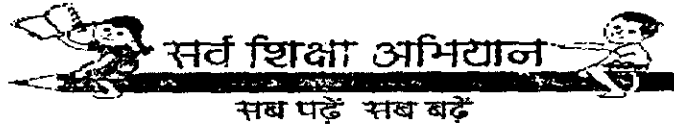


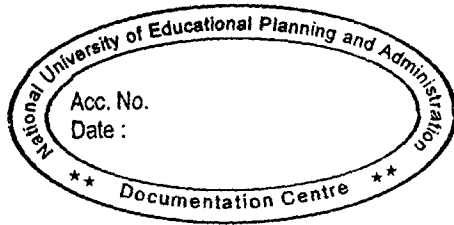
# Appraisal Report (2010 – 11)

Annual Work Plan & Budget  
Sarva Shiksha Abhiyan



## JAMMU & KASHMIR

In respect of: Anantnag, Bandipora, Baramulla, Budgam, Doda, Ganderbal, Jammu, Kargil, Kathua, Kishtwar, Kulgam, Kupwara, Leh, Poonch, Pulwama, Rajouri, Ramban, Reasi, Samba, Shopian, Srinagar and Udhampur.



## Table of Contents

Section	Item	Page Number
<b>1.</b>	<b>Executive Summary of key items</b>	<b>1</b>
<b>2.</b>	<b>Issues</b>	<b>8</b>
<b>3.</b>	<b>Comments on States commitments and implementation</b>	<b>14</b>
<b>4.</b>	<b>Introduction &amp; Planning process</b>	<b>30</b>
<b>5.</b>	<b>Education Indicators</b>	<b>33</b>
<b>6.</b>	<b>Component-Wise Appraisal</b>	
	<b>(I) Access</b>	<b>50</b>
	<b>(II) School Infrastructure: Civil Works</b>	<b>68</b>
	<b>(III) Quality Related Interventions</b>	<b>76</b>
	<b>(IV) SIEMAT</b>	<b>140</b>
	<b>(V) IED</b>	<b>140</b>
	<b>(VI) Innovative Activities</b>	<b>149</b>
	<b>(VII) Girls Education</b>	<b>158</b>
	<b>(VIII) Strategies for Community Mobilization</b>	<b>174</b>
	<b>(IX) Involvement of NGO</b>	<b>184</b>
	<b>(X) Project Management</b>	<b>184</b>
	<b>Media</b>	<b>191</b>
<b>7.</b>	<b>Special Focus Districts (SFDs)</b>	<b>194</b>
<b>8.</b>	<b>Comment on the State's overall direction/ preparedness towards meeting the expected outcomes identified for 2010-11</b>	<b>203</b>
<b>9.</b>	<b>The major findings of Monitoring Institutions on implementation of the programme</b>	<b>206</b>
<b>10.</b>	<b>Annexures</b>	<b>211</b>

**APPRAISAL REPORT FORMAT 2010-11**

**1. An Executive Summary of key items:-**

**(I) Progress Overview for 2009-10**

**(Rs. in lakh)**

S. No.	Activity	Sanctioned Budget (2008-09)		Achievements (till 31-03-09)		% age Achievements	
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.
		<b>1</b>	<b>New Schools</b>				
1.1	Upgradation of EGS to PS	0		0			
1.2	New PS	0		0			
1.3	Upgraded/New UPS	800		800		100.00	
<b>2</b>	<b>Teachers</b>						
2.1	Primary School	0	0.000	0	0.000		
2.2	Upper Primary School	2400	384.000	2082	275.100	86.75	71.64
2.3	Additional Teachers	0	0.000	0	0.000	0.00	0.00
2.4	Recurring Teachers	35704	31290.600	32816	28490.315	91.91	91.05
	<b>Total</b>	<b>38104</b>	<b>31674.600</b>	<b>34898</b>	<b>28765.415</b>	<b>91.59</b>	<b>90.82</b>
<b>3</b>	<b>Teacher Grant</b>	78904	394.520	78904	394.520	100.00	100.00
<b>4</b>	<b>Grants for BRC</b>	119	136.460	114	136.460	95.80	100.00
<b>5</b>	<b>Grants for CRC</b>	1600	505.600	1600	505.600	100.00	100.00
<b>6</b>	<b>Teachers' Training</b>						
6.1	In-service Teachers' Training 10 days (Block & District Level)	55032	550.320	27037	270.370	49.13	49.13
6.2	In-service Teachers' Training 10 days (Cluster Level)	55032	275.160	0	0.000	0.00	0.00
6.3	Induction training for Newly Recruit Trained Teachers 30 days	3978	119.340	0	0.000	0.00	0.00
6.4	Training of BRPs 10 days	2000	20.000	970	9.700	48.50	48.50
6.5	60 days Training for untrained Teachers	19894	238.728	0	0.000	0.00	0.00
6.6	Training for computer teachers for 5 days	0	0.000	0	0.000		
	<b>Total</b>	<b>135936</b>	<b>1203.548</b>	<b>28007</b>	<b>280.070</b>	<b>20.60</b>	<b>23.27</b>
<b>7</b>	<b>Intervention for Out of School Children (No. of Children covered)</b>	85446	1251.252	26043	52.070	30.48	4.16
<b>8</b>	<b>Remedial Teaching</b>	68306	136.612	0	0.000	0.00	0.00
<b>9</b>	<b>Free Text Books</b>	860623	1674.221	860623	1674.221	100.00	100.00
<b>10</b>	<b>IED</b>	25906	129.530	1454	21.450	5.61	16.56
<b>11</b>	<b>Civil Works</b>						
11.1	Primary School (new)	472	11426.100	472	8448.414	100.00	73.94

S. No.	Activity	Sanctioned Budget (2008-09)		Achievements (till 31-03-09)		% age Achievements	
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.
		11.2	ACRs for the deferred liability of UPS sanctioned in 2007-08 & 2008-09 (@ 3 ACRs per UPS)	4666	13473.450	4666	8716.817
11.3	Boundary Wall	0	1.000	0	1.000		100.00
11.4	Major Repairs (Primary)	0	11.475	0	11.475		100.00
11.5	Major Repairs (Upper Primary)	0	18.600	0	18.600		100.00
11.6	Furniture for Govt. UPS	0	27.265	0	0.000		0.00
	<b>Total Civil Works</b>	<b>5138</b>	<b>24957.890</b>	<b>5138</b>	<b>17196.306</b>	<b>100.00</b>	<b>68.90</b>
12	TLE	800	1181.900	653	543.100	81.63	45.95
13	Maintenance Grant	20311	1275.750	20311	1275.750	100.00	100.00
14	School Grant	29001	1605.370	29001	1605.370	100.00	100.00
15	REMS	29001	377.013	0	6.360	0.00	1.69
16	Management & LEP						
16.1	Management	0	928.842	0	800.18		86.15
16.2	LEP	0	780.000	0	0.00		0.00
16.3	Community Mobilization	0	0.000	0	0.00		
	<b>Total</b>	<b>0</b>	<b>1708.842</b>	<b>0</b>	<b>800.183</b>		<b>46.83</b>
17	Innovations						
17.1	ECCE		330.000		0.000		0.00
17.2	Girls Education		330.000		0.000		0.00
17.3	SC / ST		330.000		0.000		0.00
17.4	Computer Education		1466.821		10.164		0.69
17.5	Minority		110.000		0.000		0.00
17.5	Urban deprived		0.000		0.000		
	<b>Total</b>		<b>2566.821</b>		<b>10.164</b>		<b>0.40</b>
18	Community Trainings	85466	51.280	0	0.000	0.00	0.00
19	SIEMAT		0.000		0.000		
20	State Component		918.000		300.663		32.75
	<b>SSA (TOTAL)</b>		<b>71749.208</b>		<b>53567.702</b>		<b>74.66</b>
21	NPEGEL	563	359.364	563	267.425	100.00	74.42
22	KGBV	79	4001.350	0	1032.608	0.00	25.81
	<b>GRAND TOTAL</b>		<b>76109.922</b>		<b>54867.735</b>		<b>72.09</b>

## (II)A. Financial Information

(Rs. in lakh)

S. No.	Year	Approved Outlay (Including Spillover)	Amount Released		Opening Balance	Amount received from other sources	Total Amount Available	Expenditure	% of Expenditure against Approved Outlay	% of Expenditure against Available funds	State Share due as per GOI release	Shortfall/ excess in state Share
			GOI	State								
1	2	3	4	5	6	7	8	9	10	11	12	13
1	2002-03	5165.17	1930.62	0.00	182.22	0.00	2112.84	68.58	1.33	3.25	643.54	-643.54
2	2003-04	16292.88	5272.85	1969.73	529.07	0.00	7771.65	3606.76	22.14	46.41	1757.62	-431.43
3	2004-05	20246.99	6908.28	1000.00	323.99	0.00	8232.27	7757.46	38.31	94.23	2302.76	-1734.19

S. No.	Year	Approved Outlay (Including Spillover)	Amount Released		Opening Balance	Amount received from other sources	Total Amount Available	Expenditure	% of Expenditure against Approved Outlay	% of Expenditure against Available funds	State Share due as per GOI release	Shortfall/ excess in state Share
			GOI	State								
4	2005-06	27074.50	19620.12	6138.70	83.67	0.00	25842.49	13631.23	50.35	52.75	6540.04	-2135.53
5	2006-07	34951.27	22080.32	5989.00	4588.42	0.00	32657.74	19812.53	56.69	60.67	7360.11	-3506.63
6	2007-08	29128.52	20063.27	7420.78	1116.01	0.00	28600.06	20367.83	69.92	71.22	10803.30	-6889.15
7	2008-09	42680.91	20532.59	6900.00	1973.01	0.00	29405.60	26813.19	62.82	91.18	11056.01	-11045.16
8	2009-10	76109.92	37363.27	17903.01	6172.03	259.45	50357.75	54867.74	72.09	108.96	24908.85	-17903.01
TOTAL		251650.17	133771.32	35981.21	14968.41	259.45	184980.40	146925.31	373.65	79.43	65372.22	-17903.01

**(III) Teams to provide information on:**

1. Status of State share/ funding pattern, backlog and provision in current year.

a. Cumulative backlog of State share amounting to Rs. 179.03 crore is outstanding during the current year.

b. Funding pattern for 2010-11 = 55:45

c. Provision of State Share for the current year = The State has informed that Rs. 360 crore has been made during the current year for State Share.

2. Information on maintaining the level of expenditure in education as on 1999-2000.

(Rs. in lakh)

Year	Investment in Elementary Education
1999-2000	35181.62
2000-2001	36039.27
2001-2002	35842.17
2002-2003	38101.07
2003-2004	39784.52
2004-2005	39912.46
2005-2006	41915.08
2006-2007	42538.18
2007-2008	44736.24
2008-2009	72179.00
2009-2010	55506.75

**(IV) Proposals & Recommendations for 2010-11:**

(Rs. in lakh)

SNo.	Interventions	Spill over	Proposal for fresh allocation		Total Proposal	Spill over	Recommendation against proposals		Total Recommended	Remarks
			Phy.	Fin.			Phy.	Fin.		
1	New Schools									
1.1	Upgradation of EGS to PS	0.00	0			0.00	0			

SNo.	Interventions	Spill over	Proposal for fresh allocation		Total Proposal	Spill over	Recommendation against proposals		Total Recommended	Remarks
			Phy.	Fin.			Phy.	Fin.		
1.2	New PS	0.00	497			0.00	497			
1.3	Upgraded/New UPS	0.00	863			0.00	863			
2	Teacher's Salary									
A	New Teachers									
1	PS	0.00	994	89.46	89.46	0.00	994	44.73	44.73	Restricted to 3 months
2	UPS	0.00	1726	1359.23	1359.23	0.00	2589	737.87	737.87	
3	Additional	0.00	0	0.00	0.00	0.00	0	0.00	0.00	
	<b>Sub Total</b>	<b>0.00</b>	<b>2720</b>	<b>1448.69</b>	<b>1448.69</b>	<b>0.00</b>	<b>3583</b>	<b>782.60</b>	<b>782.60</b>	
B	Recurring Teachers									
1	PS/UPS	0.00	32316	28877.94	28877.94	0.00	32316	28877.94	28877.94	
2	UP Teachers (HM)	0.00	5788	17711.28	17711.28	0.00	5788	17711.28	17711.28	
3	Additional Teachers	0.00	0	0.00	0.00	0.00	0	0.00	0.00	
	<b>Sub Total</b>	<b>0.00</b>	<b>38104</b>	<b>46589.22</b>	<b>46589.22</b>	<b>0.00</b>	<b>38104</b>	<b>46589.22</b>	<b>46589.22</b>	
	<b>Total Salary (Recurring + non recurring)</b>	<b>0.00</b>	<b>40824</b>	<b>48037.90</b>	<b>48037.90</b>	<b>0.00</b>	<b>41687</b>	<b>47371.81</b>	<b>47371.81</b>	
3	Teachers' Grant	0.00	83492	417.46	417.46	0.00	83492	417.46	417.46	
4	BRC Grant	0.00	119	203.10	203.10	0.00	119	203.10	203.10	
5	CRC Grant	0.00	1600	784.00	784.00	0.00	1600	784.00	784.00	
6	Teachers' Training									
6.1	In-service Teachers' Training 10 days (Block & District Level)	0.00	55032	550.32	550.32	0.00	55032	550.32	550.32	
6.2	In-service Teachers' Training 10 days (Cluster Level)	0.00	55032	275.16	275.16	0.00	55032	275.16	275.16	
6.3	Induction training for Newly Recruit Trained Teachers 30 days	0.00	8566	256.98	256.98	0.00	8566	256.98	256.98	
6.4	Training of BRPs 10 days	0.00	2000	20.00	20.00	0.00	2000	20.00	20.00	
6.5	60 days Training for untrained Teachers	0.00	19894	238.73	238.73	0.00	19894	238.73	238.73	
	<b>Sub Total</b>	<b>0.00</b>	<b>140524</b>	<b>1341.19</b>	<b>1341.19</b>	<b>0.00</b>	<b>140524</b>	<b>1341.19</b>	<b>1341.19</b>	
7	Interventions for Out of School Children (No of children covered)									
7.1	NRBC-II	0.00	5272	105.44	105.44	0.00	5272	105.44	105.44	
7.2	NRBC-II	0.00	8860	221.50	221.50	0.00	8860	221.50	221.50	
7.3	NRBC-III	0.00	11586	347.58	347.58	0.00	11586	347.58	347.58	
7.4	Back to School	0.00	7003	175.08	175.08	0.00	7003	175.08	175.08	
7.5	Madarsa/ Maktab	0.00	1556	46.68	46.68	0.00	1556	46.68	46.68	

SNo.	Interventions	Spill over	Proposal for fresh allocation		Total Proposal	Spill over	Recommendation against proposals		Total Recommended	Remarks
			Phy.	Fin.			Phy.	Fin.		
7.6	Innovative Activity	0.00	7957	238.71	238.71	0.00	7957	238.71	238.71	
7.7	Others (Recurring) Continuous support to seasonal centres	0.00	32569	569.96	569.96	0.00	32569	569.96	569.96	
	<b>Sub Total</b>	<b>0.00</b>	<b>74803</b>	<b>1704.94</b>	<b>1704.94</b>	<b>0.00</b>	<b>74803</b>	<b>1704.94</b>	<b>1704.94</b>	
8	Remedial Teaching	0.00	70141	140.28	140.28	0.00	0	0.00	0.00	Not covered under the norms.
10	Free Text Books	0.00	880161	1731.73	1731.73	0.00	880161	1731.73	1731.73	
11	IED	0.00	24781	743.43	743.43	0.00	24781	619.53	619.53	Unit cost restricted to Rs. 2500/-
12	Civil Works									
12.1	BRC	0.00	3	40.50	40.50	0.00	3	24.00	24.00	Unit cost restricted to Rs. 8 lakh
12.2	CRC	0.00	110	330.00	330.00	0.00	70	164.50	164.50	As per ceiling.
12.3	Primary School (new)	2977.69	1468	12331.20	15308.89	2977.69	1347	11314.80	14292.49	As per ceiling. 121 new PS will be deferred liability for 2011-12.
12.4	ACRs for the deferred liability of UPS sanctioned in 2007-08 & 2008-09 (@ 3 ACRs per UPS)	4756.63	3054	7176.90	11933.53	4756.63	3054	7176.90	11933.53	
12.5	Building Less (Pry)	0.00	1018	2036.00	2036.00	0.00	1018	2036.00	2036.00	
12.9	Additional Class Room (P)(Resource Centre)	0.00	48	285.60	285.60	0.00	0	0.00	0.00	Not covered under the norms.
12.23	Furniture for Govt. UPS	27.27	0	0.00	27.27	27.27	0	0.00	27.27	
	<b>Sub Total</b>	<b>7761.58</b>	<b>5701</b>	<b>22200.20</b>	<b>29961.78</b>	<b>7761.58</b>	<b>5492</b>	<b>20716.20</b>	<b>28477.78</b>	
13	TLE									
13.1	TLE - New Primary	565.30	497	99.40	664.70	565.30	497	99.40	664.70	
13.2	TLE - New Upper Primary	73.50	863	431.50	505.00	73.50	863	431.50	505.00	
13.3	Other (TLE)	0.00	0	0.00	0.00	0.00	0	0.00	0.00	
	<b>Sub Total</b>	<b>638.80</b>	<b>1360</b>	<b>530.90</b>	<b>1169.70</b>	<b>638.80</b>	<b>1360</b>	<b>530.90</b>	<b>1169.70</b>	
14	Maintenance Grant	0.00	21310	1598.25	1598.25	0.00	21310	1351.80	1351.80	Unit cost restricted as per norms.
15	School Grant	0.00	31010	1726.38	1726.38	0.00	31010	1726.38	1726.38	
16	REMS	0.00	31010	403.13	403.13	0.00	31010	403.13	403.13	
17	Management & LEP									
17.1	Management & MIS	0.00	0	1537.92	1537.92	0.00	0	1537.92	1537.92	
17.2	Learning Enhancement Programme	0.00	0	436.10	436.10	0.00	0	436.10	436.10	
17.3	Community Mobilization	0.00	0	416.83	416.83	0.00	0	416.83	416.83	



SNo.	Interventions	Spill over	Proposal for fresh allocation		Total Proposal	Spill over	Recommendation against proposals		Total Recommended	Remarks
			Phy.	Fin.			Phy.	Fin.		
	Sub Total	0.00	0	2390.86	2390.86	0.00	0	2390.86	2390.86	
18	Innovations									
18.1	ECCE	0.00	0	330.00	330.00	0.00	22	330.00	330.00	
18.2	Girls Education	0.00	0	330.00	330.00	0.00	22	330.00	330.00	
18.3	SC / ST	0.00	0	330.00	330.00	0.00	22	330.00	330.00	
18.4	Computer Education	1456.66	0	1100.00	2556.66	0.00	22	1100.00	1100.00	Spill over not allowed.
18.5	Minority	0.00	0	110.00	110.00	0.00	22	110.00	110.00	
18.5	Urban deprived	0.00	0	0.00	0.00	0.00	0	0.00	0.00	
	Sub Total	1456.66	0	2200.00	3656.66	0.00	22	2200.00	2200.00	
19	Community Training	0.00	0	514.82	514.82	0.00	233626	514.82	514.82	
	Total of SSA (Districts)	9857.04	1406836	86668.57	96525.61	8400.38	1570997	84007.85	92408.23	
20	State Component									
20.1	Management Cost	0.00	0	826.94	826.94	0.00	0	556.94	556.94	School mapping ; and printing of bridge course materials ; not allowed.
20.2	SIEMAT	0.00	0	240.00	240.00	0.00	0	0.00	0.00	State Cabinet approval ; is not yet obtained.
20.3	REMS	0.00	0	0.00	0.00	0.00	0	0.00	0.00	
	State Total of SSA	9857.04	1406836	87735.51	97592.55	8400.38	1570997	84564.79	92965.17	
21	NPEGEL	0.00	563	359.36	359.36	0.00	563	359.36	359.36	
22	KGBV	2238.10	79	1895.13	4133.23	2238.10	79	1895.13	4133.23	
	Grand Total (SSA+NPEGEL+KGBV)	12095.14	1407478	89990.00	102085.14	10638.48	1571639	86819.27	97457.76	

(V) Number of small districts getting Rs. 20 lakh should be indicated - NIL

(VI) Provision for 2010-11:

(Rs. in lakh)

Total Outlay	Shortfall of State Share till 2009-10	Required Provision in State Budget	Actual Provision	Shortfall in provision
97457.76	17903.01	43856	36000	25759.01

**(VII) Total Recommended Budget for 2010-11:****(Rs. in lakh)**

S. No.	Head	Total Proposals			Total Recommended Outlay		
		Spill Over	Fresh	Total	Spill Over	Fresh	Total
1	SSA	9857.041	87735.514	97592.555	8400.384	84564.787	92965.171
2	NPEGEL	0.000	359.362	359.362	0.000	359.362	359.362
3	KGBV	2238.100	1895.125	4133.225	2238.100	1895.125	4133.225
	<b>Total</b>	<b>12095.141</b>	<b>89990.001</b>	<b>102085.142</b>	<b>10638.484</b>	<b>86819.274</b>	<b>97457.758</b>

**(VIII) Information on Quality Interventions:****(Rs in lakh)**

S. No.	Category	Financial Recommendation for 2010-11
1	Teacher's Salary	47371.81
2	Teacher Grant	417.46
3	BRC	203.10
4	CRC	784.00
5	Teachers' Training	1341.19
6	Remedial Teaching	0.00
7	Free Textbooks	1731.73
8	School Grant	1726.38
9	REMS	403.13
10	Innovative Activities	2200.00
11	TLE for new schools	530.90
12	Learning Enhancement Programme	436.10
13	Community Mobilization	416.83
	<b>Total:</b>	<b>57562.64</b>
	<b>% of total outlay</b>	<b>68.07</b>

## **(2) Issues**

### **Financial Management:**

- (a) There are some vacant posts of Finance and Accounts Staff at SPO and DPO level. The State should ensure filling up of these vacant posts immediately.
- (b) The internal audit is to be strengthened by engaging more in-house staff or CA firms to ensure the internal audit on concurrent basis.
- (c) Audit Report for 2008-09 due by December 2009 is still awaited from the State.
- (d) Backlog of State Share of Rs. 179.03 crore is outstanding during the current year which needs to be released on priority.
- (e) Refund of SSA pre-project funds is still outstanding from the State.
- (f) State comments on IPAI review report is pending.

### **Access:**

- State has not conducted any kind of mapping for requirement of primary and upper primary schools in under served areas despite of making commitment to PAB for last 3 years.
- State has not furnished the information regarding the status of children residing in unserved habitations, whether they are in school or out of the education system.

### **OOSC:**

- State is not having any mechanism to identify out of school children as not a single new/fresh child has been identified as out of school besides only which were uncovered from the past three years, it reflects an urgent need to conduct a fresh household survey.
- Coverage of out of school children and their mainstreaming is a big issue which needs immediate attention.

### **Quality:**

- **Strengthening Pedagogy Teams:** It is a very serious issue that the State till now does not have a strong Pedagogy Team at the SPO, which has severely affected the coordination and implementation of quality initiatives. A strong Pedagogy Team of at least 5-7 educational experts with strong pedagogical understanding and experience should be appointed at SPO in order to effectively coordinate Quality intervention under SSA.

- **Integrated Quality Framework:** It is good to note the efforts the State has initiated in order to develop a 3-Year Quality Vision Framework. However there is still need for greater integration of the State's Learning Enhancement Program (LEAP J&K) with this vision to ensure integration of all core components of quality (including textbooks, teacher training, monitoring, ADEPTs, REMS, grants, etc) as part of an integrated vision and program. The State must also ensure to take greater efforts to disseminate this vision across all stakeholders in order to build ownership around a shared vision to be pursued across the system.
- **Need for greater convergence between different academic bodies:** There is urgent need for building a shared vision and greater convergence between different bodies such as SSA, BOSE, Department of Education, SIEs, etc. Visioning and orientation must be provided to all administrators at all levels, regarding the State vision as per NCF 05 and the LEAP program, to ensure greater convergence between these bodies working together for a common purpose.
- **Curriculum Renewal:** It is a matter of concern that curriculum has still not been renewed in light of NCF 05. State must commit to finalizing its new curriculum in 2010-11. For development of SCF 2010, the State must ensure to involve members who are well conversant with the principles of NCF 2005 (both from within and outside the State), by constituting subject-wise Curricular Focus Groups (as was done for developing NCF 05). State should also ensure to rationalize the number of subjects to reduce the curricular burden on children, as per NCF 05.
- **Textbooks:** The Appraisal Team has reviewed the recently revised textbooks and has found that there is still greater need for aligning them more closely with NCF 05. State should constitute an Expert Group (including national level experts with strong understanding of NCF 05) to review the present textbooks and make recommendations for ensuring greater alignment with NCF 05 and the new State curriculum 2010, and incorporate these revisions into the textbooks over the next year.
- **Issue of language of instruction:** This is a serious issue in the State given that the medium of instruction is one which the children or teachers are not familiar with, which severely affects children's learning. The State must implement a proper Program for strengthening Early Multi-Language Pedagogy (especially in early grades), and for strengthening the English skills of teachers. The following strategies have been recommended:
  - Constitution of Core Team for Early Language Pedagogy
  - Small-scale sample study to explore the multi - language issue in the state.
  - Developing a State-specific Strategy Paper for Multi-lingual pedagogy
  - Developing materials in the children's mother tongues (eg. Urdu, Hindi, Kashmiri, Dogri, Ladakhi) for Classes I-III
  - Small Booklet to be developed for teachers on strategies and activities for effective multi-lingual pedagogy in Cls I-III
  - Providing training and package for enhancing English communication and pedagogical skills of teachers

- **Training of untrained teachers:** It is a matter of great concern that the State has still not managed to finalize its mechanism for covering the large numbers of untrained teachers. State should explore option of designing 2-year courses for untrained teachers that is recognized by the State, in collaboration with IGNOU or other universities, or by increasing the capacity of DIETs. Moreover, the State urgently needs to revise its recruitment policy, for recruiting trained teachers only, so as not to further increase the backlog of untrained teachers.
  
- **Continuous Assessment:** The State needs to strengthen its understanding of the nature of continuous and comprehensive assessment, by forming a State Core Team for Assessment, analyzing and discussing the recommendations of the NCERT Sourcebooks on Assessment, in order to develop its State-specific strategy and tools for continuous assessment. At the same time, it needs to take concrete measures to change the current pattern of unit tests and terminal exams, in order to make room for a more formative method of assessment that is non-threatening and stress-free for children, at both primary and upper primary levels.
  
- **Learning Enhancement Program (LEAP J&K):**
  - Although the State is providing training to all teachers on LEAP in this year, it has decided to focus on providing LEP funds for only 1600 schools (one in each cluster) for developing these as LEAP demonstration schools in 2010-11, and then extending to rest of the schools in the following year. For the remaining schools that are not being provided special LEP funds for implementing certain aspects of LEAP such as Learning Corners, the State should ensure that other existing funds such as School grants and TLM grants may also be converged for the purpose of implementing LEAP in all schools.
  - Under LEP, the State had also proposed for procurement of Maths and Science kits at upper primary level, which has not been recommended. The focus this year for the State should be to first clarify its vision of desired classroom processes in each subject, in the form of a new Curriculum document, and to disseminate this vision and build deeper pedagogical understanding across different levels. Thereafter, if found necessary, maths and science kits may be developed in a decentralized manner in the following year, once the capacity for this has been built across levels within the State.
  - **Baseline Assessment Survey for LEAP:** So far the State has been unable to provide any concrete evidence-based findings of the impact of the LEP activities. The State must ensure to conduct a Baseline Survey this year in order to then be able to track the impact of the LEAP program in a systematic manner.
  
- **Performance tracking through indicators:** These must be implemented at the earliest for tracking and enhancing performance levels of teachers, trainers, and support institutions (ZRC/CRCs, DIETs), and findings should be analyzed and shared with MHRD on a 6-monthly basis at least.
  
- **Strengthening Quality monitoring:** Quality monitoring is a major area that will need to be strengthened this year for ensuring the successful implementation of the

LEAP program. The State has not been able to provide details regarding the Quality Monitoring Tools, how these findings have been analyzed and utilized effectively for improving quality efforts. Greater efforts are needed for this, including a clear plan for integrating various monitoring formats in the State to reduce their number/ repetition, to reduce the burden of data collection on teachers/ BRC/CRCs.

- **Strengthening Resource Groups and NGO Partnerships:** The State should take concrete steps for revitalizing its Resource Groups, especially at State and District levels. Greater efforts need to be made to involve Resource Persons from working teachers, educationists, Universities and other resource organizations, as well as from the National level, which are well-versed with the principles of NCF 2005, in order to contribute to the efforts of pedagogical renewal in the State. These Resource Groups should meet more frequently and contribute more directly towards various quality initiatives such as teacher training, material development, and monitoring.
- **Teacher recruitment and rationalization:** It is a matter of concern that there are still a large number of vacancies of 7131 teachers under State quota, and 3462 teachers under SSA. Moreover, 706 schools still have PTR above 40.
- **Status of RTE:** State needs to discuss and make a decision on what is going to be the status of RTE in the State
- **SIEMAT** is urgently needed in the State to strengthen the nature of quality planning and research. State needs to take a clear decision and design a proper Plan for implementation of SIEMAT.

#### Civil Works:

- State has planned classrooms of size 18'X15' with 7'ft verandah. J&K is hilly State and cold climate in most of the part. The space required for each child with furniture and without furniture (squatting) is as under.
  - a. Space of child with furniture = 1.11 sqmtr.
  - b. Space for child for squatting = 0.74 sqmtr.

In cold region particularly when children need furniture, the 18'X15' classrooms can accommodate only 21 children. It is for the State to clarify whether the size of classrooms proposed by them is sufficient to accommodate sufficient children in the classroom of the size they are proposing.

- The spillover from AWP&B 2009-10 = Rs.78 crores.  
The spillover from cumulative progress = Rs.105 crores.  
There is some problem in accounting because the two spillovers should be similar where as in this particular case there is a difference of 27 crores, which State need to reconcile.

- There is substantial mismatched of data in the plan prepared by State and further amended from time to time. The latest details were provided by the State team on 07.04.10. Even after lot of discussion there is a mismatch as there is no consistency in compiling the civil works data/details.
- The physical progress is very slow, with 0% completion rate of fresh component approved by PAB in 2009-10. Even the work in progress rate is only 16% which is probably the lowest in the country. The State mate of non performance is continuing from the inception of SSA. State need to plan strategy to improve performance, bridge infrastructure gaps and get ready for fulfilling the requirement of RTE.
- As already mention the State is showing spillover of Rs.7761.58 lakhs against which Rs.11816.828 lakhs will be required for works yet to start beside funds for components in progress. This clearly shows, the funds are parked at some levels which are being shown as expenditure.

### **Educational Indicators:**

- **Data Discrepancies:** There are some issues regarding the Retention Rate & Drop out rate, which are not available for all the districts at different level of elementary education. Some of the above mention indicators state level figure is not available.
- **Single teacher schools:** The state not only has large number of single teacher schools at primary level, it also shows an increasing trend over the last three years i.e. 8 percent in 2007-08, 21 percent in 2008-09 and 20 percent in 2009-10.the table below mentions the district with very large number of single teacher schools. According to the table (district wise percentage of Single Teacher schools) above percentage of single teacher schools is high in the following districts; Udhampur, Kargil, Ramban, Kathua, Ganderbal, Reasi, Doda, Jammu and Rajauri PTR of these districts at the primary level is less than 24. Thus there is an urgent need for rationalization.
- **Gender Gap:** Gender gap: There are 9 districts which have reported gender gap more than 5 pp in upper Primary as per DISE 2009-10. At upper primary level 7 districts reported more than 10 p.p. Gender Gap in Enrolment.

### **IED:**

- **State to appoint technical personnel for IE at the State level by May 2010**
- **State to submit a monthly plan of action in IE by May 2010**
- **Revive the DRG for IE and appoint a technical person for IE at the district level**
- **State to get posts of 552 more RTs sanctioned by the Governing Body to make 3 RTs per block**
- **As per Census 2001, CWSN constitute 3.33% of the total child population. The state has identified 1.27% of the total child population. In absolute numbers this is a gap of 36530 CWSN. The stare needs to give special attention to this. No district has identified 3.33% The State should streamline it's identification procedures as CWSN constitute only 1.27% of the total child population**
- **4667 CWSN not covered in 2009-10.**

- **Enrollment and coverage of CWSN is 77.65%. Gap of 22.35%.**
- **54.70% CWSN provided with aids and appliances.**
- **0.55% (415) teachers trained through the foundation course.**
- **2830 (17.34%) schools provided with ramps and handrails.**
- **No RTs appointed.**
- **Appoint 48 resource teachers by July 2010 and 605 volunteers by September 2010.**
- **Expedite expenditure on IE. No expenditure in 2008-09 and 16.56% in 2009-10.**
- **The IE resource rooms should be strengthened with appropriate need based material for CWSN including TLM, equipment, etc and should serve as a hub for varied activities in IE**
- **The State should converge with NGOs for some activities**
- **Include barrier free guidelines, evaluation guidelines of CWSN as well as the assessment guidelines in the training programmes for teachers. These guidelines have already been framed at the national level and circulated to all the States.**

**KGBV:**

- Capacity of KGBVs not fully utilized (31.3% seats vacant).
- Construction of 9 KGBV still to begin.
- Fund utilization is pretty low (Only 25.79 %).



**(3) Comments on States commitments and implementation:**

**Action taken on Commitments of 2008-09 which remained unfulfilled**

SNo.	Commitment	Action Taken	Remarks	Action taken
1	The State should take immediate action to release the short fall in State share of 2007-08 amounting to Rs. 68 crore by June 2008.	Short fall amount of Rs 68 crores stands deducted from Central share. Hence there is no liability now upto 31 <sup>st</sup> of March 2008.	State share cannot be deducted from Central share. The state should release the backlog of State share by June 2009.	
2	The State will take action on the comments made by PAB on the incomplete commitments of 2007-08 as per the timeline agreed in para 5.	Recruitment of new teachers has been made. As regards the recruitment of teachers against the up-gradation of EGS centers to Primary schools 8816 ReTs have been recruited there are 1578 left out EGS centers in pipeline because of court orders, overage / underage cases and distance norms yet to be decided by the State Govt. and the engagement of teachers in such EGS centers is in pipeline.	The State should take immediate steps to recruit the remaining teachers on vacating the court order.	1578 left-out EGS centres have been relocated and the engagement of RET teachers is in the pipeline.
3	The State will undertake mapping for requirement of primary and upper primary schools in under served areas. It will provide a supplementary proposal by July 2008, if necessary.	Tenders for infrastructure facility survey were invited, but the opening of the financial bid was deferred on the request of Finance Deptt. The issue is under consideration. Meanwhile, the issue has been taken up with the Remote Sensing Department J&K State for conduct of the "Mapping Exercise" in the State.	The State should undertake the school mapping exercise during the current year.	Tenders for infrastructure facility survey were invited, but the opening of the financial bid was deferred on the request of Finance Deptt. The tender has been cancelled with the intervention of the Administrative Deptt. Fresh tenders shall be issued in the last week of April 2010 as the Remote Sensing Department J&K State has not responded.
4	All 68050 out of school children will be covered through	Out of 68050 OOSC 28258 have been covered through different interventions	The State should adopt strategies to cover all out of	

SNo.	Commitment	Action Taken	Remarks	Action taken
	appropriate strategies. The State will track children for effective main streaming & transition and will maintain a separate record for tracking the main streaming for six month later.	including 12339 enrolled in NRBC level-II. In the month of Jan 2009 leaving 39792 out of school children.  Efforts shall be made to mainstream then through different interventions. State being hilly and have scattered habitations with only 3-7 children has made it a bit difficult to bring all of them in schooling fold.	school children to the education system. State should introduce child tracking system and also maintain separate records for tracking the mainstreamed children.	
5	The State should improve the quality of data relating to out of school children. The planning on out of school children should be based on relevant data collected through access mapping.	The issue of mapping is followed vigorously with the Finance Department and Remote Sensing Department. Meanwhile for identification of OOSC Zonal Gender Coordinators have been assigned the job and some of the Districts have completed the assignment. Complete reports regarding OOSC shall be compiled by the end of June 2009.	The State should inform the progress made in this regard by June 2009.	The fresh tenders are being floated for school mapping as Remote Sensing Department has also not responded. Meanwhile for identification of OOSC Zonal Gender Coordinators have been assigned the job and some of the Districts have completed the assignment.
6	The drop out rate at primary stage is 8.52% (DISE 2006-07). Also, The State will undertake cohort study to establish baseline for dropouts in each district and set targets for each district for the next three years; such that at primary stage dropout is eliminated & at elementary stage it is reduced to less than 20%. The State will share details by July 2008	1. The drop out number figures at 12637 (Boys = 6310 Girls = 6327) forming 0.94% of the total enrolment (0.82% boys and 0.99% Girls) in the age group of 6-11 years. 2. In the age group of 11-14 years the drop out number figures at 14049 (Boys = 6490 Girls = 7559) forming 2.25% of the total enrolment (1.92% Boys and 2.66% Girls)	As per DISE 2007-08 the drop out rate at primary level is at 1.25%. The State should take action to undertake cohort study to establish baseline for dropouts in each district and set targets for each district for the next three years; such that at primary stage dropout is eliminated & at elementary stage it is reduced to less than 20%.	The districts have been requested to undertake coherent study so that at primary stages dropout is eliminated and at elementary stage, it is reduced to less than 20%
7	The State would strive to achieve gender parity in all the districts to	• Out of total enrolment of 1343687 in the age group of (6-11) Primary	As per DISE 2007-08, the girl's enrollment at primary is	The girl's enrolment in the schools has

SNo.	Commitment	Action Taken	Remarks	Action taken
	ensure that the share of girls in primary and upper primary reflect their share in population in the State. The percentage of girls enrollment at primary is 46.15% and at upper primary is 44.81% (DISE 2006-07). The State will also identify the Blocks with gender gap more than 5ppt at primary level and more than 10ppt at upper primary level. It will also set a timeline block-wise to eliminate any gender gap in two years time. The State will share details by July 2008.	<p>level Girls enrolment is 637300 while as the enrolment of Boys is 706387 i.e.47.4% girls and 52.6% boys</p> <ul style="list-style-type: none"> <li>In (6-11) age group out of a total population of 1370677, 1343687 are enrolled leaving 26990 OOSC</li> <li>In (11-14) age group out of a total population of 648230, 623089 are enrolled leaving 25141 OOSC</li> <li>Total OOSC in the age group (6-14) years is 52131 (Boys=24277 Girls=27854)</li> </ul>	at 46.47% and at upper primary level at 45.02%. Not much progress has been made in this regard. The State should improve the gender gap in the next 2 years.	comparatively increased over the years due to the active participation of the community, establishment of KGBVs and NPEGEL programmes in the state.
8	The State will complete all pending civil works by July 2008. Also, the State will make concerted efforts to enhance its works capacity.	<p>State has already made good progress in completion of civil works. The completion rate is as follows</p> <p>Primary Schools = 56%</p> <p>Upper Pry Schools =54%</p> <p>ACR =72%</p> <p>CRCs =82%</p> <p>BRC/CRC =77%</p> <p>KGBV taken up/in progress =69%</p> <p>Non availability of free land in cities and towns has hampered the smooth process of civil works. Moreover, the non-availability of state / central share has added to the problem. However efforts are on.</p>	Still there are pending civil works, which should be completed by July 2009.	The working season in major part of the state is very limited, therefore, considerable progress not achieved. Non-availability of timber also attributed to the problem.
9	The State will draw out a district wise/school wise infrastructure plan for three years such that all schools have drinking water,	The issue was flagged in the Executive Committee meeting of Ujala Society on 24-3-2009, wherein the representative of PHE Department and Rural	The State should ensure that the basic facilities of toilet and drinking water are provided to all schools through	The drinking water and toilet facilities are being provided in the target of 2008-09 and 2009-10.

SNo.	Commitment	Action Taken	Remarks	Action taken	
	common toilets and girl's toilet facilities. The State will share the plan by July 2008.	Development Department have been included as special invitee in the EC meeting to closely monitor Drinking water and toilet facility. The strategies are being worked out with the concerned authority.	convergence with TSC and PHE dept. by 2009-10.	Besides this, the drinking water and toilet facilities in the already existing schools are being provided by TSC and PHE Deptt	
10	The State should depute its Finance Controller regularly to attend the State Finance Controllers' review meeting with relevant reports/documents.	State Finance Controller has attended the meetings during 2008-09.	The State Finance Controller is not regularly attending the quarterly review meetings of State finance controllers. The State should ensure his attendance regularly in all the review meetings.	The meeting is mostly attended by the Finance Controller except few due to 'unavoidable circumstances. But the information is being regularly provided.	
11	The backlog in recruitment of 10062 teachers (9332 in SSA) both for the State vacancies and SSA would be filled up by July 2008.	About 8150 such vacancies have been filled and others are in the pipeline delay has been caused because of State Assembly Elections, general unrest in the state and now Parliament elections.	The State should recruit all the remaining teacher vacancies by July 2009.	The process for recruitment of the teachers has been initiated and all the vacant positions shall be filled up by or before May, 2010.	At present there are still 3462 vacancies remaining under SSA.
12	As per DISE (2006-07), there are 4.8% single teacher schools in the State. The PTR is less than 40:1 DISE (2006-07). There is an urgent need for rationalization of teacher deployment so that all single teachers are eliminated and all UPS have minimum of 3 teachers. The State will rationalize deployment of teachers by July 2008.	Teacher rationalization is on the active consideration of the Education Department which will be taken after the General Elections are over.	The State should take urgent steps to provide teachers in all the single teacher schools.		There are still 706 schools with PTR above 40:1 which still need to be addressed.
13	The State should show equal importance to 30 days induction training to newly recruited teachers and orientation training to untrained teachers as in the case of in- service training.	20 days Teacher training for in-service teachers is being held continuously. It is also being organized for newly recruited teachers. Induction level training for newly recruited teachers during 2008-09 could	Even though funds are provided in the budget for the training of newly recruited teachers and untrained teachers, no progress has been made in this regard. The State		Module for induction training need to be revamped and more integrated with the State's Quality Vision of LEAP as in in-service training.

SNo.	Commitment	Action Taken	Remarks	Action taken	
		not be organized because of delayed process of recruitment of teachers on account of general unrest in the State and imposition of Model Code of Conduct.	should therefore ensure that induction training and orientation training to new recruits and untrained teachers respectively are provided.		No progress has been shown in covering the large backlog of 19498 untrained teachers, which is a matter of concern.
14	Regarding teacher accountability systems and mechanisms, the State would: a. Provide information on whether bye-laws/ rules of VECs/PTAs have been amended to include specific clauses to monitor assessment of parental satisfaction with children's learning levels, frequency of parent teacher meets, sharing of children's report card, class work and homework. b. Provide details of the system for recording teacher attendance with inputs from the community and the Block/district education officials. c. Provide details of the system for regular monitoring of student's attendance.	VEC manual has been circulated amongst the Chief Education Officers for its dissemination to the concerned. Action research for teacher absenteeism has been entrusted to the SIEs. The reports shall be by the end of April 2009.  VEC members monitor teacher attendance. The mechanism is already in place. The salary of the teacher is released on the basis of the certificate of the VEC.  Students attendance mechanism is also determined by MDM Scheme	Noted		Not provided. No information provided on findings of Quality Monitoring Tools.
15	The report of the study on teacher absenteeism would be furnished to MHRD by November 2008.	Study has been entrusted to SIEs and the reports are expected by the end of April 2009.	The State should ensure that the report is submitted to MHRD by 30 <sup>th</sup> April 2009.	Officers of the Education Deptt. Have been put under instructions to conduct field visits and the teacher attendance / punctuality be monitored. Defaulting teacher(s) may invite disciplinary action besides withholding increments etc.	Study report not submitted.

SNo.	Commitment	Action Taken	Remarks	Action taken
16	The State should finalize performance indicators for teachers and trainers by 31 <sup>st</sup> July, 2008 and use them for tracking and enhancing their performances.	<p>10 Performance indicators for teachers and trainers have been set up as follows :-</p> <ol style="list-style-type: none"> <li>1. <i>Teachers encourage children to keep school premises and classrooms clean.</i></li> <li>2. <i>Displays children's work in the class.</i></li> <li>3. <i>Involves children in group learning.</i></li> <li>4. <i>Teacher understands textbooks and TLM</i></li> <li>5. <i>Prepares lessons before conducting/ transacting in the class.</i></li> <li>6. <i>Uses available physical facility for children's learning.</i></li> <li>7. <i>Enables children to construct knowledge.</i></li> <li>8. <i>Knows and organizes seating arrangement as per the need of the learning activity.</i></li> <li>9. <i>Children can fully express their thoughts in the classroom.</i></li> <li>10. <i>Maintain Children profile.</i></li> </ol>	Noted	Performance indicators for teachers, Trainers, Head teachers, Training Institutes have been finalized. Tracking performance in accordance with the indicators has started.
17	The State would implement specific programmes for improving levels of learning of Maths and Science at upper primary level with independent testing (i) to track progress, (ii) to improve the teacher training programmes and (iii) to facilitate remedial teaching. The State will also undertake evaluation of Learning Enhancement Programmes such that baselines are available and outcomes can be measured.	<p>For improving levels of learning the following Programmes/initiatives are in place: -</p> <ol style="list-style-type: none"> <li>1. Operationalisation of quality Monitoring Formats.</li> <li>2. Initiation of Read J&amp;K Programme.</li> <li>3. Operationalisation of Bridge Course level II &amp; III.</li> <li>4. Development of EVs training manual for Bridge course level II &amp; III.</li> <li>5. RE-enforcement of CCE Scheme.</li> <li>6. Implementation of Learning</li> </ol>	The State should expedite the process of undertaking the proposed study.	Some progress has been initiated in the LEAP program, but progress in other LEP activities has been very slow.

SNo.	Commitment	Action Taken	Remarks	Action taken	
		<p>Enhancement Programme LEAP for an over all pedagogical renewal in the State.</p> <p>7. Math and Science teacher has been engaged in upper primary schools during 2008-09.</p> <p>The process for undertaking the study on the above mentioned Programmes / initiatives has been initiated.</p>			
18	The State will notify measurable and verifiable indicators for all Classes in consonance with the State curriculum. For the purpose of Class III indicators developed by NCERT may be adapted and used.	<p>Mid term achievement as reflected by NCERT is as under</p> <p>EVs = 43.09%</p> <p>Maths = 44.76%</p> <p>Language = 47.54%</p>	The State has not mentioned the measurable and verifiable indicators identified for all classes as required. The State should take suitable action in this regard.	The state is following the Continuous and Comprehensive Evaluation scheme for evaluation of learning outcomes. Moreover, tools available with five tier monitoring agencies are also put to use besides quality monitoring formats.	Not complied with. State must implement a system of continuous assessment by replacing the current system of unit tests and terminal exams.
19	As per DISE (2006-07), the percentage of children passing with 60% and above marks is 49.9% at primary and only 33% at upper primary. The State will increase the percentage to 60% at primary level & 50% at upper primary level.	In view of the general unrest in the state, the learning level has shown temporary decline.	The State should action to improve the percentage of marks of students in all classes.	In view of the general unrest in the state, the learning level has shown temporary decline	As per DISE, while learning level has shown some increase at primary level, learning levels remain very low at upper primary level (only 26% of students achieved above 60% in 2009-10)
20	For NPEGEL blocks the State will develop the time lines on gender indicators which will include interlaid, reduction in gender gap in enrolment, dropout, retention, transition from primary to upper primary, attendance in the schools and level of learning. The State will share the target set, with Gol	There has been an increase in enrolment and decrease in OOS girl children, retention, transition from primary to upper primary, attendance in the schools and level of learning has also increased which can be verified from the State/district indicators.	The gender parity is not achieved. The State should share the target set with GOI by July 2009.	Here has been an increase in enrolment and decrease in OOS girl children, retention, transition from primary to upper primary, attendance in the schools and level of learning has also	

SNo.	Commitment	Action Taken	Remarks	Action taken	
	by July, 2008 and progress of this in next PAB.			increased which can be verified from the State/district indicators.	
21	The State will monitor learning achievements of the girls in KGBV hostels separately and ensure enhancement in learning levels of these girls.	Monitoring mechanism in learning achievements in KGBV hostels is in place.	Noted		
22	The State will setup Committee for Approval of Research Projects under the chairmanship of Secretary Education and will undertake researches as approved by this committee	Committee for Approval of Research Projects under the chairmanship of Secretary Education is in place and research projects have been invited some of the projects submitted by NGOs is under active consideration of the Research Evaluation Committee.	Noted		
23	The activity-wise financial breakup of REMS will be approved by the State Executive Council (EC). The State EC will also approve the financial break-up of interventions for out of school children.	Financial breakup of REMs under state / division / district has been approved.  Financial breakup of out of school children has been approved.	Noted		
24	The State shall fund all NGO projects with GIAC approvals only and for this purpose will activate its GIAC.	NGOs like "PRATHAM", "Save the Children", "Rattna Nidi Trust, and Mumbai" are already working in collaboration with SSA.	The State should ensure that before engaging a NGO the approval of the GIAC is invariably obtained.	No NGO as on date is being funded by the Society. However, for engaging an NGO, the approval of GIAC shall be taken.	Partnerships with NGOs need to be strengthened, especially for quality improvement.
25	The State shall constitute the District Level Committees comprising public representatives for monitoring the implementation of the SSA programme in all districts as per the revised norms of SSA framework, conveyed to all States / UTs vide MHRD's OM No. F. 2-3/2005-EE-3, dated 29.08.2007. The State will also	Stands constituted in all the districts.	Noted		District Resource Groups for quality improvement need to be strengthened.



SNo.	Commitment	Action Taken	Remarks	Action taken	
	ensure compliance of Terms of Reference of the District Level Committees including holding the meeting of such Committees on quarterly basis.				
26	The State shall take steps for approval and operationalisation of SIEMAT.	Under active consideration of the state government.	Noted		State has not yet finalized a decision regarding SIEMAT, which needs to be established at the earliest.
27	The State will undertake baseline measurement and evaluation of interventions funded under innovation to measure outcomes. It will share the baseline and outcomes with the GOI.	University of Jammu and University of Kashmir are undertaking baseline measurement and evaluation studies and the findings shall be shared shortly.	After completion of the study the outcome should be shared with GOI.	University of Jammu and University of Kashmir are undertaking baseline measurement and evaluation studies and the findings shall be shared shortly.	Baseline Assessment study was not completed as planned in 2009-10. This needs to be done in 2010-11 for tracking impact of the LEAP program.
28	All 142 vacancies 29 in SPO, 82 in DPOs and 31 at block level would be filled up by June 2008.	Posts of DEOs, Aast. Programmers Research Assts. Have been advertised and interview for Kashmir division held because of Model Code of Conduct the process for Jammu division could not be completed, however it will be completed after elections are over. Other vacancies have been filled.	The State should take action to fill all the vacancies by July 2009.	The process for engagement of the staff for the vacant position has been initiated and a time frame has been fixed for filling up the vacant pots. All the posts shall be filled up by or before, July 2010.	

**A) Commitments for 2009-10:**

S.No	Commitment	Action Taken	Comments
1.	<p>The State will share progress in putting in place <b>performance indicators for teachers and trainers</b> by 31<sup>st</sup> July, 2009 and use them for tracking and enhancing their performances.</p>	<p>Performance indicators for teachers and trainers have been placed in the system and shall be implemented during the current academic session. In the initial phase 10 performance indicators have been developed separately for teachers as well as trainers. These performance indicators have been selected keeping in view the learning enhancement programmes and other initiatives that have been started in the state for improving the achievement level of students of elementary classes.</p> <p><b>List of performance indicators of teachers.</b></p> <ol style="list-style-type: none"> <li>1. Teacher takes part in the conduct of school prayers properly and effectively.</li> <li>2. Teacher ensures that classroom and school premises are maintained clean.</li> <li>3. Teacher maintains the profile of every child (background/ baseline / health/attendance etc.).</li> <li>4. Teacher has mastery over the subject. He/She teaches and prepares lesson plans before conducting / transacting in the class.</li> <li>5. Teacher is aware of the NCF 2005 recommendations for teaching various subjects of elementary classes or at-least for the subject he/she teaches.</li> <li>6. Teacher is capable of employing constructive approach of teaching learning (child centered pedagogy) and avoids guidebooks and question banks.</li> <li>7. Teacher involves children in peer / group learning.</li> <li>8. Teacher identifies strengths / weaknesses of children, provides remediation to those needing it.</li> <li>9. Teacher knows and organizes seating arrangement as per the need of the learning activity.</li> <li>10. Involves all students in the process of learning irrespective of level, ability, social background, gender etc.</li> </ol> <p><b>Progress</b></p> <ol style="list-style-type: none"> <li>a. The first five performance indicators shall be attained by September 30<sup>th</sup> 2009.</li> <li>b. The next five performance indicators (6-10) shall be attained by February 28<sup>th</sup> 2010.</li> </ol> <p><b>List of performance indicators of trainers.</b></p>	<p>Performance indicators have been finalized, but have not yet been used for tracking performance levels, and findings have not been shared with MHRD.</p>

S.No	Commitment	Action Taken	Comments
		<p>I) The trainer designs a training programme according to the needs of the teachers and vision of the state.</p> <p>II) The trainer shall have clarity of thoughts about whatever is to be discussed of ideas and content.</p> <p>III) The trainer has knowledge of school curriculum, syllabi, text, TLM (&amp; uses it) and above all the recommendations of NCF 2005.</p> <p>IV) The trainer acts as a guide and facilitated to encourage participation by trainees, enable them to contribute them to their own training.</p> <p>V) The trainer creates an experimental training i.e. generates experiences of different kinds.</p> <p>VI) The trainer gives importance to all participants views however small it may be, makes it a participatory process where each trainee can be heard and can participate.</p> <p>VII) The trainer negotiates with trainees to arrive at objectives even decide on training methodology with them, enable the participants to own the outcome and works democratically.</p> <p>VIII) The trainer makes training output oriented, i.e. inputs in training should translate into positive changes in classroom practices.</p> <p>IX) Post training, the trainer collects feedback on well designed format and reflects on trainings.</p> <p>X) The trainer reads a lot, is well informed about policies, reforms and recent trends at national and international levels.</p>	
2.	Improving teacher accountability through performance indicators (e.g. ADEPTS) and VEC / SDM supervision by devolving of specific powers to them.	This year ADEPTS programme shall be implemented during the current academic session in which master trainers covering all the districts shall be trained by SPO in collaboration with MHRD New Delhi. During the said programme the concept of ADEPTS shall be made clear to the master trainers who in turn shall train field teachers by virtue of which the overall improvement of teacher accountability enhances. Further, all the teachers shall be made acquainted with the performance indicators which they have to adhere during the academic session.	The findings have not been shared with MHRD.
3.	Regarding teacher accountability systems and mechanisms, the State would:		No information provided on findings of Quality Monitoring Tools.

S.No	Commitment	Action Taken	Comments
	<p>Provide information on whether bye-laws/ rules of VECs/PTAs have been amended to include specific clauses to monitor assessment of parental satisfaction with children's learning levels, frequency of parent teacher meets, sharing of children's report card, class work and homework.</p> <p>Provide details of the system for recording teacher attendance with inputs from the community and the Block/ district education officials.</p> <p>Provide details of the system for</p>	<p>All CEOs are being directed to organize monthly / quarterly meetings of VECs/ PTAs so as to monitor assessment of parental satisfaction with children's learning level, sharing of children report card, class work and home work. For this a guideline shall be formulated by Pedagogy section of SPO.</p> <p>A comprehensive system for recording teacher attendance with inputs from The state has to formulate by-laws the community and the block/district officials shall be formulated shortly by SPO.</p> <p>With reference to the system for regular monitoring of students attendance, the farm teacher of every section takes the regular attendance and the monthly monitoring report shall be made available in parent teacher / VECs meeting to take the cognizes of the society for its future suggestion / improvement.</p>	

S.No	Commitment	Action Taken	Comments
	regular monitoring of student's attendance.		
4.	State will bring in objective and transparent systems for teacher deployment and rationalization so that no school has PTR of more than 40:1	The state has 708 with adverse PTR (40:1). This is a state policy and in this context worthy Secretary to Govt., Education Department has to take appropriate action to redress the said commitment.	There are still 706 schools with PTR above 40:1 which still need to be addressed.
5.	Institutionalization of centrality of the PRI's in school supervision through relevant changes in Acts and Government Orders so as to clearly define role of PRI's in elementary education/ the SSA at village/block/district level.	The role of PRIs in elementary education / the SSA at village / block / district level is already formulated under Village Education Manual. Certain modifications are needed on the part of the govt. so as to make the institutionalization of centrality of PRIs in school supervision more vibrant and effective.	The State has to strengthen PRI linkages and bring relevant changes in Acts and Government orders so as to clearly define role of PRI's in elementary education the SSA at village/block/district level.
6.	State will move towards unified or single system of educational statistics at the elementary level i.e., for DISE & SES. DISE data 2009-10 will be submitted latest by 30 <sup>th</sup> of January 2010 after independent check for data validation.	Instead of having various sources for data collection the State is moving towards adopting uniform source of data collection for DISE and SES. Data collection and compilation at district and State level of DISE 2009-10 have already been completed and will be submitted by 1 <sup>st</sup> week of April, 2010. An independent agency has been entrusted the task of 5% sample check of DISE 2009-10 data which will be submitted after its completion to MHRD.	The state should give commitment to adopt single system of educational statistics at the elementary level i.e. for DISE & SES. DISE data 2009-10 and will be submitted latest by 15 <sup>th</sup> April 2010 after independent check for data validation.
7.	Ending parallel post of District Coordinator for the SSA implementation at district level in States where such arrangements are still in place.	In each district there are separate district coordinators for each component under SSA.	Noted
8.	Constitution of and holding of regular meetings of District Level Monitoring Committee, for the	District level monitoring committees for SSA and Mid day meal already stand constituted and regular meetings are held frequently in every district. However, a letter from SPO has been issued to all the CEOs to conduct	The state should take appropriate actions on the action taken report.

S.No	Commitment	Action Taken	Comments
	SSA & MDM as specified in the SSA Framework for implementation in Para No. 4.13.	regular meeting of district level monitoring committees and submit the action taken report to this office.	
9.	The backlog of <b>teacher vacancies</b> under the SSA and under State budget should be <b>filled in by July 2009.</b>	Under SSA the backlog of teacher vacancies stand clear by March 2009.	At present there are still 3462 vacancies remaining under SSA.
10.	The State has 708 schools with adverse PTR. The PAB advised the State to go in for teacher rationalization on priority basis. The PAB also noted that the teacher rationalization continues to be an important issue in J&K and it must be taken up on priority.	Teacher rationalization on priority basis is the need of the hour and being a state policy, the worthy Secretary to Govt.; Education Department has to take appropriate action to redress the said commitment.	Not complied with.
11.	The State will undertake <b>mapping for requirement of primary and upper primary</b> schools in underserved areas. <b>It will provide a supplementary proposal by September 2009, if necessary.</b>	Tenders for infrastructure facility survey were invited, but the opening of the financial bid was deferred on the request of Finance Deptt. The issue is under consideration. Meanwhile, the issue has been taken up with the Remote Sensing Department J&K State for conduct of the "Mapping Exercise" in the State.	The State will undertake <b>mapping for requirement of primary and upper primary</b> schools in underserved areas
12.	All <b>52131 out of school children</b> will be covered through appropriate strategies. The State will track children for effective mainstreaming & transition and will maintain a separate record for tracking the main streaming for six month later. The State should improve the quality of data relating to out of school children. The <b>planning on out of school children</b> should be based on relevant data	A letter from SPO have been issued to all the CEOs For taking approved appropriate strategies for out of school children in order to track children for effective mainstreaming and transition. Further, they were directed to maintain a separate record for tracking the mainstreaming for 06 months later. The districts were also requested to improve the quality of data relating to out of school children.	The state should adopt appropriate strategies for out of school children in order to track children for effective mainstreaming and transition. The state should improve the quality of data relating to out of school children. The planning on out of school children should be based on relevant data collected through access mapping.

S.No	Commitment	Action Taken	Comments
	collected through access mapping.		
13.	<p><b>The drop out rate</b> at elementary stage will be assessed through cohort study and the State will establish baseline for dropouts in each district and set targets for each district for the next three years; such that at primary stage dropout is eliminated &amp; at elementary stage it is reduced to less than 50%. <b>The State will share details by July 2009.</b></p>	<p>With reference to the dropout rate at elementary stage all the CEOs were informed that henceforth the dropout rate shall be assessed through cohort study and each district shall establish baseline for dropouts. Further, they were also requested to set targets (w.r.t dropout rate) such that primary stage dropout is eliminated and at elementary rate it is being reduced to less than 50%.</p>	<p>The state will share details by July 2010.</p>
14.	<p>The State would strive to achieve gender parity in all the districts to ensure that the share of girls in primary and upper primary reflect their share in population in the State. <b>The State will also identify the Blocks with gender gap more than 5 ppt at primary level and more than 10ppt at upper primary level. It will also set a timeline block-wise to eliminate any gender gap in two years time. The State will share details by July 2009.</b></p>	<p>All the districts were informed that this is the high time to ascertain the enrolment of boys and girls w.r.t their population share. Each and every district shall identify the list of block/zone where the gender gap is more than 5% at primary level and more than 10% at upper primary level and subsequently strategies required should be adopted in such a manner so that the gender gap is minimized.</p>	<p>The state will strive to eliminate any gender gap and will also set a timeline block-wise to eliminate any gender gap in two years time. The state will share details by July 2010.</p>
15.	<p>The State will complete all pending civil works by July 2009. Also, the State will make concerted efforts to enhance its works capacity.</p>	<p>The state has taken the issue on priority basis and has issued a communication to all the districts to expedite pending civil works by 30<sup>th</sup> September 2009.</p>	<p>The state will complete all pending civil works by July 2010. Also, the state will make concerted efforts to enhance its works capacity.</p>

S.No	Commitment	Action Taken	Comments
16.	<p><b>The State will</b> draw out a district wise/school wise infrastructure plan for three years such that all schools have drinking water, common toilets and girl's toilet facilities. <b>The State will share the plan by July 2009.</b></p>	<p>All the district heads have been informed to formulate school-wise/ district-wise infrastructure plan so that all schools have drinking water, common toilets and girl toilet facilities. After the formulation of the said plan the district authorities shall take up the matter with the concerned PHE department and Rural Development Department so that the required action by the concerned department is well taken within the stipulated period of time.</p>	<p>The state will share the plan by July 2010.</p>
17.	<p>The state will clear the shortfalls in the State share and ensure that the audit and annual reports are sent in time to MHRD.</p>	<p>The audit and annual report stands submitted to MHRD New Delhi. The shortfall in the state share shall be taken up with the state govt. on priority basis.</p>	<p>The shortfall in the state share has to be taken up by the state govt. on priority basis.</p>



#### 4. Introduction & Planning process:

The desk appraisal of the Annual Work Plan and Budget (AWP&B) for the year 2010-11 was undertaken by an Appraisal Team consisting of the following members: Sh. K. Gopalan , Dr. Anamika Mehta, Ms. Suzzana Andrare, Ms seema Rajput Shri Ravi Baghel Dr. Anupriya Chadha Sh S.C. Girotra , Ms. Kiran Dogra, Shri. Altaf Khan, Dr. O. P. Arora Shri. Jyoti Prakash Mohanty and Shri. Jitendra Kr. Panda, Sh .Audambar Chavan, all from TSG. Dr Priyanka Sharma, MI , Dr Kavita Suri , State nominated member of the National Appraisal team.

State Profile		
	State Name	Jammu & Kashmir
	Year	2010-11
	Blocks	119/142
	Educational Zones	200
	Clusters	1600
	Villages	6866
	Total Habitations	27223
<b>Primary</b>		
1	Eligible School less habitations for PS	498
2	Government Primary Schools/Sections	13386 /22216
3	Building Less Schools	7096/12736
4	Government Aided Schools	0
5	Sanctioned Teachers	49657
6	Working Teachers	42886
7	Government Aided Teachers	0
8	Government Teachers	42886
9	Total Child Population (6-11 Age Group)	1345033
10	Total Enrolment (All)	1325654
11	Total Enrolment (Govt. + Govt. aided)	807952
12	Total Girls Enrolment	628522
13	Total Boys Enrolment	697132
14	SC Girls Enrolment	50480
15	SC Boys Enrolment	57590
16	ST Girls Enrolment	97101
17	ST Boys Enrolment	109705
18	Out of School Children	19379
<b>Upper Primary</b>		
19	Transition Rate	98.97
20	Eligible School Less Habitations for UPS	863
21	Government Schools / Sections	7809/8794
22	Building Less Schools	896
23	Government Aided Schools	0
24	Sanctioned Teachers	44527
25	Working Teachers	40606

State Profile		
	State Name	Jammu & Kashmir
26	Government Aided Teachers	0
27	Government Teachers	40606
28	Total Child Population (11-14 Age Group)	686306
29	Total Enrolment (All)	666535
30	Total Enrolment (Govt. + Govt. aided)	411493
31	Total Girls Enrolment	306701
32	Total Boys Enrolment	359834
33	SC Girls Enrolment	27094
34	SC Boys Enrolment	31631
35	ST Girls Enrolment	33921
36	ST Boys Enrolment	46809
37	Out of School Children	19771
38	<b>Children with Special Needs identified 6-14</b>	<b>24781</b>
39	<b>Children with Special Needs Enrolled 6-14</b>	<b>20550</b>
40	<b>Total Population (6-14)</b>	<b>2031339</b>
41	<b>Total Enrolment (P+ UP)</b>	<b>1992189</b>
42	<b>Total Out of School Children (P+UP)</b>	<b>39150</b>
43	<b>Total SC Boys (6-14) Enrolment</b>	<b>89221</b>
44	<b>Total ST Boys (6-14) Enrolment</b>	<b>156514</b>
45	<b>Total SC Girls Enrolment</b>	<b>77574</b>
46	<b>Total ST Girls Enrolment</b>	<b>131022</b>
47	<b>Total SC + ST (B+G) (6-14) Enrolment</b>	<b>454331</b>

### Planning Process

The state team informed that for this year plan formulation a two day orientation cum workshop on planning process was conducted by MHRD through Ed.CIL., at Chandigarh and in the same fashion State Project Office, Jammu & Kashmir conducted a two day orientation programme on AWP&B 2010-11 w.e.f 22-12-2009 to 24-12-2009 was organized at the State Project Office Jammu. The programme was attended by the different District Education Planning Officers, District Coordinator and Assistant Programmers/I/c DISE. It was stressed in the orientation programme that since we have almost covered the three pillars of SSA viz-a-viz access, enrollment and retention to a satisfactory level, now the thrust area of focus in this year's plan will be quality improvement which is an area of great concern for the districts and keeping this concern in view we have projected our major budgetary provision of the plan to address this area under different components.

Focus was laid on different aspects of SSA related to quality improvement including gender, pedagogy, civil works and special focus groups etc. by the state expert resource persons. They imparted training for plan formulation, drawing out specific strategies and interventions for imparting quality education with active participation of community and enrolment / retention of all children in the age group of 6-14 with special attention towards girls, SC/ST boys and other under privileged classes, who are out of school. It was thought necessary to take the planning process to the grass root level so that the local and specific problems are focused and projected in our plan.

The planning teams have been constituted at the habitation level, zonal level and district level along with a state level planning team. At the habitation level the Head Master of the concerned school along with two members of the Village Education Committee have been nominated as members of the team. The Plan formulation is initiated at the district level in consultation with the ground level functionaries of education department keeping in view the requirements in the field. The district authorities formulate the plan at district level after getting feedback of the micro level planning process at habitation level and submit the same to Project Directorate Sarva Shiksha Abhiyan who in turn consolidates the district plans and submits the State component Plan to MHRD for approval.

After conclusion of the workshops the district planning teams were asked to get the plans aggregated at various levels and submit the first draft of the plan to the state project office for discussion and review. Accordingly the first drafts of their plans were submitted by the district planning teams in month of January, 2009. The plans were appraised by the State Appraisal Team and during the discussions the necessary modifications in the plans were made.

Data base for the current year's plan: The State Project Directorate of Sarva Shiksha Abhiyan has been collecting DISE data for the last five years and is fully operational in the state. The DISE data is collected by the Head Masters/teacher in-charge of all schools imparting elementary education, taking the reference date as 30th September. The state office conducted an orientation programme for the districts where-in the capacity building of the officer/official dealing with the DISE at district level was done.

At the state level, two days DISE workshop from 9th -10 Sep 2009 was organized at SPO, Jammu and in Srinagar on 17th -18th Sep 2008 at SPO, Srinagar to sensitize district level officials dealing with DISE comprising of District EMIS Co-coordinators and Assistant Programmers for adaptation of modified DISE software.

The State Project Directorate of Sarva Shiksha Abhiyan J&K observed DISE week from 5th October 2009 throughout the state. All the Chief Education Officers were requested to organize awareness camps, rallies at the districts, zones as well as clusters to create awareness about DISE among the people. The CEOs printed DISE messages in newspapers and gave publicity to the DISE week through electronic media also, besides, the messages in leading newspapers of the State from Education Minister, Secretary to Govt. Education Department and State Project Director SSA.

**The state should prepare the plan in a decentralized manner and in time bound manner. The district plans should have interventions proposed stating objective of the intervention, and outcomes expected along with the time line. The districts should also reflect the monitoring mechanism for the progress of the interventions. The districts should explore the resources which can be utilised to enhance the quality of district plans. The plans should be participatory and should be reflective of the action taken on the suggestions of the members including women. There is a need for micro- planning for all the interventions.**

## 5. Education Indicators:

This section focuses on the significant indicators of elementary education. These include GER, NER, Gross Completion Ratio, Dropout, retention and transition rates, Gender Gap in Enrolment etc. The data presented in the tables below is based on the DISE & AWP&B 2010-11 provided by State team. The State-wise EDI has also been calculated at the National level separately for Primary and Upper primary level.

### Enrolment

#### Primary level

Year	Enrolment			% of Girls	% Change in Enrolment		
	Boys	Girls	Total		Boys	Girls	Total
2009-10	687743	620285	1308028	47.4%	1.5	1.6	1.5
2008-09	677725	610344	1288069	47.4%	16.2	20.5	18.2
2007-08	583319	506376	1089695	46.5%			

Source: DISE 2009-10

Enrolment at the primary level is slightly increased from the previous year. A good number of districts namely; Kishtwar, Rajauri, Doda, Anantnag & Punch shows decline in enrolment at primary level.

#### Upper Primary level:

Year	Enrolment			% of Girls	% Change in Enrolment		
	Boys	Girls	Total		Boys	Girls	Total
2009-10	359120	306146	665266	46.0%	6.5	8.3	7.3
2008-09	337060	282796	619856	45.6%	7.3	10.0	8.5
2007-08	314022	257158	571180	45.0%			

Source: DISE 2009-10

Enrolment at the upper primary level shows continuously rising during last three years. Over all enrolment is increased by 16 percent from the 2007 – 08 to 2009 – 10. Percentage share of girls in enrolment at primary level is 46%. A large number of districts namely Ramban, Reasi, Kathua, Kishtwar, Punch, Udhampur, and Bandipora depict less than 45% share of girls in enrolment at upper primary level.

**District wise Enrolment: Primary level (Class 1 to V)**

District	2008-09			2009-10		
	Boys	Girls	Total	Boys	Girls	Total
ANANTNAG	46719	43433	90152	45739	42922	88661
BADGAM	35930	32862	68792	36715	33668	70383
BANDIPORA	19117	17217	36334	19683	17724	37407
BARAMULA	58095	55376	113471	62166	58536	120702
DODA	27613	25872	53485	27289	25216	52505
GANDERBAL	16046	15398	31444	16478	15657	32135
JAMMU	81775	68107	149882	85177	70775	155952
KARGIL	7203	7115	14318	7444	7491	14935
KATHUA	36442	29357	65799	36258	29436	65694
KISHTWAR	16904	14724	31628	15967	14009	29976
KULGAM	23645	21807	45452	24133	22961	47094
KUPWARA	41052	38665	79717	42573	40010	82583
LEH (LADAKH)	4911	4696	9607	5153	4777	9930
PULWAMA	26320	24818	51138	26694	25191	51885
PUNCH	35555	33053	68608	35157	32576	67733
RAJAURI	44705	39650	84355	42771	38436	81207
RAMBAN	20812	17618	38430	21434	17958	39392
REASI	24235	21255	45490	24864	22259	47123
SAMBA	19734	15908	35642	19795	15925	35720
SHOPIAN	16726	15984	32710	17467	16605	34072
SRINAGAR	39714	37692	77406	39755	38082	77837
UDHAMPUR	34472	29737	64209	35031	30071	65102
<b>TOTAL</b>	<b>677725</b>	<b>610344</b>	<b>1288069</b>	<b>687743</b>	<b>620285</b>	<b>1308028</b>

Source: DISE 2009-10

**District wise Enrolment: Primary level (Class VI to VIII)**

District	2008-09			2009-10		
	Boys	Girls	Total	Boys	Girls	Total
RAMBAN	8421	5166	13587	9386	6387	15773
REASI	9748	6464	16212	11036	8028	19064
KATHUA	19562	15280	34842	20522	15980	36502
KISHTWAR	6210	4167	10377	6909	5398	12307
PUNCH	15742	11693	27435	17885	14010	31895
UDHAMPUR	18452	14245	32697	19617	15568	35185
BANDIPORA	9183	7445	16628	9863	7871	17734
RAJAURI	20772	15314	36086	22038	17859	39897
DODA	14037	11264	25301	14600	11900	26500
KUPWARA	18939	16498	35437	20657	17273	37930
SAMBA	10258	8661	18919	10321	8695	19016
JAMMU	44538	37956	82494	47912	40539	88451
GANDERBAL	8140	7153	15293	8260	7190	15450
BADGAM	19228	16396	35624	19697	17215	36912

District	2008-09			2009-10		
	Boys	Girls	Total	Boys	Girls	Total
ANANTNAG	23028	20371	43399	25180	22456	47636
BARAMULA	29486	26724	56210	32047	29152	61199
SHOPIAN	7677	7226	14903	8371	7717	16088
SRINAGAR	21514	20159	41673	22293	20932	43225
PULWAMA	13718	13236	26954	13829	13397	27226
KULGAM	12011	11140	23151	12597	12262	24859
KARGIL	3894	3476	7370	3510	3610	7120
LEH (LADAKH)	2502	2762	5264	2590	2707	5297
TOTAL	337060	282796	619856	359120	306146	665266

Source: DISE 2009-10

### Gross Enrolment Ratio:

#### Primary level

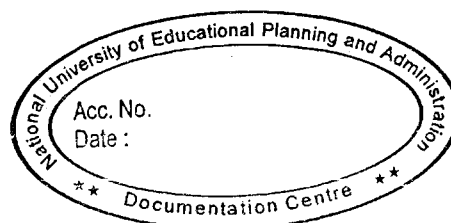
Gross Enrolment Ratio : Primary level			
Year	Boys	Girls	Total
2009-10	98.59	98.30	98.45
2008-09	96.97	99.56	98.18
2007-08	94.70	92.47	93.65
2006-07	92.67	96.58	94.43
2005-06	87.73	83.51	85.74

Source: DISE 2009-10 & HHS

At the primary level GER shows a little improvement from the previous year. At the state level GER is very fluctuating during 2005-06 to 2009-10. No difference is observed in the boy's and girl's GER. Highest GER at primary level is in Leh (Ladakh) 99.78 and lowest is in Ganderbal 92.34 among all the districts. However, the state is showing improvement in GER but still there are districts like Kulgam, Kathua, Udhampur, Badgam and Samba which have reported more than 10 percent reduction in GER from the previous year.

Gross Enrolment Ratio : Upper Primary level			
Year	Boys	Girls	Total
2009-10	97.50	96.65	97.11
2008-09	93.56	94.00	93.76
2007-08	91.99	88.21	90.25
2006-07	91.60	92.11	91.83
2005-06	80.42	73.70	77.27

Source: DISE 2009-10 & HHS



At the upper primary level GER shows considerable improvement from the previous year. Highest GER at primary level is in Jammu 99.9 and lowest is in Ganderbal 88.2 among all the districts. However, the state is showing improvement in GER but still there are few districts like Kulgam, Kathua, and Udhampur, which have reported more than 10 percent reduction in GER from the previous year.

**District wise GER at Primary level**

District	2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All
ANANTNAG	98.31	99.36	98.82	99.78	99.57	99.68
BADGAM	112.14	110.28	111.25	98.48	98.29	98.39
BANDIPORA	97.4	97.16	97.28	98.06	97.81	97.94
BARAMULA	96.39	96.36	96.38	97.87	97.81	97.84
DODA	99.12	97.66	98.41	99.61	98.6	99.12
GANDERBAL	87.58	91.39	89.41	91.13	93.66	92.34
JAMMU	99.7	99.59	99.65	99.14	99.23	99.18
KARGIL	95.27	103.12	99.01	99.64	98.81	99.22
KATHUA	99.98	154.47	118.65	99.07	98.39	98.76
KISHTWAR	95.52	93.96	94.79	97.75	97.73	97.74
KULGAM	136.64	135.26	135.97	99.04	98.92	98.98
KUPWARA	97.49	97.29	97.39	98.71	98.26	98.49
LEH (LADAKH)	99.63	99.62	99.63	99.86	99.69	99.78
PULWAMA	98.64	98.31	98.48	99.68	99.66	99.67
PUNCH	99.34	98.19	98.78	99.04	98.72	98.88
RAJOURI	68.86	67.6	68.26	98.78	98.27	98.54
RAMBAN	95.12	91.95	93.64	95.95	93.36	94.75
REASI	94.88	93.92	94.43	98.73	98.1	98.43
SAMBA	109.85	111.84	110.73	99.74	99.64	99.69
SHOPIAN	97.64	96.09	96.88	98.43	97.21	97.83
SRINAGAR	98.59	99.07	98.82	98.94	99.26	99.1
UDHAMPUR	98.4	133.95	112.19	98.49	97.67	98.11
<b>TOTAL</b>	<b>96.97</b>	<b>99.56</b>	<b>98.18</b>	<b>98.59</b>	<b>98.3</b>	<b>98.45</b>

Source: DISE 2009-10 & HHS

**District wise GER at Upper Primary level**

District	2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All
ANANTNAG	97.51	95.71	96.65	99.08	97.55	98.35
BADGAM	76.32	69.44	72.99	97.39	95.93	96.7
BANDIPORA	94.12	92.29	93.29	95.53	94.5	95.07
BARAMULA	93.24	92.73	93	95.81	95.27	95.55
DODA	99.49	95.77	97.8	99.06	97.52	98.36
GANDERBAL	83.66	91.76	87.26	86.89	89.75	88.2
JAMMU	99.68	98.5	99.14	99.89	99.92	99.9

District	2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All
KARGIL	98.36	94.25	96.38	97.96	95.58	96.74
KATHUA	101.3	141.89	115.83	99.25	97.99	98.69
KISHTWAR	88.39	81.67	85.56	93.47	90.37	92.08
KULGAM	133.25	137.11	135.08	98.18	98.1	98.14
KUPWARA	94.24	95.05	94.62	97.42	97.05	97.25
LEH (LADAKH)	98.97	98.93	98.95	99.69	98.94	99.31
PULWAMA	99.03	98.67	98.85	99.42	99.42	99.42
PUNCH	97.02	92.12	94.87	98.56	97.58	98.12
RAJAURI	68.46	62.97	66.02	96.22	93.96	95.2
RAMBAN	91.24	79.48	86.38	92.68	85.22	89.51
REASI	94.63	84.11	90.14	98.05	96.72	97.48
SAMBA	100.33	102.69	101.4	99.63	99.49	99.57
SHOPIAN	96.43	92.25	94.36	97.94	96.28	97.14
SRINAGAR	95.03	96.5	95.74	96.12	97.33	96.7
UDHAMPUR	97.91	125.15	108.17	98.11	96.85	97.55
<b>TOTAL</b>	<b>93.56</b>	<b>94</b>	<b>93.76</b>	<b>97.5</b>	<b>96.65</b>	<b>97.11</b>

Source: DISE 2009-10 & HHS

## Net Enrolment Ratio

### Primary level

Net Enrolment Ratio : Primary			
Year	Boys	Girls	Total
2009-10	80.40	80.06	80.24
2008-09	78.64	80.50	79.51
2007-08	75.92	74.03	75.03

Source: DISE 2009-10 & HHS

At the primary level NER is a little improved from the previous year. The highest NER is in Baramulla and lowest is in Ganderbel among all the districts. NER at the primary level is 80.27. The NER is declining in the following districts; Kulgam, Badgam, Kathua, Jammu and Udhampur.

Net Enrolment Ratio : Upper Primary Level			
Year	Boys	Girls	Total
2009-10	72.81	72.36	72.60
2008-09	69.12	69.71	69.39
2007-08	65.69	63.26	64.57

Source: DISE 2009-10 & HHS



At the upper primary level NER shows continuous improvement during the 2007-08 to 2009-10 but still it's not up to the mark.

**District wise Net Enrolment Ratio: Primary level**

District	2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All
ANANTNAG	81.45	81.36	81.41	77.66	76.48	77.09
BADGAM	87.97	86.3	87.16	69.3	69.77	69.53
BANDIPORA	77.87	77.57	77.73	75.02	73.57	74.33
BARAMULA	81.62	81.29	81.46	96.32	96.24	96.28
DODA	86.22	85.38	85.81	79.29	78.06	78.69
GANDERBAL	68.62	72.34	70.4	68.2	70.62	69.36
JAMMU	94.53	94.45	94.49	80.26	79.93	80.11
KARGIL	79.87	85.77	82.68	97.39	93.97	95.67
KATHUA	80.83	123.87	95.58	80.72	79.65	80.24
KISHTWAR	77.02	75.4	76.26	79.83	79.37	79.62
KULGAM	107.21	106.81	107.02	76.12	76.19	76.15
KUPWARA	85.13	85.65	85.38	79.71	79.62	79.67
LEH (LADAKH)	81.15	82.2	81.67	94.48	94.16	94.32
PULWAMA	78.17	77.09	77.65	78.35	78.19	78.27
PUNCH	34.03	34.01	34.02	75.92	76.34	76.12
RAJAURI	55.82	55.06	55.46	76.77	76.7	76.73
RAMBAN	75.23	71.96	73.7	76.35	72.92	74.76
REASI	75.14	74.27	74.73	79.46	79.63	79.54
SAMBA	88.34	88.35	88.34	80.42	79.99	80.23
SHOPIAN	78.96	77.69	78.33	76.6	75.64	76.13
SRINAGAR	87.03	87.19	87.11	89.6	89.78	89.69
UDHAMPUR	77.75	105.8	88.63	80.72	79.56	80.18
<b>TOTAL</b>	<b>78.64</b>	<b>80.5</b>	<b>79.51</b>	<b>80.4</b>	<b>80.06</b>	<b>80.24</b>

Source: DISE 2009-10 & HHS

**District wise Net Enrolment Ratio: Upper Primary level**

District	2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All
ANANTNAG	74.4	72.79	73.64	68.88	67.69	68.32
BADGAM	50.64	45.94	48.36	68.85	67.07	68.01
BANDIPORA	63.31	61.11	62.31	64.29	63.12	63.76
BARAMULA	69.99	69.96	69.98	88.9	88.8	88.85
DODA	72.29	68.59	70.61	72.73	70.77	71.84
GANDERBAL	60.3	67.83	63.65	60.24	60.35	60.29
JAMMU	92.05	90.4	91.29	74.1	74.34	74.21
KARGIL	68.6	66.05	67.37	86.74	83	84.82
KATHUA	71.94	100	81.98	72.09	72.52	72.28
KISHTWAR	64.72	61.19	63.23	69.55	69.48	69.52
KULGAM	93.21	94.56	93.85	68.16	67.11	67.64

District	2008-09			2009-10		
	Boys	Girls	All	Boys	Girls	All
KUPWARA	76.22	76.1	76.16	70.86	69.18	70.09
LEH (LADAKH)	66.53	69.99	68.35	84.49	81.73	83.07
PULWAMA	66.4	67.16	66.77	68.65	69.38	69.01
PUNCH	37.06	35.86	36.54	70.33	68.81	69.66
RAJAURI	49.53	44.89	47.47	68.72	65.54	67.28
RAMBAN	67.69	59.48	64.3	68.4	63.1	66.14
REASI	65.59	57.96	62.33	68.55	67.89	68.27
SAMBA	71.47	74.27	72.74	76.05	76.8	76.39
SHOPIAN	70.46	66.91	68.7	65.84	66.3	66.06
SRINAGAR	79.2	80.45	79.8	83.66	84.97	84.29
UDHAMPUR	66.51	86.41	74	68.34	69.14	68.7
<b>TOTAL</b>	<b>69.12</b>	<b>69.71</b>	<b>69.39</b>	<b>72.81</b>	<b>72.36</b>	<b>72.6</b>

Source: DISE 2009-10 & HHS

#### Gender Gap in Enrolment: "All Community Girls"

Year	State level Gender Gap at Primary level	Distribution of the districts with various range of Gender Gap : Primary Level		State level Gender Gap at Upper Primary level	Distribution of the districts with various range of Gender Gap : Upper Primary level	
		G. Gap > Above State Average	G. Gap > 10		G. Gap > Above State Average	G. Gap > 15
2009-10	5.16	9	2	7.96	12	2
2008-09	5.23	8	2	8.75	9	4
2007-08	7.06	8	6	9.96	11	6
2006-07	7.71	4	4	10.38	5	4
2005-06	8.10	6	3	10.57	6	4

Source: DISE 2009-10

As the above table depicts that the trend of the Gender Gap in enrolment is reducing regarding 'All Girls Children' over the years at the state level as well as in all the districts at primary and upper primary level.

At primary level 9 districts namely; Kathua, Samba, Jammu, Ramban, Udhampur, Kishtwar, Reasi, Rajauri and Bandipora reported more than 5 P.P. Gender Gap in enrolment.

At upper primary level 7 districts namely; Ramban, Reasi, Kathua, Kishtwar, Punch, Udhampur, Bandipora, Rajauri and Doda reported more than 10 P.P. Gender Gap in enrolment.

### District wise Gender Gap in Enrolment “All Community Girls”

S.No	District	Primary level					Upper Primary level				
		2005-06	2006-07	2007-08	2008-09	2009-10	2005-06	2006-07	2007-08	2008-09	2009-10
1	ANANTNAG	5.29	5.33	5.48	3.64	3.18	7.56	6.55	6.73	6.12	5.72
2	BADGAM	6.39	6.78	6.29	4.46	4.33	8.42	8.07	7.08	7.95	6.72
3	BANDIPORA	0	0	5.53	5.23	5.24	0	0	13.09	10.45	11.23
4	BARAMULA	5.94	5.75	2.53	2.4	3.01	8.12	6.96	4.84	4.91	4.73
5	DODA	14.51	13.72	6.53	3.26	3.95	21.91	22.53	17.35	10.96	10.19
6	GANDERBAL	0	0	4.25	2.06	2.55	0	0	10.38	6.45	6.93
7	JAMMU	9.41	11.1	10.51	9.12	9.23	7.11	9.14	8.73	7.98	8.34
8	KARGIL	2.86	3.28	1.92	0.61	-0.31	2.77	2.05	2.99	5.67	-1.4
9	KATHUA	12.51	6.22	12.28	10.77	10.38	13.27	8.85	13.49	12.29	12.44
10	KISHTWAR	0	0	11.42	6.89	6.53	0	0	20.84	19.69	12.28
11	KULGAM	0	0	5.88	4.04	2.49	0	0	3.95	3.76	1.35
12	KUPWARA	7.73	6.12	5.43	2.99	3.1	12.74	12.97	10.68	6.89	8.92
13	LEH (LADAKH)	-1.19	1.35	0.77	2.24	3.79	-2.21	-2.76	-5.37	-4.94	-2.21
14	PULWAMA	3.55	3.72	3.85	2.94	2.9	2.01	2.69	2.73	1.79	1.59
15	PUNCH	8.33	6.94	6.28	3.65	3.81	21.56	18.65	17.91	14.76	12.15
16	RAJOURI	9.63	10.06	8.62	5.99	5.34	19.41	18.51	17.09	15.12	10.47
17	RAMBAN	0	0	13.48	8.31	8.82	0	0	28.06	23.96	19.01
18	REASI	0	0	12.3	6.55	5.53	0	0	22.88	20.26	15.78
19	SAMBA	0	0	11.59	10.73	10.83	0	0	8.61	8.44	8.55
20	SHOPIAN	0	0	4.22	2.27	2.53	0	0	3.95	3.03	4.07
21	SRINAGAR	3.85	4.06	1.46	2.61	2.15	4.97	5.21	1.63	3.25	3.15
22	UDHAMPUR	12.91	11.52	9.03	7.37	7.62	17.77	17.76	14.11	12.87	11.51
STATE TOTAL		8.1	7.71	7.06	5.23	5.16	10.57	10.38	9.96	8.75	7.96

Source: DISE 2009-10

#### Transition Rate:

Transition Rate : Primary to Upper Primary level			
Year	Boys	Girls	All
2009-10	96.15	94.45	95.35
2008-09	99.12	97.87	98.54
2007-08	97.39	96.18	96.84

Source: DISE 2009-10

The transition rate is one of the important indicators in elementary education. The indicator shows the percentage of children going moving to upper primary level. It is observed that a

large number of students dropout from the system during this transition. The transition rate from primary to upper primary has decreased 98.54 (in 2008-09) to 95.35 (in 2009-10). The state shows very fluctuating Transition Rate during 2007-08 to 2009-10. Also Transition rate is very fluctuating in most of the districts. The districts namely; Baramula, Doda, Ganderbal, Kishtwar, Leh, Pulwama, Poonch, Ramban and Srinagar are reporting more than 5% reduction in Transition Rate from the previous year..

**Transition Rate: Primary to Upper Primary level**

S.No	District	2008-09			2009-10		
		Boys	Girls	All	Boys	Girls	All
1	ANANTNAG	88.58	89.73	89.12	93.8	90.69	92.28
2	BADGAM	99.31	94.6	97.07	99.5	96.25	97.96
3	BANDIPORA	89.99	90.4	90.18	98.44	92.39	95.66
4	BARAMULA	108.04	104.13	106.14	99.34	99.59	99.46
5	DODA	109.17	120.64	114.22	98.48	96.45	97.49
6	GANDERBAL	96.69	97.99	97.3	88.1	89.71	88.88
7	JAMMU	100.13	99.67	99.92	102.06	101.98	102.02
8	KARGIL	106.98	97.14	102	99.59	112.55	105.69
9	KATHUA	98.81	98.42	98.64	102.1	99.43	100.91
10	KISHTWAR	95.6	99.65	97.27	91.75	87.96	90.01
11	KULGAM	89.41	98.66	93.71	93.51	97.82	95.61
12	KUPWARA	96.01	95.76	95.89	92.95	89.7	91.39
13	LEH (LADAKH)	112.73	105.41	109.02	100.64	95.26	97.9
14	PULWAMA	95.6	94.85	95.23	86.79	90.35	88.5
15	POONCH	99.42	94.71	97.26	91.02	86.47	88.87
16	RAJOURI	97.48	91.66	94.87	92.88	91.84	92.4
17	RAMBAN	95.72	94.17	95.09	90.67	83.88	87.58
18	REASI	93.77	92.51	93.25	93.57	88.52	91.3
19	SAMBA	103.42	104.6	103.95	96.9	100.1	98.33
20	SHOPIAN	90.01	91.72	90.82	92.34	89.84	91.14
21	SRINAGAR	103.31	103.42	103.36	96.79	95.55	96.18
22	UDHAMPUR	101.9	95.37	98.95	99.46	94.23	97.03
<b>TOTAL STATE</b>		<b>99.12</b>	<b>97.87</b>	<b>98.54</b>	<b>96.15</b>	<b>94.45</b>	<b>95.35</b>

Source: DISE 2009-10

**Retention Rate:****Primary level**

Year	Boys	Girls	All
2009-10	86	89	88
2008-09	84	86	86

Source: DISE 2009-10

Retention Rate at the primary level is 88 which are found to be satisfactory. District Leh show lowest retention rate at primary level: 74. As per the DISE flash statistics – 2008-09 the Retention Rate for the Primary Cycle for the year 2008-09 was 79.8.

**District- wise Retention Rate: (Primary level)**

S.No	District	2008-09			2009-10		
		Boys	Girls	All	Boys	Girls	All
1	ANANTNAG	83.81	86.67	85.18	91.59	92.97	92.24
2	BADGAM	94.87	100.96	97.75	84.45	93.93	88.84
3	BANDIPORA						
4	BARAMULA	106.46	107.17	106.8	101.03	100.36	100.71
5	DODA	87.46	102.99	94.79	93.73	96.24	94.9
6	GANDERBAL						
7	JAMMU	80.82	84.93	82.65	85.86	87.43	86.56
8	KARGIL	72.09	74.85	73.51	84.84	94.76	89.62
9	KATHUA				84.21	85.37	84.72
10	KISHTWAR						
11	KULGAM						
12	KUPWARA	82.54	87.02	84.65	82.3	86.82	84.41
13	LEH (LADAKH)				66.12	75.5	70.73
14	PULWAMA	76.9	78.34	77.59	93.16	95.92	94.48
15	POONCH	85.27	86.31	85.77	81.39	81.71	81.54
16	RAJOURI	75.65	76.52	76.05	76.24	74.81	75.57
17	RAMBAN						
18	REASI						
19	SAMBA						
20	SHOPIAN						
21	SRINAGAR	78.41	82.19	80.14	81.07	88.96	84.89
22	UDHAMPUR	82.29	87.56	84.69	91.24	96.87	93.74
<b>TOTAL STATE</b>		<b>84.08</b>	<b>87.8</b>	<b>85.82</b>	<b>86.66</b>	<b>89.48</b>	<b>87.97</b>

Source: DISE 2009-10

❖ Out of 22 Districts 8 districts has not reported retention rate.

Retention Rate: Upper Primary level

	Boys	Girls	All
2009-10	99	99	99
2008-09	97	97	97

Source: DISE 2009-10

District- wise Retention Rate : (Upper Primary level)

S.No	District	2008-09			2009-10		
		Boys	Girls	All	Boys	Girls	All
1	ANANTNAG	92.5	93.38	92.91	99.53	100.87	100.15
2	BADGAM	96.08	91.48	93.97	98.27	96.6	97.5
3	BANDIPORA				111.09	106.54	109.08
4	BARAMULA	109.44	107.37	108.45	124.11	120.41	122.32
5	DODA	114.18	124.03	118.23	113.74	112.99	113.43
6	GANDERBAL				96.37	91.08	93.89
7	JAMMU	94.83	97.97	96.25	94.83	94.9	94.86
8	KARGIL	107.66	95.55	101.82	89.23	95.18	92.1
9	KATHUA	95.29	88.01	92.01	89.57	90.06	89.78
10	KISHTWAR				99.63	101.89	100.52
11	KULGAM				96.69	100.55	98.56
12	KUPWARA	94.83	101.75	97.91	105.14	98.75	102.25
13	LEH (LADAKH)	76.37	89.64	83.08	74.15	78.97	76.62
14	PULWAMA	94.92	98.27	96.55	94.36	99.16	96.69
15	POONCH	102.6	97.73	100.52	100.56	94.59	98.03
16	RAJOURI	100.87	94.35	98.15	104.51	107.57	105.82
17	RAMBAN				93.3	91.14	92.51
18	REASI				93.24	92.67	93.02
19	SAMBA				90.59	90.59	90.59
20	SHOPIAN				91.91	97.64	94.6
21	SRINAGAR	96.31	100.6	98.35	97.2	98.48	97.82
22	UDHAMPUR	83.16	89.24	85.73	85.81	90.05	87.61
<b>TOTAL STATE</b>		<b>97.3</b>	<b>97.89</b>	<b>97.57</b>	<b>99</b>	<b>99.13</b>	<b>99.06</b>

Source: DISE 2009-10

**Drop Out Rate:**

<b>Drop out Rate : Primary level</b>			
<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>All</b>
2009-10	3.47	3.46	3.46
2007-08	1.72	1.58	1.65

**Source: DISE 2009-10**

The over all state level Drop out rate at primary level is increase (1.65 in 2007-08) and in (3.46 in 2009-10). No variation found in the Girls and boys dropout rate. At the state level 11 districts reported more than state levels drop out at primary level. District namely; Kishtwar, Punch, Rajauri, Reasi, Doda and Ganderbal are reporting more than 5 percent Drop out rate at primary level.

District wise Dropout Rate:

<b>S.No</b>	<b>District</b>	<b>2009-10</b>		
		<b>Boys</b>	<b>Girls</b>	<b>All</b>
1	ANANTNAG	4.71	5.26	4.97
2	BADGAM	0.68	0.73	0.7
3	BANDIPORA	2.28	5.55	3.82
4	BARAMULA	0	0	0
5	DODA	6.52	7.58	7.03
6	GANDERBAL	5.97	6.57	6.26
7	JAMMU	0.5	0	0.14
8	KARGIL	0.34	0	0
9	KATHUA	0.5	0.78	0.63
10	KISHTWAR	13.39	13.88	13.62
11	KULGAM	1.89	0	0
12	KUPWARA	4.43	4.77	4.6
13	LEH (LADAKH)	3.28	4.37	3.81
14	PULWAMA	1.99	1.65	1.82
15	PUNCH	11.06	11.27	11.16
16	RAJAURI	9.87	8.73	9.33
17	RAMBAN	3.27	5.79	4.43
18	REASI	9.09	8.29	8.71
19	SAMBA	2.14	1.7	1.94
20	SHOPIAN	3.07	3.1	3.09
21	SRINAGAR	2.2	0.74	1.49
22	UDHAMPUR	0	0	0
<b>STATE TOTAL</b>		3.47	3.46	3.46

**Source: DISE 2009-10**

**District wise Drop out Rate: Upper Primary level**

Districts	Boys	Girls	All
ANANTNAG	2.14	1.65	1.91
BADGAM	1.25	1.19	1.22
BANDIPORA	1.41	1.27	1.35
BARAMULA	1.02	1.19	1.1
DODA	0.96	0.58	0.79
GANDERBAL	1.14	0.94	1.05
JAMMU	3.48	3.22	3.36
KARGIL	0.15	0.64	0.38
KATHUA	5.92	5.79	5.86
KISHTWAR	0.23	0.41	0.3
KULGAM	0.95	0.88	0.92
KUPWARA	1.01	0.97	0.99
LEH (LADAKH)	4.68	3.8	4.22
PULWAMA	0.39	0.26	0.33
PUNCH	7.02	6.71	6.89
RAJOURI	4.02	3.52	3.81
RAMBAN	3.49	3.01	3.31
REASI	3.69	3.76	3.72
SAMBA	3.25	2.91	3.1
SHOPIAN	0.36	0.18	0.27
SRINAGAR	0.28	0.26	0.27
UDHAMPUR	7.84	5.74	6.93
State Level	-	-	-

Source: DISE 2009-10

❖ State level Drop out rate is not available.

