

# Sarva Shiksha Abhiyan

ANNUAL WORK PLAN

**YEAR 2005-2006.**

**DISTRICT ANANTNAG.**

**Jammu & Kashmir**

# List of Contents

Chapter No.	Contents	Page No.
	Introduction	1
Chapter I	District Profile	13
Chapter II	Educational Scenario in the District	35
Chapter III	Planning process	79
Chapter IV	Problems and Issues	86
Chapter V	Intervention for Access with Equity	91
Chapter VI	Community Involvement	109
Chapter VII	Quality Improvement	113
Chapter VIII	Civil Works	122
Chapter IX	Special Focus Group & Innovative Activities	134
Chapter X	NPEGEL	144
Chapter XI	Management Structure	147
Chapter XII	MIS & Monitoring Mechanism	152
Chapter XIII	Budgeting, Costing & Funds Flow	156

# Introduction

Education has a fundamental role to play in personal and social development and is an indispensable asset to confront the many challenges that the future holds in store for mankind. Education attempts to attain the ideals of peace, freedom and social justice. It is one of the principal means to foster a deeper and more harmonious form of human development and thereby to reduce poverty, exclusion, ignorance, oppression and war.

The basic aim of education is to develop the potential of an individual in the best possible way. Education is also regarded as a conscious effort and process that brings about desired changes in the human beings. Education not only refers to the acquisition of three R's namely reading, writing and arithmetic but when perceived in a broader sense, education refers to the multidimensional development of an individual. Education can be achieved through informal, non-formal and formal ways. The informal Education is achieved from nature without any conscious efforts and is a life long process. Non-formal education is not acquired through formal institutions but through some media like radio, TV, Internet, Computers, Audio-Video Cassettes and printed media etc. The formal education is imparted through conscious, deliberate process in order to achieve pre-determined set of educational objectives. This process takes place in the formal Institutions like schools and Colleges and an attempt is made to develop the cognitive and affective domains as well as some psychomotor skills. For formal education, school plays a very important role in developing and shaping the individuals. It is now generally felt that school education should aim all round development of the child's personality by rebuilding the four pillars of learning i.e. learning to know, learning to do, learning to live together and learning to be.

Education is universally recognized as an important form of investment in human capital. Schooling confers several benefits both to the individual as well as to the society. There is now firm evidence that education promotes economic growth and puts other goals of development within reach. Studies have documented the strong empirical relationship between educational attainment of individuals and their productivity and performance in market and non-market activities. In fact, the rapid expansion in the demand of education in several parts of the world seems consistent with the high private and social returns to schooling. Since the benefits of education are so pervasive, it has been accorded high priority every where in the world.

In India, the vision of education was contained in article 45 of the constitution, which states, "the state shall endeavour to provide within a period of ten years from the commencement of this constitution for free and compulsory education for all children until they complete the age of fourteen years". The article 45 has now been replaced by article 21 A under which the provision of free, compulsory elementary education of satisfactory quality has

become a fundamental right. Article 20 of J& K constitution also provides for free and compulsory education.

### Objective of Sarva Shiksha Abhiyan.

In view of the importance of education for the development of human resources and overall progress of the nation, Sarva Shiksha Abhiyan stands launched in the country. Sarva Shiksha Abhiyan is a programme for universalization of elementary education with a specific time frame and its main thrust is on community participation, decentralized planning and better quality of education.

The basic objectives of Sarva Shiksha Abhiyan are:-

- i) All children in school, Education Guarantee Centre, Alternate School, Back-to-School camp by 2003.
- ii) All children complete five years of Primary schooling by 2007.
- iii) All children complete eight years of elementary schooling by 2010.
- iv) Focus on elementary education of satisfactory quality with emphasis on education for life.
- v) Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010.
- vi) Universal retention by 2010.

The education sector in Anantnag district would have made great progress but due to political turmoil and disturbances, the desired results and goals could not be achieved. This is clearly reflected by present literary rates of the district, which ranks 12<sup>th</sup> in literacy among the 14 districts of the state. This is a really discouraging and disturbing trend which demands the immediate attention of all the concerned.

#### \* District-wise literacy rates in the State as per Censuses 2001.

Rank of the District as per Literacy rate	Name of District	Literary rates		
		Male	Female	Total
1	Jammu	84.92	68.75	77.03
2	Kathua	75.73	53.92	65.29
3	Leh	71.98	50.03	62.24
4	Srinagar	69.99	48.11	59.31
5	Kargil	73.58	40.96	58.21
6	Rajouri	69.64	44.14	57.65
7	Udhampur	66.43	39.89	54.16
8	Poonch	65.41	35.3	51.07
9	Pulwama	58.97	34.93	47.35
10	Doda	63.56	28.35	46.92
11	Baramulla	56.39	31.42	44.57
12	<b>Anantnag</b>	<b>55.56</b>	<b>31.51</b>	<b>44.1</b>
13	Kupwara	53.55	26.83	40.8
14	Badgam	51.23	26.6	39.54

The present Sarva Shiksha Abhiyan plan (District Elementary Education Plan—DEEP) of Anantnag district is the 4<sup>th</sup> in series as Annual Plans for the years 2002-03, 2003-04 and 204-05 have already been approved by the Project Approval Board of Ministry of Human Resource Development, Govt. of India. Since the state was not covered under DPEP, the planning and Implementation of Sarva Shiksha Abhiyan was a new experience for the district. We did not have any kind of structures at various levels to run the scheme upto October, 2003, when District Resource Group, Zonal Resources Centres and Cluster resources Centres were constituted. The personnel deployed at District / Zonal / Cluster levels have been adequately sensitized and orientated with regard to the different components of the scheme. This process was completed within a couple of months and now the staff deployed for running the scheme are fully conversant with the planning, implementation and monitoring of the programme.

At district level, we have a District Resource Group comprising of fifteen members—six members drawn from the education department on deputation and designated as District Coordinators. Five members have been drawn from the District Institute of Education and Training. The District coordinators operate from the district education office and look after the functional areas of the scheme, viz Pedagogy, Special Focus Groups (SFG), Education Guarantee Scheme / Alternative Innovative Education (EGS / AIE), Civil Works, Education Management Information System (EMIS) / Planning and Gender. Besides, District Coordinator Computer Education (Assistant Programmer) and three Engineers have also been recruited on contractual basis to supplement the functioning of District Resource Group. The District Resource Group works under the close supervision and guidance of Chief Education Officer and District Educational Planning Officer who are Chairman & Member Secretary of the District Level Implementation Committee respectively. The five members of the District Resource Group drawn from the District Institute of Education and Training are essentially looking after the quality and Pedagogically interventions and one of them also looks after Distance Education under Sarva Shiksha Abhiyan.

At Zonal level, two Zonal Resource Persons designated as Assistant Coordinators have been placed in Zonal Resource Centre who work under the control of Zonal Education Officer and Zonal Educational Planning Officer and look after all components of Sarva Shiksha Abhiyan at zonal level.

At Cluster level, we have one Cluster Resource Person designated as Cluster Coordinator who looks after all components of Sarva Shiksha Abhiyan at cluster level.

At Village level, Village Education Committees have been constituted under the Chairmanship of the headmaster of the local school for effective management of school system in which parents have due representation.

#### **Steps taken under Sarva Shiksha Abhiyan:-**

In our district, all out efforts are being made to bring all the children in the relevant age group (6-14 years) to the fold of education and to achieve four

basic objectives namely universal access, universal enrolment, universal retention and universal achievement. In the process of achieving these objectives great stress and thrust will be laid on the following interventions.

**a) Access.**

In order to provide schooling facilities to the children within an easy reach and to enroll out of school children in nook and corner of the district, 326 Primary schools and 404 E.G.S. centres stand established in the district under SSA during 2002-03, 2003-04 & 2004-05. This has reduced the number of out of school children from 32468 in 2002-03 to 14203. **Owing to the establishment of nuclear families, new habitations have come up across the district. Most of these habitations have been served with schooling facility but still we have many School-less Habitations, out of which 27 Habitations deserve the provision of a primary school in view of their population size and distance from the nearest schooling facility.** The rest shall be covered under EGS component. During this year, efforts will be made to enroll more eligible children in EGS Centres and primary schools. Likewise, out of school children, either never enrolled or dropouts will be brought to the AIE centres for transaction of condensed curriculum (Bridge Courses) soon after the condensed curriculum is made available by the State Project Directorate.

**b) Enrolments.**

Although the enrolment trends at elementary level in the district are encouraging, yet 14203 out of school children have been identified this year during the updation of household and school-based data. These children shall be covered through EGS or alternate schooling during the year 2005-06.

**c) Retention.**

In order to provide upper Primary Schooling facility to the children in the age group of 11-14 years within an easy reach and to reduce drop outs, 118 Primary Schools were upgraded to the status of Upper Primary Schools during 2002-03, 2003-04 and 2004-05. In view of the topography of the district and as per need, **149 Primary School have been proposed for upgradation to the Upper Primary level during 2005-06 in accordance with the Sarva Shiksha Abhiyan norms.** This will be of great help to reduce dropouts at Upper Primary level. The School infrastructure is also being improved through inputs provided under Sarva Shiksha Abhiyan.

**d) Quality improvement.**

Sarva Shiksha Abhiyan lays focus on elementary education of satisfactory quality with emphasis on education for life. As such, improving the quality and efficiency of the delivery system is a major component and thrust area of planning. Regular attendance of children in schools and their retention till the culmination of the elementary level of education depends largely on the quality of education provided in the schools. The quality of education in

schools not only depends on the curriculum but also the learning environment, out of classroom activities, family support, family background and the relevance of learning to children's life situations etc are also very important factors in this regard.

Pedagogical intervention is one of the major and vital intervention of Sarva Shiksha Abhiyan from which quality education is to be ensured. It also brings about a reform in the society, as teachers are the main tools in enhancing the learning level of children and their universal retention.

Since the teacher is responsible for the improvement of the quality of education within the classrooms, it is very essential to expose our teachers to the latest trends and techniques of teaching-learning process. This has been ensured by organizing motivational and skill enhancing training programmes for our teachers. In this regard, training programmes are being organized for both inservice and freshly recruited teachers (Rahber-i-Taleems).

**e) Civil works.**

Development of physical infrastructure is one of the pre-requisites for universal elementary education. The problem of Access can be met up only through building new schools and through repairs/renovation of the old existing school buildings. To tackle the problem of enrolment as well as to improve the retention and quality of Education, it is required that construction of school buildings and additional child friendly classrooms be taken up in hand. A massive programme of repairs and renovation of the existing school buildings has been taken up in the district. Proper toilet and drinking water facilities need to be provided to all the elementary schools. 614 Primary Schools and 167 Upper Primary Schools do not have government buildings and these need to be taken up for constructions under Sarva Shiksha Abhiyan in a phased manner.

**f) Monitoring and Evaluation.**

District, zonal and cluster level monitoring teams have been constituted to supervise the academic activities in the schools. These teams get support and guidance from the resource groups at the district and state levels.

**g) Removal of gender and social gaps.**

Although the constitution of India has provided for equal opportunities to both men and women in every sphere, yet, the gap between the law and the reality continues to persist. Women continue to lag behind in the area of education because of the discriminating practices of our society.

The National Policy on Education – NPE (1986) has envisaged “Education” as one of the major tools for empowering women. Consequently, the Programme of Action (1992) emphasized strong girl-child chorus in all the government policies.

The enrolments and retention of girls at the elementary level are not very encouraging. This is largely due to social perceptions about girls identity individually and in society.

Strategies for facilitating girls participation in schools include:-

- i) Create a demand for girls education through awareness programmes.
- ii) Sensitize Village Education Committee members, teachers and Educational functionaries on gender issues with special emphasis on girls education.
- iii) Devise Innovative activities for ensuring girls participation in education. These have been detailed in chapter IX.
- iv) Undertake Research studies on various aspects of girls education.

#### **h) Physically Challenged (Disabled) Children.**

Education of children with disability is a statutory responsibility under the "Persons with disability (Equal opportunities, Protection of Rights and Full participation) Act 1995. Sarva Shiksha Abhiyan provides for intervention in this area.

The data collected through household surveys reveals that 6545 children are physically challenged in the district having hearing, speech, visual, mental and orthopaedic problems. The doctors and the Para-medical staff of the Health Department and Composite Regional Centre, Srinagar have assessed these physically challenged children in 20 assessment camps organized at various zonal headquarters.

Steps have been taken to ensure that all disabled children who can be integrated into regular schools are enrolled. Steps will be taken to establish special class rooms for differently disabled children, especially through convergence. Teaching-learning materials shall be developed for disabled children and as per Sarva Shiksha Abhiyan norms, Rupees 1200/- per disabled child per year will be utilized for ensuring their participation in the system of education. The needy children of this category are being provided the assistive devices such as Calipers, Crutches, Tricycles, Wheel Chairs, Hearing devices, spectacles etc in convergence with the Composite Regional Centre, Srinagar in order to help them to attend the schools with greater ease and speed. ZRPs / CRPs have been oriented and sensitized on the education of Children with Special Needs and they shall be organizing training programmes for school teachers.

#### **i) Children from Scheduled Tribes (ST's):-**

The people belonging to the Scheduled Tribes are usually poor and their children often remain out of the school due to poverty, helping parents in their work and seasonal migration.



Special drives for enrolment and retention of Schedule Tribe children are being undertaken through community mobilization and by providing incentives like free text books, free uniforms and scholarships etc.

**j) Publicity programmes for Community Involvement.**

Publicity programmes shall be designed and prepared to motivate and ensure people's voluntary participation in education. Print and electronic media shall also be involved in this regard so that education becomes a concern of the whole society. Posters, pamphlets and reading materials have also been prepared to propagate the cause and spread of education under Sarva Shiksha Abhiyan.

Community related and school based activities like Parents Days, Cultural shows, Symposia/Seminars, Parent-Teacher associations and sports competitions are being organized through out the district to involve people, teachers, parents and children etc for ensuring universalisation of elementary education.

In some areas of the district, the community does not come forward and people do not want to get associated with any programme run by the government in view of the political turmoil and current law and order situation. This is a problem area and requires our immediate attention. In this regard, a "community participation week" w. e. f. **5<sup>th</sup> September, 2005 (teachers day) to 11<sup>th</sup> September, 2005** shall be organized in the district to solicit the support of the community in the educational matters and highlight to the importance of education. The expenditure for the organization of "community participation week" shall be debited to the management cost / MER.

**Issues in elementary Education:-**

There is an overall improvement in the elementary education sector as a result of implementation of Sarva Shiksha Abhiyan in the district. However, a few problem areas in the elementary education are as under:-

**1) Lack of School Buildings / Infrastructure.**

At present, there are 1122 primary Schools, 337 upper Primary Schools and 77 upper Primary blocks with high schools running under government control in the district, out of which only 508 primary schools and 247 upper primary schools have Govt. owned buildings. 614 primary schools and 167 upper primary schools are without buildings and are either housed in dilapidated private / rented buildings. As such, the district deserves a special concession in the civil works component in relaxation of the Sarva Shiksha Abhiyan ceiling and norms.

**2) Out of School Children.**

Despite increase in enrolments at primary and upper primary levels during the last couple of years, we have still a large number of out of school children. The total number of out of school children was 32468 in the year 2002-03 and most of these have been integrated into formal schools / EGS centres but still we have 14203 out of school children. This is a grey area and needs our due attention to achieve the objectives of Sarva Shiksha Abhiyan.

**3) Absence of Joyful learning.**

Prior to the implementation of Sarva Shiksha Abhiyan, the teaching techniques used in our schools were outdated and monotonous. There was a lack of child centered teaching and as such the young students would not take full interest in learning. Because of recurrent teacher training programmes, efforts have been made to ensure child centred teaching with the adequate use of Teaching Learning Materials developed locally but the desired results are yet to be achieved.

**4) Low Female Literacy.**

Low female literacy in remote and backward areas of the district hinders achievement of Universalization of Elementary Education as participation of girls in the education is very low.

**5) District Information System for Education.**

Data generated through District Information System for Education (DISE) could not be incorporated in the plan because the punching of DISE Formats was delayed due to unprecedented heavy snowfall and blockades in the district in mid February 2005.

**6) Limited Working Season.**

Due to snow fall and cold season, civil works could not be executed during December to March, thus limited time is available for the execution of civil works. Only 25% funds have been received from State Project Directorate during this year on account of Civil Works and they have been utilized. Early release of balance funds is solicited to ensure timely completion of various constructions.

**7) Deficiency of Resource Support.**

Limited resource support is available at district level for enhancing the quality of elementary education. For capacity building of resource persons at district and zonal levels, it is proposed to organize a district level 5-days workshop at district headquarter in collaboration with NCERT, Ed. Cil and other national institutions.

**8) Lack of Proper caderisation.**

We do not have a proper caderisation of teachers for deployment in different types of Schools. The teachers posts are inter-transferable in Primary, Middle, High and Higher Secondary Schools. Teachers wish to be adjusted in Secondary or Higher Secondary schools only, which adds to their social status and elementary schools are ignored as most of the teachers show lack of interest to work in them.

**9) Hanging Schools.**

In the year 1997-98, the then State Govt. had upgraded 25 Primary Schools in the district to the status of Upper Primary Schools. These schools are presently running classes I to VIII but face a lot of difficulty on account of deficiency of teaching staff. These schools have not been regularized till date in terms of teaching personnel and are commonly referred to as Hanging Schools. Since the elementary sector is now covered under Sarva Shiksha Abhiyan, the district requires 51 additional posts of teachers to provided adequate staff to these schools.

**10) Rent.**

The 326 Primary Schools opened under Sarva Shiksha Abhiyan during last three years are presently running in rented buildings. Since in most of the rural areas, the community is not in a position to provide accommodation for running these schools, they are temporally operating from rented buildings. The house owners of these buildings are pressing hard for payment of rent failing which it is apprehended that these schools may face closure. As such, a moderate rent @ Rs. 700/- per month per school has been projected in this plan.

**11) Head teachers for upgraded Schools.**

Primary schools upgraded under Sarva Shiksha Abhiyan during the years 2002-03, 2003-04 and 2004-05 are without head teachers, which leads to lack of supervision. In order to provide additional academic and administrative support to 118 already upgraded schools and 149 primary schools, proposed for upgradation during this year, 267 head teachers have been projected in the current plan. The head teachers of the Upper Primary Schools are deployed on the basis of promotion from the cadre of teachers in the scale of Rs. 6500-10500 and there monthly salary will be Rs.11700/-. The upgraded schools cannot function properly without head teachers.

**12) Salary for teachers engaged under OBB.**

The centrally sponsored scheme—Operation Black Board was launched in the district in the year 1984, whereunder 624

teachers were recruited in the district. After five years, when plan period was over, most of these teachers were adjusted against vacant posts and their salaries were loaded to non-plan scheme. However, still 118 teachers recruited under OBB are facing lot of problems on account of their salaries, as these teachers could not be adjusted against vacant posts.

**\* Basic Indicators and District Profile.**

District Name	Anantnag
Year	2005-2006
Phone No./ Fax No.	01932-223525
C.D Blocks	12
Educational Zones	18
Clusters	144
Villages	648
Habitations	2875
<b>Primary</b>	
Eligible School less habitations for PS	27
Government primary school	1122
Building less schools (PS)	614
Govt. Aided schools	0
Sanctioned Teachers (post)	4359
Working Teachers	4247
Govt. Aided Teachers	0
Govt. Teachers	4247
Total Child Population (6-11 Age group)	148237
Total Enrolment (All)	143721
Total Enrolment Schools (Govt. +Govt. Aided)	101244
Total Girls Enrolment	51761
Total Boys Enrolment	49483
SC Boys enrolment	107
SC Girls Enrolment	171
ST Boys Enrolment	7194
ST Girls Enrolment (Govt. Schools)	5917
Out of School Children	4516
Children with special needs	4343
<b>Upper Primary</b>	

Transition Rate	
School Less Eligible Habitations for UPS	149
Govt. School	414
Building Less Schools	167
Govt. Aided Schools	0
Sanctioned teachers	1958
Working Teachers	1879
Govt. Aided Teachers	0
Govt. Teachers	1879
Total Child Population (11 - 14 age group)	77778
Total Enrolment (All)	68091
Total Enrolment (Govt. + Govt. Aided)	49133
Total Girls Enrolment	23819
Total Boys Enrolment	25314
SC Boys Enrolment	47
SC Girls Enrolment	33
ST Boys Enrolment	2181
ST Girls Enrolment	916
Out of School Children	9687
Children with Special Needs	2202



DISTRICT ANANTNAG  
(TEHSILS)

# Chapter I

## District Profile

### Brief History of the District

The District acquires the name from its main town, which during Hindu rule was named after the spring “Seesha or Anantnag” (Countless springs) situated in the south of the town. The spring is mentioned in the “Neelmat Pirana” as a sacred place for the Hindus and Koshur Encyclopaedia testifies it. According to Sir A. Stein, a well known Archaeologist, the name of Anantnag District has been derived from the great spring Anantna-Naga, issuing at the southern end of the town. This is also corroborated by almost all local historians including Kalahana. The town again gained significance during the Muslim period, when Aurangzeb’s Governor Islam Khan (1664-65) laid out a garden for the Mughal Emperor, who named the place after him as “Islamabad” and it became popular among the masses.

District Anantnag is the gateway of Kashmir valley and is located in the south of the vale. It is bounded by Srinagar District in the North, Pulwama District in the North-West and Kargil District in the North-East. It is flanked by Doda and Udhampur Districts in the East and South-East and by Rajouri District in the South – West. On the West, the District is bounded by Pir-Panchal mountain range, through which passes the world famous 2.5 Km long “Jawahir Tunnel”.

The District is spread over an area of 3984 Sq.Kms. and about 57% of the total area is covered with forests. The District is predominantly rural and situated at an average height of 1700 meters above the sea level. About 89% of the population lives in the villages and people are mostly engaged in agriculture, the principal crops being Rice and Maize. The District is regarded as the granary or “bread bowl” of the Kashmir Valley. Horticulture is also given importance and large quantity of fresh and dry fruits are exported to other parts of the country and abroad.

\* Important indicators of the district.

Area	No. of Tehsils	No. of Towns	No. of Villages	No. of Panchayats	No. of C. D. Blocks	No. of Educational zones	Population Density
3984 Sq. Kms	05	09	648	309	12	18	294 persons / Sq. Km.

Among the natural recourses of the district, forest, land and water resources are prominent. Even though the forest cover on the hill slopes has



reduced due to human intervention but still the district has many rich and dense forests. The prominent trees that grow in these forests are Kayroo, Deodar, Cheer, Kekir etc. People of the near by areas collect firewood from these forest. These forests also serve as rich sources of timber.. A number of wild animals live in these forests. Among these Black Bear, Snow Leopard, Fox, Deer and Monkeys are prominent.

The district has a rich and fertile land, which is suitable for Agriculture as well as Horticulture. The main agricultural crops are rice and maize besides a large quantity of pulses is cultivated in hilly areas. The fruit trees that grow in the district are Apple trees, Walnut trees, Pear trees, Apricot trees, Cherry trees and Plum trees. The other very common trees in the district are Populous and Willow. The Chinar Trees are mainly grown in health resorts and on roadsides. These Chinars add to the Scenic beauty of the whole valley. During Autumn the leaves of chinars change their colour to red and later fall down, presenting a majestic view of their own.

Though the district is rich in water resources, but due to lack of proper irrigation system and management of water resources, there is some shortage of water for irrigation to the farmers. The high reaches of maintains of the district remain covered with snow throughout the year. During Summer the rivers of the district remain full of water but the areas through which these rivers flow remain devoid of this water because of improper management.. The largest river of valley namely Jehlum originates from spring of Verinag located in the district. There are a number of high altitude famous lakes in the district namely Tarsar, Marsar and Kowsarnag. The Tarsar and Marsar lakes are located at the top of Lidder Watt area of Pahalgam and is Kowsarnag located at the top behind the famous Aharbal water fall in D H Pora zone. In addition to these there are numerous Hot & Cold water spring spread through out the district. No hydro electric project or reservoir has been constructed in the district to utilize the water resources except a mini hydro electric project initiated years back in Pahalgam area but not completed till date.

The prominent occupations of the people of the district are Agriculture, Horticulture, Handicrafts, Cattle Rearing, government service and very few people earn their livelihood from the Tourism sector despite the fact that tourism sector has a lot of potential for generating employment for the people of the district.

Agriculture is the main occupation of the people. More than seventy percent of the population depends directly or indirectly on the Agriculture. The main crop of the plains is Rice and that of the slopes is maize. Besides a large quantity of pulses are grown in the hilly areas of the district. In some areas Mustard (oil seed) and wheat is grown as winter crop.

Horticulture has gained importance during the past decade or two. Nowadays one can see fruit gardens in every nook & corner of the district. Prominent fruits that grow in the district are Apples, Walnuts and Pears. Apple trees grow on slopes as well as the plains of the district. During the recent years, some rice fields have been converted into apple orchards, as the demand for the apple of the district is rising fast throughout the country. The apple that

grow in Tehsil Kulgam of the district is considered one of the best fruits in the country. The second most abundantly grown fruit of the district is Walnut. A large quantity of Walnut and its Kernel is exported from the district every year. Pear is also grown on large scale in the district. These fruits are sold in different markets of the country and fetches good prices for the grower. Other fruits that grow in the district are Apricots, Almonds, Plums, Cherries etc.

Among the crafts Carpet weaving has gained foothold in the district and a number of people earn their livelihood by weaving carpet which are exported to many foreign countries. In Tehsil Bijbehara of the district cricket bats are manufactured from willow wood which have a sound market in the country. Other Common crafts of the district are Wood carving, Sozni-embroidary, Gabba & Namda Making, Willow work, pottery (earthen) etc.

Village People of the district also rear many kinds of cattle and earn their livelihood by selling them or their products or byproducts such as meat, milk, ghee etc. Cattle that are mainly reared in the in the district are Cows, Sheep, Horses, Goats etc. Domestic birds is mainly fowl but areas which are located near rivers have ducks and swans as well.

Even though horticulture has stabilized the economy of the people of the district to some extent, a large number of people move to different states of the country to find work especially during winter. These are mainly small farmers and the landless labourers of the district.

The main population of the district is Kashmiri speaking people belonging to Indo Aryan race. However on the hill slopes live schedule tribe Gujars and Bakerwals who speak Gojri or Pahari. The Gujars and Bakerwals are semi nomadic cattle rearing people who move to pastures in the hills and forests along with their cattle and return to their original place in winter.

As the main population of the district belongs to Kashmiri speaking Muslims, there is no caste system or any other such taboo among the people. Even then the people are known to one another by subcasts or occupational casts like, Kumars (Potters), Najars (Carpenters), Hajams (Barbers), Wageys (Cattle Reares), Zargers ( Ornament Maker), Wanis ( Shopkeepers), Peers (Religious preachers of Muslims), Pandiths (Religious preachers of Hindus) etc. Moreover there are other castes like Bhats, Maliks, Dars, Lones, Kuchey, Rathers, Sheikhs, Laways, Magreys etc. But there is no segmentation of the society or any sort of stratification on the basis of caste. Among the different castes there is no restriction in marriage. Endogamy as well as exogamy is prevalent every where.

The common family system in the rural areas of the district is joint family system in which one male is head of the family (Khandar) preferably the grandfather. He takes care of all the members of family and is free to decide all the matters. However, he usually takes consent of other family members. Nowadays the joint family system is breaking and we see nuclear families gaining foothold even in rural area especially who are financially well off. This is the main reason for the establishment of new habitation across the district.

Marriage which was a sole affair of the parents in the past is the affair of young ones, who are struggling to free themselves especially in the matter of

choice of their life partners. Marriage feasts and processions of marriage are common. Wanwoon (Kashmiri Marriage Chores) is rampant. Nowadays, it is added up with music and dance.

The kinship pattern is patrilineal as well as matrilineal but the property is owned by only the male sons of the parents. Daughters usually do not get share from the property, except when they recall husbands to their parents home. Dowry system is becoming more and more common and hinders most of the marriages.

In winter males wear woolen clothes which comprise of Kurta Pajamas, Sweaters, Pherans, Chadars, Woolen caps and sometimes blankets. Gujars wear special woolen patty on legs called "pootahur". Ladies are dressed in Frock Shelwars, Pherans and Dupattas. Gujur ladies wear special caps on head called "Takani". Jackets & Coats are also used by working people and government servants. In summer people wear Kurta Pajama and Sadri. Modern youth also wear Pent Shirts.

The staple food of Kashmiri speaking people is rice and that of Gujars is maize Bread. Due to cold climate people mainly eat meat, beef, fish, eggs, chickens, beans, other pulses & vegetables. Namkeen tea with chapatti is very common at the breakfast. The Namkeen tea is commonly served through "Samavar" (a type of kettle used to keep tea boiling).

There are so many problems that hinder the overall development especially in the educational field. About fifty percent of the population of far flung area lives below poverty line. It is poverty which forces a large section of the population to move towards other states of the country in order to find work. Children are left to do the household work which effects their educational setup. Due to poverty many students studying in governmental school are unable to buy sufficient number of books, notebooks, pencils, pens etc. The poverty forces some children to do child labour and sibling care.

Residents of far flung areas are ignorant about education, family welfare, healthcare and the demands of modern life and period. However, changes are going on and there is hope that due to mass enrolment and awareness campaign this problem could be eradicated.

Most of the adult population of far flung areas is illiterate. The overall literacy rate of the areas is below thirty five percent. It is why these areas have been declared socially and educationally backward by the government. The women folk in these areas are mostly illiterate. The illiteracy of adults effects the educational development of the child. It hinders enrolment as well as the achievement.

The district Administration is headed by District Development Commissioner (D.D.C), who is assisted by two additional Deputy Commissioners. The district has been divided into two police districts namely Anantnag and Kulgam, each being looked after by a senior superintendent of police, to ensure effective enforcement of law and order.

A variety of developmental and welfare schemes have been taken up in hand by the administration for the welfare of the people. The district has 1251

Km roads in all including the motorable ones and most of the parts are accessible.

The district Anantnag is bestowed with religious wealth in the form of numerous shrines and places of worship enjoying reverence and allegiance of people professing different faiths. There are numerous spulchers of saints, which have enchanting environs. While visiting these shrines, one feels in close proximity of Almighty. These famous Shrines include Ziarat-e-Reshi Maloo at Anantnag town, Shrine of Zain-ud-din Wali at Aishmuqam, Baba Naseeb-ud-din Gazi at Bijbehara and Hazrat Shiekh Syed Samnani at Kulgam. The world famous Amarnath Ji Cave is also located in the District behind the Pahalgam valley of the district..

The district Anantnag is far-famed for its rich cultural heritage and hospitality. It is also popular for its age-old traditions of secularism and spirit of tolerance, which have been since times immemorial binding the people together.

Anantnag district is very rich in landscape and the Nature has been bountiful enough in gifting the district with places of un-parallel beauty. The variety of tourist spots like Pahalgam, Aharabal, Achabal, Kokernag, Daksum and verinag etc. with splendid natural beauty and heart throbbing trekking lands support the popular belief that the District has been the abode of "Kama-Deva" - Lord of beauty. Besides, there are many rivers, lakes and springs in the district that add to the beauty of the area.

There are five Tehsils in the district namely Anantnag, Bijbehara, Duroo, Kulgam and Pahalgam. For the purpose of developmental works district has be divided in to twelve C. D. Blocks two of them having been created in the year 2002-03 and for effective and decentralized educational administration district has been divided in to eighteen educational zones . As such the C D blocks are not coterminous with the educational zones.

### **Demographic Features.**

#### **\* Population of the District as per 1981 Census**

	Persons.	Males	Females.
Total.	6,56,351	3,47,706	3,08,645
Rural	5,86,065	3,10,563	2,75,502
Urban.	70,286	37,143	33,143

**\* Population of the District in 1991(Estimated).**

	Persons.	Males	Females.
Total.	8,26,280	4,37,727	3,88,553
Rural	7,37,797	3,90,967	3,46,830
Urban.	88,483	46,759	41,724

**\* Population of the District as per 2001 Census**

	Persons.	Males	Females.
Total.	11,70,013	6,08,720	5,61,293
Rural	10,01,528	5,16,825	4,84,703
Urban.	1,68,485	91,895	76,590

Anantnag District ranks 3<sup>rd</sup> in population size among the Districts of Jammu and Kashmir after Jammu and Srinagar as per census 2001. The population data of household survey conducted in March 2004 has been given an annual increase of 2% and as per the estimate, the population of the district has been projected as 1224325.

**\* Population of the District—Projected 2005.**

	Persons.	Males	Females.
Total.	1224325	632387	591938
Rural	1102303	568939	533364
Urban.	122022	63448	58574

**\* Decadal Population Growth  
(Percentages)**

Decade Covered	Percentage.
1981-91	+34.33%
1991-2001	+ 32.70%

As per the survey conducted in March, 2004 the Child Population in the age groups of 0-6, 6-11 and 11-14 was 110262, 130017 and 70548 respectively which has been updated this year on the basis of latest enrollments and village education registers and is given in the below tables.

**\* Child Population (0-6) Years.**

	Children	Boys	Girls
All communities	159205	79237	79968
SC	369	174	195
ST	15769	8004	7765

**\* Child Population (6-11) Years.**

	Children	Boys	Girls
All communities	148237	76515	71722
SC	304	116	188
ST	14999	8089	6910

**\* Child Population (11-14) Years.**

	Children	Boys	Girls
All communities	77778	40368	37410
SC	147	82	65
ST	5702	3422	2280

**\* Sex Ratio (Females per 1,000 males)**

Total	922
Rural	938
Urban	833

Source:- Census – 2001.

Table – 1 Data on population.

