

A.W.P & B  
2004-05



Yamuna Nagar



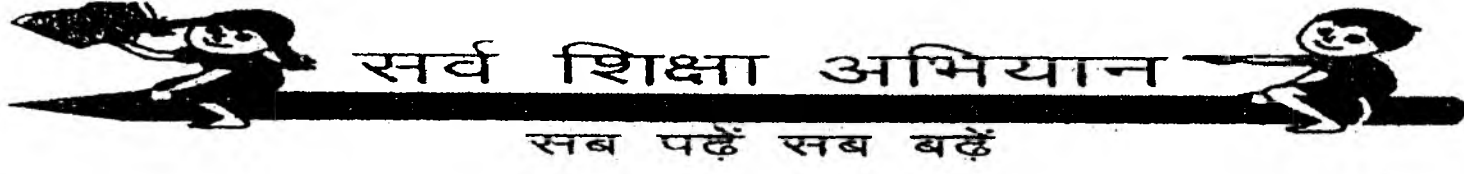
# सर्व शिक्षा अभियान



सब पढ़ें सब बढ़ें

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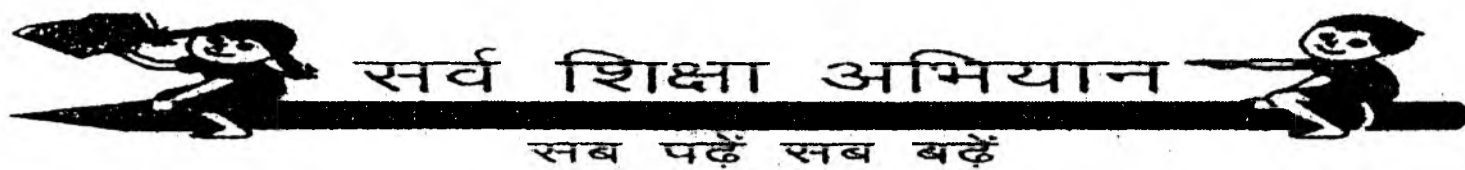
### List of Planning Team

The following official and individuals acted as the members of district

Core planning team for preparation of perspective plan 2004-05 of SSA

For district Yamuna Nagar.

- |    |                                 |   |
|----|---------------------------------|---|
| 1. | Sh. Supravin Kumar IAS          | ADC Yamuna Nagar<br>Chairman of SSA.        |
| 2. | Sh. Sheesh Pal Chaudhary HES -I | DEO cum DPC Yamuna Nagar                    |
| 3. | Sh. Sumer Chand HES-II          | Head Master GHS Chauhi Ram pur              |
| 4. | Sh. Balbir Singh (Lect.)        | Lecturer In Chem.<br>GMSSS Jagadhari        |
| 5. | Sh. Parmod Kumar                | APC c/o DPC Ynr.                            |
| 6. | Sh. Bhavpreet Singh             | Data Entry Operator C/o<br>DPC Yamuna Nagar |



## **ACKNOWLEDGEMENT**

It is our privilege to express our Deep sense of gratitude to DEO YNR, S.D.E.O Jagadhri, all the BEO and their staff members, who provide us all the requisite data and constructive guidelines for the completion of Annual Work Plan and Budget of SSA for 2004-05.

**SUMER CHAND  
BALBIR SINGH  
PARMOD KUMAR**

## CERTIFICATE

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

**Sh. Sumer Chand**  
**Sh. Balbir Singh**  
**Sh. Parmod Kumar**

INTRODUCTION

OF SSA

AIMS &

OBJECTIVES

A FRAME WORK

## INTRODUCTION OF SSA

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

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

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

Aims and Objectives.

It is presumed that this programme of Education will provide.

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

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

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

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

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

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

Why a Framework for Implementation (And Not A Guideline)

To allow states to formulate context specific guidelines within the overall frame work.

To encourage districts in States and UTs to reflect local specificity.



To promote local need based planning based on broad National Policy norms.

To make planning a realistic exercise by adopting broad national norms.

The objectives are expressed nationally though it is expected that various districts and States are likely to achieve universalisation in their own respective contexts and in their own time frame 2010 is the outer limit for such achievements. The emphasis is on mainstreaming out of school children through diverse strategies, as far as possible, and on providing eight years of schooling for all children in 6-14 age group. The thrust is on bridging of gender and social gaps and a total retention of all children in schools. Within this framework it is expected that the education system will be made relevant so that children and parents find the schooling system useful and absorbing according to their natural and social environment.

#### Sarva Shiksha Abhiyan As A Framework And As Programme

Sarva Shiksha Abhiyan (SSA) has two aspects-I . It provides a wide convergent framework for implementation of Elementary Education schemes II. It is also a programme with budget provision for strengthening vital areas to achieve universalisation of elementary education. While all investments in the elementary education sector from the State and the Central Plan will reflect as part of the SSA framework, they will all merge into SSA programme within next few years. As a programme, it reflects the additional resource provision for UEE.

**PLANNING PROCESS  
AND  
PLAN FORMULATION**

# PLANNING PROCESS AND PLAN FORMULATION

## 1.1 Planning Process

SSA envisages the preparation of DEEP – a comprehensive Plan of Action for the educational improvement of the whole district.

An annual plan or perspective plan in SSA is not merely a statement of intervention and the financial implications thereof. It provides a picture of present educational scenario and a number of interventions to achieve the goal of Universalisation. However, much more important than providing this information is the process through which the plans have been formulated. The plans have to be developed through a participatory process and the interventions proposed there in should help achieve the objectives of the programme. The following paragraphs provide an overview of how the plans are to developed, what should be in the plans and how interventions are to be proposed.

## 1.2. Planning Team

### (a) Identification of Planning Teams

The selection of suitable persons for inclusion in the planning teams is perhaps, the most crucial element in the plan formulation. SSA programmed envisages constitution of core planning teams at village, block and district levels. The village level planning team should give wider representation to grassroots level structures including PRIs and VEC, community leaders, teachers and parents. The aim of constituting this team is to involve the parents and the community leaders in the education of the children, similarly, there should be a core planning team at the block level. There should be a core team of dedicated persons at the district level to formulate the plans. They are to be supported, if possible, by a larger advisory body. This body should have representatives of various Departments like-Education, Health, Public Works, Social Welfare, Women and Child Development, Tribal welfare, Public Health Engineering Department (PHED),NGOs etc. This body will facilitate “convergence” and help remove bottlenecks, if any, not only in collection of information, but also at the time of implementation. It will be the responsibility of the core district team to develop the plans as per the norms laid down in the SSA framework by adjusting the various proposals emanating from various levels.

**(b) Capacity Building of Core Planning Teams**

The training to be imparted to the core planning teams is of paramount importance. The habitation level team should be acquainted with norms for providing school facilities. There should be two to three rounds of orientation and training to the district and block core planning teams about the aims/targets of the programmed, various norms laid down in the programmed, various information to be collected for plan formulation. They should also be oriented towards various interventions to be proposed in the plans. The second /third round of training should be imparted only after development of first draft plan. This will provide an opportunity to the planning team to improve upon the plans by giving discussions with district teams. The resource support groups at the state level should continuously monitor this process.

**Participatory planning process**

At the outset it is pertinent to mention that a solid database and clear visioning are essential for planning. SSA envisages a decentralized approach to planning instead of top-down approach, as it reflects the reality at the grass roots level. The planning process has to be participatory in nature as this type of planning not only creates a sense of ownership among the stakeholders but also creates awareness and helps in the capacity building of personnel at various levels, the plans developed through consultative meetings and interaction with the community and target groups at various levels, reflect local specificity. It is necessary that there should be documentation of the process of the preparation of habitation level plan to evidence the fact that they have been prepared at the habitation level through participatory planning. The following steps are an integral part of planning.

**i) Interaction with community and target groups**

The bottom-up approach will not only help the planning team to acquaint themselves with various problems, but also will provide various solutions. The commonality of problems across such meetings will help the planning teams to propose interventions accordingly interaction with community and target groups has to be ensured by involvement of target groups and community leaders in the constitution of habitation, block and district level teams on the one hand and by mobilisation activities and extensive visits of planning teams to every habitation-rural and urban (including slums) on the other. Such interaction not only provide

an opportunity to be familiar with the problems of target groups and help in devising strategies to deal with these but also should the opinions of communities with the help of the good offices of community leaders.

**ii) Consultative meetings**

The consultative meetings with the officials at block and district levels would facilitate the core teams in formulation strategies to address the problems. These meetings would also help in bringing about “convergence” among various interventions proposed by different departments. As the responsibility of implementing the programme rests with the educational administration of the district, it is essential to involve them from the planning stage itself.

Documentation of consultative meetings and community interaction would enable the persons at the district and state level as well as the appraisal teams to know about planning process.

**A Brief**

**Over**

**View**

**Of**

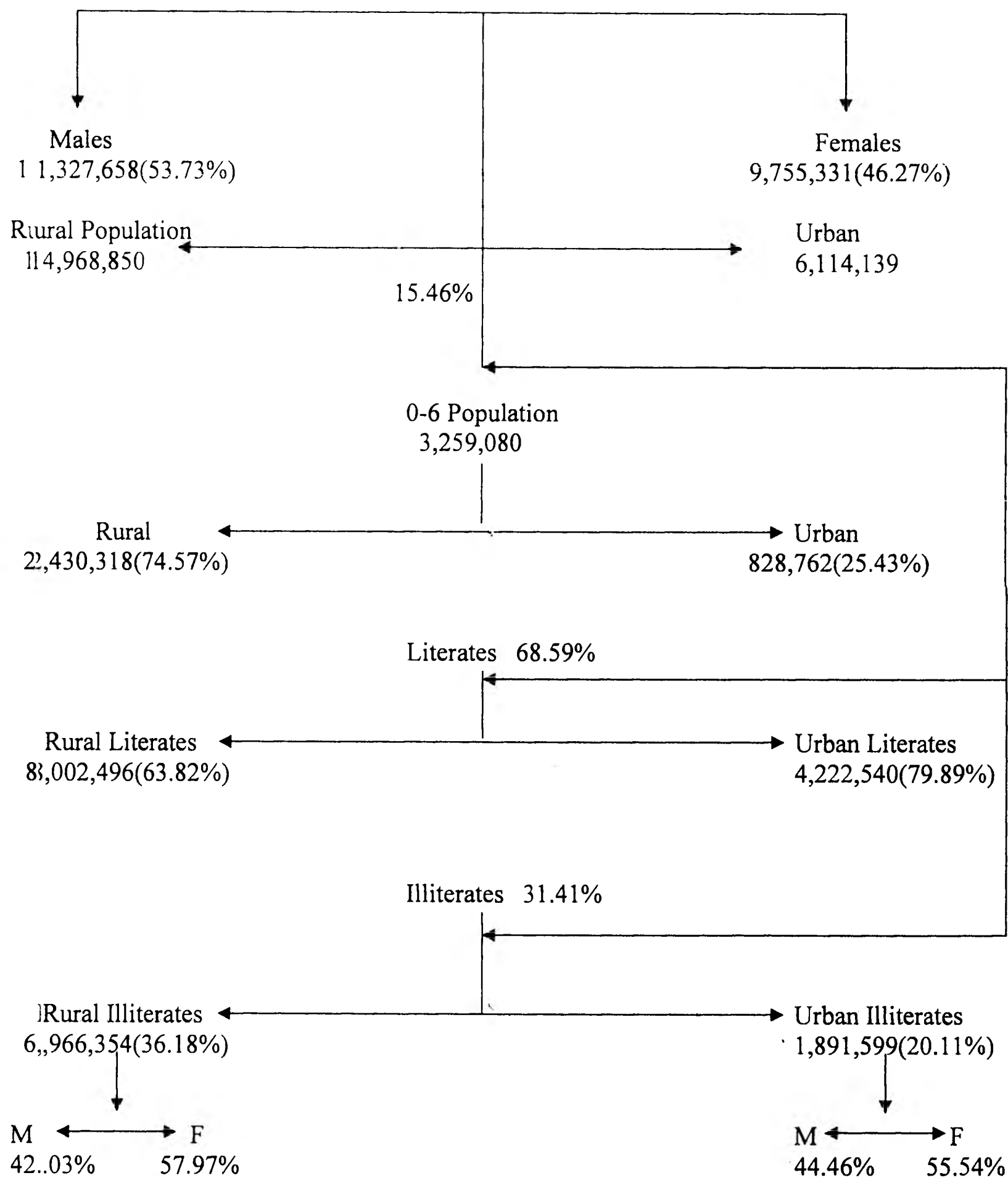
**Haryana**

# HARYANA (DISTRICT MAP)



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**HARYANA AT A GLANCE**  
**TOTAL POPULATION**  
 21,082,989





**FIGURES AT A GLANCE  
(HARYANA)**

**Table 1.2 Census of India 2001**

Sr. No.	2001 Description	2001	1991
1	Number of Districts	19	16
2	Area in Sq. Kms.(Provisional)	44212 sq kms	44212 sq. kms
3	Total Population Persons Males Females	21,082,989 11,327,658 9,775,331	16,463,648 8,827,474 7,636,174
4	Decadal Population Growth Absolute Percentage	(1991-2001) 4619,341 28.06%	(1981-1991) 3,541,529 27.41%
5	Population Density	477 Per Sq. Km.	327 Per Sq. Km.
6	Sex Ratio	861 females per 1000 males	865 females per 1000 males
7	0-6 Population Person Males Females Percentage of 0-6 Population To Total Population Sex Ratio(0-6)	3,259,080 1,790,758 1,468,522 15.46% 820	3,125,173 1,663,350 1,461,823 18.98% 879
8	Literates Persons Males Females	11,225,036 7,558,443 4,666,593	7,449,052 4,950,113 2,498,899
9	Literacy Rate Total Males Females	68.59% 79.25% 56.13%	55.85% 69.10% 40.47%

## LITRACY

**Comparative View  
Table 4.3**

<b>A Comparative View OUR NEIGHBOURS AND INDIA</b>							
<b>Name</b>	<b>Total Population</b>	<b>Density</b>	<b>D.Growth</b>	<b>Sex Ratio</b>	<b>Litracy(%)</b>		
					<b>P</b>	<b>M</b>	<b>F</b>
India	1,027,015,247	324	21.83	933	65.38	75.82	54.16
Delhi	13,782,976	9294	46.31	821	81.82	87.37	75.00
H.P.	6,077,248	109	17.53	970	77.13	86.02	68.08
Punjab	24,289,296	482	19.76	874	69.95	75.63	63.5
Chandigarh	900,914	7903	40.33	773	81.76	85.65	76.65
Rajasthan	56,473,122	165	28.33	922	61.03	76.46	44.34
Haryana	21,085,989	477	28.06	861	68.59	79.25	56.13

**Source: Census of India**

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

## ADMINISTRATIVE STRUCTURE OF HARYANA

Table 4.4

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DIVISION	04
DISTRICT	19
SUB DIVISION	47
TEHSIL	67
SUB TEHSIL	45
C.D.BLOCKS	116
VILLAGES	67 59

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# DISTRICT YAMUNA NAGAR

General Scenario

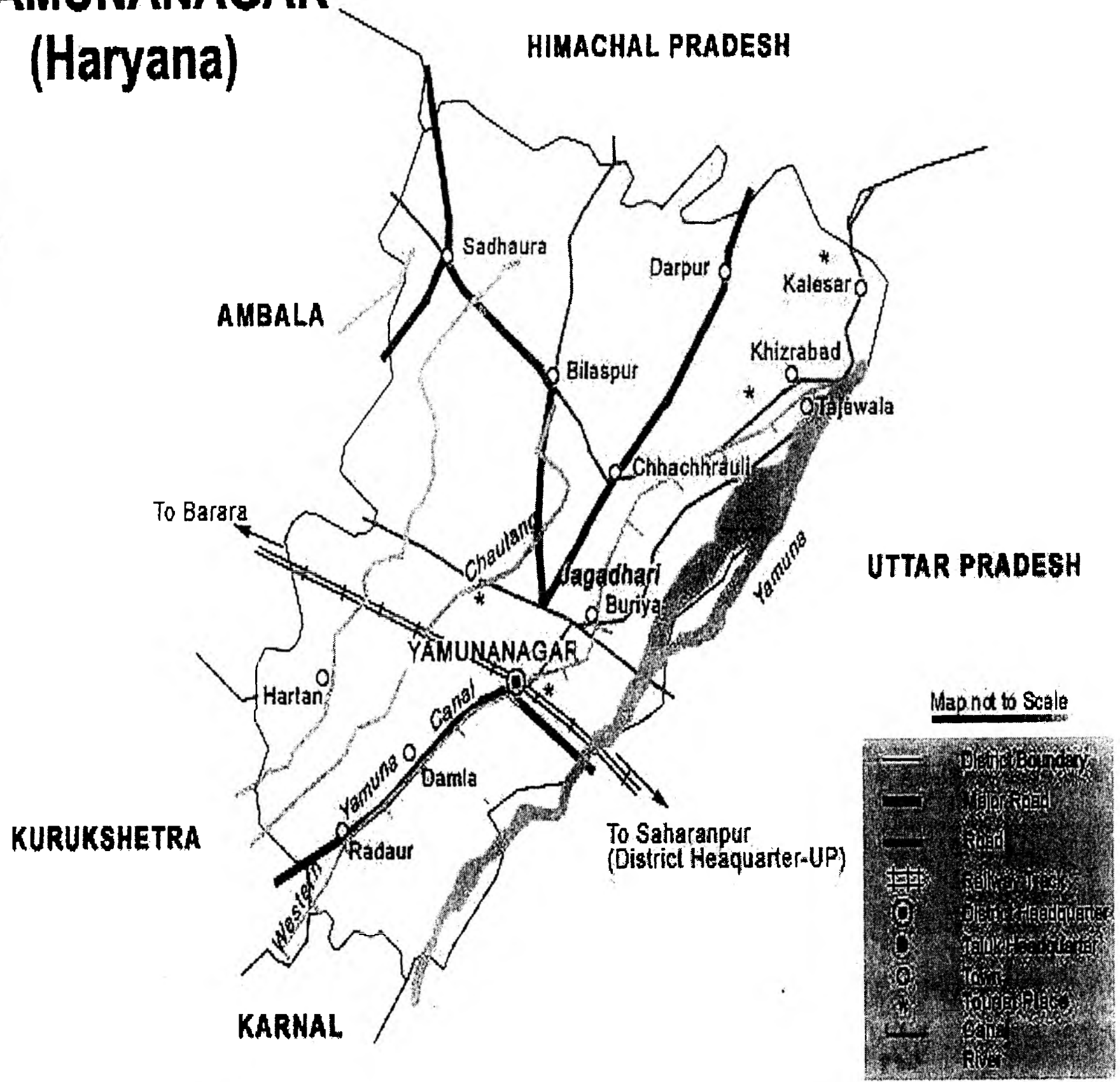
Population

Literacy rate

Sex Ratio

C.D.S.(Centers and Enrolment)

# YAMUNANAGAR (Haryana)



Map not to Scale

	District Boundary
	Major Road
	Road
	Railway Track
	District Headquarter
	Block Headquarter
	Town
	Market Place
	Canal
	River

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# **YAMUNA NAGAR**

## **General Scenario**

The newly created district Yamuna Nagar spreading over area of about 1756 sq. kms. Derives its name from its headquarter town Yamuna Nagar. It is located on the bank of Western Yamuna Canal. Previously it was known as Abdulapur. After 1947 a camp to accommodate refugees was established. Now, Yamuna Nagar has been developed well known industrial town of Haryana.

Yamuna Nagar district was created vide Haryana Govt. Notification No. S.O.149 P/A 17/1887/s.5/89 dated 16<sup>th</sup> October 1989. The said notification varies the limits of the area of Ambala and Kurukshetra district so as to form new district to be called Yamuna Nagar. Comprising Jagadhri as Sub division and Sadhaura Sub Tehsil of Naraingarh Sub Division of Ambala. District and Radaur Sub TEhsil of Kurukshetra district with effect from 1<sup>st</sup> Nov. 1989.

## **LOCATION**

Yamuna Nagar district is bounded by the state of Himachal Pardesh in north, by the State of uttar Pardesh in the east and south-east, by the districts of Karnal and by District Kurukshetra in the south west and by Ambala District in the west.

## **CLIMATE**

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

## **TOPOGRAPHY**

Yamuna river after rising from the snow-clad peaks of the middle Himalayas at Yamnotri, enters the district from its north-eastern corner through a narrow corridor in the shivaliks. It is perennial river, Boli nadi joins the Somb nadi near Dadupur and then the combines Somb and Boli nadi to the Yamuna river at Mehar Majra.

## **SOIL**

The soil in the district are mainly silty loam (khaddar), loam (shangar and Nardak), piedmont (Ghar and Kandi), silty clay (Nali and Chhachhra-Dakar), and light loam (seoti). The soils as classified by the National Bureau of Soil Survey and Land Use planning (ICAR), Nagpur, the district has mainly Udalfs, Aquents-Fluents and Ochrepts-Orthents types of soil.

## **UNDERGROUND WATER AND FORESTARY**

The underground water in the district is generally fresh and suitable for domestic and irrigation purposes. The district has a favourable climate for the growth of rich vegetation due to reasonable good rainfall and irrigation-Shisham (*Dalbergia sissoo*), Kikar (*Acacia nilotica*), Aam (*Mabgufera indica*), Jamun (*syzygium cumini*), Pipal (*fifcus religrosa*), Bodh (*Ficus menaalensis*), Neam (*Azaduraachta indica*), etc. are the important tree species grown in the area. Safeda (*Eucalyptus hrbid*) has been introduced since 1963 in forest areas as well as on private land and also along the road routes.

## **ECONOMY**

The present district of Yamuna Nagar has a mixed type of Economy. Special behaviour of the working force indicates that the economy of the district is relatively more progressive than that of the State as a whole.

Important industrial centers of the district are Saraswati Sugar Mills, Yamuna Nagar (Sugar manufacturing), Ballarpur Industues Ltd., Yamuna Nagar (Paper), Bharat Starch and Chemicals Ltd, Yamuna Nagar (Starch and allied products), Indian Sugar and General Engineering Corporation, Yamuna Nagar (Heavy Engineering), Haryana Distillery, Yamuna Nagar (Liquor), Jamna Auto Industries, Yamna Nagar, Kay Iron Works Pvt. Ltd. Yamuna Nagar, Northern Railway Carriage & Wagon Workshop in Northern Railway. The Provisional data

available in the Yamuna Nagar ranks seconds after Faridabad in having registered working factories and number of workers employed in working factories.

