

SARVA SHIKSHA ABHIYAN
DISTRICT ELEMENTARY EDUCATION PLAN
AIZAWL DISTRICT



Prepared by

SSA

*District Elementary Education Committee,
Aizawl District : Mizoram*

NIEPA DC



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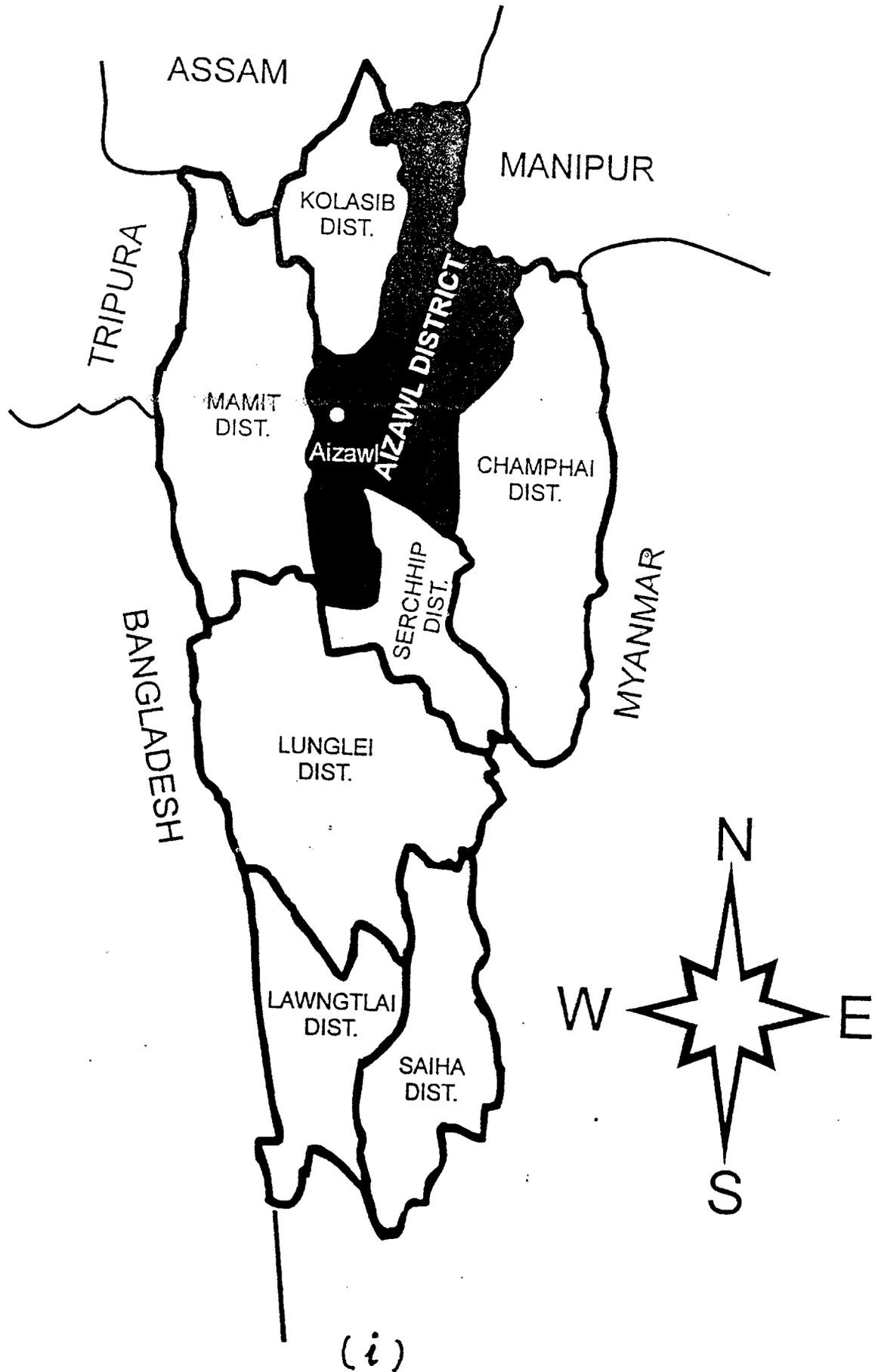
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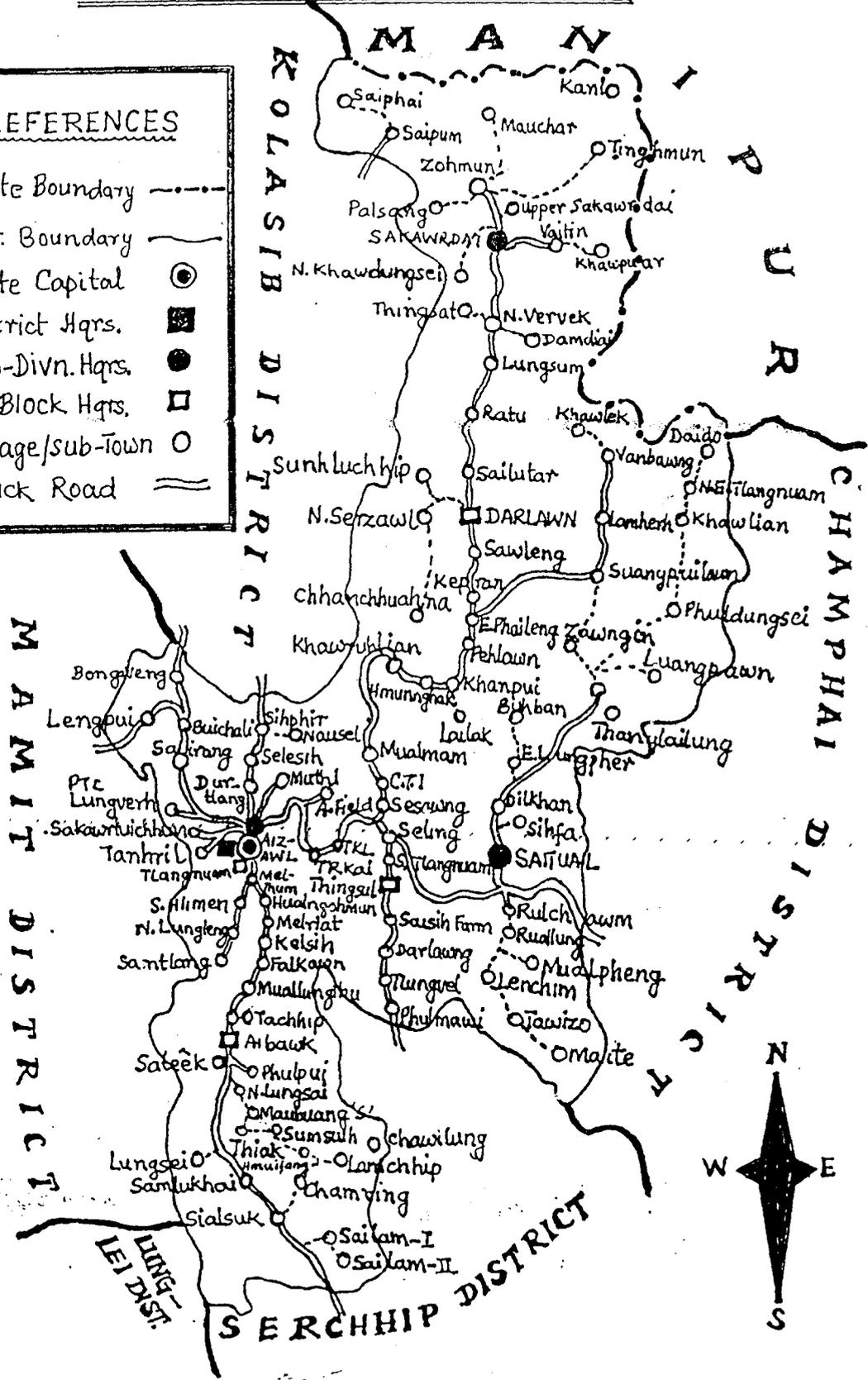
MAP OF MIZORAM



MAP OF AIZAWL DISTRICT

REFERENCES

- State Boundary
- Dist. Boundary
- State Capital ●
- District Hqrs.
- Sub-Divn. Hqrs. ●
- R.D Block Hqrs.
- Village/sub-Town ○
- Truck Road



DEEP AIZAWL DISTRICT AT A GLANCE

Area of the District			: 3576.31 sq.km
Total Population	Male	:	175162
	Female	:	167073
	Total	:	342235
Literacy percentage		:	96.62 %
Population of 6-14 years	Male	:	30923
	Female	:	30174
	Total	:	61097
Total No. of school going children (6-14 yrs.)		:	57338
Total No. of out of school children (6-14 yrs.)		:	3759
Total No. of Govt. Primary Schools		:	284
Total No. of Govt. Managed Upper Primary Schools		:	177
Govt. Primary School Teachers	Male	:	484
	Female	:	872
Govt. Upper Primary School Teachers	Male	:	960
	Female	:	408
Total No. of teachers in P/S and Upper P/S		:	2724
Gross Enrolment Ratio of the District :			
Primary School	Boys	:	126%
	Girls	:	121.08 %
Upper Primary School	Boys	:	85.48%
	Girls	:	93.10%
Net Enrolment Ratio of the District :			
Primary School	Boys	:	38.20%
	Girls	:	40.96%
Upper Primary School	Boys	:	23.87%
	Girls	:	27.64%
Budget estimates for 9 years			(Rupees in lakhs)
(a) Quality improvement	:		Rs.4043.966
(b) Civil works	:		Rs.2174.900
(c) Management	:		Rs. 393.340
Total	:		Rs.6612.206

ABBREVIATIONS

ADEO	=	Assistant District Education Officer
AHPO	=	Assistant Hindi Propagation Officer
AIE	=	Alternate Innovative Education
AS	=	Alternative School
AWP & B	=	Annual Work Plan and Budget
BDO	=	Block Development Officer
CEC	=	Circle Education Committee
CEO	=	Circle Education Officer
CLRG	=	Cluster Resource Group
CLRC	=	Cluster Resource Centre
CLRP	=	Cluster Resource Person
CPC	=	Circle Project Coordinator
CRC	=	Circle Resource Centre
CRG	=	Circle Resource Group
CRP	=	Circle Resource Person
DC	=	Deputy Commissioner
DEEC	=	District Elementary Education Committee
DD	=	Deputy Director
DEEP	=	District Elementary Education Plan
DEO	=	District Education Officer
DIET	=	District Institute of Education and Training
DPC	=	District Project Coordinator
DSE	=	Directorate of School Education
ECE	=	Early Childhood Education
HPO	=	Hindi Propagation Officer
ICDS	=	Integrated Child Development Scheme
MHIP	=	Mizo Hmeichhe Insuihkhawm Pawl
MHRD	=	Ministry of Human Resource Development
MIS	=	Management Information System
MPTA	=	Mizoram Primary Teachers Association
MSTA	=	Middle School Teachers Association
MUP	=	Mizoram Upa Pawl
MZP	=	Mizo Zirlai Pawl
NCERT	=	National Council of Educational Research and Trainings
NGO	=	Non-Governmental Organisations
NPE	=	New Policy on Education
PTA	=	Parent's Teachers' Association
SC	=	School Committee
SCERT	=	State Council of Educational Research and Training
SDEO	=	Sub-Divisional Education Officer
SDO	=	Sub-Divisional Officer
SSA	=	Sarva Shiksha Abhiyan
TLE	=	Teaching Learning Equipments
TLM	=	Teaching Learning Materials
TPR	=	Teacher-Pupil Ratio
VC	=	Village Council
VCP	=	Village Council President
VDP	=	Village Defence Party
VEC	=	Village Education Committee
VRG	=	Village Resource Group
YMA	=	Young Mizo Association

CHAPTER - I

INTRODUCTION : Profile of Mizoram and Aizawl District

The Constitution of India provides that the state shall endeavour to provide within a period of ten years from the commencement of the Constitution (ie. 26.1.1950) for free and compulsory education for all children until they complete the age of fourteen years. Besides, the Constitution emphasises on the educational advancement of linguistic or religious minorities, weaker sections of the society and SC/ST. In spite of these noble provisions, we have a long way to go to universalise elementary education even after more than 50 years of commencement of our Constitution.

Subsequently, the Supreme Court has recently made the right to elementary education as Fundamental Right, thus challenging the Central and States to provide free and compulsory Elementary Education, failure of which could be challenged in the law courts.

In view of the above Constitutional obligations and subsequent legal bindings, Government of Mizoram has no other choice but to strive for the new venture to meet the challenges ahead through the **SSA Programmes**.

BRIEF PROFILE OF MIZORAM

Mizoram, formerly, known as the Lushai Hills is situated in the extreme Southern corner of North East India bordering Myanmar in the East, Bangladesh and Tripura in the West and Manipur and Assam in the North.

The twenty-third state of the Indian Union, Mizoram, which became a full fledged state on the 20th February, 1987, is one of the least known states of the Indian Union. In their secluded life, the Mizos had maintained their own culture, traditional beliefs and practices, language, code of justice and morality. This remote corner of India came to be known only after the National Sample Survey Organisation reported, in 1999 that the literacy rate of this state as the highest amongst the states of the Indian Union. Literacy Rate as reported by NSSO was as high as 95%. In 2001, Kerala has surpassed the literacy percentage of Mizoram i.e. 88.49% with 90.92%.

The growth of Literacy in Mizoram, as shown below, is quit satisfactory and encouraging during the last 10 decades.

Year	Literacy Percentage
1901	0.92
1911	3.98
1921	6.23
1931	10.70
1941	19.48
1951	30.57
1961	44.02
1971	53.79
1981	59.88
1991	82.27
2001	88.49

Source : Record of Adult Education Wing, D.S.E.

Historical and Anthropological evidences show that the Mizos, the inhabitants of Mizoram, are **Mongoloid Stock** in origin, who migrated sometime to the present habitats somewhere from China. This perception is also agreed by legendary tales and folk songs of the Mizos. The Mizo language belongs to the Indo-Tibeto Burman family of language.

The word 'Mizo' is a generic term literally stands for 'highlanders'. There are a number of Mizo sub-groups like Lusei, Hmar, Paihte, Pawi, Lakher, Darlawng, Hrangkaw, Pang, Mualthuam, Biate, Kukis etc. Each Sub-group has a number of Sub-clans since each Sub-clan followed a particular migratory route while moving westward towards their present settlement.

Though the total area of Mizoram is only 21087 sq. kms. with a total population of 891058 according to 2001 census, it is divided into 8 districts for the sake of administrative convenience. The eight districts with their headquarters and area covered are given below :

Sl. No.	Name of the District	Headquarters	Total Area
1.	Aizawl District	Aizawl	3576.31 sq.km
2.	Lunglei District	Lunglei	4538.00 sq. km
3.	Saiha District	Saiha	3185.83 sq. km
4.	Champhai District	Champhai	3025.75 sq. km
5.	Kolasib District	Kolasib	1382.51 sq. km
6.	Mamit District	Mamit	1421.60 sq. km
7.	Serchhip District	Serchhip	1399.90 sq. km
8.	Lawngtlai District	Lawngtlai	2557.10 sq. km

*Source : Statistical Hand Book, 2001
Published by Eco. & Stat. Deptt.*

PROFILE OF AIZAWL DISTRICT

Aizawl District, though not the largest in terms of total area covered, it is the most densely populated of all the districts. 38.13% of the total population of Mizoram concentrated in this district. The Headquarters of this District is Aizawl, which is at the same time, the capital of the state of Mizoram.

(a) Location, Demographic and Administration:

Aizawl District occupies the northern part of Mizoram and is situated between 23°N and 24°N latitude and 92°36'E - 93°12'E longitudes. This district is bounded by Champhai district in the east, Serchhip and Lunglei district in the South and Mamit district in the west. It is also bounded by Kolasib District in the north west and Manipur State in the North east. This district has no international boundary. The highest mountain peak in the district is Hmuifang tlang.

The main Mizo Sub-groups found in Aizawl District are Luseis, in the Central, Southern, Western and Eastern portions. Hmar and Paihte are the dominant Sub-groups in Northern tips of Aizawl District.

For administrative convenience and proper functioning of developmental operations, Aizawl District has been divided into three civil Sub Divisions, namely **Aizawl**, **Saitual** and **Sakawrdai** with their headquarters at Aizawl, Saitual and Sakawrdai respectively. In order to affect proper administration and smooth developmental works, Aizawl district is further divided into 5 R.D Blocks.

Block-wise distribution of population is shown in the following table :-

Table - 1.1 : Name of RD blocks, Headquarters and Distribution of Population.

Sl. No.	Name of RD Blocks	Headquarters	Urban Rural	Population		
				Male	Female	Total
1	Tlangnuam Block	Aizawl	Urban	119814	114936	234750
			Rural	10167	8980	19147
			Total	129981	123916	253897
2	Darlawn Block	Darlawn	Urban	1954	1905	3859
			Rural	10351	9915	20266
			Total	12305	11820	24125
3	Thingsulthliah Block	Thingsulthliah	Urban	5089	5154	10243
			Rural	12026	11194	23220
			Total	17115	16348	33463
4	Aibawk Block	Aibawk	Urban			
			Rural	8166	7826	15992
			Total	8166	7826	15992
5	Phullen Block	Phullen	Urban			
			Rural	6363	5972	12335
			Total	6363	5972	12335
6	Total of Aizawl District		Urban	126857	121995	248852
			Rural	47073	43887	90960
			Total	173930	165882	339812
7		Lengpui	Urban	1232	1191	2423

Source : Census of Mizoram, 2001 (Provisional Figure)

From the above table, it can be seen that Tlangnuam Block has the highest density of population. This is due to the location of Aizawl city, the capital of Mizoram within this block. It may also be noted that Lengpui Town which is under Aizawl District falls under Reiek Block of Mamit District. Hence, population of this town is shown as a separate entity in the above table. Decadal growth rate of this district is 35.01 percent.

In order to ensure systematic planning, Circle-wise breakup of age specific child population at present and the projection of the same for the coming 9 years is given below:-

POPULATION (6-14 YRS) PROJECTION OF AIZAWL DISTRICT

Circle wise break up of age specific child population at present and projection in future years

Name of Circle	0 - 1 yr		2 yr		3 yr		4 yr		5 yr		6 yr		7 yr		8 yr		9 yr		10 yr		11 yr		12 yr		13 yr		14 yr	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Chanmari	829	829	571	535	598	529	525	525	525	476	631	603	576	559	561	575	512	561	638	622	576	583	560	568	613	604	286	255
Aibawk	396	363	229	214	223	204	209	188	205	204	242	244	248	200	237	268	241	191	275	256	271	231	235	248	240	256	163	177
Bungkawn	727	737	468	473	458	440	457	442	437	423	541	539	521	510	506	555	488	480	576	596	491	497	493	567	554	559	210	198
Venghlui	443	387	414	372	406	417	397	356	380	389	418	385	439	428	411	433	399	365	488	441	421	457	442	426	434	490	229	282
Electric	487	506	498	490	439	462	504	470	454	457	458	494	538	478	488	498	488	444	559	539	565	470	523	525	574	579	350	283
Thingsulthliah	150	93	93	85	94	92	86	102	88	82	78	117	94	100	104	93	108	97	126	84	115	118	107	110	110	152	76	83
Zemabawk	366	423	272	254	287	229	245	241	210	182	281	214	271	236	251	247	234	210	307	253	286	229	241	271	269	255	156	171
Saitual	309	314	188	193	176	192	140	193	182	161	185	201	202	181	197	179	164	171	197	200	200	168	192	195	205	178	155	121
Bawngkawn	474	484	336	332	320	304	302	274	293	262	346	356	323	299	380	350	319	280	343	388	329	292	349	335	347	357	212	192
Khawruhlian	245	207	169	187	158	130	139	122	131	118	170	163	157	152	171	141	133	125	162	166	171	131	163	134	180	164	122	101
Darlawn	290	296	193	206	188	165	202	177	184	164	230	207	212	214	212	215	199	205	237	242	222	174	229	220	215	225	170	193
2001	4716	4639	3431	3341	3347	3164	3206	3090	3089	2918	3580	3523	3581	3357	3518	3554	3285	3129	3908	3787	3647	3350	3534	3599	3741	3819	2129	2056
2002	4882	4805	4716	4639	3431	3341	3347	3164	3206	3090	3089	2918	3580	2523	3581	3357	3518	3554	3285	3129	3908	3787	3647	3350	3534	3599	3741	3819
2003	5048	4971	4882	4805	4716	4639	3431	3341	3347	3164	3206	3090	3089	2918	3580	2523	3581	3357	3518	3554	3285	3129	3908	3787	3647	3350	3534	3599
2004	5214	5137	5048	4971	4882	4805	4716	4639	3431	3341	3347	3164	3206	3090	3089	2918	3580	2523	3581	3357	3518	3554	3285	3129	3908	3787	3647	3350
2005	5380	5303	5214	5137	5048	4971	4882	4805	4716	4639	3431	3341	3347	3164	3206	3090	3089	2918	3580	2523	3581	3357	3518	3554	3285	3129	3908	3787
2006	5546	5469	5380	5303	5214	5137	5048	4971	4882	4805	4716	4639	3431	3341	3347	3164	3206	3090	3089	2918	3580	2523	3581	3357	3518	3554	3285	3129
2007	5712	5635	5546	5469	5380	5303	5214	5137	5048	4971	4882	4805	4716	4639	3431	3341	3347	3164	3206	3090	3089	2918	3580	2523	3581	3357	3518	3554
2008	5878	5801	5712	5635	5546	5469	5380	5303	5214	5137	5048	4971	4882	4805	4716	4639	3431	3341	3347	3164	3206	3090	3089	2918	3580	2523	3581	3357
2009	6044	5967	5878	5801	5712	5635	5546	5469	5380	5303	5214	5137	5048	4971	4882	4805	4716	4639	3431	3341	3347	3164	3206	3090	3089	2918	3580	2523
2010	6210	6133	6044	5967	5878	5801	5712	5635	5546	5469	5380	5303	5214	5137	5048	4971	4882	4639	4716	4639	3431	3341	3347	3164	3206	3090	3089	2918

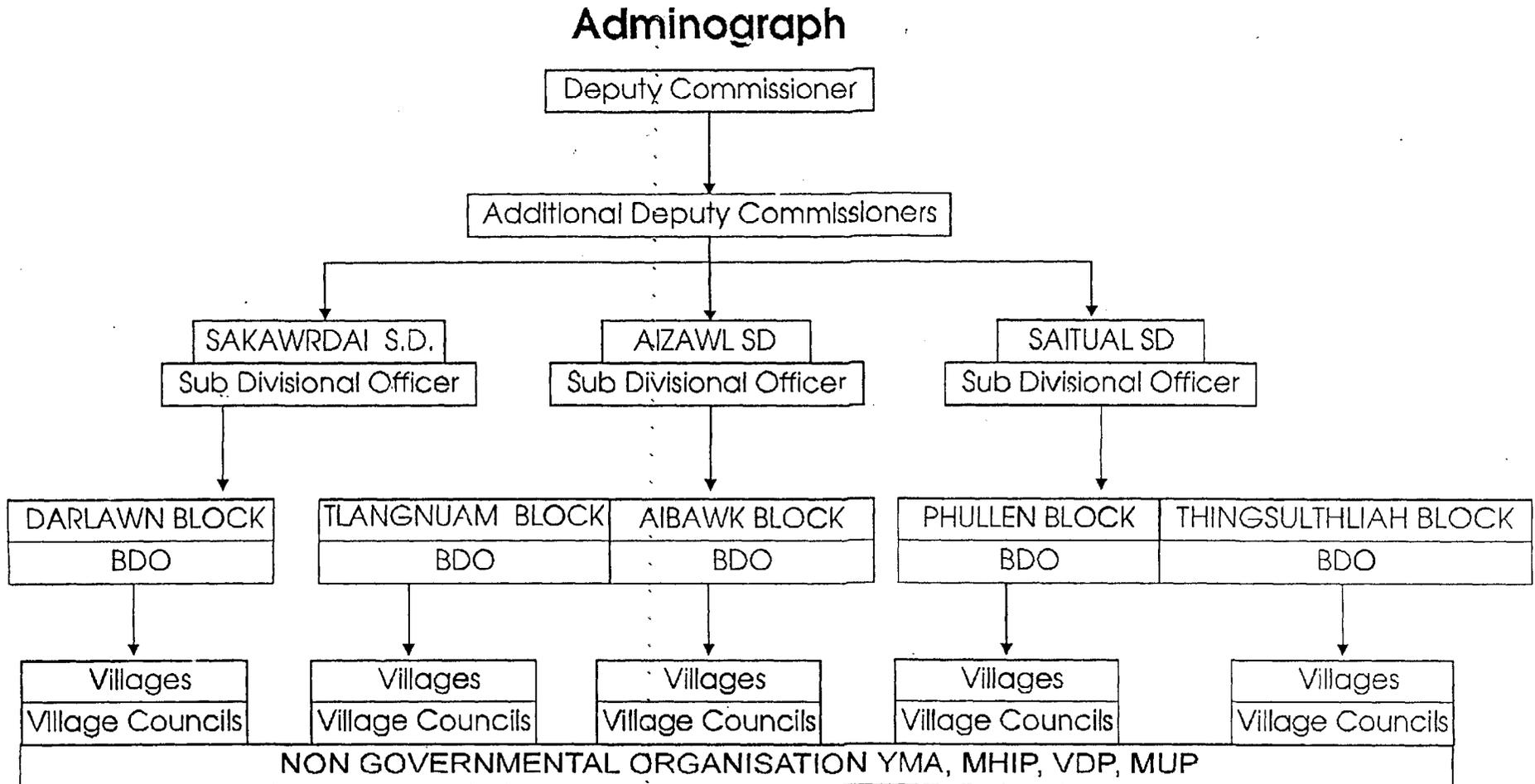
The above population Projection is arrived at by multiplying the total number of male and female children in the age-group 0-1 yr. by the average growth rate of the district that is 3.5%.

As regards to administration, the Deputy Commissioner is the head of the District and he is generally an IAS Officer. He is assisted by a number of Additional Deputy Commissioners. The district is divided into three civil sub divisions which are administered by Sub Divisional Officer. The Sub Divisional Officers are usually in the cadre of state Civil Service. For better development of all the village units of the district, it is further sub divided into 5 Rural Development Blocks. The Rural Development Blocks are administered by BDO's (Block Development Officer) who are usually Junior Grade of Mizoram Civil Service. Village administration has been entrusted to the elected body called Village Council normally having 3 to 12 members depending on the number of population of the village council area. All village units having total households of more than 30 numbers are entitled to have Village Council Body. Members for these village councils are elected by the villagers by means of popular vote for a term of 3 years. All developmental works in the village level are carried out through these agencies. Besides, every village/locality has non-governmental organisations like YMA, catering to the affairs of the Youth, MHIP for the Women welfare, VDP for Social Defence and MUP for the Elderly. The contributions made by all these NGOs in the development of their village deserve recognition.

Since SSA Mission is hollistic in its approach, all the above local authorities and voluntary organisations will participate in the planning, implementation, evaluation and monitoring of the various schemes within their respective areas of operation. Besides, neccessary convergences with other departments will also be affected to.

Below is the adminograph of the District Administrative functionaries.

Table - 1.2 : Adminograph Chart



Also, there are great variations in the occupation of the people, the standard of living between those people dwelling in the urban and rural areas. People in the urban areas generally depend on Government Service and business while the largest sections of the people in the villages depend on agriculture. Below is given a table showing occupation-wise and economic status-wise break-up of the various Educational Circles.

Table I:3 : Occupational and Economic status-wise break up of Household in the District.

Sl. No.	Name of Circle	Occupation									Economic Status		
		A	B	C	D	E	F	G	H	I	Low	Middle	High
1	Chanmari	3206	4342	684	81	993	71	1278	110		3320	7086	359
2	Aibawk	910	662	1940	5	153	8	259	17		1964	1945	45
3	Bungkawm	2807	1688	1766	60	359	38	1521	78		4755	3368	194
4	Electric	3356	4340	61	42	1132	36	609	61		3568	5727	332
5	Thingsulthliah	215	724	807	21	57	33	96	6		1376	566	15
6	Venghlui	2824	2949	121	48	675	92	1123	34		3317	4350	199
7	Zemabawk	971	425	1854	63	288	10	1125	17		3149	1570	34
8	Saitual	330	88	1985	60	66	1	378	9		2071	811	35
9	Bawngkawm	1079	898	2043	24	273	14	1079	110		3646	1779	95
10	Khawruhlian	230	36	1960		23	5	40	12		1805	499	2
11	Darlawn	380	72	2030	3	89	2	311	20		2178	719	10
	Total	16308	16224	15251	407	4108	310	7819	474		31149	28420	1320

Source : SSA Survey 2001.

Alphabetical code for occupation are listed below :

A = Govt. Service B = Private Service C = Cultivator

D = Artisan E = Business F = Contractor

G = Labourer H = Religious Functionaries

As Mizoram falls within the monsoon climate, most of the people of this district are also engaged in agricultural activities especially in the rural area. Jhum or shifting cultivation is the principal method of cultivation. In this jhum system, variety of crops are grown together, paddy as the staple crop, vegetables and other cash crops as supplementaries. Ginger is the most important cash-crop in this district. Horticulture is also practised by some villages of the districts. Orange plantation occupies the largest area followed by banana, pineapple and different citrus crops.

Since most parts of the forest area had been burnt down for agricultural activities, birds and wild life that used to roam this district are radically decreased. Wild boars, reindeers, bears, deers, monkeys etc. are found in the forests of the district.

Some valuable trees that are commonly found in this district are - Ngiau (Michellia Champala), Char (Terminalia Myriocarpus), Bul (Phoebe Attenuate), Herhse (Mesuafarrae), Khiang (Schima Wallichii), etc. Different varieties of Bamboos are also found in many places. Other important vegetations are Phunchawng (Malabarieun), Saron, broomsticks, Fartuah (Erythine stuta), Orchids etc. are other important vegetations.

The main centres of tourist attraction are Tamdil located at Saitual, typical Mizo village at Falkawn village etc. Important places of tourist attractions of Mizoram are located outside of this district. But it is worth-mentioning here that the one and only airport of the state is located at Lengpui which is 40 kms away from the District Headquarters, Aizawl. Aizawl is also the Headquarters of the Newly established Mizoram Central University. All Secretariat and Directorates of the State Government Departments are also concentrated in Aizawl.

(b) Transport & Communication System:

Though Aizawl District is considered to be the most advanced and developed district amongst the eight Districts of Mizoram , yet there are many villages which have very poor connection with their Block headquarters and District Headquarters. This is especially true during the long rainy season which generally lasts for 6 months from April to September.

A list of Villages having **no public transport system** to other villages/towns is given below in Circle-wise:-

(a) Chanmari Circle :

Sl. No.	Name of Village	Distance from Aizawl
1.	Lungsai	39 Km
2.	Maubuang	40 Km
3.	Thiak	45 Km
4.	Sumsuih	50 Km
5.	Hmuifang	55 Km
6.	Chamring	58 Km
7.	Lamchhip	60 Km
8.	Chawilung 'N'	66 Km

(b) Aibawk Circle :

Sl. No.	Name of Village	Distance from Aizawl
1.	Phulpui	38 Km
2.	Lungsei	57 Km
3.	Sailam	79 Km

(c) Bungkawn Circle : NIL

(d) Thingsulthliah Circle : NIL

(e) Electric Veng Circle : NIL

(f) Venghlui Circle : NIL

(g) Zemabawk Circle:

Sl. No.	Name of Village	Distance from Aizawl
1.	Mualpheng	93 Km
2.	Lenchim	98 Km
3.	Tawizo	100 Km
4.	Maite	110 Km

(h) Saitual Circle:

Sl. No.	Name of Village	Distance from Aizawl
1.	Sihfa	92 Km
2.	N. Lungpher	105 Km
3.	Buhban	115 Km
4.	Zawngin	137 Km
5.	Luangpawm	139 Km
6.	Phuaibuang	160 Km
7.	Khawlian	170 Km
8.	N.E. Tlangnuam	175 Km
9.	Daido	182 Km

(i) Bawngkawn Circle :

Sl. No.	Name of Village	Distance from Aizawl
1.	Muthi	12 Km
2.	Nausel	17 Km
3.	C.T.I.	45 Km
4.	Mualmam	55 Km
5.	Saipum	133 Km
6.	Saiphai	165 Km

(j) Khawruhlian Circle:

Sl. No.	Name of Village	Distance from Aizawl
1.	Hmunnghak	95 Km
2.	Lailak	95 Km
3.	Chhanchhuahna	135 Km
4.	Suangpuilawn	149 Km
5.	Lamherh	156 Km
6.	Vanbawng	162 Km
7.	N. Khawlek	170 Km

(k) Darlawn Circle :

Sl. No.	Name of Village	Distance from Aizawl
1.	N. Serzawl	130 Km
2.	Sailutar	133 Km
3.	Sunhluchhip	135 Km
4.	Lungsum	153 Km
5.	Damdiai	162 Km
6.	Thingsat	163 Km
7.	Upper Sakawrdai	174 Km
8.	Khawpuar	174 Km
9.	N. Khawdungsei	180 Km
10.	Zohmun	183 Km
11.	Palsang	190 Km
12.	Mauchar	203 Km
13.	N. Tinghmun	193 Km
14.	Kani	210 Km

Source : Record of Directorate of Transport.

