

**SARVA SHIKSHA ABHIYAN
SAIHA DISTRICT**



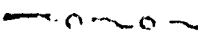
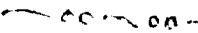

**DISTRICT ELEMENTARY
EDUCATION PLAN**

**DIRECTORATE OF SCHOOL EDUCATION
MIZORAM**

LUMBEI

DISTRICT

LEGEND

-  International boundary
-  District boundary
-  District Council boundary

N



MAP

OF

S A I H A

D I S T R I C T

R. Kolodjyne

R. Kolodjyne

M Y N A R

D I S T R I C T

L U M B E I

M Y N A R

Sangau

Blue Mountain

Bualpati Hg

SALWA

Tuipang

Siata

Serkawr

Lawangling

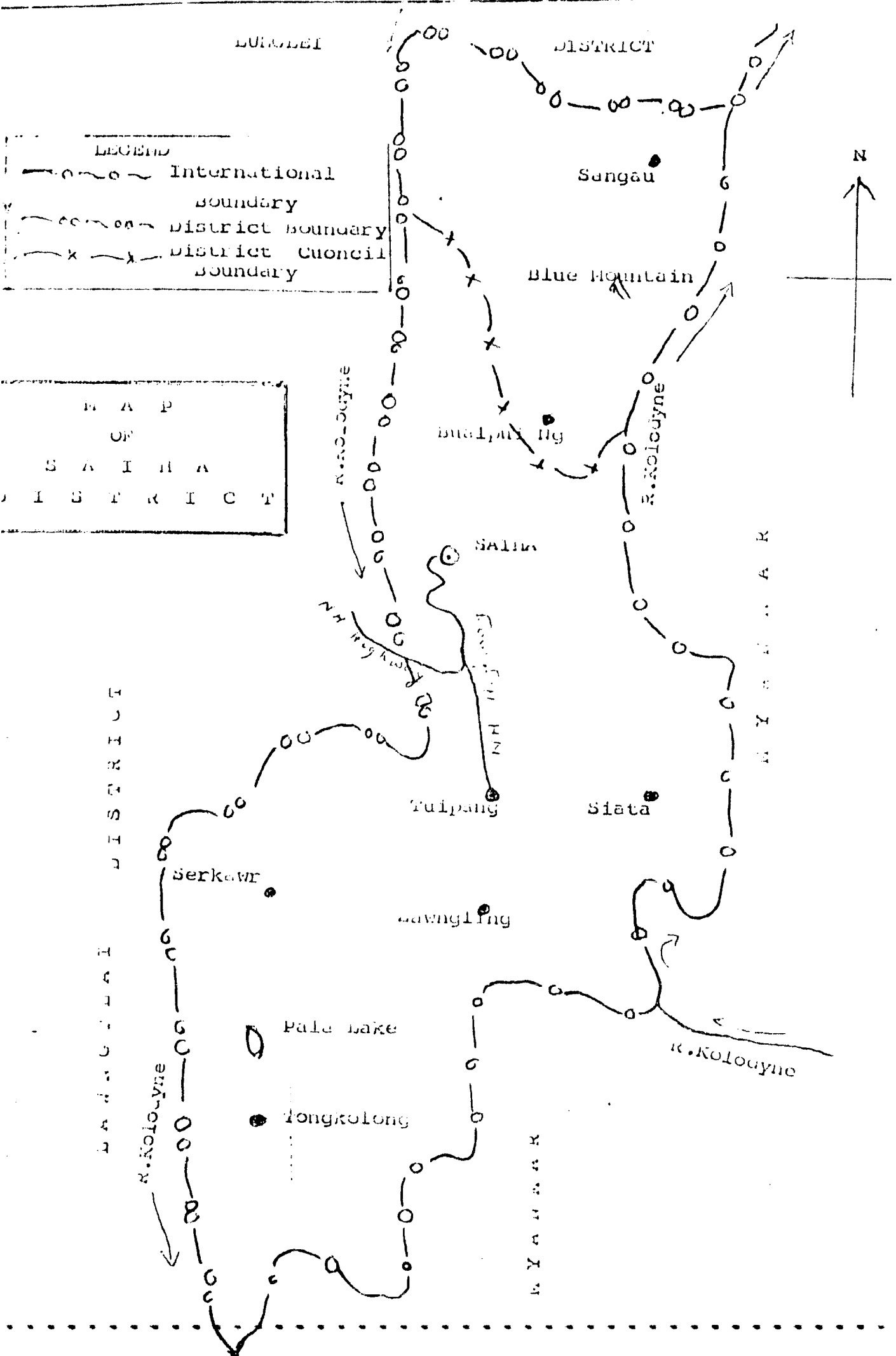
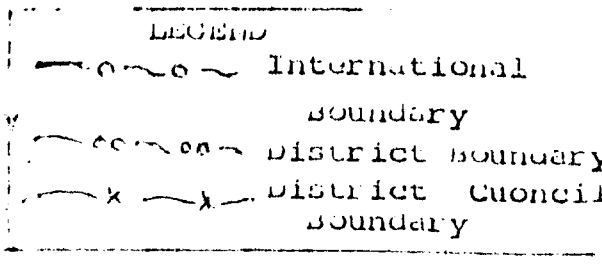
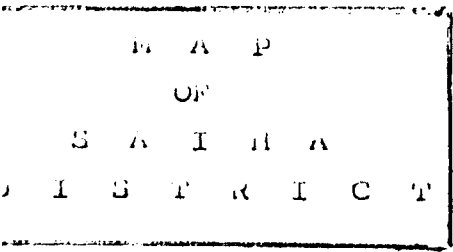
Pala lake

Tongkolong

R. Kolodjyne

NH

NH



I N D E X

<u>Chapter</u>	<u>Contents</u>	<u>Page Nos.</u>
I.	Demographic profile of the District.	1
II.	Planning process under SSA	2 - 5
III.	Educational profile of the District	6 - 13
IV.	Objective-wise Intervention	14 - 15
V.	Issues in Elementary Education	16 - 22
VI.	Monitoring and Implementation	23 - 27
VII.	Budget Summary	28 - 39
VIII.	Annual Work Plan & Budget for 2001 - 2002.	40 - 46

.....

CHAPTER-I

DEMOGRAPHIC PROFILE OF THE DISTRICT.

Saiha District, situated on the southern tip of Mizoram State is bounded by Myanmar in the east and south. The district is bordered by Lunglei District and Lawngtlai District of Mizoram in the north and west respectively. The river Beino (Kolodyne) flows from north to south demarcating the district from Lawngtlai District.

Saiha, the capital of the district which is 350 KM away from the State capital and also the administrative seat of Deputy Commissioner is connected by motorable road. There are as many as 67 village councils under the two Autonomous districts namely Lai Autonomous District Council and Mara Autonomous District Council. The district covers an area of 1965.81 Sq.Km. The density of the population is 31.8 per Sq.km. The total population being 55406. There are two Community Rural Development blocks namely Tuipang and Sangau C.D.Blocks Language spoken are Mara, Lai and Mizo dialects. The people are engaged mainly in cultivation. The main crop is rice cereal.

Important landmarks of the district are :

- (1) The highest peak in the State "Phawngpu" also known as Blue Mountain is situated in the district.
- (2) Palak, the biggest lake of the State is also located within the district.

Saiha District is considered as one of the backward district among the districts of Mizoram in literacy with a literacy rate of 82.43%. The literacy rate of the State is 88.49%. Literacy rate of male and female are 86.28% and 78.39% respectively.

Table 1 : Area, number of C.D.Blocks, Villages and density of population.

Area (Sq.Km)	No.of C.D. Blocks	No. of Villages	Density of population
1	2	3	4
1965	2	67	31.8

Table 2 : Population of SC, ST and others.

	Male	Female	Total
1	2	3	4
SC	30	12	42
ST	27914	27492	55406
Others	-	-	-
Total	27944	27504	55448

CHAPTER - II

PLANNING PROCESS UNDER SSA.

About the S.S.A.

Since Independence, several interventions have been made for the universalization of elementary education both in terms of quantity and quality. In spite of many efforts the objective of U.E.E. is not yet fulfilled.

Therefore, a new intervention for the successful implementation of U.E.E., viz SARVA SIKSHA ABHIYAN, a programme with clear time frame for universal elementary education pertaining to the demand for quality basic education and an opportunity for promoting social justice through basic education is launched within the District.

Sarva Siksha Abhiyan is to provide essential and relevant elementary education for all section of children in the age group of 6-14 yrs. irrespective of caste, clan, religion and creed by 2007 A.D.

Another goal is to bridge social and gender gaps with the help of community participation in general administration and management of the elementary schools.

