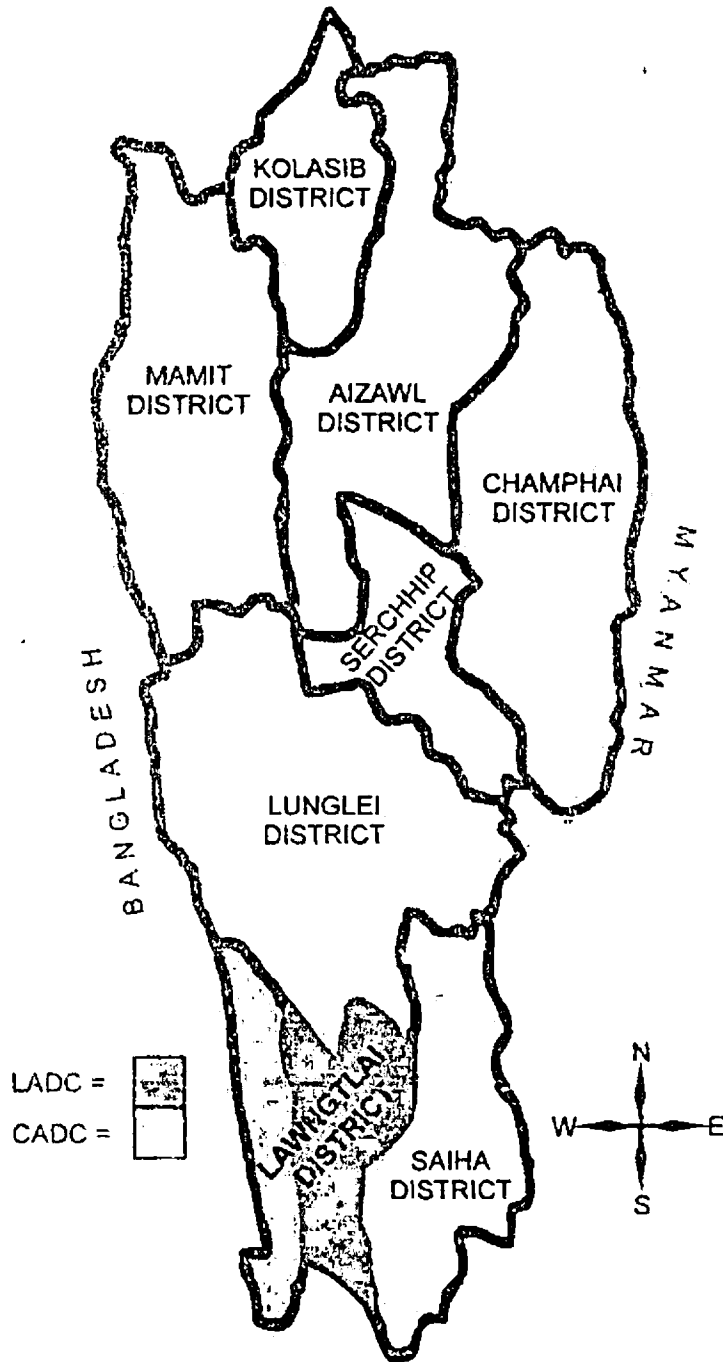


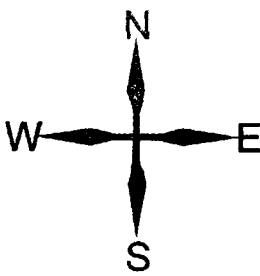
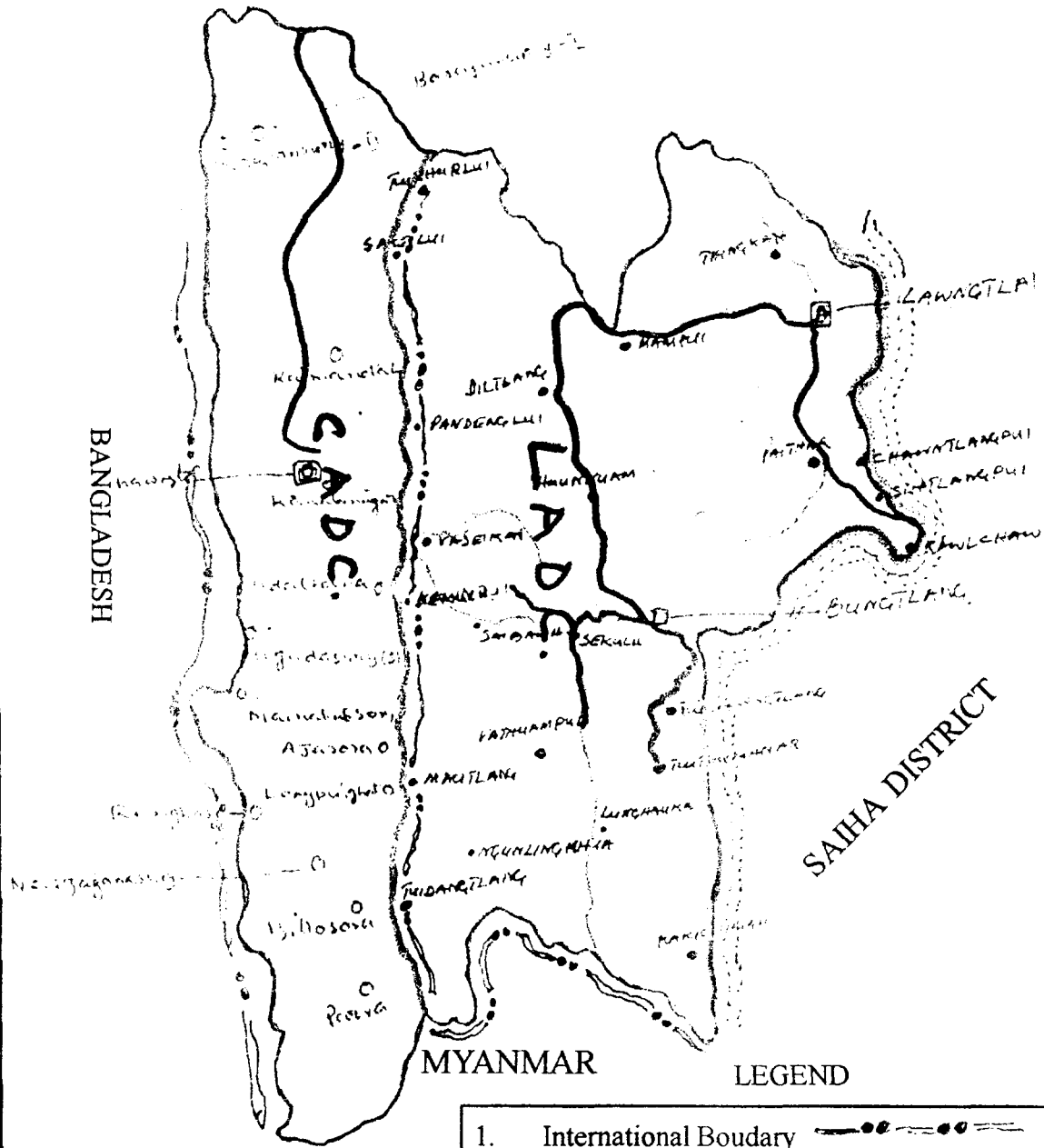
SARVA SHIKSHA ABHIYAN LAWNGTLAI DISTRICT



Elementary Education Plan
Mizoram

MAP OF LAWNGTLAI DISTRICT

LUNGLEI DISTRICT



LEGEND

1.	International Boudary	
2.	Block Boundary	
3.	District Boundary	
4.	Metalled Road	
5.	District Capital	
6.	Jeepable Road	
7.	Kolodyne River	



INDEX

Chapter	Contents	Page No.
I	Demographic Profile of the District	1 - 6
II	Educational Profile	7 - 26
III	Planning Process	27 - 31
IV	Issues and Strategies	32 - 40
V	Access, Enrolment & Retention	41 - 49
VI	Quality Improvement	50 - 52
VII	Special Focussed Group	53 - 55
VIII	Management Structure	56 - 65
IX	Research, Evaluation, Monitoring & Supervision	66 - 69
X	Improving School Infrastructure, Facilities and other Civil Works	69 - 73
XI	Implementation Arrangement	74 - 77
XII	Annual Work Plan & Budget for 2001 - 2002	78 - 80
XIII	Budget Summary	81 - 91
XIV	Implementation Scheduled Consolidated Statements for each year 2001 - 2002 to 2010 - 2011.	92 - 97

LAWNGTLAI DISTRICT AT A GLANCE

1.	Name of District	:	Lawngtlai District
2.	Area in Sq.Km.	:	2258 Sq. Km.
3.	Population	:	1) Male 35409 2) Female 34394
	Total	:	69803
4.	Headquarters	:	Lawngtlai
5.	Literacy Rate	:	45.76%
6.	No. of Autonomous District Councils	:	2 (two)
7.	No. of R.D Block	:	2 (two)
8.	No. of Civil Sub-Division	:	2 (two)
9.	Sex Ratio	:	970 females per 1000 males
10.	No. of Member of District Council Constituency	:	26
11.	No. of Legislative Assembly Constituency	:	2 (two)
12.	Density of Population	:	31 per sq. km.
13.	Date of creation of the District	:	11 th November, 1998.
14.	Common Languages in the District	:	Lai, Chakma, Mizo.

CHAPTER - I

DEMOGRAPHIC PROFILE OF LAWNGTLAI DISTRICT

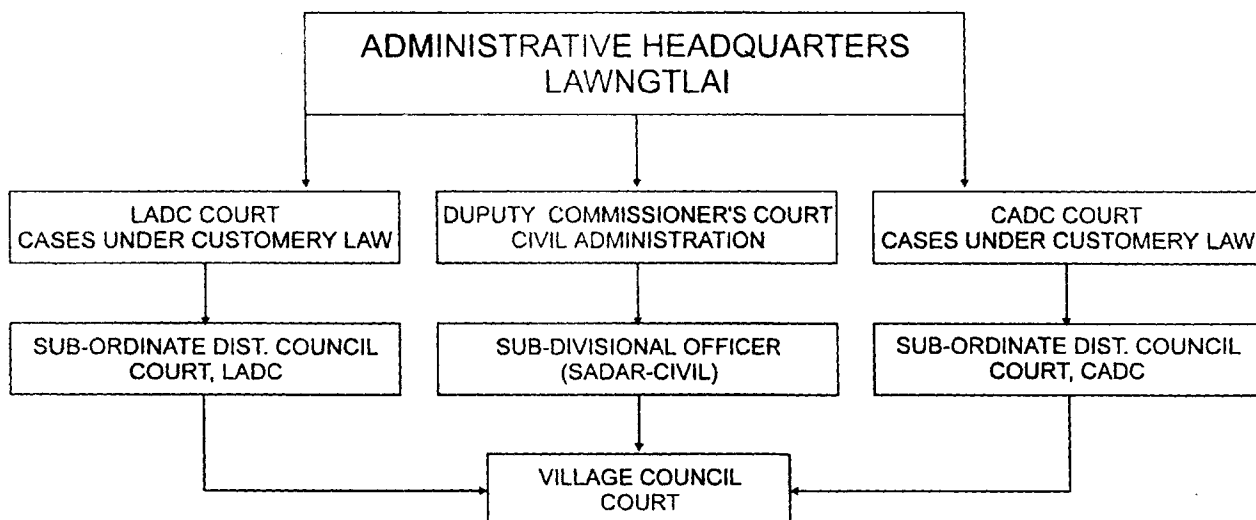
1. GEOGRAPHICAL AND DEMOGRAPHICAL

Lawngtlai District is one of the eight administrative Districts in Mizoram. The District was created on the 11th November, 1998. (vide : Government of Mizoram notification No. A. 60011/21/95-GAD. Dated Aizawl, the 11th November, 1998. It is located in the southern-most part of Mizoram having an international boundaries with Bangladesh in the west and Myanmar in the east. The district is bounded by Lunglei and Saiha District in the north and in the south respectively. Lawngtlai District covered an area of 2258 sq.km. with a population of 69803. The physical feature is mainly hilly except some small strip of low lying area along the western side of Chamdur Valley. The hills are of a mountainous system with a soft earth surface. Landslide disaster is a common seen especially during rainy season throughout the area. The western side of the district is covered by a thick virgin forest. The main rivers are Chhimtuipui river, Ngengpui river, Chawngte river and Tuiphal river. The average annual rainfall is about 285 cm.

In comparing with other districts in Mizoram, Lawngtlai district has various types of **uniqueness** and **peculiarity**. There are two Autonomous District councils within the district. The two-in-one district comprises the Lai Autonomous District (LADC) and the Chakma Autonomous District Council (CADC) with their Headquarters at Lawngtlai and Kamalanagar respectively. Having separate autonomous Legislature, the lais and the chakmas administered their respective autonomous regions. Whereas civil administration including all kinds of criminal cases come under Jurisdiction of the Deputy Commissioner (D.C) all cases triable under customary laws are vested within the Jurisdiction of the Autonomous District Councils.

Chart showing the administrative set-up of the district is given as under :

CHART



2. ADMINISTRATIVE SET-UP

Lawngtlai is the Headquarters of the District. It comprises two administrative Sub-Divisions and two Rural Development Blocks. Detail of Sub-Divisions and R.D Blocks are given in the following table.

Table No. 1.1

Sl. No.	Name of Sub-Division	Headquarter	Population		Literacy percentage		Total
			M	F	M	F	
1	Lawngtlai (Sadar)	Lawngtlai	17833	17442	55.78%	54.71%	54.94%
2	Chawngte (Civil)	Chawngte	17576	16952	42.90%	29.70%	36.38%
	Total		35409	34394	49.35%	42.60%	45.76%

Source : SSA Survey, 2001.

Note : The names and Headquarters of Civil Sub-Division and Rural Development Blocks are same with their boundaries and its population.

3. CLIMATIC CONDITION

Lawngtlai District has moderate climate. Relative humidity is highest during the south-west monsoon when they are about 85%. Heavy rainfall is usually received during the months from May upto September every year. The temperature ranges from 15° to 25°c during winter. The average annual rainfall is about 285 cm. The hottest period starts from the month of March upto August every year. During the rainy season there is heavily clouded. There is an increase of cloudiness from March onwards. A clear and cool weather starts appearing from the month of September upto January the next year.

4. SOCIO-CULTURAL BACKGROUND

The main communities occupying Lawngtlai District are the Lais, Chakmas, Bawm, Pang, etc. There are famous cultural heritage among such tribes. In the eastern side of the district where Lai community are the main inhabitants, **Chawnglaizawnh**, **Sarlamkai**, **Pawhlohtlawh** are the main cultural dances. In Chakma occupied area of the district, there are various tribes of back-ward classes. In this area, the main religion is Buddhism whereas in the eastern side ie. Lai occupied area, Christianity is prevailing as their major religion. The common languages speaks in the district are Lai, Chakma and various dialect of other back-ward tribes ie. Pang, Bru, Bawm etc. These communities have different fold dance, folk tales of their own. The common cultural dances of the Chakmas are **Nua Jhumo Naach** and **Biju Naach**.

The inhabitants of Lawngtlai District are very backward in various ways, the standard of living is very low and literacy percentage of the district is also the lowest amongst the eight district in Mizoram.

5. FLORA AND FAUNA

Lawngtlai district is situated within the tropical belt. It usually received high annual rainfall during the month from May upto September. In this region the tropical wet evergreen, mixed deciduous forest and wild banana forests are found. The western part of the region is covered by a thick virgin forest. A host of skima wallichii, Banyan tree, Gulmohar tree, Gamari, Jarus, Champa and several kinds of bamboos, climbers of different kinds and many kinds of wild fruits are found in this area. Several kinds of plants and herbs which re good for making herbal medicines are also found in this region.

Wild animals like, Tigers, Elephants, Wild Boar, Bear, Monkey and different kinds of deer and birds like parrot, eagle, jungle fowl, pegeion and different kinds of reptiles like Python, lizard, tortoise, frog are also found in the western part of the region, called **Ngengpui Sanctuary**. The population of such animals are gradually decreasing year by year because of shifting cultivation.

The common domestic animals are Pigs, Cattles, Goats, Buffaloes and Dogs.

6. COMMUNICATION

The communication system of the district is the worst amongst other district in Mizoram. The National Highway No. 54 crossed the district headquarters and stretches towards Saiha District. From the district headquarters there is only one mettaled road upto Bungtlang 'S'. Most of the communication system in the western side are fair weather roads and jeepable roads. During rainy season there is a very hard problem in communication because of landslide and river flood. The rest of the people living beyond Ngengpui river usually remain cut off during rainy season because of river flood and landslide.

Table No. 1.2 Showing type of Communication within the District in R.D Block-wise

Sl. No.	Name of Block	Type of Communication in KM			
		Truckable	Jeepable	Fair weather	Total
1	Lawngtlai	145 Km	220 Km	180 Km	545 Km
2	Chawngte	-	15 Km	115 Km	130 Km

7. OCCUPATION

In Lawngtlai District one third of the total population are depends on agriculture. The main method of agriculture is jhuming/shifting cultivation, thus most of the people are cultivator. The seeding is done during March and harvesting period starts by the end of October and usually ended in November. Especially people, living in the district headquarters (Lawngtlai) are also engaged in various services in Government, business particularly in Autonomous District councils. The economic status of district is the lowest in compared with other districts in Mizoram. Attempts had been made by the Autonomous District Councils (LADC/CADC) to uplift the method of agriculture and replacement of shifting cultivation by wet rice cultivation (WRC) in the western area of the district called '**Chamdur Valley Project**'. Further in the western belt of the area, there are vast fertile plains which

are highly potential for agricultural purposes in the valleys of the two rivers - Thega and Tuichawng and proper harvestment of the plains will make the district self sufficient in food grains.

Table shows the status of occupation in Cluster-wise (villages under LADC)

Table No. 1.3 (A)

Sl. No.	Name of Cluster	No. of Household	OCCUPATION							
			A	B	C	D	E	F	G	H
1	Lawngtlai Bazar	623	124	91	287	15	67	13	24	2
2	Lawngtlai - III	672	135	78	435		14		10	
3	Vengpui	1198	199	180	715	5	41		44	14
4	Chandmary	911	263	173	286	14	87	17	48	23
5	Paithar	377	58	19	271	10			17	2
6	Vathuampui	371	26	14	280		17		22	12
7	Chawngte (P)	329	53	3	268				4	1
8	Diltlang	302	36	9	242		4		2	9
9	Sakeilui	537	4	25	345	110	36	10	7	
10	Vaseikai	345	7		281		17		31	9
11	Tuithumhnar	371	24	8	331		3		2	3
12	Bungtlang 'S'	543	58	14	426		4		15	26
13	Sekulh	516	15	7	467		11		12	4
	Total	7095	1002	621	4634	154	301	40	238	105

Source : SSA Survey 2001

Code :

A = Government Servant

E = Business

B = Private Service

F = Contractor

C = Cultivator

G = Daily Labour

D = Artisan

H = Religious functionery (Pastor etc.)

Note : LADC = Lai Autonomous District Council

Table shows the status of occupation in Cluster-wise (Villages under CADC).

Table No. 1.3 (B)

Sl. No.	Name of Cluster	No. of Household	OCCUPATION							
			A	B	C	D	E	F	G	H
1	Parva	487	12	1	469		4		1	
2	Rajmandal	557	82	11	412		12		38	2
3	Ugudasury 'S'	362	35	1	164	159	3			
4	Ajasora	498	35	98	338		12	3	12	
5	Billosoka	323	19	2	253	5	12		32	
6	New-Jaganasury	488	35	4	426		15		8	
7	Vaseitlang	435	46	6	366		9	1	4	3
8	Mainabapsora	271	24	64	174		7		2	
9	Borapansury - I	304	64	11	215		4		10	
10	Kamalanagar	631	234	62	189		40	3	103	
11	Udalthana	493	41	13	378	3	57	1		
12	Rengkasya	354	10	2	337		5			
13	Borapansury - II	447	56	63	260	42	14	4	8	
	Total	5650	693	338	3981	209	194	12	218	5

Source : Under SSA Survey report, 2001.

A = Government Servant

E = Business

B = Private Service

F = Contractor

C = Cultivator

G = Daily Labour

D = Artisan

H = Religious functionery (Pastor etc.)

Note : CADC = Chakma Autonomous District Council

Table No. 1.4 (A) Economic status in Cluster-wise (Villages under LADC)

Sl. No.	Name of Cluster	No. of Household	LEVEL OF INCOME		
			Low	Middle	High
1	Lawngtlai Bazar	623	403	210	10
2	Lawngtlai - III	672	452	215	5
3	Vengpui	1198	752	440	6
4	Chandmary	911	511	394	6
5	Paithar	377	343	34	
6	Vathuampui	371	331	40	
7	Chawngte (P)	329	309	20	
8	Ditlang	302	278	22	2
9	Sakeilui	537	527	10	
10	Vaseikai	345	331	14	
11	Tuithumhnar	371	346	25	
12	Bungtlang 'S'	543	501	38	4
13	Sekulh	516	504	12	
	Total	7095	5588	1474	33

Source : SSA Survey, 2001.

