



SARVA SHIKSHA ABHIYAN

ANNUAL PLAN

2005-06

DISTRICT KATHUA

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ANNUAL PLAN 2005-06 UNDER SSA OF DISTRICT KATHUA

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DISTRICT ANNUAL ACTION PLAN (S.S.A.) 2005-06

INTRODUCTION:

The Jammu & Kashmir is the first state in the country, which provides free education upto Post Graduation to all sections of the society in order to achieve total literacy in the state.

Kathua being a gateway of the J&K state and surrounded by the states like Punjab & Himachal Pradesh, was influenced by the rich cultural heritage of Punjab in its border belt and in hilly areas by the people of Himachal Pradesh. Due to this fact, the literacy rate got a tremendous rise during last three decades but still the facility of free education provided by the State Govt. could not bring desired goals due to lack of infrastructure and possible access to school going children in the district. The topography and gender differences among masses also remained hurdle in achieving the hundred percent literacy in the district.

The inputs made by the centrally sponsored schemes like Operation Black Board and Border Area Development Programmes have failed to improve the desired infrastructural facilities. Even the efforts made by the State/Govt. under District Plan could not meet the total requirements of the schools at elementary level.

The "Sarva Shiksha Abhiyan" initiated by the National Govt., is an effort to completely visualize the needs of existing schools at elementary level and to assess the additional requirement of people living in the district particularly in hilly terrain where the access to schooling facility is poor

The Jammu & Kashmir State adopted the scheme in the year 2002-03 and is fully operational in the district Kathua also. Kathua district is spread over an area of 2651 sq. kilometers. The district has a population of over 5, 44,206 comprising 2, 85,308 males and 2, 58,898 females as per 2001 census. The density of population of the district is 205 persons per sq. kilometer. Sex ratio is 907 females per 1000 males. Literacy rate in Kathua district is 65.29%. The Male Literacy Rate is 75.73% and females are 53.92%. As regard the main ethnic groups, Hindus constitutes 91%, Muslims 7% and Sikhs 2%. The S.C. population is 22.83% of the total population. The ST population of the district is 6.2%.

The district is divided into 13 Educational zones and 9 C.D. Blocks. There are 63,673 children in the age group of 6-11 years; out of this 62,494 are attending the schools. The population of children in the age group 11-14 years is 37,607, out of which 36,410 children are attending schools. The number of out of school children in the age group of 6-14 years in the district is 2376. Besides this, there are 1207 children with special needs.

It is pertinent to mention here that the district has one Degree College, 08 Colleges of Education, 03 Industrial Training Institutes, 26 Higher Secondary Schools, 71 High Schools, 337 Upper Primary Schools, 791 Primary Schools and 320 Education Guarantee Scheme Centres.

Chapter I

DISTRICT PROFILE

The Jammu & Kashmir State is situated in the north of India and District Kathua is one of the fourteen districts of the state.

Kathua District is one of the oldest of the state, which came into existence before the partition of the country. Situated in the southern most of J&K State, the district has unique status among all other districts of the state and serves as Gateway to J&K through its famous town Lakhanpur by Road Transportation.

1. History:

Though there is no detailed and fully documented history of Kathua District. It is believed that *Jodh Singh* a famous Rajput of Andotra clan migrated from *HASTINAPUR TO KATHUA* nearly 2000 years ago and settled here. The three Hamlets of *Taraf Tajwal*, *Taraf Manjli* and *Taraf Bhajwal* were established by his three sons' viz. *Teju*, *Kindla* and *Bhaju*. Their descendent are now called as *Tajwalia*, *Bhajwalia* and *Khanwalia* Rajputs of Andotra sub-caste. The conglomeration of these three hamlets was loosely called "KATHAI" in earlier times which with the passage of time it came to be called as 'KATHUA'.

GREEK historians, who provide an insight into the ancient history of JAMMU HILLS prominently, recorded the existence of two powerful empires of *Abhisara* (Present day POONCH) and *KATHAIOI* at the time of invasion of India by ALEXANDRA. Strabo describes *KATHAIOI* as a *mighty republic* of that era located in the foothills along river *RAVI*. The topography of *KATHAIOI* corresponds with the present day KATHUA. Strabo describes the people of the republic as epitome of bravery and courage and records that they gave a tough fight to invading Army of ALEXANDRA.

DOGRI & PAHARI are the main languages spoken. Hindi, English and Urdu are the main medium of education. Official Language is *Urdu*.

2. Geography:

Kathua District is situated at $32^{\circ} 17'$ to $32^{\circ} 55'$ North Latitude and $75^{\circ} 70'$ to $76^{\circ} 16'$ East Longitude. The District is surrounded by Punjab in the South-East, Himachal Pradesh in North-East, District Doda and Udhampur in North and North-West, Jammu in the West and Pakistan in the South-West. It has an area of 2651 Sq Kms. The district can be conveniently divided into three distinct Agro – Climatic regions. The area falling South of Pathankote-Jammu-Srinagar National Highway consists of deep alluvial soils. The area is mostly irrigated and quite productive. This area touches Pakistan and Punjab border and it is also popularly called **Border Area**. The second zone falling north to the National Highway extends upto foothills of Himalayas and falling mostly in Shivalik ranges is called **Kandi Area**. It is characterized by shallow soils full of boulders with negligible natural water resources. The area faces acute shortage of water and the productivity of the land is very marginal. Part of Kathua, Barnoti, Hiranagar, Ghagwal, Basohli & Billawar block falls in this zone. The third area falls beyond Shivalik ranges and extends upto Peer Panchal ranges. This area is mountainous with little potential for agriculture.

3. Climate:

The Kathua district experience wide range of climate from sub-tropical to temperate and even alpine in higher regions of Bani and Lohai-Malhar blocks. Because of altitudinal varieties, there is vast difference between the temperature of two plain tehsils of Kathua and Hiranagar with those of Hilly Tehsils of Basohli and Billawar. The summer temperature rises as high as 48 Degree Celsius in the plains and winter temperature in the upper hilly areas touches sub-zero. Most of the Higher Areas in the BASOHLI & BILLAWAR tehsils experience SNOWFALLS for most part of the year. The District experiences rainfall during winter and early summer primarily from Western disturbances and monsoon rains from second week of July onwards. The hilly areas receive more rainfall than the plains. The annual rainfall in the District is approximately 1672 mm.

4. **Approach:**

Kathua District is located about 88 Kms from Jammu, 390 Kms from Srinagar and about 500 Kms from Delhi and 25 Kms from Pathankote. Kathua District is connected to Jammu, Srinagar, Pathankote, and Delhi through National Highway NH-1A. Regular Bus Service is available for Jammu, Srinagar, Udampur, Katra, Delhi, Pathankote, Chandigarh, Shimla and all other major cities of Punjab, Himachal Pradesh, Haryana, Delhi, Uttar Pradesh, and Rajasthan etc.

Kathua is also connected through Rail Head to all major cities of the country. Kathua Railway Station is located at Govindsar, 7 Kms from the City Chowk, Kathua. Nearest Airport is at Jammu.

5. **Population:**

Kathua District is spread over an area of 2651 Sq Kms constituting 1.9 percent of the total area of the State. The District has a population of over 5, 44,206 comprising 2, 85,308 Males and 2, 55,898 females as per 2001 census. The density of population of the district has gone upto 205 persons per Square Km. Sex ratio is 907 females per 1000 males. Literacy rate in Kathua District is 65.29%. The Male literacy rate is 75.73% and females are 53.92%. As regards the main ethnic groups, Hindus constitute 91% of the district while Muslims form 7% and Sikhs 2%. SC Population is 22.83% and ST population is 6.2%.

Out of total population of the district 28.82% were main workers, 14.58% marginal workers while as 56.60% were non-workers. However, among the main workers, cultivators and agricultural laborers accounted for 60.74% and 5.67% respectively which obviously indicates that the dependence on agriculture is of much significance than any other sector/ occupation.

As per 1981 census, there were 61,481 households in the district of which 54,041 were in rural area and 7740 in urban areas. Out of occupied residential houses of the district, 50790 were in rural and 7328 in urban areas.

Tehsil wise population of district Kathua as per 2001 census is given as:

| Tehsil | Males | Females | Total |
|---------------|---------------|----------------|---------------|
| Basohli | 49355 | 45431 | 94786 |
| Billawar | 61665 | 57000 | 118665 |
| Hiranagar | 80124 | 74156 | 154280 |
| Kathua | 94164 | 82311 | 176475 |
| TOTAL | 285308 | 258898 | 544206 |

6. **Land Utilization:**

The district has an area of 2.65 lacs Hectare as per revenue records, out of which 0.45 lac hectare is agricultural use, 0.36 lacs hectare constitutes barren and uncultivable land excluding fallow land, 0.12 lac hectare accounts for culturable waste, 0.13 lac hectare is under miscellaneous trees, 0.10 lac hectare is fallow land other than current fallows, 0.14 lacs is the area under current fallows and 0.61 hectare is net area sown. The total cropped area of the district during 1999-2000 was 1.24 lac hectare of which 0.63 lac hectare represents the area sown more than once in a year.

7. **Land Holding:**

According to the agricultural census of 1991-92, the district had 69508 number of land holdings of different sizes. Out of these 60.15% were of below one hectare and only 3.85% were of the sizes of one hectare and above which indicates that large number of land holding are very small.

8. Crop Pattern:

Major crops of the district are Paddy, Maize and Wheat. Wheat & Paddy constitutes the staple food in plain tehsils viz. Kathua & Hiranagar whereas Maize in Hilly Tehsils Basohli & Billawar. Wheat being main crop in the whole district had covered 50 thousand hectare of area followed by paddy grown over an area of 36 thousand hectare and rest 38 thousand hectare was covered under maize, millets, oil seeds, pulses and vegetable crop during 1999-2000.

9. Irrigation:

Irrigation is mostly dependent on Government Canals. Canal irrigation constitutes 75% of the total irrigation.

Rest of irrigation is done by Wells/Bore Wells and natural springs.

10. Live Stock:

According to live stock census of 1997 there were 10.003 lac livestock heads in the district of which 2.133 lacs were cattle. 0.788 lacs buffaloes, 3.066 lacs sheep, 3.898 lacs goats and 0.118 lacs other animals.

11. Industry:

At present District has 4380 SSI units on roll providing employment to 14127 persons. The Mineral, Cement, Grade Lime Stone in Basohli area. Low-grade Iron deposits in Lohai Malhar block, Gypsum deposits in village Daulla in Basohli Tehsil and Slates in Duggan nallah and near Sewa nallah in Bani block. The full exploitation of the resources can provide more and more employment opportunities in the State.

12. Roads:

Total road length of district Kathua as on ending 2004 is as under:

Black Topped: 645 Kms

Metalled: 62 Kms

Shingled: 42 Kms

Fair Weather Road: 115 Kms

13. Working Force:

As per 2001 census, major portion of working class of population is engaged in agricultural activities as compared to other sectors of occupation. Out of the total population of the District, 29.42% are main workers, 7.92% marginal workers while as 62.66% are non-workers. However among the main working force, cultivators and agricultural labourers accounted for 18.60% and 3.24% respectively. Occupation such as Live Stock, Mining, Industry, Construction, Trade/ Commerce and others bear nominal %age within the range of 2% to 5% to the main working force of the district.

It is pertinent to mention here that, there is migration of labour from Bihar, Orissa and Madhya Pradesh alongwith their families to work as agricultural and general labour. The migrated families stay in the district for a period ranging from 7 to 10 months. To provide education to the children of the above said families is the major concern during Annual Plan under SSA.

14. Administrative Setup:

So far as the administrative set up of the district is concerned, the district has District Development Commissioner, who is overall incharge of the district and is the patron of SSA programme of district. Besides this the district has one Additional Deputy Commissioner, Assistant Commissioner Revenue, Assistant Commissioner Development, Tehsildar and one Senior Superintendent of Police, one Soldier Board, which is providing facility to Ex-Servicemen.

Administrative Setup

The District has following Administrative Units:

| Revenue Sub Division | Revenue Tehsil | CD & NES Blocks | Education Zones | Police Sub Divisions | Police Stations | Police Posts | Municipal Councils | Municipalities | Assembly Segments |
|----------------------|----------------|-----------------|-----------------|----------------------|-----------------|---|--------------------|----------------|-------------------|
| Basohli | Kathua | Kathua | Kathua | Basohli | Kathua | Parole | Kathua | Lakhanpur | 63-Bani |
| Bani | Hiranagar | Barnoti | Barnoti | Chadwal (Border) | Hiranagar | Industrial Estate Hatli More Kathua | | Parole | 64-Basohli |
| Lohai Malhar | Billawar | Hiranagar | Marheen | | Rajbagh | Ramkot | | Hiranagar | 65-Kathua |
| | Basohli | Ghagwal | Sallan | | Lakhanpur | Basantpur | | Basohli | 66-Billawar |
| | | Basohli | Hiranagar | | Basohli | Marheen | | Billawar | 67-Hiranagar |
| | | Bani | Ghagwal | | Bani | Chadwal | | | |
| | | Billawar | Lakhanpur | | Lohai Malhar | Lowang | | | |
| | | Lohai Malhar | Basohli | | Billawar | | | | |
| | | Duggan | Billawar | | | | | | |
| | | Bani | | | | | | | |
| | | Lohai Malhar | | | | | | | |
| | | Mahanpur | | | | | | | |
| | | Bhaddu | | | | | | | |

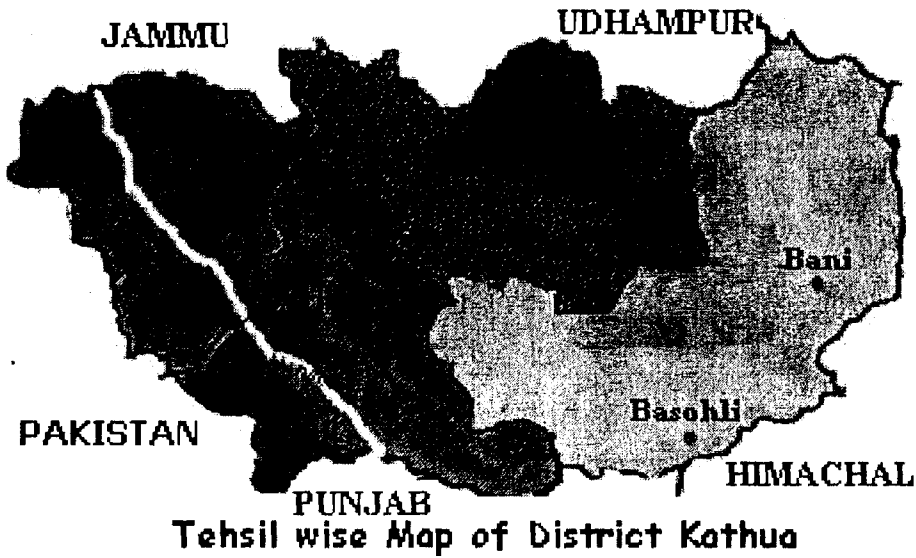
2001 census POPULATION (0-6) YEARS -1

| S.NO | YEAR | MALE | FEMALE | TOTAL |
|------|------|-------|--------|-------|
| 1 | 2001 | 43599 | 37111 | 80710 |
| 2 | 2002 | 44566 | 37904 | 82470 |
| 3 | 2003 | 45556 | 38745 | 84301 |
| 4 | 2004 | 46567 | 39605 | 86172 |
| 5 | 2005 | 47601 | 40485 | 88086 |
| 6 | 2006 | 48658 | 41383 | 90041 |
| 7 | 2007 | 49738 | 42302 | 92040 |
| 8 | 2008 | 50842 | 43241 | 94083 |
| 9 | 2009 | 51971 | 44201 | 96172 |
| 10 | 2010 | 53125 | 45183 | 98308 |

Jammu and Kashmir State



District Kathua



Population**I – POPULATION**

| Block | Rural/Urban | Number Enumerated | | | | | |
|--------------|--------------|-------------------|---------------|---------------|---------------|---------------|---------------|
| | | 1981 | | | 2001 | | |
| | | Persons | Males | Females | Persons | Males | Females |
| Kathua | Rural | 49559 | 26538 | 23021 | 70517 | 38557 | 31960 |
| | Urban | 30171 | 16002 | 14169 | 59706 | 32213 | 27493 |
| | Total | 79730 | 42540 | 37190 | 130223 | 70770 | 59453 |
| Barnoti | Rural | 58972 | 30616 | 28356 | 89499 | 46877 | 42622 |
| | Urban | - | - | - | - | - | - |
| | Total | 58972 | 30616 | 28356 | 89499 | 46877 | 42622 |
| Hiranagar | Rural | 47971 | 24444 | 23527 | 57938 | 29717 | 28221 |
| | Urban | 4805 | 2450 | 2355 | 8437 | 4984 | 3453 |
| | Total | 52776 | 26894 | 25882 | 66375 | 34701 | 31674 |
| Ghagwal | Rural | 35983 | 18297 | 17686 | 48730 | 25260 | 23470 |
| | Urban | - | - | - | - | - | - |
| | Total | 35983 | 18297 | 17686 | 48730 | 25260 | 23470 |
| Basohli | Rural | 37913 | 19357 | 18556 | 54154 | 28223 | 25931 |
| | Urban | 3875 | 2072 | 1803 | 5945 | 3209 | 2736 |
| | Total | 41788 | 21429 | 20359 | 60099 | 31432 | 28667 |
| Bani | Rural | 22374 | 11847 | 10527 | 22791 | 11928 | 10863 |
| | Urban | - | - | - | - | - | - |
| | Total | 22374 | 11847 | 10527 | 22791 | 11928 | 10863 |
| Duggan * | Rural | - | - | - | - | - | - |
| | Urban | - | - | - | - | - | - |
| | Total | - | - | - | - | - | - |
| Billawar | Rural | 52312 | 26612 | 25700 | 78771 | 40672 | 38099 |
| | Urban | 3139 | 1640 | 1499 | 4640 | 2507 | 2133 |
| | Total | 55451 | 28252 | 27199 | 83411 | 43179 | 40232 |
| Lohai-Malhar | Rural | 22049 | 11515 | 10534 | 35030 | 18075 | 16955 |
| | Urban | - | - | - | - | - | - |
| | Total | 22049 | 11515 | 10534 | 35030 | 18075 | 16955 |
| Total | Rural | 327133 | 170406 | 156727 | 471356 | 246478 | 224878 |
| | Urban | 41990 | 22164 | 19826 | 78728 | 42913 | 35815 |
| | Total | 369123 | 192570 | 176553 | 550084 | 289391 | 260693 |

**TOTAL POPULATION, SCHEDULED CASTE AND SCHEDULED TRIBE
POPULATION BY SEX AND PLACE OF RESIDENCE-STATE/DISTRICT/TEHSIL/TOWN: 2001**

| Location Code number | State/District/Tehsil/Town | Place of residence | Sex | Total Population | | Scheduled Tribes. |
|----------------------|----------------------------|--------------------|---------|------------------|------------------|-------------------|
| | | | | | Scheduled Castes | |
| 14 | Kathua | Total | Persons | 550084 | 127364 | 34174 |
| | | | Males | 289391 | 66881 | 17769 |
| | | | Females | 260693 | 60483 | 16405 |
| | | Rural | Persons | 471356 | 109524 | 33314 |
| | | | Males | 246478 | 57435 | 17243 |
| | | | Females | 224878 | 52089 | 16071 |
| | | Urban | Persons | 78728 | 17840 | 860 |
| | | | Males | 42913 | 9446 | 526 |
| | | | Females | 35815 | 8394 | 334 |
| 0001 | Billawar | Total | Persons | 118444 | 24575 | 8978 |
| | | | Males | 61254 | 12681 | 4652 |
| | | | Females | 57190 | 11894 | 4326 |
| | | Rural | Persons | 113804 | 23649 | 8868 |
| | | | Males | 58747 | 12193 | 4589 |
| | | | Females | 55057 | 11456 | 4279 |
| | | Urban | Persons | 4640 | 926 | 110 |
| | | | Males | 2507 | 488 | 63 |
| | | | Females | 2133 | 438 | 47 |
| 0002 | Basohli | Total | Persons | 94921 | 14710 | 14098 |
| | | | Males | 49519 | 7653 | 7304 |
| | | | Females | 45402 | 7057 | 6794 |
| | | Rural | Persons | 88976 | 13871 | 14097 |
| | | | Males | 46310 | 7200 | 7303 |
| | | | Females | 42666 | 6671 | 6794 |
| | | Urban | Persons | 5945 | 839 | 1 |
| | | | Males | 3209 | 453 | 1 |
| | | | Females | 2736 | 386 | 0 |
| 0003 | Kathua | Total | Persons | 181852 | 51231 | 8526 |
| | | | Males | 97876 | 27214 | 4528 |
| | | | Females | 83976 | 24017 | 3998 |
| | | Rural | Persons | 122146 | 36557 | 7812 |
| | | | Males | 65663 | 19453 | 4085 |
| | | | Females | 56483 | 17104 | 3727 |
| | | Urban | Persons | 59706 | 14674 | 714 |
| | | | Males | 32213 | 7761 | 443 |
| | | | Females | 27493 | 6913 | 271 |
| 0004 | Hiranagar | Total | Persons | 154867 | 36848 | 2572 |
| | | | Males | 80742 | 19333 | 1285 |
| | | | Females | 74125 | 17515 | 1287 |
| | | Rural | Persons | 146430 | 35447 | 2537 |
| | | | Males | 75758 | 18589 | 1266 |
| | | | Females | 70672 | 16858 | 1271 |
| | | Urban | Persons | 8437 | 1401 | 35 |
| | | | Males | 4984 | 744 | 19 |
| | | | Females | 3453 | 657 | 16 |
| 1401000 | Billawar (NAC) | Urban | Persons | 4640 | 926 | 110 |
| | | | Males | 2507 | 488 | 63 |
| | | | Females | 2133 | 438 | 47 |
| 1402000 | Basohli (NAC) | Urban | Persons | 5945 | 839 | 1 |
| | | | Males | 3209 | 453 | 1 |
| | | | Females | 2736 | 386 | 0 |
| 1403000 | Lakhanpur (NAC) | Urban | Persons | 1597 | 89 | 50 |
| | | | Males | 876 | 44 | 25 |
| | | | Females | 721 | 45 | 25 |
| 1404000 | Kathua (TC+OG) | Urban | Persons | 51034 | 11708 | 638 |
| | | | Males | 27624 | 6197 | 404 |
| | | | Females | 23410 | 5511 | 234 |
| | Kathua (TC) | Urban | Persons | 40931 | 8606 | 638 |
| | | | Males | 22262 | 4526 | 404 |

| | | | | | |
|---------|---------------------------|---------|-------|------|-----|
| | | Females | 18669 | 4080 | 234 |
| | Taraf Manjali (OG) | Persons | 178 | 27 | 0 |
| | | Males | 96 | 14 | 0 |
| | | Females | 82 | 13 | 0 |
| | Chak Sheikhan (OG) | Persons | 677 | 49 | 0 |
| | | Males | 362 | 30 | 0 |
| | | Females | 315 | 19 | 0 |
| | Chak Ram Singh (OG) | Persons | 584 | 188 | 0 |
| | | Males | 302 | 97 | 0 |
| | | Females | 282 | 91 | 0 |
| | Govindsar (OG) | Persons | 2860 | 1447 | 0 |
| | | Males | 1545 | 797 | 0 |
| | | Females | 1315 | 650 | 0 |
| | Chak Khuni (OG) | Persons | 124 | 0 | 0 |
| | | Males | 90 | 0 | 0 |
| | | Females | 34 | 0 | 0 |
| | Chak Hari Singh (OG) | Persons | 109 | 10 | 0 |
| | | Males | 54 | 5 | 0 |
| | | Females | 55 | 5 | 0 |
| | Chak Partap Singh (OG) | Persons | 251 | 32 | 0 |
| | | Males | 131 | 17 | 0 |
| | | Females | 120 | 15 | 0 |
| | Chak Diwan Kripa Ram (OG) | Persons | 477 | 210 | 0 |
| | | Males | 253 | 106 | 0 |
| | | Females | 224 | 104 | 0 |
| | Chak Gainda (OG) | Persons | 2248 | 884 | 0 |
| | | Males | 11789 | 474 | 0 |
| | | Females | 1070 | 410 | 0 |
| | Rakh Sarkar Plahi (OG) | Persons | 490 | 38 | 0 |
| | | Males | 265 | 20 | 0 |
| | | Females | 225 | 18 | 0 |
| | Chak Sohna Nupa (OG) | Persons | 2105 | 217 | 0 |
| | | Males | 1086 | 111 | 0 |
| | | Females | 1019 | 106 | 0 |
| 1405000 | Parole (NAC) | Persons | 7075 | 2877 | 26 |
| | | Males | 3713 | 1520 | 14 |
| | | Females | 3362 | 1357 | 12 |
| 1406000 | Hiranagar (NAC) | Persons | 8437 | 1401 | 35 |
| | | Males | 4984 | 744 | 19 |
| | | Females | 3453 | 657 | 16 |

**POPULATION DISTRIBUTION IN RURAL & URBAN AREAS IN
DISTRICT: KATHUA**

| S.NO | Name of Tehsil | Population in Urban areas | %age | Population in Rural areas | %age | Total population |
|------|----------------|---------------------------|-------|---------------------------|-------|------------------|
| 1 | Hiranagar | 7879 | 5.10 | 146401 | 94.89 | 154280 |
| 2 | Kathua | 58687 | 33.27 | 117788 | 66.74 | 176475 |
| 3 | Billawar | 4905 | 4.13 | 113760 | 95.86 | 118665 |
| 4 | Basohli | 5865 | 6.18 | 88921 | 93.81 | 94786 |
| | Total | 77336 | | 466870 | | 544206 |

**SEX RATIO OF THE STATE/DITRICT KATHUA IN TOTAL/RURAL/URBAN
AREAS 1901-2001**

| DISTRICT | | 1901 | 1911 | 1921 | 1931 | 1941 | 1951 | 1961 | 1971 | 1981 | 2001 |
|-----------------|-------|------|------|------|------|------|------|------|------|------|------|
| STATE | Total | 882 | 876 | 870 | 865 | 869 | 873 | 878 | 878 | 892 | 900 |
| | Rural | 888 | 886 | 879 | 876 | 881 | 882 | 884 | 882 | 897 | 927 |
| | Urban | 809 | 799 | 803 | 784 | 790 | 822 | 844 | 840 | 875 | 822 |
| KATHUA District | Total | | | | | | | | | | |
| | Rural | 871 | 865 | 870 | 874 | 887 | 896 | 905 | 921 | 917 | 907 |
| | Urban | 882 | 876 | 870 | 865 | 869 | 873 | 878 | 878 | 892 | 900 |

POPULATION OF WORKING FORCE

| S.NO. | Category | No. of workers | | | |
|-------|---|----------------|--------|--------|--------|
| | | 1971 | | 1981 | |
| | 2 | Number | %age | Number | %age |
| 1 | 2 | 3 | 4 | 5 | 6 |
| 1 | Cultivators | 46690 | 63.63 | 64340 | 60.47 |
| 2 | Agricultural labourers | 3750 | 5.11 | 6033 | 5.67 |
| 3 | Livestock, hunting, fishing, plantation, orchards and other allied services | 2214 | 3.02 | 4091 | 3.85 |
| 4 | Mining and quarrying | 30 | 0.40 | 30 | 0.03 |
| 5 | Manufacturing, processing other than house hold section | 1790 | 0.44 | 5719 | 5.33 |
| 6 | House hold industry | 3359 | 4.58 | 2314 | 2.17 |
| 7 | Construction | 3087 | 4.20 | 4012 | 3.77 |
| 8 | Trade and commerce | 2708 | 3.69 | 4515 | 4.24 |
| 9 | Transport storage and communication | 2379 | 3.24 | 3750 | 3.52 |
| 10 | Others | 7375 | 10.05 | 11595 | 10.90 |
| | Total | 73390 | 100.00 | 106399 | 100.00 |

TEHSIL WISE LITERACY RATE AS PER 2001 CENCUS FOR MALE AND FEMALE IS AS

| Name of District | Total Population | | | Literate | | | Literacy Rate | | |
|------------------|------------------|--------|--------|----------|--------|--------|---------------|--------|-------|
| | Male | Female | Total | Male | Female | Total | Male | Female | Total |
| Ghagwal | 80124 | 74156 | 154280 | 56769 | 41703 | 98472 | 83.13 | 64.05 | 73.75 |
| Hiranagar | | | | | | | | | |
| Barnoti | 94164 | 82311 | 176475 | 63817 | 44879 | 108696 | 78.63 | 63.23 | 71.45 |
| Kathua | | | | | | | | | |
| Billawar | 61665 | 57000 | 118665 | 35310 | 19486 | 54796 | 68.71 | 40.73 | 55.22 |
| Malhar | | | | | | | | | |
| Bani | 49355 | 45431 | 27145 | 13517 | 13517 | 40662 | 87.93 | 35.82 | 51.73 |
| Basohli | | | | | | | | | |

LITERACY RATE DISTRICT KATHUA 2001 CENCUS

| S.NO | District/ Tehsil | Total | Male | Female | Total |
|------|------------------|-------|-------|--------|-------|
| | Kathua Distt. | Rural | 73.71 | 50.71 | 62.64 |
| | | Urban | 87.05 | 73.78 | 80.73 |
| | | Total | 75.73 | 53.92 | 65.29 |
| 1 | Billawar | Rural | 67.71 | 39.71 | 54.16 |
| | | Urban | 88.9 | 65.47 | 78.58 |
| | | Total | 68.71 | 40.73 | 55.22 |
| 2 | Basohli | Rural | 64.45 | 32.83 | 49.25 |
| | | Urban | 93.76 | 79.62 | 87.14 |
| | | Total | 87.93 | 35.82 | 51.73 |
| 3 | Kathua | Rural | 75 | 58.02 | 67.08 |
| | | Urban | 85.73 | 73.4 | 79.98 |
| | | Total | 78.63 | 63.23 | 71.45 |
| 4 | Hiranagar | Rural | 82.69 | 63.48 | 73.25 |
| | | Urban | 90.59 | 73.17 | 84.11 |
| | | Total | 83.13 | 64.05 | 73.75 |

Absolute number of literates in the district

TOURIST PLACES

Bani: Located at a height of 4200 ft in the lap of lofty mountains. It has a good climate and immense natural beauty. It is also a base camp of trekkers, who go to different routes to Bhaderwah, Machhedi etc.

Sarthal: It is a beautiful meadow; situated at a height of 7000 ft which remains covered with snow for nearly six months. It is a part of exciting trekking route. It is located 20 kms from Bani 108 kms from Basohli.

Banjal: It is a beautiful pass located at an altitude of 4500 ft. During March to May the area becomes colourful with lot of flowers blooming. Banjal is also known as "*Garden of Natural Flowers*".

Sukrala Mata: The most famous shrine dedicated to Mother Goddess is Sukrala Devi Shrine is at a distance of 9.60 kms from Billawar. The holy shrine is the abode of Goddess Mal Devi; the re-incarnation of Sharda Devi. The holy shrine has been built by Madho Singh an exiled prince of Chamba.

Trekking Routes: There are numerous thrilling trekking routes mostly in an around Bani area which pas through virgin mountain areas of beauty.

- a) Bani – Sarthal – Bhaderwah Trek – It is 53 Kms Trek.
- b) Bani – Khajar – Bani – It is 3 hours trek.
- c) Bani – Sandroon – Bani – It is a soft trek of about 12 Kms.

ZONE WISE PROFILE

I. Kathua:

Zone Kathua is surrounded by Punjab in the South, Lakhanpur, The Gateway of J&K in the East, Mahanpur Zone in the North & Barnoti Zone in the West. The Zone is spread over an area of 110 Sq. Kms. Approximately. There are 49 villages and 9 panchayats in the zone. Since the zone is situated in the Municipal Corporation, all the district offices fall in this zone.

The terrain of zone Kathua is uneven towards the north side of NH-1A, known as Kandi Belt and Southern part of zone is fertile and is called fertile zone. Being the plain area, there is no access problem for children.

The zone has 90752 population. Out of which 48916 are males and 41836 females. Out of this population 39% approximately belong to SC category and 38% (approximately) ST Category. 41.76% approximately is Rural Population and 57.34% approximately urban population.

II. Barnoti:

Zone Barnoti falls in three Assembly Constituencies namely Kathua, Basohli and Billawar. The zone is surrounded by Education Zone Kathua in the East, Zone Bhaddu in the North and Zone Marheen in the South-West. The Zone has historical background. Ancient Jasrota Fort is situated on the bank of River Ujh at a distance of 3 kms towards the north from NH-1A and has an historical evidence of a big and mighty Jasrota Kingdom in the year 1703-1733 AD. The Ujh Barrage attracts large number of tourists throughout the year.