**Pupil Teacher Ratio:**

Level	2007-08	2008-09	2009-10
Pry	17	18	18
U.Pry	13	13	13

Source: DISE 2009-10

PTR at Primary level and Upper Primary level are 18 and 13 respectively. None of the district is more than 40:1 PTR at primary and upper primary level.

**No. of Schools with PTR > 40 in percentage**

Level	2006-07	2007-08	2008-09	2009-10
Pry	1.88	2.72	6.37	5.8
U.Pry	3.8	4.0	3.9	4.1

Source: DISE 2009-10



### Single Teacher Schools

Single Teacher Schools	2006-07		2007-08		2008-09		2009-10	
	Pry	U.Pry	Pry	U.Pry	Pry	U.Pry	Pry	U.Pry
	7.6	0.17	7.56	0.03	20.79	0.25	19.99	0.52

Source: DISE 2009-10

Although, the PTR of the primary and upper primary at the state level is comfortable, but still a good number of school are having more than 40:1 PTR (6% at primary level and 4% at upper primary level). The districts namely; Ramban, Kulgam, BAndipora, Shopian at primary level reported more than 5 percent schools have adverse PTR i.e. (>40:1 PTR) at primary level. The districts namely; Reasi, Poonch, and Ramban reported more than 10% schools have adverse PTR at upper primary level. However the PTR is well at the state and the districts level but still, the state has one percent single teacher schools at primary level and 20% percent single teacher schools at upper primary level. The single teacher schools are high in the following districts; Udhampur, Kargil, Ramban, Kathua, Ganderbal, Reasi, Doda, Jammu and Rajauri more than 20 percent schools are the single teacher schools at upper primary level. In order to reduce the schools with adverse PTR schools the state should to the rationalization and remove the access teachers from the schools and put them in the deprived schools. All this could be done by the block and school level analysis using the DISE data.

### District wise Pupil Teacher Ratio:

S.No	District	2007-08		2008-09		2009-10	
		Primary	Upper Primary	Primary	Upper Primary	Primary	Upper Primary
1	ANANTNAG	17.48	13.07	19.16	11.49	17.84	11.69
2	BADGAM	16.84	12.1	19.68	14.11	19.18	12.07
3	BANDIPORA	21.51	15.12	22.84	14.59	21.97	15.3
4	BARAMULA	19.88	14.14	21.88	14.83	22.13	15.18
5	DODA	15.29	14.9	17.03	18.41	16.94	18.77
6	GANDERBAL	14.17	12.26	20.81	14.15	18.1	12.47
7	JAMMU	17.51	13.35	16.78	12.27	16.74	12.23
8	KARGIL	10.06	8.72	10.82	6.5	11.05	6.15

S.No	District	2007-08		2008-09		2009-10	
		Primary	Upper Primary	Primary	Upper Primary	Primary	Upper Primary
9	KATHUA	14.21	13.67	15.09	14.11	14.63	14.21
10	KISHTWAR	16.73	16.31	18.11	17.89	15.67	17.14
11	KULGAM	20.33	17.35	21.42	15.32	21.55	12.46
12	KUPWARA	16.44	13.9	16.95	13.74	16	13.18
13	LEH (LADAKH)	8.12	9.42	7.95	7.53	7.78	7.53
14	PULWAMA	15.68	10.7	19.49	11.64	17.86	10.64
15	POONCH	18.34	15.85	19.84	15.84	18.56	17.24
16	RAJAURI	16.47	16.32	16.9	14.89	16.52	16.13
17	RAMBAN	20.79	19.57	23.52	18.77	23.67	20.97
18	REASI	17.41	19.75	18.53	21.25	17.43	21.99
19	SAMBA	14.76	13.63	15.5	12.7	15.68	12.69
20	SHOPIAN	20.09	13.34	21.79	13.61	22.02	14.68
21	SRINAGAR	15.73	8.95	17.37	9.61	16.53	9.28
22	UDHAMPUR	17.58	16.08	16.93	14.85	16.87	15.79
<b>STATE TOTAL</b>		<b>16.84</b>	<b>13.47</b>	<b>18.08</b>	<b>13.34</b>	<b>17.53</b>	<b>13.25</b>

Source: DISE 2009-10

Percentage of Schools with PTR > 40: 1

S. No	District	2006-07		2007-08		2008-09		2009-10	
		PS	UPS	PS	UPS	PS	UPS	UP	UPS
1	ANANTNAG	0	0	3.11	3.2	11.25	0.84	8.26	1.14
2	BADGAM	0.7	1.35	1.47	0.95	6.49	1.5	6.93	0.95
3	BANDIPORA			5.07	7.58	7.94	2.85	10.91	4.75
4	BARAMULA	3.2	10.75	4.28	10.25	5.25	9.03	3	8.86
5	DODA	3.0	5.35	2.32	3.46	4.2	7.91	5.52	7.69
6	GANDERBAL			1.61	2.15	10.14	3.77	7.76	1.19
7	JAMMU	1.1	1.97	1.44	3.29	2.27	2.18	1.64	1.99
8	KARGIL	0	0	0	0	0	0	0.43	0.29
9	KATHUA	3.1	5.7	0.87	2.68	3.38	3.02	3.02	4.06
10	KISHTWAR			3.46	8.5	6.85	9.68	3.06	7.08

S. No	District	2006-07		2007-08		2008-09		2009-10	
		PS	UPS	PS	UPS	PS	UPS	UP	UPS
11	KULGAM			4.26	4.42	11.25	3.05	14.08	4.35
12	KUPWARA	1	0.92	1.13	1.06	6.75	0.79	4.85	1.35
13	LEH (LADAKH)	0	3.2	0	3.65	0	1.4	0	0.64
14	PULWAMA	1.8 4	1.02	0.84	0.23	5.64	0.68	5.5	0.87
15	POONCH	1.9 2	5.61	2.86	7.24	4.64	8.51	3.56	11.01
16	RAJAURI	3.2 9	6.7	3.55	4.87	8.33	3.37	6.85	4.36
17	RAMBAN			7.44	10.34	18.63	11.05	18.57	10.14
18	REASI			5.2	8.97	6.63	13.06	8.44	11.61
19	SAMBA			3.13	3.07	1.94	2.9	0.91	2.96
20	SHOPIAN			2.93	1.65	10.03	3.21	10.53	7.11
21	SRINAGAR	1.8	1.9	1.21	1.01	3.24	2.2	3.91	1.6
22	UDHAMPUR	2.6 1	5.52	4.14	4.79	5.32	4.78	6.27	4.13
<b>STATE TOTAL</b>		<b>1.8 8</b>	<b>3.8</b>	<b>2.72</b>	<b>4.01</b>	<b>6.37</b>	<b>3.88</b>	<b>5.84</b>	<b>4.04</b>

Source: DISE 2009-10

#### Percentage of Single Teacher Schools

S.No	District	2006-07		2007-08		2008-09		2009-10	
		PS	UPS	PS	UPS	PS	UPS	PS	UPS
1	ANANTNAG	0	0	1.49	0	15.84	0	14.51	0
2	BADGAM	1.64	0	2.49	0	14.36	0	12.21	0
3	BANDIPORA			6.13	0	19.96	0	19.55	0.63
4	BARAMULA	7.77	0.22	4.18	0	9.72	0	9.25	0
5	DODA	13.94	0.31	11.26	0	20.45	0.77	24.32	1.32
6	GANDERBAL			4.44	0	28.73	0	25.86	0
7	JAMMU	9.17	0	11.13	0	19.95	0	21.68	0.16
8	KARGIL	27.33	0.96	14.06	0	31.39	0	35.9	0.58
9	KATHUA	10.65	1.08	7.17	0	32.11	0.32	31.56	1.88
10	KISHTWAR			14.7	0.65	22.85	1.08	16.4	0.44
11	KULGAM			2.66	0	17.11	0	18.59	0.43
12	KUPWARA	2.89	0	2.25	0	13.86	0	13.56	0
13	LEH (LADAKH)	3.15	0	6.82	0	8.93	0	11.26	0
14	PULWAMA	4.74	0	7.32	0	14.18	0	8.26	0
15	POONCH	3.53	0	3.34	0	14.04	0.23	13.64	0

S.No	District	2006-07		2007-08		2008-09		2009-10	
		PS	UPS	PS	UPS	PS	UPS	PS	UPS
16	RAJAURI	10.87	0.33	8.12	0	23.36	0	21.39	0.9
17	RAMBAN			20.66	0.57	37.79	0.53	34.64	2.9
18	REASI			17.02	0	30.25	2.24	24.42	1.61
19	SAMBA			11.11	0	13.33	0	16.77	0
20	SHOPIAN			1.47	0	11.17	0	11.7	0
21	SRINAGAR	6.39	0	2.83	0	16.91	0	13.48	0
22	UDHAMPUR	12.05	0	13.98	0.22	35.04	1.99	36.3	2.41
<b>STATE TOTAL</b>		<b>7.6</b>	<b>0.17</b>	<b>7.56</b>	<b>0.03</b>	<b>20.79</b>	<b>0.25</b>	<b>19.99</b>	<b>0.52</b>

Source: DISE 2009-10

#### Student Class Room Ratio:

S.No.	District Name	Primary	Primary with Upper Primary	Primary with Upper Primary and Sec/Hsec	Upper Primary only	Upper Primary and Sec/Hsec	Total
1	ANANTNAG	7%	12%	8%	0%	9%	9%
2	BADGAM	9%	14%	5%	0%	6%	10%
3	BANDIPORA	4%	5%	2%	0%	0%	4%
4	BARAMULA	4%	41%	37%	10%	17%	18%
5	DODA	12%	27%	38%	0%	8%	17%
6	GANDERBAL	3%	9%	18%	0%	0%	5%
7	JAMMU	3%	6%	4%	0%	0%	4%
8	KARGIL	0%	1%	0%	0%	0%	1%
9	KATHUA	5%	10%	6%	0%	0%	7%
10	KISHTWAR	2%	27%	23%	20%	33%	9%
11	KULGAM	7%	16%	8%	0%	0%	11%
12	KUPWARA	3%	10%	9%	11%	2%	6%
13	LEH (LADAKH)	0%	0%	0%	0%	0%	0%
14	PULWAMA	2%	3%	0%	0%	0%	2%
15	PUNCH	6%	48%	33%	8%	3%	18%
16	RAJAURI	7%	20%	7%	17%	0%	10%
17	RAMBAN	21%	46%	23%	0%	0%	26%
18	REASI	21%	36%	23%	0%	0%	25%
19	SAMBA	1%	2%	0%		0%	2%
20	SHOPIAN	8%	22%	25%	0%	0%	11%
21	SRINAGAR	7%	5%	0%		0%	5%
22	UDHAMPUR	10%	22%	6%	0%	0%	13%
	<b>State Level</b>	<b>7%</b>	<b>16%</b>	<b>12%</b>	<b>5%</b>	<b>4%</b>	<b>10%</b>

State level average SCR is not available.. 7% schools at the primary level and 5 percent schools at the upper primary level have adverse SCR (SCR > 40: 1).

#### EDI Ranking & Values:

State	Year	Access		Infra		Teachers		Outcome		Overall	
		Value	Rank	Value	Rank	Value	Rank	Value	Rank	Value	Rank
Primary	2007-08	0.676	4	0.540	29	0.648	20	0.791	6	0.648	17
	2008-09	0.769	3	0.363	31	0.520	25	0.835	4	0.586	24
Upper Primary	2007-08	0.743	11	0.627	27	0.798	16	0.662	13	0.708	20
	2008-09	0.729	16	0.523	28	0.695	19	0.706	14	0.661	21

At the primary level EDI ranking has been decreased from the previous year (17 in 2007-08 to 24 in 2008-09). Major decreases are found in the infrastructure and Teacher components. At the upper primary level EDI ranking has been improved by 20 in 2007-08 to 21 in 2008-09. The state should make concentrated efforts on the weaker sections in order to improve the EDI values. The state may like to target districts with the weakest values in the indicator. With the rich availability of data, it is not impossible to do the analysis at micro level.

#### 6. Component-Wise Appraisal:

##### (I) Access

- State policy on opening of new schools

##### Primary Schools

Habitations with a population of 300 and 10 eligible children and without primary schooling within a radius of one Km are eligible for opening of a primary school. However the distance norm has been relaxed by the state from 1km to 0.5 km in the following situation.

- Habitations located on hill sloped while the children would find it difficult to go up and down the hill to attend the school
- Small habitations cut off by Nallah/ streams from the villages having schooling facility.
- Habitations separated by national highway/ busy road.
- Habitations located in forest areas.

## Upper Primary

- Habitations with a population of more than three hundred and minimum 15 children
  - There must be one upper primary school for two feeder primary schools
  - Upper primary school not beyond two km of distance from a primary school.
  - Priority for upgradation of a primary school to upper primary school is given to a girl's primary school.
- **Availability of Schooling facilities:**

### Information on Schools

Category	Govt.	Aided	Private	Total
Primary	22216	0	4822	27038
Up. Primary	8794	0	3492	12286

The number of schools in primary category include those upper primary schools also which have primary sections, similarly, upper primary schools category also include those high/higher secondary schools which have upper primary sections. There is no Govt aided and unrecognized private school in the state.

**Table: Habitation and Access (Primary)**

District	Total no. of Habitations	Habitations covered by		Habitations without primary schools/EGS with in 1 km	Habitations Eligible for PS as per State norms	No. of children living in such habitations	Habitations not Eligible for PS/EGS as per State norms	No of Children living in such habitations
		Primary School (Govt. & Aided)	EGS					
Anantnag	1989	1892	0	97	32	720	65	660
Bandipora	776	699	0	77	34	422	43	504
Baramulla	2082	1773	0	309	63	1035	255	1465
Budgam	1363	1138	0	225	10	0	215	1615
Doda	1474	1426	0	48	10	0	38	894
Ganderbal	585	534	0	51	15	0	35	2599
Jammu	1800	1770	0	30	10	31	175	199
Kargil	533	529	0	4	4	0	46	269
Kathua	1498	1419	0	79	10	0	69	137

District	Total no. of Habitations	Habitations covered by		Habitations without primary schools /EGS with in 1 km	Habitations Eligible for PS as per State norms	No. of children living in such habitations	Habitations not Eligible for PS/EGS as per State norms	No of Children living in such habitations
		Primary School (Govt. & Aided)	EGS					
Kishtwar	894	836	0	58	17	219	41	1531
Kulgam	877	706	0	171	20	0	151	1061
Kupwara	1762	1626	0	136	87	450	49	177
Leh	379	343	0	36	5	0	31	54
Poonch	1579	1495	0	84	20	0	64	212
Pulwama	965	777	0	188	20	0	168	174
Rajouri	2076	1860	0	216	20	0	387	309
Ramban	998	830	0	168	20	0	175	1931
Reasi	1552	1413	0	139	25	122	458	683
Samba	523	491	0	32	7	0	25	144
Shopian	647	482	0	165	20	0	146	682
Srinagar	795	488	0	307	10	0	297	983
Udhampur	2076	1441	0	635	38	568	597	1696
<b>Total</b>	<b>27223</b>	<b>23968</b>		<b>3255</b>	<b>497</b>	<b>3567</b>	<b>3530</b>	<b>17979</b>

State has reported an increase of 520 habitations as compared to the last year. Access rate at the primary level is 88.04% i.e. out of the total number of habitations (27223), 23968 are served with the facility of primary schools. Only 3255 habitations are unserved and of them 497 habitations are eligible for the year 2010-11 to have the facility of primary schooling. Whereas in the remaining unserved habitations (3530) which are not eligible for opening of primary schools around 18 thousand children are residing therein.

**Table: Habitation and Access (Upper Primary)**

District	Total no. of Habitations	No. of Habitations having UPS facility in 3 Kms Area	No. of Eligible school less habitations for UPS as per the distance & population norms	Primary and Upper Primary Ratio	No. of UPS eligible as per 2:1 ratio	Gap in Upper primary School	No. of Habitations proposed to be covered during 2010-11	Recommendations
Anantnag	1989	1989	0	1.97	675	0	0	0
Bandipora	776	577	199	2.44	350	63	77	77
Baramulla	2082	1977	105	2.38	882	141	64	64
Budgam	1363	1293	70	2.52	591	123	15	15
Doda	1474	1192	282	2.74	617	166	82	82
Ganderbal	585	490	95	2.81	267	77	19	19
Jammu	1800	1654	146	2.93	738	235	18	18
Kargil	533	529	4	1.60	241	0	0	0
Kathua	1498	1245	253	2.99	710	235	27	27
Kishtwar	894	857	37	2.69	386	99	35	35
Kulgam	877	762	115	1.85	353	0	17	17
Kupwara	1762	1670	92	2.28	835	102	92	92
Leh	379	340	39	2.02	172	2	9	9
Poonch	1579	1476	103	2.94	723	231	62	62
Pulwama	965	843	122	2.77	389	108	22	22
Rajouri	2076	1794	282	2.78	835	235	106	106
Ramban	998	790	208	2.94	402	129	60	60
Reasi	1552	1338	214	3.15	535	196	79	79
Samba	523	485	38	2.53	246	52	11	11
Shopian	647	561	86	2.75	241	66	4	4
Srinagar	795	684	111	1.76	244	0	5	5
Udhampur	2076	1732	344	2.78	683	192	59	59
<b>Total</b>	<b>27223</b>	<b>24278</b>	<b>2945</b>	<b>2.53</b>	<b>11115</b>	<b>2452</b>	<b>863</b>	<b>863</b>

At the upper primary level, out of the existing habitations (27223), 89.18% habitations are having the facility of upper primary schools. Of the remaining unserved habitations (2945), 863 are eligible for upgradation of primary sections into upper primary.



**Social access:**

- The state is facing a unique problem in areas where the deployment of Army is more and the parents are reluctant to send their wards especially adolescent girl child to continue their education after completion of primary schooling in case they have to cross the army camp in upper reaches.
- Conservative mind set of parents in far flung rural areas.
- Discrimination in class rooms of low achievers and children coming from extreme rural background has been noticed.
- Provision of separate girl's toilet facility is also an issue.

**Status of access in villages with more than 40% SC/ST & Muslim population.**

Sl. No.	Name of Block/ Municipal Area	SC Population			ST Population			Muslim Population		
		Villages with more than 40% SC population			Villages with more than 40% ST population			Villages with more than 40% Muslim population		
		No. of Villages	Villages without school Pry. School within 1 km.	Villages without UPS within 3 km	No. of Villages	Villages without school Pry. School within 1 km.	Villages without UPS within 3 km	No. of Villages	Villages without school Pry. School within 1 km.	Villages without UPS within 3 km
1	Anantnag	0	0	0	114	38	0	514	49	0
2	Bandipora	0	0	0	46	0	8	120	0	8
3	Baramulla	0	0	0	30	10	7	727	48	23
4	Budgam	0	0	0	74	12	4	486	44	34
5	Doda	31	1	0	18	1	3	243	0	19
6	Ganderbal	0	0	0	168	23	22	1576	92	84
7	Jammu	160	4	0	35	0	0	16	0	0
8	Kargil	0	0	0	129	0	0	129	0	0
9	Kathua	496	0	0	0	0	0	0	0	0
10	Kishtwar	13	6	0	18	18	9	94	17	0
11	Kulgam	0	0	0	34	8	15	240	40	353
12	Kupwara	0	0	0	109	17	0	369	0	0
13	Leh	0	0	0	112	0	0	10	0	0
14	Poonch	0	0	0	185	71	21	185	86	56
15	Pulwama	0	0	0	0	0	0	383	9	12
16	Rajouri	0	0	0	0	0	0	0	0	0
17	Ramban	0	0	0	4	1	0	73	0	0
18	Reasi	13	0	0	31	0	5	21	0	2
19	Samba	24	0	4	5	0	3	5	2	2
20	Shopian	0	0	0	44	4	2	231	1	9
21	Srinagar	0	0	0	0	2	0	0	0	0
22	Udhampur	41	4	3	9	2	2	6	2	1
<b>Total:-</b>		<b>778</b>	<b>15</b>	<b>7</b>	<b>1165</b>	<b>207</b>	<b>101</b>	<b>5422</b>	<b>390</b>	<b>603</b>

State has ensured that of the sanctioned PS and UPS, the habitations with more than 40% SC/ST and Muslim population will be served on priority basis. Below is the information regarding eligible and ineligible habitations:

Name of the District	Villagers with more than 40% SC population				Villagers with more than 40% ST population				Villagers with more than 40% Muslim population			
	Primary		Upper primary		Primary		Upper primary		Primary		Upper primary	
	Unserved	Eligible	Unserved	Eligible	Unserved	Eligible	Unserved	Eligible	Unserved	Eligible	Unserved	Eligible
Anantnag	0	0	0	0	38	18	0	0	49	38	0	0
Bandipora	0	0	0	0	0	0	8	6	0	0	8	8
Baramulla	0	0	0	0	10	7	7	5	48	10	23	7
Budgam	0	0	0	0	12	8	4	3	44	12	34	4
Doda	1	1	0	0	1	1	3	3	0	1	19	3
Janderbal	0	0	0	0	23	7	22	12	92	23	84	22
Jammu	4	3	0	0	0	0	0	0	0	0	0	0
Kargil	0	0	0	0	0	5	0	0	0	0	0	0
Kathua	0	2	0	3	0	0	0	0	0	0	0	0
Kishtwar	6	3	0	0	18	8	9	5	17	18	0	9
Kulgam	0	0	0	0	8	5	15	3	40	8	353	15
Pupwara	0	0	0	0	17	12	0	0	0	17	0	0
Rajouri	0	0	0	0	0	5	0	0	0	0	0	0
Samba	0	0	0	0	1	3	0	0	0	1	0	0
Srinagar	0	0	0	0	0	0	5	5	0	0	2	5
Tarnet	0	0	4	2	0	0	3	2	2	0	2	3
Trombay	0	0	0	0	4	3	2	1	1	4	9	2
Udhampur	0	0	0	0	2	0	0	0	0	2	0	0
Udhampur	4	3	3	2	2	2	2	2	2	2	1	2
<b>Total</b>	<b>15</b>	<b>12</b>	<b>7</b>	<b>7</b>	<b>207</b>	<b>105</b>	<b>101</b>	<b>62</b>	<b>390</b>	<b>207</b>	<b>603</b>	<b>101</b>

It gets clear with the data provided by the state that of the total sanctioned PS (497), 324 will be served to the eligible habitations with the 40% population of SC/ST and minority and of the sanctioned UPS (863), 170 will be prioritized for such habitations for the year 2010-11.

#### A. Observations at Primary level

Status of opening of new primary schools sanctioned till 2009-10 under SSA.

SNo.	Year	Primary schools sanctioned	Primary Schools Opened
1	2002-03	840	840
2	2003-04	1650	1650
3	2004-05	770	770

SNo.	Year	Primary schools sanctioned	Primary Schools Opened
4	2005-06	282	282
5	2006-07	00	00
6	2007-08	00	00
7	2008-09	472	472
8	2009-10	00	00
<b>Total</b>		<b>4014</b>	<b>4014</b>

<b>Pry Schools opened (Cumulative up to 2009-10)</b>	
Sanctioned	4014
Actually opened	4014
<b>Facilities Provided in New Primary Schools (PS)</b>	
Buildings: Sanctioned	4014
Buildings: Completed	3786 (94%)
Teachers: Sanctioned	8028
Teachers: Provided	8028
TLE: Sanctioned	4014
TLE: Provided	4014

- Till the year 2009-10, the state was sanctioned with total 4014 primary schools and it is reported by the state that all the sanctioned schools have been opened.
- 94% buildings have been constructed and remaining are under construction.
- Teachers and TLE have been provided to all the sanctioned schools.

**Status of EGS centres upgraded to Primary Schools:**

SNo.	Year	Upgradation of EGS sanctioned	EGS upgraded
1	2007-08	4661	00
2	2008-09	1325	4408
3	2009-10	00	1578
<b>Total</b>		<b>5986</b>	<b>5986</b>

<b>EGS Up-gradation (Cumulative up to 2009-10)</b>	
Sanctioned	5986
Actually Up-graded	5986
<b>Facilities Provided in Upgraded EGS centers (PS)</b>	
Buildings: Sanctioned	4469
Buildings: Completed	460 (10%)
Teachers: Sanctioned	11972
Teachers: Provided	9490
TLE: Sanctioned	5986
TLE: Provided	Nil

Cumulative target of the state was to upgrade 5986 EGS centres into primary schools till 2009-10 against which state has reported 100% progress. Moreover, it was reported to the appraisal team that only 10% buildings have been constructed and 79% teachers have been recruited.

#### Status of EGS

District	Total number of EGS functioning	No. of EGS completing 2 years or more in 2010-11
5986 EGS centres were sanctioned to the state and all of them have been upgraded to regular primary schools. <i>No EGS is functioning in the state at present</i>		

It is clear from the above data that all the primary schools and upper primary schools sanctioned in the earlier plans have been completely operational. The prime reason for the expeditious operationalisation has been decentralized policy of recruitment followed by the state government. *The teachers are appointed from the same revenue village where a school has to be opened or upgraded.* The most qualified person from the habitation bags the post but in case there are more than one person with equal qualification the post goes to the most meritorious person. No interviews are held and therefore there is no scope for subjectivity. This may not be an ideal way of selecting teachers but it is the most effective and non-controversial in the present circumstances. This system also ensures that the teacher who is appointed from the same revenue village attends the school and thereby the possibility of teacher absenteeism in that particular school at least is avoided.

#### B. Observation at Upper Primary

##### Status on opening of new upper primary schools sanctioned till 2009-10 under SSA

SNo.	Year	Upper Primary schools sanctioned	Upper Primary Schools Opened
1	2002-03	100	100
2	2003-04	892	892
3	2004-05	974	974
4	2005-06	646	646
5	2006-07	148	148
6	2007-08	711	711
7	2008-09	1517	1517
8	2009-10	800	800
<b>Total</b>		5788	5788

<b>PS Upgraded to UPS (Cumulative up to 2009-10)</b>	
Sanctioned	5788
Actually Up-graded	5788
<b>Facilities Provided in Upper Primary Schools</b>	
Buildings: Sanctioned	1119 and @3 ACRs/UPS to cover 1555 UPS=2674
Buildings: Completed	611 (54%)
Teachers: Sanctioned	17364
Teachers: Provided	16923
TLE: Sanctioned	5788
TLE: Provided	5641

- 100% progress in respect of upgradation of primary to upper primary school has been reported by the state however, it may be noted that only 54% buildings have been Constructed.

#### **Present status of the number of teachers:**

There are 83492 primary and upper primary teachers sanctioned for the entire state. The government has already appointed the last year's gap by appointing the teachers through Service Selection Recruitment Board besides the engagement on ReT pattern by the Education Department.

The teachers are appointed under a scheme called "*Rehber – e – Taleem*" (Educational Guide). He is initially appointed at an honorarium of Rs. 1500/- per month which is raised to Rs. 2000/- after two years. After five years of successful completion the teacher is regularized in a proper grade which presently is 5200-20500. However the government did not enhance the honorarium of ReT teachers from Rs.1500/- to Rs.3000/- as had been reflected in the 2006-07 AWP&B the result was that the salary could be disbursed only @ Rs.1500/-.It may not be out of place to mention here that the services of those of the ReT teachers have been regularized by the government in the recent past after their successful completion of five years as ReTs and are being paid the regular grade.

#### **Observations:**

- At the primary level out of the total unserved habitations only 497 are eligible for opening of primary schools. In the Remaining 3530 habitations which are ineligible for opening of primary schools, around 18 thousand children are residing, however information pertaining to the educational status of these children has not been provided by the state.
- At the upper primary level only 863 habitations are eligible out of total unserved (2945) habitations. Remaining 2082 habitations are not eligible as per the state norm for upgradation of primary to upper primary section.

- State has proposed all the habitations which are eligible as per the state norm for opening of primary and upper primary schools.
- State has upgraded all the sanctioned EGS centres and primary schools to upper primary.
- Ratio of primary to upper primary school/sections is 2.52:1 which is more than the desired norms under SSA.

### **Suggestions:**

State is advised to prepare a plan district wise about the number of children living in unserved habitations with a special focus to the clusters/pockets where number of children are very few or less than 100 so that after analyzing the data and the need of the children, special strategies which are mentioned below, can be crafted to cover such children to bring them in the fold of elementary education

- (i) Residential schools,
- (ii) Provision of transportation facilities, where feasible,
- (iii) Feeder schools by relaxing the state norms to consider the habitation eligible for the same

This self content document indicating the viable strategy to reach out to these children can be shared with the MHRD by September, 2010.

### **Recommendations:**

Appraisal Team recommends 497 primary and upgradation of 863 primary into upper primary sections (prioritizing to serve the eligible habitations with 40% or more population of SC/ST and Muslims) to keep in view the difficult topography and certain unavoidable circumstances of the state, however PAB may consider the same.

### **C. Interventions for Out of School Children**

**Table: Performance during 2009-10**

SNo.	Strategy	Target	Achievement	% Achievement
1	Direct Enrolment	1396	2751	197
2	NRBC Level I	8708	0	0
3	NRBC Level II	16071	9883	61.49
4	NRBC Level III	12433	0	00
5	Madarsa/Maktab	2633	0	00
6	Innovations	10890	347	3.18
<b>Total</b>		<b>52131</b>	<b>12981</b>	<b>24.90</b>
7	Summer Camp Continue (Migratory Gujjar Bakkarwal)	34711	34711	100

During the year 2009-10, state was sanctioned an amount of Rs 1251.252 lakh to cover out of school children under the proposed interventions. Fund required to cover 16 thousand children under NRBC level-II, was taken from the funds sanctioned during 2008-09 as this activity was executed in January, 2009. Therefore, state is showing the physical coverage in the year 2009-10 against which funds have not been utilized during the year. Total funds utilized is only Rs 52.07 lakh (4.16%). State has reported 25% of physical achievement. State enrolled the children (2751) directly into the formal schools just double than the target (1396) approved by the PAB. Under NRBC level I, III and Madarsa/Maktab coverage of children is nil. 61.5% children against the proposed target under Level II were covered. 100% children were covered under summer camp for the migratory children. The above mentioned achievement is till March 31<sup>st</sup>, 2010.

**The district wise detail of coverage of out of school children till 31<sup>st</sup> March, 2010 is given below:**

<b>District wise coverage of Out of School Children during 2009-10</b>				
<b>District</b>	<b>Direct Enrollment</b>	<b>NRBC</b>	<b>AIE/Seasonal Centres</b>	<b>Total</b>
Anantnag	398	496	0	894
Bandipora	99	218	145	462
Baramulla	327	2665	0	2992
Budgam	80	872	24	976
Doda	208	468	0	676
Ganderbal	150	343	0	493
Jammu	5	37	19	61
Kargil	15	0	21	36
Kathua	55	225	0	280
Kishtwar	364	0	0	364
Kulgam	45	410	0	455
Kupwara	38	1018	0	1056
Leh	32	0	0	32
Poonch	136	65	32	233
Pulwama	116	656	0	772
Rajouri	0	301	0	301
Ramban	185	457	106	748
Reasi	156	686	0	842
Samba	16	0	0	16
Shopian	39	528	0	567
Srinagar	284	312	0	596
Udhampur	3	126	0	129
<b>Total</b>	<b>2751</b>	<b>9883</b>	<b>347</b>	<b>12981</b>

Districts namely Kargil, Kishtwar, Leh and Samba has not covered a single child under NRBC against the target proposed during PAB.

Anantnag, Baramulla, Doda, Ganderbal, Kathua, Kishtwar, Kulgam, Kupwara, Leh, Pulwama, Rajouri, Reasi, Samba, Shopian, Srinagar and Udhampur are not showing any

coverage under AIE/ Seasonal hostel. *Thus it is concluded that state's progress for the coverage of out of school children has not been satisfactory during 2009-10.*

**Table: Status of Out of School Children**

Age in years	2009-10			2010-11					
				Uncovered children from last year			New Identified OOSC as per survey		
	B	G	Total	B	G	Total	B	G	Total
6-10	12903	14087	26990	All the uncovered children of the last year has been considered as fresh target for the current year			9167	10212	19379
11-14	11374	13767	25141				9345	10426	19771
<b>Total</b>	<b>24277</b>	<b>27854</b>	<b>52131</b>				<b>18512</b>	<b>20638</b>	<b>39150</b>

During 2007-08, a household survey was conducted in the state which had reported 1.08 lakh children as out of school. Subsequently, state VER has been updated by the CRPs and ZRPs in the month of June/July in Srinagar division and in the month of October in Jammu division to identify the children who are out of school.

**Scenario of out of school children over the years:**

2006-07	2007-08	2008-09	2009-10	IMRB	2010-11
112396	108560	68050	52131	9691	39150

Though, it is evident from the above table that the state is showing a decreasing trend in the number of out of school children and the findings of the independent survey done by SRI-IMRB in the year 2009 reflects only 9691 children as out of school however, to keep in view the drop out rate at the primary level, 3.4% (at the UP level, state is not able to make out), does not commensurate with the reported figure for out of school children.

**Analysis on the data for out of school children:**

- State has reported that only 1.93% children are out of school among the total child population in the age group of 6-14 years.
- Total 39150 children have been reported by the state as out of school, if we look at this data social category wise (SC/ST/M), it comes around 45 thousand which is exceeding than the figure reported as OOSC. It is reported by the state official that J&K is the Muslim dominating state and these Muslims are SC and ST as well, therefore resulted in overlapping. It has been suggested by the appraisal team that state must find out the segregated data of those Muslim population who are falling in the SC and ST category which should only be counted either as SC, ST or Muslims.
- Majority of the children are out of school due to engaged in household chores and earning compulsion.
- Girls constitute 53% of out of school children.
- The %age of out of school children in ST population is the highest. It is 2.57% in 6-11 age group and 7.97 % in 11-14 age group compared to SC where the same %ages are 1.02% and 1.69% respectively.



**Table: Progress & Mainstreaming**

District	Children enrolled in AI/bridge courses during 2009-10	Children mainstreamed till 2009-10	Children proposed to be enrolled in AI/bridge courses in 2010-11	Children proposed to be mainstreamed in 2010-11
<b>Total</b>	10230	3227	42234	19543

- State' progress in mainstreaming the children from AIE interventions to formal schools has been unsatisfactory (31.5%).
- Districts wise and strategy wise data on mainstreaming has not provided by the state.

**Mainstreaming mechanism/ strategies of the State:**

Examination is conducted by nearest Lead School under the supervision of CRP/ZRP and DIET. If the learning level are found to have been achieved by the child he is admitted in the nearest school other wise he is offered remediation/next necessary level.

**Steps taken to ensure continuance of mainstreamed children in schools**

Children who are mainstreamed in regular schools from AIE/bridge courses are monitored by CRP/ZRP and monitoring teams constituted at divisional level under the supervision of Joint Director.

**Proposal for coverage of out of school children in 2001-11:**

SNo.	Intervention	Children	Centre	Costing and Duration
1.	Direct Enrolment	3919		Nil
2.	NRBC Level I	5272	338	Rs 2000/child for 8 Months
4	NRBC Level II	8860	561	Rs 2500/child for 10 Months
5	NRBC Level III	11586	7740	Rs 3000/child for one year.
6	Madarasa/Maktab	1556	133	Rs 3000/child for one year.
7	Innovations	7957	864	Rs 3000/child for one year.
	<b>Total</b>	<b>39150</b>	<b>2859</b>	
	<b>Continuous support to NRBCs</b>	<b>7003</b>	<b>318</b>	Rs 2500/child for 10 Months
<b>Continuing and fresh migratory children to be provided mobile educational facility during migration period of 7 months</b>				
	Summer Camp Continue (Migratory Gujjar Bakkarwal)	32569	<b>1084</b>	Rs 1750/child for 7 Months

## **Details of the proposed interventions:**

### **Strategy for Nomadic population:**

Gujjars, Bakerwals and Gaddies constitute the Nomadic population of the state. It may be pointed out that a large chunk of the population of the State are Gujjars and majority of them do not lead a nomadic life, only a small fraction of Gujjars are nomads in the real sense. These groups of Nomads migrate during summer to colder and greener pastures. A small marginalized community of cowherds and shepherds also migrate from pasture to pasture with the cattle flock of villagers on the pattern of Gujjars and Bakerwals. The migration pattern of Bakerwals/cowherd and shepherds is generally from Jammu division to Kashmir division during summer and back during winter. The migration pattern of Gujjars is almost similar. The Gaddies migrate within the district, inter-district as well as inter-state.

The nomadic population has been under the focused attention of the State because earlier surveys reveal that most of the OOSC belong to this population. The main reason for large no of out of school children of ST category has been attributed to their migration or nomadic life. Therefore, providing access to this section of population has always eluded solutions. An attempt had been made to provide access to education to the children of these communities in the shape of mobile schools. The strategy for the mobile schools was that the teacher appointed in these schools would move along with the tribe on six monthly basis. It was also a part of the strategy that as far as possible an eligible candidate from the same community should be appointed as teacher as it would not be difficult for such a person to migrate with the tribe and actually live with them. But sufficient number of candidates for the post of teachers was not available in this category of population despite relaxation of norms for appointment in their favour. The result was that almost all the teachers appointed in the mobile schools were from the non-migratory communities. They could neither migrate nor adjust themselves to the harsh and unsavory life conditions to which the Bakerwal community is used to. The result was that these teachers generated pressure on the government and finally it was decided that the mobile schools should be turned into stationary schools. The scheme ended in a fiasco.

The schooling facility for the nomadic population has always remained priority of the state, being diverse in topography. The Seasonal Centres have been provided for the population during its migration from one place to another in search of green pastures. There are two types of migration in the state.

- 1 Inter districts.
- 2 Intra districts

### **Inter District Migration:**

The migratory nomadic population along with their families moves from one district to another district in search of green pasture for their cattle. The period for their migration varies from 4 to 5 months . During this period the education of these children suffers badly. To mitigate the sufferings of the community the educational facility in the shape of seasonal centres was extended, but this facility is also not up to the aspiration of the community. The community is demanding the regulating schooling facility which moves with the nomadic population.

### **Intra District Migration:**

In this category the nomadic population migrates within the district and stay at the high reaches called Dhokes for 4 to 6 months. It is not possible for the children of this group to study in the schools from where they have moved.

The issue of providing schooling facility for the migratory also came up in the assembly where Hon'ble Chief Minister assured the members that due consideration shall be given to the demand of the community by providing schooling facility under SSA. *In this back drop opening of 225 Primary schools exclusively for the migratory population have been proposed during 2010-11. The distribution of the schools shall be made on the basis of feedback from the districts about the number of migratory families.*

To overcome this difficulty SSA started summer camps in pastures where these communities live for 6 months along with their families and cattle head. Under SSA volunteers were engaged @ Rs.3000/- per month for 6 months under AIE scheme for the purpose. As a result **32569** children belonging to this disadvantaged segment of the society were given remedial teaching under the head "Summer Camps". The total financial implications for this activity worked around to **Rs.9.77 lacs.**

A number of incentives, awareness campaigns, summer camps etc provided to the community by the Government and particularly by Sarva Shiksha Abhiyan have contributed a great deal towards bringing the children to schools. As a consequence, a large increase in enrolment among the nomadic population has been achieved as reflected by the data given below:

The out of school children among ST has been reduced from **5.21 % in 2008-09 to 3.92% in 2009-10**. The incidence of out of school children in 6-11 age group is **2.57%** as compared to **3.22%** of previous year and in the age group of 11-14 it has come down from 10.73% of the last year to **7.21%**. The gender gap used to be very large in this population but even in this respect a great success has been achieved in overcoming the reluctance of the community to send girl child to school. This is proved by the fact that the %age of out of school ST Girls witnessed a reduction from 6.25 % of 2008-09 to 4.58%. This shows that the gender gap has almost been bridged.

District-wise status of children from nomadic population who were given education through summer camps during 2009-10 and proposals 2010-11 are as under:-

<b>S.No</b>	<b>Name of the District</b>	<b>Others/ seasonal centres 2009-10</b>	<b>Proposals for 2010-11</b>
1	Anantnag	2495	2608
2	Bandipora	1145	1145
3	Baramulla	2099	2197
4	Budgam	1878	2271
5	Doda	450	950
6	Ganderbal	1412	1412

S.No	Name of the District	Others/ seasonal centres 2009-10	Proposals for 2010-11
7	Jammu	869	97
8	Kargil	0	0
9	Kathua	1320	0
10	Kishtwar	2915	3297
11	Kulgam	925	1576
12	Kupwara	2890	812
13	Leh	0	0
14	Poonch	8561	8561
15	Pulwama	758	400
16	Rajouri	2028	3321
17	Ramban	352	352
18	Reasi	1095	1095
19	Samba	53	53
20	Shopian	1341	1434
21	Srinagar	1137	0
22	Udhampur	988	988
<b>Total:-</b>		<b>34711</b>	<b>32569</b>

#### **The urban deprived children:**

Another category of children which have not received the desired focused attention and consequently remains largely un-accessed, are the urban deprived and under privileged. Majority of these children belong to the floating population of slums and are concentrated in the cities of Jammu and Srinagar. Most of the slum dwellers are non-state subjects, therefore they rarely figure in any survey. The exact number of children belonging to this category is difficult to project because of their constant migration and floating nature.

*It is proposed that during 2010-11 following activities would be undertaken to provide schooling facility to such children:*

1. A survey will be conducted to determine the number, educational status and needs of these children belonging to this category for formulating an effective strategy for their access and enrolment.
2. More Bridge Course Centres of various levels, as pointed out in the survey will be started.

3. As most of the children are working children, bringing them into formal schools proves quite difficult particularly for children more than 8 years old. Therefore AIE facility will be most effective for their schooling and will be put to maximum use.

#### Bridge Courses:

<b>Level I</b>	It is proposed for the children who are in the age group of 7-9 plus drop out from class 2 <sup>nd</sup> , 3 <sup>rd</sup> and 4 <sup>th</sup> . Duration of this NRBC level is eight months
<b>Level II</b>	For the children in the age group of 10-11 and who have dropped out from class 5 <sup>th</sup> and 6 <sup>th</sup> . Duration is 10 months
<b>Level III</b>	Drop out children from class 7 <sup>th</sup> and 8 <sup>th</sup> and in the age group of 12 and 13 years. Duration is 12 months

#### Madarasa Education:

It was informed by the state level official that Stat AUQAF department is responsible for all the Religious institutes running in the state. Modernization of Madrasas in the State of Jammu & Kashmir is still to be implemented in view of the reluctance of the authority running these Madrasas. But after lot of interaction with the authorities of the Madrasas some have come forward for modernization of by way of introducing changes as per the guideline issued by the Ministry of Human Resource and Development. The issue was discussed in 9<sup>th</sup> Governing Body meeting held on 16-02-2010 wherein it was decided the Director School education Jammu/Kashmir shall approach the management of Madras's for introduction of modern education and those who are willing to adopt the modern education shall be provided all the assistance/ funds approved under SSA for the activity

Madrasas are being approached for taking their consent for modernization of Madrasas and the following strategies shall be adopted for this purpose:

1. School management committees shall be reconstituted by including two persons from the habitation in which the school is located .In addition to this one or two parents shall be associated with the committees. The committee shall be responsible for running the AIE centre in the school.
2. The centre shall runs in AIE mode. The centre shall be established irrespective of the fact whether a primary school is functioning in that habitation or not.
3. The funds for running the centre in AIE mode are provided to the management committee who are responsible for management of the centre.
4. The qualified teacher available in the Madarasa shall be entrusted with this job and paid emoluments @ Rs. 1000/- per month. In case of non-availability of the qualified person as per Sarva Shiksha Abhiyan norms the school management will engage an EV from the same habitation.

5. The school management fixed its own timings for the educational centre however they provide four hours daily instructions for a minimum of 180 days.
6. Following shall be the financial norm for running the centre:-
  - a. Rs. 1100/- shall be paid for TLE for the centres.
  - b. Rs. 100/- per child shall be provided for textbook etc.
  - c. An amount of Rs. 468/- per centre shall be provided for contingency and stationary.

These financial norms are subject to change as per the decision of competent authority. State government has constituted a high level committee with Joint Director as its convenor for implementing/strengthening of Madarasa Education scheme. Based on the reports efforts shall be made to strengthen Madarasa education in the state.

#### **Steps to ensure quality in AIE Centres:**

The capacity building programme of Education Volunteers to be engaged for AIE Centers shall be done by the DIET faculty keeping in view the modern techniques of pedagogy. The expert in the field shall apprise the EVs how to transact the condensed courses in the specified time frame without compromising the quality of Education. As a follow-up action, the District Institute of Education and District / Zonal Level Officers shall be put under instructions to monitor these Centers and ensure that quality education is provided to the target group. It will also be ensured that qualified / trained persons are engaged as EVs, so that they are in a position to deliver in a better way to achieve the desired target. The funds under the component shall be released on the basis of the inputs from the concerned district.

#### **Observations:**

- Physical and financial progress has not been satisfactory during the year.
- In the year 2007-08, state had identified total 1.08 lakh children by conducting fresh household survey and the figure was approved by PAB to cover under different AIE interventions but the state could cover only 40510 children, remaining uncovered children (68050) of the year became the target for 2008-09 and similar things happened in next the next year. Therefore, the figure for out of school children for the year 2010-11 is the uncovered children (39150) of the last year. It concludes that state is not having the robust mechanism to identify out of school children.
- State has not developed the software for child tracking.
- A child is considered as drop out from the school when s/he does not appear in the annual examination.
- The state is having a decentralized system for delegation of powers and responsibilities to take appropriate actions in respect of out of school children. It was informed by the state representative that though state has total 119 blocks but number of Educational Zones are 200. Two Resource persons at the Zonal level have been appointed to provide academic support to schools and AIE centres. Whereas 8 RPS are appointed at each cluster for the monitoring and supervision along with to provide academic support to these centres as well schools.

- Zonal level Implementation committee headed by ZEO has all the powers and responsibilities to run interventions for out of school children at zonal level.
- State has total 22 posts of AIE coordinator, one for each district and one at SPO. All are in position.
- State has developed three levels of bridge course material, Level I & II for primary students and level III for upper primary. Level I was developed in the year 2006, Level II in 2007-08 and Level III was developed last year.
- State has proposed to conduct a fresh household survey to identify deprived urban children in the year 2010-11.
- State is having a good intra and inter district mechanism for the coverage of migratory children but this institutionalized mechanism is yet to be developed for the inter state migration.
- State needs to put greater focus on mainstreaming strategies as mainstreaming of children from AIE to formal system has been unsatisfactory over the years.
- State is advised to take up a study to observe the discriminatory practices/scenario in the classrooms transaction.
- Calendar wise implementation of activities to be run for out of school children has not been furnished by the state

### **Recommendations:**

Appraisal Team recommends the proposal made by the state to cover 78722 children.

## **(II) School Infrastructure: Civil Works**

### **Overview of the performance of last year and the bottlenecks, if any.**

The fresh allocation and spillover for 2009-10 were Rs.14929.90 lakhs and Rs.10027.99 lakhs respectively. The total budget for 2009-10 works out to Rs.24957.89 lakhs, against which state has incurred Rs.17196.306 lakhs. The %age expenditure during the year is 69% leaving spillover of Rs.7761.58 lakhs for 2010-11.

The cumulative financial progress is 85% where as completion rate is only 55% which is far below the National average. Now coming to AWP&B 2009-10 fresh works, the state has not completed any components but only 807 components are in progress out of 5138 component approved by PAB.

The State is not performing since inception and except for good expenditure during 2009-10. There is no improvement in physical completion rate. Large number of components approved in 2009-10 has not even been started so far.

Fresh budget 2009-10	= 14929.90 lakhs
Spillover from 2008-09	= 10027.99 lakhs
<b>Total budget for 2009-10</b>	<b>= 24957.89 lakhs</b>
Expenditure during the year as shown by the State	= 17196.306 lakhs
Spillover from 2009-10	= 7761.58 lakhs

### **Bottleneck**

Against 22 district engineers only 5 are available and hence progress of civil works is hampered because of inadequate supervision and monitoring. Until State take up supervision and monitoring at each district, the physical progress is not likely to improve.

**Table: 1 Cumulative Progress till 2009-10 Ending March 2010.**

Sl. No.	Activity	Targets	Completed	In progress	Financial	Expenditure (Rs. In lacs)
1	BRC	116	87	29	928	696
2	CRC	611	516	85	1222	1222
3	Primary School (all type)	8483	4242	3976	39727	38099.8
4	Upper Primary School (all type)	1119	616	503	7734.2	5362.05
5	ACR (all type)	10188	4585	1537	19748.5	14557.575
6	Toilet	1928	1928	0	416.9	0
7	Girl's toilets	0	0	0	0	0
8	Drinking Water Facility	1727	1727	0	497.2	0
9	HM Room	0	0	0	0	0
10	Boundary Wall	24	24		11.6	1.6
11	Electrification	955	0	0	95.5	0
12	Child friendly elements	0	0	0	0	0
13	Other components approved by PAB,	0	0	0	27.265	0
a	M. Repair (PS)	27	27	0	18.36	18.36
b	(MS)	31	31	0	29.76	29.76
<b>Total</b>		<b>25209</b>	<b>13783</b>	<b>6130</b>	<b>70456.285</b>	<b>59987.145</b>

**Status: State Report**

State did not submit progress report ending December 2009 at the time of 18<sup>th</sup> review meeting. The State has submitted now cumulative progress of civil works with tentative figures ending March 2010. As per the detail provided by State team, against the cumulative allocation of Rs.70456.285 lakhs state has incurred Rs.59987.145 lakhs which works out to 85% where as physical completion rate is only 55%. The expenditure incurred by the State is not comensurating with the physical completion rate. At the National level ending December 2009 the %age expenditure works out to 83% and completion rate is 80%. The State progress can not be compared with the progress achieved ending December 2009 with National level. Either the funds are parked at some level or major portion of expenditure has been incurred in the last quarter. For comparison purpose at the National level and J&K State is as under:

**At National level**

%age Expenditure = 83%  
Completion rate = 80%

**J&K State**

%age Expenditure = 85%  
Completion rate = 55%

**As per cumulative progress report, the financial spillover works out to Rs.70456.29-59987.15= 10469.14 lakhs.**



**Table: 2 Progress of AWP&B 2009-10 ending 31.03.10**

S. No.	Activity	Target for 2009-10	Completed	In progress	Approved outlay for 2009-10, including spill over	Expenditure till 31st March 2010
1	BRC	0	0	0	0	17196.306
2	CRC	0	0	0	0	
3	Primary School (all type)	472	0	207	11426.1	
4	Upper Primary School (all type)	0	0	0	0	
5	ACR (all type) to cover 1555 UPS @ 3 ACR/UPS	4666	0	600	13473.45	
6	Toilet	0	0	0	0	
7	Girl's toilets	0	0	0	0	
8	Drinking Water Facility	0	0	0	0	
9	HM Room	0	0	0	0	
10	Boundary Wall	0	0	0	1.0	
11	Electrification	0	0	0	0	
12	Child friendly elements	0	0	0	0	
13	Other components approved by PAB kitchen shed	0	0	0	0	
14	Major Repair (PS)				11.475	
15	Major Repair (UPS)				18.6	
	<b>Total</b>	<b>5138</b>	<b>0</b>	<b>807</b>	<b>24930.63</b>	<b>17196.306</b>

**Source: State Report**

Against the total allocation of Rs.24930.63 lakhs which include spillovers, the expenditure incurred is Rs.17196.306 lakhs which works out to only 69%. State has not completed single component of fresh works during the year 2009-10 and have started only 807 components out of 5138 components approved by PAB for 2009-10. The physical progress for AWP&B 2009-10 is very slow.

The overall physical picture for 2009-10 emerges as under

- Completion rate = 0%
- In Progress rate = 16%
- Allocation including spillover = 24930.63 lakhs
- Expenditure during the year = 17196.306 lakhs
- Spillover from 2009-10 = 7761.58 lakhs

The physical progress of the State for AWP&B 2009-10 (fresh works) is probably the lowest in the country. The State teams attribute the reason for slow progress for not getting State share and resulting in delay in MHRD releases.

**Table: 3 Details of Physical and Financial spill over for 2009-10 (as on 01-04-2010)**

S.No.	Activity	Physical		Total	Financial
		Work in progress	Work not started		
1	BRC	29	0	29	7761.58
2	CRC	85	10	95	
3	Primary School (all type)	3976	265	4241	

S.No.	Activity	Physical		Total	Financial
		Work in progress	Work not started		
4	Upper Primary School (all type)	503	0	503	
5	ACR (all type)	1537	4066	5603	
6	Toilet	0	0	0	
7	Girl's toilets	0	0	0	
8	Drinking Water Facility	0	0	0	
9	HM Room	0	0	0	
10	Boundary Wall	0	0	0	
11	Electrification	0	955	955	
12	Major Repair Primary	0	0	0	
13	Major Repair UP	0	0	0	
14	Furniture	0	0	0	
<b>Total</b>		<b>6130</b>	<b>5296</b>	<b>11426</b>	<b>7761.58</b>

**Source: State Report**

The State has shown 6130 components in progress and 5296 components yet to start with a spillover of Rs.7761.58 lakhs only.

The State team has not given the spillover component wise and hence there was no alternative, than to show the total spillover of Rs.7761.58 in the financial column, although state was requested time and again to do the needful.

The cost of components yet to start will be as under.

265 Primary school @ 8.40 each	= 2226.00
4066 ACRs @ 2.353	= 9567.298
10 CRC @ 2.353	= 23.53
<b>Total</b>	<b>= 11816.828</b>

In addition to some allocation will be required for 6130 components which are in progress. The State is showing spillover of Rs.7761.58 lakhs. The appraisal team is in a fix, how the State is going to complete the work yet to start and work in progress with the spillover. There appear to be some problem in the data given by state or otherwise funds are parked at some levels which are being shown as expenditure.

**Table: 4 PS & PS building approved by PAB since inception including re-appropriation**

Items	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	Total
PS sanctioned	00	840	1650	770	282	0	0	472 (4408 EGS centre convert ed as PS)	1578 EGS centre conve rted in to P.S	10000
PS school building sanctioned	00	238	540	388+19 5	603	1822	2287	1938	472	8483

**Source: State Report**

As per detail given by the State for primary school sanctioned and upper primary school buildings approved by PAB, there is still gap of 1517 primary school building which the State want to cover.

**Table: 5 UPS & UPS building approved by PAB since inception including re appropriation**

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	Total
UPS sanctioned	00	100	892	974	646	148	711	1517	800	5788
UPS school building sanctioned	00	16	4	92	139	414	0	454	1555 (covered by providing 3 ACRs /UPS)	2674

**Source: State Report**

The State report shows 5788 upper primary school sanctioned so far against which PAB has approved 1119 upper primary school building and 1555 UPS building have been covered by providing 3 classrooms. The gap for upper primary school buildings works out to 3114. The State wants to cover this gap through up-gradation.

**Table: 6 Assessment of Gap & Proposals and recommendation by appraisal team**

Total requirement	Status as on 01-04-2010	Proposed in 2010-11	Recommendation by appraisal team	Gap
BRC	03	03	3	0
CRC	989	110	110	879
Primary School (all type)	1517	1468	1468	
Upper Primary School (all type)	3114	1018 PS to be upgraded to UPS	0	2096
ACR (all type)		3054 ACR for up-gradation of PS to UPS	3054	
Toilet		0	0	
Girl's toilets		0	0	
Drinking Water Facility		0	0	
HM Room		0	0	
Boundary wall		220	0	
Electrification		0	0	
Child friendly elements		0	0	
Other components approved by PAB		0	0	
Kitchen Shed (620+1639)		0	0	
Major Repair	93	93	0	

**Source: State Report**

**Prioritization:** Primary and upper primary School building including classrooms for up-gradation upper primary school building followed by BRC, CRC.

The PAB had approved 119 BRCs against which 116 BRC building have already been approved leaving a gap of 3. The gap has been proposed and recommended by appraisal team in AWP-B 2010-11.

Similarly PAB approved 1600 CRCs so far, against which 611 CRC building were approved leaving a gap of 989 CRC buildings. State has now proposed 110 CRC buildings. The appraisal team has recommended the same.

**The appraisal team recommends the following components for AWP&B 2010-11**

<b>BRC buildings</b>	=	<b>3</b>
<b>CRC buildings</b>	=	<b>110</b>
<b>Primary school buildings</b>	=	<b>1468</b>
<b>ACR for up-gradation of primary to upper primary (1018 PS to UPS)</b>	=	<b>3054</b>

**Table: 7 Unit Cost**

Sl. No.	Activity	Unit Cost (Rs. In lakhs)		Remarks
		Approved for 2009-10	Proposed for 2010-11	
1	ACR	2.353	2.353	
2	Construction of Primary school Building consisting of classrooms and	6.400	6.400	
a	Construction of Girls Toilet	0.440	0.440	
b	Construction of boys Toilet	0.620	0.620	
c	Drinking Water Facility	0.033	0.033	
d	Kitchen Shed	0.760	0.760	
e	Ramps	0.061	0.061	
f	Child Friendly elements	0.080	0.080	
Total		8.40	8.40	
3	Upper primary school consisting of 3 classrooms and			
a	ACR 3x Rs. 2.353	7.06	7.06	
b	Toilet/ DWF	1.10	1.10	
c	Kitchen Shed	0.76	0.76	
d	Ramps	0.06	0.06	
e	Child friendly elements	0.08	0.08	
Total		9.06	9.06	
4	Facilities for UPS buildings			
a	Toilet/ DWF	1.10	1.10	
b	Kitchen Shed	0.76	0.76	
c	Ramps	0.06	0.06	
d	Child friendly elements	0.08	0.08	
Total		2.54	2.54	

**Source: State Report**

**The Unit cost for AWP&B 2010-11**

<b>1. Primary school buildings</b>	=	<b>8.40 lakhs</b>
<b>2. ACR</b>	=	<b>2.353 lakhs</b>
<b>3. Facilities like toilet and DWS, Kitchen shed, Ramps and CFE (When proposing 3 ACR for up-gradation)</b>	=	<b>2.00 lakhs</b>

The facilities unit cost is to be taken for each set of 3 classrooms for up-gradation from PS to UPS. For example if 1018 PS to UPS is taken with 3 classrooms each the facilities for 1018 UPS @2.00 lakhs shall be provided.

The unit cost is same which was provided in AWP&B 2009-10.

The State has not revised the unit cost for AWP&B 2010-11

**Table: 8 Proposal for Major Repairs**

Name of the District	Proposal	
	Physical	Financial (in lacs)
Jammu	43 schools	45.67
Poonch	30 schools	68.95
Pulwama	20 schools	32.76
<b>Total</b>		<b>147.38</b>

**Source: State Report**

The State has not provided any detail required as per MHRD guidelines. Hence the major repair is not recommended.

**Table: 9 Proposals for Furniture**

Name of the District	Proposal		Financial
	Physical		
	No. of Upper Primary Schools	No. of students	
District 1			
<b>Total</b>			

**Source: State Report**

**State has not provided nor proposed any furniture in any of the district in the State.**

**Table: 10 Status of supervision structure**

S.No.	State Level				District Level			
	Sanctioned post		Available position		Sanction post		Available position	
	Designation	No.	Designation	No.	Designation	No.	Designation	No.
1	Ex. Engineer	4	Ex. Engineer	4	A.E	22	A.E	5
2					J.E	119	J.E	96
3	Draftsman	2	Draftsman	0				
	<b>Total</b>	<b>6</b>		<b>4</b>		<b>141</b>		<b>101</b>

**Source: State Report**

The supervision structure at State level is adequate however it is very weak at district level as out of 22 AEs only 5 AEs are available. Similarly out of 119 JEs 96 JEs are available. The progress of civil works for cumulative components and for AWP&B 2009-10 is poor and need robust supervision and monitoring.

**Table: 11 Action taken on commitment made in PAB meeting for AWP&B 2009-10**

Sl. No	Commitment made	Action taken	Remarks
1	Spillover civil works be completed by September 2009. KGBV civil works to be completed by December 2009	In view of the Supreme Court ruling, there has been shortage of timber for construction of school buildings. The State Govt. in some cases deposited the funds for lifting the timber but due to severe winter in Kashmir and some districts in Jammu, the	The problem is persisting since last 3 years and commitment has not been fulfilled.

Sl. No	Commitment made	Action taken	Remarks
		Forest Department has shown its inability to provide the timber before May, 2010. This has resulted in non-completion of the spill over civil works in the State. Moreover, funds on account of civil works for the year 2008-09 and 2009-10 could only be released in the month of November, 2009. However, all efforts are being taken to ensure the completion of the Spill work civil work by the end of October, 2010. As regards, the construction of KGBV buildings the guidelines have been revised to streamline and for effective and timely completion of the KGBV construction. The ongoing construction of the building shall be completed by October, 2010.	
2	The State will commission third party evaluation by July 2009	Offers were invited through advertisements in print media at National level but no firm responded. Subsequently, pursuant to the decision of Governing Body Ujala Society the Directorate of SSA has approached the Deemed Universities/ Govt. Engineering colleges in the state for conducting third party evaluation. A proposal from Principal Govt. College of Engineering and Technology has been received where-in the Institute has agreed to conduct third party evaluation in district Jammu. Other Engineering colleges/Deemed universities are also being followed for conducting third party evaluation in their respective areas.	The State has not commissioned third party evaluation so far.

Source: State Report

Table: 12 Status of third Evaluation

Sl.No.	Year since it was initiated 1 <sup>st</sup>	Status Now	No. of agencies employed	No. of district covered

Source: State Report

State has not started third party evaluation of civil works for 2009-10 as committed in the PAB.

Table: 13 Status of Environmental assessment (EA)

S.No.	No. of district in the state	No. of school in the states	No. of district covered under EA	No. of schools covered under EA	Remarks
1	22	21195	12	1983	Balance schools to be covered in next Financial year.

Source: State Report

The progress of environmental assessment is very poor. The State was required to complete assessment for 2/3<sup>rd</sup> of the 21195 schools where as they have assessed only 1983 schools.

**Table: 14 Status of measured school campus plan (MSCP) (School Mapping)**

Sl. No	No. of district in the state	No. of school in the state	No. of district covered under MSCP	No. of schools covered under MSCP	Remarks
1	22	21195	13	2569	Balance would be covered in next year.

**Source: State Report**

The progress of measured campus plan is not satisfactory.

**Table: 15 Status of Asset Register (AR)**

Sl.No.	No. of district in the state	No. of school in the states	No. of district covered under AR	No. of schools covered under AR	Remarks
1	22	21195	13	5121	Balance would be covered in next year.

**Source: State Report**

The progress of measured campus plan is not satisfactory.

### **Convergence for DWS and Sanitation facilities**

The State has not given any progress/ action plan for covering school facilities through convergence. There is hardly any evidence that State is achieving any progress in respect of DWS and sanitation facilities. As per the flash statistic 2008-09 the status of these facilities is as under.

- |   |   |        |
|---|---|--------|
| 1. Schools not having common toilets            | = | 64.73% |
| 2. Schools not having Girls toilets             | = | 79.64% |
| 3. Schools not having drinking water facilities | = | 21.34% |

The State has 21195 schools and major chunk of school is not having toilet facilities for girls and for boys.

State has no plan for carrying out convergence with TSC and ARWS. The State has not prepared any list of schools not having drinking and toilet facilities.

State has not spelled out any strategy nor proposes any plan for convergence of huge gaps in respect of common toilets, girl's toilets and drinking water facilities. The appraisal team discussed in detail with the State team but they had no clear thinking on providing convergence for elementary schools.

### **(III) Quality Related Interventions**

## **Comprehensive Quality Framework**

### **1.1. State's 3-Year Vision of Quality, including:**

- Desired outcomes at the level of children, teachers/schools, support systems, and state level (in the form of concrete indicators to be achieved over next 3 years).

The State has begun preparing a State vision document, for which, besides the State Pedagogy Coordinator, representatives of two SIEs, DIETs, BOSE and some field teacher are involved. The team is headed by State Project Director, SSA. A consultative meeting of

representatives from these institutes was held at State Project Office Karan Nagar Jammu on 2-5 March 2010 under the chairmanship of State Project Director SSA. The process is likely to be completed by April/May 2010, as per the time line shown in the table below. The same shall be disseminated across all stake holders. **A copy of the draft vision document, developed during the consultative meeting, is enclosed at Annexure-A.**

**Desired outcomes at the level of children:**

1. Each child is actively engaged in learning activities through hands-on exploration
2. Culture of dialogue, children's questioning and thinking for oneself
3. All children able to communicate with understanding, in local languages and English, by end of Cls II
4. All children are able to read with understanding and write simple meaningful sentences (first in local language by end of Class II, then in English by end of Class III).
5. All children understand basic arithmetic skills and can apply in daily life situations by Cls III
6. All children practice cleanliness and Personal Hygiene by the end of class III
7. All children are familiar and know their own local surroundings, community practices and environment by end of class V
8. All children are able to express their thoughts freely and confidently without fear by Cls V
9. All children display scientific attitude and critical thinking by Cls VIII

**Desired outcomes at the level of teachers:**

1. Teachers effectively use the Activity Manuals, and involve students in hands-on exploratory activities for learning different subjects
2. Teachers involve children in preparation and use of TLMs and Learning Corners for each subject, using locally available materials
3. Teachers communicate in English confidently and with understanding
4. Teachers understand and implement effective language pedagogy for multi-lingual situation (especially in early grades)
5. Teachers involve students in out-of-class explorations of local community, and links learning to daily lives of students
6. Teachers encourage students to ask questions, discuss, and express own thoughts without fear
7. Teacher smiles and interacts with students as a friend

The following table provides an overview of the comprehensive Quality Plan for 2010-11, describing the desired outcomes and strategies for each major component, in order to achieve the above outcomes at the level of children:



**Draft Quality Vision and Action Plan for J&K 2010-11, for achieving above outcomes**

	Component	Desired Outcomes for 2010-11	Action Steps	Who to Do	Timeline
1.	Comprehensive Quality Vision & Framework	1. State will have a clear Quality Vision Document	Pedagogy Cell at SPO to be strengthened with at least 5-7 educationists with strong pedagogical understanding and experience		End April 2010
		2. Major thrust on effective rolling out LEAP across the State, and integrating all interventions towards LEAP	Finalizing State Quality Vision document: • 1-day Consultation with key state authorities for agreeing on Quality Vision & Plan (Educ Secy, Director SE, Secy BOSE, SPD, Principal SIEs) • 4-day Workshop for SIEs, BOSE, KRPs & some teachers • Fine-tuning of document	SPO	May 2010
		3. All stakeholders will internalize and be motivated towards achieving the vision of LEAP	Workshop to be held with help of RPs from National level, for building a pool of about 100 KRPs for disseminating the LEAP Vision	SPO/ SIE	Apr – May 2010
		4. Strong convergence between different academic bodies towards achieving shared vision	3-4 day State level Visioning Workshops for all Administrators on the State Vision and spirit of LEAP (including Director SE, Secy BOSE, JDs, DIET Principals, CEOs)	State Workshops by SPO/SIE with National level RPs	Jun 2010 at Srinagar
			2-3 day Visioning Workshops at Divisional level (for DRPs, ZEOs) in at least 2 phases in each division		Jul 2010
			District Level workshops (for ZRPs, CRPs) and Zonal level workshops (for HMs) in phased manner, for discussing LEAP vision		Aug – Sep 2010
			Developing publicity materials such as media campaign, small videos, pamphlets, etc on Vision of LEAP	SPO Media Cell & SIE	June – July 2010
			Rolling out of LEAP to all teachers, with special focus to be given to developing 1600 model LEAP schools in 2010-11		April 2010 onwards
2.	Vision-based curriculum, syllabus and textbooks	1. New State Curriculum Document to be finalized in light of NCF 05 in 2010-11	10-15 Curricular Focus Groups to be formed for each subject/ area, involving State and National experts with strong understanding of NCF 05		April-May 2010
		2. Review of textbooks to ensure greater alignment with NCF 05 and new State Curriculum	Discussion of NCF 05 Position Papers, and drafting of State Curriculum Document with Approach Papers for different subjects/ areas		Jun – Sep 2010
		3. Ensuring integration between textbooks/ TLMs/ LEAP Activity Manuals/ Learning Corners so as not to overburden the child or teacher	Sharing with public, soliciting feedback and finalizing the State Curriculum Document		Oct – Nov 2010
			Group of Experts (from Curricular Focus Groups & from National level) to review the current textbooks of the State and make recommendations for greater alignment with NCF 05 and new State Curriculum		Dec - Feb 2010
			Making needed revisions to textbooks and reprinting in time for next		Mar – Jun 2010

	Component	Desired Outcomes for 2010-11	Action Steps	Who to Do	Timeline
3.	Ensuring Teacher Effectiveness	8. Teachers effectively use the Activity Manuals, and involve students in hands-on exploratory activities for learning different subjects 9. Teachers involve children in preparation and use of TLMs and Learning Corners for each subject, using locally available materials 10. Teachers communicate in English confidently and with understanding 11. Teachers understand and implement effective language pedagogy for multi-lingual situation (especially in early grades) 12. Teachers involve students in out-of-class explorations of local community, and links learning to daily lives of students 13. Teachers encourage students to ask questions, discuss, and express own thoughts without fear 14. Teacher smiles and interacts with students as a friend	academic session (Jammu)		
			Designing 12 subject-specific <b>LEAP Activity Manuals</b> for teachers (including nature of active learning processes and activities for each subject), and booklet on Vision of LEAP Schools, to be provided to every teacher	1-week Workshop by SPO/SIE for Kashmir Printing and Distribution to every teacher, CRC, ZRC, DRG and DIET	May 2010 July 2010 Jul – Aug 2010
			<b>Program for Enhancing English Skills of Teachers (Class I to VIII):</b> Providing good English packages to schools such as audio tapes, radio programs, English training through contact mode and through EDUSAT distance programs, local TV programs, etc.		
			<b>Program for strengthening Early Multi-Language Pedagogy (Class I and II):</b> <ul style="list-style-type: none"> <li>• Constitution of Core Team for Early Language Pedagogy</li> <li>• Small-scale sample study to explore the multi - language issue in the state.</li> <li>• Developing a State-specific Strategy Paper for Multi-lingual pedagogy</li> <li>• Developing materials in the children's mother tongues (eg. Urdu, Hindi, Kashmiri, Dogri, Ladakhi) for Classes I and II</li> <li>• Small Booklet to be developed for teachers on strategies and activities for effective multi-lingual pedagogy in Cls I and II</li> </ul>	15 member Core Team for Language, including faculty members from SIEs, Universities, Colleges, experienced teachers, & educational experts from National level	April – July 2010 Aug – Dec 2010
4.	Academic Support & Monitoring	1. Interactive, Experiential and Reflective Training Workshops leading to changes in Attitudes and Practice 2. Monthly Cluster Meetings for sharing of experiences and continued support 3. Regular On-site support & monitoring thru performance indicators	Strengthening of State Resource Group and District Resource Groups, with subject experts who are dynamic and committed, and will meet regularly and offer support		Apr-Jun 2010
			Exposure visits for SRG members/ State KRPs, to innovative schools within J&K or in other states		Sep 2010
			Revisiting selection criteria for Trainers, DRGs, ZRCs, and CRCs. Redesigning the Job Requirements, Job Charts, & Performance Indicators for ZRPs/CRPs to ensure academic focus		Jun – Jul 2010
			Filling up all vacant posts of ZRPs/ CRPs, and deputing them for academic functions only		May 2010
			Begin monitoring performance of teachers/ trainers as per LEAP indicators.		Jun-Jul 2010

	Component	Desired Outcomes for 2010-11	Action Steps	Who to Do	Timeline
			DEPOs and ZEPOs to be oriented and assigned monitoring of SSA interventions	SPD	
			Analysis of monitoring data (LEAP Performance Indicators, QMT, DISE) at different levels (School level, Cluster, Zonal, District, State)	HMs, CRPs, ZRPs, DRPs, SPC	Aug 2010
5.	Active Learning Processes & improved learning outcomes	As above (desired outcomes for children)	Comprehensive LEP with thrust on bringing changes in learning processes and learning outcomes, including 1. Learning Enhancement thru Active Pedagogy (LEAP) 2. Program for Enhancing English Skills of Teachers, and 3. Program for strengthening Early Multi-Language Pedagogy,		
			Developing simple classroom observation formats for tracking changes towards active pedagogy, and rigorous monitoring of these changes		Jun 2010
			Baseline Assessment Survey to be conducted in 5-10 schools in each Zone, for tracking progress in learning enhancement through LEAP in systematic manner	To be coordinated by DIETs, with help of NGO	Feb 2011
4.	Assessment	1. Child-friendly assessment that is without fear or anxiety for children 2. Replacing unit test system with Continuous assessment based on activities & projects instead of unit tests 3. Students' Profiles to track progress of each student against learning goals and learning indicators 4. Regular Analysis of students' learning difficulties by Teacher, and sharing with parents	Forming a State 'Core Group on Assessment' (15-20 educational experts with strong understanding of NCF 05)	SIE, BOSE representatives, RPs from national level	June 2010
			Reviewing NCERT Sourcebooks on Assessment, as well as examples of CCE from other States, and Formulating State-specific strategy for Continuous Assessment	Sate Core Group on Assessment	July 2010
			State will need to take a decision for changing the current pattern of unit tests, and introducing CCA instead	Education Secretary	Aug 2010
			Identifying desired learning objectives for each subject/ class level, and developing tools for continuous assessment (including suggested activities for assessment, format for Student Profiles and Student Portfolios), to be included in the LEAP Activity Manuals	Sate Core Group on Assessment, and SIE faculty	Sep – Nov 2010
			Training to be provided for teachers on implementing CCA	SIE	Dec – Jan 2011
7	Minimum Enabling Conditions	1. Ensure that all schools are provided with adequate teachers and minimum enabling conditions 2. Ensure that all newly recruited teachers are professionally trained. 3. Maintaining school-wise PTR	Filling up all vacancies and optimizing PTR to ensure PTR less than 40 in every school		
			Plan for covering all untrained teachers with appropriate 2-yr D-Ed equivalent course that is recognized by the State, over next 3 years		

	Component	Desired Outcomes for 2010-11	Action Steps	Who to Do	Timeline
8.	Partnership with Community	1. Building community ownership of LEAP	Consulting community about their vision for LEAP schools through sending out questions through newspapers, local media	DRGs	Jul 2010
		2. Community to help design School Improvement Plan for each school	LEAP Publicity Campaign through short video documentaries about the vision of LEAP, posters, banners, pamphlets	DRGs in collaboration with SPD	Jun – Jul 2010
		3. Community monitoring of Learning Enhancement and progress in LEAP	School Improvement Plan to be designed by each school at beginning of the academic year, with involvement of community members, teachers, children, HM, CRC, etc	Head Teacher/ HM along with CRP/ZRP, and community	Apr in Kashmir Aug in Jammu
			Regular meetings with parents for reviewing children's progress (Achievement Days, etc)	Head Teacher/ HM along with CRP/ZRP	ongoing
		More participation to be given to parents in VECs. Flexibility in timings of PTA to accommodate majority of parents			

In addition to the above, as part of its comprehensive Quality Improvement Program called LEAP J&K ('Learning Enhancement through Active Pedagogy'), the State also held a State Level Visioning Workshop for developing the Vision for LEAP schools in the State. The following were some of the points agreed upon:

### **Vision for LEAP Schools:**

#### **Desired Outcomes for Children:**

We see students with understanding, curiosity, love of learning, level of confidence, no fear of making mistakes, able to articulate their own thoughts and experiences, ideas, opinions, daring to question, thinking of alternatives, able to present themselves well in all aspects, to move with confidence out of the system.

For the kind of society we wish to create, the most important things that we feel children should learn include the following:

- Love for humanity
- Equality, inclusiveness, respect for all
- Freedom from prejudice
- Living in harmony and peace
- Empathy – to put ourselves in another's shoes
- Culture of dialogue where each one speaks and respectfully listens
- Valuing of each one's culture and past
- Sense of belongingness
- Honesty, Integrity
- To express what is in their hearts honestly and confidently
- Appreciation of beauty, and nature
- Caring for natural environment
- Analytic approach to things around us
- Independent thinking, reflection, asking questions
- To experiment and do for themselves
- Commitment to working for the good of all
- Patience, Good manners
- Physical development and health
- Child should be free to dream

In order to teach children these kinds of values and skills, we need a different kind of school than the present schools. We dream of a school that will truly be a Children's Centre, carefully designed to suit the needs and interests of children, in order to nurture them and make them happy. Rather than forcing children to fit into the pre-existing system, we need to design the system to fit to children. The kind of Children's Centre we have in mind is as follows:

#### **Role of the teacher:**

- A teacher who is not a dictator, but a learning facilitator, a friend
- A teacher who is always learning and trying to improve herself
- Teacher comes to the level of the students, allowing students to question, sitting on the floor with children, participating in activities with children
- Teachers who smile, are happy and enjoying being with children

### **Physical environment & learning materials:**

- A homely atmosphere where children can truly enjoy
- Toys, playground, Flowers, decorations
- Active involvement of community in the schools
- Materials of different nature which will be child-friendly, written in simple language, age-appropriate, thought-provoking, and stimulating the child to explore further through activities, to acquire understanding. This includes textbooks, TLMs, reference materials, activity kits, wide range of storybooks and other books – a wide range of material to facilitate their learning
- Materials readily available for children, in Learning Corners where children can explore themselves

### **School ethos:**

- Equal opportunities to all to develop their unique talents
- Each child feels included and valued (regardless of caste, gender, etc)
- All practices in the school should be based on fairness, and fully transparent and open
- Children's voices should be heard in the school
- Children should have a voice in deciding things like the assessment, school excursions, in school management committees, discipline methods, topics to be studied, etc.
- There should be freedom to question the authorities, freedom for children to express themselves
- Each child should be given a chance to participate in all activities
- There is an peaceful atmosphere where people interact with mutual respect, friendliness and cooperation

### **Assessment:**

- Assessment is continuous and child-friendly - a tool to let us know how effective we are (as a teacher, trainer, manager, etc) and how we need to improve
- Continuous assessment – involving Open book tests, projects, assignments – meant for teachers to diagnose learning difficulties of students
- A Profile of each child is kept to keep track of day to day assessment of different areas of the child's behaviour, good habits, involvement in games, music, art, communication skills, social attitudes, questioning abilities, honesty, etc
- Parents discuss progress of each child and identify areas for improvement
- Student portfolios for keeping a record of each child's work (artistic, writing, stories, etc)

### **Community:**

- The role of the community will be drastically different: community will be seen as a source of knowledge, expertise, and support – without them we cannot exist. In this dynamic learning community, everybody helps each other to strengthen the learning culture in the community.

### **Vision of changes desired in subject-specific classroom processes:**

- **Language learning**
- Opportunities for active participation and **interaction** of children with each other, with teachers, with community members, etc.

- **Print-rich environment** with wide variety of graded reading materials that are age-appropriate and related to the child's own context and surroundings, to encourage an interest in reading.
- Emphasis on reading with **understanding** and writing with **meaning**.
- Children should feel free to **express their own thoughts** and feelings in their own way, without fear of making mistakes.
- wide range of opportunities for **exposure to different sources of spoken language** (e.g. through radio, tape recorders, interaction with community members)
  - **Mathematics learning**
    - Should promote more of **mathematization in thinking process** of both teachers and children - Promoting logical thinking, and helping children understand the reasons behind concepts, instead of just memorizing them.
    - Use of concrete objects and visual/ 3-dimensional **TLMs** to help children's conceptual understanding of abstract concepts.
    - Practical and enjoyable activities related to **application of mathematics in real life situations**
    - **activities** related to estimation, measurement, calculation, derivation, justification, mental mathematics, etc
  - **Science learning**
    - Promoting more of **hands-on exploratory activities** related to local nature and locally available materials.
    - Both teacher and students engage in more of **out of class explorations** to study the world of plants, animals, physical elements and chemical elements.
    - Science learning should nurture the natural **curiosity and questioning abilities** of children.
  - **Social Science learning**
    - Scientific explorations of **own local surroundings** and community practices (land, people, culture, market, past and society management, etc.).
    - making the learning of history, geography, political science and economics more **interesting and exciting** for children.
    - **Culture of dialogue & discussion** in the classroom, to promote critical thinking about children's own social context.
    - **An inclusive and democratic** classroom where each child feels valued and children have a voice in decision-making in classroom activities.
  - **Arts education**
    - Promoting Sketching and drawing of Local arts and crafts.

Changes in classroom processes would involve development of learning corners for different subjects and use of material by children available on these corners in each class; changing seating arrangement of children on rotation basis; having two blackboards on two opposite walls of the classroom; Activity based learning, encourage peer grouping and peer interaction; use of material for enhancing reading skills, particularly in lower primary classes.

These changes will be promoted by preparing simple Teacher Resource Guides, which will explain in simple terms the nature of desired classroom processes in each subject, and suggestions of activities that can facilitate the process based on the curriculum. These will be made available to each teacher.

### Finalization of State Vision:

Based on the draft Vision Document prepared, as well as the above vision for LEAP already discussed, the State plans to hold additional discussions in the coming month in order to finalize the State Vision for Quality Improvement over the next 3 years. The plan for finalizing and disseminating this vision is as follows:

#### Plan for Finalization & Dissemination of State Quality Vision

Activity	Participants	Timeline	Responsibility
4-day Workshop for finalizing the 3-year desired outcomes for learning processes & learning outcomes for children, and desired outcomes and strategies at various levels.	State Project Director SSA, State Coordinator Pedagogy, representatives of two SIEs, BOSE, some KRPs, and some field teachers.	First half of April	State Project office, SSA
1-day Consultation with key state authorities for agreeing on Desired Outcomes and Strategies	Education Secretary, Secretary BOSE, Director School Education, SPD, Principal SIEs	End of April	State Project office, SSA
Fine tuning of the proceedings and finalizing the vision document.	SPO, Principal SIEs	Mid May	State Project office, SSA
Identifying a pool of about 100 KRPs for disseminating the State Vision (including LEAP Vision)	Workshop to be held with help of RPs from National level	April end	SPO
3-4 day State level Visioning Workshops for all Administrators on the State Vision and spirit of LEAP (including Director SE, Secy BOSE, JDs, DIET Principals, CEOs)	State Workshops by SPO/SIE with National level RPs	Jun 2010 at Srinagar	
2-3 day Visioning Workshops at Divisional level (for DRPs, ZEOs) in at least 2 phases in each division  District Level workshops (for ZRPs, CRPs) and Zonal level workshops (for HMs) in phased manner, for discussing LEAP vision		Jul 2010  Aug – Sep 2010	
Developing publicity materials such as media campaign, small videos, pamphlets, etc on Vision of LEAP	SPO Media Cell & SIE	June – July 2010	
Rolling out of LEAP to all teachers, with special focus to be given to developing 1600 model LEAP schools in 2010-11		April 2010 onwards	
Training for teachers in Jammu region on LEAP program (Kashmir teachers have already been trained during Jan 2010)		Jun-July 2010	



Activity	Participants	Timeline	Responsibility
Training for community members on LEAP Vision and their role in the LEAP schools		July 2010	Community Mobilization cell of SPO

Note: It is proposed that quarterly meetings of representatives of all stakeholders shall be held at State Project Office for disseminating the Quality Vision across various levels, besides the discussion on the vision document in monthly meetings at BRC/CRC. Any change in the vision document that may be suggested in these meetings could be considered for inclusion.

**Comments: It is good to note the efforts the State has initiated in order to develop a 3-Year Quality Vision Framework. However there is still need for greater integration of the State's Learning Enhancement Program (LEAP J&K) with this vision to ensure integration of all core components of quality (including textbooks, teacher training, monitoring, ADEPTs, REMS, grants, etc) as part of an integrated vision and program.**

Moreover, the State must ensure to take greater efforts to disseminate this vision across all stakeholders in order to build ownership around a shared vision to be pursued across the system. At present this shared vision has not been sufficiently present which has severely hampered the state's ability to bring about overall transformation in its quality.

#### 1.2. Harmonization of all components around this Quality Vision:

- **What steps are being taken to ensure that curriculum, syllabus, textbooks, TLMs, teacher training and assessment systems are all harmonized in sync to support the above changes in classroom practices?**

Copies of vision document and steps for changes in classroom process shall be forwarded to all stake holders. BOSE authorities shall be requested to ensure that curriculum, syllabus, textbooks, assessment system, etc are harmonized in sync. to support the changes in classroom practices. Workshops on different aspects of vision document shall be organized in which representatives from BOSE, SIEs, DIETs, field teachers shall participate. In addition quarterly meetings of representatives of stake holders at SPO and use of Print media shall be made to cover all stakeholders for internalizing the Vision and its proper understanding during teacher training programmes stress will be laid on effecting the desired changes in classroom practices through development of TLM on similar lines. Mass publicity campaigns shall be carried to disseminate the Quality vision among all stake holders through new papers, brochures, and short videos, discussions, campaigns, etc. Opinion from community members shall be invited regarding what changes they wish to see in schools/learning

**Comment: The above steps may not be sufficiently for ensuring that all stakeholders are truly able to understand and internalize the vision laid out by NCF 05 and reflected in LEAP. Concrete steps must be taken in the coming months for orienting all administrators at all levels for creating this shared vision. Moreover, it should be ensured that adequate input is taken from national level Resource Persons who have a strong understanding of NCF 05, in activities such as curriculum renewal, textbook review, training designs and developing tools for continuous assessment, so that these can become aligned around a common set of beliefs and assumptions as per NCF 05. At present this is not the case.**

- **As a follow-up to the 4 Regional Workshops on ‘Education of Equitable Quality’ held by MHRD in Jun-Aug 2009, what steps are being taken to strengthen convergence between different educational bodies within the State? What are the challenges and proposed strategies to strengthen this in 2010-11?**

After the regional workshop at Shimla on Education of Equitable Quality from 1-3 July, 2009, a core group was constituted comprising members from SIEs, DIETs and field teachers. They were oriented as per the proceedings of Shimla workshop. This was followed by another workshop in which pedagogy coordinators of all districts participated besides principals of SIEs, representatives of BOSE and expert from TSG. Performance indicators for teachers, Head teachers, trainers, and training institutes were set and training modules were developed.

At present, BOSE is responsible for developing the curriculum, syllabus and textbooks. SIE is responsible for teacher training. Convergence between these two bodies with SSA and with the Department of Education needs to be strengthened for coordinating efforts around a common vision and shared set of beliefs and assumptions.

**Comment:** There is urgent need for building a shared vision and greater convergence between different bodies such as SSA, BOSE, Department of Education, and SIEs, since this greatly affects the success of quality renewal efforts. Visioning and orientation must be provided to all administrators at all levels, regarding the State vision as per NCF 05 and the LEAP program, to ensure greater convergence between these bodies working together for a common purpose.

### **1.3. Comprehensive Learning Enhancement Plan:**

- **Does the State have a Comprehensive Learning Enhancement Plan that integrates all quality interventions towards improving learning levels? Is it centered around a pedagogical model that has been field-tested and proved effective? (Please provide details about this pedagogical model).**

The State has initiated rolling out of a comprehensive learning enhancement programme called ‘Learning Enhancement through Active Pedagogy’ (LEAP J&K). The program is based on the following 4 Core Components:

#### **4 Core Components of LEAP:**

1. **Localised School Planning**
2. **Empowerment of Teachers**
3. **Active Pedagogy**
4. **Partnership with Community**

## Explanation of Core Components:

### 1. Localised School Planning:

LEAP believes that change will happen only when each person themselves thinks and applies themselves. It cannot be a readymade package prescribed from the top. Each school is unique, and **each school** must be treated as a **unit for change**.

Each school community (including teachers, children, HM, parents & community members) will come together to take stock of the school by identifying the school's strengths and challenges. Together they will decide on simple goals for improving the school in the form of a School Improvement Plan, with a clear roadmap to achieve these goals, and a specific role for each player. This Plan becomes the targets of everyone's efforts, and progress against it is tracked in a time-bound manner.

### 2. Empowerment of Teachers:

To ensure the success of LEAP in bringing an overall change in the system, teachers must be the key players. This sort of change in teachers cannot be imposed by the system from the top; the desire and vision for change must come from within teachers themselves. Teachers need to be given **exposure** to different ideas, **support** in the form of capacity-building and resources, and they should be allowed **freedom** to experiment. In this scenario, the role of the system is not to 'impose' change on teachers, **but to 'empower' teachers** to think, reflect, and themselves take ownership over their teaching process. The key principles of Teacher Empowerment under LEAP are:

- a. **Continuous Collaboration** by building caring and democratic relationships between Trainers and participants, encouraging peer learning among teachers through regular Sharing/Reflection meetings, and conducting follow-up throughout the year.
- b. **Attitudinal Changes** by targeting teachers' affective domain through stories, films, activities and discussions that touch teachers' hearts and inspire them with a desire and vision for change.
- c. **Reflective Learning** by getting teachers to critically reflect on their previous experiences, their own teaching practice, their philosophy of education, and some of their underlying beliefs and assumptions about children, the purpose of education, etc.
- d. **Experiential Learning** through practical workshops where everything in the training (including training processes, set-up of training hall, relationship between Trainer and participants, etc.) all model the LEAP approach; and where teachers get a chance to actually plan and practice teaching LEAP lessons (if possible with real children), with the support of the trainers.

### 3. Active Pedagogy learning culture through:

- a. **Learning Corners:** Wide range of materials including texts, storybooks, reference materials, kits, tools, organized in the form of Learning Corners directly accessible to each child
- b. **Exploratory & collaborative learning processes:** Each child is actively engaged in learning activities at their own pace through hands-on exploration, questioning, and thinking for themselves

- c. **Assessment of learning** is child-friendly, stress-free, and continuously integrated into the teaching-learning process, and is analyzed for further improving teaching learning process
- d. **Participatory classroom management:** Students organize themselves and collaborate with teacher in managing classroom processes, through the formation of Student Committees. The school culture emphasizes formation of democratic and participative values such as confidence, inclusiveness, dialogue and collaboration
4. **Partnership with Community** where community collaborates in learning by sharing local expertise, ideas and resources; and actively tracks children's learning enhancement

#### Action Plan for Rolling Out LEAP in J&K

	Component	Strategies
6.	<b>Localised School Planning</b>	Each school community takes stock of school's strengths and challenges, and sets time-bound goals in the form of a <b>School Improvement Plan</b>
7.	<b>Empowerment of Teachers</b>	Interactive, Experiential and Reflective <b>Training Workshops</b> leading to changes in Teachers' Mindsets, Attitudes, and Practice Monthly <b>Cluster Meetings</b> for sharing of Teachers' successes and challenges On-site support & monitoring through <b>ADEPTS Performance indicators</b> for teachers and trainers
8.	<b>Active Pedagogy:</b> a. Learning Corners	<b>Learning Corners</b> with objects/TLMs made or brought from the community by children & teachers, available within each child's reach
	b. Exploratory & Active learning processes	<b>Teacher Activity Manuals</b> for each subject made available with each teacher, with suggested hands-on exploratory activities that are linked to the curriculum
	c. Assessment	Keeping <b>Students' Profiles</b> to track progress of each student against learning indicators on a continuous basis Regular Analysis of students' learning difficulties
	d. Participation by Students in Decision-making	Forming <b>Student Committees</b> for organising learning corners, monitoring attendance, school improvement, community projects, etc.
9.	<b>Partnership with Community</b>	<b>Community Resource Mapping &amp;</b> involvement in learning activities Building community ownership of LEAP Community monitoring of Learning Enhancement

### Progress in LEP Activities in 2009-10

Initia-tives	Major activities under LEP	Type of materials required	Coverage	Total Cost	Progress	Expend iture
Read J&K.	<ul style="list-style-type: none"> <li>• Development and printing of Learning Material.</li> <li>• Training of ZRPs/CRPs.</li> <li>• Training of Headmasters/teachers.</li> <li>• Conduction of base-line survey.</li> <li>• Compilation of monthly progress reports followed by immediate corrective measures wherever necessary.</li> <li>• Rigorous monitoring.</li> <li>• Conduction of achievement Survey</li> </ul>	Graded learning material on the pattern developed by the Reading Cell of NCERT	Districts =22, Schools = 21235 Children = 821761 @ Rs 46 per child	378.01	No progress, since the MoU that had been signed with the NGO Pratham expired in April 2009.	0
LEAP	<ul style="list-style-type: none"> <li>• Selection of Pilot Schools.</li> <li>• Conduction of base-line survey.</li> <li>• Provision of Source Books on assessment developed by NCERT to schools (two sets to each school).</li> <li>• Development of material for LEAP:</li> <li>• Set up performance indicators both for trainers and teachers to track progress of their performance.</li> </ul>	<ol style="list-style-type: none"> <li>1. Source books on assessment developed by NCERT.</li> <li>2. Material for LEAP: <ul style="list-style-type: none"> <li>• Salient features of Active Pedagogy</li> <li>• Role of teacher in facilitating Active Pedagogy.</li> <li>• Vision of Effective Schools</li> <li>• Design of the Plan for Active classroom processes</li> </ul> </li> <li>Guidebooks for teachers</li> </ol>	Districts =22, Schools = 1000 Children = 1,00,000 @ Rs 76.2 per child	76.20	Pilot schools selected. Baseline not conducted. Sourcebooks not provided. Workshops held for developing material, but still under process and yet to be finalized. Performance indicators have been fixed, and monitoring to be initiated in Mar 10.	6.650
QIPs	<ul style="list-style-type: none"> <li>• Establishment of Science and Mathematics Labs/corners in the schools.</li> <li>• Establishment of Libraries.</li> <li>• Orientation/training of Science and Mathematics Teachers for content enrichment as well as development of Science and Mathematics models.</li> <li>• Exposure visits of selected teachers and SSA functionaries to Northern States of India as decided in the National Workshop in Chandigarh.</li> <li>• Conduction of Mid-term assessment survey.</li> <li>• Conduction of Terminal assessment survey.</li> </ul>	<ol style="list-style-type: none"> <li>1. Science and Mathematics Kits</li> <li>2. Social Science magazines</li> <li>3. Library books</li> <li>4. Science and Math labs/ corners</li> </ol>	Districts =22, Schools = 7766 Children =383286 @ Rs 85 per child	325.79	No progress	
<b>Total</b>				<b>780.00</b>		

Source: AWP & B 2010-11, SSA J&K

- **What were the major issues faced in effectively implementing LEP activities in 2009-10, and what strategies are proposed to address these issues in 2010-11?**

Base line assessment survey could not be carried out. Exposure visits of teachers to neighboring States also could not be carried out. Under Quality improvement programme Maths /Science kits could not be procured from NCERT. NCERT source books could not be provided to teachers. The State made an effort to procure Maths/Science kits and source books from NCERT, but NCERT expressed inability to supply the desired number in time due to pending orders from Different States. In the same way effort was made for other activities also. However the State shall attempt to sort out these issues in early next financial year. As soon as funds are available next year, orders for the supply of the required items shall be placed, after following codal norms.

The subject wise 12- LEAP manuals for primary and upper primary classes have been drafted after workshop at State Institute of Education, Srinagar in the 3<sup>rd</sup> week of December, 2009 with the help of expert from TSG. The draft LEAP manuals have now been received in SPO. In the month of April/ May, 2010 State level workshop shall be organized to make any changes, if required, in order to put local elements into the draft manuals. After this the manuals shall be printed and supplied to schools.

- **What contributions were made to learning enhancement by the LEP activities carried out in 2009-10?**

LEP activities have inspired our teachers to work with greater dedication and commitment as per the standards of performance indicators. ZRPs and CRPs are imparting on site support to teachers which has resulted in better understanding among children.

**Comments: It is a matter of concern that despite some activities being initiated under the LEAP program, many of the other activities that had been sanctioned under LEP by last year's PAB could not be carried out. Moreover, the State has been unable to provide any concrete evidence-based findings of the impact of the LEP activities. The State must ensure to conduct a Baseline Survey this year in order to then be able to track the impact of the LEAP program in a systematic manner.**

#### **Comprehensive Learning Enhancement Program in 2010-11:**

- *Please provide a broad overview of the integrated Learning Enhancement Plan of the State in 2010-11.*

#### **1. Rolling out of LEAP J&K throughout the State**

In January 2010, all the teachers in Kashmir region have been trained on LEAP, and in Jun-July 2010 all the teachers in Jammu will also be trained on LEAP. Activity Manuals will be provided to all teachers, to offer them practical suggestions of how to integrate activities with the existing curriculum and textbooks.

Moreover, in 2010-11, special focus will be given to developing 16000 LEAP Demonstration Schools (one school per cluster). Subject wise Learning corners shall be established in these

demonstration schools. Classroom processes in the form of changing seating arrangement on rotation basis; taking children outside the classroom, encouraging peer interaction and activity based learning, inter district exposure visits of teachers shall be encouraged. Steps to rejuvenate BRC/CRC shall be taken.