Economic status in Cluster-wise (Villages under CADC)

Table No. 1.4 (B)

Sl. No.	Name of Cluster	No. of Household	LEVEL OF INCOME		
			Low	Middle	High
1	Parva	487	392	94	1
2	Rajmandal	557	408	140	9
3	Ugudasury 'S'	362	268	90	4
4	Ajasora	498	348	140	10
5	Billosoka	323	262	56	5
6	New-Jaganasury	488	405	70	13
7	Vaseitlang	435	327	100	8
8	Mainabapsora	271	191	60	20
9	Borapansury - I	304	203	82	19
10	Kamalanagar	631	374	220	37
11	Udalthana	493	225	264	4
12	Rengkasya	354	272	80	2
13	Borapansury - II	447	244	191	12
	Total	5650	3919	1587	144

Source : SSA Survey, 2001.

CHAPTER - II

EDUCATIONAL PROFILE OF LAWNGTLAI DISTRICT

The sixth schedule to the constitution of India Article - 244 (2) and 275 (1) Para 6 (1) conferred certain powers to the Autonomous District Councils. One of the powers is establishment, construction and management of lower primary schools. Terms and condition for transfer of lower Primary School to the Autonomous District Councils from Union Territory of Mizoram was made in 1975 in a meeting of Chief Executive Member of Lai, Mara and Chakma Autonomous District Council on 21.7.1975. Accordingly, Lower Primary Schools were transferred to the Authority of the respective Autonomous District Councils with their buildings, furnitures, teaching Aids and equipment etc. The service of teachers serving in these schools was also transferred on deputation as foreign service. Later in 1994, with the implementation of enhancement of power to the Autonomous District Councils Upper Primary Schools within these Districts were transferred to the Lai Autonomous District Council (LADC) and Chakma Autonomous District Council (CADC) respectively.

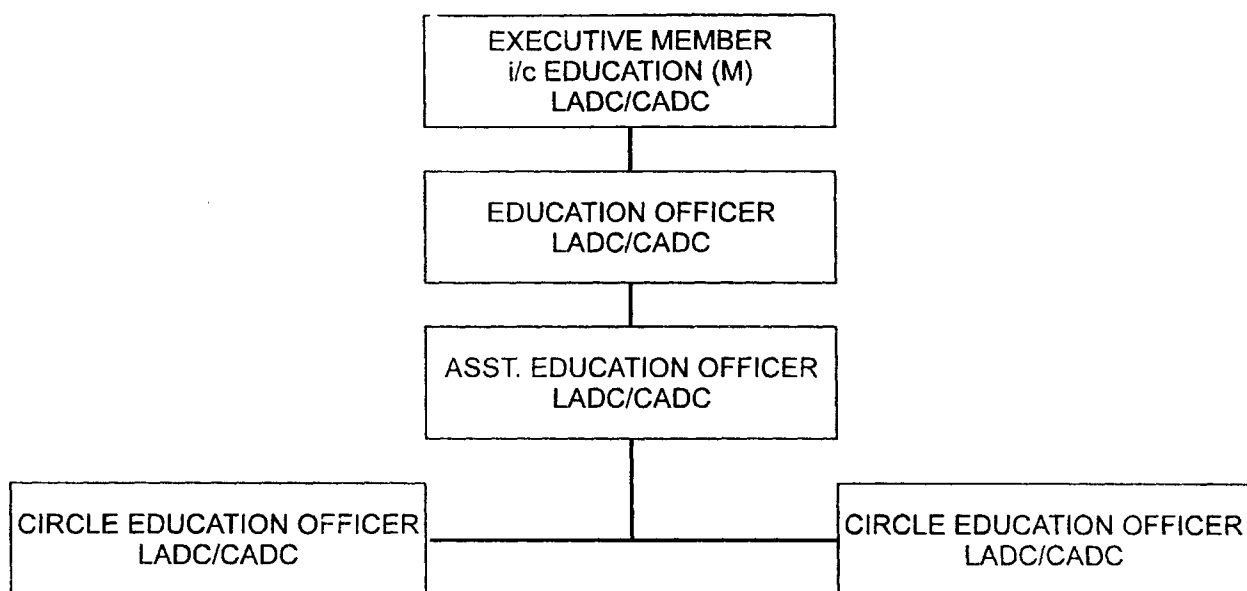
Consequent upon the transfer of elementary education upto Upper Primary Schools level to the Authority of the respective District Councils, financing and budgeting of the schools came under the responsibility of the said councils. However, due to financial constraint management and progress of the schools could not bear good result. There are 158 Lower Primary School and 56 Upper Primary Schools within Lawngtlai District. Several efforts have been made to raise the standard of elementary education within this District; but the councils are facing financial hardship in managing the schools. The literacy percentage of the District is 45.76% (SSA Survey report) while the literacy percentage in Aizawl District is 98%. In compared with other District, Lawngtlai District which is very low in literacy percentage needs to be given special consideration especially in managing the schools.

1. EDUCATIONAL ADMINISTRATION

Lawngtlai District is divided into two educational administration. The Lai Autonomous District Council administered all elementary schools within Lawngtlai R.D Block. The Chakma Autonomous District Council administered all elementary schools within Chawngte R.D. Block.

Chart showing Educational Administrative set-up in Lawngtlai district is hereby given;

CHART



2. MANAGEMENT-WISE INSTITUTION

Since, elementary education was handed over to Autonomous District Council by State Government in 1994. All administrative set-up regarding elementary education including, appointment of teacher, posting and transfer came under the jurisdiction of the autonomous district councils within their respective areas.

Table showing number of Institution in management-wise within LADC and CADC areas.

Table No. 2.1 (A) Management-wise Institution (Under LADC Circle)

Sl. No.	Type of Management	Lower Primary	Upper Primary	Total
1	Government	79	12	91
2	Deficit		12	12
3	Aided			
4	Private	4	13	17
	Total	83	37	120

Source : SSA Survey, 2001.

Table No. 2 (B) Management-wise Institution (Under CADC Circle)

Sl. No.	Type of Management	Lower Primary	Upper Primary	Total
1	Government	63	5	68
2	Deficit			
3	Aided		13	13
4	Private	12	1	13
	Total	75	19	94

Source : Survey under SSA, 2001.

Table No. 2.2 Name of Private Middle School/Upper Primary School in LADC area.

1	Chainhu Private M/S
2	L - I Private M/S
3	Saikah Private M/S
4	Jehova Jireh English Medium
5	Ngurnunsangi English Medium
6	ML Junior English School
7	Private M/S Vartek
8	Donbosco English Medium
9	Presbyterian Church M/S
10	Presbyterian Church M/S
11	Mautlang Private M/S
12	Rengpuia Memorial M/S
13	Little Flower M/S

Lawngtlai District is divided into two Autonomous Councils. Again these two autonomous councils are divided into two Circle each. As per the survey of SSA on August 2001, the number of Primary School is 158 and 56 Middle/Upper Primary Schools. The following table shows the existing number of Primary and Upper Primary Schools in Circle-wise.

VILLAGE WISE INSTITUTION & TEACHERS

2.3 (A)

Sl. No	Name of Village	No. of Anganwad i	Lower Primary School		Upper Primary School	
			No. of Schools	No. of Teachers	No. of Schools	No. of Teachers
LAWNGTLAI						
1	Lawngtlai Bazar	1	4	20	4	20
2	Mampui	1	2	8	1	6
3	Ngengpuikai		1	3	1	4
4	Kawlchaw 'W'	1	1	3	1	4
5	Lawngtlai III	2	4	18	1	4
6	AOC Veng	1	2	8	1	4
7	Thingkah	1	2	6	1	4
8	Bawngkawn					
9	Vengpui	1	4	12	2	8
10	Council Veng	2	3	9	1	4
11	Chawnthangpui		1	3		
12	Saizawh 'E'		1	2		
13	Chandmary	2	4	18	3	12
14	College Veng	2	2	8	1	4
15	Chawnhu	1	1	2	1	4
16	Saikah 'L'		1	2		
17	Paithar	1	2	8	1	5
18	Sihtlangpui	1	1	3	1	5
19	Rulkual	1	2	4	1	4
20	R. Vanhne		1	2		
21	Saikah 'U'		1	4	1	4
22	Vathuampui		4	14	2	8
23	Chandur 'P'		1	3	1	4
24	Chamdurtlang		1	3	1	4
25	Mautlang		1	1	1	3
BUNGLANG 'S'						
1	Chawngte 'P'		2	6	1	4
2	Hmunlai		1	3	1	4
3	Mualbu 'L'		1	2		
4	Bolisora		1	1		
5	Laitlang					
6	Diltlang		2	6	1	5
7	Pandawnglui					
8	Chawngtelut		1	2		
9	Kakichhuah					
10	Sakeilut		1	2		
11	Tuikhurlui		1	2		
12	Sumsilui		1	4		
13	Karlui		1	3		

Sl. No	Name of Village	No. of Anganwadi	Lower Primary School		Upper Primary School	
			No. of Schools	No. of Teachers	No. of Schools	No. of Teachers
14	Joguasuri		1	2		
15	Hmawngbuchhuah		1	1		
16	Vaseikai		1	3		
17	Nghalimlui		1	1	1	3
18	Damlui		1	1		
19	Fangfarlui		1	1		
20	Tuidangtlang					
21	Zochachhuah		1	1		
22	Tuithumhnar		1	3	1	4
23	Ngengpuitlang		1	3	1	4
24	Hmawngbu		1	3	1	4
25	Sabualltang		1	1		
26	hruitezawl					
27	Kawrthindeng		1	2		
28	Dumzau					
29	Bungtlang 'S'		2	6	2	8
30	M. Kawnpui		2	5	1	4
31	Chikhurlui		1	2		
32	Saibawh		1	2		
33	Saikhawthlir		1	1		
34	Sekulh					
35	Tuisentlang		1	1		
36	Ngunlingkhua		1	1		
37	Tuichawngtlang					
38	Lunghauka		1	2		
39	Darnamtlang		1	1		
40	Dumzautlang					
41	Hmunnuam		1	3		
	Total	18	83	241	37	155
KAMALANAGAR						
1	Parva-I	1	1	4	1	7
2	Bondukbanga		1	1		
3	Siminasora		1	1		
4	Gobasury		1	1		
5	Kamtuli		1	1		
6	Parva-III	1	1	3		
7	Gulsingbabsong		1	1		
8	Baganpara	1	1	5		
9	Rajmandal-I		1	2		
10	Rajmandal-II		1	1		
11	Bajeisora	1	1	3	1	5
12	Nakdarasora		1	2		

Sl. No	Name of Village	No. of Anganwad i	Lower Primary School		Upper Primary School	
			No. of Schools	No. of Teachers	No. of Schools	No. of Teachers
13	Montola		1	1		
14	Saizawh 'W'	1	1	7	1	6
15	Ugudasury 'N'		1	1		
16	Mondirasora		1	3		
17	Borkalak		1	3		
18	Semeisury		1	1		
19	Betbanya		1	2		
20	Ajasora 'S'	1	1	3	1	3
21	Golasuri		1	3		
22	Devasora 'S'		1	1		
23	Billosora		1	1		
24	Fultuli		1	2		
25	Silosora		1	1		
26	Parva-III		2	4	1	4
27	New Jaganasory-I	1	1	4	1	6
28	Boraguisury		1	2		
29	Dursora		1	3		
30	Chotaguisury-I	1	1	3		
31	Fulsora		1	1		
32	New Jaganasory-II	1	1	8	1	6
33	Chotaguisury-II		2	2		
34	Vaseitlang-I	1	1	1		
35	Longpuighat	1	1	6	1	5
36	Baltuli		1	2		
37	Vaiseitlang-II	1	1	3		
38	Devasora 'N'		1	4		
39	Charluitlang		1	4		
40	Kamalanagar-I	1	2	9	2	21
41	Kamalanagar-II	1	2	19		
42	Kamalanagar-III		1	22	2	15
43	Udaltana-II		1	3		
44	Ulusury		1	3		
45	Jamersury		1	2		
46	Barmon		1	1		
47	Adubangasora		1	2		
48	Udaltana-I				1	5
49	Nalbanya		1	2		
	Total	14	52	164	13	83
BORAPANSURY						
1	Gerakuluksora		1	3		
2	Jarulsury	1	1	4	1	6
3	Ugudasury 'S'		1	1		

Sl. No	Name of Village	No. of Anganwad i	Lower Primary School		Upper Primary School	
			No. of Schools	No. of Teachers	No. of Schools	No. of Teachers
4	Borkabakhali		1	2		
5	Mainababsora-I	1	1	3		
6	Mainababsora-II		1	3		
7	Kukurdulya		1	4	1	6
8	Borapansury-I	1	1	8	1	9
9	Burbalovasora		3	3		
10	Ludisora		1	1		
11	Jaruldubosora		1	2		
12	Lokkisury		1	2		
13	Rengkasya		1	3	1	3
14	Boroituli		1	1		
15	Futsury		1	3		
16	Gerasury		1	1		
17	Chotapansury		2	2		
18	Ugalsury		1	2		
19	Borapansury-II	1	1	1	1	9
20	Silsury		1	1	1	3
	Total	4	23	50	6	36

Sources : SSA Survey 2001

From this table it can be seen that 51 Pre-Schooling/Anganwadi centres have been preparing children in the age group 3-5 years for Primary Schools. 51 villages are having Anganwadi centres. These centre are under the management of ICDS (Social Welfare Advisory Board) Preparation of Children of under age-group to have readiness for formal schooling providing health care, like nutritious food have been the aims of the programme.

As seen in the above table 48 Anganwadi centres used to prepare children below 6 years for their schooling facilities. Still 91 villages are without this facility. Incentiveness could not be drawn without motivating the children. Thus it is proposed to establish ECE centre in 84 villages where anganwadi centre are not available.

Table 2.4 Circle Wise Children Population (Between 0-5 years)

Sl. No.	Name of Circle	No. of Village	Total Population	Children population below 0-5 years
1	Lawngtlai	25	18846	4882
2	Bungtlang	41	16429	3881
3	Kamalanagar	49	24310	5675
4	Barapansury	20	10218	2461
	Total	135	69803	16899

Source : SSA Survey 2001

Table 2.5 No. of Anganwadi Centre in Circle-Wise and Requirement of ECE Centre

Sl. No.	Name of Circle	No. of Anganwadi	No. of Village	Requirement of ECE Centre
1	Lawngtlai	18	21	11
2	Bungtlang	12	45	29
3	Kamalanagar	14	49	35
4	Barapansury	4	20	16
	Total	48	135	91

Source : SSA Survey 2001

Note : Some village have 2 (two) ECE Centres.

Cluster-Wise Institution and Teachers (LADC)

Table 2.6 (A)

Sl. No.	Name of Cluster	No. of Schools			No. of Teachers			No. of 6-14 Years	Student Enrolment		
		LPS	UPS	Total	LPS	UPS	Total		LPS	UPS	Total
1	Lawngtlai Bazar	4	4	8	20	20	40	298	200	74	274
2	Mampui	2	1	3	8	6	14	197	98	42	140
3	Ngengpuikai	1	1	2	3	4	7	118	58	10	68
4	Kawichaw 'W'	1	1	2	3	4	7	87	56	16	72
	Sub-Total	8	7	15	34	34	68	700	412	142	554
5	Lawngtlai -III	4	1	5	18	4	22	320	332	130	462
6	A.O.C. Veng	2	1	3	8	4	12	239	103	50	153
7	Thingkah	2	1	3	6	4	10	214	130	53	183
8	Bawngkawn							14	4		4
	Sub-Total	8	3	11	32	12	44	787	569	233	802
9	Vengpui	4	2	6	12	8	20	452	242	59	301
10	Council Veng	3	1	4	9	4	13	280	151	69	220
11	Chawnthangpui	1		1	3		3	64	23	20	43
12	Sairawh	1		1	2		2	61	35		35
	Sub-Total	9	3	12	26	12	38	857	451	148	599
13	Chandmary	4	3	7	18	12	30	624	268	321	589
14	College Veng	2	2	4	8	4	12	351	124	44	168
15	Chawnhu	1	1	2	2	4	6	83	45	18	63
16	Saikah-L	1		1	2		2	39	24	13	37
	Sub-Total	8	6	14	30	20	50	1097	461	396	857
17	Paithar	2	1	3	8	5	13	181	98	46	144
18	Sihtlangpui	1	1	2	3	5	8	124	55	16	71
19	Rulkual	2	1	3	4	4	8	101	57	29	86
20	R. Vanhne	1		1	2		2	60	44		44
21	Saikah-U	1	1	2	4	4	8	148	80	17	97
	Sub-Total	7	4	11	21	18	39	614	334	108	442
22	Vathuampui	4	1	5	14	8	22	306	189	31	220
23	Chamdur 'P'	1	1	2	3	4	7	79	41	23	64
24	Chamdurtlang	1	1	2	3	4	7	95	70	6	76
25	Mautlang	1	1	2	1	3	4	94	35	24	59
	Sub-Total	7	4	11	21	19	40	574	335	84	419
26	Chawngte 'P'	2	1	3	6	4	10	200	184	10	194
27	Hmunlai	1	1	2	3	4	7	120	80	25	105
28	Mualbu-L	1		1	2		2	55	15	2	17
29	Bolisora	1		1	1		1	109	32	8	40
30	Laitlang							14			
	Sub-Total	5	2	7	12	8	20	498	311	45	356
31	Diltlang	2	1	3	6	5	11	209	158	31	189
32	Pandawnglui							55	33		33

Sl. No.	Name of Cluster	No. of Schools			No. of Teachers			No. of 6-14	Student		
		LPS	UPS	Total	LPS	UPS	Total		LPS	UPS	Total
33	Chawnghlui	1		1	2		2	130	84	39	123
34	Kakichhuah							44	23		23
	Sub-Total	3	1	4	8	5	13	438	298	70	368
35	Sakeilui	1		1	2		2	65	50		50
36	Tuikhurlui	1		1	2		2	67	42		42
37	Sumsilui	1		1	4		4	140	116		116
38	Karlui	1		1	3		3	91	52		52
39	Jognasury	1		1	2		2	201	62		62
40	Hmawngbuchhuah	1		1	1		1	155	84		84
	Sub-Total	6		6	14		14	719	406		406
41	Vaseikai	1		1	3		3	77	21	2	23
42	Nghalimlui	1	1	2	1	3	4	109	63	31	94
43	Damlui	1		1	1		1	102	67		67
44	Fangfarlui	1		1	1		1	93	26		26
45	Tuiidangtlang							22	8		8
46	Zochachhuah	1		1	1		1	60	32		32
	Sub-Total	5	1	6	7	3	10	463	217	33	250
47	Tuithumhnar	1	1	2	3	4	7	63	34	12	46
48	Ngengpuitlang	1	1	2	3	4	7	66	35	7	42
49	Hmawngbu	1	1	2	3	4	7	215	61	30	91
50	Sabualtlang	1		1	1		1	45	30		30
51	Hruitezawl							70	34		34
52	Kawrthindeng	1		1	2		2	106	71		71
53	Dumzau							31	16		16
	Sub-Total	5	3	8	12	12	24	596	281	49	330
54	Bungtlang 'S'	2	2	4	6	8	14	525	254	71	325
55	M. Kawnpui	2	1	3	5	4	9	121	71	19	90
56	Chikhurlui	1		1	2		2	100	79		79
57	Saibawh	1		1	2		2	175	115		115
58	Saikhawthlin	1		1	1		1	67	19		19
	Sub-Total	7	3	10	16	12	28	988	538	90	628
59	Sekulh							66	38	10	48
60	Tuisentlang	1		1	1		1	96	40		40
61	Ngunlingkhua	1		1	1		1	121	45		45
62	Tuichangtlang							213	75	9	84
63	Lunghauka	1		1	2		2	159	43		43
64	Darmantlang	1		1	1		1	29	29		29
65	Dumzautlang							23	23		23
66	Hmunnuam	1		1	3		3	110	69	12	81
	Sub-Total	5		5	8		8	817	362	31	393
	Grand Total	83	37	120	241	155	396	9148	4975	1429	6404

Source : SSA Survey 2001

Cluster-Wise Institution and Teachers (CADC)

Table 2.6 (B)

Sl. No.	Name of Cluster	No. of Schools			No. of Teachers			No. of 6-14 Years	Student Enrolment		
		LPS	UPS	Total	LPS	UPS	Total		LPS	UPS	Total
	PARVA										
1	Parva-I	1	1	2	4	7	11	344	193	34	227
2	Bondukbanga	1		1	1		1	60	22		22
3	Siminasora	1		1	1		1	57	43		43
4	Gobasury	1		1	1		1	70	29		29
5	Kamtuli	1		1	1		1	89	64	25	89
6	Parva-III	1		1	3		3	50	42	2	44
	Sub-Total	6	1	7	11	7	18	670	393	61	454
	RAJMANDAL										
7	Gulsingbapsora	1		1	1		1	69	59	2	61
8	Baganpara	1		1	5		5	109	17		17
9	Rajmandal-I	1		1	2		2	73	33		33
10	Rajmandal-II	1		1	1		1	68	46	6	52
11	Bajeisora	1	1	2	3	5	8	163	62	12	74
12	Nagdarasora	1		1	2		2	62	32	10	42
13	Montola	1		1	1		1	69	44	2	46
14	Saizawl 'W'	1	1	2	7	6	13	110	84	20	104
15	Ugudasury 'N'	1		1	1		1	57	22	4	26
	Sub-Total	9	2	11	23	11	34	780	399	56	455
	UGUDASURY										
16	Gerakuluksora	1		1	3		3	94	41	5	46
17	Jarulsury	1	1	2	4	6	10	159	84	23	107
18	Ugudasury 'S'	1		1	1		1	329	26	13	39
	Sub-Total	3	1	4	8	6	14	582	151	41	192
	AJASORA										
19	Mondirasora	1		1	3		3	133	18	3	21
20	Borkalak	1		1	3		3	125	35	2	37
21	Semeisury	1		1	1		1	44	31	8	39
22	Betbanya	1		1	2		2	36	34		34
23	Ajasora 'S'	1	1	2	3	3	6	271	89	41	130
24	Golasury	1		1	3		3	125	26		26
	Sub-Total	6	1	7	15	3	18	734	233	54	287
	BILLOSORA										
25	Devasora 'S'	1		1	1		1	158	45		45
26	Billosora	1		1	1		1	74	37	16	53
27	Fultuli	1		1	2		2	79	29		29
28	Silosora	1		1	1		1	41	40		40
29	Parva-II	2	1	3	4	4	8	61	18		18
	Sub-Total	6	1	7	9	4	13	413	169	16	185