North side of the Zone is predominated by thick forests and provides shelter to the wild life. As a result of this the government has setup a wild life sanctuary in this area. It is also considered to be a centre of environmental studies and most of the educational institutions visit here to conduct studies related to the Zoology, Botany etc.

III. Lakhanpur:

Lakhanpur, which serves as Gateway to J&K State is situated between National Highway and Dhar Udhampur Road on the northern side of river Ravi. Its terrain is also situated on southern side of river Ravi and is approachable via Gurdaspur district of Punjab.

IV. Hiranagar:

Hiranagar zone is situated on the southern side of NH-1A. The boundaries of zone on the southern side touch the International Border with Pakistan. It is surrounded by Zone Marheen in the East and Zone Ghagwal in the West.

V. Ghagwal:

Zone Ghagwal falls in Tehsil Hiranagar, extending along both sides of National Highway. The word Ghagwal is derived from the name of a famous person 'GOGA', who lived near the famous Narsingh temple. The terrain of Ghagwal Zone is uneven towards the north side of National Highway and even on Southern side. The north side is known as Kandi Zone and southern side as Fertile Zone. The climate of Ghagwal is tropical in nature. Financially the Zone is sound.

VI. Marheen:

Marheen zone came into existence since July 1982 after the division of Tehsil Hiranagar into four educational zones. The zone is situated alongwith both sides of National Highway and is surrounded by Zone Barnoti in the East, Zone Sallan in the North West, Zone Hiranagar in the South West. The word Marheen originated from JAT community with Meen as Sub Caste. Zone Marheen is situated at $75^{\circ}-2'$ to $75^{\circ}-6'$ North East and $32^{\circ}-60'$ to $33^{\circ}-05'$ North.

VII. Sallan:

Zone Sallan is situated 2 Kms. North from National Highway on Dayalchak Billawar Road. It has area of 250 Sq. Kms (approx). Zone is surrounded by Zone Bhaddu in the North, Zone Hiranagar in the South, Zone Marheen in the East and Zone Ghagwal in the West. Its area is mostly hilly and main occupation of the people is agriculture and labour. The population of the zone is scattered.

VIII. Mahanpur:

Zone Mahanpur is a hilly zone. It is between Basohli & Billawar Link Road and at a distance of 32 Kms from Basohli and 26 Kms away from Billawar. Zone was established in July 1982 having the radius of about nine kilometers covering 19 villages and 152 habitations. Climate of the zone is moderate ranging temperature between 9°C to 44°C .

IX. Basohli:

Zone Basohli has an historical background. King Vishwa Pal of PAL Dynasty established his kingdom at Basohli in 16th Century. Basohli is famous for its miniature paintings, Pashmina Shawls and ancient Palaces. It is situated on the right bank of river Ravi surrounded by Shivalik Hill. Its boundaries coincide with Himachal Pardesh, Punjab, Zone Bani and Zone Mahanpur. The famous Ranjit Sagar Dam lies in the zone Basohli. The Dussehra festival celebrated in the town is world famous. The main language spoken is Pahari & Dogri.

X. Bani:

Zone Bani is scattered wide to its reach in the east upto the borderline of the Himachal Pardesh State. In the north side Bani zone links with District Doda and in the south it touches to zone Basohli. In the western side it touches the upper reaches of Udhampur District.

The educational zone Bani is located in the Himalayan range, covered with large wide mountains with a mixture of small hilly areas. In this zone most of the people lived in small morahs/ habitation situated at hills just leaving couple of valleys like Bani, Village Dhaggar, Village Duggan & Dullangal and the rest of the villages/ morahs on hills.

XI. Billawar:

Zone Billawar exists on the northern side of Dhar Udhampur Road. It is surrounded by zone Mahanpur, Zone Malhar & Zone Bhaddu. The zone is mostly hilly. Billawar the zonal headquarter has ancient history. It was founded in the 5th Century AD by Bhog Paul the prince of Almorah. Old holy sculptures have traced the origin of this town long back to the Mahabharata Period. Temple of Lord Shiva standing in the heart of the town is believed to have been constructed by Pandwahas during 13 year's exile. The holy shrine of Mata Sukrala Devi is at a distance of eight kilometers from the Zonal Headquarter Billawar.

XII. Bhaddu:

Zone Bhaddu starts from river "Bhini" and touches the Ramnagar Tehsil of District Udhampur. It lies to the north of Mata Bala Sundri and south of Ancient Village Kohag, to the south west of Billawar and East of famous Mansar Lake.

About 200 years ago, Raja Tokh Pal S/O Raja Mukesh Pal of Banaras migrated here alongwith his two sons Vikram Pal and Nirdhan Pal and settled here to establish his kingdom 'Pahadu' which with passage of time changed to Bhaddu. Kabi Dittu a renowned personality of Bhaddu was the Darbar Kavi of Maharaja Hari Singh of J&K State.

XIII. Malhar:

Zone Malhar is totally hilly and is out of reach by roads. On its eastern side is zone Basohli, in the northern side is zone Bani, southern side is zone Billawar. Its boundaries touch the Tehsil Ram Nagar of District Udhampur in the western side. In this zone, there is mixed population of Hindus & Muslims. Languages spoken by them are Pahari, Dogri & Kashmiri.

BLOCK: LAKHANPUR

| S.No. | Name of Panchayat | S.No | Name of Panchayat |
|-------|-------------------|------|-------------------|
| 1 | Basantpur | 12 | Keerian |
| 2 | Chak Sona Nupa | 13 | Kharote |
| 3 | Changran | 14 | Khokhyal |
| 4 | Dilwan | 15 | Logate |
| 5 | Gandial | 16 | Mah |
| 6 | Govindsar | 17 | Mehtabpur |
| 7 | Hatli | 18 | Mirpur ram |
| 8 | Jakhbar | 19 | Rakh Lachhipur |
| 9 | Jandore | 20 | Sawala |
| 10 | Janglote | 21 | Taraf Bhajwal |
| 11 | Kathera | 22 | Tridwan |

BLOCK: BARNOTI

| S.No. | Name of Panchayat | S.No | Name of Panchayat |
|-------|-------------------|------|-------------------|
| 1 | Airwan | 16 | Gehr |
| 2 | Amala | 17 | Hamirpur |
| 3 | Barwal | 18 | Jakhole |
| 4 | Bhadiyari | 19 | Juthana |
| 5 | Bhorthain | 20 | Khanpur |
| 6 | Budhi | 21 | Kore Punnu |
| 7 | Chak Kanna | 22 | Merth |
| 8 | Chak Nathal | 23 | Mukandpur |
| 9 | Chak Sakta | 24 | Muthi Hardu |
| 10 | Chandwan | 25 | Nanan |
| 11 | Chhan Lai Din | 26 | Palli |
| 12 | Chhan Rorian | 27 | Seswan |
| 13 | Dhamaal | 28 | Taraf Bala |
| 14 | Phalote | 29 | Tarihara |
| 15 | Forelain | 30 | Uttri |

BLOCK: HIRANAGAR

| S.No. | Name of Panchayat | S.No | Name of Panchayat |
|-------|-------------------|------|-------------------|
| 1 | Bhaiya | 13 | Hiranagar |
| 2 | Bobiya | 14 | Jandi |
| 3 | Chadwal | 15 | Katli |
| 4 | Chak Bhagwana | 16 | Ludhwal |
| 5 | Chak Gopala | 17 | Magloor |
| 6 | Changi | 18 | Marheen |
| 7 | Chelak | 19 | Mela |
| 8 | Devo Chak | 20 | Pansar |
| 9 | Dhalli | 21 | Pathwal |
| 10 | Dinga Amb | 22 | Sallan |
| 11 | Gurha Mundian | 23 | Satoora |
| 12 | Haripur Brahmana | 24 | Suba Chak |

BLOCK: GHAGWAL

| S.No. | Name of Panchayat | S.No | Name of Panchayat |
|-------|-------------------|------|-------------------|
| 1 | Chachwal | 10 | Mawa |
| 2 | Chak Dulma | 11 | Naran |
| 3 | Chhan Khatriyan | 12 | Nonath |
| 4 | Ghagwal | 13 | Patyari Kattan |
| 5 | Harsath | 14 | Rajpura |
| 6 | Jatwal | 15 | Sanoora |
| 7 | Kattal | 16 | Sarhi Kalan |
| 8 | Kootah | 17 | Surara |
| 9 | Loundi | 18 | Tapiyal |

BLOCK: BILLAWAR

| S.No. | Name of Panchayat | S.No | Name of Panchayat |
|-------|-------------------|------|-------------------|
| 1 | Aglidhar | 17 | Kachhir |
| 2 | Bhaddu | 18 | Kishanpur |
| 3 | Billawar | 19 | Lakhari |
| 4 | Dambra | 20 | Makwal |
| 5 | Danjasdhar | 21 | Malti |
| 6 | Darung | 22 | Muni |
| 7 | Dewal | 23 | Pallan |
| 8 | Dhamlar | 24 | Parnala |
| 9 | Dhar Duggan | 25 | Rajwalta |
| 10 | Dharalta | 26 | Ramkote |
| 11 | Dharamkot | 27 | Rampur |
| 12 | Dheutta | 28 | Salore |
| 13 | Dungara | 29 | Sialana |
| 14 | Galak | 30 | Thanthu |
| 15 | Gurah Kalyal | 31 | Thara Kalyal |
| 16 | Hottar | 32 | Ucha Pind |

BLOCK: LOHAI MALHAR

| S.No. | Name of Panchayat | S.No | Name of Panchayat |
|-------|-------------------|------|-------------------|
| 1 | Badnota | 8 | Machhedi |
| 2 | Baggan | 9 | Malad |
| 3 | Dhanu Parole | 10 | Malhar |
| 4 | Gudu Fial | 11 | Marhoon |
| 5 | Khog | 12 | Nagote |
| 6 | Kindli | 13 | Sadrota |
| 7 | Lahri | 14 | Thaal |

BLOCK: BASOHLI

| S.No. | Name of Panchayat | S.No | Name of Panchayat |
|-------|-------------------|------|-------------------|
| 1 | Athialta | 13 | Mara Patti |
| 2 | Basohli Khas | 14 | Nowshera |
| 3 | Bhoond | 15 | Plahi |
| 4 | Dhar Jhankar | 16 | Plakh |
| 5 | Dhar Mahanpur | 17 | Plassi |
| 6 | Draman | 18 | Poonda |
| 7 | Ghoral | 19 | Prehta |
| 8 | Hadat | 20 | Saman |
| 9 | Hutt | 21 | Sandhar |
| 10 | Janu | 22 | Sawar |
| 11 | Kagrod | 23 | Siyalag |
| 12 | Mahanpur | 24 | Thein |

BLOCK: BANI

| S.No. | Name of Panchayat | S.No | Name of Panchayat |
|-------|-------------------|------|-------------------|
| 1 | Bani | 6 | Koti |
| 2 | Fatehpur | 7 | Lowang |
| 3 | Kanthal | 8 | Roulka |
| 4 | Barmota | 9 | Sandroon |
| 5 | Bhandhar | 10 | Siyara |

BLOCK:DUGGAN

| S.No. | Name of Panchayat | S.No | Name of Panchayat |
|-------|-------------------|------|-------------------|
| 1 | Banjai | 5 | Dhaman |
| 2 | Bari | 6 | Duggan |
| 3 | Chandal | 7 | Dullangal |
| 4 | Dhaggar | 8 | Surjan |

Population of all communities as per HHS-2004

| S.No. | Name of the Block/Zone | Population all communities | | | | | | Sex ratio | | | |
|-------|------------------------|----------------------------|--------------|--------------|---------------|---------------|---------------|---------------|---------------|---------------|----------------|
| | | Urban | | | Rural | | | Male | Female | Total | Ratio |
| | | Male | Female | Total | Male | Female | Total | | | | |
| 1 | Kathua | 27601 | 24376 | 51977 | 21315 | 17460 | 38775 | 48916 | 41836 | 90752 | 539:461 |
| 2 | Barnoti | - | - | - | 25289 | 21813 | 47102 | 25289 | 21813 | 47102 | 536:464 |
| 3 | Lakhanpur | 519 | 513 | 1032 | 18499 | 16596 | 35095 | 19018 | 17109 | 36127 | 526:474 |
| 4 | Marheen | - | - | - | 24200 | 21331 | 45531 | 24200 | 21331 | 45531 | 531:469 |
| 5 | Hiranagar | 3080 | 2742 | 5822 | 16484 | 14188 | 30672 | 19564 | 16930 | 36494 | 536:464 |
| 6 | Sallan | - | - | - | 18217 | 16159 | 34376 | 18217 | 16159 | 34576 | 530:470 |
| 7 | Ghagwal | - | - | - | 27917 | 24782 | 52699 | 27917 | 24782 | 52699 | 529:471 |
| 8 | Bhaddu | - | - | - | 28688 | 27093 | 55781 | 28688 | 27093 | 55781 | 514:486 |
| 9 | Billawar | 2317 | 2205 | 4522 | 19121 | 16643 | 35764 | 21438 | 18848 | 40286 | 532:468 |
| 10 | Malhar | - | - | - | 20184 | 18592 | 36776 | 20184 | 18582 | 38776 | 520:480 |
| 11 | Basohli | 2696 | 2375 | 5071 | 14713 | 14592 | 30700 | 18804 | 16967 | 35771 | 526:474 |
| 12 | Mahanpur | - | - | - | 20101 | 12703 | 27416 | 14713 | 12703 | 27410 | 537:463 |
| 13 | Bani | - | - | - | - | 18869 | 38970 | 20101 | 18869 | 38990 | 516:484 |
| | Total | 36213 | 32211 | 68424 | 270836 | 240821 | 511657 | 307049 | 273032 | 580081 | 529:471 |

Source :DISE/HHS/2004

YEAR 2004

SC/ST Population as per HHS-2004**Table 1-A Data on Population**

| S.No. | Name of the Zone | Population | | | | | | | |
|-------|------------------|--------------|--------------|---------------|-----------------|--------------|--------------|--------------|-----------------|
| | | SC | | | | ST | | | |
| | | Male | Female | Total | % to total pop. | Male | Female | Total | % to total Pop. |
| 1 | Kathua | 19008 | 16641 | 35649 | 39.28 | 1749 | 1712 | 3461 | 30.81 |
| 2 | Barnoti | 8131 | 7143 | 15274 | 34.06 | 1655 | 1441 | 3096 | 6.9 |
| 3 | Lakhanpur | 4307 | 3813 | 8120 | 22.4 | 1272 | 1205 | 2477 | 6.8 |
| 4 | Marheen | 7689 | 6559 | 14248 | 31.29 | 1219 | 1182 | 2401 | 5.27 |
| 5 | Hiranagar | 4936 | 4253 | 9189 | 30.58 | 285 | 271 | 556 | 1.52 |
| 6 | Sallan | 3133 | 2842 | 5975 | 17.38 | 761 | 688 | 1449 | 4.22 |
| 7 | Ghagwal | 5861 | 5144 | 11005 | 20.88 | 241 | 254 | 495 | 0.93 |
| 8 | Bhaddu | 7451 | 6680 | 14131 | 25.33 | 1122 | 952 | 2074 | 3.93 |
| 9 | Billawar | 3989 | 3545 | 7534 | 18.7 | 897 | 830 | 1727 | 4.28 |
| 10 | Malhar | 3312 | 3127 | 6439 | 16.61 | 3348 | 3113 | 6461 | 16.67 |
| 11 | Basohli | 3352 | 3083 | 6435 | 17.92 | 1407 | 1229 | 2636 | 7.36 |
| 12 | Mahanpur | 1957 | 1769 | 3726 | 13.59 | 1120 | 1032 | 2152 | 7.84 |
| 13 | Bani | 3158 | 2929 | 6087 | 15.61 | 6137 | 5819 | 11956 | 30.68 |
| | Total | 76284 | 67528 | 143812 | 23.36 | 21213 | 19728 | 40941 | 7.71 |

SOURCE : DISE/HHS/2004

Year 2004

Table 20 A Data on Child Population of 0-6 age group

| S.NO | Name of block Zone | Child Population (0-6 age group) all communitities | | | | | | | | |
|------|--------------------|--|-------------|-------------|--------------|--------------|--------------|--------------|--------------|--------------|
| | | Urban | | | Rural | | | Total | | |
| | | Male | Female | Total | Male | Female | Total | Male | Female | Total |
| 1 | Kathua | 3211 | 2454 | 5665 | 2463 | 2170 | 4633 | 5674 | 4624 | 10298 |
| 2 | Barnoti | - | - | - | 3617 | 3082 | 6699 | 3617 | 3082 | 6699 |
| 3 | Lakhanpur | 54 | 66 | 120 | 2573 | 2001 | 4574 | 2627 | 2067 | 4694 |
| 4 | Marheen | - | - | - | 3256 | 2411 | 5667 | 3256 | 2411 | 5667 |
| 5 | Hiranagar | 308 | 246 | 554 | 2108 | 1450 | 3558 | 2416 | 1696 | 4112 |
| 6 | Sallan | - | - | - | 2469 | 1989 | 4458 | 2469 | 1989 | 4458 |
| 7 | Ghagwal | - | - | - | 3453 | 2547 | 6000 | 3453 | 2547 | 6000 |
| 8 | Bhaddu | - | - | - | 3543 | 2941 | 6484 | 3543 | 2941 | 6484 |
| 9 | Billawar | 277 | 262 | 539 | 2611 | 2323 | 4934 | 2888 | 2585 | 5473 |
| 10 | Malhar | - | - | - | 3377 | 3156 | 6533 | 3399 | 3156 | 6533 |
| 11 | Basohli | 313 | 282 | 595 | 2517 | 3289 | 4806 | 2830 | 2571 | 5401 |
| 12 | Mahanpur | - | - | - | 2273 | 1888 | 4161 | 2273 | 1888 | 4161 |
| 13 | Bani | - | - | - | 3600 | 3511 | 7111 | 3600 | 3511 | 7111 |
| | Total | 4163 | 3310 | 7473 | 37860 | 31758 | 69618 | 42023 | 35068 | 77091 |

Table 20 B Data on Child Population of 0-6 age group

| S.No | Name of the Block/Zone | Child Population (0-6 age group) SC | | | | | | | | |
|------|------------------------|-------------------------------------|-------------|-------------|-------------|-------------|--------------|--------------|-------------|--------------|
| | | Urban | | | Rural | | | Total | | |
| | | Male | Female | Total | Male | Female | Total | Male | Female | Total |
| 1 | Kathua | 1062 | 905 | 1967 | 1260 | 1142 | 2402 | 2322 | 2047 | 4369 |
| 2 | Barnoti | - | - | - | 1035 | 905 | 1940 | 1035 | 905 | 1960 |
| 3 | Lakhanpur | 2 | 1 | 3 | 671 | 612 | 1283 | 673 | 613 | 1286 |
| 4 | Marheen | - | - | - | 1016 | 777 | 1793 | 1016 | 777 | 1793 |
| 5 | Hiranagar | 47 | 45 | 92 | 501 | 369 | 870 | 548 | 414 | 962 |
| 6 | Sallan | - | - | - | 421 | 407 | 828 | 421 | 407 | 828 |
| 7 | Ghagwal | - | - | - | 779 | 574 | 1353 | 779 | 574 | 1353 |
| 8 | Bhaddu | - | - | - | 921 | 765 | 1686 | 921 | 765 | 1686 |
| 9 | Billawar | 52 | 54 | 106 | 569 | 521 | 1090 | 621 | 575 | 1196 |
| 10 | Malhar | - | - | - | 583 | 524 | 1107 | 583 | 524 | 1107 |
| 11 | Basohli | 104 | 102 | 206 | 403 | 460 | 863 | 507 | 562 | 1069 |
| 12 | Mahanpur | - | - | - | 327 | 333 | 660 | 329 | 333 | 660 |
| 13 | Bani | - | - | - | 633 | 631 | 1264 | 633 | 631 | 1264 |
| | Total | 1267 | 1107 | 2374 | 9119 | 8020 | 17139 | 10386 | 9127 | 19513 |

Source: DISE/HHS/2004

Year 2004

Table 20 C Data on Child Population of 0-6 age group

| S.No | Name of the Block/Zone | Child Population (0-6 age group) ST | | | | | | | | |
|------|------------------------|-------------------------------------|-----------|------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | | Urban | | | Rural | | | Total | | |
| | | Male | Female | Total | Male | Female | Total | Male | Female | Total |
| 1 | Kathua | 82 | 70 | 152 | 258 | 275 | 533 | 340 | 345 | 685 |
| 2 | Barnoti | - | - | - | 292 | 265 | 557 | 292 | 265 | 557 |
| 3 | Lakhanpur | 10 | 20 | 30 | 223 | 225 | 448 | 233 | 245 | 478 |
| 4 | Marheen | - | - | - | 295 | 244 | 539 | 295 | 244 | 539 |
| 5 | Hiranagar | - | - | - | 52 | 58 | 110 | 52 | 58 | 110 |
| 6 | Sallan | - | - | - | 137 | 122 | 259 | 137 | 122 | 259 |
| 7 | Ghagwal | - | - | - | 44 | 44 | 88 | 44 | 44 | 88 |
| 8 | Bhaddu | - | - | - | 203 | 157 | 360 | 203 | 157 | 360 |
| 9 | Billawar | 7 | 9 | 16 | 157 | 134 | 291 | 164 | 143 | 307 |
| 10 | Malhar | - | - | - | 576 | 586 | 1162 | 576 | 586 | 1162 |
| 11 | Basohli | - | - | - | 261 | 218 | 479 | 261 | 218 | 479 |
| 12 | Mahanpur | - | - | - | 268 | 202 | 470 | 268 | 202 | 470 |
| 13 | Bani | - | - | - | 1038 | 1005 | 2043 | 1038 | 1005 | 2043 |
| | Total | 99 | 99 | 198 | 3804 | 3535 | 7339 | 3903 | 3634 | 7537 |

TABLE - 3 BASIC INDICATORS

| No. of CD Blocks | No. of Educational Zones | No. of BRC's | No. of CRC's | No. of Villages | No. of Panchayats | No. of Habitations |
|------------------|--------------------------|--------------|--------------|-----------------|-------------------|--------------------|
| 9 | 13 | 13 | 104 | 579 | 190 | 1229 |

Source: DISE/HHS/2004

Year 2004

DISTRICT PROFILE

| | |
|--|---------|
| State Name | J&K |
| District Name | KATHUA |
| Year | 2005-06 |
| E-Mail | |
| Blocks | 9/13 |
| Clusters | 104 |
| Villages | 579 |
| Total Habitations | 1229 |
| Primary | |
| Eligible School Less Habitations for PS | 44 |
| Govt. Primary Schools | 789 |
| Building Less School(PS) | 195 |
| Govt. Aided Schools | - |
| Sanctioned Teachers (Post) | 5104 |
| Working Teachers | 4813 |
| Govt. Aided Teachers | - |
| Govt. Teachers | 4813 |
| Total Child Population (6-11 Age Group) | 63673 |
| Total Enrolment (All) | 62494 |
| Total Enrolment (Govt. + Govt. Aided) | 43860 |
| Total Girls Enrolment | 21304 |
| Total Boys Enrolment | 22556 |
| SC Boys Enrolment | 8462 |
| SC Girls Enrolment | 7214 |
| ST Boys Enrolment | 3092 |
| ST Girls Enrolment | 2541 |
| Out of School Children | 1179 |
| Children with special need | 801 |
| Upper Primary | |
| Transition Rate | 96.42 |
| School Less Eligible Habitations for UPS | - |
| Govt. Schools | 324 |
| Building Less Schools | - |
| Govt. Aided Schools | - |
| Sanctioned Teachers | - |
| Working Teachers | - |
| Govt. Aided Teachers | - |
| Govt. Teachers | - |
| Total Child Population (10-14 Age Group) | 37607 |
| Total Enrolment (All) | 36410 |
| Total Enrolment (Govt. + Govt. Aided) | 23743 |
| Total Girls Enrolment | 11342 |
| Total Boys Enrolment | 12401 |
| SC Boys Enrolment | 4761 |
| SC Girls Enrolment | 3800 |
| ST Boys Enrolment | 1578 |
| ST Girls Enrolment | 1159 |
| Out of School Children | 1197 |
| Children with special need | 406 |

Chapter II

PROBLEMS AND ISSUES

After the hectic consultations with the field functionaries of the district, the following problems have been identified, which needs to be mitigated to make the system result oriented. Among the major problems, some of them are as under:

1. Community ownership.
2. Quality Education.
3. Gender Gaps
4. Social Gaps.
5. Political will.
6. Lack of infrastructure.

STRATEGIES AND INTERVENTIONS

Keeping in view the ground realities, the following strategies and interventions are suggested.

- ✓ 1. Strengthening of Village Education Committees.
2. Rationalization of Schools and E.G.S. Centres.
3. Rationalization of Teachers as per subject need.
4. Bridge courses for out of school children.
5. Remedial teaching for weak students.
6. Provision of T.L.E and T.L.M
7. Improvement in infrastructural facilities
- ✓ 8. Intensive training programmes for Z.R.Ps/C.R.Ps/Teachers.
9. Involvement of Social workers in P.T.A./M.T.A.
10. Accountability on the part of field functionaries and administrative staff.

This Plan has been formulated to plan for the complete universalisation of elementary education in the district for better tomorrow

Chapter III

EDUCATIONAL SCENARIO

Like other parts of the country the educational facilities at various levels are being provided in the district after the independence. The Educational facilities that are available in the district have raised the literacy rate of the district from 31.9% in 1981 to 65.29% in 2001 as per census data. The basic indicators reflects further rise in literacy rate in the district. According to the census of 2001, the rural percentage of literacy for males was 73.71 and 50.71 for females. In urban Literacy Rate for males was 87.05% and 73.38% for females.

Role of DIET:

The expert teachers of the DIET are providing training programme from time to time. This has resulted in the improvement of quality education. Not only this, the DIET is also acting as a monitoring agency at the District Level. Besides this the DIET is also engaged in the field of Research Work & Evaluation. They also provide professional training to the under graduate in-service teachers.

Examination & Certification System in the District:

The district has adopted continuous and comprehensive evaluation (CCE) scheme.

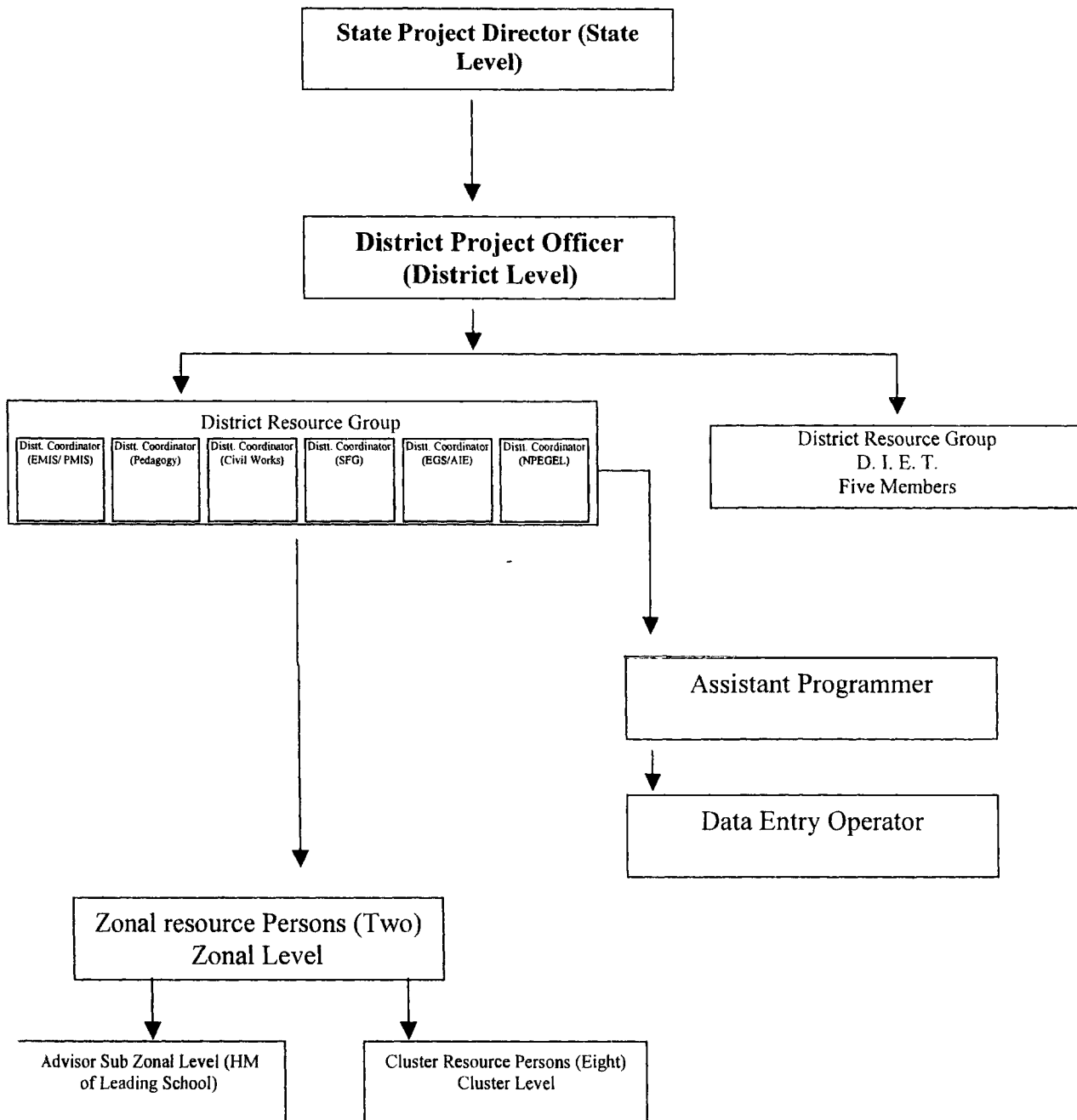
Private Sector:

The Private Sector is also providing Education to the Children. At present, Private institutions are functioning in the district alongwith 8 B Ed and some D Ed colleges. The private institutions are imparting 29% students enrolled in Primary classes and 35% students enrolled UP classes.

