

**DISTRICT ELEMENTARY
EDUCATION PROGRAMME**

(DEEP)

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

SARVA SHIKSHA ABHIYANA

SSA

PERSPECTIVE PLAN

2002-2010

&

Annual Work Plan & Budget

2002-2003

District-Karnal (Haryana)

INDEX

S.no	Chapter	Page No.
1.	Planning Team	1
2.	Introduction	2
3.	State Profile	4
4.	Policy issues regarding Upper Primary Education in Haryana	9
5.	Implementation strategies	13
6.	District profile	17
7.	Planning process	21
8.	Sarva Shiksha Abhiyan	50
9.	Quality in Education	51 – 54
10.	Introduction of Information Technology under SSA in Haryana	55-56
11.	Interventions and their definitions	57-67
12.	Budget Provisions 2002-2010	70-84
13.	Annual work Plan & Budget 2002 – 2003 (Summary & Interventions)	85-99
14	Requirement list	
	Middle schools	100-106
	Toilets	107-109
	Rooms	110-112
	Boundary walls	113-114
	Water facilities	115
15.	List of CRCs	116-138
16.	Appendix (Details of participatory meetings HHS)	139-149

TABLES

S.no	Chapter	Page No.
1.	Number of Government schools (CD block wise)	22
2.	District at a glance HHS (all children and SC children)	23
3.	District at a glance HHS (all girls and SC girls)	24
4.	Report of household survey (NER - blockwise & District)	28-32
5.	Report of household survey (NER -Dropout & RR blocks & district)	35-39
6.	Report of household survey (Government & Non-Government Enrolment)	40-44
7.	Teacher position in primary ICDs blockwise	48
8.	Below poverty line Existing incentive schemes	49
9.	Yearwise budget (Ceiling of Project cost)	69
10.	Summary of project cost	71
	ASIE	72
	BRC	73
	CRC	74
	Civil work	75
	DIET	76 - 77
	DPIU	78
	ECE	79
	EFE	80-81
	EMIS	82
	IED	83
	MMWE	84
11.	Summary & AWP&B	85-99

GRAPHS & FIGURES

S.no	Chapter	Page No.
1.	Population Enrolment & out of school	25
2.	District NER, RR and out of school (SC vs all) primary age group	26
3.	District NER, RR and out of school (SC vs all) upper primary age group	27
4.	Block wise population, enrolment and out of school primary age group	33
5.	Block wise population, enrolment and out of school upper primary age group	34
6.	District Enrolment Government & Non-government schools (all children)	45
7.	District Enrolment Government & Non-government schools (SC children)	46
8.	District Enrolment Government & Non-government schools (All girls)	47
9.	Total budget (Management & Civil Works)	68

PLANNING TEAM

The following officials and individuals acted as the members of District core Planning Team for perspective plan of District Elementary Education Programme under SARVA SHIKSHA ABHIYAN in District KARNAL.

- 1. Sh. Rakesh Gupta, I.A.S. (A.D.C)
Chairman of S.S.A. Karnal.**
- 2. Smt. Raj Arora, D.P.E.O. Karnal
District Project Co-ordinator**
- 3. Sh. Hawa Singh, Lecturer
DIET, Shahpur (Karnal)
Member of Distt. Core Team**
- 4. Sh. Prem Parkash Arya, Head Teacher
Govt. Primary School, Uchana
Member Distt.Core Team**
- 5. Sh. Om Parakash Verma, Head Teacher
G.P.S. Ganjogarhi, (Karnal)
Member of Distt. Core Team**
- 6. Sh. Gian Chand, Teacher
G.P.S. Dholgarh, (Karnal)
Member of Distt. Core Team**

Note : - Special compliments to Sh. Hansraj for their exclusive co-operation in the plan formulation, tabulation and computerization.

Introduction

Education is a social process for social well being. It is directly related to development of personality of an individual. Education originates from the society, acts through the society and is meant for healthy existence and harmony of the society. It is meant for every individual of the society as it touches and works for attainment of objectives of social, moral, cultural, mental and physical development of each and every individual. Quality of education and educational system is directly reflected in the quality of citizens a country has. Education is a purposeful activity for refinement of cognitive, conative and affective behaviour of the individual, and consequently it yields better, progressive and healthy dynamic society. It enables us to understand ourself and our environment. So it is very helpful in adjustment of individual in the existing society. It enriches the individual with knowledge, skills, competencies, capabilities. Ultimately we can conclude that education is a process that makes human being a real human being.

Education is a life long process which goes from womb to tomb. It may be formal or informal but both these are complementary to each other. Each one subsists the other. It is the amalgamation of both these kinds that can achieve educational objectives and decides the future behaviour and personality of the individual. As formal schooling is a planned activity based on the experiences of society till date, so it plays a crucial role in the enrichment and development of individual and society. Further more, education is a useful and noble activity for a cause so no sincere nation or society can bear that even a single individual goes without education. So every child should be provided with quality education in its own right.

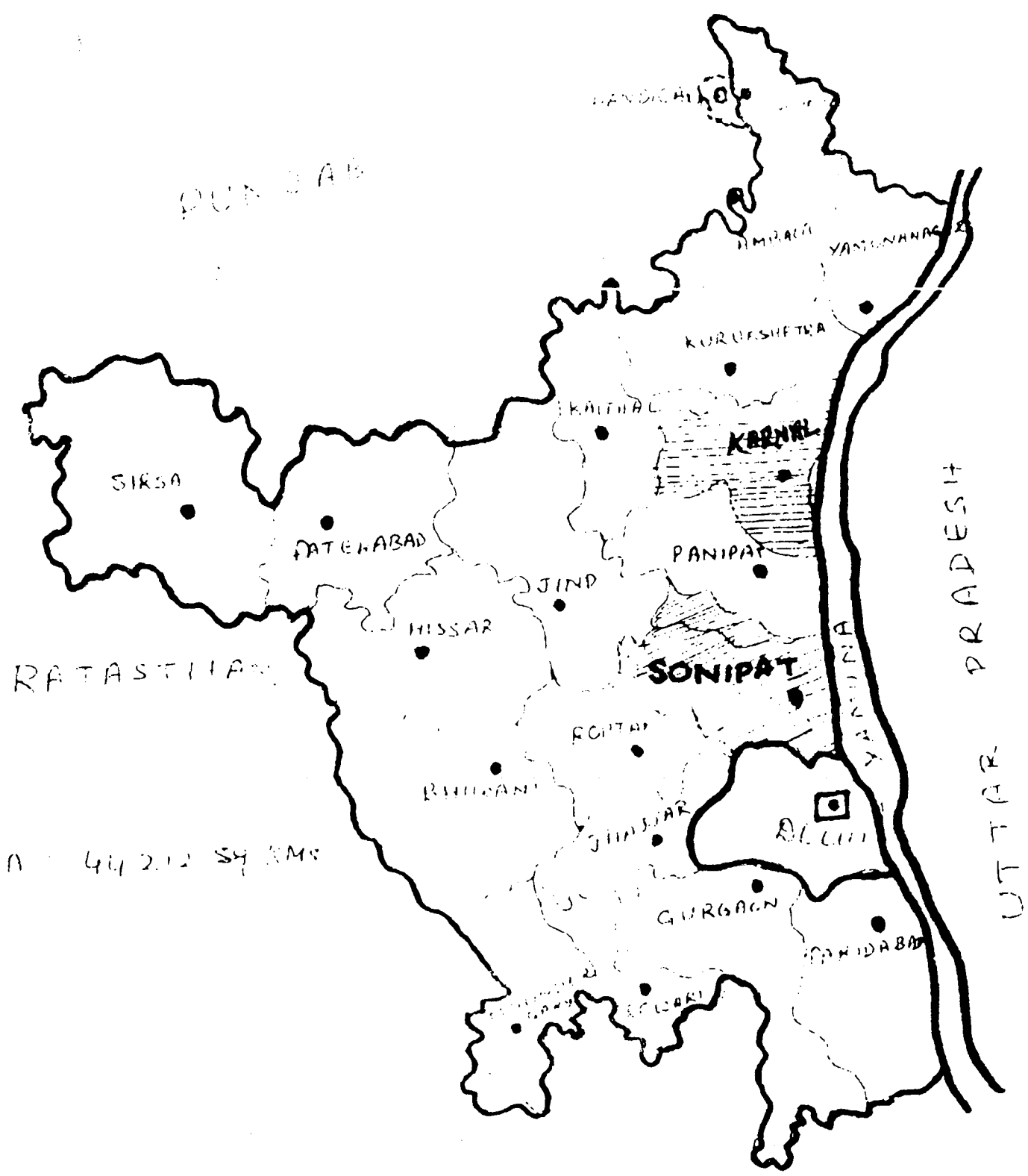
Sarva Shiksha Abhiyan provides ample opportunities and scope for expansion of educational facilities with a basic thrust on quality that too in the ownership of community. Various hardships and hardspots have been realized during the process of planning and respective provisions their of have been incorporated in this revised perspective plan of SSA for the Karnal District. Reflections of the same can be found in the plan with ample budgetary provisions for the these activities.

As no work in itself can be called as complete and some aspects may go unnoticed, therefore, we. The planners, expect the recommendations, suggestions and criticisms by every concerned person. These will be of immense help to us while formulating the subsequential annual work plans for the coming years. These will provide us further energy and direction in the subsequent years. One more thing that we can not help expressing is that *words, written and spoken, however good they may be, carry no meaning unless they are given t he practical shape.* So the ultimate responsibility lies on the implementing agency, which can create best out of a normal plan. We, ultimately, hope that every intervention or activity proposed in this plan will be effectively utilized for this great and nobel cause for our future generation.

**Core Planning Team
District Karnal
(Haryana)**

STATE PROFILE

HARYANA



HARYANA

HISTORY

The present state of Haryana came into existence on Nov. 1, 1966 in pursuance of the reorganisation of the state of Punjab Act. Previously it was the part of Punjab State. However the Haryana region has such has been famous as the land of opulence from ancient times. Haryana has a rich tradition of heroic struggle by its people against heavy odds. The famous battle of Mahabharata and the three battles of Panipat were fought on the soil of Haryana. Rigveda, the oldest of the four Veda's, contains several references to the places and rivers in Haryana region of the Saptasindhu. Rishi Ved Vyas wrote the Mahabharata in this region. Lord Krishna gave his eternal sermon of the Geeta to a wavering Arjuna before the battle of Mahabharat on the Haryana soil.

During the British period Haryana remained in a state of neglect because the people of this region had contributed their might into rebels fighting for the freedom of the country in the country's first war of independence in 1857.

Present state of Haryana, after coming into existence, tried hard to be prosperous and now it has become the contender of several other states. The younger state has now become the fastest growing state through the hard work of sturdy farmers and other people of Haryana.

Total population of the state, as per 2001 census, is 21,082, 989 spread all over the state with the density of 477 persons per square kilometre. Population of children of age group of 0-6 is 3,259,080 (15.46% of state population). Out of the total population of the state 14, 968,850 persons (71%) live in rural areas and 6,114,139 (29%) live in urban areas. Sex ratio in the state population is found to be 861 females per thousand males, which is lowest among states of India. The sex ratio is observed to be different for rural and urban areas (i.e. 867 in rural areas and 847 in urban areas. Similarly the sex ratio for the children of age group of 0-6 in the state is 824 in general and 824 and 809 for rural and urban areas respectively. This is second lowest in India, after Punjab. Haryana covers 44,212 square kilometres of area out of total 3,166,414 kilometres of area of country. State has been divided in four division, 19 districts and 67 tehsils. Total number of town and villages in the state is 106 and 6955 respectively.

GEOGRAPHICAL STRUCTURE (TOPOGRAPHY)

Haryana has an area of 44,212 square kilometre. It is situated between 27° 37' and 30° 35' North latitude and 74° 28' and 77° 36' longitude. It is surrounded by Uttar Pradesh in the east, Punjab on the west, a part of Himachal Pradesh in the north and Rajasthan on its south. Delhi, the capital of India, is surrounded on its three sides by Haryana. Haryana can be divided into its three natural regions named:

1. The Shivalic Hills area;
2. Doab of Ghaggar-Yamuna;
3. Dry area of Aravali Hills;

The mighty river Yamuna separates Haryana from Uttar Pradesh and forms a natural boundary between the two states. The other natural rivers are the Saraswati, the Ghaggar, the Markanda, the Sahibi and the Indora. These are seasonal rivers and flow in rainy season only.

CLIMATE

The climate of Haryana is extreme i.e. very hot in summer and very cold in winter. The maximum temperature in may or June goes as high as 49° C while in month of January it goes down as low as 2° C or even 0° C.

Except in parts of Ambala, Panchkula and Karnal the rain in Haryana is low in aerates. Maximum rainfall in the foothills areas is about 216 cm. In Southern parts, it varies between 25 cm to 38 cm.

The soil in Haryana is generally medium textured loamy sand is found in Dabwali (Sirsa), Hissar, Salhawas (Rohtak), Faridabad, Gurgaon, Sohna and Mohindragarh.

AGRICULTURE

Haryana is primarily the agricultural state. Nearly 80% of the population lives in villages and earn their livelihood through agriculture. Haryana contributes about 30 to 35 lacs tones of food grains to the central pool every year besides its own consumption. Haryana is second largest contributor to the central pool of foodgrains.

At present 27 lakhs hectores area is covered under high yielding varieties of Wheat, Rice, Maize and Bajra. The production of cotton and oil seeds has also witnessed a remarkable increase.

District wise distribution of crops is as follows :

1. Wheat : Hissar, Jind, Sirsa, Rohtak, Sonapat;
2. Rice : Karnal, Kaithal, Kurukshetra;
3. Gram : Hissar, Rohtak, Jhajjar, Mohindergarh;
4. Sugarcane : Sonapat, Rohtak, Panipat, Karnal;
5. Cotton : Sirsa, Hissar, Bhiwani, Jind;
6. Bajra : Mohindergarh, Bhiwani, Jind.

Besides above crops, great emphasis is now being laid on the cultivation of fruits and vegetables. The area under fruit trees during 1990-91 was 12640 hectares as compared to only 7865 hectares at the time of formation of Haryana in 1966. The area under vegetables has increased from 7600 hectares to 44000 hectares.

FOREST & PLANTATION

Haryana possesses a wide variety of flora. Only 3.3% of total area is under forest. In Morni hills, some area is being brought under forests. Under the programme of Greening of Haryana, plantation of 60,485 hectares has been done. The Morni forest were previously part of private property. These are now being used to develop the forest potential of the state. To open up the area, Forest Inspection Huts have been built. Road leading to Morni has been widened. An area of 359 hectares in Morni hills has been planted with Bhabbar grass to increase the supply of raw material for paper mills.

CATTLE

Haryana is known as the milk pail of India. it is world famous for its cattle wealth. Milk production has increased from 10.89 lacs metric tonnes in 1966 to 32.40 lack metric tonne in 1991. Murrah buffalos and Haryana cows are its world famous varieties.

Haryana has emerged as the entrepreneurs favourite choice with 10,641 small-scale and 461 large and medium sized industrial units. Major industrial products in the state are Tractors, Motor/cycles, Refrigerator, Cars and G.I. pipes. Faridabad, Gurgaon, Bahadurgarh and Sonapat are among important industrial centres of India. A significant development has taken place in industrial complexes of Sonapat, Rohtak, Bahadurgarh, Hissar, Jagadhari, Panipat and Ambala under Rural Industrial Development Scheme. 42,026 rural industries have been set up which are providing employment to 10,65,643 persons.

Haryana government's new industrial policy aims at strengthening industrial infrastructure and offering a number of incentives to promote the industries. This has resulted in checking the increasing unemployment and also in improving economy of the state.

EDUCATION

The new education policy of the state aims at job orientation. The state has introduced

Computer Education and English Language as subjects from class First, Vocational Education and Information Technology also have also been incorporated in Education system.

In the field of education, universalization of elementary education (UEE) is also being taken into account. Primary, Middle and High school facility is being provided with in a radius of 1.31 kms. 1.98 kms and 2.49 kms respectively. This speaks volumes of the efforts made by the state government in field of education.

The literacy rate in Haryana has increase from 43.85% in 1981 to 68.59% in 2001. To boost the female education, Haryana Govt. is imparting free education to girls up to graduation level. To improve the enrolment of scheduled caste, students, many incentive schemes, such as free books, free uniforms, attendance prize, stationary and scholarship, are being provided. To impart quality education among rural children various Navodaya Vidyalayas are running under the Ministry of Human Resource, Govt. of India. Gurgaon Tehsil of Gurgaon district ranks at the top of list of Literacy rate in the state. Rate of rural and urban literacy in the state are 63.82 and 79.89 percent respectively. Highest female literacy is being observed in district of Panchkula 68.98 percent and lowest rate of literacy is found in Fatehabad 46.40 percent. Highest male literacy of 89.04 percent found is in Rewari district. Lowest Male literacy is again noted in the Fatehabad district 68.71 percent.

THE NUMBER OF DIFFERENT EDUCATION INSTITUTIONS SERVING THE STATE IS AS FOLLOWS :

1. Primary Schools	:	8623 (Govt.)
2. Middle Schools	:	1399
3. High Schools	:	2022
4. Sen. Sec. Schools	:	1376
5. Colleges	:	168
6. Universities	:	4
7. Polytechnics	:	16
8. I.T.'s	:	39
9. Vocational Edu. Institutes	:	65
10. Medical Colleges	:	3
11. Ayurvedic College	:	4
12. Pharmacy Institutes	:	4

The present Haryana Govt. lays stress on decentralisation in developmental programs. In the field of education Panchayats are empowered to open new schools. The can also check attendance of teachers, Sanitations fascilities and maintenance of discipline in the educational institutes in their areas.

POLICY ISSUES REGARDING UPPER PRIMARY EDUCATION IN HARYANA

Haryana has decided to launch a comprehensive time framed education program of **SARVA SHIKSHA ABHIYAN** with collaboration of central Govt. As per the objectives of the program every child of 6-14 age group needs to be imparted a qualitative elementary education without any difference on the bases of caste, colour, sex or socio-economic status. It has already been resolved in State Education Policy that Haryana will act in consonance to central commitments and decides to impart qualitative elementary education.

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

1. POLICY ISSUES

(a) Opening of new upper primary level schools

Proposed state criteria

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

Moreover the Constitutional Amendment 93 gives a Fundamental Right of Elementary Education to every citizen. In view of these commitments the Haryana has decided to open Upper Primary schools with following criteria:-

Distance

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

Availability of Graduates passing Out 5th standard

It has been proposed that minimum 30 primary graduates should be available to start with 6th standard in upper primary school. In case of girls, who have either dropped out or have not sought admission in 6th class due to non-accessibility of upper primary schooling facility, the UP school will be opened on preferential basis.

Strength of Village Population

As per NPe 1986 (1992) every habitation with 500 population should have primary schooling facility and if the population exceeds to 1000 they may be given an upper primary schooling facility if otherwise a sufficient number of children for upper primary schooling are available.

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

Present recruitment policy

The Haryana state staff selection commission advertises the posts as per requirement and according to the need in different subjects specialization. This agency makes the selection

on the basis of written test, interview and scholastic achievements and distinction in sports/cultural activities. In case of upper primary schools all these exercises are for subject wise recruitment. The lists of the selected candidates are sent to the Director Secondary Education who makes the postings of these teachers as per requirement of the field.

Proposed Recruitment Policy

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

- i) The Finance Commissioner and Secretary Education & Languages - Chairman.
- ii) The State Project Director, SSA-Member Secretary
- iii) The Director, Secondary Education/Nominee-Member
- iv) The Director, Primary Education/Nominee-Member
- v) The Director SCERT/Nominee-Member
- vi) Director SIEMT/Nominee-Member
- vii) Subject Specialist-Member

Procedure of Recruitment

There will be subject wise advertisement of posts and selection will be based on the criteria of

- Achievement in the written test;
- Interview;
- Scholastic achievements;
- Distinction in sports/Cultural activities (Only National & State Level);
- Salary & Rules as per 5th pay commission recommendations and Haryana Govt. Rules, whichever is applicable;

(b) Strengthening of SCERT and DIETs for upper primary stage :

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

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

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

Structure of BRCs & CRCs

To cater to the needs of upper primary education it has rightly been proposed that one BRC (Headmaster/Lecturer in Sr. Sec. School with distinct achievement, experience, knowledge and qualification), two assistant BRCs (One for primary having 10 years outstanding experience of teaching in primary schools and another for Upper Primary having 10 years exp. of teaching in upper primary schools with distinctive achievements) are supposed to be appointed at each educational block. This institution will further be strengthened with the constitution of Block Academic Resource Group (BARG) having five subject specialists who are capable to provide academic support, training and effective monitoring in the respective block.

The institution of CRCs will be strengthened with the appointment of cluster resource Co-ordinator of Middle School Head-Master cadre with outstanding, experience and knowledge. It will further be strengthened with the constitution of Cluster Academic Resource Group (CARG) with five subject specialist and two primary level outstanding background personalities. This group will impart Extended Teacher Training by demonstrating lessons and suggestion.

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

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

(f) State Resource Group

As it has already been stated that the State Resource Group will be formed with experts in different subjects, experts from NGOs, experts from Universities having effective representation of different subjects. This group will be given extensive exposure and inputs to improve its effectiveness. It will function to provide resource support, training, preparation

in training modules, monitoring and other essentials inputs for quality improvement in elementary education.

(g) Strategies of out of school children in 11-14 age group

There could be no denying the fact that a fairly high number of children are out of school in 11-14 age group. It will be an effective proposition if the following activities are incorporated.

- ***Increasing access*** with a provision of upper primary schooling facility in every habitation of the state so that no girl child is kept out of school only because of the lack of schooling facility. The data analysis of House hold Survey in Haryana show that a greater number of girls are not enrolled in upper primary because there is no such upper primary school with in their reach.
- ***Intensive Mass Mobilization Program*** will be carried out so that the out of school children of 11-14 age group are brought in the fold of formal schooling specifically girls.
- ***Bridge Course*** will be organized for such students who have dropped out for certain reasons and who may be brought in the fold of formal schooling if they are given some extra coaching and a follow up.
- ***Provision of extra infrastructure facilities*** especially for girls.
- ***Improving teacher's effectiveness.***
- ***Alternative and Innovative Education*** : When all other interventions in respect to aforesaid age group will fail certain AS will be opened in difficult areas to ensure the education of this age group.

STRENGTHENING THE TEACHER-SCHOOL LINK

A new transfer policy will be involved to ensure that rural schools in backward areas do not remain without teachers while at the same time making the whole issue of transfers more transparent, fair and equitable for the teaching community. All teachers would compulsorily do a five year stint in rural schools on first appointment and a three year stint on each promotion. Transfers shall be an exception and not the rule. No teacher shall be dislocated before ten years in a particular school except on administrative exigencies. This would encourage accountability towards the community.

RECOGNITION OF TEACHERS

Due recognition will be provided to outstanding and dedicated teachers in the form of reward and their academic growth and development shall be given special attention. The objective would be to promote Intellect and Integrity. The role of the head of the Institution in schools and colleges shall be reasserted. Besides, best institutions, best teachers and the heads of institutions would be given due recognition.

A special incentive scheme would be introduced for villages attaining UPE, UEE and total literacy.

COMMUNITY MOBILISATION AND SUPPORT

Community mobilization will not be confined to merely encouraging the community to provide finance for creating physical assets at the village level. Nor will this mean the interpolation of another inspectorial/supervisory level in the administrative hierarchy of education. It would mean involving and enlisting the support of the community as partners in the process of change happening in the schools. The community would be fully involved on all issues relating to developing the school plan for the village, understanding the problems of the girl child as well as issues of retention and repetition in the school in their village, providing health and nutrition support which is a form of learning preparedness for the children in the village. The village education committees will provide the window and scholarship will be maintained and done through the VEC's. Thus, there will be a paradigm shift from a welfare approach where the villagers are seen as passive recipient to a development approach where the village community is an equal partner in the process of change. Recognising the role that women can play in the education of their children, Mother-Teacher associations would be encouraged in addition to PTAs.

MAIN-STREAMING SPECIAL FOCUS GROUP

The State will also recognize the unique problems that special focus groups of children face, requiring convergence with other departments. Accordingly, Alternate Schools will be started for the yet un-reached girl-child with her home as the central place, for the street and working child who does not have a place to call a home, for the mentally and physically challenged child whose problems remain equally un addressed. Under the Education policy, the aim would be to ultimately mainstream these children from the Alternate Schools to regular schools. Learning packages will be developed to provide for open-ended entry and exit for such children as well as to take care of the educational needs of these children based upon their individual difficulties. In an effort to energise the activities of the education department with other departments, anganwadis would be located in primary schools wherever space is available so that the system of having nursery classes in rural areas is also given shape. The ICDS workers will devote extra time to the educational requirements of such preschool children and there will be a functional linkage between the primary school teachers and the ICDS workers.

MONITORING AND EVALUATION

Collation of data would take place on a continuing basis at the grass-root level. This would enable higher offices to have a variety of informed choices before embarking upon any policy initiatives. To facilitate proper analysis and use of the data so generated. The district and block level offices

and also the head office would be computerized.

INCREASED ALLOCATION/RESOURCE MOBILIZATION FOR EDUCATION

The state shall endeavour to increase the allocation of funds for education for the present 2.1% of the State GDP to 6.0% of the State GDP by the year 2010 as recommended by the planning Commission. The state shall in addition endeavour to encourage private initiative so as to take the total allocation of resources to 10% during the same period.

The State would acknowledge the role of the private sector as well as the community in owning up the responsibility of taking up the issue of educating the masses. With growing economic power, alternative options have started evolving and people in the rural areas have started sending their children to private school. The Govt. would not see private initiative as competition. Rather, the Govt. would try to improve the quality of education in Govt. schools to bring these schools at par with private schools wherever such a necessity exists. However, the Govt. would regulate conditions to discourage an exploitative environment in private schools.

The State would encourage registration of college level societies comprising parents, Principals, elected representatives, social workers, alumni, Govt. representative etc. Such societies would be empowered to raise resources and incur expenditure for the development of colleges in areas such as infrastructure, student/staff amenities, equipment etc. in colleges.

RETENTION OF GIRL STUDENTS

In order to retain the girl students in the schools and to encourage enrolment of girls in the colleges, there are certain special needs, specific to this section, which need to be addressed. The state shall endeavour to strengthen the necessary infrastructure in both schools and colleges which will encourage retention of girls in the schools and increase enrolment in colleges.

INTRODUCTION OF IT IN EDUCATION

The State shall introduce Computer Education in schools, both urban and rural, at appropriate levels to prepare the next generation to face the challenges thrown up by globalisation of economy and establishment of information highway. Subject to availability of resources, the state shall endeavour to introduce Computers as aid in education at the elementary level also, for better appreciation of the subjects taught.

In addition to the usual Courses in colleges, the state shall endeavour to introduce Certificate/Diploma/Degree Courses in Computer Application of relevance to the industry.

VOCATIONAL EDUCATION

The State shall endeavour to make the curriculum relevant to the changing socioeconomic environment and strengthen the vocational education at the 10+2 level. In addition the state shall consider introduction of relevant subjects like Agriculture, Home Science, Animal Husbandry and other socially productive areas as compulsory or elective subjects at appropriate levels.

In an efforts to supplement UGC sponsored vocational courses, the State Govt. shall show Govt. and Non-Govt. Colleges to start vocational, technical, need-based courses, under self financing scheme. Short term vocational courses shall also be allowed to be introduced in the evenings.

REPLICATION OF GAINS OF DPEP

The programmes of DPED-I & DPEP-II funded by the World Bank, in seven districts of the state have yielded commendable results. It shall be the endeavour of the State to sustain the gains

of the DPEP and replicate them in the whole state, to the extent possible.

OPTIMUM UTILISATION OF INFRASTRUCTURE

The State shall endeavour to optimise utilisation of existing infrastructure in schools and colleges by way of introducing shift system wherever required, and utilise the buildings for open learning courses in the evening.

MAKING HIGHER EDUCATION RELEVANT & REMOVING DISPARITIES

The State shall introduce courses in emerging areas of education including vocational, technical, information Technology etc. linking higher education with the world at work. The State will take initiative to encourage private investment in higher education for diversification of courses in urban areas, expansion of facilities in rural areas and qualitative improvement. Linkages will be established with off shore universities of repute and the industries to make courses respond to the fast changing demands of the market.

REMEDIAL COACHING

In addition to UGC sponsored remedial coaching both for annual examinations as well as competitive examinations for students from focused groups, the State Govt. shall broadbase the programme departmentally so as to cover all educational institutions in the State.

AUTONOMY

With a view to providing freedom in designing courses, innovation, research etc. the State Govt. will take necessary steps to confer autonomy on colleges having the potential to grow as centres of excellence.

PRE-INDUCTION AND IN-SERVICE TRAINING FOR COLLEGES

TEACHERS

Pre-induction training would be designed and imparted to newly appointed lectures before they actually take up the teaching assignment. Human Resources Development would be a major thrust area involving intensive in-service training of teachers to enable them to grow and upgrade their knowledge and skills.

OPEN LEARNING & DISTANCE EDUCATION

In order to realize the goal of education, as also to provide education at the door step to those who are not able to join regular courses, open-learning/distance education shall be strengthened.

EMPOWERING WOMEN AND FOCUSED GROUPS

The State Govt. shall endeavour to empower women and focused groups by strengthening existing network of Women Studies and Development Cells functioning in the colleges, expansion of hostel facilities for girls, remedial coaching, gender awareness programmes and gender sensitive curriculum.

ESTABLISHING STATE COUNCIL FOR HIGHER EDUCATION

For planning and coordination of higher education and also for maintaining standards, the State Govt. shall endeavour to establish State Council for higher Education as a statutory body.

Based on the above implementation strategies, a detailed POA (Programme of Action) shall be prepared by the department of Primary, Secondary and Higher Education to implement the policy objectives enlisted in the Education Policy for the State of Haryana-2000 within the over all framework of National policy on Education-1986 (as amended 1992)

DISTRICT PROFILE

मानचित्र

जिला करनाल



INTRODUCTION

Karnal is one of the nineteen districts of Haryana state. It is located in northwestern region of India and is eastern region in Haryana and falls in Rohtak division. It is bounded by river Yamuna on the east which separates it from Saharanpur and Muzaffarnagar districts of Uttar Pradesh, on the north side by Kurukshetra, northwest by Kaithal, west-Jind and south side by Panipat. Tract lies between 29°95' to 29°55' North latitude and 76° 38' and 77° 15' east longitude. This district is named after the town of Karnal and has its head quarters at Karnal. According to legends this town was founded by the Donor king, Karna, who sided with Kauravs in famous epic war of Mahabharata.

Areawise Karnal district ranks 439th and population wise 345th among 593 districts of India.

District has a population of 1,274,843 persons as per 2001 census with a current population growth rate of 23.13 percent. Density of population in the district has gone up to 506 persons per square kilometre. Majority of the population of the district lives in rural areas and only 26.56 percent population lives in the urban areas. As far as the sex ratio of population is concerned, It has remained constant at 864 as per 1991 and 2001 census, which is far below the national average of 933. Highest and lowest sex ratio are observed in Tehsils of Assandh (876) and Karnal (852) respectively. Child sex ratio for the age group of 0-6 also sent alarming signals which is 820 female per 1000 males as per 2001 census data. Total population in age group of 0-6 in the district is 186,355.

Karnal city is well connected by rail and road. It is situated on National Highway number one and is centrally located between state capital, Chandigarh, and national capital, Delhi. (each being at a distance at of 125 Kms.)

TOPOGRAPHY

The land in the district is almost flat everywhere and lies about 809 feet above sea level. The water level is very much effected by the Yamuna River. The district has been divided in to three parts named Nardak, Khadar and Bangar. The Western Yamuna Canal and Augmentation Canal run through this district. A good network of branches of canals has come-up with assuring prosperity for the region.

CLIMATIC CONDITIONS

Karnal town experiences the maximum temperature 44.5° c in June and minimum temperature of 3.4°c in January. Annual rainfall recorded is minimum 381.4 mm. in 1969 and maximum 1309 mm. in 1972. The maximum rainfall is experienced during the monsoons, which reaches its peak in the month of July.

HISTORY

The District has been the land of Brahamrishis and of divine sages. The area now being known as Nardak had been the field of Battle of the Mahabharata. The battle of Train (Now Traori) in 1192 A.D. decisively established Muslim rule over this district. Mohammed Ghor, Kutbuddin Aibhak, Pathans, Mughals ruled over it. Sikh Raja Gajpat Singh of Jind captured it in 1763 and later on it was captured by Raja Gurdit Singh of Ladwa. But in 1775 it was recaptured by Nazab Khan of Delhi. In Sept. 1805 it was captured by British forces. The British empire established a cantonment here but later on it was shifted to Ambala due to climatic reasons. In 1858 it was gifted to Nawab Ahmed Ali of Muzaffar nagar.

ECONOMIC CONDITIONS AND OCCUPATIONAL PATTERN

AGRICULTURE

The economy of the district Karnal is basically agricultural. It is one of the most fertile districts of the world and very rich in production of quality rice 'Basmati' and this is why it is called rice bowl of India. About 80% of the total population is rural, which mainly depends upon agriculture. Main crops are rice, wheat, sugarcane, potato and other green vegetables. The quality Basmati Rice of Traori is exported through out the world. Entire district has the cultivated and irrigated land.

CATTLE BREEDING (LIVESTOCK)

Cattle breeding is a agriculture based side occupation in rural area. The N.D.R.I. undertakes research on breeding ,management, Physiological and nutritional aspects of cattles. State's I.C.D. Project has achieved remarkable target in bringing white revolution. Poultry development in Karnal District has achieved remarkable progress in the last four years. Fisheries is also being adopted as an occupation, now a days

INDUSTRIES

There are agriculture base industries in Karnal District. Sugar Mill Karnal is a prize winner Mill in quality and production at national level. The large number of rice mills and cold stores are running in the this district. Solvent plants, Foods, Sugar Mill Bhadson, Super Tyres, Liberty footwear are large scale industries. Karnal District leads in the manufacturing of various agricultural implements. The quality implements manufactured here are marketed not only in India but, also through out the world. The quality agricultural implements manufactured here have their marketing not only in India but abroad as well. United Rice Mills is greatest exporter of Basmati Rice and Liberty Footwear is a well known Brand name in leather goods in India and abroad. Many small scale industries produce a large variety of products like rubber, Plastic, Plants, Wood works, weighing scales, leather, textiles and food products.

EDUCATION

Rural literacy rate in the district is 63.57 percent and district ranks twelfth in the state on the other hand urban literacy rate is 73.07 percent. Rural urban literacy gap in the district is found to be 17.02% and, hence, ranks thirteenth in the state. Various educational Institutes are presently functioning in the district, details are given as below.

DEEMED UNIVERSITY	1 (NATIONAL DAIRY RESEARCH INSTITUTE, KARNAL)
Government Colleges	3
Private Colleges	5
College of Education	1
District Institute of Education and Training	1
GETTI	1
Polytechnic	1
Engineering Colleges	1
I.T.Is	4
G.V.E.Is	6
Government Senior Secondary Schools	49
Government High Schools	104
Government Middle Schools	54
Government Primary Schools	517
Anganwadies	793

Moreover the district has been divided in eight educational blocks for better supervision and administration of schools. In case of upper primary level district operates through two Educational subdivisions

KARNAL (ADMINISTRATIVE)

Sub Division	2
Tehsils	5
Sub-Tehsil	1
Community Development Blocks	6
Educational Blocks	8
Village	439

PLANNING PROCESS

The Success of SARVA SHIKSHA ABHIYAN lies in meticulous, grassroot, need based micro planning of the programme in the district. The specificity of SSA is that it focuses on every child, every family and every habitation instead of macro form of a district. In other words it can be said that if this comprehensive educational project is to be made a success it should be taken to every household. The plan of this district has been prepared observing the following steps, activities, meetings and exercise.

Though the whole plan basically relies the house hold survey and the data obtained from it, yet some other exercises with the communities, meetings with the teachers, discussion with V.E.C. members, discussion with functionaries of other departments and stakeholders etc. have also been conducted. A brief description of these activities given below.

1. DISE Survey (of each school)
2. Household Survey
3. Meetings with
 - Community members
 - Teachers
 - Teachers' union
 - B.E.O., S.D.E.O., Head Teachers, Head masters, Principals, D.P.E.O., D.E.O., A.D.C.
 - PRIs (each at educational block and at distt.)
 - Other departments
 - I.C.D.S
 - Social Welfare
 - Health Department
 - Redcross
 - D.P.R.O.
 - D.D.P.O.
 - B.D.P.O.

Further details of process are given in the Appendix.