It is, thus seen that **40.81%** of rural villages of Aizawl District has no proper access to public transport system resulting in the under-development of the people of these villages. The

fact, therefore, indicates that more than half of the villages, outside of Aizawl city, of Aizawl District, have been subjected to undesirable inconveniences and hardships due to the absence of public transport facilities.

As regards to postal and telecommunication system, all localities within Aizawl city have proper access to postal and telephone facilities. However, out of 98 villages/towns outside of Aizawl City, only 10 villages/towns i.e. 10.20% have telephone facilities as a list of villages/towns given below :-

Sl. No.	Name of Village	Distance from Aizawl
1.	Aibawk	30 Km
2.	Lengpui	44 Km
3.	Seling	45 Km
4.	Thingsulthliah	50 Km
5.	Tlungvel	60 Km
6.	Keifang	75 Km
7.	Saitual	80 Km
8.	Rulchawm	80 Km
9.	Ruallung	82 Km
10.	Darlawn	123 Km

Source : Record of DGM, Telecom Deptt.

In the meantime, postal services in the rural areas of Aizawl District is very poor. Out of 98 rural villages of Aizawl District, only 35 villages have proper postal facilities like B.P.O. etc. It is also noteworthy that 10 villages are beyond the reach of the services of even regular Dak runner and postman.

Amidst this situation, policy framers, decision-makers and implementing agencies need **realistic plan** based on **local specific needs** of the area for realisation of their aims and objects.

CHAPTER - II

EDUCATIONAL PROFILE OF AIZAWL DISTRICT

In so far as Elementary Education is concerned, it may not be wrong to say that Aizawl District is one of the most advanced districts of Mizoram. But, like all other districts, this district also still needs to go a long way in order to achieve Quality Elementary Education.

It may be mentioned here that the boundaries of the Civil Administrative Sub Divisions do not conform with the Educational Sub-Divisions. In the civil administrative structure, there are only 5 Rural Development Blocks while in the educational structure there are eleven circles/blocks. Below is a representation of the educational circles with names of Rural Development Blocks covered.

Table 2.1 Educational Sub-Division/Circles R.D. Blocks covered.

Name of Ednl. Sub - Division	Name of Circle	Name of Block Covered
SDEO Aizawl West-I	Chanmari Circle	Part of Tlangnuam and Aibawk Block
	Aibawk Circle	Part of Tlangnuam and Aibawk Block
	Bungkawn	Part of Tlangnuam and Aibawk Block One town of Reiek Block (Mamit) but falls in Aizawl District
SDEO Aizawl East - I	Chaltlang Circle	Part of Tlangnuam Block
	Venghlui Circle	Part of Tlangnuam Block
	Thingsulthliah Circle	Part of Thingsulthliah Block
SDEO Aizawl East - II	Zemabawk Circle	Part of Tlangnuam & Thingsulthliah Block
	Saitual Circle	Part of Thingsulthliah & Phullen Block
SDEO Aizawl North	Bawngkawn Circle	Part of Tlangnuam Block
	Khawruhlian Circle	Part of Darlawn Block Part of Phullen Block
	Darlawn Circle	Part of Darlawn Block

From the above table, it may be seen that seven Educational Circles/Blocks covered Tlangnuam R.D. Block as part of their jurisdiction as this Tlangnuam R.D Block covers about 2/3 of the total area of Aizawl District. It covers the whole area of the State Capital Aizawl and a number of villages around it where density of population and number of Educational Institutions is the highest is Mizoram.

As presented in table 2.1, this district has four educational Sub-Educational Division at the Sub-District level with 11 educational Blocks/Circles headed by Circle Education Officer. At the Sub-Divisional level is Sub-Divisional Educational Officer for the four Sub Divisional Offices. Above this, is the District office headed by District Education Officer. The headquarters of the Circle Education Officers are the Sub Divisional Education Offices.

The Educational Blocks/Circles are further divided into educational Clusters. A Cluster usually consists of 2 - 5 habitations/localities in urban areas depending on its density of population and distribution of schools. A Circle normally consist of 5 - 10 Educational Clusters. In the table below is shown Circle and Cluster wise Representation of habitations with No. of Government Primary Schools, Private Primary Schools, Government Upper Primary, Private Upper Primary Schools and number of Anganwadi Centres.

Table 2:2 Circle and Cluster wise Representation of habitations with No. of Primary School and Upper Primary School & Anganwadi Centres

(a) CHANMARI CIRCLE							
Sl. No.	Name of Localities/ Villages/Habitation	Govt. P/S	Private P/S	Govt. UPS	Private UPS	Anganwadi	Name of Cluster
1	Chanmari	1	2	1	2	-	Chanmari
2	Chanmari West	2	1	1	1	3	
3	Edentharr	1	2	1	-	1	
4	Vaivakawn	2	1	1	1	2	Vaivakawn
5	D. Vengtharr	1	2	1	2	1	
6	Huntharr	1	1	1	-	1	
7	Dintharr	3	2	1	2	4	Dintharr
8	Tuikual 'N'	2	3	1	2	4	
9	Tuikual 'S'	1	-	2	-	1	
10	Khatla	2	3	2	1	1	Khatla
11	Khatla 'S'	1	-	1	-	1	
12	Mission Veng	2	10	3	8	4	Mission Veng
13	M. Vengthlang	1	1	1	1	1	
14	Sumsuih	2	-	1	-	2	Sumsuih
15	Maubuang	1	-	1	-	1	
16	Lungsai	1	-	-	-	1	
17	Thiak	2	-	1	-	2	Lamchhip
18	Lamchhip	1	-	1	-	1	
19	Chawilung	1	-	1	-	1	
20	Hmuifang	1	-	-	1	1	
21	Chamring	1	-	-	-	1	
	Sub-Total	30	28	22	21	34	
(b) AIBAWK CIRCLE							
22	Kulikawn	1	-	1	-	3	Kulikawn
23	Tlangnuam	3	1	2	-	3	
24	Melthum	1	-	-	1	-	
25	Saikhamakawn	1	-	1	-	2	
26	Melriat	1	1	2	-	1	Melriat
27	Hualngohmun	1	-	1	-	1	
28	Kelsih	1	-	1	-	1	
29	Muallungthu	2	1	1	-	2	Muallungthu
30	Falkawn	1	-	1	-	2	
31	Aibawk	2	2	1	-	2	Aibawk
32	Tachhip	2	-	1	-	2	
33	Sateek	1	-	1	-	2	
34	Phulpui	2	-	1	-	2	
35	Sialsuk	4	1	2	-	4	Sialsuk
36	Lungsei	1	-	-	-	1	
37	Samlukhai	1	-	1	-	3	
38	Sailam	1	-	1	-	1	
	Sub-Total	26	6	18	1	32	

Sl. No.	Name of Localities/ Villages/Habitation	Govt. P/S	Private P/S	Govt. UIPS	Private UPS	Anganwadi	Name of Cluster
(c) BUNGKAWN CIRCLE							
39	Bungkawn	2	4	1	5	2	Bungkawn
40	Nursery	2	-	1	-	3	
41	Maubawk	2	1	1	1	4	
42	Lawipu	1	-	1	-	1	
43	S. Hlimen	3	1	2	-	4	S. Hlimen
44	Samtlang	1	-	1	-	1	
45	Lungleng-I	1	-	1	-	1	
46	N. Lungleng	1	-	1	-	1	
47	Chawnpui	1	2	1	2	2	Chawnpui
48	Kanan	1	1	1	1	2	
49	Zotlang	2	1	1	1	1	
50	Luangmual	2	1	1	-	1	Luangmual
51	Zonuam	1	-	1	-	1	
52	Chawhmun	3	2	1	2	3	
53	Govt. Complex	1	1	1	1	2	
54	Tanhrlil	4	-	2	1	2	Tanhrlil
55	Sakawrtuichhun	2	-	1	-	2	
56	Rangvamual	2	-	1	-	1	Rangvamual
57	Phunchawng	1	-	-	-	-	
58	PTC Lungverh	1	-	1	-	1	
59	Sairang	2	3	2	-	3	Sairang
60	Sairang Dinthar	1	-	-	1	1	
61	Sairang Sihmui	1	-	-	-	1	
62	Lengpui	3	2	2	-	6	
	Sub-Total	41	19	25	15	46	
(d) VENGHLUI CIRCLE							
63	Bethlehem	4	1	2	1	9	Bethlehem
64	Tuithiang	1	1	1	1	2	
65	Salem	2	-	1	-	3	
66	Venghnuai	1	-	1	-	-	Salem
67	Mualpui	1	-	-	-	1	
68	Dam Veng	1	-	-	1	2	
69	ITI	1	1	1	-	3	
70	Thakthing	1	-	-	-	1	Dawrpui
71	Dawrpui	1	2	2	1	-	
72	Zarkawt	2	2	1	2	-	
73	Saron	1	2	1	2	1	Republic
74	Republic	2	3	2	2	6	
75	Venghlui	1	2	3	-	1	
76	Upper Republic	-	-	-	-	2	
77	College Veng	1	-	-	1	2	
	Sub-Total	20	14	15	11	33	

Sl. No.	Name of Localities/ Villages/Habitation	Govt. P/S	Private P/S	Govt. UPS	Private UPS	Anganwadi	Name of Cluster
(e) ELECTRIC VENG CIRCLE							
78	Electric Veng	2	3	1	2	2	Electric Veng
79	Chhinga Veng	2	3	1	3	1	
80	Ramthar	3	1	2	1	2	Ramthar
81	Aizawl Venglai	1	-	1	-	1	
82	Ramhlun 'N'	1	-	1	-	2	Ramhlun
83	Ramhlun 'S'	1	1	1	1	1	
84	Ramhlun Sport Complex	1	-	-	-	1	
85	Ramhlun Vengthar	1	1	1	1	2	
86	Ramhlun Venglai	2	2	1	2	2	
87	Chattlang	4	6	3	6	4	
88	Laipuitlang	1	-	1	-	1	
89	Armed Veng	2	1	1	-	3	Armed Veng
90	Armed Veng South	2	1	1	-	1	
91	Chite	1	-	-	-	1	
	Sub-Total	24	19	15	16	24	
(f) THINGSULTHLIAH CIRCLE							
92	Thingsulthliah	4	2	3	1	6	Thingsulthliah
93	Tlangnuam	1	-	1	-	3	
94	Tlungvei	4	1	2	-	1	Tlungvei
95	Darlawng	1	-	-	1	1	
96	Phulmawi	1	-	-	1	1	
97	Seling	3	2	1	1	3	
	Sub-Total	14	5	7	4	15	
(g) ZEMABAWK CIRCLE							
98	Keifang	4	3	2	3	6	Keifang
99	Rulchawm	1	-	1	-	4	
100	Ruallung	1	-	1	-	4	
101	Maite	1	-	1	-	2	Tawih tlang
102	Tawizo	1	-	1	-	1	
103	Lenchim	1	-	1	-	1	
104	Mualpheng	1	-	1	-	2	
105	Zemabawk	4	9	4	3	5	
106	Bungbangla	1	-	-	-	-	Zemabawk
107	Tuirial Airfield	1	-	-	-	-	
108	Tuirial Leikai	1	-	-	-	-	
109	Thuampui	2	2	1	2	2	Thuampui
110	Zuangtui	3	1	1	1	3	
	Sub-Total	22	15	14	9	30	
(h) SAITUAL CIRCLE							
111	Saitual	5	6	4	4	9	Saitual
112	Phullen	2	1	2	1	3	Phullen
113	Zawngin	1	-	1	-	1	
114	Thanglailung	1	-	1	-	2	
115	Luangpawm	1	-	1	-	1	

Sl. No.	Name of Localities/ Villages/Habitation	Govt. P/S	Private P/S	Govt. UPS	Private UPS	Anganwadi	Name of Cluster
116	Phuaibuang	3	2	2	-	4	Tuivai
117	N.E. Tlangnuam	1	-	1	-	1	
118	Daido	1	-	1	-	1	
119	Khawlian	3	-	2	-	3	
120	Sihfa	2	-	1	-	3	Tamdil
121	Tualbung	1	-	1	-	2	
122	N. Lungpher	1	-	1	-	2	
123	Buhban	1	-	1	-	1	
124	Dilkhan	1	-	-	-	1	
	Sub-Total	24	9	19	5	34	
(i) BAWNGKAWN CIRCLE							
125	Bawngkawn	6	5	3	5	5	Bawngkawn
126	Durtlang	3	4	3	3	1	Durtlang
127	Durtlang Leitan	4	3	1	2	1	
128	Durtlang Vengthar	1	-	-	-	1	
129	Muthi	1	-	1	-	2	
130	Selesih	1	-	1	-	1	
131	Sihphir	4	1	2	1	2	Sihphir
132	Sihphir Vengthar	2	1	1	-	1	
133	Nausel	1	-	-	-	-	Sesawng
134	Sesawng	2	-	1	-	3	
135	CTI	-	1	-	1	1	
136	Mualmam	1	-	-	-	-	Saiphai
137	Saphai	1	2	1	1	2	
138	Saipum	2	2	1	-	1	
	Sub-Total	29	19	15	13	21	
(j) KHAWRUHLIAN CIRCLE							
139	Khawruhlian	4	1	2	1	5	Khawruhlian
140	Hmunghak	1	-	-	-	1	
141	Chhanchhuahna	1	-	-	-	1	
142	Khanpui	2	1	1	-	3	Khanpui
143	Lailak	1	-	-	-	1	E. Phaileng
144	E. Phaileng	2	1	1	-	2	
145	Pehlawn	1	1	1	-	2	
146	Sawlerg	3	1	1	-	3	Sawlerg
147	Kepran	2	-	1	-	3	Suangpuilawn
148	Suangpuilawn	3	1	2	-	5	
149	Lamherh	1	-	1	-	1	
150	Vanbawng	2	-	2	-	3	Vanbawng
151	Khawlek	1	-	1	-	2	
	Sub-Total	24	6	13	1	32	
(k) DARLAWN CIRCLE							
152	Darlawn	5	2	3	2	8	Darlawn
153	N. Serzawl	1	-	1	-	1	
154	Sunhluchhip	1	-	-	-	-	
155	Ratu	4	1	2	1	5	Ratu
156	Sailutar	1	-	1	-	1	

Sl. No.	Name of Localities/ Villages/Habitation	Govt. P/S	Private P/S	Govt. UPS	Private UPS	Anganwadi	Name of Cluster
157	New Vervek	2	-	1	-	1	New Vervek
158	Thingsat	1	-	-	-	1	
159	Lungsum	1	-	-	1	1	
160	Damdiai	1	-	-	-	1	
161	Sakawrdai	3	2	1	3	3	Sakawrdai
162	N. Khawdungsei	1	-	-	-	-	
163	Upper Sakawrdai	1	-	-	-	-	
164	Vaitin	2	-	1	-	2	Vaitin
165	Khawpuar	1	-	-	1	1	
166	Zohmun	3	-	2	-	2	Zohmun
167	Palseng	1	-	1	-	1	
168	Mauchar	1	-	1	-	1	
169	N. Tingmun	1	-	1	-	1	
170	Kani	-	1	-	-	-	
	Sub-Total	31	6	15	8	30	
	Grand-Total	285	146	178	104	331	

*Source : Statistical Publication 2000,
Dte of School Education*

As represented in the table above, there are eleven educational circles, 55 clusters and 170 habitations with 285 Govt. Primary Schools (including one centrally managed) 146 Private Primary Schools, 178 Govt. Upper Primary Schools. (including one centrally managed), 104 Private upper Primary School and 332 Anganwadi Centres. The ratio of Govt. Upper Primary School to Govt. Primary School is 1:1.60 and ratio of Private Upper P/S to Private P/S is 1:1.40.

As regards to management of the two levels of schools, it is of three types: Central Govt. Management, State Govt. Management and Private Management. Of all the three types of Management, State Govt. Management Schools constitute the highest number in both Primary and Upper Primary Schools. Below is represented Management-wise distribution of schools.

Table 2:3 Management-wise distribution of Schools (Primary and Upper Primary)

Name of Circle	Central Government		State Government		Private	
	Primay	Upper Primary	Primay	Upper Primary	Primay	Upper Primary
Chanmari			30	22	28	21
Aibawk			26	18	6	1
Bungkawn			41	25	19	15
Venghlui			20	15	14	11
Electric			24	15	19	16
Thingsulthliah			14	7	5	4
Zemabawk	1	1	21	14	15	9
Saitual			24	19	9	5
Bawngkawn			29	15	19	13
Khawruhlian			24	13	6	1
Darlawn			31	15	6	8
Total	1	1	284	178	146	104

*Source : S.S.A Survey 2001 & Educational Statistics, 2000
Directorate of School Education (DSE)*

From the table above, it may be seen that the ratio of Private managed Primary Schools to Govt. Managed Primary Schools is 1:1.94 while in Upper Primary it is 1:1.70 of the total number of schools existing in the District, Govt. managed Primary and Upper Primary School still hold 64:83%.

2.1 LITERACY RATE

As per report of the National Sample Survey Organisation, 1999, the literacy rate of Mizoram was 95% which was the highest amongst the states of India. But after release of the provisional figures of 2001 census, the literacy rate of Kerala State surpassed Mizoram, the literacy rate being 90.92% and 88.49% respectively. Mizoram is thus second in posi-

tion in regard to literacy percentage at present. As such, greater efforts will have to be put in, in order to have the highest literacy rate.

Literacy rate of Aizawl District is the highest amongst the 8 districts of the state. It is 96.62% and is higher than the entire state by 8.13%.

The population of Aizawl District, child population in the age group 0-6 and literates and illiterates by residence is presented below.

Table 2:4 Population, Child population (0-6 yrs) and literates and illiterates by residence and sex

Residence	Population			0-6 years			Literates			Illiterates		
	Male	Female	Person	Male	Female	Person	Male	Female	Person	Male	Female	Person
Urban	128089	123186	251275	16998	16593	33591	108348	103138	211486	2743	3455	6198
Rural	47073	43887	90960	7214	7073	14287	38377	34588	72965	1482	2226	3708
Total	175162	167073	342235	24212	23666	47878	146725	137726	284451	4225	5681	9906

Source : Provisional Figure, 2001 Census

It may be noted that the above figures is inclusive of Lengpui Town which is under Aizawl District but falls under Reiek Rural Development Block of Mamit District.

From the analysis of the figures, it is found that male literacy rate is 97.20% while that of female is 96.04%. Meanwhile, the rate of illiterates is still 3.38% of the total population of the district.

Urban literacy rate is 97.15% and rural literacy rate is 95.16%.

2.2 ACCESS

All the 170 habitations of the district, one habitation/village has no access to Primary Schooling facilities within a walking distance of 1 Km. As for Upper Primary Schools there are still 26 habitations which do not have access to Upper Primary Schools. Below table shows no. of habitations not yet having Upper Primary School.

Table 2:5 Circle wise Representation of Upper Primary School-less habitation

Name of Circle	No. of Habitation covered	No. of Habitation having P/S	No. of Habitation having UPS	No. of Habitation not having U/P/S
Chanmari	21	21	19	2
Aibawk	17	17	16	1
Bungkawn	24	24	22	2
Venghlui	15	15	12	3
Electric Veng	14	14	12	2
Thingsulthliah	6	6	6	-
Zemabawk	13	13	10	3
Saitual	14	14	13	1
Bawngkawn	14	14	11	3
Khawruhlian	13	13	10	3
Darlawn	19	18	13	6
Total	170	169	144	26

Source : SSA Survey 2001

From the above table, barring 1 village/habitation all villages/habitations are having access to Primary School, but for Upper Primary Schools, only 84.70% of the habitations are having while 15.29% of the habitations are deprived of Upper Primary Schooling facilities.

We may represent below the habitations which do not yet have schooling facilities i.e. Upper Primary Schools with total population of 10-12 years with distance of the nearest Upper Primary School.

Table 2:6 Habitations not covered by Upper Primary Schools

Sl. No.	Name of Village/Habitation	Population of 10 - 12 Years			Distance of the nearest UPS
		M	F	T	
1	Lungsai	7	5	12	1½ Kms
2	Chamring	14	8	22	2 Kms
3	Lungsei	15	17	32	7 Kms.
4	Phunchawng	19	13	32	7 Kms.
5	Sairang Sihmui	18	22	40	1 Km
6	Mualpui	44	31	75	3 Kms.
7	Thakthing	23	31	54	1 Km
8	Upper Republic	73	64	137	1 Km.
9	Ramhlun Sports Complex	18	31	49	1 Km.
10	Chite	10	7	17	1 Km
11	Bungbangla	4	7	11	15 Kms.
12	Tuirial Airfield	15	20	35	19 Kms.
13	Tuirial Leikai	14	5	19	31 Kms.
14	Dilkhan	17	15	32	5 Kms.
15	Durtlang Vengthar	38	43	81	1 Km
16	Nausel	12	7	19	5 Kms.
17	Mualmam	3	7	10	4 Kms.
18	Hmunghak	10	11	21	4 Kms.
19	Chhanchhuahna	5	2	7	10 Kms.
20	Lailak	15	16	31	5 Kms.
21	Sunhluchhip	17	18	35	5 Kms.
22	Thingsat	8	7	15	4 Kms.
23	Damdai	5	8	13	3 Kms.
24	N. Khawdungsei	18	20	38	13 kms.
25	Upper Sakawrdai	11	7	18	5 Kms.
26	Kani	1	11	12	10 Kms.

Source : SSA Survey 2001

From the above, it can be stated that as per the distance and population prescribed in the state norms 8 villages/habita-

tions are entitled to Upper Primary School. Hence it is proposed to establish 8 new Upper Primary Schools in these villages/habitations from 2002-2003.

The following table depicts Circle wise representation of educational Institutions including Non formal Education Centre catering to the educational needs of 6 - 14 years of age.

Table 2:7 Circle-wise Representation of Educational Institution upto the Upper Primary Level

Sl. No.	Name of Circle	No. of Habitations covered	No. of UPS	No. of P/S	NFE	Anganwadi
1	Chanmari	21	43	58	5	34
2	Aibawk	17	19	32	5	32
3	Bungkawn	24	40	60	6	45
4	Electric	14	26	34	3	33
5	Venghlui	15	31	43	-	24
6	Thingsulthlah	6	11	19	-	15
7	Zemabawk	13	23	37	3	31
8	Saitual	14	24	33	5	34
9	Bawngkawn	14	28	48	5	21
10	Khawruhlian	13	14	30	7	32
11	Darlawn	19	23	37	10	30
	Total	170	282	431	49	331

Source : SSA Survey 2001

2.3 ENROLMENT

The total enrolment of boys and girls during the last three years both Primary and Upper Primary is shown below for the eleven circles.

Table 2.8 Year-wise enrolment

ENROLMENT : 1999 - 2000					
Sl. No.	Name of Circle	Primary (1 - IV)		Upper Primary (V - VII)	
		Boys	Girls	Boys	Girls
1	Chanmari	2466	2452	1587	1634
2	Aibawk	1167	1050	645	651
3	Bungkawn	2313	2260	1205	1308
4	Electric	1960	2093	1474	1406
5	Venghlui	1969	1865	1131	1194
6	Thingsulthliah	505	480	308	312
7	Zemabawk	1312	1095	611	591
8	Saituai	1019	907	467	471
9	Bawngkawn	1645	1501	726	753
10	Khawruhlian	726	672	394	350
11	Darlawn	1198	1109	390	388
	Total	16280	15484	8938	9058
ENROLMENT : 2000 - 01					
1	Chanmari	2540	2525	1634	1683
2	Aibawk	1202	1081	664	670
3	Bungkawn	2382	2328	1241	1347
4	Electric	2331	2155	1518	1448
5	Venghlui	2028	1921	1165	1230
6	Thingsulthliah	524	494	317	321
7	Zemabawk	1351	1128	629	609
8	Saitual	1049	934	481	485
9	Bawngkawn	1694	1546	748	775
10	Khawruhlian	748	692	406	360
11	Darlawn	1234	1142	402	400
	Total	17083	15946	9205	9328

For the year 2001 - 2002, apart from Enrolment in Primary and Upper Primary Schools, children in the age group 6 to 14 yrs. of age attending Pre-school and attending Cl. VIII of High School are also included.

ENROLMENT : 2001 - 02												
Sl. No.	Name of Circle	Pre-School		Primary (1 - IV)		Upper Primary (V - VII)		Cl. VIII		Total		GRAND TOTAL
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
1	Chanmari	107	114	2616	2600	1683	1733	409	459	4815	4906	9721
2	Aibawk	50	59	1238	1113	684	690	112	153	2084	2015	4099
3	Bungkawn	249	250	2453	2398	1278	1387	155	170	4135	4205	8340
4	Electric	78	63	2401	2219	1563	1491	405	458	4447	4231	8678
5	Venghlui	79	95	2089	1978	1200	1267	379	370	3747	3710	7457
6	Thingsulthlah	10	20	540	509	326	331	49	91	925	951	1876
7	Zemabawk	38	38	1391	1162	648	630	129	166	2206	1996	4202
8	Saitual	10	22	1080	962	495	499	90	90	1675	1573	3248
9	Bawngkawn	33	62	1745	1592	770	798	251	274	2799	2726	5525
10	Khawruhlian	28	48	770	713	418	371	56	53	1272	1185	2457
11	Darlawn	20	32	1271	1176	414	412	73	125	1778	1745	3523
	Total	702	803	17594	16422	9479	9609	2108	2409	29883	29243	59126

Source : SSA Survey 2001

From the above table 2001-2002 enrolment of Primary and Upper Primary Schools below is shown an analysis of the Enrolment ratios separately for boys and girls.

Gross Enrolment Ratio : Gross Enrolment ratio is simply division of enrolment by population, which gives extent to which the education system is meeting the needs of child population. To assess enrolment ratio, total enrolment is taken into account without consideration of overaged and underaged. This usually leads to enrolment ratio being more than 100 percent. If enrolment ratio is 100 percent, it means that the goal of universal enrolment is achieved but in reality this is not so as all overaged and underaged are also included. As such it is not a reliable indicator of access. Circle Wise enrolment ratio of Aizawl district is shown below.

Gross Enrolment Ratio in Primary School (I to IV)

Name of Circle	Boys	Girls	Total
Chanmari	$\frac{2616}{2280} \times 100 = 114.74\%$	$\frac{2600}{2298} \times 100 = 113.14\%$	113.93%
Aibawk	$\frac{1238}{968} \times 100 = 127.89\%$	$\frac{1113}{903} \times 100 = 123.25\%$	125.65%
Bungkawn	$\frac{2453}{2056} \times 100 = 119.31\%$	$\frac{2398}{2084} \times 100 = 115.06\%$	117.17%
Electric	$\frac{2401}{1972} \times 100 = 121.75\%$	$\frac{2219}{1914} \times 100 = 115.94\%$	118.88%
Venghlui	$\frac{2089}{1667} \times 100 = 125.31\%$	$\frac{1978}{1611} \times 100 = 122.79\%$	124.06%
Thingsulthliah	$\frac{540}{384} \times 100 = 140.62\%$	$\frac{509}{407} \times 100 = 125.06\%$	132.11%
Zemabawk	$\frac{1391}{1037} \times 100 = 134.14\%$	$\frac{1162}{907} \times 100 = 128.11\%$	131.32%
Saitual	$\frac{1080}{748} \times 100 = 144.38\%$	$\frac{962}{732} \times 100 = 131.42\%$	137.97%
Bawngkawn	$\frac{1745}{1368} \times 100 = 127.55\%$	$\frac{1592}{1285} \times 100 = 123.89\%$	125.78%
Khawruhlian	$\frac{770}{631} \times 100 = 122.02\%$	$\frac{713}{581} \times 100 = 122.72\%$	122.35%
Darlawn	$\frac{1271}{853} \times 100 = 149\%$	$\frac{1176}{841} \times 100 = 139.83\%$	144.45%
District Total	$\frac{17594}{13964} \times 100 = 126\%$	$\frac{16422}{13563} \times 100 = 121.08\%$	123.57%

Gross Enrolment Ratio in Upper Primary School (Cl V - VII)

Name of Circle	Boys	Girls	Total
Chanmari	$\frac{1683}{1774} \times 100 = 94.87\%$	$\frac{1745}{1368} \times 100 = 127.55$	109%
Aibawk	$\frac{684}{781} \times 100 = 87.58\%$	$\frac{690}{735} \times 100 = 93.88\%$	90.63%
Bungkawn	$\frac{1278}{1560} \times 100 = 81.92\%$	$\frac{1387}{1660} \times 100 = 83.55\%$	82.76%
Electric	$\frac{1563}{1647} \times 100 = 94.90\%$	$\frac{1491}{1534} \times 100 = 97.20\%$	96%
Venghlui	$\frac{1200}{1351} \times 100 = 88.82\%$	$\frac{1267}{1324} \times 100 = 95.69\%$	92.22%
Thingsulthliah	$\frac{326}{348} \times 100 = 93.68\%$	$\frac{331}{312} \times 100 = 106.09\%$	99.55%
Zemabawk	$\frac{648}{834} \times 100 = 77.70\%$	$\frac{627}{753} \times 100 = 88.26\%$	80.34%
Saitual	$\frac{495}{589} \times 100 = 84.04\%$	$\frac{499}{563} \times 100 = 88.63\%$	86.28%
Bawngkawn	$\frac{770}{1021} \times 100 = 75.41\%$	$\frac{798}{1015} \times 100 = 78.62\%$	77.01%
Khawruhlian	$\frac{418}{496} \times 100 = 84.27\%$	$\frac{371}{431} \times 100 = 86.08\%$	85.11%
Darlawn	$\frac{414}{688} \times 100 = 60.17\%$	$\frac{412}{636} \times 100 = 64.78\%$	62.39%
District Total	$\frac{9479}{11089} \times 100 = 85.48\%$	$\frac{9618}{10331} \times 100 = 93.10\%$	89.15

From the above ratio it appears that GER is better for boys than girls in Primary Schools but in Upper Primary School GER is better for girls than boys. It may be also noted that in Upper Primary School all children in the age group 10-13 yrs. do not make use of the educational facilities. As stated earlier GER is not the best indicator of educational access, hence for more effective planning, there is an improved version of Enrolment Ratio which is Net Enrolment Ratio.

Net Enrolment Ratio : Net Enrolment is the ratio which is derived after exclusion of all over-aged and under aged children from the total enrolment and then ratios to the respective age-specific population are obtained. One of the limitation of this NER is that it excludes over-aged and under-aged children from the enrolment though they are very much in the system. But despite this limitations, this ratio seem to be more logical than the GER. For obtaining NER of Classes I - IV enrolment of Class I - IV after deduction of over aged and under aged children is taken into account and divided by the population of that age-specific group ie. 6-9 yrs. of age and then multiplied by 100. But for computation of NER, we require Age grade matrix. Hence Age matrix is presented in the succeeding pages for the eleven circles with Age-grade matrix of the district.

