This major task is hard to be completed without the effective involvement of efficient and trained teachers. Therefore the activity proposed in the perspective plan under the heading IED will contribute a great deal to the education of these children as well as the quality aspect of the elementary education.

Terminal evaluation of any programme provides additional inputs to the programme itself in the form of objective oriented strategies, prioritization of tasks and defining and pinpointing the targets. In real terms assessment and evaluation provide the direction and the dynamism to the programme. Mid term feed back about the educational schemes makes it more effective and criterion-oriented as far as the materialization of already set objectives is concerned and hence its contribution towards quality of education can never be overlooked.

Quality can hardly be institutionalized in a programme like SSA without a strong and effective mechanism of supervision and monitoring never to the grass root level of the system. This perspective plan reflects upon the proposed structure and mechanism of the monitoring and supervision in the related sections. It is expected that this proposed system will ensure the optimum level of quality in elementary education. All the persons proposed at sub district level of this mechanism would be academicians of reputed caliber and talent in school subjects and other pedagogical aspect and so this will collectively form a resource group to provide momentum and breaking of the existing inertia to innovations or to be adapted to ensure the optimum development of their potential and competencies, provisions of quality and standard books and TLM have also been made at block level.

STRENGTHENING

OF

SUPERVISION

&

MONITORING

MECHANISM

UNDER

SSA

SUPERVISION and MONITORING MACHNISM UNDER SSA

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

SSA has focused itself on four basic pillars:

- **Decentralisation and area-specific;**
- **Quality;**
- **Universalisation of elementary education without any social or gender bias;**
- **Community participation and ownership**

Again, more focus has given on the strengthening the supervision and monitoring system so that the activities under SSA may bring the desired fruits and may lead to attainment of desired objectives within the timeframe. Hence, the Governor of Haryana, vide his letter no. 21/18-2002PE(2) dated 11th September 2002 is pleased to

constitute the following committees for proper supervision and monitoring at village, school, cluster, block district and state level

1. School level committee:

a) Parent Teacher Association

PTA will comprise of the following office bearers

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

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

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

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

The specific objective of the PTA will be as follows: -

- (i) **Creating awareness among the parents** regarding the need & importance of inculcating the habits of punctuality, regularity in attendance & cleanliness in their wards.
- (ii) **Diagnosis of Educational backwardness & need for adopting remedial measures in time.**
- (iii) Helping for **making provisions for physical facilities** such as furniture, electric fans, building etc. to schools.
- (iv) Making **improvement in the overall conduct & behavior of the students.**

The tenure of the association would be **two years.**

b) MTA (Mother Teacher Association)

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

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

The tenure of the committee will be two years.

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

2. Village Level Committee: -

a) Village Education Committee (VEC)

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

Three members nominated by Gram Panchayat (At least one schedule castes & one lady member)	3
Head teacher of the primary school (member secretary) (In case of more than one school the senior most)	1
A female teacher (In case of more than one school not from the school of member secretary)	1
Female member nominated by Mahila Mandal	1
Lady healthy worker	1
Anganwadi worker/Bal Sevika	1
Two members nominated by PTA/MTA	2
Member nominated by BEO (NGO member/social worker/educationist)	1
Village Secretary/Gram Sevika	1
TOTAL	12

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

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

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

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

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

(b) Village Construction committee (VCC)

It will have the following members

A member (Male/Female of VEC)	President
Member secretary of VEC	Member secretary
VEC Member	Member

(Ex service man/Retiree/Social worker)

VEC member belonging to SC Member

Member nominated by VEC Member

Total Five Members

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

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

(c) Urban Education Committee (UEC) for urban areas

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

Three members approved by municipal committee/council 3

(At least one scheduled Cast, One Lady member)

Head Teacher/Head Master of elementary school 1

(Member Secretary)

(In case of more than one school, the senior most)

A female teacher nominated by BEO 1

(In case of more than one school, not from the school of members secretary)

Female member nominated by Mahila Mandal 1

Lady health worker (to be nominated by Health Department) 1

Anganwadi worker/Bal Sevika to be nominated by ICDS department 1

Two members nominated by PTAs/MTAs 2

Members nominated by BEO 1

(NGO member/Social worker/Retired employee/educationist)	1
A nominee of Municipal Committee/ Council	1
TOTAL	TWELVE

(d) Construction Committee

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

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

3. Cluster level Education committee (CLEC)

The CLEC will consist of following members: -

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

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

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

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

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

4. Block level Education Committee (BLEC)

Block level Education Committee will consist of the following members:-

Block Education Officer (president)	1
Block Resource coordinator (member Secretary)	1
Block Development Panchayat Officer	1
Nominee of ICDS	1
Nominee of health department	1

Nominee of Public health department	1
Two Cluster resource Coordinators (One male, One female: to be nominated by BEO)	2
Head of high/senior secondary school (Preferably the senior most)	
A prominent ex-serviceman of the block	1
Retired Educationist preferably the State/National Awardee	1
VEC members from different Clusters	2
Total	Fifteen Members

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

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

5. District Level Committee

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

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

Due representation should be given to scheduled casts and weaker section of the society. Members from such organizations may also be taken, if otherwise not available amongst the ex official members. The Chairman of the committee may opt. Persons of eminence, if and when required.

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

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

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

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

ethos. Demonstration, model presentation and proper guidance should be the watchwords instead of faultfinding or inspectroship.

*Plan Interventions
&
Budgetary Justifications*

JUSTIFICATION OF THE BUDGET

1. (A) New Primary Teachers

District Kurukshetra has 49 Branches of primary schools where the standard requirement of the students to open a new school is sufficient enough but teachers are required to be appointed. Unless these branches Schools are termed as full-fledged Primary schools, no such serious teaching work could be executed there, due to the lack of teachers and infrastructure. These branches are just the temporary arrangements of access to primary schooling of these relative habitations. The list of all these 49 habitations has been appended in the annexure. There are two habitations named as Tangori and Babak pur where we don't have any primary school. So two primary schools are also being proposed to cater to the needs of the primary schooling to the children of these habitations. Hence, total 51 primary schools are being proposed to provide primary schooling to every child within the reach of 1 K.M. So a budgetary proposal is being made to ensure an access and quality for the education of the children of these habitations. Hence, these 49 branch schools and two new primary schools are being proposed to be opened and to be termed as new primary schools. As per norm of S.S.A., two teachers are being proposed to be provided in each of these schools, within the pay and scale of Fifth Pay Commission to treat them at par with other teachers of this category in this state. Hence, 102 posts of teachers for 49 branches and two new schools needed. But 10 teachers are already approved in 2002-03. Therefore, balance 92 more teachers are being proposed for 2003-04 to 2006-07 with a total budgetary proposals of

Rs. 88.86 lacs in 2003-04, Rs. 92.99 Lacs in 2004-05, Rs. 97.65 Lacs in 2005-06 and Rs. 102.42 Lacs in 2006-07 with the total budgetary proposal of Rs.381.49Lacs.

(B) Teachers in upper primary schools

Distt. Kurukshetra is facing the inadequate facility of access to upper primary schooling as shown in the data. It results into the low transition rate from primary to upper primary, especially of girls. The data given above reveal that the number of upper primary schools is much less (155) in comparison to number of primary schools (471) If the branch schools (49) and two un-served habitations of the district are termed as full fledged primary schools, this number of primary schools will go to (522). As per rigorous school mapping exercise as well as to fulfill the Constitutional Resolve to provide elementary schooling accessibility to all the children with in the distance of 3 Km from their residence and moreover, to attract all the girls in to the fold of elementary schooling and to give them quality education, it is found an appropriate proposal to open 106 more upper primary schools (the list is appended in the annexure). This proposal also dose not violate the norm in S.S.A. Hence a budgetary proposal is made of opening 106 schools with 5 teachers in each school. Observing state education policy, instead of appointing all the 5 teachers in each of these upper primary schools at the very beginning, two teachers (one S.S. master & another for Science and mathematics) are proposed to be appointed in each of these schools in 2003-04, two more teachers (One for Hindi/Sanskrit and another for Drawing or Agriculture) in 2004-05 and one more teacher (physical instructor) is proposed to be added in 2005-06. Total posts of teacher will become 212 in 2003-04, 424 in 2004-05, 530 in 2005-06 and again 530 in 2006-07, as 100 teachers i.e. 50 schools have already been approved in 2002-03. This approval will automatically

leads to the sanction of double teachers in next year i.e. 2004-05 and again 250 in 2005-06 and the equal number of the teachers in 2006-07. Therefore the balance number of 112 such teachers are being proposed to be appointed in 2003-04, 224 teachers in 2004-05, 280 teachers in 2005-06 and the same number of teachers i.e 280, will continue in 2006-07. This proposal may be treated as tentative and in the ensuing annual work plans it may be reviewed because of the enhancement in enrolment in these schools. The total estimated cost in these proposals is Rs 1944.92 lacs which includes 224.72 lacs in 2003-04, 463.7 lacs in 2004-05, 613.59 lacs in 2005-06, and 642.91 lacs in 2006-07.

2 Alternate Schools

Though the number of out of school children in the district Kurukshetra is much larger (Dropout 555 males and 1693 females, 2456 male non starters 1453 females non starters, with a total of 6157 in 6-11 age group and in the age group of 11-14 the number of out of school children is 6009) yet the revelation of strong political will coupled with Constitutional Resolve, requires to be translated into the provision of schooling facility to all these difficult children. As per provisions in S.S.A. these difficult children may be enrolled in AS CENTERS or bridge courses or back to school programs. For the provisions of schooling facilities to these children. It may first be initiated in the form of creating awareness in the masses through mass mobilization activities, improvement in school infrastructures, strengthening of pre-school programs and improving quality of teaching learning process in our present formal schools. It is presumed that with these activities the maximum number of this bunch of out of school children will come into the fold of our formal system. As per survey a good number of these children are indulged in working, in one or the other earning activity and it is very

difficult to bring them in our formal schooling. Keeping in view the fact, 50 AS centres were approved in 2002-03. These 50 centres would continue to exist in subsequent years, for the age group of 6-11. And 20 AS centres are also being proposed for the age group of 11-14 in difficult areas. Here the term difficult areas may be named as the children of rag pickers or working on brick kilns or children working on Dhabas or tea stalls and the children indulged in farming activities. The more difficult groups, according to the survey report is either of girls indulged in sibling care activities or suffering from narrow social taboos and of drop-outs (which have dropped only because of dull teaching learning process or schools scare). As per proposal all these centers would be started on the initiative of Village Education Committees with their realistic proposal of some volunteers of that very locality, preferably the women of the area where these children are located at least 25 children are to be located to start an AS Centre. The same number of centers will continue in 2005-2006 and in 2006-2007 with the total budgetary proposal of 66.20 lacs. Though these schools are named as alternative schools with their schooling time from two to four hours, yet the district has visioned to make this schooling equally qualitative with condensed and enriched teaching learning experiences through specially modified teaching learning materials. The main objective of this schooling would be to mainstreaming of all these children in formal schooling with flexible and accelerated approaches in grades.

3. Civil Work

The schools in this district are running with a very poor infrastructure erected by local community. The more disturbing state of affairs is that at present this local community is becoming more and more reluctant towards the requirement of these

schools. Though 73rd Constitutional Amendment makes the local community and Panchayat Raj Institutions more accountable towards the working of these schools yet it is not the enactment of only the laws but some more awareness campaigns are required to be launched. It is essential that some provisions of civil work are to be made on need based requirements in carefully selected areas. It will be helpful not only in improving school infrastructure, and bringing qualitative improvement in teaching learning process but it will also help in attracting children to schools especially the girls who scare enter the school because of lack of certain essential infrastructure amenities in the schools. Hence, as per requirement from the grass root the following need based proposals are being made on survey based assessment.

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

In district Kurukshetra 27 primary schools are running without buildings. Giving the need-based preference-seven such buildings are being proposed in 2003-2004, 6 in 2004-2005, 7 in 2005-2006 and rest of the seven in 2006-2007 with a unit cost of Rs. 3.00 lacs and a total budgetary outlay of Rs. 81.00 lacs.

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

It is proposed that at least 10 such buildings may be erected every year with the year based proposed cost out lay of Rs. 50.00 lacs and with total out lay of Rs. 200.00 lacs upto the end of 2006-2007.

3. (b) (1) Additional Classrooms

The number of girls students out of school reflects that they are forced to work & refrain from schooling for sibling cares. A need of a ECCE room in the premises of primary school is also felt.

Those girls will be able to take care for their younger brothers / sisters and simultaneously study in the formal school as well. Therefore, total class rooms required for the Upper primary schools and Primary schools including Pre primary are being proposed as 595 with the unit cost of Rs. 1.50 lacs and the total proposed outlay of Rs. 892.50 lacs upto the end of 2006-07. Provision has been made for 90 rooms in 2003-04, 100 in 2004-05, 195 in 2005-06, and 210 rooms in 2006-07.

3. (C) BRC Buildings

The district has 5 CD blocks and 7 educational blocks for primary and two educational subdivisions for upper primary. Though the state has been monitoring per schools through the supervisory body at educational blocks for primary level and through the unit of subdivision for upper primary level, yet as per instructions from the appraisal team, this educational supervision unit is to be restricted to CD blocks with BRCs, ABRCs and other members of staff as per requirement. One BRC building in each CD block is to be erected with a standard cost of Rs. 6 lacs each. As the construction of two such buildings have already been sanctioned in 2002-2003 so the rest of the three buildings for BRCs are being proposed to be constructed in 2003-2004 with a proposed cost out lay of Rs. 18.00 lacs.

3. (d) CRC Buildings

The unit of CRC may function only when proper infrastructure is provided. District Kurukshetra, according to its area and number of educational institutions of elementary level, has proposed to create 85 such units of CRCs. Out of these 10 have already been sanctioned in the year of 2002-2003. The rest of 75 CRC Buildings are being proposed to be constructed scattering them 24 in 2003-2004, 25 in

2004-2005, 25 in 2005-2006 and remaining 1 in 2006-2007 with a budgetary out lay of Rs. 150.00 lacs up to the end of the year 2006-2007. These buildings will preferably be constructed in the campus of an appropriate location of some elementary schools. It is necessary to mention here that Kurukshetra has 5 CD blocks. Out of it 4 CD blocks has more than 100 schools in itself. Babain block has 85 schools presently. It is assumed that even after accepting a little number of upgradation proposals, these figures will cross 100. Hence 84 CRC buildings are demanded.

3. (c) New school buildings for the primary schools

As per proposals, in the section 1(a) above, 49 branch schools are being proposed to be translated into full fledged primary schools, and two more new primary schools to be opened in unserved habitations. Hence, 51 buildings are required. 5 new Primary School buildings are already approved in 2002-03. Therefore, 46 buildings are being proposed to be constructed in the form of 12 in year 2003-2004, 13 in 2004-2005, 13 in 2005-2006 and remaining 8 in the year 2006-2007 with the total estimated cost of Rs. 36 lacs, Rs. 39 lacs 39 lacs and 24 lacs in the last year respectively with the total budgetary proposal of Rs.138.00 lacs.

3. (f) New School Buildings of UPS

As per plan outlay 106 UP schools have already been proposed to be opened which need the construction of buildings with a unit cost of Rs. 5.00 lacs each. These buildings will include three classrooms, one room for Headmaster, Veranda along with toilet and drinking water facilities. 35 Upper Primary School buildings have already been approved in 2002-03. So, 26 such buildings are being proposed to be constructed in each year of 2003-04 and 2004-2005, 19 in the 2005-06 with the total plan out lay of Rs.

355.00 lacs. Before 2002 the toilet facilities in UP schools had been very poor in condition but from 2000 onwards this facility has been provided in most of the primary and upper primary school. As per the report of survey and requirements form the grass root level 40 such provisions are being proposed with 10 each in very year from 2003-04 to 2006-07 with total cost out lay of Rs.3.20 lacs.

3. (g) Drinking water

The schools in the District are not facing any acute paucity of drinking water facility. Hence, only 60 such units of drinking water facilities are being proposed with Rs.7.20 lacs in each year plan out lay with a total estimated cost outlay of Rs.28.80 lacs up to end of 2006-07 on need based requirements.

4. Maintenance and Repair

As per norm of SSA Rs.5000 may be allotted to every school every year for the maintenance and repair. Though the money is much meager yet to restrict the proposal up to norm it is proposed that this allocation may be granted to all the primary schools and all the upper primary schools with a estimated cost of Rs.36.40 lacs in each year of 2003-04 and 2004-05, 36.70 lacs in 2005-06 and 37.09 lacs in 2006-07.

5. Free textbooks

The objective of universalisation of elementary education can be achieved if socially deprived groups are given a boost in the form of financial assistance to purchase textbooks. As per norm of SSA all the girls and SC/ST children are to be provided free textbooks (@Rs.150per child per year. It is true that this incentive is given in the State Education Policy of Haryana for SC girls and SC boys, but it is also a bitter and embarrassing fact that this incentive has never been supplied in time. So to save the

children from this situation all the SC girls, SC boys and all the other girls (General or BC category) are to be given this facility in the very beginning of the academic year so that the concerned children may utilize it properly. In this way in 2003-04; the total 18734 general and BC girls of primary section; 10936 General and BC girls of upper of primary section: 12401 SC boys of primary and 4617 of upper primary 11421 SC girls of primary, 3401 of upper primary section in 2003-04 and if this number is enhanced with a projection of 2.3% enhancement in the population every year this number goes to 19178. 11246, 12695, 4726, 11692, and 3482 of general & BC girls of primary and UP, SC boys of primary and upper primary, and SC girls of primary and UP respectively in 2004-05, again 19633, 11513, 12996, 4838, 11969 and 3564 respectively in 2005-06, and 20098, 11786, 13304, 4953, 12252, and 3649, respectively in 2006-07 with Rs. 150 per child with a plan out lay of Rs 100.12 lacs, Rs 102.49 lacs, Rs 104.92 lacs and 107.41 lacs in 2003-04, 2004-05, 2005-06, 2006-07, respectively with total budgetary proposal of Rs 414.95 lacs up to the end of 10th Five Year Plan i.e. up to 2006-07. Budget outlay shown above includes expenditure to be incurred on the students of socially deprived groups of aided schools also.

6. Teaching Learning Equipments

Almost all the schools, whether these are new or exiting, need to be provided teaching learning equipments, once in the project period i.e.2002-07 so that they may impart quality education with the help of these Teaching Learning Equipment's. defined into the form of equipments of science lab, geography lab, art & craft, math's kits, science kits library equipments and books, sports material and musical instruments etc. All these equipments must be need based and helpful to make the hard spots, in

different educational units, learnable interesting and joyful, so that the child may imbibe all the competencies and skills appropriate to cope him with the competitive world. TLE has already been approved for 5 primary schools in 2002-03. Hence, the plan outlay of Rs 113.70 lacs is being proposed for this activity of TLE in year of 2003-04 only.

7. School Grants

Every school whether Govt. or Aided (of both primary and upper level) in the district is proposed to be given Rs 2000 per year as School Improvement Grant. An estimated amount of Rs 10.60 lacs every year to all primary school and Rs 5.48 lacs for upper primary schools every year have been proposed to be spent for this purpose so that some casual needs of these schools are met immediately with the help of this amount through the active involvement of VECs on the pattern of decentralization and need-based transparent approaches. This proposal cost to Rs 64.32 lacs in all up to the end of 2006-07.

8. Teacher Grants

Any comprehensive education project must end in qualitative education to each and every child. SSA has rightly taken it as its very important objective but the quality in education never comes from a vacuum. It requires some basic changes in teaching process, which could equip our teacher with essential audio visual aids and activities so that any hard spot may be made learnable for the children. If we learn a lesson from other countries we find that every teacher spends at least one tenth of its income on this type of teaching aids. Under SSA a very nominal help may be granted to every teacher of primary and upper primary stage to equip her and to strengthen her teaching learning process. Hence, the amount of Rs 500 per teacher is proposed to be

spent in the form of teacher grant with a budgetary estimated cost of Rs 17.11 lacs in year 2003-04, Rs 18.17 lacs in 2004-05, Rs 18.17 lacs in year 2005-06 as well as in the year 2006-07 with a total estimated cost of Rs 71.62 lacs. It is necessary to mention here that this grant would be given to those teachers only who teaches any subject. That is, it excludes PTI's and tailoring teachers etc.

9. Teachers' Trainings

Indian Education Commission 1964-66 has rightly remarked that the most important element in any education system is the quality of a teacher and this quality may come out some need based quality training in the form of pre-service and in-service systems. It will be quite appropriate to impart all the primary and upper primary teachers some need-based training, which could improve the quality of these teachers every year. This training must at least be of 20 days for existing teachers every year and 30 days for new trained teachers on cascade modal and decentralized in approaches and selection of the subject matter. District Kurukshetra has proposed the training of languages in the year 2003-04, training of maths in 2004-05, training of science and EVS in 2005-06 and remaining cognitive as well as non cognitive subjects in 2006-07. These training will not be in isolation but with the review of previous experiences and on participatory approaches both from the receivers and the givers. Moreover, it is required that training module would be prepared and made handy to all these teachers in the beginning of any training program. Though the module of this training may be the product of expertise from SCERT yet there may be some change on area specific approaches and experiences. Training programs would also be imparted to both i.e. Govt. and Aided school teachers. Yet the training cost to the teachers of Aided Schools will be borne by the concerned

organizations itself. To intensify and implement these training it is proposed that an amount of Rs 54.85 lacs, Rs 57.45 lacs and 58.36 lacs and Rs. 57.62 lacs is being proposed to be spent in the years of 2003-04, 2004-05, 2005-06 and 2006-07 respectively. Though the amount to be spent, as per SSA norm is Rs 70.00 per teacher per day, is not sufficient yet the management schedule of these training program, if fixed within the range of 8 K.m. i.e. at least at block or CRC level, may prove this provision as sufficient. A close and effective monitoring of the program may make it effective and result oriented. Hence, the services of expertise in the form of expert lecturers may also be utilized with additional provisions of Rs. 200.00 per Expert speaker per day. The care must be taken that these speakers should be of renowned expertise standard. At least two such talks may be arranged in a training program of 20 days. Moreover, this program is proposed to be arranged during summer vacations.

10. Community Training

SSA basically relies upon active participation of the community. For that, it is essential to nominate VECs or SMCs for every school of primary and elementary level, which could contribute to the monitoring, and implementation of educational activities in the school. It is found appropriate to impart the training to the members of these VECs at least for two days every year. So it is proposed that eight members from each VEC would be imparted training with the estimated cost of Rs. 30.00 per member per day every year. This will spend an amount of Rs. 2.16 lacs every year from 2003-04 to 2006-07 with a total plan outlay of Rs. 8.64 lacs.

11. Research and Evaluation

No educational program can make any headway unless its progress is reviewed terminally and some additional input are proposed to put the project on right track and heading towards results oriented. So a very nominal amount of Rs. 400 per school per year to Govt. Schools, is being proposed to review and to lead the project to obtain the already set objectives with in the time frame. Hence, an amount of Rs. 3.13 laes is being proposed to be spent on this activity every year with a total cost outlay of Rs. 12.53 laes.

12. Innovative Activities

Education is not a stero-typed exercise. It requires innovations at every steps whenever and wherever the needs arise. Moreover, for the achievement of desired objectives like that of the project of SSA. If the desired objectives are to be attained with in the stipulated period the following **broad areas** are needed to be boosted with innovative exercises: -

A) Boosting Computer Education

B) Strengthening of Early Childhood Care Education

C) Improving Girl education.

D) Research Studies (Action Researches)

E) Health Check up and necessary medicine.

A) Computer Education:

Again as per the requirement of the age and time, one school at each CD block and two schools at district H.Q. are to be proposed to **launch computer education** so that the students in Govt. schools may compete with the private sector and

development in the society. Hence, total seven such centres are being proposed to launch computer education in district Kurukshetra. Computer labs at the seven centers well furnished with furniture & furnishing, Printers, UPS, & Batteries & Upgradation of Computer System are proposed. Contingency, Electricity charges is also demanded for these centers. At least one teacher from each Upper Primary School will be trained. Cost on all these activities estimated 14.84 lacs for each year plan in hand.