TABLE NO. 1

No. of Govt. Schools (C.D. Blockwise)					
	Primary	Middle	High	Sr. Sec.	Total
Indri	107	13	20	6	146
Karnai	123	3	11	8	145
Nilokheri	90	11	19	8	128
Nissing	56	7	12	10	85
Gharaunda	75	11	27	7	120
Assandh	66	9	15	10	100
TOTAL	517	54	104	49	724

Source DEO/DPEO/SDEO/KARNAL

(22)

DISTRICT KARNAL AT A GLANCE

(AS ON 30.9.01)

Category: ALL Children

Fig. are in percentage

Block	Children in the Age Group of 6-11 Year					Children in the Age Group of 11-14 Year				
	NER	Drop out rate	Retention rate	% of out of school	% of Govt. Enrolment	NER	Drop out rate	Retention rate	% of out of school	% of Govt. Enrolment
Nilo Kheri-I	90.95	1.54	98.46	9.05	59.70	87.91	7.97	92.03	12.09	54.58
Nilo Kheri-II	95.20	1.18	98.82	4.80	69.46	90.38	7.27	92.73	9.62	56.76
Indri	95.25	0.96	99.04	9.05	80.06	90.13	6.88	93.12	9.87	68.10
Gharaunda	85.83	0.85	99.15	14.17	78.17	86.83	7.59	92.41	13.17	53.52
Assandh	88.27	1.25	98.75	11.73	73.60	85.70	9.12	90.88	14.30	59.48
Ballah	93.16	0.76	99.24	6.84	64.70	90.77	5.70	94.30	9.23	54.81
Nissing	93.91	0.80	99.20	6.09	67.87	90.97	5.66	94.34	9.03	53.53
Karnal	92.03	0.90	99.10	7.97	61.49	91.14	6.14	93.86	8.86	50.65
Distt.	91.45	1.02	98.98	8.93	68.29	96.59	6.95	93.05	11.53	55.20

Category: SC Children

Fig. are in percentage

Block	Children in the Age Group of 6-11 Year					Children in the Age Group of 11-14 Year				
	NER	Drop out rate	Retention rate	% of out of school	% of Govt. Enrolment	NER	Drop out rate	Retention rate	% of out of school	% of Govt. Enrolment
Nilo Kheri-I	84.29	3.23	96.77	15.71	41.34	79.64	12.88	87.12	20.36	55.77
Nilo Kheri-II	93.09	2.63	97.37	6.91	52.66	84.76	11.84	88.16	15.24	61.16
Indri	85.10	1.03	98.97	14.90	64.99	80.70	13.74	86.26	19.30	64.94
Gharaunda	83.16	1.07	98.93	16.84	69.12	81.53	10.70	89.30	18.47	55.52
Assandh	73.03	3.26	96.74	23.97	58.85	70.56	19.70	80.30	29.44	71.61
Ballah	89.20	1.13	98.87	10.80	48.12	82.64	11.05	88.95	17.36	58.39
Nissing	89.81	1.56	98.44	10.19	46.09	89.16	6.36	93.64	10.84	55.29
Karnal	89.62	0.91	99.09	10.38	64.01	86.76	9.96	90.04	13.24	50.95
Distt.	86.14	1.83	98.17	13.86	55.59	82.57	11.43	88.57	17.43	57.74

(23)

(AS ON 30.9.01)

Category: All Girl

Fig. are in percentage

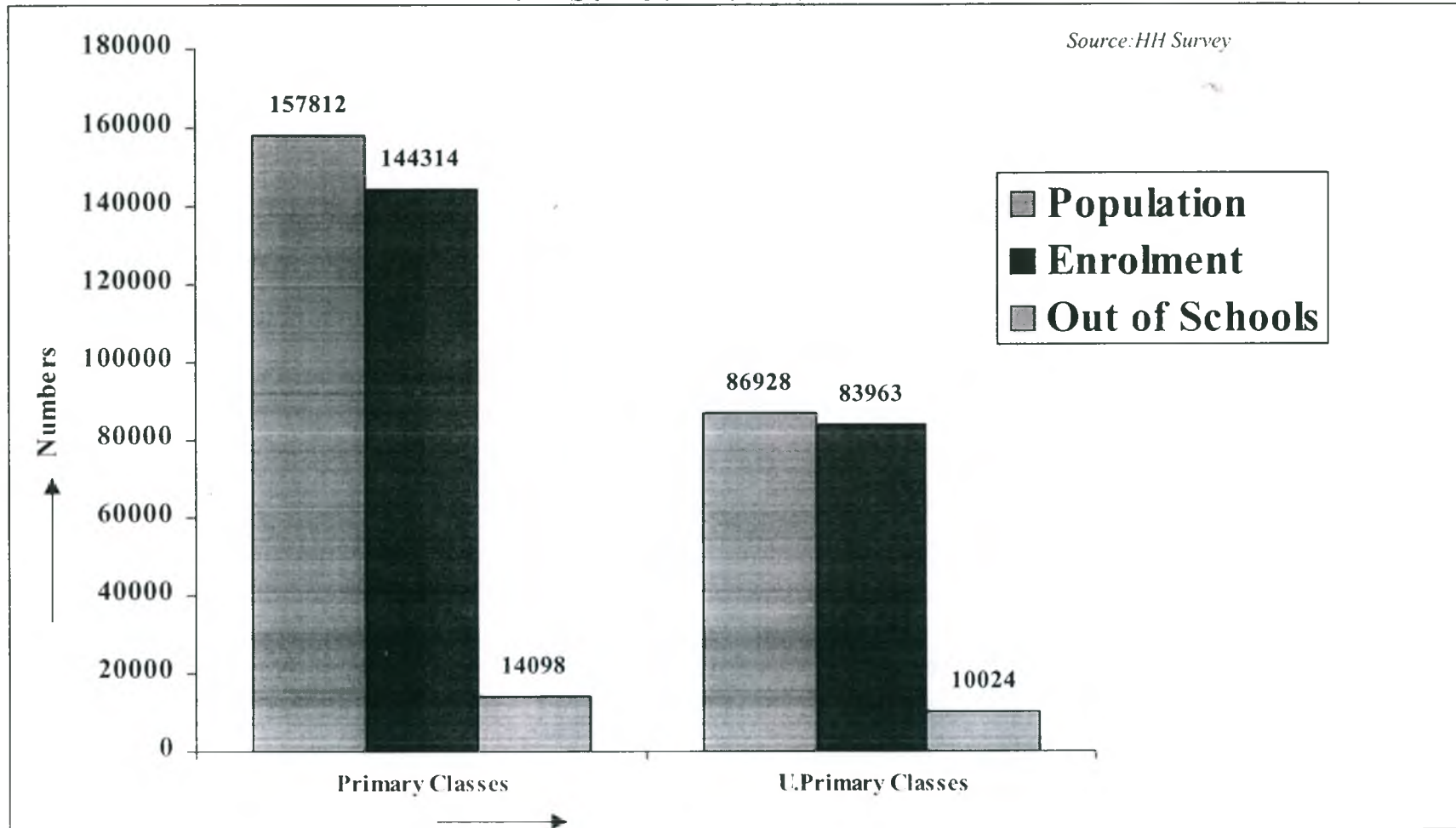
Block	Children in the Age Group of 6-11 Year					Children in the Age Group of 11-14 Year				
	NER	Drop out rate	Retention rate	% of out of school	% of Govt. Enrolment	NER	Drop out rate	Retention rate	% of out of school	% of Govt. Enrolment
Nilo Kheri-I	90.02	1.63	98.37	9.98	62.94	85.07	10.41	89.59	14.93	54.77
Nilo Kheri-II	95.04	1.38	98.62	4.96	74.59	88.05	8.81	91.19	11.95	55.06
Indri	89.79	1.12	98.88	10.21	82.87	86.99	8.72	91.28	13.01	67.02
Gharaunda	83.07	1.08	98.92	16.93	83.47	82.55	10.00	90.00	17.45	55.03
Assandh	86.79	1.55	98.45	13.21	73.08	81.11	12.35	87.65	18.89	59.43
Ballah	92.44	0.87	99.13	7.56	62.94	86.38	8.48	91.52	13.62	53.78
Nissing	92.65	1.04	98.96	7.35	78.21	87.46	7.90	92.10	12.54	55.47
Kamal	91.07	1.11	98.89	8.93	71.86	89.78	7.05	92.95	10.22	50.74
Distt.	89.74	1.29	98.71	10.46	72.63	93.62	9.26	90.74	15.51	54.28

Category: SC Girl

Fig. are in percentage

Block	Children in the Age Group of 6-11 Year					Children in the Age Group of 11-14 Year				
	NER	Drop out rate	Retention rate	% of out of school	% of Govt. Enrolment	NER	Drop out rate	Retention rate	% of out of school	% of Govt. Enrolment
Nilo Kheri-I	83.47	2.96	97.04	16.53	43.26	75.91	16.44	13.56	24.09	52.02
Nilo Kheri-II	93.04	2.85	97.15	6.96	56.32	81.83	13.98	86.02	18.17	56.75
Indri	83.48	1.17	98.83	16.52	65.42	74.95	17.87	82.13	25.05	60.75
Gharaunda	89.50	1.15	98.85	20.50	69.12	75.95	14.52	85.48	24.05	55.52
Assandh	72.77	3.99	96.01	27.23	58.49	64.29	23.46	76.54	35.71	71.01
Ballah	87.59	1.36	98.64	12.41	47.75	73.17	17.10	82.90	26.83	59.74
Nissing	87.98	1.78	98.22	12.02	49.98	89.85	5.38	94.62	10.15	56.71
Kamal	88.77	1.09	98.91	11.23	69.70	85.39	11.28	88.72	14.61	51.06
Distt.	84.41	1.99	98.01	15.59	58.46	79.68	13.31	86.69	20.32	56.84

Population, Enrolment & out of School District Karnal

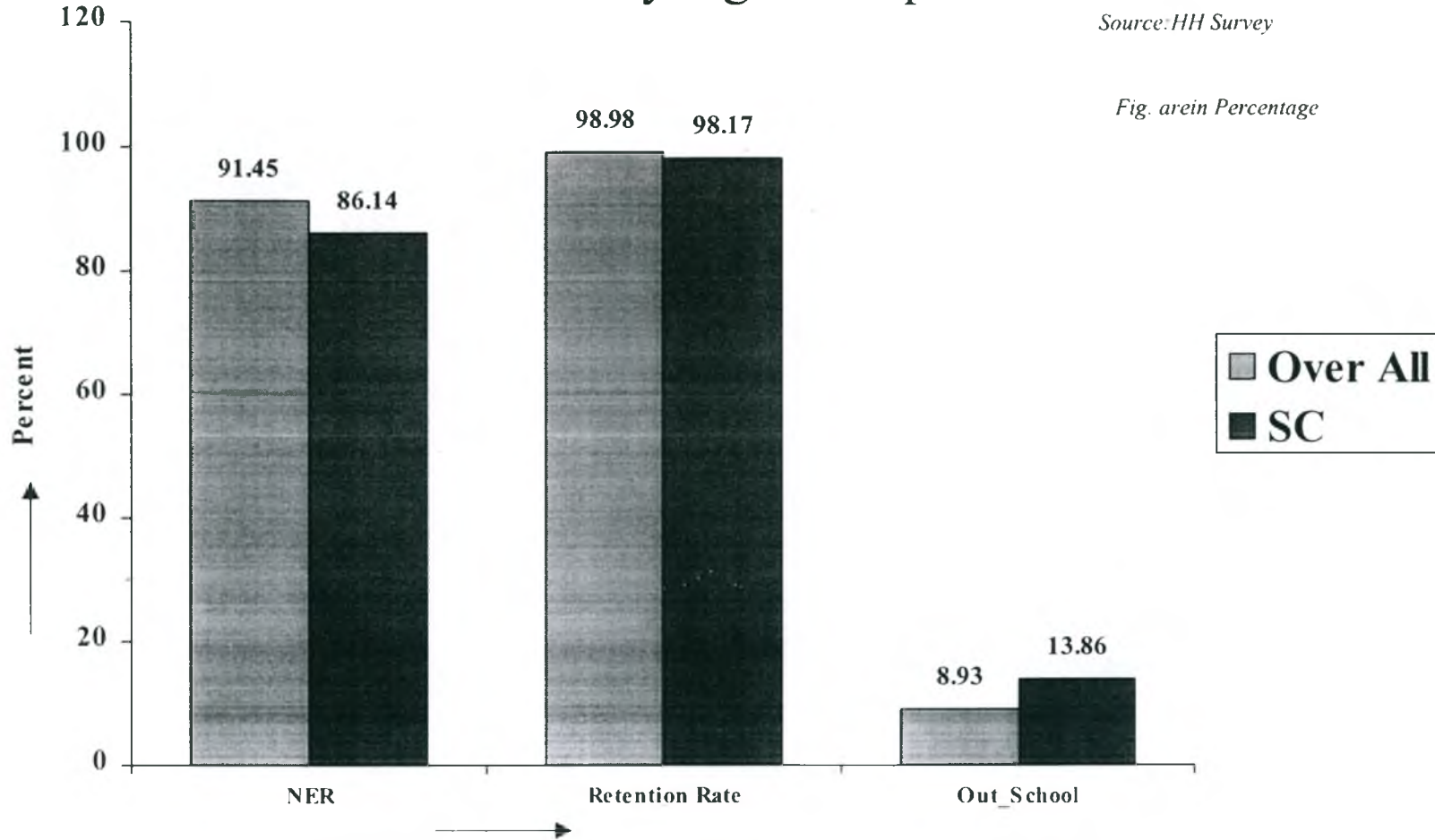


(25)

Distt NER,RR, & Out of School (SC vs ALL) Primary Age Group

Source: HH Survey

Fig. are in Percentage

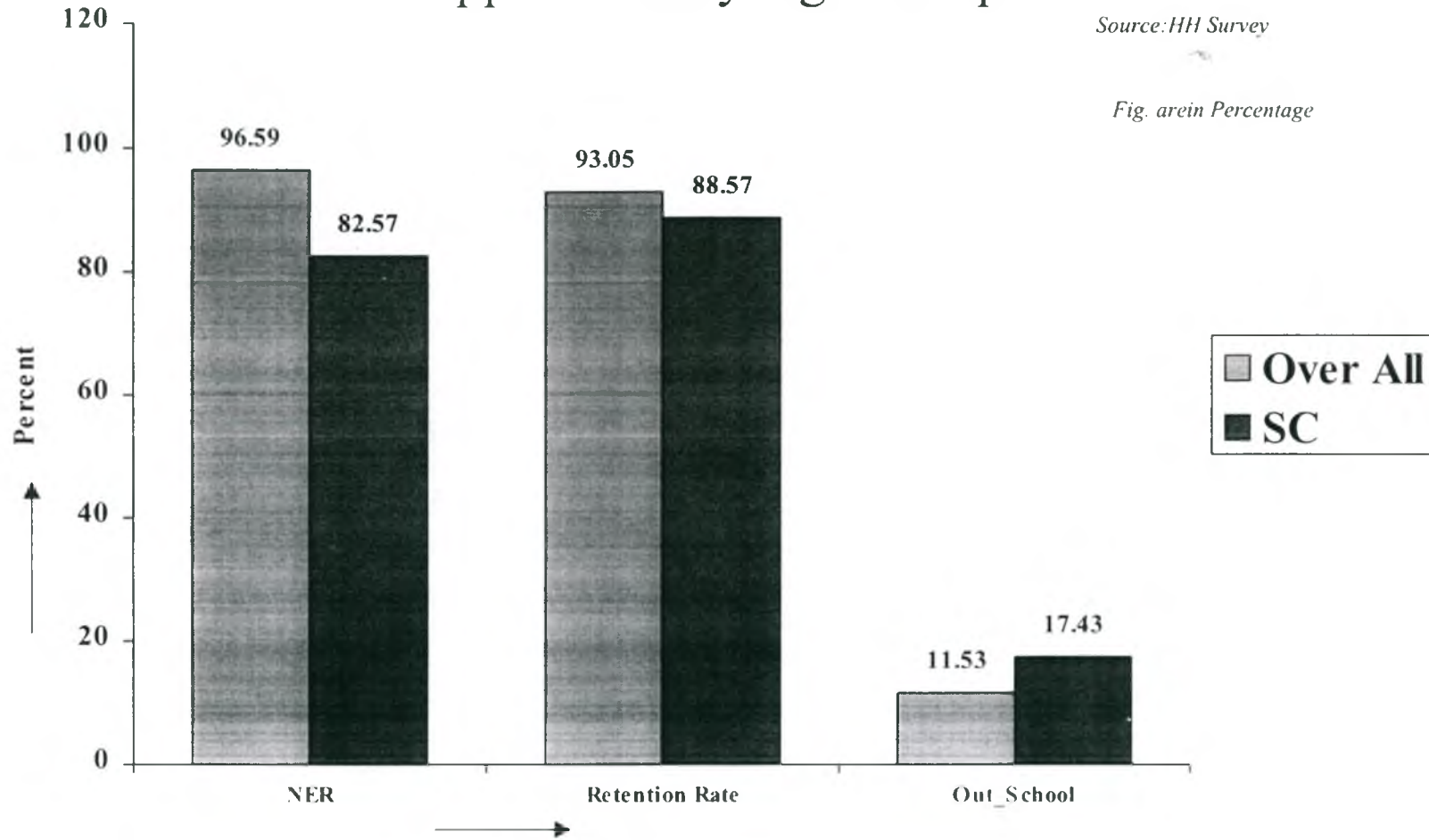


(26)

Distt NER,RR, & Out of School (SC vs ALL) Upper Primary Age Group

Source: HH Survey

Fig. are in Percentage



(27)

**Report of House Hold Survey
(NER Block Wise & District)**

Name of Block : NILO KHERI-I

PRIMARY AGE GROUP				UPPER PRIMARY AGE GROUP		
Category	Population (6-11)	Studying in all Schools	Net Enrolment Ratio	Population (11-14)	Studying in All Schools	Net Enrolment Ratio
All SC	6328	5334	84.29	3753	2989	79.64
Boys	3503	2976	84.96	2026	1678	82.82
Girls	2825	2358	83.47	1727	1311	75.91
All GL	13977	13134	93.97	8378	7675	91.61
Boys	7800	7388	94.72	4491	4210	93.74
Girls	6177	5746	93.02	3887	3465	89.14
Over All	20305	18468	90.95	12131	10664	87.91
Boys	11303	10364	91.69	6517	5888	90.35
Girls	9002	8104	90.02	5614	4776	85.07

Name of Block : NILO KHERI-II

Source: HH Survey

PRIMARY AGE GROUP				UPPER PRIMARY AGE GROUP		
Category	Population (6-11)	Studying in All Schools	Net Enrolment Ratio	Population (11-14)	Studying in All Schools	Net Enrolment Ratio
All SC	3417	3181	93.09	1765	1496	84.76
Boys	1879	1750	93.13	923	807	87.43
Girls	1538	1431	93.04	842	689	81.83
All GL	9706	9312	95.94	5294	4884	92.26
Boys	5132	4934	96.14	2881	2707	93.96
Girls	4574	4378	95.71	2413	2177	90.22
Over All	13123	12493	95.20	7059	6380	90.38
Boys	7011	6684	95.34	3804	3514	92.38
Girls	6112	5809	95.04	3255	2866	88.05

(28)

**Report of House Hold Survey
(NER Block Wise & District)**

Name of Block : **INDRI**

Category	PRIMARY AGE GROUP			UPPER PRIMARY AGE GROUP		
	Population (6-11)	Studying in All Schools	Net Enrolment Ratio	Population (11-14)	Studying in All Schools	Net Enrolment Ratio
All SC	3846	3273	85.10	2202	1777	80.70
Boys	2121	1833	86.42	1172	1005	85.75
Girls	1725	1440	83.48	1030	772	74.95
All GL	10705	9416	87.96	6357	5937	93.39
Boys	6096	5169	84.79	3430	3267	95.25
Girls	4609	4247	92.15	2927	2670	91.22
Over All	14551	12689	87.20	8559	7714	90.13
Boys	8217	7002	85.21	4602	4272	92.83
Girls	6334	5687	89.79	3957	3442	86.99

Name of Block : **GHRONDA**

Source: HH Survey

Category	PRIMARY AGE GROUP			UPPER PRIMARY AGE GROUP		
	Population (6-11)	Studying in All Schools	Net Enrolment Ratio	Population (11-14)	Studying in All Schools	Net Enrolment Ratio
All SC	5456	4537	83.16	3000	2446	81.53
Boys	2978	2567	86.20	1636	1410	86.19
Girls	2478	1970	79.50	1364	1036	75.95
All GL	17919	15525	86.64	10500	9276	88.34
Boys	9874	8754	88.66	5647	5180	91.73
Girls	8045	6771	84.16	4853	4096	84.40
Over All	23375	20062	85.83	13500	11722	86.83
Boys	12852	11321	88.09	7283	6590	90.48
Girls	10523	8741	83.07	6217	5132	82.55

(2.9)

**Report of House Hold Survey
(NER Block Wise & District)**

Name of Block : ASSANDH

PRIMARY AGE GROUP				UPPER PRIMARY AGE GROUP		
Category	Population (6-11)	Studying in All Schools	Net Enrolment Ratio	Population (11-14)	Studying in All Schools	Net Enrolment Ratio
All SC	4839	3679	76.03	2721	1920	70.56
Boys	2654	2089	78.71	1503	1137	75.65
Girls	2185	1590	72.77	1218	783	64.29
All GL	11832	11037	93.28	7113	6508	91.49
Boys	6682	6261	93.70	3852	3658	94.96
Girls	5150	4776	92.74	3261	2850	87.40
Over All	16671	14716	88.27	9834	8428	85.70
Boys	9336	8350	89.44	5355	4795	89.54
Girls	7335	6366	86.79	4479	3633	81.11

Name of Block : BALLAH

Source: HH Survey

PRIMARY AGE GROUP				UPPER PRIMARY AGE GROUP		
Category	Population (6-11)	Studying in All Schools	Net Enrolment Ratio	Population (11-14)	Studying in All Schools	Net Enrolment Ratio
All SC	3527	3146	89.20	2056	1699	82.64
Boys	1956	1770	90.49	1102	1001	90.83
Girls	1571	1376	87.59	954	698	73.17
All GL	9039	8561	94.71	5550	5205	93.78
Boys	4959	4713	95.04	3017	2891	95.82
Girls	4080	3848	94.31	2533	2314	91.35
Over All	12566	11707	93.16	7606	6904	90.77
Boys	6915	6483	93.75	4119	3892	94.49
Girls	5651	5224	92.44	3487	3012	86.38

(30)

**Report of House Hold Survey
(NER Block Wise & District)**

Name of Block : NISSING

PRIMARY AGE GROUP				UPPER PRIMARY AGE GROUP		
Category	Population (6-11)	Studying in All Schools	Net Enrolment Ratio	Population (11-14)	Studying in All Schools	Net Enrolment Ratio
All SC	5817	5224	89.81	4473	3988	89.16
Boys	3179	2903	91.32	1694	1491	88.02
Girls	2638	2321	87.98	2779	2497	89.85
All GL	13712	13116	95.65	6808	6274	92.16
Boys	7790	7506	96.35	4572	4385	95.91
Girls	5922	5610	94.73	2236	1889	84.48
Over All	19529	18340	93.91	11281	10262	90.97
Boys	10969	10409	94.89	6266	5876	93.78
Girls	8560	7931	92.65	5015	4386	87.46

Name of Block : KARNAL

Source: HH Survey

PRIMARY AGE GROUP				UPPER PRIMARY AGE GROUP		
Category	Population (6-11)	Studying in All Schools	Net Enrolment Ratio	Population (11-14)	Studying in All Schools	Net Enrolment Ratio
All SC	7203	6455	89.62	4169	3617	86.76
Boys	3943	3561	90.31	2171	1911	88.02
Girls	3260	2894	88.77	1998	1706	85.39
All GL	31089	28784	92.59	19848	18272	92.06
Boys	17405	16247	93.35	10705	9976	93.19
Girls	13684	12537	91.62	9143	8296	90.74
Over All	38292	35239	92.03	24017	21889	91.14
Boys	21348	19808	92.79	12876	11887	92.32
Girls	16944	15431	91.07	11141	10002	89.78

**Report of House Hold Survey
(NER Block Wise & District)**

Name of District : KARNAL

Source: HH Survey

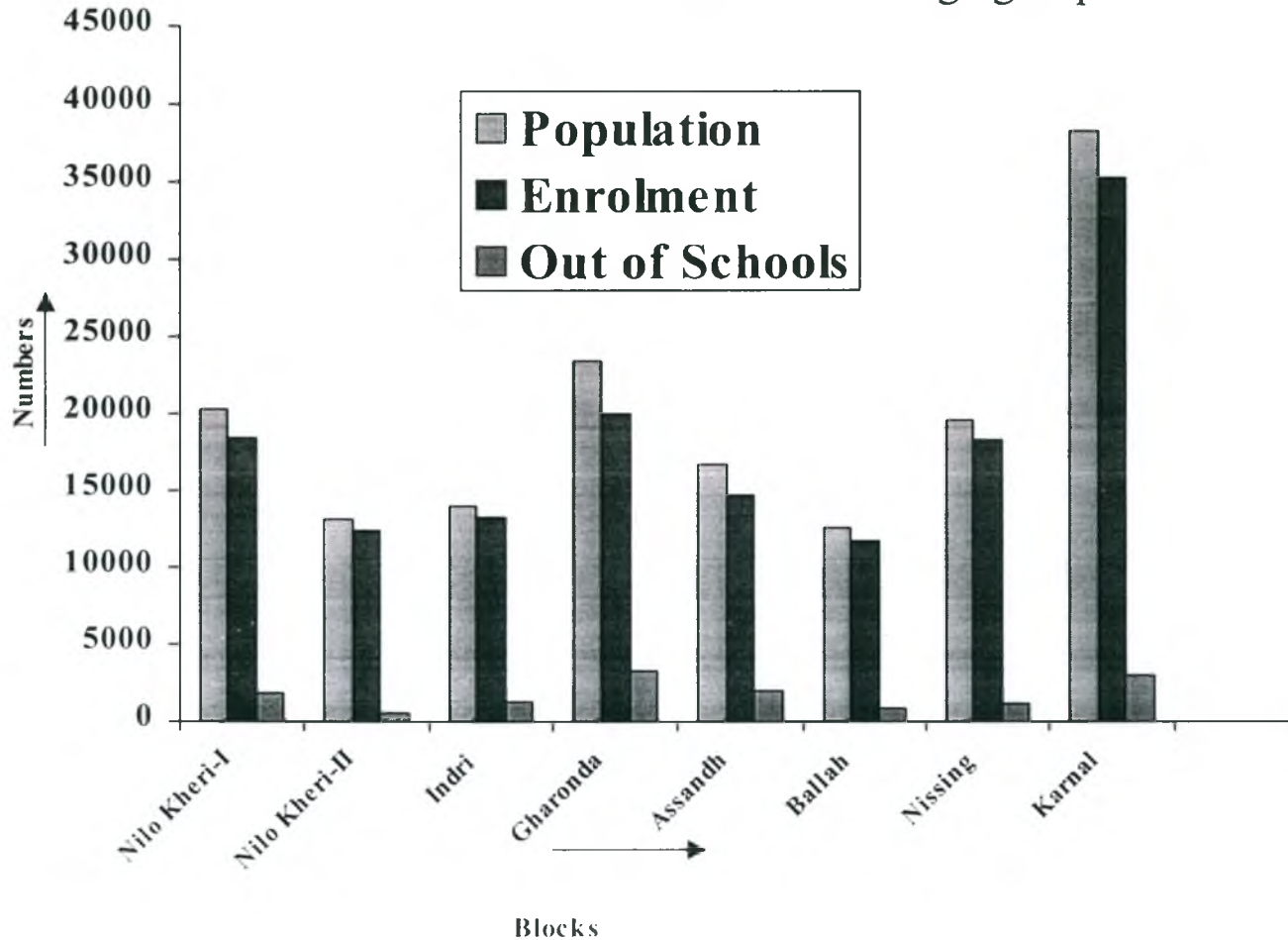
PRIMARY AGE GROUP				UPPER PRIMARY AGE GROUP		
Category	Population (6-11)	Studying in All Schools	Net Enrolment Ratio	Population (11-14)	Studying in All Schools	Net Enrolment Ratio
All SC	40433	34829	86.14	24139	19932	82.57
Boys	22213	19449	87.56	12227	10440	85.38
Girls	18220	15380	84.41	11912	9492	79.68
All GL	117379	109485	93.27	69848	64031	91.67
Boys	65738	61572	94.53	38595	36274	93.99
Girls	52241	47913	91.72	31253	27757	88.81
Over All	158412	144314	91.10	93987	83963	89.33
Boys	87951	81021	92.12	50822	46714	91.92
Girls	70461	63293	89.83	43165	37249	86.29

(32)

District KARNAL

Block Wise Population, Enrolment & out of School Children in the age group of 6-11

Source: HH Survey



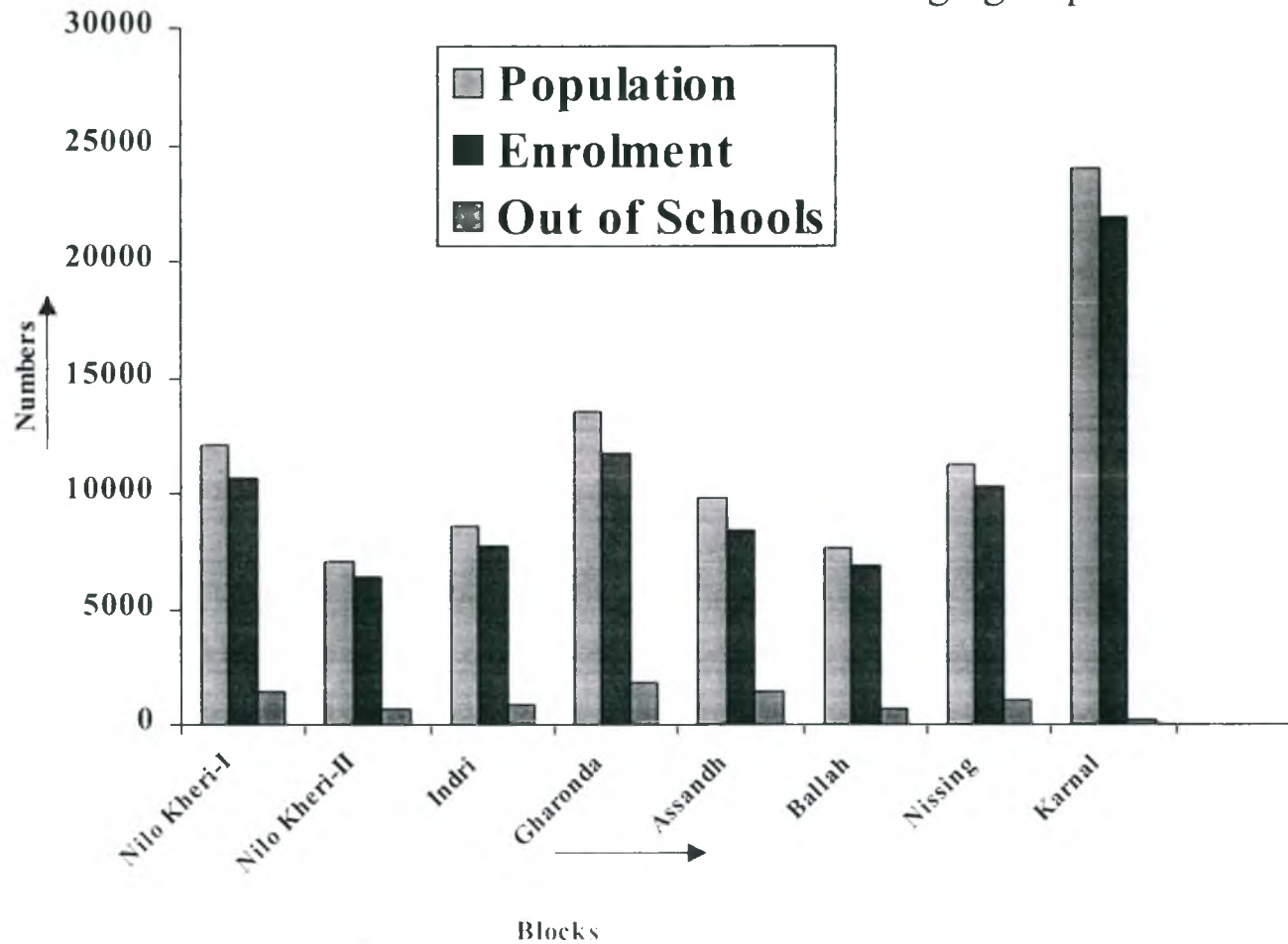
(33)

District KARNAL

Block Wise Population, Enrolment & out of School

Children in the age group of 11-14

Source: HH Survey



(34)

**Report of House Hold Survey
(Drop Out & RR)**

Name of Block : NILO KHERI-I

Category	PRIMARY AGE GROUP							UPPER PRIMARY AGE GROUP							Percentage of out of school (6-14)
	Population (6-11)	Studying in all Schools	No. of Drop outs	Drop out Rate	No. of Non-Starter	Retention Rate	% of out of School	Population (11-14)	Studying in All Schools	No. of Drop outs	Drop out Rate	No. of Non-Starter	Retention Rate	% of out of School	
All SC	6328	5334	178	3.23	816	96.77	15.71	3753	2989	442	12.88	322	87.12	20.36	17.44
Boys	3503	2976	106	3.44	421	96.56	15.04	2026	1678	184	9.88	164	90.12	17.18	15.83
Girls	2825	2358	72	2.96	395	97.04	16.53	1727	1311	258	16.44	158	83.56	24.09	19.40
All GL	13977	13134	110	0.83	733	99.17	6.03	8378	7675	481	5.90	222	94.10	8.39	6.92
Boys	7800	7388	48	0.65	364	99.35	5.28	4491	4210	184	4.19	97	95.81	6.26	5.64
Girls	6177	5746	62	1.07	369	98.93	6.98	3887	3465	297	7.89	125	92.11	10.86	8.48
Over All	20305	18468	288	1.54	1549	98.46	9.05	12131	10664	923	7.97	544	92.03	12.09	10.19
Boys	11303	10364	154	1.46	785	98.54	8.31	6517	5888	368	5.88	261	94.12	9.65	8.80
Girls	9002	8104	134	1.63	764	98.37	9.98	5614	4776	555	10.41	283	89.59	14.93	11.88

Name of Block : NILO KHERI-II

Source: HH Survey

Category	PRIMARY AGE GROUP							UPPER PRIMARY AGE GROUP							Percentage of out of school (6-14)
	Population (6-11)	Studying in all Schools	No. of Drop outs	Drop out Rate	No. of Non-Starter	Retention Rate	% of out of School	Population (11-14)	Studying in All Schools	No. of Drop outs	Drop out Rate	No. of Non-Starter	Retention Rate	% of out of School	
All SC	3417	3181	86	2.63	150	97.37	6.91	1765	1496	201	11.84	68	88.16	15.24	9.75
Boys	1879	1750	44	2.45	85	97.55	6.87	923	807	89	9.93	27	90.07	12.57	8.74
Girls	1538	1431	42	2.85	65	97.15	6.96	842	689	112	13.98	41	86.02	18.17	10.92
All GL	9706	9312	63	0.67	331	99.33	4.06	5294	4884	299	5.77	111	94.23	7.74	5.36
Boys	5132	4934	24	0.48	174	99.52	3.86	2881	2707	134	4.72	40	95.28	6.04	4.64
Girls	4574	4378	39	0.88	157	99.12	4.29	2413	2177	165	7.05	71	92.95	9.78	6.18
Over All	13123	12493	149	1.18	481	98.82	4.80	7059	6380	500	7.27	179	92.73	9.62	6.49
Boys	7011	6684	68	1.01	259	98.99	4.66	3804	3514	223	5.97	67	94.03	7.62	5.71
Girls	6112	5809	81	1.38	222	98.62	4.96	3255	2866	277	8.81	112	91.19	11.95	7.39

(35)

**Report of House Hold Survey
(Drop Out & RR)**

Name of Block : **INDRI**

Category	PRIMARY AGE GROUP							UPPER PRIMARY AGE GROUP							Percentage of out of school (6-14)
	Population (6-11)	Studying in all Schools	No. of Drop outs	Drop out Rate	No. of Non-Starter	Retention Rate	% of out of School	Population (11-14)	Studying in All Schools	No. of Drop outs	Drop out Rate	No. of Non-Starter	Retention Rate	% of out of School	
All SC	3846	3273	34	1.03	539	98.97	14.90	2202	1777	283	13.74	142	86.26	19.30	16.50
Boys	2121	1833	17	0.92	271	99.08	13.58	1172	1005	115	10.27	52	89.73	14.25	13.82
Girls	1725	1440	17	1.17	268	98.83	16.52	1030	772	168	17.87	90	82.13	25.05	19.71
All GL	10705	10016	95	0.94	594	99.06	6.44	6357	5937	287	4.61	133	95.39	6.61	6.50
Boys	6096	5769	40	0.69	287	99.31	5.36	3430	3267	126	3.71	37	96.29	4.75	5.14
Girls	4609	4247	55	1.28	307	98.72	7.85	2927	2670	161	5.69	96	94.31	8.78	8.21
Over All	14551	13289	129	0.96	1133	99.04	8.67	8559	7714	570	6.88	275	93.12	9.87	9.12
Boys	8217	7602	57	0.74	558	99.26	7.48	4602	4272	241	5.34	89	94.66	7.17	7.37
Girls	6334	5687	72	1.25	575	98.75	10.21	3957	3442	329	8.72	186	91.28	13.01	11.29

Name of Block : **GHRONDA**

Source: HH Survey

Category	PRIMARY AGE GROUP							UPPER PRIMARY AGE GROUP							Percentage of out of school (6-14)
	Population (6-11)	Studying in all Schools	No. of Drop outs	Drop out Rate	No. of Non-Starter	Retention Rate	% of out of School	Population (11-14)	Studying in All Schools	No. of Drop outs	Drop out Rate	No. of Non-Starter	Retention Rate	% of out of School	
All SC	5456	4537	49	1.07	870	98.93	16.84	3000	2446	293	10.70	261	89.30	18.47	17.42
Boys	2978	2567	26	1.00	385	99.00	13.80	1636	1410	117	7.66	109	92.34	13.81	13.81
Girls	2478	1970	23	1.15	485	98.85	20.50	1364	1036	176	14.52	152	85.48	24.05	21.76
All GL	17919	15525	123	0.79	2271	99.21	13.36	10500	9276	670	6.74	554	93.26	11.66	12.73
Boys	9874	8754	51	0.58	1069	99.42	11.34	5647	5180	276	5.06	191	94.94	8.27	10.22
Girls	8045	6771	72	1.05	1202	98.95	15.84	4853	4096	394	8.78	363	91.22	15.60	15.75
Over All	23375	20062	172	0.85	3141	99.15	14.17	13500	11722	963	7.59	815	92.41	13.17	13.81
Boys	12852	11321	77	0.68	1454	99.32	11.91	7283	6590	393	5.63	300	94.37	9.52	11.05
Girls	10523	8741	95	1.08	1687	98.92	16.93	6217	5132	570	10.00	515	90.00	17.45	17.13

