



Shalimar
Bagh Mughal
Garden

District Mapping

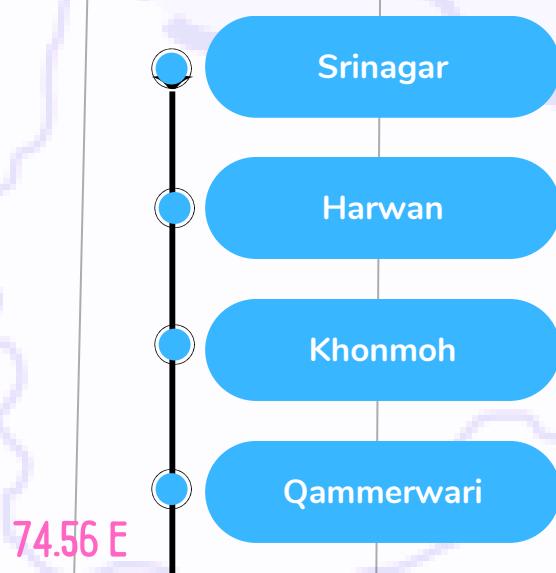
Srinagar
Jammu & Kashmir

MEHBOOB
COLONY

Kani Pora
Kali Dar



Administrative Divisions



4
Blocks

21
Panchayats

Population density
625/sq kms

1,979 sq kms

7
Tehsils

2
Sub
division

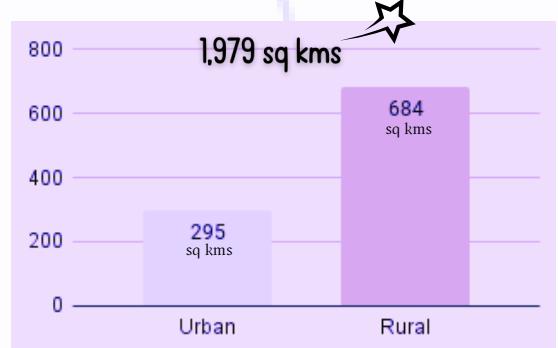
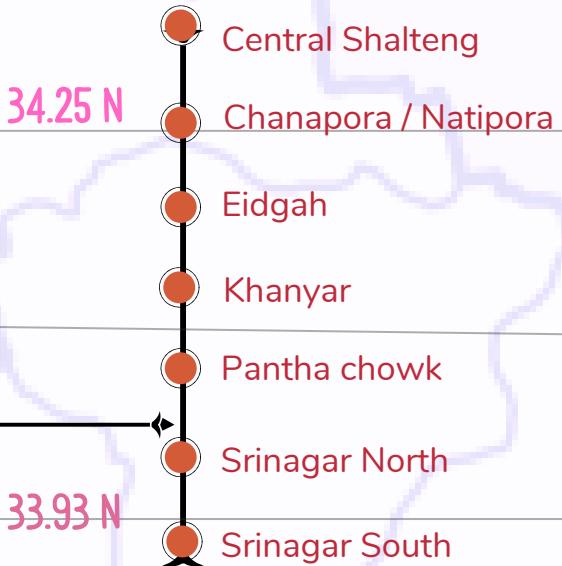
Srinagar East

Srinagar West

75.05 E

Srinagar

Srinagar is the largest city and the summer capital of the Union Territory of Jammu and Kashmir in India. It extends from latitude 34.0837° N and longitude 74.7973° E. Positioned strategically in the northern part of India, along the banks of the Jhelum River adds to its scenic beauty and historical importance. Srinagar is located at an average elevation of 1,585 meters (5,200 feet) above sea level, making it one of the higher-altitude cities in India.



About Srinagar

Srinagar has remained in the same location for the past 13 centuries, serving as a central and steadfast witness to the region's historical events and developments. The district is divided into two subdivisions: Srinagar East and Srinagar West. Besides Srinagar, it encompasses four blocks: Srinagar, Harwan, Qammerwar, and Khonmoh.

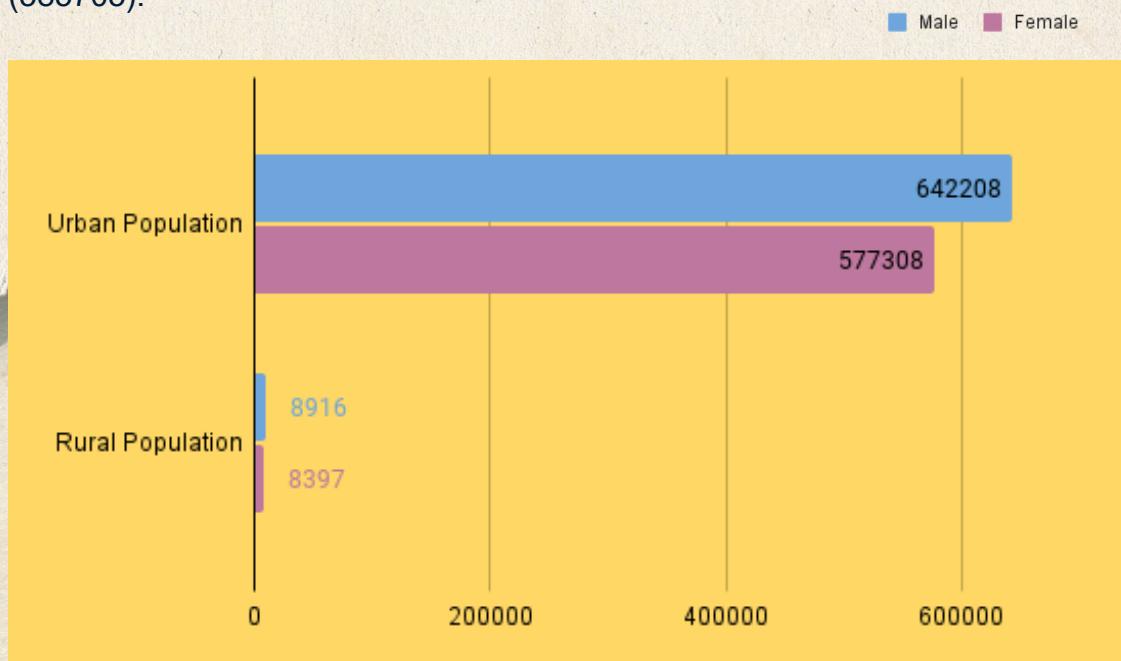
The city is known for its natural environment, various gardens, waterfronts and houseboats. It is also known for traditional Kashmiri handicrafts like the Kashmir shawl (made of pashmina and cashmere wool), papier-mâché, wood carving, carpet weaving, and jewel making, as well as for dried fruits. It is the second-largest metropolitan area in the Himalayas (after Kathmandu, the capital of Nepal).

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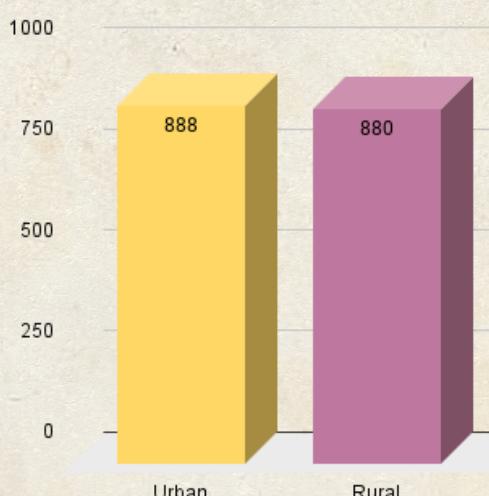
Socio - economic Profile

Population Status

The total population of Srinagar is 1236829, with 17313 people living in rural areas and 1219516 people living in urban areas. 1.4% of the population is rural, while 99.6% is urban. The male population in both rural and urban areas is slightly higher (651124) is slightly more than the female population (585705).



Sex Ratio



In the city area, there are 888 females for every 1000 males, while in the rural area, the ratio stands at 880 females per 1000 males. This is much lower than the national sex ratio of 940 females per 1000 males.

Literacy Rate ●

The overall literacy rate of Srinagar is 69.41%. There are significant disparities exist between genders, with males at 76.25% and females at 61.85%. This highlights the need for targeted efforts to bridge the educational gap and promote equality in access to education for all.



Source: Census, 2011

Languages spoken ●

The main languages of Srinagar are Kashmiri and Urdu.