Objectives of Sarva Siksha Abhiyan:

- 1) Universal retention by 2010
- 2) Bridge social and gender gaps at Primary stage by 2007 and at elementary education level by 2010.
- 3) Focus on elementary education emphasising education for life.
- 4) Provide education facilities to all children from 6-14 yrs. by 2007.
- 5) All children in School, Education Guarantee Centre, Alternate School, Back to School Camps by 2003

Planning Process:

It is practically experienced that the successful implementation of U.E.E. depends on the concerted efforts in planning, implementation and monitoring of its various aspects, through community participation. Until and unless community owns the educational aspects of the children, the U.E.E. cannot be realised in its true spirit. As such, involvement of local community in the whole process of providing basic education to all children will, however, remain justified and reasonable.

The District Pre-Project activities had been initiated with the idea that the community can participate in the planning process and its implementation of the programme under S.S.A.

Formation of Core-groups on Planning :

District Core Group:

A district core-group was formed with the concerned Deputy Commissioner as the Chairman and District Education Officer concerned as co-ordinator.

Chairman	-	Deputy Commissioner
Secretary	-	D.E.O. concerned.
Members	-	1) Faculty member of DIET
		2) President of Group MTP
		3) President, MSTA, Sub-Division
		4) President, PSTA, Sub-Division
		5) President, MHIP of the District
		6) National/State Award winning teacher.
		7) Prominent Member of the locality
		8) B.D.O. of the concerned Block.

The district core-group had a series of meetings under the Chairmanship of Deputy Commissioner to discuss various problems and issues pertaining to the implementation of U.E.E. at elementary school level.

Village - Level Core-Group:

There are as many as 67 inhabited villages within Saha District. Village core groups are formed in each village comprising the following members:

Chairman	-	President, Village Council.
Secretary	-	Headmaster/Head Teacher of Upper Primary/Primary School of the village.
Members	-	1) All other heads of the existing schools in the Village.
		2) President, Branch MTP
		3) President, MHIP (Branch)
		4) President, Upa Panch.
		5) Teacher representative
		6) Parent representative
		7) Prominent member of the locality.

Development of data base :

Conduct of Family Survey :

Data base informations of children who are out of school, i.e. the nature of work they are engaged, family background and reasons for they are out of school are the main concentration for planning U.E.E. This can form the basis to workout various strategies to provide education facilities for out of school children in the age group of 6-14 yrs.

Therefore, survey of all the families was conducted within the District. The required informations collected were consolidated and tabulated showing the number of children of the age group 6-14 yrs. who are to be enrolled in the school, class in which dropped and reasons for drop out, etc.

Training for Capacity Building

Members of district team were trained and oriented at the state-level by the State Level core-team.

Also, the village - level core team were trained by the district core-team in a two day orientation programme at the selected places. From the district level a number of surveyors from both Middle and Primary Schools were appointed. A two - day Training Programmes were organised at different centres where the village-level surveyors were trained jointly by the State Level and District core-team. Four different survey forms were designed by the State Level Core team viz-Village information, Family Information, Household Survey and Elementary School Survey. Survey was conducted during March and April, 2000 A.D. Consolidated and Tabulation of Survey data was done during May and June, 2001.

Mobilisation of Community

Personal timely contact and co-ordination between community and members of Village Core groups is found necessary for mobilization of community otherwise the U.E.E. programme may not be successful. As such, Public Meeting or Parents contact programme were organised at all villages by the Village-Level core group where members of District-Level Core groups also participated.

In these meetings various problems and issues pertaining to the implementation of U.E.E. were discussed where the participants shared their views and ideas openly. After a series of such meetings and campaigns, parents were motivated and became aware of the need of sending their children of the age group 6-14 yrs. to the normal schools. Various programmes and proposals so far taken up at the Village-Level are reviewed and examined by the District-level core groups from time to time.

Development of Village Education Plans:

The entire process of generation of data base on children in the age group of 6-14yrs. who are in School and out of School with family background have been developed from each and every household survey report. All the Villages, Households and Middle and Primary Schools were surveyed during March-April, 2001. The filled-in survey forms were submitted to D.E.O.Office for further necessary action.

The data collected through survey were consolidated and tabulated in the office of D.E.O., Saiha District by survey personnel employed on contract basis. From the Survey results relevant informations like problems, possible intervention strategy for the attainment of U.E.E. are taken into account by the District Level core group.

After having discussion and deliberation of survey results, village-level Education plan was developed and the District Plan was formulated by the District Core Group.

Development of District Elementary Education Plan (DEEP):

The District Planning team has gone through the entire process of planning right from Village Level . The team members have actively participated in the Village level meetings, campaigns as well as District level Meetings and finally developed District Elementary Education plan in conformity with the guidelines of SSA.

The District Elementary Education Plan represents the perspective plan that will give a frame work of activities over a long term frame to achieve U.E.E. Annual Work Plan & Budget for 4 years 2001 - 2005 was also worked out showing the prioritised activities to be carried out during 2001 - 2002.

prioritised

CHAPTER - III

EDUCATIONAL PROFILE OF THE DISTRICT

In the district itself, cent per cent (100%) of the population has access to primary schooling facilities within a walking distance of 1 Km. All the 67 Villages have primary schooling facilities, but 15 Villages i.e. 22.38% have no access to upper primary school facilities in their own villages or in a walking distance of less than 3 km.

Institutions and Teachers:

The management-wise institution of the district is mentioned below :

Table 3 : Management-wise Institutions:

Type of management	Pre-Schooling facilities/anganwadi	Lower Primary School	Upper Primary School	Total
1	2	3	4	5
Government	84	87	25	196
Deficit	-	7	38	48
Aided	-	7	-	7
Private	-	15	5	20
Private(Unrecognised) by Board	-	6	1	7
Total	84	122	69	275

The village-wise no. of institutions and no. of teachers can be seen from the following table.

Table 4 : Village-wise number of institutions and teachers.

TUIPANG C.D. BLOCK								
Sl. No.	Name of Village	Pre-School/ Anganwadi	Lower Primary School		Upper Primary School		N.F.E.	
			No. of school	No. of teacher	No. of school	No. of teacher	No. of centres	No. of Instructors
1	2	3	4	5	6	7	8	9
1.	Ahmepi	1	1	4	1	5	-	-
2.	Ainak	1	1	5	1	6	1	1
3.	Bynari	1	1	4	1	6	-	-
4.	Chakhang	1	3	14	1	6	1	1
5.	Chapai	1	2	10	1	6	-	-
6.	Chheihlu	-	1	3	1	6	-	-
7.	Chhualung	1	3	14	1	6	-	-
8.	Kaisih	-	1	4	1	6	-	-
9.	Kawlechaw East	1	1	3	1	7	-	-
10.	Khaikhy	-	1	3	-	-	-	-
11.	Khopai	1	1	4	1	6	-	-
12.	Laki	1	2	9	1	5	-	-
13.	Latawh	1	1	4	1	6	-	-
14.	Lawngban	1	1	3	1	6	-	-
15.	Lope	1	1	2	-	-	-	-
16.	Lomasu	-	1	3	-	-	-	-
17.	Lohre	-	1	3	-	-	-	-
18.	Lungpuk	-	1	2	1	6	-	-
19.	Lungbun	1	2	7	1	6	1	1
20.	Lungdar	-	1	3	-	-	-	-
21.	Maila	1	1	3	-	-	-	-
22.	Maubawk	2	2	10	1	8	-	-
23.	Miphu	-	1	3	-	-	-	-
24.	Mohre	1	1	5	1	7	-	-
25.	New Serkawr	-	1	2	1	6	-	-
26.	Niawhtlang	1	2	10	1	7	-	-
27.	Phura	2	2	9	1	6	-	-
28.	Phusa	1	1	4	1	6	-	-
29.	Phalhrang	1	1	5	1	5	-	-
30.	Riasikah	-	1	2	-	-	-	-
31.	Romibawk	2	1	4	1	5	1	1
32.	Saiha	1	19	150	13	100	1	1
33.	Serkawr	2	3	15	1	7	1	1
34.	Siasi	-	1	4	1	5	-	-
35.	Siata	2	2	10	1	7	-	-
36.	Siatlai	1	1	3	-	-	-	-
37.	Supha	-	1	2	-	-	-	-
38.	Theiva	2	1	6	1	7	-	-
39.	Theiri	2	1	5	1	6	-	-
40.	Thingsen	1	1	4	-	-	-	-

1	2	3	4	5	6	7	8	9
41.	Tongkolong	1	1	5	1	6	-	-
42.	Tuisih	1	2	10	1	6	-	-
43.	Tupang (D&V)	1	2	11	2	18	-	-
44.	Tupang I	1	2	9	1	7	-	-
45.	Tuipui Ferry	1	1	3	1	6	-	-
46.	Tusumpui	1	2	8	1	7	-	-
47.	Valhai	1	2	8	1	6	-	-
48.	Zawngling	3	3	14	1	7	1	1
49.	Zero point	1	1	5	1	8	-	-

