

MIZ- R  
FOR REFERENCE ONLY

A REPORT

OF

THE DEVELOPMENT AND EDUCATIONAL PLANNING  
UNDER THE UNICEF AIDED PROJECTS II AND III  
(1957)

-54166  
309.1  
MIZ-R

**FOR REFERENCE ONLY**  
CONTENTS

	Page no.
Foreword	i
Preface	ii

CHAPTER

I General Background	1-6
II Objectives of Survey Methods and Technigues etc.	7-8
III Survey Reports Chhimtuipui Cluster	9-20
IV Lunglei Cluster	21-34
V Aizawl Cluster	35-46
VI State level Reports	47-61
VII Major conclusions	62-64
VIII Survey Reports Community Centres	65-70

APPENDICES

- 'A' - List of Project Schools  
Chhimtuipui Cluster.
- 'B' - Lunglei Cluster
- 'C' - Aizawl Cluster



(i)

I have pleasure in introducing the Survey Report of the 30 Experimental and 100 forerunner Primary Schools of Mizoram.

Soon after Mizoram became a Union Territory, the Education Department took up Project I of the UNICEF Aided Science Education Programme. The project was quite successful and there has been significant improvement in the teaching and learning of Science in Mizoram schools. The Unicef Aided Projects II & III were introduced in Mizoram in 1977 by selecting 30 Experimental schools and opening two Community Centres. From the academic session of 1980, 100 more Primary schools have been selected as forerunner schools under these projects. The present survey report embodies the results of survey of these 130 Primary schools.

I am sure that this report, which has been carefully prepared by the Officer-on-Special Duty, SCERT, Mizoram will be found useful by the curriculum experts in planning such innovative curricula as would suit the needs of the school children of Mizoram and, perhaps, elsewhere.

Thanks and appreciation are due to the Primary Curriculum Development Cell, NCERT for guidance, advice and help received from them and also to the UNICEF for financial assistance and for providing a Jeep for supervision of the experimental schools.

Last of all, I would like to express my appreciation for the commendable work done by Shri F.Lallura, Officer-on-Special Duty, SCERT and his staff in conducting the survey and preparing this report in a prompt and efficient manner.

Dated Aizawl,  
the 29th Aug. '80

L.N.Tluanga,  
Director of Education,  
Mizoram, Aizawl.

-ooOoo-

NIEPA DC



D03847

## P R E F A C E

There is a growing realisation among the educationists in India and abroad of the need for making education more meaningful and relevant to the life of both the community and the individual learner. This is all the more important for the realisation of the goal of universalization of elementary education. With this end in view, an attempt is being made under the Unicef Aided Project to develop an innovative curriculum, at the first instance, for the first cycle of education. Survey is one of the strategies for developing such a need-based and relevance-based learning material. Hence the present survey.

The present survey, conducted during the first part of June of this year, is one of such attempts to present a brief and synoptic view of the scene of the schools and communities under the Unicef Aided Projects, its focus is collection of relevant informations about the schools, households and the villages. All the Project schools and the Teacher Training Institutes were actively involved in this important work right from its start. The informations consisting of the social, economic, cultural and educational characteristics of each community were collected through the survey schedules and a report was written on the basis for the most part on these.

It is hoped that this report will facilitate the efforts of curriculum planners and designers to evolve a need-based, relevance based and locally oriented educational programme.

We record our deep sense of appreciation to all those who have actively participated in this survey work.

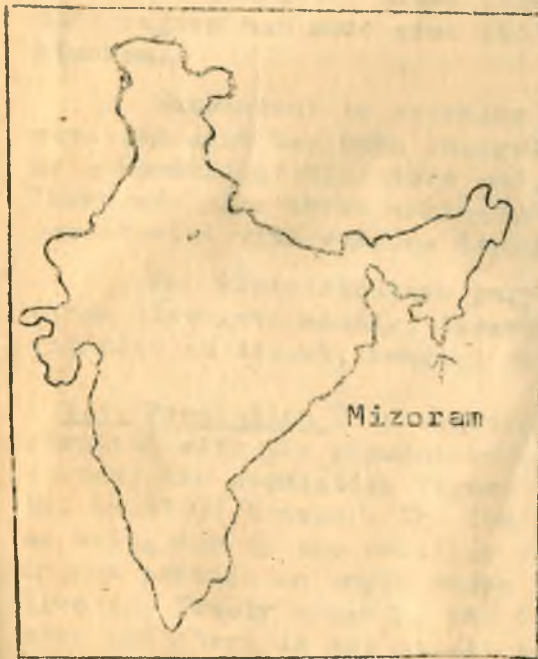
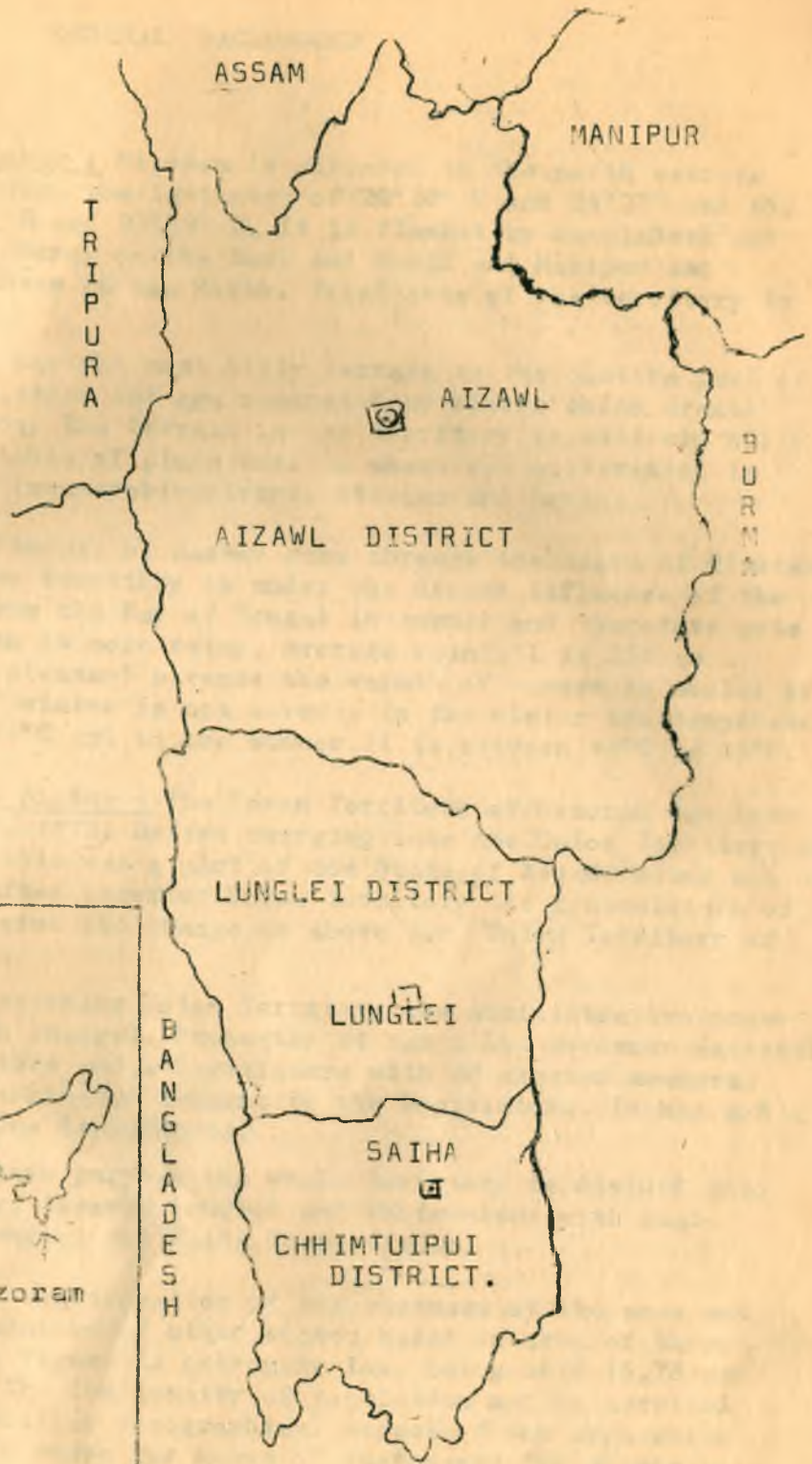
I have the pleasure in placing this report in the hands of those who are held responsible for curriculum development with a hope that it would prove useful in evolving a meaningful and relevant educational programmes.

Aizawl,  
22nd August 1980.

F.LALLURA,  
Officer on Special Duty,  
S.C.E.R.T., Mizoram



MAP OF MIZORAM





## CHAPTER I

### GENERAL BACKGROUND

**1.1. Physical Features :** Mizoram is situated in the north eastern border of India, between the latitudes of  $20^{\circ}20'$  N and  $24^{\circ}27'$  and the longitudes of  $92^{\circ}20'$  E and  $93^{\circ}29'$  E. It is flanked by Bangladesh and Tripura in the West, Burma on the East and South and Manipur and Cachar district of Assam in the North. Total area of the territory is 21,090 Sq Kms.

The territory has the most hilly terrain in the eastern part of India. The hills are steep and are separated by rivers which create deep gorges in between. The terrain in the territory is entirely hilly excepting small stretches of plain surface where wet cultivation is practised. There are innumerable rivers, streams and brooks.

**1.2. Climate :** The tropic of cancer runs through the heart of Mizoram and as such the entire territory is under the direct influence of the south west monsoon from the Bay of Bengal in summer and therefore gets heavy rains. The south is more rainy. Average rainfall is 254 cm a year. The climate is pleasant because the warmth of summer is cooled by rains and the cold of winter is not severe. In the winter the temperature varies from  $11^{\circ}\text{C}$  to  $24^{\circ}\text{C}$  and in the summer it is between  $18^{\circ}\text{C}$  to  $29^{\circ}\text{C}$ .

**1.3. Administrative Status :** The Union Territory of Mizoram came into being on 21st January, 1972. Before emerging into the Union Territory on this date, the Mizo Hills was a part of the State of Assam, being one of its hill districts. After becoming Union Territory the nomenclature of this region has undergone the change as above i.e. Union Territory of Mizoram.

Subsequent to becoming Union Territory the administrative organization also has been changed. Presently it has a Lt. Governor assisted by a Council of Ministers and a Legislature with 30 elected members. There are also three nominated members in the Legislature. It has got a secretariat with various departments.

For administrative purpose the whole territory is divided into three districts namely, Aizawl, Lunglei and Chhimituipui with headquarters at Aizawl, Lunglei and Saiha respectively.

**1.4. Population :** In consideration of the vastness of the area and compared with the population of other states based on area of those states, the population figure is extremely low, being only 15.78 per Sq. Km. (1971 Census). The low density of population may be ascribed as being due to the peculiar topographical aspect of the area which do not provide an ample scope for means of sustenance for people to live in. Truly speaking the difficult terrain with hills scattering here and there is not at all suitable for cultivation of food crops. This impoverishes the economy of this area to such an extent that living is very difficult hence the thinness in population of this area.



District-wise and sex-wise break up of the population on 1.1.1978 has been estimated by the Economics and Statistics Department, Govt. of Mizoram as 4,38,052.

Table 1.1 District-wise and sex-wise population of Mizoram.

Name of District	No. of Villages	No. of Houses	Population		Total
			M	F	
Aizawl	373	49,541	1,56,087	1,54,569	3,10,656
Lunglei	137	12,503	38,387	37,373	75,760
Chhimitupui	120	8,835	25,596	26,040	51,636
<b>TOTAL :</b>	<b>630</b>	<b>70,879</b>	<b>2,20,070</b>	<b>2,17,982</b>	<b>4,38,052</b>

Source : Department of Economics and Statistics, Govt. of Mizoram

1.5. Socio-Economic and Cultural background :

The Union Territory as mentioned earlier is divided into three administrative units called the Districts. The economy as a whole is basically agricultural. Almost all the people in rural areas are engaged in agriculture. The mode of cultivation is what is called the shifting of cultivation. By shifting of cultivation we mean that the area to be used for jhums for the area has been selected by the village council and when the harvest for the year is over, that cultivated land is abandoned by going to another land for cultivation the next year. In this way, the practice of shifting of cultivation goes on in a cyclic order. In shifting cultivation the fields are used only for one year. When the area of land cultivated in the previous year in the course of cyclic order is assumed to have recoved its fertility and also that the plants and foliage grow, which give its fertility again it is selected for the year's cultivation.

When the selection of land for jhumming has been finalized and that the area selected by each householder as his share for cultivation for the next year, cutting down the forest starts. The felled trees and the foliage are left for some days to dry and burnt during the month of March and the seeds are sown on the bold land. The rainy season is the busiest time for the cultivator because he has to clear weeds of the jhum so that the crop plants can grow well. Each and every village has a well demarcated boundary with the adjacent villages and the land enclosed by the demarcation line is the common possession of the villagers. It is worth mentioning that unlike other plain areas or states, here in Mizoram there are no landlords, no money lenders, non of the economic impoverishment.

The Government have planned for the introduction of improved method of cultivation called the wet teraced cultivation. The idea of the adoption of this improved method of cultivation is to replace the methods which have been in practice even up to this day i.e., the shifting of cultivation.



The Government, is of the opinion that if the present practice of shifting cultivation is going on unchecked, it will be ruinous for the agriculture economy. In spite of the efforts being made by the Government for introducing terracing system of cultivation, yet the actual achievement has been still insignificant.

Mizoram is a land of sinuous ridges and precipices on either side, hence a large tract of land is not suitable for cultivation of crops. In fact, farming is made difficult by the rocky and uneven land.

The chief staple food of the people is rice for cultivation of which almost all people in rural area have been engaged. The chief crops grown in this land are pulses, tobacco, ginger, chillies, maize, sugarcane, cotton and potatoes. They are grown in small quantities. As such they have no economic potentialities except ginger and chillies which are marketable outside the territory. Oranges are also grown on the bank of Deleswari, Tut and Teirei rivers. Some of the cash crops such as cotton, ginger, chillies, pulses if properly developed may form part of the most commercial crops.

The Mizo people, the Pawis, the Lakhers are self supporting in so far as the basic necessities of life is concerned. They are quite adept in the arts of handicrafts. Their finished articles show signs of skilful craftsmanship. Weaving forms part of the home industry where every women is a weaver and every house has a weaving unit. They weave clothes on loin loom, the traditional material embroidering with varieties of design and are quite attractive.

Small scale industries also are being run in villages such as carpentry, blacksmithy, bamboo and cane works. The Government have made an all out effort for encouraging the indigeneous products and assistance in the form of cash or in kind have been given to those who have taken up this venture. And the assistance being given by the Government stimulates an incentive for those who are benefited by it. If more encouragement can be made on this indigeneous industries by the Government, the finished products will surely have marketable possibilities even outside the state thereby bringing about improvement in the economy of the people who work with hands.

With the march of civilization there have been changes in the structure and function of the Mizo, the Lakher and the Pawi society. There have been marked changes in their attitudes, thinking and ideas. The status of women has also changed. They now enjoyed more rights and more privilages in social, political and religious. There is no restriction on the part of women to enjoy these rights. The status of women in the family, however, is still low. They have been engaged in household activities. In fact, they have been doing at home unpaid services which is rarely found among women folk in other lands. This is one of the reasons of slow progress in girls' education in Mizoram. In spite of the fact that there is no conservative attitude now on the part of parents to send their daughters for receiving education in the Schools and enter any profession. Some of our women now have shown their competency in all walks of life. She has the right to make choice of her life partner. But among the Lakhers unlike the Mizos, the status of women is comparatively low in social conventions.

With the impact of civilization and the modern amenities, society is undergoing disintegration and he family planning is being experienced. As a result, this area has experienced a phenomenal



decline in the mortality rate. It may not be out of mention to mention the low economy of this region particularly in production of food grains. Conscious of the need for checking the birth rate, The Government have popularised the adoption of family planning, sterilization and the use of contraceptives by the masses. The scheme adopted on this programme has been encouraging for the people especially among more cultured couples.

In cultural aspect, the cultural life of the tribes as mentioned above is relatively backward compared with that of those living in the plain especially in material culture. While these people adhered to the traditional culture, they have readily adopted the cultural elements of people of other lands especially the western culture. The adoption of western culture is manifested in the conventional way of life. The more educated people have now led the sophisticated life in the style of dressing, in designing and decorating their homes and also in dietary habits. However, on the other hand, the state government is keen to promote and conserve the non-material culture of the tribes. In this direction renewed and sustained efforts have been and are being made by the government. For this purpose an institute of Fine Arts and Music have been set up as a separate wing under the Education Department.