Agriculture retained its foremost place in the economy of the district by engaging 49.50% of main workers in cultivation and agricultural labour. The government is making all efforts to enhance aricultural production by distributing improved seeds, fertilizers and pesticides, increasing irrigation facilities and promoting latest techniques of multiple cropping of practices and mechanized farming. It also keenly promotes animal husbandry fisheries and forestry which play a subsidiary but an important role in the agricultural economy irrigation in the district mostly depends on tube wells. Canal irrigation is only in Chhachhrauli tehsil. The major kharif crops are sugarcane, paddy and maize while minor ones are onion and other winter vegetables etc.

## **IRRIGATION**

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

## **VOLUNTARY ORGANISATIONS**

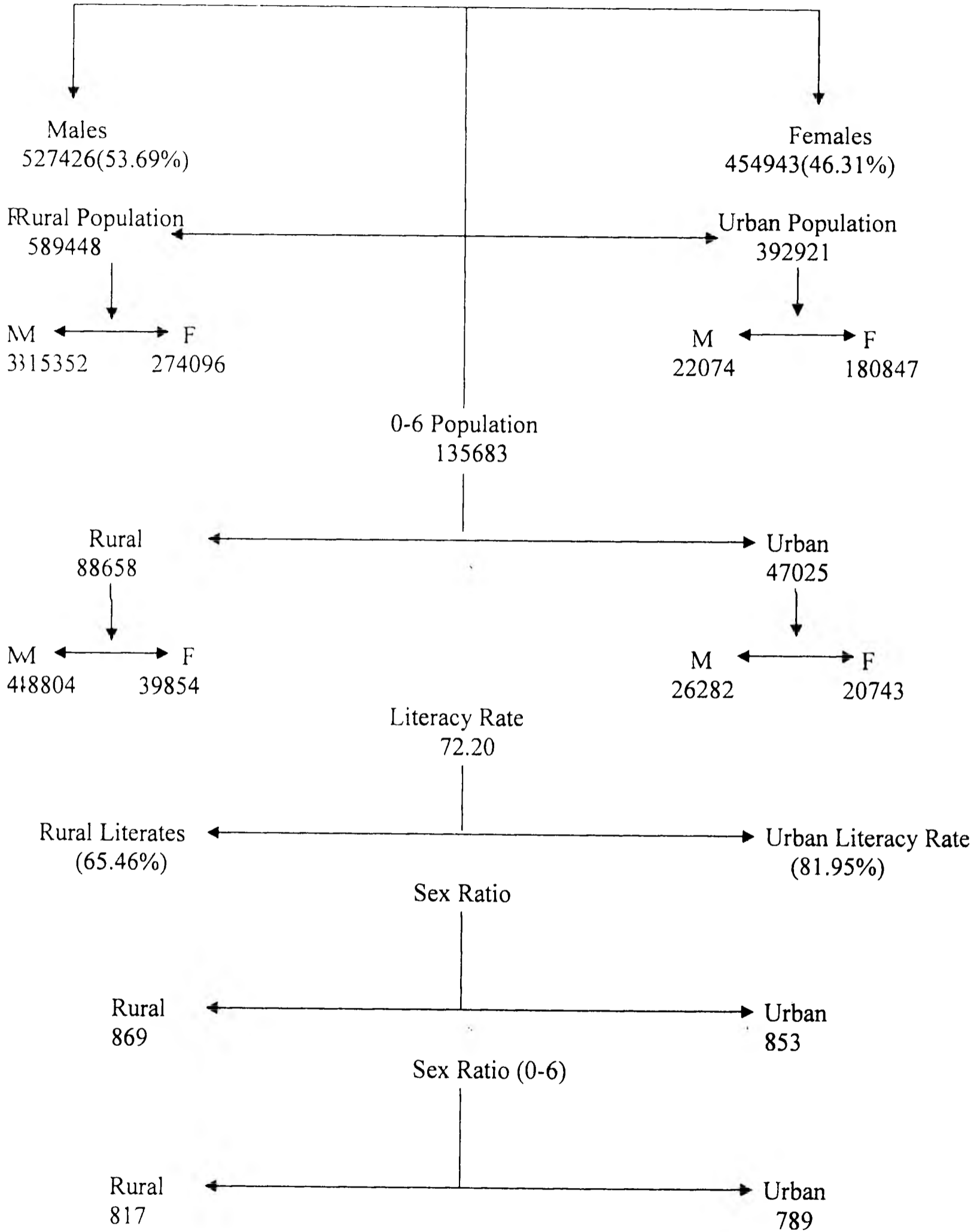
In the district there are many social service organizations functioning on voluntary basis within the support of government and public. these include utthan, Manav Sewa sangh, Shri Sanatan Dharam Mahavir Dal, Gita Bhawan Nirman Samiti, Women league Consumer's Education Association, Khusht Avum Jan Kalyan Samiti, Kushut Nivarab Sangh, Jyoti Punj, District Red Cross Society, St. John Ambulance Association, District Council for child welfare, Zila Sanik Board Etc.



Table 5.1

**YAMUNA NAGAR AT A GLANCE**  
**TOTAL POPULATION**

9, 82,369



**FIGURES AT A GLANCE  
(YAMUNA NAGAR)**

**Table 5.2**

Sr. No..	2001 Description	2001	1991
1	Area in Sq. Kms.(Provisional)	1756	1756
2	Total Population Persons Males Females	9823369 527426 454943	821820 436415 385465
3	Decadal Population Growth Percentage	21.84%	27.26%
4	Population Density	556 Per Sq. Km.	456 Per Sq. Km.
5	Sex Ratio	861	865
6	0-6 Population Person Males Females	135683(13.81%) 75086(14.24%) 60597(13.32%)	
7	Literates Persons Males Females	611287(62.23%) 358597(67.99%) 252690(55.54%)	497484(60.53%) 304443(69.76%) 193002(50.07%)

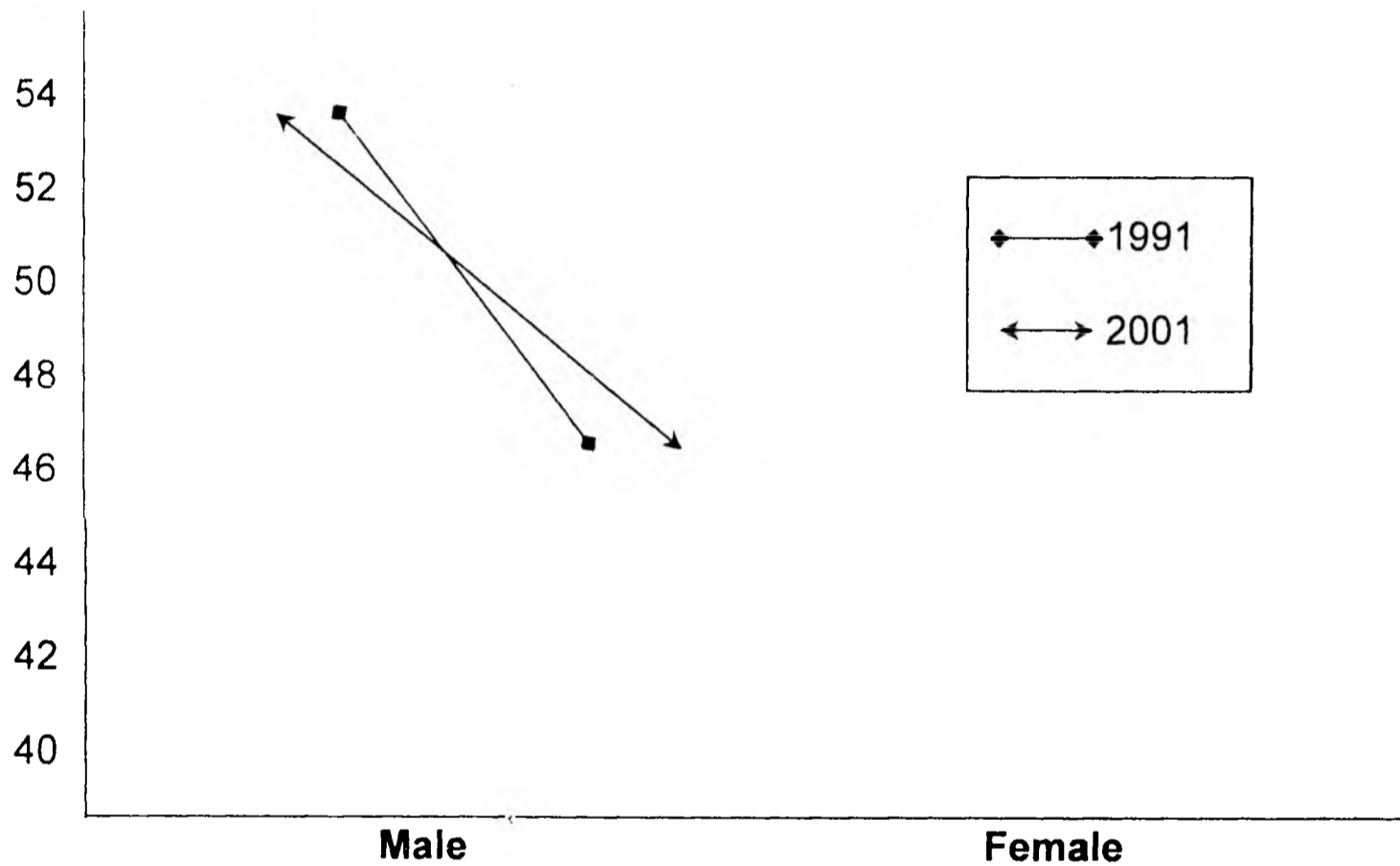
**Source: Census of India**

## POPULATION

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

**Table 5.3**

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



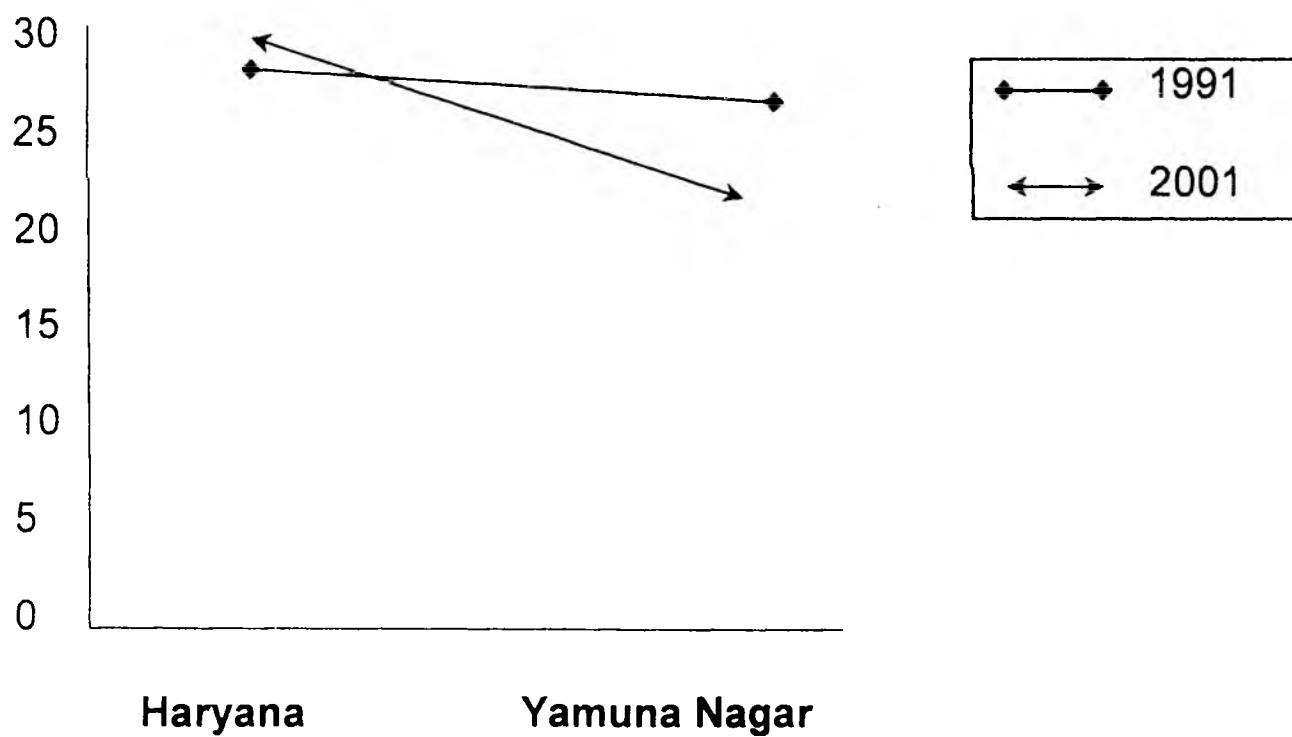
The Figure reveals that the Male population has increased form 53.1% to 53.69% of total population (Increasing trend), while the Female population of the Distt. Has decreased from 46.9% to 46.31% of total population(Decreasing trend). The moot cause of this decreasing trend in Female population is mostly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

### Population Growth Rate

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

Table 5.4

Year	Haryana	Yamuna Nagar
1991	27.41	27.26
2001	28.06	21.84



Growth Rate in Yamuna Nagar District is lower than that of Haryana State.

## Population Age Group Wise

**Table 5.6**

Age Group	Over ALL			S.C.			GENERAL & OBC.		
	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls
0 To 6	138641	76723	61918	40136	22090	18046	98505	54633	43872
6 To 11	130579	71635	58944	37810	20422	17388	92769	51213	41556
11 To 14	84222	45445	38777	24459	12883	11576	59763	32562	27201

**Source:H.H.S.**

## Category Wise Population of Yamuna Nagar

**Table 5.7**

Social Group	1991			2001		
	Total	Male	Female	Total	Male	Female
<b>Over all</b>	821880	436415 (53.10%)	385465 (46.90%)	982369	527426 (53.69%)	454943 (46.31%)
<b>SC</b>	205141 (24.96%)	109671 (53.46%)	95470 (45.54%)	245592 (25%)	137130 (55.84%)	108462 (44.16%)
<b>BC &amp; General</b>	616739 (75.04%)	326744 (52.98%)	289995 (47.02%)	736777 (75%)	390296 (52.97%)	346481 (47.30%)

**Source: Census**

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

**C.D. BLOCKWISE**

**Table 5.8**

**Population: 6-11**

Name of CD. Block	Over All			SC			General + O.B.C.		
	T	B	G	T	B	G	T	B	G
<b>Bilaspur</b>	12637	7104	5533	4486	2502	1984	8151	4602	3549
<b>Chhachhrauli</b>	22544	12269	10275	5151	2761	2390	17393	9508	7885
<b>Jagadhri</b>	47795	26537	21258	12276	6529	5747	35519	20008	15511
<b>Mustrafabad</b>	16267	8832	7435	6022	3217	2805	10245	5615	4630
<b>Radaur</b>	15204	8601	6603	4692	2592	2100	10512	6009	4503
<b>Sadhaura</b>	16132	8292	7840	5183	2821	2362	10949	5471	5478
<b>Total</b>	130579	71635	58944	37810	20422	17388	92769	51213	41556

**Source:HHS**

**Population:11-14**

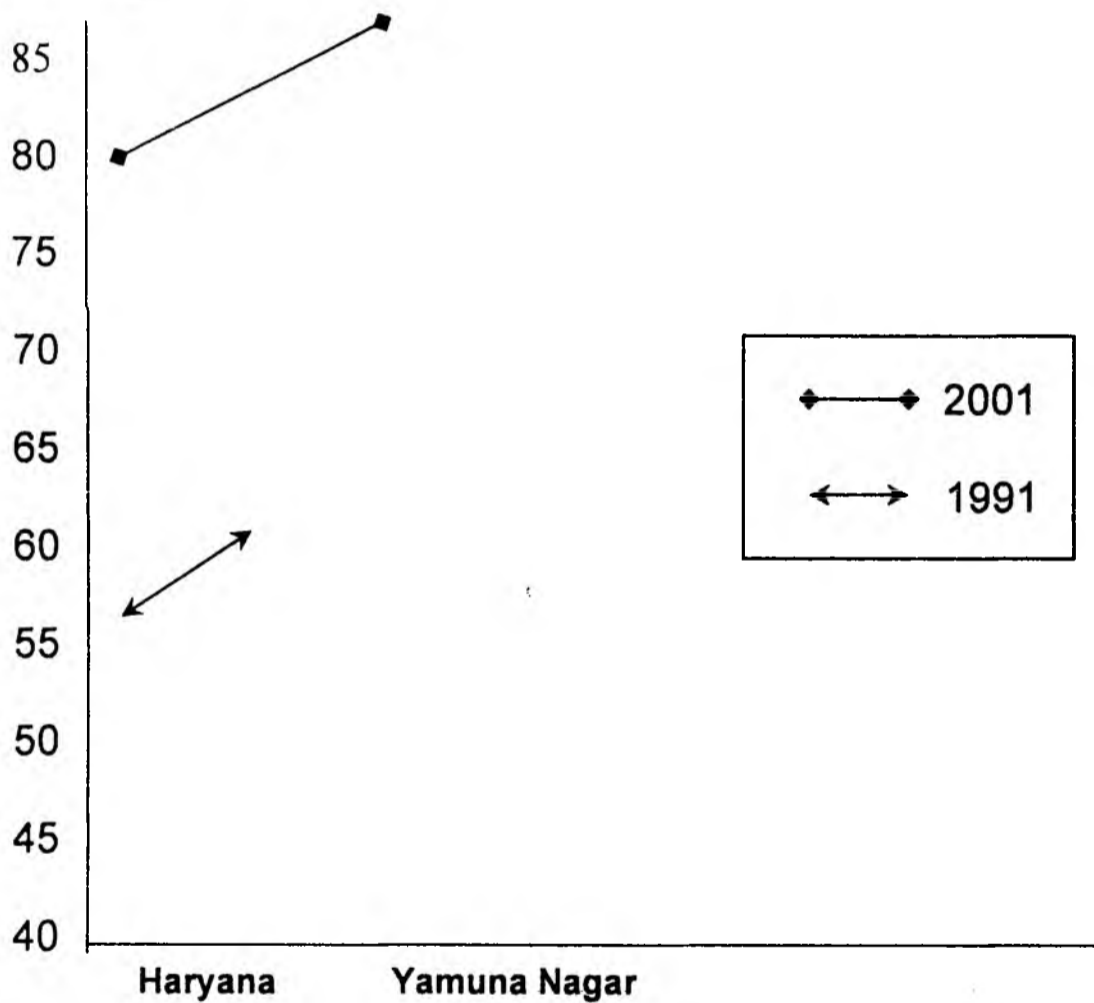
Name of CD. Block	Over All			SC			General + O.B.C.		
	T	B	G	T	B	G	T	B	G
<b>Bilaspur</b>	8725	4767	3958	3406	1944	1462	5319	2823	2496
<b>Chhachhrauli</b>	13462	7327	6135	4113	2265	1848	9349	5062	4287
<b>Jagadhri</b>	33701	17442	16259	8708	4355	4353	24993	13087	11906
<b>Mustrafabad</b>	8737	5181	3556	2936	1773	1163	5801	3408	2393
<b>Radaur</b>	11518	6725	4793	3266	1746	1520	8252	4979	3243
<b>Sadhaura</b>	8079	4003	4076	2030	800	1230	6049.	3203	2846
<b>Total</b>	84222	45445	38777	24459	12883	11576	59763	32562	27171

**Source:HHS**

## Literacy Rate

**Table 5.9**

Year	Haryana			Yamuna Nagar		
	T	M	F	T	M	F
1991	55.85	69.10	40.47	60.53	69.76	50.07
2001	T	79.35	56.31	72.20	79.00	64.00
		68.59	49.77	65.46	74.37	55.32
	R	63.82	72.05	81.95	86.31	76.89
	U	79.89				



**Literacy rate of Yamuna Nagar district is higher than state of Haryana, both in Male and Female population in urban and rural areas. Still more efforts are required to be done to achieve the target of UEE and the objective of SSA.**



## Literacy Rate CD Block Wise

Table 5.10

Sr. No.	Name of CD Block	Persons	Male	Female
1.	Sadhora	61.71	71.28	50.86
2.	Bilaspur	63.76	72.72	53.73
3.	Chhachhrauli	60.31	69.33	49.90
4.	Jagadhri	67.15	75.74	57.05
5.	Mustafabad	71.43	80.09	61.80
6.	Radaur	68.77	77.16	59.23

Source: Censues 2001

## Sex Ratio

Table 5.11

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

**The Table Show that:-**

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

**Integrated Child development Services (Centre and Enrolment)**

**Table 5.12**

S.No.	Name of Block	No. of ICDS Center
1	Bilaspur	110
2	Chhachhrauli	136
3	Jagadhri & Mustafabad	172
4	Radaur	82
5	Sadhaura	85
<b>Total</b>		<b>585</b>

**Source:ICDS**

**ENROLMENT (Different Age Group)**

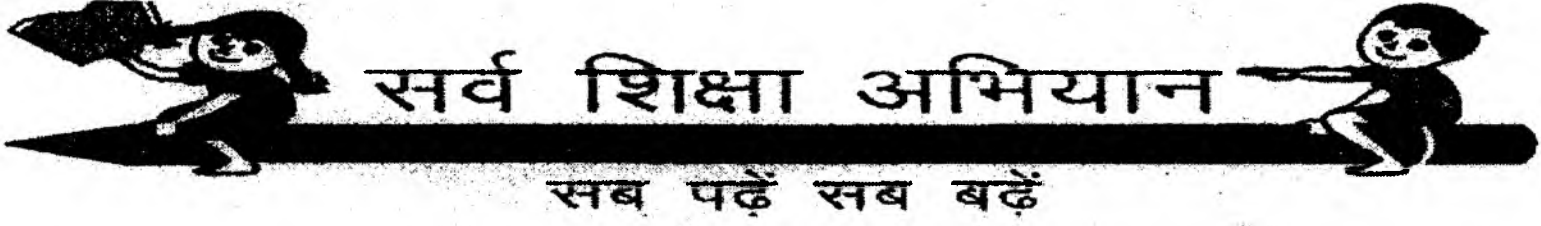
Sr. No.	Name of The Block	0 Months to 6 <sup>th</sup>			6 Months To 12 months			1 Yr. To 3 Yr.			3 Yr. To 6 Yr.		
		T	B	G	T	B	G	T	B	G	T	B	G
1	Jagadhri & Mustafabad	2157	1152	1005	2429	1310	1119	6987	3736	3171	7908	4695	4213
2	Chhachhrauli	2012	1095	917	2012	1087	925	5932	3173	2759	8008	4226	3782
3	Bilaspur	1321	682	639	1556	822	734	4658	2533	2125	5347	2776	2571
4	Radaur	1070	593	477	1143	610	533	3575	1929	1646	4678	2521	2157
5	Sadhaura	573	302	271	479	259	235	1962	1045	917	2794	1535	1259