(36)

Report of House Hold Survey
(Drop out & RR)

Name of Block : ASSANDH

Category	PRIMARY AGE GROUP							UPPER PRIMARY AGE GROUP							Percentage of out of school (6-14)
	Population (6-11)	Studying in all Schools	No. of Drop outs	Drop out Rate	No. of Non-Starter	Retention Rate	% of out of School	Population (11-14)	Studying in All Schools	No. of Drop outs	Drop out Rate	No. of Non-Starter	Retention Rate	% of out of School	
All SC	4839	3679	124	3.26	1036	96.74	23.97	2721	1920	471	19.70	330	80.30	29.44	25.94
Boys	2654	2089	58	2.70	507	97.30	21.29	1503	1137	231	16.89	135	83.11	24.35	22.40
Girls	2185	1590	66	3.99	529	96.01	27.23	1218	783	240	23.46	195	76.54	35.71	30.27
All GL	11832	11037	63	0.57	732	99.43	6.72	7113	6508	375	5.45	230	94.55	8.51	7.39
Boys	6682	6261	29	0.46	392	99.54	6.30	3852	3658	103	2.74	91	97.26	5.04	5.84
Girls	5150	4776	34	0.71	340	99.29	7.26	3261	2850	272	8.71	139	91.29	12.60	9.33
Over All	16671	14716	187	1.25	1768	98.75	11.73	9834	8428	846	9.12	560	90.88	14.30	12.68
Boys	9336	8350	87	1.03	899	98.97	10.56	5355	4795	334	6.51	226	93.49	10.46	10.52
Girls	7335	6366	100	1.55	869	98.45	13.21	4479	3633	512	12.35	334	87.65	18.89	15.36

Name of Block : BALLAH

Source: HH Survey

Category	PRIMARY AGE GROUP							UPPER PRIMARY AGE GROUP							Percentage of out of school (6-14)
	Population (6-11)	Studying in all Schools	No. of Drop outs	Drop out Rate	No. of Non-Starter	Retention Rate	% of out of School	Population (11-14)	Studying in All Schools	No. of Drop outs	Drop out Rate	No. of Non-Starter	Retention Rate	% of out of School	
All SC	3527	3146	36	1.13	345	98.87	10.80	2056	1699	211	11.05	146	88.95	17.36	13.22
Boys	1956	1770	17	0.95	169	99.05	9.51	1102	1001	67	6.27	34	93.73	9.17	9.39
Girls	1571	1376	19	1.36	176	98.64	12.41	954	698	144	17.10	112	82.90	26.83	17.86
All GL	9039	8561	54	0.63	424	99.37	5.29	5550	5205	206	3.81	139	96.19	6.22	5.64
Boys	4959	4713	27	0.57	219	99.43	4.96	3017	2891	71	2.40	55	97.60	4.18	4.66
Girls	4080	3848	27	0.70	205	99.30	5.69	2533	2314	135	5.51	84	94.49	8.65	6.82
Over All	12566	11707	90	0.76	769	99.24	6.84	7606	6904	417	5.70	285	94.30	9.23	7.74
Boys	6915	6483	44	0.67	388	99.33	6.25	4119	3892	138	3.42	89	96.58	5.51	5.97
Girls	5651	5224	46	0.87	381	99.13	7.56	3487	3012	279	8.48	196	91.52	13.62	9.87

(37)

**Report of House Hold Survey
(Drop Out & RR)**

Name of Block : NISSING

Category	PRIMARY AGE GROUP							UPPER PRIMARY AGE GROUP							Percentage of out of school (6-14)
	Population (6-11)	Studying in all Schools	No. of Drop outs	Drop out Rate	No. of Non-Starter	Retention Rate	% of out of School	Population (11-14)	Studying in All Schools	No. of Drop outs	Drop out Rate	No. of Non-Starter	Retention Rate	% of out of School	
All SC	5817	5224	83	1.56	510	98.44	10.19	4473	3988	271	6.36	214	93.64	10.84	10.48
Boys	3179	2903	41	1.39	235	98.61	8.68	1694	1491	129	7.96	74	92.04	11.98	9.83
Girls	2638	2321	42	1.78	275	98.22	12.02	2779	2497	142	5.38	140	94.62	10.15	11.06
All GL	13712	13116	64	0.49	532	99.51	4.35	6808	6274	345	5.21	189	94.79	7.84	5.51
Boys	7790	7506	23	0.31	261	99.69	3.65	4572	4385	111	2.47	76	97.53	4.09	3.81
Girls	5922	5610	41	0.73	271	99.27	5.27	2236	1889	234	11.02	113	88.98	15.52	8.08
Over All	19529	18340	147	0.80	1042	99.20	6.09	11281	10262	616	5.66	403	94.34	9.03	7.17
Boys	10969	10409	64	0.61	496	99.39	5.11	6266	5876	240	3.92	150	96.08	6.22	5.51
Girls	8560	7931	83	1.04	546	98.96	7.35	5015	4386	376	7.90	253	92.10	12.54	9.27

Name of Block : KARNAL

Source: HH Survey

Category	PRIMARY AGE GROUP							UPPER PRIMARY AGE GROUP							Percentage of out of school (6-14)
	Population (6-11)	Studying in all Schools	No. of Drop outs	Drop out Rate	No. of Non-Starter	Retention Rate	% of out of School	Population (11-14)	Studying in All Schools	No. of Drop outs	Drop out Rate	No. of Non-Starter	Retention Rate	% of out of School	
All SC	7203	6455	59	0.91	689	99.09	10.38	4169	3617	400	9.96	152	90.04	13.24	11.43
Boys	3943	3561	27	0.75	355	99.25	9.69	2171	1911	183	8.74	77	91.26	11.98	10.50
Girls	3260	2894	32	1.09	334	98.91	11.23	1998	1706	217	11.28	75	88.72	14.61	12.51
All GL	31089	28784	261	0.90	2044	99.10	7.41	19848	18272	1033	5.35	543	94.65	7.94	7.62
Boys	17405	16247	120	0.73	1038	99.27	6.65	10705	9976	491	4.69	238	95.31	6.81	6.71
Girls	13684	12537	141	1.11	1006	98.89	8.38	9143	8296	542	6.13	305	93.87	9.26	8.74
Over All	38292	35239	320	0.90	2733	99.10	7.97	24017	21889	1433	6.14	695	93.86	8.86	8.32
Boys	21348	19808	147	0.74	1393	99.26	7.21	12876	11887	674	5.37	315	94.63	7.68	7.39
Girls	16944	15431	173	1.11	1340	98.89	8.93	11141	10002	759	7.05	380	92.95	10.22	9.44

(38)

**Report of House Hold Survey
(Drop Out & RR)**

Name of District : KARNAL

Source: HH Survey

Category	PRIMARY AGE GROUP							UPPER PRIMARY AGE GROUP							Percentage of out of school (6-14)
	Population (6-11)	Studying in all Schools	No. of Drop outs	Drop out Rate	No. of Non-Starter	Retention Rate	% of out of School	Population (11-14)	Studying in All Schools	No. of Drop outs	Drop out Rate	No. of Non-Starter	Retention Rate	% of out of School	
All SC	40433	34829	649	1.83	4955	98.17	13.86	24139	19932	2572	11.43	1635	88.57	17.43	15.19
Boys	22213	19449	336	1.70	2428	98.30	12.44	12227	10440	1115	9.65	672	90.35	14.62	13.21
Girls	18220	15380	313	1.99	2527	98.01	15.59	11912	9492	1457	13.31	963	86.69	20.32	17.46
All GL	117379	109485	833	0.76	7661	99.24	7.24	69848	64031	3696	5.46	2121	94.54	8.33	7.64
Boys	65738	61572	362	0.58	3804	99.42	6.34	38595	36274	1496	3.96	825	96.04	6.01	6.22
Girls	52241	47913	471	0.97	3857	99.03	8.28	31253	27757	2200	7.34	1296	92.66	11.19	9.37
Over All	158412	144314	1482	1.02	12616	98.98	8.90	93987	83963	6268	6.95	3756	93.05	11.53	9.56
Boys	87951	81021	698	0.85	6232	99.15	7.88	50822	46714	2611	5.29	1497	94.71	8.74	7.95
Girls	70461	63293	784	1.22	6384	98.78	10.17	43165	37249	3657	8.94	2259	91.06	13.71	11.51

(29)

**Report of House Hold Survey
(Govt. & Non-Govt. Enrolment)
Distt. Karnal**

Name of Block : NILO KHERI-I

Category	PRIMARY AGE GROUP					UPPER PRIMARY AGE GROUP				
	Population (6-11)	Studying in all Schools	Studying in Govt. Schools	% of enrolment in Govt. Schools	Studying in Non-Govt	Population (11-14)	Studying in All Schools	Studying in Govt. Schools	Studying in Non-Govt	% of Enrolment in Govt. Schools
All SC	6328	5334	2205	41.34	3129	3753	2989	1667	1322	55.77
Boys	3503	2976	1185	39.82	1791	2026	1678	985	693	58.70
Girls	2825	2358	1020	43.26	1338	1727	1311	682	629	52.02
All GL	13977	13134	8821	67.16	4313	8378	7675	4153	3522	54.11
Boys	7800	7388	4740	64.16	2648	4491	4210	2219	1991	52.71
Girls	6177	5746	4081	71.02	1665	3887	3465	1934	1531	55.82
Over All	20305	18468	11026	59.70	7442	12131	10664	5820	4844	54.58
Boys	11303	10364	5925	57.17	4439	6517	5888	3204	2684	54.42
Girls	9002	8104	5101	62.94	3003	5614	4776	2616	2160	54.77

Name of Block : NILO KHERI-II

Source : HH Survey

Category	PRIMARY AGE GROUP					UPPER PRIMARY AGE GROUP				
	Population (6-11)	Studying in all Schools	Studying in Govt. Schools	% of enrolment in Govt. Schools	Studying in Non-Govt	Population (11-14)	Studying in All Schools	Studying in Govt. Schools	Studying in Non-Govt	% of Enrolment in Govt. Schools
All SC	3417	3181	1675	52.66	1506	1765	1496	915	581	61.16
Boys	1879	1750	869	49.66	881	923	807	524	283	64.93
Girls	1538	1431	806	56.32	625	842	689	391	298	56.75
All GL	9706	9312	7003	75.20	2309	5294	4884	2706	2178	55.41
Boys	5132	4934	3476	70.45	1458	2881	2707	1519	1188	56.11
Girls	4574	4378	3527	80.56	851	2413	2177	1187	990	54.52
Over All	13123	12493	8678	69.46	3815	7059	6380	3621	2759	56.76
Boys	7011	6684	4345	65.01	2339	3804	3514	2043	1471	58.14
Girls	6112	5809	4333	74.59	1476	3255	2866	1578	1288	55.06

(10)

**Report of House Hold Survey
(Govt. & Non-Govt. Enrolment)
Distt. Karnal**

Name of Block : **INDRI**

Category	PRIMARY AGE GROUP					UPPER PRIMARY AGE GROUP				
	Population (6-11)	Studying in all Schools	Studying in Govt. Schools	% of enrolment in Govt. Schools	Studying in Non-Govt	Population (11-14)	Studying in All Schools	Studying in Govt. Schools	Studying in Non-Govt	% of Enrolment in Govt. Schools
All SC	3846	3273	2127	64.99	1146	2202	1777	1154	623	64.94
Boys	2121	1833	1185	64.65	648	1172	1005	685	320	68.16
Girls	1725	1440	942	65.42	498	1030	772	469	303	60.75
All GL	10105	10016	8512	84.98	1504	6357	5937	4099	1838	69.04
Boys	5496	5769	4741	82.18	1028	3430	3267	2261	1006	69.21
Girls	4609	4247	3771	88.79	476	2927	2670	1838	832	68.84
Over All	13951	13289	10639	80.06	2650	8559	7714	5253	2461	68.10
Boys	7617	7602	5926	77.95	1676	4602	4272	2946	1326	68.96
Girls	6334	5687	4713	82.87	974	3957	3442	2307	1135	67.02

Name of Block : **GHRONDA**

Source : HH Survey

Category	PRIMARY AGE GROUP					UPPER PRIMARY AGE GROUP				
	Population (6-11)	Studying in all Schools	Studying in Govt. Schools	% of enrolment in Govt. Schools	Studying in Non-Govt	Population (11-14)	Studying in All Schools	Studying in Govt. Schools	Studying in Non-Govt	% of Enrolment in Govt. Schools
All SC	5456	4537	3136	69.12	1401	3000	2446	1358	1088	55.52
Boys	2978	2567	1677	65.33	890	1636	1410	765	645	54.26
Girls	2478	1970	1459	74.06	511	1364	1036	593	443	57.24
All GL	17919	15525	12546	80.81	2979	10500	9276	4916	4360	53.00
Boys	9874	8754	6709	76.64	2045	5647	5180	2685	2495	51.83
Girls	8045	6771	5837	86.21	934	4853	4096	2231	1865	54.47
Over All	23375	20062	15682	78.17	4380	13500	11722	6274	5448	53.52
Boys	12852	11321	8386	74.07	2935	7283	6590	3450	3140	52.35
Girls	10523	8741	7296	83.47	1445	6217	5132	2824	2308	55.03

(17)

**Report of House Hold Survey
(Govt. & Non-Govt. Enrolment)
Distt. Karnal**

Name of Block : ASSANDH

Category	PRIMARY AGE GROUP					UPPER PRIMARY AGE GROUP				
	Population (6-11)	Studying in all Schools	Studying in Govt. Schools	% of enrolment in Govt. Schools	Studying in Non-Govt	Population (11-14)	Studying in All Schools	Studying in Govt. Schools	Studying in Non-Govt	% of Enrolment in Govt. Schools
All SC	4839	3679	2165	58.85	1514	2721	1920	1375	545	71.61
Boys	2654	2089	1235	59.12	854	1503	1137	819	318	72.03
Girls	2185	1590	930	58.49	660	1218	783	556	227	71.01
All GL	11832	11037	8666	78.52	2371	7113	6508	3638	2870	55.90
Boys	6682	6261	4944	78.97	1317	3852	3658	2035	1623	55.63
Girls	5150	4776	3722	77.93	1054	3261	2850	1603	1247	56.25
Over All	16671	14716	10831	73.60	3885	9834	8428	5013	3415	59.48
Boys	9336	8350	6179	74.00	2171	5355	4795	2854	1941	59.52
Girls	7335	6366	4652	73.08	1714	4479	3633	2159	1474	59.43

Name of Block : BALLAH

Source : HH Survey

Category	PRIMARY AGE GROUP					UPPER PRIMARY AGE GROUP				
	Population (6-11)	Studying in all Schools	Studying in Govt. Schools	% of enrolment in Govt. Schools	Studying in Non-Govt	Population (11-14)	Studying in All Schools	Studying in Govt. Schools	Studying in Non-Govt	% of Enrolment in Govt. Schools
All SC	3527	3146	1514	48.12	1632	2056	1699	992	707	58.39
Boys	1956	1770	857	48.42	913	1102	1001	575	426	57.44
Girls	1571	1376	657	47.75	719	954	698	417	281	59.74
All GL	9039	8561	6061	70.80	2500	5550	5205	2792	2413	53.64
Boys	4959	4713	3430	72.78	1283	3017	2891	1589	1302	54.96
Girls	4080	3848	2631	68.37	1217	2533	2314	1203	1111	51.99
Over All	12566	11707	7575	64.70	4132	7606	6904	3784	3120	54.81
Boys	6915	6483	4287	66.13	2196	4119	3892	2164	1728	55.60
Girls	5651	5224	3288	62.94	1936	3487	3012	1620	1392	53.78

(42)

**Report of House Hold Survey
(Govt. & Non-Govt. Enrolment)
Distt. Karnal**

Name of District : KARNAL

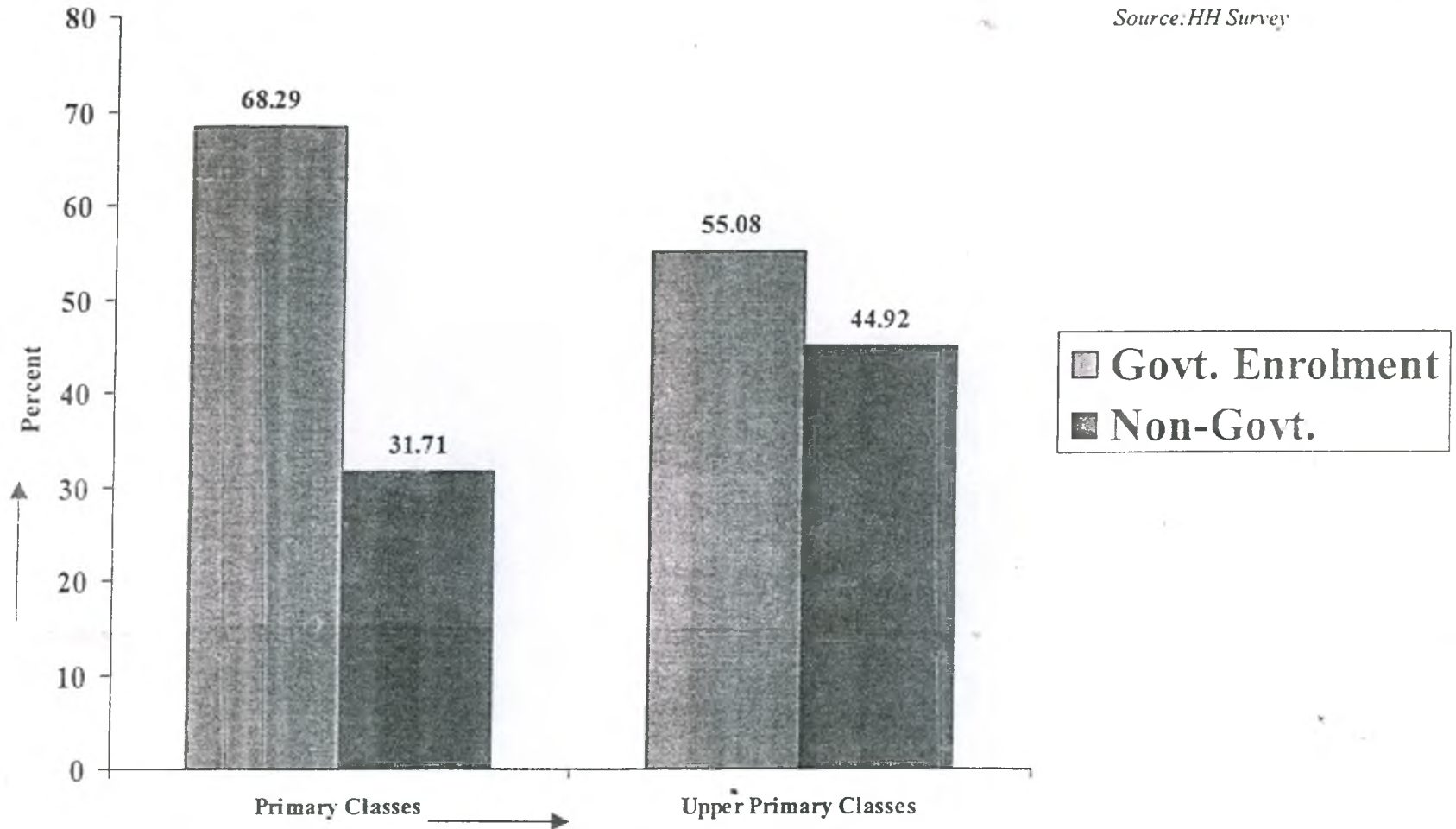
Source : HH Survey

Category	PRIMARY AGE GROUP					UPPER PRIMARY AGE GROUP				
	Population (6-11)	Studying in all Schools	Studying in Govt. Schools	% of enrolment in Govt. Schools	Studying in Non-Govt	Population (11-14)	Studying in All Schools	Studying in Govt. Schools	Studying in Non-Govt	% of Enrolment in Govt. Schools
All SC	40433	34829	19362	55.59	15467	24139	19932	11509	8423	57.74
Boys	22213	19449	10371	53.32	9078	12227	10440	6114	4326	58.56
Girls	18220	15380	8991	58.46	6389	11912	9492	5395	4097	56.84
All GL	117379	109485	79183	72.32	30302	69848	64031	34835	29196	54.40
Boys	65738	61572	41499	67.40	20073	38595	36274	19618	16656	54.08
Girls	52241	47913	37684	78.65	10229	31253	27757	15217	12540	54.82
Over All	158412	144314	98545	68.29	45769	83953	83963	46344	37619	55.20
Boys	87951	81021	51870	64.02	29151	50822	46714	25732	20982	55.08
Girls	70461	63293	46675	73.74	16618	43165	37249	20612	16637	55.34

(44)

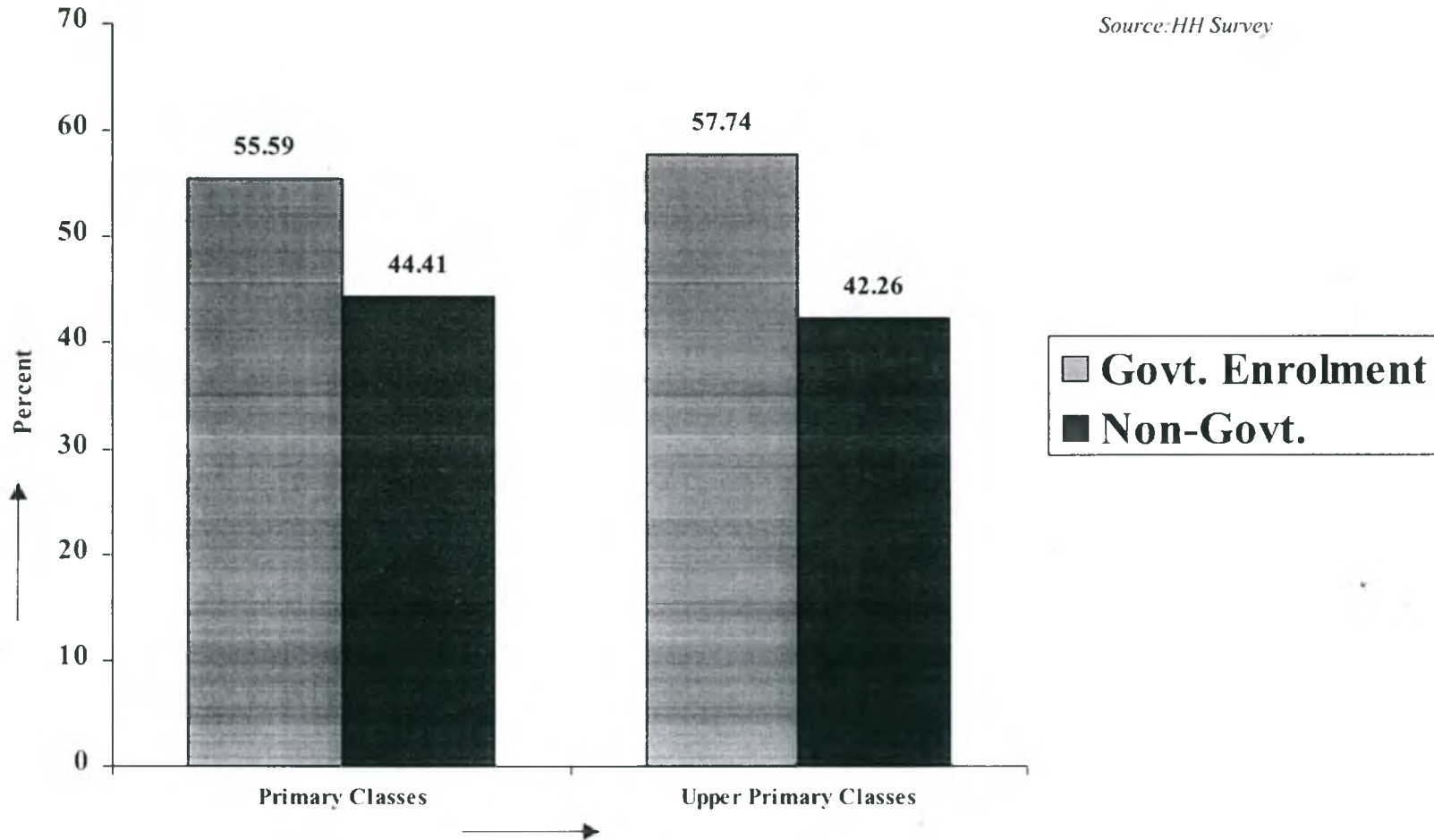
Distt. Enrolment Govt. vs Non-Govt. Schools (All Children)

Source: HH Survey



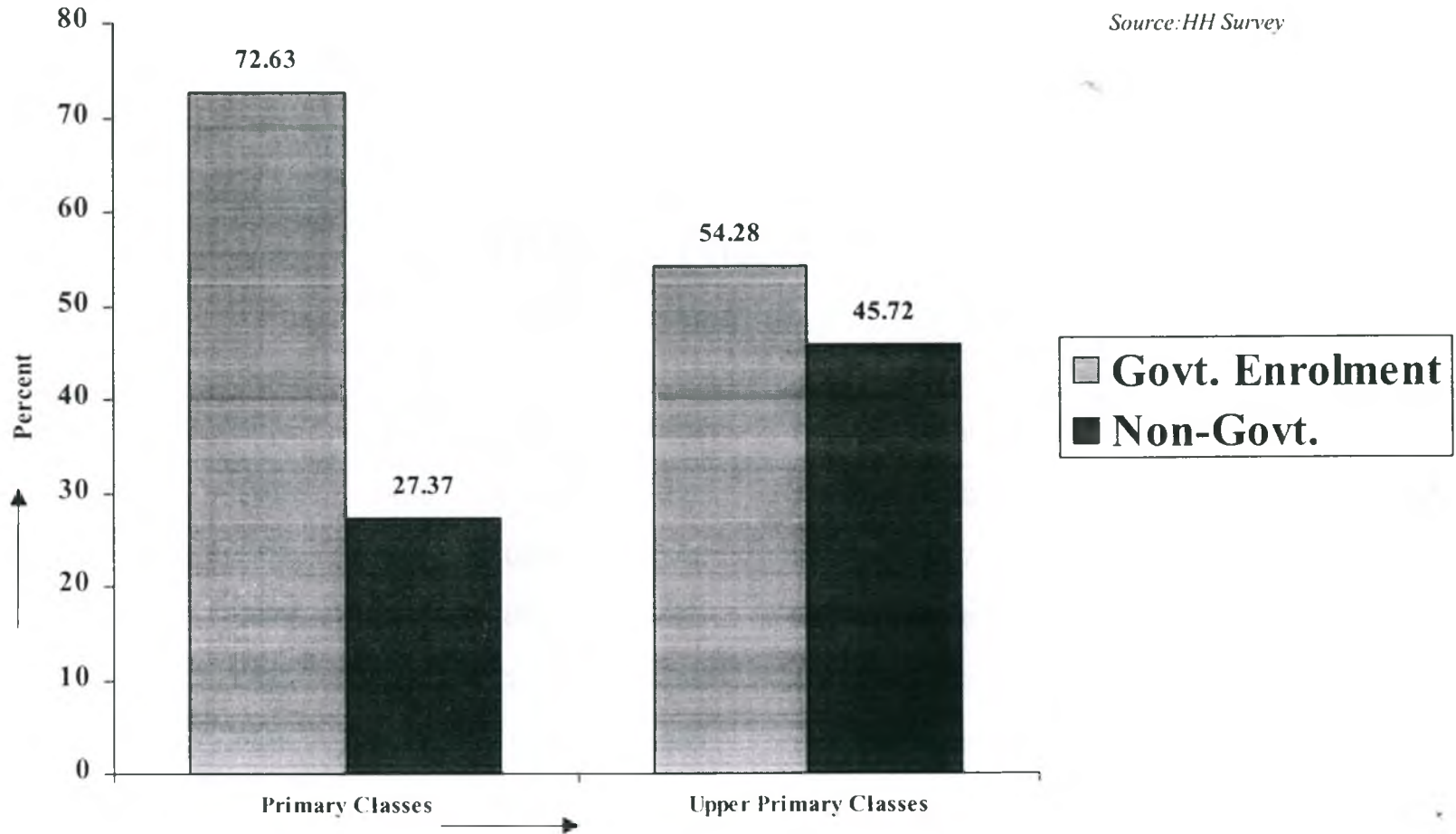
Distt. Enrolment Govt. vs Non-Govt. Schools (SC Children)

Source: HH Survey



Distt. Enrolment Govt. vs Non-Govt. Schools (All Girls)

Source: HH Survey



(47)

TABLE No. 3

TEACHERS POSITION PRIMARY

No. of Sanctioned Post	Working Tr. H.T.	Vaccant J.B.T	Trained Total	Male	Female	Total	Post	Teacher
Govt. Primary School	438	2041	2479	996	1071	2067	412	All
Scheduled Caste	188	70	258	87	61	148		
Non Govt. Pry. School	M	F	T		SC			BC
(Trained)	139	161	300	11	14	25	18	23
(Untrained)	35	40	75	15	17	32	16	28

Source : DEO / DPEO, Karnal

TABLE No. 4

ICDS (Blockwise)

Name of Block	No. of ICDS Centres	Overall			General			S.C.			N.F.E.
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
Karnal	137	7908	6492	14400	5272	4328	9600	2636	2164	4800	NIL
Indri	108	5912	4657	10569	3942	3105	7047	1970	1552	3552	NIL
Nilokheri	125	5882	4902	10784	3922	3268	7190	1960	1634	3594	NIL
Gharaunda	141	6833	6010	12843	4556	4007	8563	2277	2003	4280	NIL
Ballah/Assandh	148	5850	5218	11068	3900	3479	7379	1950	1739	3689	NIL
NISSING	134	7109	6175	13284	4740	4117	8857	2369	2058	4427	NIL
Total	793	39494	33454	72948	26332	22304	48636	13162	11150	24312	NIL

Source : Social Welfare, Karnal

(48)

TABLE No. 5
BELOW POVERTY LINE

Name of Block	RURAL			URBAN			
	No. of Village	Total No. of BPL Families	S.C.	SC	BC	Others	Total
Assandh	55	9009	3153	665	438	130	1233
Karnal	71	10531	3686	2298	3157	2025	7697
Nilokheri	73	8004	2714	456	438	200	1094
Indri	103	10610	3819	-	-	-	-
Nissing	44	6425	2250	-	-	-	-
Gharaunda	61	12834	4492	185	357	71	613
							11297

Source : Social Welfare, Karnal

(49)

TABLE No. 6
EXISTING INCENTIVE SCHEMES 2000-2001 (GOVT.PRIMARY SCHOOLS)

1. Distribution of Free books and expenditure	43000 + 35000		
2. Mid-day meal		Total students	C.P.
	Indri	10172	307
	Nilokheri	11306	339
	Karnal	18876	566
	Gharaunda	14170	425
	Nissing	8992	269
	Assandh	10252	317
	Total	73768	2213
3. Expenditure under OBBS Operation Blackboard Scheme	1998-99	1999-2000	2000-2001
	64 Rooms	11 Rooms	5 Rooms

Source : DEO / DPEO, Karnal

SARVA SHIKSHA ABHIYAN

PERSPECTIVE PLAN

The Govt. of India has initiated a comprehensive programme for the Universalisation of Elementary Education to cater to the long cherished dream of Education for All. The Constitutional Amendment of 93 gives a fundamental right of Elementary Education to every child of this country of 3 to 14 age group. The basic Resolve of our Constitution stated it to be completed by 1960, but in spite of our all efforts and proposals the goal is still a dream. A variety of Educational programmes executed by Govt., Non-Govt. and Private organizations have helped in raising the literacy of this country vis-a-vis added to differences in the achievements, quality and the status of the educational scenario as well the educational gamut in different regions. The need has been to synthesise all these efforts and extract the successful stories with replications in implementation in the whole length and breadth of this country. Hence a well considered programme with the nomenclature of **SARVA SHIKSHA ABHIYAN** has been launched with centre and State participation in financial, managerial and implementative sharing. It may be considered as the most effective and broad intervention for the education of every child of this country with equity and equality of opportunities, facilities and quality. The programme has been well considered time-framed qualitative intervention for millions of children who have not yet been covered so far for their geo-physio-socioeconomic reasons. It ensures quality education with active community participation and decentralized need based area specific approaches pinpointing on every child, every family and every habitation.

The success of any project lies in the meticulous planning which should be based on the strength of the implementation area i.e. the district (as district is considered as a macro unit of the plan and village is considered as the grass root unit of it). Karnal has the present strength as it has been shown in relevant section of the data, NER of the district is very satisfying i.e. NER total 90.81, NER boys 92.67, NER girls 88.57 and the drop out rate is a bit high which may be considered as a great obstacle in the achievement of universalisation of elementary education. Again, the sex ratio in the total population of this district (864) is quite disturbing in comparison to our national sex ratio (933). The imbalance in Haryana is quite horrible, as there have been 53.73% males as compared to 46.27% females in total population. This difference in sex ratio determines some interventions in any educational programme because it ultimately reflects in our future national as well as area specific set up. The educational indicators have been located from the analysis of the data extracted out of household survey (*Indicators are given in the table section*).

Moreover, the household survey of every inhabitation gives a very typical picture of out of school children in which girls are found (at upper primary stage) more out of schools. It appeals to the planners to think over some relevant causes and reveals the possible socio economic conditions of the society in which girls are considered as other man's property and a liability on the parents. It suggests some interventions for girl education in this perspective plan of SSA.

The description of infrastructure in our schools is not very congenial and satisfying. The condition of toilet facilities especially for girls is almost non existent. Again, as per objectives of this SSA, every child without any consideration of caste or sex must be enrolled by 2003 which requires certain specific provisions for the basic facilities for girls in our schools hence another type of interventions are required to be made in the perspective plans in the forms of construction of rooms, toilets, and boundary walls and drinking water facility. There is also another type of social group in the society which henceforth could not afford education at the cost of the livelihood. This type of population e.g., working children, street children, disabled and children of some special groups requires the special provisions in educational plan like alternative schooling and innovative education, education for disabled and certain inbuilt provisions in our formal school system.

As it has already been described and interpreted through our present data most of the non starters are girl children and it has been revealed that these girls have been detained out of school because they are kept busy in sibling care activities and if their education is to be catered then there must be certain specific provisions which may fulfil the requirement of their home affairs besides their education. The provision of ECE along with the formal schooling and also in parallel to formal school timings, has been made where siblings are kept engaged in certain fruitful activities and these girls are spared for education. Hence the perspective plan of SSA of this district determines the following strategies and interventions.

QUALITY IN EDUCATION

Education is a human process which leads to all round development and overall improvement of human life. Education does not mean of reading, writing and arithmetic only. It is a global and a vast term which reflects in the overall behavioural pattern and life style of a learner. Betterment, enrichment and improvement are the three words which compulsories 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 behavioural pattern of the person, whom the instructions have been imparted, modifies or changes as per instructions and satisfies as well as makes the present status as a base for further instructions, which ultimately reflects in improved, better and enriched desired behaviour pattern. 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 behaviour is expected. Hence, the word education covers knowledge, skills, competencies and desired improved terminal behaviour of the individual in all continue and effective demains.

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

Sarva Shiksha Abhiyan enfolds some basic objectives of

- Education to all 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 centred.

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 not 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 visualised in terms of products of education i.e. learner's achievements in scholastic and co scholastic areas (performance in subjects of study and habits, attitudes, values and life skills 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 has been a matter of great concern if desired outcome 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 mobilisation 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 and;
- (xi) Review of the program in view of the achievements and weaknesses related to desired objectives in specified time frame.

NEED BASED GRASSROOT EFFECTIVE PLANNING

This abhiyan starts with household survey which reflects a number of dropout children, non starters, disableds, location 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 exercises for opening and upgradation of new schools, alternate schooling provisions. This exercise included the involvement of 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 informations are given in the relevant sections of district profile. Basic indicators for planning emerged out of these information. In relation to quality it will prove as a process of community sensitization for the education and its objectives.

COMMUNITY MOBILISATION AND ACTIVE PARTICIPATION

Active participation of community has been considered as a basic input for the process of Sarva Shiksha Abhiyan. Researches have revealed that non attainment of objectives in previous educational programs were the result of passive community and their unawareness towards the of importance of educational programs for their children, especially for girls. Working on with the fact that more mobilised, aware and motivated the community the better and speedier is the attainments of education program and its objectives. This motivates the planners to incorporate

the activities like Maa-Beti Melas, VEC/VCC training programs, orientation of district functionaries, environment building activities like wall writing, installation of steel board/hoardings, publicity through electronic and print media, printing of community awareness material, development of audio-video cassettes award to best VEC, celebration of national days at cluster block and district levels, displaying tableaux **Kala Jathas, Nukkad Nataks** etc. It is presumed that all these activities will help in mobilising community for active participation in enrolment, improvement in retention rate, reduction in dropout and non starter rates, **reaching the unreached**, improvement in school effectiveness and quality through continuous monitoring and reviewing, review on the basis of achievements of objectives. Community will help in making of whole program and activities and in ensuring the transparency in utilisation 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, teaching learning materials, library books and educational periodicals, school improvement grants, appointment of teachers, CRCs, BRCs, ABRCs, APCs and DPC additional lecturers at DIET, computer operators and programmers, clerks, JEs, So and other essential staff, furniture and **tat patties**, ceiling fans, contingencies, sports material and health care provisions etc in the perspective plan for district **Karnal**. It is presumed that all these provisions will prove as an additionality 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 institutions, improve the teaching-learning process and ultimately reflect in the high achievement level of the students.