District :- Anantnag

S. No.	Zone Name	Population all communities						Total Population all communities			Density of population	Sex ratio
		Urban			Rural			Male	Female	Total		
		Male	Female	Total	Male	Female	Total					
1	Aishmuqam	3623	3264	6887	24250	21847	46097	27873	25111	52984	Zone-wise area not available	901
2	Achabal	4725	4528	9253	33411	31391	64802	38136	35919	74055		942
3	Anantnag	20092	18070	38162	22659	22086	44745	42751	40156	82907		939
4	Bidder	3477	3184	6661	31293	28664	59957	34770	31848	66618		916
5	Bijbehara	6871	6303	13174	36097	35722	71819	42968	42025	84993		978
6	Devsar	0	0	0	40452	37245	77697	40452	37245	77697		921
7	D H Pora	0	0	0	47419	44335	91754	47419	44335	91754		935
8	Doru	4873	4685	9558	25483	23647	49130	30356	28332	58688		933
9	H C Gam	2205	2040	4245	26664	24459	51123	28869	26499	55368		918
10	Kulgam	6146	5745	11891	31238	29159	60397	37384	34904	72288		934
11	Mattan	5367	5146	10513	33086	31325	64411	38453	36471	74924		948
12	Qaimoh	0	0	0	37583	35491	73074	37583	35491	73074		944
13	Qazigund	3932	3634	7566	24133	22588	46721	28065	26222	54287		934
14	Shangus	0	0	0	36535	34548	71083	36535	34548	71083		946
15	Srigufwara	0	0	0	34677	32427	67104	34677	32427	67104		935
16	Vailoo	0	0	0	28232	25872	54104	28232	25872	54104		916
17	Verinag	2137	1975	4112	21283	19701	40984	23420	21676	45096		926
18	Yaripora	0	0	0	34444	32857	67301	34444	32857	67301		954
<b>Grand Total</b>		<b>63448</b>	<b>58574</b>	<b>122022</b>	<b>568939</b>	<b>533364</b>	<b>1102303</b>	<b>632387</b>	<b>591938</b>	<b>1224325</b>	<b>936</b>	

Estimated population considering the Annual growth rate of 2% on the population figures got in District Educational Survey under SSA, held in March 2004.



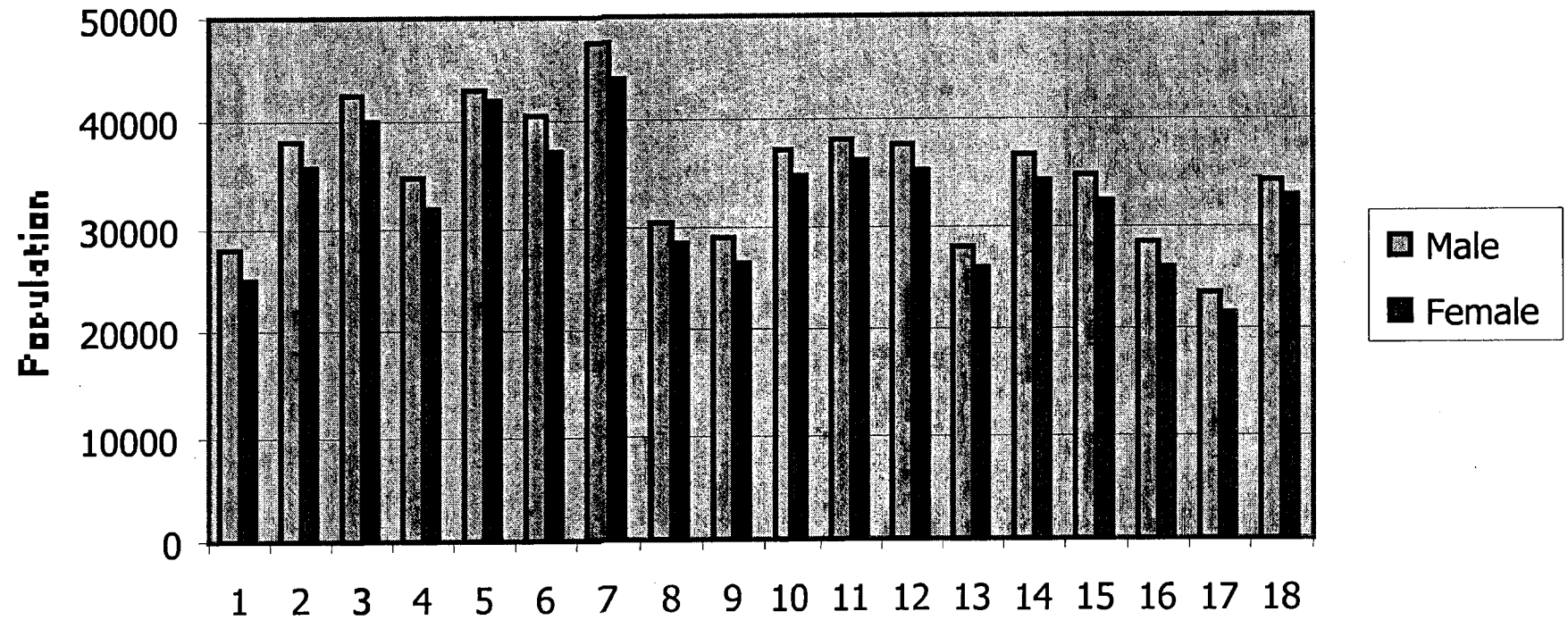
Table – 1-A Data on population.

District :- Anantnag

S. No.	Zone Name	Population							
		SC				ST			
		Male	Female	Total	% to total population	Male	Female	Total	% to total population
1	Aishmuqam	0	0	0	0.00	4163	3180	7343	13.86
2	Achabal	0	0	0	0.00	128	132	260	0.35
3	Anantnag	697	728	1425	1.72	25	20	45	0.05
4	Bidder	0	0	0	0.00	5447	4982	10429	15.66
5	Bijbehara	0	0	0	0.00	0	0	0.0	0.00
6	Devsar	0	0	0	0.00	3070	2807	5877	7.56
7	D H Pora	0	0	0	0.00	7263	6235	13498	14.71
8	Doru	417	396	813	1.39	699	613	1312	2.24
9	H C Gam	0	0	0	0.00	0	0	0.0	0.00
10	Kulgam	209	218	427	0.59	335	284	619	0.86
11	Mattan	0	0	0	0.00	995	1060	2055	2.74
12	Qaimoh	0	0	0	0.00	0	0	0.0	0.00
13	Qazigund	0	0	0	0.00	3119	2773	5892	10.85
14	Shangus	0	0	0	0.00	7999	8063	16062	22.60
15	Srigufwara	0	0	0	0.00	3633	3252	6885	10.26
16	Vailoo	0	0	0	0.00	11058	10132	21190	39.17
17	Verinag	0	0	0	0.00	5454	5002	10456	23.19
18	Yaripora	132	117	249	0.37	23	29	52	0.08
	<b>Grand Total</b>	1455	1459	2914	0.24	53411	48304	101715	8.33

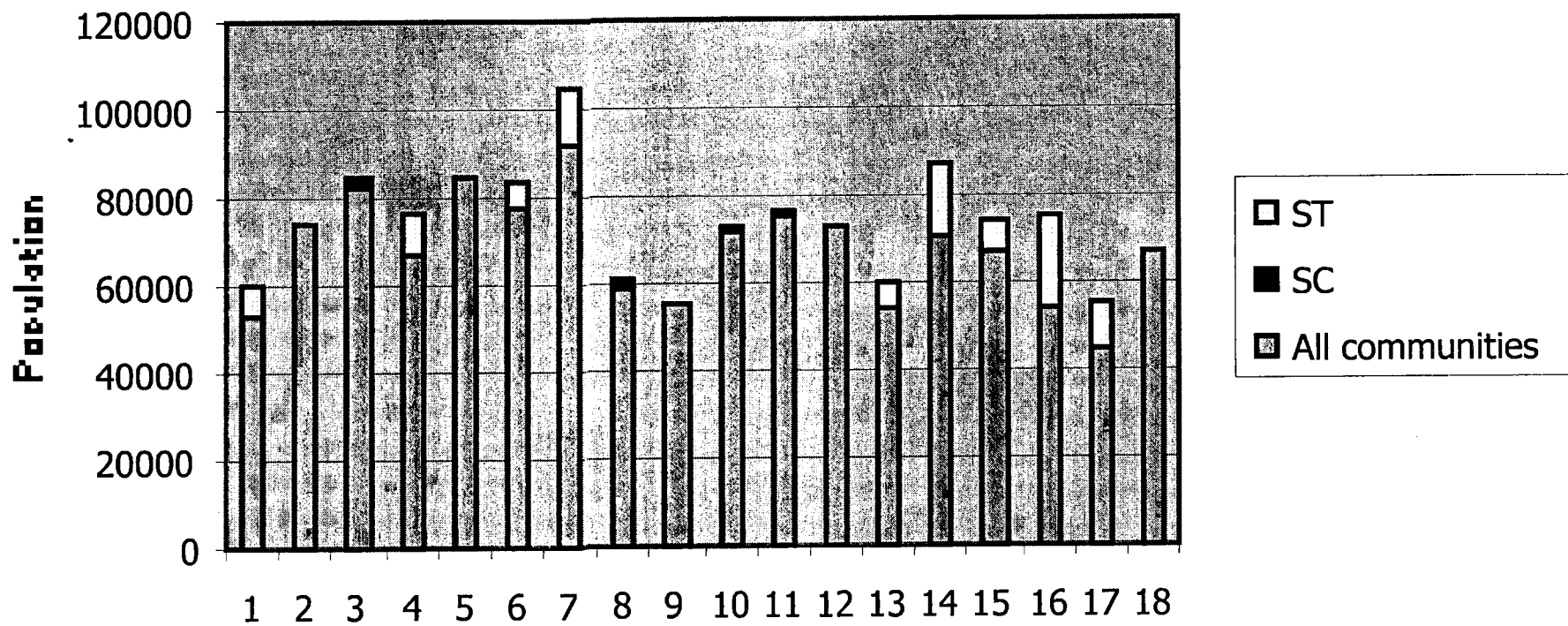
Estimated population considering the Annual growth rate of 2% on the population figures got in District Educational Survey under SSA, held in March 2004.

### Zone-wise Population



Educational Zones serially (Serial No's of Educational zones correspond with the names of zones as in tables.)

### Zone-wise / Category-wise Population



Educational Zones serially (Serial No's of Educational zones correspond with the names of zones as in tables.)

**Table – 3 Basic indicators.****District :- Anantnag**

<b>No. of CD Blocks</b>	<b>No. of Educational Blocks / Zones</b>	<b>No. of BRC's / ZRC's</b>	<b>No. of CRC's</b>	<b>No. of Villages</b>	<b>No. of Panchayats</b>	<b>No. of Habitations</b>
12	18	18	144	648	309	2875

Source:- Updated Distt: Edu: Survey under SSA, March 2004.

**Table – 5A Data on child population of 6-11 age group.**  
**District :- Anantnag**

S. No.	Zone Name	Child Population (6-11 age group) all communities.		
		Male	Female	Total
1	Aishmuqam	3763	3503	7266
2	Achabal	3902	3694	7596
3	Anantnag	4890	4689	9579
4	Bidder	3578	3388	6966
5	Bijbehara	4786	4670	9456
6	Devsar	4997	4704	9701
7	D H Pora	6450	5964	12414
8	Doru	4029	3540	7569
9	H C Gam	3447	3196	6643
10	Kulgam	4228	4007	8235
11	Mattan	4154	3940	8094
12	Qaimoh	4245	4060	8305
13	Qazigund	3780	3607	7387
14	Shangus	4699	4514	9213
15	Srigufwara	4337	4022	8359
16	Vailoo	3911	3244	7155
17	Verinag	2861	2348	5209
18	Yaripora	4458	4632	9090
<b>Grand Total</b>		<b>76515</b>	<b>71722</b>	<b>148237</b>

Source:- Updated Distt: Edu: Survey under SSA, March, 2004.

**Table – 5B Data on child population of 6-11 age group.**  
**District : - Anantnag**

S. No.	Zone Name	Child Population (6-11 age group) SC.		
		Male	Female	Total
1	Aishmuqam	0	0	0
2	Achabal	0	0	0
3	Anantnag	63	108	171
4	Bidder	0	0	0
5	Bijbehara	0	0	0
6	Devsar	0	0	0
7	D H Pora	0	0	0
8	Doru	5	5	10
9	H C Gam	0	0	0
10	Kulgam	15	51	66
11	Mattan	0	0	0
12	Qaimoh	0	0	0
13	Qazigund	0	0	0
14	Shangus	0	0	0
15	Srigufwara	0	0	0
16	Vailoo	0	0	0
17	Verinag	0	0	0
18	Yaripora	33	24	57
<b>Grand Total</b>		<b>116</b>	<b>188</b>	<b>304</b>

Source:- Updated Distt: Edu: Survey under SSA, March 2004.

**Table – 5C Data on child population of 6-11 age group.**  
**District :- Anantnag**

S. No.	Zone Name	Child Population (6-11 age group) ST.		
		Male	Female	Total
1	Aishmuqam	690	556	1246
2	Achabal	15	24	39
3	Anantnag	6	0	6
4	Bidder	897	799	1696
5	Bijbehara	0	0	0
6	Devsar	366	336	702
7	D H Pora	1104	858	1962
8	Doru	90	86	176
9	H C Gam	0	0	0
10	Kulgam	29	28	57
11	Mattan	203	146	349
12	Qaimoh	0	0	0
13	Qazigund	431	392	823
14	Shangus	1437	1231	2668
15	Srigufwara	608	508	1116
16	Vailoo	1646	1365	3011
17	Verinag	559	575	1134
18	Yaripora	8	6	14
<b>Grand Total</b>		<b>8089</b>	<b>6910</b>	<b>14999</b>

Source:- Updated Distt: Edu: Survey under SSA, March 2004.

**Table – 5D Data on child population of 11-14 age group.**  
**District :- Anantnag**

S. No.	Zone Name	Child Population (11-14 age group) all communities.		
		Male	Female	Total
1	Aishmuqam	2052	1629	3681
2	Achabal	2290	2029	4319
3	Anantnag	2446	2539	4985
4	Bidder	2898	2278	5176
5	Bijbehara	2851	2579	5430
6	Devsar	2737	2543	5280
7	D H Pora	2714	2476	5190
8	Doru	2034	2129	4163
9	H C Gam	1943	1782	3725
10	Kulgam	2434	2562	4996
11	Mattan	2539	2335	4874
12	Qaimoh	2233	2247	4480
13	Qazigund	1917	1813	3730
14	Shangus	2357	2306	4663
15	Srigufwara	2326	2115	4441
16	Vailoo	1685	1311	2996
17	Verinag	1054	874	1928
18	Yaripora	1858	1863	3721
<b>Grand Total</b>		<b>40368</b>	<b>37410</b>	<b>77778</b>

Source:- Updated Distt: Edu: Survey under SSA, March 2004.



**Table – 5E Data on child population of 11-14 age group.**  
**District :- Anantnag**

S. No.	Zone Name	Child Population (11-14 age group) SC.		
		Male	Female	Total
1	Aishmuqam	0	0	0
2	Achabal	0	0	0
3	Anantnag	43	27	70
4	Bidder	0	0	0
5	Bijbehara	0	0	0
6	Devsar	0	0	0
7	D H Pora	0	0	0
8	Doru	18	21	39
9	H C Gam	0	0	0
10	Kulgam	10	8	18
11	Mattan	0	0	0
12	Qaimoh	0	0	0
13	Qazigund	0	0	0
14	Shangus	0	0	0
15	Srigufwara	0	0	0
16	Vailoo	0	0	0
17	Verinag	0	0	0
18	Yaripora	11	9	20
<b>Grand Total</b>		<b>82</b>	<b>65</b>	<b>147</b>

Source:- Updated Distt: Edu: Survey under SSA, March 2004.

**Table – 5F Data on child population of 11-14 age group.  
District :- Anantnag**

S. No.	Zone Name	Child Population (11-14 age group) ST.		
		Male	Female	Total
1	Aishmuqam	284	116	400
2	Achabal	18	20	38
3	Anantnag	16	2	18
4	Bidder	507	234	741
5	Bijbehara	0	0	0
6	Devsar	138	155	293
7	D H Pora	518	252	770
8	Doru	42	42	84
9	H C Gam	0	0	0
10	Kulgam	18	16	34
11	Mattan	164	75	239
12	Qaimoh	0	0	0
13	Qazigund	217	156	373
14	Shangus	519	378	897
15	Srigufwara	243	170	413
16	Vailoo	514	427	941
17	Verinag	222	236	458
18	Yaripora	2	1	3
<b>Grand Total</b>		<b>3422</b>	<b>2280</b>	<b>5702</b>

Source:- Updated Distt: Edu: Survey under SSA, March 2004.

**Table – 20A Data on child population of 0-6 age group.  
District :- Anantnag**

S. No.	Zone Name	Child Population (0-6 age group) All communities		
		Male	Female	Total
1	Aishmuqam	3902	3766	7668
2	Achabal	3813	3951	7764
3	Anantnag	4275	4417	8692
4	Bidder	4867	4777	9644
5	Bijbehara	4296	4622	8918
6	Devsar	5663	5586	11249
7	D H Pora	6638	6650	13288
8	Doru	3642	3683	7325
9	H C Gam	4041	3974	8015
10	Kulgam	4486	4537	9023
11	Mattan	3845	4011	7856
12	Qaimoh	4509	4613	9122
13	Qazigund	3929	3933	7862
14	Shangus	5114	5182	10296
15	Srigufwara	4854	4864	9718
16	Vailoo	3952	3880	7832
17	Verinag	3278	3251	6529
18	Yaripora	4133	4271	8404
<b>Grand Total</b>		<b>79237</b>	<b>79968</b>	<b>159205</b>

Source:- Updated Distt: Edu: Survey under SSA, March 2004.

Table – 20C Data on child population of 0-6 age group.

District :- Anantnag

S. No.	Zone Name	Child Population (0-6 age group) ST		
		Male	Female	Total
1	Aishmuqam	624	508	1132
2	Achabal	19	21	40
3	Anantnag	3	3	6
4	Bidder	817	797	1614
5	Bijbehara	0	0	0
6	Devsar	460	449	909
7	D H Pora	1089	997	2086
8	Doru	104	98	202
9	H C Gam	0	0	0
10	Kulgam	50	45	95
11	Mattan	149	169	318
12	Qaimoh	0	0	0
13	Qazigund	467	443	910
14	Shangus	1199	1290	2489
15	Srigufwara	544	520	1064
16	Vailoo	1658	1621	3279
17	Verinag	818	800	1618
18	Yaripora	3	4	7
<b>Grand Total</b>		<b>8004</b>	<b>7765</b>	<b>15769</b>

Source:- Updated Distt: Edu: Survey under SSA, March 2004.

## Chapter II

### Educational Scenario in the District.

Spread of Education in Anantnag district has made great strides during the past decades of planned development and considerable educational facilities have been made available even in remote, hilly and backward areas . During last three years 326 new Primary Schools and 404 EGS centres have been opened in the district under Sarva Shiksha Abhiyan to cover the 730 school-less habitations. Now almost every village of the district has a primary school within an easy reach.

The educational set-up in the district is headed by the Chief Education Officer (C.E.O) who has to look after all the sectors of school education-Primary, Upper Primary (Middle), Secondary and Senior Secondary levels. The C.E.O is assisted by a Deputy Chief Education Officer ( Dy. C.E.O), and a District Educational Planning Officer (DEPO). The Deputy CEO is equivalent to the Principal of a Higher Secondary School (10+2 level) in status and his jurisdiction extends over primary, middle and high schools only. The DEPO looks after the educational planning and the implementation of Sarva Shiksha Abhiyan in the district. Only a few CD Blocks are co-terminus with educational zones. There are 18 educational zones in the district, each supervised and controlled by a Zonal Education Officer (ZEO), who looks after primary and middle schools only. In some educational zones, Zonal Education Planning Officers (ZEPO's) are also deployed to assist the ZEO in educational planning.

At present, there are 1571 Government run schools of various levels, including 326 primary school opened under SSA and 416 schools in the private sector.

#### \* Number of Schools (Govt & Private).

	<b>Govt.</b>	<b>Private</b>	<b>Total</b>
Primary Schools	1122	182	1304
Upper Primary Schools	337*	178	515
Secondary Schools having Upper Primary sections	77	52	129
Higher Secondary Schools	35	04	39
<b>Total</b>	<b>1571</b>	<b>416</b>	<b>1987</b>

\* Including 25 Hanging Schools.

Besides, there are three-degree colleges in the district, one for boys, one for girls and one for Co-education. Two colleges of education under private management offering one year B.Ed course also runs in the district. There are also two Industrial training institutes for imparting technical training in various trades and also a District Institute of Education and Trainings (DIET) that offers trainings and orientation to the in-service teachers.

**Age-wise/Sex-wise Enrolment at Elementary level as on 31-12-2004:**

**\* Government Schools only including EGS Centres:**

S.No	Age group	Boys	Girls	Total
01	Below 6 Yrs.	10736	12252	22988
02	6-11 Yrs.	49483	51761	101244
03	11-14 Yrs.	25314	23819	49133
Total 6 – 14 Yrs.		74797	75580	150377

Source:- District Education Office.

**\* Private Schools only:**

S.No	Age group	Boys	Girls	Total
01	Below 6 Yrs.	12236	10133	22369
02	6-11 Yrs.	25460	17017	42477
03	11-14 Yrs.	11408	7550	18958
Total 6 – 14 Yrs.		36868	24567	61435

Source:- District Education Office.

**\* Government and Private Schools combined:**

S.No	Age group	Boys	Girls	Total
01	Below 6 Yrs.	22972	22385	45357
02	6-11 Yrs.	74943	68778	143721
03	11-14 Yrs.	36722	31369	68091
Total 6 – 14 Yrs		111665	100147	211812

Source:- District Education Office.

**\* Out of School Children.**

S.No	Age group	Boys	Girls	Total
01	6-8 Yrs.	439	892	1331
02	8-11 Yrs.	1133	2052	3185
03	11-14 Yrs.	3646	6041	9687
Total 6 – 14 Yrs		5218	8985	14203

**\* Gross Enrolment Ratio in the age group 6-11 years (Primary level).**

GER	96.95
-----	-------

**\* Gross Enrolment Ratio in the age group 11-14 years (Upper Primary).**

GER	87.55
-----	-------

**\* EGS Centres**

No. of Existing EGS Centres	404
No. of EV's	412
Enrolment Boys	5664
Enrolment Girls	6884
Total Enrolment	12112

**\* Teachers in Govt. Schools teaching Elementary Classes.**

Primary	4247
Upper Primary	1879
Total	6126

**\* Teacher – Pupil Ratio at elementary level.**

Teacher – Pupil Ratio.	1:26
------------------------	------

**\* Number of Schools with / without Govt. owned Buildings.**

Status of the School	Govt. Owned Buildings	Private / Rented / No Buildings.	Total.
Primary	508	614	1122
Upper Primary & Secondary having Upper Primary Sections.	247	167	414
Total	755	781	1536

Table – 13A Data on Schools.

District :- Anantnag

S. No.	Zone Name	Primary Schools				Total
		Govt. including local bodies	Govt. Aided	Unaided Private		
				Recognized	Unrecognized	
1	Aishmuqam	63	0	5	2	70
2	Achabal	75	0	15	0	90
3	Anantnag	56	0	13	2	71
4	Bidder	60	0	11	8	79
5	Bijbehara	73	0	2	10	85
6	Devsar	72	0	15	0	87
7	D H Pora	80	0	2	10	92
8	Doru	49	0	3	8	60
9	H C Gam	48	0	6	1	55
10	Kulgam	61	0	6	0	67
11	Mattan	59	0	3	1	63
12	Qaimoh	63	0	12	2	77
13	Qazigund	62	0	4	0	66
14	Shangus	78	0	6	1	85
15	Srigufwara	63	0	2	3	68
16	Vailoo	51	0	0	5	56
17	Verinag	51	0	5	5	61
18	Yaripora	55	0	11	0	72
<b>Grand Total</b>		<b>1122</b>	<b>0</b>	<b>124</b>	<b>58</b>	<b>1304</b>

Source:- District Education Office.



Table – 13C Data on Schools.

District :- Anantnag

S. No.	Zone Name	Secondary Schools having Upper Primary sections				Total
		Govt. including local bodies	Govt. Aided	Unaided Private		
				Recognized	Unrecognized	
1	Aishmuqam	6	0	1	0	7
2	Achabal	3	0	1	0	4
3	Anantnag	5	0	11	0	16
4	Bidder	7	0	3	0	10
5	Bijbehara	3	0	8	0	11
6	Devsar	7	0	2	0	9
7	D H Pora	6	0	1	0	7
8	Doru	1	0	4	0	5
9	H C Gam	4	0	2	0	6
10	Kulgam	3	0	3	0	6
11	Mattan	3	0	3	0	6
12	Qaimoh	5	0	2	0	7
13	Qazigund	3	0	1	0	4
14	Shangus	7	0	1	0	8
15	Srigufwara	5	0	3	0	8
16	Vailoo	2	0	0	0	2
17	Verinag	4	0	0	0	4
18	Yaripora	3	0	6	0	9
<b>Grand Total</b>		<b>77</b>	<b>0</b>	<b>52</b>	<b>0</b>	<b>129</b>

Source:- District Education Office.

- Literacy Scenario of the District.

Anantnag district, once an educationally forward and leading district, presently ranks **12th** in literacy rates among the fourteen districts of the state, which is really a sad state of affairs and deserves immediate attention and remedial action.

**\* Number of Literates in the District.**

( Population aged 7 years and above).

Male	Female	Total
2,91,471	1,50,320	4,41,791

Source:- Census – 2001.

**\* Literacy Rate.**

Male:	55.56%	Total: 44.10%
Female:	31.51%	

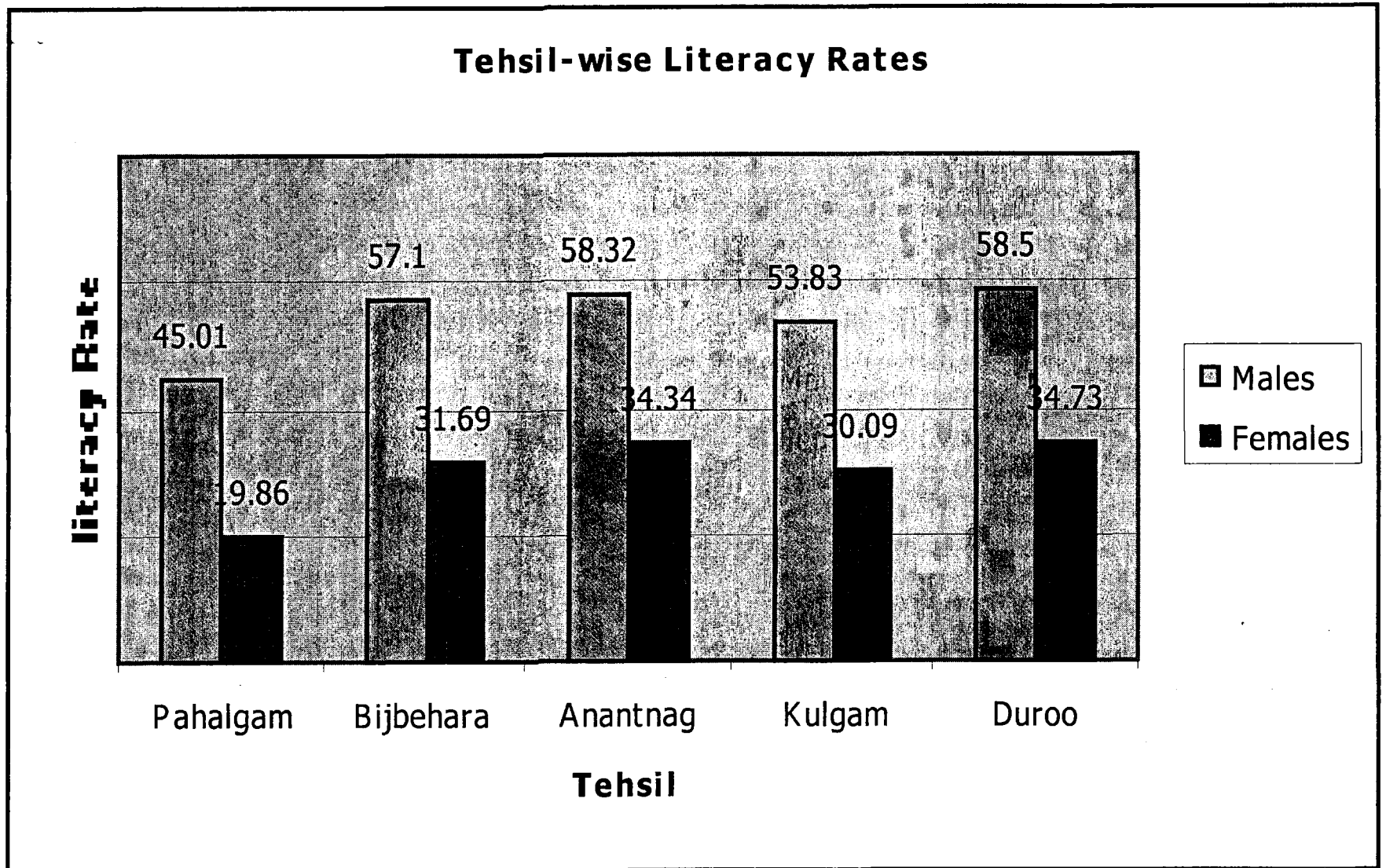
Source:- Census – 2001.

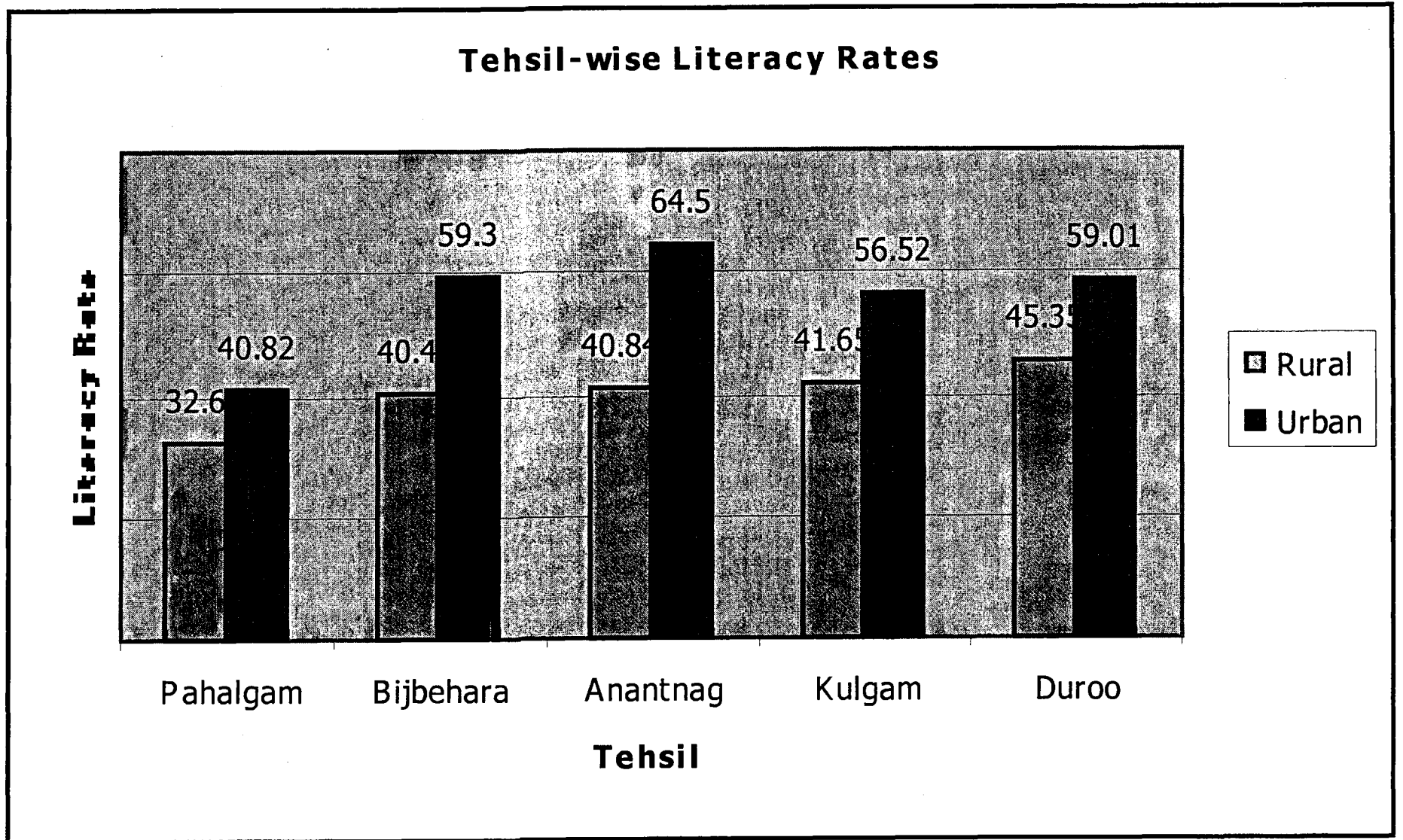
Table – 2 Data on Literacy Rates.

District :- Anantnag

.S. No.	Name of the Tehsil	Educational Zones falling in the Tehsil	Literacy Rate								
			Total			Rural			Urban		
			Persons	Males	Females	Persons	Males	Females	Persons	Males	Females
1.	Pahalgam	1. Aishmuqam 2. Mattan 3. Srigufwara	33.13	45.01	19.86	32.60	44.05	17.41	40.82	56.33	20.66
2	Bijbehara	1. Bijbehara 2. Srigufwara 3. Qaimoh 4. Yaripora 5. Mattan	44.70	57.10	31.69	40.40	53.10	27.40	59.30	70.08	47.05
3	Anantnag	1. Anantnag 2. Achabal 3. Bidder 4. Qaimoh 5. Mattan 6. Shangus 7. Vailoo	47.19	58.32	34.34	40.84	51.93	28.46	64.50	75.06	51.64
4	Kulgam	1. Kulgam 2. D H Pora 3. H C Gam 4. Yaripora 5. Qaimoh 6. Devsar 7. Bijbehara	42.33	53.83	30.09	41.65	53.05	29.59	56.52	68.97	41.20
5	Duroo	1. Dooru 2. Qazigund 3. Verinag 4. Bidder	47.27	58.50	34.73	45.35	6.32	33.39	59.01	70.94	43.69

Source:- Census, 2001.





\* The C. D. Blocks and the Educational Zones of the District.

S. No.	C. D. Block	Number of Educational Zones	Name of Educational Zone
1	Dachnipora.	03	1. Bijbehara 2. Srigufwara 3. Anantnag
2	Khoveripora	04	1. Mattan 2. Aishmuqam 3. Bijbehara 4. Srigufwara
3	Shangus	01	1. Shangus
4	Achabal	02	1. Anantnag 2. Acahbal
5	Breng	03	1. Bidder 2. Vailoo 3. Doru
6	Shahabad	02	1. Duroo 2. Verinagh
7	Qazigund	03	1. Qazigund. 2. Verinag 3. Devsar
8	Qaimoh	04	1. Qaimoh 2. Yaripora 3. Bijbehara 4. Anantnag
9	Kulgam	03	1. Kulgam 2. H.C.Gam 3. Qaimoh
10	D.H.Pora	02	1. D.H.Pora 2. H. C. Gam
11.	Pahloo	02	1. Devsar 2. Kulgam
12	Devsar	02	1. Devsar 2. Qazigund

Table – 6A Data on Enrolment (Combined Govt. + Private).