Work Participation

Source: Census, 2011

The total male work participation rate is 66.2%, while the total female work participation rate is 18.3%. The male work participation rate is higher than the female work participation rate in all sectors.



Sustainable Development Goals

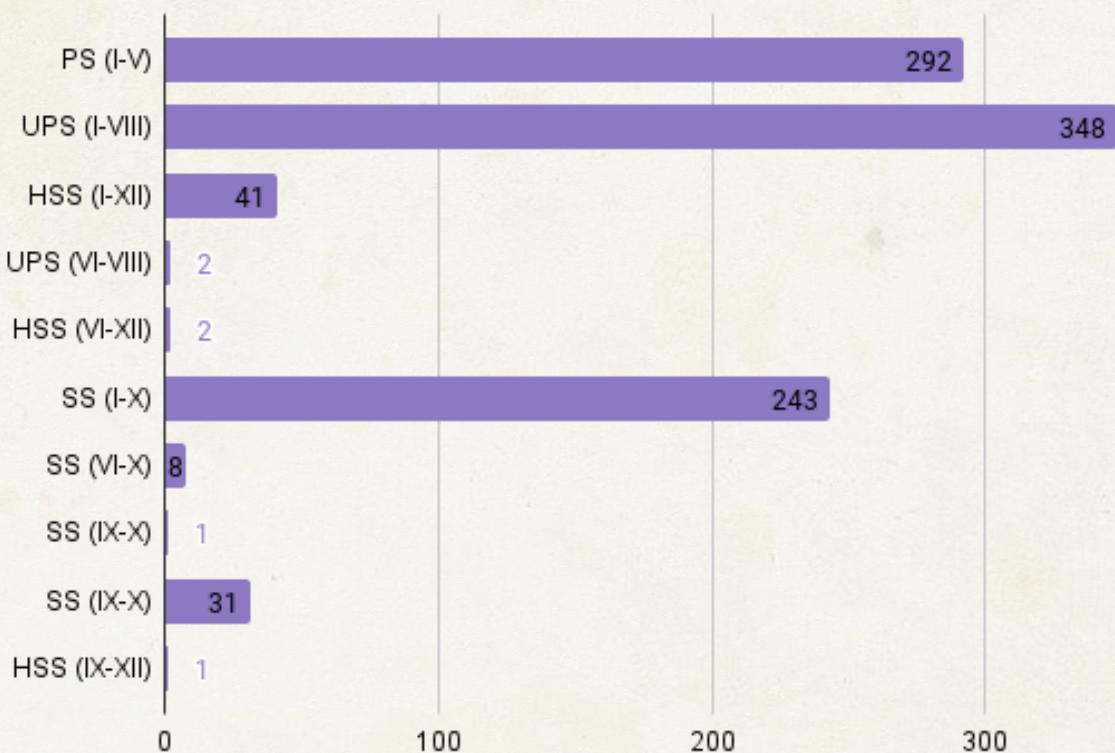


Jammu and Kashmir is emerging as one of the fastest advancing Union Territories according to the SDG India Index, with an impressive overall score of 74, surpassing the national average of 71. This performance places the region in the esteemed category of 'front runners,' highlighting its rapid progress across various development parameters. However, when it comes to quality education, J&K's score of 56, categorized as 'performer,' lags behind the national score of 61. This indicates that while significant strides have been made, there remains considerable room for improvement in ensuring quality education for all, a crucial pillar for sustainable development.

Educational Profile

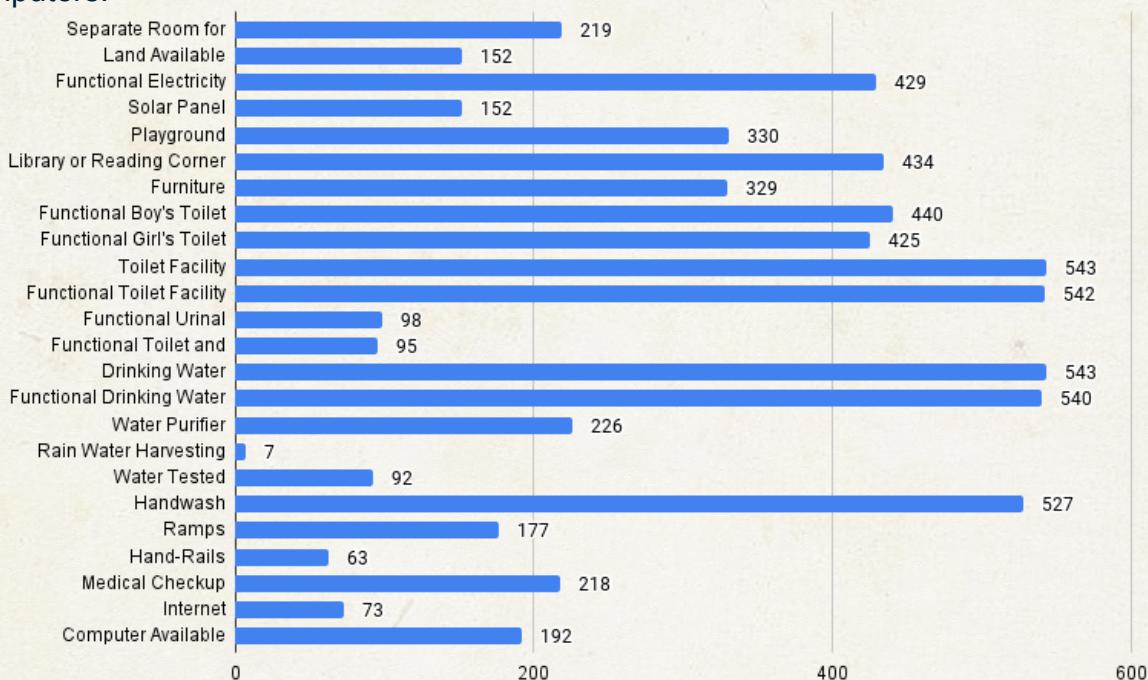
Total Schools

The educational landscape comprises 969 schools, including 292 primary, 348 upper primary (grades 1-8), 2 upper primary (grades 6-8), 41 higher secondary (grades 1-12), 1 higher secondary (grades 9-12), 2 higher secondary (grades 6-12) schools and 243 Secondary Schools (grades 1-10), 8 (grades 6 - 10) and 32 Secondary School (grades 9 - 10). Out of all these schools, 554 belong to Department of Education.



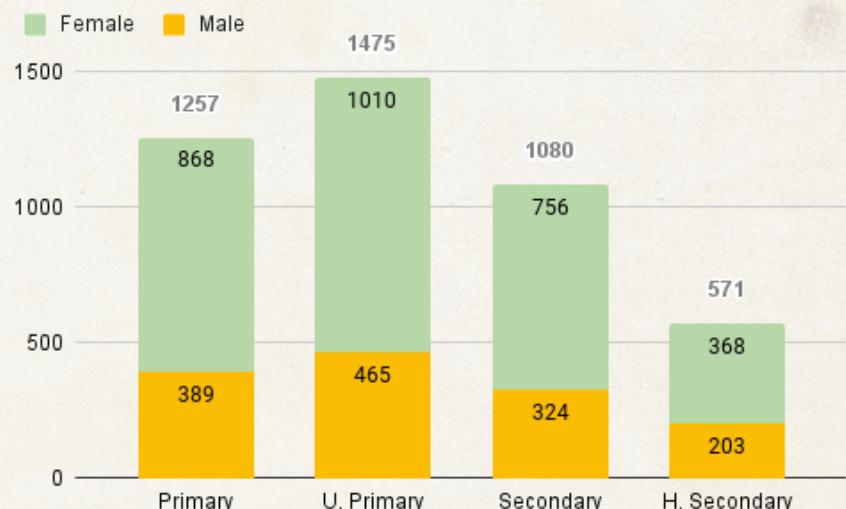
School Facilities

The data suggests that most of the schools are well-equipped with toilet facilities, handwash and drinking water. Less than 1/3rd schools have ramps and only 11 % of the schools have hand rails. Around 78 % percent schools have library and 77% schools have functional electricity. Less than 50% of schools have water purifier, medical checkup and computers.



Number of Teachers

Srinagar has a total of 4,383 teachers in Department of Education schools. Among them, there are 1,381 male teachers and 3,002 female teachers. Notably, the number of female teachers is more than double that of male teachers.