#### 1.6. Educational Development :

6      Educationally, the people of Mizoram have attained a commendable high percentage of literacy, being second at all India level. The percentage of literacy in the three districts of Mizoram in 1971 are approximately 58.3, 54.6 and 27.5 in Aizawl, Lunglei and Chhimitpui districts respectively as against the over all literacy percentage figure of 53.8 for the whole of Mizoram. Several reasons may be accounted for this attainment of higher percentage rate of literacy. The main reason is the untiring effort of the Christian Missionaries for enabling the people to read and write the written scripts. As for that matter, they started the schools not only in the towns of Aizawl and Lunglei but also in the interior villages. The facility that these educated people had enjoyed in the social circle and the ability to read and write the written and spoken languages acted as an incentive for others also to have a desire to go to schools.

Another reason is absorption of those educated persons for service either under the Missionaries or the Government, thereby elevating them to the status not enjoyed by the uneducated masses.

Still, there is another reason; that is the difficulty in supporting life through jhuming work. Parents have realized the fact that even if they work hard on their jhum, yet the yield of jhums is always insufficient to support themselves. Thus, compelled by the circumstances, social and economical, the people of Mizoram have a deep interest and consciousness in education.

The liberal policy of the Government after Independence is the main cause for the rapid expansion of all stages of education in Mizoram. Liberal grants have been given to educational institutions. Tribal concessions have been given to students who are reading in schools and colleges in the form of free studentship or Scholarship.



In this way, the educational standards at the community level is more or less functional in the sense that all adults expecting a fewer percentage of them can make use of their educational attainment meaningfully in their working life. For those who are unable to read and write, the state government have taken concrete steps to enable them to read and write so that they become functionally literate. The growth of literacy rate before and after independence is shown below :-

Table 1.2: Growth of literacy rate before and after Independence.

Year	Population	Male literate	Female literate	Total literacy	P.C
1901	82,434	736	25	761	0.93
1921	98,406	-	-	6183	6.28
1931	1,52,786	-	-	29,765	19.48
1951	1,96,202	44,375	16,718	61,093	31.13
1961	2,66,063	70,743	46,351	1,17,094	44.
1981	3,32,390	1,03,324	75,469	1,78,793	53.8

#### 1.7. Significant developments in the field of education after formation for the Union Territory :

Since Mizoram became Union Territory marked changes have been brought about in the field of education, notable among them being the establishment of Education Directorate manned by the Director of Education assisted by one Joint Director and two Deputy Directors of Education. Each of the subordinate officers to the Director of Education was in charge of one or more assignments.

There have been notable improvements and expansion in the field of Social Welfare, Social Education, Hindi Propagation, Teachers' Training, Science Promotion, Tribal Research, Sports and Youth Welfare and Art and Culture.

Another remarkable change in the field of education was the creation of separate Board of School Education in 1976, the opening of Teachers' Training College named Mizoram Institute of Education in 1975 for B.Ed. and setting up of the State Council of Educational Research and Training (SCERT) in 1980. This has been and will be a very important step towards the qualitative improvement of School Education.

The SCERT is now manned by Officer-on-Special Duty (OSDC), who is an over-all incharge of the three Unicef-Aided Projects namely, Primary Education Curriculum Renewal (Project II), Developmental Activities in Community Education and Participation (Project III) and Comprehensive Access to Primary Education (Project V).



In addition to this, he is charged with other academic functions. It is hoped that the council will have its own Directorate during the Sixth Plan period and three academic wings, namely, Teacher Education, Educational Technology, Research and Publication.

1.8. Cooperation between the School and the Community :

It has been the traditional practice among the Mizo Community to cooperate with the school by contributing whatever best it can for its material progress. In reality there has been mutual interaction between the school and the community. The Mizos, the Pawis and the Lakhers are deeply conscious of education. It is because of their deep-consciousness in education that education of all stages have a phenomenal growth. The community is always ready to render all possible helps in maintaining the School. At the initial start of the school, even if the government's help is not immediately forthcoming, the people take up the construction work of the building on community work or HNATLANG as it is called in Mizo, the work done free of labour charge. Not only physical labour do the community contribute but also financial assistance for meeting the material needs of the school.

The relationship between the school and the community has been established through parents-teachers association under which there is scope for each of them to point out problems they have been facing and the means for solution of those problems. In this way each contribute each other's welfare. On many occasions, the problems of bad conducts of the students have been solved through this kind of association.

Besides being a formal educational institution, the school plays a very important social role. It democratizes life in the form of shared participation programme in which pupils, teachers, parents take part.\*



## CHAPTER II

### 2.1. Objectives of Survey :

The goal of projects on Primary Education Curriculum Renewal (PECR) and Developmental Activities in Community Education and Participation (DACEP) is to develop need based, relevant and locally oriented educational programmes formal as well as non-formal for the selected communities representing major socio-economic, cultural and geographical variation in the State.

Developing such innovative curricula is possible with the help of detailed information about the concerned communities. Such requisite information can be obtained by conducting a survey of the social, economic, cultural, geographical and educational characteristics of each community. Thus, the immediate objective of the present survey is collection and supply of such information required of households and schools. Covered by the two Projects.

The ultimate objective is, on the other hand, the development of innovative curricula based on the needs of the community, emphasizing relevance and local specificity.

### 2.2. The Strategy :

With a view to bringing about fruitful results and ensuring smooth conduct of the survey, six different survey schedules have been developed. Schedule No 1 is the school Information Schedule which seeks to find out everything about the nature and content of instructional programmes of the school and the difficulties it faces. The Household schedule (Schedule Nos 2 and 2(a) and Village Schedule (Schedule 3) together are meant for collecting all the informations about a community/Village. The other three schedules are meant for collecting additional informations about the schools.

### 2.3. Method and techniques of conducting survey:

Since the programme is one important programme under the Unicef-Aided Project, all the primary schools under the project and the Teacher Training Institutes serve as a base for operations of the entire programme. All the Instructors of the two TTIs, and 251 teachers from project schools were, therefore, involved in this programme. Both the groups were given adequate training in the techniques of conducting survey and analysis and consolidation of survey data.

Household Survey was conducted on a limited stratified random sample, within the limits of 10 p.c to 20 p.c of the total household members. It is assumed that in a single and compact community like the Mizo community, there is no such social and cultural variations as that of the other communities outside the state. As such, stratified random sampling method is safely adopted for the present survey. Therefore, the household survey schedule was administered to a representative sample of not less than 10 p.c but not more than 20 p.c of the total household of the community served by each individual project schools.



As for the survey of school, the schedule was administered to each individual school concerned, and required informations were collected through the schedule.

2.4. Analysis and consolidation : Analysis and consolidation of survey data is as important as its collection. As such, this important work was done with utmost care. For this purpose, two workshops were organised, one at TTI, Aizawl and the other one at TTI, Lunglei. Some teachers of the project schools and instructors of the TTI were invited to the workshop. The participating teachers and instructors did the work continuously for 15 days.

Survey data collected through the schedules were analysed and consolidated at three different levels, namely, school level, cluster level and state level.

The whole state is divided into three clusters corresponding to the three districts. However, there are no social, cultural and geographical variations amongst the clusters.

It was found from the analysis of survey data that some mistakes were committed wrong entries made and incomplete information supplied, thereby creating a lot of confusion on the part of analysers. What is worse is that very few schools did not return the schedules in time. Such schedules were freely discarded. However, the exclusion of those schedules did not distort the picture.

#### 2.5. Definition of terms used :

2.5.1. Wastage : Wastage was defined by the Hartog Committee as "the premature withdrawal of children from school at any stage before completion of the Primary Course". In other words, wastage can be understood as one who drops out at any time before completion of a given course of studies during the academic session. In the present survey, the word is used in the sense of the latter.

2.5.2. Stagnation : Stagnation was defined by the Hartog committee as "the retention in the lower classes of a child for a period of more than one year. It simply means repetition of a given course of studies by a child more than one. In this study of the existing school conditions and programmes, it is used in the sense of failing and repeating.

2.5.3. Cluster : A cluster is a group of schools representing a particular socio-economic, cultural or geographical variation in the state. The cluster used here corresponds to the three districts of the territory.

2.5.4. School building. (i) Pucca : It means Cement concrete, Stone or brick walled building.

(ii) Kachha : It means building built with Cement, Stones, mud etc.

(iii) Thatched : It means temporary structured building with a thatched roof.



## CHAPTER III

### SURVEY REPORTS CHHIMTUIPUI CLUSTER

**3.1. Introduction :** This cluster covers the entire Chhimtuipui district covering an area of 2,596 Sq Kms with a population of 26040 according to the latest statistical record available with the Economics and Statistics Department, Govt. of Mizoram. The district is inhabited by three distinct tribes, namely, the Pawis, the Lakhers and the Chakmas.

Most of the Lakher Villages are situated and enclosed by the large bend made by the Kolodine river. Kolodine is the name given by foreigners. In Mizo it is called Chhimtuipui, hence the name of this district after the name of this mighty river.

The Pawi villages are situated on the land north of the Phawng-pui mountain (highest mountain in Mizoram) ranges enclosed by the sharp bend of Kolodine and west of Kolodine upto Lawngtlai.

The Chakmas, on the other hand, live on the stretch of land starting from the south western tip of the district bordering Arakan in Burma and running towards the north along the border of Bangla Desh upto Borapansuri village. Since there are no schools in places where Chakmas are living, detailed information about these people are not given here.

**3.2. Social-Cultural life of the tribes :** The two tribes, namely, the Pawis and the Lakhers are of Mongoloid origin.

The social and cultural life of the Pawis are more or less similar with that of the Mizos. Through their long years of contact and mingling with the Mizos, their traditional ties as separate cultural and social group become loosening. Their own dialect is a kin to the Lai (Halkha) in the Chin Hills, Burma. For the sake of literary advantage that the Mizo language holds and some other obvious reasons, they gradually adopt the language of the Mizos consciously or unconsciously through the passage of time. In fact, culturally and linguistically, the Pawis are similar to that of the Mizos. Hence, it is not necessary to make any separate treatment of them in this regard.

The Lakhers, on the other hand, needs separate treatment because of their having distinctive characteristic traits both in language and culture than that of the others. Culturally and linguistically they are more or less similar to the Lai tribe in the Chin Hills, Burma. Though authentic information as to their immigration to their present habitat is silent, yet, they are believed to have come from different places in the Haka Sub-Division in Burma being pushed down by pressure of more advanced and braver people than they were.

With the impact of civilization, the traditional hold of the Lakher society gets loosening. Tremendous changes occur in the structure and function of the Lakher society now. With this change, there occurs in their habit of thought the craving to adapt themselves with the more advanced culture in manner and dress. However, the conservative



attitude of the Lakhers has not completely died out inspite of the impact of the modern world civilization. This is attested to by their desire to use their own dialect 'Lakher' as the medium of instruction in the elementary stages of education.

The economic life of the Pawis and the Lakhers is basically agricultural. They depend on the agricultural output for sustenance. The method of cultivation is the same with that of the mizos.

Regarding the cottage industry, it is being run in a small scale with a limited marketability. Every village has a blacksmith who makes tools as may be required by the villagers. Basket making also form part of home industry. Woman does weaving at home. Every woman is an expert weaver.

### 3.3. Information about the Schools:

There are only 12 (twelve) primary schools under the Chhimtuipui Cluster, two under the pilot phase and another ten schools under the expansion phase (List of schools is given in Appendix A) All the twelve schools are government managed. Two of them have classes IV and V. School Information Schedules of all the schools were submitted to the TTI concerned within the time schedule. The information data collected through the survey schedule I were consolidated on the consolidation sheet which revealed the following facts of information.

3.3.1. Enrolment of Pupils : All the pupils enrolled in the schools under study belong to scheduled tribe. The class-wise and sex-wise enrolment of pupils is shown in the following table.

Table 3.1 Strength of children in different classes under Chhimtuipui Cluster :

S.No.	Classes	Strength of children		Grand Total
		Boys	Girls	
1.	I	345	311	656
2.	II	129	115	244
3.	III	103	100	203
4.	IV	16	36	52
5.	V	21	15	36
TOTAL :		614	577	1191

3.3.2. Wastage and Stagnation : The meaning of the two terms have already been given in the preceding page. Therefore, it is not necessary to redefine the two terms.

In consideration of the number of pupils on roll, the case of wastage in the schools is very insignificant. It was found from the analysis of the data that only four boys were dropped out, three in Class I and one in Class II.



It may be inferred from this that the project schools have either the holding power or attractive power in some ways or the other.

Coming to the case of stagnation, it is rather disappointing to note that the extent of stagnation is comparatively large than that of wastage. The higher the classes, the less severe is the case of stagnation. The extent of stagnation in all classes is clearly shown in the following table.

Table: 3.2: Extent of stagnation in all classes.

Classes	Boys	Girls	Total
I	36	30	66
II	11	10	21
III	2	2	4
IV	-	-	Nil
V	-	-	Nil
Total :	49	42	91

3.3.3. Average Enrolment and Attendance : While average enrolment of boys is 606, average attendance is only 471 thereby making 77 percentage of attendance in respect of girls is 552 and 450 respectively thereby raising the percentage of attendance to 82. This shows the fact that girls are comparatively better in their attendance than their counter sex.

The percentage of attendance of boys and girls combined as revealed by analytical study is 79.4.

3.3.4. Sex-wise particulars of teachers with qualifications : All the teachers serving in the project schools belong to scheduled tribe. Altogether, there are 45 teachers, 23 males and 22 females. All of them were found residing within the village where they are working. Regarding their educational qualifications, most of them are below Matric with no professional training. Their qualification and experiences are shown in the following table .

Table: 3.3 Academic and professional qualifications of teachers.

Academic		Professional	
1. Below Matric	- 41	No professional qualification	- 35
2. H.S.L.C	- 4	J.T.C or Pri. Training	- 10
3. Graduate	- Nil	B.Ed.,	- Nil
Total :	45		45

The above table shows the fact that teachers are academically poor, and professionally ill-equipped.

As for teaching experience, 25 of them (i.e 55.5 p.c) have more than 10 years' teaching experience and 9 of them 5-10 years' experience, and the rest below 5 years' experience.



3.3.5 : Vacations and School timing : There are only two vacations under this cluster and the duration of each is the same all over the district. They are Summer vacation covering 15 days starting from 28th April to 12th May and another one is winter vacation. This is of longer duration covering 45 days commencing from 1st December of the year to 15th January of the next year. No suggestion for change of the period and timing of the two vacations came forth from the teachers.

As regards school timing, all the schools under this cluster follow a common pattern i.e. 9 a.m to 3 p.m. on all working-days in all the seasons.

3.3.6: Language : There are three dialects spoken locally under this cluster. They are Lakher, Mizo and Pawi. Mizo is spoken in 6 villages, Lakher in 5 villages and Pawi in only two villages.

However, on the other hand, Mizo is used as the medium of instruction in all the Project schools. So far the problem of language is concerned, none of the pupils whose mother tongues is not Mizo has any problem.

3.3.7. Routine Activities and special days : Besides the normal instructional programmes, there are some other activities organised as a part of school programme. They are Morning Devotion (in eight schools) Drill or Physical Education, (in three schools) and Local excursion (in one school).

All the schools used to observe days of special importance, such as Republic Day, Independence Day and Good Friday.

3.3.8. Incentive to pupils : As means of generating incentive to pupils, books have been provided to the Project schools. Sixty eight (68) boys and fifty (50) girls have been benefited with it. The newly selected schools under the expansion phase are now being provided with necessary testbooks. The funding agency of this incentive is UNICEF through NCERT. No other incentives have been provided.

3.3.9. Health and Hygiene : From the analysis of survey data, it was found that not a single school had so far been visited by the physician.

However, sustained efforts were being made by the teachers by checking up personal cleanliness of the children, cleanliness of the school premises and organising cleanliness programmes in the community. The frequency of organising such cleanliness programmes differ from school to school. Personal cleanliness of children was checked up daily in six (6) schools, whereas in another six (6) schools, it was a week's routine.

Cleaning the school premises form a part of daily programme in eleven (11) schools, which happened to be a week's programme in one school, namely, Maubawk (L) school.

3.3.10: Physical aspects (School building) and Furniture : None of the project schools has a satisfactory building in structure and size of the building ranges from 48 sq. metres to 4047 sq. metres (Lungpher). Some of the schools are too much congested. Ten schools have proper vantilation while the other two have not. Schools are not properly fenced also.



Classrooms: Out of 12 schools only five schools have separate class rooms for each of the classes, the area of the smallest classroom being 20 Sq. metres and the biggest 44 Sq m. The rest do not have any separate classrooms. The main reason for not having separate classrooms in those schools is due to lack of space for making the building bigger. In the absence of sufficient space for constructing a bigger size of the building, the building has been put up without giving any thought as to the suitability and appropriateness or otherwise of the size of the building as most desired.

School Playground and Garden : Only 7 schools have playground facilities. The area of playground differs from one another, the biggest one being 1200 Sq Metres and the smallest 25. Sq Metres. The smallest one does not provide even the minimum scope for play activities.

With regard to school garden, only five schools have area for gardening and they have actually been maintaining planting some fruit trees. But the area of the garden is not so big as desired for growing variety of edible plants. The rest of the schools do not have any garden because of non-availability of the land within the school compound.