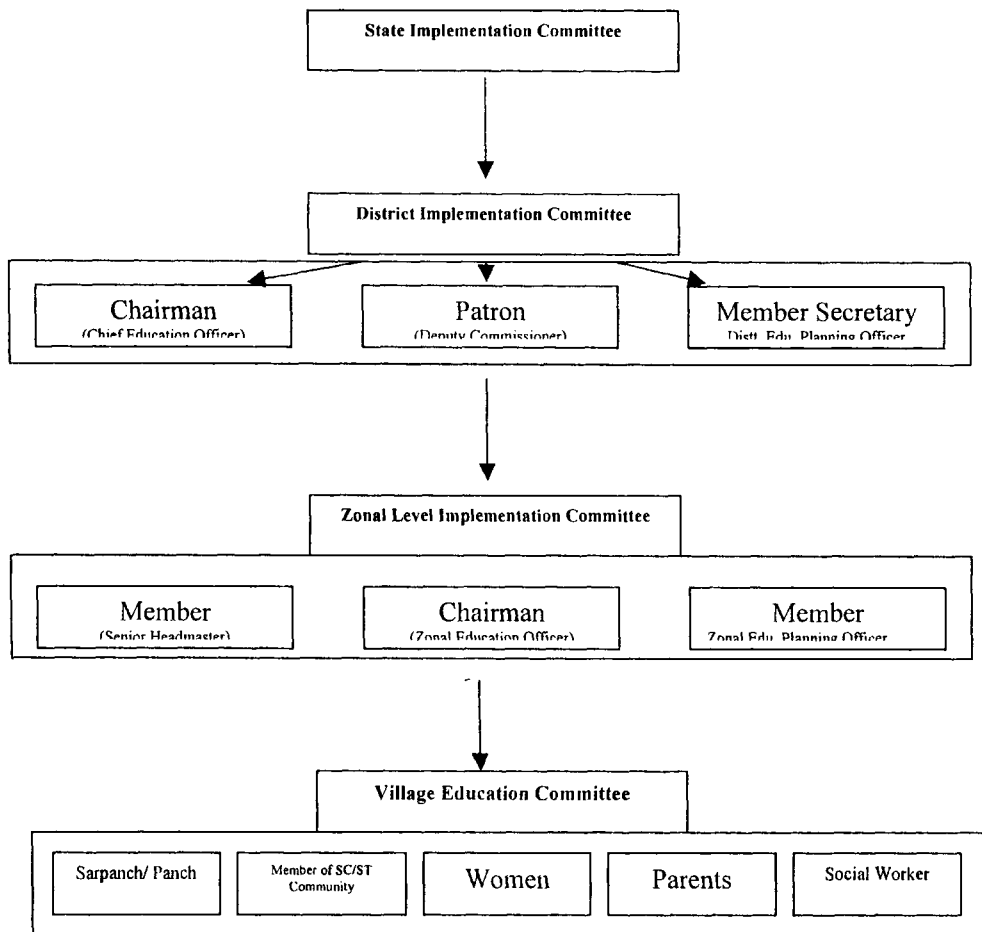
LITERACY RATE IN PERCENTAGE OF DISTRICT KATHUA

| S. No. | Name of the Block/ Zone | All Communities | | | Schedule Caste | | | Schedule Tribe | | | Rural females Literacy Rate |
|--------------|-------------------------|-----------------|--------------|--------------|----------------|--------------|--------------|----------------|--------------|--------------|-----------------------------|
| | | Male | Female | Total | Male | Female | Total | Male | Female | Total | |
| 1 | Kathua | 82.93 | 73.81 | 78.37 | 73.46 | 68.93 | 71.20 | 72.43 | 65.39 | 68.91 | |
| 2 | Barnoti | 69.54 | 68.15 | 68.845 | 64.19 | 68.39 | 66.29 | 59.41 | 37.29 | 48.35 | |
| 3 | Lakhanpur | 63.87 | 59.42 | 61.645 | 53.43 | 48.59 | 51.01 | 51.93 | 45.95 | 48.94 | |
| 4 | Marheen | 87.63 | 81.58 | 84.605 | 82.46 | 78.99 | 80.73 | 81.77 | 76.39 | 79.08 | |
| 5 | Hiranagar | 86.39 | 77.49 | 81.94 | 81.93 | 79.63 | 80.78 | 78.66 | 73.88 | 76.27 | |
| 6 | Sallan | 58.97 | 51.92 | 55.445 | 54.31 | 48.97 | 51.64 | 47.78 | 41.93 | 44.86 | 50.00 |
| 7 | Ghagwal | 80.88 | 73.04 | 76.96 | 68.71 | 51.97 | 60.34 | 53.48 | 44.77 | 49.13 | 64.93 |
| 8 | Bhaddu | 87.12 | 71.20 | 79.16 | 74.19 | 68.39 | 71.29 | 69.61 | 53.44 | 61.53 | 62.80 |
| 9 | Billawar | 75.18 | 61.29 | 68.235 | 64.39 | 59.93 | 62.16 | 58.33 | 49.81 | 54.07 | 24.30 |
| 10 | Malhar | 71.29 | 53.27 | 62.28 | 66.49 | 54.58 | 60.54 | 56.46 | 48.33 | 52.40 | 27.03 |
| 11 | Basohli | 76.41 | 63.37 | 69.89 | 64.37 | 53.48 | 58.93 | 59.49 | 42.37 | 50.93 | 49.40 |
| 12 | Mahanpur | 75.42 | 61.31 | 68.365 | 62.44 | 58.71 | 60.58 | 56.66 | 47.19 | 51.93 | 45.37 |
| 13 | Bani | 84.37 | 41.32 | 62.845 | 68.49 | 51.79 | 60.14 | 72.63 | 62.55 | 67.59 | |
| TOTAL | | 76.92 | 64.40 | 70.66 | 67.60 | 60.95 | 64.28 | 62.97 | 53.02 | 58.00 | 46.26 |

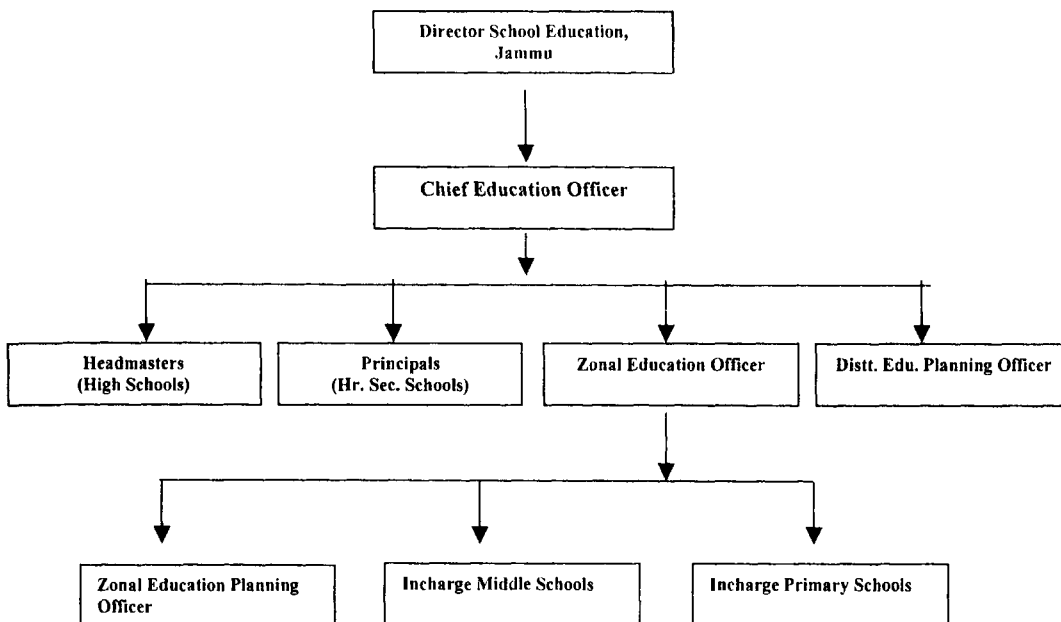
FIELD MONITORING SETUP



IMPLEMENTATION AGENCIES AT VARIOUS LEVELS



ADMINISTRATIVE SETUP



DATA ON PRIMARY SCHOOL

| S. No. | Name of the Block/ Zone | Primary Schools | | | | Total |
|--------------|-------------------------|------------------------------|-------------|------------------|---------------|------------|
| | | Govt. Including Local Bodies | Govt. Aided | Unaided/ Private | | |
| | | | | Recognized | Un-Recognized | |
| 1 | Kathua | 57 | 0 | 29 | 0 | 86 |
| 2 | Barnoti | 52 | 0 | 14 | 0 | 84 |
| 3 | Lakhanpur | 70 | 0 | 9 | 0 | 61 |
| 4 | Marheen | 52 | 0 | 8 | 0 | 64 |
| 5 | Hiranagar | 56 | 0 | 7 | 0 | 59 |
| 6 | Sallan | 76 | 0 | 10 | 0 | 61 |
| 7 | Ghagwal | 51 | 0 | 6 | 0 | 82 |
| 8 | Bhaddu | 46 | 0 | 18 | 0 | 75 |
| 9 | Billawar | 57 | 0 | 13 | 0 | 59 |
| 10 | Malhar | 58 | 0 | 2 | 0 | 60 |
| 11 | Basohli | 75 | 0 | 8 | 0 | 83 |
| 12 | Mahanpur | 74 | 0 | 6 | 2 | 82 |
| 13 | Bani | 65 | 0 | 2 | 1 | 68 |
| TOTAL | | 789 | 0 | 132 | 3 | 924 |

DATA ON UPPER PRIMARY SCHOOL

| S. No. | Name of the Block/ Zone | Upper Primary Schools | | | | Total |
|--------------|-------------------------|-----------------------|-------------|------------------|---------------|------------|
| | | Govt. | Govt. Aided | Unaided/ Private | | |
| | | | | Recognized | Un-Recognized | |
| 1 | Kathua | 32 | 0 | 20 | 0 | 52 |
| 2 | Barnoti | 23 | 0 | 3 | 0 | 28 |
| 3 | Lakhanpur | 25 | 0 | 6 | 0 | 29 |
| 4 | Marheen | 26 | 0 | 10 | 0 | 34 |
| 5 | Hiranagar | 24 | 0 | 5 | 0 | 30 |
| 6 | Sallan | 27 | 0 | 7 | 0 | 27 |
| 7 | Ghagwal | 20 | 0 | 16 | 0 | 43 |
| 8 | Bhaddu | 23 | 0 | 4 | 0 | 39 |
| 9 | Billawar | 34 | 0 | 7 | 0 | 30 |
| 10 | Malhar | 23 | 0 | 0 | 0 | 23 |
| 11 | Basohli | 17 | 0 | 4 | 0 | 21 |
| 12 | Mahanpur | 18 | 0 | 6 | 0 | 24 |
| 13 | Bani | 32 | 0 | 1 | 0 | 33 |
| TOTAL | | 324 | 0 | 89 | 0 | 413 |

DATA ON SECONDARY SCHOOLS

| S. No. | Name of the Block/ Zone | Secondary and Higher Schools having Upper Primary Sections | | | | Total |
|--------------|-------------------------|--|-------------|------------------|---------------|------------|
| | | Govt. | Govt. Aided | Unaided/ Private | | |
| | | | | Recognized | Un-Recognized | |
| 1 | Kathua | 5 | 3 | 21 | 0 | 29 |
| 2 | Barnoti | 4 | 0 | 5 | 0 | 9 |
| 3 | Lakhanpur | 9 | 0 | 6 | 0 | 15 |
| 4 | Marheen | 5 | 0 | 6 | 0 | 11 |
| 5 | Hiranagar | 3 | 0 | 9 | 0 | 12 |
| 6 | Sallan | 2 | 0 | 2 | 0 | 4 |
| 7 | Ghagwal | 9 | 0 | 4 | 0 | 13 |
| 8 | Bhaddu | 6 | 0 | 2 | 0 | 8 |
| 9 | Billawar | 9 | 0 | 1 | 0 | 10 |
| 10 | Malhar | 8 | 0 | 0 | 0 | 8 |
| 11 | Basohli | 7 | 0 | 2 | 0 | 9 |
| 12 | Mahanpur | 4 | 0 | 1 | 0 | 5 |
| 13 | Bani | 8 | 0 | 1 | 0 | 9 |
| TOTAL | | 79 | 3 | 60 | 0 | 142 |

GOVERNMENT AND PRIVATE SCHOOLS IN DISTRICT KATHUA as on 28/2/05

| S. No. | Name of the Zone | Government Schools | | | | | Private Schools | | | | |
|--------------|------------------|--------------------|---------------|-----------|-----------|-------------|-----------------|---------------|-----------|-----------|------------|
| | | Primary | Upper Primary | High | Hr. Sec. | Total | Primary | Upper Primary | High | Hr. Sec. | Total |
| 1 | Kathua | 57 | 32 | 4 | 4 | 97 | 29 | 20 | 16 | 10 | 75 |
| 2 | Lakhanpur | 52 | 23 | 8 | 1 | 84 | 9 | 6 | 6 | 0 | 21 |
| 3 | Barnoti | 70 | 25 | 2 | 2 | 99 | 14 | 3 | 4 | 1 | 22 |
| 4 | Hiranagar | 52 | 26 | 3 | 2 | 83 | 7 | 4 | 7 | 4 | 22 |
| 5 | Marheen | 56 | 24 | 4 | 1 | 85 | 8 | 10 | 4 | 3 | 25 |
| 6 | Ghagwal | 76 | 27 | 9 | 2 | 114 | 6 | 16 | 4 | 2 | 28 |
| 7 | Sallan | 51 | 20 | 2 | 2 | 75 | 10 | 7 | 2 | 0 | 19 |
| 8 | Billawar | 46 | 23 | 9 | 1 | 79 | 13 | 7 | 1 | 1 | 22 |
| 9 | Bhaddu | 57 | 34 | 5 | 4 | 100 | 18 | 5 | 2 | 0 | 25 |
| 10 | Malhar | 58 | 23 | 8 | 1 | 90 | 2 | 0 | 0 | 0 | 2 |
| 11 | Basohli | 75 | 17 | 6 | 2 | 100 | 8 | 4 | 2 | | 14 |
| 12 | Mahanpur | 74 | 18 | 4 | 2 | 98 | 8 | 6 | 1 | 0 | 15 |
| 13 | Bani | 65 | 32 | 7 | 2 | 106 | 3 | 1 | 1 | 0 | 5 |
| TOTAL | | 789 | 324 | 71 | 26 | 1210 | 135 | 89 | 50 | 21 | 295 |

| S. No. | Name of the Block/ Zone | 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 | Kathua | 5453 | 27:1 | 136 | 204 | 194 | 10 | 28:1 | | 59 | |
| 2 | Lakhanpur | 2108 | 11:1 | 53 | 193 | 187 | 6 | 11:1 | | 41 | |
| 3 | Barnoti | 3004 | 20:1 | 75 | 152 | 148 | 4 | 20:1 | | 39.41 | |
| 4 | Hiranagar | 1545 | 12:1 | 39 | 127 | 119 | 8 | 13:1 | | 35.1 | |
| 5 | Marheen | 2445 | 17:1 | 61 | 142 | 131 | 11 | 19:1 | | 51.7 | |
| 6 | Ghagwal | 2506 | 14:1 | 63 | 179 | 175 | 4 | 14:1 | | 42 | |
| 7 | Sallan | 1313 | 9:1 | 33 | 148 | 134 | 14 | 10:1 | | 51 | |
| 8 | Billawar | 2367 | 15:1 | 59 | 160 | 149 | 21 | 16:1 | 1 | 37 | |
| 9 | Bhaddu | 3298 | 24:1 | 82 | 140 | 125 | 15 | 26:1 | | 42.3 | |
| 10 | Malhar | 4524 | 40:1 | 113 | 112 | 107 | 5 | 42:1 | 1 | 14 | |
| 11 | Basohli | 2729 | 16:1 | 68 | 176 | 164 | 12 | 17:1 | | 36 | |
| 12 | Mahanpur | 2205 | 16:1 | 55 | 138 | 127 | 11 | 17:1 | 5 | 27.2 | |
| 13 | Bani | 3061 | 18:1 | 77 | 172 | 165 | 4 | 18:1 | | 18 | |
| TOTAL | | 36558 | 18:1 | 914 | 2043 | 1925 | 118 | 19:1 | 7 | 37.98 | |

| S. No. | Name of the Block/ Zone | 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 | Kathua | 3035 | 10:01 | 76 | 305 | 291 | 14 | 11:01 | - | | |
| 2 | Lakhanpur | 1923 | 7:01 | 48 | 290 | 281 | 9 | 7:01 | - | | |
| 3 | Barnoti | 1874 | 8:01 | 47 | 228 | 221 | 7 | 9:01 | - | | |
| 4 | Hiranagar | 1360 | 7:01 | 34 | 190 | 179 | 11 | 8:01 | - | | |
| 5 | Marheen | 1555 | 7:01 | 39 | 213 | 197 | 16 | 8:01 | - | | |
| 6 | Ghagwal | 2019 | 8:01 | 76 | 268 | 262 | 6 | 8:01 | - | | |
| 7 | Sallan | 987 | 5:01 | 25 | 223 | 202 | 21 | 5:01 | - | | |
| 8 | Billawar | 1977 | 8:01 | 50 | 240 | 223 | 17 | 9:01 | - | | |
| 9 | Bhaddu | 2606 | 13:01 | 65 | 209 | 187 | 22 | 14:01 | - | | |
| 10 | Malhar | 2501 | 15:01 | 63 | 167 | 161 | 6 | 16:01 | - | | |
| 11 | Basohli | 1021 | 4:01 | 26 | 265 | 246 | 19 | 4:01 | - | | |
| 12 | Mahanpur | 844 | 4:01 | 21 | 206 | 190 | 16 | 5:01 | - | | |
| 13 | Bani | 2041 | 8:01 | 51 | 257 | 248 | 9 | 8:01 | - | | |
| TOTAL | | 23743 | 8:01 | 621 | 3061 | 2888 | 173 | 8:01 | - | | |

ZONEWISE NUMBER OF UPPER PRIMARY SCHOOLS WHERE THE POST OF MASTER IS REQUIRED (6500-10100)

| <u>S.NO</u> | <u>ZONE</u> | <u>NO. OF POST REQUIRED</u> |
|-------------|---------------------|-----------------------------|
| 1. | Kathua | 12 |
| 2. | Barnoti | 07 |
| 3. | Lakhanpur | 10 |
| 4. | Hiranagar | 09 |
| 5. | Marheen | 06 |
| 6. | Ghagwal | 07 |
| 7. | Sallan | 06 |
| 8. | Billawar | 07 |
| 9. | Bhaddu | 09 |
| 10. | Malhar | 14 |
| 11. | Basohli | 06 |
| 12. | Mahanpur | 05 |
| 13. | Bani | 17 |
| | <u>Total</u> | <u>115</u> |

**NUMBER OF SCHOOLS WITH 3 AND MORE THAN 3 CLASSROOMS OF
DISTRICT KATHUA**

| S. No. | Name of the Block/ Zone | Number of Government Schools having upto 3 Classrooms | Number of Government Schools having more than 3 Classrooms |
|---------------|--------------------------------|--|---|
| 1 | Kathua | 37 | 32 |
| 2 | Barnoti | 49 | 26 |
| 3 | Lakhanpur | 48 | 26 |
| 4 | Marheen | 47 | 28 |
| 5 | Hiranagar | 43 | 22 |
| 6 | Sallan | 46 | 16 |
| 7 | Ghagwal | 52 | 49 |
| 8 | Bhaddu | 60 | 23 |
| 9 | Billawar | 51 | 24 |
| 10 | Malhar | 31 | 14 |
| 11 | Basohli | 26 | 17 |
| 12 | Mahanpur | 46 | 17 |
| 13 | Bani | 65 | 23 |
| TOTAL | | 601 | 317 |

ZONE WISE NUMBER OF VILLAGE EDUCATION COMMITTEES & PTA/ MTA

| S. No. | Zone | No. of Village Education Committees | No. of PTA/ MTA |
|---------------|-------------|--|------------------------|
| 1 | Kathua | 49 | 82 |
| 2 | Lakhanpur | 70 | 70 |
| 3 | Barnoti | 63 | 103 |
| 4 | Hiranagar | 74 | 72 |
| 5 | Marheen | 75 | 85 |
| 6 | Ghagwal | 81 | 110 |
| 7 | Sallan | 27 | 70 |
| 8 | Billawar | 22 | 99 |
| 9 | Bhaddu | 28 | 89 |
| 10 | Malhar | 16 | 87 |
| 11 | Basohli | 75 | 50 |
| 12 | Mahanpur | 19 | 65 |
| 13 | Bani | 32 | 100 |
| TOTAL | | 631 | 1082 |

Chapter IV

PLANNING PROCESS

An effective and relevant DEEP can be framed only if educational status educational need of the community is properly assessed.

Keeping in mind the objectives of SSA i.e. universal enrolment learning achievements, retention, access, gender equality, social equality, physical infrastructure and quality education the planning teams were constituted at Village level including selected VEC members, Headmaster of Cluster HQ and CRP of the cluster. This process of bottom up planning helped the planning teams to acquaint themselves with various problems.

Then the consultative meeting with various officials of National Level, State Level, District Level, Zone Level & Cluster Level helped the core team in formulating strategies to address the problems.

In 2003-04, a house hold survey was conducted which again updated in December 2004. The formats provided by State Project Directorate were consolidated at Village Level. Cluster level, Zone Level & District Level.

INFORMATION

A committee of Assistant Coordinators from each zone constituted at the District Level to formulate the plan under the Guidance of District Education Planning Officer & Supervision of District Coordinator (EMIS/PMIS).

The review meeting was held at District & State Level to make it more effective and practicable at the gross root level.

- 1) Plain Area: The zones like Kathua, Barnoti, Marheen, Sallan, Ghagwal and some parts of Zone Lakhanpur & Bhaddu are plain and have easy access through transportation. In these areas the strength of students is more than other parts of the District. Because these are easily accessible for every human amenities of life. The planning of these zones shall be based on improving the quality education and to bring back to school.
- 2) The second region of the district is named Kandi Belt lying between NH-1A & Dhar Udhampur Road and its population is scattered into small habitations. The zones like Lakhanpur, some parts of Barnoti, Sallan, Ghagwal, Bhaddu, Billawar complete, Basohli, Mahanpur and Bani. The means of livelihood in these areas are rearing of cattle by the Gujjar & Bakarwal communities, Services, Business, Small agriculture holding which does not meet the requirement of the family for whole year. In these areas, there is need of water facilities/ boundary walls/ toilet facilities/ electricity facilities/ shortage of classrooms etc. The access of education is also meager and children have to walk more than 5 to 7 kms in order to get education.
- 3) Third region of the District is hilly and majority of habitations are not linked with road, transport facility is almost negligible. The students have to walk on foot in order to get education. Some of the habitations in the zones of Malhar, Billawar, Basohli, Bhaddu, Bani & Mahanpur need infrastructural development.

Our Planning in the District is to be based on the above given facts. During the planning process the following access less habitations have been noticed in the district.

Documentation of Meetings

At District Level monthly meeting of all ZRPs convened by the Chairman of SSA and decisions taken are implemented in letter & spirit.

- 1) All the ZRPs associated with different zones highlighted their problems in their meeting such as – opening of New PS, up gradation to ups, out of school children quality education, monitoring role of VEC's infrastructure special group, BRC, CRC etc.

ZRPs Associated with CRPs in order to get factual data from the field related to above-mentioned facts. The CRCs associated with VEC/ PTA monthly meeting under the chairmanship of Headmaster of Cluster Headquarter/ ZEO/ DEPO e.g. In cluster No. 3 Zone Kathua, there was dispute for construction of additional classroom. The matter was brought upto the notice of Zonal Education Officer by CRPs & further Zonal Education Officer brought it into the notice of Chief Education Officer & the dispute was solved and work has started now.

In order to collect the date of IED children, the meeting was held with all officials under the Chairmanship of Chief Education Officer, Kathua and the requisite data regarding IED children in the age group of 6 to 14 years was documented. Thereafter, the medical Department was consulted to assess the degree/ percentage of disability in favour of IED Children (Zone wise). So medical assessment camps were conducted in which maximum participation was made by parents, social workers, NGOs, Senior citizens and medical persons etc. The process of assessment is still under progress. The household survey was conducted in the 13 zones of district Kathua under the supervision of zonal education officers in order to get updated information of DISE.

DISE was again updated in September – October 2004 Village wise/ School wise / School wise/ EGS Centre wise and it is under the process of punching Stage Level Orientation workshops was conducted by National Institute of Administrative Research, Mussoorie in the month of January followed by orientation workshops by State Project J&K to review the progress of AWP & B 2005-06.

On similar lines the district also conducted orientation workshop at Zonal levels, participated by Zonal Education Planning Officers and Zonal Resource Persons.

During the planning process the following difficulties and deficiencies were noticed.

There was negligible monitoring and supervision undertaken by District Coordinators & Assistant Coordinators. As a result of this the enthusiasm and dedication on the part CRPs could not be generated.

Administrative officials could not take the scheme in true letter & spirit because of their pre-occupation in other administrative assignments and unawareness regarding the aims and objectives of the SSA due to frequent transfers.

The approved plan cannot be implemented as per the needs of the community because of political vested interests.

—For the effective implementation of the SSA, the sincere and dedicated ZRPs/ CRPs are required to be fully encouraged and honoured.

Frequent transfer due to promotions hampers the progress of SSA because the trained working force to get out of system due to promotions.

There is an uneven deployment of teachers in the schools both in the rural/ urban / hilly and border areas. Besides this there is also uneven deployment of subject wise teachers in the schools. To provide quality education there is an urgent need to rationalize the teachers' deployment in the schools. To make the teaching learning process effective, the frequent engagement of the teachers in the non-teaching assignments should be minimized.

Most of the educational institutions having elementary classes are without adequate infrastructural facilities i.e. classrooms, toilet facilities, boundary walls, drinking water, playground, teaching learning equipment, teaching learning material etc.

In most of the zones, the village education committee/ PTA/MTA are non-functional due to lack of mobilization and awareness about their duties and powers.

This needs to be reconstituted wherever necessary and intensive mobilization programmes at Cluster Level should be held .The existing VECs also need to be strengthened.

ACCESS LESS HABITATIONS

| S. No. | Zone | Total Number of Habitations | Habitations without Primary School/ EGS Centres | Habitations eligible for EGS Centres | Habitations eligible for PS | Number of eligible school less habitations for UPS as per distance and population norms |
|--------------|-----------|-----------------------------|---|--------------------------------------|-----------------------------|---|
| 1 | Kathua | 147 | 26 | 8 | 4 | 6 |
| 2 | Barnoti | 111 | 40 | 1 | 0 | 0 |
| 3 | Lakhanpur | 102 | 10 | 3 | 7 | 6 |
| 4 | Marheen | 71 | 2 | 0 | 0 | 0 |
| 5 | Hiranagar | 6 | 0 | 0 | 0 | 0 |
| 6 | Sallan | 104 | 0 | 0 | 0 | 7 |
| 7 | Ghagwal | 28 | 6 | 0 | 4 | 2 |
| 8 | Bhaddu | 120 | 5 | 5 | 0 | 0 |
| 9 | Billawar | 90 | 0 | 1 | 0 | 0 |
| 10 | Malhar | 138 | 21 | 8 | 13 | 0 |
| 11 | Basohli | 147 | 11 | 8 | 7 | 10 |
| 12 | Mahanpur | 152 | 24 | 3 | 9 | 2 |
| 13 | Bani | 13 | 0 | 0 | 0 | 2 |
| TOTAL | | 1229 | 145 | 37 | 44 | 35 |

Table – 2

Zone wise list of disabled children assessed in assessment camps during 2004-05

| S. No. | Name of the Zone | Number of Students Assessed | | | | | | Total |
|--------------|------------------|-----------------------------|-----------|------------------|-----------|--------------------------|-----------|------------|
| | | Visually Impaired | | Hearing Impaired | | Orthopaedically Impaired | | |
| | | Boys | Girls | Boys | Girls | Boys | Girls | |
| 1 | Kathua | 16 | 13 | 16 | 9 | 42 | 16 | 112 |
| 2 | Lakhanpur | 6 | 3 | 3 | 4 | 11 | 9 | 36 |
| 3 | Barnoti | 6 | 4 | 6 | 2 | 17 | 15 | 50 |
| 4 | Marheen | 5 | 1 | 8 | 3 | 15 | 9 | 41 |
| 5 | Hiranagar | 7 | 3 | 1 | 1 | 12 | 7 | 31 |
| 6 | Ghagwal | 9 | 5 | 7 | 6 | 21 | 9 | 57 |
| 7 | Sallan | 3 | 8 | 4 | 2 | 8 | 10 | 35 |
| TOTAL | | 52 | 37 | 45 | 27 | 126 | 75 | 362 |

Year wise progress made under SSA

| S. No. | Annual Plan 2002 - 03 | Targets | Achievements |
|--------|-------------------------------|---------|--------------|
| 1 | Opening of New Primary School | 40 | 40 |
| 2 | EGS Centres | 200 | 187 |
| 3 | Upgradation | 3 | Nil |
| 4 | Construction | | |
| a) | New PS | 30 | 30 |
| b) | Additional Classrooms | 19 | 19 |

TYPES OF SCHOOLS IN DISTRICT KATHUA
Ending March 2005

| S. No. | Zone | Types of Schools | | | | | | |
|--------|--------------|------------------|------------|-----------|-----------|-----------|-----------------------------|-------------|
| | | PS | UPS | HS | MPS | HSS | HSS with Elementary Classes | EGS Centres |
| 1 | Kathua | 55 | 32 | 4 | 2 | 4 | 1 | 38 |
| 2 | Lakhanpur | 50 | 23 | 8 | 2 | 1 | 1 | 32 |
| 3 | Barnoti | 70 | 25 | 2 | 4 | 2 | 1 | 13 |
| 4 | Hiranagar | 52 | 26 | 3 | 0 | 2 | 0 | 6 |
| 5 | Marheen | 56 | 24 | 4 | 2 | 1 | 1 | 15 |
| 6 | Ghagwal | 76 | 27 | 9 | 0 | 2 | 0 | 6 |
| 7 | Sallan | 51 | 20 | 2 | 1 | 2 | 1 | 16 |
| 8 | Billawar | 46 | 23 | 9 | 3 | 1 | 0 | 23 |
| 9 | Bhaddu | 57 | 34 | 5 | 0 | 4 | 1 | 30 |
| 10 | Malhar | 58 | 23 | 8 | 3 | 1 | 0 | 42 |
| 11 | Basohli | 75 | 17 | 6 | 0 | 2 | 1 | 46 |
| 12 | Mahanpur | 74 | 18 | 4 | 2 | 2 | 0 | 22 |
| 13 | Bani | 65 | 32 | 7 | 0 | 2 | 1 | 31 |
| | TOTAL | 789 | 324 | 71 | 19 | 26 | 8 | 320 |

After the consolidation of data, 15 primary Schools and 13 Primary Schools for upgradation to the level of Middle Schools were approved, which will be in operation during the year 2005-06. Hence the facilities to be provided to these schools has been included in the costing,

ISSUES/ PROBLEMS, STRATEGY AND INTERVENTIONS

| Bloc k/ Zon e | Major Issues/ Problems identified | Strategies Formulated | Interventions Suggested |
|----------------------------------|--|---|--|
| | Access | Defunct EGS centre will be reopened in eligible habitatory | EGS centres to be rationalized, Bridge Courses, Residential Schools, Upper primary schools. |
| | Enrolment | Mobilization of VECs for enrolment drives, Prizes for the VECs & Other Social Workers for achieving 100% enrolment in the village. | Special training programmes of VECs and other community members for enrolment drive. |
| | Retention | Action Research/ Remedial Teaching | Focus on remedial teaching in teacher training programme and action research. Child centered and child friendly environment in the school. |
| | Quality Achievement | Subject based placement of teachers, awareness among the teachers towards their role in building national character. Need based curriculum in classroom teaching emphasis will be laid on the use of TLM. | Transfers would be made taking into consideration the subject need of the school. Teacher training programme for teachers/ cluster resource persons. Teacher grant to the teachers for development of TLM. |
| | Community Participation | The VECs, which are not active, will be reconstituted. Awareness and role of the VEC in national building be inculcated. | Reconstitution of VECs, PTA/MTA etc. Awareness Camps (Village wise) Training programmes of VECs/ Community awareness programmes. |
| | Infrastructure | Need based infrastructure will be provided. | Construction of New School Buildings/ Additional Classrooms/ Toilet Facilities/ Boundary Walls. |
| | Monitoring | Monitoring at District Level, Zone Level, Cluster Level will be activated. Data Updated | Monitoring at Zonal Level will be done by the DRGs & at Cluster Level by ZRPs and Village level by CRPs on the prescribed formats forwarded to the higher office within a specified time. The TA & Contingency will be disbursed on the submission of field reports. The DATA will be computerized and updated on monthly basis. |
| | Evaluation | The Teams from DIET & SIET & Other NGOs will be approached to evaluate the progress of various components of the scheme | Funds will be provided to DIET & Other NGOs |
| | Fund Flow | Funds will be transferred to ZEOs and then ZEOs will transfer into VECs accounts with information to concerned CRP/ ZRP. | Cash Books will be transferred to Assistant coordinators. |
| | Updation of Data | Village level data based system will be developed | Village Education Registers shall be updated. Similarly information on DISE formats regarding households will be provided as usual. Data updation will be a regular feature of all the monthly and quarterly meetings at all levels. |
| | Out of School Children | Identified Children will be brought back to schools | EGS Centres school less habitations. Bridge Courses for Out of School children at Cluster Head Quarters. |

Objectives of SSA

- 1) All children in school. Education Guarantee Centre, Alternate School, Back to School camp by 2005
- 2) All children complete five years of primary schooling by 2007.
- 3) All children complete eight years of elementary schooling by 2010.
- 4) Focus on elementary education of satisfactory quality with emphasis on education for life.
- 5) Bridge all gender and social gaps at primary level by 2007 and at elementary education level by 2010.
- 6) Universal retention by 2010.

Chapter V

Access – Primary schools, EGS/AIE, Bridge Courses.

As per the guidelines of SSA, the scheme was launched in the district Kathua to provide EGS Centres in the habitations where 10 or more than 10 children were out of school, where the habitations had population less than 300 & open primary schools where the habitation has population more than 300.

In this regard, micro-planning survey was conducted during 2000-2001 & list of school less habitations were pointed out. According to that survey, there were 1360 habitations in 585 villages. During 2002-03 for the first time a sanction of 200 EGS centres target was granted to district Kathua. Out of it 187 were opened but they became functional in May 2003. Then a target of 250 was given for the Annual Plan 2003-04 but upto 2003-04, 209 centres were functional. In 2004-05, 123 centres were approved. In all 320 centres are functional till date. During the current year district does not require any additional EGS centres. However, it has been felt that the already established EGS centres require to be rationalized and some of the areas, which have remained uncovered so far, shall be covered through the rationalization of the existing centres. Following is the position of child population, enrolment and out of school children in the district as per the updated data of household survey conducted in March 2004.