Teachers

Qualification

Academic

	Female	Male	Total
Graduate	1931	351	2282
Post Graduate	1547	313	1860
Higher Secondary	235	114	349
None	81	27	108
Below Secondary	10	15	25
M.Phil	10	6	16
PhD	2	2	4
Post Doctoral	2	1	3

Professional

Bachelor of Elementary Education (B.Ed.Ed.)	49	13	62
B.Ed. or equivalent	1416	281	1697
None	1437	265	1702
Others	452	125	577
Pursuing any relevant professional course	53	33	86
M.Ed. or equivalent	280	42	322
Diploma or certificate in basic teachers training of a duration not less than two years	74	37	111
Diploma/degree in special education	38	13	51
	19	20	39

Children Enrollment

		Female	Male	Total
HSS (I-XII)	Urban	215	309	524
HSS (IX-XII)	Rural	212	228	440
	Urban	9232	7805	17037
HSS (VI-XII)	Urban	245	441	686
PS (I-V)	Rural	305	301	606
	Urban	2179	2259	4438
SS (I-X)	Rural	588	472	1060
	Urban	2686	2659	5345
SS (VI-X)	Rural	23	38	61
	Urban	214	238	452
UPS (I-VIII)	Rural	722	757	1479
	Urban	5138	5291	10429
UPS (VI-VIII)	Urban	18	0	18
Total		21777	20798	42575

The overall enrollment status shows a total of 42,575 students, consisting of 21,777 girls and 20,798 boys. In urban areas, enrollment is significantly higher, with 38,929 students, nearly evenly split between 19,927 girls and 19,002 boys. In contrast, rural areas have a total enrollment of 3,646 students, with 1,850 girls and 1,796 boys, indicating closer gender parity. This data highlights a notable urban-rural disparity in enrollment, although both boys and girls are enrolled in substantial numbers in both urban and rural areas.

Gross Enrolment Ratio	GER J&K	♀	♂	Overall
Primary	112.42		111.47	111.92
Upper Primary	68.14		63.48	65.63
Elementary	91.97		88.49	90.13
Secondary	61.32		59.87	60.54
Higher Sec	52.89		53.39	53.15

The GER at the primary level indicates strong initial enrollment efforts, but the significant drop at higher levels suggests challenges in retention and progression. The GER for girls at most levels is higher than boys, except for higher secondary. The issue of enrollment after primary schooling requires a lot of attention.

Age-wise Classwise Enrollment

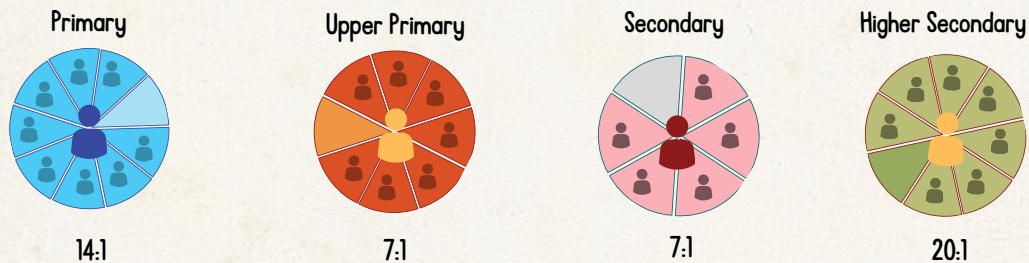
	Class 1	Class 2	Class 3	Class 4	Class 5
Age 04	1163				
Age 05	5393	2109			
Age 06	5100	3861	2064		
Age 07	2052	4952	3718	2199	
Age 08	550	2073	4828	3430	2068
Age 09	89	500	1951	4984	3396
Age 10	22	141	505	1969	4744
Age 11	14	47	85	457	1907

The enrollment data indicates that younger children are enrolled in various grades, both higher and lower than age-appropriate levels. Specifically, at age 4, 1,163 children are in Class 1. By age 5, the number rises significantly to 5,393 in Class 1 and 2,109 in Class 2. At age 6, there are 5,100 children in Class 1, 3,861 in Class 2, and 2,064 in Class 3. Notably, at age 7, 2,052 children are still in Class 1, and at age 8, 550 children remain in Class 1. This pattern highlights the lack of a policy regarding the minimum age for admission into appropriate grades.

PTR represents the average number of students per teacher in a given school, district, or educational institution.

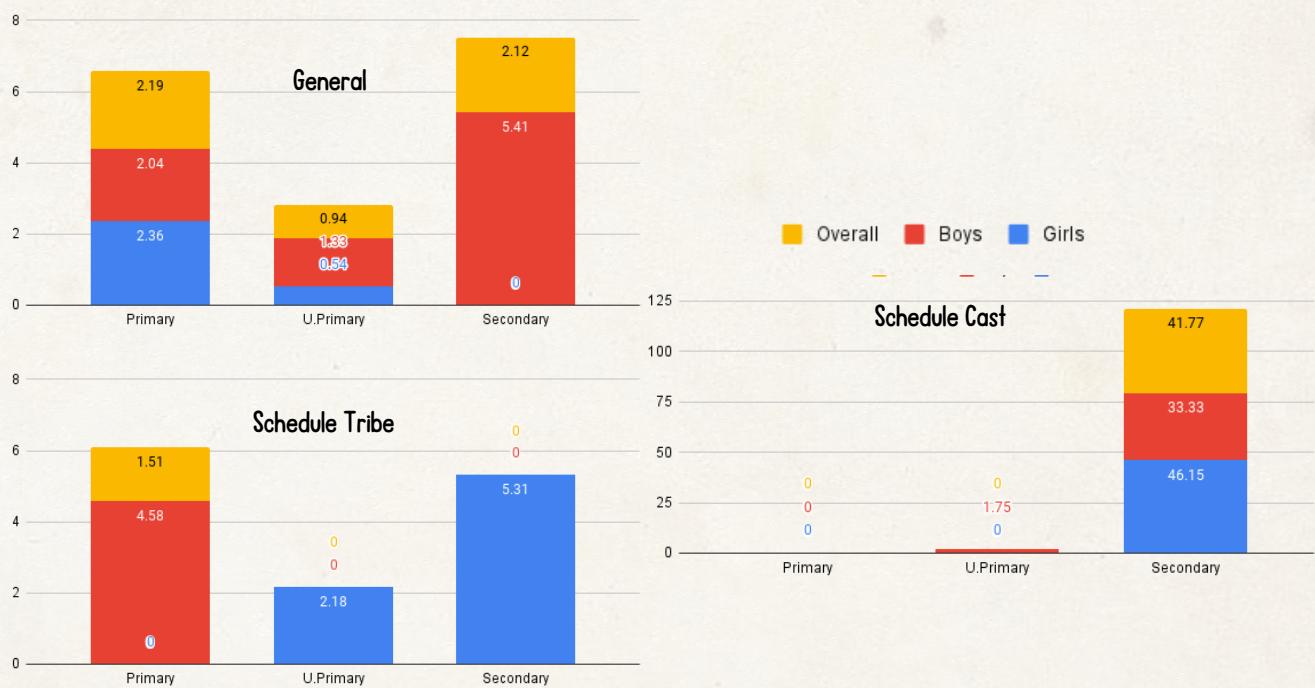
Pupil Teacher Ratio - Srinagar

In primary education (grades 1-5), the PTR is 14, ensuring a more personalized learning environment. In upper primary and secondary levels, the PTR remains consistent at 7. In higher secondary education, the PTR increases slightly to 20, reflecting a balance between instructional needs and educational outcomes at this stage. The PTR fulfills the requirements of Right to Education i.e. 30:1.

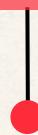


Drop Out Rate [Srinagar]

The general population shows relatively low dropout rates at the primary and upper primary levels, but boys have a higher dropout rate at the secondary level. Among Scheduled Castes, the dropout rates are negligible at the primary and upper primary levels but extremely high at the secondary level, particularly for girls. Scheduled Tribes have low dropout rates at the primary and upper primary levels but show a higher dropout rate for girls at the secondary level. These figures highlight the need for targeted interventions to address dropout disparities across genders and educational stages.