AGE-GRADE MATRIX : AIZAWL DISTRICT

Sl. No	Age Level	Class I		Class II		Class III		Class IV		Class V		Class VI		Class VII		Class VIII		Total	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	3-5 years	872	885	11	20													883	905
2	6 years	2145	2133	216	264	3	13	1										2365	2410
3	7 Years	1742	1549	1211	1222	167	227	34	36	2	1							3156	3035
4	8 years	683	576	1498	1418	950	1131	197	210	14	27	2						3344	3362
5	9 years	221	162	657	533	1303	1174	840	868	148	203	24	17	2	6			3195	2963
6	10 years	96	74	341	244	853	731	1339	1243	891	1049	207	242	19	27	2	3	3748	3613
7	11 years	39	27	133	83	374	252	699	592	1259	1190	820	826	146	218	16	15	3486	3203
8	12 years	21	6	60	57	173	140	361	297	749	663	1214	1255	722	930	130	164	3430	3512
9	13 years	6	4	26	24	70	51	180	122	413	314	816	684	1152	1208	1000	1127	3663	3534
10	14 years		2	7	5	22	19	43	28	114	78	242	165	523	506	960	1100	1911	1903
11	15 years																		
	Total	5825	5418	4160	3870	3915	3738	3694	3396	3590	3525	3325	3189	2564	2895	2108	2409	29181	28440

AGE - GRADE MATRIX : CHANMARI CIRCLE

Sl. No	Age Level	Class I		Class II		Class III		Class IV		Class V		Class VI		Class VII		Class VIII		Total	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	3-5 years	99	123	4	8													103	131
2	6 years	323	345	39	47		1											362	393
3	7 Years	267	233	203	224	36	54	2	1		1							508	513
4	8 years	83	85	255	222	162	204	41	34	2	4							543	549
5	9 years	14	11	79	86	220	231	164	174	24	47	6	5					507	554
6	10 years	5	6	27	17	112	90	252	230	168	196	40	55	4	3			608	597
7	11 years	2	1	9	9	30	18	102	91	220	217	168	176	22	47	4	7	557	566
8	12 years	1	1	4	2	19	9	31	28	125	91	301	312	134	168	33	39	648	650
9	13 years			2		5	2	20	11	60	38	112	94	197	202	197	225	593	572
10	14 years			1			1	3	1	8	2	29	17	63	58	175	188	279	267
11	15 years																		
	Total	794	805	623	615	584	610	615	570	607	596	656	659	420	478	409	459	4708	4792

AGE-GRADE MATRIX : AIBAWK CIRCLE

Sl. No	Age Level	Class I		Class II		Class III		Class IV		Class V		Class VI		Class VII		Class VIII		Total	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	3-5 years	57	65		2													57	67
2	6 years	168	161	11	15		1											179	177
3	7 Years	112	94	104	82	9	13	2	1									227	190
4	8 years	30	28	107	113	76	107	8	14	1	1	1						223	263
5	9 years	16	10	53	38	105	61	49	62	16	10		1					239	182
6	10 years	3	1	19	7	70	44	106	91	65	89	4	13	3	2			270	247
7	11 years	1	1	13	4	34	15	40	52	111	79	56	64	4	11	1		260	226
8	12 years			1	1	11	3	22	20	62	59	76	74	45	69	9	7	226	233
9	13 years			1			1	9	6	31	18	65	52	81	87	36	60	223	224
10	14 years							1		5	5	24	10	34	46	66	86	130	147
11	15 years																		
	Total	387	360	309	262	305	245	237	246	291	261	226	214	167	215	112	153	2034	1956

District Administration,
 17-B, Sri Aurobindo Marg,
 New Delhi-110016
 7-11936

AGE-GRADE MATRIX : BUNGKAWN CIRCLE

Sl. No	Age Level	Class I		Class II		Class III		Class IV		Class V		Class VI		Class VII		Class VIII		Total	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	3-5 years	139	155	2	3													141	158
2	6 years	300	296	35	38													335	334
3	7 Years	240	211	186	201	19	35	1	1									446	448
4	8 years	75	79	235	198	139	174	35	43	1	6	1						486	500
5	9 years	20	23	84	78	194	171	145	146	32	37	8	1	2	1			485	457
6	10 years	10	8	41	33	130	114	181	172	120	170	42	49	3	4	1		528	550
7	11 years	2	4	14	6	46	41	89	76	156	151	123	127	22	39	3	1	455	445
8	12 years			4	8	15	21	40	45	84	87	166	172	107	141	14	25	430	499
9	13 years			1		6	7	22	9	49	45	122	100	166	174	88	96	454	431
10	14 years							3	2	8	7	12	18	54	58	49	48	126	133
11	15 years																		
	Total	786	776	602	565	549	563	516	491	450	503	474	467	354	417	155	170	3886	3955

AGE-GRADE MATRIX : ELECTRIC CIRCLE

Sl. No	Age Level	Class I		Class II		Class III		Class IV		Class V		Class VI		Class VII		Class VIII		Total	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	3-5 years	88	105															88	105
2	6 years	263	281	30	38	1	7											294	326
3	7 Years	274	234	192	177	27	34	1										494	445
4	8 years	88	58	219	214	131	194	37	25	1	2							476	493
5	9 years	13	13	95	66	196	175	164	142	12	35	1	3		3			481	437
6	10 years	3	3	36	17	96	82	220	202	152	190	44	30	4	5			555	529
7	11 years	2	1	8	8	41	23	102	74	229	191	147	133	30	35		3	559	468
8	12 years	1		3	5	8	6	32	18	110	95	200	195	130	175	30	28	514	522
9	13 years	1			2	6	3	17	9	41	36	114	84	223	219	163	219	565	572
10	14 years				1	2		4	2	14	5	30	13	81	42	212	208	343	271
11	15 years																		
	Total	733	695	583	528	508	524	577	472	559	554	536	458	468	479	405	458	4369	4168

AGE-GRADE MATRIX : VENGLUI CIRCLE

Sl. No	Age Level	Class I		Class II		Class III		Class IV		Class V		Class VI		Class VII		Class VIII		Total	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	3-5 years	107	110															107	110
2	6 years	232	210	31	46		1	1										264	257
3	7 Years	207	173	154	179	14	20	23	29	1								399	401
4	8 years	77	49	170	208	126	136	23	29	3	4							399	426
5	9 years	17	8	79	50	177	162	96	111	26	22	2	3					397	356
6	10 years	9	2	31	20	101	61	190	179	134	139	15	36	3	3			483	440
7	11 years	3	2	11	6	26	30	91	83	159	190	110	115	14	27	3	1	417	454
8	12 years	4		3	2	18	13	39	29	84	77	162	165	102	111	23	26	435	423
9	13 years		2	2	3	6	5	15	17	39	27	105	91	151	166	225	166	543	477
10	14 years			1		2	1	3	2	6	3	27	15	57	73	128	177	224	271
11	15 years																		
	Total	656	556	482	514	470	429	481	479	452	462	421	425	327	380	379	370	3668	3615

AGE-GRADE MATRIX : THINGSULTHLIAH CIRCLE

Sl. No	Age Level	Class I		Class II		Class III		Class IV		Class V		Class VI		Class VII		Class VIII		Total	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	3-5 years	54	37															54	37
2	6 years	54	82	12	16													66	98
3	7 Years	29	42	39	39	17	14	1										86	95
4	8 years	19	12	34	32	40	39	6	8	2	2							101	93
5	9 years	6	5	23	14	34	37	34	33	6	6	3			1			106	96
6	10 years	2		12	4	21	15	36	30	39	25	12	5		4			122	83
7	11 years			4	5	16	4	18	22	34	38	33	31	6	17	2		113	117
8	12 years			3		6	6	13	7	21	18	35	37	22	26	3	9	103	103
9	13 years			1			1	5	4	10	14	26	31	39	45	18	44	99	139
10	14 years						1	1		5	6	10	11	23	14	26	38	65	70
11	15 years																		
	Total	164	178	128	110	134	117	114	104	117	109	119	115	90	107	49	91	915	931

AGE-GRADE MATRIX : ZEMABAWK CIRCLE

Sl. No	Age Level	Class I		Class II		Class III		Class IV		Class V		Class VI		Class VII		Class VIII		Total	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	3-5 years	69	49	1	1													70	50
2	6 years	185	134	16	17													201	151
3	7 Years	134	112	96	77	11	19	1	2									242	210
4	8 years	54	37	117	105	52	76	14	21	2	1							239	240
5	9 years	13	12	52	42	98	86	54	50	7	15		1		1			224	207
6	10 years	3	4	32	23	78	62	108	80	54	58	22	13		2	1	1	298	243
7	11 years	5	1	8	7	48	18	70	53	83	76	42	51	19	10	2	3	277	219
8	12 years	1	1	1	9	17	10	35	31	45	60	64	65	53	67	12	20	228	263
9	13 years		1	1	1	3	4	8	10	48	24	66	57	75	74	50	64	251	235
10	14 years					3	2	3	5	11	6	18	14	39	35	64	78	138	140
11	15 years																		
	Total	464	351	324	282	310	277	293	252	250	240	212	201	186	189	129	166	2168	1958

AGE- GRADE MATRIX : SAITUAL CIRCLE

Sl. No	Age Level	Class I		Class II		Class III		Class IV		Class V		Class VI		Class VII		Class VIII		Total	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	3-5 years	82	66	3	2													85	68
2	6 years	145	153	13	17	1	1											159	171
3	7 Years	100	89	70	59	14	17	2	1									186	166
4	8 years	42	33	76	70	63	53	10	13	1	2							192	171
5	9 years	12	6	30	23	79	70	28	44	8	17	1						158	160
6	10 years	7	5	27	18	52	51	58	58	38	48	8	15	2			1	192	196
7	11 years	1	2	10	6	33	21	44	28	61	60	35	35	6	10	1		191	162
8	12 years			5		13	11	35	26	45	37	33	53	39	50	6	10	176	187
9	13 years				2	5	2	10	9	31	18	43	35	59	60	38	38	186	164
10	14 years					3	2	7	4	15	5	25	17	45	37	45	41	140	106
11	15 years																		
	Total	389	354	234	197	263	228	194	183	199	187	145	155	151	157	90	90	1665	1551

AGE-GRADE MATRIX : BAWNGKAWN CIRCLE

Sl. No	Age Level	Class I		Class II		Class III		Class IV		Class V		Class VI		Class VII		Class VIII		Total	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	3-5 years	114	121	1	3													115	124
2	6 years	201	194	23	21	1	2											225	217
3	7 Years	138	140	97	101	12	14		1	1								248	256
4	8 years	80	75	145	125	88	78	14	20	1	2							328	300
5	9 years	43	23	79	52	98	72	55	58	11	11	3	1					289	217
6	10 years	18	13	43	35	103	112	87	103	54	74	14	20		4			319	361
7	11 years	10	9	16	15	36	40	68	45	114	102	48	52	10	12			302	275
8	12 years	8	2	13	8	19	22	63	43	78	63	75	88	51	76			307	302
9	13 years	4	1	9	6	23	10	24	20	50	46	65	60	89	91	122	135	386	369
10	14 years		2	3	1	6	2	3	3	27	21	27	15	52	60	129	139	247	243
11	15 years																		
	Total	616	580	429	367	386	352	314	293	336	319	232	236	202	243	251	274	2766	2664

AGE- GRADE MATRIX : KHAWRUHLIAN CIRCLE

Sl. No	Age Level	Class I		Class II		Class III		Class IV		Class V		Class VI		Class VII		Class VIII		Total	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	3-5 years	6	6															6	6
2	6 years	124	121															124	121
3	7 Years	113	98	24	37	3												140	135
4	8 years	65	54	62	51	41	32	2	1									170	138
5	9 years	26	15	27	34	44	41	31	28	2	1							130	119
6	10 years	11	9	16	26	37	37	45	43	40	38	3						152	153
7	11 years	4	1	8	4	17	8	20	31	47	49	44	26	8	6			148	125
8	12 years		1	4		10	5	12	19	43	31	61	51	23	28			153	135
9	13 years			1	1	3	2	12	7	19	13	43	31	39	43	31	27	148	124
10	14 years					1		1	1	1	2	16	12	29	40	25	26	73	81
11	15 years																		
	Total	349	305	142	153	156	125	123	130	152	134	167	120	99	117	56	53	1244	1137

AGE- GRADE MATRIX : DARLAWN CIRCLE																			
Sl. No	Age Level	Class I		Class II		Class III		Class IV		Class V		Class VI		Class VII		Class VIII		Total	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	3-5 years	57	48		1													57	49
2	6 years	150	156	6	9													156	165
3	7 Years	128	123	46	46	5	7	1										180	176
4	8 years	70	66	78	80	32	38	7	2		3							187	189
5	9 years	41	36	56	50	58	68	20	20	4	2		2					179	178
6	10 years	25	23	57	44	53	63	56	55	27	22	3	6					221	213
7	11 years	9	5	32	13	47	34	55	37	45	37	14	16	5	4			207	146
8	12 years	6	1	19	22	37	34	39	31	52	45	41	43	16	19			210	195
9	13 years	1		8	9	13	14	38	20	35	35	55	49	33	47	32	54	215	228
10	14 years			2	3	5	10	14	8	14	16	24	23	46	43	41	71	146	174
11	15 years																		
	Total	487	458	304	277	250	268	230	173	177	160	137	139	100	113	73	125	1758	1713

From the above Age-Grade Matrix of the 11 Circles, below is shown computation of Net Enrolment Ratio of Primary & Upper Primary Schools separately for Boys and Girls

NER in Primary (I to IV)

Name of Circle	Boys	Girls	Total
Chanmari	$\frac{852}{2280} \times 100 = 37.37\%$	$\frac{947}{2298} \times 100 = 41.21\%$	39.29%
Aibawk	$\frac{397}{968} \times 100 = 41.01\%$	$\frac{412}{903} \times 100 = 45.63\%$	43.23%
Bungkawn	$\frac{770}{2056} \times 100 = 37.45\%$	$\frac{817}{2084} \times 100 = 39.20\%$	38.33%
Electric	$\frac{750}{1972} \times 100 = 38.03\%$	$\frac{794}{1914} \times 100 = 41.48\%$	39.73%
Venghlui	$\frac{608}{1667} \times 100 = 36.47\%$	$\frac{636}{1611} \times 100 = 39.42\%$	37.34%
Thingsulthliah	$\frac{167}{384} \times 100 = 43.49\%$	$\frac{193}{407} \times 100 = 47.42\%$	45.51%
Zemabawk	$\frac{387}{1037} \times 100 = 37.32$	$\frac{337}{907} \times 100 = 37.15\%$	37.24%
Saitual	$\frac{306}{748} \times 100 = 40.91\%$	$\frac{309}{732} \times 100 = 42.21\%$	41.55%
Bawngkawn	$\frac{536}{1368} \times 100 = 39.18\%$	$\frac{534}{1285} \times 100 = 41.55\%$	40.33%
Khawruhlian	$\frac{220}{631} \times 100 = 34.86\%$	$\frac{218}{581} \times 100 = 37.52\%$	36.13%
Darlawn	$\frac{342}{853} \times 100 = 40.09$	$\frac{359}{841} \times 100 = 42.68$	41.38%
District Total	$\frac{5335}{13964} \times 100 = 38.20\%$	$\frac{5556}{13563} \times 100 = 40.96\%$	39.56%

NER in Upper Primary (V to VII)

Name of Circle	Boys	Girls	Total
Chanmari	$\frac{470}{1774} \times 100 = 26.49\%$	$\frac{540}{1773} \times 100 = 30.46\%$	28.47%
Aibawk	$\frac{166}{781} \times 100 = 21.25\%$	$\frac{222}{735} \times 100 = 30.20\%$	25.59%
Bungkawn	$\frac{350}{1560} \times 100 = 22.43\%$	$\frac{438}{1660} \times 100 = 26.33\%$	24.47%
Electric	$\frac{429}{1647} \times 100 = 26.04\%$	$\frac{498}{1534} \times 100 = 32.46\%$	29.14%
Venghlui	$\frac{346}{1351} \times 100 = 25.61\%$	$\frac{365}{1324} \times 100 = 27.57\%$	26.58%
Thingsulthliah	$\frac{94}{348} \times 100 = 27.01\%$	$\frac{82}{312} \times 100 = 26.28\%$	26.67%
Zemabawk	$\frac{149}{834} \times 100 = 17.86\%$	$\frac{176}{753} \times 100 = 23.37\%$	20.48%
Saitual	$\frac{112}{589} \times 100 = 19.01\%$	$\frac{133}{563} \times 100 = 23.62\%$	21.27%
Bawngkawn	$\frac{278}{1021} \times 100 = 27.22\%$	$\frac{281}{1015} \times 100 = 27.68\%$	27.45%
Khawruhlian	$\frac{107}{496} \times 100 = 21.57\%$	$\frac{92}{431} \times 100 = 21.34\%$	21.47%
Darlawn	$\frac{146}{688} \times 100 = 21.22$	$\frac{141}{636} \times 100 = 22.16$	21.67%
District Total	$\frac{2647}{11089} \times 100 = 23.87\%$	$\frac{2968}{10736} \times 100 = 27.64\%$	25.72%

From the above, it appears that in all the eleven educational circles more than 50 percent were from outside the prescribed age group 6-12 years.

From the age-grade matrix for the districts, below is representation of Percentage of overage and underage children in Classes I to V and VI to VIII.

Table 2.9 Percentage of under aged, age specific and over aged

PRIMARY				
Class & Age	I	II	III	IV
Under aged	15.63%	6.36%	5.36%	6.74%
Age specific	38.05%	32.01%	28.56%	26.17%
Over aged	46.32%	44.00%	66.08%	67.08%
UPPER PRIMARY				
Class & Age	V	VI	VII	VIII
Under aged	5.55%	7.55%	7.66%	7.50%
Age specific	29.17%	27.37%	32.31%	45.69%
Over aged	65.27%	65.07%	60.03%	46.81%

From the above computation of overage and under age children of the district, it seems that this district still needs to go a long way to achieve Quality Universal Elementary Education as the percentage of overaged children still outweigh the percentage of age specific enrolment.

In order to analyse, the repetition rate, promotion rate and drop out rate of the district in the two levels of education, below is presented grade wise enrolment of the district for the last two years, i.e 2000-2001, 2001-2002.

Table 2.10 Primary School Enrolment 2000-2001

Name of Circle	Enrolment Repeaters	CI - I	CI - II	CI - III	CI - IV
Chanmari	Enrolment	1553	1208	1159	1151
	Repeaters	435	85	81	58
Aibawk	Enrolment	725	554	534	469
	Repeaters	122	39	37	23
Bungkawn	Enrolment	1517	1128	1080	981
	Repeaters	425	79	76	49
Electric	Enrolment	1387	1079	1002	1019
	Repeaters	388	76	70	51
Venghlui	Enrolment	1177	967	873	932
	Repeaters	330	68	61	47
Thingsulthiah	Enrolment	332	231	244	212
	Repeaters	93	16	17	11
Zemabawk	Enrolment	791	588	570	528
	Repeaters	221	41	40	12
Saitual	Enrolment	721	419	477	366
	Repeaters	202	29	33	18
Bawngkawn	Enrolment	1161	773	717	589
	Repeaters	325	54	50	29
Khawruhlian	Enrolment	635	209	273	246
	Repeaters	178	15	19	12
Darlawn	Enrolment	918	564	503	391
	Repeaters	257	39	35	20
Total of Enrolment		10917	7720	7432	6884
Total of Repeaters		2976	541	519	330

Source : Compilation of School Reports, 2001

Table 2.11 Upper Primary School Enrolment 2000-2001

Name of Circle	Enrolment Repeaters	CI - V	CI - VI	CI - VII	CI - VIII
Chanmari	Enrolment	1148	1277	872	794
	Repeaters	105	77	87	40
Aibawk	Enrolment	536	427	371	257
	Repeaters	48	26	41	13
Bungkawn	Enrolment	925	914	749	316
	Repeaters	84	55	82	16
Electric	Enrolment	1061	965	920	838
	Repeaters	97	58	101	42
Venghloi	Enrolment	867	821	687	615
	Repeaters	80	49	76	31
Thingsulthiah	Enrolment	219	227	191	136
	Repeaters	20	14	21	7
Zemabawk	Enrolment	456	401	361	286
	Repeaters	43	24	40	14
Saitual	Enrolment	375	291	298	175
	Repeaters	34	17	33	9
Bawngkawn	Enrolment	616	454	432	510
	Repeaters	57	27	48	26
Khawruhlian	Enrolment	278	279	210	106
	Repeaters	25	17	23	5
Darlawn	Enrolment	328	268	207	192
	Repeaters	29	16	23	10
Total of Enrolment		6809	6324	5298	4225
Total of Repeaters		622	380	575	213

Source : *Compilation of School Reports, 2001*

Table 2.12 Primary School Enrolment 2001-2002

Name of Circle	Enrolment Repeaters	CI - I	CI - II	CI - III	CI - IV
Chanmari	Enrolment	1599	1238	1194	1185
	Repeaters	480	87	84	59
Aibawk	Enrolment	747	571	550	483
	Repeaters	224	40	39	24
Bungkawn	Enrolment	1562	1167	1112	1010
	Repeaters	467	82	78	51
Electric	Enrolment	1428	1111	1032	1049
	Repeaters	428	78	72	52
Venghluì	Enrolment	1212	996	899	960
	Repeaters	364	70	63	48
Thingsulthliah	Enrolment	342	238	251	218
	Repeaters	103	17	18	11
Zemabawk	Enrolment	815	606	587	545
	Repeaters	245	42	41	12
Saitual	Enrolment	743	431	491	377
	Repeaters	223	30	34	19
Bawngkawn	Enrolment	1196	796	738	607
	Repeaters	359	56	52	30
Khawruhlian	Enrolment	654	295	281	253
	Repeaters	196	21	20	13
Darlawn	Enrolment	945	581	518	403
	Repeaters	284	39	35	36
Total of Enrolment		11243	8030	7653	7090
Total of Repeaters		3373	562	536	355

Source : Compilation of School Reports, 2001

Table 2.13 Upper Primary School Enrolment 2001-2002

Name of Circle	Enrolment Repeaters	CI - V	CI - VI	CI - VII	CI - VIII
Chanmari	Enrolment	1203	1315	898	868
	Repeaters	108	79	90	51
Aibawk	Enrolment	552	440	382	265
	Repeaters	50	26	38	23
Bungkawn	Enrolment	953	941	771	325
	Repeaters	86	56	77	26
Electric	Enrolment	1113	994	947	863
	Repeaters	100	60	95	55
Venghlui	Enrolment	914	846	707	749
	Repeaters	82	51	71	44
Thingsulthliah	Enrolment	226	234	197	140
	Repeaters	20	14	20	17
Zemabawk	Enrolment	490	413	375	295
	Repeaters	44	25	37	25
Saitual	Enrolment	386	300	308	180
	Repeaters	35	18	31	21
Bawngkawn	Enrolment	655	468	445	525
	Repeaters	59	28	45	37
Khawruhlian	Enrolment	286	287	216	109
	Repeaters	26	17	22	15
Darlawn	Enrolment	337	276	213	198
	Repeaters	30	17	20	22
Total of Enrolment		7115	6514	5459	4517
Total of Repeaters		640	391	546	336

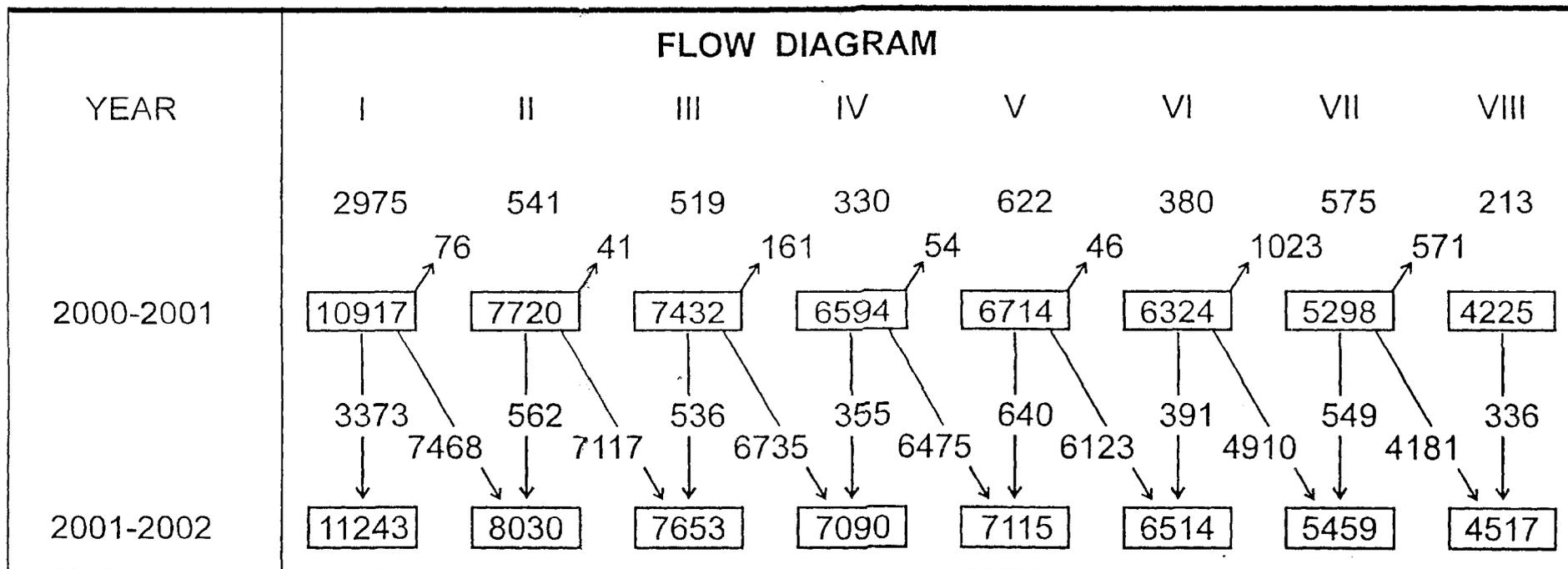
Source : Compilation of School Reports, 2001

From the above figures, we can analyse the students flow rate for Aizawl District as depicted in the following flow diagram:-

GRADES

YEAR	I	II	III	IV	V	VI	VII	VIII
Enrolment								
2000-2001	10917	7720	7432	6594	6714	6324	5298	4225
2001-2002	11243	8030	7653	7090	7115	6514	5459	4517
Repeaters								
2000-2001	2975	541	519	330	622	380	575	213
2001-2002	3373	562	536	355	640	391	549	336

Source : SSA Survey, 2001 & Deptt. Statistics, 2001



Source : Analysis of SSA Survey Report, 2001

FLOW RATE IN PERCENTAGE							
CLASS	I - II	II - III	III - IV	IV - V	V - VI	VI - VII	VII - VIII
PROMOTION	68.41	92.19	90.62	94.06	89.93	77.64	78.92
REPETITION	30.90	7.28	7.21	5.16	9.40	6.18	10.31
DROP-OUT	0.69	0.53	2.17	0.78	0.67	16.18	10.77

Source : Analysis of SSA Survey Report, 2001

ENROLMENT PROJECTION

As per SSA schemes, projection of enrolment of students for the coming 9 years is necessary for projection of the prospective budget allocation. As such projection of enrolment from Class I to Class VIII for the coming 9 years is made based on the projection of the age specific population taking into account the annual population growth rate of the District i.e. 3.5%

The following chart shows population projection from the year 2002-2010 for class I-VII students. In the following chart, enrolment projection has been done **without enrolment of 6-14 years in Pre-Primary School**:

ENROLMENT PROJECTION (2002-2010) FOR CLASS I -VIII																			
YEAR	I		II		III		IV		V		VI		VII		VIII		TOTAL		GRAND TOTAL
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
2002	3089	2918	5825	5418	3870	3870	3915	3738	3694	3396	3590	3525	3325	3189	2564	2892	29872	28946	58818
2003	3206	3090	3089	2918	5418	5418	4160	3870	3915	3738	3694	3396	3590	3525	3325	3189	30397	29144	59541
2004	3347	3164	3206	3090	2918	2918	5825	5418	4160	3970	3915	3738	3694	3396	3590	3525	30655	29119	59774
2005	3431	3341	3347	3164	3090	3090	3089	2918	5825	5418	4160	3870	3915	3738	3694	3396	30551	28935	59486
2006	4716	4639	3431	3341	3164	3164	3206	3090	3089	2918	5825	5418	4160	3870	3915	3738	31506	30178	61684
2007	4882	4805	4716	4639	3341	3341	3347	3164	3206	3090	3089	2918	5825	5418	4160	3870	32566	31245	63811
2008	5048	4971	4882	4805	4639	4639	3431	3341	3347	3164	3206	3090	3089	2918	5825	5418	33467	32346	65813
2009	5214	5137	5048	4971	4805	4805	4716	4639	3431	3341	3347	3164	3206	3090	3089	2918	32856	32065	64921
2010	5380	5303	5214	5137	4971	4971	4882	4805	4716	4639	3431	3341	3347	3164	3206	3090	35147	34450	69597

OUT OF SCHOOL CHILDREN

Out of School Children are one of the main focuses of SSA Mission. In conformity with the SSA framework, it is intended to mainstream these children into the school system by providing requirements for such activities. In order to address the real problems, special focus has been given to out of school children in the field of identification. The following table, therefore, reveals the Circle-wise number of out of school children:-

Table 2.14 Circle wise representation of out of School children 6-14 (including children in pre-school)

Name of Circle	Attending Pre School		Disable not attending school		Normal Children Never Attended		Drop-out	
	M	F	M	F	M	F	M	F
Chanmari	107	114	15	14	79	70	156	71
Aibawk	50	59	6	5	46	32	73	83
Bungkawn	249	250	6	5	140	133	231	316
Electric	78	63	9	8	130	126	45	50
Venghloi	79	95	9	5	19	19	13	83
Thingsulthiah	10	20			1	1	46	39
Zemabawk	38	38	9	2	96	64	55	74
Saitual	10	22	4	5	33	24	70	60
Bawngkawn	33	62	9	5	195	206	60	36
Khawruhlian	28	48	2	1	49	41	112	56
Darlawn	20	32	5	11	79	69	121	119
Total	702	803	74	61	867	785	982	990

Source : SSA Survey 2001

DISABLED CHILDREN

The SSA has given due importance for the management and integration of education of disabled children with new vigour. A provision of Rs. 1200.00 per child has been earmarked for the purpose. This district has a total of 467 disabled children, out of which 332 children are attending the formal schools. Below is Circle-wise representation of disabled children attending school.

Table 2.15 Circle wise representation of Disabled Children in School

	Male	Female	Total
Chanmari	16	7	23
Aibawk	10	9	19
Bungkawn	11	12	23
Electric	25	15	40
Venghlui	17	12	29
Thingsulthliah	27	17	44
Zemabawk	13	3	16
Saitual	6	6	12
Bawngkawn	34	29	63
Khawruhlian	20	17	37
Darlawn	12	14	26
Total	191	141	332

Source : SSA Survey, 2001

TRANSITION RATE:

Transition rate is the promotion rate between final grade of a cycle and first grade of next cycle. The transition rate from Primary to Upper Primary for Aizawl District in the year between 2001 - 2002 and 2000 - 2001 is 94.06%.

In the year 2000 - 2001, out of 6884 boys and girls, only 6475 students got promoted to the next higher grade of the next level (upper P/S). As such, the promotion rate/transition rate is 94.06%.

2.4 NUMBER OF TEACHERS

The total number of teachers in Govt. managed schools in Aizawl District is 2724 in the year 2001 - 2002 ie. 1356 in Primary Schools and 1368 in Upper Primary Schools. If these teachers had been properly rationalised, none of the schools would be a single teacher school. In fact all Primary Schools

would have not less than 3 teachers. Upper Primary Schools are better placed as regards distribution of teachers. Below table depicts distribution of teachers in the 11 circles according to Educational Qualification and Professional Qualification.

Table 2.16 Circle wise distribution of teachers according to Ednl. Qualification and Professional Qualification in Govt. Primary School.

