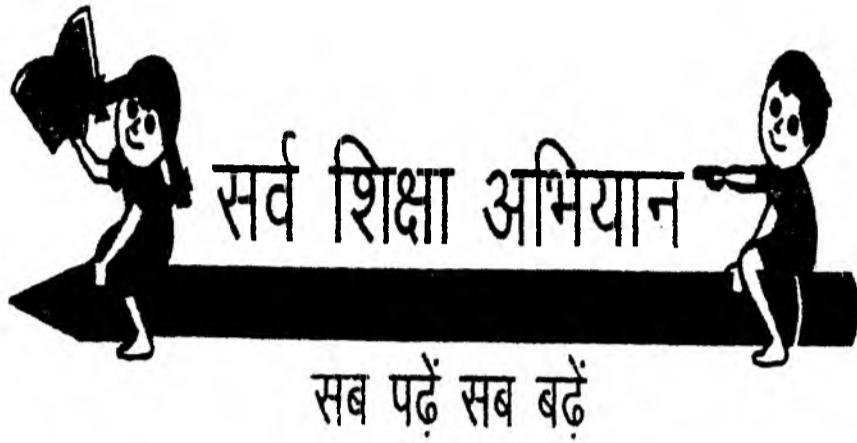


SARVA SHIKSHA ABHIYAN



STATE PLAN 2004-05 HARYANA

Haryana Prathamik Shiksha Pariyojna Parishad
SCO 170-172, Sector – 17 C, Chandigarh

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CHAPTER – I

STATE PROFILE

- 1.1 Haryana is a land with an ancient past, a past of riches and plenty, a past of heroic struggles by its people where legend and history meet and come alive in contemporary world . It is known as a cradle of ancient Indian civilization. Today, Haryana is one of the youngest and most progressive states of the Indian union. It has managed to make a mark for itself in all fields of human endeavour, blending the aspirations of its people with the traditions of the past. Whether it is agriculture or industry, rural water supply or rural electrification, transport or tourism, education and schooling, its progress has been phenomenal and its contribution to the nation stupendous.
- 1.2 Haryana covers an area of 44,212 sq.km. and has a population of 2.10 crores with a density of population 477 persons per sq.km. There are 19 districts, 47 sub-divisions, 67 tehsils and 116 blocks in the state. The educational districts in the State are coterminous with its administrative districts.
- 1.3 A silent change has been going on over the entire Haryana region and new social and economic structure is emerging. Haryana has rich material for creating a new consciousness amongst its people by exploiting the emotional urges of its people, through its love of folk dance, drama and folk song.

On the education front, there has been quantitative and qualitative expansion. Educational facilities at primary, middle, high and senior secondary level are available within a radius of 1.11 km., 1.44 km., 1.75 km and 3.08 km. respectively.

Literacy rates have gone up since the reorganisation of the State in 1966 as evident from the following table:

Literacy Rate

Year of the Census	Haryana			India		
	Male	Female	All Persons	Male	Female	All Persons
1961	29.20	9.20	19.90	34.40	12.90	24.00
2001	79.25	56.31	68.59	75.85	54.16	65.38

- 1.4 Due to the various steps taken by the State for the education of girls and SC children, which include free education, provision of incentives, enrolment drives, community support etc., there is perceptible improvement. The following tables can witness the increase.

Table - I

Enrolment

S.N.	Classes	Enrolment (in lacs)					
		1966			2003-04		
		Boys	Girls	Total	Boys	Girls	Total
1.	I-V	5.84	2.27	8.11	12.22	10.00	22.22
2.	VI-VIII	1.96	0.51	2.47	6.35	5.33	11.68
3.	IX - X	0.74	0.16	0.90	3.05	2.22	5.27
4.	XI-XII	0.08	0.02	0.10	2.17	1.32	3.49

Table - II

Availability of schooling facility

S.no	Stage	Availability of Schooling facility (Radius in Kms.)	
		1966	2002-03
1.	Primary	1.60	1.11
2.	Middle	3.88	1.44
3.	High	5.06	1.75
4.	Higher/Senior Secondary	10.06	3.08

Demography:

Total Population	2,10,82,989
Male	1,13,27,658
Female	97,55,331
Sex Ratio (overall)	861
Rural	867
Urban	847
Density of Population	477 persons/ Sq. Kms.
Decadal Population Growth (1991-01)	28.06 %
Rural population	71%
Urban population	29%
No. of Districts	19
No. of C.D. Blocks	116
No. of Villages	6955

GENERAL INFORMATION

S.N.	Name of the District	Literacy Rate(2001)			Gap in Literacy Rate	Population 2001			Sex Ratio
		T	M	F		T	M	F	
1	Ambala	67.27	76.68	58.32	14.53	1013660	542366	471299	784
2	Bhiwani	68.17	81.19	53.5	27.69	1424554	757824	666730	880
3	Faridabad	70.79	82.49	56.8	25.69	2193276	1195537	1000739	839
4	Fatehabad	58.17	68.71	46.4	22.31	806151	427536	378622	886
5	Gurgaon	63.64	77.11	48.29	28.82	1657669	884456	773213	874
6	Hisar	65.85	77.62	52.09	25.53	1537117	830520	706597	852
7	Jhajjar	72.48	83.26	59.88	23.38	887392	480240	407152	805
8	Jind	62.8	74.69	48.97	25.72	1189725	642057	547668	853
9	Kaithal	59.5	64.81	47.6	22.21	945631	509933	435698	854
10	Karnal	68.2	76.74	58.42	18.32	1274843	683776	591067	864
11	Kurukshetra	70.04	78.23	26.76	17.47	828120	433841	384279	770
12	Mahendergarh	70.44	85.31	54.61	30.70	812022	423048	388974	919
13	Panchkula	76.54	85.74	68.98	13.76	469210	257380	211830	823
14	Panipat	69.75	79.16	58.48	20.68	967338	528578	438760	830
15	Rewari	75.75	89.04	61.25	27.79	764727	402381	362346	901
16	Kohtak	74.56	84.29	63.19	21.10	940036	508085	431151	847
17	Sirsa	61.2	70.93	50.31	20.62	1111012	590298	520714	882
18	Sonepat	73.71	83.95	61.65	22.30	1278830	695314	583516	839
19	Yamunanagar	72.20	79.00	64.00	15.20	982369	527426	454943	861
	Total					21083682	11320596	9755298	