District :- Anantnag

S. No.	Zone Name	Enrolment (6-11 age group).								
		SC			ST			All Communities		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1	Aishmuqam	0	0	0	593	399	992	3527	3068	6595
2	Achabal	0	0	0	15	24	39	3835	3585	7420
3	Anantnag	61	97	158	6	0	6	4861	4631	9492
4	Bidder	0	0	0	795	691	1486	3544	3172	6716
5	Bijbehara	0	0	0	0	0	0	4718	4568	9286
6	Devsar	0	0	0	320	302	622	4994	4609	9603
7	D H Pora	0	0	0	970	710	1680	6378	5694	12072
8	Doru	0	0	0	88	85	173	3961	3439	7400
9	H C Gam	0	0	0	0	0	0	3395	3079	6474
10	Kulgam	13	51	64	27	27	54	4187	4002	8189
11	Mattan	0	0	0	198	139	337	4139	3858	7997
12	Qaimoh	0	0	0	0	0	0	4199	4005	8204
13	Qazigund	0	0	0	416	367	783	3777	3560	7337
14	Shangus	0	0	0	1349	1125	2474	4662	4269	8931
15	Srigufwara	0	0	0	557	445	1002	4271	3786	8057
16	Vailoo	0	0	0	1295	1024	2319	3556	2794	6350
17	Verinag	0	0	0	557	573	1130	2510	2096	4606
18	Yaripora	33	23	56	8	6	14	4429	4563	8992
<b>Grand Total</b>		<b>107</b>	<b>171</b>	<b>278</b>	<b>7194</b>	<b>5917</b>	<b>13111</b>	<b>74943</b>	<b>68778</b>	<b>143721</b>

Source: - District Education Office.

Table – 6A Data on Enrolment (Govt. Schools only).

District :- Anantnag

S. No.	Zone Name	Enrolment (6-11 age group).								
		SC			ST			All Communities		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1	Aishmuqam	0	0	0	462	284	746	2844	2491	5335
2	Achabal	0	0	0	15	24	39	1700	2158	3858
3	Anantnag	57	90	147	0	0	0	1956	2463	4419
4	Bidder	0	0	0	661	571	1232	1864	1906	3770
5	Bijbehara	0	0	0	0	0	0	2458	2851	5309
6	Devsar	0	0	0	320	302	622	2948	3207	6155
7	D H Pora	0	0	0	848	575	1423	3975	3658	7633
8	Doru	0	0	0	88	85	173	2117	2206	4323
9	H C Gam	0	0	0	0	0	0	1990	2211	4201
10	Kulgam	9	45	54	10	0	10	2496	2792	5288
11	Mattan	0	0	0	198	139	337	2702	2804	5506
12	Qaimoh	0	0	0	0	0	0	2376	2531	4907
13	Qazigund	0	0	0	416	367	783	2413	2613	5026
14	Shangus	0	0	0	1119	870	1989	3141	2962	6103
15	Srigufwara	0	0	0	557	445	1002	2374	2394	4768
16	Vailoo	0	0	0	948	691	1639	2350	1671	4021
17	Verinag	0	0	0	525	545	1070	1746	1544	3290
18	Yaripora	31	19	50	8	6	14	2369	2851	5220
<b>Grand Total</b>		<b>97</b>	<b>154</b>	<b>251</b>	<b>6175</b>	<b>4904</b>	<b>11079</b>	<b>43819</b>	<b>45313</b>	<b>89132</b>

Source: - District Education Office.



Table – 6A Data on Enrolment (EGS Only).

District :- Anantnag

S. No.	Zone Name	Enrolment (6-11 age group).								
		SC			ST			All Communities		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1	Aishmuqam	0	0	0	131	115	246	229	305	534
2	Achabal	0	0	0	0	0	0	201	235	436
3	Anantnag	4	7	11	6	0	6	115	102	217
4	Bidder	0	0	0	134	120	254	603	598	1201
5	Bijbehara	0	0	0	0	0	0	231	289	520
6	Devsar	0	0	0	0	0	0	403	365	768
7	D H Pora	0	0	0	122	135	257	787	1102	1889
8	Doru	0	0	0	0	0	0	187	155	342
9	H C Gam	0	0	0	0	0	0	113	116	229
10	Kulgam	4	6	10	17	27	44	124	229	353
11	Mattan	0	0	0	0	0	0	137	152	289
12	Qaimoh	0	0	0	0	0	0	121	162	283
13	Qazigund	0	0	0	0	0	0	336	381	717
14	Shangus	0	0	0	230	255	485	471	527	998
15	Srigufwara	0	0	0	0	0	0	431	487	918
16	Vailoo	0	0	0	347	333	680	909	947	1856
17	Verinag	0	0	0	32	28	60	174	201	375
18	Yaripora	2	4	6	0	0	0	92	95	187
<b>Grand Total</b>		<b>10</b>	<b>17</b>	<b>27</b>	<b>1019</b>	<b>1013</b>	<b>2032</b>	<b>5664</b>	<b>6448</b>	<b>12112</b>

Source: - District Education Office.

Table – 6B Data on Out of School Children.

District :- Anantnag

S. No.	Zone Name	Out of School Children (6-11 age group).							
		SC				ST			
		Male	Female	Total	% of child Population	Male	Female	Total	% of child Population
1	Aishmuqam	0	0	0		97	157	254	20.39
2	Achabal	0	0	0		0	0	0	0.00
3	Anantnag	2	11	13	7.59	0	0	0	0.00
4	Bidder	0	0	0		102	108	210	12.38
5	Bijbehara	0	0	0		0	0	0	
6	Devsar	0	0	0		46	34	80	11.40
7	D H Pora	0	0	0		134	148	282	14.37
8	Doru	5	5	10	98.04	2	1	3	1.70
9	H C Gam	0	0	0		0	0	0	
10	Kulgam	2	0	2	3.02	2	1	3	5.26
11	Mattan	0	0	0		5	7	12	3.44
12	Qaimoh	0	0	0		0	0	0	
13	Qazigund	0	0	0		15	25	40	4.86
14	Shangus	0	0	0		88	106	194	7.27
15	Srigufwara	0	0	0		51	63	114	10.22
16	Vailoo	0	0	0		351	341	692	22.98
17	Verinag	0	0	0		2	2	4	0.35
18	Yaripora	0	1	1	1.75	0	0	0	0.00
<b>Grand Total</b>		<b>9</b>	<b>17</b>	<b>26</b>	<b>8.53</b>	<b>895</b>	<b>993</b>	<b>1888</b>	<b>12.59</b>

Source: - District Education Office.

Table – 6C Data on Out of School Children 6-11 age group.

District :- Anantnag

S. No.	Zone Name	Out of School Children (6-11 age group)			
		All Communities			
		Male	Female	Total	% of child Population
1	Aishmuqam	236	435	671	9.24
2	Achabal	67	109	176	2.32
3	Anantnag	29	58	87	0.91
4	Bidder	34	216	250	3.59
5	Bijbehara	68	102	170	1.80
6	Devsar	3	95	98	1.01
7	D H Pora	72	270	342	2.75
8	Doru	68	101	169	2.23
9	H C Gam	52	117	169	2.54
10	Kulgam	41	5	46	0.56
11	Mattan	15	82	97	1.20
12	Qaimoh	46	55	101	1.22
13	Qazigund	3	47	50	0.68
14	Shangus	37	245	282	3.06
15	Srigufwara	66	236	302	3.61
16	Vailoo	355	450	805	11.25
17	Verinag	351	252	603	11.58
18	Yaripora	29	69	98	1.08
<b>Grand Total</b>		<b>1572</b>	<b>2944</b>	<b>4516</b>	<b>3.05</b>

Source: - District Education Office.

Table – 6D Data on Enrolment (Combined Govt + Private).

District :- Anantnag.

S. No.	Zone Name	Enrolment (11-14 age group)								
		SC			ST			All Communities		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1	Aishmuqam	0	0	0	188	0	188	1745	1147	2892
2	Achabal	0	0	0	11	13	24	2168	1836	4004
3	Anantnag	28	27	55	16	2	18	2344	2437	4781
4	Bidder	0	0	0	374	94	468	2640	1846	4486
5	Bijbehara	0	0	0	0	0	0	2610	2163	4773
6	Devsar	0	0	0	74	63	137	2543	2216	4759
7	D H Pora	0	0	0	247	38	285	2209	1607	3816
8	Doru	1	0	1	33	28	61	1911	1940	3851
9	H C Gam	0	0	0	0	0	0	1877	1651	3528
10	Kulgam	8	1	9	13	14	27	2302	2263	4565
11	Mattan	0	0	0	110	42	152	2313	2013	4326
12	Qaimoh	0	0	0	0	0	0	2065	1996	4061
13	Qazigund	0	0	0	167	97	264	1788	1582	3370
14	Shangus	0	0	0	376	154	530	2152	1861	4013
15	Srigufwara	0	0	0	159	74	233	2078	1666	3744
16	Vailoo	0	0	0	223	88	311	1210	590	1800
17	Verinag	0	0	0	188	208	396	1006	841	1847
18	Yaripora	10	5	15	2	1	3	1761	1714	3475
<b>Grand Total</b>		<b>47</b>	<b>33</b>	<b>80</b>	<b>2181</b>	<b>916</b>	<b>3097</b>	<b>36722</b>	<b>31369</b>	<b>68091</b>

Source: - District Education Office.

Table – 6D Data on Enrolment (Combined Govt + Private).

District :- Anantnag.

S. No.	Zone Name	Enrolment (11-14 age group)								
		SC			ST			All Communities		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1	Aishmuqam	0	0	0	188	0	188	1510	1028	2538
2	Achabal	0	0	0	11	13	24	1116	1363	2479
3	Anantnag	28	27	55	16	2	18	1350	1433	2783
4	Bidder	0	0	0	374	94	468	2297	1588	3885
5	Bijbehara	0	0	0	0	0	0	1522	1495	3017
6	Devsar	0	0	0	74	63	137	1878	1761	3639
7	D H Pora	0	0	0	247	38	285	1742	1363	3105
8	Doru	1	0	1	33	28	61	1047	1338	2385
9	H C Gam	0	0	0	0	0	0	1259	1304	2563
10	Kuigam	8	1	9	13	14	27	1652	1866	3518
11	Mattan	0	0	0	110	42	152	1654	1541	3195
12	Qaimoh	0	0	0	0	0	0	1177	1291	2468
13	Qazigund	0	0	0	167	97	264	1364	1385	2749
14	Shangus	0	0	0	376	154	530	1693	1612	3305
15	Srigufwara	0	0	0	159	74	233	1493	1339	2832
16	Vailoo	0	0	0	223	88	311	1096	543	1639
17	Verinag	0	0	0	188	208	396	689	617	1306
18	Yaripora	10	5	15	2	1	3	775	952	1727
<b>Grand Total</b>		<b>47</b>	<b>33</b>	<b>80</b>	<b>2181</b>	<b>916</b>	<b>3097</b>	<b>25314</b>	<b>23819</b>	<b>49133</b>

Source: - District Education Office.

Table – 6E Data on Out of School Children.

District :- Anantnag

S. No.	Zone Name	Out of School Children (11-14 age group).							
		SC				ST			
		Male	Female	Total	% of child Population	Male	Female	Total	% of child Population
1	Aishmuqam	0	0	0		96	116	212	48.00
2	Achabal	0	0	0		7	7	14	57.19
3	Anantnag	15	0	15	35.01	0	0	0	0.00
4	Bidder	0	0	0		133	140	273	37.22
5	Bijbehara	0	0	0		0	0	0	
6	Devsar	0	0	0		64	92	156	71.80
7	D H Pora	0	0	0		271	214	485	63.23
8	Doru	17	21	38	98.04	9	14	23	36.37
9	H C Gam	0	0	0		0	0	0	
10	Kulgam	2	7	9		5	2	7	22.88
11	Mattan	0	0	0		54	33	87	52.98
12	Qaimoh	0	0	0		0	0	0	
13	Qazigund	0	0	0		50	59	109	35.86
14	Shangus	0	0	0		143	224	367	35.48
15	Srigufwara	0	0	0		84	96	180	51.90
16	Vailoo	0	0	0		291	339	630	62.77
17	Verinag	0	0	0		34	28	62	15.51
18	Yaripora	1	4	5	24.51	0	0	0	0.00
<b>Grand Total</b>		<b>35</b>	<b>32</b>	<b>67</b>	<b>45.62</b>	<b>1241</b>	<b>1364</b>	<b>2605</b>	<b>46.92</b>

Source: - District Education Office.

Table – 6F Data on Out of School Children 11-14 age group.

District :- Anantnag.

S. No.	Zone Name	Out of School Children (11-14 age group)			
		All Communities			
		Male	Female	Total	% of child Population
1	Aishmuqam	307	482	789	21.43
2	Achabal	122	193	315	7.29
3	Anantnag	102	102	204	4.09
4	Bidder	258	432	690	13.33
5	Bijbehara	241	416	657	12.10
6	Devsar	194	327	521	9.87
7	D H Pora	505	869	1374	26.48
8	Doru	123	189	312	7.50
9	H C Gam	66	131	197	5.29
10	Kulgam	132	299	431	8.63
11	Mattan	226	322	548	11.24
12	Qaimoh	168	251	419	9.35
13	Qazigund	129	231	360	9.65
14	Shangus	205	445	650	13.94
15	Srigufwara	248	449	697	15.69
16	Vailoo	475	721	1196	39.92
17	Verinag	48	33	81	4.20
18	Yaripora	97	149	246	6.61
<b>Grand Total</b>		<b>3646</b>	<b>6041</b>	<b>9687</b>	<b>12.46</b>

Source:- District Education Office.

Table – 20D Data on Enrolment (0-6 age group).

District :- Anantnag

S. No.	Zone Name	Enrolment (0-6 age group) All communities		
		Male	Female	Total
1	Aishmuqam	1131	1054	2185
2	Achabal	1105	1106	2211
3	Anantnag	1239	1236	2475
4	Bidder	1411	1337	2748
5	Bijbehara	1246	1294	2540
6	Devsar	1642	1564	3206
7	D H Pora	1925	1862	3787
8	Doru	1056	1031	2087
9	H C Gam	1172	1112	2284
10	Kulgam	1300	1270	2570
11	Mattan	1115	1123	2238
12	Qaimoh	1307	1291	2598
13	Qazigund	1139	1101	2240
14	Shangus	1483	1451	2934
15	Srigufwara	1407	1361	2768
16	Vailoo	1146	1086	2232
17	Verinag	950	910	1860
18	Yaripora	1198	1196	2394
<b>Grand Total</b>		<b>22972</b>	<b>22385</b>	<b>45357</b>

Source:- District Education Office.



Table – 20E Data on Enrolment (0-6 age group).

District :- Anantnag

S. No.	Zone Name	Enrolment (0-6 age group) SC		
		Male	Female	Total
1	Aishmuqam	0	0	0
2	Achabal	0	0	0
3	Anantnag	11	12	23
4	Bidder	0	0	0
5	Bijbehara	0	0	0
6	Devsar	0	0	0
7	D H Pora	0	0	0
8	Doru	7	6	13
9	H C Gam	0	0	0
10	Kulgam	3	3	6
11	Mattan	0	0	0
12	Qaimoh	0	0	0
13	Qazigund	0	0	0
14	Shangus	0	0	0
15	Srigufwara	0	0	0
16	Vailoo	0	0	0
17	Verinag	0	0	0
18	Yaripora	2	2	4
<b>Grand Total</b>		<b>23</b>	<b>23</b>	<b>46</b>

Source:- District Education Office.

Table – 20F Data on Enrolment (0-6 age group).

District :- Anantnag

S. No.	Zone Name	Enrolment (0-6 age group) ST		
		Male	Female	Total
1	Aishmuqam	81	61	142
2	Achabai	2	2	4
3	Anantnag	0	0	0
4	Bidder	106	95	201
5	Bijbehara	0	0	0
6	Devsar	59	53	112
7	D H Pora	141	119	260
8	Doru	13	11	24
9	H C Gam	0	0	0
10	Kulgam	6	5	11
11	Mattan	19	20	39
12	Qaimoh	0	0	0
13	Qazigund	60	53	113
14	Shangus	155	154	309
15	Srigufwara	70	62	132
16	Vailoo	215	194	409
17	Verinag	106	96	202
18	Yaripora	0	0	0
<b>Grand Total</b>		<b>1033</b>	<b>925</b>	<b>1958</b>

Source:- District Education Office.

\* Zone-wise, Sex-wise and Stage-wise Enrolment of Government (Including EGS Centres) & Private Schools at elementary level in the District as on 30-12-2004.

S. No.	Zone	Enrolment Pre Primary			Enrolment Class I-V			Enrolment Class VI-VIII			Enrolment I-VIII		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Aishmuqam	1131	1054	2185	3527	3068	6595	1745	1147	2892	5272	4215	9487
2	Achabal	1105	1106	2211	3835	3585	7420	2168	1836	4004	6003	5421	11424
3	Anantnag	1239	1236	2475	4861	4631	9492	2344	2437	4781	7205	7068	14273
4	Bidder	1411	1337	2748	3544	3172	6716	2640	1846	4486	6184	5018	11202
5	Bijbehara	1246	1294	2540	4718	4568	9286	2610	2163	4773	7328	6731	14059
6	Devsar	1642	1564	3206	4994	4609	9603	2543	2216	4759	7537	6825	14362
7	D H Pora	1925	1862	3787	6378	5694	12072	2209	1607	3816	8587	7301	15888
8	Doru	1056	1031	2087	3961	3439	7400	1911	1940	3851	5872	5379	11251
9	H C Gam	1172	1112	2284	3395	3079	6474	1877	1651	3528	5272	4730	10002
10	Kulgam	1300	1270	2570	4187	4002	8189	2302	2263	4565	6489	6265	12754
11	Mattan	1115	1123	2238	4139	3858	7997	2313	2013	4326	6452	5871	12323
12	Qaimoh	1307	1291	2598	4199	4005	8204	2065	1996	4061	6264	6001	12265
13	Qazigund	1139	1101	2240	3777	3560	7337	1788	1582	3370	5565	5142	10707
14	Shangus	1483	1451	2934	4662	4269	8931	2152	1861	4013	6814	6130	12944
15	Srigufwara	1407	1361	2768	4271	3786	8057	2078	1666	3744	6349	5452	11801
16	Vailoo	1146	1086	2232	3556	2794	6350	1210	590	1800	4766	3384	8150
17	Verinag	950	910	1860	2510	2096	4606	1006	841	1847	3516	2937	6453
18	Yaripora	1198	1196	2394	4429	4563	8992	1761	1714	3475	6190	6277	12467
<b>Grand Total</b>		<b>22972</b>	<b>22385</b>	<b>45357</b>	<b>74943</b>	<b>68778</b>	<b>143721</b>	<b>36722</b>	<b>31369</b>	<b>68091</b>	<b>111665</b>	<b>100147</b>	<b>211812</b>

Source:- District Education Office.

\* Zone-wise, Sex-wise and Stage-wise Enrolment of Govt. Schools (Including EGS Centres) at elementary level in the District as on 30-12-2004.

S. No.	Zone	Enrolment Pre Primary			Enrolment Class I-V			Enrolment Class VI-VIII			Enrolment I-VIII		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Alshmuqam	361	325	686	3073	2796	5869	1510	1028	2538	4583	3824	8407
2	Achabal	455	552	1007	1901	2393	4294	1116	1363	2479	3017	3756	6773
3	Anantnag	338	459	797	2071	2565	4636	1350	1433	2783	3421	3998	7419
4	Bidder	422	555	977	2467	2504	4971	2297	1588	3885	4764	4092	8856
5	Bijbehara	526	737	1263	2689	3140	5829	1522	1495	3017	4211	4635	8846
6	Devsar	948	1015	1963	3351	3572	6923	1878	1761	3639	5229	5333	10562
7	D H Pora	1123	1221	2344	4762	4760	9522	1742	1363	3105	6504	6123	12627
8	Doru	395	471	866	2304	2361	4665	1047	1338	2385	3351	3699	7050
9	H C Gam	436	509	945	2103	2327	4430	1259	1304	2563	3362	3631	6993
10	Kulgam	725	715	1440	2620	3021	5641	1652	1866	3518	4272	4887	9159
11	Mattan	387	636	1023	2839	2956	5795	1654	1541	3195	4493	4497	8990
12	Qaimoh	551	589	1140	2497	2693	5190	1177	1291	2468	3674	3984	7658
13	Qazigund	598	693	1291	2749	2994	5743	1364	1385	2749	4113	4379	8492
14	Shangus	791	941	1732	3612	3489	7101	1693	1612	3305	5305	5101	10406
15	Srigufwara	536	733	1269	2805	2881	5686	1493	1339	2832	4298	4220	8518
16	Vailoo	826	778	1604	3259	2618	5877	1096	543	1639	4355	3161	7516
17	Verinag	644	670	1314	1920	1745	3665	689	617	1306	2609	2362	4971
18	Yaripora	674	653	1327	2461	2946	5407	775	952	1727	3236	3898	7134
<b>Grand Total</b>		<b>10736</b>	<b>12252</b>	<b>22988</b>	<b>49483</b>	<b>51761</b>	<b>101244</b>	<b>25314</b>	<b>23819</b>	<b>49133</b>	<b>74797</b>	<b>75580</b>	<b>150377</b>

Source:- District Education Office.

\* Zone-wise, Sex-wise and Stage-wise Enrolment of Private. Schools at elementary level in the District as on 30-12-2004.

S. No.	Zone	Enrolment Pre Primary			Enrolment Class I-V			Enrolment Class VI-VIII			Enrolment I-VIII		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Aishmuqam	770	729	1499	454	272	726	235	119	354	689	391	1080
2	Achabal	650	554	1204	1934	1192	3126	1052	473	1525	2986	1665	4651
3	Anantnag	901	777	1678	2790	2066	4856	994	1004	1998	3784	3070	6854
4	Bidder	989	782	1771	1077	668	1745	343	258	601	1420	926	2346
5	Bijbehara	720	557	1277	2029	1428	3457	1088	668	1756	3117	2096	5213
6	Devsar	694	549	1243	1643	1037	2680	665	455	1120	2308	1492	3800
7	D H Pora	802	641	1443	1616	934	2550	467	244	711	2083	1178	3261
8	Doru	661	560	1221	1657	1078	2735	864	602	1466	2521	1680	4201
9	H C Gam	736	603	1339	1292	752	2044	618	347	965	1910	1099	3009
10	Kulgam	575	555	1130	1567	981	2548	650	397	1047	2217	1378	3595
11	Mattan	728	487	1215	1300	902	2202	659	472	1131	1959	1374	3333
12	Qaimoh	756	702	1458	1702	1312	3014	888	705	1593	2590	2017	4607
13	Qazigund	541	408	949	1028	566	1594	424	197	621	1452	763	2215
14	Shangus	692	510	1202	1050	780	1830	459	249	708	1509	1029	2538
15	Srigufwara	871	628	1499	1466	905	2371	585	327	912	2051	1232	3283
16	Vailoo	320	308	628	297	176	473	114	47	161	411	223	634
17	Verinag	306	240	546	590	351	941	317	224	541	907	575	1482
18	Yaripora	524	543	1067	1968	1617	3585	986	762	1748	2954	2379	5333
<b>Grand Total</b>		<b>12236</b>	<b>10133</b>	<b>22369</b>	<b>25460</b>	<b>17017</b>	<b>42477</b>	<b>11408</b>	<b>7550</b>	<b>18958</b>	<b>36868</b>	<b>24567</b>	<b>61435</b>

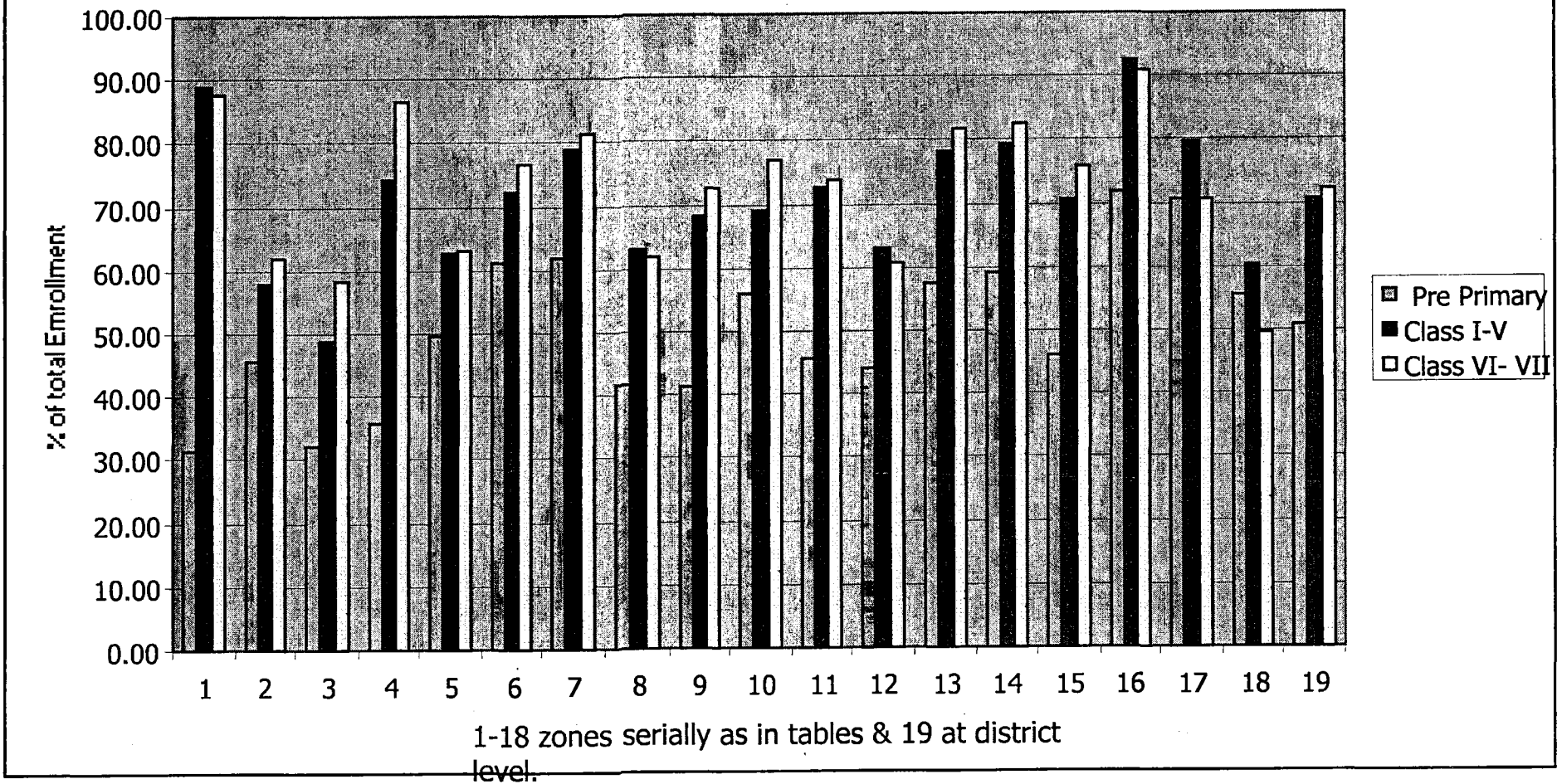
Source:- District Education Office.

## \* % of Students attending Govt. Schools as on 15-12-2004

S. No.	Zone	Enrolment Pre Primary			Enrolment Class I-V			Enrolment Class VI-VIII			Enrolment I-VIII		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Aishmuqam	31.92	30.83	31.40	87.13	91.13	88.99	86.53	89.63	87.76	86.93	90.72	88.62
2	Achabal	41.18	49.91	45.55	49.57	66.75	57.87	51.48	74.24	61.91	50.26	69.29	59.29
3	Anantnag	27.28	37.14	32.20	42.60	55.39	48.84	57.59	58.80	58.21	47.48	56.56	51.98
4	Bidder	29.91	41.51	35.55	69.61	78.94	74.02	87.01	86.02	86.60	77.04	81.55	79.06
5	Bijbehara	42.22	56.96	49.72	56.99	68.74	62.77	58.31	69.12	63.21	57.46	68.86	62.92
6	Devsar	57.73	64.90	61.23	67.10	77.50	72.09	73.85	79.47	76.47	69.38	78.14	73.54
7	D H Pora	58.34	65.57	61.90	74.66	83.60	78.88	78.86	84.82	81.37	75.74	83.87	79.48
8	Doru	37.41	45.68	41.49	58.17	68.65	63.04	54.79	68.97	61.93	57.07	68.77	62.66
9	H C Gam	37.20	45.77	41.37	61.94	75.58	68.43	67.08	78.98	72.65	63.77	76.77	69.92
10	Kulgam	55.77	56.30	56.03	62.57	75.49	68.89	71.76	82.46	77.06	65.83	78.00	71.81
11	Mattan	34.71	56.63	45.71	68.59	76.62	72.46	71.51	76.55	73.86	69.64	76.60	72.95
12	Qaimoh	42.16	45.62	43.88	59.47	67.24	63.26	57.00	64.68	60.77	58.65	66.39	62.44
13	Qazigund	52.50	62.94	57.63	72.78	84.10	78.27	76.29	87.55	81.57	73.91	85.16	79.31
14	Shangus	53.34	64.85	59.03	77.48	81.73	79.51	78.67	86.62	82.36	77.85	83.21	80.39
15	Srigufwara	38.10	53.86	45.85	65.68	76.10	70.57	71.85	80.37	75.64	67.70	77.40	72.18
16	Vailoo	72.08	71.64	71.86	91.65	93.70	92.55	90.58	92.03	91.06	91.38	93.41	92.22
17	Verinag	67.79	73.63	70.65	76.49	83.25	79.57	68.49	73.37	70.71	74.20	80.42	77.03
18	Yaripora	56.26	54.60	55.43	55.57	64.56	60.13	44.01	55.54	49.70	52.28	62.10	57.22
<b>Grand Total</b>		<b>46.74</b>	<b>54.73</b>	<b>50.68</b>	<b>66.03</b>	<b>75.26</b>	<b>70.44</b>	<b>68.93</b>	<b>75.93</b>	<b>72.16</b>	<b>66.98</b>	<b>75.47</b>	<b>71.00</b>

Source:- District Education Office.

\* % of Students attending Govt. Schools as on 15-12-2005



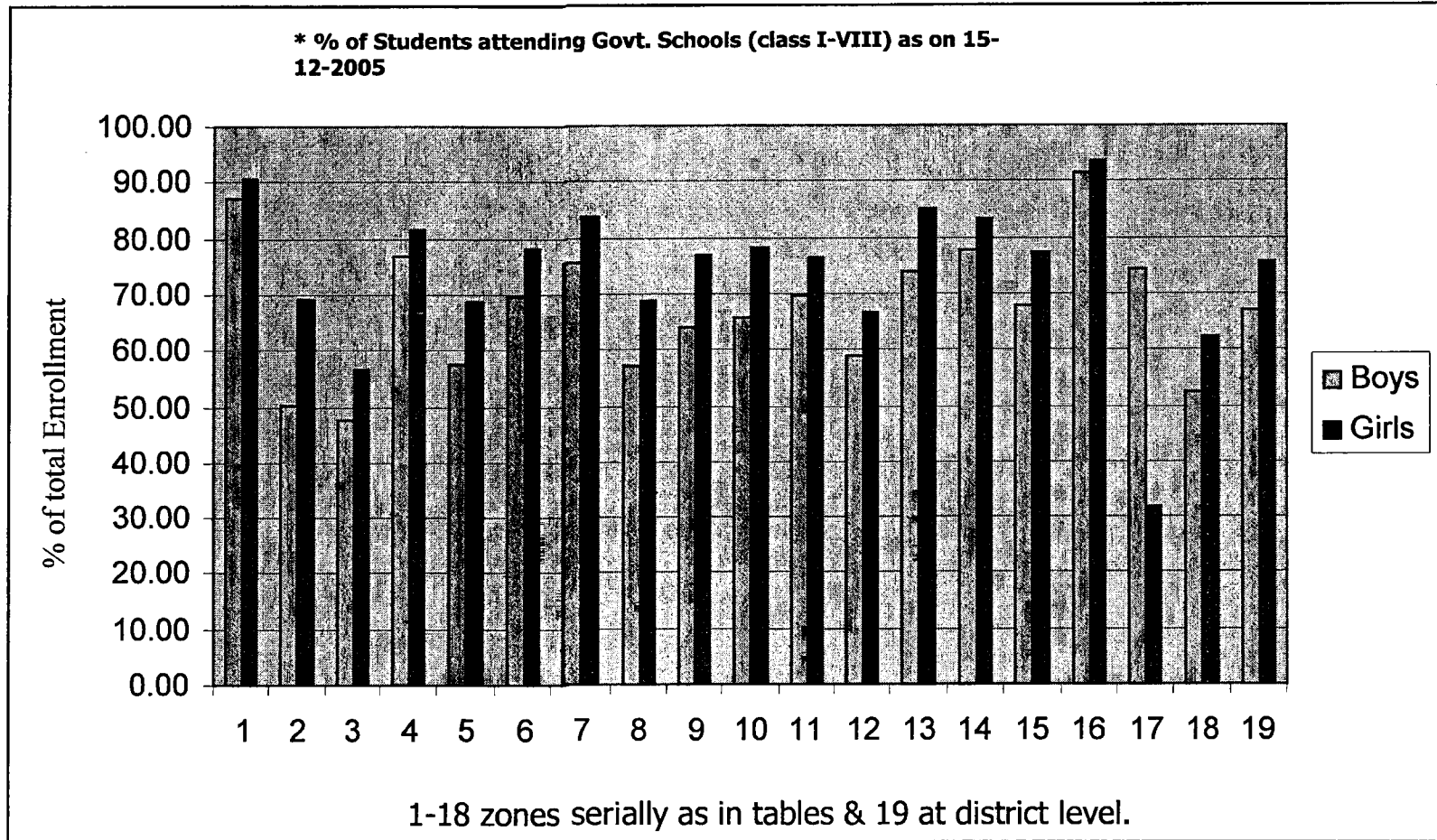




Table – 10 Data on GER, NER, Cohort drop out and overall repetition rates.