SANGAU C.D. BLOCK

50.	Archhuang	2	1	3	1	6	1	1
51.	Bualpui Ng	4	5	29	2	14	-	-
52.	Cheural	2	2	7	1	6	2	2
53.	Fungkah	1	1	1	-	-	1	1
54.	Lungzahitum	2	2	9	1	8	-	-
55.	Lungpher	2	2	11	2	12	2	2
56.	Lungtan	3	3	14	2	12	2	2
57.	Pangkhua	4	2	8	1	7	-	-
58.	Rawlbul	1	1	3	1	6	-	-
59.	Sangau I	3	3	13	3	16	2	2
60.	Sangau II	2	3	17	-	-	-	-
61.	Sentetiang	1	1	2	-	-	-	-
62.	Siachangkawn	1	2	9	1	6	-	-
63.	Thattung	2	1	4	1	4	-	-
64.	Taldawnglung	1	1	2	1	7	-	-
65.	Vawmbuk	2	3	15	1	7	-	2
66.	Vartek I	-	1	3	-	-	-	-
67.	Vartek II	1	1	2	-	-	-	-
Total		84	122	585	69	453	19	19

Caste-wise and level-wise number of teachers is as follows.

Table 5 : Caste-wise and Level-wise number of teachers.

Level	SC			ST			Total	Trained	Untrained	Total
	M	F	TT	M	F	TT				
1	2	3	4	5	6	7	8	9	10	11
Pre-Primary/ Anganwadi	-	-	-	-	84	84	84	-	-	-
Lower Primary	-	-	-	342	243	585	585	396	189	585
Upper Primary	-	-	-	378	75	453	453	349	104	453
Total				720	402	1122	1122	745	293	1038

Enrolment:

The total number of children of the age group 6-14 years in the district is 17714. The total enrolment of the age group 6-14 years in the lower and upper primary schools are 14177 and 3537 respectively.

Village-wise number of children of the age group 6-14 years and enrolment of Primary and Middle Schools and number of out of school children is given in the following table.

Table 6 : Village-wise 6-14 years details

Sl. No.	Name of Village	Population of 6-14 yrs.	School enrolment	No. of 6-14 yrs. not enrolled	Percentage of out of school.
1	2	3	4	5	6
<u>TUPANG C.D. BLOCK</u>					
1.	Amkpi	61	51	14	22.95
2.	Amak	136	148	13	9.55
3.	Byman	70	75	7	10.00
4.	Chakinang	328	306	37	11.28
5.	Chapu	280	277	22	7.85
6.	Chieitu	126	103	15	11.90
7.	Chuanlung	222	207	21	9.45
8.	Kaon	108	104	24	22.22
9.	Kasv haw 'E'	125	93	28	22.04
10.	Khachiv	60	48	22	31.88
11.	Ehopa	186	189	23	12.36
12.	Laki	182	203	19	10.43
13.	Latawh	132	140	7	5.30
14.	Lawngban	109	123	12	11.00
15.	Lope	29	25	8	27.58
16.	Lomasu	30	22	17	56.66
17.	Lohre	52	52	6	11.53
18.	Lurepuk	110	113	24	21.08
19.	Lunoban	217	201	21	9.67
20.	Lungdar	45	32	9	20.00
21.	Mala	63	48	15	23.80
22.	Maubawk	207	208	24	11.59
23.	Mpu	32	27	15	46.87
24.	Mohre	159	137	26	16.35
25.	New Serkawr	102	96	8	7.04
26.	Niawhtlang	329	328	19	5.07
27.	Phura	248	218	32	12.90
28.	Phusa	67	48	17	25.37

1	2	3	4	5	6
29.	Phallrang	111	125	2	1.80
30.	Riasikah	22	28	7	31.81
31.	Romibawk	171	138	34	19.88
32.	Saiha	3781	4574	216	5.71
33.	Serkawr	242	206	47	19.42
34.	Siasi	52	43	10	19.23
35.	Siata	296	295	22	7.43
36.	Siattai	46	39	9	19.56
37.	Supha	20	20	5	25.00
38.	Therva	152	128	42	27.63
39.	Theri	146	133	13	8.90
40.	Thingzen	54	49	8	14.31
41.	Tongkolawng	134	132	10	7.46
42.	Tuish	111	102	19	17.11
43.	Tupang (D&V)	268	240	33	12.31
44.	Tupang (I.)	245	182	64	26.12
45.	Tupulany	60	54	15	25.00
46.	Tusumou	152	156	11	7.23
47.	Vaha	170	172	12	7.05
48.	Zawngling	393	380	25	6.36
49.	Zero point	111	100	16	14.03
SANGAU C.D. BLOCK					
50.	Archuang	131	107	24	18.32
51.	Bualpu NG	422	421	16	3.79
52.	Cheural	203	235	21	10.34
53.	Fungkah	63	46	17	26.98
54.	Lungzuhlum	159	147	21	13.20
55.	Lungpher	295	274	27	9.15
56.	Lungtian	277	273	22	7.94
57.	Panokhua	224	225	23	10.26
58.	Rawlbuk	108	119	7	6.48
59.	Sangau I	697	686	11	1.57
60.	Sangau II	3713	3577	332	8.94
61.	Sentetliang	36	26	19	52.77
62.	Siachangkawn	225	201	25	11.11
63.	Thallang	104	115	10	9.61
64.	Tialdawnglung	102	95	4	3.92
65.	Vawmbuk	300	280	28	9.33
66.	Vartek I	60	31	14	23.33
67.	Vartek II	31	39	13	41.93
Total		17714	17834	1759	8.86

Dropouts:

Class-wise no. of dropout from Class I to Class VI that is the lowest class and the next upper most class of lower and Upper Primary School of the district can be seen from the following table.

Table 7 : Class-wise number of dropouts:

Class	No. of dropouts.
Class-I	76
Class - II	183
Class - III	309
Class - IV	253
Class - V	210
Class - VI	216
Total	1359

Number of dropouts age-wise from 7 yrs. to 13 yrs. is as follows :-

Table 8 : Age-wise number of dropouts.

Years	No. of dropouts.
7	108
8	157
9	176
10	211
11	193
12	233
13	259
Total	1337

School Buildings and Facilities.

In order to create a good and attractive atmosphere that every child wish to attend school and every parent would like to send their children to school, school buildings and other facilities plays an important role.

The type of school buildings in the district is as follows:

Table 9 : Type of School Buildings:

Level	Pucca	Semi Pucca	Kutchha	Total
1	2	3	4	5
Lower Primary School	3	93	26	122
Upper Primary School	5	49	15	69
Total	8	142	41	191

Number of schools having different number of rooms are :

Table 10 : No. of schools with number of rooms:

Level	one room	two rooms	three rooms	four rooms	more than four	Total
1	2	3	4	5	6	7
Lower Primary School	2	12	21	54	33	122
Upper Primary School	-	-	63	1	3	69

Requirement of school furniture can be seen as below :

Table 11 : Requirement of furniture

Level	Bench	Desk	Table	Chair	Blackboard
1	2	3	4	5	6
Lower Primary School	36	610	215	248	409
Upper Primary School	80	207	65	95	129

Other facilities :

Facilities like Water, Toilet, School fencing, Notice Board, Maps and other teaching learning materials are inadequate in each school. The following table shows the requirement of the facilities-

Table 12 : Schools requiring facilities.

Level	Water facilities	Toilet facilities	Fencing	Notice Board	Cup Board	Maps	Education- al chart	Globe	Science kit	Text books for teacher Hand book.
1	2	3	4	5	6	7	8	9	10	11
Lower Primary School.	92	108	98	93	89	79	94	94	103	49
Number required.	92	108	98	93	89	474	564	188	103	1960
Upper Primary School.	40	57	47	43	52	15	28	28	41	16
Number required	40	57	47	43	52	90	168	56	41	165

2.3. Existing Schemes for the improvement of elementary education in the District.

1) Free distribution of Text Books.

In order to ensure cent per cent enrolment and retention of the children in the elementary school, steps are being taken by the Govt. of Mizoram to provide free text books to children who cannot afford to buy text books.

2) Mid - day Meal Scheme :

The Govt. of Mizoram, has been implementing the scheme of national programme for nutritional support to primary education since the year, 1995. The scheme is popularly known as Mid-Day Meal Scheme. This Mid-day meal scheme is an incentive scheme for promoting enrolment and retention of school children in the Elementary Schools. The quantity of rice distributed is 3 Kgs per head per month. Children of recognised Primary School were benefited with this scheme.