SCHOOL RELATED STATISTICS

S.N	Name of the Districts	No. of Villages	No.of C.D. Blocks	No.of Edu. Blocks	Clusters	No. of Schools						ECCE Centres	AS/BS Centres
						Primary			Upper Primary				
						Govt.	Aided	Total	Govt.	Aided	Total		
1	Ambala	499	6	7	42	510	29	539	175	29	204	572	
2	Bhiwani	444	9	9	63	639	7	646			0	1106	0
3	Faridabad	406	5	8	80	597	2	599	250	9	259	880	0
4	Fatehabad	243	6	4	45	356	0	356	189	0	189	580	0
5	Gurgaon	726	9	10	120	805	5	810	275	11	286	982	
6	Hisar	275	9	6	63	493	8	501	337	15	352	994	
7	Jhajjar	265	5	5	45	333	8	341	201	4	205	655	
8	Jind	306	7	6	89	469	8	477	285	8	293	806	
9	Kaithal	374	5	5	46	355	4	359	169	4	173	695	
10	Karnal	434	6	8	102	478	7	485	221	14	235	791	
11	Kurukshetra	416	5	7	75	520	8	528	164	13	177	572	
12	Mahendergarh	366	5	9	81	508	158	666	221	281	502	631	
13	Panchkula	236	4	4	42	223		223	92	7	99	242	
14	Panipat	186	5	5	35	247	7	254	140	16	156	550	20
15	Rewari	416	5	7	65	441	6	447	191	6	197	627	
16	Rohtak	147	5	4	38	244	21	265	183	18	201	653	
17	Sirsa	325	7	6	49	537	9	546	276	9	285	776	20
18	Sonepat	353	7	7	58	453	8	461	267	19	286	864	
19	Yamunanagar	655	6	7	65	579	19	598	143	23	166	585	
	Total	7072	116	124	1203	8787	314	9101	3779	486	4265	13561	

SCHOOL AGE POPULATION

S.N	Name of the Districts	School Age Population					
		Age 6-11 as on 30.9.2003			Age 11-14 as on 30.9.2003		
		Male	Female	Total	Male	Female	Total
1	Ambala	57448	46155	103603	37522	32746	70268
2	Bhiwani	113393	92493	205886	60965	50848	111813
3	Faridabad	137998	111425	249423	74121	60306	134427
4	Fatehabad	60113	51287	111400	33711	28464	62175
5	Gurgaon	107998	91005	199003	68860	53368	122228
6	Hisar	137649	108152	245801	84824	69121	153945
7	Jhajjar	66259	58621	124880	45108	40973	86081
8	Jind	101541	82301	183842	58858	48850	107708
9	Kaithal	76582	59996	136578	44953	37857	82810
10	Karnal	93444	75435	168880	54338	46110	100448
11	Kurukshetra	68534	54712	123246	39977	33636	73613
12	Mahendergarh	61509	56939	118448	34719	30431	65151
13	Panchkula	13904	12751	26655	7578	6663	14241
14	Panipat	67773	56612	124385	45387	41333	86720
15	Rewari	49400	41137	90537	29270	23385	86040
16	Rohtak	66766	54245	121011	43182	37518	80700
17	Sirsa	67837	55696	123533	36979	31779	68758
18	Sonepat	94307	75175	169482	57049	48566	105615
19	Yamunanagar	71635	58944	130579	45445	38777	79222
	Total	1514090	1243081	2757172	902846	765731	1691963

PRIMARY SCHOOL STATISTICS

S.N.	Name of the Districts	Non Starter	Drop Out	Enrollment 6-11 age group			Out of School	GER	NER
				OVERALL					
				Boys	Girls	Total			
1	Ambala	1198	711	31580	29300	64902	487	458.26	449.50
2	Bhiwani	15992	2337	103005	82066	185071	18329		
3	Faridabad	22462	2826	69440	66773	136213	25288		
4	Fatehabad	11840	1149	54295	44115	98410	12989	91.72	88.34
5	Gurgaon	16071	21359	83585	58017	141602	37430	71.15	
6	Hisar	23080	3676	124138	94907	219045	26756	89.11	87.19
7	Jhajjar	2309	1594	62206	56232	118438	3903	105.44	94.84
8	Jind	15105	3834	56086	54052	110138	18939	99.84	89.88
9	Kaithal	8377	1585	67360	59256	126616	9962		
10	Karnal	2558	2843	85414	72824	165519	5401	106.83	96.8
11	Kurukshetra	4002	2300	65453	51491	116944	6302	107.52	87.52
12	Mahendergarh			58317	53119	111436		94.08	
13	Panchkula	98	104	13332	11728	25060	202	93.85	91.50
14	Panipat	10891	923	29650	30099	59749	11814	90.5	84.47
15	Rewari	271	2075	66478	26713	93191	2346		
16	Rohtak	2854	490	66068	52399	118467	3344		97.89
17	Sirsa			58875	51523	110398		76.91	
18	Sonepat	2847	502	92657	73476	166133	3349	103.82	98.02
19	Yamunanagar	4693	261	69215	56410	125425	4954	104.1	95.38
	Total	144648	48569	1257154	1024500	2292757	191795		

Table-5

UPPER PRIMARY SCHOOL STATISTICS

S.N.	Name of the Districts	Non Starter	Drop Out	Enrollment 11-14 age group			Out of School	GER	NER
				OVERALL					
				Boys	Girls	Total			
1	Ambala	86	420.19	14763	18872	25217	506.19	319.44	309.8
2	Bhiwani	3797	4420	56773	45993	102766	8217		
3	Faridabad	7332	6054	23150	21386	44536	13386		
4	Fatehabad	4412	5832	29991	21926	51927	10244	87.42	83.51
5	Gurgaon	14500	14150	29337	20987	50334	28690	41.18	
6	Hisar	7739	13421	76913	55872	132785	21160	86.25	83.28
7	Jhajjar	517	1848	43053	30334	81977	2365	105.00	95.23
8	Jind	0	3245	22583	20666	43249	3245	65.42	
9	Kaithal	4624	3821	39312	30429	69741	8445		
10	Karnal	2586	5189	51019	42579	110370	7048	102.98	92.98
11	Kurukshetra	1829	4121	37459	30204	67663	5950	81.41	74.35
12	Mahendergarh			24547	29012	53559		86.38	
13	Panchkula			7704	6925	14629			
14	Panipat	4100	4434	18404	17392	35796	8534	90.16	84.95
15	Rewari	123	1095	15327	17838	33165	1218		
16	Rohtak	1350	2604	41078	35668	76746	3954		95.10
17	Sirsa			30596	24848	55444		59.77	
18	Sonepat	1113	2679	55458	46365	101823	3792	102.94	96.41
19	Yamunanagar	2825	249	44019	37129	81148	3074	107.95	95.57
	Total	56933	73582.19	661486	554425	1232875	129828.19		

