



**ANNUAL PLAN**

**OF**

**S.S.A.**

**2005-06**

**DISTRICT PULWAMA**

# Annual Works Plan & Budget 2005-06 for

## District Pulwama

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# Chapter-I

## INTRODUCTION

### ANNUAL WORK PLAN & BUDGET FOR 2005-06

Planning is the process through which we determine the goals, devise the strategies and identify the resources and try to make the best use of such resources to achieve our goal within a given time frame. e.g. under SSA we have the target of universal access and universal enrolment for 6-14 age group, by the year 2005, then Universal retention to facilitate universal primary education by the year 2007 and universal upper primary education by the year 2010. We again have the target of imparting quality education to the children to ensure their rising achievement graph. To achieve these prime objectives, within the given time frame we have devised strategies and interventions for example to ensure universal access to children within 6-14 age group, we provide a net work of schools to areas that do not have the schools, but where the norms of opening of such schools are fully satisfied. In areas that don't satisfy these norms but fall outside the radius of 1 Km. from the schools around or are barricaded by any geographical barrier and have the requisite and specific age child population, we establish EGS centers to facilitate en-masse access. We also provide this facility to children pursuing religious education in madrasas to ensure universal access. For drop-outs, we arrange for bridge-courses to facilitate their mainstreaming. We pave the way for the mainstreaming of children who are fresh drop-outs i.e. who once attended the school but somehow leaked-out of the system. We provide alternative schooling to children who are in the target age group but can't attend day-time schooling due to economic pressures of their families. We also identify the children with disabilities and special needs in order to assess their needs and fulfillment thereof in association with other related organizations/departments/agencies for their mainstreaming. We organize camp schools and mobile schools to cater to the needs of migratory people. Again, to achieve the objective of Universal enrolment and retention we do a number of measures e.g. to organize public functions to drive them home the importance of education for their children especially girls, to organize public awareness camps wherein the role of education in their day-to-day life in bettering their life conditions by making them aware of their rights and duties, in making them good citizens and in developing scientific thinking and positive attitudes, to form parent-teacher and especially mother-teacher associations in making parents positively involved in the education of their children, to make the school atmosphere child friendly and education at the school more children centered, to design the curriculum in such a way that the concept of education is conceptualized and made relevant to practical life and hence interesting .we teach through play way and innovative methods to make the learning joyful and long lasting. Here we utilize the services of local artisans to train the children in local crafts. We provide incentives especially to girls and SC/ST children like textbooks. Again under the intervention of convergence and linkages, we provide mid day meals, merit cum poverty scholarships, drinking water and toilet facilities and free medical check ups to assess the disabilities of children that come in the way of their education and the provision of assistive devices to overcome such deformities and continue with their education. The special needs of the children vis-à-vis their education are also assessed by experts to have them in the mainstream.

To remove the gender gap, we involve women and make them aware of the need for women empowerment and this facilitates snowballing effect in driving more and more girls towards school. Gauging the importance of more and more involvement of women in the system, we are bound to give 50% representation to girls in the selection of teachers. We have schools under NPEGEL that have a special attraction for the education of girls. We establish child care centers at schools where the siblings, given in charge of out of school adolescent girls, are cared for to facilitate the coverage of these adolescent girls under the umbrella of education.

Under KGBV scheme , we are establishing two residential schools of 100 girls' intake capacity in each to cater to the educational needs of the girls belonging to down trodden and economically and educationally backward sections.

Similarly to put in quality ingredient in to the system , we also take a bunch of measures including building up of infrastructure, provision of adequate teachers , capacity building of teachers , computer aided learning, provision of teaching-learning material , teaching-learning equipment , school grant etc.

### **i) Introduction to micro planning**

Let us be clear about decentralized and disaggregate and micro-planning as an important prerequisite for implementation of SSA. This technique of planning proceeds from the units to the aggregates. It sets off from the grass root level through it we come to know the roots of the problems at the lowest rung of the ladder and can have better knowledge / diagnosis of these problems and plan better recipe for their resolution as through this type of planning we step into the shoes of those people who face these problems and can have a feel of such problems.

Under SSA , we resort to micro-planning to identify the needs /problems related to access , enrolment , retention, quality and achievement , transition, gender gap, relevance of education to practical life , education of children with disabilities and with special needs , community participation etc to have first hand experience of such problems and accordingly devise tailor-made strategies as the situation warrants . This enables us on the one hand to catch the bull by its horns and grapple with these problems in an efficacious manner and on the other hand dole-out the benefits of the SSA project to the most needy and deserving people /pockets/habitations of the society to make this project achieve its prime objectives . In case of centralized planning since experiencing of real needs and problems on the ground is given a go by as the planners sit in cozy chairs and plan the future of the people whose way of living with their unique set of problems is alien to them and the people don't get involved in planning their own future so it does not prove much fruitful.

### **ii) Introduction to the Geo , Socio Economic and Educational scenario of our State of J&K**

The J&K State lies in the extreme North of India . It is a Himalayan State. The main occupation of the people is agriculture . It is mainly a subsistence state and hence a developing one. Its literacy rate is 54.46%. Its area is 222236 sq. kms. The total population of the state, as per 2001 census, is 10069917. The density of population is 99/sq. kms.

The economic ills of the state are attributed to its mountainous terrain making difficult the accessibility and connectivity and poor agriculture. The under utilization of its vast human, forest, water, mineral and soil resources due to lack of capital and technology also adds to its woes.

The people of the state are caught in a vicious circle of poverty leading to illiteracy and ignorance which in turn again leads to economic backwardness. The people don't send their kids to schools because they are illiterate and hence ignorant about the utility of education. Their means also don't allow them to bear the expenses of education of their children. They are also labouring under this impression that schooling is sure to get their wards nowhere but instead make their wards averse and repugnant to household chores and to the drudgeries of a commoners' life. They make their children drop-out of the school system to get them engaged somewhere in order to supplement their meagre income.

They also think that modern education is to make their children go against their social and religious dogmas and their age old beliefs and traditions. They think that education is to wedge a gap between them and their wards by evolving the thinking pattern of their wards grow on different lines. They think that the education of their children spanning even over decades is not enough to give them any job guarantee and he has again to enter into a modest profession to earn his livelihood, so why not to put the child into the same profession at a tender age to gain proficiency during the years he has to spend in school without any purpose or direction.

Since the majority of the state belongs to a particular religious community and the movement of girls out side their home and hearth is thought not allowed in that particular religion, so again a stumbling block in the way of education of girls. Moreover, People, due to their illiteracy and ignorance, think that a girl child, when grown up is to go to another household after marriage, so to educate her is to fritter away the hard earned money. There is a section of the society who believe that when we bring in a literate/educated/employed bride, we have to obey her each command and bear with her high handedness instead of getting expected help from her in carrying out the routine household chores. Some People think that instead of modern education girls should be given religious education and training in some local crafts to make them eke out their living inside their homes. Some say that to send girls to receive education is to give them a long rope. So education of girls in the state means crossing over all these barriers. Community participation and ownership is again a casualty because people weigh education only in terms of provision of employment and not in terms of over all development of the personality of a child, his enlightenment and broadening of his vision to have a right perspective of the things.

The gravity of the problem can be sensed by learning that state had 4769343 females and 530574 males illiterate.

## Chapter II

### DISTRICT PROFILE

The word “Pulwama” has been derived from two Kashmiri words “Pul” which means “Bridge” and “Wama” which means “Village”, hence it is a District connected with the neighboring villages by a network of bridges . The District lies between 33-39N and 34-7 N latitude and 74-34 E and 75-14 E longitude. The District is located in the North West of the District Anantnag, to the south east of the District Srinagar and bordered by the District Budgam and District Rajouri on the west. The National Highway passes through Pampore and Tral Tehsils of the District. The famous River Jehlum flows through this District. Nalla Romshi and Rambiarra are the main irrigating canals of the area. Plain portion of the District is flood prone.

District Pulwama was carved out of District Anantnag in July, 1979. The Upper belts of the District viz: Keller, Shopian and Tral are inhabited by backward sections of population (Gojars and Bakarwals-ST Communities). The old Mughal road is passing through this part of the valley connecting it with the Jammu region.

District Pulwama is proportionally hilly and bordered by Pir Panchal Range of hills on the south which has regular passes to cross over to District Rajouri. The climate of the District is similar to that of the valley. The upper regions of the District remain snow clad through out the year. The total area of the District is 1398 sq. kilometers out of which forests cover 729 sq. kilometers. The main occupation of the people is agriculture. The main crops are Paddy, Maize, Mustard and Pulses. Apple, Almonds, Walnuts are the famous fruits. Saffron and Honey are the Chief cash crops of the District. The population of the District as per household survey of 2004 is 702144 with male 3,61121 and female 3,41023 reflecting a population density of 502 persons per Sq Km and a sex ratio of 941. The ST population of 35068 comprises of Goujers and Bakarwals which inhabit geographically difficult areas constituting 4.35 % of the total population. The ST children are particularly facing difficulty in their access of educational facility. This is why our EGS center were received well by the said community the house hold survey conducted in 2004 vouched the fact that 22.22 % ST child population is out of school. The percentage of out of school children for ST category in the age group of 11-14 viz 25.48 is higher than in the age groups of 6-11 which is 20.69 % the overall percentage of out of school children for all communities is just 7.19 % which to be specific in is 4.39% for 6-11 and 11.27% for 11-14 age groups The total literacy rate of the District is 49.36%.

The District comprises of 4 Tehsils i.e. Pulwama, Pampore, Shopian and Tral and six community development blocks viz. Pulwama, Shopian, Pampore, Kakapora, Tral and Keller. Its 88% of the population speaks Kashmiri language and rest speaks Pahari and Gojri. District Pulwama has given birth to many famous poets and writers such as Mahjoor , Haba Kahtoon , Wahab Khar , Such Kral , Rajab Hamid , Gh. Mohudin Andrabi etc.

District Pulwama is a multi religious and multi cultural District consisting of Muslims, Sikhs and Hindus populations . It is a District of Famous Shrines like shrine of Hazrat Amir Kabir at Tral , Guru Hargobind Ji Gurduara Shadimarg , Gurduara Guru Nank Dev ji Awantipora .

God has gifted this District with admiring natural beauty. Number of Health Resorts such as Water fall of Ahrbal , Shikar Gah Tral , Nagbaran and tarsar Marsar exist in this District.



The district has earned a name in industrial field as the famous cement factories of Wooyan , Khrew , Rice mill Lethpora , Juice factory Bellow , Joinery mill Pampore and Lassipora Gas plant reflect the same .One of the famous airfield of Indian air force is situated in the District at Malangpora.

District Pulwama is the leading Milk Producing District of the State .The district produces 60% of the total milk production in the Valley and hence has earned the name of the Anand of Kashmir.

The basic statistical information of the district is given as under:-

S.No	Indicator	Description	Magnitude
1	Total area		1398 SQ.K.M
2	No.of Blocks	1.Tral 2.Pampore 3.Kakapora 4.Tahab 5.Shopian 6.Keller	06
3	No. of Tehsils	1.Tral 2.Pampore 3.Pulwama 4.Shopian	04
4.	No. of Educational Zones	1.Awantipora 2.Imamshaib 3.Kakapora 4.Keegam 5.Loorgam	12



		6.Pampore 7.Pulwama 8.Shopian 9.Shadimargh 10.Tral 11.Tahab 12.Vehil	
5.	No.of Revenue Villages		558
6.	No.of Habitations		1116
7.	No.of Panchayats		236
8.	Total Population	1.Male=361121 2.Femal=341023	702144
9.	Rural Population	Male=327119 Female=308704	635823
10.	Urban Population	Male=34002 Female=32319	66321
11.	Population of S.T,s	1.Male =16707 2.Female = 13861	30568
12.	Percentage of ST population		3.84
13.	Population of Children		126658

	6-14		
14.	No.of Children attending School		117547
	Gross enrolment rate		92.8
15.	No. of Children not attending School	6-11 3297 11-14 5814	9111
	Out of School Children(ST)	6-11 940 11-14 545	1485
16.	Population of(6-14)ST Children	6-11 4543 11-14 2139	6682
17.	Percentage of ST Children(6-14)		6.9
	Literacy rate	Male=61.40 Female=36.30	49.36
	Literacy rate of ST	Male=19.10 Female=10.50	13.9
18.	No. of Primary Schools		679
	Enrolment rate of ST Children		77.78
	No. of Disabled Children	Attending School 2192 Not attending school 1607	3799
19.	No. of Upper Primary Schools		254

20.	No. High Schools		59
21.	No. of Higher Secondary Schools		27
19	No. of Colleges		3
20	No. of DIET's		01
21	No. of newly opened Schools		174
22	No. of Schools Upgraded		100
23	No. of EGS Centres		138
24	No. of BRCs		06
25	No. of CRCs		20
26	No. of Clusters		96
27	No. of Teachers	Up to Elementary Level	4213

**Famous Crops and Fruits:-**

1. Saffron
2. Paddy
3. Beans
4. Potato
5. Maize
6. Walnuts
7. Almonds
8. Apple

### Famous Personalities of the District:-

1. Mehjoor
2. Haba Khatoon
3. Wahab Khar
4. Suchhe Kral
5. Rajab Hamid
6. Sharif Baba
7. Gh. Mohi-ud-din Indrabi
8. Giane Makhan Singh Ji
9. Molvi Noor-ud-din Trali

### Famous Tourist Places:-

1. Water fall of Ahrabal
2. Shikargah Tral
3. Nagbaran Tral
4. Aripal Spring Tral
5. Monumental remains of Temples built by Pandvas at Awantipora and Naristan Tral
6. Tarser Marser Tral

### Famous Shrines:-

1. Shrine of Hazrat Amir Kabir Tral
2. Jamia Masjid Awantipora
3. Shrine of Syed Hassan Mantaqi
4. Jamia Masjid Pampore
5. Gurdwara Hargobind Singh Shadimargh
6. Gurdwara Guru Nanak Awantipora.

### Famous Factories and Industries:-

1. Cement Factory Wuyan
2. Cement Factory Khrew
3. Rice Mill Lethpora

4. Juice Factory Below
5. Gass Turbine Pampore
6. Joinery Mill Pampore
7. Industrial estate Lassipora

### Famous Air Port:-

1. Malangpora

The Decadal growth of Population of the District from 1991 to 2001 stands at 27.73% as against 29.04% of the state of J & K. The district has scheduled tribe population comprising of Gujars and Bakarwals. A significant section of this population is migratory, crossing over to the Rajouri district during winter in search of pastures for rearing their cattle. However, their pastures stand recorded in the land records in the district and therefore claim to be the permanent residents of the district. Their Accountal in the Rajouri district is not coming up. However, those belonging to the Rajouri district too come to this district during summer season for the same purpose.

TABLE 1

## POPULATION DATA

S.No	Block	Population all communities									Density of Population	Sex Ratio
		Urban			Rural			Total				
		Male	Female	Total	Male	Female	Total	Male	Female	Total		
1	Awantipora	4244	4292	8536	25199	24022	49221	34732	32472	67204	935	
2	mamshaib	0	0	0	37960	35724	73684	27566	26020	53586	902	
3	Kakapora	0	0	0	34454	34488	68942	26338	24353	50691	925	
4	Keegam	0	0	0	26338	24353	50691	34454	34488	68942	1001	
5	Loorgam	0	0	0	21088	18946	40034	26444	25075	51519	948	
6	Pampore	12799	11472	24271	22455	22256	44711	21088	18946	40034	898	
7	Pulwama	6232	6139	12371	28500	26333	54833	25147	23011	48158	915	
8	Shopian	5088	4868	9956	22478	21152	43630	37960	35724	73684	941	
9	Shadimargh	0	0	0	28555	25753	54308	35254	33728	68982	957	
10	Tral	5639	5548	11187	19508	17463	36971	28555	25753	54308	902	
11	Tahab	0	0	0	34140	33139	67279	29443	28314	57757	962	
12	Vehil	0	0	0	26444	25075	51519	34140	33139	67279	971	
	<b>TOTAL</b>	<b>34002</b>	<b>32319</b>	<b>66321</b>	<b>327119</b>	<b>308704</b>	<b>635823</b>	<b>361121</b>	<b>341023</b>	<b>702144</b>	502/Per Sq. K.M	941

**TABLE 1A**  
**POPULATION DATA**

S.No	Block	Population			Schedule Tribe			% Total Population
		Schedule Caste		% Total Population	Male	Female	Total	
		Male	Female		Male	Female	Total	
1	Awantipora	0	0	0	282	218	500	0.74
2	Imamshaib	0	0	0	0	0	0	0
3	Kakapora	0	0	0	0	0	0	0
4	Keegam	0	0	0	4187	3403	7590	11.01
5	Loorgam	0	0	0	2488	2175	4663	9.05
6	Pampore	0	0	0	609	492	1101	2.75
7	Pulwama	0	0	0	0	0	0	0
8	Shopian	0	0	0	2399	1883	4282	5.81
9	Shadimargh	0	0	0	3081	2423	5504	7.98
10	Tral	0	0	0	1695	1517	3212	6.09
11	Tahab	0	0	0	269	219	488	0.84
12	Vehil	0	0	0	1697	1531	3228	4.01
	<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>16707</b>	<b>13861</b>	<b>30568</b>	<b>4.35</b>

source survey 2004



### Chapter III

## Educational Profile of the District

The district has got 12 Educational Zones which as a general pattern in the State are not Co-terminous with the CD blocks. There are three-degree Colleges in the district. There is one DIET, one ITI, twenty seven Higher Secondaries, fifty nine High School, six hundred seventy nine primary Schools and two hundred fifty four Upper Primary Schools. There are one-hundred thirty seven EGSs centre and ninety eight more such centers are nearing their operationalization as the engagement of EVs thereat is in process.

The education department is headed by the Chief Education Officer at the district level, assisted by one Dy. Chief Education Officer and one District Education Planning Officer. At the zonal level, Zonal Education Officers are at the helm and each educational institution of and above the status of Upper Primary School is headed by a Principal or a Headmaster. There are village education committees who assist the School administration in running the institution along the expectation levels.

The SSA Project is being operationalised at the district level by a district resource group. Five leading teachers and five members from district resource unit of the DIET have been selected for this group. This group provides support to the scheme for all of its interventions.

The overall literacy rate of the district is 49.36% as per H.H. Survey 2004. It is 61.4% for males and 36.30% for females. The total child population in the age group of 6-14 is 126658. The total enrolment in the district is 117547 up to elementary level in the age group of 6-14. It is 60983 for boys and 56564 for girls. The enrolment of children in 6-11 age group is 71775. It is 37414 for boys and 34361 for girls. The enrolment in the age group of 11-14 is 45772. It is 23569 for boys and 22203 for girls. The number of out of school children is 9111. If it is split in different age groups. It is 3297 for 6-11 age group and 5814 for 11-14 age group.

The number of sanctioned posts of teachers in the district up to elementary level is 4213. There are 3403 trained teachers and 526 untrained teachers. The total number of habitations without schooling facility is 408. The total number of children with mild disabilities is 3799.

The number of schools housed in rented buildings is 337 and in government buildings is 596. 230 schools need additional accommodation as these schools painfully suffer due to lack of accommodation. 774 hundred schools need drinking water facilities and 824 schools need toilet facilities. 872 schools need boundary walls. All the schools up to elementary level need electricity facilities.

There are 15 Madrasas existing in the district with a total enrolment of 334.

The Zone-wise enrolment details of these are as under:-

S.No	Name of the Zone	Name of the Madrasa	Roll
1	Shadimargh	Nooriya Ashraful Aloom Bagi Sangerwani	20
2	Shadimargh	Nooriya Ashraful Aloom Sangerwani	25
3	Shadimargh	Darul Aloom Haqaniya Pachar Jameelabad Pulwama	15
4.	Tral	Darul-Aloom Noor-ul-Islam Tral	62
5.	Keegam	Darul Aloom Rehmaniya Keller	15
6.	Loorgam	Noor-ul-Furcan Loorgam	34
7.	Keegam	Alamdar Darasgah Narpora Keegam	25
8.	Pulwama	Darual Aloom Shahi Hamdan (R.A) Pulwama	36
9.	Pampore	Baitul Aloom Tanchibagh Drangbal Pampore	30
10.	Pampore	Azhari Darul Aloom Wahab Sahib	12
11.	Shopian	Darul Aloom Fatimatul Zuhra (R.A) Shopian	10
12.	Imamsahib	Darul Aloom Islamiya Pinjura	09
13	Kakapora	Madrasatul Aloom Awneera	20
14.	Kakapora	Sidiqia Darul Aloom Kakapora	11
15	Kakapora	Sultanul Aarifeen Darul Aloom Kakapora	09
	<b>Total</b>		<b>334</b>

**District Profile**

Sate Name	Jammu and Kashmir
District Name	Pulwama
Year	2005-2006
E-Mail	01933241438
Blocks	6/12 Zones
Clusters	96
Villages	558
Total Habitations	1116
Primary	
Eligible School Less habitations for Primary Schools	163
Government Primary Schools	679
Building less Schools Primary Schools	383
Government Aided Schools	0
Sanctioned Teachers (Post)	2469
Working Teachers	2331
Government Aided Teachers	0
Government Teachers	2331
Total Child Population (6-11 Age group)	75072
Total Enrolment (All)	71775
Total Enrolment (Govt.+ Govt. Aided)	51372
Total Girls Enrolment	24835
Total Boys Enrolment	26537
S.C Boys Enrolment	0
S.C Girls Enrolment	0
S.T Boys Enrolment	2059
S.T Girls Enrolment	1544
Out of School Children	3297
Children with Special Needs	2258

Upper Primary	
Transition Rate	98.4
School Less Eligible Habitations for UPS	100
Government Schools	254
Building Less Schools	70
Government Aided Schools	0
Sanctioned Teachers	1744
Working Teachers	1598
Government Aided Teachers	0
Government Teachers	1598
Total Child Population (11-14 Age group)	51586
Total Enrolment (All)	45772
Total Enrolment (Govt. +Govt. Aided)	30969
Total Girls Enrolment	14779
Total Boys Enrolment	16190
S.C Boys Enrolment	0
S.C Girls Enrolment	0
S.T Boys Enrolment	1006
S.T Girls Enrolment	588
Out of School Children	5814
Children with Special Needs	1541

## **Chapter IV**

### **Objectives and Goals of SSA.**

The “Sarva Shiksha Abhiyan” is to provide useful and relevant elementary education for all children in the 6-14 age group by 2010. Another goal of “Sarva Shiksha Abhiyan” is to bridge social, regional and gender gaps, with the active participation of the community in the management of the schools. Following are the objectives of “Sarva Shiksha Abhiyan”.

1. All children in school, education guarantee centre, alternate school, back to school camp by 2003.
2. All children to complete five years of primary schooling by 2007.
3. All children to complete 8 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 category gaps at primary stages by 2007 and at elementary education level by 2010.
6. Universal Retention by 2010.

## Chapter V

### Planning Process.

Though the state functionaries of the department of education, connected directly or indirectly with the formulation of annual plans under SSA, have an experience of past three years in the said exercise, yet the endeavors on the part of the instrumentalities of the department/ Ujala society aiming at capacity building , orienting and refreshing the planning teams at the district level have really worked wonders. In this connection the holding of a day long workshop at Jammu on 27-11-04 in which all the DEPOs and District Coordinators of EMIS participated, and the holding of another workshop under the aegis of LBNIAR at the said venue from Dec-20-23,2004 in which again the DEPOs , District Coordinators of EMIS and EGS interventions participated and in which the learned professor of LBSNAA, Mussoorie viz Prof. Pukhriyal acted as anchor and Smt. Anurag Aggarwal IAS State Project Director, SSA Punjab and the HOD of elementary education(NCERT) Prof. Vishisht participated as resource persons. Prof. Pukhriyal dilated upon the process of formulation of micro level, need based, realistic, justified , live, <sup>?</sup>spicy and well founded plans and all along made his deliverance interactive. There were group discussions and group exercises on plan formulation.

There were demonstrations , group presentations and rich sharing of experiences of the participants/states.

Prof. Vishisht delved on the input of quality in education. The theme of his two day long training cum workshop was how to achieve quality in education and what are the responsibilities of center/state functionaries of the department of HRD/Education, teachers, community and other stake holders in this regard. He suggested certain measures to be taken up in this respect such as: \_

1. Provision of qualified and trained teachers
  2. In service trainings to be contextualised.
  3. Modules of the teacher training to be architected after thorough research
  4. Application of training Component in classroom teaching
  5. Building up of curriculum to suit the local environment .
  6. Creating of learning Environment &. Provision of quality infrastructure
  7. Ensuring of quality supervision and monitoring and evaluation
- 
1. Betterment of conditions of work for the teacher
  2. Modern effective and child centered methods of teaching
  3. Diagnostic remedial teaching
  4. Ensuring the required instructional time (220 days)
  5. Community participation and support
  6. Follow up of the training programme



7. Discipline in the Educational institutions
8. 50% of the quality goes when teachers have to wander in offices for redressal of their problems
9. Broad vision of the teachers to perceive the potential of child, his needs and the correlation thereof. He should have pedagogic vision & activity based methods of learning
10. The teacher friendly & child friendly relations of officers
11. Better linkage of learning at different stages otherwise learning gaps will appear
12. Training for developing TLM/SLM
13. Timely supply of text books
14. Parental education for caring of their children.
15. Use of local dialects or languages for classes 1<sup>st</sup> and 2<sup>nd</sup>
16. Engagement of local artisans for work experience of children in local crafts
17. Reviewing teacher deployment policies
18. Computer aided learning

Then SPD, SSA Punjab, with the help of computer aided demonstration, shared the mode of operationalization of different interventions of SSA by the Punjab State and the way of planning the things under SSA followed by a lively discussion on the points of similarities and variance.

Then the learning / gaining of experiences, knowledge and information permeated to the Zonal , BRC , CRC and habitational levels to give a strong foundation to our annual work plan and budget for 2005-206 under SSA.

On 29-12-2004 a meeting of all ZEOs and ZEPOs was convened at the District level to sensitize the Zonal level officers for venturing into the task of annual plan formation and budgeting. The modalities in this respect were discussed threadbare and the modus operandi driven home to Zonal level functionaries. The planning teams at different levels were constituted.

The planning team at the District level comprises :-

1.CEO	(Ab.Rashid Faktoo)	chairman
2. DEPO	(Gh.Rasool Shah)	Secretary
3.Senior DRG member	(Ab.Rashid Bhat)	Member
3 District Coordinator EMIS	(s.Nirmal Singh)	Member
4 District coordinator EGS/AIE	(Mohd Yaseen Indrabi)	Member

The team at the Zonal Level comprise of

1. ZEO Chairman
2. ZEPO Secretary

3. Principal and Head masters of the Zone Members

4. ZRPs Members

The Team at the Block level consists of:-

1. ZRPs
2. Heads of pay centers for a cluster of schools affiliated to such centers
3. CRPs
4. Members of NGOs especially women organisation

The teams at the Cluster level had the following composition

1. ZRPs
2. CRPs
3. Prominent citizens of the area concerned
4. Members of parent teacher/ mother teacher associations
5. Heads of the schools falling in the cluster

The team at the habitational level had the following constitution

1. CRPs
2. The heads of the schools existing in the habitation concerned
3. VEC members
4. Members of local waqaf board
5. Members of NGOs especially women organization

On 04-01-2005 a meeting of ZEPOs and ZRPs of the District was convened to make their functionaries well versed with the exercise under reference and to take the said exercise at the block, cluster and the habitational level and to identify the problems vis-à-vis , UA , UE , UR , UA at the micro level , the determination of true nature of these problems , the extent and “ripple- effect “ of these problems , the objectives of SSA that get thwarted or plagued by these problems and the degree of this plague , the strategy that suits the nature of the problem for its resolution at the habitation level .

On 06-01-2005 the ZEPOs and ZRPs convened the meeting of the constituents of the Zonal team on 08-01-2005,.On, 09-01-2005 and 10-01-2005 , the meetings of Block,Cluster and Habitational level teams respectively were held to have feel and magnitude of the problems relating to “physical and social access “ , Universal enrolment with the special emphasis on hard to reach groups distanced from the schooling system due to social , economic, category , sex and ethnic factors. Universal retention problems particularly those related to

creating of a healthy and congenial learning atmosphere imparting of meaningful and quality education , provision of incentives to the learners, building up of a rich infrastructure redesigning of curriculum to make it contextualised , interested and need based , introduction of activity based teaching techniques , provision of TLM's , community participation , especially those of parents in education of their children , accountal of feelings and aspirations of the children etc. , universal quality and performance problems particularly relating to trained and talented teachers , proper infrastructure , adoption of mother tongue as medium of instruction upto 2<sup>nd</sup> primary , undue and illegal load of home work , treatment of children as machines not human beings , desiring much from a child at the cost of proper physical and mental development , computer aided learning , proper techniques of evaluation and remedial teaching etc.

The documentation of these meetings at different strata of the ladder unveils the following endemic problems having impact on the achievement of the main objectives of SSA

1. The specific problems relating to the achievement of universal access are
  - a) Physical access: Absence of schools , EGS and AIE centers.
  - b) Social access: Low literacy rate( 49.36 %) particularly among women(36.3%)
2. Resultant ignorance: Backwardness and unscientific way of thinking.
3. Poverty of the masses leading to engaging of children at a tender age in petty and full time occupations just to add to the incomes of parents.
4. Community participation not coming through along
5. expectation levels . It is there only if there is job / rent consideration.

6. Lack of empowerment of women also hinders universal access . Women are considered mentally weak and physically frail . There is lack of faith in their performative, managerial, administrative and enterprising capacities and investment in their minds by way of general & technical education is seen with reservations. The social atmosphere is not conducive to girls' education because in most of the cases the girls have to go to mixed schools where most of the teachers are male, as their problems could better be understood by female teachers, there are no separate toilets for girls, existing social atmosphere does not allow girls to move and act as freely as they want. If a girl thinks sharply , acts firmly and bravely , challenges her male competitors and ventures in to the fields , generally taken reserved for males, aspersions are cast over her as this is taken nothing short of immodesty and no one among the society ever gets ready to marry her. If Bridegrooms and their parents prefer well educated and employed brides , then why at the time of sending the girls to educational institutions a different and quite lamentable stance is taken by the same people is not being exploited by the woman in favour of their education due to weak empowerment. If Education of a woman is education of the whole family , why this situation is not being exploited by women ? Weak empowerment is again the reply why girls are being considered meant for accomplishment of domestic chores and rearing of children and their right to education not conceded at the social level , women weak empowerment is again the cause , if girls are forced to leave their education half way due to harassment , threat to her modesty and name and fame of her family , why this social oppression and coercion is being lived with without even a whimf , weak empowerment of women is again the response. If a poor girls from a [poor family gives a tough competition to a boy or girl of a rich family and the poor and efficient girl is drawn out of the competition by resorting to foul means and calling into question her modesty or blemishing her modesty , why it all goes without any murmur , weak empowerment of woman is the cause. If girls are keen for

continuing with their education and they are made to bid good bye to it, she is helpless. If she too has an aim in life, she is not allowed to pursue it through the medium of education; isn't it lack of emancipation for women.

7. Religious factors: Religion also does not allow girls to go for education in mixed schools, to continue with her education in a polluted social atmosphere when it becomes difficult for her to protect and safe guard her modesty, to get and receive that type of education that shall enable her to get a bread that would distance her from her family and make her to work at places where her chastity is a casualty and then her whole family shatters.

8. **SOCIAL FACTORS:** Children belonging to low castes and slow at learning are being treated in such a way at schools that their

ego gets hurt and this makes the parents repugnant to the idea of sending their children to schools. Again the parents are under this false impression that education won't help their children to get anywhere. They have again to take up the profession mostly of their fathers to earn their living. So why to school. Why not to utilize the time, they would otherwise spend at school, for gaining proficiency in the same profession.

Similarly, the specific problems of our district relating to universal enrolment and retention are:

- 01) Economic compulsions to take to earning at a tender age leading to pre-mature withdrawal of children from schools to assist their parents in the fields, in grazing of cattle, in guarding of orchards and the fields, leading to giving of children in bonded labour, leading



to giving of school age girls to work as baby sitters to augment the incomes of their parents, leading to pre-mature withdrawal of boys to work in the house of a bureaucrat or a minister in the hope of gaining a govt job, leading to pre-mature withdrawal of girls to take care of their siblings at home, leading to marriage of school age girls to save the money otherwise to spend on their education and subsistence.

02) Social Factors: When the girls start inching towards adolescence or gain puberty, they are being withdrawn from the schools due to the following reasons:

- a) Society's moral degradation.
- b) General concept of the society regarding education. Of the girls.
- c) The gaining of puberty by the girls taken as an alarm by the parent to think of the marriage of their daughters.
- d) The families not dare to send their girls to school harbouring the fear that society's unlikable attitude

towards venturing out of girls may not earn notoriety and defame for the girls and the family and hence add to their anxieties regarding marriage of their girls. Caste differences, cultural differences and individual differences are not taken care of at school. This results in drop-outs.

## School factors

1) The curriculum is not contextualised. A boy or a girl has to learn or know not about the things around him or her at first but about the things very far and not familiar to his local environs. Hence the uninteresting curriculum constrains children to bid farewell to their education. The aptitude of the child is not taken care of while educating him.

2) Absence of or poor infrastructure in the schools:- The absence or in-adequacy of school buildings, teaching staff, drinking water or toilet facilities, female teaching staff, separate toilet facilities for girls teaching learning material, activity-based teaching techniques, electronic gadgets and devices such as radios, TVs, computers, VCDs, etc to help effective learning, defective system of evaluation of a child's performance, the lack of training of a teacher to deal with a child at a tender age and to fulfill his or her psychological needs tenderly to help him/her to grow untruncated at school, absence of incentives at school for children to woo them for education, lack of or inadequate capacity-building of teachers; lack of or inadequate supervision and monitoring of school functioning, deputation of teachers in various official assignments, like census enumeration and updation of electoral roll etc. Lack of dedication of teachers towards their noble profession due to economic, social and administrative factors. Teachers think that they are low paid and have no avenues of earning by foul means and hence they resort to side businesses and tuitioning. This leads to rampant absenteeism on the part of teachers and this tuitioning even during school hours at times also leads to creeping-in of further deterioration as the teachers not teach well at schools either because they are under the impression that the children have already been tutored privately or consideration for private tuitioning by the teacher comes in the way of good teaching.

Teachers are also under social compulsions. Every body cries hoarse for the respect of a teacher but when it comes to doing, all is reverse and you name the disqualifications for a prestigious hi-fi social position and even for establishment of social relations in the society, these all are associated with the name of a teacher. He is super-scribed as “Helpless” and ‘hapless’ fellow in the society. So in order to fight with all this, he gets tempted to come out of his professional requirements to compete materialistically with his/her social fellows.