Name of Circle	No. of School	No. of Teachers		Educational Qualification								Professional Qualification			
				Post Graduate		Graduate		HSLC		U/HSLC		Trained		Untrained	
				M	F	M	F	M	F	M	F	M	F	M	F
Chanmari	30	44	128	1	1	5	12	25	33	13	82	43	125	1	3
Aibawk	26	42	59	-	-	4	2	21	27	17	30	40	58	2	1
Bungkawn	41	64	123	1	-	7	8	35	47	21	68	64	120	-	3
Electric	24	43	137	-	-	3	6	29	53	11	78	43	137	-	-
Venghlui	20	23	112	-	2	5	8	18	30	-	72	23	112	-	-
Thingsulthliah	14	19	32	-	-	1	3	13	14	5	15	19	32	-	-
Zemabawk	21	49	60	-	-	6	9	36	39	7	12	49	54	-	6
Saitual	24	65	31	-	-	5	-	40	15	20	16	54	28	11	3
Bawngkawn	29	51	95	-	-	10	4	32	45	9	46	49	88	2	7
Khawruhlian	24	35	51	-	-	1	3	22	29	12	19	29	49	6	2
Darlawn	31	49	44	-	1	4	6	30	22	15	15	38	39	11	5
Total		484	872	2	4	51	61	301	354	130	453	451	842	33	30

Table 2.17 Circle wise distribution of Upper Primary teachers according to Ednl. Qualification and Professional Qualification

Name of Circle	No. of School	No. of Teachers		General Qualification								Professional Qualification			
				Post Graduate		Graduate		HSLC		U/HSLC		Trained		Untrained	
				M	F	M	F	M	F	M	F	M	F	M	F
Chanmari	22	112	77	3	2	59	43	35	30	15	2	109	72	3	5
Aibawk	18	94	28	-	-	44	19	39	9	11	-	88	21	6	7
Bungkawn	25	139	39	2	1	73	19	46	17	18	2	133	36	6	3
Electric	15	96	71	6	-	48	34	32	36	10	1	96	71	-	-
Venghlui	15	72	61	-	-	39	30	20	25	13	6	67	56	5	5
Thingsulthliah	7	46	9	-	-	23	3	17	6	6	-	43	9	3	-
Zemabawk	13	68	35	2	-	40	13	21	22	5	-	59	33	9	2
Saitual	19	104	19	1	-	48	11	45	8	10	-	100	17	4	2
Bawngkawn	15	89	43	1	-	32	12	48	31	8	-	77	35	12	8
Khawruhlian	13	63	16	-	-	30	6	24	10	9	-	56	10	7	6
Darlawn	15	77	10	-	-	24	5	42	5	11	-	75	7	2	3
Total	177	960	408	15	3	460	195	369	199	116	11	903	367	57	41

Source : SSA Survey 2001

TEACHER PUPIL RATIO (TPR) IN GOVT. SCHOOL

In the present context of Aizawl District, TPR in Primary School is 1:19 and 1:11 which are quite satisfactory compared to the national TPR. Circle wise representation of TPR are given below:-

Table 2.18 **No. of students and teachers in Govt. Managed Primary Schools**

Sl. No.	Name of Circle	No. of Boys	No. of Girls	Total	No. of Teachers		Total	TPR
					Male	Female		
1	Chanmari	1417	1397	2814	44	128	172	1:16
2	Aibawk	974	892	1866	42	59	101	1:18
3	Bungkawn	1796	1826	3622	64	123	187	1:19
4	Electric	1279	1239	2518	43	137	180	1:14
5	Venghlui	1195	1135	2330	23	112	135	1:17
6	Thingsulthiah	569	574	1143	19	32	51	1:22
7	Zemabawk	1374	1180	2554	49	60	109	1:23
8	Saitual	921	863	1784	65	31	96	1:19
9	Bawngkawn	1318	1295	2613	51	95	146	1:18
10	Khawruhlian	982	841	1823	35	51	86	1:21
11	Darlawn	1245	1185	2430	49	44	93	1:26
	Total	13070	12427	25497	484	872	1356	1:19

Source : SSA Survey, 2001

Table 2.19 No. of Students & Teachers in Govt. Managed Upper Primary School

Sl. No.	Name of Circle	No. of Boys	No. of Girls	Total	No. of Teachers		Total	TPR
					Male	Female		
1	Chanmari	977	1263	2240	112	77	189	1:11
2	Aibawk	769	730	1499	94	28	122	1:12
3	Bungkawn	1004	1000	2004	139	39	178	1:11
4	Electric	1045	1013	2058	96	71	167	1:12
5	Venghlui	1016	907	1923	72	61	133	1:14
6	Thingsulthiah	300	252	552	46	9	55	1:10
7	Zemabawk	589	581	1170	68	35	103	1:11
8	Saitual	594	561	1155	104	19	123	11:9
9	Bawngkawn	665	672	1337	89	43	132	1:10
10	Khawruhlian	441	386	827	63	16	79	1:10
11	Darlawn	446	390	836	77	10	87	1:10
	Total	7846	7755	15601	960	408	1368	1:11

Source : SSA Survey 2001

2.5 SCHOOL FACILITIES

A good number of school buildings had been recently repaired and reconstructed from Non Lapseable Pool Fund of Central Resources received from Central Government. The present position of the district in regard to availability and type of school buildings is listed below :-

Table 2.20 No. of Primary School having buildings with type of School buildings

Sl. No.	Name of Circle	No. of Schools	Buildingless	Kutcha	Semi Pucca	Pucca
1	Chanmari	30	-	-	24	6
2	Aibaw	26	-	-	18	8
3	Bungkawn	41	1	-	36	4
4	Electric	24	-	-	23	1
5	Venghlui	20	-	-	12	8
6	Thingsulthiah	14	-	1	13	-
7	Zemabaw	21	1	3	16	1
8	Saitual	24	1	12	10	1
9	Bawngkawn	29	-	3	24	2
10	Khawruhlian	24	-	2	22	
11	Darlawn	31	-	2	27	2
	Total	284	3	23	225	33

Source : SSA Survey 2001

Table 2.21 No. of Upper Primary School having buildings with type of School buildings

Sl. No.	Name of Circle	No. of Schools	Buildingless	Kutcha	Semi-Pucca	Pucca
1	Chanmari	22		1	14	7
2	Aibaw	18			12	6
3	Bungkawn	25			24	1
4	Electric	15			12	3
5	Venghlui	15			12	3
6	Thingsulthiah	7		2	5	
7	Zemabaw	13		3	9	1
8	Saitual	19	1	8	10	1
9	Bawngkawn	15		2	10	3
10	Khawruhlian	13		2	9	2
11	Darlawn	15			10	5
	Total	177	1	18	127	32

Source : SSA Survey 2001

Though a large number of schools had been repaired and reconstructed, still a number of schools require renovation/repairs. Besides, most of the buildings being Semi pucca, during the 10 years, period a lot of them would be worn out. The number of Primary and Upper Primary Schools requiring renovation/repairs is presented in the table below :-

Table 2.22 No. of School requiring renovation/repairs in Primary and Upper Primary Schools

Sl. No.	Name of Circle	Renovation/Repair	
		Primay School	Upper Primary
1	Chanmari	16	12
2	Aibawk	11	10
3	Bungkawn	20	15
4	Electric	15	7
5	Venghlui	8	8
6	Thingsulthiah	8	5
7	Zemabawk	11	6
8	Saitual	19	14
9	Bawngkawn	22	9
10	Khawruhlian	19	11
11	Darlawn	25	11
	Total	174	108

Source : SSA Survey 2001

Need for additional room : As the SSA is meant for children in the age group 6-14 years of age and would cover students reading from CI-I to CI-VIII, this district feels it convenient to switch over from the present I to IV to I to V at the Primary stage and from V - VII to VI to VIII in the Upper Primary stage. To meet this change, the existing 284 Primary Schools would need to be provided funds for construction of one additional room each. Below is presented Circle-wise requirement of additional rooms for the existing 284 Government Primary Schools.

Table 2.23 Circle wise requirement of additional rooms

Sl. No.	Name of Circle	No. of Govt. P/S	No. of Additional Room Required
1	Chanmari	30	30
2	Aibawk	26	26
3	Bungkawn	41	41
4	Electric	24	24
5	Venghloi	20	20
6	Thingsulthliah	14	14
7	Zemabawk	21	21
8	Saitual	24	24
9	Bawngkawn	29	29
10	Khawruhlian	24	24
11	Darlawn	31	31
	Total	284	284

Source : SSA Survey 2001

For the restructured Upper Primary School, no additional rooms would be required as the existing Upper Primary School have already three classes. But some schools would need construction of additional rooms due to inadequate instructional rooms and absence of separate Headmasters room. Below is shown Upper Primary Schools having only two instructional rooms and schools having separate rooms for Headmasters.

Table 2.24 No. of Upper Primary School having 2 rooms and Upper Primary School having separate Headmaster room.

Name of Circle	No. of Upper P/S	No. of Upper P.S having 2 rooms	No. of Upper P/S having separate Headmaster's room	No. of additional room required (classroom & separate Headmaster's room)
Chanmari	22	19	17	8
Aibawk	18	15	14	7
Bungkawn	25	21	19	10
Venghloi	15	12	12	6
Electric	15	13	11	6
Thingsulthiah	7	5	5	4
Zemabawk	13	10	10	6
Saitual	19	15	16	7
Bawngkawn	15	12	12	6
Khawruhlian	13	9	11	6
Darlawn	15	10	11	9
Total	177	141	138	75

Source : SSA Survey 2001

2:6 ANCILLARY FACILITIES

From centrally sponsored schemes like PMGY, a good number of schools had been provided Ancillary facilities like Drinking Water and Separate Toilet facilities for girls.

The table below shows distribution of schools according to drinking water, toilet facilities and separate toilet facilities for girls.

Table 2.25 **Distribution of Schools according to Drinking Water Toilet Facilities and Seperate Toilet Facilities.**

Name of Circle	Primary				Upper Primary			
	No. of Schools	Drinking Water Facilities	Toilet Facilities	Separate Toilet Facilities for girls	No. of Schools	Drinking Water Facilities	Toilet Facilities	Separate Toilet Facilities for girls
Chanmari	30	25	-	-	22	18	-	8
Aibawk	26	21	-	-	18	15	-	5
Bungkawn	41	35	-	-	25	22	-	10
Venghlui	24	18	-	-	15	9	-	7
Electric	20	12	-	-	15	10	-	8
Thingsulthiah	14	8	-	-	7	4	-	3
Zemabawk	21	13	-	-	13	9	-	1
Saitual	24	18	-	-	19	14	-	2
Bawngkawn	29	25	-	-	15	9	-	9
Khawruhlian	24	22	-	-	13	9	-	9
Darlawn	31	26	-	-	15	9	-	9
Total	284	223	-	-	177	128	-	71

Source : SSA Survey 2001

From the above table, it is seen that 61 existing Primary Schools and 49 Upper Primary Schools need drinking water facilities. It is noteworthy that scarcity of water, in general and drinking water in particular is the persistent problem in Mizoram Schools.

It is also proposed to facilitate all 223 Primary Schools and 177 toilets for 177 Upper Primary Schools for boys and 106 separate toilets for girls to supplement the 71 schools which already have separate toilet for girls.

CHAPTER - III

THE PLANNING PROCESS

The success of a programme depends on its planning. Proper planning and effective implementation is required to achieve the goal of Education for All and UEE.

In the Mizoram context, educational planning has been carried out at the state level i.e. Secretariat and Directorate Levels without the participation and contribution of District, Sub-Divisional, Education Circles and Village Level Education Committees. Though the NPE 1986 and 1992 and Eight Plan had envisaged decentralised planning atleast at the District Level, this noble principle is not yet materialised till date even at the district level, not to speak of involvement of Sub-Division, Circle and Village level set-ups.

In Education, it has been realised now that UEE could not be achieved without concerted efforts of various level of officers in the hierarchy in planning, implementation and monitoring of its various aspects. A new Centre-State partnership programme called **Sarva Shiksha Abhiyan (SSA)** is, thus, launched by the Government of India to universalize elementary education with time-bound objectives and targets. The various programmes of SSA are to be implemented in a decentralised manner through clear provisions of community ownership and participation in a mission mode.

The SSA Planning Team of Aizawl District has therefore, resorted to lots of planning exercises to ensure decentralised and micro-level planning at the institution, village and circle levels which ultimately form the basis of the **SSA District Elementary Education Plan (DEEP)** of Aizawl District as per SSA framework.

The aims and objectives of SSA are given below :-

3.1 AIMS : The main aims of SSA are :

- a) to provide useful and relevant education for all children in the 6-14 age group by 2010.
- b) to bridge social, regional and gender gaps in the society with the active participation of the community in the management of schools.

3.2 OBJECTIVES : The main objectives of SSA are :

- a) All children in the 6 - 14 age group to enrol in Schools, EGS Centres, Alternative Schools latest by 2003.
- b) All those children complete five years of schooling by 2007.
- c) All children complete eight years of elementary schooling by 2010.
- d) Satisfactory quality elementary education with emphasis on education for life.
- e) Bridge all gender and social category gaps at Primary Stage by 2007 and at Upper Primary Stage by 2010.
- f) Universal retention by 2010 onwards.

3.3 METHODOLOGY AND SOURCES

The methods adopted for the formulation of DEEP, Aizawl District, are analytical, critical and empirical in nature using both Secondary and Primary sources like Government Rules and Regulations, Office Memoranda, Departments' Hand Books, Statistical Records, Reports and Office Orders. Further, survey schedules, interviews and discussions with Departmental functionaries, Village leaders, NGOs' Leaders, Leaders of Service Associations also form the reliable source of information in the process of planning.

3.4 COVERAGE OF D.E.E.P

The present DEEP covers various core interventions for the development of elementary education in Aizawl District. The strategies, so evolved, are found to be realistic and context specific as they are developed on the basis of the analytical findings of the Planning Team

3.5 GENESIS AND PROCESSES OF THE PLAN

As per SSA programme, School Education Department has taken initiatives in the planning and implementation of SSA Schemes. Enthusiastically, all necessary arrangements have been made to cope with this new venture. District, Sub-Division and Circle level officers of the Department are fully involved in the planning with the help of teachers, VECs, SCs, NGOs etc.

3.6 RESPONSE OF THE GOVERNMENT OF MIZORAM TO SSA

The Govt. of Mizoram enthusiastically responded to the SSA programmes. **The Mizoram SSA Rajya Mission Rules 2001**, have been enacted to enhance the legitimacy of SSA activities and to strengthen the existing structure of School Education Department through active participation of community leaders in the whole activities. The School Education Department has been, thus, entrusted with this new programme.

3.6:1 Training on SSA :

Necessary trainings were organised for various levels of Education Officers in the hierarchy of the department. All CEOs, SDEOs and DEO of Aizawl District have undergone adequate training to implement the schemes as envisaged in the framework.

In addition to formal trainings, a series of meetings, consultations and discussions were held to formulate the workable and comprehensive elementary education plan for Aizawl District.

Table 3.6.1 : Training of Officers for Planning DEEP, Aizawl District

Sl. No.	Training conducted & Participants	No. of days	No. of Participants.
1	District core team Viz. DEO, SDEO, CEOs	2 days	16
2	Village level surveyors viz. Teacher, Headmaster of P/S & Upper P/S	2 days	798
3	Meetings, consultations /discussions with leaders of service associations etc.	6 days	34

Source : Record of DEO, Aizawl, Office

3.6.2 Preparation of Survey Schedules :

The District Core Team comprising DEO as District Project Coordinator, SDEO and CEOs of the District has:-

- i) Prepared survey schedules viz. Village information, School information, Household information schedules for use in conducting surveys by surveyors (Teachers) of SSA.
- ii) Circulated all these schedules to all SDEOs for use in conducting survey in their respective areas.
- iii) Conducted trainings for Core Team on planning of DEEP under SSA.

3.6.3 Appointment of Surveyors :

SSA calls for participatory planning on the basis of specific local needs. The District Core Team, thus, informed all SDEOs/CEC to select teachers to conduct SSA Survey for formulation of DEEP.

All the Circle Education Committees under the chairmanship of the concerned SDEOs under Aizawl District, therefore, appointed surveyors from existing elementary school teachers as shown below :

Table 3.6.3 Appointment of Surveyors (Sub-Division-Wise)

Sl. No.	Name of Sub-Division	No. of Surveyors	Appointed vide letter no.
1	SDEO, Aizawl W - I	262	No.B.13016/3/2001-SDEO(W-I) dt. 23.7.01
2	SDEO, Aizawl E - I	216	No.B.11016/1/2001-SDEO(E-I) dt. 24.7.01
3	SDEO, Aizawl E - II	160	No.B.12018/1/2001-SDEO(E-II) dt. 23.7.01
4	SDEO, Aizawl North	180	No.B.12020/1/2001-SDEO(AN)/14 dt. 25.7.01

Source : Record of DEO, Aizawl, Office

3.6.4 Training of Surveyors :

Village Level Surveyors were given necessary trainings on the conduct of Survey in particular and the programme of SSA in general. The Department officer at the Sub-Division office like SDEOs/CEOs were the Resource Persons for these training programmes. Various Sub-Divisions under Aizawl District conducted surveyors training is shown below :-

Table 3.6.4 : Training of surveyors (Sub-Division-Wise)

Sl. No.	Name of Sub-Division	No. of participants including Resource persons
1	Aizawl W - I	250
2	Aizawl E - I	220
3	Aizawl E - II	170
4	Aizawl North	190

Source : Record of DEO, Aizawl, Office

3.6.5 Conduct of SSA Survey :

After having sufficient trainings, the Surveyors appointed from existing teachers conducted detail surveys on the Villages, Schools, Households and families of all villages and habitation in Aizawl District during August 2001.

The Survey Reports reveal all necessary informations like number of households of each village/habitation, number of family members, occupation of each household, economic status of each family. Above all, vital and important informations of the target group of UEE i.e. 6-14 yrs. population

like number of children enrolled in schools, number of disabled children, number of out of school children with the reasons thereof.

Besides, informations about the villages in regards to population, means of transport and occupation etc. and all informations on the Primary Schools and Upper Primary Schools irrespective of their type of management were collected by these surveyors under the guidance and close supervision of SSA Circle Project Coordinators viz CEOs in their respective circles.

The following table shows the number of surveyors appointed, household covered, number of Primary Schools and Upper Primary Schools surveyed during SSA Survey 2001.

Table 3.6.5 Sub-Division-wise Surveyors

Sl. No.	Name of Sub-Division	No. of Surveyors	No. of Households	No. of P/S	No. of upper P/S
1	Aizawl W - I	242	23036	150	101
2	Aizawl E - I	216	19450	96	69
3	Aizawl E - II	160	7670	70	47
4	Aizawl North	180	10733	115	65
	Total	798	60889	431	282

Source : Record of DEO, Aizawl, Office

3.3.6 Tours & Visits :

The District Core Team viz. DEO, SDEOs and CEOs undertook extensive tours and visits of the villages in their respective Sub-Division/Circles which have been found to be

very fruitful in mobilising community participation and co-ordination in the conduct of SSA Surveys at village levels.

3.3.7 Consolidation of Survey Schedules

Consolidation of Survey schedules had been done at Village, Cluster, Circle and Sub-Division levels which were, in turn, compiled at the District level.

3.3.8 Analysis of Informations

Lots of valuable and basic informations were collected from secondary and mainly primary sources. The results and findings were critically analysed so as to evolve corrective strategies for addressing the real needs and problems. In spite of a good number of problems due to the shortage of time, analysis of data has been done at village and circle levels so that the SSA programmes become more participatory and democratic with context specific strategies.

The various strategies and programmes proposed in the DEEP are, therefore, expected to address the real needs and context specific problems pertaining to elementary education of Aizawl District.

3.3.9 Revision and Refinements of DEEP

As per report and suggestions of Appraisal Mission from Government of India, necessary modifications, additions, revision and refinements were done during February, 2002. For this purpose, some of the villages, schools and households were re-surveyed. As such many of the statistics were slightly changed and updated.

3.4 FORMULATION OF DEEP FOR AIZAWL DISTRICT

Pursuant to office order No. DEO (AE)109/2001/65 of 15.10.2001, the Circle Project Coordinators viz. CEOs under took the preparation of DEEP for Aizawl District with the close coordination of the District Project coordinator (DEO), Aizawl District. The planning team had had a series of meetings, discussions and interactions to evolve the Plan on the basis of the need of the day. The DEEP for Aizawl District is thus, considered to be relevant as it is developed on research based.

It may be noted that each sub-division conducted training of surveyors in their own jurisdiction under the coordination of SDEOs/CEOs concerned. The Survey reports were analysed and consolidated at the Sub-Division offices which are, in turn, compiled at the district level.

At the time of formulation of DEEP for Aizawl District, the whole process was decentralised as much as possible so as to identify the problems associated with elementary education at various levels. It is thus contended that the DEEP for Aizawl District has been developed on the basis of micro-planning involving community leaders, leaders of employees associations in the department, teaching community and various cadres of departmental officers in the field establishment like DEO, SDEOs, CEOs etc.

It is thus, contended that the DEEP of Aizawl district has been formulated on the basis of the plans and programmes at the village and circle levels. In other words, it may be stated that the

whole process of planning involve lower hierarchies of the SSA structure in evolving the DEEP.

3.5 EXPENDITURE

The Government of India has accorded sanction for undertaking **pre-project activities** amounting to Rs. 19 lakhs in respect of Aizawl District. Even before the transfer of fund to the Education Department from Finance Department, all necessary activities were taken up using the fund from School Education Department, Government of Mizoram.

However, all the expenditure for such project activities like training of resource persons, survey works, school based activities, development of survey materials etc. were re-imbursed from SSA Pre-Project Fund after the fund was transferred to the School Education Department and SSA State Mission Authority.

CHAPTER - IV

OBJECTIVE-WISE INTERVENTIONS

In Aizawl District, the planning teams of all levels viz. Village/habitation, Cluster, Circle and District level have interacted with leaders of the community, parents, VEC and teachers and thereby identified the problems and requirement for the Physical and Academic improvement of Elementary Education to achieve Universal Quality Elementary Education.

The interventions formulated to achieve the time-bound objective of SSA in the key performance indicators viz. access, enrolment, retention, achievement and quality education may be enumerated as below :

4.1 ACCESS :

As regards to access of ECE for the age-group 3-5 years, 15 villages/habitations i.e. 8.82% of the villages/habitations have no access to ECE facilities.

The analysis of information in SSA Survey reveals that 99.41% of the villages/habitation have access to Primary School facilities. At present, only one habitation called **Kani** in Darlawn Circle is without Primary School.

There are 26 villages/habitations i.e. 15.29% having no access to Upper Primary School within a walking distance of 3 Kms.

It is thus, intended to ensure access of schooling facilities to all children of Aizawl District as below :

- ◆ By establishing new 15 ECE Centres in existing Primary Schools in all villages/habitations where children of 3 - 5 yrs. age-group do not have Pre-schooling facilities within a distance of 1 km radius. 1 ECE Worker and 1 Helper each will lookafter these ECE Centres.
- ◆ By establishing 1 primary school at Kani to achieve 100% access to Primary Schooling facility to all children of the age-group.
- ◆ By establishing Upper Primary Schools in all villages/habitations having no access to Upper Primary School where all norms and criteria for establishment of Upper Primary School were fulfilled.
- ◆ Teachers for the above 15 new ECE Centres and Upper Primary Schools will be appointed as per SSA norms.

4.2 ENROLMENT :

Universal enrolment is one of the major aims of SSA programme. In order to achieve universal enrolment, the following steps will be taken :

- ◆ The existing Gross Enrolment Ratio (GER) in Primary School is 123.57% while Net Enrolment Ratio (NER) is 39.56%.

- ◆ In Upper Primary School, Gross Enrolment Ratio (GER) is **89.15%** while Net Enrolment Ratio (NER) is **25.72%**
- ◆ It is, thus, necessary to rationalise the admission process in both the schools and to increase promotion rate to improved quality in the field of enrolment and its related issues.
- ◆ The following steps will be taken :
- ◆ For mainstreaming of out of school children, enrolment drives and awareness campaigns will be organised with the help of community leaders, education volunteers and various committee members of the SSA mission.
- ◆ Bridge Courses, back to school campaigns and parents meetings will also be conducted to bring back those children who have been outside of school system.
- ◆ Various incentive measures and schemes will be instituted to attract children to schools. Learning materials and play materials will be procured for the purpose.
- ◆ Special arrangement and specific interventions for the enrolment of children with special education needs will be formulated.
- ◆ Necessary assistance will be given to the VEC and NGOs for mobilisation as well as monitoring the children for continuous schooling and mainstreaming of children of all categories through AIE interventions.
- ◆ Awareness campaigns among the parents regarding admission age for class-I and subsequent classes will be conducted.

4.3 RETENTION :

The SSA project emphasizes the need for achieving universal retention to realise the real object of UEE. The following strategies are, therefore, formulated to retain all students in the school system :

- ◆ The services of NGOs and community leaders will be utilised to discourage a repetitions in the same classes and to encourage regular transition of pupil from one class to next higher class.
- ◆ All supervising officers and resource groups will endeavour to maintain close watch on retention of students in different schools.
- ◆ Assessment of disability by conduct of camps at circle level.
- ◆ Supply of aids and appliances to disabled children.
- ◆ Follow-up of dropped out children to bring them back to school either through camp or bridge courses.
- ◆ Conducting retention drives to put regular pressure on parents and the school system to ensure retention of all children.

4.4 ACHIEVEMENT :

Relevant evaluation and assessment of the performance of students will be ensured. The following measures will be taken in this regard :

- ◆ Baseline assessment of pupils' achievement at the elementary level.

- ◆ Assessment of Evaluation practices and procedures for Teachers and supervisors.
- ◆ Setting up of monitoring and feedback strategies for Students' achievement.
- ◆ Creation of a congenial learning environment for all children irrespective of status and categories.
- ◆ Developing tools/tests for monitoring Students' Achievement and keeping systematic record. viz., Application of CCE system for all schools.
- ◆ Conduct of free special classes/remedial classes for those physically and mentally backward children.
- ◆ Framing of Remedial Programme/classes by VEC/PTA/Teachers for selected needy children who are not faring too well at school.
- ◆ Training of Circle Resource Persons and Teachers pertaining to monitoring and evaluation of pupils' achievement and other quality aspect of Elementary Education.

4.5 QUALITY :

Quality issues occupy central position in the SSA programmes. Major focus of DEEP of Aizawl District is, thus, quality education. Steps suggested for achievement of quality education are given below :

- ◆ To organise and conduct Orientation Trainings and Refresher courses to teachers for effective classroom teaching.

- ◆ To strengthen and revitalise inspection, supervision and monitoring system by providing material and mental needs of the officers responsible for supervision of Primary and Upper Primary Schools.
- ◆ Formation of District and Circle Resource groups for providing on job support to the teachers and for their implementation of quality issues.
- ◆ Establishment of Circle Resource Centres along with formation of Circle Resource Team with 10 Circle Resource Persons in each Circle who will assist Circle Education Officers for monitoring and supervision of project initiatives.
- ◆ Establishment of Cluster Resource Centres for professional exchange among teachers within a cluster.
- ◆ Strengthening of Circle Resource Centres (CRC) by way of providing infrastructure facilities like Building, Furniture, Equipment and Contingencies on a recurring basis.
- ◆ Strengthening of cluster Resource Centres by providing a TLM grant @ Rs. 2000/- per annum and conducting monitoring meeting with teacher for professional exchange.
- ◆ Provision of grant such as School grants, teacher grants and Grants to various CRCs in the project area.
- ◆ Providing relevant TLM to the Primary and Upper Primary Schools.
- ◆ Strengthening of DIET, SCERT which monitor the Academic activities of the Schools and take up various capacity building programme to the teachers.

- ◆ Conduct of Pupil Achievement Survey.
- ◆ Providing Library facilities to CRC, CLRC and DIET, Aizawl.
- ◆ Video Library facilities at CRC.
- ◆ Conduct of Academic convention with interested teachers to build up teacher momentary for quality concerns and building teacher network.
- ◆ Action research programme by the practitioner.

Improvement of Infrastructure facilities :

- ◆ School Buildings and other infrastructural facilities play a significant role in education system. In order to achieve universal enrolment, retention, achievement and quality UEE, the schools should have basic physical resources like good buildings, furniture, Play Fields, fencing etc.

In this project, the following Civil Works will be implemented to enhance quality in the above issues :-

- ◆ Renovation of all existing kutcha buildings of Primary and Middle Schools.
- ◆ Construction of Buildings to all buildingless Primary and Upper Primary Schools.
- ◆ New construction of buildings to newly opened Pre-Primary, Primary and Upper Primary Schools.
- ◆ Construction of additional Classrooms to the existing schools having no adequate classrooms.

- ◆ Maintenance and repair of school buildings as per SSA norms.
- ◆ Provision of toilets to Primary and Upper Primary Schools which have no such facilities.
- ◆ Provision of Drinking water facilities to all schools which have no such facilities.
- ◆ Construction of buildings to all the Circle Resource Centres to be established at all the headquarters of educational circles.
- ◆ Construction of buildings to all Cluster Resource centres to be located in all the lead village/locality of the clusters.
- ◆ Construction of fencing/boundary walls to selected schools.

CHAPTER - V

MAJOR ISSUES, TARGET SETTING AND STRATEGIES

(A) MAJOR ISSUES :

The Major issues to be addressed under SSA of Aizawl District are as below :-

- ◆ Access
- ◆ Enrolment
- ◆ Retention
- ◆ Early Childhood Education (ECE)
- ◆ Supply of TLM
- ◆ School Grant
- ◆ Improvement of school environment
- ◆ Free text books for all SC & ST students
- ◆ Mainstreaming of out of the School Children.

The Educational Survey conducted in 170 habitation/villages revealed that the above issues need to be address through SSA programmes for the realisation of UEE within a period of 9 years in this District. Hence, after analysis of various informations, the following strategies are developed for implementation at the village, circle and district levels.

The major issues and strategies are given below:-

5.1 ACCESS:-

The Circle-wise access ratio of Aizawl District is presented in circle-wise as below:-

Table 5.1.1 Circle-wise access ratio of Aizawl District

Sl. No.	Name of Circle	No. of Habitation	No. of Govt. P/S	No. of habitation covered by Govt. P/S	Habitation yet to be covered	No. of new P/S proposal	Access p.c.
1	Chanmari	21	30	21			100%
2	Aibawk	17	26	17			100%
3	Bungkawn	24	20	24			100%
4	Electric	14	24	14			100%
5	Thingsulthiah	6	14	6			100%
6	Venghlui	15	20	15			100%
7	Zemabawk	13	21	13			100%
8	Saitual	14	24	14			100%
9	Bawngkawn	14	29	14			100%
10	Khawruhlian	13	24	13			100%
11	Darlawn	19	31	18	1	1	99.41%
	Total	170	263	169	1	1	99.41%

Source : SSA Survey, 2001

The Access Ratio of Govt. Primary School may be indicated as under :-

$$\begin{aligned}
 \text{Access Ratio: } & \frac{\text{No of habitation covered with Govt. P/S}}{\text{Total No. of Habitation}} \times 100 \\
 & = \frac{169}{170} \times 100 \\
 & = 99.41\%
 \end{aligned}$$

It is found from the above that hundred percent (100%) of Access Ratio in Primary School can be achieved provided that one more Primary School is open at Kani under the schemes of SSA in Aizawl District.

In regards to access in respect of Upper Primary Schools, it has been found that 84.70% villages/habitations have access to Upper Primary Schools within 3 kms radius. Access Ratio in Aizawl District is given in the following table in Circle-wise:-

Table 5.1.2 Access Ratio of upper Primary School

Sl. No.	Name of Circle	No. of Habitation	No. of existing managed Upper P/S	No. of habitation covered by G. Managed UPS	Habitation yet to be covered	No. of new school proposed
1	Chanmari	21	22	19	2	-
2	Aibawk	17	18	16	1	1
3	Bungkawn	24	25	22	2	1
4	Electric	14	15	12	2	-
5	Thingsulthliah	6	7	6	-	-
6	Venghlui	15	15	12	3	1
7	Zemabawk	13	14	10	3	2
8	Saitual	14	19	13	1	-
9	Bawngkawn	14	15	11	3	-
10	Khawruhlian	13	13	10	3	1
11	Darlawn	19	15	13	6	2
	Total	170	178	144	26	8

Source : SSA Survey, 2001

$$\text{Access Ratio} : \frac{\text{No. of habitation covered by Govt. managed UPS}}{\text{Total no. of habitation}} \times 100$$

$$= \frac{143}{170} \times 100 = 84.70\%$$

From the above table, it is found that 26 habitations are still uncovered with Upper Primary School in Aizawl District. Out of 26 uncovered habitations, 8 habitations are proposed for establishment of new Upper Primary School as permissible under Mizoram State Government and SSA norms. The remaining 16 uncovered villages/habitations could not be proposed for setting up

of new Upper Primary School due to shortage of number of children and distance of nearest Upper Primary School. Circle wise selected villages/habitations for opening new Upper Primary Schools are given in the table below :-

Table 5.1.3 Proposed Habitations for opening new Upper P/S

Sl. No.	Name of Village/Habitation	Name of Circle	Population of 10-14 years			Distance of the nearest Upper P/S
			M	F	Total	
1	Lungsei	Aibawk	15	17	32	7 Kms.
2	Phunchawng	Bungkawn	19	13	32	7 Kms.
3	Mualpui	Venghloi	44	31	75	3 Kms.
4	Tuirial Airfield	Zemabawk	15	20	35	19 Kms.
5	Dilkhan	Saitual	17	15	32	5 Kms.
6	Lailak	Khawruhlian	15	16	31	5 Kms.
7	Sunhluchhip	Darlawn	17	18	35	5 Kms.
8	N. Khawdungsei	Darlawn	18	20	38	13 Kms.

Source : Education Statistics 2001
Dte of School Education

5.2 ENROLMENT :

In Aizawl District, percentage of enrolment rate is more or less satisfactory. However, in spite of continuous efforts of universal enrolment, it is yet to be achieved 100% enrolment till date. Never attending school children are still in existence especially amongst families with poor economic background in the urban as well as remote habitations.