Sl. No.	Name of Cluster	No. of Schools			No. of Teachers			No. of 6-14 Years	Student Enrolment		
		LPS	UPS	Total	LPS	UPS	Total		LPS	UPS	Total
NEW-JAGANASURY											
30	New-Jaganasury-I	1	1	2	4	6	10	236	170	49	219
31	Boraguisury	1		1	2		2	144	25		25
32	Dursora	1		1	3		3	41	17	3	20
33	Chotaguisury	1		1	3		3	76	24	1	25
34	Fulsora	1		1	1		1	56	28		28
35	New-Jaganasury-II	1	1	2	8	6	14	268	64	25	89
36	Chotaguisury-II	2		2	2		2	65	45	10	55
	Sub-Total	8	2	10	23	12	35	886	373	88	461
VASEITLANG											
37	Longpuighat	1	1	2	6	5	11	130	19	43	62
38	Vaseitlang-I	1		1	1		1	95	30		30
39	Battuli	1		1	2		2	39	24		24
40	Vaseitlang-II	1		1	3		3	90	72	17	89
41	Devasora 'N'	1		1	4		4	154	20	2	22
42	Charluitlang	1		1	4		4	45	41		41
	Sub-Total	6	1	7	20	5	25	553	206	62	268
MAINABAPSORA											
43	Borkabakhali	1		1	2		2	79	21		21
44	Mainabapsora-I	1		1	3		3	91	15		15
45	Mainabapsora-II	1		1	3		3	105	9		9
46	Kukurdulya	1	1	2	4	6	10	135	42	38	80
	Sub-Total	4	1	5	12	6	18	410	87	38	125
BORAPANSURY-I											
47	Borapansury-I	1	1	2	8	9	17	260	48	60	108
48	Kurbalovasora	3		3	3		3	141	116	13	129
	Sub-Total	4	1	5	11	9	20	401	164	73	237
KAMALANAGAR											
49	Kamalanagar-I	2	2	4	9	21	30	254	166	23	189
50	Kamalanagar-II	2		2	19		19	325	120	31	151
51	Kamalanagar-III	1	2	3	22	15	37	259	232	98	330
	Sub-Total	5	4	9	50	36	86	838	518	152	670
UDALTHANA											
52	Udalthana-II	1		1	3		3	123	13		13
53	Ulusury	1		1	3		3	94	24	2	26
54	Jamersury	1		1	2		2	148	20	1	21
55	Bormon	1		1	1		1	49	39		39
56	Adubangasora	1		1	2		2	78	22		22
57	Udalthana-I		1	1		5	5	207	32	70	102
58	Nalbanya	1		1	2		2	97	62	13	75
	Sub-Total	6	1	7	13	5	18	796	212	86	298

Sl. No.	Name of Cluster	No. of Schools			No. of Teachers			No. of 6-14 Years	Student Enrolment		
		LPS	UPS	Total	LPS	UPS	Total		LPS	UPS	Total
	RENGKASYA										
59	Ludisora	1		1	1		1	32	16	3	19
60	Jaruldubosora	1		1	2		2	72	12	2	14
61	Lokkisury	1		1	2		2	73	18		18
62	Rengkasya	1	1	2	3	4	7	162	22		22
63	Boroituli	1		1	1		1	39	37		37
64	Futsury	1		1	3		3	90	65	5	70
65	Gerasury	1		1	1		1	57	21		21
	Sub-Total	7	1	8	13	4	17	525	191	10	201
	BARAPANSURY-II										
66	Chotapansury	2		2	2		2	134	32	4	36
67	Ugalsury	1		1	2		2	96	30		30
68	Borapansury-II	1	1	2	1	9	10	186	55	12	67
69	Silsury	1	1	2	1	2	3	127	52	45	97
	Sub-Total	5	2	7	6	11	17	543	169	61	230
	Grand Total	75	19	94	214	119	333	8136	3265	798	4063

Source : SSA Survey 2001

Notes :

LPS = Lower Primary School

UPS = Upper Primary School

Table 2.7 (A) Lower Primary School with single Teacher and no additional Teachers required

SI No	Name of Village/School	No. of House-hold	Student Enrolment			No. of Teachers	Teacher Pupil ratio	Additional Teacher required
			Boys	Girls	Total			
LADC								
1	Bolisora	67	25	15	40	1	1:40	1
2	Fangfarlui	54	10	16	26	1	1:26	1
3	Damlui	83	33	34	67	1	1:67	1
4	Nghalimlui	88	37	26	63	1	1:63	1
5	Sabuaitlang	43	14	16	30	1	1:30	1
6	Ngunlengkua	108	23	22	45	1	1:45	1
7	Darnamtlang	29	14	15	29	1	1:29	1
8	Hmawngbuchhuah	88	39	45	84	1	1:84	1
9	Saikhawthlir	38	7	12	19	1	1:19	1
CADC								
10	Bondukbanga	65	12	10	22	1	1:22	1
11	Sininasora	40	23	20	43	1	1:34	1
12	Gobasury	30	20	9	29	1	1:29	1
13	Kamtuli	86	40	24	64	1	1:64	1
14	Gulsingbabsora	52	40	19	59	1	1:59	1
15	Rajmandal-I	56	20	13	33	1	1:33	1
16	Montola	70	30	14	44	1	1:44	1
17	Ugudasury 'N'	41	19	5	24	1	1:24	1
18	Ugudasury 'S'	176	15	11	26	1	1:26	1
19	Semeisury	36	20	11	31	1	1:31	1
20	Betbanya	28	28	6	34	1	1:34	1
21	Devasora 'S'	120	29	15	44	1	1:44	1
22	Billosora	54	27	10	37	1	1:37	1
23	Silosora	34	28	12	40	1	1:40	1
24	Fulsora	30	17	11	28	1	1:28	1
25	Vaseitlang-I	82	21	9	30	1	1:30	1
26	Barmon	35	30	9	39	1	1:29	1
27	Ludisora	22	10	6	16	1	1:16	1
28	Boraituli	32	17	20	37	1	1:37	1
29	Gerasury	33	12	9	21	1	1:21	1
30	Chotapansury	113	21	11	32	1	1:32	1
Total		1833	681	455	1136	30		30

Source : SSA Survey 2001

Table 2.7(B)

Lower Primary School with 2 (two) teachers and No. of Additional teacher required.

Sl No	Name of Village/School	No. of Household	Student Enrolment	No. of Teachers	Teacher Pupil ratio	Additional Teacher required
LADC						
1	Chawnhu	89	45	2	1:23	2
2	Saikah 'L'	29	24	2	1:12	2
3	R. Vanhne	40	44	2	1:22	2
4	Saizawh 'E'	31	35	2	1:18	2
5	Mualbu 'L'	43	15	2	1:8	2
6	Chawngtelui	33	84	2	1:42	2
7	Sakeilui	31	50	2	1:25	2
8	Tuikhurlui	46	42	2	1:21	2
9	Jogansury	110	62	2	1:31	2
10	Kawrthindeng	73	71	2	1:36	2
11	Chikurlui	38	79	2	1:37	2
12	Saibawh	81	115	2	1:58	2
13	Lunghauka	62	43	2	1:22	2
CADC						
14	Rajmandal-I	56	33	2	1:17	2
15	Nakdarasora	43	32	2	1:16	2
16	Betbonya	28	34	2	1:17	2
17	Fultuli	63	29	2	1:15	2
18	Baraguisury	75	25	2	1:23	2
19	Chotaguisury-II	40	45	2	1:12	2
20	Battuli	25	24	2	1:11	2
21	Barakabakali	56	21	2	1:20	2
22	Bormon	35	39	2	1:9	2
23	Lokkisury	53	18	2	1:6	2
24	Jaruldubsora	53	12	2	1:11	2
25	Adubangsora	47	22	2	1:31	2
26	Nalbanya	56	62	2	1:13	2
	Total	1336	1105	52		52

Source : SSA Survey 2001

Table 2.8

No. of Villages/Habitation without Lower Primary School

Sl. No.	Name of Village/Habitation	No. of Household	Total No. of Population	6-14 Years Children		
				Boys	Girls	Total
LADC						
1	Pandawnglui	60	380	23	27	50
2	Hruitezawl	50	243	29	26	55
3	Tuidangtlang	20	103	10	12	22
4	Laitalng	18	46	7	7	14
5	Kakichhuah	44	204	23	27	50
6	Dumzautlang	55	160	12	11	23
7	Tuichawngtlang	85	506	110	90	200
8	T. Dumzau	30	150	10	6	16
9	Sekulh	46	222	23	28	51
10	Bawngkawn	14	34	8	6	14
CADC						
11	Dulubanya	20	60	9	6	15
12	Chankala Adam	35	140	29	21	50
13	Bajeisora (Old)	36	108	13	13	26
14	Ngharum	23	92	20	16	36
15	Ajasora 'N'	24	72	13	11	24
16	Tungosora	38	190	18	20	38
17	Songrasury	32	88	10	9	19
18	Buichek	28	94	14	16	30
19	Tibirasora 'N'	21	126	21	10	31
20	Bungkawn	28	153	23	25	48
21	Lambasora	31	102	17	17	34
22	Phellyababsora	41	114	15	13	28
23	Gondasora	42	168	20	22	42
24	Kalabanya	22	132	17	19	36
25	Dursury	19	76	11	18	29
26	Silbanga	33	132	36	30	66
27	Pablakhali	31	108	19	20	39
28	Samuksora	29	160	40	47	87
29	New Chippui	17	97	12	9	21
30	Champaknagar	20	75	10	9	19
31	Dajara Adam	16	92	13	15	28
32	Tibirasora 'S'	18	130	21	18	39
33	Duduksora	27	118	20	17	37
34	Borkabakhali-II	39	148	36	29	65
	Total	1092	4823	712	670	1382

Table 2.9

No. of Villages/Habitation without Upper Primary School

Sl. No.	Name of Village	No. of Household	6-14 Years Children		
			Male	Female	Total
CADC					
1	Bondukbanga	65	31	29	60
2	Siminasora	40	32	25	57
3	Gobasury	30	38	32	70
4	Kamtuli	86	47	42	89
5	Parva-III	46	35	15	50
6	Gulsingbapsora	52	36	33	69
7	Baganpara	89	55	54	109
8	Rajmandal-I	56	40	33	73
9	Rajmandal-II	41	37	31	68
10	Nakdarasora	43	35	27	62
11	Montala	70	33	36	69
12	Ugudasury 'N'	41	31	26	57
13	Gerakuluksora	62	52	42	94
14	Ugudasury 'S'	176	157	172	329
15	Modirosora	76	67	66	133
16	Borkalak	80	67	58	125
17	Semeisury	36	12	32	44
18	Betbonya	28	18	18	36
19	Golasury	78	56	69	125
20	Devasora 'S'	120	87	71	158
21	Billosora	54	46	28	74
22	Fultuli	63	42	37	79
23	Silosora	34	29	12	41
24	Baraguisury	75	79	65	144
25	Dursora	33	27	14	41
26	Chotaguisury-I	51	37	39	76
27	Fulsora	30	27	29	56
28	Chotaguisury-II	40	31	34	65
29	Vaseitlang-I	82	40	55	95
30	Battuli	25	17	22	39
31	Vaseitlang-II	55	41	49	90
32	Devasora 'N'	122	81	73	154
33	Chaluitlang	37	23	22	45
34	Barakobakali	56	40	39	79
35	Mainabapsora-I	51	53	38	91
36	Mainabapsora-II	64	54	51	105
37	Kurbalovasora	110	72	69	141
38	Udaltana-II	87	64	59	123
39	Ulusury	58	51	43	94

Sl. No.	Name of Village	No. of Household	6-14 Years Children		
			Male	Female	Total
40	Jamersury	91	78	70	148
41	Barmon	35	28	21	49
42	Adubangasora	47	41	37	78
43	Nalbanya	58	54	43	97
44	Ludisora	22	11	8	19
45	Jaruldubosora	53	50	22	72
46	Lokkisury	53	34	39	73
47	Boroituli	32	32	17	49
48	Futsury	57	47	43	90
49	Gerasury	33	28	29	57
50	Chotapansury	113	59	75	134
51	Ugalsory	85	42	54	96
LADC					
52	Chawntlangpui	43	25	24	49
53	R. Vanhne	40	20	25	45
54	Saizawh 'E'	31	20	23	43
55	Hmunnuam	56	50	45	95
56	Pandawnglui	60	23	17	40
57	Chawngtelui	33	65	58	123
58	Mualbu 'L'	43	27	28	55
59	Sakeilui	31	20	30	50
60	Tuikhurlui	46	22	25	47
61	Sumsilui	156	69	62	131
62	Jognasury	110	99	96	195
63	Karlui	106	31	40	71
64	Bolisora	67	65	40	105
65	Fangfarlui	54	38	40	78
66	Damlui	83	46	41	87
67	Vaseikai	60	35	22	57
68	Sabualltang	43	14	16	30
69	Hruitezawl	50	29	26	55
70	Tuidangtlang	20	10	12	22
71	Kawrthindeng	73	44	47	91
72	Sekulh	46	23	28	51
73	Tuisentlang	75	43	37	80
74	Ngunlingkhua	108	59	42	101
75	Tuichawngtlang	85	110	90	200
76	Lunghauka	62	66	78	144
77	Darnamtlang	29	14	15	29
78	Dumzau	30	10	6	16
79	Dumzautlang	55	12	11	23
80	Kakichhuah	44	23	21	44
81	Zochachhuah	40	23	22	45

Sl. No.	Name of Village	No. of Household	6-14 Years Children		
			Male	Female	Total
82	Hmawngbuchhuah	88	70	80	150
83	Chikhurlui	38	44	41	85
84	Saibawh	81	80	75	155
85	Saikhawthlir	38	25	27	52
86	Laitlang	18	7	7	14
87	Bawngkawn	14	8	6	14
	Total	5177	3693	3450	7143

Source : SSA Survey 2001

Table 2.10 Class-wise enrolment of Students

CADC					
School Level	Class Level	Boys	Girls	Total	Girls Percentage
Lower Primary School	I	548	490	1038	47.21
	II	467	314	781	40.20
	III	443	277	720	38.47
	IV	320	219	539	40.63
	Total	1778	1300	3078	42.24
Upper Primary School	V	210	200	410	48.78
	VI	192	167	359	46.52
	VII	141	75	216	34.72
	Total	543	442	985	44.87
LADC					
School Level	Class Level	Boys	Girls	Total	Girls Percentage
Lower Primary School	I	778	698	1476	47.29
	II	630	623	1253	49.72
	III	623	645	1268	50.87
	IV	570	408	978	41.72
	Total	2601	2374	4975	47.72
Upper Primary School	V	342	340	682	49.85
	VI	246	227	473	47.99
	VII	131	143	274	52.19
	Total	719	710	1429	49.69

Table No. 2.11 Circle-wise Institutions :

Sl. No.	Name of Circle	Primary School			Middle School			
		Govt.	Private	Anganwadi	Govt.	Deficit	Aided	Private
1	Lawngtlai	44	3	21	7	8		9
2	Bungtlang	35	1	12	5	4		4
3	Kamalanagar	45	7	14	4		9	
4	Borapansury	18	5	4	1		4	1
	Total	142	16	51	17	12	13	14

Source : SSA Survey, 2001.

Table No. 2.12 Circle-wise villages/habitations

Sl. No.	Name of Circle	No. of Villages	No. of Family	Population
1	Lawngtlai	25	4152	18846
2	Bungtlang	41	2943	16429
3	Kamalanagar	49	3912	24310
4	Borapansury	20	1738	10218
	Total	135	12745	69803

Source : SSA Survey, 2001.

CHAPTER - III

OBJECTIVE OF SSA CONSOLIDATING & SURVEY, FORMATION OF CORE GROUP/EDUCATION COMMITTEE, FORMATION OF CLUSTER

PLANNING PROCESS UNDER SSA

The Universalisation of Elementary Education is not yet fulfill inspite of various efforts till now. A new intervention and scheme - Sarva Shiksha Abhiyan (SSA) with a clear time frame is launched. This SSA aimed at to provide essential and relevant elementary education for all sections of children in the age group of 6 - 14 years irrespective of caste, sex, religion, believe, faith, worship and colour.

OBJECTIVE OF SARVA SHIKSHA ABHIYAN

1. Universal enrolment of children in Elementary Education.
2. Universal access of Elementary Education.
3. Bridge all social and gender gaps at Primary stage by 2007 and at Elementary Education level by 2010.
4. Universal retention of children enroled in Elementary Education by 2010.
5. Focus on Elementary Education of satisfactory quality with emphasis on education per life.
6. All children completed five years of schooling by 2007 A.D.
7. All children completed eight years of schooling by 2010.
8. All children in School, Education Guarantee Centre, Alternate School, back to school camps by 2003.

On the process of planning District Education, the participation of community is vital. Without the active participation of community in the management of school, the SSA would become unfruitful.

SURVEY AND CONSOLIDATION OF THE REPORT

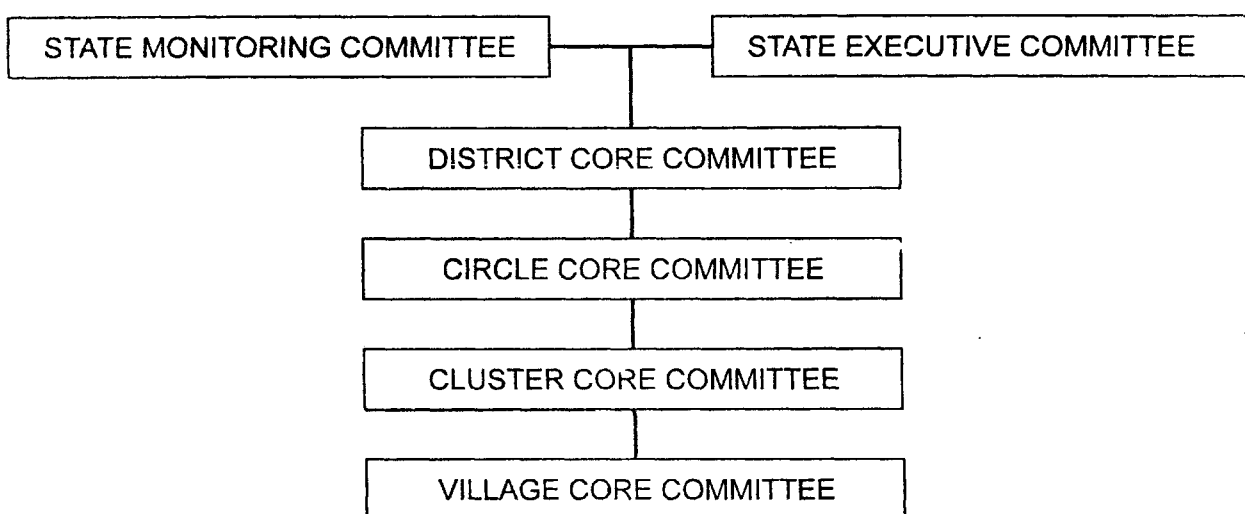
The launching and the beginning of the Sarva Shiksha Abhiyan (SSA) in Lawngtlai District began by the end of August, 2001. Appointment of Surveyor from the Elementary Schools in the district is made on 16th August, 2001. A short training course regarding survey under SSA is conducted on the 23rd August, 2001 at Lawngtlai. The Training is given by Circle Officers from LADC and CADC under the supervision of District Education Officer, Saiha District who was appointed as Co-ordinator by State Level Committee. All survey proform/forms for Family information, Village Profile, School Survey has been distributed to surveyor after the training.

The SSA Survey has been done by the middle of September, 2001. All the survey report reached the district headquarters by the first week of October, 2001. Compilation and consolidation is done and completed on the 25th October, 2001. The compilation is done into district council (LADC & CADC) wise and lastly consolidated into the district. The collected survey reports revealed accessivity of implementing the programme in the district.

CORE GROUPS

Core committee had been formed at the State level, district level, Circle level, Cluster level and Village level each being responsible for successful implementation of the programme in its jurisdiction.

CHAIN OF CORE COMMITTEE



The State Monitoring Committee was formed under the Presidentship of the Chief Minister where Minister, Education & Human Resources Development Department is Vice President with Director of School Education as Member Secretary. The Governing body consist of governmental Department representatives.

To administer the affairs of mission, subject to rules and regulations and orders of the mission, a State Executive Committee was formed as per Rules under the chairmanship of Chief Secretary where Secretary, Department of Education & Human Resource Development is Vice Chairman. It consist of Commissioners of Government Departments, Directors/Joint Director, SCERT and other nominated person from amongst the member of the mission under the rules as members.

At the district, the District Core Group was formed under the chairmanship of Deputy Commissioner/Executive member i/c. Education where District Council Education Officer is member Secretary. The District Committee is consisting of members selected from the related Government Departments, Teacher Service Association's Representative, Representatives of NGOs and prominent member of the locality.