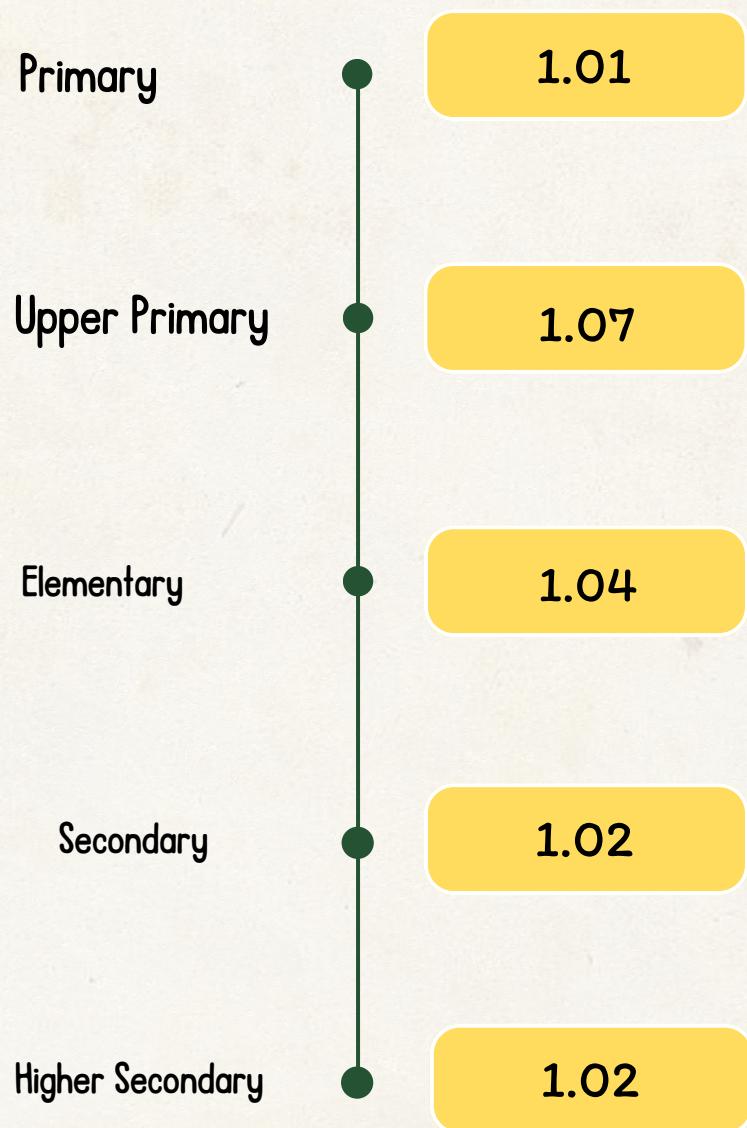


The Gender Parity Index (GPI) is a measure of gender equality in education. It is calculated by dividing the female gross enrollment ratio (GER) by the male GER at each level of education. The GPI can range from 0 to 1, with 1 indicating perfect gender parity.

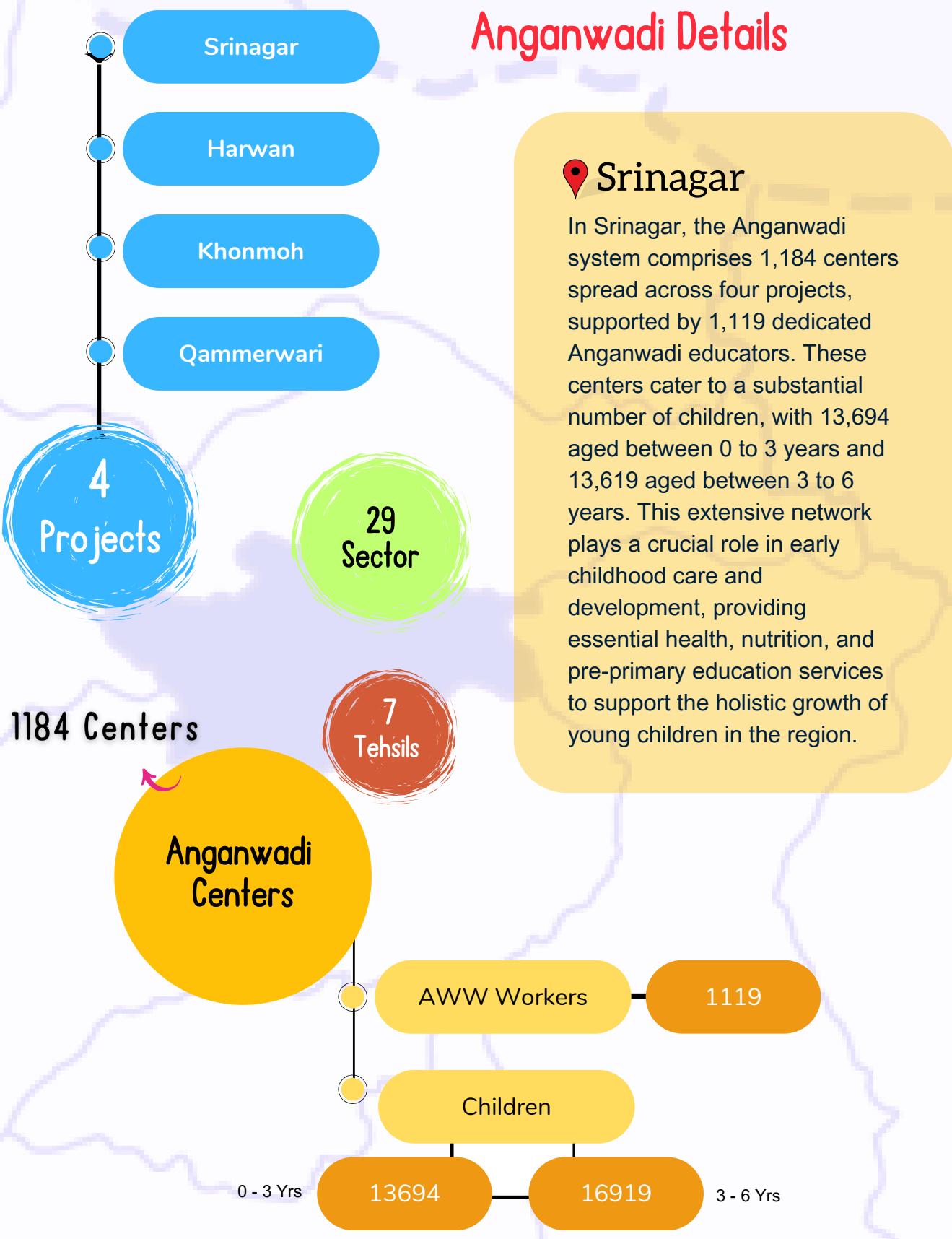


Gender Parity Index [GPI J&K]

GPI (Gender Parity Index) values across different educational stages reflect near-parity in enrollment between boys and girls: Primary (1.01), Upper Primary (1.07), Elementary (1.04), Secondary (1.02), and Higher Secondary (0.99).



The Gender Parity Index (GPI) is a measure of gender equality in education. It is calculated by dividing the female gross enrollment ratio (GER) by the male GER at each level of education. The GPI can range from 0 to 1, with 1 indicating perfect gender parity.



Project Approval Board

Project Approval Board (PAB) is a committee responsible for approving and overseeing education projects for a state.

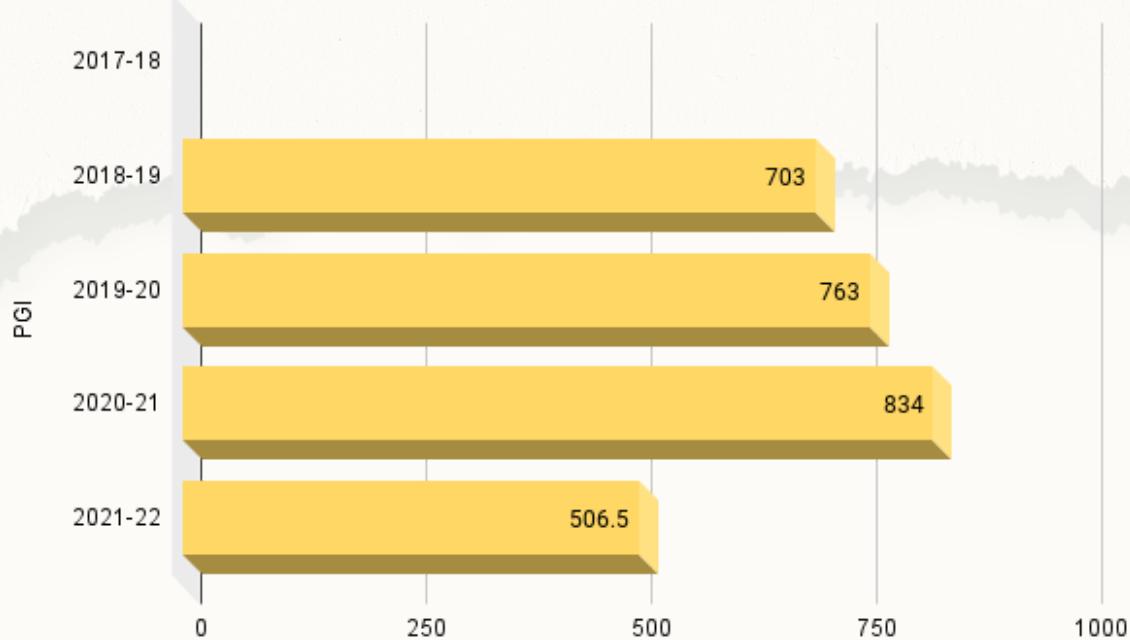
Approved Budget 2024 - 2025 (in Lakhs)