## **2. Program for strengthening Early Language Pedagogy (Class I - III)**

The medium of instruction in the State is English, and thus the textbooks and tests are all in English. This remains an issue in the State as the majority of the teachers are not prepared to teach in English. They mostly communicate in Kashmiri, Pahari, Urdu or Hindi. This has affected the nature of classroom pedagogy and of students' learning. The State should not neglect local language at the cost of English. For this reason, it has been thought to focus on the following two areas as part of the LEP program, in addition to the LEAP activities:

- A Core Team of about 10-15 members will be constituted to coordinate the Early Language Pedagogy program, headed by SPO/SIE, and involving faculty members from Universities, Colleges, some experienced school teachers, and some educational experts from National level (TSG, NCERT, reputed NGOs, etc) who have a strong understanding of NCF 05 approach to language pedagogy.
- Small-scale sample study will be done to explore the language issue in the state, including the issues teachers face and what kind of support they need. Review should also be done of good models or good practices available from within the State, and also research that is available from other States /internationally, on best practices for bridging from mother tongue to 2<sup>nd</sup> and 3<sup>rd</sup> language (To be coordinated by SIE, through REMS grant, from April to July 2010)
- Developing a State-specific Vision Document which will outline a curricular/ pedagogic strategy for language pedagogy, especially within the multi-lingual context, for transitioning from the mother tongue to the 2<sup>nd</sup> and 3<sup>rd</sup> language (Aug 2010)
- Some materials for children to be developed in the children's mother tongue (eg. Urdu, Hindi, and at least some oral activities in Kashmiri, Dogri, Ladakhi) at least for Classes I and II, for helping to create a bridge from the mother tongue to Urdu, Hindu and English
- For English teaching, the emphasis during Class I and II will be changed towards interactive, oral activities in English to build up listening and conversational skills with understanding, rather than stressing reading or writing right from the beginning
- Small Booklet to be developed for teachers on strategies and activities for effective language pedagogy in Class I and II (both for local language and for English)
- Teachers will also be properly trained on early language pedagogy and early reading pedagogy

## **3. Program for Enhancing English Skills of Teachers (Class I to VIII)**

- In 2010-13, strong emphasis will be given on building up English language skills of teachers in a concentrated manner. Teachers will be trained properly in English language skills, and on English language pedagogy. This will be done by providing good English packages to schools such as audio tapes, radio programs (for eg. with help of NGOs such as CLR), English training through contact mode and through EDUSAT distance programs, local TV programs, etc.
- For this purpose, a Core Team will be constituted to coordinate this program, headed by SPO/SIE, and involving English faculty members from Universities, Colleges, some good school teachers, and some educational experts from National level (TSG, NCERT, reputed NGOs, etc) who have a strong understanding of NCF 05.

### Overview of Activities and Timeline for LEP in 2010-11

Major activities under LEAP	Plan for developing materials needed	Responsibility	Timeline
<b>I. LEAP J&amp;K</b>			
1. Establishment of Learning Corners in each classroom for Science, Mathematics Language, and Social Science	Guidelines for Teachers on developing Learning Corners/ TLMS from locally available materials to be included in LEAP Activity Manuals	SPO and SIE Kashmir	Continuous process from March, 2010 in Kashmir Division and August, 2010 in Jammu Division
2. Establishing Class libraries	<ul style="list-style-type: none"> <li>Development of graded reading material (eg. on the pattern developed by NCERT.)</li> <li>Book Drives to be organized where school collects available books, magazines, journals, etc from among community</li> <li>Encouraging children to write their own story books and publish children's books in each class</li> </ul>	SPO Schools, HM, CRCs  Teachers, HM	September, 2010
3. Designing Activity manuals, booklets for LEAP, publicity materials, etc such as: 1. LEAP Activity Manuals for teachers (including nature of active learning processes and activities for each subject) 2. Vision of LEAP Schools	1-week Workshop to organized by SPO for Kashmir  Printing and Distribution to every teacher, CRC, ZRC, DRG and DIET  Adaptation for Jammu division	SPO and SIE Kashmir  SPO  SPO and SIE Jammu	April-May 2010  June 2010  Jul – Aug 2010
4. Developing Student Profiles/ Portfolios for Continuous assessment	3-4 Workshops for Designing of Tools for maintaining Student Profile Records, and Student Portfolios	State Core Group on Assessment to be formed	Aug – Nov 2010
5. Exposure visits of SRG members, Master Trainers to innovative schools both within J&K and in other States	Out-of-state visits for 27 members (DRPs, SIE, SPO). Within state visits for 5 teachers per district.	SPO	Aug 2010
3. Baseline Assessment Survey for 1600 LEAP schools			
<b>Program for Enhancing English Skills of Teachers (Class I to VIII)</b>			
Providing good English packages to schools such as audio tapes, radio programs (for eg. with help of NGOs such as CLR), English training through contact mode and through EDUSAT distance programs, local TV programs, etc.	<ul style="list-style-type: none"> <li>3-4 Consultations of Core Team</li> <li>Designing 4-day Training module for teachers</li> <li>Provision of some audio-visual materials for teachers (at each CRC for use in Cluster trainings)</li> </ul>		
<b>II Program for strengthening Early Language Pedagogy (Class I and II)</b>			
Constitution of Core Team for Early Language Pedagogy program	Representatives from SIEs, DIETs, Field Teachers, Experts from outside school system	S.P.O and S.I.E	May, June, 2010
Small-scale sample study to explore the language issue in the state. Review of good models or best		SIE / DIETs To be coordinated by	April to July 2010



Major activities under LEAP	Plan for developing materials needed	Responsibility	Timeline
practices or bridging from mother tongue to 2 <sup>nd</sup> and 3 <sup>rd</sup> language.		SIE, through, from REMS grant	
Developing a State-specific Vision Document on Language Pedagogy	20 participants Workshop for 3 days	To be coordinated by SIE, through, from REMS grant	
Developing materials in the children's mother tongue (eg. Urdu, Hindi, and at least some oral activities in Kashmiri, Dogri, Ladakhi) for Classes I and II	3 days workshop	SPO / Districts Part of cluster level training	
Small Booklet to be developed for teachers on strategies and activities for effective language pedagogy in Class I and II	3 days workshop (State level)	SPO / SIE/BOSE	June, 2010

### Coverage and Budget for Learning Enhancement Programme in 2010-11

	Major Strategies under LEAP	Activities	Unit cost	Physical	Total Cost
	<b>LEAP J&amp;K</b>				
1.	Establishment of Learning Corners in each classroom for Science, Mathematics Language, and Social Science	Guidelines for Teachers on developing Learning Corners/ TLMS from locally available materials to be included in LEAP Activity Manuals	0.1	1600	160.0
2.	Designing Activity manuals, booklets for LEAP, publicity materials, etc such as: 1. LEAP Activity Manuals for teachers (including nature of active learning processes and activities for each subject) 2. Vision of LEAP Schools	1-week Workshop to organized by SPO for Kashmir  Printing and Distribution to every teacher, CRC, ZRC, DRG and DIET  Adaptation for Jammu	0.0002	84000	16.8
3.	Developing Student Profiles/ Portfolios for Continuous assessment	Designing of Tools for maintaining Student Profile Records, and Student Portfolios			1.0
4.	Exposure visits of SRG members, Master Trainers to innovative schools both within J&K and in other States	Out-of-state visits for 27 members (DRPs, SIE, SPO). Within state visits for 5 teachers per district.			9.2
5.	Baseline Assessment Survey for LEAP, in 1600 LEAP demonstration schools				44.4
I.	<b>Program for Enhancing English Skills of Teachers (Class I to VIII)</b>				

Major Strategies under LEAP	Activities	Unit cost	Physical	Total Cost
Providing good English packages to schools such as audio tapes, radio programs (for eg. with help of NGOs such as CLR), English training through contact mode and through EDUSAT distance programs, local TV programs, etc.	3-4 Consultations of Core Team, • Designing 4-day Training module for teachers	1	4	4.0
	Provision of some audio-visual materials for teachers (at each CRC for use in Cluster trainings)	0.005	1600	8.0
<b>I. Program for strengthening Early Language Pedagogy (Class I - III)</b>				0.0
Constitution of Core Team for Early Language Pedagogy program	Representatives from SIEs, DIETs, Field Teachers, Experts from outside school system	0.03	10	0.3
Small-scale sample study to explore the language issue in the state. Review of good models or best practices or bridging from mother tongue to 2 <sup>nd</sup> and 3 <sup>rd</sup> language.	Proposed Under REMS			
Developing a State-specific Vision Document on Language Pedagogy	20 participants			0.6
	Workshop for 3 days			
Developing graded materials in the children's mother tongue (eg. Urdu, Hindi, and at least some oral activities in Kashmiri, Dogri, Ladakhi) for Classes I and II	3 days workshop	1	4	4.0
Establishing Class libraries	<ul style="list-style-type: none"> <li>□ Distribution of graded reading material in local languages and English</li> <li>□ Book Drives to be organized where school collects available books, magazines, journals, etc from among community</li> <li>□ Encouraging children to write their own story books and publish children's books in each class</li> </ul>	0.008	22216	177.7
Small Booklet to be developed for teachers on strategies and activities for effective language pedagogy in Class I-III	3 days workshop (State level)	0.0002	42886	8.6
	<b>Total</b>			436.1

**Comments: The Appraisal Team recommends the above activities under LEP. The State had also proposed for procurement of Maths and Science kits at upper primary level, which has not been recommended. The focus this year for the State should be to first clarify its vision of desired classroom processes in each subject, in the form of a new Curriculum document, and to disseminate this vision and build deeper pedagogical understanding across different levels. Thereafter, if found necessary, maths and science kits may be developed in a decentralized manner in the following year, once the capacity for this has been built across levels within the State.**

## **2. Vision-based Curriculum and Teaching Learning Materials**

The Jammu & Kashmir State Board of School Education initiated the process of review and revision of school curriculum to put it on what the demands of the Society are. School curriculum derives its contents from social Curriculum and it the class room curriculum that in its turn adds to the contours of social curriculum. Since the social curriculum is as dynamic a concept as any living organism, so there is a need to modify contents of the school curriculum continuously to keep it updated as is required. Besides, the National Curriculum Frame work 2005 also puts emphasis on dynamism of School Curriculum and gives us broad guidelines to arrive at what is required to be transacted in the classrooms. The State and District Pedagogy Teams need to think and plan for TLMs which will be designed using locally available materials on a regular basis and would be used. The overall curriculum renewal process going on in the State should interpret nature and processes related to TLM development and encourage schools to develop and use appropriate TLMs in schools.

### **2.1. Status and processes for curriculum & syllabus renewal as per NCF 05**

- **Year of last renewal of curriculum, syllabus and textbooks:**

As per communication from JK BOSE received on 29-03-2010, BOSE has initiated the renewal of textbooks in a phased manner from 2008. In phase-I, class 1<sup>st</sup>, 3<sup>rd</sup> and 6<sup>th</sup> has been developed, in phase 2<sup>nd</sup> class 2<sup>nd</sup>, 4<sup>th</sup> and 8<sup>th</sup> has been reviewed and prepared for the students. In phase-III, class 5<sup>th</sup> and 7<sup>th</sup> has been developed. However no new curriculum document has been prepared. JKBOSE has adopted 80% material from the NCERT textbooks and 20% concept has been incorporated local specific as advocated in NCF-2005.

**Comments: It is a matter of concern that the new curriculum has still not been renewed in light of NCF 05, which has been a PAB commitment for several years now. State must commit to finalizing its new curriculum in 2010-11. For development of SCF 2010, the State must ensure to involve members who are well conversant with the principles of NCF 2005 (both from within and outside the State), by constituting subject-wise Curricular Focus Groups (as was done for developing NCF 05). State should also ensure to rationalize the number of subjects to reduce the curricular burden on children, as per NCF 05.**

**Languages in which textbooks are published:**

The textbooks are published in English as the State has adopted English as medium of instruction. This remains an issue in the State as majority of the teachers are not prepared to teach in English. They mostly communicate in Hindi/Urdu/Kashmiri and Pahari. This has affected the nature of classroom pedagogy. However, local languages should not be neglected at the cost of English.

**Comments: This is a serious issue in the State given that the medium of instruction is one which the children or teachers are not familiar with, which severely affects children's learning. If this medium is to be continued, the State must implement a proper Program for strengthening Early Multi-Language Pedagogy (especially in Classes I -III) for**

effectively bridging from the children's mother tongue to the second and third language. Moreover, there should be a strong program for enhancing teachers' English skills and English pedagogy. Some strategies have already been suggested above under LEP, which must be effectively implemented this year.

- **Detailed processes undertaken/ to be undertaken for Curriculum Renewal in light of NCF and RTE** (including timeline, who is involved, nature of resource input received/planned, nature of discussions, processes, etc):

The State Board of school Education invites experts from the field including University and college teachers, school teachers, faculty members of SIEs, DIETs, BRCs, CRCs and retired persons for the process. In 2007-08 the State had committed to roll out the revised curriculum, based on NCF 2005, by the next academic session. The State Govt. has assigned this job to the J&K Board of School Education (BOSE). The final/refined/modified curriculum as per NCF 2005 is under progress and it will be implemented throughout the State after its clearance from the State core group constituted for the purpose. JKBOSE is an autonomous organization and the mandate for development of curriculum lies with BOSE.

Guidelines for each sub group have already been issued by the State core group for review and reformation of the State Curriculum framework in the light of NCF 2005. The report titled "The State Curriculum Framework of Guidelines for Review and Reform" has been compiled and submitted to the chairman State Core Group.

Subject to agreement by the government, the following tentative plan has been drafted for **finalizing the State Curriculum Document in 2010:**

Desired Outcomes	Strategies	Timeline
4. New State Curriculum Document to be finalised in light of NCF 05 in 2010-11	10-15 Curricular Focus Groups to be formed for each subject/ area, involving State and National experts with strong understanding of NCF 05	April-May 2010
5. Review of textbooks to ensure greater alignment with NCF 05 and new State Curriculum	Discussion of NCF 05 Position Papers, and drafting of State Curriculum Document with Approach Papers for different subjects/ areas	Jun – Sep 2010
6. Ensuring integration between textbooks/ TLMS/ LEAP Activity Manuals/ Learning Corners so as not to overburden the child or teacher	Sharing with public, soliciting feedback and finalizing the State Curriculum Document	Oct – Nov 2010
	Group of Experts (from Curricular Focus Groups & from National level) to review the current textbooks of the State and make recommendations for greater alignment with NCF 05 and new State Curriculum	Dec - Feb 2010
	Making needed revisions to textbooks and reprinting in time for next academic session (Jammu)	Mar – Jun 2010

- **What steps have been taken to ensure that the burden on children is reduced, including content load and the number of subjects at primary level (as per the NCF 05 syllabus)?**

State Institute of Education Srinagar carries out the processes of unitization of syllabus and subject experts sometimes recommend scrapping the lengthy portion of texts so that it is not a

burden on the child is reduced. However, it is the mandate of J&K State Board of School education to develop curriculum, syllabus and textbooks while taking care of reduction in content load and no of subjects at primary and upper primary level. In order to reduce the content load and number of subjects the J&K BOSE has merge the subjects of Science and social Science in to one subject Environmental Science in classes 1<sup>st</sup> to 5<sup>th</sup> . Enormous efforts have been made to develop the contents according to surrounding demands. Besides, textbooks of science and social science have been amalgamated to reduce the content load and titled as Environmental Science.

## **2.2. Textbooks and other TLMs**

- **What is the *process* by which textbook development is undertaken?**

The State Board of school Education Invites experts from the field including University and college teachers, school teachers, faculty members of SIEs, DIETs, BRCs, CRCs and retired persons for the process.

- **Has any review been undertaken of the materials developed (syllabus, textbooks, TLMs), to ensure that it is age-appropriate, child-friendly and in tune with NCF 05? (If so, what is the feedback?)**

As per the communication received from JKBOSE, no review of the materials developed (syllabus, textbooks, TLMs) has so far been undertaken and review plan shall be evolved in 2010-11. However, care is taken to make the revised textbooks child friendly by three colour printing and inclusion of some interesting activities.

It is under active consideration of the Authorities of J&K Board of School Education. Moreover, Revision of some textbooks has already been made by BOSE as per NCF-2005, making the textbooks ge-appropriate and child friendly.

**Comments: The Appraisal Team has reviewed some of the recently revised textbooks and has found that there is still greater need for aligning them more closely with NCF 05. State should constitute an Expert Group including national experts with strong understanding of NCF 05, in order to review the present textbooks and make recommendations for ensuring greater alignment with NCF 05 and the new State curriculum 2010. These revisions should be incorporated into the textbooks over the next year, in time for the next academic year.**

- **What steps have been/ will be taken to ensure integration of all TLMs and textbooks, to ensure they do not become a burden on the child?**

The revised textbooks have four colour printing and are child friendly. State Institute of Education Srinagar carries out the processes of unitization of syllabus and subject experts sometimes recommend scrapping the lengthy portion of texts so that it is not a burden on the child.

- **Languages in which textbooks are published:**

The textbooks are published in English as the State has adopted English as medium of instruction. This remains an issue in the State as majority of the teachers are not prepared to

teach in English. They mostly communicate in Kashmiri and Pahari. This has affected the nature of classroom pedagogy. The State should not neglect local language at the cost of English.

- **Medium of instruction at primary and upper primary levels:** English

- **Special strategies for providing Multi-lingual Education in children's mother-tongue?**

The State does not neglect local language at the cost of English. Books are available in Kashmiri, Dogri, Bodhi, Panjabi, Gojari, Pahari to cover the multi lingual issue. However, teachers need to be trained for adopting some innovative strategies for addressing the multi-lingual issue.

### Information about Textbooks

Class	Year of renewal	Titles/ subjects	No. of Books	Cost of total set of textbooks*	Plans for renewal
Class I	2008	Maths, English, Urdu/Hindi	4	Rs. 152.00	Renewed in 2008
Class II	2009	Maths, English, Urdu/Hindi and EVS	4	Rs.123.00	Renewed in 2009
Class III	2008	Maths, English, Urdu/Hindi and EVS I and EVS II	5	Rs. 225.00	Renewed in 2008
Class IV	2009	Maths, English, Urdu/Hindi and EVS	6	Rs. 189.00	Renewed in 2009
Class V	2010	Maths, English, Urdu/Hindi and EVS	6	Rs. 216.00	To be renewed in 2010
Class VI	2008	Maths, English, Urdu/Hindi, Science, History, Civics, Geography	6	Rs. 289.00	Renewed in 2008
Class VII	2009	Maths, English, Urdu/Hindi, Science, History, Civics, Geography	8	Rs. 301.00	Renewed in 2009
Class VIII	2010	Maths, English, Urdu/Hindi, Science, History, Civics, Geography	9	Rs. 326.00	To be renewed in 2010

As per the above table, textbooks are published by the J&K State BOSE, and are based on the NCERT textbooks with some slight modifications as per requirement of the State. Books in all subjects are published in English, Urdu and Hindi, and in addition students can take an optional third language for which textbooks are also published in regional languages of Kashmiri, Dogri, Ladhakhi, and Punjabi.

### Timeliness of Distribution of Free Textbooks

Stage	Academic session begins from	Date of distribution in 2009-10	Proposed date for distribution in 2010-11
PS	April May in summer zones, Oct.-Nov. in winter zones	Within one month of start of the session	Within one month of start of the session
UPS			

Source: AWP & B, SSA, J & K, 2010 – 11

The State of Jammu and Kashmir has always managed to distribute free textbooks to all children in the beginning of the academic session. It may be noted that Textbooks for Class I and II are provided out of the State budget, while textbooks from Classes III to VIII are provided from SSA budget.

### Target, Achievement & Proposal

	Target for 2009-10		Achievement during 2009-10		Proposal for 2010-11	
	Physical	Financial	Physical	Financial	Physical	Financial
PS	477337 (III to V).	716.006	477337	716.006	468714	703.10
UPS	383286	958.215	383286	958.215	411493	1028.73

Source: AWP & B, SSA, J & K, 2010 - 11

### Availability & use of materials other than textbooks

	No. of schools		% of total schools		Details about nature of materials	Extent to which materials are actively used	Source/ Monitoring mechanism
	Pry.	U Pry.	Pry.	U Pry.			
Schools using TLMs other than textbooks	22216	8794	100%	100%	Models, learning cards, maths and Science kits	Math & Science models (prepared by teachers), activity based learning cards  Math & Science kits, activity based learning cards, used in classrooms daily.	5-tier monitoring mechanism and monitoring by VECs
Availability of Library in each school		8794		100%	Books/ Magazines/News papers	Curriculum related books, Cartoon booklets, story books, Magazines, daily news papers	
Availability of play material, games and sports equipment	22216	8794	100%	100%	Football, volley ball, Cricket bat, Ball, Roman rings,	Football, volley ball, Cricket bat, Ball, Roman rings, Band	

- **What is the nature of TLMs developed so far? What is the process by which these materials are developed?**

On the whole classrooms in J & K carry TLMs in the classrooms. However many of them are basically for exhibition purposes to make the classroom attractive and also to impress the visitors. The actual use of TLMs in classrooms for effective pedagogy in different subjects is not well planned and practiced. This calls for attention and being taken care of:

In this regard the State and District Pedagogy Teams need to think and plan for TLMs which will be designed using locally available materials on a regular basis and would be used. The overall curriculum renewal process going on in the State should interpret nature and processes related to TLM development and encourage schools to develop and use appropriate TLMs in schools.

No. of schools using materials other than textbooks, and nature of materials being used: As per the Plans, TLM grant of was provided to all the teachers (regular as well as para-teachers) @ Rs.500.00 per teacher. Teachers have been provided adequate training for the development and effective use of low cost TLM during classroom transaction. Number of Schools in the State is using Material other than textbooks (e.g. workbook/ worksheets/ Activity based learning cards/ Science, Math Models/ Computer Aided Learning (CAL) supplementary reading materials etc)

### 3. Teacher Effectiveness

#### 3.1 Teacher Performance tracking

- **Details about existing mechanisms for measuring teacher performance (Status of rolling out of performance indicators, how the performance is tracked at the school level)**

In the year 2009-10 performance indicators for teachers were developed under LEAP during workshop in August 2009 in which experts from SIEs, DIETS, DRPS and field teachers participated. Experts from TSG also participated.

- **Findings from performance tracking reports about current performance levels of teachers in 2009-10:**

As per a report received from State Institute of Education, Srinagar, advancement of Educational performance Through Teacher Support was initially taken up as awareness programme in 2007. The awareness about the performance standards was given to the District Resource Persons and also some reading materials were provided to the DRGs. But unfortunately this was not taken up at the successive levels. In 2008 this was again integrated with the DRGs capacity building programme. As many as fifteen indicators were listed for the State to be pursued in the field. In the DRG's programme some issues were raised with reference to the assessment of performance of teachers. Accordingly testing tools were developed and subsequently in the ZRP's training, all the requirements were deliberated upon. This remains a fact that in some districts like Anantnag, Pulwama and Baramula, key resource persons on the subject delivered the modules. Later it was found that Pulwama and Anantnag district pursued it in the ZRP's training programme. Some of the problems which assumed the shape of stumbling blocks are listed below:

At district level, the officers in charge of administration were not sensitized and this programme was considered as an add on rather than a core quality component. Chief Education Officers could not facilitate the training and subsequent meetings of resource persons.

Taking note of the academics problems of the programme, the issue was discussed with TSG, who advised to choose just ten indicators and develop plan for other indicators in the following years. This strategy i.e. packing all the standards in phased manner with contextualizing the indicators was advised to all the States. This would need revisiting of indicators with active involvement of DRPs / DIETs.



**List of desired teacher performance benchmarks to be achieved in 2010-11, as part of the LEAP program:**

	<b>Parameters</b>	<b>Observable Indicator of Teachers' Effective Performance</b>
1.	School Improvement Plan	Teacher is actively involved in designing School Improvement Plan and in pursuing set goals for school improvement
2.	Learning Corners	Teacher organizes learning corners with the active participation of students and uses them in the teaching learning process
3.	Effective use of TLMs	Teachers and students develop and utilize TLMs during teaching learning process in different subjects
4.	Classroom atmosphere	Children are not afraid, and feel free to express themselves and interact with the teacher
5.	Teacher-Student relationship	Teacher smiles and interacts with students as a friend
6.	Encouraging student to ask questions and discuss with each other	All Students participate, ask questions and interact with each other during classroom processes in an inclusive manner
7.	Assessment	Teacher maintains Students' Learning Profile for each student
8.	Analyses learning difficulties	Teacher regularly analyses students' learning difficulties and provides remedial support as needed
9.	Involving community	Teacher identifies and utilises community resources during learning activities
10	Co-curricular activities	Teacher gives opportunities to develop students' talents in different fields (eg. creative, artistic, sports, musical, dance , etc)

The following will be the steps taken for implementation of performance tracking in 2010-11:

- Building awareness about the performance indicators (through orienting teachers and RPs, displaying them on the school premises)
- Teacher will self-assess his/her own performance, and this will then be cross-checked through classroom observations by ZRP/CRPs.
- Teacher to design a self-improvement plan for the coming months, in collaboration with HM/ CRP/ ZRP (Each teacher will choose 3-4 indicators on which to focus on each quarter, and plan some specific steps she will take to improve in those areas)
- The assessment of performance levels will take place once every quarter, through classroom observations by ZRP/CRPs.
- Results will be compiled and analyzed at different levels, and then discussed during Cluster Monthly meetings.
- Performance Tracking will be initiated by April 2010. First quarter reports will be compiled by July 2010.

**Comments: Performance tracking will be a crucial aspect of ensuring proper roll-out of the LEAP program and improvement in quality. State had committed last year to implement and share findings of performance tracking, yet till date this has not been finalized and shared. The state must monitor, compile, analyze and share findings about the performance levels of teachers, CRPs, ZRPs DRPs and DIETs by July 2010.**

- What other measures have been implemented/ planned for enhancing teacher accountability?

Monitoring at Different levels has been strengthened. The State has the policy of awarding teachers for their best performance. In order to check the menace of teacher absenteeism and performance by Village Education Committees, VEC manual has been circulated amongst the Chief Education Officers for its dissemination to the concerned.

### 3.2 In-service Teacher Training:

- What were the focuses areas of Training Modules (for Trainers and Teachers) developed/ used in 2009-10? What were the processes involved in developing these modules?

The focus areas of training modules are given hereunder. The training design and modules were developed in visioning workshop at State Project Office Srinagar during September, 2009 with the help of TSG expert. In these workshop members from faculty of SIEs, DRPs, filed teachers participated. For the first time modules on health education, ECCE, disaster management were introduced. However, induction teacher training could not be carried out and the modules were used for capacity building during in-service teacher training programme.

#### In-service Trainings conducted during 2009-10

Focus Areas	Target Group (Type of Teacher)	Duration/ In which month conducted	Physical Target	Achievement	% Achievement
<ul style="list-style-type: none"> <li>• Role of the Teacher in LEAP.</li> <li>• Essence of Science: scientific inquiry; how children learn science.</li> <li>• Key Features of Active Pedagogy</li> <li>• Localized School Level Planning</li> <li>• Vision for Effective Schools</li> <li>• Promoting a culture of science in school &amp; community.</li> <li>• Activities for Upper Primary Mathematics learning.</li> <li>• Planning science unit plans with activities</li> </ul>	Master Trainers	10 Days, December, 2009	170	170	100%
	ZRPs/CRPs	10 days, December, 2009	2000	2000	100%
	Teachers	10 Days, June-July-2009 and Jan-Feb. 2010 ( for	55032	39417	72%

Source: AWP & B 2010-11, SSA J&K

#### Training Design for Training of Teachers in LEAP

	I 10.00 to 11.30	II 11.30 to 13.00	III 13.30 to 15.00	IV 15.00 to 16.30
1	What is LEAP; Why LEAP?	Vision for Effective Schools	Impact of Values on our Teaching	Core values in LEAP
2	Why we teach	Understanding children and how they learn	Key Features of Active Pedagogy	Beliefs and assumptions in Active Pedagogy
3	Role of the Teacher in LEAP	Localised School Level Planning	Partnership with Community & Community Resource Mapping	Preparing Schools for LEAP; School Cleanliness & hygiene

SESSION Time	I 10.00 to 11.30	II 11.30 to 13.00	III 13.30 to 15.00	IV 15.00 to 16.30
Day 4	Setting up Learning Corners	Strategies for Classroom management	Organising Student Committees	Child-friendly assessment & analysis of learning difficulties
Day 5	Essence of Science: scientific inquiry; How children learn science	Visible indicators of an effective science classroom; Role of Teacher	Science Corners and preparations for science	Activities related to Primary science
Day 6	Activities related to upper primary science	Planning science unit plans with activities	Promoting a culture of science in school & community (science clubs)	Education for Peace
Day 7	How do children learn language?	Role of teacher in facilitating language learning	Activities related to Language learning	Role of libraries, Reading corners and local resources in language learning
Day 8	How children learn English	Strategies for strengthening English learning	Activities related to English learning	Planning unit plans for English
Day 9	Practice micro-teaching in schools (with Peer Observations)	Practice micro-teaching in schools (with Peer Observations)	Feedback from Lesson Observations	Special (Individual) educational needs
Day 10	Essence of Social Science; How children learn social science	Visible indicators of an effective social science classroom; Role of Teacher	Activities related to social science learning	Role of local & community resources in strengthening social science
Day 11	Essence of maths: mathematization of thinking process; How children learn maths	Visible indicators of an effective maths classroom; Role of Teacher	Maths Corner and preparation for Maths learning	Activities for Primary Mathematics learning
Day 12	Activities for Upper Primary Mathematics learning	Planning for Maths unit plans and activities	Performance Indicators for schools and teachers	Goal Setting and Commitments (Self Growth Plan)

- **Training Processes:**

One of the important components of LEAP is Empowerment of Teachers. The following principles are envisioned under this, for revamping teacher training programs:

**Key Principles of Teacher Empowerment in LEAP – the CARE approach:**

- **Continuous Collaboration**

- by building caring and democratic relationships between Trainers and participants,
- encouraging peer learning among teachers through regular Sharing/Reflection meetings,
- conducting follow-up throughout the year.

- **Attitudinal Changes:**

- by targeting teachers' affective domain through stories, films, activities and discussions that touch teachers' hearts and inspire them with a desire and vision for change.

- **Reflective Learning:**

- by including ample time for personal and group reflection, in order to encourage teachers to critically reflect on their previous experiences, their own teaching practice,

- Need to address mindsets – getting people to question their underlying beliefs and assumptions about children, the purpose of education, etc.
- **Experiential Learning:**
  - through practical workshops where everything in the training (including training processes, set-up of training hall, relationship between Trainer and participants, etc.) all model the LEAP approach;
  - where teachers get a chance to actually plan and practice teaching LEAP lessons (if possible with real children), with the support of the trainers. Need to be able to present a doable model with practical strategies demonstrate it practically in classrooms

**Impact of Teacher Training 2009-10:**

- **Mechanism:** Impact is being monitored at various levels by CRPs/ ZRPs/ DRPs/ DIETs and SIEs.
- **Impact:**  
One can have an idea of the impact of teacher training programmes after perusal of quality monitoring reports submitted on quarterly basis. However, a separate report shall be developed and shared very shortly.
- **Major Challenges/issues** related to teacher training in 2009-10, and strategies for addressing these issues?

Major challenges/issues related to teacher training 2009-10	Strategies
(i) Lack of modern pedagogical concepts like activity based child centered and participatory learning.	Model Activities were conducted in the capacity building programme.
(ii) Need for attitudinal change in teachers.	Capacity building of teachers under the component of attitudinal change of LEAP among the teachers.
(iii) Need for the development of localized institutional plan	Development of localized institutional plan was propagated and activities for development of institutional plan were devised in the training programme at all levels
(iv) Need for active community mobilization	Strategies being devised for mobilizing community in terms of calling on meetings/ awareness of VEC/PTA/MTA/SMC on regular basis.

**Plan for Teacher Training in 2010-11:**

Based on the desired changes that the State wishes to bring in teachers in the next few years (as per performance benchmarks identified in light of RTE), what will be the **long-term perspective plan** for bringing about these changes in teachers?

### 3-Year plan for Teacher Training in 2010-2013

Changes desired in teachers	Topics of training to be offered	Training process/ Methodology	Time frame (over next 3 years)	Follow up mechanism to ensure impact on classroom
Attitudinal change	(i) Value Education. (ii) Effects of assumption and beliefs on teaching learning process. (iii) Sharing of success stories of practicing teachers, Educational Thinkers, social reformers, religious leaders, etc.	<ul style="list-style-type: none"> <li>• Activities.</li> <li>• Presentation of Audio Visual CDs</li> <li>• Interaction</li> <li>• Discussions with logical conclusions.</li> </ul>	2010-2011	Onsite support/ monitoring by SIEs/DIETs, DRPs to ZRPs/CRPs and Teachers
Change from saying to doing i.e. from sermons to activities	(i) Activity based learning. (ii) How children learn? (iii) Learning corners and community involvement	<ul style="list-style-type: none"> <li>• Activities.</li> <li>• Presentation of Audio Visual CDs</li> <li>• Interaction</li> <li>• Discussions with logical conclusions.</li> </ul>	2010-2011	Onsite support/ monitoring by SIEs/DIETs, DRPs to ZRPs/CRPs and Teachers
Improvement in teacher competency/ proficiency	Development of scientific attitude among the learners during Actual classroom transactions.	<ul style="list-style-type: none"> <li>• Activities.</li> <li>• Presentation of Audio Visual CDs</li> <li>• Interaction</li> <li>• Discussions with logical conclusions.</li> </ul>	2011-2012	Onsite support/ monitoring by SIEs/DIETs, DRPs to ZRPs/CRPs and Teachers
Development of effective communication skills	(i) Teacher student friendly atmosphere and development of communication skills. (ii) Communicating simple and local language	<ul style="list-style-type: none"> <li>• Activities.</li> <li>• Presentation of Audio Visual CDs</li> <li>• Interaction</li> <li>• Discussions with logical conclusions.</li> </ul>	2011-2012	Onsite support/ monitoring by SIEs/DIETs, DRPs to ZRPs/CRPs and Teachers
Personal Hygienic change	(i) Personal Hygiene—what, why and how?	<ul style="list-style-type: none"> <li>• Activities.</li> <li>• Presentation of Audio Visual CDs</li> <li>• Interaction</li> <li>• Discussions with logical conclusions.</li> </ul>	2012-2013	Onsite support/ monitoring by SIEs/DIETs, DRPs to ZRPs/CRPs and Teachers

#### Training Design in 2010-11:

In Jammu region, the training program in June-July 2010 will focus on initiation of the LEAP program in Jammu region, using similar training as was given in Kashmir region in Dec-Jan 2009-10. The training design for the same is as follows (subject to some modifications, to give due emphasis to the thrust areas of LEP 2010-11:

1. LEAP J&K,
2. Program for improving multi-lingual pedagogy in early grades, and
3. Enhancing English language skills of teachers.

For the training to be conducted in Kashmir region in Dec 2010- Jan 2011, the training will focus on the following areas:

1. Strengthening of implementation of LEAP J&K (7 days), including:
  - Challenges faced in implementation of LEAP (1 day)
  - Nature of active pedagogy/ activities in different subjects; use of Activity Manuals (and suggestions for strengthening the Manuals) (3 days)
  - Strengthening Community Partnerships and implementation of School Improvement Plans (1 day)
  - Implementation of Continuous and comprehensive assessment (including maintaining Student Profiles and Student Portfolios) (2 days)
2. Enhancing English Skills of Teachers, and English pedagogy (3 days)
3. Strengthening Early Multi-Language Pedagogy (separately for primary and upper primary) (2 days)

- **What innovative changes do you plan to bring in for revamping teacher training programs this year, for enhancing their effectiveness? What will be your process for developing innovative teacher training designs/ modules this year? (include detailed plan, timeline, nature of resource support that will be invited, etc)**

Teacher training programme shall be conducted in a workshop mode so that all participants are actively involved. In the morning session, some participants shall be asked to provide feedback of previous days training and to suggest any changes if required. The resource persons shall be asked to use TLM themselves and develop some interesting activities, to be performed by participants, during the courses of his delivery. Moreover, audio visual aids and appliances shall also be used, wherever necessary. Some of the strategies are listed below;

- Demonstration lessons of RPs will be followed by the participants during the training programmes as practical work.
  - Development of CDs of live classrooms for demonstrations in the training workshops. Demonstration of Audio/ visual CDs/Aids.
  - Presentation of selective Film CDs like “Tarey Zameen Par”, “3 idiots”, etc.
  - Performance Assessment of trainees.
  - Practical demonstration of transactional methods through live classrooms.
  - Incentives/ appreciation of good performers among trainees.
- What mechanisms will be used to **ensure impact** on classroom practices?
    - Monitoring mechanism shall be updated and strengthened. The monitoring reports shall be viewed/ observed, analyzed and remedial measures taken.
  - How will this **impact be tracked, and shared** with MHRD?
    - Through Quarterly Progress Reports and ADEPTS indicators.

### 3.3 Induction Training

Progress of Induction Teacher Training (during 2009-10)

Stage	Target for Induction Training in 09-10	Teachers recruited (up to end March 2009)	Teachers trained (up to end March 2009)	Percentage of Achievement	Duration of training (detailed break up)
Primary	3948	3948	0%	0%	30 days
Upper Primary					

Source: AWP & B 2010-11, SSA J&K

- Details about induction training in 2009-10 (content, processes, follow up, and emerging issues):

As per the Plans, the State has decided to fill all the vacant posts of teachers during 2010-11. Therefore, induction training of 30 days will be provided to all the newly inducted teachers.

#### **Content:**

The content of the training programme will include:

- Salient features of active pedagogy.
  - NCF-2005.
  - Continuous and Comprehensive Assessment.
  - Basic concepts of curricular subjects of elementary classes.
  - Development and use of TLM.
  - Vision of effective schools.
  - Basic principles of school management.
- Proposal for induction training to be undertaken in 2010-11:  
The State is contemplating to provide induction level training to newly recruited teachers for 30 days during 2010-11.

#### **Suggestive Contents of Induction training:**

- Content Based Subject-wise review & Orientation on hard spots
- Preparation of subject-wise instructional strategies for introduction of LCA
- Development of Subject-wise/Class-wise TLM/SLM
- Presentation of TLM/SLM developed by Participants
- Preparation of a Multigrade Teaching Model by each participant
- Formative Evaluation & Remedial Teaching \_ Identification & Preparation of Operational Strategy
- Concept of LEAP
- Setting up of learning corners
- Community Participation

#### **Strategies of training:**

The training will focus on improvement in classroom processes through changes in classroom layout (learning corners, class libraries, group activities and peer collaboration for organised learning) and follow up activities through ZRCs and CRCs to strengthen academic support to schools and to facilitate reflective consultations at cluster level through cluster level meetings.

Training workshops would be more and more activity and reflective based so that the trainees understand the spirit of active pedagogy practice and carry the experience to their classrooms. They will be guided about how to organize their classrooms, pedagogical processes, process of assessment and facilitate better learning of each child in the classroom.

**Follow up activities:**

The training aims to continue the dialogue with teachers through regular interaction of teachers with their concerned RPs from CRCs and ZRCs. After the completion 30 day induction level training, the follow up shall be carried through monthly meetings at cluster and zonal level. This will have two major interventions. In each month teachers will get together at the cluster level to discuss about their practices in classrooms & emerging issues. Other than this RPs from CRCs and ZRCs will visit their concerned schools on a regular basis to assess the effectiveness of training and also performance of teachers using the performance indicators as developed during the workshop.

Similarly at the Province and District level the trainers will meet on a quarterly basis for two days each time to review the progress of quality related interventions under Sarva Shiksha Abhiyan including the review of teacher training and assessment of performance of trainers and teachers. This continuous interaction and collaboration will strengthen the monitoring activities and will encourage both teachers and trainers to deliver better. The overall target will be to enhance the learning achievement in each school at least by a margin of 10%.

**3.4 Untrained teachers**

Progress of Training of Untrained Teachers (during 2009-10)

Stage	No. of Untrained teachers as of Mar 2009	Target for 60 days training in 2009-10	Teachers trained during 2009-10	Percentage of achievement	Present number of untrained teachers (Mar 2010)
Primary	19498	19498	0	0%	19498
Upper Primary					

Source: AWP & B 2010-11, SSA J&K

- o **Mechanism for training of untrained teachers (nature of course, partners/ providers, duration, content, methodology, follow-up):**

The mechanism devised for training of untrained teachers (induction level/ post induction level) in the 2005-06 envisaged a six month course through the mode of distance education from IGNOU. The teachers who qualified the examination at the end of the term were to be awarded "Certificate in Primary Teaching"( CPT).However, the programme could not succeed due to several reasons. One of the major reasons was that the study materials prepared by IGNOU properly do not cater to the needs of teachers nor could it be disseminated in far flung areas of the State. Another reason was the lack of interest shown by teachers as the six months course had formal recognition from State Education Department. The issue is now being taken up with J&KBOSE and university of Jammu/Kashmir.



○ **Emerging Issues and Strategies regarding covering back log of untrained teachers in the state:**

As an alternative, training of in-service teachers for D.Ed. through distance education from J&K Board is proposed. Also the issue of raising the intake capacity of DIETs is under consideration.

The untrained teachers programme could not be pursued due to the reasons put forth from time to time as under:

- a) That 60 day programme is long duration programme which could not be undertaken in vacation period only. That way the trainees shall have to be cut off from their schools for some period, which will not be in the interest of the children.
- b) 60 day programme could be under taken during vacation period yet would require a well thought out academic package which could not be prepared at the time of stating the training i.e. at the inception of the vacations.

Knowing the limitations and to address the issue, we may develop academic training packages separately for newly recruited teachers and untrained teachers. This could be done with active involvement of SIEs. The package could be developed well before the vacations so that no scope is left for creating reasons for deferment.

The training of untrained undergraduate teachers could be integrated with their training under D.Ed. programme. Similarly we may take-up the training of graduate untrained teachers soon after the vacations start so that for a lesser period such teachers shall remain out of their schools. Both summer and winter vacations shall be utilized to use the off period optimally provided identification of trainees is ensured in the month of March every year. This category of teachers shall have to be roped in a phased manner and this exercise would take 4-5 years to clear the backlog.

○ **Saturation Plan for upgrading all untrained teachers in the State within the fixed time frame, through appropriate D.Ed. (2-year) equivalent course:**

- There is a DIET in Each district, equipped to train the teachers for D.E.Ed. Already batches of teachers are admitted for year long regular course of D.E.Ed.
- In the first year, each DIET shall be entrusted with training of a batch of 50- teachers for D.E.Ed through distance mode on trial basis.
- As projected above, more one thousand teachers shall be trained during the first year.
- Depending upon the success of plan the no. of teachers enrolled for training can be raised and it would be possible to train more ten thousand teachers over a period of five years.

○ **What is the current status of availability of study centers, teacher educators and mentors for such a program?**

The State has twenty two DIETs one in each district .Besides there are some ETT Institutes which are imparting training.

○ **How will the State ensure convergence with the Teacher Education Scheme?**

It is proposed that a meeting of nominated members of SSA, SIEs, DIETs, DRGs, ZRPs, CRPs, College of Education and department of education, University/Kashmir shall be held on quarterly basis.

**Comments:** It is a matter of great concern that the State has still not managed to finalize its mechanism for covering the large numbers of untrained teachers. State should explore option of designing a 2-year courses for untrained teachers that is recognized by the State, in collaboration with IGNOU or other universities, or by increasing the capacity of DIETs. Moreover, the State urgently needs to revise its recruitment policy, for recruiting trained teachers only, so as not to further increase the backlog of untrained teachers.

#### Overall progress and targets for teacher training

Type of training	Target for training in 2009-10		Achievement		% of achievement		Target for 2010-11	
	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
In-service at Zonal level	55032	550.32	39417	394.17	71.6%	71.6%	55032	550.32
In-service at Cluster level	55032	275.160	0	0	0	0	55032	275.160
Induction	3978	119.340	000	000	0%	0%	3978	119.340
Untrained	19894	000	00	00	0%	0%	19894	000
Trg. of BRCs, CRCs	2000	20.000	2000	20.00	100%	100%	2000	20.00

Source: AWP & B 2010-11, SSA J&K

### 3.5 Pre-service teacher education systems

#### Govt. Teacher Education Institutions

Sl. No.	Institution	Number	Course offered
1.	DIET	22	D.Ed course
2.	DRC	22	Capacity Building of BRPs and CRPs
3.	BTC	200	Capacity Building of field teachers
4.	Pre Primary Teacher Training Centre	0	-

Source: AWP & B, SSA, J & K, 2010-11

#### Annual Intake Capacity of Teacher Education Institutions

Sl. No.	Courses offered	Type of Institution	Total Institutions	Annual Intake Capacity
1.	D. Ed.	DIET	22	1650
2 (a)	B. Ed.	Colleges of Education	2	300
(b)	B. Ed.			
3.	M. Ed.	University of Kashmir/Jammu	2	100
4.	Any other			
<b>Total Annual Intake Capacity</b>				<b>2050</b>

Note: there are 270 ETT private institutes in Jammu Division and 70 such institutes in Kashmir Division and a number of Private colleges which offer B.Ed course in which usually aspiring candidates from outside the State seek admission.

- **Teacher attrition rate** in the State **1.2%** per district in a year (**0.12%** of teachers that leave

S.No	Name of the participant	Designation	Place of posting
------	-------------------------	-------------	------------------

the system every year, due to retirement, etc):

- Does the current **capacity of Teacher Education Institutes** in the State exceed the annual requirement of teachers (based on the annual attrition rate)?

Yes.

- **Pre-service saturation plan** in the next 5 years (including nature of tie-up with IGNOU or other bodies):

The State contemplates to tie-up with the university of Jammu/ Kashmir.

- Status/ Plans for **revision of pre-service teacher education curriculum**, to ensure that the curriculum is in sync with requirements of RTE/ NCF 05:

A revision of curriculum, Syllabus of D.E.Ed course was carried out by J&K State Board of School Education in 2007-08.

#### 4. Academic Support & Monitoring Systems Pedagogy Teams and Resource Groups:

Information about Resource Groups at different levels

Sl. No.	Resource Groups (RGs)	Whether constituted (how many)	Number of members per RG	Number of meetings held this year	3 Key activities undertaken by the Resource Groups in 2009-10
1.	State Resource Group (SRG)	Yes, one	11	2	1. Application of principles of Education of Equitability Quality in J&K as per proceedings of Shimla Workshop. 2. Preparation of modules for teacher training. 3. Holding of periodic reviews of progress of Sarva Shiksha Abhiyan interventions.
1.	District Resource Groups (DRGs)	22	10	12	1. Capacity building of blocks and cluster resource persons. 2. Conducting of trainings. 3. Onsite academic support and Monitoring.
2.	Block Resource Groups (BRGs)	200	2	10	1. Teacher training. 2. Onsite academic support & monitoring 3. Collection of data for out of school children, quality interventions.
3.	Cluster Resource Groups (CRGs)	1600	8	10	-do-

Please provide the list of members of the State Resource Group

1.	Surinder Kumar Gupta	Research Officer	SIE, Jammu
2.	A.R Bhat	Research Officer	SIE Srinagar
3.	Ashiq Hussain	Master	HSS Doru, Ang.
4.	Nirmal Singh	DRP Pedagogy	DIET Pampore
5.	Showket Ahmad	DRP Pedagogy	DIET Kulgam
6.	Khursheed Ahmad	DRP Pedagogy	DIET Kulgam
7.	M.Idrees Tak	DRP Pedagogy	DIET Shopian
8.	Urfana Amin	DRP SFG	DIET Srinagar
9.	Mushtaq Ahmad Bhat	Lecturer	DIET Anantnag
10.	Rajinder Paul Gupta	DRP Pedagogy	DIET Kathua
11.	Ajit Singh	DRP Pedagogy	DIET Doda
12.	Kuldip Khajouria	DRP Pedagogy	DIET Reasi

- Criteria for selection of Resource Persons at different levels.  
Efficiency, capability, Communication skill and delivery in actual classroom situation.
- How Resource Groups will be involved in Quality Improvement in 2010-11 (roles and activities)

The Resource Group shall develop among the teachers the ability to communicate, read, write and observe. They will inspire teachers to provide opportunities for mathematisation of thinking and improve communication skills among teachers, besides generating awareness for experimental findings among teachers and also allow children to perform scientific activities.

#### Comments:

**The State should take concrete steps for revitalizing its Resource Groups, especially at State and District levels. Greater efforts need to be made to involve Resource Persons from working teachers, educationists, Universities and other resource organizations, as well as from the National level, who are well-versed with the principles of NCF 2005, in order to contribute to the efforts of pedagogical renewal in the State. These Resource Groups should meet more frequently and contribute more directly towards various quality initiatives such as teacher training, material development, and monitoring.**

#### 4.1 Plan for revamping SCERT and DIETs, and strengthening linkages

- Vision of effective DIETs/ Performance benchmarks for DIET personnel:

#### Nature of academic support extended by DIETs in 2009-10:

DIETs contribute to SSA in following ways:

- Capacity Building of ZRPs and CRPs.
- Monitoring and Supervision.
- Analysis of Examination results and devising appropriate learning strategies.

### **Issues, Strategies, and Activities in 2009-10:**

During 2009-10 also DIETs will be involved in providing academic support to SSA in the following ways:

- Devising a need based capacity building programme for Resource Persons.
  - Implementation of Learning Enhancement Programmes.
  - Strengthening of Continuous and Comprehensive Assessment in the light of Source Books developed by NCERT.
  - Conduction of Baseline Survey and its analysis under the supervision of SIEs.
  - Conduction of Achievement Survey and its analysis under the supervision of SIEs.
  - Evaluating the impact of LEPs on the Achievement Levels of students.
- Involvement in Action Research activities

### **• Nature of academic support extended by DIETs in 2009-10:**

The support on academic side is extended by DIETs of the State by way of monitoring and supervision of the teacher training programme and the capacity building of the master trainers. In addition to this, the DIETs are also involved in monitoring of the implementation of SSA .

### **• Emerging Issues, & Strategies for strengthening DIETs in 2010-11:**

DIETs have distinct role to play in two possible ways:

- a) Task of school improvement.
- b) Teacher development.

While the former implies more field interactions and engagements, the latter deals with work in the field of teacher education and teacher support. There is need of DIET involvement in framing comprehensive district level education plan for coordination and convergence across institutions and lines of reporting. The primary activity of DIETs is teacher training and capacity building of resource persons to conduct decentralized training and adapt training design of the concerned district which requires investment of new ideas and resources. Absences of clear basic institutional objective, lack of competent faculty and absence of strong leadership are some of the major challenges.

- Plan for strengthening linkages between SCERT, DIETs and other academic bodies: Monthly meetings of Principals of All DIETs and SIE faculty are regularly held at SIEs to discuss various issues concerning the challenges faced in the field with respect to teacher training, its impact and onsite support to teachers. Administrative matters also come under discussion. The State proposes to broaden the spectrum and base of these monthly meetings by inviting the concerned Officers/ Officials from State Project office, BOSE and some field teachers on rotation basis in order to strengthen the linkages between various academic bodies and also to find remedial solutions needed to address the emerging issues and challenges in the field.

## **4.2 Revamping BRC /CRCs – capacity building, selection criteria, nature of support & mentoring, performance tracking**

### Information about Block Resource Centers

Total no. of blocks	BRCs sanctioned	BRCs functional	BRPs sanctioned	BRPs recruited	BRC mtgs. held in 2009-10	CRC/ School visits in 2009-10	% Effectiveness of BRCs
200	200	200	400	400	12	12 visits to CRCs and 90 visits to schools	Mostly busy in data collection and training.

Source: AWP & B 2010-11, SSA J&K

#### Details about status of BRPs:

Activity	Month	Venue
Teacher Training (Zonal Level)	June-July for summer zones Jan-Feb. for winter zones	BRC/ZRC and Schools having infrastructure for conducting training.
BRC/ZRC Meeting.	25 <sup>th</sup> of every month	ZRC
Other Meetings	As and when required.	ZRC
Monitoring Quality interventions.	April to March.	Whole zone.
Providing on-site academic support	April to March	Whole Zone

### Information about Cluster Resource Centers

Total no. of clusters	CRCs sanctioned	CRCs functional	CRCCs sanctioned	CRCCs in position	CRC mtgs. held in 2009-10	School visits in 2008-09	% Effectiveness of CRCs
1600	1600	1600	1600	1600	12	80(approx)	70%

Source: AWP & B 2010-11, SSA J&K

#### Details about status of CRPs:

Activity	Month	Venue
Teacher Training (Cluster Level) / Cluster Level Meetings	14 <sup>th</sup> & 15 <sup>th</sup> of every month	CRC.
Other Meetings	As and when required	CRC
Monitoring Quality SSA Interventions	April to march	Whole Cluster
Providing on-site academic support	April to March	Whole Cluster

Which Blocks have high CRC to School ratio:

	Name of Block	Total no. of CRPs in Block	CRC with < 15 schools	CRC with >15 but < 20 schools	CRC with >20 but < 25 schools	CRC with > 25 schools
1.	Awaited					
2.						
3.						

- Nature of **Training** offered to BRP/CRPs in 2009-10:  
Capacity Building, In-service
- Details about **activities** of BRPs and CRPs in 2009-10 (nature and frequency of academic support to schools, contributions to learning enhancement, etc)
  - **The BRP visits every upper Primary school under his jurisdiction at least once in a month, stays in the school for at least 3 to 4 hours, observes the classroom transaction of every upper primary class for at least one hour and if he finds that proper pedagogy is not being followed or TLM is not appropriate/properly used or teacher lacks mastery over the subject, the BRP(ZRP) intervenes and provides the necessary inputs. BRP always carries the TLM- kit with him during the school visit. BRP also discusses the NCERT's school level QMT with the school staff and suggestive corrective measures. In addition, the BRPs are also involved in the development and execution of need based in- service Teacher-Training programme.**
  - Zonal Level Teacher training /Cluster Level Teacher training.
  - On-site academic support.
  - Collection of Out of school children data.
  - Monitoring of scheme
- Major **issues** identified in effectiveness of BRC/CRCs, and strategies for strengthening them in 2010-11:
  - As per new guidelines issued recently, the BRCs/CRCs are required to devote maximum time for academic affairs and on-site training to the field teachers.
  - The State is contemplating to design special training package for Resource Persons of BRCs and CRCs.
  - Only competent, experienced and committed teachers shall be deputed to BRCs/CRCs.
- **Vision** of effective BRC/CRCs – plan for making them resource-rich centres, nature of envisioned roles and activities.
  - Ability to communicate and read / generate reading ability in teachers observe and read the classroom process and children's level in reading skills be a role model have gone through research in this regard.
    - ii) Provide onsite support to teachers regularly.

- Have the above and generate among teachers ability to write and develop material that can help in enhancing writing skills.
  - Inspire teachers to provide opportunities for mathematisation of thinking.
  - Prepare teachers to give space to understanding importance of cleanliness by children.
  - Inspire/Prepare teachers to take children out of the classroom.
  - Ability to generate awareness for experimental findings among teachers and also allow children to perform scientific activities.
- **Performance Indicators** for BRC/CRC trainers, and feedback received about current performance levels:

**Performance Indicators for Trainers in LEAP (DRPs, ZRPs, CRPs)**

	<b>Parameters</b>	<b>Observable Indicator of Trainers' Effective Performance</b>
1.	Sound understanding of the principles of LEAP	Trainer must demonstrate and communicate a sound understanding of the principles of LEAP
2.	Inspires teachers towards change	Trainer is motivated and communicates effectively to inspire teachers for LEAP
3.	Preparation	Trainer prepares beforehand the module, appropriate TLMs and uses them effectively during training
4.	Experiential training	Trainers ensure practical sessions so that teachers experience Active Pedagogy and activities during the training program, and have a chance to practice the activities themselves (through micro-teaching)
5.	Democratic & participatory approach	Trainer involves all participants and interacts as a friend in a democratic approach
6.	Ensuring impact of training on classroom practices	Trainer must ensure that training inputs are being reflected in teachers' classroom practices
7.	School Visits & On-site support	Trainer regularly visits schools and focuses on giving academic support and lesson demonstrations for teachers
8.	Monitoring of active pedagogy	Trainer will regularly monitor changes in classroom practices towards Active Pedagogy (through Performance Indicators & QMT)
9.	Commitment to own learning & growth	Trainer shows commitment to self-growth by regularly attending training programs, reading, updating own knowledge
10.	Demonstration Schools	Trainer adopts certain number of schools to develop as Demonstration Schools

- **Criteria for selection** of Resource Persons:
  - The Resource Person should be trained Graduate
  - The Resource Person should have at least five years experience as teacher.
  - The Resource Person should have aptitude for working in BRC/CRC.
  - The Resource Person should enjoy good reputation in the field.
  - The Resource Persons is asked to deliver a lesson in actual classroom situation in presence of experts.
- Plan for **capacity-building** of BRP/CRPs (including planned exposure visits, training content areas and processes, timeline, etc)



**Plan for Training of BRP/CRPs in 2010-2011**

Target Group	Training in 2008-09		Training in 2009-10	
	Duration	Focus areas	Duration	Focus areas
BRCC	10 days		10 Days	1. Setting up Performance
BRPs (Block Resource Group)	10 days	Roles and Responsibilities of ZRPs and ZRCs. Hard Spots. Grading of Schools.	10 days	2. Indicators for Trainers. 3. School Development Plans 4. Roles and Responsibilities of ZRPs at ZRCs.
CRCC	10 days	-do-	10 days	
CRPs (Cluster Resource Group)	10 days	-do-	10 days	1. Setting up Performance 2. Indicators for Trainers. 3. School Development Plans 4. Roles and Responsibilities of ZRPs and ZRCs.

AWP & B 2010-11, SSA J&K

- o Clearly underline how many day residential trainings will be conducted by the BRC/CRCs in 2010-11, how many visits will be undertaken, and what is the schedule for this

**Activity Calendar of BRC in 2010-11**

Activity	Month	Venue
Teacher Training (Zonal Level)	June-July for summer zones Jan-Feb. for winter zones	BRC/ZRC and Schools having infrastructure for conducting training.
BRC/ZRC Meeting.	25th of every month	ZRC
Other Meetings	As and when required.	ZRC
Monitoring Quality interventions.	April to March.	Whole zone
Providing on-site academic support	April to March	Whole Zone
Activity	Month	Venue

Source: AWP & B 2010-11, SSA J&K

- o Measures planned for reducing academic load on BRPs and ensure focus on academic activities:

Overall physical progress and targets for BRC/CRC grants

Items	Target for 2009-10		Achievement		% of achievement		Target for 2010-11	
	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
BRCs	400	96.00	200	96.00	100%	100%	400	96.00
CRCs	16000	384.00	1600	384.00	100%	100%	16000	384.00

Source: AWP & B 2010-11, SSA J&K

#### **4.3 Plan for training of Educational Administrators at different levels, on NCF 05 and RTE:**

- Letter to be issued from Education Secretary for asking all Administrators (including Director School Education, Secretary BOSE, Joint Directors, DIET Principals, CEOs, ZEOs) to participate in 2-3 days training workshop on the vision and spirit of LEAP (in April-May 2010 for Jammu region, and May-Jun 2010 for Kashmir).
- The training workshops will be organized by SPO and SIE Srinagar, and will also involve Resource Persons from the national level such as from TSG, NUPEA, NCERT. During this training, the vision of LEAP will be discussed with the Administrative officers in an interactive way, and their suggestions and inputs will also be taken for strengthening the implementation of the LEAP program.
- Training on the vision and implementation of LEAP will also be provided for HMs by the Master Trainers, in the month of July 2010.

#### **4.4 Quality monitoring mechanisms – analysis and use of data**

- Nature of mechanisms for Quality monitoring in the State at different levels?
- Major Findings of Quality Monitoring Tools (issues identified and strategies for addressing these)?
- What are the mechanisms for analysis of QMT data and for feeding back to improve the system at different levels?
- What Strategies are planned to improve analysis and use of QMT data at different levels?

**Comments:** The State has not been able to provide details regarding the Quality Monitoring Tools, how these findings have been analyzed and utilized effectively for improving quality efforts. Greater efforts are needed for this, including a clear plan for integrating various monitoring formats in the State to reduce their number/ repetition, to reduce the burden of data collection on teachers/ BRC/CRCs.

#### **4.5 Research studies**

- Studies conducted in 2009-10, and major findings of studies on attendance rates of students & teachers, Time on task, effectiveness of various quality related interventions; etc:

Major findings of the studies are given secretary in Annexure-C

#### **Progress during 2008-09:**

- a. Base line Social assessment Survey of Elementary Education of all the Districts of the State. The survey stated in 2007-08 and final report of nine districts has been received and forwarded to the concerned for remedial action.

- b. Study of Effectiveness of BRCs/CRCs in providing Academic Support and Supervision of Elementary Schools in J&K. The study covers three districts, namely Doda, Budgam and Kargil. The report is awaited.
- c. Study of Teacher absenteeism in schools and its impact by SIE, Jammu/Srinagar
- d. Study on students' and teacher's attendance in Primary and upper Primary schools by SIE Jammu/Srinagar.
- e. Role of VEC's/PTA's in school Management and supervision in the context of SSA by SIE Jammu/Srinagar.
- f. Study to assess the level of inclusion of CWSN in J&K by SIE Jammu/Srinagar.
- g. Study of effectiveness of BRCs and CRCs in providing academic support to elementary schools by SIE Jammu/Srinagar.

- Which studies are planned for 2010-11, why were these topics chosen, and how will they contribute for improving quality?

**Following action research activities are proposed in 2010-11 under REMS:**

The State has proposed an amount of *Rs. 390.00 lakh* for 30001 Primary/Upper Primary Schools @ of *Rs. 1300/- per school*.

S. No	Activities
<b>State Level</b>	
<b>1</b>	<b>Research &amp; Evaluation</b>
<b>1.1</b>	<ol style="list-style-type: none"> <li>1. Study on Impact of teacher training on classroom transactions.</li> <li>2. Study on Time on task of students.</li> <li>3. Study on use of TLM and school grant in schools.</li> <li>4. Study on mainstreaming of children from NRBC to formal schools.</li> <li>5. Study on transition rates from Primary to upper primary level.</li> <li>6. Study on achievement level of girls at primary level.</li> <li>7. Study on Teacher absence in primary and upper primary level.</li> <li>8. Study on Utilization of TLM grants.</li> <li>9. Study on Performance assessment survey of computers aided education.</li> </ol> <p>Students and teachers attendance in primary and upper primary schools.</p>
<b>2</b>	<b>Supervision &amp; Monitoring</b>
<b>2.1</b>	Monitoring & Supervision of schools by Directors/Jt. Directors, /MLA/MPs
<b>District Level</b>	
<b>1</b>	<b>Research &amp; Evaluation</b>
<b>1.1</b>	<ol style="list-style-type: none"> <li>1.</li> <li>2. Study on Community involvement in primary Education.</li> <li>3. A study on the impact of MDMS on enrolment, retention and learning achievement of children at elementary level.</li> <li>4. A study of the effectiveness of the academic functioning of BRCs/CRCs</li> <li>5. A study on tracking the performance of children in yearly examinations.</li> <li>6. A study on Learning problems faced by physically challenged children.</li> <li>7. A Study on dropout.</li> <li>8. Study on emotional intelligence of Elementary school Teachers.</li> <li>9. Study on Effectiveness of self learning materials in improving skill of reading writing among students.</li> </ol>

S. No	Activities
	10. A study of Meta cognitive learning strategies in Mathematics of students. 11. A study on the impact of community participation in the academic achievement of elementary school children. 12. Impact of vocational training under NPEGEL scheme of Girls Education. 13. Impact of CAL on enhancing the learning abilities of children in upper primary schools.
<b>2</b>	<b>Supervision &amp; Monitoring</b>
<b>2.1</b>	Monitoring & Supervision of schools by Directors/Jt. Directors, SIEs, DIETs/CEOs/ZEOs/DDC/MLA/MPs

#### Break-up of REMS proposed for 2010-11

	State level @ Rs. 624 per school	District level @ Rs. 675 per school	Total proposed funds
<b>Research &amp; Evaluation</b>	Rs. 181.50lakh @ Rs 605 per school	Rs. 145.20 lakh @ Rs. 484 per school	Rs. 326.70 lakh
<b>Supervision &amp; Monitoring</b>	Rs. 5.70 lakh @ Rs. 19 per school	Rs. 57.4 lakh @ Rs. 191per school	Rs. 63.1 lakh

**Recommendations:** In 2010-11, the State should be sure to conduct a study into the language issue and the challenges faced by teachers and support needed in light of the English medium of instruction, since this is a major issue affecting quality in the State, which needs to be better understood for taking appropriate measures to address this. Moreover, the State must be sure to conduct the Baseline Assessment study for the purpose of tracking the impact of LEAP activities.

#### 4. Changes in Learning Processes and Learning Outcomes

##### 4.1. Analysis of learning achievement results

- Has the State conducted regular external learning achievement surveys (subject wise, class wise, district wise learning achievement) for tracking learning enhancement across the State in a systematic manner? What are the findings?  
No.
- Learning achievement as per DISE

DISE Year	refer.	Class V		Class VIII	
		Passed	Passed with >60%	Passed	Passed with >60%
DISE 2003 - 04		146584	35.05	104965	26.61
DISE 2004 - 05		132416	37.6	93595	21.8
DISE 2005 - 06		120996	39.7	89628	18.87
DISE 2006 - 07		129995	40.5	96524	19.45
DISE 2007 - 08		151268	43.79	100989	23.96
DISE 2008-09		151247	43.78	100989	24.00
DISE 2009-10		85711	50.13	71092	26.29

**Comments:** It is good to note that learning levels have increased is a matter of concern that learning achievement has remained low especially at the upper primary level, where only 26% of students achieved above 60% in 2009-10.

▪ **Findings of NCERT study on learning achievement (Round I and Round II)**

The NCERT study shows the following picture about the State: (For Class V, Round I was done in 2001-02 and Round II was done in 2005-06. For class III, Round I was done in 2003-04 and Round II was done in 2007-08.)

	Language		Maths		EVS / Science		Social Science	
	BAS	MAS	BAS	MAS	BAS	MAS	BAS	MAS
<b>Class III</b>	61.10%	62.19%	56.98%	57.20%	Not applicable			
<i>National Average</i>	63.12%	67.84%	58.25%	61.89%				
<b>Class V</b>	47.50%	51.72%	36.30%	45.50%	39.14%	46.06%	Not applicable	
<i>National Average</i>	58.87%	60.31%	46.51%	48.66%	50.30%	52.19%		
<b>Class VIII</b>	45.66%	41.27%	32.92%	39.01%	36.88%	36.38%	41.85%	38.36%
<i>National Average</i>	53.86%	56.49%	89.17%	42.57%	41.30%	42.71%	46.19%	47.89%

Source : NCERT's Round I and Round II

• **Feedback from Quality Monitoring Tools:**

**Percentage of students scoring less than 50% (i.e. in D and E categories)**

	Language			Maths			English		
	Qtr I	Qtr II	Qtr III	Qtr I	Qtr II	Qtr III	Qtr I	Qtr II	Qtr III
<b>Class I</b>	<b>Information awaited</b>								
<b>Class II</b>									
<b>Class III</b>									
<b>Class IV</b>									
<b>Class V</b>									
<b>Class VI</b>									
<b>Class VII</b>									
<b>Class VIII</b>									

- **What steps has the State taken to identify specific learning difficulties in different subjects where children score low?** Please provide findings below (class wise, subject-wise, including social category and gender wise analysis).

*The subjects in which the students face learning difficulties at upper primary level are Mathematics, Social Science and Science. The State plans to implement QUALITY IMPROVEMENT Programmes (QIPs) for these subjects during 2009-10. This has been explained under Learning Enhancement Programmes.*

*In Primary grades, there is a need to strengthen the literacy and numeracy skills in the children. For this purpose, LEP named as Read J&K` was launched.*

- How is the above analysis to be used to address these learning difficulties, through appropriate training for teachers or additional TLMs on these specific competencies, to make them simpler for children to understand?

*After the launching of LEAP initiative the State is contemplating to prepare subject wise*

*Activity manuals ( LEAP Manuals) and teachers guide that will help the teachers to take active Pedagogy to classrooms.*

- **Analysis of intervening factors affecting Learning Achievement of students**

*No such analysis has been provided by the State.*

#### 4.2. Shifts in Classroom Processes in the State

- What **monitoring mechanisms** exist/ are planned for measuring changes in classroom processes in the State (eg. Time on Task studies, classroom observation tools, ADEPTS, etc)?
- *The CRPs/ZRPs/DRPs/DIET and SIE faculty shall monitor regularly the changes in classroom processes.*
- *Monthly meetings of all practicing teachers at cluster level, focusing especially on LEAP, to review progress and discuss challenges and strategies.*
- *Bi-monthly meetings at District level of DRPs, ZEOs, DIET Principals and CEOs, to take stock of progress in implementation of LEAP targets.*
- *Quarterly Review meetings at Divisional level involving DIET Principals, CEOs, DRPs etc and regular State level meetings at SIE/SPO level.*
- What is the **current status** of changes in classroom processes towards more active learning in the State?

*A change in classroom processes is visible in schools of Kashmir Division as the schools starting functioning after winter vacations of 2 ½ months.*

- What are the **obstacle/issues** found to bringing changes in classroom processes?  
*The teachers are not ready to accept change in attitude. Preparation of lesson plans and maintenance of class diaries is also not followed properly at all places.*
- What **strategies** are proposed to address the above issues in the next 3 years, as well as to ensure changes in classroom processes as laid out in the RTE Act?  
*Change in attitude can be brought about during capacity building programmes. Change in attitude can take place through a continuous process of teacher empowerment through increased freedom, support, facilitation and appreciation. If teachers are given continuous opportunities like scope for exposures to innovative practices and progressive teaching methodologies, access to information technologies (like books, libraries, Internet, etc.) and freedom to apply their experience, then they will certainly deliver better in their classrooms.*
- What steps have been taken to ensure that TLMs are actually used and handled by children?  
The children shall have free access to Learning Corners, which are organized spaces in the classroom with objects made or brought from the community by the children and teachers, which serves to enrich the learning process and promote connection to the local environment. Children can use the learning corners to observe, compare, classify, manipulate objects and experiment, so as to create and construct new knowledge. In this way, they are making learning more meaningful and relevant since they are relating to their own reality and daily life. Here they can collect poems, drawings, songs, myths, puzzles, local stories, jokes that they write or bring from their own culture and community. Here they can also exhibit their own work and make displays for their parents or local community members.

## 5. Learning Assessment Systems

Following table throws light on the students' learning assessment system in the State.

**Learning assessment system**

Stage	No. of tests in a year	Whether marking or grading system	No-detention from which class	Board exam. at which class	Is there any report card?	Frequency of sharing with parents
Primary	5 (U <sub>1</sub> , U <sub>2</sub> , T <sub>1</sub> , U <sub>3</sub> and T <sub>2</sub> )	Grades allotted on the basis of marks	8 <sup>th</sup>	10 <sup>th</sup>	Yes	After every test, unit as well as term test
U. Pry.			8 <sup>th</sup>	10 <sup>th</sup>	Yes	

Source: AWP & B, SSA, J & K, 2010 - 11

### **Status of shift towards Comprehensive and Continuous Evaluation:**

As per the Plans, the State follows the Comprehensive and Continuous evaluation. During 2008-09 a state level workshop was organized under the guidance of experts from NCERT to review the present status of CCE and to adopt the corrective measures for effective implementation of CCE. The State level workshop was followed by district level workshops for ZRPs and CRPs and thereafter zonal level workshops for teachers. A positive effect of these workshops is already visible. During the workshop an extensive exercise on developing subject wise tools was carried out. The tools developed in different subject were assessed by experts from NCERT and necessary guidance was provided in this regard. The participants were made aware of the latest trends in setting of assessments tools to make them free from fear or phobia and burden.

- **What steps are being taken for changing the existing system of examinations/ unit tests, for shifting towards a non-threatening assessment system that is free from fear or anxiety?**

This falls under the purview of J&K BOSE. The State shall take up the issue with BOSE authorities.

**Comments:** Although the State has claimed to follow continuous and comprehensive evaluation, it is not clear how this is so if a system of 5 unit tests/terminal exams is still being followed. Thus assessment may still be experienced as threatening or stressful for children. The State must bring in a change in the existing system of unit/ terminal tests, in order to make room for more formative and child-friendly methods of assessment on a continuous basis.

- **What steps are being taken for implementing continuous and comprehensive assessment, where a cumulative learning record is maintained for each student?**

At present, maintaining achievement Cards for scholastic and co-scholastic activities of Children.

Under the LEAP program, it is envisioned that assessment is to be seen as a tool for assessing performance of different players – to improve performance, individually and collectively. It is no longer to be a burden and stressful experience for children. This will be done through:



- Continuous assessment based on activities & projects instead of unit tests
- Students' Profiles to track progress of each student against learning goals and learning indicators
- Regular Analysis of students' learning difficulties and providing remedial support

State-Specific tools will need to be developed for the same, and the following plan may be undertaken for this:

Strategy	Participants	Responsibility	Timeline
Formation of Sate Core Group on Assessment (15-20 educational experts with strong understanding of NCF 05)	SIE, BOSE representatives, RPs from national level	Coordination by SPO and SIE	June 2010
Reviewing NCERT Sourcebooks on Assessment, as well as examples of CCE from other States such as Kerala, Tamil Nadu, Uttarakhand, etc. to draw out good practices and strategies (by reviewing materials and undertaking exposure visits)	Sate Core Group on Assessment	SPO	July 2010
Formulating State-specific strategy for Continuous Assessment	Sate Core Group on Assessment		Aug 2010
State will need to take a decision for changing the current pattern of unit tests, and introducing CCA instead		Education Secretary	Aug 2010
Identifying desired learning objectives for each subject/ class level, and developing tools for continuous assessment for these objectives (including suggested activities, format for Student Profiles and Student Portfolios)	Sate Core Group on Assessment, and SIE faculty	SPO & SIE	Sep – Nov 2010
Training to be provided for teachers on implementing CCA	Master Trainers, Teachers in cascade mode, during Training programs	SIE	Dec – Jan 2011

### Remedial teaching:

Details about **approach** followed for remedial teaching in 2009-10:

#### Progress of remedial teaching

Fund allocated in 2009-10	Physical Target (Children)	Financial achievement till Feb, 2009	Financial achievement till Feb, 2009	% of achievement	
				Physical	Financial
<b>136.612</b>	<b>68306</b>	<b>0.00</b>	0.00	0%	0%

Source: AWP & B 2010-11

**Comments: The State has not been able to conduct any of the activities supported in 2009-10 under remedial teaching.**

## 6. Minimum Enabling Conditions

### 6.1. Teacher Recruitment and Deployment systems

#### Information on Teachers (as on Dec end 2009)

	Sanctioned Post			Working			Vacancies		
	By State	Under SSA	Total	By State	Under SSA	Total	By State	Under SSA	Total
PS	28843	20814	49657	23948	18938	42886	4895	1876	6771
UPS	27126	17401	44527	24890	15716	40606	2236	1586	3822

Source: AWP & B 2010-11, SSA J&K

**Comments: It is a matter of concern that there are still a large number of vacancies of 7131 teachers under State quota, and 3462 teachers under SSA.**

- **Reasons for vacancies and steps to ensure all vacancies are filled by July 2010:**

Some far flung areas of J&K State remains snow bound and cutoff from rest of the State for months together The process of filling of vacancies in such areas is possible only after may. 2010. The State shall recruit all the remaining teacher vacancies by August 2010.

- **Mechanism to ensure that teacher vacancies in a school do not exceed 10% of sanctioned strength:**

By and large the State Maintains teacher vacancies in school less than 10%.

#### Recruitment of teachers under SSA

	Sanctioned PAB till 08-09		in Recruited by March 09		Honorarium		Selected by	
	Regular	Para	Regular	Para	Regular	Para	State/Community	Distt./Community
Primary	0	1600	0	1600	0	Rs. 2000 pm	Community	
Up. Primary	0		0		0			

Source: AWP & B 2010-11, SSA J&K

- Existing State Policies and Procedures for Recruitment of Teachers?

The teachers recruited in the state broadly fall in two categories.

1. Teachers selected through SSRB. These teachers are selected on the basis of district or divisional level merit and are highly qualified and in most of the cases professionally qualified. Induction level training can be deferred safely in their case.
- ReTs are engaged on the basis of village level merit: This category of teachers has lower academic qualification and need professional training on priority
  - Minimum Qualifications for appointment of Teachers for different levels/ categories;

Minimum Qualification for appointment of Teachers for different level is 10+2

- Salary scales for teachers of different categories/ levels:  
5200 – 20200(regular teachers), Rs 2000 P.M (ReT teachers ), 13500-34000 ( Head teachers)

- Teachers' terms and service conditions:

The teachers recruited in the state broadly fall in two categories.

1. Teachers selected through SSRB. These teachers are selected on the basis of district or divisional level merit and are highly qualified and in most of the cases professionally qualified. These are governed by Subordinate service rules and are entitled for all benefits as other Government employees.
2. ReTs are engaged on the basis of village level merit: This category of teachers has lower academic qualification and need professional training on priority. ReTs are engaged on the basis of village level. The ReTs working on an honorarium of Rs 1500 to Rs 2000/- become regular, general line teacher after completing five years of continuous satisfactory service.

- Mechanisms for redressed of grievances:

Educational Hierarchy is at four stages: Zonal, District, Divisional and State level. At Zonal Level monitoring is done by ZEO who also redresses the grievances at that level. At the district level the Chief Education officer, at Divisional level, Director School Education and at State level Administrative Department looks into the grievances of Teachers. However, Teachers also tend to seek redressal of their grievances with Education Minister and grievance Cell of Chief Minister. If the teachers are not convinced with redressal of grievance they may approach to Hon'ble Court of Law for the same.

Information on PTR

Number of schools in respect of PTR						State PTR
>40	>50	>60	>70	>80	>100	
706	207	120	62	47	16	18:1

	Total no. of schools	Single Teacher Schools		Number of schools in respect of teacher availability				
		Number	%age of total schools	>30	>40	>50	>60	> 70
Primary	22216(P.S sections)	0	0	3584	706	207	120	62
U. Primary	8794 )U.P. Sections)	0	0					
Overall	30010	0	0					
Which districts have higher PTR	Ramban	0	0	237	69	30	14	6

Note: Single teacher EGS Centre shall be provided the second teacher by rationalization.

Source: AWP & B 2010-11, SSA J&K

Number of schools in respect of teacher availability (upper pry)						
	Total no. of schools	No. of schools with less than 3 teachers	No. of Schools without maths and science teachers	No. Schools without language teachers	No. of Schools without social science teachers	No. of Schools without headmasters
U. Primary	1529( Upper primary Sections)	10684	3203 ( Upper primary Sections)	3252 ( Upper primary Sections)	1021 ( Upper primary Sections)	1871

Source: DISE, SSA J&K

### Availability of Teachers as per RTE Requirement

	RTE requirement	Which Districts are currently not meeting RTE requirement (mention PTR)	Number and % of schools not meeting RTE requirement		Steps to be taken to meet RTE requirement
			No. of schools	%age of total schools	
7. Primary level PTR	<ul style="list-style-type: none"> <li>• 2 teachers for upto 60 children</li> <li>• 3 for upto 90</li> <li>• 4 for upto 120</li> <li>• 5 for upto 200</li> <li>• PTR under 1:40 for above 200 children</li> </ul>	Does not pertain to J&K State.			
8. PTR at upper primary level	1:35				
9. Subject-specific teachers	At least 1 teacher for Sci & Maths, Social Sci., and Languages				
10. Head-Teacher and Part-time instructors	For above 100 children, at least 1 full-time Head Teacher and part time instructors for Art, PHE, Work Education				

Source: AWP & B 2010-11, SSA J&K

- Strategies of the districts/ state for achieving the goal of no school with single teacher in 2010-11?

*In principle the State proposes to provide additional teacher to all single teacher schools.*

- State policy and processes for deployment and rationalization of teachers? (including steps to ensure that is it transparent, free from harassment):

*The State revives rationalization policy after periodical intervals, which corresponds to opening/up gradation of new schools, keeping in view the need of school where subject specific teachers have a definite role to play.*

- Strategy for ensuring Subject-specific availability of teachers at Upper Primary level? Science and mathematics is now viewed as compulsory for selection of ReTs for upper primary Schools.

## 7.2 Teacher and student attendance

**Teacher and Student Attendance Rates**

	2007-08 (with Source)	2008-09 (with source)	2009-10 (with source)	Target for 2010-11
Teacher attendance (primary)	90% (DPT)	91%(QMT)	91% (QMT)	92%
Teacher attendance ( up. pry.)	86%	88%	89.5%	92%
Student attendance (pry.)	82%	85%	85.5%	90%
Student attendance (up. pry.)	80%	83%	84.30%	90%

Source: AWP & B 2010-11, SSA J&K

- Findings from latest study on student teacher attendance (including key reasons for low student/ teacher attendance):
  1. The approach for MDM is almost positive everyone is available the opportunity of MDM as it has signified the end of class room hunger and also had an immense positive impact in terms of higher enrolment and attendance in the schools.
  2. Overall 67% positive role is being played by the VEC as per teachers' response. This is either VEC member are not aware of their duties due to illiteracy and also are pre-occupied with other job or their wards are not studying in theses Govt. schools due to which they are less interested in this regard.
  3. Study reveals the truancy of students has been more than 50% either they do not attend the class or they leave after taking MDM. Unofficially it has been reported that in Govt. Schools of city area the Majority of students is belonging to labour class of the society and they have to go to serve as maid servant .
- Steps to be taken to address these issues in 2010-11:
  - We need to develop to develop constructive critical pedagogy on classroom practices with view to eschew discrimination against children on the basis of gender, caste, class, tribe and other form of ethnicity, identity/ability etc and foster equal dignity and respect.
  - For the success of any programme to help children, coordination of family, school, and community is required.
  - Conductive socio-emotional climate is essential in the schools. Teachers should follow professional ethics adequately, various co-curricular activities which inculcate universal ethical values among children have to be conducted in the schools for all children.

- Schools should not be sites of discriminations, but there must be respect for diversity.
- Parents must attend school meeting called by the head of the institute and also pay at least one visit in the school to know the progress of their wards and also render their service for the development of the school.
- Health check-up may be enhanced to all children of primary and upper primary school stage, as a preventive measure at early child-hood stage.
- Mechanisms for monitoring attendance in 2010-11 (including plan for undertaking study on student/teacher attendance):  
Village education registers shall be upgraded, Monitoring tool shall be devised and more Research studies shall be conducted.

### Number of working days and working hours

	Item	RTE Requirement	Present status	Steps to be taken to meet RTE requirement	How will this be monitored?
1.	Number of working days in a year	<ul style="list-style-type: none"> <li>• 200 for Pry.</li> <li>• 220 for Up. Pry.</li> </ul>	150 days during 2008-09 (source: QPR)		
2.	Number of instructional hours in a year	<ul style="list-style-type: none"> <li>• 800 for Pry.</li> <li>• 1000 for Up. Pry.</li> </ul>	65% ( Source: QPR)		
3.	Number of working hours per week	45 teaching hours per teacher per week, including preparation hours	6 days in a week.		
4.	No. of days involved in non-educational activities	No teacher deployed for non-educational purpose except census, disaster relief, or election duty	30 days (Source QPR)		
5.	Involvement in private tuitions	No teacher shall be engaged in private teaching activity	-		

### 7.3 Grants: timely delivery and effective utilization

#### Overall progress of Grant Distribution (Teacher grant, School grant, TLE grant)

Distribution of Grants	Progress in 2009-10			Proposal for 2010-11	
	Physical Target	Achievement	Percentage of Achievement	Physical	Financial
<b>a. Teacher grant @ Rs. 500/- per teacher</b>	<b>78904</b>	78904	100%	83492	444.46
Primary level			100%	42886	214.43
Upper Primary level			100%	40606	230.03
<b>b. School grant @ Rs. 5000/-per school</b>	29001	29001	100%	22216	1110.80
Primary level			100%		
Upper Primary level			100%	8794	615.58
<b>c. TLE grant</b>					

Distribution of Grants	Progress in 2009-10			Proposal for 2010-11	
	Physical Target	Achievement	Percentage of Achievement	Physical	Financial
New Primary schools@ 10,000/-per school	0	0	0	498	99.60
New Upper Primary schools@ 50,000/-per school	800	-	-	863	431.50

Source: AWP & B 2010-11, SSA J&K

### Effective utilization of Grants

	Teacher Grant	School Grant	TLE Grant
Date of distribution and reaching to school in 2009-10	July,2009	July,2009	August, 2009
Issues related to timely distribution	Late release of funds	Late release of fund	Late release of fund
Mechanisms to ensure timely distribution	Subject to availability of funds	Subject to availability of funds	Subject to availability of funds
Whether guidelines have been issued regarding utilization	Yes	yes	Yes
What the grant was utilized for in 2009-10	TLM	School Equipments	For basic school requirements
Feedback on effective use of grants in 2009-10; issues identified	Teacher grant not sufficient, should be enhanced		Proper
What the grant will be utilized for in 2010-11	For the purpose it is released	For the purpose it is released	For the purpose it released
Mechanisms to ensure effective use of grants	VEC is monitoring the effective use	VEC is monitoring the effective use	VEC is monitoring the effective use

### 7.4 Rights-based policies in light of RTE (recruitment policies, corporal punishment, examination systems, no detention policy, Class VIII, MLE, etc)

- Policies/ steps to recruit only trained teachers in the State?  
This is under active consideration of the State.
- Policies/ steps taken or to be taken to ensure that no child is subjected to physical punishment or mental harassment? How will this be monitored?
- A circular shall be issued to ensure this.
- Status of policy on no detention or expulsion at elementary level? Already being followed from Class I to VII.
- **The State is already following no detention policy upto class-VIII.**
- Status of policy on no board examinations at elementary level?
- **SIE / CEO administers the test respectively in Kashmir and Jammu divisions.**
- Whether primary cycle till Class V and upper primary cycle till Class VIII?

Yes

## 8. Community & Civil Society Partnerships

### 8.1 Collaborative School-level planning with involvement of community

- **Steps towards establishing School Management Committee in each school, and their role:**

This committee shall look after the day-to-day activities of the school, Assess the needs and requirement of school, find solution to the problems being faced while implementing the action plan of school.

- **What processes are/will be undertaken for developing a School Development Plan for each school? What will be the format/ components included in this Plan? How will the Plan be implemented, followed-up and monitored?**

Two out of the 4 core components of the LEAP program focus on Localized School Planning, and Partnership with Community. As part of the LEAP J&K program, each school community (including children, teachers, HT/HM, parents & community members, SMC) will come together to take stock of where the school stands, by identifying the school's strengths and weaknesses. They will decide on the goals for the school which become the target for everyone's efforts, and design a clear roadmap to achieve these goals with defined roles for each key player.

#### Draft Tool for School Mapping & School Improvement Plan

	Component	Indicators	Present status	Action Step to be taken	Who to Do	Timeline
1.	School environment	<ul style="list-style-type: none"> <li>• Water, sanitation &amp; toilet facilities</li> <li>• Security, cleanliness &amp; health (first aid)</li> <li>• Beautification of schools &amp; surroundings</li> <li>• Psychosocial atmosphere and inclusion</li> <li>• Nutritional Mid-Day Meals (without disrupting learning activities)</li> </ul>				
2.	Classroom environment	<ul style="list-style-type: none"> <li>• Space, cooling/heating &amp; lighting</li> <li>• Mats, Blackboards, furniture, seating arrangement</li> <li>• Learning Corners</li> <li>• Display of students' work</li> </ul>				
3.	Enrolment and attendance	<ul style="list-style-type: none"> <li>• Regular attendance &amp; participation of all children</li> <li>• Regular &amp; punctual attendance by teachers</li> </ul>				
4.	Teaching Learning Process	<ul style="list-style-type: none"> <li>• Active classroom processes</li> <li>• Learning linked to environment</li> <li>• Continuous &amp; stress-free assessment/ home activities</li> </ul>				
5.	Students' Learning	<ul style="list-style-type: none"> <li>• % of low-achieving students</li> <li>• Students' learning difficulties in each subject</li> <li>• Physical, recreational &amp; creative activities</li> </ul>				
6.	Community Involvement	<ul style="list-style-type: none"> <li>• Active participation of School Management Committee</li> <li>• Involvement of Community in quality improvement &amp; monitoring</li> </ul>				



## 8.2 Community contribution to quality improvement

- Community contribution to learning in 2009-10:

Community contributes in monitoring and supervision of school and other educational facilities. The community members helped in getting all children to schools, particularly the girl children, besides checking the regularity and punctuality of teachers. Monthly meeting with the school teachers proved beneficial to know the progress and physical achievements of various activities under taken (both curricular as well as co-curricular) in the school. The Community members assisted in the organization of cultural events, games, competitions, rallies pertaining to education and also in celebration of national festivals / days. These programmes cut accorded social groups in a village and go a long way in bringing the community members nearer to the school.

- **Steps to be taken towards involving community members more in quality improvement and learning enhancement in schools:**

Under learning enhancement programme LEAP localized school improvement plans will be prepared by each school in consultation with community members, identifying the strengths and weaknesses of the school and shall document the strategies to address various issues individually and through collaborative planning.

Desired Outcomes	Strategies	Responsibility	Timeline
4. Building community ownership of LEAP	Consulting community about their vision for LEAP schools through sending out questions through newspapers, local media	DRGs	Jul 2010
5. Community to help design School Improvement Plan for each school	LEAP Publicity Campaign through short video documentaries about the vision of LEAP, posters, banners, pamphlets	DRGs in collaboration with SPD	Jun – Jul 2010
6. Community monitoring of Learning Enhancement and progress in LEAP	School Improvement Plan to be designed by each school at beginning of the academic year, with involvement of community members, teachers, children, HM, CRC, etc	Head Teacher/ HM along with CRP/ZRP, and community	Apr in Kashmir Aug in Jammu
	Regular meetings with parents for reviewing children's progress (Achievement Days, etc)	Head Teacher/ HM along with CRP/ZRP	ongoing
	More participation to be given to parents in VECs. Flexibility in timings of PTA to accommodate majority of parents		
	Holding PTA meetings every month on last Saturday of the month in which, prominent community members shall also participate.		
	Display of community boards in the school.		
	Tapping the community resource for providing extra support to children in the form of study material, resource		
	Tapping the community resource for providing extra support to children in the form of study material, resource persons, counseling etc.		

### Nature of partnerships with private/NGO sector

- Which partners are involved in quality improvement, nature of involvement and activities:

The State had partnership with Pratham under Read J&K programme. The MOU has now expired.

**Comments:** It is recommended that the State needs to strengthen its collaboration with NGOs and other resource organizations who are able to offer useful contributions for strengthening the quality initiatives in the State.

### Overview of Quality Progress in 2009-10

SNo.	Activity	Sanctioned Budget (2009-10)		Achievements (till 31-03-10)		% age Achievements	
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.
1.	Free Text Books	860623	1674.221	860623	1674.221	100%	100%
2.	Teacher Grant	78904	394.520	78904	394.520	100%	100%
3.	School Grant	29001	1605.370	29001	1605.370	100%	100%
4.	TLE Grant	800					
5.	Grants for BRC	119	136.460	119	136.460	100%	100%
6.	Grants for CRC	1600	505.600	1600	505.600	100%	100%
7.	Teachers' Training at Cluster Level	55032	275.160	0.00	0.00	0%	0%
8.	In-Service Training at Zonal Level	55032	550.32	39417	394.17	71.6%	71.6%
9.	Induction Training	3978	119.340	0.00	0.00	0%	0%
10.	Untrained Teachers	19894	238.72	0.00	0.00	0%	0%
11.	BRC & CRC Coordinators & Resource Persons	2000	20.00	2000	20.00	100%	100%
12.	Remedial Teaching	68306	136.612	0	0	0%	0%
13.	LEP	-	780.00	-	6.650	-	1.50%
14.	REMS	2900	377.013	7035	91.45	24%	24%

### Broad recommendations for Quality improvement in 2010-11

Basing on the above discussion the Appraisal recommends the following way for activities related to overall quality improvement under SSA.

**Recommendation for activities related to quality**

Sl. No.	Interventions	Proposed		Recommended		Remarks
		Physical	Financial (Rs. in lakh)	Physical	Financial (Rs.in lakh)	
1.	<b>Teacher recruitment</b>					
	New Teachers Salary (P.S.)	3475	1448.865	3475	751.815	
	New Teachers Salary (UPS)					
	Addl. Teachers against PTR					
	Recurring	38104	46589.21	38104	46589.21	
2.	<b>Training</b>					
a.	In service (PS+UPS)	55032	825.48	55032	825.48	
b.	Induction training	8566	256.98	8566	256.98	
c.	Training of untrained teachers	19894	238.72	19894	238.72	
d.	Training of BRC/CRC	2000	20.00	2000	20.00	
3 a.	Free Textbooks (PS)	468668	703.002	468668	703.002	
b.	Free Textbooks (UPS)	411493	1028.73	411493	1028.73	
4.a.	TLM Grant (P)	42886	214.43	42886	214.43	
b.	TLM Grant (UP)	40606	230.03	40606	230.03	
5. a	School Grant (P)	22216	1110.80	22216	1110.80	
b	School Grant (UP)	8794	615.58	8794	615.58	
6 a.	TLE Grant (P)	498	99.60	273	54.60	
b.	TLE Grant (UP)	863	431.50	863	431.50	
7.	BRCs	200	276.00	200	276.00	
8.	CRCs	1600	784.00	1600	784.00	
9.	LEP	1600	340.40	1600	340.40	
10.	REMS	31010	403.13	31010	403.13	

**REMS :**

**Overview of REMS :**

Based on 29001 schools a total outlay of 377.013 lakh was approved for REMS activities proposed for the year 2009-10. The details of approval and outlay spent during the year are presented below

Activity	Approved (Lakhs)	Spent (%)
Research & Evaluation at state level	Rs.175.54	
Research & Evaluation at district level	Rs.140.45	
<b>Total Research &amp; Evaluation</b>	<b>Rs. 315.99</b>	<b>Rs. 6.3593 (2.01%)</b>
Monitoring & Supervision at state level	Rs .5.51	
Monitoring & Supervision at district level	Rs. 55.50	
<b>Total Monitoring &amp; Supervision I</b>	<b>Rs. 61.01</b>	
<b>Total REMS</b>	<b>Rs. 377.013</b>	<b>Rs 6.3593 (1.69 %)</b>

## A) Progress and overview of REMS for 2009-10

### Under Research & Evaluation activities at state level – 5 activities were proposed.

- Of these , two studies pertain to Baseline Social Assessment Surveys (BSAS) – one for Gujjar / Bakerwal / Gaddi community( 5 districts) and the other for all communities (all districts) were part of proposals for previous years. These were undertaken by NIAR. These studies have been reported to be completed. **Out of the budget provision of 23.2 lakh only 6.3593 lakh was utilized during 2009-10 as the payments were already made from previous year's allocations.**
- The status of the study titled ‘ Quality improvement of elementary education & Role of community’ – A research study undertaken by the European Union under save the children programme is under progress.
- The state level workshops on dissemination of action researches were undertaken for various functionaries of the state.
- Further, the third party evaluation of Civil Works with budget provision of Rs. 135.343 lakh could not be undertaken due to poor response to the tenders floated for the purpose..

### Similarly, Under Research & Evaluation activities at district level – activities proposed pertained to

- 91 Action research projects by DIETs and 250 Action research projects by DRGs, ZRPs, CRPs and RPs – **status of these studies is not clear from the progress provided in the documents .**
- Studies related to Evaluation/ Assessment of learning achievements of students of grades III, V and VII by the faculty of SIEs / DIETs, etc by taking a sample of 20 schools in each district.- **status of these studies is not clear from the progress provided.**
- Workshops on Action researches for Zonal / Cluster level resource persons
- Module preparation and printing of research and Evaluation activities

### Under Monitoring and Supervision, the monitoring of schools was undertaken by various functionaries.

**Out of the total Financial Approval for REMS activities of 377.013 lakhs an expenditure of only Rs. 6.3593 lakh ( 1.69 % ) has been made till date.**

## B) REMS activities for 2010-11

The state level Research Committee has identified the following areas of research for the state

- Study on dropout rates
- House hold Survey for complete enumeration of out of school children
- Study on retention levels
- Study on Infrastructure
- Study on Learning levels

- Study on gender issues
- Study on Inclusive education
- Study on teacher absenteeism
- Study on drawbacks in teacher training
- Study on impact of remedial teaching of low achievers

The committee has proposed to invite proposals for the research studies from universities, educational institutions, NGOs to conduct the research studies on above areas.

