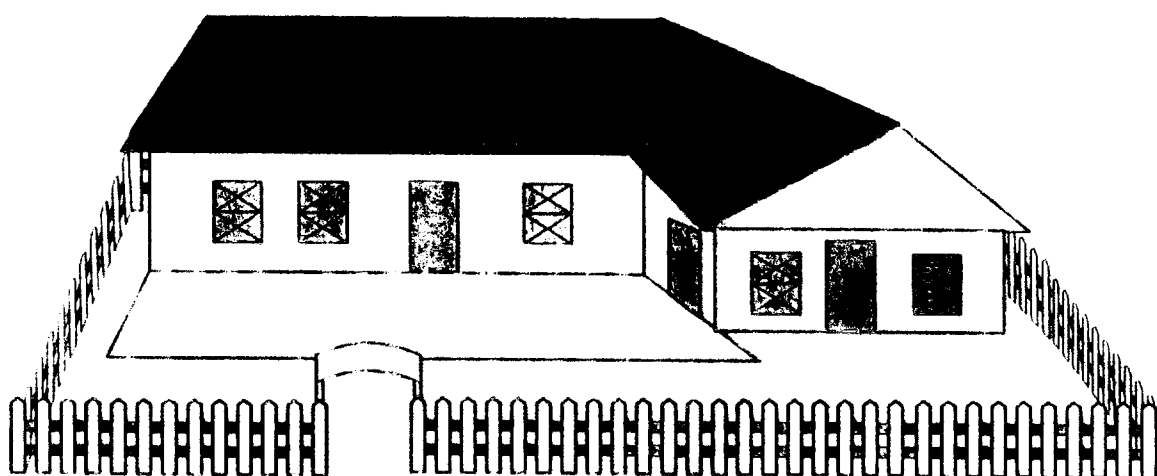


DISTRICT ELEMENTARY EDUCATION PLAN

SAIHA DISTRICT



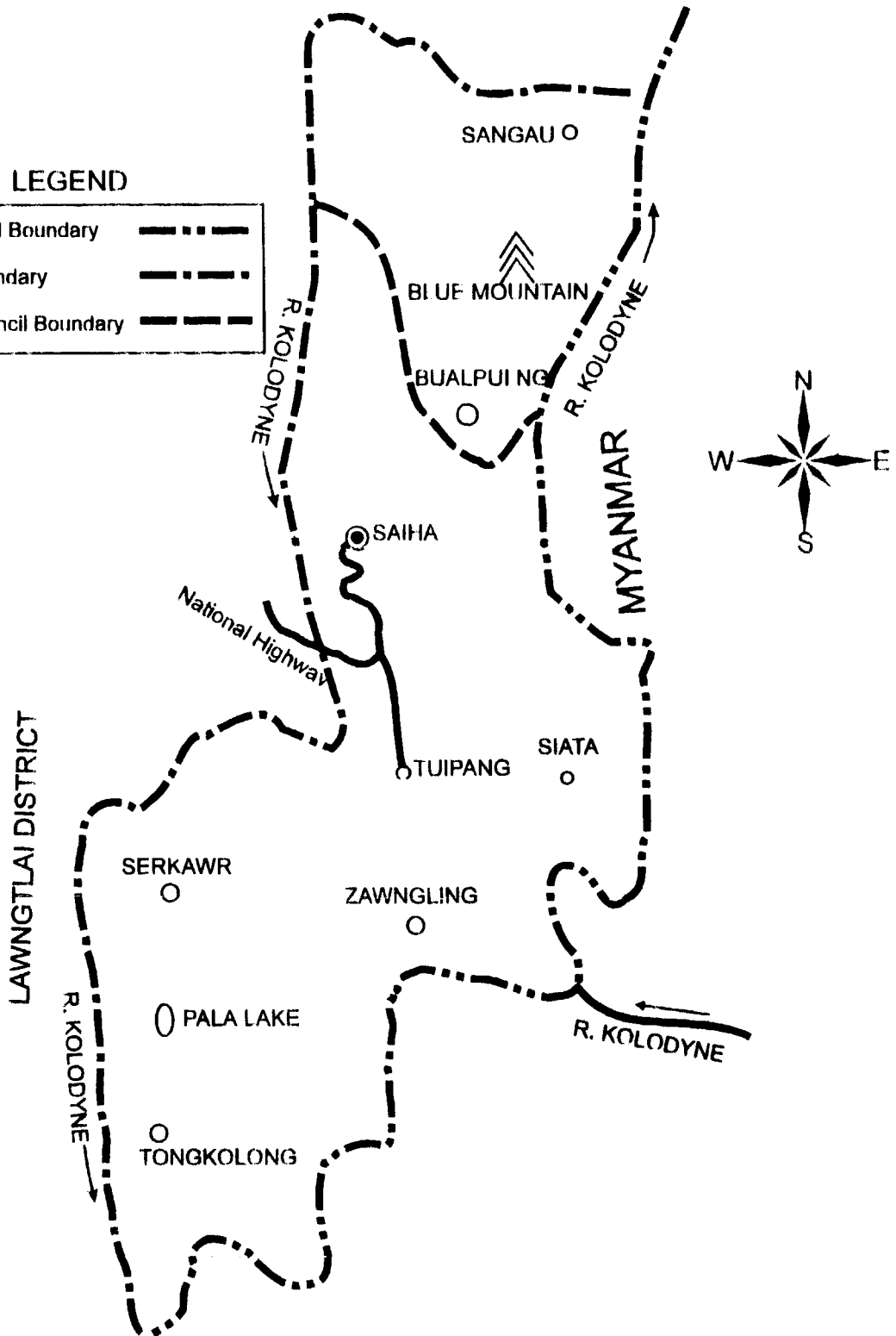
***DIRECTORATE OF SCHOOL EDUCATION
MIZORAM : AIZAWL***

MAP OF SAIHA DISTRICT

LUNGLEI DISTRICT

LEGEND

International Boundary	— · — · — ·
District Boundary	— · — · — ·
District Council Boundary	— — — — —



**DISTRICT ELEMENTARY EDUCATION PLAN
SAIHA DISTRICT ; MIZORAM**

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CHAPTER - I

DISTRICT PROFILE - SAIHA

INTRODUCTION TO THE DISTRICT:

Saiha District is situated in the southern part of Mizoram, and its capital town is Saiha. The district has an area of about 1966 square kilometres, covering the whole scheduled areas of the Mara Autonomous District and also the areas of the Community Development Block, Sangau which is within the political jurisdiction of the Lai Autonomous District. Saiha District is flanked on the north and west by the Lai Autonomous District or Lawngtlai District of Mizoram and on the east and south by the Chin Hills of upper Myanmar. The Koladyne river or locally known as 'Beino' the biggest river in Mizoram, flows from north to southern direction demarcating the district from Lawngtlai District.

ADMINISTRATIVE STRUCTURE.

The district has two administrative units or sub-divisions namely - Tuipang and Sangau. The civil administrative head of Saiha District is the Deputy Commissioner, assisted by a number of officers. There are many other Departments of State subject within the district like Health, Power & Electricity, PHE, Soil, PWD, Agriculture, Horticulture, Fishery, A.II&Vetv, Education, Sericulture, Excise, DRDA, Transport, Employment, Banking, Police, etc. and few other central subjects like Post, Telephone Exchange, etc. Besides, the Mara Autonomous District Council has maintained many other certain subjects like Revenue, Forest, Primary Education, etc., which have been fully or partially entrusted by Mizoram Government according to the provisions of the Sixth Schedule of the Indian Constitution. These subjects are independently looked after by the Mara Autonomous District Council depending on the willingness or direction of the State Government. There are two Community Development Blocks within the District namely - Sangau and Tuipang Blocks. Tuipang Block is within the jurisdiction of the Mara Autonomous District Council, covering 57 village councils. At the same time, Sangau Block is also within the political jurisdiction of the Lai Autonomous District Council, covering 19 village councils. The administrative structure of Saiha District is widely extensive covering 76 village councils and certain departments of State subject have been extended to many villages.