There is no caderization of teachers for primary and upper primary schools. There is no incentive for teachers working in Primary schools. Transfer policy is faulty. There is accumulation of teachers in urban areas and paucity in rural areas. Teachers also get harsh treatment at the hands of administrators. Even for a petty official piece of work, they have to leave their schools many a time and be at the doors of officers to get it done. Bureaucracy, red-tapeism and corruption in the offices has impoverished the enthusiasm and zeal of the teachers.

Absence of a conducive and congenial learning atmosphere at the schools is another factor. Lack of discipline, unwarranted outside interference and loose administrative grip of the heads of schools also leads to poor quality of education and hence a stumbling block in the way of universal enrolment.

The prevailing circumstances has added yet another dimension to this problem of discipline. Whenever there is a question of accountability, it is counter-balanced negatively by brow-beating .

After coming to know the specific problems, zone-wise and block-wise, of the district vis-à-vis the basic objectives of SSA, the magnitude of these problems was quantified in figures and the data was prepared and indicators drawn and inferred out of this data to arrive at the degree or gravity of these problems.

The data came through different sources and it was so moulded and updated through statistical tools to ensure exact congruence of this data with the purpose of our survey/enquiry.

The data came from:-

- 01) The Household and school survey already conducted in our district in the year 2004 under SSA.
- 02) The "DISE" data, collected by our field functionaries of SSA on prescribed formats in the year 2004.
- 03) The census 2001 data (to the extent relating to our district).]
- 04) The statistical hand-book of the district, published by the Statistical and Evaluation Officer

## **Chapter VI**

### **Problems and Issues**

The present day system of education does not interest the children much as this has got very little relevance to the practical life. There is no vocationalisation of education at the upper primary level. Besides, this type of education emphasises bookish education and cramming of things, resulting in imbalanced development of the personality of a child.

The other specific problems of our district vis-à-vis universal achievement of quality and performance are enumerated briefly as under:-

- 01) Lack of or inadequate infrastructure.
- 02) Lack of or inadequate teaching staff especially that of female staff.
- 03) Lack of or inadequate trained teaching staff.
- 04) Lack of trained teachers for TLM development.
- 05) Poor capacity building of teachers.
- 06) Absence of computer-aided learning.
- 07) Absence of activity-based or child-centered methods and techniques of teaching.
- 08) Absence of confidence building measures in children and knowing their psychological needs and their aspirations.
- 09) Good quality of text books and the timely supply thereof.

- 10) Re-designing of curriculum to contextualise it and make it interesting.
- 11) Improper placement of mother-tongue and local dialects in learning.
- 12) Undue load of home-work.
- 13) Presence of Corporal punishments in schools.
- 14) Caste, Class, individual differences not taken care of at the schools.
- 15) No trained teachers to deal with the tender-age children, their care and education.
- 16) Lack of proper monitoring, supervision and evaluation.
- 17) No Diagnostic remedial teaching,
- 18) Short instructional calendar.(No. 220 days)
- 19) Little community participation.
- 20) No follow-up of the training programmes.
- 21) Indiscipline in the educational institutions.
- 22) Bureaucracy, red-tapeism and corruption in the offices leading to piling up of teachers' problems and their anxieties.
- 23) Lack of pedagogic vision of the teachers.
- 24) Absence of parent teacher, mother-teacher associations.
- 25) Lack of teacher friendly and student friendly relations of Officers.

- 26) Better linkages of learning at different stages.
- 27) Lack of parental education for caring of their children.
- 28) No work experience training.
- 29) In-service trainings to be contextualised.
- 30) Absence of healthy learning environment in the schools.
- 31) Lack of discipline in the schools.
- 32) No congenial working conditions for teachers.
- 33) Excessive trade-unionism of teachers resulting in undue interference in smooth school/office functioning.

As for as gender gap in the district is concerned, the specific causes are:

- 01) General preference for a male child due to economic, social and religious factors.
- 02) A peculiar mind-set of the parent that their daughters are to be handed-over to their in-laws and hence any investment in their education won't bear them fruits.
- 03) Lack of faith in performative, managerial, administrative and other capacities of the girls, taking them fare and frail.
- 04) Religious factors in the education of girls (as discussed earlier)
- 05) Social factors in the education of girls (as discussed earlier)



- 06) Lack of educated parents especially mothers.
- 07) In-adequate female teaching staff in the schools.
- 08) No separate girls institutions with female teaching staff.
- 09) No separate toilet for girls in mixed schools.
- 10) Repeated failures also constrain a girl to abandon her education as her age advancement with the repetition of the same class istaken as a matter of disgrace to her and her family.

## Chapter – VII

### ACHIEVEMENTS UNDER SARVA SHIKSHA ABHIYAN

**1. Access.**

Under the intervention of physical access we achieved the below given targets.

- a) Twenty-two primary schools in the district have been up-graded to the level of upper primary status to facilitate physical access of children to such schools in areas lacking such schooling facility.
- b) Forty seven EGS centres were setup in the habitation with no schooling facility at all to cover up children in the targeting age group who had other wise to put a distance more than one K.M from the habitations they were haling from or had to cross an inhospitable geographical barrier to reach the nearest primary school. Presently we have an enrollment of 4489 in our EGS centres which include 2225 children covered in 2003-04 and 1084 covered during 2004-05. Besides 1180 enrolled in distant primary schools migrated to their nearest centers were community was quite receptive so much so that our EVs are assisted by local educated youth to sustain the centers effectively.
- c) Two hundred R.T's under opening and up-gradation were engaged under SSA.
- d) Fifty four E.V's were engaged during 2004-2005.

**2. Trainings.**

- a. 3290 teachers (teaching elementary classes) of the district were improved twenty days training during 2004-2005.
- b. 138 E.V's of the district were imported 30 days training during the year under reference.
- c. Three days LE.D training to all the ZRP's and CRP's was imparted who in turn trained 913 teachers from each primary school and upper primary school under the said intervention.

**3. Provision of T.L.M.**

Teacher grant to the tune of Rs= 9.740 lac has been utilized in the district to enable teachers at the elementary level develop requisite improvised teaching learning material for using to the class rooms .1948 teachers in the district were as such covered under this provision.

**4. Provision of School Grant.**

Under this head 489 schools were covered and funds to the tune of Rs=9.78 were trickled down to the gross-root level.

**5. Provision of Maintenance Grant.**

Under this head 236 school, having their own buildings, were covered and funds to the tune of Rs= 11.80 lac were permeated to reach the heads of beneficiary schools.

**6. Grant supply of Text Books.**

Free supply of text books was made to Girls/Sc boys/ST boys from class 3rd to 8th and funds to the tune of Rs.54.893 were expended on this account.

**7. Introduction of Computer Education.**

Identification of three elementary schools together with the computer trained teachers for teaching in the said schools was made and these three centres are to receive the machines soon to get abuzz with the task of making children in the targeted age group computer literates.

**8. I.E.D.**

15 assessment camps throughout the district, for assessment of degree of disability in children in the targeted age group, both in and outside the schools, were conducted during 2004-05. As such 3799 children 2240 boys and 1559 girls were identified having different types of physical deformities. Accordingly funds to the tune of Rs= 1.8 lac were utilized under this component.

**9. Civil Works.**

- a. One BRC building was taken-up for construction against the target of three as the requisite funds didn't flow to take-up the two remaining ones.
- b. Three CRC buildings were taken-up for construction against the target often as non-availability of funds came in the way of 100 P.C achievements on this account.
- c. Six primary school buildings were take-up for construction against the target of 15, as only 25 P.C of the total cost was released during the year.
- d. Five upper primary school buildings were taken-up for construction against the target often, as only 25 P.C of the total cost was released during the said year.
- e. Twelve ACR buildings were taken-up for construction against the target of 50 such buildings as funds to the tune of Rs=25 P.C of the cost total cost were released during the year.

**10. NPEGEL**

Under this intervention six girls/mixed schools were identified in six C.D blocks of the district to introduce this privileged programme of girls education at the elementary level.

Rs = 0.5 lac were released to each such school for provision of drinking water / toilet facility.

**11. K.G.B.V**

Under KGBV identification of two areas viz: downtrodden community/unlettered family population to woo girls of such communities for enrolment in the residential schools to be opened in the said areas to make girl education more attractive and less burdensome.

**12. Establishment of DISE**

During the year under report, a sound database in the district was established by conducting surveys first hand data under DISE has been collected in the district in the education sector and the said data is on its last stage of punching.

**13. Upgradation of District/Zonal Offices.**

Xerox machines were purchased for the district/eight Zonal Offices for up gradation of these offices. Funds to the tune of Rs \_\_\_\_\_ were expended under this component.

**Access.**

Access, both physical and social, has to act as catalyst for achieving the much cherished goal of universalization of elementary education. Unless the children get easy accessible schooling facility and unless there are no social barriers in their way to reach the schools and be in pursuit of their goal vis-a-vis literacy/education, this dream of universalization of elementary education can in no case be translated into a reality.

Among all the higher ranking goals of SSA UA, UE, UR, UQI universal access comes first and the foremost. Universal enrolment, universal retention and universal quality improvement are next to it.

Terrain the precarious conditions prevailing in the valley, especially in our district, have added a serious dimension to this problem of accessibility parents prefer to keep their children unlettered than to risk and endanger their lives by sending them to schools that are beyond one Kilometer (PS) or beyond 3 Kilometers (UPS) and their children have to foot this distance through inhospitable terrain and under precarious conditions or have to cross difficult and insurmountable geographical barriers. Provision of easy access to the children of these unprivileged habitations/areas assumes greater importance in this context.

Since the inception of the SSA scheme in the district we have so far opened-up 174 primary schools, 108 primary schools have been upgraded to the level of upper primary, 184 EGS centres including 46 centres at the last leg of the plan formulation to have been set-up to provide easy access to the children.

Against this achievement of targets we still have to go a long way to achieve the goal of universalisation of elementary education in the district. We still have 408 access less habitations that are to be provided access by way of opening-up of primary schools and EGS centres in such habitations out of these 408 access less habitations, 163 quality for primary schools and 245 habitations quality for setting-up of EGS centres under the guidelines of the scheme to cover 9111 out of school children still existing in the district.

Again in order to remove the social barriers in the way of access of children to school, community awareness campaign is on to sensitize the stakeholders towards education of this section is a casualty in the existing socio-cultural scenario wherein presence of children belonging to low-castes in schools and their intermingling with children of high castes is seen with displeasure by the parents of high caste children. Moreover, community awareness regarding education of girls is done at the grass root level. Again facility of disbeliefs regarding education of girls by some unlettered families/parents is driven home to such families/parents to get these girls unfettered for pursuing their cherished goal of getting literate/educated. Furthermore, facilities are being provided to girls/SC/ST children by way of residential schools, free text-books, scholarship, mid-day meals, remedial teaching, awards to teachers showing exemplary performance in burning more and more girls to school and to make their achievement graphs wise at the schools.

### Chapter VIII

### ***PROBLEMS, STRATEGIES AND INTERVENTIONS***

In order to achieve the aforesaid goals of SSA, we give the strategies and interventions in the below given schedule, to grapple with the problems and bulldoze our way through these problems to achieve the said goals/objectives.

Problems	Strategy	Intervention.
1) We have 408 habitations in the district still without schools and EGS Centres. These habitations qualify for opening-up of schools/EGS Centres but not yet covered. Zone-wise identification of said habitations is listed making annexure	In order to overcome this physical access problem to achieve universal access we propose to open 163 schools 245 EGS centres in the district covering all the zones in the upcoming financial year.	This strategy of achieving 100% physical access shall be actualized under the intervention of opening of new schools/EGS Centres to cover all the habitations/hard to reach groups.

<p>2) We have 9111 out of school children including 3469 dropouts which need bridge courses. Included in these dropouts we have 334 children pursuing religious education in madrasas. They will be provided educational facility in AIE mode.</p> <p>3) We have 2011 such children who cannot be covered without having innovations. These include children engaged with sibling care, ST children who remain engaged with rearing cattle during peak academic periods (i.e.) summer. Besides, we have children who are going to handicraft centres without having education.</p>	<p>We shall mobilise community support, hold community awareness campaigns like Bal melas etc driving home the importance of education to the people to lure them send their children in the age group of 6-14 to school. We shall devise bridge courses for drop-outs under the supervision and guidance of an institution holding distinction in the job to match their advanced age with the class they have to join thereafter. For children who need alternative schooling, we shall provide those alternate schooling in the morning/evening either in the available govt. schools or in make shift camps to cover those children. For children pursuing religious education in madrasas, we shall open up EGS centres within the madrasas to cover those children.. We shall provide alternate schooling, for adolescent girls entrusted with the job of sibling care, we shall arrange for 5 child care centres with the schools these girls are in for their education. This is to achieve 100% enrolment in 2005-06.</p>	<p>We shall mobilize field functionaries of the department to ensure that none of child in the age group of 6-14 remains out of school. This strategy shall be put into action under the intervention of universal physical access (AIE/EGS).</p> <p>For having 100% enrollment we shall provide textbooks, arrange night boarding, day boarding provide incentives to hesitant parent for sparing their children to have education. We shall also engage volunteers / teachers for giving education and community mobilization.</p> <p>This shall be covered within the cost ceiling of Rs. 0.68 per child per annum.</p>
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<p>We have 1909 primary graduates who, we apprehend, may give up their education (mostly girls) due to absence of easy access to a upper primary school.</p>	<p>We shall propose here upgradation of 100 primary Schools to upper primary level, with the zone-wise break-up given in the annexure, to facilitate easy access to this chunk of our target group (11-14) besides, to a good section of primary graduates who face difficulties in reaching distant schools.</p> <p>We shall mobilize comm. Participation in paving way of girls to schools. For impetus to girls' education/emancipation we shall mobilize women organs/groups</p>	<p>This shall be covered under the intervention of upgradation of Primary Schools to M/Schools.</p>
<p>We have 3799 children with mild disabilities including 1607 out of school children .</p>	<p>. We have already assessed the degree of their disabilities and we shall provide them assistive devices to mainstream them.</p>	<p>This will be done under the intervention of inclusive Education.</p>
<p>We have poor infrastructure in the schools. Our 383 primary schools are without buildings (constituting 56%), 70 Upper Primary Schools (making 28 %) are without buildings, 230 Primary and Upper Primary Schools need additional accommodation with</p>	<p>We have land available, donated by the community, for the construction of school buildings, given zone-wise and for additional accommodation.</p>	<p>The construction of these school buildings/additional accommodations shall be covered under the intervention of civil works.</p>



the zone-wise break-up given in the annexure. The completion of construction in view of the commitment' no buildingless school by 2005-06' cannot be achieved.	The plan ceiling of 33% for civil works is required to be relaxed upto 40% to see some break through in achieving the desired goal.	
Our 774 schools are without drinking water facilities.	We propose the provision of drinking water facilities for such schools to obviate the difficulties faced by the school administration, staff and students.	This will be covered under the intervention of civil works.
Our 824 schools are without toilet facilities.	We shall cover these schools under the total sanitation campaign launched by the State government.	This shall be taken up under intervention of convergence and linkages. The local-self govt. (Panchayats) has undertaken this project.
Our 1082 teachers working at elementary level are untrained. They don't have any degree or diploma in teaching. 467 teachers have not undergone in-service 60 days training. None of our teachers is trained for early childhood care and education. Our teacher trainers need further capacity building. Our VEC members, members of women organizations /NGOs interested in universalization of elementary education, members of PT and MT associations need trainings to deal with the issues more confidently and resourcefully.	Besides deputation by state government, we shall arrange for the 30 and 20 days in-service trainings for teachers in vacations to save school days. This shall be done phase-wise in govt. school buildings as in vacations these can provide accommodation to house these centres. We shall also arrange for training of teachers for ECCE. Again 2 days training will be imparted to all stake-holders in the field of education. The services of trained personnel of ICDS shall also be utilized for early CCE.	We shall take it up under the intervention of capacity building of teachers/master-trainers/other stake-holders.
We need teacher training modules to	We shall utilize Rs 1400/- ear-marked	This shall be taken up under the

get re-orchestrated to suit the local needs and aspirations.	for each school to undergo research to devise the means to contextualise the modules.	intervention of Research and Redesign.
We need follow-up of training programmes in schools and classrooms.	We shall activate our district resource groups, DIET faculty members and educational administrators at different rungs of hierarchy to do the needful.	This shall be taken up under the intervention of monitoring.
We need re-designing and contextualising of our curriculum especially that to be offered under EGS scheme	We shall here also conduct research prior to re-designing of our curriculum with the resources available under the intervention of research and specify the content to be localised. Mother tongue to be inducted as MOI upto class 2nd.	This shall be done under the intervention of research and redesign.
We need quality text-books and their timely distribution.	We shall suggest here that the govt. should entrust this job of printing text books to that agency that takes the job seriously, other than JKBOSE so that printing, paper, get-up is fascinating.	Under the convergence intervention state govt. distributes these text books as under SSA only. Girls and SC/STs are provided with text books.
We need TLMs to make teaching learning process more effective, and interesting and activity based.	We shall provide TLM grant to teachers for the development of these TLMs and their use in teaching.	This shall be done under the intervention of quality education.
We need training of teachers for TLM development.	We shall address this issue in teacher training programmes of 30 and 20 days.	This shall be taken-up under the intervention of capacity. building of teachers.
We need training of teachers on modern tools/yards of evaluation to facilitate the evaluation of students with clinical precision.	We shall also under-take this exercise during teacher- training programme of 30 and 20 days.	This shall be done under the intervention of capacity Building of teachers.
We need to train teachers in multi-	This shall be taken up at teacher	This shall be taken up under the

grade teaching, moral education and confidence building in students. Besides, they are to be trained in addressing to psychological needs of the children and in dealing with CWD/CWSN and in dealing with children at early childhood and their education.	training programme of 30 and 20 days.	intervention of capacity building of teachers.
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## Chapter IX

### *CONVERGENCE AND LINKAGES*

In order to build-up the requisite infrastructure, we shall take help from other schemes/programmes being launched by other departments/ministries of the centre/state. For example, the state govt. provides free books to all the students right from Class Ist to Class VIII as it did in the current academic session. Similarly the state govt. provides poverty-cum-merit scholarships and scholarships for SCs/STs to help the meritorious, poor, down trodden and backward communities go ahead in the field of education. Again the state govt. through RDD and R&B under district/state plan, also with the assistance of NABARD loans, undertakes the task of construction of school buildings. The state govt. also, through the RDD and R&B constructs and black tops roads leading to the schools. Under the total sanitation programme, the state govt. constructs lavatory points in the schools with 90% state funding. 180 schools of the district have been covered under this scheme during the financial year 2004-05 and state has the target of 100% coverage in this respect during the coming financial year. The state govt. again, through its social welfare Department, provides scholarships to the meritorious and SCs/STs and other backward community students to give a cushion to the burden of their educational expenses. We utilise the services of health professionals and experts to assess the nature and degree of disabilities of the children and their special needs for their mainstreaming. We tie-up with composite Regional Centre for arranging of assistive devices for the disabled children. Again the state department of youth services and sports provides the services of PETs and PEMs to the department for carrying out physical/Co-curricular/extra-curricular activities in the schools. The state department of Science and Technology holds, rallies, seminars, symposia and debates to drive home to children the importance of science and technology in their day to day life. This department provides incentives to the students for taking part in such activities and to develop scientific thinking and positive attitude towards life.

Under the NPEGEL, we identify schools that mainly focus on the education of girls at the elementary level to bridge the gender gap under KGBV we go for residential schools, for girls, of 100 intake capacity, in areas where the population of SCs/STs and other backward and downtrodden communities is concentrated.

Lately the Government of India, through its ministry of youth services and sports, has handed-out a scheme for the development and empowerment of the adolescents wherein 10-19 age group is the focus group (While as 6-14 age group is the focus group under SSA) for inviting of proposals from the related state departments. We too have put forth a plan proposal to run the scheme under the banner of our department of education with the specific budgeted provisions, as the scheme is funded by the said ministry, to achieve its desired goals and objectives and if our proposal meets the approval, this shall help us financially and logically to build a conducive environment for the universalization of education particularly among the adolescent boys and girls, as these adolescent boys and girls constitute 22.8% of the population of India (according to the Planning Commission's Population Projections). The proposed activities under this scheme are environment building for the development and empowerment of adolescents, organising seminars and workshops, imparting of life-skills in education- thinking skills, social skills and negotiating skills, counseling, career guidance, holding of residential camps to serve the learning needs of different groups of adolescents, Research and technical source development. The carrying out of these activities by this department shall go a long way in the fructification of our SSA Scheme.

The state government has decided that toilet and drinking water facilities shall be provided through Rural Development Department and PHE department through the centrally sponsored schemes of Total Sanitation Mission and Swajal Dhara. Since 100% coverage of elementary schools is envisaged in these programmes therefore it has been decided to create more schooling space by utilizing the funds under this head.

## Chapter X

### ***QUALITY INTERVENTION:***

#### **i) Introduction:**

Actually our thrust should be on quality to achieve universal enrolment and retention. For building up of this component we need trained and resourceful teachers, rich infrastructure, conducive and congenial teaching and learning environment, contextualized content, modern, efficacious, child centered and activity-based techniques of teaching, effective supervision and monitoring, diagnostic remedial teaching, full instructional period of 220 days in a year in the schools, warm community participation and support, pedagogic vision on the part of the teachers, linkage of learning at different stages, computer-aided learning and provision of different incentives for the children especially those belonging to the economically and socially backward classes etc.

In order to achieve the goals set above a five fold strategy is being pursued under SSA to address quality concerns, besides provision of infrastructure and human resource for imparting quality education.:-

- 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.

**Remedial teaching :-** The children enrolled in EGS centres are mainly belonging to difficult areas who come from disadvantaged social groups in small and scattered habitations . Although our EGS centers have been received well, the single volunteer manning the center does not cater to the needs of bulk roll put on his/her charge. The problem becomes even more complicated in the situation of multigrade teaching inherent in the EGS scheme. The apprehensions of quality education have therefore cropped up and monitoring agencies are repeatedly focusing on the issue.

The district plans to start the Bridge Course in which as many as 3469 children who have prematurely dropped out and those who have never been enrolled in any school are proposed to be covered. The quality education as visualized in the Sarva Shiksha Abhiyan is apprehended to be put to question by the community. Since Remedial Teaching is the only viable option to address to the problem of poor education, the district proposes to cover all the children on the rolls of EGS centers and those being engaged with bridge course. The district shall require a funding of Rs. 114.92 Lakh to cover 13,600 children.

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 of 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 year 2003-4 TLM development from 1<sup>st</sup> to 5<sup>th</sup> 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 6<sup>th</sup> 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 led not only to the capacity building to conduct training programmes but also led 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. 3309 teachers out of 3929 were provided 20 days in-service training and 30 day training to 138 EVs out of 139 during winter 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.

In this context, a brief resume of our district is given as under:-

We have 1639 trained primary teachers out of a total of 2331 primary teachers. Similarly out of a total of 1598 Upper primary teachers we have got 1208 trained teachers and in percentage it comes to 75.59 and 78.79 respectively. Out of untrained chunk of primary teachers, 450 have been imparted 60 days training course and 242 such teachers are yet to receive such training. Similarly at the upper primary stage 106 teachers have received 60 days training and 219 such teachers are yet to receive this training.

On the same pattern we have imparted 20 days' training to all the trained teachers having either a degree or diploma in teaching under their belt. In the same vein we have imparted 30 days' training to all the freshers/new entrants to get them oriented with the teaching techniques and to deal with different class room situations to make the teaching-learning process efficacious, result-oriented, long lasting and commensurable with the child needs.

For running this training programme a process has been developed wherein training modules have been developed at the state level taking into consideration the specific requirements of the district concerned to make the module(s) contextualized. These modules are then transacted in the training programmes with active and warm participation of the participants.

During the current year (2004-05) we didn't launch 60 days training programme as the module for it was not developed and then the resource input was not also available.

We launched only 20 days' training programme wherein 3290 teachers of the district were imparted training. The resources put in for this 20 days training programme in the district during the year under reference amount to Rs.46.3 lacs.

We arranged for this training programme during winter vacations firstly to save the instructional time of the students and secondly to ease ourselves in respect of provision of accommodation to house such training centres as the govt. school buildings could accommodate such centres in a hassle-free way.

For monitoring and supervision of this training programme, we drew a monitoring team from our DRG, DIET, local district administration and teachers. Who reported on day-to-day basis the functioning, the requirements and the problems, if any, at such centres.

For the capacity building of the EVs, we, for the first time in the district launched a 30 days training programme for EVs and in all 138 EVs get this training in the district. We intend to chalk-out a schedule for the training of VEC members in near future to ensure their capacity building and active involvement in translating the dream of universalization of primary/elementary edu. into a reality.

Under this quality intervention, we go for operationalisation of BRCs and CRCs. These are actually teacher training institutions that have to focus on capacity building of teachers.

#### **Training needs during the year 2005-06.**

During the year 2005-06 we plan to impart 20 days training to 3462 teachers and 30 days training to 910 teachers. Regarding 60 day training a proper training module for 60 days has yet to be developed. Efforts are being made at the state level to impart this training in distance education mode. In case this materializes 467 teachers in the district who are non B.Eds/D.Eds or who have not received 60 days training so far shall be imparted training through distance mode. In the alternative efforts shall be made to develop proper training design for 60 days training and impart 60 day training to the 1082 teachers. However, full provision for this has been made in the AWP&B.



**Use of computer aided learning for enhancing the quality of learning.**

Computer aided learning shall be introduced in the district on a limited scale at upper primary level. For this purpose multimedia content shall be developed at the state level for identified hard spots in the curriculum. There is a proposal for operationalising three computer centres in the district during 2005-06. We also intend to operationalise three more centres during the year 2005-06. Computer aided learning will go a long way in making the learning joyful and concretizing instruction for easy comprehension by the children.

**Continuous onsite training support through zonal resource centres and cluster resource centres.**

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 misconception 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.

During the year 2005-06 the onsite support at primary and upper primary level shall continue. However it has been felt that the provisions made under SSA for TA grants and contingency is very inadequate considering the hilly terrain of our district. In case it is felt that more resources shall be needed for onsite training the same shall be garnered from management cost of the state.

**Improving school environment**

Improvement of school environment is critical to the improvement of quality of education. In order to provide a congenial atmosphere to children for the learning process we propose maintenance grant @ Rs. 5000/- across the board to go for necessary repairs and face-lifting of the govt. owned school buildings, or to make such schools green and clean to make these attractive centres of learning. There are 184 upper primary school buildings and 412 primary schools which have government own buildings. Provision shall be made for all the buildings during current year.

**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 5165 (4213+952 proposed engagement) teachers in the district. Under the quality intervention we provide a TLM grant of Rs 500/- to each teacher per annum for the development of improvised TLM for effective teaching-learning. For the current year we have been provided Rs 9.743 Lac under this component and we have released Rs 9.74 Lac out of the total allotment.

**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 933 schools in the district. Under the intervention of quality, we also have a provision of school grant @

Rs 2000/- per school and this amount is utilized for fully depreciated, worn-out and used-up TLE. For the last year the district was not allotted the required funds.

**Supply of text books:**

Under this quality intervention we also have a provision of gratis supply of text-books to SCs/STs and girls. For the last year we had envisaged an allotment of Rs. 54.893 Lac for girls, SC boys and ST boys. During the year 2005-06 we shall provide text books from class 1<sup>st</sup> to 8<sup>th</sup> to 56564 girls nil SC boys and 5197 ST boys. For the next year, we propose an outlay of Rs 56.95 lac for primary classes and Rs 35.70 for the upper primary classes for the supply of free textbooks.

**Teaching Learning Equipment for the newly opened schools:**

Our district has not availed itself of the TLE grants of Rs 50,000, being given to newly upgraded primary schools under SSA, for the years 2002-03, 2003-04 and 2004-05 on account of paucity of funds and hence we project this grant as spill-over under the budgeting/costing chapter.

Similarly, this TLE grant of Rs 10,000 being given to newly opened primary schools under SSA, has been given to our district for the years 2002-03, and 2003-04 The TLE grant for 173 schools out of 174 stands released and an amount of 0.1 Lac as such is reflected as spillover to cover the one left out school. For 2004-05 there was no target under new opening.

**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 co-ordinators 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 Lurgam, Vehil and Imamsahib. The district has constituted teams at the cluster level which make frequent visits of the schools to check teacher absenteeism. Besides this the government in pursuance of 73<sup>rd</sup> amendment to constitution, has transferred some of the functions to the Panchayati raj institutions. The salary of primary school teacher cannot be disbursed unless he obtains a duty certificate from the surpanch of the Panchayat. This has also helped in preventing teacher absenteeism.

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

Out of 4213 sanctioned posts only 3929 number of teachers are actually functioning. 284 number of posts are vacant in the district. The posts have been referred to the Director School Education Srinagar for arranging recruitment through Service Selection Board of the state. It is hoped that this process will be concluded during the 2005-06.

However, considering the low PTR of the district which stands at 1:20 the vacancies do not offer much problem.

**Educational Reform**

The state government has introduced pre-primary education and in our district this type of education has been introduced in all the 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 sibling 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 1<sup>st</sup>. 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)	Rationale
1.	Trainings	Teacher training in-service for 20 days	48.468	Training will be imparted to 3462 teachers in the district this includes 2847 trained and 407 untrained teachers who have not received 60 days training during 2003-04.
2.	Taining	Teacher training 60 days 467 untrained teacher	6.538	The teacher non B.ed /D.ed who have not received 60 days training shall be covered under 20 days training programme as the 60 days module assignment at the state level has not yet been prepared.
3.	Trainings	Teacher training induction for 30 days	19.11	910 new recruits shall be provided this training which include to be engaged in proposal new primary school.
4.	EGS/AIE	30 days training to EVs	—	657 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.
5.	Teacher grant	Development of TLM at school level by the individual teachers.	25.82	TLM @ Rs.500/- per teacher for 5165 teachers.
6.	School grant	Grant for replacement of used up TLE in the	18.66	School grant @ Rs.2000/- for 933 schools.

		school.		
7.	Text books	Text books to be provided free to girls and SC/ST boys from 1 <sup>st</sup> to 8 <sup>th</sup> .	63.943	Text books @ Rs.150/- per student for 39564 girls and 3065 ST students of class 1st to 8th.
8.	Maintenance grant	Maintenance grant for repair of government owned buildings	24.00	Maintenance grant @ Rs.5000/- per school for 480 schools which have government buildings.
9.	TLE for new upper primary schools	TLE for new upper primary schools	50.00	TLE @ Rs.50000/- shall be provided to 100 schools to be upgraded to upper primary level.
10.	TLE for newly opened primary schools during 2004-05	TLE for newly opened primary schools during 2004-05	0.10	The district was allotted one additional PS out of the quota available with Directorate of School Education which was not covered under TLE provision.
11.	TLE for newly Proposed primary schools during 2005-06	TLE for new Proposed primary schools during 2005-06	16.30	TLE for 163 primary schools @ Rs.10000/- per school.

**Improving learning atmosphere by infrastructural support:**

For the building up of a quality infrastructure we provide school buildings for primary and UP Schools. We provide addl. accommodation for those schools that face acute shortage of accommodation. This year we have taken up 6 primary school buildings, 5 UP School buildings for construction. The maintenance grant for the repairs of the building, its face-lifting or for making such schools green and clean to make these attractive and appealing to the aesthetic sense/taste of the child was utilized during 2002-03 and 2003-04. The funds for 2004-05 were not made available to the district which has put us in difficult situation.

In respect of basic infrastructure in our schools, the picture is not so rosy. We have 679 primary schools, out of which 267 don't have their own buildings, 132 such schools have buildings in dilapidated condition and 193 class-rooms of such buildings need repairs. Only 70 such schools have got DW facility and only 52 of these have got toilet facility. Only 13 such schools have toilet for girls, only 18 are with access ramp and as less a number as 32 have boundary walls when many of these schools are situated either on the busy road-side, or near a river/nallah or at a segregated place/location where such school buildings face the risk of being put to unfair use after school hours and thus damaged with all the material/stores in. Similarly out of 254 UP Schools

only 70 have own buildings, 32 have buildings in dilapidated condition; 118 have repairable class-rooms, 87, 57 and 14 have DW, toilet and girls toilet facility respectively and only 29 have boundary walls.

For the next year, we propose the building of 30 new CRCs, 374 primary Schools, 60 UP School buildings, 200 addl class rooms, 50 Units of toilet and 60 boundary walls of the schools and 80 schools for electrification. This is as per the commitment "no buildingless School by 2005-06. The district has not taken up 9 PS & 10 UPS buildings against the approved targets for 2004-05 for want of funds.

We propose the construction of these buildings for primary and UP Schools and other related infrastructure on the plea that such infrastructure in our schools is very poor. School buildings have been set ablaze or damaged during the turmoil in the valley. A Considerable number of our schools have either rented buildings that are situated in the midst of heavily populated habitations and hence unhygienic conditions, rendering the atmosphere repugnant to healthy teaching-learning process or have the buildings in dilapidated condition constraining the school administration to run such schools in the open to avoid any loss to life or have quite insufficient and painful shortage or lack of accommodation. Many of our schools have only two or three small rooms to accommodate five or six classes of a primary school and same is the fate of our UP Schools in respect of accommodation.

Many of our schools are rented in buildings that are near or over cow-sheds, market-places, filthy places or buildings that are shared by the families of the house owner and the children. Our community, at such junctures, is ready to donate land for the construction of buildings of such schools but the lack of funds hamstrings the process.

During our visits, this year, we came across such schools where the same rented building is being shared by the family of the landlord and the children and where schools are housed in such rented buildings that are in no way better than cow-sheds, having very dim light in side and no ventilation, where the floors are dusty.

Most of our schools have got no toilet and DW facility the mixed schools that need separate toilet for girls are devoid of it resulting in embarrassment to the school administration and posing serious problems to such girls at school.

The Schools that need boundary walls to avoid loss of life and property and outside interference are devoid of it and the electrification of our schools upto the elementary level is only a pipe dream.

Subsequently, we propose rent for buildings under occupation of SSA Schools both in rural and urban areas in our district.

The justification for pleading of rent here is that due to prevalence of militancy, particularly in rural areas, community doesn't come forward and co-operate along the expectation levels. People are under this impression that Co-operation to a govt. sponsored scheme, even for their own empowerment and upliftment, means support to the govt/state, and its functionaries and instrumentalities in the face of threat to its law, order and development by the militants. In this backdrop the common man is not coming forward to lend its co-operation and support or to put in his contribution in the areas he was expected.