	Recurring	Non-recurring	Total
Elementary Education	86673.86	17163.14	103837.00
Secondary Education	25702.81	40000.00	65702.81
Teacher Education	1084.32	1536.00	2620.32
Total	113460.99	58699.14	172160.13

Performance Grading Index

Performance Grade Indicator (PGI) is a measure of the quality of education in a school or education system. It is calculated using a variety of indicators, such as student achievement, teacher qualifications, and school resources..

Grading Index

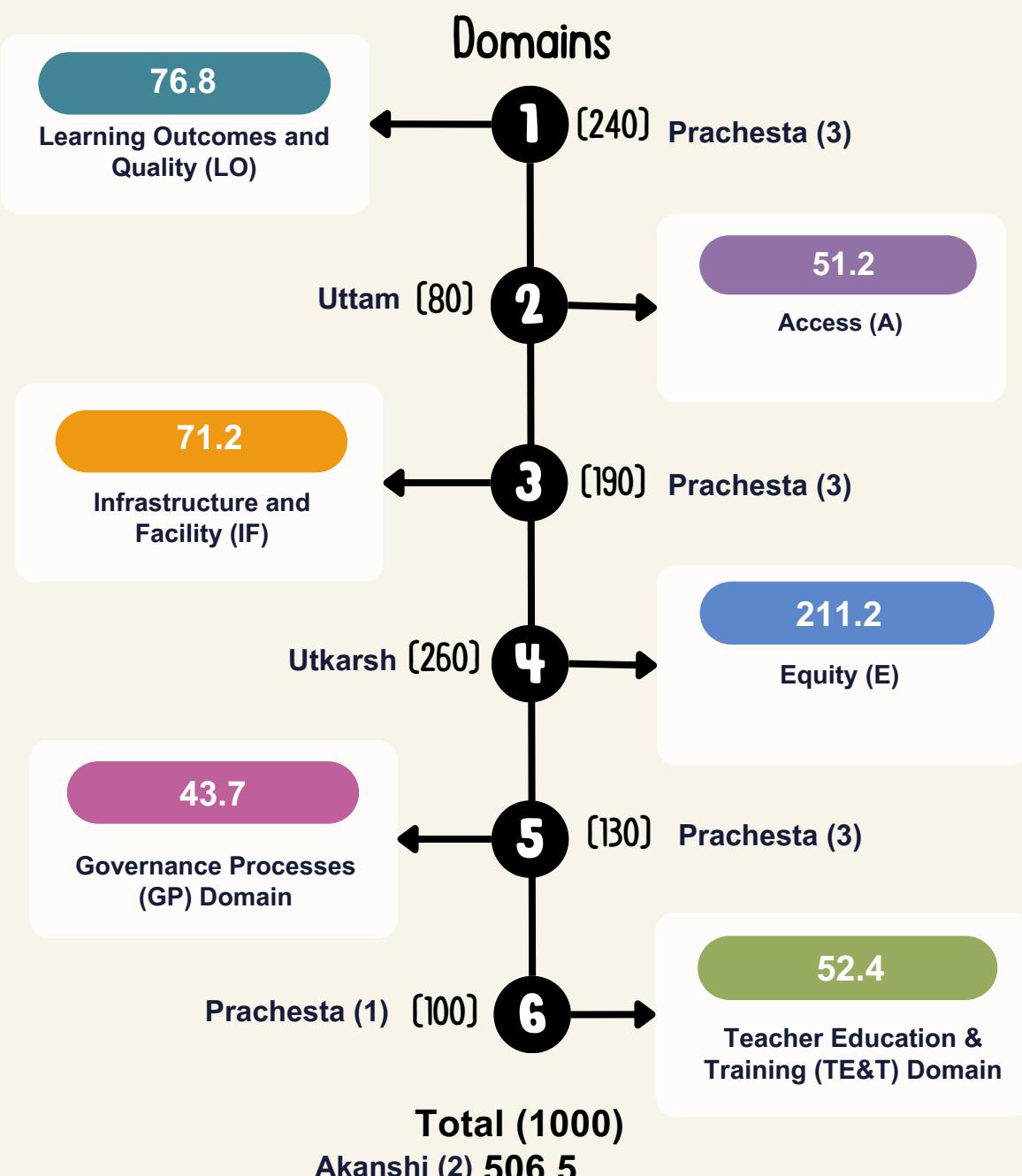


The PGI values show a steady increase from 703 in 2018-19 to 834 in 2020-21. This indicates significant improvement in the performance grading during these years, reflecting progress in various educational parameters assessed by the PGI. However, there is a notable decline in PGI to 506.5 in 2021-22. This drop suggests a decrease in performance or challenges encountered in maintaining or improving the quality of education and related metrics.



Score range Grade

941-1000	Daksh	641-700	Prachesta -2
881-940	Utkarsh	581-640	Prachesta -3
821-880	Atti-Uttam	521-580	Akanshi-1
761-820	Uttam	461-520	Akanshi-2
701 - 760	Prachesta -1	401-460	Akanshi-3