GEOGRAPHICAL BACKGROUND

Geographically, Saiha District is isolated from the rest of proper Mizoram both by its distance and forbidding nature of hill terrains. The entire area of the district is covered with thick forest, which is a continuation of Mizoram hill system. Many steep hill ranges running in the different directions plunge the valley of rushing rivers, creating deep gorges and features. Many hill ranges are separated from one another by several ridges and furrows. There are many hills, peaks and precipices, the average altitude of the hill is about 1226 metres. There are many high mountains, like - Phawngpui, Mawma, Thialthu, kahnetta etc. Phawngpui, also known as Blue Mountain with a height of 2157m is the highest peak in Mizoram. In almost every dimension, numerous summits, valleys and huge precipices of every description are clearly notices, but there is only one plateau, the Pala-Khaikhy, which covers an area of about 180 hectares. Many rivers run through the land, the more prominent are the Koladyne or Beino, The Tisi, the Pala, the Ka-ao, the Titlao, etc. Koladyne or Beino is the biggest river in the district and also in Mizoram. There are also many other small rivers, brooks and lakes, the most remarkable one being the Pala lake, which has a depth of 12 metres, covering an area of about one square kilometres. The Mara Autonomous District council has now introduced State Government scheme to develop the Pala lake and its adjoining areas.

CLIMATE:

Lying below the striding point of the Tropic of Cancer, the district is bestowed with a pleasant climate enjoying cool summer and temperate winter. There is no extreme variation of temperature at any time of the year; the temperature averaging 18.C in winter and 31.C in summer. Due to variation in altitudes and features, some places are subjected to tropical and sub-tropical climate whereas the rest has temperate and sub-temperate climate. Monsoon period from May to September brings heavy rains with violent storms, and the average annual rainfall is about 240.6centimetres. During the Monsoon season, the rain water rushes down the hill sides causing landslides, and some rivers have to swell up with great concussion, while in winter they dry up quickly. The most remarkable flood occurred in the years 1989 and 1995.

GEOLOGY:

The geology of the district is of insignificant remarks, and has y received little attention, but the rock composing the hill ranges which form its ma features, are in all probability with some perhaps cretaceous age. No specimens of a mineral have been reported so far. The soils are all for the most part composed of r clay and gravel, and are by no means which in organic or any other matter. Block a loamy soils are mostly found in the tropical evergreen forest where much of the grou and soil texture are suitable for jhum cultivation. Sandy and alluvial soils are al mostly found in the banks of rivers and valleys. Sand especially found in the bank Koladyne river is now commonly utilised for constructing concrete building.

FLORA AND FAUNA:

The district is very rich in forest resources. The entire area of the land covered with thick evergreen forest. About 334.375 square kilometres of the area under forest, out of which Reserve Forest occupies 19.81 sq.k.m.; Safety Reserv Forest, 102 sq.km.; Supply Reserve Forest, 115 sq.km.; Protected Reserve Fores 27.44 sq.k. and Riverine Reserve Forest, 70.125 sq.km. Three types of forest such a tropical wet evergreen, tropical semi-evergreen and montanne sub-tropical forest ar found in the district. The hills are mostly covered with tropical jungles with evergree enchanting. Several kinds of trees including flowering ones and variety of bamboo are in great abundance. The scenery of the jungle throughout the district is ver pictureque, and the hills and valleys are mostly covered with boundless bambo forest. The tropical jungle with its favourable climate makes the land an ideal sanctu ary for wild animals. Large varieties of wild animals like elephant, mithun, tiger, bea deer, monkey, ape, etc are found. Formerly, rhinoceros were also found in the Pala Khaikhy area, but they are now completely extinct. Besides, several varieties of birds jungle fowls, black pheasant, patridge, etc. are also found. In the past, wild animal and birds were extremely numerous, but their number has been fast decreased due t devastation of the forest and indiscriminate killing. However, due to the efforts of th Mara Autonomous District Council and Mizoram Government, people are now gradually given up discriminate killing of wild animals and birds.

DEMOGRAPHY:

The district is mostly populated by the Maras, Lais, Luseis and other sul class. According to the Census Report of the MADC in 1998, the total population in the Mara district is 47984, (23202 female and 24782 male). The survey report brings ou the following figures:-

Table No.1.2 Population of Sc, St and others.

	Male	Female	Total Population
1	2	3	4
SC	30	12	42
ST	27914	27491	55406
Others	-	-	-
	27944	27504	55448

Source : House hold survey conducted as part of Pre-Project Activities under SSA.

Age-wise Population break-up is given for future projection and planning of activities to universalise elementary education to all children specially those who have not yet completed 6 years of age.

Table No.1.2 Male-Female break-up of population in different age group.

Age	Male	Female	Total
1	2	3	4
1 year	910	907	1817
2 years	744	791	1535
3 years	866	751	1617
4 years	791	760	1551
5 years	768	709	1477
1-5 years	4079	3918	7997
6-11 years	4184	4059	8243
11-14 years	4004	4167	8171
Above 15 years	15042	14741	29783
Total Population	28006	27442	55448

Source : Survey conducted under SSA.

AGE-WISE BREAK-UP OF POPULATION

AGE	MALE	FEMALE	POPULATION
1	2	3	4
1 year	910	907	1817
2 years	744	971	1535
TOTAL	1654	1698	3352
3 years	866	751	1617
4 years	791	760	1551
5 years	768	709	1477
TOTAL	2425	2220	4645
6 years	940	855	1795
7 years	675	744	1419
8 years	858	870	1728
9 years	731	668	1399
10 years	980	922	1902
TOTAL	4184	4059	8243
11 years	679	581	1260
12 years	892	897	1789
13 years	716	699	1415
14 years	682	679	1361
TOTAL	2969	2856	5825
15-17 years	1913	1890	3803
18-20 years	2047	2175	4222
TOTAL	3960	4065	8025
Adults	12814	12544	25358
1-5 years	4079	3918	7997
6-14 years	7153	6915	14068
Above 15	16774	16609	33383
G.TOTAL	28006	27442	55448

Source: SSA Survey.

OCCUPATION:

The district is economically one of the most backward districts of Mizoram with a literacy rate of 82.42%. According to the record of district Employment Office, Saiha, there are 5364 unemployed persons who have been registered as on 2000. Most of the people of the district over 80% of the total population is solely engaged in the agriculture pursuits. Only few people hold Government jobs, oriented to cash economy. The principal crops cultivated in the district are rice, maize, tobacco, cotton, orange and varieties of vegetables and edible herbs. The people customarily practise shifting cultivation or jhumming, which creates an erosion problem. In some areas like the Pala and Khaikhy, and other lower regions, i.e. river belts, permanent irrigated terraces are prominently practised. These terrace cultivation and contour farming are now commonly develop through the initiative roles of MADC and Mizoram Government. The district economy faces great set back owing to seclusion of the forest, which is not explored and exploited technically due to poor communication system. The prevalent system of cash economy in the district brings no significant changes over traditional occupation. The cash crops of these hilly regions are not, however, grown in remarkable large scale, and the production is often poor and uncountable. But the limited production is circulated in the cottage market without surplus of the sold. People use to obtain many varieties of consumer goods importing from many different districts of Mizoram and Assam. In fact, a large scale import of goods constitutes the life line of the district economy, and the agriculture production is always below marginal subsistence to meet the demand.