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

Decentralisation of planning and management with a special focus on strengthening of grass root institutions such as cluster and block level resource centres to facilitate academic supervision and support services and also effective unit for planning and management of quality initiatives where the teachers find opportunities as peer group inter/actions and self initiatives to solve their problems and improve their working conditions. The strengthening of DIET is expected to play an crucial role for teacher empowerment programmes, class room interactions, academic support, research and innovations and pursuit of excellence paragraph change. The institutional capacity building further requires the **strengthening of Resource support group**, publication and dissemination of success stories through newsletters and periodicals, need based teacher training programs through specific annual training programs and supplemented by training extended teacher trainging programs. Training programs through tele confrencing, demonstration and class room support; intensifying monitoring and supervision; collecting and utilising feed back; providing teacher grant to improve the class room teaching learning process; organising visits and excursions to acknowledge rich experiences; awarding best teacher, best school, best Alternate school and best VEC on the basis of pioneering services, research and innovation activities, all these activities will certainly help in improving the process and product of education 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 effective class room teaching learning process. The modern age is not just to observe the principle of "Spare the rod and spoil the child". It is also not something to cram and pass the examination. Again, it is not something forced from outside. Rather teacher learning process should be participatory, intrinsically self motivated, joyful, life centred, self receptive and conceptualised and productive. It requires the review of prevailing curriculum and text books - development of improved teaching learning material; frequent use of scientific techniques and teaching learning equipments; - self motivated teachers with scientific and democratic attitudes; incorporating methods of inquiries and innovations; continuous comprehensive evaluation and holistic approach to students progress and development and - modifying supervision mechanism and evaluation with systematic recording of criterion oriented individualised growth and development of each and every learner.

Alongwith these activities and spirits some other provisions may improve the quality of learners achievements like :-

- Provision of library books;
- Educational periodicals and newspapers;
- Organisation of bridge courses for slow learners, dropouts and non starter;
- Provision of school improvement grants;
- Health care provisions;
- Provision of adequate furniture, **tatpattis, Dari** etc.
- Provision of research and innovations at every school, every CRC, every BRC and DIET.

These may be rightly and timely inputs for a lofty educational program like SSA; specifically when the important thrust is on quality education

EMIS

The management information system is seen as an integral part of the management of SSA program. The most tested program which could prove its effectiveness for the success of any educational system has been EMIS and PMIS because they keep detailed information about objectives, achievements, gaps and further modified objectives. So, the same type of system is being proposed in SSA to capture details of a school, a learner, a target group, financial and managerial approaches etc is. It envisaged as an important strategy for the expansion and quality improvement of school education.

REVIEW

The success of the program lies in its continuous review, being follow up feed back and changed strategies. This incorporates SWOT (Strength, Weakness, Objectives & Threats) analysis regularly. Hence, these activity a also incorporated perspective plan of SSA to attain the desired objectives in full, especially the quality of education.

INTRODUCTION OF INFORMATION TECHNOLOGY UNDER S.S.A. IN HARYANA

Education is a human process, which leads to betterment, enlightenment and development. It is a self-regulating process, which basically comes from within. When a child learns education it should be the first and foremost criterion that he learns the things what he likes, where he feels interest and where he is self-motivated instinctively. Learning could not be passive, coercive and away from the child. To make it interesting, interactive and self-receptive, it is essential that some essential facilities and inputs be provided in the self-learning process of the child. The developments in science and technology are to be incorporated if the child is made to be a comprehensive learner. The computer is the most appropriate technological support which makes learning interactive and helping child in self-learning. Moreover it caters to the basic instincts of curiosity and development, ensuring self-paced individualized learning.

It can be a right approach if child learning is associated with computer learning and computer knowledge. Moreover if our child is made capable to cope with the modern age he should be equipped with computer knowledge invariably. It will also relate his education to his life as well the environment around him. Sarva Shiksha Abhiyan may be considered a helpful project a start with computer education in terms of quality education at upper primary level. The main idea behind the introduction of this information technology is an additional input in quality education, motivating child for self-interactive learning and conceptualizing hard spots. It will not only help the child go with his own pace it also makes him curious, thoughtful, analytical and satisfying.

OBJECTIVES

The introduction of IT in child's learning process will help the whole approach interesting and comprehensive, having the following objectives :-

1. It will help in conceptualizing hard spots by self-learning comprehensive approach.
2. It will help in enhancing the knowledge in different subjects like mathematics, language and environmental studies especially in science and fields of aesthetic development and creativity.
3. It will help the child to attain the basic competency in computer applications.
4. It will develop the vision of community and child towards formal schooling in our Govt. Schools and ultimately increases the enrolment, decreases the dropouts and enhances the quality of education.

To attain the above mentioned objectives and to cope with the state policy of education 2000, Haryana Govt. has rightly proposed to introduce the computer education at upper primary level at the initial stage and switching over to 4th standard onwards ultimately in the primary schools which are situated in the same premises in which upper primary school

exists. **SARVA SHIKSHA ABHIYAN** may be considered as an appropriate platform to implement the above strategies, so that school education may get a qualitative boost in which all upper primary school, existing and newly proposed under SSA will be covered with the essential facilities of IT lab with five computers and accessories with essential infrastructure to make it operationalized.

PROCEDURES AND IMPLEMENTATION STRATEGIES

It is proposed that these IT labs will be set up in every upper primary school in which the state Govt. will provide five computers with one room and other essential basic facilities. The programme will be launched with the help of some professional agencies in this field, which will be paid @ Rs. 30/- per child per month. It will be continued in the whole project period. Along with the education programme of the students the agency will prepare, school management plan/school development plan, individual child education cards as well as progress cards, students and teachers profiles. It will help in generating the basic information about each child, teacher, quality education, retention, dropout, achievement level and the programme of action for further improvement in schooling system. The idea is that it will help in learning mathematics, science, languages, social sciences etc. through computer inputs and ultimately in developing competencies of self-learning with interactive approaches.

CAPACITY BUILDING

The training of the teachers, setting up of the computer lab and launching of the IT programme will strengthen our schooling system. The system will help in self-appraisal of the educational programme in the institutions and institutionalize the inspiration for quality development in elementary education and ultimately for the attainment of objectives of SSA i.e. enrolment of all 6-14 years children, completion of qualitative elementary education and inculcating life related competencies presuming an enlightened Indian society. It is being proposed that in perspective plan of SSA, Karnal has supposed to provide five computers with UPS, Computer Library, Educational Software, Essential furniture & furnishing with a non-recurring cost of Rs. 3.00 lacs per school (UP Schools) and set up a computer lab to facilitate computer education and build the capacity of each upper primary school. As the rooms in our UP Schools are not in sufficient numbers so one room is also being proposed with a unit cost of Rs. 1.50 Lakhs. These IT labs will also consist of advanced software for education of different subjects specifically in learning mathematics, science, languages and environmental studies. It is also proposed that every village with a population of more than one thousand should have an upper primary school facility so that the constitutional commitment of compulsory elementary education to every child of 6-14 age group may be provided and the structure and facility of upper primary schooling is arranged in such a manner that every such child may enjoy the fundamental right of qualitative elementary education within his reach. So a total estimated amount on this activity will be Rs.

INTERVENTIONS

Alternative Schooling and Innovative Education (for dropouts and non starters); It will help n education in development of these children who either have not been enrolled or have dropped out before completing their elementary education.

Block Resource Centres function as a linkage and as a resource centre for the implementation of all academic and administrative activities at block level; (Quality and Improvement)

CRCs (Coordinate gross root activities in elementary education and to act as a resource unit); (Quality and Improvement)

Civil work (provisions to improve infrastructure facilities in schools, CRCs, BRCs, DPIUs and DETs and special facilities for girls-improving retention minimising dropout, encouraging girls educaion and improving quality);

DIET (for quality improvement through teacher training, research activities, evaluation and a nodal nstitute for all educational activities of the district including monitoring and supervision);

Distt. Project Information Unit (DPIU) (a managing and monitoring body for all activities of elementary education in the district.);

ECE (Early childhood Education) (Caters the need of children as preschool activities and relieviig girls from sibling care ensuring their enrolment and retention in formal school system);

EFE (Elementary Formal Education); (All activities that relate to access, retention and quality improvement in formal elementary education);

EMIS (Education Management Information System); (Keeps informations of elementary educaton in district intact);

ED (Integrated Education for Disabled); (Catering to the needs of disabled group as a provision for enrolment and retention for all and ensures their development);

Mass Mobilisation and Women Empowerment. (Mobilises masses and develops awareness activitiis for enrolment of all, improving retention, minimising dropout and developing quality improvement)

(DEFINITIONS OF INTERVENTIONS PROPOSED)

ASIE

(Alternative Schooling and Informal Education)

The number of dropouts and non starters in the district is (6-11) 13916 and 11-14 is 10034 if there elucation needs are to be catered and if the objective of enrolment of all children of target group is to be achieved, it requires some specific provisions in the form of opening some such alternative centres for their education which fully adhere to their individual needs and which observes the child centred approaches. As per norms of the SSA, one centre after every 25 children is proposed to be opened. Though the priority of education programme should be given to improve the quaiy of our schools so that most of these non starters and dropouts may enter the formal schooling system, yet it may be done with the help of mobilisation of the masses, parents and children. It may also be expected that still a great number of children may not turn up to formal schooling. Again, the lesson of the past restricts us to opening a great number of centres because society itself is reluctant to accept such a system. Hence 50 centres, as a pilot bases are proposed to be opened in the year 2002-2003, another unit of 50 centres are proposed to be opened in each of years 2004-2005, 2006-07 and rest of 50 in 2007-08. In this way the whole perspective plan of district larnal consists of 200 such centres which will be opened in the most difficult areas and where al other interventions are proved to be fruitless. One instructor has been proposed for each centre, preferably a women of that locality where these children are amassed. This instructor is proposed to be given Rs. one thousand per month as an honorarium, Rs. two hundreds are proposed to be spent at the time of opening of each centre, Rs. 2000 are proposed to be given every year to every centre for TLM, one Dari to each centre, one student kit at the rate of Rs. 1000 to each centre

comprising of educational games counting, Beads, Flash Cards, Charts, Pictures, Models and other educational aids alongwith some material of health check up and health hygiene will be provided. This kit will be prepared by S.C.E.R.T. with the help of other experts of this field. The kit will further be modified according to the need of the hour and is proposed to be provided in alternative years. Hence the total proposed cost on this activity is Rs. 7.00 Lacs

Rs. 2000/- for work book for students for each centre will be provided. These work books will be prepared and supplied by State Project Office/S.C.E.R.T. This whole activity will cost to Rs. 21 lacs.

BOOKS FOR STUDENTS

Each centre will be provided Rs. 2000/- every year for Books for students with the total out lay expenditure of Rs. 21.00 lacs. These books will also be prepared and supplied by S.C.E.R.T./ S.P.I.U.

TRAINING OF INSTRUCTORS

To strengthen the capacity of the proposed instructors, it is essential that they should be given Induction Training for 30 days in alternate years and orientation training of 10 days on every year. The induction training should comprise of knowledge of the subject matters, content, pedagogy, child psychology, crisis management and school management. More over this training will be made purely need-based and a feed back will be sought from the instructors and supervisors. Hence a total cost on the training of these instructors is proposed to be Rs. 9.76 Lacs. This training will be at par with the programme in DPEP. DIETs will be responsible for imparting this training.

FURNITURE

Every centre will be provided once in a project period without delay with two chairs, One table and stool with total out lay cost Rs. 4.00 lacs.

EXCURSION

It is supposed that the students of these centres, If taken to some exposer visits every year, will strengthen the educational system and help in further promoting them into the formal system of elementary education. Hence a programme excursion to some richer areas is proposed with an out lay expenditure of Rs. 10.50 lacs. Hence the total outlay of this intervention (Alternative Schooling and Innovative Education) is total Rs. 228.91 lacs.

BRC

(Block Resource Centre)

This intervention is essential to function as a continuous resource support, training to teachers (lower primary), monitoring unit nearer to the grass root, coordinating body for all educational activities of the block and serving as a linkage between CRC and DIET as an academic support, CRC and DPIU as an administrative unit. To strengthen this organisation it is proposed that the information system, furniture, the equipment, the library books etc. be provided in the perspective plan of SSA. This district has eight educational blocks each having one Block Education Officer who requires to be supported by three persons (one BRC and two Assistant BRCs) of an academic, pedagogical excellence with an experience of elementary education and who could effectively support the primary and upper primary education system of the block. Hence, some activities are proposed in this perspective plan :

SALARY OF BRC AND ASSISTANT BRC

Every block resource centre will have one BRC of Headmaster/Lecturer of school Cadre with rich experience of Primary and Upper Primary, teaching and management and two assistant BRC's of master cader having knowledge, experience and Richer vision of elementary education. The total outlay of the project period is Rs. 311.04 Lacs.

ONE CLERK

Every block Resource centre will be provided with one clerk. Salary cost of Rs. 47.88 lacs, so

that the necessary official record is maintained properly.

COMPUTER OPERATOR

Haryana has proposed a new system of information and implement unit at BRC level with a provision of one computer operator at every BRC with a total plan out lay of Rs. 64.19 lacs.

PEON CUM WATCHMAN/SWEEPER CUM CHOWKIDAR

The smooth functioning of the system at BRC requires the services of two class four employees with a total project cost out lay Rs. 61.42 Lacs.

FURNITURE

The essential furniture will be provided to every Block Resource Centre with a total outlay Rs. 8.00 Lacs. It includes the essential furniture for teacher training programme and office setup.

LIBRARY BOOKS

The provision of library books may equip and shape the Block Resource Centre as a real resource support unit. The books of improved pedagogy, related rich subject content and supplementary material will comprise of this lot of library books. The total out lay of this activity cost to Rs. 8.00 lacs.

NEWS PAPERS AND EDUCATIONAL PERIODICALS

The provision of this activity will help in strengthening of support system and capacity building of the teachers. Every BRC will be supplied with some standard news papers and periodicals of educational importance. These periodicals may be the publications of N.C.E.R.T. , Ed.CIL, N.I.P.A. etc. Hence a total out lay of the provision is proposed to be Rs. 1.28 Lacs. Each centre is also being proposed with a computer, software and printer with a total cost of activity as Rs. 8.00 lacs.

Provision of T.A.D.A., maintenance of Building, Contingency, Electricity and Watercharges, Telephone (Its installation and Bills), maintenance of computers and furnishing system etc. are proposed for the smooth functioning of this organisation Rs. 16.16 lacs, 5.60 lacs, 8.00 lacs, Rs. 6.40 lacs, 7.84 lacs, Rs. 7.20 lacs respectively.

MEETINGS

Every CRC within the block area will attend a fortnightly meeting at the BRC where some issues related to implementation, monitoring and educational problems are supposed to be discussed.

Two meetings in a year of V.E.C. members (at least 8 Members from each V.E.C. of the Block) are supposed to be conducted at each BRC to get the active participation of the community in attaining the desired objectives of S.S.A. (**SARVA SHIKSHA ABHIYAN**). A review of the achievement, issues and discussion on new strategies are supposed to be undertaken in these meetings.

CONVERGENCE WITH OTHER DEPARTMENTS

The objectives of SARVA SHIKSHA ABHIYAN cannot be achieved unless the efforts of all departments are coordinated and converged. Hence a meeting (every year) of the functionaries of the following departments will be held at each BRC.

I.C.D.S. ; Social Welfare Deptt. ; Red Cross ; Health Deptt. ; P.R.Is etc. ;

MEETINGS OF BLOCK ADVISORY COMMITTEE

Every BRC is supposed to erect an expertise group of 10 members with extraordinary knowledge, experience and success in the field of teaching, co-curricular activities and knowledge of different school subjects. These services are supposed to be utilised during Teacher's Training Programme extended Teacher's Training, Monitoring and resource support. Hence eight (8) meetings every year, corresponding to working months and according to the need of hour, are supposed to be conducted at BRC level. Hence a total outlay on all these meetings are proposed to be an amount of Rs. 55.92 lacs.

TALENT SEARCH TEST

An activity of talent search test every year is supposed to be conducted at every village. In which tests are prepared, introduced and conducted. This test practice will help promoting the gifted children as per their potentialities and will cater to their tastes, hobbies, interests and intelligence.

TRAINING OF PRIMARY TEACHERS

Every year all the teachers, working in the schools of respective educational blocks, are supposed to undergo a training programme of 20 days with a unit cost of Rs. 42,000/- of every group of 50 teachers in subject areas, pedagogy and mass mobilising activities along with education of social groups. These training programmes will fully be need-based and according to the feed back from the field. Hence an amount of Rs. 174.30 lacs is proposed in the ensuring perspective plan. Training module will be prepared by SCERT and master trainers will be trained by SCERT. The further training will be conducted on cascade model.

PROVISION OF DISH ANTENNA

The provision of this equipment at every BRC is supposed to be made to introduce and regulate certain training programmes like teleconferencing servicing with a cost of Rs. 2.00 lacs.

Total costs of this intervention in the plan is Rs. 796.77 lacs.

CRC

(Cluster Resource Centre)

The success of any programme of education basically lies in its monitoring and supervision system. Most of our educational systems dashed to the ground because of ineffective monitoring system nearer to the grass root. So, it is rightly proposed to set up Cluster Resource Centres within 8Km. radius, comprising about eight schools and having one Cluster Resource Co-ordinator. In district Karnal there have been proposed to set up 85 such centres. It required rigorous exercise of school mapping in the district and centres located for this purpose are enlisted in the appendix. This organisation will function in closed coordination and convergence at both levels. It will serve as an effective linkage as well as a powerful monitoring system along with resource support to bring a qualitative improvement in elementary education system within the cluster. Moreover, this institution serves as a training ground for extended teachers' trainings and these coordinators are supposed to work not only as supervisors but as demonstrators in the class room also and they will serve as the leaders and pace setters of all the schools within the cluster.

Strengthening of C.R.C. with following, essential activities. Appointment of cluster resource co-ordinator at each cluster Resource centre is proposed. This person is supposed to be of master, elementary teacher with at least five year experience, rich in pedagogy & knowledge with some innovative and clarity of vision. He is supposed to work as a co-ordinator of all activities within the cluster as a resource person, all the teacher and education scheme within the cluster and monitoring element. Hence, according to the norm total 85 cluster resource co-ordinator are supposed to be appointed in this district with a perspective plan outlay of Rs. 868.64 Lacs.

EQUIPMENT

(O.H.P., 14" C.T.V. Models, C. D. Player and educational C.Ds etc. These equipment are supposed to be effective for the teachers' Trainings programmes. (Extended Teacher Training) Hence a total out lay for perspective plan is proposed to be Rs. 8.50 Lacs for this provision.

LIBRARY BOOKS

An amount of Rupees 85.00 Lacs is proposed for the provision of Library books to equip these centres as effective resource supports units. These books will be reference related, pedagogy advancement and content based.

NEWS PAPERS AND EDUCATIONAL PERIODICALS

The provision of supplying news papers and effective educational periodicals (periodicals

published at N.C.E.R.T., S.C.E.R.T., N.C.T.E., Regional Educational Centres) to each C.R.C. is proposed with an amount of Rs. 13.60 Lacs. So that these centres may function as effective resource support organisation.

MEETINGS

Extended Teachers' Training programme is proposed in which half of teachers of the cluster will attend on 2nd Saturday and half on the last Saturday of the month. The demonstration lesson by the experts, the discussion on the lesson, the discussion on the problems etc. will be taken care of in these programmes. This activity will take place at both levels (Primary and upper Primary) with a total cost of Rupees 41.44 Lacs.

V.E.C. MEETINGS

The meeting V.E.C. members with eight member from each V.E.C. is supposed to be conducted to gear up the community participation with a total cost of Rs. 28.16 Lacs.

NEWS LETTERS

Every C.R.C. is supposed to publish & circulate news letter every month on all their educational activities & achievements. Hence an amount of Rs. 81.60 Lacs is being proposed in the ensuing plan of S.S.A.

TALENT SEARCH TEST

This activity will help in promoting the talented bunch catering to their (children) educational, attitudinal interests and potentialities. It will be conducted at both level once in a year covering all school of the cluster. The test will be prepared by S.C.E.R.T. This activity will be executed with an amount of 27.20 Lacs.

— ACADEMIC SUPPORT GROUP

An amount of Rs. 244.80 Lacs is proposed to erect and constitute an academic support Group of ten members at each C.R.C. These person will be experts in different school subjects & capable of demonstrating lesson, providing resource support & monitoring. It is proposed that these member will be given Rs. 150/- only as honorarium for each meeting.

The provision of T.A./D.A. with a unit cost of Rs. 2400/- per year, contingency to each cluster centre with a unit cost of Rs. 2400/- per year, electricity & water charges with a unit cost of Rs. 6000/- per year per C.R.C. & the provision for maintenance of buildings and equipments with a unit cost of Rs. 2000/- every year per C.R.C. is proposed for the effective functioning for these monitoring support unit. Hence a total amount of Rs. ~~1500.44~~ lacs is proposed for strengthening of C.R.Cs. in district Karnal.

CIVIL WORK

Most of our elementary schools are running with poor infrastructure, lack of necessary physical facilities like toilets, drinking water, electricity etc. In order to attract children and especially girls in the school and to retain them in the system following budgetary provisions of activities is being proposed under the heading for civil work.

The whole of the construction work will be carried by V.E.C. with a criterion of transparency in execution and receipt. Again the provision of construction work will be done on the basis of priority and need.

Construction of new school buildings 24 for primary school and 88 for upper primary schools;

Construction of new class rooms 538 In primary schools and 190 in upper primary schools;

Construction of Boundary walls 65 fours sided, 4 three sided, 26 two sided and 32 one sided;;

84 water facilities in primary schools and 21 in upper primary schools; 219 toilets in primary schools and 157 in upper primary schools;

Construction of Building for BRC and CRC;

Repair and maintenance with a provision of Rs. 5000 every year per school is proposed to be allocated under the SSA;

Allst of heschools where all above mentioned construction work and facilities is being provided is given in the appendix. It is considered as an essential restriction of the not more than 33% of the total cost of the project be spent on civil work. Two hundred twenty five new upper primery school buildings are to be constructed so provision of Rs. 897 lacs has also been made here. Hence an amount of Rs 4779.70 lacs is being proposed in perspective plan of this district.

DIET

(District Institute of Education and Training)

Indian Education Commission 1964-66 rightly remarks "Of all the elements in education teacher is the most important factor. Her quality reflects in the quality of education and her training should be given the maximum importance."

National Policy of Education 1986, chapter IX (Teacher) para IV states " District Institute of Education and Training should be opened in every district of the country to improve the quality of elementary teacher. When these institutions come into existence all other substandard institutions will be phased out."

Programme Of Action 1986, revised 1992, states that these DIET's should be manned according to the requirement of quality in our education Sarva Sikhsa Abhiyan lays the objective of qualitative elementary education for every child. Hence, a component/intervention of strengthening of DIET is being incorporated into the perspective plan of SSA, as the DIET is considered a suitable institution for training of teachers, research and innovations as well. So, the following activities are proposed in this intervention.

Two lecturers (Contractual but in govt. pay and scale) will be appointed to monitor the work of elementary education in the district, these incumbents will be the persons of high profile in knowledge, experience and teaching skills with atleast M.A/M.Sc. and M.Ed, qualifications;

Furnishing of training hall to conduct the training of teachers smoothly qualitatively and effectively. It includes chairs, tables, mike-system at each table carpets curtains, writing board with temporary markers, O.H.P. with display stand etc.;

Provision of equipments, to conduct teleconferencing and to keep the information system in education working effectively (Details in the Budget section);

Research (Action Research). It is proposed that faculty of DIET, Karnal will conduct at least five researches every year according to the need of the field with a cost of Rs. 1.00 Lacs per year;

Exposure trips, two exposure trips for elementary teachers (one for primary, one for upper primary) to assimilate some good and richer system of education with a cost of Rs. 1.00 Lacs per year;

Library books to strengthen the DIET as a unit of resource support. The books will be on the improved pedagogy, knowledge and references. A committee will be formed with DPC, principal DIET representative of concerned ADC and one librarian along with one Sr. Lecturer of DIET;

Printing of monthly Newsletters, to disseminate the ideas assimilated during the course of the month about 1000 copies will be published and circulated in every school with a reading material of skill in teaching and knowledge books of both the levels (Primary and Upper Primary). This activity will cost Rs. 5000 per month with a total outlay of Rs. 4.80 Lacs in the perspective plan;

Training and meetings, DIET being the soul institution to impart qualitative training, is supposed

to train all the teachers working in elementary schools, all BRCs, CRCs and all other members of District Academic Resource Group. It is proposed that this faculty will impart the training to upper primary teachers at DIET itself and to primary teachers at block level. The training will be need-based, reference related to skill in teaching subject matter, mass mobilisation and girl education etc. The training module will be prepared in collaboration with SCERT and DIET. Module of training will be prepared first;

Strengthening of Hostel, to facilitate the training programmes and to make it more effective by shaping it as residential programme and amount of Rs. 4.80 Lacs is being proposed. The detail of the facilities is given in the budget section;

Information system with a provision of computer, programmer and other relevant material for the system an amount of Rs. 14.15 Lacs for computer programmer salary, contingency for computer software computer system and maintenance of computer system.

TRAINING TO D.A.R.G.

As a team of 15 experts has been proposed with the name of distt. academic resource group and with their accountability towards resource support to teachers of every school of the distt. at both levels and monitoring there to, their the training (once in a month) is being proposed at DIET level. This activity will help in their capacity building and improving effectiveness for this programme. They are supposed to submit. Their monthly reports of their working and a discussion on the problems and suggestions will take place. An amount of Rs. 2.88 lacs is proposed for this intervention.

TRAINING TO BRC'S, CRC'S

It is supposed that 10 meetings (one meeting every month excluding May, June, when training will go at BRC's) will take place of all BRC's, CRC's at DIET. In which there problems, suggestions, their monthly reports will be taken as minutes of these meetings. Hence an amount Rs. 9.60 lacs is proposed in perspective plan of S.S.A.

MONITORING AND EVALUATION

An amount Rs. 5.80 lacs is being proposed for strengthening of monitoring and evaluation system. Members of DIET faculty and lecturers appointed for S.S.A. are supposed to monitor the educational activities and the evaluation of the programme. More over every year an evaluation in relation to target, is supposed to take place for which the check list and tests will be prepared and executed by DIET itself.

TLE, TLM, (Geography, Psychology, Science and Maths). This provision will raise the effectiveness of DIET programme. Because training at DIET could be made more effective, if the essential teaching learning material related to these subjects are available in DIET. Demonstration lesson, conceptualisation of science teaching material, Geography units and math units can be made more effective if enough teaching learning material. Hence an amount of Rs. 2.00 lacs is proposed to purchase and prepare such material.

SPORTS MATERIAL

The pre service Tr. training programme can be made more effective with the provision of sports activities and requisite sports material with a budgetary proposal of Rs. 0.6 lacs.

LAB SCHOOL/PACE SETTING SCHOOLS

It is supposed that DIET will develop one Lab-School at each block for all its innovative activities and programmes. Hence DIET SHAHPUR KARNAL- will adopt eight such schools and develop them as pacesetters and units of excellence a model for all other schools of the block with a proposed amount of Rs. 2.40 lacs. All necessary teaching material is supposed to be provided to these schools. Preference will be given to most backward school. Provision of the culture activities an amount of Rs. 0.8 lacs is being proposed in the DIET so that it may display its activities as a model of excellence.

TELE-CONFERRING ALONGWITH EQUIPMENTS AND PRINT

MATERIAL

It is supposed that Tele-Conferencing activities will be carried out at DIET level every year with 15 teachers. VEC members in a group on subject matter like teaching of language, mathematics, EVS I, and II, women empowerment preparation of teaching learning material, community participation etc. The programme of this activity will be decided at state level and the relay will be telecast at DIET as well at BRC level. These participants will be supposed with related to the programme. Hence an amount Rs. 135.84 lacs is being proposed in the perspective plan of SSA.

All the above activities need some provision of T.A., D.A. with a proposed of cost of Rs. 4.00 lacs, Electricity and water charges with a layout of Rs. 4.00 lacs. Telephone installation with a lay out of Rs. 0.98 lacs, Hiring of vehicles with a layout of Rs. 2.88 lacs. Hence the total budgeting provision of Rs. 368.15 Lacs. is being proposed for the strengthening of the DIET.

Hence all these activities have been proposed in the ensuing plan of SSA with the cost of Rs. 374.40 lacs.

DPIU

(District Project Information Unit)

The implementation unit of SSA is a district, hence an organisation with a working system with following provisions is being proposed in the perspective plan of SSA of district Karnal. It will function as a managerial body for all activities of elementary education in the district with a precaution of respecting decentralised approaches. It will upkeep all information about elementary education of district with the help of EMIS unit and assimilate and disseminate the informations and directions helping in the achievement of objectives of this project. The following activities and provisions are being proposed to strengthen this institution.

One DPC

Two APCs; experienced and well acquainted with the strategies and inputs for qualitative elementary universal education;

One SO deputed to maintain and regulate the financial account of expenditure;

Two J.Es

Two clerks, to keep the record intact;

Two class; four employees;

Provision of equipments like photostat machine, type writers, fax and generator to help in proper functioning of this institution;

Provision of furniture;

Publication of monthly Newsletter to disseminate the information in the field;

Meeting for DARG (once in a month) and BRCs;

It will help in improvising the effectiveness of monitoring and support system with a discussion of problem and suggestions the whole-functioning of this organisation in requires certain budgetary provision of T.A./D.A. telephone installation and billing, electricity and water charges and POL etc, details of which can be found in budget section.

In this way, this managing body is being proposed with a cost of Rs. 132.19 lacs.

ECE

(Early Childhood Education)

The objectives of universalisation of elementary education under SSA cannot be achieved unless a provision of early childhood care system is strengthened. The number of girl students out of school reflects that they are forced to work for sibling care. Though this system is already existing almost in every village of the district numbering to 793 in the form of Anganwadis yet they need to be

strengthened so that they may function as a centre for fostering these siblings and as a centre for preschool preparatory activities. Hence, these institutions are proposed to be strengthened with following provisions;

Each centre will be provided with a learning kit; including educational charts stress with colour beads, colours, Nail-cutter, Models, playway materials, educational games, etc. These kits will be prepared by SCERT in collaboration with ICDS compartments it will be further be modified as per need of the hour.

Supervisors, Anganwadi workers and Helpers will be imparted induction as well as refresher training in child psychology, child care, preschool activities, health and hygiene etc. The training will be in two phases one induction training (three days for supervisors and five days for Anganwadi workers) and then refresher training in alternative years (two days for supervisors for Anganwadi workers) is proposed to improve the effectiveness of the centres. The training module will be prepared and modified by SCERT and the training will be imparted by the DIET faculty.

Provision of Dari, steelbox, weighing machine and stationary along with some toys and playing material for each centre.

All these activities are supposed to cost a sum of Rs. 94.12 lacs in the ensuring plan for SSA for the district.

EMIS

(Educational Management Information System)

Modern age is the period of information technology. This technology requires to be incorporated in the system of education at distt level along with Distt. Primary Information Unit so that all necessary information related to enrolment, drop out, retention, net-enrolment ratio, infrastructural facilities and other relevant data are kept intact and updated. It requires the following provisions which are being proposed in perspective plan of SSA of the district;

One programmer, one computer operator to keep the system functioning;

Provision of equipments including computers, printer etc;

Installation of telephone and furnished computer room;

Provision of training to teachers, CRC's and BRCs for data collection;

Hence, well equipped EMIS system is being proposed at the district level in SSA costing to Rs. 48.57 lacs.

EFE

(Elementary Formal Education)

The objectives of enrolment of all children, provision of access of schooling to every child within 1 kilometre radius (of his habitation), progressive retention of child into the system unless he/she completes 8 years qualitative elementary education, provision of necessary facilities for girl children in the school and provisions of necessary infrastructural and teaching learning material may be made with the help of essential proposals of the following provisions.

Free text books to all girls (excluding scheduled caste girls) and boys of the S.C. category;

Appointment of teachers whenever and wherever the enrolment is increased under the programme of SSA, with the appointment of teachers in the schools being proposed will be made according to the norm under this project; These teachers will be given salary as per fifth pay commission as applied on other teachers of the state. The details of this policy are given in the subsequent pages. As per the policy decision 200 new upper primary schools are to be opened. Two teachers are to be appointed in the first year in each such school, two in the next year and the third teacher in the third year.

Provision of furniture to school on need based criterion;

Necessary equipment including ceiling fans, lab equipments, teaching aids (Science kit, Maths kit, Models Maps, Globes etc. and Science apparatus, Moulds charts, Geography teaching Aids, for Upper Primary) children periodicals, sports materials, tat patti and furniture including desks for every child from fourth standard to eighth standard;

Provision of school improvement grant at the rate of Rs. 2000 per year per school, Teacher grant at the rate of Rs. 500 per year per teacher, Health care provision at the rate of Rs. 1000 per year per primary schools and Rs. 1500 per upper primary school per year, SUPW provision at the rate of Rs. 1000 per school per year Research and Innovations at the rate of Rs. 1500 per year per school, Science fair and wall magazine.

Provision of an award to best teacher one in each block both at primary and upper primary levels so that the example may act as a pace setting for all; The award will be provided in kind and not in cash. Their may be set of books or teaching aids.

Provision of micro-planning and school mapping activities every year, so that the review of the programme and strategies are made;

Provision of quiz / talent search completion at CRC/BRC and district levels, once in a year. It will help in promoting talent in children and will also serve as an examples for others.

The provision of bridge course for drop out and nonstarters will be made to make their safe entry in the formal schooling system.

Provision of library books The capacity and effectiveness of every school will be improved with the provision of library books which are richer in knowledge and better in concept, which will inculcate reading habit in school students. For this purpose extra reading material, text books and stationery will be provided in the institutes a strict vigilance is required while purchasing these books so that the money may not be misused to grab commissions.

PROVISION OF SPORTS MATERIAL

To help the children to develop the balance in their personality this provision has been considered as an the essential input.

Provision of Excursion one group of 50 children from each block is supposed to be taken on excursion every year which will enhance the quality of our school programme and provide an extra exposure to the school children.

All these activities are proposed to improve the quality of elementary education and as well as to make the provision of easy access to every child, Hence a financial provision of Rs. 14308.15. lacs is proposed to be incurred out of prespective plan of SSA.

IED

(Integrated Education for Disabled)

The objectives of universal elementary education can not be achieved unless each Category of the prevailing children and their needs are catered to. There are 1907 such children prevalent in our District population at present who are physically disabled and who need a special care, attention and support. More over no nation can bear the under development of even a signal citizen. Hence for thei whole-some development and self respected life the following provisions in the plan of SSA for this District are being proposed :-

- **Identification of disables** (A concerted drive to detect children with special needs at an early age through PHCs, ICDS, ECE centres and School teachers along with social welfare Department);
- **Printing of awareness material for parents and Community** (To acquaint them about the psychological needs of these children)
- **Appointment of special teachers** (One at each Block) (To provide special resource support and Teaching specially skills to such children);

- **Setting up of Resource Centre at CRC and BRC level** (To cater the special needs of such children);
 - **Provision of special medical checkup** through Medical experts (To make the functional and formal assessment of each identified child. It would be carried out with a team of experts at each block H.Q.);
 - **Preparation of need based teaching learning materials** and their exhibition (To provide needful educational support to such children and to cater their educational needs);
 - **Follow up service** to these children (To help the child in on going development in life, an appropriate monitoring and follow up mechanism will be proposed);
 - **Training to teachers, CRC's, BRC's** in provision of Aids and appliances of these children (One teacher from each school, all CRCs and BRCs will be trained to cater the specific psychological and physical needs to these children. In addition to this specific training programme, the intensive teacher training programme is proposed to be undertaken to sensitize all teachers on effective class room management of these children with special needs);
- Excursion** for these children, one group at each Block level, once a year (It will help these children in their fullest possible development and give them recognition and psychological satisfaction);
- Every such child will be provided with **aids, appliances and supporting material @ Rs. 1200/-** once in the project period (It requires a strong convergence with other Departments like Red Cross and Social Welfare so that no duplicacy takes place).

This provision may be considered as an open ended support, still a budgetary provision of Rs.184.55 lacs is being proposed in perspective plan of SSA of this District.