3) Pre-School Education :

Social Welfare Department of Mizoram is running 84 Anganwadi Centres at different villages within the District. These centres are catering to the health needs of children in the age group of 3-5 years and also preparing them to have readiness for Primary School.

4) Operation Blackboard Scheme :

Operation Blackboard is a Centrally Sponsored Scheme for the improvement of the Schools. The scheme has the following components:

- a) Provision of teachers to single teacher Primary Schools and later on provision of teacher to two teachers schools where enrolment exceeds 100.
- b) Construction of Classrooms.
- c) Provision of teaching-learning materials to all Primary Schools and to all Upper Primary Schools under expansion scheme.

5) Community Participation :

It is practically experienced that the schools should not be isolated beyond the reach of the local people. Rather the teachers and the pupils themselves are always to be in close contact with Community. Community participation at all levels in the field of education is a felt need for the improvement and maintenance of the school buildings. With this idea, whether it is Primary, Upper Primary or High School each and every school has its own PARENT'S TEACHER ASSOCIATION (P.T.A) within the district. This P.T.A in its meeting discuss any problems or issues the school is facing. Under this programme community as a whole contributed a great deal of help for the construction, maintenance of the school buildings.

CHAPTER IV

OBJECTIVE-WISE INTERVENTION

The planning team have interaction with the teachers, parents, students and community members. Through survey and personal contact they also observe the working of the community, the school and selected families on various occasions. The team work in collaboration with some NGOs, like student Union, Youth and Women organisations and thereby, identified the needs of the district at various levels for the improvement of elementary education specially for the achievement of UEL.

As a result of various such activities and identified needs, the following strategies have been formulated to achieve the objectives of UEL.

Access:

The household survey shows that 17.3% of the 6-14 age group population have no access to formal education. However, the enrolment of Primary and Middle School which is 17,834 persons exceeds the total population of children between the age of 6-14 years. The Difference between the school going population from the household survey and the school enrolment from the school survey is 20 children. Inference may be drawn from this that there are children below 6 years or above 14 years.

It is also found that there are 1427 children of the age group 6-14 years who are not attending formal schooling. In order to accommodate these 1427 children either in the formal or non formal school, establishment of new schools and upgradation of NFE centres into a formal school or a better alternative scheme is envisaged.

In village where there is no Middle school and where the population of 11-14 years out of school population is high it is proposed to open new Middle Schools to provide access to Upper Primary Schools facilities.

Enrolment and Retention :

Considering students population from the children population between the age group of 6-14 years, participation level seems very high. However, the household survey reveals that 10-12 % of the elementary School going age group are still outside the system. This indicates that under-aged children are admitted in the schools and also some children are retained in the same class. It is, therefore, intended to take the following measures:

- Opening of ECB Centres for the children in the age group of 3-5 years to prepare the children to have readiness for school which is hoped to minimise drop out rates and retention rates.
- Introduction of continuous and comprehensive evaluation system coupled with remedial measures.
- Improving of teacher for school ratio by positioning of regular teachers and volunteers.
- Supply of text books, exercise books, uniforms and other teaching learning materials either free or on subsidised rates.
- Improving and enhancing the norms and scheme of NFE as an alternative system.

- Conduct of campaigns and enrolment drives involving the community, mothers, teachers and the student themselves.
- Conduct of awareness campaigns and orientation of persons involved in education.
- Training of teachers, mothers and those involved in elementary schools.

Universal Attainment:

Saitha District being one of the most backward district in the state needs special attention to be at par with other district. On an average, the teacher per school and teacher- pupil ratio is not so bad. However, there is one (1) single teacher school and 8 two(2) teacher schools. There are only 8 pucca buildings and 41 Kutchha buildings. The rest are semi pucca building some of which are in a bad shape.

Out of the 122 lower primary schools, 54 schools have four rooms while 33 schools have more than four rooms. The rest have three or less than three rooms. Besides there are four classes in lower primary schools. Teachers room is also required. Middle schools are sliding in a better position but there are 2 schools having two rooms, and 63 schools that are having only 3 rooms.

Under such condition quality aspects needs re-vamping. Orientation, provision of TLM and establishment of Resources centres and Teacher centres with Physical infrastructure is essential. It is therefore, planned to have the following programme.

- Orientation of all teachers for the improved classroom practices and for universal attainment of competencies.
- Training of Headmasters and Leadteachers in management and supervision of teaching learning activities.
- Identification of resource persons who will act as a resource team at the village level, cluster level and at the district level.
- Capacity building for the Resource Persons of village, cluster and district level.
- Introduction of Continuous Comprehensive Evaluation system.

CHAPTER - V

ISSUES IN ELEMENTARY EDUCATION

In order to achieve the programme of universalization of elementary education under SSA, all children must be provided education facilities by giving schooling facilities, education guarantee centre, alternative schooling, back to school camp by 2003 A.D. Access will be ensured for all children by establishing new schools, teachers, by providing alternative school facilities.

Lower Primary:

Teachers: All the 67 villages of the district have access to Lower primary School within a radius of 1 K.M. On an average the teacher pupil ratio is not so bad however there is 1(one) single teacher school and 2(two) Lower primary where teacher pupil ratio is 1:40. It is, therefore, proposed to provide one additional teacher for 3(three) Lower Primary Schools.

Table 13 : Name of school with additional teacher proposed

Sl. No.	Name of School	Teacher pupil ratio	Additional teacher proposed.
1	2	3	4
1	Fungkah P/S	1:46	1
2	Khopai P/S	1:40	1
3	Lungpuk P/S	1:46	1

School buildings:

Out of the 122 Primary Schools, 26(twenty six) schools have Kutchu buildings. It is, therefore, proposed to construct 26 buildings. It is also proposed to construct additional room where the schools have less than three rooms.

Table 14 : No.of school buildings requiring reconstruction.

Sl.No.	Construction proposed	No.of schools.
1	2	3
1.	New construction	26
2.	Construction of additional room.	45

School furniture:

It is proposed to give furniture to Lower Primary Schools where the number of furniture available is inadequate in Lower primary schools.

Table 15 : Requirement of furniture:

No.of Schools	Bench	Desk	Table	Chair	Blackboard.
122	636	610	215	248	409

Other facilities:

It is also proposed to provide facilities like water facilities, Toilet facilities, fencing of school compound, Notice Board and Cup board for school where there are no such facilities.

Table 16 : Requirement of other facilities.

	Water facilities	Toilet facilities	Fencing of school compound.	Notice Board	Cup board
1	2	3	4	5	6
No.of Schools	92	108	98	93	89

Teaching learning equipments:

It is proposed to provide Teaching Learning Equipments such as Maps, Educational Chart, Globe, Science kit and complete set of Text books for teachers Handbook where there are no such Teaching Learning Equipment.

Table 17 : Schoolwise requirement of Teaching Learning Equipments

	Maps	Chart	Globe	Science kit	Teacher Handbook
No.of Schools	79	94	94	103	122

RCCP, Sports Equipments and Musical Instruments.

During the planning exercise, lack of facilities like, Radio-cum-Cassette player, game materials and musical instruments stands out as one of the causes for in-attractive schools. Hence the following facilities are proposed to be provided to schools,

Table 18 : Requirement of other facilities.

	R.C.C.P.	Guitar	Football	Volleyball	Basketball
No.of Schools	122	122	122	122	122
Number preferred	120	115	75	104	118

Library Facilities:

The school survey revealed that none of the schools have Library facility. It is also learnt that the absence of this hinders the academic growth of the teachers as well as the students which results in low level of achievements. It is proposed to provide a lump-sum money for the purchase of library books to all the schools. It is also proposed to establish a library at the Teachers Centre to cater to the needs of the teachers of the nearby area.

Table 19 : Requirement for Library Facilities.

No.of Primary Schools	Rate	Amounts
122	Rs. 3,000/-	Rs. 3,66,000/-
Centre	3	Rs. 80,000/-
	Total	Rs. 6,06,000/-

Upper Primary School:

There are 15 villages where there are no schooling facilities for Upper Primary Schools. The children in these villages have no access to Upper Primary School facilities. The walking distance from these village to the nearest village where there is Upper Primary School facilities is more than 5 Kms. It is, therefore, proposed to provide either Upper Primary School or special category school with formal system in management, working of the school but flexibility in timing i.e. morning/evening/night school. It is, therefore, proposed to provide new Upper Primary School to villages where the enrolment exceeds 40 in Lower Primary School.

Table 20 : Village where new Upper Primary School is proposed.