Circle Core Group have also been formed for implementation of the programme in each circles. The district is divided into 2 (two) Circles. Namely, LADC Circle and CADC

Circle. Circles are formed in autonomous district councils-wise to facilitate prompt communication consisting of 13 Clusters each. The concerned BDO/President V/C of the centre Circle is chairman where the concerned Circle Education Officer is Member Secretary. Circle committee consist representatives from Sub-Headquarters/Branch Teacher Service Associations, YLA, YCA, Women Associations, Chairman of each Clusters, VCPs, Parent Teacher Association, Circle Officer of ICDS and Circle Adult Education Officer concerned.

Table No. 3.1 Circle-wise No. of Villages, Institutions, Teachers and Enrolment :

Name of Circle	No. of Village	No. of School			No. of Teacher			Enrolment			No. of Children 6 - 14 yrs.
		LPS	UPS	Total	LPS	UPS	Total	LPS	UPS	Total	
Lawngtlai	25	47	24	71	163	116	279	2562	1156	3718	4629
Bungtlang	41	36	13	49	77	40	117	2413	273	2686	4519
Kamalanagar	49	52	13	65	164	83	247	2503	575	3078	5675
Borapansury	20	23	6	29	50	36	86	762	223	985	2461
Total	135	158	56	214	454	275	729	8240	2227	10467	17284

Source : SSA Survey August, 2001.

Each Circle is divided into clusters in area wise consisting of four or more villages, the President, V/C of Clusters centre is Chairman at the Cluster level committee and Headmaster of the centre/biggest village Upper Primary School is member Secretary, President, V/C, YLA, YCA and Parent Teacher Association, all head of institutions are members.

Village Core Groups are formed in all village having its on committee. Village Core Committe is the most active, immediate an important to link the programme with community. Community participation is best attained through this village committee. Implementation, achievement, community mobilization starts from this grassroot level.

The village core groups consist President V/C as Chairman, Headmaster, Upper Primary School as Member Secretary, Representative from YLA, YCA, PTA, Teachers, Parent, etc. are members. It has been taught strengthening of village core groups would be the most profitable to obtain community participation in the programme.

Table No. 3.2 (A) Cluster-wise enrolment

Sl. No.	Name of Cluster	No. of Village	No. of Children 6 - 14 yrs.	ENROLMENT	
				LPS	UPS
1	Parva	6	670	393	61
2	Rajmandal	9	780	399	56
3	Ugudasury 'S'	3	582	151	41
4	Ajasora	6	734	233	54
5	Billosora	5	413	169	16
6	New-Jaganasury	7	886	373	88
7	Vaseitlang	6	553	206	62
8	Mainabapsora	4	410	87	38
9	Borapansury - I	2	401	164	73
10	Kamalanagar	3	843	518	152
11	Udalthana	7	796	212	86
12	Rengkasya	7	525	191	10
13	Borapansury - II	4	543	169	61
	Total	69	8136	3265	798

Source : Under SSA Survey of August, 2001.

Table 3.2 (B) Cluster-wise enrolment

Name of Cluster, No. of Village, No. of Children 6 - 14 yrs. with the enrolment (LADC covered area)

Sl. No.	Name of Cluster	No. of Village	No. of Children 6 - 14 yrs.	ENROLMENT	
				LPS	UPS
1	Lawngtlai Bazar	4	700	412	142
2	Lawngtlai - III	4	787	569	233
3	Vengpui	4	857	451	148
4	Chandmari, L-IV	4	1097	461	396
5	Paithar	5	614	334	108
6	Vathuampui	4	574	335	84
7	Chawngte'P'	5	498	311	45
8	Dittlang	4	438	298	70
9	Sakeilui	6	719	406	
10	Vaseikai	6	463	217	33
11	Tuithumhnar	7	596	281	49
12	Bungtlang 'S'	5	988	538	90
13	Sekulh	8	817	362	31
	Total	66	9148	4975	1429

Source : SSA Survey Report, 2001.

Altogether 8240 children are enrolled at Lower Primary School 454 teachers take care of these number of children in the school. The existing teachers-pupils ratio is 1:9 enrolment is the thickest at Lawngtlai-III Cluster and is the lowest at Mainabapasora, Teachers spread all over the villages to provide of educational needs of children. There has been 30 (thirty) single teacher schools and 25 (twenty five) two teachers Lower Primary School.

These core committee are responsible for the smooth monitoring and functioning of the programme through community contact activities. It is expected to have sitting atleast one per month. Contributions have already received and learnt for the effective implementation of U.E.E. At the village level, teachers-parents meet were organised. Problems of institutions and parents were discussed.

Participation of voluntary organisations contributed a lot for the improvement of the institutions. NGO's are important elements for this SSA programmes.

The community contact programme provided many opportunities for parents to be aware towards universalisation of educations. Parents freely exposed their ideas and give suggestions for improvement to bring about better innovations. No people is far from schools he could contribute suggestions freely. This close contact of parents with school is very much fruitful both for the teachers and students.



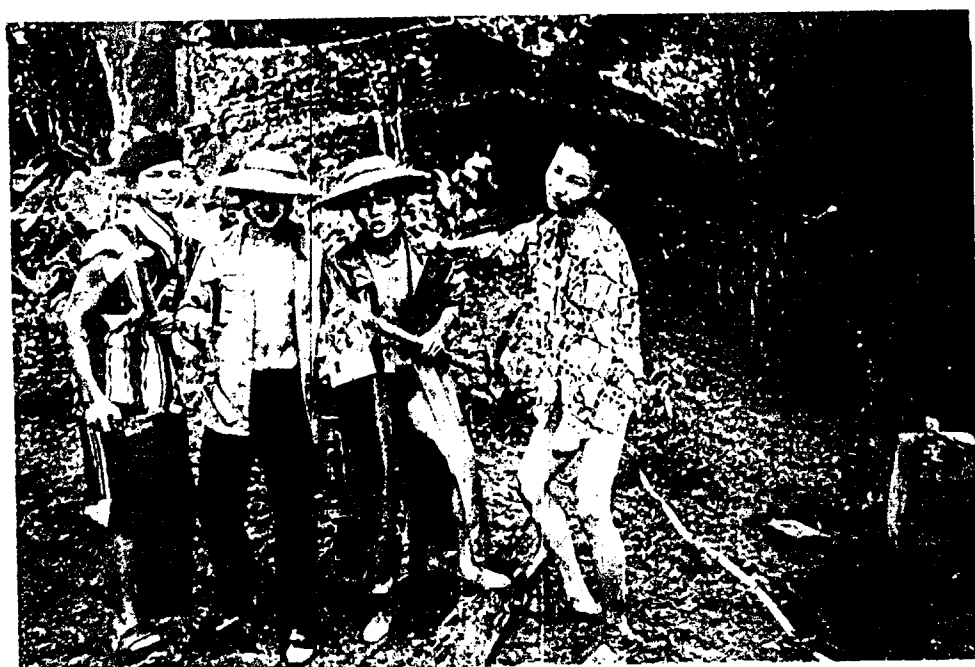
MEMBERS OF DISTRICT CORE GROUP



CHAKMA WOMEN ASSOCIATION, KAMALANGAR



MEMBER OF DISTRICT CORE GROUP
VISITING L-III UPPER M.P.S.



BOYS HAVE TO WORK IN THE FIELD
INSTEAD OF SCHOOLING TO HELP
THEIR PARENT.



A BAMBOO HUT CONSTRUCTED VOLUNTARILY
BY JOGNASHAY VILLAGE FOR AGANWADY CENTRE,
WOMEN REPRESENTATIVES OF DISTRICT CORE GROUP
VISITING THE CENTRE.



CHILDREN ARE ATTENDING SCHOOL WITH THEIR
CASUAL DRESSES. PARENT COULD NOT
PROVIDE UNIFORM BECAUSE OF POVERTY.



SOME MEMBERS OF CIRCLE CORE GROUP



LAI WOMEN ASSOCIATION WITH SOME
NGO LEADERS.

CHAPTER - IV

ISSUES AND STRATEGIES

4.0 MAJOR ASPECTS OF U.E.E TO BE ADDRESSED UNDER SSA ARE AS FOLLOWS :-

- (i) Access
- (ii) Enrolment
- (iii) Retention
- (iv) Achievement
- (v) Improving school infrastructure facilities.
- (vi) Quality issues etc.

In order to obtain successful implementation of U.E.E, these major issues and strategies emerged out as a result of micro-planning exercise conducted in all 135 villages/habitations through involvement of communities and teachers, suitable intervention and activities at the circle level, cluster and village levels are analysed thereby formulating District elementary education plan.

4.1 ACCESS :

One of the main objective of SSA is to provide schooling facilities, education guarantee centre, alternative schools, and back to school camp by 2003. The primary education facilities are to be provided to all children within a walking distance of 1 (one) km. So, the most urgent needs is to ensure the access providing formal Primary Schools where the facility is absent and to provide alternative school's.

The conducted survey revealed that 7119 children between the age group of 6 - 14 education within the village which is 42% of that children populations. 34 habitations are still without any schooling facility children from these villages have to approach the nearby village for their educations.

Also, it is learnt that children between 6 - 14 years are not attending formal educations which is 6817 of that total children populations of the District. These children are being treated as illiterate. To take back to school camp, some major step have to be taken.

To reveal the present situation, circle-wise number of children, between 6 - 14 years, number of children unenrolled at Lower Primary School and Upper Primary School and number of children out of schools is shown in the following tables.

Table no. 4.1 Circle-wise children (6 - 14 yrs) population enrolment and out of school

Sl. No.	Name of Circle	No. of Children (6 - 14 yrs)	Enrolment			Out of school children
			L.P.S.	U.P.S.	Total	
1	Lawngtlai	4629	2562	1156	3718	911
2	Bungtlang	4519	2413	273	2686	1833
3	Kamalanagar	5675	2503	575	3078	2597
4	Barapansury	2461	762	223	985	1476
	Total	17284	8240	2227	10467	6817

Being economically backward and locationally isolated there are several numbers of children, out of school in the district. Some children have to help parents, some children could not effort higher studies because of poverty or absence of school in the village. Thus the number of out of school children might have been unavoidable higher than other district.

Table showing number of out of school children is given in Rural Development Block-Wise.

Out of 135 villages 87 villages have more than 15 out of school children. Out of 17284 6 - 14 yrs. children, 1791 are drop-out and 5026 are out of school children. As the objectives of SSA is universalisation of elementary education by 2003 priority should be given to those children. It is proposed to establish Alternative Schools in 87 villages to bring back those out of school children into school by 2005. It is proposed to engaged 174 voluntary as teachers for the implementation of the programme.

Table no. 4.2 Circle-wise institutions

Sl. No.	Name of Circle	Lower Primary School			Upper Primary School		
		No. of School	Enrolment	No. of Teacher	No. of School	Enrolment	No. of Teacher
1	Lawngtlai	47	2562	163	24	1156	116
2	Bungtlang	36	2413	77	13	273	40
3	Kamalanagar	52	2503	164	13	575	83
4	Barapansury	23	762	50	6	223	36
	Total	158	8240	454	56	2227	275

Source : SSA Survey Report, 2001.

It is an urgent need to open new Lower Primary School or Upper Primary School in the habitation of the villages where the total population deserves the facility or upgradation of Lower Primary School to Upper Primary School is a suitable measure to make children to have access for Upper Primary Schooling facility within the locality.

4.2 ENROLMENT & RETENTION

School enrolment has been increasing along with increase in total population. In spite of this increase in school enrolment, the number of children out of school has not been decreased. Under aged children are also admitted especially at private established non-recognised English Medium Schools. Some children have to leave school after completion of Lower Primary or Upper Primary School due to absence of the required schooling facility in the village itself or near by. At the same time, ignorance and poverty of parents to send their child out of village stood a block for continuing education.

Table No. 4.3 Circle-Wise children population, Enrolment and out of school children

Sl. No.	Name of Circle	Children population				Enrolled at school	6 - 14 yrs. Not enrolled
		1 - 2 yrs.	3 - 5 yrs.	6 - 14 yrs.	Total		
1	Lawngtlai	2162	2720	4629	9511	3718	911
2	Bungtlang	1741	2140	4519	8400	2686	1833
3	Kamalanagar	1484	2130	6076	9690	3078	2998
4	Barapansury	539	870	2060	3469	985	1075
	Total	5926	7860	17284	31070	10467	6817

Source : Survey conducted under SSA, 2001.

Children below two years are infant under the care of mother. 3 - 5 yrs. are taught to attend free school/Anganwadi. Some parents have keen interest for education of their children that even before the attainment of schooling age, they were sent to schools without having readiness through free schools.

Enrolment at Lower Primary School is 8240 and at Upper Primary School it is 2227. The rest of children between 6 - 14 yrs. are being enrolled at Secondary Schools. The standing district teachers pupils ratio at Lower Primary School is 1:9 while it is 1:9 at Upper Primary Schools.

To make clear necessity of retention at school and to chalk out strategies for retention, age of drop-out and class when dropped and reason for drop-out are shown separately as under :-

Table No. 4.4 No. of Drop-outs (Class-wise)

Sl. No.	Class	I	II	III	IV	V	VI	VII	Total
1	No. of Dropouts	177	190	166	116	214	227	701	1791
2	Percentage out of 6 - 14 yrs. Children								26.27%

Source : SSA Survey, 2001.

Table No. 4.5 No. of Drop-outs (Age-wise)

Sl. No.	Age	7 yrs.	8 yrs.	9 yrs.	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	Total
1	Male	121	130	88	65	175	178	172	229	1158
2	Female	74	37	63	45	37	60	75	242	633
	Total	195	167	151	110	212	238	247	471	1791

Source : SSA Survey, 2001.

The highest number of drop-out is found at Class VII (Seven) and at the age of 14 years. Parents could not provide the required materials due to poverty. The district is educationally and economically backward area that students as well as parents and community are not having much interest in education. This resulted in leaving out of school.

Reason of drop-out are not similar to different children and different villages. Values and attitude also is different from person to person. As such, reason for dropping out from school where collected as under :-

Table No. 4.6 (A) Reasons of Drop-outs

Reason	A	B	C	D	E	F	G	H	Total
CADC									
No. of drop-out	45	40	33	18	12	8	11	8	175

Table 4.6 (B)

Reason	A	B	C	D	E	F	G	H	Total
LADC									
No. of drop-out		56	574	826	82	25		53	1616
Total									1791

Source : SSA Survey, 2001

- | | |
|----------------------------|----------------------|
| A = Parents not interested | E = Ill health |
| B = Child not interested | F = Disability |
| C = Have to help children | G = Other reason |
| D = Poverty | H = No higher school |

The largest number is due to poverty of parents. It is a problem for parents to provide learning materials to their children even to reach the highest level. In other words, a child used to leave school before reading possible highest level. Parents are not in position to encourage their children for ignorance of education. This creates dis-interest on

the part of students. Out of the total drop-outs 1791. 33% were due to disability. 61% left school due to absence of higher schooling facility in the village.

Therefore, for universal retention and mas enrolment, it is intended to take the following measures :-

- (i) Opening of E.C.E centres for children in the age group of 3 - 5 years to prepare them to have readiness for schooling. It is hoped to minimise drop-out rates and increased retention rates through this centres.
- (ii) Introduction of continuous and comprehensive evaluation system coupled with remedial measures.
- (iii) Improving of teacher for school ratio by regular teachers and volunteers.
- (iv) Supply of text book, exercise book, uniform and others teaching-learning materials either free or on subsidise rates.
- (v) Improving and enhancing the norms and schemes of NFE as an Alternative system.
- (vi) Conduct of campaigns and enrolments drives involving the community, parents, teachers and the students themselves.
- (vii) Conduct of awareness campaign and orientation of persons involved in education.
- (viii) Training of teachers, parents and those involved in elementary schools.

4.3 IMPROVING SCHOOL INFRASTRUCTURE FACILITIES :

Inspite of many effort to create the school building adequate to effort enrolment, physical infrastructure available is not in a condition to provide facility interms of quantity and quality. Existing nature and type of buildings in the district is given in the following tables :-

Table No. 4.4 (A) Existing type of school building in level of school-wise.

Sl. No.	Level of school	Type of School building			
		Pucca	Semi Pucca	Kutchha	Total
CADC					
1	Lower Primary		15	60	75
2	Upper Primary		5	14	19
Table 4.7 (B) LADC					
1	Lower Primary		34	49	83
2	Upper Primary		24	13	37
	Total		78	136	214

Source : Under SSA Survey, August, 2001.

Note : CADC = Chakma Autonomous District Council

LADC = Lai Autonomous District Council

There have been no pucca building in elementary institution in the District, near by half of the total institution ie. 78 are having semi-pucca building and the rest 136 school buildings are kutchra type. The present building condition do not suit for comfortability and attraction. To provide the demands, an urgent needs is reconstruction and renovation of physical infrastructure.

In adequacy of classrooms and school furniture has been the problem faced by the District. At Lower Primary Schools, expected level of classes is Class-I - IV that is, atleast, there must be four rooms in one school for teaching, learning activity. At the Upper Primary School, there should be atleast three rooms to accomodate the class level.

Room-wise classification of school are as follows :-

Table No. 4.8

Sl. No.	Institution level	Single Room	2 Rooms	3 Rooms	4 Rooms	More than 4 Rooms	Total
CADC							
1	Lower Primary School	12	8	40	15		75
2	Upper Primary School		5	9	5		19
LADC							
1	Lower Primary School	10	18	43	12		83
2	Upper Primary School			28	4	5	37
	Total	10	31	120	36	5	214

Source : SSA Survey Report, 2001.

Note : CADC = Chakma Autonomous District Council

LADC = Lai Autonomous District Council

At the Lower Primary School, 431 rooms are available for 8240 enrolment. Each room is shared by 20 children. Generally, the size of one class rooms is 15 × 18 fts. in area. There could be no space both for students and teachers. Limited rooms could not facilitated better teaching learning process in the class rooms. At the Upper Primary School total class room available is 182 which is shared by 2227 pupils at the rate of 12 per room.

The above table revealed that 22 Lower Primary Schools have been without separate class rooms for each section of class. 26 Lower Primary Schools are having only two rooms and 83 are with three rooms. Necessity of class rooms construction in the district is revealed by the Survey.

Furniture and other materials : Lack of classroom furniture and other materials like drinking water facility, toilet facility, library, fencing, teaching learning

materials, sport materials and musical instruments, it has been a problem that comes out which have to be provided. Existing materials could not accommodate the enrolment.

Table No. 4.9 Existing furniture and other materials

ITEM	Bench	Desk	Table	Chair	Black Board	Drinking water	Toilet	Library	Fencing	Teaching Aid	Musical instrument
CADC											
Lower Primary School	544	544	225	228	225						
Upper Primary School	133	133	52	63	57						
LADC											
Lower Primary School	829	829	249	253	249						
Upper Primary School	238	238	148	148	111						
Total	1744	1744	674	692	642						

Source : SSA Survey

The above table revealed that one bench is shared by about 6 pupils at Lower Primary School and by 6 at Upper Primary School. Another furniture like table, chair, also is inadequate to have a pair for each teachers. No school have been benefited with drinking water facility, musical instrument, library, separate total for boys and girls and fencing.

Absence of public library within the District hampered improvement in teaching learning process. Guide books, reference books or any other relevant source is out of seen in the district. So, it is important to establish "Teachers Centres" within the District to provide library facilities to the local teachers and surrounding circles.

As seen in the above table, some teaching learning materials have been stocked in the school. All schools have to be well equipped with the facilities. Fencing of school compound used to be done by students and teachers themselves to protect from domestic animals especially in villages. Proper protection is always required. No fund is available from any source that school fencing were the responsibility of teachers and students as for realisation of SUPW.

Therefore, every school must be equipped with materials to achieved the programme. For this purpose, requirement is summed up to cover all the schools creating the conditions well-improved.

Requirement of School Infrastructures : As stated, Lawngtlai District is the most educationally backward district in Mizoram. The present literacy percentage is 45.76% only. This is because, most of the parents have no intention to bring their children to school

due to lack of school infrastructures. Apart from this, most of the school, Primary school and Middle School have no drinking water facilities, school sports materials, adequate equipments and furnitures. To motivate and attract parents and children to school, the following urgent need be implemented in every schools.

Separate toilet for boys and girls be implemented in Upper Primary School and Lower Primary School as per required. As Lawngtlai District is hilly area, school fencing is one of the most urgent need.

The following table shows the requirement of school infrastructures in Lawngtlai District.

Table No. 4.10 (A) Requirement of Infrastructures (CADC & LADC)

Sl. No.	Items	No. of Schools to be covered with No.of Items			
		Lower P/S	Upper P/S	Total	
1	Drining water	158	56	214	
2	Toilet facilities	136	44	180	
3	Library	158	56	214	
4	Fencing	87	41	128	
5	Teaching Learning Materials	158	56	214	
6	EQUIPMENT :				
	a	Cup Board	158	56	214
	b	Type Writter	158	56	214
	c	Duplicating Machine	158	56	214
7	SPORT MATERIALS :				
	a	Football	158	56	214
	b	Hockey	158	56	214
	c	Volleyball	158	56	214
	d	Basket ball	158	56	214
8	Musical instrument		158	56	214
9	Radio cum cassettee player		158	56	214
10	FURNITURE :				
	a	Table	158	56	214
	b	Chair	158	56	214
	c	Bench	158	56	214
	d	Desk	158	56	214
	e	Black Board	158	56	214

Source : SSA Survey, 2001.

4.4 TEACHERS

Quality of teachers has been improved through training programmes and orientation courses. Circle-wise quality of teachers is given as under.