MMWE

(Mass Mobilisation and Women Empowerment)

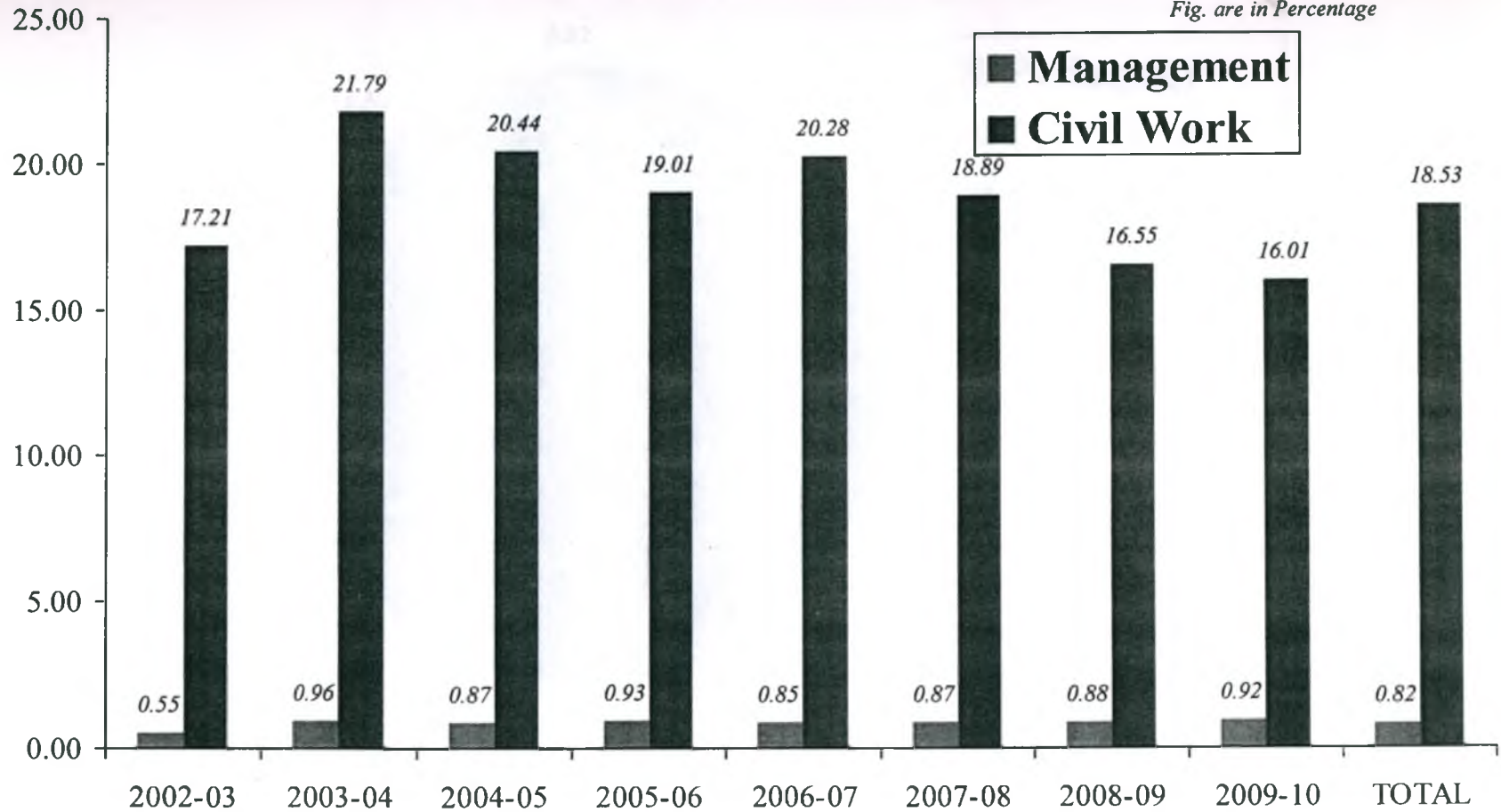
No educational programme can achieve its objective unless the target groups are made aware of its importance. India, due to its socio economic condition and traditional customary social taboos, needs specific efforts must be done in this context. The gender imbalance and insensitization in our society and especially of this district vehemently need to be taken care of and rectified with certain activities budgetary provisions in SSA Hence, the following activities are being proposed so that people are made aware of and their conscience are mobilised especially the women folk is sensitised.

- **Orientation of district functionaries in this regard;** (Twice in the whole project period.) The functionaries of different departments including PRIs, Health, Sports, Redcross, Social Welfare, ICDS etc.
- **Provision of environment building activities** like wall writing, installation of sign boards, printing of diaries, printing of identify card for each enrolled child, stickers, publicity through print media, printing of mass awareness material, development and duplication of audio-video cassettes etc;
- **Celebrating national days** at CRC, BRC, school and district level (Republic day, Independence day and Gandhi Jayanti);
- **Organising enrolment drive weeks, Maa-Beti Melas** in specific problem areas;
- **Provision of awards to best school, best VEC and Best Alternative school,** Once in every year at each block level; This award will be given in the form of kind and not in the form of cash. All these activities will ensure active participation of the community in enrolment of all children of 6-14 groups, Their 100% retention in the system till they completes 8 years of elementary schooling, qualitative improvement in education and on the other hand it will ensure the transparency in the execution of education activities. It will help in owning education system by the local community and also a positive attitudinal changes towards Government School system.

Hence all these activities are being proposed with a budgetary provision of Rs. 270.28 lacs in perspective plan for SSA in the district.

TOTAL BUDGET (2002-2010) DISTRICT KARNAL

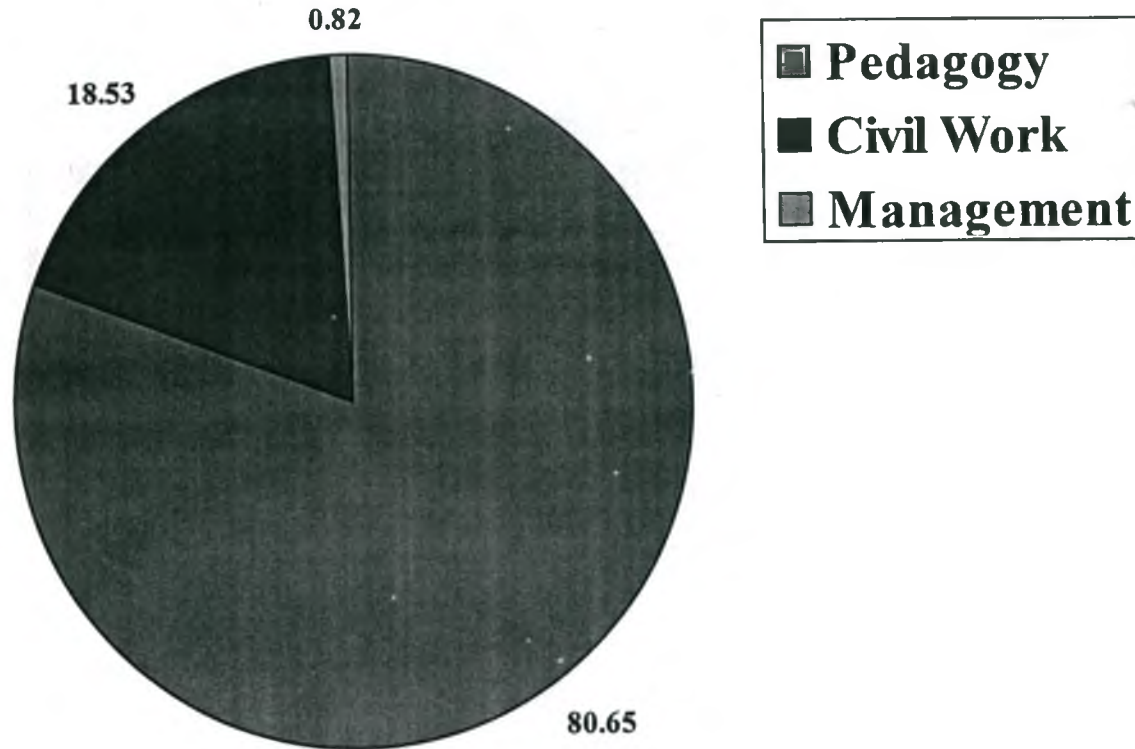
Fig. are in Percentage



(68)

TOTAL BUDGET (2002-2010) DISTRICT KARNAL

Fig. are in Percentage



(69)

Consolidated summary
DISTRICT KARNAL

YEAR WISE BUDGET CEILING OF PROJECT COST
DISTRICT ELEMENTARY EDUCATION PROGRAMME, KARNAL
(2002-2010)

S.No.	Component	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	Grand Total (2002-2010)
1	Management	26.40	20.23	20.82	21.42	22.03	22.76	23.25	23.85	180.76
2	Pedagogy	3931.72	1624.45	1890.76	1846.84	2038.46	2091.05	2185.55	2148.82	17757.65
3	Civil Works	823.04	458.26	491.10	438.60	524.10	492.20	438.20	414.20	4079.70
	TOTAL	4781.16	2102.94	2402.68	2306.86	2584.59	2606.01	2647.00	2586.87	22018.11
	MGT - 6 %	0.55	0.96	0.87	0.93	0.85	0.87	0.88	0.92	0.82
	Civil Works-33%	17.21	21.79	20.44	19.01	20.28	18.89	16.55	16.01	18.53

(76)

Summery of Project Cost SSA Distt. Karnal 2002-2010

S. No.	Name of activity	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	Total
		Fin	Fin	Fin	Fin	Fin	Fin	Fin	Fin	Fin
1	ASIE	12.85	9.86	23.96	19.72	35.07	43.57	39.44	44.44	228.91
2	BRC	114.97	91.16	92.73	98.73	96.73	98.76	100.82	102.90	796.80
3	CRC	200.35	185.71	189.53	174.41	193.29	178.17	197.05	181.93	1500.44
4	CIVIL WORK	823.04	458.26	491.10	438.60	524.10	492.20	438.20	414.20	4079.70
5	DIET	65.17	43.24	43.38	44.53	45.08	43.84	45.00	44.16	374.40
6	DPIU	17.37	14.92	15.40	15.89	16.39	17.00	17.37	17.85	132.19
7	ECE	14.04	14.78	14.89	14.98	10.49	5.67	13.60	5.67	94.12
8	EFE	3416.87	1230.99	1474.55	1445.57	1601.74	1672.60	1740.54	1725.29	14308.15
9	EMIS	9.03	5.31	5.42	5.53	5.64	5.76	5.88	6.00	48.57
10	IED	61.74	16.72	16.74	16.77	21.34	16.96	17.08	17.20	184.55
11	MMWE	45.73	31.99	34.98	32.13	34.72	31.48	32.02	27.23	270.28
	Total	4781.16	2102.94	2402.68	2306.86	2584.59	2606.01	2647.00	2586.87	22018.11

(71)

**PROJECT COST ASIE
SARVA SHIKSHA ABHIYAN, KARNAL**

S. No.	Name of activity	Unit cost	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total	
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin
1.1	Honorarium to Instructors	0.12	50	6.00	50	6.00	100	12.00	100	12.00	150	18.00	200	24.00	200	24.00	200	24.00	1050	126.00
1.2	Opening of AS	0.002	50	0.10			50	0.10			50	0.10	50	0.10					200	0.40
1.3	TLM&Stationary	0.02	50	1.00	50	1.00	100	2.00	100	2.00	150	3.00	200	4.00	200	4.00	200	4.00	1050	21.00
1.4	Daries	0.015	50	0.75			100	1.50			150	2.25	50	0.75			200	3.00	550	8.25
1.5	Students Kit	0.01	50	0.50			100	1.00			150	1.50	200	2.00			200	2.00	700	7.00
1.6	Work Books for Students	0.02	50	1.00	50	1.00	100	2.00	100	2.00	150	3.00	200	4.00	200	4.00	200	4.00	1050	21.00
1.7	Book for Students	0.02	50	1.00	50	1.00	100	2.00	100	2.00	150	3.00	200	4.00	200	4.00	200	4.00	1050	21.00
1.8	Training of Instructors																			
	(i) Induction trg 30 days	1.00	1	1.00			1	1.00			1	1.00	1	1.00					4	4.00
	(ii) Orientation training 10 days	0.36			1	0.36	1	0.36	2	0.72	2	0.72	2	0.72	4	1.44	4	1.44	16	5.76
1.9	Furniture	0.02	50	1.00			50	1.00			50	1.00	50	1.00					200	4.00
	Excursion	0.01	50	0.50	50	0.50	100	1.00	100	1.00	150	1.50	200	2.00	200	2.00	200	2.00	105	10.50
	Total		451	12.85	251	9.86	802	23.96	502	19.72	1153	35.07	1353	43.57	1004	39.44	1404	44.44	5975	228.91

72

PROJECT COST

BRC

Sarva Shiksha Abhiyan, Karnal

S. No	Name of activity	Unit Cost	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total	
			Phy	fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin
2.1	Salary of BRC	1.56	8	12.48	8	12.80	8	13.12	8	13.44	8	13.76	8	14.08	8	14.40	8	14.72	64	108.80
2.2	Salary of 2 ABRC	1.44	16	23.04	16	23.68	16	24.32	16	24.96	16	25.60	16	26.24	16	26.88	16	27.52	128	202.24
2.3	Salary of Computer Operator	0.82	8	6.56	8	6.95	8	7.36	8	7.78	8	8.20	8	8.65	8	9.11	8	9.58	64	64.19
2.4	Peon Cum-Waterman	0.48	8	3.84	8	3.84	8	3.84	8	3.84	8	3.84	8	3.84	8	3.84	8	3.84	64	30.72
2.5	Sweeper Cum Chowkidar	0.48	8	3.84	8	3.84	8	3.84	8	3.84	8	3.84	8	3.84	8	3.84	8	3.84	64	30.72
2.6	Clerk	0.66	8	5.28	8	5.48	8	5.68	8	5.88	8	6.08	8	6.28	8	6.50	8	6.70	64	47.88
2.7	Furniture	1	8	8.00															8	8.00
2.8	Library Books	0.5	8	4.00															16	8.00
2.9	TA/DA @ 2100	0.252	8	2.02	8	2.02	8	2.02	8	2.02	8	2.02	8	2.02	8	2.02	8	2.02	56	16.16
	P.M. Per BRC																			
2.1	Maintainance of Building	0.1			8	0.80	8	0.80	8	0.80	8	0.80	8	0.80	8	0.80	8	0.80	64	5.60
2.11	News Papers and Edu. Periodicals	0.02	8	0.16	8	0.16	8	0.16	8	0.16	8	0.16	8	0.16	8	0.16	8	0.16	64	1.28
2.12	Contingency	0.125	8	1.00	8	1.00	8	1.00	8	1.00	8	1.00	8	1.00	8	1.00	8	1.00	64	8.00
2.13	Electricity and water Charges	0.1	8	0.80	8	0.80	8	0.80	8	0.80	8	0.80	8	0.80	8	0.80	8	0.80	64	6.40
2.14	Telephone																			
	(i) Installation	0.02	8	0.16															8	0.16
	(ii) Bills	0.12	8	0.96	8	0.96	8	0.96	8	0.96	8	0.96	8	0.96	8	0.96	8	0.96	64	7.68
2.15	Meetings																			
	(i) CRC-Fortnightly	0.015	170	2.55	170	2.55	170	2.55	170	2.55	170	2.55	170	2.55	170	2.55	170	2.55	1360	20.40
	(ii) VEC-Twice a Year	0.005	439	2.20	439	2.20	439	2.20	439	2.20	439	2.20	439	2.20	439	2.20	439	2.20	3512	17.60
	(iii) Convergence with other	0.04	8	0.32	8	0.32	8	0.32	8	0.32	8	0.32	8	0.32	8	0.32	8	0.32	64	2.56
	(iv) Block Advisory committee 10	0.24	8	1.92	8	1.92	8	1.92	8	1.92	8	1.92	8	1.92	8	1.92	8	1.92	64	15.36
2.16	Talent Search Test	0.01	439	0.44	439	0.44	439	0.44	439	0.44	439	0.44	439	0.44	439	0.44	439	0.44	3512	3.52
2.17	Computer Software & Printers	1	8	8.00															8	8.00
2.18	(a) Maintainance of Computer	0.05	8	0.40	8	0.40	8	0.40	8	0.40	8	0.40	8	0.40	8	0.40	8	0.40	64	3.20
	(b) Furnishing of Computer Room	0.5	8	4.00															8	4.00
2.19	Training of Pry. Teachers 50 groups of 50 each	0.42	50	21.00	50	21.00	50	21.00	51	21.42	52	21.84	53	22.26	54	22.68	55	23.10	415	174.30
2.2	Dish Antenna	0.25	8	2.00															8	2.00
	Total		1266	114.97	1226	91.16	1226	92.73	1235	98.73	1228	96.73	1229	98.76	1230	100.82	1231	102.9	9871	796.77

(73)

PROJECT COST CRC
Sarva Shiksha Abhiyan, Karnal

S. No.	Name of activity	Unit Cost	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total	
			Phy	fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin
3.1	CRC Salary	1.2	85	102.00	85	103.88	85	105.76	85	107.64	85	109.52	85	111.4	85	113.28	85	115.16	680	868.64
3.2	Furniture	0.1	85	8.50															85	8.50
3.3	Equipment	0.1	85	8.50															85	8.50
3.4	Library Books	0.2	85	17.00	85	17	85	17			85	17			85	17			425	85.00
3.5	TA/DA Staff	0.024	85	2.04	85	2.04	85	2.04	85	2.04	85	2.04	85	2.04	85	2.04	85	2.04	680	16.32
3.6	Maintance of Building	0.02					85	1.7	85	1.7	85	1.7	85	1.7	85	1.7	85	1.7	510	10.20
3.7	Newspaper & Periodical	0.02	85	1.70	85	1.7	85	1.7	85	1.7	85	1.7	85	1.7	85	1.7	85	1.7	680	13.60
3.8	Electricity and Water charges	0.06	85	5.10	85	5.1	85	5.1	85	5.1	85	5.1	85	5.1	85	5.1	85	5.1	680	40.80
3.9	Meeting of (a) Pry. (ETT) Tchrs./H.Tchrs.	0.0012	2539	3.05	2539	3.05	2539	3.05	2539	3.05	2539	3.05	2539	3.05	2539	3.05	2539	3.05	20312	24.40
	(b) U. Pry. Tchrs.	0.0012	1776	2.13	1776	2.13	1776	2.13	1776	2.13	1776	2.13	1776	2.13	1776	2.13	1776	2.13	14208	17.04
	(c) VEC Quarterly	0.0072	489	3.52	489	3.52	489	3.52	489	3.52	489	3.52	489	3.52	489	3.52	489	3.52	3912	28.16
	New U.P. Schools Tchrs.	0.0012	400	0.48	800	0.96	1000	1.2	1000	1.2	1000	1.2	1000	1.2	1000	1.2	1000	1.2	7200	8.64
3.10	Contingency	0.025	85	2.13	85	2.13	85	2.13	85	2.13	85	2.13	85	2.13	85	2.13	85	2.13	680	17.04
3.11	Children Newsletter	0.12	85	10.20	85	10.2	85	10.2	85	10.2	85	10.2	85	10.2	85	10.2	85	10.2	680	81.60
3.12	Talent Search Test @ 0.01																			
	(a) Pry.	0.02	85	1.70	85	1.7	85	1.7	85	1.7	85	1.7	85	1.7	85	1.7	85	1.7	680	13.60
	(b) U.Pry.	0.02	85	1.70	85	1.7	85	1.7	85	1.7	85	1.7	85	1.7	85	1.7	85	1.7	680	13.60
3.13	Academic Support Group of 10 members twice a month	0.36	85	30.60	85	30.6	85	30.6	85	30.6	85	30.6	85	30.6	85	30.6	85	30.6	680	244.8
	Total		6224	200.35	6454	185.71	6739	189.53	6654	174.41	6739	193.29	6654	178.17	5739	197.05	6654	181.93	51857	1500.44

(74)

PROJECT COST

Civil Works

Sarva Shiksha Abhiyan, Karnal

Sl. No.	Name of Activity	Est. Cost	2007-08		2008-09		2009-10		2010-11		2011-12		2012-13		2013-14		2014-15		Total	
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin
	(I) Primary	5.00	4	20.00	5	25.00	5	25.00	5	25.00	5	25.00							24	120
	(II) U. Primary	8.00	11	88.00	11	88.00	11	88.00	11	88.00	11	88.00	11	88.00	11	88.00	11	88.00	88	704
4.2	Construction of New																			
	Class-rooms																			
	(I) (I) Primary	1.50	125	187.50	16	24.00	60	90.00	25	37.50	100	150.00	100	150.00	64	96.00	48	72.00	538	807
	(II) U. Primary	1.50	40	60.00	50	75.00	50	75.00	50	75.00									190	285
4.3	Construction of																			
	Boundry-walls																			
	(I) Four Sided	1.84	5	9.20	20	36.80	20	36.80	20	36.80	20	36.80	20	36.80	20	36.80	20	36.80	145	266.8
	(II) Three Sided	1.38	6	8.28	5	6.90	5	6.90	5	6.90	5	6.90							26	35.88
	(III) Two Sided	0.92	5	4.60	5	4.60													10	9.2
	(IV) One Sided	0.46	7	3.22															7	3.22
4.4	Toilets																			
	(I) Primary	0.08	200	16.00	132	10.56													332	26.56
	(II) U. Primary	0.08	28	2.24															28	2.24
4.5	Water Facilities																			
	(I) Primary	0.15	73	10.95															73	10.95
	(II) U. Primary	0.15	11	1.65															11	1.65
4.6	Maintaince	0.05	788	39.40	788	39.40	788	39.40	788	39.40	788	39.40	788	39.40	788	39.40	788	39.40	6304	315.2
4.7	BRC Building	6.00	8	48.00															8	48
4.8	CRC Buiding	2.00	85	170.00															85	170
4.9	Major Repairs	0.50	20	10.00	20	10.00	20	10.00	20	10.00	20	10.00	20	10.00	20	10.00	20	10.00	160	80
4.1	New U.P School	6.00	24	144.00	23	138.00	20	120.00	20	120.00	28	168.00	28	168.00	28	168.00	29	168.0	200	1194
	Total	35.61	1440	823.04	1075	458.26	979	491.10	944	438.60	977	524.10	967	492.20	931	438.20	916	414.2	8229	4079.70

(75)

PROJECT COST

DIET

Sarva Shiksha Abhiyan, Karnal

S. No.	Name of activity	Unit Cost	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total	
			Phy	fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin
5.1	2 Lect. (Contractual) 6500-10500	1.2	2	2.40	2	2.47	2	2.54	2	2.62	2	2.70	2	2.78	2	2.87	2	2.95	16	21.33
5.2	T.A/D.A.	0.5	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50	8	4.00
5.3	Furnishing of Trg. Hall Chairs 60, Tables 27 Lecture Stand, Carpetss 1000 sq. Curtain, Fans 10, Tube lights 10, Mike system, Board (marker Equipments Fax 1. Telephone 1 VCr, TV2. Generator, 1, O.H.P., Type Writer 2, Camera 1 Videocamera 1	5	1	5.00															1	5.00
5.4	Research (per year)	0.2	5	1.00	5	1.00	5	1.00	5	1.00	5	1.00	5	1.00	5	1.00	5	1.00	40	8.00
5.5	Exposure visits	0.5	2	1.00	2	1.00	2	1.00	2	1.00	2	1.00	2	1.00	2	1.00	2	1.00	16	8.00
5.6	Library Books	0.5	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50	8	4.00
5.7	Computer Operator (Salary)	1.03	1	1.03	1	1.1	1	1.17	1	1.24	1	1.31	1	1.39	1	1.46	1	1.54	8	10.24
5.8	News Letter (monthly)	0.05	1	0.60	1	0.60	1	0.60	1	0.60	1	0.60	1	0.60	1	0.60	1	0.60	8	4.80
5.9	Contingency and Software	0.1	1	0.10	1	0.10	1	0.10	1	0.10	1	0.10	1	0.10	1	0.10	1	0.10	8	0.80
5.10	Computer 1.00, Printer 0.15, A.C 0.20, Furniture & Furnishing 1.00 Fans 0.40, LCD	5.95	1	5.95															1	5.95
5.11	Equip. incl. Computer	0.1	1	0.10	1	0.10	1	0.10	1	0.10	1	0.10	1	0.10	1	0.10	1	0.10	8	0.80
5.12	Training & meeting Batches teachers	0.45	36	16.20	36	16.20	36	16.20	36	16.20	36	16.20	36	16.20	36	16.20	36	16.20	288	129.60
5.13	(b) DARG-15	0.13	12	0.36	12	0.36	12	0.36	12	0.36	12	0.36	12	0.36	12	0.36	12	0.36	96	2.88
	(c) BRC, CRC (8+85)	0.12	10	1.20	10	1.20	10	1.20	10	1.20	10	1.20	10	1.20	10	1.20	10	1.20	80	9.60

(76)

PROJECT COST

DIET

Continued

5.14	Strengthening of hostel	0.005	100	0.50														100	0.50	
	(a) Beddings (I) Blankets (100)																			
	(ii) Pillows (100)	0.001	100	0.10						100	0.10							200	0.20	
	(iii) Bed Sheets (100)	0.002	100	0.20						100	0.20							200	0.40	
	(iv) Matress (Dunlop100)	0.02	100	2.00														100	2.00	
	(v) Fans (5)	0.01	50	0.50														50	0.50	
	(vi) Pillow Cover	0.0005	200	0.10						200	0.10							400	0.20	
	(b) Hardbed (100)	0.01	100	1.00														100	1.00	
5.15	Monitering & Evaluation	0.05	2	0.10	2	0.10	2	0.10	2	0.10	2	0.10	2	0.10	2	0.10	2	0.10	16	0.80
5.16	Electricity & Wat.Charg	0.5	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50	8	4.00
5.17	(a) Tele. Installation	0.02	1	0.02															1	0.02
	(b) Bill	0.01	1	0.12	1	0.12	1	0.12	1	0.12	1	0.12	1	0.12	1	0.12	1	0.12	8	0.96
5.18	TLE/TLM/ Geography	1	1	1.00						1	1.00								2	2.00
	Psychology, Science																			
	Lab Maths																			
5.19	Sports Material	0.2	1	0.20				1	0.20				1	0.20					3	0.60
5.20	Lab School	0.1	8	0.80				8	0.80				8	0.80					24	2.40
	Pace Setting School																			
5.21	Hiring of Vehicle	0.36	1	0.36	1	0.36	1	0.36	1	0.36	1	0.36	1	0.36	1	0.36	1	0.36	8	2.88
5.22	Cultural Activities	0.50	1	0.50	1	0.05	1	0.05	1	0.05	1	0.05	1	0.05	1	0.05	1	0.05	8	0.85
5.23	Teleconfrencing Batch of 50 (VEC, Trs, TLM)	0.075	102	15.30	102	15.3	102	15.30	102	15.30	102	15.30	102	15.30	102	15.30	102	15.30	816	122.40
	(i) Teachers																			
	SSA, Maths, Hindi,																			
	EVS-I,II, English,																			
	Women impowerment																			
	(ii) TLM																			
	(iii) VEC																			
5.24	Printing of Material	0.002	8388	1.68	8388	1.68	8388	1.68	8388	1.68	8388	1.68	8388	1.68	8388	1.68	8388	1.68	67104	13.44
5.25	Dish Antenna	0.25	1	0.25																0.25
	Total			65.17		43.24		43.38		44.53		45.08		43.84		45.00		44.16		374.40

(77)

PROJECT COST

DPIU

Sarva Shiksha Abhiyan

S. No.	Name of activity	Unit Cost	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total	
			Phy	fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin
6.1	Salary (a) DPCI	2.16	1	2.16	1	2.21	1	2.26	1	2.31	1	2.36	1	2.41	1	2.46	1	2.51	8	18.68
	(b) APC	1.34	2	2.68	2	2.85	2	3.02	2	3.19	2	3.36	2	3.53	2	3.7	2	3.87	16	26.20
	(c) SO	1.14	1	1.14	1	1.18	1	1.21	1	1.25	1	1.28	1	1.32	1	1.36	1	1.39	8	10.13
	(d) Clerk cum data entry operator	0.66	2	1.32	2	1.37	2	1.42	2	1.47	2	1.52	2	1.57	2	1.62	2	1.67	16	11.96
	(e) Peon-Waterman	0.48	1	0.48	1	0.51	1	0.54	1	0.57	1	0.61	1	0.64	1	0.67	1	0.70	8	4.72
	Sweep-watchman	0.48	1	0.48	1	0.51	1	0.54	1	0.57	1	0.61	1	0.64	1	0.67	1	0.70	8	4.72
6.2	Equipments																			0.00
	(a) Photostate Machine	1.00	1	1.00															1	1.00
	(b) Typewriter	0.15	2	0.30															2	0.30
	(c) Fax Machine	0.12	1	0.12															1	0.12
	(d) Generator	0.25	1	0.25															1	0.25
6.3	Furniture	1.00	1	1.00															1	1.00
6.4	Contingency & Office Expenses	0.50	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50	8	4.00
6.5	T.A/D.A.	0.50	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50	8	4.00
6.6	Telephone Instt.	0.02	1	0.02															1	0.02
	(b) Bills	0.12	1	0.12	1	0.12	1	0.12	1	0.12	1	0.12	1	0.12	1	0.12	1	0.12	8	0.96
6.7	News Letter	0.60	1	0.60	1	0.60	1	0.60	1	0.60	1	0.60	1	0.60	1	0.60	1	0.60	8	4.80
6.8	Electricity & Water charges	0.50	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50	8	4.00
6.9	Meetings																			0.00
	(a) DARG p/m	0.02	15	0.30	15	0.30	15	0.30	15	0.30	15	0.30	15	0.30	15	0.30	15	0.30	120	2.40
	(b) BRC, DIET	0.02	8	0.16	8	0.16	8	0.16	8	0.16	8	0.16	8	0.16	8	0.16	8	0.16	64	1.28
6.10	Petrol & Lubricant	0.60	1	0.60	1	0.60	1	0.60	1	0.60	1	0.60	1	0.60	1	0.60	1	0.60	8	4.80
6.11	JE-2	0.72	2	1.44	2	1.50	2	1.56	2	1.62	2	1.68	2	1.74	2	1.80	2	1.86	16	13.20
6.12	Hiring of Vehicle	0.50	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50	8	4.00
6.13	Dish Antenna	0.25	1	0.25															1	0.25
6.14	Accountant	0.95	1	0.95	1	1.01	1	1.07	1	1.13	1	1.19	1	1.25	1	1.31	1	1.37	8	9.28
	Total		49	17.37	41	14.92	41	15.40	41	15.89	41	16.39	41	17	41	17.37	41	17.85	336	132.07

(76)

PROJECT COST

ECE

Sarva Shiksha Abhiyan, Karnal

S. No.	Name of activity	Unit Cost	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total	
			Phy	fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin
7.1	ECCE Kit	0.01			793	7.93			793	7.93					793	7.93			2379	23.79
7.2	Trg. 3 days 40 sup.	0.12	1	0.12															1	0.12
7.3	Trg. Aww, 5 days induction training trg. (793+7)	3.20	1	3.20															1	3.20
7.4	Refresher Trg. Supevisiors 2 days	0.08			1	0.08	1	0.08	1	0.08	1	0.08	1	0.08	1	0.08	1	0.08	7	0.56
7.5	Rresher Trg. AWW 3 days	2.00			1	2.00	1	2.00	1	2.00	1	2.00	1	2.00	1	2.00	1	2.00	7	14.00
7.6	One box for each center	0.005					793	3.97											793	3.97
7.7	Weighing machine	0.004			793	3.18													793	3.18
7.8	Stationery	0.002	793	1.59	793	1.59	793	1.59	793	1.59	793	1.59	793	1.59	793	1.59	793	1.59	6344	12.72
7.9	Chair & Table	0.01	793	7.93															793	7.93
7.10	Training tohelpers	2.00					1	2.00	1	2.00	1	2.00	1	2.00	1	2.00	1	2.00	6	12.00
7.11	One Dari to each centre	0.015	80	1.20			300	5.25	92	1.38	321	4.82							793	12.65
	Total		1668	14.04	2381	14.78	1889	14.89	1681	14.98	1117	10.49	796	5.67	1589	13.60	796	5.67	11917	94.12

(79)

Project Cost EFE

Sarva Shiksha Abhiyan, Karnal

S. No.	Name of activity	Unit Cost	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total			
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin		
	Free Text Books (UP)	0.0015	18450	27.68	18450	27.68	18450	27.68	18450	27.68	18450	27.68	18450	27.68	18450	27.68	18450	27.68	18450	27.68	147600	221.44
8.2	Salary Proj. Teach. P	0.84			10	8.40	20	17.03	30	26.09	40	35.28	50	44.70	60	54.35	70	64.23	280		280	250.08
	UP		400	396.48	800	789.86	1000	1003.56	1000	1053.74	1000	1106.42	1000	1161.75	1000	1219.83	1000	1280.83	7200		7200	8012.47
8.3	Furniture (P)	0.05	25	1.25																	25	1.25
	(UP)	0.10	200	20.00																	200	20
8.4	Equipments (a) Ceiling Fans (P)	0.02	517	10.34																	517	10.34
	(ii) UP	0.07	425	29.75																	425	29.75
	Lab Equipment Science Math Kit (P)	0.03	517	15.51																	517	15.51
	(UP)+NUP	0.13	425	55.25																	425	55.25
	Teaching Aids (P)	0.05	517	25.85																	517	25.85
	(UP)+NUP	0.30	425	127.50																	425	127.5
8.5	Bridge Cost (AS) (P)	0.05	85	4.25	85	42.5	85	4.25	85	4.25	85	4.25	85	4.25	85	4.25	85	4.25	85	4.25	680	72.25
	(UP)	0.05	85	4.25	85	42.5	85	4.25	85	4.25	85	4.25	85	4.25	85	4.25	85	4.25	85	4.25	680	72.25
8.6	Children Periodicals (P)	0.003	517	1.55	517	1.55	517	1.55	517	1.55	517	1.55	517	1.55	517	1.55	517	1.55	517	1.55	4136	12.4
	(UP)	0.005	425	2.13	425	2.13	425	2.13	425	2.13	425	2.13	425	2.13	425	2.13	425	2.13	425	2.13	3400	17.04
8.7	Library Books (P)	0.10	517	51.70									517	51.70							1034	103.4
	(UP)	0.10	425	42.5									425	42.5							850	85
8.8	School Improvement Grant (P)	0.02	517	10.34	517	10.34	517	10.34	517	10.34	517	10.34	517	10.34	517	10.34	517	10.34	517	10.34	4136	82.72
	(UP)	0.02	425	8.50	425	8.50	425	8.50	425	8.50	425	8.50	425	8.5	425	8.50	425	10.34	425	10.34	3400	69.84
8.9	Teacher Grant (P)	0.005	2479	12.40	2504	12.52	2529	12.65	2554	12.77	2580	12.90	2606	13.03	2631	13.16	2658	13.29	20541		20541	102.72
	(UP)	0.005	2360	11.9	2760	13.80	3470	17.35	3470	17.35	3470	17.35	3470	17.35	3470	17.35	3470	17.35	3470	17.35	25940	129.8
8.10	Health Care (P)	0.01	517	5.17	517	5.17	517	5.17	517	5.17	517	5.17	517	5.17	517	5.17	517	5.17	517	5.17	4136	41.36
	(UP)	0.015	425	6.38	425	6.38	425	6.38	425	6.38	425	6.38	425	6.38	425	6.38	425	6.38	425	6.38	3400	51.04
8.11	Innovative Programs (i) Science Fare (ii) Action Research (iii) Wall Magazine	0.015	800	12.00	800	12.00	800	12.00	800	12	800	12	800	12.00	800	12.00	800	12.00	800	12.00	6400	96
	(iv) Upper Primary	0.015	218	3.27	218	3.27	218	3.27	218	3.27	218	3.27	218	3.27	218	3.27	218	3.27	218	3.27	1744	26.16
8.12	Award for Best Teacher in block (P)	0.01	8	0.08	8	0.08	8	0.08	8	0.08	8	0.08	8	0.08	8	0.08	8	0.08	8	0.08	64	0.64
	(UP)	0.01	8	0.08	8	0.08	8	0.08	8	0.08	8	0.08	8	0.08	8	0.08	8	0.08	8	0.08	64	0.64
8.13	Micro Planning & School Mapping	0.50	1	0.5	1	0.5	1	0.5	1	0.5	1	0.5	1	0.5	1	0.5	1	0.5	1	0.5	8	4

18

																				0
8.14	SUPW (P)	0.01	517	5.17	517	5.17	517	5.17	517	5.17	517	5.17	517	5.17	517	5.17	517	5.17	4136	41.36
	(UP)	0.01	425	4.25	425	4.25	425	4.25	425	4.25	425	4.25	425	4.25	425	4.25	425	4.25	3400	34
8.15	Sports Material (P)	0.01	517	5.17			517	5.17			517	5.17			517	5.17			2068	20.68
	(UP)	0.02	425	8.5			425	8.5			425	8.5			425	8.5			1700	34
8.16	Tat Patti/Dari (P)	0.015	517	77.55			517	77.55			517	77.55			517	77.55			2068	310.2
	(UP)	0.02	425	8.50															425	8.5
8.17	Furniture (P)	0.24	517	124.08															517	124.08
	(UP)	0.36	425	153.00															425	153
8.18	Quiz/Talent Competition (CRC)	0.02	85	1.70	85	1.70	85	1.70	85	1.70	85	1.70	85	1.70	85	1.70	85	1.70	680	13.6
	(BRC)	0.05	8	0.40	8	0.40	8	0.40	8	0.40	8	0.40	8	0.40	8	0.40	8	0.40	64	3.2
	(Diatt.)	0.05	1	0.05	1	0.05	1	0.05	1	0.05	1	0.05	1	0.05	1	0.05	1	0.05	8	0.4
8.19	(a) Provision of Computers	2.00	425	850.00															425	850
	(b) Computer Fees	0.0036	38500	138.60	39270	141.37	40055	144.20	40855	147.08	41674	150.03	42507	153.03	43357	156.09	44224	159.21	330442	1189.61
	(c) Computer Lab Room	1.50	425	637.50															425	637.5
	(d) Computer Library	0.50	425	212.50															425	212.5
	(e) Furniture & Furnishing	0.50	425	212.50															425	212.5
	(f) Maintenance/Contingency	0.05	425	21.25	425	21.25	425	21.25	425	21.25	425	21.25	425	21.25	425	21.25	425	21.25	3400	170
	TOTAL		122555	3416.87	115641	1230.99	118830	1474.55	118206	1445.57	120520	1601.74	120872	1672.6	122274	1740.54	121719	1725.29	960617	14308.15