It has been found that lack of schooling facilities in their own habitation/villages is the prime-factor for drop-out among the age group of 6-14 years who are outside the formal school system. It is planned to establish AIE centres in 80 habitations/villages to cope with these problem.

The details of children who are in school and out of school in the age-group of 6-14 years in the proposed 11 project circles are as follows :-

Table 5.2.1 Particular of school children and out of school children in the age group of 6-14 yrs. in circle-wise

YEAR 2001 - 02 ENROLMENT & OUT OF SCHOOL CHILDREN							
Sl. No.	Name of Circle	Pre-School	Primary School (I-IV)	Upper Primary (V - VII)	Already in High School	Total	Out of School Children
1	Chanmari	221	4982	3416	868	9487	405
2	Aibawk	109	2227	1374	265	3975	248
3	Bungkawn	499	4552	2665	325	8041	831
4	Electric	141	4427	3054	863	8485	368
5	Venghloi	174	3850	2467	749	7240	148
6	Thingsuthliah	30	958	657	140	1785	87
7	Zemabawk	76	2433	1278	295	4082	300
8	Saitual	32	1889	994	180	3095	196
9	Bawngkawn	95	3098	1568	525	5286	511
10	Khawruhlian	76	1471	789	109	2445	261
11	Darlawn	52	2341	826	198	3417	404
	Total	1505	32228	19088	4517	57338	3759

Source : SSA Survey 2001

Students who are already in High School and still in Pre-School in the age group of 6-14 yrs. are included.

In this district, Enrolment Ratio may be shown in two ways to give the population of children enrolled in the schools to the total age specific population as under.

- I. (a) The Gross Enrolment Ratio (GER) of P/S :** The enrolment ratio is the most commonly used indicator for the assessment of educational coverage.

$$\text{GER} = \frac{\text{Total enrolment in Class I - IV in 2001}}{\text{Total population of age group 6 - 9}} \times 100$$

No. of School age population in the age group of 6+ - 9+ = 34016

Total no. of students in all ages studying Class I to IV = 27527

$$\text{Therefore GER} = \frac{34016}{27527} \times 100 = 123.57$$

Children of below 6 years and above 9 years are also included.

(b) Net Enrolment Ratio (NER) :

Net enrolment ratio is age specific. So it is more appropriate. It can not exceed 100%. It is reliable factor. A comparison of Net Enrolment Ratio (NER) between different Educational Circles in a district will highlight the magnitude of the task ahead to achieve quality UEE.

$$\text{NER} = \frac{\text{No. of students enrolled in Cl. I - IV in the age group 6 - 9}}{\text{Total no. of students ages population 6 - 9}} \times 100$$

No. of students enrolled in Cl. I - IV in the age group 6- 9 = 10891

Total no. of students ages population 6- 9 = 27527

$$\begin{aligned} \text{Therefore NER} &= \frac{10891}{27527} \times 100 \\ &= 39.56\% \end{aligned}$$

II. Upper Primary School

(a) The Gross Enrolment Ratio :

$$\text{GER} = \frac{\text{Total enrolment in Cl. V - VII in 2001}}{\text{Total population of age group 10}^+ - 12^+} \times 100$$

No. of students enrolled in Cl. V - VII in 2001 - 19085

Total population of age group 10 to 12 - 21825

$$\text{Therefore, GER} = \frac{19085}{21825} \times 100 = 87.44\%$$

(b) Net Enrolment Ratio (NER) :

$$\text{NER} = \frac{\text{No. of stds. enrolled in Cl. V - VII in the age group 10 - 12}}{\text{No. of school age population 10 - 12}}$$

No. of students enrolled in Cl. V - VII in 2001 - 5615

No. of school age population 10 to 12 - 21285

$$\text{Therefore, NER} = \frac{5615}{21285} \times 100 = 25.72\%$$

5.3 RETENTION :

As already highlighted in preceding chapters, drop-out children need special attention. Table No. 2.14 has revealed that there are 1972 drop-out in the age-group 6-14 years. In order to retain all children enrolled in the schools various steps are being undertaken.

It is found that the main reasons for dropping out of schools are: Absence of schooling facilities in the village, poverty,

ignorance of parents, children not interested in studies, irrelevant curriculum etc. It is thus, necessary to make necessary arrangements for achieving universal retention in the school system atleast upto class VIII through SSA programmes.

5.4 EARLY CHILDHOOD EDUCATION (ECE) :

Early Childhood Education caters to the educational needs of children belonging to 3-5 years. It is a preparatory period for Elementary Education, having far reaching role for the development of personality of a child for his future.

In Aizawl District, there are 331 anganwadi centres under Social Welfare Department for giving early education to the children of this age-group. However, there are still 15 villages/habitations which have no such centers.

It is sad to mention here that the existing anganwadi centres need reforms and rationalisation in the forms of curriculum, standard of learning and salaries of workers so as to uplift the standard of early education.

5.5 SUPPLY OF TLM :

As admissible under SSA scheme all uncovered Upper Primary Schools will be provided with relevant TLMs to improve effectiveness in classroom teaching. It is worth mentioning that many of the schools are deprived of necessary TLM for effective transaction of classroom teaching due to shortage of fund.

5.6. SCHOOL GRANT :

All Primary and Upper Primary Schools will be provided with required amount of grants for civil works, play materials, equipments etc.

5.7 IMPROVEMENT OF SCHOOL ENVIRONMENT :

Proper maintenance of school environment plays a vital role for the upliftment of physical and mental quality of students in schools. Due to financial constraint, the state government could not take all necessary steps for beautification and improvement of school environment. As such, below is given some of the important measures to be taken under SSA for the improvement of School Environment within Aizawl District.

- ◆ Provision of boundary walls to all primary and upper primary schools. Most of the existing and newly constructed buildings are not having boundary walls. As such, provision in this respect is essential for proper maintenance of school environment.
- ◆ Awareness campaigns in respect of plantation of trees within the school premises.
- ◆ Provision for school gardening.
- ◆ Provision of play materials like swing, sea-saw, merry-go-round etc. at least in primary schools.
- ◆ Provision of adequate and quality teaching aids to all schools.

5.8 FREE TEXT BOOKS :

Poverty is the main cause of drop-out in Aizawl district. In order to cope with growing costs of education and to realise the constitutional obligation for providing free and compulsory education upto 14 years, provision of free text books for all SC/ST children and girls of general children is planned.

5.9 MAINSTREAMING OUT OF SCHOOL CHILDREN :

There are 3758 out of school children in Aizawl District. Though small in number, special focus is to be given to these children for mainstreaming them into school system.

Major efforts will be made to mainstream out of School Children to the school system through various interventions involving the active participation of the community. It is thus, proposed to organise the following strategies for mainstreaming these children in the school system :-

(a) Bridge Course

An intervention which enables learners to develop their competency levels as per their age through a condensed curriculum, in a short duration to help the learners bridge the gap between them and their peers who have been attending school, are referred to as **Bridge course**. In this course, the children are allowed to learn at their own pace and abilities.

It is intended to mainstream all out of children through the intervention under SSA with special emphasis to :-

- ◆ Girls in the age group of 9-14 years through Bridge courses.
 - ◆ Education Volunteers will be appointed who will give necessary support service to these children.
 - ◆ Honorarium for Education Volunteers will be provided on the basis of their works.
- (b) Back to School campaigns :** In combination with the NGOs like YMA, MHIP and MZP, campaigns and awareness programmes will be organised. The Volunteers will undertake child to child campaigns to convince the children to return to school system.

5.10 ALTERNATIVE & INNOVATIVE EDUCATION (AIE) :

As per SSA norms, it is proposed to establish AIE centre in the villages/habitations wherever there are 10 or more out of school children for mainstreaming them in the formal education system.

Local volunteers will be entrusted to look after the centres under the supervision of cluster resource groups. Necessary training and other material support will be provided to the volunteers. Free text books and TLM will also be provided to the children as per norms.

It is intended to establish AIE Centres to cater to the educational needs of out of school children in the villages as shown in the table below :-

Table 5.1.4 Village/Circle-Wise AIE Proposed

Sl. No.	Name of Village/Habitation where ECE proposed	No. of Dropped-out		Never attending School		Total
		M	F	M	F	
(a) CHANMARI CIRCLE						
1	Chanmari		2	10	3	15
2	Chanmari West	1	1	6	9	17
3	Dawrpui Vengthar	3	3	4	3	13
4	Dinthar	7	8	12	6	33
5	Tuikual North	4	5	5	5	19
6	Tuikual South	3	2	8	12	25
7	Khatla	4	7	2	3	16
8	Mission Veng	2	3	7	5	17
9	Edenthar	5	12	2	4	23
10	Hmunthar	4	3	5	6	18
11	Lamchhip	5	3	4	3	15
	Total	38	49	65	59	211
(b) AIBAWK CIRCLE						
1	Kulikawn	2		7	8	17
2	Melriat	2	2	10	4	18
3	Phulpui	3	7		2	12
4	Muallungthu	4	4	8	2	18
5	Tachhip	5	2	3	1	11
6	Lungsei	5	5	2		12
7	Siaksuk	2	5	7	4	18
	Total	23	25	37	21	106
(c) BUNGKAWN CIRCLE						
1	Bungkawn	4	1	12	7	24
2	Maubawk	7	5	2	1	15
3	S. Hlimen	8	2	5	4	19
4	Chawnpui	4	17	6	6	33
5	Kanan		2	22	6	30
6	Zotlang	2	5	3	4	14
7	Luangmual	4	5	18	20	47
8	Zonuam	7	2	8	10	27
9	Chawlhmun		3	12	5	20
10	Tanhril	3	4	11	15	33
11	Rangvamual	4	1	5	4	14
12	Sairang	3	6	15	19	43
13	Lengpui	7	6	8	6	27
14	Lungleng-I	1	1	4	10	16
	Total	54	60	131	117	362

Sl. No.	Name of Village/Habitation where ECE proposed	No. of Dropped-out		Never attending		Total
		M	F	M	F	
1	Electric Veng	1	3	34	16	54
2	Chhinga Veng	3	2	39	28	72
3	Ramthar	8	2	5	1	16
4	Aizawl Venglai		3	6	8	17
5	Ramhlun North			9	6	15
6	Chaltlang	4	3	5	7	19
7	Armed Veng 'N'		2	14	35	51
8	Armed Veng 'S'		2	6	14	22
	Total	16	17	118	115	266
(c) THINGSULTHLIAH CIRCLE						
1	Thingsulthliah	13	13			26
2	Tlangnuam	9	8			17
3	Seling	4	11			15
	Total	26	32			58
(f) VENGHLUI CIRCLE						
1	Republic Veng	1	2	14	12	29
2	Bethlehem	6	10	4		20
3	Salem	24	12			36
4	Sarawn	8	4		2	14
	Total	39	28	18	14	99
(g) ZEMABAWK CIRCLE						
1	Keifang	2	12	14	12	40
2	Zemabawk	19	21	27	24	91
3	Thuampui	2	10	40	17	69
4	Zuangtui	6	3	10	8	27
5	Ruallung	4	5	2	1	12
	Total	33	51	93	62	239
(h) SAITUAL CIRCLE						
1	Saitual	10	6	17	13	46
2	Phuaibuang	19	19	6	3	47
3	Sihfa		2	6	4	12
	Total	29	27	29	20	105
(i) BAWNGKAWN CIRCLE						
1	Bawngkawn	21	18	15	12	66
2	Durtlang	2	2	24	25	53
3	Muthi	2		11	9	22
4	Sihphir	5	7	44	53	109
5	Sesawng	16	16	12	18	62
6	Saipum	13	10	24	22	69
7	Saiphai	15	12	64	65	156
	Total	74	65	194	204	537

Sl. No.	Name of Village/Habitation where ECE proposed	No. of Dropped-out		Never attending		Total
		M	F	M	F	
(j) KHAWRUHLIAN CIRCLE						
1	Khawruhlian	6	6	5	3	20
2	Khanpui	7	5	5	2	19
3	E. Phaileng	2	2	4	9	17
4	Sawleng	9	5	4	7	25
5	Suangpuilawn	1	2	12	5	20
6	Kepran	1	4	6	5	16
7	Vanbawng	2	2	3	5	12
	Total	28	26	39	36	129
(k) DARLAWN CIRCLE						
1	Darlawn	4	6	4	10	24
2	Ratu	12	18	13	5	48
3	N. Vervek	7	8	8	6	29
4	Sakawrdai	7	13	3	2	25
5	Vaitin	4	2	18	12	36
6	Khawpuar	4	4	12	14	34
7	Zohmun	8	16	1	3	28
8	Mauchar	9	9		4	22
9	N. Thingmun	8	8	5	1	22
10	N. Serzawl	7	2	3	2	14
11	Thingsat	3	5	3	1	12
	Total	73	91	70	60	294

Source : SSA Survey, 2001

5.11 TARGET SETTING AND STRATEGIES :

The following targets and strategies are evolved to address the problems associated with the various issues.

(i) Access :

- ◆ All children of 6-14 years to be provided with schooling facilities for Primary and Upper Primary Schools within a distance of 1 km and 3 kms respectively by 2003.
- ◆◆ One Primary School to Primary School-less village will be established.

- ◆ ◆ 8 Upper Primary Schools will be established for 8 Upper Schoolless habitations/villages.
- ◆ All children belonging to 3-5 years be provided with ECE facilities by 2002-2003.
- ◆ ◆ All 15 unserved habitations with ECE facilities/anganwadi will be provided with ECE centres to cater to the educational needs of 3-5 age-group.

(ii) Enrolment :

- ◆ Universal enrolment by 2003 and **100% NER** by 2007 at Primary level and 2010 at Upper Primary School level.
- ◆ ◆ Enrolment procedures will be rationalised so as to affect age specific enrolment right from ECE centres and Primary Schools from 2002-2003, so as to improve NER at Primary and Upper Primary Levels.
- ◆ ◆ To strengthen and revitalise inspection system with a focus on enrolment and its related issues.

(iii) Retention :

- ◆ Universal retention from 2002-2003 by providing TLMs, Teachers training and relevant incentives to students.

(iv) Early Childhood Education :

- ◆ Universal access for all children to ECE facilities by 2002.
- ◆ ◆ All unserved habitations/villages will be facilitated with ECE centres with qualified workers and helpers to give proper early childhood education.

- ◆ ◆ It is expected that proper early childhood care and education will enhance childrens' parsonality for quality education in the succeeding levels i.e. Primary and Upper Primary levels.

(v) School Grant and Improvement :

- ◆ Infrastructural facilities like buildings, furniture, equipments, playground, compounds will be developed to contain and accomodate the present day requirements.
- ◆ ◆ All needy schools will be identified and provided funds in accordance with their requirements.

(vi) Free Text Books :

- ◆ All students of 6-14 years belonging to SC/ST are being provided with free text books from 2001-2002 onwards.
- ◆ All girls students of 6-14 years will also benefit from this scheme/provision.

(vii) Out of School Children :

- ◆ All out of school children in the age-group 6-14 years will be back to school by 2003.
- ◆ ◆ 80 AIE centres with 80 volunteers will be provided to mainstream all out of school children into school system.
- ◆ ◆ Necessary training will be given to all education volunteers.
- ◆ ◆ Bridge Course, Back to School Camps will also be conducted for out of school children.

CHAPTER - VI

QUALITY IMPROVEMENT

The quality of education is one of the most important components of Universal Elementary Education (UEE) in general and of the SSA programmes in particular. Emphasis is given in the SSA framework for various interventions for the achievement of quality in elementary education latest by 2010 in all Districts of the country. In order to accomplish the time-bound objects of the SSA, the District Core Team, in combination with the Circle, Cluster and Village level Resource Groups, have interacted with the community leaders, teachers and general public as to ascertain the various problems associated with various aspects of quality education in the District.

The DEEP for Aizawl District is thus, the outcome of a participatory micro-level planning process following the noble principle of decentralisation of functions among the various hierarchical arrangements of SSA in Mizoram.

Systematic analysis of the informations collected at the grassroot levels viz. Schools, Villages, Cluster and Circle levels and subsequent consultations and interactions on the data collected reveal the following problems in relation to quality education in Aizawl District :-

PROBLEMS:

Teachers' incompetency : The reasons for incompetencies of teachers can be attributed to :

- ☞ Inadequacy of in-service training facilities and virtual absence of pre-service training facilities for Elementary Teachers.
- ☞ Low Educational qualification of a good number of Primary School Teachers. It is found that 50.29% of 1356 Primary Schools Teachers in Aizawl District are **under matriculate**. It is also surprising to note that out of 1368 Upper Primary Schools Teachers, there are 695 **under graduates** inclusive of Work Education Teachers.
- ☞ There are 63 **un-trained** Primary Teachers and 98 Upper Primary Teachers in Govt. managed Primary and Upper Primary Schools respectively.

The following tables No. 6.1 & 6.2 clearly shows the circle-wise distribution of teachers according to their academic and professional qualifications.

Table 6.1 Circle wise distribution of teachers according to Ednl. Qualification and Professional Qualification in Govt. Primary School.

Name of Circle	No. of School	No. of Teachers		Educational Qualification								Professional Qualification			
				Post Graduate		Graduate		HSLC		U/HSLC		Trained		Untrained	
				M	F	M	F	M	F	M	F	M	F	M	F
Chanmari	30	44	128	1	1	5	12	25	33	13	82	43	125	1	3
Aibawk	26	42	59	-	-	4	2	21	27	17	30	40	58	2	1
Bungkawm	41	64	123	1	-	7	8	35	47	21	68	64	120	-	3
Electric	24	43	137	-	-	3	6	29	53	11	78	43	137	-	-
Venghlu	20	23	112	-	2	5	8	18	30	-	72	23	112	-	-
Thingsuthliah	14	19	32	-	-	1	3	13	14	5	15	19	32	-	-
Zemabawk	21	49	60	-	-	6	9	36	39	7	12	49	54		6
Saitual	24	65	31	-	-	5	-	40	15	20	16	54	28	11	3
Bawngkawm	29	51	95	-	-	10	4	32	45	9	46	49	88	2	7
Khawruhlian	24	35	51	-	-	1	3	22	29	12	19	29	49	6	2
Darlawn	31	49	44	-	1	4	6	30	22	15	15	38	39	11	5
Total		484	872	2	4	51	61	301	354	130	453	451	842	33	30

Source : SSA Survey, 2001

Table 6.2 Circle wise distribution of Upper Primary teachers according to Ednl. Qualification and Professional Qualification

Name of Circle	No. of School	No. of Teachers		General Qualification								Professional Qualification			
				Post Graduate		Graduate		HSLC		U/HSLC		Trained		Untrained	
				M	F	M	F	M	F	M	F	M	F	M	F
Chanmari	22	112	77	3	2	59	43	35	30	15	2	109	72	3	5
Aibawk	18	94	28	-	-	44	19	39	9	11	-	88	21	6	7
Bungkawn	25	139	39	2	1	73	19	46	17	18	2	133	36	6	3
Electric	15	96	71	6	-	48	34	32	36	10	1	96	71	-	-
Venghlu	15	72	61	-	-	39	30	20	25	13	6	67	56	5	5
Thingsulthiah	7	46	9	-	-	23	3	17	6	6	-	43	9	3	-
Zemabawk	13	68	35	2	-	40	13	21	22	5	-	59	33	9	2
Saitual	19	104	19	1	-	48	11	45	8	10	-	100	17	4	2
Bawngkawn	15	89	43	1	-	32	12	48	31	8	-	77	35	12	8
Khawruhlian	13	63	16	-	-	30	6	24	10	9	-	56	10	7	6
Darlawn	15	77	10	-	-	24	5	42	5	11	-	75	7	2	3
Total	177	960	408	15	3	460	195	369	199	116	11	903	367	57	41

Source : SSA Survey 2001

The above tables clearly reveals that 683 Government Primary School Teachers are under-matriculantes while 695 Upper Primary School Teachers are under-graduates. In view of the standard of curriculum and courses, this fact alone is formidable hindrance for the achievement of quality education in Aizawl District.

- ☞ Lack of relevant TLMs :** The SSA Survey shows that 177 Upper Primary Schools and 285 Primary Schools have no required TLMs for effective transaction of teaching learning process in the schools. Thus, non-availability of suitable and relevant TLMs in elementary schools is one of the main hindrances for achievement of quality education in Aizawl District.
- ☞ Insufficient infrastructure :** As already shown in Table no. 2.20 and 2.21 of this project, there are 3 buildingless Primary Schools and 1 buildingless Upper Primary School. At

the same time there are 17 Upper Primary Schools and 23 Primary School **kutchu buildings** while 352 government elementary schools are semi-pucca buildings. This insufficiency has tremendously affect access, retention and teaching-learning processes in many schools of the Aizawl District.

- ☞ **Overloaded and irrelevant curriculum** : The existing curriculum has been found to be irrelevant and overloaded resulting in increase of stagnation and drop-outs. It is found that there are 1175 drop-outs in the age-group between 6 and 14 yrs. as shown in Table no. 2.14 of Chapter-II of this project.
- ☞ **Inadequate Parental Support** : Home support or Parents support is vital in the academic upliftment of children in elementary schools. Ignorance and indifference of majority of parents in the studies of their children is a serious hindrance for achievement of quality education in Mizoram in general and Aizawl District in particular.
- ☞ **Ineffective and Irregular Inspection and Supervision** : Absence of clear-cut job assignments among the inspecting officers due to centralisation and monopolisation of powers in the higher level and absence of vehicles for touring far off areas have directly or indirectly resulted in ineffectiveness and irregularity of inspection.
- ☞ **Lack of Academic support Services** : A great majority of elementary teachers follow traditional method of teaching due to the absence of professional support from the Depart-

ment officers or resource persons to orient and refresh the teachers with new methods of teachings.

MEASURES FOR IMPROVMENT OF QUALITY EDUCATION:

The following measures are put forwarded for the solutions of the above problems :

Teachers' Training : All the teachers will have adequate training and orientation for the improved classroom practices.

- ☞ All Upper Primary School and Primary School teachers will be provided in service training for 20 days duration.
- ☞ All untrained teachers will undergo training for 60 days.
- ☞ All new recruits will be provided orientation training for 30 days.
- ☞ Special attention will be given to the under-matriculate teachers in Government Primary Schools and under-graduate Teachers in Government Upper Primary Schools to equip them with requisite qualities of teachers.
- ☞ It is also proposed to establish 11 Circle Resource Centres through which essential on job support to the teachers for the enhancement of their professional capacities will be carried out.
- ☞ At the Cluster level, Cluster Resource Centres will be established for monitoring and supervision of project activities in the cluster area. Special focus will be given to academic aspects of education through these resource centres.

- ☞ At the village level, Village Education Centre (or teachers centre) will be constructed. In this centre, teachers will meet regularly for academic and professional exchange. Further, VEC is entrusted to monitor the implementation of SSA programmes at the village level.

Teaching Learning Materials : Free and Compulsory Education could never be achieved without the provision of free supply of TLM to the students.

The following steps are proposed to be taken in regards to TLM :

- ☞ All Committee Members at various levels of management of SSA viz. District, Circle, Cluster and Village structures will have adequate training on TLM.
- ☞ Subject to approval of the CEC, TLM will be procured by School Committees on requirement base within the annual plan of the project.
- ☞ All uncovered Upper Primary Schools and Primary Schools will be provided with TLM grant @ Rs. 50,000 and Rs. 10,000 per school respectively.
- ☞ Teacher grant @ Rs.500 per teacher per year will be provided to all Primary School and Upper Primary School Teachers for acquiring suitable TLM to enhance their professional efficiencies ensuring effective classroom teaching.
- ☞ It is also proposed to strengthen the existing DIET, Aizawl with relevant TLM to ensure delivery of professional capacities of teachers.

It may be noted that the Resource Groups will monitor and supervise the utilisation of funds, procurement of TLM and will ensure their optimum utilisation in teaching-learning processes.

Table 6.3 TLM Grant for Primary School and Upper Primary School

Sl. No.	No. of Circle	No. of Upper Primary School requiring TLM grant	No. of Primary School requiring TLM grant
1	2	3	4
1	Chanmari	21	30
2	Aibawk	18	26
3	Bungkawn	25	41
4	Electric	15	24
5	Thingsulthliah	7	14
6	Venghlui	15	20
7	Zemabawk	14	22
8	Saitual	19	24
9	Bawngkawn	15	29
10	Khawruhlian	13	24
11	Darlawn	15	31
	Total	177	285

Table 6.4 Teachers Grant

Sl. No.	Name of Circle	No. of Teachers to be provided with Teacher grant @ Rs. 500 each
1	Chanmari	361
2	Aibawk	223
3	Bungkawn	365
4	Electric	347
5	Thingsulthliah	268
6	Venghlui	106
7	Zemabawk	212
8	Saitual	219
9	Bawngkawn	278
10	Khawruhlian	165
11	Darlawn	180
	Total	2724

Source : SSA Survey, 2001

Infrastructure Development :-

- ☞ All Government Upper Primary Schools and Primary Schools will be developed to ensure universal enrolment, access and retention.

All needy schools will be given grants in accordance with their requirements.

- ☞ It is proposed to construct Circle Resource Centres in 10 circles for which a grant of Rs. 600,000/- each will be provided.

Circle Resource Centre will be an academic centre for the supervision and monitoring of SSA activities in the endeavour for achievement of quality education. Suitable sites of school compounds are earmarked for the construction of CRC.

- ☞ Cluster Resource Centre for all 55 clusters will be constructed at the cluster-centre for the furtherance of SSA objective in the achievement of quality education through necessary support services.

It is, thus, proposed Rs. 200,000/- each for all clusters for construction of cluster-centre within school compound.

- ☞ Toilet facilities for Primary and Upper Primary Schools which have no such facilities.
- ☞ Drinking water facilities will be provided to all uncovered Primary and Upper Primary Schools.
- ☞ Construction of boundary walls/fencing of schools.

- ☞ Construction of additional rooms for all Primary Schools to accomodate class V students.

It may be noted here that the class structure of Primary and Upper Primary Schools are being rationalised so that Primary Schools consist Class I-V while Upper Primary Schools consist of Class VI-VIII

Workshop and Seminars on Curriculum :-

- ☞ It is intended to organise seminars and workshops for Resource Persons and teachers on curriculum. Suggestions for making improvement in the existing curriculum will be put forward to cover authorities so that the curriculum will be life related, realistic and relevant to the present society.

Awareness Programmes :-

- ☞ Lack of parental support and ignorance of rural population in Education of their children has created multiple problems. It is proposed to conduct awareness campaigns among the community with the help of village authorities, local bodies and NGOs reaching all interior areas of Aizawl District.

Monitoring and Supervision :-

- ☞ Inspecting Officers will undergo adequate training on various aspects of administration, inspection and supervision.

As there is no institute for training of education administrators within the state of Mizoram, they may be sent to other states for such training.

Support Services :-

- ☞ In order to cope with the emerging challenges, Teachers need perpetual support in their profession.

It is, thus, proposed to ensure regular visits and systematic inspection of schools involving the Resource Persons at various levels and inspecting officers of the Department.

For this purpose, micro-research will be conducted at various levels.

CHAPTER - VII

SPECIAL FOCUS GROUPS AND INNOVATIVE EDUCATION

Special Focus will be given to :-

- ☞ Education of Disabled Children.
- ☞ Education for backward section/minorities.
- ☞ Girls Education.
- ☞ ECE (Early Childhood Education).
- ☞ Computer Education.
- ☞ Education for SC/ST Children.

7.1 DISABLED CHILDREN :

SSA will ensure that every child, irrespective of their needs, kind, category and degree of disability, is provided education in an appropriate environment. No child will be left out of the education system.

The list of disabled children, circle wise as per Family survey is given below :

No. of Circle	Disabled Children		Disabled School-going		Disabled School Out of Population		
	M	F	M	F	M	F	Total
11	265	202	191	141	74	61	135

Source : SSA Survey 2001

Table 7.1 : Circle wise list of Disabled out of School Boys and Girls

Sl. No.	Circle Name	Disabled children		School going		Disabled out of school	
		M	F	M	F	M	F
1	Chanmari	31	21	16	7	15	14
2	Aibawk	16	14	10	9	6	5
3	Bungkawn	17	17	11	12	6	5
4	Electric	34	23	25	15	9	8
5	Thingsulthlah	27	17	27	17	-	-
6	Venghlu	26	17	17	12	9	5
7	Zemabawk	22	5	13	3	9	2
8	Saitual	10	11	6	6	4	5
9	Bawngkawn	43	34	34	29	9	5
10	Khawruhlian	22	18	20	17	2	1
11	Darlawn	17	25	12	14	5	11
	Total	265	202	191	141	74	61

Source : SSA Survey, 2001

There is one special school for the disabled & handicapped at Aizawl run by NGO. And a special cell known as Integrated Education of the Disabled (IED) scheme have been started since 1985. Project Integrated Education of Disabled (PIED) have been implemented within Khawzawl R.D. block. This kind of project may be started in other R.D blocks in convergence with SCERT etc.

From the survey conducted in the pre-project activities, the following initiatives have been proposed.

- ☞ Identification of children with special educational needs and assessing them.
- ☞ Mainstreaming of disabled children into regular schools depending upon the type and extent of disability.

- ☞ Development of TLM and other training materials for the teachers and as well as pupil.
- ☞ Intensive teacher training be undertaken to sensitize regular teachers on effective classroom management of children with special needs.
- ☞ Convergence with other departments working for the disabled viz. Health, Social Welfare, Women Welfare, etc.
- ☞ Procurement and supply of aids and appliances through various sources.
- ☞ Providing resource support through resource teachers working in special schools.
- ☞ Parental training and community mobilization will be made.

In order to materialised the above proposal, a provision of Rs. 1200/- per child per year has been made in this District Plan.

7.2 OTHER BACKWARD SECTION/MINORITIES

The problems faced by children in the tribal areas, i.e. in Aizawl District is different from that of children belonging to general advance communities. Likewise in Mizoram, the minority groups such as Gorkhas (Nepali), needs special interventions. Schools have been set up especially for them in some parts of Aizawl city. Teaching has been done in their own mother tongue. Some of the interventions, which can be considered are :-

- ☞ Text books in mother tongue for the children at the beginning of Primary education.

- ☞ Bridge language inventory for use of teachers.
- ☞ Special training for tribal teachers in some areas, including knowledge of the concerned dialect.
- ☞ Setting up of special schools (Nepali Schools) primary to upper primary level in other parts of Aizawl District.
- ☞ Appointing teachers and train them for the special schools.

7.3 GIRLS EDUCATION :

Education of girls, especially those belonging to the scheduled castes and scheduled tribes, is the primary focus in Sarva Shiksha Abhiyan. Sarva Shiksha Abhiyan recognizes the need for special efforts to bring the out-of-school girls, especially from disadvantaged sections, to school. The pre-project activities revealed the presence of 1479 girls who are out of school and those who never attend. The following table shows the number of girls who are out of school under 56 clusters of the district.

No. of Clusters	Total population children 6-14 yrs.		Total school going children 6-14 yrs.		Total out of school children	Total no. of out of school girls
	M	F	M	F		
55	30923	30174	29000	28338	3759	1836

Source : SSA Survey 2001

Total population of children in the age-group 6 - 14 yrs, total number of school going children of 6 - 14 yrs, total number of Out of school children in the age-group 6 - 14 yrs. and total number of out of school girls are given in Cluster-wise in the following table.