In the urban areas of our district schools housed in community owned buildings, face a threat of closure as the landlords, who had once come forward to cushion the scheme by providing rent-free palatial and spacious buildings either on the consideration of employment/job in the said school or on the consideration of getting hefty amounts as rent, have now started to back-out. They demand payment of fat sums as rent or warn of forced vacation from such buildings.

So, in order to come to the rescue of such schools to save these from the pangs of closure, we propose a flat rate of rent @ Rs. 300/- per school per mensem.

**Operationalization of CRC/BRC:**

**Onsite support to teachers in classroom situation with the help of Zonal Resource Centers:**

**Guidelines for operationalisation**

The State Project Directorate has provided detailed guidelines for operationlisation of BRC/ZRC and CRCs. 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 prposed 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.

## Chapter XI

### ***SPECIAL FOCUS GROUP***

Under the component of SFG we have the following groups to focus on or Zero-in on to achieve the desired/targeted levels of achievement of such groups in the field of education/literacy.

#### **1) Girls' Education:**

In our district the female literacy rate is 35.40 only as per 2001 census. There is also a wide gap in the achievement levels of the boys and girls. Barring a few exceptions, boys outshine girls upto the upper primary level. There are factors responsible for this unbalanced achievement levels of the two sexes.

#### **Enrolment / Achievement levels of girls and the issues involved:**

First group of such factors is area specific. In rural and backward areas girls' education is not considered a necessity. People think a girl child should receive only training in household chores and going outside their homes in search of formal school education is considered a taboo. No considerable attention is being paid to their schooling as the parents are stoic to their attainment of higher achievement levels. Poverty of people, illiteracy of people, unscientific thinking pattern of people, patriarchal tilt in the societies, lack of physical and social access in such areas also affect the girls education and their achievement levels. Child- marriages, apprenticeship of girls at the school age, lack or absence of exclusively girls institutions, toilet facilities for girls in mixed schools, undesirable treatment of girls at the hands of some teachers at the school, failure to understand the psychological needs of a girl child at the school and inadequacy or lack of efficient and trained, both at teaching and dealing with this fair sex at the tender age, teachers in schools situated in such areas poses an in formidable handicap.

Second group of such factors is category specific. The girls belonging to SC/ST/OBC category are indifferent to the idea of education as they cannot be spared for schooling due to heavy load of chores on their young and fledgling shoulders. Their parents want them more in sharing their burden of workload than in the class rooms. Since the children in such categories share almost the same fate of lagging much behind other classes of the society, so absence of an element of intra class competition also proves a barricade in making children of such classes go hand in hand with children of other classes in the field of education.

The high rate of illiteracy of these specific classes of society and unlettered parents of such children also pose a problem. The tradition of early marriage and child marriage of girls prevalent in such classes also proves a stumbling block. The sex-discrimination in such classes also is an obstinate problem in the way of achieving higher levels of access, enrolment and retention of girls in the schools.

In order to overcome this endemic problem of low achievement levels of girls in different areas of our district, we go for capacity-building of teachers, especially of female teachers, to tread the innovative path of remedial teaching in classes to facilitate higher and higher levels of achievement on the part of girls. Here we provide incentives to teachers who show commendable results in mainstreaming more and more girls and in bettering their achievement levels at school.

Then as another measure to lure more and more girls to school, we involve the community to ensure more and more enrolment of the girls and address their education/school related problems.

The female literacy rate in our district is very low. It stands at 35.40%. Similarly the literacy gap between males and females is very wide and therefore lots of efforts need to be made for enhancing the enrolment of girls and for enhancing their achievement.

The district will adopt a two pronged strategy for increasing the enrolment of girls and enhancing their achievement levels.

**Community mobilization for enrolment of girls:**

During the year 2005-06 we propose enrolment drives for bringing more and more girls in the age group of 6-14 in the schooling system. For this purpose enrolment drives will be undertaken at the zonal and cluster levels by the community member, cluster and zonal resource persons and VEC members. Before undertaking enrolment drive they shall be properly trained. For this purpose workshops will be held at the district and zonal levels. Funds on this account shall be debited to the girls component of the innovative activities.

**Remedial teaching:**

The data collected on quality indicators reveals that achievement levels of girls are poorer as compared to boys. Whereas achievement levels in the urban areas are not so bad but in rural areas achievement levels of girls are very poor. It is the poorest among the tribal population of the district. In order to enhance the achievement levels of girls it is necessary to provide them a level play field by way of remedial teaching. Remedial teaching shall be conducted after school hours or during the vacations. For this purpose honorarium shall be provided to the teachers.

S.No	AWP&B Source	Activity	Amount (Rs. in lacs)	Rational
1.	Innovative activity (Girls education component)	Remedial teaching for girls with less than 50% achievement levels for classes 5 <sup>th</sup> to 8 <sup>th</sup> .	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 all blocks especially the blocks of Tral, Keller and Shopian 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	3.0	Vocational training shall be provided to empower girls so that their parents do not look at their educational endeavor as a futile exercise



		schools of backward zones.		
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**ECCE:**

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.

Our state Govt. has started pre-pry education/classes in all the schools. Our district has also started pre-pry classes in all the schools. Our district has got a total enrolment of 10221 children in these pre-primary classes. Among these 5301 are male and 4920 are female. We draw teachers from the same pry/UP schools to teach such classes. We expect a higher roll this year for such pre-primary classes as our district is having a population of 1, 43,334 children in the age group of 0-6 years to feed such classes. In our district the no. of ICDS centres that cater to this early childhood care and education is 881.

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 attend 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 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 lac 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
3. Monitoring of the scheme.

During the financial year 2005-06 an attempt shall be made to provide support to pre primary education in the government schools from innovative activity funds. The support shall mainly constitute:

- a. Training the teachers involved in pre primary education in ECCE component.
- b. Providing ECCE kits to the pre primary classes. The kits developed by NCERT shall be procured for this purpose.
- c. Monitoring the pre primary education in the district.

S.No	Name of the Block/Zone	Mentally retard.		Visual impairment		Hearing imp.		Ortho		Multiple Dis.		G.Total		Total
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
1	Awantipora	1	5	24	19	7	0	28	24	28	21	88	69	157
2	Imamshaib	34	26	22	25	26	22	41	24	28	27	151	124	275
3	Kakapora	84	27	31	22	49	30	63	39	56	28	283	146	429
4	Keegam	8	4	58	28	37	40	100	61	34	35	237	168	405
5	Loorgam	32	31	47	31	39	39	57	22	34	30	209	153	362
6	Pampore	84	27	31	22	45	17	62	75	50	34	272	175	447
7	Pulwama	20	0	56	50	57	46	54	53	46	48	233	197	430
8	Shopian	14	11	13	9	11	6	23	18	34	26	95	70	165
9	Shadimargh	14	8	58	25	18	13	58	30	13	11	161	87	248
10	Tral	7	6	63	35	20	22	65	42	59	39	214	144	358
11	Tahab	14	12	23	21	11	7	53	47	60	38	161	125	286
12	Vehll	20	18	24	21	19	17	51	25	22	20	136	101	237
	<b>Total</b>	<b>332</b>	<b>175</b>	<b>450</b>	<b>308</b>	<b>339</b>	<b>259</b>	<b>655</b>	<b>460</b>	<b>464</b>	<b>357</b>	<b>2240</b>	<b>1559</b>	<b>3799</b>

During the previous year, we conducted assessment camps throughout the district (in all the 12 zones of the district) for assessment of degree of disability in children, both in and outside schools in the targeted age-group. The total no. of such disabled children, identified by nature of disability comes to 3799, 2240 boys and 1559 girls out of this number 507 suffer from mental retardation, 758 suffer from visual impairment, 598 from hearing impairment, 1115 from ortho disorder and 821 from multiple disorders 29 children were recommended surgical corrections, 963 children were recommended for medication, 513 children were recommended for physiotherapy and 966 children were recommended for assistive devices.

The issue of provision of assistive devices to such disabled children has been taken-up by the directorate concerned with the composite Regional centre, run under the Ministry of Rehabilitation, GOI. This centre has agreed to provide assistive devices under EDIP programme. The sharing of funding will be to the ration of 60:40 between the said centre and the EDIP Concerned. The matter is under correspondence with the said centre.

The capacity building of teachers, under this innovative activity of IED, has already found its due place in the teachers training content and the teachers were sensitized about IED. However three days special training programme exclusively for inclusive education was conducted in which firstly 109 cluster and zonal resource persons were trained followed by field training programme 913 teachers with representation from 913 schools were covered.

Our three Zonal resource persons in the district completed training course of 90 days duration through distance education mode through CRC Srinagar.

**Strategies for the year 2005-06:**

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 Pulwama. 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 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 12 zones in the district and therefore 12 teachers shall be recruited. However the recruitment shall be done at state level to ensure standardization of the resource.

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.

For this year, we propose to hold assessment camps in each educational zone of the district to assess children both in and outside the school for the nature and degree of their disabilities and for the curative measures, and prior to this activity, we shall drum-up and garner community support for this innovative activity to fructify. We shall take recourse to every possible effort in this direction to mobilize the community, be it the traditional mode of drum-beating, hoardings, display of banners and placards, awareness through print/electronic media, organization of cultural shows etc to sensitize the common masses towards IED.

This year we again propose a budgetary provision of Rs 1200/- child under this innovative activity.

S.No	AWP&B Source	Activity	Amount (Rs. in lacs)	Rational
1.	IED	Appointment of resource persons	6.00	12resource teachers shall be appointed on contract basis for Rs. 5000/- per month
2.	Teacher training	2 days orientation of all teachers	5.90	
3.	IED	Fixed TA for the recourse teachers	0.50	
4.	IED	Community mobilization and parental counseling	1.68	A core group of 5 perons including resource teacher, cluster resource person and 2 VEC and one Head teacher for a 5 day mobilisation camp in a cluster.
5.	IED	Two day Capacity building programme for CRP and one Head teacher in a cluster for mobilisation.	1.50	One cluster resource person and one head master in acluster shall be trained in a two day workshop at zonal level for conducting community mobilisation. The expenditure per person will be Rs.140/-
6.	IED	Awareness for holding assessment camps to ensure maxmimum participation.	1.2	An amount of Rs.10000/- per zone shall be spent.

7.	IED	Expenditure on holding assessment camps.	5.0	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.
8.	IED	Holding of measurement camps	1.0	A limited number of children shall need measurement. the amount shall be spent on their transportation, refreshment etc.
9.		Providing of assistive devices.	20.51	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.
10.	Monitoring and Research	Evaluation TLM preparation at zonal and cluster level.	2.0	TLM shall be kept at zonal and cluster level.

### SC/ST Education:

Under this innovative activity we shall strive hard for mainstreaming of children of these specific classes, to ensure their retention at school and to facilitate the attainment of their higher achievement levels.

For ensuring attainment of higher achievement levels by these children, we propose to launch a strategy of remedial teaching this year in such elementary schools where such children are in. We shall utilize the services of the teachers from the same or other schools to take up extra classes of such children at a monthly honorarium of Rs. 500/- per teacher to link-up their learning gaps and to whet their 'pick up' power, sharpen their wits and make them more inquisitive and analytical. Three teachers of the respective subjects shall be interested with the task in each school.

Zero periods shall be provided during morning hours for such children of ST category as have very low achievement levels. The teaching shall also be provided during morning assembly. Remedial teaching shall be done in the subjects of English, Mathematics and Science. At the rate of six periods daily each child will be provided instructions in two subjects daily. Remedial teaching shall not be provided for class 1<sup>st</sup> and 2<sup>nd</sup>. This arrangement shall be repeated for upper primary also but in case of paucity of teachers alternate arrangements can be made by engaging persons of suitable educational qualification on honorarium for a limited period of three months. The remedial teaching shall be taken up in at least 100 schools located in the tribal areas of the district.

To fund and finance our strategy, so formulated for the education of these SC/ST children, we propose a budgetary provision of Rs 5.00 lac for this year under this innovative activity.

S.No	AWP&B Source	Activity	Amount (Rs.in lacs)	Rational
1.	Innovative activity SC/ST	Remedial teaching for girls with less than 50% achievement levels. for classes 5 <sup>th</sup> to 8 <sup>th</sup> .	3.0	Conduct special classes either through the existing teachers or through volunteers who will be provided nominal hono- rarium.
2.	Innovative activity SC/ST component)	Enrolment drive in all blocks especially the blocks of Tral, Keller and Shopian and Hilly pockets of the district.	2.0	

## 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 lakh per year per district is being provided.

#### 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 1<sup>st</sup> to 8<sup>th</sup> 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 who 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 our district. The schools have the facility of safe space and electricity. These schools 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 ‘A’ 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 months 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 sensitise 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.

This innovative activity is meant for the children of UP Schools only. The introduction of this innovative activity in schools shall really prove a step forward in bringing the govt. and govt. aided schools at par with the schools in the private sector in our district and making these attractive centres of learning as computer illiteracy is considered a disqualification these days in practical life.

This year we propose an outlay of Rs 15.00 lac under this intervention to cater to the pecuniary need of six such computer centres in the district. We propose installation of five computer sets at each centre, upgradation of computer rooms (Rs 30,000) and to meet out other related expenditures on this account.



## **Chapter XII**

### **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 3.8%. 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 district. 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. Co-ordinators at district and zonal levels shall be appointed to look after the component of community mobilization and community participation. Their role will be to conduct training of community members including the VECs, PTAs, MTAs and SMC members at the district and zonal level. These coordinators shall hold various awareness campaigns in their respective areas. They shall also ensure that the VECs are actually associated with the programmes. They shall also be responsible for implementation of VERs which though maintained require a continuous updation. They shall also ensure that each school maintains VER. They shall also be entrusted the task of enrolment drives especially for dropouts and never enrolled children. The resources shall be made available through the components of community training, 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 2232 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 Imamsahib, Tral, Shadimarg, Shopian, Vehil, Keegam and Lorgam.

- 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.

The community mobilization is visualized as a core programme in direction of enrollment drive and retention of children. The institutionalization of community mobilization is conceived to lay the foundation of all the related activities. The village education communities shall therefore be activated and two community instructors shall be engaged in each zone as catalytic agents to spread the message regarding the necessity of enrolment, retention, ownership and monitoring of school activities. The community activation shall be undertaken in phased manner. The activation and evaluation is planned as under although enrolment drive shall form an integral and inbuilt part in all the quarters.

**Quarter Ist-** Identification of difficult social groups, difficult areas and pockets with less enrolment. Engagement of community instructors, training of resources persons, VEC members and community instructors.

**Quarter Iind-** Capacity building of head teachers, orientation of PTA's/MTA's, updation of village education register.

**Quarter IIIrd-**Conduct of Bal Malis, awareness campaign, tracking of out of school children.

**Quarter Ivth-** Monitoring and Evaluation, display of GER,NER, Retention rates in each class.

#### **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.No	SSA head	AWP&B component	Activity	Cost ( Rs. In lacs)	Rational
1	14	Training of VECs	Training of Village Education Committee Members at Zonal levels	1.34	2232 VECs @ 2VECs per committee @ RS 30 per day.
2		Management cost	Three day training of Resource persons headmasters /Head teachers. at Zonal Level	1.79	96 resource persons & 1096 head teachers @ Rs 50/- per day.
3		Management Cost	Three day training of Resource persons at District Level.	0.05	Two astt. Coordinator in each of 12 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	2.56	120 RP & 1096 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	2.05	2232 VECs @ 4VECs per committee & 1096 Head teachers @ Rs 60 per day

8		Monitoring, Evaluation & Research	Two day training programme of Resource persons at Zonal Level for enrollment drive .	0.65	120 RPs and 4 head teachers from each of 96 clusters.
9		Monitoring, Evaluation & Research	One day training programme of Resource persons at district level for enrollment drive	0.03	24 Asstt. Coordinators & 12 ZEOs @ Rs 70 per day.
10		Monitoring, Evaluation & Research	Traveling cost of RPs during actual enrollment drive	1.26	120 RPs and 4 head teachers from 96 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.	0.45	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.
13.		Monitoring and Evaluation	Contract charges of 24 community instructors with 2 instructors per zone.	4.32	@ Rs. 1500 per instructor per month.

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 be 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

					<b>@ 8 meeting per year</b>
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

In our state community participation and co-operation is not along the expectation levels. However, we make constant and relentless efforts to mobilize the community.

### Chapter XIII

## RESEARCH, SUPERVISION AND MONITORING

Under research head, since we have got Rs 1400/- per annum, per school, we shall utilize this amount to lay a firm foundation of information and data-base for the success of the scheme.

We shall discover the causes leading to short-circuiting of achievement of the objectives of universal access, both physical and social, universal enrolment particularly of girls and SCs and STs to bridge the gender and social gaps, universal retention particularly of economically starved and academically weak children, and universal improvement in the quality of education. We shall conduct research to contextualize the curriculum and hence the text-books, we shall conduct research leading to improvised development of TLM, development of localized training modules for the capacity building of teachers, development of improved tools of evaluation and the development of techniques to facilitate follow-up of teachers training programmes and application thereof in the class-rooms. This research project shall be manned by our DRGs/ZRPs and CRPs.

Under supervision and monitoring, we shall ensure the running of the scheme right on its well defined path at each stage of its execution and under each intervention. For example, in the pedagogy field, we shall ensure contextualized, graded and coherent content, the creation of conducive environment of learning in the schools, the lengthening of the academic session to the desired level of 220 days, the provision of standard and attractive text-books, the provision of TLMs, the strengthening of bonds between teachers and parents and for that matter the community as a whole, the drawing-up of contextualized modules for the teachers' training and the effective monitoring of its follow-up in the class-room situations. The on-site problem analysis and devising of remedial measures. We shall also try to identify the children with mild disabilities and children with special needs to provide them the necessary assistive devices to ensure their mainstreaming. We shall look-out for measures for quality improvement of education. We shall utilize the services of our District Resource, Zonal Resource and Cluster resource personnel for this monitoring and evaluation. Besides other functionaries at the district level such as CEO, DEPO, Dy.CEO et al. Similarly stringent monitoring shall be the rule for civil works. Our district Resource Personnel incharge of Civil works together with other members of the district level implementation committee shall monitor the works programme at each level/stage with the technical assistance from the technocratic staff, hitherto made available by dint of payment of 2% of the estimated cost of the building and now made available by the State implementation society (Ujala Society)

Similarly, monitoring and evaluation under interventions of SFG, Gender, EGS/MIE, EMIS, IED shall be made to see to it that the achievement of targets vis-à-vis the set goals is in consonance with the objectives, guidelines and spirit of the scheme.

The scheme is divided in to three components namely monitoring, evaluation and research. The implementation frame work of the SSA envisages a five tier monitoring system at village level, cluster level, block/zonal level, district level and state level. At village and cluster level the monitoring has been institutionalized as it forms the part of the responsibility of VECs and CRCs similarly at zonal level monitoring is one of the major functions of ZRC. At the district level the monitoring mechanism is available in the shape of district resource group but it is for too inadequate. It is not possible for 5 DRG members to visit at least 10-15% of schools/EGS centres, sites of civil works, teacher training centres when these are in operation etc. therefore the system needs to be strengthened at the district level by appointing monitoring teams. In this connection guidelines have been released from the State Project Director along

with monitoring formats. The committees shall make field visits monitor the actual implementation of the scheme and evaluate the implementation of various components and also suggest remedial actions at various levels.

Research: in the state of Jammu & Kashmir as also in district Pulwama no base line surveys have been conducted at any point of time to provide diagnostic view of the various elements of elementary education like enrolment, retention, dropout rate, achievement levels etc. in absence of firm data it becomes difficult to address these issues in right earnest besides it is also very difficult to formulate well defined plants to address various issues. Teams shall be constituted at district level for conducting base line surveys in the major areas of elementary education especially in enrolment, retention, dropout rates, achievement levels, curriculum reform etc.

S.No	AWP&B Source	Activity	Amount (Rs. in lacs)	Rational
1.	Monitoring Research and Evaluation	Salary for the resource teachers for Inclusive education.	6.50	This has already been proposed under IED component.
2.		Base line surveys in enrolment, retention, dropout rates and achievement levels.	3.00	This amount has been projected for all the 12 zones of the district.
3.		Cohort analysis especially in the zones with predominance of tribal population.	1.50	This amount has been projected for all the 12 zones of the district.
4.		Capacity building for conducting base line surveys etc.	0.50	This amount has been projected for all the 12 zones of the district.
5.		Impact studies especially the impact of teacher raining and access through EGS	1.00	This amount has been projected for all the 12 zones of the district

## Chapter XIV CIVIL WORKS

Civil works form 33% of investment under SSA. The investment level can be increased to 40% in a particular year but with in 33% during the perspective plan period. The district of Pulwama faces severe infrastructural problems. During March, 2004 a household survey along with a school based survey was conducted in which the position of school infrastructure was assessed. The district has 39% building-less primary schools & 72% building-less upper primary schools. The relaxation in the investment ceiling shall be very much appropriate in keeping with the commitment of no building-less school by 2005-06." results of the household survey have been updated. Table \_ gives a graphic picture of the school infrastructure as it exists today. The position of infrastructure is summarized below:

<b>Total no. of primary schools.</b>	<b>Total no. of primary schools with building.</b>	<b>Total no. of primary schools without building.</b>	<b>No. of school buildings required in the district.</b>
679	296	383	374

Nine PS stand approved but not taken up as yet and funds carried over as spillover.

<b>Total no. of upper primary schools.</b>	<b>Total no. of upper primary schools with building.</b>	<b>Total no. of upper primary schools without building.</b>	<b>No. of school buildings required in the district.</b>
254	184	70	60

Ten UPS stand approved but funds not released and as such carried over as spill over.

<b>Total no. of Additional classrooms required.</b>	<b>Total no. of Additional classrooms constructed under the previous plans.</b>	<b>Balance no. of additional classrooms.</b>
311	81	230



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.
6	3	3	3
Funds required for completion of BRC'S carried over as spill over.			

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.
96	7	89	89

#### Building designs and costs:

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

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

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

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

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

**Execution of civil works:**

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

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

**Monitoring of civil works:**

The suggestive monitoring structure prescribed by MHRD vide its letter dated 8<sup>th</sup> August 2002 has not been fully implemented in the state. The suggestive guidelines provide for Assistant engineer at the district level supported by one drafts man and at least one junior engineer for each sub district unit which in our case is the zone. However, only recently one Assistant engineer and two Junior Engineers have been posted to the district by the project. In order to have a monitoring and supervisory arrangement in place the state govt. vide a govt. order had directed to borrow the services of local unemployed engineers for monitoring. Their consultancy wages have to be paid from the 2% of the project administration cost against individual works. This arrangement is in place. But due to the posting of engineering staff to the district this arrangement shall be dispensed with. It may be added that the unemployed local engineers did not have the required experience and therefore the monitoring was not very strongly done. However it is hoped that with the posting of the engineers this difficulty shall be obviated.

**The new proposals:**

Not with standing the fact that there is a huge gap in infrastructure, there is the limitation of 33% imposed under SSA implementation framework. 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. However to have no buildingless school in the district we propose construction of 187 PS and 60 MS buildings.

No. of primary schools carried over as spill over.	Spill over cost. (Rs. In lacs)	No. of primary schools proposed for the current year.	Cost @ Rs.4.0 lacs per building.(Rs in lacs)	Total cost.(2+4) Rs in lacs
15	45.00	187	748.00	793.00

No. of upper primary schools carried over as spill over.	Spill over cost.	No. of upper primary schools prposed for the current year.	Cost @ Rs.6.0 lacs per building.	Total cost.(2+4)
10	45.00	60	360.00	405.00

No. of BRC carried over as spill over.	Spill over cost.	No. of BRC prposed for the current year.	Cost @ Rs.6.0 lacs per building.	Total cost.(2+4)
3	13.50	0	13.50	13.50

No. of CRC carried over as spill over.	Spill over cost.	No. of CRC proposed for the current year.	Cost @ Rs.2.0 lacs per building.	Total cost.(2+4)
10	15.00	30	60.00	75.00

No. of Additional classrooms carried over as spill over.	Spill over cost.	No. of Additional classrooms proposed for the current year.	Cost @ Rs.1.50 lacs per room.	Total cost.(2+4)
50	56.25	200	300.00	356.25

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

**Targets and achievements under civil works component in the district for the years 2002-2003, 2003-04 and 2004-05.**

S.No	Nature of Construction	TARGETS						Achievement							
		PHY/FINANCIAL		PHY/FINANCIAL		PHY/FINANCIAL		PHY/FINANCIAL		PHY/FINANCIAL		PHY/FINANCIAL			
		2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05		
		Phy	Amount released	Phy	Amount released	Phy	Amount released	Phy	expenditure	Phy	expenditure	Phy	expenditure		
1	B.R.C	0	0.00	3	24.00	3	6.00	0	0.00	3	24.00	0	0.00		
2	C.R.C.	0	0.00	7	14.00	7	3.50	0	0.00	7	14.00	0	0.00		
3	Pry. Schools	13	52.00	20	80.00	15	15.00	13	52.00	20	56.30	6	6.00		
4	Middle Schools	4	24.00	0	0.00	10	15.00	4	21.00	0	0.00	5	7.50		
5	Additional Classroom	7	10.50	74	111.00	50	18.75	7	10.50	74	92.50	50	0.00		
6	Drinking Water Facilities	75	15.00	125	3.75	(18.75 released till date and 18.60 released to zones)									

**Drinking water facilities and toilet facilities:**

The availability of drinking water facility and toilet facility is dismal. There are 609/627 primary schools and 165/197 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:

All the funds received by the district have been distributed among the zones. As already stated under quality intervention, out of 679 Primary Schools, 267 have no buildings of their own, 132 such schools have buildings in dilapidated condition and 193 have repairable class-rooms only 70 such schools have DW facility and only 52 have toilet facility and only 13 have girls toilet. Only 32 have boundary walls. In case of 254 UP schools in the district, as many as 184 are devoid of their own buildings, 32 have buildings in dilapidated condition, 118 have repairable class-rooms, as few as 89, 57, 14 and 29 have DW, toilet, girls toilet and boundary wall facilities respectively.

This year we propose the construction of buildings for 30 CRCs, 374 Pry. Schools, 60 UP Schools, 20 Pry. Schools having dilapidated buildings, 15 UP schools having such dilapidated buildings, 200 ACRs, 50 Units of toilet, 50 Units of DW and 60 boundary walls and electrification of 80 Schools.

Regarding construction of BRCs, we have already completed the construction of 3 BRCs and the construction of 3 BRCs is in progress.

Against the allocation of funds for provision of drinking water facility in the district for the year 2004-05, 19 primary school buildings were authorized to be taken-up for construction in the said year but the whole gamut of funds to the tune of Rs=76.00 Lac got spilled- over as no funds were released on this account.

**Chapter no X V**  
**NATIONAL PROGRAMME FOR EDUCATION OF GIRLS AT ELEMENTARY LEVEL (NPEGEL)**

## INTRODUCTION

The Scheme of Sarva Shiksha Abhiyan started throughout the nation aims at Universalization of elementary education as an effort of mandatory obligation under Article 45 of the Constitution. The scheme started in the year 2001-2002 has wider scope than before as this time our vision is boarder with aim to ensure useful and relevant elementary education through community based ownership and community monitoring. One of the basic aims of S.S.A. is to remove the disparities like social, regional, gender etc. to achieve 100% enrolment and retention of children of the age group of 6 - 14. S.S.A. provides an opportunity for improving human capabilities to all children including girl child by adopting a big bunch of interventions. The interventions are so numerous that there is an apprehension to contract seriousness with lesser intensity with regard to the education of girl child than it demands. We have provisions for girl education in the form of innovative education including vocationalization, computer handling etc. besides provision of free text books under S.S.A. and supply of uniform under state incentives as well. The said incentives are not sufficient enough to achieve the goal of Universalization of Elementary Education in respect of girls we dream of in the real spirit of term. Accordingly the national government approved a new programme under the guise of National Programme for Education of Girls at Elementary Level (NPEGEL) for the purpose of giving special impetus to the girl education. Under the programme there is provision of qualitative and quantitative inputs for education of girls at elementary level. The programme is formulated to ensure education of under privileged and disadvantaged girls in the educationally backward areas from class First to 8<sup>th</sup>. The programme shall have a distinct identity and will be seen as "Gender Component Plan" of S.S.A. The programme conceives the need of special efforts to bring the out of school girls especially from disadvantaged sections to school. It calls for involvement of women through participatory process with effective management for the Cluster Model School for Girls. has mixed population of Muslim, Hindus and Sikhs. The old Mugal road was passing through this part of the valley connecting it with the Jammu Region.

### 1.OBJECTIVES

Although gender gap in the enrolment and retention is universal but it is more pronounced in respect of underprivileged section of population like S.C. , S.T. and OBC. In our local context it is also observed in far-flung and hilly areas. Therefore concerted efforts are required to be taken to reduce this gender gap. This will require certain result-orientated interventions. The specific needs of the

children therefore need to be addressed. The National Programme for Education of Girls at Elementary level (NPEGEL) is designed to have the following objectives:

1. To widen the quantum of schooling facilities so as to ensure access to the girl children.
2. To Promote infrastructure facilities in order to facilitate the retention of girls in schools.
3. To Improve the quality of girl education with stress upon the relevance of the girl education for the purpose of women empowerment.
4. To build community support for girl's education and to create a congenial atmosphere for girl education in and outside the school.
5. To ensure that the content and process of education is sensitive to gender issues .
6. To build self esteem and self confidence among the women and girls by way of floating a series of intervention through the entire education system.
7. To get the role of women in polity and economy realized and recognized.

## **2 .MANEGEMENT STRUCTURE**

As National Programme for Education of Girls at Elementary Level NPE GEL is being implemented under the umbrella of S.S.A. throughout the nation with distinct identity there will be a Gender Co-ordinator at the state level. On similar lines we will have District Gender Unit to undertake and implement the NPEGEL which will be supervised by District Gender Coordinator as Head of the District Unit.

### *DISTRICT GENDER COORDINATION COMMITTEE*

1. Chief Education Officer, Pulwama - District Gender Coordinator
2. District Education Planning Officer Pulwama- Member Secretary
3. Representative of State Project Director SSA - Member
4. Additional Dy. Commissioner, Pulwama - Member

- |                                   |          |
|-----------------------------------|----------|
| 5. Programme Officer ICDS Pulwama | - Member |
| 6. Representative of MTA          | - Member |
| 7. Representative of WMG          | - Member |

#### CORE GROUP

- |  |                             |
|--|-----------------------------|
| 1. Chief Education Officer Pulwama             | District Gender Coordinator |
| 2. District Education Planning Officer Pulwama | Assistant.Coordinator.      |
| 3. Coordinator (DRG Gender) S.S.A. Pulwama     | Member                      |
| 4. Programme Officer ICDS Pulwama              | Member                      |
| 5. Representative of WMG                       | Member                      |

The District Gender committee would make all the preparatory activities including the formation of Zonal and Cluster Level Gender Committees, conduct of Surveys, identification of Girl friendly schools, mobilization and training of MTA's, PTA's ,WMG's and other functionaries. It will also undertake the networking with local administration, Institutions and NGO's for coordination. The District Committee will supervise all the activities conducted under NPEGEL in addition to provide technical and resource support to the cluster Model Schools.

### *ZONAL GENDER COMMITTEE*

At the zonal level the management structure of the programme shall be as follows:

- |                                     |                          |
|-------------------------------------|--------------------------|
| 1. Zonal Education Officer          | Zonal Gender Coordinator |
| 2. Zonal Education Planning Officer | Member Secretary         |
| 3. Project Officer ICDS             | Member                   |
| 4. Coordinator ZRC (SSA)            | Member                   |
| 5. Representative of PRI            | Member                   |
| 6. Representative of WMG            | Member                   |
| 7. Representative of MTA/PTA        | Member                   |

The Zonal Gender Committee will conduct surveys with the help of teachers, students and Volunteers and will help prepare the Village Plans. It will also monitor and supervise the implementation of the programme. The core group consisting of ZEO and ZEPO will bridge the Village Gender Committee and District Gender Committee for successful implementation of the programme. The



Zonal Gender Committee will constitute a resource group comprising of two teachers who will render technical and resource support to the cluster Model Schools.

### *CLUSTER LEVEL GENDER COMMITTEE*

The management at the cluster level shall be undertaken by committee comprising of the following members:

- |                                |                     |
|--------------------------------|---------------------|
| 1. President of V.E.C.         | President           |
| 2. Headmaster of CMS for Girls | Cluster Coordinator |
| 3. Representative of MTA       | Member              |
| 4. Representative of WMG       | Member              |
| 5 -6. Women VEC Members        | Members             |

The cluster Gender Coordinator with the help of District and Zonal Coordinators will coordinate the mobilization of community, regular monitoring of Girl's enrolment, retention and achievement and shall work with core group to devise strategies for achievement of the prescribed project goals. The cluster level committee will decide the prioritization activities to be taken at the cluster level.

## 3. FIELD SURVEY

The survey shall be conducted to identify the schools and focus group.

### I. IDENTIFICATION OF CLUSTER MODEL SCHOOLS

Within the frame work of criteria developed at National Level and as per prioritization policy spelt out the survey of prospective schools was conducted. Keeping in view the said policy coupled with the local specific needs, identification of schools was made on following grounds:

- A. Each Education Zone is to be covered under NPEGEL.
- B. Given the limited time only one cluster is possible this year and in the said cluster one upper primary school is being take-up for implementation of said programme.
- C. The cluster Model School shall be located in socially, economically and Educationally backward area where there is concentration of SC/ST/OBC. Besides enrolment, retention and achievement rates in respect of girls are low.
- D. The School should be girl friendly and housed in Govt. building.

E. In a location where there are upper Primary Schools for Girls and Boys separately, Girls School shall be adopted for implementation of the programme.

On the basis of above criteria following schools were identified for implementation of the NPEGEL.