**Source:ICDS**

## **District Yamuna Nagar**

### **Educational Scenario**

- 1. No. of Educational Institutions**
- 2. Teacher Position In primary School  
(Govt. & Aided School)**
- 3. Teacher Position In UPS(Govt. & Aided )**
- 4. Enrolment in Govt Schools(Primary & UPS)**
- 5. Enrolment in Aided Schools(PS & UPS)**
- 6. Population**
  - (a) Age Wise Category Wise(PS &UPS)**
  - (b) Drop out Rate(PS & UPS)**
  - (c) Non Starter Rates(PS & UPS)**
  - (d) Retention Rate ( 6-11 & 11-14)**
  - (e) Summary indicators (Studying, Drop out, Non Starter  
Retention rate & population P &UP)**
  - (f) N.E.R.(P & UP) Category Wise & CD Block Wise)**
  - (g) GER ( P & UP)**
  - (h) Admission rate**
  - (i) Transition Rate (CD Block Wise)**
  - (j) Access Rate**
  - (k) Repeaters Rate**
  - (l) ISE**
  - (m)IGE**
  - (n) Achievement level ( P & UP)**



**GENERAL**

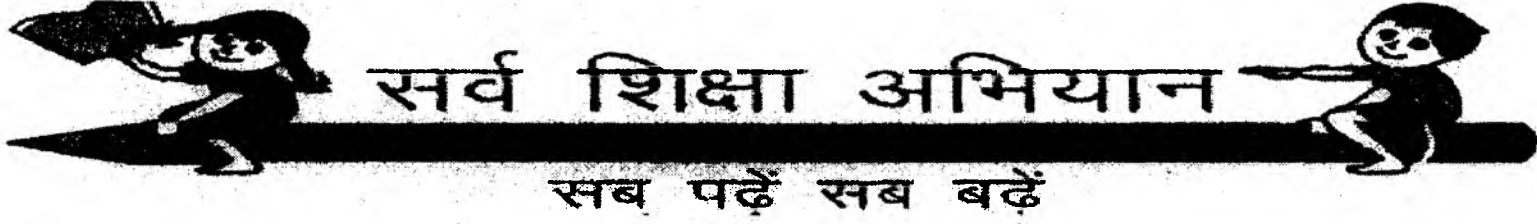
**Table 1**

Districts	Literacy Rate (2002)			Population 2001			SC T	Sex Ratio
	All Communities							
	T	M	F	T	M	F		
Yamunna Nagar	72.20	79.00	64.00	982369	527426	454943	245592	861

**SCHOOL RELATED STATISTICS**

**Table 2**

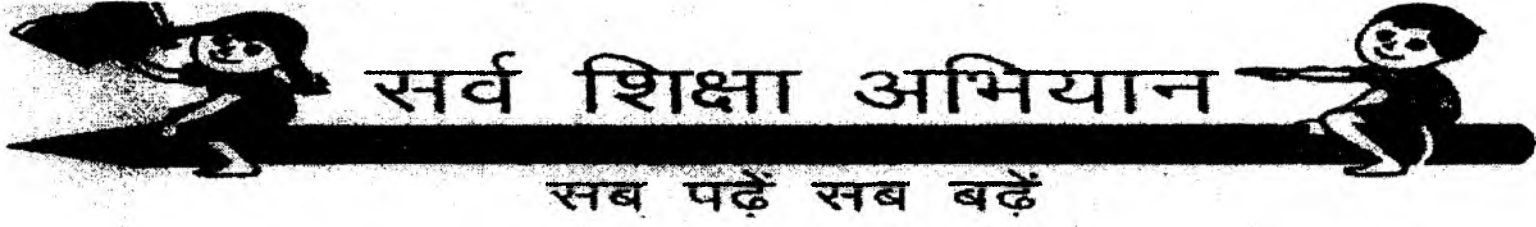
Districts	No. of Villages	No. of CD Block	No. of Edu. Blocks	Clusters	No. of Schools				ECCE Centers	AS Centres
					Primary		U. Primary			
					Govt.	Aided	Govt.	Aided		
Yamuna Nagar	655	6	7	65	579	19	143	23	585	Nil



**SCHOOL AGE POPULATION  
Yamuna Nagar**

**Table 3**

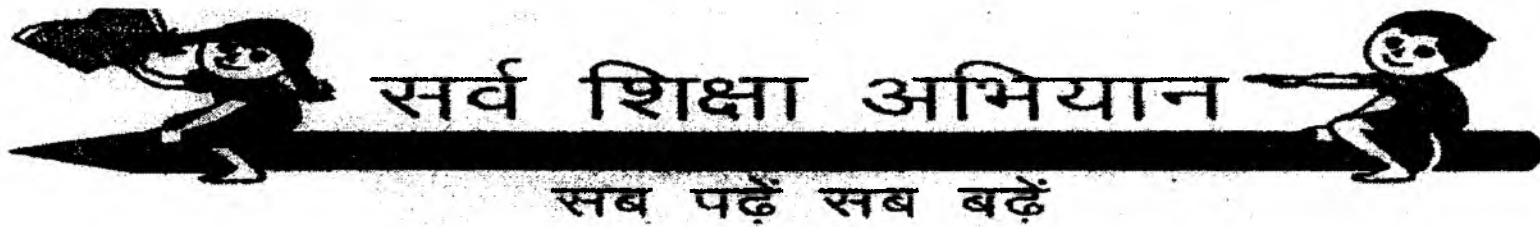
Block	SCHOOL AGE POPULATION (BLOCK WISE)					
	Age 6-11 as on 30-09-2003			Age 11-14 as on 30-09-2003		
	M	F	T	M	F	T
Jagadhri	26537	21258	47795	17442	16259	33701
Mustafabad	8832	7435	16267	5181	3556	3737
Chhachhrauli	12269	10275	22544	7327	6135	13462
Bilaspur	7104	5533	12637	4767	3958	8725
Sadhoura	8292	7840	16132	4003	4076	8079
Radaur	8601	6603	15204	6725	4793	11518
	71635	58944	130579	45445	38777	79222



**PRIMARY SCHOOL STATISTICS  
Yamuna Nagar**

**Table 4**

Block	Non Starters	Enrollment			Out of School	GER	NER
		Age 6-11 as on 30-09-2003					
		M	F	T			
Chhachhrauli	1135	11474	9919	21393	1151	105.48	94.89
Jagadhri	498	26382	20831	47213	582	97.54	98.78
Mustafabad	617	8528	7092	15620	647	103.37	96.02
Radaur	703	8318	6165	14483	721	102.12	95.26
Sadhoura	1057	7901	7069	14770	1162	97.96	92.80
Bilaspur	683	6612	5334	11946	691	118.11	94.54
<b>Total</b>	<b>4693</b>	<b>69215</b>	<b>56410</b>	<b>125425</b>	<b>4954</b>		

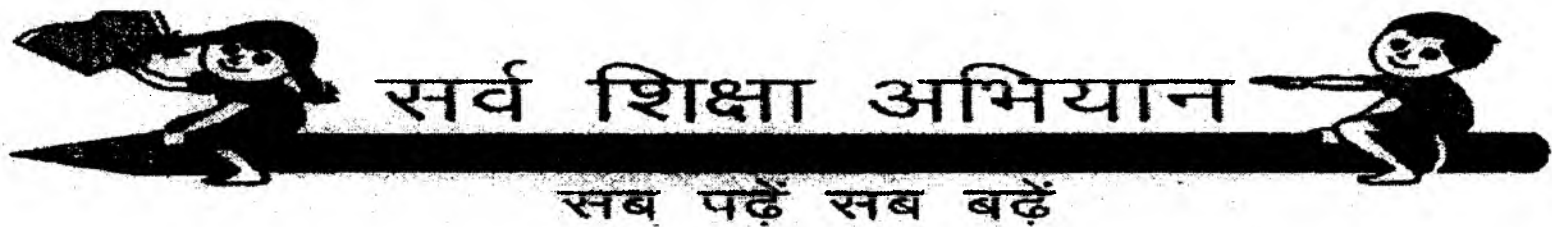


**UPPER PRIMARY SCHOOL STATISTICS  
Yamuna Nagar**

**Table 5**

Block	Non Starters	Enrollment			Out of School	GER	NER
		Age 11-14 as on 30-09-2003					
		M	F	T			
Chhachhrauli	269	7161	6004	13165	297	108.30	97.79
Jagadhri	1327	16949	15324	32273	1428	99.52	95.73
Mustafabad	197	4983	3540	8523	214	113.23	97.55
Radaur	301	6502	4681	11183	335	107.53	97.09
Sadhoura	602	3744	3677	7421	658	95.64	91.86
Bilaspur	129	4680	3903	8583	142	123.48	98.37
<b>Total</b>	<b>2825</b>	<b>44019</b>	<b>37129</b>	<b>81148</b>	<b>3074</b>		

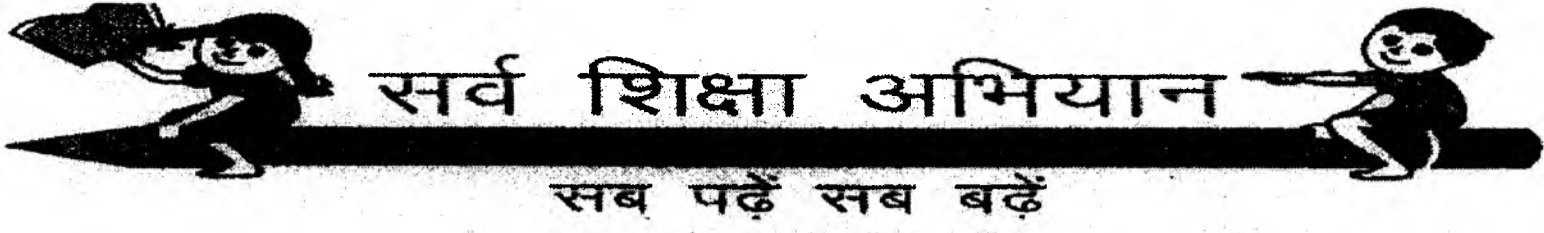




**ENROLLMENT IN ECCE  
Yamuna Nagar**

**Table 6**

Block	No. of Centers	Enrollment		
		M	F	T
Chhachhrauli	136	4226	3782	8008
Jagadhiri & Mustafabad	172	4695	4213	8903
Radaur	82	2521	2157	4678
Sadhoura	85	1535	1259	2794
Bilaspur	110	2776	2571	5347
<b>Total</b>	<b>585</b>	<b>15753</b>	<b>13982</b>	<b>29730</b>



**DATA ON DISABLED CHILDREN  
Yamuna Nagar**

**Table 7**

Block									Total	
	Visually impaired		Hearing impaired		Ortho handicapped		Mentally retarded			
	In School	Out of School	In School	Out of School	In School	Out of School	In School	Out of School	In School	Out of School
Chhachhrauli	11	10	13	11	40	20	11	10	75	51
Jagadhri	13	12	11	10	95	36	21	23	140	81
Mustafabad	6	4	6	6	22	21	3	13	37	44
Radaur	9	12	5	13	25	15	8	15	47	55
Sadhaura	4	13	6	14	22	14	7	13	39	54
Bilaspur	10	16	16	18	35	23	18	21	79	78
<b>Total</b>	<b>53</b>	<b>67</b>	<b>57</b>	<b>72</b>	<b>239</b>	<b>129</b>	<b>68</b>	<b>95</b>	<b>417</b>	<b>363</b>

**EDUCATION INSTITUTIONS IN THE DISTRICT YAMUNA NAGAR**

**Table 6.1**

PS		UPS		HS		SSS		College		ITI		Poly.		Engg.		Dental	
Govt.	Pvt.	Govt.	Pvt.	Govt.	Pvt.	Govt.	Pvt.	Govt.	Pvt.	Govt.	Pvt.	Govt.	Pvt.	Govt.	Pvt.	Govt.	Pvt.
579	51	54	42	55	81	34	49		8	2			1		5		1

**Source:DEO**

**No. of Educational Institutions in Distt. Yamuna Nagar  
C.D.Block Wise**

**Table 6.2**

Sr. No.	No. of CD Block	Primary School		Middle		High		SSS		College		Remarks
		Govt.	Pvt.	Govt.	Pvt.	Govt.	Pvt.	Govt.	Pvt.	Govt.	Pvt.	
1	Bilaspur	117	9	10	4	11	4	3	4	0	0	
2	Chhachrauli	141	8	11	7	11	12	6	3	0	0	
3	Jagadhri	118	17	14	17	19	52	12	26	0	6	
4	Mustafabad	72	4	5	2	3	5	5	7	0	0	
5	Radaur	80	6	10	8	10	3	4	5	0	1	
6	Sadhaura	51	7	4	4	3	5	1	4	0	1	
Total		579	51	54	42	55	81	31	49	0	8	

Source: DPEO/DEO. YNR.

## DISTRICT HOUSHOLD SURVEY REPORT

**Table 6.3**

	No. of Children of 5+ to 10+ Age Group												No. of Children of 11+ to 14+ Age Group											
	Studying in school			Dropped out			Non-Starters			Total out of school dropped Out+Non Starter			Studying in school			Dropped out			Non-Starters			Out of School		
	Social Group	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B
<b>S.C.</b>	35910	19523	16387	139	66	73	1761	833	928	1900	899	1001	23091	12263	10828	101	29	72	1267	591	676	1368	620	748
<b>Gen. &amp; BC.</b>	89715	49692	40023	122	54	68	2932	1467	1465	3054	1521	1533	58057	31756	26301	148	60	88	1558	746	812	1706	806	900
<b>Total</b>	125625	69215	56410	261	120	141	4693	2300	2393	4954	2420	2534	81148	44019	37129	249	89	160	2825	1337	1488	3074	1426	1648

**Source:HHS**

**CD Block Wise Teacher Position in Primary Schools**

**Table 6.4**

Sr. No.	CD Block Wise	SANCTIONED		VACANT		WORKING POSITION											
						OVER ALL			GENL.			S.C.			B.C.		
						H.T.	J.B.T	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
1.	Bilaspur	H.T.	85	2		83	34	49	59	19	40	9	7	2	15	8	7
		J.B.T.	267	0	110	157	73	84	109	41	68	19	15	4	29	17	12
2	Chhachhrauli	H.T.	92	8	0	84	45	39	56	25	31	12	10	2	16	10	6
		J.B.T.	322	0	163	159	104	55	127	59	68	25	21	4	37	24	13
3	Jagadhri	H.T.	109	6	0	103	34	69	75	19	56	10	7	3	18	8	10
		J.B.T.	279	0	55	224	94	130	158	53	105	26	20	6	40	21	19
4	Mustafabad	H.T.	49	3	0	46	20	26	31	11	20	6	4	2	9	5	4
		J.B.T.	165	0	88	77	35	42	54	20	34	9	7	2	14	8	6
5	Radaur	H.T.	58	0	0	58	31	27	38	17	21	9	7	2	11	7	4
		J.B.T.	184	0	38	146	68	78	100	38	62	18	14	4	28	16	12
6	Sadhaura	H.T.	35	2	0	33	23	10	20	13	7	6	5	1	7	5	2
		J.B.T.	122	0	47	75	52	23	47	30	17	12	10	2	16	12	4
	<b>Total OF</b>	H.T.	428	16	0	412	187	220	279	104	175	52	40	12	76	43	33
	Distt. YNR.	J.B.T.	1339	0	501	838	426	442	595	241	354	109	87	22	164	98	66

Source: DPEO

## CD Block Wise

Teachers Position VI to VIII in Govt. school. (Upper Primary School)

Table 6.5

		S.S	MATH	SCIENCE	H.Science	Agriculture	Music	Hindi	Sanskrit	Punjabi	Drawing	P.T.I
<b>Distt.. Ynr.</b>	<b>S</b>	409	149	204	12	3	6	154	146	86	160	109
<b>As a whole</b>	<b>W</b>	359	130	165	10	3	5	148	144	85	136	108
	<b>V</b>	50	19	39	2	0	1	6	2	1	24	1
<b>Bilaspur</b>	<b>S</b>	68	24	34	1	1	1	25	24	14	27	18
	<b>W</b>	60	20	28	1	1	1	24	23	14	22	18
	<b>V</b>	8	4	6	0	0	0	1	1	0	5	0
<b>Chhachbrauli</b>	<b>S</b>	83	29	41	1	0	1	31	29	17	32	22
	<b>W</b>	71	20	32	1	0	1	29	29	17	27	22
	<b>V</b>	11	9	9	0	0	0	2	0	0	5	0
<b>Jagadhri</b>	<b>S</b>	134	50	63	6	1	3	47	47	26	49	33
	<b>W</b>	128	50	54	5	1	2	47	47	25	45	33
	<b>V</b>	8	0	9	1	0	1	0	0	1	4	0
<b>Mustafabad</b>	<b>S</b>	35	14	19	1	01	1	19	14	8	16	12
	<b>W</b>	21	13	16	1	1	1	18	14	8	13	12
	<b>V</b>	13	1	3	0	0	0	1	0	0	3	0
<b>Radaur</b>	<b>S</b>	66	23	32	2	0	0	24	23	13	26	17
	<b>W</b>	57	20	26	1	0	0	23	23	13	22	17
	<b>V</b>	9	3	6	1	0	0	1	0	0	4	0
<b>Sadmaura</b>	<b>S</b>	22	8	14	1	0	0	8	8	8	9	6
	<b>W</b>	19	7	9	1	0	0	7	8	8	7	6
	<b>V</b>	3	1	5	0	0	0	1	0	0	2	0

Sour

Source: DEO/YNR.

**Teacher Position (Subject Wise) in Govt. Schools (Upper Primary)**

**Table 6.6**

Sr. No.	Subject	B.C.			S.C.			Spl. Caste			General			G.T.		
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
1	Math	27	6	34	2	2	4	0	0	0	58	35	93	87	43	130
2	Science	31	8	39	4	2	6	1	2	3	83	34	117	119	46	165
3	Social study	76	18	94	26	4	30	2	5	7	101	98	225	231	128	359
4	Hindi	9	12	21	7	5	12	0	1	0	51	63	112	67	81	148
5	Punjabi	4	12	16	9	9	18	0	0	0	31	20	51	44	41	85
6	Sanskrit	12	6	18	4	0	4	0	0	0	102	20	122	118	26	144
7	Drawing	36	11	47	1	2	3	0	0	0	60	26	87	97	39	136
8	P.T.I	24	4	28	6	7	13	1	0	1	55	11	66	86	22	108
9	Home Science	0	0	0	0	0	0	0	0	0	0	10	10	0	10	10
10	Agriculture	0	0	0	0	0	0	0	0	0	0	3	3	3	0	3
11	Music	0	0	0	0	0	0	2	0	2	3	3	2	2	3	5
Total		221	77	298	59	31	90	6	8	14	569	322	891	855	438	1293

Source:DEO/Ynr



**Teachers Position in Private Aided Primary Schools**

**Table 6.7**

Total No. Of Schools	Post Sentioned	Post filled	Vacant
19	99	87	12

## Subject wise Teachers Detail in Private Aided Schools (Upper Priamary)

Table 6.8

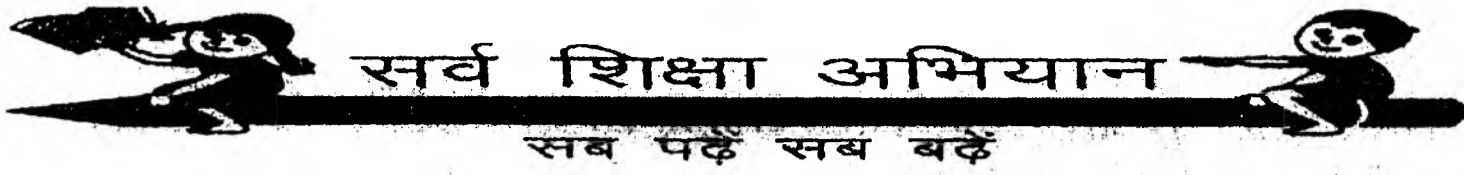
Total No. Of school	S.S. Master			Science			Math			Hindi			Sanskrit			Punjabi			Drawing			Agriculture			P.T.I		
	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F
23	84	30	54	28	15	13	23	10	13	21	6	15	11	10	1	4	0	4	10	6	4	1	1	0	16	12	4

**Subject Wise Teachers In Private Aided Upper Primary School  
In District Yamuna Nagar**

**Table 6.9**

Description		SS Master		Science Master		Math Master		Hindi Teacher		Sanskrit Teacher		Drawing Teacher		Agriculture Master		P.T.I.	
<b>Total</b>		<b>84</b>		<b>28</b>		<b>23</b>		<b>21</b>		<b>11</b>		<b>4</b>		<b>10</b>		<b>16</b>	
<b>M</b>	<b>F</b>	<b>30</b>	<b>54</b>	<b>15</b>	<b>13</b>	<b>10</b>	<b>13</b>	<b>6</b>	<b>15</b>	<b>10</b>	<b>1</b>	<b>0</b>	<b>4</b>	<b>6</b>	<b>4</b>	<b>12</b>	<b>4</b>

**Source: DEO**



**Enrolment of Govt. Primary Schools 2003-04  
as on 30.09.03**

**Table 6.10**

Class	Over all			SC			OBC			General		
	T	B	G	T	B	G	T	B	G	T	B	G
<b>I</b>	12123	6523	5600	5254	2777	2477	3768	2009	1759	3101	1737	1364
<b>II</b>	11820	6282	5538	5138	2620	2518	3554	1880	1674	3128	1782	1346
<b>III</b>	12988	6780	6208	6154	3058	3096	3877	1994	1883	2957	1728	1229
<b>IV</b>	11712	6093	5619	5551	2841	2710	3677	1865	1810	2486	1387	1099
<b>V</b>	10355	5252	5103	4848	2375	2473	3370	1694	1676	2137	1183	954
<b>Total</b>	58998	30930	28068	26945	13671	13274	18246	9442	8802	13809	7817	5992
<b>Nursery</b>	5441	2917	2524	2645	1430	1215	1783	960	823	1673	527	486

**Source: DPEO**

**Class Wise Enrolment of GOVT. Upper Primary Schools  
(As on 30.09.03)**

**Table 6.11**

Class	Over all			SC			General		
	B	G	T	B	G	T	B	G	T
VI <sup>th</sup>	5382	5108	10490	2469	2369	4838	2913	2739	5652
VII <sup>th</sup>	5000	4627	9627	2030	2046	4076	2970	2581	5551
VIII <sup>th</sup>	5703	5657	11360	2465	2513	4978	3238	3144	6382
Total	16085	15392	31477	6964	6928	13892	9121	8464	17585

**Source: DEO YNR**

**Enrolment in Aided Schools  
(As On 30.09.2003)**

**Table 6.12**

Class	Over All			SC			Gen + Bc		
	T	B	G	T	B	G	T	B	G
I <sup>st</sup> To V <sup>th</sup>	5747	3060	2687	495	306	189	5252	2754	2498
6 <sup>th</sup> To 8 <sup>th</sup>	4894	2811	2083	379	178	211	4505	2633	1872

Source: DEO & DPEO YNR.