Table 7.3 : Out of School population Girls (6-14 yrs) Cluster-wise

Sl. No.	Cluster Name	Total population children 6-14 yrs.		Total school going 6-14 yrs.		Total of out of school children	Total No. of out of School Girls
		M	F	M	F		
1	Chanmari	938	999	878	987	72	12
2	Vaivakawn	758	746	729	735	40	11
3	Dinthar	1315	1229	1273	1186	85	43
4	Khatla	742	658	715	640	45	18
5	Mission Veng	796	895	744	850	97	45
6	Sumsuih	224	229	211	215	27	14
7	Lamchhip	180	174	162	162	30	12
8	Kulikawn	815	735	785	710	55	25
9	Melriat	221	249	198	230	42	19
10	Muallungthu	204	196	195	177	28	19
11	Aibaw/k	431	403	400	365	69	38
12	Sialsuk	481	488	449	466	54	22
13	S. Hlimen	475	434	420	401	88	33
14	Bungkawn	1098	1194	1012	1113	167	81
15	Chawnpui	676	732	607	711	90	21
16	Luangmual	849	847	778	750	168	97
17	Tanhrii	384	435	344	369	106	66
18	Rangvamual	220	212	182	159	91	53
19	Sairang	678	647	651	544	130	103
20	Electric	946	953	922	931	46	22
21	Ramthar	457	403	422	387	51	16
22	Ramhlun	1382	1328	1332	1290	88	38
23	Chaltlang	889	816	839	779	87	37
24	Armed Veng	869	810	844	739	96	71
25	Thingsulthiah	405	377	386	351	45	26
26	Tlungvel	336	371	320	358	29	13
27	Seling	177	206	165	205	13	1
28	Bethlehem	955	911	946	894	26	17
29	Salem	929	986	915	965	35	21
30	Dawrpui	568	500	560	490	18	10

Sl. No.	Cluster Name	Total population children 6-14 yrs.		Total school going 6-14 yrs.		Total of out of school children	Total No. of out of School Girls
		M	F	M	F		
31	Venghlui	1229	1310	1219	1251	69	59
32	Keifang	529	499	517	466	45	33
33	Tawitlang	252	207	241	197	21	10
34	Zemabawk	956	842	869	763	166	79
35	Thuampui	559	538	509	520	68	18
36	Saitual	499	448	473	419	55	29
37	Phullen	339	332	320	310	41	22
38	Tuivai	532	493	496	477	52	16
39	Tamdil	327	321	301	299	48	22
40	Bawngkawn	738	773	712	731	68	42
41	Durtlang	899	847	862	809	75	38
42	Sihphir	633	586	555	527	137	59
43	Sesawng	195	206	162	189	50	17
44	Saiphai	483	437	393	346	181	91
45	Khawruhlian	303	260	272	229	62	31
46	Khanpui	228	188	197	174	45	14
47	E. Phaileng	169	178	140	164	43	14
48	Sawheng	249	224	221	203	49	21
49	Suangpuilawn	250	208	227	200	31	8
50	Vanbawng	230	219	209	209	31	10
51	Darlawn	492	480	459	447	66	33
52	Ratu	361	345	320	297	89	48
53	N. Vervek	162	172	138	165	31	7
54	Sakawrdai	301	306	284	288	35	18
55	Vaitin	165	145	119	108	83	37
56	Zohmun	445	447	401	391	100	56
	Total	30923	30174	29000	28338	3759	1836

Source : SSA Survey 2001

Since education of girls is the primary focus, the following strategies have been developed for mainstreaming of girl children who are out of school

- ☞ Mobilization at the habitation/village level using women groups like MHIP.
- ☞ Convene meetings, discussions on issues of girl children, who are involved in sibling care, domestic work etc.
- ☞ Conduct of back to school camps, residential and non-residential, for girls.
- ☞ Involving community leaders and parents.
- ☞ Enrolment drives and conduct special camps for girls to mainstream them and to involve the community to take up the issue of irregular girl children.
- ☞ Improve class-room environment.
- ☞ Free text books to all girls.
- ☞ Mid-day Meal programme to continue as at present.
- ☞ Construction of schools and residential building for girls free of cost.

INNOVATIVE EDUCATION FOR GIRLS:

- ☞ The SSA survey reveals that 1479 girls of 6-14 years are drop-out of school. Out of this 41% have dropped their studies due to poverty. Hence, as permissible under SSA norms, it is felt necessary to establish residential schools for girls to cater to the needs of girls coming from rural and urban poor families.
- ☞ In the entire district, two institutions of Residential type for girls to accomodate forty girls each would be set up. Con-

struction of infrastructure and other facilities would be taken up in the first year and the schools would start functioning from the second year of the SSA programme.

- ☞ Headmistress/Teachers for these two residential schools will be appointed on contract basis. As far as possible only qualified women teachers/wardens will be appointed strategies have been developed for mainstreaming of girl children who are out of school.

7.4 EARLY CHILDHOOD EDUCATION :

ECE is an important initiative for achieving the UEE by reducing the gaps in enrolment, dropout and learning achievement between gender and social groups.

SSA realizes the importance of pre-school learning and early childhood care and its role in improving participation of children in schools. ECE is an effort for the school readiness of the children in the age group of 3-5 years and a supporting service for the working women.

Distribution of Children in the age group of 3-5 years, No. of Anganwadi Centres & ECE proposed under Aizawl District.

No. of Circles	No. of Habitations	No. of Children 3 - 5 yr.			Anganwadies Existing	ECE proposed
		Boys	Giris	Total		
11	170	9642	9172	18814	331	15

Source - SSA Survey, 2001

Table 7.4 : Circle-wise distribution of children in the age group of 3-5, Anganwadi Centres & ECE proposed.

Name of Circle	No of Habitation/ Village	No. of Children 3 - 5 yrs.			ECE proposed	Anganwadies Existing
		Boys	Girls	Total		
Chanmari	21	1648	1530	3178	1	34
Aibawk	17	637	596	1233	1	32
Bungkawn	23	1352	1305	2657	1	46
Electric	14	1397	1389	2786		24
Thingsulthliah	6	268	276	544		15
Venghlui	14	1183	1162	2345	3	33
Zemabawk	13	742	652	1394	3	30
Saitual	14	498	546	1044		34
Bawngkawn	10	915	840	1755	2	21
Khawruhlian	13	428	370	798		32
Darlawn	19	574	506	1080	4	30
Total	164	9642	9172	18814	15	331

Source - SSA Survey, 2001

INPUTS UNDER ECE :

- ☞ Establishment of new ECE Centres in the habitations wherever ICDS Anganwadies are not in existence.
- ☞ Assisting Voluntary Organisation for the conduct of ECE Centres.
- ☞ Rationalizing over-crowded Anganwadi Centres by extension of the existing Centres.
- ☞ Providing TLM and playing materials to ECE Centres.
- ☞ Providing day to day health cares to ECE centres.
- ☞ Running the ECE Centres at the premises of NGOs owned Institutions.

Recognizing the continuum of learning and development, SSA would make efforts to develop an integrated approach to meet the educational needs of the pre-schoolers.

- ☞ Establishment of new ECE centres in the village/habitations wherever ICDS Anganwadies are not in existence.
- ☞ Assisting voluntary organisations like YMA, MHIP, etc. for conduct of ECE centres.
- ☞ Organising training programmes for community leaders.
- ☞ Generating awareness on importance of early child development through advocacy programmes.
- ☞ Strengthening the pre-school component of ICDS by way of convergence between the school system and the ECE arrangement.
- ☞ Running ECE centres in school premises during school hours under the supervision of Headmaster/Headteachers.

INOVATION FOR EARLY CHILDHOOD CARE AND EDUCATION (ECCE) :

As highlighted above, early childhood education in Mizoram need strengthening and reforms. In addition to the above interventions for early childhood education, the following measures will be taken up from 2002-2003 in the form of **inovative education** as permissible under SSA norms.

- ☞ It is intended to enhance quality in ECE by making provision for supply of TLMs to these children. With this, it is expected to attract more enrolment in the ECE centres.

- ☞ Construction of ECE centres where such facilities are not available.
- ☞ Provision of mid-day meal to supplement the existing schemes of the State Government Mizoram.
- ☞ Establishment of ECE centres in all unserved habitations/ villages and appointment of ECE workers and helpers.

7.5 INNOVATION FOR COMPUTER EDUCATION :

The Government of Mizoram had introduced Information Technology as one of the subjects in the Upper Primary Schools. But due to financial constraints, the subject has been taught only in theory. In order to impart practical knowledge on this subject, it is proposed to supply computer sets in 9 selected schools in a phase manner during the 10 years period.

In this connection, it may be noted that the innovative education project for computer education at Upper Primary Schools has been approved by Government of India from 2001-2002.

- ☞ 5 computer sets each will be provided to 4 schools during the first year of the project.
- ☞ 5 Computer sets each will be provided in the second year to 2 schools.
- ☞ 5 Computer sets each will be provided in the third year to 2 schools and 5 sets will be provided to 1 school in the fourth year of the SSA programme.

- ☞ Other students of Upper Primary Schools may make use of these facilities.
- ☞ 1 computer instructor/instructress will be appointed for each covered school on contract basis.

7.6 INNOVATIVE EDUCATION FOR SC/ST CHILDREN:

The Constitution of India clearly gives special emphasis on the educational development of SC/ST children. In conformity with these constitutional obligations, the SSA Mission has given provisions for the management, upliftment and furtherance of SC/ST children in the form of innovative education.

In this point, it is worth-mentioning that there are 26 unserved villages/habitations in Upper Primary level. Though it is planned to establish 8 Upper Primary Schools in these unserved villages/habitations, there are still 18 SC/ST villages/habitations which have no local access to Upper Primary Schools.

It is also noteworthy that poverty is the main reason of drop-out in Aizawl District among students of SC/ST families.

The following **measures** are therefore proposed for education of SC/ST children.

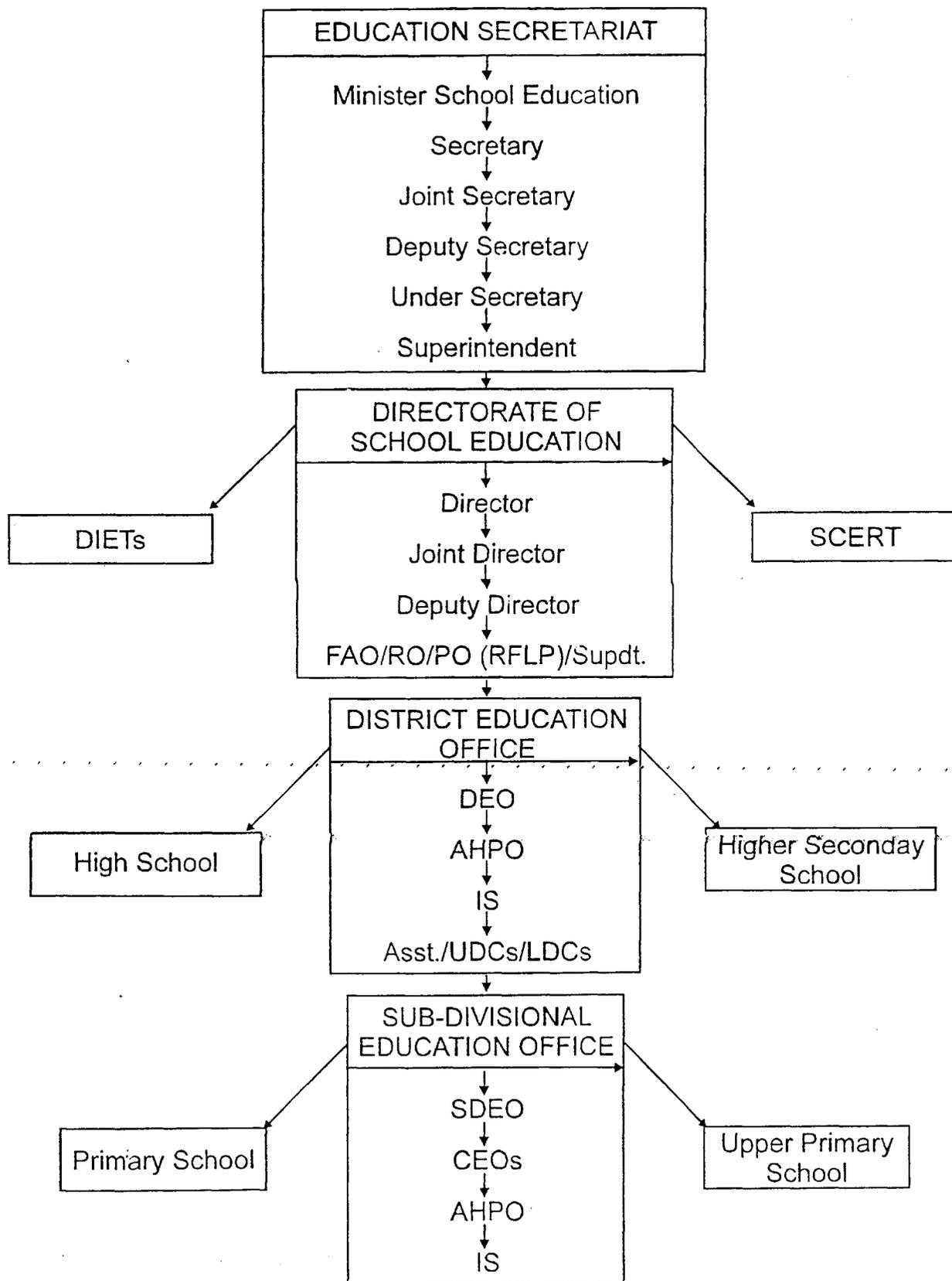
- ☞ Establishment of 2 residential Hostels for boys and girls of Upper Primary School level separately.
- ☞ Students/children from unserved habitations/villages and poor families will be provided with free lodging and free boarding .

- ☞ Trained and qualified resident tutor-cum-superintendent and cook will be appointed on contract basis.
- ☞ Hostels are planned to run at good and convenient rented buildings.
- ☞ Students will be admitted in the nearby and convenient schools.
- ☞ Selection of students will be done through participation of VECs, NGOs and teachers to ensure that they are from poor economic background.
- ☞ Gifted and talented students of poor (BPL) SC/ST communities will be identified and will be given precedence in giving admission to the hostels.

With the above provisions, it is expected that SC/ST children of poor economic background and unserved villages will have free access to good schools.

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Chart No. 8.2 Administrative Chart showing line of control under School Education Department :

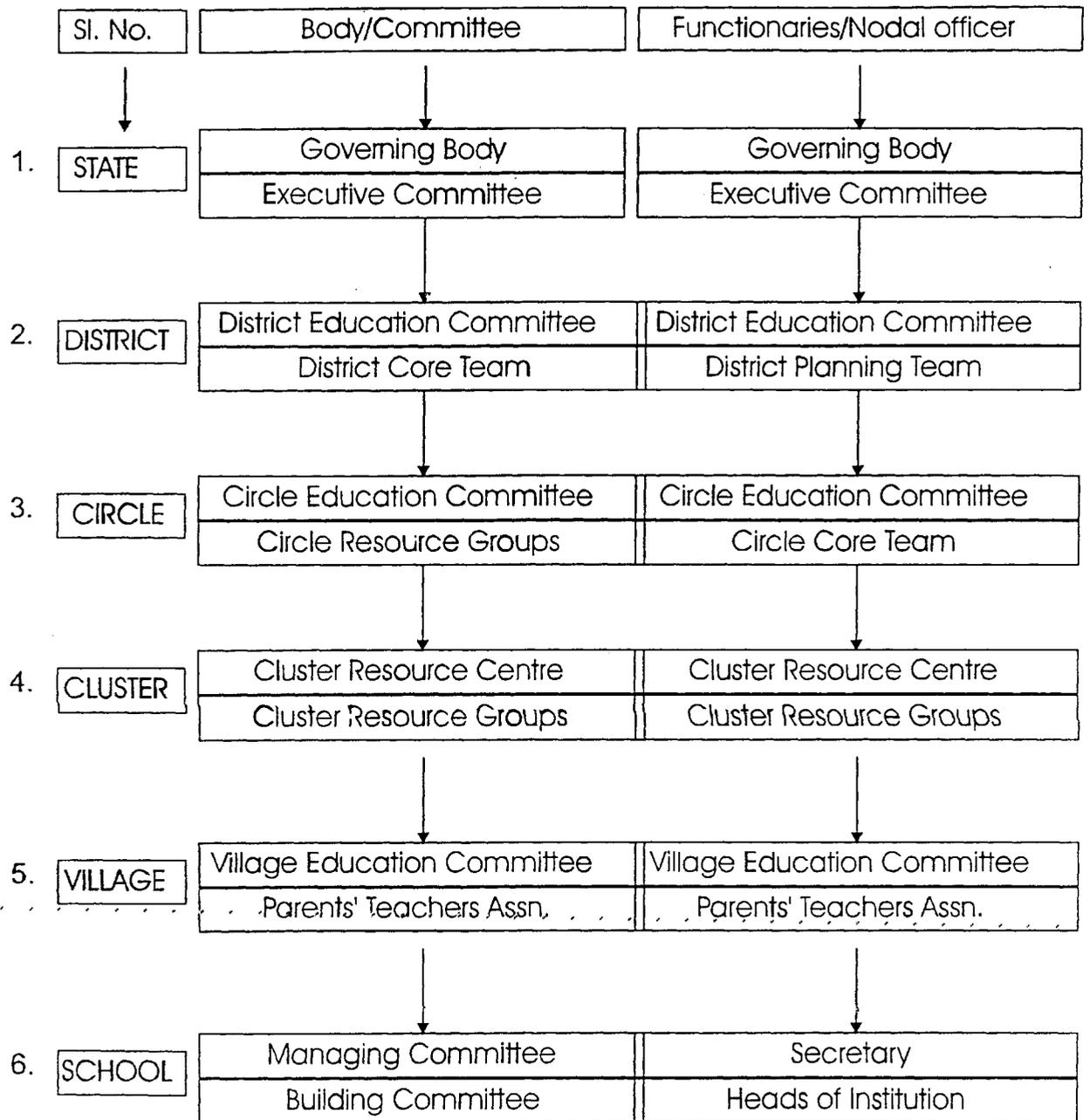


8.1 MANAGEMENT STRUCTURE OF SSA IN MIZORAM :

The State Mission Authority is the apex body of the SSA in Mizoram and responsible for implementation of all programmes and activities under SSA in the state. The society has been registered under Society Registration Act, 1860, for planning, implementation and monitoring the projects formulated for achieving the objectives of the SSA as outlined in the project documents of the state and various districts in line with the framework for implementation of SSA as prescribed by the Ministry of Human Resource Development (MHRD).

As provided in the framework, the organisational structure of the mission is decentralised so as to reach the grass root levels to ensure micro-level planning and implementation. The mission consists of decentralised hierarchical management structure at various levels viz Governing Body and Executive Committee at the state level, District Unit and District Core Team at the district level, Circle Education Committee and Circle Resource Groups and Cluster Resource Centre and Cluster Resource persons at Circle and Cluster levels respectively. At the bottom, there will be Village Education Committee and School Committee at the village level and school levels respectively. The management structure of the mission has been designed so as to ensure a participatory mode of planning and implementation in a holistic approach to affect proper decentralisation of powers and functions through various interventions at various levels.

The management structure as envisaged in the Mizoram SSA Rajya Mission Rules, 2001 and subsequent Govt. of Mizoram notifications may be depicted as below :-

Chart No. 8.3 Hierarchical set-up of SSA in Mizoram.

As shown in the above chart, the management structure of the SSA Mission is decentralised with clear cut job-assignments and well defined powers and responsibilities at different levels of the set-up. It may, however, be noted that the existing organisational structure will remain status-quo and officers shall function as the executing officers at various levels in combination

with the SSA bodies. In short, it may be made clear that the present officials of the Department shall continue to be the cornerstones of SSA activities in a defined and revitalised form.

The composition, powers and functions of the different structures at various levels may be enumerated as below :-

8.1.1. THE STATE MISSION AUTHORITY :

The Mission consists of a Governing body with the following members

President : Chief Minister of Mizoram.

Vice President: Minister, School Education.

(A) Members :

1. Chief Secretary of Mizoram
2. Commissioners/Secretaries of the following departments :
 - (a) Planning
 - (b) Finance
 - (c) School Education
 - (d) Social Welfare
 - (e) Health and Family Welfare
 - (f) LAD
 - (g) Information and Public Relations
 - (h) Rural Development Departments.

3. President, MBSE.
4. Joint Director, SCERT.

(B) Nominated Members :

- | | |
|--|--|
| (i) Pre-Primary, Primary and NFE Personnel | 3 Members (at least one to be a woman) |
| (ii) Elementary Teachers' Educators | 1 Member |
| (iii) Educationist | 2 Members |
| (iv) Voluntary Agencies | 2 Members (at least one to be a woman) |
| (v) Distinguished persons in the area of EDC | 2 Members |
| (vi) Women working in women development | 2 Members |
| (vii) Social Workers | 1 Member |
| (viii) Literacy figures | 1 Member |

(C) Central Government Nominees :

- | | |
|---|-----------|
| (i) Representative of Central Government nominated by MHRD | 3 Member |
| (ii) Representative of the following categories nominated by the central government | |
| a) Educationist | 3 members |
| b) Voluntary Agencies | 3 members |
| c) Distinguished Women | 2 members |

3. Director, NCERT or his nominee.
4. Director, NIEPA or his nominee.

8.1.2 FUNCTIONS OF THE MISSION : To achieve the aims and objectives of the SSA, the mission shall perform the following functions, viz.

- i) to suggest norms for opening alternate school/schools.
- ii) to improve district plans.
- iii) to evaluate performance of various executive hierarchies viz District, Circle, Cluster, Village and school levels.
- iv) to monitor implementation of various schemes relating to UEE.
- v) to ensure proper fund flow among the various structures.
- vi) to mobilise financial resources.

8.1.3 POWERS OF THE MISSION :

In order to carry out its functions the mission is entrusted with the following powers :-

- i) To create duly empowered administrative mechanism through such participation as may be deemed necessary of various departments and autonomous agencies of the central and state governments for the achievement of the objects of the mission.
- ii) To establish, for the implementation of SSA, administrative arrangement at District, Circle, Cluster and village levels and to delegate to them necessary powers to enable them to dis-

charge their responsibilities.

- iii) To create academic, technical, administrative, managerial and other responsibilities in the mission by converging existing posts in the education sector.
- iv) To make rules and regulations for conduct of the affairs of the mission and to amend, vary or rescind them from time to time, in consultation with the state government.
- v) To accept grant, securities or property of any kind and to undertake the management of any endowment, trust, fund or donation not inconsistent with the objectives of the mission.
- vi) To purchase, hire, take on lease, exchange or otherwise acquire property, movable or immovable and to construct, alter and maintain any building or buildings as may be necessary for carrying out the objects of the mission.
- vii) To delegate to the executive committee or to any of the officers and authorities of the mission such powers and impose such duties as it deems proper.
- viii) To consider the annual report prepared by the Executive Committee.
- ix) To undertake all such activities and to take all such actions as may appear necessary or incidental for achievement of the goals and objects of the mission.

8.1.4 OFFICERS OF THE MISSION :

The Officers of the Mission shall be :

- i) The President of the Governing Body viz. Chief Minister of Mizoram.
- ii) The Vice President of the Governing Body viz. Minister, School Education.
- iii) The Chairman of the Executive Committee viz. Chief Secretary of Mizoram.
- iv) The Vice Chairman of the Executive Committee viz. Commissioner, Education and HRD Department.
- v) The State Project Director viz. Director of School Education.

8.2 EXECUTIVE COMMITTEE :

The Executive Committee of the Mission is responsible for administering the affairs of the Mission with vast powers and functions.

The Executive Committee consists of :-

Chairman : Chief Secretary, Government of Mizoram.

Vice Chairman : Secretary, E & HRD Department, Government of Mizoram.

(A) Members :

- (a) Commissioners/Secretaries of the following Departments :-
 - i) Planning

- ii) Finance
 - iii) Social Welfare
 - iv) Rural Development
- (b) Director/Joint Director, SCERT.
- (c) 3 members from any of personnel from -
- i) Elementary Teacher Education.
 - ii) Educationists.
 - iii) Voluntary Agencies.
 - iv) Anganwadi/ECE personnel
 - v) Distinguished persons in Education of disabled children.

Amongst the members drawn from above categories, one should be a woman.

- (d) Three Representatives of Central Government nominated by MHRD, Department of Education.
- (e) Three members of the Mission representing the following categories each:-
- i) Educationists.
 - ii) Voluntary Agencies.
 - iii) Distinguished women.
- (f) One person nominated by the Chairman from amongst members of the Mission belonging to District/Circle/Cluster Units of the Society.

- (g) Member Secretary : State Project Director.

In Mizoram, the Director of School Education is appointed as the State Project Director of the SSA Mission.

8.3 FUNCTIONS OF THE EXECUTIVE COMMITTEE :

It shall be the responsibility of the Executive Committee to endeavour to achieve the objects of the Mission and to discharge all its functions subject to Rules and Regulations of Mizoram.

8.4 POWERS OF THE EXECUTIVE COMMITTEE :

The Executive Committee shall :-

- i) exercise all administrative, financial and academic powers including powers to rationalize posts of all description in the education sector.
- ii) Control the management of funds of the Mission.
- iii) have powers and responsibilities in respect of the following:
 - a) to frame Regulations in consultation with the State Government.
 - b) to frame Bye-laws for the conduct of activities of the Mission in furthering its objects.
- iv) have power to enter into agreements with other public or private organisations or individuals for furtherance of its objects.
- v) have powers to secure and accept endowments, grants-in-aid, donations or gifts to the Mission on mutually agreed

terms and conditions, provided that conditions of such grants-in-aid, donation or gifts shall not be inconsistent or in conflict with the objects of the Mission or with the provisions of these Rules.

- vi) have power to take over and acquire by purchase, gift or otherwise from Government and other public bodies, from private individuals, movable and immovable properties or other funds together with any obligations and engagements, not inconsistent with the objects of the Mission and the provisions of these Rules.
- vii) have, subject to the provisions of the Article 4 of the Memorandum of Association, power to sell or lease any movable and immovable property of the Mission, provided, however, that no assets of the Mission created out of Government grants shall, without prior approval of the Government, be disposed of encumbered or utilized for purposes other than those for which the grant was sanctioned.
- ix) have powers to constitute standing/adhoc committees or task forces/groups etc. for various areas of Sarva Shiksha Abhiyan and decided in regard to their membership, powers and functions.
- x) have the power to appoint Advisory Boards or other special committees for such purposes and with such powers as the Executive Committee may think fit, and to dissolve any such committee or Board.
- xi) have the power to delegate to the Chairman, Vice-Chairman, State Project Director, or any of its members and/or to

a committee/group or any other officer of the Mission such administrative, financial and academic powers and impose such duties as it deems proper and also prescribe limitations within which the powers and duties shall be exercised or discharged.

8.5 POWER TO MAKE REGULATIONS :-

Subject to any specific directions of the Mission and keeping in view; the overall advice of the Central and State Governments, the Executive Committee shall have powers to frame and amend Regulations, not inconsistent with these Rules, for the administration and management of the affairs of the Mission, and without prejudice to the generality of this provision, such Regulations may provide for the following matters.

- i) Service matters pertaining to officers and staff including creation of posts, qualifications, selection procedure, service conditions, pay and emoluments, discipline and control rules.
- ii) Important financial aspects including formulation of budget, purchase procedure, delegation of financial powers, investment of funds, maintenance of accounts and audit, TA and DA rules etc. and
- iii) Such other matters as may be necessary for the furtherance of the objects and for the proper administration of the affairs of the Mission.

8.6 POWER TO FRAME BYE-LAW :

Subject to the specific directions of the Mission and the provisions in these rules and regulations to be framed thereunder, the Executive Committee shall have powers to frame and amend by-laws for the conduct of activities of the Mission for achievement of its objects and these by-laws may include matters relating to :-

- a) Establishment of offices of Block and District Units.
- b) Conduct of business of the Mission, Executive Committee and other Committees and Sub-Committees.
- c) Grant-in-aid to voluntary Agencies.
- d) Involvement of individuals and contractual arrangements with them.
- e) School mapping and establishment of new schools, NFE Centres and other elementary education facilities.
- f) Facilities and incentives to be provided to improve access and participation of children in elementary education.
- g) All aspects of technical resource support.
- h) Such other activities as may be necessary for implementation of the Sarva Shiksha Abhiyan.

8.7 POWERS AND FUNCTIONS OF THE CHAIRMAN

The chairman of the Executive Committee;

- i) shall ensure that the affairs of the Mission are run efficiently and in accordance with the provisions of the Sarva Shiksha

Abhiyan, and Memorandum of Association, Rules, Regulations and Bye-laws of the Mission.

- ii) shall preside over the meetings of the Executive Committee.
- iii) may himself call, or by a requisition in writing signed by him may require the Member Secretary to call, a meeting of the Executive Committee at any time.
- iv) in case, the votes for and against a particular issue are equal, may exercise his casting vote.
- v) shall be the sole and absolute authority to judge the validity of the vote cast by members at all the meetings of the Executive Committee.
- vi) shall be entitled to invite any other person to attend any meeting of the Executive Committee provided that such persons shall have no power of voting.
- vii) may delegate to the Vice-Chairman such of his functions and powers as he may deem fit.

8.8 POWERS AND FUNCTIONS OF THE STATE PROJECT DIRECTOR :

- 1) The State Project Director for Sarva Shiksha Abhiyan is appointed by the State Government which shall prescribe his remuneration and other conditions of service. He/she may be the Project Director already appointed under DPER or an officer of the Department of Education, as may be decided by the concerned State Government.
- 2) The State Project Director shall be the Chief Executive Officer of the Mission and shall be responsible for proper ad-

ministration of the affairs and funds of the Mission and implementation of its various activities in a mission mode under the direction and guidance of the Chairman of the Executive Committee.

For the effective discharge of his function, he shall have powers to :-

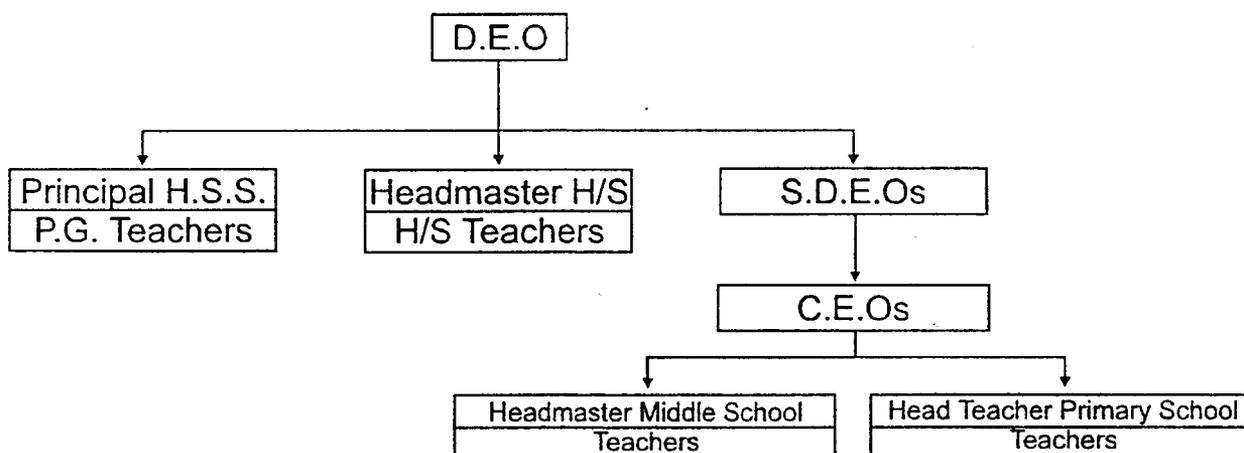
- a) constitute Steering Groups, with the approval of the Chairman, for each of the programme components and functional areas.
- b) constitute a Task Force, comprising heads of the steering Groups, which would function as a cohesive team for achievement of the objects of this Mission.
- c) appoint with the approval of the Chairman, consultants and Resource Persons.
- d) prescribe the duties of all officers and staff of the Mission.
- e) exercise such supervision and disciplinary control as may be necessary.
- f) co-ordinate and exercise general supervision over activities of the Mission including its branches/units set up in the districts/blocks.
- g) arrange meetings of the Mission and its Executive Committee and keep a record of proceedings of these meetings in accordance with these rules; and

- h) discharge such other functions as may be assigned to him by the Executive Committee in furtherance of the objects of the Mission.

8.9 DISTRICT MANAGEMENT STRUCTURE :

- (a) **Existing structure** : The existing management structure of the School Education Department of Mizoram at the District, Sub-Division and Circle levels is not sufficient to accomplish all the time-bound projects and objects of SSA. The following chart depicts the existing administration structure of School Education at the Aizawl District, Sub-Divisions and down the line :-

Chart No. 8.4 : Admograph of District Administration, Aizawl District.



As shown in the above Chart, the DEO is the District Administrative Head of the Education District assisted by one ADEO. The AHPO posted at the District Office is responsible mainly for supervision of Hindi Education of Secondary Schools. In the present practice, the District Office is mainly responsible for inspection and supervision of Secondary Education.

At the Sub-Division level, the SDEO is the over all administrative Head of Elementary Education having a separate office of its own. Each Sub-Division is under the SDEO, every sub-division of Aizawl District has 3 CEOs who are responsible for inspection and supervision of elementary schools within their respective circles. There are 11 Circles in Aizawl District.

The Sub-Division Office has normally 3 CEOs, 1 Inspector of Statistic, 2/3 UDCs, 3 LDCs, 1 Driver and 6-8 IV Grades. As noted earlier, DEO's office is responsible for Secondary Education comprising High and Higher Secondary Schools in the present Mizoram context.

(b) SSA District Unit of the Mission : As provided in the SSA framework for implementation, it has been felt-highly necessary to strengthen the existing set-up in various respects. The District Unit of the Mission was District Elementary Education Committee having member as below:-

Chairman - Deputy Commissioner of Aizawl District.