(8)

PROJECT COST

EMIS

Sarva Shiksha Abhiyan, Karnal

S. No.	Name of activity	Unit Cost	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total	
			Phy	fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin
9.1	Programmer Salary	1.20	1	1.20	1	1.23	1	1.27	1	1.31	1	1.35	1	1.39	1	1.44	1	1.48	8	10.67
9.2	Computer Operator	1.03	1	1.03	1	1.10	1	1.17	1	1.24	1	1.31	1	1.39	1	1.46	1	1.54	8	10.24
9.3	Contingency	0.50	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50	8	4.00
9.4	Equipment																		0	0.00
	(a) Computer	0.50	4	2.00															4	2.00
	(b) Printer Laser	0.50	2	1.00															2	1.00
	© Upgradation of Computer & Software	0.50			1	0.50	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50	1	0.50	7	3.50
	(d) C.D. Writer	0.10	1	0.10															1	0.10
	(e) Modem	0.05	1	0.05															1	0.05
	(f) A.C	0.25	1	0.25															1	0.25
9.5	Maintainance of Equipment	0.10			1	0.10	1	0.10	1	0.10	1	0.10	1	0.10	1	0.10	1	0.10	7	0.70
9.6	Electricity Charges	0.12	1	0.12	1	0.12	1	0.12	1	0.12	1	0.12	1	0.12	1	0.12	1	0.12	8	0.96
9.7	Furnishing of Computer Room	1.00	1	1.00															1	1.00
9.8	Telephone																			
	(a) Installation	0.02	1	0.02															1	0.02
	(b) Bills	0.12	1	0.12	1	0.12	1	0.12	1	0.12	1	0.12	1	0.12	1	0.12	1	0.12	8	0.96
	© Internet Connection & Charges	0.24	1	0.24	1	0.24	1	0.24	1	0.24	1	0.24	1	0.24	1	0.24	1	0.24	8	1.92
9.9	Training Workshop for data CRC/BRC.HT/ (Pry. U.Pry) (2 days)	1.40	1	1.40	1	1.40	1	1.40	1	1.40	1	1.40	1	1.40	1	1.40	1	1.40	8	11.20
	Total		18	9.03	9	5.31	9	5.42	9	5.53	9	5.64	9	5.76	9	5.88	9	6	81	48.57

(82)

PROJECT COST IED
Sarva Shiksha Abhiyan, Karnal

S. No.	Name of activity	Unit Cost	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total		
			Phy	fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	
10.1	Identification of Disabled Children	0.010	500	5.00	500	5.00	500	5.00	500	5.00	500	5.00	500	5.00	500	5.00	500	5.00	4000	40.00	
10.2	Printing of Awareness Material for Parents community regarding disability	0.010	500	0.50	500	0.50	500	0.50	500	0.50	500	0.50	500	0.50	500	0.50	500	0.50	4000	4.00	
10.3	Appointment of special teachers/Resources teachers, on contrat basis one teacher at block level	0.720	8	5.76	8	5.76	8	5.76	8	5.76	8	5.76	8	5.76	8	5.76	8	5.76	64	46.08	
10.4	Setting of resource centre at CRC	0.200	85	17.00															85	17.00	
	BRC	0.200	8	1.60															8	1.60	
10.5	Two days trg to trs CRC'S for use of aids and appliances for disabled children	0.003	1500	4.50							1500	4.50							3000	9.00	
10.6	Medical checkup by medical experts for disabled at BRC	0.100	8	0.80	8	0.80	8	0.80	8	0.80	8	0.80	8	0.80	8	0.80	8	0.80	64	6.40	
10.7	Sports and cultural activities for disabled (i) CRC	0.020	85	1.70	85	1.70	85	1.70	85	1.70	85	1.70	85	1.70	85	1.70	85	1.70	680	13.60	
	(ii) BRC	0.100	8	0.80	8	0.80	8	0.80	8	0.80	8	0.80	8	0.80	8	0.80	8	0.80	64	6.40	
	(ii) District	0.200	1	0.20	1	0.20	1	0.20	1	0.20	1	0.20	1	0.20	1	0.20	1	0.20	8	1.60	
10.8	Perp. Of TLM for disabled children exhibition for distt. Level. Camp.	0.200	1	0.20	1	0.20	1	0.20	1	0.20	1	0.20	1	0.20	1	0.20	1	0.20	8	1.60	
10.9	Follow up camp for disabled children once a year	0.100	8	0.80	8	0.80	8	0.80	8	0.80	8	0.80	8	0.80	8	0.80	8	0.80	64	6.40	
10.10	Aid/provision for disabled @ 1200 child appliance aids supporting material	0.012	1907	22.88	80	0.96	82	0.98	84	1.01	90	1.08	100	1.20	110	1.32	120	1.44	2573	30.87	
Total			1.875	4619	61.74	1199	16.72	1201	16.74	1203	16.77	2709	21.34	1219	16.96	1229	17.08	1239	17.2	14618	184.55

(8.3)

PROJECT COST

MMWE

Sarva Shiksha Abhiyan, Karnal

S. No.	Name of activity	Unit Cost	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		Total	
			Phy	fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin
11.1	Orientation of 144 Distt. Functionary	0.0045	144	0.65									144	0.65					288	1.30
11.2	Environment Building Activity																			
	(a) Wall writing	0.0106	500	5.39			500	5.39			500	5.39			500	5.39			2000	21.56
	(b) Steel Board Hoarding Instt.	0.02	500	10.00															500	10.00
	(ii) Board Paint /Writing	0.005			500	2.50			500	2.50			500	2.50			500	2.50	2000	10.00
	(c) Printing of diaries	0.006	5000	3.00	5000	3.00	5000	3.00	5000	3.00	5000	3.00	5000	3.00	5000	3.00	5000	3.00	40000	24.00
	(d) Identity cards children	0.0001	1.5	15.00	1.52	15.20	1.53	15.30	1.55	15.50	1.56	15.60	1.58	15.80	1.59	15.90	1.61	16.10	12.44	124.40
	(e) Stickers	0.0005	8000	0.40					8000	0.40					8000	0.40			24000	1.20
	(f) Publicity																			
	(i) electronic and print media	0.02	10	0.20	10	0.20	10	0.20	10	0.20	10	0.20							50	1.00
	(ii) Calanders	0.0001	3000	0.30	300	0.30	3000	0.30	3000	0.30	3000	0.30	3000	0.30	3000	0.30	3000	0.30	21300	2.40
	(g) Print. comm. Awaren material	0.001	1000	1.00	1000	1.00	1000	1.00	1000	1.00	1000	1.00							5000	5.00
	(h) AV/Cassettes (development and duplication) (i) Audio	0.03	8	0.24	8	0.24	8	0.24											24	0.72
	(ii) Video	0.02	8	0.32	8	0.32	8	0.32											24	0.96
12.3	Enrolment derive	0.005	439	2.20	439	2.20	439	2.20	439	2.20	439	2.20	439	2.20					2634	13.20
12.4	Maa Beti Melas (Problem specific areas) in blocks	0.02	85	1.70	85	1.70	85	1.70	85	1.70	85	1.70	85	1.70	85	1.70			595	11.90
12.5	Award to best Vec's	0.05 (worth	8	0.40	8	0.40	8	0.40	8	0.40	8	0.40	8	0.40	8	0.40	8	0.40	64	3.20
12.6	Award to Best school in Block Pry.U.P	0.05	16	0.80	16	0.80	16	0.80	16	0.80	16	0.80	16	0.80	16	0.80	16	0.80	128	6.40
12.7	Best A.S./block	0.01	8	0.08	8	0.08	8	0.08	8	0.08	8	0.08	8	0.08	8	0.08	8	0.08	64	0.64
12.8	Celebration of Nation days (a) cluster	0.03	85	2.55	85	2.55	85	2.55	85	2.55	85	2.55	85	2.55	85	2.55	85	2.55	680	20.40
	(b) Block	0.15	8	1.20	8	1.20	8	1.20	8	1.20	8	1.20	8	1.20	8	1.20	8	1.20	64	9.60
	(c) Distt	0.3	1	0.30	1	0.30	1	0.30	1	0.30	1	0.30	1	0.30	1	0.30	1	0.30	8	2.40
	Total			45.73		31.99		34.98		32.13		34.72		31.48		32.02		27.23		270.28

(84)

**ANNUAL
WORK PLAN
AND BUDGET
2002-03**

SUMMARY ; AWP&B 2002-2003

Sr. No.	Name of the Component	2002-03
		Fin
1	ASIE	12.85
2	BRC	114.97
3	CRC	200.35
4	CIVIL WORK	823.04
5	DIET	65.17
6	DPIU	17.37
7	ECE	14.04
8	EFE	3416.87
9	EMIS	9.03
10	IED	61.74
11	MMWE	45.73
	Total	4781.16

(98)

Project Cost ASIE				
Sarva Shiksha Abhiyan, Karnal				
S. No.	Name of activity	Unit Cost	2002-03	
			Phy	Fin
1.1	Honorarium to Instructors	0.12	50	6.00
1.2	Opening of AS	0.002	50	0.10
1.3	TLM&Stationary	0.02	50	1.00
1.4	Daries	0.015	50	0.75
1.5	Students Kit	0.01	50	0.50
1.6	Work Books for Students	0.02	50	1.00
1.7	Book for Students	0.02	50	1.00
1.8	Training of Instructors			
	(i) Induction trg 30 days	1.00	1	1.00
	(ii) Orientation training 10 days	0.36		
1.9	Furniture	0.02	50	1.00
	Excursion	0.01	50	0.50
	Total		451	12.85

Project Cost BRC
Sarva Shiksha Abhiyan, Karnal

S. No.	Name of activity	Unit Cost	2002-03	
			Phy	fin
2.1	Salary of BRC	1.56	8	12.48
2.2	Salary of 2 ABRC	1.44	16	23.04
2.3	Salary of Computer Operator	0.82	8	6.56
2.4	Peon Cum-Waterman	0.48	8	3.84
2.5	Sweeper Cum Chowkidar	0.48	8	3.84
2.6	Clerk	0.66	8	5.28
2.7	Furniture	1	8	8.00
2.8	Library Books	0.5	8	4.00
2.9	TA/DA @ 2100 P.M. Per BRC	0.252	8	2.02
2.1	Maintainance of Building	0.1		
2.11	News Papers and Edu. Periodicals	0.02	8	0.16
2.12	Contingency	0.125	8	1.00
2.13	Electricity and water Charges	0.1	8	0.80
2.14	Telephone			
	(i) Installation	0.02	8	0.16
	(ii) Bills	0.12	8	0.96
2.15	Meetings			
	(i) CRC-Fortnightly	0.015	170	2.55
	(ii) VEC-Twice a Year	0.005	439	2.20
	(iii) Convergence with other departments	0.04	8	0.32
	(iv) Block Advisory committee 10 members @ 150 per meeting	0.24	8	1.92
2.16	Talent Search Test	0.01	439	0.44
2.17	Computer Software & Printers	1	8	8.00
2.18	(a) Maintainance of Computer System	0.05	8	0.40
	(b) Furnishing of Computer Room	0.5	8	4.00
2.19	Training of Pry. Teachers 50 groups of 50 each	0.42	50	21.00
2.2	Dish Antenna	0.25	8	2.00
	Total		1266	114.97

Project Cost		CRC		
Sarva Shiksha Abhiyan, Karnal				
S. No.	Name of activity	Unit Cost	2002-03	
			Phy	fin
3.1	CRC Salary	1.2	85	102.00
3.2	Furniture	0.1	85	8.50
3.3	Equipment	0.1	85	8.50
3.4	Library Books	0.2	85	17.00
3.5	TA/DA Staff	0.024	85	2.04
3.6	Maintance of Building	0.02		
3.7	Newspaper & Periodical	0.02	85	1.70
3.8	Electricity and Water charges	0.06	85	5.10
3.9	Meeting of (a) Pry. (ETT) Tchrs./H.Tchrs.	0.0012	2539	3.05
	(b) U. Pry. Tchrs.	0.0012	1776	2.13
	(c) VEC Quarterly	0.0072	489	3.52
	New U.P. Schools Tchrs.	0.0012	400	0.48
3.10	Contingency	0.025	85	2.13
3.11	Children Newsletter	0.12	85	10.20
3.12	Talent Search Test @ 0.01			
	(a) Pry.	0.02	85	1.70
	(b) U.Pry.	0.02	85	1.70
3.13	Academic Support Group of 10 members twice a month	0.36	85	30.60
	Total		6224	200.35

Project Cost Civil Work
Sarva Shiksha Abhiyan, Karnal

S. No.	Name of activity	Unit Cost	2002-03	
			Phy	fin
4.1	New School building			
	(i) Primary	5.00	4	20.00
	(ii) U. Primary	8.00	11	88.00
4.2	Construction of New			
	Class-rooms			
	(i) (i) Primary	1.50	125	187.50
	(ii) U. Primary	1.50	40	60.00
4.3	Construction of			
	Eloundry-walls			
	(i) Four Sided	1.84	5	9.20
	(i) Three Sided	1.38	6	8.28
	(ii) Two Sided	0.92	5	4.60
	(iv) One Sided	0.46	7	3.22
4.4	Toilets			
	(i) Primary	0.08	200	16.00
	(ii) U. Primary	0.08	28	2.24
4.5	Water Facilities			
	(i) Primary	0.15	73	10.95
	(ii) U. Primary	0.15	11	1.65
4.6	Maintaince	0.05	788	39.40
4.7	BRC Building	6.00	8	48.00
4.8	CRC Buiding	2.00	85	170.00
4.9	Major Repairs	0.50	20	10.00
4.10	New U.P School	6.00	24	144.00
	Total		1440	823.04

Project Cost DIET
Sarva Shiksha Abhiyan, Karnal

S. No.	Name of activity	Unit Cost	2002-03	
			Phy	fin
5.1	2 Lect. (Contractual) 6500-10500	1.2	2	2.40
5.2	T.A/D.A.	0.5	1	0.50
5.3	Furnishing of Trg. Hall Chairs 60, Tables 27 Lecture Stand, Carpetss 1000 sq. Curtain, Fans 10, Tube lights 10, Mike system, Board (marker Equipments Fax 1, Telephone 1 VCr, TV2. Generator, 1, O.H.P., Type Writer 2, Camera 1 Videocamera 1 Research (per year)	5	1	5.00
5.4	Equipments Fax 1, Telephone 1 VCr, TV2. Generator, 1, O.H.P., Type Writer 2, Camera 1 Videocamera 1 Research (per year)	1	1	1.00
5.5	Exposure visits	0.2	5	1.00
5.6	Library Books	0.5	2	1.00
5.7	Computer Operator (Salary)	0.5	1	0.50
5.8	News Letter (monthly)	1.03	1	1.03
5.9	Contingency and Software	0.05	1	0.60
5.10	Computer 1.00, Printer 0.15, A.C 0.20, Furniture & Furnishing 1.00 Fans 0.40, LCD	0.1	1	0.10
5.11	Equip. Incl. Computer	5.95	1	5.95
5.12	Training & meeting Batches teachers (b) DARG-15 (c) BRC, CRC (8+85)	3	1	3.00
5.13	Strengthening of hostel (a) Beddings (I) Blankets (100) (ii) Pillows (100) (iii) Bed Sheets (100) (iv) Matress (Dunlop100) (v) Fans (5) (vi) Pillow Cover (b) Hardbed (100)	0.1	1	0.10
5.14	Training & meeting Batches teachers (b) DARG-15 (c) BRC, CRC (8+85)	0.45	36	16.20
5.15	Strengthening of hostel (a) Beddings (I) Blankets (100) (ii) Pillows (100) (iii) Bed Sheets (100) (iv) Matress (Dunlop100) (v) Fans (5) (vi) Pillow Cover (b) Hardbed (100)	0.005	100	0.50
5.16	Monitoring & Evaluation	0.001	100	0.10
5.17	Electricity & Wat.Charg	0.002	100	0.20
5.18	(a) Tele. Installation (b) Bill	0.02	100	2.00
5.19	TLE/TLM/ Geography Psychology, Science Lab Maths	0.01	50	0.50
5.20	Sports Material	0.0005	200	0.10
5.21	Lab School Pace Setting School	0.01	100	1.00
5.22	Monitering & Evalution	0.05	2	0.10
5.23	Electricity & Wat.Charg	0.5	1	0.50
5.24	(a) Tele. Installation (b) Bill	0.02	1	0.02
5.25	TLE/TLM/ Geography Psychology, Science Lab Maths	0.01	1	0.12
5.26	Sports Material	1	1	1.00
5.27	Lab School Pace Setting School	0.2	1	0.20
5.28	Lab School Pace Setting School	0.1	8	0.80

5.21	Hiring of Vehicle	0.36	1	0.36
5.22	Cultural Activities	0.50	1	0.50
5.23	Teleconferencing Batch of 50 (VEC, Trs, TLM) (i) Teachers SSA, Maths, Hindi, EVS-I,II, English, Women impowerment (ii) TLM (iii) VEC	0.075	102	15.30
5.24	Printing of Material	0.002	8388	1.68
5.25	Dish Antenna	0.25	1	0.25
	Total			65.17

Project Cost DPIU				
Sarva Shiksha Abhiyan, Karnal				
S. No.	Name of activity	Unit Cost	2002-03	
			Phy	Fin
6.1	Salary (a) DPCI	2.16	1	2.16
	(b) APC	1.34	2	2.68
	(c) SO	1.14	1	1.14
	(d) Clerk cum data entry operator	0.66	2	1.32
	(e) Peon-Waterman	0.48	1	0.48
	Sweep-watchman	0.48	1	0.48
6.2	Equipments			
	(a) Photostate Machine	1.00	1	1.00
	(b) Typewriter	0.15	2	0.30
	(c) Fax Machine	0.12	1	0.12
6.3	(d) Generator	0.25	1	0.25
	Furniture	1.00	1	1.00
6.4	Contingency & Office Expenses	0.50	1	0.50
6.5	T.A/D.A.	0.50	1	0.50
6.6	Telephone Instt.	0.02	1	0.02
	(b) Bills	0.12	1	0.12
6.7	News Letter	0.60	1	0.60
6.8	Electcity & Water charges	0.50	1	0.50
	Meetings			
6.9	(a) DARG p/m	0.02	15	0.30
	(b) BRC, DIET	0.02	8	0.16
6.10	Petrol & Lubricant	0.60	1	0.60
	JE-2	0.72	2	1.44
6.12	Hiring of Vehicle	0.50	1	0.50
6.13	Dish Antenna	0.25	1	0.25
6.14	Accountant	0.95	1	0.95
Total			49	17.37

Project Cost ECE**Sarva Shiksha Abhiyan, Karnal**

S. No.	Name of activity	Unit Cost	2002-03	
			Phy	Fin
7.1	ECCE Kit	0.01		
7.2	Trg. 3 days 40 sup.	0.12	1	0.12
7.3	Trg. Aww, 5 days induction training trg. (793+7)	3.20	1	3.20
7.4	Refresher Trg. Supevisiors 2 days	0.08		
7.5	Reresher Trg. AWW 3 days	2.00		
7.6	One box for each center	0.005		
7.7	Weighing machine	0.004		
7.8	Stationery	0.002	793	1.59
7.9	Chair& Tabie	0.01	793	7.93
7.10	Training tohelpers	2.00		
7.11	One Dari to each centre	0.015	80	1.20
	Total		1668	14.04

Project Cost EFE
Sarva Shiksha Abhiyan, Karnal

S. No.	Name of activity	Unit Cost	2002-03	
			Phy	fin
8.1	Free Text Books (P)	0.0015	46355	69.54
	Free Text Books (UP)	0.0015	18450	27.68
8.2	Salary Proj. Teach. P	0.84		
	UP	1.00	400	396.48
8.3	Furniture (P)	0.05	25	1.25
	(UP)	0.10	200	20.00
8.4	Equipments (a) Ceiling Fans (P)	0.02	517	10.34
	(ii) UP	0.07	425	29.75
	Lab Equipment Science	0.03	517	15.51
	Math Kit (P)			
	(UP)+NUP	0.13	425	55.25
	Teaching Aids (P)	0.05	517	25.85
	(UP)+NUP	0.30	425	127.50
8.5	Bridge Cost (AS) (P)	0.05	85	4.25
	(UP)	0.05	85	4.25
8.6	Children Periodicals (P)	0.003	517	1.55
	(UP)	0.005	425	2.13
8.7	Library Books (P)	0.10	517	51.70
	(UP)	0.10	425	42.5
8.8	School Improvement Grant (P)	0.02	517	10.34
	(UP)	0.02	425	8.50
8.9	Teacher Grant (P)	0.005	2479	12.40
	(UP)	0.005	2360	11.9
8.10	Health Care (P)	0.01	517	5.17
	(UP)	0.015	425	6.38
8.11	Innovative Programs (I) Science Fare (ii) Action Research (iii) Wall Magazine	0.015	800	12.00
	(iv) Upper Primary	0.015	218	3.27
8.12	Award for Best Teacher in block (P)	0.01	8	0.08
	(UP)	0.01	8	0.08
8.13	Micro Planning & School Mapping	0.50	1	0.5
8.14	SUPW (P)	0.01	517	5.17
	(UP)	0.01	425	4.25
8.15	Sports Material (P)	0.01	517	5.17
	(UP)	0.02	425	8.5
8.16	Tat Patti/Dari (P)	0.015	517	77.55
	(UP)	0.02	425	8.50
8.17	Furniture (P)	0.24	517	124.08
	(UP)	0.36	425	153.00
8.18	Quiz/Talent Competition (CRC)	0.02	85	1.70
	(BRC)	0.05	8	0.40
	(Distt.)	0.05	1	0.05

8.19	(a) Provision of Computers	2.00	425	850.00
	(b) Computer Fees	0.0036	38500	138.60
	(c) Computer Lab Room	1.50	425	637.50
	(d) Computer Library	0.50	425	212.50
	(e) Furniture & Furnishing	0.50	425	212.50
	(f) Maintenance/Contingency	0.05	425	21.25
	TOTAL			3416.87

Project Cost EMIS				
Sarva Shiksha Abhiyan, Karnal				
S. No.	Name of activity	Unit Cost	2002-03	
9.1	Programmer Salary	1.20	1	1.20
9.2	Computer Operator	1.03	1	1.03
9.3	Contingency	0.50	1	0.50
9.4	Equipment			
	(a) Computer	0.50	4	2.00
	(b) Printer Laser	0.50	2	1.00
	© Upgradation of Computer & Software	0.50		
	(d) C.D. Writer	0.10	1	0.10
	(e) Modem	0.05	1	0.05
	(f) A.C	0.25	1	0.25
9.5	Maintainance of Equipment	0.10		
9.6	Electricity Charges	0.12	1	0.12
9.7	Furnishing of Computer Room	1.00	1	1.00
9.8	Telephone			
	(a) Installation	0.02	1	0.02
	(b) Bills	0.12	1	0.12
	© Internet Connection & Charges	0.24	1	0.24
9.9	Training Workshop for data CRC/BRC.HT/ (Pry. U.Pry) (2 days)	1.40	1	1.40
	Total		18	9.03

Project Cost IED
Sarva Shiksha Abhiyan, Karnal

S. No.	Name of activity	Unit Cost	2002-03	
			Phy	fin
10.1	Identification of Disabled Children	0.010	500	5.00
10.2	Printing of Awareness Material for Parents community regarding disability	0.010	500	0.50
10.3	Appointment of special teachers/Resources teachers, on contrat basis one teacher at block level	0.720	8	5.76
10.4	Setting of resource centre at CRC	0.200	85	17.00
10.5	BRC Two days trg to trs CRC'S for use of aids and appliances for disabled children	0.200 0.003	8 1500	1.60 4.50
10.6	Medical checkup by medical experts for disabled at BRC	0.100	8	0.80
10.7	Sports and cultural activities for disabled (i) CRC (ii) BRC (ii) District	0.020 0.100 0.200	85 8 1	1.70 0.80 0.20
10.8	Perp. Of TLM for disabled children exhibition for distt. Level. Camp.	0.200	1	0.20
10.9	Follow up camp for disabled children once a year	0.100	8	0.80
10.10	Aid/provision for disabled @ 1200 child appliance aids supporting material	0.012	1907	22.88
	Total	1.875	4619	61.74

Project Cost MMWE				
Sarva Shiksha Abhiyan, Karnal				
S. No.	Name of activity	Unit Cost	2002-03	
			Phy	fin
11.1	Orientation of 144 Distt. Functionery	0.0045	144	0.65
11.2	Environment Building Activity			
	(a) Wall writing	0.0108	500	5.39
	(b) Steel Board Hoarading Instt.	0.02	500	10.00
	(ii) Board Paint./Writing	0.005		
	(c) Printing of diaries	0.006	5000	3.00
	(d) Identity cards children,	0.0001	1.5 (Lac)	15.00
	(e) Stickers	0.0005	8000	0.40
	(f) Publicity			
	(i) electronic and print media	0.02	10	0.20
	(ii) Calanders	0.0001	3000	0.30
	(g) Print. comm.	0.001	1000	1.00
	Awaren material			
	(h) A/V/Cassettes (development and duplication)	0.03	8	0.24
	(l) Audio			
	(ii) Video	0.04	8	0.32
12.3	Enrolment derive	0.005	439	2.20
12.4	Maa Beti Melas (Problem specific areas) in blocks	0.02	85	1.70
12.5	Award to best Vec's	0.05 (worth	8	0.40
12.6	Award to Best school in Block Pry.U.P.	0.05	16	0.80
12.7	Best A.S./block	0.01	8	0.08
12.8	Celebration of Nation days (a) cluster	0.03	85	2.55
	(b) Block	0.15	8	1.20
	(c) Distt.	0.3	1	0.30
	Total			45.73

SARVA SHIKSHA ABHIYAN (Requirement)**DISTT. KARNAL (BLOCKWISE)**

PRIMARY	Rooms	Toilets	Water Facility	Boundary Walls
KARNAL	108	108	6	25
NILOKHERI I	68	41	10	29
NILOKHERI II	45	25	7	16
NISSING	41	24	10	16
INDRI	72	52	13	29
ASSANDH	54	34	6	19
BALLAH	60	22	8	9
GHAROUNDA	54	26	13	18
TOTAL	538	332	73	161
MIDDLE/HIGH/SEIN. SECONDARY	190	28	11	27
G.TOTAL	728	360	84	188

Major Repairs Required = 160

SARAV SHIKSHA ABHIYAN, KARNAL
ELEMENTARY EDUCATION 6TH TO 8TH CLASS

S.No.	Name of School	New Class room required	Number of class room required for repair	Toilets available/not available	Drinking Water available/not available	Boundary wall required /not required	Length of width of Boundary	Exp. of Boundary wall in Karnal Block
	Block : KARNAL							
1.	GMS Amritpur Kalan	-	-	-	-	Yes	-	-
2.	GMS Dabrki Kalan	2	-	-	-	-	-	-
3.	GMS Banso Gate, Karnal	-	1	-	-	-	-	-
4.	GMS Newal	-	-	-	-	Yes	-	-
5.	GMS Darar	1	-	-	-	-	-	-
6.	GMS Mohiudinpur	2	-	-	-	-	-	-
7.	GMS Mahemadpur	-	-	-	-	Yes	-	-
8.	GMS Tikri	4	-	-	-	-	-	-
9.	GMS Uchana	2	-	-	-	-	-	-
10.	GMS Ucha Samana	5	2	-	-	-	-	-
11.	GMS Kunjpura (Girls)	1	1	-	-	-	-	-
12.	GMS Baldi	1	-	-	-	-	-	-
13.	GMS Dakwala	1	3	-	-	Yes	-	-
14.	GMS Kunjpura (Boys)	1	4	-	-	-	-	-
15.	GMS Kachhwa	2	4	-	-	-	-	-
16.	GMS Model Town, Karnal	6	-	-	-	-	-	-
17.	GMS Pundrak	5	1	-	-	-	-	-
18.	GMS Karnal	-	2	-	-	-	-	-
19.	GMS Prem Nagar, Karnal	2	-	-	-	-	-	-
20.	GMS Karnal (G)	1	2	-	-	-	-	-
21.	GMS Daha	2	-	-	-	-	-	-
22.	GMS Barota	1	3	-	-	-	-	-
23.	GMS Bazida Jattan	1	2	-	-	-	-	-
24.	GMS Baragon	4	6	-	-	-	-	-

SARAV SHIKSHA ABHIYAN, KARNAL
ELEMENTARY EDUCATION 6TH TO 8TH CLASS

S.No.	Name of School	New Class room required	Number of class room required for repair	Toilets available/not available	Drinking Water available/not available	Boundary wall required /not required	Length of width of Boundary	Exp. of Boundary wall in Karnal Block
Block NISSING								
25.	GMS Jundla (Girls)	1	-	-	-	Yes required	-	-
26.	GMS Guniana	-	3	-	-	Half required	-	-
27.	GMS Singhra	-	3	Required One	Yes required Tiolet	Yes required	-	-
28.	GMS Manjura	2	-	-	-	-	-	-
29.	GMS Picholia	-	-	-	-	Yes required	-	-
30.	GMS Balu	-	14	Yes required One	-	-	-	-
31.	GMS Brass	-	14	-	-	-	-	-
32.	GMS Dacher	2	-	-	-	-	-	-
33.	GMS Dadupur Roran	-	6	-	-	-	-	-
34.	GMS Gonder	3	-	-	-	-	-	-
35.	GMS Hathlana	1	1	Req. Toilet One	-	-	-	-
36.	GMS Jani	3	-	-	-	-	-	-
37.	GMS Beejna	-	-	Required One	-	-	-	-
38.	GMS Amupur	3	-	Required One	-	-	-	-
39.	GMS Agondh	2	-	RequiredOne	-	-	-	-
40.	GMS Nissing (Boys)	1	4	-	-	-	-	-
41.	GMS Nissing (Girls)	-	2	-	-	-	-	-
42.	GMS Kheri Naru	2	3	-	-	-	-	-
43.	GMS Kathlehri	1	-	-	-	-	-	-
44.	GMS Jundia	1	-	-	-	-	-	-
45.	GMS Bastli	2	3	-	-	-	-	-
46.	GMS Gonder (G)	2	2	-	-	-	-	-
Block INDRI								
47.	GMS Janesron	-	-	-	-	Required	-	-

SARAV SHIKSHA ABHIYAN, KARNAL
ELEMENTARY EDUCATION 6TH TO 8TH CLASS

S.No.	Name of School	New Class room required	Number of class room required for repair	Toilets available/not available	Drinking Water available/not available	Boundary wall required /not required	Length of width of Boundary	Exp. of Boundary wall in Karnal Block
18.	GMS Kaisora	3	-	Req. Toilet One	-	-	-	-
19.	GMS Mussepur	2	-	-	-	-	-	-
20.	GMS Khanpur	2	2	-	-	-	-	-
21.	GMS Palehera	-	-	-	-	Required	-	-
22.	GMS Garhi Jattan	-	-	-	-	Required	-	-
Block GHAROUNDA								
23.	GMS Upii	2	-	-	-	-	-	-
24.	GMS Raseen	-	-	-	-	Required	-	-
25.	GMS Mubarkabad	-	-	-	Required	-	-	-
26.	GMS Kaimla (G)	2	-	-	-	-	-	-
27.	GMS Jarauli	-	1	-	-	Required	-	-
28.	GMS Kairwali	-	1	-	-	-	-	-
29.	GMS Pundri	2	-	-	-	-	-	-
30.	GMS Munak (G)	2	-	-	-	-	-	-
31.	GMS Munak (B)	1	-	-	-	-	-	-
32.	GMS Lalupura	3	-	-	-	-	-	-
33.	GMS Kutail	-	2	-	-	-	-	-
34.	GMS Kalron	2	-	-	-	-	-	-
35.	GMS Harisingpura	-	-	-	-	Required	-	-
36.	GMS Dadlana	2	-	-	-	-	-	-
37.	GMS Choura	2	-	-	-	-	-	-
38.	GMS Basdhara	2	3	-	-	-	-	-
39.	GMS Balrangran	3	3	-	-	-	-	-
40.	GMS Gharaunda (G)	3	-	-	-	-	-	-
41.	GMS Gharaunda (B)	-	4	-	-	-	-	-

SARAV SHIKSHA ABHIYAN, KARNAL
ELEMENTARY EDUCATION 6TH TO 8TH CLASS

No.	Name of School	New Class room required	Number of class room required for repair	Toilets available/not available	Drinking Water available/not available	Boundary wall required /not required	Length of width of Boundary	Exp. of Boundary wall in Karnal Block
2.	GMS Kohand	1	-	-	-	-	-	-
3.	GMS Faridpur	1	5	-	-	-	-	-
4.	GMS Barsat	1	-	-	-	-	-	-
5.	GMS Arainpura	5	-	-	-	-	-	-
BLOCK : NILOKHERI								
6.	GMS Ablajagir	-	4	Required One	-	Required	-	-
7.	GMS Birbadalwa	-	-	Required One	-	Required	-	-
8.	GMS Barsal	-	1	Required One	-	Required	-	-
9.	GMS Bhani Kalan	-	-	-	-	Required	-	-
0.	GMS Buttana	1	-	Required One	Required	-	-	-
1.	GMS Barni	1	-	Required One	Required	-	-	-
2.	GMS Jatpura	4	-	-	-	Required	-	-
3.	GMS Janghari	2	-	Required One	-	-	-	-
4.	GMS Pakhana	-	4	-	-	Required	-	-
5.	GMS Raifarm	2	-	Required One	Required	-	-	-
6.	GMS Takhana	-	2	-	-	Required	-	-
7.	GMS Jambha	-	1	-	-	-	-	-
8.	GMS Sikri	2	3	Required One	-	-	-	-
9.	GMS Koermajra	2	-	-	-	Required One	-	-
0.	GMS Naraina	3	-	-	-	-	-	-
1.	GMS Raison	1	-	-	-	Required One	-	-
2.	GMS Raipur Roran	3	3	-	-	-	-	-
3.	GMS Ramba	2	2	-	-	-	-	-
4.	GMS Sagga	1	1	-	-	-	-	-
5.	GMS Sandhir	1	4	Required	Required	Required One	-	-
6.	GMS Shamgarh	6	-	-	-	-	-	-

SARAV SHIKSHA ABHIYAN, KARNAL
ELEMENTARY EDUCATION 6TH TO 8TH CLASS

No.	Name of School	New Class room required	Number of class room required for repair	Toilets available/not available	Drinking Water available/not available	Boundary wall required /not required	Length of width of Boundary	Exp. of Boundary wall in Karnal Block
	GMS Saunkra	2	-	-	-	-	-	-
	GMS Sanwat	1	-	-	-	-	-	-
	GMS Kalsi Barsalu	-	-	Required	-	Required One	-	-
0.	GMS Bhaini Khurd	-	-	-	-	Required One	-	-
1.	GMS Nilokheri	-	4	-	-	-	-	-
2.	GMS Nigdhu	1	3	-	-	-	-	-
3.	GMS Padhana	1	3	-	-	-	-	-
4.	GMS Sambhi	-	4	-	-	-	-	-
5.	GMS Taraori	-	2	-	-	-	-	-
6.	(a) GMS Taraori (Girls)	-	2	-	-	-	-	-
	(b) GSSS Nilokheri	6	6	-	-	1 Km.	-	-
	Block ASSANDH							
7.	GMS Ballah	1	-	Required	-	-	-	-
8.	GMS Salwan	1	2	-	-	-	-	-
9.	GMS Golli	1	2	Required	-	-	-	-
0.	GMS Paphrana	-	-	Required	-	-	-	-
1.	GMS GMS Ballah	2	-	Required	-	-	-	-
2.	GMS Dupedi	2	-	-	-	-	-	-
3.	GMS More Majra	-	1	Required	-	-	-	-
4.	GMS Jalmana	2	2	-	-	-	-	-
5.	GMS Bansa	3	-	-	Required	-	-	-
6.	GMS Kurlen	1	-	-	Required	-	-	-
7.	GMS Pabana Hassanpur	-	2	-	Required	-	-	-
8.	GMS Kheri Sarfali	3	3	-	Required	-	-	-
9.	GMS Uplana	1	-	-	-	-	-	-

REQUIREMENTS OF TOILETS

BLOCK : KARNAL

S.NO.	NAME OF SCHOOL	TOILETS REQUIRED
1.	GPS Dakwala Roran	1
2.	GPS Rampur Kata Bag	1
3.	GPS Dakwala Gujran	1
4.	GPS Mustafabad	1
5.	GPS Nahar Colony	1
6.	GPS Mohiudinpur	1
7.	GPS Rasulpur Kalan	1
8.	GPS Phoosgarh	1
9.	GPS Rasulpur Khurd	1
10.	GPS Chhapra Khera	1
11.	GPS Chundipur	1
12.	GPS Dholgarh	1
13.	GPS DAHA	1
14.	GPS Madanpur	1
15.	GPS Kalwehri	1
16.	GPS Gheer	1
17.	GPS Makhu Majra	1
18.	GPS Baragaon	1
19.	GPS Newal Khurd	1
20.	GPS Taparana	1
21.	GPS Pipalwali	1
22.	GPS Ranwar	1
23.	GPS Nagla Megha	1
24.	GPS Khiraj pur	1
25.	GPS Mahamadpur	1
26.	GPS Jarauli	1
27.	GPS Nabipur	1
28.	GPS Nalvi Kalan	1
29.	GPS Naivi Khurd	1
30.	GGPS No. 4 Karnal	1
31.	GPS Moti Nagar, KNL	1
32.	GPS Jyoti Nagar,	1
33.	GPS Sham Nagar, Karnal	1
34.	GGPS NO. 3	1
Total		108