Apart from above, the state has proposed the following REMS activities at sub-state (Divisional level / District levels). during 2010-11

- 5 Action research projects by each of two SIEs with budget of Rs. 1.0 lakh
- 10 Action research projects by each of 22 DIETs with budget of Rs. 22.0 lakh.
- 3 days Workshops on ADEPTS each at divisional level & district level with total budget of Rs 9.6 lakh
- 3 days Workshops on QMT each at divisional level & district level with total budget of Rs 9.6 lakh
- Mobilisation of SSA unit each at divisional level & district level with total budget of Rs 28.0 lakh
- Monitoring and Supervision activities by SIEs, DIETs at divisional level & district level with total budget of Rs 60.0 lakh
- Activities related to module preparation, printing/stationery etc with a total budget provision of 10.0 lakh

The proposed budget of REMS activities for 2010-11 is Rs. 403.13 lakh which is based on 31010 schools @ Rs 1300/ per school. **The break up of REMS approvals is as follows:**

	State level	District level	Total Outlay
Research & Evaluation	Rs.251.43 lakh ( includes provision of Rs 15.51lakh for SCPCR and Rs 146.15 lakh for evaluation of civil works and 89.77 lakh for state level studies)	Rs. 33.0 lakh	<b>Rs. 284.43 lakh</b>
Monitoring & Supervision	Rs 11.50 lakh	Rs.107.20 lakh	<b>Rs. 118.70 lakh</b>
<b>Total</b>	<b>262.93 lakh</b>	<b>Rs. 140.20 lakh</b>	<b>Rs. 403.13 lakh</b>

### Comments:

- During the course of discussions the state team emphasized on the need of conduct of house hold survey for complete enumeration of out of school children in the age group 6 – 13 years in the state under REMS component. Keeping in view the importance and need of the study for the state, the appraisal team recommends the conduct of house hold survey to assess the number of out of school children in place of studies proposed for the year 2010-11. Keeping in view the expected large cost (Approx 150.0 lakh for visiting about 12 lakh house holds, data entry and processing of information) for conduct of census survey, the state may be asked to undertake to utilize the services of BRCs / CRCs /URC's/Teachers for collection of information from households and outsource the computerization of the survey to some IT firm. The state may seek necessary guidance and help from RESU, TSG for planning and conduct of survey.
- Apart from above, the state is advised to take up the following two studies
  - a) **A Study on the Teaching of English in Government Schools in the state.** The study may cover the following aspects of teaching of English
    - To study the status of teaching English at the primary level across the state as a subject and medium of instruction
    - To analyze in depth the curriculum, syllabi and textbooks of English in the state.
    - To find out how English is taught in classes in which it is introduced for the first time by observing the classroom processes.
    - To observe the training programmes (both pre-service and in-service) for teachers of English and to assess their competence in teaching English at the primary level.
    - To make suggestions for improvement in teaching of English on the basis of the findings of the study.
  - **A research study on social and gender discrimination practices within schooling system**
- As the study related to Evaluation of Civil works could not be undertaken during 2009-10 for want of suitable agency, the state is advised to put all efforts to identify the engineering firm and complete the evaluation study in a definite time frame.

### Recommendations :

State's proposal of REMS activities with financial out lay of Rs. 403.13 Lakh is recommended for approval .

#### (IV) SIEMAT

State Institute of Education Jammu is proposed to be upgraded to SIEMAT, for which the State has already started hunt for acquisition of appropriate land area in the vicinity of SIE Jammu. The proposed SIEMAT shall be centre of excellence in education planning, management and trainings at the State Level. It shall be an independent autonomous institution and shall under take Research, Evaluation and experimentation in planning and management of school education, besides developing and managing system of educational assessment.

#### (V) IED

The State had initiated some work in IE in 2004-05 and 2005-06. **But the progress of the state came down as the state has not shown any progress till now in appointing a technical officer for IE at the SPO, appointment of resource teachers at the block level and not taking up any activity on IE except providing aids and appliances and constructing ramps in schools. This is an area of concern as the state's overall progress in IE has been very poor.**

#### Progress

- 25906 CWSN identified (1.23%) and 20117 enrolled.
- Enrollment and coverage of CWSN is 77.65%. Gap of 22.35%.
- 54.70% CWSN provided with aids and appliances.
- The State has provided 1-day training on IE to 41797 teachers. 1067 teachers have been given a 3-6 day orientation to IE.
- 0.55% (415) teachers trained through the foundation course.
- 13 NGOs involved.
- 2830 (17.34%) schools provided with ramps and handrails.
- 0 RTs appointed

In the year 2009-10, the State was sanctioned Rs. 129.53.lakh for IE @ Rs. 500 per disabled child for 25906 CWSN. The physical and financial progress of the State is provided below.

#### District wise Progress on IE

S. No.	Districts	No. of NGOs involved	Target No. of CWSN	In Schools	No. of camps conducted	No. of CWSN				No. of Children in Home based care	No. of Day care centres functioning	No. of Beneficiaries in Day care centres	No. of Schools with Barrier Free	% Barrier Free	No. of CWSNs Employed in AIE/KGBV/RBC/NRBC/S DDC	No. of SRTs appointed
						ALIMCO Devices	Other than ALIMCO devices	Surgery	Total							
1	Anantnag	1	3796	3325	0	0	0	0	0	0	0	0	128	9.78	237	0

Districts	No. of NGOs involved	Target No. of CWSN	In Schools	No. of camps conducted	No. of CWSN				No. of Children in Home based care	No. of Day care centres functioning	No. of Beneficiaries in Day care centres	No. of Schools with Barrier Free	% Barrier Free	No. of CWSNs enrolled in AIE/KGBV/RBC/NRBC/S DDC	No. of SRTs appointed	Brail Books Beneficiaries
					ALIMCO Devices	Other than ALIMCO devices	Surgery	Total								
Baramulla	0	2710	2122	0	0	0	0	0	0	0	0	128	18.96	60	0	0
Budgam	0	1234	909	0	0	0	0	0	0	0	0	128	7.50	0	0	0
Bandipora	0	823	642	0	0	0	0	0	0	0	0	128	11.23	16	0	0
Doda	0	679	514	0	0	0	0	0	0	0	0	128	10.72	40	0	0
Ganderbal	1	981	898	4	0	124	0	124	0	0	0	128	26.07	0	0	0
Jammu	3	1260	793	0	0	0	0	0	0	0	0	135	9.28	0	0	0
Kishtwar	0	493	401	0	0	0	0	0	0	0	0	128	24.85	36	0	0
Kathua	0	887	1101	0	0	0	0	0	0	0	0	128	9.50	42	0	0
Kulgam	0	918	675	0	0	0	0	0	0	0	0	128	17.80	0	0	0
Kupwara	0	2290	2082	0	0	0	0	0	0	0	0	128	19.31	0	0	0
Kargil	3	567	304	0	0	0	0	0	0	0	0	128	7.91	194	0	0
Leh	2	153	103	0	0	0	0	0	0	0	0	128	44.44	0	0	0
Pulwama	0	2603	1093	1	0	402	21	423	0	0	0	128	9.40	0	0	0
Poonch	0	893	812	0	0	0	0	0	0	0	0	128	16.39	4	0	0
Rajouri	0	1347	924	0	0	0	0	0	0	0	0	128	7.82	0	0	0
Ramban	0	395	637	0	0	0	0	0	0	0	0	128	18.42	3	0	0
Reasi	0	484	190	0	0	0	0	0	0	0	0	128	12.81	0	0	0
Srinagar	3	1425	1258	0	0	0	0	0	0	0	0	135	29.16	37	0	0
Samba	0	269	285	0	0	0	0	0	0	0	0	128	30.19	20	0	0
Shopian	0	753	593	0	0	0	0	0	0	0	0	128	29.93	0	0	0
Jdhampur	0	946	889	0	0	0	0	0	0	0	0	128	9.95	0	0	0
<b>Total</b>	<b>13</b>	<b>25906</b>	<b>20550</b>	<b>5</b>	<b>0</b>	<b>526</b>	<b>21</b>	<b>547</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2830</b>	<b>17.34</b>	<b>689</b>	<b>0</b>	<b>0</b>

#### Category-Wise Progress in IE in 2009-10

S. No.	Category	Number of CWSN	No. enrolled in schools	No. enrolled in AIE/ EGS/DCC
1	Visually Impaired	5510	5107	266
2	Hearing Impaired	3782	2759	117
3	Mentally Retarded	3325	2482	0
4	Orthopaedically Handicapped	6754	4809	97
5	Learning Disability	1624	1507	33
6	Multiple Disabilities	3171	2584	53
7	Cerebral Palsy	284	171	0



S. No.	Category	Number of CWSN	No. enrolled in schools	No. enrolled in AIE/ EGS/DCC
8	Others	1456	1131	123
	<b>Total</b>	<b>25906</b>	<b>20550</b>	<b>689</b>

4667 CWSN not covered in 2009-10.

#### Financial Progress for IE 2009-10

	Activities	Phy.	Fin. in lakh	Exp	% Exp
1.	District level workshop for capacity building	22	11.00	0	
2.	Community mobilization	22	11.00		
3.	Holding of the screening camps	22	11.00		
4.	Distribution camps	22	11.00		
5.	Purchase of Aids and appliances	22	27.88		
6.	90 days foundation course	22	1.00		
7.	Removal of architectural barriers	336 schools	21.89	21.45	97.98%
8.	Surgical corrections of identified CWSN	22	11.00		
9.	Escort/transport allowance		5.50		
10.	Conducting competition/events at the district level		7.70		
11.	Salary to resource teachers @ Rs. 8000/- for 6 months (1 in each district)	22	10.56		
	<b>TOTAL</b>		<b>129.53</b>		

#### Expenditure of J&K in IE since 2005-06

Year	Outlay	Exp	% Exp
<b>2005-06</b>	456.85 lakh	132.00 lakh	<b>28.89%</b>
<b>2006-07</b>	200.24 lakh	0.00 lakh	<b>0%</b>
<b>2007-08</b>	178.27 lakh	178.26 lakh	<b>99.99%</b>
<b>2008-09</b>	216.97 lakh	0.00 lakh	<b>0.00%</b>
<b>2009-10</b>	129.53 lakh	<b>21.45 lakh</b>	<b>16.56%</b>

The above table reflects a very uneven / poor expenditure pattern in IE.

#### Proposal

The State has identified 24781 CWSN (shown below), out of a total child population of 2031339, which is 1.27% of the total child population.

**District-Wise Coverage Plan of CWSN**

S. No.	Districts	Total child Population: 6-14	No. of CWSN Identified	%CWSN against child population	No. of CWSN enrolled in Schools	No. of CWSN Proposed through HBE
1.	Anantnag	137041	3562	2.60	3325	237
2.	Bandipora	56847	699	1.23	642	57
3.	Baramulla	187409	2965	1.58	2122	843
4.	Budgam	109702	1234	1.12	909	325
5.	Doda	79899	1178	1.47	514	664
6.	Ganderbal	52454	990	1.89	898	92
7.	Jammu	245934	803	0.33	793	10
8.	Kargil	22412	567	2.53	304	263
9.	Kathua	103502	1171	1.13	1101	70
10.	Kishtwar	44033	500	1.14	401	99
11.	Kulgam	76760	835	1.09	675	160
12.	Kupwara	122848	2233	1.82	2082	151
13.	Leh	15286	155	1.01	103	52
14.	Poonch	103093	1090	1.06	812	278
15.	Pulwama	79441	1212	1.53	1093	119
16.	Rajouri	124321	1161	0.93	924	237
17.	Ramban	59197	702	1.19	637	65
18.	Reasi	67430	190	0.28	190	0
19.	Samba	54929	311	0.57	285	26
20.	Shopian	51388	639	1.24	593	46
21.	Srinagar	134991	1563	1.16	1258	305
22.	Udhampur	102422	1021	1.00	889	132
<b>Total</b>		<b>2031339</b>	<b>24781</b>	<b>1.27</b>	<b>20550</b>	<b>4231</b>

As per Census 2001, CWSN constitute 3.33% of the total child population. The state has identified 1.27% of the total child population. In absolute numbers this is a gap of 36530 CWSN. The state needs to give special attention to this. No district has identified 3.33% CWSN. The State plans to cover CWSN mainly through regular schools and HBE.

### Number of CWSN Identified in 2010-11

S. No.	Category	Number of CWSN
1	Visually Impaired	5510
2	Hearing Impaired	3782
3	Mentally Retarded	3325
4	Orthopaedically Handicapped	5629
5	Learning Disability	1624
6	Multiple Disabilities	3171
7	Cerebral Palsy	284
8	Others	1456
	Total	<b>24781</b>

### Category-Wise Coverage Plan of CWSN

S. No.	Category	Number of CWSN	No. enrolled in schools	No. to be covered through HBE
1	Visually Impaired	5510	5107	403
2	Hearing Impaired	3782	2759	1023
3	Mentally Retarded	3325	2482	843
4	Orthopaedically	5629	4809	820
5	Learning Disability	1624	1507	117
6	Multiple Disabilities	3171	2584	587
7	Cerebral Palsy	284	171	113
8	Others	1456*	1131	325
	Total	<b>24781</b>	<b>20550</b>	<b>4231</b>

The focus of this year on IE would mainly be to improve identification mechanism and to strengthen the academic resource support to CWSN mainly through the following activities:

- Conduct of medical camps
- Providing aids and appliances
- Appointment of RTs and volunteers
- Inclusive sports
- Strengthening of resource room
- Barrier free environment

### **Strategies for 2010-11:**

It shall be our endeavor to create general awareness, provide assistive devices to those assessed children who will be recommended for them, recruit resource teachers, construct and develop resource centres and to make as many schools Inclusive friendly as possible.

The following activities are proposed to be undertaken during the next financial year 2010-11.

#### **Assessment/ screening camps:**

Assessment camps are proposed to be conducted in all districts especially the newly carved districts as they are yet to conduct any assessment camps independently. Assessment cum distribution camps will be conducted in collaboration with Ratna Nidhi Trust Mumbai, for all districts so that ready to use aids and fabricated calipers/ mobility aids are given on spot to the CWSN. This will prevent the wastage of time between assessment and distribution camps.

#### **Purchase of aids and appliances:**

Aids and appliances shall be purchased from Ratna Nidhi Trust or ALIMCO Kanpur in all districts under ADIP scheme, wherein as a matter of routine SSA shall be bearing 40% of the actual cost and 60% shall be borne by the Ministry of Social Justice and Empowerment.

#### **State level workshop:**

A three- day state level workshop is proposed for 22 district coordinators for which funds if possible be separately allocated to the State Directorate.

#### **Teacher Training:**

3- day teacher training in IE will be carried out as part of annual capacity building.

#### **90 days foundation course:**

This course IGNOU will continue at Composite Regional Centre, Srinagar. Teachers from all districts will attend this course. It is very difficult for CRC to cater to all the 22 districts since it is the only Institute offering any course in Special education.

#### **Home based Education:**

Some of the districts have also proposed Home Based Education for severely impaired children through 605 volunteers.

#### **Resource teachers:**

Salary for 48 resource teachers at the rate of Rs 14000/- is proposed for 2010-11. The resource teachers shall be recruited at the district level. The RT's would mainly engage in training the child, guide the parents on the basic care and management of CWSN and develop and maintain an IEP for each child visited conduct teacher trainings etc.

**Removal of architectural barriers:**

The state proposes construction of ramps with hand railings for 2200 schools @ 100 per district.

**Resource centre:**

The construction of 2 resource centres is already projected under civil works. The centre has two rooms, one waiting room and one toilet. The estimates are given under civil works. Till the resource centres are constructed the state proposes development of 2 resource rooms in every district at the rate of Rs 2.00 lakh, with an inclusive toilet at a unit cost of Rs 1.10 lakh. The money for development shall be used for procurement of material for CWSN (teaching/learning material and equipment) and other related material.

The State has planned to provide resource support through regular teachers, special teachers and volunteers. The State has planned training of 10000 general teachers that can assist volunteers, appoint 48 fresh special educators and appoint 605 volunteers for HBE. The weekly calendar of a resource teacher and volunteer is shown below. Further the State will hire 456 care-givers that would also be assisting in HBE programme and for Remedial support to the CWSN in School. The state also plans to train 220 teachers through the 90- day training programme, including 48n RTs, thus making a total of 635 such teachers in the State. The focus of this training would be on identification and assessment, classroom management, exposure to plus curricular skills, TLM for CWSN, peer sensitization, etc.

All these are steps that would be taken up by the state to strengthen academic support for CWSN. With all these forms of resource support, the PTR for the school going CWSN would be 1:2 and would be 1: 7 for HBE CWSN.

Further peers would be oriented and sensitized to the needs of CWSN through inclusive sports. Teachers would also be oriented to peers sensitization techniques through the proposed 3 day training.

**IE Plan for 2010-11**

<b>Activity</b>	<b>Phy</b>	<b>Unit Cost</b>	<b>Amount (Rs. in lacs)</b>	<b>Time</b>	<b>Remarks</b>
Assessment camps	200	0.15	30.00	May 2010 onwards	State should start conducting assessment camps
Aids and appliances, including surgical correction and Braille books for 27 CWSN	2133	0.02	42.675	May 2010 onwards	State should start giving aids and appliances to CWSN
2 days state level workshop for capacity building.	1		1.50	June 2010	Strategy formulating workshop should be conducted
2 day orientation of volunteers/ parents/ teachers on identification @ 10 teachers from each zone	2605	0.002	5.30	October 2010	Extremely important activity for identification of CWSN
90 days foundation course, including 48 RT	220	0.05	10.00	As per batches	To be taken up with the help of CRC
Removal of architectural barriers @ 80 schools per district	1150	0.065	74.70	All year	At the district level
Salary of Resource Teachers for 9 months	48	0.15	64.80	July 2010 onwards	To be taken up with the help of CRC. CRC trained personnel can be hired as RTs
Strengthening/ development of Resource room with a disabled friendly toilet @ Rs. 1.00 lakh	48	2.50	120.00	July 2010	2 resource rooms to be developed in each district for capacity building, resource support to CWSN, parental counseling, etc
Conducting inclusive	22	1.00	22.00	August-	To be taken up

S. No	Activity	Qty	Unit Cost	Amount (Rs. in lacs)	Time	Remarks
	competition/ sports events at the district level				September 2010	for awareness creation, sensitization
10	Conducting parental counseling camps	200	0.15	30.00		To be taken for awareness creation, sensitization. With the help of CRC/ NGO
11	Salary for HBE for 6 months	0.05	605	181.50	October 2010	Volunteers can also be chosen from parents
12	10- day multi- category training of volunteers for HBE- Capacity building	605	0.01	6.05		To be taken for volunteer training for HBE. With the help of CRC/ NGO
13	3 day general teacher training on teaching of CWSN including teachers of 27 blind children enrolled in schools	10000	0.003	30.00	August 2010	Mainly for teachers having CWSN in their classrooms. With the help of CRC/ NGO
14	5 % sample check			1.00	December 2010	To be taken at the state level
	<b>Total</b>			<b>619.525 lakh</b>		

#### Class-wise breakup of Braille Books required

Class	Braille Books required
II	13
III	14
<b>Total</b>	<b>27</b>

**Recommendation:**

The State has shown poor performance in IE. The team is of the view that the State at this point of time has scant resource base in the area of IE (no NGOs, lack of trained manpower). Hence, resources from the neighbouring States like Himachal-Pradesh, Punjab, Haryana etc. should be utilized. The Appraisal Team approves the cost of Rs. 619.525 lakh for IE for 2010-11 @ Rs. 2500 per disabled child for 24781 CWSN on the following conditions:

**Issues:**

- State to appoint technical personnel for IE at the State level by May 2010
- State to submit a monthly plan of action in IE by May 2010
- Revive the DRG for IE and appoint a technical person for IE at the district level
- State to get posts of 552 more RTs sanctioned by the Governing Body to make 3 RTs per block
- As per Census 2001, CWSN constitute 3.33% of the total child population. The state has identified 1.27% of the total child population. In absolute numbers this is a gap of 36530 CWSN. The state needs to give special attention to this. No district has identified 3.33% The State should streamline its identification procedures as CWSN constitute only 1.27% of the total child population
- 4667 CWSN not covered in 2009-10.
- Enrollment and coverage of CWSN is 77.65%. Gap of 22.35%.
- 54.70% CWSN provided with aids and appliances.
- 0.55% (415) teachers trained through the foundation course.
- 2830 (17.34%) schools provided with ramps and handrails.
- No RTs appointed.
- Appoint 48 resource teachers by July 2010 and 605 volunteers by September 2010.
- Expedite expenditure on IE. No expenditure in 2008-09 and 16.56% in 2009-10.
- The IE resource rooms should be strengthened with appropriate need based material for CWSN including TLM, equipment, etc and should serve as a hub for varied activities in IE
- The State should converge with NGOs for some activities
- Include barrier free guidelines, evaluation guidelines of CWSN as well as the assessment guidelines in the training programmes for teachers. These guidelines have already been framed at the national level and circulated to all the States.

**(VI) Innovative Activities****(i) Early Childhood Care and Education:**

Early childhood education was assigned a special place in recognition of the fact that many girls remained out of school because of sibling care responsibilities. ECCE facilities have been brought in geographical proximity to the primary school to enable primary school girls to attend school after leaving their young siblings at the "Anganwadi centre", which has dramatically improved girls' participation, facilitated transition to Grade-1 from the ECE Centres, prepared the new learners for formal schooling and helped in better retention rates.



The state was sanctioned a budget of Rs.330.00 lakh for the promotion of Early Child Care & Education (ECCE) but consistently from the last two years i.e. 2008-09 to 2009-10 the state has not been able to expend a single rupee under this head. The state clarified that due to shortage of funds this activity has not been carried out. After discussion with appraisal team, state team has assured that they are keen to take up activities under this head in the current year 2010-11.

Therefore, the state has proposed following activities:

(Rs. in lakh)				
S. No.	Particulars	Unit cost Rs.	Physical	Amount
1	5-days Training of teachers involved in pre primary education under ECCE component @ Rs.100 per tr. Per day	0.005	14254	71.27
2	Providing ECCE kits to the pre primary classes @ Rs.500 per kit	0.005	14254	71.27
3	School Readiness Programme @ Rs. 1000 per Pry school	0.010	14254	142.54
4	Purchase of sports kit @ Rs.300 per kit	0.003	14254	42.76
<b>Total</b>				<b>327.84</b>

During the financial year 2010-11 an attempt shall be made to provide support to pre-primary education in the government schools from innovative activity funds. The strategies developed for carrying these activities is as follows:

- **Training of teachers involved in pre primary education under ECCE component:** In order to infuse the latest methods among the field teachers & ICDS workers the State is proposing to sensitize the field teachers in 5-days workshop on ECCE at district Level by utilizing services of trained teachers.
- **Providing ECCE kits to the pre primary classes:** Out of the list of 106 items in the approved ECCE kit the districts will be requested to go for the purchase of such items on priority basis which they deem fit for its proper utilization in the pre primary sections of the primary / upper primary schools of the concerned districts. The main aim of providing the ECCE kits is to furnish the educational/ resource material which can help the children in enhancing the cognitive ability of the children belonging to the age group of 3 to 5 year. Under this activity each pre-primary section shall be provided at least two kits @ Rs.250/= per kit.
- **School Readiness Programme:** - The child starts getting bored at the age of 3 years plus. This is the time when he/ she yearn for company, particularly the children of the same group, with whom he/she can play and have fun. The child starts learning the concept of schooling. The child learns to interact with others, becomes disciplined and learns social and mutual cooperation. He learns a lot of things in a play type of school like A to Z, name of common plants and animals available in his environment etc while enjoying himself and takes justifiable pride in it. Before entering to actual classroom situation, every child needs mental preparedness and willingness, for this purpose each district shall

be provide some amount @ Rs.1000/= for school readiness programme, which they have to pass it to the pre-primary sections in their respective districts.

- **Purchase of sports kit:** The children belonging to the age group of 3-5 years require the sports kit which is very essential for their physical growth. In order to cater the need of the age group, sports kits shall be procured by the district authorities for on word delivery to the pre- primary section of their respective districts.

#### **Recommndations :**

- The appraisal team recommends Rs.330.00 lakh for 22 districts.
- The appraisal team has observed that the expenditure on this activity has not taken place for the last two years. However, this is firmly suggested that the state should execute the proposed activities within the time frame as fixed for said interventions for the current year 2010-11. Moreover, monitoring of the activities should be properly done by the concerned.

#### **(ii) SC/STs**

**Objective:** Jammu and Kashmir has a significant population of Scheduled Castes and Scheduled Tribes. The total **SC population in the state is 770155 which include 403256 males and 366899 females while the total number of STs in J&K is 1105979 including 578949 males and 527030 females.** A total of 12 Scheduled Tribes account for 10.9 per cent of the total population of the State. The STs are predominantly rural as 95.3 per cent of them reside in villages. Among the districts, Kargil (88.3 per cent) has the highest proportion of Scheduled tribes followed by Leh (Ladakh) (82 per cent), Poonch(40 per cent) and Rajouri (33.1 per cent).

**Literacy & Educational Level:** The overall literacy rate of the STs is 37.5 per cent at 2001 census. This is much lower than the national average of 47.1 per cent aggregated for all STs. Male and female literacy rates (48.2 per cent and 25.5 per cent) are much below if compared to those recorded by all STs at the national level (59.2 per cent & 34.8 per cent). The census 2001 figures depict that less than half (44 per cent) of total 3.2 lakh tribal children in the age group of 5 -14 years attend school. Around 1.4 lakh (56 per cent) children do not attend school.

The SC girls' enrolment at primary level is 50480 while the boys' number is 57590. ST girls are 97101 while ST boys are 109705 at primary level. SC girls enrolment at upper primary level is 27094 while boys are 31631. ST girls are 33921 and boys are 46809. Total SC/ST enrolment in J&K is 454331.

#### **Progress in 2009-10:**

The State was allocated an amount of Rs. 330.00 lakh for 22 districts in 2009-10 for carrying out activities under innovations and the State has **incurred no expenditure** against the outlay approved.

SNo.	Activities Proposed	Physical		Unit cost	Financial
		Boys	Girls		
1.	Provision of Shoes	2445	2000	0.00225	10.00
2.	Provision for Bicycle	4250	4000	0.0200	165.00
3.	Uniform to SC/ST Children	8500	7500	0.0050	80.00
4	Provision of Umbrella	76000	74000	0.0005	75.00
<b>Total</b>		<b>91195</b>	<b>87500</b>		<b>330.00</b>

(Rs. in lakh)

**Activities proposed for 2009-10:**

**1. Organizing Sports Mela:** Under this innovative sub-activity, each zone shall carry out a sports mela involving in and out children at cluster/zone level. The sports mela should be carried out in phase wise first at cluster level & finally at zone level.

**2. Provision of Sports Kits:** The zone/ school while purchase the sports kit keeping in mind that sports kit should be child friendly.

**3. Provision of Musical Kits/ Organizing of Co-curricular activities:** The State will purchase musical kit and carry out other co-curricular activity like symposia, debate, quiz, reading/ writing competition or drawing competition etc.

**4. Provision of Umbrella:** Under this sub-activity SC/ST children will be provided an umbrella on priority basis keeping in view the need and economic condition of the parents.

**Total no. of Beneficiaries**

**: 1,78,695**

**Activity-Wise breakup:**

(Rs. in lakh)

SNo.	Activities Proposed	Physical		Unit cost	Financial
		Boys	Girls		
1.	Provision of Shoes	2445	2000	0.00225	10.00
2.	Provision for Bicycle	4250	4000	0.0200	165.00
3.	Uniform to SC/ST Children	8500	7500	0.0050	80.00
4	Provision of Umbrella	76000	74000	0.0005	75.00
<b>Total</b>		<b>91195</b>	<b>87500</b>		<b>330.00</b>

**Observations and recommendations:** As the state incurred zero expenditure against the outlay, the state team requested for allowing them to carry the approved activities of last year during 2010-11 under innovations for SC/ST. As four districts in Jammu and Kashmir, i.e., Leh, Kargil, Poonch and Rajouri have significant population of STs and the districts like Jammu, Kathua and Samba have also a sizeable population of scheduled castes, it is therefore recommended that they should be allowed to conduct the proposed activities with a strong monitoring mechanism for ensuring the effective and meaningful results of the proposed activities.

**(iii) Minority**

The state was allocated Rs 85 Lakhs in 2009-10 to carry out activities for 17 minority concentrated districts, The state has reported nil expenditure. The state has not proposed any special activities under this innovation as the state has the priority to address urban deprived

children and the beneficiaries of these districts would be covered under SC/St innovation as these children belong to ST and minority category.

#### **(iv) Urban Deprived Children:**

Another category of children which have not received the desired focused attention and consequently remain largely un-accessed, are the urban deprived and under privileged. Majority of these children belong to the floating population of slums and are concentrated in the cities of **Jammu and Srinagar**. Most of the slum dwellers are non-state subjects, therefore they rarely figure in any survey. The exact number of children belonging to this category is difficult to project because of their constant migration and floating nature.

It is proposed that during 2010-11 following activities would be undertaken to provide schooling facility to such children:

4. **A survey will be conducted to determine the number, educational status and needs of these children belonging to this category for formulating an effective strategy for their access and enrolment.**
  - **More Bridge Course Centres of various levels, as pointed out in the survey will be started.**
  - **As most of the children are working children, bringing them into formal schools proves quite difficult particularly for children more than 8 years old. Therefore AIE facility will be most effective for their schooling and will be put to maximum use.**

#### **2. Special Coaching for the children in urban schools**

##### **Bridge Course detail:**

Bridge course is an important intervention of alternative and innovative education for out of school children living in difficult circumstances. The biggest problem faced in bringing over-age out of school children into schools is that there is a large gap between their chronological age and class specific age. Due to this mismatch, these children hardly show any interest in coming to schools. Bridge course is a scientific method to accelerate teaching learning process by identifying educational needs of left out children and enabling them to acquire the competencies in a short duration through innovative and flexible approach.

During 2009-10 Bridge courses, level-I, II and III were started in the months of May-June, 2009 and shall be completed in the Months of April, May, 2010. The number of children being covered through these courses is as under:-

Bridge Course Level-I=	5272
Bridge Course Level-II	= 7745
Bridge Course Level-III	= 11586

It is proposed that Bridge Courses of all the three levels i-e Level-I, Level-II and Level-III will be conducted during 2010-11. They will collectively enrolled 24,603 children and thereby play a major role in bringing out of school children to schools.

**Break-Up of the Activities**

Sr.No.	Name of the Activity	Unit Cost		Expected No. of Children to be provided special training	Total Outlay
		Physical	Financial		
1.	Special Survey in Srinagar, Jammu, Udhampur and Anantnag	4 districts	@ 7 lakh per district	24603	28 lakh
2.	Special Coaching for the children in urban schools	150 schools @ 20 children per school.	@266 per child	3000 children	31.92 lakh
<b>Total 59.92 Lakh</b>					

**Recommendation**

As proposed by the State of Jammu & Kashmir that the focus for 2010-11 will be on coverage and retention of the children in the urban areas with more emphasize to Srinagar, Jammu, Udhampur and Anantnag district. After detail analysis by the appraisal team, the proposed above activities are recommended for this year AWP&B 2010-11. Moreover, State is also advised to strengthen the planning process for effective implementation in urban areas.

**(iv) Computer Aided Learning (CAL):**

1. Total no. of Government Upper Primary Schools: 8794
2. Total no. of Teachers in Government Upper Primary Schools: 36910
3. Implementation record of CAL since start in the State/ UT (Year wise achievement including last years to be mentioned in separate rows)

Sl.	Financial Year	Implementation Model (by SSA/ PPP)	Approved Outlay (in Lacs)	Financial Achievement (at the end of the fin. yr) (in Lacs)	Physical Achievements		
					A. Schools covered	B. No. of content titles developed	C. No. of Teachers trained
					A	B	C
1.	2004-05	SSA	330		42	0	
2.	2005-06	SSA	330		56	0	
3.	2006-07	SSA	330		28	0	
4.	2007-08	SSA	330		28	0	

Sl.	Financial Year	Implementation Model (by SSA/ PPP)	Approved Outlay (in Lacs)	Financial Achievement (at the end of the fin. yr) (in Lacs)	Physical Achievements		
					A. Schools covered	B. No. of content titles developed	C. No. of Teachers trained
5.	2008-09	SSA	1100	732.69	330	0	154
6.	2009-10	SSA	1100	10.15	0	0	
<b>Total Achievement</b>					<b>484</b>	<b>0</b>	<b>154</b>

4. List of Contents/ Teaching-Learning Materials developed/ available/ used so far

Sl.	Title	Medium (Language)	Target Class
	Educational interactive CDs in Mathematics, Science, Social Science and language	English	6 <sup>th</sup> , 7 <sup>th</sup> & 8 <sup>th</sup>

5. Visionary initiatives supported with pedagogic strategies taken to strengthen the CAL mechanism (like formation of State Resource Group/ Subject Specific Teachers Resource Group for assessment, evaluation & support/ Expert Master Trainers Group/ Technical Support Teams etc.) and ensure its proper delivery.

*A committee of experts is constituted to examine the proposals received from various firms and is verifying whether the content is in consonance with the JKBOSE's curriculum.*

6. Detailed Description of Activities in 2009 -- 10 (Row 1 to 3 are Fresh Activities, Row 4 is about Recurring Activities)

Sl.	Activities	Details	Achievement	
			Phy	Fin
1.	Infrastructure	Nil	Nil	Nil
2.	Capacity Building of Teachers under CAL			
3.	Content/ Teaching Learning Material			
4.	Recurring Activities			
5.	Any other	An amount of Rs.10.15 lacs has been paid towards systems procured during 2008-09		10.15
			<b>Total</b>	<b>10.15</b>

None of the fresh CAL activities could be initiated and any achievement couldn't be accomplished because of unavailability of funds in time. However, the students were benefitted by operationlisation of already existing 484 CAL Centers in the State. The efforts are being made to provide the necessary CAL software for effective and meaningful

functioning of these Centers. Efforts are being done for developing, the educational interactive CDs and the presentations to supplement the difficult topics/ hard spots.

7. Proposal for 2010-11:

a. Physical -

- No. of schools to be covered : 330
- No. of targeted beneficiaries
  - ⇒ Students : 24750
  - ⇒ Teachers : 1684

b. Detailed Activity Wise break up for 2010-11 - (Row 1 to 4 are Fresh Activities, Row 5 is about Recurring Activities)

Sl.	Activities	Details	Target	
			Phy	Fin
1.	<b>Infrastructure</b>	Provide 5 computers, 5 UPSs & two printers per center for 15 new centers per district @ Rs. 0.40 Lacs	330	660.00
	• Technology Infrastructure			
	• Non Technology Infrastructure	• Site preparation, electrification & furniture @ Rs. 0.45 lacs • Purchase of Generator and maintenance @ Rs. 0.45 Lacs	330	148.50
2.	<b>Capacity Building of Teachers under CAL</b>	Teacher training on effective use of CAL resource @Rs. 100/day for 10 days	1684	16.84
3.	<b>Content/ Teaching Learning Materials Development</b>	Purchase and development of educational CDs based on identified hard spots of languages, science, mathematics and social science for new and existing CAL centers for upper primary schools.	814	81.40
4.	<b>Any other activities</b>			
5.	<b>Recurring Activities</b>	Contingency cost for continuing centers @ Rs. 0.9248 lacs	484	44.76
			<b>Total</b>	<b>1100.00</b>

8. Time Frame

Activity	Apr' 10	May' 10	Jun' 10	Jul' 10	Aug' 10	Sep' 10	Oct' 10	Nov' 10	Dec' 10	Jan' 11	Feb' 11	Mar' 11
Test of students for enhancement of learning levels of students in schools where CAL centers are already established.												
Workshop on CAL of												

Activity	Apr' 10	May' 10	Jun' 10	Jul' 10	Aug' 10	Sep' 10	Oct' 10	Nov' 10	Dec' 10	Jan' 11	Feb' 11	Mar' 11
Master Trainers												
Strategies on Hard Spots and the remedies thereof												
Teacher Training												
Infrastructure / Computer Hardware to schools												
Use of CAL in schools												

## 9. Observations:

- As per the information provided by the state the Computer Aided Learning programme has been operational in the state since 2004-05 & by now covers a total of 484 schools only (that is around 5.5% of the total government upper primary schools in the state) with 154 trained teachers which is less than 1% (0.41% only) of the total teachers in government upper primary schools.
- As reported by the state, the state had not developed digital teaching learning material and had primarily depended on the market to procure any readily available e-contents, which is not preferable. The state should try to develop mechanisms where teachers could be involved in developing TLMs in digital form.
- The state doesn't have a focused state resource group yet for strengthening the technology integrated education delivery mechanism, which is essential to facilitate the formulation of better strategies in changing scenarios & implementation in effective manner.

In 2009-10, the state has reported to achieve financial target up to 0% and physical target 0% (in terms expansion of CAL activities to new schools). None of the fresh CAL activities could be initiated and any achievement couldn't be accomplished because of unavailability of funds in time.

The state's plan for 2010 - 11, proposes to expand the CAL activities to 330 schools which will be provided with five desktop computers, five UPSs with two printers. Besides the proposal of the state for providing furniture the state has also proposed for procuring Generator sets & their maintenance cost, which seems just like a routine expansion of activities. The state's plan doesn't give any clear idea about how the resources under the intervention would be used based on situational needs & integrated with pedagogic strategies for achievement of quality goals.

*Regarding the issue of quality aligned use of technology processes & resources, it is to be understood that, The effective integration of ICTs into the educational system is a complex, multifaceted process that involves not just technology, indeed, given enough initial capital, getting the technology is the easiest part!—but also curriculum and pedagogy, institutional readiness, teacher competencies. The biggest challenge in implementation of technology integrated teaching learning activity is the involvement & empowerment of teachers to enable them to play a very active & involved role within the technology integrated delivery*



*mechanism. This requires the change in attitude, behavior & actions of the teachers. To bring about such constructive changes & sustain it, a series of activities need to be undertaken, which could be workshops involving brainstorming, interactions, participatory discussions to empower teachers. Secondly, it is also important to note that, there may be different strategies of implementing technology supported interventions, which may not be just 3-4 computers in attachment. There may be different kind of technology supported activities. The appraisal team would like to suggest the state to take more inclusive approach (technology as an integrated part of classroom teaching learning process in judicious manner) by providing technology as an aid to teachers. This is a cost effective model, strongly integrated with pedagogic vision & strategies, builds teacher capacity in a prospective manner, creates a positive ambiance among the fellow teachers and certainly expected to be fruitful in terms of achieving quality goals. This has been shared with the state representative during the appraisal process.*

*Lastly,*

- If necessary, the state may constitute/ reconstitute the SRG to bring in subject teachers with experience/ interest in technology aided teaching learning & resource persons from educational institutions/ PG colleges/ universities/ SCERT/ SIET/ DIETs/ technical organizations like NIC and state technical bodies etc. This resource group should be properly sensitized on priority basis & then may plan for better implementation of CAL activities so as to derive positive outcomes in terms of SSA quality goals.
- In view of the changing strategies, the state should also develop adequate number of Master Trainers or reorient them for further capacity building programmes at district, block and cluster level.
- The state also should ensure that adequate steps are taken for safety of these equipments in the respective schools where these are placed/ installed.

Recommendation:

The appraisal team recommends the amount of Rs.1100.00 lacs @ Rs.50.00 lacs per district, however strongly suggests that the state should consider the suggestions given by the appraisal team for deriving quality aligned positive outcomes. The state should try to find out other cost effective solutions for power related issues instead generator sets, which are costly and add maintenance & recurring cost burden. Necessary measures must be taken to ensure resources and materials are judiciously used as a part of the quality activities.

## **(VII) Girls Education**

Despite a number of efforts made in the direction of improving the educational status of girls and female literacy rates, a major gap still exists between boys and girls in the area of enrollment, retention and academic achievement. There is a high gender gap of 37.34% in literacy, which is indicative of the status of girls and women particularly in rural areas. Though the female literacy has shown an upward growth in the last decade, 50% of the females are still to literate. The low literacy status of women and the low participation of girls in school create a need for reinforcement of the strategies to promote girls' education. At the same time it also calls for more

specific and focused strategies to be implemented so as to increase girls' participation in education. The educational scenario of girls in the State is as follows:

- The State has a total of 20,638 out of school girls as on March 2010 which constituted 2.15% of total 6-14 years girls.
- While the gap in ST category is more than SC, efforts have been made to increase the enrolment of ST girls through special enrolment drives which has resulted in enrolment being enhanced by 2.36%.
- The Gender gap was reduced to 6.76% at Primary level & 7.24% at Upper Primary level during 2007-08. During 2008-09 the gender gap was reduced to 5.57% at Primary level & 9.86% at Upper level while as in 2009-10 the gender gap was reduced to 5.14% at Primary level & 6.26% at Upper primary level
- The reduction in the number of out of school children had been made possible by enrolling children in regular primary schools & in upgraded EGS centers already opened under SSA.
- Seasonal camps opened for migratory population have also covered some portion of OOSC from nomadic population.
- Bridge courses of level-I, II & III are being provided during the current year.

Despite large number of out of school girl's and high gender gap in 4 districts [Kathua, Ramban, Reasi and Samba]. The state has not carried out any activity under this head. Expenditure is also NIL against Rs.300.00 lakh, which is an area of concern. The state has assured that activities planned for the year 2010-11 would be taken up on priority.

**Proposal for 2010-11:**

S. No	Name of the activity	Beneficiaries	Expected Outcome	Unit Cost	(Rs. in lakh)	
					Physical	Amount
1	Provision of School Uniform	8th class Girls at Upper Primary Level	To deescalate dropout rate in girls & their retention.	0.003	145200	198.000
2	PT Shoes	7th class Girls at Upper Primary Level	Active participation in co curricular activities leading Skill development.	0.002	145200	88.000
3	Umbrella	6th class Girls at Upper Primary Level	As an incentive to the girls for their enhancement in enrolment and retention	0.00125	145200	44.000
<b>Total</b>						<b>330.000</b>

## Recommendations:

- The Appraisal Team recommended an amount of **Rs. 330.00 lakh** for **22 Districts**; with the condition that the State should execute the proposed activities within the time frame as fixed for the said interventions for current year 2010-11.

### a. NPEGEL

NPEGEL is an attempt to provide an opportunity for improving human capabilities to all children including the girl child, through provision of community-owned quality education in a mission mode. NPEGEL in the state is being implemented in 109 EBBs and 563 model cluster schools of 20 Districts since 2004-05. Even after 5 years of implementation of the scheme in the state, there are still 27474 girls who are out of school which can be seen from the following table:

S. No.	District	Block	Out of School Girls 2005-06	Out of School Girls 2006-07	Out of School Girls 2007-08	Out of School Girls 2008-09	Out of School Girls 2009-10
1	Anantnag	6	8985	7577	4003	1696	944
2	Bandipora	4	5594	4214	3290	2283	1057
3	Baramulla	10	14069	10128	8773	4583	4187
4	Budgam	8	10341	8401	4857	2340	2027
5	Doda	6	3063	2023	1245	831	1139
6	Ganderbal	3	--	--	--	2196	2087
7	Kargil	7	1333	936	454	195	287
8	Kathua	9	1465	2408	3024	1881	967
9	Kishtwar	5	--	--	--	1263	1217
10	Kulgam	6	--	--	--	836	787
11	Kupwara	8	4755	7376	8902	1679	1617
12	Leh	6	258	245	101	96	59
13	Poonch	5	7036	3227	3491	3109	977
14	Pulwama	5	4939	3254	2860	1104	607
15	Rajouri	7	6456	3725	4200	2309	2017
16	Ramban	4	3281	2825	2524	1429	2907
17	Reasi	4	1803	1188	916	667	1117
18	Shopian	1	--	--	--	1508	1107
19	Srinagar	1	5268	4862	3628	1182	1087
20	Udhampur	7	2961	3693	2325	1418	1317
<b>Grand Total</b>		<b>112</b>	<b>81607</b>	<b>66082</b>	<b>54593</b>	<b>32605</b>	<b>27474</b>

It is observed that since 2005-06, the number of out of school girls has drastically decreased from 81607 to 27474. During 2009-10, the state has undertaken various activities to bring out of school girls in KGBVs, AIE centers and schools in educationally backward blocks. Mainly state has conducted vocational education for in school and out of school girls, remedial teaching, bridge course, award to best teacher/schools, gender sensitization training of teachers to improve

enrolment, retention and learning achievement level. Some of the activities taken up during 2009-10 are as per following table:

**Activity-wise financial progress during 2009-10:**

Activities (in details)	Processes	Out comes	Physical	AWP&B 2009-10	Expenditure (Rs. in lakh)
Maintenance of schools, engagement of Ednl. Instructors, bicycles, vocational training, and transportation charges etc.	Under such activity school environment is being transformed to such an extent that the whole environment looks child/girl friendly	To promote skill acquisition in certain vocational trades for in school & out of school girls. 563 girls were benefited	563	112.6	112.6
Award to best School/teacher	One award per year @ Rs. 5,000/- (in kind) will be provided to a school/teacher at cluster level for achievements in enrolment, retention and learning outcomes of girl students.	Award was provided to one teacher/school in each cluster, which had played significant role in the field of enrolment, retention and learning outcomes of girls.	563	28.15	0
Student evaluation, Remedial teaching, bridge courses & Alternative schools	Special models of alternative schooling catering to hard to reach groups of girls including bridge courses, flexible timings, back to school camps, remedial teaching, etc. for out of school, irregular girls will be started in such villages where this poses a serious problem.	Increases the educational intake capacity of below average students to such an extent that she develops self confidence & remains more punctual to class room transitions thereby leads to retention, enhancement in learning & minimizes the drop out rate.	563	112.6	112.6
Teacher Training on gender sensitization	Under these activity 20 teachers from NPEGEL clusters were provided 2-3 days teachers training on gender sensitization at block	Gender sensitization training of teachers develop gender skills by virtue of which they transform the school environment to such	11260	22.52	22.52

Sl. No.	Activities (in details)	Processes	Out comes	Physical	AWP&B 2009-10	Expenditu (Rs. in lak'
		or zone level.	an extent that every girl child feels comfortable within the class room as well as in the school, thereby enhancing the girls retention & learning ability (quality education) which is the measurable out come of this activity under the NPEGEL scheme.			
5	Child Care Centers	In J&K State all primary schools carryout pre-primary classes This leads to strengthening of primary section of the elementary education & leads to readiness of child (3-5Yrs) for primary education.	Directly supports girls education, especially at elementary school stage as relieves girls of sibling care.	1126	61.93	
6	Management Cost (6% of the outlay) including Community Mobilization	In addition to the provisions already available under SSA, 6% management cost under NPEGEL which includes the community mobilization cost, shall be exclusively utilized in enrolling out of school girls, retaining & enhancing the learning ability of the girls already in the schools. Community Mobilization - makes girls education a community agenda	Major factors for girls not going to school are deeply rooted in community, society and parental attitude. Therefore, mobilization campaigns have been carried out to generate awareness among community, society and parents there by leading to enhancement of girls enrolment, retention & learning abilities.	563	19.705	19.70
<b>TOTAL</b>				<b>563</b>	<b>359.364</b>	<b>267.42</b>

**Financial progress:****(Rs. in lakh)**

Year	Outlay approved	Total Fund Available	Expenditure	% of Expenditure against Outlay Approved	% of Expenditure against Total Fund Available
003-04	319.76	60.00	0.00	0.00	0.00
004-05	159.80	114.00	83.20	52.07	72.98
005-06	787.12	643.48	630.72	80.13	98.02
006-07	46.43	0.00	44.18	95.15	0.00
007-08	997.585	958.04	895.875	89.80	93.51
008-09	359.36	357.23	267.45	74.42	74.87
009-10	359.364	275.70	269.80	75.07	97.85

During the year 2009-10, the State was sanctioned a budget of Rs.359.364 lakh. The achievement is Rs.269.80 lakh (75.07 %) up to March 2010.

**Proposal for 2010-11:**

- **Health & Hygiene Camps:** To maintain health & hygiene in daily life camps are planned to conduct at cluster level. In such camps the expert in the field of health & hygiene are invited to impart training to the children.
- **Bicycles:** Girls those who can't afford bicycle riding can practice the bicycles in there near by cluster. For this purpose 3 such bicycles are planned. This will reduce the inferiority complex among the poor children.
- **Life skill education:** Life skill education for Model cluster school children will be started Life skill education is abilities for adaptive and positive behavior that enable individuals to deal effectively with the demand and challenges of every day life.
- **Learning through computers especially at Upper Primary Level:** The newly sanctioned MCSs shall be provided computer with UPS at the maximum cost of Rs.29,000/ per cluster so that the girl child of whole of the cluster can share the benefits of information technology by learning the compute at their respective clusters.
- **Vocational Training: Objective:-**
  - a) To promote skill acquisition in certain vocational trades for in school & out of school girls.
  - b) Girls are trained in various vocational trades based on their interest & availability of raw material in their local areas.
  - c) Within the cluster two special crafts women are being hired for a period of 3 months each who in turn provide two different vocational training programmes in two groups. Each group comprises of 50 girls of that cluster in & out of the school.
  - d) The vocational programme are carried out in Model Cluster School of that cluster or one of the centre can be shifted to any other school within the cluster for the conveyance of the girl students who cannot attend the said programme at MCS.

- **Other vocational trades which can also be taken during the current year:** Candle preparation, Screen printing, Herbal Shampoo preparation & Beautician Course, Chalk piece making, Domestic Electrical repairs, TV Mechanism, Photography, Interior decoration, Pot painting, Glass painting, Greeting Cards & Envelopes preparation with locally available low cost & no cost material.

- The State has proposed a total amount of **Rs.359.362 lakh** for 563 MCS in 20 districts.

(Rs. in lakh)

S. No.	Activities (Rs. in detail)	Processes	Time line	Out comes	Target (Girls)	Unit Cost	Financ
1	Maintenance of schools, engagement of Educational. Instructors, bicycles, vocational training, and transportation charges etc.  Skill development like Life skill trainings camps for 5 days to enable skills and capacities for coping with difficult situation in life; enabling them to make informed choices; participate in decision making processes and access resources that will assure them quality of life.	Under such activity school environment is being transformed to such an extent that the whole environment looks child/girl friendly  <ul style="list-style-type: none"> <li>• Identifying the resource persons/eminent personalities from different fields.</li> <li>• Interaction with important people of the area.</li> </ul>	Within the academic session  Within the academic session	To promote skill acquisition in certain vocational trades for in school & out of school girls.  <ul style="list-style-type: none"> <li>• It will help girls in effective decision making</li> <li>• Will help the girls in assuring good quality of life</li> <li>• Drop out of rate of girls in these schools will decrease.</li> </ul>	563	0.440	247.7
2	Award to best School/teacher	One award per year @ Rs. 5,000/- (in kind) will be	Within the academic session	Awards were provided to one teacher/school in	563	0.05	28.1

Activities (Rs. in detail)	Processes	Time line	Out comes	Target (Girls)	Unit Cost	Financial
	provided to a school/teacher at cluster level for achievements in enrolment, retention and learning outcomes of girl students.		each cluster, which had played significant role in the field of enrolment, retention and learning outcomes of girls.			
CCE/quiz competition/debate/ spots Mela	In the State all primary schools carryout pre-primary classes This leads to strengthening of primary section of the elementary education & leads to readiness of child (3-5Yrs) for primary education.	Within the academic session	Directly supports girls education, especially at elementary school stage as relieves girls of sibling care.	1126	0.055	61.930
Management cost (6% of the outlay) including community mobilization	In addition to the provisions already available under SSA, 6% management cost under NPEGEL which includes the community mobilization cost, shall be exclusively utilized in enrolling out of school girls, retaining & enhancing the learning ability of the girls already in the schools. Community Mobilization - makes girls education a community agenda	Within the academic session	Major factors for girls not going to school are deeply rooted in community, society and parental attitude. Therefore, mobilization campaigns have been carried out to generate awareness among community, society and parents there by leading to enhancement of girls enrolment, retention & learning abilities.	563	--	21.562
<b>Grand Total</b>						<b>359.362</b>



## Recommendation for 2010-11:

- The appraisal team has recommended an amount of **Rs.359.362 lakh for 563 MCS of 20 districts** with the condition that state should execute the proposed activities within the time frame as fixed for the said interventions for current year 2010-11.

### b. KGBV

Under the scheme of Kasturba Gandhi Balika Vidyalaya (KGBV), residential schools at upper primary level (Class VI to VIII) are set up for out of school girls predominantly belonging to SC, ST, OBC and minority communities in educationally backward blocks of the country.

#### Status of category wise enrolment of KGBVs

Mode I	No. of KGBVs sanctioned	No. of KGBVs operational	No. of girls enrolled					
			SC	ST	OBC	BPL	Min	Total
I	35	35	148	847	0	0	1140	2135
II	44	44	146	953	0	0	681	1780
<b>Total</b>	<b>79</b>	<b>79</b>	<b>294</b>	<b>1800</b>	<b>--</b>	<b>--</b>	<b>1821</b>	<b>3915</b>
<b>% of Enrollment</b>			<b>7.5%</b>	<b>46%</b>	<b>--</b>	<b>--</b>	<b>46.5%</b>	<b>68.7%</b>

#### Observations:

- All the sanctioned 79 KGBVs are made operational. Out of it 35 are under Model I and 44 Model II, comprising 68.7% of the targeted enrollment. The capacity of 31% seats is not filled.
- All the KGBVs are running through SSA Society in the State.
- Out of 79 KGBV sanctioned in having over 20% population in Muslim concentration blocks is 66, SC 6 and 24 are in ST dominated blocks.
- Enrollment Status in Muslim concentration blocks of Muslim girls is 50%, in SC concentration blocks of SC girls is 42% and in ST concentration blocks of ST girls is 58%, which seems to be encouraging.
- The state has recruited warden and seven full time teachers in both the Models respectively.
- The state is following same curriculum and syllabus in the KGBVs taught in Govt. schools in the state, besides regular academic studies gender education is also imparted to girls.
- **Infrastructure:** Out of 79 KGBVs buildings, 10 KGBV buildings (3 are Model-I and 7 are Model-II) are near completion and electrification, white washing plasters and

finishing of the building is in progress, 60 (32 under Model-I and 28 Model-II) are under progress and 9 (4 under Model-I and 5 Model-II) yet to start. Out of these 60 buildings, 13 are at 1<sup>st</sup> floor level, 11 are at 2<sup>nd</sup> floor level, 18 are at plinth level, 16 are at lintel level & 2 are at lay out / earthwork level.

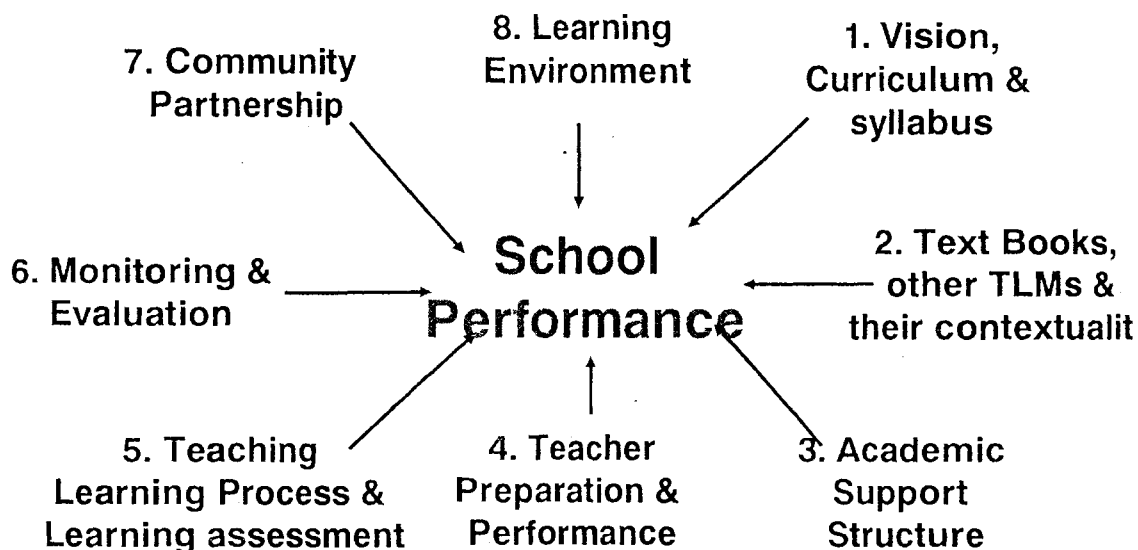
**Status of construction of KGBV buildings:**

S. No.	District	Block	Model	Construction Status
1	Anantnag	Achhabal	II	Roofed
2	Anantnag	Anantnag (TC)	I	Finishing level
3	Anantnag	Dachnipora	II	Finishing level
4	Anantnag	Qazigund	II	Finishing level
5	Anantnag	Shangus	II	Earth work
6	Anantnag	Breng	I	2nd lintel level
7	Bandipora	Gurez	I	Earth work
8	Bandipora	Bandipora	II	Finishing level
9	Bandipora	Hajin	I	Finishing level
10	Bandipora	Sambhal	I	Finishing level
11	Baramulla	Boniyar	I	Roofed
12	Baramulla	Uri	I	Lay out
13	Baramulla	Pattan	I	Roofed
14	Baramulla	Sopore (TC)	I	Plinth level
15	Budgam	Magam	II	Plinth in progress
16	Budgam	Khan Sahib	II	Foundation in Progress
17	Budgam	Nagam	II	Roofed
18	Budgam	Chadura	II	Ist Floor
19	Budgam	Budgam	I	Plinth in progress
20	Budgam	Beerwah	I	Plinth in progress
21	Doda	Bhagwa	II	Ist Floor
22	Doda	Bhalessa	II	Lintel level
23	Doda	Assar	I	Foundation in Progress
24	Doda	Doda	I	Foundation in Progress
25	Doda	Thatri	I	Plinth level
26	Ganderbal	Ganderbal	II	Plinth level
27	Ganderbal	Kangan	I	Ist Floor
28	Ganderbal	Lar	II	Finishing level
29	Kargil	Thasgam	II	Lay out
30	Kargil	Drass	II	Plinth level
31	Kargil	Kargil	II	1st floor level
32	Kargil	Taisuru	II	Not taken up
33	Kargil	Zanaskar	II	Lay out
34	Kathua	Billawar	II	RCC slab of ground floor laid.
35	Kathua	Bani	II	Not taken up
36	Kathua	Malhar	II	Plinth completed
37	Kathua	Basohli	I	Not taken up
38	Kishtwar	Inderwal	I	Slab level
39	Kishtwar	Marwah	I	Not taken up
40	Kishtwar	Padder	I	2nd floor level

S. No.	District	Block	Model	Construction Status
41	Kishtwar	Warwan	I	Plinth level
42	Kulgam	Quimoh	II	Roofed
43	Kulgam	D H Pora	I	2nd Story In Progress
44	Kulgam	Kulgam	II	Finishing level
45	Kupwara	Kralpora	II	Roofed
46	Kupwara	Sogam	II	Roofed
47	Kupwara	Rajwar (Handwara)	II	Roofed
48	Kupwara	Kuligam	I	2nd floor level
49	Kupwara	Ramhal (Villigam)	I	1st floor level
50	Kupwara	Teetwal	I	Plinth
51	Leh	Nobra	II	Finishing level
52	Leh	Nyoma	II	Finishing level
53	Poonch	Surankote	I	Ground floor slab laid
54	Poonch	Mandi	II	Excavation of trench done.
55	Poonch	Poonch	II	Ist Floor slab laid
56	Poonch	Mendhar	II	2nd Floor slab laid
57	Pulwama	Tral (Karamulla)	I	2nd Story In Progress
58	Pulwama	Keller(Shadimarg)	I	Slab level
59	Pulwama	Pampore(Ladhu)	II	Slab level
60	Pulwama	Kakapora(Nehama)	II	Roofed
61	Pulwama	Pulwama(Mughalpora)	II	Slab level
62	Rajouri	Rajouri(Khwas)	II	Plinth completed
63	Rajouri	Budhal(Doongi)	II	Plinth completed
64	Rajouri	Darhal	II	Work completed upto roof level
65	Rajouri	Manjakote	II	Not taken up
66	Rajouri	Moghla	II	Ground floor upto lintel level
67	Ramban	Banihal	I	Not taken up
68	Ramban	Ramban(Chanderkote)	I	Plinth exaction in progress
69	Ramban	Ramsu	I	Leveling in progress
70	Ramban	Gool	I	Plinth completed
71	Reasi	Mahore	II	Not taken up
72	Reasi	Arnas	I	Leveling
73	Srinagar	Srinagar MC	I	Not taken up
74	Srinagar	Srinagar	II	Finishing level
75	Udhampur	Ramnagar(Dhanwalt)	I	Leveling in progress
76	Udhampur	Ghordi	I	Ist Floor slab laid
77	Udhampur	Chennani(Tanda)	II	Work completed up to Roof level.
78	Udhampur	Panchari(Basnote)	II	Plinth completed
79	Udhampur	Dudo Basant Garh	II	Not taken up

\*  KGBV building yet to start.

**Quality Assurance:** J&K State is trying to strengthen each quality related parameter through various measures. Some of the major parameters that influence quality in a school are highlighted below.



**Library:** Library books are being provided in KGBVs through TLE grant. Library facilitated the learning of girl through different activities in and around library based on books and focused capacity building of the school teachers and the library facilitators.

#### **Monitoring:**

- (a) **Data based monitoring-** The state has designed a format to review the physical, financial and over all status of KGBV. Data is collected on girls' enrolment, attendance, achievement level, remedial teaching, life skill education and building status, availability of staff, payments, budget availability. Desk analysis of data is being done on regular basis. Accordingly feedback is being given to districts regarding weak areas.
- (b) **Review based monitoring-** Issues related to KGBVs are discussed in monthly & quarterly monitoring meetings at State.
- (c) **Field visit** –The state has made it mandatory for District Gender Coordinator to visit KGBV once in a month & quarterly / half yearly by State Project Coordinator Gender.

**Curriculum Plus:** The curriculum is enriched for the overall development of the girls. It comprises of academic as well as co curricular activities such as:

- a) Yoga, karate, gymnasium, tailoring, embroidery, handicrafts, badminton, cycling, carom, volley ball etc.
- b) Playing musical instruments like Dholak, harmonium, tabla etc.
- c) Folk stories, folk songs, adolescent and empowerment songs, participation in debates, cultural activities etc.

**Vocational Skills:** Area specific and need based vocational skills are imparted to the girls. New vocational skills are taught by experts and exhibition cum sales are organized at the

block level once in a year. A craft teacher is appointed on a part time basis. Services of local resource persons are also hired to impart specific skills.

- **Academic Support:** The Block Resource Persons and Cluster Resource Persons visit KGBV schools regularly to accord academic support to teachers and on site academic support on issues such as heterogeneous learning levels. Training in remedial teaching is also given to the teachers of KGBV schools.
- **Community Involvement-- Strengthening of Parents Teachers Association:** The scheme emphasizes involvement of Panchyati Raj Institutions in the effective implementation of the KGBV schools.
- **Leisure Time: Recreation / Sports and Games:** In addition to creating a favorable environment for learning, activities like meditation, prayers, and sports along with other recreational activities are conducted in KGBV schools. Schools have been provided televisions where possible though viewing time is regulated. News and movie programmes are popular.
- **Health Check ups:** In KGBVs health check ups are taken on a regular basis and a medical profile including height and weight is to be maintained for every girl in the school. A linkage with the State Health Department is yet to be established for health care and emergency assistance.
- **Food:** The daily menu is displayed prominently in all the schools but the items to be cooked and served are decided locally by the School Committee depending on local choice and culinary practices.
- **Safety and Security of girls:** Linkages are also maintained with the district administration by the concerned districts to ensure security of girls in the KGBV.

#### Financial Progress:

							(Rs. in lakh)
S. No.	Year	Outlay Approved	Total Fund Available	Expenditure	% of Expenditure against Outlay Approved	% of Expenditure against Total Fund Available	
1	2004-05	294.00	5.77	0.00	0.00	0.00	
2	2005-06	0.00	254.10	266.35	0.00	104.8%	
3	2006-07	0.00	-12.25	0.00	0.00	0.00	
4	2007-08	1527.725	1527.73	417.09	27.30	27.30	
5	2008-09	5644.53	6089.24	1995.949	35.36	32.76	
6	2009-10	4001.35	4714.54	1032.208	25.79	21.89	

During the year 2009-10, the State was sanctioned a budget of **Rs.4001.35 lakh**. The achievement is **Rs.1032.208 lakh (25.79%) up to March, 2010** which is low expenditure.

**Proposal for 2010-11:**

- 18 New KGBVs comprising of 9 Model-I & 9 Model-II in rural area.
- The State has proposed Boundary Walls, Boring/ Hand Pump, Furniture and TLE for new 18 KGBVs.
- Replacement of Bedding in 14 KGBVs sanctioned in 2004-05 to 2006-07 and operationalised from 2005-06 to 2007-08 as given below:

S. No.	District	Name of the Block	Location of the School	Year of Establishment	Model	Bedding @ Rs. 750 per child
1	Baramulla	Boniyar	Boniyar	April 2006	I	0.75
2	Bandipora	Gurez	Gurez Dawar	2007	I	0.75
3	Budgam	Magam	Nagbal Khag	May 2007	II	0.375
4	Budgam	Khan Sahib	Lanilab	May 2007	II	0.375
5	Pulwama	Tral	Karmulla	Oct.2005	I	0.75
6	Pulwama	Keller	Sanganwari	Oct.2005	I	0.75
7	Leh	Nobra	Lak Jung	August 2006	II	0.375
8	Kargil	Thasgam	Sankoo	July 2007	II	0.375
9	Udhampur	Ramnagar	Dhanwalt	April 2006	I	0.75
10	Udhampur	Ghordi	Ghordi	April 2006	I	0.75
11	Poonch	Surankote	Surankote	June 2007	I	0.75
12	Rajouri	Rajouri	Doongi	May 2007	II	0.375
13	Rajouri	Budhal	Kawash	August 2007	II	0.375
14	Kathua	Billawar	Baddu	May 2007	II	0.375
<b>Total</b>						<b>7.875</b>

- State has proposed Rs.55.00 lakh for rent for all 79 KGBVs building [Note: None of the KGBV has taken position of the newly constructed buildings hence the rent for 79 KGBVs]

District	Block	Model	Construction Status	Fund Required per month	Total fund required
Anantnag	Achhabal	II	Roofed	0.05	0.60
Anantnag	Anantnag (TC)	I	Finishing level	0.05	0.60
Anantnag	Dachnipora	II	Finishing level	0.05	0.60
Anantnag	Qazigund	II	Finishing level	0.05	0.60
Anantnag	Shangus	II	Earth work	0.05	0.60
Anantnag	Breng	I	2nd lintel level	0.05	0.60
Bandipora	Gurez	I	Earth work	0.05	0.60

S. No.	District	Block	Model	Construction Status	Fund Required per month	Total fund required
8	Bandipora	Bandipora	II	Finishing level	0.05	0.
9	Bandipora	Hajin	I	Finishing level	0.05	0.
10	Bandipora	Sambhal	I	Finishing level	0.05	0.
11	Baramulla	Boniyar	I	Roofed	0.05	0.
12	Baramulla	Uri	I	Lay out	0.05	0.
13	Baramulla	Pattan	I	Roofed	0.05	0.
14	Baramulla	Sopore (TC)	I	Plinth level	0.05	0.
15	Budgam	Magam	II	Plinth in progress	0.05	0.
16	Budgam	Khan Sahib	II	Foundation in Progress	0.05	0.
17	Budgam	Nagam	II	Roofed	0.05	0.
18	Budgam	Chadura	II	Ist Floor	0.05	0.
19	Budgam	Budgam	I	Plinth in progress	0.05	0.
20	Budgam	Beerwah	I	Plinth in progress	0.05	0.
21	Doda	Bhagwa	II	Ist Floor	0.05	0.
22	Doda	Bhalessa	II	Lintel level	0.05	0.
23	Doda	Assar	I	Foundation in Progress	0.05	0.
24	Doda	Doda	I	Foundation in Progress	0.05	0.
25	Doda	Thatri	I	Plinth level	0.05	0.
26	Ganderbal	Ganderbal	II	Plinth level	0.05	0.
27	Ganderbal	Kangan	I	Ist Floor	0.05	0.
28	Ganderbal	Lar	II	Finishing level	0.05	0.
29	Kargil	Thasgam	II	Lay out	0.05	0.
30	Kargil	Drass	II	Plinth level	0.05	0.
31	Kargil	Kargil	II	1st floor level	0.05	0.
32	Kargil	Taisuru	II	Not taken up	0.05	0.
33	Kargil	Zanaskar	II	Lay out	0.05	0.
34	Kathua	Billawar	II	RCC slab of ground floor laid.	0.05	0.
35	Kathua	Bani	II	Not taken up	0.05	0.
36	Kathua	Malhar	II	Plinth completed	0.05	0.
37	Kathua	Basohli	I	Not taken up	0.05	0.
38	Kishtwar	Inderwal	I	Slab level	0.05	0.
39	Kishtwar	Marwah	I	Not taken up	0.05	0.
40	Kishtwar	Padder	I	2nd floor level	0.05	0.
41	Kishtwar	Warwan	I	Plinth level	0.05	0.
42	Kulgam	Quimoh	II	Roofed	0.05	0.
43	Kulgam	D H Pora	I	2nd Story In Progress	0.05	0.
44	Kulgam	Kulgam	II	Finishing level	0.05	0.
45	Kupwara	Kralpora	II	Roofed	0.05	0.
46	Kupwara	Sogam	II	Roofed	0.05	0.
47	Kupwara	Rajwar (Handwara)	II	Roofed	0.05	0.
48	Kupwara	Kuligam	I	2nd floor level	0.05	0.

District	Block	Model	Construction Status	Fund Required per month	Total fund required
Kupwara	Ramhal (Villigam)	I	1st floor level	0.05	0.60
Kupwara	Tectwal	I	Plinth	0.05	0.60
Leh	Nobra	II	Finishing level	0.05	0.60
Leh	Nyoma	II	Finishing level	0.05	0.60
Poonch	Surankote	I	Ground floor slab laid	0.05	0.60
Poonch	Mandi	II	Excavation of trench done.	0.05	0.60
Poonch	Poonch	II	1st Floor slab laid	0.05	0.60
Poonch	Mendhar	II	2nd Floor slab laid	0.05	0.60
Pulwama	Tral (Karamulla)	I	2nd Story In Progress	0.05	0.60
Pulwama	Keller(Shadimarg)	I	Slab level	0.05	0.60
Pulwama	Pampore(Ladhu)	II	Slab level	0.05	0.60
Pulwama	Kakapora(Nehama)	II	Roofed	0.05	0.60
Pulwama	Pulwama(Mughalpora)	II	Slab level	0.05	0.60
Rajouri	Rajouri(Khwas)	II	Plinth completed	0.05	0.60
Rajouri	Budhal(Doongi)	II	Plinth completed	0.05	0.60
Rajouri	Darhal	II	Work completed upto roof level	0.05	0.60
Rajouri	Manjakote	II	Not taken up	0.05	0.60
Rajouri	Moghla	II	Ground floor upto lintel level	0.05	0.60
Ramban	Banihal	I	Not taken up	0.05	0.60
Ramban	Ramban(Chanderkote)	I	Plinth exaction in progress	0.05	0.60
Ramban	Ramsu	I	Leveling in progress	0.05	0.60
Ramban	Gool	I	Plinth completed	0.05	0.60
Reasi	Mahore	II	Not taken up	0.05	0.60
Reasi	Arnas	I	Leveling	0.05	0.60
Srinagar	Srinagar MC	I	Not taken up	0.40	4.80
Srinagar	Srinagar	II	Finishing level	0.33	4.00
Udhampur	Ramnagar(Dhanwalt)	I	Leveling in progress	0.05	0.60
Udhampur	Ghordi	I	1st Floor slab laid	0.05	0.60
Udhampur	Chennani(Tanda)	II	Work completed up to Roof level.	0.05	0.60
Udhampur	Panchari(Basnote)	II	Plinth completed	0.05	0.60
Udhampur	Dudo Basant Garh	II	Not taken up	0.05	0.60
			<b>Total</b>	<b>--</b>	<b>55.00</b>

The State has proposed a total amount of Rs.4133.23 lakh for 97 KGBVs. Out of it, Non-recurring grant of Rs.2245.98 lakh including spill over of Rs.2238.10 lakh and Rs.1887.250 lakh for recurring grant.



## Recommendations for year 2010-11:

1. None of the proposed KGBV qualifies the eligibility criteria of the scheme for sanctioning of the KGBVs in the State. Hence the appraisal team has not recommended any proposed KGBV to the State.
2. Replacement of bedding is recommended for 14 KGBVs who have been operationalised before 2007-08 amounting to Rs.7.875 lakh.
3. Rent for 79 KGBVs. is recommended amounting to Rs.55.00 lakh.
4. The additional amount for Urdu teachers is not recommended because the salary of Urdu teacher is already included within the salary head.

The appraisal team has recommended a total amount of Rs.4133.23 lakh for 79 KGBVs. Out of this, Non-recurring grant of Rs.2245.98 lakh including spill over of Rs.2238.10 lakh and recurring grant of Rs.1887.250 lakh with the condition that state should accelerate its expenditure during 2010-11.

## (VIII) Strategies for Community Mobilization:

### i. Progress of Community Training in 2009-10

PAB Approval (2009-10)		Achievement		Percentage %	
Phy	Fin	Phy	Fin	Phy	Fin
85466	51.279	0	0		

## INTRODUCTION

Sarva Shiksha Abhiyan (SSA), a comprehensive and integrated flagship programme of the Government of India aims to attain Universal Elementary Education (UEE) in the country and provide useful and relevant elementary education in the age group of 6-14 by 2010 in a mission mode with the help of community through Village Education Committees (VEC) .Education is closely related to human development and oriented towards the upliftment and welfare of the community.

The community involvement is necessary for bringing appropriate changes in schools and teachers. Since education aims at development and progress of the nation, it is for the community members to see how best they can contribute towards the development through quality education. A good literacy rate automatically results in social, economic and cultural progress of a country Community has to play a vital role. Besides helping in increasing enrollment by identifying and pursuing Out of School Children, it can be of great help in opening of new schools in a habitation/village, retention of students in schools besides helping in construction works and quality improvement.

To ensure peoples participation by involving Village Education Committee at grass root level, the state government introduced a Rahber-e-Taleem Scheme by Government order No. 396 of Edu 2000 dated 18-04-2000.However, reconstitution of Village Level Committee for selection of Rahber-e-Taleem was made vide Government order No. 726 Edu of 2007 Dated 18-12-2007.

**i. The composition of village level committee:-**

As per Sarva Shiksha Abhiyan norms, the State government has given clear guidelines for the formation of VEC and all the implementing authorities have responded. Now in our State, every village has Village Education Committee which is fully involved in all the activities undertaken in the school. In order to orient the field functionaries and VEC members about their role, functions, duties and responsibilities, VEC manual is already in place, which has been specially prepared to generate sense of belongingness among the communities towards Sarva Shiksha Abhiyan Keeping in view the very important role of Village Education Committee it is reconstituted from time to time as per the need of the hour. **In order to ensure the effective and transparent implementation of Sarva Shiksha Abhiyan and Universalization of Elementary** in the State the village Education Committee has been reconstituted vide **Govt. Order No: 600-Edu of 2009 dated 31-07-2009** as under:-

- |      |   |   |                  |
|------|---|---|------------------|
| i.   | Sarpanch of the Village/Literate VEC member<br>(To be nominated by ZEO)                           | : | Convener         |
| i.   | Head Master of the concerned school   | : | Member secretary |
| 3-4. | Two representatives of the Parents, preferably<br>Literate whose wards are studying in the school | : | Member           |
| 5.   | One Woman members preferably literate   | : | Member           |
| 6.   | Representative of SC/ST   | : | Member           |
| 7.   | One Retired teacher/ Academician  | : | Member           |

Keeping in view the importance of community participation in improving educational system, the State SSA Mission as well as Government of Jammu and Kashmir has put earnest efforts to mobilize the community and the required level of awareness. A proper structure within the project Directorate and at the level of district offices is in place to take care of community mobilization.

**The functions of Village Education Committees are as follows:**

- Involvement of Community in Micro-Level planning.
- Participation in engagement of Ret.
- Monitoring and supervision of Elementary Education at local level.
- Procurement of teaching learning Equipment (TLE).
- Participation of non-official members of VEC in construction of school buildings.
- Involvement of teacher training at local/school level.
- Monitoring of implementation of Mid Day Meal Scheme in the schools.
- Monitoring of the provision of Textbooks and uniform (if in practice) to the students.
- To facilitate the enhancement of attendance of the students particularly girls in the schools to ensure 100% retention and zero drop out.
- To identify the academically weak students and to oversee provision of remedial teaching to such students.
- To ensure regularity and punctuality of teachers in the school.
- To ensure that no student/s is/are put to any inconvenience on account of uncalled for detention/failure at elementary level.

**iii. Responsibilities of Village Education Committee towards the community:**

- To popularize the message of Sarva Shiksha Abhiyan among the members of community.
- To bring the community closer to education by organizing various programmes which are both educative and entertaining?
- To manage the schools ensuring administrative, academic and financial support in order to minimize absenteeism among teachers and students.
- To ensure participation of the community and to create in people a sense of ownership and belongingness.
- To help in bridging Gender, social gaps by creating awareness about girl education particularly SC/ST and OBC classes and bringing Children with special needs (CWSN) to school.
- Planning and execution of school activities including academic and co-curricular activities.
- Any problem arising out of general control, supervision and management of the school will be taken up before the committee.
- To ensure provision of drinking water facility.
- To provide good and sufficient land for school and play field.
- To monitor regularly the number of out of school children (OOSC) and taking steps to enroll and retain them in schools.

VEC has a major role in monitoring and supervision of schools and other educational facilities. The VECs check the regularity and punctuality of teachers. Meeting with the school teachers is essential to know the progress of physical achievements of various curricular and co-curricular activities undertaken. As per the latest Govt. Order it shall be mandatory for the Village Education Committee to have meeting on quarterly basis and record the minutes of the meetings under intimation to the Zonal Education Officer concerned. The committee members should assist in the organization of cultural events, games, competitions, rallies pertaining to education. These programmes cut across social groups in a village and can go a long way in bringing the community members closer to the school. Modules like **Muhim** had a positive impact in the field. Some new modules shall also be tried.

**iv. During the year 2009-10 stress was be laid on following activities:-**

- Monthly review meeting of community members with all teachers of schools, focusing on learning outcomes of the students. This made the community members aware about the achievement levels of students.
- TLM exhibition with active involvement of community members, prepared by the teacher himself and are used in classroom transaction.
- Organization of award ceremony at habitation level to encourage the meritorious students in presence of community members, monitoring achievement of students in unit tests and term tests in presence of Community members. This encouraged students who developed a sense of competition. The community members were involved when their wards were rewarded in public.
- Involvement of community members in Monitoring of Teacher punctuality and Student presence in Schools.
- Organization of science mela cum exhibition with participation of community members to enhance the creative activities among the students.

- Proper display of Community Boards in schools to highlight the good work done by VEC.
- Focus on mobilization strategies for bringing Out of School Children and girl children to School particularly SC/ST groups and their retention in the Schools.
- Broadcast of jingles in Gojri, Dogri, Kashmiri, Bodhi languages to rope in Out of School Children.
- Convergence with Health Department and Religious persons during VEC training programmes. Personal visit of State Project Director during community training programme.
- Use of Print media and Electronic media for bringing awareness among masses.
- Award for best VEC members of the year for showing exemplary involvement in different interventions of SSA.
- Organization of awareness training for Municipal Corporators/ Counselors of Municipal Council
- Capacity building / training programme of ZRP/CRP at district level.

#### **Strategies in Community Mobilization vis-à-vis Quality Education 2010-11:**

The main thrust in the 2010-11 Plan for community mobilization will be on the achievement of Quality with Equity in the elementary educational scenario of our state.

- Sensitization of VEC members about the aims & objectives of SSA vis-à-vis their own role. As the process of VEC training has been upgraded by the MHRD i.e., this year we will be going for a 3-day residential workshop of VEC members at block level which involves a cost of Rs 100/day amounting to Rs 300 per VEC member. Also a 3-day non-residential training programme of VEC members shall be carried out at cluster level involving the cost of Rs 50 per day amounting to Rs 150/- per VEC member.

#### **a) Training Methodology for 2010-11:**

- *Cascade mode* will be adopted
- Group discussions and interactions
- Power – point presentations used in regional language
- Play way method will be used during training.
- Field visits for observing best practices.
- Training module will be developed in the light of RTE and will be distributed to all the VEC members.

#### **Monitoring mechanism:**

A 3-tier monitoring mechanism is proposed for the VEC Trainings with a team at state level (SIE) , district level (DRGs/DIETs) & Zone level.

**Updation of Village Education Register :-** Under this activity every village will be directed to update the VER/WER in order to make a full proof record of population, enrolment, dropout, never/ever enrolled & out of school children. The same record can be also used for action research as well as child tracking system at micro-level. This will ensure the accountability in the system. Focus on mobilization strategies for bringing Out of School Children and Girl children to school particularly SC/ST groups and their retentions in the schools can be accelerated to finest point.

vi. Details of costing of Community Training (3 day Block level Residential for VEC/ SMC/ SDMC and PRI members etc.

Sr. No	District	No. of Schools	Total No. of Existing VECs/SDMC's	Total No of Panchayats	Community training to VEC members for 3-day residential training at BRC level		Totals members to be trained	Amount in lacs@ Rs 100/day/participant for 3 days
					Total No. of VEC in the district x 3 members form each VEC	(4 Members from local authority)		
1	Anantnaga	2034	2034	294	6102	1176	7278	21.834
2	Bandipora	986	986	113	2958	452	3410	10.23
3	Baramulla	2505	2505	365	7515	1460	8975	26.925
4	Budgam	1649	1649	283	4947	1132	6079	18.237
5	Doda	1685	1685	232	5055	928	5983	17.949
6	Ganderbal	724	724	104	2172	416	2588	7.764
7	Jammu	1978	1978	297	5934	1188	7122	21.366
8	Kargil	783	783	95	2349	380	2729	8.187
9	Kathua	1894	1894	245	5682	980	6662	19.986
10	Kishtwar	1059	1059	134	3177	536	3713	11.139
11	Kulgam	1087	1087	165	3261	660	3921	11.763
12	Kupwara	2402	2402	359	7206	1436	8642	25.926
13	Leh	513	513	93	1539	372	1911	5.733
14	Poonch	1937	1937	191	5811	764	6575	19.725
15	Pulwama	1058	1058	186	3174	744	3918	11.754
16	Rajouri	2269	2269	296	6807	1184	7991	23.973
17	Ramban	1076	1076	124	3228	496	3724	11.172
18	Reasi	1408	1408	147	4224	588	4812	14.436
19	Samba	685	685	99	2055	396	2451	7.353
20	Shopian	656	656	103	1968	412	2380	7.14
21	Srinagar	766	766	10	2298	40	2338	7.014
22	Udhampur	1856	1856	204	5568	816	6384	19.152
<b>Total</b>		<b>31010</b>	<b>31010</b>	<b>4139</b>	<b>93030</b>	<b>16556</b>	<b>109586</b>	<b>328.758</b>

i. Details of costing of Community Training (3 day Non-Residential only for VEC/ SMC/ SDMC etc) at CRC level

Sr. No	District	No. of Schools	Total No. of Existing VECs/SDMC's	Community training to VEC members for 3-day non-residential training at CRC level	
				Total No. of VEC in the district x 4 members form each VEC	Amount in lacs@ Rs 50/day/participant for 3 days
1	Anantnag	2034	2034	8136	12.204
2	Bandipora	986	986	3944	5.916
3	Baramulla	2505	2505	10020	15.03
4	Budgam	1649	1649	6596	9.894
5	Doda	1685	1685	6740	10.11
6	Ganderbal	724	724	2896	4.344
7	Jammu	1978	1978	7912	11.868
8	Kargil	783	783	3132	4.698
9	Kathua	1894	1894	7576	11.364
10	Kishtwar	1059	1059	4236	6.354
11	Kulgam	1087	1087	4348	6.522
12	Kupwara	2402	2402	9608	14.412
13	Leh	513	513	2052	3.078
14	Poonch	1937	1937	7748	11.622
15	Pulwama	1058	1058	4232	6.348
16	Rajouri	2269	2269	9076	13.614
17	Ramban	1076	1076	4304	6.456
18	Reasi	1408	1408	5632	8.448
19	Samba	685	685	2740	4.11
20	Shopian	656	656	2624	3.936
21	Srinagar	766	766	3064	4.596
22	Udhampur	1856	1856	7424	11.136
<b>Total</b>		<b>31010</b>	<b>31010</b>	<b>124040</b>	<b>186.06</b>

**Budgetary allocation for the activities proposed for the year 2010-11.**

S. No	Activity	Unit Cost	Phy	Fin (Rs. In lacs)
1	3-day residential training of Village Education Committee Members at block level	Rs.100 per day per VEC member	109586	<b>328.758</b>
2	3-day non-residential training of Village Education Committee Members at Cluster level	Rs.50 per day per VEC member	124040	<b>186.06</b>
	<b>Total</b>		<b>233626</b>	<b>514.818</b>

x. **Detail break up of activities to be undertaken with budget.**

<b>Sr. No.</b>	<b>Activity</b>	<b>Unit Cost</b>	<b>Phy</b>	<b>Fin</b>
1.	Development/Printing of module for the effective community training.	0.000237	5000	1.165
2	One day training to District Resource Persons at State Level for the training of VEC/WEC/SMC members (5 persons each district)	0.001	110	0.011
3	One day training to BRC/URC Resource Persons at district Level for the training of VEC/WEC/ SMC members (3 persons each BRC/URC)	0.001	1215	1.215
4	Three day block level residential training for 3 members from VECs/WECs/SMCs	0.003	93030	279.09
5	Three day block level residential training for 4 members from local authority (Village panchayats, urban zones) representatives	0.003	16556	49.668
6	Three day Cluster level Non-Residential training for 4 members from VECs/WECs/SMCs.	0.0014800	124040	183.57
	<b>Total</b>			<b>514.818</b>

**Training processes.**

The thrust during the training shall be on the role of VECs in the implementation of various interventions of SSA. Efforts shall be made to aware the community about the role of community envisaged in the RTE Act for effective implementation of the SSA programme and the coordination among the teachers, parents and the community for ensuring the achievement of the desired goals of SSA. The training to the community shall be given by the Resource Persons from the DIET faculty and also by the other institutions/experts in the field. Modules already developed shall be revised in consonance with the revised guidelines and the RTE act. The monitoring of three day residential/non residential training of the community shall be monitored by the Zonal Education Officer, Chief Education Officer, Joint Director SSA besides the monitoring institutions SIEs and DIETs and the Directorate of SSA.

i. **0.5% for Community Mobilization**

For strengthening of community participation in respect of achievement of SSA mission goals the following activities are planned under 0.5% of Management Cost of the district outlay:

S.No.	District	Budget proposed	Activities
1	Anantnag	35.698	<ul style="list-style-type: none"> <li>❖ <b>Holding</b> rallies, skits, dramas, drum beating by involving children, Village Education Committee Members and PRIs to highlight the importance of Education.</li> <li>❖ <b>Organizing</b> Bal Mela's with the involvement of children and their parents, VEC members, PRIs and school teachers for the awareness campaigns of common masses and parents.</li> <li>❖ <b>Observing</b> National Education Day on 11th November: To commemorate the birth day of Maulana Abul Kalam Azad, the first Union Education Minister of independent India on 11th November, in all educational institutions.</li> <li>❖ <b>Enrolment</b> Drive Programme: Immediately after completion of the annual examinations, general enrolment drives in the month of October in Kashmir Division and in the month of March in Jammu Division, for enrolment of OOSC.</li> <li>❖ <b>EFA Week:</b> Organize of EFA week at Cluster, Block, District and State level in the month of March / April with the help of communities, PRIs and grassroots level SSA functionaries.</li> </ul>
2	Bandipora	12.506	
3	Baramulla	35.547	
4	Budgam	23.647	
5	Doda	21.901	
6	Ganderbal	9.302	
7	Jammu	17.615	
8	Kargil	10.272	
9	Kathua	18.287	
10	Kishtwar	16.937	
11	Kulgam	17.163	
12	Kupwara	37.353	
13	Leh	6.480	
14	Poonch	25.460	
15	Pulwama	11.659	
16	Rajouri	27.693	
17	Ramban	16.212	
18	Reasi	17.843	
19	Samba	8.375	
20	Shopian	11.058	
21	Srinagar	9.004	
22	Udampur		
		26.750	
		<b>416.763</b>	



xii. Status of DLMC.

Total numbers of District in the State/UTs	Name of districts in which committee stand constituted	Name of districts in which committee has not yet been constituted	Details of Nos of meetings held in each district so far	Outcomes of the meetings	Remarks if any
1.	2.	3.	4.	5.	6.
22	22	The team has reported that the DLMC had already been constituted in the State, but till date they had not organize meeting			

xiii. Calendar of Activities planned for 2010-11

Activity/ Month	April09	May09	June09	July09	Aug09	Sep09	Oct09	Nov09	Dec09	Jan10	Feb10	Mar10
Monthly Meeting of community members												
Training Of ZRP/CRP												
Training of VEC/PTA/Panchayat Members (Residential / Non-Residential)												
Organization of Science Mela												
Organization of TLM Mela												
Awareness through Print/Electronic Media												
Convergence with other Departments/NGOs												
Documentation of best practices												
Award for best VEC												
Enrolment Drive												

Activity/ Month	April09	May09	June09	July09	Aug09	Sep09	Oct09	Nov09	Dec09	Jan10	Feb10	Mar10
Observing National Education Day												
IFA Week												

### Observation and recommendations:

The state team reported that the achievement of community trainings in the year 2009-10 is zero. The team reported that as the state shares were not released on time during the year 2009-10 the training of community members were not carried out.

The state has proposed for residential and non residential training for the community members for the year 2010-11. State has also submitted a write-up on the processes to be involved in the training.

The state has proposed for organizing BAL Melas, Enrollment drives, Awareness campaigns under the 0.5% of the district outlays.

The 73<sup>rd</sup> constitutional amendment act 1992 confers constitutional status on Panchayati Raj institutions. The constitution provides devolution of powers and responsibilities upon Panchayats at appropriate level. Keeping with the vision of the constitution (73<sup>rd</sup> and 74<sup>th</sup> amendment) act, 1992 Sarva Shiksha Abhiyan has made adequate provision for community involvement in facilitating the implementation of various aspects of the programme.

The RTE Act has also laid emphasis on the participation & involvement of the local authorities in the planning, monitoring and implementation of the programmes within their jurisdiction. Therefore the state should establish strong linkages with the PRIs at the appropriate levels.

State should ensure participation of local community members, parents, children's, teachers, PRI members in all the school development activities especially while formulating a comprehensive school developing plan. The school level committee needs to be oriented thoroughly on the provisions of RTE and their role in particular while implementing the programmes..

**Appraisal team recommends the proposal.**

**(IX) Involvement of NGO**

- No GIAC meeting was held during 2009-10

**Table: Status of NGO Involvement**

Functional Area	No. of NGOs involved during 2009-10	No. of NGOs involved during 2009-10
1. IED	13	13
2. AIE/AS interventions	1	1
3. Pedagogy	3	3
4. Community Mobilization	2	2
<b>Total</b>	<b>19</b>	<b>19</b>

GIAC Meeting was not conducted in the year 2009-10. The GIAC meeting should be convened and civil societies should be involved in various Interventions for the implementation of the programme.

**(X) Project Management**

SNo.	Level	No. of Posts	Filled	Vacant	% of vacancies
1	State Project Office	91	66	25	27
2	Divisional level	8	8	0	0
3	District level / sub district level	273	167	106	39
4	BRC/CRC	2500	2308	192	8
<b>Total</b>		<b>2872</b>	<b>2549</b>	<b>323</b>	<b>11</b>

Following is the details of Staff Position in the:

**a. State Project Office:-**

SNo.	Post	No. of Posts	Filled	Vacant
1.	State Project Director	1	1	0
2.	Senior Administrative Officer drawn from time scale KAS (on deputation from GAD)	1	1	0

SNo.	Post	No. of Posts	Filled	Vacant
3.	Coordinator	8	8	0
4.	Consultant	3	2	1
5.	Executive Engineer	4	4	0
6.	Field Officer	1	1	0
7.	Accounts officer	1	1	0
8.	System Analyst	1	1	0
9.	Statistical Officer Planning	1	1	0
10.	Statistical Assistant Planning	1	0	1
11.	PA to SPD	1	0	1
12.	Assistant Accounts officer	2	2	0
13.	Programmer	3	2	1
14.	Senior Assistant	1	1	0
15.	Draftsman	2	2	0
16.	Research Assistants	8	0	8
17.	Programme officer (Working Teachers)	4	3	1
18.	Accountant	1	1	0
19.	Auditor	2	1	1
20.	Computer Assistant/steno	16	8	8
21.	Data Entry Operator	2	2	0
22.	Driver	3	3	0
23.	Orderly	22	19	3
24.	Chowkidar	2	2	0
<b>Total</b>		<b>91</b>	<b>66</b>	<b>25</b>

b. The Society also strengthened the **divisional offices** in the Directorates of School Education at the divisional level and is functioning with the following posts:-

SNo.	Post	No. of Posts	Filled	Vacant
1.	Joint Director- one for each division of J&K in the pay scale of 12000-16500.	2	2	0
2.	Assistant Director Planning	2	2	0
3.	Computer Assistant	2	2	0
4.	Junior Statistical Assistant	2	2	0
<b>Total</b>		<b>8</b>	<b>8</b>	<b>0</b>

c. District level / sub district level:-

SNo.	Post	No. of Posts	Filled	Vacant
1.	Assistant Engineer	22	5	17
2.	Assistant Programmer	22	8	14
3.	Junior Engineer	119	96	23
4.	Resource Teachers	48	0	48
5.	Research Assistants	22	0	22

SNo.	Post	No. of Posts	Filled	Vacant
6	Computer Assistant	22	0	22
7	Data Entry Operator	44	28	16
8	Orderly	44	0	44
<b>Total</b>		<b>343</b>	<b>137</b>	<b>206</b>

**d. BRC/CRC:-**

SNo.	Post	No. of Posts	Filled	Vacant
1.	Data Entry Operator	200	141	59
2.	Zonal Gender Coordinator	181	167	14
3.	ZRC/BRC	400	400	0
4.	CRC	1600	1600	0
5.	Orderly	119	0	119
<b>Total</b>		<b>2500</b>	<b>2308</b>	<b>192</b>

**Observations :**The state has 27% vacancies at SPO level and 39% at District level/sub district level are vacant .At BRC & CRC level 8% vacancies are there. The successful implementation of the programme needs a strong management. Therefore appraisal team recommends that all the vacancies should be filled within a stipulated time.

The state should appoint all the officials in the functional areas such as alternative, gender IED and engineering staff .and pedagogy consultant at priority basis a SPO. The state should give timeline for the placement of the personnel.

### Management Information System

<b>Infrastructure Development</b>	<p>MIS units at State, division and District level offices and Zonal level are fully equipped with all the necessary Hardware and software.</p> <ul style="list-style-type: none"> <li>• <b>State office</b> is fully equipped with necessary hardware and softwares. However the procurement of the Analytic software for calculating the EDIs is under progress.</li> <li>• Districts have been provided with 2 computers systems each along with the allied accessories for smooth functioning of the EMIS unit along with Internet facility through BSNL's Broadband connectivity.</li> <li>• Each Zone has been provided with 1 computer system along with the necessary allied hardware.</li> </ul>
<b>Manpower deployment</b>	<p>The SPO and districts have been provided with professional manpower to take up MIS under Sarva Shiksha Abhiyan Mission. The detail of Posts in position is as mentioned below:-</p>

Level	Posts	Sanctioned	Filled	Vacancy
State Level Office	System Analyst	1	1	0
	Computer Programmer	3	2	1
	Data Entry Operator	2	2	0
<b>Sub Total</b>		<b>6</b>	<b>5</b>	<b>1</b>
District Level Office	MIS Coordinator	22	22	0
	Assistant Programmer	22	8	14
	Data Entry Operator	44	28	16
<b>Sub Total</b>		<b>88</b>	<b>58</b>	<b>30</b>
Zonal Level	Data Entry operator	200	141	59
<b>Sub Total</b>		<b>200</b>	<b>141</b>	<b>59</b>
<b>Total</b>		<b>294</b>	<b>204</b>	<b>90</b>

**Capacity Building**

Capacity building of the MIS personals at State, District & block level is very essential. They are sent to participate in different training workshops at National / State level.

- State has organized capacity building programme of EMIS coordinators and Assistant Programmer/IC DISE in both the divisions of the state
- Further the DISE training was conducted in all the educational zones in the district besides at district level.
- The officers/officials attended the various programs organized by the NUEPA from time to time.
- The thrust during the training programme was to ensure the consistent data from the schools besides error free punching of data and social audit (JAN VACHAN).

**IIS Web Portal**

- The web portal is not completely functional. However efforts are being ensured to make the web portal functional by 15<sup>th</sup> May, 2010 after addressing all the problems being faced by the districts in its implementation.

**IIS**

- EMIS data for the year 2009-10 of all the 22 districts of the state was compiled and used in AWP&B 2010-11.
- Districts were requested to share the respective DISE reports with the schools CRCs, BRCs.

The Zones have been provided by the necessary hardware for smooth functioning of the EMIS Sections Following activities were under taken to build the capacity of districts.

- Provision of computer hardware and software in Blocks/Zones.
- Training to Districts and Blocks level MIS personnel on Data Analysis, Oracle working of MIS.
- Training to District level Computer personnel on DISE-2001 software & DCF.
- Training to BPOs, CRC & BRC coordinator on using data for effective planning, implementation and monitoring at block and cluster level.
- Regular monitoring of the MIS work.