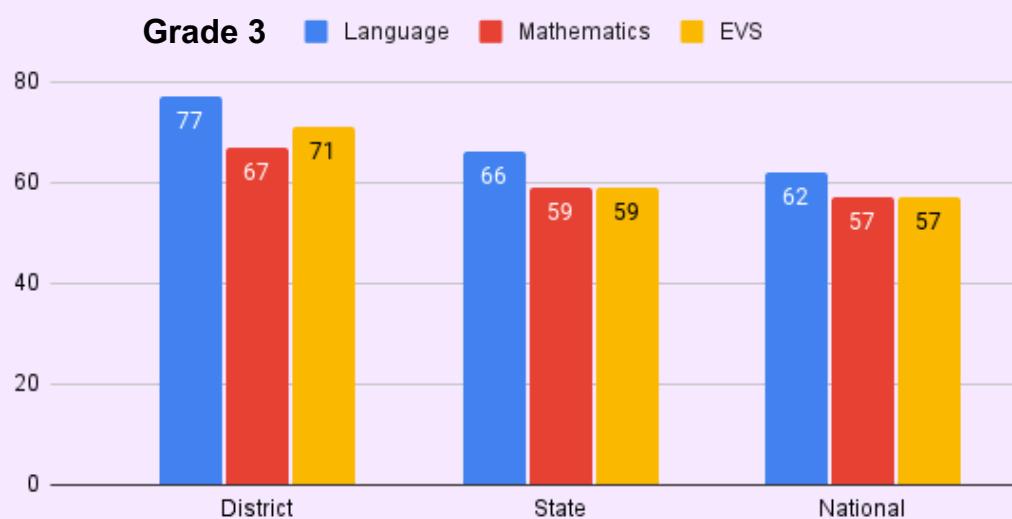


NAS 2021

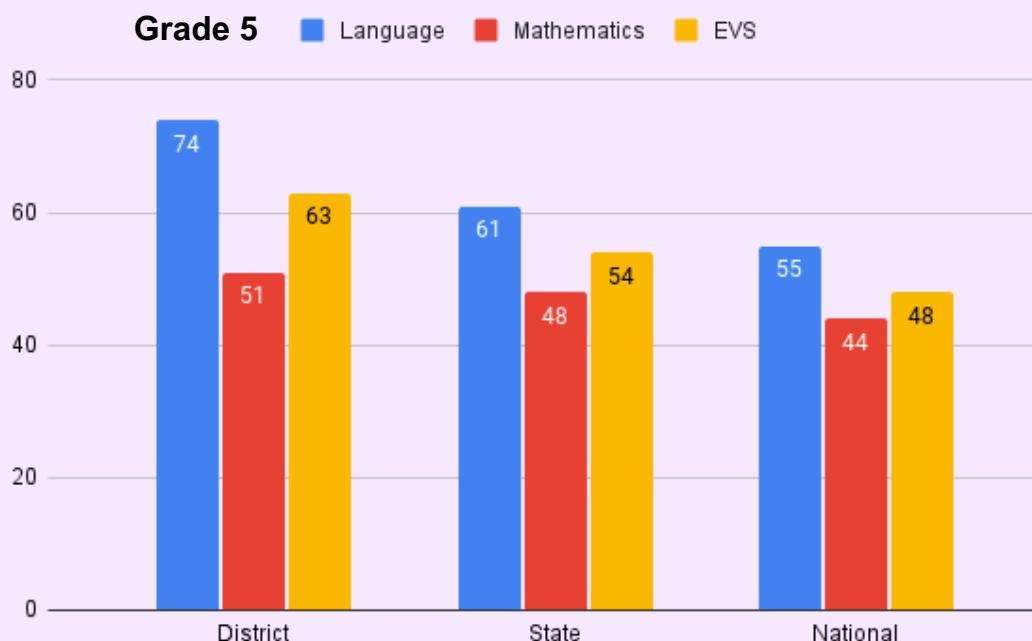
The National Assessment Survey (NAS) is a large-scale survey conducted by the Ministry of Education, Government of India, to assess the learning outcomes of students in Classes 3, 5, 8, and 10 in government, government-aided, private unaided, and central government schools.

Learning Statistics

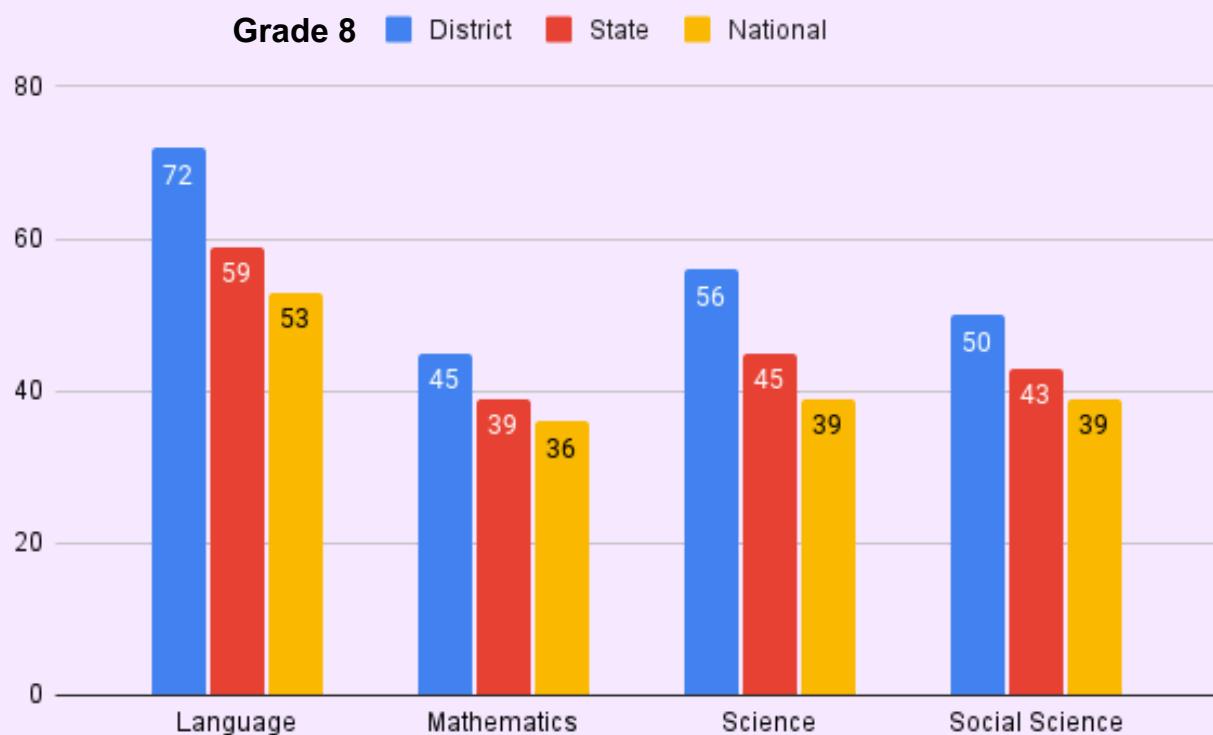
According to NAS, 2021, the district average outperforms state and National average in all the subjects.



Even in Grade 5 the district average is greater than the State and National average across all subjects.



The average of Srinagar district is higher than the average performance of J&K and India.



Below Basic - Learners at this level are at the early stages of development. They have not achieved the required knowledge and skill to be considered minimally successful regarding curriculum demands.

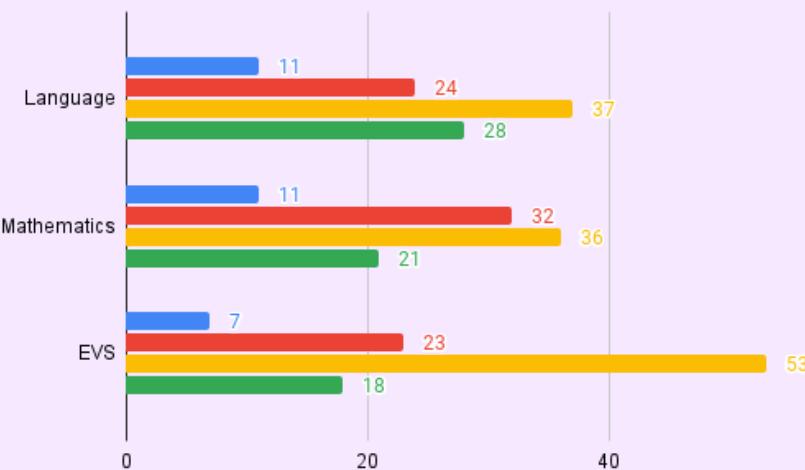
Basic - Learners at this level demonstrate a minimum level of knowledge and skills related to the curricular demands.

Proficient - Learners at this level have acquired most of the learning outcomes and skills required by the curriculum. They can work independently with minimum supervision.

Advanced - Learners at this level display exceptional mastery of the learning content as prescribed by the curriculum and beyond.



Class 3



In Grade 3, 28% of children performed at the advanced level in Language, whereas 21% and 18% achieved advanced level in Mathematics and Environmental Studies (EVS) respectively. Meanwhile, 35%, 43%, and 30% of children performed at the basic or below basic levels in Language, Mathematics, and EVS respectively. Only 37%, 36% and 53 % of children were at proficient level in Language, Mathematics, and EVS respectively.

Class 5



At the same time, in Grade 5, 26% of children performed at advanced level in Language while 6% and 13% children achieved advanced level in Mathematics and EVS. 26%, 65% and 42% of children performed at basic and below basic levels in Language, Mathematics and EVS respectively. Only 49%, 29% and 45% children achieved proficient level in Language, Mathematics, and EVS respectively.