ENROLLMENT IN ECCE AS ON 30.9.2003

S.N.	Name of the Districts	No. of ICDS Centres	Enrollment		
			Male	Female	Total
1	Ambala	572	22421	18404	40825
2	Bhiwani	1106	69336	61601	130937
3	Faridabad	880	19003	17379	36382
4	Fatehabad	580	11980	10505	22485
5	Gurgaon	932	18427	17028	35455
6	Hisar	994	54390	47609	101999
7	Jhajjar	655	26137	22686	48823
8	Jind	806	33919	29701	63617
9	Kaithal	695	14466	12427	26893
10	Karnal	785	29072	24309	53381
11	Kurukshetra	572	11144	9610	20754
12	Mahendergarh	631	8505	7755	16260
13	Panchkula	242	9070	7695	16765
14	Panipat	550	27653	24104	51757
15	Rewari	627	35291	26301	61592
16	Rohtak	653	25928	22168	48166
17	Sirsa	776	52929	48757	101686
18	Sonepat	864	17750	15535	33285
19	Yamunanagar	585	15753	13982	29730
	Total	13505	503244	437556	940792

DATA OF DISABLED CHILDREN

S.N	Name of the Districts	No. of Disabled Children With Special Needs									
		Visually Impaired		Hearing Impaired		Ortho Handicaped		Mental Retarded		Total	
		In Schools	Out of Schools	In Schools	Out of Schools	In Schools	Out of Schools	In Schools	Out of Schools	In Schools	Out of Schools
1	Ambala	98	280	229	330	318	165	234	62	879	837
2	Bhiwani	575	326	472	272	665	165			1962	1143
3	Faridabad	92	31	133	82	834	140	55	19	1114	272
4	Fatehabad	100	58	88	59	540	116	82	48	810	281
5	Gurgaon	37		8		1187		19		1256	
6	Hisar	333	85	287	69	1487	139	481	129	2588	422
7	Jhajjar	85		66		421		160		732	
8	Jind	79	20	102	83	582	151	113	120	876	374
9	Kaithal	102	56	204	65	816	161	23	34	1145	316
10	Karnal	205	24	115	38	1107	132	229	57	1656	251
11	Kurukshetra	119		111		984		460		1674	
12	Mahendergarh	193		161		665		203		1222	
13	Panchkula	192	1	66	5	108	9	65	9	490	59
14	Panipat	121	40	17	40	340	175	28	63	506	318
15	Rewari	232	15	215	9	354	11	159	30	962	65
16	Rohtak	30	64	91	88	443	157	106	41	670	360
17	Sirsa	107	87	75	61	940	760	68	52	1190	960
18	Sonepat	102	42	109	53	1221	280	64	129	1496	504
19	Yamunanagar	53	67	58	72	239	129	68	95	417	363
	Total	2855	1196	2607	1326	13251	2690	2617	888	21645	6525

Table-8

TEACHERS IN POSITION

S.N	Name of the Districts	Primary		Upper Primary	
		Sanctioned	In Position	Sanctioned	In Position
1	Ambala	1593	1450	1129	1037
2	Bhiwani	2787	2661	2794	2490
3	Faridabad	2880	2130	2466	2099
4	Fatehabad	1528	1528	1369	1369
5	Gurgaon	3297	3297	2550	2550
6	Hisar	2649	2224	2750	2525
7	Jhajjar	2061	2025	185	185
8	Jind	2490	2306	2470	2067
9	Kaithal	1703	1383	1534	1251
10	Karnal	2177	1799	2441	2063
11	Kurukshetra	2110	2110	1814	1814
12	Mahendergarh	1900	1900	1782	1782
13	Panchkula	690	592	756	639
14	Panipat	1278	1245	873	785
15	Rewari	1785	1439	1748	1564
16	Rohtak	2001	1651	1872	1749
17	Sirsa	2243	2243	2280	2280
18	Sonepat	2040	1970	2752	2226
19	Yamunanagar	1767	1250	1735	1293
	Total	38979	35203	35300	31768

CHAPTER - II

EDUCATIONAL MANAGEMENT

School education in Haryana is being looked after by the departments of Secondary Education and Primary Education under the overall supervision of Principal Secretary, Education Department.

Primary education covers classes upto 5th and children normally in the age group of 5+ to 11 years. Block Education Officer is the controlling officer at the block level. District Primary Education Officer is the controlling authority at district level. Director Primary Education controls at the State level. The Government has issued a notification No. 1/225/2000 Edu.-IV(1) dated 30th March, 2001 transferring the control of Primary Education to Panchayati Raj Institutions and Urban Area Committees.

Secondary Education covers classes 6th to 12th. District Education Officer is the supervisory officer at the district level. Director Secondary Education is controlling authority for upper primary, secondary and senior secondary education at the State level.

The following categories of schools exist in the State:

- a. Primary schools with classes 1st to 5th (some schools have nursery classes also attached with them).
- b. Middle schools with classes 6th to 8th
- c. High schools with classes 6th to 10th
- d. Senior Secondary schools with classes 6th to 12th.

Haryana Prathmik Shiksha Pariyojna Parishad which is a registered society, is the implementing agency for Sarva Shiksha Abhiyan in the State. It has its Head Quarter at Chandigarh. The Parishad has:

- i. a General Council headed by Chief Minister of the State.
- ii. an Executive Committee headed by Chief Secretary of the State.

- iii. State Project Director as its Chief Executive Officer assisted by different officers at the State level.

District Implementation Units have been established at district level. District Education Officers are ex-officio District Project Coordinators.

Block Resource Centres have been set up to function as sub-district academic support centres at the block level. These are headed by Block Education Officers who are assisted by Assistant Block Resource Coordinators (ABRCs) and the supporting staff. The Assistant Block Resource Centre Coordinators are the supervisory and implementing officers for a cluster of 8 to 10 schools.

CHAPTER – III

PLANNING PROCESS

It is strived to ensure that plans are prepared at the grass root level in a truly participatory fashion at all levels beginning from the Village Education Committees(VECs). PRIs, Parents, Teachers, ABRCs, BRCCs, Lecturers DIETs and other officers in the district have been fully involved.

The District Level Education Committees (DLECs) have formulated the district plan after initial exercise at the village, block and district levels. Composition of these committees reflects our focus on not keeping SSA as an enclave project but rather as an additional medium to achieve synergic convergence of services of various departments of the State government and Panchayati Raj Institutions.

Micro Planning exercises and preparation of institutional Plans were also undertaken. Statistical information available from EMIS, micro planning exercises and other sources was fully utilized. It has been ensured that plans are realistic, reflecting “What, Why and How” of each activity.

Other features of the planning process in the State during the year were:

- Constitution of Planning Teams at village, cluster, block and district levels to identify local specific needs for incorporating in the Annual Plan.
- Workshops for the District Level Teams at the State level on 28-02-2004, 17-03-2004 and 15-04-2004. In the workshop on 28-02-2004, the District Planning Teams were provided with guidelines by the incharge components at the State Head Quarter, SCERT and DIET people.
- Meetings of the Planning Teams with the teachers, VECs, PTAs and other members of the society to find out the local level problems and their possible solutions so

that all the children in the age group 6-14 years are enrolled and retained in schools.