BLOCK : NISSING

1.	GPS Pingli	Yes	13.	GPS Dhalla Khera	Yes
2.	GPS Ghogripur	Yes	14.	GPS Prem Khera	Yes
3.	GPS Chirao	Yes	15.	GPS Motia Jagir	Yes
4.	GPS Guru Nanakpura	Yes	16.	GPS Bir Bhandari	Yes
5.	GPS Dadupur Roran	Yes	17.	GPS Gonder	Yes
6.	GPS Manjura	Yes	18.	GPS Dacher	Yes
7.	GPS Balu	Yes	19.	GPS Amupur	Yes
8.	GPS Alipur Viran	Yes	20.	GPS Bastli	Yes
9.	GPS Bahlolpur	Yes	21.	GPS Brass Girls	Yes
10.	GPS Singhra	Yes	22.	GPS Picholia	Yes
11.	GPS Singhra (G)	Yes	23.	GPS Gularpur	Yes
12.	GPS Agondh (G)	Yes	24.	GPS Barota	Yes
Total					24

REQUIREMENTS OF TOILETS
BLOCK : NILOKHERI-I

S.NO.	NAME OF SCHOOL		TOILETS REQUIRED		
1.	GPS Raison	1	22.	GPS Bir Badalwa	1
2.	GPS Nigdhu	1	23.	GPS Sambhi	1
3.	GPS Pal Nagar	1	24.	GPS Nilokheri No. 2	1
4.	GPS Koer	1	25.	GPS Mohri Jagir	1
5.	GPS Rukanpur	1	26.	GPS Mohra Roran	1
6.	GPS Sagga	1	27.	GPS Majri Roran	1
7.	GPS Kachhwa	1	28.	GPS Daya Nagar	1
8.	GPS Pundrak	1	29.	GPS Taraori No.7	1
9.	GPS Dabar Thala	1	30.	GPS Bhaini Khurd	1
10.	GPS Borsham	1	31.	GPS Jatpura	1
11.	GPS Jambha	1	32.	GPS Budhera	1
12.	GPS Fouzi Form	1	33.	GPS Bukha pur	1
13.	GPS Tarrori Ward No.1	1	34.	GPS Haibatpur	1
14.	GPS Tarraori Ward No. 3	1	35.	GPS Bhala Khalsa	1
15.	GPS Tarraori Ward No. 13	1	36.	GPS Ramana Ramani	1
16.	GPS Gholpura	1	37.	GPS Galib Kheri	1
17.	GPS Kurak Jagir	1	38.	GPS Saunkra	1
18.	GPS Khawaja Ahamadpur	1	39.	GPS Naya Saunkra	1
19.	GPS Gittalpur	1	40.	GPS Nilokheri No. 1	1
20.	GPS Sanwat	1	41.	GPS Bir Narayana	1
21.	GPS Sohlo	1	42.	GPS Chopri	1
Total				41	

BLOCK : NILOKHERI-II

1.	GPS Sherpur	1	14.	GPS Manchuri	1
2.	GPS Munak Majra Roran	1	15.	GPS Dadupur	1
3.	GPS Sheikhpur	1	16.	GPS Padhana	1
4.	GPS Gumton	1	17.	GPS Kheri Man Singh	1
5.	GPS Munak Majra Gadian	1	18.	GPS Takhana	1
6.	GPS Dugron	1	19.	GPS Ganger	1
7.	GPS Budanpur Sikri	1	20.	GPS Barthal	1
8.	GPS Gorgarh	1	21.	GPS Nilokheri	1
9.	GPS Kheri Jattan	1	22.	GPS Kalsi	1
10.	GPS Panjo Khera	1	23.	GPS Barshalu	1
11.	GPS Samana Bahu	1	24.	GPS Bagupur	1
12.	GPS Shamgarh	1	25.	GPS Rambha	1
13.	GPS Lathran	1			
Total				25	

BLOCK : BALLAH

1.	GPS Balrangran	Yes	12.	GPS Mor Majra	Yes
2.	GPS Anchla	Yes	13.	GPS Bambhri	Yes
3.	GPS Fazalpur	Yes	14.	GPS Puccakhera	Yes
4.	GPS Kheri Munak	Yes	15.	GPS Manpura	Yes
5.	GPS Kurlan	Yes	16.	GPS Ballah	Yes
6.	GPS Pabana Hassanpur	Yes	17.	GPS Munak	Yes
7.	GPS Kutana	Yes	18.	GPS Phaphrana	Yes
8.	GPS Salwan	Yes	19.	GPS Padhana	Yes
9.	GPS Salwan (G)	Yes	20.	GPS Padha	Yes
10.	GPS Risalwa	Yes	21.	GPS Kabulpur	Yes
11.	GPS Golli	Yes	22.	GPS Tharwa Mazra	Yes
Total				22	

REQUIREMENTS OF TOILETS

BLOCK : ASSANDH

S.NO.	NAME OF SCHOOL	TOILETS REQUIRED
1.	GPS Khizra Bad	Yes
2.	GPS Dera Balkar Singh	Yes
3.	GPS Ardana (B)	Yes
4.	GPS Ardana (G)	Yes
5.	GPS Bahri	Yes
6.	GPS Rugsana	Yes
7.	GPS Dera Sai Wala	Yes
8.	GPS Uplana	Yes
9.	GPS Bandrala	Yes
10.	GPS Jabhala	Yes
11.	GPS Rattak	Yes
12.	GPS Peont	Yes
13.	GPS Manchuri	Yes
14.	GPS Jai Singh Pura	Yes
15.	GPS Bassi	Yes
16.	GPS Beelona	Yes
17.	GPS Kheri Sarafali	Yes
18.	GPS Thal	Yes
19.	GPS Kaul Khera	Yes
20.	GPS G.T. Popran	Yes
21.	GPS Jalmana	Yes
22.	GPS Chogama	Yes
23.	GPS Thari	Yes
24.	GPS Assandh	Yes
25.	GPS Chor Karsa	Yes
26.	GPS Chochra	Yes
27.	GPS Maradanheri	Yes
28.	GPS Jhinda	Yes
29.	GPS Pangala	Yes
30.	GPS Mundh	Yes
31.	GPS Sheikhpura Manchuri	Yes
32.	GPS Dera Balbir Singh	Yes
33.	GPS Game Ka Bara	Yes
34.	GPS Rahara	Yes
Total		34

BLOCK : INDRI

1.	GPS Inder garh	Yes
2.	GPS Matak Majri	Yes
3.	GPS Indri	Yes
4.	GPS Johar Majra	Yes
5.	GPS Fajalpur	Yes
6.	GPS Haluana	Yes
7.	GPS Randoli	Yes
8.	GPS Japti Chhapra (Saiden)	Yes
9.	GPS Saidpura	Yes
10.	G.G.P.S Kamalpur (Gadrian)	Yes
11.	GPS Nagal	Yes
12.	GPS Japti Chhapra (Sikligran)	Yes
13.	GPS Sikanderpur	Yes
14.	GPS Indri	Yes
15.	GPS Gudha	Yes
16.	GPS Naurta	Yes
17.	GPS Dhaman Heri	Yes
18.	GPS Dhanno Jhimran	Yes
19.	GPS Garhi Gujran (G)	Yes
20.	GPS Garhi Gujran (B)	Yes
21.	GPS Janesron	Yes
22.	GPS Khera	Yes
23.	GPS Badanpur	Yes
24.	GPS Bibipur Brahamnan	Yes
25.	GPS Budhanpur Sikri	Yes
26.	GPS Biana	Yes
27.	GPS Chapprian	Yes
28.	GPS Chogawan	Yes
29.	GPS Chorpura	Yes
30.	GPS Chandrao	Yes
31.	GPS Dhumasi	Yes
32.	GPS Dhanno Kheri	Yes
33.	GPS Garhpur Tapu	Yes
34.	GPS Garhi Birbal (G)	Yes
35.	GPS Hanori	Yes
36.	GPS Hansu Majra	Yes
37.	GPS Islam Nagar	Yes
38.	GPS Kalri	Yes
39.	GPS Kalsora	Yes
40.	GPS Kartarpur	Yes
41.	GPS Labkari	Yes
42.	GPS Mussepur	Yes
43.	GPS Nagla Roran	Yes
44.	GPS Nandi Khalsa	Yes
45.	GPS Rasulpur	Yes
46.	GPS Ram Nagar	Yes
47.	GPS Sangoha	Yes
48.	GPS Samora	Yes
49.	GPS Tussang	Yes
50.	GPS Umarpur	Yes
51.	GPS Garhpur Khalsa	Yes
52.	GPS Nanehra	Yes
Total		52

BLOCK : GHARAUNDA

1.	GPS Arainpura	One
2.	GPS Amritpur Kalan	One
3.	GPS Amritpur Kalan (G)	One
4.	GPS Barsat	One
5.	GPS Barsat (G)	One
6.	GPS Bassi Akbarpur	One
7.	GPS Balhera	One
8.	GPS Chaura	One
9.	GPS Devipur	One
10.	GPS Dera Kartar Singh	One
11.	GPS Faridpur	One
12.	GPS Faridpur (G)	One
13.	GPS Fajj Alipur Majra	One
14.	GPS Gharaundha (B)	One
15.	GPS Ghari Bharal	One
16.	GPS Ghari Khajoor	One
17.	GPS Hassanpur	One
18.	GPS Jhimerheri	One
19.	GPS Kalron (B)	One
20.	GPS Kalron(G)	One
21.	GPS Kharkali	One
22.	GPS Kheoa Kheri	One
23.	GPS Kairwali	One
24.	GPS Kairwali(G)	One
25.	GPS Kalheri	One
26.	GPS Kutail	One
Total		26

REQUIREMENTS OF ROOMS
BLOCK : KARNAL

S.No.	Name of School	Number of Rooms required	S.No.	Name of School	Number of Rooms required
1.	GPS Raj Putana Pul	1	33.	GGP/S No. 4 Kamal	2
2.	GPS Dakwala Roran	1	34.	GPS Moti Nagar, KNL	1
3.	GPS Rampur Kata Bag	2	35.	GPS Jyoti Nagar,	1
4.	GPS Dakwala Gujran	4	36.	GPS Sham Nagar, Kamal	3
5.	GPS Mustafad	1	37.	G.G.P.S. NO. 3, Kamal	2
6.	GPS Mohiudinur	3	38.	GPS Banso Gate No.-1 KNL	2
7.	GPS Rasulpur Kalan	1	39.	GPS Banso Gate No.-8 KNL	2
8.	GPS Phoosgarh	1	40.	GPS Banso Gate No.-2 KNL	2
9.	GPS Rasulpur Khurd	1	41.	GPS Kalwehri	2
10.	GPS Chhapra Khera	1	42.	GPS Modipur	1
11.	GPS Chundipur	1	43.	GPS DabkOli Khurd	1
12.	GPS Dholgarh	2	44.	GPS Bir Majri	1
13.	GPS Prem Nagar, KNL	1	45.	GPS Rindal	1
14.	GPS Ram Nagar, No.-3, KNL	1	46.	GPS Tikri	1
15.	GPS Daha	1	47.	GPS Budhakhera	1
16.	GPS Madanpur	1	48.	GPS Kailash	1
17.	GPS Kambopura	2	49.	GPS Chhoti Mangalpur	1
18.	GPS Banso Gate, KNL	2	50.	GPS Khera Dera	1
19.	GPS Kalwehri	2	51.	GPS Ranwar	5
20.	GPS Gheer	2	52.	G.G.P.S Ranwar	4
21.	GPS Baragaon	4	53.	GPS Sheikhpura	1
22.	GPS Taparana	1	54.	GPS Sohana	1
23.	GPS Ranwar	2	55.	GPS Abdulapur	1
24.	GPS Nagla Megha	1	56.	GPS Salaru	1
25.	GPS Nalvipar	2	57.	GPS Darar	2
26.	GPS Uchana	5	58.	GPS Kurali	1
27.	GPS Khirag pur	2	59.	GPS Baldi	2
28.	GPS Mahmdpur	2	60.	GPS Dabrkipar	2
29.	GPS Jarauli	2	61.	GPS Nalvipar	2
30.	GPS Nabipur	1	62.	GPS Dabrki Kalan	1
31.	GPS Nalvi Kalan	2	63.	GPS Dabarki Khurd	1
32.	GPS Nalvi Khurd	1	64.	GPS Chack Taprian	2
Total				108	

BLOCK : NILOKHERI-I

1.	GPS Raison	1	17.	GPS Bir Badalwa	4
2.	GPS Nigdhu	1	18.	GPS Sambhi	1
3.	GPS Pal Nagar	2	19.	GPS Nilokheri No. 2	1
4.	GPS Khera Chamaran	1	20.	GPS Sagga (Girls)	4
5.	GPS Sagga	1	21.	GPS Dodwa	2
6.	GPS Kachhwa	10	22.	GPS Taraori	1
7.	GPS Pundrak	1	23.	GPS Taraori No.7	1
8.	GPS Sita Mai	4	24.	GPS Jatpura	5
9.	GPS Borsham	1	25.	GPS Budhera	1
10.	GPS Jamba	1	26.	GPS Haibatpur	1
11.	GPS Taraori Ward No.1	1	27.	GPS Ramana Ramani	1
12.	GPS Taraori Ward No. 3	1	28.	GPS Saunkra	7
13.	GPS Tarraori Ward No. 13	2	29.	GPS Naya Saunkra	1
14.	GPS Dholpura	1	30.	GPS Nilokheri No. 1	2
15.	GPS Kurak Jagir	1	31.	GPS Bir Narayana	1
16.	GPS Sanwat	5	32.	GPS Chopri	3
Total				68	

REQUIREMENTS OF ROOMS
BLOCK : NILOKHERI-II

S.No.	Name of School	Number of Rooms required	S.No.	Name of School	Number of Rooms required
1.	GPS Shepur	1	16.	GPS Samana Bahu	1
2.	GPS Munak Majra Roran	2	17.	GPS Shamgarh	1
3.	GPS Sandhir	2	18.	GPS Lathran	1
4.	GPS Sheikhpur	2	19.	GPS Manchuri	2
5.	GPS Gumton	1	20.	GPS Dadupur	2
6.	GPS Munak Majra Gadian	2	21.	GPS Padhana	2
7.	GPS Dungron	-	22.	GPS Kheri Man Singh	2
8.	GPS Budanpur Sikri	1	23.	GPS Takhana	3
9.	GPS Kheri Buttan	1	24.	GPS Ganger	1
10.	GPS Gorgarh	2	25.	GPS Barthal	2
11.	GPS Rait Khana	1	26.	GPS Nilokheri	2
12.	GPS Kheri Jattan	2	27.	GPS Kalsi	1
13.	GPS Haibatpur	2	28.	GPS Barshalu	2
14.	GPS Bhadson	2	29.	GPS Bagupur	-
15.	GPS Panjo Khara	1	30.	GPS Rambha	1
Total					45

BLOCK : NISSING

1.	GPS Pingli	1	16.	GPS Agondh (G)	1
2.	GPS Ghogripur	1	17.	GPS Dhalla Kher	1
3.	GPS Kheri Naru	1	18.	GPS Prem Khera	2
4.	GPS Chirao	2	19.	GPS Motia Jagir	1
5.	GPS Guru Nanakpura	1	20.	GPS Nissing	2
6.	GPS Dadupur Roran	2	21.	GPS Gonder (Girls)	2
7.	GPS Sirsi	1	22.	GPS Gonder	2
8.	GPS Manjura	1	23.	GPS Dacher	2
9.	GPS Balu	3	24.	GPS Amupur	2
10.	GPS Alipur Viran	1	25.	GPS Bastli	2
11.	GPS Zarifabad	1	26.	GPS Brass Girls	2
12.	GPS Bahlolpur	1	27.	GPS Picholia	1
13.	GPS Sinhgra	1	28.	GPS Gularpur	1
14.	GPS Singhra (Girls)	1	29.	GPS Barota	1
15.	GPS Agondh	1	Total		41

BLOCK : ASSANDH

1.	GPS Khizra Bad	1	17.	GPS G.T. Popra	2
2.	GPS Ardana (B)	2	18.	GPS Jalmana	3
3.	GPS Bahri	2	19.	GPS Chogama	2
4.	GPS Rugsana	1	20.	GPS Thari	2
5.	GPS Dera Sai Wala	1	21.	GPS Assandh	2
6.	GPS Uplana	3	22.	GPS Chor Karsa	2
7.	GPS Achhan Pur	1	23.	GPS Chochra	2
8.	GPS Bandrala	2	24.	GPS Mardanheri	1
9.	GPS Jabhala	2	25.	GPS Jhinda	2
10.	GPS Rattak	2	26.	GPS Pangala	2
11.	GPS Danoli	2	27.	GPS Mundh	2
12.	GPS Peont	1	28.	GPS Sheikhpura Manchuri	1
13.	GPS Jai Singh Pura	3	29.	GPS Dera Balbir Singh	1
14.	GPS Beelona	3	30.	GPS Game Ka Bara	1
15.	GPS Kheri Sarafali	2	31.	GPS Rahara	1
16.	GPS Thai	1	Total		54

REQUIREMENTS OF ROOMS

BLOCK : INDRI

S.No.	Name of School	Number of Rooms required	S.No.	Name of School	Number of Rooms required
1.	GPS Inder Garh	1	28.	GPS Tappriion	1
2.	GPS Matak Majri i	1	29.	GPS Chhapprian	2
3.	GPS Indri	1	30.	GPS Chogawan	-
4.	GPS Johar Majra	2	31.	GPS Chorpura	1
5.	GPS Fajalpur	1	32.	GPS Chandron	1
6.	GPS Haluana	1	33.	GPS Dhumsi	2
7.	GPS Randoli	1	34.	GPS Dhanno Kheri	2
8.	GPS Japti Chhapra (Saiden)	2	35.	GPS Garhpur Tapu	1
9.	GPS Sayyadpur ((Chhapra)	1	36.	GPS Garhi Birbal (G)	1
10.	G.G.P.S Kamalpur (Gadrian)	2	37.	GPS Hanori	1
11.	GPS Nagal	1	38.	GPS Hansu Majra	-
12.	GPS Japti Chhapra (Sikligran)	1	39.	GPS Islampur Nagar	1
13.	GPS Sikanderpur r	1	40.	GPS Kaira	-
14.	GGPS Indri	3	41.	GPS Kalsora	3
15.	GPS Gudha	1	42.	GPS Kartarpur	2
16.	GPS Naurta	-	43.	GPS Labkari	2
17.	GPS Dhaman Herri	1	44.	GPS Mussepur	1
18.	GPS Dhanno Jhiwran	1	45.	GPS Nagla Roran	3
19.	GPS Garhi Gujran (G)	2	46.	GPS Nandi Khalsa	2
20.	GPS Garhi Gujran (B)	2	47.	GPS Rasulpur	1
21.	GPS Janesron	2	48.	GPS Ram Nagar	-
22.	GPS Khera	-	49.	GPS Sangoha	2
23.	GPS Badanpur	1	50.	GPS Samora	2
24.	GPS Bibipur Jataran	3	51.	GPS Tussang	1
25.	GPS Bibipur Brahamnan	2	52.	GPS Umarpur	1
26.	GPS Budhanpur SSikri	1	53.	GPS Garhpur Khalsa	1
27.	GPS Biana	2	54.	GPS Nanehra	1
Total					72

BLOCK : BALLAH

1.	GPS Balrangran	5	12.	GPS Mor Majra	2
2.	GPS Anchla	2	13.	GPS Bambhreri	2
3.	GPS Gagsina	3	14.	GPS Puccakhera	2
4.	GPS Kheri Munak	2	15.	GPS Manpura	2
5.	GPS Kurlan	2	16.	GPS Munak	5
6.	GPS Dadlana	2	17.	GPS Phaphrana	5
7.	GPS Pabana Hasssanpur	4	18.	GPS Padhana	5
8.	GPS Kutana	2	19.	GPS Padha	2
9.	GPS Salwan	2	20.	GPS Kabulpur	3
10.	GPS Salwan (G)	3	21.	GPS Tharwa Mazra	4
11.	GPS Golli	4			
Total					60

BLOCK : GHARAUNDA

1.	GPS Arainpura (G):i	1	15.	GPS Gharaundha (B)	2
2.	GPS Amritpur Kalaan	1	16.	GPS Ghari Bharal	1
3.	GPS Amritpur Kalaan (G)	4	17.	GPS Ghari Khajoor	2
4.	GPS Barsat	4	18.	GPS Hassanpur	1
5.	GPS Barsat (G)	4	19.	GPS Jhimerheri	1
6.	GPS Bassi Akbarpour	1	20.	GPS Kalron (B)	2
7.	GPS Balhera	2	21.	GPS Kalron(G)	2
8.	GPS Chaura	2	22.	GPS Kharkali	2
9.	GPS Dinger Majra	3	23.	GPS Khora Kheri	2
10.	GPS Devipur	1	24.	GPS Kairwali	3
11.	GPS Dera Kartar SSingh	1	25.	GPS Kairwali(G)	2
12.	GPS Faridpur	4	26.	GPS Kalheri	2
13.	GPS Faridpur (G)	1	27.	GPS Kutail	2
14.	GPS Faj Alipur Maajra	1			
Total					54

REQUIREMENTS OF BOUNDARY WALL

BLOCK : KARNAL		BLOCK : NILOKHERI-I	
S.NO.	NAME OF SCHOOL	S.NO.	NAME OF SCHOOL
1.	GPS Dakwala Roran	1.	GPS Nigdhu
2.	GPS Dakwala Gujran	2.	GPS Zarifa Farm
3.	GPS Mustafabad	3.	GPS Pal Nagar
4.	GPS Mohiudinpur	4.	GPS Khera Charmaran
5.	GPS Chundipur	5.	GPS Postana
6.	GPS Prem Nagar, KNL	6.	GPS Rukanpur
7.	GPS Ram Nagar, No.-3,KNL	7.	GPS Sagga
8.	GPS Kambopura	8.	GPS Saidpur
9.	GPS Kalwehri	9.	GPS Kachhwa
10.	GPS Gheer	10.	GPS Pundrak
11.	GPS Makhu Majra	11.	GPS Dabar Thala
12.	GPS Newal Khurd	12.	GPS Borsham
13.	GPS Taparana	13.	GPS Fouzi Form
14.	GPS Pipalwali	14.	GPS Tarraori Ward No. 13
15.	GPS Nagla Megha	15.	GPS Gholpura
16.	GPS Uchana	16.	GPS Sanwat
17.	GPS Khiraj pur	17.	GPS Sambhi
18.	GPS Mahmaddpur	18.	GPS Nilokheri No. 2
19.	GPS Jarauli	19.	GPS Sagga (Girls)
20.	GPS Nalvi Kalan	20.	GPS Tarrori
21.	G.G.P.S Moti Nagar,KNL	21.	GPS Daya Nagar
22.	GPS Jyoti Nagar,	22.	GPS Jatpura
23.	GPS Sham Nagar, Karnal	23.	GPS Budhera
24.	GPS Kalwehri	24.	GPS Bukha pur
25.	GPS Tikri	25.	GPS Haibatpur
Total		26.	GPS Bhala Khalsa
		27.	GPS Saunkra
BLOCK : NILOKHERI-II		28.	GPS Naya Saunkra
1.	GPS Sherpur	29.	GPS Nilokheri No. 1
2.	GPS Munak Majra Roran	30.	GPS Chopri
3.	GPS Sandhir	Total	
4.	GPS Rait Khana	29	
5.	GPS Kheri Jattan	BLOCK : NISSING	
6.	GPS Haibatpur	1.	GPS PINGLI
7.	GPS Bhadson	2.	
8.	GPS Lathran	3.	GPS Chirao
9.	GPS Manchuri	4.	GPS Sirsi
10.	GPS Dadupur	5.	GPS Manjura
11.	GPS Padhana	6.	GPS Zarifabad
12.	GPS Ganger	7.	GPS Sinhgra
13.	GPS Kalsi	8.	GPS Singhra (Girls)
14.	GPS Barshalu	9.	GPS Agondh
15.	GPS Begupur	10.	GPS Dhalla Khera
16.	GPS Rambha	11.	GPS Motia Jagir
Total		12.	GPS Bir Bhandari
		13.	GPS Gonder
		14.	GPS Dacher
		15.	GPS Amupur
		16.	GPS Picholia
			GPS Gularpur
		Total	
		16	

REQUIREMENTS OF BOUNDARY WALL

BLOCK : ASSANDH		BLOCK : BALLAH	
S.NO.	NAME OF SCHOOL	S.NO.	NAME OF SCHOOL
1.	GPS Khzra BAD	1.	GPS Balrangran
2.	GPS Dera Balkar Singh	2.	GPS Kurlan
3.	GPS Ardana (G)	3.	GPS Pabana Hassanpur
4.	GPS Bahri	4.	GPS Salwan
5.	GPS Rugsana	5.	GPS Bambhreri
6.	GPS Dera Sai Wala	6.	GPS Puccakhera
7.	GPS Uplana	7.	GPS Munak
8.	GPS Achhan Pur	8.	GPS Padha
9.	GPS Rattak	9.	GPS Tharwa Mazra
10.	GPS Jai Singh Pura	Total 9	
11.	GPS Bassi	BLOCK : GHARUNDA	
12.	GPS Kheri Sarafali	1.	GPS Arainpura (G)
13.	GPS Chogama	2.	GPS Amritpur Kalan (G)
14.	GPS Assandh	3.	GPS Barsat
15.	GPS Chochra	4.	GPS Barsat (G)
16.	GPS Mardanheri	5.	GPS Bassi Akbarpur
17.	GPS Jhinda	6.	GPS Balhera
18.	GPS Dera Balbir Singh	7.	GPS Dinger Majra
19.	GPS Rahara	8.	GPS Devipur
Total 19		9.	GPS Dera Kartar Singh
BLOCK : INDRI		10.	GPS Faridpur
1.	GPS Matak Majri	11.	GPS Faridpur Majra
2.	GPS Johar Majra	12.	GPS Gharaundha (B)
3.	GPS Fajalpur	13.	GPS Ghari Bharal
4.	GPS Haluana	14.	GPS Ghari Khajoor
5.	GPS Randoli	15.	GPS Kalron (B)
6.	GPS Japti Chapra (Saiden)	16.	GPS Kalron(G)
7.	GPS G.G.P.S Kamalpur (Gadrian)	17.	GPS Khora Kheri
8.	GPS Nagal	18.	GPS Kairwali(G)
9.	GPS Japti Chhapra (Sikligran)	Total 18	
10.	GPS Sikanderpur		
11.	GPS Indri		
12.	GPS Gudha		
13.	GPS Naurta		
14.	GPS Dhanno Jhiwran		
15.	GPS Janesron		
16.	GPS Biana		
17.	GPS Chhapprian		
18.	GPS Chorpura		
19.	GPS Dhanno Kheri		
20.	GPS Garhpur Tapu		
21.	GPS Hanori		
22.	GPS Islam Nagar		
23.	GPS Kalsora		
24.	GPS Labkri		
25.	GPS Musepur		
26.	GPS Nagla Roran		
27.	GPS Rasulpur		
28.	GPS Samora		
29.	GPS Umarpur		
Total 29			

REQUIREMENTS OF WATER FACILITY

BLOCK : KARNAL		BLOCK : ASSANDH	
S.NO.	NAME OF SCHOOL	NAME OF SCHOOL	
1.	GPS Rampur Kata Bag	1.	GPS Dera Balkar Singh
2.	GPS Nalvi Khurd	2.	GPS Peont
3.	GPS Jyoti Nagar,	3.	GPS Kaul Khera
4.	GPS Sham Nagar, Karnal	4.	GPS Jhinda
5.	GPS Khera Dera	5.	GPS Dera Balbir Singh
6.	GPS Ranwar	6.	GPS Game Ka Bara
Total		Total	
6		6	
BLOCK : NILOKHERI - I		BLOCK : INDRI	
1.	GPS Nigdhu	1.	GPS Saidpur
2.	GPS Tarrori Ward No.1	2.	G.G.P.S Kamalpur (Gadrian)
3.	GPS Tarraori Ward No. 3	3.	GPS Nagal
4.	GPS Tarraori Ward No. 13	4.	GPS Japti Chhapra (Sikligran)
5.	GPS Sanwat	5.	GPS Naurta
6.	GPS Sohlo	6.	GPS Dhanno Jhimran
7.	GPS Sagga (Girls)	7.	GPS Bibipur Jatan
8.	GPS Jatpura	8.	GPS Chapprian
9.	GPS Naya Saunkra	9.	GPS Chandrao
10.	GPS Nilokheri No. 1	10.	GPS Dhumasi
Total		11.	GPS Islam Nagar
10		12.	GPS Musepur
		13.	GPS Samora
		Total	
		13	
BLOCK : NILOKHERI - II		BLOCK : GHARAUNDA	
1.	GPS Munak Majra Roran	1.	GPS Amritpur Kalan
2.	GPS Munak Majra Gadian	2.	GPS Amritpur Kalan (G)
3.	GPS Kheri Butten	3.	GPS Barsat
4.	GPS Lathran	4.	GPS Barsat (G)
5.	GPS Kheri Man Singh	5.	GPS Bassi Akbarpur
6.	GPS Barthal	6.	GPS Balhera
7.	GPS Barshalu	7.	GPS Dinger Majra
Total		8.	GPS Devipur
7		9.	GPS Faridpur Majra
		10.	GPS Ghari Bharal
		11.	GPS Jhimerheri
		12.	GPS Kalron (B)
		13.	GPS Kalron(G)
		Total	
		13	
BLOCK : NISSING		BLOCK : BALLAH	
1.	GPS Guru Nanakpura	1.	GPS Balrangran
2.	GPS Alipur Viran	2.	GPS Gagsina
3.	GPS Sinhgra	3.	GPS Pabana Hassanpur
4.	GPS Agondh (G)	4.	GPS Salwan (G)
5.	GPS Prem Khera	5.	GPS Bambhreri
6.	GPS Nissing	6.	GPS Munak
7.	GPS Dacher	7.	GPS Padha
8.	GPS Brass Girls	8.	GPS Tharwa Mazra
9.	GPS Gularpur		
10.	GPS Barota		
Total			
10			
		Total	
		8	

CRC**BLOCK KARNAL**

Sr. No.	Name of Cluster	Sr. No.	Name of School
1.	GHS UCHANA	1.	GHS Uchana
		2.	GPS Uchana
		3.	GPS Uchani
		4.	GPS Dholgarh
		5.	GPS N.D.R.I. KNL
		6.	GSSS M.T. Karnal
		7.	GPS M. T. Karnal
2.	GPS SALARU	1.	GPS Salaru
		2.	GHS Baldi
		3.	GPS Baldi
		4.	GPS Abdulpur
		5.	GHS Darar
		6.	GPS Darar
		7.	GPS Kurali
3.	GSSS PREM NAGAR	1.	GSSS Prem Nagar, KNL
		2.	GGHS Prem Nagar, KNL
		3.	GPS Prem Nagar, KNL
		4.	GGHS Prem Nagar, KNL
		3.	GPS Shiv Colony, KNL
		4.	GPS No.-7, KNL
		5.	GPS No-3, KNL
		6.	GPS Jyoti Nagar, KNL
		7.	GPS Gandhi Nagar, KNL
4.	GGPS NO.4 KARNAL	1.	GGP/S No. 4, KNL
		2.	GGP/S No.-3, KNL
		3.	GPS No.-5, KNL
		4.	GPS Ambedkar, KNL
		5.	GPS Police Line, KNL
		6.	GHS Urban Estate, KNL
		7.	GPS Urban Estate, KNL
		8.	GGSS Karnal
		9.	GGSSS Karnal

GRC**BLOCK KARNAL**

Sr. No.	Name of Cluster	Sr. No.	Name of School
5.	GHS KAMBOPURA	1.	GHS Kamohpura
		2.	GPS Kamohpura
		3.	G.S.S.S. DAHA
		4.	GPS DAHA
		5.	GSSS Bazida Jattan
		6.	GPS Bazida Jattan
		7.	GPS Madanpur
		8.	GPS, Sham Nagar
		9.	GPS, Moti Nagar, KNL
6.	GMS BANSO GATIE	1.	GMS Banso Gate, Karnal
		2.	GPS Banso Gate, Karnal I
		3.	GPS Banso Gate, No.-2, KNL
		4.	GPS Banso Gate, No.-8, KNL
		5.	GPs No.6, KNL
		6.	GPS No., I, Knl
7.	GPS CHAPRA JAGIR	1.	GPS Chhapra Jagir
		2.	GPS Phoosgarh
		3.	GPS Rasulpur Kalan
		4.	GPS Rasulpur Khurd
		5.	GPS Chundipur
		6.	GPS Sector 6-7, KNL
8.	GHS SUBHRI	1.	GHS Subhri
		2.	GPS Subhri
		3.	GPS Chapra Khera
		4.	GMS Dabrki Kalan
		5.	GPS Dabrki Khurd
		6.	GPS Sarfabad
9.	GPS NALVIPAR	1.	GPS Nalvipar
		2.	GPS Naivi Kalan
		3.	GPS Nasirpur

CRC**BLOCK KARNAL**

Sr. No.	Name of Cluster	Sr. No.	Name of School
10.	GPS KAILASH	4.	GPS Dabrkipar
		5.	GPS Chack Taparian
		1.	GPS Kailash
		2.	GPS Bagpati
		3.	GPS Dera Khera
		4.	GHSTikri
11.	GPS BUDHA KHERA	5.	GPSTikri
		6.	GPS Taparana
		1.	GPS Budha Khera
		2.	GPS Mangalpur
		3.	GPS Chhoti Mangalpur
		4.	GMS Kalwehri
12.	GGSS BARAGAON	5.	GPS Kalwehri
		6.	GPS Daianpur
		1.	GSSS Baragaon
		2.	GGPS Baragaon
		3.	GMS Newal
		4.	GMS Main Mati
		5.	GPS Main Mati
		6.	GPS Newal Khurd
13.	GSSS KUNJPURA	7.	GPS Newal Comando
		8.	GMS Newal
		1.	GSSS Kunjpura
		2.	GPS Kunjpura
		3.	GGHS Kunjpura
		4.	GGPS Kunjpura
		5.	GMS Mugal Majra
		6.	GPS Mugal Majra
		7.	GMS Jarrolli
8.	GPS Jarrolli		
		9.	GPS Bazidpur

CRC**BLOCK KARNAL**

Sr. No.	Name of Cluster	Sr. No.	Name of School
14.	GHS MAHAMADPUR	1.	GHS Mahamadpur
		2.	GPS Mahamadpur
		3.	GGPS Mahamadpur
		4.	GPS Nabipur
		5.	GPS Khirajpur
		6.	GPS Kundakalan
15.	GPS MAKHU MAJRA	1.	GPS Makhu Majra
		2.	GPS Salarpur
		3.	GPS Rindal
		4.	GPS Shahpur
		5.	GPS Landora
16.	GHS GHEER	1.	GHS Gheer
		2.	GPS Gheer
		3.	GPS Chand Samand
		4.	GPS Biani
		5.	GPS Bir Majri
		6.	GPS Modipur
17.	GPS DABKOLI KALAN	1.	GPS Dabkoli Kalan
		2.	GPS Dabkoli Khurd
		3.	GPS Chaura
		4.	GPS Shergarh Tapu
18.	GHS MOHINDINPUR	1.	GHS Mohiudinpur
		2.	GPS Mohiudinpur
		3.	GPS Dhakwala Roran
		4.	GHS Dhakwala Gujran
		5.	GPS Dhakwala Gujran
		6.	GPS Andhera
		7.	GPS Manglora
19.	GPS NAGLA FARM	1.	GPS Nagla Form
		2.	GPS Mustafabad

CRC**BLOCK KARNAL**

Sr. No.	Name of Cluster	Sr. No.	Name of School
20.	GMS GANJOGARHI	3.	GPS Raj Putanapul
		4.	GPS Rampur Katabag
		5.	GPS Nahar Colony
		1.	GMS Ganjogarhi
		2.	GPS Ganjogarh
		3.	GPS Pipalwali
		4.	GMS Ranwar
		5.	GPS Ranwar
		6.	GGPS Ranwar
		7.	GHS Nagla Megha
		8.	GPS Nagla Megha
		9.	GGP/S Nagla Megha
		10.	GHS Sheikhpura
		11.	G.P.S. Sohana

21	GSSS BALLAH	<ol style="list-style-type: none"> 1. G.S.S.S Ballah 2. GPS Ballah 3. GGPS Ballah 4. G.G.H.S. Ballah 4. GGPS Mor Majra 5. GHS Golli 6. GPS Golli 7. GPS Manpura 8. GMS Mor Majra
22	GSSS SALWAN	<ol style="list-style-type: none"> 1. GSSS Salwan 2. GGSSS Salwan 3. GPS Salwan 4. GGPS Salwan 3. GMS Dupedi 4. GPS Padhana 5. GHS Paphrana 6. GPS Risalwa
23	GHS MUNAK	<ol style="list-style-type: none"> 1. GHS Munak 2. GGH/S Munak 3. GPS Munak 4. GGP/S Munak 5. GPS Kutana 6. GHS Dadlana 7. GPS Begampur
24	GHS KURLAN	<ol style="list-style-type: none"> 1. GHS Kurlan 2. GPS Kurlan 3. GPS Kabulpur 4. GPS Faizpur 5. GPS Tharwa Majra
25	GHS GAGSINA	<ol style="list-style-type: none"> 1. GHS Gagsina 2. GGHS Gagsina 3. GPS Gagsina 4. GGP/S Gagsina 5. GPS Kheri Munak 6. GPS Anchera
26	GSSS PADHA	<ol style="list-style-type: none"> 1. GSSS Padha 2. GPS Padha 3. GHS Bal Rangram 4. GPS Bal Rangram 5. GGPS Bal Rangram 6. GPS Bhambheri 7. GHS Pabana Hasanpur 8. GPS Pabana Hasanpur 9. GPS Pucca Khera