**(A) PRIMARY SCHOOL**

**Table 6.13**

Social Group	Studying in School ( 6 to 11)									Studying in ( I To V)									Total Population of All Group (6 to 11)		
	Over All			Govt. School			Private School			Over All			Govt. School			Private School					
	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G
SC	35910	19523	16387	22228	11864	10364	13682	7659	6023	39461	21406	18055	26945	13671	13274	12516	7735	4781	37810	20422	17388
Gen. & BC.	89715	49692	40023	29998	15993	14005	59717	33699	26018	94209	52290	41919	32053	17259	14794	62156	35031	27125	92769	51213	41556
<b>Total</b>	<b>125625</b>	<b>69215</b>	<b>56410</b>	<b>52226</b>	<b>27857</b>	<b>24369</b>	<b>73399</b>	<b>41358</b>	<b>32041</b>	<b>133670</b>	<b>73696</b>	<b>59974</b>	<b>58998</b>	<b>30930</b>	<b>28068</b>	<b>74672</b>	<b>42766</b>	<b>31906</b>	<b>130579</b>	<b>71635</b>	<b>58944</b>

Source : HHS

**(A) UPPER PRIMARY SCHOOLS**

Social Group	Studying in School ( 11+ to 14)									Studying in ( VI To VIII)									Total Population of All Group (11+to 14)		
	Over All			Govt. School			Private School			Over All			Govt. School			Private School					
	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G
SC	23091	12263	10828	12925	6396	6529	10166	5867	4299	26041	13940	12101	13892	6964	6928	12149	6976	5173	24459	12883	11576
Gen. & BC.	58057	31756	26301	13156	6592	6564	44901	25164	19737	62903	33920	28983	17585	9121	8464	45318	24799	25519	59763	32562	27201
<b>Total</b>	<b>81148</b>	<b>44019</b>	<b>37129</b>	<b>22916</b>	<b>11456</b>	<b>11460</b>	<b>58232</b>	<b>32563</b>	<b>25669</b>	<b>88944</b>	<b>47860</b>	<b>41084</b>	<b>31477</b>	<b>16085</b>	<b>15392</b>	<b>57467</b>	<b>31775</b>	<b>30692</b>	<b>84222</b>	<b>45445</b>	<b>38777</b>

Source:HHS

### Drop Out Rate

**Table 6.14**

Stage	OverAll			S.C.			General + O.B.C.		
	T	B	G	T	B	G	T	B	G
<b>Primary I-V</b>	0.20	0.17	0.14	0.37	0.32	0.42	0.13	0.11	0.16
<b>U/Primary VI-VIII</b>	0.30	0.20	0.41	0.41	0.23	0.62	0.25	0.18	0.32

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



## Non – Starter Rate

**Table 6.15**

Stage	Over All			S.C.			General + O.B.C.		
	T	B	G	T	B	G	T	B	G
<b>Primary I-V</b>	3.59	3.21	4.06	4.66	4.08	5.34	3.16	2.87	3.53
<b>U/Primary VI-VIII</b>	3.35	2.94	3.84	5.18	4.59	5.84	2.61	2.29	2.99

**Source: H.H.S.**

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

## Retention Rate of Primary and upper Primary

**Table 6.16**

Age Group	SC			General + OBC			Over All		
	T	B	G	T	B	G	T	B	G
6 To 11	99.63	99.68	99.58	99.87	99.90	99.84	99.80	99.83	99.76
11 To 14	99.59	99.77	99.38	99.75	99.90	99.68	99.70	99.80	99.59

**Summary indicators Age Group (6 To 11) Primary**

**Table 6.17**

	<b>SC</b>					
	<b>Male</b>	<b>%age</b>	<b>Female</b>	<b>%age</b>	<b>Total</b>	<b>%age</b>
<b>Studying</b>	19523	95.598	16387	94.243	35910	94.975
<b>Drop Out</b>	66	0.323	73	0.420	139	0.368
<b>Non Starter</b>	833	4.079	928	5.337	1761	4.657
<b>Ret- Rate</b>		99.677		99.580		99.682
<b>Population</b>	20422		17388		37810	

	<b>General and OBC</b>					
	<b>Male</b>	<b>%age</b>	<b>Female</b>	<b>%age</b>	<b>Total</b>	<b>%age</b>
<b>Studying</b>	49692	97.030	40023	96.311	89715	96.708
<b>Drop Out</b>	54	0.105	68	0.164	122	0.132
<b>Non Starter</b>	1467	2.865	1465	3.525	2932	3.160
<b>Ret- Rate</b>		99.895		99.836		99.868
<b>Population</b>	51213		41556		92769	

	<b>Over ALL</b>					
	<b>Male</b>	<b>%age</b>	<b>Female</b>	<b>%age</b>	<b>Total</b>	<b>%age</b>
<b>Studying</b>	69215	96.622	56410	95.701	125625	96.206
<b>Drop Out</b>	120	0.168	141	0.239	261	0.200
<b>Non Starter</b>	2300	3.210	2393	4.060	4693	3.594
<b>Ret- Rate</b>		99.832		99.761		99.800
<b>Population</b>	71635		58944		130579	

The figure given above so that the number of drop outs and non starters though is not very large, yet the objectives of UEE could not be achieved unless some essential effective interventions are made. Moreover the drop out rate is very high at upper primary level especially, in girls. It may be interpreted that the more drop out and non starter rate at upper primary may be due to the non accessibility of upper primary schooling facilities with in the approachable unit of these girls.

**Summary indicators Age Group (11 To 14) Upper Primary**

**Table 6.18**

	<b>SC</b>					
	<b>Male</b>	<b>%age</b>	<b>Female</b>	<b>%age</b>	<b>Total</b>	<b>%age</b>
<b>Studying</b>	12263	95.187	10.828	93.538	23091	94.407
<b>Drop Out</b>	29	0.226	72	0.622	101	0.413
<b>Non Starter</b>	591	4.587	676	5.840	1267	5.180
<b>Ret- Rate</b>		99.774		99.378		99.587
<b>Population</b>	12883		11576		24459	

	<b>General and OBC</b>					
	<b>Male</b>	<b>%age</b>	<b>Female</b>	<b>%age</b>	<b>Total</b>	<b>%age</b>
<b>Studying</b>	31756	97.525	26301	96.691	58057	97.145
<b>Drop Out</b>	60	0.184	88	0.324	148	0.248
<b>Non Starter</b>	746	2.291	812	2.985	1558	2.607
<b>Ret- Rate</b>		99.896		99.676		99.752
<b>Population</b>	32562		27201		59763	

	<b>Over ALL</b>					
	<b>Male</b>	<b>%age</b>	<b>Female</b>	<b>%age</b>	<b>Total</b>	<b>%age</b>
<b>Studying</b>	44019	96.862	37129	95.750	81148	96.350
<b>Drop Out</b>	89	0.196	160	0.413	249	0.296
<b>Non Starter</b>	1337	2.942	1488	3.837	2825	3.354
<b>Ret- Rate</b>		99.804		99.587		99.704
<b>Population</b>	45445		38777		84222	

## Net Enrollment Rate in District Yamuna Nagar

**Table: 6.19**

Age Group	SC			General + OBC			Over All		
	T	B	G	T	B	G	T	B	G
6 To 11	94.97	95.60	94.24	96.71	97.03	96.31	96.21	96.62	95.70
11 To 14	94.41	95.19	93.54	97.15	97.52	96.96	96.35	96.86	95.75

**Source: HHS**

**Primary**

**SC**

Name of CD Block	Studying in Schools ( 5+ to 10+)									Studying in Schools ( 1 to V )								
	Over All			Govt. School			Private Schools			Over All			Govt. School			Private Schools		
	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G
<b>Bilaspur</b>	4197	2235	1962	3254	1805	1449	943	430	513	5666	2925	2741	3690	1902	1788	1976	1023	953
<b>Chhachhrauli</b>	4595	2272	2323	3367	1847	1520	1228	425	803	6653	3416	3237	3955	2025	1930	2698	1391	130
<b>Jagadhri</b>	11903	6502	5401	6870	3650	3220	5033	2852	2181	11760	6716	5244	8503	4250	4253	3457	2466	991
<b>Mustafabad</b>	5844	3188	2656	3416	1789	1627	2428	1399	1029	5896	3145	2751	4859	2411	2448	1037	734	303
<b>Radaur</b>	4535	2540	1995	2717	1428	1289	1818	1112	706	4527	2485	2042	2910	1528	1382	1617	957	660
<b>Sadhaura</b>	4836	2786	2050	2604	1345	1259	2232	1441	791	4759	2719	2040	3028	1555	1473	1731	1164	567
<b>Total</b>	35910	19523	16387	22228	118641	10364	13682	7659	6023	39261	21406	18055	26945	13671	13274	12516	7735	478

**Source:HHS**

Name of the CD Block	Total Population			NER		
	T	B	G	T	B	G
<b>Bilaspur</b>	4486	2502	1984	93.47	89.33	98.89
<b>Chhachhrauli</b>	5151	2761	2390	89.21	82.29	97.20
<b>Jagadhri</b>	12276	6529	5747	96.96	99.59	93.98
<b>Mustafabad</b>	6022	3217	2805	97.04	99.10	94.69
<b>Radaur</b>	4692	2592	2100	96.65	97.99	95.00
<b>Sadhaura</b>	5183	2821	2362	93.31	98.76	86.29
<b>Total</b>	37810	20422	17388	94.97	95.60	94.24

**Primary**

**OBC + General**

Name of CD Block	Studying in Schools ( 5+ to 10+ )									Studying in Schools ( 1 to V )								
	Over All			Govt. School			Private Schools			Over All			Govt. School			Private Schools		
	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	GSSS
Bilaspur	7749	4377	3372	4036	2146	1890	3713	2231	1482	9259	5066	4193	4192	2258	1934	5067	2808	2259
Chhachhrauli	16798	9202	7596	7450	3904	3546	8886	5019	3867	17127	9360	7767	8123	4505	3618	9004	4855	4149
Jagadhri	35310	19880	15430	8199	4286	3913	27573	15873	11700	34860	19796	15064	8495	4532	3963	26365	15264	11101
Mustafabad	9776	5340	4436	3532	1748	1784	6244	3592	2652	10920	5949	4971	3605	1819	1786	7315	4130	3185
Radaur	9948	5778	4170	3770	1998	1772	6178	3780	2398	10999	6449	4550	3868	2068	1800	7131	4381	2750
Sadhaura	10134	5115	5019	3011	1911	1100	7123	3204	3919	11044	5670	5374	3770	2077	1693	7274	3593	3681
<b>Total</b>	<b>89715</b>	<b>49692</b>	<b>40023</b>	<b>29998</b>	<b>15993</b>	<b>14005</b>	<b>59717</b>	<b>33699</b>	<b>26018</b>	<b>94209</b>	<b>52290</b>	<b>41919</b>	<b>32053</b>	<b>17259</b>	<b>14794</b>	<b>62156</b>	<b>35031</b>	<b>27125</b>

**Source:HHS**

Name of the CD Block	Total Population			NER		
	T	B	G	T	B	G
<b>Bilaspur</b>	8151	4602	3549	95.07	95.46	95.01
<b>Chhachhrauli</b>	17393	9508	7885	96.58	96.78	96.33
<b>Jagadhri</b>	35519	20008	15511	99.41	99.36	99.48
<b>Mustafabad</b>	10245	5615	4630	95.42	95.10	95.81
<b>Radaur</b>	10512	6009	4503	94.63	96.16	92.60
<b>Sadhaura</b>	10949	5471	5478	92.56	93.49	91.62
<b>Total</b>	<b>92769</b>	<b>51213</b>	<b>41556</b>	<b>96.71</b>	<b>97.03</b>	<b>96.31</b>

**Upper Primary**

**SC**

Name of CD Block	Studying in Schools ( 11+ to 14)									Studying in Schools ( VI to VIII)								
	Over All			Govt. School			Private Schools			Over All			Govt. School			Private Schools		
	T	B	G	T	B	GSSS	T	B	G	T	B	G	T	B	G	T	B	G
<b>Bilaspur</b>	3298	1874	1424	2143	1139	1004	1155	735	420	4189	2350	1839	2363	1231	1132	1826	1119	707
<b>Chhachhrauli</b>	3947	2145	1802	2499	1240	1259	1448	905	543	4557	2370	2187	2609	1301	1308	1948	1069	879
<b>Jagadhri</b>	8426	4263	4163	4210	1920	2290	4216	2343	1873	8693	4380	4313	4319	1984	2335	4374	2396	1978
<b>Mustafabad</b>	2778	1621	1157	1744	924	820	1034	697	337	3428	1831	1597	1948	1024	924	1480	807	673
<b>Radaur</b>	3050	1630	1420	1482	730	752	1568	900	668	3502	2038	1464	1686	880	806	1816	1158	658
<b>Sadhaura</b>	1592	730	862	847	443	404	745	287	458	1672	971	701	967	544	423	705	427	278
<b>Total</b>	23091	12263	10828	12925	6396	6529	10166	5867	4299	26041	13940	12101	13892	6964	6928	12149	6976	5173

**Source:HHS**

Name of the CD Block	Total Population			NER		
	T	B	G	T	B	G
<b>Bilaspur</b>	3406	1944	1462	96.83	96.40	97.40
<b>Chhachhrauli</b>	4113	2265	1848	95.96	96.70	97.51
<b>Jagadhri</b>	8708	4355	4353	96.76	97.88	95.64
<b>Mustafabad</b>	2936	1773	1163	94.62	91.43	99.48
<b>Radaur</b>	3266	1746	1520	93.39	93.36	93.42
<b>Sadhaura</b>	2030	800	1230	78.42	91.25	70.08
<b>Total</b>	24459	12883	11576	94.40	95.19	93.52



**Upper Primary**

**General + OBC**

Name of CD Block	Studying in Schools ( 11+ to 14)									Studying in Schools ( VI to VIII )								
	Over All			Govt. School			Private Schools			Over All			Govt. School			Private Schools		
	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G
<b>Bilaspur</b>	5285	2806	2479	2495	1265	1230	2790	1541	1249	6585	3448	3137	3295	1715	1580	3290	1733	1557
<b>Chhachhrauli</b>	9218	5016	4202	3092	1652	1440	6126	3364	2762	10068	5408	4660	3892	2102	1790	6176	3306	2870
<b>Jagadhri</b>	23847	12686	11161	4005	1657	2348	19842	11029	8813	24847	13036	11811	5205	2257	2948	19642	10779	8863
<b>Mustafabad</b>	5745	3362	2383	1006	568	438	4739	2794	1945	6465	3692	2773	1706	918	788	4759	2774	1985
<b>Radaur</b>	8133	4872	3261	1588	884	704	6545	3988	2557	8883	522	3661	2188	1284	904	6695	3938	2757
<b>Sadhaura</b>	5829	3014	2815	970	566	404	4859	2448	2411	6055	3114	2941	1299	845	454	4756	2269	2487
<b>Total</b>	58057	31756	26301	13156	6592	6564	44901	25164	19737	62903	33920	28983	17585	9121	8464	45318	24799	20519

Source:HHS

Name of the CD Block	Total Population			NER		
	T	B	G	T	B	G
<b>Bilaspur</b>	5319	2823	2496	99.36	99.40	99.32
<b>Chhachhrauli</b>	9349	5062	4287	98.60	99.09	98.02
<b>Jagadhri</b>	24993	13087	11906	95.41	96.94	93.74
<b>Mustafabad</b>	5801	3408	2393	99.03	98.65	99.58
<b>Radaur</b>	8252	4979	3273	98.56	97.85	99.63
<b>Sadhaura</b>	6049	3203	2846	96.36	94.10	98.91
<b>Total</b>	59763	32562	27201	97.15	97.52	96.69

## Gross Enrolment Rate

**Table No. 6.20**

Age Group	SC			General + OBC			Over All		
	T	B	G	T	B	G	T	B	G
6 To 11	104.37	104.82	103.84	101.55	102.10	100.87	102.37	102.88	101.75
11 To 14	106.47	108.20	104.54	105.25	104.17	106.55	105.61	105.31	105.95

**Source:HHS**

The Above table shows that GER in upper Primary Section is relatively higher than primary Sections. The reason than be late admission in case of girls mainly in rural areas, and higher Repeaters rate in case of boys.

## Admission Rate

Table 6.21

	Overall	S.C.	General & B C
Population of Age 6 years	23106	6689	16417
Admission in I <sup>st</sup> Class	22662	6491	16171
Admission Rate	98.08	97.08	98.50

Source: DPEO YNR

The table shows that the admission rate of general category is higher because of better socio economic condition. Awareness still satisfies in all categories.

**C.D.BLOCK WISE TRANSITION RATE****Table 6.22**

Sr. No.	Name of C.D. Block	Total appeared in V <sup>th</sup> Class	Total Passed	Admission VI <sup>th</sup> Class	Transition Rate	Remarks
1	Bilaspur	2650	2574	2522	98.00	
2	Chhachhrauli	3905	3802	3575	94.04	
3	Jagadhri	6874	6738	5461	81.05	
4	Mustafabad	1854	1804	1450	80.40	
5	Radaur	2241	2201	1818	82.06	
6	Sadhaura	2092	2019	1434	71.04	
	Total	19616	19138	16260	84.96	

**Source:DPEO,DEO**

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

## Gross/ Access Rate In Yamuna Nagar

Table 6.23

Sr. NO.	Name of CD Block	Total No. of village more than Three Hundred Population	Total No. of Village having School	Access Rate
1.	Bilaspur	122	117	95.90
2	Chhachhrauli	156	141	90.38
3	Jagadhri	130	118	90.77
4	Mustafabad	80	72	90.00
5	Radaur	83	80	96.47
6	Sadhaura	56	51	91.07

Source: DPEO,Census Record

**REPEATERS RATE**

**Table 6.24**

Class	Over All			SC		
	T	B	G	T	B	G
<b>I</b>	4.13	4.23	3.90	5.28	5.90	4.30
<b>II</b>	3.90	4.08	3.70	5.50	5.80	5.10
<b>III</b>	8.05	8.40	8.15	9.20	9.45	8.90
<b>IV</b>	7.45	7.10	7.65	7.90	7.10	8.15
<b>V</b>	2.75	3.10	2.20	3.15	3.10	3.30
<b>Total</b>	5.30	5.45	5.25	6.10	6.30	6.05
<b>VI</b>	9.95	10.20	9.50	10.65	10.90	10.20
<b>VII</b>	9.10	9.40	8.40	8.60	8.90	7.80
<b>VIII</b>	66.95	66.40	67.35	70.20	69.80	70.40
<b>Total</b>	28.50	28.65	28.40	29.90	29.95	29.70

The Table shows that the repeaters rate of the boys in upper Primary Classes is more . The reason may be the girls are more conscious about their future. In VIII<sup>th</sup> Class the repeaters rate is very much horrible.

## Index of Social equity(ISE)

**Table 6.25**

Age Group	Sc Enrolment	Total Enrolment	Share in Enrolment	SC Population	Total Population	Share in population	ISE
6 to 11	35910	125625	28.59	37810	130579	28.96	98.72
11 to 14	23091	81148	28.46	24459	84222	29.04	98.00

Source:HHS

The table Shows that the ISE is relatively less in upper primary section still it may be interrupted that the index of social equity is a bit satisfying and nearer to overall social equity in the society.

## Index of Gender Equity (IGE)

**Table 6.26**

Age Group	Girls Enrolment	Total Enrolment	Share in Enrolment	Girls Population	Total Population	Share in population	IGE
6 to 11	56410	125625	444.90	58944	130579	45.14	99.47
11 to 14	37129	81148	455.75	38777	84222	46.04	99.37

**Source:HHS**

The Table reveals that IGE in upper Primary Section is less than Primary Section but a bit satisfying at both the level.



**ACHIEVMENT LEVEL(Primary)**

Table 6.27

Class	Total Students Appeared	Passed	I <sup>st</sup> Div.	II <sup>nd</sup> Div.	III <sup>rd</sup> Div
V <sup>th</sup>	19616	19138	9569	6698	2871
	Achievement Level	97.56	50.00	35.00	15.00

Source : DPEO YNR

**ACHIEVEMENT LEVEL UPPER PRIMARY**

Class	Total Students Appeared	Passed	I <sup>st</sup> Div.	II <sup>nd</sup> Div.	III <sup>rd</sup> Div
VIII <sup>th</sup>	13265	4384	386	526	3472
	Achievement Level	33.05	8%	12%	80%

PLAN  
INDICATORS  
PROBLEMS  
AND  
ISSUES

### **Plan indicators, Problems and Issues:-**

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

48 Villages of Distt. Yamuna Nagar are identified as having the population more than 300 and not. arrangement of Primary Schooling SSA aims at enrolling children of 6-14 Age group. So it is proposed to open 48 new primary schools with at least two teachers in each of the schools.

The ratio of enrollment of girl students in upper primary section in comparisons to their percentage of enrolment in primary schools is much lower. It may be interpreted that these girls might not have been enrolled for lack of upper primary schooling facilities within their reach as well as social cultural taboos no hindrances that do not allow them to get themselves enrolled in for flung schools. SSA has aimed at ensuring enrolment of all the children from 6 to 14 age group and their attainment of qualitative education without their social or gender differences. In such a situation it has appropriately been considered that a school mapping exercise might help in opening some upper primary schools within the norm of the SSA. According to the result of this school mapping exercise it has been decided that every child of 11-14 should be given an access of upper primary schooling within the reach of 3 km, and there must be at least thirty qualifying primary Graduates in that habitation which would enroll in class 6 at the initial stage. Consequently 85 UPS are proposed in the budget 2004-05 in these upper primary schools it may be appropriate to propose the appointment of two teachers at the initial stage (One for Mathematics, Science and others for SS and English. Next year two more teachers are being proposed to be appointed and in the third year the strength of these teachers would go to 5 in each of these Upper primary schools according to need of the subject.