B) ECCE:

It is also found appropriate and timely intervention to strengthen the early childhood education system in the district and to make some appropriate inputs so that these centers of ECCE may, in one form may prepare the children for formal schooling in the form of pre-school activities and secondly, relieving the girls from sibling care responsibilities. Moreover these centres at present are not functioning properly and in the spirit of ensuring growth and development of these children. Hence they need certain essential inputs.

20 BachpanShalas are proposed with the unit cost of RS. 45100 which costs Rs. 9.02 Each year.

The system of ECCE is already existing almost in every village of the district numbering to 572 in the form of Anganwaaris. Training to supervisors, CDPOs for three days, training to Anganwaari workers, refresher training to AWW & helpers are proposed.

Playway material, Dari, Health Cards & Water Camphors are also proposed. Cost of on all these activities for 2003-04, 2004-05, 2005-06 & 2006-07 estimated to Rs. 14.87 lacs, 15.00 lacs, 15.00 lacs and 15.00 lacs respectively.

C) Girls Education :

The gender imbalance in the population & gender in-sensitization in the Indian Society & specially of district Kurukshetra need to be taken care of & rectify with certain budgetary provisions. Hence the following activities are proposed

- Health Check up and necessary medicine be provided with estimated amount of 7.83 lacs in each year of planning
- It is found an appropriate provisions of organising some activities like Maa Beti Melas, Girls Sports Competitions, Research Studies to improve the girls education.
- Transportation for girls of upper primary would be provided after making route chart & hiring private vehicles to make the access to schools conveniently
- Summer Campus are also proposed at cluster level so as to remove the difficulties in education, avoid drop outs & increasing the retention rate for the same. Hence all these activities are being proposed with budgetary provisions of Rs. 15 lacs in each year of planning in hand.

D) Research Studies :

Some Research Studies, with specific requirements and professionalism in the teachers and teacher educators may be termed as action researches, must be initiated, so that a spirit of innovation on the demand of improvement, may arise. In this way 6 such studies every year are proposed to be conducted in this district with criterion oriented approaches.

E) Health check up And Necessary Medicine :

It is found appropriate to provide 5.09 lacs each year for medical check up, health cards and necessary medicines with unit cost of Rs. 650 per year per school.

13. BRC

Unless the monitoring and supervision of an education system is strengthened and made effective, the desired results may never be achieved. Up-till now there has been a BEO to monitor the educational activities of primary schools within the educational block. Under SSA, it has been proposed that one BRC assisted by seven ABRCs of expertise nature, will monitor all the activities of elementary education within the CD block and it is expected that it brings the quality and make the whole teaching learning process criterion and result-oriented. A structure in the form of Block Resource Centre is being proposed to be erected with following men power:-

S. No	Designation of the posts	No. of posts under SSA	Mode of recruitment	Remarks
1	BRC's	Five(one in each CD block)	Ex-Officio	
2	ABRC's	Eighty Five(seventeen in each CD block)	On Deputaion/ Contract	Expert in school subjects and pedagogy.
3	Accountant/ Account Clerk	Five(one in each CD block)	On contract	
4	Data Entry Operator cum Clerk	Five(one in each CD block)	On contract	
5	Class Forth Employee	Five(one in each CD block)	Contract/ Daily wages	

This structure needs certain necessary provisions of furniture (once in the project period), TLM grant (to make it a resource center in real sense), contingency (to make the system functional), appointment of ABRCs (seven in each CD block in the grade of lecturer of school cadre), appointment of accountant, data entry operator, one class fourth employee (so that the system of monitoring and supervision may work effectively) District Kurukshetra has 5CD blocks scattered in 7 education blocks. As per recommendation of appraisal team, this structure of BRC is proposed to be made functional at each one of these CD blocks headed by one BRC/BEO ex-officio. All the activities are proposed to incur an expenditure of Rs. 151.83 lacs, Rs. 155.09 lacs, Rs. 160.91 lacs and 167.11 lacs in the year 2003-04, 2004-05, 2005-06 and 2006-07 respectively with a total cost outlay of Rs. 634.92 lacs. It may be appropriate to mention here that these ABRCs would be the experts in pedagogy and of some specific subject of the syllabus who could impart demonstration and reason based extended teachers training and an expert guidance in both skill in teaching and knowledge.

CRC

The monitoring of an education system could be effective only when it is nearer to the grass root. Hence, a system of Cluster Resource Center is proposed with in a cluster of some schools to strengthen the education system within the approachable limit of 8 to 10 schools within an area of a cluster (within a 8 k.m. range). This structure is to be strengthened with a provision of essential furniture, contingency grant, TLM grant and some provisions for meetings and travelling allowances with a total estimated cost of Rs. 14.58 lacs (the detail of proposed allocation are given in the budgetary section) District

Kurukshetra has proposed 85 such centres of CRCs, as per its area and numbers of schools.

14. IED

It is a basic criterion for the success of any democracy that every of its individual must get opportunity for its optimum development with some effective system of education. It also helps every child to grow on its own pace to its optimum. A good number of children may be found every where who need certain special care physically, psychologically and emotionally. These children are termed as disabled or physically deformed. As per survey report, conducted by Distt. Social Welfare Officer, Kurukshetra, 1358 such children with more than 40% physical deformities have been located in District Kurukshetra. All these children need special care and help if their elementary education is to be ensured. So, to integrate the education of these disabled, it is considered appropriate to identify them, to appoint one resource person at each CD block (to help these children integrating them in education and to ensure their educational and physical growth and development); setting up of a resource center at each CD block, training to at least one teacher from each school about the need of these children, arranging the medical checkup of these children to ensure their growth and development, organising their sports and cultural competitions to create a recognition and self esteem in them (at block and district level), to provide them follow up service so that their smooth adjustment and development are ensured, to provide them necessary aids and appliances for there smoothes sailing life. It is appropriate to mention here that all these issues and educational provisions must have some collaboration and convergence with Red Cross, Social Welfare, and Health Department. Moreover, it is also expected that the number of

these children will not increase in the due course of the project period because of intensive medical facilities and incoming and outgoing number of children into the elementary system. All these provisions will certainly ensure the integration of these children as well as ensure their UEE, where otherwise the chances are negligible of such children to be enrolled and educated. All these provisions will cost to Rs 16.29 lacs every year and the total estimated plan cost outlay of Rs. 65.16 lacs (with in the cost of the limit of 1200.00 per child per year).

15. Management Cost

15. (A) DPIU

The whole system of SSA needs an implementation unit at district level with the name of DPIU. which will be headed by the DEO/working as an ex-officio DPC. The salary of this officer will be incurred from the state treasury. He will be assisted by two APCs of a very high ranking educational profile as well as the experience of the field project. There will also be a section officer, an accountant, one assistant, one head clerk, one clerk, one driver, one peon cum class fourth employee and one night watchman cum sweeper to assist the functioning of this unit and make it effective. Moreover, it is proposed that one computer programmer and one data entry operator will also be appointed so that the progress in the system and the management skill with criterion oriented interventions of essential educational data and timely review of activities, corresponding to the objectives may be managed and regulated. The whole mechanism of DPIU will be manned in the following way: -

DPIU Mechanism

S. No.	Designation of post	Number of posts under SSA	Mode of Recruitment	Remarks
1	District Project Co-ordinator	1	Ex-Officio	
2	Assistant Project Co-ordinators	2	Contract/Deputation	Experts in Knowledge and pedagogy
3	Section Officer	1	Deputation	
4	SDE	Six in all districts	Contract/Deputation	
5	JE	2 in each district	Contract/Deputation	
6	Accountant	1	Contract/Deputation	
7	Assistant	1	On contract	
8	Head Clerk	1	On contract	
9	Computer Programmer	1	On contract	
10	Clerk	1	On contract	
11	Data Entry	1	On contract	

	Operator cum clerk			
12	Driver	Only where posts already exist	Contract/daily wages	
13	Class Forth	2	Contract/daily wages	
14	Night Watchman cum Sweeper	1	Contract/daily wages	

This system is proposed to be made functional with an estimated cost of Rs. 14.42 lacs, 14.11 lacs, 14.34 lacs and 14.58 lacs in 2003-04, 2004-05, 2005-06 and 2006-07 respectively with the total cost outlay of Rs. 57.45 lacs and within the norm of less than 6% of the total project cost.

15. (B) EMIS

Modern age is the period of Information Technology. This technology requires to be incorporated in the system of education at district level along with district project implementation unit. So that all necessary informations related to enrolment, drop outs, retention rate, net enrolment ratio, infrastructural facilities and other relevant data are kept intact and updated. It requires the following provisions which are being proposed in the perspective plan of SSA of this district.

- One Programmer, One Computer Operator, to keep the system functioning.

- Provisions of equipments including Computers, Printers (Laser, Upgradation of Computers and Softwares, CD Writers, Modem, Printers (Dot-Matrix, InkJet Colour), Scanner, Digital Camera and Digital video Camera, Photo State Machine, T.V., Dish Antenna, Laptop Computer, Projector, LCD, Publicity Films, & VCD Players. - Installation of Telephone, Internet. Bills.

Hence, a well equipped EMIS system is being proposed at the district level in perspective plan of SSA costing to total of rupees 10.38 lacs upto 2006-07.

15. (C) Community Mobilization

No Education programme can achieve its objectives unless the target groups and thrust areas are made aware of its importance. India, due to its socio-economic conditions and traditional customary social taboos, needs some strategies to be incorporated in this context. The gender imbalance in the population and gender insensitization in Indian society and specially of district Kurukshetra need to be taken care of and rectified with certain budgetary provisions in SSA.

Hence the following activities are being proposed so that people are made aware of and their consciences are mobilized, especially the women folk is sensitized

- Celebrating National Days at BRC & District Level (26 Jan., 15 Aug., 2 Oct.)
- Provisions of environment building activities like wall writing, stickers / Posters, Steel hoarding, & writing and enrolment drives week.
- Provisions of award to best VEC (One in each block), award to best AS (one in each block). This award will be given in the form of kind and not in cash.
- Provisions of sports material and cultural activities.

All these activities will ensure participation of the community in enrolment of all children of 6-14 age group, their 100% retention in the system till they complete the eight years elementary schooling, qualitative important in education system & on the other hand it will ensure the transparency in the execution of all educational activities. It will help in owning education system by the local community and also a positive attitudinal change towards the government school system.

Mass Mobilization and women empowerment in Block Shahbad

Block Shahbad in District Kurukshetra is experiencing a very bitter & crucial lop-sided situation of gender issues. At zero to six population these ratio is 1000 : 770 which is worst in the whole of the nation. Unless some effective interventions of women empowerment & mass mobilization activities are conducted in this block in the form of Puppet shows, Nukad Nataks, Kala Jathaas, Rallies, Cartoon Films etc. are organized this situation may not be changed. It is appropriately considered to propose all these need based area specific activities to improve the gender sensitization in this area in each village. This activity will cost to Rs. 13.44 lacs every year and with a total cost outlay of Rs. 53.76 lacs.

Hence all these activities are being proposed with a budgetary provisions of total of **Rs. 238.40 lacs** in ensuing perspective plan (2003-04 to 2006-07) for the district.

Total Management Cost

As per plan proposals the total management cost outlay, as per SSA norms, is Rs.79.69 lacs in the year of 2003-04; Rs. 75.63 lacs in 2004-05, 75.41 lacs in

the year of 2005-06 and Rs.75.50 lacs in 2006-07 with a total estimated cost outlay of Rs. 306.23 lacs on the management activities of district Kurukshetra.

16. Some Additional Budgetary Provisions :

Some budgetary provisions, though not permitted in SSA norms yet seem to be justified for the successful implementation of this comprehensive project, are being made. As per question of sitting arrangements for the children of primary schools, it is rightly proposed that at least 100 meters Dari-patties must be provided to every primary school every third year for the children of classes 1st to 3rd to sit on. It will ultimately cost to an estimated amount of Rs. 10.44 lacs in each year of planning.

It is essential that some supplementary and effective teaching material must be provided in the form of library books at both the levels i.e. primary and upper primary. These books must be effective and rich in knowledge and contents. This activity will cost to an estimated amount of Rs. 104.40 lacs at primary level and with the same cost at upper primary level as nothing can substitute for a good library for quality education.

Most of the schools in the district are running without electricity facility, fans etc. Moreover, this provision needs to be assisted with payment of electricity bills. Hence, an amount of Rs. 6000.00 per year per school is being proposed for each and every primary as well as upper primary institute. This proposal will not only improve the functioning of our schools, it also helps in leading the children to the competitive world of science and technology where the teachers could utilize certain equipments which run only with the help of electricity provision. This provision will cost to Rs. 125.28 lacs at primary level and 62.64 at upper primary level. Maintenance and Repair of BRC & CRC

buildings are not under the purview of SSA norms. Therefore, these buildings are proposed to be repaired with the 10.70 lacs. All these activities will cost of **Rs. 449.18** **lacs.**

BUDGETARY PROVISIONS

KURUKSHETRA
Budget Proposals Perspective Plan 2003-04 To 2006-07

(Amount in Lacs)

Sr no.	Activity	2003-04		2004-05		2005-06		2006-07		Total	Remarks
		Unit cost	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.		
1.00	Teachers										
1.01	Teachers PS										
	a) Sanctioned in 2002-03	0.867	10	8.67	10	9.12	10	9.57	10	10.04	37.40
	b) Proposed in ensuing plan	0.867	92	79.76	92	83.87	92	88.08	92	92.38	344.09
1.02	Teachers UPS (106)										
	a) Sanctioned in 2002-03 (50Schools)	1.06	100	106.00	200	109.36	250	115.77	250	121.3	452.43
	b) Proposed in ensuing plan (56Schools)	1.06	112	118.72	224	354.34	280	497.82	280	521.61	1492.49
	Sub Total			313.15		556.69		711.24		745.33	2326.41
2.00	Alternate Schools & Innovative Education										
	(A) As for 6 to 11 (Approved in 2002-03)										
2.01	Honorarium to Instrutors @ Rs. 1200 PM.	0.144	50	7.20	50	7.2	50	7.2	50	7.20	28.80
2.02	TLM/Stationary @ Rs. 1000 Per School	0.01	50	0.50	50	0.5	50	0.5	50	0.50	2.00
2.03	Dari to each School	0.015	50	0.75	50	0.75	50	0.75	50	0.75	3.00
2.04	Students Kit/Work Books/Text Books	0.021	50	1.05	50	1.8	50	1.8	50	1.8	6.45
2.05	Furniture(1 Chair, 1 Table, 1 Bench, 1 Steel Box, 1 Camphor)	0.015	50	0.75		0		0		0.00	0.75
2.06	Training to Instrutors (a) Induction Training	0.3		0.00		0		0		0.00	0.00
	(b) Reorientation Training	0.3	1	0.30	1	0.3	1	0.3	1	0.30	1.20
	(B) AS for 11-14 (Proposed)										
2.07	Each Group consisting 25 Students										
	(Max. Exp. @ 1200/- per Child)	0.3	20	6.00	20	6.00	20	6.00	20	6.00	24.00
	Sub Total			16.55		16.55		16.55		16.55	66.20
3.00	Civil works										
3.01	Building for Schools Without building (PS)	3.00	7	21.00	6	18.00	7	21.00	7	21.00	81.00
3.02	Building for schools Without building (UPS)	5.00	10	50.00	10	50.00	10	50.00	10	50.00	200.00
3.03	Additional Class rooms including Rooms For Pre Schools	1.50	90	135.00	100	150.00	195	292.50	210	315.00	892.50
3.04	B.R.C New buildings(Approved in 2002-03)	6.00	3	18.00		0.00		0.00		0.00	18.00
											2 Already Approved in 2002-03

3.05	C.R.C.New buildings	2.00	24	48.00	25	50.00	25	50.00	1	2.00	150.00	10Already Approved in 2002-03
3.06	New schools buildings PS	3.00	12	36.00	13	39.00	13	39.00	8	24.00	138.00	5 already approved in 2002-03
3.07	New schools buildings UPS	5.00	26	130.00	26	130.00	19	95.00	0	0.00	355.00	35 approved 2002-03
3.08	Toilets facilities	0.08	10	0.80	10	0.80	10	0.80	10	0.80	3.20	
3.09	Drinking water	0.12	60	7.20	60	7.20	60	7.20	60	7.20	28.80	
3.10	Salary of J.E.s	1.3	2	2.60	2	2.65	2	2.71	2	2.76	10.72	
	Sub Total			448.60		447.65		558.21		422.76	1877.22	
4.00	Maintenance & Repairs											
4.01	Maintenance & Repairs of School Buldings											
	Govt. School Buildings	0.05	728	36.40	728	36.40	734	36.70	758	37.90	147.40	
	Sub Total			36.40		36.40		36.70		37.90	147.40	
5.00	Free Text books											
	a) Students in Govt. Schools											
5.01	Free text books (Gen. & BC. girls)Primary	0.0015	19178	28.77	19633	29.45	20098	30.15	20574	30.86	119.22	
5.02	Free text books(Gen. & BC. girls)UP	0.0015	11246	16.87	11513	17.27	11786	17.68	12065	18.10	69.92	
5.03	Free text books(SC boys)Primary	0.0015	12695	19.04	12996	19.49	13304	19.96	13619	20.43	78.92	
5.04	Free text books(SC Boys)UP	0.0015	4726	7.09	4838	7.26	4953	7.43	5070	7.61	29.38	
5.05	Free text books(SC girls)Primary	0.0015	11692	17.54	11969	17.95	12252	18.38	12543	18.81	72.68	
5.06	Free text books(SC girls) UP	0.0015	3482	5.22	3564	5.35	3649	5.47	3735	5.60	21.64	
	b) Students in aided Schools											
5.07	Free text books(SC boys)Primary	0.0015	242	0.36	248	0.37	254	0.38	260	0.39	1.50	
5.08	Free text books (Gen. & BC. girls)Primary	0.0015	1422	2.13	1456	2.18	1490	2.24	1526	2.29	8.84	
5.09	Free text books(SC Boys)UP	0.0015	321	0.48	329	0.49	336	0.50	344	0.52	2.00	
5.10	Free text books(Gen. & BC. girls)UP	0.0015	1350	2.03	1382	2.07	1415	2.12	1448	2.17	8.39	
5.11	Free text books(SC girls)Primary	0.0015	191	0.29	196	0.29	200	0.30	205	0.31	1.19	
5.12	Free text books(SC girls) UP	0.0015	202	0.30	207	0.31	212	0.32	217	0.33	1.26	
	Sub Total			100.12		102.49		104.92		107.41	414.95	
6.00	Teaching Learning Equipments											
6.01	TLE (Primary Sch.)	0.1	517	51.70							51.70	TLE approved in 5 PS in 2002-03
6.02	TLE(New UPS)	0.5	56	28.00							28.00	TLE approved in 50 UPS in 2002-
6.03	TLE (Existing UPS) 155-87 (TLE to 87 schools Sanctioned in 2002-03)	0.5	68	34.00							34.00	TLE approved in 87 UPS in 2002-
	Sub Total			113.70							113.70	
7.00	School Grants											
	A. Govt. Schools											
7.01	School grant PS	0.02	522	10.44	522	10.44	522	10.44	522	10.44	41.76	

7.02	School grant UPS	0.02	261	5.22	261	5.22	261	5.22	261	5.22	20.88		
	B. Aided Schools												
7.03	School grant PS	0.02	8	0.16	8	0.16	8	0.16	8	0.16	0.64		
7.04	School grant UPS	0.02	13	0.26	13	0.26	13	0.26	13	0.26	1.04		
	Sub Total			16.08		16.08		16.08		16.08	64.32		
8.00	Teacher Grants												
	A. Teachers in Govt. Schools												
8.01	Teacher grant for Primary Schools	0.005	1676	8.38	1676	8.38	1676	8.38	1676	8.38	33.52		
8.02	Teacher grant for UPS excluding PTIs (107)	0.005	1548	7.74	1760	8.80	1760	8.80	1760	8.80	34.14		PTI sanctioned posts = 106. Tailoring
	B. Teachers in Aided Schools												
8.03	Teacher grant for Primary Schools	0.005	55	0.275	55	0.28	55	0.28	55	0.28	1.10		
8.04	Teacher grant for UPS excluding PTIs (12)	0.005	143	0.715	143	0.72	143	0.72	143	0.72	2.86		
	Sub Total			17.11		18.17		18.17		18.17	71.62		
9.00	Teacher training PS												
9.01	Ind.training to new Teacher(30days)	0.021	102	2.14							2.14		
9.02	Training to existing teacher for non DPEP(20 days)	0.014	1574	22.04	1676	23.46	1676	23.46	1676	23.46	92.43		
9.03	(Training to teachers of aided Schools,												
	Training cost will be borne by the concerned organisation)												
	Teacher training UPS												
9.04	Ind.training to new Teachers (30days)	0.021	212	4.45	212	4.45	106	2.23			11.13		
9.05	Training to existing teacher (for non DPEP(20 days)	0.014	1443	20.20	1655	23.17	1867	26.14	1973	27.62	97.13		
9.06	(Training to teachers of aided Schools)												
	Training cost will be borne by the concerned organisation)												
A.	In the training for PS Teachers												
9.07	(a) Master trainers	0.021	136	2.86	136	2.86	136	2.86	136	2.86	11.42		
9.08	(b) Expert Lecturers	0.002	34	0.07	34	0.07	34	0.07	34	0.07	0.28		
B.	Training of UP Sch. Trs. (two in each)												
9.09	(a) Master trainers	0.021	144	3.02	160	3.36	168	3.53	168	3.53	13.44		
9.10	(b) Expert Lecturers	0.002	36	0.07	40	0.08	42	0.08	42	0.08	0.31		
	Sub Total			54.85		57.45		58.36		57.62	228.29		
10.00	Community training	0.0006	3600	2.16	3600	2.16	3600	2.16	3600	2.16	8.64		
	(V-416+W34=Total V.E.C.450x8x2)												
	(Detail of the interventions is given in justifications)												
11.00	R & E (Detail of the interventions is given in justifications)												
	(excluding aided Schools) 522+261=783	0.004	783	3.13	783	3.13	783	3.13	783	3.13	12.53		

13.02	TLM grant for BRC	0.05	5	0.25	5	0.25	5	0.25	5	0.25	1.00		
13.03	Contingency for BRC(Non DPEP)	0.125	5	0.63	5	0.63	5	0.63	5	0.63	2.50		
13.04	Meeting traveling Allowance(Non-DPEP)	0.06	5	0.30	5	0.30	5	0.30	5	0.30	1.20		
13.05	Salary of Block Resource Person (Ex-Officio)										0.00		
13.06	Salary of ABRC (5*17=85) each CDB consists schools>100	1.63	85	138.55	85	144.31	85	150.13	85	156.33	589.32		
13.07	Accountant/Accounts Clerk (Contractual)	0.96	5	4.80	5	4.80	5	4.80	5	4.80	19.20		
13.08	Data Entry Operator (Contractual)	0.6	5	3.00	5	3.00	5	3.00	5	3.00	12.00		
13.09	Class-IV Employee (Contractual)	0.36	5	1.80	5	1.80	5	1.80	5	1.80	7.20		
13.10	Television Sets & Dish Antenna(One at each C D Block)	0.5	5	2.50							2.50		
	Sub Total			151.83		155.09		160.91		167.11	634.92		
	CRC												
13.11	Furniture grant CRC (Already granted in 02-03 for 55 clusters)	0.1	20	2.00							2.00		
13.12	Contingency for CRC	0.025	85	2.13	85	2.13	85	2.13	85	2.13	8.50		
13.13	T.L.M.grant	0.01	85	0.85	85	0.85	85	0.85	85	0.85	3.40		
13.14	Meeting traveling Allowance(CRC)	0.002	85	0.17	85	0.17	85	0.17	85	0.17	0.68		
	Sub Total			5.15		3.15		3.15		3.15	14.58		
14.00	IED												
14.01	Identification of disabled	0.0005	1358	0.68	1358	0.68	1358	0.68	1358	0.68	2.72		
14.02	Setting up of resource centre	0.72	5	3.60	5	3.60	5	3.60	5	3.60	14.4		
14.03	Training to Teachers (one from each School)	0.003	783	2.35	783	2.35	783	2.35	783	2.35	9.40		
14.04	Medical Chek up (at block level)	0.0005	1358	0.68	1358	0.68	1358	0.68	1358	0.68	2.72		
14.05	Sports and Cultural Activities												
	(a) At block Level	0.10	5	0.50	5	0.50	5	0.50	5	0.50	2.00		
	(b) At Distt. Level	0.20	1	0.20	1	0.20	1	0.20	1	0.20	0.80		
14.06	Follow up Service	0.10	5	0.50	5	0.50	5	0.50	5	0.50	2.00		
14.07	Aids/Appliances & other Supporting Materials		1358	7.78	1358	7.78	1358	7.78	1358	7.78	31.12		
	Sub Total			16.29		16.29		16.29		16.29	65.16		
15.00	Management costs												
A.	DPIU												
15.01	DPC (Ex-officio) Salary from state treasury												
15.02	Assistant Project Coordinator	1.72	2	3.44	2	3.6	2	3.77	2	3.94	14.75		
15.03	Section Officer	1.44	1	1.44	1	1.51	1	1.57	1	1.64	6.16		
15.04	SDE												
15.05	Accountant (Contractual)	0.96	1	0.96	1	0.96	1	0.96	1	0.96	3.84		
15.06	Assistant	0.72	1	0.72	1	0.72	1	0.72	1	0.72	2.88		
15.07	Head Clerk	0.96	1	0.96	1	0.96	1	0.96	1	0.96	3.84		
15.08	Computer Programmer	0.96	1	0.96	1	0.96	1	0.96	1	0.96	3.84		
15.09	Clerk	0.48	1	0.48	1	0.48	1	0.48	1	0.48	1.92		