There are 604 small cottage industrial units in the district, and out of which 302 are recognised private industrial units. The State Government has set up District Industries Centre at Saiha to promote, establish, undertake and implement the industrial programmes for the economic development of the district. The more prominent industrial units are carpentry, weaving, blacksmithy, printing press, furniture work, bakery, etc. There is no agro-industry or factory in the district. Such units are mostly small in term of the production, and the production is normally of local

specialisation. The traditional skill and specialisation are not exploited in the existing industrial units. Besides, there are more than 300 trade units in the district, and these units are registered under the MADC. The more large scale trade units are hardware, stationery, pharmacy, grocery, hotel, restaurant, ready-made shop, tailoring, etc.

SOCIO-CULTURAL BACKGROUND:

Saiha District is predominantly occupied by the Maras and Lais, who were emigrated from the Chin Hills of upper Myanmar in comparatively recent times.

The two tribal communities of Saiha District - the Maras and Lais belong to the same linguistic family, and are ethnically belongs to one of the members of the Central Chin Sub-group of the Kuki-Chin of the Assam-Burman branch of Tibeto-Burman family. The Lais are also commonly known as 'Pawi', which has been used in many different references and historical published books. Saingau CD Block of Saiha District is mostly inhabited by the Lais, who can speak the Lusei language fluently. The Lais speak Lai dialect, and variation and vocabularies of the Lai are closely similar to that of the Lusei. In fact, many Lai archaic words, verses, songs and particles have been developed in the Mizo literature.

The Lais have different account of their own origin, migration, culture, usage, tradition, practice, etc. They have several traditional folkdances, folksongs and folkculture. At the same time, they have firmly maintained their own indigenous social system like marriage, kinship, social relationship, etc. The Lai Autonomous District Council with its headquarters at Lawngtlai, has maintained certain socio-cultural life and practices through Arts & Culture Department.

The Maras occupy the whole areas of Tuipang CD Block of Saiha District. They are also known as 'Lakher', which has been used in various references and historical published works. They speak the Mara language, and the variation and phonetic tune of the Mara are slightly different from the Lusei. They have different

account of their origin, migration, indigeneous tradition, custom and usage, culture, practice, etc. They have many different traditional folkdances, folk songs, folkculture, etc. and till now they maintain and practise certain social system like marriage, kinship, social relationship, etc. The MADC has maintained certain social custom, tradition, practice, etc. through Arts & Culture Department.

In early days, the Maras were animists, worshipping spirits and commonly practised ritual sacrifices, ceremonies, rites etc. The advent of the British and Christian Missionaries brought about many changes in socio-cultural life of the people. They are now all Christians, following different teachings and denominations. The impacts of the British rule have far reaching significances in the socio-cultural development in the hill areas of Saiha District. Recent socio-religious changes and socio-political development, which took place after 1947 brought about new trends oriented to westernisation, which destroyed tribal seclusion. The people living in Saiha District can now fully participate the mainstream of socio-cultural activities of the State.

CHAPTER - II

EDUCATIONAL PROFILE OF SAIHA DISTRICT.

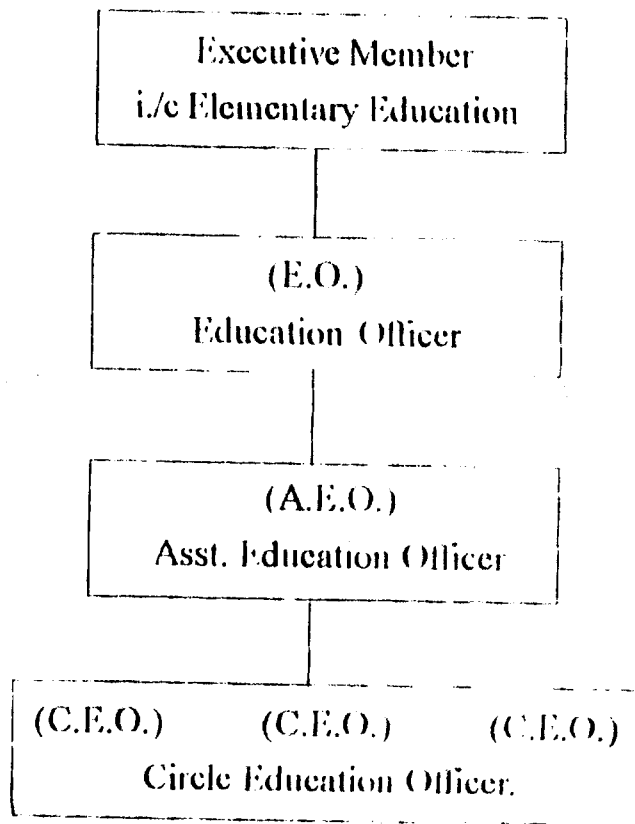
The beginning of Elementary Education in Saiha District as in all other districts may be traced back from the time of British rule in India. Missionaries laid the foundation of Education in Mizoram by developing alphabets and opening of schools. The growth however, was rather slow in this backward area even after the Mission Schools were taken over by the Government in 1952.

However, the sixth schedule of Article 244(2) and 275(1) para 6(1) conferred certain powers to the Autonomous District Councils one of which is establishment, construction and over-all management of Lower Primary Schools. Growth of education took place in a faster pace from then on.

2.1. Administrative structure.

Consequent upon the transfer of Elementary Education to the authority of the councils, planning, budgeting and overall administration of Elementary Education has been the responsibility of the Councils. On the other hand, the management and control of High School, Higher Secondary Schools remained the direct responsibility of the State.

Different Administrative functionaries in the field of Elementary Education within the two Autonomous District Councils may be seen in the following organogram.



2.2. LITERACY:

Chhaintuipui District used to be the most educationally backward district in Mizoram. However, Saiha District with the exclusion of Lai District Council is more educationally advanced than other backward districts like - Lawngtlai, Mamit etc. The district in terms of literacy percentage stands fifth position amongst the districts in Mizoram the percentage being 86.66% which is lower than the state percentage i.e. 88.49%.

Table No.2.1. Cluster-wise literate population and percentage.

Cluster/ Block/ District	Literates			Total Popula- tion	Percentage of literates		
	Male	Female	Person		Male	Female	Total
1	2	3	4	5	6	7	8
Kawlchaw 'E'	1049	934	1983	2428	84.67	78.55	81.67
Lungpuk	399	356	755	952	79.64	78.94	79.31
N.Latawh	937	903	1840	2186	85.65	82.69	84.17
Niawhtlang	1290	1238	2528	3053	84.53	81.07	82.80
Phura	1091	957	2048	2458	86.86	79.62	83.32
Romibawk	683	642	1325	1596	84.95	81.06	83.02
Saiha	8497	8255	16752	17923	93.81	93.11	93.47
Siata	1798	1562	3360	3930	88.70	82.08	85.50
Tongkolong	407	379	786	1038	77.08	74.31	75.72
Tuipang	1779	1720	3499	4191	84.15	82.81	83.49
Zawngling	1462	1338	2800	3464	83.88	77.75	80.83
Tuipang Block	19392	18284	37676	43219	88.59	85.72	87.17
Bualpui 'NG'	670	568	1238	1428	89.93	83.16	86.69
Lungpher	1510	1486	2996	3728	80.97	79.76	80.36
Sangau	2110	2140	4250	4852	87.30	87.89	87.59
Vartek	938	955	1893	2221	86.13	84.36	85.23
Sangau Block	5228	5149	10377	12229	85.48	84.23	84.86
District	24620	23433	48053	55448	87.91	85.39	86.66

Source : Base-line Survey Report of Pre-Project Activities.