Table No. 4.11 (A) Circle-wise quality of teachers

Sl. No.	Name of Circle	Lower Primary School			Upper Primary School		
		Trained	Untrained	Total	Trained	Untrained	Total
1	Lawngtlai	119	44	163	73	43	116
2	Bungtlang	35	42	77	23	17	40
3	Kamalanagar	10	154	164	28	55	83
4	Barapansury	4	46	50	2	34	36
	Total	168	286	454	126	149	275

Source : SSA Survey, 2001.

Table No. 4.11(B) Qualification of Teachers (Circle-wise)

Sl. No.	Name of Circle	Lower Primary School					Upper Primary School					
		Under HSLC	HSLC	PUC	B.A.	Total	Under HSLC	HSLC	PUC	B.A.	M.A.	Total
1	Lawngtlai	18	111	28	6	163		38	33	42	3	116
2	Bungtlang	25	45	7		77		8	16	16		40
3	Kamalanagar	39	112	12	1	164		9	45	25	4	83
4	Barapansury	14	30	6		50		1	23	12		36
	Total	96	298	53	7	454		56	117	95	7	275

Source : SSA Survey 2001.

Table 4.11 (B) revealed that there are 286 and 149 untrained teachers at Lower Primary School and Upper Primary School respectively. For quality improvement and for implementation of UEE in its true spirit; it is an urgent demand to have untrained teachers trained and to conduct programmes for orientation of training programmes through training institutions.

CHAPTER - V

ACCESS, ENROLMENT & RETENTION

- (i) Early Childhood Education (ECE)
- (ii) Supply of TLM
- (iii) School grants
- (iv) Improvement of School environment
- (v) Free text books for girls etc.

5.1 ACCESS

One of the main objective of UEE is to provide school in facilities education guarantee centre, alternative schools and back to school came by 2003. The primary educatin facilities are to be provided to all children within a walking distance of 1km one kilometer. The most urgent needs is to ensure the excess providing formal primary schools where the facility is absent and to provide alternative school. The household survey revealed that 34 villages having 1368 children have no access to any primary schools within the village. Again, 17 villages having 2975, 6 - 14 yrs. children have no access to any Upper Primary Schools within the village. Children from these villages have to approach the nearby village for their education.

- 5.2 It is proposed to open formal Primary Schools in 34 school less habitation/ village where the age group of 0 - 14 years population 4078 alongwith provision of two teachers per school as per SSA norms.

Table No. 5.1 Circle-wise school less habitations and requirement

Sl. No.	Name of Circle	No. of school less habitations	No. of new school proposed	No. of teachers required @ 2 per school
1	Lawngtlai			
2	Bungtlang	10	10	20
3	Kamalanagar	15	15	30
4	Borapansury	9	9	18
	Total	34	34	68

Source : SSA Survey, 2001.

It is also proposed to provide one additional teacher to single teacher schools and a third teacher to two teachers Primary Schools.

Table No. 5.2

Sl. No.	Name of Circle	No. of single teacher school	Enrolment	No. of addl. Teacher required
1	Lawngtlai			
2	Bungtlang	9	403	9
3	Kamalanagar	17	627	17
4	Borapansury	4	106	4
	Total	30	1136	30

Source : SSA Survey, 2001.

Table 5.3 (A) Lower Primary School with 2 (two) teachers & No. of Teacher required

LADC								
Sl. No.	Name of village/school	No. of Household	STUDENT ENROLMENT			No. of Teacher	Teacher-pupil ratio	Addl. Teacher
			Boys	Girls	Total			
1	R. Vanhne	40	20	24	44	2	1:2	2
2	Saizawh 'E'	31	18	17	35	2	1:17	2
3	Chawngtelui	33	65	58	123	2	1:29	2
4	Mualbu 'L'	48	11	6	17	2	1:85	2
5	Sakeilui	31	20	30	50	2	1:15	2
6	Tuikhurlui	46	22	20	44	2	1:21	2
7	Jognasury	110	29	33	62	2	1:31	3
8	Kawrthindeng	73	41	30	71	2	1:15	3
9	Lunghauka	62	20	23	43	2	1:12.5	3
10	Zochachhuah	40	14	18	32	2	1:9	3
11	Chikhurlui	38	39	40	79	2	1:20	2
12	Saibawh	81	65	50	115	2	1:57	2
	Total	633	364	349	715	24		28

Source : SSA Survey, 2001.

Table No. 5.3 (B)

CADC								
Sl. No.	Name of village/school	No. of Household	STUDENT ENROLMENT			No. of Teacher	Teacher-pupil ratio	Addl. Teacher
			Boys	Girls	Total			
1	Rajmandal - I	56	17	16	33	2	1:17	2
2	Nakdarasora	43	18	14	32	2	1:16	2
3	Betborya	28	16	18	34	2	1:18	2
4	Fultuli	63	20	9	29	2	1:14	2
5	Baraginsuri - II	75	14	11	35	2	1:12	2
6	Chotaguisury - II	40	27	18	35	2	1:17	2
7	Battuli	25	13	11	24	2	1:12	2
8	Barakabakali	56	14	7	21	2	1:10	2
9	Bormon	35	28	11	39	2	1:19	2
10	Lokkisury	53	10	8	18	2	1:9	1
11	Jarudubosora	53	6	6	12	2	1:6	1
12	Adubangasora	47	11	11	22	2	1:11	2
13	Naibanye	56	30	32	62	2	1:31	3
	Total	630	224	172	396	26		25

Source : SSA Survey, 2001.

5.2 ENROLMENT AND RETENTION

Inspite of continuous effort for mass enrolment being taken up, the existing drop-out rate and percentage of out of school is still high. Most of school children, especially in rural areas, have to leave schools due to absence of sufficient facilities and higher schooling facility within the village or nearby village.

Detail of children who are in the age group of 6 - 14 yrs. in Circle-wise are as follows :-

Table No. 5.4 Circle-wise 6 - 14 yrs. Population and Enrolment

Sl. No.	Name of Circle	No. of children 6 - 14 yrs.	Enrolment 6 - 14 yrs.	Out of school
1	Lawngtlai	4629	3718	911
2	Bungtlang	4519	2686	1833
3	Kamalanagar	6076	3078	2998
4	Borapansury	2060	985	1075
	Total	17284	10467	6817

Source : SSA Survey, 2001.

5.3 INTERVENTION OF ENROLMENT & RETENTION

Provision of additional teachers to the existing Lower Primary Schools :

The existing teacher-pupil ratio in the District is 1:15 being these ratio not too high, distribution of teachers in the district is unequal. To avoid the existing problems, additional teacher for 17 schools is very crucial. To avoid the existing problems Lower Primary Schools are proposed to be upgraded into Middle School (Upper Primary School) with additional teachers.

Proposed Lower Primary School to be upgraded into Upper Primary School with additional teacher required is given in Circle-wise.

Table No. 5.5 Circle-wise No. of Schools to be upgraded and requirement of additional teachers

Sl. No.	Name of Circle	No. of Teacher	Enrolment	Addl. Teachers required
1	Lawngtlai			
2	Bungtlang	12	583	25
3	Kamalanagar	10	514	5
4	Borapansury	6	1298	16
	Total	28	2395	46

Source : SSA Survey, 2001.

Some of the existing Primary Schools are proposed to be up-graded into Upper Primary School to provide available access to Upper Primary School specially in the rural areas who were drop-out after completion of class - IV in their native habitation/village where parents are reluctant to send them to other habitations/villages for Upper Primary Education:

Table No. 5.6 (A) Lower Primary Schools proposes to be upgraded

LADC				
Sl. No.	Name of School	6 - 14 yrs. Children	Enrolment of Children	No. of addl. Teacher to be required
1	Kawrthindeng P/S	106	71	3
2	Bolisora P/S	129	40	3
3	Chikhurlui (P/S)	100	79	3
4	Sumsilui (P/S)	156	116	2
5	Chawngtelui (P/S)	138	123	3
6	Fangfarlui (P/S)	93	23	3
7	Vaseikai (P/S)	77	23	2
8	Jognasury (P/S)	220	62	3
9	Lunghauka (P/S)	144	43	3
	Total	1163	583	25

Source : SSA Survey, 2001.

Table No. 5.6 (B) Lower Primary School to be upgraded

CADC				
Sl. No.	Name of School	6 - 14 yrs. Children	Enrolment of Children	No. of addl. Teacher to be required
1	Kurbalovasora	141	116	3
2	Jamersury	320	105	3
3	Chotaguisury - I	141	114	2
4	Ugudasury	329	192	3
5	Chotapansury	134	114	3
6	Manabapsora - I	410	125	3
7	Jaruldubosora	143	89	2
8	Billosora	194	105	2
	Total	1812	960	21

Source : SSA Survey, 2001.

Infrastructure : No school is having adequate classroom for running Upper Primary School. Three additional classroom for each of these schools are proposed.

Table No. 5.6 (C)

No. of Lower P/S to be upgraded	No. of teachers required	No. of addl. Room required
17	46	51

5.4 MAINSTREAMING OF OUT OF SCHOOL CHILDREN :

SSA Survey report shows that out of 17284 children 9208 were not enrolled in any formal schools. Strategies for mainstreaming out of school children that will help them for back to school by 2003 will be maintained through different levels of agencies.

- (i) Mobilization of village education committees to ensure and identify out of school children in each village/habitation.
- (ii) Provision of facilities to the existing Primary Schools to effort them suitability of continuous learning.
- (iii) Alternative schooling facilities will be provided to the habitation/village as per required.
- (iv) Workshop, training/seminar on UEE will be organised at village, circle and cluster level.

5.5. EARLY CHILDHOOD EDUCATION (ECE)

Early childhood education is of utmost important initiative for making the children 3 - 5 years ready to admit in the Lower Primary level and for achieving UEE in the district.

Preparation of children in the age group of 3 - 5 years for Lower Primary Schools will reduce the gaps in enrolment, drop-out rate and increase in retention rate in the district.

Detailed of Children 3 - 5 years in Circle-wise :

Table : 5.7

Sl. No.	Name of Circle	No. of habitations	Children 3 - 5 yrs.			No. of Anganwadi	No. of ECE proposed
			Boys	Girls	Total		
1	Lawngtlai	25	1383	1337	2720	18	7
2	Bungtlang	41	1075	1065	2140	12	29
3	Kamalanagar	49	1071	1059	2130	14	35
4	Borapansury	20	437	433	870	4	16
	Total	135	3966	3894	7860	48	87

Source : SSA Survey 2001.

5.6 INPUT UNDER ECE :

- (i) Establishment of ECE centres where the existing Anganwadi centres are inadequate to suit the need of the community.
- (ii) Assisting NGO's for conduct of ECE centres.
- (iii) Proper running of ECE in school premises during the schools hour under the supervision of headmaster.
- (iv) Provision of stimulating environment for the children 3 - 5 years to proper training and providing TLM components.
- (v) Training of public leaders and NGO's to support implementing ECE programmes.

5.7 SUPPLY OF TEACHING LEARNING MATERIALS (TLM)

At present TLM supplied by the Autonomous District Councils (LADC, CADC) is very less and inadequate. The most important motives that reduce drop-out and attract children to enrol in the Upper Primary School is providing adequate TLM.

It was learnt that the existing TLM provided in the schools hardly activated the present issues in the elementary education.

Following are the Circle-wise number of schools where TLM is proposed to provided.

Table 5.8 Requirement of TLM

Sl. No.	Name of Circle	No. of school proposed		
		LPS	UPS	Total
1	Lawngtlai	47	24	71
2	Bungtlang	36	13	49
3	Kamalanagar	52	13	65
4	Borapansury	23	6	29
	Total	158	56	214

Source : SSA Survey 2001

5.8 SCHOOL GRANT

Since elementary education upto Middle School level has been transfered to the autonomous District Councils, fund for grant of schools are sanctioned by the Autonomous District Councils in Lawngtlai District. However, as the councils budget for elementary is too meager, it could not sanctioned grant to different schools like building grant, furniture grant, drinking water facilities, separate toilet for boys and girls for the improvement of elementary education. Due to financial constrain, most of the Lower Primary and Upper Primary School buildings in the Districts are very old and more fund/grant are needed for the improvement of the schools. Two-thirds of the buildings are old and needed new construction, like-wise furniture are also in bad condition.

The present type of school buildings are as follows.

Table No. 5.9

Sl. No.	Level of School	Type of Schools			Total
		Pucca	Semi Pucca	Kutchha	
1	Upper Primary		29	27	56
2	Lower Primary		49	109	158
	Total		78	136	214

Source : SSA Survey 2001.

In order to improve class-room practice, it is proposed and planned to grant annual teacher grant @ Rs. 500 per teacher per year for acquiring the required teaching learning materials as to enable them to implement the child centre actively based Pedagogy in the class-rooms.

Table No. 5.10 Circle-wise No. of Teachers and Schools

Sl. No.	Circle	No. of Teachers	No. of Students		Total
			LPS	UPS	
1	Lawngtlai	279	47	24	71
2	Bungtlang	117	36	13	49
3	Kamalanagar	247	52	13	65
4	Borapansury	86	23	6	29
	Total	729	158	56	214

Source : SSA Survey, 2001.

5.9 SCHOOL ENVIRONMENT

One of the goal of SSA is to promote school environment for children in the school. Learning skills and life skills is important for all children, to have learning and life skills every school needs to have good environment inside and outside of the schools. The relevant of education depends much in environment. SSA encourage improvement of school environment for children in the school. The following should be kept in mind to improve the school environment.

- (i) Physically, the school building and furniture should be attractive for the incentivensness of the children. Good building and good furniture creates the children safety and good atmosphere. The class room should be clean and kept good atmosphere.
- (ii) Co-curricular activities like games and sports, work-experience can also creates improvement of schools environment. All children in the school needs good environment in the school in order to have incentive in their learning. There should be good relation between teachers and children. Well trained teachers can creates motivation to children and their talents/capacity of different children should be well-known by a well-bound teachers.
- (iii) Parental guidance improve the child environment at home and in school. Good environment at home plays an important role for peaceful approach of the school for children. Parent support should be asked and accept for better environment to children.
- (iv) Community support also created good environment in the school and in the community. Local leaders in the locality should be invited to discuss about the improvement of environment with the teachers.

- (v) Well-trained teacher is necessary to know about the individual difference of the pupils. Encouragement of pupils learning in their day today assignment is needed. Well-trained teachers should try to know talented and mentally retired children and should try to guide them according to their needs.

5.10 FREE TEXT BOOKS FOR GIRLS

Lawngtlai District is very backward in various fields. The standard of living is also very low. Literacy percentage of the district is the lowest amongst the districts in Mizoram. To encourage girl children for regular schooling the state government has no any intention to provide free text books for girl students. The state government has been providing free text books to both boys and girls since there is no wide-social gap between boys and girls in the society.

While state government provides free text books to children Lawngtlai District do not received even a single book from state government. Because, Elementary Education was handed over to Autonomous District Council in Lawngtlai District. Lai and Chakma Autonomous District Council provides text books on subsidised rate to students in their respective areas.

It is therefore, proposed to provide free text books to all girl children so as to enable them to continue their education and to make successful implementation of the UEE Programme in the district. The following measures will be followed for improving and implementing girls education in the district.

- (i) Provision of free text books to all girls who belongs to scheduled tribe.
- (ii) Training of women teachers to take up awareness campaign on girls education.
- (iii) Workshop/seminar on the importance of girls education through community participation.
- (iv) Organise/conduct campaign on the value of girls education through NGOs from the grass root level.

Table No. 5.11 No. of Girl Student (Class wise)

CI - I	CI - II	CI - III	CI - IV	CI - V	CI - VI	CI - VII	Total
1188	937	922	627	540	394	218	4826

Source : Survey under SSA, 2001.

CHAPTER - VI

QUALITY IMPROVEMENT

Education without quality is a hindrance to each child that can lead to fruitless and unproductive individuals. For achieving better quality in the elementary education, some important steps have to be followed and some changes would be made in the existing process.

6.1 IDENTIFICATION OF PROBLEMS

- (i) Lack of suitable and relevant teaching-learning materials.
- (ii) Overload and irrelevant curriculums.
- (iii) A huge backlog of untrained teachers.
- (iv) A large number of single-teacher schools.
- (v) Irregular and unsystematic monitoring and evaluation.
- (vi) Lack of scientific and systematic method of teaching.
- (vii) Lack of sufficient infrastructure resulting over crowded classroom.

For the solution of the existing problems which have hindered the quality of Primary education in the district, some immediate action are required to be focussed and adopted.

- (i) Provision and ensuring of timely distribution of teaching learning materials.
- (ii) Taking up of curriculum review and reconstruction through competent authority.
- (iii) Clearing out of untrained teachers through Teachers Training Programme, short term training or orientation course.
- (iv) Ensuring regular and systematic monitoring and evaluation. Activities to be conducted for achieving quality in elementary education.
- (v) Atleast once in a joint workshop for the concerned administrative staff from the state level to the Circle level to discuss on the matter relating the problems and how to solve it.
- (vi) Meeting of parents and teachers at the village level including Village Education Committee (VEC).
- (vii) Organising an annual Circle-wise meeting for school teachers, parents and NGOs, who play a major role in improving elementary education.
- (viii) Training and orientation of teachers through Cluster level for improving their

academic experience.

Table No. 6.1 Status of Teacher

Sl. No.	Name of Block	Status of Teacher		
		Trained	Untrained	Total
1	Lawngtlai R.D Block	250	146	396
2	Chawngte R.D Block	44	289	333
	Total	294	435	729

Source : SSA Survey, 2001.

Table No. 6.2 Education qualification of teachers

Sl. No.	Name of Block	Teachers Educational Qualification				
		Post Graduate	Graduate	PUC	HSLC	Under HS
1	Lower Primary		7	53	29	96
2	Upper Primary	7	95	117	50	
	Total	7	102	170	354	96

Source : SSA Survey, August, 2001

6.2 TELESCOPIC DISTRICT (MINI DIET)

In spite of having eight administrative districts, the Government is running two full-fledged District Institute of Education and Training at the state capital Aizawl and at the second capital Imphal only. Teachers of elementary education all over the state are deputed to these two institutes every year to have training for their professional growth.

It is proposed to set up District Training Institute at each district headquarters. This training institute (DIET) will be used as District Institute of Education and Training for all teachers within the district who had any training for their professional growth. Trained teachers will also be given short course training for their professional advancement.

District Resource Centre (Telescopic DIET) will be provided with Resource persons, buildings, furniture, equipments, provision of teaching-learning materials for this training. Computers, computer, Printers, xerox machine etc. will be provided.

The Telescopic DIET in the district will function as District Institute of Education and Training under the administrative control of the school education department.

6.2 CONSTRUCTION OF TELESCOPIC DIET BUILDINGS

The District Core Committee under the chairmanship of the Deputy Commissioner will provide land for the site of the building. Provision of buildings and furniture will be under the responsibility of the district Core Committee. Public works department will be responsible for the construction of buildings.

in cash or in kind will be drawn by the District Committee through proper appeal for the requirement.

Infrastructural needs and maintainance of the training centre will be undertaken by the District Core Committee or by the competent authorities.

- (i) The Telescopic DIET will conduct training for teachers for improvement in their professional activities every year.
- (ii) Short course training for teachers will be conducted on certain subjects so as to make the teachers competent in doing their jobs.
- (iii) Workshop, seminar will be organised in the centre to minimise certain issues like dropouts, Non-going children, etc. to implement UEE in the district.
- (iv) Priorities will be drawn from public participations and contributions towards the implementation of the SSA programme in Lawngtlai District.

6.3 EDUCATION THROUGH MASS MEDIA

The gap between the rural and urban areas can be bridged by providing facilities through Mass Media. Remote areas will be given priority in facilitating books, newspaper, educational journals etc. They will also be given priority in providing distant education facilities like RCCP, Audio cassettes etc.

It is therefore, proposed to provide RCCP and audio cassettes to all the schools and a lump-sum money for the purchase of library books, subscription of one educational Journal and a newspaper.

Table No. 6.3 Requirement of RCCP, Audio Cassette and funds for library facilities

No. of Schools	RCCP Cassettes		Library Books
	No. of school proposed	Requirement	No. of Schools
56 Upper P/S	56	8.400	56
158 Lower P/S	158	23.700	158
Total	214	32.100	214

Source : SSA Survey 2001

Library grant is proposed Rs. 5000/- to set up library and Rs. 1000/- per year is proposed to be given to all schools. Rs. 1500/- per school is proposed for procurement of audio cassette and supply to schools

CHAPTER - VIII

COVERAGE OF SPECIAL FOCUS GROUP

7.1 Coverage of special focus groups have been taken up as a part of pre project activities during the planning process. To take care special focus groups like infants, girls, disables and other backward section or minorities have been one of the objectives.

7.2 EARLY CHILDHOOD EDUCATION :

It is an important strategy involved for achieving UEE and is meant to reducing gaps in enrolment, dropouts to increasing retention rates in schools. Early childhood care and to preparing children below 6 years to have readiness for schooling after completion of 5 years. It support pre-education to infants between the age of 3 - 5 years. Anganwadi provide pre-education to children for schooling.

Table No. 7.1 Circle-wise No. of 3 - 5 years population , No. of Anganwadi with No. of Instructors

Name of Circle	No. of habitation	No. of children 3 - 5 yrs.	No. of Anganwadi centre	No. of Instructor	No. of ECE proposed
Lawngtlai	25	2720	18	18	7
Bungtlang	41	2140	12	12	29
Kamalanagar	49	2130	14	14	35
Borapansury	20	870	4	4	16
Total	135	7860	48	48	87

Source : SSA Survey, 2001.