15.10	Data Entry Operator Cum-Clerk	0.60	1	0.6	1	0.60	1	0.6	1	0.6	2.40		
15.11	Class-IV	0.36	2	0.72	2	0.72	2	0.72	2	0.72	2.88		
15.12	Night Watch Man Cum Sweeper	0.36	1	0.36	1	0.36	1	0.36	1	0.36	1.44		
15.13	Contingency & Other Office Expenses	0.24	1	0.24	1	0.24	1	0.24	1	0.24	0.96		
15.14	Meeting & TA	0.60	1	0.60	1	0.60	1	0.60	1	0.60	2.40		
15.15	TLM grant	0.20	1	0.20	1	0.20	1	0.20	1	0.20	0.80		
15.16	Rent for DPIU building	1.00	1	1.00	1	1.00	1	1.00	1	1.00	4.00		
15.17	Fax Machine	0.15	1	0.15							0.15		
15.18	Generator	0.25	1	0.25							0.25		
15.19	POL & Repair of Equipments	0.60	1	0.60	1	0.60	1	0.60	1	0.60	2.40		
15.20	Newsletter	0.60	1	0.60	1	0.60	1	0.60	1	0.60	2.40		
15.21	Type Writers (One for Hindi & One For English)	0.07	2	0.14							0.14		
	Sub Total			14.42		14.11		14.34		14.58	57.45		
B.	EMIS												
15.22	Computers	0.35	2	0.70	2	0.70					1.40		
15.23	Printers (Dot Matrix & Laserjet) (Rs 0.10+0.20)	0.30	1	0.30							0.30		
15.24	CD Writer	0.10	1	0.10							0.10		
15.25	Modem	0.05	1	0.05							0.05		
15.26	UPS & two Batteries	0.15	1	0.15			1	0.15			0.30		
15.27	Scannar(Multi Three)	0.15	1	0.15							0.15		
15.28	Photosat Machine	0.70	1	0.70							0.70		
15.29	Digital Video Camera	0.25	1	0.25							0.25		
15.30	UP Gradation of computer system maintenance	0.10					1	0.1	1	0.1	0.20		
15.31	Internet, Telephone & Bills	0.36	1	0.36	1	0.36	1	0.36	1	0.36	1.44		
15.32	Electricity Charge	0.12	1	0.12	1	0.12	1	0.12	1	0.12	0.48		
15.33	Contingency & other office Expenses	0.24	1	0.24	1	0.24	1	0.24	1	0.24	0.96		
15.34	Television Set & Dish Antenna	0.50	1	0.50							0.50		
15.35	Lap Top Computer	1.00	1	1.00							1.00		
15.36	Projector	0.20	1	0.20							0.20		
15.37	LCD	0.20	1	0.20							0.20		
15.38	Publicity Films	0.50	1	0.50	1	0.50	1	0.5	1	0.5	2.00		
15.39	VCR / VCD Players	0.15	1	0.15							0.15		
	Sub Total			5.67		1.92		1.47		1.32	10.38		
C.	Community Mobilization												
15.39	Strickers/Posters	0.005	450	2.25	450	2.25	450	2.25	450	2.25	9.00		
15.40	Enrolment Drives Week	0.005	450	2.25	450	2.25	450	2.25	450	2.25	9.00		
15.41	Wall writing	0.005	450	2.25	450	2.25	450	2.25	450	2.25	9.00		
15.42	Steel Hoarding & Writing	0.05	450	22.50	450	22.50	450	22.5	450	22.5	90.00		
15.43	Award to best VEC (One in each block)	0.05	5	0.25	5	0.25	5	0.25	5	0.25	1.00		

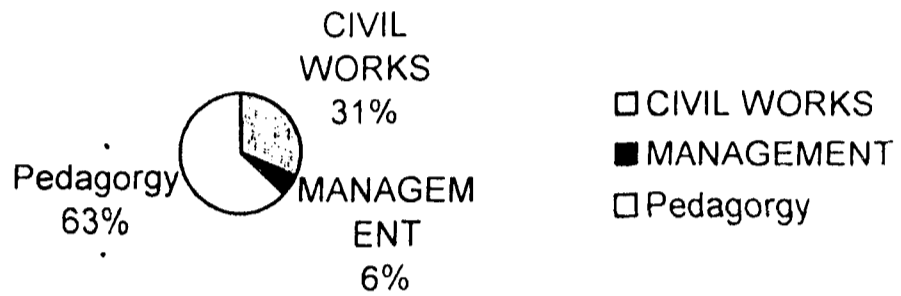
15.44	Award to best AS (One in each block)	0.02	5	0.10	5	0.10	5	0.1	5	0.1	0.40		
15.45	Celebration of National days [3(5+1)]=18	0.05	18	0.90	18	0.90	18	0.9	18	0.9	3.60		
15.46	Sports Materials & Cultural Activities	0.02	783	15.66	783	15.66	783	15.66	783	15.66	62.64		
15.47	Mass mobilisation and women empowerment	0.12	112	13.44	112	13.44	112	13.44	112	13.44	53.76		
	In Block Shahabad												
	Sub Total			59.60		59.60		59.60		59.60	238.40		
	Total of DPIU+EMIS+Community Mobilization(Management Cost)			79.69		75.63		75.41		75.50	306.23		
	Grand Total			1424.67		1556.92		1831.27		1739.15	6552.02		

Some Additional Budgetary Provisions												
												Remarks
A.	Tat Paties (for Classes 1st to 3rd)											
	100 meters to each Primary Schools	0.02	522	10.44	522	10.44	522	10.44	522	10.44	41.76	
B.	Library Books											
B.1	For Primary Schools	0.10	522	52.2		0.00	522	52.2	0	0	104.40	
B.2	For UP Schools	0.20	261	52.2		0.00	261	52.2	0	0	104.40	
C.	Electrcity Charges											
C.1	For Primary Schools	0.06	522	31.32	522	31.32	522	31.32	522	31.32	125.28	
C.2	For UP Schools	0.06	261	15.66	261	15.66	261	15.66	261	15.66	62.64	
D.	Maintenance & Repairs											
D.1	Maintenance & Repairs of BRCs	0.05	2	0.10	5	0.25	5	0.25	5	0.25	0.85	
D.2	Maintenance & Repairs of CRCs	0.05	10	0.50	34	1.70	69	3.45	84	4.20	9.85	
	Sub Total			162.42		59.37		165.52		61.87	449.18	

Share of Activities in Perspective Budget

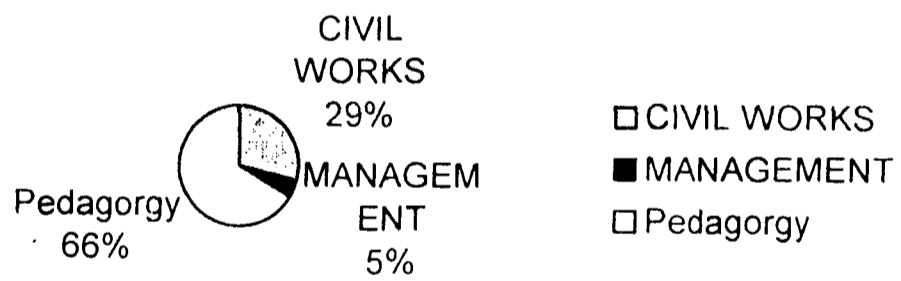
YEARS	CIVIL WORKS	MANAGEMENT	Pedagogy	total
2003-04	448.6	79.69	896.38	1424.67

2003-04



YEARS	CIVIL WORKS	MANAGEMENT	Pedagogy	total
2004-05	447.65	75.63	1033.64	1556.92

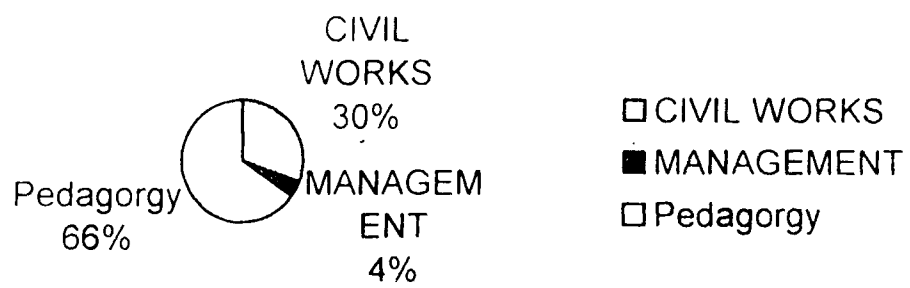
2004-05



Share of Activities in Perspective Budget

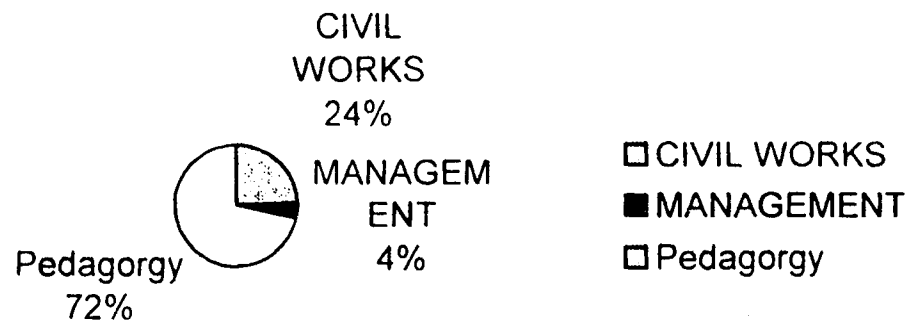
YEARS	CIVIL WORKS	MANAGEMENT	Pedagorgy	total
2005-06	558.21	75.41	1197.65	1831.27

2005-06



YEARS	CIVIL WORKS	MANAGEMENT	Pedagorgy	total
2006-07	422.76	75.5	1240.89	1739.15

2006-07



PROPOSED ANNUAL WORK PLAN

&

BUDGET 2003-04

DISTRICT

KURUKSHETRA

KURUKSHETRA
Budget Proposals Perspective Plan 2003-04

Sr no.	Activity	Unit cost	2003-04	
			Phy.	Fin.
1.00	Teachers			
1.01	Teachers PS			
	a) Sanctioned in 2002-03	0.867	10	8.67
	b) Proposed in ensuing plan	0.867	92	79.76
1.02	Teachers UPS (106)			
	a) Sanctioned in 2002-03 (50Schools)	1.06	100	106.00
	b) Proposed in ensuing plan (56Schools)	1.06	112	118.72
	Sub Total			313.15
2.00	Alternate Schools & Innovative Education			
	(A) As for 6 to 11 (Approved in 2002-03)			
2.01	Honorarium to Instrutors @ Rs. 1200 PM	0.144	50	7.20
2.02	TLM/Stationary @ Rs. 1000 Per School	0.01	50	0.50
2.03	Dari to each School	0.015	50	0.75
2.04	Students Kit/Work Books/Text Books	0.021	50	1.05
2.05	Furniture(1 Chair 1 Table 1 Bench 1 Steel Box 1 Camphor)	0.015	50	0.75
2.06	Training to Instrutors (a) Induction Training	0.3		0.00
	(b) Reorientation Training	0.3	1	0.30
	(B) AS for 11-14 (Proposed)			
2.07	Each Group consisting 25 Students			
	(Max. Exp. @ 1200/- per Child)	0.3	20	6.00
	Sub Total			16.55
3.00	Civil works			
3.01	Building for SchoolsWithout building (PS)	3.00	7	21.00
3.02	Building for schoolsWithout building (UPS)	5.00	10	50.00

3.03	Additional Class rooms including Rooms For Pre Schools	1.50	90	135.00
3.04	B.R.C.New Buildings Approved in 2002-03)	6.00	3	18.00
3.05	C.R.C.New buildings	2.00	24	48.00
3.06	New schools buildings PS	3.00	12	36.00
3.07	New schools buildings UPS	5.00	26	130.00
3.08	Toilets facilities	0.08	10	0.80
3.09	Drinking water	0.12	60	7.20
3.10	Salary of J.E.s	1.3	2	2.60
	Sub Total			448.60
4.00	Maintenance & Repairs			
4.01	Maintenance & Repairs of School Buldings			
	Govt. School Buildings	0.05	728	36.40
	Sub Total			36.40
5.00	Free Text books			
	a) Students in Govt. Schools			
5.01	Free text books (Gen. & BC. girls)Primary	0.0015	19178	28.77
5.02	Free text books(Gen. & BC. girls)UP	0.0015	11246	16.87
5.03	Free text books(SC boys)Primary	0.0015	12695	19.04
5.04	Free text books(SC Boys)UP	0.0015	4726	7.09
5.05	Free text books(SC girls)Primary	0.0015	11692	17.54
5.06	Free text books(SC girls) UP	0.0015	3482	5.22
	b) Students in aided Schools			
5.07	Free text books(SC boys)Primary	0.0015	242	0.36
5.08	Free text books (Gen. & BC. girls)Primary	0.0015	1422	2.13
5.09	Free text books(SC Boys)UP	0.0015	321	0.48
5.10	Free text books(Gen. & BC. girls)UP	0.0015	1350	2.03
5.11	Free text books(SC girls)Primary	0.0015	191	0.29
5.12	Free text books(SC girls) UP	0.0015	202	0.30
	Sub Total			100.12
6.00	Teaching Learning Equipments			
6.01	TLE (Primary Sch.)	0.1	517	51.70
6.02	TLE(New UPS)	0.5	56	28.00
6.03	TLE (Existing UPS) 155-87 (TLE to 87 schools Sanctioned in 2002-03)	0.5	68	34.00
	Sub Total			113.70

7.00	School Grants			
	A. Govt. Schools			
7.01	School grant PS	0.02	522	10.44
7.02	School grant UPS	0.02	261	5.22
	B. Aided Schools			
7.03	School grant PS	0.02	8	0.16
7.04	School grant UPS	0.02	13	0.26
	Sub Total			16.08
8.00	Teacher Grants			
	A. Teachers in Govt. Schools			
8.01	Teacher grant for Primary Schools	0.005	1676	8.38
8.02	Teacher grant for UPS excluding PTIs (107)	0.005	1548	7.74
	B. Teachers in Aided Schools			
8.03	Teacher grant for Primary Schools	0.005	55	0.275
8.04	Teacher grant for UPS excluding PTIs (12)	0.005	143	0.715
	Sub Total			17.11
9.00	Teacher training PS			
9.01	Ind.training to new Teacher(30days)	0.021	102	2.14
9.02	Training to existing teacher for non DPEP(20 days)	0.014	1574	22.04
9.03	(Training to teachers of aided Schools			
	Training cost will be borne by the concerned organisation)			
	Teacher training UPS			
9.04	Ind.training to new Teachers (30days)	0.021	212	4.45
9.05	Training to existing teacher (for non DPEP(20 days)	0.014	1443	20.20
9.06	(Training to teachers of aided Schools			
	Training cost will be borne by the concerned organisation)			
A.	In the training for PS Teachers			
9.07	(a) Master trainers	0.021	136	2.86
9.08	(b) Expert Lecturers	0.002	34	0.07
B.	Training of UP Sch. Trs. (two in each)			
9.09	(a) Master trainers	0.021	144	3.02
9.10	(b) Expert Lecturers	0.002	36	0.07
	Sub Total			54.85

10.00	Community training (V-416+W34=Total V.E.C.450x8x2) (Detail of the interventions is given in justifications)	0.0006	3600	2.16
11.00	R & E (Detail of the interventions is given in justifications) (Excluding aided Schools) 522+261=783	0.004	783	3.13
12.00	Innovative activity			
A	Computer education			
12.01	Four Computers (in each of the Seven Centres)	0.35	14	4.90
12.02	Furniture & Furnishing	0.20	7	1.40
12.03	Contingency	0.06	7	0.42
12.04	Printers (Dot-Metix & Laser Jet)	0.30	7	2.10
12.05	UPS & Battery	0.15	7	1.05
12.06	Salary of the Computer Operators	0.60	7	4.20
12.07	Electricity Charges	0.06	7	0.42
12.08	Upgradation of Computer System	0.50		0.00
12.09	Training To Teachers (One from each UP school)	0.05	7	0.35
	Sub Total			14.84
B	ECCE			
12.10	Bachpanshala	0.451	20	9.02
12.11	Training To Supervisors/CDPOs 3 days	0.05	1	0.05
12.12	Tra. AWW(11 batches of 50 AWWs)	0.1	11	1.10
12.13	Refreshers training to AWW	0.1		
12.14	Dari to each centre	0.01	12	0.12
12.15	Water Camphor	0.003	572	1.72
12.16	Health Cards	0.001	572	0.57
12.17	Playway Materials /Health Checkup & Necessary Medicines	0.004	572	2.29
12.18	Trainings to helpers	0.05		
12.19	Almirah (Small)			
	Sub Total			14.87
C	Girls education			
12.20	Health Checkup & Necessary Medicines	0.01	783	7.83
12.21	Transportation for girls of UP	1.60	1	1.60
12.22	Cultural Competitions & Sports	0.00144	783	1.13

12.23	Prizes to talented Girls(V & VIII Classes)	0.0035	783	2.74
12.24	Summer Camps for girls of UP	0.02	85	1.70
	Sub Total			15.00
D	Research Studies	0.0117	6	0.07
E	Health Checkup, Health Cards and necessary medicines	0.0065	783	5.09
	Total of Innovative Activities			49.86
13.00	BRC			
13.01	Furniture grant (BRC) (already given in 02-03)			
13.02	TLM grant for BRC	0.05	5	0.25
13.03	Contingency for BRC(Non DPEP)	0.125	5	0.63
13.04	Meeting traveling Allowance(Non-DPEP)	0.06	5	0.30
13.05	Salary of Block Resource Person (Ex-Officio)			
13.06	Salary of ABRC (5*17=85) each CDB consists schools>100	1.63	85	138.55
13.07	Accountant/Accounts Clerk (Contractual)	0.96	5	4.80
13.08	Data Entry Operator (Contractual)	0.6	5	3.00
13.09	Class-IV Employee (Contractual)	0.36	5	1.80
13.10	Television Sets & Dish Antenna(One at each C D Block)	0.5	5	2.50
	Sub Total			151.83
	CRC			
13.11	Furniture grant CRC (Already granted in 02-03 for 65 culsters)	0.1	20	2.00
13.12	Contingency for CRC	0.025	85	2.13
13.13	T.L.M.grant	0.01	85	0.85
13.14	Meeting traveling Allowance(CRC)	0.002	85	0.17
	Sub Total			5.15
14.00	IED			
14.01	Identification of disabled	0.0005	1358	0.68
14.02	Setting up of resource centre	0.72	5	3.60
14.03	Training to Teachers (one from each School)	0.003	783	2.35
14.04	Medical Chek up (at block level)	0.0005	1358	0.68
14.05	Sports and Cultural Activities			
	(a) At block Level	0.10	5	0.50
	(b) At Distt. Level	0.20	1	0.20
14.06	Follow up Service	0.10	5	0.50
14.07	Aids/Appliances & other Supporting Materials		1358	7.78
	Sub Total			16.29
15.00	Management costs			

A.	DPIU			
15.01	DPC (Ex-officio) Salary from state treasury			
15.02	Assistant Project Coordinator	1.72	2	3.44
15.03	Section Officer	1.44	1	1.44
15.04	SDE			
15.05	Accountant (Contractual)	0.96	1	0.96
15.06	Assistant	0.72	1	0.72
15.07	Head Clerk	0.96	1	0.96
15.08	Computer Programmer	0.96	1	0.96
15.09	Clerk	0.48	1	0.48
15.10	Data Entry Operator Cum-Clerk	0.60	1	0.6
15.11	Class-IV	0.36	2	0.72
15.12	Night Watch Man Cum Sweeper	0.36	1	0.36
15.13	Contingency & Other Office Expenses	0.24	1	0.24
15.14	Meeting & TA	0.60	1	0.60
15.15	TLM grant	0.20	1	0.20
15.16	Rent for DPIU building	1.00	1	1.00
15.17	Fax Machine	0.15	1	0.15
15.18	Generator	0.25	1	0.25
15.19	POL & Repair of Equipments	0.60	1	0.60
15.20	Newsletter	0.60	1	0.60
15.21	Type Writers (One for Hindi & One For English)	0.07	2	0.14
	Sub Total			14.42
B.	EMIS			
15.22	Computers	0.35	2	0.70
15.23	Printers (Dot Matrix & Laserjet) (Rs 0 10+0 20)	0.30	1	0.30
15.24	CD Writer	0.10	1	0.10
15.25	Modem	0.05	1	0.05
15.26	UPS & two Batteries	0.15	1	0.15
15.27	Scannar(Multi Three)	0.15	1	0.15
15.28	Photosat Machine	0.70	1	0.70
15.29	Digital Video Camera	0.25	1	0.25
15.30	UP Gradation of computer system maintenance	0.10		
15.31	Internet, Telephone & Bills	0.36	1	0.36
15.32	Electricity Charge	0.12	1	0.12
15.33	Contingency & other office Expenses	0.24	1	0.24
15.34	Television Set & Dish Antenna	0.50	1	0.50

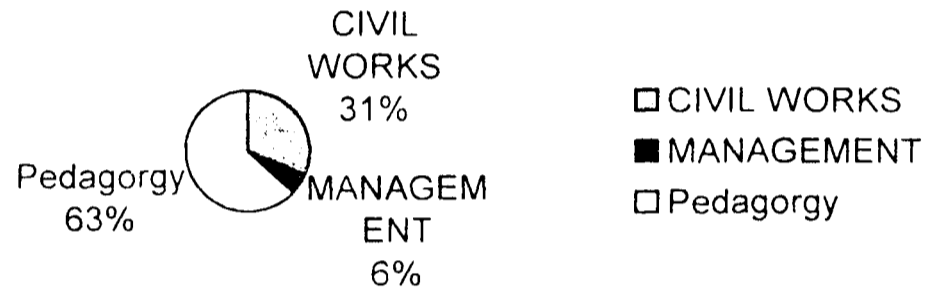
15.35	Lap Top Computer	1.00	1	1.00
15.36	Projector	0.20	1	0.20
15.37	LCD	0.20	1	0.20
15.38	Publicity Films	0.50	1	0.50
15.39	VCR / VCD Players	0.15	1	0.15
	Sub Total			5.67
C.	Community Mobilization			
15.39	Strickers/Posters	0.005	450	2.25
15.40	Enrolment Drives Week	0.005	450	2.25
15.41	Wall writing	0.005	450	2.25
15.42	Steel Hoarding & Writing	0.05	450	22.50
15.43	Award to best VEC (One in each block)	0.05	5	0.25
15.44	Award to best AS (One in each block)	0.02	5	0.10
15.45	Celebration of National days [3(5+1)]=18	0.05	18	0.90
15.46	Sports Materials & Cultural Activities	0.02	783	15.66
15.47	Mass mobilisation and women empowerment	0.12	112	13.44
	In Block Shahabad			
	Sub Total			59.60
	Total of DPIU+EMIS+Community Mobilization(Management Cost)			79.69
	Grand Total			1424.67