All the schools have also been provided with sport materials. Those materials are frequently used on the occasion of sports.

In regard to the position of furniture, what each of the school has meets only the minimum requirement of the present strength of pupils. The number of chairs and tables for teachers are found to be inadequate to meet the minimum needs of the teachers. The number of benches range from 10 to 46, desks from 10 to 36.

The schools have been provided with necessary equipments, such as, blackboards, charts, maps etc. However, the number of such equipments, are still found to be far from adequate so as to provide an aid to teaching various subjects more effectively.

3.3.11. Magazines and Newspapers : All the schools have subscribed to newspapers published in Mizo language. However, due to lack of fund, they have been unable to subscribe more varieties of newspapers. It was further found that none of the schools has subscribed to magazine. Both newspapers and magazines were found inadequate.

3.3.12: Problems experienced by the teachers : Teachers working in the schools have had some problems. Their main problem as pointed out by them is pedagogical aspect saying that they did not have sufficient professional skill to teach a newly introduced subject, that is, environmental studies. Another problem as given by them are the following :-

- (i) Lack of medical facilities.
- (ii) Absence of teachers' Commonroom.
- (iii) Absence of separate Classrooms for each of the five classes.
- (iv) Scarcity of raw materials.
- (v) Lack of provision for organising non-formal education.

For the solution of the above problems, the teachers have given the following suggestions :

- (i) Provision for medical facilities in whatever form possible.



(ii) The need for organising an orientation course of training for the teachers so as to develop pedagogical skill in them.

(iii) Grants for the extension of the existing school buildings.

3.3.13. School working days : The number of working days in a year differs from school to school ranging from 183 to 201 days and the total number of school working hours per week is from 25 to 35 hours. The duration of the period is 40-45 minutes.

The number of periods allotted for each subject per week according to the time table is as follows :

<u>Name of Subject</u>	<u>No. of periods</u>
1. Language	The no. of periods differs from one school to another being from 2 to 9 periods.
2. Mathematics	5 periods.
3. Environmental Studies I	1-5 periods.
4. Environmental Studies II	2 periods
5. Health Education -	2 - 7 periods.
6. SUPW -	6 periods
7. Creative Expression -	2 - 4 periods
8. Music -	1 period.

3.3.14: Number of Examination and Reports : Number of Examination held in a year is 3. From Classes I - III there is only one examination at the end of the course of studies. Annual promotion conducted at the end of the year served the basis on which promotion to next higher classes is made.

The techniques of examination employed in the schools are oral and written exams.

Out of 12 schools, 3 schools used to send progress reports of children to parents, thrice a year, and one school once a year.

3.3.15. Preparation of time table and teaching plans : In 2 schools, time table was prepared by the Headmaster, in 5 schools by a committee of teachers, in 4 schools by all the teachers jointly and in 1 school by a senior teacher.

The teaching learning programme is jointly worked out by the teachers of the same class in 7 schools, and by individual teachers in 5 schools.

3.3.16. Supervision by Headmaster : There are some Headmasters who had the practice of supervising some important items of school programme. This is shown in the following table :-

Table 3.4: Items of work supervised by Headmaster and frequency of supervision.

s.no. Items of work	<u>Frequency of supervision</u>		
	Weekly	Forthnightly	Monthly
1. Lesson Plan of teachers	2	1	6
2. Diaries of teachers	3	-	5
3. Progress Report of students -	-	1	8
4. Pupil's note book/work	2	3	4



The teaching plans were supervised once or twice a week in 5 schools, more than twice a week in 3 schools, daily in 4 schools.

Any academic problems that may arise in the schools have been solved through discussion in the staff meeting. Only two headmasters used to give guidance and instruction to the teaching staff.

**3.3.17: School and community Relationship:** The analysis of the survey data revealed the fact that there used to be a system of free interaction between the school and the neighbourhood (community). Some of the problems of students are also solved through parents teachers cooperation. The problems and no. of schools which manage to solve those problems are depicted in the following table.

Table: 3.5: Personal problems of students solved through teachers-parents cooperation :

Problem	No. of Schools
1. Truancy and absence	11
2. Neglect of studies	10
3. Illness of students	Nil
4. Any other (not specified)	3

Out of 12 schools, only 2 schools were found to have parent-teacher association.

The Community provided space to two (2) schools, finances for school building to three (3) Schools, physical labour to two (2) Schools and accomodation to school teachers of one (1) School.

The Schools also, in turn, extend help to the community in time of need. The type of helps provided by the school to the community are as follows :-

1. Conducting Adult Education Programme - Three Schools.
2. Conducting non-formal education programmes. - One School.
3. Celebration of Community and religious functions. - Eight schools.
4. Use of school premises for Community activities. - Ten schools.

### 3.4. Household Information :

**3.4.1. Sample :** For the purpose of studying households in some of its aspects under this cluster, 30 households were randomly selected under each project school as representative sample of all the households under each school. The total number of schools thus covered is 360. It is assumed that the sample will be representative enough as to reflect the total picture of households in the cluster.

**3.4.2. Data Collection & Analysis :** Information data were collected from the representative stratified random sample through the household schedules specially developed for this.



The data collected through the schedules were carefully analysed and consolidated. The analytical study of data revealed the following facts of information.

3.4.3. Educational qualifications of the family members : The educational qualifications of the family members is tabulated below :

Table : 3.6: Educational qualification of family members :

S.No.	Types of Education	Male	Female	Total
1.	Number of family members studying in formal school. -	771	477	1248
2.	Number of family members studying in non-formal school-	1	4	5
Total :		772	481	1253

There are still considerable number of household members who have no education or who have reached a certain stage of education but have discontinued their studies. This is depicted in the following table.

Table : 3.7 : Position of family members not studying :

Categories	Male	Female	Total
1. Illiterate	169	277	446
2. Below class VIII	353	289	642
3. Above class VIII but below Matric	52	22	85
4. Matric	48	11	59
5. Graduate and above	26	2	28
Total :	648	612	1260

The above table indicates that the number of illiterate women is comparatively more than that of men. This shows negligence of women's education in this area.

The above table also shows that 353 males and 289 females have discontinued their studies after reaching certain standard but below class VIII.

3.4.4. Occupations : It was found that most of the adult members of the households under study were involved in self employment in one way or the other. The fact is that those who do not study in school have no alternative to earn their living other than agriculture. It is evident, therefore that most of the adult members are self employed in agriculture and only a very few of them are engaged in business, and fewer still are the members engaged in cottage industry.

The number of members employed as labourers was found comparatively less, the number being 2 males in agriculture, 29 males in cottage industry and 15 males and 1 female in business. Also there are as many as 184 members in service.



3.4.5. Educational status of children (6-14) not attending the School: The educational status of children of the age group 6-14 not attending the school is depicted in the following table :

Table : 3.8 : Educational status of non-school attending children :

	Boys	Girls	Total
1. No. of children not attending schools.	53	55	108
2. No. of children studied upto class I & II	12	8	20
3. No. of children studied upto class III-V	6	10	16
4. No. of children studied upto class VI- VIII	7	6	13
Total :	78	79	157

The above table shows that children who did not receive education form the largest proportion of the total population of non school attending children of the age group 6-14 years under study. It was further found that while the number of children who had studied upto class I or II is 20, the no. of children who had studied upto class VIII is only 13. These children, it is hoped, could make productive use of their education provided adequate provision is given to them.

3.4.6. Parents' view about further education of children : Of the total households under study, 34 parents were found interested in further education of their children. Out of these 23 parents were found interested in formal education and 11 in non-formal education.

The main reasons for not being interested in education on the part of parents is apathy towards education rather than economics.

3.4.7. Nature of work children are engaged in for earning : Mention has been made some where in this report that the main occupation of the people is agriculture. There is as yet no other alternative for earning livelihood other than agricultural farming. As such, children who did not study are found engaged in farming, the number of boys and girls being 1 and 12 respectively.

As regards hours of work and money earned per month, no information is received.

3.4.8. School Attendance : It is an accepted fact that all the children in schools do not attend schools regularly thereby making cent per cent attendance. The reasons for this may vary from place to place and from one child to another. The reasons and the responses of house holds against each are shown in the following table.



Table : 3.9 : Reasons for not attending school :

S.No.	Reasons	No. of Households
1.	Illness	31
2.	Poverty	11
3.	Helping family	85
4.	Not interested	30
5.	Work to earn money	14

3.4.9. Suggestions for improving school : Members of the households under study have given some suggestions for the improvement of school. The suggestions and the number of households making such suggestions are as tabulated below .

Table : 3.10 : Suggestions for improving school :

S.No.	Suggested ways	No. of Households
1.	Parents-teacher cooperation -	76
2.	Financial help -	30
3.	Educating parents -	12

In addition to above, there are some suggestions which are irfelevant and are, therefore freely discarded.

3.4.10. Suggestions for improving school Attendance : Suggestions given by members of the households for improving school attendance are listed below :-

- (1) Free supply of text books, Uniforms and Sport materials - This receives the highest frequencies of response from the households. (178 households ).
- (2) Improvement of school building - This is suggested by 64 households.
- (3) Parents-teachers cooperation : 58 households suggested this.
- (4) Adequate teaching staff : This is suggested by 28 households.
- (5) Provision of scholarship.
- (6) Provision of mid-day meal.

Other suggestions of less importance are more teaching aids and abolition of corporal punishment.

3.4.11. School Timings and vacations : Most of the house holds gave the openion that present school timing is suitable, only 8 households held the view that it is not suitable. The suggested timings are 8 a.m to 2 p.m. and 10 a.m. to 3 p.m.

As for school vacations 139 households found the existing va-cation periods suitable and 55 households found it not suitable.

29 households suggested that winter vacation be started earlier commencing from 1Nov. Other 13 households wanted it from 15th Nov. and another 18 households wanted longer summer vacation.



3.4.12. Activities under SUPW : The suggested activities under SUPW and the number of households suggesting them are given in the following table.

Table : 3.11 : Suggested Activities under SUPW.

S.No.	Suggested Activities	No. of households.
1.	Clay Modelling	108
2.	Gardening	72
3.	Tailoring & Carpentry	65
4.	Weaving, cane & bamboo work & knitting.	64
5.	Paper work	2

3.4.13. Availability of materials for suggested Activities : There are some suggested activities for which no materials are available, craft work is the only activity for which materials are available, and the materials are wood, bamboo, cane and cloth. Of these, bamboo and cane receive the highest frequency of response, the frequency being 280.

3.4.14. Resource persons for teaching crafts : The activities or crafts for which and resource persons are available with the number of available resource persons for each craft is shown in the following table :

Table : 3.12 : Crafts and no. of resource persons :

S.No.	Suggested Activities/Crafts.	No of Resource persons.
1.	Carpentry	21
2.	Knitting and Sewing	22
3.	Cane and bamboo work	12.

What can be inferred from the above table is that there are resource persons for any one of the crafts in each village/school.

3.4.15. Work at home : Among the activities related to simple domestic work, the highest entry was made against cleaning utensils and cooking no. of entry being 99. The other activities are tailoring and knitting and weaving.

On the other hand, activities related to family occupation are Jhumming, Craft, Gardening and farming. Of these, craft and gardening receive the highest entry.

Other activities are weaving and sewing.

3.4.16. Work related to personal life : The following are the activities related to personal life. Under the area of cleanliness and health. Washing and bathing received the most frequent response and as regards hobbies and pastime, reading, playing and hunting received good response. Other activities are gardening, carpentry games and sports and religious works.



3.4.17. Work outside home : Carpentry, painting, tailoring and business are some of the activities people are engaged in. As for activities related to community participation. Social work and religious services are activities which 73 households and 62 households wanted to organise.

3.4.18. Further Education of the Children : The level of expectations of parents for further education of the children is different from house to house. This is shown in the following table.

Table : 3,13: Expectations for further education of children :

S.No.	Level of expectations	No. of households
1.	General education (Graduate & Post Graduate)	93
2.	Medical Education	12
3.	Science Education	26
4.	Religious Education	8
5.	Business, Management	3
6.	Law (Advocate)	1

3.4.19. Patterns of Daily Diet : The pattern of daily diet is more or less the same in all the households, the commonest being rice, vegetable and meat form part of the essential items of food taken along with rice.

3.4.20. Methods used to cure illnesses : The most common method for curing illness is by consulting a doctor. This is the case with almost all the households. The other method is taking vow. In some cases of illness, religious vow through prayer to god is taken for curing illness.

3.4.21. Newspaper reading : The people under study have a craving for reading newspapers as may be seen from the responses. Either one or two local newspapers were subscribed by most of the households but are not read regularly. Only a few households read regularly.



- 21 -

CHAPTER IV  
LUNGLEI CLUSTER

**4.1. Brief Introduction :**

Lunglei district is one of the three districts of the Union Territory of Mizoram with its headquarters at Lunglei itself. The entire district covers an area of 6066 sq kms with a population of 75,760 roughly estimated by the Economics and Statistics Department, as on 1.1.1978.

It is predominantly inhabited by the Mizos. Besides the Mizos, there are a very few tribes inhabiting the western chunk of the area along the Bangla Desh border. They are the Chakmas, the Riangs and the Tuikuks. However these people are comparatively few, and are educationally backward than the Mizos.

**4.2. Socio-Economic life :**

Since the majority of the people are Mizos, it will not be necessary to give detailed information about them again. It must, however, be borne in mind that the Chakmas, the Rianga and the Tuikuks form distinct cultural and linguistic group. These people are economically poor. As there are no project schools in this area, detailed information about the cultural life of these people is not given here.

**4.3. School Information :**

There are 28 schools under this cluster. Of these, only are under the pilot phase and under the expansion phase (List of Schools-Appendix-B) The School information schedule was administered to all the schools. However, only 24 schools' information schedules were received at the time of consolidation. The schedules from Pangzawl, Buarpui, Chawngte and S.Vanlaiphai are therefore not included in the report.

All the schools are government managed; and all the teachers and students belong to scheduled tribe (Mizo) only.

**4.3.1: Strength of Children in different Classes :** The class-wise and sex-wise enrolment of children in different classes is as shown below :

**Table : 4.1 : Strength of children of different categories :**

S.NO.	Classes	Strength of Children		Total
		Boys	Girls	
1.	I	473	437	910
2.	II	231	214	445
3.	III	211	179	390
4.	IV	54	28	82
5.	V	15	6	21
Total		984	864	1848



4.3.2. Wastage and stagnation : The analysis of survey data revealed the fact that there was a high rate of drop-outs or premature withdrawal of pupils before completion of a given course of studies. The number of drop-outs is found to be the highest at Class III stage and the lowest at Class V stage. The extent of drop-outs in different stages is shown in the following table.

Table : 4.2: Extent of Wastage :

Classes	Boys	Girls	Total
I	11	7	18
II	10	3	13
III	16	14	30
IV	20	6	26
V	1	-	1

The case of stagnation is comparatively serious than that of wastage. The number of children failing to pass or repeating in the same class is the largest in the lower classes. Calculating on the basis of 910 children enrolled in Class I, 12.7 p.c of them are found either repeating the same class or failing to pass. This is shown in the following table :-

Table:4.3: Extent of stagnation (Lunglei)

Classes	Boys	Girls	Total
I	73	43	116
II	44	16	60
III	19	11	30
IV	32	-	32
V	-	-	-
Total	168	70	238

(70.6%) (29.4%)

The above table shows that the extent of stagnation is relatively high among boys, the percentage being 70.6.

4.3.3: Average Enrolment and Attendance : Average enrolment and attendance is shown in the following table.

Table :4.4: Average Enrolment and Attendance :

	Average Enrolment	Average Attendance	Percentage Attendance
Boys	941	802	85 %
Girls	839	721	56 %
Boys & Girls combined.	1780	1523	85.5 %

The above table shows the fact that enrolment figure is higher among boys, and that both the sexes are more or less equally good in their attendance.



4.3.4: Sex-wise Particulars of Teachers : There are 65 male teachers and 32 female teachers in the schools under study. Their academic and professional qualification is as tabulated below.

Table:4.3: Academic and professional qualifications of teachers.

Academic No. of Teachers		Professional No. of teachers.	
Below Matric	82	Nil	11
H.S.L.C.	15	J.T.C. or Pri. Training	86
Graduate	Nil	B.Ed.,	Nil

As regards their teaching experiences, 63 of them had served for more than 10 years, and 18 of them for 5-10 years and the rest for 0-5 years. This clearly shows the fact that comparatively higher percentage of teachers (65 %) have had more than 10 years' teaching experience to their credits.

And as regards their residence, almost all the teachers are found residing in the village itself. There are only four (4) teachers residing outside the village but within the distance of not more than 5 Kms.

4.3.5: Vacations and School timing : There are only two vacations, namely, summer vacation and winter vacation starting from 28th April, to 12th May i.e. 15 days and from 1st December to 15th January i.e. 45 days respectively.

Teachers wanted to have Winter Vacation earlier commencing from 19th November upto the end of January. This change was suggested on the ground that the services of pupils will be utilized in helping parents who are usually busy during these months in reaping the harvest and also in clearing the jungle for the next year's jhumming. This suggestion came forth from two schools, namely Lunglawn and Hauruang.