District :- Anantnag

S. No.	Zone Name	Children of 6-11 age group				Children of 11-14 age group			
		GER	NER	Cohort Dropout	Overall repetition	GER	NER	Cohort Dropout	Overall repetition
1	Aishmuqam	90.77				78.57			
2	Achabal	97.68				92.71			
3	Anantnag	99.09				95.91			
4	Bidder	96.41				86.67			
5	Bijbehara	98.20				87.90			
6	Devsar	98.99				90.13			
7	D H Pora	97.25				73.53			
8	Doru	97.77				92.51			
9	H C Gam	97.46				94.71			
10	Kulgam	99.44				91.37			
11	Mattan	98.80				88.76			
12	Qaimoh	98.78				90.65			
13	Qazigund	99.32				90.35			
14	Shangus	96.94				86.06			
15	Srigufwara	96.39				84.31			
16	Vailoo	88.75				60.08			
17	Verinag	88.42				95.80			
18	Yaripora	98.92				93.39			
<b>Grand Total</b>		<b>96.95</b>				<b>87.55</b>			

Source:- District Education Office.

## Zone-wise / Age group-wise GER

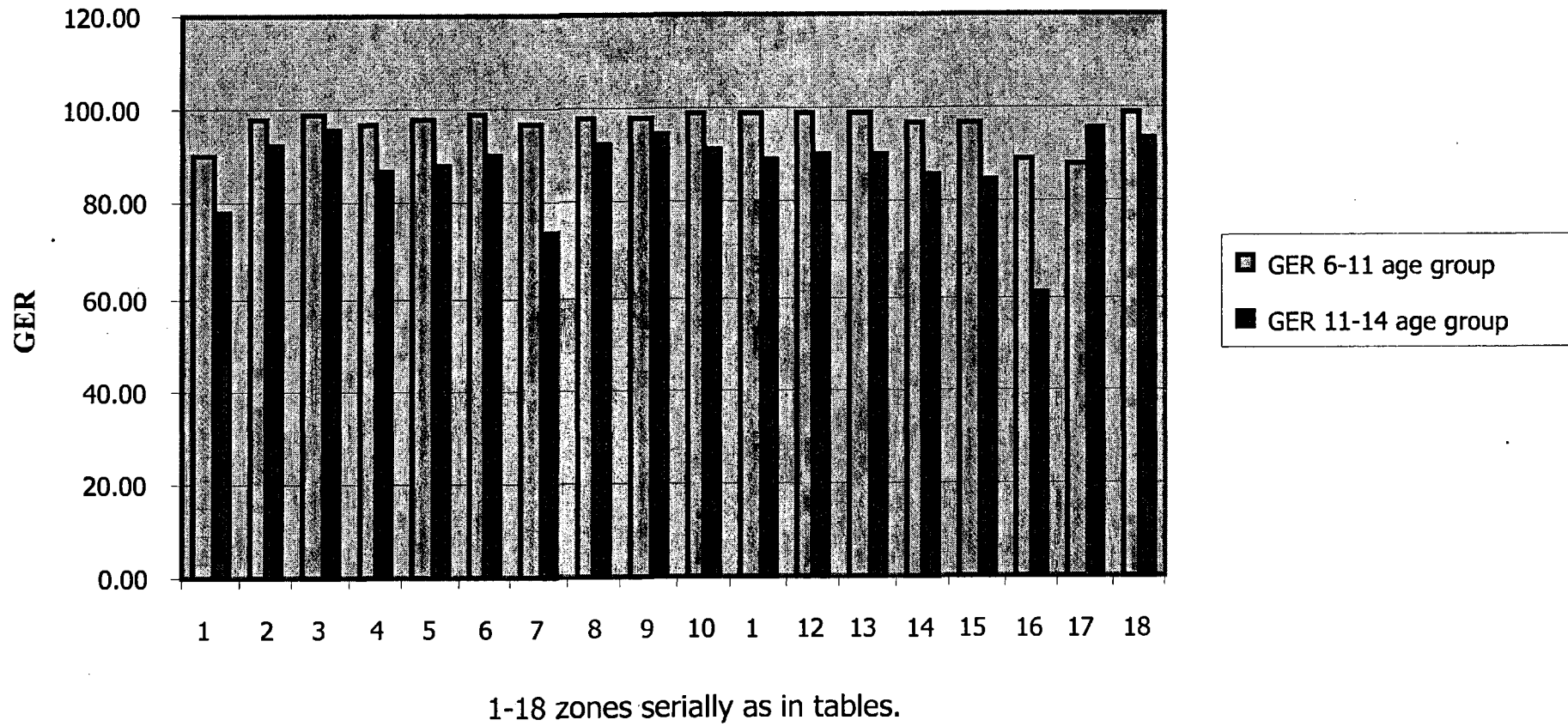


Table – 11 Data on Completion rates, Primary graduates and transition rate.

District :- Anantnag

S. No.	Zone Name	Completion Rate	No. of Primary Graduates	Transition Rate from Primary to Upper Primary
1	Aishmuqam		1132	
2	Achabal		1414	
3	Anantnag		1704	
4	Bidder		1109	
5	Bijbehara		1617	
6	Devsar		1600	
7	D H Pora		1646	
8	Doru		1340	
9	H C Gam		1174	
10	Kulgam		1416	
11	Mattan		1382	
12	Qaimoh		1449	
13	Qazigund		1379	
14	Shangus		1657	
15	Srigufwara		1294	
16	Vailoo		862	
17	Verinag		774	
18	Yaripora		1675	
<b>Grand Total</b>			<b>24624</b>	

Source:- District Education Office.

Table – 14A Data on Teachers (Primary Schools).

District :- Anantnag

S. No.	Zone Name	Teachers in Government Schools				Teachers in Government Aided Schools				Teachers in unaided schools	Total no. of teachers.
		Primary alone	Primary + Middle	Primary + Secondary	Total	Primary alone	Primary + Middle	Primary + Secondary	Total		
1	Aishmuqam	158	57	3	218	-	-	-	-	127	345
2	Achabal	160	55	0	215	-	-	-	-	235	450
3	Anantnag	162	105	10	277	-	-	-	-	285	562
4	Bidder	185	72	9	266	-	-	-	-	175	441
5	Bijbehara	223	80	5	308	-	-	-	-	244	552
6	Devsar	226	50	8	284	-	-	-	-	225	509
7	D H Pora	206	60	7	273	-	-	-	-	164	437
8	Doru	164	83	0	247	-	-	-	-	232	479
9	H C Gam	128	53	4	185	-	-	-	-	224	409
10	Kulgam	166	65	4	235	-	-	-	-	117	352
11	Mattan	173	85	5	263	-	-	-	-	53	316
12	Qaimoh	167	47	5	219	-	-	-	-	120	339
13	Qazigund	148	48	4	200	-	-	-	-	83	283
14	Shangus	199	66	8	273	-	-	-	-	55	328
15	Srigufwara	174	56	4	234	-	-	-	-	60	294
16	Vailoo	149	45	0	194	-	-	-	-	56	250
17	Verinag	98	27	4	129	-	-	-	-	150	279
18	Yaripora	184	39	4	227	-	-	-	-	234	461
<b>Grand Total</b>		<b>3070</b>	<b>1093</b>	<b>84</b>	<b>4247</b>	-	-	-	-	<b>2839</b>	<b>7086</b>

Source:- District Education Office.

Table – 14B Teachers in Primary Schools (including Pre-Primary) .

District :- Anantnag

S. No.	Zone Name	Teachers in Primary Schools									
		Enrolment of Pre-Primary & Primary Students in Govt. Schools	P.T.R. w.r.t. sanctioned posts	Entitlement of teachers at 1:40 ratio	Sanctioned posts	Teachers in position	Vacant position	P.T.R. w.r.t. working teachers	Single teacher schools	%age of Female Teachers	Gross Entitlement of Adtl. Teachers for primary
1	Aishmuqam	6021	26	151	232	218	14	28	-	17	-
2	Achabal	4865	23	122	216	215	1	23	-	48	-
3	Anantnag	5216	19	130	277	277	0	19	-	60	-
4	Bidder	4747	17	119	275	266	9	18	-	19	-
5	Bijbehara	6572	21	164	313	308	5	21	-	40	-
6	Devsar	8118	28	203	294	284	10	29	-	20	-
7	D H Pora	9977	35	249	285	273	12	37	-	15	-
8	Doru	5189	21	130	252	247	5	21	-	37	-
9	H C Gam	5146	28	129	187	185	2	28	-	20	-
10	Kulgam	6728	28	168	242	235	7	29	-	25	-
11	Mattan	6529	25	163	264	263	1	25	-	45	-
12	Qaimoh	6047	27	151	222	219	3	28	-	39	-
13	Qazigund	6317	30	158	211	200	11	32	-	23	-
14	Shangus	7835	28	196	279	273	6	29	-	16	-
15	Srigufwara	6037	25	151	243	234	9	26	-	14	-
16	Vailoo	5625	28	141	202	194	8	29	-	24	-
17	Verinag	4604	34	115	134	129	5	36	-	23	-
18	Yaripora	6547	28	164	231	227	4	29	-	24	-
<b>Grand Total</b>		<b>112120</b>	<b>26</b>	<b>2803</b>	<b>4359</b>	<b>4247</b>	<b>112</b>	<b>26</b>	<b>-</b>	<b>29</b>	<b>-</b>

Source:- District Education Office.

Table – 14B Teachers in Primary Schools .

District :- Anantnag

S. No.	Zone Name	Teachers in Primary Schools									
		Enrolment of Primary Students in Govt. Schools	P.T.R. w.r.t. sanctioned posts	Entitlement of teachers at 1:40 ratio	Sanctioned posts	Teachers in position	Vacant position	P.T.R. w.r.t. working teachers	Single teacher schools	%age of Female Teachers	Gross Entitlement of Addl. Teachers for primary
1	Aishmuqam	5335	23	133	232	218	14	24		17	
2	Achabal	3858	18	96	216	215	1	18		48	
3	Anantnag	4419	16	110	277	277	0	16		60	
4	Bidder	3770	14	94	275	266	9	14		19	
5	Bijbehara	5309	17	133	313	308	5	17		40	
6	Devsar	6155	21	154	294	284	10	22		20	
7	D H Pora	7633	27	191	285	273	12	28		15	
8	Doru	4323	17	108	252	247	5	18		37	
9	H C Gam	4201	22	105	187	185	2	23		20	
10	Kulgam	5288	22	132	242	235	7	23		25	
11	Mattan	5506	21	138	264	263	1	21		45	
12	Qaimoh	4907	22	123	222	219	3	22		39	
13	Qazigund	5026	24	126	211	200	11	25		23	
14	Shangus	6103	22	153	279	273	6	22		16	
15	Srigufwara	4768	20	119	243	234	9	20		14	
16	Vailoo	4021	20	101	202	194	8	21		24	
17	Verinag	3290	25	82	134	129	5	26		23	
18	Yaripora	5220	23	131	231	227	4	23		24	
<b>Grand Total</b>		<b>89132</b>	<b>20</b>	<b>2228</b>	<b>4359</b>	<b>4247</b>	<b>112</b>	<b>21</b>		<b>29</b>	

Source:- District Education Office.

Table – 14C Data on Teachers (Upper Primary Schools).

District: - Anantnag

S. No.	Zone Name	Teachers in Government Schools			Teachers in Government Aided Schools			Teachers in unaided schools	Total no. of teachers.
		UPS alone	UPS with HS	Total	UPS alone	UPS with HS	Total		
1	Aishmuqam	88	16	104	-	-	-	17	121
2	Achabal	81	5	86	-	-	-	18	104
3	Anantnag	158	15	173	-	-	-	165	338
4	Bidder	108	20	128	-	-	-	47	175
5	Bijbehara	120	10	130	-	-	-	129	259
6	Devsar	91	20	111	-	-	-	31	142
7	D H Pora	104	18	122	-	-	-	0	122
8	Doru	126	5	131	-	-	-	67	198
9	H C Gam	81	16	97	-	-	-	0	97
10	Kulgam	99	8	107	-	-	-	51	158
11	Mattan	114	10	124	-	-	-	53	177
12	Qaimoh	72	8	80	-	-	-	49	129
13	Qazigund	73	8	81	-	-	-	16	97
14	Shangus	97	20	117	-	-	-	17	134
15	Srigufwara	86	8	94	-	-	-	15	109
16	Vailoo	69	7	76	-	-	-	0	76
17	Verinag	44	11	55	-	-	-	0	55
18	Yaripora	59	4	63	-	-	-	93	156
<b>Grand Total</b>		<b>1670</b>	<b>209</b>	<b>1879</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>768</b>	<b>2647</b>

Source:- District Education Office.

Table – 14D Teachers in Upper Primary Schools.

District: - Anantnag

S. No.	Zone Name	Teachers in Upper Primary Schools									
		Enrolment of Upper Primary Students in Govt. Schools	P.T.R. w.r.t. sanctioned posts	Entitlement of teachers at 1:40 ratio	Sanctioned posts	Teachers in position	Vacant position	P.T.R. w.r.t. working teachers	Single teacher schools	%age of Female Teachers	Gross Entitlement of Addl. Teachers for primary
1	Aishmuqam	2538	22	63	114	104	10	24	-	17	-
2	Achabal	2479	28	62	87	86	1	29	-	48	-
3	Anantnag	2783	16	70	173	173	0	16	-	60	-
4	Bidder	3885	29	97	136	128	8	30	-	19	-
5	Bijbehara	3017	23	75	133	130	3	23	-	40	-
6	Devsar	3639	31	91	118	111	7	33	-	20	-
7	D H Pora	3105	24	78	131	122	9	25	-	15	-
8	Doru	2385	18	60	134	131	3	18	-	37	-
9	H C Gam	2563	26	64	98	97	1	26	-	20	-
10	Kulgam	3518	32	88	111	107	4	33	-	25	-
11	Mattan	3195	26	80	125	124	1	26	-	45	-
12	Qaimoh	2468	30	62	82	80	2	31	-	39	-
13	Qazigund	2749	31	69	89	81	8	34	-	23	-
14	Shangus	3305	28	83	120	117	3	28	-	16	-
15	Srigufwara	2832	28	71	100	94	6	30	-	14	-
16	Vailoo	1639	20	41	83	76	7	22	-	24	-
17	Verinag	1306	22	33	59	55	4	24	-	23	-
18	Yaripora	1727	27	43	65	63	2	27	-	24	-
<b>Grand Total</b>		<b>49133</b>	<b>25</b>	<b>1228</b>	<b>1958</b>	<b>1879</b>	<b>79</b>	<b>26</b>	<b>-</b>	<b>29</b>	<b>-</b>

Source:- District Education Office.



Table – 15 Details of Trained and Untrained Teachers.

District :- Anantnag

S. No.	Zone Name	Primary teachers							Upper Primary teachers						
		Working Teachers	Trained	%age	Untrained				Working Teachers	Trained	%age	Untrained			
					Those who have received 60 days training	Those who have not received 60 days training	Total	%age				Those who have received 60 days training	Those who have not received 60 days training	Total	%age
1	Aishmuqam	216	99	46	48	69	117	54	102	51	50	41	10	51	50
2	Achabal	216	150	69	19	47	66	31	86	64	74	12	10	22	26
3	Anantnag	278	217	78	13	48	61	22	173	137	79	21	15	36	21
4	Bidder	267	165	62	50	52	102	38	128	82	64	44	2	46	36
5	Bijbehara	309	175	57	50	84	134	43	130	78	60	35	17	52	40
6	Devsar	284	164	58	55	65	120	42	111	67	60	34	10	44	40
7	D H Pora	273	136	50	64	73	137	50	122	63	52	53	6	59	48
8	Doru	247	173	70	19	55	74	30	131	98	75	18	15	33	25
9	H C Gam	185	94	51	50	41	91	49	97	54	56	29	14	43	44
10	Kulgam	235	145	62	45	45	90	38	107	69	64	37	1	38	36
11	Mattan	263	164	62	13	86	99	38	124	87	70	12	25	37	30
12	Qaimoh	219	140	64	38	41	79	36	80	54	68	19	7	26	33
13	Qazigund	200	110	55	61	29	90	45	81	57	70	24	0	24	30
14	Shangus	273	157	58	56	60	116	42	117	72	62	38	7	45	38
15	Srigufwara	234	132	56	78	24	102	44	94	57	61	21	16	37	39
16	Vailoo	194	39	20	55	100	155	80	76	17	22	39	20	59	78
17	Verinag	129	54	42	66	9	75	58	55	27	49	16	12	28	51
18	Yaripora	227	111	49	53	63	116	51	63	34	54	18	11	29	46
<b>Grand Total</b>		<b>4247</b>	<b>2425</b>	<b>57</b>	<b>833</b>	<b>991</b>	<b>1824</b>	<b>43</b>	<b>1879</b>	<b>1168</b>	<b>62</b>	<b>511</b>	<b>198</b>	<b>709</b>	<b>38</b>

Source:- District Education Office.

Table – 17 Number of Upper Primary schools not covered under OBB.

District :- Anantnag.

S. No.	Zone Name	No. of upper primary schools not covered under OBB
1	Aishmuqam	4
2	Achabal	4
3	Anantnag	4
4	Bidder	4
5	Bijbehara	3
6	Devsar	6
7	D H Pora	5
8	Doru	4
9	H C Gam	3
10	Kulgam	5
11	Mattan	4
12	Qaimoh	3
13	Qazigund	4
14	Shangus	3
15	Srigufwara	3
16	Vailoo	4
17	Verinag	3
18	Yaripora	4
<b>Grand Total</b>		<b>70</b>

Source:- District Education Office.

Table – 18 Details of Disabled Children Identified by nature of Disability in the age group ( 6-14 years).

District :- Anantnag

S. No.	Zone Name	Number of disabled children identified.												
		Mentally retarded		Visually impaired		Hearing impaired		Ortho		Multiple disabled		G. Total		
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Total
1	Aishmuqam	42	32	38	26	26	30	68	58	38	45	212	191	403
2	Achabal	68	57	39	18	13	7	57	54	56	48	233	184	417
3	Anantnag	4	10	18	4	1	8	7	8	17	13	47	43	90
4	Bidder	137	103	86	53	44	36	116	90	70	54	453	336	789
5	Bijbehara	56	63	36	43	20	19	61	55	67	54	240	234	474
6	Devsar	12	23	14	19	11	5	32	32	33	36	102	115	217
7	D H Pora	48	27	76	47	63	32	93	39	109	93	389	238	627
8	Doru	24	14	21	18	10	7	35	22	68	57	158	118	276
9	H C Gam	7	13	14	14	7	11	24	24	47	24	99	86	185
10	Kulgam	57	40	68	28	56	31	79	70	68	53	328	222	550
11	Mattan	44	26	36	32	17	20	70	74	48	54	215	206	421
12	Qaimoh	38	25	22	21	11	7	59	48	51	52	181	153	334
13	Qazigund	22	19	17	22	15	12	55	34	27	14	136	101	237
14	Shangus	35	24	42	29	10	15	64	44	57	48	208	160	368
15	Srigufwara	54	23	40	33	28	20	75	41	44	54	241	171	412
16	Vailoo	30	13	28	21	20	15	63	45	43	29	184	123	307
17	Verinag	13	10	12	11	15	8	46	32	13	8	99	69	168
18	Yaripora	31	16	27	23	18	14	50	31	32	28	158	112	270
<b>Grand Total</b>		<b>722</b>	<b>538</b>	<b>634</b>	<b>462</b>	<b>385</b>	<b>297</b>	<b>1054</b>	<b>801</b>	<b>888</b>	<b>764</b>	<b>3683</b>	<b>2862</b>	<b>6545</b>

Source:- District Education Office.

Table – 18A Details of Disabled Children Identified by nature of Disability in the age group ( 6-11 years).

District :- Anantnag

S. No.	Zone Name	Number of disabled children attending schools (6-11Years)												
		Mentally retarded		Visually impaired		Hearing impaired		Ortho		Multiple disabled		G. Total		
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Total
1	Aishmuqam	16	16	18	9	9	4	29	15	8	6	80	50	130
2	Achabai	41	33	9	8	7	3	32	13	30	28	119	85	204
3	Anantnag	2	2	6	2	1	0	2	2	7	3	18	9	27
4	Bidder	88	56	71	25	44	22	76	28	23	19	302	150	452
5	Bijbehara	31	24	28	23	16	11	46	26	28	14	149	98	247
6	Devsar	11	9	11	9	6	1	24	17	9	3	61	39	100
7	D H Pora	28	5	52	14	37	3	68	13	29	5	214	40	254
8	Doru	10	9	5	8	5	5	9	7	9	5	38	34	72
9	H C Gam	3	5	7	3	3	6	16	5	10	4	39	23	62
10	Kulgam	46	36	39	30	30	17	48	33	31	23	194	139	333
11	Mattan	36	16	28	20	8	14	39	16	19	8	130	74	204
12	Qaimoh	24	13	9	14	4	3	41	24	21	13	99	67	166
13	Qazigund	24	6	11	6	14	2	32	17	4	10	85	41	126
14	Shangus	29	7	14	8	5	5	31	14	25	9	104	43	147
15	Srigufwara	24	10	17	12	19	9	32	18	10	14	102	63	165
16	Vailoo	10	3	12	4	6	6	18	12	12	4	58	29	87
17	Verinag	6	3	6	5	4	3	23	14	5	4	44	29	73
18	Yaripora	15	6	16	12	16	6	33	20	14	15	94	59	153
<b>Grand Total</b>		<b>389</b>	<b>239</b>	<b>283</b>	<b>187</b>	<b>160</b>	<b>100</b>	<b>530</b>	<b>284</b>	<b>242</b>	<b>173</b>	<b>1930</b>	<b>1072</b>	<b>3002</b>

Source:- District Education Office.

**Table – 18B Details of Disabled Children Identified by nature of Disability in the age group ( 11-14 years).**  
**District :- Anantnag**

S. No.	Zone Name	Number of disabled children attending schools (11-14).												
		Mentally retarded		Visually impaired		Hearing impaired		Ortho		Multiple disabled		G. Total		
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Total
1	Aishmuqam	3	1	5	4	2	1	14	8	1	0	25	14	39
2	Achabal	12	14	27	9	2	2	13	13	14	5	68	43	111
3	Anantnag	1	2	2	0	0	2	3	3	2	2	8	9	17
4	Bidder	16	4	18	5	15	2	15	8	15	1	79	20	99
5	Bijbehara	7	7	3	4	3	4	14	3	5	0	32	18	50
6	Devsar	0	1	7	2	0	1	10	4	0	0	17	8	25
7	D H Pora	2	3	6	5	1	3	13	5	8	2	30	18	48
8	Doru	2	1	3	6	3	2	14	4	1	5	23	18	41
9	H C Gam	2	3	2	2	1	1	4	6	2	1	11	13	24
10	Kulgam	6	3	14	8	8	3	9	8	6	4	43	26	69
11	Mattan	2	0	13	3	1	2	9	6	2	1	27	12	39
12	Qaimoh	0	0	7	3	4	0	12	5	5	6	28	14	42
13	Qazigund	3	0	5	2	3	0	12	4	1	0	24	6	30
14	Shangus	1	1	28	12	3	7	16	15	6	1	54	36	90
15	Srigufwara	9	1	15	9	5	4	21	6	7	5	57	25	82
16	Vailoo	4	0	3	2	1	0	9	2	0	3	17	7	24
17	Verinag	3	1	5	3	2	1	9	6	6	3	25	14	39
18	Yaripora	8	5	7	4	2	5	5	6	5	3	27	23	50
<b>Grand Total</b>		<b>81</b>	<b>47</b>	<b>170</b>	<b>83</b>	<b>56</b>	<b>40</b>	<b>202</b>	<b>112</b>	<b>86</b>	<b>42</b>	<b>595</b>	<b>324</b>	<b>919</b>

Source:- District Education Office.

Table – 18C Details of Disabled Children Identified by nature of Disability in the age group ( 6-11 years).

District :- Anantnag

S. No.	Zone Name	Number of disabled children out of school (6-11).												
		Mentally retarded		Visually impaired		Hearing impaired		Ortho		Multiple disabled		G. Total		
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Total
1	Aishmuqam	14	8	9	8	10	15	16	20	19	20	68	71	139
2	Achabal	9	6	2	1	2	1	7	15	7	8	27	31	58
3	Anantnag	1	4	6	1	0	4	1	2	5	4	13	15	28
4	Bidder	2	23	0	13	1	7	8	30	10	20	21	93	114
5	Bijbehara	11	22	3	8	1	2	1	15	20	20	36	67	103
6	Devsar	1	7	0	5	1	2	0	6	1	20	3	40	43
7	D H Pora	5	12	5	18	5	14	10	11	20	46	45	101	146
8	Doru	7	2	7	2	1	0	7	6	30	27	52	37	89
9	H C Gam	1	3	3	6	2	2	2	7	20	10	28	28	56
10	Kulgam	1	0	3	0	8	1	6	2	12	2	30	5	35
11	Mattan	2	8	0	5	2	7	3	20	4	20	11	60	71
12	Qaimoh	8	7	4	2	2	2	4	10	15	20	33	41	74
13	Qazigund	1	8	1	9	1	6	0	7	0	2	3	32	35
14	Shangus	3	9	3	6	1	2	7	9	10	18	24	44	68
15	Srigufwara	13	6	5	9	3	4	12	10	17	20	50	49	99
16	Vailoo	10	6	7	9	7	5	20	16	16	12	60	48	108
17	Verinag	2	4	1	2	6	3	8	7	1	1	18	17	35
18	Yaripora	5	3	3	6	2	2	5	3	5	6	20	20	40
<b>Grand Total</b>		<b>150</b>	<b>150</b>	<b>105</b>	<b>122</b>	<b>102</b>	<b>89</b>	<b>188</b>	<b>224</b>	<b>323</b>	<b>303</b>	<b>542</b>	<b>799</b>	<b>1341</b>

Source:- District Education Office.

Table – 18D Details of Disabled Children Identified by nature of Disability in the age group (11-14 years).

District :- Anantnag

S. No.	Zone Name	Number of disabled children out of school (11-14).												
		Mentally retarded		Visually impaired		Hearing impaired		Ortho		Multiple disabled		G. Total		
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Total
1	Aishmuqam	9	7	6	5	5	10	9	15	10	19	39	56	95
2	Achabal	6	4	1	0	2	1	5	13	5	7	19	25	44
3	Anantnag	0	2	4	1	0	2	1	1	3	4	8	10	18
4	Bidder	10	20	7	10	2	5	20	24	12	14	51	73	124
5	Bijbehara	7	10	2	8	0	2	0	11	14	20	23	51	74
6	Devsar	2	6	0	3	4	1	1	5	14	13	21	28	49
7	D H Pora	19	7	18	10	20	12	12	10	31	40	100	79	179
8	Doru	5	2	6	2	1	0	5	5	28	20	45	29	74
9	H C Gam	1	2	2	3	1	2	2	6	15	9	21	22	43
10	Kulgam	7	4	10	3	10	10	14	19	20	16	61	52	113
11	Mattan	7	7	2	4	5	7	13	22	20	20	47	60	107
12	Qaimoh	6	5	2	2	1	2	2	9	10	13	21	31	52
13	Qazigund	2	5	3	5	3	4	6	6	10	2	24	22	46
14	Shangus	2	7	3	3	1	1	7	6	13	20	26	37	63
15	Srigufwara	8	6	3	3	1	3	10	7	10	15	32	34	66
16	Vailoo	6	4	6	6	6	4	16	15	15	10	49	39	88
17	Verinag	2	2	0	1	3	1	6	5	1	0	12	9	21
18	Yaripora	3	2	1	1	2	1	5	2	6	4	17	10	27
<b>Grand Total</b>		<b>102</b>	<b>102</b>	<b>76</b>	<b>70</b>	<b>67</b>	<b>68</b>	<b>134</b>	<b>181</b>	<b>237</b>	<b>246</b>	<b>616</b>	<b>667</b>	<b>1283</b>

Source:- District Education Office.

## Chapter III

### Planning Process.

#### Implications of UEE.

The four basic components of universalization of elementary education are:-

**i) Universal Access.**

Universal access implies providing educational facilities to all children in the age group of 6-14 years.

All unserved school-less habitations are to be provided with primary schools / EGS centres for an eligible child population of 6-14.

**ii) Universal Enrolment.**

This implies that all children in the age group of 6-14 years must be enrolled in the formal schools/EGS Centres/ Alternate Schools etc. irrespective of class, Caste, creed or gender differences.

**iii) Universal retention.**

This implies that all the enrolled children in the age group of 6-14 years must complete 8 years of elementary education. The drop-outs are to be enrolled back into the school system after finding and analysing the reasons of their dropping out of the system.

**iv) Universal Achievement.**

This implies that all the children enrolled in the school system must actually achieve satisfactory quality education.

Planning process and project formulation under Sarva Shiksha Abhiyan is of great significance. The achievement of universalization of elementary education largely depends on the quality and the extent of community participation in planning, implementation and monitoring of its various aspects. Sarva Shiksha Abhiyan emphasizes location specific planning in a participatory manner. Unless and until the community owns the educational aspects of the children, the UEE cannot be realised in its true spirit.

① The pre-project activities under Sarva Shiksha Abhiyan have been completed in the district on the basis of community planning and participation at grass root level. Various activities were conducted during the Pre-Project phase of Sarva Shiksha Abhiyan, the main thrust being on the propagation of the scheme, awareness campaigns and participatory planning exercises.

**i) Constitution of District Planning Team (Core group).**

In order to ensure the success of decentralized planning and to develop effective planning machinery at the district level, a Planning team (core group) has been constituted with the following composition:-

*decentralized*  
g



S. No	Designation of the officer	Status in the core group
1	District Educational Planning Officer.	Convenor
2	Lecturer / senior lecturer of the DIET.	Member
3	Zonal Educational planning officer of a zone.	Member
4	District Coordinator EGS /AIE	Member
5	District Coordinator EMIS & PMIS	Member

The core group functions under the supervision and overall control of the District Educational Planning Officer. The D.E.P.O. is the main, pivotal figure in the planning team and the officials of the planning section of the District office and some other field functionaries also assist the planning officer.

**ii) Constitution of District Level Implementation Committee.**

In order to co-ordinate, operate, monitor and fructify the SSA scheme at the district level, an implementation committee has been constituted with the following composition

S. No.	Officer/Designation	Position in the Committee.
01	District Development Commissioner.	Patron
02	Chief Education Officer /District Project Officer SSA.	Chairman
03	District Educational Planning Officer.	Member Secretary
04	Principal DIET.	Member
5	MLAs and MLCs of the District.	Member

**iii) Constitution of Zonal level Committee with the following Composition.**

S. No.	Officer/Designation	Position in the Committee.
01	Zonal Education Officer.	Convenor
02	Lecturer of the respective DIET ( to be nominated by the Principal DIET.)	Member
03	Zonal Educational Planning Officer.	Member
04	Assistant Coordinator ZRC.	Member
04	Representative from ZRC's/CRC's of the zone .	Member
5-8	Representative of the Local Area Education Committees/ Parents of the children.	Member
9-10	Representatives from the PRIs.	Member

The Committee will be accountable for ensuring implementation of the scheme in pragmatic manner strictly as per the approved Action Plan in

accordance with the norms / framework of SSA and the guidelines / instructions from the State / Provincial / District Committees.

**iv)) Constitution of Zonal Planning Teams.**

The zonal level planning teams have been constituted in all the 18 Educational Zones of the district under the supervision of the concerned Zonal Education Officers. The Zonal Educational Planning Officer and two Zonal Resource Persons are members of the team and due representation has been given to the members of the Village Education Committees, teachers, women, scheduled tribes and retired officers of the Education Department.

**v)) Constitution of Cluster Level Committees.**

Cluster level committees have been constituted in all the 144 clusters of the district with the following composition to implement and monitor all the components of Sarva Shiksha Abhiyan.

S. No.	Officer / Designation	Position in the Committee.
1.	Headmaster of the Lead School	Convener
2.	Cluster Resource Person (CRP)	Member Secretary
3.	One Resourceful & Dedicated Teacher	Member
4-5	Representative of the Local Area Education Committees/ Parents of the children.	Member
6.	Representatives from the PRIs.	Member

**vi) Constitution of Village Education Committees.**

In order to ensure effective community participation and management of schools through mobilisation, Village Education Committees have been constituted in all the 648 villages of the district by consensus.

**VILLAGE/HABITATION LEVEL COMMITTEE**

S. No.	Officer/Designation	Position in the Committee.
01	Headmaster/Sr. Teacher of the PS/MS.	Convenor
02	Panch	Member
3-5	Representatives of the parents.(One among them should be parent of physically challenged child, if available)	Member
6-7	Two representatives of the women.	Member
08	Representative of the SC/ST, if not represented above.	Member

The Village Committees, as the basic units to formulate, execute and supervise the programme at the grass root level on community basis, will be responsible to undertake the activities of the scheme in right perspective. The Committees would have to implement the scheme in transparent manner with greater degree of responsibility.

Adequate representation has been given to the teachers, village elders, women, retired educationists and scheduled tribes etc. in these Committees. Many orientation courses were conducted at Zonal levels to apprise the Village Education Committee members about the aims and objectives of Sarva Shiksha Abhiyan and also to solicit their support and co-operation for achieving Universalisation of elementary education.

**vii) Capacity building.**

In order to develop planning competencies amongst the members of the district and zonal level planning teams, orientation courses were conducted to apprise the participants about the status of UEE, genesis and objectives of the Sarva Shiksha Abhiyan and to sensitize them about Micro-Planning exercises. The participants of these workshops were trained and oriented about the conduct of house hold and school based surveys and the compilation of the data.



**District Educational Planning Officer, Anantnag—orienting ZRP's/CRP's about Planning Process.**

**viii) Advocacy/Awareness campaign and Propagation of Sarva Shiksha Abhiyan.**

Various school-based and community-related activities were organised at the district headquarter and in all the 18 educational zones of the district for highlighting the aims and objectives of Sarva Shiksha Abhiyan and to solicit support of the community in the management of the schools. These included :-

- a) Parents Day;
- b) Cultural Shows;
- c) Symposia/Seminars;
- d) Parent-teacher associations and
- e) Sports competitions.

The community members, village elders, women, students, teachers and all the concerned show keen involvement and participation in all these activities. The villagers gathered in large numbers during these programmes and participated in full-length discussions on the educational needs and problems of the concerned area. Besides this, awareness among wider public was generated by associating Imams and Khatibs of Mosques. This exercise created a supportive environment for programme implementation.

In some areas of the district, the community does not come forward and does not want to get associated with any programme run by the government in view of the political turmoil and current law and order situation. In order to solicit the support of the community in educational matters, it is proposed to organize various activities during the “community participation week” w. e. f. **5<sup>th</sup> September, 2005 (teachers day) to 11<sup>th</sup> September, 2005**. During this week, the following activities shall be undertaken at all the zonal headquarters of the district.