Opening of ECE centres at villages where Anganwadi centre is not available or where the centre is inadequate seemed an urgent need for support quality achievement, it is, therefore intended to establish 87 ECE centres to prevent admission to under-age children at formal institution without prior preparation which have resulted in increase in dropouts :-

- (i) Establishment of ECE centres in the village/habitations where ICDS managed Anganwadi are not available and where existing Anganwadi centres are inadequate.
- (ii) Strengthening pre-school component of ICDC by way of convergence and to provide stimulating environment for children through strengthening of training NTLM components.
- (iii) Running of ECE centres in schools premise during school hours under the supervision of headmaster/headteacher.
- (iv) Assisting voluntary organisation for conduct of ECE centres.

7.3 SPECIAL ATTENTION TO DISABLED CHILDREN

Special care and attention for disabled children have been provided with resource centre attached at existing school. This is not enough for disabled children in need of special care and education.

Table No. 7.2 Circle-wise No. of Disabled children in age-wise

Sl. No.	Name of Circle	6		7		8		9		10		11		12		13		14		Total
		F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	
1	Lawngtlai	1		2	1	1	2	1	2	4	1	4	2	1		1	1			24
2	Bungtlang	1	1		1	2	1	1	1	2	3	3		1	1	2		2	1	23
3	Kamalanagar	2		3	1	1	2	4	2	4	3	7	4	1	2	1	1			38
4	Borapansury		1	1	1	2	1	1	2	3	2	3	1	2	1	3			1	25
	Total	4	2	6	4	6	6	7	7	13	9	17	7	5	4	7	2	2	2	110

Source : SSA Survey, 2001.

Being economically and educationally backward areas, there are many disabled children in the district especially in the western side of the district. The main cause is due to poverty. Parent could not able to provide good nutrition to their new born infant. Therefore, provision of special care centre for disabled children shall be one of the aspects of SSA.

The following major aspects are proposed to provide special attention to disabled children.

- (i) Identification of special educational needs.
- (ii) Opening of special centres (IED) schools depending on nature of disability.
- (iii) Development of TLM and other training material for both teachers and pupils.
- (iv) Procurement and supply of aids, appliances, pre-text books and learning materials through various sources.

7.4 GIRLS EDUCATION

The planning process taken up as a part of pre-project activities revealed the presence of 4826 girls enrolled in school in the age group 6 - 14 yrs.

Regarding education there is no discrimination between boys and girls in the district. After attainment of 12 years, children especially girls have to help their parents in various daily occupation. Thus girls have to unavoidably leave the school to help their parents. Therefore, number of dropout students has been slightly higher than that of boys. This reveals necessity of providing special care to girls students. Special care and attention must be given to girls students regarding facilities.

The following suggestions may be approved to pay special attention to girls students :-

- (i) To provide free text books and uniform.
- (ii) Special facilities like separate toilet for girls.
- (iii) Special focus on deprived pockets such as backward class of remote areas in the district.
- (iv) Conduct of back to school camps, residential bridge course to be provided.
- (v) Special scholarship should be given to girls child to promote girls education.

7.5 TRIBLE CHILDREN EDUCATION :

All students in Lawngtlai District are scheduled tribes who are in need of special care and attention. The District is the most backward area in the state economically and educationally. For the improvement of the education of tribal children and to ensure UEE, the following strategies will be adopted in the district :

- (i) Provision of schools and teachers grants in the areas where backward classes of community inhabited.
- (ii) To provide special scholarship to all children to promote qualities in education.
- (iii) To provide pre-textbooks and uniform and other learning materials to all children to promote universal enrolment and retention.
- (iv) To provide alternative schooling facilities.
- (v) Construction of CLRCs and TCs, School complexes in backward areas within circle and close monitoring of schools along with on job support to teachers.

CHAPTER - VIII

MANAGEMENT STRUCTURE

8.0 EXISTING ADMINISTRATIVE SET UP

In the present Mizoram context, elementary education is under the Directorate of school education comprising elementary education, secondary education, adult education, Hindi education, physical education, SCERT with its various wings and DIETs. But in Lawngtlai district elementary education is under Autonomous district councils, the Lai Autonomous district (LADC) and the Chakma Autonomous District Council (CADC) within their respective covered area.

8.1 MANAGEMENT STRUCTURE OF SSA IN MIZORAM

SSA a new intervention is meant for the universalisation of elementary education both in terms of quantity and quality. It is a programme with clear time frame work for universalisation of elementary education pertaining to the demands for quality education which is launched in the district to promote enrolment, retention and need based education to children.

Thus the Mizoram “**Sharva Shiksha Abhiyant Rajya**” mission rules - 2001 was formulated to enhance and co-ordinate implementation and achievement of UEE through strategic framework programme. The mission was registered under the societies Registration Act to facilitated legal and practical introduction within the state. A decentralised management structure is found at all levels.

8.2 STATE GOVERNING BODY

As provided in the mission rules, monitoring body was set up at state level under the presidentship of Chief Minister, Mizoram to monitoring implementation of UEE at the state level. The state governing body consist the following members :-

President	:	Chief Minister, Mizoram.
Vice-President	:	Minister, School Education, Mizoram.
Secretary	:	Director, School Educaion Department, Mizoram.

Ex-Officio members :

- (i) Chief Secretary, Government of Mizoram.
- (ii) Commissioners Secretaries of the following department :
 - (a) Planning Department
 - (b) Finance Department

- (c) School Education Department
- (d) Social Welfare Department
- (e) Health and Family Welfare Department
- (f) Local Administration Department
- (g) Information & Public Relation Department
- (h) Rural Development Department
- (iii) Director/Joint Director SCERT
- (iv) President, Mizoram Board of School Education.

The State Executive Committee was also set up under the chairmanship of the Chief Secretary to facilitated decision making and execution of the mission in the state and districts and to adminster the affairs of the mission in the state.

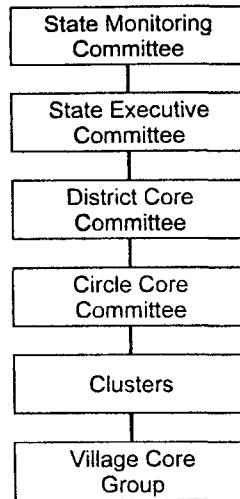
The executive body consist the following members :

- Chairman : Chief Secretary, Government of Mizoram
- Vice-President : Secretary to the Government of Mizoram, Education & Human Resource Development Department
- Secretary : Director of School Education, Mizoram.

Members :

- a) Commissioners/Secretaries of the following department :
 - i) Planning & Implementation Department
 - ii) Finance Department
 - iii) Social Welfare Department
 - iv) Rural Development Department
- b) Director/Joint Director, SCERT
- c) Three persons from among the members of the Mission Member nominated under category (B) of state Governing Board mentioned in Rule 5.
- d) Three representative of the Central Government to be nominated by the Ministry of Human Resources Development, Department of Education.
- e) Three persons from among the members of the mission nominated under category (c) (2) mentioned in Rule 5.
- f) One persons to be nominated by the Chairman from amongst members of the Mission belonging to category (D) mentioned in Rule 5 Member Secretary - State Project Director.

Chain of Core Committee



8.3 THE DISTRICT LEVEL TEAM

The management structure under SSA at all levels have to be accountable to the state specific arrangement for decentralised management of education. As such, the district level team was set up as per as norms in the district. The district level team consist the following members :

Chairman : Deputy Commissioner, Lawngtlai District.
Secretary : Education Officer (LADC/CADC)

Members :

1. Assistant Education Officer, LADC/CADC.
2. Circle Education Officers, LADC/CADC.
3. President, Sub-Headquarter, MSTA Lawntlai.
4. President, Sub-Headquarter, PTA, Lawngtlai.
5. President, CYLA and CYCA.
6. President, LWA/CWA.
7. National/State Awardee (Teacher).
8. BDO's, Lawngtlai/Chawngte.
9. CAEO, Concerned.
10. CDPO, Concerned.
11. President MHIP

The district core group shall have series of meetings to discuss various problems issues pertaining to the implementation of UEE at elementary schools level in the district. The District Resource Group was constituted on Adhoc comprising of Governmental and Non-Governmental persons.

8.4 STRENGTHENING OF DISTRICT LEVEL CORE GROUP

The district Core Group has to be strengthened to make it in a position to identify the existing strength and weakness of the implementation of the programme at the district circle, cluster and village levels and to determine the quality of programme implementation. To facilitate the programme achieved and implemented, the district education committee shall be strengthened with district councils education office, staffs for prompt decision and action.

Strengthening of the district level Core Group is needed for the following reasons and works or programmes :

- (i) Research, monitoring evaluation at the district level.
- (ii) For improvement of school facilities and other civil works.
- (iii) Identification of children with special needs and special focus groups.
- (iv) Pedagogy and capacity building for quality.
- (v) Teaching education at district level.
- (vi) Planning and community mobilisation.
- (vii) Budget, Accounts, Annual Reports and Audit.
- (viii) Assignment and appraisal teams and their field activities.
- (ix) Collection of Data etc.

8.5 CIRCLE LEVEL

At circle levels there have to be existed a Circle Core Level Team as an implementing agency and executing and the Chairmanship of Assistant Education Officer (LADC/CADC). Consisting of the following members :-

Chairman : Assistant Education Officer (LADC/CADC)

Member Secretary : CEO of Concerned Circles

Members :

1. CEO's
2. CAEO's
3. President Sub-Headquarter, PTA.
4. President Sub-Headquarter, MST.A.

The Circle Education Committee shall be formed consisting of more members to ensure programme of Achievement and objective in its circle. However, community participation be paid as far as possible. The circle level education committee shall consist the following members :

Chairman : Assistant Education Officer

Member Secretary : CEO of concerned circle

Members :

1. Circle Officer, ICDS
2. BDO
3. President, LWA/CWA
4. Chairman, PTA
5. Village Council representative
6. CAEO concerned
7. Teacher representative (To be nominated by the Chairman)

Strengthening of Circle Education Committee, an implementing agency is to ensured the level of implementation of UEE within the Circle. Strengthening of the Circle level in terms of tasks and participation, be paid for the following responsibilities involved and rested on it.

1. To supervise and know to the weakness with remedial measures for improvements.
2. Under taking research activities.
3. Monitoring and evaluation within the Circle.
4. To conduct training programmes for motivation of teachers.
5. Working in close collaboration with the community.
6. Establishing community mobilisation through campaigns and awareness programmes.
7. Encouraging community leaders to involve in the field of education.
8. Awareness to out of the school children to get back to school.
9. Encouraging parents for children educaion right from early childhood.

8.6 CLUSTER LEVEL

The Cluster level education committee be established to ensure implementation of SSA in terms of enrolment, retention and reduction of dropout rates. The

committee have to see the problems of rural children and its solutions in order to participate actively in school management, the committee body also is to be formed in away so as to allow participation of community in the programmes. The committee body shall include :

Chairman : President V/C of the biggest vilalge within the Cluster
Secretary : Headmaster of Cluster Centre

Members :

- 1) All head of institution.
- 2) All chairman of PTA.
- 3) President, Village Councils.
- 4) National/State Awardee (Teachers).
- 5) President Branch YLA/YCA.
- 6) Representative from CWA/LWA.
- 7) CEO's of concerned circle.
- 8) CAEO's of concerned circle.
- 9) Circle Officer of ICDS.

The following are the main tasks involving at the Cluster level committee or for its strengthening.

- 1) Involving community leaders in school management.
- 2) Setting-up of Cluster resource centre for effective supervision.
- 3) Awareness/Orientation to parents.
- 4) Encouraging innovative programmes.
- 5) Strengthening pre-school component.
- 6) Providing early childhood education.
- 7) Improving existing qualities in school.
- 8) Improvement in enrolment and retention.
- 9) Campaigns and awareness amongst parents and out of school children.

The embodied tasks and responsibilities at the Cluster level may not be classified in terms of quantity. To achieve the expected quality in educate, proper planning and monitoring shall be introduced.

Table No. 8.1 Cluster-wise No. of Village Core Groups

Sl. No.	Name of Cluster	Name of Village Core groups	No. of Institution	
			Primary School	Middle School
1	Lawngtlai Bazar	4	8	7
2	Lawngtlai - III	4	8	3
3	Vengpui	4	9	3
4	Chandmary	4	8	5
5	Paithar	5	7	4
6	Vathuampui	4	7	5
7	Chawngte 'P'	5	5	2
8	Diltlang	4	3	1
9	Sakeilui	6	6	
10	Vaseikai	6	5	1
11	Tuithumhnar	7	5	3
12	Bungtlang 'S'	5	7	3
13	Sekulh	8	5	
14	Parva	6	6	1
15	Rajmandal	9	9	2
16	Ugadasury	3	3	1
17	Ajasara	6	6	1
18	Billosora	5	6	1
19	New-Jaganasury	7	8	2
20	Vaseitlang	6	6	1
21	Mainubapsora	4	4	1
22	Barapansury - I	2	4	1
23	Kamalanagar	3	5	4
24	Udalthana	7	6	1
25	Rengkasya	7	7	1
26	Borapansury - II	4	5	2
	Total	135	158	56

8.7 VILLAGE LEVEL

The village level education committee is an immediate implementing agency. It is closed with the community thereby creating and ever participation of villages in the programme. The village level education committee is found consisting of the following members :

Chairman : President local V/C

Secretary : Headmaster Middle School/Upper Primary School

Members :

1. All head of institutions.
2. President, PTA Branch.
3. President, Branch YLA/YCA.
4. Teacher representative.
5. Local prominent person.
6. Government Department representative.

The following are the main tasks/norms in village education committee:

1. It shall be an association of local community in school activities.
2. Improving quality in elementary schools.
3. Improving enrolment and retention.
4. Awareness, orientation and campaigns to parents, teachers and not enrolled children.
5. Community based and school based project for more experience.
6. Early childhood care and education.
7. Monitoring and evaluation within the village.
8. Interference and close contact with the village to promote quality implementation etc.

Well implementation and monitoring of UEE from the state level is possible only with well organised management structure at the district level, circle level, cluster level and village level. As such the management functionary be strengthened at all levels for effective implementation of objective of UEE and its strategies.

8.8 CAPACITY BUILDING

The SSA mission emphasises quality improvement in elementary education for which it necessitate resource group and responsible centres from national to village level. These groups would over-see the policy, planning, implementation and monitoring of all quality related intervention. Advised and assisting various

levels in curriculum development, pedagogy improvement, teacher, education/training and activities relating to the classroom transaction shall be the major role of the resource group. Therefore, resource group shall be set up at various operational levels to facilitated a decentralised mode of education.

8.9 (A) DISTRICT RESOURCE GROUP

The proposed District Resource Group members as per norms shall be :-

1. Principal mini DIET.
2. Education officer, LADC/CADC.
3. Assistant Education Officer, LADC/CADC.
4. Circle Education Officer, LADC/CADC.
5. Adult Education Officer, LADE/CADC.
6. Headmaster, Government Higher Secondary School.

(B) CIRCLE RESOURCE GROUP

1. Assistant Education Officer, LADC/CADC.
2. CEO's concerned.
3. Representative from NGO.
4. One Headmaster of Middle School.

(C) CLUSTER RESOURCE GROUP

1. Circle Education Officer concerned.
2. Representative of YLA/YCA.
3. Representative of Village Resource Group.
4. Circle Adult Education Officer concerned.
5. Two Headmasters of Middle School

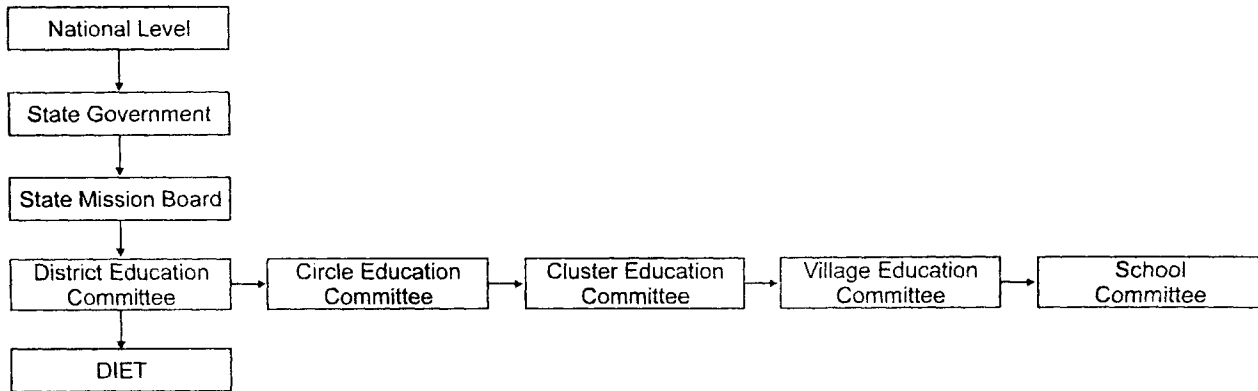
(D) VILLAGE RESOURCE GROUPS

1. Selected Headmaster/Head Teacher
2. Representative from YLA/YCA.
3. Chairman, VEC.
4. Circle officer, ICDS.
5. CAEO concerned.

8.10 FLOW OF FUND

It must be ensured the flow of fund in a decentralised manner right from the state level to village level with Account Payee Cheque or DD irrespective of its level. Proper maintenance of accounts, reports and Audit shall be required at all levels. Transparency also have to be ensured even at the grass root school committee.

Char showing flow of fund is given as under :



The correct decentralised management structure with transparency and accountability will be ensured by the state mission board so as to implement the programme of SSA in its true spirit within the state.

CHAPTER - IX

RESEARCH, EVALUATION, MONITORING AND SUPERVISION

9.1 RESEARCH

Profitable studies on various interventions for future activities of the SSA will be taken for universal achievement of UEE. Research and project works will be viewed as a guiding force for realization of the objectives of UEE through community mobilization. To enhance implementation of the programme, the following issues shall be systematically taken up.

Mainstreaming of out of school children for universal enrolment; improvements of pupils abilities with regards to language and Arithmetics to evolve out from interesting class room activities; need-based education to disabled children; net-working of teachers; and to provide educational needs to special focus groups such as scheduled tribes, girls, ECE and other backward minorities, etc.

Encouragement of teachers to take up action on research findings shall be emphasized to solve related day-to-day professional practice. Necessary training programme will be arranged for field staff like Circle Education offices, Circle Resources Persons, teachers, District Research and Monitoring Groups and telescopic DIET which is to be proposed.

INPUTS

1. Sponsoring research programmes to the connected persons; NGOs and other resource institutions with district specific focus.
2. Conduct of school mapping and macro planning exercises.
3. Provision of TA/DA and honorarium for personal involved in researches and renovation and for campaigns.

9.2 EVALUATION ASPECTS

Evaluation of progress; achievement and implementation of the objectives laid under SSA at regular intervals shall be carried to consolidate various initiatives in terms of process and outcome. Quantitative and qualitative evaluations will be taken up for the under mention aspects of the programmes.

1. Functional aspects of initiatives and its impacts.
2. Progress of achievement of objectives of SSA.
3. Community participation in the programmes.
4. Conduct of pupils achievements surveys.

INPUTS

1. Strengthening field staff at district, Circle, Cluster and village levels.
2. Conduct of pupils achievement survey.
3. Orientation of management structures for community participatory evaluation.

9.3 SUPERVISION AND MONITORING

The strengthen training personel and constitution of circle resource centres and teacher centres and for provision of professional supports to schools, supervision and monitoring activities shall be emphasized. Therefore, supervision and monitoring shall consists of the following :

1. The main focussing for the child interms and their progress for improvements, abilities and creativity. Efficiency and professional practice of teacher; the school condition and class room conditions shall not be neglected.
2. Academic monitoring of schools providing professional support or training to teachers.
3. The District Resources Groups shall visit to school to see the progress and improvements, schools shall be categorised in grades in terms of progress and achievements. Necessary guidance shall be given for the future.
4. The Circle Education Officer with the assist of Circle Resources Persons shall monitor and supervise schools, class rooms teaching-learning progress and shall provided support to teachers for improvement.
5. The school committee and its structure be build up for better atmosphere and interference.

9.4 MANAGEMENT INFORMATION SYSTEM

Management Information System an important omponent of planning and implementation of SSA will be proposed to be set up at district level to take up programmes, such as :

1. Information on school infrastructions facilities, TLM, furniture and other equipments of Lower and Upper Primary Schools.
2. Enrolment of the school and record of age levels.
3. Maintenance of children and their progress records and records out of school children during the year.
4. Information relating to teachers particulars.
5. Achievement record on school subjects.
6. Enrolment, retention and completion rates.

7. Progress of schools in achieving objectives of SSA in quantitative analysis.
8. Data information as a result of initiatives of SSA in a village.

Objective of Management Information System (MIS) shall be the following.

1. To create comprehensive data based at elementary education level in the district.
2. To monitor enrolment and retention.
3. To monitor performances with special reference to special focus groups.
4. To monitor implementation of programmes and schemes under SSA.

9.5 INPUTS UNDER SSA

For proper and effective coordination, monitoring and evaluation, etc. provision of the under mention facilities shall be necessary at the district office.

1. Computers
2. Atleast 3 (three) operation for data entry programming.
3. Training to persons involve in the programme.
4. Printers for data, analysis and outputs.
5. Xerox Machine

In Lawngtlai District, which is the most educationally backward district, there are two Autonomous District Councils functioning separately. In each Autonomous council there is Education Officer (EO). It is felt necessary to have one computer in each Education Officer. Priority should be given to this backward district in mainstreaming the children.