As shown in the above table, literate percentage is 86.60 which is a bit lower than the state percentage. Cluster variation except for Saiha Cluster which is the capital town of the district and Tongkolong, the remotest corner is marginal. However, concerted efforts needs to be given for total literacy campaign even to bring up to the state level.

Total literacy campaign therefore is planned for each cluster in order to attain cent per cent literacy is attain within the plan period. Village Education Committee with the help of voluntary organisations come forward to take up the task of launching the campaign by collecting volunteers.

2.3. Access:

The total population of the district can be said to have access to primary schooling facilities within a walking distance of 1km. All the 67 habited villages have primary schools in their own villages. However, 15 villages i.e. 22.38% have no access for upper primary schooling facilities within their own locality. As such, those who passed out in Class-IV had to leave the system or their village. It is therefore imperative to provide access to these children

Table No.2.2 Number of villages with an without Primary Middle School.

Name of Block	Number of villages	Village with Primary School	Village with Middle School	Village without Middle School
Sangau	18	18	13	5
Tuipang	49	49	38	11
Total	67	67	51	16

Source : SSA Survey.

As shown in the above table, 15 villages have no Middle Schools and are in dire need of opening Middle School or at least other alternative scheme so that children passing out from primary school may be retained in the system. It may also be mentioned here that all the unserved population in rural areas are less fortunate than those in the urban areas as private schools contribute in providing access to urban children.

As a result of launching the SSA scheme, the Non Formal Education Centres have been closed down as the State Government/Council cannot afford to continue the scheme on its own. It may therefore be understood that there are no habitations/villages served by NFE Centres nor any other alternative scheme other than formal schools.

Institutions:

There are as many as 151 Elementary Schools and 84 Anganwadi Centres run by Government and Private Bodies. The usual practice of setting up a school is such that Community or Private Enterprise started school in the initial stage. Recognition is sought and usually given if they qualify the norms laid down by the State Government. Financial assistance is given to institution run by community from public contributions on the basis of their performance and if they meet the criteria. They are known as Deficit or Private Aided and they later on provincialised by the Government. It is interesting to note that not a single school in the district nor in Mizoram is set up by the Government. All the Government Schools are upgraded from Deficit status.

Table No.2.3 Management-wise Institutions in the District.

Type of Management	Anganwadi Centres	Primary Schools	Middle Schools	Total
1	2	3	4	5
Government	84	87	25	196
Deficit	-	7	38	48
Aided	-	7	-	7
Private	-	15	5	20
Private (un-recognised)	-	6	6	7
	84	122	69	275

Source : Village and School Survey conducted under SSA.

The base-line survey reveals that each inhabited village have Primary School and majority of the village have Middle School and Anganwadi Centres. In addition to these 74 villages have NFE Centres (though closed down from the current Academic year).

Table No. 2.4 Cluster-wise number of Institutions and teachers

Name of cluster	No. of Anganwadi Centres	Primary School		Middle School		No. of old NFE Centre.
		School	Teachers	School	Teachers	
1	2	3	4	5	6	7
Kawlechaw 'E	6	5	23	4	28	2
Lungpuk	1	5	11	1	5	-
N. Latawh	4	7	25	3	18	2
Niawhtlang	5	9	39	6	29	3
Phura	4	7	26	4	22	-
Rombawk	4	5	18	3	15	2
Saiha	8	21	166	14	101	1
Siata	8	10	45	6	35	2
Tongkolong	2	3	11	2	11	-
Tuipang	5	7	33	5	32	1
Zawngling	7	8	29	4	20	1
Bualpui 'NG'	7	8	35	3	20	-
Lungpher	8	9	32	6	35	5
Sangau	12	13	45	6	28	4
Vartek	6	7	20	3	14	3
Total:	84	122	558	69	413	26

Source : Survey Report SSA.

School Buildings

A school building usually have classrooms for each class and section, teacher common room and Headmaster's room. Most of the school buildings in Saiha District are found to be Assam Type semi pucca excepting 8 pucca buildings and 41 kutcha buildings. These kutcha buildings are fair-weather schools where water could come inside the classrooms during rainy seasons. The need to create a good and attractive atmosphere and to have a new building is expressed by the school authorities and community. Parents also voiced their reluctancy in sending their ward to such schools in bad weather.

Table No.3.5 School buildings by type.

Level	Pucca	Semi Pucca	Kutcha	Total
1	2	3	4	5
Primary School	3	93	26	122
Middle School	5	49	15	69
Total number of schools.	8	142	41	191

Source : Survey of SSA.

Eventhough some school buildings are in good shape, they still need additional rooms. The need to have a proper fencing is expressed by all concerned for the safety and sanctity of the school as none of the school is properly fenced.

Table No.2.6 Number of schools with number of rooms by level.

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

Source : Survey of SSA.

Primary Schools have four stages i.e. Class I - IV and Middle School is from Class V to VII. The meeting at the village and cluster level resolve to provide at least 4 rooms so that all the classes have their own rooms.

School Furniture

A school has to have minimum essential furniture like bench, desk, table, chair and green/blackboard. It is felt necessary to mention here that a school whether Government or otherwise also is used as Community hall and therefore repair and replacement is always needed before stipulated time. The school furniture are also used on the occasion of marriage and deaths in the Community. The requirement of furniture is worked out to be :-

Table No.2.7 Requirement of furniture by level.

Level	Bench	Desk	Blackboard	Table	Chair
1	2	3	4	5	6
Primary School	36	610	409	215	248
Middle School	80	207	129	64	95

Other facilities:

Facilities like drinking water, toilet for boys and girls, school fence, Notice board, Maps, Globe, Charts, Science Kit and Text books are found to be inadequate in all the schools. It is also noticed that lack of teaching aids in all schools. It is also found that teachers are needed to be given freedom to innovate some amount of contingency fund at their disposal so that lack of TLM may be supplemented by teacher's own made aids.

Teachers:

The importance of teachers for the attainment of UEE cannot be over-stressed. The quality, the zeal and commitment of the teachers therefore need to be enhanced so that the scheme of SSA can be realistically planned and successfully implemented in the district concerned.

All the teachers of Saiha District belong to scheduled tribe. The breakdown of male and female teachers in the Primary Schools and Middle Schools are 328 males and 230 females and 345 males and 68 female teachers respectively. As there is no DIET in the district, teachers have to go to Lunglei district which is the nearest teacher training Institute. As such, there are as many as 183 un-trained Primary School Teachers which is 67.6% and 95 Middle School Teachers which is 77% of the total who need to be given training. To clear this backlog and to give refresher or short course trainings to the teachers, establishment of DIET at least a teleopic one is found necessary.

Table No. 2.8 Caste-wise and Level-wise number of teachers.

Level	SC		ST		ALL	TRAINING		
	Male	Female	Male	Female		Trained	Untrained	Total
Anganwadi	-	-	-	-	84	-	-	84
Primary	-	-	328	230	558	375	183	558
Middle (upper Primary)	-	-	346	68	413	318	95	413
Total	-	-	674	298	1055	693	278	1055

Source : Survey of schools under SSA.

As can be seen in the above table, the need to clear the back log of untrained teachers is a major concern. There are as many as 183 Primary School teachers and 95 Middle School teachers who have never got training in Elementary Education. A two year Diploma in Teacher Education or at least a condensed 1 yr teacher training at the DIET for these 362 teachers has to be provided. Moreover, it is also felt necessary to conduct orientation or short course professional training at regular interval.

Table No.2.9. Teacher's qualification and Experience.