- Children songs and skits depicting the importance of education and awareness about Sarva Shiksha Abhiyan.
- Bal Melas (Children Rallies)
- Folk Songs.
- Propagation through Print Media and development of Pamphlets and Brochures etc.
- Organization of Symposia / Seminars at school level.
- 2-days conference at district level with the involvement of representative of the stake-holders and PRI's etc.
- awards for best performance groups / schools /teachers during the week.

For the effective organization of Community participation week, various activities shall be initiated from May, 2005. VEC's shall be upgraded with the inclusion of parents of physically disabled children in these committees and involvement of Municipal Council members in urban areas.

**ix) Conduct of Household and school based surveys.**

The teachers of the department were engaged as Enumerators for the conduct of household and school based surveys in the district during March, 2004. In this regard, 180 ZRP's /CRP's were oriented at the district level and one teacher from each school (having elementary classes) was oriented at the

zonal level. Thus in all about 1500 teachers and 180 ZRP's/CRP's from 18 educational zones were involved in the conduct of surveys in the district. Survey formats were used to collect information about children in the age groups of 0-6 years and 6-14 years, school-going children, drop-outs, out of school children, reasons for non-enrolment / drop-out and physically challenged children etc. The basic data gathered through surveys has been updated by Village Education Committees by maintaining Village Education Registers at every School.

**x) VEC training.**

The VEC members have been sensitized and oriented in the conduct of micro-planning exercises. The state is in the process of devising a training module for the training of the VEC members during this year.

**xi) Project Monitoring.**

Monitoring in a broader sense in the SSA frame work has been defined as a continuous assessment of progress, diagnoses of weaknesses and strengths and provision for introduction of remedial / corrective measures. Therefore, continuous and comprehensive monitoring and subsequent learning from past experiences is crucial for effective implementation of plans and programme. For effective monitoring, tools for monitoring (Formats) developed by N.I.P.E.A , New Delhi are being used to get feedback from schools, VEC's and zones.

**xii) Monitoring Quality**

Monitoring of the quality dimensions especially learning and learning condition of every child have perhaps not received the attention since they are not easily quantifiable. For monitoring quality, formats for quality dimensions under SSA developed by NCERT, New Delhi are being used

**xiii) Development of database.**

Efforts are on to develop a database at district level as per the DISE formats devised by N.I.E.P.A., New Delhi. The necessary hardware, software and manpower have been placed at district office. Two assistant coordinators (ZRP's) of each educational zone were trained in capturing data on the prescribed DISE formats at a workshop held at district level. The assistant coordinators trained CRPs of their respective zones and CRPs oriented the Headmasters of all elementary schools and Education Volunteers of EGS centres falling in their clusters. The filled in School Information Schedules, Village Information Schedules and Education Guarantee Centre Schedules have been received at district office. Since we don't have computer facilities at the zonal level, the compilation / consolidation work is being done manually, that has resulted in consumption of time and slow flow of information to the district office. The punching of DISE Formats could not be completed on time due to unprecedented heavy snowfall in the district in mid February 2005. In near future, EMIS reports based on the DISE will be used for planning,

decision making and to find out the internal efficiency of the system. The PMIS Formats are being used to monitor the project in terms of physical and financial achievements.

**Objectives of E.M.I.S.:**

- 1) To create comprehensive data base for elementary education in the district and review the status every year.
- 2) To monitor enrolment and retention.
- 3) To monitor performance and achievements in respect of students with special reference to girls and focused groups.
- 4) To monitor the implementation of all the programmes and resources under Sarva Shiksha Abhiyan.

**Inputs.**

- ✓ Provision of computers and peripherals at zonal level.
- ✓ Provision of data entry operator at zonal level.
- ✓ Net working with District Information System.

Training the EMIS staff in DISE operation at N. I. E. P. A., New Delhi.

## Chapter IV

### Problems and Issues

To improve the elementary education in the district both quantitatively and qualitatively in accordance with the objectives of Sarva Shiksha Abhiyan, it is essential to identify the problems and issues and develop specific interventional strategies to achieve UEE. Some of the problems and issues are listed as under:-

#### 1) Access.

In spite of the fact that a large number of primary Schools, upper primary schools and EGS centres are functioning in the district within an easy reach of the children, there is still some scattered population of Schedule Tribe community which has no nearby schooling facility. These habitations qualify for opening of EGS centres as per distance norm but have a lesser number (below 10) of eligible school going children. This is a problem area as EGS centres have not been provided to these scattered pockets of Schedule Tribe population. The norms of EGS need to be relaxed in respect of such habitations.

#### 2) Low enrolments and high drop-out (Low retention).

There has been an increase in the enrolments at both Primary and upper Primary levels during the last couple of years, which is a clear reflection of the parents' desire to get their children educated. However, we have still a large number of out of school children belonging to following categories.

- Children of remote / inaccessible habitations.
- Children of seasonal migratory families.
- Children engaged in wage labour.
- Children engaged in house hold chores.
- Adolescent girls.
- Deprived urban children.
- Children belonging to ignorant and illiterate parents.
- Gender disparity

Moreover, all the students do not remain in the school and a good number of them drop out of the school at Primary and upper Primary levels. It has been observed that dropping out of school usually occurs in Government run schools, where only the poorest, who have no other option, remain. Some of the reasons for dropout are

- Learning levels of children are abysmally poor.
- Even in grade 4 & 5 children are unable to read and write single sentence.
- Children should have been in the stage of Reading to learn but are still in a stage of learning to read.
- Unable to speak freely.
- There is nothing like free writing.

### 3) **School Buildings and Poor Infrastructural Facilities.**

School buildings are intended to lure the child to the folds of education and give him the first hand exposure to the world. But, unfortunately, the overall look of our schools is so shabby that most of the school going children are reluctant to go to the school. The schools in the district have suffered enough during a decade long period of violence and many schools were burnt down during the turmoil. At present, 614 primary and 167 upper primary schools are without own buildings and are housed in private rented buildings. Most of the rented rooms and buildings are dilapidated and are in bad shape. They look like cow sheds and instead of attracting they act as deterrents for the young students.

The schools opened under Sarva Shiksha Abhiyan are facing the threat of closure in the absence of provision of rent under for these schools. Since the people in the rural areas are poor and have a little accommodation for their own use, they are not in a position to provide accommodation to these schools. These schools are presently running in rented buildings and the house owners are pressing hard for payment of rent. There is an urgent need that all these schools should be got constructed under Sarva Shiksha Abhiyan beyond the civil works norms of Sarva Shiksha Abhiyan of 33% budgetary use and till this is done, rent should be provided for running these schools.

In most of the schools, there is no provision of drinking water facilities, sanitary toilets, furniture articles and playground etc.

### 4) **Lack of academic facilities.**

The basic problem of our education system has been that over the years, there has been a reckless proliferation of schools regardless of the fact whether there is adequate infrastructure to equip the schools with much needed instructional materials. There is a general shortage of equipment and educational facilities in the elementary schools. The school grant and teaching Learning Equipment grant has proved of great help in this regard but existing schools other than those opened / upgraded under Sarva Shiksha Abhiyan need also to be covered under these grants.

Some of the schools were covered under OBB but in most of them, equipments provided under OBB have either been damaged or gutted during last 15 years. Moreover, 70 Upper Primary Schools were not covered under OBB. The Zone-wise number of these schools is given in Table 17.

### 5) **Lack of Planning for Quality of Education.**

In our state, the main thrust of educational planning has been on the component of access (provision of schooling facility), followed by enrolments and retention. The most important and vital component of quality of education has not received due attention but has been put on a low priority, If we ignore the enhancement of average learning and achievement levels of children studying in our schools, this may finally lead to wastage of resources and adverse affects on school effectiveness. The enrolments and retention of



children in the school system also largely depends on the quality of education provided in the schools. The quality of education in the schools depends to a great extent on the curriculum but learning environment, activities outside the classroom and family support etc. also play a significant role in the this regard.

Thus, there is an urgent need for planning quality aspects in education in which stress should be laid on learning environment and support services, curriculum development, teacher competency and teaching-learning process, provision of teaching-learning materials (TLM's), learning achievements and evaluation.

#### **6) Absence of Joyful learning and poor academic environment.**

The teaching techniques in our schools are outdated and monotonous. There is lack of child centered teaching and as such the young students do not take full interest in learning. Absence of joyful learning, learning by playing and learning by doing are other causes of poor quality of education. The school atmosphere is not conducive to academic activities, so the children run away from the schools and finally become dropouts.

#### **7) Inadequate professional training of teachers.**

A universally acknowledged fact is that good education depends upon good teachers and the quality of a teacher largely depends upon the quality of education and training. Teacher education is a curricular input for improving school education and improving teacher's competencies and performance is the most important problem in our education, as it is directly related to quality of education.

Jammu and Kashmir has been a pioneer in the field of teacher education and gave a lead to the country by establishing DIE's (District Institutes of Education) for the first time in 1979. In consonance with the National policy on Education (NPE-1986), the DIE's were upgraded to full-fledged DIET's (District Institutes of Education and Trainings) in 1988. However, the DIET's and SIE's can not claim quality orientation and a lot remains to be done.

- a) The trainings offered by DIET's are inadequate as most of the teacher educators (DIET Faculty) do not possess adequate exposure to the teaching – learning experiences at the elementary stage of education.
- b) Training programmes are looked upon merely as orientation to teaching-learning process and not to enhance teaching skills of the teachers.
- c) Demonstration lessons are a mere ritual and are not related to the actual classroom situations.
- d) There is no effective mechanism for monitoring and evaluation of the training programmes offered by the DIET's.

#### **8) Lack of Proper caderisation and improper deployment of teachers.**

We do not have a proper caderisation of teachers for deployment in different types of Schools. The teachers posts are inter-transferable in Primary, Middle, High and Higher Secondary Schools. Teachers wish to be adjusted in Secondary or Higher Secondary schools only, which adds to their

social status and elementary schools are ignored as most of the teachers show lack of interest to work in them. There is no teacher transfer policy in our state. Most of the teachers have managed their posting on deployment in the urban schools, where PTR is very low. In some rural schools PTR exceeds 1:50, against an average PTR of 1:26.

#### 9) Hanging Schools.

In the year 1997-98, the then State Govt. had upgraded 25 Primary Schools in the district to the status of Upper Primary Schools. These schools are presently running classes I to VIII but face a lot of difficulty on account of deficiency of teaching staff. These schools have not been regularized till date in terms of teaching personnel and are commonly referred to as Hanging Schools. Since the elementary sector is now covered under Sarva Shiksha Abhiyan, the district requires 51 additional posts of teachers to provided adequate staff to these schools. The names of these schools along with staff requirement is given below.

Sr. No.	Zone	Name of Hanging School	Staff to be provided.
1	Aishmuqam	MS Ainoo Brai	1
2	Aishmuqam	MS Ganash Bal	2
3	Aishmuqam	MS Srangsoo	1
4	Anantnag	MS Nawathoo	3
5	Bidder	MS Bidder	2
6	Bidder	MS Tangpawa	2
7	Bijbehara	MS Gadiser	1
8	Bijbehara	MS Sether	1
9	D H Pora	MS Konowser Ball	3
10	Devsar	MS Agroo	3
11	Doru	MS Kuchipora	2
12	Doru	MS Shepora	3
13	H C Gam	MS Arreh	3
14	H C Gam	MS Samnoo	2
15	Kulgam	MS Aismuji	2
16	Kulgam	MS Srandoo	3
17	Qazigund	MS Chandian	2
18	Shangus	MS Chitergul	3
19	Shnagus	MS Kawarigam	1
20	Shangus	MS Kothair	3
21	Srigufwara	MS Peth Nambal	3
22	Srigufwara	MS Trail	1
23	Yaripora	MS Behibagh	1
24	Yaripora	MS Bugam	1
25	Aishmuqam	MS Grandwan	2
<b>Total</b>			<b>51</b>

### 10) Salary for teachers engaged under OBB.

The centrally sponsored scheme—Operation Black Board was launched in the district in the year 1984, whereunder 624 teachers were recruited in the district. After five years, when plan period was over, most of these teachers were adjusted against vacant posts and their salaries were loaded to non-plan scheme. However, still 118 teachers recruited under OBB are facing lot of problems on account of their salaries, as these teachers could not be adjusted against vacant posts.

S. No.	Educational Zone	Posts required for regularisation of OBB teachers.
1	Aishmuqam	7
2	Achabal	6
3	Anantnag	6
4	Bidder	8
5	Bijbehara	5
6	Devsar	8
7	D H Pora	8
8	Doru	7
9	H C Gam	4
10	Kulgam	8
11	Mattan	6
12	Qaimoh	6
13	Qazigund	7
14	Shangus	8
15	Srigufwara	7
16	Vailoo	6
17	Verinag	5
18	Yaripora	6
<b>Grand Total</b>		<b>118</b>

## Chapter V

# Intervention for Access with Equity.

The district has a projected child population of 226015 in the age group of 6-14 with 116883 males and 109132 females as in 2005. The enrolment both private and government schools is 211812 with 111665 boys and 100147 girls. The out of school children number 14203 with 5218 boys and 8985 girls. The out of school children in the age group of 6-11 are 4516 with 1572 boys and 2944 girls and in the age group of 11-14 are 9687 with 3646 boys and 6041 girls.

In order to provide schooling facilities to the children within an easy reach and to enroll out of school children in nook and corner of the district, 326 Primary schools and 404 E.G.S. centres stand established in the district under SSA during 2002-03, 2003-04 & 2004-05. This has reduced the number of out of school children from 32468 in 2002-03 to 14203 this year. **Owing to the establishment of nuclear families, new habitations have come up across the district. Most of these habitations have been served with schooling facility but still we have many School-less Habitations out of which 27 Habitations deserve the provision of a primary school** in view of their population size and distance from the nearest schooling facility. The rest shall be covered under EGS component. During this year, all out efforts will be made to enroll more eligible children in EGS Centres and primary schools. Likewise, out of school children, either never enrolled or dropouts will be brought to the AIE centres for transaction of condensed curriculum (Bridge Courses) soon after the condensed curriculum is made available by the State Project Directorate.

The children in the age group of 6-8 can be enrolled in first primary but for the rest of the children it would be difficult to place them in class first. Therefore children in the age group of 8-14, numbering 12872 whether dropouts or non-enrolled have to be provided with bridge courses.

The children eligible for class 1<sup>st</sup> shall be enrolled in the existing schools / EGS centres and the newly recommended 27 primary schools and new EGS centres to be established in the habitations, which have been identified as school-less. The zone-wise number of School-less Habitations qualifying for opening of primary schools & EGS centres is given in table 4.

Besides this, continued support is required to be provided to the EGS centres for already existing enrolment in the centres. There are 12112 children presently studying in these centres. They shall continue to be in the centres during the current year 2005-06. Moreover the children who become eligible for enrolment during the current year 2005-06 shall also be admitted to the existing EGS centres. Therefore these centres need to be supported for this enrolment also.

(Centres for the transaction of bridge courses will be operationalised as soon as condensed curriculum is made available by the State Project Directorate.) Effort shall be made to offer bridge courses in the existing

schooling facilities as far as possible. However it is not possible in a good number of cases to provide bridge courses in the schools. Temporary centres shall be opened. The above EGS/ Bridge Courses centres will be temporary centres and shall be closed as soon as the children complete the course successfully and are streamlined into the formal schools.

### **Madrasa Education**

1076 children in the age group of 6-14 presently enrolled in Madrasas of the district will be provided formal education in their respective institutions. There are 16 Madrasas in the district. These Madrasas provide religious education exclusively. 10 Madrasas are residential. For providing formal education to children in Madrasas the following strategy shall be adopted.

1. A committee from the already existing Madrasa management can be framed. At least 2 persons from the habitation in which the Madrasa is located shall be associated with the committee to be nominated by the existing management of the Madrasa so that the intervention can have community ownership. The management can also think of associating one or two parents with the committee. The committee shall be responsible for running the AIE centre in the school.
2. The centre shall be run in AIE mode. The centre shall be established irrespective of the fact whether a primary school or EGS centre is functioning in that habitation or not.
3. The funds for running the centre in AIE mode shall be provided to the management committee who shall be the responsible for management of the centre.
4. In case there is a qualified teacher available in the Madrasa itself, he shall be entrusted with this job and paid emoluments as are paid to any EV. In case such a person is not available, the school management shall engage an EV from the same habitation.
5. The school management shall fix its own timings for the educational centre. However, they shall provide four hours daily instructions for a minimum of 180 days.

### **Upper primary schools:**

Most parts of the district have hilly terrain and children have to traverse great distances for reaching the upper primary school. There is good number of habitations, which do not have upper primary school facility available within 03 kms. The result is that a significant number of children get discouraged from enrolling in upper primary schools after primary graduation. There are 1122 primary schools and 337 upper primary schools (including 25 Hanging Schools) in the district. Even by the norm of one school for each two primary schools we are short of 149 upper primary schools. Therefore, we propose to upgrade 149 primary schools to upper primary level during the current year 2005-06. Zone-wise number is annexed in table 4.

Table – 4 Access less Habitations.

District :- Anantnag

S. No.	Zone Name	Total No. of habitations	Habitations without primary schools / EGS	Habitations eligible for EGS	Habitations eligible for PS	No. of eligible School-less habitations for UPS as per distance and population norms
1	Aishmuqam	166	59	17	2	9
2	Achabal	229	89	4	1	9
3	Anantnag	167	28	2	1	3
4	Bidder	177	44	15	1	8
5	Bijbehara	153	15	2	0	8
6	Devsar	129	12	3	3	11
7	D H Pora	241	60	13	3	11
8	Doru	210	92	2	1	5
9	H C Gam	114	27	2	1	8
10	Kulgam	113	19	4	1	9
11	Mattan	138	40	3	1	6
12	Qaimoh	186	64	2	2	9
13	Qazigund	112	17	3	2	9
14	Shangus	106	5	3	2	10
15	Srigufwara	153	10	5	2	10
16	Vailoo	197	72	23	1	7
17	Verinag	156	55	4	2	9
18	Yaripora	128	18	4	1	8
<b>Grand Total</b>		<b>2875</b>	<b>726</b>	<b>111</b>	<b>27</b>	<b>149</b>

Source:- Updated Distt: Edu: Survey under SSA, March 2004.

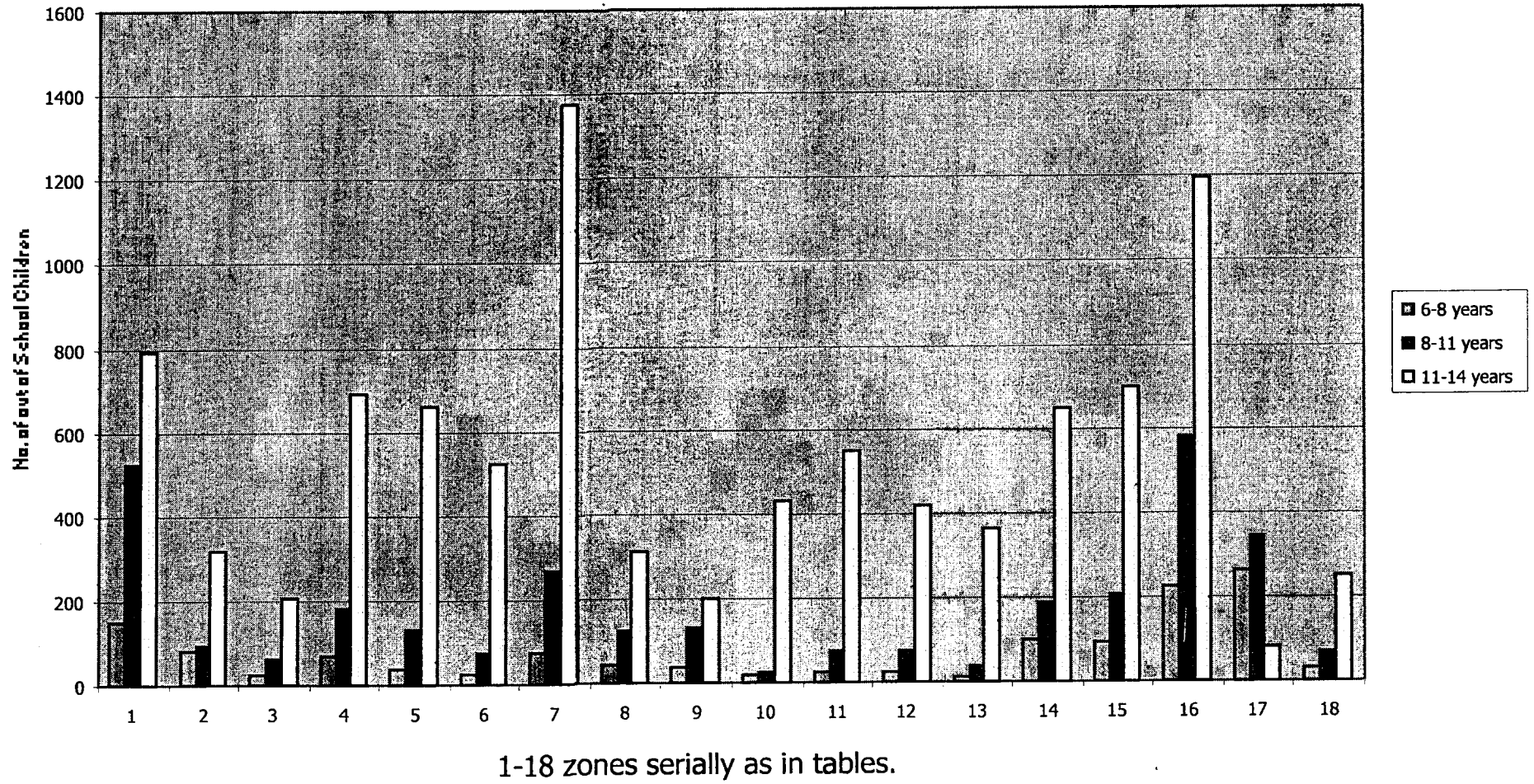
Table – 7 Planning for EGS and AIE.

District :- Anantnag

S. No.	Zone Name	Age wise break up of out of School Children											
		6-8 years			8-11 years			11-14 years			Grand Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
1	Aishmuqam	53	97	150	183	338	521	307	482	789	543	917	1460
2	Achabal	32	49	81	35	60	95	122	193	315	189	302	491
3	Anantnag	12	14	26	17	44	61	102	102	204	131	160	291
4	Bidder	13	57	70	21	159	180	258	432	690	292	648	940
5	Bijbehara	17	23	40	51	79	130	241	416	657	309	518	827
6	Devsar	1	21	22	2	74	76	194	327	521	197	422	619
7	D H Pora	13	59	72	59	211	270	505	869	1374	577	1139	1716
8	Doru	19	23	42	49	78	127	123	189	312	191	290	481
9	H C Gam	18	19	37	34	98	132	66	131	197	118	248	366
10	Kulgam	12	5	17	29	4	33	132	299	431	173	304	477
11	Mattan	5	19	24	10	63	73	226	322	548	241	404	645
12	Qaimoh	13	13	26	33	42	75	168	251	419	214	306	520
13	Qazigund	1	12	13	2	35	37	129	231	360	132	278	410
14	Shangus	11	87	98	26	158	184	205	445	650	242	690	932
15	Srigufwara	17	79	96	49	157	206	248	449	697	314	685	999
16	Vailoo	87	137	224	268	313	581	475	721	1196	830	1171	2001
17	Verinag	103	157	260	248	95	343	48	33	81	399	285	684
18	Yaripora	12	17	29	17	52	69	97	149	246	126	218	344
<b>Grand Total</b>		<b>439</b>	<b>892</b>	<b>1331</b>	<b>1133</b>	<b>2052</b>	<b>3185</b>	<b>3646</b>	<b>6041</b>	<b>9687</b>	<b>5218</b>	<b>8985</b>	<b>14203</b>

Source:- District Education Office.

Zone-wise / Age-wise out of School Children





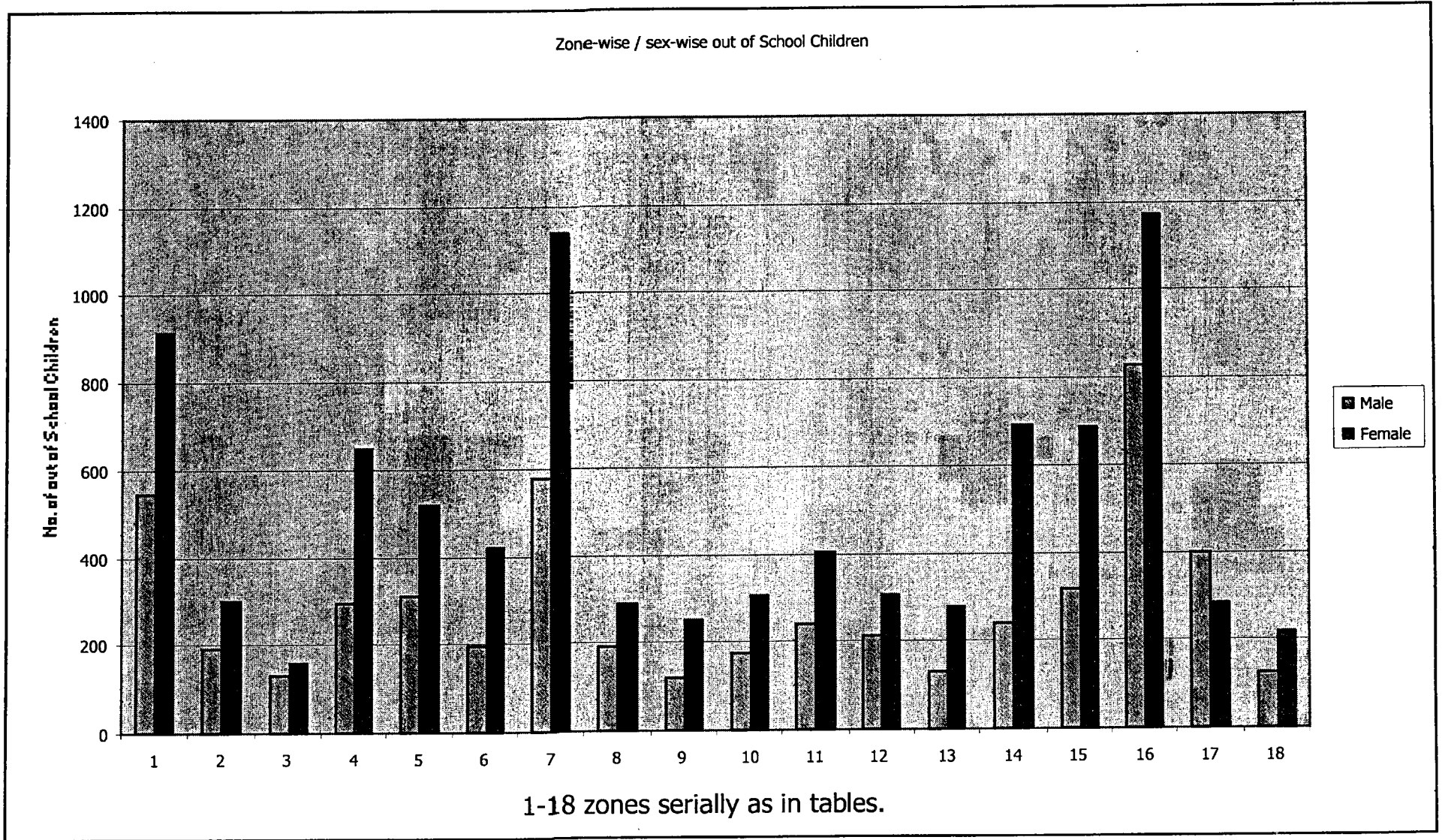


Table – 8 Number of Out of School Children with Reasons.

District :- Anantnag

S. No.	Zone Name	No. of out of School Children as per Household Survey	Lack of Interest	Lack of Access	Household work	Migration	Earning Compulsions	Failure	Socio cultural Reasons	Non flexibility in school timing and system of school	Others
1	Aishmuqam	1720	8	137	339	148	758	50	63	217	-
2	Achabal	516	24	29	110	0	152	25	87	89	-
3	Anantnag	308	4	0	74	0	118	18	86	8	-
4	Bidder	1334	802	59	72	0	56	133	32	180	-
5	Bijbehara	978	110	41	90	0	455	78	86	118	-
6	Devsar	1069	27	107	96	83	406	127	88	135	-
7	D H Pora	3368	120	671	326	163	1421	121	325	221	-
8	Doru	488	14	29	84	0	206	69	43	43	-
9	H C Gam	388	7	45	55	56	125	37	26	37	-
10	Kulgam	596	10	35	62	0	381	31	50	27	-
11	Mattan	921	44	51	158	52	329	97	63	127	-
12	Qaimoh	599	19	42	82	40	231	15	89	81	-
13	Qazigund	668	15	72	87	61	274	45	58	56	-
14	Shangus	1278	25	87	150	1	615	87	159	154	-
15	Srigufwara	1322	35	58	289	102	451	78	143	166	-
16	Vailoo	2885	46	213	358	160	1558	125	193	232	-
17	Verinag	738	95	124	192	0	166	67	56	38	-
18	Yaripora	383	24	35	74	0	139	45	66	0	-
<b>Grand Total</b>		<b>19559</b>	<b>1429</b>	<b>1835</b>	<b>2698</b>	<b>866</b>	<b>7841</b>	<b>1248</b>	<b>1713</b>	<b>1929</b>	<b>-</b>

Source:- Distt. Edu. Survey under SSA, March 2004

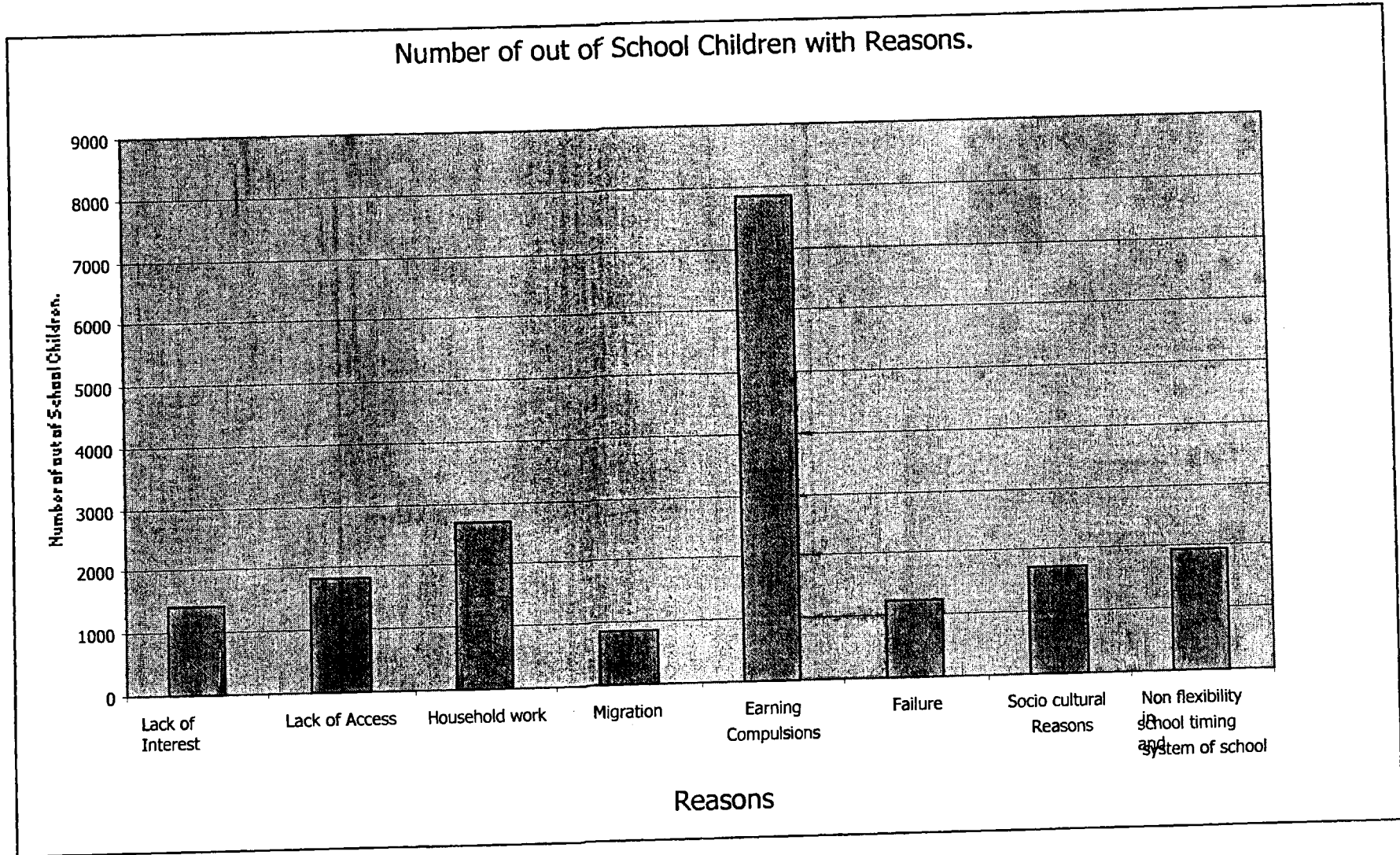


Table – 12 Existing EGS Centres.

District :- Anantnag

S. No.	Zone Name	No. of Existing EGS Centres	No. of EV's	Enrolment		
				Boys	Girls	Total
1	Aishmuqam	14	14	229	305	534
2	Achabal	18	18	201	235	436
3	Anantnag	7	8	115	102	217
4	Bidder	26	26	603	598	1201
5	Bijbehara	21	21	231	289	520
6	Devsar	28	28	403	365	768
7	D H Pora	60	62	787	1102	1889
8	Doru	14	14	187	155	342
9	H C Gam	12	12	113	116	229
10	Kulgam	17	17	124	229	353
11	Mattan	9	10	137	152	289
12	Qaimoh	13	13	121	162	283
13	Qazigund	24	26	336	381	717
14	Shangus	28	29	471	527	998
15	Srigufwara	37	37	431	487	918
16	Vailoo	51	51	909	947	1856
17	Verinag	19	20	174	201	375
18	Yaripora	6	6	92	95	187
<b>Grand Total</b>		<b>404</b>	<b>412</b>	<b>5664</b>	<b>6448</b>	<b>12112</b>

Source:- District Education Office.

Table – 9 Coverage and Planning of Out of School Children.