Some Additional Budgetary Provisions				
A.	Tat Paties (for Classes 1st to 3rd)			
	100 meters to each Primary Schools	0.02	522	10.44
B.	Library Books			
B.1	For Primary Schools	0.10	522	52.2
B.2	For UP Schools	0.20	261	52.2
C.	Electricity Charges			
C.1	For Primary Schools	0.06	522	31.32
C.2	For UP Schools	0.06	261	15.66
D.	Maintenance & Repairs			
D.1	Maintenance & Repairs of BRCs	0.05	2	0.10
D.2	Maintenance & Repairs of CRCs	0.05	10	0.50
	Sub Total			162.42

Share of Activities in Perspective Budget

YEARS	CIVIL WORKS	MANAGEMENT	Pedagorgy	total
2003-04	448.6	79.69	896.38	1424.67

2003-04



APPROVED BUDGET 2002-03

DISTRICT

KURUKSHETRA

SARVA SHIKSHA ABHIYAN**APPROVED BUDGET 2002-03****Kurukshetra.**

Sr. No.	Activity	Unit Cost (In Lacs)	Physical	Amount (In Lacs)
1	Teachers (P.S.)	0.07	10	7.00
	Teachers (U.P.S.)	0.085	100	85.00
	Total		110	92.00
2	EGS (A.S.)	0.21115	50	10.558
3	Civil Works			
	- Building for schools without School (PS) (nos)	3.00		
	- Building for schools without Schools (UPS) (nos)	5.00		
	- Additional Classrooms (nos.)			
	- BRC (new building) (nos.)	6.00	2	233.72
	- CRC (Building new) (nos.)	2.00	10	
	- New School Buildings (P) (nos.)	3.00	5	
	- New School Buildings (UP) (nos.)	5.00	35	
	- Toilet Facility	0.08	100	
	- Boundary Walls			
	- Drinking Water	0.12	31	
4	Maintenance & Repair	0.05	628	31.40
5	Free Text Books	0.0015	29611	44.42
6	TLE (PS)	0.1	5	0.50
	TLE (NEW UPS)	0.5	50	25.00
	TLE (Existing UPS)	0.5	87	43.50
	Total		142	69.00
7	School Grant (PS)	0.02	479	9.58
	School Grant (UPS)	0.02	78	1.56
	Total		557	11.14
8	Teacher Grant (PS)	0.005	1804	9.02
	Teacher Grant (UPS)	0.005	1624	8.12
	Total		3428	17.14
9	Teacher Training (PS)			
	- Induction training to new teachers (20 days)	0.0007	10	
	- Training to existing teachers for non-DPEP (10 days)	0.0007	1794	35.43
	Teacher Training (UPS)			
- Induction training to new teachers (20 days)	0.0007	100		
- Training to existing teachers for DPEP (20 days)	0.0007	1524		
10	Community Training	0.0003	3488	2.0928
11	R & E	0.004	628	2.512
12	Innovative Activity		4	48.99
13	BRC			
	- Furniture, Grant BRC	1.00	5	
	- TLM grant for BRC	0.05	5	
	- Contingency for BRC (Non-DPEP)	0.125	5	
	- Contingency for BRC (DPEP)	0.005	5	
	- Meeting Travelling allowance (Non-DPEP)			
	- Meeting travelling allowance (DPEP)	0.07	45	
- Salary of Block Resource Persons for PS (nos.)	0.085	45		
				75.88

	CRC			
	- Furniture grant CRC (new CRC only)	0.1	65	10.08
	- Contingency for CRC (New CRC Only)	0.025	65	
	- Contingency for CRC (DPEP)	0.01	65	
	- TLM grant (New CRC Only)	0.002	65	
	- Meeting, travelling allowance (New CRC Only)			
14	IED	0.012	1358	16.296
15	Management Cost			21.99
	Total			722.64

PLANNING

PROCESS

(Pre-Plan Activities)

A Grass-Root Micro-Planning

PLANNING PROCESS

The success of any programme lies in its meticulous and far sighted, need based and grass root planning. Similarly the success of SSA, which is lofty idea and project for millions of children of India, requires the most perfect and meticulous planning taking district as a macro unit and each habitation of the Distt. as a micro unit for its implementation. It touches each child with 6-14 group.

Hence the planning process of Distt. Kurukshetra for Sarva Shiksha Abhiyan has undergone with the following steps:-

Instruction from the state Head Quarter in Aug.2001 and a meeting of D.P.E.O's with the state project Officer in which necessary information about the project, its briefing and perspective approaches have been discussed thoroughly.

Meeting at the Distt. Level and the information of Distt. Core team.

On aug. 24th, 2001 a meeting was held at Distt. Level under the Chairmanship of ADC Kurukshetra in which the following official took part:-

DPEO Kurukshetra

D.E.O. Kurukshetra

All the B.E.O.'s of Distt. Kurukshetra.

Principal DIET Palwal, Kurukshetra.

Dr. O.P. sharma (Special Invitee)

Sh. Subhash Chand Verma (Math Master)

Smt. Gaytri Devi (Head Teacher)

Two JBT teachers from each educational block.

Respected DPEO Kurukshetra briefed the whole gamut of Sarva Shiksha Abhiyan with its needs, objective and perspective requirements. With the content of ADC the following Distt. Core team has been formed.

ADC Kurukshetra - Chairman

DPEO Kurukshetra-Distt. Project Co-ordinator

D.E.O. Kurukshetra

Principal DIET Palwal

Dr. Op. Sharma (Lect.)

Sh. Subhash Chander Verma (Math Master)

Smt. Gaytri Devi (H.T.)

Sh. Bishan Dass J.B.T.

Sh. Tilak Raj Head Teacher

Orientation of the core team :

The member of the core team have been given an orientation to the project and its Planning at the State Project Officer, Chandigarh from 4th 2001 to 8th 2001.

Meeting with B.E.O's and Head Teachers on 11th Sept. 2001.

All the B.E.O.'s and head Teachers along with two teachers from DIET participated in this meeting. The Head Teachers and B.E.O's have been informed to: From the clusters of having eight schools in each cluster

Formation of VEC's and necessary information as well as requirement to form these VEC's.

Information about micro planning in these blocks-Ladwa, Shahabad I and Shahabad II with necessary instructions. All the intensive house hold survey has been

asked to be conducted in these three Blocks as a first stage of micro planning . Other Blocks have been informed that they would be supplied these micro planning performs whenever the necessary documents are available.

These Performs (House hold Information) have further been supplied on 19th Feb. 2002. Then the survey work proceeded in all the Distt. Of Kurukshetra.

Consolidated of the Date on 24th sept. 2001

As per the instruction issued to the teacher who has been signed the job. Of the micro planning survey, the information and data are to be collected on 24th Sept., but due to their engagement in “ New Votes Making Exercise “. it could not be collected. Hence they have been further asked to complete the survey by October 10 in Ladwa and Shahabad-II Educational Block and other Educational Blcok are instructed to compile and consolidate their information of survey by march 16th 2002.

Renew of planning process from 25th sept. 2001 to 27 Sept. 2001 at H.P.S.P.P. office Chandigarh.

The proceeding of Review- Meeting have further been discussed with DPEO, SDEO's and all the BEO's of the Distt. They have been given a Performa to supply the necessary information by 5th October 2001. In view of the importance of the data and criticality of the situation they have been requested to supply it in us time.

Meeting with VEC's

If has been considered practical to meet with all VEC members of the Distt. and in all the villages of each block. Hence 50 villages have been selected randomly and meetings have been arranged with members of these VECS from October

1st to 6th. Their exceptions and requirements as well as their responsibility have been identified for further planning.

Meeting with Union workers and Social workers on October 3rd 2001.

Meeting with An Appraisal Team at Red-Bishop Panchkula in Jan, 2002.

In which Budget for 2001-02 has been finalised and sanctioned. The appraisal team has their comments and recommendations, which have further desired to review the Perspective Plan in the light of these recommendations. Moreover State Govt. Haryana has also sent some new instructions and directions about the provisions of Information Technology in each upper primary school and the provisions of upper primary schooling in each village with more than 1000 population and 30 primary graduates. It has also decided that every child should have an access to upper primary schooling facility within 2 Kms.

In the light of all these informations, directions and suggestions the following activities have been conducted: -

1. Household Survey has been conducted in all the houses, villages, blocks, of the district with rural as well as urban coverages.
2. Necessary informations and data of the survey have been consolidated and analysed.
3. New interventions have been added in the plan.
4. Final Plan have been submitted on 25th March, 2002.

The list of the meeting is being appended in Annexure.

The whole planning process have undergone with the following steps: -

To formulate need - based meticulous perspectives plan the strict.

MICRO - PLANNING activities have been observed: -

1. DISE Survey (of every school)
2. Collection of Informations from each school (Performa Developed by planning team)
3. Meeting with teachers (at cluster and block)
4. House - Hold Survey (Micro - Planning as a base of the planning)
5. Meetings with Members of community, Gram Shiksha Samities and Stake Holders.
(Indifficult pockets)
6. Meetings with teacher - union leaders, guilds etc. (at Distt. Level)
7. Meetings with B.E.O.s, SDOs, Headteachers, Headmasters, Principals, DPEO and DFO.
8. Meetings with P.R.I.s (block - 8 Distt.-1)
9. Meetings with ADC (5)
10. Meetings with functionaries of other Department like.
ICDS - (3)
Social Welfare - (2)
Health Services - (3)
PWD - (3)
DRDA - (5)
Red - Cross Society - (2)
Zila Parishad, Panchayat Samities - (2)
DPRO - (2)
DSO, Distt. Panchayat and Dev. Officer (DDPO) etc. - (5,1)

(The figures in brackets mean the number of meeting conducted with concerned agencies or organizations)

11. Meeting with Appraisal Team in Jan, 2002.

12. A discussion on the directions of Appraisal Team in Feb, 2002.

13. Household survey covering every house, every village, every block (both rural and urban) of the district in Feb. 2002 to March, 2002.

PRE-PLAN ACTIVITIES

Planning Process (Perspective Plan Preparation Exercise in SSA)

S.No	Date	Stage	Purpose	Name of the Participant	Issue Emerged
1	Aug,2001	SPD HPSPP. Chandigarh	Introduction of SSA	DPEOs of all District	Briefing of SSA
2	24.08.01	DPEO office Kurukshetra	Do	DPEO, DEO, All BEOs, Principal DIET, Palwal, Dr O. P. Sharma, Sh. Subhash Verma, Smt. Gaytri Devi, Two JBT Teachers from each educational Block	Briefing of objectives needs and perspectives of SSA
3	4.9.2001 to 8.9.2001	SPD office Chandigarh	Orientation to the Project	Members of the Core team	An instruction was issued about house hold survey and planning process in S.S.A. specially perspective plan formation
4	11.9.2001	DPEO office Kurukshetra	Information about Micro Planning Survey	Meeting with B.E.O.'s and Head Teachers	CRC, VEC, MTA to be formed, Data of school enrolment, drop outs, retention rate including private institutions (recognized and non- recognized) to be collected.
5	21.9.2001	Ladwa GPS.	Meeting with Teachers & VEC Members	School, BEO, Teachers & VEC Members	Information about House hold survey and its importance and the way it could be conducted.

Planning Process (Perspective Plan Preparation Exercise in SSA)

S.No	Date	Stage	Purpose	Name of the Participant	Issue Emerged
5	24.9.2001	SDEO Pehowa	Collection of Data	SDEO Pehowa & BEO Pehowa I-II	Collection of data for S.S.A. planning.
7	21.9.2001	G.P.S. Barna	SSA	Sarpanch Pawan Kumar H.T. , All Teacher H.T. Smt. Rama Devi Smt. Rekha Devi Smt. Kiran Devi Smt. Sukhraj Kaur Sh. Suresh Kumar Sh. Anil Kumar	The community made the following demands and lodged the complaints against the system:- <ul style="list-style-type: none"> ➤ Lack of Teaching Aids; ➤ Un-educational Duties to Teachers ➤ Unattractive school atmosphere; ➤ Two rooms (additional) to be constructed;
6	28.9.2001	SDEO Thanesar B.E.O. Thanesar I & II	Enrolment & Micro Planning Survey	Smt. Inder Kanta Bameja (SDEo) Sh. Shashi Bhushan Th.-II Smt. Raj Kumari Th.-I	Essential data to be collected from each educational institution of primary and upper primary level.
1	1.10.2001	Sub-Division level	Regarding Enrolment of I to VIII	SDEO- Pehowa Sh. Jile Singh BEO Pehowa Sh. Shiv Kumar Sharma	Performa for data collection is developed and supplied to every upper primary school and essential information has been given to fill it up.

Planning Process (Perspective Plan Preparation Exercise in SSA)

.No	Date	Stage	Purpose	Name of the Participant	Issue Emerged
5	18.10.2001	DPEO office	Regarding Enrolment Class I to V	All B.EO's Two Teacher from each block & one Clerk from each B.EO	<ul style="list-style-type: none"> ➤ Health check up and student progress card should be regularised ➤ Sport materials adequately to be supplied to the schools ➤ Some alternative provision should be made for drop out & won starters ➤ The people should be made aware about the need of education for their children. ➤ More intensive supervision work
6	22.10.2001	G.P.S. Kainthla	Regarding School Problems	Sh. Tilak Raj H.T. All VEC Members Jasbir Kaur	<ul style="list-style-type: none"> ➤ Teacher should not involve in other than school activities ➤ Intensive training to teacher only during vacation period ➤ Special coaching to week student in the form of semidialog ➤ More intensive supervision work

Planning Process (Perspective Plan Preparation Exercise in SSA)

S.No	Date	Stage	Purpose	Name of the Participant	Issue Emerged
22	12.11.01	DPEO Office	Regarding ECE Centres	CDPO(Smt. Sarita Chauhan) Smt. Gurvinder Kaur(CDPO Office) Smt. Savinder Kaur Sh. M.L. Kalra	
23	13.11.01	B.E.O. Ladwa		BEO. Ladwa Sh. O.P. Sharma Smt. Gaytri Devi Sh. Subhash Verma All H.T. from Ladwa Block	Micro Planning Survey (Summry) Intermediates Sheet
24	13.11.01	BEO. Shahabad II		Smt. Sushila Yadav(BEO) Sh. O.P. Sharma Smt. Gaytri Devi Sh. Subhash Verma All H.T. from Ladwa Block	Micro Planning Survey (Summry) Intermediates Sheet
25	19.11.01	G.S.S. Thana	Regarding School Problem	Sh. Ram paul (President) Smt. Rashmi Devi (ANM) Smt. Nirmla Devi (ECE) Sh. Sanjay Kumar (Secretary) Sh. Hukam Chand (Sarpench) Sh. Satpal Singh (Tr)	<ul style="list-style-type: none"> ➤ The following issues come out of the intersection with the community ➤ More teacher should be appointed and their service to be regularize ➤ Sport materials adequately to be supplied to the schools

Planning Process (Perspective Plan Preparation Exercise in SSA)

S.No	Date	Stage	Purpose	Name of the Participant	Issue Emerged
26	20.11.2001	G.P.S. Asmanpur	Regarding School Problem	Smt. Balbir Kaur (President) Smt. Veena Rani (VEC) Smt. Sunita Devi (ECE worker) Smt. Savita Devi (Tr) Sh. Mohanlal (H.T.)	<ul style="list-style-type: none"> ➤ Teacher should not involve in other than school activities ➤ Intensive training to teacher only during vacation period. ➤ Teacher should not involve in other than school activities ➤ Intensive training to teacher only during vacation period ➤ Health check up and student progress card should be regularised ➤ Sport materials adequately to be supplied to the schools ➤ More fund and facilities should be provided to the school

Planning Process (Perspective Plan Preparation Exercise in SSA)

S.No	Date	Stage	Purpose	Name of the Participant	Issue Emerged
29	24.11.2001	G.P.S. Krah Sahiba	Regarding School Problem	Mukhtyar Kaur (President) Sh. Rajender Kaur (H.T.) Rajventi (A.N.M.) Sh. Rameshver (Panch) Sh. Satish Kumar (Panch) Smt. Sumanlata (Tr) Sh. Subhash Verma	<ul style="list-style-type: none"> ➤ The following issues come out of the intersection with the community ➤ More teacher should be appointed and their service to be regularize ➤ More intensive supervision work ➤ Community should be involved in school improvement activities. ➤ Girls Education Should be given more attention. ➤ Health check up and student progress card should be regularised ➤ Sport materials adequately to be supplied to the schools ➤ More intensive supervision work

Planning Process (Perspective Plan Preparation Exercise in SSA)

S.No	Date	Stage	Purpose	Name of the Participant	Issue Emerged
32	4.12.2001	Distt. Level	Discussion of Perspective plan with ADC & DPAC	<p>Smt. Parveen Bala (P.T.A.)</p> <p>ADC-KKR Programme officer Early childhood education DPEO-KKR Sh. O.P. Sharma Smt. Gaytri Devi Sh. Subhash Verma (Member of Core Planning team)</p>	<ul style="list-style-type: none"> ➤ More fund and facilities should be provided to the school ➤ Community should be involved in school improvement activities. ➤ Specific provision for Handicap children <p>The Distt. Perspective plan of Distt elementary education programme(SSA) was discussion at length, with each and every activities and intervention was taken case of ADC Kurukshetra has suggested the following points to be incorporated in the plan:-</p>

Planning Process (Perspective Plan Preparation Exercise in SSA)

S.No	Date	Stage	Purpose	Name of the Participant	Issue Emerged
					<ul style="list-style-type: none"> <li data-bbox="1447 705 1855 1010">➤ Special school for Disables children should be proposed at District level with Buildings, Hostels and other necessary physical facilities. <li data-bbox="1447 1062 1855 1245">➤ Every student of elementary school should be given computer education <li data-bbox="1447 1297 1855 1519">➤ Every child should be taken to on an exposure trip to certain educational trips <li data-bbox="1447 1571 1855 1754">➤ Every child should be given health care with health progressive record. <li data-bbox="1447 1806 1855 1968">➤ ECE intervention should be strengthen with more allocation

Planning Process (Perspective Plan Preparation Exercise in SSA)

S.No	Date	Stage	Purpose	Name of the Participant	Issue Emerged
33	5.12.2001	Distt. Level	Discussion of Perspective Plan with ADC and DPAC.	ADC,CMO,SMO(in red crop.KKR),Distt. social welfare officer, P.O & C.D.P.O, D.P.E.O & members of core team in planning	<ul style="list-style-type: none"> ➤ Of funds for sports Material, charts, Metaled campers, Construction of Rooms, provision of Sea-Saw, Swing, Sliders etc. for the children. ➤ System of BRC and CRC should be systematized and care should be taken towards its careful implementation <p>Perspective Plan for SSA has been reviewed, discussed and individual interactions with every individual and core team about the interventions and costing in Perspective Plan in SSA. Some suggestions in the form of strengthening IED programme, ECE intervention and EFE activities came out, which have been later in incorporated in the Perspective Plan of SSA of this District Kurukshetra</p>

Planning Process (Perspective Plan Preparation Exercise in SSA)

S.No	Date	Stage	Purpose	Name of the Participant	Issue Emerged
34	6-8.1.02	SCERT	Final review of Plan	All District and State officials at SCERT Gurgaon	Over view of the Plan
35	10.1.2002	State (SPO)	Pre-Appraisal Activity	All District core Teams and SPO officials	How to present the plan
36	11.1.2002	District	Mass-mobilisation and briefing of S.S.A.	PRI, Principal, D.C., ADC, all head of Distt. Of different Departments, Teachers etc.	Mass-mobilisation about SSA.
37 to 131	13.1.2002 to 31.1.2002	Blocks ,clusters	Mass-mobilization and briefing on SSA	Villagers, Teachers, block and Distt. Authorities.	Mass- mobilization about SSA.
132	2.2.2002	District	Household Survey	DPEO, B.E.O.s and members of core team.	DEO/DPEO has been requested to get the household performas printed.
133 to 134	18.2.2002	Blocks Thanesar – I and T-II	Household Survey	All the Head Teachers	Forms for Household survey have been distributed with instructions
135 to 136	19.2.2002	Shahabad-I And S-II	- do-	- do -	- do-

Planning Process (Perspective Plan Preparation Exercise in SSA)

S.No	Date	Stage	Purpose	Name of the Participant	Issue Emerged
137 to 138	20.2.2002	Pehowa – I to P –II	- do -	- do -	- do-
139	21.2.2002	Ladwa	-do-	-do-	-do-
140	22.2.2002 to 16.3.2002	Villages and Blocks	-do-	District Core Team	Monitoring of Survey work
141	17.3.2002	District	Analysis of House hold Survey	-do-	Analysis of the Data
142	17.3.2002 to 23.2.2002	-do-	-do-	-do-	-do-
143	24.3.2002	District	Plan Formulation	-do-	Plan Formulation
144	25.3.2002	State (SPO)	Plan Submitted	-do-	Submission of PP for SSA

LINE-PLAN ACTIVITIES

Planning Process (Perspective Plan Preparation Exercise in SSA)

Sr. No.	Date	Stage	Purpose	Name of the participant	Issue Emerged
137 to 138	20.2.2002	Pehowa-I to Pehowa-II	- do -	- do -	- do -
139	21.2.2002	Ladwa	- do -	- do -	- do -
140	22.2.2002 to 16.3.2002	Villages and Blocks	- do -	District core Team	Monitoring of Survey Work
141	17.3.2002	District	Analysis of House hold Survey	- do -	Analysis of the Data
142	17.3.2002 to 23.2.2002	- do -	- do -	- do -	- do -
143	24.3.2002	District	Plan Formulation	- do -	Plan Formulation
144	25.3.2002	State (SPO)	Plan Submitted	- do -	Submission to PP for SSA
	22.3.2003	State	Plan Presentation By D.E.O.	DSE, All D.E.O's.	Plan Presentations
	9.3.2003	State	Revision on Points on Plan	1. Sh. Bhajan Singh 2. Dr. Ashok Sain	1. Induction concerning aided schools. 2. Approved Budget for 2002-03 to be counted for

Annexure

List of Primary Schools Proposed for Upgradation as Upper Primary Schools.