- |                     |                  |
|---------------------|------------------|
| 1. GMS Midoor       | Awantipora Zone. |
| 2. M/S Zowistan     | Loorgam Zone.    |
| 3. M/S Bathnoor     | Tral Zone.       |
| 4. M/S Kaprin       | Vehil Zone.      |
| 5. M/S Zawoora      | Shopian Zone.    |
| 6. M/S Zainapora    | Imamshaib Zone.  |
| 7. M/S Girls Ladhoo | Pampore Zone     |
| 8. GMS Saidapora    | Tahab Zone       |
| 9. GMS Lajurah      | Pulwama Zone     |
| 10 MS Keller        | Keegam Zone.     |
| 11. MS Kamrazipora  | Shadimargh Zone  |
| 12. GMS Nehama      | Kakapora Zone.   |

#### Survey information of identified schools

S.No	School	Building Ownership	Population	No of Class Rooms	Drinking Water Facilities	Toilet Facilities	Sports Material	Teaching Aids	Staff Strength					
									Total Served	6 to 14	Master	Sr. Teacher	Teacher	Para
1	GMS Nehama	Govt.	2004	114	7	N.A	N.A	N.A	Insufficient	1	2	4	0	7

2	BMS Kaprin	Govt.	649	181	5	N.A	N.A	N.A.	Insufficient	1	0	6	0	7
3	GMS Saidpora	Com mu.O wned	925	246	3	N.A	N.A	N.A.	Insufficient	1	0	4	0	5
4	MS Bathnoor	Govt.	1370	431	3	N.A	N.A	N.A.	Insufficient	1	0	4	0	5
5	MS Zowistan	Govt.	556	146	4	N.A	N.A	N.A.	Insufficient	1	0	7	0	8
6	GMS Lajurah	Govt.	1435	365		N.A	N.A	N.A.	Insufficient	1	0	7	0	8
7	MS Zawoora	Govt.	1229	362	7	N.A	N.A	N.A.	Insufficient	1	0	11	0	12
8	GMS Zainapora	Govt.	1586	150	5	N.A	N.A	N.A.	Insufficient	1	0	6	1	7
9	MS Keller	Govt.	996	242	7	N.A	N.A	N.A.	Insufficient	1	0	7	0	8
10	GMS Mldoora	Govt.	2774	424	8	N.A	N.A	N.A.	Insufficient	1	0	10	0	11
11	MS Ladhwoo	Govt.	623	209	6	N.A	N.A	N.A.	Insufficient	1	0	6	0	7
12	MS Kamrazipora	Govt.	695	169	9	N.A	N.A	N.A.	Insufficient	1	0	6	0	7

#### 4. INDENTIFICATION OF FOCUS GROUP:

In the Locality and its adjacent catchments area of the Model Cluster School house hold and school based surray shall be conducted as a part of micro planning with the main objective of identification of focus group. In fact Survey shall aim at motivation among the women and girl children out of school in addition to the identification of focus group. The heterogeneous focus group shall comprise of following:

\*- Dropout Girls.

- \*- Out of School Girls
- \*- Overage Girls who have not completed elementary Education.
- \*- Working Girls.
- \*- Girls from marginalized social groups.
- \*- Low attending school girls.
- \*- Girls without achieving minimum levels of learning.
- \*- **Girls engaged with sibling care.**

### *5. TRAINING AND MOTIVATION*

The trained man power is the actual vehicle to transact the assigned business. S.S.A. implies community ownership of the schools. Like wise the plan proposals will remain limited to papers unless and until these are given a local context. The Mother Teacher Associations, Parent Teacher Associations, Women Motivation Groups and other volunteers need to be resource full in respect of importance of Gender Sensitivity and women empowerment. Training and Orientation Programme for Teachers, WMG, MTA and PTA members will prove a key in put to evolve and earn local context with community ownership as well.

As the girl education is to be a process oriented programme, mobilization of community demands unabated special attention. The community ownership and community based monitoring needs to be spelt out with actual sense of term. We need a Core Group to act as vehicle for carrying out the mobilization exercise in order to achieve the targets in respect of enrolment of girls in the school and bridge course centers, low (Girl) achievers in Remedial Coaching Center etc.

The Core Group at the cluster level will seek active cooperation of Parent Teacher Association, Mother Teacher Association, V.E.C., WMG's and other NGO's for creating a conducive environment for Girl's Education. Public awareness programmes, activity Programmes, Baal Malas, Training of members of V.E.C., PTA, MTA, NGO shall be taken up to plug the loopholes in the programme of motivation and mobilization of community. A special woman motivation group shall be constituted in each cluster to reach out all the girl children for enrolment in school centers suited to the girls.

### **6. PROBLEMS AND ISSUES**

The Gender specific problems which in the elementary education we face are chiefly those of non enrolment And de-enrolment which are cropped up by a number of factors. These are listed as under.

- I) Lack of physical access.

- II) Lack of proper infrastructural facilities
- III) Poor attendance .
- IV) Low achievement level.
- V) Poverty of Parents
- VI) Orthodox mind set particularly in ST community
- VII) Non flexible curriculum.
- VIII) Inadequate trained staff.
- IX) Burden of home task
- X) Lack of proper monitoring and supervision
- XI) Absence of remedial teaching

The district has 9111 out of school children of the age group of 6-14. The girl children are predominantly seen to out number the boys. The percentage of boys amounting 6.4% is out of school against 8.03% of girls . The general pattern which emerges on the basis statistical information reveals that the problem of de-enrolment and non-enrolment is significantly gravid in the 11-14 segment of children as compare to 6-11 age groups. It is attributed to a number of causes including social and economic causes.

Out of school children

Age-groups	All communities			S.T		
	Male	Female	Total	Male	Female	Total
6-11	1458	1839	3297	387	553	940
11-14	2714	3100	5814	185	360	545
Total	4172	4939	9111	572	913	1485

**Out of school children %**

Age-groups	All communities			S.T		
	<u>Male</u>	<u>Female</u>	<u>Total</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
6-11	3.75	5.08	4.39	15.82	26.37	20.69
11-14	10.33	12.25	11.27	15.531	37.97	25.47
6-14	6.40	8.03	7.19	5.37	29.98	22.22

The adolescent girls in difficult and hilly areas are hesitant to be on the roles of school keeping in views the illitracy , Poverty, Orthodox societal set up which as yet remains enveloping our vast population.

The out of school children in respect of ST category are earning significance as 22.22% of the age group 6-14 of ST children are out of school against the overall average of 7.19% for all communities. We observe 37.97 % girls of age group of 11-14 remain out of the school.

The pre-maturely dropping out incidence incase of Gujar and Bakerwals community is Predominently high. This is attributed to the facts of lack of proper physical access to the facility at upper primarily level the girls particularly adolescent cannot foot a distance of

3 k.m. in the prevailing circumstances. Secondly economic pressure and social mind set are other factors which too operate in distancing the girls from school .

## 7. SPECIAL INPUTS UNDER NPEGEL

**3.1 Provision of infrastructure facilities:** The Model Cluster School for girls shall have adequate infrastructure facilities. This will include Teaching Learning equipment, Books, Games and sports material, equipment for development of life skills as a step towards vocational Education.

**3.2 Civil Works:** There is a provision of one Additional Class Room, Toilet and Drinking water facility besides electrification for all the cluster Model Schools. The schools identified have adequate land for taking up the construction programme and all the said schools lack proper class room accommodation. Besides no arrangement of electricity, toilet and drinking water facility is available.

**3.3 School Maintenance:-** For the proper maintenance of schools identified as cluster model schools there is provision for affecting repairs and renovations of buildings in addition to replacement of non functional equipment.

**3.4. Provision of Part Time Instructors:** For cluster Model School we are required to engage one part time instructor at the monthly maximum wages of Rs.1000/- The instructor engaged as such will be hired for a period of six months and entrusted to undertake the additional coaching in the specified subjects where the girl students exhibit poor responses in formal class room teaching learning transaction.

**3.5. Awards to School/Teachers:** The School/Teachers performing to the best satisfaction of the scheme and displaying remarkable achievements in enrolment, retention and learning outcomes of girl students shall be encouraged by way of provision of awards. The awards shall be provided in kind to the tune of Rs.5000/- per Model School.

**3.6. Alternative Schooling, Bridge course and Remedial teaching:** In each cluster there will be two alternative school centers out of the following models depending upon the local requirements:

- Bridge Course Center
- Remedial Teaching Center
- Back to School Camp

□ Education Guarantee Center

The aim is to leave no scope for wastage and stagnation besides ensuring alternative schooling to cater to hard to reach girls with a provision of flexible timing.

**3.7. Early Childhood care Centers:** By convergence the plan could not be eased out of the pressure of early childhood care. The survey conducted for the 12 villages testimony to the fact that the Integrated Child Development Scheme (ICDS) has not coverage sufficient enough to cater to the needs of all the girl children. Therefore it is proposed to realize the need of this component of NPEGEL and put it in place in all the 12 identified locations for achievement of desired results.

**3.8. Teacher Training:** For the purpose of Gender sensitization the teachers and teacher educator shall be trained so that the real people at the helm of affairs achieve the targets effectively through a process which models ever lasting values for the community. The Programme needs to be target oriented and process oriented.

**3.9. Provision of Free Books and Uniform:** Under S.S.A. books are being provided to all the girl children and to boys belonging to SC/ST category. Besides under District Plan there is provision of free uniform to the said students.

**3.10 Convergence:** The Integrated Child Development Scheme ICDS has its units Anganwari Centers in all the 12 identified locations and prospects for net working in respect of supply of nutritious diet to the girl children shall be explored. However we may not be able to cover all the girl students and plan proposals are made on 50% basis. Net working shall be also seen with State Social Welfare Department and Composite Regional Center for Rehabilitation Sringar in respect of girl children with special needs. The special aids shall be arranged from the said agencies which have been contacted with a positive and encouraging response. The technical support in supplying the aids and appliances shall be provided by the Composite Regional Center.



### 8. Problems, strategies and interventions:-

**The district proposes strategies for resolving the problems in having universal enrolment, survival and achievement of satisfactory quality in respect of the girls under the programme of NPEGEL**

<b>Problems</b>	<b>Strategies</b>	<b>Intervention</b>
The district has inadequate accommodation particularly in girls upper primary school and in those schools where co-education is being imparted . Our 28% of upper primary school are building less and 91% required additional class rooms	We propose to provide additional class-room to all the 12 schools identified as model cluster school under NPEGEL and six school approved for last year 2004-2005	This will incur an amount of 27.0 lacs to be cover under civil component
Our model cluster school identified under NPEGEL lack the availability of drinking water and toilet facility which could facilitate the girl children of these schools.	We propose to create the facilities to all such school which have been identified as cluster model school .	This will incur an amount of Rs. 6.0 lacs which shall be undertaken under the provision of civil works .
In absence of TLE / Sports / Library the girls children usually displays lack of	We propose to provide the said facilities to the girls model cluster school during the	This shall incur an amount of Rs. 3.06 lacs which shall be provided under relevant

<p>interest in the school activities which ultimately result in their dropping out</p> <p>The girls especially the adolescent girls display low achievement level. It is primarily because of poor evaluation /supervision, lack of proper academic support and no proper arrangement of remedial teaching</p> <p>As a matter of facts the hard work and dedication if left unappreciated becomes counter productive and those attaching lesser importance to hardwork infect the whole teaching community with in competence and laziness</p> <p>Due to lack of proper school readiness programme the girl children who usually in difficult area join the school at a later stage are having a poor foundation which causes their dropping out. The mal nutrition in the poverty ridden family brings forth. Physically weak babies . At the school going age priority in such situations shifts from education to health.</p>	<p>current year</p> <p>It is proposed that a lady instructor shall be engaged in each of the cluster model schools to take up the assignment of remedial teaching/ academics support</p> <p>We propose to initiate teacher awards to infuse and appreciate the dedication and devotion displayed by the teacher in the enrolment, retention and achievement of girl children. Such awards shall be specifically applicable to teachers who work in cluster model school</p> <p>The district proposes to have ECCE centers where facilities shall be made available to girl children . Such center shall be provided with play models besides arranging school readiness programmes The convergence with ICDS where ever becomes possible during the currency of year, that shall be taken care of. However at present the location where MCS are proposed such facilities are lacking .</p>	<p>component as per the break up</p> <table data-bbox="1256 277 1581 379"> <tr> <td>TLE</td> <td>1.80 lacs</td> </tr> <tr> <td>Sports</td> <td>1.20 lacs</td> </tr> <tr> <td>Library</td> <td>0.60 lacs</td> </tr> </table> <p>This shall be covered under the component of cluster level intervention of NPEGAL with a monthly honorarium of Rs. 1500 . Besides Rs.2000 shall be ear marked for developing easymade lesson/ TLM to enhance the learning level of girls</p> <p>For each school we shall earmarks two awards of Rs.3000 and Rs. 2000. Which for the district amounts 60.06 lacs</p> <p>In all the twelve habitations such center shall be operated with one in each school. Utensil, K.G. kit shall be arranged @ 1000 per center . An honorarium of Rs. 100 shall be paid to school peon for cooking and Rs. 3800 shall be ear marked for material procurement</p>	TLE	1.80 lacs	Sports	1.20 lacs	Library	0.60 lacs
TLE	1.80 lacs							
Sports	1.20 lacs							
Library	0.60 lacs							

<p>The frequent incidence of dropping out and non enrolment especially at the transition From primary to upper primary poses a series threat to the retention . This goes unnoticed in those school where children come from distant places .</p>	<p>We need to mobilise the community and create a proper awareness . We shall also try to have upper primary school in geographically difficult areas . Besides we may engage two community volunteers for each cluster who will also track the drop outs, create awareness keep a liaison with the parents of girl</p>	<p>An honorarium of Rs 1000 per month amounting to Rs. 2.88 lacs besides Rs. 1.32 lacs shall be ear marked for community awareness activities .</p>
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## 9. MONITORING AND SUPERVISION

The success of implementation of a programme is assessed on the basis of achievement, which is evaluated periodically. Under S.S.A. we have EMIS and PMIS, which would be utilized for making periodic assessment of the achievements under NPEGEL. The shortcomings and drawbacks would be looked into and taken care of. The monitoring therefore becomes all the more important to remove bottlenecks. In fact monitoring has to begin with the launching of programme and would continue as a significant tool to devise clinical measures for the achievement of desired goals of the scheme.

S.No.	ITEMS	PRIMARY SCHOOLS	PRIMARY SCHOOLS	TOTAL	REMARKS
1	no. of schools as on 1.4.2004	701	232	933	
2	no. of new schools sanctioned in 2004-05		22	22	
3	total no. of schools (1+2)	679	254	933	
4	out of 3, no. of schools having facilities as on 1.1.2005				
	(i)d/water facilities	70	89	159	
	(ii)separate toilets	13	14	27	
5	balance nO. of schools not having facilities as on 1.1.2005				
	(i)d/water facilities	609	165	774	
	(ii)separate toilets	666	240	906	
6	out of 5, no. of schools for which sanctions have already been accorded for creation of				
	(i)d/water facilities				
	(a)under SSA		34	34	
	(b)under DDWS	13	11	24	
	@total	13	45	58	Funds for 59
	(ii)separate toilets				
	(a) under SSA				
	(b) under DDWS /TSC	30	41	71	
	@total	30	41	71	
7	no. of uncovered schools as on 1.1.2005 which neither have d/water				
	separate toilet facility nor have been sanctioned under any scheme				
	(i)d/water facilities 5(i)-6(i)c	596	120	716	
	(ii)separate toilets 5(ii)-6(ii)c	636	199	835	
8	out of schools shown in item7, no. proposed to be covered during 2005-06 with				
	i)d/water facilities				
	a)under SSA	25	25	50	
	b)under OOWS				
	@total	25	25	50	
	ii separate toilets				
	a) under SSA	20	30	50	
	b under DOWS				
	@total	20	30	50	
9	no. of schools which will remain uncovered at the end of 2005-06				
	(i)without d/water 7(i)-8(i)c	571	95	666	
	(ii)without separate toilets 7(ii)-8(ii)c	616	169	785	
10	if figures under item9 are non-zero give reasons and how to cover up the gaps?	Inadequate resource support / community awareness Remedy:Sustained financial support on the part of the Govt coupled with proper community awareness.			



2.1	No. of new Primary Schools								163			As per data provided on school less habitations
2.2	Upgradation of P.S. to M.S.			45					100			Dissallowed in Srinagar as ratio is less than 1:2
2.3	TLE for primary schools	0.1/ school	0.10						164	16.400	16.400	Against new PS recmnded.
2.4	TLE for middle schools	0.5 / school	0.50	45	71.500		71.500	71.500	100	50.000	121.500	Against upgradations recommended
2.5	Teachers Salaries						86.400	69.840				
a	Teachers against New primary schools	0.03/ Month	0.03		14.670				326	117.360	117.360	@ two teachers per new PS. 10 months salary budgeted for current year
b	Teachers against upgraded schools	0.03/ Month	0.03	135	20.250				200	72.000	72.000	@ three teachers per upgraded UPS. 10 months salary budgeted for current year
c	Head teacher against upgraded schools @ one teacher per school	0.117/ Month	0.117						100	140.400	140.400	
c	Teachers Against upgradation classes	0.03/ Month	0.03	216	32.400							Against 992 upgradations sanc in previous years, 1053 teachers had been provided. The balance @ 3 teachers per school has been proposed this year. Recommended. 10 months salary budgeted for this year
d	Additional Teachers	0.03/ Month	0.03						39	14.040	14.040	Not recommended as PTR in all districts is much below 1:40

e	Continuing teachers salary	0.03/ Month	0.03	494	88.920					588	211.680	211.680	Salary of 6773 teachers sanctioned in previous years.
g	Continued Salary of Head Teachers for each upgraded school	0.117/ Month	0.117							123	172.692	172.692	
2.6	School Grant	0.02 / Year/ School	0.02	978	19.560		9.780	9.780		933	18.660	18.660	as per norms
2.7	Teachers Grant	0.005/ Teacher	0.005	3897	19.485		9.743	9.742		5165	25.825	25.825	as per norms
2.8	Free Text books for Girls SC/ST boys Class III. VIII	0.0015/ Year/ Child	0.0015	36595	54.893		54.893			42629	63.944	63.944	for SC/ST and girls
	<b>Sub total</b>				<b>321.68</b>		<b>160.82</b>	<b>160.86</b>	<b>71.50</b>		<b>903.00</b>	<b>974.50</b>	
<b>3</b>	<b>Training</b>												
3.1	Teacher Training for in-service (20-days)	0.014/ Teacher	0.014	3170	44.380		41.960	2.420		3929	55.006	55.006	as per norms
3.2	Teacher Training for untrained (60-days)	0.042/ Teacher	0.042	727	30.534			30.534					as per norms
3.3	Teacher Training Induction (30-days)	0.021/ Teacher	0.021	335	7.035			7.035		910	19.110	19.110	For newly recruited teachers . Districts which have not conducted induction training during 2003-04 have budgeted for the teachers recruited during 2003-04 also. Recommended
3.4	Commuity Training for two days	0.0006/ Person	0.0006	1846	1.108			1.108		2232	1.339	1.339	2-3 persond proposed to be trained per VEC. Within norms
	<b>Sub total</b>				<b>83.06</b>		<b>41.96</b>	<b>41.10</b>			<b>75.46</b>	<b>75.46</b>	
<b>4</b>	<b>Block Resource Centre</b>												
4.1	Furniture equipments	1.0/ BRC	1.00		6.000			6.000	6.000			6.000	Not allowed as 116 blocks have already been provided with

												furniture grant in previous years.	
4.2	Contingency Grant	0.125/ BRC	0.125	6	0.750		0.375	0.375		6	0.750	0.750	Restricted to 116 CD blocks
4.3	Meetings / TA	0.06/	0.06	6	0.360		0.180	0.180		6	0.360	0.360	Restricted to 116 CD blocks
4.4	TLE Grant	0.05	0.05	6	0.300		0.150	0.150		6	0.300	0.300	Restricted to 116 CD blocks
4.5	Salary of Resource persons	0.03/ month	0.360	24	4.320		4.320			24	8.640	8.640	@ 2 RPs per Ed Zone
<b>5</b>	<b>Cluster Resource centre</b>												No of CRCs are proposed to be increased from 548 to 1592
5.1	Furniture equipments	0.1/ CRC	0.10	30	6.200			6.200	6.200	66	6.600	12.800	Furniture grant for balance CRCs
5.2	Contingency Grant	0.025/ CRC	0.025	96	2.400		1.200	1.200		96	2.400	2.400	as per norms
5.3	Meetings/ TA	0.024/	0.024	96	2.304		1.152	1.152		96	2.304	2.304	as per norms
5.4	TLE Grant	0.01	0.01	96	0.960		0.480	0.480		96	0.960	0.960	as per norms
5.5	Salary of Resource persons	0.03/ month	0.360	96	17.280		17.280			96	34.560	34.560	No. of personnel had to be restricted in 4 districts to within 20 persons per CD block
	<b>Sub total</b>				<b>40.87</b>		<b>25.14</b>	<b>15.74</b>	<b>12.20</b>		<b>56.87</b>	<b>69.07</b>	
<b>6</b>	<b>Others</b>												
6.1	Research & Evaluation	0.015/ School	0.014	978	13.692			13.692		1096	15.344	15.344	As per norms, unit cost restricted to Rs 1400 per school
6.2	Integrated Education for Disabled	0.012/ Child	0.012	3097	37.164		4.290	32.874		3799	45.588	45.588	as per norms
6.3	School Maintenance Grant	0.05/ School	0.05	473	23.650		11.825	11.825		480	24.000	24.000	For govt. schools having own building





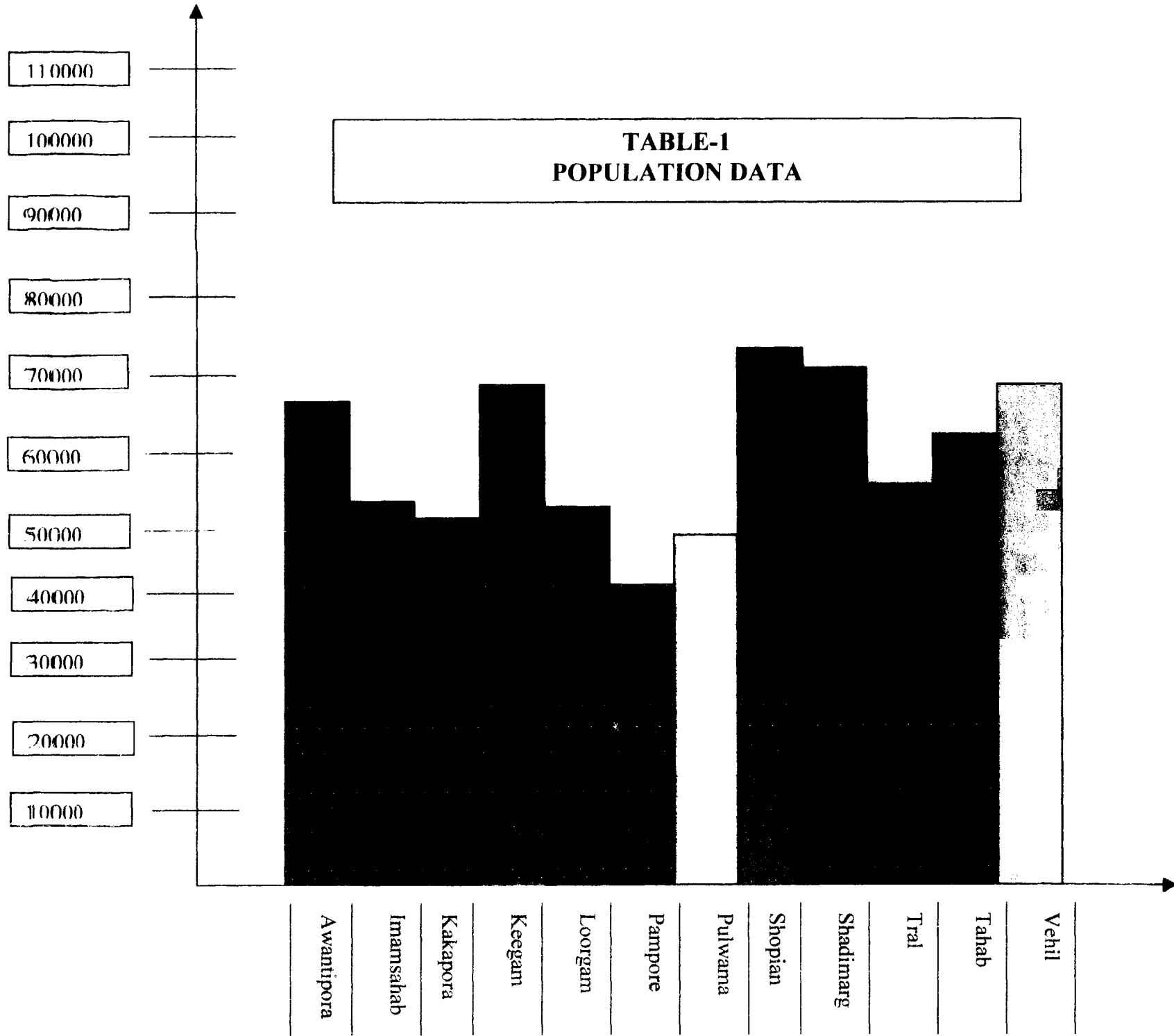


TABLE 1

## POPULATION DATA

S.No	Block	Population all communities									Density of Population	Sex Ratio
		Urban			Rural			Total				
		Male	Female	Total	Male	Female	Total	Male	Female	Total		
1	Awantipora	4244	4292	8536	25199	24022	49221	34732	32472	67204	935	
2	Imamshaib	0	0	0	37960	35724	73684	27566	26020	53586	902	
3	Kakapora	0	0	0	34454	34488	68942	26338	24353	50691	925	
4	Keegam	0	0	0	26338	24353	50691	34454	34488	68942	1001	
5	Loorgam	0	0	0	21088	18946	40034	26444	25075	51519	948	
6	Pampore	12799	11472	24271	22455	22256	44711	21088	18946	40034	898	
7	Pulwama	6232	6139	12371	28500	26333	54833	25147	23011	48158	915	
8	Shopian	5088	4868	9956	22478	21152	43630	37960	35724	73684	941	
9	Shadimargh	0	0	0	28555	25753	54308	35254	33728	68982	957	
10	Tral	5639	5548	11187	19508	17463	36971	28555	25753	54308	902	
11	Tahab	0	0	0	34140	33139	67279	29443	28314	57757	962	
12	Vehll	0	0	0	26444	25075	51519	34140	33139	67279	971	
	<b>TOTAL</b>	<b>34002</b>	<b>32319</b>	<b>66321</b>	<b>327119</b>	<b>308704</b>	<b>635823</b>	<b>361121</b>	<b>341023</b>	<b>702144</b>	<b>502</b>	<b>941</b>

source survey 2004



**TABLE 1A  
POPULATION DATA**

S.No	Block	Population			Schedule Tribe			% Total Population
		Male	Female	% Total Population	Male	Female	Total	
1	Awantipora	0	0	0	282	218	500	0.74
2	Imamshaib	0	0	0	0	0	0	0
3	Kakapora	0	0	0	0	0	0	0
4	Keegam	0	0	0	4187	3403	7590	11.01
5	Loorgam	0	0	0	2488	2175	4663	9.05
6	Pampore	0	0	0	609	492	1101	2.75
7	Pulwama	0	0	0	0	0	0	0
8	Shopian	0	0	0	2399	1883	4282	5.81
9	Shadimargh	0	0	0	3081	2423	5504	7.98
10	Tral	0	0	0	1695	1517	3212	6.09
11	Tahab	0	0	0	269	219	488	0.84
12	Vehil	0	0	0	1697	1531	3228	4.01
	<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>16707</b>	<b>13861</b>	<b>30568</b>	<b>4.35</b>

source survey 2004

T A B L E 2

S.No	Name of the Block	LITERACY RATE IN %							TOTAL
		All Communities Total Population		Schedule caste			Scheduel Tribe		
		Male	Female	Male	Female	Total	Male	Female	
1	Awantipora	66.20%	39.10%	0.00%	0.00%		21.50%	12.90%	
2	Imamshaib	56.70%	36.30%	0.00%	0.00%		0.00%	0.00%	
3	Kakapora	61.10%	39.20%	0.00%	0.00%		0.00%	0.00%	
4	Keegam	51.90%	35.80%	0.00%	0.00%		18.60%	9.95%	
5	Loorgam	59.30%	37.30%	0.00%	0.00%		18.90%	8.90%	
6	Pampore	73.10%	38.40%	0.00%	0.00%		22.90%	14.50%	
7	Pulwama	69.20%	38.70%	0.00%	0.00%		0.00%	0.00%	
8	Shopian	57.80%	34.90%	0.00%	0.00%		18.60%	9.50%	
9	Shadimargh	55.40%	35.70%	0.00%	0.00%		16.60%	8.60%	
10	Tral	67.60%	39.50%	0.00%	0.00%		22.50%	12.50%	
11	Tahab	68.40%	37.90%	0.00%	0.00%		21.40%	14.30%	
12	Vehil	53.30%	34.70%	0.00%	0.00%		17.60%	9.50%	
	<b>Total</b>	<b>61.40%</b>	<b>36.30%</b>	<b>0.00%</b>	<b>0.00%</b>		<b>19.10%</b>	<b>10.50%</b>	

Source survey 2004

TABLE - 3

BASIC INDICATOR						
S.No	No. Of C.D Block	No. Of Educational Blocks if any	No. Of B.R.C's	No. Of C.R.C's	No. Of Villages	No. Of Panchayats
1	6	12	6	96	558	236

Source Survey 2004

Table 4  
Access Less habitations  
District  
Pulwama

S.No	Block/Zone	Total No. of Habitations	Habitations without primary schools / EGS	Habitations eligible for EGS	Habitations eligible for P.S	No. of eligible school less habitations for ups
1	Awantipora	48	7	5	2	4
2	Imamsahab	228	93	50	43	18
3	Kakapora	67	37	29	8	10
4	Keegam	196	21	2	19	5
5	Lorgam	71	59	56	3	8
6	Pampore	119	12	1	11	8
7	Pulwama	65	23	12	11	12
8	Shopian	92	37	5	32	7
9	Shadimarg	43	58	51	7	5
10	Tral	67	23	15	8	7
11	Tahab	48	13	7	6	8
12	Vehil	72	25	12	13	8
	<b>TOTAL</b>	<b>1116</b>	<b>408</b>	<b>245</b>	<b>163</b>	<b>100</b>

Source      Survey 2004



**TABLE 5 A**  
**Data on child population of 6-11 age group**

s.No	Name of Block	Child Population (6-11) all communities								
		Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1	Awantipora	241	227	468	1820	1588	3408	2061	1815	3876
2	Imamshaib	0	0	0	5184	5158	10342	5184	5158	10342
3	Kakapora	0	0	0	3781	3626	7407	3781	3626	7407
4	Keegam	0	0	0	3317	2956	6273	3317	2956	6273
5	Loorgam	0	0	0	2027	1679	3706	2027	1679	3706
6	Pampore	937	814	1751	2781	2635	5416	3718	3449	7167
7	Pulwama	324	356	680	2745	2642	5387	3069	2998	6067
8	Shopian	432	383	815	3125	2698	5823	3557	3081	6638
9	Shadimargh	0	0	0	3366	2997	6363	3366	2997	6363
10	Tral	712	608	1320	1315	1396	2711	2027	2004	4031
11	Tahab	0	0	0	3691	3492	7183	3691	3492	7183
12	Vehil	0	0	0	3074	2945	6019	3074	2945	6019
	<b>TOTAL</b>	<b>2646</b>	<b>2388</b>	<b>5034</b>	<b>36226</b>	<b>33812</b>	<b>70038</b>	<b>38872</b>	<b>36200</b>	<b>75072</b>

Source survey 2004

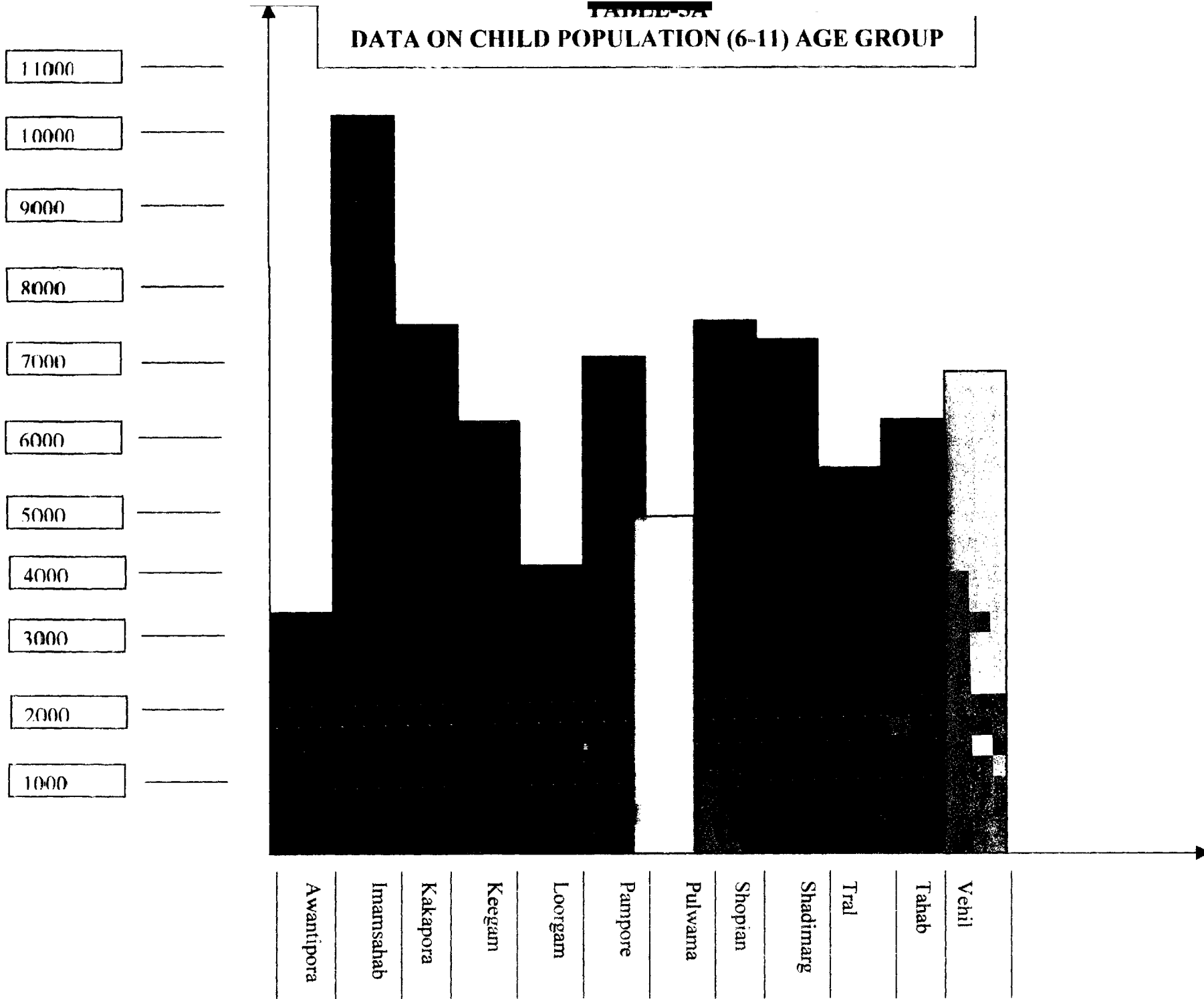
**TABLE 5C**  
**Data on child population of 6-11 age group**

s.No	Name of Block	Child Population (6-11) S.T			Rural			Total		
		Urban			Male	Female	Total	Male	Female	Total
1	Awantipora	0	0	0	23	13	36	23	13	36
2	Imamshaib	0	0	0	0	0	0	0	0	0
3	Kakapora	0	0	0	0	0	0	0	0	0
4	Keegam	0	0	0	648	528	1176	648	528	1176
5	Loorgam	0	0	0	370	321	691	370	321	691
6	Pampore	0	0	0	96	77	173	96	77	173
7	Pulwama	0	0	0	0	0	0	0	0	0
8	Shopian	0	0	0	375	311	686	375	311	686
9	Shadimargh	0	0	0	432	389	821	432	389	821
10	Trai	0	0	0	238	212	450	238	212	450
11	Tahab	0	0	0	31	27	58	31	27	58
12	Vehil	0	0	0	233	219	452	233	219	452
	<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2446</b>	<b>2097</b>	<b>4543</b>	<b>2446</b>	<b>2097</b>	<b>4543</b>