District :- Anantnag

S. No.	Zone Name	No. of out of School Children as per House hold Survey	No. of Children covered under different strategies in the preceding year (2004-05)						
			Mainstreaming	EGS	NRBC	RBC	Madrassa / Maktab	Innovation	others
1	Aishmuqam	1720		260					
2	Achabal	516		25					
3	Anantnag	308		17					
4	Bidder	1334		394					
5	Bijbehara	978		151					
6	Devsar	1069		450					
7	D H Pora	3368		1652					
8	Doru	488		7					
9	H C Gam	388		22					
10	Kulgam	596		119					
11	Mattan	921		276					
12	Qaimoh	599		79					
13	Qazigund	668		258					
14	Shangus	1278		346					
15	Srigufwara	1322		323					
16	Vailoo	2885		884					
17	Verinag	738		54					
18	Yaripora	383		39					
<b>Grand Total</b>		<b>19559</b>		<b>5356</b>					

Source:- District Education Office.

Table – 9 A Coverage and Planning of Out of School Children.

District :- Anantnag.

S. No.	Zone Name	No. of out of School Children as per Household Survey	No. of Children to be covered under different strategies in the preceding year (2005-06)						
			Mainstreaming	EGS	NRBC	RBC	Madrassa / Maktab	Innovation	Others
1	Aishmuqam	1460		203	1310		42		
2	Achabal	491		125	410		172		
3	Anantnag	291		51	265				
4	Bidder	940		193	870				
5	Bijbehara	827		97	787				
6	Devsar	619		105	597				
7	D H Pora	1716		272	1644				
8	Doru	481		79	439		154		
9	H C Gam	366		61	329				
10	Kulgam	477		57	456		54		
11	Mattan	645		52	621		43		
12	Qaimoh	520		56	494				
13	Qazigund	410		85	397				
14	Shangus	932		198	834		405		
15	Srigufwara	999		196	903		72		
16	Vailoo	2001		423	1777		65		
17	Verinag	684		301	424				
18	Yaripora	344		49	315		69		
<b>Grand Total</b>		<b>14203</b>		<b>2603</b>	<b>12872</b>		<b>1076</b>		

Source:- District Education Office.

\* Zone wise / Age group wise / Sex wise number of Drop-out children in the age group (6-14) years.

S. No.	Zone Name	6-11 years			11- 14 years			Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Aishmuqam	50	76	126	159	198	357	209	274	483
2	Achabal	33	37	70	94	106	200	127	143	270
3	Anantnag	16	23	39	72	59	131	88	82	170
4	Bidder	21	58	79	140	180	320	181	238	399
5	Bijbehara	25	28	53	125	185	310	150	213	363
6	Devsar	1	37	38	120	142	262	121	179	300
7	D H Pora	61	108	169	220	214	434	281	322	603
8	Doru	13	25	38	66	101	167	79	126	205
9	H C Gam	6	19	25	31	62	93	37	81	118
10	Kulgam	12	3	15	80	133	213	92	136	228
11	Mattan	13	45	58	131	160	291	144	205	349
12	Qaimoh	28	27	55	138	167	305	166	194	360
13	Qazigund	2	34	36	86	126	212	88	160	248
14	Shangus	30	59	89	121	186	307	151	245	396
15	Srigufwara	29	45	74	133	176	309	162	221	383
16	Vailoo	37	56	93	185	185	370	222	241	463
17	Verinag	52	28	80	8	12	20	60	40	100
18	Yaripora	11	20	31	59	81	140	70	101	171
<b>Grand Total</b>		<b>440</b>	<b>728</b>	<b>1168</b>	<b>1968</b>	<b>2473</b>	<b>4441</b>	<b>2408</b>	<b>3201</b>	<b>5609</b>

Source:- District Education Office.

\* Zone wise / Age group wise / Sex wise number of non-enrolled children in the age group (6-14) years.

S. No.	Zone Name	6-11 years			11- 14 years			Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Aishmuqam	186	359	545	148	284	432	334	643	977
2	Achabal	34	72	106	28	87	115	62	159	221
3	Anantnag	13	35	48	30	43	73	43	78	121
4	Bidder	13	158	171	118	252	370	131	410	541
5	Bijbehara	43	74	117	116	231	347	159	305	464
6	Devsar	2	58	60	74	185	259	76	243	319
7	D H Pora	11	162	173	285	655	940	296	817	1113
8	Doru	55	76	131	57	88	145	112	164	276
9	H C Gam	46	98	144	35	69	104	81	167	248
10	Kulgam	29	2	31	52	166	218	81	168	249
11	Mattan	2	37	39	95	162	257	97	199	296
12	Qaimoh	18	28	46	30	84	114	48	112	160
13	Qazigund	1	13	14	43	105	148	44	118	162
14	Shangus	7	186	193	84	259	343	91	445	536
15	Srigufwara	37	191	228	115	273	388	152	464	616
16	Vailoo	318	394	712	290	536	826	608	930	1538
17	Verinag	299	224	523	40	21	61	339	245	584
18	Yaripora	18	49	67	38	68	106	56	117	173
<b>Grand Total</b>		<b>1132</b>	<b>2216</b>	<b>3348</b>	<b>1678</b>	<b>3568</b>	<b>5246</b>	<b>2810</b>	<b>5784</b>	<b>8594</b>

Source:- District Education Office.



\* Zone wise / Class wise / sex wise / Number of Drop-out children in the age group (6-14) years.

S. No.	Zone Name	1st. Pry.		2nd. Pry		3rd Pry		4 <sup>th</sup> Class		5 <sup>th</sup> Class		6 <sup>th</sup> Class		7 <sup>th</sup> Class		8 <sup>th</sup> Class		Total		
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Total
1	Aishmuqam	17	26	26	33	31	59	29	40	74	78	23	20	3	18	6	0	209	274	483
2	Achabal	2	9	15	9	13	17	12	8	27	41	39	37	19	22	0	0	127	143	270
3	Anantnag	1	8	24	7	12	11	8	9	12	25	12	4	0	0	19	18	88	82	170
4	Bidder	14	16	14	26	22	38	30	26	54	95	22	17	3	7	2	13	161	238	399
5	Bijbehara	0	8	14	38	20	14	15	30	38	30	38	56	22	29	3	8	150	213	363
6	Devsar	5	11	5	16	9	29	9	34	58	50	19	17	12	14	4	8	121	179	300
7	D H Pora	9	17	38	60	47	48	43	43	60	91	82	63	0	0	2	0	281	322	603
8	Doru	0	1	9	14	14	15	13	30	13	26	13	16	6	12	11	12	79	126	205
9	H C Gam	1	2	4	6	3	11	3	7	8	23	14	23	4	9	0	0	37	81	118
10	Kulgam	5	1	10	14	11	17	6	26	27	44	17	20	14	14	2	0	92	136	228
11	Mattan	20	32	16	30	16	24	19	23	39	51	16	20	14	10	4	15	144	205	349
12	Qaimoh	4	0	16	14	9	37	16	27	53	67	37	24	31	25	0	0	166	194	360
13	Qazigund	0	7	6	9	9	22	12	15	29	64	19	25	13	18	0	0	88	160	248
14	Shangus	7	36	13	36	22	38	26	48	48	72	20	11	14	4	1	0	151	245	396
15	Srigufwara	8	7	16	20	19	38	23	26	49	82	30	26	15	18	2	4	162	221	383
16	Vaiioo	6	13	25	30	35	42	32	37	74	76	33	35	15	8	2	0	222	241	463
17	Verinag	11	13	9	0	1	12	15	0	17	3	3	1	4	1	0	10	60	40	100
18	Yaripora	0	4	8	8	5	17	10	20	28	30	11	16	8	6	0	0	70	101	171
<b>Grand Total</b>		<b>110</b>	<b>211</b>	<b>268</b>	<b>370</b>	<b>298</b>	<b>489</b>	<b>321</b>	<b>449</b>	<b>708</b>	<b>948</b>	<b>448</b>	<b>431</b>	<b>197</b>	<b>215</b>	<b>58</b>	<b>88</b>	<b>2408</b>	<b>3201</b>	<b>5609</b>

Source:- District Education Office.

**\* Zone wise / Class wise / sex wise / Number of Drop-out children in the age group (11-14) years.**

S. No.	Zone Name	1st. Pry.		2nd. Pry		3rd Pry		4th Class		5th Class		6th Class		7th Class		8th Class		Total		
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Total
1	Aishmuqam	6	1	25	32	29	53	26	40	41	34	23	20	3	18	6	0	159	198	357
2	Achabal	0	2	8	6	9	13	8	4	11	22	39	37	19	22	0	0	94	106	200
3	Anantnag	0	0	22	3	9	10	5	8	5	16	12	4	0	0	19	18	72	59	131
4	Bidder	11	6	13	25	22	36	29	21	34	55	22	17	3	7	2	13	136	180	316
5	Bijbehara	0	0	9	26	17	13	10	26	26	27	38	56	22	29	3	8	125	185	310
6	Devsar	0	0	4	15	7	28	8	21	51	39	19	17	12	14	4	8	105	142	247
7	D H Pora	0	0	27	36	37	29	32	27	35	59	82	63	0	0	2	0	215	214	429
8	Doru	0	0	6	9	10	10	8	17	12	25	13	16	6	12	11	12	66	101	167
9	H C Gam	0	0	4	5	3	7	3	7	3	11	14	23	4	9	0	0	31	62	93
10	Kulgam	2	0	9	13	9	14	6	21	21	33	17	20	14	14	2	0	80	115	195
11	Mattan	18	24	14	24	14	21	15	21	20	25	16	20	14	10	4	15	115	160	275
12	Qaimoh	0	0	5	10	9	32	16	27	40	49	37	24	31	25	0	0	138	167	305
13	Qazigund	0	1	5	8	7	18	11	13	24	41	19	25	13	18	0	0	79	124	203
14	Shangus	0	15	10	32	22	36	22	48	27	40	20	11	14	4	1	0	116	186	302
15	Srigufwara	1	1	13	20	18	30	23	26	31	51	30	26	15	18	2	4	133	176	309
16	Vailoo	0	0	24	27	32	37	32	37	47	41	33	35	15	8	2	0	185	185	370
17	Verinag	0	0	0	0	0	0	0	0	1	0	3	1	4	1	0	10	8	12	20
18	Yaripora	0	0	5	7	5	17	10	20	20	15	11	16	8	6	0	0	59	81	140
<b>Grand Total</b>		<b>38</b>	<b>50</b>	<b>203</b>	<b>298</b>	<b>259</b>	<b>404</b>	<b>264</b>	<b>384</b>	<b>449</b>	<b>583</b>	<b>448</b>	<b>431</b>	<b>197</b>	<b>215</b>	<b>58</b>	<b>88</b>	<b>1916</b>	<b>2453</b>	<b>4369</b>

Source:- District Education Office.

**\* Zone wise / Class wise / sex wise / Number of Drop-out children in the age group (6-11) years.**

S. No.	Zone Name	1st. Pry.		2nd. Pry		3rd Pry		4th Class		5th Class		Total		
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Total
1	Aishmuqam	11	25	1	1	2	6	3	0	33	44	50	76	126
2	Achabal	2	7	7	3	4	4	4	4	16	19	33	37	70
3	Anantnag	1	8	2	4	3	1	3	1	7	9	16	23	39
4	Bidder	3	10	1	1	0	2	1	5	20	40	25	58	83
5	Bijbehara	0	8	5	12	3	1	5	4	12	3	25	28	53
6	Devsar	5	11	1	1	2	1	1	13	7	11	16	37	53
7	D H Pora	9	17	11	24	10	19	11	16	25	32	66	108	174
8	Doru	0	1	3	5	4	5	5	13	1	1	13	25	38
9	H C Gam	1	2	0	1	0	4	0	0	5	12	6	19	25
10	Kulgam	3	1	1	1	2	3	0	5	6	11	12	21	33
11	Mattan	2	8	2	6	2	3	4	2	19	26	29	45	74
12	Qaimoh	4	0	11	4	0	5	0	0	13	18	28	27	55
13	Qazigund	0	6	1	1	2	4	1	2	5	23	9	36	45
14	Shangus	7	21	3	4	0	2	4	0	21	32	35	59	94
15	Srigufwara	7	6	3	0	1	8	0	0	18	31	29	45	74
16	Vailoo	6	13	1	3	3	5	0	0	27	35	37	56	93
17	Verinag	11	13	9	0	1	12	15	0	16	3	52	28	80
18	Yaripora	0	4	3	1	0	0	0	0	8	15	11	20	31
<b>Grand Total</b>		<b>72</b>	<b>161</b>	<b>65</b>	<b>72</b>	<b>39</b>	<b>85</b>	<b>57</b>	<b>65</b>	<b>259</b>	<b>365</b>	<b>492</b>	<b>748</b>	<b>1240</b>

Source:- District Education Office.

The following would be the budget allocations for various access related interventions:

S. No	AWP&B component	Activity	Cost (Rs. In lacs)	Remarks
1.	EGS / AIE	Enrolment of 1331 + 1272 children in existing EGS centres	21.995	1331 out of school children and 1272 eligible children in the age group of 4-7 who shall be enrolled in already existing EGS centres @ Rs.845/- per child.
2.	EGS / AIE	Providing support to 12112 children already enrolled in existing EGS centres.	102.346	12112 children are already enrolled in 404 EGS centres of the district. They need to be supported during 2005-06.
3.	EGS / AIE	Enrolling 12872 children for bridge courses.	108.768	Bridge courses shall be provided to the children in the age group of 8-14.
4.	EGS / AIE	Providing formal education to children in Madrasas, Child labour etc.	32.280	Alternative Innovative Education to 1076 Children
5.	Salary component for primary school teachers	Salary for 652 teachers working in 326 primary schools opened under SSA from 2002-03, 2003-04 & 2004-05.	234.72	@ Rs. 3000/- per month.
6.	Salary component for upper primary	Salary for 236 upper primary school teachers in the schools upgraded under SSA from 2002-03, 2003-04 & 2004-05.	84.96	@ Rs. 3000/- per month.
7.	Salary component for head teachers of UPS.	Salary for 118 master grade teachers in the schools upgraded under SSA during 2002-03, 2003-04 & 2004-05.	165.672	Salary for 118 master grade teachers in the schools upgraded under SSA during 2002-03, 2003-04 & 2004-05 @ Rs.11700/- per teacher per month.

S. No	AWP&B component	Activity	Cost (Rs. In lacs)	Remarks
8.	Salary for additional teachers	Salary for 20 additional teachers appointed in 2003-04.	7.2	Salary for 20 additional teachers appointed in 2003-04 @ Rs.3000/- per month per teacher.
9.	Salary for projected Primary School teachers	Salary for 54 primary school teachers to be engaged in 27 new primary schools during 2005-06.	19.44	Salary for 54 primary school teachers @ Rs.3000/- per month per teacher.
10.	Salary for projected upper primary school teachers	Salary for 298 upper primary school teachers to be engaged in proposed 149 upgraded schools during 2005-06.	107.280	Salary for 298 Upper primary school teachers @ Rs.3000/- per month per teacher.
11.	Salary for master grade teachers to upper primary schools	Salary for 149 master grade teachers in the schools proposed for upgradation during current year.	209.196	Salary for 149 master grade teachers @ 11700/- per month per teacher.
12.	Salary for projected teachers in Hanging Schools.	Salary for 51 teachers needed for regularization of 25 Hanging Schools during 2005-06.	18.36	Salary for 51 teachers @ Rs. 3000/- per month per teacher.
13.	Salary for teachers appointed under OBB.	Salary for 118 teachers appointed under OBB.	113.28	@ Rs. 8000/- per month.

## Chapter VI

# Community Involvement.

In some areas of the district, the community does not come forward and people do not want to get associated with any programme run by the government in view of the political turmoil and current law and order situation. This is a problem area and requires our immediate attention. In this regard, a “community participation week” w. e. f. **5<sup>th</sup> September, 2005 (teachers day) to 11<sup>th</sup> September, 2005** shall be organized in the district to solicit the support of the community in the educational matters and highlight the importance of education. The expenditure for the organization of “community participation week” shall be debited to the management cost / MER.

648 village education committees have been framed in the district and all efforts are being made to activate and revitalize these committees.

The community involvement among STs is almost negligible. The total ST population of the district is more than 8% of the total population. The ST communities suffer from many disadvantages including dismal literacy rates. The involvement of these communities even in the areas where they have predominant is negligible. This results into lack of awareness even among the opinion leaders of this community regarding their role and responsibility in universalization of elementary education in their communities. Besides, these communities suffer from double marginality of being below poverty line on the one hand and living in far flung and mountainous areas on the other hand.

Civic polls to the Municipal Councils have been successfully concluded in the district. The Panchayat elections are also on the anvil. There is every hope that the self governing institutions at the grass root level shall be in place during the coming financial year. Therefore it is absolutely necessary to activate VECs. Co-ordinators at district and zonal levels shall be appointed to look after the component of community mobilization and community participation. Their role will be to conduct training of community members including the VECs, PTAs, MTAs and SMC members at the district and zonal level. These coordinators shall hold various awareness campaigns in their respective areas. They shall also ensure that the VECs are actually associated with the programmes. They shall also be responsible for implementation of VERs which though maintained require a continuous updation. They shall also ensure that each school maintains VER. They shall also be entrusted the task of enrolment drives especially for dropouts and never enrolled children. The resources shall be made available through the components of community training, management and MER (Monitoring, Evaluation & Research).

Publicity programmes shall be designed and prepared to motivate and ensure people’s voluntary participation in education. Print and electronic media shall also be involved in this regard so that education becomes a concern of the whole society. Posters, pamphlets and reading materials have also been

prepared to propagate the cause and spread of education under Sarva Shiksha Abhiyan.

Community related and school based activities like Parents Days, Cultural shows, Symposia/Seminars, Parent-Teacher associations and sports competitions are being organized through out the district to involve people, teachers, parents and children etc for ensuring universalisation of elementary education.

Following activities shall be conducted during the current year:

- Village education committees shall be broad based by adding two members who shall be the retired teachers or the persons in the village who had been associated with education. There will be two more literate leading persons chosen from the community and the parents of physically challenged children, if available..
- Resource persons at district and zonal level shall be trained in community mobilization.
- Community leaders who are in the VECs shall be trained. VECs include panches and sarpanches of the panchayats. Since they play a leading role in the VECs, therefore their training shall be prioritized.
- 5184 VEC members from 648 villages shall have to be trained. The members shall include the selected members of PTA/MTAs. The resources shall be made available from the community training component.
- PTAs and MTAs have been formed so far. We need to orient the members of PTAs and MTAs. .
- Special mobilization campaigns shall be conducted in the disadvantaged areas where there is predominance of ST population, such as D H Pora, Aishmuqam, Srigufwara, Vailoo, Shangus, Verinag, Qazigund etc.
- The resource persons at the block and the district level shall be trained for conducting enrolment drive.
- Similarly VEC presidents and school management committees shall be oriented for enrolment drive.
- Provisions shall also be made for holding seminars, debates, symposia, sports competition, bal-melas etc. so as to propagate the message of UEE and increase enrolment.

#### **Implementation of Village Education Register:**

Village education registers have been maintained in the schools and are being updated so that it could, on a constant basis, reflect the educational status and the educational need of the village. Village education registers are an effective medium of providing information on out of school children both non-enrolled and dropouts. Training on a limited level has been conducted as to how the village education register has to be maintained and updated. We have a

very effective institution in the shape of cluster resource persons available at cluster level. Having a very limited number of schools in their jurisdiction, they can be an effective instrument for getting the VERs prepared wherever, the same might not have been done and ensure updation of the registers. Therefore, they need to be trained on priority for this purpose. A three to four days workshop shall be held at the district and the zonal levels for training the district resource persons and cluster resource persons. The resource persons shall be entrusted with the task of implementation and updation of VERs in general areas, special areas and remote areas.

Therefore the following activities are proposed:-

#### At the District/ Zone/ Cluster/ Village Levels

S.No	AWP&B component	Activity	Cost (Rs. In lacs)	Remarks
1	Training of VECs	Training of Village Education Committee Members at Zonal levels	3.11	648 VECs @ 8 VECs per committee for 5184 member @ Rs. 30/- per day for two days.
2	Monitoring, Evaluation & Research	Three day training of Resource persons / Head teachers. at Zonal Level for community involment.	2.52	144 resource persons & 1536 head teachers @ Rs 50/- per day for three days.
3	Monitoring, Evaluation & Research	Three day training of Resource persons at District Level.	0.12	Two asst. Coordinator in each of 18 zones @ Rs 100/- per day for three days.
4	Monitoring, Evaluation & Research	One day training of Municipal Councillors of the recently elected Municipal Councils in the district.	0.10	For 100 councillors @ Rs.100/- per day..
5	Monitoring, Evaluation & Research	Three day training of Resource persons and head teachers at the zonal level for implementation of Village Education Register	3.60	180 RP & 1536 Head teachers @ Rs 70 per day for 3 days.
6	Monitoring, Evaluation & Research	Implementation of village Education register in general areas	0.90	Cost of register & incentive to RPs etc
7	Management Cost.	One day orientation of VEC members at cluster level for enrollment drive	2.59	648 VECs with 8 members @ Rs 50 per day
8	Management Cost.	One day training programme of Resource persons at Zonal Level for enrollment drive.	1.18	144 Resource Persons and 1536 Headteachers @ Rs. 70/- per day.
9	Management	One day training programme of	0.065	36 Asstt. Coordinators,



S.No	AWP&B component	Activity	Cost (Rs. In lacs)	Remarks
	Cost.	Resource persons at district level for enrollment drive		28 ZEOs & ZEPOs @ Rs 100 per day.
10	Management Cost.	Traveling cost of RPs during actual enrollment drive for 5 days.	4.20	144 CRPs and 1536 head teachers from the schools for five days @ Rs 50/- per day per person
11	Management Cost.	Traveling cost of RPs for observing enrollment drive for three days only.	0.4	2 Asstt. Coordinators & one ZEO. Hire charges of vehicle @ Rs 500/- per day, & refreshment @ Rs 50/- per day
12	Management Cost.	Observation of enrollment drive at village level by VEC.	2.07	For 8 VEC members refreshment @ Rs 10/- per person for four days.
13.	Monitoring, Evaluation & Research / Management Cost.	“community participation week” from 5 <sup>th</sup> September to 11 <sup>th</sup> of September, 2005.	9.00	Rs. 50,000/- per educational zone.

In order to fully involve the committee in the implementation of the programme at the village/ ward level, a series of meetings shall be organized, in which various issues related to enrollment, retention, dropouts, management of schools and implementation of SSA programme shall be discussed and various strategies devised for increasing enrollment and retention and for ensuring better learning achievement of the students. The implementation of the programme of the village level shall also be continuously reviewed. For this purpose the following activities will taken up.

S.No	AWP&B component	Activity	Cost (Rs. In lacs)	Rationale
1	Management cost	Monthly meeting of VECs at school level.	4.15	Refreshment of Rs. 10/- per person per meeting @ 8 meeting per year
2	Management cost	Quarterly meeting of VECs at cluster level..	1.75	Refreshment of Rs 30/- per person per meeting @ 3 meeting per year. 2 VECs members and chairman shall attend

## Chapter VII

# Quality Improvement

The achievement of universal participation in education will fundamentally depend on the quality of education provided in the schools. There is a direct correlation between the learning achievements of children and the number of years they stay in school. Better learning achievement ensures longer stay in the school. Not only this, the achievement level also impact upon the regularity of attendance. Whether parents send their children to school shall ultimately depend on the judgment the parents make on the quality of education provided. It is the parents who invest time, energy and resources in their children and therefore, they can't become oblivious to the learning achievement of their children. The social, economic and political objectives of education can be better met if good quality education is provided. Similarly schooling should help children develop creatively and emotionally and should acquire the necessary skills, values and attitudes for responsible and productive citizenship. It is for these reasons that the quality aspect of education cannot be ignored.

Sarva Shiksha Abhiyan has been conceived as “a response to the demand for quality basic education all over the country” and therefore the aim of Sarva Shiksha Abhiyan is to provide “useful and relevant” elementary education for all children in 6 to 14 age group by 2010. The main objective of Sarva Shiksha Abhiyan, among other objectives is to “focus only on elementary education of satisfactory quality with emphasis on education for life” and equitable provision of good quality education.

Achieving the objectives of quality shall ultimately depend on the school environment and the actual classroom transaction that takes place. For any approach to be successful there has to be a right relationship developed between the child and the teacher. The traditional vision of the teacher and the child being the giver and taker respectively has to change if education has to be imparted meaningfully. The child has to be at the center stage of the whole process and the teacher shall have to act only as facilitator. This calls for a fundamental attitudinal change in the teachers.

### **Quality parameters: Teacher Training 2004 - 2005**

The five fold strategy pursued by the government to address quality concerns, besides provision of infrastructure and human resource for primary education, includes:

- 1 Provision of improved curriculum and teaching learning material.
- 2 Improving the quality of teaching learning process through the introduction of child centered pedagogy

- 3 increased focus on specification and measurement of learner achievement levels
- 4 capacity building of teachers, and
- 5 Onsite support for teacher training.

In order to put the above strategies into practice, a teacher training design for 20 day training programme has been devised by the project and the district specific issues incorporated at the district level. The training design has been circulated among all the concerned and the training was conducted in a focused manner in all the zones of the district. The 20 day training programme includes various functional areas of Sarva Shiksha Abhiyan like inclusive education for disabled, gender issues, planning process, etc. MHRD guidelines have been incorporated in the teacher training design. Training Programmes conducted during 2004-05 concentrated on development of TLM by participants in workshop mode.

### **Teacher Training Design for the year 2004-05.**

#### **Objectives:**

1. To bring about an attitudinal change in the teachers for the basic and paradigm shift in their role as “ a facilitator or helper” by orienting them in the goal, philosophy , strategy of SSA and by raising their motivational level.
2. To enable teachers to work in close collaboration with parents, the community and VEC's/PTA's.
3. To sensitize teachers to pay special attention to education of girls, SC/ST children, children with special needs (CWSN), migrant children and other disadvantaged groups.
4. To improve their knowledge of curricular areas which they are required to teach by assessing area- specific and subject-wise need at the school as well as cluster level.
5. To explore and convert into concrete action , in a phased manner, the process based aspects:
  - a) Competency- based teaching and learning that helps the teachers to rethink and broaden the spectrum of school education by focusing on learning process, development of skills and competencies.
  - b) Child- centred and activity-based teaching and learning by improving teaching skills for interesting, joyful and effective curricular transaction.
  - c) Development of TLM and its use in the classroom that results in the adoption of varied teaching-learning strategies.
  - d) Improving the skills of evaluation of teachers so that formative evaluation supplements competency- based curricular transactions and provision is made for the remedial teaching of slow learners.To expose teachers to new ideas, techniques,

technology, teaching aids, schemes etc. by encouraging range of training methods with emphasis on participatory and experimental methods offering teachers more “practice” time during training programmes, and

6. Through all the above, help teachers in achieving universal attainment of essential levels by students (Learning at the mastery level).

### **Content.**

Teachers training needs are to be identified at the cluster level and communicated to and collated and prioritized at Zonal, District and State levels. Based on zone specific and district specific need assessment ZRCs and DRGs have the freedom to adapt the training programmes to suit local needs and circumstances.

In curricular areas the core comprises;

- a) Curricular renewal and review,
- b) Introducing varied teaching-learning strategies through TLM development in tandem with the futuristic pedagogy,
- c) upgrading the evaluation process in relation to the improvements in curricular transaction,
- d) convert into concrete action the process based aspects by improving the corresponding skills and teacher competence in i) content analysis ii) framing instructional objectives, iii) identification and formulation of subject-wise and grade-wise competencies and sub-competencies, iv) identification of corresponding learner activities and their arrangement into learning ladder V) adoption of formative evaluation techniques to supplement the transactional strategies alongside the upgradation of techniques and tools of summative evaluation.
- e) Encourage experimentation with academic freedom and infuse the spirit of greater innovativeness into the system through reflective and contemplative practices inside and outside classroom.
- f) Competency-based learning with reference to text books, effective and innovative classroom teaching practices / teaching-learning methods (especially for “difficult topics”).

TLM and evaluation techniques for:-

- (i) Mother Tongue / Regional Languages
- (ii) Maths
- (i) Science/ Social Science / Environmental Studies
- (ii) English / Modern Indian Language
- (iii) Work / Art / Health & Physical Education / Yoga / Meditation.

Broadly speaking weightage given to curricular areas may be 65 % i.e 13 out of the total 20 days.

In General areas besides the sixteen topics listed in the MHRD guidelines topics may also be selected on need basis by DRG from the awareness package and SOPT modules developed at the NCERT.

The weightage given to the general areas shall be 35% ie, 7 days out of the total 20 days.

### **Methodology.**

During the year 2003-04 TLM development from 1<sup>st</sup> to 5<sup>th</sup> grade was the focal area of teacher training conducted in a workshop.

During the year 2004-05 TLM development at the upper primary level, implementation of effective teaching-learning strategies and development of evaluation skills and competence in field teachers was the broad focal / core areas besides content upgradation in subject areas assessed on need basis at all levels.

Oral and written feedback was taken from trainees at the end of each training programme and DIET was involved to monitor the conduct of teacher training.

The district has undertaken a massive teacher training programme. 3600 teachers out of 6173 were provided 20 days in-service training during winter vacations and 10 days training to 226 EVs out of 412 during summer vacations of 2004-05.

The District Resource Group, Block Resource Centers and Cluster Resource Centers have already been established in the district. The capacity building of DRG, ZRP's and CRP's have been done during the year 2004-05. The DIET has been closely associated with the training. Provisions have also been made in the current years plan for providing continuous support like contingency, TA grants etc. to the ZRCs and CRCs as was done last year.



Director School Education, Kashmir sharing his experiences with the ZRP's / CRP's in teacher Training Workshop at GHSS Anantnag.

### **Strategy for teacher training for the year 2005-06.**

The teacher training modules developed for the last two years shall be repeated for 20 days teacher training programme. The focus shall now be on identification of subject wise competencies with special emphasis on core competencies/ hard spots, and teaching-learning strategies. In evaluation emphasis shall be laid on preparation of tools for evaluation. Thirty days induction training shall also be taken up. The twenty days schedule shall be repeated. For the rest of ten days a schedule will be developed. The emphasis for this schedule shall be on educational psychology, learning of children and school management. The TLM development at primary and upper primary level shall now onwards be entrusted to the CRCs and ZRCs as a permanent feature of their activity. The guidelines for utilization of TLM grant by teachers as developed by TSG shall be made available to ZRCs and CRCs.

During the current year 2005-06 the 20 day training shall be provided to all the trained, untrained and newly recruited teachers across the board. This training will also be provided to the EVs engaged in EGS / AIE. 60 day training for untrained teachers shall not be provided.

### **Support and Guidance from National Institutions.**

The district shall also seek guidance and expertise of NCERT and Ed. Cil by organizing a workshop at the district headquarters in which DRG members, ZRP's and CRP's shall be oriented and sensitized about latest pedagogical initiatives so that our teachers are also kept abreast with the latest trends and techniques of teaching.

### **Exposure Visits.**

The dedicated and resourceful teachers / resource persons may also be taken for an exposure visit to some neighboring states like H. P., so that they can have an on spot interaction and get envisioned in the effective implementation of Sarva Shiksha Abhiyan.

### **Teaching Learning Material**

In order to ensure effective transaction of teaching-learning process in the classroom, the use of appropriate teaching-learning materials and equipments is a must. The annual teacher grant of Rs.500/- is being provided to each and every teacher of the district engaged in teaching elementary classes. The teachers have been trained in the development and usage of low cost / no cost teaching aids at Primary and upper primary level during the winter vacation of the year 2004-05.

### **School Grant**

Improvement of school environment is critical to achieving better quality standards. School grant may apparently be seen as a very small amount but it makes a marked difference to the school environment. The school grant of Rs.2000/- per school is used for replacement of used up TLE. This amount

shall be provided to all the 1536 primary and upper primary schools / blocks in high schools.

### **Improvement of school environment:**

There are 508 primary school buildings and 247 upper primary schools / blocks in secondary schools which are government owned. The condition of the school buildings owned by the govt. has deteriorated over the time. It is absolutely necessary to conduct minor repairs of these school buildings so as to make the schools child friendly and lit up the gloomy atmosphere of the schools. The maintenance grant @ Rs.5000/- per school for 755 schools is proposed. However Rs.7000/- shall be provided to each upper primary school with government owned building and Rs.4000/- to each primary school. However the over all allocation shall not be exceeded.

### **Text books:**

Providing of text books free of cost has helped a great deal in increasing the enrolment of the schools. Unfortunately, development of text books is a centralized affair in our state. The Board of School Education has been mandated to provide text books. One may not doubt the competence of this institution in developing text books but it is certain that these text books are not prepared in district specific contexts. The state government sooner than latter shall have to take steps in this direction and ensure that teaching learning process takes place in an environment which the child experiences rather than in the borrowed environment.

However the district proposes to provide text books to all girls and SC/ST boys in the district. The total number of children to whom the text books shall be provided are 77344.

### **Distance Education**

Under distance education component, efforts are being made at the state level to develop radio lessons so that teachers and children in distant areas of the district take advantage of this medium. In this connection, a state level workshop for development of lessons was held in which the co-ordinator from our district also participated. Besides this, once programmes through Edusat become operational, it will go a long way in improving quality of education in the district.

### **Teacher absenteeism in the district.**

Teacher absenteeism in the district is minimal. It is estimated that less than 10% teachers remain absent. However, incidence of teacher absenteeism is

more in the far flung educational zones like D.H. Pora, Vailoo, Verinag, Srigufwara and Ashimuqam area. The district has constituted teams at the cluster level which make frequent visits of the schools to check teacher absenteeism. Besides this the government in pursuance of 73<sup>rd</sup> amendment to constitution, has transferred some of the functions to the Panchayati raj institutions. The salary of primary school teacher cannot be disbursed unless he obtains a duty certificate from the surpanch of the Panchayat. This has also helped in preventing teacher absenteeism.

Regarding the menace of absenteeism in distant areas, revenue officers along with the Panchayati Raj institution members have been made responsible for checking the presence of teachers.

Out of 6317 sanction posts only 6126 teachers are actually functioning. 191 posts are vacant in the district. The posts have been referred to the Director School Education Kashmir for arranging recruitment through Service Selection Board of the state. It is hoped that this process will be concluded during the 2005-06.

However, considering the low PTR of the district which stands at 1: 26, the vacancies do not offer much problem.