(191)

		<ol style="list-style-type: none"> 3. GGPS Manjura 4. GHS Balu 5. GPS Balu 6. GPS Bazida Roran
--	--	--

(2)

CRC**BLOCK NISSING**

Sr. No.	Name of Cluster	Sr. No.	Name of School
31	GMS SINGHRA	7.	GHS Hathlana
		8.	GPS Hathlana
		9.	GPS Zarifabad
		10.	GPS Bahlolpur
		1.	GMS Singhra
		2.	GPS Singhra
		3.	GPS Kuchpura
		4.	GPS Budanpur Viran
		5.	GPS Prem Khera
		6.	GPS Dhola Kuan
32	GSSS AGONDH	1.	GSSS Agondh
		2.	GPs Agondh
		3.	GGP/S Agondh
		4.	GPS Jalana Viran
		5.	GPS Motia Jagir
		6.	GPS Bir Bhandari
33	GSSS NISSING	1.	GSSS Nissing
		2.	GGSSS Nissing
		3.	GGHS Nissing
		4.	GPS Nissing
		5.	GGPS Nissing
		6.	GGSSS Gonder
		7.	GHS Gonder
		8.	GPS Gonder
		9.	GGPS Gonder
		10.	GHS Dacher
		11.	GPS Dacher
		12.	GGPS Dacher
34	GSSS BASTLI	1.	GSSS Bastli
		2.	GPS Bastli
		3.	GHS Amupur
		4.	GPS Amupur

CRC**BLOCK NISSING**

Sr. No.	Name of Cluster	Sr. No.	Name of School		
35	GSSS JUNDLA	5.	GPS Chakda		
		6.	GPS Tharota		
		7.	GPS Gohinda		
		8.	GMS Guniana		
		9.	GPS Guniana		
		10.	G.H.S. Brass		
		11.	GPS Brass		
		12.	GGPS Brass		
		36	GSSS KATLEHRI	1.	GSSS Jundla
				2.	GPs Jundla
				3.	GMS Jundia
				4.	GGPS Jundla
5.	GHS Picholia				
6.	GPS Picholia				
7.	GHS Jani				
8.	GPS Jani				
9.	GPS Bir Majra				
10.	GPS Budanpur Azad				
		1.	GSSS Katlehri		
		2.	GPS Katlehri		
		3.	GHS Bansa		
		4.	GPS Bansa		
		5.	GMS Gullarpur		
		6.	GPS Gullarpur		
		7.	GPS Alipur Viran		
		8.	GPS Nanakpura		

CRC**BLOCK ASSANDH**

Sr. No.	Name of Cluster	Sr. No.	Name of School
37	GSSS ASSANDH	1.	GSSS Assandh
		2.	GGHS Assandh
		3.	GPS Assandh
		4.	GGPS Assandh
		5.	GHS Jai Singh Pura
		6.	GPS Jai Singh Pura
		7.	GGPS Jai Singh Pura
		8.	GPS Danoli
		9.	GPS Dera Gujar Khian
		10.	GPS Rang Ruti Khera
38	GHS CHOCHERA	1.	GHS Chochera
		2.	GPS Chochera
		3.	GGPS Chochera
		4.	GPS Khanda Kheri
		5.	GHS Pangala
		6.	GPS Pangala
		7.	GPS Lalion
		8.	GPS Khijra Bad
		9.	GHS Chogama
		10.	GPS Chogama
39	GSSS ARDANA	1.	GSSS Ardana
		2.	GPS Ardana
		3.	GGPS Ardana
		4.	GPS Mardanheri
		5.	GPS Dera Balkar Singh
		6.	GPS Bandrala
		7.	GHS Mund
		8.	GPS Mund
40	GSSS G.T. POPRA	1.	GSSS G.T. Popra
		2.	GGSSS G. T. Popra
		3.	GPS G.T. Popra
		4.	GSSS Bahri
		5.	GPS Bahri
		6.	GPS Zimri Khera

CRC**BLOCK ASSANDH**

Sr. No.	Name of Cluster	Sr. No.	Name of School
41	GHS UPLANA	7.	GPS Kaul Khera
		1.	GHS Uplana
		2.	GPS Uplana
		3.	GPS Uplani
		4.	GHS Chor Karsa
		5.	GPS Chor Karsa
		6.	GMS Ruksana
		7.	GPS Ruksana
42	GSSS RAHRA	8.	GPS Achhanpur
		1.	GSSS Rahra
		2.	GPS Rahra
		3.	GGPS Rahra
		4.	GMS Biona
		5.	GPS Biona
		6.	GMS Thal
		7.	GPSThal
		8.	GHS Kheri Sarfali
		9.	GPS Kheri Sarfali
10.	GPS Dera Saiwala		
43	GHS JALMANA	1.	GHS Jalmana
		2.	GPS Jalmana
		3.	GPSThari
		4.	GMS Jabala
		5.	GPS Jabala
		6.	GMS Alawla
		7.	GPS Alawla
		8.	GHS Sheikhpura Manchuri
		9.	GPS Sheikhpura Manchuri
44	GMS PEONT	1.	GMS Peont
		2.	GPS Peont
		3.	GGPS Peont
		4.	GPS Manchuri
		5.	GPS Game Ka Bara
		6.	GPS Dera Balbir Singh

CRC**BLOCK GHARAUNDA**

Sr. No.	Name of Cluster	Sr. No.	Name of School
45	GHS KAIMLA	1.	GHS Kaimla
		2.	GPS Kaimla
		3.	GGMS Kaimla
		4.	GGPS Kaimla
		5.	GMS Dingar Majra
		6.	GPS Dinger Majra
		7.	GPS Garhi Multan
46	GSSS KOHAND	1.	GHS Alipur Khalsa
		2.	GPS Alipur Khalsa
		3.	GPS Hari Singh Pura
		4.	GHS Gudha
		5.	GPS Gudha
		6.	GSSS Kohand
		7.	GPS Kohand
47	GHS PHURLAK	1.	GHS Phurlak
		2.	GPS Phurlak
		3.	GHS Hassanpur
		4.	GPS Hassanpur
		5.	GMS Rasin
		6.	GPS Rasin
		7.	GHS Staundi
		8.	GGHS Staundi
		9.	GPS Staundi
		10.	GGPS Staundi
		11.	GPS Khera Kheri
		12.	GPS Shah Janpur
		13.	GHS Raipur Jattan
		14.	GPS Raipur Jattan
48	GSSS ARAINPUR	1.	GSSS Arainpura
		2.	GGHS Arainpura
		3.	GPS Arainpura
		4.	GGPS Arainpura
		5.	GHS Chaura

CRC**BLOCK ASSANDH**

Sr. No.	Name of Cluster	Sr. No.	Name of School
49	GHS MADHUBAN	6.	GPS Chaura
		7.	GHS Lalupura
		8.	GPS Lalupura
		9.	GHS Basdhara
		10.	GPS Basdhara
		11.	GHS Kalron
		12.	GGHS Kalron
		13.	GPS Kalron
		14.	GGPS Kalron
		1.	GHS Madhuban
		2.	GPS Madhuban
		3.	GHS Kutail
		4.	GPS Kutail
		5.	GGPS Kutail
50	GSSS BARSAT	6.	GHS Uncha Samana
		7.	GPS Uncha Samana
		8.	GPS Kharkali
		9.	GPS Jimrehri
		10.	GMS Kairwali
		11.	GPS Kairwali
		1.	GSSS Barsat
		2.	GPS Barsat
		3.	GGPS Barsat
		4.	GSSS Faridpur
		5.	GHS Faridpur
6.	GPS Faridpur		
7.	GGPS Faridpur		
8.	GHS Pundari		
9.	GPS Pundari		
51	GSSS GHARAUNDA	1.	GSSS Gharaunda
		2.	GGSSS Gharaunda
		3.	GPS Gharaunda I
		4.	GPS Gharaunda 2
		5.	GPS Gharaunda-3

CRC**BLOCK GHARAUNDA**

Sr. No.	Name of Cluster	Sr. No.	Name of School
52	GPS BALHERA	6.	GGPS Gharandha
		7.	GPS Malikpur
		8.	GHS Sheikhpura Khalsa
		9.	GPS Sheikhpura Khalsa
		10.	GMS Upli
		11.	GPS Upli
53	GMS KALHERI	1.	GPS Balhera
		2.	GPS Devipur
		3.	GPS Garhi Bharal
		4.	GPS Mundlgarhi
		5.	GPS Mangalgarhi
54	GPS SADARPUR	1.	GMS Kalheri
		2.	GPS Kalheri
		3.	GPS Jamalpur
		4.	GPS Panori
		5.	GPS Sanjay Nagar
		6.	GPS Dera Kartar Singh
55	GMS AMRITPUR KALAN	1.	GPS Sadarpur
		2.	GPS Bassi Akbarpur
		3.	GPS Tatarpur
		4.	GPS Garhi Khazoor
		5.	GPS Faiz Alipur Majra
55	GMS AMRITPUR KALAN	1.	GMS Amritpur Kalan
		2.	GPS Amritpur Kalan
		3.	GGPS Amritpur Kalan
		4.	GPS Amritpur Khurd
		5.	GPS Mubarkabad
		6.	GPS Sirsi

CRC**BLOCK NILOKHERI-II**

Sr. No.	Name of Cluster	Sr. No.	Name of School
56	GHS SANDHIR	1.	GHS Sandhir
		2.	GPS Sandhir
		3.	GPS Amargarh
		4.	GPS Sunderpur
		5.	GSSS Kheri Man Singh
		6.	GPS Kheri Man Singh
		7.	GPS Takhana
		8.	GSSS Padhana
		9.	GPS Padhana
		10.	GGPS Padhana
57	GPS SHEIKHPURAA	1.	GPS Sheikhpura
		2.	GPS Gumto
		3.	GPS Gorgarh
		4.	GPS Dungran
		5.	GPS Ramgarh
		6.	GHS Budanpur
		7.	GPS Budanpur
		8.	GPS Kheri Butan
		9.	GPS Sikri
58	GHS KALSI BARSALU	1.	GHS Kalsi Barsalu
		2.	GPS Barsalu
		3.	GPS Bakipur
		4.	GPS Raipur
		5.	GPS Lathron
		6.	GPS Unispur
		7.	GPS Manchuri
59	GMS BUTANA	1.	GSSS Nilokheri
		2.	GGSSS Nilokheri
		3.	GPS Nilokheri Basic
		4.	GPS Pujam
		5.	GMS Butana

CRC**BLOCK NILOKHERI-II**

Sr. No.	Name of Cluster	Sr. No.	Name of School
60	GHS BHADSON	6.	GPS Butana
		7.	GHS Barthal
		8.	GPS Barthal
		1.	GPS Sarwan Majra
		2.	GPS Bir Majri
		3.	GPS Kheri Jattan
		4.	GPS Rampura
		5.	GPS Raitpura
61	GMS BAIRSAL	6.	GPS Burait Khana
		7.	GHS Bhadson
		8.	GPS Bhadson
		1.	GMS Bairsal
		2.	GPS Bairsal
		3.	GHS Udana
		4.	GPS Udana
		5.	GPS Haibatpur
62	GPS GHARI SADAN	1.	GPS Ghari Sadan
		2.	GPS Santri
		3.	GPS Budsi
		4.	GPS Panjo Khera
		5.	GPS Chhapar
63	GHS KHANPUR	1.	GHS Khanpur
		2.	GPS Khanpur
		3.	GMS Jainpur Saidan
		4.	GPS Jainpur Saidan
		5.	GHS Garhi Jattan
		6.	GPS Garhi Jattan
		7.	GPS Andhgarh
		8.	GPS Kadrabad
		9.	GPS Dhumsi Jagir

CRC**BLOCK NILOKHERI-II**

Sr. No.	Name of Cluster	Sr. No.	Name of School
64	GHS SHAMGARH	1.	GHS Shamgarh
		2.	GPS Shamgarh
		3.	GGPS Shamgarh
		4.	GPS Ganger
		5.	GPS Dadupur
		6.	GGPS Dadupur
		7.	GMS Jhanjhari
		8.	GPS Jhanjhari
		9.	GHS Ramba
		10.	GPS Ramba
65	GHS SAMANA BAHU	1.	GHS Samana Bahu
		2.	GPS Samana Bahu
		3.	GPS Arjaheri
		4.	GPS Manak Majra
		5.	GPS Barana
		6.	GMS Barani
		7.	GPS Barani
		8.	GPs Sherpur Kalan
		9.	GPS Sherpur

CRC**BLOCK NILOKHERI-I**

Sr. No.	Name of Cluster	Sr. No.	Name of School
66	GSSS NILOKHERI	1.	GPS Nilokheri
		2.	GGPS Niiokheri
		3.	GPS Nilokheri-I
		4.	GPS Nilokheri-II
		5.	GPS Sohlo
		6.	GMS Anjan Thali
		7.	GPS Anjan Thali
		8.	GPS Ahamadpur
		9.	GPS Seedpur
67	GHS JAMBHA	1.	GHS Jamba
		2.	GPS Jamba
		3.	GPS Gitalpur
		4.	GPS Borsham
		5.	GPS Brahaman Majra
		6.	GPS Kamalpur
		7.	GMS Aibla Jagir
		8.	GPS Aibla Jagir
		9.	GPS Dabar Thala
		10.	GHS Sambhi
		11.	GPS Sambhi
68	GSSS NIGDHU	1.	GSSS Nigdhu
		2.	GPS Nigdhu
		3.	GGHS Nigdhu
		4.	GGPS Nigdhu
		5.	GMS Bir Badalwa
		6.	GPS Bir Badalwa
		7.	GHS Raison
		8.	GPS Raison
		9.	GPS Daya Nagar
		10.	GPS Pastana
		11.	GMS Karsa Dod
		12.	GPS Karsa Dod

CRC**BLOCK NILOKHERI-I**

Sr. No.	Name of Cluster	Sr. No.	Name of School
69	GSSS TARAORI	1.	GSSS Taraori
		2.	GGSSS Taraori
		3.	GGSSS Taraori
		4.	GGPS Taraori
		5.	GPS R C Taraori
		6.	GPS Basic Taraori
		7.	GPS Anaj Mandi Taraori
		8.	GPS Daya Nagar
		9.	GPS Dodwa
		10.	GPS Chopri
70	GMS PAKHANA	1.	GMS Pakhana
		2.	GPS Pakhana
		3.	GPS Galib Kheri
		4.	GHS Saunkra
		5.	GPS Saunkra
		6.	GPS Naya Saunkra
		7.	GPS Parwala
		8.	GHS Ramana Ramani
		9.	GPS Ramana Ramani
71	GHS SULTANPUR	1.	GHS Sultanpur
		2.	GPS Sultanpur
		3.	GHS Bhaini Khurd
		4.	GPS Bhaini Khurd
		5.	GMS Bhaini Kalan
		6.	GPS Bhaini Kalan
		7.	GHS Khurak Jagri
		8.	GPS Khurak Jagir
		9.	GMS Jatpura
		10.	GPS Jatpura
72	GHS SAGGA	1.	GHS Sagga
		2.	GPS Sagga
		3.	GGPS Sagga

CRC**BLOCK NILOKHERI-I**

Sr. No.	Name of Cluster	Sr. No.	Name of School
73	GSSS PUNDRAK	4.	GPS Gobindgarh
		5.	GPS Bir Naraina
		6.	GSSS Kachhwa
		7.	GPS Kachhwa
		1.	GSSS Pundrak
		2.	GPS Pundrak
		3.	GPS Pal Nagar
74	GMS SITA MATH	4.	GPS Zarifa Farm
		5.	GPS Rukan Pur
		6.	GPS Khera Chamaran
		7.	GPS Saidpura
		1.	GMS Sita Math
		2.	GPS Sita Math
		3.	GHS Mohri Jagir
75	GHS SANWAT	4.	GPS Mohri Jagir
		5.	GSSS Sambhli
		6.	GPS Sambhli
		7.	GGPS Sambhli
		8.	GPS Majra Roran
		9.	GGPS Majra Roran
		10.	GPS Koer
		1.	GHS Sanwat
		2.	GPS Sanwat
		3.	GMS Haibatpur
4.	GPS Haibatpur		
5.	GPS Bukhapuri		
6.	GPS Gholpura		
7.	GPS Bohla		
8.	GPS Budhera		
9.	GPS Pattanpuri		

CRC**BLOCK INDRI**

Sr. No.	Name of Cluster	Sr. No.	Name of School
76	GHS MURADGARH	1.	GHS Muradgarh
		2.	GPS Muradgarh
		3.	GPS Johar Majra
		4.	GPS Indergarh
		5.	GPS Rasulpur
		6.	GPS Nato Ka Majra
		7.	GPS Fazilpur
		8.	GPS Manoharpur
77	GSSS GARHI BIRBAL	1.	GSSS Garhi Birbal
		2.	GPS Garhi Birbal
		3.	GGPS Garhi Birbal
		4.	GPS Chandrao
		5.	GHS Chogama
		6.	GPS Chogama
		7.	GPS Hansu Majra
		8.	GPS Mukhala
		9.	GPS Mukhali
78	GHS BIANA	1.	GHS Biana
		2.	GPS Biana
		3.	GHS Chorpura
		4.	GPS Chorpura
		5.	GMS Badarpur
		6.	GPS Badarpu
		7.	GPS Bibipur Brahman
		8.	GPS Labkari
		9.	GPS Labkari
		10.	GPS Garhpur Tapu
		11.	GPS Kartarpur
79	GHS BHOJI KHALSA	1.	GHS Bhojl Khalsa
		2.	GPS Bhoji Khalsa
		3.	GHS Patehra
		4.	GPS Patehra
		5.	GPS Nandi

CRC**BLOCK INDRI**

Sr. No.	Name off Cluster	Sr. No.	Name of School
80	GSSS SANGOHA	6.	GPS Shergarh
		7.	GPS Chhaprian
		8.	GPSTaparian
		9.	GPS Budanpur
		1.	GSSS Sangoha
		2.	GPS Sangoha
		3.	GGPS Sangoha
		4.	GHS Kamalpur
		5.	GPS Kamalpur
81	GHS KALSORA	6.	GPS Churni
		7.	GPS Samaura
		8.	GHS Bibipur Jattan
		9.	GPS Bibipur Jattan
		1.	GHS Kalsora
		2.	GPS Kalsora
		3.	GPS Islam Nagar
		4.	GPSTussang
		5.	GPS Umarpur
82	GHS KALRI JAGIR	6.	GPS Rajepur
		7.	GPS Ram Nagar
		8.	GMS Nanehra
		9.	GPS Nanehra
		1.	GHs Kalri Jagir
		2.	GPS Kalri Jagir
		3.	GMS Khukhani
		4.	GPS Khukhani
		5.	GPS Hanauri
6.	GPS Dhana Kheri		
7.	GPS Kalra		
8.	GPS Sheikhpura		
9.	GPS Dhanori Jagir		

CRC**BLOCK INDRI**

Sr. No.	Name of Cluster	Sr. No.	Name of School
83	GSSS INDRI	1.	GSSS Indri
		2.	GSSSS Indri
		3.	GPS Indri
		4.	GGPS Indri
		5.	GMS Khera
		6.	GPS Khera
		7.	GPS Phoosgarh
		8.	GPS Gudda
		9.	GPS Guddpur Khalsa
		10.	GPS Chhanna Jhimran
		11.	GPS Matak Majri
84	GMS JANESHRO	1.	GMS Janeshro
		2.	GPS Janeshro
		3.	GPS Gandhi Nagar
		4.	GPS Deppo Janeshro
		5.	GGPS Garhi Gujran
		6.	GGPS Garhi Gujran
		7.	GPS Norta
		8.	GPS Ghisarpuri
		9.	GPS Dhamanheri
		10.	GPS Nangal
85	GPS RANDOLI	1.	GPS Randoli
		2.	GPS Kamalpur
		3.	GPS New Halwana
		4.	GPS Sikanderpur
		5.	GPS Halwana
		6.	GPS Saidpur Chapra
		7.	GPS Japti Chapra Sikhigarh
		8.	GPS Japti Chapra Saidar

DETAILS OF PARTICIPATORY MEETING

S.S.A. KARNAL

S. No.	Date	Venue	Participants	Purpose	Issues Raised
1.		SCERT Gurgaon	DPEOs; DIET Principals	Briefing on SSA	<ol style="list-style-type: none"> 1. Formation of District Planning Teams 2. Plan Should be District specific 3. Micro Planning exercises should be completed well in time.
2.	04-09-01 to 09-09-01	Panchayat Bhawan, 28-B, Chandigarh	DPEOs & Members of the District Core Teams for Planning (Lecturers Working in DIETs & Sr. Sec. Schools, SEIMT & SCERT Personals; High & Primary	Orientation of the members for the preparation of perspective planning of SSA	<ol style="list-style-type: none"> 1. Problems in Govt. Primary & Middle Schools. 2. Various steps in the Planning Process. 3. Collection of statistical data from the field. 4. Meetings with villagers, teachers & members of VECs should be organised in the villages to know the problems and need of the students, schools & teachers.
3.	11--09-01	D.P.E.O. Karnal	DPEO & DRO	<ol style="list-style-type: none"> 1. Briefing on SSA 2. Collection of information about enrolment in Govt. & Private Pry. & Middle Schools & Infrastructure in Govt. Schools. 3. DISE Information 4. Micro Planning (House Hold Survey) 	<ol style="list-style-type: none"> 1. Lecturers/HMs of high schools having good academic record should be appointed as BRCs & Masters/Teachers having good academic record as CRC s 2. Establishment of EMIS Cell at BRC Level.

DETAILS OF PARTICIPATORY MEETING

S.S.A. KARNAL

S. No.	Date	Venue	Participants	Purpose	Issues Raised
4.	12-09-01	B.E.O. Office, Indri	Head of the Ten Centre schools B.E.O. Indri	1. Briefing on SSA	1. Financial help for celebrating functions at school level.
	13-09-01	B.E.O. Office Assandh B.E.O Ballah	-do- -do-	2.To find out Problems & their remedies in e l e m e n t a r y education	2. Need for electricity connection & Provision for Payment of its bills. 3. Burden of Non-Teaching work particular on Head Teachers. 4. Need of "Sewadar" (Sweeper/Peon/ Water Carrier etc.) in GPS.
5.	14-09-01	B.E.O. Gharaunda	GSSS Gharaunda	DISE Information	1. Lack of infrastructure i.e. building, toilets, electricity, furniture etc. 2. Less attention is being paid on children enrolled in Govt. Schools goods academic record should be appointed as BRCs & Masters/Teachers having good academic record as CRCs.
6.	15-09-01	G.H.S. Hassanpur B.E.O. Nissing	Teachers of the both (GPS & GGPS) Schools Head Tearchers of All Centre Schools	1. Briefing on SSA 2. To find out problems & their remedies in e l e m e n t a r y educaton Micro planning house surved	1. Financial help for celebrating functions at school level. 2. Need for electricity connection & Provision for Payment of its bills. 3. Burden of Non-teaching work particular on Head Teachers. 4. Need of "Sewadar" (Sweeper/Peon/ Water Carrier etc.) in GPS.
7.	17-09-01	B.E.O. Nilokheri I-II	Head Teachers of all Centers of School	-do-	1. Lack of infrastructure i.e. building, toilets, electricity, furniture etc. 2. Less attention is being paid on children enrolled in Govt. Schools 3. Need of quality education in Govt. Schools. 4. Effective supervision on the part of education officers with the involvement of parents/guardians.

DETAILS OF PARTICIPATORY MEETING

S.S.A. KARNAL

S. No.	Date	Venue	Participants	Purpose	Issues Raised
8.	22-09-01	G.G.S.S. Karnal	H.M. Middle/ High Schools	-do	<ol style="list-style-type: none"> 1. Help books/ Guides hamper the originality in the learning process 2. Non-availability of the reference material for the teachers. 3. Non-functioning of Laboratories in Govt. Schools. 4. Need of proper rationalization to fill up the vacancies of the teachers in the rural areas. 5. Teachers should be whole time with full salary, as temporary teachers feel insecure if are not able to discharge their duties effectively.
9.	23-09-01	Panchayat Bhawan, Uchana	Villagers Sarpanch Members etc.	<ol style="list-style-type: none"> 1. Briefing on SSA 2. To find out problems & their remedies in elementary education 	<ol style="list-style-type: none"> 1. Non Teaching works should be executed by employing unemployed rural youth instead of Govt. Teachers. 2. Ban on Private Schools, lacking in necessary infrastructure should be imposed. 3. Only SC/BC & poor children come to the Govt. Schools. 4. Need of class IV in Govt. Primary Schools. 5. Govt. Schools are still lacking in providing basic facilities like drinking water etc.
10.	25-09-01 to 27-09-01	Panchayat Bhawan Chandigarh	Distt. Core Teams workshop	Review of the progress in Planning work.	<ol style="list-style-type: none"> 1. Difficulties regarding information about 6-11 years & 11-14 years age group population & enrolment in private schools. 2. Importance of household survey (Micro Planning Exercise & its execution)
11.	03-10-01	G.P.S. Landora	Villagers Sarpanch & Members of Panchayat including women	-do-	<ol style="list-style-type: none"> 1. Poor standard of education particularly in Govt. Primary Schools. 2. Teachers should not be posted at their home stations. 3. VECs are practically non-existent (i.e.) functioning only on papers) 4. Members of VEC, local bodies should be given proper orientation

DETAILS OF PARTICIPATORY MEETING

S.S.A. KARNAL

S. No.	Date	Venue	Participants	Purpose	Issues Raised
12.	4-10-01	GMS Ganjo Garhi	Villagers Sarpanch Member Pancyat, Mandal President, VEC Members etc.	1. Briefing on SSA 2. To find out problems & their remedies in elementary education	<p>regarding their duties towards education so that they can play a vital role in school improvement.</p> <ol style="list-style-type: none"> 1. Poor standard of education up to 5th in Govt. Schools. 2. Faulty evaluation & promotion process at primary level. 3. Need for effective supervision. 4. At least one meeting of the general body of the PTA must be organized every month. 5. Teachers are more interested in their personal work than teaching as they belong to nearby villages
13.	5-10-01	GGPS No-4, Karnal	Teachers	-do-	<ol style="list-style-type: none"> 1. Education is for the preparation of life. 2. Curriculum must be reviewed with the involvement of the teachers. 3. DPEP books must be thoroughly reviewed. 4. Educational tours for the teachers must be organized at least once in two years. 5. Need for purpose rationalization of the teachers. (Subject-wise)
14.	5-10-01	GGSS, Karnal	H.M. Masters & Teachers of Local Govt. Schools	1. Briefing on SSA 2. To find out problems & their remedies in elementary education	<ol style="list-style-type: none"> 1. Community must co-operate & involve itself in the activities of Govt. Schools. 2. Rules & Regulations for Govt./Private Schools must be similar. 3. Annual function & other important days must be celebrated in the school campus. 4. Burden of Non-teaching work. 5. Need of effective & academic inspection. 6. Politicians & Officers must support the Govt. Schools.

DETAILS OF PARTICIPATORY MEETING

S.S.A. KARNAL

S. No.	Date	Venue	Participants	Purpose	Issues Raised
15.	6-10-01	G.H.S. Shahpur & D.I.E.T.	Masters & Teachers of Local Schools	<ol style="list-style-type: none"> 1. Briefing on SSA 2. To find out problems & their remedies in elementary education 	<ol style="list-style-type: none"> 1. Community is not interested in school improvement. 2. Wards of the prosperous people don't study in Govt. Schools. 3. Children are dependent on coping so they don't take interest in studies. 4. Training programmes for the teachers by DPEP were victims of mismanagement. 5. Training programmes by DPEP were full of irrelevant activities, which were not in coherence with the main content. 6. Follow up of Trainings is necessary.
16.	6-10-01	GSS. Dhol Garh	(16) Sarpanch, Panch VEC, Member & Other Villages	<ol style="list-style-type: none"> 1. Briefing on SSA 2. To find out problems & their remedies in elementary education 	<ol style="list-style-type: none"> 1. Most of the teachers are not punctual. 2. Teachers must be made accountable for the result of their students. 3. Need for orientation of VEC members. 4. Sports material should be provided to the children studying in Government Schools. 5. Computer Education should be imparted to the students of Middle Schools, so that our children may be able to compete with the children coming out from the Private Schools.
17.	6-10-01	GPS Shamgarh	-do-		<ol style="list-style-type: none"> 1. Govt. Teachers are not serious about their responsibility. 2. Govt. Teachers give less attention to their students. 3. Parents & Guardians should also be oriented so that they may take care of their children in the field of education. 4. At least one model school should be established at block level, which may be the source of inspiration. 5. Teachers must give homework to their students & the homework must be evaluated seriously.

DETAILS OF PARTICIPATORY MEETING

S.S.A. KARNAL

S. No.	Date	Venue	Participants	Purpose	Issues Raised
18.	7-10-01	G.P.S. NDRI, Karnal	Teachers of Local School	1. Briefing on SSA 2. To find out problems & their remedies in elementary educaton	6. Monthly tests should be conducted & the parents must be acquainted with the result. 1. Parents should co-operate in the process of teaching learning. 2. Training on "How to make the lessons interesting" should be imparted to the teachers particularly for Mathematics & Science. 3. Students must be promoted to the higher class only on basis of annual exams in primary class. 4. Laboratories should be established. 5. Various dictionaries should be available in the seconds.
19.	7-10-01	G.H.S. Dadupur, Roran	Sarpanch Members VEC	1. Briefing on SSA 2. To find out problems & their remedies in elementary educaton	1. Teachers don't call the meeting of PTA & VEC, even after repeated requests of the member panchayat. 2. PTA & VEC must be effective for the betterment of education process. 3. Teachers ask the students to fetch milk & to do other works. 4. Teachers must be punctual. 5. Administration should be tight.
20.	7-10-01	GSSS & G.P.S Dabri GSSS,	H.M., H.T. Masters & Teachers of Local School	-do-	1. Community is not serious about education. 2. The members of VEC don't help in school activities. 3. Books supplied by DPEP must be reviewed. 4. Evaluation process must be modified. 5. Training programmes on "Grammar", "Pronunciation", "Science Practical" & "Other School Activities" must be organised. 6. Master Trainers must be well equipped with the subject matter. 7. Measures to make morning assembly effective should be done & a strategy for it is needed.

DETAILS OF PARTICIPATORY MEETING

S.S.A. KARNAL

S. No.	Date	Venue	Participants	Purpose	Issues Raised
21.	7-10-01	Nilokheri	H.M. Masters & Teachers of Local School	-do-	<ol style="list-style-type: none"> 8. Subject specialists must be available at the block level for academic help. 1. Women empowerment is needed. Teachers must be oriented on gender issues. 2. Teachers must be subject-wise. 3. Resource Group should be available at the block level. 4. Teachers are asked to do Non-Teaching work due to which teaching process suffers a lot. Lot of information is asked by the department which hampers the teaching work. 5. Sufficient numbers of class IV employees must be appointed in each school. 6. Heads of the schools must be oriented on Staff Management. 7. Teachers must be sent on exposure visit at least once in two years. 8. Financial Provision to celebrate functions & other important days should be made. 9. Training regarding subject matter should be imparted. 10. Powers should be delegated to the Sports Competitions etc. should be organised for Teachers.
22.	09-10 01 to 10-10-01	Gujjar Bhawan, Chandigarh	Members of the distt. Core teams for Planning Representatives of various Teachers Unions	1. Review of the progress in perspective plan of SSA	<ol style="list-style-type: none"> 1. Difficulty in obtaining educational and infrastructure data of Middle schools. 2. At least 25 meetings should be organised at the village level to know the views of the community regarding education and schooling system. 3. House-hold survey exercise should be started at the earliest.

DETAILS OF PARTICIPATORY MEETING

S.S.A. KARNAL

S. No.	Date	Venue	Participants	Purpose	Issues Raised
23.	13-10-01	B.E.O. Office Karnal	Representatives of Teacher's Union	1. Briefing on SSA 2. To find out problems & their remedies in elementary educaton	<ol style="list-style-type: none"> 1. Co-ordination must be developed among teachers, Parents & Students. 2. Need of more cultural activities in Govt. Schools. 3. Teachers are not rewarded honestly. Distribution of rewards is not judicious. 4. More physical facilities are needed in Govt. Schools. 5. Burden of Non-teaching work. 6. Heads of the schools need intensive orientation. 7. Delay in official work of teachers. 8. Education has not link with employment. 9. Schools must be beautified enough to attract children. 10. There must be co-ordination between Anganwadies & Primary Schools. 11. Literature for children should be made available in school libraries. 12. Private schools get recognition even when they don't fulfill the conditions. 13. PTA & VEC are not effective. 14. Reference : material should be distributed. 15. Copying is responsible in deterioration of education. Curriculum is not linked to life. 16. Skills of teachers need development. 17. Test should be given to the teachers after each training programme to know improvement in their level of learning. Follow-up action should be there. 19. An academic committee should be formed to observe educational activities and teacher performance in the district,

DETAILS OF PARTICIPATORY MEETING

S.S.A. KARNAL

S. No.	Date	Venue	Participants	Purpose	Issues Raised
24.	15-10-01	DPEO, Karnal	Members planning core team	1. Planning for house hold survey activity	<p>which will recommend the name of the teachers to be rewarded. So that only deserving teachers get the reward.</p> <p>20. Teachers must be oriented clearly 'how to utilize the amount given for TLM'.</p> <p>21. Curriculum should be developed with the help of teachers.</p> <p>22. Head of the school should be trained on 'Staff Management', 'Cordial relation with student'.</p> <p>23. Panchayats & Local bodies & VEC should be trained so that they may help in a creative way.</p> <p>24. Educational Magazine must be useful & impressive & it must reach in each & every school.</p> <p>25. A panel of subject specialists should be present at BRC.</p> <p>1. Training regarding Micro Planning should be imparted to all BEO's of the District.</p> <p>2. DPEO, DEO & Principal DIET should help in this task.</p> <p>3. A meeting of all education officers should be conducted to formulate a plan to complete the task of household survey.</p>
25.	23-10-01	SPD, HPSP Office Chd.	DEO, DPEO, SDEO's & Planing For House hold survey	1. Review of the progress in perspective plan of SSA	<p>1. Micro-Planning exercise is going to start in district Jind.</p> <p>2. Perspective plan must be realistic.</p> <p>3. Each and every required component should be included with proper justification in the plan.</p>

DETAILS OF PARTICIPATORY MEETING

S.S.A. KARNAL

S. No.	Date	Venue	Participants	Purpose	Issues Raised
26.	31-10-01	DPEO	B.E.O.'s of Distt. Karnal	1. To take views about SSA & Planning for Household survey	<ol style="list-style-type: none"> 1. Training about household survey should be imparted to all heads of all schools in the districts. 2. Training to be organized at block level on Oct. 24 & Oct. 25, 2001 in morning & evening shifts. 3. Two or more schools are working in the same campus, it causes disturbance, so the campus must be separate. 4. Boundary Wall is must for each & every school. 5. There must be a separate teacher for each class. 6. A team of subject specialists should be appointed at Block, Sub-Division & District Head Quarter. 7. Each school must be provided with the Microphones, Sound system & Some musical instruments to make morning assembly effective. 8. Laboratories must be established. 9. Books supplied by DPEP are not up to the mark, the previous books recommended by the State Government are far better than these books. 10. There must be a separate textbook for separate subject. 11. Training for Administrative & Financial matters should be given to Heads of Schools. 12. In-Service Teachers Training Programmes must be property managed & the skills improvement/development in the teachers must be evaluated on the last day of the programme. 13. Teachers should be asked to maintain progress report card for each & every student. Parents should also be informed about the progress of their children. 14. Teachers & Students should be taken for an exposure visit. 15. A model school should be formed at block level.

DETAILS OF PARTICIPATORY MEETING

S.S.A. KARNAL

S. No.	Date	Venue	Participants	Purpose	Issues Raised
27.	2-11-01	DPEO, Karnal	Members of Planning Team and B.E.O.'s Karnal	1. Household Survey Exercise	<ol style="list-style-type: none"> 1. Lecturers, posted in GETTIs must also be invited in the training programmes. 2. Best teachers should be awarded. 3. All poor students should get incentives. 4. Community must be mobilise enough to participate in process of education.
28.	5-11-01	Camp Office, ADC, Karnal	Members of Planning Team & DPEO Karnal	1. Briefing on SSA	<ol style="list-style-type: none"> 1. Plan must be realistic & village specific. 2. Views of even a lay man should be taken before formulation of a plan. 3. Needs must be identified. 4. Community still needs awareness & mobilisation. 5. Psychological needs of a child should also be considered, while making a plan. 6. There must be a follow up programme to ensure enrolment of each & every 7. Printing of house hold survey 8. Opening of Account.
29.	28-11-01 to 29-11-01	Panchayat Bhawan, 28-B, Chandigarh	-do-	1. Review of progress in planning work.	<ol style="list-style-type: none"> 1. Structure at the DPIU, BRC, CRC was discussed and finalised. 2. Planning team were asked to make required amendments in their respective perspective plans.
30	06-12-01 to 08-12-01	SCERT Gurgaon	-do-	1. Presentation of Perspective Plan	<ol style="list-style-type: none"> 1. Final submission of the perspective plan (2002-2010) of District Elementary Education Programme (SARVA SHIKSHA ABHIYAN) for district, Jind to the state authorities.