The educational schemes and implementation strategies would be to mobilize the masses to send their wards of 6 to 11 age group to the formal schooling. Even though the highly intensifying mobilization campaign may bring some desired fruits still there will certainly be

some population of low socio economic stratum which may not enroll their children into formal schooling because of involvement of their wards in some financial earning activities. In such case it has been considered that some 30 alternative school on pilot and experimental bases may be opened in 2004-05 where at least 25 such children located and its proposal from VEC of that locality of some volunteer and the provision of free accommodation for such alternative schooling.

As per the report of the survey such difficult areas comprise of brick kilns, factories , rag pickers, working on dhabas, tea shops etc. on the basis of success of 30 schools in 2004-05 their number will be increased to 50 in 2005-06. The ultimate aim of these schools would be mainstreaming these children whenever it is finding appropriate and their educational progress.

5 upper primary schools are running either in the sheds, chaupals or in some open area or in rented buildings. The objectives of SSA are to be achieved to enroll all the children of 6 – 14 age groups then some appropriate infrastructure must be provided in these building less schools.

Moreover as it has been discussed above 48 primary schools and 85 upper primary schools are required to be upgraded. It is considered that the provisions of these facilities will certainly promote our government education system and it leads to the materialization of objectives of the SSA.

The less enrolment of girls, especially of weaker sections e.g. SC children and it any analysis of their not enrolment is taken care of , it is found essential if their enrolment and sustenance or retention in the system is to be ensured that certain need based more incentives in the form of free text books and free stationary is to be provided in addition to the already prevailing incentives, according to the State policy of Education.

The decreasing trend in Government schools, the poor quality of teaching learning process and ineffective monitoring and supervision as well as poor physical and educational facilities are visible translated into very poor qualitative achievement in our schools, It

requires that some provisions of Teaching Learning Equipment, Provision of school grants and teacher grant must be made if the objectives of quality education under SSA are to be achieved. These grants will certainly help the teachers to improve their teaching process with the help of necessary. Audio-visual Aids when the children face some difficulties in assimilating the hard spots.

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

The weakest link in our educational pattern is either the teacher or the passive community or stereotyped ineffective monitoring and supervision. Unless the Community is actively involved in our educational system nothing could better be achieved. SSA has rightly proposed its strategy on the strongest pillar of the community involvement, decentralization, quality in education and universalisation. All the activities in our educational system must be shared by the local community, stakeholders and there should be crystal clear transparency in the working of our schools and the whole system of education. It felt that certain changes in the monitoring and supervision system of our schools are to be incorporated. Govt of Haryana has rightly issued a notification in this context. This notification ensures a very scientific, need based and effective system of monitoring and supervision at village and school level, at block level, at district and at state level. The detail of this mechanism is given with the Section of "Intervention and Justification of Budget"

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

Many of the girl children could not be enrolled because of their involvement in sibling care activities, domestic activities, peasantry engagements or their negative attitude towards education.

Moreover unless our educational system is made competitive to the private system and rapidly changing world through some provisions of education information technology i.e. computer education. There is also a very little provision of education for disabled to integrate them successfully with the present system of education. The survey report of disabled by social welfare departments and who need medical, psychological and physical assistance to integrate them to the normal education system.

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

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

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

- (a) Decreasing enrolment trend in Govt. schools from 1997-2003.
- (b) The comparatively better admission rate at primary level than at upper primary level.
- (c) Less enrolment in Govt. Schools at upper primary level in comparison to primary level.
- (d) The satisfying admission rate at primary level and low transition rate at upper primary level.

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

## CONSOLIDATION OF PROBLEMS RAISED BY DIFFERENT GROUPS

1. Need for special attention towards female education.
2. To ensure more female enrollment and stop female dropouts.
3. Economically and socially backward children should be specially encouraged and economically helped.
4. Curriculum should be renovated according to changing social scenario, Agriculture, Home Science, Animal Husbandry and other productive and profitable social subjects should be introduced.
5. Alternate schools should be set up for mentally retarded and physically handicapped children.
6. ICDS centers should be set up in every village to strengthen in the primary system.
7. To raise the standard and quality of education of govt. schools upto the level of private schools.
8. Rules and regulations should be set up to stop economic exploitation in private schools.
9. Temporarily recognized schools should be closed.
10. Teachers should not be loaded with uneducational duties as it affects education adversely.
11. Every school must have one male teacher.
12. Teacher pupil, ratio should be decreased.
13. Entrances, appointments, appointment places, transfer should be based only on qualification.
14. Post of B.R.C. should be from principal School cadre.
15. More and more teacher training camps should be organized to enhance the capabilities of teachers within the radius of 8 kms.
16. Training camps should be evaluated.
17. Best Head teachers and best teachers should be awarded.
18. Teaching aids should be provided to ensure better education.
19. Lack of teachers affect the study.
20. One class-one teacher system and period system should be applied.



21. Every school must have a teacher.
22. Parents-teachers meetings should be organized from time to time.
23. Regular health checks up of students.
24. Provision of a Clerk extra teacher and a peon in center school due to excessive official mail.
25. Relation between students and teachers should be cordial.
26. Students of 1<sup>st</sup> and 2<sup>nd</sup> classes should be given written examination.
27. Proper provision of drinking water, toilets and rooms in schools.
28. Studies suffer due to no boundary wall.
29. Every village must have a primary school. In Yamuna Nagar district there are 655 villages but there only 492 schools on whole. Block sadhaura has only 9 upper primary schools.
30. Proper sitting arrangement in school e.g. tats patti and benches etc.
31. School having good enrollment should be awarded.
32. School surroundings and environment should be made attractive.
33. Cultural programmes should be arranged in schools from time to time.
34. Tours and outings should be arranged in Govt. Schools too.
35. Teacher pupil ratio should be like private school.
36. Ensure supervision of schools.
37. Autonomy to the Head of Institution.

# **Strategies And Interventions**

Sr. No.	Broad Areas	Interventions Strategies And Activities.
1	Access	<p>Alternative schooling and innovative education</p> <ul style="list-style-type: none"> <li>- Opening of more Primary and Upper primary Schools.</li> <li>- Improvement in infrastructure and physical facilities.</li> <li>- Provision of IED activities.</li> </ul>
2.	Quality Improvement	<p>Strengthening and monitoring supervision and supports system by setting up Block Resource Centers, DPIU, EMIS . (Early child hood education) Teacher Training, Promotion of Teaching Learning Equipment and Aids, Research and evaluation innovative Activities, school Health Programme, School Improvement Grants, Teachers Grant, Provision of Sports Activities Provision of Integrated Education for Disabled etc.</p>
3.	Increasing Enrolment	<ol style="list-style-type: none"> <li>1. Strengthening of Mass Mobilization and Women Empowerment Programme in the form of Maa-Beti Melas and enrolment drives.</li> <li>2. Construction of new schools, and provisions of better infrastructure facilities especially for girls and special groups like SC children, Disabled children, dropouts, non starters, strengthening of early childhood care and education programme and intensifying elementary formal Education Programme.</li> </ol>

4.	Education of special groups (Difficult Children)	Enrolment drives for the education of girls, SC children, Disabled children working children etc. like A.S. Programme.
5.	Management	Establishment of District Project Implementation Unit along with Education Management Information System.

**Management  
Information  
System**

## Management Information System

The scope of MIS under SSA is:

- 1) To provide information on :
  - a. access, retention and quality related issues
  - b. schooling scenario of children in the target group
  - c. Schooling scenario of children in the target group.
  - d. Progress of EGS/AIE related issues.
- 2) To act as a decision support system (DSS) for implementation agencies.
- 3) To provide support and assistance in preparation of Perspective /Annual Work Plan Budget.

Under the SSA framework, it was decided to extend the DISE data collection system to all Districts and treat it as the official data on education.

### Planning for MIS

1. Establishment of EMIS Cell at the State level which is headed by a System Analyst who is supported by a Programmer and some Data Entry operators. The State EMIS Cell will be responsible for all activities related to the design of data capture formats, translation, distribution, training to the field staff, management of data collection, and validation of data on sample basis, computerization and analysis.

Ideally, at the state level. Depending upon the number of districts in the state, the following manpower would be required

- e. One MIS coordinator/System Analyst
- f. Two Programmers
- g. Four Data Entry Operators

At the district level, the following manpower would be required

- h. One MIS Officer/Programmer
- i. Three Data Entry Operators

### 2. Provision for Hardware and Software at State and District Level.

Adequate guidelines regarding the nature and type of hardware and software required following implementation of DISE at the state and the District level have been issued from the National level from time to time. The provisions for the purchase of hardware and software should be adequately built into state/district plans according to the specified guidelines for purchase of equipment/supplies. The operating costs of the MIS Unit should be included in the annual work plan under the head of 'Management' of 'Supervision' & 'Monitoring'.

### **3. Training**

Training is an important step in the implementation of the MIS System. The computer professional staff at the state level is usually provided training in the use of DISE from the National level. The state staff in turn has to organize training for the district programmer and data entry operators.

The district level resource persons in turn organize training at block/cluster level. The training is generally organized for the School Principals/Head Teachers at the block or the cluster level.

### **4. Quality of Data**

The quality of data collected by house-to-house survey and also through DISE should be controlled right from the beginning. Besides, once the consolidated data of the habitation/school levels are made available, a portion of the same should be crosschecked for confirmation. Predefined machinery, in a hierarchical manner, should be put in place for this work. At the stage of computerization, care should be taken that the data are entered block-wise and all the internal consistency checks are built into the software are used.

One of the ways to improve the quality of data is to use them at various levels and also by the sources from where data have been collected. This process ensures flow of data both ways. Besides, it improves data ownership and leads to an overall improvement in the data quality.

Utmost care should be given to the following aspects; to ensure quality data:

- a) Proper and adequate training of Headmaster/Principles
- b) Ensuring complete coverage and response by the respondents. Data from all types of private recognized institutions should be collected.
- c) Data is collected only up to elementary
- d) Sample validation and verification of the DCF at various levels is carried out as per established procedures.
- e) Ensuring that each school has entered the correct school code
- f) Generation of school codes for new schools if the code does not exist in the DISE database.
- g) Ensuring that all the data items are filled in and no block of information is left incomplete.
- h) Cross validation of sample basis of the data provided by the school with the corresponding schools records.
- i) It is also suggested that a proper feedback mechanism should be designed at the state level so that feedback is obtained from the BRC & CRCs coordinators on field operations and management. Such formats can be designed at the state level.

## **Community Mobilization**

The 73<sup>rd</sup> Constitutional Amendment Act, 1992 confers Constitutional status on the panchayati Raj Institutions. The Constitution provides for devolution of powers and responsibilities upon Panchayats at appropriate level. Keeping with the vision of the Constitution (Seventy-third and Seventy-fourth Amendment) Act, 1992, Sarva Shiksha Abhiyan has made adequate provision for community involvement in facilitating the implementation of various aspects of the programme. Experiences in earlier programme like Lok Jumbish and DPEP have also reinforced the role of community in education. It has been envisaged under SSA that the Panchayats, VECs/School Committees, PTAs/MTAs and other community forums would complement each other by creating a strong base at the grassroots level for community participation in the educational scenario.

In SSA, the community is expected to play a key role in micro-planning, especially in the development of Village Education Plan and School Improvement Plans, community based monitoring in specific issues like enrolment, retention, education of girl child and other disadvantaged groups, utilization of various grant and construction is important to ensure attainment of the programme objectives.

### **Planning for Community involvement**

The following steps/activities may be considered for involving the community in program implementation.

**Empowerment of Community:** The first step towards involving the local community empowers it. In many states education have already been decentralized to the panchay SSA envisages constitution of local committees like the Village Education Committee Management Committee, Mother Teacher Association etc to look after educational issue.

**Generate Community awareness towards education:** A variety of activities enrolment drive, awareness generation, children fair, participation in community fair programme etc. can be taken up under SSA. Campaigns and mobilization initialization organized focusing on specific issues like enrolment, retention, education of girls children disadvantaged group.

**Involve community in habitation level planning's** envisages involvement other community level organization in habitation level planning and micro-plant. Data generated through the Household survey should be the basis of such habitation level planning. The VECs/SMCs also has a significant role in the preparation and regular updating of the Village Education Registers.



# **MANAGEMENT STRUCTURE**

## **1) Management Structures**

To effectively implement SSA, which has such a large coverage, it is important that the appropriate structures are developed and strengthened for effective management of the programme. As far as, management structure is concerned, the central concern of the programme is to adopt those management practices that combine specification of clear objectives, decentralization of planning at the district level and participation of grass root level structures in the implementation of the programme.

## **2) State Management Structure**

State Mission of State Implementation Society: SSA is implemented through a registered society in the State. Each implementation society is accountable to a General Council and Executive Committee.

**General Council:** To be formed on the same pattern as the National level.

**Executive Committee:** To be formed on the same pattern as the National level.

**State Project Office:** This is the most crucial unit for implementation of the programme. This is the unit, which established links, with district and sub-district levels structures, resource structures, NGOs, state Government, national bureau and all others concerned.

### **District Management Structure**

District Level Implementation Authority

The main role of this would be to implement and review the progress of the programme and widen networking with the participating agencies. Depending on the State, it would be headed by District Collector/Magistrate/Chief Executive officer of the Zila Parishad. It should comprise representatives from district education department, NGOs as well as technical specialists.

### **District Elementary Education Officer**

The key function of DEEO is to oversee implementation of the programme at the district level and would be assisted by programme officers in various functional areas.

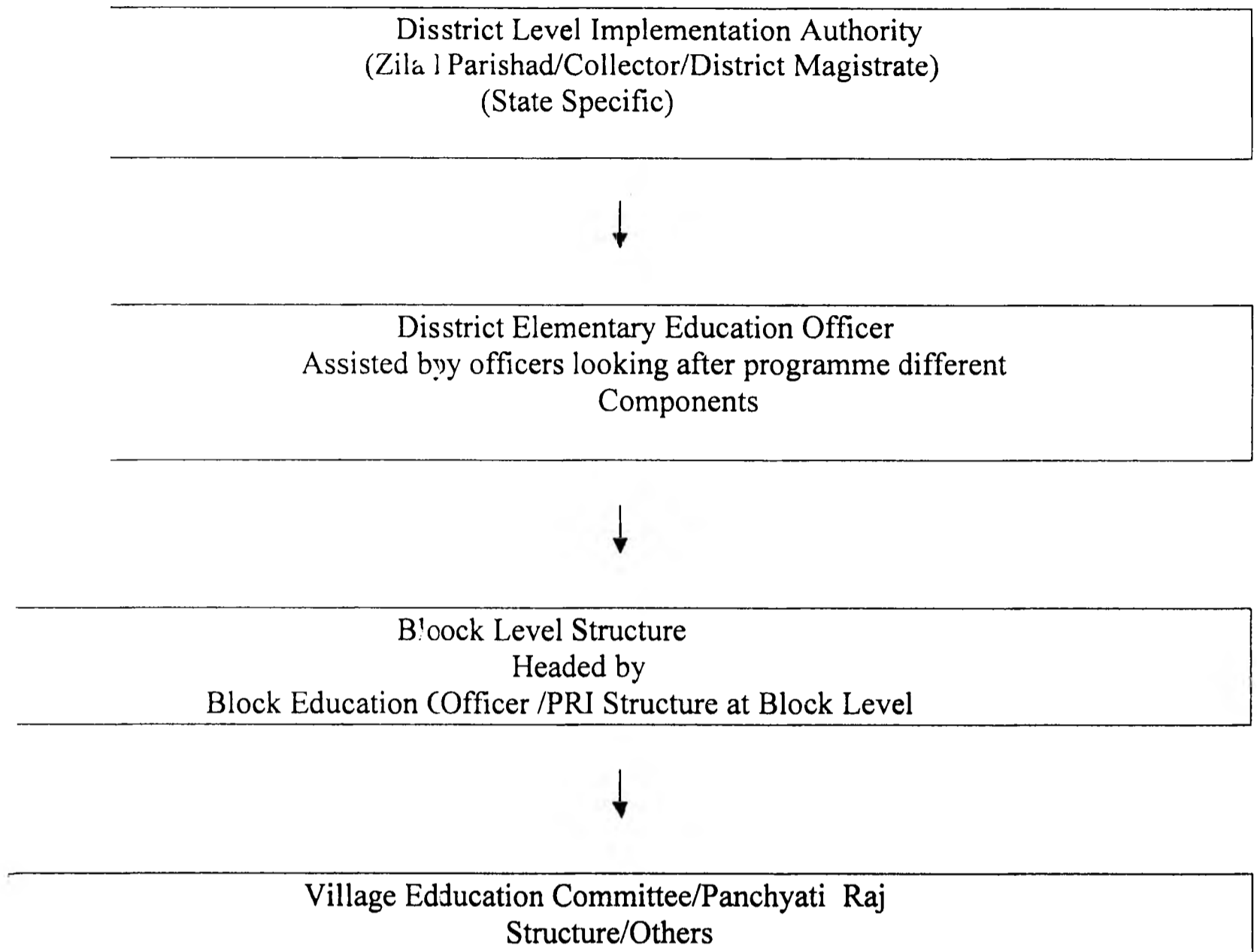
### **Block Level Structures**

These would be headed by Block Education Officer and the main role of these structures would be to provide academic supervision and on site support of the field level functionaries, capacity building, monitoring the actual implementation of various interventions at the grass root level by interacting with the field level officers and providing information to the District Project Office.

### **Village Education Committees**

VECs to ensure the planning is more responsive and adaptable to the local specific needs, monitor school level interventions and work towards community ownership of the school.

## District Level and Sub District Level Structure



## Convergence & Linkages

The emphases of SSA are an accessing compressively all the interventions made in the district in educational sector from all the sources. It is in this context that information of the existing scheme of other departments or of the educational department for the activities not covered under SSA is provided in the plan to have a clear idea of all the investment in the sector.

It is essential to discuss with the officer of other departments for collection of data to identify the needs. It has been with MIS statistics department, Census department, BeOS B.D.O.S woman and child development department, Health Department, Red Cross, Prog. Officer of ICDS Department.

All B.E.O./BRC, CRC, SDEO, DPEO, DEO Contacted for suggestion and information. Jila Parishad Block Samitii Chairman Nagar Parishad Yamuna Nagar and Jagadhari Municipal Committee and village panchyat were also contacted for various data and suggestions. Discussions were made with the all N.G.O. who are working for Adult Education, Muslim leader were contacted for for Muslim girl Education data and for other suggestion and information and their co-operation.

A Meeting was organized with BDO for list of village's population list of Gram Panchyat for new school.

A long purposeful meeting was organized with M.C. and president of Nagar Parishad for ward Area, population need and place for without building school like Patalpuri and Dwarkapuri(The building could not be constructed in these schools for lap of site.).

We contacted with Viney Kumar of MIS for information of educational institution like college, ITI , Tourist places , Geographical Area of YNR.

We contacted census officer of census department for various data of Yamuna Nagar like population, Males, Females, 0 to 6 year sex wise population overall and CD Block wise population census town area. He helped us for providing all data. A meeting was held with programme officer of ICDS department and discuss the ECCE component with her and collected data regarding no. of ICDS centers and enrolment in them differenet age wise and few Anganwari's in the district were also visited to look their working process like Birth Register, Jaccha Bachha Card , Vaccination Programme for for Pregnant woman and record of population of 0 to 6 month , 6 month to 1 yr. , 1 yr. to 3 y3. and 3yr. to 6 yr.

We visited PHC for Child Health Program their medical check up programme, annual vaccine programme, their program for hygiene, cleanliness malaria etc. Thus MPHWS are working in villages they have current data of disabled Children. We collected data from them. For our component IED we collected data from various levels like Uthan school ( a disabled children school ) and from Red Cross Rehabilitation centre and discussed with them various schemes for benefit of disabled Children and contacted with doctors like ortho, ENT Eye Spl., Speech Therapies and Mentally Retired hospital as they have full data of disabled children and discussed with them for suggestion and teacher trained for IED and medical Checkup Camp.

We discussed with Xen. PHD for water facility like Tap and Toilet facilities and connection of water and sewerage discussed with BDO for various construction & Scheme like class Room and Boundary Wall in school from MP grant and other grant from Haryana Govt. and CM Announcement. There are 6 NGOs in Yamuna Nagar which are working in various welfare fields we discussed with them for their cooperation and suggestion. With the help of them it would be possible to make SSA a Public movement with their data we can work properly.

To enroll out of School Children in EGS or main Stream we made a plan. There are 6 PG colleges 3 BAMS and Engg. College. We contact with principal and NSS programme officer for their help we want to attach directly near about 2000 students for help are student in roll 2 out of children in school he commit to retain him for year with the help of this plan we will be able to make SSA a public Abhiyan we contract with children and discuss with them and welcome their suggestion.

We take it very serious that SSA success its based on good plan I hope we will be very success full in coming year.

## Progress Review of Last Year

- 1. Teacher Salary:** Last year various activities under different component have been organized and completed to strengthen the universalisations of elementary education. 82 primary school have been opened so that the entire children can easily approach the school and Rs. 88 lacs have been paid in the form of salary of J.B.T teachers.
- 2. Free Text Books:** free text books of Rs. 2273735 were distributed to all the girls and all S.C. boys in the form of financial assistant to the socially deprived groups.
- 3. Civil Work-**In district Yamuna Nagar The infrastructure in most of the schools is not so good. Five building less schools building, 30 New Primary School Buildings, 40 new Upper Primary Upper School Buildings and 87 additional Class Room were constructed and 70 percent of the civil work has been completed upto 31<sup>st</sup> march and remaining work will be completed very soon.
- 4. Repair & Maintenance Grant:** Maintenance and Repair Grant @ Rs. 5000/- per school have been delivered to 492 primary school and 139 upper Primary Schools.
- 5. Teacher Grant:** Teacher Grant Rs 11 lacs were given to the teachers @ Rs. 500/- per teacher. It becomes process which could equip our teachers with essential audio visual aids.
- 6. Teacher Training :**To meet the quality aspects of education 13 days teacher training imparted to the all JBT teachers , Hindi Teachers, Skt Teachers , SS Masters , Sc. Masters and Math Masters( 6 days training summer vacation and 7 days training In winter vacation).  
The total Rs. 13 lacs were spent this training program. The teachers were enriched with subject controls and generated different useful teaching techniques in them. The community training programs could not arrange this year.  
Under the head innovative activity computers are supplied to nine school and Rs. 15 lacs were spent on this component. Tr. Strengthen the ECCE centers, set of 25 books, one Dari in each anganwari and a set of charts have been supplied to each anganwari to enhance the transition rate at upper primary schools , 1100 bicycles were given to the girls who travels 2 km or more one side distance to come to school. This will surely increase the enrolment of girls at upper primary level.
- 7. I.E.D. Component:** Under I.E.D. Component assessment comps were organized and aids and appliances have been given to the needy children. Required equipment and some other items for IED model school were purchased.
- 8. School Grant:** School Grant @ Rs. 2000/- per school was given to meet out the casual needs of school immediately & these grants were used through active involvement of VEC.