Level	Qualification						Teaching Experience			
	M.A	B.A	PUC	HSLC	Below HSLC	Total	Less than 5 yrs.	5-10 yrs.	Above 10 yrs.	Total
1	2	3	4	5	6	7	8	9	10	11
P/S	2	41	53	322	140	558	189	125	244	558
M/S	2	145	67	135	64	413	86	122	205	413
TOTAL	4	186	120	457	204	971	275	247	449	971

Source : Survey of SSA.

The above table shows that majority of the teachers are matriculate (HSLC) and there are as many as 204 teachers who are un-qualified. This situation calls for a good quality training in order to increase their efficiency. It can also be seen that majority of them have more than 10 years experience in teaching both in Primary and Middle Schools. This can be interpreted that even those trained teachers seems to be needing refresher courses as their training was such a long time.

Table No.2.10 Cluster-wise break-up of Teachers Pupils and TPR.

No and Name of cluster in two blocks	MIDDLE SCHOOL			PRIMARY SCHOOL			TOTAL	
	Teachers	Enrol- ment	T.P.R	Teacher	Enrol- ment	T.P.R	Teacher	Enrol- ment
1	2	3	4	5	6	7	8	9
I-I Kawlehaw 'E'	28	107	1:4	23	386	1:17	51	493
I-II Lungpuk	5	21	1:4	11	212	1:19	16	233
I-III N.Latawh	18	115	1:6	25	427	1:17	43	542
I-IV Niawhtlang	29	223	1:8	39	709	1:18	68	932
I-V Phura	22	131	1:6	26	518	1:20	48	649
I-VI Romibawk	15	77	1:5	18	370	1:21	33	447
I-VII Saiha	101	1429	1:14	166	3248	1:20	267	4677
I-VIII Siata	35	219	1:6	45	166	1:21	80	1161
I-IX Tongkolong	11	58	1:5	11	171	1:16	22	229
I-X Tuipang	32	196	1:6	33	461	1:14	65	657
I-XI Zawngling	20	164	1:8	29	556	1:19	49	720
TUIPANG BLOCK	316	2740	1:9	425	8000	1:19	742	10740
S-I Buangpui 'NG'	20	141	1:7	35	450	1:13	55	594
S-II Lungpher	35	253	1:7	32	704	1:22	67	957
S-III Sangau	28	323	1:11	45	1023	1:23	73	1346
S-IV Vartek	14	112	1:8	20	396	1:20	34	508
SANGAU BLOCK	97	832	1:9	132	2573	1:19	229	3405
SAIH DISTRICT	413	3572	1:9	558	10573	1:19	971	14145

Source : Survey conducted under SSA.

The teacher-pupil ratio as shown in the above table seems to be quite satisfactory. However, there is one(1) single teacher school and eight (8) two teacher schools. There are also eighteen (18) Primary Schools having only 3 teachers; while the rest have four(4) or more than 4 teachers. As there are four (4) classes in Primary Schools it is proposed to provide oneteacher for each class in all the schools. It may also be noted that every possible effort will be made so that all the children will be brought into the system and the ratio will be much higher then

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

Table 2.11 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	3	1	4	-	-
2.	Ainak	1	1	5	1	5	1	1
3.	Bymari	1	1	4	1	5	-	-
4.	Chakhang	1	3	14	1	6	1	1
5.	Chapui	1	2	10	1	6	-	-
6.	Chheihlu	-	1	3	1	5	-	-
7.	Chhualung	1	3	13	1	6	-	-
8.	Kaisit	-	1	4	1	5	-	-
9.	Kawlechaw East	1	1	3	1	6	1	1
10.	Khaikhy	-	1	3	-	-	-	-
11.	Khopai	1	1	4	1	5	-	-
12.	Laki	1	2	7	1	5	-	-
13.	N.I atawh	1	1	4	1	6	1	1
14.	Lawngban	1	1	3	1	6	-	-
15.	Lope	1	1	2	-	-	-	-
16.	Lomasu	-	1	2	-	-	-	-
17.	Lohry	-	1	3	-	-	-	-
18.	Lungpuk	-	1	2	1	5	-	-
19.	Lungban	1	2	7	1	6	1	1
20.	Lungdar	-	1	3	-	-	-	-
21.	Maila	1	1	3	-	-	-	-
22.	Maubawk	2	2	9	1	8	1	1
23.	Miphu	-	1	2	-	-	-	-
24.	Mohre	1	1	5	1	6	-	-
25.	New Serkawr	-	1	2	1	5	-	-
26.	Niawhtlang	1	2	10	1	7	1	1
27.	Phura	2	2	9	1	6	-	-

				21				
28.	Phusa	1	1	4	1	5	-	-
29.	Phalhrang	1	1	4	1	5	1	1
30.	Riasikah	-	1	2	-	-	-	-
31.	Romibawk	2	1	4	1	4	-	-
32.	Saiha	5	19	160	13	96	1	1
33.	Serkawr	2	3	13	1	7	1	1
34.	Siasi	-	1	3	1	5	-	-
35.	Siata	2	2	10	1	7	1	1
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	3	-	-	-	-
41.	Tongkolong	1	1	5	1	6	-	-
42.	Tuish	1	2	9	1	6	-	-
43.	Tuipang (D&V)	1	2	11	2	15	-	-
44.	Tuipang I.	1	2	8	1	5	1	1
45.	Tuipui Ferry	1	1	3	1	5	-	-
46.	Tuisumpui	1	2	8	1	6	-	-
47.	Vahai	1	2	7	1	6	-	-
48.	Zavngjing	3	3	12	1	6	1	1
49.	Zero point	1	1	5	1	7	-	-

SANGAU C.D. BLOCK

50.	Archluang	2	1	3	1	5	1	1
51.	Bualpui NG	4	5	25	2	12	-	-
52.	Cheural	2	2	7	1	6	2	2
53.	Fungkah	1	1	1	-	-	1	1
54.	Lungzarhtum	2	2	8	1	8	-	-
55.	Lungpher	2	2	9	2	11	2	2
56.	Lungtian	3	3	12	2	10	2	2
57.	Pangkhoa	3	2	8	1	7	-	-
58.	Rawlbuk	1	1	3	1	4	-	-
59.	Sangau I	3	3	12	1	5	2	2
60.	Sangau II	2	4	15	2	10	-	-
61.	Sentefiang	1	1	2	-	-	-	-
62.	Siachangkawn	1	2	8	1	6	-	-
63.	Tualtang	2	2	3	1	4	-	-
64.	Taldawngihung	1	1	2	1	6	-	-
65.	Vawmbuk	2	3	10	1	7	2	2
66.	Vartek I	-	1	2	-	-	-	-
67.	Vartek II	1	1	2	-	-	-	-

Source : SSA Survey.

Students/Enrolments

The total number of school going age children is 17,263 and among them, more than 10% i.e. 1537 children are out of school as on April, 2001. To bring these children to school and retain them till they complete Class VII (i.e. elementary school in the case of Mizoram) is of prime importance. Campaign, special incentives and EGS scheme is envisaged.

Table No.2.12 Cluster-wise children population.