<u>Sr. No.</u>	<u>Schools</u>
1.	G.P.S. Bachgaon
2.	G.P.S. Bahri
3.	G.P.S. Bargat
4.	G.P.S. Bajit Pur
5.	G.P.S. Bodla
6.	G.P.S. Chander Bhan Pur
7.	G.P.S. Gandhi Nagar
8.	G.P.S. Kanwar Kheri
9.	G.P.S. Khas Pur
10.	G.P.S. Kheri Ram Nagar
11.	G.P.S. Kishan Pur
12.	G.P.S. Munda Khera
13.	G.P.S. Shamsi Pur
14.	G.P.S. Sunheri Khalsa
15.	G.P.S. Sunder Pur
16.	G.P.S. University Campus
17.	G.P.S. Baghthla
18.	G.P.S. Bodhi
19.	G.P.S. Chiba
20.	G.P.S. Daulat Pur
21.	G.P.S. Dhurali
22.	G.P.S. Govind Majra
23.	G.P.S. Jhinwareri-1
24.	G.P.S. Jognakhera Girls
25.	G.P.S. Kalal Majra
26.	G.P.S. Mircheri
27.	G.P.S. Samani
28.	G.P.S. Sanwla
29.	G.P.S. Mirzapur Girls
30.	G.P.S. Ahmad Pur
31.	G.P.S. Ajrani
32.	G.P.S. Bibi Pur
33.	G.P.S. Bir Sujra
34.	G.P.S. Bahari
35.	G.P.S. Chanarthal
36.	G.P.S. Chhapri
37.	G.P.S. Jhakala
38.	G.P.S. Dhangali
39.	G.P.S. Dhantori
40.	G.P.S. Gumti
41.	G.P.S. Hibana
42.	G.P.S. Hingakheri
43.	G.P.S. Isherheri

44. G.P.S. Machhroli
45. G.P.S. Salpani Kalan
46. G.P.S. Sarya Sukhi
47. G.P.S. Shahbad-III
48. G.P.S. Madan Pur
49. G.P.S. Shahbad-II
50. G.P.S. Jharoli
51. G.P.S. Bhokar Majra
52. G.P.S. Chamu Kalan
53. G.P.S. Dadlli
54. G.P.S. Dayal Nagar
55. G.P.S. Golpura
56. G.P.S. Jain pura
57. G.P.S. Kathwwa
58. G.P.S. Mohri
59. G.P.S. Badar Pur
60. G.P.S. Barondi
61. G.P.S. Bhagwan Pur
62. G.P.S. Bini
63. G.P.S. Bhoot Majra
64. G.P.S. Bir Kheri
65. G.P.S. Chhalondi
66. G.P.S. Dera
67. G.P.S. Duda
68. G.P.S. kali Ram
69. G.P.S. Sonti
70. G.P.S. Sura
71. G.P.S. Adhoya
72. G.P.S. Gangeheri
73. G.P.S. GogPur
74. G.P.S. Jaiswal Farm
75. G.P.S. Julmat
76. G.P.S. Jurasi Kalan
77. G.P.S. Kanthala
78. G.P.S. Karala
79. G.P.S. Lotni
80. G.P.S. Megha Majra
81. G.P.S. Mohan Pur
82. G.P.S. Rohti
83. G.P.S. Sainsa
84. G.P.S. Tabra
85. G.P.S. Tikri
86. G.P.S. Tyukar
87. G.P.S. Asman Pur
88. G.P.S. Fauji Group
89. G.P.S. Galedwa

90. G.P.S. Garhi Roran
91. G.P.S. Gau Charand
92. G.P.S. Kheri Sishgran
93. G.P.S. Khijar Pura
94. G.P.S. Nanak Pura
95. G.P.S. NeemWala
96. G.P.S. Ram Garh Road
97. G.P.S. SinghPura
98. G.P.S. Thana Girls
99. G.P.S. Ghumthala Girls
100. G.P.S. BlochPura
101. G.P.S. Adhon
102. G.P.S. Bakali
103. G.P.S. Jhiwerheri
104. G.P.S. Dhanaura Jattan
105. G.P.S. Surmi
106. G.P.S. Niwarsi

List of Branch Schools in Distt. Kurukshetra to be elevated in to full fladged Primary Schools in plan of SSA

Table No

Block	Pehowa 1	Pehowa 2	Ladwa	Shahabad 1	Shahabad 2	Thanesar 1	Thanesar 2
	Cahmbal Farm	Tibba Farm	Ladwa 1	Dera Punnu Ram	Ismilpur	ChharPura	Sodi
	Dera Santokh Singh	Bharpur Plot	Nakhroz pur	Chand mazra	Mirapur	Dera Ram Pura	Kheri Gadyan
	Mahashay Plot	Madan pur Plot	Bir Sounti	Shahzad pur Basti	Patti shahzad pur	Dera Maliyan	Neem Wala Dera
	Shri Nagar	Magna Plot	Ghadola	Suzri	Ram Nagar	Dera Bazigar	Khamboj Mazra
	Bhana Plot		Maniarpur	Mandokhera	Ram Nagar Dera	Bargat Shahpur	Dera Purbiya
			Chhanno	Bosi pur	Dhau Mazra	Dera Prem Nagar Bazigar	Amar Garh Majhara
						Gulab Mazra	Morthala
						Layai Pur Basti	Dera Bazigar
						Ind Badi	
						Bishan Garh	
						Dera Chak Jagatiya	
						Lukhi (Girls)	
						Fauzi Colony	
						Tatki	
Total	5	4	6	6	6	14	8

Total No. of Branch Schools = 48 + 1 = 49

Detail Of Extra Rooms Needed In Primary Schools Of
District Kurukshetra

S.NO.	Name Of The School	Demand Of Extra Rooms
1.	G.P.S. Kamoda	2
2.	G.P.S. Barna	2
3.	G.P.S. Pindarsi	1
4.	G.P.S. Gharadsi	1
5.	G.P.S. Bhainsi Majra	1
6.	G.P.S. Khanpur Power House	1
7.	G.P.S. Hasanpur	1
8.	G.P.S. Lukhi	1
9.	G.P.S. Santokhpura	1
10.	G.P.S. Ram Nagar	1
11.	G.P.S. Bhiwani Khera	1
12.	G.P.S. Gandhi Nagar	1
13.	G.P.S. Alampur	1
14.	G.P.S. Barkha	2
15.	G.P.S. Beed Ameen	1
16.	G.P.S. Beed Pipli	1
17.	G.P.S. Jyotisar	1
18.	G.P.S. Beholi	1
19.	G.P.S. Ameen Kanya	1
20.	G.P.S. Bajeedpur	2
21.	G.P.S. Beed Mathana	1
22.	G.P.S. Ratan Dera	1
23.	G.P.S. Bodla	1
24.	G.P.S. Bergat	1
25.	G.P.S. Dera Baazigar	1
26.	G.P.S. Dera Prem Nagar	1
27.	G.P.S. Dera Delhi Wala	1
28.	G.P.S. Dera Purviya	1
29.	G.P.S. Hatheera	2
30.	G.P.S. Ishaakpur	1
31.	G.P.S. Zeeerbadi	1
32.	G.P.S. Keermich Boys	2
33.	G.P.S. Keermich Girls	1
34.	G.P.S. Kheri Markanda	1
35.	G.P.S. Khera	1

**Detail Of Extra Rooms Needed In Primary Schools Of
District Kurukshetra**

S.NO.	Name Of The School	Demand Of Extra Rooms
36.	G.P.S. Kheree	1
37.	G.P.S. Mathana (Girls)	1
38.	G.P.S. Mathana (Boys)	1
39.	G.P.S. Munda Khera	1
40.	G.P.S. Mukerpur	1
41.	G.P.S. Ratgal	1
42.	G.P.S. Sunseepur	1
43.	G.P.S. Teegri	2
44.	G.P.S. Taatka – Taatki	1
45.	G.P.S. Antehudi	1
46.	G.P.S. Raav Garh	1
47.	G.P.S. Devi Das Pur	1
48.	G.P.S. Sunder Nagar	1
49.	G.P.S. University Campus	2
50.	G.P.S. Masana	1
51.	G.P.S. Doodhla (Girls)	1
52.	G.P.S. Doodhla Morthla	1
53.	G.P.S. Kolapur	3
54.	G.P.S. Doltpur	1
55.	G.P.S. Adoni	1
56.	G.P.S. Hasala	1
57.	G.P.S. Bahadurpura	1
58.	G.P.S. Kancepla	1
59.	G.P.S. Kaserla	1
60.	G.P.S. Seersla	1
61.	G.P.S. Khanpur Koliya	1
62.	G.P.S. Dheerpur	1
63.	G.P.S. Pipli	2
64.	G.P.S. Ishar Garh	1
65.	G.P.S. Oontsaal	1
66.	G.P.S. Pratap Garh	1
67.	G.P.S. Saauwla	1
68.	G.P.S. Jogna Khera (Boys)	1
69.	G.P.S. Jogna Khera (Girls)	1
70.	G.P.S. Dab Khera	1

Detail Of Extra Rooms Needed In Primary Schools Of
District Kurukshetra

S.NO.	Name Of The School	Demand Of Extra Rooms
71.	G.P.S. Samani	1
72.	G.P.S. Jobind Majra	1
73.	G.P.S. Chhurala	1
74.	G.P.S. Chhurali	1
75.	G.P.S. Chhiba	1
76.	G.P.S. Udarsi	1
77.	G.P.S. Jheeverhedi – I	1
78.	G.P.S. Mirjapur	2
79.	G.P.S. Jaal Kheri	2
80.	G.P.S. Jhansa	3
81.	G.P.S. Ajrana Khurd	1
82.	G.P.S. Ajrana Kala (Boys)	1
83.	G.P.S. Ajrana Kala (Girls)	2
84.	G.P.S. Khereendwa	3
85.	G.P.S. Khereendwa (Girls)	1
86.	G.P.S. Kahan Garh	1
87.	G.P.S. Narayan Garh	1
88.	G.P.S. Beed Kalwa	2
89.	G.P.S. Beed Sujra	1
90.	G.P.S. Sujree	1
91.	G.P.S. Ishreyhadi	1
92.	G.P.S. Mandokhara	1
93.	G.P.S. Jandheri	1
94.	G.P.S. Dagaali	1
95.	G.P.S. Yaari	1
96.	G.P.S. Chhapra	1
97.	G.P.S. Chhapri	1
98.	G.P.S. Deeg	1
99.	G.P.S. Shahbad -- 3	1
100.	G.P.S. Shahbad – 4	1
101.	G.P.S. Tayonda	2
102.	G.P.S. Katalauri	2
103.	G.P.S. Saray Mukhi	1
104.	G.P.S. Maleekpur	1
105.	G.P.S. Ratan Garh	1

**Detail Of Extra Rooms Needed In Primary Schools Of
District Kurukshetra**

S.NO.	Name Of The School	Demand Of Extra Rooms
106.	G.P.S. Madanpur	1
107.	G.P.S. Mohanpur	1
108.	G.P.S. Salpaani Kala	1
109.	G.P.S. Gogpur Colony	1
110.	G.P.S. Ajraani	1
111.	G.P.S. Heenga Kheri	1
112.	G.P.S. Dera Mehar Chand	1
113.	G.P.S. Teegri	1
114.	G.P.S. Dhakala	2
115.	G.P.S. Beevipur	1
116.	G.P.S. Surkhpur	1
117.	G.P.S. Soodpur	1
118.	G.P.S. Ahmedpur	1
119.	G.P.S. Chanarthal	1
120.	G.P.S. Shareef Garh	2
121.	G.P.S. Dhantodi	1
122.	G.P.S. Muchhroli	2
123.	G.P.S. Rawal Kheri	1
124.	G.P.S. Yaara	1
125.	G.P.S. Berthla	1
126.	G.P.S. Buhawa	1
127.	G.P.S. Buhawi	1
128.	G.P.S. Lukhmudi	1
129.	G.P.S. Magholi Raagdhan	1
130.	G.P.S. Huldahedi	1
131.	G.P.S. Muddipur	1
132.	G.P.S. Moker Majra	1
133.	G.P.S. Golpura	1
134.	G.P.S. Jainpur	1
135.	G.P.S. Samalkhi	1
136.	G.P.S. Kalmama	1
137.	G.P.S. Yamot	1
138.	G.P.S. Haskar Ali	1
139.	G.P.S. Thdoli	1
140.	G.P.S. Moudhedi	1

**Number Of The New Class Rooms In Upper Primary School Of District
Kurukshetra**

Block Thanesar-I

S.NO.	Name Of The School	No. Of Rooms
1.	S.S.S. Ameen	1
2.	S.S.S. Barna	1
3.	S.S.S. Mathana	1
4.	S.S.S. Thanesar (Boys)	1
5.	G.H.S. Beed Mathana	2
6.	G.H.S. Kamadha	2
7.	G.H.S. Kheri	1
8.	G.H.S. Lukhi	2
9.	G.H.S. Teegri	2
10.	G.M.S. Bhiwari Kheda	2
11.	G.M.S. Beed Ameen	2
12.	G.M.S. Fatapur	1
13.	G.M.S. Gharadmi	2
14.	G.M.S. Jheerhadi	1
15.	G.M.S. Mahsi Majra	2
16.	G.M.S. Peendarsi	2
17.	G.M.S. Raaw Garh	1
18.	G.M.S. Rat Garh	1
19.	G.M.S. Seersama	2
20.	G.M.S. Taatka	2
21.	G.M.S. Thanesar (Girls)	2

Block Thanesar-II

S.NO.	Name Of The School	No. Of Rooms
1.	S.S.S Thanesar (Girl)	1
2.	G.H.S Kanipela	2
3.	G.H.S. Umri	1
4.	G.M.S. Bhadur Pura	1
5.	G.M.S. Dabkheri	1
6.	G.M.S. Dyalpura	1
7.	G.M.S. Kolapur	1
8.	G.M.S. Kseraha	1
9.	G.M.S. Ksithal	1

Block Ladwa

S.NO.	Name Of The School	No. Of Rooms
1.	S.S.S. Babian	1
2.	S.S.S. Parhladpur	2
3.	G.H.S. Ban	2
4.	G.H.S. Bani	2
5.	G.H.S. Bapda	1
6.	G.H.S. Barouli	2
7.	G.H.S. Guda	2
8.	G.H.S. Ladwa (Girl)	2
9.	G.H.S. Ram Shyam Majra	2
10.	G.M.S. Brahm	1

11.	G.M.S. Kheri Dab Dlan	1
12.	G.M.S. Lohara	1
13.	G.M.S. Sanghore	2

Block Shahabad-I

S.NO.	Name Of The School	No. Of Rooms
1.	S.S.S. Ajrana Klan	1
2.	S.S.S. Chduny Jattan	1
3.	S.S.S. Ding	1
4.	S.S.S. Jansa	1
5.	S.S.S. Kirindwa	1
6.	S.S.S. Shahbad	1
7.	S.S.S. Yara	1
8.	G.H.S. Bir Kalwa	2
9.	G.H.S. Sharigarh	1
10.	G.H.S. Sunthpur	2
11.	G.M.S. Khaberi	1
12.	G.M.S. Lakhmeri	1
13.	G.M.S. Surkhpur	1
14.	G.M.S. Tyonda	1
15.	G.M.S. Berthla	1

Block Shahabad-II

S.NO.	Name Of The School	No. Of Rooms
1.	S.S.S. Ismailabad	1
2.	S.S.S. Nalva	1
3.	S.S.S. Thol	1
4.	G.H.S. Landi	1
5.	G.H.S. Nagla	1
6.	G.H.S. Padlu	1
7.	G.H.S. Samalkhi	2
8.	G.M.S. Ajraver	2
9.	G.M.S. Bijarpur	2
10.	G.M.S. Kalyana	2
11.	G.M.S. Rava	1
12.	G.M.S. Shahabad (G)	1
13.	G.M.S. Thol (G)	1
14.	G.M.S. Kheri Shahdon	1

Block Pehowa-I

S.NO.	Name Of The School	No. Of Rooms
1.	S.S.S. Harigarh Bhorkhi	1
2.	G.H.S. Jabehra	2
3.	G.H.S. Pehowa	1
4.	G.H.S. Mlikpur	2
5.	G.H.S. Bodlari	2
6.	G.H.S. Bathli	1
7.	G.M.S. Flehri	10
8.	G.M.S. Urnea	2

9.	G.M.S. Nancy	1
10.	G.M.S. Duniya Majra	1
11.	G.M.S. Plot no. 5	1
12.	G.M.S. Satora	2
13.	G.M.S. Ishaque(B)	2

Block Pehowa-II

S.NO	Name Of The School	No. Of Rooms
1.	S.S.S. Thana	1
2.	S.S.S. Gumbha Gadu	1
3.	G.M.S. Murhapur	1
4.	G.M.S. Sarsa (G)	1
5.	G.M.S. Sandholi	1
6.	G.M.S. Brehari	1
7.	G.M.S. Syonver	1
8.	G.M.S. Kakrala Gujran	2
9.	G.M.S. Ruam	2
10.	G.M.S. Sarsa (G)	1
11.	G.M.S. Arnecha	2

CLUSTER LIST

SHAHABAD – I (KURUKSHETRA)

S. No.	Name of Cluster	No. of School Covered in this Cluster
1	Khamdiya	Khamdiya, Khamdiya (B), Naraingarh, Kahangoch, Ishodhari, Dhusjra, Sujri, Sujra, Mandelkha, Bir Kalwa.
2	Yara	Yara, Birlha, Berthali, Dhanani, Chand Majra Branch Yara
3	Mangoli Ramgarh	Buhawa, Buhawi, Bir Mangoli, Mangoli Ramgarh, Lal Dm ch, Sambelwan
4	Yara	Yara, Jogi Majra, Jandheri, Chhapra, Chhapra, D... .. Nagar, Mili Shahabad, Dangali
5	Kishan Garh	Kishan Garh, Ganti, Tsoni, GDS No. 7, 1 & 5 Shahdara, Malak Pur
6	Yara	Yara, Khera, Suddi Pur, Sorali, Pur, Madan Pur, Mohan Pur, Dhadala, Pile Pur
7	Airwan	Airwan, Kailabri, Hampur, Braham, Sarai Sukhi
8	Chamathal	Chamathal, Rawal Kheri, Dhantori, Balana, Machhroli, Shariqath
9	Salpam Kalan	Salpam Kalan, Hinga Kheri, Aram, Salpam Khurd, Deva Bazigar

S. No.	Name of Cluster	No. of School Covered in this Cluster
10	Gog Pur Colony	Gog Pur Colony, Airana Kalan (C), Airana Kalan (B), Airana Khurd, Hansa
11	Charani Jattan	Charani Jattan, Dholi Majra, Dilana, Ahmad Pur, Khati Pur Jattan, Katangathi

SHAHABAD – II (KURUKSHETRA)

4

S.No.	Name of Cluster	No. of School Covered in this Cluster
1	Kalsana	Kalsana (G), Migal Majra, Karamwa, Tongar, Tongaroh, Mamu Majra, Kalsana, Nagla, Jharoli Khurd, Jharoli Kalan, Mudhlan, Sulkhani
2	Ismailabad	Ismailabad (G), Tangi Pur, Panchda, Chhamban, Kabanthal, Chhamban Kalan (G), Khamban Kalan (G), Chhamban Kalan (G), Chhamban Kalan (G)
3	Wad	Wad (G), Wad (G), Wad (G), Wad (G), Wad (G), Chhamban (G), Dilli Majra, Chhab
4	Hakdahan	Sawalhi, Sad Pur, Madh pur, Ghosar, Mera, Dhan Majra, Bani Pur, Kalvaya, Bori Pur, Mohri, Gol Pur, Ram Bori Pur, Lundi, Bhojpur
5	Shahabad	Ram Nagar, Ram Nagar Dera, Ram Nagar (Branch), Padhi, Padhi, Darni, Rawla, Darnal Nagar (H), Darnal Nagar (G), Shahabad II
6	Thiska Ali	Nalva, Bizar Pur (B), Duzar Pur (G), Nal Basi, Sar Majra, Basant Pur, Mundheri, Ram Pur
7	Gol Pura	Sulkhani, Nagla, Sad Pur, Patti Pur, Dholbar Majra, Shree Majra, Bori Pur

THANESAR – I (KURUKSHETRA)

S.No.	Name of Cluster	No. of School Covered in this Cluster
1	Hassan Pur	Lukhi, Santokh Pura, Ram Nagar, Baohigan, Ghamban Khera, Bhiwani Khera
2	Palwal	Kalal Majra, Chander Bham Pura, Dera Bazigar, Jurbari
3	Thanesar – II	Thanesar, Dabri, Chandhi Bazar
4	University Camps	Munda Khera, Samaspur, Dera, Prem Nagar, Kharokh, Wolisa
5	Ramwala	Barna, Chindarsi, Chander, Phulwa Majra, Tongar, Tongaroh, Bori Pur, Jan, Dera, Ghosar, Dera
6	Chandigarh	Chandigarh, Chandigarh, Chandigarh, Chandigarh
7	Kamwala	Kamwala, Kamwala, Kamwala, Kamwala, Kamwala

6	Dhani Ram Pura	Dhani Ram Pura, Sainsa, Urnai, Telheri, Chhajju Pur, Bhatt Majra (B), Bhatt Majra (G), Jurasi Khurd, Chanalheri
7	Gog pur	Gog Pur, Duniya Majra, Megha Majra, Ajmat Pur, Morthali, Pipli Majra, Dera Obrai
8	Harigarh BhorKh	Harigarh BhorKh, Tikri, Malik Pur, Kanthala, Patel Nagar, Dera Bhagar Pura, Dera Sandhoya

PEHOWA – II (KURUKSHETRA)

S.No.	Name of Cluster	No. of School Covered in this Cluster
1	Pehowa - II	Pehowa - II, Fauzi Group, Bhamian, Gan Charand, Amitsari Farm, Sant Pura, Gledwa, Dera Fateh Singh
2	Urnaicha	Urnaicha, Dera Bazigar, Ruan, Bhatari, Asman Pur.
3	Murtza Pur	Murtza Pur, Bibi Pur Kalan, Chandigarh Farm, Gurcham Singh Farm, Chunia Farm, Saini Farm
4	Sandholi	Sandholi, Kila Farm, Co – Operative Farm, Balochi Pura, Nanak Pura (B), Nanak Pura (G),
5	Lohar Majra	Lohar Majra, Garhi Keraan, Singh Pura (G), Singh Pura (B), Nikat Pura
6	Chhawlon	Chhawlon, Chandan Pura, Surmi, Takoran
7	Bhor Saidan	Bhor Saidan, Mukim Pura, RamPur Khera, Satsa (B), Satsa (G)
8	Sedansar	Sedansar, Helwa, Neemwala, Ram Garh Roar, Rattan Garh Kakrali, Kakrala Gujran
9	Gumthala (G)	Gumthala (B), Gumthala (G), Thana (B), Thana (G), Mangna, Dhulgarh, Kheri Sishgran
10	Saina Saidan	Saina Khurd, Saina Saidan, Shahpur, Jhinwrehri

LADWA - (KURUKSHETRA)

S.No.	Name of Cluster	No. of School Covered in this Cluster
1	Ladwa	Ladwa I, Bar, Dudha, Topdi, Badonda, Ladwa II, Prandi
2	Dera	Ladwa II, Dera Samalaha, Kheri, Sura
3	Behlaipur	Dhannora Behlaipur, Kurki, Sultanpur, Patak Majra, Bhallat, Bhallari, Jalaludin Majra, Kali Kono, Behlaipur, Prathadpur.
4	Barhan	Barhan, Dudha, Dudha, Salampur, Gadliki
5	Jainpur	Jainpur, Janselapur, Lothi, Dhannora, Goyind Garh, Barondi Breat.

6	Chhapra	Chhapra, Chak Chanpur, Gajlana, Jogi Majra, Gudhi, Guda, Bir Bartoli, Bartoli.
7	Chhalondi	Chhalondi, Barshami, Badapur, Murad Nagar, Bhoot Majra, Bani, (Charno Branch).
8	Niwarsi	Niwarsi, Dalbhara, Loheta, Pir-Khairi, Girdharpur, Sonti, (Branch Charola), (Bir-Sonti Branch), Harijan Colony Niwarsi.
9	Bahali	Bahali, Mahim, Shalghapur, Kheroli, Dugari, Dhandla.
10	Baham	Baham-I, Bhagwanpur, Hamidpur, Hari Singh Ka Majra, Khirki, Arabian, Bham.
S. No.	Name of Cluster	No. of School Covered in this Cluster
11	Ghisar Pati	Baham-I, Ramsaran Majra, Ghisar Pati, Kolwa, Kandoli, Sunariva, Fal Sanda, Rangram.
12	Sanghata	Sanghata, Mahuwa Khet, Mangoli Jattan, Bhukhari, Fal Sanda Jattan, Jandola.