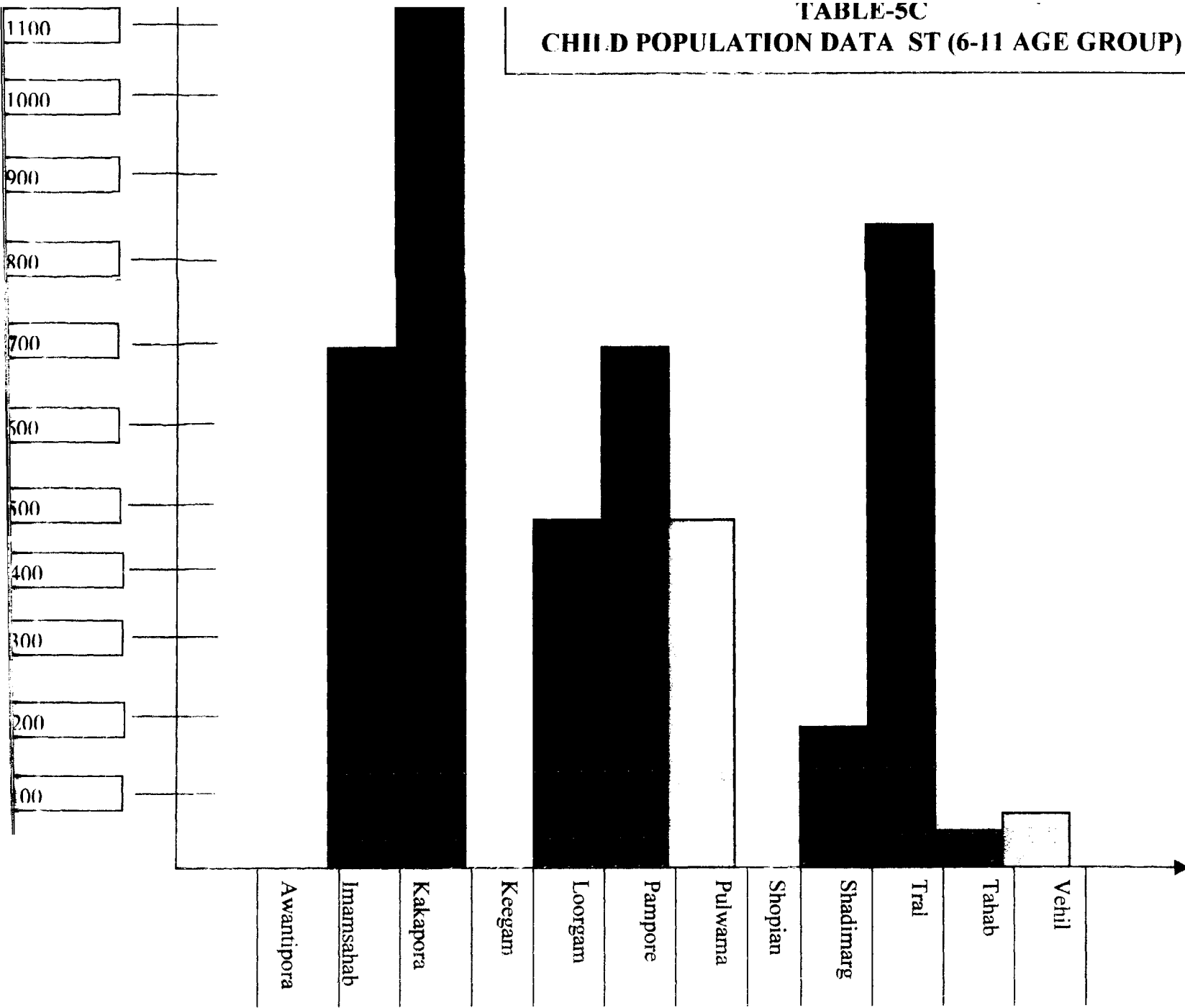
Source survey,2004

**TABLE-5A**

**DATA ON CHILD POPULATION (6-11) AGE GROUP**



**TABLE-5C**  
**CHILD POPULATION DATA ST (6-11 AGE GROUP)**

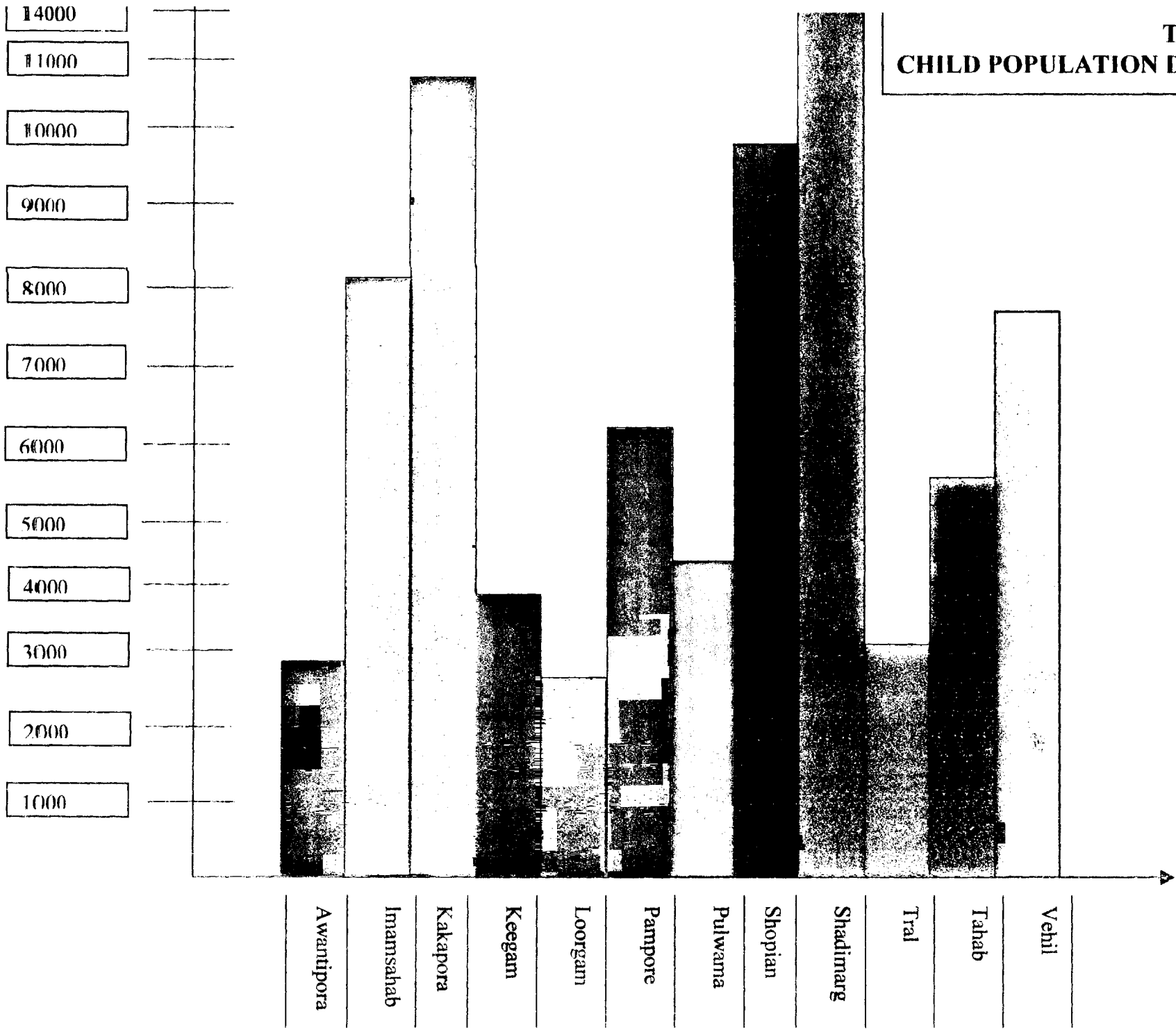


**TABLE 5D**  
**Data on child population of 11-14 age group**

s.No	Name of Block	Child Population on 11-14 age group								
		Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1	Awantipora	109	101	210	1168	1392	2560	1277	1493	2770
2	Imamshaib	0	0	0	2925	3031	5956	2925	3031	5956
3	Kakapora	0	0	0	2775	2763	5538	2775	2763	5538
4	Keegam	0	0	0	1978	1758	3736	1978	1758	3736
5	Loorgam	0	0	0	1761	1715	3476	1761	1715	3476
6	Pampore	782	748	1530	1656	1699	3355	2438	2447	4885
7	Pulwama	314	339	653	1961	1998	3959	2275	2337	4612
8	Shopian	345	237	582	1802	1197	2999	2147	1434	3581
9	Shadimargh	0	0	0	2203	2022	4225	2203	2022	4225
10	Tral	776	749	1525	1037	1038	2075	1813	1787	3600
11	Tahab	0	0	0	2612	2513	5125	2612	2513	5125
12	Vehil	0	0	0	2079	2003	4082	2079	2003	4082
	<b>TOTAL</b>	<b>2326</b>	<b>2174</b>	<b>4500</b>	<b>23957</b>	<b>23129</b>	<b>47086</b>	<b>26283</b>	<b>25303</b>	<b>51586</b>

source survey 2004

**TABLE-5D**  
**CHILD POPULATION DATA(11-14 YEAR)**

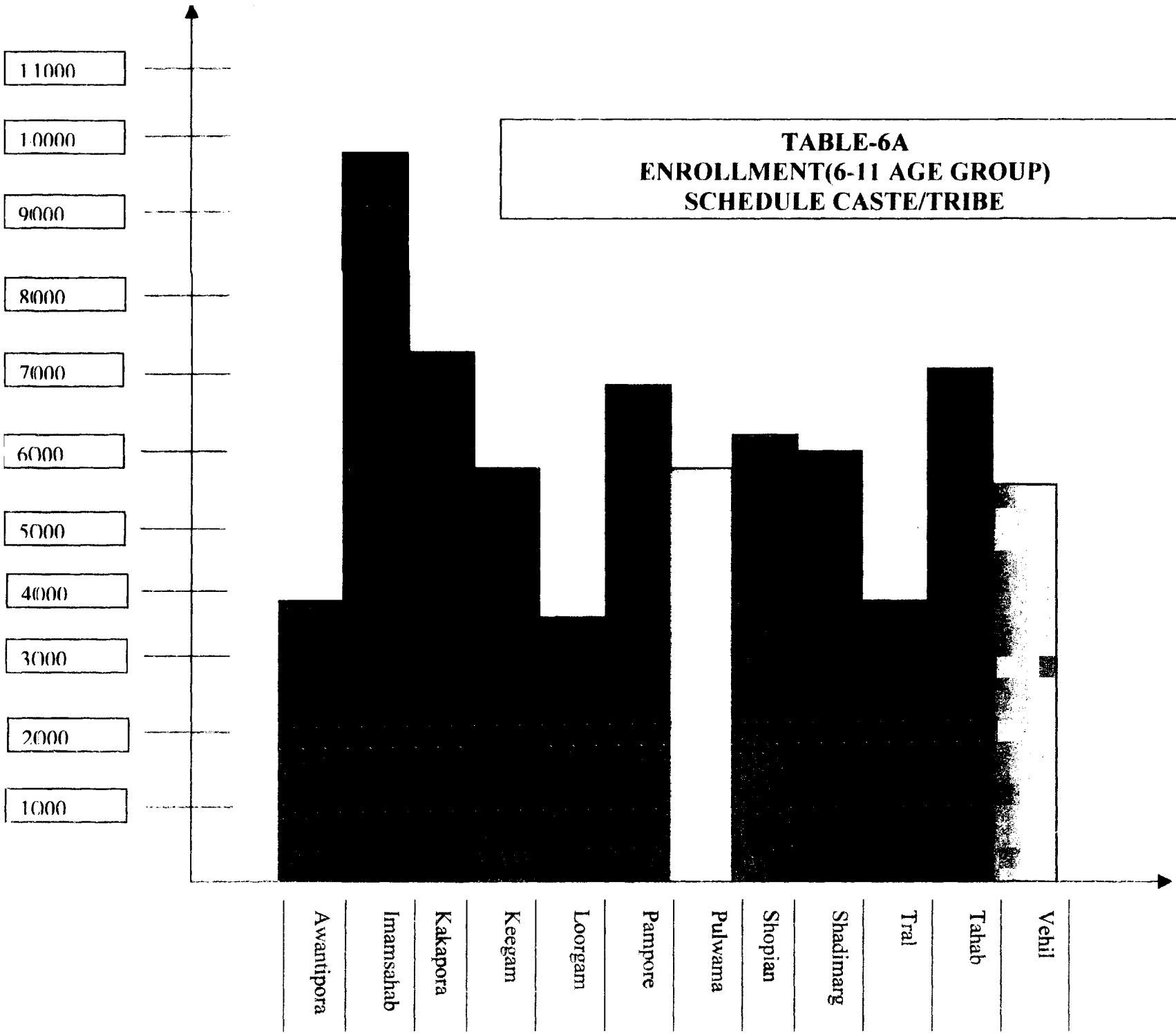


**TABLE 6 A  
DATA ON ENROLEMENT**

S.No	Name of the Block	Enrolment (6-11 age group)								
		Schedule Caste			Schedule Tribe			All Communities		
	Name of the Block/Zone	Male	Female	Total	Male	Female	Total	Male	Female	Total
1	Awantipora	0	0	0	12	4	16	2013	1745	3758
2	Imamshaib	0	0	0	0	0	0	4963	4888	9851
3	Kakapora	0	0	0	0	0	0	3612	3499	7111
4	Keegam	0	0	0	498	351	849	3218	2687	5905
5	Loorgam	0	0	0	308	167	475	1963	1618	3581
6	Pampore	0	0	0	66	59	125	3615	3323	6938
7	Pulwama	0	0	0	0	0	0	2927	2875	5802
8	Shopian	0	0	0	349	267	616	3391	2919	6310
9	Shadimargh	0	0	0	399	279	678	3255	2795	6050
10	Tral	0	0	0	199	199	398	1964	1935	3899
11	Tahab	0	0	0	24	21	45	3565	3312	6877
12	Vehil	0	0	0	204	197	401	2928	2765	5693
	<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2059</b>	<b>1544</b>	<b>3603</b>	<b>37414</b>	<b>34361</b>	<b>71775</b>

source survey 2004

**TABLE-6A**  
**ENROLLMENT(6-11 AGE GROUP)**  
**SCHEDULE CASTE/TRIBE**





**Table 6-B**  
**Data on out of School Children**  
**Out of School Children (6-11 age group)**

S.No	Name of the Block	S.C			% of Child Population	S.T			% of Child Population
		Male	Female	Total		Male	Female	Total	
1	Awantipora	0	0	0	0	11	9	20	55.55
2	Imamshalb	0	0	0	0	0	0	0	0.00
3	Kakapora	0	0	0	0	0	0	0	0.00
4	Keegam	0	0	0	0	150	177	327	27.81
5	Loorgam	0	0	0	0	62	154	216	31.26
6	Pampore	0	0	0	0	30	18	48	27.75
7	Pulwama	0	0	0	0	0	0	0	0
8	Shopian	0	0	0	0	26	44	70	10.20
9	Shadimargh	0	0	0	0	33	110	143	17.42
10	Trai	0	0	0	0	39	13	52	11.56
11	Tahab	0	0	0	0	7	6	13	22.41
12	Vehil	0	0	0	0	29	22	51	11.28
	<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>387</b>	<b>553</b>	<b>940</b>	<b>21.11</b>

Source survey 2004

**TABLE-6B**  
**DATA OF OUT OF SCHOOL CHILDREN**  
**(6-11 AGE GROUP) SC/ST**

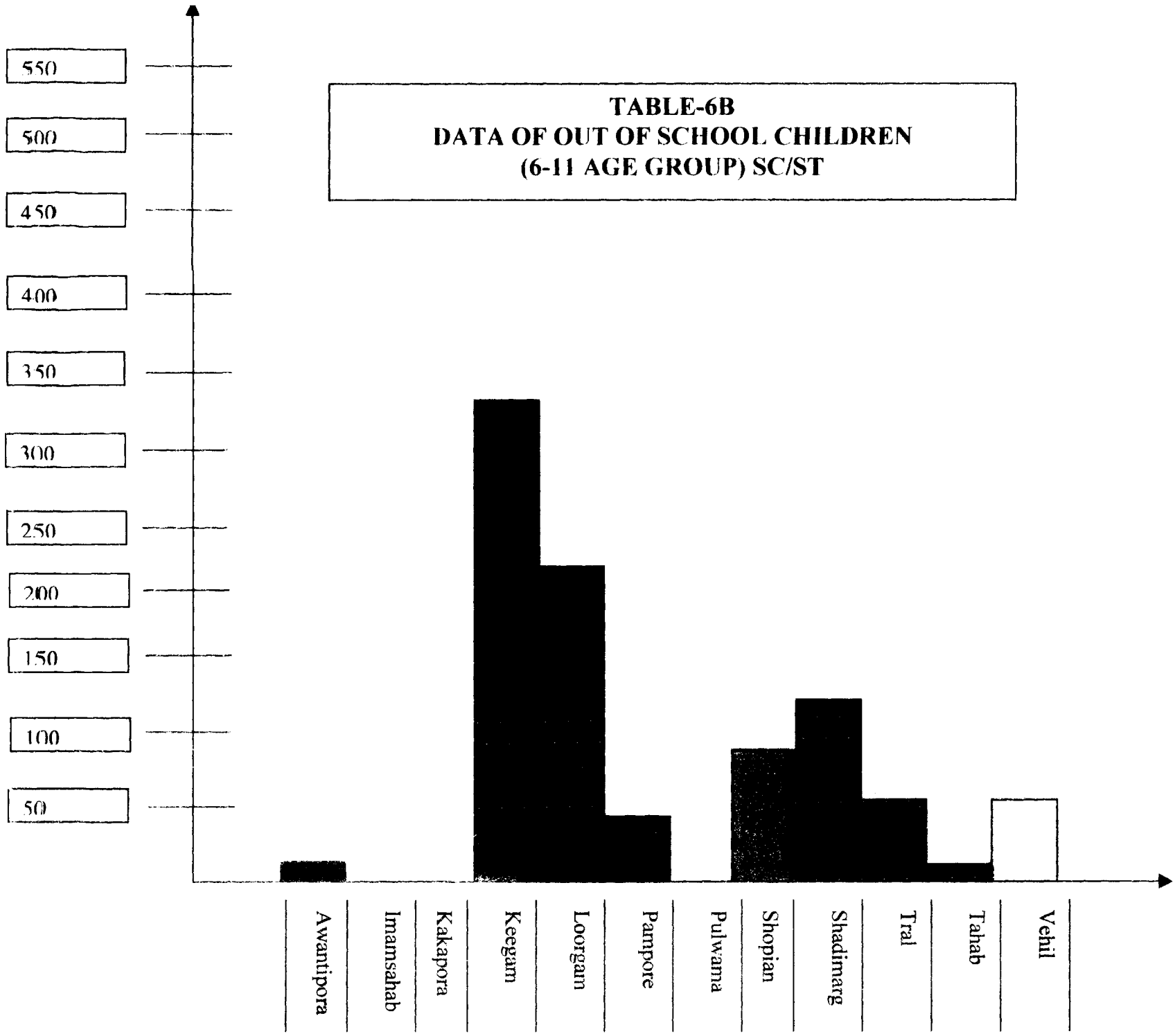
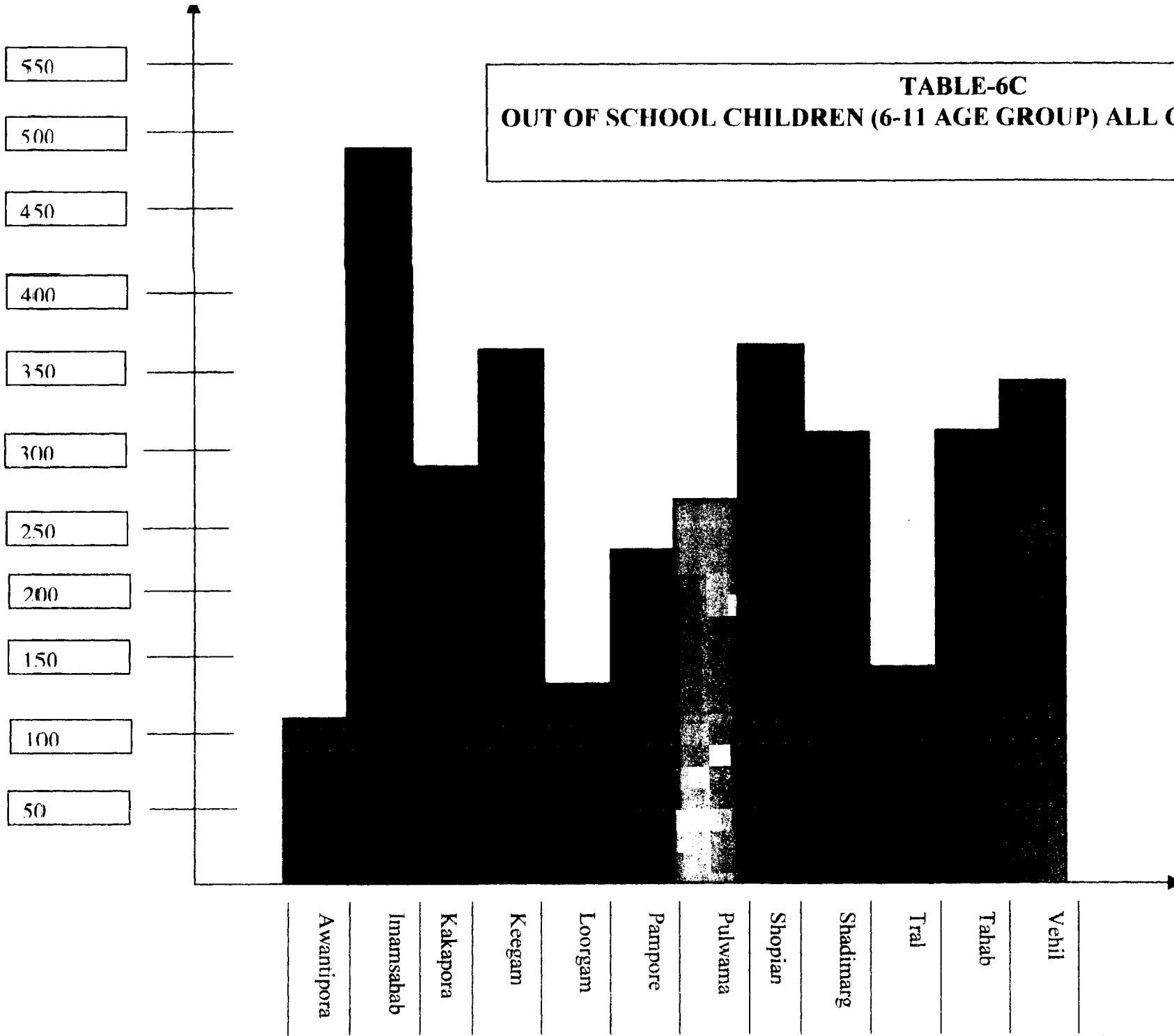


Table 6C  
Out of School Children (6-11 age group)  
All communitie

S.No	Name of the Block	Maie	Femaie	Total	% of Child Populatio n
1	Awantipora	48	70	118	3.04
2	Imamshaib	221	270	491	4.75
3	Kakapora	169	127	296	4
4	Keegam	99	269	368	5.87
5	Loorgam	64	61	125	3.37
6	Pampore	103	126	229	3.2
7	Pulwama	142	123	265	4.37
8	Shopian	166	162	328	4.94
9	Shadimargh	111	202	313	4.92
10	Tral	63	69	132	3.27
11	Tahab	126	180	306	4.26
12	Vehil	146	180	326	5.42
	<b>Total</b>	<b>1458</b>	<b>1839</b>	<b>3297</b>	<b>4.39</b>

Source survey 2004

**TABLE-6C**  
**OUT OF SCHOOL CHILDREN (6-11 AGE GROUP) ALL COMMUNITIES**

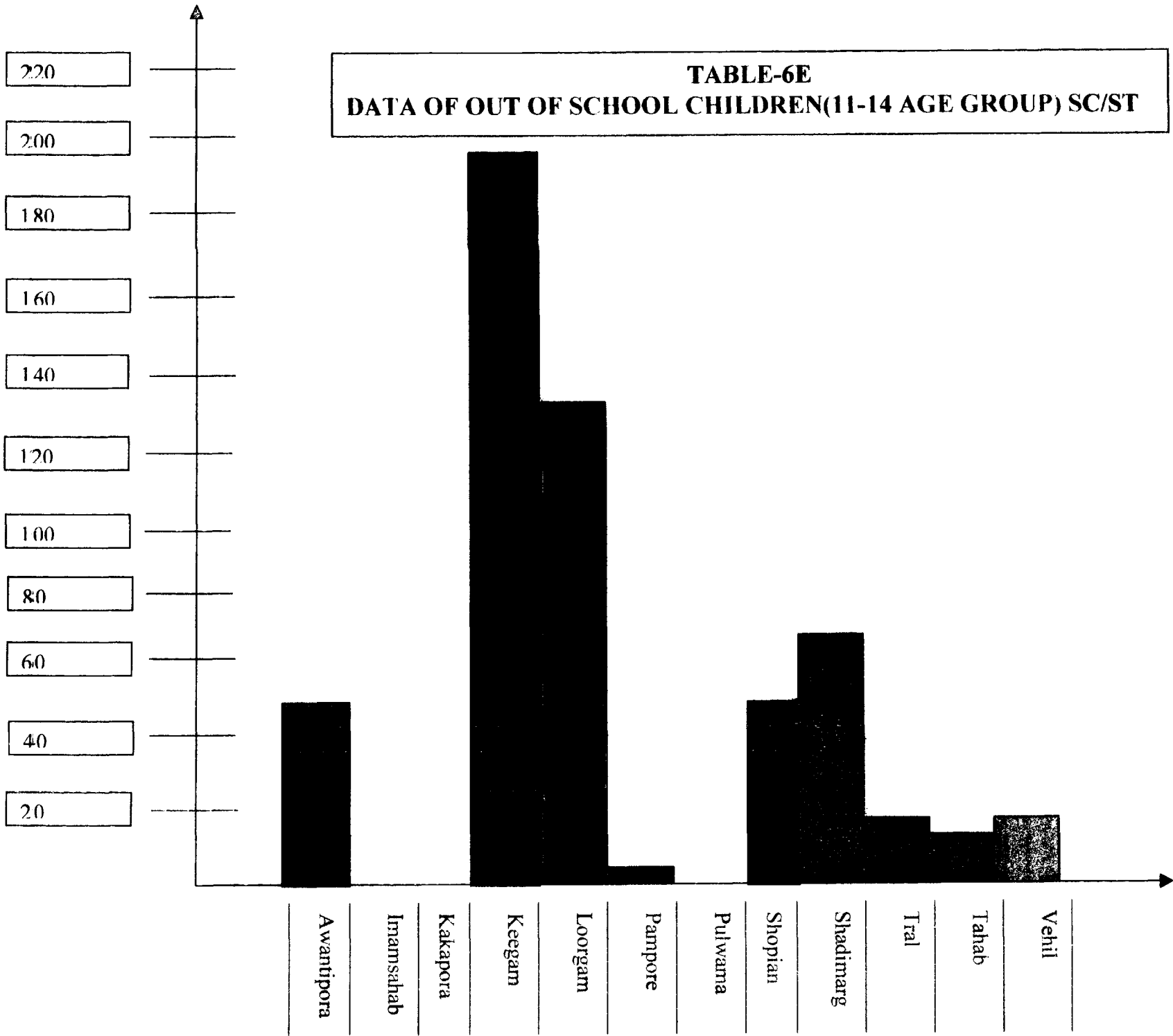


**Table- 6-D**  
**Data on Enrolment**  
**Enrolment (11-14 age group)**

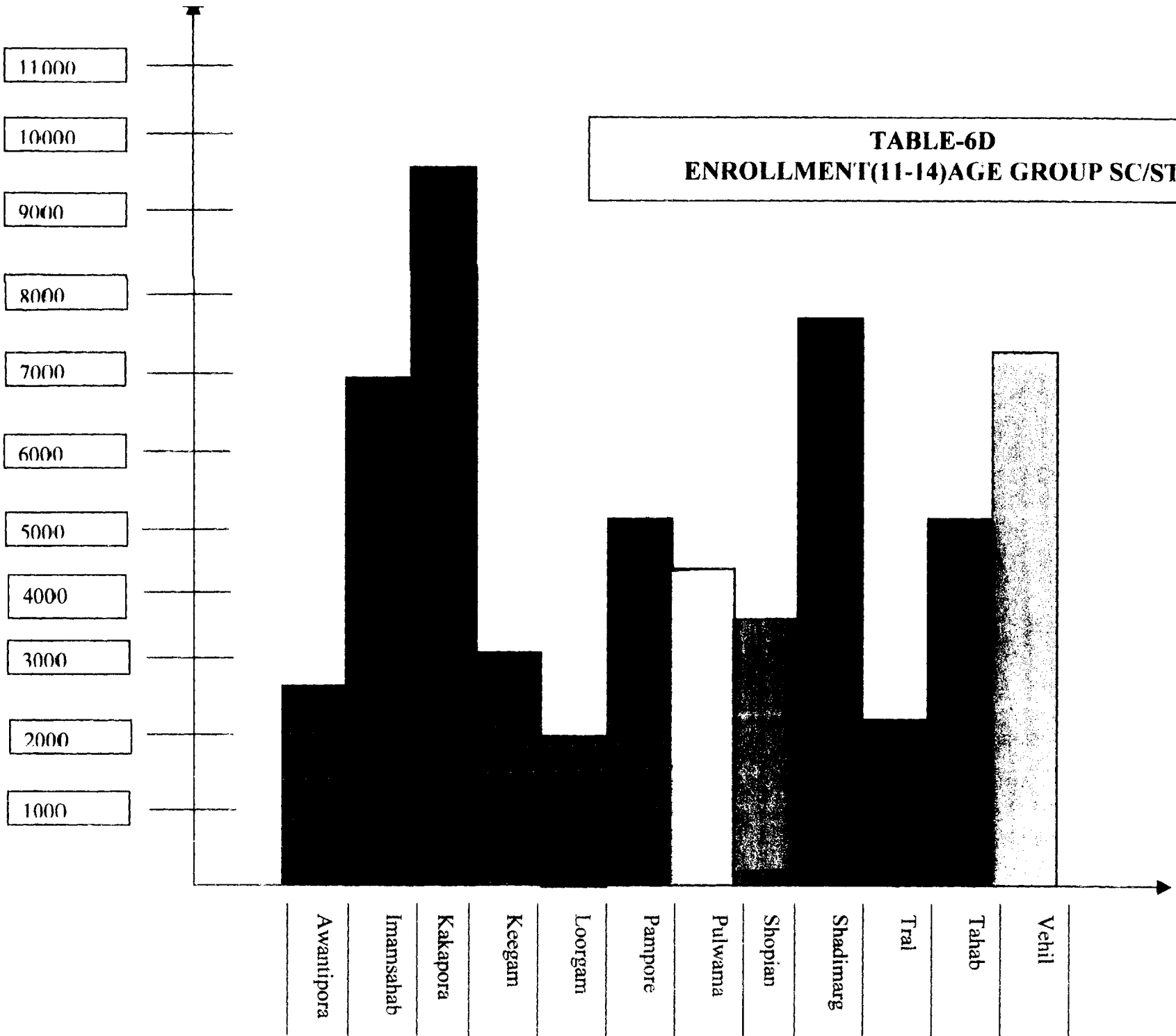
S.No	Name of the Block/Zone	S.C			S.T		All communities			
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1	Awantipora	0	0	0	6	18	24	1237	1421	2658
2	Imamshaib	0	0	0	0	0	0	3448	3525	6973
3	Kakapora	0	0	0	0	0	0	2590	2507	5097
4	Keegam	0	0	0	212	84	296	1693	1475	3168
5	Loorgam	0	0	0	126	80	206	1061	890	1951
6	Pampore	0	0	0	36	29	65	2125	2092	4217
7	Pulwama	0	0	0	0	0	0	2079	2138	4217
8	Shopian	0	0	0	132	77	209	1900	1393	3293
9	Shadimargh	0	0	0	225	76	301	2022	1729	3751
10	Tral	0	0	0	120	102	222	1132	1094	2226
11	Tahab	0	0	0	19	13	32	2479	2319	4798
12	Vehil	0	0	0	130	109	239	1803	1620	3432
	<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1006</b>	<b>588</b>	<b>1594</b>	<b>23569</b>	<b>22203</b>	<b>45772</b>

Source survey 2004

**TABLE-6E**  
**DATA OF OUT OF SCHOOL CHILDREN(11-14 AGE GROUP) SC/ST**



**TABLE-6D**  
**ENROLLMENT(11-14)AGE GROUP SC/ST**



**Table 6-E**  
**Data on out of School Children**  
**( Out of School Children 11-14 age group)**

S.No	Name of the Block/Zone	S.C			% of Child Population	S.T			% of Child Population
		Male	Female	Total		Male	Female	Total	
1	Awantipura	0	0	0	0	33	17	50	47.29
2	Imamshaib	0	0	0	0	0	0	0	0
3	Kakapora	0	0	0	0	0	0	0	0
4	keegam	0	0	0	0	59	135	194	20
5	Loorgam	0	0	0	0	48	76	124	26.36
6	Pompore	0	0	0	0	1	2	3	54.41
7	Polwama	0	0	0	0	0	0	0	0
8	Shopia	0	0	0	0	19	26	45	16.92
9	Shadimargh	0	0	0	0	12	63	75	17.55
10	Tral	0	0	0	0	1	18	19	16.95
11	Tahab	0	0	0	0	9	8	17	65.3
12	Vehir	0	0	0	0	3	15	18	22.17
	<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>185</b>	<b>360</b>	<b>545</b>	<b>25.47</b>