Sl.No.	Village	Enrolment in Lower Primary School	Population of 6-14 years.
1	2	3	4
1.	Khaiky	48	69
2.	Lohre	52	52
3.	Maila	48	63
4.	Thingsen	49	54
5.	Fungkah	46	63

Teacher s:

The Teacher-Pupil ratio in the Upper Primary Schools of the district is satisfactory and there is no requirement of proposing additional teacher. However, teachers at the rate of 4 teachers per school are proposed for the proposed new Upper Primary School where there is no Upper Primary School in the village.

No. of Upper Primary Schools proposed. i	No. of teacher proposed @ 4 per school
1	2
5	20

School buildings:

Out of the 29 Middle School buildings, only 5 schools have pucca building and 15 school have kutcha building which are not in good condition. The majority of the school, i.e. 49 schools have semi pucca building. It is, therefore, proposed to construct 15 school buildings. However, there are schools that have only 2 rooms and 3 rooms. As such it is also proposed to cnstruct additional rooms where the school have less than 4 rooms.

Table 21 : No.of schools for buiddings and classroom construction.

Sl.No.	Construction Proposed	No. of schools/rooms.
1.	New construction of school building.	15
2.	Construction of additional rooms	67

School Furniture:

As per school surveys and school visits, supply of minimum essential furnitures to Middle Schools having nadequate furniture is proposed as follows:

Table 22 : Requirement of Furnitures for Middle Schools

No.of Schools	Bench	Desk	Table	Chair	Blackboard
69	80	207	64	95	129

Other Facilities

It is also necessary to provide other essential facilities like - Drinking water, Toilet for boys and girls, Fencing of school compounds, Notice Boards, Cupboards to schools where such facilities are not available.

Table 23 : No.of facilities proposed.

	Water Facilities	Toilet facilities	Notice Board.	Cupboard
No.of schools	40	57	43	52

Teaching Learning Materials:

Provision of Teaching Learning materials such as Maps, Educational Chart, Maps,Globe, Science kits and complete set of syllabus and Text books for teachers is also proposed for the schools where there are no such facilities.

Table 24 : School-wise requirement of Teaching Learning Materials.

	Maps	Charts	Globe	Science kit	Syllabus and Teachers Handbook.
No.of school proposed.	15	28	28	41	74

R.C.C.P. Sports Equipments & Musical Instruments:

It is proposed to provide minimum play facilities, Guitter and Radio-cum-Cassette player to all the Middle Schools.

Table 25 : Requirement of facilities.

	R.C.C.P.	Guitter	Football	Volleyball	Basketball
No.of schools	69	69	69	69	69
No proposed	67	65	32	35	62

Library Facilities:

The outcome of the school survey conducted and planning exercise during the pre-project activities is that the inadequacy of educational facilities in the district. It is also felt by every person concerned that to facilitate learning and to ensure universal attainment by way of providing minimum essential facilities to all the schools is necessary. It is therefore proposed to provide a lump-sum money for the purchase of library books to all the Middle Schools.

Table 26 : Requirement of fund.

No.of school	Rate	Amounts
69	@ Rs. 5,000/-	Rs. 3,45,000.00

COVERAGE OF SPECIAL FOCUSED GROUPS.

Early Childhood Education: During planning process it is learnt that most of the parents are keen to send their children to school even before they attain 6 years of age. They, therefore, send their children to school instead of sending them to Anganwadi Centre. The result of Community Contact programme and the outcome of discussions revealed that the following are the various causes of sending under-aged children to school by parents:-

- Parents are anxious to give education to their children.
- The duration is longer in school than in the Anganwadi.
- Private English Medium schools admits children of the age group 4+ or 5 years to their Pre-School sections.
- Children bring their sibling to school while their parents are working in the jhum.

It is, therefore proposed to open Pre-Schools which will be attached to the existing Primary Schools where population of children of the age group 3-5 years is high. The need to have school readiness is felt to increase retention rate and higher attainment of competency in the Primary Schools.

It is also proposed to open a special category school called 'Alternative School' which is formal in management sytem, working of the school but having flexibility in timings e.g. Morning/Evening/Night School where number of 6-14 years children who are not enrolled in school is high. This will also include upgradation of existing NFE Centre into Alternative Schools.

Table 27

Sl.No.	Name of Village	No.of alterna- tive school proposed.	No.of Instruc- tor proposed.	No.of pre- school proposed.	No.of Teachers proposed.
1	2	3	4	5	6
1.	Ainak	-	-	1	2
2.	Chakhang	1	2	1	2
3.	Chapui	-	-	1	2
4.	Chheihlu	-	-	1	2
5.	Chhuarlung	-	-	1	2
6.	Kaisih	1	2	1	2
7.	Kawlchaw	1	2	1	2
8.	Khaikhy	-	-	1	2
9.	Latawh	-	-	1	2
10.	Lawngban	-	-	1	2
11.	Maubawk	1	2	1	2
12.	Mohre	1	2	-	-
13.	New Serkawr	-	-	1	2
14.	Niawhtlang	-	-	1	2
15.	Phusa	-	-	1	2
16.	Palhrang	-	-	1	2
17.	Romibawk	1	2	-	-
18.	Saiha	-	-	3	6
19.	Serkawr	1	2	-	-
20.	Siata	-	-	1	2
21.	Theiva	1	2	-	-
22.	Tongkolong	-	-	1	2
23.	Tuisih	-	-	1	2
24.	Tuipang D&V	1	2	1	2
25.	Tuipang L	1	2	1	2
26.	Zawngling	1	2	1	2
27.	Zero Point	-	-	1	2
28.	Archhuang	1	2	1	2
29.	Fungkah	1	2	-	-
30.	Lungpher	1	2	-	-
31.	Rawlbuk	-	-	1	2
32.	Sangau II	2	4	2	4
33.	Señtetfiang	-	-	1	2
34.	Siachangkawn	1	2	-	-
35.	Tiaudawngilung	-	-	1	2
36.	Vawmbuk	1	2	1	2
37.	Lungpuk	1	2	1	2
38.	Lungbun	-	-	1	2
Total:		19	38	34	68

CHAPTER - VI

Monitoring and Implementation

The following suggestion is made for monitoring and implementation of the S.S.A within Saiha District. It may, however, be noted that these are only suggestive and not prescription.

1. First summit meeting:

The first meeting in connection with the S.S.A was held on May 29, 2000 at the Auditorium of SCERT under the Chairmanship of Director, School Education and the first meeting was inaugurated by the Hon'ble Minister, Rural Development and incharge of Education, Govt. of Mizoram. This meeting and training programme on Methodology and Techniques of District Planning in Education under Sarva Shiksha Abhiyan (S.S.A) was organised by NIEPA, New Delhi, during May 29 to June 3, 2000.

2. Selection of Core Team

In order to plan and formulate the District Primary Education Programme for Saiha District, Mizoram, a Core Group was formed.

IMPLEMENTATION ARRANGEMENT:

The activities under SSA will be implemented by an autonomous organisation MEES (Mizoram Elementary Education Society) in the state. The MEES will be registered under the Public Societies Registration Act for the Planning, implementing and monitoring of the SSA programme, the registration of which is under process. The MEES is designed to have a General Council and Executive Committee with defined powers, functions and responsibilities. There will be a well-structured State Level Office as well as District Level Offices (DPOs) in every District Capital.

Executing Agencies at various levels:

MEES will execute project works through the following agencies in the districts.

Village Level	:	School Committees/VEC/PTA
Cluster Level	:	Cluster Level Education committee, Cluster Resource Centre (CRC)
District Level	:	District Education Committees, District Resource Centre (There is no DIET in Saiha District)
State Level	:	Directorate of School Education/SCERT.

I. VILLAGE LEVEL:

Village-level management is designed to be shared between the School Committee, Parent Teacher Association and Village Education Committee. Each village have the said Committees and Association and the formation where there is no such Association and Committees is envisaged. Following are the main functions of various Committees and Associations at the village level.

(a) School Committees (SCs):

- * SC participated in the preparation of village education plan.
- * It takes a lead role in Civil Works.
- * Takes responsibility for sensitising and mobilising of the Community
- * Ensure enrolment and retention of all children
- * Manage school education fund.
- * Ensure effective use of educational equipments
- * Monitor ICT Centres attached to school.

(b) Village Education Committees (V.E.C's)

- * The V.E.C's shall see the effective functioning of the schools.
- * Coordinate between the SC's and the P.T.A's
- * Monitor the efforts initiated for UEE
- * Maintain a separate education fund through some taxes, donations and public contributions
- * Initiates the preparation of village education plan.