THANESAR - I

DETAIL OF FACILITIES IN PRIMARY SCHOOLS IN DISTRICT KURUKSHETRA

EDUCATION BLOCK :- 1

VILLAGE	POPULATION	RURAL	NO. OF STUDENT	NO OF ROOMS	WATER FACIL	TOILET		BWALL	SANCTION H/TECH.	SANCTION JBT TECH.	VACANT H/TECH.	VACANT JBT TECH	W C T P
						M	F						
ALAM PUR	757	Y	115	3	Y	Y		N	1	2	0	1	0
AMIN	6245	Y	278	6	N	N		Y	1	7	0	0	0
AMIN GIRL	0	Y	195	4	Y	Y		Y	1	5	0	1	0
BACHGAON	1350	Y	161	5	Y	Y		Y	1	4	0	0	0
RAHRI	146	N	272	5	Y	Y		Y	1	5	0	0	0
BARGAT	1411	Y	80	4	Y	Y		Y	1	2	0	0	0
BARGAT - THALIPUR	0	Y	35	4	Y	N		N	0	2	0	0	1
BARWA	4634	Y	480	3	Y	Y		Y	1	11	0	1	0
BARWA	2282	Y	440	7	Y	Y		Y	1	9	0	3	0
BAZID PUR	1032	Y	197	2	N	Y		N	1	3	0	0	0
BHAINSI MAJRA	1186	Y	251	6	Y	Y		Y	1	4	0	0	1
BHIWANI KHERA	1161	Y	110	2	Y	Y		Y	1	3	0	0	0
BIR AMIN	1540	Y	206	4	Y	Y		Y	1	3	0	0	0
BIR MATHANA	1634	Y	171	3	N	N		Y	1	5	0	0	0
BIR PIPLI	832	Y	123	2	Y	Y		Y	1	3	0	0	0
BODLA	1135	Y	150	4	Y	N		Y	1	3	0	0	0
BOHLI	1304	Y	240	2	Y	Y		Y	1	4	0	0	0
CHANDER BHAN - PURA	520	Y	87	3	Y	Y		Y	1	1	0	0	0
DERA BAZIGAR	0	Y	66	2	Y	N		Y	1	1	0	0	0
DERA DELHI - WALA	0	Y	44	1	N	N		Y	0	2	0	0	0
DERA PREM - NAGAR	0	Y	94	2	Y	Y		Y	0	2	0	0	0
DERA PURBIAN	0	Y	50	0	N	N		N	0	2	0	0	0
DEVI DASS PURA	0	N	291	4	N	N		Y	1	6	0	1	0
FATTUPUR	1274	Y	141	5	Y	Y		Y	1	4	0	0	0
GANDHI NAGAR	0	N	211	3	Y	Y		Y	1	4	0	0	0
GHAMUR KHERI	510	Y	44	2	Y	Y		Y	1	1	0	1	1
GHARARSI	1893	Y	234	3	Y	N		Y	1	4	0	0	0
HASSAN PUR	1098	Y	100	3	Y	Y		N	1	2	0	0	0
HATHIRA	3515	Y	439	4	Y	Y		3 SIDE	1	6	0	0	0
ISHAQ PUR	557	Y	43	2	Y	Y		2 SIDE	1	1	0	0	0
JHINJAR PUR	966	Y	110	5	Y	Y		Y	1	2	0	0	0
JIRBARI	900	Y	153	3	Y	Y		Y	1	2	0	0	0
JYOTISAR	0	Y	515	12	Y	Y		Y	1	14	0	0	0
KAINTHAL KHURD	1097	Y	169	4	Y	Y		2 SIDE	1	3	0	0	0
KALAL MAJRA	0	Y	96	6	Y	Y		Y	1	2	0	0	0
KAMODA	2104	Y	130	4	Y	N		Y	1	6	0	0	0
KANWAR KHERI	635	Y	136	5	Y	Y		Y	1	3	0	0	0
KHAIRA	759	Y	145	2	Y	Y		Y	1	1	0	1	0
KHERI	1368	Y	127	3	Y	N		Y	1	3	0	0	0
KHAN PUR - RORAN	669	Y	116	6	Y	Y		2 SIDE	1	2	0	0	0
KHAS PUR	705	Y	100	5	Y	N		Y	1	3	0	1	0
KHERI - MARKANDA	734	Y	116	2	Y	Y		Y	1	2	0	0	0
KHERI RAM - NAGAR	1175	Y	169	6	Y	Y		Y	1	4	0	0	0
KIRMACH	6101	Y	415	4	Y	Y		Y	1	9	0	0	0
KIRMACH GIRL	0	Y	142	4	Y	N		Y	1	3	0	0	0
LISHAN PURA	0	Y	160	5	Y	Y		Y	1	3	0	0	0
LUKHI	4469	Y	213	5	Y	N		Y	1	7	0	0	2
MATHNA	4125	Y	248	4	Y	Y		Y	1	5	0	0	0
MATHANA GIRL	0	Y	209	3	N	N		N	0	4	0	0	0
MUKAR PUR	630	Y	138	4	Y	Y		Y	1	3	0	1	0
MUNDA KHERA	904	Y	98	5	Y	N		Y	1	1	0	0	0

VILLAGE	POPU	RURAL	NO OF STUDENT	NO OF ROOMS	WATER FACIL	TOILET		B/WALL	SANCTION H/TECH	SANCTION JBT TECH	VACANT H/TECH	VACANT JBT TECH	WORKING CONTR TR
						M	F						
PALWAL	996	Y	108	5	Y	Y		Y	1	3	0	0	0
PINDARSI	936	Y	158	4	Y	N		Y	1	3	0	0	0
POWER HOUSE - BARNIA	0	Y	0	1	Y	N		Y	0	2	0	0	0
RAM NAGAR	74	Y	0	1	Y	N		Y	1	1	0	0	0
RAO GARH	643	Y	115	2	Y	Y		Y	1	3	0	0	0
RATGAL	0	Y	204	3	N	N		Y	1	5	0	0	0
RATTAN DERA	736	Y	170	3	N	N		N	1	4	0	0	0
SALAR PUR	182	Y	18	2	N	Y		2 SIDE	0	2	0	1	0
SAMASPUR	1460	Y	235	6	Y	N		Y	1	5	0	0	1
SAMSI PUR	790	Y	117	2	Y	Y		Y	1	2	0	0	0
SANHE RI KHAL SA	1358	Y	159	5	Y	Y		3 SIDE	1	5	0	1	0
SANTOKH PUR	0	Y	46	3	N	N		Y	1	2	0	0	0
SIRSA	1746	Y	196	5	Y	Y		Y	1	5	0	0	0
SUNDER PUR	0	N	128	4	Y	Y		Y	1	3	0	0	0
TATKA	1120	Y	150	4	Y	Y		Y	1	3	0	0	0
THANESAR NO 2	0	N	383	5	Y	Y		Y	1	11	0	0	0
THANESAR NO 3	0	N	313	4	Y	Y		Y	1	9	0	0	0
TIGRI KHAL SA	1461	Y	234	4	Y	N		3 SIDE	1	5	0	1	0
UNIVRSITY CAMP'S	0	N	430	4	Y	Y		Y	1	9	0	0	0
UNTEHRI	1175	Y	152	2	Y	Y		Y	1	3	0	0	0
URBEA ESTATE - Sec - 13	0	N	255	8	Y	Y		Y	0	6	0	2	0
SUBTOTAL	12672		12619	274					64	284	0	17	7
TOTAL	12672		12619	274					64	284	0	17	7

Planning Process (Perspective Plan Preparation Exercise in SSA)

S.No	Date	Stage	Purpose	Name of the Participant	Issue Emerged
32	4.12.2001	Distt. Level	Discussion of Perspective plan with ADC & DPAC	<p>Smt. Parveen Bala (P.T.A.)</p> <p>ADC-KKR Programme officer Early childhood education DPEO-KKR Sh. O.P. Sharma Smt. Gaytri Devi Sh. Subhash Verma (Member of Core Planning team)</p>	<ul style="list-style-type: none"> ➤ More fund and facilities should be provided to the school ➤ Community should be involved in school improvement activities. ➤ Specific provision for Handicap children <p>The Distt. Perspective plan of Distt elementary education programme(SSA) was discussion at length, with each and every activities and intervention was taken case of ADC Kurukshetra has suggested the following points to be incorporated in the plan:-</p>

Planning Process (Perspective Plan Preparation Exercise in SSA)

S.No	Date	Stage	Purpose	Name of the Participant	Issue Emerged
					<ul style="list-style-type: none"> ➤ Special school for Disables children should be proposed at District level with Buildings, Hostels and other necessary physical facilities. ➤ Every student of elementary school should be given computer education ➤ Every child should be taken to on an exposure trip to certain educational trips ➤ Every child should be given health care with health progressive record. ➤ ECE intervention should be strengthen with more allocation

Planning Process (Perspective Plan Preparation Exercise in SSA)

S.No	Date	Stage	Purpose	Name of the Participant	Issue Emerged
33	5.12.2001	Distt. Level	Discussion of Perspective Plan with ADC and DPAC.	ADC,CMO,SMO(in red crop.KKR),Distt. social welfare officer, P.O & C.D.P.O, D.P.E.O & members of core team in planning	<ul style="list-style-type: none"> ➤ Of funds for sports Material, charts, Metaled campers, Construction of Rooms, provision of Sea-Saw, Swing, Sliders etc. for the children. ➤ System of BRC and CRC should be systematized and care should be taken towards its careful implementation <p>Perspective Plan for SSA has been reviewed, discussed and individual interactions with every individual and core team about the interventions and costing in Perspective Plan in SSA. Some suggestions in the form of strengthening IED programme, ECE intervention and EFE activities came out, which have been later in incorporated in the Perspective Plan of SSA of this District Kurukshetra</p>

Planning Process (Perspective Plan Preparation Exercise in SSA)

S.No	Date	Stage	Purpose	Name of the Participant	Issue Emerged
34	6-8.1.02	SCERT	Final review of Plan	All District and State officials at SCERT Gurgaon	Over view of the Plan
35	10.1.2002	State (SPO)	Pre-Appraisal Activity	All District core Teams and SPO officials	How to present the plan
36	11.1.2002	District	Mass-mobilisation and briefing of S.S.A.	PRI, Principal, D.C., ADC, all head of Distt. Of different Departments, Teachers etc.	Mass-mobilisation about SSA.
37 to 131	13.1.2002 to 31.1.2002	Blocks ,clusters	Mass-mobilization and briefing on SSA	Villagers, Teachers, block and Distt. Authorities.	Mass- mobilization about SSA.
132	2.2.2002	District	Household Survey	DPEO, B.E.O.s and members of core team.	DEO/DPEO has been requested to get the household performas printed.
133 to 134	18.2.2002	Blocks Thanesar – I and T-II	Household Survey	All the Head Teachers	Forms for Household survey have been distributed with instructions
135 to 136	19.2.2002	Shahabad-I And S-II	- do-	- do -	- do-

Planning Process (Perspective Plan Preparation Exercise in SSA)

S.No	Date	Stage	Purpose	Name of the Participant	Issue Emerged
137 to 138	20.2.2002	Pehowa – I to P –II	- do –	- do –	- do-
139	21.2.2002	Ladwa	-do-	-do-	-do-
140	22.2.2002 to 16.3.2002	Villages and Blocks	-do-	District Core Team	Monitoring of Survey work
141	17.3.2002	District	Analysis of House hold Survey	-do-	Analysis of the Data
142	17.3.2002 to 23.2.2002	-do-	-do-	-do-	-do-
143	24.3.2002	District	Plan Formulation	-do-	Plan Formulation
144	25.3.2002	State (SPO)	Plan Submitted	-do-	Submission of PP for SSA

PRE-PLAN ACTIVITIES**Planning Process (Perspective Plan Preparation Exercise in SSA)**

Sr. No.	Date	Stage	Purpose	Name of the participant	Issue Emerged
137 to 138	20.2.2002	Pehowa-I to Pehowa-II	- do -	- do -	- do -
139	21.2.2002	Ladwa	- do -	- do -	- do -
140	22.2.2002 to 16.3.2002	Villages and Blocks	- do -	District core Team	Monitoring of Survey Work
141	17.3.2002	District	Analysis of House hold Survey	- do -	Analysis of the Data
142	17.3.2002 to 23.2.2002	- do -	- do -	- do -	- do -
143	24.3.2002	District	Plan Formulation	- do -	Plan Formulation
144	25.3.2002	State (SPO)	Plan Submitted	- do -	Submission to PP for SSA
	22.3.2003	State	Plan Presentation By D.E.O.	DSE, All D.E.O's.	Plan Presentations
	9.3.2003	State	Revision on Points on Plan	1. Sh. Bhajan Singh 2. Dr. Ashok Sain	1. Induction concerning aided schools. 2. Approved Budget for 2002-03 to be counted for

Annexure

List of Primary Schools Proposed for Upgradation as Upper Primary Schools.

<u>Sr. No.</u>	<u>Schools</u>
1.	G.P.S. Bachgaon
2.	G.P.S. Bahri
3.	G.P.S. Bargat
4.	G.P.S. Bajit Pur
5.	G.P.S. Bodla
6.	G.P.S. Chander Bhan Pur
7.	G.P.S. Gandhi Nagar
8.	G.P.S. Kanwar Kheri
9.	G.P.S. Khas Pur
10.	G.P.S. Kheri Ram Nagar
11.	G.P.S. Kishan Pur
12.	G.P.S. Munda Khera
13.	G.P.S. Shamsi Pur
14.	G.P.S. Sunheri Khalsa
15.	G.P.S. Sunder Pur
16.	G.P.S. University Campus
17.	G.P.S. Baghthla
18.	G.P.S. Bodhi
19.	G.P.S. Chiba
20.	G.P.S. Daulat Pur
21.	G.P.S. Dhurali
22.	G.P.S. Govind Majra
23.	G.P.S. Jhinwareri-1
24.	G.P.S. Jognakhera Girls
25.	G.P.S. Kalal Majra
26.	G.P.S. Mircheri
27.	G.P.S. Samani
28.	G.P.S. Sanwla
29.	G.P.S. Mirzapur Girls
30.	G.P.S. Ahmad Pur
31.	G.P.S. Ajrani
32.	G.P.S. Bibi Pur
33.	G.P.S. Bir Sujra
34.	G.P.S. Bahari
35.	G.P.S. Chanarthal
36.	G.P.S. Chhapri
37.	G.P.S. Jhakala
38.	G.P.S. Dhangali
39.	G.P.S. Dhantori
40.	G.P.S. Gumti
41.	G.P.S. Hibana
42.	G.P.S. Hingakheri
43.	G.P.S. Isherheri

44. G.P.S. Machhroli
45. G.P.S. Salpani Kalan
46. G.P.S. Sarya Sukhi
47. G.P.S. Shahbad-III
48. G.P.S. Madan Pur
49. G.P.S. Shahbad-II
50. G.P.S. Jharoli
51. G.P.S. Bhokar Majra
52. G.P.S. Chamu Kalan
53. G.P.S. Dadlli
54. G.P.S. Dayal Nagar
55. G.P.S. Golpura
56. G.P.S. Jain pura
57. G.P.S. Kathwwa
58. G.P.S. Mohri
59. G.P.S. Badar Pur
60. G.P.S. Barondi
61. G.P.S. Bhagwan Pur
62. G.P.S. Bini
63. G.P.S. Bhoot Majra
64. G.P.S. Bir Kheri
65. G.P.S. Chhalondi
66. G.P.S. Dera
67. G.P.S. Duda
68. G.P.S. kali Ram
69. G.P.S. Sonti
70. G.P.S. Sura
71. G.P.S. Adhoya
72. G.P.S. Gangeheri
73. G.P.S. GogPur
74. G.P.S. Jaiswal Farm
75. G.P.S. Julmat
76. G.P.S. Jurasi Kalan
77. G.P.S. Kanthala
78. G.P.S. Karala
79. G.P.S. Lotni
80. G.P.S. Megha Majra
81. G.P.S. Mohan Pur
82. G.P.S. Rohti
83. G.P.S. Sainsa
84. G.P.S. Tabra
85. G.P.S. Tikri
86. G.P.S. Tyukar
87. G.P.S. Asman Pur
88. G.P.S. Fauji Group
89. G.P.S. Galedwa

- 90. G.P.S. Garhi Roran
- 91. G.P.S. Gau Charand
- 92. G.P.S. Kheri Sishgran
- 93. G.P.S. Khijar Pura
- 94. G.P.S. Nanak Pura
- 95. G.P.S. NeemWala
- 96. G.P.S. Ram Garh Road
- 97. G.P.S. SinghPura
- 98. G.P.S. Thana Girls
- 99. G.P.S. Ghumthala Girls
- 100. G.P.S. BlochPura
- 101. G.P.S. Adhon
- 102. G.P.S. Bakali
- 103. G.P.S. Jhiwerheri
- 104. G.P.S. Dhanaura Jattan
- 105. G.P.S. Surmi
- 106. G.P.S. Niwarsi

List of Branch Schools in Distt. Kurukshetra to be elevated in to full fladged Primary Schools in plan of SSA

Table No

Block	Pehowa 1	Pehowa 2	Ladwa	Shahabad 1	Shahabad 2	Thanesar 1	Thanesar 2
	Cahmbal Farm	Tibba Farm	Ladwa 1	Dera Punnu Ram	Ismilpur	ChharPura	Sodi
	Dera Santokh Singh	Bharpur Plot	Nakhroz pur	Chand mazra	Mirapur	Dera Ram Pura	Kheri Gadyan
	Mahashay Plot	Madan pur Plot	Bir Sounti	Shahzad pur Basti	Patti shahzad pur	Dera Maliyan	Neem Wala Dera
	Shri Nagar	Magna Plot	Ghadola	Suzri	Ram Nagar	Dera Bazigar	Khamboj Mazra
	Bhana Plot		Maniarpur	Mandokhera	Ram Nagar Dera	Bargat Shahpur	Dera Purbiya
			Chhanno	Bosi pur	Dhau Mazra	Dera Prem Nagar Bazigar	Amar Garh Majhara
						Gulab Mazra	Morthala
						Loyal Pur Bast:	Dera Bazigar
						Ind Badi	
						Bishan Garh	
						Dera Chak Jagatiya	
						Lukhi (Girls)	
						Fauzi Colony	
						Tatki	
Total	5	4	6	6	6	14	8

Total No. of Branch Schools = 48 + 1 = 49

Detail Of Extra Rooms Needed In Primary Schools Of
District Kurukshetra

S.NO.	Name Of The School	Demand Of Extra Rooms
1.	G.P.S. Kamoda	2
2.	G.P.S. Barna	2
3.	G.P.S. Pindarsi	1
4.	G.P.S. Gharadsi	1
5.	G.P.S. Bhainsi Majra	1
6.	G.P.S. Khanpur Power House	1
7.	G.P.S. Hasanpur	1
8.	G.P.S. Lukhi	1
9.	G.P.S. Santokhpura	1
10.	G.P.S. Ram Nagar	1
11.	G.P.S. Bhiwani Khera	1
12.	G.P.S. Gandhi Nagar	1
13.	G.P.S. Alampur	1
14.	G.P.S. Barkha	2
15.	G.P.S. Beed Ameen	1
16.	G.P.S. Beed Pipli	1
17.	G.P.S. Jyotisar	1
18.	G.P.S. Beholi	1
19.	G.P.S. Ameen Kanya	1
20.	G.P.S. Bajeedpur	2
21.	G.P.S. Beed Mathana	1
22.	G.P.S. Ratan Dera	1
23.	G.P.S. Bodla	1
24.	G.P.S. Bergat	1
25.	G.P.S. Dera Baazigar	1
26.	G.P.S. Dera Prem Nagar	1
27.	G.P.S. Dera Delhi Wala	1
28.	G.P.S. Dera Purviya	1
29.	G.P.S. Hatheera	2
30.	G.P.S. Ishaakpur	1
31.	G.P.S. Zeerbadi	1
32.	G.P.S. Keermich Boys	2
33.	G.P.S. Keermich Girls	1
34.	G.P.S. Kheri Markanda	1
35.	G.P.S. Khera	1

**Detail Of Extra Rooms Needed In Primary Schools Of
District Kurukshetra**

S.NO.	Name Of The School	Demand Of Extra Rooms
36.	G.P.S. Kheree	1
37.	G.P.S. Mathana (Girls)	1
38.	G.P.S. Mathana (Boys)	1
39.	G.P.S. Munda Khera	1
40.	G.P.S. Mukerpur	1
41.	G.P.S. Ratgal	1
42.	G.P.S. Sunseepur	1
43.	G.P.S. Teegri	2
44.	G.P.S. Taatka – Taatki	1
45.	G.P.S. Antehudi	1
46.	G.P.S. Raav Garh	1
47.	G.P.S. Devi Das Pur	1
48.	G.P.S. Sunder Nagar	1
49.	G.P.S. University Campus	2
50.	G.P.S. Masana	1
51.	G.P.S. Doodhla (Girls)	1
52.	G.P.S. Doodhla Morthla	1
53.	G.P.S. Kolapur	3
54.	G.P.S. Doltpur	1
55.	G.P.S. Adoni	1
56.	G.P.S. Hasala	1
57.	G.P.S. Bahadurpura	1
58.	G.P.S. Kanepla	1
59.	G.P.S. Kaserla	1
60.	G.P.S. Seersla	1
61.	G.P.S. Khanpur Koliya	1
62.	G.P.S. Dheerpur	1
63.	G.P.S. Pipli	2
64.	G.P.S. Ishar Garh	1
65.	G.P.S. Oontsaal	1
66.	G.P.S. Pratap Garh	1
67.	G.P.S. Saawla	1
68.	G.P.S. Jogna Khera (Boys)	1
69.	G.P.S. Jogna Khera (Girls)	1
70.	G.P.S. Dab Khera	1

Detail Of Extra Rooms Needed In Primary Schools Of
District Kurukshetra

S.NO.	Name Of The School	Demand Of Extra Rooms
71.	G.P.S. Samani	1
72.	G.P.S. Jobind Majra	1
73.	G.P.S. Chhurala	1
74.	G.P.S. Chhurali	1
75.	G.P.S. Chhiba	1
76.	G.P.S. Udarsi	1
77.	G.P.S. Jheeverhedi - I	1
78.	G.P.S. Mirjapur	2
79.	G.P.S. Jaal Kheri	2
80.	G.P.S. Jhansa	3
81.	G.P.S. Ajrana Khurd	1
82.	G.P.S. Ajrana Kala (Boys)	1
83.	G.P.S. Ajrana Kala (Girls)	2
84.	G.P.S. Khereendwa	3
85.	G.P.S. Khereendwa (Girls)	1
86.	G.P.S. Kahan Garh	1
87.	G.P.S. Narayan Garh	1
88.	G.P.S. Beed Kalwa	2
89.	G.P.S. Beed Sujra	1
90.	G.P.S. Sujree	1
91.	G.P.S. Ishreyhadi	1
92.	G.P.S. Mandokhara	1
93.	G.P.S. Jandheri	1
94.	G.P.S. Dagaali	1
95.	G.P.S. Yaari	1
96.	G.P.S. Chhapra	1
97.	G.P.S. Chhapri	1
98.	G.P.S. Deeg	1
99.	G.P.S. Shahbad - 3	1
100.	G.P.S. Shahbad - 4	1
101.	G.P.S. Tayonda	2
102.	G.P.S. Katlahuri	2
103.	G.P.S. Saray Mukhi	1
104.	G.P.S. Maleekpur	1
105.	G.P.S. Ratan Garh	1

**Detail Of Extra Rooms Needed In Primary Schools Of
District Kurukshetra**

S.NO.	Name Of The School	Demand Of Extra Rooms
106.	G.P.S. Madanpur	1
107.	G.P.S. Mohanpur	1
108.	G.P.S. Salpaani Kala	1
109.	G.P.S. Gogpur Colony	1
110.	G.P.S. Ajraani	1
111.	G.P.S. Heenga Kheri	1
112.	G.P.S. Dera Mehar Chand	1
113.	G.P.S. Teegri	1
114.	G.P.S. Dhakala	2
115.	G.P.S. Beevipur	1
116.	G.P.S. Surkhpur	1
117.	G.P.S. Soodpur	1
118.	G.P.S. Ahmedpur	1
119.	G.P.S. Chanarthal	1
120.	G.P.S. Shareef Garh	2
121.	G.P.S. Dhantodi	1
122.	G.P.S. Muchhroli	2
123.	G.P.S. Rawal Kheri	1
124.	G.P.S. Yaara	1
125.	G.P.S. Berthla	1
126.	G.P.S. Buhawa	1
127.	G.P.S. Buhawi	1
128.	G.P.S. Lukhmudi	1
129.	G.P.S. Magholi Raagdhan	1
130.	G.P.S. Huldahedi	1
131.	G.P.S. Muddipur	1
132.	G.P.S. Moker Majra	1
133.	G.P.S. Golpura	1
134.	G.P.S. Jainpur	1
135.	G.P.S. Samalkhi	1
136.	G.P.S. Kalmana	1
137.	G.P.S. Gant	1
138.	G.P.S. Bhaska Ali	1
139.	G.P.S. Thdoli	1
140.	G.P.S. Mundhedi	1