## **Suggestive Activities**

The perspective plan 2004-05 is prepared keeping in view the local needs and requirement of the district which is purely based on actual data collected from each unit.

The entire component wise activities will be started will be started/organized/ completed well in time and will be close in mission mode.

But special attention will be paid on out of school children. It will be tried hard to bring all out of school children in AS/AGS/main stream. It is only subject on which success of SSA or universalisations of elementary.

On the above mentioned subject was made with so many groups of society educational institutions / professional institution educationist, retired teachers, Social workers voluntary organization and on the basis of suggestion & collected from different people/agent. It was decided to organize the following action:-

There are 6 colleges in district in which 2000 students are getting there P.G. study. Awareness among these students will be made through the principal of their colleges and each will be advised to bring at least two children in to AS/ main school with his effects. He will get to gather with parents and share their Problem to enroll their children in to schools and his proposal will send to BRC or DPC. He will be in contact with child, parents and teacher time to time and to establish harmony among them. For the outstanding contribution in this field a provision for award prize will be made. Education department above cannot achieve the goal of universalisations of elementary education In addition to the above activity all the members of DLEC, DRG, all the principals of Govt./private Sen. Sec. school, Head of high/middle / govt. Private school, will be in valued activity in the schedule of programme to bring the out of schools children into AS/ main stream. There are about 4000 out of school children of age group 6-14 proper supervision and monitoring will be done weekly and weekly reports will be collected through BRC.

## **.Justification of the Budget**

### **1. New Primary Teacher**

48 habitations in District Yamuna Nagar are identified having population more than 300 but there is no provision for imparting primary education to the kids of these habitations. (The list of 48 habitations has been appended in the annexure). So, as to achieve the goal of SSA 48 New Primary Schools are being proposed to be opened to provide the primary Schooling to every child within the radius of 1 Km. So, a budgetary proposal is being made to ensure the access and quality for the education of the children of these habitations. As per the norms of SSA, two teachers are being proposed to be provided within the Pay Scale of 5<sup>th</sup> pay commission to treat them at par with other teachers of this category in the State of Haryana.

Hence 96 New primary Teachers of the proposed 48 new primary schools are being proposed to be recruited in these schools with a budgetary proposal of Rs. 96.768 lacs in 2004-05.

### **Teachers in Upper Primary Schools**

District Yamuna Nagar is facing the inadequacy of access to upper primary schooling as shown in the data. It results into the low transition rate from primary to upper primary especially of girls, that is the number of upper primary Schools (143) is much less in comparison to number of primary schools 579. If the proposed new primary schools are opened the number of these primary schools will go up to 627. As per rigorous school mapping exercise and to fulfill the constitutional resolve to provide elementary schooling accessibility to all the children with in the distance of 3 kms from their residence and moreover to attract all the girls into the fold of elementary schooling and to give them quality education. It is found an appropriate proposal to open 85 more upper primary schools with five teachers in each school. Observing state education policy, instead of appointing all the 5 teachers in each of the upper primary schools at the Very beginning, two teachers ( one SS master and another for Science or mathematics) are proposed to be appointed in each of these schools in 2004-05, two more teachers ( one for Hindi/Sanskrit and another for drawing or agriculture) in 2005-06 and one more teacher(Physical Training Instructor) is proposed to be added in 2006-07. In this way 170 such teachers are being proposed to be appointed in 2003-04 with budgetary provision of Rs. 204 lacs . The proposal may be treated as tentative and in the ensuing annual work plans it may be reviewed because of enhancement of enrolment in these schools.

### **2. Free Text Books**

The objective of universalisations of elementary education can only be achieved if the socially deprived groups are given a boost in the form of some financial assistance to purchase textbooks. As per norm of SSA all the girls and SC/ST children are to be provided free text books @ Rs. 150 per child per year. It is true that this incentive is also maneuvered In the state education policy of Haryana for SC girls and SC boys, but it is also a bitter embarrassing fact that this incentive has never been supplied in time. So to save the children from this situation all the SC girls, SC boys and all other general as well as BC girls are to be given this facility in the very beginning of the academic year so that the concerned child may utilize it properly. In this way the provision of Rs. 96.143 lacs is made with unit cost Rs. 150 per child for 13671 SC Boys and 28068 girls in primary schools, 15392 girls and 6964 and SC Boys in upper Primary Schools.



### **3. Civil Works**

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

#### **3(a) CRC Buildings:**

The unit of CEREC may function only when proper infrastructure of this type is provided at the level of a cluster nearer to the grass root to make the monitoring and supervision more effective and result oriented. District Yamuna Nagar, according to its area and number of education institutions to elementary level, has proposed to create 65 such units of CRC, as per school mapping exercise. Out of these 10 have already been constructed in the year of 2002-03. 40 CRC buildings are being proposed to be constructed in 2004-05 with unit cost of 22 lacs each with total budgetary outlay of Rs. 80 lacs.

#### **3(b) Buildings for schools without buildings (U.P.S.)**

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

#### **3(c) Additional Class Rooms.**

Through the number of schools with an adequate class rooms is very large yet all of these schools could not be provided additional classrooms due to the restriction of norms, so 210 (135 additional class rooms for PS and 75 additional class rooms for UPS) such class rooms are proposed to be constructed with the unit cost of Rs. 1.5 lacs, total proposed outlay Rs.315 lacs in 2004-05.

#### **3 (d) New School Building for PS**

As proposed in section one above in 48 habitations having 300 populations but have not any primary school for imparting primary Schooling. Hence, 10 new Primary Schools are proposed to be constructed with estimated cost outlay of Rs. 30 lacs in 2004-05.

### **3(e) New School Building of UPS**

As per plan outlay 85 more U.P. Schools have already been proposed to be opened which require the construction of buildings with a unit cost of Rs. 5 lacs each. These buildings will include three classrooms, one room for Headmaster, veranda along with toilet and drinking water facilities. So 40 such building has been constructed in the year 2003-04 and 20 building are being proposed to be constructed in year 2004-05 with a budgetary provision of Rs. 100 lacs.

### **3(f) Toilet Facilities.**

Before 2000 the toilet facilities in schools of this district had been very poor in conditions but in the year 2000 to 2002 this facility has been provided in all the primary and upper primary schools. But the toilet facilities in our schools are still inadequate and do not full fill the requirement. So 91 toilets are proposed in the plan for the year 2004-05 with budgetary outlay of Rs. 18.2 lacs.

### **3(g) Boundary wall**

Most of the schools in the district are running without boundary walls. But the boundary wall component is not considered in SSA under normal conditions. 400 feet Boundary wall for GPS Kattarwali (Chhachhrauli) is proposed to be built in the plan 2004-05 with budgetary provision of one lacs. The 400 feet site of school is 7 feet high from other site. During rainy season great soil erosion may make great loss to the ground and school buildings and side land place. So the boundary wall for this school is proposed on priority basis.

### **3(h) Drinking Water Facilities**

Drinking water facility in 78 schools is proposed (list appended in the annexure) with budgetary provision of Rs. 11.7 lacs.

## **4. Maintenance and Repair**

As per norm of SSA Rs. 5000 may be allotted to every primary and upper Primary school and BRCs and CRRC building every year for the maintenance and repair. Though the money is much meager yet to restrict the proposal upto the norm it is proposed that this allocation may be granted to all the primary school and all the upper Primary school with an estimated cost of Rs 335.75 lacs. The building, which are being constructed newly in the specified year, will not be given amount for Maintenance and repair in the building of these schools as well as some minor repairs to be executed.

## **5 & 6. Teaching Learning Equipments**

Almost all the schools, whether they are new or existing need to be provided teaching learning equipments once in the project period i.e. 2002-03 to 2006-07 so that they may impart quality education with the help of TLE. Under TLE the equipments of science lab, geography lab art & craft, Math kits science kit, library equipments and books sports material and musical instruments etc. would be supplied once in the project period @ Rs. 10000 to per Primary School and Rs. 50000 to per Upper Primary School. All these Equipments must be need based and helpful to make the hard spots in different education

units' learnable, life skill appropriate to cope him with the competitive world. TLE for 92 existing schools have already been supplied in the year of 2002-03 and TLE for 48 new primary schools @ for 10000 per school with total provision of 0.48 lacs and Rs. 42.5 lacs for 85 new upper primary schools.

## **7. School Improvement Grants**

Every School of both Primary (627) and upper Primary (228) level in the district is being proposed to be given Rs. 2000 per year as school Improvement Grant. An estimated outlay of Rs. 17.1 lacs every year to all schools to meet out the casual needs of these schools immediately with the help of this amount through the active involvement of VECs on the pattern of decentralization and need based transparent approaches.

## **8. Teacher Grant ( PS & UPS)**

The comprehensive education project must end in qualitative education to each and every child. SSA has rightly taken it as its very important objective but the quality in education never comes from a vacuum. It requires some basic changes in teaching process, which could equip our teacher with essential audio visual aids and other educational activates so that any hand spot may be learnable for the children. If we learn lesson from the other countries we find that every teacher spends at least one tenth of its income on this type of teaching aids. Under SSA a very nominal help may be granted to every teachers of primary and upper primary stage to equip him and to strengthen his teaching learning process hence the amount of RS. 500 per year per teacher is proposed to be spent in the form of teacher grant with a budgetary estimated cost outlay of RS. 17.345 lacs in year 2004-05.

## **9. Teacher Training**

“Teacher acts as the Pivot for the transmission of intellectual traditions and technical skill from generation to generation and helps to keep the lamp of civilization burning. So, the Indian Education Commission 1964-66 has rightly remarked that the most important element in any education system is quality of teacher and this quality may come up if some need based quality training in the form of pre-service and in service systems is provided. It will be quite appropriate to think about some need based training, which could improve the quality of our teacher every year. This training must be at least be existing Primary teachers for 10 days and 20 days training to the all UPS teachers every year on cascade model and decentralized in approaches and with selection of the subject matter and mode of the trainings.

These training will not be in solutions but with the review of previous experiences and on participatory approaches both from receivers and the givers. Moreover, it is required the training module should be prepared and made handy to all these teachers in the beginning of any training program. Through the module of this training may be a product as some expertise from SCERT yet there may be some changes on area specific approaches and experiences. To intensity and implement these trainings it is proposed that an amount of RS. 48.566 lacs. Though the amount to be spent on them under SSA norm ( Rs. 70 per teacher per day) is not sufficient yet the management schedule of these training programs, if fixed within the range of 8 kms i.e. at the block or the CRC level, may make this provision as sufficient a cost of effective monitoring of the program may make it effective and result oriented.

## **10. Community Training**

SSA basically relies upon active participation of the community. For that it is essential to nominate VECs or SMCs for every school up to elementary level, which could contribute to the improvement and implementation of education activities in the school. To ensure the active participation of the community it will be appropriate to impart the training to the members of these VECs and at least this training should be for two days every year. Though the strength of each VEC is 12 members yet as per SSA norm only 6 members (Two teachers and four other members of VCC) from each VEC would be imparted training with the estimated cost of RS. 30 per member per day. This will require an amount of Rs. 2.239 lacs for the year 2004-05.

## **11. IED**

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

Integrated means providing to student with and without disabilities equitable opportunities together to receive effective educational services with need supplementary aid and sports service in age appropriate classes in their neighborhood schools. The objective of SSA UEE cannot be achieved without integrating 10 %of child population which suffers from one disability or another. As per survey report conducted by the DPEO Yamuna Nagar 781 such children with more than 40% physical deformities have been located in the district Yamuna Nagar. All these children need special care and help, if their elementary education is to be ensured. So to integrate the education of these disabled children it is considered an appropriate step to identify them with the help of community mobilization and to appoint one resource teacher of each CD block ( to help these children in integration of their education and to monitor their education and physical growth and development). Setting up of a Resource Centre at each CD block, training to atleast one teacher from each school about the needs of such children and conducting medical check up of these children to ensure their growth and development, organizing their sports and cultural competition on block and district level to creat in them a recognition and self esteem to provide them follow up service to ensure their smooth and adjustment and to provide them necessary aid and appliances.

It may be appropriate to mention here that in this issue the education activities provision must have collaboration and convergence with Red Cross Society, Social Welfare Department and Heath Departments. Moreover, it is also expected that number of these children will not increase in the due course of project period because of intensive medical facilities and incoming and out going into the elementary System. All these provision will cost Rs. 9.372 lacs every year.

## **12. Research and Evaluation**

No educational program can make any headway unless its progress is reviewed terminally and some additional inputs are proposed to put the project on right track and heading towards result oriented, so a very nominal amount of RS. 1400 per school per year is being proposed to review and to lead the project to obtain the already set objectives within the timeframe. Hence, an amount outlay of Rs. 11.69 lacs is proposed to spend on this activity every year.

## **13. Management Cost (DPC)**

The whole system of SSA needs an implementation unit at district level with the nature of DPIU which will be headed by DEO (working as an ex officio DPC). The salary of the DPC will be incurred from State Treasury. He will be assisted by two APcs of a very high ranking educational profile as well as rich experience of project preferable a planner of perceptive plan of the district. It is proposed that one Section officer, An accountant, One Assistant , one Head Clerk, One Computer programmer, One data entry operator cum Clerk, One class IV employee and one sweeper cum Chowkidar are being proposed to be appointed to make the EIMS functional and effective to cope up with the progress in the system for the management of essential educational data and progress in the system for the management of essential educational data and timely review of the activities corresponding to the objective. To meet our sundry expenses, it is proposed that a grant for Contingency provisions for the meeting and traveling allowances. TLM grant and rent of the building for DPIU and week equipped computer lab are to be made.

The success of SSA relies upon mobilizing the masses. It requires some mass mobilization programme to be executed in the form of Kala Jathas for the girl enrolment drive, advertisement and publicity material. Hence, these proposed methods will motivate our school girls to opt themselves voluntarily in formal schooling. The mode of these programme will be on are specific socio cultural activity so that this programme may be resulted oriented and effective. The aforesaid activities will create a linkage horizontally and vertically and will help in the monitoring and mass mobilization. The estimated cost outlay on the aforesaid activities will be Rs. 74.110 lacs within the norms of SSA less than 6% of the total project cost.

## **14. Innovative Activities**

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

### **14.1 Computer Education**

The clarion call of hour is computer education in schools. So it is proposed 9 schools from District Yamuna Nagar are to launch computer education so that the students of Govt. schools may be able to complete with the private sector and development in the society. The names of these 9 schools are being given in the Annexure. This activity will cost Rs. 14.715

lacs in 2004-05. The details are proposed in the budgetary section with the estimated cost outlay.

### **14.2 Girl's Education**

To persuade the girls out of schools to opt themselves in formal schooling some mass mobilization programme to be executed in the form of some sport competition, exhibition, birthday celebration and village level, table and prizes to the talented girls. The mode of these programmes will be on the area specific socio cultural activities so that this programme may prove more effective and result oriented. The proposed outlay of this activity will be 14.963 lacs.

### **14.3. Education for SC/ST**

Special attention must be paid to the education of SC children to bring them in AS or main stream providing special health in the form of remedial coaching and bridge courses and supplying jerseys to the needy childrens. It will cost Rs. 9.33 lacs.

### **14.4 ECCE**

The success of this comprehensive project relies upon mobilizing the masses. Such activates should be put into action which may motivate the girls out of schools to opt themselves voluntarily in formal schooling. To boost girl's education, it is proposed to impart training to the 585 unaware workers for 5 days in 2004-05, so to acquaint them with the grass root. Moreover, it is proposed to provide each center one darri, water container, weighing machine, Heath cards for the better results of the education.

### **15. BRCs**

Unless the management and supervision of an education system is strengthened and made effective the desired result may never be achieved. Until now ther has been a B.E.O. to monitor the education system with the block. Under SSA it has been proposed one BRC. Ex officio of Principle Sr. Secondary School cadre assisted by 7 ABRCs on deputation from school lecturer cadre who has expertise nature with monitor all the activites of elementary education within the CD block and it is expected that they will bring quality and make the whole teaching learning process criterion oriented. A structure in the form of a Block Resource Centre is being proposed to be erected with the necessary provisions of furniture once in the project period already sanctioned in the year 2003-04. TLM grant to make this resource center real in sense and spirit Contingency to make system functional meeting and traveling allowances. To assist for the smooth functioning of the resource center, it is proposed 7 ABRCs of Senior Grade school Lecturer to be appointed, One accountant on contractual basis, a data entry operator on contractual basis, one employee of Class IV so that the System of monitoring and supervision may work effectively. The proposed out lay on this activity will be Rs 12.57 lacs in 2004-05. It may be worth mentioning here that the proposed appointment of the ABRCs would be on merit basis. The ABRCs would be experts in pedagogy and some specific subject of the syllabus, who could impart demonstration, lesson, be helpful in teachers training and could provide real and expert guidance in skill, teaching and knowledge.

## **16. CRCs**

The monitoring of an education system could be effective only when it is near to the grass root. Hence, it is being proposed a system within approachable limit of 8-10 schools within an area of a cluster (within 8 kms range). This structure is to be strengthened with the provision of furniture once in the project period Contingency and some previsions for meeting and traveling allowances are being proposed with estimated cost outlay of Rs. 71.77 lacs.

## **17. Alternate Schools**

Though the number of our of school children in the District Yamuna Nagar is much larger ( Drop out 0.20% and non-starter 3.59% in 6-11 age group and in the age group of 11-14 the drop out rate and non starter rate is 0.3% and 3.35% respectively. Yet the revelation of strong political will coupled with Constitutional Resolve require to be translated into the provisions in SSA these difficult children may be enrolled in AS centers or bridge courses or back to school programs, for the provision of schooling facilities to these children. IT may first be initiated in the form of creating awareness in the masses through mass mobilization activities, improvement in school infrastructures, strengthening of pre school programs and improving quality of teaching learning process in our present formal schools. It is presumed that the maximum number of this bunch of out of school children will come into the fold of our formal system with these efforts. As per information a good number of these children are indulged in working one or the other earning activity and it is very difficult to bring them in the fold of our formal system with these efforts. As per information a good number of these children are indulged in working in one or the other earning activity and it is very difficult to bring them in the fold of our formal schooling. Hence, 30 AS centers are being proposed to be opened as a pilot study program of SSA in 2003-04 only in the very difficult areas to start with proposed budgetary outlay of Rs. 6.03 lacs here the term difficult areas may be named as children working on Dhabhas or tea stalls or the children indulged in farming activities. The more difficult group, according to the survey report is either of girls indulged in sibling care activities or of suffering from narrow social taboos or of drop outs (which have dropped only because of dull teaching learning process and school scare). As per proposal all these 30 centers would be started on the initiative of village Education Committees with their realistic proposals of some volunteers of that very locality, preferable the woman of the area where at least 25 such children are located.

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

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

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

Most of the schools in the district Yamuna Nagar are running without electricity facility, fans etc. Moreover, this provision needs to be assisted with the payments of electricity bill and installation of fans in the class rooms. Hence, an amount of Rs. 600/- per annum per school is being proposed for each and every PS & UPS. This proposal will not only improved the functioning of our schools, but help in heading the children to the competitive World of Science and Technology where the teacher could utilize certain equipments which run only with the help of electricity provisions. In district Yamuna Nagar is a proposal to supply cooked me to children of primary school children so the construction of sheds for cooking mid day meal @ Rs. 25,000/- per school. The total cost for the construction of sheds is proposed to 213.750.

All the above cited provision though violates the norm of SSA but their importance cannot be diluted if we want to improve our elementary education system. The total estimated cost outlay on the above mentioned activities will be 346.99 lacs.