As for school timing, all the schools under this cluster follow a common pattern of timing i.e. 9 a.m to 3 p.m. The present practice still holds good and needs not be changed.

4.3.6: Language : The language spoken locally is Mizo, which serves as the medium of instruction in all the schools under study. There is thus no problem regarding language.

4.3.7 : Routine Activities and special days : It was found from the analysis of the survey data that various activities were being organised in the schools, most common among them being morning devotion, which forms a regular feature of the school programme in 20 schools. Other activities are group singing, mass drill and cleaning the premises.

All the schools are also found to have observed two or more days of special importance. Independence Day and Republic Day were observed in all the schools, Parents' Day in ten schools, Teachers' Day in seven schools, Y.M.A. Day in two schools and Chapchar Kut in one school.



4.3.8 : Incentive to pupils : As an incentive to pupils and also to get them involved more intensively both in academic and non-academic school programmes, books and sport materials have been provided to schools. As many as 469 boys and 369 girls have been benefited with these. Such incentives have been made available to those schools under the Unicef Assisted project.

There is no provision for midday meal.

4.3.9 : Health and Hygiene : Out of 24 schools only two schools have had the privilege of being visited by the physician once in a year. One of them at beginning of the session and other at the middle of the session.

Not a single school is found to have kept a record of students' health. No guidance has also been given by the teachers of pupils' illness to parents.

However, checking up of personal cleanliness of students was done in almost all the schools, but the frequency of checking differs from school to school. Twelve schools did checking weekly, eight schools daily and two schools sometimes.

Besides this programme, cleaning the school premises and the streets form another feature of cleanliness programme of the school. Fifteen (15) schools had the practice of cleaning the school premises daily, eight schools weekly. Cleanliness programme in the community was organised only sometimes, and that too, was done by only fifteen (15) schools.

4.3.10 : Physical aspects (School building) : Out of 24 schools, the buildings of 21 schools are mere Kuchha and other 2 are thatched. One school i.e. Tawipui school did not give any information on this. Nineteen (19) schools have proper ventilation and the other four have not. Ten (10) schools are properly fenced and the other thirteen (13) schools are not enclosed with fencing.

4.3.11 The total areas of the classrooms differ from one school to the other, the biggest area being 1184 Sq.ft. i.e. Chandmary Primary School-I and the smallest being 70 Sq.ft. i.e. Thuampui Primary School.

It was further found from the information data that twenty (20) schools have partition walls for different classes. The area of separate rooms for different classes depend upon the size of the main building. As most of the school buildings are too small in area, the areas of the classrooms are also miserably small. The average area of the classroom ranges from 16 to 296 sq.ft.

It is disheartening to note that while most of the schools have separate classrooms for each of the schools have separate classrooms for each class, 5 (five) schools are found to have no separate classrooms for different classes. In the absence of partition walls to separate classes, it is apparently clear that classes are held in the school openly for all the classes.

The difficulties faced by the schools with regard to the size and number of the classrooms are given below :-



Table :4.5: Difficulties of schools regarding the size and number of schools:

S.NO	Nature of difficulties	No. of schools.
1.	Rooms are too narrow and congested	3
2.	No. separate/proper room	3
3.	Small number of rooms	2
4.	No problem	14
5.	Negative response	2

4.3.11 : School Playground and Garden : With regards to playground only 14 schools have playground facilities and the rest have no such facilities. The main reason for not having playground facilities by some schools is due to non-availability of enough space for the construction of playground. The area of playground ranges from 64 Sq metres to 5400 sq.metres.

Regarding the school garden, only 6 schools have sufficient area within the perimetre of the school which offers scope to make and maintain a very good school garden. The area of the garden, however, differs from one school to the other, the smallest being 300Sq. Feet and the largest one 600 Sq ft. The other 18 schools do not have any space for gardening. The nature of difficulties faced in respect of space for playground and gardening is shown in the following table.

Table :4.7 : Difficulties of schools in respect of playground.

S.NO	Nature of difficulties	No. of schools.
1.	No space	11
2.	Inadequate space	1
3.	No problem	11
4.	Nil response	1

4.3.12 : Provision for drinking water : In all the schools, there is neither provision for drinking water; nor arrangement made for the same. The only problem is that children take the trouble of bringing their own water carriers to schools, otherwise they suffer from thirst all through the day.

4.3.13 : Sanitation facilities : Sixteen schools have urinals and the rest have no such facilities. And as for latrines, only one school was found to have the same and the rest have no such facilities.

The problems in making arrangement differ from one school to the other. In the case of 2 schools, there is no space for making such arrangements, and in other 2 schools, materials cannot be procured thereby resulting in the difficulty in making arrangement. Seven schools gave negative response to this.



4.3.14 : Furniture : The items of furniture listed in the schedules include mats, benches, desks, chairs for teachers, tables for teachers. None of the schools has mats, The existing position of other furnitures is tabulated below :

Table : 4.8 : Existing position of Furniture in the Cluster :

S.No	Items of furniture	No. of schools having adequate numbers.	No. of schools having inadequate numbers.
1.	Benches	3	19
2.	Desks	4	20
3.	Chairs for teachers	4	19
4.	Tables for teachers	2	21

4.3.15 : Equipments : The informations collected from individual schools showed the fact that all the schools are not adequately equipped. None of the items of equipments are found to be sufficient.

Table : 4.9 : Existing position of Equipments of schools.

S.No.	Item of Equipments	No. of Schools having sufficient number.	No. of schools having insufficient number.
1.	Blackboard	1	17
2.	Charts	-	19
3.	Maps	-	20
4.	Looking Glass	-	8
5.	Calling bell	-	7

4.3.16 : Library : Twenty one schools have library facilities and the rest have no such facilities. The analysis of survey data revealed the fact that none of the schools has adequate number of books in the library even to meet the bore necessities of the school.

The books in the library are of varieties, some are meant for the students, and the others for teachers' reference. The number of books for students differs from school to school, ranging from only 14 to 217. Even the books for teachers are also found inadequate to meet the minimum needs of the teachers.

4.3.17 : Magazines and Newspapers : All the schools under study have subscribed at least to one local newspapers. But subscription for magazines is being done by only ten schools. It is observed that magazines and newspapers subscribed are found quite inadequate.

4.3.18 : Materials : It may be noted that almost all the schools have been provided with craft materials and science kits as teaching aid materials . But it is rather disappointing to note that those materials have become inserviceable. This causes the teaching of science and Environmental Studies rather difficult.



4.3.19 : Problems experienced by the teachers : The problems faced by the teachers can be enumerated as follows :-

- (i) absence of raw materials to make the teaching of craft subject more effectively.
- (ii) non-availability of sufficient furniture.
- (iii) problem of sanitation around the school compound in the absence of space for urinal and latrine.
- (iv) insufficient books for the library.
- (v) absence of store room to ~~xxx~~ keep the school's properties.
- (vi) the staffing position which is inadequate to maintain the standard of education to the desired level. In fact all the schools are understaffed.

For solution of all the problems as enumerated above, the department is desired to come forward with liberal grants so that the schools are better equipped, better furnished and sufficiently staffed.

4.3.20 : School working days : Total no. of working days in a year and total no. of school hours for the week are the same in all the schools under study being 203 days, and 25 hrs respectively. Number of periods allotted to teach different subjects per week is given below.

Mathematics : The period allotted for teaching this subject differs from school to school; the difference being from 4 to 6 periods a week. But the majority of the schools have devoted 5 periods a week for this subject.

Language : Most of the schools have devoted five periods a week for this subject.

Environmental Studies I & II : Most of the schools have allotted three periods a week for these two subjects. The number of schools allotting 2 periods are comparatively less.

Health Education : Twelve schools have allotted three periods a week for different classes, eleven schools have allotted only one period.

SUPW : Periods allotted for this subject a week differ from 2 to 4 periods in different schools.

Creative experience : For this subject, two or three periods a week have been allotted.

Physical Education : Less importance has been given on this allotting only one period a week by all schools.

4.3.21 : Numbers and Techniques of Examinations : All the schools have conducted three examinations a year, and the types and techniques used consist of oral, written and practical.

The annual promotion examination which is conducted at the end of the year has been used as a base for determining promotion of pupils to the next higher class in the next academic year.

Progress report card has been maintained by the school for individual pupil in which his progress in studies and achievement scored in each of the three tests used to have been invariably entered. All the schools used to send progress report of the student to the parents. None of the non-scholastic aspects of the students was included in the report.



4.3.22 : Preparation of Time Table and Teaching Plans : The method and practice of preparing time table and teaching plans differ from school to school. In schools, it was done by the Headmaster, in 4 schools, by a committee of teachers, in 9 schools, by all teachers jointly and in 2 schools by a senior teacher.

The teaching learning programme was prepared by teachers of the same class jointly in 19 schools and was individually prepared in another 4 schools.

4.3.23 : Supervision by the Headmaster on lesson plans of teachers/ diaries of teachers : The lesson plans of the teachers were supervised by the Headmaster weekly in 10 schools, fortnightly in 1 school and monthly in 7 schools and the progress of the students was supervised fortnightly in 3 schools and monthly in another 3 schools. Supervision of the class was done by the Headmaster normally once or twice a week. This is the practice in 19 schools.

4.3.24 : Solution of the academic problems : The academic problems of the teachers are solved by and through discussion among the staff members in 6 schools and by giving lecture in 2 schools.

4.3.25 : Relationship between the school and the community : To maintain close relationship between the school and the community where each of them can have the opportunity to refer its problem to each other for amicable solution, with mutual trust and understanding between the two, parent-teacher association has been formed in two schools.

The problems and the number of schools which solved those problems through parents-teachers cooperation are shown in the following table :

Table : 4.10: Problems solved through parents-teachers cooperation :

S.No.	Problems	Method for solution	No. of Schools
1.	Truancy & absence	Through teacher-cooperation	19
2.	Neglect of studies	-do-	20
3.	Bad conduct	-do-	15
4.	Illness of students	-do-	2

4.3.26 : Help provided by the community : The community extends all possible help to the construction and maintenance of the school. The most common among the helps provided to the school are given below :-

- (i) Allotment of land for school building: Out of 24 schools only 4 of them are allotted land for the construction of school building.
- (ii) Physical labour for construction of school building: This was the practice in 4 schools.
- (iii) Equipment provided to school teachers : Teachers of 7 schools were given accomodation by the community, such as, Pukpui Chandmary, Lungsen, Cherhlun, Thuampui, Hnahthial and Haulawng.



4.3.27 : Help provided by the school to the community : Help provided by the school to the community is shown in the following table.

Table:4.17: Help provided by the school to the community .

S.No	Items of help provided	No. of Schools
1.	Conducting adult education programme.	7
2.	Conducting non-formal education - programme for children.	2
3.	Organising celebration of community and religious functions.	19
4.	Organising programme on the school premises for communities activities.	23

The above table shows that there has been mutual interaction between the two social groups. None of them exists apart from the other. Having conscious of education as the business of the whole community, the community get themselves involved for the betterment of school by providing the best of its services. The school also has been doing some sorts of social services, thus bringing the community closer to the school. In this way, the school and the community function as an integrated whole. In fact, the school becomes the centre of the community where the pupils are inducted into community living.

#### 4.4. Household Information :

4.4.1. Sample : The household schedule was administered to a limited representative sample of 720 households. The selection is made randomly on a stratified sample corresponding to the three socio-economic status (Low, middle and high income group).

4.4.2. Data collection and analysis : Requisite informations were collected from each household sample through survey schedules. The collected data were consolidated on the consolidation sheet and were analysed. The analytical study revealed the following facts of information about household under the cluster.

4.4.3. Educational qualifications of Family members : The educational qualification of the family members above the age of 6 years is shown in the following table.

Table : 4.12 : Family members studying in the schools :

Sl.No.	Type of Education	Male	Female	Total
1.	Formal School	1059	885	1067
2.	Non-formal school	8	4	889
Total :		1067	889	1956



Table : 4.13 : Family members not studying in the school :

Categories	Male	Female	Total
1. Illiterate	84	193	277
2. Below Class VIII	804	851	1655
3. Above Class VIII but not Matric.	69	61	130
4. H.S.L.C/ Matric	74	35	109
5. Graduates and above	45	6	51
Total :	1080	1146	2222

The above table clearly shows that family members who have reached class VIII but have not passed the same form the largest group amongst all the 5 categories mentioned here, the percentage being 74.5. The second largest group is formed by illiterate members.

The table further indicates that in all cases, female adult members are comparatively less in numbers than their counterparts.

4.4.4. Occupations : It was found that out of the 1206 self employed members, nearly 90 p.c of them were found to be engaged in agriculture and another 10 p.c were engaged in other occupations, such as cottage industry, dairy farming and business.

While the member of self-employed members in cottage industry is only 8, 33 members were found to be employed as labourers in that. It was also found that 23 members and 10 other members were employed as labourers in business and agriculture respectively. Adult members who are in service form the largest group of this category, their numbers being 339 as against 66 members engaged in other occupations.

4.4.5. Educational status of children (6-14) not attending the School:

The educational status of children of the age group 6-14 not attending school is depicted in the following table :

Table : 4.14 : Educational status of non-school attending school children of age group 6-14.

S.No. Categories of children	Boys	Girls	Total
1. No. of children not attending schools.	53	55	108
2. No. of children studied upto class I & II	12	8	20
3. No. of children studied upto Class III-V.	6	10	16
4. No. of children studied upto class VI-VIII.	7	6	13
Total :	78	79	157



4.4.6. Parents' view about further education of children : Of the households under study, only 54 parents were found interested for further education of their children. Out of this, 44 parents were interested in formal education, 8 in non-formal education and 2 in vocational education.

However, 26 parents were found not interested in giving further education of their children. The reasons for not being interested are Domestic (152) Ill health (103) earning money (46) and poverty (4).

4.4.7. Nature of work children are engaged in earning : There were 18 children, 4 boys and 14 girls engaged in farming. The duration of their engagement in terms of hours range from 2 to more than 4, and the money earned range from Rs 20 to Rs 40.

4.4.8. Improving the School Attendance : There is an increasing recognition among the parents of the need for improving school attendance of children. The following are the suggestions made by the households of this cluster.

Table : 4.15 : Suggestions for improving school attendance and no. of households suggesting them :

S.No.	Suggestions	No. of Households
1.	Supply of Text Books -	228
2.	Supply of uniform -	166
3.	Good Parents-teachers cooperation -	69
4.	Provision of scholarship for poor children -	51
5.	Provision of mid-day meal -	40
6.	Parents' initiative -	20
7.	Better teaching/Teaching Aids-	32
8.	Medical facilities -	9

4.4.9. Suggestions for Improving School : For the improvement of school, the same suggestions as that of attendance were considered important. And as such, mention was not made of them here again.

4.4.10. School timings and vacations : 403 households found the present timing suitable i.e. 9 a.m.- 3 p.m and 87 households found it not suitable. The suggested timings are 10 A.M to 3 P.M (8) 8 A.M - 2 P.M (51) 9:30 A.M - 3 P.M (15) 9 A.M - 2 P.M (2) 9 A.M- 2:30 P.M (6).

As for school vacation periods, 234 households found the existing vacations suitable and 183 found not suitable. 27 households wanted longer period of the two vacations. They suggested that winter vacation be started earlier either from 15 Nov or 1st November.

4.4.11. Activities under SUPW : The suggested activities under SUPW are listed below :-



Table : 4.16 : Suggested Activities under SUPW :

S.No.	Suggested Activities	No. of households.
1.	Weaving, Knitting, Sewing	500
2.	Cane & Bamboo Work	472
3.	Wood work	327
4.	Gardening	112
5.	Clay work	74
6.	Soap making	5
7.	Cleaning streets	4

In addition to above, Bakery, Drawing, painting and paper cutting were also suggested by 3,3,2 and 10 households respectively.

4.4.12. Availability of Materials for suggested Activities : While there are some suggested activities for which no materials are available, there are activities for which materials are available locally as will be seen in the following table.

Table : 4.17 : Suggested Activities and available materials.

S.No.	Suggested Activities	Materials Available	No. of households
1.	Woodwork	Wood/timber	466
2.	Cane work	Bamboo/cane	446
3.	Knitting & Weaving	Cotton-yarn and Wool	195
4.	Clay work	Clay	185
5.	Gardening	Fencing materials and seeds	113

4.4.13. Resource persons for teaching crafts : The no. of available resource persons for each activity is shown in the following table.

Table : 4.18 : Availability of Resource persons for suggested activities.

S.No.	Suggested Activities	No. of persons
1.	Carpentry (wood work, cane work, bamboo work)	78
2.	Knitting, weaving, sewing	62
3.	Blacksmithy	4
4.	Masonry	3

4.4.14. Work at Home : Activities related to simple domestic work include cooking, cleaning utensils, weaving and knitting. Of these cleaning utensils and cooking receive the highest response and are suggested by 255 and 173 households respectively.