Source survey 2004

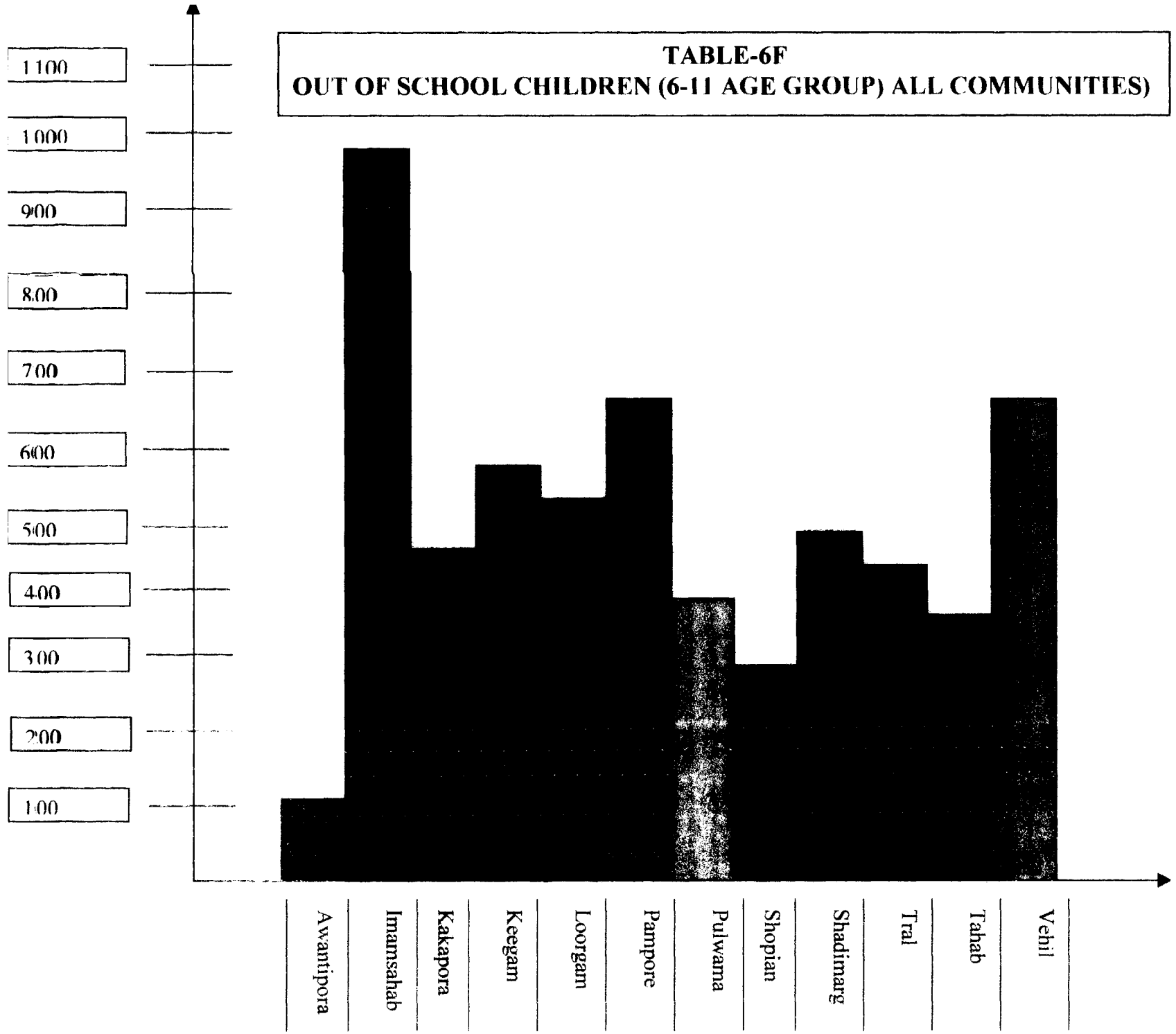


**Table 6F**  
**Out of Schc 11 to 14**  
**All communitie**

<b>S.No</b>	<b>Name of the Block</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>% of Child Populatio n</b>
1	Awantipora	40	72	112	4.04
2	Imamshaib	477	506	983	12.4
3	Kakapora	185	256	441	8
4	keegan	285	283	568	15.2
5	Loorgam	200	325	525	21.2
6	Pampore	313	355	668	13.7
7	Pulwama	196	199	395	8.6
8	Shaplon	247	41	288	8
9	Shadimargh	181	293	474	11.2
12	Taral	181	193	374	14.4
8	Tahab	133	194	327	6.38
10	Vehil	276	383	659	16.1
	<b>Total</b>	<b>2714</b>	<b>3100</b>	<b>5814</b>	<b>11.3</b>

Source Survey 2004

**TABLE-6F**  
**OUT OF SCHOOL CHILDREN (6-11 AGE GROUP) ALL COMMUNITIES)**



**Table-6G**  
**Data on Enrolment**

District

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	Awantipora	0	0	0	12	4	16	1301	1211	2512
2	Imamshaib	0	0	0	0	0	0	4249	3882	8131
3	Kakapora	0	0	0	0	0	0	2317	2213	4530
4	keegan	0	0	0	498	351	849	1721	1391	3112
5	Loorgam	0	0	0	308	167	475	2135	1739	3874
6	Pampore	0	0	0	66	59	125	1055	997	2052
7	Pulwama	0	0	0	0	0	0	2566	2395	4961
8	Shapion	0	0	0	349	267	616	2600	2283	4883
9	Shadimargh	0	0	0	399	279	678	2343	2151	4494
12	Taral	0	0	0	199	199	398	1515	1173	2688
8	Tahab	0	0	0	24	21	45	2691	2499	5190
10	Vehil	0	0	0	204	197	401	2659	2286	4945
	<b>Total</b>	0	0	0	2059	1544	3603	27152	24220	51372

**Table-6H**  
**Data on Enrolment in Govt. Schools**

District		Enrolment (11-14 age group)								
S.No	Name of the Block/Zone	SC			ST			All Communities		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1	Awantipora	0	0	0	6	18	24	988	947	1935
2	Imamshaib	0	0	0	0	0	0	1464	1385	2849
3	Kakapora	0	0	0	0	0	0	2068	1904	3972
4	keegan	0	0	0	212	84	296	1719	1694	3413
5	Loorgam	0	0	0	126	80	206	1361	1359	2720
6	Pampore	0	0	0	36	29	65	1233	1187	2420
7	Pulwama	0	0	0	0	0	0	1032	1181	2213
8	Shaplon	0	0	0	132	77	209	934	899	1833
9	Shadimargh	0	0	0	225	76	301	1015	963	1978
12	Taral	0	0	0	120	102	222	1524	1457	2981
8	Tahab	0	0	0	19	13	32	1424	1379	2803
10	Vehil	0	0	0	130	109	239	936	916	1852
	<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1006</b>	<b>588</b>	<b>1594</b>	<b>15698</b>	<b>15271</b>	<b>30969</b>

**Table-7**  
**Planning for EGS and AIE**  
**Age-wise break-up of out of School Children**

S.No	Name of the Block/Zone	6-8 years			8-11 years			11-14 years			Grand Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
1	Awantipora	30	45	75	18	25	43	40	72	112	88	142	230
2	Imamshaib	100	140	240	121	130	251	477	506	983	698	776	1474
3	Kakapora	93	35	128	76	92	168	185	256	441	354	383	737
4	Keegam	29	182	211	70	87	157	285	283	568	384	552	936
5	Loorgam	51	50	101	13	11	24	200	325	525	264	386	650
6	Pampore	66	70	136	37	56	93	313	355	668	416	481	897
7	Pulwama	42	74	116	100	49	149	196	199	395	338	322	660
8	Shopian	65	67	132	101	95	196	247	41	288	413	203	616
9	Shadimargh	64	81	145	47	121	168	181	293	474	292	495	787
10	Tral	30	30	60	33	39	72	181	193	374	244	262	506
11	Tahab	40	100	140	86	80	166	133	194	327	259	374	633
12	Vehil	83	72	155	63	108	171	276	383	659	422	563	985
	<b>Total</b>	<b>693</b>	<b>946</b>	<b>1639</b>	<b>765</b>	<b>893</b>	<b>1658</b>	<b>2714</b>	<b>3100</b>	<b>5814</b>	<b>4172</b>	<b>4939</b>	<b>9111</b>

Source Survey 2004

**Table - 8**  
**Number of Out of School Children with Reasons**

S No	Name of the Block/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	Other
1	Awantipora	230	31	89	45	9	15	0	30	7	4
2	Imamshaib	1474	61	1082	101	98	60	0	25	18	29
3	Kakapora	737	74	254	109	0	24	0	18	0	258
4	Keegam	936	0	646	168	0	100	0	0	0	22
5	Loorgam	650	97	372	85	11	60	0	0	0	25
6	Pampore	897	44	92	104	0	295	0	207	0	155
7	Pulwama	660	50	298	99	20	163	0	30	0	0
8	Shopian	616	40	348	70	0	40	0	76	0	42
9	Shadimargh	787	21	560	59	0	97	0	50	0	0
10	Tral	506	0	344	50	0	58	0	30	14	10
11	Tahab	633	95	212	118	0	60	0	28	50	70
12	Vehil	985	73	639	120	0	50	0	50	0	53
	<b>Total</b>	<b>9111</b>	<b>586</b>	<b>4936</b>	<b>1128</b>	<b>138</b>	<b>1022</b>	<b>0</b>	<b>544</b>	<b>89</b>	<b>668</b>

Source

Survey 2004

**Table-9**  
**Coverage and Planning of Out of School Children**

S.No	Name of the Block/Zone	No.of out of school Children as per House hold Survey	Mainstreaming	No. of Children covered under different strategies in the preceding year (2004-05)					
				E.G.S	N.R.B.C	R.B.C	Madrasa/Maktab	Innovation	Others
1	Awantipora	252	0	22	0	0	0	0	0
2	Imamshaib	1518	0	44	0	0	0	0	0
3	Kakapora	870	0	133	0	0	0	0	0
4	Keegam	1097	0	161	0	0	0	0	0
5	Loorgam	784	0	134	0	0	0	0	0
6	Pampore	948	0	51	0	0	0	0	0
7	Pulwama	693	0	33	0	0	0	0	0
8	Shopian	752	0	136	0	0	0	0	0
9	Shadimarg	852	0	65	0	0	0	0	0
10	Taral	562	0	56	0	0	0	0	0
11	Tahab	740	0	107	0	0	0	0	0
12	Vehil	1127	0	142	0	0	0	0	0
	<b>Total</b>	<b>10195</b>	<b>0</b>	<b>1084</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

Source

Survey 2004

**Table-9A**  
**Coverage and planning of Out of School Children**

<b>No.of Children to be covered under different strategies in the current year (2005-06)</b>									
<b>S.No</b>	<b>Name of the Block/Zone</b>	<b>No.of out of School Children as per Household Survey</b>	<b>A.I.E/Mains training</b>	<b>EGS</b>	<b>NRBC</b>	<b>RBC</b>	<b>Madrasa/Maktab</b>	<b>Innovation</b>	<b>Others</b>
1	Awantipora	230	0	118	100	0	0	12	0
2	Imamshaib	1474	0	491	675	0	9	299	0
3	Kakapora	737	0	296	285	0	40	116	0
4	Keegam	936	0	368	403	0	40	125	0
5	Loorgam	650	0	125	200	0	35	290	0
6	Pampore	897	0	229	494	0	42	132	0
7	Pulwama	660	0	265	145	0	36	214	0
8	Shopian	616	0	328	150	0	10	128	0
9	Shadimargh	787	0	313	211	0	60	203	0
10	Tral	506	0	312	100	0	62	212	0
11	Tahab	633	0	306	327	0	0	0	0
12	Vehil	985	0	326	379	0	0	280	0
	<b>Total</b>	<b>9111</b>	<b>0</b>	<b>3297</b>	<b>3469</b>	<b>0</b>	<b>334</b>	<b>2011</b>	<b>0</b>

Source survey 2004



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

S.No	Name of the Block/Zone	Children of 6-11 age group				Children of 11-14 age group			
		GER	NER	Cohort Dropout	Overall repetition	GER	NER	Cohort Dropout	Overall repetition
1	Awantipora	96.85	95.95	4.05	0	93.60	92.80	7.2	0
2	Imamshaib	93.73	92.75	7.25	0	85.10	84.70	5.3	0
3	Kakapora	94.80	94.60	6.4	0	93.40	93.10	7	0
4	Keegam	90.70	90.30	9.7	0	85.40	85.20	5	0
5	Loorgam	95.65	95.30	4.7	0	89.10	89.00	11	0
6	Pampore	96.16	95.90	4.1	0	93.40	92.80	7	0
7	Pulwama	96.76	96.52	3.4	0	90.25	90.10	10	0
8	Shopian	93.80	93.65	6.35	0	85.10	84.70	5	0
9	Shadimargh	91.60	91.40	8.6	0	82.20	81.80	18	0
10	Tral	96.30	96.10	3.9	0	91.20	91.03	9	0
11	Tahab	95.20	94.80	5.2	0	89.60	89.30	11	0
12	Vehil	92.20	91.70	6.1	0	86.40	85.90	4	0
<b>Total</b>		95.6	95.50	4.50	0	89.7	88.70	11.30	0
<b>Source</b>		<b>Survey 2004</b>							

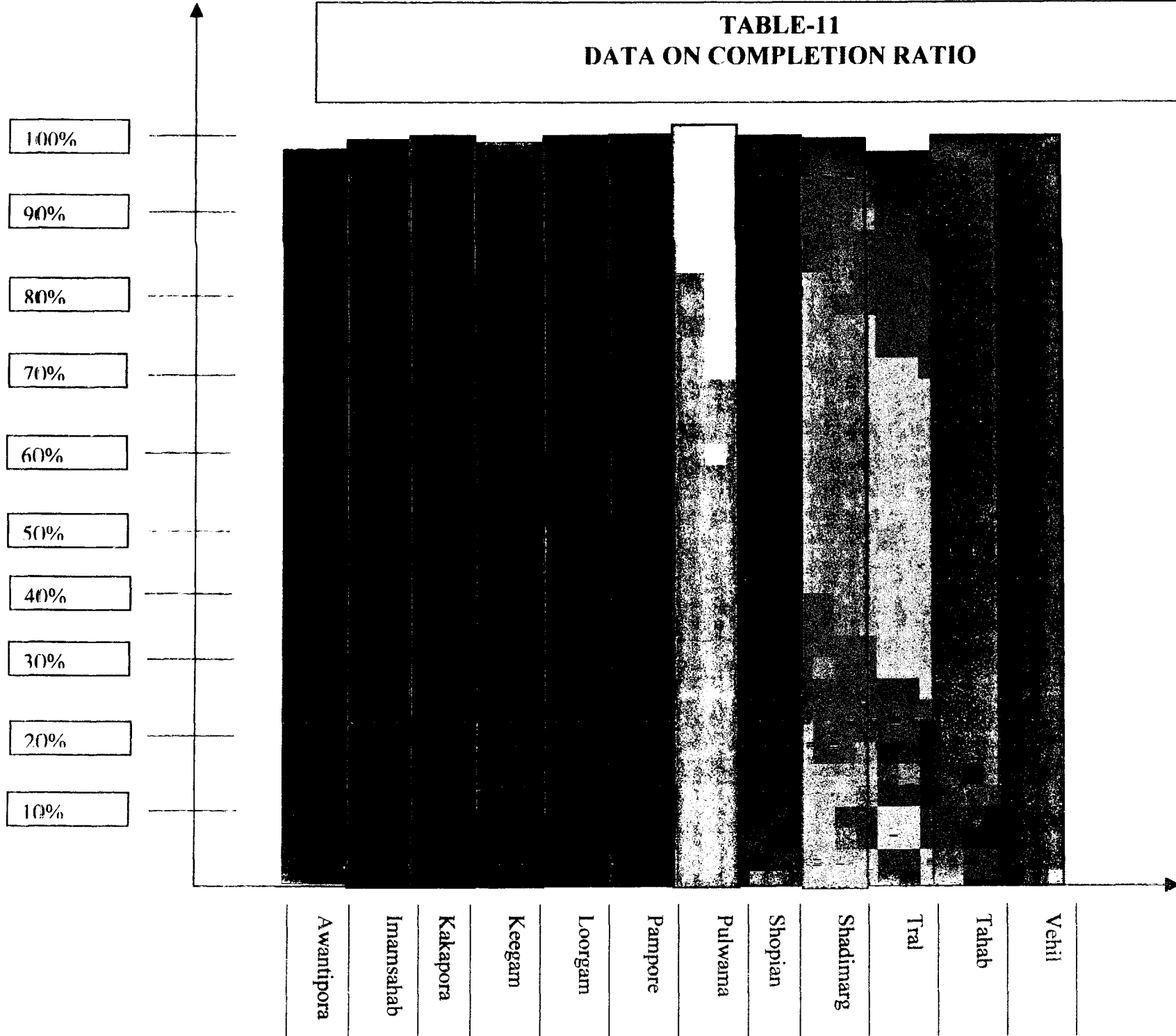
**Table-11****Data on Completion rates,Primary graduates and transition rate**

<b>S.No</b>	<b>Name of the Block/Zone</b>	<b>Completion Rate %</b>	<b>No. of Primary Graduates</b>	<b>Transition Rate from Primary to Upper Primary</b>
1	Awantipora	97.1	2012	97%
2	Imamshaib	98.4	8131	95%
3	Kakapora	98.5	4530	96%
4	Keegam	97.2	3112	97%
5	Loorgam	98.0	3874	98%
6	Pampore	98.1	2052	96%
7	Pulwama	99.1	4961	99%
8	Shopian	98.0	4883	97%
9	Shadimargh	97.9	4494	97%
10	Tral	96.0	1888	96%
11	Tahab	98.0	6190	97%
12	Vehil	98.0	4945	98%
		<b>98.5</b>	<b>50072</b>	<b>97%</b>

Source

Survey 2004

**TABLE-11**  
**DATA ON COMPLETION RATIO**



**Table-12**  
**Existing EGS Centres**

S.No	Name of the Block/Zone	No. of Existing EGS Centres	No. of EV's	Enrollment		
				Boys	Girls	Total
1	Awantipora	4	4	42	45	87
2	Imamshaib	7	7	87	98	185
3	Kakapora	23	23	297	257	554
4	Keegam	17	17	318	349	667
5	Loorgam	20	20	267	290	557
6	Pampore	8	8	117	88	205
7	Pulwama	7	7	65	69	134
8	Shopian	11	12	307	254	561
9	Shadimargh	9	9	130	139	269
10	Tral	6	6	109	125	234
11	Tahab	13	13	230	216	446
12	Vehil	13	13	270	320	590
	<b>Total</b>	<b>138</b>	<b>139</b>	<b>2239</b>	<b>2250</b>	<b>4489</b>

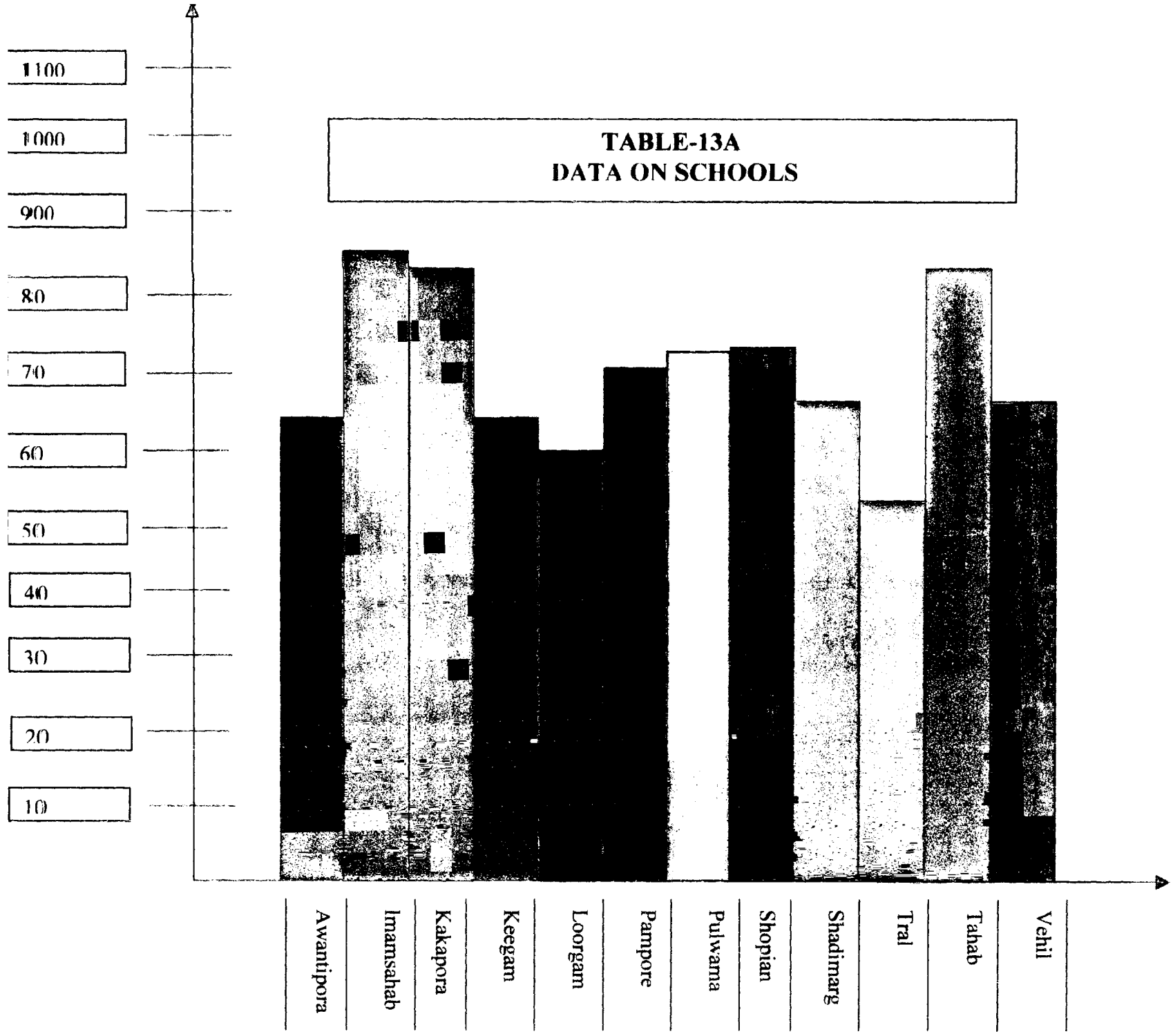
Source

Survey 2004

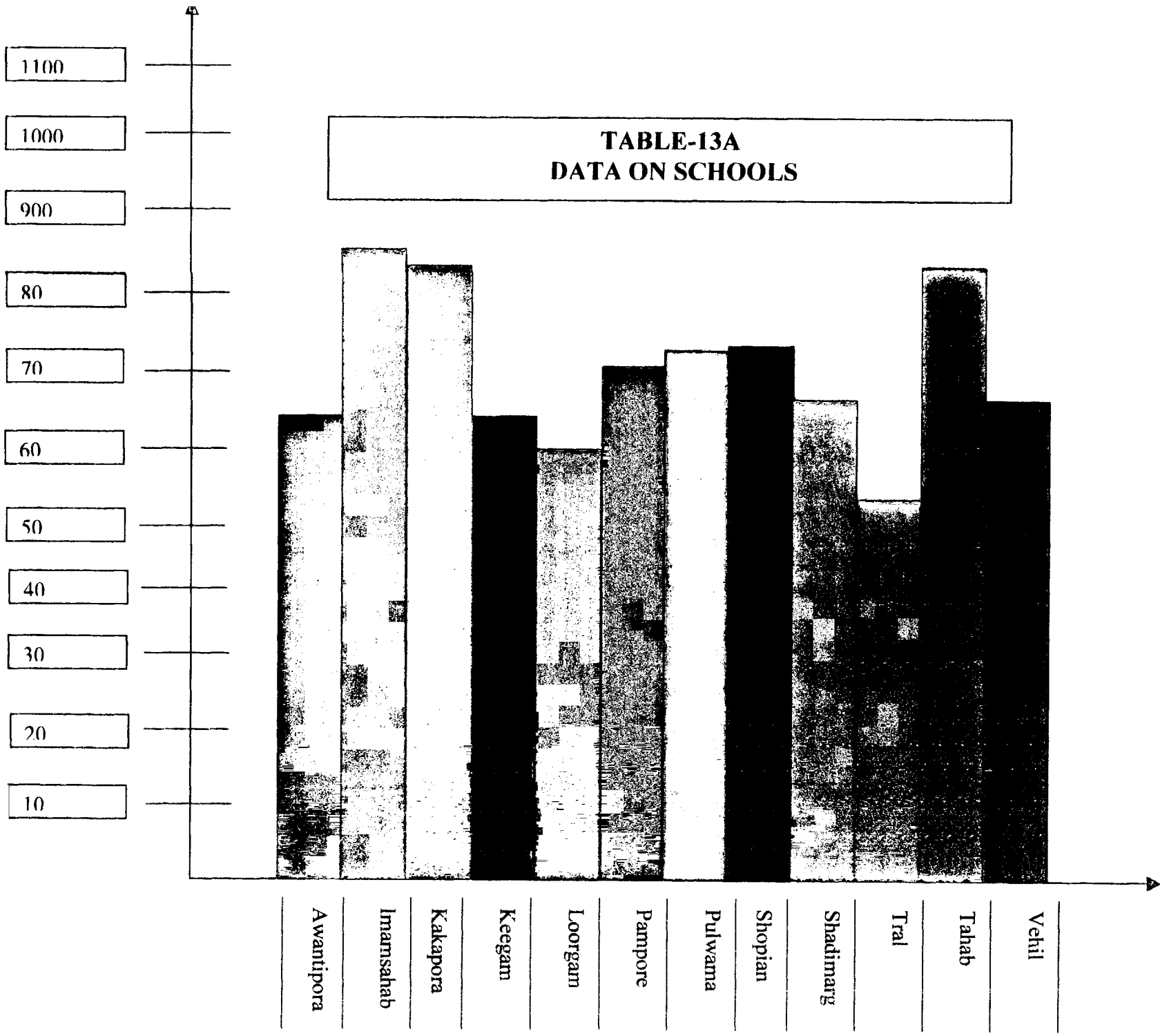
**Table-13A  
Data On Schools**

S.No	Name of the Block/Zone	Primary Schools				
		Govt.including local bodies	Govt.aided	Unaided Private		Total
				Recognise d	Unrecogn ised	
1	Awantipora	51	0	12	2	65
2	Imamshaib	69	0	13	3	85
3	Kakapora	56	0	12	15	83
4	Keegam	56	0	3	4	63
5	Loorgam	54	0	2	2	58
6	Pampore	47	0	16	3	66
7	Pulwama	58	0	5	5	68
8	Shopian	67	0	3	0	70
9	Shadimargh	59	0	0	5	64
10	Tral	41	0	6	5	52
11	Tahab	67	0	8	6	81
12	Vehil	54	0	6	4	64
	<b>Total</b>	<b>679</b>	<b>0</b>	<b>86</b>	<b>54</b>	<b>819</b>

Source Survey 2004



**TABLE-13A**  
**DATA ON SCHOOLS**



**Table-13-B  
Data on Schools**

		<b>Upper Primary Schools</b>				
		<b>Unaided Private</b>				
<b>S.No</b>	<b>Name of the Blocks/Zone</b>	<b>Govt.including local bodies</b>	<b>Govt.aided</b>	<b>Recognise d</b>	<b>Unrecogn ised</b>	<b>Total</b>
1	Awantipora	15	0	8	4	27
2	Imamshaib	21	0	8	4	33
3	Kakapora	27	0	15	0	42
4	Keegam	17	0	11	2	30
5	Loorgam	19	0	5	4	28
6	Pampore	23	0	19	6	48
7	Pulwama	20	0	14	3	37
8	Shopian	23	0	11	3	37
9	Shadimargh	24	0	7	1	32
10	Trai	24	0	11	1	36
11	Tahab	24	0	11	0	35
12	Vehil	17	0	14	1	32
	<b>Total</b>	<b>254</b>	<b>0</b>	<b>134</b>	<b>29</b>	<b>417</b>

Source

Survey 2004

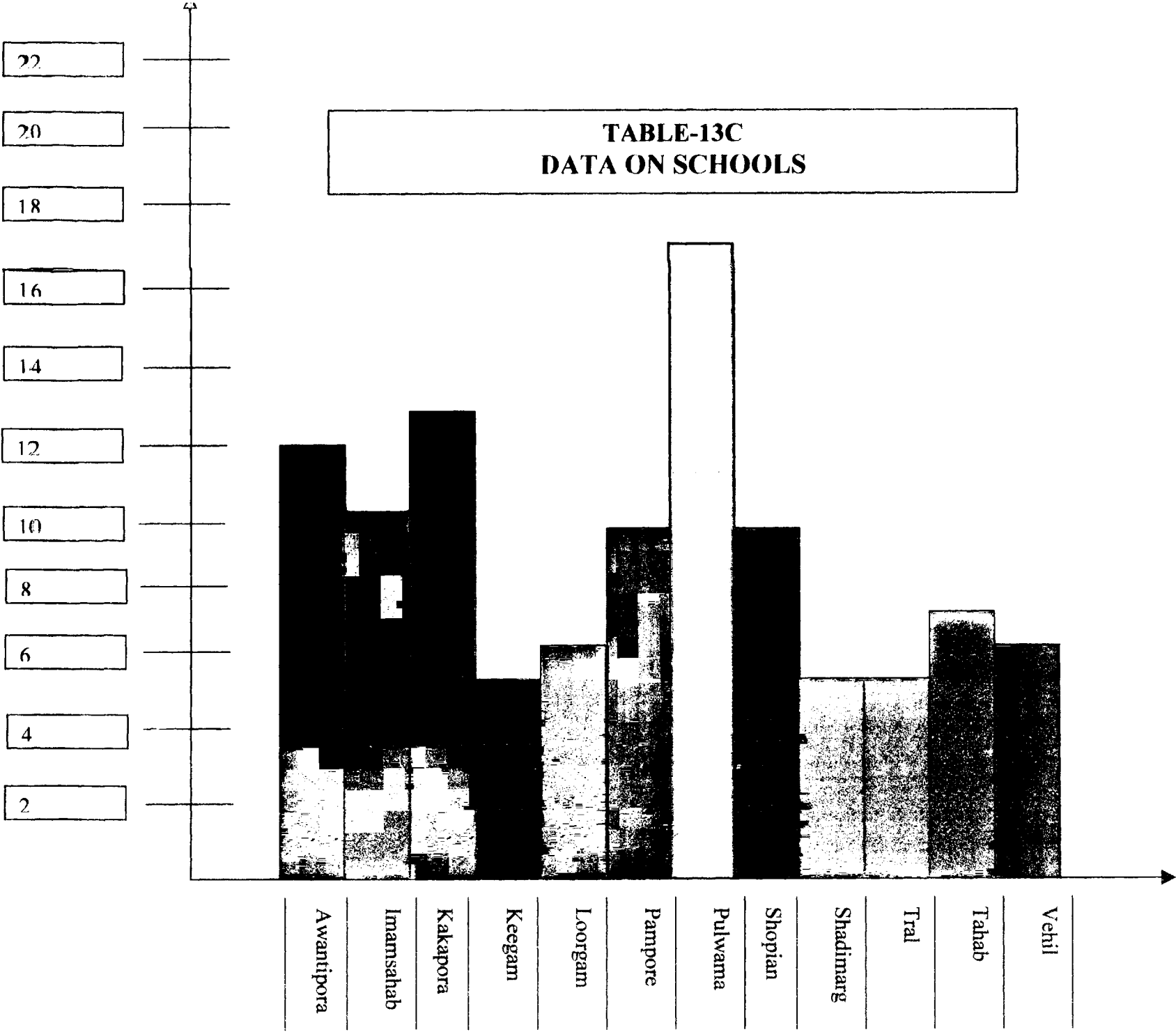


**Table-13-C  
Data on Schools**

<b>Secondary Schools having Upper Primary Sections</b>						
<b>S.No</b>	<b>Name of the Blocks/Zone</b>	<b>Govt.including local bodies</b>	<b>Govt.aided</b>	<b>Unaided Private</b>		<b>Total</b>
				<b>Recognise d</b>	<b>Unrecogn ised</b>	
1	Awantipora	9	0	3	0	12
2	Imamshaib	4	0	4	2	10
3	Kakapora	8	0	5	0	13
4	Keegam	2	0	3	0	5
5	Loorgam	5	0	1	0	6
6	Pampore	3	0	6	0	9
7	Pulwama	8	0	9	0	17
8	Shopian	6	0	4	0	10
9	Shadimargh	4	0	1	0	5
10	Tral	2	0	3	0	5
11	Tahab	5	0	2	0	7
12	Vehil	3	0	3	0	6
	<b>Total</b>	<b>59</b>	<b>0</b>	<b>44</b>	<b>2</b>	<b>105</b>