Sr. No.	Activity Description	Unit Cost	2004-2005	
			Phy.	Fin.
<b>1.</b>	<b>Teachers Salary</b>			
	New primary Schools	1.008	96	96.768
	Teachers(New P.S)			
	Teachers (Sanctioned during 2002-2003(P.S.))	1.008	10	10.080
	Teachers (Sanctioned during 2003-2004(P.S.))	1.008	164	165.312
	Teacher (New U.P.S.)	1.20	170	204.000
	Teachers (Sanctioned during 2002-2003(U.P.S.))	1.20	2	2.400
	Teachers (Sanctioned during 2003-2004(U.P.S.))	1.20	2	2.400
	Additional Teachers for P.S.	1.008		
	Additional teachers for U.P.S. for the schools upgraded in 2002-2003	1.20	1	1.200
	Additional teachers for U.P.S. for the schools upgraded in 2003-04			
	Additional teachers for U.P.S. for increased enrollment	1.20		
	<b>Total</b>			482.160
<b>2.</b>	<b>Free text books</b>			
	Free text books for 28066 girls and 16671 SC students - Primary (I <sup>st</sup> To 5 <sup>th</sup> )	.0015	41739	62.609
	Free text books for 15392 girls and 6964 SC students – Upper Primary (6 <sup>th</sup> To 8 <sup>th</sup> )	.0015	22356	33.534
	<b>Total</b>			96.143
<b>3.</b>	<b>Civil Works</b>			
	Constructions of BRCs	6.00		
	Constructions of CRCs	2.00	40	80.000
	Constructions of DPIU			
	Constructions of New P.S.	3.10	10	31.000
	Constructions of New U.P.S.	5	20	100.000
	Constructions of new buildings for building less school (Pry.)	3.10		
	Constructions of new buildings for building less school (Upper Pry.)	5	5	25.000
	Constructions of new Class rooms (Pry.)	1.70	135	229.500
	Constructions of new Class rooms (Upper Pry.)	1.70	75	127.500
	Electricity-Primary			
	Electricity-Upper Primary			
	Toilets facilities	0.20	91	18.200
	Drinking water facilities	0.15	78	11.700
	Boundary Walls ( Per Sq. foot)	0.0025	400	1.000
	Salary of JE's @ Rs. 5500/- P.M (contractual.)	0.66	2	1.320
	<b>Total</b>			625.220

<b>4.</b>	<b>Maintenance &amp; Repair Grant</b>			
	Primary Schools	0.05	574	28.700
	Upper Primary Schools	.05	135	6.750
	BRC Buildings	.05	6	0.300
	<b>Total</b>			35.750
<b>5.</b>	<b>TLE(P.S.)</b>	0.01	48	0.480
	<b>Total</b>			0.480
<b>6.</b>	<b>TLE(U.P.S.)</b>	0.5	85	42.500
	<b>Total</b>			42.500
<b>7.</b>	<b>School Grant</b>			
	School Grant (P.S.)	0.02	627	12.540
	School Grant (UPS)	0.02	228	4.560
	<b>Total</b>			17.100
<b>8.</b>	<b>Teachers Grant</b>			
	Teachers Grant (PS)	0.005	1863	9.315
	Teachers Grant (UPS)	0.005	1606	8.030
	<b>Total</b>			17.345
<b>9.</b>	<b>Teachers Training</b>			
	Teachers Training (PS)			
	Training of Teachers – P.S.-20 Days	0.014	1767	24.738
	Training for new P.S. Teachers –20 Days	0.014	96	1.344
	Teachers Training UPS			
	Training of Teachers P.S. – 20 Days	0.0007	1436	20.104
	Training for new U.P.S. Teachers – 20 Days	0.0007	170	2.380
	<b>Total</b>			48.566
<b>100.</b>	<b>Community Training</b>			
	Training of 622 VEC training Members (two teachers + other Members of VEC) @ 30 per day for two days.	0.0003	3732	2.239
	<b>Total</b>			2.239

<b>11.</b>	<b>Integrated Education for Disabled Children ( 781 Children)</b>			
	Appointment of Resource teacher at Block level @ 6000/-	0.72	6	4.320
	Setting of Resource center	0.05	6	0.300
	Two Days Training to teachers (one teacher from each school)	0.0014	722	1.011
	Medical Checkup at Block level	0.10	6	0.600
	Sports and cultural activities at Block level	0.10	6	0.600
	Sports and cultural activities at District Level	0.20	1	0.200
	Follow up camps	0.10	6	0.600
	Aids and Appliances (Need Based)			1.741
	<b>Total</b>			<b>9.372</b>
<b>12.</b>	<b>Research, Evaluation Supervision and Monitoring</b>	0.014	835	11.69
	<b>Total</b>			<b>11.69</b>
<b>13.</b>	<b>Management Cost</b>			
	DPC Ex officio (Salary drawn from state Treasury			
	Two APC Basic pay @ 8500/- PM	1.76	2	3.520
	SO Basic Pay 6500/- PM	1.344	1	1.344
	SD. Engg. 6 in all the districts of Haryana and their salary will be incurred out of state Treasury.			
	Accountant @ 8000 PM Contractual	0.96	1	0.960
	Assistant @ 6000 PM contractual	0.72	1	0.720
	Head Clerk @ 5700/- PM Contractual	0.684	1	0.684
	Computer Programmer @ 6500/- Contractual	0.78	1	0.780
	Data Entry Operator @ 5500/- PM Contractual	0.66	1	0.660
	Clerks @ 3050/- PM	0.6484	2	1.297
	Class IV @ 3000/- PM Contractual	0.36	2	0.720

	Night Watchman cum Sweeper (@) 3000/- PM	0.36	1	0.360
	Furniture for DPIU	1.55	1	1.550
	Contingency and Office Expenses	0.24	1	0.240
	Meeting & Traveling Allowances	0.60	1	0.600
	TLM	0.20	1	0.200
	Rent (1.2 lac p.a.)	1.2	1	1.200
	Total			14.835
	<b>EIMS</b>			
	Computer	0.35	2	0.700
	Printer Laser	0.40	1	0.400
	Inkjet	0.37	1	0.370
	CD writer	0.10	1	0.100
	Contingency & Office Expenses	0.24	1	0.240
	Internet Expenses	1.00	1	1.000
	Electricity Charges (1000 P.M.)	0.12	1	0.120
	Modem	0.08	1	0.080
	Scanner	0.08	1	0.080
	Digital Camera	0.28	1	0.280
	Photostat Machine	0.70	1	0.700
	Up Gradation of Computer System	0.05	1	0.050
	Total			4.12
	<b>Mobilizations</b>			
	Wall Writing ( Rs. 1000 Per school)	0.01	855	8.550
	Installation of Steel Hoardings @ Rs. 4000 Per School	0.04	855	34.200
	Identity Cards @ Rs 400 Per school	0.004	855	3.420
	Stickers & Posters @ Rs. 200 per School.	0.002	855	1.710
	Enrolment drive with the help of Kalan Jathas @ 500 Per School	0.005	855	4.275
	Special Incentives to VEC. @ Rs. 50 for enrolling each Child and Rs. 50 for keeping its retentions in the school throughout the year ( Rs. 100 per child)	0.001	3000	3.000
	Total			55.155
	<b>Grand Total</b>			<b>74.110</b>

<b>14.</b>	<b>Innovative Activities</b>			
	<b>14.1 Computer Education</b>			
	Opening of Nine Computer Center in the District providing three computer to each centre,.	0.30	9	2.70
	Furniture @ 8000 Per School	0.08	9	0.720
	Contingency	0.10	9	0.900
	UPS	0.08	9	0.720
	Battery	0.08	9	0.720
	Salary to The programmer @ 6000/- P.M.	0.72	9	6.480
	Electricity Charges and Setting of Computer Labs	0.10	9	0.900
	Training to the Master & Community Members a batch of 50 for five days @ 70 per day.	0.175	9	1.575
	Total			14.715
	<b>14.2 Education for Girls</b>			
	Bridge /Remedial Coaching @ 500 per School per month for Two months	0.008	855	6.840
	Talent Search Examination @ 500 per school.	0.005	855	4.275
	Exhibition and Birthday Celebration @ Rs. 500 per school	0.005	855	3.848
	Total			14.963
	<b>14.3 Education of SC/ST</b>			
	Provision of Sweater & Jercy to the poor Education @ 900 per school.	0.009	855	6.884
	Remedial coaching Rs 400 per school	0.0035	855	2.993
	Total			9.833

	<b>14. 4 ECCE</b>			
	Kit to Each Centre @ 450/-	0.0045	585	2.633
	Training to ICD workers for five days @ Rs. 50 per day	0.0025	585	1.463
	Water Camper @ 450 per centre	0.0045	585	2.6333
	Weighing Machine to each centre @ Rs. 400	0.004	585	2.340
	Health Cards @ 160 per center	0.0016	585	0.936
	<b>Total</b>			<b>10.005</b>
	<b>Grand Total</b>			<b>49.516</b>
<b>15.</b>	<b>BRC</b>			
	Salary of BRC Ex officio (salary drawn from State Treasury)			
	Furniture	1.00	6	6.000
	Contingency	0.06	6	0.360
	Meetings, Travel Allowance	0.025	6	0.150
	TLM Grant	0.05	6	0.300
	Salary of Accountant @ 5000 pm contractual	0.60	6	3.600
	Class IV contractual @ 3000 pm	0.36	6	2.160
	<b>Total</b>			<b>12.570</b>
<b>16.</b>	<b>CRC</b>			
	Salary of ABRC/CRC	1.44	42	60.480
	Furniture	0.10	65	6.500
	Contingency	0.025	65	1.625
	Meetings, Travel Allowance @ 200 p.m.	0.024	65	1.540
	TLM Grant	0.025	65	1.625
	Other			
	<b>Total</b>			<b>71.77</b>

<b>17.7.</b>	<b>EGS/AIE</b>			
	Honorarium to the instructor @ 1200	0.144	30	4.320
	Opening of AS Centre Rs. 100	0.001	30	0.030
	TLM & Satationary @ 1500 per centre	0.015	30	0.450
	Dari @ 1000 per centre	0.01	30	0.300
	Student Kit @ 450	0.0045	30	0.135
	Work Book @ 1000 per centre	0.01	30	0.300
	Furniture @ 1400 per centre	0.014	30	0.420
	Training to the instructor Rs 50 per day for five days.( induction Traning)	0.0025	30	0.075
	Total			6.030
	<b>Grand Total ( I )</b>			<b>1602.561</b>
<b>188.</b>	<b>Not covered under the norms</b>			
	POL Charges	1.00	1	1.000
	Ramps for the handicap children in schools	0.08	855	68.400
	Sheds in schools for cooking mid day meal.	0.25	855	213.750
	Utensil Charges	0.02	627	12.540
	Electricity charges for P.S.	0.06	627	37.620
	Electricity Charges for UPS	0.06	228	13.680
	<b>Grand Total ( II )</b>			<b>346.990</b>
	<b>Grand Total ( I + II )</b>			<b>1949.551</b>

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

S. No.	Date	Venue	Participant	Purpose	Issues raised
1.	02/03/04	G.P.S. Kathwala	Head Teacher and teachers of Centre School, Kail	S.S.A. was explained, suggestions to improve the standard of education were asked and teachers were also asked to tell their problems in imparting quality education.	<ol style="list-style-type: none"> <li>1. Want of teaching aids.</li> <li>2. Provisions of clerk at Center School due to excessive official mail.</li> <li>3. Teacher-pupil ratio not like private schools.</li> <li>4. Curriculum not according to mental level of children.</li> <li>5. Teacher's duties in uneducational fields.</li> <li>6. Lack of boundary wall, drinking water and rooms.</li> </ol>
2.	02/03.04	Village Kathwala	VCC Member	People were informed about SSA and its implementation and their suggestions were asked how to improve the standard of education and how to impart good, effective and quality education.	<ol style="list-style-type: none"> <li>1. School environment not attractive.</li> <li>2. Lack of Teachers.</li> <li>3. Economically weak parents.</li> <li>4. No separate toilet for girls.</li> <li>5. Uneducational duties of teachers affects study.</li> <li>6. No proper ratio of teachers and pupils and male and female teachers.</li> <li>7. Lack of infrastructure e.g Tat patti or benches</li> </ol>
3.	07/03/04	G.P.S. Tejli	Member of VEC	Member of VED and other villagers were told about Ssa in detail. Suggestions were sought afger to improve the standard of	<ol style="list-style-type: none"> <li>1. Students of Ist and 2<sup>nd</sup> standard should be given written examination.</li> </ol>



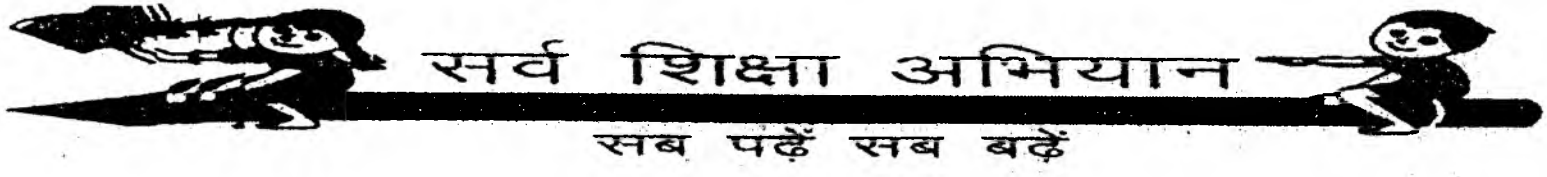
				education. Hindrances coming in development of education were explained.	<ol style="list-style-type: none"> <li>2. Pre Primary classes should be started.</li> <li>3. Not enough contibution of patents in education.</li> <li>4. School do not own the building.</li> <li>5. Help books should be banned.</li> <li>6. Uneducational duties of teachers affect study.</li> </ol>
4.	07/03/04	GHS Darwa	Member of VEC	-----Do-----	<ol style="list-style-type: none"> <li>1. Lack of rooms, no provision of drinking water and no separate toilets for boys and girls.</li> <li>2. Economically backward parents</li> <li>3. Curriculum not according to local and present conditions and problems.</li> <li>4. Need of more teachers training camps.</li> <li>5. Special attention to Sports.</li> </ol>
5.	16.03.04	GHS Chauli RamPur	-----do-----	SSA was explained to the members of VEC and their views were known how to improve the standard of education.	<ol style="list-style-type: none"> <li>1. Lack of Teachers</li> <li>2. Rural and Urban allowances should be same.</li> <li>3. Lack of rooms, drinking water and toilets.</li> <li>4. One class –One Teacher</li> <li>5. Educational duties of Teachers.</li> <li>6. Special attentions to sports.</li> </ol>
6.	16.03.04	Malik Pur Bangar	Villagers	-----do-----	<ol style="list-style-type: none"> <li>1. Want of boundary wall, drinking water, teachers.</li> <li>2. Uneducational duties of teachers.</li> <li>3. Post of peon and chowkidar in school.</li> <li>4. Special attention to Sports.</li> </ol>

					5. Regular checking of teachers.
7.	17.03.04	Govt. Sr. Sec. School Kurukshetra	Two Member	Meeting Regarding Perspective plan 2004-05	1. Budgetary Provision & Component wise norms were discussed widely
8.	18.03.04	Kail	Villagers	SSA was explained to the members of VEC and their views were known how to improve the standard of education.	2. Lack of boundary wall drinking water, toilets and teachers. 3. Improvement in curriculum. 4. Proper level of ground in school 5. Proper sitting arrangements. 6. Written examination for 1 <sup>st</sup> and 2 <sup>nd</sup> classes.
9.	18.03.04	Issapur	-----do-----	-----Do-----	1. No proper duty. 2. No proper ratio of male and female teachers. 3. parents teachers meetings and meetings with Villagers should be held from time to time.
10.	18.03.04	Road chhapper	-----do-----	-----do-----	1. Lack of teachers. 2. Lack of toilets and Rooms 3. uneducational duties of teachers affect studies. 4. Provision of a Peon and Clerk in Centre school due to excessive office mail.
11.	19.03.04	Mehmudpur(Bilaspur)	Villagers.	SSA was explained to the members of VEC and their views were known how to improve the standard of education.	1. Posting of a Male teacher should be must. 2. School building lies on the opposite side of main road, hence fear of accident of children. 3. Teacher should be very affectionate and gentle to children.

					<ol style="list-style-type: none"> <li>4. Provision of boundary wall, drinking water separate toilet for girls.</li> <li>5. free books and uniforms to poor students.</li> <li>6. Availability of peon</li> <li>7. Not interesting easy and attractive curriculum.</li> <li>8. Temporarily recognized schools should be closed.</li> </ol>
12.	19.03.04	Kattarwali	Villagers	-do-	<ol style="list-style-type: none"> <li>1. Parents should be involved and informed by teachers.</li> <li>2. Boundary wall should be raised.</li> <li>3. Peon in school</li> <li>4. Lack of teacher</li> <li>5. Temporary recognized school Should be close.</li> <li>6. Provision of sports material and trained teacher for sports</li> <li>7. No uneducational duties of Teachers</li> </ol>
13.	20.03.04	Damla	Member of VEC	--do--	<ol style="list-style-type: none"> <li>1. Free books and uniform on economic Basis.</li> <li>2. Curriculum not easy, special Attention to SS.</li> <li>3. Written examination for 1<sup>st</sup> and 2<sup>nd</sup> Classes.</li> <li>4. No uneducational duties of Teachers.</li> <li>5. Organization of teacher training Camps.</li> <li>6. Proper ratio of male and female</li> </ol>

					teachers in schools.
14.	20. 03.04	Kanjnu	-do-	-do-	<ol style="list-style-type: none"> <li>1. No uneducational duties of teachers.</li> <li>2. Written examination for 1<sup>st</sup> and 2<sup>nd</sup> class.</li> <li>3. Provision of Peon in School.</li> <li>3. Provision of Peon in School.</li> <li>4. Arrangement of Sports.</li> <li>5. Renovation of curriculum, making it interesting and relating it to present and new latest changes.</li> <li>6. Lack of teaching aids and its maintenance.</li> </ol>
15.	20. 03.04	Malimajra	-do-	-do-	<ol style="list-style-type: none"> <li>1. Economically backward parents.</li> <li>2. Lack of teachers.</li> <li>3. Lack of proper sitting arrangements.</li> <li>4. Free books and uniform should be provided on economic basis.</li> </ol>
16.	20. 03.04	Fatehgarh	Members of VEC	-do-	<ol style="list-style-type: none"> <li>1. Separate arrangement of primary wing.</li> <li>2. Separate middle schools for females.</li> <li>3. Teacher pupil relation not satisfactory.</li> <li>4. lack of knowledge and education in parents.</li> <li>5. no uneducational duties of teachers</li> <li>6. Lack of rooms in school</li> </ol>

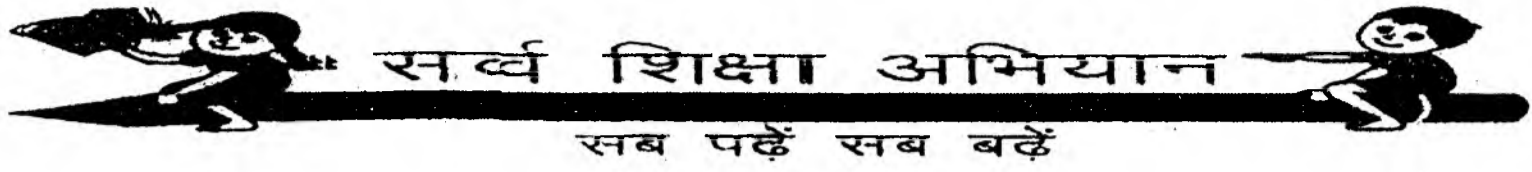
					7. Lack of teacher.
17.	21. 03.04	Village Sugh	-do-	-do-	1. Provision of sweeper 2. Lack of teachers 3. Economically backward children. 4. Lack of Toilet.
18.	21. 03.04	Village Nabh	-do-	-do-	1. Lack of toilets 2. Imparting of education not satisfactory 3. Lack of teachers 4. Provision of free books and uniform on economic basis. 5. Parents being laborers do not want to send children to school.
19.	21. 03.04	Kashmirgarh	-do-	-do-	1. Lack of boundary wall. 2. Uneducational duties affect the ability and output of teachers 3. Economic backwardness a great hindrance in not sending children to school. 4. Lack of teachers.
20.	26. 03.04	SPD Chandigarh	One Member	To attend The Meeting Of SSA	Progress of various districts regarding progress of SSA plan were looked into and various problems and their solutions regarding out of school children were discussed.



## Data of Disable Children

Block CD	No. of Children With Special Needs								Total	
	Visually impaired		Hearing impaired		Ortho		Mentally		In school	Out of school
	In school	Out of school	In school	Out of school	In school	Out of school	In school	Out of school		
Jagadhari	1133	12	11	10	95	36	21	23	140	81
Mustafabad	66	4	6	6	22	21	3	13	37	44
Sadhora	44	13	6	14	22	14	7	13	39	54
Chhachhrauli	111	10	13	11	40	20	11	10	75	51
Radaur	99	12	5	13	25	15	8	15	47	55
Bilaspur	110	16	16	18	35	23	19	21	80	78
<b>Grand Total</b>	<b>533</b>	<b>67</b>	<b>57</b>	<b>72</b>	<b>239</b>	<b>129</b>	<b>69</b>	<b>95</b>	<b>418</b>	<b>363</b>

Source: BEO's



**Requirement of Additional Class Rooms/Toilet  
& Waiteer Facilities for Primary**

Sr. No.	Name of Primary school	CD Block	Number of Student	Available			Required		
				Rooms	Toilet	Water facility	Rooms	Toilet	Water facility
1	Parwalo	Jaggadhri	260	6	1	1	1		1
2	Tejli	Jaggadhri	210	2			2		1
3	DyalGarh	Jaggadhri	240	5	1	1	1		1
4	Pansara	Jaggadhri	200	3			2		1
5	Chauli Rampur	Chhhachhrauli	150	1	1	1	3	1	1
6	Ratanpura	Jaggadhri	160	3	1	1	1		1
7	Patalpurri	Jaggadhri	116				3		1
8	Mukaramopur	Jaggadhri	196	2	1	1	2		1
9	Kait	Jaggadhri	146	3	1	1	1		1
10	Larpra	Jaggadhri	179	4	1	1	1		1
11	Rampur Khaddar	Chhhachhrauli	296	3	1	1	1		1
12	Khadri	Chhhachhrauli	457	6	1		2		1
13	Dadupur	Chhhachhrauli	188	2	1	1	2		1
14	Buria	Jaggadhri	265	5	1	1	2		1
15	Bhogpur	Jaggadhri	85	2	1	1	1		1
16	GGPS Jaggadhri	Jaggadhri	180	2	1	1	2		
17	GPSJagg- 1	Jaggadhri	262	3	1	1	1		1
18	GPS Jag -4	Jaggadhri	175	3	1	1	2		1
19	Ratoli	Jaggadhri	207	3	1	1	3		1
20	Sasoli ((B)	Jaggadhri	121	2	1	1	2		1
21	Sasoli((G)	Jaggadhri	156	2	1	1	2		1
22	Gari Mfundo	Jaggadhri	420	8	1	1	2		1
23	Khera Farm	Jaggadhri	134	3	1	1	1		
24	Dawarka Puri	Jaggadhri	89		1	1	3		1
25	Kathgarh	Bilaspur	300	2	1	1	2		1
Total							43		





# सर्व शिक्षा अभियान



सब पढ़ें सब बढ़ें

Sr. No.	Name of Primary/ school	C CID Block	Number of Student	Available			Required		
				Rooms	Toilet	Water facility	Rooms	Toilet	Water Facility
26	Kalawar	N Mustafabad	328	4	1	1	2		1
27	Bhagwann Pur	E Dco	101	2	1	1	2		1
28	Chhaper	E Dco	230	4	1	1	2		1
29	Mager Pur	E Dco	84	2	1	1	1		1
30	Saran	E Dco	336	5	1	1	2		1
31	Bhamboli	E Dco	261	3	1	1	3		1
32	Mustafabbad	E Dco	170	3	1	1	1		1
33	Mandhar	E Bilaspur	172	4	1	1	1	1	1
34	Nagla Paati	E Dco	144	2	1	1	2	1	1
35	Habit Pur	E Dco	80	1	1	1	1	1	1
36	Udham CGhaar	E Dco	40	1	1	1	1	1	1
37	Khera Ahmed PPur	E Dco	32	1	1	1	1	1	1
38	Bhog Pur	S Sathora	202	3	1	1	2	1	1
39	Jaman WValaa	E Dco	201	2	1	1	1	1	1
40	Tumbi	E Dco	121	2	1	1	1	1	1
41	Boot Ghaar	E Dco	84	1	1	1	1	1	1
42	Mahmood Pur	E Dco	288	4	1	1	2	1	1
43	Pammu WValaa	E Dco	169	3	1	1	1	1	1
44	Raj Pur	E Dco	24	1	1	1	1	1	1
45	Kalyan PPur	E Dco	177	2	1	1	2	1	1
46	Mirza Pur	E Dco	148	2	1	1	1	1	1
47	Kotla	E Dco	105	2	1	1	1	1	1
48	Kanda WValaa	E Dco	146	2	1	1	2	1	1
49	Daman PPur	E Dco	50	1	1	1	1	1	1
50	Ariya WValaa	Chhacharauli	348	3	1	1	3	1	1
51	Baloloi	Chhacharauli	254	4	1	1	2	1	1
52	Bhilpura a	Chhacharauli	106	2	1	1	1	1	1
53	Bhilpura a Lakar	Chhacharauli	128	2	1	1	1	1	1
54	Badarpur	Chhacharauli	140	3	1	1	1	1	1
55	Bhagpat t	Chhacharauli	162	1	1	1	1	1	1
56	Chholi	Chhacharauli	181	3	1	1	2	1	1
57	Chota Bhhoood	Chhacharauli	158	3	1	1	2	1	1
58	Dasoura a	Chhacharauli	220	2	1	1	2	1	1
59	Darpur	Chhacharauli	188	3	1	1	2	1	1
Total							52		1