### **Operationalisation of ZRCs / CRCs for onsite training support**

The project directorate issued detailed guidelines for onsite training and monthly meetings for academic support. Pursuant to the guidelines cluster resource persons provide onsite training to the teachers in the actual classroom situation at primary level. Monthly meetings are conducted in which academic and pedagogic issues are discussed by the teachers and the hard spots resolved. This has helped in expanding the vision of the teachers and their understanding of the subjects. They no longer suffer under the mis- conception that they know the curriculum only by dint of being teachers. Onsite support at upper primary level is provided by the zonal resource persons (assistant coordinators at zonal level). There is a similar pattern of onsite visits and monthly meetings.

There is an urgent need to provide onsite teacher training support to the teachers in classroom situations besides reviewing the classroom process and parameters in monthly meetings. This need has been also urgently felt because there is a feeling that the 20 day teacher training provided does not get fully actualized and the training effects are not fully sustained. Whereas lot of enthusiasm is displayed by the teachers during the training but while returning to classroom they once again relegate to the conventional practices of pedagogy and when prompted they generally show cynicism towards the entire training process. Therefore it is absolutely necessary that a continuous support is provided. Otherwise one of the major objectives of SSA namely providing education of satisfactory quality shall not be achieved.

In this context DIETs have to play critical role in ensuring that the training inputs provided to the teachers are translated into practice. Whereas the



normal financial support for BRCs and CRCs shall be proposed as envisaged in the intervention norms of SSA additional financial inputs shall be required so that the DIETs continuously monitor the functioning of CRCs and BRCs as per the guidelines already issued by the Society.

Regarding financial inputs for operationalisation of ZRCs and CRCs the funds provided as per the SSA norms have been reflected in the budgetary part. There is no need to reflect activity wise description here but the monitoring by DIETs shall be debited to the MER component of the scheme.

S.No	AWP&B Source	Activity	Amount (Rs.in lacs)	Remarks
1.	Trainings	Teacher training in-service for 20 days	93.492	Training will be imparted to 6678 teachers (6126 teachers in position & 552 Projected teachers during 2005-06) in the district this includes 3593 trained and 2533 untrained teachers.
2.	Trainings	Additional 10 days training for new recruits (induction).	14.714	2102 teachers (1026 teachers engaged under SSA during 2002-03, 2003-04 & 2004-05, 524 teachers engaged under state plan & 552 teachers projected this year) shall be provided additional 10 days training as they are new recruits.
3.	EGS/AIE	30 days training to EVs.	—	All EVs shall be provided 30 days training. The cost shall be debited to EGS/AIE component. This cost has already been included in the per capita investment in EGS/AIE.
4.	Teacher grant	Development of TLM at school level by the individual teachers.	33.390	TLM @ Rs.500/- per teacher for 6678 teachers (6126 teachers & 552 proposed during 2005-06).
5.	School grant	Grant for replacement of used up TLE in the school.	30.720	School grant @ Rs.2000/- for 1536 schools.
6.	Text books	Text books to be provided free to	116.016	Text books @ Rs.150/- per student for 77344

		girls and SC/ST boys from 1 <sup>st</sup> to 8 <sup>th</sup> .		students.
7.	Maintenance grant	Maintenance grant for repair of government owned buildings	37.750	Maintenance grant @ Rs.5000/- per school for 755 schools, which have government buildings.
8.	TLE for newly opened primary schools during 2005-06.	TLE for proposed primary schools during 2005-06.	2.700	TLE for proposed primary schools to be opened during 2005-06.
9.	TLE for Middle Schools not covered under OBB.	TLE for 70 Middle Schools not covered under OBB.	35.00	
10.	TLE for newly upgraded primary schools to upper primary level from 2003-2005	TLE for new upper primary schools as spill over	59.000	TLE for 118 upper primary schools @ Rs.50000/- per school to be carried as spill over.
11.	TLE for proposed upgraded primary schools to upper primary during current year.	TLE for proposed 149 upgraded primary schools to the status of Upper primary schools.	74.500	TLE for proposed 149 upgraded primary schools @ Rs.50000/- to the status of Upper primary schools.

## Chapter VIII

### Civil Works

With out proper infrastructure facility, quantitative and qualitative Education cannot be imagined. Suitable atmosphere for schooling can be produced by developing the infra structural facilities. A good, attractive and sufficient accommodation with basic facilities like bath rooms, toilets and drinking water can attract more and more students to schools.

Government schools in district Anantnag are short of such facilities. Under SSA these facilities are being provided now, which has greatly helped in enrolment drive. The interventions proposed in the plan under civil works are detailed as under.

#### I. Construction of building for Pry. Schools & Middle Schools:

In March, 2004 a household survey and a school infrastructure related survey was conducted in the district. The infrastructural requirement as assessed in the survey is reflected in table 16 & 16A. It may be seen that the infrastructural requirement is much more than can be reflected in the current year's plan owing to the fact that we cannot exceed the limit of 33% in civil works for both new works and spill over. However, as per the latest instructions communicated vide F. No:- 2-16 / 2004 / Elementary Education – III, dated :- 18<sup>th</sup> January, 2005, all the constructions of school buildings are to be completed by September, 2005. It is practically impossible to undertake all the constructions in a single year, as such the construction programme is phase in two years period. Accordingly, the following construction programme has been reflected.

The plan reflects the construction of 310 Primary School buildings, 100 Middle School buildings and 200 additional class rooms in 2005-06 plan, besides completion of already sanctioned number of construction works. The details of approved year wise civil works are tabled below:

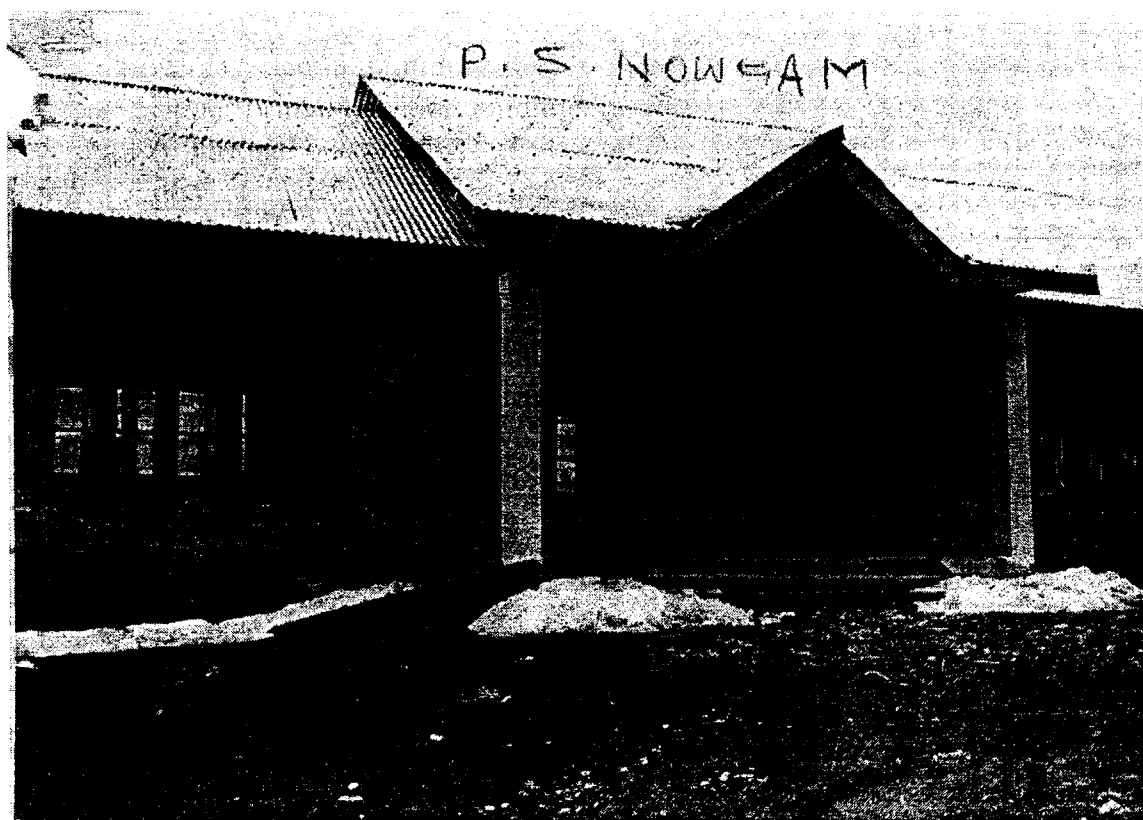
	<b>2002-03</b>	
1	Primary school buildings	22
2	Upper Primary school buildings	02
3	Additional class rooms	47
4	Drinking water facilities	0
	<b>2003-04</b>	
1	Primary school buildings	50
2	Upper Primary school buildings	0
3	Additional class rooms	60
4	BRCs	5
5	CRCs	12
	<b>2004-05</b>	
1	Primary school buildings	30

2	Upper Primary school buildings	10
3	Additional class rooms	50
4	BRCs	6
5	CRCs	19
6	Drinking Water Facilities.	20
7	Toilet Facilities.	20
8	Electric Facility.	25

The following targets have been fixed for the current year

2004-05		
1	Primary school buildings	310
2	Upper Primary school buildings	100
3	Additional class rooms	200
4	BRCs	1
5	CRCs	35
6.	Electric Facility	50

It may not be out of place to mention here that 326 primary schools have been sanctioned and opened during 2002-03, 2003-04 and 2004-05. Like wise, 118 primary schools have been upgraded to upper primary level during the above period under SSA. Against which 5 and 20 primary and upper primary schools have been approved for construction. Also a good number of schools other than SSA schools are housed in rented buildings.



*Primary School Nowgam zone Shangus.*

## 2. Additional Accommodation

Enrolment in Government schools has over the years been increasing especially in rural areas. The accommodation as such provided years before does not suffice this increased roll. A good number of schools from Primary / upper primary level require additional accommodation. The District has requirement of more than 1357 additional rooms where as only 157 are approved till date. In the present plan construction of only 200 additional rooms has been reflected due to the financial implications.

## 3. Construction of BRC & CRC

Construction of 11 BRC's & 31 CRC's earmarked in the plan 2003-04 & 2004-05 has been started with the partial fund released and it is hoped that the targets fixed in the plan 2004-05 shall be achieved with the targets of 2005-06 as visualized in the new plan. The construction of 1 BRC and 35 CRCs is reflected in this plan. These centres as such will provide guidance to the teachers at a place, which is nearer to their locality for which they are otherwise put to trouble when asked to come to DIET or District and Tehsil headquarters.



Block Resource Centre Mattan.

Table – 16 Existing School Infrastructure of Primary Schools.

District :- Anantnag

S. No.	Zone Name	Total no. of schools	No. of schools without own building	No. of schools in dilapidated condition	Total no. of pucca classrooms	No. of repairable classrooms	No. of schools with Drinking water facility	No. of schools with Toilet facility	No. of schools with Girls Toilet facility	No. of schools with access ramp	No. of schools with Boundary Wall	No. of schools with playground	No. of schools with Kitchen for mid day meal
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	Aishmuqam	63	23	3	100	57	2	19	2	5	0	2	0
2	Achabal	75	36	12	110	74	9	13	2	4	6	6	0
3	Anantnag	56	46	13	49	42	2	4	1	1	6	15	0
4	Bidder	60	28	3	76	49	2	4	5	4	2	4	0
5	Bijbehara	73	47	1	64	23	2	4	1	5	3	2	0
6	Devsar	72	34	3	114	71	5	28	3	4	3	3	0
7	D H Pora	80	35	3	94	81	2	14	3	4	1	5	0
8	Doru	49	38	3	100	57	2	8	1	5	4	2	0
9	H C Gam	48	23	1	52	29	2	10	2	3	1	3	0
10	Kulgam	61	43	1	40	27	2	9	2	3	0	3	0
11	Mattan	59	38	2	66	32	2	6	4	4	1	4	0
12	Qaimoh	63	39	0	72	41	3	4	2	5	1	3	0
13	Qazigund	62	25	0	71	35	4	12	2	4	1	2	0
14	Shangus	78	38	7	52	27	3	24	2	2	1	6	0
15	Srigufwara	63	36	1	64	35	3	17	2	3	0	8	0
16	Vailoo	51	25	0	65	31	6	9	5	6	0	2	0
17	Verinag	51	32	3	84	41	6	12	2	4	2	4	0
18	Yaripora	58	28	3	115	67	3	5	4	5	0	4	0
<b>Grand Total</b>		<b>1122</b>	<b>614</b>	<b>64</b>	<b>1394</b>	<b>826</b>	<b>60</b>	<b>202</b>	<b>45</b>	<b>71</b>	<b>32</b>	<b>78</b>	<b>0</b>

Source:- District Education Office.

**Table – 16A Existing School Infrastructure of Upper Primary Schools & Secondary Schools having Upper Primary sections.  
District :- Anantnag**

S. No.	Zone Name	Total no. of schools	No. of schools without own building	No. of schools in dilapidated condition	Total no. of pucca classrooms	No. of repairable classrooms	No. of schools with Drinking water facility	No. of schools with Toilet facility	No. of schools with Girls Toilet facility	No. of schools with access ramp	No. of schools with Boundary Wall	No. of schools with playground	No. of schools with HM room
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	Aishmuqam	23	7	0	55	30	3	6	3	3	2	3	2
2	Achabal	21	10	5	65	74	4	4	3	0	7	11	16
3	Anantnag	37	24	6	118	73	4	8	2	4	11	12	17
4	Bidder	27	10	0	68	28	2	4	2	3	1	3	3
5	Bijbehara	28	10	1	45	20	2	7	2	2	2	6	2
6	Devsar	26	2	0	56	24	2	9	2	3	2	3	2
7	D H Pora	26	13	2	47	42	3	3	2	1	4	4	2
8	Doru	25	19	4	67	44	4	12	2	1	3	7	3
9	H C Gam	17	6	0	46	30	3	2	2	1	2	2	3
10	Kulgam	20	10	1	53	33	3	7	1	3	3	3	3
11	Mattan	24	16	0	45	25	3	7	2	2	7	6	3
12	Qaimoh	20	6	0	54	30	3	5	2	5	2	5	2
13	Qazigund	19	6	0	67	34	3	7	2	4	1	3	3
14	Shangus	23	6	3	72	38	2	11	3	2	2	4	4
15	Srigufwara	25	10	1	45	29	2	5	1	0	3	4	2
16	Vailoo	18	3	0	55	33	2	6	1	1	2	3	4
17	Verinag	17	4	5	46	19	3	5	1	1	3	3	5
18	Yaripora	18	5	0	60	28	2	2	1	5	2	4	2
<b>Grand Total</b>		<b>414</b>	<b>167</b>	<b>28</b>	<b>1064</b>	<b>634</b>	<b>49</b>	<b>110</b>	<b>34</b>	<b>41</b>	<b>59</b>	<b>86</b>	<b>78</b>

Source:- District Education Office.

Table – 19 Number of schools with 3 and more than 3 classroom.

District :- Anantnag

S. No.	Zone Name	Number of Government schools having upto 3 classrooms	Number of Government schools having more than 3 classrooms
1	Aishmuqam	42	14
2	Achabal	33	17
3	Anantnag	11	12
4	Bidder	37	12
5	Bijbehara	31	13
6	Devsar	39	23
7	D H Pora	47	11
8	Doru	8	9
9	H C Gam	23	13
10	Kulgam	18	10
11	Mattan	20	9
12	Qaimoh	25	13
13	Qazigund	35	15
14	Shangus	36	21
15	Srigufwara	25	17
16	Vailoo	24	17
17	Verinag	18	14
18	Yaripora	28	15
<b>Grand Total</b>		<b>500</b>	<b>255</b>

Source:-

District

Education

Office.





*Block Resource Centre Devsar.*

#### **4. Toilet, Drinking Water & Electric facilities**

Rural Development Department of the state has been entrusted with the task of providing toilet facilities and PHE Department with the task of providing drinking water facilities. Both the departments have drawn out elaborate plans for construction of the same. It has been decided at the state government level that these two components shall be taken up by the respective departments under Total Sanitation Mission and Swajal Dhara which are centrally sponsored schemes. The funds provided for these components during the years 2003-04 and 2004-05 have been diverted for construction of primary schools.

The Rural Development Department intends to provide one toilet point for 20 students. Regarding drinking water facilities a list of the schools where drinking water facilities are not available have been provided to PHE department for further action.



Toilet facility at Primary School Nowgam zone Shangus.

### **Building designs and costs:**

For the civil works under progress type design has been developed at the divisional level. Since entire Kashmir valley has a homogeneous climatic and geographical condition, therefore the type design suits the local condition. For primary schools a three room design has been prescribed with verandah. The cost of the type design is Rs. 4.0 lacs. The building has to be constructed in brick masonry in cement mortar with galvanized and corrugated iron sheets and a false ceiling in 4mm thick ply board. The plinth of the building is in rubble stone with dressed through stones at the corners. Given the cold conditions of the valley the room height is only 8.5 feet and window height 4.5 feet x 6.0 feet. The dimension of all the three rooms is 18' x 15'.

Similarly for upper primary schools type design has been developed at the divisional level. The features of the building are same as that of the primary school except that it is a six room building, each room having a dimension of 15'x18'.

For block resource centres, the type design has been provided at the state level. But extensive modifications have been made in this design to suit the local conditions. The type design costs Rs.8.0 lacs but since only 6.0 lacs is provided as unit cost therefore 2.0 lacs has been provided from the CRC cost and the BRC thus made is a composite unit of BRC and ZRC.

Similarly for CRC, a typical type design has been prescribed by the project. The CRC is a one room building with verandah. The inner dimension of the room is 22'x18'. The main features of the building are brick masonry in cement mortar and a sloping roofing of galvanized and corrugated iron sheets with false ceiling.

In the entire state of Jammu & Kashmir and especially in the valley the cost of the material components as well as the labour component is very high. For instance the wages of skilled labourers like masons and carpenters ranges between Rs. 200 to Rs.225. Similarly the rates of unskilled labourers are in the range of Rs.80-100. Since cement and iron is imported from outside the state, the cost of these components is also very high. Timber is very costly because the government is the only source of supply and rates fixed by the government are very high. It is in this context that a cost of civil works in the state of J&K should be judged.

### **Execution of civil works:**

As laid down in the implementation frame work of SSA the civil works are being executed through VECs. The payments to the VECs are made in four phases for the primary school and the upper primary school and in three phases for additional classrooms and CRCs. It must be admitted that the VECs are not very active and vibrant. Therefore the brunt of construction mainly falls on those teachers who are part of the VEC especially headmasters. However the headmasters have been able to muster local support and it can generally be seen that wherever these buildings have been constructed there is a sense of community ownership. The accounts of the construction are maintained by the headmasters who is also helped by the community. The community ownership can also be judged from the fact that in majority of the cases the public is donating land free of cost.

The BRCs are being constructed through the Self help Groups of unemployed engineers. These groups have been constituted by the State Director of Employment under the directions of the State government. The constructions are being carried out as per the type design and the estimate provided by the project.

### **Monitoring of civil works:**

The suggestive monitoring structure prescribed by MHRD vide its letter dated 8<sup>th</sup> August 2002 has not been fully implemented in the state. The suggestive guidelines provide for Assistant engineer at the district level supported by one drafts man and at least one junior engineer for each sub district unit which in our case is the zone. However, only recently one Assistant engineer and two Junior Engineers have been posted to the district by the project. In order to have a monitoring and supervisory arrangement in place the state govt. vide a govt. order had directed to borrow the services of local

unemployed engineers for monitoring. Their consultancy wages have to be paid from the 2% of the project administration cost against individual works. This arrangement is in place. But due to the posting of engineering staff to the district this arrangement shall be dispensed with. It may be added that the unemployed local engineers did not have the required experience and therefore the monitoring was not very strongly done. However it is hoped that with the posting of the engineers this difficulty shall be obviated.

#### The new proposals:

Not with standing the fact that there is a huge gap in infrastructure, there is the limitation of 33% imposed under SSA implementation framework. However, as per the latest instructions communicated vide F. No:- 2-16 / 2004 / Elementary Education – III, dated :- 18<sup>th</sup> January, 2005, all the constructions of school buildings are to be completed by September, 2005. It is practically impossible to undertake all the constructions in a single year, as such the construction programme is phase in two years period. we are projecting requirement of new works to the extent of Rs. 2221.00 lacs. Besides this only 25% funds were made available during 2004-05 and therefore 75% of the cost of civil works has to be carried over as spill over for the year 2005-06.

No. of primary schools carried over as spill over.	Spill over cost. (Rs. In lacs)	No. of primary schools proposed for the current year.	Cost @ Rs.4.0 lacs per building.(Rs in lacs)	Total cost.(2+4) Rs in lacs
30	90	310	1240.00	1330.00

No. of upper primary schools carried over as spill over.	Spill over cost.	No. of upper primary schools proposed for the current year.	Cost @ Rs.6.0 lacs per building.	Total cost.(2+4)
10	45	100	600.00	645.00

No. of BRC carried over as spill over.	Spill over cost.	No. of BRC prpopsed for the current year.	Cost @ Rs.6.0 lacs per building.	Total cost.(2+4)
6	27	1	6.00	33.00

No. of CRC carried over as spill over.	Spill over cost.	No. of CRC proposed for the current year.	Cost @ Rs.2.0 lacs per building.	Total cost.(2+4)
19	28.5	35	70.00	98.50

No. of Additional classrooms carried over as spill over.	Spill over cost.	No. of Additional classrooms proposed for the current year.	Cost @ Rs.1.50 lacs per room.	Total cost.(2+4)
50	56.25	200	300	356.25

No. of Drinking Water facilities carried over as spill over.	Spill over cost.	No. of Drinking Water facilities proposed for the current year.	Cost @ Rs.0.20 lacs per unit.	Total cost.(2+4)
20	4.00	0	0.00	4.00

No. of Toilet facilities carried over as spill over.	Spill over cost.	No. of Toilet facilities proposed for the current year.	Cost @ Rs0.30 lacs per unit.	Total cost.(2+4)
20	6.00	0	0.00	6.00

No. of Electric facilities carried over as spill over.	Spill over cost.	No. of Electric facilities proposed for the current year.	Cost @ Rs0.10 lacs per unit.	Total cost.(2+4)
25	2.50	50	5.00	7.50

Under SSA infrastructural support has been provided against the AWP&Bs of 2002-03, 2003-04 and 2004-05. The details of the buildings sanctioned and progress achieved is reproduced in the below placed statement.

Nature of Civil work	2002-03		2003-04		2004-05	
	Targets	Achievements	Targets	Achievements	Targets	Achievements
<b>Primary school buildings</b>	22	22	50	50	30	Under Progress
<b>Upper Primary school buildings</b>	2	2	Nil	Nil	10	Under Progress
<b>Additional class rooms</b>	47	47	60	60	50	Under Progress
<b>BRCs</b>	0	0	5	5	6	Under Progress
<b>CRCs</b>	0	0	12	12	19	Under Progress
<b>Drinking Water Facilities.</b>	Nil	Nil	Nil	Nil	20	Nil
<b>Toilet Facilities.</b>	Nil	Nil	Nil	Nil	20	Nil
<b>Electric Facility.</b>	Nil	Nil	Nil	Nil	25	Nil

## Chapter IX

# Special Focus Groups and Innovative Activities.

### **Children with Special Needs (IED)**

Article 45 of the constitution laid down that free and compulsory Education should be provided to all children up to 14 years. This has now been replaced by Article 21—A, under which Elementary Education has become a fundamental right of the child. Unfortunately, we have not achieved the goal of universal elementary education so far. The groups that have been left out consist of children with special needs, children belonging to SC & ST and girl children.

The state government aims to achieve the goal of Universalisation of Elementary Education, which can not be accomplished unless and until Children with Special Needs are also brought to the fold of Education and provided Quality Education, along with other children.

During the House Hold Survey, 6545 Children with Special Needs have been identified in the District. Out of these 3921 are attending schools and 2624 are out of school. Two Assessment camps in collaboration with Composite Regional Centre, Srinagar have been conducted for assessing the needs of Children with Special Needs at sub district level. Eighteen Assessment camps were conducted for assessing the needs of physically challenged children at all the eighteen Educational zonal headquarters of the district in collaboration with Chief Medical Officer, Anantnag. Some of these camps were monitored by Miss Anupriya Chahda, National Consultant on IED along with State Coordinator SFG, Mr. Khurshaid Ahmad Reshi. On the basis of this assessment all the needy children will be provided aids and appliances like hearing aids, crutches, wheel chairs, Calipers and Tricycles etc. through convergence with Composite Regional Centre, Srinagar. 60% cost of the aids and appliances will be provided by Composite Regional Centre, Srinagar and 40% will be provided out of SSA funds under IED component. Glasses to the needy visually impaired children are being provided out of IED component at district level. Scholarships to most of the children with special needs enrolled in schools were provided by convergence with social welfare department at district level. Individual Education Plan (IEP) are being formulated with the help of school teachers for every Child with Special Needs. Instructions were also given to all school to make special seating arrangement for the children with disabilities for which fund are to be provided out of IED component.

3-days workshop on IED for ZRPs / CRPs was conducted in 3-phases at district headquarter to orient them how to identify the children with disabilities in the classroom and how to overcome the learning disabilities. The ZRPs /



CRPs were also oriented how to teach and interact with the children with various types of disabilities.



Miss Anupriya Chahda , National Consultant on IED, monitoring Assessment Camp for CWSN at Zone Verinag.



Doctor assessing the need of a Hearing impaired Child at zone D P Pora.



Two inservice teachers have been deployed to Composite Regional Centre, Srinagar for undergoing a certificate course in the field of children with Special Needs.

Materials like poster and stickers were prepared and distributed to all school for making community aware about educational needs of physically challenged children. Print and electronic media is being used for soliciting parents and community support to provide access and enrolment to Children with Special Needs. Bal Melas, VEC meetings are being organized to apprise the parents and the community about the needs and potential of Children with Special Needs. One of the VEC members of most VEC's is a parent of a disabled child.



CWSN at Assessment camp zone Kulgam.

Experts will be engaged for conducting of work shops on development of reading and learning materials for Children With Special Needs.

The following would be the broader strategies for the current year 2005-06.

- a) Children with Special Needs shall be brought to the formal schools where ever possible for their inclusion in the school system. The schools are being made disabled friendly by the provision of Ramps, handrails low level black boards and toilets with hand rails etc. and if needed, residential school in remote areas for those children who can not be integrated in the formal schools will be started.
- b) Disabled children who can not come to the school / EGS centres will be provided contractual tutors for home based learning. Support will be

provided to encourage Children with Special Needs to avail of the facilities of study centres launched by national institute of open school.

- c) To make the community aware of the needs and potential of disabled children, one parent of the disabled children will be trained during VEC training under SSA.
- d) An effective mechanism shall be evolved to supervise and monitor the IED programme at all levels—district / Zone /Cluster and village and adequate staff will be deployed in this regard.
- e) Arrangements shall be made for the early provision of assistive devices in convergence with CRC, Srinagar.
- f) Resource base shall be created at block level by engaging one teacher with the relevant qualification to deal with CWSN.
- g) Enrolment drive shall be conducted for enrolling CWSN who are out of school.
- h) TLM relevant to CWSN shall be developed at the zonal level.
- i) Training will be provided to the teachers for sensitizing them towards the issues involved in the education of CWSN.
- j) Efforts shall be made to provide at home support in extreme cases of disability.

S.No	AWP&B Source	Activity	Amount (Rs. in lacs)	Remarks
1.	IED	Appointment of resource persons.	10.80	18 resource teachers shall be appointed on contract basis for Rs. 5000/- per month.
2.	Teacher training	2 days orientation of all teachers.	-	This training will be part of the 20 day teacher training programme.
3.	IED	Fixed TA for the resource teachers.	0.75	
4.	IED	Community mobilization and parental counseling for enrolment.	2.00	A core group of 5 persons including resource teacher, cluster resource person and 2 VEC and one Head teacher for a 5 day mobilization camp in a cluster.
5.	IED	Two day Capacity building programme for CRP and one Head teacher in a cluster for mobilization.	1.50	One cluster resource person and one head master in a cluster shall be trained in a two day workshop at zonal level for conducting community mobilization. The

				expenditure per person will be Rs.140/-
6.	IED	Awareness for holding assessment camps to ensure maximum participation.	1.80	An amount of Rs.10000/- per zone shall be spent.
7.	IED	Expenditure on holding follow up assessment camps for measurements etc..	2.0	A limited number of children shall need measurement. The amount shall be spent on their transportation, refreshment etc. and expenditure for experts.
8.	IED	Providing of assistive devices.	35.34	45% of the total available resource under IED shall be earmarked for providing assistive devices but 60% shall be provided by the Ministry of Social Justice under ADIP scheme.
9.	IED	TLM preparation at zonal and cluster level.	3.00	TLM shall be kept at zonal and cluster level.
10.	IED	Development of propagation materials under IED.	3.00	Materials like posters, stickers and advertisements shall be developed to evoke awareness among the masses. Print media can also be used in this regard.
11.	IED	Workshop / Meeting at district level for ZRP's / CRP's	2.00	For district level workshop / meetings on IED.
12.	IED	Development of Profile (IEP)	0.50	To be prepared by the class teacher.
13.	IED	IED friendly support.	3.00	Wherever needed, the schools need to be made barrier free for CWSN.
14.	IED	Home based learning.	2.00	Disabled children who cannot come to the school / EGS centres can be provided a contractual tutor for learning at home.
15.	IED	Monitoring and Supervision.	2.00	Monitoring of IED programme at zonal & District level.

### Girls Education:

Although the constitution of India has provided for equal opportunities to both men and women in every sphere, yet, the gap between the law and the reality continues to persist. Women continue to lag behind in the area of education because of the discriminating practices of our society.

The National Policy on Education – NPE (1986) has envisaged “Education” as one of the major tools for empowering women. Consequently, the Programme of Action (1992) emphasized strong girl-child chorus in all the government policies. In keeping with the national policies, gender intervention has been taken up as one of the major components of Sarva Shiksha Abhiyan, if Education for All is to be attained by 2010.

The enrolments and drop-out figures of girls at the elementary level are not very encouraging. This is largely due to social perceptions about girls identity individually and in society.

Village Education Committee members, teachers and Educational functionaries have been sensitized on gender issues with special emphasis on girls education. A demand for girls education has been created through awareness programmes. 10 girls Upper Primary Schools have been adopted as model cluster schools under NPEGEL scheme. The Project Approval Board (PAB) of Ministry of Human Resource Development has approved the establishment of a Girls residential school under Kasturba Gandhi Balika Vidyalaya (KGBV) in the district.

Strategies for facilitating girls participation in schools include:-

- Creating a demand for girl’s education through awareness programmes.
- Sensitizing Village Education Committee members, teachers and Educational functionaries on gender issues with special emphasis on girls education.
- Establishing Innovative activities for ensuring girls participation in education.
- Undertaking Research studies on various aspects of girls education.
- Enrolment and retention drives.
- Special centres for transacting bridge courses to adolescent girls.
- Setting up special modules of alternative schools.
- Providing congenial learning environment in side and out side the school for retention.
- Establishment of Modal cluster school for girls under Nation Policy on Education for Girls at Elementary Level (NEPGEL) among the existing schools having the high density of SC/ST/OBC girl’s population.
- Establishment of residential Girls Schools for such girls who can not attend regular schools due to one reason or other.
- Integrating life skills such as cooking, knitting, tailoring etc with the education.
- Rewarding girls who perform well in examination.
- Part Time instructor for additional specified subjects will be engaged.

- Award to schools / Teachers (in kind) will be provided for increasing the roll and retention of girl students.
- Additional classrooms will be provided to girl's school / school having high enrolment of girls for strengthening the infrastructure in these schools.
- Toilet and drinking water facilities for girls will be provided.
- Arrangement for providing computer aided learning and computer education to girls will be made.
- Promoting sports and physical education among girls.

It is proposed that 36 Upper Primary School 2 from each educational zone will be adapted as model cluster schools under NPEGEL during 2005-06. All incentive as admissible under SSA and State norms will be provided to this category of children. Besides this Research studies and Micro Planning exercise will be undertaken on various aspects of girls education.

In order to translate the above strategies in practice the following is proposed for the current year 2005-06:

S. No	AWP&B Source	Activity	Amount (Rs.in lacs)	Remarks
1)	Innovative activity (Girls education component)	Remedial teaching for girls within selected blocks with less than 50% achievement levels. for classes 6 <sup>th</sup> to 8 <sup>th</sup> .	7.00	Conduct special classes for three months either through the existing teachers for additional emoluments or through volunteers who will be provided nominal hono- rarium @ Rs.500/- per teacher / volunteer per month in 150 upper primary schools.
2)	Innovative activity (Girls education component)	One day training camp for capacity building for awareness and enrolment drive especially in the zones of D H Pora, Vailoo, Verinag, Shangus, Srigufwara, Aishmuqam, Qazigund and other hilly pockets of the district.	1.00	4 VEC's members 2 teachers and 2 parents from each school will be sensitized about gender issues and involved in enrolment drive. The camps can be held at two or three places in a zone depending on the number of members @ Rs.30/- per member per day.
3)	Innovative activity (Girls education)	Actual enrolment drive for 03 days along with teaching	1.00	02 VEC members, 02 teachers from the school including head teacher and

	component	community etc.		
				01 or 02 notables shall carry the drive in the revenue village. Refreshment of Rs.10/- per day shall be provided.
4)	Innovative activity (Girls education component)	Provide vocational training to adolescent girls by way of imparting 3 months training through craft teachers to be appointed on an honorarium of Rs.1000/- per month in selected schools of backward zones.	2.50	Vocational training shall be provided in upper primary schools to empower girls so that their parents do not look at their educational endeavor as a futile exercise. For this purpose a three month vocational training shall be provided in selected schools by engaging craft teachers/masters at a monthly emolument of Rs. 1000/- in 50 schools including 26 exclusively girls schools.
5)	Innovative activity (Girls education component)	Provision of integrated Science Kits developed by NCERT for 60 girls upper primary schools.	3.42	Science Kits @ Rs. 5700/- shall be provided to upper primary girls schools to increase their achievement level in science subjects.
6)	Management cost	Orientation for science teachers for use of integrated Science Kit.	0.25	Orientation shall be provided to science teachers and Assistant Coordinators (Science knowing)

### Early Childhood Care and Education.

Early Childhood Care and Education is an important aspect of elementary education. It creates an ambiance for the child to join the school. Under ICDS programme, ECCE is one of the six components. There is a vast network of ICDS centres in the district. 10-15% of children in the age group of 3-6 are enrolled in ICDS centres. These children belong to below poverty line category of the society. Obviously the coverage is not universal. ICDS has an integrated package which includes nutritional support also.