Member secretary - District Education Officer, Aizawl District.

Members :

- 1) Principal, DIET, Aizawl.
- 2) ADEO, Aizawl District.
- 3) All SDEOs (Chairman of CEC)
- 4) All CEOs (Member Secretary of CEC)
- 5) 1 Member each from NGOs viz YMA, MHIP, MZP.

- 6) 1 Lady Member nominated by State Project Director.
- 7) Presidents, MSTA Sub-Headquarters concerned.
- 8) Presidents, MPTA Sub-Headquarters concerned.
- 9) 1 Member from Adult Education nominated by Joint Director (Adult).
- 10) All BDOs within Aizawl District.
- 11) 2 VCPs nominated by the Chairman of District Unit of SSA Mission.

8.9.1 POWERS AND FUNCTIONS OF DISTRICT ELEMENTARY EDUCATION COMMITTEE OF SSA MISSION

The District Unit occupies strategic position in the SSA Programme. The main powers and functions of the Committee are given below :

- (i) Preparation of a District Elementary Education Plan (DEEP) of the District in consultation with the Circle, Cluster and Village Level agencies of the Mission.
- (ii) Coordination and Cooperation of the various levels of management set-up in the implementation of the programmes.
- (iii) Identification of the requirements on priority and need based and purchase, procurement and supply of the materials for various Resource centres and schools through the Circle Level Committee/VEC.
- (iv) Receipt of funds from Executive Committee/State Project Director and disbursement to all concerned.

- (v) Ensuring proper flow of fund and utilisation of the same at different levels with the help of Circle, Cluster and Village Level Agencies.
- vi) Arrangement of training, exposure visits and on site inspections for Resource Groups, administrators and Teachers.
- vii) Evaluation of the achievements and progress of the activities of the Mission in the District.

In addition to the above, the District Project Coordinator shall perform all the duties as prescribed by the State Project Director or the Executive Committee as the case may be.

8.9.2 DIET :

DIET is the premier academic institute at the District Level which provides all types of professional support to the Teachers and resource persons at the Circle, Cluster and Village Level.

The role of DIET in the SSA interventions for Aizawl District will be as follows :-

- Academic resource centre in the field of Elementary Education.
- Training of Resource Persons at Cluster and Village levels in community mobilisation, planning and evaluation.
- Development of strategies for specific training.
- Academic monitoring of schools in combination with the CRG, CLRG, VRG etc.

8.9.3 DISTRICT CORE TEAM :

In order to streamline and coordinate the programmes of the Mission, a group of officers, having vast experiences and training in the field of Elementary Education in matters relating to personnel management, Teachers Education, School administration etc. are appointed as Core Team. The Core Team of Aizawl District consist of :-

1. District Project Coordinator - DEO, Aizawl District.
2. Members :

Member secretary - One of the SDEOs.

(a) All SDEOs within Aizawl District.

(b) One CEO each from all Educational Sub-Division nominated by State Project Director.

The Core Team at the District level is the real dynamo of SSA activities in Mizoram. Due to their vital position in the field hierarchy and supervision, the members of the Core Team, as it is existed today, have more advantages in the planning and implementation of District plans and eventually the District Programmes. The Core Team is the backbone of the Mission for planning, implementation, monitoring and evaluation of SSA activities in Mizoram in general and in Aizawl District in particular.

8.9.4 CIRCLE EDUCATION COMMITTEE :

At the Circle level, there is an executive agency viz. CEC. The composition, powers and functions of the CEC may be

enumerated as below :-

- (a) Composition :** The CEC of the Mission shall comprise of the following:-

Chairman - SDEO concerned
 Member Secretary - Circle Project Coordinator viz. CEO concerned.

Members :

- (a) 2 VEC Chairmen from the area.
- (b) 1 M/S Headmaster nominated by DEO concerned.
- (c) 1 P/S Head Teacher nominated by SDEO concerned.
- (d) 3 Members representing YMA, MZP, MHIP (1 each).
- (f) 1 Member from persons belonging to NFE/Personel of Educational of Disabled Children/Adult Education.
- (g) All National/State Awardees in the Circle area as members

(b) Powers & Functions :

The CEC shall perform the following functions :

- To identify the problems and suggest measures for their solutions.
- To sensitize the community and mobilise the man power resources.
- To identify the needs of the Circle in the field of Training of Resource groups, Teachers and Community Leaders and

arrange trainings accordingly.

- To ensure identification of educational needs of special focus groups like ST/SC, Educationally backward Class/Society, Disabled children, out of School Children, urban deprived children etc. and suggest measures for the same.
- Receipt of funds from District Project Coordinator and disbursement and utilisation of funds for the purpose in accordance with the DEEP.
- To supervise, monitor and evaluate the programmes of the Mission in the Circle.

Above all, it may be contended that the role and position of the CEC in the SSA programmes can never be over emphasized in the sense that it is the life-link between the District and the Village level set-up.

It may also be noted that the CEC may exercise all powers as may be delegated to it by the higher authority and may perform any function as may be prescribed by the State Project Director or the District Project Coordinator etc.

8.9.5 CIRCLE CORE TEAM :

To pursue the decession of the CEC, the Circle Core Team comprising 5 members with specialisation in Teachers Education, Personnel and School Administration and curriculum development etc. is being formed in all the Education Circles under Aizawl District.

8.9.6 CLUSTER RESOURCE CENTRE :

Each and every education circle is sub-divided into a number of Clusters on the basis of transport, communication, administrative and geographical convenience. Each Cluster consists of certain number of villages/localities.

There are 55 Clusters in Aizawl District. It intended to establish Cluster Resource Centres in all the Clusters at the convenient School compounds.

The Cluster level Unit is a viable arrangement to monitor and support the Primary School and Upper Primary School in academic field. The Cluster Core Group will consist 4 Resource persons having specialisation in the field of Teacher Education, School administration, Education for Disabled, Personnel management to be drawn from existing teachers/headmasters. Necessary trainings will be given to these resource persons.

The Cluster Core Group will emphasize on academic supervision, short Course Training of Teachers and Community Leaders, sensitisation and mobilisation of community and giving of professional support to Elementary School Teachers.

The Cluster Core Group is designed to assist the Circle Project Coordinator in the implementation of SSA programmes and necessary advice and suggestions will be given to the Circle Project Coordinator for realisation of the objects and also to the Village level committee and School Committees for furtherance of the aims of SSA in the area.

8.9.7 VILLAGE EDUCATION COMMITTEE :

At the village and habitation level, there is a Village Education Committee. The VEC is the basic Unit for planning, implementation and evaluation of the SSA activities at the grassroot level.

The VECs consists of the following :-

- 1) Chairman - VCP of the village.
- 2) Treasurer - to be elected by the VEC from Headmasters/Head Teachers/Teachers.

(A) Members :

- (a) All Heads of Institutions in the village.
- (b) 1 Member each from NGOs viz YMA, MZP, MHIP, MUP.
- (c) 1 Member nominated by SDEO/Chairman of CEC.
- (d) National/State Awardees.

(B) Member Secretary : To be appointed by SDEO/Chairman CEC on the recommendation of CEO/CPC from amongst the Headmasters/Head Teachers.

8.9.8 FUNCTIONS OF VEC :

The VEC shall perform the following functions :-

- (i) Planning of the programmes at Village and School levels in consultation with CLRG and School Committees.
- (ii) Implementation of various projects at the village.

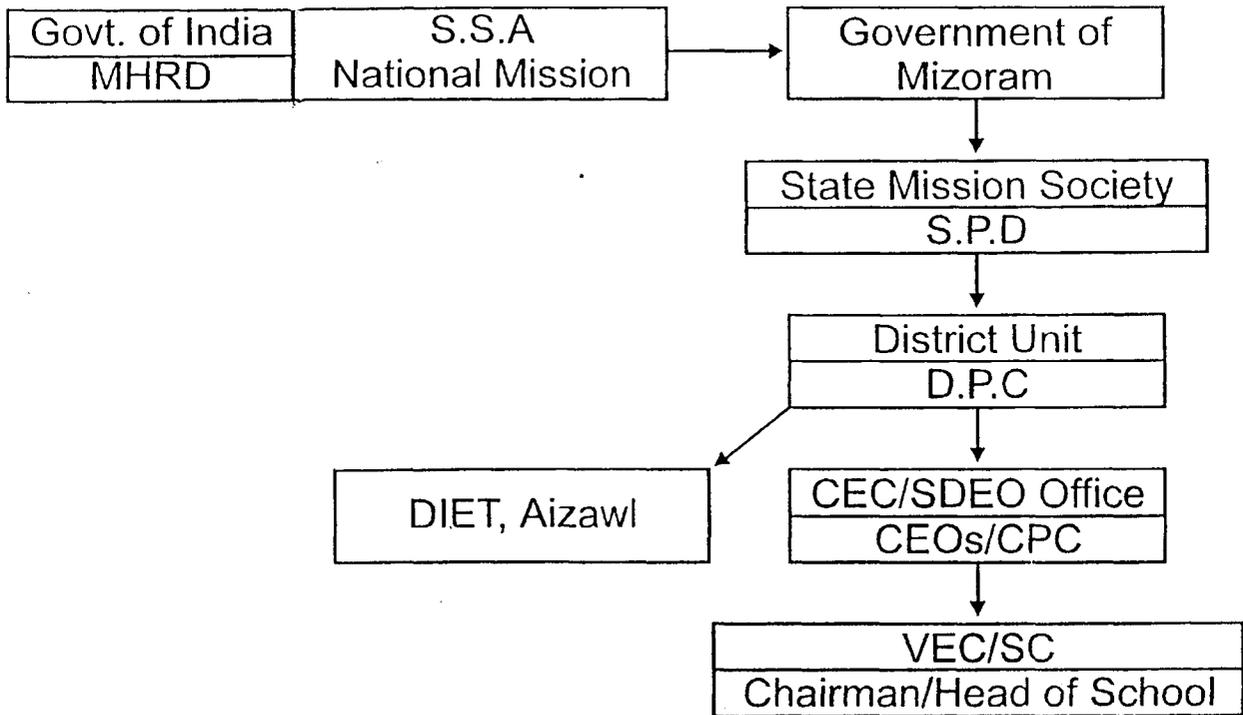
- (iii) Monitoring and evaluation of the activities undertaken at village levels.
- (iv) Motivation, mobilisation of the Public and other available resources for the pursuit of SSA programmes.
- (v) Receipt, record and utilisation of the fund from SSA Mission and other sources.
- (vi) Construction, repair and maintenance of School buildings, compounds and furnitures in collaboration with School Committees and School staff.

8.9.9 FLOW OF FUND :

In order to maintain financial proprieties, the following procedure will strictly be followed.

- ☞ It will be ensured that flow of Funds from State Project Office to District Project Coordinator Office by Committee Accounts Payee Cheque or Accounts Payee DD as per AWP & B provision.
- ☞ All funds from DPO (DPC) to executing agencies like CEC, DIETS, CLRC, SC through Accounts Payee Cheque or Accounts Payee DD.
- ☞ Accounts will be maintained as per the statutory requirements for Societies.
- ☞ Reports will be sent to State Project Office/Government of India as per requirements.

Chart No. 8.5 Flow of Fund under SSA



8.10 STRENGTHENING OF FIELD ESTABLISHMENT :

In view of the exigency and urgency of the SSA programmes, it is found necessary to strengthen the various administrative set-up of School Education Department. It is necessary to facilitate and equip the existing structure under Aizawl District.

In order to cope with the new assignments and workload due to the SSA programmes the existing arrangement of field offices needs immediate strengthening in man-power as well as material resources.

It is thus, intended to facilitate and strengthen the existing set-up as below:-

1. **District Project Co-ordinator (DPC)** : As per SSA Rajya Mission Rules, 2001 and subsequent government order, the DEO has been designated as SSA District Project Co-ordinators (DPC) with vast powers and responsibilities in addition to his normal duties.

It is, therefore, quite necessary to enhance the status of DPC with the charge allowance @ Rs. 2000/- per month.

2. **Deputy District Project Co-ordinator (DDPC)**: Recently, the Government of Mizoram has up-graded the post of ADEO into full fledged DEO vide memo no. J.11012/20/2002-POL dated 30/4/2002 for posting them in the newly created revenue districts. As such there is no ADEO or other Gazzetted Officer to assist the DEO in his duties.

Almost all SSA activities, right from planning of DEEP to evaluation, are concentrated in the District and Sub-District Offices. It is, thus, proposed to **depute** one efficient and qualified departmental officer as DDPC to assist the DEO (DPC) and to take care of all SSA activities at the District Level and to co-ordinate lower structures of the setup in matters relating to SSA programmes.

As admissible under financial rules and SSA norms, it is proposed to give charge allowance to DDPC @ Rs. 1500/- per month.

3. **Circle Project Co-ordinator (CPC)** : SSA is a bottom-up programme, the planning, implementation and monitoring are thus concentrated at the circle and village levels.

In Mizoram the Circle Education Officers (CEOs) are the pivot in the supervision and monitoring of elementary schools. They are facilitated with **gazetted status** and vast powers and function in their respective education circles.

It may be mentioned here that all the CEOs of Aizawl District are appointed/deputed as SSA **Circle Project Co-ordinator** to co-ordinate supervise and guide the CRPs and VECs, Teachers etc. At the same time, they are appointed as Member Secretaries of the Circle Education Committees in addition to their normal duties.

It is thus, proposed to provide all 11 CPCs (CEOs) of Aizawl District with charge allowance @ Rs. 1000/- per month.

- 4. Computer Operators :** It is rather sad to mention that there is no computer operator in the District Office till date. As a result, the office works have suffered a serious set back.

In view of the provision for upliftment of information technology and in order to spearhead the computerisation of office works, it is proposed to appoint 5 Computer Operators @ Rs. 6500/- per month to discharge their duties at the District and Sub-District offices of Aizawl District.

The proposal is found to be quite reasonable and genuine in view of the need for proper recording, documentation, quick and prompt delivery of services.

The requirement for strengthening of District/Field Administration may be enumerated as below :-

Sl No.	Intervention/Items	Remarks
1.	Rent for District Office & Sub-District Offices.	As per approved rate.
2.	Telephone Connction with EPABX facilities 4 nos.	-do-
3.	Purchase of computers and printers	-do-
4.	Salary of Computer Operators	-do-
5.	Hiring of vehicles for supervision and minitoring	-do-
6.	TA/DA for DPC/DDPC	-do-
7.	TA/DA for CPCs/CRPs and Resource Persons	-do-
8.	Office Stationaries	-do-
9.	Purchase of 11 motor bikes for CPCs in lieu of condemned bikes	-do-
10.	Planning exercise	-do-
11.	District Office consumables	-do-
12.	Charge allowance of DPC DDPC, CPCs	-do-
13.	Establishment of Engineering Cell	-do-

As already reflected in Chapter-1 of this plan, majority of the far and distant rural villages of Aizawl District have **no proper transport net-work**. In order to effectively supervise the schools in general and SSA project activities in particular, it is **inevitable** to resort to hiring of vehicles for field visits.

It may further be elaborated that **Resource Persons** at the State, District and Circle levels need mobility for the conduct of on-site trainings, monitoring and evaluation of SSA activities at the grass root levels.

As admissible in SSA Schemes, this district proposes for the **purchase of 11 motor bikes** for allotment to all 11 CPCs (Circle Project Co-ordinators) in lieu of the old and run-out motor bikes. In this connection, it is noteworthy that CEOs (CPCs) have been provided with departmental bikes as they are eligible for the same as per Govt. of Mizoram standing order.

Inspite of their **eligibility**, the department could not replace their old and non-functional motor bikes due to **acute financial constraints**. The proposal for the purchase of motor bikes is therefore, highly genuine and reasonable to ensure mobility to these **field officers** in the discharge of their **field duties**.

The above proposal, if materialised, would automatically enhance the efficiency and effectiveness of field establishments in the discharge of their duties in general and SSA programmes in particular.

CHAPTER IX

RESEARCH, EVALUATION, SUPERVISION & MONITORING

9.1 RESEARCH :

Research is vital for proper planning, effective implementation and corrective evaluation of the various project activities. For the guiding activities of SSA for realising the objectives of Universal Elementary Education, research and studies based on the following programmes will be sponsored and programmes on problems will be taken up as follows :-

- 📖 Problems relating to drop-outs and out of school children.
- 📖 Early Childhood education and its prospects.
- 📖 Juvenile delinquency and classroom teaching.
- 📖 Ineffective teaching and remedial measures.
- 📖 Ineffective training programmes.
- 📖 Corruption and malpractices in the department.
- 📖 System analysis with suggestions.
- 📖 Promotion of partnership with research institutes etc.
- 📖 Improvement of the present learning situation especially for Disabled children, Girl child and Minorities group by way of mainstreaming them in the field of education.

- ☞ Action research and micro-level planning.

Inputs :

- ☞ Sponsoring research studies/pilot programmes at all levels in the core issues of the District.
- ☞ Conduct of school mapping and micro-planning exercises.
- ☞ **Education Registers** at village, circle and district level will be formed.
- ☞ Provision of travel grant and honorarium for the persons involved in researches and Innovations.

9.2 EVALUATION :

Evaluation is a system of in depth investigation with a view to acquaint of the various successes and failures in the implementation of various programmes.

In Aizawl District, evaluation will be held at regular intervals on the impact of various projects. After arriving at suitable suggestions from the findings of evaluations, it is expected to take corrective steps for futherance of SSA aims and objectives. Evaluation will be taken up in the following aspect.

- ☞ The level of achievement of goals, targets and objectives of SSA in general and Aizawl District in particular.
- ☞ Functional aspects of various initiatives and their inputs.
- ☞ Participatory evaluation through community participation.
- ☞ Pupil-achievement survey at regular intervals.

Inputs :

- ☞ Capacity building of the field staff viz. DEOs, SDEOs, CEO's, CEC, V.E.C. etc for conducting evaluation activities.
- ☞ Conduct of pupils achievement surveys.
- ☞ Orientation to community leaders for participatory evaluation.

9.3 SUPERVISION & MONITORING :

- ☞ Supervision and monitoring plays important role for the success of any project activities. SSA Mission also gives due importance to supervision and monitoring.

It is thus, proposed to strengthen the existing field offices, SCERT, DIET and grass root levels like Circle Resource Centres, Village Committees and School authorities at the village level. This has been designed to strengthen community participation in the monitoring system and to realise the process of de-centralised administration.

- ☞ The SCERT and DIET Staff will take up Academic Monitoring of Schools and provide on jobs support/Training to the Teachers of Primary Schools and Upper Primary Schools.
- ☞ District Resource Group, District Planning Team and Circle Resource Groups will visit the schools and track the progress of various schools frequently.
- ☞ Professional support at Circle level shall be given by the Circle Education Officer assisted by **10 Cluster Resource Persons**. They shall monitor the schools and classroom practices and provide guidance to teachers.

- ☞ Adequate initiative will be taken up for the capacity building of community level structures i.e. parents teachers committee, village education Committees, and cluster committees to own and monitor the schools for its effectiveness to teaching learning process.
- ☞ It is also planned to hire vehicles for ensuring ready mobility to Circle Project Co-ordinators, Resource Persons, DIET and SCERT faculty.

Management information system (MIS) :

The Management Information System is an important component of planning & implementation of S.S.A. programme. The EMIS will be proposed to be set up at District level and Sub-Division levels and take up the following programmes:-

- ☞ Basic information on schools like infrastructure facilities, TLM, furniture, equipments, of the Primary School and upper Primary School.
- ☞ Total number of children in the age group of 6-14 years. in villages/clusters/circle wise.
- ☞ Sex, Name wise particulars of children in schools and out of school.
- ☞ Detail Teacher information.
- ☞ Pupil achievement in various school subjects for Primary and Upper Primary Schools.
- ☞ Enrolment, retention & actual completion rates.

- ☞ School pupil ratio, classroom pupil ratio, Teacher pupil ratio.
- ☞ Progress in terms of project activities.
- ☞ Progress in terms of S.S.A. objectives, qualitatives, data & analysis.
- ☞ Updation of available data base (family survey) as a result of initiatives of S.S.A.

Objectives of MIS :

- ☞ To create comprehensive data base at Primary Education level in the District and review the status every year.
- ☞ To monitor enrollment & retention.
- ☞ To monitor performance in respect of students achievement with special reference to remote areas and social groups.
- ☞ To monitor and implementation of all programmes and schemes under S.S.A.

Inputs under S.S.A. :

- ☞ Provision of computers & peripherals.
- ☞ Provision of data entry operators and programmers.
- ☞ Training of MIS Staff.
- ☞ Printing of Data collecting formats, collection of data, analysis, output.
- ☞ Networking of district and sub-district offices with provision of internet facilities.

- iii) available resources for infrastructural development of schools.

10.2 CONSTRUCTION AND REPAIRS OF SCHOOLS :

It is proposed to construct :-

- i) 13 new school buildings for 9 proposed new schools and 4 kutcha existing schools.
- ii) Construction of 1 additional room for 284 Primary Schools to accomidate Class-V.
- iii) Construction of 1 additional room for 168 Upper Primary Schools for separate Headmaster's room and instrutional room.
- iv) Renovation of 174 Primary Schools
- v) Renovation of 108 Upper Primary Schools.
- vi) Repairs of all needy P/S and Upper P/S.

10.3 CONSTRUCTION OF RESOURCE CENTRES :

It is proposed to construct :-

- i) 10 Circle Resource Centres (CRC) to be located in each circle headquarters Rs. 6 lakhs is proposed for each centre.
- ii) 55 Cluster Resource Centres (CLRC) to be located in every Cluster centre will be constructed with Rs. 2 lakhs each.

10.4 CONSTRUCTION OF BOUNDARY WALLS :

Fencing of school compounds and construction of school walls/boundary walls is very important for the development

CHAPTER - X

CIVIL WORKS

Infrastructural facilities like school buildings play vital role in the education system. Earlier efforts for improvement of physical facilities are found to be insufficient. It is felt necessary to develop the school buildings, furniture, toilet facilities and play fields to suit the need of the present society.

The SSA School Survey 2001 reveals that out of 461 Government elementary school buildings of Aizawl District, 4 schools still remain buildingless and 352 still remain semi-pucca. As such these semi-pucca need renovation in the years to come. It is also found that majority of the schools need repairs. The survey also shows that construction of 284 additional rooms for Primary Schools and 168 rooms for Upper Primary Schools are urgently needed.

10.1 ARRANGEMENT AND EXECUTION OF CIVIL WORKS :

In order to affect desirable execution of civil works, proper arrangement has been made. It is planned to materialise the noble ideals of SSA ie. community ownership through positive participation of the public in various interventions of the Mission.

It is also intended to mobilise and sensitize the local leaders with a view to let them contribute :-

- i) suitable lands for schools and various Resource centres,
- ii) their services for construction, repairs and maintain of buildings and furniture,

- iii) available resources for infrastructural development of schools.

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- ii) 55 Cluster Resource Centres (CLRC) to be located in every Cluster centre will be constructed with Rs. 2 lakhs each.

10.4 CONSTRUCTION OF BOUNDARY WALLS :

Fencing of school compounds and construction of school walls/boundary walls is very important for the development

of cordial learning atmosphere. This is also found necessary for safety, beautification and isolation of schools.

It is planned to undertake fencing/construction of boundary walls for 130 Upper Primary Schools and 200 Primary Schools in a phase manner.

10.5 INSTALLATION OF DRINKING WATER FACILITIES:

SSA survey reveals that 62 Primary Schools and 57 Upper Primary School have no drinking water facilities. Therefore, it is proposed to construct drinking water facilities to these government elementary schools in a phase manner.

10.6 TOILET FACILITIES :

Toilet facilities should be provided to all 461 elementary schools and 9 newly establish schools.

Separate toilet facilities for girls for 106 Upper Primary Schools is also to be constructed.

CHAPTER - XI

IMPLEMENTATION ARRANGEMENT

The planning as well as implementation of the various interventions will be done on the basis of decentralisation of powers and massive participation of the community in the activities. The various projects will be implemented as below :

Sl. No.	Name of Intervention	Implementing Agency
A - Civil Works		
1.	Construction of CRC buildings	Circle Education Committee under supervision of DEO (DPC).
2.	Construction of CLRC buildings	Cluster Resource Group under supervision of SDEO/CEOs.
3.	Construction of school buildings	VEC and School Committees under supervision of CEOs.
4.	Boundary walls/Fencing	VEC/School Committees under supervision of CEOs.
5.	Construction of toilet and drinking water facilities	VEC/School Committee

B - Trainings

- | | |
|--|--|
| 1. Training of Resource persons at various levels. | NCERT, SCERT, DIET, Resource persons |
| 2. Training of VECs, CEC, Community Leaders | CEOs, Circle Core Team, Resource Groups |
| 3. Training of Teachers | DIET, Circle and Cluster Resource persons. |

C - Supervision

- | | |
|--|--|
| 1. Supervision of construction of Upper Primary School buildings | CEC, Cluster Resource Groups, SDEO/CEO concerned. |
| 2. Supervision of construction of Primary School buildings | CEC, Cluster Resource Group, SDEO/CEO concerned. |
| 3. Supervision of construction of CRC, CLRC buildings | District Core Team |
| 4. Academic Supervision of School | SDEOs, CEOs (CPC), CEC, etc. |
| 5. Supervision of AIE Centres, EGS. | CEOs concerned as Cluster Resource Person for AIE. |
| 6. Supervision of procurement of TLM by VEC/SC. | SDEOs/CEOs, CEC and Resource Groups. |

D - Procurement of T.L.M. and Furniture/Equipments

- | | |
|-------------------------------|---------------------------|
| 1. Furniture for CRC | CEC |
| 2. Furniture for CLRC | Cluster Resource Group |
| 3. TLM for Schools | VEC and School Committees |
| 4. Teaching Aids for Teachers | VEC and School Committee |
| 5. AIE Centres | VEC and School Committees |

E - Appointment of personnel for SSA projects

All appointments/management of teachers and other SSA personnel will be done on contract basis within the approved plan. Selection of personnel will be done with due care on process based as below :-

Sl. No.	Posts	Selection/Appointing Authority
1.	Appointment of Dy. District Project Coordinator (DDPC)/ Circle Project Coordinators	Executive Committee/ State Project Director
2.	Appointment of Computer operators	District Elementary Education Committee
3.	Circle Resource Persons	Circle Education Committee
4.	Technical Staff (District)	District Elementary Education Committee

CHAPTER - XII

BUDGET SUMMARY FOR 9 YEARS - AIZAWL DISTRICT, MIZORAM

Rupees in lakhs

Sl No	ITEMS	Unit Cost	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		TOTAL	
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
1	Management Cost			42.180		42.730		42.530		43.230		43.630		44.000		44.500		45.110		45.430		393.340
2	Research, Evaluation supervision & Monitoring			6.482		6.608		6.608		6.608		6.608		6.608		6.608		6.608		6.608		59.346
3	Community mobilisation & Training			0.816		0.816		0.816		0.816		0.816		0.816		0.816		0.816		0.816		7.344
4	Access & Alternate schooling			35.812		36.046		36.323		36.614		36.637		36.684		36.736		37.051		37.131		329.034
5	Pedagogy & School Improvement			338.317		338.954		345.034		345.318		348.733		352.260		355.909		359.686		363.595		3147.806
6	Special Focussed Group			5.604		5.604		5.604		5.604		5.604		5.604		5.604		5.604		5.604		50.436
7	Innovative Education																					
	a) Girls Education			15.000		15.000		15.000		15.000		15.000		15.000		15.000		15.000		15.000		135.000
	b) Computer Education			12.000		13.000		12.000		12.000		12.000		12.000		12.000		12.000		12.000		109.000
	(c) ECCE			8.000		7.000		8.000		8.000		8.000		8.000		8.000		8.000		8.000		71.000
	(d) Education for SC/ST			15.000		15.000		15.000		15.000		15.000		15.000		15.000		15.000		15.000		135.000
8	Civil Works			231.750		236.050		239.300		239.600		241.200		243.850		245.650		247.500		250.000		2174.900
	TOTAL			710.961		716.808		726.215		727.790		733.228		739.822		745.823		752.375		759.184		6612.205

PROPOSED BUDGET FOR 9 YEARS PERSPECTIVE PLAN : AIZAWL DISTRICT, MIZORAM

		Project Management Cost												Rupees in lakhs								
SI No	ITEMS	Unit Cost	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		TOTAL	
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
1	DPO Consumables			1.770		2.000		2.000		2.000		1.400		2.000		2.000		2.000		2.000		17.170
2	Water, Electricity & Telephone charge	0.150	12	1.800	12	1.800	12	1.800	12	1.800	12	1.800	12	1.800	12	1.800	12	1.800	12	1.800	12	16.200
3	TA/DA		12	3.800	12	4.800	12	4.600	12	4.600	12	4.600	12	4.800	12	4.800	12	4.800	12	4.800	12	41.600
4	Contingency		12	2.600	12	3.000	12	3.000	12	3.000	12	3.000	12	3.200	12	3.800	12	3.800	12	3.800	12	29.200
5	Salary of 5 Computer Operators	0.065	12	3.900	12	3.900	12	3.900	12	3.900	12	3.900	12	3.900	12	3.900	12	3.900	12	3.900	12	35.100
6	Charge allowance of DPC	0.020	12	0.240	12	0.240	12	0.240	12	0.240	12	0.240	12	0.240	12	0.240	12	0.240	12	0.240	12	2.160
7	Charge Allowance of DDPC	0.015	12	0.180	12	0.180	12	0.180	12	0.180	12	0.180	12	0.180	12	0.180	12	0.180	12	0.180	12	1.620
8	Charge allowance of 11 CPC	0.010	12	1.320	12	1.320	12	1.320	12	1.320	12	1.320	12	1.320	12	1.320	12	1.320	12	1.320	12	11.880
9	Rent for District and Sub-District Offices	0.300	12	3.600	12	3.600	12	3.600	12	3.600	12	3.600	12	3.600	12	3.600	12	3.600	12	3.600	12	32.400
10	Hiring of Vehicle	0.350	12	4.200	12	4.200	12	4.200	12	4.200	12	4.200	12	4.200	12	4.200	12	4.200	12	4.200	12	37.800
11	P.O.L		12	2.000	12	2.650	12	2.650	12	1.050	12	1.050	12	1.050	12	1.050	12	1.050	12	1.050	12	13.600
12	Purchase of Computer and Printers	0.550	4	2.200																		2.200
13	Purchase of motor'bike in lieu of condemned bikes for CPCs	0.630	11	6.930																		6.930

14	Salary of 1 JE for Engineering cell	0.065	12	0.780	12	0.780	12	0.780	12	0.780	12	0.780	12	0.780	12	0.780	12	0.780	12	0.780	12	7.020
15	Salary of 1 attendant to assist J.E.	0.030	12	0.360	12	0.360	12	0.360	12	0.360	12	0.360	12	0.360	12	0.360	12	0.360	12	0.360	12	3.240
16	Consultancy and Planning Exercise			2.000		5.000		5.000		4.500		5.000		5.000		5.000		5.000		5.000		41.500
17	Installation of Telephone and EPABX	0.400	4	1.600																		1.600
18	Survey					5.000		5.000		5.000		5.000		5.000		5.000		5.000		5.000		40.000
19	Office Stationeries		12	0.600	12	1.600	12	1.600	12	1.600	12	1.600	12	1.600	12	1.600	12	1.600	12	1.600	12	13.400
20	Cost of establishment of Engineering cell			2.300		2.300		2.300		2.600		2.600		2.600		2.600		2.600		2.600		22.500
21	Strengthening of field establishments									2.500		3.000		2.370		2.270		2.880		3.200		16.220
	TOTAL			42.180		42.730		42.530		43.230		43.630		44.000		44.500		45.110		45.430		393.340

PROPOSED BUDGET FOR 9 YEARS PERSPECTIVE PLAN : AIZAWL DISTRICT, MIZORAM

Project : Research, Evaluation, Supervision and Monitoring

Rupees in lakhs

SI No	ITEMS	Unit Cost	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		TOTAL		
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	
1	Research, Evaluation, Supervision and Monitoring	0.014	463	6.482	472	6.608	472	6.608	472	6.608	472	6.608	472	6.608	472	6.608	472	6.608	472	6.608			59.346
	TOTAL			6.482		6.608		6.608		6.608		6.608		6.608		6.608		6.608		6.608			59.346