Table 6A
Data on Child Population of 6-11 age group

| S. No | Name of the Block/Zone | Child Population (6-11 age group) all communities | | | | | | | | |
|-------|------------------------|---|-------------|-------------|--------------|--------------|--------------|--------------|--------------|--------------|
| | | Urban | | | Rural | | | Total | | |
| | | Male | Female | Total | Male | Female | Total | Male | Female | Total |
| 1 | Kathua | 2864 | 2261 | 5125 | 2334 | 1730 | 4064 | 5198 | 3991 | 9189 |
| 2 | Barnoti | - | - | - | 2702 | 2211 | 4913 | 2702 | 2211 | 4913 |
| 3 | Lakhanpur | 54 | 36 | 90 | 2095 | 1767 | 3862 | 2149 | 1803 | 3952 |
| 4 | Marheen | - | - | - | 2577 | 2207 | 4784 | 2577 | 2207 | 4784 |
| 5 | Hiranagar | 285 | 203 | 488 | 1746 | 1706 | 3452 | 2031 | 1909 | 3940 |
| 6 | Sallan | - | - | - | 1856 | 1619 | 3475 | 1856 | 1619 | 3475 |
| 7 | Ghagwal | - | - | - | 2880 | 2237 | 5117 | 2880 | 2237 | 5117 |
| 8 | Bhaddu | - | - | - | 3177 | 2941 | 6118 | 3177 | 2941 | 6118 |
| 9 | Billawar | 225 | 189 | 414 | 2133 | 1792 | 3925 | 2358 | 1981 | 4339 |
| 10 | Malhar | - | - | - | 3526 | 2746 | 6272 | 3526 | 2746 | 6272 |
| 11 | Basohli | 218 | 194 | 412 | 2091 | 1955 | 4046 | 2309 | 2149 | 4458 |
| 12 | Mahanpur | - | - | - | 1761 | 1564 | 3325 | 1761 | 1564 | 3325 |
| 13 | Bani | - | - | - | 1459 | 2332 | 3791 | 1459 | 2332 | 3791 |
| | Total | 3646 | 2883 | 6529 | 30337 | 26807 | 57144 | 33983 | 29690 | 63673 |

Source: DISE/HHS/2004

Year 2004

Table 5B
Data on Child Population of 6-11 age group Scheduled Caste (SC)

| S.NO. | Name of Zone | Urban | | | Rural | | | Total | | |
|-------|--------------|-------------|-------------|-------------|-------------|-------------|--------------|--------------|-------------|--------------|
| | | Male | Female | Total | Male | Female | Total | Male | Female | Total |
| 1 | Kathua | 989 | 918 | 1907 | 1424 | 1289 | 2713 | 2413 | 2207 | 4620 |
| 2 | Barnoti | - | - | - | 999 | 824 | 1823 | 999 | 824 | 1823 |
| 3 | Lakhanpur | 44 | 29 | 73 | 675 | 592 | 1267 | 719 | 621 | 1340 |
| 4 | Marheen | - | - | - | 969 | 829 | 1798 | 969 | 829 | 1798 |
| 5 | Hiranagar | 89 | 46 | 135 | 407 | 368 | 775 | 496 | 414 | 910 |
| 6 | Sallan | - | - | - | 379 | 344 | 723 | 379 | 344 | 723 |
| 7 | Ghagwal | - | - | - | 611 | 484 | 1095 | 611 | 484 | 1095 |
| 8 | Bhaddu | - | - | - | 1259 | 787 | 2046 | 1259 | 787 | 2046 |
| 9 | Billawar | 71 | 55 | 126 | 578 | 482 | 1060 | 649 | 537 | 1186 |
| 10 | Malhar | - | - | - | 509 | 229 | 738 | 509 | 229 | 738 |
| 11 | Basohli | 56 | 74 | 130 | 461 | 387 | 848 | 517 | 461 | 978 |
| 12 | Mahanpur | - | - | - | 367 | 307 | 674 | 367 | 307 | 674 |
| 13 | Bani | - | - | - | 589 | 304 | 893 | 589 | 304 | 893 |
| | Total | 1249 | 1122 | 2371 | 9227 | 7226 | 16453 | 10476 | 8348 | 18824 |

Table 5C
Data on Child Population of 6-11 age group Scheduled Tribe (ST)

| S. No | Name of Zone | Urban | | | Rural | | | Total | | |
|-------|--------------|------------|------------|------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | | Male | Female | Total | Male | Female | Total | Male | Female | Total |
| 1 | Kathua | 99 | 78 | 177 | 298 | 281 | 579 | 397 | 359 | 756 |
| 2 | Barnoti | - | - | - | 261 | 199 | 460 | 261 | 199 | 460 |
| 3 | Lakhanpur | 36 | 22 | 58 | 188 | 169 | 357 | 224 | 191 | 415 |
| 4 | Marheen | - | - | - | 244 | 194 | 438 | 244 | 194 | 438 |
| 5 | Hiranagar | - | - | - | 91 | 51 | 142 | 91 | 51 | 142 |
| 6 | Sallan | - | - | - | 122 | 89 | 211 | 122 | 89 | 211 |
| 7 | Ghagwal | - | - | - | 86 | 51 | 137 | 86 | 51 | 137 |
| 8 | Bhaddu | - | - | - | 183 | 124 | 307 | 183 | 124 | 307 |
| 9 | Billawar | 15 | 5 | 20 | 168 | 121 | 289 | 183 | 126 | 309 |
| 10 | Malhar | - | - | - | 663 | 535 | 1198 | 663 | 535 | 1198 |
| 11 | Basohli | - | - | - | 221 | 182 | 403 | 221 | 182 | 403 |
| 12 | Mahanpur | - | - | - | 229 | 208 | 437 | 229 | 208 | 437 |
| 13 | Bani | - | - | - | 904 | 829 | 1733 | 904 | 829 | 1733 |
| | Total | 150 | 105 | 255 | 3658 | 3033 | 6691 | 3808 | 3138 | 6946 |

Source: DISE/HHS/2004

Year 2004

Table 5D
Data on Child Population of 11-14 age group (All communities)

| S. No | Name of Zone | Urban | | | Rural | | | Total | | |
|-------|--------------|-------------|-------------|-------------|--------------|--------------|--------------|--------------|--------------|--------------|
| | | Male | Female | Total | Male | Female | Total | Male | Female | Total |
| 1 | Kathua | 1907 | 1420 | 3327 | 1327 | 1127 | 2454 | 3234 | 2547 | 5781 |
| 2 | Barnoti | - | - | - | 1668 | 1371 | 3039 | 1668 | 1371 | 3039 |
| 3 | Lakhanpur | 34 | 23 | 57 | 1274 | 1098 | 2372 | 1308 | 1121 | 2429 |
| 4 | Marheen | - | - | - | 1541 | 1378 | 2919 | 1541 | 1378 | 2919 |
| 5 | Hiranagar | 191 | 141 | 332 | 1094 | 880 | 1974 | 1285 | 1021 | 2306 |
| 6 | Sallan | - | - | - | 1152 | 979 | 2131 | 1152 | 979 | 2131 |
| 7 | Ghagwal | - | - | - | 1850 | 1544 | 3394 | 1850 | 1544 | 3394 |
| 8 | Bhaddu | - | - | - | 1959 | 1694 | 3653 | 1959 | 1694 | 3653 |
| 9 | Billawar | 79 | 67 | 146 | 1206 | 1082 | 2288 | 1285 | 1149 | 2434 |
| 10 | Malhar | - | - | - | 1599 | 1431 | 3030 | 1599 | 1431 | 3030 |
| 11 | Basohli | 165 | 103 | 268 | 1226 | 1133 | 2359 | 1391 | 1236 | 2627 |
| 12 | Mahanpur | - | - | - | 942 | 838 | 1780 | 942 | 838 | 1780 |
| 13 | Bani | - | - | - | 1251 | 833 | 2084 | 1251 | 833 | 2084 |
| | Total | 2376 | 1754 | 4130 | 18089 | 15388 | 33477 | 20465 | 17142 | 37607 |

Table 5 E
Data on Child Population of 11-14 age group (Scheduled Caste)

| S. No | Name of Zone | Urban | | | Rural | | | Total | | |
|-------|--------------|------------|------------|-------------|-------------|-------------|-------------|-------------|-------------|--------------|
| | | Male | Female | Total | Male | Female | Total | Male | Female | Total |
| 1 | Kathua | 651 | 694 | 1345 | 630 | 537 | 1167 | 1281 | 1231 | 2512 |
| 2 | Barnoti | - | - | - | 672 | 525 | 1197 | 672 | 525 | 1197 |
| 3 | Lakhanpur | 2 | 1 | 3 | 417 | 293 | 710 | 419 | 294 | 713 |
| 4 | Marheen | - | - | - | 537 | 460 | 997 | 537 | 460 | 997 |
| 5 | Hiranagar | 30 | 36 | 66 | 369 | 262 | 631 | 399 | 298 | 697 |
| 6 | Sallan | - | - | - | 317 | 229 | 546 | 317 | 229 | 546 |
| 7 | Ghagwal | - | - | - | 429 | 397 | 826 | 429 | 397 | 826 |
| 8 | Bhaddu | - | - | - | 657 | 489 | 1146 | 657 | 489 | 1146 |
| 9 | Billawar | 24 | 22 | 46 | 355 | 229 | 584 | 379 | 251 | 630 |
| 10 | Malhar | - | - | - | 319 | 289 | 608 | 319 | 289 | 608 |
| 11 | Basohli | 10 | 1 | 11 | 284 | 192 | 476 | 294 | 193 | 487 |
| 12 | Mahanpur | - | - | - | 263 | 171 | 434 | 263 | 171 | 434 |
| 13 | Bani | - | - | - | 296 | 229 | 525 | 296 | 229 | 525 |
| | Total | 717 | 754 | 1471 | 5545 | 4302 | 9847 | 6262 | 5056 | 11318 |

Source: DISE/HHS/2004

Year 2004

Table 5F
Data on Child Population of 11-14 age group (Scheduled Tribe)

| S. No | | Urban | | | Rural | | | Total | | |
|-------|--------------|------------|-----------|------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | | Male | Female | Total | Male | Female | Total | Male | Female | Total |
| 1 | Kathua | 92 | 78 | 170 | 197 | 136 | 333 | 289 | 214 | 503 |
| 2 | Barnoti | - | - | - | 128 | 87 | 215 | 128 | 87 | 215 |
| 3 | Lakhanpur | 24 | 13 | 37 | 86 | 68 | 154 | 110 | 81 | 191 |
| 4 | Marheen | - | - | - | 96 | 72 | 168 | 96 | 72 | 168 |
| 5 | Hiranagar | - | - | - | 61 | 37 | 98 | 61 | 37 | 98 |
| 6 | Sallan | - | - | - | 57 | 44 | 101 | 57 | 44 | 101 |
| 7 | Ghagwal | - | - | - | 38 | 39 | 77 | 38 | 39 | 77 |
| 8 | Bhaddu | - | - | - | 96 | 67 | 163 | 96 | 67 | 163 |
| 9 | Billawar | 5 | 2 | 7 | 86 | 72 | 158 | 91 | 74 | 165 |
| 10 | Malhar | - | - | - | 271 | 229 | 500 | 271 | 229 | 500 |
| 11 | Basohli | - | - | - | 115 | 90 | 205 | 115 | 90 | 205 |
| 12 | Mahanpur | - | - | - | 86 | 81 | 167 | 86 | 81 | 167 |
| 13 | Bani | - | - | - | 536 | 479 | 1015 | 536 | 479 | 1015 |
| | Total | 121 | 93 | 214 | 1853 | 1501 | 3354 | 1974 | 1594 | 3568 |

Source: DISE/HHS/2004

Year 2004

Table - 6A
Data on Enrolment (Government Schools, Private Schools & EGS Centres)

| S. No. | Name of the Block/Zone | Enrolment (6-11 Age Group) | | | | | | | | |
|--------|------------------------|----------------------------|-------------|--------------|-------------|-------------|-------------|-----------------|--------------|--------------|
| | | SC | | | ST | | | All Communities | | |
| | | Male | Female | Total | Male | Female | Total | Male | Female | Total |
| 1 | Kathua | 2382 | 2148 | 4530 | 356 | 310 | 666 | 5071 | 3829 | 8900 |
| 2 | Barnoti | 981 | 798 | 1779 | 247 | 172 | 419 | 2661 | 2149 | 4810 |
| 3 | Lakhanpur | 716 | 618 | 1334 | 222 | 186 | 408 | 2142 | 1793 | 3935 |
| 4 | Marheen | 969 | 828 | 1797 | 243 | 192 | 435 | 2576 | 2204 | 4780 |
| 5 | Hiranagar | 495 | 413 | 908 | 89 | 46 | 135 | 2027 | 1903 | 3930 |
| 6 | Sallan | 376 | 338 | 714 | 113 | 76 | 189 | 1842 | 1598 | 3440 |
| 7 | Ghagwal | 600 | 480 | 1080 | 81 | 41 | 122 | 2851 | 2219 | 5070 |
| 8 | Bhaddu | 1253 | 767 | 2020 | 178 | 111 | 289 | 3162 | 2905 | 6067 |
| 9 | Billawar | 647 | 533 | 1180 | 181 | 122 | 303 | 2353 | 1978 | 4331 |
| 10 | Malhar | 461 | 148 | 609 | 614 | 456 | 1070 | 3399 | 2550 | 5949 |
| 11 | Basohli | 498 | 432 | 930 | 201 | 149 | 350 | 2267 | 2056 | 4323 |
| 12 | Mahanpur | 359 | 288 | 647 | 200 | 176 | 376 | 1713 | 1505 | 3218 |
| 13 | Bani | 580 | 286 | 866 | 895 | 816 | 1711 | 1440 | 2301 | 3741 |
| | TOTAL | 10317 | 8077 | 18394 | 3620 | 2853 | 6473 | 33504 | 28990 | 62494 |

**Table - 6D
Data on Enrolment**

| Name of the Block/ Zone | Enrolment (11-14 Age Group) | | | | | | | | |
|----------------------------|-----------------------------|-------------|--------------|-------------|-------------|-------------|-----------------|--------------|--------------|
| | SC | | | ST | | | All Communities | | |
| | Male | Female | Total | Male | Female | Total | Male | Female | Total |
| 1 Kathua | 1230 | 1166 | 2396 | 263 | 174 | 437 | 3141 | 2411 | 5552 |
| 2 Barnoti | 665 | 512 | 1177 | 110 | 67 | 177 | 1640 | 1332 | 2972 |
| 3 Lakhanpur | 417 | 292 | 709 | 108 | 77 | 185 | 1304 | 1115 | 2419 |
| 4 Marheen | 535 | 456 | 991 | 92 | 67 | 159 | 1534 | 1368 | 2902 |
| 5 Hiranagar | 397 | 297 | 694 | 59 | 36 | 95 | 1281 | 1019 | 2300 |
| 6 Sallan | 312 | 219 | 531 | 50 | 28 | 78 | 1135 | 949 | 2084 |
| 7 Ghagwal | 420 | 390 | 810 | 32 | 32 | 64 | 1827 | 1525 | 3352 |
| 8 Bhaddu | 651 | 472 | 1123 | 90 | 53 | 143 | 1946 | 1657 | 3603 |
| 9 Billawar | 378 | 248 | 626 | 89 | 70 | 159 | 1282 | 1142 | 2424 |
| 0 Malhar | 266 | 201 | 467 | 238 | 175 | 413 | 1461 | 1125 | 2586 |
| 1 Basohli | 268 | 166 | 434 | 93 | 52 | 145 | 1335 | 1157 | 2492 |
| 2 Mahanpur | 244 | 148 | 392 | 75 | 52 | 127 | 908 | 775 | 1683 |
| 3 Bani | 291 | 218 | 509 | 531 | 462 | 993 | 1239 | 802 | 2041 |
| TOTAL | 6074 | 4785 | 10859 | 1830 | 1345 | 3175 | 20033 | 16377 | 36410 |

**ZONE WISE/ CLASSWISE ENROLMENT STATEMENT OF DISTRICT
KATHUA
GOVERNMENT SCHOOLS**

| Zone | Enrolment all communities | | | | | | | | | | | | | | | | | |
|--------------|---------------------------|-------------|--------------|-------------|-------------|-------------|-----------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|------------------|--------------|--------------|
| | 1st | | | 2nd | | | 3 rd | | | 4th | | | 5th | | | Total 1st to 5th | | |
| | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total |
| Kathua | 1269 | 1024 | 2293 | 676 | 644 | 1320 | 468 | 509 | 977 | 472 | 450 | 922 | 471 | 465 | 936 | 3356 | 3092 | 6448 |
| Barnoti | 645 | 607 | 1252 | 328 | 309 | 637 | 254 | 241 | 495 | 234 | 218 | 452 | 216 | 209 | 425 | 1677 | 1584 | 3261 |
| Lakhanpur | 458 | 497 | 955 | 237 | 221 | 458 | 229 | 204 | 433 | 212 | 201 | 413 | 187 | 164 | 351 | 1323 | 1287 | 2610 |
| Marheen | 503 | 432 | 935 | 267 | 239 | 506 | 243 | 232 | 475 | 234 | 211 | 445 | 201 | 197 | 398 | 1448 | 1311 | 2759 |
| Hiranagar | 207 | 214 | 421 | 194 | 182 | 376 | 191 | 208 | 399 | 147 | 98 | 245 | 111 | 92 | 203 | 850 | 794 | 1644 |
| Sallan | 209 | 264 | 473 | 195 | 189 | 384 | 187 | 171 | 358 | 114 | 104 | 218 | 94 | 86 | 180 | 799 | 814 | 1613 |
| Ghagwal | 441 | 211 | 652 | 327 | 292 | 619 | 284 | 241 | 525 | 227 | 204 | 431 | 217 | 191 | 408 | 1496 | 1139 | 2635 |
| Bhaddu | 535 | 502 | 1037 | 380 | 414 | 794 | 394 | 338 | 732 | 378 | 357 | 735 | 419 | 390 | 809 | 2106 | 2001 | 4107 |
| Billawar | 465 | 473 | 938 | 392 | 361 | 753 | 281 | 237 | 518 | 232 | 217 | 449 | 234 | 204 | 438 | 1604 | 1492 | 3096 |
| Malhar | 1099 | 748 | 1847 | 627 | 408 | 1035 | 569 | 418 | 987 | 463 | 414 | 877 | 427 | 409 | 836 | 3185 | 2397 | 5582 |
| Basohli | 484 | 499 | 983 | 419 | 403 | 822 | 364 | 339 | 703 | 331 | 274 | 605 | 297 | 281 | 578 | 1895 | 1796 | 3691 |
| Mahanpur | 415 | 501 | 916 | 294 | 229 | 523 | 249 | 214 | 463 | 231 | 196 | 427 | 207 | 187 | 394 | 1396 | 1327 | 2723 |
| Bani | 362 | 724 | 1086 | 301 | 442 | 743 | 287 | 394 | 681 | 244 | 381 | 625 | 227 | 329 | 556 | 1421 | 2270 | 3691 |
| TOTAL | 7092 | 6696 | 13788 | 4637 | 4333 | 8970 | 4000 | 3746 | 7746 | 3519 | 3325 | 6844 | 3308 | 3204 | 6512 | 22556 | 21304 | 43860 |

| S. No. | Zone | Enrolment all communities | | | | | | | | | | | | | | |
|--------------|-------------|---------------------------|-------------|-------------|-----------------|-------------|-------------|-------------|-------------|--------------|------------------|--------------|--------------|--------------------------|--------------|-------|
| | | 6th | | | 7 th | | | 8th | | | Total 6th to 8th | | | Grand Total (1st to 8th) | | |
| | | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total |
| 1 Kathua | 549 | 534 | 1083 | 483 | 496 | 979 | 561 | 412 | 973 | 1593 | 1442 | 3035 | 4949 | 4534 | 9483 | |
| 2 Barnoti | 329 | 286 | 615 | 323 | 277 | 600 | 348 | 311 | 659 | 1000 | 874 | 1874 | 2677 | 2458 | 5135 | |
| 3 Lakhanpur | 344 | 297 | 641 | 328 | 265 | 593 | 383 | 306 | 689 | 1055 | 868 | 1923 | 2378 | 2155 | 4533 | |
| 4 Marheen | 257 | 262 | 519 | 250 | 227 | 477 | 257 | 302 | 559 | 764 | 791 | 1555 | 2212 | 2102 | 4314 | |
| 5 Hiranagar | 187 | 215 | 402 | 219 | 246 | 465 | 243 | 250 | 493 | 649 | 711 | 1360 | 1499 | 1505 | 3004 | |
| 6 Sallan | 149 | 179 | 328 | 183 | 179 | 362 | 179 | 118 | 297 | 511 | 476 | 987 | 1310 | 1290 | 2600 | |
| 7 Ghagwal | 272 | 300 | 572 | 332 | 347 | 679 | 369 | 399 | 768 | 973 | 1046 | 2019 | 2469 | 2185 | 4654 | |
| 8 Bhaddu | 455 | 378 | 833 | 451 | 350 | 801 | 514 | 458 | 972 | 1420 | 1186 | 2606 | 3526 | 3187 | 6713 | |
| 9 Billawar | 324 | 255 | 579 | 335 | 302 | 637 | 417 | 344 | 761 | 1076 | 901 | 1977 | 2680 | 2393 | 5073 | |
| 10 Malhar | 487 | 339 | 826 | 371 | 298 | 669 | 519 | 487 | 1006 | 1377 | 1124 | 2501 | 4562 | 3521 | 8083 | |
| 11 Basohli | 138 | 126 | 264 | 121 | 290 | 411 | 102 | 244 | 346 | 361 | 660 | 1021 | 2256 | 2456 | 4712 | |
| 12 Mahanpur | 121 | 142 | 263 | 135 | 142 | 277 | 127 | 177 | 304 | 383 | 461 | 844 | 1779 | 1788 | 3567 | |
| 13 Bani | 219 | 231 | 450 | 518 | 300 | 818 | 502 | 271 | 773 | 1239 | 802 | 2041 | 2660 | 3072 | 5732 | |
| TOTAL | 3831 | 3544 | 7375 | 4049 | 3719 | 7768 | 4521 | 4079 | 8600 | 12401 | 11342 | 23743 | 34957 | 32646 | 67603 | |

**ZONE WISE/ CLASSWISE ENROLMENT STATEMENT OF
GOVERNMENT SCHOOLS (SC Students)**

| S. No. | Zone | Enrolment (SC) | | | | | | | | | | | | | | | | | |
|--------|--------------|----------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|------------------|-------------|--------------|
| | | 1st | | | 2nd | | | 3rd | | | 4th | | | 5th | | | Total 1st to 5th | | |
| | | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total |
| 1 | Kathua | 376 | 458 | 834 | 382 | 397 | 779 | 362 | 363 | 725 | 338 | 359 | 697 | 329 | 364 | 693 | 1787 | 1941 | 3728 |
| 2 | Barnoti | 154 | 187 | 341 | 144 | 127 | 271 | 162 | 151 | 313 | 135 | 97 | 232 | 184 | 146 | 330 | 779 | 708 | 1487 |
| 3 | Lakhanpur | 158 | 147 | 305 | 166 | 177 | 343 | 127 | 124 | 251 | 92 | 72 | 164 | 90 | 87 | 177 | 633 | 607 | 1240 |
| 4 | Marheen | 181 | 213 | 394 | 142 | 129 | 271 | 172 | 156 | 328 | 146 | 134 | 280 | 134 | 129 | 263 | 775 | 761 | 1536 |
| 5 | Hiranagar | 37 | 72 | 109 | 80 | 76 | 156 | 78 | 67 | 145 | 104 | 93 | 197 | 97 | 79 | 176 | 396 | 387 | 783 |
| 6 | Sallan | 40 | 42 | 82 | 29 | 37 | 66 | 49 | 41 | 90 | 32 | 36 | 68 | 43 | 63 | 106 | 193 | 219 | 412 |
| 7 | Ghagwal | 115 | 87 | 202 | 111 | 64 | 175 | 104 | 83 | 187 | 93 | 76 | 169 | 84 | 32 | 116 | 507 | 342 | 849 |
| 8 | Bhaddu | 228 | 166 | 394 | 257 | 189 | 446 | 241 | 127 | 368 | 227 | 109 | 336 | 144 | 103 | 247 | 1097 | 694 | 1791 |
| 9 | Billawar | 147 | 154 | 301 | 129 | 113 | 242 | 132 | 89 | 221 | 117 | 72 | 189 | 92 | 64 | 156 | 617 | 492 | 1109 |
| 10 | Malhar | 76 | 19 | 95 | 97 | 31 | 128 | 81 | 27 | 108 | 78 | 29 | 107 | 69 | 25 | 94 | 401 | 131 | 532 |
| 11 | Basohli | 99 | 104 | 203 | 89 | 93 | 182 | 74 | 76 | 150 | 69 | 63 | 132 | 73 | 66 | 139 | 404 | 402 | 806 |
| 12 | Mahanpur | 64 | 57 | 121 | 59 | 48 | 107 | 61 | 51 | 112 | 64 | 52 | 116 | 54 | 43 | 97 | 302 | 251 | 553 |
| 13 | Bani | 118 | 36 | 154 | 114 | 45 | 159 | 109 | 62 | 171 | 127 | 69 | 196 | 103 | 67 | 170 | 571 | 279 | 850 |
| | TOTAL | 1793 | 1742 | 3535 | 1799 | 1526 | 3325 | 1752 | 1417 | 3169 | 1622 | 1261 | 2883 | 1496 | 1268 | 2764 | 8462 | 7214 | 15676 |

| S. No. | Zone | Enrolment (SC) | | | | | | | | | | | | | | |
|--------|--------------|----------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|------------------|-------------|-------------|--------------------------|--------------|--------------|
| | | 6th | | | 7th | | | 8th | | | Total 6th to 8th | | | Grand Total (1st to 8th) | | |
| | | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total |
| 1 | Kathua | 432 | 370 | 802 | 253 | 237 | 490 | 222 | 212 | 434 | 907 | 819 | 1726 | 2694 | 2760 | 5454 |
| 2 | Barnoti | 155 | 158 | 313 | 183 | 132 | 315 | 196 | 166 | 362 | 534 | 456 | 990 | 1313 | 1164 | 2477 |
| 3 | Lakhanpur | 112 | 62 | 174 | 126 | 85 | 211 | 96 | 75 | 171 | 334 | 222 | 556 | 967 | 829 | 1796 |
| 4 | Marheen | 194 | 47 | 241 | 167 | 193 | 360 | 108 | 161 | 269 | 469 | 401 | 870 | 1244 | 1162 | 2406 |
| 5 | Hiranagar | 95 | 64 | 159 | 99 | 72 | 171 | 110 | 91 | 201 | 304 | 227 | 531 | 700 | 614 | 1314 |
| 6 | Sallan | 50 | 46 | 96 | 29 | 28 | 57 | 39 | 22 | 61 | 118 | 96 | 214 | 311 | 315 | 626 |
| 7 | Ghagwal | 113 | 112 | 225 | 101 | 91 | 192 | 96 | 88 | 184 | 310 | 291 | 601 | 817 | 633 | 1450 |
| 8 | Bhaddu | 195 | 192 | 387 | 259 | 113 | 372 | 197 | 167 | 364 | 651 | 472 | 1123 | 1748 | 1166 | 2914 |
| 9 | Billawar | 116 | 61 | 177 | 119 | 68 | 187 | 104 | 92 | 196 | 339 | 221 | 560 | 956 | 713 | 1669 |
| 10 | Malhar | 88 | 72 | 160 | 90 | 61 | 151 | 83 | 68 | 151 | 261 | 201 | 462 | 662 | 332 | 994 |
| 11 | Basohli | 36 | 31 | 67 | 38 | 26 | 64 | 29 | 17 | 46 | 103 | 74 | 177 | 507 | 476 | 983 |
| 12 | Mahanpur | 42 | 30 | 72 | 39 | 33 | 72 | 59 | 39 | 98 | 140 | 102 | 242 | 442 | 353 | 795 |
| 13 | Bani | 103 | 59 | 162 | 107 | 66 | 173 | 81 | 93 | 174 | 291 | 218 | 509 | 862 | 497 | 1359 |
| | Total | 1731 | 1304 | 3035 | 1610 | 1205 | 2815 | 1420 | 1291 | 2711 | 4761 | 3800 | 8561 | 13223 | 11014 | 24237 |

ZONE WISE/ CLASSWISE ENROLMENT STATEMENT OF GOVERNMENT SCHOOLS (ST Students)

| S. No. | Zone | Enrolment (ST) | | | | | | | | | | | | | | | | | |
|--------------|-----------|----------------|------------|-------------|------------|------------|-------------|------------|------------|-------------|------------|------------|------------|------------|------------|------------|------------------|-------------|-------------|
| | | 1st | | | 2nd | | | 3rd | | | 4th | | | 5th | | | Total 1st to 5th | | |
| | | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total |
| 1 | Kathua | 49 | 52 | 101 | 59 | 62 | 121 | 51 | 46 | 97 | 53 | 41 | 94 | 47 | 43 | 90 | 259 | 244 | 503 |
| 2 | Barnoti | 31 | 33 | 64 | 51 | 26 | 77 | 47 | 34 | 81 | 39 | 26 | 65 | 36 | 24 | 60 | 204 | 143 | 347 |
| 3 | Lakhanpur | 43 | 36 | 79 | 39 | 60 | 99 | 37 | 38 | 75 | 37 | 19 | 56 | 45 | 13 | 58 | 201 | 166 | 367 |
| 4 | Marheen | 48 | 44 | 92 | 43 | 33 | 76 | 47 | 27 | 74 | 39 | 28 | 67 | 37 | 26 | 63 | 214 | 158 | 372 |
| 5 | Hiranagar | 14 | 6 | 20 | 12 | 8 | 20 | 11 | 6 | 17 | 16 | 9 | 25 | 14 | 4 | 18 | 67 | 33 | 100 |
| 6 | Sallan | 14 | 8 | 22 | 12 | 9 | 21 | 13 | 7 | 20 | 9 | 6 | 15 | 10 | 5 | 15 | 58 | 35 | 93 |
| 7 | Ghagwal | 13 | 7 | 20 | 15 | 7 | 22 | 12 | 6 | 18 | 13 | 5 | 18 | 9 | 4 | 13 | 62 | 29 | 91 |
| 8 | Bhaddu | 14 | 19 | 33 | 19 | 18 | 37 | 25 | 13 | 38 | 29 | 21 | 50 | 27 | 10 | 37 | 114 | 81 | 195 |
| 9 | Billawar | 19 | 22 | 41 | 17 | 16 | 33 | 29 | 23 | 52 | 33 | 27 | 60 | 36 | 14 | 50 | 134 | 102 | 236 |
| 10 | Malhar | 139 | 108 | 247 | 129 | 89 | 218 | 136 | 93 | 229 | 87 | 74 | 161 | 96 | 83 | 179 | 587 | 447 | 1034 |
| 11 | Basohli | 25 | 24 | 49 | 21 | 20 | 41 | 19 | 26 | 45 | 23 | 24 | 47 | 31 | 35 | 66 | 119 | 129 | 248 |
| 12 | Mahanpur | 39 | 35 | 74 | 36 | 33 | 69 | 29 | 26 | 55 | 36 | 31 | 67 | 41 | 37 | 78 | 181 | 162 | 343 |
| 13 | Bani | 257 | 284 | 541 | 243 | 186 | 429 | 129 | 116 | 245 | 136 | 107 | 243 | 127 | 119 | 246 | 892 | 812 | 1704 |
| TOTAL | | 705 | 678 | 1383 | 696 | 567 | 1263 | 585 | 461 | 1046 | 550 | 418 | 968 | 556 | 417 | 973 | 3092 | 2541 | 5633 |

| S. No. | Zone | Enrolment (ST) | | | | | | | | | | | | | | |
|--------------|-----------|----------------|------------|-------------|-----------------|------------|------------|------------|------------|------------|------------------|-------------|-------------|--------------------------|-------------|-------------|
| | | 6th | | | 7 th | | | 8th | | | Total 6th to 8th | | | Grand Total (1st to 8th) | | |
| | | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total |
| 1 | Kathua | 81 | 62 | 143 | 82 | 56 | 138 | 66 | 43 | 109 | 229 | 161 | 390 | 488 | 405 | 893 |
| 2 | Barnoti | 30 | 15 | 45 | 32 | 28 | 60 | 39 | 19 | 58 | 101 | 62 | 163 | 305 | 205 | 510 |
| 3 | Lakhanpur | 31 | 37 | 68 | 26 | 15 | 41 | 35 | 10 | 45 | 92 | 62 | 154 | 293 | 228 | 521 |
| 4 | Marheen | 29 | 21 | 50 | 26 | 19 | 45 | 29 | 21 | 50 | 84 | 61 | 145 | 298 | 219 | 517 |
| 5 | Hiranagar | 20 | 14 | 34 | 17 | 9 | 26 | 14 | 7 | 21 | 51 | 30 | 81 | 118 | 63 | 181 |
| 6 | Sallan | 6 | 1 | 7 | 5 | 0 | 5 | 6 | 0 | 6 | 17 | 1 | 18 | 75 | 36 | 111 |
| 7 | Ghagwal | 7 | 2 | 9 | 12 | 5 | 17 | 9 | 3 | 12 | 28 | 10 | 38 | 90 | 39 | 129 |
| 8 | Bhaddu | 27 | 18 | 45 | 39 | 16 | 55 | 24 | 19 | 43 | 90 | 53 | 143 | 204 | 134 | 338 |
| 9 | Billawar | 31 | 26 | 57 | 29 | 23 | 52 | 22 | 17 | 39 | 82 | 66 | 148 | 216 | 168 | 384 |
| 10 | Malhar | 87 | 75 | 162 | 88 | 59 | 147 | 47 | 41 | 88 | 222 | 175 | 397 | 809 | 622 | 1431 |
| 11 | Basohli | 10 | 6 | 16 | 7 | 2 | 9 | 5 | 0 | 5 | 22 | 8 | 30 | 141 | 137 | 278 |
| 12 | Mahanpur | 9 | 5 | 14 | 11 | 1 | 12 | 9 | 2 | 11 | 29 | 8 | 37 | 210 | 170 | 380 |
| 13 | Bani | 182 | 168 | 350 | 168 | 177 | 345 | 181 | 117 | 298 | 531 | 462 | 993 | 1423 | 1274 | 2697 |
| TOTAL | | 550 | 450 | 1000 | 542 | 410 | 952 | 486 | 299 | 785 | 1578 | 1159 | 2737 | 4670 | 3700 | 8370 |