- Preparation of Village Level Education Plans.
- Consideration of Village Level Educational Plans at the cluster level.
- Consideration of Cluster Level Plans at the block level by the Block level Planning Teams before putting it up to Block Level Education Committees (BLECs).
- Discussion of the Block Level Plans by the district level planning teams and formulation of budget proposals.
- Finalisation of the plans by the District Level Education Committees (DLECs).
- Finalisation of the plans at the State Level.

CHAPTER – IV

MAJOR ACHIEVEMENTS/ACTIVITIES (2003-04)

Major achievements during 2003-04 can be listed as under:

- i. Upgradation of 176 branch primary schools to full fledged primary schools and creation of two posts of teachers in each of these schools. In total 352 posts of teachers were created for these schools.
- ii. Continuation of 166 posts of primary school teacher created during 2002-03.
- iii. Upgradation of 105 primary schools to middle level. Two posts of teachers were got sanctioned for each of these schools. Thus 210 posts of upper primary school teachers were created for these schools.
- iv. Continuation of 252 posts of upper primary school teachers created in the year 2002-03 for the upgraded 126 upper primary schools.
- v. Distribution of maintenance and repair grant of Rs. 5,000 per school, school grant of Rs. 2,000 per school and teacher grant of Rs. 500.00 per teacher. An amount of Rs. 1126.07 was utilized out of the sanctioned amount of Rs 1214.89
- vi. Progress in respect of civil works is as under :

S.no	Name of component	<i>Physical position as per approved AWP 2002-2003 & 2003-04</i>			
		Target	Comp.	In progress	Not started
1.	Buildings for schools without building (Primary)	107	22	75	10
2.	Buildings for schools without buildings (Upper Primary.)	43	2	33	8
3.	Block Resource Centres	46	47	11	1
4.	Cluster Resource Centres	101	65	23	13
5.	New school buildings (Primary)	124	46	94	4

6.	New school building (Upper Primary)	211	29	136	46
7.	New class rooms (Primary)	10283	131	979	16
8.	New class rooms (Upper Primary)	256	53	202	1
9.	Toilets	28922	1577	918	401
10.	Drinking water facilities	15955	906	453	266

- vii. 100 bachpan shalas - 20 each in the districts of Sirsa, Fatehabad, Karnal, Panipatt and Faridabad established under school readiness programme.
- viii. Anganwari Centres strengtthened with the supply of educational kits and play way material.
- ix. 171 upper primary schools-- 9 in each district provided with computers, printers etc. under computer education. CDs of lessons also supplied to the schools for computer aided instruction.
- x. Transportation by way of bicycles for the girls getting admissior. in class 6th in the villages other than theirs, provided there are no government middle level educational facilities in the village of their residence.
- xi. Remedial coaching classes for girls/SC children.
- xii. Talent Search for girls/SC children.
- xiii. Incentives to girls/SC children in form of woolen clothes and educational tours.
- xiv. 28548 disabled children identified and enrolled in schools. All the children medically assessed. Aids and appliances provided to the needy children as per assessment.
- xv. Awareness and sensitization programmes organized under IED for community members; and class room teachers.
- xvi. 13 day teachers training programmes organized for 58,000 teachers teaching classes 1st to 8th in Government schools.
- xvii. Curriculum and textbooks for class V reviewed and revised.
- xviii. Free textbooks distributed among girls/SC children benefiting more than 11 lac children.
- xix. A 20 minute film on Sarva Shiksha Abhiyan made and shown at various functions, training programmes and meetings.

- xx. Hoardings and bus panels put up for awareness generation and mobilization.
- xxi. Orientation of 438 Master Trainers for organizing training of VEC members organized in 14 districts. Training of VEC members completed in 10 districts benefiting 4000 VEC members.
- xxii. NGOs have been involved in establishing Alternate Innovative Education (AIE) centres for the out of school children. 25 such centres have started functioning in the Mewat area of Gurgaon district. Agreements with other NGOs have been finalized and more centres will start functioning soon.

Research & Evaluation

The following research/evaluative studies have been undertaken in the year 2003-04.

S.no	Name of the agency	Name of the study
1.	Institute for Development & Communication (IDC), Chandigarh	Critical analysis of dwindling enrollment in Government Primary Schools of rural Haryana.
2.	SIEMT, Bhiwani	Study on the participation of VECs in the schools.
3.	SIEMT Bhiwani	Utilisation of school grant.
4.	SIEMT Bhiwani	Utilisation of teacher grant
5.	DIET Mahendergarh	COHART study to estimate completion rate in upper primary classes

NPEGEL

The activities under NPEGEL are reckoned as below:

- i. Establishment of Gender Units at State and District levels.
- ii. Appointment of State Gender Coordinator.
- iii. Constitution of SRGs and DRGs.

- iv. Starting of Civil Works in 38 Cluster Model Schools.
- v. Awareness Programmes for the Community – organising Dadi Maa and Nani Maa Melas.
- vi. Awards to Teachers/ Best Schools showing good performance in enrolment of girls.
- vii. Remedial teaching classes.

CHAPTER - V

MAJOR ISSUES

As already pointed out, meetings with community members, parents, teachers and social workers were held at different levels to spell out the issues which need to be tackled for achieving the objectives of Sarva Shiksha Abhiyan. The following issues emerged during the discussions:

- i. A pre-requisite for the attainment of U.E.E. is the participation of all children through formal or alternative and through Government or private mode of education. Therefore, matching the demand and supply of educational facilities is a continuous process.
- ii. The availability of schooling facility even within the habitation does not offer any guarantee that all the children in the eligible age group attend schools due to various individual constraints.
- iii. It is also necessary to recognize that any type of school would not do, if the real education is to be imparted. The quality of infrastructure in formal or alternative system of education is as important as their availability. All schools should have more or less similar quality of infrastructure whether in rural or in urban areas and should be provided with similar quality of teachers and other resource inputs without any discrimination.
- iv. A level playing field in terms of facilities and resource inputs for elementary schools is vital for achieving the objectives of quantity and quality.
- v. Though there is much awareness about education among the community, yet there are many social groups which need special focus. These disadvantaged groups have been left behind and special efforts/interventions/strategies are required for bringing them into the school ambit. These groups have been identified as girls, children with special needs (CWSN), children belonging to scheduled castes, minorities, children of migrant labour and other weaker sections of the society.