CHAPTER - X

IMPROVING SCHOOL INFRASTRUCTURE FACILITIES & OTHER CIVIL WORK

In spite of several efforts having been taken for providing school buildings/classrooms and other infrastructure facilities like repairs, toilets, drinking water facilities, boundary wall etc. for stimulating and congenial teaching - learning process, the program and improvement of school facilities is inadequate, slow and negligible. Most of the school face the problem or lack of proper building and other infrastructure. This problem arised due to the following reasons.

- ◆ Lack, scarce, shortage and inadequacy of provision/funds.
- ◆ Remoteness of the habitation/locality.
- ◆ Distant Market.
- ◆ Lack of proper means of communication & transportation
- ◆ High cost of transportation especially when goods are transported by headload only.
- ◆ Economically backwardness of the locality.

The planning process taken up as part by pre-project activities reveals pityable school/building/classroom, some lacking on proper by classrooms, running double multiple classes in a single classroom by two teachers and in some cases, a single teacher. Majority of schools do not have proper space for keeping teaching - learning materials, let alone a teacher common room.

The expenditure school buildings and other infrastructural facilities will be a one time expenditure so that concentration will be focused on other quality aspects in subsequent years.

Execution of civil works

Community participation would be the only means of undertaking any civil works in improvement of school facilities. The participation of community in all civil work activities will be mandatory in order to ensure transparency, a sense of ownership and a departure from contractor driven approach. The school committee will be given the responsibility of undertaking construction of work of new school building, additional classrooms and circle resource centres in addition to repair and maintenance of school buildings.

Community contribution

In addition to the execution of civil works, the community agreed for contributing in the following ways as decide in the village council will developing educational plans.

- ◆ Providing land for the construction of new school buildings (about 1000 sq. yards per new school) and adequate space for the additional classrooms.

- ◆ Participating of the community/School community for the quality construction and monitoring progress.
- ◆ Support for providing local materials and other cost effective materials (cash in kind & service).

CIVIL WORKS

BUILDING OF NEW SCHOOLS

It is propose to open new school in unserved/habitations where enrolment of students between the age group 6-14 years are not less than 10-15 students as per SSA norms. The existing school in the district being Kutcha type will be reconstructed as per norms of SSA.

It is proposed to open formal Primary Schools in schoolless habitation/villages. In additional to provision of two regular teacher per school, it is also proposed to provide a school building viz. Two classrooms with verandah teach each of the new Primary Schools.

It is also proposed to upgrade Lower Primary School into Upper Primary School which it is expected to reduce the existing number of drop out children who have no means to access upper Primary School in another village.

Table 10.1 Primary Schools.

No. of new Primary School	No. of School building	Implementation agency
34	34	School Committee

S.S.A. Survey, 2001

Table 10.2 Requirement of building to new Primary Schools.

Sl. No.	Name of Circles	No. Of new Primary School buildings	New building to buildingless Primary Schools	Implementing Agency
1	Lawngtlai Circles			School Committee
2	Bungtlang Circles	10	10	School Committee
3	Kalamaragar Circles	15	15	School Committee
4	Borapansury Circles	9	9	School Committee
	Total	34	34	

Source : SSA Survey, 2001

Table 10.3 Upper Primary Schools

No. of new Upper Primary School	No. of new Upper Primary School	Implementation Agency
17	17	School Committee

SSA Survey, 2001

Table 10.4 Building to new Upper Primary Schools

Sl. No.	Name of Circles	No. Of new Primary School buildings	New building to buildingless Primary Schools	Implementation Agency
1	Lawngtlai Circles			School Committee
2	Bungtlang Circles	9	9	School Committee
3	Kalamaragar Circles	2	2	School Committee
4	Borapansury Circles	6	6	School Committee
	Total	17	17	

Source : SSA Survey, 2001

Additional classrooms

It proposed to provide rooms for every teacher in Primary and Upper Primary Schools as per SSA norms. The planning process i.e. habitation education plan, taken up as a part of pre project activities shows that requirement of minimum 2 additional classrooms in all the 4 project circles. This provides minimum required space for each child for interaction and for other learning processes. The school committee will be the executive agencies of construction of works.

Table 10.5

No. of additional classrooms required	Implementation Agency
655	School Committee

Source : SSA Survey, 2001

Table 10.6 Additional classrooms to existing schools

Sl. No.	Name of Circles	No. of additional classrooms	Implementation Agency
1	Lawngtlai Circles	224	School Committee
2	Bungtlang Circles	3	School Committee
3	Kalamaragar Circles	150	School Committee
4	Borapansury Circles	130	School Committee
	Total	507	

Source : SSA Survey, 2001

Most of the existing Primary Schools and Upper Primary Schools were very old and is need of repair. It is proposed to repair 63 in each circle. Again, 136 nos. of Upper Primary Schools and Lower Primary Schools need reconstruction.

Table 10.7

Sl. No.	Name of Circles	Reconstruction		Repair	
		M/S	P/S	M/S	P/S
1	Lawngtlai Circles	10	20	12	16
2	Bungtlang Circles	3	29	8	14
3	Kalamaragar Circles	9	36	1	8
4	Borapansury Circles	5	24	2	2
	Total	27	109	23	40

Source : SSA Survey, 2001

The education plan from habitation level were developed by the active participation of the community. It is revealed that existence towards maintenance and repairs of school buildings.

The activities will include

- ◆ Replacement damaged position or old parts.
- ◆ Cement on floors
- ◆ Repairing furnitures, blackboards etc.
- ◆ Renovation work

Construction of Buildings to District and Circle Resource Centre

The District and Circle Resource Centre would served as a support structure for the implementation of SSA. The success of school support structure has been adequately proved in all DPED Districts.

Therefore, it is proposed to provide district resource centre at district level and circle resource centre at circle level to cater the needs of providing in service training to teachers and others field functioneries along with functioning of district/circle resource persons from these offices and to provide job support to teachers. In addition it is a centre for various resources such as Library Books, TLM etc. and teacher will be regularly using this centres for their professional growth and for interaction of EO/CEO and DRT/CRP will be functioning. District and Circle Resource Centres will be supported with other additional facilities such as Computers, Furnitures, Equipment, Stationeries and other contingencies. These Resource Centre and Resource Groups will over see the policy, planning, implementation and supervising and monitoring of all quality and related interventions. The major level in curriculum development, pedagogical improvement, teachers education/training and activities related to classroom transaction. Therefore, it is proposed provide one District Resoure Centre (DRC) and four Circle Resource Centre (CRCs).

Table 10.8

Name of District	No. of CRC building	Implementation Agency
Lawngtlai	1	District Education Committee

Source : SSA Survey, 2001

Table 10.9 CLRC

No. of circles	No. of CLRC building	Implementation Agency
4	4	Circle Education Committee

Source : SSA Survey, 2001

Table 10.10 Cluster Resource Centre

Sl. No.	Name of Circles	No. of cluster	No. of CRC building	Implementation Agency
1	Lawngtlai Circles	6	6	Cluster Education Committee
2	Bungtlang Circles	7	7	Cluster Education Committee
3	Kalamaragar Circles	8	8	Cluster Education Committee
4	Borapansury Circles	5	5	Cluster Education Committee
	Total	26	26	

Source : SSA Survey, 2001

Construction of cluster resource centre building

For effective implementation by the SSA programme in the District, construction of Cluster Resource Centre building in each Clusters is a must. Cluster Resource Centre will be provided with furniture, equipments, stationeries and other contingencies.

Construction of building for Cluster Resource Centre in each cluster will improve teacher in all their academic activities. Sometimes workshop and meetings with fully participation by parents, public leaders and NGOs will always be conducted. So that, progresses and development in the changing society will reach even to the remote areas, slum areas, and backward areas in the district.

For construction of Resource building public contribution and participation will be sought as far as possible. Local available materials will be contributed by the public. Cluster level Education Committee will provide free hand for this building.

CHAPTER - XI

IMPLEMENTATION ARRANGEMENT

The activities under SSA will be implemented by state implementation committee under the Chairmanship of Chief Secretary who is assisted by Commissioner State Education Department, Mizoram. State Project Director (School Education Director) will be Member Secretary in the Committee. All activities under SSA Committee through District Project co-ordinators along with the community participation of circle level Education Committee and village level Education Committee Executing Agencies at various levels; Mizoram state implementation Committee will execute project components through the following out side agencies in the district.

- | | |
|-------------------|--|
| 1) Village Level | School committee, Village Education Committee/Core Group |
| 2) Circle level | Circle Education Committee
Circle Core group |
| 3) District level | District Education Committee, District Core Group, District Project Co-ordinator (DPC) |
| 4) State level | State monitoring committee, State Executive Committee. |

1. Village level

School Committees have been formulated for all the schools in the villages consisting of five to ten members whom are drawn from popular persons and public teachers within the village.

2. Circle Education Committee

For effective implementation of the Project Circle Education Committee will be responsible in consultation with the circle resource group within their respective educational circles. The committee will consist of a Chairman and a Vice-Chairman, Circle Education Officer (CEO) will be member Secretary. Members will be selected from village level Education Committee and cluster level Education Committees, NGOs and parents representatives from each village. Members will be drawn from educational staffs association (PTA/MSTA) within the respective circle.

- 1) Circle Education Committee will be responsible for implementation of the Project components through circle core group,
- 2) conducting training and workshops for inservice teachers in consultation with the circle resource group.
- 3) Ensuring finally visit and supervision fro academic improvement in the schools and identifying certain problems to be tackled through project programmes/ activities.
- 4) Undertaking responsibility for the construction and maintenance of the circle resource building at the centre village. The committee will provide free hand for

circle resource building and will contribute their services for different activities of SSA within the circle.

- 5) Organize village level meeting and seminars in consultation with the village resource group for academic improvement in the school. They will also tackle certain issues that cause drop out etc.
- 6) The committee will provide free hand for new schools and will undertake their services voluntarily for construction of the new building and maintenance of the school building.

3. Cluster level Education Committee

Cluster Level Education plan and development will be under the guidance and timely supervision of cluster education committee. A cluster will consist of groups of villages or schools having together for proper implementation of the Project components. Cluster level committee will consist all village council presidents within the cluster. Centre village VCP will be the Chairman of the Committee. And senior most Middle School Headmaster of centre village will be Member - Secretary. Members from parents representatives, NGOs represents and representative of women will be related comprising 10-15 members.

- ◆ The committee will conduct meeting and seminars for achieving certain targets and issues to implement the programmes of SSA components.
- ◆ Identifying the infrastructure needs and providing timely support for effective maintenances of the schools and for improving academic achievement.
- ◆ In consultation with cluster resource group the committee will make an arrangement for conducting workshop and seminars thereby creating effective interaction with each other.

Village Education Committee

Every village is formulated to have village education committee. This committee will comprise members from public leaders prominent government servants other than education departments. Representative of educational staff, like Principal, Headmaster, Teachers will also included in the committee.

- ◆ Village Education Committee will look after the infrastructural needs and support for effective administration of the schools in the village.
- ◆ The committee will survey and identifying non-school going children in the village and will assist and arrangements for their admission in the school.

District Project Office (DPO)

District Project Office (DPO) will be established in the districts at the District Headquarters. The District Education Officer will be the ex-officio district project co-ordinator will be assisted by Addl. project co-ordinator who will be appointed by the education department. Government of Mizoram. In consultation with the district co-ordinator under the

Chairmanship of deputy Commissioner who is the Chairman of the District SSA, the Addl. project co-ordinator will carry out the power and responsibilities of the various initiatives for UEE in the district. Staffing pattern in DPO is as follows:

Table 11.1

Sl. No.	Staff	Numbers
1	Addl. Project co-ordinator	1
2	Academic Monitoring Officer	1
3	Community Mobilization Officer	1
4	Child Development Officer	1
5	Account Officer	1
6	Asst. Engineer	1
7	UDC	1
8	LDC	1
	Total	8

Source : SSA Survey, 2001

Functional aspects of DPO

1. Development of Annual work plan & budget in decentralized participatory manner.
2. Implementing all the activities and submits reports to state project officer time to time.
3. Publication of reports, News letter etc.

Inputs

The District project officer will be located at District Headquarters in a rented building. The OPO will be supported with required furniture, equipment, salaries, vehicles and other MIS equipment along with stationery and other contingencies.

10.9 Flow of Fund

1. The purpose of fund will be from state project officer (SPO) to Deputy Commissioner (DC) who is the Chairman of the District SSA by Committee Accounts payee cheque or Account payee DD.

2. All funds from DPO to executing agencies like school committee, village committee, circle committee, cluster committee will be through account payee cheque or account payee D.D.
3. Account will be maintained as per the statutory requirements for societies, report will be sent to SPO as per requirements.
4. Pre Audit by DPO of all expenditure.
5. Timely audit every year by auditor appointed by the Executive Committee.
6. Annual Audit by chartered Accountant General.

Expenditure payment will be sanctioned by:

1. Component Authority
2. Subject to Budget Provision
3. Within approved work plan.
4. In accordance with rules.

Bank transaction will be made by:

1. Authorised signatory/Signatories
2. With delegated competence
3. Based on competent sanction.

In all financial transactions.

1. Prudent
2. Cost effectiveness.
3. Transparency will be maintained.

CHAPTER - XII

ANNUAL WORK PLAN AND BUDGET FOR 2001-2002

Project-wise Activities

The Following activities are proposed based on the requirement reflected through village level plan and cluster level requirement. The budget pages are annexed separately.

A. Project Management :

- ◆ Furniture for DPO
- ◆ Equipment for DPO
- ◆ Salary for DPO staffs
- ◆ Purchase of Vehicle for DPO
- ◆ DPO consumables
- ◆ Water, Electricity, Telephone etc.
- ◆ Rent for DPO
- ◆ TA and DA
- ◆ Maintenance of equipments
- ◆ Consultant

B. Planning and Management

- ◆ Planning Exercise

C. Research, Evaluation, Supervision and Monitoring

- ◆ MIS equipment
- ◆ Computer stationery

D. Community Mobilization and Participation

- ◆ Orientation to SEC members
- ◆ School sports at village/cluster level
- ◆ Community Mobilization and Habitation level.
- ◆ Campaign materials and Travel charges

E. Access and Alternative Schooling:

- ◆ Induction training of AS voluntary teachers
- ◆ Induction training of new teachers
- ◆ Training of CRPs and induction of AS teachers.
- ◆ Salary of new Teachers (Lower Primary)

- ◆ Salary of new Teachers (Upper Primary)
- ◆ TLE grants for Primary Schools
- ◆ Alternative School instructors honorarium
- ◆ Shed/Rents for AS
- ◆ School grants for AS equipments
- ◆ Drinking water facilities for lower Primary School
- ◆ Drinking water facilities for upper Primary School
- ◆ Separate toilets for boys and girls
- ◆ Fencing for Upper and Lower Primary School

F. Civil works

- ◆ Building construction for CLRC (Circle level Resource centres)
- ◆ Building construction for cluster Resource Centres (CRC)
- ◆ Construction of Mini DIET at District Headquarters
- ◆ Construction of Additional class-room for upgraded Primary School
- ◆ Reconstruction and renovation of Upper and Lower Primary School buildings.
- ◆ Repairing of Upper and Lower Primary School buildings
- ◆ Construction of buildings for IED centres
- ◆ New Construction of Primary school building for schoolless habitation/villages.
- ◆ Additional class-room
- ◆ Computer Room

G. Pedagogy and School improvement

- ◆ Training of CRPs and CRPGs (Circle Resource persons/Groups)
- ◆ TLM grant for teachers of formal schools
- ◆ School grants
- ◆ TLE grants to new schools
- ◆ Teachers grants
- ◆ Library books for Mini DIET
- ◆ Library for CRCs
- ◆ TLE grants to Upper Primary Schools.

H. Education of Focus group

(a) Early childhood care and Education

- ◆ Training of Teacher/workers
- ◆ ECE workers honorarium
- ◆ ECE helper honorarium
- ◆ TLM for ECE
- ◆ Printing of modules.

(b) Children with special Education needs

- ◆ Special grants for disabled children
- ◆ TLM for IED centres
- ◆ Salary for IEDC Resource persons
- ◆ Free text books and uniforms

(c) Girls Education

- ◆ Scholarship to girls students
- ◆ Residential bridge course
- ◆ Printing of modules.
- ◆ Free text book for girls education

I. Distance Education

- ◆ Procurement and maintenance of RCCP and cassettes
- ◆ Supply of Audio cassettes
- ◆ Setting up of library at cluster level
- ◆ Subscription of Educational journals/news papers.

CHAPTER - XIII

Budget Summary

PROJECT BUDGET WISE ESTIMATES - LAWNGTLAI DISTRICT, MIZORAM

Sl. No	Name of Project	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	TOTAL
1	Project Management	13.350	25.400	17.915	17.435	17.955	17.480	17.510	17.540	17.575	17.610	179.770
2	Planning & Management	2.600	4.550	3.770	3.770	3.770	4.550	3.770	4.550	3.770	3.770	38.870
3	Research evaluation supervision & monitoring	8.400	5.080	5.380	5.380	5.380	5.380	5.380	5.380	5.380	4.880	56.020
4	Community mobilisation & participation	30.945	46.270	46.270	46.270	46.270	46.270	46.270	46.270	46.270	46.270	447.375
5	Access & Alternative Schooling	72.367	53.662	50.008	50.008	50.008	82.108	50.008	50.008	50.008	48.268	556.453
6	Civil Works	425.875	363.600									789.475
7	Pedagogy and school improvement	58.950	45.612	18.766	28.026	47.472	63.666	28.026	38.212	18.766	18.766	366.262
8	Education of Focus Groups											
	a) Early childhood care & Education	15.301	25.158	25.158	25.158	25.158	25.158	25.158	25.158	25.158	25.158	241.723
	b) Children with special Educational needs	5.490	9.615	9.615	9.615	9.615	9.615	9.615	9.615	9.615	9.615	92.025
	c) Girls Education	42.484	46.101	46.101	46.101	46.101	46.101	46.101	46.101	14.101	14.101	393.393
9	Distance Education	36.870	1.110	1.110	1.110	4.320	1.110	0.260	3.470	0.260	0.260	49.880
	TOTAL	712.632	626.158	224.093	232.873	256.049	301.438	232.098	246.304	190.903	188.698	3211.246

PROPOSED BUDGET FOR PERSPECTIVE 10 YEARS : LAWNGTLAI DISTRICT MIZORAM

Project : Management

Rupees in lakhs

SI No	ITEMS	Unit Cost	2001-02		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	Physical	Financial
1	Furniture for DPO	4.000	1	1.500	1	1.500	1	0.500			1	0.500											1	4.000
2	Equipment for DPO	5.000	1	3.000	1	2.000																	1	5.000
3	Salary for DPO Staff		8	2.250	8	9.000	8	9.015	8	9.035	8	9.055	8	9.080	8	9.110	8	9.140	8	9.175	8	9.210	8	84.070
4	Purchase of Vehicles for DPO		1	4.500	1	4.500																	2	9.000
5	DPO Consumables		1	0.450	1	1.800	1	1.800	1	1.800	1	1.800	1	1.800	1	1.800	1	1.800	1	1.800	1	1.800	1	16.650
6	Water, electricity, telephone etc..	1.150	3	0.450	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	16.650
7	Rent for DPO	0.100	12	0.300	12	1.200	12	1.200	12	1.200	12	1.200	12	1.200	12	1.200	12	1.200	12	1.200	12	1.200	12	11.100
8	TA & DA	0.100	12	0.300	12	1.200	12	1.200	12	1.200	12	1.200	12	1.200	12	1.200	12	1.200	12	1.200	12	1.200	12	11.100
9	Maintenance of Equipments		2	0.300	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	11.100
10	Consultants	0.050		0.300	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	11.100
	TOTAL			13.350		25.400		17.915		17.435		17.955		17.480		17.510		17.540		17.575		17.610		179.770

PROPOSED BUDGET FOR 10 YEARS PERSPECTIVE PLAN : LAWNGTLAI DISTRICT, MIZORAM

Project : Planning and Management

Rupees in lakhs

SI No	ITEMS	Unit Cost	2001-02		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	Physical	Financial		
			1	Planning Exercise	0.100	26	2.600	26	2.600	26	2.600	26	2.600	26	2.600	26	2.600	26	2.600	26	2.600	26	2.600	26	2.600	26
2	Training of CRPs in School Mapping and Micro Planning				52	0.780							52	0.780			52	0.780								2.340
3	Orientation to the CRPs on Planning	0.015			52	0.780	52	0.780	52	0.780	52	0.780	52	0.780	52	0.780	52	0.780	52	0.780	52	0.780	52	0.780	52	7.020
4	Exposure Visit	0.015			26	0.390	26	0.390	26	0.390	26	0.390	26	0.390	26	0.390	26	0.390	26	0.390	26	0.390	26	0.390	26	3.510
	TOTAL			2.600		4.550		3.770		3.770		3.770		4.550		3.770		4.550		3.770		3.770		3.770		38.870