(c) Parent Teacher Associations (PTAs)

- * The PTA participates in the preparation of Village and School Education Plan.
- * Takes responsibility in ensuring enrolment, retention and attainment of competency.
- * Contribute in school activities and in the working of Pre-schools.
- * Ensure academic growth and maintenance of the schools.
- * Ensure community involvements and participations

2. Cluster Level:

In all there are 67 Villages under the Saiha District. The whole District is divided into 8 clusters and in each cluster there are 9 villages. At this level, the function of Cluster Education Committee would be the following:-

- (i) The Cluster Committee shall maintain a separate fund called 'Cluster Education Fund' through donation and public contribution which will support the infrastructure facilities and supplement resource based for the school under the cluster.
- (ii) The Cluster Committee is entrusted to monitor and support all the Primary and Middle/Upper Primary Schools under its jurisdiction.
- (iii) The Cluster Committee is also expected to develop a good relationship with the V.E.C. and other C.C and the D.E.C as well.

3. District Level:

District Education Committee has been formed for smooth functioning of the S.S.A within the Saiha District, Mizoram. The District Education Officer concerned will act as convener under the Chairmanship of the Dy. Commissioner. The District Education Committee is represented with parents' representative, Headmasters, Academicians, NGOs and also some prominent citizens of the District.

The main functions of the District Education Committee are as follows -

- (i) Annual Evaluation of the performance of the schools under its jurisdiction and give academic guidance and support.
- (ii) The District Education Committee is empowered to prepare Annual Budget and operate District Education Funds. It also reviews all the initiatives of UEE and monitor the progress in achieving the UEE in schedule time.
- (iii) Monitoring and supervision of Cluster Level functions.

4. Participation Arrangements:

The project has carefully designed arrangements for implementation in order to make sure participation of stake holders including teachers, parents and community at large. A number of training, orientation and contact programmes have been planned to ensure regular participation of the community. As such the head of Institution would be asked to involve in all crucial interventions. Net working with NGOs has been envisaged as a major implementation tool.

(i) Planning:

- (a) School Committee in collaboration with the VEC and PTA prepare local educational plan.
- (b) If necessary, they take help from NGOs etc. while planning, implementing evaluation.
- (c) These committees identify major resources for support of elementary education activities in the locality

(ii) Implementation:

- (a) School committees takes a lead role in executing all types of civil works at the local level.
- (b) As hinted earlier, number of the School Committee may shoulder the responsibility of identifying and collecting dropped out children for schooling with the help of VEC and PTA.
- (c) The Committees shall ensure enrolment, retention and attainment of competency by all children.

(iii) Monitoring:

- (a) School Committees shall monitor the utilization of school and teacher grants and progress of civil works and ensure quality output.
- (b) School Committees monitor the attendance of the pupil and teachers from time to time.
- (c) School Committees monitor the utilization of teaching learning equipments supplied to school under various central and state schemes.
- (d) Further these committees mobilise public support for enhancing school infrastructure facilities like bulding requirements, drinking water, electricity, toilets, schools gardens, etc.
- (e) The Committees shall ensure that all the education functionaries discharge their duties satisfactorily.

The operation and mangement of the project/scheme will be carried at three levels i.e. State, District and Village level. At the Village level, the project will be run by the parents and members of the community, through the Committees ensuring commitment to achieve the goal of UEE . At State and District Levels, project management will consist of persons with proven expertise, dedication to the organisation goals and willingness to work hard for the organisation.

Accountability will be the motto of all the functionaries. They will hold themselves accountable to the assigned tasks as per project goals. Accountability includes efficiency in the use of financial resources also. The project will aim for high degree of effectiveness and efficiency in deploying all resources. For

achieving the project goals, the management will cooperate the other convergent goal, departments, NGOs and other resource institutions. It is hoped that this will make sure sustainability of many components the initiatives the project also.

5. District Project Office (DPO)

District Project Office (DPO) will be established for Saiha District with its office at Saiha. This D.P.O. will be manned by the District Education Officer as the Project Coordinator in Saiha District. He will be assisted by Assistant Project Coordinator who will be appointed by the Department of School Education, Mizoram. He may be empowered to carry out the various programmes relating to UEEF in consultation with the District Education Officer or the Project Coordinator.

The District Project Office will be manned by the following staff:-

Sl.No.	Staff	No.	Scale of Pay
1.	Project Officer	1	8000 - 13500
2.	Asst.Project Officer	1	6500 - 10500
3.	Asst.-cum-Accountant	1	5500 - 9000
4.	U.D.C.	1	5000 - 8000
5.	L.D.C.-cum-Typist	1	4000 - 6000
6.	Computer Operator or L.D.C.	1	4000 - 6000
7.	Driver	1	3050 - 4590
8.	Peon	1	2650 - 4000
Total		8	

Functions of D.P.O.

- Development of Annual Work Plan and Budget in de-centralised participatory mode.
- D.P.O. is responsible for the implementation of all the activities and submit progress reports to the Govt. on time.
- Publication of reports, news letter, etc

Inputs:

As suggested earlier, the D.P.O's Office is the D.E O's Office but necessary arrangement for proper accomodation be made available in separate rooms. However, if there is no suitable accommodation, the Project Officer's Office will be located in a rented building. The D.P.O's Office will be equipped with required furnitures, equipments, salaries, vehicles and other IT equipment along with stationery and other contingencies.

Flow of Fund:

The flow of fund will be from State Level Office to District Level Office. All funds will be through Accounts Payee cheque or Accounts Payee DD. Accounts will be maintained as per the statutory requirements for societies. On Audit, Pre-audit by A.A.O. of D.P.O of all expenditure statutory audit every year by the auditor appointed by competent Authority/Committee. Finally, Annual Audit by chartered Accountant.

GENERAL

1. Expenditure to be incurred will be sanctioned by :
 - (a) Competent Authority
 - (b) Subject to Budget Provision
 - (c) Within approved work plan
 - (d) In accordance with rules/procedure.

2. Bank Transaction will be made by :
 - (a) Authorised signatory/signatories
 - (b) With delegated competence
 - (c) Based on Competent sanction.

3. In all Financial Transactions:
 - (a) Prudent
 - (b) Cost effectiveness
 - (c) Transparency will be maintained.

CHAPTER - VII
BUDGET SUMMARY

PROJECT WORK-WISE BUDGET ESTIMATE - SALHA DISTRICT

	Name of Project Work	2001-02	2002-03	2003-04	2004-05	Total
1.	Project Management	11.200	12.560	10.060	10.060	43.880
2.	Civil Works	39.600	83.700	-	-	123.300
3.	Planning & Management	1.280	1.440	1.200	1.200	5.120
4.	School Management	29.780	37.830	22.000	22.000	111.610
5.	Pedagogy & School Improvement Programme.	14.124	15.538	9.924	4.170	43.756
6.	Access through Alternative schooling.	5.315	11.889	11.889	11.889	40.982
7.	Community Mobilization and Participation.	22.785	22.785	22.785	22.785	91.140
8.	<u>Education of Focussed Groups:</u>					
	A) Early Childhood Education	10.018	9.922	4.064	4.064	28.068
	B) Children with special needs	2.160	0.850	1.300	0.850	5.160
9.	Research, Evaluation, Monitoring and supervision.	7.400	3.300	5.300	3.300	19.300
10.	Distance Education Programme	4.300	4.550	4.550	4.550	20.950
	Total	150.962	204.364	93.072	84.868	533.266

PROJECT WORK : Project Management.

(in lakhs of Rupees)

Sl. No.	Items	Unit Cost	2001-2002		2002-2003		2003-2004		2004-2005		Total	
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
1.	Furniture for DPO	1.000	1	0.500	1	0.500	-	-	-	-	-	1.000
2.	Equipment for DPO	3.000	1	1.000	2	2.000	-	-	-	-	-	3.000
3.	Purchase of Vehicle	6.000	1	6.000	-	-	-	-	-	-	-	6.000
4.	Salary for DPO Staff	-	8	2.350	8	7.050	8	7.050	8	7.050	-	23.500
5.	Rent	0.0125	4	0.050	12	0.150	12	0.150	12	0.150	-	0.500
6.	TA & DA	0.050	4	0.200	12	0.600	12	0.600	12	0.600	-	2.000
7.	Maintenance and Operation of equipment of DPO.	-	-	-	1	0.500	1	0.500	1	0.500	-	1.500
8.	DPO Consumables	-	-	0.100	-	0.200	-	0.200	-	0.200	-	0.700
9.	Water, electricity, Telephone etc.	-	-	0.600	-	0.360	-	0.360	-	0.360	-	1.680
10.	Consultant	0.100	1	0.400	1	1.200	1	1.200	1	1.200	-	4.000
Total				15.900		12.56		10.060		10.060	-	43.880

PROJECT WORK : Civil Works.