**Number Of The New Class Rooms In Upper Primary School Of District
Kurukshetra**

Block Thanesar-I

S.NO.	Name Of The School	No. Of Rooms
1.	S.S.S. Ameen	1
2.	S.S.S. Barna	1
3.	S.S.S. Mathana	1
4.	S.S.S. Thanesar (Boys)	1
5.	G.H.S. Beed Mathana	2
6.	G.H.S. Kamadha	2
7.	G.H.S. Kheri	1
8.	G.H.S. Lukhi	2
9.	G.H.S. Teegri	2
10.	G.M.S. Bhiwan Kheda	2
11.	G.M.S. Beed Ameen	2
12.	G.M.S. Fatapur	1
13.	G.M.S. Charadmi	2
14.	G.M.S. Jheerbadi	1
15.	G.M.S. Mahsi Majra	2
16.	G.M.S. Peendarai	2
17.	G.M.S. Raaw Garh	1
18.	G.M.S. Rat Garh	1
19.	G.M.S. Seersama	2
20.	G.M.S. Taatka	2
21.	G.M.S. Thanesar (Girls)	2

Block Thanesar-II

S.NO.	Name Of The School	No. Of Rooms
1.	S.S.S Thanesar (Girl)	1
2.	G.H.S Kanipela	2
3.	G.H.S. Umri	1
4.	G.M.S. Bhadur Pura	1
5.	G.M.S. Dabkheri	1
6.	G.M.S. Dyalpura	1
7.	G.M.S. Kolapur	1
8.	G.M.S. Kserabo	1
9.	G.M.S. Ksithal	1

Block Ladwa

S.NO.	Name Of The School	No. Of Rooms
1.	S.S.S. Babian	1
2.	S.S.S. Parhladpur	1
3.	G.H.S. Ban	2
4.	G.H.S. Bani	2
5.	G.H.S. Bapda	1
6.	G.H.S. Barout	2
7.	G.H.S. Guda	2
8.	G.H.S. Ladwa (Girl)	2
9.	G.H.S. Ram Sharan Majra	2
10.	G.M.S. Brahm	1

11.	G.M.S. Kheri Dab Dian	1
12.	G.M.S. Lohara	1
13.	G.M.S. Sanghore	2

Block Shahabad-I

S.NO.	Name Of The School	No. Of Rooms
1.	S.S.S. Ajrana Klan	1
2.	S.S.S. Chduny Jattan	1
3.	S.S.S. Ding	1
4.	S.S.S. Jhansa	1
5.	S.S.S. Kirindwa	1
6.	S.S.S. Shahbad	1
7.	S.S.S. Yara	1
8.	G.H.S. Bir Kalwa	2
9.	G.H.S. Sharigarh	1
10.	G.H.S. Sunthpur	2
11.	G.M.S. Khaberi	1
12.	G.M.S. Lakhmeri	1
13.	G.M.S. Surdhpur	1
14.	G.M.S. Tyotla	1
15.	G.M.S. Berthla	1

Block Shahabad-II

S.NO.	Name Of The School	No. Of Rooms
1.	S.S.S. Ismailabad	1
2.	S.S.S. Nalva	1
3.	S.S.S. Thol	1
4.	G.H.S. Landi	1
5.	G.H.S. Nagla	1
6.	G.H.S. Padlu	1
7.	G.H.S. Samalkhi	2
8.	G.M.S. Ajraver	2
9.	G.M.S. Bijarpur	2
10.	G.M.S. Kalyana	2
11.	G.M.S. Raya	1
12.	G.M.S. Shahabad (G)	1
13.	G.M.S. Thol (G)	1
14.	G.M.S. Kheri Shahdon	1

Block Pehowa-I

S.NO.	Name Of The School	No. Of Rooms
1.	S.S.S. Harigarh Bhorkh	1
2.	G.H.S. Jalhelra	2
3.	G.H.S. Pehowa	1
4.	G.H.S. Milkpur	2
5.	G.H.S. Bodhni	2
6.	G.H.S. Bakhli	1
7.	G.M.S. Tehri	10
8.	G.M.S. Urnea	2

9.	G.M.S. Nancy	1
10.	G.M.S. Duniya Majra	1
11.	G.M.S. Plot no. 5	1
12.	G.M.S. Satora	2
13.	G.M.S. Ishaque(B)	2

Block Pehowa-II

S.NO	Name Of The School	No. Of Rooms
1.	S.S.S. Thana	1
2.	S.S.S. Gumbha Gadu	1
3.	G.M.S. Murpapur	1
4.	G.M.S. Sarsa (G)	1
5.	G.M.S. Sandhali	1
6.	G.M.S. Bheheri	1
7.	G.M.S. Sounser	1
8.	G.M.S. Kakrala Gujran	2
9.	G.M.S. Ruon	2
10.	G.M.S. Sarsa (G)	1
11.	G.M.S. Arnecha	2

CLUSTER LISTSHAHABAD – I (KURUKSHETRA)

Name of Cluster	No. of School Covered in this Cluster
Ishereheri	Kharindwa, Kharindwa (a), Narainpatti, Kahaingathi, Ishereheri, Birsujia, Sujri, Sujra, Mandokhra, Bir Kalwa.
Yara	Yara, Birthla, Berthali, Dhanani, Chand Majra Branch Yara
Mangoli Rangran	Buhawa, Buhawi, Bir Mangoli, Mangoli Rangran, Lalbmoch, Simbalwai
Yara	Yara, Jogi Majra, Jandheri, Chhapra, Chhapra, Dera, Nigai, MBI Shahabad, Dangali
Shahabad	Kishan Gath, Guruti, Tzora, GPS No. 3, D.S. Shahabad, Malak Pur
Tera	Tieri, Khara, Sudh Pur, Surajji Pur, Madan Pur, Mohan Pur, Bahalala, Bibi Pur
Atwan	Atwan, Kallabri, Haripur, Braham, Sarai Sukhi
Chanarthal	Chanarthal, Rawal Kheri, Dhantori, Balana, Machhroli, Sharifgath
Salpani Kalan	Salpani Kalan, Dinga Kheri, Ajami, Salpani Khurd, Dera Bazigar

Name of Cluster	No. of School Covered in this Cluster
Gog Pur Colony	Gog Pur Colony, Ajrana Kalan (G), Ajrana Kalan (B), Ajrana Khurd, Rausa
Charani Jattan	Charani Jattan, Dhola Majra, Hibana, Akhrot Pur, Khan Pur Jattan, Kahaingathi

6	Dhani Ram Pura	Dhani Ram Pura, Sainsa, Umai, Telheri, Chhajju Pur, Bhatt Majra (B), Bhatt Majra (G), Jurasi Khurd, Chanalheri
7	Gog pur	Gog Pur, Duniya Majra, Megha Majra, Ajmat Pur, Morthali, Pipli Majra, Dera Obrai
8	Harigarh Bhorkh	Harigarh Bhorkh, Tikri, Malik Pur, Kanthala, Patel Nagar, Dera Bhagar Pura, Dera Sandhoya

PEHOWA – II (KURUKSHETRA)

S.No.	Name of Cluster	No. of School Covered in this Cluster
1	Pehowa - II	Pehowa - II, Fauzi Group, Bhairian, Gau Charand, Amitsari Farm, Sant Pura, Gledwa, Dera Fateh Singh
2	Urnaicha	Urnaicha, Dera Bazigar, Ruan, Bhatari, Asman Pur.
3	Murtza Pur	Murtza Pur, Bibi Pur Kalan, Chandigarh Farm, Gurchan Singh Farm, Chunia Farm, Saini Farm
4	Sandholi	Sandholi, Kila Farm, Co - Operative Farm, Baloch Pura, Nanak Pura (B), Nanak Pura (G).
5	Lohar Majra	Lohar Majra, Garhi Reran, Singh Pura (G), Singh Pura (B), Nikat Pura
6	Chhawlon	Chhawlon, Chandan Pura, Surmi, Takoran
7	Bhor Saidan	Bhor Saidan, Mukim Pura, RamPur Khera, Sarsa (B), Sarsa (G)
8	Sedansar	Sedansar, Helwa, Neemwala, Ram Garh Roar, Rattan Garh Kakrali, Kakrala Gujran
9	Gumthala (G)	Gumthala (B), Gumthala (G), Thana (B), Thana (G), Mangna, Dhulgarh, Kheri Sishgram
10	Saina Saidan	Saina Khurd, Saina Saidan, Shahpur, Jhinwrehri

LADWA - (KURUKSHETRA)

S.No.	Name of Cluster	No. of School Covered in this Cluster
1	Ladwa	Ladwa I, Pan, Budha, Bopdi, Badonda, (Ladwa Branch)
2	Dera	Ladwa II, Dera Samallha, Kheri, Sura
3	Behlaipur	Dhannora, Halapur, Rurki, Sultanpur, Patak Majra, Bhalliar, Bhallari, Jalaludin Majra, Kali Rono, Behlaipur, Prahladpur.
4	Barhan	Barhan, Dudha, Dudha, Salempur, Gadhli.
5	Jainpur	Jampur, Barachpur, Lathi Dhanora, Goyind Garh, Barondi, Breat.

6	Chhapra	Chhapra, Chak Charpur, Gajlana, Jogi Majra, Gudhi, Guda, Bir Bartoli, Bartoli.
7	Chhalondi	Chhalondi, Barshami, Badarpur, Murad Nagar, Bhoot Majra, Bani, (Channo Branch).
8	Niwarsi	Niwarsi, Dablihera, Lahera, Bir-Khairi, Girdharput, Sonti, (Branch Gharola), (Bir-Sonti Branch), Harijan Colony Niwarsi.
9	Bakali	Bakali, Mehra, Shahjodpur, Kherkali, Dugari, Dhandla.
10	Babain	Babain - I, Bhagwanpur, Hamidpur, Hari Singh Ka Majra, Khuki, Vahan, Bham.

S No.	Name of Cluster	No. of School Covered in this Cluster
11	Ghisar Pari	Babain-I, Ramsaran Majra, Ghisar Pari, Kolwa, Kandoli, Sunariva, Fal Sanda, Rangram
12	Sanghata	Sanghata, Mahuwa Khett, Mangoli Jattan, Bhukhari, Fal Sanda Jattan, Jandola.

THANESAR - I

DETAIL OF FACILITIES IN PRIMARY SCHOOLS IN DISTRICT KURUKSHETRA

EDUCATION BLOCK :- 1

VILLAGE	POPU	RURAL	NO OF STUDENT	NO OF ROOMS	WATER FACIL	TOILET		B/WALL	SANCTION H/TECH.	SANCTION JBT TECH	VACANT H/TECH.	VACANT JBT TECH	WOI COM TR
						M	F						
ALAM PUR	757	Y	115	3	Y	Y		N	1	2	0	1	0
AMIN	6245	Y	278	6	N	N		Y	1	7	0	0	0
AMIN GIRL	0	Y	195	4	Y	Y		Y	1	5	0	1	0
BACHGAON	1350	Y	161	5	Y	Y		Y	1	4	0	0	0
RAHRI	146	N	272	5	Y	Y		Y	1	5	0	0	0
BARGAT	1411	Y	80	4	Y	Y		Y	1	2	0	0	0
BARGAT - THALIPUR	0	Y	35	4	Y	N		N	0	2	0	0	1
BARWA	4634	Y	480	3	Y	Y		Y	1	11	0	1	0
BARWA	2282	Y	440	7	Y	Y		Y	1	9	0	3	0
BAZID PUR	1032	Y	197	2	N	Y		N	1	3	0	0	0
BHAINSI MAJRA	1186	Y	251	6	Y	Y		Y	1	4	0	0	1
BHIWANI KHERA	1161	Y	110	2	Y	Y		Y	1	3	0	0	0
BIR AMIN	1540	Y	206	4	Y	Y		Y	1	3	0	0	0
BIR MATHANA	1634	Y	171	3	N	N		Y	1	5	0	0	0
BIR PIPLI	832	Y	123	2	Y	Y		Y	1	3	0	0	0
BODLA	1135	Y	150	4	Y	N		Y	1	3	0	0	0
BOHLI	1304	Y	240	2	Y	Y		Y	1	4	0	0	0
CHANDER BHAN - PURA	520	Y	87	3	Y	Y		Y	1	1	0	0	0
DERA BAZIGAR	0	Y	66	2	Y	N		Y	1	1	0	0	0
DERA DELHI - WALA	0	Y	44	1	N	N		Y	0	2	0	0	0
DERA PREM - NAGAR	0	Y	94	2	Y	Y		Y	0	2	0	0	0
DERA PURBIAN	0	Y	50	0	N	N		N	0	2	0	0	0
DEVI DASS PURA	0	N	291	4	N	N		Y	1	6	0	1	0
FATTUPUR	1274	Y	141	5	Y	Y		Y	1	4	0	0	0
GANDHI NAGAR	0	N	211	3	Y	Y		Y	1	4	0	0	0
GHAMUR KHERI	510	Y	44	2	Y	Y		Y	1	1	0	1	1
GHARARSI	1893	Y	234	3	Y	N		Y	1	4	0	1	0
HASSAN PUR	1098	Y	100	3	Y	Y		N	1	2	0	0	0
HATHIRA	3515	Y	439	4	Y	Y		3 SIDE	1	6	0	0	0
JSHAQ PUR	557	Y	43	2	Y	Y		2 SIDE	1	1	0	0	0
JHINJAR PUR	966	Y	110	5	Y	Y		Y	1	2	0	0	1
JIRBARI	900	Y	153	3	Y	Y		Y	1	2	0	0	0
JYOTISAR	0	Y	515	12	Y	Y		Y	1	14	0	0	0
KAINTHAL KHURD	1097	Y	169	4	Y	Y		2 SIDE	1	3	0	0	0
KALAL MAJRA	0	Y	96	6	Y	Y		Y	1	2	0	0	0
KAMODA	2104	Y	130	4	Y	N		Y	1	6	0	0	0
KANWAR KHERI	635	Y	136	5	Y	Y		Y	1	3	0	0	0
KHAIRA	759	Y	145	2	Y	Y		Y	1	1	0	1	0
KHERI	1368	Y	127	3	Y	N		Y	1	3	0	0	0
KHAN PUR - RORAN	669	Y	116	6	Y	Y		2 SIDE	1	2	0	0	0
KHAS PUR	705	Y	100	5	Y	N		Y	1	3	0	1	0
KHERI - MARKANDA	734	Y	116	2	Y	Y		Y	1	2	0	0	0
KHERI RAM - NAGAR	1175	Y	169	6	Y	Y		Y	1	4	0	0	0
KIRMACH	6101	Y	415	4	Y	Y		Y	1	9	0	0	0
KIRMACH GIRL	0	Y	142	4	Y	N		Y	1	3	0	0	0
KISHAN PURA	0	Y	160	5	Y	Y		Y	1	3	0	0	0
LUKHI	4469	Y	213	5	Y	N		Y	1	7	0	0	2
MATHNA	4125	Y	248	4	Y	Y		Y	1	5	0	0	0
MATHANA GIRL	0	Y	209	3	N	N		N	0	4	0	0	0
MUKAR PUR	630	Y	138	4	Y	Y		Y	1	3	0	1	0
MUNDA KHERA	904	Y	98	5	Y	N		Y	1	1	0	0	0

VILLAGE	POPU	RURAL	NO. OF STUDENT	NO OF ROOMS	WATER FACIL	TOILET		B/WALL	SANCTION H/TECH	SANCTION JBT TECH	VACANT H/TECH	VACANT JBT TECH	WORKING CONTR TR
						M	F						
PALWAL	996	Y	108	5	Y	Y		Y	1	3	0	0	0
PINDARSI	936	Y	158	4	Y	N		Y	1	3	0	0	0
POWER HOUSE - BARNA	0	Y	0	1	Y	N		Y	0	2	0	0	0
RAM NAGAR	74	Y	0	1	Y	N		Y	1	1	0	0	0
RAO GARH	643	Y	115	2	Y	Y		Y	1	3	0	0	0
RATGAL	0	Y	204	3	N	N		Y	1	5	0	0	0
RATTAN DERA	736	Y	170	3	N	N		N	1	4	0	0	0
SALARPUR	182	Y	18	2	N	Y		2 SIDE	0	2	0	1	0
SAMASPUR	1460	Y	235	6	Y	N		Y	1	5	0	0	1
SAMSI PUR	790	Y	117	2	Y	Y		Y	1	2	0	0	0
SANHERI KHAL SA	1358	Y	159	5	Y	Y		3 SIDE	1	5	0	1	0
SANTOKH PUR	0	Y	46	3	N	N		Y	1	2	0	0	0
SIRSA	1746	Y	196	5	Y	Y		Y	1	5	0	0	0
SUNDER PUR	0	N	128	4	Y	Y		Y	1	3	0	0	0
TATKA	1120	Y	150	4	Y	Y		Y	1	3	0	0	0
THANESAR NO 2	0	N	383	5	Y	Y		Y	1	11	0	0	0
THANESAR NO 3	0	N	313	4	Y	Y		Y	1	9	0	0	0
TIGRI KHAL SA	1461	Y	234	4	Y	N		3 SIDE	1	5	0	1	0
UNIVRSITY - CAMP'S	0	N	430	4	Y	Y		Y	1	9	0	0	0
UNTEHRI	1175	Y	152	2	Y	Y		Y	1	3	0	0	0
URBEA ESTATE - Sec - 13	0	N	255	8	Y	Y		Y	0	6	0	2	0
SUBTOTAL	12672		12619	274					64	284	0	17	7
TOTAL	12672		12619	274					64	284	0	17	7

THANESAR - II

DETAIL OF FACILITIES IN PRIMARY SCHOOLS IN DISTRICT KURUKSHETRA

EDUCATION BLOCK - 2

VILLAGE	POPU	RURAL	NO OF STUDENT	NO OF ROOMS	WATER FACIL	TOILET		B/WALL	SANCTION H/TECH	SANCTION JBT TECH	VACANT H/TECH	VACANT JBT TECH	WORK CONT TR
						M	F						
ADHON	1430	Y	160	9	Y	Y		Y	1	3	0	1	0
ADHONI	0	Y	101	3	Y	Y		Y	1	2	0	1	0
BAGTHALA	2032	Y	110	5	Y	Y		Y	1	3	0	1	0
BAHADUR PURA	1518	Y	197	4	Y	Y		Y	1	5	0	0	0
BALAH	1181	Y	71	4	Y	Y		Y	1	3	0	0	0
BALAH GIRL	0	Y	72	2	Y	N		Y	0	2	0	1	0
BANGRON	239	Y	20	1	Y	N		Y	0	2	0	1	0
BODHI	755	Y	80	3	N	N		Y	1	4	0	0	0
CHANARTHAL	0	N	68	2	Y	N		Y	0	2	0	0	0
CHIBBA	1217	Y	145	2	Y	Y		Y	1	3	0	0	0
DAB KHERI	1609	Y	231	5	Y	Y		Y	1	4	0	0	0
DAULAT PUR	846	Y	141	3	Y	Y		Y	1	2	0	0	0
DERU MAJRA	0	Y	101	2	Y	Y		Y	1	1	0	0	0
DHIR PUR	1046	Y	100	3	Y	Y		Y	1	2	0	1	1
DHURALA	3020	Y	305	7	Y	Y		Y	1	9	0	0	0
DHURALI	0	Y	115	4	Y	Y		Y	1	2	0	0	0
DODA KHERI	764	Y	80	2	Y	Y		Y	0	2	0	0	0
DUDHLA GIRL	1482	Y	83	2	Y	Y		Y	1	1	0	0	0
DUDHLA - MORTHALA	0	Y	250	3	Y	N		Y	1	6	0	0	0
DYAL PUR	1483	Y	183	6	Y	N		Y	1	5	0	0	0
GOBIND GARH	0	N	82	3	Y	N		Y	1	1	0	0	0
GOVIND MAJRA	1472	Y	174	5	Y	Y		Y	1	3	0	0	0
HANSALA	1212	Y	112	4	Y	Y		N	1	5	0	0	0
HARIYA PUR	609	Y	74	2	Y	N		Y	1	1	0	0	0
SHARGARH	970	Y	101	3	Y	Y		Y	1	2	0	0	0
JALKHERI	1244	Y	147	2	Y	N		Y	1	3	0	0	0
JHINWAREHRI - I	1081	Y	15	6	N	N		Y	1	1	0	0	0
JHINWAREHRI - II	661	Y	52	2	N	Y		Y	1	1	0	1	0
IOGNA KHERA	1219	Y	110	2	Y	N		Y	1	2	0	0	0
IOGNA KHERA - GIRL	0	Y	37	2	Y	N		Y	0	2	0	0	0
JALAL MAJRA	1555	Y	132	5	Y	Y		3 SIDE	1	3	0	1	0
JANIPLA	1399	Y	189	4	Y	N		N	1	4	0	1	0
JARAMI	939	Y	119	5	Y	N		Y	1	2	0	0	0
JASERLA	0	Y	140	4	Y	Y		Y	1	3	0	0	0
JASITHAL	821	Y	60	4	Y	Y		Y	1	1	0	0	0
JULA PUR	2019	Y	134	5	Y	N		Y	1	3	0	0	0
JHAN PUR - OLIYAN	1574	Y	214	6	Y	Y		Y	1	5	0	1	0
JHERI - RAHMNAN	498	Y	74	2	Y	Y		Y	1	1	0	0	0
JSHAN GARH	642	Y	40	1	Y	N		Y	1	1	0	0	0
JSHANGARH (G)	0	Y	37	2	Y	Y		Y	1	1	0	0	0
JANSANA	905	Y	82	3	Y	Y		3 SIDE	1	3	0	0	0
JIRCHEHRI	810	Y	96	2	Y	N		Y	1	2	0	0	0
JIRZA PUR	3163	Y	400	6	Y	Y		Y	1	9	0	0	0
JARKATARI	416	Y	68	2	Y	Y		Y	1	1	0	0	0
JARTAP GARH	1696	Y	298	5	Y	Y		Y	1	8	0	0	0
JPLI	101	N	286	3	Y	Y		3 SIDE	1	9	0	0	0
JAM GARH	603	Y	47	2	Y	N		Y	1	1	0	0	0
JAM GARH (G)	0	Y	38	2	Y	Y		Y	1	1	0	1	0
JAM NAGAR	398	Y	24	3	Y	N		Y	1	1	0	0	0
JAM PURA	675	Y	58	2	Y	Y		Y	1	1	0	0	0
JMANI	684	Y	119	2	Y	Y		Y	1	2	0	0	0
JNWLA	807	Y	162	4	Y	Y		Y	1	2	0	0	0

VILLAGE	POPU	RURAL	NO OF STUDENT	NO OF ROOMS	WATER FACIL	TOILET		B/WALL	SANCTION H/TECH.	SANCTION JBT TECH.	VACANT H/TECH	VACANT JBT TECH.	WORKING CONTR TR
						M	F						
SHADI PUR - (LADWA)	635	Y	86	4	Y	N		Y	1	1	0	0	0
SHADI PUR - (SHAHIDAN)	295	Y	43	2	Y	Y		2 SIDE	0	2	0	0	0
SINGH PURA	0	Y	107	4	Y	Y		Y	1	2	0	0	0
SIRSI A	2304	Y	162	4	Y	N		Y	1	3	0	0	0
THANESAR NO I	0	N	235	9	Y	Y		Y	1	7	0	1	0
THANESAR NO. IV	0	N	273	5	Y	Y		Y	1	6	0	1	0
UDARSI	1107	Y	192	3	Y	N		N	1	3	0	0	1
UMRI	5775	Y	131	5	Y	Y		N	1	4	0	0	0
UMRI (G)	0	Y	97	4	Y	Y		Y	1	3	0	0	0
UNTSAL	629	Y	111	3	Y	N		Y	1	2	0	0	0
SUBTOTAL	57540		7871	220					56	181	0	13	2
TOTAL	57540		7871	220					56	181	0	13	2