**DISE Calendar for Year 2010-11**

**IMPLEMENTATION SCHEDULE OF DISE 2010-11**  
**Tentative Action Plan/Time Schedule of District Information System for**  
**Education (DISE) for DISE 2010-11 Activities**

Date	Activity	Responsibility
17 <sup>th</sup> -30 <sup>th</sup> May 2010.	<b><u>Post DISE 2009-10 Data Sharing Session</u></b> DISE 2009-10 Post submission data sharing session will be held in districts & at village as well as school level. In this session, the outcomes of DISE 2009-10, difficulties faced during 2009-10 in collection & compilation of DISE data, how to improve quality of DISE data and strategies for DISE data collection for the current year will be discussed. Discussion on Supplementary variables to be included in DISE DCF for year 2010-11 & changes in software also to be done.	State /District/ Zonal/Cluster/ VEC members
1 <sup>st</sup> -15 <sup>th</sup> June 2010	<b><u>Circulation of DISE 2009-10 booklets and CDs</u></b> Preparation of DISE 2009-10 reports in the form of a booklet and DISE 2009-10 data CDs to be circulated among various departments.	State/District/ Zone
1 <sup>st</sup> - 15 <sup>th</sup> July 2010	<b><u>State level DISE 2010-11 Workshop cum Training Programme</u></b> Three days DISE 2010-11 Workshop on Modified DISE Software in which two participants from 22 districts comprising of District DISE officials (EMIS Co-ordinators/AP/District DISE Incharges)will be trained in DISE Software. Points covered will be- Filling & checking of DISE 2010-11 DCFs, sharing of 5% Post Enumeration Survey Report , sharing of previous years data, preparation of Checklist,FAQs and data entry into DISE S/W and printing of DISE 2010-11 DCFs and finalization of Supplementary variables to be included in DISE 2010-11 DCF.	State Project Directorate of Sarva Shiksha Abhiyan, Bemina Srinagar
20 <sup>th</sup> July- 15 <sup>th</sup> Aug 2010	<b><u>Printing of DISE 2010-11 DCFs</u></b> Printing of DISE 2010-11 DCFs & Instruction Manual for circulation to schools & workshops	District/Zone
15 <sup>th</sup> -30 <sup>th</sup> July 2010	<b><u>Identification of agency for Sample Survey</u></b> Identification of independent third party to carry out 5% Post Enumeration Survey of DISE 2010-11 data.	State Project Directorate of Sarva Shiksha Abhiyan, Bemina Srinagar
16 <sup>th</sup> -28 <sup>th</sup> Aug 2010	<b><u>Sub-District DISE 2010-11 Workshop cum Training</u></b> Training of Sub-District Officials (ZRPs, CRPs) at District/zone level.	District EMIS Co-ordinator & AP/District DISE Incharge
1 <sup>st</sup> - 20 <sup>th</sup> Sep 2010	<b><u>Zonal DISE 2010-11 Workshop cum Training</u></b> Training of teachers/Head Teachers of schools and distribution of DISE 2010-11 DCFs to Head teachers/teachers.	District/Zone Officials (ZRPs,CRPs,D istrict Co- ordinatorEMI S/AP/ District

Date	Activity	Responsibility
		DISE Incharge)
15 <sup>th</sup> Oct 010	<b><u>DISE Fortnight &amp; DISE data collection</u></b> Celebration of DISE Fortnight in which data collection of DISE 2010-11 DCFs will be done.	CRPs , ZRPs and District Officials
15 <sup>th</sup> Oct 010	<b><u>Cluster level DISE DCF checking</u></b> 100% checking of DISE 2010-11 DCFs at Cluster level.	CRPs & School Head teachers/teachers
8 <sup>th</sup> - 24 <sup>th</sup> Oct 2010	<b><u>Zonal level DISE DCF checking</u></b> 25% checking of DISE 2010-11 DCFs at Zone level.	ZRPs
5 <sup>th</sup> -30 <sup>th</sup> Oct 2010	<b><u>District level DISE DCF checking</u></b> 10% checking of DISE 2010-11 DCFs from each zone by District officials at District level	District EMIS Co-ordinator & AP/District DISE Incharge
6 <sup>th</sup> Oct - 9 <sup>th</sup> Nov 010	<b><u>DISE data punching</u></b> Punching of DISE 2010-11 data using Modified DISE Software at zone level.	Zone DISE Officials
2 <sup>nd</sup> - 24 <sup>th</sup> Nov 2010	<b><u>Error checking at Zonal level</u></b> Removal of inconsistencies and errors and validation of DISE 2010-11 data using DISE Software at zone level and submission to district officials.	Zone Officials (DEOs,ZRPs,CRPs)associated with DISE
5 <sup>th</sup> -27 <sup>th</sup> Nov 2010	<b><u>Merging of DISE 2010-11 data at District</u></b> Merging of DISE 2010-11 data punched and compiled at zones at district level.	AP/District DISE Incharge
9 <sup>th</sup> Nov- 3 <sup>rd</sup> Dec 2010	<b><u>Report Generation &amp; data sharing at District level</u></b> Compilation, Report Generation and checking of errors and inconsistencies in DISE 2010-11 data. Analysis of DISE 2010-11 data at district level and sharing of DISE 2010-11 Reports with sub-district officials & printing of School Report Cards.	District EMIS Co-ordinator & AP/District DISE Incharge
18 <sup>th</sup> Dec 2010	<b><u>Submission of District DISE data at State level</u></b> Submission of consistent DISE 2010-11 data to State Office along with CEO's Authentication Certificate.	AP/District DISE Incharge
24 <sup>th</sup> Dec 2010	<b><u>Importing and checking of District DISE data at State level</u></b> Importing of District DISE 2010-11 data into District DISE Software, checking of errors and inconsistencies in District DISE 2010-11 data. Data Validation & corrections, if any, to be applied.	State and AP/District DISE Incharge
30 <sup>th</sup> Dec 2010	<b><u>Compilation of DISE data into DISE@S Software</u></b> Merging of District DISE 2010-11 data into State DISE Software. Compilation, Report Generation and checking of errors and inconsistencies in DISE 2010-11 data. Analysis of DISE 2010-11 data at State level and sharing of DISE 2010-11 Reports with District officials.	State DISE Officials
7 <sup>th</sup> Jan 010	<b><u>Error-checking , validation and analysis of DISE 2010-11 data at State level</u></b> Removing inconsistencies with the help of State DISE Software.	State DISE Officials



Date	Activity	Responsibility
	Validation and analysis of DISE 2010-11 data.	
10 <sup>th</sup> -14 <sup>th</sup> Jan 2010	<b><u>Pre-submission DISE 2010-11 data sharing Workshop</u></b> Two days workshop to share DISE 2010-11 data with District DISE Officials(EMIS Co-ordinators/AP/District DISE Incharges) before submission at National level.	State DISE Officials
17 <sup>th</sup> -21 <sup>st</sup> Jan 2010	<b><u>DISE 2010-11 Report sharing at State level</u></b> Sharing of DISE Reports with State Officials	State DISE Officials
24 <sup>th</sup> -31 <sup>st</sup> Jan 2010	<b><u>Submission of DISE data at National level</u></b> Submission of consistent DISE 2010-11 data at National level along with 5% Post Enumeration Survey Report of DISE 2010-11 data and SPD's DISE Authentication Certificate.	State DISE Officials

### Details of Management Cost – 2010-11

#### SPO

S. No.	Activities	Recommended Outlay for 2010-11
1.	Salaries	287.930
2.	Consultancy Charges	4.000
3.	Office Expenses, etc;	45.000
4.	Office Expenses, etc for JDs offices	6.000
5.	POL and Maintenance of vehicles	17.000
6.	Hiring of vehicles/TA/DA	30.000
7	Hiring of vehicles/TA/DA for JDs offices at divisional level	6.000
8	Purchase of Computer hardware AMC etc.	30.000
9	MIS (Office Automation)	15.000
10	State level workshops on Pedagogy, Bridge Course, CAL & MIS, Financial Management, EDIs Appraisal of Districts Plans, formulation of AWP&B, Gender etc.	116.010
<b>Total</b>		<b>556.940</b>

#### DPO

S. No.	Activities	Recommended Outlay for 2010-11
1	Salary of the staff	1256.112
2	Office expenses	13.125
3	POL/ Maintenance of the vehicle	7.920
4	Hiring of the vehicle	12.443
5	Purchase of computers along with accessories and others etc	31.500

S. No.	Activities	Recommended Outlay for 2010-11
6	Capacity Building	22.425
7	Office automation	43.201
8	Exposure visit	11.000
9	workshop on pedagogical formats, CAL, MIS etc	140.196
	<b>Total</b>	<b>1537.922</b>

#### **MEDIA:-**

**Media activities undertaken by the Jammu and Kashmir State in 2009-10 as follows:-**

**It is observed that in 2009-10 there was no specific media plan implemented in the State for the awareness of community and other stakeholders of SSA. Some small awareness and mobilization activities were implemented in 2009-10 but overall impact and coverage of those activities were very low.**

**State has implemented some media activities as follows.**

1. Broadcasted radio / TV jingles spots in Dogri, Gojri, Urdu and Ladakhi dialects.
2. Press releases related with orientation programmes of teachers at district level.
3. TLM exhibition at district level.
4. Folk dance in Gender Education on Republic Day.
5. Capacity building programmes on LEAP at District level.
6. Press release related to monitoring of State Specific Learning Enhancement Programme through Active Pedagogy (LEAP)
7. Press release related to Computer Aided Learning (CAL).
8. Press releases related to Girl Education.

**Proposed plan of media activities for 2010-11**

Sr	Media Activity	Theme of the activity	Place of the activity	Rural / Urban area	Date / period	Expected expenditure (in lakhs)	Expected outcome
1.	Press conference / press release	Orientation programme of teaching in different intervention of SSA/meetings.	SPO / SIE / DIETs	Both	As per schedule	1.00	Awarenes
2.	Advertisements (Print /AIR)	Awareness of quality education through AIR / Radio jingles in different dialects. Tender notification	SPO	Both	April - May & Nov - Dec 2010	6.00	Awarenes
3.	Exhibitions / Fairs / MeIa participation	TLM Exhibition	Zonal / District	Both	June / Sep 2010	5.00	* To develop interest among teachers and of TLM.
4.	Distribution of Flyers / Posters / Flipcharts etc.	Gender education / quality education	School / cluster	Both	As per schedule	6.00	Mass aware:
5.	Film Show	Quality / CAL	School	Both	Continuous process	3.00	To develop reading and numeric sk
6.	Folk Media – Tribal Awareness Plan	Education for all	AIR	Both	Apr – May & Nov – Dec 2010	10.00	Awarenes among tribal populatio
7.	<b>Innovative activities like:</b> a. Banners b. Wall paintings c. Street plays d. Puppet show e. Talk show f. IEC programs	Urban Deprived Children	Main Towns	urban	July-Aug,10	5.00	Mainstreaming Urban Depr Children
8.	State / UT focused	LEAP	All schools	both		1	Quality Educ

	innovative activities						
9.	Publications (Newsletter, books etc)	UJala Magazine	SPO	--	Quarterly	8.00	Achievements and awareness about innovative activities
	<b>Total</b>					<b>45.00 lakhs</b>	

#### Observations and recommendation

It is observed that in the year of 2009-10 media activities were not organized for the awareness of community in Jammu and Kashmir. SSA is facing problems in the schooling of out of school children's, identifying CWSN, Enrollment and Retention of students in rural and hilly area etc. State SSA can solve these types of problems by using effective media and mobilization campaign. State should also focus on the implementation of IEC (Information Education and Communication) activities with the help of Total Sanitation Campaign for enhancing the awareness on SSHE (School sanitation and Hygiene Education) Programme among students in rural area.

State has requested very small amount of just 31 lakhs under media plan for the year 2010-11, but the requested amount is very small as compare to the State area. So the Appraisal team has recommended total amount of 45 lakhs for media plan under SSA.

State proposal for strategies pertaining to media activities is recommended.

## 7. Special Focus Districts (SFDs)

District	Weaknesses/Issue	Strategies proposed
<p><b>Leh.</b> <b>59 OOSC.</b></p>	<ul style="list-style-type: none"> <li>➤ Geographical terrain, climatic conditions and scattered-ness of villages and habitations create unique problems in implementation of SSA Scheme in the district. Many habitations have children less than 15 in the age group of 6-14 years.</li> <li>➤ Hilly conditions hamper monitoring &amp; evaluation activity in the district.</li> <li>➤ Dearth of qualified candidates for RET's &amp; education volunteers.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Relaxing the norms of establishment of schools for such habitations.</li> <li>➤ Provision for providing funds for vehicle &amp; enhancing TA/DA for CRP's &amp; ZRP's.</li> <li>➤ Relaxation of qualification of volunteers/enhancing the emoluments to 3000/-.</li> <li>➤ It is recommended that the two residential schools to be opened in the area for ST/Minority children in remote area like Dha Hanu area of Khaltsi Zone &amp; Durbu zone in addition to Turtuk muslim boarding area.</li> <li>➤ The provision of EVS in the schools run by Gonpas and Madrasas.</li> </ul>
	<ul style="list-style-type: none"> <li>➤ Lesser working session/period because larger chunk of the area is snow covered for most of the time (Nov. to April) &amp; no work can be done during this period.</li> <li>➤ High labor and travel charges because of the hilly terrain.</li> <li>➤ The dropout rate in girl children is very high due to non availability of middle schools for miles together.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Timely release of funds so that work can be initiated completed on time.</li> <li>➤ Setting up of model cluster school in each block under NPGEL.</li> <li>➤ Organization of bal melas and science exhibition.</li> <li>➤ Provision of drinking water facility and toilet facility.</li> <li>➤ Enhancement of maintenance cost of residential schools as cost living in Leh is high. (Sp for heating facilities).</li> </ul>

<ul style="list-style-type: none"> <li>➤ Early childhood care to be paid attention to ICDS centers have been attached to pre-schools.</li> <li>➤ Computer education.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Provision of Montessori and primary kits under SSA as TLM.</li> <li>➤ Provide training to ICDS workers, VEC's and teachers in pre- primary education.</li> <li>➤ Increasing no of computer centers.</li> <li>➤ Purchasing generator set.</li> <li>➤ Providing computer training to head of the institution and one computer teacher.</li> </ul>
---	--

**PMO's SFD District.**

**General remarks:** Looking at the literacy rates and number of out of school children in the district the situation sounds satisfactory. But a Baseline survey is required in the district in order to reflect the achievement level, quality and infrastructure etc. The main problem in the district is the geographical terrain and adverse climatic conditions which hamper the civil work, monitoring evaluation and other activities in the district. Moreover the large number of OOSC from nomadic population getting them into main stream education should be stressed now. High cost of living in the district and inability of the girls to reach the middle school because of geographical distance is a challenge.

**SFD's with Muslim Majority.**

ict	Issues/Problems	Proposed Strategies
g, lla, n,  ra, ia, t, ir  pur.	<ul style="list-style-type: none"> <li>➤ <b>Access:</b> Considerable numbers of habitations are still un-reserved in such districts because of one reason or the other. Amongst these many qualify for the opening of primary schools and many qualify for the opening of EGS centre's as per the norms.</li> <li>➤ <b>Enrollment/Retention/Dropout:</b> There is a problem of dropout rate among SC/ST, OBC and nomadic population various reasons like Economic child labor rising cost of living, social &amp; educational cause.</li> <li>➤ <b>Lack of proper infrastructure:</b> many primary and upper primary schools are without the building also considerable number of additional classrooms is</li> </ul>	<ol style="list-style-type: none"> <li>1. Opening schools in habitations are projected for the opening of new schools.</li> <li>2. Opening mobile schools/ summer camps.</li> <li>3. Learning along the route.</li> <li>4. Allow schools without building to be run in rented accommodation. Upgrade present infrastructure to match the infrastructure in the private sector. Allocate funds for land procurement.</li> <li>5. Remedial teaching after 15 days of every unit.</li> <li>6. Identification of slow learners on the basis of cumulative record card.</li> <li>7. Organizing non residential bridge courses (NRBC) for workers children, ST population &amp; girl Children.</li> </ol> <p align="right"><i>Under innovative activities for</i></p>

District	Issues/Problems	Proposed Strategies
	<p>required to meet the needs.</p> <p>➤ <b>Non-availability of land</b> in most of the villages. Since, the community is not providing land free of cost.</p>	<p><i>girl child following activities proposed.</i></p> <p>(a) Provision of uniform  (b) Provision of vocational training.  (c) Provision of health &amp; hygiene camps  (d) Life skill education to the girl child.</p>
	<p>➤ Absence of activity based or child – centered method &amp; techniques of teaching.</p> <p>➤ Deficient diagnostic remedial teaching.</p>	
	<p><b>Girl child education:</b> Girl child education is not paid emphasis because of the responsibility of girls in doing domestic chores and sibling care. Early marriages, lack of girl friendly infrastructure, lack of toilet facilities etc. also hampers girl enrollment ratio.</p> <p>Lack of awareness among girls about adolescent health issues. Problems are huge for category girls.</p> <p><b>Community Participation:</b> Community participation/ownership is not as much as it is desired.</p> <p><b>The base line survey</b> is not conducted so far indicators like enrollment, retention, achievement levels.</p> <p><b>CWSN: Children with special needs:</b> There are large number of children identified with different ailments in these districts viz visual impairment, hearing impairment, speech, orthopedic and multiple disabilities. Many have been enrolled and considerable numbers of such children are still out of school and some such are seen to have moderate mental disability.</p> <p><b>Problems:</b></p> <p>1. Insensitivity on the part of parents, teachers and community members in dealing such children.</p>	<p>Though nearly all VECs have been oriented but encouragement is to be given to those who are more involved. Some kind of community festival/fair should be organized before enrollment admission to attract children to join the school. Some administrative powers and honorarium to be given to the VEC's.</p> <ol style="list-style-type: none"> <li>1. Intensive teachers training program and sensitization programmes for community and family members of such children to be organized.</li> <li>2. Conducting assessment camps by involving experts.</li> <li>3. Conducting tours of parents &amp; teachers CWSN in collaboration with some NGO.</li> <li>4. Organizing creative activities like painting, music competition with children with CV to recognize the potential of such children.</li> </ol>

ict	Issues/Problems	Proposed Strategies
	2. Scarcity of professionals to deal with such children.	

**Remarks:**

Land procurement, infrastructure development, girl child education, ECCE, managing CWSN children are the major concerns in the above stated districts.



District	Problem/Issues	Strategies/Intervention/Problem
<p>Samba, Reasi, Ramban and kathua.</p> <p>Districts with gender gap above 10 % at pri. Level and 20% at upper primary level.</p>	<p>Access: <i>Though maximum children are enrolled through EGS and NPS some of the children especially of ST communities are still out of school.</i></p> <p><b>Community Participation:</b> Non-functional VEC's</p> <p><b>Inclusive Education for disabled:</b> many children are identified with special needs, some such children have been enrolled. but schools do not have CWSN friendly atmosphere to ensure their retention in school. Low honorarium for Doctor &amp; provision of vehicles, TA to take experts.</p>	<p><i>New PS&amp; MPS are required to enroll such children and usual norm of one school per KM needs to be relaxed.</i></p> <p>Revival of orientation of the VEC's, involvement of retired government employers preferable teacher, mother teacher meetings.</p> <p>Identification of teachers/ resource persons trained to attend to such children organization of assessment camps for CWSN training of resource person providing barrier free environment providing assertive devices.</p> <p><b>Inclusive Education:</b></p> <ol style="list-style-type: none"> <li>1. Teacher training/ Parents orientation.</li> <li>2. Home-based education for severely impaired children.</li> <li>3. Survey &amp; identification of such children.</li> </ol> <p><b>Civil Works:</b> construction of boundary walls, provision of dumping &amp; toilet facilities and to upper primary schools. Induction training for teachers in-service &amp; followed.</p> <p><b>Strategies to enhance female literacy</b> and increasing retention of girl child through:</p> <ol style="list-style-type: none"> <li>1. community mobilization</li> <li>2. establishing summer camps for girls</li> </ol>

**Quality Education:** shabby & deficient looks of schools. Deficient teaching learning processes.

**Gender, NPGEL & KGBV:**

Activities under NPGEL under model cluster schools is not possible because of incharge master/teacher.

No provision to enroll the never enrolled girls in the age group of 11-14 years, although they have been benefited of craft education

The norm to open NPGEL/KGBV in the area i.e. educationally backward block at times is a hindrance.

There is a problem of electrification in most of the model cluster schools

There is no provision of female security force in areas where KGBVs are established

3. remedial & coaching classes during vacations
4. incentives by means of uniforms for OOSC girls.
5. Curricular activities/sports.
6. Exposure visit.
7. Establishment of more girl model schools with all the basic learning conditions including CAL facilities model school at zonal level.
8. Providing science kits developed by NCERT for Girls of UPS & UPS when enrollment of girls out under boys.
9. Conducting summer camps.
10. Hygiene kit & camps.
11. Health camps & life skill education for adolescent girls.
12. Uniform to SC/ST girls.
13. Providing remedial teaching to slow learners

	<p>To hire proper accommodation for KGBV in such for flung blocks is very difficult.</p> <p><b>Girls education problems:</b> Ignorance/ Illiteracy of parents</p> <p>Inadequate access</p> <p>Early child marriage</p> <p>Nomadic population</p> <p>Cultural problems</p> <p><b>CWSN</b> Lack of concept of inclusion among teachers &amp; community</p> <p>No inclusion of CWSN in regular schools.</p> <p>Of funds to adopt the teaching situation in favour of CWSN.</p> <p>Lack of experience to hadle such children.</p> <p>Teacher training is an area in expert trainers, poor coordination between poor monitoring, no earned leave benefit to teacher fro training. Girl Child Education</p> <p><b>Not eligible under NPGEL &amp; KBGV scheme</b></p>	
--	--	--

<p><b>Udhampur,</b></p>	<p><b>Literacy rate is very low among nomadic. Communities i.e. Gujjar, Bakawal, Gaddi communities.</b></p> <p>The literacy rate is low in the mountainous region. Convergence of the scheme between various departments is also not satisfactory.</p> <p>The girl's education is a concern as number of girls are out of school mostly in backward areas as they are supporting parents to earn livelihood.</p> <p><b>NPGEL/KGBV:</b></p> <p>The implementation of NPGEL suffer due to in charge master/teacher. No provision to enroll never enrolled girls in the age group of 11-14. Govt. teachers do not spare/devote extra time for providing remedial teaching</p> <p>The condition that the NPGEL/KGBV to be opened in educationally backward block should not be hard &amp; fast.</p> <p><b>Pedagogy:</b></p> <p>Transfer of training of teachers not seem because there is no strategy to undertake class room observations. Active pedagogy lacks</p>	<p style="text-align: center;"><b>Quality Interventions</b></p> <p>Strengthening of existing on site teacher training &amp; monitoring mechanism.</p> <p>Special incentives to the children showing better performance .</p> <p>Training of ICDS worker.</p> <p>Escort for girls.</p> <p>Bridge courses.</p> <p>Provision of school uniform vocational training hygiene camps.</p> <p>Provision of permanent female teacher in the model cluster school.</p> <p>Cluster or blocks where gender gap is more should be the criterion for establishment of such schools.</p> <p><b>Strategies to enhance female literacy and increasing retention of girl child through:</b></p> <ol style="list-style-type: none"> <li>1. Community mobilization.</li> <li>2. Establishing summer camps for girls.</li> <li>3. Remedial &amp; coaching classes during vacations.</li> <li>4. Incentives by means of uniforms for OOSC girls.</li> <li>5. Provision of female security force</li> </ol> <p><b>Inclusive Education:</b></p> <ol style="list-style-type: none"> <li>1. teacher training.</li> <li>2. Home-based education for severely impaired children.</li> <li>3. survey &amp; identification of such children.</li> <li>4. Exposure visit</li> </ol> <p>In lieu of govt. teacher's education volunteer/retired teacher to be engaged for the purpose of remedial teaching.</p>
-------------------------	---	--

	<p>reading &amp; writing practices since teachers are over burdened with the administrative work.</p> <p><b>SFGS/CWSN:</b> Lack of resource support. Low honorarium to the doctors for conducting camps Dirth of special teachers to manage children with MR.</p> <p><b>Civil Works:</b> For urban areas the availability of land free of cost is a problem Flat land not available in hilly areas and most of the schools are not linked with the road. Also in some areas community involvement is low.</p> <p><b>Community Mobilization:</b> VEC &amp; MTAs involvement in the scheme (SSA and MDM) is not up to the desired mark. Lack of understanding of the scheme by VEC &amp; PRI's hamper the civil work progress in the state.</p>	
--	---	--

with ST population %.	Problems/ issues:	Interventions proposed:
eh, Poonch, Rajouri.	The main issues of such districts are nomadic population, hilly terrain and three out of the four districts are predominantly Muslim majority.	Already proposed extensively in the PMO'S SFD and SFD with muslim majority
rea Districts. la, Budgam, Jammu, Kathua, Kupwara, Leh, Rajouri, Rajouri.	Problems/ issues: Most of the border districts are rural and are districts with predominantly muslim and ST population except for kathua, Jamru and Srinagar district which are urban. These districts have the problems of urbanization and industrialization.	Interventions proposed: For urban and industrialized districts apart from other interventions. Day care centers for working mothers. Educational provisions for migratory population is proposed.

**9. Comment on the State's overall direction/ preparedness towards meeting the expected outcomes identified for 2010-11**

**Access**

State has been making efforts to achieve the desired goals of SSA over the years. As regards access s on primary and Upper primary schooling facility state is in a very comfortable position. However the state feels the necessity of opening some schools at Primary and some at Upper primary level considering the distance and population norms and also that need has arisen However, there is a need for proper habitations mapping to identify actual requirement considering number of children who need these facilities within desired walk able distance .Also looking into state's present comfortable position in Primary and Upper primary schooling access. some residential schools may meet the requirement, if it is there , of the children of unserved habitations, feeder schools, transportation facility State may look into the matter.

## **Equity**

At primary level 9 districts namely; Kathua, Samba, Jammu, Ramban, Udhampur, Kishtwar, Reasi, Rajauri and Bandipora reported more than 5 P.P. Gender Gap in enrolment.

At upper primary level 7 districts namely; Ramban, Reasi, Kathua, Kishtwar, Punch, Udhampur, Bandipora, Rajauri and Doda reported more than 10 P.P. Gender Gap in enrolment to the mark . The state has to concentrate attention on the education of ST Girls to bring them to education.

## **Retention**

The over all state level Drop out rate at primary level is increase (1.65 in 2007-08) and in (3.46 in 2009-10). No variation found in the Girls and boys dropout rate. At the state level 11 districts reported more than state levels drop out at primary level. District namely; Kishtwar, Punch, Rajauri, Reasi, Doda and Ganderbal are reporting more than 5 percent Drop out rate at primary level.

Enrolment at the primary level is slightly increased from the previous year. A good number of districts namely; Kishtwar, Rajauri, Doda, Anantnag & Punch shows decline in enrolment at primary level.

Enrolment at the upper primary level shows continuously rising during last 3 year. Over all enrolment is increased by 16 percent from the 2007 – 08 to 2009 – 10. Percentage share of girls in enrolment at primary level is 46%. A large number of districts namely Ramban, Reasi, Kathua, Kishtwar, Punch, Udhampur, and Bandipora depict less than 45% share of girls in enrolment at upper primary level.

At the primary level GER shows a little improvement form the previous year. At the state level GER is very fluctuating during 2005-06 to 2009-10. No difference is observed in the boy's and girl's GER.

At the upper primary level GER shows considerable improvement form the previous year. Highest GER at primary level is in Jammu 99.9 and lowest is in Ganderbal 88.2 among all the districts. However, the state is showing improvement in GER but still there are 3 districts like Kulgam, Kathua, and Udhampur, which have reported more than 10 percent reduction in GER from the previous year.

At the primary level NER is a little improved from the previous year. The highest NER is in Baramula and lowest is in Ganderbel among all the districts. of the primary level is 80.27. Major reduction in NER in the following districts; Kulgam, Badgam, Kathua, Jammu and Udhampur.

At the upper primary level NER shows continuous improvement during the 2007-08 to 2009-10 but still it's not up At primary level 9 districts namely; Kathua, Samba, Jammu, Ramban, Udhampur, Kishtwar, Reasi, Rajauri and Bandipora reported more than 5 P.P. Gender Gap in enrolment.

Retention Rate at the primary level is 88 which are found to be satisfactory. District Leh show lowest retention rate at primary level: 74. As per the DISE flash statistics – 2008-09 the Retention Rate for the Primary Cycle for the year 2008-09 was 79.8. The state has to improve the retention rates in the districts

### **Quality**

The state has to focus its attention on Quality. The teacher deployment and rationalization should be the priority for the state. As per Flash Statistics 2008-09 the state has adverse SCR, the state has reported that at upper level it is 10% at primary level it is 9%. The state has to focus on in-service training.. The state 's policy of recruiting untrained teachers badly affects the quality of teaching. The state has to give priority to training for teachers both in service and fresh recruit.

### **EDI**

At the primary level EDI ranking has been decreased from the previous year (17 in 2007-08 to 24 in 2008-09). Major decreases are found in the infrastructure and Teacher components. At the upper primary level EDI ranking has been improved by 20 in 2007-08 to 21 in 2008-09. The state should make concentrated efforts on the weaker sections in order to improve the EDI values. The state may like to target districts with the weakest values in the indicator. With the rich availability of data, it is not impossible to do the analysis at micro level.



9. The major findings of **Monitoring Institutes** on implementation of the programme in the State may be detailed out.

**I. General Information:**

(i)	<i>Name of the monitoring Institution</i>	<i>University of Jammu,</i>
(ii)	<i>Period of the report</i>	<b>1<sup>st</sup> August 2009 to 31<sup>st</sup> Jan,2010 i.e. first half yearly monitoring report of the year 2009-2010.</b>
(iii)	<i>Districts Monitored:</i>	Udhampur
(iv)	<i>Date of Visits to the Districts:</i>	18 <sup>th</sup> , 23 <sup>rd</sup> , 24 <sup>th</sup> and 30 <sup>th</sup> November, 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> , 7 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> 14 <sup>th</sup> 15 <sup>th</sup> , 17 <sup>th</sup> and 18 <sup>th</sup> December, 8 <sup>th</sup> and 9 <sup>th</sup> , 10 <sup>th</sup> and 23 <sup>rd</sup> February.1 <sup>st</sup> and 6 <sup>th</sup> march

**II. Key observations of the MIs report:**

*The MI has given only Executive Summary of the report. The MI has informed that they will give detailed report shortly.*

*All the interventions under SSA were subjected to information sought through structured schedule (constructed including all the interventions to be covered under SSA as per the TOR) and the field observations visits undertaken by the representatives of monitoring institutes. The highlights of the findings are outlined as below:*

**(A) Opening of Schools (both primary and upper primary):**

<i>No of NPS+UPS sanctioned.</i>	<i>No. of opened NPS+ NUPS opened. Land identified for the NPS</i>	<i>opened NPS+NUPS received funds for building construction. (%)</i>
<b>20+65 (2008-2009) 23+40(2009-2010)</b>	<b>All schools operational. For all NPS of 2008 land is identified and construction is in progress and for 20 NPS of 2009-2010 land is been identified.</b>	<b>received for all schools of 2008-2009 but only TLM grant received so far for schools sanctioned in 2009-2010.</b>

**(B) Civil Works:**

*In all most all the schools visited by the MI's, the land were identified and construction work was either complete or near completion. The buildings nearing completion were left with the doors and window making.*

*KGBV: Total no of KGVBS sanctioned in the district were 5 whereas building has been erected for 1 KGBVS, otherwise the 1 KGBV land is not transferred as yet.*

*(C) Convergence of drinking water and sanitation:*

*There is no convergence among the various drinking water and sanitation schemes i.e. Swaljaladhara and Total sanitation campaign with the SSA.*

*The quality of construction of physical facilities like toilets, kitchen sheds and other civil works is found to be satisfactory.*

*(D) Textbooks:*

*In total 19965 children (boys and girls irrespective of the caste or creed) received free textbooks from class 3<sup>rd</sup> to 8<sup>th</sup> under SSA and Children of class 1<sup>st</sup> and 2<sup>nd</sup> received text books from state funds. Though the textbooks were being distributed in almost all the schools visited by the MI, where as in some of the schools text books of Dogri were not received and in some school excess text books of science and mathematics were being sent. Textbooks are not received as per any fixed schedule in the district.*

*(E) School grants:*

*Total numbers of 2177 schools (primary and upper primary schools) were approved to whom grants were sanctioned for the current financial year). School grants were not received within two months of the opening of the schools in considerable number of schools visited by the monitoring institute but in the grants were received by the most of the schools by December. Grant received in district Udhampur in month of December vide order no 247 dated 4/112/2009. The grants shall rather reach the schools latest by July-August so that they can be utilized during the academic session. Whereas the school grants received during the last financial year was utilized and record was maintained, innovation in use of teaching learning material/method was not observed. The copy of guidelines to utilize the school grants were not seen in any of the schools visited by the MI.*

*(F) Teachers and Teachers Training:*

*Teachers were largely exposed to the training as per the mandate i.e. 10 days and have undergone trainings like capacity enhancement, refresher courses, orientation courses etc. where as in some of the schools Principals had also undergone the training programme. However, the training contends and modules were not available in the DPO as well as SPD office.*

*(G) Teaching Learning Material (TLM) grants:*

*Teaching learning material was available in all the sampled schools. The traditional materials such as charts, old book cuttings etc. were used. Models, I.Q. toys, which can enhance cognitive development of the child and increase the knowledge of the students. Trainings for preparation of TLM were not given to the teachers. There is an urgent need to plan such trainings for enhancing quality of teaching learning processes in the district.*

*(H) EGS & AIE:*

*All the EGS & AIE centers in the state have been upgraded to PS.*

*(I) Children with Special Needs (CWSN):*

*Total 1526 CWSN children were identified in the district and out of these 62 children were enrolled in schools during current financial year and 132 children were provided aids and appliances in the district. 1026 teachers are identified in the district to handle children with special needs and 158 parents have been given counseling. Children with various physical ailments were being identified through medical checkups and instruments were being distributed amongst them. For the children with mental and psychological problems were reported by the teachers. Systematic survey has not been done by the professional agency but not for identification of such children. NGO'S involvement in the handling of children with special needs is also not been done. But an action in this regard is been taken in the meeting of the governing body of SSA a decision is taken to undertake survey by professionals to identify CWSN children and also invite NGO'S working with CWSN children.*

*(J) National Programme for Education of Girls at Elementary Level (NPEGEL):*

*NPEGEL activities in the district are quite a success in the district. Gender coordinator has been put in position. All the 38 model cluster schools in the district are given orientation sessions in gender sensitization. Though the vocational training part in the cluster schools is neglected. No ECCE center has been made operational under innovation head fund (i.e. 15 lakhs for girl's education) since CCE centers exist under ICDS scheme in the state. No format to monitor the progress in girl's education has been issued by the state office.*

(K) Kasturba Gandhi Balika Vidyalaya (KGBV):

*As per the information provided by the DPO office, five KGBV have been established in the districts so far in the following blocks i.e. Ramnagar, Ghordi, Chennani, Dudu, Panchari during financial year 2008-2009, no KGBV is made operational during this financial year. Four KGBV construction has been completed and for KGBV i.e. kirchi zone, dudu block land is not been transferred as yet.*

(M) Research and Evaluation:

*During the current financial year no new research has been done in the state or the district. As per the information provided by the SPD office researches being undertaken by the NIAR Mussorie have been submitted and intervention based on the findings of the report shall be implemented soon. No initiative has been taken by DIETS to do any action research.*

(N) Functioning of the VEC:

*In most of the schools visited by the MI, the new VEC's were not been formulated as yet, since the MLA constituency has to formulate the same though the earlier committee were not dissolved but they were not active also. VEC members were not even aware of their rights and duties, and had not even received any manual of power.*

(O) Staffing at State and District Level:

*Teachers were selected from the panel drawn from village level committee strictly on merit basis. Director school education and principal DIET are the members of the selection committee. Teachers were appointed on the RET patterns and after completion of the five years they were converted into permanent.*

(R) Mid Day Meal

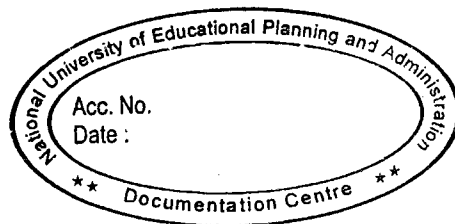
*The overall implementation of mid-day meal scheme is quite satisfactory in terms of provision of meals and other related aspects. Pucca Kitchen sheds were constructed in substantial number of schools. MDM is cooked in most of the schools as per the menu though the funds were not received regularly. Payment of the charges of the cook was a neglected area due to paucity of funds. In some of the schools visited at the end of the month of MDM was not served because of the lack of the funds. The MDM is supervised regularly by teachers/ parents, though there is a scope for improvement by adding on to nutrient value of the meals by providing eggs and green vegetables. In none of the schools visited by MI'S Micronutrient supplements and de-worming tablets were given to the children.*

*Suggestions for further strengthening the implementation of SSA in the district:*

*The mission of SSA is to provide learning opportunities at the doorstep of the community. It is a scheme of community ownership, team building and strengthening delivery mechanisms. To achieve the objectives in its true spirit an innovative and positive attitude is important. There is a need to inculcate commitment amongst the functionaries about the scheme as not a mere scheme but an investment for nation building.. Some change is visible*

*but there is a need to enhance more involved participation as well as focused and concerted efforts. Based on the observations derived through the monitoring exercise it can be concluded that the interventions made in SSA so far are in the right direction and have yielded positive results. However there is a scope for improvement given the quantum of resources' placed at disposal under SSA. Against this background certain suggestive measures are proposed for strengthening the implementation of the scheme in the state i.e.:*

- 1. For enhancing the quality academic input the content and modules of training of teachers should be developed.*
- 2. The TLM/School grants and distribution of books should be strictly made within the 1<sup>st</sup> month of the opening of the schools.*
- 3. Academic Support Structures i.e. District Institutes of Education and Training (DIETs), Block Resource Centres (BRCs), Cluster Resource Centres (CRCs), Resource groups at different levels should be strengthened and made to be the center for educational development in the districts are not enough to meet the challenges emerging out of the school management and classroom practices across the district.*
- 4. Community involvement in SSA interventions has to be made more responsive through functional and aware VEC'S and MTA'S.*
- 5. Training programmes to be organized for preparation of TLM material.*



## Fact Sheet – 2010-11

State	: J&K
No. of Districts	: 22
No. of Blocks	: 119
No. of Clusters	: 1600
No. of villages / wards	: 6866
Total population	: 10143700
Literacy Rate	: 55.52%

**Child Population-**

a. 6-11 years:	1345033
b. 11-14 years:	686306

**Grade V**

% of children passing with 60% :	Boys-	44.33	Girls-	45.76	Total-	45.045
----------------------------------	-------	-------	--------	-------	--------	--------

**Grade VIII**

% of children passing with 60% :	Boys-	26.85	Girls-	27.27	Total-	27.06
----------------------------------	-------	-------	--------	-------	--------	-------

**Educational Indicators**

Enrolment I-V			Enrolment VI - VIII			Enrolment I – VIII		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
697132	628522	1325654	359834	306701	666535	1056966	935223	1992189*

\*including 18895 children enrolled in NRBC/AIE etc.

	GER			NER			Dropout rate			Retention Rate (I – V)			Retention Rate (I – VIII)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
S	98.6	98.3	98.4	80.4	80.1	80.24	3.47	3.46	3.46	86.6	89.4	87.9			
IPS	97.5	96.7	97.1	72.8	72.4	72.60				6	8	7			

Attendance Rate			Completion rate			Transition rate (Class V to VI)		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
		85.5%			97.49	96.15	94.45	95.35

Out of School Children								
6-11 years			11-14 years			6-14 years		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
9167	10212	19379	9345	10426	19771	18512	20638	39150

	Target for 2009-10	Target Achieved	Target for 2010-11
1. Coverage of Out of school children	52131	12981	39150
2. Dropout rate	1.69	0.2	3.46
3. Attendance rate			
(i) Student Attendance rate – Primary		85.5	

	Target for 2009-10	Target Achieved	Target for 2010-11
(ii) Student Attendance rate -- Upper Primary		84.30	
4. Achievement level			
(i) Primary			
(ii) Upper Primary			
5. Teacher Attendance Rate	93.5	92.5	95
6. No of single teacher school			
7. No of schools with PTR > 50		277	452

**Recommendation for 2010-11:**

New Primary schools (including upgradations)					
Sanctioned till 2009-10	Opened till March 2009	Recommendation for 2010-11	Buildings completed	Teachers provided	TLE provided
10000	9890	497	4242	17518	4014
Up gradation of PS to UPS					
Sanctioned till 2009-10	Opened till March 2009	Recommendation for 2010-11	Buildings completed	Teachers provided	TLE provided
5788	5788	863	611	16923	5641

**EGS- Not Applicable**

Approved till 2009-10		Centers running as on March 2009		Centers to be upgraded to PS		Centres to be continued in 2010-11		Centers to be closed	
Centers	Children	Centers	Children	Centres	Children	Centres	Children	Centres	Children
-	-	-	-	-	-	-	-	-	-

Sub-District Structures functioning	Target for 2009-10	Achievement till March, 2010	Recommendation for 2010- 11
No. of BRCs	119/200	114	119/200
No. of URCs	-	-	-
No. of CRCs	1600	1560	1600
Resource persons	2000	2000	2000

**Teachers under SSA**

	Sanctioned till 2009-10	In position	Recommendation/Approval in 2010-11		
			Against new schools	Additional teachers	Total
PS	38104	37181	994	-	994
UPS			2589	-	2589

<b>Teacher Training</b>				
Type of training	Progress for 2009-10			Recommendation for 2010-11
	No. of teachers		Duration (No. of day) of the training	
	Target	Achievement		
<b>a In service</b>	55032	39417	20 Days	55032
<b>b new recruits</b>	3978	-	30 Days	8566
<b>c Untrained</b>	19894	-	60 Days	19894
<b>d. Others</b>	2000	2000		2000

Interventions for Out of school children	Achievement of 2009-10		Targets for 2010-11	
	No. of centers	No. of children	No. of centers	No. of children
1. Direct Admission	-	2751	-	3919
2. EGS – Primary	-	-	-	-
3. EGS - Upper Primary	-	-	-	-
4. Resdl Bridge course	-	-	-	-
5. Non resdl Bridge Course	1800	9883	2954	32721
6. AIE – Mobile School	-	-	-	-
7. AIE – Back to school camp(Summer camp)	-	-	1084	32569
8. AIE – Others	640	347	864	7957
9. Maktab / Madarassas	-	-	133	1556

#### Remedial Teaching

Target for 2009-10	Achievement till March 2009	Target for 2010-11
68306	0	0

#### Inclusive Education

No. of children identified	Covered till March 2009	Target for 2010-11 (No. of children to be covered)
25906	21239	24781

#### Civil Works

	Sanctioned till 2009-10	Completed till March, 2010	Recommendation for 2010-11
School buildings (PS)	8483	4242	1347
School buildings (UPS)	1119	616	-
ACR in lieu of UPS	-	-	3054
Additional Classrooms	10188	4585	-
Drinking Water	1727	1727	-
Toilets	1928	1928	-
Major repairs – PS	27	27	-
Major repairs – UPS	31	31	-
BRC	116	87	3
CRC	611	516	70



**REMS**

	No. of research studies carried out during 2009-10	No. of research studies recommendation for 2010-11
Research	2	4 at state level

**Innovation:****ECCE**

Progress for 2009-10			Recommendation for 2010-11		
No. of centers	No. of children enrolled	Financial	No. of centers	No. of children	Financial
21235	0	0.00	21235	14254	330.00

**Girls Education**

Progress for 2009-10		Recommendation for 2010-11	
(Girls Beneficiaries)	Financial	(No. of Girls)	Financial
156000	0.00	145200	330.00

**SC/ST**

Progress for 2009-10		Recommendation/Approval for 2010-11	
(No. of Beneficiaries)	Financial	(No. of Beneficiaries)	Financial
178695	0.00	178695	330.00

**CAL**

Progress in 2009-10			Recommendation/Approval for 2010-11		
No. of schools covered	No. of teacher trained	Financial	No. of schools to be covered	No. of teacher to be trained	Financial
0	0	10.15	330	1684	1100.00

**Urban Deprived Children**

Progress for 2009-10		Target for 2010-11	
(No. of Beneficiaries)	Financial	(No. of Beneficiaries)	Financial
2546	0.00 (for urban deprived and Minority)	0	0.00

**Minority Interventions**

Progress for 2009-10		Target for 2010-11	
(No. of Beneficiaries)	Financial	(No. of Beneficiaries)	Financial
15825	-	0	0

**Community Mobilization**

	Target for 2009-10	Progress till March 2010	Recommendation for 2010-11
No. of VECs	6866	6866	6866
No. of SMCs/PTA/MTA	26850	0	16556
No. of VEC members to be trained	85466	0	233626

**NPEGEL**

(Rs. in lakh)

Major Activities	Target for 2009-10		Progress for 2009-10		Recommendation for 2010-11	
	Physical	Financial	Physical	Financial	Physical	Financial
Non Recurring	-	-	-	-	-	-
Recurring	563	359.364	563	269.80	563	359.362

**KGBV**

(Rs. in lakh)

Target till 2009-10		Operational till March 2009		Construction of KGBV till March 2009			Target for 2010-11	
No. of KGBV	Enrollment	No. of KGBV	Enrollment	Completed	In progress	Yet to be start	No. of KGBVs	Enrollment
79	5700	79	3915	10 (Near Completion)	60	9	79	5700



**ANNEXURE-A**

**(DATA TABLES)**



State Profile		
	State Name	Jammu & Kashmir
	Year	2010-11
	Blocks	119/142
	Educational Zones	200
	Clusters	1600
	Villages	6866
	Total Habitations	27223
<b>Primary</b>		
1	Eligible School less habitations for PS	498
2	Government Primary Schools/Sections	13386 /22216
3	Building Less Schools	7096/12736
4	Government Aided Schools	0
5	Sanctioned Teachers	49657
6	Working Teachers	42886
7	Government Aided Teachers	0
8	Government Teachers	42886
9	Total Child Population (6-11 Age Group)	1345033
10	Total Enrolment (All)	1325654
11	Total Enrolment (Govt. + Govt. aided)	807952
12	Total Girls Enrolment	628522
13	Total Boys Enrolment	697132
14	SC Girls Enrolment	50480
15	SC Boys Enrolment	57590
16	ST Girls Enrolment	97101
17	ST Boys Enrolment	109705
18	Out of School Children	19379
<b>Upper Primary</b>		
19	Transition Rate	98.97
20	Eligible School Less Habitations for UPS	863
21	Government Schools / Sections	7809/8794
22	Building Less Schools	896
23	Government Aided Schools	0
24	Sanctioned Teachers	44527
25	Working Teachers	40606
26	Government Aided Teachers	0
27	Government Teachers	40606
28	Total Child Population (11-14 Age Group)	686306
29	Total Enrolment (All)	666535
30	Total Enrolment (Govt. + Govt. aided)	411493
31	Total Girls Enrolment	306701
32	Total Boys Enrolment	359834
33	SC Girls Enrolment	27094
34	SC Boys Enrolment	31631
35	ST Girls Enrolment	33921
36	ST Boys Enrolment	46809
37	Out of School Children	19771
38	<b>Children with Special Needs identified 6-14</b>	<b>24781</b>
39	<b>Children with Special Needs Enrolled 6-14</b>	<b>20550</b>
40	<b>Total Population (6-14)</b>	<b>2031339</b>
41	<b>Total Enrolment (P+ UP)</b>	<b>1992189</b>
42	<b>Total Out of School Children (P+UP)</b>	<b>39150</b>
43	<b>Total SC Boys (6-14) Enrolment</b>	<b>89221</b>
44	<b>Total ST Boys (6-14) Enrolment</b>	<b>156514</b>
45	<b>Total SC Girls Enrolment</b>	<b>77574</b>
46	<b>Total ST Girls Enrolment</b>	<b>131022</b>
47	<b>Total SC + ST (B+G) (6-14) Enrolment</b>	<b>454331</b>

Area	222236 Sq Kms including 78114 Sq Kms under POK and 42685 Sq Kms under China
Districts	22
Tehsils	178
Sub Tehsils	----
CD Blocks	142
Educational Blocks	200
Towns	54
Inhabited Villages	6866
Density	99 persons per Sq. Km
Literacy (Total)	55.5
Male Literacy	66.6
Female Literacy	43
Population Total	10143700
Male Population	5360926
Female Population	4782774
Total Rural	7627062
Male	3977652
Female	3649410
Total Urban	2516638
Male	1383274
Female	1133364
SC Population Total	770155
Male	403256
Female	366899
Total Rural	636016
Male	331380
Female	304636
Total Urban	134139
Male	71876
Female	62263
Sex Ratio Total	892
Rural	917
Urban	819
Total Literates	4807286
Rural Literates	3192078
Urban Literates	1615208
0-6 Population Total	1485803
Male	765394
Female	720409
Rural	1214965
Male	620809
Female	594156
Urban	270838
Male	144585
Female	126253

Jammu & Kashmir		T A B L E 1								
S. No.	District	Population all community (Census)						Total Population All Community (Census)		
		Urban			Rural			Male	Female	Total
		Male	Female	Total	Male	Female	Total			
1	Anantnag+Kulgam	91387	76976	168363	518620	485451	1004071	610007	562427	1172434
2	Baramulla+Bandipora	105634	90688	196322	509182	464276	973458	614816	554964	1169780
3	Budgam	38077	32511	70588	287973	270748	558721	326050	303259	629309
4	Doda+Kishtwar+Ramban	27620	20075	47695	335906	308328	644234	363526	328403	691929
5	Jammu+Samba	383613	317605	701218	466689	420865	887554	850302	738470	1588772
6	Kargil	6835	3822	10657	58120	50530	108650	64955	54352	119307
7	Kathua	42913	35815	78728	246478	224878	471356	289391	260693	550084
8	Kupwara	15107	10388	25495	326196	298702	624898	341303	309090	650393
9	Leh	17772	10867	28639	46534	42059	88593	64306	52926	117232
10	Poonch	13741	10237	23978	180472	168163	348635	194213	178400	372613
11	Pulwama+Shopian	36374	32133	68507	299170	284930	584100	335544	317063	652607
12	Rajouri	19388	14267	33655	237948	211681	449629	257336	225948	483284
13	Srinagar+Ganderbal	515557	430609	946166	133934	122347	256281	649491	552956	1202447
14	Udhampur+Reasi	69256	47371	116627	330430	296452	626882	399686	343823	743509
	<b>Total</b>	<b>1383274</b>	<b>1133364</b>	<b>2516638</b>	<b>3977652</b>	<b>3649410</b>	<b>7627062</b>	<b>5360926</b>	<b>4782774</b>	<b>10143700</b>

Source: Census 2001



Jammu & Kashmir															
T A B L E 1 A															
S. No.	District	Population (Census)												Population Density	Sex Ratio
		SC				ST				Minority					
		Male	Female	Total	% to total pop	Male	Female	Total	% to total pop	Male	Female	Total	% to total pop		
1	Anantnag+Kulgam	503	38	541	0.05	53671	47472	101143	8.63			0		294	922
2	Baramulla+Bandipora	359	18	377	0.03	44193	39703	83896	7.17	613934	559652	1173586		255	903
3	Budgam	461	13	474	0.08	7486	7064	14550	2.31	323653	311672	635325	99.28	459	930
4	Doda+Kishtwar+Ramban	32216	30746	62962	9.10	42053	37698	79751	11.53	212423	195568	407991	53.39	59	903
5	Jammu+Samba	206432	188472	394904	24.86	27968	25336	53304	3.36	47026	42429	89455	5.68	513	868
6	Kargil	115	24	139	0.12	54805	50572	105377	88.32	51840	46522	98362	85%	9	837
7	Kathua	66881	60483	127364	23.15	17769	16405	34174	6.21	25220	23081	48301	8.1	208	901
8	Kupwara	75	0	75	0.01	26868	24885	51753	7.96	278754	266329	545083	99.71	273	906
9	Leh	566	52	618	0.53	49608	46566	96174	82.04	9560	9504	19064	16	3	823
10	Poonch	757	195	952	0.26	77147	71871	149018	39.99	202703	191251	393954	93.63	223	919
11	Pulwama+Sopian	95	2	97	0.01	11276	10220	21496	3.29	380798	359581	740379		467	945
12	Rajouri	19716	18810	38526	7.97	84468	75581	160049	33.12	160025	148566	308591	61.00	184	878
13	Srinagar+Ganderbal	998	67	1065	0.09	23752	21675	45427	3.78	601235.9	542104.5	1143340	98.60	540	851
14	Udhampur+Reasi	74082	67979	142061	19.11	57885	51982	109867	14.78	103754	117958	221712	27.65	163	860
	<b>Total</b>	<b>403256</b>	<b>366899</b>	<b>770155</b>	<b>7.59</b>	<b>578949</b>	<b>527030</b>	<b>1105979</b>	<b>10.90</b>	<b>3010926</b>	<b>2814217</b>	<b>6825143</b>	<b>57.43</b>	<b>100</b>	<b>892</b>

Source: Census 2001

Jammu & Kashmir		T A B L E 2												
S.No.	District	LITERACY RATE												Rural Female Literacy Rate
		All Communities			SC			ST			Minority			
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	
1	Anantnag+Kulgam	57.6	34.4	46.5	NA	NA	NA	NA	NA	NA	NA	NA	NA	31.90
2	Baramulla+Bandipora	57.1	32.3	45.4	NA	NA	NA	NA	NA	NA	NA	NA	NA	29.00
3	Budgam	53.5	30.6	42.5	0	0	0	19.82	13.58	16.7	61.07	46.72	53.895	28.40
4	Doda+Kishtwar+Ramba	64.0	29.9	47.9	NA	NA	NA	NA	NA	NA	NA	NA	NA	27.10
5	Jammu+Samba	84.4	68.5	77.0	99.27%	99.07%	99.17%	94.84%	91.96%	93.40%	95.43%	93.20%	94.32%	61.70
6	Kargil	75.8	42.4	60.8	0	0	0	73.58	40.96	58.21	75.02	46.03	62.03	40.60
7	Kathua	75.7	54.4	65.6	66.94	59.88	63.41	59.2	48.02	53.61	60.2	49.22	54.71	51.40
8	Kupwara	56.1	28.7	43.2	NA	NA	NA	23.62%	19.15%	21.38%	44%	22%	33%	28.00
9	Leh	75.6	52.7	65.3	0	0	0	75.23	63.48	69.35	NA	NA	57.41	47.90
10	Poonch	65.0	36.0	51.2	83%	66%	74%	62%	33%	47%	52%	28%	41%	33.00
11	Pulwama+Shopian	60.7	37.7	49.6	NA	NA	NA	15.21	9.01	12.21	63.61	38.07	50.84	36.30
12	Rajouri	69.8	44.5	58.0	NA	NA	NA	NA	NA	NA	NA	NA	NA	42.20
13	Srinagar+Ganderbal	69.6	48.1	59.8	0.00	0.00	0.00	30.29	25.29	27.79	73.82	55.79	64.81	26.10
14	Udhampur+Reasi	67.1	41.2	55.2	44.60	34.28	39.44	33.44	22.64	28.04	36.83	25.50	31.17	35.20
	<b>Total</b>	<b>66.6</b>	<b>43.0</b>	<b>55.5</b>										<b>36.70</b>

Source: Census 2001

## BASIC ADMINISTRATIVE INDICATORS

Jammu & Kashmir

TABLE - 3  
BASIC INDICATOR

S.No	Name of the District	No. of C.D Block	No. of CD Blocks prior to bifurcation	No. Of Educational Blocks (if any)	No. Of B.R.C's/U BRCs	No. Of C.R.C's	No. of BRPs	Total	No. Of Villages/ Wards	No. Of Panchayats	After Bifurcation (CRCs)
1	Anantnag	7	7	12	7	96	24	120	514	294	96
2	Bandipora	5	4	5	5	40	10	50	120	113	40
3	Baramulla	12	10	18	12	144	36	180	524	365	144
4	Budgam	8	8	12	8	96	24	120	473	283	96
5	Doda	8	6	10	8	80	20	100	385	232	80
6	Ganderbal	4	3	4	4	32	8	40	127	104	32
7	Jammu	8	8	14	8	112	28	140	889	297	120
8	Kargil	9	7	7	9	56	14	70	129	95	56
9	Kathua	8	7	12	8	96	24	120	481	245	98
10	Kishtwar	8	5	7	8	56	14	70	156	134	56
11	Kulgam	5	3	6	5	48	12	60	240	165	48
12	Kupwara	11	8	13	11	104	26	130	369	359	104
13	Leh	9	5	6	9	48	12	60	112	93	48
14	Poonch	6	5	11	6	88	22	110	168	191	88
15	Pulwama	5	5	8	5	64	16	80	382	186	64
16	Rajouri	8	7	15	8	120	30	150	381	296	120
17	Ramban	4	4	6	4	48	12	60	157	124	46
18	Reasi	4	4	6	4	48	12	60	295	147	52
19	Samba	4	4	5	4	40	10	50	379	99	35
20	Shopian	1	1	4	1	32	8	40	176	103	32
21	Srinagar	1	1	8	1	64	16	80	79	10	64
22	Udhampur	7	7	11	7	88	22	110	330	204	85
	<b>Total</b>	<b>142</b>	<b>119</b>	<b>200</b>	<b>142</b>	<b>1600</b>	<b>400</b>	<b>2000</b>	<b>6866</b>	<b>4139</b>	<b>1604</b>

Source: District Planning Teams

Year: 2010-11

\* 4 CRCs have been provided to Jammu district.

**Jammu & Kashmir**

S. No.	Name of Block/ Municipal Area	Total No. of Habitations	Habitations Covered by		Habitations without Primary Schools / EGS (within 1 KM)	Habitations eligible for PS as per state norms	No. of Children in such (Col. 7) Habitations	Habitatio ns not eligible PS but eligible for EGS	No. of Children in such (Col. 9) Habitations	Habitatio ns not eligible for PS/EGS	No. of Children in such (Col. 11) Habitations
			Primary School (within 1 KM)	EGS (within 1 KM)							
1	2	3	4	5	6	7	8	9	10	11	12
1	Anantnag	1989	1892	0	97	32	720	32	394	33	266
2	Bandipora	776	699	0	77	34	422	19	288	24	216
3	Baramulla	2082	1773	0	309	63	1035	111	895	144	570
4	Budgam	1363	1138	0	225	10	0	79	793	136	822
5	Doda	1474	1426	0	48	10	0	15	222	23	672
6	Ganderbal	585	534	1	51	15	0	18	1270	17	1329
7	Jammu	1800	1770	0	30	10	31	72	80	103	119
8	Kargil	533	529	0	5	5	0	20	91	26	178
9	Kathua	1498	1419	0	79	10	0	12	43	57	94
10	Kishtwar	894	836	0	58	17	219	12	314	29	1217
11	Kulgam	877	706	0	171	20	0	64	524	87	537
12	Kupwara	1762	1626	0	136	87	450	7	81	42	96
13	Leh	379	343	0	36	5	0	10	18	21	36
14	Poonch	1579	1495	0	84	20	0	19	124	45	88
15	Pulwama	965	777	0	188	20	0	67	146	101	28
16	Rajouri	2076	1860	0	216	20	0	142	120	245	189
17	Ramban	998	830	0	168	20	0	77	1125	98	806
18	Reasi	1552	1413	0	139	25	122	127	197	331	486
19	Samba	523	491	0	32	7	0	7	79	18	65
20	Shopian	647	482	0	165	20	0	70	397	76	285
21	Srinagar	795	488	0	307	10	0	163	797	134	186
22	Udhampur	2076	1441	0	635	38	568	203	539	394	1157
	<b>TOTAL</b>	<b>27223</b>	<b>23968</b>	<b>1</b>	<b>3256</b>	<b>498</b>	<b>3567</b>	<b>1346</b>	<b>8537</b>	<b>2184</b>	<b>9442</b>

Please Specify Rural block with (R) and Municipal area with (U)

Source: District Planning Team (DPT)

Year: 2010-11

Note: List of habitations eligible for EGS as per State norm should be attached.

\* 225 habitations to be covered exclusively for ST/Nomadic population.

## HABITATIONS AND ACCESS (PRIMARY)

Jammu & Kashmir

S. No.	Name of Block/ Municipal Area	Total No. of Habitations	Habitations Covered by		Habitations without Primary Schools / EGS (within 1 KM)	Habitations eligible for PS as per state norms	No. of Children in such (Col. 7) Habitations	Habitations not eligible PS / EGS	No. of Children in such (Col. 9) Habitations
			Primary School (within 1 KM)	EGS (within 1 KM)					
1	2	3	4	5	6	7	8	9	10
1	Anantnag	1989	1892	0	97	32	720	65	660
2	Bandipora	776	699	0	77	34	422	43	504
3	Baramulla	2082	1773	0	309	63	1035	255	1465
4	Budgam	1363	1138	0	225	10	0	215	1615
5	Doda	1474	1426	0	48	10	0	38	894
6	Ganderbal	585	534	1	51	15	0	35	2599
7	Jammu	1800	1770	0	30	10	31	175	199
8	Kargil	533	529	0	4	4	0	46	269
9	Kathua	1498	1419	0	79	10	0	69	137
10	Kishtwar	894	836	0	58	17	219	41	1531
11	Kulgam	877	706	0	171	20	0	151	1061
12	Kupwara	1762	1626	0	136	87	450	49	177
13	Leh	379	343	0	36	5	0	31	54
14	Poonch	1579	1495	0	84	20	0	64	212
15	Pulwama	965	777	0	188	20	0	168	174
16	Rajouri	2076	1860	0	216	20	0	387	309
17	Ramban	998	830	0	168	20	0	175	1931
18	Reasi	1552	1413	0	139	25	122	458	683
19	Samba	523	491	0	32	7	0	25	144
20	Shopian	647	482	0	165	20	0	146	682
21	Srinagar	795	488	0	307	10	0	297	983
22	Udhampur	2076	1441	0	635	38	568	597	1696
	<b>TOTAL</b>	<b>27223</b>	<b>23968</b>	<b>1</b>	<b>3255</b>	<b>497</b>	<b>3567</b>	<b>3530</b>	<b>17979</b>

Please Specify Rural block with (R) and Municipal area with (U)

Source: District Planning Team (DPT)

Year: 2010-11

Note: List of habitations eligible for EGS as per State norm should be attached.

S. No.	Name of Block/ Municipal Area	Total No. of Habitation s	No. of Habitations having UPS facility in 3 KM Area	No. of Habitations without UPS facility in 3 KM area	No. of eligible schoolless habitations for UPS as per distance and population	No. of Primary Schools (Govt. & Govt. Aided)	No. of Upper Primary School (Govt. & Govt. Aided)	Primary and Upper Primary Ratio	No. of UPS eligible as per 2:1 ratio	Gap in UPS	Net Gap
1	2	3	4	5	6	7	8	9	10	11	
1	Anantnag	1989	1989	0	0	1350	684	1.97	675	0	0
2	Bandipora	776	577	199	77	699	287	2.44	350	63	0
3	Baramulla	2082	1977	105	64	1764	741	2.38	882	141	77
4	Budgam	1363	1293	70	15	1181	468	2.52	591	123	108
5	Doda	1474	1192	282	82	1234	451	2.74	617	166	84
6	Ganderbal	585	490	95	19	534	190	2.81	267	77	58
7	Jammu	1800	1654	146	18	1475	503	2.93	738	235	217
8	Kargil	533	529	4	0	482	301	1.60	241	0	0
9	Kathua	1498	1245	253	27	1419	475	2.99	710	235	208
10	Kishtwar	894	857	37	35	772	287	2.69	386	99	64
11	Kulgam	877	762	115	17	706	381	1.85	353	0	0
12	Kupwara	1762	1670	92	92	1669	733	2.28	835	102	10
13	Leh	379	340	39	9	343	170	2.02	172	2	0
14	Poonch	1579	1476	103	62	1445	492	2.94	723	231	169
15	Pulwama	965	843	122	22	777	281	2.77	389	108	86
16	Rajouri	2076	1794	282	106	1669	600	2.78	835	235	129
17	Ramban	998	790	208	60	803	273	2.94	402	129	69
18	Reasi	1552	1338	214	79	1069	339	3.15	535	196	117
19	Samba	523	485	38	11	491	194	2.53	246	52	41
20	Shopian	647	561	86	4	481	175	2.75	241	66	62
21	Srinagar	795	684	111	5	488	278	1.76	244	0	0
22	Udhampur	2076	1732	344	59	1365	491	2.78	683	192	133
<b>Total:-</b>		<b>27223</b>	<b>24278</b>	<b>2945</b>	<b>863</b>	<b>22216</b>	<b>8794</b>	<b>2.53</b>	<b>11115</b>	<b>2452</b>	<b>1632</b>

Please Specify Rural block with (R) and Municipal area with(U)

Source: District Planning Team (DPT)

Year: 2010-11

Sl. No.	Name of Block/ Municipal Area	SC Population			ST Population			Muslim Population		
		Villages with more than 40% SC population			Villages with more than 40% ST population			Villages with more than 40% Muslim population		
		No. of Villages	Villages without school Pry. School within 1 km.	Villages without UPS within 3 km	No. of Villages	Villages without school Pry. School within 1 km.	Villages without UPS within 3 km	No. of Villages	Villages without school Pry. School within 1 km.	Villages without UPS within 3 km
1	2	3	4	5	6	7	8	9	10	11
1	Anantnag	0	0	0	114	38	0	514	49	0
2	Bandipora	0	0	0	46	0	8	120	0	8
3	Baramulla	0	0	0	30	10	7	727	48	23
4	Budgam	0	0	0	74	12	4	486	44	34
5	Doda	31	1	0	18	1	3	243	0	19
6	Ganderbal	0	0	0	168	23	22	1576	92	84
7	Jammu	160	4	0	35	0	0	16	0	0
8	Kargil	0	0	0	129	0	0	129	4	0
9	Kathua	496	0	0	0	0	0	0	0	0
10	Kishtwar	13	6	0	18	18	9	94	17	0
11	Kulgam	0	0	0	34	8	15	240	40	353
12	Kupwara	0	0	0	109	17	0	369	0	0
13	Leh	0	0	0	112	0	0	10	0	0
14	Poonch	0	0	0	185	71	21	185	86	56
15	Pulwama	0	0	0	0	0	0	383	9	12
16	Rajouri	0	0	0	0	0	0	0	0	0
17	Ramban	0	0	0	4	1	0	73	0	0
18	Reasi	13	0	0	31	0	5	21	0	2
19	Samba	24	0	4	5	0	3	5	2	2
20	Shopian	0	0	0	44	4	2	231	1	9
21	Srinagar	0	0	0	0	2	0	0	0	0
22	Udhampur	41	4	3	9	2	2	6	2	1
<b>Total:-</b>		<b>778</b>	<b>15</b>	<b>7</b>	<b>1165</b>	<b>207</b>	<b>101</b>	<b>5422</b>	<b>394</b>	<b>603</b>

## CHILD POPULATION (6-14 AGE GROUP)

1973 variation due to Ganderbal, Anantnag and Poonch (803 B and 1170 G)

S.No.	Name of Block/ Municipal Area	ALL COMMUNITIES (11-14 age group)									SC (11-14 age group)										
		Urban			Rural			Total			Urban			Rural			Total			Urban	
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G
1	Anantnag	3648	3453	7101	21745	18297	41042	25393	22750	48143	0	0	0	32	17	49	32	17	49	0	0
2	Bandipora	2368	1895	4263	7956	6434	14390	10324	5329	18653	0	0	0	0	0	0	0	0	0	0	0
3	Baramulla	3642	3797	7439	29805	26803	56608	33447	30600	64047	0	0	0	0	0	0	0	0	0	0	0
4	Budgam	3771	3835	7606	16453	14111	30564	20224	17946	38170	0	0	0	0	0	0	0	0	0	0	0
5	Doda	974	928	1902	13759	11263	25022	14733	12191	26924	55	54	109	1853	1691	3544	1908	1745	3653	44	35
6	Ganderbal	934	807	1741	8727	7252	15979	9661	8059	17720	0	0	0	0	0	0	0	0	0	30	28
7	Jammu	18521	15485	34006	29454	25088	54542	47975	40573	88548	3229	2578	5807	9134	8431	17565	12363	11009	23372	437	384
8	Kargil	471	456	927	3112	3321	6433	3583	3777	7360			0			0	0	0	0	471	456
9	Kathua	3616	2660	6276	17062	13648	30710	20678	16308	36986	906	805	1711	4293	3772	8065	5199	4577	9776	153	65
10	Kishtwar	499	405	904	6893	5568	12461	7392	5973	13365	11	5	16	526	586	1112	537	591	1128	6	5
11	Kulgam	535	501	1036	11922	11091	23013	12457	11592	24049	58	28	86	111	87	198	163	115	284	65	57
12	Kupwara	665	537	1202	20538	17261	37799	21203	17798	39001	0	0	0	0	0	0	0	0	0	0	0
13	Leh	1147	1132	2279	1451	1604	3055	2598	2736	5334	0	0	0	0	0	0	0	0	0	1021	998
14	Poonch	992	771	1763	17155	13587	30742	18147	14358	32505	17	13	30	15	3	18	32	16	48	266	172
15	Pulwama	1751	1743	3494	12158	11732	23890	13909	13475	27384	0	0	0	0	0	0	0	0	0	0	0
16	Rajouri	2890	2408	5298	20013	16599	36612	22903	19007	41910	238	214	452	1624	1446	3070	1862	1660	3522	660	550
17	Ramban	413	333	746	9714	7162	16876	10127	7455	17622	33	32	65	544	295	839	577	327	904	20	15
18	Reasi	499	463	962	10757	7837	18594	11256	8300	19556	108	124	232	1061	924	1985	1169	1048	2217	79	64
19	Samba	1244	988	2232	9115	7752	16867	10359	8740	19099	675	604	1279	2453	2126	4579	3128	2730	5858	36	35
20	Shopian	676	613	1289	7871	7402	15273	8547	8015	16562	0	0	0	0	0	0	0	0	0	0	0
21	Srinagar	21193	20349	41542	3076	2682	5758	24269	23031	47300	0	0	0	0	0	0	0	0	0	215	106
22	Udhampur	2401	2011	4412	17593	14063	31656	19994	16074	36068	584	292	876	4486	3566	8052	5070	3858	8928	153	87
	Total	72850	65570	138420	296329	251557	547886	389179	317127	686306	5914	4749	10663	26132	22944	49076	32046	27693	59739	3656	3057

Please Specify Rural block with (R) and Municipal area with (U)

111 Variation due to Anantnag and Ganderbal (-109B and 220G) .

Source: District Planning Team (DPT)

Year:



## CHILD POPULATION (6-14 AGE GROUP)

S.No.	Name of Block/ Municipal Area	ST (11-14 age group)							Muslim (11-14 age group)								
		Rural			Total				Urban			Rural			Total		
		T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1	2	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
1	Anantnag	0	2425	1581	4006	2425	1581	4006	3604	3401	7005	21528	19256	40784	25132	22657	47789
2	Bandipora	0	1873	1387	3260	1873	1387	3260	2368	1895	4263	7956	6434	14390	10324	8329	18653
3	Baramulla	0	1285	881	2166	1285	881	2166	3680	3721	7401	29102	26167	55269	32782	29888	62670
4	Budgam	0	770	604	1374	770	604	1374	3721	3802	7523	16366	14009	30375	20087	17811	37898
5	Doda	79	1524	898	2422	1568	933	2501	746	723	1469	6330	4924	11254	7076	5647	12723
6	Ganderbal	58	2061	1248	3309	2091	1276	3367	934	807	1741	8597	7201	15798	9531	8008	17539
7	Jammu	821	2325	1652	3977	2762	2036	4798	625	527	1152	564	410	974	1189	937	2126
8	Kargil	927	3112	3321	6433	3583	3777	7360	471	456	927	1603	1668	3271	2074	2124	4198
9	Kathua	218	1752	1158	2910	1905	1223	3128	197	111	308	1815	1223	3038	2012	1334	3346
10	Kishtwar	11	1054	529	1583	1060	534	1594	275	181	456	3091	2300	5391	3366	2481	5847
11	Kulgam	122	225	154	379	290	211	501	990	929	1919	11349	10581	21910	12339	11490	23829
12	Kupwara	0	1877	1188	2865	1677	1188	2865	584	441	1025	20571	17283	37854	21155	17724	38879
13	Leh	2019	1461	1640	3101	2482	2638	5120	106	118	224	441	421	862	547	539	1086
14	Poonch	438	7816	5870	13686	8082	6042	14124	634	432	1066	16383	13074	29457	17017	13506	30523
15	Pulwama	0	495	427	922	495	427	922	1518	1327	2845	12181	11833	24014	13699	13160	26859
16	Rajouri	1210	8369	6533	14902	9029	7083	16112	1522	1176	2698	12381	10192	22573	13903	11368	25271
17	Ramban	35	1286	794	2080	1306	809	2115	247	194	441	6490	4745	11235	6737	4939	11676
18	Reasi	143	2867	1767	4634	2946	1831	4777	10	9	19	4921	3086	8007	4931	3095	8026
19	Samba	71	614	456	1070	650	491	1141	20	20	40	577	424	1001	597	444	1041
20	Shopian	0	647	483	1130	647	483	1130	676	613	1289	7871	7402	15273	8547	8015	16582
21	Srinagar	321	534	292	826	749	398	1147	20714	20051	40765	3046	2685	5731	23760	22736	46496
22	Udhampur	240	2035	1227	3262	2188	1314	3502	204	159	363	1735	1090	2825	1939	1249	3188
	Total	6713	46207	34090	80297	49863	37147	87010	43846	41093	84939	194896	166388	361266	238744	207481	446225

Please Specify Rural block with  
111 Variation due to Anantn

Year:

ENROLMENT AND OUT OF SCHOOL CHILDREN (6-14 age group)														ENROLMENT AND OUT OF SCHOOL CHILDREN (6-14 age group)															
Jammu & Kashmir																													
S.No.	Block/ Municipal Area	Enrolment (6-11 age group)												OoSC (6-11 age group)															
		All Communities			SC			ST			Muslim			All Communities				SC				ST				Muslim			
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	% of Child Pop.	B	G	T	% of SC Child Pop.	B	G	T	% of ST Child Pop.	B	G	T	% of Mus Child Pop.
1	Anantnag	45739	42922	88661	74	86	160	6608	5494	12102	45070	42412	87482	103	134	237	0.2666	0	0	0	0.00	51	48	99	0.81	103	134	237	0.27
2	Bandipora	19683	17724	37407	0	0	0	4388	3815	8203	19683	17724	37407	390	397	787	2.0605	0	0	0	0.00	99	95	194	2.31	390	397	787	2.06
3	Baramulla	62168	58539	120707	0	0	0	2158	1834	3993	61006	57894	118900	1352	1308	2660	2.1563	0	0	0	0.00	226	202	428	9.88	1282	1271	2553	2.10
4	Budgam	36715	33668	70383	0	0	0	1579	1465	3044	36715	33353	69931	565	584	1149	1.6083	0	0	0	0.00	81	79	160	4.99	564	582	1146	1.64
5	Doda	27289	25216	52505	3197	3180	6377	3187	2493	5680	13750	12448	26198	128	342	470	0.8872	15	47	62	0.96	27	64	91	1.58	75	217	232	1.10
6	Ganderbal	16478	15657	32135	0	0	0	4274	3938	8212	16478	15657	32135	1529	1070	2599	7.4828	0	0	0	0.00	183	186	371	4.32	1529	1070	2599	7.47
7	Jammu	85805	71254	157059	22713	19976	42689	5803	4981	10784	2928	2311	5239	176	151	327	0.2078	60	55	115	0.27	41	35	76	0.70	0	0	0	0.00
8	Kargil	7444	7491	14935	0	0	0	7444	7491	14935	649	646	1295	27	90	117	0.7773	0	0	0	0.00	27	90	117	0.78	27	90	117	0.90
9	Kathua	36258	29436	65694	8870	7585	16455	4058	3060	7118	3561	2876	6437	341	481	822	1.2358	79	114	193	1.15	129	208	337	4.52	114	133	247	3.70
10	Kishtwar	15957	14609	29976	951	966	1917	3042	2148	5190	7965	6888	14853	367	325	692	2.2384	8	12	20	0.03	187	142	329	5.96	163	168	329	2.20
11	Kulgam	27132	25246	52378	276	179	455	1774	1545	3419	26861	24994	51855	155	178	333	0.6317	0	0	0	0.00	41	35	77	2.09	153	178	333	0.64
12	Kupwara	42573	40019	82593	0	0	0	4266	3608	7874	42428	39870	82298	555	705	1260	1.5075	0	0	0	0.00	141	228	369	4.48	555	709	1264	1.54
13	Leh	5153	4777	9930	0	0	0	4653	4324	8977	911	861	1772	7	15	22	0.2211	0	0	0	0.00	7	15	22	0.24	1	0	1	0.00
14	Poonch	36035	33786	69821	50	35	85	16345	15183	31528	33419	31257	64676	342	423	765	1.0838	0	0	0	0.00	135	157	292	0.92	342	423	765	1.11
15	Pulwama	26694	25191	51885	0	0	0	1821	1461	3282	26217	24733	50950	85	87	172	0.3304	0	0	0	0.00	12	23	35	1.06	85	87	172	0.34
16	Rajouri	42771	39439	81210	2922	2560	5502	19385	17898	37283	28808	26334	55142	528	676	1204	1.4610	18	17	35	0.63	356	411	767	2.92	370	429	799	1.43
17	Ramban	21434	17958	39392	1224	1069	2294	3092	2460	5552	14981	12220	27207	905	1278	2183	5.2508	59	73	132	5.46	271	252	523	8.74	712	1031	1742	6.03
18	Riasi	24864	22259	47123	2185	2128	4313	7905	7065	14970	12245	10983	23228	319	430	751	1.5687	47	60	107	2.42	91	130	220	1.51	83	139	222	0.93
19	Samba	19795	15925	35720	5808	4700	10508	1426	1189	2615	1286	1122	2408	52	58	110	0.3070	13	17	30	0.28	28	33	62	2.32	24	31	55	2.23
20	Shopian	17467	16605	34072	0	0	0	2051	1908	3958	17467	16605	34072	278	476	754	2.1650	0	0	0	0.00	102	193	295	6.93	278	476	754	2.17
21	Srinagar	44639	42343	86982	0	0	0	738	575	1313	43904	41434	85338	427	282	709	0.8085	0	0	0	0.00	88	78	166	11.10	424	279	703	8.82
22	Udhampur	35031	30071	65102	9220	7924	17144	3709	3086	6795	3260	2628	5888	536	716	1252	1.8868	284	319	587	3.31	86	162	248	3.52	38	52	90	1.54
	Total	697132	628522	1325654	57590	50480	108070	109705	97101	206806	464895	430814	895709	9167	10212	19379	1.4408	567	714	1281	1.17	2410	2883	5293	2.49	7317	7894	15211	1.67

Please Specify Rural block with (R) and Municipal area with (U)

S.No.	Block/ Municipal Area	Enrolment (11-14 age group)												Out of School Children (11-14 age group)				Out of School Children (11-14 age group)																							
		All Communities			SC			ST			Muslim			All Communities				SC				ST				Muslim															
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	% of Child	B	G	T	% of SC Child Pop.	B	G	T	% of ST Child	B	G	T	% of Musl												
1	Anantnag	25180	22456	47636	32	17	49	2315	1435	3750	24868	22082	46950	213	294	507	1.05	0	0	0	0.00	110	146	256	6.39	234	575	809	1.69												
2	Bandipora	9663	7871	17534	0	0	0	1782	1291	3063	9863	7871	17734	461	458	919	4.93	0	0	0	0.00	91	106	197	6.04	461	458	919	4.93												
3	Baramulla	32047	29152	61199	0	0	0	1042	640	1682	31468	28539	60007	1400	1448	2848	4.45	0	0	0	0.00	243	241	484	22.35	1314	1349	2663	4.25												
4	Budgam	16697	17215	33912	0	0	0	720	525	1245	19524	17060	36584	527	731	1258	3.30	0	0	0	0.00	50	79	129	9.39	563	751	1314	3.47												
5	Doda	14800	11900	26700	1865	1703	3568	1545	847	2392	6991	5446	12437	133	291	424	1.57	23	37	60	1.64	23	86	109	4.36	85	201	286	2.25												
6	Gandorbal	8360	7223	15583	0	0	0	1346	906	2252	8360	7223	15583	1331	831	2162	12.03	0	0	0	0.00	745	370	1115	33.12	1171	780	1951	11.12												
7	Jammu	47912	40538	88451	12342	10995	23337	2745	2028	4773	1186	937	2123	63	34	97	0.11	21	14	35	0.15	17	8	25	0.52	3	0	3	0.14												
8	Kargil	3510	3610	7120	-	-	-	3510	3610	7120	3197	3217	6414	73	167	240	3.26	0	0	0	0.00	73	167	240	3.26	-1123	-1093	-2216	-52.79												
9	Kathua	20522	15980	36502	5151	4483	9634	1858	1117	2975	1930	1224	3154	156	328	484	1.31	48	94	142	1.45	47	106	153	4.89	82	110	192	5.74												
10	Kishtwar	6909	5398	12307	524	534	1058	805	308	1113	3146	2272	5418	483	575	1058	7.92	13	57	70	6.21	255	226	481	30.18	220	209	429	7.34												
11	Kulgam	12135	11255	23390	146	102	248	258	172	430	12014	11142	23156	322	337	659	2.74	23	13	36	12.68	32	39	71	14.17	325	348	673	2.82												
12	Kupwara	20657	17273	37930	0	0	0	1541	1054	2595	20869	17189	37806	546	525	1071	2.75	0	0	0	0.00	136	134	270	9.42	546	525	1071	2.75												
13	Leh	2590	2707	5297	0	0	0	2474	2609	5083	547	539	1086	8	29	37	0.69	0	0	0	0.00	8	29	37	0.72	0	0	0	0.00												
14	Poonch	17885	14010	31895	32	16	48	7975	5866	13841	16768	13177	29945	262	348	610	1.88	0	0	0	0.00	107	176	283	2.00	249	329	578	1.89												
15	Pulwama	13829	13387	27216	0	0	0	478	406	884	13619	13062	26701	80	78	158	0.58	0	0	0	0.00	17	21	38	4.12	80	78	158	0.59												
16	Rajouri	22038	17859	39897	1840	1614	3454	8590	6488	15078	13440	10727	24167	865	1148	2013	4.80	22	46	68	1.93	439	595	1034	6.42	463	641	1104	4.37												
17	Ramban	9306	6387	15693	524	254	778	1095	565	1660	6226	4060	10286	741	1106	1849	10.49	53	73	126	13.94	211	244	455	21.51	511	679	1390	11.90												
18	Reasi	11036	8028	19064	1138	1009	2147	2885	1757	4642	4879	3014	7893	220	272	492	2.52	31	39	70	3.16	61	74	135	2.83	52	81	133	1.66												
19	Samba	10321	8095	18416	3115	2712	5827	629	468	1097	578	423	1001	38	45	83	0.43	13	18	31	0.53	21	23	44	3.86	19	21	40	3.84												
20	Shopian	8371	7717	16088	0	0	0	591	362	953	8371	7717	16088	176	298	474	2.86	0	0	0	0.00	56	121	177	15.66	176	298	474	2.86												
21	Srinagar	23389	22456	45845	0	0	0	505	273	778	22862	22185	45027	900	575	1475	3.12	0	0	0	0.00	244	125	369	32.17	698	571	1469	3.16												
22	Udhampur	19617	15568	35185	4902	3660	8562	2120	1204	3324	1917	1198	3115	377	506	883	2.45	168	208	376	4.21	68	110	178	5.08	22	51	73	2.29												
<b>Total</b>		<b>359834</b>	<b>306701</b>	<b>666535</b>	<b>31631</b>	<b>27094</b>	<b>58725</b>	<b>46809</b>	<b>33921</b>	<b>80730</b>	<b>232393</b>	<b>200319</b>	<b>432712</b>	<b>9345</b>	<b>10426</b>	<b>19771</b>	<b>2.88</b>	<b>415</b>	<b>599</b>	<b>1014</b>	<b>1.70</b>	<b>3054</b>	<b>3228</b>	<b>6280</b>	<b>7.22</b>	<b>6351</b>	<b>7162</b>	<b>13513</b>	<b>3.03</b>												
Please Specify Rural block with (R) and Municipal area with (L)														Year: 2010-11																Year:											
Note : To be updated from household survey or Village Edu. Register data																																									

**INFORMATION AND PLANNING FOR OUT OF SCHOOL CHILDREN (6-14 years age group)**

**Jammu & Kashmir**

S.No.	Name of Block/ Municipal Area	Status & Age wise Break-up of Out of School Children																				
		Never Enrolled									Drop Out									Grand Total of 6-14 age Group		
		6-8 years			8-11 years			11-14 years			6-8 years			8-11 years			11-14 years					
		B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1	Anantnag	7	10	17	7	12	19	30	45	75	18	22	40	71	90	161	183	249	432	316	428	744
2	Bandipora	39	39	78	66	70	136	101	121	222	114	126	240	171	162	333	360	337	697	851	855	1706
3	Baramulla	120	111	231	250	234	484	383	382	765	335	329	664	647	634	1281	1017	1066	2083	2752	2756	5508
4	Budgam	107	100	207	138	168	306	187	354	541	114	98	212	206	218	424	340	377	717	1092	1315	2407
5	Doda	22	66	88	52	154	206	43	155	198	8	27	35	46	95	141	90	136	226	261	633	894
6	Ganderbal	294	159	453	468	290	758	640	355	995	376	271	647	391	350	741	661	476	1137	2830	1901	4731
7	Jammu	124	118	242	25	14	39	49	29	78	15	13	28	12	6	18	14	5	19	239	185	424
8	Kargil	5	15	20	10	39	49	31	75	106	9	18	27	3	18	21	42	92	134	100	257	357
9	Kathua	90	153	243	137	186	323	58	185	243	46	64	110	68	78	146	98	143	241	497	809	1306
10	Kishtwar	35	44	79	49	59	108	47	61	108	131	103	234	152	119	271	436	514	950	850	900	1750
11	Kulgam	16	17	33	34	39	73	113	159	272	82	38	70	73	84	157	209	178	387	477	515	992
12	Kupwara	277	309	586	55	133	188	119	63	182	0	0	0	223	267	490	427	462	889	1101	1234	2335
13	Leh	1	2	3	5	9	14	4	18	22	0	1	1	1	3	4	4	11	15	15	44	59
14	Poonch	72	95	167	78	134	212	89	151	240	93	83	176	99	111	210	173	197	370	604	771	1375
15	Pulwama	16	18	34	44	49	93	30	36	65	5	2	7	20	18	38	50	42	92	165	165	330
16	Rajouri	0	0	0	498	631	1129	664	650	1514	0	0	0	30	45	75	201	298	499	1393	1824	3217
17	Ramban	296	389	685	405	664	1069	448	765	1213	91	90	181	113	135	248	293	343	636	1646	2386	4032
18	Reasi	143	189	332	133	176	309	169	224	393	24	38	62	19	29	48	51	48	99	539	704	1243
19	Samba	14	18	32	28	32	60	23	33	56	6	4	10	4	4	8	15	12	27	90	103	193
20	Shopian	106	171	277	90	166	256	93	160	273	44	58	102	38	81	119	83	118	201	454	774	1228
21	Srinagar	89	50	139	69	61	130	354	217	571	107	59	166	162	112	274	546	358	904	1327	857	2184
22	Udhampur	164	320	484	248	274	522	222	339	561	47	38	85	77	84	161	155	167	322	913	1222	2135
	<b>TOTAL</b>	<b>2037</b>	<b>2393</b>	<b>4430</b>	<b>2889</b>	<b>3594</b>	<b>6483</b>	<b>3897</b>	<b>4797</b>	<b>8694</b>	<b>1615</b>	<b>1482</b>	<b>3097</b>	<b>2626</b>	<b>2743</b>	<b>5369</b>	<b>5448</b>	<b>5629</b>	<b>11077</b>	<b>18512</b>	<b>20638</b>	<b>39150</b>

Please Specify Rural block with (R) and Municipal area with(U)

Year: 2010-11

Source: District Planning Team (DPT)

### COVERAGE OF OUT OF SCHOOL CHILDREN UNDER DIFFERENT STRATEGIES

Jammu & Kashmir					
S. No.	Block/ Municipal Area	No. of OOSC as per HHS	OOSC children covered during 2009- 10	Total OOSC	Continous Support (Seasonal / Bahaks)
1	Anantnag	1638	894	744	2608
2	Bandipora	2168	462	1706	1145
3	Baramulla	8500	2992	5508	2197
4	Budgam	3383	976	2407	2271
5	Doda	1570	676	894	950
6	Ganderbal	5224	493	4731	1412
7	Jammu	485	61	424	97
8	Kargil	393	36	357	0
9	Kathua	1586	280	1306	0
10	Kishtwar	2114	364	1750	3297
11	Kulgam	1447	455	992	1576
12	Kupwara	3391	1056	2335	812
13	Leh	91	32	59	0
14	Poonch	1608	233	1375	8561
15	Pulwama	1102	772	330	400
16	Rajouri	3518	301	3217	3321
17	Ramban	4780	748	4032	352
18	Reasi	2085	842	1243	1095
19	Samba	209	16	193	53
20	Shopian	1795	567	1228	1434
21	Srinagar	2780	596	2184	0
22	Udhampur	2264	129	2135	988
	<b>TOTAL</b>	<b>52131</b>	<b>12981</b>	<b>39150</b>	<b>32569</b>
Please Specify Rural block with (R) and Municipal area with(U)					
Source: District Planning Team (DPT)					

**Jammu & Kashmir**

S. No.	Name of Block/ Municipal Area	No. of out of school children as per household survey	No of out of school children with reason								
			Lack of Interest	Lack of Access	Household Work	Migration	Earning Compulsion	Failure	Socio Cultural Reasons	Non-flexibility in School Timing and System of School	Others
1	2	3	4	5	6	7	8	9	10	11	12
1	Anantnag	744	36	217	190	95	132	0	0	36	38
2	Bandipora	1706	435	0	512	0	566	126	0	0	67
3	Baramulla	5508	1284	1009	1835	99	1066	157	34	24	0
4	Budgam	2407	813	560	438	0	596	0	0	0	0
5	Doda	894	181	0	216	105	248	0	43	101	0
6	Ganderbal	4731	305	140	2365	282	1086	107	391	55	0
7	Jammu	424	0	154	133	0	137	0	0	0	0
8	Kargil	357	42	20	98	104	81	0	12	0	0
9	Kathua	1306	226	110	309	124	245	44	5	119	124
10	Kishtwar	1750	442	219	441	71	345	0	209	23	0
11	Kulgam	992	61	75	239	132	191	51	190	53	0
12	Kupwara	2335	517	688	336	69	235	60	135	69	226
13	Leh	59	12	6	21	5	5	10	0	0	0
14	Poonch	1375	77	73	430	80	353	0	279	0	83
15	Pulwama	330	10	36	35	0	110	0	43	47	49
16	Rajouri	3217	944	0	540	392	478	289	332	114	128
17	Ramban	4032	284	298	1129	123	1210	368	495	0	125
18	Reasi	1243	128	198	251	143	210	90	117	106	0
19	Samba	193	23	0	94	0	50	0	0	0	26
20	Shopian	1228	238	0	374	102	377	67	70	0	0
21	Srinagar	2184	368	34	593	124	574	78	123	115	175
22	Udhampur	2135	239	240	545	237	422	0	151	168	133
	<b>TOTAL</b>	<b>39150</b>	<b>3916</b>	<b>2291</b>	<b>7933</b>	<b>1988</b>	<b>6109</b>	<b>1164</b>	<b>2552</b>	<b>869</b>	<b>1069</b>

Please Specify Rural block with (R) and Municipal area with(U)

Source: District Planning Team (DPT)

Year: 2010-11

**COVERAGE OF OUT OF SCHOOL CHILDREN UNDER DIFFERENT STRATEGIES**

S. No.	Block/ Municipal Area	No. of OoSC as per HHS	No. of Out of Schol Children propoed to be covered under different strategies in the Next Year														
			No. of Childre n to be directly enrolled in School	No. of Children to be enrolled in EGS	No. of EGS Centre	No. of Children to be enrolled in NRBC	No. of NRBC Centre	No. of Children to be enrolled in RBC	No. of RBC Centre	No. of Children to be enrolled in Madarsa/ Maktab	No. of Madarsa/ Maktab	No. of Children to be enrolled in other Strategy (pl. specify)	No. of Centers	Total No. of Children to be enrolled	Total No. of Centers	Continous Support (Seasonal / Bahaks)	No. of Centers
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	Anantnag	744	0	0	0	345	67	0	0	0	0	399	20	744	87	2608	88
2	Bandipora	1706	108	0	0	1235	60	40	4	70	4	253	13	1706	81	1145	66
3	Baramulla	5508	816	0	0	4565	459	127	4	0	0	0	0	5508	463	2197	143
4	Budgam	2407	100	0	0	1080	80	60	6	0	0	1167	100	2407	186	2271	89
5	Doda	894	130	0	0	543	37	85	5	70	14	66	8	894	64	950	31
6	Ganderbal	4731	964	0	0	3429	190	78	3	53	1	207	16	4731	210	1412	34
7	Jammu	424	154	0	0	270	10	0	0	0	0	0	0	424	10	97	3
8	Kargil	357	82	0	0	206	20	0	0	0	0	69	10	357	30	0	0
9	Kathua	1306	107	0	0	740	52	70	0	0	0	389	49	1306	101	0	0
10	Kishtwar	1750	181	0	0	1136	67	85	4	154	15	194	22	1750	108	3297	94
11	Kulgam	992	21	0	0	589	31	52	3	38	3	292	47	992	84	1576	27
12	Kupwara	2335	450	0	0	1137	61	70	6	414	17	264	24	2335	108	812	26
13	Leh	59	14	0	0	11	3	8	1	0	0	26	8	59	12	0	0
14	Poonch	1375	91	0	0	835	23	80	4	263	26	106	23	1375	76	8561	187
15	Pulwama	330	18	0	0	167	8	0	0	45	5	100	11	330	24	400	24
16	Rajouri	3217	0	0	0	1403	76	117	5	160	13	1537	154	3217	248	3321	116
17	Ramban	4032	54	0	0	2317	122	0	0	162	14	1499	94	4032	230	352	27
18	Reasi	1243	72	0	0	494	20	45	2	127	7	505	55	1243	84	1095	44
19	Samba	193	41	0	0	94	4	0	0	0	0	58	7	193	11	53	5
20	Shopian	1228	156	0	0	1072	50	0	0	0	0	0	0	1228	50	1434	50
21	Srinagar	2184	135	0	0	1984	53	65	2	0	14	0	0	2184	69	0	0
22	Udhampur	2135	225	0	0	951	92	133	5	0	0	826	203	2135	300	988	30
	<b>TOTAL</b>	<b>39150</b>	<b>3919</b>	<b>0</b>	<b>0</b>	<b>24603</b>	<b>1585</b>	<b>1115</b>	<b>54</b>	<b>1556</b>	<b>133</b>	<b>7957</b>	<b>864</b>	<b>39150</b>	<b>2636</b>	<b>32569</b>	<b>1084</b>

Please Specify Rural block with (R) and Municipal area with(U)  
Source: District Planning Team (DPT)

Year: 2010-11

District	Total OOSC	No. of children directly enrolled	NRBC Level I	NRBC Level II	NRBC Level III	Total	Madrassa	RBC (KGBV)	Innovations / other Strategies	Total
Anantnag	744	0	111	143	91	345	0	0	399	744
Bandipora	1706	108	310	520	405	1235	70	40	253	1706
Baramulla	5508	816	620	1097	2848	4565	0	127	0	5508
Budgam	2407	100	397	378	305	1080	0	60	1167	2407
Doda	894	130	172	0	371	543	70	85	66	894
Ganderbal	4731	964	1081	1063	1285	3429	53	78	207	4731
Jammu	424	154	116	57	97	270	0	0	0	424
Kargil	357	82	48	24	134	206	0	0	69	357
Kathua	1306	107	142	260	338	740	0	70	389	1306
Kishtwar	1750	181	217	0	919	1136	154	85	194	1750
Kulgam	992	21	159	219	211	589	38	52	292	992
Kupwara	2335	450	251	525	361	1137	414	70	264	2335
Leh	59	14	9	2	0	11	0	8	26	59
Poonch	1375	91	87	383	365	835	263	80	106	1375
Pulwama	330	18	33	53	81	167	45	0	100	330
Rajouri	3217	0	0	866	537	1403	160	117	1537	3217
Ramban	4032	54	560	819	938	2317	162	0	1499	4032
Reasi	1243	72	285	110	99	494	127	45	505	1243
Samba	193	41	0	94	0	94	0	0	58	193
Shopian	1228	156	345	327	400	1072	0	0	0	1228
Srinagar	2184	135	115	459	1410	1984	0	65	0	2184
Udhampur	2135	225	214	346	391	951	0	133	826	2135
<b>Total</b>	<b>39150</b>	<b>3919</b>	<b>5272</b>	<b>7745</b>	<b>11586</b>	<b>24603</b>	<b>1556</b>	<b>1115</b>	<b>7957</b>	<b>39150</b>



### Strategies proposed 2010-11

District	Age group and Category of Children											
	Never Enrolled						Drop out					
	6-10 years			11-14 years			6-10 years			11-14 years		
	B	G	T	B	G	T	B	G	T	B	G	T
Anantnag	14	22	36	30	45	75	89	112	201	183	249	432
Bandipora	105	109	214	101	121	222	285	288	573	360	337	697
Baramulla	370	345	715	383	382	765	982	963	1945	1017	1066	2083
Budgam	245	268	513	187	354	541	320	316	636	340	377	717
Doda	74	220	294	43	155	198	54	122	176	90	136	226
Ganderbal	762	449	1211	640	355	995	767	621	1388	661	476	1137
Jammu	149	132	281	49	29	78	27	19	46	14	5	19
Kargil	15	54	69	31	75	106	12	36	48	42	92	134
Kathua	227	339	566	58	185	243	114	142	256	98	143	241
Kishtwar	84	103	187	47	61	108	283	222	505	436	514	950
Kulgam	50	56	106	113	159	272	105	122	227	209	178	387
Kupwara	332	442	774	119	63	182	223	267	490	427	462	889
Leh	6	11	17	4	18	22	1	4	5	4	11	15
Poonch	150	229	379	89	151	240	192	194	386	173	197	370
Pulwama	60	67	127	30	36	66	25	20	45	50	42	92
Rajouri	498	631	1129	664	850	1514	30	45	75	201	298	499
Ramban	701	1053	1754	448	765	1213	204	225	429	293	343	636
Reasi	276	365	641	169	224	393	43	67	110	51	48	99
Samba	42	50	92	23	33	56	10	8	18	15	12	27
Shopian	196	337	533	93	180	273	82	139	221	83	118	201
Srinagar	158	111	269	354	217	571	269	171	440	546	358	904
Udhampur	412	594	1006	222	339	561	124	122	246	155	167	322
<b>Total</b>	<b>4926</b>	<b>5987</b>	<b>10913</b>	<b>3897</b>	<b>4797</b>	<b>8694</b>	<b>4241</b>	<b>4225</b>	<b>8466</b>	<b>5448</b>	<b>5629</b>	<b>11077</b>

**CONTINUING CENTERS FROM PREVIOUS YEAR**

S.NO.	Block/ Municipal Area	No. of Children Continuing from previous year in											
		Children in EGS center	No. of EGS centre	Children in NRBC center	No. of NRBC centre	Children in RBC center	No. of RBC centre	Children in Madarsa/Makt abs	No. of Madarsa/ Maktab	Continous support to seasonal centres/Behaks	No. of centre	Total children	Total No. of centre
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	Anantnag	0	0	344	32	0	0	0	0	2608	88	2952	120
2	Bandipora	0	0	266	12	0	0	397	7	1145	66	1808	85
3	Baramulla	0	0	0	0	0	0	0	0	2197	143	2197	143
4	Budgam	0	0	0	0	0	0	0	0	2271	89	2271	89
5	Doda	0	0	0	0	0	0	0	0	950	31	950	31
6	Ganderbal	0	0	0	0	0	0	0	0	1412	34	1412	34
7	Jammu	0	0	0	0	0	0	959	10	97	3	1056	13
8	Kargil	0	0	0	0	0	0	0	0	0	0	0	0
9	Kathua	0	0	225	33	0	0	0	0	0	0	225	33
10	Kishtwar	0	0	0	0	0	0	0	0	3297	94	3297	94
11	Kulgam	0	0	195	12	0	0	0	0	1576	27	1771	39
12	Kupwara	0	0	1018	61	0	0	0	0	812	26	1830	87
13	Leh	0	0	0	0	0	0	0	0	0	0	0	0
14	Poonch	0	0	1745	46	0	0	813	35	8561	187	11119	268
15	Pulwama	0	0	450	21	0	0	0	0	400	24	850	45
16	Rajouri	0	0	152	10	0	0	0	0	3321	116	3473	126
17	Ramban	0	0	456	22	0	0	0	0	352	27	808	49
18	Reasi	0	0	579	25	0	0	0	0	1095	44	1674	69
19	Samba	0	0	0	0	0	0	0	0	53	5	53	5
20	Shopian	0	0	163	7	0	0	0	0	1434	50	1597	57
21	Srinagar	0	0	1410	37	0	0	975	14	0	0	2385	51
22	Udhampur	0	0	0	0	0	0	0	0	988	30	988	30
	<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>7003</b>	<b>318</b>	<b>0</b>	<b>0</b>	<b>3144</b>	<b>66</b>	<b>32569</b>	<b>1084</b>	<b>42716</b>	<b>1468</b>

Please Specify Rural block with (R) and Municipal area with(U)  
Source: District Planning Team (DPT)

Year: 2010-11

Out of School Children covered during 2009-10 through various stratgies.