Activities related to family occupation include gardening, carpentry, painting business, rearing livestock, sewing and knitting. The most frequent suggested activities are carpentry (201) and gardening (136). In addition to above bakery is suggested by 17 households.

4.4.15. Work related to Personal life : As regards personal cleanliness and health, 148 households suggested washing and another 147 suggested bathing.

And as for Hobbies/pastime, 102 households suggested games and sports, 66 reading, 26 music and 29 gardening.

Other works related to personal life as suggested by 26, 14 and 13 households are weaving, hunting and cattle rearing respectively.

4.4.16. Work outside home : For work outside home, a number of suggestions were made and may be seen from the following table.

Table : 4.19 : Work outside Home :

S.No.	Activities/Skills	No. of Households
1.	Knitting etc.	71
2.	Carpentry	57
3.	Mechanics	30
4.	Teaching	17

Other works as suggested by a comparatively few number of households are painting, driving, gardening and photography.

4.4.17. Activities related to community participation : Activities related to community participation as suggested are social service, religious work and scouts and guides, social service and religious work were suggested by 211 households, 171 households respectively.

4.4.18. Further Education of the children : The analytical study of data revealed the fact that, parents are not equally interested in further education of their children. Their expectations for further education also differ from one another. This may be seen from the following table.

Table : 4.20 : Parents' expectations for further education of their children.

S.No.	Level of Expectations	No. of Households
1.	General Education (Art)	185
2.	Medical Education (Doctor)	102
3.	Science Education	73
4.	Religious Education	54
5.	Engineering	36
6.	Agriculture Education	4
7.	Business, & Management	8



4.4.18. Patterns of Daily Diet : The commonest pattern of daily diet in this cluster is rice and vegetables. In 132 households meat was taken along with other essential food items. In 12 households milk form another item of daily diet.

4.4.19. Methods used to cure illness : The methods for curing illness are shown in the following table.

Table : 4.19 : Methods of curing illness :

Sl.No.	Methods	No. of Households
1.	Consulting Doctor	684
2.	Doing religious rites	167
3.	Consulting quack	2
4.	Any other (not specified)	60

4.4.20. Newspaper reading : Almost all the households under this cluster were found to have subscribed one or two more local newspapers. It may, therefore, be inferred that they are more or less regular in newspaper reading.



CHAPTER V  
AIZAWL CLUSTER

Sub. National Systems **UNR**  
National Institute of Educational  
Planning and Administration  
17-B, Saikh Bagicha Marg, New Delhi-110016  
DOC. No. 3847  
Date 2/2/87

5.1. School Information :

There are as many as 90 project schools in this cluster, 20 in the pilot phase, and another 70 in the expansion phase. All of them are government managed schools. All the schools are involved in the present survey. However, due to non-receipt of survey schedules from four schools within the time schedule, the number of schools actually involved in the work is 86 (List of schools may be seen at Appendix C)

5.1.1 : Strength of children of different categories : All the children enrolled in the eighty six schools belong to scheduled tribe. The class-wise and sex-wise enrolment of children in different classes is shown in the following table.

Table :5.1: Strength of children in different classes :

S.No.	Classes	Boys	Girls	Total
1.	I	2815	2670	5485
2.	II	1386	1247	2633
3.	III	1095	1001	2096
4.	IV	192	184	376
5.	V	162	130	292
Grand Total :		5650	5232	10882

5.1.2. Wastage and stagnation : From the available data, it was found that the rate of educational wastage is very high, a large number of children are dropped out in the initial stage. Only a small proportion of those who are admitted in Class I could continue their education upto Class V, If we consider classes, we find that the largest drop-out takes place in Class I, By the time, class V is reached, the number of children retained is reduced to a considerable extent. The following table depicts the extent of wastage in all the five stages of education under the cluster.

Table :5.2 : Extent of wastage in different classes :

S.No.	Classes	Boys	Girls	Total
1.	I	33	21	54
2.	II	18	16	34
3.	III	23	14	37
4.	IV	7	4	11
5.	V	4	-	4
Grand Total :		85	55	140



The extent of stagnation is still more greater than that of wastage. The rate of stagnation is comparatively high in the lower classes. It was also found that the extent of stagnation is relatively great among boys. The following table clearly shows this phenomena.

Table : 5.3: Extent of stagnation in different classes :

Classes	Boys	Girls	Boys & Girls Total
I	117	61	178
II	49	23	72
III	43	46	89
IV	3	1	4
V	-	-	-
Total :	212	131	343

5.1.3. Average Enrolment and Attendance : Average enrolment and attendance is shown in the following table.

Table : 5.4 : Average enrolment and Attendance :

	Average Enrolment	Average Attendance	Percentage Attendance
Boys	4712	4071	86.3
Girls	4404	3859	87.5
B & G Combined	9116	7930	86.9

The above table shows the fact that the number of boys enrolled a little more than that of girls. However, girls are slightly better in attendance than their counter parts.

5.1.4. Sex-wise particulars of teachers : In all, there are 461 teachers in the schools of this cluster under study. Their academic and professional qualifications is tabulated below :

Table : 5.5 : Academic and Professional qualifications of teachers.

Academic	No. of teachers	Professional	No. of teachers.
Below <u>Matric</u>	371	Nil	143
<u>H.S.L.C</u>	89	J.T.C. or Pri Trg.	318
<u>Graduate</u>	1	B.Ed.	Nil.

As regards their teaching experiences in terms of years, there is marked difference among them. Teachers having more than 10 years' teaching experience number 271 i.e. more than 58 p.c. of the total teacher population, and those having 5-10 years experience number 112, and the other 78 teachers have 0-5 years' experience.

It was also found that 403 teachers reside in the village itself, and 58 teachers reside outside the village but within a walking distance from the school.



5.1.5. Vacations and School timing : Summer vacation and winter vacation are the only vacations in this cluster. This is common to all the schools. Summer vacation starts from 28th April to 12th May covering 15 days, and Winter vacation starts from 1st December of the year to 15th January of the following year covering 45 days. There is no suggestion for change.

As for school timing, all the schools follow a common practice i.e. 9 a.m. to 3 p.m. on all working days.

5.1.6. Language : The language spoken locally is Mizo and the medium of instruction is also Mizo.

5.1.7. Routine Activities and Special Days : The following activities are found to be organised as a routine programme, They are Games and Sports, Physical exercise, Devotion and Social Service. These are common to all the schools.

Republic Day, Independence Day, Teachers' Day are special days observed in all the schools. In addition to these, 54 schools observed Parents' Day.

5.1.8. Incentive to pupils : As an incentive to pupils, regarding materials have been provided to the schools. As many as 5138 boys and 4674 girls have been benefited with these. The funding agency was Unidef.

5.1.9. Mid day meal : There is no provision for this.

5.1.10. Health and Hygiene : Out of 86 schools, only twenty five of them were found to have been visited by physician. The frequency of visit as found in the schedule was only once a year in nine (9) schools and thrice a year in another sixteen (16) schools. Twelve of them were visited in the beginning of the academic session, seven schools in the middle of the session and six schools at the end of the session.

It was further found that twenty five (25) schools kept a record of student's health. Teachers of thirty two (32) schools used to give guidance to parent regarding children illness.

In addition to above, checking up of personal cleanliness of the children was also done in all the schools. However, the frequency of check up is not the same in all the schools. Fifty five (55) schools did check up weekly, twenty four (24) daily and seven (7) schools sometimes. Cleaning the school premises and organising cleanliness programme in the community also form a special feature of the entire cleanliness programme. The frequency of these programmes is given below :

Table : 5.6 : Cleanliness programmes and their frequencies of organisation :

Cleanliness of the premises		Cleanliness programmes in the community.	
Frequency	No. of schools	Frequency	No. of schools
Daily	23	Daily	Nil
Weekly	56	Weekly	4
Sometimes	5	Sometimes	52
Never	2	Never	21
TOTAL :			77



5.1.11. Physical aspects - School building and Equipments : Out of 86 schools, twenty (20) schools are pucca building, sixty five (65) Kuchha and only one thatched. This is a clear indication that with the exception of one school, all the schools are housed in either pucca or Kuchha buildings. Regarding ventilation, it was found satisfactory in 65 sixty five schools, and not satisfactory in eighteen (18) schools.

So far as fencing of school is concerned, forty two (42) schools are fully fenced, thirty (30) partially fenced and fourteen (14) not fenced at all.

With regard to classrooms in the schools, No information was given regarding total area, total number and average area of a classroom. However, mention was made of the type of difficulty faced with regard to the size and number of classrooms. The types of difficulties and the no. of schools facing these are given in the following table.

Table : 5.7 : Types of difficulty faced by the Schools.

Types of difficulties	No. of schools.
1. Too small/ narrow	- 45
2. No partition wall	- 22
3. No concrete floor	- 3

5.1.12. School Playground and Garden : None of the schools have separate playground. Under such circumstances, they have to share public ground which is generally close to the schools. One serious problem in respect of space for playground was that the schools have no enough space.

As for gardening, all the schools were found to have some space within the school compound. But the available spaces are very limited nor properly fenced. Fencing, therefore, seemed to be one great problem.

5.1.13. Provision for drinking water : In all the schools there is no provision for drinking water. The only problem is lack of facilities for making such arrangement.

5.1.14. Sanitation facilities : Thirty (30) schools have urinals and twenty one (21) schools have latrines. Not a single problem was entered in the schedule.

5.1.15. Furniture & Equipments : The following table clearly shows the number of schools having sufficient or insufficient furnitures.

Table : 5.8 : Items of Furniture and the extent of their adequacy :

S.No.	Items of furniture	No. of schools having adequate numbers.	No. of schools having inadequate numbers.
1.	Benches	28	58
2.	Desks	24	62
3.	Chairs for teachers	36	50
4.	Tables for teachers	35	51



As regards equipments, such as, Black boards, charts, maps, etc, the existing position of the schools under study is not a happy one. While every school is expected to have adequate number of blackboards, only 40 schools have such. The position of the schools in respect of charts and maps is still worse. The number of charts is found adequate in only three schools, and inadequate in 83 schools. As for maps, while the number of schools having adequate number is only seven (7), schools having inadequate number is seventy nine (79).

5.1.16. Library and Books : It was found from the analysis of data that only thirty (30) schools have library and the other fifty six (56) schools have no library. The number of books in the library were also found inadequate in almost all the schools, the number being 80.

5.1.17. Magazine and Newspaper : The following magazines and newspapers as shown in the table were subscribed by the schools.

The following magazines and newspapers were found to be subscribed by all the schools. However, the number of each was further found inadequate.

<u>Magazine</u>	<u>Newspapers</u>
1. Thu leh Hla	1. Romei
2. Meichher	2. Harhna
3. Zirtirtu Thian	3. Mizo Aw
4. Thawvanna	4. Tunlai
5. New Horizon.	

5.1.18. Materials : From the analysis of data, it was found that craft materials were available in 29 schools, science apparatus in all the schools, sports materials in 47 schools. These materials were all found in working conditions and were therefore used regularly.

5.1.19. Problems experienced by the Teachers : The teachers of projects schools of this particular cluster were facing a number of problems. Most common problems and their nature as indicated in the schedule along with suggested solutions for them are as follows :

<u>Problems and their nature :</u>	<u>Suggested solutions :</u>
1. The first problem relates to building. More than half of the schools were housed in a small building and did not therefore provide necessary accomodations.	1. The obvious suggestion for solving this problem is to have bigger building. It was, therefore, suggested that adequate grant be made available for the extension of school building.
2. In 26 schools, the existing teaching staff were found in adequate. This posed a serious problem.	2. This problem may be easily solved by strengthening the teaching staff.
3. Lack of equipments and materials was also another problem. In the absence of equipments, it is well-nigh impossible to make teaching more effective.	3. Supply of equipments was the only suggested solutions.



4. Unreasonably high rate of house rent also created another problem. However, this problem was applicable to only 12 schools.
4. It was suggested that house rent be provided to the teachers.
5. Ill health on the part of teachers was another problem.
5. Provision of medical facilities was the suggested solutions.

5.1.20. School working days : The total number of school working days and school hours per week were found to be the same in all the schools, the number being 200 days and 25 hours respectively. The duration of one period was also the same in all the school i.e. 40 minutes.

5.1.21. Number and Techniques of Examinations : All the schools were accustomed to hold monthly examination which served as the basis for deciding promotion of children to next higher classes. The techniques commonly used were written, oral and observation.

Out of 86 schools, only 19 of them had the practice of sending progress reports to parents once a year, 4 schools twice a year, 37 schools thrice a year and the rest have not yet practiced this.

Besides giving information about scholastic achievement of the children, non-scholastic aspects of children growth were also included in the report. These are shown in the following table :

Table : 5.9 : Non-scholastic aspects of children included in the report:

Non- Scholastic	No. of schools
1. Conduct	27
2. Discipline	29
3. Habit	1
4. Interest	9

5.1.22. Preparation of Time Table and Teaching Plans : Time Table was prepared by the Headmaster in 19 schools, by a committee of teachers in 37 schools, by all the teachers in 22 schools, by a senior teacher in 8 schools.

However, on the other hand, teaching learning programme was prepared jointly by teachers. This was the practice in all the schools.

5.1.23. Supervision of the Headmaster : The supervision by the Headmaster of the lesson plans and diaries of the teachers and progress reports and note books of the students and how frequent this was done was clearly shown in the following table :

Table : 5.10: Frequency of Supervision by Headmaster :

S.No. Items supervised	Frequency		
	Weekly No. of schools	Forthnightly No. of schools	Monthly No. of Schools.
1. Lesson Plans of teachers	4	-	82
2. Diaries of teachers	-	-	82
3. Progress reports of Stdn.	-	2	84
4. Pupils' note books/work	86	-	-



5.1.24. Solution of Teachers Academic Problem : The methods of solving teachers academic problem were by and through discussion in the staff meeting (20 schools) and by giving guidance through lecture.

5.1.25. School and community relationships : Parent-teacher association was found to have existed in only 14 schools. The problem which are solved through parent-teacher cooperation are shown in the following table :

Table : 5.11 : Problems of children solved through parent-teacher cooperation :

Problem	No. of schools solving the problems.
1. Truancy and absence	64
2. Neglect of studies	54
3. Bad conduct	35
4. Illness of students	-

5.1.26 : Help provided by the community : The community provided help in several different ways. The types of help and number of schools benefitted with those helps are tabulated below :-

Table : 5.12: Types of Help provided by the community to schools :

Types of Help	No. of schools.
1. Space to the school.	34
2. Finances for school building	28
3. Physical labour for construction of school building.	69
4. Equipment	31
5. Accomodation to school teachers.	13

5.1.27 : Help provided by the school to the community : Being a social institution, the school has the practice of providing all possible helps to the community. This was also the practice of the schools under study. It was found that 84 school premises were used for community activities. It was further found that 11 schools were conducting adult education programme, another 5 schools were conducting non-formal education programme, and 79 schools used to celebrate community and religious functions.



5.2. Household Information :

5.2.1. Sample : Considering the large size of populations, number of households and wide coverage of the project, it was keenly felt to have larger sample so that a more reliable conclusion may be drawn from the report of this particular cluster. Forty (40) households were, therefore, selected as a representative sample of each project school under this cluster.

5.2.2. Data collection and Analysis : In-formation data were collected from each household sample and were analysed carefully. The analytical study of the available data revealed the following facts of information.

5.2.3. Educational qualifications of Family members : The educational qualifications of all the household members above the age of 6 years is shown in the following table .

Table : 5.13 : No. of family members studying in school.

S.No.	Types of Education	Male	Female	Total
1.	Formal school	4015	3657	7672
2.	Non-formal school	-	2	2
Total :		4015	3659	7674

Table : 5.14 : No. of family members not studying in schools :

S.No.	Categories	Male	Female	Total
1.	Illiterate	309	733	1042
2.	Below Class VIII	4112	3751	7863
3.	Above Class VII but not passed HSLC	345	296	641
4.	HSLC/Matric passed.	203	107	310
5.	Graduates and above	156	28	184
Total :		5125	4915	10040

It may be seen from the above table that while the number of female illiterates is comparatively greater than that of the male illiterates which is roughly 70 %, their numbers fell suddenly in the case of other categories especially at the graduation level. This helps us to conclude that male members under study had attained a higher level of educational achievement.

5.2.4. Occupations : Of all the 5224 self-employed members, there are as many as 4459 members engaged in agricultural works, the percentage being 85.3 and the rest are engaged in cottage industry, dairy farming and business. Of the last three occupations, business claims the highest percentage of employed members (10.7)



It was further found that there are as many 1716 members employed as labourers. These employed labourers were found engaged in different occupational works with those members employed in service claiming the highest percentage (79 %) being seconded by cottage industry (10.2).

5.2.5. Educational status of children (6-14) not attending school :

There are 479 boys and girls of the age group 6-14 not attending school. However 232 of them have reached a certain stage of education . The whole picture may be seen from the following table.

Table : 5.14: Educational status of children (6-14) not attending school.