**ZONE WISE/ CLASSWISE ENROLMENT STATEMENT OF DISTRICT
KATHUA**

PRIVATE SCHOOLS

| S. No. | Zone | Enrolment (all communities) | | | | | | | | | | | | | | | | | |
|--------------|-----------|-----------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|------------------|-------------|--------------|
| | | 1st | | | 2nd | | | 3rd | | | 4th | | | 5th | | | Total 1st to 5th | | |
| | | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total |
| | Kathua | 357 | 158 | 515 | 319 | 129 | 448 | 416 | 137 | 553 | 339 | 169 | 508 | 284 | 144 | 428 | 1715 | 737 | 2452 |
| | Barnoti | 323 | 118 | 441 | 221 | 121 | 342 | 204 | 169 | 373 | 147 | 81 | 228 | 89 | 76 | 165 | 984 | 565 | 1549 |
| | Lakhanpur | 175 | 126 | 301 | 204 | 141 | 345 | 196 | 101 | 297 | 152 | 92 | 244 | 92 | 46 | 138 | 819 | 506 | 1325 |
| | Marheen | 332 | 235 | 567 | 239 | 204 | 443 | 224 | 210 | 434 | 192 | 146 | 338 | 141 | 98 | 239 | 1128 | 893 | 2021 |
| | Hiranagar | 282 | 291 | 573 | 237 | 201 | 438 | 261 | 239 | 500 | 212 | 209 | 421 | 185 | 169 | 354 | 1177 | 1109 | 2286 |
| | Sallan | 287 | 211 | 498 | 224 | 191 | 415 | 189 | 131 | 320 | 176 | 137 | 313 | 167 | 114 | 281 | 1043 | 784 | 1827 |
| | Ghagwal | 335 | 252 | 587 | 279 | 201 | 480 | 284 | 231 | 515 | 236 | 204 | 440 | 221 | 192 | 413 | 1355 | 1080 | 2435 |
| | Bhaddu | 215 | 188 | 403 | 197 | 161 | 358 | 241 | 208 | 449 | 219 | 183 | 402 | 184 | 164 | 348 | 1056 | 904 | 1960 |
| | Billawar | 192 | 103 | 295 | 103 | 89 | 192 | 131 | 96 | 227 | 179 | 106 | 285 | 144 | 92 | 236 | 749 | 486 | 1235 |
| | Malhar | 56 | 49 | 105 | 44 | 39 | 83 | 36 | 22 | 58 | 47 | 29 | 76 | 31 | 14 | 45 | 214 | 153 | 367 |
| | Basohli | 66 | 60 | 126 | 64 | 61 | 125 | 81 | 59 | 140 | 72 | 43 | 115 | 89 | 37 | 126 | 372 | 260 | 632 |
| | Mahanpur | 31 | 17 | 48 | 81 | 39 | 120 | 82 | 49 | 131 | 67 | 42 | 109 | 56 | 31 | 87 | 317 | 178 | 495 |
| | Bani | 11 | 17 | 28 | 6 | 10 | 16 | 2 | 4 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 19 | 31 | 50 |
| TOTAL | | 2662 | 1825 | 4487 | 2218 | 1587 | 3805 | 2347 | 1656 | 4003 | 2038 | 1441 | 3479 | 1683 | 1177 | 2860 | 10948 | 7686 | 18634 |

| Enrolment (All Communities) | | | | | | | | | | | | | | | |
|-----------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|------------------|-------------|--------------|--------------------------|--------------|--------------|--|
| 6th | | | 7th | | | 8th | | | Total 6th to 8th | | | Grand Total (1st to 8th) | | | |
| Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | |
| 420 | 197 | 617 | 540 | 373 | 913 | 588 | 399 | 987 | 1548 | 969 | 2517 | 3263 | 1706 | 4969 | |
| 222 | 141 | 363 | 207 | 122 | 329 | 211 | 195 | 406 | 640 | 458 | 1098 | 1624 | 1023 | 2647 | |
| 67 | 81 | 148 | 87 | 77 | 164 | 95 | 89 | 184 | 249 | 247 | 496 | 1068 | 753 | 1821 | |
| 264 | 188 | 452 | 259 | 202 | 461 | 247 | 187 | 434 | 770 | 577 | 1347 | 1898 | 1470 | 3368 | |
| 180 | 121 | 301 | 187 | 88 | 275 | 265 | 99 | 364 | 632 | 308 | 940 | 1809 | 1417 | 3226 | |
| 220 | 230 | 450 | 197 | 131 | 328 | 207 | 112 | 319 | 624 | 473 | 1097 | 1667 | 1257 | 2924 | |
| 243 | 137 | 380 | 284 | 144 | 428 | 327 | 198 | 525 | 854 | 479 | 1333 | 2209 | 1559 | 3768 | |
| 151 | 139 | 290 | 166 | 154 | 320 | 209 | 178 | 387 | 526 | 471 | 997 | 1582 | 1375 | 2957 | |
| 54 | 68 | 122 | 64 | 92 | 156 | 88 | 81 | 169 | 206 | 241 | 447 | 955 | 727 | 1682 | |
| 30 | 1 | 31 | 31 | 0 | 31 | 23 | 0 | 23 | 84 | 1 | 85 | 298 | 154 | 452 | |
| 396 | 155 | 551 | 297 | 191 | 488 | 281 | 151 | 432 | 974 | 497 | 1471 | 1346 | 757 | 2103 | |
| 218 | 80 | 298 | 169 | 123 | 292 | 138 | 111 | 249 | 525 | 314 | 839 | 842 | 492 | 1334 | |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19 | 31 | 50 | |
| 2465 | 1538 | 4003 | 2488 | 1697 | 4185 | 2679 | 1800 | 4479 | 7632 | 5035 | 12667 | 18580 | 12721 | 31301 | |

**ZONE WISE/ CLASSWISE ENROLMENT STATEMENT OF
PRIVATE SCHOOLS (SC Students)**

| S. No. | Zone | Enrolment (SC) | | | | | | | | | | | | | | | | | |
|--------|--------------|----------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------------|------------|-------------|
| | | 1st | | | 2nd | | | 3rd | | | 4th | | | 5th | | | Total 1st to 5th | | |
| | | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total |
| 1 | Katthua | 97 | 39 | 136 | 142 | 27 | 169 | 121 | 39 | 160 | 131 | 53 | 184 | 104 | 49 | 153 | 595 | 207 | 802 |
| 2 | Barnoti | 29 | 16 | 45 | 31 | 18 | 49 | 56 | 26 | 82 | 47 | 19 | 66 | 39 | 11 | 50 | 202 | 90 | 292 |
| 3 | Lakkhanpur | 9 | 1 | 10 | 14 | 3 | 17 | 12 | 2 | 14 | 21 | 1 | 22 | 27 | 4 | 31 | 83 | 11 | 94 |
| 4 | Marheen | 52 | 13 | 65 | 41 | 11 | 52 | 34 | 14 | 48 | 28 | 12 | 40 | 39 | 17 | 56 | 194 | 67 | 261 |
| 5 | Hirzanagar | 16 | 4 | 20 | 26 | 4 | 30 | 24 | 5 | 29 | 19 | 9 | 28 | 14 | 4 | 18 | 99 | 26 | 125 |
| 6 | Sallan | 45 | 26 | 71 | 42 | 21 | 63 | 30 | 23 | 53 | 29 | 27 | 56 | 37 | 22 | 59 | 183 | 119 | 302 |
| 7 | Ghagwal | 18 | 45 | 63 | 26 | 39 | 65 | 14 | 19 | 33 | 19 | 21 | 40 | 16 | 14 | 30 | 93 | 138 | 231 |
| 8 | Bhaaddu | 30 | 20 | 50 | 24 | 16 | 40 | 37 | 11 | 48 | 29 | 14 | 43 | 36 | 12 | 48 | 156 | 73 | 229 |
| 9 | Billawar | 5 | 6 | 11 | 4 | 9 | 13 | 6 | 10 | 16 | 8 | 8 | 16 | 7 | 8 | 15 | 30 | 41 | 71 |
| 10 | Malhar | 14 | 2 | 16 | 12 | 4 | 16 | 14 | 3 | 17 | 9 | 4 | 13 | 11 | 4 | 15 | 60 | 17 | 77 |
| 11 | Basohli | 22 | 5 | 27 | 29 | 7 | 36 | 19 | 9 | 28 | 11 | 5 | 16 | 13 | 4 | 17 | 94 | 30 | 124 |
| 12 | Mahampur | 7 | 10 | 17 | 9 | 9 | 18 | 18 | 7 | 25 | 14 | 6 | 20 | 9 | 5 | 14 | 57 | 37 | 94 |
| 13 | Bani | 4 | 1 | 5 | 2 | 3 | 5 | 3 | 3 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 7 | 16 |
| | TOTAL | 348 | 188 | 536 | 402 | 171 | 573 | 388 | 171 | 559 | 365 | 179 | 544 | 352 | 154 | 506 | 1855 | 863 | 2718 |

| Enrolment SC | | | | | | | | | | | | | | |
|--------------|------------|------------|------------|------------|------------|------------|------------|------------|------------------|------------|-------------|--------------------------|-------------|-------------|
| 6th | | | 7th | | | 8th | | | Total 6th to 8th | | | Grand Total (1st to 8th) | | |
| Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total |
| 108 | 130 | 238 | 117 | 128 | 245 | 98 | 89 | 187 | 323 | 347 | 670 | 918 | 554 | 1472 |
| 43 | 18 | 61 | 39 | 17 | 56 | 49 | 21 | 70 | 131 | 56 | 187 | 333 | 146 | 479 |
| 34 | 23 | 57 | 23 | 26 | 49 | 26 | 21 | 47 | 83 | 70 | 153 | 166 | 81 | 247 |
| 26 | 21 | 47 | 21 | 17 | 38 | 19 | 17 | 36 | 66 | 55 | 121 | 260 | 122 | 382 |
| 28 | 33 | 61 | 36 | 18 | 54 | 29 | 19 | 48 | 93 | 70 | 163 | 192 | 96 | 288 |
| 79 | 24 | 103 | 69 | 47 | 116 | 46 | 52 | 98 | 194 | 123 | 317 | 377 | 242 | 619 |
| 39 | 44 | 83 | 43 | 33 | 76 | 28 | 22 | 50 | 110 | 99 | 209 | 203 | 237 | 440 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 156 | 73 | 229 |
| 15 | 10 | 25 | 13 | 11 | 24 | 11 | 6 | 17 | 39 | 27 | 66 | 69 | 68 | 137 |
| 3 | 0 | 3 | 2 | 0 | 2 | 0 | 0 | 0 | 5 | 0 | 5 | 65 | 17 | 82 |
| 72 | 26 | 98 | 52 | 38 | 90 | 41 | 28 | 69 | 165 | 92 | 257 | 259 | 122 | 381 |
| 34 | 15 | 49 | 39 | 19 | 58 | 31 | 12 | 43 | 104 | 46 | 150 | 161 | 83 | 244 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 7 | 16 |
| 481 | 344 | 825 | 454 | 354 | 808 | 378 | 287 | 665 | 1313 | 985 | 2298 | 3168 | 1848 | 5016 |

**ZONE WISE/ CLASSWISE ENROLMENT STATEMENT OF
PRIVATE SCHOOLS (ST Students)**

| S. No. | Zone | Enrolment (ST) | | | | | | | | | | | | | | | | | |
|--------|--------------|----------------|-----------|------------|-----------|-----------|------------|------------|-----------|------------|------------|-----------|------------|-----------|-----------|------------|------------------|------------|------------|
| | | 1st | | | 2nd | | | 3rd | | | 4th | | | 5th | | | Total 1st to 5th | | |
| | | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total |
| | Katthua | 15 | 14 | 29 | 11 | 10 | 21 | 26 | 15 | 41 | 23 | 13 | 36 | 22 | 14 | 36 | 97 | 66 | 163 |
| | Barnoti | 8 | 5 | 13 | 9 | 5 | 14 | 11 | 8 | 19 | 5 | 6 | 11 | 10 | 5 | 15 | 43 | 29 | 72 |
| | Lakkhanpur | 4 | 5 | 9 | 3 | 6 | 9 | 6 | 4 | 10 | 4 | 3 | 7 | 4 | 2 | 6 | 21 | 20 | 41 |
| | Marheen | 6 | 9 | 15 | 7 | 6 | 13 | 4 | 6 | 10 | 7 | 6 | 13 | 5 | 7 | 12 | 29 | 34 | 63 |
| | Hirzanagar | 4 | 3 | 7 | 5 | 4 | 9 | 3 | 1 | 4 | 5 | 3 | 8 | 5 | 2 | 7 | 22 | 13 | 35 |
| | Sallan | 14 | 12 | 26 | 16 | 13 | 29 | 15 | 10 | 25 | 10 | 6 | 16 | 0 | 0 | 0 | 55 | 41 | 96 |
| | Ghagwal | 4 | 3 | 7 | 3 | 2 | 5 | 5 | 3 | 8 | 4 | 2 | 6 | 3 | 2 | 5 | 19 | 12 | 31 |
| | Bhaaddu | 16 | 11 | 27 | 9 | 4 | 13 | 17 | 5 | 22 | 12 | 4 | 16 | 10 | 6 | 16 | 64 | 30 | 94 |
| | Billawar | 10 | 3 | 13 | 9 | 2 | 11 | 8 | 3 | 11 | 9 | 5 | 14 | 11 | 7 | 18 | 47 | 20 | 67 |
| | Malhar | 5 | 2 | 7 | 4 | 2 | 6 | 4 | 2 | 6 | 6 | 2 | 8 | 8 | 1 | 9 | 27 | 9 | 36 |
| | Basohli | 23 | 4 | 27 | 16 | 4 | 20 | 13 | 5 | 18 | 16 | 5 | 21 | 14 | 2 | 16 | 82 | 20 | 102 |
| | Mahampur | 3 | 4 | 7 | 3 | 2 | 5 | 5 | 3 | 8 | 4 | 2 | 6 | 4 | 3 | 7 | 19 | 14 | 33 |
| | Bani | 1 | 2 | 3 | 1 | 1 | 2 | 1 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 4 | 7 |
| | TOTAL | 113 | 77 | 190 | 96 | 61 | 157 | 118 | 66 | 184 | 105 | 57 | 162 | 96 | 51 | 147 | 528 | 312 | 840 |

| Enrolment (ST) | | | | | | | | | | | | | | |
|----------------|-----------|------------|-----------|-----------|------------|-----------|-----------|------------|------------------|------------|------------|--------------------------|------------|-------------|
| 6th | | | 7th | | | 8th | | | Total 6th to 8th | | | Grand Total (1st to 8th) | | |
| Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total |
| 13 | 6 | 19 | 12 | 4 | 16 | 9 | 3 | 12 | 34 | 13 | 47 | 131 | 79 | 210 |
| 4 | 2 | 6 | 3 | 2 | 5 | 2 | 1 | 3 | 9 | 5 | 14 | 52 | 34 | 86 |
| 6 | 5 | 11 | 6 | 5 | 11 | 4 | 5 | 9 | 16 | 15 | 31 | 37 | 35 | 72 |
| 2 | 3 | 5 | 4 | 2 | 6 | 2 | 1 | 3 | 8 | 6 | 14 | 37 | 40 | 77 |
| 3 | 2 | 5 | 3 | 3 | 6 | 2 | 1 | 3 | 8 | 6 | 14 | 30 | 19 | 49 |
| 12 | 11 | 23 | 12 | 9 | 21 | 9 | 7 | 16 | 33 | 27 | 60 | 88 | 68 | 156 |
| 2 | 8 | 10 | 2 | 10 | 12 | 0 | 4 | 4 | 4 | 22 | 26 | 23 | 34 | 57 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 64 | 30 | 94 |
| 3 | 2 | 5 | 3 | 2 | 5 | 1 | 0 | 1 | 7 | 4 | 11 | 54 | 24 | 78 |
| 7 | 0 | 7 | 4 | 0 | 4 | 5 | 0 | 5 | 16 | 0 | 16 | 43 | 9 | 52 |
| 23 | 13 | 36 | 27 | 17 | 44 | 21 | 14 | 35 | 71 | 44 | 115 | 153 | 64 | 217 |
| 17 | 13 | 30 | 11 | 16 | 27 | 18 | 15 | 33 | 46 | 44 | 90 | 65 | 58 | 123 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 4 | 7 |
| 92 | 65 | 157 | 87 | 70 | 157 | 73 | 51 | 124 | 252 | 186 | 438 | 780 | 498 | 1278 |

Table 6 A
DATA ON OUT OF SCHOOL CHILDREN (6-11 AGE GROUP)

| S. No. | Name of the Zone | Out of School Children (6-11 age group) | | | |
|--------|------------------|---|------------|-------------|-----------------------|
| | | All Communities | | | % of Child population |
| | | Male | Female | Total | |
| 1 | KATHUA | 127 | 162 | 289 | 3.14 |
| 2 | BARNOTI | 41 | 62 | 103 | 2.1 |
| 3 | LAKHANPUR | 7 | 10 | 17 | 0.43 |
| 4 | MARHEEN | 1 | 3 | 4 | 0.08 |
| 5 | HIRANAGAR | 4 | 6 | 10 | 0.25 |
| 6 | SALLAN | 14 | 21 | 35 | 1.01 |
| 7 | GHAGWAL | 29 | 18 | 47 | 0.92 |
| 8 | BHADDU | 15 | 36 | 51 | 0.83 |
| 9 | BILLAWAR | 5 | 3 | 8 | 0.18 |
| 10 | MALHAR | 127 | 196 | 323 | 5.15 |
| 11 | BASOHLI | 42 | 93 | 135 | 3.02 |
| 12 | MAHANPUR | 48 | 59 | 107 | 3.22 |
| 13 | BANI | 19 | 31 | 50 | 1.32 |
| | TOTAL | 479 | 700 | 1179 | 1.85 |

Table 6 B
DATA ON OUT OF SCHOOL CHILDREN (6-11 age group)

| S. No. | Name of the Zone | Out of School Children (6-11 age group) | | | | | | | |
|--------|------------------|---|------------|------------|-----------------------|------------|------------|------------|-----------------------|
| | | SC | | | % of Child population | ST | | | % of Child population |
| | | Male | Female | Total | | Male | Female | Total | |
| 1 | KATHUA | 31 | 59 | 90 | 1.95 | 41 | 49 | 90 | 11.9 |
| 2 | BARNOTI | 18 | 26 | 44 | 2.41 | 14 | 27 | 41 | 8.91 |
| 3 | LAKHANPUR | 3 | 3 | 6 | 0.4 | 2 | 5 | 7 | 1.69 |
| 4 | MARHEEN | 0 | 1 | 1 | | 1 | 2 | 3 | 0.68 |
| 5 | HIRANAGAR | 1 | 1 | 2 | 0.2 | 2 | 5 | 7 | 4.92 |
| 6 | SALLAN | 3 | 6 | 9 | 1.24 | 9 | 13 | 22 | 10.43 |
| 7 | GHAGWAL | 11 | 4 | 15 | 1.37 | 5 | 10 | 15 | 10.95 |
| 8 | BHADDU | 6 | 20 | 26 | 1.27 | 5 | 13 | 18 | 5.86 |
| 9 | BILLAWAR | 2 | 4 | 6 | 0.5 | 2 | 4 | 6 | 1.94 |
| 10 | MALHAR | 48 | 81 | 129 | 17.47 | 49 | 79 | 128 | 10.68 |
| 11 | BASOHLI | 19 | 29 | 48 | 4.9 | 20 | 33 | 53 | 13.15 |
| 12 | MAHANPUR | 8 | 19 | 27 | 4 | 29 | 32 | 61 | 13.96 |
| 13 | BANI | 9 | 18 | 27 | 3.02 | 9 | 13 | 22 | 1.27 |
| | TOTAL | 159 | 271 | 430 | 2.28 | 188 | 285 | 473 | 6.81 |

Table 6E
DATA ON OUT OF SCHOOL CHILDREN (11-14 AGE GROUP)

| S. I.No. | Name of the Zone | Out of School Children (11-14 age group) | | | | | | | |
|--------------|------------------|--|------------|------------|-----------------------|------------|------------|------------|-----------------------|
| | | SC | | | % of Child population | ST | | | % of Child population |
| | | Male | Female | Total | | Male | Female | Total | |
| 1 | KATHUA | 51 | 65 | 116 | 4.62 | 26 | 40 | 66 | 13.12 |
| 2 | BARNOTI | 7 | 13 | 20 | 1.67 | 18 | 20 | 38 | 17.67 |
| 3 | LAKHANPUR | 2 | 2 | 4 | 0.56 | 2 | 4 | 6 | 3.14 |
| 4 | MARHEEN | 2 | 4 | 6 | 0.60 | 4 | 5 | 9 | 5.36 |
| 5 | HIRANAGAR | 2 | 1 | 3 | 0.43 | 2 | 1 | 3 | 3.06 |
| 6 | SALLAN | 5 | 10 | 15 | 2.75 | 7 | 16 | 23 | 22.77 |
| 7 | GHAGWAL | 9 | 7 | 16 | 1.93 | 6 | 7 | 13 | 16.88 |
| 8 | BHADDU | 6 | 17 | 23 | 2.00 | 6 | 14 | 20 | 12.27 |
| 9 | BILLAWAR | 1 | 3 | 4 | 0.63 | 2 | 4 | 6 | 3.64 |
| 10 | MALHAR | 53 | 88 | 141 | 23.19 | 33 | 54 | 87 | 17.4 |
| 11 | BASOHLI | 26 | 27 | 53 | 10.88 | 22 | 38 | 60 | 29.27 |
| 112 | MAHANPUR | 19 | 23 | 42 | 9.68 | 11 | 29 | 40 | 23.95 |
| 113 | BANI | 5 | 11 | 16 | 3.04 | 5 | 17 | 22 | 2.17 |
| TOTAL | | 188 | 271 | 459 | 4.06 | 144 | 249 | 393 | 11.01 |

Table 6 F
DATA ON OUT OF SCHOOL CHILDREN (11-14 AGE GROUP)

| S. No. | Name of the Zone | Out of School Children (11-14 age group) | | | |
|--------------|------------------|--|------------|-------------|-----------------------|
| | | All Communities | | | % of Child population |
| | | Male | Female | Total | |
| 1 | KATHUA | 93 | 136 | 229 | 3.96 |
| 2 | BARNOTI | 28 | 39 | 67 | 2.2 |
| 3 | LAKHANPUR | 4 | 6 | 10 | 0.41 |
| 4 | MARHEEN | 7 | 10 | 17 | 0.58 |
| 5 | HIRANAGAR | 4 | 2 | 6 | 0.26 |
| 6 | SALLAN | 17 | 30 | 47 | 2.21 |
| 7 | GHAGWAL | 23 | 19 | 42 | 1.24 |
| 8 | BHADDU | 13 | 37 | 50 | 1.37 |
| 9 | BILLAWAR | 3 | 7 | 10 | 0.41 |
| 10 | MALHAR | 138 | 306 | 444 | 14.65 |
| 11 | BASOHLI | 56 | 79 | 135 | 5.14 |
| 12 | MAHANPUR | 34 | 63 | 97 | 5.45 |
| 13 | BANI | 12 | 31 | 43 | 2.06 |
| TOTAL | | 432 | 765 | 1197 | 3.18 |

Table-8

Number of Out of School children with reasons

| S. No | Name of the Zone | 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 |
|--------------|------------------|--|------------------|----------------|----------------|------------|---------------------|-----------|------------------------|---|
| 1 | KATHUA | 518 | 48 | 61 | 135 | 93 | 173 | 4 | 4 | |
| 2 | BARNOTI | 170 | 59 | | 59 | | 48 | | 4 | |
| 3 | LAKHANPUR | 27 | | | 27 | | | | | |
| 4 | MARHEEN | 21 | | | 11 | | 10 | | | |
| 5 | HIRANAGAR | 16 | | | 16 | | | | | |
| 6 | SALLAN | 82 | | | 67 | | 15 | | | |
| 7 | GHAGWAL | 89 | 21 | | 24 | | 24 | 8 | 12 | |
| 8 | BHADDU | 101 | 28 | | 50 | | 23 | | | |
| 9 | BILLAWAR | 18 | 4 | | 8 | | 6 | | | |
| 10 | MALHAR | 767 | 103 | 199 | 317 | 20 | 88 | 30 | 10 | |
| 11 | BASOHLI | 270 | 54 | 10 | 140 | 10 | 46 | | 10 | |
| 12 | MAHANPUR | 204 | | 28 | 110 | | 66 | | | |
| 13 | BANI | 93 | 10 | 2 | 60 | | 21 | | | |
| TOTAL | | 2376 | 327 | 300 | 1024 | 123 | 520 | 42 | 40 | |

Table 12
ZONEWISE EXISTING EGS CENTRES WITH ENROLMENT

| S. No | Name of the Zone | No of Existing EGS Centres | No of Evs | Enrollment (Overall) | | | SC | | | ST | | |
|-------|------------------|----------------------------|------------|----------------------|-------------|-------------|-------------|-------------|-------------|------------|------------|-------------|
| | | | | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total |
| 1 | KATHUA | 38 | 38 | 467 | 528 | 995 | 288 | 309 | 597 | 77 | 90 | 167 |
| 2 | BARNOTI | 13 | 13 | 117 | 140 | 257 | 264 | 52 | 316 | 22 | 11 | 33 |
| 3 | LAKHANPUR | 32 | 32 | 233 | 269 | 502 | 101 | 137 | 238 | 38 | 42 | 80 |
| 4 | MARHEEN | 15 | 15 | 168 | 146 | 314 | 75 | 91 | 166 | 68 | 42 | 110 |
| 5 | HIRANAGAR | 6 | 6 | 41 | 58 | 99 | 14 | 23 | 37 | 7 | 8 | 15 |
| 6 | SALLAN | 16 | 16 | 145 | 155 | 300 | 68 | 86 | 154 | 38 | 43 | 81 |
| 7 | GHAGWAL | 6 | 6 | 70 | 59 | 129 | 16 | 19 | 35 | 3 | 4 | 7 |
| 8 | BHADDU | 30 | 31 | 402 | 407 | 809 | 219 | 269 | 488 | 57 | 65 | 122 |
| 9 | BILLAWAR | 23 | 24 | 321 | 408 | 729 | 130 | 142 | 272 | 62 | 72 | 134 |
| 10 | MALHAR | 42 | 45 | 473 | 585 | 1058 | 106 | 140 | 246 | 70 | 91 | 161 |
| 11 | BASOHLI | 46 | 47 | 455 | 507 | 962 | 128 | 147 | 275 | 50 | 61 | 111 |
| 12 | MAHANPUR | 22 | 22 | 239 | 279 | 518 | 34 | 57 | 91 | 67 | 48 | 115 |
| 13 | BANI | 31 | 33 | 254 | 376 | 630 | 75 | 109 | 184 | 82 | 157 | 239 |
| | TOTAL | 320 | 328 | 3385 | 3917 | 7302 | 1518 | 1581 | 3099 | 641 | 734 | 1375 |

The out of school children in the age group of 6-11 are 1179. Out of this 651 number of children in the age group of 6-8 shall be enrolled in the already existing primary schools, EGS centres and the EGS centres, which shall be rationalized. The centres to be opened in various clusters after rationalization.

There are 1725 number of children falling in the age group of 8-14. Obviously this group cannot be enrolled in class 1st and therefore have to be provided bridge courses. The project directorate is in the process of printing bridge courses and in all likely hood bridge course will be offered from April 2005. Bridge courses will be non-residential in nature except two centres at Basohli and Hiranagar to cater to the need of migratory population. The survey has revealed that the children who require bridge courses are not concentrated in the habitations to the extent that independent centres could be opened in a habitation. It has been decided that non-residential bridge course centres shall be opened at cluster level. In all 90 temporary bridge course centres shall be opened in the district at cluster levels. Two – three centres shall be opened in each cluster depending on the number of children in a cluster.

The out of school children identified above excludes the children who become eligible for admission in class 1st. There are 17376 in the district children whose age are 5+ and are eligible for enrolment in the existing primary schools and EGS centres. We expect 1740 children to get enrolled in the existing EGS centres and the rest 15636 to get enrolled in existing primary schools. The final position of out of school children as it has emerged from the survey and their expected enrolment is given below:

Out of school children in the age group of 6-11 = 1179.

Out of school children in the age group of 11-14 = 1197.

Out of school children who have attained the age of 5+ and are eligible for enrolment in class 1st in the existing primary schools and EGS centres = 17376.

Regarding the enrolment of children who become eligible for enrolment during the 2005-06 the pattern of their enrolment is going to be as follows:

Number of children to be admitted to existing primary schools = 15636.

Number of children to be admitted to existing EGS centres = 1740

In addition to this two residential schools for the girl students particularly belonging to SC category have been proposed under Kasturba Gandhi Balika Vidyalaya Scheme. in Marheen Zone and Bhaddu Zone where land is also available.

Regarding teacher salary component for the upper primary level the government has decided that since the state government norm is to provide 5 teachers and one head teacher in the grade of 6500 – 10100 therefore salary for each upgraded upper primary school under SSA should be projected for two teachers at the normal rate provided under ReT scheme and for one head teacher at the minimum scale of 6500. At the present rates the initial emoluments for 6500 work out to 11700 per teacher.