Grade 8



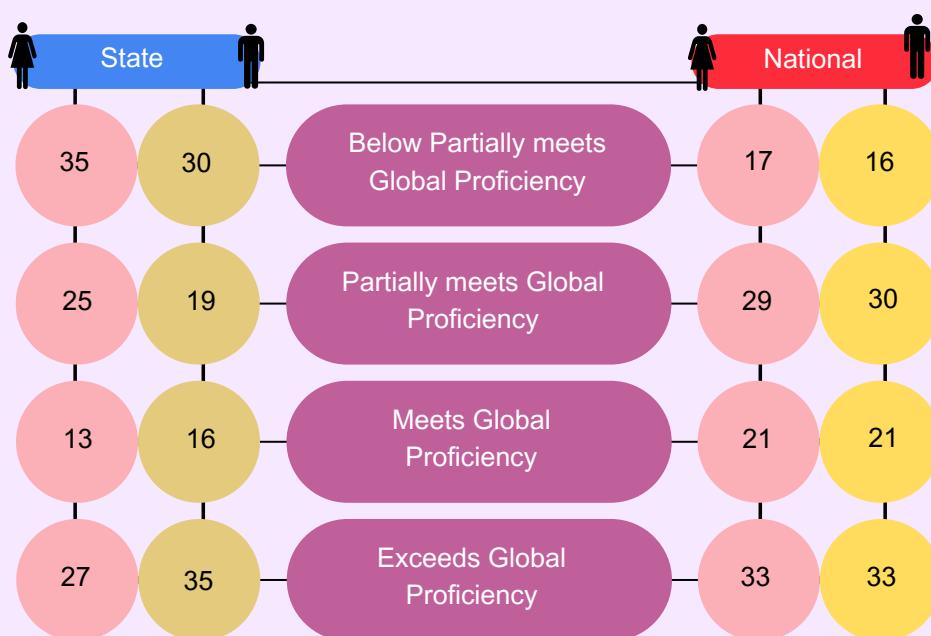
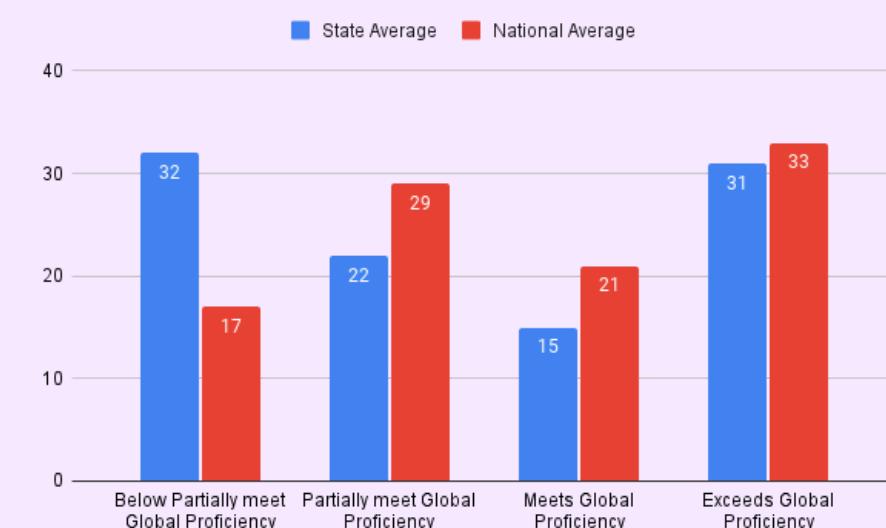
In Grade 8, 42% of children performed at the advanced level in Language, whereas 15% achieved advanced level in Mathematics and 36% in Science and 21% in Social Science. Meanwhile, 30%, 49%, 40% and 51% of children performed at the basic or below basic levels in Language, Mathematics, Science and Social Science respectively.

FLS Study 2022

The Foundational Learning Study (FLS) was taken up by NCERT to provide reliable and valid data about Grade 3 students to know what they are able to do in foundational literacy and numeracy and the extent of learning outcomes being achieved.

Foundational Literacy (English)

The proportion of children below partially meet global proficiency in English is highest (32%) followed by exceeds Global Proficiency (31%). The state has a slightly lower percentage (31%) of students exceeding global proficiency compared to the national average (33%). The State average (32%) at below partially meet Global Proficiency is much higher than the National average (17%).



Below Partially Meets Global Minimum Proficiency - Learners lack the most basic knowledge and skills, cannot complete the most basic grade-level tasks.

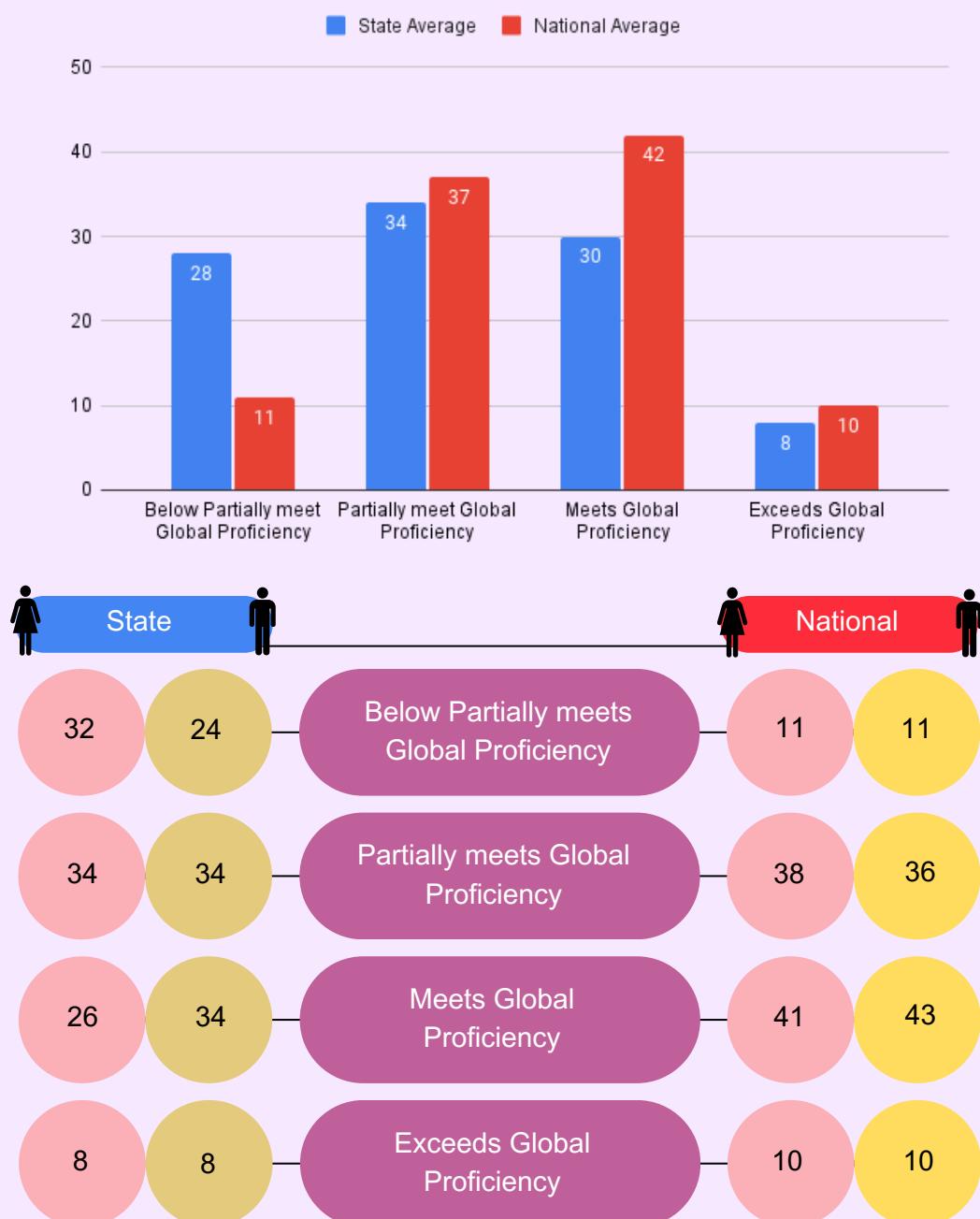
Partially Meets Global Minimum Proficiency - Learners have limited knowledge and skills, they can partially complete basic grade-level tasks.

Meets Global Minimum Proficiency - Learners have developed sufficient knowledge and skill, they can successfully complete the most basic grade-level tasks.

Exceeds Global Minimum Proficiency - Learners have developed superior knowledge and skill, they can complete complex grade-level tasks.