**सर्व शिक्षा अभियान**


सब पढ़ें सब बढ़ें

60	Ganoli	Chhacharaulii	238	3	1	1	3	1	
61	Ganola	Chhacharaulii	145	2	1	1	2	1	
62	Hafiz pur	Chhacharaulii	108	1	1	1	2	1	1
63	Khizri	Chhacharaulii	251	2	1	1	2	1	1
64	Kishanpura	Chhacharaulii	131	2	1	1	2	1	1
65	Kot kalsia(G)	Chhacharaulii	153	2	1	1	2	1	1
66	Leda Khas	Chhacharaulii	64	1	1	1	1	1	1
67	Lakkar	Chhacharaulii	201	2	1	1	3	1	1
68	Lalhari Kalan	Chhacharaulii	459	5	1	1	6	1	1
69	Malikpur kha.	Chhacharaulii	260	4	1	1	2	1	1
70	Mandh kheri	Chhacharaulii	187	3	1	1	1	1	1
71	Mohinudeenpur	Chhacharaulii	205	3	1	1	2	1	1
72	Sherpur(B)	Chhacharaulii	226	2	1	1	3	1	1
73	Taruwala	Chhacharaulii	64	1	1	1	1	1	1
74	Tajewala Village	Chhacharaulii	102	2	1	1	1	1	1
75	Tugalpur	Chhacharaulii	103	2	1	1	2	1	1
76	Yakoobpur	Chhacharaulii	175	3	1	1	2	1	1
77	Tigra	Jagadhri	140	3	1	1	1		1
Total							40		
Grand Total							135		



# सर्व शिक्षा अभियान



सब पढ़ें सब बढ़ें

## Additional Class Room Required for Upper Primary

Sr. no.	Name of school	CD Block	Number of Student	Available			Required		
				Rooms	Toilet	Water facility	Rooms	Toilet	Water Facility
1	GMSS Daaduppur	Chhachhrauli	85	2	1	1	1		
2	GSSSS Buria a	Jagadhri	440	9	1	1	2		
3	GSSSS Khaadri	Chhachhrauli	500	12	1	1	3		
4	GMSS Arnooulili	Bilaspur	144	2	1	1	2		
5	GMSS Maarwa i Kahlan	Bilaspur	95	2	1	1	1		
6	GMSS Bal chhapaur	Mustafabad	164	2	1	1	2		
7	GSSSS Kot Kaalsia	Chhachhrauli	400	8	1	1	3	1	1
8	GHSS Chholi Raampur	Chhachhrauli	305	3	1	1	3	2	2
9	GHSS Muggalwali	Bilaspur	269	3	1	1	2		
10	GMSS Pabni Kalan	Mustafabad	240	3	1	1	3		
11	GHSS Macchhroli	Bilaspur	376	4	1	1	2		
12	GHSS Bilihtata	Bilaspur	392	3	1	1	5		
13	GMSS Saadhaura	Sadhaura	287	5	1	1	3		
14	GHSS Hebatpur	Bilaspur	378	5	1	1	4		
							35		

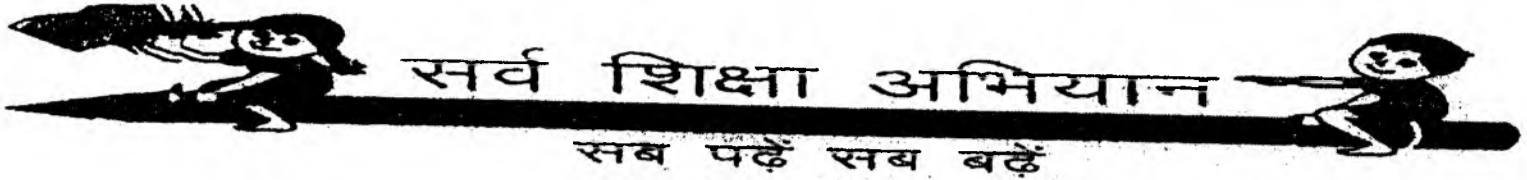


# सर्व शिक्षा अभियान



सब पढ़ें सब बढ़ें

Sr. no.	Name of school	CD Block	Number of Student	Available			Required		
				Rooms	Toilet	Water facility	Rooms	Toilet	Water Facility
15.	G.G.H.S. Khizrabad	Chhachhrauli	406	6	1	1	2		
16	GSSS Chhachhrauli	Chhachhrauli	410	7	1	1	2		
17	GSSS Lalhari Kalan	Chhachhrauli	310	6	1	1	2		
18	GHHS Pansara	Jagadhri	200	4	1	1	2		
19	GHHS Kharwan	Chhachhrauli	315	5	1	1	2		
20	GHSS Mandoli	Jagadhri	354	6	1	1	2		
21	GHMS Kalesar	Chhachhrauli	138	4	1	1	2		
22	GHHS Ledi	Chhachhrauli	410	6	1	1	2		
23	GHHS Uncha Chandana	Mustafabad	298	4	1	1	2		
24	GHSS Salehpur	Sadhaura	354	6	1	1	2	1	1
25	GHHS Devdhar	Chhachhrauli	294	5	1	1	2		
26	GHHS Ledi	Khizrabad	348	6	1	1	2	1	1
27	GSSS Talakaur	Mustafabad	398	6	1	1	2		
28	GMS Taharpur	Chhachhrauli	110	3	1	1	2		
29	GHS Mandhkheri	Chhachhrauli	305	5	1	1	2		
30	GHS Munda Khera	Chhachhrauli	258	4	1	1	2		
31	GSSS Mustafabad	Mustafabad	454	9	1	1	2		
32	GSSS Kalawarh	Mustafabad	298	4	1	1	2		
33	GHS Lakkur	Chhachhrauli	188	3	1	1	2		
34	GHS Chuarpur kalan	Chhachhrauli	202	3	1	1	2		
							40		



**Up Gradation of Branch Schools  
To New Primary Schools**

Sr. NNo.	Name of Village	Name of Main School/ Panchyat	Name of CD Block	No of students	No of teacher on deputation	Requirement
						Rooms
1.	Basantpurura	Basantpura	Radaur	39	1	2
2.	Bhagwanpur	Bhagwanpur	Radaur	35	1	2
3.	Gari Gujran	GPS Bhogpur	Radaur	40	1	2
4.	Hudia	Jamal pur	Radaur	42	1	2
5.	Khurdbann Dera Purbia	Khurdban	Radaur	53	1	2
6.	Silli khurd	Gillore	Radaur	42	1	2
7.	Bheed Majra	Nijampur	Sadhora	40	1	2
8.	Majri	Majri	Sadhora	40	1	2
9.	Bholli Waala	Kotla	Sadhora	45	1	2
10.	Bijoli	Sabilpur	Sadhora	45	1	2
11.	Mansoorpur	Gari Gosai	Jagadhri	30	1	2
12.	Pinjorii	Kulchandoo	Jagadhri	50	1	2
13.	Mali Majra	Magarpur	Jagadhri	33	1	2
14.	Tapdapur	Kalawarh	Jagadhri	65	1	2
15.	Shahpur	Mahilla wali	Jagadhri	42	1	2
16.	Bamboli	Bambhol	Jagadhri	221	5	2
17.	Sector 188	Labour Colony	Jagadhri	82	1	2
18.	Gautam Nagar	Talaur	Jagadhri	62	1	1
19.	Nabh	Buria	Jagadhri	62	1	1
20.	Mamdii	Kait	Jagadhri	160	2	1



# सर्व शिक्षा अभियान



सब पढ़ें सब बढ़ें

Sr. NNo.	Name of Village	Name of Main School/ Panchyat	Name of CD Block	No of students	No of teacher on deputation	Requirement
						Rooms
21	Teli pura	Rampur Khaddar	Chhachhrauli	100	1	2
22	Manidh Kherri Ki Tapria	BhagwanGarh	Jagadhari	90	1	2
23	Jinjharoo	Harnaul	Jagadhari	60	1	2
24	Meharam pur	Gillori	Jagadhari	55	1	2
25	Bhagoo Majra	Kheri Lakkha Singh	Jagadhari	20	1	2
26	Ismiile pur	Topra Kalan	Jagadhari	35	1	2
27	Urjaani	Baloli	Chhachhrauli	82	1	2
28	Julaha Majra	Bheel pura	Chhachhrauli	35	1	2
29	Malli Majra	Begampura	Chhachhrauli	42	1	2
30	Naina Wala	Bhood Kalan	Chhachhrauli	47	1	2
31	Bich Padii	Darwa	Chhachhrauli	53	1	2
32	Fazpur	Kalesar	Chhachhrauli	32	1	2
33	Bambepur	Khizrabad Boys	Chhachhrauli	62	1	2
34	Khanoo Wala	Lopon	Chhachhrauli	60	1	2
35	Singhpura	Sherpur	Chhachhrauli	35	1	2

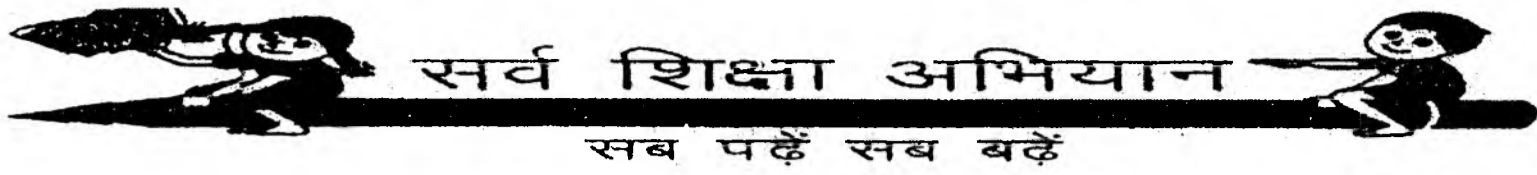


# सर्व शिक्षा अभियान



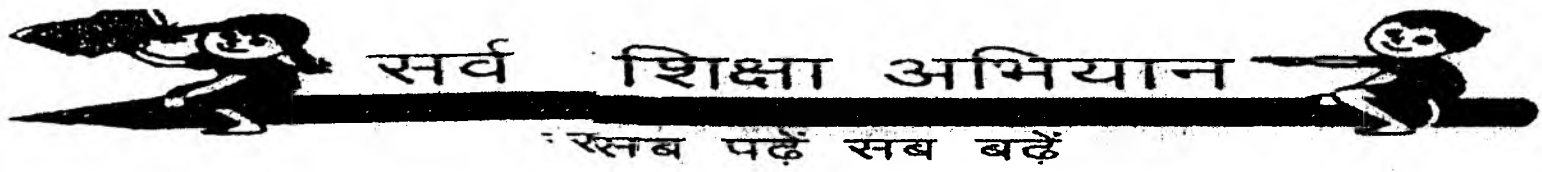
सब पढ़ें सब बढ़ें

36.	Ibrahimpur	Taharpur	Chhachhrauli	62	1	2
37.	Nala Garh	Khera	Jagadhri	32	1	2
38.	Mansoorpur	Baloli	Jagadhri	65	1	2
39.	Aamb walda	Nava Shahr	Sadhora	42	1	2
40.	Ajipur	Lawana	Jagadhri	53	1	2
41.	Ranipur Khurd	Ranipur	Bilaspur	82	1	2
42.	Bankat	Bankat	Bilaspur	60	1	2
43.	Jaipur	Mohinoodeen pur	Chhachhraul	45	1	2



**Opening off New Primary Schools in the Villages without Primary Schools**

Sr. No.	Namee of Viillage	Name of Panchyat/Ward	Name of CD Block	Population	Distanc e from Near By School In Km.	Land Available or Not with Remark
1	Akalgarh ka majra	Kanri	Mustafabad	390	2	Yes
2	Prit:hwi ka majra	Bamboli	Mustafabad	360	3	Yes
3	Pilkhaanwala	Nagli	Bilaspur	1000	1	Yes
4	Jhi:vhari	Amadalpur	Jagadhri	460	2	Yes
5	Fakirmajra. h.b).2:4	Kot/sabudin kalan	Bilaspur	450	3	Yes



**Up Graduation of Upper Primary School  
(Along with additional requirement of rooms  
Toilet & water Facilities)**

Sr. No.	Name of Village/School	CD Block	Name of Feeding School	Total Possible Primary Graduates	Distance from Upper P.S. (In Km)	Land owned by School	No. Of Rooms	Addl. Requirement	
								Rooms	Toilet
1	Raampur No. 8	Jagdhri	Patalpuri	35	1 ½	Yes	4	2	1
2	Sugh	Jagdhri	Dyalgarh	35	2	Yes	6		1
3	Badi Majra	Jagdhri	Ratanpura	40	2	Yes	4	2	1
4	Dhusani	Jagdhri	Isarpur	25	2	Yes	3	2	1
5	Niwajpur	Chhachhraul	Mali Majra	25	2	Yes	4	2	1
6	No. 33	Jagdhri	P.S.K.	35	4	Yes	5	2	1
7	Kanalsi	Chhachhraul	Bhogpur	35	1 ½	Yes	6		1
8	Mukarampur	Chhachhraul	Bakarpur	35	2	Yes	4	2	1
9	Kait	Jagdhri	Bakarpur	40	2	Yes	4	2	1
10	Mansapur	Jagdhri	Mandi	35	2	Yes	2	2	1
11	Nalavraj	Radaur	Udamgarh	40	4	Yes	10		
12	Mansoorpur	Radaur	Mansoorpur	30	4	Yes	9		
13	Babaa	Radaur	Baba	60	3	Yes	7		
14	Fatehgarh	Radaur	Fatehgarh	30	4 ½	Yes	10		
15	Urjani	Jagdhri	Urjani	30	3	Yes	7	2	
16	Sajagri	Jagdhri	Sagri	25	2	Yes	8		
17	Habijpur	Jagdhri	Habijpur	27	2	Yes	5	1	
18	Gadoul	Jagdhri	Gadoul	25	2	Yes	5	3	
19	Rapeoli	Jagdhri	Rapoli	34	2	Yes	5		
20	Jampur Mandebaur	Jagdhri	Jampur Mandebaur	30	2 ½	Yes	7		
21	Marmidi	Jagdhri	Mamidi	50	2	Yes	4	2	
22	Ratia Khurd	Bilaspur	Ratia Khurd	30	4	yes			
23	Ramkheri	Bilaspur	Ramkheri	15	3	Yes			
24	Changroli	Bilaspur	Changroli	10	3	Yes			
25	Ram Nagar	Bilaspur	Ram Nagar	15	1	yes			
26	Ranipur	Bilaspur	Ranipur	10	5	Yes			
27	Naglasudan	Jag	Nagla	21	2	yes	3	2	
28	Bagwanpur	Mfd	Fatehpur	69	3	Yes	3	2	
29	Kakail	Jagdhri	Rukali	45	2	Yes	3	2	1
30	Gaddoula	Mfd	Gadola	45	2	Yes	3	6	1
31	Kulchandu	Mfd	Kulchandu	25	2	Yes	3	4	2
32	Garrimundo	Jagdhri	Garimundo	50	3	Yes	6	2	1
33	Gpssno 5	Jagdhri	No 3-4	300	2	Yes	8	5	1
34	Naggali	Chhachroli	Nagla	40	3	Yes	3	3	1
35	Pirthipur	Chhachroli	Jogiwara	40	3	Yes	4	4	1
36	Gaddwali	Chhachroli	Gadwali	38	2	Yes	3	4	1
37	Darypur	Chhachroli	Darpur	32	4	Yes	6	1	1
38	Sahnjadwala	Chhachroli	Shajadwala	40	3	Yes	3	3	1
39	Bakkarwala	Chhachroli	Bakarwala	40	4	Yes	4	3	2
40	Baldoli	Chhachroli	Baloli	40	4	Yes	4	3	1
41	Dassora	Chhachroli	Dasora	40	4	Yes	4	3	1
42	Ledda khader	Chhachroli	Tugalpur	24	2	Yes	3	3	1
43	Khaanpurhadoli	Chhachroli	Tihano	42	3	Yes	10	-	1
44	Sippiyawala	Chhachroli	Sippiyawala	42	3	Yes	2	3	1
45	Chhoota bud	Chhachroli	Bud	31	3	Yes	3	3	1
46	Bahadurpur	Chhachroli	Bahadurpur	40	2	yes	4	2	1
47	Araamwala	Chhachroli	Bagpat	32	4	Yes	6	-	1
48	Mujafat	Chhachroli	Mujafat	28	3	Yes	3	2	1



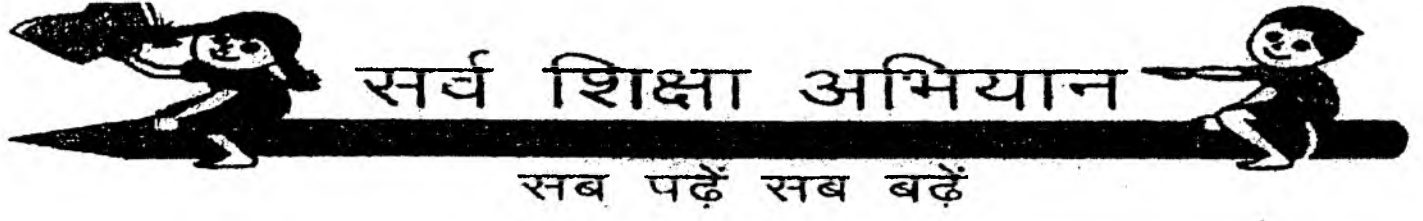


# सर्व शिक्षा अभियान



सब पढ़ें सब बढ़ें

49	Bangera	Chhachroli	Bangera	35	3	Yes	3	2	1
50	Jaidari	Chhachroli	Bulkheri	40	2	Yes	5	2	1
51	Urrjani	Chhachroli	Urjani	42	4	Yes	6	2	1
52	Sherpur	Chhachroli	Sherpur	25	3	Yes	2	3	1
53	Kanyawala	Chhachroli	Bhilpura	21	4	Yes	5	-	1
54	Tajewala	Chhachroli	H&v	38	2	Yes	3	3	1
55	Choli	Chhachroli	Ganola	40	4	Yes	3	3	1
56	Ratoli	Sadura	Ratoli	28	2	Yes	5	3	1
57	Ismilpur	SADOURA	ISMILPUR	21	3	Yes	4	3	1
58	Naushera	Sadura	Naushera	30	3	Yes	4	3	1
59	Kalyanpur	Sadura	Sultanpur	33	2	Yes	2	3	1
60	Pipliwala	Bilaspur	Pipliwala	25	2	Yes	8	-	
61	Maheshwari	Mfd	Maheshwari	30	4	Yes	3	3	
62	Nagla jagir	Mfd	Nagla	35	3	Yes	5	3	
63	Manglore	Bilaspur	Manglore	35	3	Yes	3	3	
64	Sabilpur	Bilaspur	Sabilpur	40	5	Yes	3	3	
65	Bogpur	Bilaspur	Kurali	88	3	Yes	3	-	
66	Ramkheri	Bilaspur	Ramkheri	40	2	Yes	3	3	
67	Jatheri	Bilaspur	Jatheri	40	3	Yes	3	3	
68	Chahro	Bilaspur	Chahro	35	3	Yes	3	3	
69	Changroli	Bilaspur	Changroli	32	3	Yes	3	3	
70	Bagwanpur	Bilaspur	Bagwanpur	25	3	Yes	3	3	
71	Dharamkot	Bilaspur	Dharamkot	25	3	Yes	3	3	
72	Jamanwala	Sadura	Pirboli	30	4	Yes	3	3	
73	Sadilkpur	Sadura	Yasinmajra	39	4	Yes	6	3	
74	Galoli	Sadura	Galoli	30	4	Yes	4	3	
75	Jandia	Sadura	Janda	30	3	Yes	8	-	
76	Hariyabans	Jagadhri	Hariyabans	35	2	Yes	3	3	
77	Lapra	Jagadhri	Lapra	32	2	Yes	4	2	
78	No 11 railway st t	Jagadhri	No3	91	2	Yes	6	1	
79	Labour colony	Jagadhri	Labour	56	2	Yes	5	3	
80	Hiran chhaper	Radour	Hiran chhaper	45	2	Yes	6	1	
81	Panjeton	Chhachroli	Pajeton	34	2	Yes	4	2	
82	Biloli	Sadura	Biloli	34	3	Yes	5	2	
83	Labour colony	Jagadhri	Labour colony	56	3	Yes	5	3	
84	Kakroni	Bilaspur	Kakroni	43	3	Yes	4	3	
85	Ahadwala	Bilaspur	Kapalmochan	55	3	Yes	7	3	
	Total							23	



**LIST OF THE SCHOOL WHERE COMPUTER FACILITIES IS TO BE GRANTED**

1. **GSSS Kot Kalsia**
2. **GHS Unchha Chandana**
3. **GSSS Salehpur**
4. **GSSS Jathlana**
5. **GSSS Mandoli**
6. **GHS Machhrauli**
7. **GHS Fatehgarh**
8. **GHS Malikpur Banger**
9. **GSSS Jaidhar**

## List of the Schools Where CRC Building are to be Constructed

### CD Block Chhachhrauli

1. Kot Kalsia
2. Sherpur
3. Mandh Kheri
4. Bahadar pur
5. Gulab Garh
6. Khan pur Horoli
7. Kattarwali
8. Darwa
9. Choota Bhood
10. Fatehgarh
11. Bhookadi
12. Rampur khaddar
13. Kanalsi

### CD Block Sadhora

14. Sulantanpur
15. Galori
16. Haveli
17. Peer Bholi

### CD Block Bilaspur

18. Bhog pur
19. Chhadwala
20. Hebat pur
21. Majri
22. Peeru wala
23. Kotra Khas
24. Ramkheri
25. Pabni Khurd
26. Daram Kot
27. Sultanpur
28. Ram pur
29. Marwa Khurd

### CD Block Jagadhri

30. Buria
31. Kadari
32. Pansara
33. Mandi
34. Hamida
35. Kalanaur

### CD Block Mustafabad

36. Mustafabad
37. Bhagwan pur
38. Kulchandoo
39. Bhog pur
40. Kalawarh