SHAHABAD - I

DETAIL OF FACILITIES IN PRIMARY SCHOOLS IN DISTRICT KURUKSHETIRA

EDUCATION BLOCK :- 3

VILLAGE	POPU	RURAL	NO OF STUDENT	NO OF ROOMS	WATER FACIL	TOILET		B/WALL	SANCTION H/TECH.	SANCTION JBT TECH	VACANT H/TECH	VACANT JBT TECH	WORKING CONTR
						M	F						
AHMAD PUR	865	Y	122	3	Y	Y		Y	1	2	0	0	0
AJRANA KLAN	4396	Y	176	2	N	N		Y	1	4	0	0	0
AJRANA KLAN (G)	0	Y	227	3	N	Y		Y	1	5	0	1	0
AJRANA KHURD	2060	Y	125	3	N	N		3 SIDE	1	4	0	0	1
AJRANI	1266	Y	184	4	Y	Y		Y	1	3	0	0	2
ATWAN	1052	Y	60	2	Y	Y		3 SIDE	1	2	0	1	0
BAKANA	1593	Y	50	2	N	Y		N	1	1	0	0	0
BERTHALI	954	Y	55	3	Y	N		Y	1	1	0	0	0
BIBI PUR	1426	Y	140	4	Y	N		Y	1	3	0	1	0
BIR KALWA	1042	Y	103	3	Y	Y		Y	1	2	0	1	0
BIR MANGOLI	1898	Y	163	3	Y	Y		2 SIDE	1	4	0	0	0
BIR SURJA	813	Y	46	2	Y	Y		N	1	1	0	1	0
BRAHAM	771	Y	115	4	Y	Y		3 SIDE	1	2	0	1	0
BUHAWA	2751	Y	41	2	N	N		3 SIDE	1	1	0	1	0
BUHAWI	1178	Y	100	3	N	N		Y	1	2	0	1	0
CHANARTHAL	1432	Y	116	4	Y	N		Y	1	3	0	0	0
CHARUNI JATTAN	1619	Y	56	5	Y	N		Y	1	3	0	0	2
CHHAPRA	2077	Y	90	1	Y	N		N	1	3	0	0	0
CHHAPRI	859	Y	133	2	Y	Y		1 SIDE	1	3	0	1	0
DEEG	798	Y	139	5	Y	Y		3 SIDE	1	2	0	1	0
DEERA -	1735	Y	250	5	Y	Y		Y	1	5	0	1	0
DEZIGAR MEHAR-													
DEHAND													
DEHAKALA	0	Y	35	2	Y	N		N	1	2	0	0	0
DEHANANI	930	Y	140	2	Y	Y		Y	1	2	0	0	1
DEHANGLI	904	Y	38	4	Y	N		Y	1	1	0	0	0
DEHANTORI	1413	Y	190	4	Y	Y		2 SIDE	1	4	1	1	0
DEHOLA MAJRA	1281	Y	147	5	Y	Y		Y	1	3	0	1	0
DEHOG PUR -	0	Y	77	4	Y	Y		Y	1	1	0	0	0
DEOLON													
DEOLONY													
DEUMTI	0	Y	36	1	N	N		Y	0	2	0	0	0
DEARIPUR	862	Y	180	5	Y	Y		Y	1	4	0	2	0
DEIBANA	0	Y	75	3	N	N		Y	1	4	0	1	0
DEINGA	1137	Y	134	6	Y	Y		Y	1	3	0	1	0
DEHERI	743	Y	109	3	Y	Y		N	1	2	0	1	0
DEHERHERI	1373	Y	180	5	Y	N		Y	1	4	0	0	0
DEINDHARI	1814	Y	249	4	Y	Y		Y	1	5	0	1	0
DEIANSA	5782	Y	200	1	Y	Y		Y	1	10	0	0	0
DEJGI MAJRA	0	Y	49	4	Y	Y		Y	1	1	0	0	0
DEKHAN GARH	359	Y	0	1	N	N		2 SIDE	0	2	0	0	0
DEKTLAURI	1345	Y	160	3	Y	Y		Y	1	2	0	0	0
DEKHAN PUR -	601	Y	51	3	Y	N		Y	1	1	0	0	0
DETTAN													
DEARINDWA	4104	Y	466	6	Y	N		Y	1	12	0	0	2
DEARINDWA (G)	0	Y	80	2	Y	Y		N	0	2	0	0	0
DEERA	803	Y	93	4	Y	N		Y	1	2	0	1	0
DEKHAN GARH	968	Y	43	3	Y	Y		Y	1	2	0	0	0
DEKHMARI	1189	Y	113	3	N	N		Y	1	2	1	1	0
DEKCHIROLI	1505	Y	159	2	Y	Y		Y	1	4	0	1	0
DEKJAN PUR	1174	Y	104	3	Y	N		Y	1	2	0	1	0
DEKJALK PUR	560	Y	98	3	Y	Y		Y	1	2	0	0	0
DEKJNGOLI -	495	Y	68	1	N	N		Y	0	2	0	0	0
DEKNGRAN													
DEKHAN PUR	841	Y	117	3	Y	Y		Y	1	2	0	0	1
DEKHAN GARH	512	Y	92	2	Y	N		Y	0	2	0	0	1

VILLAGE	POPL	RURAL	NO OF STUDENT	NO. OF ROOMS	WATER FACIL	TOILET		B/WALL	SANCTION H/TECH	SANCTION JBT TECH	VACANT H/TECH	VACANT JBT TECH	WORKING CONTR
						M	F						
RATTAN GARH	1245	Y	3	0	Y	Y		Y	1	4	0	0	0
RAWAI KHERI	475	Y	2	1	Y	Y		Y	1	1	0	0	0
SALPANI KALAN	2153	Y	3	1	Y	Y		2 SIDE	1	3	0	0	0
SALPANI KHURD	814	Y	4	1	Y	Y		3 SIDE	1	2	0	0	0
SARAAI SUKHI	1427	Y	5	1	Y	Y		3 SIDE	1	4	0	0	0
SHAHABAD NO 3	0	N	4	1	Y	Y		Y	1	3	0	1	0
SHAHABAD NO 4	0	N	1	0	Y	N		Y	1	3	0	0	0
SHAHABAD NO 5	0	N	2	0	Y	Y		Y	0	3	0	0	0
SHARRIFGARH	0	Y	3	1	Y	Y		3 SIDE	1	3	0	0	0
SIMBALWAL	322	Y	2	0	Y	N		Y	0	2	0	0	1
SUDHI PUR	2084	Y	5	1	N	N		N	1	5	0	1	0
SUGAR MILL	0	N	2	0	Y	Y		1 SIDE	1	1	0	0	0
SHAHABAD													
SUJRA	280	Y	2	0	Y	N		Y	0	2	0	1	1
SURAKHPUR	830	Y	1	1	N	N		Y	1	2	0	0	1
TE DRAA	2649	Y	6	0	N	N		Y	1	8	0	0	0
TIGRI	997	Y	3	0	Y	Y		3 SIDE	1	2	0	0	0
YARA	3278	Y	5	0	Y	Y		Y	1	7	0	0	1
YARI	982	Y	3	1	Y	Y		3 SIDE	1	2	0	0	1
SUBTOTAL	78816		8356	26					59	200	3	33	23
TOTAL	78816		8356	26					59	200	3	33	23

SHAHABAD - II

DETAIL OF FACILITIES IN PRIMARY SCHOOLS IN DISTRICT KURUKSHETRA

EDUCATION BLOCK :- 4

VILLAGE	POPUL	RURAL	NO OF STUDENT	NO OF ROOMS	WATER FACIL	TOILET		B/WALL	SANCTION H/TECH	SANCTION JBT TECH	VACANT H/T/CH	VACANT JBT TECH	WORKING CONTR
						M	F						
MAJRAWAR	1702	Y	209	2	Y	N		Y	1	5	0	2	0
BASANT PUR	628	Y	58	3	Y	Y		Y	1	1	0	1	0
LOKAR MAJRA	730	Y	104	3	N	Y		Y	1	2	0	0	1
BIZAR PUR	1042	Y	59	2	Y	Y		2 SIDE	1	1	0	1	0
MAJRA PUR (G)	0	Y	69	1	N	N		2 SIDE	1	1	0	1	0
BORI PUR (G)	448	Y	53	2	Y	N		N	0	2	0	1	0
CHAMMU KALAN	1360	Y	71	2	Y	Y		N	1	1	1	0	0
CHAMMU KALAN (G)	0	Y	58	2	Y	N		N	1	1	1	0	0
CHORPUR	522	Y	76	2	Y	Y		Y	1	1	0	0	0
DADLU	833	Y	100	3	N	N		2 SIDE	1	2	0	1	0
DAMLI	764	Y	55	4	Y	Y		3 SIDE	1	3	0	1	0
JAYAL NAGAR	0	Y	45	2	Y	N		Y	1	1	0	0	0
JAYAL NAGAR -	0	Y	0	1	Y	N		Y	0	2	0	0	0
JILLA MAJRA	469	Y	122	2	Y	Y		Y	1	1	0	0	0
FATEHGARH -	418	Y	85	2	N	N		Y	0	2	0	2	0
AMMU													
SOL PURA	1017	Y	96	3	Y	Y		Y	1	2	0	1	0
ARKHA	808	Y	160	2	N	N		Y	1	2	0	0	0
KALDEHARI	536	Y	195	4	Y	Y		Y	1	2	1	0	0
SMAILABAD	9024	Y	201	5	Y	N		Y	1	6	0	0	0
SMAILABAD (G)	0	Y	146	3	Y	Y		Y	1	6	0	1	0
SAIN PURA	1072	Y	105	3	Y	Y		Y	1	4	0	1	0
SAROLI KALAN	0	Y	60	3	N	Y		Y	1	3	0	1	0
SAROLI KHURD	1124	Y	113	3	N	N		Y	1	2	0	1	0
SUNGIAN	0	Y	134	3	Y	Y		Y	1	2	0	0	0
SASANA	2851	Y	46	5	Y	N		1 SIDE	1	3	0	0	0
SASANA (G)	0	Y	146	3	Y	N		N	1	4	0	0	1
SANI	764	Y	117	3	Y	Y		Y	1	1	0	1	0
SALYANA	886	Y	110	4	Y	N		Y	1	3	0	1	0
SATHUWA	1091	Y	102	2	Y	N		N	1	3	0	1	0
SARI SHAHIDAN	1498	Y	0	2	Y	N		Y	1	1	0	0	0
SARI SHAHIDAN	0	Y	0	3	Y	N		N	1	2	0	0	0
SUMHAR MAJRA	355	Y	452	1	N	N		Y	1	1	1	0	0
SUMHAR MAJRA	0	Y	144	1					0	2	0	1	1
SANDI	1916	Y	72	7	N	N		Y	1	10	0	2	3
SANOLI PUR	0	Y	63	3	N	Y		Y	1	2	0	0	0
SANUDAN	601	Y	81	3	N	Y		N	1	1	0	0	0
SAROLI KALAN	582	Y	200	2	Y	Y		Y	1	1	0	0	0
SAROLI MAJRA	792	Y	117	2	Y	Y		Y	1	2	0	0	0
SAROLI	1513	Y	100	6	Y	Y		N	1	5	0	0	0
SAROLI MAJRA	823	Y	167	3	N	N		Y	1	1	0	0	0
SAROLI	961	Y	40	2	Y	Y		Y	1	2	0	1	0
SAROLI	1654	Y	32	3	N	N		Y	1	4	0	3	0
SAROLI MAJRA	259	Y	180	2	N	Y		Y	0	2	0	2	0
SAROLI	0	Y		2	N	N		2 SIDE	1	1	0	1	0
SAROLI	3811	Y		4	Y	Y		Y	1	3	0	0	0
SAROLI	1239	Y		3	Y	Y		Y	1	2	0	1	0
SAROLI BIRI PUR -	0	Y	0	0	Y				0	2	0	0	0
SAROLI	434	Y	27	2	N	N		Y	0	2	0	2	0
SAROLI	327	Y	29	2	Y	N		Y	0	2	0	1	0

VILLAGE	POPULATION	RURAL	NO OF STUDENT	NO OF ROOMS	WATER FACIL	TOILET		B/WALL	SANCTION H/TECH	SANCTION JBT TECH	VACANT H/TECH	VACANT JBT TECH	WORKING CONTR TR
						M	F						
WAGAR	176	Y	140	2	Y	Y		Y	1	3	0	0	1
A	2235	Y	270	8	N	N		N	1	7	0	1	0
PUR -	389	Y	27	2	Y	N		Y	1	1	1	0	0
MALIYA	1523	Y	176	3	Y	Y		Y	1	4	0	2	0
ALKHI	0	N	220	5	Y	N		Y	1	6	0	0	0
(ABAD NO) I	0	N	185	1	Y	N		N	1	4	0	0	0
(ABAD NO) II	0	N	185	1	Y	N		N	1	4	0	0	0
TI NAGAR	2677	Y	140	4	N	N		N	1	3	0	0	1
TI NAGAR	0	Y	101	3	N	N		N	1	2	0	1	0
HANI	942	Y	50	4	N	N		Y	1	3	1	2	1
(PUR (G)	0	Y	40	1	Y	Y		N	1	1	0	0	0
DR	2737	Y	150	3	Y	N		Y	1	3	0	0	0
DR (G)	0	Y	86	2	N	Y		Y	1	2	0	1	0
ORA	30	Y	86	3	Y	Y		Y	1	1	0	1	1
DI	1001	Y	114	2	Y	N		Y	1	4	0	1	1
(G)	5416	Y	230	3	Y	Y		N	1	2	0	0	0
ALI	0	Y	100	3	Y	N		3 SIDE	1	2	0	0	0
	1198	Y	75	2	Y	Y		Y	1	1	0	1	0
TOTAL	63178		7079	183					58	166	7	43	13
	63178		7079	183					58	166	7	43	13

PEHOWA - I

DETAIL OF FACILITIES IN PRIMARY SCHOOLS IN DISTRICT KURUKSHETRA

EDUCATION BLOCK :- 5

VILLAGE	POPU	RURAL	NO. OF STUDENT	NO OF ROOMS	WATER FACIL	TOILET		B/WALL	SANCTION H/TECH	SANCTON JBT TECH	VACANT H/TECH.	VACANT JBT TECH	WORKING TR
						M	F						
ADHOYA	2288	Y	37	2	N	N		N	1	1	1	1	0
AJIT NAGAR	0	Y	0	2	N	N		Y	0	2	0	1	0
AJMAT PUR	346	Y	13	1	N	N		N	0	2	0	0	0
BACHAKI	357	Y	96	2	Y	Y		Y	1	1	1	0	0
BAKHALI	3233	Y	150	2	Y	N		N	1	4	0	1	0
BANARSI PLOT	0	Y	55	1	Y	N		N	0	2	0	1	1
BHATT MAJRA	1985	Y	119	3	N	N		N	1	2	0	0	0
BHATT MAJRA (G)	0	Y	118	2	Y	N		Y	0	3	0	1	0
BHUSTHLA	1521	Y	148	5	Y	N		Y	1	2	0	0	0
BODHA	775	Y	106	2	Y	N		Y	1	2	0	2	0
BODHANI	2278	Y	199	5	N	N		Y	1	5	0	0	0
CHANALHERI	1214	Y	66	2	Y	Y		N	1	2	1	1	0
CHHAJJU PUR	896	Y	57	2	N	N		Y	1	1	0	0	0
DERA BHAGAT - PURA	0	Y	18	0					0	2	0	1	0
DERA OBRAI	0	Y	17	1	N	N		Y	1	1	0	0	0
DERA SANDHOYA	0	Y	0	0					0	2	0	2	0
DEWANA	2983	Y	169	5	Y	N		2 SIDE	1	6	0	3	1
DHANI RAM PURA	656	Y	44	2	Y	Y		N	1	1	0	0	0
DHARM GARH	0	Y	0	0					1	1	0	0	0
DUNIYA MAJRA	827	Y	72	2	N	N		2 SIDE	1	2	1	1	0
GANGEHRI	1148	Y	89	3	N	Y		N	1	1	0	0	1
GARHI LANGRI	771	Y	43	2	Y	N		Y	1	1	0	1	0
GOG PUR	863	Y	98	3	Y	N		Y	1	2	1	0	0
HARI GARH - BHORKH	4433	Y	136	5	Y	Y		3 SIDE	1	5	0	1	1
ISHAQ	2968	Y	124	3	N	N		N	1	2	0	1	1
ISHAQ (G)	0	Y	68	0	Y	Y		N	1	2	0	0	0
JAISWAL FARM	0	Y	133	4	N	N		Y	1	2	0	0	0
JAKHWALA	1177	Y	102	4	N	N		Y	1	2	0	1	0
JALBEHRA	1829	Y	208	4	N	N		N	1	5	1	2	0
JULMAT	434	Y	15	2	Y	N		Y	1	1	0	1	0
JURASI KALAN	1257	Y	72	6	Y	N		Y	1	2	1	0	0
JURASI KHURD	856	Y	74	3	Y	N		Y	1	1	0	0	0
KALSA	3133	Y	117	2	Y	Y		3 SIDE	1	6	0	2	0
KANTHALA	1304	Y	184	2	Y	N		N	1	2	0	2	0
KARAH	1885	Y	126	4	Y	N		Y	1	3	1	2	0
KUPIA PLOT	0	Y	28	2	N	N		N	0	2	0	2	0
LOINI	1068	Y	119	3	Y	Y		2 SIDE	1	2	0	0	1
MADADON	0	Y	35	3	Y	N		N	1	1	0	0	0
MALIK PUR	1375	Y	159	4	Y	Y		Y	1	6	0	4	1
MANDI	1407	Y	48	2	Y	Y		N	1	1	0	0	0
MEGHA MAJRA	1303	Y	170	6	Y	Y		Y	1	2	1	2	0
MOHAN PUR	1719	Y	107	3	Y	N		Y	1	2	0	0	0
MOHMAD SHAH	0	Y	28	1	N	N		N	0	2	1	1	0
MORTHALI	699	Y	41	2	Y	N		Y	1	1	0	0	0
NAISI	1530	Y	123	3	Y	Y		Y	1	4	0	0	0
PATEL NAGAR	0	Y	0	1	Y	N		N	0	2	0	1	0
PEHOWA (G)	0	N	148	5	Y	Y		Y	1	3	0	1	0
PEHOWA NO 1	0	N	171	4	Y	Y		Y	1	3	0	1	0
PIPLI MAJRA	669	Y	25	2	N	N		N	0	2	0	0	0
PLOT NO 5	0	Y	113	2	Y	Y		3 SIDE	1	2	0	0	0
ROHTI	1404	Y	56	3	Y	N		Y	1	1	0	0	1
ROHTI (G)	0	Y	71	5	N	N		Y	0	2	0	0	0

VILLAGE	POPU	RURAL	NO OF STUDENT	NO. OF ROOMS	WATER FACIL	TOILET		B/WALL	SANCTION H/TECH	SANCTION JBT TECH	VACANT H/TECH	VACANT JBT TECH.	WORKING CONTR TR
						M	F						
AINSA	906	Y	74	2	Y	Y		2 SIDE	1	1	0	0	0
ATORA	1097	Y	42	3	Y	Y		Y	1	1	0	0	0
HER GARH	523	Y	50	4	N	N		-	1	1	0	0	0
JRAJ GARH	0	Y	41	2	Y	Y		Y	1	1	0	1	0
ABRA	823	Y	126	2	N	N		N	1	2	1	0	1
LHERI	1383	Y	150	1	Y	N		2 SIDE	1	2	1	0	0
ASKA MIRANJI	0	Y	169	4	Y	N		Y	1	5	0	1	1
ASKA MIRANJI	3454	Y	228	3	Y	N		Y	1	3	0	1	0
G)													
RI	1297	Y	134	2	Y	N		Y	1	4	0	0	1
UKAR	348	Y	91	2	N	N		Y	1	1	0	0	0
UKAR PI OT	0	Y	22	2	Y	N		N	0	2	0	2	0
NAI	2795	Y	219	2	Y	N		Y	1	5	0	0	1
B TOTAL	65217		5861	168					52	147	12	45	12
TAL	65217		5861	168					52	147	12	45	12

PEHOWA - II

DETAIL OF FACILITIES IN PRIMARY SCHOOLS IN DISTRICT KURUKSHETRA

EDUCATION BLOCK :- 6

VILLAGE	POPU	RURAL	NO OF STUDENT	NO OF ROOMS	WATER FACIL	TOILET		B/WALL	SANCTION H/TECH	SANCTION JBT TECH.	VACANT H/TECH	VACANT JBT TECH	W C TR
						M	F						
JAMRITSARI FARM	0	Y	18	2	Y	N		N	1	1	0	1	0
ASMAN PUR	2194	Y	136	3	Y	N		Y	1	3	0	1	0
BALUCH PURA	477	Y	78	2	Y	Y		Y	1	1	0	0	0
BHAIRIAN	1135	Y	103	3	Y	Y		Y	1	3	0	2	0
BHATERI	1619	Y	110	4	Y	Y		Y	1	5	0	1	0
BHOR SAIDAN	1829	Y	285	4	Y	Y		Y	1	6	0	1	0
BIBI PUR KALAN	690	Y	49	2	Y	N		Y	1	1	0	0	0
CHANDAN PURA - (G)	0	Y	7	1	Y	N		N	0	2	0	0	0
CHANDIGARH - FARM	0	Y	40	2	Y	N		Y	0	2	0	0	0
CHHAWLON	870	Y	75	2	Y	N		2 SIDE	1	2	0	1	0
CHUNIA FARM	0	Y	40	2	Y	N		Y	1	1	0	0	0
CO - OPERATIVE FARM	0	N	46	2	Y	Y		Y	1	1	0	0	0
DERA BAZIGAR	0	Y	63	2	Y	N		Y	0	2	0	0	0
DERA FATEH - SINGH	0	Y	50	2	Y	Y		Y	1	1	0	0	0
DHULGARH	646	Y	230	2	Y	N		Y	1	5	0	3	0
FAUZI GROUP	0	N	140	4	N	Y		Y	1	3	1	1	0
GALEDWA	930	Y	90	3	Y	Y		Y	1	2	0	0	0
GARHI RORAN	872	Y	130	3	Y	Y		Y	1	2	0	0	0
SAU CHARAND	0	Y	236	3	Y	Y		Y	1	4	1	0	0
GUMTHLA GARHU	6947	Y	156	2	Y	N		Y	1	3	0	0	0
GUMTHLA GARHU (G)	0	Y	118	4	Y	N		N	1	3	0	0	0
GURCHARAN - SINGH FARM	0	Y	50	2	Y	Y		N	0	2	0	0	1
HELWA	709	Y	50	3	Y	N		Y	1	1	0	1	0
JHINWREHRI	828	Y	34	2	Y	N		Y	1	1	1	0	0
KAKRALA - GUJRAN	1393	Y	280	4	Y	Y		Y	1	3	1	1	0
KHERI SISHGRAN	1669	Y	141	4	Y	N		Y	1	3	0	1	0
KHI JARPURA	0	Y	44	2	N	N		Y	1	1	0	0	0
KHI JARPURA (G)	949	Y	75	1	Y	Y		Y	0	2	0	0	0
KILA FARM	0	Y	30	3	Y	Y		Y	1	1	0	0	0
KOHAR MAJRA	1525	Y	220	4	Y	Y		Y	1	4	0	0	0
KANGNA	1684	Y	178	2	Y	N		Y	1	2	0	0	0
MUKIM PURA	273	Y	36	2	Y	N		Y	1	1	0	0	0
MURTZA PUR	3686	Y	300	3	N	N		N	1	6	0	1	0
MANAK PURA	0	Y	26	2	Y	Y		Y	1	1	0	0	0
MANAK PURA (G)	0	Y	20	2	N	Y		Y	1	1	0	1	0
NEEMWALA	877	Y	130	4	Y	Y		Y	1	2	1	0	0
NIKATPURA - GARHI	442	Y	46	2	Y	N		Y	1	1	0	0	0
PEHOWA NO 2	0	N	180	3	Y	Y		N	1	3	0	0	0
RAM GARH ROAR	2007	Y	250	6	Y	Y		Y	1	2	1	1	0
RAMPUR KHERA	0	Y	96	2	Y	N		Y	1	2	0	1	0
RATTAN GARH / AKRALI	1241	Y	87	2	Y	N		Y	0	2	0	1	1
RUAN	1607	Y	240	4	Y	Y		Y	1	4	0	1	0
SAIANA SAIDAN	4272	Y	160	2	Y	N		Y	1	4	0	2	0
SAINA KHURD	0	Y	57	2	Y	N		Y	1	2	0	0	0
SAINI FARM	0	Y	10	2	Y	N		Y	1	1	0	1	0
SANDHOLI	2772	Y	290	2	Y	Y		Y	1	5	0	1	1