PROPOSED BUDGET FOR 9 YEARS PERSPECTIVE PLAN : AIZAWL DISTRICT, MIZORAM

Project : Community Mobilisation and Participation

Rupees in lakhs

SI No	ITEMS	Unit Cost	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		TOTAL		
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	
1	Orientation training to community leaders SEC		1360	0.816	1360	0.816	1360	0.816	1360	0.816	1360	0.816	1360	0.816	1360	0.816	1360	0.816	1360	0.816			7.344
	TOTAL			0.816		0.816		0.816		0.816		0.816		0.816		0.816		0.816		0.816			7.344

PROPOSED BUDGET FOR 9 YEARS PERSPECTIVE PLAN : AIZAWL DISTRICT, MIZORAM

Project : Access & Alternative Schooling																Rupees in lakhs								
SI No	ITEMS	Unit Cost	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		TOTAL			
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial		
1	Honorarium to Education volunteer (EV)	0.010	80	9.600	80	9.600	80	9.600	80	9.600	80	9.600	80	9.600	80	9.600	80	9.600	80	9.600	80	9.600	80	86.400
2	Training of Educational Volunteer	0.015	80	1.200	80	1.200	80	1.200	80	1.200	80	1.200	80	1.200	80	1.200	80	1.200	80	1.200	80	1.200	80	10.800
3	TLM at the centre	0.011	80	0.880	80	0.880	80	0.880	80	0.880	80	0.880	80	0.880	80	0.880	80	0.880	80	0.880	80	0.880	80	7.920
4	Contingency @ 468.75 per centre		80	0.375	80	0.375	80	0.375	80	0.375	80	0.375	80	0.375	80	0.375	80	0.375	80	0.375	80	0.375	80	3.375
5	Centre cost @ 845 per learner		2406	20.331	2430	20.534	2458	20.771	2490	21.020	2493	21.040	2495	21.080	2500	21.125	2532	21.395	2540	21.463				188.759
6	5% of administrative cost			1.020		1.027		1.039		1.051		1.052		1.054		1.056		1.069		1.073				9.441
7	Circle management cost @ 100 per child		2406	2.406	2430	2.430	2458	2.458		2.488		2.490		2.495		2.500		2.532		2.540				22.339
	TOTAL			35.812		36.046		36.323		36.614		36.637		36.684		36.736		37.051		37.131				329.034

PROPOSED BUDGET FOR 9 YEARS PERSPECTIVE PLAN : AIZAWL DISTRICT, MIZORAM

		Project : Pedagogy & School Improvement														Rupees in lakhs						
Sl No	ITEMS	Unit Cost	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		TOTAL	
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
1	Salary of new PS teachers @ Rs. 6240/-		2	1.498	2	1.498	2	1.498	2	1.498	2	1.498	2	1.498	2	1.498	2	1.498	2	1.498	2	13.482
2	Salary of new M/S teachers	0.085	40	40.800	40	40.800	40	40.800	40	40.800	40	40.800	40	40.800	40	40.800	40	40.800	40	40.800	40	367.200
3	Orientation training to new recruits for 30 days @ 70/-		42	0.820	42	0.820	42	0.820	42	0.820	42	0.820	42	0.820	42	0.820	42	0.820	42	0.820	42	7.380
4	Training of untrained teachers for 60 days @ 70/-		105	4.410																		4.410
5	Training of teachers for 20 days @ 70/-		2724	38.136	2766	38.724	2766	38.724	2766	38.724	2766	38.724	2766	38.724	2766	38.724	2766	38.724	2766	38.724	2766	347.928
6	Teachers grant	0.005	2724	13.620	2766	13.830	2766	13.830	2766	13.830	2766	13.830	2766	13.830	2766	13.830	2766	13.830	2766	13.830	2766	124.260
7	Salary of CRP/ CLRPS for 110 CRPs	0.100	110	132.000	110	132.000	110	132.000	110	132.000	110	132.000	110	132.000	110	132.000	110	132.000	110	132.000	110	1188.000
8	Training of CRP/CLRPs @ 70 x 20 days		110	1.540	110	1.540	110	1.540	110	1.540	110	1.540	110	1.540	110	1.540	110	1.540	110	1.540	110	13.860
9	School grants for Equipment	0.02	461	9.220	470	9.400	470	9.400	470	9.400	470	9.400	470	9.400	470	9.400	470	9.400	470	9.400	431	84.420
10	Contingency for CRC/BRC	0.125	11	1.375	11	1.375	11	1.375	11	1.375	11	1.375	11	1.375	11	1.375	11	1.375	11	1.375	11	12.375
11	Contingency for CLRC	0.025	55	1.375	55	1.375	55	1.375	55	1.375	55	1.375	55	1.375	55	1.375	55	1.375	55	1.375	55	12.375
12	Furniture grant for CRC/BRC	1.000			1	1.000	4	4.000	1	1.000	1	1.000	1	1.000	1	1.000	1	1.000	1	1.000	11	11.000
13	Furniture grant for CLRC	0.100	6	0.600	7	0.700	6	0.600	6	0.600	6	0.600	6	0.600	6	0.600	6	0.600	6	0.600	55	5.500
14	TLE Grant for UPS	0.500	10	5.000	10	5.000	10	5.000	10	5.000	10	5.000	10	5.000	10	5.000	10	5.000	10	5.000	90	45.000
15	Free text book to SC/ST children @ 150/-		55727	83.600	57677	86.515	59695	89.542	61784	92.676	63946	95.919	66184	99.276	68500	102.750	70897	106.345	73378	110.067		866.690
16	Free text books to girls of general @ 150/-		2883	4.323	2918	4.377	3020	4.530	3126	4.680	3235	4.852	3348	5.022	3465	5.197	3586	5.379	3711	5.566		43.926
	TOTAL			338.317		338.954		345.034		345.318		348.733		352.260		355.909		359.686		363.595		3147.806

PROPOSED BUDGET FOR 9 YEARS PERSPECTIVE PLAN : AIZAWL DISTRICT, MIZORAM

Project : Special Focussed Group (IEDC)																						Rupees In lakhs			
SI No	ITEMS	Unit Cost	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		TOTAL				
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial			
1	IEDC	0.012	467	5.604	467	5.604	467	5.604	467	5.604	467	5.604	467	5.604	467	5.604	467	5.604	467	5.604	467	50.436			
	Total			5.604		5.604		5.604		5.604		5.604		5.604		5.604		5.604		5.604		50.436			

PROPOSED BUDGET FOR 9 YEARS PERSPECTIVE PLAN : AIZAWL DISTRICT, MIZORAM

Innovative Project														Rupees in lakhs								
SI No	ITEMS	Unit Cost	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		TOTAL	
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
(A) EDUCATION FOR GIRLS																						
1	Honorarium of Teacher	0.050	8	4.800	8	4.800	8	4.800	8	4.800	8	4.800	8	4.800	8	4.800	8	4.800	8	4.800	8	43.200
2	Food and Lodging			7.200		7.200		7.200		7.200		7.200		7.200		7.200		7.200		7.200		64.800
3	Honorarium of Warden	0.050	2	1.200	2	1.200	2	1.200	2	1.200	2	1.200	2	1.200	2	1.200	2	1.200	2	1.200	2	10.800
4	Honorarium of cook	0.010	2	0.240	2	0.240	2	0.240	2	0.240	2	0.240	2	0.240	2	0.240	2	0.240	2	0.240	2	2.160
5	Electric and water charges			0.560		0.560		0.560		0.560		0.560		0.560		0.560		0.560		0.560		5.040
6	Contingency			1.000		1.000		1.000		1.000		1.000		1.000		1.000		1.000		1.000		9.000
	Sub-Total			15.000		15.000		15.000		15.000		15.000		15.000		15.000		15.000		15.000		135.000
(B) COMPUTER EDUCATION																						
1	Construction of Computer room		2	2.000	2	2.000	1	1.000														5.000
2	Procurement of Computer (including printer)	0.550	10	5.500	10	5.500	5	2.750														13.750
3	Purchase of Furniture	0.250	2	0.500	2	0.500	1	0.250														1.250
4	Honorarium of Computer Operator	0.065	4	3.120	6	4.680	8	6.240	9	7.020	9	7.020	9	7.020	9	7.020	9	7.020	9	7.020		56.160
5	Stationery			0.880		0.320		0.760		2.480		2.480		2.480		2.480		2.480		2.480		16.840
6	Maintenance Charges							1.000		2.500		2.500		2.500		2.500		2.500		2.500		16.000
	Sub-Total			12.000		13.000		12.000		12.000		12.000		12.000		12.000		12.000		12.000		109.000

(C) EARLY CHILDHOOD CARE AND EDUCATION																							
1	Training of teachers and workers @ 70/- for 30 days		30	0.630	30	0.630	30	0.630	30	0.630	30	0.630	30	0.630	30	0.630	30	0.630	30	0.630	30	0.630	5.670
2	ECE workers honorarium	0.010	15	1.800	15	1.800	15	1.800	15	1.800	15	1.800	15	1.800	15	1.800	15	1.800	15	1.800	15	1.800	16.200
3	ECE Helper Honorarium	0.007	15	1.260	15	1.260	15	1.260	15	1.260	15	1.260	15	1.260	15	1.260	15	1.260	15	1.260	15	1.260	11.340
4	TLM for ECE centre	0.100	15	1.500	15	1.500	15	1.500	15	1.500	15	1.500	15	1.500	15	1.500	15	1.500	15	1.500	15	1.500	13.500
5	Workshop for ECE		1	1.060			1	1.060	1	1.060	1	1.060	1	1.060	1	1.060	1	1.060	1	1.060	1	1.060	8.480
6	Purchase of play materials	0.050	15	0.750			15	0.750	15	0.750	15	0.750	15	0.750	15	0.750	15	0.750	15	0.750	15	0.750	6.000
7	Evaluation and monitoring			1.000		1.810		1.000		1.000		1.000		1.000		1.000		1.000		1.000		1.000	9.810
	Sub-Total			8.000		7.000		8.000		8.000		3.000		8.000		8.000		8.000		8.000		8.000	71.000
(D) EDUCATION FOR SC/ST																							
1	Rent charges of Hostel	0.180	2	3.600	2	3.600	2	3.600	2	3.600	2	3.600	2	3.600	2	3.600	2	3.600	2	3.600	2	3.600	32.400
2	Honorarium of Warden	0.050	2	1.200	2	1.200	2	1.200	2	1.200	2	1.200	2	1.200	2	1.200	2	1.200	2	1.200	2	1.200	10.800
3	Honorarium of Cook	0.010	2	0.240	2	0.240	2	0.240	2	0.240	2	0.240	2	0.240	2	0.240	2	0.240	2	0.240	2	0.240	2.160
4	Furniture and equipments	1.500	2	3.000																			3.000
5	Food		2	6.000		9.000		9.000		9.000		9.000		9.000		9.000		9.000		9.000		9.000	78.000
6	Electric and water charges			0.460		0.460		0.460		0.460		0.460		0.460		0.460		0.460		0.460		0.460	4.140
7	Contingency			0.500		0.500		0.500		0.500		0.500		0.500		0.500		0.500		0.500		0.500	4.500
	Sub-Total			15.000		15.000		15.000		15.000		15.000		15.000		15.000		15.000		15.000		15.000	135.000
	GRAND TOTAL			50.000		50.000		50.000		50.000		50.000		50.000		50.000		50.000		50.000		50.000	450.000

PROPOSED BUDGET FOR 9 YEARS PERSPECTIVE PLAN : AIZAWL DISTRICT, MIZORAM

Project : Civil Works																						Rupees in lakhs			
SI No	ITEMS	Unit Cost	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		TOTAL				
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial			
1	Construction of BRC/CRC buildings	6.000	10	60.000																	10	60.000			
2	Construction of CLRC buildings	2.000	37	74.000	7	14.000	11	22.000													55	110.000			
3	Renovation of existing P/S	2.000			100	200.000	63	126.000	11	22.000											174	348.000			
4	Renovation of existing Upper P/S	2.000					41	82.000	56	112.000	11	22.000									108	216.000			
5	Construction of building to buildingless P/S	1.500	3	4.500																	3	4.500			
6	Construction of building to buildingless Upper P/S	2.500	1	2.500																	1	2.500			
7	Construction of new P/S building	1.500	1	1.500																	1	1.500			
8	Construction of new Upper P/S building	2.500	8	20.000																	8	20.000			
9	Construction of additional room for P/S to accommodate Class-V	0.800							132	105.600	151	120.800									283	226.400			
10	Construction of room for headmaster /instruction room to Upper P/S	0.800									75	60.000									75	60.000			
11	Installation of drinking water facilities to P/S	0.150					62	9.300													62	9.300			

SI No	ITEMS	Unit Cost	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		TOTAL	
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
12	Installation of drinking water facilities to Upper P/S including new school	0.150													57	8.550					57	8.550
13	Separate toilet facilities for girls in UPS	0.100													107	10.700					107	10.700
14	Toilet facilities for P/S including one new P/S	0.100	285	28.500																	285	28.500
15	Toilet facilities for Upper P/S including new schools	0.100	185	18.500																	185	18.500
16	Boundary walls for P/S	0.800										167	133.600	188	94.400						285	228.000
17	Boundary walls for Upper P/S	0.800								43	38.400	109	87.200								157	125.600
18	Maintenance and repair grant	0.050	445	22.250	441	22.050						461	23.050			450	22.500	400	20.000			109.850
19	Major repair to old and worn out buildings of P/S	1.500													88	132.000	150	225.000			238	357.000
20	Major repair to old and worn out buildings of Upper P/S	2.000																	115	230.000	115	230.000
	TOTAL			231.750		236.050		239.300		239.600		241.200		243.850		245.650		247.500		250.000		2174.900

CHAPTER - XIII

IMPLEMENTATION SCHEDULE PROPOSED FOR PRESPECTIVE YEARS 2002-2011

Sl. No.	Items	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
MANAGEMENT										
1	DPO Consumable	❖	❖	❖	❖	❖	❖	❖	❖	❖
2	Water, Electricity & Telephone charge	❖	❖	❖	❖	❖	❖	❖	❖	❖
3	TA/DA	❖	❖	❖	❖	❖	❖	❖	❖	❖
4	Contingency	❖	❖	❖	❖	❖	❖	❖	❖	❖
5	Salary of 5 Computer Operators	❖	❖	❖	❖	❖	❖	❖	❖	❖
6	Charge allowance of DPC	❖	❖	❖	❖	❖	❖	❖	❖	❖
7	Charge Allowance of DDPC	❖	❖	❖	❖	❖	❖	❖	❖	❖
8	Charge allowance of 11 CPC	❖	❖	❖	❖	❖	❖	❖	❖	❖
9	Ren for District and Sub-District Offices	❖	❖	❖	❖	❖	❖	❖	❖	❖
10	Hiring of Vehicle	❖	❖	❖	❖	❖	❖	❖	❖	❖
11	P.O.L	❖	❖	❖	❖	❖	❖	❖	❖	❖
12	Purchase of Computer and Printers	❖								
13	Purchase of motor bike in lieu of condemed bikes (11 nos)	❖								
14	Salary of 1 JE for enquiry cell	❖	❖	❖	❖	❖	❖	❖	❖	❖
15	Salary of 1 attendant to assist J.E.	❖	❖	❖	❖	❖	❖	❖	❖	❖
16	Consultancy and Planning Exercise	❖	❖	❖	❖	❖	❖	❖	❖	❖
17	Installation of Telephone and EPABX	❖								
18	Household Survey		❖	❖	❖	❖	❖	❖	❖	❖
19	Office Stationeries	❖	❖	❖	❖	❖	❖	❖	❖	❖
20	Cost of Establishment of Engineering Cell	❖	❖	❖	❖	❖	❖	❖	❖	❖

RESEARCH, EVALUATION, SUPERVISION AND MONITORING										
22	Research, Evaluation, Supervision and Monitoring	❖	❖	❖	❖	❖	❖	❖	❖	❖
COMMUNITY MOBILISATION AND PARTICIPATION										
23	Orientation training to community leaders SEC	❖	❖	❖	❖	❖	❖	❖	❖	❖
ACCESS AND ALTERNATIVE SCHOOLING										
24	Honorarium to Education volunteer (EV)	❖	❖	❖	❖	❖	❖	❖	❖	❖
25	Training of Educational Volunteer	❖	❖	❖	❖	❖	❖	❖	❖	❖
26	TLM at the centre	❖	❖	❖	❖	❖	❖	❖	❖	❖
27	Contingency @ 468.75 per centre	❖	❖	❖	❖	❖	❖	❖	❖	❖
28	Centre cost @ 845 per learner	❖	❖	❖	❖	❖	❖	❖	❖	❖
29	5% of administrative cost	❖	❖	❖	❖	❖	❖	❖	❖	❖
30	Circle management cost @ 100 per child	❖	❖	❖	❖	❖	❖	❖	❖	❖
PEDAGOGY AND SCHOOL IMPROVEMENT										
31	Salary of new PS teachers @ Rs. 6240/-	❖	❖	❖	❖	❖	❖	❖	❖	❖
32	Salary of new M/S teachers	❖	❖	❖	❖	❖	❖	❖	❖	❖
33	Orientation training to new recruits for 30 days @ 70/-	❖	❖	❖	❖	❖	❖	❖	❖	❖
34	Training of untrained teachers for 60 days @ 70/-	❖								
35	Training of teachers for 20 days @ 70/-	❖	❖	❖	❖	❖	❖	❖	❖	❖
36	Teachers grant	❖	❖	❖	❖	❖	❖	❖	❖	❖
37	Salary of CRP/ CLRPS for 110 CRPs	❖	❖	❖	❖	❖	❖	❖	❖	❖
38	Training of CRP/CLRPs @ 70 x 20 days	❖	❖	❖	❖	❖	❖	❖	❖	❖
39	School grants for Equipment	❖	❖	❖	❖	❖	❖	❖	❖	❖
40	Contingency for CRC/BRC	❖	❖	❖	❖	❖	❖	❖	❖	❖
41	Contingency for CLRC	❖	❖	❖	❖	❖	❖	❖	❖	❖
42	Furniture grant for CRC/BRC	❖	❖	❖	❖	❖	❖	❖	❖	❖

43	Furniture grant for CLRC	❖	❖	❖	❖	❖	❖	❖	❖	❖
44	TLE Grant for UPS	❖	❖	❖	❖	❖	❖	❖	❖	❖
45	Free text book to SC/ST children @ 150/-	❖	❖	❖	❖	❖	❖	❖	❖	❖
46	Free text books to girls of general @ 150/	❖	❖	❖	❖	❖	❖	❖	❖	❖
EDUCATION OF FOCUSS GROUP										
47	IEDC	❖	❖	❖	❖	❖	❖	❖	❖	❖
INNOVATIVE EDUCATION										
(a) EDUCATION FOR GIRLS										
48	Honorarium of Teacher	❖	❖	❖	❖	❖	❖	❖	❖	❖
49	Food and Lodging	❖	❖	❖	❖	❖	❖	❖	❖	❖
50	Honorarium of Warden	❖	❖	❖	❖	❖	❖	❖	❖	❖
51	Honorarium of cook	❖	❖	❖	❖	❖	❖	❖	❖	❖
52	Electric and water charges	❖	❖	❖	❖	❖	❖	❖	❖	❖
53	Contingency	❖	❖	❖	❖	❖	❖	❖	❖	❖
(b) COMPUTER EDUCATION										
54	Construction of Computer room	❖	❖	❖						
55	Procurement of Computer (including printer)	❖	❖	❖						
56	Purchase of Furniture	❖	❖	❖						
57	Honorarium of Computer Operator	❖	❖	❖	❖	❖	❖	❖	❖	❖
58	Stationery	❖	❖	❖	❖	❖	❖	❖	❖	❖
59	Maintenance Charges			❖	❖	❖	❖	❖	❖	❖
(c) EARLY CHILDHOOD CARE & EDUCATION										
60	Training of teachers and workers @ 70/- for 30 days	❖	❖	❖	❖	❖	❖	❖	❖	❖
61	ECE workers honorarium	❖	❖	❖	❖	❖	❖	❖	❖	❖
62	ECE Helper-Honorarium	❖	❖	❖	❖	❖	❖	❖	❖	❖
63	TLM for ECE centre	❖	❖	❖	❖	❖	❖	❖	❖	❖
64	Workshop for ECE	❖			❖			❖		
65	Purchase of play materials	❖		❖		❖		❖		❖

66	Evaluation and monitoring	❖	❖	❖	❖	❖	❖	❖	❖	❖
(d) EDUCATION FOR SC/ST CHILDREN										
67	Rent charges of Hostel	❖	❖	❖	❖	❖	❖	❖	❖	❖
68	Honorarium of Warden	❖	❖	❖	❖	❖	❖	❖	❖	❖
69	Honorarium of Cook	❖	❖	❖	❖	❖	❖	❖	❖	❖
70	Furniture and equipments	❖								
71	Fooding	❖	❖	❖	❖	❖	❖	❖	❖	❖
72	Electric and water charges	❖	❖	❖	❖	❖	❖	❖	❖	❖
73	Contingency	❖	❖	❖	❖	❖	❖	❖	❖	❖
CIVIL WORKS										
74	Construction of CRC buildings	❖								
75	Construction of CLRC buildings	❖	❖	❖						
76	Construction of building to buildingless P/S	❖								
77	Construction of building to Buildingless UPS	❖								
78	New construction of P/S building for schooless village	❖								
79	New constnution of UPS for schooless village	❖								
80	Drinking water facilities for Upper P/S							❖		
81	Renovation of existing P/S		❖	❖	❖					
82	Drinking water facilities P/S			❖						
84	Additional room for all P/S for Class-V				❖	❖				
85	Separate room for Headmaster and additional instruction room to UPS					❖				
86	Boundary walls for Upper P/S					❖	❖			
87	Boundary walls for P/S						❖	❖		
88	Toilet facilities for P/S	❖								
89	Separate toilet facilities for girls in UPS							❖		
90	Toilet facilities for Upper P/S including new School	❖								

91	Renovation of existing P/S		❖	❖	❖				
92	Renovation of existing Upper P/S			❖	❖	❖			
93	Maintenance and repair	❖	❖				❖	❖	❖
94	Major repair to P/S						❖	❖	
95	Major repair to Upper P/S								❖

CHAPTER - XIV

ANNUAL WORK PLAN AND BUDGET FOR 2002 - 2003

The SSA Perspective Plan for Aizawl district for the period 2002-2011 had been prepared during the month of February-March 2002 and detail plan/activities proposed to be implemented during the current year i.e. 2002-2003 are given below.

Separate budget pages for the current year and perspective period are also attached for ready reference.

PROJECT MANAGEMENT :

- ☞ DPO Consumable
- ☞ Water, Electricity, Telephone etc.
- ☞ Travelling allowances and daily allowances.
- ☞ Contingency.
- ☞ Salary of computer operators.
- ☞ Charge allowance of District Project Co-ordinator, Dy. DPO and CPC.
- ☞ Rent for District and Sub-District Offices.
- ☞ Hiring of private vehicles for pool motor.
- ☞ P.O.L.

- ☞ Purchase of Computer and Printers.
- ☞ Purchase of Motor bike in lieu of condemned vehicles.
- ☞ Salary for engineering cell staffs.
- ☞ Consultation and planning exercise.
- ☞ Installation of telephone with EPABX.
- ☞ Stationaries etc.
- ☞ Cost of Engineering cell.

RESEARCH, EVALUATION, SUPERVISION AND MONITORING:

- ☞ Research, Evaluation, Supervision and Monitoring.

COMMUNITY MOBILISATION :

- ☞ Training of community leaders/SEC

ACCESS AND ALTERNATIVE SCHOOLING :

- ☞ Honorarium of education volunteers:
- ☞ Training of EV.
- ☞ Teaching learning materials.
- ☞ Contingency.
- ☞ Administrative cost.
- ☞ Centre cost.
- ☞ Circle Management cost.

PEDAGOGY AND SCHOOL IMPROVEMENT :

- ♦ Salary of new Primary School teachers and Upper Primary School teachers.
- ♦ Orientation training to new teachers.
- ♦ Training of Teachers.
- ♦ Teacher grants.
- ♦ School grants.
- ♦ Salary of Circle Resource Persons and Cluster Resource Persons.
- ♦ Training of CRPs and CLRPs.
- ♦ Equipment grant to schools.
- ♦ Contingency for CRCs and CLRCs.
- ♦ Furniture grant to CLRCs.
- ♦ TLE to Upper Primary Schools.
- ♦ Free text book to SC/ST students.
- ♦ Free text book to girls of general.

EDUCATION OF FOCUSS GROUP :

- ♦ Integrated education for disable children.

INNOVATIVE EDUCATION :

Innovative Education shall be taken up through the following interventions :-

- ◆ Education for girls.
- ◆ Computer education.
- ◆ Early childhood care and Education.
- ◆ Education for SC/ST children.

CIVIL WORKS :

- ◆ Construction of CRC and CLRC buildings.
- ◆ Construction of building to buildingless Primary Schools and Upper Primary Schools.
- ◆ Construction of new Primary School buildings and Upper Primary School buildings.
- ◆ Toilet facilities for Primary Schools and Upper Primary Schools
- ◆ Maintenance and repair grants.

CHAPTER - XV

Implementation Schedule for 2002-2003 Annual Work Plan and Budget, Aizawl District, Mizoram																
Sl. No	Items	Unit Cost	Physical	Financial	April	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March
MANAGEMENT																
1	DPO Consumables			1.770	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
2	Water, electricity, telephone charges	0.150	12	1.800	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3	TA & DA		12	3.800	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
4	Contingency		12	2.600	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
5	Salary of 5 Computer Operators	0.065	12	3.900	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
6	Charge allowance of District Project Co-ordinator	0.020	12	0.240	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
7	Charge allowance of Dy. DPC	0.015	12	0.180	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
8	Charge allowance of 11 CPC	0.010	12	1.320	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
9	Rent for District and Sub-District Offices	0.300	12	3.600	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
10	Hiring of Private Vehicle for pool Motor	0.350	12	4.200	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
11	POL		12	2.000	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
12	Purchase of Computer and Printer	0.550	4	2.200						❖	❖					
13	Purchase of Motor Bike in lieu of condemn vehicles	0.630	11	6.930						❖	❖	❖				
14	Salary of 1 J.E.	0.065	12	0.780	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
15	Salary of 1 attendant to assist J.E.	0.030	12	0.360	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
16	Consultancy and Planning Exercise			2.000	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
17	Installation of Telephone & EPABX	0.400	4	1.600									❖	❖	❖	❖
18	Office Stationeries			0.600	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
19	Cost of establishment of Engineering cell		12	2.300	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
	Sub - Total			42.180												

RESEARCH, EVALUATION, SUPERVISION AND MONITORING															
R.E.S. & P	0.014	463	6.482	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
Sub - Total			6.482												
COMMUNITY MOBILISATION															
Orientation training of Community leaders/SEC		1360	0.816						❖	❖	❖	❖			
Sub - Total			0.816												
ACCESS & ALTERNATIVE SCHOOLING															
Honorarium to EV	0.010	80	9.600	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
Training of EV	0.015	80	1.200						❖	❖	❖				
TLM at centre	0.011	80	0.880										❖	❖	❖
Contingency @ 468.75 per centre		80	0.375										❖	❖	❖
Centre cost per learner @ 845		2406	20.331											❖	❖
5% of Administrative Cost			1.020										❖	❖	❖
Circle management cost @ 100 per child		2406	2.406		❖					❖				❖	
Sub-Total			35.812												
PEDAGOGY AND SCHOOL IMPROVEMENT															
Salary of New Primary School Teacher @ Rs. 240		2	1.498	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
Salary of New Upper Primary School Teacher	0.085	40	40.800	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
Orientation training to new recruits for 30 days @ 70		42	0.820						❖	❖	❖	❖			
Training of un-trained teachers for 60 days @ 70		105	4.410						❖	❖	❖				
Teacher training for 20 days @ 70		2724	38.136								❖	❖	❖	❖	❖
Teacher grant	0.005	2724	13.620											❖	❖
Salary of CRP/CLRP for 110 persons	0.100	110	132.000	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
Training of CRP/CLRPs for 20 days @ 70/-		110	1.540						❖	❖					
School Grant for equipment	0.002	461	9.220										❖	❖	❖
Contingency for CRC/BRC	0.125	11	1.375						❖	❖					
Contingency for CLRC	0.025	55	1.375						❖	❖					

40	Furniture grant for CLRC	0.100	6	0.600						❖	❖	❖				
41	TLE grant for Upper Primary Schools	0.500	10	5.000									❖	❖	❖	❖
42	Free Text Books to SC/ST students @ 150/-		55727	83.600			❖	❖	❖							❖
43	Free Text Books to girls of General @ 150/-		2883	4.323			❖	❖								❖
	Sub-Total			338.317												
EDUCATION OF FOCUS GROUP																
44	IEDC	0.012	467	5.604	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
	Sub-Total			5.604												
INNOVATIVE EDUCATION																
(a) EDUCATION FOR GIRLS																
45	Honararium of teachers	0.050	8	4.800	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
46	Food and lodging			7.200	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
47	Honararium of warden	0.050	2	1.200	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
48	Honararium of cook	0.010	2	0.240	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
49	Electric and water charges		12	0.560	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
50	Contingencies			1.000	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
(b) COMPUTER EDUCATION																
51	Construction of Computer room	1.000	2	2.000									❖	❖	❖	
52	Procurement of computer with printers	0.550	10	5.500									❖	❖	❖	
53	Purchase of furniture	0.250	2	0.500									❖	❖	❖	
54	Honararium of computer operator	0.065	4	3.120	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
55	Stationeries			0.880												
(c) EARLY CHILDHOOD CARE AND EDUCATION																
56	Training of teacher and workers for 30 days @ Rs. 70/-		30	0.630						❖	❖					
57	ECCE Worker honorarium	0.010	15	1.800	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
58	ECCE helper honorarium	0.007	15	1.260	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
59	TLM for ECCE centre	0.100	15	1.500											❖	❖
60	Workshop for ECCE			1.060											❖	❖
61	Purchase of play materials	0.050	15	0.750					❖	❖						
62	Evaluation and Monitoring			1.000	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖

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(d) EDUCATION FOR SC/ST CHILDREN																
63	Rent charges of hostel	0.150	2	3.600	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
64	Honorarium of warden	0.050	2	1.200	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
65	Honorarium of cook	0.010	2	0.240	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
66	Furniture and equipment	1.500	2	3.000											❖	❖
67	Food etc.		2	6.000	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
68	Electric and water charges		12	0.460	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
69	Contingency		12	0.500	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
	Sub-Total			50.000												
CIVIL WORKS																
70	Construction of BRC/CRC buildings	6.000	10	60.000						❖	❖	❖	❖	❖	❖	❖
71	Construction of CLRC buildings	2.000	37	74.000						❖	❖	❖	❖	❖	❖	❖
74	Construction of building to buildingless P/S	1.500	3	4.500										❖	❖	❖
75	Construction of building to buildingless Upper P/S	2.500	1	2.500												❖
76	Construction of new P/S building	1.500	1	1.500												❖
77	Construction of new Upper P/S building	2.500	8	20.000									❖	❖	❖	❖
	Toilet facilities for P/S	0.100	285	28.500						❖	❖	❖	❖	❖	❖	❖
	Toilet facilities for Upper P/S	0.100	185	18.500						❖	❖	❖	❖	❖	❖	❖
81	Maintenance and repair grant	0.050	445	22.250	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
	Sub-Total			231.750												
	GRAND TOTAL			710.961												

YEARWISE ALLOCATION OF FUND

Rupees in lakhs

Year	Management	Quality	Civil Works	Total
2002 - 2003	42.180	437.031	231.750	710.961
Percentage allotted	5.93%	61.47%	32.60%	100%
2003 - 2004	42.730	438.028	236.050	716.808
Percentage allotted	5.96%	61.11%	32.9%	100%
2004 - 2005	42.530	444.385	239.300	726.215
Percentage allotted	5.85%	61.20%	32.95%	100%
2005 - 2006	43.230	444.960	239.600	727.790
Percentage allotted	5.94%	61.14%	32.92%	100%
2006 - 2007	43.630	448.398	241.200	733.228
Percentage allotted	5.95%	61.15%	32.90%	100%
2007 - 2008	44.000	451.972	243.850	739.822
Percentage allotted	5.95%	61.09%	32.96%	100%
2008 - 2009	44.500	455.673	245.650	745.823
Percentage allotted	5.97%	61.09%	32.94%	100%
2009 - 2010	45.110	459.765	247.500	752.375
Percentage allotted	5.99%	61.11%	32.90%	100%
2010 - 2011	45.430	463.754	250.000	759.184
Percentage allotted	5.98%	61.09%	32.93%	100%
(GRAND TOTAL	393.340	4043.966	2174.900	6612.206
Percentage allotted	5.95%	61.16%	32.89%	100%

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