Source

Survey 2004



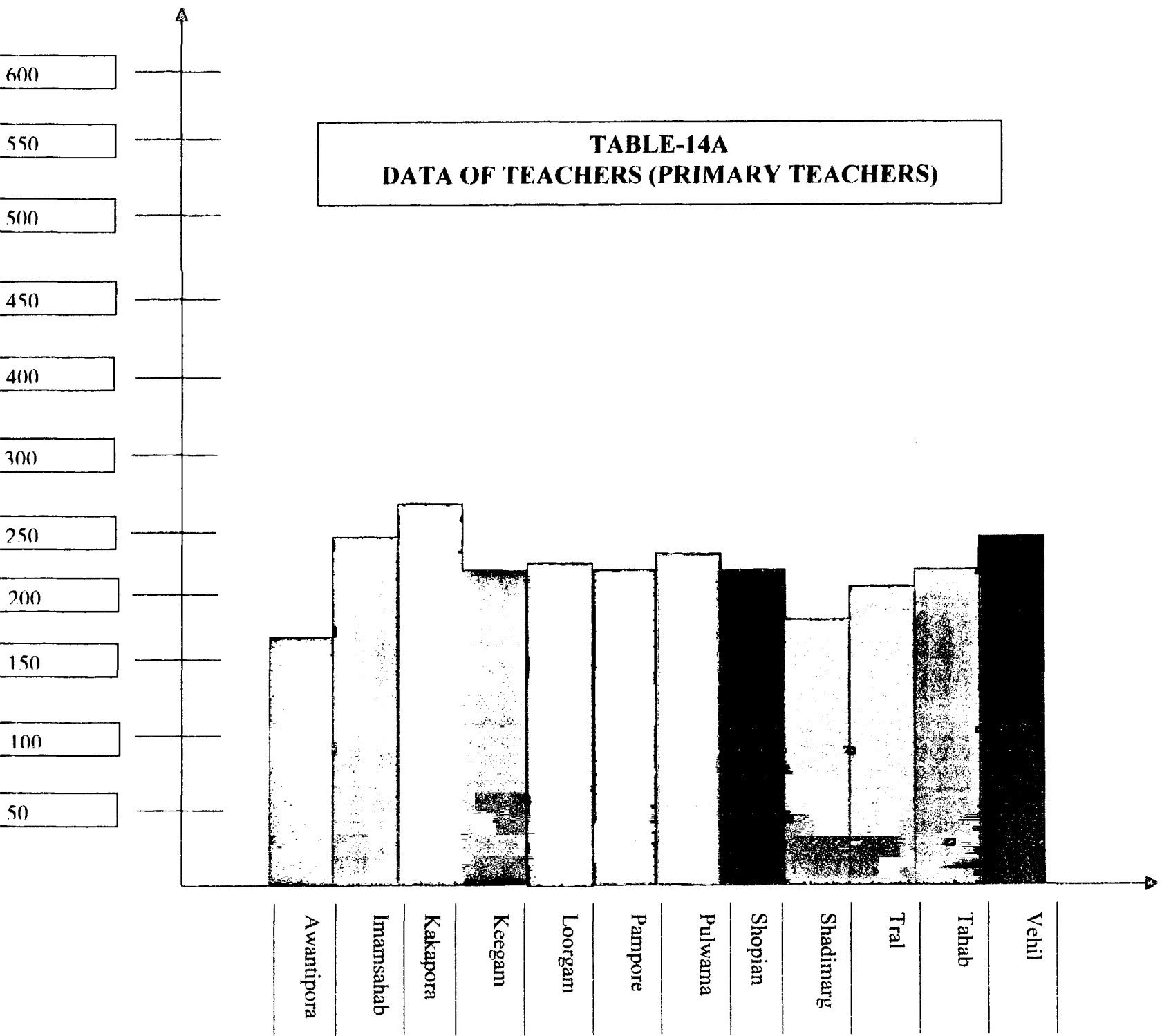
**Table 14 A**  
**Data of Teachers**  
**(Primary Schools)**

S.No	Name of Block/Zone	Teachers in Government Schools				Teachers in Government Aided Schools				Teacher in unaided school	Total No.of teacher
		Primary alone	Primary + Middle	Primary + Scondary	Total	Primary alone	Primary + Middle	Primary + Secondary	Total		
1	Awantipora	80	43	30	153	0	0	0	0	180	333
2	Imamshaib	157	70	20	247	0	0	0	0	306	553
3	Kakapora	123	94	50	267	0	0	0	0	235	502
4	Keegam	152	47	14	213	0	0	0	0	152	365
5	Loorgam	136	49	29	214	0	0	0	0	98	312
6	Pampore	156	37	16	209	0	0	0	0	466	675
7	Pulwama	140	59	19	218	0	0	0	0	225	443
8	Shopian	156	32	19	207	0	0	0	0	210	417
9	Shadimargh	128	21	6	155	0	0	0	0	65	220
10	Tral	98	56	21	175	0	0	0	0	200	385
11	Tahab	113	49	22	184	0	0	0	0	135	319
12	Vehil	140	71	16	227	0	0	0	0	158	385
13	<b>Total</b>	<b>1579</b>	<b>628</b>	<b>262</b>	<b>2469</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2430</b>	<b>4909</b>

source

Survey 2004

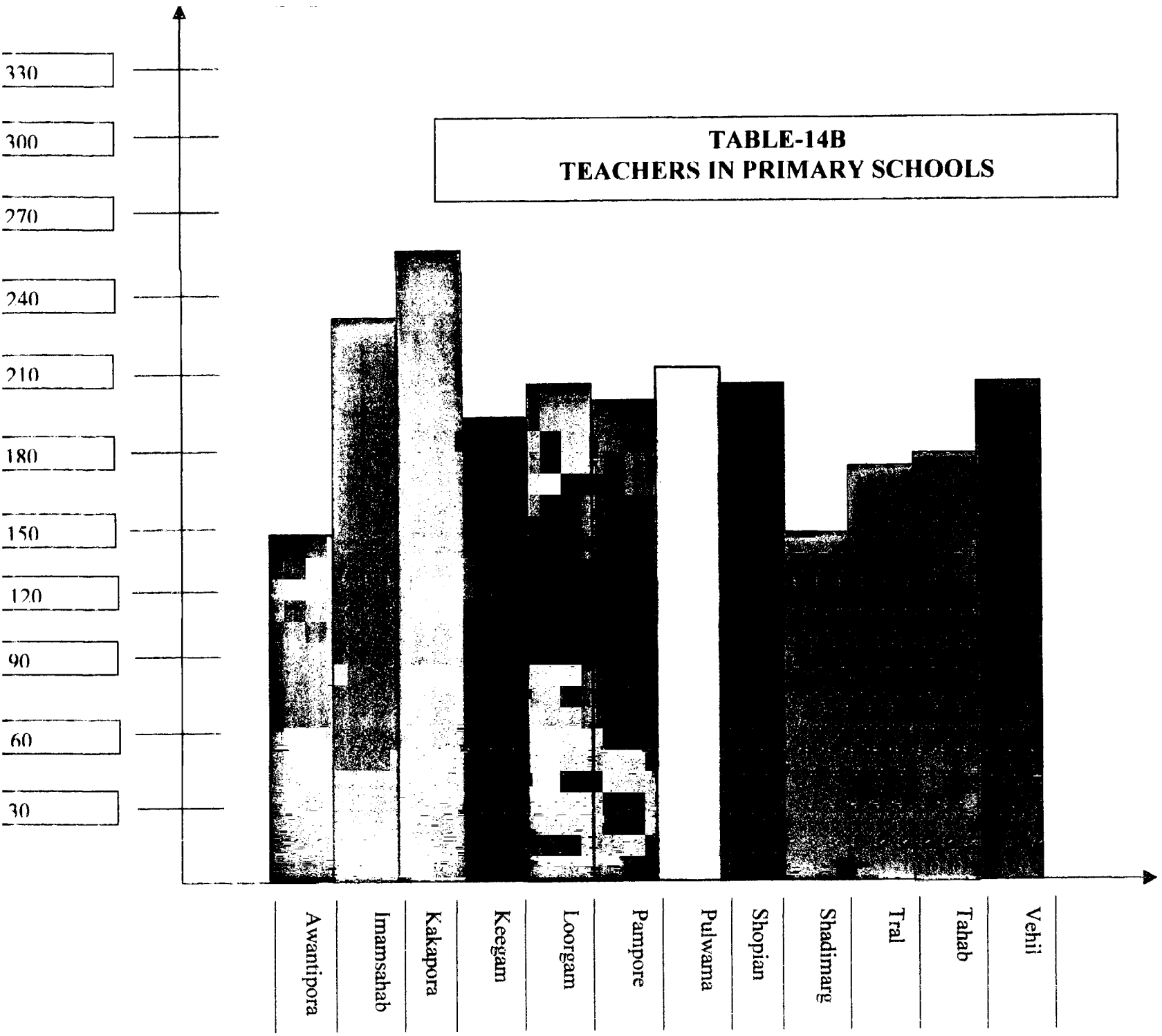
**TABLE-14A**  
**DATA OF TEACHERS (PRIMARY TEACHERS)**



**Table -14 B**  
**Teachers in Primary Schools**

S.No	Name of the Block/Zone	Enrolment of Primary Students in Govt. Schools	P.T.R.w.r.t. sanctioned posts	Entitlement of teachers at 1:40 ratio	Teachers in Primary Schools					Single teachers Schools	% age of Female Teachers	Gross Entitlement of addl. Teachers for primary
					Sanctioned posts	Teachers in position	Vacant position	P.T.R.w.r.t.working teachers				
1	Awantipora	2512	1:11	0	153	148	5	1:16	0	23%	0	
2	Imamshaib	8131	1:29	0	247	231	16	1:35	0	10%	0	
3	Kakapora	4530	1:14	0	267	262	5	1:17	0	25%	0	
4	Keegam	3112	1:12	0	213	198	15	1:16	0	23%	0	
5	Loorgam	3874	1:10	0	214	204	10	1:19	0	23%	0	
6	Pampore	2052	1:08	0	209	199	10	1:10	0	30%	0	
7	Pulwama	4961	1:18	0	218	203	15	1:24	0	29%	0	
8	Shopian	4883	1:19	0	207	194	13	1:25	0	35%	0	
9	Shadimargh	4494	1:20	0	155	148	7	1:30	0	25%	0	
10	Tral	2688	1:09	0	175	167	8	1:16	0	25%	0	
11	Tahab	5190	1:20	0	184	168	16	1:30	0	22%	0	
12	Vehil	4945	1:19	0	227	209	18	1:24	0	17%	0	
	<b>Total</b>	<b>51372</b>	<b>1:21</b>	<b>0</b>	<b>2469</b>	<b>2331</b>	<b>138</b>	<b>1:22</b>	<b>0</b>	<b>0</b>	<b>0</b>	
	<b>Source</b>	<b>Survey 2004</b>										

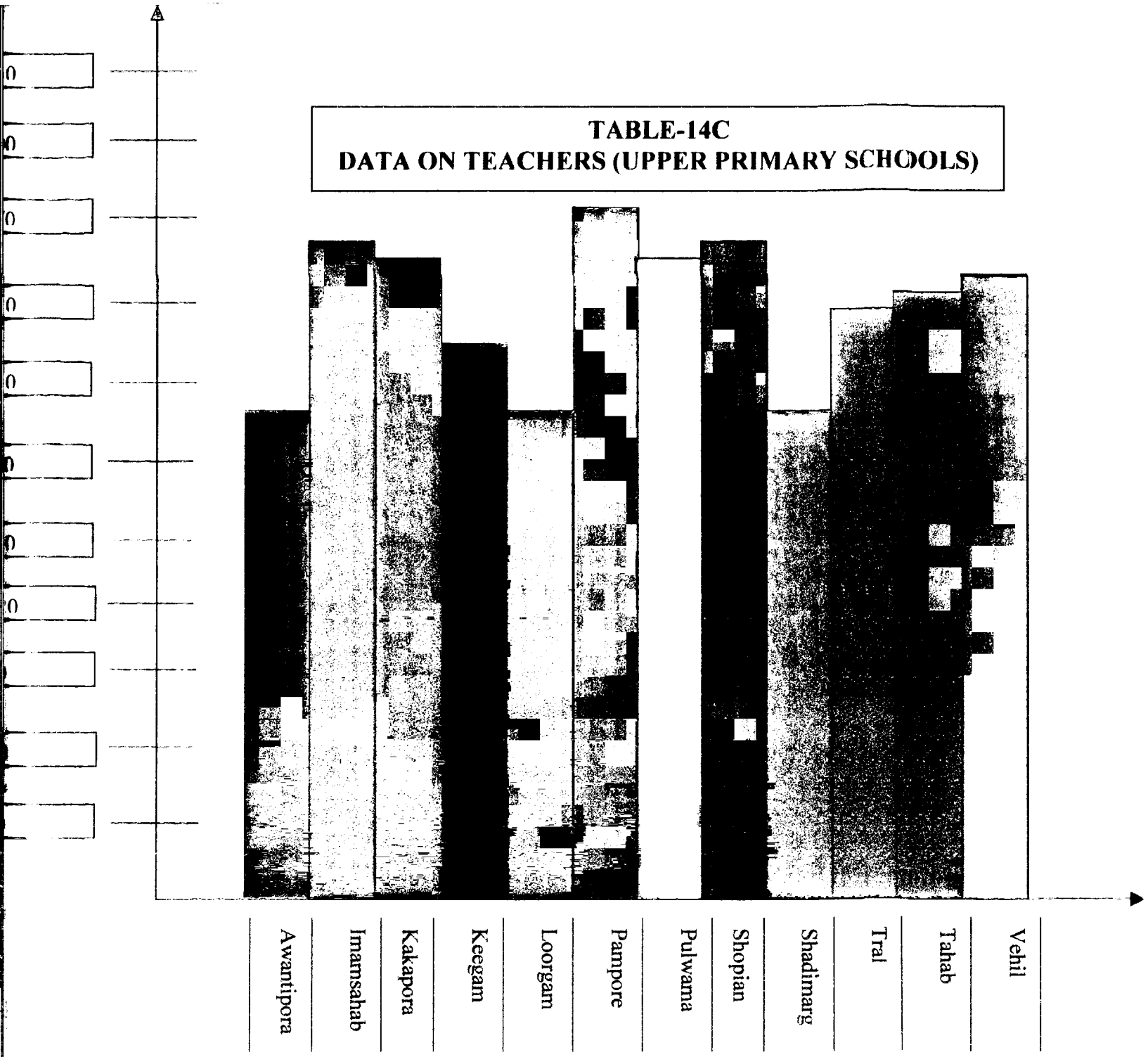
**TABLE-14B**  
**TEACHERS IN PRIMARY SCHOOLS**



**Table -14 C**  
**Data on Teachers**  
**( Upper Primary Schools)**

S.No	Name of Block/Zone	Teachers in Government			TEACHERS IN Government Aided				
		UPS alone	UPS with HS	Total	UPS alone	UPS with HS	Total	Teachers in unaided schools	Total No.of teachers
1	Awantipora	75	41	116	0	0	0	80	196
2	Imamshaib	103	71	174	0	0	0	84	258
3	Kakapora	126	31	157	0	0	0	90	247
4	Keegam	94	51	145	0	0	0	74	219
5	Loorgam	103	42	145	0	0	0	60	205
6	Pampore	86	48	134	0	0	0	140	274
7	Pulwama	80	49	129	0	0	0	115	244
8	Shopian	86	62	148	0	0	0	98	246
9	Shadimargh	90	49	139	0	0	0	50	189
10	Tral	116	39	155	0	0	0	65	220
11	Tahab	119	47	166	0	0	0	68	234
12	Vehil	103	33	136	0	0	0	102	238
	<b>Total</b>	<b>1181</b>	<b>563</b>	<b>1744</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1026</b>	<b>2770</b>
	<b>Source</b>	<b>Survey 2004</b>							

**TABLE-14C**  
**DATA ON TEACHERS (UPPER PRIMARY SCHOOLS)**





**Table - 14 D**  
**Teacher in Upper Primary Schools**

Teachers in Upper Primary Schools											
S.No	Name of the Block/Zone	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 teachers school	%age of Female Teachers	Gross Entitlement of addl. teachers for upper primary
1	Awantipora	1935	1:17	0	116	86	30	1:22	0	15.9	0
2	Imamshaib	2849	1:16	0	174	154	20	1:19	0	3.8	0
3	Kakapora	3972	1:25	0	157	146	11	1:27	0	18.4	0
4	Keegam	3413	1:24	0	145	134	11	1:25	0	16.3	0
5	Loorgam	2720	1:19	0	145	139	6	1:19	0	9.4	0
6	Pampore	2420	1:18	0	134	124	10	1:20	0	25.3	0
7	Pulwama	2213	1:17	0	129	120	9	1:18	0	11.3	0
8	Shopian	1833	1:13	0	148	134	14	1:13	0	8.7	0
9	Shadimargh	1978	1:14	0	139	127	12	1:16	0	8.4	0
10	Tral	2981	1:19	0	155	147	8	1:20	0	17.4	0
11	Tahab	2803	1:17	0	166	158	8	1:18	0	9.5	0
12	Vehil	1852	1:14	0	136	129	7	1:15	0	7.3	0
<b>Total</b>		<b>30969</b>	<b>1:18</b>	<b>0</b>	<b>1744</b>	<b>1598</b>	<b>146</b>	<b>1:19</b>	<b>0</b>	<b>8.4</b>	<b>0</b>

Source

Survey 2004

**Table 15**  
**Details of Trained and Untrained Teachers**

S.No	Name of the Block/Zone	Working Teachers	Primary Teachers						Upper Primary Teachers						
			Trained	% age	UNTRAINED		%age	Working Teachers	Trained	%age	Untrained		%age		
					Those who have received 60 days training	Those who have not received 60 days training					Those who have received 60 days training	Those who have not received 60 days training			
Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total			
1	Awantipora	148	109	74%	28	11	39	26%	86	72	84%	5	9	14	11%
2	Imamshaib	231	152	66%	41	38	79	34%	154	110	71%	21	23	44	22%
3	Kakapora	262	183	70%	58	21	79	30%	146	129	88%	0	17	17	12%
4	Keegam	198	109	55%	19	70	89	45%	134	111	83%	4	19	23	17%
5	Loorgam	204	164	80%	30	10	40	20%	139	118	85%	13	8	21	15%
6	Pampore	199	159	79%	29	11	40	20%	124	119	96%	7	18	25	20%
7	Pulwama	203	179	88%	13	11	24	12%	120	109	91%	2	9	11	9%
8	Shopian	194	123	63%	59	12	71	37%	134	84	63%	4	26	50	22%
9	Shadimargh	148	79	53%	39	30	69	47%	127	93	73%	0	24	24	19%
10	Tral	167	119	71%	37	11	48	29%	147	96	65%	29	22	51	14%
11	Tahab	168	117	70%	49	2	51	30%	158	86	54%	41	21	62	39%
12	Vehil	209	146	70%	48	15	63	30%	129	81	63%	19	29	48	37%
✓	<b>Total</b>	<b>2331</b>	<b>1639</b>	<b>70%</b>	<b>450</b>	<b>242</b>	<b>692</b>		<b>1598</b>	<b>1208</b>	<b>76%</b>	<b>165</b>	<b>225</b>	<b>390</b>	<b>20%</b>

Source Survey 2004

**Table -16**  
**Existing School Infrastructure of Primary Schools**

S.No	Name of Block/Zone	Total No.of Schools	No.of Schools without own buildings	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	No.of schools with kitchen for mid day meal
1	Awantipora	51	13	6	90	18	10	6	1	1	3	4	0
2	Imamshaib	69	36	16	75	15	15	6	1	2	3	5	0
3	Kakapora	56	18	3	75	13	2	2	1	1	3	3	0
4	Keegam	56	14	5	60	18	10	11	2	1	1	3	0
5	Loorgam	54	25	3	65	23	3	3	1	1	2	4	0
6	Pampore	47	20	19	70	15	8	2	0	1	2	2	0
7	Pulwama	58	16	1	75	16	2	4	2	2	3	2	0
8	Shopian	67	40	35	80	20	5	4	2	2	1	3	0
9	Shadimargh	59	16	4	88	22	1	3	1	2	3	5	0
10	Tral	41	20	26	85	10	5	4	1	2	4	2	0
11	Tahab	67	14	5	75	12	7	3	0	1	4	2	0
12	Vehil	54	35	9	66	11	2	4	1	2	3	5	0
	<b>Total</b>	<b>679</b>	<b>267</b>	<b>132</b>	<b>904</b>	<b>193</b>	<b>70</b>	<b>52</b>	<b>13</b>	<b>18</b>	<b>32</b>	<b>40</b>	<b>0</b>

Source Survey 2004

**Table -16 A**  
**Existing School Infrastructure of Upper Primary Schools**

S.No	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	No. of schools with HM room
1	Awantipora	17	3	3	65	13	6	6	1	0	2	2	0
2	Imamshaib	20	8	2	20	14	7	5	2	0	3	2	0
3	Kakapora	27	4	2	65	18	9	7	3	1	2	3	0
4	Keegam	17	2	4	37	8	5	4	0	0	3	2	0
5	Loorgam	19	10	3	38	10	5	4	0	0	4	4	0
6	Pampore	23	4	2	38	7	12	6	3	1	2	2	0
7	Pulwama	20	9	2	47	8	7	4	2	0	2	2	0
8	Shopian	23	8	3	50	12	12	4	2	0	2	2	0
9	Shadimargh	23	5	3	82	8	7	5	1	1	3	3	0
10	Tral	24	2	3	55	8	8	3	0	0	2	2	0
11	Tahab	24	8	3	56	6	7	4	0	0	2	2	0
12	Vehil	17	7	2	32	6	4	5	0	0	2	1	0
	<b>Total</b>	<b>254</b>	<b>70</b>	<b>32</b>	<b>585</b>	<b>118</b>	<b>89</b>	<b>57</b>	<b>14</b>	<b>3</b>	<b>29</b>	<b>27</b>	<b>0</b>
	Source	Survey 2004											

**Table- 17**  
**Number of Upper primary schools not covered under OBB**

<b>S.No</b>	<b>Name of the Block/Zone</b>	<b>Number of upper primary schools not covered under OBB</b>
1	Awantipora	15
2	Imamshaib	19
3	Kakapora	25
4	Keegam	16
5	Loorgam	18
6	Pampore	21
7	Pulwama	25
8	Shopian	15
9	Shadimargh	19
10	Tral	21
11	Tahab	24
12	Vehil	14
	<b>Total</b>	<b>232</b>

source

Survey 2004

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	Number of disabled Children identified												Total
		Mentally retard.		Visual impairment		Hearing Imp.		Ortho		Multiple Dis.		G.Total		
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
1	Awantipora	1	5	24	19	7	0	28	24	28	21	88	69	157
2	Imamshaib	34	26	22	25	26	22	41	24	28	27	151	124	275
3	Kakapora	84	27	31	22	49	30	63	39	56	28	283	146	429
4	Keegam	8	4	58	28	37	40	100	61	34	35	237	168	405
5	Loorgam	32	31	47	31	39	39	57	22	34	30	209	153	362
6	Pampore	84	27	31	22	45	17	62	75	50	34	272	175	447
7	Pulwama	20	0	56	50	57	46	54	53	46	48	233	197	430
8	Shopian	14	11	13	9	11	6	23	18	34	26	95	70	165
9	Shadimargh	14	8	58	25	18	13	58	30	13	11	161	87	248
10	Tral	7	6	63	35	20	22	65	42	59	39	214	144	358
11	Tahab	14	12	23	21	11	7	53	47	60	38	161	125	286
12	Vehil	20	18	24	21	19	17	51	25	22	20	136	101	237
	<b>Total</b>	<b>332</b>	<b>175</b>	<b>450</b>	<b>308</b>	<b>339</b>	<b>259</b>	<b>655</b>	<b>460</b>	<b>464</b>	<b>357</b>	<b>2240</b>	<b>1559</b>	<b>3799</b>

Source

Survey 2004

**Table-18 A**  
**Details of Disaaaaabled Children identified by nature of Disability in the age group (6-11)**

S.No	Name of the Block/Zone	Number of disabled children attending schools (6-11)												Total
		Mentally		Visyally		Hearing		Ortho		Multiple		Grand.Total		
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
1	Awantipora	1	2	5	2	2	0	6	2	5	3	19	9	28
2	Imamshaib	11	5	8	3	6	3	10	6	7	9	42	26	68
3	Kakapora	25	12	24	17	14	7	51	27	32	19	146	82	228
4	Keegam	2	2	12	8	9	10	25	14	9	20	57	54	111
5	Loorgam	8	8	12	4	10	9	20	11	11	9	61	41	102
6	Pampore	20	6	7	5	0	11	11	13	10	5	48	42	90
7	Pulwama	0	0	13	13	10	16	14	19	15	13	52	61	113
8	Shopian	4	3	2	2	4	2	6	6	8	8	24	21	45
9	Shadimargh	3	2	6	6	5	3	9	3	12	3	35	17	52
10	Tral	4	4	21	14	12	13	43	22	38	26	118	79	197
11	Tahab	9	7	17	15	5	3	32	22	29	28	92	75	167
12	Vehil	6	5	7	4	3	2	10	6	2	1	28	18	46
	<b>Total</b>	<b>93</b>	<b>56</b>	<b>134</b>	<b>93</b>	<b>80</b>	<b>79</b>	<b>237</b>	<b>151</b>	<b>178</b>	<b>144</b>	<b>722</b>	<b>525</b>	<b>1247</b>

Source Survey 2004

**Table No-18B**  
**Details of Disabled children identified by nature of Disability in the age group (11-14)**

S.No	Name of the Zone	Number of disabled children attending schools (11-14)												Total
		Mentally		Visually		Hearing		Ortho		Multiple		Grand Total		
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
1	Awantipora	0	2	6	8	3	0	7	7	8	8	24	25	49
2	Imamshaib	12	7	3	10	10	9	12	7	9	6	46	39	85
3	Kakapora	9	5	7	5	5	3	12	12	14	9	47	34	81
4	Keegam	3	2	13	9	10	9	26	12	8	6	60	38	98
5	Loorgam	9	7	10	7	10	10	20	9	9	7	58	40	98
6	Pampore	24	11	3	7	4	7	13	9	20	5	64	39	103
7	Pulwama	6	11	13	0	11	14	20	11	11	12	61	48	109
8	Shopian	2	3	4	2	2	1	4	3	6	4	18	13	31
9	Shadimargh	2	3	11	4	5	6	8	7	3	2	29	22	51
10	Tral	1	0	36	20	4	7	15	5	13	9	69	41	110
11	Tahab	3	2	3	4	7	1	9	9	13	8	35	24	59
12	Vehil	9	6	5	6	2	5	15	8	8	7	39	32	71
	<b>Total</b>	<b>80</b>	<b>59</b>	<b>114</b>	<b>82</b>	<b>73</b>	<b>72</b>	<b>161</b>	<b>99</b>	<b>122</b>	<b>83</b>	<b>550</b>	<b>395</b>	<b>945</b>

Source Survey 2004



**Table No-18C**  
**Details of Disabled children identified by nature of Disability in the age group (6-11)**

S.No	Name of the Zone	Number of disabled children not attending schools (6-11)												Total
		Mentally		Visually		Hearing		Ortho		Multiple		Grand Total		
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
1	Awantipora	0	1	6	3	2	0	5	4	5	4	18	12	30
2	Imamshaib	5	6	9	5	5	2	4	5	6	5	29	23	52
3	Kakapora	8	2	0	0	20	20	10	0	10	0	48	22	70
4	Keegam	12	0	20	7	4	11	10	15	10	14	56	47	103
5	Loorgam	10	10	15	10	11	9	6	12	15	10	57	51	108
6	Pampore	30	4	12	4	21	6	20	12	6	11	89	37	126
7	Pulwama	0	0	13	14	14	6	11	13	25	15	63	48	111
8	Shopian	5	3	4	2	3	1	1	4	11	6	24	16	40
9	Shadimargh	4	1	21	7	4	2	19	5	3	2	51	17	68
10	Tral	0	0	5	1	4	1	3	8	4	2	16	12	28
11	Tahab	3	2	2	2	3	2	1	2	8	5	17	13	30
12	Vehil	3	4	8	7	6	4	14	5	5	4	36	24	60
	<b>Total</b>	<b>80</b>	<b>33</b>	<b>115</b>	<b>62</b>	<b>97</b>	<b>64</b>	<b>104</b>	<b>85</b>	<b>108</b>	<b>78</b>	<b>504</b>	<b>322</b>	<b>826</b>

Source Survey 2004

Table No-18D

Details of Disabled children identified by nature of Disability in the age group (11-14)

S.No	Name of the Zone	Number of disabled children not attending schools (11-14)												Total
		Mentally		Visually		Hearing		Ortho		Multiple		Grand Total		
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
1	Awantipora	0	0	7	6	0	0	10	6	10	6	27	18	45
2	Imamshaib	6	8	7	7	5	8	10	6	6	7	34	36	70
3	Kakapora	42	8	0	0	0	0	0	0	0	0	42	8	50
4	Keegam	10	0	13	4	14	10	20	20	7	11	64	45	109
5	Loorgam	5	6	10	10	8	11	11	12	9	4	43	43	86
6	Pampore	10	6	9	6	20	6	15	8	12	9	66	35	101
7	Pulwama	0	0	17	12	16	10	10	9	15	8	58	39	97
8	Shopian	3	2	3	3	2	2	6	5	9	8	23	20	43
9	Shadimargh	5	2	15	8	4	2	17	5	5	4	46	21	67
10	Tral	2	2	1	0	0	1	4	7	4	2	11	12	23
11	Tahab	4	3	2	2	2	1	5	4	4	3	17	13	30
12	Vehil	7	3	4	4	3	6	12	6	7	8	33	27	60
	<b>Total</b>	<b>94</b>	<b>40</b>	<b>88</b>	<b>62</b>	<b>74</b>	<b>57</b>	<b>120</b>	<b>88</b>	<b>88</b>	<b>70</b>	<b>484</b>	<b>317</b>	<b>781</b>

Source

Survey 2004

Table - 19

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	Awantipora	28	5
2	Imamshaib	21	15
3	Kakapora	34	10
4	Keegam	35	16
5	Loorgam	25	9
6	Pampore	42	28
7	Pulwama	12	7
8	Shopian	21	7
9	Shadimargh	23	12
10	Tral	47	19
11	Tahab	27	15
12	Vehil	24	5
	<b>Total</b>	<b>339</b>	<b>148</b>

Source

Survey 2004

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

S.No	Name of the Block/Zone	Child Population (0-6 age group) All communties								
		Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1	Awantipora	230	224	454	3782	3596	7378	4012	3820	7832
2	imamshaib	0	0	0	9390	9098	18488	9390	9098	18488
3	Kakapora	0	0	0	2724	2276	5000	2724	2276	5000
4	Keegam	0	0	0	7184	7008	14192	7184	7008	14192
5	Loorgam	0	0	0	3912	3544	7456	3912	3544	7456
6	Pampore	1668	1628	3296	4800	4784	9584	6468	6412	12880
7	Pulwama	828	590	1418	4704	4396	9100	5532	4986	10518
8	Shopian	902	882	1784	6424	6206	12630	7326	7088	14414
9	Shadimargh	0	0	0	7638	7510	15148	7638	7510	15148
10	Tral	0	0	0	4864	4650	9514	4864	4650	9514
11	Tahab	0	0	0	6918	6766	13684	6918	6766	13684
12	Vehil	0	0	0	7294	6914	14208	7294	6914	14208
	<b>Total</b>	<b>3628</b>	<b>3324</b>	<b>6952</b>	<b>69634</b>	<b>66748</b>	<b>136382</b>	<b>73262</b>	<b>70072</b>	<b>143334</b>

Source

Survey 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) S.T								
		Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1	Awantipora	0	0	0	36	24	60	36	24	60
2	Imamshaib	0	0	0	0	0	0	0	0	0
3	Kakapora	0	0	0	0	0	0	0	0	0
4	Keegam	0	0	0	1608	568	2176	1608	568	2176
5	Loorgam	0	0	0	852	824	1676	852	824	1676
6	Pampore	2	2	4	94	90	184	96	92	188
7	Pulwama	0	0	0	0	0	0	0	0	0
8	Shopian	3	0	3	708	670	1378	711	670	1381
9	Shadimargh	0	0	0	1024	1034	2058	1024	1034	2058
10	Trai	0	0	0	64	76	140	64	76	140
11	Tahab	0	0	0	1512	1370	2882	1512	1370	2882
12	Vehil	0	0	0	636	578	1214	636	578	1214
	<b>Total</b>	<b>5</b>	<b>2</b>	<b>7</b>	<b>6534</b>	<b>5234</b>	<b>11688</b>	<b>6539</b>	<b>5236</b>	<b>11775</b>

Source survey 2004

**Table - 20 D**  
**Data on Child Enrolment of 0-6 age group**

		Child Enrolment (0-6 age group) All communities								
		Urban			Rural			Total		
S.No	Name of the Block/Zone	Male	Female	Total	Male	Female	Total	Male	Female	Total
1	Awantipora	20	11	31	100	99	199	120	110	230
2	Imamshaib	0	0	0	1782	1613	3395	1782	1613	3395
3	Kakapora	0	0	0	763	599	1362	763	599	1362
4	Keegam	0	0	0	3592	3504	7096	3592	3504	7096
5	Loorgam	0	0	0	644	541	1185	644	541	1185
6	Pampore	768	715	1483	664	629	1293	1432	1344	2776
7	Pulwama	282	208	490	930	850	1780	1212	1058	2270
8	Shopian	179	202	381	1034	1154	2188	1213	1356	2569
9	Shadimargh	0	0	0	1096	979	2075	1096	979	2075
10	Tral	0	0	0	1123	963	2086	1123	963	2086
11	Tahab	0	0	0	1240	1259	2499	1240	1259	2499
12	Vehil	0	0	0	1092	905	1997	1092	905	1997
	<b>Total</b>	<b>1249</b>	<b>1136</b>	<b>2385</b>	<b>14060</b>	<b>13095</b>	<b>27155</b>	<b>15309</b>	<b>14231</b>	<b>29540</b>

Source Survey 2004

LIST OF PROPOSED NEW OPENING SCHOOLS

S.No	Name of the Zone	Name of the Village	Habitation	Distance from nearest Pry. School
1	Kakapora	Pingleena	Dew Daren	1 K.M
2	Kakapora	Kakapora	Hanji Ghat	1 K.M
3	Kakapora	Pohu	Ganie Mohalla	1 K.M
4	Kakapora	Ratnipora	Astant Mohalla	1 K.M
5	Kakapora	Rakhi Lajura	Gund Peth	1 K.M
6	Kakapora	Rakhi Lajura	Rawatpora	1 K.M
7	Kakapora	Kissrigam	Sheikhpora	1 K.M
8	Kakapora	Parigam	Tengpora	1 K.M
9	Shopian	Shopian	Baigh Mohalla	1 K.M
10	Shopian	Shopian	Malik Mohalla	1 K.M
11	Shopian	Shopian	Kumar Mohalla	1 K.M
12	Shopian	Manloo	Thoker Mohalla	1 K.M
13	Shopian	Zawoora	Feerwaed K-Zawoora	1 K.M
14	Shopian	Zawoora	Goori Nard	1 K.M
15	Shopian	Zawoora	Khars Nard	1 K.M
16	Shopian	Pinjura	Mirpora	1 K.M
17	Shopian	Heerpora	Wani Mohalla	1 K.M
18	Shopian	Chotipora	Chichi Mohalla	1 K.M
19	Shopian	Shopian	Khar Mohalla	1 K.M
20	Shopian	Shopian	Sheikh Mohalla Bobgam	1 K.M
21	Shopian	Shopian	Mir Mohalla Bongam	1 K.M
22	Shopian	Gagren	Mantoo Mohalla	1 K.M
23	Shopian	Batapora	New Colney	1 K.M
24	Shopian	Zawoora	Nichimar	1 K.M
25	Shopian	Zawoora	Dingasr Pushwarim	1 K.M
26	Shopian	Zawoora	Gundabal Mohallah	1 K.M
27	Shopian	Pinjura	Herpora Gugloora	1 K.M
28	Shopian	Pinjura	Naid Mohalla	1 K.M
29	Shopian	Kiloor	Gratabal	1 K.M
30	Shopian	Pinjura	Nadampora	1 K.M