No. and name of cluster	3-5 yrs population			6-14 yrs population			Elementary School Enrolment.		
	M	F	Total	M	F	Total	M/S	P/S	Total
	2	3	4	5	6	7	8	9	10
I-I Kawlchaw 'E'	99	97	196	281	280	561	107	386	493
I-II Lungpuk	51	47	98	124	124	251	21	212	233
I-III New Latawh	100	94	194	297	294	591	115	427	542
I-IV Niawhtlang	163	140	303	488	483	971	223	709	932
I-V Phura	132	124	256	346	334	680	131	518	649
I-VI Romibawk	92	85	177	223	233	456	77	370	447
I-VII Saiha	601	589	1190	1958	1937	3895	429	3248	4677
I-VIII Siata	246	192	438	655	586	1241	219	166	1161
I-IX Tongkolong	46	41	87	127	107	234	58	171	229
I-X Tuipang	134	122	256	398	372	770	196	461	657
I-XI Zawngling	147	142	289	443	425	868	164	556	720
S-I Bualpui 'NG'	107	98	205	312	305	617	144	450	594
S-II Lungpher	174	146	320	562	491	1053	253	704	957
S-III Sangau	235	212	447	677	664	1341	323	1023	1346
S-IV Vartek	98	91	189	262	277	539	112	396	508
	2425	2220	4645	7153	6915	14068	3572	10573	14145

Source : SSA Survey

Table No.2.13 Cluster-wise 6-14 years and out of school children.

No. and Name of cluster	Population of 6-14 years	No.of 6-14 yrs out of school	Percentage of out of school children.
1	2	3	4
I-I Kawlechaw 'E'	561	98	17.47
I-II Lungpuk	251	74	29.48
I-III New Latawh	591	83	14.04
I-IV Niawhtlang	971	91	9.37
I-V Phura	680	89	13.09
I-VI Rominawk	456	51	11.84
I-VII Saiha	3895	239	6.14
I-VIII Siata	1241	132	10.64
I-IX Tongkolong	234	34	14.53
I-X Tuipang	770	129	16.75
I-XI Zawngling	868	180	20.74
S-I Bualpui 'NG'	617	56	9.08
S-II Lungpher	1053	108	10.26
S-III Sangau	1341	97	7.23
S-IV Vartek	539	73	13.54
	14068	1537	10.93

Source : Survey conducted as part of Pre-Project Activity under SSA.

As shown in the above table, more than 10% of the children of the age group 6-14 years are out of school and needs to be brought into the system. It is also seen that cluster variation ranges from 6.14% to 29.48%. It is therefore felt that special incentive schemes will be required to total attainment of UFE. It may be noted here that the existing schemes like - NFE or EGS schemes may not be successfully implemented in a secluded village where population is very small due to its nomenclature (existing norm) unless the current norms be relaxed for such hilly areas.

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 3Kgs 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 PARENTS 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 - III

PLANNING PROCESS UNDER SSA.

3.1. 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.

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

Present status of the District :

NER	GER
90%	101%

3.2. 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.

3.3. Formation of Core-Groups:

3.3.1 District Core Group:

A district core-group is proposed to be formed with the concerned Deputy Commissioner as the Chairman and District Education Officer concerned as Co-ordinator. The core group will consist of the following.

- | | | |
|-----------|---|---|
| Chairman | - | Deputy Commissioner |
| Secretary | - | D.E.O. concerned |
| Members | - | 1) Faculty Member of DIET |
| | | 2) ADEO concerned |
| | | 3) E.O. |
| | | 4) President, Group MTP |
| | | 5) President, MSTA Sub Division |
| | | 6) President, PSTA. Sub-Division |
| | | 7) President, MIIP/MCHP of the District |

- 8) B.D.O. of the concerned Block
- 9) Prominent Member
- 10) National/State Award winning teachers.

The District core-team appointed on ad-hoc basis due to the urgency of the work initiate the pre-project activities and the activities of planning at the District level by consolidating the village and cluster level repots. It may be understood that during the planning process as part of pre-project activities, Block Level Resource Groups were not formed due to lack of time and the urgency of the work and as all Block Level Offices are involved in the District level team.

3.3.2 Cluster Level Resource group:

There are as many as 67 inhabited villages within Saiha District which are divided into 15 clusters. A Cluster Level Resource Group is proposed to set up for the planning and monitoring the activities. The formation of Cluster Level Resource Group is still in the process as identification of appropriate persons within the cluster and taking their consent takes time and needs extra care so that the most eligible persons would be selected as the group member.

There could not be a set pattern as to the type of members. However, the District Core team suggested the following as Members of Cluster Level Resource Group :-

- | | | |
|-----------|---|--|
| Chairman | - | VCP of the concern village (by rotation) |
| Secretary | - | Headmaster of Cluster Level School. |
| Members | - | Prominent member of the locality |
| | - | Reputed Headmaster/Headteacher |
| | - | National/State Awardee |

- Educationist within the cluster.
- One specialist in each subject areas.
- Educated member of reputed NGOs.

3.3.3 Village-Level Core Group:

there The Village Education Committee or Parent Teachers Association whichever is in existence is appointed as core group. But where there is no such committee nor Associations, a village core groups were formed with the following members :-

Chairman	-	President Village Council
Secretary	-	Headmaster/Headteacher
Members	-	1) All the other Head of Institutions 2) President, Branch MTP 3) President, Branch MIHP 4) President, Upa Pawl 5) Teacher representative 6) Parent/Mother representative 7) Prominent member of the locality 8) Presidents, All PTA.

3.4 Development of Data Base:

3.4.1 Development of schedules:

The District Core-team with the help of State Level Resource Group prepared three survey schedule viz (i) Village information Schedule, (ii) School information schedule and (iii) House-hold survey schedule in a series of workshops. A consolidation sheet were also prepared.

3.4.2. Training for Capacity Buildings:

Members of the district team were oriented at the state level by NIEPA and later on by the State Level Core-Team in conduct of Educational surveys using the survey schedules.

A number of surveyors from both Middle and Primary Schools were selected and appointed in consultation with the administrative authorities.

A two day orientation programmes were organised at different centres where surveyors were given training jointly by the State and District Level Core-team. Survey was conducted during the month of March and April 2000.

3.4.3. Conduct of Survey:

A basic data about the village, its population, communication and facilities that are available in the village were collected using village Information Schedule. Detailed information about the schools, the teachers, the students and teaching learning situations were also collected through school survey forms. A house-hold survey was also conducted side by side where information of children who are in schools, out of schools, who drop out from schools and the reason of their dropping out from the schools were collected.

3.4.4. Consolidation of Data:

The information collected through different survey forms were consolidated, tabulated and entered into the format designed by the core team which were submitted to the District Core Group.

3.4.5 Development of Village Education Plans:

The entire process of generation of data base on children in the age group of 6-14 years who are in School and out of School with family backgrounds 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 data collected through survey were consolidated and tabulated in the office of D.E.O., Saha 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 in consultation with the VEC and PTA.

3.4.6 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 10 years 2001-2011 was also worked out showing the prioritised activities to be carried out during 2001 - 2002.

3.5. 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.

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 years 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.

CHAPTER - IV

MAJOR ISSUES AND INNOVATIVE STRATEGIES

The planning team at various levels such as village, cluster and District core groups interacted wherever possible with the teachers, students, parents and community members through survey, meetings and personal contact. They observe the working of the community, the school and selected families on certain occasions. Working in collaboration with NGOs like - student union, youth and women organizations, the following common problems and felt needs identified:-

1. Eventhough each village has Primary Schools, there are 15 villages where there is no Middle School. Children in these villages had to discontinue their studies after Class-IV.
2. The Anganwadi Centres hardly meet a much needed pre-school facilities.
3. All the 19 NFE Centres had been closed down at the instance of launching SSA.
4. Inspite of all Government efforts, a large number of children in the age group 6-14 years (i.e. more than 10% of them) are not attending schools.
5. Parents are indifferent towards their children's education and do not give importance and thereby find it hard to spare time and spend money for it.
6. Majority of the children entered Class-I without having necessary readiness for schools resulting in failure and dropping out from schools for some children.
7. Many parents cannot spare their children from caring of their siblings and some had to bring them to school.
8. Many parents cannot buy text books, uniforms, exercise books and other requirements.
9. Schools are ill-equipped to provide attractive and congenial environment.
10. Schools do not receive funds from the government or any other source for the improvement of infrastructural facilities nor academic programmes.
11. Children are not properly motivated to study, learn and take part in teaching learning activities in and outside the classroom.