(in lakhs & paise)

Sl. No.	Items	Unit Cost	2001-2002		2002-2003		2003-2004		2004-2005		Total	
			Physi- cal	Finan- cial	Physi- cal	Finan- cial	Physi- cal	Finan- cial	Physi- cal	Finan- cial	Physical	Financial.
1	Construction of addi- tional rooms to Lower Primary and Upper Primary Schools.	0.42	50	21.000	62	26.040	-	-	-	-	-	47.040
2	Construction of New School buildings for Lower Primary and Upper Primary Schools.	1.86	10	18.600	31	57.660	-	-	-	-	-	76.260
Total :				39.600		83.700	-	-	-	-	-	123.300

PROJECT WORK : Planning and Management.

(in Lakhs ₹ Rupees)

Sl. No.	Items	Unit Cost	2001-2002		2002-2003		2003-2004		2004-2005		Total	
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
1.	Orientation of Resource persons on Planning.	-	24	0.240	24	0.240	24	0.240	24	0.240	96	0.960
2.	Planning Exercise.	0.10	8	0.800	8	0.800	8	0.800	8	0.800	32	3.200
3.	Training of Resource person in school mapping and micro-planning.	-	24	0.240	24	0.240	-	-	-	-	48	0.480
4.	Exposure visit.	0.02	-	-	8	0.160	8	0.160	8	0.160	24	0.480
Total				1.280		1.440		1.200		1.200		5.120

PROJECT WORK : SCHOOL MANAGEMENT:

(in Lakhs of Rupees)

Sl. No.	Items	Unit Cost	2001-2002		2002-2003		2003-2004		2004-2005		Total	
			Physi- cal	Finan- cial	Physi- cal	Finan- cial	Physi- cal	Finan- cial	Physi- cal	Finan- cial	Physical	Financial.
1.	Salary of Teachers	0.96	23	5.500	23	22.000	23	22.000	22	22.000	-	71.500
2.	School Furniture	-	100	8.000	91	7.280	-	-	-	-	-	15.280
3.	Other facilities for schools.	-	100	5.000	91	4.550	-	-	-	-	-	9.550
4.	Teaching Learning Equipment	-	91	3.640	100	4.000	-	-	-	-	-	7.640
5.	Sport, Musical Instruments and CCP	-	191	7.64	-	-	-	-	-	-	-	7.640
Total:				29,780	-	37,800	-	22,000	-	22,000	-	111,610

PROJECT WORK : Pedagogy and School Improvement Programme. *in lakhs &*

Sl. No.	Items	Unit Cost	2001-2002		2002-2003		2003-2004		2004-2005		Total	
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial.
1.	Teacher training in multi level/Activity based teaching.	0.004	1061	4.244	1061	4.244	1061	4.244	-	-	-	12.732
2.	Training of DRG and CRG (Capacity building).	-	90	0.450	-	-	90	0.450	-	-	-	0.900
3.	Training of Academic Supervisors.	-	10	0.070	10	0.070	10	0.070	10	0.070	-	0.280
4.	Development of Modules.	-	-	0.200	-	-	-	-	-	-	-	0.200
5.	Cluster level TLM workshops.	-	-	0.100	-	0.100	-	0.100	-	0.100	-	0.400
6.	Academic Review meetings.	-	-	0.500	-	0.500	-	0.500	-	0.500	-	2.000
7.	Academic Convention (Teachers).	0.500	2	1.000	2	1.000	2	1.000	2	1.000	-	4.000
8.	Printing of modules.	-	-	-	-	2.000	-	-	-	-	-	2.000
9.	Training of Teacher in CCE.	0.004	265	1.060	531	2.124	265	1.060	-	-	-	4.244
10.	Equipment for DRC and CRC.	-	-	1.500	-	1.500	-	-	-	-	-	3.000
11.	Furnitures for DRC and CRC.	-	-	2.000	-	1.000	-	1.000	-	1.000	-	5.000
12.	Equipment maintenance and operation.	-	-	1.000	-	1.000	-	1.000	-	1.000	-	4.000
13.	Documentation.	-	-	0.500	-	0.500	-	0.500	-	0.500	-	2.000
14.	Library Books for DRC & CRC.	-	-	1.500	-	1.500	-	-	-	-	-	3.000

PROJECT WORK : Access through Alternative schooling.

Sl. No.	Items	Unit Cost	2001-2002		2002-2003		2003-2004		2004-2005		Total	
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial.
1.	Induction training of AS teachers.	0.007	38	0.266	-	-	-	-	-	-	-	0.266
2.	Recurrent training of AS teachers on Activity based teaching.	0.007	-	-	38	0.266	38	0.266	38	0.266	-	0.798
3.	Training of MRPs and Headteachers/Headmasters where AS is attached.	-	59	0.413	59	0.413	59	0.413	59	0.413	-	1.652
4.	Salary/Monorarium for AS Teachers.	0.020	38	2.280	38	9.120	38	9.120	38	9.120	-	29.640
5.	TLM grants for AS Schools.	0.060	19	1.140	19	1.140	19	1.140	19	1.140	-	4.560
6.	Shed/Rent for Alternative School.	-	19	0.95	19	0.95	19	0.95	19	0.95	-	3.800
7.	Induction training of Y.M.A.M.I.L.P. Volunteers.	0.007	38	0.266	-	-	-	-	-	-	-	0.266
Total				5.315		11.889		11.889		11.889		40.982

PROJECT WORK : Community mobilization and participation.

Sl. No.	Items	Unit Cost	2001-2002		2002-2003		2003-2004		2004-2005		Total	
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
1.	Orientation to VEC	0.000	603	3.710	603	3.710	603	3.710	603	3.710	-	14.840
2.	Community Meeting at Village Level.	0.015	67	1.005	67	1.005	67	1.005	67	1.005	-	4.020
3.	Community Mobilization	-	67	13.400	67	13.400	67	13.400	67	13.400	-	53.600
4.	Metas at Village cluster level.	0.500	8	4.000	8	4.000	8	4.000	8	4.000	-	16.000
5.	Campaign material and travel charges.	0.010	67	0.670	67	0.670	67	0.670	67	0.670	-	2.680
Total				22.785		22.785		22.785		22.785	-	91.140

PROJECTWORK : Education of Focused Groups:

Sl. No.	Items	Unit Cost	2001-2002		2002-2003		2003-2004		2004-2005		Total	
			Physi- cal	Finan- cial	Physi- cal	Finan- cial	Physi- cal	Finan- cial	Physi- cal	Finan- cial	Physical	Financial.
<u>A. Early childhood Education (ECE)</u>												
1.	Induction training of Pre-School Teachers.	0.003	68	0.204	-	-	-	-	-	-	-	0.204
2.	Training of DRG and CRG on ECE.	-	-	-	90	0.450	-	-	-	-	-	0.450
3.	Training of P.S Teachers where Pre-School is attached.	-	-	-	102	0.408	-	-	-	-	-	0.408
4.	Training of Mothers and NGOs.	0.001	4814	4.814	5000	5.000	-	-	-	-	-	9.814
5.	Convergence workshop for ECE.	-	-	-	-	0.500	-	0.500	-	0.500	-	0.900
6.	Printing of Modules.	-	-	-	-	0.500	-	0.500	-	0.500	-	1.500
7.	TLM for ECE (Pre-School).	-	-	5.000	-	-	-	-	-	-	-	5.000
8.	Mid-day meals for Pre-School children.	-	-	-	680	3.264	680	3.264	680	3.264	-	9.792
Total				10.018		9.922		4.064		4.064		28.068

Sl. No.	Items	Unit Cost	2001-2002		2002-2003		2003-2004		2004-2005		Total	
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
<u>B. Children with special needs:</u>												
1.	IED training to DRG & CRG.	-	90	0.450	-	-	90	0.450	-	-	-	0.900
2.	Training of Teachers	-	265	1.060	-	-	-	-	-	-	-	1.060
3.	IED assessment camp.	-	-	0.150	-	0.150	-	0.150	-	0.150	-	0.600
4.	TLM for special education	-	-	0.200	-	0.200	-	0.200	-	0.200	-	0.800
5.	Honorarium to Resource Teachers.	-	-	0.500	-	0.500	-	0.500	-	0.500	-	1.800
Total :				2.160		0.850		1.300		0.850		5.160

PROJECT WORK : RESEARCH, EVALUATION, MONITORING AND SUPERVISION.