LIST OF PROPOSED NEW OPENING SCHOOLS

31	Shopian	Chotipora	Malik Check	1 K.M
32	Shopian	Chowgam	Dewan Mohallah	1 K.M
33	Shopian	Gahend	Her Gahind	1 K.M
34	Shopian	Manzmpora	Manzimpora	1 K.M
35	Shopian	Check Sidiqpora	Check Sidiq Khan	1 K.M
36	Shopian	Zoora	Sheikh Mohalla	1 K.M
37	Shopian	Tachaloo	Bunapora Tachaloo	1 K.M
38	Shopian	Batapora	Peer Mohallah	1 K.M
39	Shopian	Memend	Shahlatoo	1 K.M
40	Shopian	Alyalpora	Lompora	1 K.M
41	Awantipora	Sangrama	Hardamir	1 K.M
42	Awantipora	Ganishabal	Hari Parigam	1 K.M
43	Tral	Shitlan	Mandoora	1 K.M
44	Tral	Lonepora	Amiraabad	1 K.M
45	Tral	Panzi Nagh	N.A.C Tral Ward 2	1 K.M
46	Tral	Naid Mohallah	N.A.C Tral	1 K.M
47	Tral	N.A.C.Tral	Ari Mochi Kand Pora	1 K.M
48	Tral	N.A.C Tral	Hamam Mohallah	1 K.M
49	Tral	N.A.C Tral	Gona Kocha	1 K.M
50	Keegam	Bethipora	Khan Mohalla Bongam	1 K.M
51	Keegam	Narapora	Krawa Narapora	1 K.M
52	Keegam	Gatipora	Sanimargh	1 K.M
53	Keegam	Vishroo	Nizamabad	1 K.M
54	Keegam	Katha Hallen	Nagabal Gujar Basti	1 K.M
55	Keegam	Keegam	Thokerpora	1 K.M
56	Keegam	Doompora	Naid Gund	1 K.M
57	Keegam	Chowan	Ramazdrood	1 K.M
58	Keegam	Chowan	Lovapora Gujer Basti	1 K.M
59	Keegam	Zampathri	Lovel Zampathri	1 K.M
60	Keegam	M.Dunaroo	Gujer Basti Dunaroo	1 K.M
61	Keegam	Pehlipora	Rekhi Pehlipora	1 K.M
62	Keegam	Gulabteng	Magreypora	1 K.M
63	Keegam	Children	Rekh Children	1 K.M
64	Keegam	Marteng	Sarab	1 K.M



LIST OF PROPOSED NEW OPENING SCHOOLS

65	Keegam	Ganowpora	Cherrypora	1 K.M
66	Keegam	Wathoo	Armpora	1 K.M
67	Keegam	Dairoo	Waza Mohalla	1 K.M
68	Keegam	Audoo	Chaya Gund	1 K.M
69	Vehil	Chakoora	Bunapora	1 K.M
70	Vehil	Padderpora	Heripora	1 K.M
71	Vehil	Batagund	Meerpora	1 K.M
72	Vehil	Ramnagri	Ganie Mohallah	1 K.M
73	Vehil	Mantribugh	Heerpora	1 K.M
74	Vehil	Batapora Manital	Manital	1 KM
75	Vehil	Bonpora	Muradpora	1 KM
76	Vehil	Pratabpora	Pratabpora	1 KM
77	Vehil	Pursoo	Pursoo	1 KM
78	Vehil	Batgund	Batgund	1 KM
79	Vehil	Drawani	Drawani	1 KM
80	Vehil	Adigen	Adigen	1 KM
81	Vehil	Mantribugh	Pahlipora	1 KM
82	Tahab	Rakh Litter	Bana Rakh Litter	1 K.M
83	Tahab	Gudbugh	Gudbugh	1 K.M
84	Tahab	Tantraypora	Tantraypora	1 K.M
85	Tahab	Tahab	Zaipora	1 K.M
86	Tahab	Tahab	Kanjoori Mohalla	1 K.M
87	Tahab	Khallra	Herapora	1 K.M
88	Imamshaib	Arikhar	Arikhar	1 K.M
89	Imamshaib	Babakhlder	Babakhlder	1 K.M
90	Imamshaib	Bajwani	Bajwani	1 K.M
91	Imamshaib	Batapora	Batapora	1 K.M
92	Imamshaib	Chitragam	Malikpora	1 K.M
93	Imamshaib	Chitragam	Chadipora	1 K.M
94	Imamshaib	Chankoot	Chankoot	1 K.M
95	Imamshaib	Chidipora	Chidipora	1 K.M
96	Imamshaib	D.K.Pora	Harpora	1 K.M
97	Imamshaib	Darazpora	Darazpora	1 K.M
98	Imamshaib	Draged	Draged	1 K M

LIST OF PROPOSED NEW OPENING SCHOOLS

99	Imamshaib	Gund Woyen	Gund Woyen	1 K.M
100	Imamshaib	Hillow	Gund Mureed	1 K.M
101	Imamshaib	Haripora	Haripora	1 K.M
102	Imamshaib	Handew	Harpora	1 K.M
103	Imamshaib	Handew	Bonapora	1 K.M
104	Imamshaib	Handew	Dankard	1 K.M
105	Imamshaib	Kharampora	Kharampora	1 K.M
106	Imamshaib	Khargund	Khargund	1 K.M
107	Imamshaib	Kounsu	Kounsu	1 K.M
108	Imamshaib	Laddi	Herpora	1 K.M
109	Imamshaib	Langandoor	Langandoor	1 K.M
110	Imamshaib	Mehlhura	Koka Mohallah	1 K.M
111	Imamshaib	Nadigund	Nadigund	1 K.M
112	Imamshaib	Narwani	Chalakpora	1 K.M
113	Imamshaib	Nullayposhwari	Nullayposhwari	1 K.M
114	Imamshaib	Safanagri	Arampora	1 K.M
115	Imamshaib	Thokerpora	Thokerpora	1 K.M
116	Imamshaib	Takia Narwani	Takiya Narwani	1 K.M
117	Imamshaib	Wathi	Doublepora	1 K.M
118	Imamshaib	Wachuhallan	Wachuhallan	1 K.M
119	Imamshaib	Zainapora	Dobi Mohallah	1 K.M
120	Imamshaib	Zainapora	Parithumpora	1 K.M
121	Imamshaib	Zainabattoo	Zainabattoo	1 K.M
122	Imamshaib	Wooyan	Wooyan	1 KM
123	Imamshaib	Aanipora	Aanipora	1 KM
124	Imamshaib	Losedenow	Losedenow	1 KM
125	Imamshaib	Aglar	New Colony	1 KM
126	Imamshaib	Baskuchan	Bonpora	1 KM
127	Imamshaib	Dara Alam Gunj	Dara Alam Gunj	1 KM
128	Imamshaib	Abalwani	Abalwani	1 KM
129	Imamshaib	Takia Bal	Takia Bal	1 KM
130	Imamshaib	Aloora	New Colony	1 KM
131	Pampore	Khrew Ward-7	Sabir Shah Colony	1 K.M
132	Pampore	Shar	Usmania Colony	1 K.M

LIST OF PROPOSED NEW OPENING SCHOOLS

133	Pampore	Ladhoo	Nagbal	1 K.M
134	Pampore	Ladhoo	Khar Mohalla	1 K.M
135	Pampore	Wooyan	Drool Wooyan	1 K.M
136	Pampore	Barsoo	Delhar Collony	1 K.M
137	Pampore	Samboora	Akram Dar Mohalla	1 K.M
138	Pampore	Patal Bagh	New Colony/Barzal Patal Bagh	1 K.M
139	Pampore	Konibal	Chanpora Colony	1 K.M
140	Pampore	Meej	Tanki Mohalla	1 K.M
141	Pampore	Chatlam	Malikpora/Halipora	1 K.M
142	Pulwama	Goosu	Goosu	1 K.M
143	Pulwama	Frasipora	Frasipora	1 K.M
144	Pulwama	Reshwani	Reshwani	1 K.M
145	Pulwama	Drusoo	Drusoo	1 K.M
146	Pulwama	Raj Mohall	Raj Mohalla	1 K.M
147	Pulwama	Jandwal	Jandwal	1 K.M
148	Pulwama	Jandwal	Jandwal	1 K.M
149	Puwama	Kuchowpora	Kuchowpora	1 K.M
150	Pulwama	Nikas	Nikas	1 K.M
151	Pulwama	Nikas	Nikas	1 K.M
152	Pulwama	Arabal	Arabal	1 K.M
153	Loorgam	Wager	Pir Mohalla	1 K.M
154	Loorgam	Panzoo	Upper Panzoo	1 K.M
155	Loorgam	Gulshanpora	Pir Mohalla	1 K.M
156	Shadimargh	Chootal Sonabanger	Chootal Sonabanger	1K.M
157	Shadimargh	Hill Aditras	Hill Aditras	1 K.M
158	Shadimargh	Bengren Abhama	Bengren Abhama	1 K.M
159	Shadimargh	Anchi Wari dracklarn	Anchi Wari Dracklarn	1 K.M
160	Shadimargh	Bunhama Bamnoo	Bunhama Bamnoo	1 K.M
161	Shadimarg	Sangerwani	Sangerwani	3 KM
162	Shadimarg	Lamba Mohala	Abhama	3 KM
163	Tral	Saimoo	Pamposh Colony	1 KM

### List of Proposed Upper Pry. Schools

S.No	Name of the Zone	Name of the Village	Habitation	Distance from nearest Middle School
1	Tahab	Chatripora	PS Chatripora	3 K..M
2	Tahab	Drach	PS Drach	3 K.M
3	Tahab	Nikloora	PS Nikloora	3 K.M
4	Tahab	Tokuna	PS Tokuna	3 K.M
6	Tahab	Khandaypora	PS Khandaypora	3 K.M
7	Tahab	Wakharwan	PS Wakharwan	3 K.M
8	Tahab	Wasoor	PS Wasoor	3 K.M
9	Tahab	Chandgam	PS Chandgam	3 K.M
10	Tahab	Panzren	PS Panzren	3 K.M
11	Vehil	Shamshipora	PS Shamshipora	3 K.M
12	Vehil	Narwov	PS Narwov	3 K.M
13	Vehil	Amshipora	PS Amshipora	3 K.M
14	Vehil	Ramnagri	PS Ramnagri	3 K.M
15	Vehil	Reshinagri	PS Reshinagri	3 K.M
16	Vehil	Rakhama	PS Rakhama	3 K.M
17	Vehil	Gadipora	PS Gadipora	3 K.M
18	Vehil	Nagisharen	PS Nagisharen	3 K.M
19	Vehil	Gadapora	PS Gadapora	3 K.M
20	Vehil	Pandchan	PS Pandchan	3 KM
21	Vehil	Poshama	PS Poshama	3 KM
22	Vehil	Hind Sitapora	Hind Sitapora	3 KM
23	Vehil	Bemnipora	Bemnipora	3 KM
24	Keegam	Dunaroo	PS Pathrien Dunaroo	3 K.M
25	Keegam	Chowan	Chowan	3 KM
26	Awantipora	Amlar	PS Amlar	3 KM
27	Kakapora	Doogam	PS Doogam	3 K.M

### List of Proposed Upper Pry. Schools

S.No	Name of the Zone	Name of the Village	Habitation	Distance from nearest Middle School
1	Tahab	Chatripora	PS Chatripora	3 K..M
2	Tahab	Drach	PS Drach	3 K.M
3	Tahab	Nikloora	PS Nikloora	3 K.M
4	Tahab	Tokuna	PS Tokuna	3 K.M
6	Tahab	Khandaypora	PS Khandaypora	3 K.M
7	Tahab	Wakharwan	PS Wakharwan	3 K.M
8	Tahab	Wasoora	PS Wasoora	3 K.M
9	Tahab	Chandgam	PS Chandgam	3 K.M
10	Tahab	Panzren	PS Panzren	3 K.M
11	Vehil	Shamshipora	PS Shamshipora	3 K.M
12	Vehil	Narwov	PS Narwov	3 K.M
13	Vehil	Amshipora	PS Amshipora	3 K.M
14	Vehil	Ramnagri	PS Ramnagri	3 K.M
15	Vehil	Reshinagri	PS Reshinagri	3 K.M
16	Vehil	Rakhama	PS Rakhama	3 K.M
17	Vehil	Gadipora	PS Gadipora	3 K.M
18	Vehil	Nagisharen	PS Nagisharen	3 K.M
19	Vehil	Gadapora	PS Gadapora	3 K.M
20	Vehil	Pandchan	PS Pandchan	3 KM
21	Vehil	Poshama	PS Poshama	3 KM
22	Vehil	Hind Sitapora	Hind Sitapora	3 KM
23	Vehil	Bemnipora	Bemnipora	3 KM
24	Keegam	Dunaroo	PS Pathrien Dunaroo	3 K.M
25	Keegam	Chowan	Chowan	3 KM
26	Awantipora	Amlar	PS Amlar	3 KM
27	Kakapora	Doogam	PS Doogam	3 K.M

### List of Proposed Upper Pry. Schools

28	Kakapora	Reshipora	PS Reshipora	3 K.M
29	Kakapora	Larve	PS Larve	3 K.M
30	Kakapora	Qazigund	PS Qazigund	3 K.M
31	Kakapora	Checkipora	PS Ckeckipora	3 K.M
32	Kakapora	Qazigund	PS Qazigund	3 K.M
33	Kakapora	T.N.Pora	PS T.N.Pora	3 K.M
34	Kakapora	Urwan	PS Urwan	3 K.M
35	Kakapora	Marwal	PS Marwal	3 K.M
36	Kakapora	Kisrigam	PS Kisrigam	3 K.M
37	Kakapora	Pahoo	PS Pahoo	3 K.M
38	Kakapora	Gundibagh	PS Gundibag	3 K.M
39	Kakapora	Sathergund	Sathergund	3 KM
40	Kakapora	Narwa	Narwa	3 KM
41	Loorgam	Wager	PS Wager	3 K.M
42	Loorgam	Kuchmullah	PS Kuchmullah	3 K.M
43	Loorgam	Gam Raj	PS Gam Raj	3 K.M
44	Loorgam	Kharipora	PS Kharipora	3 K.M
45	Loorgam	Seer	PS Seer	3 K.M
46	Loorgam	Gutroo	Gutroo P/S	3 K.M
47	Loorgam	Daramgund	GPS Daramgund	3 KM
48	Loorgam	Sofigund	BPS Sofigund	3 KM
49	Pulwama	Uzampathri	PS Uzampathri	3 K.M
50	Pulwama	Jandwal	PS Jandwal	3 K.M
51	Pulwama	Tengpora	PS Tengpora	3 K.M
52	Pulwama	Chatripora	PS Chatripora	3 K.M
53	Pulwama	Barapora	PS Barapora	3 K.M
54	Pulwama	Muchpora	PS Muchpora	3 K.M
55	Pulwama	Deari	PS Deari	3 K.M
56	Pulwama	Sirnoo	PS Sirnoo	3 K.M
57	Pulwama	Arabal	PS Arabal	3 K.M

### List of Proposed Upper Pry. Schools

57	Pulwama	Tenghar	PS Tenghar	3 K.M
58	Pulwama	Rekh-I- Lajoora	Rekh-I-Lajoora	3 KM
59	Pulwama	Dadoora	Dadoora	3 KM
60	Pulwama	Puchal	PS M.U.Pora	3 KM
61	Pulwama	Wagam	PS Wagam	3 KM
62	Tral	Reshipora	PS Reshipora	3 Km
63	Tral	Nagin Pora	PS Nagin pora	3 KM
64	Tral	Panner	PS Panner	3 KM
65	Tral	Chankittar	PS Chankittar	3 KM
66	Tral	Laribal	PS Laribal	3 KM
67	Tral	Kang loora	PS Kang loora	3 Km
68	Imamsahab	Aloora	PS Aloora	3 KM
69	Imamsahab	Kahanpora	PS Khanpora	3 KM
70	Imamsahab	Badimarg	PS Badimarg	3 KM
71	Imamsahab	Kral Check	PS Kral Chek	3 KM
72	Imamsahab	Kashwa	PS Kashwa	3 KM
73	Imamsahab	Tulran	PS Tulran	3 KM
74	Imamsahab	Babpora	PS Babpora	3 KM
75	Imamsahab	Chermarg	PS Chermarg	3 KM
76	Imamsahab	Alamgung	PS Alamging	3 KM
77	Imamsahab	Reshipora	PS Reshipora	3 KM
78	Imamsahab	Wachi	GPS Wachi	3 KM
79	Imamsahab	Tulran	PS Tulran	3 KM
80	Imamsahab	Sangren	Ps Sangren	3 KM
81	Imamsahab	Kralchek	PS KralChek	3 KM
82	Imamsahab	Chitterwach	PS Chitterwach	3 KM
83	Pampore	Alochibagh	Alochibagh	3 KM
84	Shopian	Badruhama	BPS Badruham	3 KM
85	Shopian	Sheikhpora	BPS Sheikhpora(Meemander)	3 KM

**List of Proposed Upper Pry. Schools**

86	Shopian	Manloo	GPS Manloo	3 KM
87	Shopian	Gahind	BPS Gahind	3 KM
88	Shopian	Zawoora	GPS Zawoora	3 KM
89	Shopian	Chatipora	PS Chatipora	3 KM
90	Shopian	Sedow	BPS Sedow	3KM
91	Shadimarg	Bagi Sangerwani	PS Bagi Sagerwani	3 KM
92	Shadimarg	CB Nath	PS CB Nath	3 KM
93	Shadimarg	Aditrag	PS Aditrag	3 KM
94	Shadimarg	Sonabanger	PS Sonbanger	3 KM
95	Shadimarg	Lasidaben	PS Lasidaben	3 KM
96	Awantipora	Gulabbagh	PS Gulab Bagh	3 KM
97	Awantipora	Awanpora	Ps Awanpora	3 Km
98	Awantipora	Amlar	PS Amlar	3 Km
99	Lorgam	Chatrugam	PS Chatrugam	3 Km
100	Lorgam	Satoora	GPS Satoora	3 Km



### LIST OF PROPOSED EGS CENTERS

S.NO	NAME OF ZONE	NAME OF VILLAGE	HABITATION NAME	DISTANCE FROM NEAREST PRIMARY SCHOOL
1	Awantipora	Noorpora	Najar mohalla	1 Km.
2.	Awantipora	Gowbehara	Nai Basti	1Km
3.	Awantipora	Midoora	Khangund	1Km
4.	Awantipora	Midoora	Khangund	1Km
5.	Awantipora	Awantipora	Iqbal Colony	1Km
6.	Imamsahab	Aloora	Ganie Mohala	0.90Km
7	Imamsahab	Aalamgung	Derahund	1Km
8.	Imamsahab	Aglar	Sheikh mohala	0.70Km
9.	Imamsahab	Aglar	Bonagam	0.50Km
10.	Imamsahab	Aglar	Daspora	1Km
11.	Imamsahab	Awnera	Shahanshah Mohalla	
12.	Imamsahab	Babapora	Naik Mohalla	

13.	Imamsahab	Babapora	Hajam Mohalla	
14.	Imamsahab	Baskuchan	Bonpora Baskuchan	
15.	Imamsahab	Chitragam	Dangerpora	
16.	Imamsahab	Chitragam	Trapad Pora	
17.	Imamsahab	Chitragam	Harpora	
18.	Imamsahab	Chitragam	Chadipora	
19.	Imamsahab	Chotipora	Najar Mohalla	
20.	Imamsahab	Cheermarg	Poshmarg	
21.	Imamsahab	Chachward	Chachward	
22.	Imamsahab	Check Sangden	Mohalla Abashah	
23.	Imamsahab	Check sangden	Malik Mohalla	
24.	Imamsahab	Check humhama	Check humhama	
25.	Imamsahab	Dachoo	Mohalla Nadkhar	
26.	Imamsahab	D.K. Pora	Harpora	
27.	Imamsahab	D.K.Pora	Sheikh Pora	
28.	Imamsahab	Durapora	Harppora	

29.	Imamsahab	Hefkuri	Thokerpora	
30	Imamsahab	Homehuna	Harpora	
31.	Imamsahab	Heff	Harpora	
32.	Imamsahab	Handew	Mohalla Mohd Shah	
33.	Imamsahab	Jogi Handew	Jogi Handew	
34	Imamsahab	Kanigam	Mir Mohalla	
35.	Imamsahab	Khajapora	Khan Mohalla	
36.	Imamsahab	Khaja Pora	Thoker Mohalla	
37.	Imamsahab	Laddi	Harpora Ladi	
38.	Imamsahab	Losedanow	Check Losedanow	
39.	Imamsahab	Losedanow	Bhat Mohalla	
40.	Imamsahab	Manihal	Kumar Mohalla	
41	Imamsahab	Manihal	Itoo Mohalla	
42	Imamsahab	Manihal	Sheikh Mohalla	
43.	Imamsahab	Maldera	Madeena Colony	
44.	Imamsahab	Melhura	Allie Mohalla	

45.	Imamsahab	Melhura	Malik Pora	
46.	Imamsahab	Nagbal Urpora	Nagbal Urpora	
47.	Imamsahab	Rebon	Harpora Reban	
48.	Imamsahab	Reban	Lone Pora	
49.	Imamsahab	Reshipora	Wani Mohalla	
50.	Imamsahab	Reshipora	Naie Basti	
51.	Imamsahab	Thearan	Bonapora	
52.	Imamsahab	Thearan	Peerpora	
53.	Imamsahab	Trenz	Kharpora	
54.	Imamsahab	Trenz	Kralpora	
55.	Imamsahab	Trenz	Teeli Mohalla	
56.	Imamsahab	Turkawangam	Peerpora	
57.	Imamsahab	Turkawangam	Rayatpora	
58.	Imamsahab	Turkawangam	Ganapora	
59.	Imamsahab	Watchi	Ahanpora	
60.	Imamsahab	Wachi	Lonepora	

61.	Imamsahab	Wachi	Fookipora	
62.	Imamsahab	Wachi	Double pora	
63.	Imamsahab	Wachi	Malpora	
64.	Imamsahab	Wachi	Kralpora	
65.	Imamsahab	Wachuhallan	Wachuallen payeen	
66.	Imamsahab	Zainapora	Rakhi Payeen	
67.	Imamsahab	Zainapora	Dobimohalla	
68.	Imamsahab	Zainapora	Parithum pora	
69.	Imamsahab	Zainapora	Itoo pora	
70.	Imamsahab	Zainapora	Harpora	
71.	Keegam	Berthipora	Mir Mohalla	
72.	Keegam	Narapora	Thokar Mohalla	
73.	Keegam	Rekh-I-Narpora	Dar Mohalla	
74.	Keegam	Gatipora	Kumar Mohalla	
75.	Keegam	Moshivar	Takawan	
76.	Keegam	Katha Hallan	Naka-k. Hallan	

77.	Keegam	Katha Hallan	Naid Kour	
78.	Keegam	Zrakan	Herpora	
79.	Keegam	Keegam	Chanapora	
80.	Keegam	Keegam	Soner Chek	
81.	Keegam	Daramdora	Krala Mohalla	
82.	Keegam	Daramdora	Hurpora	
83.	Keegam	Mazhama	Bonpora	
84.	Keegam	Vedpora	Bonpora	
85.	Keegam	Audoo	Malapora	
86.	Keegam	Magalpora	Chanpora	
87.	Keegam	Adoora	Shah Mohalla	
88.	Keegam	Nassipora	Tali Mohalla	
89.	Keegam	Kellar	Meath	
90.	Keegam	Kellar	Hajam Mohalla	
91.	Keegam	Kellar	Tass Basti	
92.	Keegam	Chowan	Ana Bag	

93.	Keegam	Chowan	Hynard	
94.	Keegam	Zampathri	Gandawali	
95.	Keegam	Pehlipora	Awan Mohalla	
96.	Keegam	Pirpora	Bonapora	
97.	Keegam	Ahgam	Lone Mohalla	
98.	Keegam	Balapora	Numberdar Mohalla	
99.	Keegam	Balpora	Hajam Mohalla	
100.	Keegam	Kanipora	Wagay Mohalla	
101.	Keegam	Panzer	Sikapora	
102.	Keegam	Panzer	Bonpora	
103.	Keegam	Potterwal	Rather Mohalla	
104.	Keegam	Potterwal	Bhat Mohalla	
105.	Keegam	Nazneen Pora	New colony	
106.	Keegam	Wathoo	Manzipora	
107.	Keegam	Wathoo	Heripora	
108.	Keegam	Dairoo	Dhobi Mohalla	

109.	Keegam	Ganowpora	Lonpora	
110.	Tral	Karmullah	Zapan Nadgi	
111.	Tral	Karmullah	Lenynod	
112.	Tral	Bathnoor	Bughmad	
113.	Tral	Panner	Kathward	
114.	Tral	Machama	Tauri Madan Zarihar	
115.	Tral	Machama	Mandalaw Nagbal	
116.	Tral	Machama	Sheikh Mohalla	
117.	Tral	Khalil	Sikhi Check	
118.	Vehil	Saidpora	Pusto Cheki	
119.	Vehil	Shamshipora	Chowdri Mohalla	
120.	Vehil	Shamsipora	Haqla Mohalla	
121.	Vehil	Saidpora Bala	Pandit Mahla	
122.	Vehil	Reshnagri	Cheki Adda	
123.	Vehil	Cheki Saidpora	Gurokhal Payeen	
124.	Vehil	Chechee Mahla	Gurikhal bala	



125.	Vehil	Cheki Reshnagri	Kutay Mahla	
126.	Vehil	Kachdoora	Lone Mohalla	
127.	Vehil	Shamsipora	Ganie Mohalla	
128.	Vehil	Cheki Ramnagri Bala	Cheki Ramnagri Bala	
129.	Vehil	Rawalpora	New Colony	
120.	Vehil	Rawalpora	MirPora	
121.	Vehil	Gadapora	Pouth Aagan	
122.	Vehil	Ratnipora	Naik Mohalla	
123.	Vehil	Vehil	Loan Mohalla	
124.	Vehil	Tangpora	Aastan Mohalla	
125.	Vehil	Cheki Cholland	Ganie Mohalla	
126.	Vehil	Padder Pora	Bona Pora	
127.	Vehil	Deshipora	Phalipora	
128.	Vehil	Pandushan	Buna Pora	
129.	Vehil	Pandushan	Dar Mahla Nali Tongri	
130.	Vehil	Adijan	Lone Pora	

131.	Vehil	Dangam	Heri pora	
132.	Vehil	Dangam	Buna Pora	
133.	Vehil	Wangam	Najar Mahala	
134.	Vehil	Kaprin	Palpora	
135.	Vehil	Batagund	Hajam Mahla	
136.	Vehil	Heindsitapora	Bunpora Rather Mahala	
137.	Vehil	Rakhpora	Bunpora	
138.	Vehil	Mantribugh	Phallipora	
139.	Tahab	Trichal	Allie Mohalla	
140.	Tahab	Tantrapora	Tantrapora	
141.	Tahab	Niloor	Batpora	
142.	Tahab	Lassipora	Herapora	
143.	Tahab	Naina	Batapora	
144.	Tahab	Dogri pora	Wani Mohalla	
145.	Tahab	Dogri pora	Mukdam Mohalla	
146.	Tahab	Reshi pora	Bonapora	

147.	Tahab	Panzgam	Bachi pora	
148.	Tahab	Braw Badena	Tang Mohalla	
149.	Tahab	Rakh-I-Litter	Mukdam Mohalla	
150.	Tahab	Armulla	Armpora Children	
151.	Tahab	Adoorra	Shah Mohalla	
152.	Tahab	Kulpora	Teng Mohalla	
153.	Tahab	Ladrimar	Jafarpora	
154.	Tahab	Khallan	Herapora	
155.	Tahab	Litter	Peerpora	
156.	Tahab	Chandgam	Ganipora	
157.	Tahab	Chatripora	New Colony	
158.	Pampore	Shar	Sheikhpora	
159.	Pampore	Ladhoo	Nama Sahab	
160.	Pampore	Ladhoo	Shahi Hamdidan Colony	
161.	Pampore	Wooyan Bala	Kadalbal wooyan	
162.	Pampore	Lethpora	Astwanpora	

163.	Pampore	Chandara	Galchibal	
164.	Pampore	Samboora	Narstan	
165.	Pampore	Patal bagh	Galandar	
166.	Pampore	Alchoobagh	Sumbal	
167.	Pampore	Meej	Banpora	
168.	Pampore	Meej	Wani Mohalla	
169.	Pampore	Ward 15 (Pampore)	Gousia Colony	
170.	Shopian	Shopian	Khar Mohalla	
171.	Shopian	Shopian	Sheikh Mohalla Bangam	
172.	Shopian	Shopian	Mir Mohalla Bangam	
173.	Shopian	Gagran	Mantoo Mohalla	
174.	Shopian	Batapora	New Colony	
175.	Shopian	Zawoora	Nichimarg	
176.	Shoipan	Zawoora	Dinga Sar Pisha Warin	
177.	Shopian	Zawoora	Gundabal Mohalla	
178.	Shopian	Pinjoora	Herpora Gangloora	

179.	Shopian	Pinjoora	Naid Mohalla	
180.	Shopian	Pinjoora	Nadampora	
181.	Shopian	Kiloor	Gratbal	
182.	Shopian	Chotipora	Malik Check	
183.	Shopian	Chowgam	Dewan Mohalla	
184.	Shopian	Gahend	Her Gahind	
185.	Shopian	Manzimpora	Manzimpora	
186.	Shopian	Chek-I-Sidiq Khan	Chek-I-Sidiq Khan	
187.	Shopian	Zoora	Sheikh Mohalla Zoora	
188.	Shopian	Tachalor	Banpora	
189.	Shopian	Batapora	Peer Mohalla	
190.	Shopian	Meemandar	Shadilation Colony	
191.	Shopian	Alyalpora	Loanpora	
192.	Shopian	Bohrihalan	Ganai Mohalla	
193.	Kakapora	Inder	Hashu Mohalla	1 K.M
194.	Kakapora	Inder	Naid Mohalla	1 K.M

195	Kakapora	Uthoora	Pandit Mohalla	1 K.M
196	Kakapora	Badi Bagh	Taliwani Mohalla	1 K.M
197	Kakapora	Gundipora	Bonapora	1 K.M
198	Kakapora	Pingleena	Astan Mohalla	1 K.M
199	Kakapora	Pingleena	Herapora	1 K.M
200	Kakapora	Kakapora	Hanji Mohalla	1 K.M
201	Kakapora	Pohu	Peer Mohalla	1 K.M
202	Kakapora	Ratnipora	Reshi Mohalla	1 K.M
203	Kakapora	Rakhi Lajura	Kharbatpora	1 K.M
204	Kakapora	Trich	Bagi Trich	1 K.M
205	Kakapora	Lelher	Hanji Mohalla	1 K.M
206	Kakapora	Lelher	Batapora	1 K.M
207	Kakapora	Hakripora	Rather Mohalla	1 K.M
208	Kakapora	Urwan	Malik Mohalla	1 K.M
209	Kakapora	Larve	Wani Mohalla	1 K.M
210	Kakapora	Parigam	Rampora	1 K.M

211	Kakapora	Loosiwani	Herpora	1 K.M
212	Kakapora	Malwari	Loan Mohalla	1 K.M
213	Kakapora	Wahibugh	Nari Nowpora	1 K.M
214	Kakapora	Pingleena	Dew Daren	1 K.M
215	Kakapora	Kakapora	Hanji Ghat	1 K.M
216	Kakapora	Pohu	Ganie Mohalla	1 K.M
217	Kakapora	Ratnipora	Astant Mohalla	1 K.M
218	Kakapora	Rakhi Lajura	Gund Peth	1 K.M
219	Kakapora	Rakhi Lajura	Rawatpora	1 K.M
220	Kakapora	Kissrigam	Sheikhpora	1 K.M
221	Kakapora	Parigam	Tengpora	1 K.M
222	Shopian	Shopian	Baigh Mohalla	1 K.M
223	Shopian	Shopian	Malik Mohalla	1 K.M
224	Shopian	Shopian	Kumar Mohalla	1 K.M
225	Shopian	Manloo	Thoker Mohalla	1 K.M

226	Shopian	Zawoora	Feerwaed K-Zawoora	1 K.M
227	Shopian	Zawoora	Goori Nard	1 K.M
228	Shopian	Zawoora	Khars Nard	1 K.M
229	Shopian	Pinjura	Mirpora	1 K.M
230	Shopian	Heerpora	Wani Mohalla	1 K.M
231	Shopian	Chotipora	Chichi Mohalla	1 K.M
232	Shopian	Shopian	Khar Mohalla	1 K.M
233	Shopian	Shopian	Sheikh Mohalla Bobgam	1 K.M
234	Shopian	Shopian	Mir Mohalla Bongam	1 K.M
235	Shopian	Gagren	Mantoo Mohalla	1 K.M
236	Shopian	Batapora	New Colney	1 K.M
237	Shopian	Zawoora	Nichimar	1 K.M
238	Shopian	Zawoora	Dingasr Pushwarim	1 K.M
239	Shopian	Zawoora	Gundabal Mohallah	1 K.M
240	Shopian	Pinjura	Herpora Gugloora	1 K.M



241	Shopian	Pinjura	Naid Mohalla	1 K.M
242	Shopian	Kiloor	Gratabal	1 K.M
243	Shopian	Pinjura	Nadampora	1 K.M
244	Shopian	Chotipora	Malik Check	1 K.M
245	Shopian	Chowgam	Dewan Mohallah	1 K.M
246.	Loorgam	Satoora	Danger Mollah	
247.	Loorgam	Khangund	Mukdam Mohalla	
248.	Loorgam	Syed abad	Rather Mohalla	
249.	Loorgam	Loorgam	Khasi Mohalla	
250.	Loorgam	Batgund	Chana Mohalla	
251.	Loorgam	Kuchmullah	Jan Mohala	
252.	Loorgam	Monghama	Kuchay Mohalla	
253.	Loorgam	Gulshanpora	Mir Mohalla	
254.	Loorgam	Khulbagh	Upper Khulbagh	
255.				