Under mounting public demand, the govt. of J&K decided to open pre primary classes in the existing primary and upper primary schools. This was met with great enthusiasm as large number of children have been enrolled in pre primary classes in the government schools. The total enrolment in the district Anantnag in this category is 22988.

The government examined the issue of convergence with ICDS. It was concluded that the convergence has many logistic problems. For instance nutritional support is provided to a particular category of children but children from families above poverty line have also joined pre primary classes in the government schools.

Providing nutritional support to some and denying it to some will create an incongruous situation. Similarly, wherever the pre primary class shall have to be integrated with the ICDS centre, the teacher available in the shape of Anganwadi worker is not well qualified and therefore cannot handle pre primary classes. In majority of cases, they are not even 8<sup>th</sup> pass. Besides this an additional honorarium shall have to be paid to the Anganwadi workers. It will require huge amount of money which government may not afford. In the light of this, it was decided to dispense with the idea of convergence.

Under innovative activities, we shall provide support to the pre primary classes by way of pre primary kits, teacher training and monitoring. The following shall be the budgetary allocation for various components:

S. No	AWP&B Source	Activity	Amount (Rs. in lacs)	Remarks
1.	Innovative activity ( ECCE component)	Providing of ECCE kits.	11.13	ECCE kits to 1484 schools shall be provided @ Rs. 750/- per school.
2.	Innovative activity ( ECCE component)	Teacher training for ECCE component.	3.15	A 3 day special training shall be provided to one teacher from each such school where pre primary classes have been opened.
3.	Innovative activity ( ECCE component)	Monitoring	0.72	Monitoring shall be done at district level. Monitoring at zonal and cluster level shall be done by ZRP/CRP for which no additional cost is involved.

### Children from SC / ST

The people belonging to the Schedule castes and Scheduled Tribes are usually poor and their children often remain out of the school due to poverty, helping parents in their work and seasonal migration.

Special drives for enrolment and retention of Schedule caste and Schedule Tribe children are being undertaken through community mobilization and by providing incentives like free text books, free uniforms and scholarships etc. At primary level Mid-day Meal is being provided to all Schedule Tribe children.

In the district, there is no incidence of SC population except a floating SC population of 2914. In this floating population, there are 451 children in the age group of 6-14 years. Out of these, 358 are in schools and 93 are out of school. However, the ST population of the district is 101975. Against the ST child population of 20701 only 15643 are enrolled and 5058 are out of school. There is an urgent need to conduct an enrolment drive among ST population and bring all these children into the fold of education. Besides this, it has

generally been experienced that the achievement levels of ST children are very low. Hardly any child among them crosses 50% marks in any subject. Therefore we will follow a two pronged strategy:

- a) Special enrolment drive shall be conducted for ST population so as to enhance their participation in schooling system.
- b) Provide remedial teaching to the students with less than 50% achievement level in mathematics, science and English.

The following activities shall be undertaken:

S. No	AWP&B Source	Activity	Amount (Rs.in lacs)	Rational
1)	Innovative activity (SC/ST component)	Remedial teaching for ST students within the tribal blocks with less than 50% achievement levels for classes 5 <sup>th</sup> to 8 <sup>th</sup> .	3.0	Conduct special classes either through the existing teachers for additional emoluments or through volunteers who will be provided nominal honorarium @ Rs.500/- per teacher / volunteer per month.
2)	Innovative activity (SC/ST component)	Enrolment drive especially in the zones of D H Pora, Vailoo, Verinag, Shangus, Srigufwara, Aishmuqam, Qazigund and other hilly pockets of the district.	0.60	
3)	Innovative activity (SC/ST component)	Provide vocational training to adolescent ST girls by way of imparting 3 months training through craft teachers to be appointed on an honorarium of Rs.1000/- per month in selected schools of backward zones.	1.40	Vocational training shall be provided to empower girls so that their parents do not look at their educational endeavor as a futile exercise for this purpose a three month vocational training shall be provided in selected schools by engaging craft teachers/masters at a monthly emolument of Rs. 1000/-

### Computer Education.

Facilities for computer aided learning are being developed for Upper Primary classes under innovative component of SSA scheme. For this, three Upper Primary Schools of the district have already been identified in the first phase. These Computer Aided learning Centres will be operationalised as soon as necessary software and hardware is made available by State Project Directorate. Six more upper primary schools shall be covered during 2005-06.



# Chapter X

## NPEGEL

### National Programme for Education of Girls at Elementary Level.

Anantnag district is 3<sup>rd</sup> most backward district of Jammu & Kashmir state with respect to educational standards. The male literacy rate of our district is 58.50 and that of females is 34.73. The sex ratio of our district is 936, which is below the national average. These figures reflect a thought-provoking situation in general and a challenge for educationists. No doubt Govt. has taken various steps in order to bridge up this gap but much more needs to be done in this regard.

Prior to the National Programme for Education of Girls at Elementary Level (NPEGEL), SSA had only limited financial provision for the education of girls in the form of 'Innovations', besides, free-text books. There was a need of an additional component, which is approved by the Ministry of Human Resources Development and formulated for education of under privileged and disadvantaged girls at elementary level to achieve universal elementary education for girls in educationally backward areas.

The drop out rate is high among girls than in boys. Girls are being pulled out of schools by their parents due to socio-economic and cultural compulsions. Parents' illiteracy, domestic labour, sibling care, early marriages, unattractive environment of schools, social taboos and sex discrimination are main factors of female illiteracy.

There are 5 tehsils in the district and the gender gap in male-female rural literacy is more than the national average in all the tehsils. There are 12 CD Blocks in the district. The male-female literacy gap repeats itself with hardly any variation in all most all the blocks.

**\* Male, Female percentage of literacy in total / Rural / urban population in district / tehsil, 2001.**

S. No.	District / Tehsil	Total Rural / Urban	Persons	Males	Females.
1.	Anantnag District	Total	44.10	55.56	31.51
		Rural	41.04	52.37	28.80
		Urban	61.50	72.62	47.93
i.	Pahalgam Tehsil	Total	33.13	45.01	19.86
		Rural	32.60	44.05	17.41
		Urban	40.82	56.33	20.66

ii.	<b>Bijbehara Tehsil</b>	Total	44.70	57.10	31.69
		Rural	40.40	53.10	27.40
		Urban	59.30	70.08	47.05
iii.	<b>Anantnag Tehsil</b>	Total	47.90	58.32	34.34
		Rural	14.84	51.93	28.46
		Urban	64.50	75.06	51.64
iv.	<b>Kulgam Tehsil</b>	Total	42.33	53.83	30.09
		Rural	41.65	53.05	29.59
		Urban	56.62	68.97	41.20
v.	<b>Doru Tehsil</b>	Total	47.27	58.50	34.73
		Rural	45.35	56.32	33.39
		Urban	59.01	70.94	43.69

**\* Tehsil wise Gender Gap.**

S. No.	Name of the Tehsil	Rural Female Literacy Rate	Gender Gap
1	<b>Pahalgam</b>	17.41	25.15
2	<b>Bijbehara</b>	27.4	25.41
3	<b>Anantnag</b>	28.80	23.98
4	<b>Kulgam</b>	29.59	23.74
5	<b>Doru</b>	33.39	23.77

During 2003-04 no funds were received. Therefore, the scheme could not be operationalized. Instead of taking up the programme to cluster level, it was decided to take up the programme at block level. Since the scheme was not operationalized, the state govt. directed to repeat the 2003-04 plan in 2004-05.

During 2004-05 an amount of Rs. 8.00 lacs was received by the district under NPEGEL. 10 Model cluster schools for girls have been provided drinking water / toilet facility and library / sports materials. During the year 2004-05 all the activities which had been sanctioned under NPEGEL plan could not be taken up because of the resource crunch so obviously all these activities shall have to be repeated as spill over.

For the year 2005-06 we propose to extend the outreach of modal schools to 36 clusters. The following shall be the budget proposal for the 36 modal schools to be taken up during 2005-06.

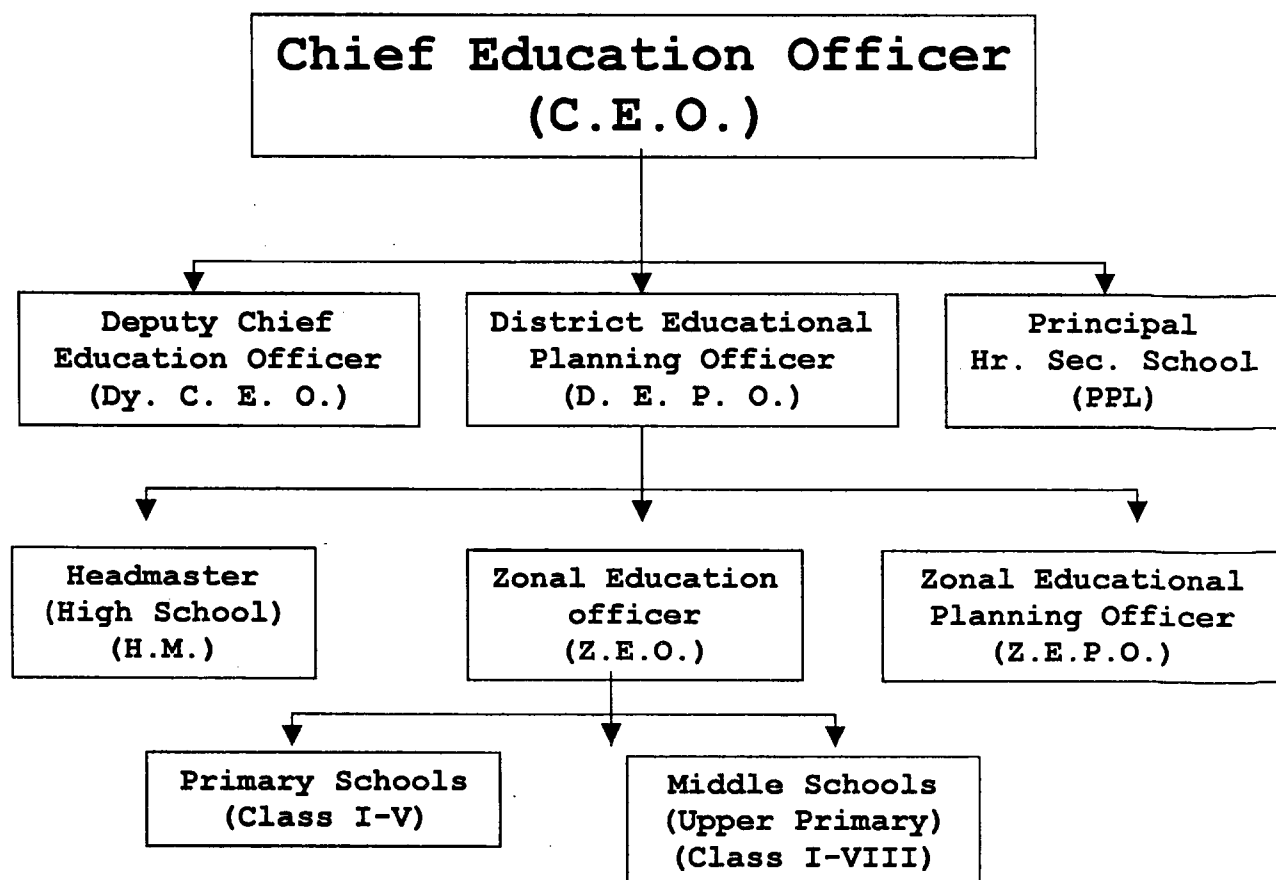
S. No.	Activity	Unit cost in lacs	Physical	Financial
1	<b>Civil Works</b>			
a	Additional class room	1.5	36	54.000
b	Drinking water facility	0.2	36	7.200
c	Toilet facilities	0.3	36	10.800
2	TLE sports materials / Vocational training/ library	0.3	36	10.800
<b>Cluster level interventions upto a ceiling of RS 0.60 lacs</b>				
3	Teacher / School Award	0.05	36	1.800
4	Student Evaluation, Remedial teaching / Academic support	0.2	36	7.200
5	Teacher training	0.04	36	1.440
6	Child care centre (Rs. 5000 Recurring, Rs. 1000 Non Recurring)	0.06	72	4.320
7	Engagement of instruction/Data compiling maintenance of schools	0.2	36	7.200
8	Community participation	0.35	36	12.600
10	<b>Management Cost</b>	6% of total Budget		7.042
	<b>Total</b>			<b>117.360</b>

## Chapter XI

# Management Structure

The educational set-up in the district is headed by the Chief Education Officer (C.E.O) who has to look after all the sectors of school education-Primary, Upper Primary (Middle), Secondary and Senior Secondary levels. The C.E.O is assisted by a Deputy Chief Education Officer ( Dy. C.E.O), and a District Educational Planning Officer (DEPO). The Deputy CEO is equivalent to the Principal of a Higher Secondary School (10+2 level) in status and his jurisdiction extends over primary, middle and high schools only. The DEPO looks after the educational planning and the implementation of Sarva Shiksha Abhiyan. Seven District Coordinators who are looking after seven interventions namely Pedagogy, Education Guarantee Scheme/ Alternative Innovative Education (EGS/AIE), Special Focused Group (SFG), Civil Works, Gender, Computer Education and Education Management Information System (Planning) are in the district to provide support and assistance for the implementation and monitoring of Sarva Shiksha Abhiyan. The CD Blocks are not co-terminus with educational zones. There are 18 educational zones in the district, each supervised and controlled by a Zonal Education Officer (ZEO), who looks after primary and middle schools only. In some educational zones, Zonal Education Planning Officers (ZEPO's) are also deployed to assist the ZEO in educational planning.

### *District Educational Adminograph.*



### **Implementation arrangements:**

As discussed earlier in the planning process, the Sarva Shiksha Abhiyan is being implemented through the following agencies.

Village Level	Village Education Committees.
Cluster Level	Cluster Level Committees.
Zonal Level	Zonal Education Committees.
District Level	District level implementation Committee and District Core Group.

### **At Village Level.**

Village Education Committees have been constituted by consensus from among the parents of the children studying in the schools and retired teachers, women and schedule tribe representatives, wherever available. The Headmaster of the school is the Convenor of the VEC. Following is the role of Village Education Committee.

- Preparation of habitation level educational plan.
- Supervision over formal schools, EGS Centres, ECCE / Aganwardi Centres.
- Assist in smooth functioning of schools.
- Coordination with other Social Service Departments and committees for mutual support.
- Mobilize the community and parents to sensitize them on the issue of child labour, Gender and other educational issues.
- Improve the infrastructure facilities by mobilizing community resources.
- Arrange for the services of the local persons and teachers wherever there is a need.
- Ensure excellence in the performance of the school.

### **At Cluster Level.**

At Cluster level committees have been constituted in all the 144 clusters of the district with the following composition to implement and monitor all the components of Sarva Shiksha Abhiyan.

1.	Headmaster of the Lead School	Convener
2.	Cluster Resource Person (CRP)	Member
		Secretary
3.	One Resourceful & Dedicated Teacher	Member
4-5	Representative of the Local Area Education Committees / Parents of the children.	Member
6.	Representatives from the PRIs.	Member

### **At the Zonal Level.**

Zonal Education Committees under the Chairmanship of Zonal Education Officer have been constituted with following as its members.

- 1) Lecturer of the DIET.
- 2) Zonal Educational Planning Officer.

- 3) Assistant Coordinator ZRC
- 4) Representative from ZRC's/CRC's of the zone .
- 5) Representatives of the local VEC's.
- 6) Representatives from the PRI's.

#### **At District Level.**

The district implementation committee has been constituted with the following composition:

- |  |                   |
|--|-------------------|
| 1) District Development Commissioner.                      | Patron            |
| 2) Chief Education Officer /District Project Officer, SSA. | Chairman          |
| 3) District Educational Planning Officer.                  | Member Secretary. |
| 4) Principal DIET.   | Member            |
| 5) MLAs/MLCs.of the district.                              | Members           |

#### **District Core Group.**

District Core group has been constituted with the following composition:

- |  |           |
|--|-----------|
| 1) District Educational Planning Officer:.       | Convenor. |
| 2) Lecturer/Senior Lecturer of the DIET.         | Member.   |
| 3) Zonal Educational Planning Officer of a Zone. | Member.   |
| 4) District Coordinator EGS /AIE                 | Member    |
| 5) District Coordinator EMIS & PMIS              | Member    |

The district core group shall have the powers and responsibilities to carry out the various initiatives to achieve the universalisation of elementary education in consultation with the District Level Implementation Committee.

#### **Resource Centres:-**

#### **District Resource Group (DRG) :-**

The District Resource Group comprises of fifteen persons out of which ten members have been drawn from the field and five members from DIET. Out of ten persons operating from the district office, six have been designated as district Coordinators of various Components such as 1) Pedagogy 2) EGS/AIE 3) Special Focus Group 4) Civil Works 5) Gender 6) EMIS & Planning 7) Computer Education. The remaining four include coordinator Computer Education and three engineers who have been engaged on contractual basis. The five District Resource Group members drawn from the DIET are essentially associated with trainings and pedagogical interventions. These members of DIET faculty have a close liaison with the other members of the District Resource Group.

The main functions of the District Resource Group are:-

- 1) Orientation / Sensitization / Training of all the stake-holders.
- 2) Planning, Implementation and Monitoring of various components of the scheme.

- 3) Ensuring coordination with state Coordinators.
- 4) Ensuring regular support for development of innovative TLM's
- 5) Preparation of timely progress reports and fund utilization.
- 6) Organizing meeting of ZRP's to discuss academic issues like achievements, Preparations of School Calendars, and developing teaching aides.
- 7) Coordinating with different Departments and functionaries at district level.
- 8) Mobilization of Public Support for awareness.
- 9) Conduct of review and Planning meetings of ZRP's / CRP's.

### **Zonal Resource Centre**

The Zonal Resource Centre (ZRC) is an apex institution at Zonal Level. Zonal Education Officer of the zone is the head of the ZRC and is designated as Zonal Coordinator of ZRC. It looks after all the training programmes and implementation and monitoring of SSA tasks / projects / goals. Each ZRC will have a sufficient infrastructure as proved under SSA norms. The posting of Zonal Resource Persons (ZRP) has been made by the Chief Education Officer purely on the recommendations of the concerned ZEO. ZRC consists of ten trained graduate or post graduate Teachers / Masters of the educational zone. For each subject of English, Mathematics, Languages, Social Sciences and Science, two teachers have been nominated for the ZRC. There is also one computer literate teacher in the ZRC wherever available. Teachers on Rehbar-e-Taleem pattern have been appointed in the schools where from teachers for the constitution of ZRC were withdrawn.

Two resourceful and seniormost resource persons have been kept at the zonal headquarters and are designated as assistant Coordinators. The remaining eight resource persons are deployed in the clusters in a zone and are designated as CRP's and look after all the aspects and interventions of the scheme. In addition to the data collection at the cluster / Zonal level the following special tasks have been assigned to members of ZRC:-

- a. Education Management Information System.
- b. Preparation, Implementation and Monitoring of Zonal Plans
- c. Coordinating with different Departments and functionaries at zone / block level.
- d. Pedagogy & Training.
- e. Special Focus Groups (Girls, SC, ST Education).
- f. Inclusive Education for Disabled.
- g. Early Childhood Care & Education.
- h. Alternative Schooling (EGS, AIE, Bridge Courses, Back to School Campus, Residential Campus etc)
- i. Supervision of Civil Works
- j. Mobilization of Public Support for awareness.
- k. Analysis Micro Planning results received from VEC's and CRC's
- l. Conduct of review and Planning meetings of CRP's/ZRP's members

- m. Assist DIET in developing materials, field testing and innovations.
- n. Maintaining close liaison with District Coordinators, DIET, NGO's, PRI's, VEC's, and district administration.
- o. Organizing field interactions.

### **Cluster Resource Centre (CRC)**

There are 144 clusters in the district, each manned by a CRP, who is responsible for the planning, implementation and monitoring of various components of the scheme at the cluster level. The function of CRP include:-

- 1) Taking visits of the schools EGS Centres / AIE Centres / Bridge Courses/ Residential Camps and elementary private institutions etc in his cluster as per norms and district-specific guidelines.
- 2) Motivation of communities through local respectable citizens for achieving SSA goals.
- 3) Liaising with VEC's / PRI's / NGO's / MTA's / PTA's.
- 4) Updating the Village Education Registers
- 5) Ensuring timely payment of honorarium to teachers / EV's
- 6) Consolidation and analysis of habitation-wise micro planning results.
- 7) Organizing monthly / fortnightly meeting of teachers/ EV's for academic review and planning.
- 8) Orientation of VEC members towards SSA in order to make them understand their responsibilities.
- 9) Preparing a need based plan with local community participation.
- 10) Creating a core team from within the community who will actively participate in planning and implementation of the scheme and ensure participation of entire community in the programme.
- 11) Ensuring enrolment and regular attendance of all the children in the schools / Alternative Schools.
- 12) Extending all necessary support to teachers in running the school / alternate schools properly.



## Chapter XII

### MIS & Monitoring Mechanism

#### Educational Management Information System (EMIS)

The EMIS stands established in the office of District Educational Planning Officer, with the installation of necessary hardware, software and manpower. The office has the Internet facility as well, provided by the National Informatics Centre, working in the office of District Development Commissioner, Anantnag. N.I.E P.A, New Delhi has provide DISE software devised by this apex institute and users manual to the district office. Efforts are on to develop a database at district level as per the DISE formats desired by N.I.E.P.A., New Delhi. Two assistant coordinators (ZPRs) of each educational zone were trained in capturing data on the prescribed DISE formats at a workshop held at district level. The assistant coordinators trained CRPs of their respective zones and CRPs oriented the Headmasters of all elementary schools and Education Volunteers of EGS centres falling in their clusters. The filled in School Information Schedules, Village Information Schedules and Education Guarantee Centre Schedules have been received at district office. Since we don't have computer facilities at the zonal level, the compilation / consolidation work is being done manually, that has resulted in consumption of time and slow flow of information to the district office. The present annual plan (2005-06) is formulated on the updated data of Village Education Registers. In near future, EMIS reports based on the DISE will be used for planning, decision making and to find out the internal efficiency of the system.

#### Objectives of E.M.I.S.

- 1) To create comprehensive data base for elementary education in the district and review the status every year.
- 2) To monitor enrolment and retention.
- 3) To monitor performance and achievements in respect of students with special reference to girls and focused groups.
- 4) To monitor the implementation of all the programmes and resources under Sarva Shiksha Abhiyan.

#### Inputs.

- ✓ Provision of computers and peripherals at zonal level.
  - ✓ Provision of data entry operator at zonal level.
  - ✓ Net working with District Information System.
- Training the EMIS staff in DISE operation at N. I. E. P. A., New Delhi.  
Project Monitoring.

## **Supervision and Monitoring**

Monitoring in a broader sense in the SSA frame work has been defined as a continuous assessment of progress, diagnoses of weaknesses and strengths and provision for introduction of remedial / corrective measures. Therefore, continuous and comprehensive monitoring and subsequent learning from past experiences is crucial for effective implementation of plans and programme. For effective monitoring, tools for monitoring (Formats) developed by authorities of N.I.P.E.A , New Delhi are being used to get feedback from schools, VEC's and zones.

The monitoring and supervision of the aspects, which are easily, quantifiable, have general, received the attention of the planners, implementers and supervisors. Monitoring of the quality dimensions especially learning and learning condition of every child have perhaps not received the attention since they are not easily quantifiable. For monitoring quality, formats for quality dimensions under SSA developed by authorities of NCERT, New Delhi are being used

The entire focus of monitoring and supervision is the child. Knowing the status of the child in terms of achievements of competencies will be the starting point and the entire process will be compared with the availability of teachers, facilities and professional practices etc.

- The DIET Staff will take up academic monitoring of schools and provide on-job support to the teachers of Primary and Middle Schools.
- The district Core group will also visit the schools for providing guidance and supervision.
- The block resource personnel will also visit the schools and provide on-job support to the teachers.

Adequate initiatives will be taken up for the capacity building of the members of V.E.C's to have a sense of belonging to the school and also monitor the school for their effectiveness

In order to ensure proper implementation and effective supervision of Sarva Shiksha Abhiyan scheme in the district, the following activities will be undertaken:-

## **Research.**

Adequate research studies will be sponsored and conducted on various interventions for guidance in future activities and new initiatives under SSA. The thrust of these studies will be on :-

- Main streaming of out of school children.
- Retention of children.
- Learning activities of children.
- Education for disabled children.
- Girl Education.
- Difficulties faced by the teachers in the transaction of curriculum.

The DIET faculty members and teachers will be encouraged to take up research studies with a view to solve the problems faced by them in their profession. The experience of the teachers will be shared during interactive

sessions at ZRC's / CRC's and disseminated to promote and encourage innovative practices among the teachers. In this regard, necessary training programmes will be conducted for the field staff at district and zonal levels.

The district lacks in firm data base on retention, dropout rate, NER and such other basic indicators which are absolutely necessary for making a need based plan. In order to overcome this difficulty we shall under take base line surveys in enrolment, retention & dropout, achievement levels and gender and social disparities in elementary education.

### **Evaluation.**

Evaluation of various components of SSA at regular intervals in terms of indicators of implementation and progress is essential. It is a sort of reflection as well as consolidation of various initiatives in terms of process and outcome. During the project, the following aspects will be taken for evaluation.

- Functional aspects of various initiatives and their impact.
- Progress in terms of achievement of the objectives of SSA.
- Participatory evaluation through community participation.
- Conduct of pupil achievement surveys.

### **Inputs**

- ❖ Capacity Building of the field staff for conducting evaluation activities.
- ❖ Conduct of pupil achievement tests.
- ❖ Orientation to community management structure for participatory evaluation.

### **School Evaluation**

A system of school evaluation will be introduced for some selective schools of each zone on experimental basis and later all the elementary schools of the district will be evaluated..

### **Teacher Evaluation**

Teacher Evaluation is a healthy step meant to encourage a healthy competition and to inculcate a sense of competitiveness among the teachers. This will also help to develop a missionary zeal and dedication in them for encouraging the cause and spread of education. The teacher evaluation is proposed to be taken up with the help of Retired Teachers, Academicians and officers of the Education Department.

We therefore propose the following activities for the current year 2005-06:

<b>S.No</b>	<b>AWP&amp;B Source</b>	<b>Activity</b>	<b>Amount (Rs. in lacs)</b>	<b>Rational</b>
1.	IED	Salary for the resource teachers for Inclusive education.		This has already been proposed under IED component.
2.	MER	Base line surveys in enrolment, retention, dropout rates and achievement levels.	4.50	This amount has been projected for all the 18 zones of the district.

3.	MER	Cohort analysis especially in the zones with predominance of tribal population.	2.00	This amount has been projected for all the 18 zones of the district. This would be done sample basis but in each zone.
4.	MER	Capacity building for conducting base line surveys etc.	0.50	This amount has been projected for all the 18 zones of the district.
5.	MER	Impact studies especially the impact of teacher training and access through EGS	1.00	This amount has been projected for all the 18 zones of the district

Annual workplan /Budget under SSA for the year 2005-06											
											(All figures in Rs. Lakhs)
District Anantnag		Allocations 2004-05		Expenditure as on 31.03.2005		Balance	Spill over	Fresh Proposals 2005-06		Total allocations (fresh + spill over)	Remarks
S. No.	Description of Activities	Unit Cost (In Lacs)	Phy	Fin	Phy	Fin	Fin	Fin	Phy.	Fin.	Fin
<b>SSA</b>											
<b>1</b>	<b>Out of school children</b>										
1.1	EGS & AIE	0.00845/ Child	6928	58.542		29.271	29.271		2603	21.995	21.995
1.2	Bridge courses	0.00845/ Child	10991	92.874			92.874		12872	108.768	108.768
1.3	Alternative Innovative Education(Madrassa, child labour etc)	0.03							1076	32.280	32.280
	Residential Camps										
1.4	Continued support to the children already enrolled in EGS centres	0.00845/ Child	6047	51.097		51.097			12112	102.346	102.346
	<b>Sub total</b>			<b>202.51</b>		<b>80.37</b>	<b>122.14</b>			<b>265.39</b>	<b>265.39</b>
<b>2</b>	<b>Primary and Middle School</b>										
2.1	No. of new Primary Schools								27		
2.2	Upgradation of P.S. to M.S.		70						149		
2.3	TLE for primary schools	0.1/ school		0.100			0.100	0.100	27	2.700	2.800
2.4	TLE for middle schools	0.5 / school	70	52.500			52.500	52.500	149	74.500	127.000
2.5	<b>Teachers Salaries</b>										
a	Teachers against New primary schools	0.030 / Month		29.340					54	19.440	19.440
b	Teachers against upgraded schools	0.030 / Month	210	31.500					298	107.280	107.280
c	Head teachers for upgraded schools	0.117/Month				106.920	97.920		149	209.196	209.196
d	Teachers Against upgradation classes	0.030 / Month	96	14.400							
e	Additional Teachers	0.030 / Month									
f	Continuing teachers salary	0.030 / Month	720	129.600					908	326.880	326.880
g	salary of head teacher	0.117/month							118	165.672	165.672
2.6	School Grant	0.02 / Year/ School	1426	28.520		14.260	14.260		1536	30.720	30.720
2.7	Teachers Grant	0.005/ Teacher	6073	30.365		15.183	15.182		6411	32.055	32.055
2.8	Free Text books for Girls SC/ST boys Class III. VIII	0.0015/ Year/ Child	80031	120.047		120.047	0.000		77344	116.016	116.016
	<b>Sub total</b>			<b>436.37</b>		<b>256.41</b>	<b>179.96</b>	<b>52.60</b>		<b>1084.46</b>	<b>1137.06</b>
<b>3</b>	<b>Training</b>										
3.1	Teacher Training for in-service (20-days)	0.014/ Teacher	4978	69.692		53.900	15.792		4576	64.064	64.064
3.2	Teacher Training for untrained (60-days)	0.042/ Teacher	1095	45.990			45.990				
3.3	Teacher Training Induction (30-days)	0.021/ Teacher	280	5.880			5.880		1835	38.535	38.535
3.4	Community Training for two days	0.0006/ Person	2986	1.792			1.792		5184	3.110	3.110

The state Govt. has decided to enhance the salary of all the teachers appointed as ReT Teachers under SSA to Rs.3000/- per month instead of Rs.1500/-

The State Govt. has also decided that instead of 3 teachers per upgraded school as para teaches as per the existing scheme the salary of only 2 teachers should be debited as para teachers and one teacher for each upgraded school should be in the pay scale of 6500-200-10100 as per the existing state norm. Therefore one teacher has been reduced and in his place one headmaster added to each upper primary school.

District Anantnag			Allocations 2004-05		Expenditure as on 31.03.2005		Balance	Spill over	Fresh Proposals 2005-06		Total allocations (fresh + spill over)	Remarks	
S. No.	Description of Activities	Unit Cost (In Lacs)	Phy	Fin	Phy	Fin	Fin	Fin	Phy.	Fin.	Fin		
	<b>Sub total</b>			123.35		53.90	69.45		11	595.00	105.71	105.71	
4	<b>Block Resource Centre</b>												
4.1	Furniture equipments	1.0/ BRC		11.000			11.000	11.000	1	1.000		12.000	
4.2	Contingency Grant	0.125/ BRC	11	1.375		0.687	0.688		12	1.500		1.500	
4.3	Meetings / TA	0.06/	11	0.660		0.330	0.330		12	0.720		0.720	
4.4	TLE Grant	0.05	11	0.550		0.275	0.275		12	0.600		0.600	
4.5	Salary of Resource persons	0.030/ month	36	6.480		6.480			36	12.960		12.960	
5	<b>Cluster Resource centre</b>												
5.1	Furniture equipments	0.1/ CRC	48	9.000			9.000	9.000	35	3.500		12.500	
5.2	Contingency Grant	0.025/ CRC	144	3.600		1.800	1.800		144	3.600		3.600	
5.3	Meetings/ TA	0.024/	144	3.456		1.728	1.728		144	3.456		3.456	
5.4	TLE Grant	0.01	144	1.440		0.720	0.720		144	1.440		1.440	
5.5	Salary of Resource persons	0.030/ month	144	25.920		25.920			144	51.840		51.840	
	<b>Sub total</b>			63.48		37.94	25.54	20.00		80.62		100.62	
6	<b>Others</b>												
6.1	Research & Evaluation	0.014/ School	1426	19.964			19.964		1536	21.504		21.504	60% of the MER funds shall be released to the district and 40% retained at state level for state component.
6.2	Integrated Education for Disabled	0.012/ Child	6545	78.540		5.000	73.540		6545	78.540		78.540	
6.3	School Maintenance Grant	0.05/ School	594	29.700		14.850	14.850		755	37.750		37.750	
6.4	Innovative Activities			50.000			50.000			50.000		50.000	
	<b>Sub total</b>			178.20		19.85	158.35			187.79		187.79	
7	<b>Civil Works</b>												
7.1	Const. of BRC's	6.0/ BRC	6	57.930		30.930	27.000	27.000	1	6.000		33.000	
7.2	Constt. Of CRC's	2.0/ CRC	19	58.772		30.272	28.500	28.500	35	70.000		98.500	
7.3	Construction of primary school buildings	4.0/ School	30	311.590		221.590	90.000	90.000	310	1240.000		1330.000	
7.4	Middle school building	6/building	10	66.835		21.835	45.000	45.000	100	600.000		645.000	
7.5	Additional class rooms	1.50/unit	50	173.361		117.111	56.250	56.250	200	300.000		356.250	
7.6	Drinking water facility	0.20/unit	20	21.500			21.500	21.500				21.500	
7.7	Toilet facilities	0.30/unit	20	31.000			31.000	31.000				31.000	
7.8	Electric Facilities	0.10/unit	25	2.500			2.500	2.500	50	5.000		7.500	
	<b>Sub total</b>			723.49		421.74	301.75	301.75		2221.00		2522.75	
8	<b>Management Cost including strengthening of DRC</b>			81.500		19.940	61.560			259.159		259.159	Only 60% of Mgt. cost shall be released to the districts and 40% retained at the state level for meeting expenses of state component.
	<b>Total SSA</b>			1808.91		890.15	918.76	374.35		4204.13		4578.48	
9	<b>NPEGEL</b>												
9.1	<b>Civil Works</b>												
a	Additional class room	1.50		15.000	10		15.000	15.000	36	54.000		69.000	
b	Drinking water facility	0.20		2.000	10	2.000			36	7.200		7.200	
c	Toilet facilities	0.30		3.000	10	3.000			36	10.800		10.800	
9.2	TLE sports materials / Vocational training/ library	0.30		3.000	10	3.000			36	10.800		10.800	