Summary of existing EGS Centres of District Kathua

| | |
|--------------------------------------|------------|
| Total Number of EGS Centres | 320 |
| Total number of Education Volunteers | 328 |
| Education Volunteers: | |
| Schedule Caste | 66 |
| Schedule Tribe | 42 |
| Other Backward Classes | 7 |
| RBA | 26 |
| Handicapped | 2 |
| General | 185 |
| TOTAL | 328 |

Male = 220

Female = 108

| S. No. | Constituency | Year 2002-03 | | | Year 2003-04 | | | Year 2004-05 | | |
|--------------|--------------|--------------|------------|-----|--------------|------------|------------|--------------|------------|------------|
| | | EGS Opened | Functional | EVs | Opened | Functional | EVs | Opened | Functional | EVs |
| 1 | Kathua | Nil | Nil | Nil | 47 | 47 | 47 | 20 | 19 | 19 |
| 2 | Billawar | Nil | Nil | Nil | 35 | 34 | 37 | 37 | 34 | 34 |
| 3 | Basohli | Nil | Nil | Nil | 55 | 53 | 54 | 51 | 50 | 51 |
| 4 | Hiranagar | Nil | Nil | Nil | 30 | 21 | 21 | 9 | 9 | 9 |
| 5 | Bani | Nil | Nil | Nil | 42 | 42 | 44 | 11 | 11 | 12 |
| TOTAL | | Nil | Nil | Nil | 209 | 197 | 203 | 128 | 123 | 125 |

Note :- detail of EGS centre functioning in distinct zones. **2 EVs in 8 Centres**

PROPOSED TARGET OF EGS CENTRES TO BE OPENED DURING 2005-06 THROUGH RATIONALISATION

| S. No. | Zone | Cluster | Village | No. of Children to be Covered | Habitations |
|--------|----------|-----------------|---------|-------------------------------|-------------|
| 1 | Kathua | Taraf Sanji | | 49 | |
| 2 | Barnoti | Mearth | Nanan | 17 | Khad Ganore |
| | | Baira | | 33 | |
| 3 | Ghagwal | Kattal Brahmana | | 24 | |
| 4 | Malhar | Baggan | | 25 | |
| | | Kohag | | 38 | |
| 5 | Basohli | Bhoond | | 44 | |
| | | Hutt | | 34 | |
| 6 | Mahanpur | Plassi | | 44 | |
| 7 | Bani | Bani | | 25 | |
| | | Banjal | | 22 | |

Regarding opening of primary schools all the eligible habitations have already been covered in the district. However, there are some habitations where primary schools are required but these can be opened through rationalization. The district shall take-up an extensive exercise of rationalization in this regard.

Regarding up gradation of primary schools to upper primary level there are 15 habitations in the district where primary schools need to be upgraded to the upper primary level to provide access within a radius of 3 Kms, to the students residing in the habitations around the above schools. The terrain of the district being hilly and the habitations very small it is absolutely necessary to provide these additional upper primary schools without considering the overall scenario with regard to the number of primary and upper primary schools. The list of the habitations is placed below:

PROPOSED TARGET OF NEW PRIMARY SCHOOLS TO BE OPENED DURING 2005-06

| S. No | Zone | Village | Habitation | Population | Distance from nearest school |
|-------|--------|--------------|------------|------------|------------------------------|
| 1 | Malhar | Machhedl | Sohal | 374 | 3 Km |
| 2 | Malhar | Machhedi | Liaru | 340 | 3 Km |
| 3 | Malhar | Baggan | Riad | 308 | 4 Km |
| 4 | Malhar | Badnota | Koh | 329 | 5 Km |
| 5 | Malhar | Lehari | Lower Dhar | 302 | 3 Km |
| 6 | Malhar | Dhanu parole | Deotha | 381 | 3 Km |
| 7 | Malhar | Kohag | Thalphal | 271 | 2 Km |

SCHOOLS PROPOSED FOR UPGRADATION (PS TO UPS) ON THE BASIS OF ACCESS DURING 2005-06

| S. No | Zone | Name of the School | Enrolment | Distance from nearest Middle school |
|-------|----------|---------------------|-----------|-------------------------------------|
| 1 | Mahanpur | PS Hadat | 73 | 4 Km |
| 2 | Mahanpur | PS Chhan | 26 | 5 Km |
| 3 | Mahanpur | PS Poonda | 31 | 3 Km |
| 4 | Mahanpur | PS Trimbli | 38 | 4 Km |
| 5 | Mahanpur | PS Prehta | 59 | 3 Km |
| 6 | Mahanpur | PS Khore | 62 | 4.5 Km |
| 7 | Mahanpur | PS Kupri SC Mohalla | 35 | 2.6 Km |
| 8 | Basholi | PS Badari | 41 | 5 Km |
| 9 | Basholi | PS Bhanagar | 13 | 6 Km |
| 10 | Basholi | PS Banji | 64 | 5 Km |
| 11 | Basholi | PS Galodi | 77 | 8 Km |
| 12 | Basholi | PS Kote | 42 | 11 Km |
| 13 | Marheen | PS Chak Desa | 112 | 3 Km |

The costing on account of providing access through the medium of EGS centres, bridge courses, AIE, and primary schools is calculated below:

| S. No | SSA head | AWP&B component | Activity | Cost (Rs. In lacs) | Rationale |
|-------|----------|------------------------------------|---|--------------------|--|
| 1. | | EGS / AIE | Enrolment of 651 + 1740 children in existing EGS centres | 20.204 | 651 out of school children and 1740 eligible children @ Rs.845/- per child. |
| 2. | | EGS / AIE | Providing support to 7302 children already enrolled in existing EGS centres. | 61.70 | 7302 children are already enrolled in 320 EGS centres of the district. They need to be supported during 2005-06. |
| 3. | | EGS / AIE | Enrolling 1725 children for bridge courses. | 14.58 | Bridge courses shall be provided to the children in the age group of 8-14. |
| 4. | | Salary component for primary | Salary for 428 primary school teachers in the schools opened under SSA from 2002-03 to 2004-05. | 154.08 | For 428 teachers @ Rs.3000/- per month. |
| 5. | | Salary component for upper primary | Salary for 373 upper primary school teachers in the schools opened under SSA from 2002-03 to 2004-05. | 134.28 | For 373 Graduate upper primary teachers. |
| 6. | | Salary component | Salary for 129 master grade teachers in the schools opened under SSA from 2002-03 to 2004-05. | 150.93 | Salary for 129 master grade teachers in the schools opened under SSA from 2002-03 to 2004-05 @ Rs.11700/- per teacher. |
| 7. | | | Salary for 14 RET appointed in NPS under 2005-06 Plan | 2.52 | Salary for 14 RETs in Newly Proposed PS under 2005-06 Plan |
| 8. | | | Salary of 39 RETs engaged in the upgraded Schools during 2005-06 Plan | 7.02 | Salary for 39 RET engaged in the Upgraded Schools in 2005-06 Plan. |

Chapter VI

QUALITY DIMENSIONS

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 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 the 6 to 14 age group by 2010. The objective of Sarva Shiksha Abhiyan, among other objectives is to “focus only on elementary education of satisfactory quality with emphasis on education for life”.

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 develops 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 a 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 secondary education, include:

- 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 teachers 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/PTA/SMDC.
3. To sensitize teachers to pay special attention to education of girls, SC/ST, 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- centered 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.
6. To expose teachers to new ideas, techniques, technology (especially ICT), 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
7. 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”) effective use of

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 weight age 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 DRGs from the awareness package and SOPT modules developed at the NCERT.

The weight age given to the general areas shall be 35% i.e., 7 days out of the total 20 days.

Methodology:

During the year 2003-4 TLM development from 1st to 5th grade was the focal area of teacher training conducted in a workshop / participatory and interactive mode down the cascade from divisional to school level in the winter zones whereas in summer zones it was conducted only up to zonal level and school level is being covered during summer vacations commencing from 6th of June.

An alternative mode of cascade was worked out to “build capacity” at all levels. A two page concept paper was prepared as a guideline to be pursued down the cascade for concretization of instruction through TLM development in a participatory manner in which subject-wise groups of teachers and teacher educators at each level re-examined and reconstructed TLM as envisaged in the centralized concept paper. This exercise lead not only to the capacity building to conduct training programmes but also lead to “ownership” of training programmes by teacher educators and teachers.

The training was conducted exclusively in a trainee-active mode with least scope for lectures. Training methods pursued included

- Group discussion & group work
- Individual assignments
- Presentation of good practices
- Development of TLM

A suggestive programme schedule cum guidelines for 20 days teacher training was circulated to the districts with the direction that it can be adapted by districts as well as zones in accordance with their needs and perception at their level.

During the current year more training methods shall be inducted in the methodology to make it more effective.

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 shall remain 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 SIEs and DIETs were involved to monitor the conduct of teacher training throughout the state.

“Education for life” has been made part of the training design so that teachers are fully sensitized to the issues involved.

The district has undertaken a massive teacher training programme. 1266 teachers out of 4445 were provided 20 days in-service training and 30 day training to 200 EVs out of 328 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, BRP and CRP members have been done during the year 2004-05. The DIETs have been closely associated with the training. In fact the DRG consists of 10 members 5 of which have been drawn from the respective DIETs. The zonal resource centers and cluster resource centers shall be further strengthened during 2004-05. 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.

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. However the modules shall be modified to the extent that the development of TLM for Primary and Upper Primary shall be replaced. 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.

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.

Curricular Reform

Regarding curriculum reform the curriculum is provided by an autonomous board called J&K Board of School Education. They continuously revise the curriculum in the light National Curriculum Framework for School Education. Regarding decentralization of curriculum to the district level the matter has to be decided upon by the state government. However it is felt that unless curriculum is developed at the district levels it would be very difficult to make the curriculum context specific.

During the current year we plan to provide 20 days in-service training to 4813 trained in-service teachers and untrained teachers. Training design for untrained teachers has not developed yet. However, there is a proposal at the state level to provide training to the untrained teachers in distance mode through IGNOU. Regarding induction training for new recruits and EVs, 392 new recruits and 328 EVs shall be provided 20 day training initially. A separate 10-day module shall be developed to complete 30 days training.

Teaching Learning Material

As has been stated above the training has focused upon development of TLM. In order to ensure that actual classroom transaction improves the grant of TLM shall be provided to all the 5104 teachers in the district.

School Grant

We understand that the school grant though very small goes a long way in improving the classroom atmosphere and affects the quality of education. Therefore, we shall provide school grant to all the 1192 schools in the district.

There is 997 number of schools in the district, which have own building. In order to improve the learning atmosphere of the schools repairs need to be done to most of the schools. The maintenance grant of Rs.5000/- per school with government building shall be provided.

Text Books

As already stated the textbooks are arranged by the board of school education at the state level. The state government has a policy of providing textbooks to all girl children, SC boys and ST boys for these three categories textbooks are provided through SSA. There are 32646 number of girls enrolled from 1st to 8th and 17893 number of SC and ST boys. Textbooks shall be provided to all these categories.

Distance Education

Under distance education component efforts are being made 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 at the state level in which the coordinators 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 Lohai Malhar, Basohli, Bani and Mahanpur. 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 73rd ammendment 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 5104 sanctioned posts only 4813 teachers are actually functioning 291 posts are vacant in the district. The posts have been referred to the Director School Education Jammu 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 23:1 at Primary Level, the vacancies do not offer much problem.

Educational Reform

The state government has introduced pre-primary education. In district Kathua pre primary education has been introduced a large number of schools. This has generated a lot of enthusiasm especially in the rural areas where pre primary education was either not available or available in private sector only and therefore reserved for well to do families. It is for the first time that the children of poorer classes have the privilege of sending their children for pre primary education. This has not only created a good learning ambience for such families but has also taken some of the burden of civling care from adolescent girls. Introduction of the mother tongue as one of the languages has also created a sense of belonging among the children. English language has also been introduced from class 1st. The delivery system has improved due to introduction of cluster level and zonal level resource centers. On-site and classroom training is now available to the teachers. The mobilization of community has helped a lot in plan formulations and identification of out of school children during household surveys. On the basis of the inputs provided above we propose the following:

| S. No | AWP&B Source | Activity | Amount (Rs.in lacs) | Rational |
|-------|--|---|---------------------|--|
| 1. | Trainings | Teacher training in-service for 20 days | 67.38 | Training will be imparted to 4813 teachers in the district this includes 2853 trained and 1960 untrained teachers. |
| 2. | Trainings | Teacher training induction for 30 days | 8.13 | 387 new recruits shall be provided this training. |
| 3. | EGS/AIE | 30 days training to EVs | — | 328 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. | 26.00 | TLM @ Rs.500/- per teacher for 5200 teachers. |
| 5. | School grant | Grant for replacement of used up TLE in the school. | 23.84 | Schools grant @ Rs.2000/- for 1192 schools. |
| 6. | Text books | Textbooks to be provided free to girls and SC/ST boys from 1 st to 8 th . | 83.342 | Text books @ Rs.150/- per student for 55561 students. |
| 7. | Maintenance grant | Maintenance grant for repair of government owned buildings | 49.85 | Maintenance grant @ Rs.5000/- per school for 997 schools, which have government buildings. |
| 8. | TLE for new upper primary schools | TLE for new upper primary schools | 6.5 | TLE @ Rs.50000/- shall be provided to 13 schools to be upgraded to upper primary level. |
| 9. | TLE for newly opened primary schools during 2004-05 | TLE for newly opened primary schools during 2004-05 | 13.60 | TLE for newly opened primary schools during 2004-05 as spill over for the next financial year. |
| 10. | TLE for newly upgraded primary schools to upper primary level from 2003-2005 | TLE for new upper primary schools as spill over | 64.50 | TLE for 129 upper primary schools @ Rs.50000/- per school to be carried as spill over. |

Computer Education:

Computer Education under SSA.

Computer education at the primary stage can be taken up under the Innovation Activities component of SSA and for this purpose an amount of Rs.15 lakhs per year per district is being provided throughout the country including our state.

Types of Computer Education:

Before discussing the operationalization of computer education scheme at elementary level under SSA, we should be clear about our objectives that we desire to achieve under this programme. The computer education can be broadly categorized into the following components:

a). Information Technology (IT) Literacy.

This is the first stage of computer education at elementary level especially upper primary level. At this stage students are introduced to the practical aspects covering computer systems, CPU, memory systems, electronic logic, operating systems, etc. with hands on training on computers and child friendly software like paint brush and computer games. In higher classes, it may cover Windows and Languages. At this stage computer is taught more as a subject like physics or chemistry than a tool to assist learning.

b). Computer Aided Learning (CAL).

At this stage, computer is used as a teaching aid and tool in the classroom to enhance the quality of teaching and make the teaching experience exciting and joyful; having sanguine impact on classroom transaction. The idea would be to convert all the texts into computer readable material so that the teaching takes place on the computer itself. The teachers could design their lesson plans to supplement classroom lectures with multimedia presentations. This would help teachers to explain difficult and abstract concepts in a more concrete form that could lead to what child psychologists call “**Concretization of Instruction**”. Given the situations where we have yet to make any meaningful beginning in the field of computer education in the schools, this would be a tall order. However, it has been now recognized by the cross-section of academics and education planners that computer at elementary stage should be used primarily as a tool for transacting classroom business and Information Technology Literacy should have only a complementary role at this stage. The emphasis should be on the proficiencies of teachers for using computer as a learning aid. It has also been recognized that given the absence of computer education in the government schools at elementary level, it is not necessary to transact entire curriculum through computers. It has been suggested that every state should formulate a group of experts who shall identify the difficult areas in the curriculum for all classes from 1st to 8th and the software should be developed only to explain these “**Hard Spots**” to the children. The classroom transaction shall only be supplemented to that extent. It has also been made clear that states should not limit computer education to IT Literacy alone.

It has been decided at the state level but since there is no experience in the computer aided learning at any stage and even computer literacy is not imparted in the state, it would be proper to open computer centers at the district levels in urban and semi-urban areas. Only computer literacy should be imparted. Once the centers are fully grounded a shift to computer aided literacy should be made. Since there are many private firms who have developed lessons through multimedia, a team of experts from the state should be constituted at appropriate time that could find out the relevant material already developed by various government and non-government agencies. The Governing Body also decided that the hardware for this purpose should be purchased directly from Director General Sales & Disposals from among the firms short-listed by the state Information Technology Department.

Progress achieved during 2004-05:

As per the decision at state level three upper primary schools were identified in each district. The schools have the facility of safe space and electricity. This school shall also try to access as many schools as possible depending on the capacity of the center, besides its own students. The demand for upgrading the centres has been projected to the project directorate. It is understood that computers for the three identified centres shall be received soon. The district is ready for establishing computer centres. Under CLASS project, a large number of teachers have been given level computer training. We have already identified three teachers for running the centres. each centre will have five computers. A maximum number of three students can sit on a computer at a time for one hour. Given the supply of electricity the center can function for 3 to 4 hours daily and provide computer education to an average of 15 students per day per hour. In all a student may require 16 to 20 hours in an academic session. A student shall be provided one month's course with 20 working days. He shall be given daily instruction for one hour during one month. A syllabus has been prepared at the state level. The syllabus shall cover desired skills and activities required in operating a computer system and its resources, using IT tools. The syllabus has been designed to raise social and ethical issues also. At the end of each lesson activities have been suggested so as to assess the learning outcomes. Social and ethical issues have also been raised so as to sensitize the child for proper handling of computer, healthy practices and a positive social interaction with other students and the teacher.

The Assistant Programmers, DISE posted in the district has been placed in charge of Computer education in the district in addition to his normal job under the instructions from project. Their services shall be utilized for maintenance and upkeep of the centers and for troubleshooting whenever required.

Strategies for the current year:

During the year 2005-06 we plan to widen the network of computer centers by adding 3 centers in our district. However this shall largely depend on operational success of the centers being currently established. We also propose to purchase CDs on the relevant lessons developed by various governmental and non-governmental agencies through the project at the state level. The purchase for hardware shall be made at the state level. The amount of 15 lacs shall be placed at the disposal of Project directorate for this purpose.

Chapter VII

SPECIAL FOCUS GROUP

Inclusive Education for Disabled Children

The students with special education needs including students with disabilities are at present either studying in the normal schools or not enrolled at all. There is no special school for physically challenged children in district Kathua. Understanding the importance of including physically challenged children in normal schools so that they have access to a normal educational environment all efforts shall be made to enroll maximum possible number of children and then provide necessary resource support to these children to enable them to have a level play field with other children. During the current year the district shall therefore follow a two-pronged strategy:

a) To integrate the out of school CWSN into the existing schooling system. This will involve a special enrolment drive for these children and building of necessary support for conducting such a drive. For this purpose trainings will be imparted to the resource persons at various levels for conducting enrolment drive.

b) Provide resource support in the classroom situation by way of capacity building of teachers, provision of assistive devices and a permanent monitoring system to ensure that such children receive the required supports.

During the current year we plan to appoint resource teachers at zonal levels who will have the required qualification for dealing with disabled children. These resource teachers will function as teacher trainers in their respective zones for inclusive education. They will also help in generating a reliable data on CWSN. They shall also assess school wise the need of various practices to be adopted by the teachers. They shall also be involved in providing at home support in extreme cases of disability. There are 13 zones in the district and therefore 13 teachers shall be recruited. However the recruitment shall be done at state level to ensure standardization of the resource. Besides this there are about 150 teachers who have received certificate courses in health related subjects. Further capacity building of these teachers shall be done for inclusive education. They can also provide resource support in the classrooms.

Assessment and measurement camps shall be held through medical department or private doctors. The children shall be screened through these camps. A limited number of children who shall actually require assistive devices shall be provided the same with the help of Composite Regional Centre after measurement camps are held by them.

Under the SSA Scheme, a HHS was conducted and the children with disabilities were identified. During the year 2003-04, a survey was conducted in the district to enlist the children with different disabilities. Number of children in the age group of 6-14 have been identified, disabled which require special educational needs. In this connection awareness camps were organized at Zonal Level to sensitize the community and teachers to accommodate and accept these children at par with others.

There after, assessment camps were also organized at the zonal level with the help of expert doctors to assess the nature of disability. After assessing the children, the concerned doctors recommended for different Aids and Appliances.

The table below shows the zone wise number of children with disabilities in the district:

Table 18
DETAILS OF DISABLED CHILDREN IDENTIFIED BY NATURE OF DISABILITY IN THE
AGE GROUP (6-14 YEARS)

| S. No. | Name of the Block/Zone | Mentally Retarded | | Visually Impaired | | Hearing Impaired | | Ortho | | Multiple Disability | | Grand Total | | |
|--------------|------------------------|-------------------|-----------|-------------------|-----------|------------------|-----------|------------|------------|---------------------|------------|-------------|------------|-------------|
| | | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Total |
| 1 | Kathua | 16 | 11 | 14 | 5 | 12 | 8 | 33 | 13 | 29 | 17 | 104 | 54 | 158 |
| 2 | Barnoti | 4 | 5 | 6 | 3 | 1 | 1 | 21 | 13 | 8 | 3 | 40 | 25 | 65 |
| 3 | Lakhanpur | 11 | 4 | 11 | 4 | 6 | 5 | 9 | 11 | 10 | 4 | 47 | 28 | 75 |
| 4 | Marheen | 10 | 10 | 6 | 5 | 5 | 5 | 10 | 9 | 2 | 0 | 33 | 29 | 62 |
| 5 | Hiranagar | 7 | 1 | 3 | 4 | 2 | 1 | 10 | 7 | 9 | 2 | 31 | 15 | 46 |
| 6 | Sallan | 12 | 2 | 14 | 2 | 0 | 6 | 10 | 12 | 9 | 6 | 45 | 28 | 73 |
| 7 | Ghagwal | 10 | 3 | 8 | 2 | 2 | 3 | 12 | 8 | 9 | 6 | 41 | 22 | 63 |
| 8 | Bhaddu | 15 | 5 | 13 | 13 | 10 | 6 | 26 | 18 | 15 | 4 | 79 | 46 | 125 |
| 9 | Billawar | 7 | 6 | 6 | 4 | 4 | 2 | 11 | 10 | 9 | 10 | 37 | 32 | 69 |
| 10 | Malhar | 14 | 8 | 13 | 4 | 12 | 5 | 65 | 17 | 18 | 12 | 122 | 46 | 168 |
| 11 | Basohli | 7 | 7 | 17 | 10 | 7 | 11 | 40 | 11 | 22 | 18 | 93 | 57 | 150 |
| 12 | Mahanpur | 2 | 5 | 4 | 2 | 1 | 2 | 7 | 4 | 6 | 2 | 20 | 15 | 35 |
| 13 | Bani | 9 | 9 | 2 | 3 | 6 | 15 | 7 | 4 | 41 | 22 | 65 | 53 | 118 |
| TOTAL | | 124 | 76 | 117 | 61 | 68 | 70 | 261 | 137 | 187 | 106 | 757 | 450 | 1207 |

Table 18A
DETAILS OF DISABLED CHILDREN IDENTIFIED BY NATURE OF
DISABILITY IN THE AGE GROUP (6-11 YEARS) (Attending
School)

| Name of the Block/Zone | Mentally Retarded | | Visually Impaired | | Hearing Impaired | | Ortho | | Multiple Disability | | Grand Total | | |
|------------------------|-------------------|-----------|-------------------|-----------|------------------|-----------|------------|-----------|---------------------|-----------|-------------|------------|------------|
| | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Total |
| Kathua | 4 | 6 | 10 | 3 | 9 | 3 | 13 | 2 | 7 | 4 | 43 | 18 | 61 |
| Barnoti | 0 | 2 | 3 | 1 | 1 | 0 | 6 | 6 | 1 | 0 | 11 | 9 | 20 |
| Lakhanpur | 6 | 0 | 3 | 0 | 2 | 1 | 2 | 3 | 1 | 1 | 14 | 5 | 19 |
| Marheen | 4 | 5 | 2 | 5 | 2 | 0 | 6 | 7 | 0 | 0 | 14 | 17 | 31 |
| Hiranagar | 2 | 1 | 2 | 1 | 0 | 1 | 7 | 3 | 1 | 0 | 12 | 6 | 18 |
| Sallan | 7 | 0 | 5 | 2 | 0 | 2 | 4 | 2 | 3 | 0 | 19 | 6 | 25 |
| Ghagwal | 5 | 1 | 6 | 1 | 1 | 1 | 11 | 3 | 2 | 1 | 25 | 7 | 32 |
| Bhaddu | 7 | 3 | 3 | 8 | 4 | 1 | 6 | 6 | 4 | 2 | 24 | 20 | 44 |
| Billawar | 4 | 2 | 2 | 1 | 3 | 0 | 3 | 4 | 3 | 2 | 15 | 9 | 24 |
| Malhar | 0 | 0 | 6 | 1 | 3 | 1 | 26 | 4 | 6 | 1 | 41 | 7 | 48 |
| Basohli | 4 | 4 | 6 | 4 | 2 | 4 | 13 | 5 | 6 | 4 | 31 | 21 | 52 |
| Mahanpur | 1 | 4 | 1 | 1 | 0 | 0 | 5 | 3 | 3 | 1 | 10 | 9 | 19 |
| Bani | 2 | 4 | 1 | 0 | 2 | 1 | 1 | 0 | 10 | 2 | 16 | 7 | 23 |
| TOTAL | 46 | 32 | 50 | 28 | 29 | 15 | 103 | 48 | 47 | 18 | 275 | 141 | 416 |

Table 18B

**DETAILS OF DISABLED CHILDREN IDENTIFIED BY NATURE OF DISABILITY IN THE
AGE GROUP (11-14 YEARS) (Attending School))**

| S. No. | Name of the Block/Zone | Mentally Retarded | | Visually Impaired | | Hearing Impaired | | Ortho | | Multiple Disability | | Grand Total | | |
|--------------|------------------------|-------------------|----------|-------------------|-----------|------------------|-----------|-----------|-----------|---------------------|-----------|-------------|-----------|------------|
| | | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Total |
| 1 | Kathua | 5 | 0 | 0 | 2 | 0 | 3 | 9 | 3 | 5 | 2 | 19 | 10 | 29 |
| 2 | Barnoti | 0 | 0 | 1 | 1 | 0 | 0 | 3 | 4 | 0 | 1 | 4 | 6 | 10 |
| 3 | Lakhanpur | 1 | 2 | 4 | 2 | 1 | 3 | 2 | 2 | 0 | 1 | 8 | 10 | 18 |
| 4 | Marheen | 1 | 1 | 3 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 6 | 2 | 8 |
| 5 | Hiranagar | 3 | 0 | 0 | 2 | 2 | 0 | 2 | 3 | 1 | 0 | 8 | 5 | 13 |
| 6 | Sallan | 2 | 0 | 8 | 0 | 0 | 0 | 5 | 4 | 1 | 0 | 16 | 4 | 20 |
| 7 | Ghagwal | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 2 | 1 | 3 |
| 8 | Bhaddu | 5 | 0 | 5 | 4 | 3 | 3 | 11 | 5 | 4 | 0 | 28 | 12 | 40 |
| 9 | Billawar | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 2 | 3 | 3 | 6 |
| 10 | Malhar | 1 | 0 | 2 | 0 | 0 | 0 | 11 | 1 | 0 | 0 | 14 | 1 | 15 |
| 11 | Basohli | 0 | 0 | 5 | 2 | 1 | 1 | 12 | 1 | 6 | 1 | 24 | 5 | 29 |
| 12 | Mahanpur | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 2 |
| 13 | Bani | 2 | 1 | 0 | 0 | 1 | 2 | 2 | 1 | 7 | 3 | 12 | 7 | 19 |
| TOTAL | | 21 | 5 | 30 | 13 | 9 | 12 | 59 | 26 | 26 | 11 | 145 | 67 | 212 |

Table 18C

**DETAILS OF DISABLED CHILDREN IDENTIFIED BY NATURE OF DISABILITY IN THE
AGE GROUP (6-11 YEARS) (Out of School)**

| S. No. | Name of the Block/Zone | Mentally Retarded | | Visually Impaired | | Hearing Impaired | | Ortho | | Multiple Disability | | Grand Total | | |
|--------------|------------------------|-------------------|-----------|-------------------|-----------|------------------|-----------|-----------|-----------|---------------------|-----------|-------------|------------|------------|
| | | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Total |
| 1 | Kathua | 5 | 1 | 3 | 0 | 2 | 2 | 7 | 8 | 13 | 8 | 30 | 19 | 49 |
| 2 | Barnoti | 3 | 1 | 1 | 0 | 0 | 0 | 11 | 1 | 3 | 1 | 18 | 3 | 21 |
| 3 | Lakhanpur | 1 | 2 | 1 | 1 | 1 | 1 | 3 | 4 | 6 | 1 | 12 | 9 | 21 |
| 4 | Marheen | 4 | 2 | 1 | 0 | 2 | 5 | 3 | 0 | 0 | 0 | 10 | 7 | 17 |
| 5 | Hiranagar | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 5 | 2 | 7 | 3 | 10 |
| 6 | Sallan | 3 | 2 | 1 | 0 | 0 | 2 | 0 | 6 | 5 | 5 | 9 | 15 | 24 |
| 7 | Ghagwal | 4 | 0 | 1 | 1 | 1 | 2 | 1 | 2 | 5 | 0 | 12 | 5 | 17 |
| 8 | Bhaddu | 2 | 2 | 3 | 1 | 2 | 2 | 4 | 4 | 5 | 2 | 16 | 11 | 27 |
| 9 | Billawar | 2 | 1 | 0 | 2 | 0 | 2 | 8 | 5 | 6 | 6 | 16 | 16 | 32 |
| 10 | Malhar | 4 | 5 | 4 | 0 | 7 | 2 | 21 | 7 | 8 | 6 | 44 | 20 | 64 |
| 11 | Basohli | 2 | 3 | 4 | 4 | 1 | 2 | 9 | 4 | 7 | 9 | 23 | 22 | 45 |
| 12 | Mahanpur | 1 | 0 | 2 | 1 | 1 | 0 | 0 | 1 | 2 | 0 | 6 | 2 | 8 |
| 13 | Bani | 4 | 2 | 1 | 2 | 2 | 7 | 3 | 2 | 16 | 11 | 26 | 24 | 50 |
| TOTAL | | 36 | 21 | 23 | 13 | 19 | 27 | 70 | 44 | 81 | 51 | 229 | 156 | 385 |

Table 18D

**DETAILS OF DISABLED CHILDREN IDENTIFIED BY NATURE OF DISABILITY IN THE
AGE GROUP (11-14 YEARS) (Out Of School)**

| S. No. | Name of the Block/ Zone | Mentally Retarded | | Visually Impaired | | Hearing Impaired | | Ortho | | Multiple Disability | | Grand Total | | |
|--------------|-------------------------|-------------------|-----------|-------------------|----------|------------------|-----------|-----------|-----------|---------------------|-----------|-------------|-----------|------------|
| | | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Total |
| 1 | Kathua | 2 | 4 | 1 | 0 | 1 | 0 | 4 | 0 | 4 | 3 | 12 | 7 | 19 |
| 2 | Barnoti | 1 | 2 | 1 | 1 | 0 | 1 | 1 | 2 | 4 | 1 | 7 | 7 | 14 |
| 3 | Lakhanpur | 3 | 0 | 3 | 1 | 2 | 0 | 2 | 2 | 3 | 1 | 13 | 4 | 17 |
| 4 | Marheen | 1 | 2 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 3 | 3 | 6 |
| 5 | Hiranagar | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 2 | 0 | 4 | 1 | 5 |
| 6 | Sallan | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 0 | 0 | 1 | 1 | 3 | 4 |
| 7 | Ghagwal | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 5 | 2 | 9 | 11 |
| 8 | Bhaddu | 1 | 0 | 2 | 0 | 1 | 0 | 5 | 3 | 2 | 0 | 11 | 3 | 14 |
| 9 | Billawar | 0 | 2 | 3 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 3 | 4 | 7 |
| 10 | Malhar | 9 | 3 | 1 | 3 | 2 | 2 | 7 | 5 | 4 | 5 | 23 | 18 | 41 |
| 11 | Basohli | 1 | 0 | 2 | 0 | 3 | 4 | 6 | 1 | 3 | 4 | 15 | 9 | 24 |
| 12 | Mahanpur | 0 | 1 | 1 | 0 | 0 | 2 | 1 | 0 | 1 | 0 | 3 | 3 | 6 |
| 13 | Bani | 1 | 2 | 0 | 1 | 1 | 5 | 1 | 1 | 8 | 6 | 11 | 15 | 26 |
| TOTAL | | 21 | 18 | 14 | 7 | 11 | 16 | 29 | 19 | 33 | 26 | 108 | 86 | 194 |

The following is the detail of various activities along with the cost and the intervention to which the cost has to be debited.

| AWP&B Source | Activity | Amount (Rs. in lacs) | Rational |
|------------------------------------|--|----------------------|---|
| IED | Appointment of resource persons | 6.50 | 13 resource teachers shall be appointed on contract basis for Rs. 5000/- per month |
| Teacher training | 2 days orientation of all teachers | 1.68 | |
| IED | Fixed TA for the recourse teachers | 0.35 | |
| IED | Community mobilization and parental counseling | 1.30 | 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. |
| IED | Capacity building of CRP and one Head teacher in a cluster for mobilization. | 0.3 | 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/- |
| IED | Awareness for holding assessment camps to ensure maximum participation. | 1.3 | An amount of Rs.10000/- per zone shall be spent. |
| IED | Expenditure on holding assessment camps. | 2.0 | An amount of Rs.12500 shall be spent on each camp. In addition an amount of Rs.50/- shall be spent on each child for his transportation to & fro and refreshment including one attendant. |
| | Holding of measurement camps | 0.2 | A limited number of children shall need measurement. The amount shall be spent on their transportation, refreshment etc. |
| | Providing of assistive devices. | 2.6 | 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 EDIP scheme. |
| Monitoring Evaluation and Research | TLM preparation at zonal and cluster level. | 2.0 | TLM shall be kept at zonal and cluster level. |

Early Child Hood Care And Education

Realizing the crucial importance of rapid physical and mental growth during early childhood, a number of programmes of ECCE were started particularly after the National Policy for Children 1974.