S.No.	Level of education reached.	No. of children		Total	P.C.
		Boys	Girls		
1.	No schooling education-	120	127	247	51.7
2.	Class I or II -	61	48	109	22.7
3.	Class III,IV or V -	46	68	114	23.8
4.	Class VI,VII or VIII -	4	5	9	1.8
Total :		231	248	479	

The above table indicates that while children having no schooling education form the largest group with percentage of 51.7, those who have reached upto class VI,VII or VIII form the other extreme group.

5.2.6. Parents' view about further education of children : This is shown in the following table.

Table : 5.15: Parents' view about further education of their children:

S.No.	Type of further education.	No. of households.
1.	Formal education	130
2.	Non-formal education	70
3.	Vocational education	14

It is clear from the above table that the largest group of interested parents were in favour of formal education.

5.2.7. Nature of work children are engaged in for earning : There are 195 boys and girls who are being engaged in different works to earn money. Of these, 80 are engaged in farming, 17 in cottage industry, 98 in household works either in looking after babies or helping parents.

It was found that only one child is engaged for more than 4 hours, earning Rs 20/- and 3 of them are engaged for 2-4 hours earning Rs 20-40, and another 14 children are engaged for 2-4 hrs earning Rs 40/- and above.



5.2.8. School Attendance : Children could not attend school for various reasons which are shown in the following table.

Table : 5.16: Reasons for not attending school:

S.No.	Reasons	No. of households
1.	Their services needed in household work.	349
2.	Ill health	299
3.	Looking after baby.	230
4.	Earning money	94

5.2.9. Suggestions for improving Attendance : Suggestions made by the parents for the improvement of attendance are given in the following table.

Table : 5.17 : Suggestions for improving attendance with no. of households.

S.No.	Suggestions	No. of households
1.	Supply of Text books, Uniform and teaching aids. -	1709
2.	Active parents-teachers cooperation. -	945
3.	Adequate schooling facilities and staff. -	235

5.2.10. Suggestions for improving school : Suggestions for improving are found to be same with those for improving attendance and are not mentioned here.

5.2.11. School timings and vacations : 2786 households found the present timing suitable and another 59 households found it unsuitable.

The suggested timings are 8 a.m to 2 p.m and 8.30 a.m to 2.30 p.m.

The existing vacation period was found suitable by as many as 2209 households and unsuitable by 260 households.

Those who wanted change in the duration of both the vacations (260 households) suggested longer duration of winter vacation starting from 1st November. They were also found to have longer summer vacation.

5.2.12. Suggested Activities under SUPW : The suggested activities under SUPW and the no. of households making such suggestions are tabulated below.



Table :5.18: Suggested Activities under SUPW with no, of households:

S.No.	Suggested Activities	No. of households
1.	Cane & Bambool work	1509
2.	Knitting	1410
3.	Tailoring	995
4.	Carpentry	853
5.	Weaving (Loin looming)	567
6.	Other-agriculture, clay modelling-	337

5.2.13. Availability of materials for suggested activities : This is shown in the following table.

Table : 5.19: Suggested activities and available materials :

S.No	Suggested Activities	Available materials	No. of households
1.	Carpentry	Wood	1379
2.	Cane & Bamboo work	Bamboo, Cane	1927
3.	Knitting, Tailoring & Weaving	Cotton Yarn, Cloth.	1975
4.	Agriculture	Seeds	376
5.	Clay modelling	Clay	269

5.2.14. Resource persons for teaching crafts : The number of available resource persons against each activity/craft is shown in table.

Table : 5.20: No. of available resource persons for teaching crafts.

S.No.	Suggested Activities or crafts.	No. of resource persons.
1.	Carpentry	245
2.	Cane and bamboo work	219
3.	Knitting	200
4.	Weaving	119
5.	Tailoring	105
6.	Agriculture	24
7.	Clay modelling	14

5.2.5. Work related to personal life : Activities related to personal health and cleanliness suggested by 1468 households, 955 households and 863 households are bathing, washing clothes and house and compound cleaning respectively.

Among the suggested hobbies/pastime, game and sports receive the highest response being 1191. Book reading and music receive the second highest response being 177.



5.2.16. Work outside home : Business, agriculture, livestock and craft are the activities/skills suggested by the household members under study. Of these, craft receives the highest response, next to this being business.

5.2.17. Activities related to community participation : From the analysis of data, religious work, community services and sanitation were found to be the activities in which children can possibly take part. Community work was suggested by 1072 households.

5.2.18. Further Education of the children : The following table depicts the expectations of parents in regard to further education of their children.

Table : 5.21: Parents' expectations for further education of their children.

S.No.	Expectations	No. of households
1.	General education (Art)	711
2.	Science education	555
3.	Medical education	510
4.	Technical education	212
5.	Religious education	158
6.	Agriculture education	69

5.2.19. Patterns of daily diet : Rice being the chief food form the commonest item of daily diet. Vegetable also form one common food item. So, these two items form the pattern of daily diet. There are, however, comparatively less no. of households taking meat, fruits and bread as essential food items.

5.2.20. Methods used to cure illness : There may be several different methods for curing illness. But in the present study, there are only five such methods. They are as tabulated below :

Table : 5.22: Methods for curing illness :

S.No.	Methods	No. of households
1.	Consulting doctor	2853
2.	Doing religious rites	266
3.	Consulting quack	113
4.	Consulting experts in magic and spells.	14
5.	Any other (not specified)	38

5.2.21. Newspaper reading : Whether or not, all the household members read newspaper regularly is not very clear from the available data. However, some households were found to have read one or more newspapers, daily or otherwise. The newspapers subscribed and read by the households regularly are Romei (636) Hunthar (289) Tawrh Bawm (301) Harhna (334) Mizo Aw (298).



CHAPTER VI

STATE LEVEL REPORTS

6.1. Information about the Schools :

Altogether there are 130 Project Schools in the State, 30 in the pilot phase and 100 in the expansion and developmental phase. Although all the schools were initially involved, all of them were not included in the final report. The reason for this was that eight schools, (4 in Lunglei C luster. 4 in Aizawl Cluster) could not return survey schedules within the time schedule. The cases of those schools were, therefore, not considered. It is presumed, however, that the exclusion of those schools will not distort the total educational picture of the state.

6.1.1. Strength of children : All the children enrolled in the schools under study belong to scheduled tribe only. The enrolment strength in different classes is shown in the following table :-

Table : 6.1 : Strength of children in different classes :

Classes	Boys	Girls	Total
I	3633	3418	7051
II	1746	1576	3322
III	1409	1281	2690
IV	263	248	511
V	198	151	349
Total :	7249	6674	13923

The above table shows the fact that the number of children of both sexes enrolled in different classes fell suddenly in the higher classes. Out of 7051 enrolled in the first level of education only 349 children could reach class V the percentage being 4.94.

6.1.2. Wastage and stagnation : The extent of wastage and stagnation of different classes is shown in the following table :-

Table : 6.2 : Extent of wastage in different classes :

Classes	Boys	Girls	Total
I	47	28	75
II	29	19	48
III	39	28	67
IV	27	10	37
V	5	-	5
Total :	147	85	232



Table : 6.3 : Extent of stagnation in different classes :

Classes	Boys	Girls	Total
I	226	134	360
II	104	49	153
III	64	59	123
IV	35	-	35
V	-	-	-
<b>Total :</b>	<b>429</b>	<b>242</b>	<b>671</b>

The above tables show that the case of those who dropped out is more serious than those who failed or repeated in the same class.

6.1.3. Average Enrolment and Attendance : The average enrolment and attendance are shown in the following table.

Table : 6.4 : Average Enrolment and Attendance :

	Boys	Girls	Total (B. & G combined)
Average Enrolment -	6259	5765	12024
Average Attendance -	5344	5030	10374
Percentage Attendance -	85	87	86.27

6.1.4. Sex-wise particulars of the teachers : There are 603 teachers in the project schools under study, all belong to scheduled tribe. Out of this, 344 are male teachers and 259 are female teachers. The school-teacher ratio is 1:4.8 as against the over all school-teacher ratio of 1:3.3 for all the schools of the state. This shows that project schools are better off than the other schools in respect of teaching staff.

The qualifications and teaching experiences of the teachers are shown in the following table.

Table : 6.5 : Qualifications of teachers under Project Schools.

Academic qualifications	No. of teachers	Professional qualifications	No. of Teachers.
Below Matric	494	Nil	189
H.S.L.C/Matric	108	J.T.C.	414
Graduate	1	B.Ed.	Nil

As regards teaching experiences, more than half of the teacher population numbering 359 have more than ten years' teaching experience, whereas the number of teachers having 5-10 years' teaching experience is only 139 and that of teachers having 0-5 years' experience is the least, being 105.

In regard to the distance of their residence from the school, it was found that as many as 540 teachers are residing in the village itself. The other 62 teachers are found residing outside the village but within 5 Kms from the school, and only one of them was found to reside outside the village at a distance of more than 5 Kms



6.1.5. Vacations and School timings : All the schools under study have only two vacations, namely summer vacation and winter vacations covering 15 days and 46 days respectively.

School timings is also the same in all the schools. The timing being 9 a.m. to 3 p.m.

6.1.6. Language : There are three dialects spoken locally in all the villages covered by the project. They are Mizo, Lakher and Pawi. Mizo is spoken in 115 localities, and Lakher in 5 localities and Pawi in only 2 localities.

However, on the other hand, Mizo is used as the medium of instruction in all the project schools. There is, therefore, no problem regarding the medium of instructions.

6.1.7. Routine Activities and Special Days : Most of the schools were found to organise either two or three of the following activities in a routine manner, and the frequency range from daily to weekly. Those activities are Games and Sports, Physical Exercise/Drill, Devotion and Social Service. The most frequently organised and the commonest of all the routine activities are physical exercise and morning devotion.

There are some special days which are being observed in the schools. This is shown in table 6.6.

Table : 6.6 : Special Days observed by the Schools :

S.No.	Special Days	No. of Schools where observed
1.	Republic Day	122
2.	Independence Day	122
3.	Teachers' Day	93
4.	Parents' Day	64
5.	Y.M.A. Day	2
6.	Chapchar Kut	1

6.1.8. Incentives to pupils : As means of generating incentive to pupils only text books have been provided to school children of the project schools. However, all the children enrolled in the schools were not benefitted with these because of the fact that the newly reprinted text books have not yet reached them at the time of conducting survey. Therefore out of the total student population of 13923, only 10773 have been provided with text books. District-wise no of beneficiaries may be seen in the following table.

Table : 6.7 : Supply of Text books and no. of beneficiaries :

Name of Clusters	No. of beneficiaries		Total
	Boys	Girls	
Aizawl	5138	4674	9812
Lunglei	469	369	838
Chhimituipui	68	55	123
Total :	5675	5098	10773



6.1.9. Health and Hygiene : Out of 122 schools, only 25 of them have had the privilege of being visited by Physicians, 2 of them are visited once in a year, 13 of them twice a year, and 9 of them thrice a year. It was also found that 13 schools were visited in the beginning of the session and another six schools at the end of the session. The analysis of data revealed further that recording of student health was properly done and maintained in 35 schools of Aizawl cluster and also that teachers of 32 schools of Aizawl cluster used to give guidance to parents regarding children illness.

6.1.10. Cleanliness Programmes : From the analytical study of the data, it was found that most of the schools used to organised cleanliness programmes either by checking up personal cleanliness of children or cleaning the school premises and cleaning the streets.

The common features of cleanliness programme in all the schools at the state level are weekly checking up of personal cleanliness of children and weekly cleaning of the school premises. Cleanliness programme was also sometimes organised in the community.

6.1.11. Physical aspects (school building) and Equipments : Out of 122 schools, 98 of them are housed in Kuchha building, 20 in Pucca building and another 3 in thatched building.

It was also found that ventilation is satisfactory in 97 schools, and not satisfactory in 24 schools.

As regards fencing of schools, 56 of them are fully fenced, 39 partly fenced and 27 not fenced at all.

In so far as the problem regarding the size and number of classrooms is concerned, the small size was found to be the most serious problem being faced by 52 schools, and next to this ins seriousness is not properly partitioned rooms.

As for playground and garden, the problem is more or less the same in all the schools, the problem being either non-availability of space or limited space. However, the problem faced in respect of playground is solved to some extent by sharing the public playground which is always made available to school children.

But, with regard to garden, limited space or non-availability of enough space was found to be a problem common to all the schools.

6.1.12. Provision for Drinking Water : In most of the schools, there is no arrangement for drinking water. In only a few schools, such arrangements are made in either of the two ways getting civil supply or drawing water from the spring by the children themselves.

6.1.13. Sanitation facilities : There are good numbers of schools having no arrangements of drinking water, urinals and latrines.

Altogether there are 98 schools, 97 schools and 42 schools having no arrangement of drinking water, latrines and urinals respectively.

6.1.14. Furnitures and Equipments : In most of the schools, the furniture as listed in the schedule were found in either satisfactory or insatisfactory. All the items of furniture were found to be



inadequate in more than half of the total no. of schools. Of the items, benches and desks were found more inadequate.

As for equipments, the existing position all over the state is not satisfactory in all cases of items. The position of charts is the worst of all the items. The overall position in respect of equipments is depicted in the following table :-

Table : 6.8 : Equipments and their position in schools :

S.No.	Items of Equipments	No. of schools	
		Adequate	Inadequate
1.	Blackboards	45	77
2.	Charts	3	119
3.	Maps	7	115

It is clearly seen from the above table that the number of blackboards which is one indispensable equipment is inadequate in more than half of the total number of schools.

6.1.15. Library and Books : The consolidated data revealed that there are only 39 schools having library and the rest have no library.

As regards books, books for students were found inadequate in 116 schools, and adequate in 6 schools. In none of the schools, books for teachers were found adequate.

6.1.16 : Magazines and Newspapers : Not a single school under study has subscribed adequate numbers of either magazines or newspapers.

6.1.17. Materials : The following table depicts the position of the schools in respect of the materials.

Table : 6.9 : Existing position of Materials :

Items	Whether existing In working conditions			
	Yes	No	Yes	No
1. Craft materials	29	93	29	-
2. Science apparatus	86	36	86	-
3. First Aid Kit	16	106	-	-
4. Sport materials	47	85	47	-

It is clearly seen from the above table that where the materials are available, all of them excepting First Aid Kit are in working condition. It was also found that all the available materials are put to use regularly, Musical instruments, Radio set and T.V. set are not available in any of the schools.

6.1.18. School working days : Total no. of working days, school hours per week and duration of one period is more or less the same in all the schools, being 200 days, 25 hours and 40 mins. respectively.

6.1.19. Problems experienced by the teachers : The following are some of the problems faced by teachers of project schools.



- (1) Inadequacy of teaching staff : This is the problem faced by teachers of 50 schools. The suggested solution for this is increase of teaching staff.
- (2) Lack of equipments and materials : Teachers from 72 schools were found to face this problem. Supply of adequate equipments and materials is the only solution suggested by them.
- (3) Small building : This is another problem experienced by teachers of 82 schools. The only suggested solution for this problem is provision of grants for the extension of school buildings.
- (4) High rate of House rent : Teachers of 26 schools were found to have faced this problem. The suggested solution for this is provision of house rent.
- (5) Ill health : Ill health as the part of teachers create another problem. Provision of medical facilities is the suggested solution.

6.1.20. Curricular areas : In all the classes language and mathematics were given due weightage by allotting 5 period to each per week. Next to this in importance is Environmental studies I & II to which five periods are allotted in the first four classes and 4 periods in class V.

Health Education and Creative Expression are the other two areas to which good proportion of periods are allotted. In the first 3 classes, three periods are allotted to these two subjects.

6.1.21. Techniques of Examination : Written tests, oral tests and observation are the techniques of examination used in almost all the schools. In addition to this, a few schools used practical examination as one of the techniques.

6.1.22. No. of Progress Reports sent to Parents : The number of progress reports sent to parents in a year varies considerably from school to school. It was found that while 31 schools were not accustomed to send progress reports to parents, 64 schools used to send thrice a year, 22 schools twice a year and four schools once a year.

6.1.23. Report of non-scholastic Areas : From the analytical study of the data, it was found that only 66 schools of Aizawl cluster used to include non-scholastic aspects of pupils' growth, such as conduct, discipline, habit and interest in the progress report.

6.1.24. Preparation of Time-Table and Teaching Plans : While the teaching learning programme was prepared by all the teachers of 116 schools, the practice of preparing time table differs from one school to the other. This may be seen in the following table.

Table : 6.10: Different ways of preparing Time-Table :

Items of Information	No. of Schools
1. By the Headmaster	28
2. By a committee of Teachers	46
3. By all the teachers jointly.	21
4. By a Senior Teacher	11



6.1.25. Solution of Teachers Academic Problems : Teachers' academic problems were generally solved either by group discussion or by giving lecture/guidance by the headmaster. It was, however, found that only in a comparatively few schools, are those problems solved. In 29 schools, the problems are solved through group discussion, and in schools by and through lecture or guidance.