Sl. No.	Items	Unit Cost	2001-2002		2002-2003		2003-2004		2004-2005		Total	
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
1.	Action Research	0.05	-	-	8	0.400	8	0.400	8	0.400	24	1.200
2.	Orientation on Research and Evaluation.	-	-	0.500	-	0.500	-	0.500	-	0.500	-	2.000
3.	Conduct of Pupil achievement Survey.	-	-	-	-	0.500	-	0.500	-	0.500	-	1.500
4.	Baseline & Mid-term assessment.	-	-	2.000	-	-	-	2.000	-	-	-	4.000
5.	MIS Equipment.	-	-	3.000	-	-	-	-	-	-	-	3.000
6.	MIS Equipment Operation & maintenance.	-	-	0.500	-	0.500	-	0.500	-	0.500	-	2.000
7.	Computer Stationery Peripherals.	-	-	0.200	-	0.200	-	0.200	-	0.200	-	0.800
8.	Supervision and monitoring by MRPS.	-	20	1.200	20	1.200	20	1.200	20	1.200	80	4.800
Total				7.400		3.300		5.300		3.300		19.300

PROJECT WORK : Distance Education Programme.

Sl. No.	Items	Unit Cost	2001-2002		2002-2003		2003-2004		2004-2005		Total	
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
1.	Distance Education (Workshops and seminars).	-	-	-	1	0.750	1	0.750	1	0.750	-	2.250
2.	Procurement & Maintenance of T.V. VCP and CCP.		250	15.000	250	5.000	250	1.500	250	1.500	-	9.500
3.	Procurement of Video and Audio Cassettes.	0.006	250	1.500	250	1.500	250	1.500	250	1.500	-	6.000
4.	Video and Cassttes libraries at cluster level.	-	8	0.800	8	0.800	8	0.800	8	0.800	-	3.200
Total :				4.300		4.550		4.550		4.550	-	20.950

CHAPTER VIII

ANNUAL WORK PLAN & BUDGET FOR 2001 - 2002

Project-wise activities:

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

Project wise activities:

- * Furniture for DPO
- * Equipment for DPO
- * Appointment of DPO staff & Consultant
- * Purchase of vehicle
- * Salary of staff
- * Rent
- * T.A & D.A to the DPO staff and for other machines
- * DPO consumables
- * Water, Electricity, Telephone, etc.
- * Consultant to DPO

Planning and Management:

- * Orientation to the DRG & CRG on planning
- * Training process, campaigns, conventions, field exercises,
- * Training of DPOs and CCEs in school mapping and micro-planning.
- * Exposure visits.

Civil Works:

- * Construction of additional classrooms
- * Construction of new school buildings

School Management:

- * Selection of new sites for school buildings
- * Salary of teachers
- * School furnitures (Procurement of)
- * Procurement and distribution of TLM
- * Sport, Musical Instruments and CCP

Pedagogy and School Improvement Programme:

- * Training of DRG & CRG (Capacity building)
- * Training in Multi-level activity-based teaching
- * Training of academic supervisors
- * Academic Convention (teachers)
- * Training of teachers in CCE

Access through Alternative Schooling:

- * Appointment of AS teachers.
- * Induction training for teachers of Alternative Schools
- * Training of CRPs and Headmasters/Headteachers where AS is attached.
- * Salary/Honorarium for AS teachers
- * IIM grants to AS schools.
- * Shed/Rent for Alternative School.
- * Induction training of YMA/MHIP volunteers.

Community Mobilisation and Participations:

- * Orientation to Village Education Committee & PTA
- * Community meetings at village levels
- * Melas at village cluster levels
- * Campaign material and other charges.

Education of Focussed Groups:

A. Early Childhood Education (ECE)

- * Appointment of teachers (Recruitment of)
- * Induction training of pre-school teachers
- * Training of Mothers and AIGOs
- * Production, procurement of Play and learning materials for ECE

B. Children with special needs.

- * IED training to DEIG and DRG
- * Selection of Resource teachers.
- * Training of teachers on IED

Research, Education, Monitoring and Supervision.

- * Installation of MIS
- * Orientation of DRG and CRG on Research and Evaluation
- * Baseline and mid-term assessment
- * MIS Operation and maintenance
- * Computer stationery peripherals
- * Supervisions and monitoring by CRPs

Distance Education:

- * Procurement of T.V, V.C.P. and C.C.Ps
- * Procurement of Video and Audio Cassettes
- * Video and cassette libraries at cluster level
- * Maintenance of TV, VCP, CCP etc.

IMPLEMENTATION SCHEDULE FOR 2001 - 2002

Sl. No.	Items	Unit Cost	Physical	Financial	2001 - 2002				Remarks.
					Dec.	Jan.	Feb.	Mar.	
<u>Project management</u>									
1.	Appointment of DPO Staff and consultant	-	-	-	✓				
2.	Furniture for DPO	1,000	1	0,500	✓	✓			
3.	Equipment for DPO	3,000	1	1,000			✓		
4.	Purchase of Vehicle	6,000	1	6,000				✓	
5.	Salary of Staff		8	2,350	✓	✓	✓	✓	for 4 months 8 staff.
6.	Rent	0,0125	4	0,050	✓	✓	✓	✓	
7.	TA & DA	0,050	4	0,200	✓	✓	✓	✓	
8.	DPO Consumable	-	-	0,100	✓	✓	✓	✓	
9.	Water, Electricity, Telephone etc.	-	-	0,600	✓	✓	✓	✓	
10.	Consultant	0,100	1	0,400	✓	✓	✓	✓	for 4 months one consultant.
Total				15,900					

Planning management

11.	Orientation of RP on Planning.	-	24	0,240					
12.	Planning process, campaigns, conventions & exercises.	0,10	8	0,800					

13.	Training of DRG & CRG in school mapping & micro-planning.	-	24	0.240
14.	Exposure visits	-	-	-
Total				1.280

Civil Works

15.	Construction of addi- tional class room	0.420	50	21.000
16.	Construction of new school building.	1.860	10	18.600
Total				83.700

School Management

17.	Selection of new sites for school building.	-	-	-
18.	Salary of teachers.	0.960	23	5.500
19.	School furnitures.	-	100	8.000
20.	Procurement & dis- tribution of TLM.	-	91	3.640
21.	Sports, Musical Instru- ments & CCP.	-	191	7.64
Total				29.780

Pedagogy and School Improvement Programme

22.	Training of DRG & CRG (capacity building)	-	90	0.450
23.	Training in multi level activity based teaching.	0.004	1061	4.244

24.	Training of academic supervisor.	-	10	0.070	✓			
25.	Academic Convention (Teachers)	0.500	2	1.000	✓	✓		
26.	Training of teachers in CCE.	0.004	265	1.060		✓	✓	
Total				14.124				

Access through Alternative Schooling.

27.	Appointment of AS teachers.	-	-	-	✓			
28.	Induction training for AS teachers	-	-	-		✓		
29.	Training of CRPs and Headmaster/Headteacher where AS is attached.	-	59	0.413		✓		
30.	Salary Honorarium for AS teachers.	0.028	38	2.280	✓	✓	✓	✓
31.	TLM grants to AS schools.	0.060	19	1.140	✓			
32.	Shed Rent for AS schools.	-	19	0.950	✓	✓	✓	✓
33.	Induction training of YMA MHIP Volunteers.	0.007	38	0.266	✓			
Total				5.315				

Community mobilization and participation

34.	Orientation to VEC & PTA	-	603	3.710	✓	✓		
35.	Community meeting at village level.	0.015	67	1.005	✓	✓		
36.	Melas at village cluster level	0.500	8	4.000		✓	✓	✓
37.	Campaign material and other charges.	0.010	67	0.670	✓	✓	✓	✓
Total				22.785				

Education of focussed group

A. Early Childhood Education

38.	Appointment of teachers.	-	-	-	✓			
39.	Induction training of pre-school teachers.	0.003	68	0.204		✓		
40.	Training of Mothers and NGOs	0.001	4814	4.814			✓	✓
41.	Production, procurement of play & learning materials for ECE.	-	-	5.000		✓	✓	
Total				10.018				

B. Children with special needs.

42.	IED training to DRG & CRG.	-	90	0.450				
43.	Selection of resource teachers	-	-					

44.	Training of teachers on IED	-	265	1.060				
Total				2.160				
<u>Research, Evaluation, Monitoring and Supervision</u>								
45.	Installation of MIS	-	-	2.00				
46.	Orientation of DRG & CRG on research and evaluation.	-	-	0.500				
47.	Baseline and mid-term assessment.	-	-	2.00				
48.	MIS operation and maintenance.	-	-	0.500				
49.	Computers stationeries peripherals.	-	-	0.500				
50.	Supervision and Monitoring by MRPs	-	20	1.200				
Total				7.400				
<u>Distance Education:</u>								
51.	Procurement & maintenance of TV, VCP and CCP.	-	250	5.000				
52.	Procurement of Video & Audio cassettes.	0.006	250	1.500				
53.	Video & cassette libraries at cluster level.	-	8	0.800				
Total				3.800				
GRAND TOTAL				151.962				