Major reasons for their being disadvantaged which came to fore include misplaced priorities, religious taboos,

- social and economic conditions, early marriage in case of girls and inaccessibility of schooling facilities.
- vi. Active participation of the stake holders in each and every activity related to education of the child is necessary. It should not remain only as a paper work but become a reality with the purpose. The VECs, PTAs/MTAs should have their positive involvement and constructive contribution in the day to day activities of the schooling. This would have a natural check leading to improvement in the school environment and effective administration.
 - vii. It was also emerged through discussions that monitoring and supervision cannot be over-emphasized. A proper plan for annual inspections and surprise checks of the working in schools by competent authorities is a must.
 - viii. A management system needs to be established that generates adequate information for project implementation and also for project planning and monitoring. A strong M & E framework contributes immensely to measuring the progress and timely identification of issues requiring special attention of the project managers at school, cluster, block, district and state levels.
 - ix. There is a need on research and innovation in every field and the funds available under this head should be fruitfully utilized for taking the diagnostic measures.
 - x. Classroom processes remain the focus areas for improving the quality of education. These processes if carried out in a participatory manner can lead to enrichment of learning environment and teacher empowerment. Experimentation in this regard is the need.

CHAPTER – VI

PROPOSALS

Keeping in view the issues that emerged during discussions at school, cluster, block, district and State level, the following proposals have been included in the AWP&B for the year 2004-05 :-

Access

- i. Continuance of 166 posts of primary school teachers created during 2002-03.
- ii. Continuance of 252 posts of primary school teachers created during 2003-04.
- iii. Continuance of 270 posts of upper primary school teachers created during 2002-03
- iv. Continuance of 210 posts of upper primary school teachers created during 2003-04.
- v. Upgradation of branch primary schools to full fledged primary schools for making the primary schooling facilities available within walking distance of the child.
- vi. Upgradation of primary schools to middle level for increasing access at upper primary level. This proposal will help in providing educational facilities within easy reach of the children and reduce the drop out after primary schooling. It needs mention that many children drop out after completing primary schooling due to non-availability of upper primary schooling facility in their villages.
- vii. Construction of new buildings for the primary schools which have no buildings of their own. The cost of the building has been revised to Rs. 3.10 lacs due to rise in cost.
- viii. Construction of new buildings for the buildingless upper primary schools at a cost of Rs. 5.00 lacs for each building.
- ix. Adding of new class rooms in primary/upper primary schools to provide accommodation to all children reading in class 1st to 8th. A new class room would cost Rs. 1.70 lacs.
- x. Provision of safe drinking water facilities.
- xi. Provision of toilets as per needs.

Utilisation of Grants

- a. Maintenance & repair grant as per norms.
- b. School grant.
- c. Teacher grant.

Free text books

- a. For children at primary level
- b. For children at upper primary level

Teaching Learning Equipment

- a. For newly upgraded primary schools
- b. Newly upgraded middle schools.

Teachers Training

20 day in-service teacher training will be a vital part of the programme for Quality Education. These programmes are important from several angles. Apart from refreshing and updating the teachers in the content part of their subjects, such courses have motivational and general awareness aspects which keep the teachers in mainstream and duly charged.

Training courses are planned to be conducted in two modes:

- (a) Long spell courses for 14 -15 days during vacations-
Summer and Winter,
 - i. Seven days training during summer vacation in the months of May & June.
 - ii. Seven days training during winter vacations in December, 2004-January, 2005.
- (b) School Based Training (SBT)- one day courses, for 5-6 days, planned and executed by the ABRCs on alternate Saturdays at Cluster/Sub Block level round the year.

Objectives

1. To orient the teachers in the goal, philosophy and strategy of SSA and raise their motivation level.

2. Enable them to work in close collaboration with parents, the community and VECs/PTAs/MTAs.
3. Sensitise them to the need to pay special attention to education of girls, SC/ST, Children with Special Needs (CWSN), migrant children, and other disadvantaged groups.
4. Improve their knowledge of curricular areas which they are required to teach.
5. Improve their skills to teach curricular areas in a more interesting, activity-based, joyful and effective manner, using suitable teaching aids, and to deal competently with the "more difficult topics."
6. Improve their skills of evaluation, and of identifying and helping slow learners.
7. Expose them to new ideas, techniques, teaching aids, technology (especially ICT), schemes, etc., and
8. Through all the above, help teachers in achieving universal attainment of essential levels by students.

Identification of Training Needs - - Content determination

Training needs of the teachers have been identified through interactive meets and dialogue with the class room teachers. The identified training needs were finalized in the meetings of State Resource Group.

It may be added that training modules are prepared/developed on the basis of the identified training needs.

Content of Training

For teachers training at **primary level** (JBTs/D.Eds.), the emphasis will be on.

- a. General Awareness Topics, the Role and Expectations of a Teacher Development, Gender sensitization, needs of the disabled children, barrier free education, strategies for enrollment and retention, procurement and use of TLE, SSA Sensitisation, Teaching Learning Strategies, Child Educational Psychology, Methodologies, Quality Education, Transaction of Department of Education/HPSPP Class-V English Book.
- b. Situation specific Hard Spot Courses in Maths & Science.

Without prejudice to provision for adjustment/change, for Teachers Training at **Upper Primary Level** (Trained graduates) the emphasis will be on.

- a. Transaction of NCERT class-VII books as far as possible in all the subjects.
- b. Situation-specific Hard Spot Courses in Maths & Science.

Post Training Studies

A "Self Appraisal, Teacher Training Needs, Observations and Remarks" Register is maintained at all the Training Centres inviting teachers, MTS, Observers and VEC members to record their impressions, observations and suggestions. These observations made in these Self Appraisal Registers are studied carefully and the suggestions thus emerging are incorporated in the succeeding teacher training programme for continuous improvement in such courses .

Thus Training Needs Studies are carried out almost round the year and not just in one particular month.

Training Methodology

Training is intended to promote participatory process. It includes such devices as group discussion, group work , individual assignments, debates, Quizzes, interactive visits to the fields, Audio -visual media, TLM, demonstration etc. etc.

Evaluation of Training

Continuous evaluation process is followed throughout the course. The day starts with recapitulation exercise. Tests, before and after the training course are conducted to ascertain the level of trainee teachers and efficacy of the training module. The training is monitored by Experts and Teacher Educators and teams from the SPIU, DPIU, BRCs, DIETs, SCERT, Teacher Education Colleges and Education Departments of the Universities .

Besides the face-to-face training programmes, it is proposed to provide the teachers with a forum where they could give vent to their difficulties, problems and share their experience for the purpose of mutual benefits. This forum will be in the form of a bi-monthly/quarterly newsletter. It will contain success and failure stories, articles on topics which provide material to think over. The area of articles and contents will be related to each and every component or aspect of elementary education. The education of the focus groups will be given due emphasis.

Community Training

The following are to be taken up :

- a. Orientation of Master Trainers for VEC trainings.
- b. Training of atleast 4 members of each Village Education Committee (VEC) to equip them to play their role effectively in school affairs. The training would focus on the roles and responsibilities of VEC members and their participation in the activities like enrollment drives, checking dropouts and improving the school campus.
- c. Awareness generation programmes.