12. Teachers expressed their needs to undergo trainings in pedagogy, evaluation etc.
13. The community has no sense of ownership to Government Schools and thereby needs to mobilise the community.
14. Though PTA and VEC are formed in all the villages, they are not active and needs to be activated.
15. Almost 14% of the population are illiterate and this calls for massive campaign.

STRATEGIES:

Much effort at the state and national levels has been made to provide free and compulsory education to all children till they complete 14 years of age or elementary stage of education. However, the result of the base line assessment study show that there is a need to improve efficiency in our delivery system. There is also a need to have a separate norms for tribal hilly areas to provide useful and relevant education so that all could be covered by education system as the remote villages are thinly populated. It is therefore proposed to address the above identified problems in the following strategies for Access, Enrolment, Retention and Achievement.

ACCESS:

Existing schools will be made pupil friendly providing congenial atmosphere for sections of children like disabled, girls, minorities and other backward sections. All the schools will be provided with minimum essential learning facilities like - toilet, water, TLM and play materials. Each class will be provided separate rooms and teachers will also have their own room. Middle Schools (Upper Primary Schools) will be set up where there are 2 Primary Schools but no Middle School.

Viable alternative education system will be provided to children who inspite of our best effort could not be coaxed to join formal school and to those residing in small habitations/villages where middle schools could not be provided.

Pre-schools will be opened where there is no Anganwadi Centre in the locality and the existing Anganwadi Centres will be strengthened in pre-school components. Back to school camps and bridge course for girls will also be conducted wherever feasible.

Integration of the disabled and other special children in the schools and alternative schools will be given due importance.

Community will be mobilised and NGOs like MIIP and YMA etc. will be encouraged to set up formal as well as alternative schools in their locality.

ENROLMENT:

Regular enrolment drives will be initiated through VEC, PTA and NGOs. Cooperation of different churches and voluntary organizations will be sought for the attainment of cent per cent enrolment in the district.

Existing schemes like IED, mid-day meal, poor student scholarship will be made use of and various incentive schemes like special scholarship to Bepep students, girls and meritorious students will be introduced.

Teachers in single teacher school and schools where TPR is more than 1:40 will be provided. Teacher's grant will also be given to the teachers for innovative practices and for creating congenial teacher-learning atmosphere. Grants for teaching learning materials like - text books, teachers' handbook, teaching aids and materials will also be supplied to schools as per requirements identified by VEC within SSA norms.

RETENTION:

Every possible efforts will be given to make all children participate in the learning activities with the help of better and relevant TLM to make children enjoy

learning. Participatory learning, play-way method, learner-centered approach will be applied and teachers will also be given freedom to innovate to make teaching-learning more relevant and effective for all the learners.

Capacity building programme for teachers as well as volunteers will be a regular feature. Improving of teachers per school by positioning of regular teachers and volunteers will also be considered wherever necessary.

Incentive schemes and innovative schemes that enhanced retention rates will be encouraged. Schemes like - mid-day meal, girl scholarship, special scholarship or acknowledgement to students who have cent per cent attendance will also be introduced.

Pre-school facilities will be provided to children of the age group 3-5 years with a hope to minimise drop-out rates and to increase retention rates by preparing children to have school readiness and to make them better adjusted in schools.

Evaluation of children will be made a comprehensive and continuous process. Remedial teaching and extra help will be given to children with low achievement and also to those regularly absent and are likely to drop-out from school.

Back to school camp or bridge course will be organised for those who eventually drop out from the system.

UNIVERSAL ATTAINMENT:

The quality of education is one of the most important components of UEE. Mere focus on access, enrolment and retention without resulting in betterment of average learning levels becomes a wastage of resources. All these components of UEE are interrelated that regular attendance of children in schools and their retention till the completion of a specified level to a great extent depends on the

quality of education provided in educational institutions. On the other hand, the quality of education can only be provided where physical infrastructural facilities and other facilities are adequate. It therefore calls a holistic approach to planning.

It is important to note that improvement in quality of education is a slow process and the impact of the intervention is not visible immediately. It is therefore necessary to set targets accordingly and not loose heart when the impact can not be immediately seen. However, it is proposed here that attainment of competency by all learners would be our aims at all levels. Achievement study will therefore be conducted in the base year, mid- period and at the end of perspective plan.

Achievement test will also be conducted at cluster level apart from Base-Line study. Learner's evaluation as mentioned earlier will also be made a continuous process so that remedial teaching can be given and appropriate actions taken on time.

CHAPTER - V

ACCESS, ENROLMENT AND RETENTION

Sarva Shiksha Abyan as a new intervention for the successful implementation of UEE aimed at the following -

- * Universal access of Elementary Education.
- * Universal enrolment of children in elementary education.
- * Universal retention of children in elementary education.
- * Universal achievement of competencies.

Hence, the District Plan proposes various intervention strategies and activities for the attainment of above stated objective in Saiha district.

5.1. ACCESS:

The first and foremost objective at hand is to provide schooling facilities in the form of Formal Schools, Alternative School, Education Guarantee Centre by 2003 to all children between the age of 6-14 years.

5.1.1 Opening of new schools: All the 67 villages of the district have Primary School facilities within a radius of 1 kilometre. However, there are 15 (fifteen) villages having no access for Middle Schools. Distance from these villages to the nearest Middle School is more than 5 Kms. It is, therefore, propose to set up Middle School to villages where enrolment exceeds 45 in Primary Schools. Provision of special category schools like morning/ evening/ night school which is formal in management system and working of the school but flexible in timings and duration.

Table No 5.1 Village where new Middle School is proposed.

Sl. No.	Name of Village	Enrolment in P/S	Population of 6-14 years.
1.	2	3	4
1.	Khaikhy	48	60
2.	Maila	48	63
3.	Fungkah	46	63
4.	Thaltlang	75	104
5.	Vartek	70	91

Source : Survey of Village and School under SSA.

5.1.2. Alternative School:

Opening of Education Guarantee Centre is also proposed to where out of school population is high and where no Middle School is not set up. A recently closed down NFE centres will be considered as one viable EGS Centre.

Table No.5.2 Villages where Education Guarantee Centre is proposed

Sl. No.	Name of Village	Cluster No.	No.of EGC proposed	No.of Instructor	Whether NFE used to be there or not
1.	2	3	4	5	6
1.	Kawichaw 'E'	I-I	1	2	No
2.	Theiva	-do-	1	2	No
3.	Khykhy	I-II	1	2	No
4.	Lungpuk	-do-	1	2	No
5.	Serkawr	I-III	1	2	Yes
6.	Chhualung	I-IV	1	2	No
7.	Lungbun	-do-	1	2	Yes

Kaisih	T-V	1	2	No
Phura	-do-	1	2	No
Romibawk	T-VI	1	2	Yes
Saiha	T-VII	3	6	Yes
Chakhang	T-VIII	1	2	Yes
Chapui	-do-	1	2	No
Mawhre	-do-	1	2	No
Siata	-do-	1	2	No
Tuipang 'L'	T-X	1	2	No
Tuipang D&V	-do-	1	2	No
Khopai	T-XI	1	2	No
Zawngling	-do-	2	4	Yes
Lungzarhtum	S-I	1	2	No
Archhuanga	S-II	1	2	Yes
Lungpher	-do-	1	2	Yes
Siachangkawn	-do-	1	2	No
Vawmbuk	-do-	1	2	Yes
Cheural	S-III	1	2	Yes
Pangkhuah	-do-	1	2	No
Sangau II	-do-	1	2	No
Lungtian	S-IV	1	2	Yes.
	-	31	62	-

5.1.3 Early Childhood Care and Education:

The state has a policy to admit 6 years old children in Class-I. However, some children have access to Anaganwadi Centres and some urban children have access to pre-school facilities. During the planning process, a consensus is made to provide pre-school facilities or ECE to all the children who cannot avail the existing facilities.