6.1.26. School and Community Relationship : The relationship between the school and the community is very intimate in all over the state. The two agencies help each other in all possible ways. The helps provided by the school to the community and the help provided by the community to schools are shown in the following table .

Table : 6.11: Help provided by the school to the community :

Types of Help	No. of schools			Grand Total.
	Aizawl	Lunglei	Chhimituipui	
1. Conducting Adult Education programme.	11	7	3	21
2. Conducting non-formal education programme for children.	5	2	1	8
3. Celebration of community and religious function.	79	19	8	106
4. Use of school premises for community activities.	84	23	10	117

Table : 6.12: Help provided by the community to schools.

Types of Help	No. of Schools			Grand Total
	Aizawl	Lunglei	Chhimituipui	
1. Space to the ground	34	4	2	40
2. Finances for school building.	28	-	3	31
3. Physical labour for construction of school building.	69	4	2	75
4. Equipment	31	1	1	33
5. Accomodation to school teachers.	13	7	1	21

It was further found that there was a good cooperation between the teachers and parents in solving the personal and academic problems of the students. The problems solved through such parents-teachers cooperation may be seen in the following table.

Table : 6.13 : Problems solved through Parents-Teachers cooperation.

Items of problem	Total no. of schools
1. Truancy and absence	94
2. Neglect of studies	84
3. Bad conduct	50
4. Illness of students	2



6.2. Household Information :

6.2.1. Sample : The present survey was conducted on a representative random sample of 3440 households, selecting 40 households from each project school. It is implicitly assumed that the sample so selected provides a replica of the characteristics of the whole population be it children, parents or households.

6.2.2. Data collection and Analysis : In order to collect general informations about households under study, household survey schedules were administered to the selected household samples. The data collected through the schedules were consolidated and analysed. The analytical study revealed the following facts of informations about the households.

6.2.3. Educational qualifications of the family members : Of all the members of the households under study as many as 5,785 male and 5,019 female members are studying in formal school, and 9 male and 10 female members are studying in non-formal school.

The member of family members who were not studying in the school was found to be comparatively greater than that of the in-school members. However, the level of educational attainment of those out of school members differs from one category to another as depicted by the following table.

Table : 6.14 : Educational attainment level of family members not studying :

S.No.	Categories	Male	Female	Total	%
1.	Illiterate	562	1203	1765	13.
2.	Below Class VIII	5269	4891	10160	75.
3.	Above Class VIII but not passed Matric/H.S.L.C.	466	390	856	6.
4.	HSLC/Matric Passed	325	153	478	4.
5.	Graduates & above	227	36	263	2.
Grand Total :		6849	6673	13522	100

The above table clearly shows that of the total out of school population, those who have reached the educational standard upto Class VIII form the largest group, the percentage of them being 75. The other extreme group is formed by those members who are either graduates or above, the percentage of which being 2. (nearest).

6.2.4. Occupations : Out of the total employed population as obtained from the representative sample, as many as 6783 were self employed and 2352 of both the sexes were employed as labourer.

Among the self-employed members, 86 percent of them are in agricultural groups and among the employed labourers, 80 percent of them are found to be in service. The occupational work and the number of employed family members is shown in the following table.



Table : 6.15 : Self-occupational areas and member of persons employed:

S.No.	Occupational areas	Male	Female	Total	%
1.	Agriculture	2999	2865	5864	86.
2.	Cottage Industry	145	42	187	3.
3.	Dairy farming	10	20	30	1.
4.	Business	355	347	702	10.
Grand Total :		3509	3247	6783	100.

6.2.5. Educational status of children (6-14) not attending School :

The analytical study revealed that as many as 723 boys and girls of the age group 6-14 were not attending the school. Out of this member, children were found to have not reached even the first stage of education. The following table shows the total picture.

Table : 6.16 : Educational status of children (6-14) not attending School:

S.No.	Educational status	No. of children		
		Boys	Girls	Total
1.	No Schooling	184	205	389
2.	Class I or II	81	73	154
3.	Class III, IV or V	58	95	153
4.	Class VI, VII or VIII	13	14	27
Grand Total		336	387	723

6.2.6. Parents' view about further education of children : Regarding parents' view of further education for their children it was found that most of the parents were not very much interested in educating their children. Even among those who were interested for educating their children, the nature of their interest differs from one another. While 197 parents are interested in formal education, 89 are interested in non-formal education and only 16 are found interested in vocational education.

Still, there are some parents who were found not very much interested in sending their children for higher academic pursuit. The most important and obvious reason for not being interested in higher education of their children is economical reason. Other reasons are marriage particularly among girls and others reasons are also there but they are not specifically mentioned.

Parents' expectations for further education of their children are depicted in the following table.



Table : 6.17 : Parents' expectations for further education of children :

S.No.	Type of education expected	No. of households
1.	General education	938
2.	Science education	654
3.	Medical education	624
4.	Technical education	248
5.	Religious education	220
6.	Agriculture education	73

What is clear from the above table that majority of parents want their children to prosecute their studies in general education, Science education and medical education are other types of education which parents are more or less equally interested in. Agriculture education, on the other hand, is given poor attention.

6.2.7. Nature of work children are engaged in for earning : In consideration of the large member of children population under study, only a very few of them were found engaged in some kinds of work for earning. The nature of work and the number of children engaged in each is given in the following table.

Table : 6.18 : Nature of children are engaged in for earning :

S.No.	Nature of work	No. of children		
		Boys	Girls	Total
1.	Farming	50	61	111
2.	Cottage Industry	12	5	17
3.	Looking after children	31	45	76
4.	Helping parents	13	9	22
Grand Total		106	120	226

6.2.8. Hours of work and money earned per month : It was found from the analytical study that children who are engaged for earning are very few in numbers. The number of children who work for 2 hrs a day carrying a monthly earning Rs 20/- p.m. is only 1, and that of children who used to work for more than 4 hrs a day but earning the same amount of money per month is 7. The number of children who are working for 2-4 hrs or more but getting Rs 20-40 p.m are much less in numbers and that of children who are working for 2-4 hrs a day with a monthly earning of Rs 40/- is 2 and those who work more than 4 hrs a day with earning of Rs 40/- and above p.m number 14.

6.2.9. School Attendance : In spite of all the efforts being made by all concerned, universal enrolment and retention still remain a distant goal. One may easily points out a number of reasons which contribute to this phenomena. Nor do we achieve a spectacular success in respect of attendance of school going children. The analytical data of the present household survey revealed the fact that there were quite a good number of children of school going age who did not attend the school. The reasons for their not attending the school is given in table 6.19.



Table : 6.19 : Reasons for not attending school and the no. of respondent households.

S.No. Reasons	No. of households			Total
	Aizawl	Lunglei	Chhimituipui	
1. Ill health	299	103	31	433
2. Services needed for household works	349	152	85	586
3. Required to earn.	94	46	14	154
4. Looking after younger children	230	-	-	230
5. Poverty	-	4	-	4
6. Not interested	30	-	-	30

The above table indicates that children do not attend the school because they are required of them by their parents to remain at home to do either simple domestic works or in looking after the baby or younger children. The table further indicates that poverty is not an important cause.

6.2.10. Suggestions for improving the school Attendance : In order to improve attendance of children the following suggestions as tabulated in table 6.20 are given by the household members under study.

Table : 6.20 : Suggestions for improving attendance :

S.No. Suggestions	No. of households			Total
	Aizawl	Lunglei	Chhimituipui	
1. Supply of free text books, uniform & teaching aids.	1706	416	176	2301
2. Parents teachers cooperation.	945	69	58	1072
3. Provision of scholarships to poor children.	-	51	35	86
4. More schools, adequate teaching staff and better teaching.	235	10	28	273
5. Supply of mid-day meal.	-	40	26	66

Supply of free text books, uniform, teaching aids and parents-teachers cooperation emerge as the most important factors for improving school attendance with as many as 2301 and 1072 entries respectively.

Next to this in importance is the opening of more schools with adequate teaching staff. The first two suggestions still account for nearly half of the entries under suggestions for improving the schools.

It is, therefore, definitely clear that supply of free text-books, uniforms and parents-teachers cooperation serve as an important factors for improving both the school conditions and school attendance.



6.2.11. School timings and vacations : Those who have regarded the present school timings and vacations as suitable are as many as 3,342 and 2,582 households respectively. However, the other 154 and 498 households respectively have found them otherwise.

The suggested changes in respect of school timing and vacations and the number of households who have given such suggestions are shown in table 6.20.

Table : 6.21 : Suggested school timings :

S.No.	Suggested timings	No. of households			Total
		Aizawl	Lunglei	Chhimituipui	
1.	8 a.m. - 2 p.m.	10	51	4	65
2.	9.30 a.m - 3 p.m	-	15	-	15
3.	8.30 a.m - 2.30 p.m.	49	-	-	49
4.	10 a.m - 3 p.m	-	8	-	8
5.	9.30 a.m - 2.30 p.m	-	5	-	5

Table : 6.22 : Suggested vacation periods

S.No	Suggested period	No. of households			Total
		Aizawl	Lunglei	Chhimituipui	
1.	Longer winter vacation 1st Nov. - 15th Jan.	151	94	29	274
	15th Nov - 31st Jan.	27	13	40	40
2.	Longer summer vacation -	109	31	8	148

6.2.12. Activities under SUPW : The suggested activities under the SUPW programme are shown in table 6.23 along with the no. of households making such suggestions.

Table : 6.23 : Activities under SUPW :

S.No.	Suggested Activities	No. of Households			Total
		Aizawl	Lunglei	Chhimituipui	
1.	Knitting, Tailoring, Weaving	2405	500	193	3098
2.	Cane and bamboo work	1509	472	64	2045
3.	Carpentry (Wood work)	853	327	65	1245
4.	Clay modelling	337	74	108	519
5.	Gardening	304	112	72	488
6.	Soap making	-	5	-	5
7.	Cleaning streets	-	4	-	4
8.	Bakery	-	3	-	3
9.	Painting	-	2	-	2
10.	Paper cutting	-	1	-	1



6.2.13. Availability of materials for suggested Activities : Materials locally available for each of the suggested activities are given in the following table .

Table : 6.24 : Available materials for suggested activities :

S.No.	Activities	Materials	No. of households
1.	Knitting, Tailoring and weaving	Cotton yarn, wool, cloth.	2811
2.	Cane & bamboo work	Cane, bamboo	2653
3.	Carpentry	Wood	2019
4.	Clay modelling	Clay	593
5.	Gardening	Seeds, tools	489

6.2.14. Resource persons for teaching crafts : The success of the SUPW programme depends to a great extent on the availability of skilled persons who would be able to teach or supervise the selected crafts and activities in a systematic and scientific manner. The identification of such persons therefore, becomes an indispensable task.

From the analytical study of the data obtained from the household schedules, it was found that there are as many as 508 resource persons to teach knitting, tailoring and weaving, 269 for cane and bamboo work, 306 for carpentry, 24 for gardening, and 14 for clay modelling.

6.2.15. Work at home : There can be varieties of work of different nature that can easily be done at home by each household member. Those activities as suggested by some households under study are shown in the following table.

Table : 6.25 : Work at home Activities related to domestic work :

S.No.	Activities	No. of households
1.	Maintenance of households and compound etc.	1607
2.	Cooking	1538

Table : 6.26 : Work at home Activities related to family occupation :

S.No.	Activities	No. of households
1.	Business	194
2.	Gardening	430
3.	Knitting, tailoring, weaving	1045

6.2.16. Pattern of daily diet : There is a more or less similar pattern in regard to daily diet all over the state. Of all the food items, rice and vegetable form the commonest items, and constitute form the daily diet of most of the households under study. Besides taking rice and vegetables 916 and 191 households used to take meat and fruits as essential items of food respectively.



6.2.17. Methods used to cure illnesses : The methods used for curing illnesses and the no. of households taking to this are given in the following table.

Table : 6.27 : Methods used to cure illnesses :

S.No.	Methods	Aizawl	Lunglei	Chhimtuipui	Total
1.	Consulting doctor	2853	684	313	3850
2.	Doing religious rites	266	167	144	577
3.	Consulting a quack	113	2	-	115
4.	Consulting experts in magic & spells	14	-	1	15
5.	Any other (not specifics)	38	60	32	130

The above table clearly indicates the fact that most of the households under study used to consult doctor in connection with their illnesses.

6.2.18. Newspaper read regularly : There are a fairly good number of local newspapers which are widely distributed over the entire territory. The careful analysis of survey data also showed the fact that quite a good number of households covered by the subscribing either one or two of the newspapers and took to reading them more or less regularly.

Of all the newspapers, Romei, Harhna, Mizo Aw, Tawrh Bawm, Hunthar were found to be the well-circulated papers with entries of more than 300 in each case. This verbal description may be supported by the following table.

Table : 6.28 : Newspaper reading :

S.No.	Name of Newspaper	Aizawl	Lunglei	Chhimtuipui	Total
1.	Romei	631	21	46	703
2.	Harhna	334	15	28	377
3.	Tawrh Bawm	301	8	16	325
4.	Hunthar	289	18	4	311
5.	Mizo Aw	298	11	27	336

6.2.19. Work related to personal life : From the analytical study of the household schedules, washing clothes and bathing were found to be an important activities which are closely related to personal health and cleanliness with 1261 and 1773 entries respectively.

As regards hobbies and pastime, Games and sports receive the largest number of entries. Other suggested activities are Reading and music with 1064 and 61 entries respectively.

In addition to above, mention was also made of hunting and gardening with 31 and 144 households suggesting them respectively.



6.2.20. Work outside Home : The following are the activities/skills suggested by a comparatively few numbers of households.

- (1) Business - This is suggested by 394 households.
- (2) Agriculture - This is suggested by 73 households.
- (3) Craft - This is suggested by 800 households.

6.2.21. Activities related to community participation : Out of all the activities relating to community participation community work or social service receive the highest response with 1356 entries being seconded by religious work with 1134 entries. The other suggested activities in addition to above are sanitation and scouts and guides. This is clearly depicted in table 6.27.

Table : 6.27: Activities related to community participation :

S.No. Activities	No. of Households			Total
	Aizawl	Lunglei	Chhimtuipui	
1. Community work -	1072	211	73	1356
2. Religious work -	901	171	62	1134
3. Sanitation -	108	-	-	108
4. Scouts and Guides -	-	58	-	58
5. Leadership in community -	-	33	-	33



CHAPTER VII

MAJOR CONCLUSIONS

The following are the major conclusions of the study on various aspects of schools:

- (1) The average enrolment of children per project school is calculated as 98.5 (approx) and the average attendance is as high as 86.2 (approx), i.e., 87.7 percent attendance.
- (2) The extent of wastage and stagnation is as great as 232 and 671 respectively.
- (3) The school-teacher ratio is 1:4.9 as against the overall school-teacher ratio of 1:3.3 for all the schools of the state. The teacher-pupil ratio is approximately 1:23.
- (4) Teachers are not equally good in their academic as well as professional qualifications. While there are 81.9 p.c teachers below Matric, the rest are either H.S.L.C passed or above. The percentage of trained teachers is comparatively high than that of untrained teachers, the percentage being 68.6 (approx).
- (5) About 59.5 per cent teachers had served for more than 10 years and thus form the largest group of teacher population.
- (6) Majority of the teachers are residing within the village, (89 % approx) and the rest are residing outside the village but within 5 Kms from the school.
- (7) There are only two vacations in the whole of the state, namely, summer vacations and winter vacations.
- (8) Mizo is the widely spoken dialect and is the medium of instruction in all the schools under study.
- (9) Physical exercise and morning devotion are the routine activities organised by all the schools.
- (10) Republic day and Independence Day are the two special days observed in all the schools.
- (11) Textbooks are provided to the project schools as an incentive to pupils.
- (12) Schools are hardly visited by Physician.
- (13) The record of student's health is not properly kept in the schools.
- (14) Weekly checking up of personal cleanliness of children forms the common feature of cleanliness programme of all the schools.
- (15) Most of the schools are housed in Kuchha buildings.
- (16) The most serious problems faced by the project schools are small size of classrooms and not properly partitioned rooms.
- (17) Non-availability of space is one great problem faced by almost all the school.
- (18) In only a few schools there is arrangement for drinking water.



- (19) A fairly good number of schools have no latrines.
- (20) Schools are not adequately provided with furnitures and equipments.
- (21) In none of the schools, books for students and teachers are adequate.
- (22) The problems experienced by teachers are inadequacy of teaching staff, lack of equipments and materials, small building and high rate of houserent.
- (23) Language and mathematics are given weighted importance by allotting 5 periods per week.
- (24) Written tests, oral tests and observation techniques are the commonly used techniques in the project schools.
- (25) The frequency of sending progress reports to parents ranges from once a year to thrice a year.
- (26) Teachers' Academic problems are generally solved through group discussion.
- (27) The relationship between the school and the community is quite good. ]

B

#### Households :

[ On the basis of the analysis and the interpretation of the data obtained. The following conclusions are revealed on the various aspects of households.