Integrated Education for Disabled

Following action points are proposed :-

- i) Survey for identification of CWSN in the age group of 6 -14 years, their status regarding whether in schools or out of schools, family background, reasons for not attending schools (If out of schools)etc. The survey is being carried out with the involvement of community members.
- ii) Motivating the parents of Disabled Children to send their wards to schools/ IED Model School/ IEDC Centres/ AIE Centres. Parents of children with disability will be given, counseling and training on how to bring them up, teach them basic survival skills and develop their positive self-concept. Some information booklets will be developed for the parents of disabled children on the need to educate these children
- iii) Organizing Medical Camps at all Primary Health Centres for medical assessment of these children and their needs.

These medical camps would help in identifying the actual requirement of each child in respect of aids and appliances. Special stress will be given to be needs of the mentally Retarded and learning disabled children. Proper IQ and EQ testing would also be made. If need be, medical camps for mentally retarded and learning disabled children would be organized separately. This would be done by a team comprising a Clinical Psychologists, Special Educators, Doctors, preferably trained by RCI and other specialists.

- iv) Providing aids and appliances to the children as per their needs .
- v) Awareness generation programme for the community members, including development of print material, media activities etc.
- vi) Under inclusive education one Govt. Model IED School is to be operationalised in every district and every block of the State.
- vii) Organizing special sports tournaments, competitions and quiz programmes for the children with special needs at block, district and State level.
- viii) Appointment of special educator at block level, establishment of the resource room at BRC level and coordination with IEDC scheme. The Resource Teachers under IEDC will provide great help.
- ix) Providing barrier free environment for CWSN.
- x) Vocational Training- Another form of resource supports for CWSN will be arranged. The district may also plan for vocational training of these children at IED Model School/ IEDC Centres and the BRC level. Vocational training could be provided depending on the nature of the disability and needs of every child.
- xi) Extra curriculum activities – the planning of Integrated Education for Disabled Children will include extra curricular activities like drawing and painting, music, dance, art and craft and indoor games.
- xii) Incentives – depending on the needs, a child integrated in regular schools, would be provided with all the necessary required supports which will be in form of books, stationery, transport allowances, equipment allowances. All these incentives would be provided to the identified CWSN in SSA through convergence with the IEDC scheme.

Innovative Activities

Computer Education

- i. 171 new schools are proposed to be brought under computer education. With this the number of schools covered under the scheme would come to 462. It is proposed to provide 3 computer systems, one printer and necessary furniture to each school.
- ii. **3 to 4 teachers of each school would be imparted training in computer aided instruction with collaboration of IGNOU and other agencies.**
- iii. VCDs on content based lessons are also proposed to be provided to each school covered under computer education programme.
- iv. Strengthening of monitoring system for this activity.

Education of the Girls

- i. **It has been observed that the girls drop out after primary schooling, if there are no upper primary level schooling facilities available in their villages. In view of this, a new programme of providing transportation facilities by way of bicycles has been started from last year. The programme will continue this year also. Under the programme a bicycle would be provided to each girl joining 6th class in a Government school located in a village other than the village of her residence, provided there is no Government Upper primary level educational facility available in her own village.**
- ii. Remedial coaching classes for the girls who are weak in their studies.
- iii. Awards to meritorious girls on the basis of Talent search Examination.
- iv. Excursions for the girls who top in Annual Examinations.
- v. Woolen sweaters for deserving girls.

Education of SC Children

- i. Remedial coaching classes for the SC children who are weak in their studies.

- ii. Awards to meritorious SC children on the basis of Talent search Examination.
- iii. Excursions for the SC children who top in Annual Examinations.
- iv. Woolen sweaters for deserving SC children.
- v. Awareness generation programme.

Early Childhood Care and Education

- i. Opening of Bachpanshalas under School Readiness Programme.
- ii. Medical check up of the children studying in Bachpanshalas.
- iii. Training of instructors for bachpanshalas.
- iv. Strengthening of Anganwari centres with additional inputs.

Mobilisation

A. Creating awareness about Sarva Shiksha Abhiyan (SSA) and mobilizing community for achieving the objectives of Universalisation of Education, effective communication strategies are proposed to be devised, such as .

- i. Media Mix by using all tools and media of communication.
- ii. Using and developing low cost media.
- iii. Repetitively :- reminding the community through constant use of message so that information is not missed at any level.
- iv. Being alive to specific local area wise needs.

Use of various Media

i. Print Media

- For enrolment drive simple, straight ads to get the children in schools will be given in various newspapers (widely circulated in the districts) and local newspapers.
- Continuously publishing activities in newspapers. Collecting feedback in the form of cuttings.
- Developing Posters/Brochures/Folders on various components like Girl's Education/IED/SSA etc.
- Inviting local journalists to cover success stories.

ii. Audio media

- Districts like Hisar, Rohtak, Kurukshetra and Panchkula would make maximum use of FM Radio Stations located in their districts, through.
- Radio spots/ads on SSA.
- Sponsor programmes - rural programme, agriculture Programme, Women Programme etc.
- Making series based programme on SSA (monthly/fortnightly) Radio Talk, Radio discussion, Radio Play may be given. Contacting Station Director/Programme Executive of Radio Stations.

iii. Audio-visual media

- Making maximum use of film 'एक नई सुबह' on SSA already distributed to district.
- Using of Regional Doordarshan Kendra Hisar through TV Spots. .

iv. Out door media

- Bus Panels on Girl Education/IED/VEC.
- Hoarding, wall writing (by school children)
- Holding Exhibitions/Melas (Children Mela, Maa-Beti Melas, Community Melas)
- Participation in Gita Jayanti festival at Kurukshetra, Suraj Kund Mela, Local Fairs.

v. Traditional Media

- Local Folk Media especially for VEC Mobilisation.
- VEC training programme may be supplemented by the use of Nukkad Nataks(prepared by school children preferably)
- For specific community messages folk medium can be used.

vi. Inter personnel communication

- Maintain constant and personal touch with community through ABRCs, BRCs, Teacher Groups in an inter-personnel way. This strategy can never be replaced by any media.

B. Incentives to Gram Panchayats

- i. Gram Panchayats that do laudable job in enrollment and retention of the children are to be encouraged with honour at district level as well as at State level.*

The top achiever Panchayat in each district is to be awarded a cash prize of Rs. 50,000.00 along with a Certificate of Merit. The best Panchayat in the State would be given a cash award of Rs. One lac alongwith a Certificate of Merit. The prize money is to be utilized for the improvement of school.

There is also a proposal to select a district that shows best results with regard to enrollment and retention of the children. The district achieving the highest percentage is to be given a motivation prize of Rs. one lac and a Certificate of Merit. The prize money will be utilised by the district for any activity leading to enrollment, retention and quality of education at elementary level.