District	Regular Schools	NRBC/KGBV	AIE/Other Strategies	Total
Anantnag	398	496	0	894
Bandipora	99	218	145	462
Baramulla	327	2665	0	2992
Budgam	80	872	24	976
Doda	208	468	0	676
Ganderbal	150	343	0	493
Jammu	5	37	19	61
Kargil	15	0	21	36
Kathua	55	225	0	280
Kishtwar	364	0	0	364
Kulgam	45	410	0	455
Kupwara	38	1018	0	1056
Leh	32	0	0	32
Poonch	136	65	32	233
Pulwama	116	656	0	772
Rajouri	0	301	0	301
Ramban	185	457	106	748
Reasi	156	686	0	842
Samba	16	0	0	16
Shopian	39	528	0	567
Srinagar	284	312	0	596
Udhampur	3	126	0	129
<b>Total</b>	<b>2751</b>	<b>9883</b>	<b>347</b>	<b>12981</b>

**Jammu & Kashmir**

<b>S.No</b>	<b>Name of the District</b>	<b>Others/ seasonal centres 2008-09</b>	<b>Proposals for 2010-11</b>
1	Anantnag	2495	2608
2	Bandipora	1145	1145
3	Baramulla	2099	2197
4	Budgam	1878	2271
5	Doda	450	950
6	Ganderbal	1412	1412
7	Jammu	869	97
8	Kargil	0	0
9	Kathua	1320	0
10	Kishtwar	2915	3297
11	Kulgam	925	1576
12	Kupwara	2890	812
13	Leh	0	0
14	Poonch	8561	8561
15	Pulwama	758	400
16	Rajouri	2028	3321
17	Ramban	352	352
18	Reasi	1095	1095
19	Samba	53	53
20	Shopian	1341	1434
21	Srinagar	1137	0
22	Udhampur	988	988
<b>Total:-</b>		<b>34711</b>	<b>32569</b>

Source Plg Teams.

Table 12

## EGS AND UPGRADATION

S.No.	Name of Block/Municipal Area	EGS upgradation (Cumulative upto 2008-09)		EGS Upgraded and relocate as PS	Facilities Provided in Upgraded EGS center (PS)						No. of EGS Center running at present	Enrolment	No. of EGS centers running for 2 or more than 2 years	No. of EGS centers proposed to be up graded in current year	Remaining Centres	Reason for not upgrading	Total upgraded during 2009-10
		Sanctioned	Actully Upgraded		Buildings		Teacher		TLE								
					Sanctioned	Completed	Sanctioned	Recruited	Sanctioned	Provided							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
1	Anantnag	213	213	109	81	81	426	311	0	0	0	0	0	0	0	114	
2	Bandipora	231	152	46	17	10	304	0	0	0	0	0	0	0	0	51	
3	Baramulla	477	280	120	400	0	800	745	0	0	0	0	0	0	0	125	
4	Budgam	0	0	80	0	0	0	0	0	0	0	0	0	0	Nil	85	
5	Doda	593	352	55	351	0	702	551	35.100	35.100	0	0	0	0	0	60	
6	Ganderbal	179	121	56	25	11	242	203	0	0	1	32	1	1	0	61	
7	Jammu	289	243	35	221	216	486	367	121	121	0	0	0	0	0	40	
8	Kargil	78	67	18												23	
9	Kathua	281	234	78	234	172	468	303	0	0	0	0	0	0	0	83	
10	Kishtiwar	341	249	64	249	0	626	441	21	0	0	0	0	0	0	69	
11	Kulgam	159	106	73	44	44	358	302	106	0	0	0	0	0	0	78	
12	Kupwara	252	252	111	0	504	411	0	0	0	0	0	0	0	0	116	
13	Leh	8	8	14	8	8	16	16	8	8	0	0	0	0	0	19	
14	Poonch	495	401	95	392	62	802	802	40	40	0	0	0	0	0	100	
15	Pulwama	129	73	49	40	40	146	136	73	12	0	0	0	0	0	54	
16	Rajouri	499	434	52	332	31	868	622	0	0	0	0	0	0	0	57	
17	Ramban	288	212	98	212	0	428	305	0	0	0	0	0	0	0	103	
18	Reasi	528	405	72	228	0	810	678	0	0	0	0	0	0	0	77	
19	Samba	25	22	52	22	18	44	29	0	0	0	0	0	0	0	57	
20	Shopian	111	74	55	25	18	258	138	7.40	7.40						60	
21	Srinagar	63	45	48	0	0	90	60	9.00	4.50	0	0	0	0	0	53	
22	Udhampur	344	377	88	377	0	578	325	0	0	0	0	0	0	55 Centers merged with	93	
<b>TOTAL</b>		<b>5583</b>	<b>4320</b>	<b>1468</b>	<b>3258</b>	<b>1215</b>	<b>8863</b>	<b>6334</b>	<b>420.5</b>	<b>228</b>	<b>1</b>	<b>32</b>	<b>1</b>	<b>1</b>	<b>55</b>	<b>0</b>	<b>1578</b>

Please Specify Rural block with (R) and Municipal area with (U)  
Source: District Planning Team (DPT)

Year: 2010-11

## SCHOOLS

Name of District

S. No	Block/ Municipal Area	Primary Schools/ Primary Section in UPS or Secondary					Upper Primary Schools/ Upper Primary Section in					Total			
		Govt. including local bodies	Govt. aided	Unaided Private		Total	Govt. including local bodies	Govt. aided	Unaided Private		Total	Govt. including local bodies	Govt. aided	Unaided Private	
				Recogniz ed	Unrecogn ized				Recogniz ed	Unrecogn ized				Recognize d	Unrecogn ized
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	Anantnag	1350	0	318	0	1668	684	0	250	0	934	2034	0	568	0
2	Bandipora	699	0	81	0	780	287	0	59	0	346	986	0	140	0
3	Baramulla	1764	0	354	0	2118	741	0	240	0	981	2505	0	594	0
4	Budgam	1181	0	213	0	1394	468	0	134	0	602	1649	0	347	0
5	Doda	1234	0	147	0	1381	451	0	87	0	538	1685	0	234	0
6	Ganderbal	534	0	108	0	642	190	0	83	0	273	724	0	191	0
7	Jammu	1475	0	938	0	2413	503	0	761	0	1264	1978	0	1699	0
8	Kargil	482	0	66		548	301	0	42	0	343	783	0	108	0
9	Kathua	1419	0	337	0	1756	475	0	241	0	716	1894	0	578	0
10	Kishtiwar	772	0	64	0	836	287	0	28	0	315	1059	0	92	0
11	Kulgam	706	0	152	0	858	381	0	111	0	492	1087	0	263	0
12	Kupwara	1669	0	207	0	1876	733	0	126	0	859	2402	0	333	0
13	Leh	343	0	63	0	406	170	0	33	0	203	513	0	96	0
14	Poonch	1445	0	176	0	1621	492	0	84	0	576	1937	0	260	0
15	Pulwama	777	0	221	0	998	281	0	178	0	459	1058	0	399	0
16	Rajouri	1669	0	237	0	1906	600	0	149	0	749	2269	0	386	0
17	Ramban	803	0	72	0	875	273	0	34	0	307	1076	0	106	0
18	Reasi	1069	0	80	0	1149	339	0	43	0	382	1408	0	123	0
19	Samba	491	0	228	0	719	194	0	180	0	374	685	0	408	0
20	Shopian	481	0	113		594	175		91		266	656		204	
21	Srinagar	488	0	466	0	954	278	0	409	0	687	766	0	875	0
22	Udhampur	1365	0	181	0	1546	491	0	129	0	620	1856	0	310	0
<b>Total</b>		<b>22216</b>	<b>0</b>	<b>4822</b>	<b>0</b>	<b>27038</b>	<b>8794</b>	<b>0</b>	<b>3492</b>	<b>0</b>	<b>12286</b>	<b>31010</b>	<b>0</b>	<b>8314</b>	<b>0</b>

Source: DPT

Please Specify Rural block with (R) and Municipal area with(U)

Year:

### Upper Primary Schools for Girls

State Policy for Opening of Girls School	Block/ Municipal Area	Total no. of Govt. UP Schools	Total no. of Existing Govt. Girls UP Schools	Entitlement for Girls UP Schools as per state policy	Total no. of proposed Girls UP Schools in AWP&B 2010-11	Remaining Gap of Girls UP Schools (7 =5-6)
1	2	3	4	5	6	7
1	Anantnag	684	111	0	0	573
2	Bandipora	287	22	0	0	265
3	Baramulla	741	201	0	0	540
4	Budgam	468	78	0	0	390
5	Doda	451	39	0	0	412
6	Ganderbal	190	45	0	0	145
7	Jammu	503	98	0	0	405
8	Kargil	301	15	0	0	286
9	Kathua	475	59	0	0	416
10	Kishtiwar	287	52	0	0	235
11	Kulgam	381	27	0	0	354
12	Kupwara	733	124	0	0	609
13	Leh	170	2	0	0	168
14	Poonch	492	3	0	0	489
15	Pulwama	281	58	0	0	223
16	Rajouri	600	124	0	0	476
17	Ramban	273	35	0	0	238
18	Reasi	339	33	0	0	306
19	Samba	194	25	0	0	169
20	Shopian	175	13	0	0	162
21	Srinagar	278	84	0	0	194
22	Udhampur	491	4	0	0	487
	<b>Total</b>	<b>8794</b>	<b>1252</b>	<b>0</b>	<b>0</b>	<b>7542</b>

Please Specify Rural block with (R) and Municipal area with(U)  
Source: District Planning Team (DPT)

Year:

Jammu & Kashmir

S. No	Block/Municipal Area	No. of Recognised* Maqtab/Madarsa	No. of Madarsa to whom grants provided in 2009-10	Students enrolment	No. of Education Volunteers	No. of Un Recognised Maqtab/Madarsa	Students enrolment	No. of Education Volunteers
1	2	3	4	5	6	7	8	9
1	Anantnag	0	0	0	0	0	0	0
2	Bandipora	4	0	110	5	0	0	0
3	Baramulla	0	0	0	0	0	0	0
4	Budgam	0	0	0	0	0	0	0
5	Doda	7	0	180	9	26	0	0
6	Ganderbal	1	0	30	1	0	0	0
7	Jammu	0	0	0	0	9	0	0
8	Kargil	0	0	0			0	0
9	Kathua	0	0	0	0	0	0	0
10	Kishtiwar	12	0	113	3	13	0	0
11	Kulgam	3	0	38	1	2	0	0
12	Kupwara	0	0	0	0	83	0	0
13	Leh	0	0	0	0	0	0	0
14	Poonch	35	0	801	14	26	0	0
15	Pulwama	7	0	131	3	7	0	0
16	Rajouri	0	0	0	0	0	0	0
17	Ramban	23	0	672	7	0	0	0
18	Reasi	8	0	353	5	0	0	0
19	Samba	0	0	0	0	0	0	0
20	Shopian	6	0	205	4	0	0	0
21	Srinagar	0	0	0	0	4	0	0
22	Udhampur	0	0	0	0	0	0	0
	<b>Total</b>	<b>106</b>	<b>0</b>	<b>2633</b>	<b>52</b>	<b>170</b>	<b>0</b>	<b>0</b>

Please Specify Rural block with (R) and Municipal area with(U)

\*Recognised by State Madarsa Board

Source: District Planning Team (DPT)

Year: 2010-11



**DISTRICT-WISE NO OF SCHOOLS(GOVERNMENT)**

S.No.	District Name	Schools					Total
		Primary	Primary with Upper primary	Primary with Upper primary & sec/Hsec	Upper primary only	Upper primary with sec/hsec	
1	Anantnag	682	536	38	9	44	1309
2	Bandipora	418	213	22	6	16	675
3	Baramulla	1020	564	60	4	58	1706
4	Budgam	673	391	19	10	47	1140
5	Doda	828	244	104	6	12	1194
6	Ganderbal	321	140	17	4	9	491
7	Jammu	978	336	121	1	19	1455
8	Kargil	214	256	12	5	28	515
9	Kathua	899	358	84	3	4	1348
10	Kishtwar	522	143	43	5	6	719
11	Kulgam	314	306	13	6	24	663
12	Kupwara	928	610	23	9	48	1618
13	Leh	170	89	24	2	3	288
14	Poonch	920	385	45	4	8	1362
15	Pulwama	502	208	27	12	32	781
16	Rajouri	1122	407	95	6	7	1637
17	Ramban	523	127	39	4	2	695
18	Reasi	735	206	56	1	1	999
19	Samba	281	122	31	0	5	439
20	Shopian	318	82	8	3	13	424
21	Srinagar	173	221	46	0	11	451
22	Udhampur	845	343	89	5	4	1286
<b>State total</b>		<b>13386</b>	<b>6287</b>	<b>1016</b>	<b>105</b>	<b>401</b>	<b>21195</b>

Source: District Planning Team (DPT)

Year: 2010-11

**TEACHERS (PRIMARY SCHOOL/PRIMARY SECTION)**

Jammu & Kashmir

S.No.	Block/ Municipal Area	Teachers in Government			Teachers in Government			Total no. of Teachers	% of Female Teachers
		Primary Alone	Primary + Middle	Primary + Secondary	Primary Alone	Primary + Middle	Primary + Secondary		
1	2	3	4	5	6	7	8	9	10
1	Anantnag	1866	1824	81	0	0	0	3771	33.6
2	Bandipora	401	324	78	0	0	0	803	23.9
3	Baramulla	2370	1256	120	0	0	0	3746	35.0
4	Budgam	1273	498	278	00	00	0	2049	28.5
5	Doda	1013	588	145	0	0	0	1746	30.5
6	Ganderbal	688	300	30	0	0	0	1018	29.3
7	Jammu	1168	1023	409	0	0	0	2600	66.7
8	Kargil	618	298	103	0	0	0	1019	27.7
9	Kathua	1421	479	157	0	0	0	2057	35.3
10	Kishtiwar	847	477	124	0	0	0	1448	34.5
11	Kulgam	784	325	113	0	0	0	1222	21.8
12	Kupwara	1556	893	323	0	0	0	2772	23.7
13	Leh	532	266	138	0	0	0	936	63.6
14	Poonch	1622	1005	368	0	0	0	2995	33.4
15	Pulwama	1195	575	90	0	0	0	1860	30.7
16	Rajouri	2062	1093	674	0	0	0	3829	37.0
17	Ramban	993	421	113	0	0	0	1527	21.8
18	Reasi	1069	412	136	0	0	0	1617	30.8
19	Samba	595	344	88	0	0	0	1027	47.8
20	Shopian	855	503	80	0	0	0	1438	23.7
21	Srinagar	419	968	327	0	0	0	1714	75.4
22	Udhampur	967	492	233	0	0	0	1692	41.0
<b>Total</b>		<b>24314</b>	<b>14364</b>	<b>4208</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>42886</b>	<b>36.17</b>

Please Specify Rural block with (R) and Municipal area with(U)

Source: District Planning Team (DPT)

Year: 2010-11

## REQUIREMENT OF ADDITIONAL TEACHER (PRIMARY)

Jammu & Kashmir

S.No	Block/ Municipal Area	Teachers in Primary Schools												
		Students Enrolment in Govt. Primary Schools	Entitlement of Teachers at 1:40 ratio	Entitlement of Teachers minimum as per 2 teachers in each school	Sanctioned Posts			Working			PTR w.r.t. Sanctioned Posts	PTR w.r.t. Working Posts	Single Teacher Schools after Rationaliza- tion	Entitlement of Addl. Teachers for Primary
					By State	Under SSA	Total	By State	Under SSA	Total				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	Anantnag	57661	1922	2512	2634	1246	3880	2525	1246	3771	14.86	15.29	0	0
2	Bandipora	29161	972	1306	450	611	1061	212	591	803	27.48	36.32	0	0
3	Baramulla	90352	3012	3288	1482	2390	3872	1356	2390	3746	23.33	24.12	0	0
4	Budgam	48343	1611	2166	1105	986	2091	1063	986	2049	23.12	23.59	0	0
5	Doda	42104	1403	2352	2312	1383	3695	560	1186	1746	11.39	24.11	0	0
6	Ganderbal	20180	673	956	1131	520	1651	685	333	1018	12.22	19.82	0	0
7	Jammu	42451	1415	2870	2026	987	3013	1732	868	2600	14.09	16.33	0	0
8	Kargil	10293	343	964	776	395	1171	624	395	1019	8.79	10.10	0	0
9	Kathua	39422	1314	2682	2228	770	2998	1287	770	2057	13.15	19.16	0	0
10	Kishtiwar	23291	776	1416	570	1135	1705	564	884	1448	13.66	16.08	0	0
11	Kulgam	33782	1126	1266	748	621	1369	601	621	1222	24.68	27.64	0	0
12	Kupwara	61639	2055	3122	1278	1709	2987	1278	1494	2772	20.64	22.24	0	0
13	Leh	4089	137	566	746	209	955	727	209	936	4.28	4.37	0	0
14	Poonch	50100	1670	2700	1910	1205	3115	1869	1126	2995	16.08	16.73	0	0
15	Pulwama	28503	950	1474	1319	575	1894	1286	574	1860	15.05	15.32	0	0
16	Rajouri	59163	1972	3248	2541	1288	3829	2541	1288	3829	15.45	15.45	0	0
17	Ramban	33799	1127	1378	984	743	1727	933	594	1527	19.57	22.13	0	0
18	Reasi	40205	1340	1994	432	1273	1705	433	1184	1617	23.58	24.86	0	0
19	Samba	9637	321	868	947	299	1246	867	160	1027	7.73	9.38	0	0
20	Shopian	21136	705	816	778	711	1489	732	706	1438	14.19	14.70	0	0
21	Srinagar	16442	548	880	1382	423	1805	1412	302	1714	9.11	9.59	0	0
22	Udhampur	46199	1540	2554	1064	1261	2325	743	949	1692	19.87	27.30	0	0
<b>Total</b>		<b>807952</b>	<b>26932</b>	<b>41378</b>	<b>28843</b>	<b>20740</b>	<b>49583</b>	<b>24030</b>	<b>18856</b>	<b>42886</b>	<b>16.02</b>	<b>18.85</b>	<b>0</b>	<b>0</b>

Please Specify Rural block with (R) and Municipal area with (U)  
Source: District Planning Team (DPT)

Year: 2010-11

## TEACHERS (UPPER PRIMARY SCHOOL/UPPER PRIMARY SECTION)

Jammu & Kashmir

S.No.	Block/ Municipal Zone	Teachers in Government Schools		Teachers in Government Aided Schools		Total No. of Teachers	% of Female Teachers
		Upper Primary	Upper Primary + Secondary	Upper Primary	Upper Primary + Secondary		
1	2	3	4	5	6	7	8
1	Anantnag	2374	259	0	0	2633	33.6
2	Bandipora	1155	436	0	0	1591	23.9
3	Baramulla	3013	348	0	0	3361	35.0
4	Budgam	2202	1295	0	0	3497	28.5
5	Doda	892	592	0	0	1484	30.5
6	Ganderbal	764	298	0	0	1062	29.3
7	Jammu	2262	1263	0	0	3525	66.7
8	Kargil	1168	421			1589	27.7
9	Kathua	1991	896	0	0	2887	35.3
10	Kishtiwar	561	203	0	0	764	34.5
11	Kulgam	1520	165	0	0	1685	21.8
12	Kupwara	3724	225	0	0	3949	23.7
13	Leh	597	46	0	0	643	63.6
14	Poonch	1591	219	0	0	1810	33.4
15	Pulwama	919	687	0	0	1606	30.7
16	Rajouri	1381	325	0	0	1706	37.0
17	Ramban	629	148	0	0	777	21.8
18	Reasi	561	169	0	0	730	30.8
19	Samba	383	161	0	0	544	47.8
20	Shopian	432	223	0	0	655	23.7
21	Srinagar	316	733	0	0	1049	75.4
22	Udhampur	1938	1121	0	0	3059	41.0
<b>Total</b>		<b>30373</b>	<b>10233</b>	<b>0</b>	<b>0</b>	<b>40606</b>	<b>36.17</b>

Please Specify Rural block with (R) and Municipal area with(U)

Year: 2010-11

Source: District Planning Team (DPT)

## REQUIREMENT OF ADDITIONAL TEACHER

Jammu & Kashmir

S.No	Block/ Municipal Zone	Teachers in Upper Primary Schools													
		Students Enrolment in Govt. Upper Primary Schools	Entitlement of Teachers at 1:40 Ratio	Entitlement of Teachers at 1 teacher for every section	Sanctioned Posts			Working			PTR w.r.t. Sanctioned Posts	PTR w.r.t. Working Posts	UP Schools after Rationalization		Entitlement of Addl. Teachers for Upper Primary
					State	Under SSA	Total	State	Under SSA	Total			Single teacher School	Schools with 2 Teacher	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	Anantnag	30480	1016	1254	1128	1608	2736	1025	1608	2633	11.14	11.58	0	0	0
2	Bandipora	13794	460	514	984	736	1720	875	716	1591	8.02	8.67	0	0	0
3	Baramulla	46286	1543	1372	1045	2478	3523	883	2478	3361	13.14	13.77	0	0	0
4	Budgam	25607	854	934	2646	882	3528	2615	882	3497	7.26	7.32	0	0	0
5	Doda	21364	712	732	983	932	1915	552	932	1484	11.16	14.40	0	0	0
6	Ganderbal	9533	318	340	810	305	1115	805	257	1062	8.55	8.98	0	0	0
7	Jammu	27427	914	954	3033	667	3700	2937	588	3525	7.41	7.78	0	0	0
8	Kargil	5157	172	602	1114	637	1751	952	637	1589	2.95	3.25	0	0	0
9	Kathua	23945	798	898	2418	755	3173	2313	574	2887	7.55	8.29	0	0	0
10	Kishtiwar	9705	324	394	605	430	1035	371	393	764	9.38	12.70	0	0	0
11	Kulgam	17504	584	698	768	917	1685	768	917	1685	10.39	10.39	0	0	0
12	Kupwara	29132	971	1380	2868	1253	4121	2923	1026	3949	7.07	7.38	0	0	0
13	Leh	2443	82	236	484	174	658	469	174	643	3.71	3.80	0	0	0
14	Poonch	25103	837	884	1149	889	2038	1137	673	1810	12.32	13.87	0	0	0
15	Pulwama	15349	512	558	1506	443	1949	1169	437	1606	7.88	9.56	0	0	0
16	Rajouri	28951	965	1030	863	1089	1952	863	843	1706	14.83	16.97	0	0	0
17	Ramban	13714	457	344	188	673	861	189	588	777	15.93	17.65	0	0	0
18	Reasi	16572	552	528	396	399	795	364	366	730	20.85	22.70	0	0	0
19	Samba	6748	225	316	507	257	764	413	131	544	8.83	12.40	0	0	0
20	Shopian	8449	282	212	319	345	664	312	343	655	12.72	12.90	0	0	0
21	Srinagar	8482	283	556	902	341	1243	712	337	1049	6.82	8.09	0	0	0
22	Udhampur	25748	858	882	2410	1154	3564	2243	816	3059	7.22	8.42	0	0	0
	<b>Total</b>	<b>411493</b>	<b>13719</b>	<b>15618</b>	<b>27126</b>	<b>17364</b>	<b>44490</b>	<b>24890</b>	<b>15716</b>	<b>40606</b>	<b>9.78</b>	<b>10.95</b>	<b>0</b>	<b>0</b>	<b>0</b>

Please Specify Rural block with (R) and Municipal area with(U)

Source: District Planning Team (DPT)

Year: 2010-11

## TRAINED AND UNTRAINED TEACHERS

Name of District :

S.No	Block/ Municipal Area	Primary teachers							Upper Primary Teachers						
		Working 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	Total					Those who have received 60 days training	Those who have not received 60 days training	Total	
3	4	5	6	7	8	9	10	11	12	13	14	15	16		
1	Anantnag	3771	3037	80.54	219	670	889	25.63	2633	1941	73.72	260	653	913	37.08
2	Bandipora	803	499	62.14	216	110	326	38%	1591	1383	86.93	526	258	784	46%
3	Baramulla	3746	3242	86.55	0	346	346	9.24%	3361	1928	57.36	0	232	232	7.26%
4	Budgam	2049	1643	80.19	0	639	567	33	3497	2832	80.98	0	831		35
5	Doda	1746	662	37.92	0	1035	1035	59.28	1484	1274	85.85	0	587	587	39.56
6	Ganderbal	1018	832	81.73	588	30	618	89.83	1062	863	81.26	271	22	293	27.59
7	Jammu	2600	1962	75.46	0	879	879	33.8	3525	2761	78.33	0	330	330	9.4
8	Kargil	1019	723	70.95					1589	1186	74.64				
9	Kathua	2057	1433	69.66	0	0	0	0	2887	2301	79.70	0	0	0	0
10	Kishtiwar	1448	748	51.66	0	982	982	67.82	764	655	85.73	0	249	249	32.59
11	Kulgam	1222	836	68.41	166	889	830	20.00	1685	1368	81.19	213	1351	681	31.28
12	Kupwara	2772	2220	80.09	219	1910	2129	0	3949	3257	82.48	188	2623	2811	0
13	Leh	936	870	92.95	303	314	617	65.9	643	499	77.60	170	183	353	54.9
14	Poonch	2995	2065	68.95	0	972	972	32.5%	1810	1363	75.30	0	241	241	13.3%
15	Pulwama	1860	1666	89.57	97	611	708	38.06	1606	1182	73.60	265	296	561	34.93
16	Rajouri	3829	3017	78.79	0	0	0	0	1706	1317	77.20	0	0	0	0
17	Ramban	1527	927	60.71	201	837	1038	81	777	691	88.93	36	229	265	86
18	Reasi	1617	907	56.09	0	1338	1338	58%	730	563	77.12	0	505	505	69%
19	Samba	1027	951	92.60	0	311	311	30	544	386	70.96	0	72	72	13
20	Shopian	1438	1342	93.32	63	653	716	67.00%	655	506	77.25	30	218	248	51.00%
21	Srinagar	1714	1658	96.73	148	221	369	21.53%	1049	745	71.02	122	138	260	24.79%
22	Udhampur	1692	902	53.31	0	0	0	0	3059	2455	80.25	0	0	0	0
<b>Total</b>		<b>42886</b>	<b>32142</b>	<b>74.95</b>	<b>2220</b>	<b>12747</b>	<b>14670</b>	<b>546.87</b>	<b>40606</b>	<b>31456</b>	<b>77.47</b>	<b>2081</b>	<b>9018</b>	<b>9385</b>	<b>403.64</b>

Please Specify Rural block with (R) and Municipal area with (U)

\* Trained as per NCTE guidelines

Source: District Planning Team (DPT)

Year: 2010-11

Table 17

## EXISTING SCHOOL (GOVERNMENT) INFRASTRUCTURE

Jammu &amp; Kashmir

Sl	Block/municipal Area	Total No. of Schools		Total No. of classrooms		No. of schools without D/water facility		No. of schools without common Toilet facility		No. of schools without girls Toilet		No. of schools without access ramps		Gap in classrooms as per DISE/actual survey	No. of school without HM rooms	Primary Schools Sanctioned So far	PS building sanctioned so far	Upper Primary Schools Sanctioned So far	UPS building sanctioned so far
		P	UP	P	UP	P	UP	P	UP	P	UP	P	UP						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	Anantnag	869	473	3008	1453	290	131	992	391	1056	273	1081	482	1089	531	623	593	536	260
2	Bandipora	497	188	1503	749	502	177	325	113	402	174	401	170	88	585	400	151	217	83
3	Baramulla	1190	549	4932	1372	72	24	721	341	962	506	983	576	494	1468	824	664	494	236
4	Budgam	724	444	1933	1687	77	20	27	5	195	28	194	27		850	449	288	293	109
5	Doda	1043	164	3537	902	617	108	863	180	876	203	870	294	3243	1490	633	699	332	156
6	Ganderbal	342	155	1220	480	297	89	447	126	476	169	464	123	852	0	357	187	99	42
7	Jammu	1028	440	1718	1382	156	17	705	459	833	204	841	291	0	0	483	450	223	42
8	Kargil	376	147	996	688	115	81	192	93	205	117	146	185	0	258	234	234	227	258
9	Kathua	1052	315	2290	230	86	698	210	792	258	868	307	0	967	478	498	192	205	1206
10	Kishtiwar	639	82	2189	860	523	178	523	178	772	287	772	287	1291	1076	506	442	218	62
11	Kulgam	426	253	1517	976	269	339	260	195	301	268	291	272	0	631	334	305	289	179
12	Kupwara	1157	487	2138	3136	775	401	950	346	994	470	910	371	0	624	857	0	539	258
13	Leh	193	129	747	396	106	31	33	19	39	16	239	77		227	74	55	133	39
14	Poonch	912	250	2252	971	384	42	1021	143	1021	143	1064	190	3037	1168	577	508	347	18
15	Pulwama	490	309	1968	753	145	60	454	135	584	166	555	144	3323	773	185	259	143	104
16	Rajouri	1294	364	2132	1459	135	51	1065	231	1120	302	1118	334	0	1362	644	154	356	350
17	Ramban	596	104	928	753	240	31	488	93	488	93	523	121	0	665	437	286	178	21
18	Reasi	876	130	1590	355	867	99	788	68	849	80	875	90	0	863	558	363	250	28
19	Samba	313	135	586	823	28	2	195	123	208	91	253	115	0	208	152	102	101	45
20	Shopian	290	139	1136	285	311	52	279	30	325	53	313	55	337	381	241	207	120	74
21	Srinagar	266	207	1709	77	76	268	132	271	364	274	460	278	1488	310	137	74	105	41
22	Udhampur	1011	262	3075	1846	188	25	1155	334	1155	334	1183	353	4306	-139	545	545	381	151
Total		15584	5726	43104	21633	6259	2924	11825	4666	13483	5119	13843	4835	20515	15087	9748	6758	5796	3762

Please Specify Rural block with (R) and Municipal area with(U)

Source: District Planning Team (DPT)

ii under column 15, mention year of DISE conducted

Year: 2010-11

## Information on Govt. Upper Primary Schools Without Furniture

### Jammu & Kashmir

S.No	Block/ Municipal Area	Total No. of Govt. UPS	No. of UPS Sanctioned under SSA Since 2001	UPS Provided TLE under SSA as non OBB School Since 2001	Balance UPS (6=3-4-5)	No. of Govt. UPS without Furniture (Out of Col. 6)	Enrolment in these Govt. UPS
1	2	3	4	5	6	7	8
1	Anantnag	684	536	0	148	104	9203
2	Bandipora	287	217	0	70	30	13785
3	Baramulla	741	494	0	247	247	25651
4	Budgam	468	293	293	113	113	25607
5	Doda	451	332	332	119	0	0
6	Ganderbal	190	99	0	91	91	9533
7	Jammu	503	223	0	280	280	5400
8	Kargil	301	213	213	82	82	5606
9	Kathua	475	178	178	105	105	11699
10	Kishtiwar	287	218	204	69	35	1043
11	Kulgam	381	289	0	102	61	21087
12	Kupwara	733	535	0	182	182	17743
13	Leh	170	94	0	74	74	2272
14	Poonch	492	297	0	195	195	25103
15	Pulwama	281	143	143	138	138	9791
16	Rajouri	600	366	0	234	234	5192
17	Ramban	273	187	0	86	86	9770
18	Reasi	339	175	0	89	89	19064
19	Samba	194	101	46	47	47	2765
20	Shopian	175	120	0	55	55	8154
21	Srinagar	278	105	0	173	173	5693
22	Udhampur	491	332	0	109	54	4514
<b>Total</b>		<b>8794</b>	<b>5547</b>	<b>1409</b>	<b>2808</b>	<b>2475</b>	<b>238674.6378</b>

Please Specify Rural block with (R) and Municipal area with(U)

Source: District Planning Team (DPT)

Year: 2010-11



Table 19

## Name of the State: Jammu &amp; Kashmir

S.No.	Districts	No. of CWSN Identified	%CWSN against child population	No. of CWSN enrolled in Schools	No. of CWSN Proposed through HBE	Total child Population 6-14
1	Anantnag	3562	2.60	3325	237	137041
4	Bandipora	699	1.23	642	57	56847
2	Baramulla	2965	1.58	2122	843	187409
3	Budgam	1234	1.12	909	325	109702
5	Doda	1178	1.47	514	664	79899
6	Ganderbal	990	1.89	898	92	52454
7	Jammu	803	0.33	793	10	245934
12	Kargil	567	2.53	304	263	22412
9	Kathua	1171	1.13	1101	70	103502
8	Kishtwar	500	1.14	401	99	44033
10	Kulgam	835	1.09	675	160	76760
11	Kupwara	2233	1.82	2082	151	122848
13	Leh	155	1.01	103	52	15286
15	Poonch	1090	1.06	812	278	103093
14	Pulwama	1212	1.53	1093	119	79441
16	Rajouri	1161	0.93	924	237	124321
17	Ramban	702	1.19	637	65	59197
18	Reasi	190	0.28	190	0	67430
20	Samba	311	0.57	285	26	54929
21	Shopian	639	1.24	593	46	51388
19	Srinagar	1563	1.16	1258	305	134991
22	Udhampur	1021	1.00	889	132	102422
<b>Total</b>		<b>24781</b>	<b>1.27</b>	<b>20550</b>	<b>4231</b>	<b>1407987</b>

**Number of schools with 3 and more than 3 classrooms**

Rs.in lakh

Sl. No.	Name of Block/ Municipal Area	Total No schools	Number of Government schools having upto 3 classrooms	Rs.5000/- per school	Number of Government schools having more than 3 classrooms	Rs.10000/- per school	Total No schools	Total amount	Rs.7500/- per school	Grant eligible
1	Anantnag	2034	869	43.450	473	47.300	1342	90.750	100.65	90.750
2	Bandipora	986	497	24.850	188	18.800	685	43.650	51.375	43.650
3	Baramulla	2505	1190	59.500	549	54.900	1739	114.400	130.425	114.400
4	Budgam	1649	724	36.200	444	44.400	1168	80.600	87.6	80.600
5	Doda	1685	1043	52.150	164	16.400	1207	68.550	90.525	68.550
6	Ganderbal	724	342	17.100	155	15.500	497	32.600	37.275	32.600
7	Jammu	1978	1028	51.400	440	44.000	1468	95.400	110.1	95.400
8	Kargil	783	376	18.800	147	14.700	523	33.500	39.225	33.500
9	Kathua	1894	1052	52.600	315	31.500	1367	84.100	102.525	84.100
10	Kishtwar	1059	639	31.950	82	8.200	721	40.150	54.075	40.150
11	Kulgam	1087	426	21.300	253	25.300	679	46.600	50.925	46.600
12	Kupwara	2402	1157	57.850	487	48.700	1644	106.550	123.3	106.550
13	Leh	513	193	9.650	129	12.900	322	22.550	24.15	22.550
14	Poonch	1937	912	45.600	250	25.000	1162	70.600	87.15	70.600
15	Pulwama	1058	490	24.500	309	30.900	799	55.400	59.925	55.400
16	Rajouri	2269	1294	64.700	364	36.400	1658	101.100	124.35	101.100
17	Ramban	1076	596	29.800	104	10.400	700	40.200	52.5	40.200
18	Reasi	1408	876	43.800	130	13.000	1006	56.800	75.45	56.800
19	Samba	685	313	15.650	135	13.500	448	29.150	33.6	29.150
20	Shopian	656	290	14.500	139	13.900	429	28.400	32.175	28.400
21	Srinagar	766	266	13.300	207	20.700	473	34.000	35.475	34.000
22	Udhampur	1856	1011	50.550	262	26.200	1273	76.750	95.475	76.750
	<b>Total</b>	<b>31010</b>	<b>15584</b>	<b>779.2</b>	<b>5726</b>	<b>572.6</b>	<b>21310</b>	<b>1351.8</b>	<b>1598.25</b>	<b>1351.8</b>

Please Specify Rural block with (R) and Municipal area with(U)

Source DISE 2008-09

Year: 2010-11

**NUMBER OF GOVERNMENT SCHOOLS WITH 3 AND MORE THAN 3 CLASSROOMS**

Name of the District:

(Rs. in Lakh)

Sl. No.	Name of Block/ Municipal Area	Number of Government schools having upto 3 classrooms	@ Rs.5000/- per school	Number of Government schools having more than 3 classrooms	@ Rs.10000/- per school	Total No. of schools (col. 3+5)	Total grant (col. 4+6)	@ Rs.7500/- per school	Grant eligible (which ever is lower of col. 8 & 9)	
1	2	3	4	5	6	7	8	9	10	
1	Anantnag									
2	Bandipora									
3	Baramulla									
4	Budgam									
5	Doda	84	4.200	16	1.600	100	5.800	7.5	5.800	
6	Ganderbal	342	34.45	144	14.400	486	48.850	36.450	36.450	
7	Jammu									
8	Kargil									
9	Kathua	1894	1051	52.55	295	29.50	1352	82.65	101.40	82.65
10	Kishtiwar	639	31.950	80	8.000	719	39.950	53.925	39.950	
11	Kulgam									
12	Kupwara	1157	57.85	461	46.1	1618	103.95	121.35	105.7	
13	Leh	193	9.650	115	11.500	308	21.150	23.100	21.150	
14	Poonch									
15	Pulwama									
16	Rajouri									
17	Ramban	1076	596	29.800	99	9.900	1076	39.700	80.700	39.700
18	Reasi									
19	Samba									
20	Shopian	290	1450000.000	134	1340000.000	424	2790000.000	3180000.000		
21	Srinagar	266	13.30	177	17.70	443	31.00	33.225	31.00	
22	Udhampur									
<b>Total</b>										

Please Specify Rural block with (R) and Municipal area with(U)

Source \_\_\_\_\_, Year \_\_\_\_\_

## Information regarding Resource Persons for BRC/UBRC/CRC

Name of State		Jammu & Kashmir				
S.No.	District	No. of Schools	No. of Eligible BRPs	No. of BRPs proposed by the state	No. of BRP Posts sanctioned during DPEP & being funded by state (In case of DPEP Distt.)	No. of BRPs eligible under SSA
1	2	3	4	5	6	7
1	Anantnag	2034	120	120	0	120
2	Bandipora	986	50	50	0	50
3	Baramulla	2505	180	180	0	180
4	Budgam	1649	120	120	0	120
5	Doda	1685	100	100	0	100
6	Ganderbal	724	40	40	0	40
7	Jammu	1978	140	140	0	140
8	Kargil	783	70	70	0	70
9	Kathua	1894	120	120	0	120
10	Kishtwar	1059	70	70	0	70
11	Kulgam	1087	60	60	0	60
12	Kupwara	2402	130	130	0	130
13	Leh	513	60	60	0	60
14	Poonch	1937	110	110	0	110
15	Pulwama	1058	80	80	0	80
16	Rajouri	2269	150	150	0	150
17	Ramban	1076	60	60	0	60
18	Reasi	1408	60	60	0	60
19	Samba	685	50	50	0	50
20	Shopian	656	40	40	0	40
21	Srinagar	766	80	80	0	80
22	Udhampur	1856	110	110	0	110
<b>Total:-</b>		<b>31010</b>	<b>2000</b>	<b>2000</b>	<b>0</b>	<b>2000</b>

Source: District Planning Team (DPT)

Year: 2010-11

Table22

## COMPUTER AIDED LEARNING (CAL)

Name of State		Jammu & Kashmir				
S.No.	District	No. of Govt. UP Schools	Schools covered under CAL	No. of Beneficiaries	No. of teachers trained on CAL	No. of Schools to be covered this year
1	2	3	4	5	6	7
1	Anantnag	684	24	940	0	15
2	Bandipora	287	17	2113	0	15
3	Baramulla	741	24	1623	0	15
4	Budgam	468	26	3285	0	15
5	Doda	451	19	920	19	15
6	Ganderbal	190	19	3312	8	15
7	Jammu	503	25	2316	54	15
8	Kargil	301	18	1043	46	15
9	Kathua	475	26	1015	87	15
10	Kishtwar	287	17	356	0	15
11	Kulgam	381	32	2098	8	15
12	Kupwara	733	41	2410	143	15
13	Leh	170	26	1908	78	15
14	Poonch	492	26	3315	30	15
15	Pulwama	281	24	1698	0	15
16	Rajouri	600	25	1456	0	15
17	Ramban	273	18	1132	0	15
18	Reasi	339	44	2320	0	15
19	Samba	194	31	1713	16	15
20	Shopian	175	17	1902	24	15
21	Srinagar	278	22	1902	0	15
22	Udhampur	491	21	1703	47	15
<b>Total:-</b>		<b>8794</b>	<b>542</b>	<b>40480</b>	<b>560</b>	<b>330</b>

Please Specify Rural block with (R) and Municipal area with(U)

Source: District Planning Team (DPT)

Year: 2010-11

**Information regarding NPEGEL**

Name of State

Jammu & Kashmir

S.No.	District	No. of EBB	No. of MCS	No. of MCS in Urban Slums	Total MCS	No. of girls enrolled in MCS
1	2	3	4	5	6	7
1	Anantnag	9	42	0	42	4513
2	Bandipora	4	17	0	17	4252
3	Baramulla	10	56	0	56	2883
4	Budgam	6	32	0	32	9168
5	Doda	6	31	0	31	2045
6	Ganderbal	2	17	0	17	648
7	Jammu	0	0	0	0	0
8	Kargil	7	20	0	20	1046
9	Kathua	8	31	0	31	5830
10	Kishtwar	5	30	0	30	864
11	Kulgam	3	16	0	16	2149
12	Kupwara	9	54	0	54	929
13	Leh	6	23	0	23	2148
14	Poonch	5	30	0	30	1381
15	Pulwama	5	22	0	22	1648
16	Rajouri	7	34	0	34	2307
17	Ramban	4	24	0	24	2597
18	Reasi	4	21	0	21	4039
19	Samba	0	0	0	0	0
20	Shopian	1	11	0	11	710
21	Srinagar	1	13	0	13	739
22	Udhampur	7	39	0	39	2736
<b>Total:-</b>		<b>109</b>	<b>563</b>	<b>0</b>	<b>563</b>	<b>52632</b>

Please Specify Rural block with (R) and Municipal area with(U)  
Source: District Planning Team (DPT)

Year: 2010-11

## Information on KGBV

Name of State/Jammu & Kashmir

S. No	District	KGBV sanctioned (Modelwise)				Operational (Modelwise)				Enrolment (Modelwise)				Enrolment (Social categorywise)						Building Status	
		I	II	III	Total	I	II	III	Total	I	II	III	Total	SC	ST	OBC	Muslims	BPL	Total	Completed	In Progress
1	Kupwara	3	3	0	6	3	3	0	6	199	150	0	349	0	129	169	349	51	349	0	6
2	Baramulla	4	0	0	4	4	0	0	4	348	0	0	348	0	30	132	348	186	348	1	3
3	Bandipora	3	1	0	4	3	1	0	4	270	50	0	320	0	177	86	320	57	320	0	4
4	Srinagar	1	1	0	2	0	1	0	1	0	47	0	47	0	5	3	41	39	47	1	0
5	Ganderbal	1	2	0	3	1	2	0	3	100	103	0	203	0	152	29	203	22	203	1	2
6	Pulwama	2	3	0	5	2	3	0	5	162	126	0	288	0	146	85	288	57	288	0	5
7	Jammu	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7	Shopian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8	Anantnag	2	4	0	6	2	4	0	6	107	165	0	272	0	221	12	272	39	272	3	3
9	Kulgam	1	2	0	3	1	2	0	3	35	70	0	105	0	34	38	105	33	105	1	2
10	Leh	0	2	0	2	0	2	0	2	0	86	0	86	0	84	0	2	2	86	2	0
11	Kargil	0	5	0	5	0	5	0	5	0	149	0	149	0	111	0	79	38	149	1	3
12	Doda	3	2	0	5	3	2	0	5	74	83	0	157	48	69	3	41	37	157	0	5
13	Ramban	4	0	0	4	4	0	0	4	87	0	0	87	59	2	24	56	2	87	0	3
14	Kishtwar	4	0	0	4	4	0	0	4	268	0	0	268	15	121	32	179	100	268	0	3
15	Udhampur	2	3	0	5	2	3	0	5	151	73	0	224	45	20	5	25	10	80	0	4
16	Reasi	1	1	0	2	1	1	0	2	45	35	0	80	83	24	34	32	83	224	0	1
17	Poonch	1	3	0	4	1	3	0	4	59	92	0	151	22	74	30	22	25	151	0	4
18	Rajouri	0	5	0	5	0	5	0	5	0	226	0	226	4	159	16	188	47	226	0	4
19	Kathua	1	3	0	4	1	3	0	4	40	135	0	175	69	41	50	41	15	175	0	2
19	Samba	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
20	Budgam	2	4	0	6	2	4	0	6	190	190	0	380	15	240	47	365	78	380	0	6
<b>Total:-</b>		<b>35</b>	<b>44</b>	<b>0</b>	<b>79</b>	<b>34</b>	<b>44</b>	<b>0</b>	<b>78</b>	<b>2135</b>	<b>1780</b>	<b>0</b>	<b>3915</b>	<b>360</b>	<b>1839</b>	<b>795</b>	<b>2956</b>	<b>921</b>	<b>3915</b>	<b>10</b>	<b>60</b>

Please Specify Rural block with (R) and Municipal area with(U)

Year: 2010-11

**FINANCIAL POSITION** (As per Audit Report)

S.No.	Year	Approved Outlay	Amount Released		Opening Balance	Amount received from other sources	Total Amount Available	Expenditure	% of Expenditure against Approved Outlay	% of Expenditure against Available funds	State Share due as per GOI release	Shortfall/excess in state Share
			GOI	State								
1	2	3	4	5	6	7	8	9	10	11	12	13
	2002-03	5165.17	1931	0	182.216	0	2112.84					
	2003-04	16292.88	5273	1970	529.07	0	7771.65					
	2004-05	20246.99	6908	1000	323.99	0	8232.27					
	2005-06	27074.501	19620	6139	83.67	0	25842.5					
	2006-07	34951.274	22080	5989	4588.417	0	32657.7					
	2007-08	29128.522	20063	7421	1116.007	0	28600.1					
	2008-09	42680.906	20533	6900	1973.014	0	29405.6					

S.No.	Year	Approved Outlay	Amount		Opening Balance	Amount received from	Total Amount	Expenditure	% of Expenditure against Approved	% of Expenditure against Available	State Share due as per GOI	Shortfall/excess in state
			GOI	State								
1	2	3	4	5	6	7	8	9	10	11	12	13
	2003-04	319.76										
	2004-05	306.51										
	2005-06	787.12										
	2006-07	46.425										
	2007-08	997.585										
	2008-09	359.36										

**(K&BV)**

S.No.	Year	Approved Outlay	Amount		Opening Balance	Amount received from	Total Amount	Expenditure	% of Expenditure against Approved	% of Expenditure against Available	State Share due as per GOI	Shortfall/excess in state
			GOI	State								
1	2	3	4	5	6	7	8	9	10	11	12	13
	2006-07	1832.4										
	2007-08	1527.726										
	2008-09	5644.53										

**(Total)**

S.No.	Year	Approved Outlay	Amount		Opening Balance	Amount received from	Total Amount	Expenditure	% of Expenditure against Approved	% of Expenditure against Available	State Share due as per GOI	Shortfall/excess in state
			GOI	State								
1	2	3	4	5	6	7	8	9	10	11	12	13
2	2002-03	5165.17	1931	0	182.216	0	2112.84	68.58	1.327739455	3.245874266	643.54	-643.54
3	2003-04	16292.88	5273	1970	529.07	0	7771.65	3606.76	22.13703164	46.40919239	1757.62	212.11
4	2004-05	20246.99	6908	1000	323.99	0	8232.27	7757.46	38.31413953	94.23233203	2302.76	-1302.76
5	2005-06	27074.501	19620	6139	83.67	0	25842.5	13631.2	50.34711443	52.74735523	6540.04	-401.34
6	2006-07	34951.274	22080	5989	4588.417	0	32657.7	19812.5	56.6861454	60.66717768	7361.1	-1372.1
7	2007-08	29128.522	20063	7421	1116.007	0	28600.1	20367.8	69.92400782	71.21604688	10803.3	-3382.52
8	2008-09	42680.906	20533	6900	1973.014	0	29405.6	26813.2	62.82243634	91.18392875	11056.01	-4156.01
	<b>TOTAL</b>	<b>175540.24</b>	<b>96408</b>	<b>29418</b>	<b>8796.384</b>	<b>0</b>	<b>134623</b>	<b>92057.6</b>	<b>52.44243339</b>	<b>68.38193728</b>	<b>40464.37</b>	<b>-11046.16</b>



Sr. No	District	No. of Schools	Total No. of Existing VECs/SDMC's	Community training to VEC members for 3-day non-residential training at CRC level	
				Total No. of VEC in the district x 4 members form each VEC	Amount in lacs@ Rs 100/day/participant for 3 days
1	Anantnag	2034	2034	8136	12.204
2	Bandipora	986	986	3944	5.916
3	Baramulla	2505	2505	10020	15.03
4	Budgam	1649	1649	6596	9.894
5	Doda	1685	1685	6740	10.11
6	Ganderbal	724	724	2896	4.344
7	Jammu	1978	1978	7912	11.868
8	Kargil	783	783	3132	4.698
9	Kathua	1894	1894	7576	11.364
10	Kishtwar	1059	1059	4236	6.354
11	Kulgam	1087	1087	4348	6.522
12	Kupwara	2402	2402	9608	14.412
13	Leh	513	513	2052	3.078
14	Poonch	1937	1937	7748	11.622
15	Pulwama	1058	1058	4232	6.348
16	Rajouri	2269	2269	9076	13.614
17	Ramban	1076	1076	4304	6.456
18	Reasi	1408	1408	5632	8.448
19	Samba	685	685	2740	4.11
20	Shopian	656	656	2624	3.936
21	Srinagar	766	766	3064	4.596
22	Udhampur	1856	1856	7424	11.136
Total		31010	31010	124040	186.06

Community	District	No. of Schools	Total No. of Existing VECs/SDMC's	Total No of Panchayats	Community training to VEC members for 3-day residential training at BRC level		Totals members to be trained 3 from VEC + 4 from local authority representatives	Amount in lacs@ Rs 50/day/participant for 3 days
					Total No. of VEC in the district x 3 members form each VEC	(4 Members from local authority)		
1	Anantnag	2034	2034	294	6102	1176	7278	21.834
2	Bandipora	986	986	113	2958	452	3410	10.23
3	Baramulla	2505	2505	365	7515	1460	8975	26.925
4	Budgam	1649	1649	283	4947	1132	6079	18.237
5	Doda	1685	1685	232	3055	928	5983	17.949
6	Ganderbal	724	724	104	2172	416	2588	7.764
7	Jammu	1978	1978	297	5934	1188	7122	21.366
8	Kargil	783	783	95	2349	380	2729	8.187
9	Kathua	1894	1894	245	5682	980	6662	19.986
10	Kishtwar	1059	1059	134	3177	536	3713	11.139
11	Kulgam	1087	1087	165	3261	660	3921	11.763
12	Kupwara	2402	2402	359	7206	1436	8642	25.926
13	Leh	513	513	93	1539	372	1911	5.733
14	Poonch	1937	1937	191	5811	764	6575	19.725
15	Pulwama	1058	1058	186	3174	744	3918	11.754
16	Rajouri	2269	2269	296	6807	1184	7991	23.973
17	Ramban	1076	1076	124	3228	496	3724	11.172
18	Reasi	1408	1408	147	4224	588	4812	14.436
19	Samba	685	685	99	2055	396	2451	7.353
20	Shopian	656	656	103	1968	412	2380	7.14
21	Srinagar	766	766	10	2298	40	2338	7.014
22	Udhampur	1856	1856	204	5568	816	6384	19.152
Total		31010	31010	4139	93030	16556	109586	328.958

## Remedial Teaching

Name of State Jammu &amp; Kashmir

S.No	District	Students Enrolment in Govt. Primary Schools	Literacy Rate		Students Enrolment in Govt. Upper	Total Enrolment	Total No. of Schools	Total 5% of PS+UPS	Students eligible for Remedial Teaching	Average	Mainstreamed during 2008-09	Total Children eligible for remedial teaching	Financial
			Male	Female									
1	Anantnag	57661	57.6	34.4	30480	88141	2034	102	4420	43	550	4970	9.94
2	Bandipora	29161	57.1	32.3	13794	42955	986	49	2135	44	196	2331	4.662
3	Baramulla	90352	57.1	32.3	46286	136638	2505	125	6818	55	2992	9810	19.62
4	Budgam	48343	53.5	30.6	25607	73950	1649	83	3722	45	976	4698	9.396
5	Doda	42104	64.0	29.9	21364	63468	1685	84	3164	38	676	3840	7.68
6	Ganderbal	20180	69.6	48.1	9533	29713	724	36	1477	41	493	1970	3.94
7	Jammu	42451	84.4	68.5	27427	69878	1978	99	3497	35	61	3558	7.116
8	Kargil	10293	75.8	42.4	5157	15450	783	39	770	20	36	806	1.612
9	Kathua	39422	75.7	54.4	23945	63367	1894	95	3178	33	55	3233	6.466
10	Kishtwar	23291	64.0	29.9	9705	32996	1059	53	1651	31	364	2015	4.03
11	Kulgam	33782	57.6	34.4	17504	51286	1087	54	2548	47	260	2808	5.616
12	Kupwara	61639	56.1	28.7	29132	90771	2402	120	4535	38	38	4573	9.146
13	Leh	4089	75.6	52.7	2443	6532	513	26	331	13	32	363	0.726
14	Poonch	50100	65.0	36.0	25103	75203	1937	97	3766	39	295	4061	8.122
15	Pulwama	28503	60.7	37.7	15349	43852	1058	53	2197	41	322	2519	5.038
16	Rajouri	59163	69.8	44.5	28951	88114	2269	113	4388	39	149	4537	9.074
17	Ramban	33799	64.0	29.9	13714	47513	1076	54	2384	44	292	2676	5.352
18	Reasi	40205	67.1	41.2	16572	56777	1408	70	2823	40	263	3086	6.172
19	Samba	9637	84.4	68.5	6748	16385	685	34	813	24	16	829	1.658
20	Shopian	21136	60.7	37.7	8449	29585	656	33	1488	45	404	1892	3.784
21	Srinagar	16442	69.6	48.1	8482	24924	766	38	1236	32	596	1832	3.664
22	Udhampur	46199	67.1	41.2	25748	71947	1856	93	3605	37	129	3734	7.468
<b>Total:-</b>		<b>807952</b>	<b>66.20</b>	<b>41.06</b>	<b>411493</b>	<b>1219445</b>	<b>31010</b>	<b>1550</b>	<b>60946</b>	<b>824</b>	<b>9195</b>	<b>70141</b>	<b>140.282</b>

Source: District Planning Team (DPT)

Year: 2010-11

## Data on Enrolment (Textbooks) as per DISE 2009-10(Govt. only)

Name of State		Jammu & Kashmir					
S.No	District	Primary 3rd -5th	Upper Primary (6 to 8)	Total (3rd to 8th)	1st and IInd	G Total 1st to 8th	1st to 5th
1	Anantnag	34291	30480	64771	23370	88141	57661
2	Bandipora	17136	13794	30930	12025	42955	29161
3	Baramulla	51407	46286	97693	38945	136638	90352
4	Budgam	28368	25607	53975	19975	73950	48343
5	Doda	23918	21364	45282	18186	63468	42104
6	Ganderbal	11658	9533	21191	8522	29713	20180
7	Jammu	25033	27427	52460	17418	69878	42451
8	Kargil	6035	5157	11192	4258	15450	10293
9	Kathua	23638	23945	47583	15784	63367	39422
10	Kishtwar	13195	9705	22900	10096	32996	23291
11	Kulgam	20282	17504	37786	13500	51286	33782
12	Kupwara	35421	29132	64553	26218	90771	61639
13	Leh	2344	2443	4787	1745	6532	4089
14	Poonch	28850	25103	53953	21250	75203	50100
15	Pulwama	16963	15349	32312	11540	43852	28503
16	Rajouri	33898	28951	62849	25265	88114	59163
17	Ramban	19342	13714	33056	14457	47513	33799
18	Reasi	21966	16572	38538	18239	56777	40205
19	Samba	5767	6748	12515	3870	16385	9637
20	Shopian	11797	8449	20246	9339	29585	21136
21	Srinagar	9511	8482	17993	6931	24924	16442
22	Udhampur	27848	25748	53596	18351	71947	46199
<b>Total:-</b>		<b>468668</b>	<b>411493</b>	<b>880161</b>	<b>339284</b>	<b>1219445</b>	<b>807952</b>

Year: 2010-11

Jammu & Kashmir		Data on Child Enrolment of 0-6 age group								
		Child Enrolment (0-6 age group) All communities								
S.No	Name of the District	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1	Anantnag	2924	2517	5441	11376	10151	21527	14300	12668	26968
2	Bandipora	1471	1508	2979	4016	3510	7526	5487	5018	10505
3	Baramulla	2631	2574	5205	11286	9027	20313	13917	11601	25518
4	Budgam	1016	902	1918	4612	3785	8397	5628	4687	10315
5	Doda	650	626	1276	3113	2133	5246	3763	2759	6522
6	Ganderbal	709	434	1143	3718	3714	7432	4427	4148	8575
7	Jammu	11492	9098	20590	14919	11528	26447	26411	20626	47037
8	Kargil	657	578	1235	3728	3970	7698	4385	4548	8933
9	Kathua	3959	3048	7007	11946	9485	21431	15905	12533	28438
10	Kishtwar	67	101	168	931	974	1905	998	1075	2073
11	Kulgam	229	312	541	8811	8015	16826	9040	8327	17367
12	Kupwara	272	237	509	5396	5216	10612	5668	5453	11121
13	Leh	989	840	1829	823	795	1618	1812	1635	3447
14	Poonch	781	627	1408	2857	2191	5048	3638	2818	6456
15	Pulwama	1443	1280	2723	7849	7137	14986	9292	8417	17709
16	Rajouri	1627	1104	2731	4664	3557	8221	6291	4661	10952
17	Ramban	326	283	609	2080	1404	3484	2406	1687	4093
18	Reasi	836	757	1593	8750	7639	16389	9586	8396	17982
19	Samba	658	488	1146	1572	1375	2947	2230	1863	4093
20	Shopian	510	409	919	3545	3524	7069	4055	3933	7988
21	Srinagar	15871	14642	30513	1796	1762	3558	17667	16404	34071
22	Udhampur	1155	1036	2191	5026	4670	9696	6181	5706	11887
<b>Total:-</b>		<b>50273</b>	<b>43401</b>	<b>93674</b>	<b>122814</b>	<b>105562</b>	<b>228376</b>	<b>173087</b>	<b>148963</b>	<b>322050</b>

Source: District Planning Team (DPT)

Year: 2010-11

Jammu & Kashmir		Data on Child Population of 0-6 age group								
		Child Population (0-6 age group) All communities								
S.No	Name of the District	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1	Anantnag	5982	5389	11371	43611	41144	84755	49593	46533	96126
2	Bandipora	2953	2963	5916	20274	19278	39552	23227	22241	45468
3	Baramulla	7255	6723	13978	49546	47615	97161	56801	54338	111139
4	Budgam	10002	9799	19801	36951	34825	71776	46953	44624	91577
5	Doda	422	430	852	20788	19563	40351	21210	19993	41203
6	Ganderbal	1515	915	2430	11481	10357	21838	12996	11272	24268
7	Jammu	23220	21564	44784	31833	28540	60373	55053	50104	105157
8	Kargil	2628	2312	4940	7756	8005	15761	10384	10317	20701
9	Kathua	4063	3540	7603	34553	30335	64888	38616	33875	72491
10	Kishtwar	123	127	250	2350	2316	4666	2473	2443	4916
11	Kulgam	1223	1174	2397	24495	23084	47579	25718	24258	49976
12	Kupwara	1207	1000	2207	24559	23693	48252	25766	24693	50459
13	Leh	1053	1067	2120	3806	4343	8149	4859	5410	10269
14	Poonch	1182	1033	2215	33777	31060	64837	34959	32093	67052
15	Pulwama	2743	2475	5218	12023	9634	21657	14766	12109	26875
16	Rajouri	10442	7378	17820	30009	22839	52848	40451	30217	70668
17	Ramban	1253	1006	2259	15994	15518	31512	17247	16524	33771
18	Reasi	1254	1136	2390	24798	23472	48270	26052	24608	50660
19	Samba	2529	1876	4405	6133	5318	11451	8662	7194	15856
20	Shopian	987	845	1832	8755	8369	17124	9742	9214	18956
21	Srinagar	33512	32337	65849	3819	3614	7433	37331	35951	73282
22	Udhampur	3675	3084	6759	35627	31618	67245	39302	34702	74004
<b>Total:-</b>		<b>119223</b>	<b>108173</b>	<b>227396</b>	<b>482938</b>	<b>444540</b>	<b>927478</b>	<b>602161</b>	<b>552713</b>	<b>1154874</b>

Source: District Planning Team (DPT)

Year: 2010-11



# Result Frame Work





S.No.	Outcome Indicators	Baseline as provided in AWP&B 2008-09	Target 2009 -10	Achievement 2009-10	Target 2010-11	Target 2011-12	Frequency and Report	Data Collection Instruments
<b>Goal I : All children in School / EGS centers / Alternative and Innovative Education Centers</b>								
1	Number of children aged 6-14 years not enrolled in School / EGS Centres / AIE Centres	68050	40000	39159	22691	10000	Annual HHS & CTS	Household Data, CTS and updated village and ward register
		children estimated Out of School  (Independent Sample study 2009)					Independent Sample Survey on out of school children in 2011-12 disaggregated by States / Gender / Rural / Urban and Social Categories of SC / ST/ OBC / Muslim Minorities/CWSN	Independent Sample Survey on out of school children commissioned by State
2	Number of children enrolled in schools	At Primary Stage 11,004 lakhs	13.43lakhs	13.08 lakhs	13.30 lakhs	13.40 lakhs	Annual DISE Reports	DISE
		At Upper Primary stage 5.88 lakhs	6.23lakhs	6.63 lakhs	6.75 lakhs	6.90 lakhs		
		Elementary -16.88lakhs	19.66 lakhs	19.71 lakhs	70.75 lakhs	71.25 lakhs		Programme MIS
		(DISE 2008-09)		(DISE 2009-10)				
3	Ratio of Primary to Upper Primary Schools	Number of districts with PS:UPS>2.27.1 were  (DISE 2007-08)	Number of districts to be reduced from 2.73 to 2.50	Number of districts with PS:UPS>2.50:1 are 14  (DISE 2009-10)	Number of districts to be reduced from 14 to 8 <b>If proposed 863 is sanctioned</b>	Number of districts to be reduced from 8 to 4	Annual DISE Report	DISE
4	Number of children with special needs (CWSN) enrolled in school or alternative system including home based education	CWSN enrolled are 24225 (DISE 2008-09) in Formal Schools only	Enrolled 2011:7 Additional Number of CWSN enrolled=433	CWSN enrolled are 20550 (DISE 2009-10) in Formal Schools only	Additional Number of CWSN to be enrolled 4231	Additional Number of CWSN to be enrolled	Annual DISE report & Report on IED	PMIS Report from Inclusive Education for Disabled Unit & MIS
		In Formal and Special School (Source 2008-09 PMIS)		In Formal and Special School (Source 2008-09 PMIS)				
<b>Goal II : Bridging gender and social category gaps</b>								
5	Decline in shortfall of number of classrooms	Additional classrooms required  (DISE 2008-09)	Additional classrooms to be added	Additional classrooms added	Additional classrooms to be added	Additional classrooms to be added	Annual DISE Report, Civil works PMIS report	PMIS Reports from civil works unit
6	Girls, as a share of students enrolled at Primary and Upper Primary level.	Share of girls in primary schools is 47.38 % Share of girls in population of 6-10 is	Share of girls in primary school is 47.42%	Share of girls in primary school is 47.42%	Share of girls in primary school is 47.59%	Share of girls in primary school is 47.8%	Annual DISE Reports	DISE
		Share of girls in upper primary schools is 45.63% Share of girls in population of 11-13 is 47.41%	Share of girls in Upper primary school is 45.66 %	Share of girls in Upper primary school is 46.01%	Share of girls in upper primary school is 46.08 %	Share of girls in upper primary school is 46.5%	Annual DISE Reports	PMIS Report from Alternative School Unit.
		(DISE 2008-09)		(DISE 2009-10)				

S.No	Outcome Indicators	Baseline as provided in AWP&B 2008-09	Target 2009 -10	Achievement 2009-10	Target 2010-11	Target 2011-12	Frequency and Report	Data Collection Instruments
7	Enrolments of Scheduled Castes(SC) & Schedule Tribe(ST) children reflect their shares in 6-14 age group population in Primary and Upper Primary Schools	Share of SC children In Primary Schools is 8.5 %	Share of SC children in primary is 8.08 %	Share of SC children in primary is 8.23%	Share of SC children in primary is 8.27%	Share of SC children in primary is 8.3%	Annual DISE report	DISE
		Share of SC in population of 6-10 is %						
		Share of SC children in Upper Primary Schools is 8.83%	Share of SC children in upper primary is 8.71%	Share of SC children in upper primary is 8.79%	Share of SC children in upper primary is 8.85%	Share of SC children in upper primary is 8.90%		
		Share of SC in population of 11-13 is %	Share of ST children in primary is 15.67%	Share of ST children in primary is 15.70.5%	Share of ST children in primary is 15.75.5%	Share of ST children in primary is 15.85%		
		Share of ST children in Primary Schools is 14.32%						
		Share of ST in population of 6-10 is %	Share of ST children in upper primary is 11.28 %	Share of ST children in upper primary is 12.07%	Share of ST children in upper primary is 12.3%	Share of ST children in upper primary is 12.7%		
		Share of ST children In upper Primary Schools is 10.95%						
(Share of ST in population of 11-13 is %)	(DISE 2008-09)	(DISE 2009-10)						
<b>Goal III: Universal Retention</b>								
8	Transition rates from Primary to Upper Primary	93.69% (DISE 2008-09)	96.55%	95.35%	97%	98%	Annual DISE Report disaggregated by States	DISE
9	Retention at Primary level	85.82% (DISE 2008-09)	87%	87.97%	90%	92%		
10	Retention at Elementary Level	97.57% (DISE 2008-09)	%	%	85%	90%		
11	Completion Ratio(Primary Level)							
12	Improvement in % Schools with Drinking water facility			43.00%				
13	Improvement in % Schools with Common toilets	40.91%	60%	78%				
14	Improvement in % Schools with separate toilets for girls	At Primary- At Upper Primary		88.00%				
		(DISE 2007-08)		(DISE 2009-10)				

S.No.	Outcome Indicators	Baseline as provided in AWP&B 2008-09	Target 2009-10	Achievement 2009-10	Target 2010-11	Target 2011-12	Frequency and Report	Data Collection Instruments
<b>Goal IV: Education of Satisfactory Quality</b>								
<b>Provision of quality inputs to improve learning levels</b>								
15	(i) Teacher Availability	(i) PTR Primary Level- 53.20 Upper Primary - 39.43 Overall - 47.09	Primary Level - 45 Upper Primary - 40 Overall - 43	Primary Level - 49.90 Upper Primary - 41.17 Overall - 45.38	Primary Level - 43 Upper Primary - 40 Overall - 41	Primary Level - 40 Upper Primary - 35 Overall - 39		DISE
		(ii) Districts with average PTR > 40 at Primary level are 22	17	22	12	0		
		(iii) Districts with average PTR > 40 at Upper Primary level are 9	9	12	8	0		
		(iv) Districts with average PTR > 40 at Elementary are 20	15	18	12	0		
		(v) % of Schools with PTR > 40 is 52.01%	% of Schools with PTR > 40:1 is 40%	46.35%	20%	0		
		(vi) Shortfall of number of Teachers	Vacancy of 33,921 Teachers Teachers to be recruited 20,000	Teachers recruited 4443 + 376 = 4819	Backlog vacancy of 32,869 Teachers + 17,175 New Teachers proposed Teachers to be recruited 25,000	Teachers to be recruited 25,000		PMIS
	(DISE 2008-09, PMIS 2008-09)		(DISE 2009-10, PMIS 2009-10)					
(ii) Availability of Teaching Learning Materials	Eligible students received free text books are 100%	Eligible students to be receiving free textbooks are 100%	Eligible students to be receiving free textbooks are 100%	Eligible students to be receiving free textbooks are 100%	Eligible students to be receiving free textbooks are 100%			
	(2008-09- PMIS)							
	Teachers received TLM grant are 97%	83492	100% teachers received TLM grant	100% teachers to receive TLM grant	100% teachers to receive TLM grant		MI Reports	
	(2008-09- PMIS)		(2008-09- PMIS)					
	Target was to cover 100% PS under LEP-Phase I which provide materials other than textbook	Target was to cover 100% PS under LEP-Phase I which provide materials other than textbook	Draft LEAP activity manuals for different subjects developed. These are under perusal before printing.	Target is to cover 100% PS under LEP-Phase I which provide materials other than textbook	Target is to cover 100% PS under LEP-Phase I which provide materials other than textbook		Mis Sample District Report	
(Baseline as per Plan 2010-11)								
Percent of schools covered under CAL is 5%	Percent of schools to be covered under CAL 6.5%	Percent of schools covered under CAL is 5%	Percent of schools to be covered under CAL 7%	Percent of schools to be covered under CAL 10%		PMIS		

S.No.	Outcome Indicators	Baseline as provided in AWP&B 2008-09	Target 2009 -10	Achievement 2009-10	Target 2010-11	Target 2011-12	Frequency and Report	Data Collection Instruments	
<b>Process indicators on quality</b>									
<b>(i) Training</b>									
(a) Teachers	82% Teachers received in-service training against annual target.		55032	71.62% Teachers received in-service training against annual target.	100% Teachers to be received in-service training against annual target.	100% Teachers to be received in-service training against annual target.	Annual PMIS Reports disaggregated by districts	Program MIS	
	2000 BPOs/RPs were trained from State to Block level		Target was to train 250 Educational Administrators including BRPs/CRPs	0 Educational Administrators including BRPs/CRPs	Target is to train 250 Educational Administrators including BRPs/CRPs	Target is to train 500 Educational Administrators including BRPs/CRPs	Annual PMIS Reports disaggregated by districts	Program MIS	
(b) Community Training	Development of training Modules focusing on School Development Plan		State will develop context specific training modules	Several subject specific modules have been developed in accordance with newly designed training schedule based on LEAP.	State will develop context specific training modules in consonance with NCF 2005.	State will develop context specific training modules	Annual PMIS Reports disaggregated by districts	Program MIS	
	81164 members of VEC were trained <i>(2008-09 - PMIS)</i>		85466 members of VEC to be trained	0	233626 members of VEC to be trained	250000 members of VEC to be trained	Annual PMIS Reports disaggregated by districts	Program MIS	
(iii) Teacher Support & Academic Supervision	(a) 2000 BRCs undertaking non residential teacher training on monthly basis		2000 BRCs will undertake 10 days of non residential teacher training	0	BRCs/UBRCs will undertake 10 days of residential teacher training	All 2000 BRCs/UBRCs will undertake 10 days of residential teacher training	Annual PMIS Reports disaggregated by districts	Program MIS	
	(b) BRCs are undertaking more than 8 days of school visit  (Baseline as per State plan)		BRCs to undertake more than 8 days of school visit	BRCs are undertaking more than 8 days of school visit	BRCs/UBRCs to undertake 10 days of school visit	All 263 BRCs/UBRCs to undertake more than 8 days of school visit	Sample District Report - six monthly  Annual PMIS Reports disaggregated by districts	MIS Sample District Report  Program MIS	
	(c) CRCs undertaking residential teacher training on monthly basis		0 Number of CRC undertaking monthly teacher training	0	0 Number of CRC undertaking monthly teacher training	0 Number of CRC undertaking monthly teacher training	Sample District Report - six monthly  Annual PMIS Reports disaggregated by districts	MIS Sample District Report  Program MIS	
	(d) (64%) schools were visited by CRPs more than 15 days  (Baseline as per State plan)		(80%) schools to be visited by CRPs more than 15 days	(85%) schools were visited by CRPs more than 15 days	(100%) schools to be visited by CRPs more than 15 days	(100%) schools to be visited by CRPs more than 15 days	Sample District Report - six monthly  Annual DISE & PMIS Reports	MIS Sample District Report  Program MIS	
	(d) 100% CRC and 100% BRC were functional.		To make 100% BRC & 100% CRC functional	97% CRC and 100% BRC are functional.	To make 100% BRC & 100% CRC functional	To make 100% BRC & 100% CRC functional	QMT /PMIS - Annual	QMT Report/PMIS	
	(iv) Classroom Practices		Time-on-Task study to be undertaken in selected major States on time spent in classrooms on teaching/learning activities		Study on time on task is proposed to be conducted during this year.	Study on time on task proposed shall be conducted during this year.	Remedial Measures as per the results of the study.	Independent study in 2010-11	Independent sample study commissioned by State for select districts
	(v) Student's Learning Assessment		Number of schools Moving to Continuous and Comprehensive Evaluation (CCE)	100% schools to move to CCE	CCE still not being followed in true spirit. State follows system of 5 unit and terminal tests	50% schools to move to CCA	100% schools to move to CCA	Annual PMIS Reports disaggregated by districts	PMIS program

S.No.	Outcome Indicators	Baseline as provided in AWP&B 2008-09	Target 2009 -10	Achievement 2009-10	Target 2010-11	Target 2011-12	Frequency and Report	Data Collection Instruments	
	(vi) Attendance Rates								
	(a) Student	Student Attendance at primary is 85%	Improvement in Student attendance by 10% both at primary & Upper Primary level	85.5% 84.30%	90% 90%	Improvement in Student attendance by 10% both at primary & Upper Primary level	Independent Sample Study on student attendance	QMT Reports	
		Student Attendance at upper primary is 83%						Mis Sample District Report	
	(b) Teacher	Teacher Attendance at primary is 91%	Improvement in Teacher attendance by 10% both at primary & Upper Primary level	91% 89.5%	92% 92%	Improvement in Teacher attendance by 5% both at primary & Upper Primary level	Independent Sample Study on teacher attendance	Program MIS	
Teacher Attendance at upper primary is 88%		Independent sample study commissioned by State							
17	Accountability to the community	100% VECs are having 3/4 members from parents and atleast 50% members would be women	100% of VECs	Efforts are being made to have 100% VECs and to have 3/4 members from parents and atleast 50% members women	100% of VECs	100% of VECs	District Report	Mis Sample District Report	
		% of SMCs prepared Schools Development Plans	25 % of SMCs	72 % of SMCs	50 % of SMCs	80 % of SMCs			
18	State level sample Learning Achievement Surveys (designed in the spirit of RTE for the purpose of checking health of school system)	Learning levels for class III Language - 61.10 % Maths - 56.98 %	Learning levels for class III Language - 62.19 % Maths - 57.20 %	Learning levels for class III Language - 62.19 % Maths - 57.20 %	Learning levels for class III Language - 75 % Maths - 70 %	Learning levels for class III Language - 80 % Maths - 75 %	State level sample Learning Achievement Surveys to be conducted in 2010-11 (designed in the spirit of RTE for the purpose of checking health of school system)	State level Learning Achievement Surveys and study on English as a medium of instruction and Discrimination in class room .	
		Learning levels for class V Language - 47.50 % Maths - 36.30 % EVS- 39.14%	Learning levels for class V Language - 51.72 % Maths - 45.50 % EVS=46.06%	Learning levels for class V Language - 51.72 % Maths - 45.50 % EVS=46.06%	Enhancement in Learning levels for class V by 10% in Language - Maths -	Enhancement Learning levels for class V by 10% in Language - Maths -			State level sample Learning Achievement Surveys in 2011-12 (designed in the spirit of RTE for the purpose of checking health of school system)
		Learning levels for class VIII Language - 45.66 % Maths - 32.92% Science - 36.88%	Learning levels for class VIII Language - 41.27 % Maths - 39.01 % Science - 36.38 %	Learning levels for class VIII Language - 41.27 % Maths - 39.01 % Science - 36.38 %	Enhancement in Learning levels for class VIII by 10% Language - Maths - EVS - Science -	Learning levels for class VIII by 10% in Language - Maths - EVS - Science -			Learning Achievement Surveys in 2012-13 (designed in the spirit of RTE for the purpose of checking health of school system)



# **ANNEXURE-C**

**(Costing Sheets)**





(Rs. in Lakhs)																										
S.No.	Activity	Unit Cost	2009-10								Proposed 2010-11															
			PAB Approved		Achievement		Savings		% Achievement		Spill Over		Fresh Proposal				Total incl. spill over		Fresh Outlay				Spill over		Total Outlay including spill	
			Phy.	Fin	Phy.	Anticipated Exp for Feb & March 10	Phy.	Fin.	Phy. (%)	Fin.(%)	Phy.	Fin.	Unit Cost	Phy.	Fin.	Phy.	Fin.	Unit Cost	Phy.	Fin.	Phy	Fin	Phy	Fin		
1	New Schools Opening																									
1.01	Upgradation of EGS to PS	0	0	0.000	0	0.000	0	0.000	0	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000			
1.02	New PS	0	0	0.000	0	0.000	0	0.000	0	0	0.000	497	0.000	497	0.000	497	0.000	497	0.000	0	0.000	497	0.000			
1.03	Upgraded/New UPS	0	800	0.000	800	0.000	30	0.000	100%	0	0.000	863	0.000	863	0.000	863	0.000	863	0.000	0	0.000	863	0.000			
	Sub Total	0	800	0.000	800	0.000	30	0.000	100%	0	0.000	1360	0.000	1360	0.000	1360	0.000	1360	0.000	0	0.000	1360	0.000			
2	New Teachers Salary																									
2.01	Primary Teachers (Regular)	0	0	0.000	0	0.000	0	0.000	0	0	0.000	0	0.000	0	0.000	0	0.000	0.00000	0	0.000	0	0.000	0	0.000		
2.02	Primary Teachers (Para)	1.98	0	0.000	0	0.000	0	0.000	0	0	0.000	0.01500	994	89.460	994	89.460	0.01500	994	44.730	0	0.000	994	44.730			
2.03	Upper Primary Teachers (Regular)	0	1600	48.000	1408	42.900	194	5.100	86%	89%	0	0.000	0.01500	0	0.000	0	0.000	0.01500	0	0.000	0	0.000	0	0.000		
2.04	Upper Primary Teachers (Para)	1.98	0	0.000	0	0.000	0	0.000	0	0	0.000	0.01500	863	38.835	863	38.835	0.01500	1726	77.670	0	0.000	1726	77.670			
2.05	Head Teacher UPS	19.8	800	336.000	676	232.200	124	103.800	85%	69%	0	0.000	0.25500	863	1320.390	863	1320.390	0.25500	863	660.195	0	0.000	863	660.195		
	Add Teacher against PTR																									
2.06	New Additional Teachers - PS (Regular)	0	0	0.000	0	0.000	0	0.000	0	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000			
2.07	New Additional Teachers - PS (Para)	0	0	0.000	0	0.000	0	0.000	0	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000			
2.08	New Additional Teachers-UPS (Regular)	0	0	0.000	0	0.000	0	0.000	0	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000			
2.09	New Additional Teachers - UPS (Para)	0	0	0.000	0	0.000	0	0.000	0	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000			
2.10	Teachers under OBB	0	0	0.000	0	0.000	0	0.000	0	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000			
2.11	New Others	0	0	0.000	0	0.000	0	0.000	0	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000			
	Sub Total	0	2400	384.000	2082	275.100	318	108.900	87%	72%	0	0.000	2720	1448.685	2720	1448.685	3583	782.595	0	0.000	3583	782.595				
	Teachers Salary (Recurring)																									
2.12	Primary / Upper Primary Teachers (Regular)	0	4789	8045.520	4789	8045.520	0	0.000	100%	100%	0	0.000	1.98000	10555	20898.900	10555	20898.900	1.98000	10555	20898.900	0	0.000	10555	20898.900		
2.13	Primary / Upper Primary Teachers (Para)	5.28	20626	4950.240	19262	4765.155	1364	165.085	93%	96%	0	0.000	0.24000	19044	4570.560	19044	4570.560	0.24000	19044	4570.560	0	0.000	19044	4570.560		
2.14	Pr. / U. Pr. Teachers to be regularized (2009-10)	0	5301	5725.080	4404	4819.557	897	905.523	83%	84%	0	0.000	1.25450	2717	3408.477	2717	3408.477	1.25450	2717	3408.477	0	0.000	2717	3408.477		
2.15	Pr / U. Pr. Teachers (Para) due for regularization	5.28	0	0.000	0	0.000	0	0.000	0	0	0.000	0.00000	0	0.000	0	0.000	0.00000	0	0.000	0	0.000	0	0.000			
2.16	UP Teachers - Head Master	39.6	4988	12569.760	4361	10860.083	627	1709.677	87%	86%	0	0.000	3.06000	5788	17711.280	5788	17711.280	3.06000	5788	17711.280	0	0.000	5788	17711.280		
2.17	Additional Teachers - PS (Regular)	0	0	0.000	0	0.000	0	0.000	0	0	0.000	0.00000	0	0.000	0	0.000	0.00000	0	0.000	0	0.000	0	0.000			
2.18	Additional Teachers - PS (Para)	0	0	0.000	0	0.000	0	0.000	0	0	0.000	0.00000	0	0.000	0	0.000	0.00000	0	0.000	0	0.000	0	0.000			
2.19	Additional Teachers - UPS (Regular)	0	0	0.000	0	0.000	0	0.000	0	0	0.000	0.00000	0	0.000	0	0.000	0.00000	0	0.000	0	0.000	0	0.000			
2.20	Additional Teachers - UPS (Para)	0	0	0.000	0	0.000	0	0.000	0	0	0.000	0.00000	0	0.000	0	0.000	0.00000	0	0.000	0	0.000	0	0.000			
2.21	Teachers under OBB	0	0	0.000	0	0.000	0	0.000	0	0	0.000	0.00000	0	0.000	0	0.000	0.00000	0	0.000	0	0.000	0	0.000			
2.22	Others	0	0	0.000	0	0.000	0	0.000	0	0	0.000	0.00000	0	0.000	0	0.000	0.00000	0	0.000	0	0.000	0	0.000			
	Sub Total	0	35704	31290.600	32816	28490.315	2888	2800.285	92%	91%	0	0	38104	46589.2165	38104	46589.2165	38104	46589.2165	38104	46589.2165	0	0	38104	46589.2165		
3	Teachers Grant																									
3.01	Primary Teachers	0.11	39158	195.790	39158	195.790	0	0.000	100%	100%	0	0.000	0.00500	42886	214.420	42886	214.430	0.00500	42886	214.430	0	0.000	42886	214.430		
3.02	Upper Primary Teachers	0.11	39746	198.730	39746	198.730	0	0.000	100%	100%	0	0.000	0.00500	40606	203.030	40606	203.030	0.00500	40606	203.030	0	0.000	40606	203.030		
	Sub Total	0	78904	394.520	78904	394.520	0	0.000	100%	100%	0	0	83492	417.46	83492	417.46	83492	417.46	83492	417.46	0	0	83492	417.46		
4	Block Resource Centre (BRC)/UBRC																									
4.01	Salary of Resource Persons	5.28	400	96.000	422	96.000	22	0.000	106%	100%	0	0.000	0.24000	400	96.000	400	96.000	0.24000	400	96.000	0	0.000	400	96.000		
4.02	Furniture Grant	22	0	0.000	0	0.000	0	0.000	0	0	0.000	1.00000	0	0.000	0	0.000	1.00000	0	0.000	0	0.000	0	0.000			
4.03	Contingency Grant	4.4	119	23.800	114	23.800	5	0.000	96%	100%	0	0.000	0.30000	119	59.500	119	59.500	0.30000	119	59.500	0	0.000	119	59.500		
4.04	Meeting TA	1.98	119	10.710	114	10.710	5	0.000	96%	100%	0	0.000	0.30000	119	35.700	119	35.700	0.30000	119	35.700	0	0.000	119	35.700		
4.05	TLM Grant	1.1	119	5.950	114	5.950	5	0.000	96%	100%	0	0.000	0.10000	119	11.900	119	11.900	0.10000	119	11.900	0	0.000	119	11.900		
	Sub Total	26.86	119	136.46	114	136.46	5	0.000	96%	100%	0	0.000	2.14000	119	203.10	119	203.10	2.14000	119	203.10	0	0.000	119	203.10		
5	Cluster Resource Centres																									
5.01	Salary of Resource Persons	5.28	1600	384.000	1600	384.000	0	0.000	100%	100%	0	0.000	0.24000	1600	384.000	1600	384.000	0.24000	1600	384.000	0	0.000	1600	384.000		
5.02	Furniture Grant	2.2	0	0.000	0	0.000	0	0.000	0	0	0.000	0.10000	0	0.000	0	0.000	0.10000	0	0.000	0	0.000	0	0.000			
5.03	Contingency Grant	0.66	1600	48.000	1600	48.000	0	0.000	100%	100%	0	0.000	0.10000	1600	160.000	1600	160.000	0.10000	1600	160.000	0	0.000	1600	160.000		
5.04	Meeting TA	0.792	1600	57.600	1600	57.600	0	0.000	100%	100%	0	0.000	0.12000	1600	192.000	1600	192.000	0.12000	1600	192.000	0	0.000	1600	192.000		
5.05	TLM Grant	0.22	1600	16.000	1600	16.000	0	0.000	100%	100%	0	0.000	0.03000	1600	48.000	1600	48.000	0.03000	1600	48.000	0	0.000	1600	48.000		
	Sub Total	0	1600	505.60	1600	505.60	0	0.000	100%	100%	0	0.000	0.600	1600	784.00	1600	784.00	0.600	1600	784.00	0	0.000	1600	784.00		
6	Teachers Training																									
6.01	In-service Teachers Training 10 days (Block & District Level)	0.22	55032	550.320	27037	270.370	27955	279.950	49%	49%	0	0.000	0.01000	55032</												

S.No.	Activity	Unit Cost	2009-10																Proposed 2010-11				Recommended 2010-11			
			PAB Approved		Achievement		Savings		% Achievement		Spill Over		Fresh Proposal		Total Incl. spill over		Fresh Outlay		Spill over		Total Outlay including spill					
			Phy.	Fin	Phy.	Anticipated Exp for Feb & March 10	Phy.	Fin.	Phy. (%)	Fin. (%)	Phy.	Fin.	Unit Cost	Phy.	Fin.	Phy.	Fin.	Unit Cost	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.		
7.05	Back to School (continuous support to NRBCs)	0	0	0.000	0	0.000	0	0.000	0	0.000	0.02500	7003	175.075	7003	175.075	0.02500	7003	175.075	0	0.000	7003	175.075				
7.06	Non Residential Bridge Course level II and III	0.02164	0	0.000	0	0.000	0	0.000	0	0.000	0.00000	0	0.000	0	0.000	0.00000	0	0.000	0	0.000	0	0.000				
7.07	Madarsa/ Maktab	0.27531	2633	78.990	0	0.000	2633	78.990	0%	0%	0.0000	1556	46.680	1556	46.680	0.03000	1556	46.680	0	0.000	1556	46.680				
7.08	Innovative Activity	0.2585	10890	326.700	332	9.960	10558	316.740	3%	3%	0.0000	0.03000	7957	238.710	7957	238.710	0.03000	7957	238.710	0	0.000	7957	238.710			
7.09	Others (Recurring)Continuous support to seasonal centres	0.2585	34711	38.162	25095	26.275	9616	11.907	72%	69%	0.0000	0.01750	32569	569.958	32569	569.958	0.01750	32569	569.958	0	0.000	32569	569.958			
	<b>Sub Total</b>	<b>0</b>	<b>85446</b>	<b>1251.2521</b>	<b>26043</b>	<b>52.07</b>	<b>59403</b>	<b>1199.162</b>	<b>30%</b>	<b>4%</b>	<b>0</b>	<b>74803</b>	<b>1704.9425</b>	<b>74803</b>	<b>1704.9425</b>	<b>74803</b>	<b>1704.9425</b>	<b>0</b>	<b>0</b>	<b>74803</b>	<b>1704.9425</b>					
8	<b>Remedial Teaching</b>																									
8.01	Remedial Teaching	0.044	68306	136.612	0	0.000	68306	136.612	0%	0%	0.0000	70141	140.282	70141	140.282	0.00200	0	0.000	0	0.000	0	0.000				
	<b>Sub Total</b>	<b>0</b>	<b>68306</b>	<b>136.612</b>	<b>0</b>	<b>0</b>	<b>68306</b>	<b>136.612</b>	<b>0%</b>	<b>0%</b>	<b>0</b>	<b>70141</b>	<b>140.282</b>	<b>70141</b>	<b>140.282</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>				
9	<b>Free Text Book</b>																									
9.01	Free Text for class III to V	0.033	477337	716.006	477337	716.006	0	0.000	100%	100%	0.0000	488668	703.002	488668	703.002	0.00150	488668	703.002	0	0.000	488668	703.002				
9.02	Free Text for class VI to VIII	0.055	383286	598.215	383286	598.215	0	0.000	100%	100%	0.0000	411493	1028.733	411493	1028.733	0.00250	411493	1028.733	0	0.000	411493	1028.733				
	<b>Sub Total</b>	<b>0</b>	<b>860623</b>	<b>1674.2205</b>	<b>860623</b>	<b>1674.2205</b>	<b>0</b>	<b>0.000</b>	<b>100%</b>	<b>100%</b>	<b>0</b>	<b>880161</b>	<b>1731.7345</b>	<b>880161</b>	<b>1731.7345</b>	<b>880161</b>	<b>1731.7345</b>	<b>0</b>	<b>0</b>	<b>880161</b>	<b>1731.7345</b>					
10	<b>Interventions for CWSN (IED)</b>																									
10.01	Inclusive Education	0.132	25906	129.530	1454	21.450	24452	108.080	6%	17%	0.0000	24781	743.430	24781	743.430	0.02500	24781	619.525	0	0.000	24781	619.525				
	<b>Sub Total</b>	<b>0</b>	<b>25906</b>	<b>129.53</b>	<b>1454</b>	<b>21.45</b>	<b>24452</b>	<b>108.080</b>	<b>6%</b>	<b>17%</b>	<b>0</b>	<b>24781</b>	<b>743.43</b>	<b>24781</b>	<b>743.43</b>	<b>24781</b>	<b>619.525</b>	<b>0</b>	<b>0</b>	<b>24781</b>	<b>619.525</b>					
11	<b>Civil Works</b>																									
11.01	BRC	176	0	0.000	0	0.000	0	0.000	0%	0%	0.0000	175000	3	40.500	3	40.500	8.0000	3	24.000	0	0.000	3	24.000			
11.02	CRC	56.85	0	0.000	0	0.000	0	0.000	0%	0%	0.0000	110	330.000	110	330.000	2.35000	70	164.500	0	0.000	70	164.500				
11.03	Primary School (new)	121	472	11426.100	472	8448.414	0	2977.686	100%	74%	0.0000	2977.686	8.40000	1468	12331.200	1468	15308.886	8.40000	1347	11314.800	0	2977.686	1347	14292.486		
11.04	ACRs for the deferred liability of UPS (sanctioned in 2007-08 & 2008-09 @ 3 ACRs per UPS)	176	4666	13473.450	4666	8716.817	0	4756.633	100%	65%	0.0000	4756.633	2.35000	3054	7176.900	3054	11933.533	2.35000	3054	7176.900	0	4756.633	3054	11933.533		
11.05	Toilet, Drinking Water, Kitchen shed, Ramp, CPE for upgraded UPS	0	0	0.000	0	0.000	0	0.000	0%	0%	0.0000	200000	1018	2036.000	1018	2036.000	2.00000	1018	2036.000	0	0.000	1018	2036.000			
11.06	Building Less (UP)	0	0	0.000	0	0.000	0	0.000	0%	0%	0.0000	0	0.000	0	0.000	0.00000	0	0.000	0	0.000	0	0.000				
11.07	Dilapidated Building (Pry)	0	0	0.000	0	0.000	0	0.000	0%	0%	0.0000	0	0.000	0	0.000	0.00000	0	0.000	0	0.000	0	0.000				
11.08	Dilapidated Building (UP)	0	0	0.000	0	0.000	0	0.000	0%	0%	0.0000	0	0.000	0	0.000	0.00000	0	0.000	0	0.000	0	0.000				
11.09	Additional Class Room (P)(Resource Centre)	0	0	0.000	0	0.000	0	0.000	0%	0%	0.0000	48	285.600	48	285.600	0.00000	0	0.000	0	0.000	0	0.000				
11.10	Additional Class Room (UP)	0	0	0.000	0	0.000	0	0.000	0%	0%	0.0000	0	0.000	0	0.000	0.00000	0	0.000	0	0.000	0	0.000				
11.11	Toilet/Urinals	0	0	0.000	0	0.000	0	0.000	0%	0%	0.0000	0	0.000	0	0.000	0.00000	0	0.000	0	0.000	0	0.000				
11.12	Separate Girls Toilet	0	0	0.000	0	0.000	0	0.000	0%	0%	0.0000	0	0.000	0	0.000	0.00000	0	0.000	0	0.000	0	0.000				
11.13	Drinking Water Facility	0	0	0.000	0	0.000	0	0.000	0%	0%	0.0000	0	0.000	0	0.000	0.00000	0	0.000	0	0.000	0	0.000				
11.14	Boundary Wall	0.4	0	1.000	0	1.000	0	0.000	100%	0%	0.0000	0	0.000	0	0.000	0.00000	0	0.000	0	0.000	0	0.000				
11.15	Separation Wall	0	0	0.000	0	0.000	0	0.000	0%	0%	0.0000	0	0.000	0	0.000	0.00000	0	0.000	0	0.000	0	0.000				
11.16	Electrification	0	0	0.000	0	0.000	0	0.000	0%	0%	0.0000	0	0.000	0	0.000	0.00000	0	0.000	0	0.000	0	0.000				
11.17	Head Master's Room	0	0	0.000	0	0.000	0	0.000	0%	0%	0.0000	0	0.000	0	0.000	0.00000	0	0.000	0	0.000	0	0.000				
11.18	BALA	0	0	0.000	0	0.000	0	0.000	0%	0%	0.0000	0	0.000	0	0.000	0.00000	0	0.000	0	0.000	0	0.000				
11.19	Kitchen Shed	0	0	0.000	0	0.000	0	0.000	0%	0%	0.0000	0	0.000	0	0.000	0.00000	0	0.000	0	0.000	0	0.000				
11.20	Ramps	0	0	0.000	0	0.000	0	0.000	0%	0%	0.0000	0	0.000	0	0.000	0.00000	0	0.000	0	0.000	0	0.000				
11.21	Major Repairs (Primary)	14.96	0	11.475	0	11.475	0	0.000	100%	0%	0.0000	0	0.000	0	0.000	0.00000	0	0.000	0	0.000	0	0.000				
11.22	Major Repairs (Upper Primary)	21.12	0	18.600	0	18.600	0	0.000	100%	0%	0.0000	0	0.000	0	0.000	0.00000	0	0.000	0	0.000	0	0.000				
11.23	Varanda in Sq feet	0	0	0.000	0	0.000	0	0.000	0%	0%	0.00000	0	0.000	0	0.000	0.00000	0	0.000	0	0.000	0	0.000				
	<b>Sub Total of Civil Works</b>	<b>0</b>	<b>5138</b>	<b>24930.625</b>	<b>5138</b>	<b>17195.306</b>	<b>0</b>	<b>7734.319</b>	<b>100%</b>	<b>69%</b>	<b>0</b>	<b>7734.319</b>	<b>5701</b>	<b>22200.200</b>	<b>5701</b>	<b>29934.518</b>	<b>5492</b>	<b>20716.200</b>	<b>0</b>	<b>7734.319</b>	<b>5492</b>	<b>28450.518</b>				
12	<b>Furniture for Govt. UPS</b>																									
12.01	No. of Children	0.11	0	27.265	0	0.000	0	27.265	0%	0%	0.00500	0	0.000	0	0.000	0.00500	0	0.000	0	0.000	0	27.265				
	<b>Sub Total (Furniture)</b>	<b>0</b>	<b>0</b>	<b>27.265</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>27.265</b>	<b>0%</b>	<b>0%</b>	<b>0</b>	<b>27.265</b>	<b>0</b>	<b>0</b>	<b>27.265</b>	<b>0</b>	<b>27.265</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>27.265</b>				
	<b>Sub Total (Civil + Furniture)</b>	<b>0</b>	<b>5138</b>	<b>24957.890</b>	<b>5138</b>	<b>17195.306</b>	<b>0</b>	<b>7761.584</b>	<b>100%</b>	<b>69%</b>	<b>0</b>	<b>7761.584</b>	<b>5701</b>	<b>22200.200</b>	<b>5701</b>	<b>29961.784</b>	<b>5492</b>	<b>20716.200</b>	<b>0</b>	<b>7761.584</b>	<b>5492</b>	<b>28477.784</b>				
13	<b>Teaching Learning Equipment</b>																									
13.01	TLE - New Primary	4.4	0	781.900	0	216.600	0	565.300	28%	28%	0.20500	497	99.400	497	664.700	0.20500	497	99.400	0	565.300	497	664.700				
13.02	TLE - New Upper Primary	11	800	400.000	653	326.500	147	73.500	82%	82%	0.50000	863	431.500	863	505.000	0.50000	863	431.500	0	73.500	863	505.000				
13.03	Others	0	0	0.000	0	0.000	0	0.000	0%	0%	0.0000	0	0.000	0	0.000	0.00000	0	0.000	0	0.000	0	0.000				
	<b>Sub Total</b>	<b>0</b>	<b>800</b>	<b>1181.900</b>	<b>653</b>	<b>543.100</b>	<b>147</b>	<b>638.800</b>	<b>82%</b>	<b>46%</b>	<b>0</b>	<b>638.800</b>	<b>1360</b>	<b>530.900</b>	<b>1360</b>	<b>1169.700</b>	<b>1360</b>	<b>530.900</b>								