- (1) Out of the total population, those members who are not attending school are predominant. Of the non-school attending population, those who have reached the educational standard below class VIII form the largest group, (75 %), and those who are graduates or above form the smallest group.
- (2) Of the total no. of employed persons, 74.2 percent are self-employed. About 86 percent of this category are in agriculture.
- (3) About 53.8 percent of non-school attending boys and girls have not reached even the first stage of education.
- (4) Most of the parents are not interested in sending their children for higher academic pursuit for economic reasons.  
Those parents who are interested at all in further education of their children, are interested most in general education.
- (5) Only a tiny fraction of children are engaged in some work for earning.
- (6) Children could not attend school regularly because they are required ~~of them~~ by their parents to remain at home to do either simple domestic works or in looking after the baby or younger children
- (7) Supply of free text books, uniforms and teaching aids and parents-teachers cooperation are the factors that will improve school attendance of children.



- (8) Existing school timings and vacation periods are suitable. The school timing in most cases is 9 a.m to 3 p.m.
- (9) Knitting, tailoring, weaving, cane and bamboo work and carpentry stand foremost among the suggested activities under SUPW. There are enough materials and adequate number of resource persons for each of these activities.
- (10) Maintenance of household and compounds are the simple domestic works which children can possibly do.
- (11) Knitting, tailoring, weaving and gardening are the activities in which household members could earn their living.
- (12) Rice and vegetables form the common pattern of daily diet.
- (13) Consulting doctor is the commonest method for curing illnesses.
- (14) Bathing and washing clothes are closely related to personal health and cleanliness.
- (15) Social service is the most accepted activities which is closely related to community participation.

oooo00000ooooo



## CHAPTER VIII

### COMMUNITY CENTRES

There are two community centres under the Project 'Developmental Activities in community Education and participation'. The details of these two centres are as under :-

S.No.	Name of centres	District	T.T.I.	No. of workers
1.	Hualngohmun	Aizawl	T.T.I., Aizawl	3
2.	Hauruang	Lunglei	T.T.I., Lunglei	3

Two schools were selected to run the centres. The villages where the centres are being run are located in socially and economically backward areas. Both the Centres are within easy reach from the T.T.I entrusted to do supervisory work.

#### Reports of socio-economic and educational survey

##### 8.1. Hualngohmun Community Centre :

8.1.1. Expectant mothers and other mothers having children upto 6 years of age : There are 6 expectant mothers and 26 another having children in the age group 0-6.

8.1.2. Sanitary facilities : The following table depicts the position of sanitary facilities in the centre.

Table 8.1 : Sanitary facilities of Hualngohmun community centre :

S.No.	Type of sanitary facilities	No. of Households having the facilities.
1.	Soak pits	-
2.	Separate urinal	17
3.	Separate bath	4
4.	Constructed latrine	26

The above table clearly shows the fact that most of the households in this centre are very much conscious of the need for having separate latrine. This is one important tangible result of the work of the community centre.

8.1.3. Timings for Balwadis : Twenty eight households suggested 9 a.m. → 2 p.m for the same. programme under Balwadis, whereas another households suggested 9 a.m. → 4.30 p.m.

##### 8.1.4. Time expected for non-formal education and working days :

The most suitable time for running non-formal education as suggested by the households is night time with 9 p.m to 8 p.m as the timings. All the households seemed to have opted this period.

As regards working days, all the households were found to have opted four (4) working days in a week.



8.1.5. Vacations and their suggested periods : The following table shows the suggested periods for vacations.

Table : 8.2 : Vacations and their suggested periods :

S.No.	Vacations	Suggested period	No. of household
1.	Winter Vacations	Dec - January	17
		November - December	5
		January - February	3
2.	Summer vacation	June - July	2
		July - August	3

8.1.6. Places for running the programmes related to non-formal adult education : As for the places for running the various programmes under non-formal and adult education, age-group seemed to be a deciding factor. This is clearly indicated in the following table.

Table : 8.3 : Places for running non-formal education programmes for different age-groups

S.No.	Age-group	Suggested places	No. of Households.
1.	0 - 3	Home	32
2.	3 - 6	Home	32
3.	6 - 14	School	32
4.	15-35	School/Hall	32

8.1.7. Crafts known : There are various crafts known to the households under study, most common among them being carpentry, tailoring and weaving. Two resource persons are also available to teach those crafts.

8.1.8. Crafts and Socially useful productive work : Crafts and socially useful productive work (SUPW) programmes proposed by parents for their children are shown in the following table :

Table : 8.4 : Crafts and SUPW Programmes :

S.No.	Crafts & SUPW Programmes	No. of Households
1.	Sewing, knitting & weaving	11
2.	Carpentry	9
3.	Agriculture	5
4.	Cane work	2
5.	Animal husbandary	1
6.	Watch repairing	1

8.1.9. Proposed suitable timings for adult education programme : The analytical study of the survey data showed the fact that all the households under study prefer to have the adult Education programme run only in the night time.

8.1.10. Knowledge and Skills preferred to be imparted to the Adults : This is shown in table 8.5.



Table : 8.5 Knowledge and skills for Adults :

S.No.	Knowledge & Skills	Household Nos	Total
1.	Reading, writing & Arithmetic	1-32	32
2.	Agriculture Education	1-32	32
3.	Citizenship Education	1-32	32
4.	Health, Hygiene etc.	1-32	32
5.	Crafts (non specified)	1-32	32

The above table shows that all the households are equally interested in different knowledge and skills areas.

8.1.11. Suggested Activities for Girls and Mothers : Home management, Health and Nutrition, occupational ~~SUPV~~ are the suggested activities for girls and mothers in which all the households were found equally interested.

The suggested places for organising the programmes for girls and mothers are the school, Hall and the Home. Of these, the school receives the highest response, being 28, and no. of households suggesting Hall is 6 and another households suggest Home.

8.1.12. Suggestions for Community Education : This is shown in the following table .

Table : 8.6 : Suggestions for Community Education :

S.No.	Suggestions	No. of Households
1.	Folk dance & Music	19
2.	Community health	8
3.	Integration	7
4.	Forest reservation	6

## 8.2. Hauruang Community Centre :

8.2.1. Number of expectant mothers and other mothers having children upto 6 years of age : There are no expectant mothers in the household under study. However, there are 12 mother having children between 0-6 years of age.

8.2.2. Sanitary facilities : The following table depicts the types of sanitary facilities that are available in the centre and the number of households having such facilities are also shown against each,

Table : 8.7 : Sanitary facilities :

S.No.	Types of Sanitary facilities	No. of households
1.	Soak pits	nil
2.	Seperate urinal	16
3.	Seperate bath	11
4.	Constructed latrine	17

8.2.3. Timings for Balwadis : The suggested timings for Balwadis is 9 to 12 a.m.



8.2.4. Timings expected for non-formal and part time education and working days :

As regards timings for non formal and part time education night time was found to be the most suitable time with 7 to 9.30 p.m as timings i.e. 2.30 hours per day. The number of working days per week as opted by 21 households is 3 days. There is no other suggestion other than this.

8.2.5. Vacations and their suggested periods : Twenty three households were found to have favoured longer period of both summer vacation and winter vacation. Their suggestions may be seen in table 8.8.

Table : 8.8 : Vacations and suggested periods :

S.No.	Vacation	Suggested period	No. of Households
1.	Summer Vacation	Whole May	23
2.	Winter Vacation	November - December	1
		November - January	23

8.2.6. Places for running the programmes related to non-formal and adult education :

This is shown in the following table.

Table : 8.9 : Suggested places for running non-formal education programmes for different age-group.

S.No.	Age Group	Places suggested	No. of Households
1.	0-3	Home	24
2.	3-6	Pre-Primary School	24
3.	6-14	Hall or School	24
4.	15-35	Community Hall	24

8.2.7. Proposed Household assistance for running the programmes of non-formal education :

The type of assistance that may be rendered household is shown in the following table :

Table : 8.10 : Proposed household assistance :

S.No.	Type of assistance	No. of households.
1.	Accommodation - Home	13
2.	Facilities - Sewing Machine	5
3.	Extent of financial Assistance	-
4.	Goods - Agricultural tools	1

8.2.8. Crafts known :

The analytical study revealed that there are as many as five crafts known to the households, the number of which may be seen from table 8.11.

Table : 8.11: Crafts known by different households :

S.No.	Name of the crafts	Name of persons	No. of households
1.	Knitting and tailoring	Nil	8
2.	Carpentry	Lu Taiia	6
3.	Craft for women/girls	Fu Daxiangguia	10
4.	Weaving		7



8.2.9. Crafts and SUPW programmes proposed by parents for their children :

This item received a fairly good amount of responses. There are various programmes that may be taken up under the SUPW programme. This is shown in table 8.12.

Table : 8.12 : Crafts and socially useful productive work programmes proposed for children .

S.No. Crafts and SUPW Programmes No. of households

1. Tailoring & Knitting	8
2. Carpentry	5
3. Soap making	5
4. Agriculture Education	5
5. Book binding	2
6. Mechanic	5
7. Bakery	2

8.2.10. Proposed suitable timings for Adult Education Programmes:

Seventeen households suggested night time 7 p.m - 9 p.m for running Adult Education programme, and only 2 households were found to have this in the morning time.

8.2.11. Knowledge and skills preferred to be imparted to the Adult:

This is shown in the following table.

Table : 8.13 : Knowledge and skills to be imparted to the Adults.

S.No. Knowledge and skills	No. of households
1. Reading, writing and Arithmetic	23
2. Agriculture Education	23
3. Citizenship Education	23
4. Health, Hygiene	23
5. Crafts (non specified )	23

8.2.12. Suggested Activities for girls and mothers : The suggested activities for girls and mothers may be seen from table 8.14 :

Table : 8.14 Suggested activities for girls and mothers :

S.No. Suggested Activities	No. of households.
1. Home management	20
2. Health and Nutrition	19
3. Occupational /Socially useful productive work	20

8.2.13. Proposed suitable timings for girls and mothers under non-formal education :

The range of timings for girls and mothers under non-formal as suggested by 13 households is 7 p.m to 9 p.m . The other 6 households suggested 6.30 p.m to 8.30 p.m and 3 households suggested 9 a.m to 12 noon for the same.



3.2.14. Suggested places for organising the programmes for girls and mothers :

Most of the households were found to have preferred Home to any other places as the place for organising the non-formal education programmes for girls and mother. Schools and community Hall are the other suggested places, being suggested by 4 households.

3.2.15. Women who can help in the programmes of non-formal education :

Only one lady was found to be in a position to render help in the programmes of non-formal education and that also is in weaving.



A P P E N D I X 'A'

LIST OF PROJECT SCHOOLS  
CHHIMTUIPUI DISTRICT (Chhimtuipui Cluster)

<u>Sl.No.</u>	<u>Name of School.</u>	<u>School Nos.</u>
1.	New Saiha P/S	C-1
2.	New Colony Saiha	C-2
3.	Maubawk P/S	C-3
4.	Bualpui (ng) P/S	C-4
5.	Lungzarhtum P/S	C-5
6.	Zawngling P/S	C-6
7.	Tuipang P/S	C-7
8.	Lungpher P/S	C-8
9.	Lawngtlai P/S	C-9
10.	Saiha (Old) P/S	C-10
11.	Lawngtlai P/S II	C-11
12.	Sangau P/S	C-12

A P P E N D I X 'B'

LUNGLEI DISTRICT (Lunglei Cluster)

1.	Fukpui P/S	L-1
2.	Zotlang P/S I	L-2
3.	Zohnuai P/S	L-3
4.	Bazar P/S	L-4
5.	Rahsiveng P/S	L-5
6.	Chandmary P/S I	L-6
7.	Hauruang P/S I	L-7
8.	Tlabung P/S	L-8
9.	Hnahthial P/S I	L-9
10.	Hnahthial P/S II	L-10
11.	Zobawk P/S I	L-11
12.	Theiriat P/S	L-12
13.	Lunglawn P/S	L-13
14.	Serkawn P/S	L-14
15.	Lungsen P/S I	L-15
16.	Tawipui P/S I	L-16
17.	Thingsai P/S I	L-17
18.	Cherhlun P/S I	L-18
19.	Thiltlang P/S	L-19
20.	Thingfal P/S I	L-20
21.	Haulawng P/S I	L-21
22.	Mualthuam P/S I	L-22
23.	Thuampui P/S	L-23
24.	Vanhne P/S	L-24.

List of schools not included in the report

1. S. vanlaiphai P/S
2. Chawngle ..
3. Bawpui ..
4. Pangzun ..



APPENDIX 'C'

LIST OF PROJECT SCHOOL (AIZAWL CLUSTER)

<u>Sl.No.</u>	<u>Name of Schools</u>	<u>School Nos.</u>
1.	Kawnpui P/S III	A(1)
2.	Khawruhlian P/S I	A(2)
3.	Kawnpui P/S I	A(3)
4.	Vanbawng P/S III	A(4)
5.	Sabualkawn P/S	A(5)
6.	Khawzawl P/S	A(6)
7.	Luangmual P/S I	A(7)
8.	Venghnuai P/S	A(8)
9.	Durtlang P/S II	A(9)
10.	Ngopa P/S I	A(10)
11.	Saron P/S I	A(11)
12.	Darlawa P/S I	A(12)
13.	Durtlang P/S IV	A(13)
14.	Vanau P/S	A(14)
15.	Suangpui Lawa P/S I	A(15)
16.	Chiahtlang P/S I	A(16)
17.	Thingdawi Mel 8 P/s	A(17)
18.	T.T.I. Practising	A(18)
19.	Lokicherra P/S I	A(19)
20.	Tanbril P/S	A(20)
21.	Thingmuthiah P/S III	A(21)
22.	S.Hlicen P/S II	A(22)
23.	Zawbaw P/S I	A(23)
24.	Banghwa P/S I	A(24)
25.	Thingmuthiah P/S I	A(25)
26.	Albaw	A(26)
27.	Champhai P/S II	A(27)
28.	Muallungta P/S II	A(28)
29.	West Phallang P/S I	A(29)
30.	Biata P/S II	A(30)
31.	Republic P/S I	A(31)
32.	Kolosib P/S IV	A(32)
33.	Kolosib P/S I	A(33)
34.	Manit P/S I	A(34)
35.	S. taok P/S	A(35)
36.	Araveng P/S I	A(36)
37.	Bothlehem P/S I	A(37)
38.	Serohhip P/S II	A(38)
39.	Sialbaw P/S I	A(39)
40.	Kawrtathaveng	A(40)
41.	Ranhar P/S II	A(41)
42.	Khawbung P/S	A(42)
43.	Khawchaete	A(43)
44.	Ruallung P/S I	A(44)
45.	Sihphik P/S II	A(45)
46.	Kulikawa P/S	A(46)
47.	Tlungvel P/S III	A(47)
48.	Ratu P/S II	A(48)
49.	N. Vanlaiphei P/S II	A(49)
50.	Lungdai P/S II	A(50)



50. Bungkawn P/S	A(51)
52. Kawrthah P/S I	A(52)
53. Sihphir P/S I	A(53)
54. Sairang P/S	A(54)
55. Serchhip P/S	A(55)
56. Sakawrtuichhun P/S	A(56)
57. Bukpui P/S	A(57)
58. Vairengte P/S I	A(58)
59. Thingdawl P/S II	A(59)
60. Chandmary P/S I	A(60)
61. Baktawng P/S	A(61)
62. ChaItlang P/S II	A(62)
63. Rengdil P/S I	A(64)
64. Lengpui P/S	A(63)
64. Rengdil P/S I	A(64)
65. Sairang P/S II	A(65)
66. Thakthing Veng	A(66)
67. Maubuang P/S	A(67)
68. Maubawk P/S	A(68)
69. Hualngohmun P/S	A(69)
70. Kawlkulh P/S I	A(70)
71. Kepran P/S II	A(71)
72. Chhingaveng P/S	(72)
73. Tlanguan	A(73)
74. Rawpuehhip P/S	A(74)
75. Mission Vengthlang	A(75)
76. Ramhlun P/S I	A(76)
77. Venghlui (College Veng) P/S	A(77)
78. N. E. Bualpui P/S	A(78)
79. Govt. Boys' Aizawl P/S	A(79)
80. E. Lungdar P/S	A(80)
81. Saitual P/S.	A(81)
82. Suangpailawn P/S. II	A(82)
83. Vaphal P/S.	A(83)
84. Chhingehhip P/S.	A(84)
85. Thenzawl P/S.	A(85)
86. Buanthlang P/S.	A(86)

LIST OF SCHOOLS NOT INCLUDED IN THE REPORT

1. Bilkhawthlit P/S. I.
2. Bilkhawthlit P/S. II.
3. Phullen P/S. III.
4. Sialseuk P/S. I.

.....

Sub. National Systems Unit,  
National Institute of Educational  
Planning and Administration

17-B, Sri Aurobindo Marg, New Delhi-110016

DOC. No. 3847

Date 7/7/89

NIEPA DC



D03847