- ii. The scheme formulated by GOI for providing community mobilization support of Rs. 50.00 for each child enrolled and another Rs.50.00 as monitoring and management support is also proposed to be implemented.*

EGS/AIE Centres

- The involvement of NGOs in running the A.S. Centres will be reviewed and new strategies will be made to make this movement a success.
- *The AIE centres to be established for out of school children will also function as study centres under Open Basic Education Programme to be run in the collaboration with National Institute of Open Schooling (NIOS), New Delhi. The DIETs in the districts would be the district level nodal agencies for the conduct of examination, certification and will serve as a link between NIOS and the study centres (AIE) centres.*

Text Book Development

- Curriculum Evaluation and Revision

- In conformity with the changing vision, needs and requirements of the State, the curriculum revision remains a continuous process. Curriculum for classes I-V was revised during the year 2002 and new Text Books based on the Revised Curriculum 2002 have been developed for class I-V.
- The process of revision and modernization of Textbooks is still on. It has been decided to adopt NCERT books for class VII w.e.f. the academic year 2004-05 and for class VIII w.e.f. the year 2005-06.
- The process of revision of curriculum for class VI has passed through several stages and is still on.
- This year Haryana Prathmik Shiksha Pariyojna Parishad has undertaken the development of Textbooks-manuscripts for Class-VI for the academic year 2005-2006.

Research & Evaluation

- i. Kurukshetra University, Kurukshetra has been assigned a project on mapping of elementary schools in Haryana with the following main objectives:
 - a. To find out the number of schools that need be opened in different geographical areas in the State to provide education to the children of desired age group.
 - b. To survey the geographical status of the existing primary and middle schools in the State.
 - c. To find out the number of students of the age group 6 -14 years in the different villages that are to attend a school for elementary education.
 - d. To find out the pockets in the district inhabited by a particular socially disadvantaged sections of society for whose children a school has to be provided under special conditions.
 - e. To find out the number of primary and middle schools that can be merged to achieve the objectives of optimal utilization of existing facilities.
- ii. Besides, a number of other research/evaluative studies would be undertaken by SCERT, SIEMT, DIETs and other agencies.

- iii. It has been felt that research has to be/ought to be conducted by the elementary school teachers so that actual problem could be identified and their workable solutions found for improving the quality of education.

Action research by the implementers in actual situations is proposed to be encouraged to enable researcher to be more effective. This would lead to improvement in practices.

It is proposed to cover 50 classroom teachers in each district for action research. As such about 950 action research studies are proposed to be undertaken which would focus on pedagogical classroom problems being faced by the teachers.

NPEGEL

On the basis of the revised guidelines issued by the GOI, 27 educationally backward blocks have been identified in 10 districts. Previously 38 CD blocks were identified on the basis of 1991 census.

It may be mentioned that State is not covered under the Mahila Samakhya Programme.

Plan proposals include

- i. Mobilising and building community support for girls education.
- ii. Sensitisation training of teachers and education administrators.
- iii. Construction of additional class rooms for Cluster Model Schools and equipping it with essential infrastructure.
- iv. Hiring of instructors for vocational training and skills.
- v. Engagement of part time instructors for additional specific subjects.
- vi. Awards to schools/teachers at cluster level on the basis of achievement in enrollment, retention and learning outcomes of girls students.
- vii. Starting of flexible schooling for the girls who for various reasons, are unable to join formal schools. Collaboration

with National Institute of Open Schooling (NIOS), New Delhi.

- viii. Providing additional incentives like stationery, workbooks, uniforms etc. from the savings under free textbooks.
- ix. Appointment of Gender Coordinators at district levels, identification of coordinators for blocks and clusters.
- x. Establishment of core groups in clusters.
- xi. Quarterly meetings of State Resource Group and District Resource Groups.

Besides the above activities, proposals also include the completion of the works which were started in the blocks which have been left out under revised guidelines. Funds for construction of additional classrooms in these blocks have been asked as spill over.

State Project Implementation Unit

As already stated State Project Implementation Unit is headed by State Project Director who is assisted by various functionaries.

It is estimated that an amount of Rs. 110.00 lacs would be required for management of State Project Implementation Unit. The details are available at **Annexure - I**.

ANNEXURE - I

A. PROJECTED EXPENDITURE ON ACCOUNT OF SALARIES FOR THE YEAR 2004-05

S.No.	Designation	Posts in position	Salary projected
1.	Deputy Director	3	540000
2.	Assistant Director / Senior Specialist	3	655920
3.	Project Officer	1	156000
4.	Gender Coordinator	1	168000
5.	Junior Project Specialist	3	252000
6.	Chief Accounts Officer	1	240060
7.	Finance Officer / Internal Audit Officer	1	132000
8.	Section Officer	2	229200
9.	Accountant	2	132000
10.	Executive Engineer	1	240060
11.	Senior Accounts Clerk	1	60000
12.	Administrative Officer	1	156000
13.	Deputy Superintendent	2	152400
14.	Clerk	8	408000
15.	Junior Scale Stenographer	3	180000
16.	Communication & Documentation Officer	1	216000
17.	Computer Programmer	1	96000
18.	Data Entry Operator	3	216000
19.	Legal Expert	1	132000
20.	Procurement Officer	1	176400
21.	Head Draftsman	1	69000
22.	Machineman	1	45000
23.	Driver	5	57000
24.	Daftri	1	45000
25.	Class-IV	14	604800
26.	Night Watchman	1	43200
27.	Sweeper	1	43200
28.	Tracer	1	51000
	Total	65	5496240

**B. PROJECTED EXPENDITURE UNDER VARIOUS HEADS
FOR THE YEAR 2004-05**

1.	Leave salary & pension cont.	353760
2.	Local Consultancy	500000
3.	TA/DA	250000
4.	Advertisement	300000
5.	Telephone	250000
6.	Printing & Stationery	350000
7.	Office expenses	350000
8.	Repair to equipment	200000
9.	Vehicle hiring	850000
10.	Repair to vehicles	250000
11.	Postage & telegram	200000
12.	Rent, rates & taxes	1000000
13.	Electricity & water	150000
14.	Miscellaneous expenses	500000
	Total	5503760
	Grand Total (A+B)	11000000

CHAPTER - VII

DETAILS OF PLANS

S.no	District	Amount (Rs. in Lacs)
1.	Ambala	750.86
2.	Bhiwani	1873.93
3.	Faridabad	1957.12
4.	Fatehabad	937.16
5.	Gurgaon	1590.19
6.	Hisar	1364.82
7.	Jhajjar	721.47
8.	Jind	1145.56
9.	Kaithal	855.61
10.	Karnal	1457.05
11.	Kurukshetra	1523.27
12.	Mohindergarh	1012.13
13.	Panchkula	494.37
14.	Panipat	589.40
15.	Rewari	730.60
16.	Rohtak	668.59
17.	Sirsa	1053.70
18.	Sonepat	873.30
19.	Yamuna Nagar	1601.68
20.	SPIU	110.00
	Total	21310.81