S.No.	Activity	Unit Cost	2009-10								Proposed 2010-11						Recommended 2010-11							
			PAB Approved		Achievement		Savings		% Achievement		Spill Over		Fresh Proposal		Total incl. spill over		Fresh Outlay		Spill over		Total Outlay including spill			
			Phy.	Fin	Phy.	Anticipated Exp for Feb & March 10	Phy.	Fin.	Phy. (%)	Fin. (%)	Phy.	Fin.	Unit Cost	Phy.	Fin.	Phy.	Fin.	Unit Cost	Phy.	Fin.	Phy	Fin	Phy	Fin
19	Community Training																							
19.01	Community Training ( for 2 days)	0.0132	85466	51280	0	0.000	85466	51280	0%	0%	0	0.000		0.000		0	0.000		0	0.000		0	0.000	
19.02	VEC/SMC-Residential (3 days)	0	0	0.000	0	0.000	0	0.000			0	0.000	0.00300	279.090	0	279.090	0.00300	93030	279.090	0	0.000	93030	279.090	
19.03	VEC/SMC-Non-Residential (3 days)	0	0	0.000	0	0.000	0	0.000			0	0.000	0.00150	186.060	0	186.060	0.00150	124040	186.060	0	0.000	124040	186.060	
19.04	Local Authority - Residential (3 days)	0	0	0.000	0	0.000	0	0.000			0	0.000	0.00300	49.668	0	49.668	0.00300	16556	49.668	0	0.000	16556	49.668	
	Sub Total	0	85466	51280	0	0.000	85466	51280	0%	0%		0.000		0	514.818	0	514.818		233626	514.818	0	0.000	233626	514.818
	Total of SSA	0.0132	1409851	70831208	1086746	53267.038	322905	17564.169	77%	75%	0	9857.041		1351804	86668.574	1351804	96525.615		1518965	84007.847	0	8400.384	1518965	82408.231
	State Component	0		918.000	0	300.863	0	617.337		33%		0.000			826.940		826.940			556.940	0	0.000		556.940
	SIEMAT	0		0.000	0	0.000	0	0.000				0.000			240.000		240.000			0.000	0	0.000	0	0.000
21	NPEGEL	0	563	359.364	563	267.425	0	91.939	100%	74%	0	0.000		563	359.362	563	359.362		563	359.362	0	0.000	563	359.362
22	KGBV	0	79	4001.350	0	1032.608	79	2968.742	0%	26%	0	2238.100		79	1895.125	79	4133.225		79	1895.125	0	2238.100	79	4133.225
	GRAND TOTAL, (SSA+NPEGEL+KGBV)	0	1410293	76109.922	1087309	54887.735	322984	21242.187	77%	72%	0	12095.141		1352446	89990.001	1352446	102085.142		1516607	86819.274	0	10638.484	1516607	97457.758

Interventionwise District Outlays approved during 2010-11 - SSA, Jammu and Kashmir

(Rs. in lakh)

District : 22 Districts (SSA Jammu & Kashmir)

S.No.	Activity	Anantnag						Bandipora						Baramulla						
		Unit Cost	Fresh Outlay		Spill over		Total Outlay including spill		Fresh Outlay		Spill over		Total Outlay including spill		Fresh Outlay		Spill over		Total Outlay including spill	
			Phy.	Fin.	Phy	Fin	Phy	Fin	Phy.	Fin.	Phy	Fin	Phy	Fin	Phy.	Fin.	Phy	Fin	Phy	Fin
<b>1</b>	<b>New Schools Opening</b>																			
1.01	Upgradation of EGS to PS		0	0.000	0	0.000	0	0.000	0	0.00	0	0.00	0	0.00	0	0.000	0	0.000	0	0.000
1.02	New PS		32	0.000	0	0.000	32	0.000	34	0.00	0	0.00	34	0.00	63	0.000	0	0.000	63	0.000
1.03	Upgraded/New UPS		0	0.000	0	0.000	0	0.000	77	0.00	0	0.00	77	0.00	64	0.000	0	0.000	64	0.000
	<b>Sub Total</b>		<b>32</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>32</b>	<b>0.000</b>	<b>111</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>111</b>	<b>0.000</b>	<b>127</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>127</b>	<b>0.000</b>
<b>2</b>	<b>New Teachers Salary</b>																			
2.01	Primary Teachers ( Regular)		0	0.000	0	0.000	0	0.000	0	0.00	0	0.00	0	0.00	0	0.000	0	0.000	0	0.000
2.02	Primary Teachers (Para)		64	2.880	0	0.000	64	2.880	68	3.06	0	0.00	68	3.06	126	5.670	0	0.000	126	5.670
2.03	Upper Primary Teachers (Regular)	0.120	0	0.000	0	0.000	0	0.000	0	0.00	0	0.00	0	0.00	0	0.000	0	0.000	0	0.000
2.04	Upper Primary Teachers (Para)		0	0.000	0	0.000	0	0.000	154	6.93	0	0.00	154	6.93	128	5.760	0	0.000	128	5.760
2.05	Urdu teacher	0.135	0	0.000	0	0.000	0	0.000	77	58.91	0	0.00	77	58.91	64	48.960	0	0.000	64	48.960
	<b>Add Teacher against PTR</b>																			
2.06	New Additional Teachers - PS (Regular)		0	0.000	0	0.000	0	0.000	0	0.00	0	0.00	0	0.00	0	0.000	0	0.000	0	0.000
2.07	New Additional Teachers - PS (Para)		0	0.000	0	0.000	0	0.000	0	0.00	0	0.00	0	0.00	0	0.000	0	0.000	0	0.000
2.08	New Additional Teachers-UPS (Regular)	0.120	0	0.000	0	0.000	0	0.000	0	0.00	0	0.00	0	0.00	0	0.000	0	0.000	0	0.000
2.09	New Additional Teachers - UPS (Para)		0	0.000	0	0.000	0	0.000	0	0.00	0	0.00	0	0.00	0	0.000	0	0.000	0	0.000
2.10	Teachers under OBB		0	0.000	0	0.000	0	0.000	0	0.00	0	0.00	0	0.00	0	0.000	0	0.000	0	0.000
2.11	New Others		0	0.000	0	0.000	0	0.000	0	0.00	0	0.00	0	0.00	0	0.000	0	0.000	0	0.000
	<b>Sub Total</b>		<b>64</b>	<b>2.880</b>	<b>0</b>	<b>0.000</b>	<b>64</b>	<b>2.880</b>	<b>299</b>	<b>68.895</b>	<b>0</b>	<b>0.000</b>	<b>299</b>	<b>68.895</b>	<b>318</b>	<b>60.390</b>	<b>0</b>	<b>0.000</b>	<b>318</b>	<b>60.390</b>
	<b>Teachers Salary (Recurring)</b>																			
2.12	Primary Teachers ( Regular)		912	1805.760	0	0.000	912	1805.760	94	186.12	0	0.00	94	186.12	764	1512.720	0	0.000	764	1512.720
2.13	Primary Teachers (Para)		1369	328.560	0	0.000	1369	328.560	918	220.32	0	0.00	918	220.32	3257	781.680	0	0.000	3257	781.680
2.14	UP Teachers (Regular)	0.120	32	40.144	0	0.000	32	40.144	120	150.54	0	0.00	120	150.54	348	436.566	0	0.000	348	436.566
2.15	UP Teachers (Para)		0	0.000	0	0.000	0	0.000	0	0.00	0	0.00	0	0.00	0	0.000	0	0.000	0	0.000
2.16	UP Teachers - Head Master	0.135	536	1640.160	0	0.000	536	1640.160	217	664.02	0	0.00	217	664.02	494	1511.640	0	0.000	494	1511.640
2.17	Additional Teachers - PS (Regular)		0	0.000	0	0.000	0	0.000	0	0.00	0	0.00	0	0.00	0	0.000	0	0.000	0	0.000
2.18	Additional Teachers - PS (Para)		0	0.000	0	0.000	0	0.000	0	0.00	0	0.00	0	0.00	0	0.000	0	0.000	0	0.000
2.19	Additional Teachers - UPS (Regular)		0	0.000	0	0.000	0	0.000	0	0.00	0	0.00	0	0.00	0	0.000	0	0.000	0	0.000
2.20	Additional Teachers - UPS (Para)		0	0.000	0	0.000	0	0.000	0	0.00	0	0.00	0	0.00	0	0.000	0	0.000	0	0.000
2.21	Teachers under OBB		0	0.000	0	0.000	0	0.000	0	0.00	0	0.00	0	0.00	0	0.000	0	0.000	0	0.000
2.22	Others (Recurring)		0	0.000	0	0.000	0	0.000	0	0.00	0	0.00	0	0.00	0	0.000	0	0.000	0	0.000
	<b>Sub Total</b>		<b>2849</b>	<b>3814.624</b>	<b>0</b>	<b>0.000</b>	<b>2849</b>	<b>3814.624</b>	<b>1349</b>	<b>1221.000</b>	<b>0</b>	<b>0.000</b>	<b>1349</b>	<b>1221.000</b>	<b>4863</b>	<b>4242.606</b>	<b>0</b>	<b>0.000</b>	<b>4863</b>	<b>4242.606</b>
<b>3</b>	<b>Teachers Grant</b>																			
3.01	Primary Teachers		3771	18.855	0	0.000	3771	18.855	803	4.02	0	0.00	803	4.02	3746	18.730	0	0.000	3746	18.730
3.02	Upper Primary Teachers	0.005	2633	13.165	0	0.000	2633	13.165	1591	7.96	0	0.00	1591	7.96	3361	16.805	0	0.000	3361	16.805
	<b>Sub Total</b>	<b>0.005</b>	<b>6404</b>	<b>32.020</b>	<b>0</b>	<b>0.000</b>	<b>6404</b>	<b>32.020</b>	<b>2394</b>	<b>11.970</b>	<b>0</b>	<b>0.000</b>	<b>2394</b>	<b>11.970</b>	<b>7107</b>	<b>35.535</b>	<b>0</b>	<b>0.000</b>	<b>7107</b>	<b>35.535</b>
<b>4</b>	<b>Block Resource Centre (BRC)/UBRC</b>																			
4.01	Salary of Resource Persons		24	5.760	0	0.000	24	5.760	10	2.40	0	0.00	10	2.40	36	8.640	0	0.000	36	8.640
4.02	Furniture Grant	0.105	0	0.000	0	0.000	0	0.000	0	0.00	0	0.00	0	0.00	0	0.000	0	0.000	0	0.000
4.03	Contingency Grant	1.000	6	3.000	0	0.000	6	3.000	5	2.50	0	0.00	5	2.50	10	5.000	0	0.000	10	5.000
4.04	Meeting, TA	0.200	6	1.800	0	0.000	6	1.800	5	1.50	0	0.00	5	1.50	10	3.000	0	0.000	10	3.000
4.05	TLM Grant	0.050	6	0.600	0	0.000	6	0.600	5	0.50	0	0.00	5	0.50	10	1.000	0	0.000	10	1.000
	<b>Sub Total</b>	<b>0.050</b>	<b>6</b>	<b>11.160</b>	<b>0</b>	<b>0.000</b>	<b>6</b>	<b>11.160</b>	<b>5</b>	<b>6.900</b>	<b>0</b>	<b>0.000</b>	<b>5</b>	<b>6.900</b>	<b>10</b>	<b>17.640</b>	<b>0</b>	<b>0.000</b>	<b>10</b>	<b>17.640</b>

S.No.	Activity	Unit Cost	Anantnag				Bandipora				Baramulla									
			Fresh Outlay		Spill over		Fresh Outlay		Spill over		Fresh Outlay		Spill over							
			Phy.	Fin.	Phy	Fin	Phy.	Fin.	Phy	Fin	Phy.	Fin.	Phy	Fin						
<b>5</b>	<b>Cluster Resource Centres</b>																			
5.01	Salary of Resource Persons		96	23.040	0	0.000	96	23.040	40	9.60	0	0.00	40	9.60	144	34.560	0	0.000	144	34.560
5.02	Furniture Grant		0	0.000	0	0.000	0	0.000	0	0.00	0	0.00	0	0.00	0	0.000	0	0.000	0	0.000
5.03	Contingency Grant	0.100	96	9.600	0	0.000	96	9.600	40	4.00	0	0.00	40	4.00	144	14.400	0	0.000	144	14.400
5.04	Meeting, TA	0.030	96	11.520	0	0.000	96	11.520	40	4.80	0	0.00	40	4.80	144	17.280	0	0.000	144	17.280
5.05	TLM Grant	0.036	96	2.880	0	0.000	96	2.880	40	1.20	0	0.00	40	1.20	144	4.320	0	0.000	144	4.320
	<b>Sub Total</b>	<b>0.010</b>	<b>96</b>	<b>47.040</b>	<b>0</b>	<b>0.000</b>	<b>96</b>	<b>47.040</b>	<b>40</b>	<b>19.600</b>	<b>0</b>	<b>0.000</b>	<b>40</b>	<b>19.600</b>	<b>144</b>	<b>70.560</b>	<b>0</b>	<b>0.000</b>	<b>144</b>	<b>70.560</b>
<b>6</b>	<b>Teachers Training</b>																			
6.01	In-service Teachers' Training 10 days (Block & District Level)		4579	45.790	0	0.000	4579	45.790	1549	15.49	0	0.00	1549	15.49	4639	46.390	0	0.000	4639	46.390
6.02	In-service Teachers' Training 10 days (Cluster Level)	0.010	4579	22.895	0	0.000	4579	22.895	1549	7.75	0	0.00	1549	7.75	4639	23.195	0	0.000	4639	23.195
6.03	Training to Education Volunteers 10 days (Block & District Level)	0.005	0	0.000	0	0.000	0	0.000	0	0.00	0	0.00	0	0.00	0	0.000	0	0.000	0	0.000
6.04	Training to Education Volunteers 10 days (Cluster Level)	0.010	0	0.000	0	0.000	0	0.000	0	0.00	0	0.00	0	0.00	0	0.000	0	0.000	0	0.000
6.05	Induction training for Newly Recruit Trained Teachers 30 days	0.005	399	11.970	0	0.000	399	11.970	333	9.99	0	0.00	333	9.99	531	15.930	0	0.000	531	15.930
6.06	Training of BRPs 10 days	0.030	120	1.200	0	0.000	120	1.200	50	0.50	0	0.00	50	0.50	180	1.800	0	0.000	180	1.800
6.07	Training to Anganwaris workers for 3 days	0.010	1426	17.112	0	0.000	1426	17.112	512	6.14	0	0.00	512	6.14	1937	23.244	0	0.000	1937	23.244
6.08	Training for computer teachers for 5 days	0.002	0	0.000	0	0.000	0	0.000	0	0.00	0	0.00	0	0.00	0	0.000	0	0.000	0	0.000
	<b>Sub Total</b>	<b>0.005</b>	<b>6524</b>	<b>98.967</b>	<b>0</b>	<b>0.000</b>	<b>6524</b>	<b>98.967</b>	<b>2444</b>	<b>39.869</b>	<b>0</b>	<b>0.000</b>	<b>2444</b>	<b>39.869</b>	<b>7287</b>	<b>110.559</b>	<b>0</b>	<b>0.000</b>	<b>7287</b>	<b>110.559</b>
<b>7</b>	<b>Interventions for OOSC</b>																			
7.01	NRBC-II		111	2.220	0	0.000	111	2.220	310	6.20	0	0.00	310	6.20	620	12.400	0	0.000	620	12.400
7.02	NRBC-II		143	3.575	0	0.000	143	3.575	560	14.00	0	0.00	560	14.00	1224	30.600	0	0.000	1224	30.600
7.03	NRBC-III		91	2.730	0	0.000	91	2.730	405	12.15	0	0.00	405	12.15	2848	85.440	0	0.000	2848	85.440
7.04	Non Residential Bridge Course level I	0.100	0	0.000	0	0.000	0	0.000	0	0.00	0	0.00	0	0.00	0	0.000	0	0.000	0	0.000
7.05	Back to School		344	8.600	0	0.000	344	8.600	266	6.65	0	0.00	266	6.65	0	0.000	0	0.000	0	0.000
7.06	Non Residential Bridge Course level II and III		0	0.000	0	0.000	0	0.000	0	0.00	0	0.00	0	0.00	0	0.000	0	0.000	0	0.000
7.07	Madarsa/ Maktab		0	0.000	0	0.000	0	0.000	70	2.10	0	0.00	70	2.10	0	0.000	0	0.000	0	0.000
7.08	Innovative Activity		399	11.970	0	0.000	399	11.970	253	7.59	0	0.00	253	7.59	0	0.000	0	0.000	0	0.000
7.09	Others (Recurring) Continuous support to seasonal centres	0.030	2608	45.640	0	0.000	2608	45.640	1145	20.04	0	0.00	1145	20.04	2197	38.448	0	0.000	2197	38.448
	<b>Sub Total</b>		<b>3696</b>	<b>74.735</b>	<b>0</b>	<b>0.000</b>	<b>3696</b>	<b>74.735</b>	<b>3009</b>	<b>68.728</b>	<b>0</b>	<b>0.000</b>	<b>3009</b>	<b>68.728</b>	<b>6889</b>	<b>166.888</b>	<b>0</b>	<b>0.000</b>	<b>6889</b>	<b>166.888</b>
<b>8</b>	<b>Remedial Teaching</b>																			
8.01	Remedial Teaching		0	0.000	0	0.000	0	0.000	0	0.00	0	0.00	0	0.00	0	0.000	0	0.000	0	0.000
	<b>Sub Total</b>	<b>0.005</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>
<b>9</b>	<b>Free Text Book</b>																			
9.01	Free Text for class III to V		34291	51.437	0	0.000	34291	51.437	17136	25.70	0	0.00	17136	25.70	51407	77.111	0	0.000	51407	77.111
9.02	Free Text for class VI to VIII	0.002	30480	76.200	0	0.000	30480	76.200	13794	34.49	0	0.00	13794	34.49	46286	115.715	0	0.000	46286	115.715
	<b>Sub Total</b>	<b>0.002</b>	<b>64771</b>	<b>127.637</b>	<b>0</b>	<b>0.000</b>	<b>64771</b>	<b>127.637</b>	<b>30930</b>	<b>60.189</b>	<b>0</b>	<b>0.000</b>	<b>30930</b>	<b>60.189</b>	<b>97693</b>	<b>192.826</b>	<b>0</b>	<b>0.000</b>	<b>97693</b>	<b>192.826</b>
<b>10</b>	<b>Interventions for CWSN (IED)</b>																			
10.01	Inclusive Education		3562	89.050	0	0.000	3562	89.050	699	17.48	0	0.00	699	17.48	2965	74.125	0	0.000	2965	74.125
	<b>Sub Total</b>	<b>0.012</b>	<b>3562</b>	<b>89.050</b>	<b>0</b>	<b>0.000</b>	<b>3562</b>	<b>89.050</b>	<b>699</b>	<b>17.475</b>	<b>0</b>	<b>0.000</b>	<b>699</b>	<b>17.475</b>	<b>2965</b>	<b>74.125</b>	<b>0</b>	<b>0.000</b>	<b>2965</b>	<b>74.125</b>

S.No.	Activity	Anantnag						Bandipora						Baramulla						
		Unit Cost	Fresh Outlay		Spill over		Total Outlay including spill		Fresh Outlay		Spill over		Total Outlay including spill		Fresh Outlay		Spill over		Total Outlay including spill	
			Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.
11	<b>Civil Works</b>																			
11.01	BRC		0	0.000	0	0.000	0	0.000	1	8.00	0	0.00	1	8.00	0	0.000	0	0.000	0	0.000
11.02	CRC	8.000	0	0.000	0	0.000	0	0.000	5	11.75	0	0.00	5	11.75	0	0.000	0	0.000	5	11.750
11.03	Primary School (new)	2.575	99	831.600	0	378.000	99	1209.600	46	386.40	0	167.65	46	554.05	120	1008.000	0	222.700	120	1230.700
11.04	ACRs for the deferred liability of UPS sanctioned in 2007-08 & 2008-09 (@ 3 ACRs per UPS)	4.893	513	1205.550	0	431.775	513	1637.325	90	211.50	0	200.56	90	412.06	165	387.750	0	347.487	165	735.237
11.05	Building Less (Pry)	4.893	171	342.000	0	0.000	171	342.000	30	60.00	0	0.00	30	60.00	55	110.000	0	0.000	55	110.000
11.06	Building Less (UP)		0	0.000	0	0.000	0	0.000	0	0.00	0	0.00	0	0.00	0	0.000	0	0.000	0	0.000
11.07	Dilapidated Building (Pry)		0	0.000	0	0.000	0	0.000	0	0.00	0	0.00	0	0.00	0	0.000	0	0.000	0	0.000
11.08	Dilapidated Building (UP)		0	0.000	0	0.000	0	0.000	0	0.00	0	0.00	0	0.00	0	0.000	0	0.000	0	0.000
11.09	Additional Class Room (P)		0	0.000	0	0.000	0	0.000	0	0.00	0	0.00	0	0.00	0	0.000	0	0.000	0	0.000
11.1	Additional Class Room (UP)	2.060	0	0.000	0	0.000	0	0.000	0	0.00	0	0.00	0	0.00	0	0.000	0	0.000	0	0.000
11.11	Toilet/Urinals	2.060	0	0.000	0	0.000	0	0.000	0	0.00	0	0.00	0	0.00	0	0.000	0	0.000	0	0.000
11.12	Separate Girls Toilet	0.464	0	0.000	0	0.000	0	0.000	0	0.00	0	0.00	0	0.00	0	0.000	0	0.000	0	0.000
11.13	Drinking Water Facility		0	0.000	0	0.000	0	0.000	0	0.00	0	0.00	0	0.00	0	0.000	0	0.000	0	0.000
11.14	Boundary Wall	0.258	0	0.000	0	0.000	0	0.000	0	0.00	0	0.00	0	0.00	0	0.000	0	0.000	0	0.000
11.15	Separation Wall	0.005	0	0.000	0	0.000	0	0.000	0	0.00	0	0.00	0	0.00	0	0.000	0	0.000	0	0.000
11.16	Electrification		0	0.000	0	0.000	0	0.000	0	0.00	0	0.00	0	0.00	0	0.000	0	0.000	0	0.000
11.17	Head Master's Room	0.100	0	0.000	0	0.000	0	0.000	0	0.00	0	0.00	0	0.00	0	0.000	0	0.000	0	0.000
11.18	BALA	2.060	0	0.000	0	0.000	0	0.000	0	0.00	0	0.00	0	0.00	0	0.000	0	0.000	0	0.000
11.19	Kitchen Shed		0	0.000	0	0.000	0	0.000	0	0.00	0	0.00	0	0.00	0	0.000	0	0.000	0	0.000
11.20	Ramps		0	0.000	0	0.000	0	0.000	0	0.00	0	0.00	0	0.00	0	0.000	0	0.000	0	0.000
11.21	Major Repairs (Primary)	0.075	0	0.000	0	0.000	0	0.000	0	0.00	0	0.00	0	0.00	0	0.000	0	0.000	0	0.000
11.22	Major Repairs (Upper Primary)		0	0.000	0	0.000	0	0.000	0	0.00	0	0.00	0	0.00	0	0.000	0	0.000	0	0.000
11.23	Varanda in Sq feet		0	0.000	0	0.000	0	0.000	0	0.00	0	0.00	0	0.00	0	0.000	0	0.000	0	0.000
	<b>Sub Total of Civil Works</b>	<b>0.002</b>	<b>783</b>	<b>2379.150</b>	<b>0</b>	<b>809.775</b>	<b>783</b>	<b>3188.925</b>	<b>172</b>	<b>677.650</b>	<b>0</b>	<b>368.212</b>	<b>172</b>	<b>1045.862</b>	<b>345</b>	<b>1517.500</b>	<b>0</b>	<b>570.187</b>	<b>345</b>	<b>2087.687</b>
12	<b>Furniture for Govt. UPS</b>																			
12.01	No. of Children		0	0.000	0	0.000	0	0.000	0	0.00	0	0.00	0	0.00	0	0.000	0	0.000	0	0.000
	<b>Sub Total(Furniture)</b>	<b>0.005</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>
	<b>Sub Total (Civil + Furniture)</b>		<b>783</b>	<b>2379.150</b>	<b>0</b>	<b>809.775</b>	<b>783</b>	<b>3188.925</b>	<b>172</b>	<b>677.650</b>	<b>0</b>	<b>368.212</b>	<b>172</b>	<b>1045.862</b>	<b>345</b>	<b>1517.500</b>	<b>0</b>	<b>570.187</b>	<b>345</b>	<b>2087.687</b>
13	<b>Teaching Learning Equipment</b>																			
13.01	TLE - New Primary		32	6.400	0	43.300	32	49.700	34	6.80	0	-3.20	34	3.60	63	12.600	0	93.300	63	105.900
13.02	TLE - New Upper Primary	0.200	0	0.000	0	0.000	0	0.000	77	38.50	0	1.50	77	40.00	64	32.000	0	5.500	64	37.500
13.03	Others	0.500	0	0.000	0	0.000	0	0.000	0	0.00	0	0.00	0	0.00	0	0.000	0	0.000	0	0.000
	<b>Sub Total</b>		<b>32</b>	<b>6.400</b>	<b>0</b>	<b>43.300</b>	<b>32</b>	<b>49.700</b>	<b>111</b>	<b>45.300</b>	<b>0</b>	<b>-1.700</b>	<b>111</b>	<b>43.600</b>	<b>127</b>	<b>44.600</b>	<b>0</b>	<b>98.800</b>	<b>127</b>	<b>143.400</b>
14	<b>Maintenance Grant</b>																			
14.01	Maintenance Grant for PS & UPS		1342	90.750	0	0.000	1342	90.750	685	43.65	0	0.00	685	43.65	1739	114.400	0	0.000	1739	114.400
	<b>Sub Total</b>	<b>0.075</b>	<b>1342</b>	<b>90.750</b>	<b>0</b>	<b>0.000</b>	<b>1342</b>	<b>90.750</b>	<b>685</b>	<b>43.650</b>	<b>0</b>	<b>0.000</b>	<b>685</b>	<b>43.650</b>	<b>1739</b>	<b>114.400</b>	<b>0</b>	<b>0.000</b>	<b>1739</b>	<b>114.400</b>
15	<b>School Grant</b>																			
15.01	Primary School		1350	67.500	0	0.000	1350	67.500	699	34.95	0	0.00	699	34.950	1764	88.200	0	0.000	1764	88.200
15.02	Upper Primary School	0.050	684	47.880	0	0.000	684	47.880	287	20.09	0	0.00	287	20.090	741	51.870	0	0.000	741	51.870
	<b>Sub Total</b>	<b>0.070</b>	<b>2034</b>	<b>115.380</b>	<b>0</b>	<b>0.000</b>	<b>2034</b>	<b>115.380</b>	<b>986</b>	<b>55.040</b>	<b>0</b>	<b>0.000</b>	<b>986</b>	<b>55.040</b>	<b>2505</b>	<b>140.070</b>	<b>0</b>	<b>0.000</b>	<b>2505</b>	<b>140.070</b>
16	<b>Research &amp; Evaluation</b>																			
16.01	Research & Evaluation		2034	26.442	0	0.000	2034	26.442	986	12.82	0	0.00	986	0.01	2505	32.565	0	0.000	2505	32.565
	<b>Sub Total</b>	<b>0.015</b>	<b>2034</b>	<b>26.442</b>	<b>0</b>	<b>0.000</b>	<b>2034</b>	<b>26.442</b>	<b>986</b>	<b>12.818</b>	<b>0</b>	<b>0.000</b>	<b>986</b>	<b>0.013</b>	<b>2505</b>	<b>32.565</b>	<b>0</b>	<b>0.000</b>	<b>2505</b>	<b>32.565</b>

S.No.	Activity	Unit Cost	Anantnag				Bandipora				Baramulla									
			Fresh Outlay		Spill over		Fresh Outlay		Spill over		Fresh Outlay		Spill over							
			Phy.	Fin.	Phy	Fin	Phy.	Fin.	Phy	Fin	Phy.	Fin.	Phy	Fin						
17	<b>Management &amp; Quality</b>																			
17.01	Management & MIS		0	82.584	0	0.000	0	82.584	0	54.14	0	0.00	0	54.14	0	114.041	0	0.000	0	114.041
17.02	Learning Enhancement Prog. (LEP)		0	37.302	0	0.000	0	37.302	0	13.20	0	0.00	0	13.20	0	37.019	0	0.000	0	37.019
17.03	Community Mobilization		0	35.698	0	0.000	0	35.698	0	12.51	0	0.00	0	12.51	0	35.547	0	0.000	0	35.547
	<b>Sub Total</b>		0	155.584	0	0.000	0	155.584	0	79.848	0	0.000	0	79.848	0	186.607	0	0.000	0	186.607
18	<b>Innovative Activity</b>																			
18.01	ECCE		1	15.000	0	0.000	1	15.000	1	15.00	0	0.00	1	15.00	1	15.000	0	0.000	1	15.000
18.02	Girls Education	15.000	1	15.000	0	0.000	1	15.000	1	15.00	0	0.00	1	15.00	1	15.000	0	0.000	1	15.000
18.03	SC / ST	15.000	1	15.000	0	0.000	1	15.000	1	15.00	0	0.00	1	15.00	1	15.000	0	0.000	1	15.000
18.04	Computer Education	15.000	1	50.000	0	0.000	1	50.000	1	50.00	0	0.00	1	50.00	1	50.000	0	0.000	1	50.000
18.05	Minority	50.000	1	5.000	0	0.000	1	5.000	1	5.00	0	0.00	1	5.00	1	5.000	0	0.000	1	5.000
18.06	Urban deprived	50.000	0	0.000	0	0.000	0	0.000	0	0.00	0	0.00	0	0.00	0	0.000	0	0.000	0	0.000
	<b>Sub Total</b>	5.000	1	100.000	0	0.000	1	100.000	1	100.000	0	0.000	1	100.000	1	100.000	0	0.000	1	100.000
19	<b>Community Training</b>																			
19.01	Community Training ( for 2 days)		0	0.000	0	0.000	0	0.000	0	0.00	0	0.00	0	0.00	0	0.000	0	0.000	0	0.000
19.02	VEC/SMC-Residential (3 days)		6102	18.306	0	0.000	6102	18.306	2958	8.87	0	0.00	2958	8.87	7515	22.545	0	0.000	7515	22.545
19.03	VEC/SMC-Non Residential (3 days)		8136	12.204	0	0.000	8136	12.204	3944	5.92	0	0.00	3944	5.92	10020	15.030	0	0.000	10020	15.030
19.04	Local Authroity - Residential (3 days)		1176	3.528	0	0.000	1176	3.528	452	1.36	0	0.00	452	1.36	1460	4.380	0	0.000	1460	4.380
	<b>Sub Total</b>	0.001	15414	34.038	0	0.000	15414	34.038	7354	16.146	0	0.000	7354	16.146	18995	41.955	0	0.000	18995	41.955
	<b>Total of SSA</b>		109612	7205.856	0	853.075	109612	8058.931	51464	2545.078	0	366.512	51464	2898.785	153493	7148.825	0	668.987	153493	7817.812
	<b>State Component</b>		0	0.000	0	0.000	0	0.000	0	0.00	0	0.00	0	0.00	0	0.000	0	0.000	0	0.000
	<b>SIEMAT</b>		0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
21	<b>NPEGEL</b>		41	26.170	0	0.000	41	26.170	16	10.21	0	0.00	16	10.21	57	36.383	0	0.000	57	36.383
22	<b>KGBV</b>		6	137.940	0	206.750	6	344.690	4	104.91	0	23.95	4	128.86	4	112.230	0	157.550	4	269.780
	<b>GRAND TOTAL (SSA+NPEGEL+KGBV)</b>		109659	7369.966	0	1059.825	109659	8429.791	51484	2660.201	0	390.462	51484	3037.858	153554	7297.438	0	826.537	153554	8123.975



## District : 22 Districts (SSA Jammu &amp; Kashmir)

S.No.	Activity	Budgam						Doda						Ganderbal					
		Fresh Outlay		Spill over		Total Outlay including spill		Fresh Outlay		Spill over		Total Outlay including spill		Fresh Outlay		Spill over		Total Outlay including spill	
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.
<b>1</b>	<b>New Schools Opening</b>																		
1.01	Upgradation of EGS to PS	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
1.02	New PS	10	0.000	0	0.000	10	0.000	10	0.000	0	0.000	10	0.000	15	0.000	0	0.000	15	0.000
1.03	Upgraded/New UPS	15	0.000	0	0.000	15	0.000	82	0.000	0	0.000	82	0.000	19	0.000	0	0.000	19	0.000
	<b>Sub Total</b>	<b>25</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>25</b>	<b>0.000</b>	<b>92</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>92</b>	<b>0.000</b>	<b>34</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>34</b>	<b>0.000</b>
<b>2</b>	<b>New Teachers Salary</b>																		
2.01	Primary Teachers ( Regular)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.02	Primary Teachers (Para)	20	0.900	0	0.000	20	0.900	20	0.900	0	0.000	20	0.900	30	1.350	0	0.000	30	1.350
2.03	Upper Primary Teachers (Regular)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.04	Upper Primary Teachers (Para)	30	1.350	0	0.000	30	1.350	164	7.380	0	0.000	164	7.380	38	1.710	0	0.000	38	1.710
2.05	Urdu teacher	15	11.475	0	0.000	15	11.475	82	62.730	0	0.000	82	62.730	19	14.535	0	0.000	19	14.535
	<b>Add. Teacher against PTR</b>																		
2.06	New Additional Teachers - PS (Regular)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.07	New Additional Teachers - PS (Para)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.08	New Additional Teachers-UPS (Regular)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.09	New Additional Teachers - UPS (Para)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.10	Teachers under OBB	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.11	New Others	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
	<b>Sub Total</b>	<b>65</b>	<b>13.725</b>	<b>0</b>	<b>0.000</b>	<b>65</b>	<b>13.725</b>	<b>266</b>	<b>71.010</b>	<b>0</b>	<b>0.000</b>	<b>266</b>	<b>71.010</b>	<b>87</b>	<b>17.595</b>	<b>0</b>	<b>0.000</b>	<b>87</b>	<b>17.595</b>
	<b>Teachers Salary (Recurring)</b>																		
2.12	Primary Teachers ( Regular)	896	1774.080	0	0.000	896	1774.080	644	1275.120	0	0.000	644	1275.120	121	239.580	0	0.000	121	239.580
2.13	Primary Teachers (Para)	560	134.400	0	0.000	560	134.400	1154	276.960	0	0.000	1154	276.960	572	137.280	0	0.000	572	137.280
2.14	UP Teachers (Regular)	114	143.013	0	0.000	114	143.013	185	232.083	0	0.000	185	232.083	34	42.653	0	0.000	34	42.653
2.15	UP Teachers (Para)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.16	UP Teachers - Head Master	293	896.580	0	0.000	293	896.580	332	1015.920	0	0.000	332	1015.920	99	302.940	0	0.000	99	302.940
2.17	Additional Teachers - PS (Regular)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.18	Additional Teachers - PS (Para)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.19	Additional Teachers - UPS (Regular)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.20	Additional Teachers - UPS (Para)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.21	Teachers under OBB	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.22	Others (Recurring)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
	<b>Sub Total</b>	<b>1863</b>	<b>2948.073</b>	<b>0</b>	<b>0.000</b>	<b>1863</b>	<b>2948.073</b>	<b>2315</b>	<b>2800.083</b>	<b>0</b>	<b>0.000</b>	<b>2315</b>	<b>2800.083</b>	<b>826</b>	<b>722.453</b>	<b>0</b>	<b>0.000</b>	<b>826</b>	<b>722.453</b>
<b>3</b>	<b>Teachers Grant</b>																		
3.01	Primary Teachers	2049	10.245	0	0.000	2049	10.245	1746	8.730	0	0.000	1746	8.730	1018	5.090	0	0.000	1018	5.090
3.02	Upper Primary Teachers	3497	17.485	0	0.000	3497	17.485	1484	7.420	0	0.000	1484	7.420	1062	5.310	0	0.000	1062	5.310
	<b>Sub Total</b>	<b>5546</b>	<b>27.730</b>	<b>0</b>	<b>0.000</b>	<b>5546</b>	<b>27.730</b>	<b>3230</b>	<b>16.150</b>	<b>0</b>	<b>0.000</b>	<b>3230</b>	<b>16.150</b>	<b>2080</b>	<b>10.400</b>	<b>0</b>	<b>0.000</b>	<b>2080</b>	<b>10.400</b>
<b>4</b>	<b>Block Resource Centre (BRC)/UBRC</b>																		
4.01	Salary of Resource Persons	24	5.760	0	0.000	24	5.760	20	4.800	0	0.000	20	4.800	8	1.920	0	0.000	8	1.920
4.02	Furniture Grant	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
4.03	Contingency Grant	8	4.000	0	0.000	8	4.000	5	2.500	0	0.000	5	2.500	3	1.500	0	0.000	3	1.500
4.04	Meeting, TA	8	2.400	0	0.000	8	2.400	5	1.500	0	0.000	5	1.500	3	0.900	0	0.000	3	0.900
4.05	TLM Grant	8	0.800	0	0.000	8	0.800	5	0.500	0	0.000	5	0.500	3	0.300	0	0.000	3	0.300
	<b>Sub Total</b>	<b>8</b>	<b>12.960</b>	<b>0</b>	<b>0.000</b>	<b>8</b>	<b>12.960</b>	<b>5</b>	<b>9.300</b>	<b>0</b>	<b>0.000</b>	<b>5</b>	<b>9.300</b>	<b>3</b>	<b>4.620</b>	<b>0</b>	<b>0.000</b>	<b>3</b>	<b>4.620</b>

S.No.	Activity	Budgam					Doda					Ganderbal							
		Fresh Outlay		Spill over		Total Outlay including spill		Fresh Outlay		Spill over		Total Outlay including spill		Fresh Outlay		Spill over		Total Outlay including spill	
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.
<b>5</b>	<b>Cluster Resource Centres</b>																		
5.01	Salary of Resource Persons	96	23.040	0	0.000	96	23.040	80	19.200	0	0.000	80	19.200	32	7.680	0	0.000	32	7.680
5.02	Furniture Grant	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
5.03	Contingency Grant	96	9.600	0	0.000	96	9.600	80	8.000	0	0.000	80	8.000	32	3.200	0	0.000	32	3.200
5.04	Meeting, TA	96	11.520	0	0.000	96	11.520	80	9.600	0	0.000	80	9.600	32	3.840	0	0.000	32	3.840
5.05	TLM Grant	96	2.880	0	0.000	96	2.880	80	2.400	0	0.000	80	2.400	32	0.960	0	0.000	32	0.960
	<b>Sub Total</b>	<b>96</b>	<b>47.040</b>	<b>0</b>	<b>0.000</b>	<b>96</b>	<b>47.040</b>	<b>80</b>	<b>39.200</b>	<b>0</b>	<b>0.000</b>	<b>80</b>	<b>39.200</b>	<b>32</b>	<b>15.680</b>	<b>0</b>	<b>0.000</b>	<b>32</b>	<b>15.680</b>
<b>6</b>	<b>Teachers Training</b>																		
6.01	In-service Teachers' Training 10 days (Block & District Level)	4084	40.840	0	0.000	4084	40.840	1575	15.750	0	0.000	1575	15.750	1362	13.620	0	0.000	1362	13.620
6.02	In-service Teachers' Training 10 days (Cluster Level)	4084	20.420	0	0.000	4084	20.420	1575	7.875	0	0.000	1575	7.875	1362	6.810	0	0.000	1362	6.810
6.03	Training to Education Volunteers 10 days (Block & District Level)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
6.04	Training to Education Volunteers 10 days (Cluster Level)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
6.05	Induction training for Newly Recruit Trained Teachers 30 days	391	11.730	0	0.000	391	11.730	361	10.830	0	0.000	361	10.830	333	9.990	0	0.000	333	9.990
6.06	Training of BRPs 10 days	120	1.200	0	0.000	120	1.200	100	1.000	0	0.000	100	1.000	40	0.400	0	0.000	40	0.400
6.07	Training to Anganwaris workers for 3 days	1071	12.852	0	0.000	1071	12.852	1294	15.528	0	0.000	1294	15.528	385	4.620	0	0.000	385	4.620
6.08	Training for computer teachers for 5 days	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
	<b>Sub Total</b>	<b>5666</b>	<b>87.042</b>	<b>0</b>	<b>0.000</b>	<b>5666</b>	<b>87.042</b>	<b>3330</b>	<b>50.983</b>	<b>0</b>	<b>0.000</b>	<b>3330</b>	<b>50.983</b>	<b>2120</b>	<b>35.440</b>	<b>0</b>	<b>0.000</b>	<b>2120</b>	<b>35.440</b>
<b>7</b>	<b>Interventions for OOSC</b>																		
7.01	NRBC-II	397	7.940	0	0.000	397	7.940	172	3.440	0	0.000	172	3.440	1081	21.620	0	0.000	1081	21.620
7.02	NRBC-II	438	10.950	0	0.000	438	10.950	85	2.125	0	0.000	85	2.125	1141	28.525	0	0.000	1141	28.525
7.03	NRBC-III	305	9.150	0	0.000	305	9.150	371	11.130	0	0.000	371	11.130	1285	38.550	0	0.000	1285	38.550
7.04	Non Residential Bridge Course level I	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
7.05	Back to School	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
7.06	Non Residential Bridge Course level II and III	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
7.07	Madarsa/ Maktab	0	0.000	0	0.000	0	0.000	70	2.100	0	0.000	70	2.100	53	1.590	0	0.000	53	1.590
7.08	Innovative Activity	1167	35.010	0	0.000	1167	35.010	66	1.980	0	0.000	66	1.980	207	6.210	0	0.000	207	6.210
7.09	Others (Recurring) Continuous support to seasonal centres	2271	39.743	0	0.000	2271	39.743	950	16.625	0	0.000	950	16.625	1412	24.710	0	0.000	1412	24.710
	<b>Sub Total</b>	<b>4578</b>	<b>102.793</b>	<b>0</b>	<b>0.000</b>	<b>4578</b>	<b>102.793</b>	<b>1714</b>	<b>37.400</b>	<b>0</b>	<b>0.000</b>	<b>1714</b>	<b>37.400</b>	<b>5179</b>	<b>121.205</b>	<b>0</b>	<b>0.000</b>	<b>5179</b>	<b>121.205</b>
<b>8</b>	<b>Remedial Teaching</b>																		
8.01	Remedial Teaching	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
	<b>Sub Total</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>
<b>9</b>	<b>Free Text Book</b>																		
9.01	Free Text for class III to V	28368	42.552	0	0.000	28368	42.552	23918	35.877	0	0.000	23918	35.877	11658	17.487	0	0.000	11658	17.487
9.02	Free Text for class VI to VIII	25607	64.018	0	0.000	25607	64.018	21364	53.410	0	0.000	21364	53.410	9533	23.833	0	0.000	9533	23.833
	<b>Sub Total</b>	<b>53975</b>	<b>106.570</b>	<b>0</b>	<b>0.000</b>	<b>53975</b>	<b>106.570</b>	<b>45282</b>	<b>89.287</b>	<b>0</b>	<b>0.000</b>	<b>45282</b>	<b>89.287</b>	<b>21191</b>	<b>41.320</b>	<b>0</b>	<b>0.000</b>	<b>21191</b>	<b>41.320</b>
<b>10</b>	<b>Interventions for CWSN (IED)</b>																		
10.01	Inclusive Education	1234	30.850	0	0.000	1234	30.850	1178	29.450	0	0.000	1178	29.450	990	24.750	0	0.000	990	24.750
	<b>Sub Total</b>	<b>1234</b>	<b>30.850</b>	<b>0</b>	<b>0.000</b>	<b>1234</b>	<b>30.850</b>	<b>1178</b>	<b>29.450</b>	<b>0</b>	<b>0.000</b>	<b>1178</b>	<b>29.450</b>	<b>990</b>	<b>24.750</b>	<b>0</b>	<b>0.000</b>	<b>990</b>	<b>24.750</b>

S.No.	Activity	Budgam						Doda						Ganderbal					
		Fresh Outlay		Spill over		Total Outlay including spill		Fresh Outlay		Spill over		Total Outlay including spill		Fresh Outlay		Spill over		Total Outlay including spill	
		Phy.	Fin.	Phy	Fin	Phy	Fin	Phy.	Fin.	Phy	Fin	Phy	Fin	Phy.	Fin.	Phy	Fin	Phy	Fin
<b>11</b>	<b>Civil Works</b>																		
11.01	BRC	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.02	CRC	5	11.750	0	0.000	5	11.750	5	11.750	0	0.000	5	11.750	0	0.000	0	0.000	0	0.000
11.03	Primary School (new)	80	672.000	0	87.150	80	759.150	55	462.000	0	109.435	55	571.435	52	436.800	0	81.700	52	518.500
11.04	ACRs for the deferred liability of UPS sanctioned in 2007-08 & 2008-09 (@ 3 ACRs per UPS)	75	176.250	0	296.925	75	473.175	105	246.750	0	375.702	105	622.452	60	141.000	0	100.887	60	241.887
11.05	Building Less (Pry)	25	50.000	0	0.000	25	50.000	35	70.000	0	0.000	35	70.000	20	40.000	0	0.000	20	40.000
11.06	Building Less (UP)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.07	Dilapidated Building (Pry)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.08	Dilapidated Building (UP)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.09	Additional Class Room (P)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.1	Additional Class Room (UP)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.11	Toilet/Urinals	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.12	Separate Girls Toilet	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.13	Drinking Water Facility	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.14	Boundary Wall	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.15	Separation Wall	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.16	Electrification	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.17	Head Master's Room	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.18	BALA	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.19	Kitchen Shed	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.20	Ramps	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.21	Major Repairs (Primary)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.22	Major Repairs (Upper Primary)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.23	Varanda in Sq feet	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
	<b>Sub Total of Civil Works</b>	<b>185</b>	<b>910.000</b>	<b>0</b>	<b>384.075</b>	<b>185</b>	<b>1294.075</b>	<b>200</b>	<b>790.500</b>	<b>0</b>	<b>485.137</b>	<b>200</b>	<b>1275.637</b>	<b>132</b>	<b>617.800</b>	<b>0</b>	<b>182.587</b>	<b>132</b>	<b>800.387</b>
<b>12</b>	<b>Furniture for Govt. UPS</b>																		
12.01	No. of Children	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
	<b>Sub Total(Furniture)</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>
	<b>Sub Total (Civil + Furniture)</b>	<b>185</b>	<b>910.000</b>	<b>0</b>	<b>384.075</b>	<b>185</b>	<b>1294.075</b>	<b>200</b>	<b>790.500</b>	<b>0</b>	<b>485.137</b>	<b>200</b>	<b>1275.637</b>	<b>132</b>	<b>617.800</b>	<b>0</b>	<b>182.587</b>	<b>132</b>	<b>800.387</b>
<b>13</b>	<b>Teaching Learning Equipment</b>																		
13.01	TLE - New Primary	10	2.000	0	40.200	10	42.200	10	2.000	0	74.800	10	76.800	15	3.000	0	0.000	15	3.000
13.02	TLE - New Upper Primary	15	7.500	0	1.500	15	9.000	82	41.000	0	2.000	82	43.000	19	9.500	0	1.000	19	10.500
13.03	Others	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
	<b>Sub Total</b>	<b>25</b>	<b>9.500</b>	<b>0</b>	<b>41.700</b>	<b>25</b>	<b>51.200</b>	<b>92</b>	<b>43.000</b>	<b>0</b>	<b>76.800</b>	<b>92</b>	<b>119.800</b>	<b>34</b>	<b>12.500</b>	<b>0</b>	<b>1.000</b>	<b>34</b>	<b>13.500</b>
<b>14</b>	<b>Maintenance Grant</b>																		
14.01	Maintenance Grant for PS & UPS	1168	80.600	0	0.000	1168	80.600	1207	68.550	0	0.000	1207	68.550	497	32.600	0	0.000	497	32.600
	<b>Sub Total</b>	<b>1168</b>	<b>80.600</b>	<b>0</b>	<b>0.000</b>	<b>1168</b>	<b>80.600</b>	<b>1207</b>	<b>68.550</b>	<b>0</b>	<b>0.000</b>	<b>1207</b>	<b>68.550</b>	<b>497</b>	<b>32.600</b>	<b>0</b>	<b>0.000</b>	<b>497</b>	<b>32.600</b>
<b>15</b>	<b>School Grant</b>																		
15.01	Primary School	1181	59.050	0	0.000	1181	59.050	1234	61.700	0	0.000	1234	61.700	534	26.700	0	0.000	534	26.700
15.02	Upper Primary School	468	32.760	0	0.000	468	32.760	451	31.570	0	0.000	451	31.570	190	13.300	0	0.000	190	13.300
	<b>Sub Total</b>	<b>1649</b>	<b>91.810</b>	<b>0</b>	<b>0.000</b>	<b>1649</b>	<b>91.810</b>	<b>1685</b>	<b>93.270</b>	<b>0</b>	<b>0.000</b>	<b>1685</b>	<b>93.270</b>	<b>724</b>	<b>40.000</b>	<b>0</b>	<b>0.000</b>	<b>724</b>	<b>40.000</b>
<b>16</b>	<b>Research &amp; Evaluation</b>																		
16.01	Research & Evaluation	1649	21.437	0	0.000	1649	21.437	1685	21.905	0	0.000	1685	21.905	724	9.412	0	0.000	724	9.412
	<b>Sub Total</b>	<b>1649</b>	<b>21.437</b>	<b>0</b>	<b>0.000</b>	<b>1649</b>	<b>21.437</b>	<b>1685</b>	<b>21.905</b>	<b>0</b>	<b>0.000</b>	<b>1685</b>	<b>21.905</b>	<b>724</b>	<b>9.412</b>	<b>0</b>	<b>0.000</b>	<b>724</b>	<b>9.412</b>

S.No.	Activity	Budgam						Doda						Ganderbal					
		Fresh Outlay		Spill over		Total Outlay including spill		Fresh Outlay		Spill over		Total Outlay including spill		Fresh Outlay		Spill over		Total Outlay including spill	
		Phy.	Fin.	Phy	Fin	Phy	Fin	Phy.	Fin.	Phy	Fin	Phy	Fin	Phy.	Fin.	Phy	Fin	Phy	Fin
<b>17</b>	<b>Management &amp; Quality</b>																		
17.01	Management & MIS	0	86.988	0	0.000	0	86.988	0	73.917	0	0.000	0	73.917	0	44.875	0	0.000	0	44.875
17.02	Learning Enhancement Prog. (LEP)	0	24.644	0	0.000	0	24.644	0	22.919	0	0.000	0	22.919	0	9.818	0	0.000	0	9.818
17.03	Community Mobilization	0	23.647	0	0.000	0	23.647	0	21.901	0	0.000	0	21.901	0	9.302	0	0.000	0	9.302
	<b>Sub Total</b>	<b>0</b>	<b>135.279</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>135.279</b>	<b>0</b>	<b>118.737</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>118.737</b>	<b>0</b>	<b>63.995</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>63.995</b>
<b>18</b>	<b>Innovative Activity</b>																		
18.01	ECCE	1	15.000	0	0.000	1	15.000	1	15.000	0	0.000	1	15.000	1	15.000	0	0.000	1	15.000
18.02	Girls Education	1	15.000	0	0.000	1	15.000	1	15.000	0	0.000	1	15.000	1	15.000	0	0.000	1	15.000
18.03	SC / ST	1	15.000	0	0.000	1	15.000	1	15.000	0	0.000	1	15.000	1	15.000	0	0.000	1	15.000
18.04	Computer Education	1	50.000	0	0.000	1	50.000	1	50.000	0	0.000	1	50.000	1	50.000	0	0.000	1	50.000
18.05	Minority	1	5.000	0	0.000	1	5.000	1	5.000	0	0.000	1	5.000	1	5.000	0	0.000	1	5.000
18.06	Urban deprived	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
	<b>Sub Total</b>	<b>1</b>	<b>100.000</b>	<b>0</b>	<b>0.000</b>	<b>1</b>	<b>100.000</b>	<b>1</b>	<b>100.000</b>	<b>0</b>	<b>0.000</b>	<b>1</b>	<b>100.000</b>	<b>1</b>	<b>100.000</b>	<b>0</b>	<b>0.000</b>	<b>1</b>	<b>100.000</b>
<b>19</b>	<b>Community Training</b>																		
19.01	Community Training ( for 2 days)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
19.02	VEC/SMC-Residential (3 days)	4947	14.841	0	0.000	4947	14.841	5055	15.165	0	0.000	5055	15.165	2172	6.516	0	0.000	2172	6.516
19.03	VEC/SMC-Non Residential (3 days)	6596	9.894	0	0.000	6596	9.894	6740	10.110	0	0.000	6740	10.110	2896	4.344	0	0.000	2896	4.344
19.04	Local Authority - Residential (3 days)	1132	3.396	0	0.000	1132	3.396	928	2.784	0	0.000	928	2.784	416	1.248	0	0.000	416	1.248
	<b>Sub Total</b>	<b>12675</b>	<b>28.131</b>	<b>0</b>	<b>0.000</b>	<b>12675</b>	<b>28.131</b>	<b>12723</b>	<b>28.059</b>	<b>0</b>	<b>0.000</b>	<b>12723</b>	<b>28.059</b>	<b>5484</b>	<b>12.108</b>	<b>0</b>	<b>0.000</b>	<b>5484</b>	<b>12.108</b>
	<b>Total of SSA</b>	<b>90383</b>	<b>4753.539</b>	<b>0</b>	<b>425.775</b>	<b>90383</b>	<b>5179.314</b>	<b>74993</b>	<b>4406.883</b>	<b>0</b>	<b>561.937</b>	<b>74993</b>	<b>4968.820</b>	<b>40104</b>	<b>1881.877</b>	<b>0</b>	<b>183.587</b>	<b>40104</b>	<b>2065.464</b>
	<b>State Component</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>
	<b>SIEMAT</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>
21	<b>NPEGEL</b>	32	20.426	0	0.000	32	20.426	31	19.787	0	0.000	31	19.787	16	10.213	0	0.000	16	10.213
22	<b>KGBV</b>	6	138.690	0	192.500	6	331.190	5	124.710	0	274.000	5	398.710	3	68.970	0	57.500	3	126.470
	<b>GRAND TOTAL (SSA+NPEGEL+KGBV)</b>	<b>90421</b>	<b>4912.655</b>	<b>0</b>	<b>618.275</b>	<b>90421</b>	<b>5530.930</b>	<b>75029</b>	<b>4551.380</b>	<b>0</b>	<b>835.937</b>	<b>75029</b>	<b>5387.317</b>	<b>40123</b>	<b>1961.060</b>	<b>0</b>	<b>241.087</b>	<b>40123</b>	<b>2202.147</b>

District : 22 Districts (SSA Jammu &amp; Kashmir)

S.No.	Activity	Jammu						Kargil						Kathua					
		Fresh Outlay		Spill over		Total Outlay including spill		Fresh Outlay		Spill over		Total Outlay including spill		Fresh Outlay		Spill over		Total Outlay including spill	
		Phy.	Fin.	Phy	Fin	Phy	Fin	Phy.	Fin.	Phy	Fin	Phy	Fin	Phy.	Fin.	Phy	Fin	Phy	Fin
<b>1</b>	<b>New Schools Opening</b>																		
1.01	Upgradation of EGS to PS	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
1.02	New PS	10	0.000	0	0.000	10	0.000	4	0.000	0	0.000	4	0.000	10	0.000	0	0.000	10	0.000
1.03	Upgraded/New UPS	18	0.000	0	0.000	18	0.000	0	0.000	0	0.000	0	0.000	27	0.000	0	0.000	27	0.000
	<b>Sub Total</b>	<b>28</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>28</b>	<b>0.000</b>	<b>4</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>4</b>	<b>0.000</b>	<b>37</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>37</b>	<b>0.000</b>
<b>2</b>	<b>New Teachers Salary</b>																		
2.01	Primary Teachers ( Regular)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.02	Primary Teachers (Para)	20	0.900	0	0.000	20	0.900	8	0.360	0	0.000	8	0.360	20	0.900	0	0.000	20	0.900
2.03	Upper Primary Teachers (Regular)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.04	Upper Primary Teachers (Para)	36	1.620	0	0.000	36	1.620	0	0.000	0	0.000	0	0.000	54	2.430	0	0.000	54	2.430
2.05	Urdu teacher	18	13.770	0	0.000	18	13.770	0	0.000	0	0.000	0	0.000	27	20.655	0	0.000	27	20.655
	<b>Add. Teacher against PTR</b>																		
2.06	New Additional Teachers - PS (Regular)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.07	New Additional Teachers - PS (Para)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.08	New Additional Teachers-UPS (Regular)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.09	New Additional Teachers - UPS (Para)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.10	Teachers under OBB	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.11	New Others	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
	<b>Sub Total</b>	<b>74</b>	<b>16.290</b>	<b>0</b>	<b>0.000</b>	<b>74</b>	<b>16.290</b>	<b>8</b>	<b>0.360</b>	<b>0</b>	<b>0.000</b>	<b>8</b>	<b>0.360</b>	<b>101</b>	<b>23.985</b>	<b>0</b>	<b>0.000</b>	<b>101</b>	<b>23.985</b>
	<b>Teachers Salary (Recurring)</b>																		
2.12	Primary Teachers ( Regular)	479	948.420	0	0.000	479	948.420	237	469.260	0	0.000	237	469.260	513	1015.740	0	0.000	513	1015.740
2.13	Primary Teachers (Para)	778	186.720	0	0.000	778	186.720	410	98.400	0	0.000	410	98.400	702	168.480	0	0.000	702	168.480
2.14	UP Teachers (Regular)	176	220.792	0	0.000	176	220.792	153	191.939	0	0.000	153	191.939	107	134.232	0	0.000	107	134.232
2.15	UP Teachers (Para)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.16	UP Teachers - Head Master	223	682.380	0	0.000	223	682.380	227	694.620	0	0.000	227	694.620	205	627.300	0	0.000	205	627.300
2.17	Additional Teachers - PS (Regular)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.18	Additional Teachers - PS (Para)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.19	Additional Teachers - UPS (Regular)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.20	Additional Teachers - UPS (Para)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.21	Teachers under OBB	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.22	Others (Recurring)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
	<b>Sub Total</b>	<b>1656</b>	<b>2038.312</b>	<b>0</b>	<b>0.000</b>	<b>1656</b>	<b>2038.312</b>	<b>1027</b>	<b>1454.219</b>	<b>0</b>	<b>0.000</b>	<b>1027</b>	<b>1454.219</b>	<b>1527</b>	<b>1945.752</b>	<b>0</b>	<b>0.000</b>	<b>1527</b>	<b>1945.752</b>
<b>3</b>	<b>Teachers Grant</b>																		
3.01	Primary Teachers	2600	13.000	0	0.000	2600	13.000	1019	5.095	0	0.000	1019	5.095	2057	10.285	0	0.000	2057	10.285
3.02	Upper Primary Teachers	3525	17.625	0	0.000	3525	17.625	1589	7.945	0	0.000	1589	7.945	2887	14.435	0	0.000	2887	14.435
	<b>Sub Total</b>	<b>6125</b>	<b>30.625</b>	<b>0</b>	<b>0.000</b>	<b>6125</b>	<b>30.625</b>	<b>2608</b>	<b>13.040</b>	<b>0</b>	<b>0.000</b>	<b>2608</b>	<b>13.040</b>	<b>4944</b>	<b>24.720</b>	<b>0</b>	<b>0.000</b>	<b>4944</b>	<b>24.720</b>
<b>4</b>	<b>Block Resource Centre (BRC)/UBRC</b>																		
4.01	Salary of Resource Persons	28	6.720	0	0.000	28	6.720	14	3.360	0	0.000	14	3.360	24	5.760	0	0.000	24	5.760
4.02	Furniture Grant	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
4.03	Contingency Grant	7	3.500	0	0.000	7	3.500	4	2.000	0	0.000	4	2.000	8	4.000	0	0.000	8	4.000
4.04	Meeting, TA	7	2.100	0	0.000	7	2.100	4	1.200	0	0.000	4	1.200	8	2.400	0	0.000	8	2.400
4.05	TLM Grant	7	0.700	0	0.000	7	0.700	4	0.400	0	0.000	4	0.400	8	0.800	0	0.000	8	0.800
	<b>Sub Total</b>	<b>7</b>	<b>13.020</b>	<b>0</b>	<b>0.000</b>	<b>7</b>	<b>13.020</b>	<b>4</b>	<b>6.960</b>	<b>0</b>	<b>0.000</b>	<b>4</b>	<b>6.960</b>	<b>8</b>	<b>12.960</b>	<b>0</b>	<b>0.000</b>	<b>8</b>	<b>12.960</b>

S.No.	Activity	Jammu						Kargil						Kathua					
		Fresh Outlay		Spill over		Total Outlay including spill		Fresh Outlay		Spill over		Total Outlay including spill		Fresh Outlay		Spill over		Total Outlay including spill	
		Phy.	Fin.	Phy	Fin	Phy	Fin	Phy.	Fin.	Phy	Fin	Phy	Fin	Phy.	Fin.	Phy	Fin	Phy	Fin
<b>5</b>	<b>Cluster Resource Centres</b>																		
5.01	Salary of Resource Persons	112	26.880	0	0.000	112	26.880	56	13.440	0	0.000	56	13.440	96	23.040	0	0.000	96	23.040
5.02	Furniture Grant	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
5.03	Contingency Grant	112	11.200	0	0.000	112	11.200	56	5.600	0	0.000	56	5.600	96	9.600	0	0.000	96	9.600
5.04	Meeting, TA	112	13.440	0	0.000	112	13.440	56	6.720	0	0.000	56	6.720	96	11.520	0	0.000	96	11.520
5.05	TLM Grant	112	3.360	0	0.000	112	3.360	56	1.680	0	0.000	56	1.680	96	2.880	0	0.000	96	2.880
	<b>Sub Total</b>	<b>112</b>	<b>54.880</b>	<b>0</b>	<b>0.000</b>	<b>112</b>	<b>54.880</b>	<b>56</b>	<b>27.440</b>	<b>0</b>	<b>0.000</b>	<b>56</b>	<b>27.440</b>	<b>96</b>	<b>47.040</b>	<b>0</b>	<b>0.000</b>	<b>96</b>	<b>47.040</b>
<b>6</b>	<b>Teachers Training</b>																		
6.01	In-service Teachers' Training 10 days (Block & District Level)	4394	43.940	0	0.000	4394	43.940	1644	16.440	0	0.000	1644	16.440	3343	33.430	0	0.000	3343	33.430
6.02	In-service Teachers' Training 10 days (Cluster Level)	4394	21.970	0	0.000	4394	21.970	1644	8.220	0	0.000	1644	8.220	3343	16.715	0	0.000	3343	16.715
6.03	Training to Education Volunteers 10 days (Block & District Level)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
6.04	Training to Education Volunteers 10 days (Cluster Level)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
6.05	Induction training for Newly Recruit Trained Teachers 30 days	329	9.870	0	0.000	329	9.870	265	7.950	0	0.000	265	7.950	391	11.730	0	0.000	391	11.730
6.06	Training of BRPs 10 days	140	1.400	0	0.000	140	1.400	70	0.700	0	0.000	70	0.700	120	1.200	0	0.000	120	1.200
6.07	Training to Anganwaris workers for 3 days	1402	16.824	0	0.000	1402	16.824	699	8.388	0	0.000	699	8.388	1210	14.520	0	0.000	1210	14.520
6.08	Training for computer teachers for 5 days	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
	<b>Sub Total</b>	<b>6265</b>	<b>94.004</b>	<b>0</b>	<b>0.000</b>	<b>6265</b>	<b>94.004</b>	<b>2678</b>	<b>41.698</b>	<b>0</b>	<b>0.000</b>	<b>2678</b>	<b>41.698</b>	<b>5064</b>	<b>77.595</b>	<b>0</b>	<b>0.000</b>	<b>5064</b>	<b>77.595</b>
<b>7</b>	<b>Interventions for OOSC</b>																		
7.01	NRBC-II	116	2.320	0	0.000	116	2.320	48	0.960	0	0.000	48	0.960	142	2.840	0	0.000	142	2.840
7.02	NRBC-II	57	1.425	0	0.000	57	1.425	24	0.600	0	0.000	24	0.600	330	8.250	0	0.000	330	8.250
7.03	NRBC-III	97	2.910	0	0.000	97	2.910	134	4.020	0	0.000	134	4.020	338	10.140	0	0.000	338	10.140
7.04	Non Residential Bridge Course level I	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
7.05	Back to School	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	225	5.625	0	0.000	225	5.625
7.06	Non Residential Bridge Course level II and III	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
7.07	Madarsa/ Maktab	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
7.08	Innovative Activity	0	0.000	0	0.000	0	0.000	69	2.070	0	0.000	69	2.070	389	11.670	0	0.000	389	11.670
7.09	Others (Recurring) Continuous support to seasonal centres	97	1.698	0	0.000	97	1.698	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
	<b>Sub Total</b>	<b>367</b>	<b>8.353</b>	<b>0</b>	<b>0.000</b>	<b>367</b>	<b>8.353</b>	<b>275</b>	<b>7.650</b>	<b>0</b>	<b>0.000</b>	<b>275</b>	<b>7.650</b>	<b>1424</b>	<b>38.525</b>	<b>0</b>	<b>0.000</b>	<b>1424</b>	<b>38.525</b>
<b>8</b>	<b>Remedial Teaching</b>																		
8.01	Remedial Teaching	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
	<b>Sub Total</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>
<b>9</b>	<b>Free Text Book</b>																		
9.01	Free Text for class III to V	25033	37.550	0	0.000	25033	37.550	6035	9.053	0	0.000	6035	9.053	23638	35.457	0	0.000	23638	35.457
9.02	Free Text for class VI to VIII	27427	68.568	0	0.000	27427	68.568	5157	12.893	0	0.000	5157	12.893	23945	59.863	0	0.000	23945	59.863
	<b>Sub Total</b>	<b>52460</b>	<b>106.117</b>	<b>0</b>	<b>0.000</b>	<b>52460</b>	<b>106.117</b>	<b>11192</b>	<b>21.945</b>	<b>0</b>	<b>0.000</b>	<b>11192</b>	<b>21.945</b>	<b>47583</b>	<b>95.320</b>	<b>0</b>	<b>0.000</b>	<b>47583</b>	<b>95.320</b>
<b>10</b>	<b>Interventions for CWSN (IED)</b>																		
10.01	Inclusive Education	803	20.075	0	0.000	803	20.075	567	14.175	0	0.000	567	14.175	1171	29.275	0	0.000	1171	29.275
	<b>Sub Total</b>	<b>803</b>	<b>20.075</b>	<b>0</b>	<b>0.000</b>	<b>803</b>	<b>20.075</b>	<b>567</b>	<b>14.175</b>	<b>0</b>	<b>0.000</b>	<b>567</b>	<b>14.175</b>	<b>1171</b>	<b>29.275</b>	<b>0</b>	<b>0.000</b>	<b>1171</b>	<b>29.275</b>

## Interventionwise District Outlays approved during 2007-08

(Rs. in lakh)

S.No.	Activity	Jammu					Kargil					Kathua									
		Fresh Outlay		Spill over		Total Outlay including spill	Fresh Outlay		Spill over		Total Outlay including spill	Fresh Outlay		Spill over		Total Outlay including spill					
		Phy.	Fin.	Phy	Fin		Phy.	Fin.	Phy	Fin		Phy.	Fin.	Phy	Fin						
11	<b>Civil Works</b>																				
11.01	BRC	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.02	CRC	5	11.750	0	0.000	5	11.750	5	11.750	0	0.000	5	11.750	5	11.750	0	0.000	5	11.750	5	11.750
11.03	Primary School (new)	35	294.000	0	201.200	35	495.200	18	151.200	0	0.000	18	151.200	78	655.200	0	202.850	78	858.050	78	858.050
11.04	ACRs for the deferred liability of UPS sanctioned in 2007-08 & 2008-09 (@ 3 ACRs per UPS)	117	274.950	0	86.837	117	361.787	12	28.200	0	154.613	12	182.813	81	190.350	0	119.687	81	310.037	81	310.037
11.05	Building Less (Pry)	39	78.000	0	0.000	39	78.000	4	8.000	0	0.000	4	8.000	27	54.000	0	0.000	27	54.000	27	54.000
11.06	Building Less (UP)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.07	Dilapidated Building (Pry)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.08	Dilapidated Building (UP)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.09	Additional Class Room (P)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.10	Additional Class Room (UP)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.11	Toilet/Urinals	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.12	Separate Girls Toilet	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.13	Drinking Water Facility	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.14	Boundary Wall	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.15	Separation Wall	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.16	Electrification	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.17	Head Master's Room	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.18	BALA	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.19	Kitchen Shed	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.20	Ramps	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.21	Major Repairs (Primary)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.22	Major Repairs (Upper Primary)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.23	Varanda in Sq feet	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
	<b>Sub Total of Civil Works</b>	196	658.700	0	288.037	196	946.737	39	199.150	0	154.613	39	353.763	191	911.300	0	322.537	191	1233.837	191	1233.837
12	<b>Furniture for Govt. UPS</b>																				
12.01	No. of Children	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
	<b>Sub Total(Furniture)</b>	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
	<b>Sub Total (Civil + Furniture)</b>	196	658.700	0	288.037	196	946.737	39	199.150	0	154.613	39	353.763	191	911.300	0	322.537	191	1233.837	191	1233.837
13	<b>Teaching Learning Equipment</b>																				
13.01	TLE - New Primary	10	2.000	0	21.900	10	23.900	4	0.800	0	3.100	4	3.900	10	2.000	0	21.000	10	23.000	10	23.000
13.02	TLE - New Upper Primary	18	9.000	0	3.500	18	12.500	0	0.000	0	2.000	0	2.000	27	13.500	0	1.500	27	15.000	27	15.000
13.03	Others	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
	<b>Sub Total</b>	28	11.000	0	25.400	28	36.400	4	0.800	0	5.100	4	5.900	37	15.500	0	22.500	37	38.000	37	38.000
14	<b>Maintenance Grant</b>																				
14.01	Maintenance Grant for PS & UPS	1468	95.400	0	0.000	1468	95.400	523	33.500	0	0.000	523	33.500	1367	84.100	0	0.000	1367	84.100	1367	84.100
	<b>Sub Total</b>	1468	95.400	0	0.000	1468	95.400	523	33.500	0	0.000	523	33.500	1367	84.100	0	0.000	1367	84.100	1367	84.100
15	<b>School Grant</b>																				
15.01	Primary School	1475	73.750	0	0.000	1475	73.750	482	24.100	0	0.000	482	24.100	1419	70.950	0	0.000	1419	70.950	1419	70.950
15.02	Upper Primary School	503	35.210	0	0.000	503	35.210	301	21.070	0	0.000	301	21.070	475	33.250	0	0.000	475	33.250	475	33.250
	<b>Sub Total</b>	1978	108.960	0	0.000	1978	108.960	783	45.170	0	0.000	783	45.170	1894	104.200	0	0.000	1894	104.200	1894	104.200
16	<b>Research &amp; Evaluation</b>																				
16.01	Research & Evaluation	1978	25.714	0	0.000	1978	25.714	783	10.179	0	0.000	783	10.179	1894	24.622	0	0.000	1894	24.622	1894	24.622
	<b>Sub Total</b>	1978	25.714	0	0.000	1978	25.714	783	10.179	0	0.000	783	10.179	1894	24.622	0	0.000	1894	24.622	1894	24.622

S.No.	Activity	Jammu						Kargil						Kathua					
		Fresh Outlay		Spill over		Total Outlay including spill		Fresh Outlay		Spill over		Total Outlay including spill		Fresh Outlay		Spill over		Total Outlay including spill	
		Phy.	Fin.	Phy	Fin	Phy	Fin	Phy.	Fin.	Phy	Fin	Phy	Fin	Phy.	Fin.	Phy	Fin	Phy	Fin
17	<b>Management &amp; Quality</b>																		
17.01	Management & MIS	0	77.527	0	0.000	0	77.527	0	68.829	0	0.000	0	68.829	0	86.163	0	0.000	0	86.163
17.02	Learning Enhancement Prog. (LEP)	0	18.389	0	0.000	0	18.389	0	10.823	0	0.000	0	10.823	0	19.154	0	0.000	0	19.154
17.03	Community Mobilization	0	17.615	0	0.000	0	17.615	0	10.272	0	0.000	0	10.272	0	18.287	0	0.000	0	18.287
	<b>Sub Total</b>	<b>0</b>	<b>113.531</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>113.531</b>	<b>0</b>	<b>89.924</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>89.924</b>	<b>0</b>	<b>123.604</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>123.604</b>
18	<b>Innovative Activity</b>																		
18.01	ECCE	1	15.000	0	0.000	1	15.000	1	15.000	0	0.000	1	15.000	1	15.000	0	0.000	1	15.000
18.02	Girls Education	1	15.000	0	0.000	1	15.000	1	15.000	0	0.000	1	15.000	1	15.000	0	0.000	1	15.000
18.03	SC / ST	1	15.000	0	0.000	1	15.000	1	15.000	0	0.000	1	15.000	1	15.000	0	0.000	1	15.000
18.04	Computer Education	1	50.000	0	0.000	1	50.000	1	50.000	0	0.000	1	50.000	1	50.000	0	0.000	1	50.000
18.05	Minority	1	5.000	0	0.000	1	5.000	1	5.000	0	0.000	1	5.000	1	5.000	0	0.000	1	5.000
18.06	Urban deprived	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
	<b>Sub Total</b>	<b>1</b>	<b>100.000</b>	<b>0</b>	<b>0.000</b>	<b>1</b>	<b>100.000</b>	<b>1</b>	<b>100.000</b>	<b>0</b>	<b>0.000</b>	<b>1</b>	<b>100.000</b>	<b>1</b>	<b>100.000</b>	<b>0</b>	<b>0.000</b>	<b>1</b>	<b>100.000</b>
19	<b>Community Training</b>																		
19.01	Community Training ( for 2 days)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
19.02	VEC/SMC-Residential (3 days)	5934	17.802	0	0.000	5934	17.802	2349	7.047	0	0.000	2349	7.047	5682	17.046	0	0.000	5682	17.046
19.03	VEC/SMC-Non Residential (3 days)	7912	11.868	0	0.000	7912	11.868	3132	4.698	0	0.000	3132	4.698	7576	11.364	0	0.000	7576	11.364
19.04	Local Authority - Residential (3 days)	1188	3.564	0	0.000	1188	3.564	380	1.140	0	0.000	380	1.140	980	2.940	0	0.000	980	2.940
	<b>Sub Total</b>	<b>15034</b>	<b>33.234</b>	<b>0</b>	<b>0.000</b>	<b>15034</b>	<b>33.234</b>	<b>5861</b>	<b>12.885</b>	<b>0</b>	<b>0.000</b>	<b>5861</b>	<b>12.885</b>	<b>14238</b>	<b>31.350</b>	<b>0</b>	<b>0.000</b>	<b>14238</b>	<b>31.350</b>
	<b>Total of SSA</b>	<b>88552</b>	<b>3528.214</b>	<b>0</b>	<b>313.437</b>	<b>88552</b>	<b>3841.651</b>	<b>26409</b>	<b>2079.094</b>	<b>0</b>	<b>159.713</b>	<b>26409</b>	<b>2238.807</b>	<b>81540</b>	<b>3689.847</b>	<b>0</b>	<b>345.037</b>	<b>81540</b>	<b>4034.884</b>
	State Component	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
	SIEMAT	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
21	NPEGEL	0	0.000	0	0.000	0	0.000	20	12.766	0	0.000	20	12.766	31	19.787	0	0.000	31	19.787
22	KGBV	0	0.000	0	0.000	0	0.000	5	103.125	0	192.500	5	295.625	4	89.895	0	95.000	4	184.895
	<b>GRAND TOTAL (SSA+NPEGEL+KGBV)</b>	<b>88552</b>	<b>3528.214</b>	<b>0</b>	<b>313.437</b>	<b>88552</b>	<b>3841.651</b>	<b>26434</b>	<b>2194.985</b>	<b>0</b>	<b>352.213</b>	<b>26434</b>	<b>2547.198</b>	<b>81575</b>	<b>3799.529</b>	<b>0</b>	<b>440.037</b>	<b>81575</b>	<b>4239.566</b>



District : 22 Districts (SSA Jammu & Kashmir)

S.No.	Activity	Kishtwar						Kulgam						Kupwara					
		Fresh Outlay		Spill over		Total Outlay including spill		Fresh Outlay		Spill over		Total Outlay including spill		Fresh Outlay		Spill over		Total Outlay including spill	
		Phy.	Fin.	Phy	Fin	Phy	Fin	Phy.	Phn.	Phy	Fin	Phy	Fin	Phy.	Fin.	Phy	Fin	Phy	Fin
<b>1</b>	<b>New Schools Opening</b>																		
1.01	Upgradation of EGS to PS	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
1.02	New PS	17	0.000	0	0.000	17	0.000	20	0.000	0	0.000	20	0.000	87	0.000	0	0.000	87	0.000
1.03	Uograded/New UPS	35	0.000	0	0.000	35	0.000	17	0.000	0	0.000	17	0.000	92	0.000	0	0.000	92	0.000
	<b>Sub Total</b>	<b>52</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>52</b>	<b>0.000</b>	<b>37</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>37</b>	<b>0.000</b>	<b>179</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>179</b>	<b>0.000</b>
<b>2</b>	<b>New Teachers Salary</b>																		
2.01	Primary Teachers ( Regular)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.02	Primary Teachers (Para)	34	1.530	0	0.000	34	1.530	40	1.800	0	0.000	40	1.800	174	7.830	0	0.000	174	7.830
2.03	Upper Primary Teachers (Regular)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.04	Upper Primary Teachers (Para)	70	3.150	0	0.000	70	3.150	34	1.530	0	0.000	34	1.530	184	8.280	0	0.000	184	8.280
2.05	Urdu teacher	35	26.775	0	0.000	35	26.775	17	13.005	0	0.000	17	13.005	92	70.380	0	0.000	92	70.380
	<b>Add. Teacher against PTR</b>																		
2.06	New Additional Teachers - PS (Regular)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.07	New Additional Teachers - PS (Para)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.08	New Additional Teachers-UPS (Regular)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.09	New Additional Teachers - UPS (Para)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.10	Teachers under OBB	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.11	New Others	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
	<b>Sub Total</b>	<b>139</b>	<b>31.455</b>	<b>0</b>	<b>0.000</b>	<b>139</b>	<b>31.455</b>	<b>91</b>	<b>16.335</b>	<b>0</b>	<b>0.000</b>	<b>91</b>	<b>16.335</b>	<b>450</b>	<b>86.490</b>	<b>0</b>	<b>0.000</b>	<b>450</b>	<b>86.490</b>
	<b>Teachers Salary (Recurring)</b>																		
2.12	Primary Teachers ( Regular)	362	716.760	0	0.000	362	716.760	274	542.520	0	0.000	274	542.520	1476	2922.480	0	0.000	1476	2922.480
2.13	Primary Teachers (Para)	936	224.640	0	0.000	936	224.640	847	203.280	0	0.000	847	203.280	875	210.000	0	0.000	875	210.000
2.14	UP Teachers (Regular)	51	63.980	0	0.000	51	63.980	123	154.304	0	0.000	123	154.304	74	92.833	0	0.000	74	92.833
2.15	UP Teachers (Para)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.16	UP Teachers - Head Master	218	667.080	0	0.000	218	667.080	289	884.340	0	0.000	289	884.340	539	1649.340	0	0.000	539	1649.340
2.17	Additional Teachers - PS (Regular)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.18	Additional Teachers - PS (Para)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.19	Additional Teachers - UPS (Regular)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.20	Additional Teachers - IJPS (Para)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.21	Teachers under OBB	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.22	Others (Recurring)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
	<b>Sub Total</b>	<b>1567</b>	<b>1672.460</b>	<b>0</b>	<b>0.000</b>	<b>1567</b>	<b>1672.460</b>	<b>1533</b>	<b>1784.444</b>	<b>0</b>	<b>0.000</b>	<b>1533</b>	<b>1784.444</b>	<b>2964</b>	<b>4874.653</b>	<b>0</b>	<b>0.000</b>	<b>2964</b>	<b>4874.653</b>
<b>3</b>	<b>Teachers Grant</b>																		
3.01	Primary Teachers	1448	7.240	0	0.000	1448	7.240	1222	6.110	0	0.000	1222	6.110	2772	13.860	0	0.000	2772	13.860
3.02	Upper Primary Teachers	764	3.820	0	0.000	764	3.820	1685	8.425	0	0.000	1685	8.425	3949	19.745	0	0.000	3949	19.745
	<b>Sub Total</b>	<b>2212</b>	<b>11.060</b>	<b>0</b>	<b>0.000</b>	<b>2212</b>	<b>11.060</b>	<b>2907</b>	<b>14.535</b>	<b>0</b>	<b>0.000</b>	<b>2907</b>	<b>14.535</b>	<b>6721</b>	<b>33.605</b>	<b>0</b>	<b>0.000</b>	<b>6721</b>	<b>33.605</b>
<b>4</b>	<b>Block Resource Centre (BRC)/UBRC</b>																		
4.01	Salary of Resource Persons	14	3.360	0	0.000	14	3.360	12	2.880	0	0.000	12	2.880	26	6.240	0	0.000	26	6.240
4.02	Furniture Grant	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
4.03	Contingency Grant	5	2.500	0	0.000	5	2.500	5	2.500	0	0.000	5	2.500	8	4.000	0	0.000	8	4.000
4.04	Meeting, TA	5	1.500	0	0.000	5	1.500	5	1.500	0	0.000	5	1.500	8	2.400	0	0.000	8	2.400
4.05	TLM Grant	5	0.500	0	0.000	5	0.500	5	0.500	0	0.000	5	0.500	8	0.800	0	0.000	8	0.800
	<b>Sub Total</b>	<b>5</b>	<b>7.860</b>	<b>0</b>	<b>0.000</b>	<b>5</b>	<b>7.860</b>	<b>5</b>	<b>7.380</b>	<b>0</b>	<b>0.000</b>	<b>5</b>	<b>7.380</b>	<b>8</b>	<b>13.440</b>	<b>0</b>	<b>0.000</b>	<b>8</b>	<b>13.440</b>

S.No.	Activity	Kishtwar					Kulgam					Kupwara							
		Fresh Outlay		Spill over		Total Outlay including spill	Fresh Outlay		Spill over		Total Outlay including spill	Fresh Outlay		Spill over		Total Outlay including spill			
		Phy.	Fin.	Phy	Fin		Phy.	Fin.	Phy	Fin		Phy.	Fin.	Phy	Fin				
<b>5</b>	<b>Cluster Resource Centres</b>																		
5.01	Salary of Resource Persons	56	13.440	0	0.000	56	13.440	48	11.520	0	0.000	48	11.520	104	24.960	0	0.000	104	24.960
5.02	Furniture Grant	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
5.03	Contingency Grant	56	5.600	0	0.000	56	5.600	48	4.800	0	0.000	48	4.800	104	10.400	0	0.000	104	10.400
5.04	Meeting, TA	56	6.720	0	0.000	56	6.720	48	5.760	0	0.000	48	5.760	104	12.480	0	0.000	104	12.480
5.05	TLM Grant	56	1.680	0	0.000	56	1.680	48	1.440	0	0.000	48	1.440	104	3.120	0	0.000	104	3.120
	<b>Sub Total</b>	<b>56</b>	<b>27.440</b>	<b>0</b>	<b>0.000</b>	<b>56</b>	<b>27.440</b>	<b>48</b>	<b>23.520</b>	<b>0</b>	<b>0.000</b>	<b>48</b>	<b>23.520</b>	<b>104</b>	<b>50.960</b>	<b>0</b>	<b>0.000</b>	<b>104</b>	<b>50.960</b>
<b>6</b>	<b>Teachers Training</b>																		
6.01	In-service Teachers' Training 10 days (Block & District Level)	914	9.140	0	0.000	914	9.140	1812	18.120	0	0.000	1812	18.120	5009	50.090	0	0.000	5009	50.090
6.02	In-service Teachers' Training 10 days (Cluster Level)	914	4.570	0	0.000	914	4.570	1812	9.060	0	0.000	1812	9.060	5009	25.045	0	0.000	5009	25.045
6.03	Training to Education Volunteers 10 days (Block & District Level)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
6.04	Training to Education Volunteers 10 days (Cluster Level)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
6.05	Induction training for Newly Recruit Trained Teachers 30 days	489	14.670	0	0.000	489	14.670	392	11.760	0	0.000	392	11.760	468	14.040	0	0.000	468	14.040
6.06	Training of BRPs 10 days	70	0.700	0	0.000	70	0.700	60	0.600	0	0.000	60	0.600	130	1.300	0	0.000	130	1.300
6.07	Training to Anganwaris workers for 3 days	809	9.708	0	0.000	809	9.708	703	8.436	0	0.000	703	8.436	1244	14.928	0	0.000	1244	14.928
6.08	Training for computer teachers for 5 days	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
	<b>Sub Total</b>	<b>2282</b>	<b>38.788</b>	<b>0</b>	<b>0.000</b>	<b>2282</b>	<b>38.788</b>	<b>2967</b>	<b>47.976</b>	<b>0</b>	<b>0.000</b>	<b>2967</b>	<b>47.976</b>	<b>6851</b>	<b>105.403</b>	<b>0</b>	<b>0.000</b>	<b>6851</b>	<b>105.403</b>
<b>7</b>	<b>Interventions for OOSC</b>																		
7.01	NRBC-II	217	4.340	0	0.000	217	4.340	159	3.180	0	0.000	159	3.180	251	5.020	0	0.000	251	5.020
7.02	NRBC-II	85	2.125	0	0.000	85	2.125	271	6.775	0	0.000	271	6.775	595	14.875	0	0.000	595	14.875
7.03	NRBC-III	919	27.570	0	0.000	919	27.570	211	6.330	0	0.000	211	6.330	361	10.830	0	0.000	361	10.830
7.04	Non Residential Bridge Course level I	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
7.05	Back to School	0	0.000	0	0.000	0	0.000	195	4.875	0	0.000	195	4.875	1018	25.450	0	0.000	1018	25.450
7.06	Non Residential Bridge Course level II and III	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
7.07	Madarsa/ Maktab	154	4.620	0	0.000	154	4.620	38	1.140	0	0.000	38	1.140	414	12.420	0	0.000	414	12.420
7.08	Innovative Activity	194	5.820	0	0.000	194	5.820	292	8.760	0	0.000	292	8.760	264	7.920	0	0.000	264	7.920
7.09	Others (Recurring) Continuous support to seasonal centres	3297	57.698	0	0.000	3297	57.698	1576	27.580	0	0.000	1576	27.580	812	14.210	0	0.000	812	14.210
	<b>Sub Total</b>	<b>4866</b>	<b>102.173</b>	<b>0</b>	<b>0.000</b>	<b>4866</b>	<b>102.173</b>	<b>2742</b>	<b>58.640</b>	<b>0</b>	<b>0.000</b>	<b>2742</b>	<b>58.640</b>	<b>3715</b>	<b>90.725</b>	<b>0</b>	<b>0.000</b>	<b>3715</b>	<b>90.725</b>
<b>8</b>	<b>Remedial Teaching</b>																		
8.01	Remedial Teaching	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
	<b>Sub Total</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>
<b>9</b>	<b>Free Text Book</b>																		
9.01	Free Text for class III to V	13195	19.793	0	0.000	13195	19.793	20282	30.423	0	0.000	20282	30.423	35421	53.132	0	0.000	35421	53.132
9.02	Free Text for class VI to VIII	9705	24.263	0	0.000	9705	24.263	17504	43.760	0	0.000	17504	43.760	29132	72.830	0	0.000	29132	72.830
	<b>Sub Total</b>	<b>22900</b>	<b>44.055</b>	<b>0</b>	<b>0.000</b>	<b>22900</b>	<b>44.055</b>	<b>37786</b>	<b>74.183</b>	<b>0</b>	<b>0.000</b>	<b>37786</b>	<b>74.183</b>	<b>64553</b>	<b>125.962</b>	<b>0</b>	<b>0.000</b>	<b>64553</b>	<b>125.962</b>
<b>10</b>	<b>Interventions for CWSN (IED)</b>																		
10.01	Inclusive Education	500	12.500	0	0.000	500	12.500	835	20.875	0	0.000	835	20.875	2233	55.825	0	0.000	2233	55.825
	<b>Sub Total</b>	<b>500</b>	<b>12.500</b>	<b>0</b>	<b>0.000</b>	<b>500</b>	<b>12.500</b>	<b>835</b>	<b>20.875</b>	<b>0</b>	<b>0.000</b>	<b>835</b>	<b>20.875</b>	<b>2233</b>	<b>55.825</b>	<b>0</b>	<b>0.000</b>	<b>2233</b>	<b>55.825</b>

S.No.	Activity	Kishtwar						Kulgam						Kupwara					
		Fresh Outlay		Spill over		Total Outlay including spill		Fresh Outlay		Spill over		Total Outlay including spill		Fresh Outlay		Spill over		Total Outlay including spill	
		Phy.	Fin.	Phy	Fin	Phy	Fin	Phy.	Fin.	Phy	Fin	Phy	Fin	Phy.	Fin.	Phy	Fin	Phy	Fin
11	<b>Civil Works</b>																		
11.01	BRC	0	0.000	0	0.000	0	0.000	2	16.000	0	0.000	2	16.000	0	0.000	0	0.000	0	0.000
11.02	CRC	0	0.000	0	0.000	0	0.000	5	11.750	0	0.000	5	11.750	5	11.750	0	0.000	5	11.750
11.03	Primary School (new)	37	310.800	0	178.500	37	489.300	73	613.200	0	158.200	73	771.400	111	932.400	0	503.550	111	1435.950
11.04	ACRs for the deferred liability of UPS sanctioned in 2007-08 & 2008-09 (@ 3 ACRs per UPS)	270	634.500	0	52.725	270	687.225	150	352.500	0	352.137	150	704.637	162	380.700	0	541.537	162	922.237
11.05	Building Less (Pry)	90	180.000	0	0.000	90	180.000	50	100.000	0	0.000	50	100.000	54	108.000	0	0.000	54	108.000
11.06	Building Less (UP)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.07	Dilapidated Building (Pry)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.08	Dilapidated Building (UP)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.09	Additional Class Room (P)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.1	Additional Class Room (UP)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.11	Toilet/Urinals	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.12	Separate Girls Toilet	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.13	Drinking Water Facility	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.14	Boundary Wall	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.15	Separation Wall	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.16	Electrification	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.17	Head Master's Room	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.18	BALA	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.19	Kitchen Shed	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.20	Ramps	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.21	Major Repairs (Primary)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.22	Major Repairs (Upper Primary)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.23	Varanda in Sq feet	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
	<b>Sub Total of Civil Works</b>	<b>397</b>	<b>1125.300</b>	<b>0</b>	<b>231.225</b>	<b>397</b>	<b>1356.525</b>	<b>280</b>	<b>1093.450</b>	<b>0</b>	<b>510.337</b>	<b>280</b>	<b>1603.787</b>	<b>332</b>	<b>1432.850</b>	<b>0</b>	<b>1045.087</b>	<b>332</b>	<b>2477.937</b>
12	<b>Furniture for Govt. UPS</b>																		
12.01	No. of Children	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
	<b>Sub Total(Furniture)</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>
	<b>Sub Total (Civil + Furniture)</b>	<b>397</b>	<b>1125.300</b>	<b>0</b>	<b>231.225</b>	<b>397</b>	<b>1356.525</b>	<b>280</b>	<b>1093.450</b>	<b>0</b>	<b>510.337</b>	<b>280</b>	<b>1603.787</b>	<b>332</b>	<b>1432.850</b>	<b>0</b>	<b>1045.087</b>	<b>332</b>	<b>2477.937</b>
13	<b>Teaching Learning Equipment</b>																		
13.01	TLE - New Primary	17	3.400	0	0.000	17	3.400	20	4.000	0	0.000	20	4.000	87	17.400	0	32.200	87	49.600
13.02	TLE - New Upper Primary	35	17.500	0	9.000	35	26.500	17	8.500	0	1.500	17	10.000	92	46.000	0	2.000	92	48.000
13.03	Others	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
	<b>Sub Total</b>	<b>52</b>	<b>20.900</b>	<b>0</b>	<b>9.000</b>	<b>52</b>	<b>29.900</b>	<b>37</b>	<b>12.500</b>	<b>0</b>	<b>1.500</b>	<b>37</b>	<b>14.000</b>	<b>179</b>	<b>63.400</b>	<b>0</b>	<b>34.200</b>	<b>179</b>	<b>97.600</b>
14	<b>Maintenance Grant</b>																		
14.01	Maintenance Grant for PS & UPS	721	40.150	0	0.000	721	40.150	679	46.600	0	0.000	679	46.600	1644	106.550	0	0.000	1644	106.550
	<b>Sub Total</b>	<b>721</b>	<b>40.150</b>	<b>0</b>	<b>0.000</b>	<b>721</b>	<b>40.150</b>	<b>679</b>	<b>46.600</b>	<b>0</b>	<b>0.000</b>	<b>679</b>	<b>46.600</b>	<b>1644</b>	<b>106.550</b>	<b>0</b>	<b>0.000</b>	<b>1644</b>	<b>106.550</b>
15	<b>School Grant</b>																		
15.01	Primary School	772	38.600	0	0.000	772	38.600	706	35.300	0	0.000	706	35.300	1669	83.450	0	0.000	1669	83.450
15.02	Upper Primary School	287	20.090	0	0.000	287	20.090	381	26.670	0	0.000	381	26.670	733	51.310	0	0.000	733	51.310
	<b>Sub Total</b>	<b>1059</b>	<b>58.690</b>	<b>0</b>	<b>0.000</b>	<b>1059</b>	<b>58.690</b>	<b>1087</b>	<b>61.970</b>	<b>0</b>	<b>0.000</b>	<b>1087</b>	<b>61.970</b>	<b>2402</b>	<b>134.760</b>	<b>0</b>	<b>0.000</b>	<b>2402</b>	<b>134.760</b>
16	<b>Research &amp; Evaluation</b>																		
16.01	Research & Evaluation	1059	13.767	0	0.000	1059	13.767	1087	14.131	0	0.000	1087	14.131	2402	31.226	0	0.000	2402	31.226
	<b>Sub Total</b>	<b>1059</b>	<b>13.767</b>	<b>0</b>	<b>0.000</b>	<b>1059</b>	<b>13.767</b>	<b>1087</b>	<b>14.131</b>	<b>0</b>	<b>0.000</b>	<b>1087</b>	<b>14.131</b>	<b>2402</b>	<b>31.226</b>	<b>0</b>	<b>0.000</b>	<b>2402</b>	<b>31.226</b>