The existing ECCE programmes include:

- I. Integrated Child development Scheme (ICDS).
- II. Pre-Primary Schools run by the State Government.

ICDS: The first Project under this scheme was started in Billawar during the year 1978. At present, 664 ICDS centres covering 5609 children in the age group 1-6 are functioning in the district. The project has fixed the target of covering 26000 children.

STATEMENT SHOWING THE ENROLMENT OF BENEFICIARIES ENDING NOVEMBER 2004 OF ICDS PROJECTS OF DISTRICT KATHUA

| S. No. | Enrolment | Pregnant Ladies | Nursing Mothers | Children 1 to 3 years | Children 3-6 Years | No. of AWCS |
|--------------|----------------|-----------------|-----------------|-----------------------|--------------------|-------------|
| 1 | Kathua | 210 | 332 | 449 | 1123 | 120 |
| 2 | Hiranagar | 190 | 315 | 1154 | 754 | 107 |
| 3 | Billawar | 260 | 554 | 1192 | 1003 | 155 |
| 4 | Basohli | 168 | 255 | 872 | 868 | 70 |
| 5 | Bani | 69 | 144 | 248 | 630 | 64 |
| 6 | Barnoti | 200 | 235 | 800 | 592 | 80 |
| 7 | Ghagwal | 95 | 142 | 197 | 317 | 38 |
| 8 | Lohai - Malhar | 78 | 112 | 251 | 322 | 30 |
| TOTAL | | 1270 | 2089 | 5163 | 5609 | 664 |

Realizing the crucial importance of rapid physical and mental growth during early childhood, pre-primary education has been introduced in all Government Schools & during the year 2004. As the National Policy of Education has given great deal of importance to early education, it views Pre-Primary education as a crucial input in the strategy of human resource development, as a feeder and support programme for primary education. Age span covered under Pre-primary education is between 3 to 5 years. The Government of Jammu & Kashmir decided during 2003-04 to start pre primary education in all elementary schools of the state. However, in district Kathua pre primary education has been started in limited number of schools. After the introduction as well as implementation of the scheme about 3373 children have been enrolled in the Government Schools in the district. During the financial year 2005-06 an attempt shall be made to introduce pre primary classes in all the girls elementary schools of the district so as to take off some load of caviling care from adolescent girls and ensure their participation in the schools. It is pertinent to mention here that pre -primary classes will be started in those girl schools where such type of facility is not available. The teachers will be provided specific training programs related ECCE. In this connection toy kits and other related material will be provided to schools to facilitate the education of such children.

Following is the enrolment scenario of the district in 3-6 age group pre primary classes and zone wise list of the schools, which are running pre primary classes.

Table 20 D
DATA ON ENROLLMENT (0-6 AGE GROUP)

| Si. No. | Name of the Zone | Enrollment (0-6 age group) All communities | | | | | | | | |
|---------|------------------|--|-------------|-------------|--------------|-------------|--------------|--------------|--------------|--------------|
| | | Urban | | | Rural | | | Total | | |
| | | Male | Female | Total | Male | Female | Total | Male | Female | Total |
| 1 | KATHUA | 2038 | 1600 | 3638 | 1432 | 1173 | 2605 | 3470 | 2773 | 6243 |
| 2 | BARNOTI | | | | 723 | 584 | 1307 | 723 | 584 | 1307 |
| 3 | LAKHANPUR | 54 | 76 | 130 | 2573 | 1991 | 4564 | 2627 | 2067 | 4694 |
| 4 | MARHEEN | | | | 935 | 642 | 1577 | 935 | 642 | 1577 |
| 5 | HIRANAGAR | 278 | 210 | 488 | 1057 | 681 | 1738 | 1335 | 891 | 2226 |
| 6 | SALLAN | | | | 730 | 520 | 1250 | 730 | 520 | 1250 |
| 7 | GHAGWAL | | | | 1471 | 954 | 2425 | 1471 | 954 | 2425 |
| 8 | BHADDU | | | | 534 | 294 | 828 | 534 | 294 | 828 |
| 9 | BILLAWAR | 75 | 73 | 148 | 615 | 509 | 1124 | 690 | 582 | 1272 |
| 10 | MALHAR | | | | 371 | 259 | 630 | 371 | 259 | 630 |
| 11 | BASOHLI | 118 | 197 | 315 | 576 | 556 | 1132 | 654 | 753 | 1407 |
| 12 | IMAHANPUR | | | | 1168 | 979 | 2147 | 1168 | 979 | 2147 |
| 13 | BANI | | | | 420 | 365 | 785 | 420 | 365 | 785 |
| | TOTAL | 2563 | 2156 | 4719 | 12605 | 9507 | 22112 | 15128 | 11663 | 26791 |

Table 20 E
DATA ON ENROLLMENT (0-6 AGE GROUP)

| Si. No. | Name of the Zone | Enrollment (0-6 age group) SC | | | | | | | | |
|---------|------------------|-------------------------------|------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | | Urban | | | Rural | | | Total | | |
| | | Male | Female | Total | Male | Female | Total | Male | Female | Total |
| 1 | KATHUA | 641 | 586 | 1227 | 615 | 516 | 1131 | 1256 | 1102 | 2358 |
| 2 | BARNOTI | | | | 278 | 248 | 526 | 278 | 248 | 526 |
| 3 | LAKHANPUR | | | | 146 | 136 | 282 | 146 | 136 | 282 |
| 4 | MARHEEN | | | | 255 | 202 | 457 | 255 | 202 | 457 |
| 5 | HIRANAGAR | 47 | 45 | 92 | 300 | 214 | 514 | 347 | 259 | 606 |
| 6 | SALLAN | | | | 112 | 68 | 180 | 112 | 68 | 180 |
| 7 | GHAGWAL | | | | 291 | 179 | 470 | 291 | 179 | 470 |
| 8 | BHADDU | | | | 108 | 95 | 203 | 108 | 95 | 203 |
| 9 | BILLAWAR | 11 | 10 | 21 | 110 | 91 | 201 | 121 | 101 | 222 |
| 10 | MALHAR | | | | 71 | 56 | 127 | 71 | 56 | 127 |
| 11 | BASOHLI | 30 | 68 | 98 | 87 | 119 | 206 | 117 | 187 | 304 |
| 12 | MAHANPUR | | | | 43 | 54 | 97 | 43 | 54 | 97 |
| 13 | BANI | | | | 73 | 37 | 110 | 73 | 37 | 110 |
| | TOTAL | 729 | 709 | 1438 | 2489 | 2015 | 4504 | 3218 | 2724 | 5942 |

Table 20 F
DATA ON ENROLLMENT (0-6 AGE GROUP)

| S. No. | Name of the Zone | Enrollment (0-6 age group) SC | | | | | | | | |
|--------|------------------|-------------------------------|--------|-------|-------|--------|-------|-------|--------|-------|
| | | Urban | | | Rural | | | Total | | |
| | | Male | Female | Total | Male | Female | Total | Male | Female | Total |
| 1 | KATHUA | 11 | 8 | 19 | 125 | 121 | 246 | 136 | 129 | 265 |
| 2 | BARNOTI | | | | 52 | 51 | 103 | 52 | 51 | 103 |
| 3 | LAKHANPUR | 2 | 3 | | 66 | 47 | 113 | 68 | 50 | 118 |
| 4 | MARHEEN | | | | 54 | 40 | 94 | 54 | 40 | 94 |
| 5 | HIRANAGAR | | | 0 | 9 | 11 | 20 | 9 | 11 | 20 |
| 6 | SALLAN | | | | 14 | 19 | 33 | 14 | 19 | 33 |
| 7 | GHAGWAL | | | | 15 | 13 | 28 | 15 | 13 | 28 |
| 8 | BHADDU | | | | 22 | 16 | 38 | 22 | 16 | 38 |
| 9 | BILLAWAR | 1 | 4 | 5 | 34 | 19 | 53 | 35 | 23 | 58 |
| 10 | MALHAR | | | | 57 | 40 | 97 | 57 | 40 | 97 |
| 11 | BASOHLI | | | 0 | 37 | 34 | 71 | 37 | 34 | 71 |
| 12 | MAHANPUR | | | | 40 | 28 | 68 | 40 | 28 | 68 |

ZCONE WISE LIST OF SCHOOL RUNNING PRE- PRIMARY CLASSES 2004-05

| S. No. | Name of the Zone | Number of Schools where Pre-Primary Classes are running | Enrolment | | |
|--------------|------------------|---|-------------|-------------|-------------|
| | | | Boys | Girls | Total |
| 1 | Kathua | 68 | 233 | 237 | 470 |
| 2 | Lakhanpur | 50 | 120 | 137 | 257 |
| 3 | Barnoti | 40 | 123 | 89 | 212 |
| 4 | Marheen | 61 | 192 | 204 | 396 |
| 5 | Hiranagar | 49 | 130 | 103 | 233 |
| 6 | Ghagwal | 50 | 153 | 110 | 263 |
| 7 | Sallan | 47 | 141 | 134 | 275 |
| 8 | Bhaddu | 40 | 99 | 54 | 153 |
| 9 | Billawar | 48 | 138 | 119 | 257 |
| 10 | Malhar | 88 | 182 | 148 | 330 |
| 11 | Mahanpur | 29 | 69 | 59 | 128 |
| 12 | Basohli | 35 | 125 | 117 | 242 |
| 13 | Bani | 36 | 81 | 76 | 157 |
| TOTAL | | 641 | 1786 | 1587 | 3373 |

ZONE WISE NUMBER OF SCHOOLS WHERE PRE-PRIMARY CLASSES PROPOSED FOR THE YEAR 2005-06

| S. No. | ZONE | NO. OF SCHOOLS | Expected roll and Proposed |
|--------|-----------|----------------|----------------------------|
| 1 | Kathua | 15 | 105 |
| 2 | Lakhanpur | 17 | 102 |
| 3 | Barnoti | 29 | 162 |
| 4 | Marheen | 20 | 117 |
| 5 | Hiranagar | 18 | 85 |
| 6 | Ghagwal | 16 | 88 |
| 7 | Sallan | 18 | 55 |
| 8 | Bhaddu | 12 | 60 |
| 9 | Billawar | 29 | 155 |
| 10 | Malhar | 25 | 150 |
| 11 | Mahanpur | 21 | 145 |
| 12 | Basohli | 23 | 85 |
| 13 | Bani | 26 | 201 |
| | Total | 269 | 1510 |

To sum up there are two sets of children attending pre primary classes. In ICDS early childhood care and education is one of the components. It is understood that pre primary education is also provided in the ICDS centres of the district. Another set of children attends government schools. An attempt was made at convergence of pre primary classes in primary schools and pre primary classes in ICDS centres. A committee appointed by the government examined the issue of the convergence but reported that there would be innumerable logistic difficulties in convergence. Besides the state government shall have to spend additional resources for this purpose. So the idea of convergence was abandoned.

Under innovative activities an amount of Rs. 15.0 lacs is provided for this component. The district plans to have the following strategies for supporting ECCE in government schools:

1. Provide ECCE kits to the schools.
2. Provide training to one teacher in each school where pre primary classes have been started and also include one teacher from each girl's school where these classes shall be started during the current year.
3. Monitoring of the scheme.

| S. I No | AWP&B Source | Activity | Amount (Rs.in lacs) | Rational |
|---------|--------------------------------------|--------------------------------------|---------------------|--|
| 1. | Innovative activity (ECCE component) | Providing of ECCE kits. | 11.92 | ECCE kits to 1192 schools shall be provided @ Rs.1000/- per school. |
| 2. | Innovative activity (ECCE component) | Teacher training for ECCE component. | 2.50 | 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 | 0.6 | 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. |

Girls Education

Present scenario

Literacy:

As stated earlier literacy rate for females has also improved considerably since independence, however, still lower than the male literacy rates. The table presented below may help you to compare the male/ female literacy rates as well as to see the improvement in female literacy over a period of time.

Growth Rate for 1991 – 2001 = +22.21% literacy

Census 2001

| <u>Total Population</u> | <u>Male</u> | <u>Female</u> |
|-------------------------|-------------|---------------|
| 5.5.50 lacs | 2.89 lacs | 2.61 lacs |
| 65.29% | 75.73% | 53.92% |

The above table shows that nearly 46.08% girls/ women are illiterate in our District Kathua even today. Rural girls are far more disadvantaged and the girls belonging to the scheduled castes, scheduled tribes and minorities are the worst affected.

Enrolment:

There has been a considerable increase in enrolment of both boys & girls at Primary and upper primary level during the last five decades. However the girl's enrolment is lower than boys both at primary and upper primary level.

The gross enrolment ratio (GER) in class I-V were 98.59 for boys as compared to 97.76 for girls. In classes VI-VIII the GER was 97.89 for boys as compared to 95.54 for girls in 2004-05. Girls belonging to scheduled castes and scheduled tribes are lagging behind both boys as well as girls belonging to all communities e.g. the gross enrolment ratio of SC girls in classes I-VV was 91.23 and in classes VI-VIII only 94.64 girls were enrolled.

The situation is worst for ST girls as 90.92 girls were enrolled in class I-V and only 84.38 in classes VI-VIII during 2004-05.

Dropout Rates:

A large number of our children dropout before completing elementary education. Dropout rate is high for girls than for boys especially at the upper primary level. As per latest survey report (under SSA), the dropout rate was 3.13 for girls as compared to 1.67 for boys. Data also tell us that the dropout rate of rural girls is higher than the girls belonging to general category and more SC and ST girls dropout from schools before completing the elementary education. Low enrolment and high dropout among girls affect their participation at Secondary/ Senior Secondary Level as well as in higher education and in technical and professional courses.

Reasons for Low Educational Status of Girls:

We have tried to analyze, why there are less girls in educational institutions especially at Upper Primary and Secondary/ Senior Secondary Level.

The main obstacles have their roots in our social structure as well as deficiencies in our educational system as a whole.

Reasons for non-enrolment of girls in schools or their pre-mature discontinuation are given below:

Socio-Cultural Reasons:

- ❖ Neglect of girl child since her birth or even before due to son-preference among our society. Consequently girls have low health status and low esteem.
- ❖ Discriminatory attitude of family towards girl's child.
- ❖ Withdrawal of girls from school with the attainment of puberty (11-13) early marriage especially in backward and hilly areas of Malhar, Basohli & Bani Zones of the District.
- ❖ Resentment among parents to send their daughters to co-educational schools, lack of girls schools at upper primary/ secondary level in rural areas and lack of female teachers in schools.

Economic Reasons:

- ❖ Involvement of girls in domestic work like cooking, cleaning, sibling care etc.
- ❖ Belonging to poverty stricken groups e.g. landless agricultural labourers, workers, migrant labour, and urban dwellers. It is the girl's education that suffers.

Educational Reasons:

- ❖ Educational System is not designed in time with the education needs of girls and family in particular.
- ❖ Lack of upper primary/ secondary schools in rural areas.
- ❖ Lack of Hostel facilities for girls in rural and remote areas.

More than enrolment the measure problem faced in girl's education is the achievement levels of girls. Barring the urban areas where girls tend to take lead over boys in achievement levels the general achievement levels of girls are very low. The reasons for low achievement levels are not far to seek the socio cultural reasons are to be blamed for this scenario. It will be seen from the table that more than 50% of the girls have an achievement level less than 50% in English, Mathematics and Science.

KGBV intervention:

The District is divided into 13 educational zones, out of these 13 zones, the eight zones are almost hilly. In the District Scheduled caste population is 143812. ST Population is 4090941.

In the hilly zones children of some areas are unable to get quality education due to lack of transport facilities. Due to social customs and economic reasons the female education needed special attention.

Marheen and Ghagwal zones being along the International Border with Pakistan, education especially female education is affected because of frequent cross firing.

Keeping in view the guidelines and norms of the scheme, whose main objective is to open residential schools for girls especially in difficult areas belonging to SC, ST, OBC or minorities? As per HHS report, the following sites have been identified for opening KGBV in the District and submitted for approval.

The place with respect to zones are given below:

| <u>S. N No.</u> | <u>Place</u> | <u>Zone</u> | <u>CD Block</u> |
|------------------------|---------------------|--------------------|------------------------|
| 1. | Dadwara | Bhaddu | Billawar |
| 2. | Haria Chak | Marheen | Barnoti |

The KGBV plans have been submitted to Government of India and are being sanctioned.

Given the literacy scenario as well as the lower achievement levels of girls our strategy during the current year would be two fold:

- a) To raise the achievement level of girls and for this purpose provide remedial teaching.
- b) To conduct enrolment drives for girls especially in tribal areas where gross enrolment ratio is very low as compared to other categories.

The following activities along with the costing is proposed for the current year:

| S. No | AWP&B Source | Activity | Amount (Rs.in lacs) | Rational |
|-------|---|---|---------------------|--|
| 1. | Innovative activity (Girls education component) | Remedial teaching for girls with in selected tribal blocks with less than 50% achievement levels. for classes Vth to VIIIth. | 10.0 | Conduct special classes either through the existing teachers or through volunteers who will be provided nominal honorarium. |
| 2. | Innovative activity (Girls education component) | Enrolment drive in tribal blocks of Bani, Loi Malhar and Hilly pockets of the district. | 2.0 | |
| 3. | 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. | 3.0 | Vocational training shall be provided to empower girls so that their parents do not look at their educational endeavour as a futile exercise |

Chapter VIII

COMMUNITY PARTICIPATION AND COMMUNITY MOBILIZATION

The village education committees have been framed

Some training of village education committees was also done in April and August 2003. Beyond that no effort has been so far made to activate and revitalize village education committees. But the participation of VECs in the management of schools has not been very encouraging. It appears that proper mobilization has not been done in the pre project activity phase. The community involvement among STs is almost negligible. The total ST population of the district is more than 6%. The ST communities suffer from many disadvantages including dismal literacy rates. The involvement of these communities even in the areas where they have predominance 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 very successfully concluded in the state. The Panchayat elections are also on the anvil. There is every hope that the self-governing institutions at the grass roots level shall be in place during the coming financial year. Therefore it is absolutely necessary to activate VECs. Coordinators 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, monitoring and management component and MER.

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.
- 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.
- At least 2500 VEC members 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 of the Annual Work Plan & Budget.
- 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. These campaigns shall be distinct feature of our programmes especially in the zones of Loi Malhar, Billawar, Basohli and other hilly areas.
- 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 but it is not 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. However, no training has so far 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. S. No | SSA head | AWP&B component | Activity | Cost (Rs. In lacs) | Rationale |
|----------|----------|-------------------------------------|--|---------------------|---|
| 1 | 14 | Training of VECs | Training of Village Education Committee Members at Zonal levels | 1.50 | 2500 VECs @ 4 VECs per committee |
| 2 | | Management cost | Three day training of Resource persons headmasters /Head teachers. at Zonal Level | 0.65 | 104 resource persons & 1192 head teachers @ Rs 50/- per day. |
| 3 | | Management Cost | Three day training of Resource persons at District Level. | 0.05 | Two Asstt. Coordinator in each of 13 zones @ Rs 70/- per day |
| 4 | | Management Cost | One day training of Municipal Councilors of the recently elected Municipal Councils in the district. | 0.07 | Around 66 councilors. |
| 5 | | Monitoring, Evaluation & Research | Three day training of Resource persons and head teachers at the zonal level for implementation of Village Education Register | 2.78 | 130 RP & 1192 Head teachers @ Rs 70 per day |
| 6 | | Monitoring, Evaluation & Research | Implementation of village Education register in general areas | 0.57 | Cost of register & incentive to RPs etc |
| 7 | | Monitoring, Evaluation and Research | One day orientation of VEC and SMC presidents members at cluster level for enrollment drive | 2.21 | 2500 VECs @ 4 VECs per committee & 1192 Head teachers @ Rs 60 per day |
| 8 | | Monitoring, Evaluation & Research | Two-day training programme of Resource persons at Zonal Level for enrollment drive. | 0.75 | 130 RPs and 4 head teachers from each of 104 clusters. |
| 9 | | Monitoring, Evaluation & Research | One day training programme of Resource persons at district level for enrollment drive | 0.03 | 26 Asstt. Coordinators & 13 ZEOs @ Rs 70 per day. |
| 10 | | Monitoring, Evaluation & Research | Traveling cost of RPs during actual enrollment drive | 1.36 | 130 RPs and 4 head teachers from 104 clusters for five days |

| | | | | | |
|----|--|-----------------------------------|---|-----|---|
| | | | | | @ Rs 50/- per day per person |
| 11 | | Monitoring, Evaluation & Research | Traveling cost of RPs for observing enrollment drive for three days only. | 0.3 | 2 Asstt. Coordinators & one ZEO.Hire charges of vehicle @ Rs 500/- per day, & refreshment @ Rs 50/- per day |
| 12 | | Monitoring, Evaluation & Research | Observation of enrollment drive at village level by VEC/SMC | 1.0 | For two VEC members & two SMC members refreshment @ Rs 10/- per person for four days. |

In order to fully involve the committee in the implementation of the programme at the village/ ward level a series of meetings shall be organised at the village level 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 | SSA head | AWP&B component | Activity | Cost (Rs. In lacs) | Rationale |
|-------|----------|-----------------|---|--------------------|---|
| 1 | | Management cost | Monthly meeting of VECs and SMC | 4.05 | Refreshment of Rs. 10/- per person per meeting @ 8 meeting per year |
| 2 | | Management cost | Quarterly meeting of VECs and SMC at zonal level. | 1.7 | Refreshment of RS 30/- per person per meeting @ 3 meeting per year. 2 VECs members and president SMC shall attend |

Chapter IX

Research, Monitoring & Evaluation

During the year 2003-05 no activity could be undertaken under this component, as funds were not provided from the project. The district of Kathua suffers from the disadvantage of poor database available. This has adversely affected proper diagnosis of the problems as well as the remedial measures, which could be proposed. There are no base line data available for enrolment, retention, dropout rates, achievement levels etc. It is absolutely necessary to build a strong database. The household survey, which was conducted in March 2004, has further highlighted the necessity of this database available. Since the survey encompassed all the measure issues related to elementary education it could not intensely focus on the core issues involved in universalisation of education like enrolment, retention, dropout rates, achievement levels etc.

We are in the third year of SSA implementation and certain landmark achievements have been made especially in providing physical access to the schools. Teacher training has also been conducted for two successive years on a massive scale. There is a need to conduct impact studies to measure the impact of these components and also point out shortcomings in the implementation.

Monitoring & Evaluation at school level:

Under monitoring, it has been suggested that every school will have notice board showing all the grants received by the school and the details thereof. The school is supposed to display the information it renders so that the funds provided and the performance is made known to the general public. VEC shall review the performance of the school in the monthly meeting, which they shall be conducting. Any corrective measures at this stage shall be taken by the school administration. But wherever the subject does not fall within the competence and jurisdiction of school the matter shall be referred to the cluster level.

Monitoring & Evaluation at cluster level:

Monitoring and evaluation of the various components of the scheme is one of the responsibilities of CRPs. This shall be focal part of monthly meetings to be conducted at the cluster level as per the guidelines and schedule provided for operationalisation of ZRCs/CRCs. If any problem cannot be addressed at cluster level the same shall be referred to the zonal level and this shall be addressed at the zonal level. The monitoring shall not be restricted to the academic aspect only but shall be broad based to cover all the interventions.

Monitoring & Evaluation at Zonal level:

The monitoring and evaluation shall be repeated at the zonal level as at cluster level. They will also monitor and evaluate the academic side at the upper primary level as per the guidelines prescribed by the Society.

Monitoring & Evaluation at District level:

At district level the monitoring has been entrusted to the DIETs by the Society. The monitoring at this level is being funded by the Society directly. The monitoring reports generated by the DIETs are shared with the district level administration for corrective measures. But it has been strongly felt that there should be monitoring mechanism in place at the district level, which can report directly to the Chief Education Officer. This would provide an opportunity to the Chief Education Officer to assess and evaluate all the activities at his own level. The multi tier monitoring mechanism shall go a long way in building a rigorous implantation regime. For this purpose a committee shall be constituted at the district level in which senior officer in the office of CEO, DRG member and one or two leading social activists shall be associated. This monitoring can be funded from the management component of the scheme.

Research:

At the state level Research Advisory Committee has been constituted. The Advisory Committee has already selected some major areas of research which include

1. Access.
2. Infrastructure.
3. Enrolment.
4. Retention.
5. Achievement levels.
6. Girls' education.
7. Social disparities.

At the district level we feel that there is a dire need to conduct base line surveys on the above fields of elementary education. The lead institution for purpose of research at the district level shall be the DIET. A Research Coordinator shall be nominated who will coordinate the research projects in the district. There will be a team of experts to be nominated by Principal DIET from his staff as well as from the field who shall look after various research components. This component shall be funded from research monitoring and evaluation component of the scheme.

| S. No | AWP&B Source | Activity | Amount (Rs.in lacs) | Rational |
|-------|------------------------------------|--|---------------------|--|
| 4. | Monitoring Research and Evaluation | Salary for the resource teachers for Inclusive education. | 6.50 | This has already been proposed under IED component. |
| 5. | | Base line surveys in enrolment, retention, dropout rates and achievement levels. | 3.00 | This amount has been projected for all the 13 zones of the district. |
| 6. | | Cohort analysis especially in the zones with predominance of tribal population. | 1.50 | This amount has been projected for all the 13 zones of the district. |
| 7. | | Capacity building for conducting base line surveys etc. | 0.50 | This amount has been projected for all the 13 zones of the district. |
| 8. | | Impact studies especially the impact of teacher raining and access through EGS | 1.00 | This amount has been projected for all the 13 zones of the district |

It has been decided to appoint a Research Committee for conducting research on district specific and state specific subjects related to the elementary education. An amount of Rs.1400/- per school on research as per the latest guidelines received from Ministry of Human Resource Development.

Similarly Monitoring and Evaluation shall be strengthened. The Universities of Kashmir and Jammu are the monitoring institutions for SSA. They shall be fully involved in monitoring of the scheme. During the year 2003-04 the State Institutes of Education and DIETs were involved in monitoring the programme especially the teacher-training programme.

Regarding monitoring of quantitative and qualitative indicators the data capturing formats devised by NIEPA and NCERT have been supplied to the zonal resource persons and cluster resource persons. They are in the process of collecting the information. Meanwhile steps have been taken to establish EMIS. The Programmers and Assistant Programmers for the state and district levels have been appointed. They are in the process of joining. A training programme in the operation of DISE software shall be imparted with the help of NIEPA and Ed.CIL. We have also purchased hardware for this purpose. Hopefully the EMIS shall become operational from the month of July 2004.

Chapter X

Civil Works

Effective Classroom teaching is quite impossible in the absence of congenial infrastructure facilities – At the moment there are 195 number of schools in the district, which are even without buildings. Not only this, these schools are functioning subject to the fair weather conditions as a result of which effective teaching learning cannot be provided to the children.

However, after the implementation of SSA programme in the District, the overall Education Scenario has been undergone tremendous change. The Provision of TLE and TLM grant have also brought fruitful results, besides this, greater emphasis has been laid on the improvement of existing school infrastructure facilities, which have considerably helped in the betterment of learning process in the existing system of education.

It is pertinent to mention here that in the implementation of scheme regarding Civil Works in the district came across various problems such as untimely release of funds, higher cost of construction in the remotest areas of the district and ignorance of the members regarding the financial norms.

The Zones such as Hiranagar, Marheen, Ghagwal and Kathua are water logged. Such sites require additional treatment for water logging to make the foundations to bear the load of the structure.

Similarly, the zones such as Sallan, Billawar, Bhaddu, Malhar, Basohli, Bani, Mahanpur and Lakhanpur are hilly. In some of these areas the transportation cost of material is very high due to no road linkages because the sites are located far away from roads and there is no means of transportation. So, all the material required is carried manually and that is 3 – 15 Kms in hilly areas.

For construction purpose, the estimated unit cost of the amount allotted to the district is not sufficient. So we propose that the existing unit cost for execution of civil works to be raised by 10% to 15%.

ZONE-WISE CIVIL WORKS UNDER TAKEN DURING 2002-03, 2003-04 AND 2004-05 PLAN UNDER SSA

| S.S.No | Zone | New Primary School Building | | | Additional Classroom | | | BRC Building | | | CRC Building | | |
|--------------|-----------|-----------------------------|-----------|-----------|----------------------|-----------|-----------|--------------|----------|----------|--------------|-----------|-----------|
| | | 2002-03 | 2003-04 | 2004-05 | 2002-03 | 2003-04 | 2004-05 | 2002-03 | 2003-04 | 2004-05 | 2002-03 | 2003-04 | 2004-05 |
| 1 | Kathua | 3 | 5 | 3 | 2 | 8 | 5 | 0 | 1 | 0 | 0 | 1 | 1 |
| 2 | Barnoti | 1 | 0 | 1 | 1 | 1 | 4 | 0 | 0 | 0 | 0 | 1 | 1 |
| 3 | Lakhanpur | 2 | 2 | 2 | 1 | 7 | 11 | 0 | 0 | 0 | 0 | 1 | 1 |
| 4 | Marheen | 1 | 1 | 2 | 1 | 6 | 6 | 0 | 0 | 0 | 0 | 1 | 0 |
| 5 | Sallan | 1 | 1 | 1 | 1 | 1 | 5 | 0 | 0 | 0 | 0 | 1 | 0 |
| 6 | Hiranagar | 1 | 4 | 2 | 1 | 5 | 3 | 0 | 1 | 0 | 0 | 1 | 1 |
| 7 | Ghagwal | 3 | 1 | 2 | 2 | 2 | 6 | 0 | 0 | 0 | 0 | 1 | 1 |
| 8 | Basohli | 5 | 3 | 3 | 2 | 6 | 2 | 0 | 0 | 1 | 0 | 1 | 1 |
| 9 | Bani | 4 | 6 | 3 | 2 | 8 | 6 | 0 | 0 | 1 | 0 | 1 | 1 |
| 10 | Mahanpur | 0 | 1 | 2 | 2 | 2 | 6 | 0 | 1 | 0 | 0 | 1 | 1 |
| 11 | Bhaddu | 3 | 2 | 1 | 2 | 6 | 8 | 0 | 0 | 1 | 0 | 1 | 1 |
| 12 | Billawar | 1 | 2 | 3 | 1 | 4 | 3 | 0 | 0 | 0 | 0 | 1 | 0 |
| 13 | Malhar | 5 | 2 | 5 | 1 | 4 | 10 | 0 | 0 | 0 | 0 | 0 | 1 |
| Total | | 30 | 30 | 30 | 19 | 60 | 75 | 0 | 3 | 3 | 0 | 12 | 10 |

The targets fixed for the year 2002-03 & 2003-04 for construction of BRC/ CRC/ PPS buildings/ Additional Classrooms have been completed. But due to delay and release of only 25% funds for the year 2004-05, the targets fixed for the year 2004-05 could not be achieved as we have not received the balance amount of funds allotted for 2004-05 till date.

But the District is in position to achieve additional targets for execution of civil works if the funds allotted and released well in time.