BUDGET ESTIMATES UNDER S.S.A FOR THE YEAR 2004-2005

S.no	Activity Description	State		
		Unit Cost	Phy.	Fin.
1	Teachers Salary			
	New Primary Schools		257	0
	New Upper Primary Schools		404	0
	Teachers (New P.S.)	1.008	514	518.112
	Teachers (Sanctioned during 2002-2003 (P.S)	1.008	166	167.328
	Teachers (Sanctioned during 2003-2004 (P.S)	1.008	352	354.816
	Teachers (New U.P.S)	1.20	808	969.6
	Teachers (Sanctioned during 2002-2003 (U.P.S)	1.20	252	302.4
	Teachers (Sanctioned during 2003-2004 (U.P.S)	1.20	210	252
	Additional teachers for P.S.	1.008	632	637.056
	Additional teachers for U.P.S for the schools	1.20	81	97.2
	Additional teachers for U.P.S for the schools	1.20	99	118.8
	Additional teachers for U.P.S for increased	1.20	699	838.8
	Total			4256.112
2	Free text books			
	Free text books for girl students—Primary (1 st to 5 th)	0.0015	1011944	1517.916
	Free text books for girl students – Upper Primary (6 th to 8 th)	0.0015	489827	734.7405
	Total			2252.6565
3	Civil Works			
	Construction of BRCs	6.00	11	66
	Construction of CRCs	2.00	301	602
	Maintenance of DPIU		2	0
	Construction of New P.S.	3.10	70	217
	Construction of New U.P.S	5.00	124	620
	Construction of new buildings for buildingless	3.10	106	328.6
	Construction of new buildings for buildingless	5.00	28	140
	Construction of new class rooms (Primary)	1.70	1472	2502.4
	Construction of new class rooms (Upper Primary)	1.70	837	1422.9
	Electricity – Primary	0.05	400	20
	Electricity – Upper Primary	0.05	20	1
	Toilets	0.20	918	183.6
	Drinking water	0.15	926	138.9
	Boundary Walls	2.00		75.9
	Total			6318.30
4	Maintenance & Repair Grant			
	Primary Schools	0.05	9410	470.5
	Upper Primary Schools	0.05	3591	179.55
	Total			650.05
5	TLE (PS)	0.10	257	25.7
	Total			25.70

CHAPTER - VII

DETAILS OF PLANS

S.no	District	Amount (Rs. in Lacs)
1.	Ambala	750.86
2.	Bhiwani	1873.93
3.	Faridabad	1957.12
4.	Fatehabad	937.16
5.	Gurgaon	1590.19
6.	Hisar	1364.82
7.	Jhajjar	721.47
8.	Jind	1145.56
9.	Kaithal	855.61
10.	Karnal	1457.05
11.	Kurukshetra	1523.27
12.	Mohindergarh	1012.13
13.	Panchkula	494.37
14.	Panipat	589.40
15.	Rewari	730.60
16.	Rohtak	668.59
17.	Sirsa	1053.70
18.	Sonepat	873.30
19.	Yamuna Nagar	1601.68
20.	SPIU	110.00
	Total	21310.81

BUDGET ESTIMATES UNDER S.S.A FOR THE YEAR 2004-2005

S.no	Activity Description	State		
		Unit Cost	Phy.	Fin.
i	Teachers Salary			
	New Primary Schools		257	0
	New Upper Primary Schools		404	0
	Teachers (New P.S.)	1.008	514	518.112
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	Total			2252.6565
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	Construction of BRCs	6.00	11	66
	Construction of CRCs	2.00	301	602
	Maintenance of DPIU		2	0
	Construction of New P.S.	3.10	70	217
	Construction of New U.P.S	5.00	124	620
	Construction of new buildings for buildingless	3.10	106	328.6
	Construction of new buildings for buildingless	5.00	28	140
	Construction of new class rooms (Primary)	1.70	1472	2502.4
	Construction of new class rooms (Upper Primary)	1.70	837	1422.9
	Electricity - Primary	0.05	400	20
	Electricity - Upper Primary	0.05	20	1
	Toilets	0.20	918	183.6
	Drinking water	0.15	926	138.9
	Boundary Walls	2.00		75.9
	Total			6318.30
4	Maintenance & Repair Grant			
	Primary Schools	0.05	9410	470.5
	Upper Primary Schools	0.05	2591	179.55
	Total			650.05
5	TLE (PS)	0.10	257	25.7
	Total			25.70

S.no	Activity Description	State		
		Unit Cost	Phy.	Fin.
6	TLE (U.P.S)			
	TLE (New UPS)	0.50	404	202
	TLE (existing UPS)	0.00	23	
	Total			202.00
7	School Grant			
	School Grant (PS)	0.02	9027	180.54
	School Grant (UPS)	0.02	4557	91.14
	Total			271.68
8	Teachers Grant			
	Teacher grant (PS)	0.005	40190	200.95
	Teacher grant (UPS)	0.005	37701	188.505
	Total			389.455
9	Teachers Training			
	<i>Teachers Training (PS)</i>			
	Training of teachers –primary –20 days	0.014	39913	558.782
	Training for new primary teachers – 20 days	0.014	342	4.788
	<i>Teachers Training (UPS)</i>			
	Training of teachers –Upper Primary –20 days	0.014	37020	518.28
	Training for new Upper Primary teachers – 20 days	0.014	596	8.344
	Total			1090.194
10	Community Training			
	VEC Training	0.0003	67365	20.2095
	Total			20.2095
11	Integrated Education for Disabled Children	0.012	28065	336.78
	Total			336.78
12	Research, Evaluation, Supervision and Monitoring	0.014	12837	179.718
	Total			179.718
13	Management Cost	1		1156.87
14	Innovative Activities			
	Computer Education	15	19	282.215
	Education for girls	15	19	278.443
	Education of SC/ST	10	19	196.113
	ECCE	10	19	189.217
	Total			945.988
15	BRC			
	Salary of BRC	Ex-officio		
	Furniture	1.00	23	23
	Contingency	0.125	120	15
	Meetings, travel allowance	0.06	120	7.2
	TLM Grant	0.05	120	6
	Other		24	31.19
	Total			82.39

S.no	Activity Description	State		
		Unit Cost	Phy.	Fin.
16	CRC			
	Salary of ABRC/CRC	1.44	1202	1730.88
	Furniture	0.10000	646	64.6
	Contingency	0.025	1220	30.5
	Meetings, travel allowance	0.024	1220	29.28
	TLM Grant	0.01	1220	12.2
	Other	0.5	43	21.5
	Total			1888.96
17	EGS/AIE			
	Primary	0.21115	1529	333.61485
	Upper Primary	0.012 per child	4414	88.55
	Total			422.16485
	NPEGEL			821.58
	Grand Total			21310.81
18	Not covered under the norms			