Foundational Numeracy

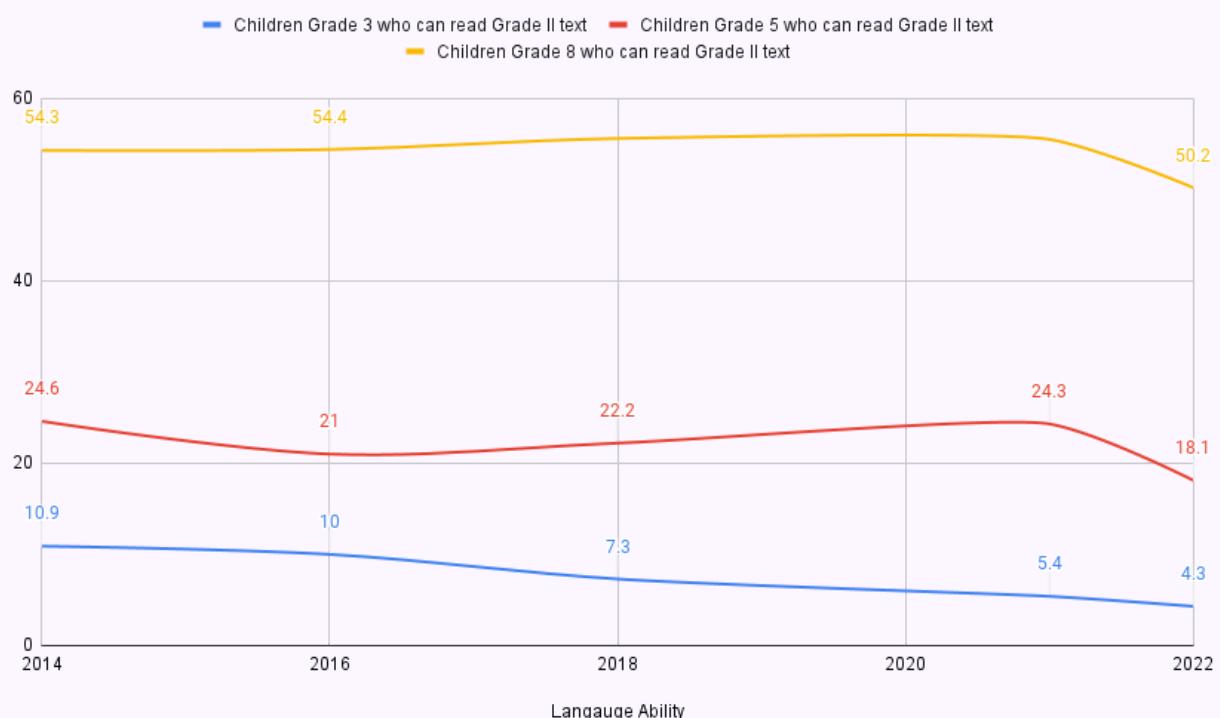
The proportion of children partially meet global proficiency in Numeracy is highest (34%) followed by meet Global Proficiency. The state average is lower than the National average in all the Proficiency levels except for the below partially meet Global Proficiency - State average is 28 while National average is 11.



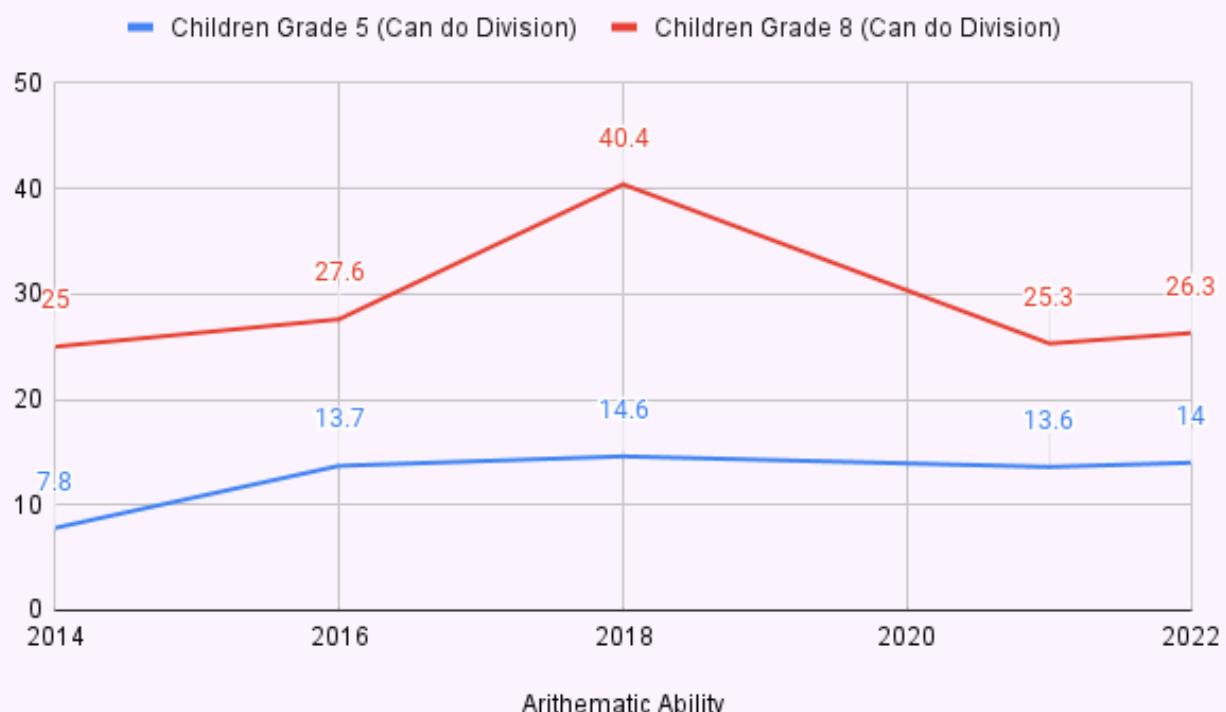
ASER 2022 Govt School

ASER stands for Annual Status of Education Report. It is a large-scale, household-based survey that assesses children's learning levels in rural India. It covers a wide range of learning areas, including reading, writing, and arithmetic.

The percentage of Grade 3 students who can read Grade II text showed a slight decrease from 10.9% to 10%. The decline continued more sharply, with the percentage falling from 10% in 2016 to 4.3% in 2022. The percentage of Grade 5 students who could read Grade II text experienced some fluctuations but remained relatively stable, with a slight decrease from 24.6% to 22.2%. There was a notable decline to 18.1% in 2022. The percentage of Grade 8 students who could read Grade II text increased slightly from 54.3% to 55.6%, indicating steady reading ability at this level. The percentage decreased to 50.2% in 2022.



There was a noticeable increase in the percentage of Grade 5 students who could perform division, rising from 7.8% in 2014 to 14.6% in 2018. This indicates a positive trend. The percentage remained relatively stable, with a slight decline to 14% in 2022. There was a significant increase in the percentage of Grade 8 students who could perform division, from 25% in 2014 to 40.4% in 2018. The percentage decreased to 26.3% in 2022, showing a notable drop from the peak in 2018.



State Initiatives

Skill Education Labs

553 Skill Education labs were created for Secondary stage of schooling aligned with the NEP 2020.

Establishment of Vidya Samiksha Kendras (VSK):

The establishment of Vidya Samiksha Kendra (VSK) is underway both centrally and across the country to enhance monitoring of activities and learning outcomes.

Focus on Foundational Literacy and Numeracy (FLN):

The National Education Policy [NEP] 2020 lays special focus on FLN and ECCE as it is the foundation of all future learning. Therefore, in NIPUN Bharat Mission, the emphasis should be on ensuring three years of pre-schooling for every child before entry into grade 1. For this purpose, the TLM for preschools like Jadui Pitara and its e-version and textbooks for Classes L and 2 should immediately be put to use from this academic session, especially in local languages. In addition, emphasis should be on implementation of Vidya Pravesh, 3 months School Preparation Module, so that every child in the country necessarily attains foundational literacy and numeracy by the end of Grade by 2026.

Initiatives for Pre-primary Education

- 1000 Model KGs have been developed and equipped with the requisite infrastructure and other facilities.
- Massive enrolment during 2022-23 under which more than 146,000 students got enrolled for Pre-primary against the 70559 students 2021-22.
- The ECCE Curriculum for Anganwadis for age groups 3-6 years has been implemented in all the AWCs of the UT.

Digital Initiative

- Jammu and Kashmir have taken the initiative of providing a computer lab with smart class facilities in all the 23283 Schools of the UT.
- Schools falling in educationally backwards blocks and those falling in the habitations of tribal areas have been selected for digital initiatives on priority. So far 1420 CAL Centers have been established at Upper Primary School level and 1588 ICT labs at Secondary/Higher Secondary Level and are functional till date.



Reference

- Census of India , 2011- J&K
- Performance Grading Index
- UDISE 2021-22

- Department of School Education and Literacy for PAB
- SDG India Index 2023-24
- NAS 2021
- ASER 2022
- Poshan Tracker
- Srinagar official website



Srinagar
Jammu & Kashmir

MEHBOOB
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Shalimar
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Garden



EduWeave
Foundation
For equitable education

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