BRC BUILDINGS PROPOSED FOR 2005-06

| S. No. | Name of the Zone | Cluster | Name of the School |
|--------|------------------|---------|--------------------|
| 1 | Barnoti | Barnoti | GMS Barnoti |
| 2 | Sallan | Dhalli | MS Dhalli |
| 3 | Ghagwal | Ghagwal | MS Ghagwal |

CRC BUILDINGS PROPOSED FOR 2005-06

| S. No. | Name of the Zone | Cluster | Name of the School |
|--------|------------------|-----------------|--------------------|
| | Kathua | Chak Desa Singh | MS Chak Desa Singh |
| | Lakhanpur | Lakhanpur | GMS Lakhanpur |
| | Ghagwal | | MS Ghagwal |
| | Marheen | Chhan Rorian | GMS Chhan Rorian |
| | Balani | | GMS Tappar |
| | Basohli | Rehan | MS Rehan |
| | Mahanpur | Karanwara | MS Karanwara |
| | Majhar | Machhedi | GMS Machhedi |
| | Bililawar | Plail | MS Plail |
| | Bhaddu | Thara Kalyal | MS Thara Kalyal |
| | Sallan | Dhalli | MS Dhalli |
| | Barnoti | Bagial | GMS Barnoti |
| | Hiranagar | Chadwal | MS Chadwal |

TABLE 16**EXISTING SCHOOL INFRASTRUCTURE OF PRIMARY SCHOOLS OF DISTRICT KATHUA**

| Name of Block/ Zone | 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 D/Water facility | No. of Schools with Toilet facility | No. of Schools with Girls Toilet | No. of Schools with Access Ramp | No. of Schools with Boundary Wall | No. of Schools with Playground |
|---------------------|----------------------|-------------------------------------|---|-------------------------------|------------------------------|--------------------------------------|-------------------------------------|----------------------------------|---------------------------------|-----------------------------------|--------------------------------|
| Kathua | 57 | 25 | 0 | 94 | 35 | 9 | 8 | 4 | 0 | 9 | 14 |
| Barnoti | 70 | 22 | 2 | 128 | 49 | 12 | 6 | 0 | 0 | 9 | 11 |
| Lakhanpur | 52 | 13 | 0 | 87 | 45 | 10 | 0 | 0 | 0 | 50 | 45 |
| Marheen | 56 | 8 | 2 | 124 | 34 | 25 | 9 | 1 | 0 | 18 | 26 |
| Hiranagar | 52 | 13 | 1 | 101 | 10 | 9 | 22 | 2 | 0 | 10 | 1 |
| Sallan | 51 | 10 | 8 | 90 | 20 | 7 | 3 | 2 | 1 | 9 | 20 |
| Ghagwal | 76 | 13 | 10 | 148 | 29 | 20 | 21 | 6 | 0 | 15 | 34 |
| Bhaddu | 57 | 19 | 7 | 94 | 62 | 16 | 9 | 0 | 0 | 4 | 3 |
| Bililawar | 46 | 10 | 15 | 67 | 29 | 5 | 1 | 0 | 0 | 0 | 0 |
| Majhar | 58 | 14 | 2 | 8 | 30 | 0 | 0 | 0 | 0 | 0 | 0 |
| Basohli | 75 | 17 | 22 | 72 | 52 | 8 | 1 | 0 | 0 | 0 | 5 |
| Mahanpur | 74 | 13 | 7 | 73 | 33 | 0 | 0 | 0 | 0 | 0 | 21 |
| Barnoti | 65 | 18 | 12 | 30 | 25 | 2 | 9 | 1 | 0 | 0 | 2 |
| TOTAL | 789 | 195 | 88 | 1116 | 453 | 123 | 89 | 16 | 1 | 124 | 182 |

TABLE 16A

STATUS OF SCHOOL INFRASTRUCTURE OF UPPER PRIMARY SCHOOLS OF DISTRICT KATHUA

| Zone | Total No. of S.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 D/Water facility | No. of Schools with Toilet facility | No. of Schools with Girls Toilet | No. of Schools with Access Ramp | No. of Schools with Boundary Wall | No. of Schools with Playground |
|------|------------------------|-------------------------------------|---|-------------------------------|------------------------------|--------------------------------------|-------------------------------------|----------------------------------|---------------------------------|-----------------------------------|--------------------------------|
| | 32 | | 0 | 155 | 52 | 21 | 13 | 8 | | 10 | 21 |
| | 25 | | 2 | 138 | 62 | 14 | 10 | 5 | | 10 | 11 |
| our | 23 | | 0 | 73 | 36 | 6 | 2 | 1 | | 5 | 18 |
| n | 24 | | 0 | 107 | 39 | 15 | 5 | 0 | | 21 | 6 |
| ar | 26 | | 2 | 132 | 24 | 17 | 12 | 1 | | 8 | 1 |
| | 20 | | 1 | 84 | 18 | 11 | 1 | 0 | | 5 | 12 |
| al | 27 | | 0 | 131 | 39 | 18 | 18 | 3 | | 13 | 17 |
| | 34 | | 10 | 98 | 42 | 20 | 3 | 2 | | 3 | 4 |
| | 23 | | 7 | 86 | 72 | 10 | 5 | 5 | | 10 | 0 |
| | 23 | | 1 | 14 | 38 | 0 | 0 | 0 | | 0 | 1 |
| | 17 | | 10 | 30 | 38 | 8 | 3 | 1 | | 3 | 2 |
| ur | 18 | | 5 | 52 | 32 | 3 | 1 | 1 | | 2 | 8 |
| | 32 | | 6 | 52 | 21 | 3 | 8 | 3 | | 1 | 2 |
| TAL. | 3324 | 0 | 44 | 1152 | 513 | 146 | 81 | 30 | 0 | 91 | 103 |

Building designs and costs:

For the civil works under progress type design as were already developed by the Rural Development Department and these type designs for primary schools continued to be adopted for SSA schools also. District Kathua has a homogeneous climatic and geographical condition except for the zones of Bani and Malhar and some parts of Basohli. Therefore the type design is in vogue for all the areas of the district except the areas indicated above. This type design suits the local condition. For primary schools there is a three-room design 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 slab roofing and iron / timber windows and doors. The plinth of the building is in rubble stone with dressed through stones at the corners/concrete. Regarding the upper areas where there is occasional snow fall also sloping roofing in galvanized and corrugated iron sheets is provided. Wherever it is not possible to transport bricks the buildings are constructed in dressed rubble stone but in cement mortar.

For Block Resource Centres the type design has been provided at the state level. 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 with slab.

Execution of civil works:

As laid down in the implementation framework 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 are 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 8th August 2002 has not been fully implemented in the state. The suggestive guidelines provide for an 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:

Notwithstanding the fact that there is a huge gap in infrastructure, there is the limitation of 33% imposed under SSA implementation framework. 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. The spill over and the cost of new works proposed for the year 2005-06 should not exceed 33% of the proposed budget allocation for the year 2005-06. Obviously this puts more limitation on civil works component. In the light of this we propose the following for the year 2005-06.

Drinking water facilities and toilet facilities:

The availability of drinking water facility and toilet facility is dismal. There are 609 primary schools and 167 upper primary schools without drinking water and toilet facilities. The state govt. has taken a decision that the Rural Development Department and PHE Department shall undertake this component under total sanitation campaign and Swajal Dhara scheme sponsored by the central govt. the funds available under this component have been diverted to the construction of primary schools. The Department of Rural Development has framed a plan for construction of toilets in the elementary schools. The details of the plan are given below:

| District | Govt. Rural Schools | | | | | | | |
|----------|---------------------|-------|--------|-------|---------------|-------|--------|-------|
| | Primary | | | | Upper Primary | | | |
| | Boys | Girls | Co-edu | Total | Boys | Girls | Co-edu | Total |
| 1 Kathua | 14 | 104 | 607 | 725 | 9 | 81 | 161 | 251 |

New proposals

| Total no. of primary schools. | Total no. of primary schools with building. | Total no. of primary schools without building. | No. of school buildings required in the district. |
|-------------------------------|---|--|---|
| 78789 | 594 | 195 | 195 |
| | | | |

| Total no. of upper primary schools. | Total no. of upper primary schools with building. | Total no. of upper primary schools without building. | No. of school buildings required in the district. |
|-------------------------------------|---|--|---|
| 32324 | 324 | 0 | 0 |

| Total no. of Additional classrooms required. | Total no. of Additional classrooms constructed under the previous plans. | Balance no. of additional classrooms. |
|--|--|---------------------------------------|
| 36368 | 154 | 214 |
| | | |

| Total no. of Block resource centres. | Total no. of Block resource centres with building. | Total no. of Block resource centres without building. | No. of Block resource centres required in the district. |
|--------------------------------------|--|---|---|
| 9 | 6 | 3 | 3 |

| Total no. of Cluster resource centres. | Total no. Cluster resource centres with building. | Total no. of Cluster resource centres without building. | No. of Cluster resource centres required in the district. |
|--|---|---|---|
| 104 | 22 | 82 | 42 |

Costs((Spill over + New works):

| No. of off 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+8+8 (on a/c DW/V/T facilities) | 90.0+24.0=114.0 | 100 | 440.00 | 554.00 |

| No. of BRC carried over as spill over. | Spill over cost. | No. of BRC proposed for the current year. | Cost @ Rs.6.60 lacs per building. | Total cost.(2+4) |
|--|------------------|---|-----------------------------------|------------------|
| 3 | 13.50 | 3 | 19.80 | 33.30 |

| No. of CRC carried over as spill over. | Spill over cost. | No. of CRC proposed for the current year. | Cost @ Rs.2.20 lacs per building. | Total cost.(2+4) |
|--|------------------|---|-----------------------------------|------------------|
| 10 | 15.00 | 42 | 92.40 | 107.40 |

| No. of Additional classrooms carried over as spill over. | Spill over cost. | No. of Additional classrooms proposed for the current year. | Cost @ Rs.1.65 lacs per room. | Total cost.(2+4) |
|--|------------------|---|-------------------------------|------------------|
| 75 | 84.375 | 214 | 353.10 | 437.48 |

Chapter V

PROGRESS OVERVIEW AND TARGETS

After the implementation of SSA Annual Work Plan during 2002-2003 onward, the number of schools increased from 1035 to 1241 and there was an increase in classroom teachers accordingly. There is an increase in enrolment @ 9% per year. There was quality improvement in classroom teaching due to various training programmes conducted during the last two years.

Various monitoring agencies reviewed the progress of plan implementation and projected the problems being faced by the field functionaries have been mentioned in Chapter VVI. Goals fixed for civil works, enrolment, dropout and quality issues have been nearly achieved.

The concept of micro-planning was adopted, but still needs improvement for which the district proposes to implement micro-planning in one village of each zone during the current financial year. The VECs/ PTS/ MTA were constituted in the district but their active participatory role is not as required. The concept of community ownership is still missing. The District proposes to motivate the community to seek their maximum participation in all the school activities i.e. enrolment, retention, quality improvement and social justice.

| S. No. | Activity | 2003-04 | | 2004-05 | |
|--------|---|---------|-------------|---------|-------------|
| | | Target | Achievement | Target | Achievement |
| | EVs engaged | | 203 | | 125 |
| | 2nd EVs | | | | |
| | Primary and Middle Schools | | | | |
| | No. of PS Opened | 90 | | - 61 | |
| | Upgradation from PS to UPS | 65 | | - 52 | |
| | TLE for PS | 38 | | 136 | |
| | TLE for UPS | 44 | | 68 | |
| | Teacher's Salary | | | | |
| | Teachers against NPS | | | | |
| | Teachers against Upgrading | | | | |
| | Salary Committed in respect of Teachers appointed in PS/ UPS & Addl. Teachers | 284 | | 408 | |
| | Salary of Resource Persons | | | | |
| | School Grant | 1063 | | 1106 | |
| | Teacher's Grant | 3380 | | 4445 | |
| | Free Text Books | 47179 | | 43549 | |
| | Training | | | | |
| | i) Training to ZRPs | | 130 | | |
| | ii) Teacher Training for In Service Teachers | | | 3195 | 1266 |
| | iii) Teacher Training Induction | | | | |
| | iv) Community Training for two days | | | 555 | |
| | Integrated Education for Disabled (IED) | | | 1029 | |
| | School Maintenance Grant | | | 911 | |
| | Civil Works: | | | | |
| | BRC | 3 | 3 | 3 | 3 |
| | CRC | 12 | 12 | 10 | 10 |
| | Construction of Primary School Buildings | 30 | 30 | 30 | 30 |
| | Additional Classrooms | 60 | 60 | 75 | 60 |
| | Drinking Water Facility | | | 25 | |
| | Toilet Facility | | | 25 | |
| | Electric Facility | | | 15 | |
| | Boundary Walls | | | | |
| | Research & Evaluation | | | 1106 | |
| | NPEGEL | | | | |
| | Teacher/ School Award | | | 8 | 8 |
| | Student Evaluation. Remedial Teaching Academic Support | | | 8 | |
| | Teacher Training | | | 8 | |
| | Child Care Centre | | | 16 | |
| | Engagement of Instructor / Data Compiling/ Maintenance of Schools | | | 8 | |
| | Community Participation | | | 0.3 | |

Chapter XI Management Cost

Adequate vigilant and continuous monitoring and Supervision are keys to the implementation of any Educational Programme. The same is true for the Sarva Shiksha Abhiyan. Monitoring in a broader sense is a continuous assessment of Progress, diagnosis of weaknesses and provision for introduction of remedial/ corrective measures. In order to achieve the targets of Civil Works, District Purposes one Junior Engineer in each C.D. Block in addition to one Assistant Engineer and Two Junior Engineers already engaged at the District Level.

For the implementation of various programmes at the Zonal Level and Cluster Levels, additional resources are needed for field functionaries such as District Resource Group/ Zonal Resource Groups, who has to monitor the progress of various activities at various levels.

In order to strengthen the MIS, the district needs various types of technical and non-technical persons, which would be engaged on contractual basis from the year 2005-06 Plan.

| S. S. No. | SSA Head | AWP & B Component | Activity | Cost | Rationale |
|--------------|----------|-------------------|--|--------------|---|
| 1 1 | | Management Cost | Salary of One Assistant Programmer | 0.72 | One Assistant Programmer @ Rs. 6000/- Per Month |
| 2 2 | | Management Cost | Salary of 15 Data Entry Operators; Two At District Level & One each at Zonal Level | 7.50 | Two Data Entry Operators at District Level and One Data Entry Operator in 13 Zones @ Rs. 5000/- for 10 Months |
| 3 3 | | Management Cost | Salary of One Assistant Engineer | 0.96 | One AE at District Level @ Rs. 8000/- per month for 12 months |
| 4 4 | | Management Cost | Salary of 2 JEs at District Level | 1.44 | 2 JE's at District Level @ Rs. 6000/- for 12 Months |
| 5 5 | | Management Cost | Salary of 9 JEs; One each at CD Block Level | 5.40 | 9 JE's at Block Level @ Rs. 6000/- per month for 10 months |
| 6 3 | | Management Cost | Fixed TA of 1 AE and 11 JE's and One Assistant Programmer | 1.50 | TA of one AE and One Assistant Programmer @ Rs. 1500/- Per Month for 12 Months. TA of 2 JE's @ Rs. 1000/- for 12 Months and 9 JE's @ Rs. 1000 for 10 Months |
| 7 7 | | Management Cost | One Peon/ Waterman | 0.12 | One peon cum waterman @ Rs. 1000/- per month for 12 months |
| 8 3 | | Management Cost | Safaiwala | 0.06 | One Safaiwala @ Rs. 500/- per month for 12 months |
| 9 3 | | Management Cost | Rent for SSA Buildings | 0.30 | Rent of SSA Office at District Headquarter @ Rs. 2500/- per month for 12 Months |
| 10 0 | | Management Cost | Furniture | 0.50 | Additional funds required for the Additional Engaged Staff |
| 11 1 | | Management Cost | Contingency of DRG Office | 0.50 | Stationary for the Office establishment of DRG Office |
| 12 2 | | Management Cost | TA of DRG Members | 1.00 | TA of DRG under State norms |
| 13 3 | | Management Cost | Refreshment for the monthly meeting at District level | 1.00 | Refreshment charges of ZRPs attending meeting at District level @ Rs. 20 per participant for 20 meetings |
| 14 4 | | Management Cost | Rent of 195 Schoolless Buildings | 9.36 | Rent of 195 Schoolless buildings @ Rs. 400/- per month for 12 Months |
| Total | | | | 30.36 | |

The remaining Management Cost will be shared between CEO Office and Zonal Offices in the Ratio of 20:80

Chapter XII NPEGEL

The Indian Society always remained a Male dominant society. During Pre-Independence period, a little effort was put towards the women education. But during Post-Independence period various schemes were launched for universalisation of education at various levels. But the gender gap continued to exist. In order to bridge the gender gap NPEGEL has great fit future for quality girl education in coming years.

Keeping in view the broad objectives i.e.

- To develop and promote facilities to provide access and to facilitate retention of girls and to ensure greater participation of women and girls in the field of education.
- To improve the quality of girls education for their empowerment.

One cluster from each zone having highest SC/ST population has been identified for the establishment of Model Cluster School as per table given below:

The schools will be provided with all the infrastructural facilities. The cluster level committees of such schools will be activated to undertake the mobilization for enrolment, retention and learning.

The field staff of such MSC will be encouraged by providing incentive for their achievements in enrolment, retention and learning outcome of girl students.

This scheme was introduced in the district in the year 2004-05 and efforts are being made to make this scheme fully operational in this year.

The sc/st community and girls will be covered under this scheme and in addition to the existing SSA activities.

The project KGBV has been submitted for approval. But in the year 2005-06 additional activities with this regard will be added to boost girl education in the district.

2. In all the girl school remedial teaching will be introduced for girl students whose enrolment is below 50%

- I. Model cluster school proposed in the year 2004-05 and 2005-06 will also improve their achievement level and enrolment
- II. Computer education will be provided to the girls students under innovative activities
- III. Vocational training will be introduced in the girl school
- IV. The teacher awards launched in the scheme has not generated anything positive in field of girl education. These awards will be awarded as under in the zone.
 - a) An award of Rs 2000 to such panchayat who show 100% enrolment of girl students in their panchayat.
 - b) An award of Rs 2000 to such C.R.P's who show 100% enrolment of SC/ST and minority community in their cluster.
 - c) An award RS 1000 to such teacher/C.R.P/Z.R.P who performs exemplary work in the field of girl education in the zone.

The following schools have been already identified under NPEGEL. Funds for toilet and drinking water facility and also TLE has been provided for these schools. However all the inputs could not be provided since funds were not received. Therefore for the interventions the funds were not received the same shall be carried over as spill over for the year 2005-06. Besides this the district also proposes taking up of 13 model schools, one in each zone so as to increase the reach of various facilities to the girl children in these zones. The schools have been identified and the list is also the part of the write-up.

MODEL CLUSTER SCHOOLS FOR 2004-05

| S. No. | CD Block | Name of the School |
|--------|-----------|--------------------------|
| 1 | Kathua | GMS Chak Sheikhan |
| 2 | Barnoti | GMS Barwal |
| 3 | Ghagwal | GMS Sanoora |
| 4 | Hiranagar | GMS Ward No. 3 Hiranagar |
| 5 | Basohli | GMS Mahanpur |
| 6 | Malhar | GMS Kohag |
| 7 | Billawar | GMS K P Billawar |
| 8 | Duggan | GMS Bari |
| 9 | Bani | GMS Bani |

**CLUSTER WISE DATA ON POPULATION OF SC/ ST
FEMALES**

| S. No. | Zone | Cluster | Female Population | | Female Literacy | |
|--------|-----------|----------------|-------------------|-----|-----------------|--------|
| | | | SC | ST | SC | ST |
| 1 | Kathua | Khokhyal | 5950 | 397 | 60% | 38% |
| 2 | Lakhanpur | Lakhanpur | 643 | 149 | 53% | 37% |
| 3 | Barnoti | Sumwan | 2179 | 470 | 52% | 46% |
| 4 | Marheen | Salalpur | 1423 | 189 | 73.30% | 25.20% |
| 5 | Hiranagar | Chhapaki Khurd | 1095 | 30 | 46% | 46% |
| 6 | Ghagwal | Mawa | 1187 | | 52.45% | |
| 7 | Sallan | Satoora | 1609 | 94 | 35% | 15% |
| 8 | Bhaddu | K P Dungara | 1796 | 52 | 48% | 51% |
| 9 | Billawar | Billawar | 847 | 133 | 58% | 18% |
| 10 | Malhar | Lahari | 1503 | 224 | 28% | 25% |
| 11 | Mahanpur | Nagali | 451 | 51 | 35% | 30% |
| 12 | Basohli | Basohli | 888 | 21 | 54% | 37% |
| 13 | Bani | Chandal | - | - | - | - |

1.1 PROPOSED MODEL CLUSTER SCHOOLS FOR GIRLS 2005-06

| S. B. I. No. | Zone | Cluster | Name of the School |
|--------------|-----------|----------------|--------------------|
| 1.1.1 | Kathua | Nagri | GMS Khokhyal |
| 2.2.2 | Lakhanpur | Lakhanpur | GMS Lakhanpur |
| 3.3.3 | Barnoti | Sumwan | GMS Padyari |
| 4.4.4 | Marheen | Chhan Rorian | GMS Chandwan |
| 5.5.5 | Hiranagar | Chhapaki Khurd | GMS Chhapaki Khurd |
| 6.6.6 | Ghagwal | Rajpura | GMS Rajpura |
| 7.7.7 | Sallan | Satoora | GMS Gurah Mundian |
| 8.8.8 | Bhaddu | Dungara | GMS Dungara |
| 9.9.9 | Billawar | Mooni | GMS Mooni |
| 1.1.10 | Malhar | Machhedi | GMS Machhedi |
| 1.1.11 | Mahanpur | Plassi | GMS Plassi |
| 1.1.12 | Basohli | Basohli | GMS Basohli |
| 1.1.13 | Bani | Chandal | GMS Khurwah |

| Annual workplan /Budget under SSA for the year 2005-06 | | | | | | | | | | | | | | |
|--|--|---------------------------|---------------------|---------------------|---------------------|-----|------------------------------|---------------|--------------|------------|-------------------------|----------------------------|--|--|
| | | | | | | | | | | | | (All figures in Rs. Lakhs) | | |
| S. No. | District Kathua | Description of Activities | Unit Cost (In Lacs) | Unit Cost (In Lacs) | Allocations 2004-05 | | Expenditure as on 31.03.2005 | | Balance | Spill over | Fresh Proposals 2005-06 | | Total allocations (fresh + spill over) | Remarks |
| | | | | | Phy | Fin | Phy | Fin | | | Phy. | Fin. | | |
| SSA | | | | | | | | | | | | | | |
| 1 | Out of school children | | | | | | | | | | | | | |
| 1.1 | EGS & AIE | 0.00845/ Child | 0.00845 | 1909 | 16.131 | | 8.066 | 8.065 | | | 2391 | 20.204 | 20.204 | |
| 1.2 | Bridge courses | 0.00845/ Child | 0.00845 | 3529 | 29.820 | | | 29.820 | | | 1725 | 14.576 | 14.576 | |
| 1.3 | Residential Camps Continued support to the children already enrolled in EGS centres | 0.00845/ Child | 0.00845 | 3882 | 32.803 | | 32.802 | 0.001 | | | 7302 | 61.702 | 61.702 | |
| | Sub total | | | | 78.754 | | 40.868 | 37.886 | | | | 96.482 | 96.482 | |
| 2 | Primary and Middle School | | | | | | | | | | | | | |
| 2.1 | No. of new Primary Schools | | | 138 | | | | | | | 7 | | | |
| 2.2 | Upgradation of P.S. to M.S. | | | 68 | | | | | | | 13 | | | |
| 2.3 | TLE for primary schools | 0.1/ school | 0.10 | 136 | 13.800 | | | 13.600 | 13.600 | | 7 | 0.700 | 14.300 | |
| 2.4 | TLE for middle schools | 0.5 / school | 0.50 | 100 | 50.000 | 100 | | 50.000 | 50.000 | | 13 | 6.500 | 56.500 | |
| 2.5 | Teachers Salaries | | | | | | | | | | | | | |
| a | Teachers against New primary schools | 0.03/ Month | 0.03 | 272 | 47.820 | | | | | | 14 | 5.040 | 5.040 | 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. |
| b | Teachers against upgraded schools @ 2 teachers per school | 0.03/ Month | 0.03 | 204 | 30.600 | | | | | | 26 | 9.360 | 9.360 | |
| | Head teacher against upgraded schools @ one teacher per school | 0.117/ Month | 0.117 | | | | 102.240 | 30.960 | | | 13 | 18.252 | 18.252 | |
| c | Teachers Against upgradation classes | 0.03/ Month | 0.03 | 88 | 13.200 | | | | | | | | | |
| d | Additional Teachers | 0.03/ Month | 0.03 | | | | | | | | | | | |
| e | Continuing teachers salary | 0.03/ Month | 0.03 | 231 | 41.580 | | | | | | 677 | 243.720 | 243.720 | |
| | Continued Salary of Head Teachers for each upgraded school | 0.117/ Month | 0.117 | | | | | | | | 118 | 165.672 | 165.672 | |
| 2.6 | School Grant | 0.02 / Year/ School | 0.02 | 1106 | 22.120 | | | 11.060 | 11.060 | | 1192 | 23.840 | 23.840 | |
| 2.7 | Teachers Grant | 0.005/ Teacher | 0.005 | 4445 | 22.225 | | | | 22.225 | | 5200 | 26.000 | 26.000 | |
| 2.8 | Free Text books for Girls SC/ST boys Class III, VIII | 0.0015/ Year/ Child | 0.0015 | 43549 | 85.324 | | | 65.324 | -0.001 | | 55561 | 83.342 | 83.342 | |
| | Sub total | | | | 306.47 | | 178.62 | 127.84 | 63.60 | | | 582.43 | 646.03 | |
| 3 | Training | | | | | | | | | | | | | |
| 3.1 | Teacher Training for in-service (20- days) | 0.014/ | 0.014 | 3478 | 48.692 | | | 14.843 | 33.849 | | 4813 | 67.382 | 67.382 | |

| District Kathua | | | | 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) | Unit Cost (In Lacs) | Phy | Fin | Phy | Fin | Fin | Fin | Phy. | Fin. | Fin | |
| 3.2 | Teacher Training for untrained (60-days) | 0.042/ Teacher | 0.042 | 967 | 40.614 | | | 40.614 | | | | | |
| 3.3 | Teacher Training Induction (30-days) | 0.021/ Teacher | 0.021 | 795 | 16.695 | | | 16.695 | | 387 | 8.127 | 8.127 | |
| 3.4 | Community Training for two days | 0.0006/ Person | 0.0006 | 2202 | 1.321 | | | 1.321 | | 1262 | 0.757 | 0.757 | |
| | Sub total | | | | 107.32 | | 14.84 | 92.48 | | | 76.27 | 76.27 | |
| 4 | Block Resource Centre | | | | | | | | | | | | |
| 4.1 | Furniture equipments | 1.0/ BRC | 1.00 | | 8.000 | | | 8.000 | 8.000 | 13 | 13.000 | 21.000 | |
| 4.2 | Contingency Grant | 0.125/ BRC | 0.125 | 8 | 1.000 | | 0.500 | 0.500 | | 13 | 1.625 | 1.625 | |
| 4.3 | Meetings / TA | 0.06/ | 0.06 | 8 | 0.480 | | 0.240 | 0.240 | | 13 | 0.780 | 0.780 | |
| 4.4 | TLE Grant | 0.05 | 0.05 | 8 | 0.400 | | | 0.400 | | 13 | 0.650 | 0.650 | |
| 4.5 | Salary of Resource persons | 0.03/ month | 0.360 | 26 | 4.680 | | 3.456 | 1.224 | | 26 | 9.360 | 9.360 | |
| 5 | Cluster Resource centre | | | | | | | | | | | | |
| 5.1 | Furniture equipments | 0.1/ CRC | 0.10 | 13 | 9.900 | | | 9.900 | 9.900 | 104 | 10.400 | 20.300 | |
| 5.2 | Contingency Grant | 0.025/ CRC | 0.025 | 104 | 2.600 | | 1.300 | 1.300 | | 104 | 2.600 | 2.600 | |
| 5.3 | Meetings/ TA | 0.024/ | 0.024 | 104 | 2.496 | | 1.248 | 1.248 | | 104 | 2.496 | 2.496 | |
| 5.4 | TLE Grant | 0.01 | 0.01 | 104 | 1.040 | | | 1.040 | | 104 | 1.040 | 1.040 | |
| 5.5 | Salary of Resource persons | 0.03/ month | 0.360 | 104 | 18.720 | | 13.824 | 4.896 | | 104 | 37.440 | 37.440 | |
| | Sub total | | | | 49.32 | | 20.57 | 28.75 | 17.90 | | 79.39 | 97.29 | |
| 6 | Others | | | | | | | | | | | | |
| 6.1 | Research & Evaluation | 0.015/ School | 0.014 | 1106 | 15.484 | | | 15.484 | | 1192 | 16.688 | 16.688 | 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 | 0.012 | 1029 | 12.348 | | 6.174 | 6.174 | | 1207 | 14.484 | 14.484 | |
| 6.3 | School Maintenance Grant | 0.05/ School | 0.05 | 924 | 46.200 | | 23.100 | 23.100 | | 997 | 49.850 | 49.850 | |
| 6.4 | Innovative Activities | | | | 50.000 | | | 50.000 | | | 50.000 | 50.000 | |
| | Sub total | | | | 124.03 | | 29.27 | 94.76 | | | 131.02 | 131.02 | |
| 7 | Civil Works | | | | | | | | | | | | |
| 7.1 | Const. of BRC's | 6.60/ BRC | 6.60 | 3 | 27.590 | | 13.500 | 14.090 | 14.090 | 3 | 19.800 | 33.890 | |
| 7.2 | Constt. Of CRC's | 2.20/ CRC | 2.20 | 10 | 38.390 | | 23.000 | 15.390 | 15.390 | 42 | 92.400 | 107.790 | |
| 7.3 | Construction of primary school buildings | 4.40/ School | 4.40 | 30 | 211.450 | | 84.000 | 127.450 | 127.450 | 100 | 440.000 | 567.450 | |
| 7.4 | Middle school building | 6/building | 6.00 | | | | | | | | | | |
| 7.5 | Additional class rooms | 1.650/unit | 1.65 | 75 | 162.270 | | 73.125 | 89.145 | 89.145 | 214 | 353.100 | 442.245 | |
| 7.6 | Drinking water facility | 0.20/unit | 0.20 | 25 | 20.000 | | | 20.000 | 20.000 | | 20.000 | 20.000 | |
| 7.7 | Toilet facilities | 0.30/unit | 0.30 | 25 | 17.500 | | | 17.500 | 17.500 | | 17.500 | 17.500 | |
| 7.8 | Electric Facilities | 0.10/unit | 0.1 | 20 | 4.500 | | | 4.500 | 4.500 | 30 | 3.000 | 7.500 | |
| | Sub total | | | | 481.70 | | 193.63 | 288.08 | 288.08 | | 908.30 | 1196.38 | |
| 8 | Management Cost including strengthening of DRC | | | | 58.000 | | 15.095 | 42.905 | | | 103.946 | 103.946 | Only 60% of Mgt. cost shall be released to the districts and 40% retained at the state level for meeting expenses of state component. |
| | Total SSA | | | | 1205.59 | | 492.90 | 712.70 | 369.58 | | 1977.83 | 2347.41 | |
| 9 | NPEGEL | | | | | | | | | | | | |
| 9.1 | Civil Works | | | | | | | | | | | | |
| a | Additional class room | 1.50 | 1.50 | | 12.000 | | | 12.000 | 12.000 | 13 | 19.500 | 31.500 | |
| b | Drinking water facility | 0.20 | 0.20 | | 1.600 | | 1.600 | | | 13 | 2.600 | 2.600 | |
| c | Toilet facilities | 0.30 | 0.30 | | 2.400 | | | 2.400 | 2.400 | 13 | 3.900 | 6.300 | |

| District Kathua | | | | 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) | Unit Cost (In Lacs) | Phy | Fin | Phy | Fin | Fin | Fin | Phy. | Fin. | Fin | |
| 9.2 | TLE sports materials / Vocational training/ library | 0.30 | 0.30 | | 2.400 | | 2.400 | | | 13 | 3.900 | 3.900 | |
| 9.3 | Cluster Level Interventions | | | | | | | | | | | | |
| a | Teacher / School Award | 0.05 | 0.05 | 8 | 0.400 | | | 0.400 | 0.400 | 13 | 0.650 | 1.050 | |
| b | student Evaluation, Remedial teaching / Academic suport | 0.20 | 0.20 | 8 | 1.600 | | | 1.600 | 1.600 | 13 | 2.600 | 4.200 | |
| c | Teacher training | 0.04 | 0.04 | 8 | 0.320 | | | 0.320 | 0.320 | 104 | 4.160 | 4.480 | |
| d | Child care centre (Rs. 5000 Recurring, Rs. 1000 Non Recurring) | 0.06 | 0.06 | 16 | 0.960 | | | 0.960 | 0.960 | 26 | 1.560 | 2.520 | |
| e | Engagement of Instructor/ Data compling Maintenance of Schools. | 0.20 | 0.20 | 8 | 1.600 | | | 1.600 | 1.600 | 13 | 2.600 | 4.200 | |
| 9.4 | Community participation | 0.35 | 0.35 | | 0.300 | | | 0.300 | 0.300 | 13 | 4.550 | 4.850 | |
| 9.5 | Management Cost | 6% of total Budget | 6% of total Budget | | | | | | | | | | |
| Total (NPEGEL) | | | | | 23.58 | 4.00 | 19.58 | 19.58 | 46.02 | 65.60 | | | |
| Grand Total (SSA + NPEGEL) | | | | | 1229.17 | 496.90 | 732.28 | 389.16 | 2023.85 | 2413.01 | | | |
| SIEMAT | | | | | | | | | | | | | |
| State Component | | | | | | | | | | | | | |
| STATE TOTAL | | | | | | | | | | | | | |