PROPOSED BUDGET FOR 10 YEARS PERSPECTIVE PLAN : LAWNGTLAI DISTRICT, MIZORAM

Project : Research, Evaluation, Supervision and Monitoring

Rupees in lakhs

SI No	ITEMS	Unit Cost	2001-02		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	Physical	Financial
1	Action Research	0.015			30	0.450	30	0.450	30	0.450	30	0.450	30	0.450	30	0.450	30	0.450	30	0.450			240	3.600
2	Classroom Base Researches				30	0.050	30	0.050	30	0.050	30	0.050	30	0.050	30	0.050	30	0.050	30	0.050			240	0.400
3	Orientation or Research and Evaluation							0.300	0.300	0.300	0.300	0.300	0.300	0.300	0.300	0.300	0.300	0.300	0.300	0.300	0.300	0.300	2.400	
4	Conduct of pupil achievement Survey				0.450	0.450	0.450	0.450	0.450	0.450	0.450	0.450	0.450	0.450	0.450	0.450	0.450	0.450	0.450	0.450	0.450	0.450	4.050	
5	MIS Equipments		2	8.000																			2	8.000
6	DISE/EMIS	0.020			4	0.080	4	0.080	4	0.080	4	0.080	4	0.080	4	0.080	4	0.080	4	0.080	4	0.080	4	0.720
7	MIS Equipments Operation and Maintenance				2	0.400	2	0.400	2	0.400	2	0.400	2	0.400	2	0.400	2	0.400	2	0.400	2	0.400	2	3.600
8	Computer Stationaries		2	0.400	2	0.400	2	0.400	2	0.400	2	0.400	2	0.400	2	0.400	2	0.400	2	0.400	2	0.400	2	4.000
9	Monitoring and Supervision by Circle Resource Persons				26	3.250	26	3.250	26	3.250	26	3.250	26	3.250	26	3.250	26	3.250	26	3.250	26	3.250	26	29.250
	TOTAL			8.400	5.080	5.380	5.380	5.380	5.380	5.380	5.380	5.380	5.380	5.380	5.380	5.380	5.380	5.380	5.380	4.880			56.020	

PROPOSED BUDGET FOR 10 YEARS PERSPECTIVE PLAN : LAWNGTLAI DISTRICT, MIZORAM

Project : Community Mobilisation and Participation

Rupees in lakhs

SI No	ITEMS	Unit Cost	2001-02		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	Physical	Financial
1	Orientation to SEC Members		540	0.270	540	0.270	540	0.270	540	0.270	540	0.270	540	0.270	540	0.270	540	0.270	540	0.270	540	0.270	540	2.700
2	School Sports at village/cluster level		26	0.975	26	3.900	26	3.900	26	3.900	26	3.900	26	3.900	26	3.900	26	3.900	26	3.900	26	3.900	26	36.075
3	Sports goods grants				248	12.400	248	12.400	248	12.400	248	12.400	248	12.400	248	12.400	248	12.400	248	12.400	248	12.400	248	111.600
4	Community, mobilisation and habitation level	0.200	135	27.000	135	27.000	135	27.000	135	27.000	135	27.000	135	27.000	135	27.000	135	27.000	135	27.000	135	27.000	135	270.000
5	Campaign material & travel charges	0.020	135	2.700	135	2.700	135	2.700	135	2.700	135	2.700	135	2.700	135	2.700	135	2.700	135	2.700	135	2.700	135	27.000
	TOTAL			30.945		46.270		46.270		46.270		46.270		46.270		46.270		46.270		46.270		46.270		447.375

PROPOSED BUDGET FOR 10 YEARS PERSPECTIVE PLAN : LAWNGTLAI DISTRICT, MIZORAM

		Project : Access & Alternative Schooling														Rupees In lakhs								
SI No	ITEMS	Unit Cost	2001-02		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	Physical	Financial
1	Induction Training of AS Voluntary Teachers	0.015	87	1.305																			87	1.305
2	Induction Training for new Teachers		174	3.654	174	3.654																	174	7.308
3	Recurring Training of Alternative Schooling Volunteers multi level based teaching	0.010			174	0.740	174	0.740	174	0.740	174	0.740	174	0.740	174	0.740	174	0.740	174	0.740	174	0.740	174	6.660
4	Training CRPs & Induction of AS Teachers			1.050																				1.050
5	Salary for new Teachers (Primary)	0.030	68	6.120	68	24.480	68	24.480	68	24.480	68	24.480	68	24.480	68	24.480	68	24.480	68	24.480	68	24.480	68	226.440
6	Salary for new Upper Primary School Teachers	0.035	46	8.430	34	19.320	46	19.320	46	19.320	46	19.320	46	19.320	46	19.320	46	19.320	46	19.320	46	19.320	46	182.310
7	TLE grants for new Primary Schools	0.038	34	1.292	34	1.292	34	1.292	34	1.292	34	1.292	34	1.292	34	1.292	34	1.292	34	1.292	34	1.292	34	12.920
8	Alternative school instructors honorarium	0.010	174	0.580	174	1.740	174	1.740	174	1.740	174	1.740	174	1.740	174	1.740	174	1.740	174	1.740	174	1.740	174	16.240
9	Shed/Rent for AS	0.008	87	0.696	87	0.696	87	0.696	87	0.696	87	0.696	87	0.696	87	0.696	87	0.696	87	0.696	87	0.696	87	6.960
10	School grants for AS Equipment	0.020	87	1.740	87	1.740	87	1.740	87	1.740	87	1.740	87	1.740	87	1.740	87	1.740	87	1.740			87	15.660
11	Drinking water facilities for M/S	0.150	56	8.400								56	8.400										56	16.800
12	Drinking water facilities for P/S	0.150	185	23.700								158	23.700										158	47.400
13	Separated Toilet for Boys & Grils	0.050	180	9.000																			180	9.000
14	Fencing of P/S and Upper P/S	0.050	128	6.400																			128	6.400
	TOTAL			72.367		53.662		50.008		50.008		50.008		82.108		50.008		50.008		50.008		48.268		556.453

PROPOSED BUDGET FOR 10 YEARS PERSPECTIVE PLAN : LAWNGTLAI DISTRICT, MIZORAM																									
		Project : Civil Works															Rupees in lakhs								
Sl No	ITEMS	Unit Cost	2001-02		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	Physical	Financial	
1	Building Construction for CLRC (Circle Level Resource Centre)	6.000	2	12.000	2	12.000																		2	24.000
2	Building Construction for Cluster Resource Centre CRC	2.000	13	26.000	13	26.000																		26	52.000
3	Construction of Mini DIET at District Headquarters	140.000	1	140.000																				1	140.000
4	Construction of Addl. Classroom for upgraded Primary School	1.200	9	10.800	8	9.600																		17	20.400
5	Reconstruction and renovation of Upper and Lower Primary School Buildings	3.500	27	94.500	109	272.500																		136	367.000
6	Repairs of upper and lower Primary School Buildings	1.000	23	23.000	40	40.000																		63	63.000
7	Construction of Building for IED Centre	0.500	8	4.000	7	3.500																		15	7.500
8	New construction P/S for schoolless habitation/village	2.000	34	68.000																				34	68.000
9	Additional Classroom	0.065	665	42.575																				665	42.575
10	Computer room	2.500	2	5.000																					5.000
	TOTAL			425.875		363.600																			789.475

PROPOSED BUDGET FOR 10 YEARS PERSPECTIVE PLAN : LAWNGTLAIDISTRICT, MIZORAM

Project : Pedagogy & School Improvement																								Rupees in lakhs	
SI No	ITEMS	Unit Cost	2001-02		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	Physical	Financial	
1	Teachers Training in activity based teaching				926	19.446					926	19.446					926	19.446					926	58.338	
2	Training of CRPs and CRPGs (Circle resource persons/groups)		20	0.280	20	0.280	20	0.280	20	0.280	20	0.280	20	0.280	20	0.280	20	0.280	20	0.280	20	0.280	20	2.800	
3	Training of clusters resource groups (CRG)				104	1.456	104	1.456	104	1.456	104	1.456	104	1.456	104	1.456	104	1.456	104	1.456	104	1.456	104	13.104	
4	TLM grant for teacher of formal schools	0.010	926	9.260					926	9.260	926	9.260			926	9.260								37.040	
5	School grants	0.020	214	4.280	214	4.280	214	4.280	214	4.280	214	4.280	214	4.280	214	4.280	214	4.280	214	4.280	214	4.280	214	42.800	
6	TLE grants to new schools	0.100	34	3.400	34	3.400	34	3.400	34	3.400	34	3.400	34	3.400	34	3.400	34	3.400	34	3.400	34	3.400	34	34.000	
7	Teachers grant	0.005	926	4.630	925	4.630	926	4.630	926	4.630	926	4.630	926	4.630	926	4.630	926	4.630	926	4.630	926	4.630	926	46.200	
8	Furniture for telescopic DIET				1	4.000							1	5.000									1	9.000	
9	Equipment for Telescopic DIET				1	2.000							1	2.000									1	4.000	
10	Furniture for CRCs	0.100			4	0.400							4	0.400									4	0.800	
11	Equipment for CRCs	0.250			4	1.000							4	1.000									4	2.000	
12	Library books for Mini DIET	0.200	1	0.200	1	0.200	1	0.200	1	0.200	1	0.200	1	0.200	1	0.200	1	0.200	1	0.200	1	0.200	1	2.000	
13	Library for CRCs	0.100	4	0.400	4	0.400	4	0.400	4	0.400	4	0.400	4	0.400	4	0.400	4	0.400	4	0.400	4	0.400	4	4.000	
	Sub-Total			22.450		41.492		14.646		23.906		43.352		23.046		23.906		34.092		14.646		14.646		256.182	

PROPOSED BUDGET FOR 10 YEARS PERSPECTIVE PLAN : LAWNGTLAIDISTRICT, MIZORAM

Project : Pedagogy & School Improvement																Rupees in lakhs										
SI No	ITEMS	Unit Cost	2001-02		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	Physical	Financial		
14	Circle Level TLM workshop	0.300			4	1.200	4	1.200	4	1.200	4	1.200	4	1.200	4	1.200	4	1.200	4	1.200	4	1.200	4	1.200	4	10.800
15	Operation and maintenance of equipment for DIET (Mini)				1	0.200	1	0.200	1	0.200	1	0.200	1	0.200	1	0.200	1	0.200	1	0.200	1	0.200	1	0.200	1	1.800
16	Maintenance and operation of equipments for CRCs and contingency	0.100			4	0.100	4	0.100	4	0.100	4	0.100	4	0.100	4	0.100	4	0.100	4	0.100	4	0.100	4	0.100	4	0.900
17	TLE grant to Upper Primary School	0.500	73	36.500									73	36.500										73	73.000	
18	Documentation at DPO	0.100			1	0.100	1	0.100	1	0.100	1	0.100	1	0.100	1	0.100	1	0.100	1	0.100	1	0.100	1	0.100	1	0.900
19	Printing of modules	2.000			1	2.000	1	2.000	1	2.000	1	2.000	1	2.000	1	2.000	1	2.000	1	2.000	1	2.000	1	2.000	1	18.000
20	Exposure visit to Circle Resource Centre & Cluster Resource Centre				26	0.520	26	0.520	26	0.520	26	0.520	26	0.520	26	0.520	26	0.520	26	0.520	26	0.520	26	0.520	26	4.680
GRAND TOTAL				58.950		45.612		18.766		28.026		47.472		63.666		28.026		38.212		18.766		18.766		18.766		366.262

PROPOSED BUDGET FOR 10 YEARS PERSPECTIVE PLAN : LAWNGTLAI DISTRICT, MIZORAM

Project : Education of Focused Group

Rupees in lakhs

(A) EARLY CHILDHOOD CARE AND EDUCATION

SI No	ITEMS	Unit Cost	2001-02		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	Physical	Financial
1	Training Teachers/Workers	0.021	174	3.654																			174	3.654
2	ECE workers honorarium	0.010	87	2.610	87	10.440	87	10.440	87	10.440	87	10.440	87	10.440	87	10.440	87	10.440	87	10.440	87	10.440	87	96.570
3	ECE Helper honorarium	0.007	87	1.827	87	7.308	87	7.308	87	7.308	87	7.308	87	7.308	87	7.308	87	7.308	87	7.308	87	7.308	87	67.599
4	TL:M for ECE	0.045	138	6.210	138	6.210	138	6.210	138	6.210	138	6.210	138	6.210	138	6.210	138	6.210	138	6.210	138	6.210	138	62.100
5	Workshop for ECE				1	0.200	1	0.200	1	0.200	1	0.200	1	0.200	1	0.200	1	0.200	1	0.200	1	0.200	1	1.800
6	Printing of modules	0.250	4	1.000	4	1.000	4	1.000	4	1.000	4	1.000	4	1.000	4	1.000	4	1.000	4	1.000	4	1.000	4	10.000
	Sub-Total			15.301		25.158		25.158		25.158		25.158		25.158		25.158		25.158		25.158		25.158		241.723

(B) CHILDREN WITH SPECIAL NEEDS

1	Speical grants for Disabled Children	0.012	110	1.320	110	1.320	110	1.320	110	1.320	110	1.320	110	1.320	110	1.320	110	1.320	110	1.320	110	1.320	110	13.200
2	TLM for IED centres	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	15	15.000
3	Salary for IEDC Resource Persons		15	1.350	15	5.400	15	5.400	15	5.400	15	5.400	15	5.400	15	5.400	15	5.400	15	5.400	15	5.400	15	49.950
4	IED Assesment Camp				15	0.075	15	0.075	15	0.075	15	0.075	15	0.075	15	0.075	15	0.075	15	0.075	15	0.075	15	0.675
5	Free Text Books & Uniform		110	1.320	110	1.320	110	1.320	110	1.320	110	1.320	110	1.320	110	1.320	110	1.320	110	1.320	110	1.320	110	13.200
	Sub-Total			5.490		9.615		9.615		9.615		9.615		9.615		9.615		9.615		9.615		9.615		92.025

(C) GIRLS EDUCATION

1	Scholarship to girls students	0.001	4822	1.205	4822	4.822	4822	4.822	4822	4.822	4822	4.822	4822	4.822	4822	4.822	4822	4.822	4822	4.822	4822	4.822	4822	44.603
2	Residential Bridge Course	8.000	4	32.000	4	32.000	4	32.000	4	32.000	4	32.000	4	32.000	4	32.000							32	256.000
3	Gender issue workshop		2	2.000	2	2.000	2	2.000	2	2.000	2	2.000	2	2.000	2	2.000	2	2.000	2	2.000	2	2.000	2	20.000
4	Printing of modules		4	0.040	4	0.040	4	0.040	4	0.040	4	0.040	4	0.040	4	0.040	4	0.040	4	0.040	4	0.040	4	0.400
5	Free text Books for girls student		4826	7.239	4826	7.239	4826	7.239	4826	7.239	4826	7.239	4826	7.239	4826	7.239	4826	7.239	4826	7.239	4826	7.239	4826	72.390
	Sub-Total			42.484		46.101		46.101		46.101		46.101		46.101		46.101		46.101		46.101		14.101		393.393
	GRAND TOTAL			63.275		80.874		80.874		80.874		80.874		80.874		80.874		80.874		48.874		48.874		727.141

PROPOSED BUDGET FOR 10 YEARS PERSPECTIVE PLAN : LAWNGTLAI DISTRICT, MIZORAM

Project : Distance Learning																Rupees in lakhs								
SI No	ITEMS	Unit Cost	2001-02		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	Physical	Financial
1	Distance Education (Workshop & Seminar)				1	0.850	1	0.850	1	0.850	1	0.850	1	0.850									1	4.250
2	Procurement and maintenance of RCCP & Cassette	0.150	214	32.100																			214	32.100
3	Supply of Audio-Cassettee	0.015	214	3.210						214	3.210					214	3.210						214	9.630
4	Setting up of library at the Cluster Level	0.050	26	1.300																			26	1.300
5	Subscription of Educational Journals & News Paper	0.010	26	0.260	26	0.260	26	0.260	26	0.260	26	0.260	26	0.260	26	0.260	26	0.260	26	0.260	26	0.260	26	2.600
	TOTAL			36.870		1.110		1.110		1.110		4.320		1.110		0.260		3.470		0.260		0.260		49.880

CHAPTER XIV

Implementation Scheduled Proposed Budget for 10 Years : Lawngtlai District, Mizoram

Sl. No	Items	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
	Project Management										
1	Furniture for DPO	✓	✓	✓		✓					
2	Equipment for DPO	✓	✓								
3	Salary for DPO Staff	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	Purchase of Vehicles for DPO	✓	✓								
5	DPO Consumables	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6	Water, electricity, telephone etc..	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7	Rent for DPO	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
8	TA & DA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
9	Maintenance of Equipments	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
10	Consultants	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Planning and Management										
11	Planning Exercise	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
12	Training of CRPs in School Mapping and Micro Planning		✓				✓		✓		
13	Orientation to the CRPs on Planning		✓	✓	✓	✓	✓	✓	✓	✓	✓
14	Exposure Visit		✓	✓	✓	✓	✓	✓	✓	✓	✓

	Research Evaluation Super Vision & Monitoring										
15	Action Research		✓	✓	✓	✓	✓	✓	✓	✓	
16	Classroom Base Researches		✓	✓	✓	✓	✓	✓	✓	✓	
17	Orientation on Research and Evaluation			✓	✓	✓	✓	✓	✓	✓	✓
18	Conduct of pupil achievement Survey		✓	✓	✓	✓	✓	✓	✓	✓	✓
19	MIS Equipments	✓									
20	DISE/EMIS		✓	✓	✓	✓	✓	✓	✓	✓	✓
21	MIS Equipments Operation and Maintenance		✓	✓	✓	✓	✓	✓	✓	✓	✓
22	Computer Stationaries	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
23	Monitoring and Supervision by Circle Resource Persons		✓	✓	✓	✓	✓	✓	✓	✓	✓
	Community Mobilisation and Participation										
24	Orientation to SEC Members	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
25	School Sports at Village/Cluster Level	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
26	Sports goods grants		✓	✓	✓	✓	✓	✓	✓	✓	✓
27	Community Mobilisation on habitation level	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
28	Camping materials & Travel charges	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Access & Alternative Schooling											
29	Induction Training of AS Voluntary Teachers	✓									
30	Induction Training for new Teachers	✓	✓								
31	Recurring Training of Alternative Schooling Volunteers multi-level based teaching		✓	✓	✓	✓	✓	✓	✓	✓	✓
32	Training on CRPs & Induction of AS Teachers	✓									
33	Salary for new Teachers (Primary)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
34	Salary of new Upper Primary Teachers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
35	TLE grants for new Primary Schools	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
36	Alternative school instructors honorarium	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
37	Shed/Rent for AS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
38	School grants for AS Equipment	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
39	Drinking water facilities for M/S	✓					✓				
40	Drinking water facilities for P/S	✓					✓				
41	Separate toilet for Boys and Girls	✓									
42	Fencing for P/S and Upper P/S	✓									
Civil Works											
43	Building Construction for CLRC (Circle Level Resource Centre)	✓	✓								
44	Building Construction for Cluster Resource Centre (CRC)	✓	✓								

45	Construction of Mini DIET at District Headquarters	✓									
46	Construction of Addl. Classroom for up graded P/S	✓	✓								
47	Re-construction and renovation of Upper and Lower P/S Building	✓	✓								
48	Repairs of Lower and Upper Primary School Building	✓	✓								
49	Construction of building for IED centre	✓	✓								
50	New Construction of P/S for Schoolless habitation/village	✓									
51	Additional classroom	✓									
52	Computer Room	✓									
	Pedagogy and School Improvement										
53	Teachers training in activity based teaching		✓			✓			✓		
54	Training of CRPs (Circle Resource Person) group	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
55	Training of Cluster resource persons (CPRs)		✓	✓	✓	✓	✓	✓	✓	✓	✓
56	TLM grant for teacher of formal schools	✓			✓	✓		✓			
57	School grant	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
58	TLE grants to new school	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
59	Teacher Grants	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
60	Furniture for Telescopic DIET		✓				✓				
61	Furniture for CRCs		✓				✓				

62	Equipment for Telescopic DIET		✓				✓				
63	Equipment for CRCs		✓				✓				
64	Library books for Mini-DIET	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
65	Library for CRCs	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
66	Circle Level TLM workshop		✓	✓	✓	✓	✓	✓	✓	✓	✓
67	Operation and maintenance of equipment for mini-DIET		✓	✓	✓	✓	✓	✓	✓	✓	✓
68	Maintenance and operation equipments for CRCs and contingency		✓	✓	✓	✓	✓	✓	✓	✓	✓
69	TLE grant to Upper Primary School	✓					✓				
70	Documentation at DPO		✓	✓	✓	✓	✓	✓	✓	✓	✓
71	Printing of modules		✓	✓	✓	✓	✓	✓	✓	✓	✓
72	Exposure Visit to circle resource centre & cluster Centre		✓	✓	✓	✓	✓	✓	✓	✓	✓
	Education of Focuss Group										
73	Training Teacher/Workers	✓									
74	ECE workers honorarium	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
75	ECE helper honorarium	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
76	TLM for ECE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
77	Workshop for ECE		✓	✓	✓	✓	✓	✓	✓	✓	✓
78	Printing of modules	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

	Children with special Educational needs										
79	Special grants for disable children	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
80	TLM of IED centre	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
81	Salary for IEDC resource persons	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
82	IED Assesment camp		✓	✓	✓	✓	✓	✓	✓	✓	✓
83	Free textbook and uniform	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Girls Education										
84	Special scholarship for Girls students	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
85	Residential bridge course	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
96	Gender issue workshop	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
87	Printing of modules	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
88	Free textbook for girls student	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Distance Learning										
89	Distance Education (Workshop & Seminar)		✓	✓	✓	✓	✓				
90	Procurement and maintenance of RCCP & Cassette	✓									
91	Supply of Audio-Cassettee	✓				✓			✓		
92	Setting up by library at the cluster level	✓									
93	Subscribtion of Educational Journals & News Paper	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