S.No.	Activity	Kishtwar						Kulgam						Kupwara					
		Fresh Outlay		Spill over		Total Outlay including enill		Fresh Outlay		Spill over		Total Outlay including enill		Fresh Outlay		Spill over		Total Outlay including enill	
		Phy.	Fin.	Phy	Fin	Phy	Fin	Phy.	Fin.	Phy	Fin	Phy	Fin	Phy.	Fin.	Phy	Fin	Phy	Fin
<b>17</b>	<b>Management &amp; Quality</b>																		
17.01	Management & MIS	0	60.619	0	0.000	0	60.619	0	51.355	0	0.000	0	51.355	0	94.601	0	0.000	0	94.601
17.02	Learning Enhancement Prog. (LEP)	0	17.747	0	0.000	0	17.747	0	18.043	0	0.000	0	18.043	0	38.948	0	0.000	0	38.948
17.03	Community Mobilization	0	16.937	0	0.000	0	16.937	0	17.163	0	0.000	0	17.163	0	37.353	0	0.000	0	37.353
	<b>Sub Total</b>	<b>0</b>	<b>95.303</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>95.303</b>	<b>0</b>	<b>86.561</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>86.561</b>	<b>0</b>	<b>170.902</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>170.902</b>
<b>18</b>	<b>Innovative Activity</b>																		
18.01	ECCE	1	15.000	0	0.000	1	15.000	1	15.000	0	0.000	1	15.000	1	15.000	0	0.000	1	15.000
18.02	Girls Education	1	15.000	0	0.000	1	15.000	1	15.000	0	0.000	1	15.000	1	15.000	0	0.000	1	15.000
18.03	SC / ST	1	15.000	0	0.000	1	15.000	1	15.000	0	0.000	1	15.000	1	15.000	0	0.000	1	15.000
18.04	Computer Education	1	50.000	0	0.000	1	50.000	1	50.000	0	0.000	1	50.000	1	50.000	0	0.000	1	50.000
18.05	Minority	1	5.000	0	0.000	1	5.000	1	5.000	0	0.000	1	5.000	1	5.000	0	0.000	1	5.000
18.06	Urban deprived	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
	<b>Sub Total</b>	<b>1</b>	<b>100.000</b>	<b>0</b>	<b>0.000</b>	<b>1</b>	<b>100.000</b>	<b>1</b>	<b>100.000</b>	<b>0</b>	<b>0.000</b>	<b>1</b>	<b>100.000</b>	<b>1</b>	<b>100.000</b>	<b>0</b>	<b>0.000</b>	<b>1</b>	<b>100.000</b>
<b>19</b>	<b>Community Training</b>																		
19.01	Community Training ( for 2 days)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
19.02	VEC/SMC-Residential (3 days)	3177	9.531	0	0.000	3177	9.531	3261	9.783	0	0.000	3261	9.783	7206	21.618	0	0.000	7206	21.618
19.03	VEC/SMC-Non Residential (3 days)	4236	6.354	0	0.000	4236	6.354	4348	6.522	0	0.000	4348	6.522	9608	14.412	0	0.000	9608	14.412
19.04	Local Authroity - Residential (3 days)	536	1.608	0	0.000	536	1.608	660	1.980	0	0.000	660	1.980	1436	4.308	0	0.000	1436	4.308
	<b>Sub Total</b>	<b>7949</b>	<b>17.493</b>	<b>0</b>	<b>0.000</b>	<b>7949</b>	<b>17.493</b>	<b>8269</b>	<b>18.285</b>	<b>0</b>	<b>0.000</b>	<b>8269</b>	<b>18.285</b>	<b>18250</b>	<b>40.338</b>	<b>0</b>	<b>0.000</b>	<b>18250</b>	<b>40.338</b>
	<b>Total of SSA</b>	<b>45765</b>	<b>3419.393</b>	<b>0</b>	<b>240.225</b>	<b>45765</b>	<b>3659.618</b>	<b>60354</b>	<b>3481.385</b>	<b>0</b>	<b>511.837</b>	<b>60354</b>	<b>3993.222</b>	<b>112809</b>	<b>7517.089</b>	<b>0</b>	<b>1079.287</b>	<b>112809</b>	<b>8596.376</b>
	<b>State Component</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>
	<b>SIEMAT</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>
<b>21</b>	<b>NPEGEL</b>	<b>30</b>	<b>19.149</b>	<b>0</b>	<b>0.000</b>	<b>30</b>	<b>19.149</b>	<b>17</b>	<b>10.851</b>	<b>0</b>	<b>0.000</b>	<b>17</b>	<b>10.851</b>	<b>54</b>	<b>34.468</b>	<b>0</b>	<b>0.000</b>	<b>54</b>	<b>34.468</b>
<b>22</b>	<b>KGBV</b>	<b>4</b>	<b>111.480</b>	<b>0</b>	<b>0.000</b>	<b>4</b>	<b>111.480</b>	<b>3</b>	<b>68.970</b>	<b>0</b>	<b>37.500</b>	<b>3</b>	<b>106.470</b>	<b>6</b>	<b>145.260</b>	<b>0</b>	<b>168.750</b>	<b>6</b>	<b>314.010</b>
	<b>GRAND TOTAL (SSA+NPEGEL+KGBV)</b>	<b>45799</b>	<b>3550.022</b>	<b>0</b>	<b>240.225</b>	<b>45799</b>	<b>3790.247</b>	<b>60374</b>	<b>3561.206</b>	<b>0</b>	<b>549.337</b>	<b>60374</b>	<b>4110.543</b>	<b>112869</b>	<b>7696.817</b>	<b>0</b>	<b>1248.037</b>	<b>112869</b>	<b>8944.854</b>

District : 22 Districts (SSA Jammu &amp; Kashmir)

S.No.	Activity	Leh						Poonch						Pulwama					
		Fresh Outlay		Spill over		Total Outlay including spill		Fresh Outlay		Spill over		Total Outlay including spill		Fresh Outlay		Spill over		Total Outlay including spill	
		Phy.	Fin.	Phy	Fin	Phy	Fin	Phy.	Fin.	Phy	Fin	Phy	Fin	Phy.	Fin.	Phy	Fin	Phy	Fin
<b>1</b>	<b>New Schools Opening</b>																		
1.01	Upgradation of EGS to PS	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
1.02	New PS	5	0.000	0	0.000	5	0.000	20	0.000	0	0.000	20	0.000	20	0.000	0	0.000	20	0.000
1.03	Upgraded/New UPS	9	0.000	0	0.000	9	0.000	62	0.000	0	0.000	62	0.000	22	0.000	0	0.000	22	0.000
	<b>Sub Total</b>	<b>14</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>14</b>	<b>0.000</b>	<b>82</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>82</b>	<b>0.000</b>	<b>42</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>42</b>	<b>0.000</b>
<b>2</b>	<b>New Teachers Salary</b>																		
2.01	Primary Teachers ( Regular)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.02	Primary Teachers (Para)	10	0.450	0	0.000	10	0.450	40	1.800	0	0.000	40	1.800	40	1.800	0	0.000	40	1.800
2.03	Upper Primary Teachers (Regular)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.04	Upper Primary Teachers (Para)	18	0.810	0	0.000	18	0.810	124	5.580	0	0.000	124	5.580	44	1.980	0	0.000	44	1.980
2.05	Urdu teacher	9	6.885	0	0.000	9	6.885	62	47.430	0	0.000	62	47.430	22	16.830	0	0.000	22	16.830
	<b>Add. Teacher against PTR</b>																		
2.06	New Additional Teachers - PS (Regular)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.07	New Additional Teachers - PS (Para)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.08	New Additional Teachers-UPS (Regular)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.09	New Additional Teachers - UPS (Para)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.10	Teachers under OBB	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.11	New Others	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
	<b>Sub Total</b>	<b>37</b>	<b>8.145</b>	<b>0</b>	<b>0.000</b>	<b>37</b>	<b>8.145</b>	<b>226</b>	<b>54.810</b>	<b>0</b>	<b>0.000</b>	<b>226</b>	<b>54.810</b>	<b>106</b>	<b>20.610</b>	<b>0</b>	<b>0.000</b>	<b>106</b>	<b>20.610</b>
	<b>Teachers Salary (Recurring)</b>																		
2.12	Primary Teachers ( Regular)	108	213.840	0	0.000	108	213.840	576	1140.480	0	0.000	576	1140.480	208	411.840	0	0.000	208	411.840
2.13	Primary Teachers (Para)	64	15.360	0	0.000	64	15.360	859	206.160	0	0.000	859	206.160	450	108.000	0	0.000	450	108.000
2.14	UP Teachers (Regular)	80	100.360	0	0.000	80	100.360	314	393.913	0	0.000	314	393.913	219	274.736	0	0.000	219	274.736
2.15	UP Teachers (Para)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.16	UP Teachers - Head Master	125	382.500	0	0.000	125	382.500	347	1061.820	0	0.000	347	1061.820	143	437.580	0	0.000	143	437.580
2.17	Additional Teachers - PS (Regular)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.18	Additional Teachers - PS (Para)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.19	Additional Teachers - UPS (Regular)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.20	Additional Teachers - UPS (Para)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.21	Teachers under OBB	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.22	Others (Recurring)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
	<b>Sub Total</b>	<b>377</b>	<b>712.060</b>	<b>0</b>	<b>0.000</b>	<b>377</b>	<b>712.060</b>	<b>2096</b>	<b>2802.373</b>	<b>0</b>	<b>0.000</b>	<b>2096</b>	<b>2802.373</b>	<b>1020</b>	<b>1232.156</b>	<b>0</b>	<b>0.000</b>	<b>1020</b>	<b>1232.156</b>
<b>3</b>	<b>Teachers Grant</b>																		
3.01	Primary Teachers	936	4.680	0	0.000	936	4.680	2995	14.975	0	0.000	2995	14.975	1860	9.300	0	0.000	1860	9.300
3.02	Upper Primary Teachers	643	3.215	0	0.000	643	3.215	1810	9.050	0	0.000	1810	9.050	1606	8.030	0	0.000	1606	8.030
	<b>Sub Total</b>	<b>1579</b>	<b>7.895</b>	<b>0</b>	<b>0.000</b>	<b>1579</b>	<b>7.895</b>	<b>4805</b>	<b>24.025</b>	<b>0</b>	<b>0.000</b>	<b>4805</b>	<b>24.025</b>	<b>3466</b>	<b>17.330</b>	<b>0</b>	<b>0.000</b>	<b>3466</b>	<b>17.330</b>
<b>4</b>	<b>Block Resource Centre (BRC)/UBRC</b>																		
4.01	Salary of Resource Persons	12	2.880	0	0.000	12	2.880	22	5.280	0	0.000	22	5.280	16	3.840	0	0.000	16	3.840
4.02	Furniture Grant	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
4.03	Contingency Grant	6	3.000	0	0.000	6	3.000	5	2.500	0	0.000	5	2.500	5	2.500	0	0.000	5	2.500
4.04	Meeting, TA	6	1.800	0	0.000	6	1.800	5	1.500	0	0.000	5	1.500	5	1.500	0	0.000	5	1.500
4.05	TLM Grant	6	0.600	0	0.000	6	0.600	5	0.500	0	0.000	5	0.500	5	0.500	0	0.000	5	0.500
	<b>Sub Total</b>	<b>6</b>	<b>8.280</b>	<b>0</b>	<b>0.000</b>	<b>6</b>	<b>8.280</b>	<b>5</b>	<b>9.780</b>	<b>0</b>	<b>0.000</b>	<b>5</b>	<b>9.780</b>	<b>5</b>	<b>8.340</b>	<b>0</b>	<b>0.000</b>	<b>5</b>	<b>8.340</b>

S.No.	Activity	Leh						Poonch						Pulwama					
		Fresh Outlay		Spill over		Total Outlay including spill		Fresh Outlay		Spill over		Total Outlay including spill		Fresh Outlay		Spill over		Total Outlay including spill	
		Phy.	Fin.	Phy	Fin	Phy	Fin	Phy.	Fin.	Phy	Fin	Phy	Fin	Phy.	Fin.	Phy	Fin	Phy	Fin
<b>5</b>	<b>Cluster Resource Centres</b>																		
5.01	Salary of Resource Persons	48	11.520	0	0.000	48	11.520	88	21.120	0	0.000	88	21.120	64	15.360	0	0.000	64	15.360
5.02	Furniture Grant	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
5.03	Contingency Grant	48	4.800	0	0.000	48	4.800	88	8.800	0	0.000	88	8.800	64	6.400	0	0.000	64	6.400
5.04	Meeting, TA	48	5.760	0	0.000	48	5.760	88	10.560	0	0.000	88	10.560	64	7.680	0	0.000	64	7.680
5.05	TLM Grant	48	1.440	0	0.000	48	1.440	88	2.640	0	0.000	88	2.640	64	1.920	0	0.000	64	1.920
	<b>Sub Total</b>	<b>48</b>	<b>23.520</b>	<b>0</b>	<b>0.000</b>	<b>48</b>	<b>23.520</b>	<b>88</b>	<b>43.120</b>	<b>0</b>	<b>0.000</b>	<b>88</b>	<b>43.120</b>	<b>64</b>	<b>31.360</b>	<b>0</b>	<b>0.000</b>	<b>64</b>	<b>31.360</b>
<b>6</b>	<b>Teachers Training</b>																		
6.01	In-service Teachers' Training 10 days (Block & District Level)	1136	11.360	0	0.000	1136	11.360	2955	29.550	0	0.000	2955	29.550	2545	25.450	0	0.000	2545	25.450
6.02	In-service Teachers' Training 10 days (Cluster Level)	1136	5.680	0	0.000	1136	5.680	2955	14.775	0	0.000	2955	14.775	2545	12.725	0	0.000	2545	12.725
6.03	Training to Education Volunteers 10 days (Block & District Level)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
6.04	Training to Education Volunteers 10 days (Cluster Level)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
6.05	Induction training for Newly Recruit Trained Teachers 30 days	233	6.990	0	0.000	233	6.990	473	14.190	0	0.000	473	14.190	303	9.090	0	0.000	303	9.090
6.06	Training of BRPs 10 days	60	0.600	0	0.000	60	0.600	110	1.100	0	0.000	110	1.100	80	0.800	0	0.000	80	0.800
6.07	Training to Anganwaris workers for 3 days	210	2.520	0	0.000	210	2.520	1377	16.524	0	0.000	1377	16.524	618	7.416	0	0.000	618	7.416
6.08	Training for computer teachers for 5 days	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
	<b>Sub Total</b>	<b>1639</b>	<b>27.150</b>	<b>0</b>	<b>0.000</b>	<b>1639</b>	<b>27.150</b>	<b>4915</b>	<b>76.139</b>	<b>0</b>	<b>0.000</b>	<b>4915</b>	<b>76.139</b>	<b>3546</b>	<b>55.481</b>	<b>0</b>	<b>0.000</b>	<b>3546</b>	<b>55.481</b>
<b>7</b>	<b>Interventions for OOSC</b>																		
7.01	NRBC-II	9	0.180	0	0.000	9	0.180	87	1.740	0	0.000	87	1.740	33	0.660	0	0.000	33	0.660
7.02	NRBC-II	10	0.250	0	0.000	10	0.250	463	11.575	0	0.000	463	11.575	53	1.325	0	0.000	53	1.325
7.03	NRBC-III	0	0.000	0	0.000	0	0.000	365	10.950	0	0.000	365	10.950	81	2.430	0	0.000	81	2.430
7.04	Non Residential Bridge Course level I	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
7.05	Back to School	0	0.000	0	0.000	0	0.000	1745	43.625	0	0.000	1745	43.625	450	11.250	0	0.000	450	11.250
7.06	Non Residential Bridge Course level II and III	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
7.07	Madarsa/ Maktab	0	0.000	0	0.000	0	0.000	263	7.890	0	0.000	263	7.890	45	1.350	0	0.000	45	1.350
7.08	Innovative Activity	26	0.780	0	0.000	26	0.780	106	3.180	0	0.000	106	3.180	100	3.000	0	0.000	100	3.000
7.09	Others (Recurring) Continuous support to seasonal centres	0	0.000	0	0.000	0	0.000	8561	149.818	0	0.000	8561	149.818	400	7.000	0	0.000	400	7.000
	<b>Sub Total</b>	<b>45</b>	<b>1.210</b>	<b>0</b>	<b>0.000</b>	<b>45</b>	<b>1.210</b>	<b>11590</b>	<b>228.778</b>	<b>0</b>	<b>0.000</b>	<b>11590</b>	<b>228.778</b>	<b>1162</b>	<b>27.015</b>	<b>0</b>	<b>0.000</b>	<b>1162</b>	<b>27.015</b>
<b>8</b>	<b>Remedial Teaching</b>																		
8.01	Remedial Teaching	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
	<b>Sub Total</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>
<b>9</b>	<b>Free Text Book</b>																		
9.01	Free Text for class III to V	2344	3.516	0	0.000	2344	3.516	28850	43.275	0	0.000	28850	43.275	16963	25.445	0	0.000	16963	25.445
9.02	Free Text for class VI to VIII	2443	6.108	0	0.000	2443	6.108	25103	62.758	0	0.000	25103	62.758	15349	38.373	0	0.000	15349	38.373
	<b>Sub Total</b>	<b>4787</b>	<b>9.624</b>	<b>0</b>	<b>0.000</b>	<b>4787</b>	<b>9.624</b>	<b>53953</b>	<b>106.033</b>	<b>0</b>	<b>0.000</b>	<b>53953</b>	<b>106.033</b>	<b>32312</b>	<b>63.817</b>	<b>0</b>	<b>0.000</b>	<b>32312</b>	<b>63.817</b>
<b>10</b>	<b>Interventions for CWSN (IED)</b>																		
10.01	Inclusive Education	155	3.875	0	0.000	155	3.875	1090	27.250	0	0.000	1090	27.250	1212	30.300	0	0.000	1212	30.300
	<b>Sub Total</b>	<b>155</b>	<b>3.875</b>	<b>0</b>	<b>0.000</b>	<b>155</b>	<b>3.875</b>	<b>1090</b>	<b>27.250</b>	<b>0</b>	<b>0.000</b>	<b>1090</b>	<b>27.250</b>	<b>1212</b>	<b>30.300</b>	<b>0</b>	<b>0.000</b>	<b>1212</b>	<b>30.300</b>

S.No.	Activity	Leh						Poonch						Pulwama					
		Fresh Outlay		Spill over		Total Outlay including spill		Fresh Outlay		Spill over		Total Outlay including spill		Fresh Outlay		Spill over		Total Outlay including spill	
		Phy.	Fin.	Phy	Fin	Phy	Fin	Phy.	Fin.	Phy	Fin	Phy	Fin	Phy.	Fin.	Phy	Fin	Phy	Fin
<b>11</b>	<b>Civil Works</b>																		
11.01	BRC	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.02	CRC	20	47.000	0	0.000	20	47.000	0	0.000	0	0.000	0	0.000	5	11.750	0	0.000	5	11.750
11.03	Primary School (new)	14	117.600	0	10.800	14	128.400	95	798.000	0	223.400	95	1021.400	49	411.600	0	99.700	49	511.300
11.04	ACRs for the deferred liability of UPS sanctioned in 2007-08 & 2008-09 (@ 3 ACRs per UPS)	33	77.550	0	177.675	33	255.225	150	352.500	0	172.675	150	525.175	36	84.600	0	82.662	36	167.262
11.05	Building Less (Pry)	11	22.000	0	0.000	11	22.000	50	100.000	0	0.000	50	100.000	12	24.000	0	0.000	12	24.000
11.06	Building Less (UP)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.07	Dilapidated Building (Pry)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.08	Dilapidated Building (UP)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.09	Additional Class Room (P)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.1	Additional Class Room (UP)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.11	Toilet/Urinals	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.12	Separate Girls Toilet	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.13	Drinking Water Facility	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.14	Boundary Wall	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.15	Separation Wall	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.16	Electrification	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.17	Head Master's Room	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.18	BALA	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.19	Kitchen Shed	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.20	Ramps	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.21	Major Repairs (Primary)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.22	Major Repairs (Upper Primary)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.23	Varanda in Sq feet	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
	<b>Sub Total of Civil Works</b>	<b>78</b>	<b>264.150</b>	<b>0</b>	<b>188.475</b>	<b>78</b>	<b>452.625</b>	<b>295</b>	<b>1250.500</b>	<b>0</b>	<b>396.075</b>	<b>295</b>	<b>1646.575</b>	<b>102</b>	<b>531.950</b>	<b>0</b>	<b>182.362</b>	<b>102</b>	<b>714.312</b>
<b>12</b>	<b>Furniture for Govt. UPS</b>																		
12.01	No. of Children	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
	<b>Sub Total(Furniture)</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>
	<b>Sub Total (Civil + Furniture)</b>	<b>78</b>	<b>264.150</b>	<b>0</b>	<b>188.475</b>	<b>78</b>	<b>452.625</b>	<b>295</b>	<b>1250.500</b>	<b>0</b>	<b>396.075</b>	<b>295</b>	<b>1646.575</b>	<b>102</b>	<b>531.950</b>	<b>0</b>	<b>182.362</b>	<b>102</b>	<b>714.312</b>
<b>13</b>	<b>Teaching Learning Equipment</b>																		
13.01	TLE - New Primary	5	1.000	0	0.000	5	1.000	20	4.000	0	42.300	20	46.300	20	4.000	0	30.700	20	34.700
13.02	TLE - New Upper Primary	9	4.500	0	4.500	9	9.000	62	31.000	0	5.000	62	36.000	22	11.000	0	1.000	22	12.000
13.03	Others	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
	<b>Sub Total</b>	<b>14</b>	<b>5.500</b>	<b>0</b>	<b>4.500</b>	<b>14</b>	<b>10.000</b>	<b>82</b>	<b>35.000</b>	<b>0</b>	<b>47.300</b>	<b>82</b>	<b>82.300</b>	<b>42</b>	<b>15.000</b>	<b>0</b>	<b>31.700</b>	<b>42</b>	<b>46.700</b>
<b>14</b>	<b>Maintenance Grant</b>																		
14.01	Maintenance Grant for PS & UPS	322	22.550	0	0.000	322	22.550	1162	70.600	0	0.000	1162	70.600	799	55.400	0	0.000	799	55.400
	<b>Sub Total</b>	<b>322</b>	<b>22.550</b>	<b>0</b>	<b>0.000</b>	<b>322</b>	<b>22.550</b>	<b>1162</b>	<b>70.600</b>	<b>0</b>	<b>0.000</b>	<b>1162</b>	<b>70.600</b>	<b>799</b>	<b>55.400</b>	<b>0</b>	<b>0.000</b>	<b>799</b>	<b>55.400</b>
<b>15</b>	<b>School Grant</b>																		
15.01	Primary School	343	17.150	0	0.000	343	17.150	1445	72.250	0	0.000	1445	72.250	777	38.850	0	0.000	777	38.850
15.02	Upper Primary School	170	11.900	0	0.000	170	11.900	492	34.440	0	0.000	492	34.440	281	19.670	0	0.000	281	19.670
	<b>Sub Total</b>	<b>513</b>	<b>29.050</b>	<b>0</b>	<b>0.000</b>	<b>513</b>	<b>29.050</b>	<b>1937</b>	<b>106.690</b>	<b>0</b>	<b>0.000</b>	<b>1937</b>	<b>106.690</b>	<b>1058</b>	<b>58.520</b>	<b>0</b>	<b>0.000</b>	<b>1058</b>	<b>58.520</b>
<b>16</b>	<b>Research &amp; Evaluation</b>																		
16.01	Research & Evaluation	513	6.669	0	0.000	513	6.669	1937	25.181	0	0.000	1937	25.181	1058	13.754	0	0.000	1058	13.754
	<b>Sub Total</b>	<b>513</b>	<b>6.669</b>	<b>0</b>	<b>0.000</b>	<b>513</b>	<b>6.669</b>	<b>1937</b>	<b>25.181</b>	<b>0</b>	<b>0.000</b>	<b>1937</b>	<b>25.181</b>	<b>1058</b>	<b>13.754</b>	<b>0</b>	<b>0.000</b>	<b>1058</b>	<b>13.754</b>

S.No.	Activity	Leh						Poonch						Pulwama					
		Fresh Outlay		Spill over		Total Outlay including spill		Fresh Outlay		Spill over		Total Outlay including spill		Fresh Outlay		Spill over		Total Outlay including spill	
		Phy.	Fin.	Phy	Fin	Phy	Fin	Phy.	Fin.	Phy	Fin	Phy	Fin	Phy.	Fin.	Phy	Fin	Phy	Fin
17	<b>Management &amp; Quality</b>																		
17.01	Management & MIS	0	59.565	0	0.000	0	59.565	0	74.712	0	0.000	0	74.712	0	62.239	0	0.000	0	62.239
17.02	Learning Enhancement Prog. (LEP)	0	6.798	0	0.000	0	6.798	0	26.579	0	0.000	0	26.579	0	12.268	0	0.000	0	12.268
17.03	Community Mobilization	0	6.550	0	0.000	0	6.550	0	25.460	0	0.000	0	25.460	0	11.659	0	0.000	0	11.659
	<b>Sub Total</b>	0	<b>72.913</b>	0	<b>0.000</b>	0	<b>72.913</b>	0	<b>126.751</b>	0	<b>0.000</b>	0	<b>126.751</b>	0	<b>88.166</b>	0	<b>0.000</b>	0	<b>88.166</b>
18	<b>Innovative Activity</b>																		
18.01	ECCE	1	15.000	0	0.000	1	15.000	1	15.000	0	0.000	1	15.000	1	15.000	0	0.000	1	15.000
18.02	Girls Education	1	15.000	0	0.000	1	15.000	1	15.000	0	0.000	1	15.000	1	15.000	0	0.000	1	15.000
18.03	SC / ST	1	15.000	0	0.000	1	15.000	1	15.000	0	0.000	1	15.000	1	15.000	0	0.000	1	15.000
18.04	Computer Education	1	50.000	0	0.000	1	50.000	1	50.000	0	0.000	1	50.000	1	50.000	0	0.000	1	50.000
18.05	Minority	1	5.000	0	0.000	1	5.000	1	5.000	0	0.000	1	5.000	1	5.000	0	0.000	1	5.000
18.06	Urban deprived	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
	<b>Sub Total</b>	1	<b>100.000</b>	0	<b>0.000</b>	1	<b>100.000</b>	1	<b>100.000</b>	0	<b>0.000</b>	1	<b>100.000</b>	1	<b>100.000</b>	0	<b>0.000</b>	1	<b>100.000</b>
19	<b>Community Training</b>																		
19.01	Community Training ( for 2 days)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
19.02	VEC/SMC-Residential (3 days)	1539	4.617	0	0.000	1539	4.617	5811	17.433	0	0.000	5811	17.433	3174	9.522	0	0.000	3174	9.522
19.03	VEC/SMC-Non Residential (3 days)	2052	3.078	0	0.000	2052	3.078	7748	11.622	0	0.000	7748	11.622	4232	6.348	0	0.000	4232	6.348
19.04	Local Authority - Residential (3 days)	372	1.116	0	0.000	372	1.116	764	2.292	0	0.000	764	2.292	744	2.232	0	0.000	744	2.232
	<b>Sub Total</b>	<b>3963</b>	<b>8.811</b>	0	<b>0.000</b>	<b>3963</b>	<b>8.811</b>	<b>14323</b>	<b>31.347</b>	0	<b>0.000</b>	<b>14323</b>	<b>31.347</b>	<b>8150</b>	<b>18.102</b>	0	<b>0.000</b>	<b>8150</b>	<b>18.102</b>
	<b>Total of SSA</b>	<b>14077</b>	<b>1311.402</b>	0	<b>192.975</b>	<b>14077</b>	<b>1504.377</b>	<b>98505</b>	<b>5118.376</b>	0	<b>443.375</b>	<b>98505</b>	<b>5561.751</b>	<b>54103</b>	<b>2365.301</b>	0	<b>214.062</b>	<b>54103</b>	<b>2579.363</b>
	<b>State Component</b>	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
	<b>SIEMAT</b>	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
21	<b>NPEGEL</b>	23	14.681	0	0.000	23	14.681	30	19.149	0	0.000	30	19.149	22	14.043	0	0.000	22	14.043
22	<b>KGBV</b>	2	41.475	0	44.600	2	86.075	4	90.270	0	130.000	4	220.270	5	118.890	0	172.500	5	291.390
	<b>GRAND TOTAL (SSA+NPEGEL+KGBV)</b>	<b>14102</b>	<b>1367.558</b>	0	<b>237.575</b>	<b>14102</b>	<b>1605.133</b>	<b>98539</b>	<b>5227.795</b>	0	<b>573.375</b>	<b>98539</b>	<b>5801.170</b>	<b>54130</b>	<b>2498.234</b>	0	<b>386.562</b>	<b>54130</b>	<b>2884.796</b>



District : 22 Districts (SSA Jammu & Kashmir)

S.No.	Activity	Rajouri						Ramban						Reasi					
		Fresh Outlay		Spill over		Total Outlay including spill		Fresh Outlay		Spill over		Total Outlay including spill		Fresh Outlay		Spill over		Total Outlay including spill	
		Phy.	Fin.	Phy	Fin	Phy	Fin	Phy.	Fin.	Phy	Fin	Phy	Fin	Phy.	Fin.	Phy	Fin	Phy	Fin
<b>1</b>	<b>New Schools Opening</b>																		
1.01	Upgradation of EGS to PS	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
1.02	New PS	20	0.000	0	0.000	20	0.000	20	0.000	0	0.000	20	0.000	25	0.000	0	0.000	25	0.000
1.03	Upgraded/New UPS	106	0.000	0	0.000	106	0.000	60	0.000	0	0.000	60	0.000	79	0.000	0	0.000	79	0.000
	<b>Sub Total</b>	<b>126</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>126</b>	<b>0.000</b>	<b>80</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>80</b>	<b>0.000</b>	<b>104</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>104</b>	<b>0.000</b>
<b>2</b>	<b>New Teachers Salary</b>																		
2.01	Primary Teachers ( Regular)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.02	Primary Teachers (Para)	40	1.800	0	0.000	40	1.800	40	1.800	0	0.000	40	1.800	50	2.250	0	0.000	50	2.250
2.03	Upper Primary Teachers (Regular)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.04	Upper Primary Teachers (Para)	212	9.540	0	0.000	212	9.540	120	5.400	0	0.000	120	5.400	158	7.110	0	0.000	158	7.110
2.05	Urdu teacher	106	81.090	0	0.000	106	81.090	60	45.900	0	0.000	60	45.900	79	60.435	0	0.000	79	60.435
	<b>Add. Teacher against PTR</b>																		
2.06	New Additional Teachers - PS (Regular)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.07	New Additional Teachers - PS (Para)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.08	New Additional Teachers-UPS (Regular)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.09	New Additional Teachers - UPS (Para)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.10	Teachers under OBB	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.11	New Others	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
	<b>Sub Total</b>	<b>358</b>	<b>92.430</b>	<b>0</b>	<b>0.000</b>	<b>358</b>	<b>92.430</b>	<b>220</b>	<b>53.100</b>	<b>0</b>	<b>0.000</b>	<b>220</b>	<b>53.100</b>	<b>287</b>	<b>69.795</b>	<b>0</b>	<b>0.000</b>	<b>287</b>	<b>69.795</b>
	<b>Teachers Salary (Recurring)</b>																		
2.12	Primary Teachers ( Regular)	837	1657.260	0	0.000	837	1657.260	362	716.760	0	0.000	362	716.760	291	576.180	0	0.000	291	576.180
2.13	Primary Teachers (Para)	1056	253.440	0	0.000	1056	253.440	839	201.360	0	0.000	839	201.360	1026	246.240	0	0.000	1026	246.240
2.14	UP Teachers (Regular)	122	153.049	0	0.000	122	153.049	39	48.926	0	0.000	39	48.926	107	134.232	0	0.000	107	134.232
2.15	UP Teachers (Para)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.16	UP Teachers - Head Master	366	1119.960	0	0.000	366	1119.960	178	544.680	0	0.000	178	544.680	250	765.000	0	0.000	250	765.000
2.17	Additional Teachers - PS (Regular)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.18	Additional Teachers - PS (Para)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.19	Additional Teachers - UPS (Regular)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.20	Additional Teachers - UPS (Para)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.21	Teachers under OBB	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.22	Others (Recurring)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
	<b>Sub Total</b>	<b>2381</b>	<b>3183.709</b>	<b>0</b>	<b>0.000</b>	<b>2381</b>	<b>3183.709</b>	<b>1418</b>	<b>1511.726</b>	<b>0</b>	<b>0.000</b>	<b>1418</b>	<b>1511.726</b>	<b>1674</b>	<b>1721.652</b>	<b>0</b>	<b>0.000</b>	<b>1674</b>	<b>1721.652</b>
<b>3</b>	<b>Teachers Grant</b>																		
3.01	Primary Teachers	3829	19.145	0	0.000	3829	19.145	1527	7.635	0	0.000	1527	7.635	1617	8.085	0	0.000	1617	8.085
3.02	Upper Primary Teachers	1706	8.530	0	0.000	1706	8.530	777	3.885	0	0.000	777	3.885	730	3.650	0	0.000	730	3.650
	<b>Sub Total</b>	<b>5535</b>	<b>27.675</b>	<b>0</b>	<b>0.000</b>	<b>5535</b>	<b>27.675</b>	<b>2304</b>	<b>11.520</b>	<b>0</b>	<b>0.000</b>	<b>2304</b>	<b>11.520</b>	<b>2347</b>	<b>11.735</b>	<b>0</b>	<b>0.000</b>	<b>2347</b>	<b>11.735</b>
<b>4</b>	<b>Block Resource Centre (BRC)/UBRC</b>																		
4.01	Salary of Resource Persons	30	7.200	0	0.000	30	7.200	12	2.880	0	0.000	12	2.880	12	2.880	0	0.000	12	2.880
4.02	Furniture Grant	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
4.03	Contingency Grant	7	3.500	0	0.000	7	3.500	4	2.000	0	0.000	4	2.000	5	2.500	0	0.000	5	2.500
4.04	Meeting, TA	7	2.100	0	0.000	7	2.100	4	1.200	0	0.000	4	1.200	5	1.500	0	0.000	5	1.500
4.05	TLM Grant	7	0.700	0	0.000	7	0.700	4	0.400	0	0.000	4	0.400	5	0.500	0	0.000	5	0.500
	<b>Sub Total</b>	<b>7</b>	<b>13.500</b>	<b>0</b>	<b>0.000</b>	<b>7</b>	<b>13.500</b>	<b>4</b>	<b>6.480</b>	<b>0</b>	<b>0.000</b>	<b>4</b>	<b>6.480</b>	<b>5</b>	<b>7.380</b>	<b>0</b>	<b>0.000</b>	<b>5</b>	<b>7.380</b>

S.No.	Activity	Rajouri					Ramban					Reasi							
		Fresh Outlay		Spill over		Total Outlay including spill	Fresh Outlay		Spill over		Total Outlay including spill	Fresh Outlay		Spill over		Total Outlay including spill			
		Phy.	Fin.	Phy	Fin		Phy.	Fin.	Phy	Fin		Phy.	Fin.	Phy	Fin				
<b>5</b>	<b>Cluster Resource Centres</b>																		
5.01	Salary of Resource Persons	120	28.800	0	0.000	120	28.800	48	11.520	0	0.000	48	11.520	48	11.520	0	0.000	48	11.520
5.02	Furniture Grant	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
5.03	Contingency Grant	120	12.000	0	0.000	120	12.000	48	4.800	0	0.000	48	4.800	48	4.800	0	0.000	48	4.800
5.04	Meeting, TA	120	14.400	0	0.000	120	14.400	48	5.760	0	0.000	48	5.760	48	5.760	0	0.000	48	5.760
5.05	TLM Grant	120	3.600	0	0.000	120	3.600	48	1.440	0	0.000	48	1.440	48	1.440	0	0.000	48	1.440
	<b>Sub Total</b>	<b>120</b>	<b>58.800</b>	<b>0</b>	<b>0.000</b>	<b>120</b>	<b>58.800</b>	<b>48</b>	<b>23.520</b>	<b>0</b>	<b>0.000</b>	<b>48</b>	<b>23.520</b>	<b>48</b>	<b>23.520</b>	<b>0</b>	<b>0.000</b>	<b>48</b>	<b>23.520</b>
<b>6</b>	<b>Teachers Training</b>																		
6.01	In-service Teachers' Training 10 days (Block & District Level)	3879	38.790	0	0.000	3879	38.790	1091	10.910	0	0.000	1091	10.910	995	9.950	0	0.000	995	9.950
6.02	In-service Teachers' Training 10 days (Cluster Level)	3879	19.395	0	0.000	3879	19.395	1091	5.455	0	0.000	1091	5.455	995	4.975	0	0.000	995	4.975
6.03	Training to Education Volunteers 10 days (Block & District Level)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
6.04	Training to Education Volunteers 10 days (Cluster Level)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
6.05	Induction training for Newly Recruit Trained Teachers 30 days	455	13.650	0	0.000	455	13.650	527	15.810	0	0.000	527	15.810	475	14.250	0	0.000	475	14.250
6.06	Training of BRPs 10 days	150	1.500	0	0.000	150	1.500	60	0.600	0	0.000	60	0.600	60	0.600	0	0.000	60	0.600
6.07	Training to Anganwaris workers for 3 days	1201	14.412	0	0.000	1201	14.412	686	8.232	0	0.000	686	8.232	877	10.524	0	0.000	877	10.524
6.08	Training for computer teachers for 5 days	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
	<b>Sub Total</b>	<b>5685</b>	<b>87.747</b>	<b>0</b>	<b>0.000</b>	<b>5685</b>	<b>87.747</b>	<b>2364</b>	<b>41.007</b>	<b>0</b>	<b>0.000</b>	<b>2364</b>	<b>41.007</b>	<b>2407</b>	<b>40.299</b>	<b>0</b>	<b>0.000</b>	<b>2407</b>	<b>40.299</b>
<b>7</b>	<b>Interventions for OOSC</b>																		
7.01	NRBC-II	0	0.000	0	0.000	0	0.000	560	11.200	0	0.000	560	11.200	285	5.700	0	0.000	285	5.700
7.02	NRBC-II	983	24.575	0	0.000	983	24.575	819	20.475	0	0.000	819	20.475	155	3.875	0	0.000	155	3.875
7.03	NRBC-III	537	15.110	0	0.000	537	15.110	938	28.140	0	0.000	938	28.140	99	2.970	0	0.000	99	2.970
7.04	Non Residential Bridge Course level I	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
7.05	Back to School	152	3.800	0	0.000	152	3.800	456	11.400	0	0.000	456	11.400	579	14.475	0	0.000	579	14.475
7.06	Non Residential Bridge Course level II and III	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
7.07	Madarsa/ Maktab	160	4.800	0	0.000	160	4.800	162	4.860	0	0.000	162	4.860	127	3.810	0	0.000	127	3.810
7.08	Innovative Activity	1537	46.110	0	0.000	1537	46.110	1499	44.970	0	0.000	1499	44.970	505	15.150	0	0.000	505	15.150
7.09	Others (Recurring) Continous support to seasonal centres	3321	58.118	0	0.000	3321	58.118	352	6.160	0	0.000	352	6.160	1095	19.163	0	0.000	1095	19.163
	<b>Sub Total</b>	<b>6690</b>	<b>153.513</b>	<b>0</b>	<b>0.000</b>	<b>6690</b>	<b>153.513</b>	<b>4786</b>	<b>127.205</b>	<b>0</b>	<b>0.000</b>	<b>4786</b>	<b>127.205</b>	<b>2845</b>	<b>65.143</b>	<b>0</b>	<b>0.000</b>	<b>2845</b>	<b>65.143</b>
<b>8</b>	<b>Remedial Teaching</b>																		
8.01	Remedial Teaching	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
	<b>Sub Total</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>
<b>9</b>	<b>Free Text Book</b>																		
9.01	Free Text for class III to V	33898	50.847	0	0.000	33898	50.847	19342	29.013	0	0.000	19342	29.013	21966	32.949	0	0.000	21966	32.949
9.02	Free Text for class VI to VIII	28951	72.378	0	0.000	28951	72.378	13714	34.285	0	0.000	13714	34.285	16572	41.430	0	0.000	16572	41.430
	<b>Sub Total</b>	<b>62849</b>	<b>123.225</b>	<b>0</b>	<b>0.000</b>	<b>62849</b>	<b>123.225</b>	<b>33056</b>	<b>63.298</b>	<b>0</b>	<b>0.000</b>	<b>33056</b>	<b>63.298</b>	<b>38538</b>	<b>74.379</b>	<b>0</b>	<b>0.000</b>	<b>38538</b>	<b>74.379</b>
<b>10</b>	<b>Interventions for CWSN (IED)</b>																		
10.01	Inclusive Education	1161	29.025	0	0.000	1161	29.025	702	17.550	0	0.000	702	17.550	190	4.750	0	0.000	190	4.750
	<b>Sub Total</b>	<b>1161</b>	<b>29.025</b>	<b>0</b>	<b>0.000</b>	<b>1161</b>	<b>29.025</b>	<b>702</b>	<b>17.550</b>	<b>0</b>	<b>0.000</b>	<b>702</b>	<b>17.550</b>	<b>190</b>	<b>4.750</b>	<b>0</b>	<b>0.000</b>	<b>190</b>	<b>4.750</b>

S.No.	Activity	Rajouri					Ramban					Reasi							
		Fresh Outlay		Spill over		Total Outlay including spill	Fresh Outlay		Spill over		Total Outlay including spill	Fresh Outlay		Spill over		Total Outlay including spill			
		Phy.	Fin.	Phy	Fin		Phy.	Fin.	Phy	Fin		Phy.	Fin.	Phy	Fin				
<b>11</b>	<b>Civil Works</b>																		
11.01	BRC	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.02	CRC	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.03	Primary School (new)	52	436.800	0	0.000	52	436.800	48	403.200	0	81.600	48	484.800	62	520.800	0	102.001	62	622.801
11.04	ACRs for the deferred liability of UPS sanctioned in 2007-08 & 2008-09 (@ 3 ACRs per UPS)	255	599.250	0	116.812	255	716.062	225	528.750	0	70.087	225	598.837	225	528.750	0	190.237	225	718.987
11.05	Building Less (Pry)	85	170.000	0	0.000	85	170.000	75	150.000	0	0.000	75	150.000	75	150.000	0	0.000	75	150.000
11.06	Building Less (UP)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.07	Dilapidated Building (Pry)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.08	Dilapidated Building (UP)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.09	Additional Class Room (P)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.1	Additional Class Room (UP)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.11	Toilet/Urinals	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.12	Separate Girls Toilet	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.13	Drinking Water Facility	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.14	Boundary Wall	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.15	Separation Wall	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.16	Electrification	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.17	Head Master's Room	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.18	BALA	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.19	Kitchen Shed	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.20	Ramps	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.21	Major Repairs (Primary)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.22	Major Repairs (Upper Primary)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.23	Varanda in Sq feet	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
	<b>Sub Total of Civil Works</b>	<b>392</b>	<b>1206.050</b>	<b>0</b>	<b>116.812</b>	<b>392</b>	<b>1322.862</b>	<b>348</b>	<b>1081.950</b>	<b>0</b>	<b>151.687</b>	<b>348</b>	<b>1233.637</b>	<b>362</b>	<b>1199.550</b>	<b>0</b>	<b>292.238</b>	<b>362</b>	<b>1491.788</b>
<b>12</b>	<b>Furniture for Govt. UPS</b>																		
12.01	No. of Children	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
	<b>Sub Total(Furniture)</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>
	<b>Sub Total (Civil + Furniture)</b>	<b>392</b>	<b>1206.050</b>	<b>0</b>	<b>116.812</b>	<b>392</b>	<b>1322.862</b>	<b>348</b>	<b>1081.950</b>	<b>0</b>	<b>151.687</b>	<b>348</b>	<b>1233.637</b>	<b>362</b>	<b>1199.550</b>	<b>0</b>	<b>292.238</b>	<b>362</b>	<b>1491.788</b>
<b>13</b>	<b>Teaching Learning Equipment</b>																		
13.01	TLE - New Primary	20	4.000	0	53.900	20	57.900	20	4.000	0	0.000	20	4.000	25	5.000	0	0.000	25	5.000
13.02	TLE - New Upper Primary	106	53.000	0	8.500	106	61.500	60	30.000	0	7.500	60	37.500	79	39.500	0	7.500	79	47.000
13.03	Others	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
	<b>Sub Total</b>	<b>126</b>	<b>57.000</b>	<b>0</b>	<b>62.400</b>	<b>126</b>	<b>119.400</b>	<b>80</b>	<b>34.000</b>	<b>0</b>	<b>7.500</b>	<b>80</b>	<b>41.500</b>	<b>104</b>	<b>44.500</b>	<b>0</b>	<b>7.500</b>	<b>104</b>	<b>52.000</b>
<b>14</b>	<b>Maintenance Grant</b>																		
14.01	Maintenance Grant for PS & UPS	1658	101.100	0	0.000	1658	101.100	700	40.200	0	0.000	700	40.200	1006	56.800	0	0.000	1006	56.800
	<b>Sub Total</b>	<b>1658</b>	<b>101.100</b>	<b>0</b>	<b>0.000</b>	<b>1658</b>	<b>101.100</b>	<b>700</b>	<b>40.200</b>	<b>0</b>	<b>0.000</b>	<b>700</b>	<b>40.200</b>	<b>1006</b>	<b>56.800</b>	<b>0</b>	<b>0.000</b>	<b>1006</b>	<b>56.800</b>
<b>15</b>	<b>School Grant</b>																		
15.01	Primary School	1669	83.450	0	0.000	1669	83.450	803	40.150	0	0.000	803	40.150	1069	53.450	0	0.000	1069	53.450
15.02	Upper Primary School	600	42.000	0	0.000	600	42.000	273	19.110	0	0.000	273	19.110	339	23.730	0	0.000	339	23.730
	<b>Sub Total</b>	<b>2269</b>	<b>125.450</b>	<b>0</b>	<b>0.000</b>	<b>2269</b>	<b>125.450</b>	<b>1076</b>	<b>59.260</b>	<b>0</b>	<b>0.000</b>	<b>1076</b>	<b>59.260</b>	<b>1408</b>	<b>77.180</b>	<b>0</b>	<b>0.000</b>	<b>1408</b>	<b>77.180</b>
<b>16</b>	<b>Research &amp; Evaluation</b>																		
16.01	Research & Evaluation	2269	29.497	0	0.000	2269	29.497	1076	13.988	0	0.000	1076	13.988	1408	18.304	0	0.000	1408	18.304
	<b>Sub Total</b>	<b>2269</b>	<b>29.497</b>	<b>0</b>	<b>0.000</b>	<b>2269</b>	<b>29.497</b>	<b>1076</b>	<b>13.988</b>	<b>0</b>	<b>0.000</b>	<b>1076</b>	<b>13.988</b>	<b>1408</b>	<b>18.304</b>	<b>0</b>	<b>0.000</b>	<b>1408</b>	<b>18.304</b>

S.No.	Activity	Rajouri						Ramban						Reasi					
		Fresh Outlay		Spill over		Total Outlay including spill		Fresh Outlay		Spill over		Total Outlay including spill		Fresh Outlay		Spill over		Total Outlay including spill	
		Phy.	Fin.	Phy	Fin	Phy	Fin	Phy.	Fin.	Phy	Fin	Phy	Fin	Phy.	Fin.	Phy	Fin	Phy	Fin
<b>17</b>	<b>Management &amp; Quality</b>																		
17.01	Management & MIS	0	101.309	0	0.000	0	101.309	0	54.367	0	0.000	0	54.367	0	60.391	0	0.000	0	60.391
17.02	Learning Enhancement Prog. (LEP)	0	28.955	0	0.000	0	28.955	0	17.083	0	0.000	0	17.083	0	18.806	0	0.000	0	18.806
17.03	Community Mobilization	0	27.693	0	0.000	0	27.693	0	16.212	0	0.000	0	16.212	0	17.843	0	0.000	0	17.843
	<b>Sub Total</b>	<b>0</b>	<b>157.957</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>157.957</b>	<b>0</b>	<b>87.662</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>87.662</b>	<b>0</b>	<b>97.040</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>97.040</b>
<b>18</b>	<b>Innovative Activity</b>																		
18.01	ECCE	1	15.000	0	0.000	1	15.000	1	15.000	0	0.000	1	15.000	1	15.000	0	0.000	1	15.000
18.02	Girls Education	1	15.000	0	0.000	1	15.000	1	15.000	0	0.000	1	15.000	1	15.000	0	0.000	1	15.000
18.03	SC / ST	1	15.000	0	0.000	1	15.000	1	15.000	0	0.000	1	15.000	1	15.000	0	0.000	1	15.000
18.04	Computer Education	1	50.000	0	0.000	1	50.000	1	50.000	0	0.000	1	50.000	1	50.000	0	0.000	1	50.000
18.05	Minority	1	5.000	0	0.000	1	5.000	1	5.000	0	0.000	1	5.000	1	5.000	0	0.000	1	5.000
18.06	Urban deprived	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
	<b>Sub Total</b>	<b>1</b>	<b>100.000</b>	<b>0</b>	<b>0.000</b>	<b>1</b>	<b>100.000</b>	<b>1</b>	<b>100.000</b>	<b>0</b>	<b>0.000</b>	<b>1</b>	<b>100.000</b>	<b>1</b>	<b>100.000</b>	<b>0</b>	<b>0.000</b>	<b>1</b>	<b>100.000</b>
<b>19</b>	<b>Community Training</b>																		
19.01	Community Training ( for 2 days)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
19.02	VEC/SMC-Residential (3 days)	6807	20.421	0	0.000	6807	20.421	3228	9.684	0	0.000	3228	9.684	4224	12.672	0	0.000	4224	12.672
19.03	VEC/SMC-Non Residential (3 days)	9076	13.614	0	0.000	9076	13.614	4304	6.456	0	0.000	4304	6.456	5632	8.448	0	0.000	5632	8.448
19.04	Local Authority - Residential (3 days)	1184	3.552	0	0.000	1184	3.552	496	1.488	0	0.000	496	1.488	588	1.764	0	0.000	588	1.764
	<b>Sub Total</b>	<b>17067</b>	<b>37.587</b>	<b>0</b>	<b>0.000</b>	<b>17067</b>	<b>37.587</b>	<b>8028</b>	<b>17.628</b>	<b>0</b>	<b>0.000</b>	<b>8028</b>	<b>17.628</b>	<b>10444</b>	<b>22.884</b>	<b>0</b>	<b>0.000</b>	<b>10444</b>	<b>22.884</b>
	<b>Total of SSA</b>	<b>#####</b>	<b>5584.264</b>	<b>0</b>	<b>179.212</b>	<b>#####</b>	<b>5763.476</b>	<b>56211</b>	<b>3290.094</b>	<b>0</b>	<b>159.187</b>	<b>56211</b>	<b>3449.281</b>	<b>63074</b>	<b>3634.910</b>	<b>0</b>	<b>299.738</b>	<b>63074</b>	<b>3934.648</b>
	<b>State Component</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>
	<b>SIEMAT</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>
<b>21</b>	<b>NPEGEL</b>	<b>34</b>	<b>21.702</b>	<b>0</b>	<b>0.000</b>	<b>34</b>	<b>21.702</b>	<b>23</b>	<b>14.681</b>	<b>0</b>	<b>0.000</b>	<b>23</b>	<b>14.681</b>	<b>23</b>	<b>14.681</b>	<b>0</b>	<b>0.000</b>	<b>23</b>	<b>14.681</b>
<b>22</b>	<b>KGBV</b>	<b>5</b>	<b>103.500</b>	<b>0</b>	<b>177.500</b>	<b>5</b>	<b>281.000</b>	<b>4</b>	<b>111.480</b>	<b>0</b>	<b>0.000</b>	<b>4</b>	<b>111.480</b>	<b>2</b>	<b>48.420</b>	<b>0</b>	<b>35.000</b>	<b>2</b>	<b>83.420</b>
	<b>GRAND TOTAL (SSA+NPEGEL+KGBV)</b>	<b>#####</b>	<b>5709.466</b>	<b>0</b>	<b>356.712</b>	<b>#####</b>	<b>6066.178</b>	<b>56238</b>	<b>3416.255</b>	<b>0</b>	<b>159.187</b>	<b>56238</b>	<b>3575.442</b>	<b>63099</b>	<b>3698.011</b>	<b>0</b>	<b>334.738</b>	<b>63099</b>	<b>4032.749</b>

District : 22 Districts (SSA Jammu & Kashmir)

S.No.	Activity	Samba						Shopian						Srinagar					
		Fresh Outlay		Spill over		Total Outlay including spill		Fresh Outlay		Spill over		Total Outlay including spill		Fresh Outlay		Spill over		Total Outlay including spill	
		Phy.	Fin.	Phy	Fin	Phy	Fin	Phy.	Fin.	Phy	Fin	Phy	Fin	Phy.	Fin.	Phy	Fin	Phy	Fin
<b>1</b>	<b>New Schools Opening</b>																		
1.01	Upgradation of EGS to PS	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
1.02	New PS	7	0.000	0	0.000	7	0.000	20	0.000	0	0.000	20	0.000	10	0.000	0	0.000	10	0.000
1.03	Upgraded/New UPS	11	0.000	0	0.000	11	0.000	4	0.000	0	0.000	4	0.000	5	0.000	0	0.000	5	0.000
	<b>Sub Total</b>	<b>18</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>18</b>	<b>0.000</b>	<b>24</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>24</b>	<b>0.000</b>	<b>15</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>15</b>	<b>0.000</b>
<b>2</b>	<b>New Teachers Salary</b>																		
2.01	Primary Teachers ( Regular)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.02	Primary Teachers (Para)	14	0.630	0	0.000	14	0.630	40	1.800	0	0.000	40	1.800	20	0.900	0	0.000	20	0.900
2.03	Upper Primary Teachers (Regular)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.04	Upper Primary Teachers (Para)	22	0.990	0	0.000	22	0.990	8	0.360	0	0.000	8	0.360	10	0.450	0	0.000	10	0.450
2.05	Urdu teacher	11	8.415	0	0.000	11	8.415	4	3.060	0	0.000	4	3.060	5	3.825	0	0.000	5	3.825
	<b>Add Teacher against PTR</b>																		
2.06	New Additional Teachers - PS (Regular)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.07	New Additional Teachers - PS (Para)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.08	New Additional Teachers-UPS (Regular)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.09	New Additional Teachers - UPS (Para)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.10	Teachers under OBB	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.11	New Others	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
	<b>Sub Total</b>	<b>47</b>	<b>10.035</b>	<b>0</b>	<b>0.000</b>	<b>47</b>	<b>10.035</b>	<b>52</b>	<b>5.220</b>	<b>0</b>	<b>0.000</b>	<b>52</b>	<b>5.220</b>	<b>35</b>	<b>5.175</b>	<b>0</b>	<b>0.000</b>	<b>35</b>	<b>5.175</b>
	<b>Teachers Salary (Recurring)</b>																		
2.12	Primary Teachers ( Regular)	161	318.780	0	0.000	161	318.780	232	459.360	0	0.000	232	459.360	174	344.520	0	0.000	174	344.520
2.13	Primary Teachers (Para)	231	55.440	0	0.000	231	55.440	645	154.800	0	0.000	645	154.800	412	98.890	0	0.000	412	98.880
2.14	UP Teachers (Regular)	65	81.543	0	0.000	65	81.543	61	76.525	0	0.000	61	76.525	75	94.088	0	0.000	75	94.088
2.15	UP Teachers (Para)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.16	UP Teachers - Head Master	101	309.060	0	0.000	101	309.060	120	367.200	0	0.000	120	367.200	105	321.300	0	0.000	105	321.300
2.17	Additional Teachers - PS (Regular)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.18	Additional Teachers - PS (Para)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.19	Additional Teachers - UPS (Regular)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.20	Additional Teachers - UPS (Para)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.21	Teachers under OBB	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.22	Others (Recurring)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
	<b>Sub Total</b>	<b>558</b>	<b>764.823</b>	<b>0</b>	<b>0.000</b>	<b>558</b>	<b>764.823</b>	<b>1058</b>	<b>1057.885</b>	<b>0</b>	<b>0.000</b>	<b>1058</b>	<b>1057.885</b>	<b>766</b>	<b>858.788</b>	<b>0</b>	<b>0.000</b>	<b>766</b>	<b>858.788</b>
<b>3</b>	<b>Teachers Grant</b>																		
3.01	Primary Teachers	1027	5.135	0	0.000	1027	5.135	1438	7.190	0	0.000	1438	7.190	1714	8.570	0	0.000	1714	8.570
3.02	Upper Primary Teachers	544	2.720	0	0.000	544	2.720	655	3.275	0	0.000	655	3.275	1049	5.245	0	0.000	1049	5.245
	<b>Sub Total</b>	<b>1571</b>	<b>7.855</b>	<b>0</b>	<b>0.000</b>	<b>1571</b>	<b>7.855</b>	<b>2093</b>	<b>10.465</b>	<b>0</b>	<b>0.000</b>	<b>2093</b>	<b>10.465</b>	<b>2763</b>	<b>13.815</b>	<b>0</b>	<b>0.000</b>	<b>2763</b>	<b>13.815</b>
<b>4</b>	<b>Block Resource Centre (BRC)/UBRC</b>																		
4.01	Salary of Resource Persons	10	2.400	0	0.000	10	2.400	8	1.920	0	0.000	8	1.920	16	3.840	0	0.000	16	3.840
4.02	Furniture Grant	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
4.03	Contingency Grant	4	2.000	0	0.000	4	2.000	1	0.500	0	0.000	1	0.500	1	0.500	0	0.000	1	0.500
4.04	Meeting. TA	4	1.200	0	0.000	4	1.200	1	0.300	0	0.000	1	0.300	1	0.300	0	0.000	1	0.300
4.05	TLM Grant	4	0.400	0	0.000	4	0.400	1	0.100	0	0.000	1	0.100	1	0.100	0	0.000	1	0.100
	<b>Sub Total</b>	<b>4</b>	<b>6.000</b>	<b>0</b>	<b>0.000</b>	<b>4</b>	<b>6.000</b>	<b>1</b>	<b>2.820</b>	<b>0</b>	<b>0.000</b>	<b>1</b>	<b>2.820</b>	<b>1</b>	<b>4.740</b>	<b>0</b>	<b>0.000</b>	<b>1</b>	<b>4.740</b>

S.No.	Activity	Samba						Shopian						Srinagar					
		Fresh Outlay		Spill over		Total Outlay including spill		Fresh Outlay		Spill over		Total Outlay including spill		Fresh Outlay		Spill over		Total Outlay including spill	
		Phy.	Fin.	Phy	Fin	Phy	Fin	Phy.	Fin.	Phy	Fin	Phy	Fin	Phy.	Fin.	Phy	Fin	Phy	Fin
<b>5</b>	<b>Cluster Resource Centres</b>																		
5.01	Salary of Resource Persons	40	9.600	0	0.000	40	9.600	32	7.680	0	0.000	32	7.680	64	15.360	0	0.000	64	15.360
5.02	Furniture Grant	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
5.03	Contingency Grant	40	4.000	0	0.000	40	4.000	32	3.200	0	0.000	32	3.200	64	6.400	0	0.000	64	6.400
5.04	Meeting, TA	40	4.800	0	0.000	40	4.800	32	3.840	0	0.000	32	3.840	64	7.680	0	0.000	64	7.680
5.05	TLM Grant	40	1.200	0	0.000	40	1.200	32	0.960	0	0.000	32	0.960	64	1.920	0	0.000	64	1.920
	<b>Sub Total</b>	<b>40</b>	<b>19.600</b>	<b>0</b>	<b>0.000</b>	<b>40</b>	<b>19.600</b>	<b>32</b>	<b>15.680</b>	<b>0</b>	<b>0.000</b>	<b>32</b>	<b>15.680</b>	<b>64</b>	<b>31.360</b>	<b>0</b>	<b>0.000</b>	<b>64</b>	<b>31.360</b>
<b>6</b>	<b>Teachers Training</b>																		
6.01	In-service Teachers' Training 10 days (Block & District Level)	990	9.900	0	0.000	990	9.900	1511	15.110	0	0.000	1511	15.110	2126	21.260	0	0.000	2126	21.260
6.02	In-service Teachers' Training 10 days (Cluster Level)	990	4.950	0	0.000	990	4.950	1511	7.555	0	0.000	1511	7.555	2126	10.630	0	0.000	2126	10.630
6.03	Training to Education Volunteers 10 days (Block & District Level)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
6.04	Training to Education Volunteers 10 days (Cluster Level)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
6.05	Induction training for Newly Recruit Trained Teachers 30 days	347	10.410	0	0.000	347	10.410	337	10.110	0	0.000	337	10.110	277	8.310	0	0.000	277	8.310
6.06	Training of BRPs 10 days	50	0.500	0	0.000	50	0.500	40	0.400	0	0.000	40	0.400	80	0.800	0	0.000	80	0.800
6.07	Training to Anganwaris workers for 3 days	234	2.808	0	0.000	234	2.808	245	2.940	0	0.000	245	2.940	360	4.320	0	0.000	360	4.320
6.08	Training for computer teachers for 5 days	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
	<b>Sub Total</b>	<b>1621</b>	<b>28.568</b>	<b>0</b>	<b>0.000</b>	<b>1621</b>	<b>28.568</b>	<b>2133</b>	<b>36.115</b>	<b>0</b>	<b>0.000</b>	<b>2133</b>	<b>36.115</b>	<b>2843</b>	<b>45.320</b>	<b>0</b>	<b>0.000</b>	<b>2843</b>	<b>45.320</b>
<b>7</b>	<b>Interventions for OOSC</b>																		
7.01	NRBC-II	0	0.000	0	0.000	0	0.000	345	6.900	0	0.000	345	6.900	115	2.300	0	0.000	115	2.300
7.02	NRBC-II	94	2.350	0	0.000	94	2.350	327	8.175	0	0.000	327	8.175	524	13.100	0	0.000	524	13.100
7.03	NRBC-III	0	0.000	0	0.000	0	0.000	400	12.000	0	0.000	400	12.000	1410	42.300	0	0.000	1410	42.300
7.04	Non Residential Bridge Course level I	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
7.05	Back to School	0	0.000	0	0.000	0	0.000	163	4.075	0	0.000	163	4.075	1410	35.250	0	0.000	1410	35.250
7.06	Non Residential Bridge Course level II and III	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
7.07	Madarsa/ Maktab	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
7.08	Innovative Activity	58	1.740	0	0.000	58	1.740	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
7.09	Others (Recurring) Continuous support to seasonal centres	53	0.928	0	0.000	53	0.928	1434	25.095	0	0.000	1434	25.095	0	0.000	0	0.000	0	0.000
	<b>Sub Total</b>	<b>205</b>	<b>5.018</b>	<b>0</b>	<b>0.000</b>	<b>205</b>	<b>5.018</b>	<b>2669</b>	<b>56.245</b>	<b>0</b>	<b>0.000</b>	<b>2669</b>	<b>56.245</b>	<b>3459</b>	<b>92.950</b>	<b>0</b>	<b>0.000</b>	<b>3459</b>	<b>92.950</b>
<b>8</b>	<b>Remedial Teaching</b>																		
8.01	Remedial Teaching	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
	<b>Sub Total</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>
<b>9</b>	<b>Free Text Book</b>																		
9.01	Free Text for class III to V	5767	8.651	0	0.000	5767	8.651	11797	17.696	0	0.000	11797	17.696	9511	14.267	0	0.000	9511	14.267
9.02	Free Text for class VI to VIII	6748	16.870	0	0.000	6748	16.870	8449	21.123	0	0.000	8449	21.123	8482	21.205	0	0.000	8482	21.205
	<b>Sub Total</b>	<b>12515</b>	<b>25.521</b>	<b>0</b>	<b>0.000</b>	<b>12515</b>	<b>25.521</b>	<b>20246</b>	<b>38.818</b>	<b>0</b>	<b>0.000</b>	<b>20246</b>	<b>38.818</b>	<b>17993</b>	<b>35.472</b>	<b>0</b>	<b>0.000</b>	<b>17993</b>	<b>35.472</b>
<b>10</b>	<b>Interventions for CWSN (IED)</b>																		
10.01	Inclusive Education	311	7.775	0	0.000	311	7.775	639	15.975	0	0.000	639	15.975	1563	39.075	0	0.000	1563	39.075
	<b>Sub Total</b>	<b>311</b>	<b>7.775</b>	<b>0</b>	<b>0.000</b>	<b>311</b>	<b>7.775</b>	<b>639</b>	<b>15.975</b>	<b>0</b>	<b>0.000</b>	<b>639</b>	<b>15.975</b>	<b>1563</b>	<b>39.075</b>	<b>0</b>	<b>0.000</b>	<b>1563</b>	<b>39.075</b>

S.No.	Activity	Samba						Shopian						Srinagar					
		Fresh Outlay		Spill over		Total Outlay including spill		Fresh Outlay		Spill over		Total Outlay including spill		Fresh Outlay		Spill over		Total Outlay including spill	
		Phy.	Fin.	Phy	Fin	Phy	Fin	Phy.	Fin.	Phy	Fin	Phy	Fin	Phy.	Fin.	Phy	Fin	Phy	Fin
11	<b>Civil Works</b>																		
11.01	BRC	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.02	CRC	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.03	Primary School (new)	32	268.800	0	7.500	32	276.300	55	462.000	0	86.200	55	548.200	48	403.200	0	0.000	48	403.200
11.04	ACRs for the deferred liability of UPS sanctioned in 2007-08 & 2008-09 (@ 3 ACRs per UPS)	93	218.550	0	125.737	93	344.287	87	204.450	0	163.387	87	367.837	0	0.000	0	252.450	0	252.450
11.05	Building Less (Pry)	31	62.000	0	0.000	31	62.000	29	58.000	0	0.000	29	58.000	0	0.000	0	0.000	0	0.000
11.06	Building Less (UP)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.07	Dilapidated Building (Pry)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.08	Dilapidated Building (UP)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.09	Additional Class Room (P)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.1	Additional Class Room (UP)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.11	Toilet/Urinals	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.12	Separate Girls Toilet	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.13	Drinking Water Facility	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.14	Boundary Wall	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.15	Separation Wall	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.16	Electrification	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.17	Head Master's Room	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.18	BALA	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.19	Kitchen Shed	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.20	Ramps	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.21	Major Repairs (Primary)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.22	Major Repairs (Upper Primary)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.23	Varanda in Sq feet	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
	<b>Sub Total of Civil Works</b>	<b>156</b>	<b>549.350</b>	<b>0</b>	<b>133.237</b>	<b>156</b>	<b>682.587</b>	<b>171</b>	<b>724.450</b>	<b>0</b>	<b>249.587</b>	<b>171</b>	<b>974.037</b>	<b>48</b>	<b>403.200</b>	<b>0</b>	<b>252.450</b>	<b>48</b>	<b>655.650</b>
12	<b>Furniture for Govt. UPS</b>																		
12.01	No. of Children	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	27.265	0	27.265
	<b>Sub Total(Furniture)</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>27.265</b>	<b>0</b>	<b>27.265</b>
	<b>Sub Total (Civil + Furniture)</b>	<b>156</b>	<b>549.350</b>	<b>0</b>	<b>133.237</b>	<b>156</b>	<b>682.587</b>	<b>171</b>	<b>724.450</b>	<b>0</b>	<b>249.587</b>	<b>171</b>	<b>974.037</b>	<b>48</b>	<b>403.200</b>	<b>0</b>	<b>279.715</b>	<b>48</b>	<b>682.915</b>
13	<b>Teaching Learning Equipment</b>																		
13.01	TLE - New Primary	7	1.400	0	0.000	7	1.400	20	4.000	0	0.000	20	4.000	10	2.000	0	10.800	10	12.800
13.02	TLE - New Upper Primary	11	5.500	0	2.000	11	7.500	4	2.000	0	1.500	4	3.500	5	2.500	0	0.000	5	2.500
13.03	Others	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
	<b>Sub Total</b>	<b>18</b>	<b>6.900</b>	<b>0</b>	<b>2.000</b>	<b>18</b>	<b>8.900</b>	<b>24</b>	<b>6.000</b>	<b>0</b>	<b>1.500</b>	<b>24</b>	<b>7.500</b>	<b>15</b>	<b>4.500</b>	<b>0</b>	<b>10.800</b>	<b>15</b>	<b>15.300</b>
14	<b>Maintenance Grant</b>																		
14.01	Maintenance Grant for PS & UPS	448	29.150	0	0.000	448	29.150	429	28.400	0	0.000	429	28.400	473	34.000	0	0.000	473	34.000
	<b>Sub Total</b>	<b>448</b>	<b>29.150</b>	<b>0</b>	<b>0.000</b>	<b>448</b>	<b>29.150</b>	<b>429</b>	<b>28.400</b>	<b>0</b>	<b>0.000</b>	<b>429</b>	<b>28.400</b>	<b>473</b>	<b>34.000</b>	<b>0</b>	<b>0.000</b>	<b>473</b>	<b>34.000</b>
15	<b>School Grant</b>																		
15.01	Primary School	491	24.550	0	0.000	491	24.550	481	24.050	0	0.000	481	24.050	488	24.400	0	0.000	488	24.400
15.02	Upper Primary School	194	13.580	0	0.000	194	13.580	175	12.250	0	0.000	175	12.250	278	19.460	0	0.000	278	19.460
	<b>Sub Total</b>	<b>685</b>	<b>38.130</b>	<b>0</b>	<b>0.000</b>	<b>685</b>	<b>38.130</b>	<b>656</b>	<b>36.300</b>	<b>0</b>	<b>0.000</b>	<b>656</b>	<b>36.300</b>	<b>766</b>	<b>43.860</b>	<b>0</b>	<b>0.000</b>	<b>766</b>	<b>43.860</b>
16	<b>Research &amp; Evaluation</b>																		
16.01	Research & Evaluation	685	8.905	0	0.000	685	8.905	656	8.528	0	0.000	656	8.528	766	9.958	0	0.000	766	9.958
	<b>Sub Total</b>	<b>685</b>	<b>8.905</b>	<b>0</b>	<b>0.000</b>	<b>685</b>	<b>8.905</b>	<b>656</b>	<b>8.528</b>	<b>0</b>	<b>0.000</b>	<b>656</b>	<b>8.528</b>	<b>766</b>	<b>9.958</b>	<b>0</b>	<b>0.000</b>	<b>766</b>	<b>9.958</b>

S.No.	Activity	Samba						Shopian						Srinagar					
		Fresh Outlay		Spill over		Total Outlay including spill		Fresh Outlay		Spill over		Total Outlay including spill		Fresh Outlay		Spill over		Total Outlay including spill	
		Phy.	Fin.	Phy	Fin	Phy	Fin	Phy.	Fin.	Phy	Fin	Phy	Fin	Phy.	Fin.	Phy	Fin	Phy	Fin
17	<b>Management &amp; Quality</b>																		
17.01	Management & MIS	0	43.027	0	0.000	0	43.027	0	38.851	0	0.000	0	38.851	0	53.997	0	0.000	0	53.997
17.02	Learning Enhancement Prog. (LEP)	0	8.803	0	0.000	0	8.803	0	11.523	0	0.000	0	11.523	0	9.466	0	0.000	0	9.466
17.03	Community Mobilization	0	8.375	0	0.000	0	8.375	0	11.058	0	0.000	0	11.058	0	9.004	0	0.000	0	9.004
	<b>Sub Total</b>	0	60.205	0	0.000	0	60.205	0	61.432	0	0.000	0	61.432	0	72.467	0	0.000	0	72.467
18	<b>Innovative Activity</b>																		
18.01	ECCE	1	15.000	0	0.000	1	15.000	1	15.000	0	0.000	1	15.000	1	15.000	0	0.000	1	15.000
18.02	Girls Education	1	15.000	0	0.000	1	15.000	1	15.000	0	0.000	1	15.000	1	15.000	0	0.000	1	15.000
18.03	SC / ST	1	15.000	0	0.000	1	15.000	1	15.000	0	0.000	1	15.000	1	15.000	0	0.000	1	15.000
18.04	Computer Education	1	50.000	0	0.000	1	50.000	1	50.000	0	0.000	1	50.000	1	50.000	0	0.000	1	50.000
18.05	Minority	1	5.000	0	0.000	1	5.000	1	5.000	0	0.000	1	5.000	1	5.000	0	0.000	1	5.000
18.06	Urban deprived	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
	<b>Sub Total</b>	1	100.000	0	0.000	1	100.000	1	100.000	0	0.000	1	100.000	1	100.000	0	0.000	1	100.000
19	<b>Community Training</b>																		
19.01	Community Training ( for 2 days)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
19.02	VEC/SMC-Residential (3 days)	2055	6.165	0	0.000	2055	6.165	1968	5.904	0	0.000	1968	5.904	2298	6.894	0	0.000	2298	6.894
19.03	VEC/SMC-Non Residential (3 days)	2740	4.110	0	0.000	2740	4.110	2624	3.936	0	0.000	2624	3.936	3064	4.596	0	0.000	3064	4.596
19.04	Local Authority - Residential (3 days)	396	1.188	0	0.000	396	1.188	412	1.236	0	0.000	412	1.236	40	0.120	0	0.000	40	0.120
	<b>Sub Total</b>	5191	11.463	0	0.000	5191	11.463	5004	11.076	0	0.000	5004	11.076	5402	11.610	0	0.000	5402	11.610
	<b>Total of SSA</b>	24056	1679.296	0	135.237	24056	1814.533	35864	2215.409	0	251.087	35864	2466.496	36958	1806.289	0	290.515	36958	2096.804
	State Component	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
	SIEMAT	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
21	NPEGEL	0	0.000	0	0.000	0	0.000	11	7.021	0	0.000	11	7.021	14	8.936	0	0.000	14	8.936
22	KGBV	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	2	56.020	0	70.000	2	126.020
	<b>GRAND TOTAL (SSA+NPEGEL+KGBV)</b>	24056	1679.296	0	135.237	24056	1814.533	35875	2222.430	0	251.087	35875	2473.517	36974	1871.245	0	360.515	36974	2231.760



District : 22 Districts (SSA Jammu & Kashmir)

S.No.	Activity	Udhampur					SPO					State Consolidation							
		Fresh Outlay		Spill over		Total Outlay including spill over	Fresh Outlay		Spill over		Total Outlay including spill over	Fresh Outlay		Spill over		Total Outlay including spill over			
		Phy.	Fin.	Phy.	Fin.		Phy.	Fin.	Phy.	Fin.		Phy.	Fin.	Phy.	Fin.				
<b>1</b>	<b>New Schools Opening</b>																		
1.01	Upgradation of EGS to PS	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
1.02	New PS	38	0.000	0	0.000	38	0.000	0	0.000	0	0.000	0	0.000	497	0.000	0	0.000	497	0.000
1.03	Upgraded/New UPS	59	0.000	0	0.000	59	0.000	0	0.000	0	0.000	0	0.000	863	0.000	0	0.000	863	0.000
	<b>Sub Total</b>	<b>97</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>97</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>1360</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>1360</b>	<b>0.000</b>
<b>2</b>	<b>New Teachers Salary</b>																		
2.01	Primary Teachers (Regular)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.02	Primary Teachers (Para)	76	3.420	0	0.000	76	3.420	0	0.000	0	0.000	0	0.000	994	44.730	0	0.000	994	44.730
2.03	Upper Primary Teachers (Regular)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.04	Upper Primary Teachers (Para)	118	5.310	0	0.000	118	5.310	0	0.000	0	0.000	0	0.000	1726	77.670	0	0.000	1726	77.670
2.05	Urdu teacher	59	45.135	0	0.000	59	45.135	0	0.000	0	0.000	0	0.000	863	660.195	0	0.000	863	660.195
	<b>Add. Teacher against PTR</b>																		
2.06	New Additional Teachers - PS (Regular)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.07	New Additional Teachers - PS (Para)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.08	New Additional Teachers-UPS (Regular)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.09	New Additional Teachers - UPS (Para)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.10	Teachers under OBB	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.11	New Others	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
	<b>Sub Total</b>	<b>253</b>	<b>53.865</b>	<b>0</b>	<b>0.000</b>	<b>253</b>	<b>53.865</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>3583</b>	<b>782.595</b>	<b>0</b>	<b>0.000</b>	<b>3583</b>	<b>782.595</b>
	<b>Teachers Salary (Recurring)</b>																		
2.12	Primary Teachers (Regular)	834	1651.320	0	0.000	834	1651.320	0	0.000	0	0.000	0	0.000	10555	20898.900	0	0.000	10555	20898.900
2.13	Primary Teachers (Para)	1084	260.160	0	0.000	1084	260.160	0	0.000	0	0.000	0	0.000	19044	4570.560	0	0.000	19044	4570.560
2.14	UP Teachers (Regular)	118	148.031	0	0.000	118	148.031	0	0.000	0	0.000	0	0.000	2717	3408.477	0	0.000	2717	3408.477
2.15	UP Teachers (Para)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.16	UP Teachers - Head Master	381	1165.860	0	0.000	381	1165.860	0	0.000	0	0.000	0	0.000	5788	17711.280	0	0.000	5788	17711.280
2.17	Additional Teachers - PS (Regular)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.18	Additional Teachers - PS (Para)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.19	Additional Teachers - UPS (Regular)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.20	Additional Teachers - UPS (Para)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.21	Teachers under OBB	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
2.22	Others (Recurring)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
	<b>Sub Total</b>	<b>2417</b>	<b>3225.371</b>	<b>0</b>	<b>0.000</b>	<b>2417</b>	<b>3225.371</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>38104</b>	<b>46589.217</b>	<b>0</b>	<b>0.000</b>	<b>38104</b>	<b>46589.217</b>
<b>3</b>	<b>Teachers Grant</b>																		
3.01	Primary Teachers	1692	8.460	0	0.000	1692	8.460	0	0.000	0	0.000	0	0.000	42886	214.430	0	0.000	42886	214.430
3.02	Upper Primary Teachers	3059	15.295	0	0.000	3059	15.295	0	0.000	0	0.000	0	0.000	40606	203.030	0	0.000	40606	203.030
	<b>Sub Total</b>	<b>4751</b>	<b>23.755</b>	<b>0</b>	<b>0.000</b>	<b>4751</b>	<b>23.755</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>83492</b>	<b>417.460</b>	<b>0</b>	<b>0.000</b>	<b>83492</b>	<b>417.460</b>
<b>4</b>	<b>Block Resource Centre (BRC)/UBRC</b>																		
4.01	Salary of Resource Persons	22	5.280	0	0.000	22	5.280	0	0.000	0	0.000	0	0.000	400	96.000	0	0.000	400	96.000
4.02	Furniture Grant	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
4.03	Contingency Grant	7	3.500	0	0.000	7	3.500	0	0.000	0	0.000	0	0.000	119	59.500	0	0.000	119	59.500
4.04	Meeting, TA	7	2.100	0	0.000	7	2.100	0	0.000	0	0.000	0	0.000	119	35.700	0	0.000	119	35.700
4.05	TLM Grant	7	0.700	0	0.000	7	0.700	0	0.000	0	0.000	0	0.000	119	11.900	0	0.000	119	11.900
	<b>Sub Total</b>	<b>7</b>	<b>11.580</b>	<b>0</b>	<b>0.000</b>	<b>7</b>	<b>11.580</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>119</b>	<b>203.100</b>	<b>0</b>	<b>0.000</b>	<b>119</b>	<b>203.100</b>

S.No	Activity	Udhampur						SPO						State Consolidation					
		Fresh Outlay		Spill over		Total Outlay including spill		Fresh Outlay		Spill over		Total Outlay including spill		Fresh Outlay		Spill over		Total Outlay including spill	
		Phy.	Fin.	Phy	Fin	Phy	Fin	Phy.	Fin.	Phy	Fin	Phy	Fin	Phy.	Fin.	Phy	Fin	Phy	Fin
<b>5</b>	<b>Cluster Resource Centres</b>																		
5.01	Salary of Resource Persons	88	21.120	0	0.000	88	21.120	0	0.000	0	0.000	0	0.000	1600	384.000	0	0.000	1600	384.000
5.02	Furniture Grant	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
5.03	Contingency Grant	88	8.800	0	0.000	88	8.800	0	0.000	0	0.000	0	0.000	1600	160.000	0	0.000	1600	160.000
5.04	Meeting, TA	88	10.560	0	0.000	88	10.560	0	0.000	0	0.000	0	0.000	1600	192.000	0	0.000	1600	192.000
5.05	TLM Grant	88	2.640	0	0.000	88	2.640	0	0.000	0	0.000	0	0.000	1600	48.000	0	0.000	1600	48.000
	<b>Sub Total</b>	<b>88</b>	<b>43.120</b>	<b>0</b>	<b>0.000</b>	<b>88</b>	<b>43.120</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>1600</b>	<b>784.000</b>	<b>0</b>	<b>0.000</b>	<b>1600</b>	<b>784.000</b>
<b>6</b>	<b>Teachers Training</b>																		
6.01	In-service Teachers' Training 10 days (Block & District Level)	2900	29.000	0	0.000	2900	29.000	0	0.000	0	0.000	0	0.000	55032	550.320	0	0.000	55032	550.320
6.02	In-service Teachers' Training 10 days (Cluster Level)	2900	14.500	0	0.000	2900	14.500	0	0.000	0	0.000	0	0.000	55032	275.160	0	0.000	55032	275.160
6.03	Training to Education Volunteers 10 days (Block & District Level)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
6.04	Training to Education Volunteers 10 days (Cluster Level)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
6.05	Induction training for Newly Recruit Trained Teachers 30 days	457	13.710	0	0.000	457	13.710	0	0.000	0	0.000	0	0.000	8566	256.980	0	0.000	8566	256.980
6.06	Training of BRPs 10 days	110	1.100	0	0.000	110	1.100	0	0.000	0	0.000	0	0.000	2000	20.000	0	0.000	2000	20.000
6.07	Training to Anganwaris workers for 3 days	1394	16.728	0	0.000	1394	16.728	0	0.000	0	0.000	0	0.000	19894	238.728	0	0.000	19894	238.728
6.08	Training for computer teachers for 5 days	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
	<b>Sub Total</b>	<b>4861</b>	<b>75.038</b>	<b>0</b>	<b>0.000</b>	<b>4861</b>	<b>75.038</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>85492</b>	<b>1341.188</b>	<b>0</b>	<b>0.000</b>	<b>85492</b>	<b>1341.188</b>
<b>7</b>	<b>Interventions for OOSC</b>																		
7.01	NRBC-II	214	4.280	0	0.000	214	4.280	0	0.000	0	0.000	0	0.000	5272	105.440	0	0.000	5272	105.440
7.02	NRBC-II	479	11.975	0	0.000	479	11.975	0	0.000	0	0.000	0	0.000	8860	221.500	0	0.000	8860	221.500
7.03	NRBC-III	391	11.730	0	0.000	391	11.730	0	0.000	0	0.000	0	0.000	11586	347.580	0	0.000	11586	347.580
7.04	Non Residential Bridge Course level I	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
7.05	Back to School	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	7003	175.075	0	0.000	7003	175.075
7.06	Non Residential Bridge Course level II and III	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
7.07	Madarsa/ Maktab	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	1556	46.680	0	0.000	1556	46.680
7.08	Innovative Activity	826	24.780	0	0.000	826	24.780	0	0.000	0	0.000	0	0.000	7957	238.710	0	0.000	7957	238.710
7.09	Others (Recurring) Continuous support to seasonal centres	988	17.290	0	0.000	988	17.290	0	0.000	0	0.000	0	0.000	32569	569.958	0	0.000	32569	569.958
	<b>Sub Total</b>	<b>2898</b>	<b>70.055</b>	<b>0</b>	<b>0.000</b>	<b>2898</b>	<b>70.055</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>74803</b>	<b>1704.943</b>	<b>0</b>	<b>0.000</b>	<b>74803</b>	<b>1704.943</b>
<b>8</b>	<b>Remedial Teaching</b>																		
8.01	Remedial Teaching	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
	<b>Sub Total</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>
<b>9</b>	<b>Free Text Book</b>																		
9.01	Free Text for class III to V	27848	41.772	0	0.000	27848	41.772	0	0.000	0	0.000	0	0.000	468668	703.002	0	0.000	468668	703.002
9.02	Free Text for class VI to VIII	25748	64.370	0	0.000	25748	64.370	0	0.000	0	0.000	0	0.000	411493	1028.733	0	0.000	411493	1028.733
	<b>Sub Total</b>	<b>53596</b>	<b>106.142</b>	<b>0</b>	<b>0.000</b>	<b>53596</b>	<b>106.142</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>880161</b>	<b>1731.735</b>	<b>0</b>	<b>0.000</b>	<b>880161</b>	<b>1731.735</b>
<b>10</b>	<b>Interventions for CWSN (IED)</b>																		
10.01	Inclusive Education	1021	25.525	0	0.000	1021	25.525	0	0.000	0	0.000	0	0.000	24781	619.525	0	0.000	24781	619.525
	<b>Sub Total</b>	<b>1021</b>	<b>25.525</b>	<b>0</b>	<b>0.000</b>	<b>1021</b>	<b>25.525</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>24781</b>	<b>619.525</b>	<b>0</b>	<b>0.000</b>	<b>24781</b>	<b>619.525</b>

Interventionwise District Outlays approved during 2010-11 - SSA, Jammu and Kashmir

(Rs. in lakh)

S.No.	Activity	Udhampur						SPO						State Consolidation					
		Fresh Outlay		Spill over		Total Outlay including spill		Fresh Outlay		Spill over		Total Outlay including spill		Fresh Outlay		Spill over		Total Outlay including spill	
		Phy.	Fin.	Phy	Fin	Phy	Fin	Phy.	Fin.	Phy	Fin	Phy	Fin	Phy.	Fin.	Phy	Fin	Phy	Fin
<b>11</b>	<b>Civil Works</b>																		
11.01	BRC	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	3	24.000	0	0.000	3	24.000
11.02	CRC	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	70	164.500	0	0.000	70	164.500
11.03	Primary School (new)	88	739.200	0	75.550	88	814.750	0	0.000	0	0.000	0	0.000	1347	11314.800	0	2977.686	1347	14292.486
11.04	ACRs for the deferred liability of UPS sanctioned in 2007-08 & 2008-09 (@ 3 ACRs per UPS)	150	352.500	0	344.037	150	696.537	0	0.000	0	0.000	0	0.000	3054	7176.900	0	4756.633	3054	11933.533
11.05	Building Less (Pry)	50	100.000	0	0.000	50	100.000	0	0.000	0	0.000	0	0.000	1018	2036.000	0	0.000	1018	2036.000
11.06	Building Less (UP)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.07	Dilapidated Building (Pry)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.08	Dilapidated Building (UP)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.09	Additional Class Room (P)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.10	Additional Class Room (UP)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.11	Toilet/Urinals	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.12	Separate Girls Toilet	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.13	Drinking Water Facility	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.14	Boundary Wall	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.15	Separation Wall	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.16	Electrification	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.17	Head Master's Room	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.18	BALA	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.19	Kitchen Shed	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.20	Ramps	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.21	Major Repairs (Primary)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.22	Major Repairs (Upper Primary)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
11.23	Varanda in Sq feet	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
	<b>Sub Total of Civil Works</b>	<b>288</b>	<b>1191.700</b>	<b>0</b>	<b>419.587</b>	<b>288</b>	<b>1611.287</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>5492</b>	<b>20716.200</b>	<b>0</b>	<b>7734.319</b>	<b>5492</b>	<b>28450.519</b>
<b>12</b>	<b>Furniture for Govt. UPS</b>																		
12.01	No. of Children	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	27.265	0	27.265
	<b>Sub Total(Furniture)</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>27.265</b>	<b>0</b>	<b>27.265</b>
	<b>Sub Total (Civil + Furniture)</b>	<b>288</b>	<b>1191.700</b>	<b>0</b>	<b>419.587</b>	<b>288</b>	<b>1611.287</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>5492</b>	<b>20716.200</b>	<b>0</b>	<b>7761.584</b>	<b>5492</b>	<b>28477.784</b>
<b>13</b>	<b>Teaching Learning Equipment</b>																		
13.01	TLE - New Primary	38	7.600	0	101.000	38	108.600	0	0.000	0	0.000	0	0.000	497	99.400	0	565.300	497	664.700
13.02	TLE - New Upper Primary	59	29.500	0	5.000	59	34.500	0	0.000	0	0.000	0	0.000	863	431.500	0	73.500	863	505.000
13.03	Others	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
	<b>Sub Total</b>	<b>97</b>	<b>37.100</b>	<b>0</b>	<b>106.000</b>	<b>97</b>	<b>143.100</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>1360</b>	<b>530.900</b>	<b>0</b>	<b>638.800</b>	<b>1360</b>	<b>1169.700</b>
<b>14</b>	<b>Maintenance Grant</b>																		
14.01	Maintenance Grant for PS & UPS	1273	76.750	0	0.000	1273	76.750	0	0.000	0	0.000	0	0.000	21310	1351.800	0	0.000	21310	1351.800
	<b>Sub Total</b>	<b>1273</b>	<b>76.750</b>	<b>0</b>	<b>0.000</b>	<b>1273</b>	<b>76.750</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>21310</b>	<b>1351.800</b>	<b>0</b>	<b>0.000</b>	<b>21310</b>	<b>1351.800</b>
<b>15</b>	<b>School Grant</b>																		
15.01	Primary School	1365	68.250	0	0.000	1365	68.250	0.000	0.000	0	0.000	0	0.000	22216	1110.800	0	0.000	22216	1110.800
15.02	Upper Primary School	491	34.370	0	0.000	491	34.370	0	0.000	0	0.000	0	0.000	8794	615.580	0	0.000	8794	615.580
	<b>Sub Total</b>	<b>1856</b>	<b>102.620</b>	<b>0</b>	<b>0.000</b>	<b>1856</b>	<b>102.620</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>31010</b>	<b>1726.380</b>	<b>0</b>	<b>0.000</b>	<b>31010</b>	<b>1726.380</b>
<b>16</b>	<b>Research &amp; Evaluation</b>																		
16.01	Research & Evaluation	1856	24.128	0	0.000	1856	24.128	0	0.000	0	0.000	0	0.000	31010	403.130	0	0.000	31010	403.130
	<b>Sub Total</b>	<b>1856</b>	<b>24.128</b>	<b>0</b>	<b>0.000</b>	<b>1856</b>	<b>24.128</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>31010</b>	<b>403.130</b>	<b>0</b>	<b>0.000</b>	<b>31010</b>	<b>403.130</b>

S.No.	Activity	Udhampur						SPO						State Consolidation					
		Fresh Outlay		Spill over		Total Outlay including spill		Fresh Outlay		Spill over		Total Outlay including spill		Fresh Outlay		Spill over		Total Outlay including spill over	
		Phy.	Fin.	Phy	Fin	Phy	Fin	Phy.	Fin.	Phy	Fin	Phy	Fin	Phy.	Fin.	Phy	Fin	Phy	Fin
<b>17</b>	<b>Management &amp; Quality</b>																		
17.01	Management & MIS	0	93.826	0	0.000	0	93.826	0	0.000	0	0.000	0	0.000	0	1537.922	0	0.000	0	1537.922
17.02	Learning Enhancement Prog. (LEP)	0	27.813	0	0.000	0	27.813	0	0.000	0	0.000	0	0.000	0	436.103	0	0.000	0	436.103
17.03	Community Mobilization	0	26.750	0	0.000	0	26.750	0	0.000	0	0.000	0	0.000	0	416.833	0	0.000	0	416.833
	<b>Sub Total</b>	<b>0</b>	<b>148.389</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>148.389</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>2390.858</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>2390.858</b>
<b>18</b>	<b>Innovative Activity</b>																		
18.01	ECCE	1	15.000	0	0.000	1	15.000	0	0.000	0	0.000	0	0.000	22	330.000	0	0.000	22	330.000
18.02	Girls Education	1	15.000	0	0.000	1	15.000	0	0.000	0	0.000	0	0.000	22	330.000	0	0.000	22	330.000
18.03	SC / ST	1	15.000	0	0.000	1	15.000	0	0.000	0	0.000	0	0.000	22	330.000	0	0.000	22	330.000
18.04	Computer Education	1	50.000	0	0.000	1	50.000	0	0.000	0	0.000	0	0.000	22	1100.000	0	0.000	22	1100.000
18.05	Minority	1	5.000	0	0.000	1	5.000	0	0.000	0	0.000	0	0.000	22	110.000	0	0.000	22	110.000
18.06	Urban deprived	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
	<b>Sub Total</b>	<b>1</b>	<b>100.000</b>	<b>0</b>	<b>0.000</b>	<b>1</b>	<b>100.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>22</b>	<b>2200.000</b>	<b>0</b>	<b>0.000</b>	<b>22</b>	<b>2200.000</b>
<b>19</b>	<b>Community Training</b>																		
19.01	Community Training ( for 2 days)	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000
19.02	VEC/SMC-Residential (3 days)	5568	16.704	0	0.000	5568	16.704	0	0.000	0	0.000	0	0.000	93030	279.090	0	0.000	93030	279.090
19.03	VEC/SMC-Non Residential (3 days)	7424	11.136	0	0.000	7424	11.136	0	0.000	0	0.000	0	0.000	124040	186.060	0	0.000	124040	186.060
19.04	Local Authority - Residential (3 days)	816	2.448	0	0.000	816	2.448	0	0.000	0	0.000	0	0.000	16556	49.668	0	0.000	16556	49.668
	<b>Sub Total</b>	<b>13808</b>	<b>30.288</b>	<b>0</b>	<b>0.000</b>	<b>13808</b>	<b>30.288</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>233626</b>	<b>514.818</b>	<b>0</b>	<b>0.000</b>	<b>233626</b>	<b>514.818</b>
	<b>Total of SSA</b>	<b>89071</b>	<b>5345.426</b>	<b>0</b>	<b>525.587</b>	<b>89071</b>	<b>5871.013</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>1515965</b>	<b>84007.847</b>	<b>0</b>	<b>8400.384</b>	<b>1515965</b>	<b>92408.231</b>
	<b>State Component</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>556.940</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>556.940</b>	<b>0</b>	<b>556.940</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>556.940</b>
	<b>SIEMAT</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>
21	<b>NPEGEL</b>	<b>38</b>	<b>24.255</b>	<b>0</b>	<b>0.000</b>	<b>38</b>	<b>24.255</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>563</b>	<b>359.362</b>	<b>0</b>	<b>0.000</b>	<b>563</b>	<b>359.362</b>
22	<b>KGBV</b>	<b>5</b>	<b>118.890</b>	<b>0</b>	<b>202.500</b>	<b>5</b>	<b>321.390</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>0.000</b>	<b>79</b>	<b>1895.125</b>	<b>0</b>	<b>2238.100</b>	<b>79</b>	<b>4133.225</b>
	<b>GRAND TOTAL (SSA+NPEGEL+KGBV)</b>	<b>89114</b>	<b>5488.571</b>	<b>0</b>	<b>728.087</b>	<b>89114</b>	<b>6216.658</b>	<b>0</b>	<b>556.940</b>	<b>0</b>	<b>0.000</b>	<b>0</b>	<b>556.940</b>	<b>1516607</b>	<b>86819.274</b>	<b>0</b>	<b>10638.484</b>	<b>1516607</b>	<b>97457.758</b>

## Details on the committed Expenditure and variable Components

State: SSA, Jammu & Kashmir

S.No.	Activity.	Approved outlay 2009-10	Expenditure (2009-10)	% age to outlay	Recommended Outlay 2010-11	% change over previous year	Remarks (Reasons for % change in outlay to previous years outlay)
<b>Committed Expenditure</b>							
1	Teachers Grant	394.520	394.520	100.00%	417.460	5.81%	
2	School Grant	1605.370	1605.370	100.00%	1726.380	7.54%	
3	Maintenance Grant	1275.750	1275.750	100.00%	1351.800	5.96%	
4	Block Resource Centre (BRC)/UBRC	136.460	136.460	100.00%	203.100	48.83%	
5	Cluster Resource Centres	505.600	505.600	100.00%	784.000	55.06%	
6	In-service Teachers' Training	825.480	270.370	32.75%	825.480	0.00%	
7	Other (RPs) training	20.000	9.700	48.50%	20.000	0.00%	
8	Community Training	51.280	0.000	0.00%	514.818	903.94%	
9	Free Text Book	1674.221	1674.221	100.00%	1731.735	3.44%	
10	Interventions for CWSN	129.530	21.450	16.56%	619.525	378.29%	
11	Research & Evaluation	377.013	6.360	1.69%	403.130	6.93%	
12	Management & MIS	928.842	800.183	86.15%	1537.922	65.57%	
13	Learning Enhancement Prog. (LEP)	780.000	0.000	0.00%	436.103	-44.09%	
14	Community Mobilization	0.000	0.000	#DIV/0!	416.833	#DIV/0!	
15	Innovative Activity	2566.821	10.164	0.40%	2200.000	-14.29%	
16	NPEGEL	359.364	267.425	74.42%	359.362	0.00%	
17	KGBV	4001.350	1032.608	25.81%	4133.225	3.30%	
18	Remedial Teaching	136.612	0.000	0.00%	0.000	-100.00%	
19	Teachers Salary (Recurring)	31290.600	28490.315	91.05%	46589.217	48.89%	
	<b>Total</b>	<b>47058.812</b>	<b>36500.496</b>	<b>77.56%</b>	<b>64270.089</b>	<b>36.57%</b>	
<b>Variable components</b>							
20	Civil Works	24930.625	17196.306	68.98%	28450.519	14.12%	
21	Furniture for Govt. UPS	27.265	0.000	0.00%	27.265	0.00%	
22	Teaching Learning Equipment	1181.900	543.100	45.95%	1169.700	-1.03%	
23	Induction trg for Newly Recruit Trained Teach	119.340	0.000	0.00%	256.980	115.33%	
24	Training for Untrained Teachers	238.728	0.000	0.00%	238.728	0.00%	
25	Interventions for OOSC	1251.252	52.070	4.16%	1704.943	36.26%	
26	New Teachers Salary	384.000	275.100	71.64%	782.595	103.80%	
27	STATE COMPONENT	918.000	300.663	32.75%	556.940	-39.33%	
	<b>Total</b>	<b>29051.110</b>	<b>18367.239</b>	<b>63.22%</b>	<b>33187.670</b>	<b>14.24%</b>	
	<b>GRAND TOTAL *</b>	<b>76109.922</b>	<b>54867.735</b>	<b>72.09%</b>	<b>97457.758</b>	<b>28.05%</b>	