Table No.5.3 Village where ECE/Pre-School is proposed to be opened.

Sl. No.	Name of Village	No.of Anganwadi centres	No.of ECE proposed	No.of Teachers proposed.
1	2	3	4	5
1.	Chakhang	1	1	2
2.	Chapui	1	1	2
3.	Chheihlu	-	1	2
4.	Chhualung	1	1	2
5.	Kaisih	-	1	2
6.	Khykhy	-	1	2
7.	Lomasu	-	1	2
8.	Lohry	-	1	2
9.	Lungpuk	-	1	2
10.	Lungbun	1	1	2
11.	Lungdar	-	1	2
12.	Mipu	-	1	2
13.	New Serkawr	-	1	2
14.	Niawhtlang	1	1	2
15.	Riasikah	-	1	2
16.	Saiha	1	4	8
17.	Siasih	-	1	2
18.	Supha	-	1	2
19.	Tuipang D&V	1	1	2
20.	Tuipang 'L'	1	1	2
21.	Sangau II	2	1	2
22.	Siachangkawn	1	1	2
23.	Vawmbuk	2	1	2
24.	Vartek I	-	1	2
		13	27	54

1.1.4 Infrastructure:

A good infrastructural facilities plays crucial role in creating a good and attractive atmosphere. Every child wish to go to a familiar and friendly place and is happy to be in a clean and beautiful surroundings. It is therefore necessary to make school buildings and its compound pupil friendly. School buildings, furniture, classrooms and school compounds should therefore be made attractive and congenial to children of all types.

Table No.5.4. Type of school buildings.

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

Source : School Survey conducted under SSA.

Table No.5.5: No.of schools with number of rooms.

Level	1 room	2 rooms	3 rooms	4 rooms	morethan 4 rooms	Total
	2	3	4	5	6	7
Primary School	2	12	21	54	33	122
Public School	-	2	63	1	3	69
	2	14	84	55	36	191

Source : School Survey.

As shown in table No.5.4, there are 41 schools having kutcha building that needs reconstruction. Besides, five more middle schools is proposed to set up. Hence 20 Middle School and 26 Primary School buildings needs to be constructed. It is observed that even the Pucca and Semi Pucca buildings needs repair and slight modification to cater to the needs of different kinds of children.

Table No.5.6 Number of schools requiring new construction.

Level	Construction proposed for existing school	Construction for new schools.
I	2	3
Primary School	26	Nil
Middle School	15	5

As shown in table No.5.5, there are schools having only two or three rooms while there are 4 classes in Primary and 3 classes in Middle Schools. At least 4 rooms are found necessary so that each class can have separate rooms and Headmaster and teachers may have separate rooms in the case of Middle School.

Table No.5.7: Additional rooms proposed.

No.of school needing additional rooms		No.of additional rooms proposed		
Primary School	Middle School	P/S	M/S	Total
35	65	51	67	118

5.2. Enrolment:

Continuous efforts towards total enrolment are being deflected due to various factors prevalent in the area. One of such reason is low economic status in remote rural areas. Another reason being high drop-out rates as most of the children discontinued their studies after completion of Primary Schools and many even before completion. As such cluster level campaigns and house to house campaigns at the village level is one of the agenda for enrolment drives.

Interventions for Enrolment:

Provision of Teachers: All the 67 villages in the district have access to Primary School within the radius of 1 km. On an average the teacher pupil ratio is 1:6 for Middle School and 1:19 for Primary Schools. However, there is 1(one) single teacher school and 2(two) Primary School where teacher pupil ratio is more than 1:40. It is therefore proposed to provide 1(one) additional teacher each for 3(three) Primary Schools. Appointment of teachers for new Middle School is also proposed as follows :-

Table No.5,8: No.of new teachers proposed.

Sl. No.	Name of School/ Village	No.of Teachers in position	Additional/New teachers proposed.
	2	3	4
1.	Fungkah P/S	1	1
2.	Khopai P/S	3	1
3.	Lungpuk P/S	2	1
4.	Khaikhy	New M/S	4
5.	Maila	"	4
6.	Fungkah	"	4
7.	Thaltlang	"	4
8.	Vartek	"	4
	Total		23

Special Incentive Schemes: As mentioned in the previous chapter, the reasons why most of the children are not attending schools according to their parents are:-

- * Children are not interested in studies.
- * Parents cannot afford text books, pencils, exercise books etc.
- * They cannot spare their children during day-time specially during busy period of the year.

In such situation, various incentive schemes are proposed to alleviate parents problems in sending their children to school and to help them in giving continuous support towards their children's education. The following incentive schemes in addition to the existing schemes are proposed till universal enrolment is attained for 3 consecutive years.

1. **Special Scholarship:** Children belonging to extremely poor economic background (bepen) will be given a special scholarship of Rs. 75/- per month will be given. Merit scholarship for bright students having high attendance will also be considered in some of the cluster if not all. Girl's scholarship will also be introduced to an area where girls enrolment is low.

Table No.5.9.

Scholarship proposed to be given.

Type of Scholarship	Rate per month
Bepep students	Rs. 75/-
Girl's scholarship	Rs. 100/-
Meritorious students	Rs. 30/-

Criteria for the above scholarship will be evolved on the basis of children's educational background, economic background and school attendance.

2. TLM Grants: Grants for teaching learning materials like - text books, exercise books, pencils and teaching aids will be supplied to teachers, students on yearly basis as per requirements identified by the VEC and PTA and as per SSA norms.

3. Enrolment Drives/Campaigns: Campaigns will be launched at cluster level by organising meetings, melas, film show etc which will be followed up with house to house campaigns by volunteers. NGOs like YMA, MIHP and ZUP may not only be involved but entrusted to organise the campaigns.

5.3. Retention:

As mentioned earlier and shown in the table no.5.8, there are as many as 1537 children in the age group of 6-14 years. The drop-out rates cannot be calculated with a single year enrolment records. However the trend may be indicated from the result of household survey. The survey tried to find out that at what age did they left the school and at what class did they drop-out from the system. As such, no of drop-outs may be given as per response recorded and consolidated.

Table No.5.10. Class-wise and Age-wise drop-out.

Class-in which drop-outs		Age in which drop-outs	
Class	No.of dropouts	Years	No. of dropouts.
1	2	3	4
Class-I	76	7 years	108
Class-II	183	8 "	157
Class-III	309	9 "	176
Class-IV	253	10 "	211
Class-V	210	11 "	193
Class-VI	216	13 "	259
	1359		1337

Source : House-hold survey conducted under SSA.

The above table shows the picture of our target groups i.e. 6-14 years who are out of the school, system. It may be understood that the numbers do not tally with the number of out of school population as some never attended schools and some could not respond due to certain reasons. It is therefore proposed to take up drop-out study at the district as well as cluster level. The following strategies and activities are proposed to be taken up for cent per cent retention within stipulated time:-

1. Conduct of Educational Campings: Campings will be organised for Clas-IV and Class-VII students and also for those students who are likely to fail in the exams and are likely to drop-out from schools. Volunteers will be invited from amongst the teachers and PTA/VEC Members.

Table No.5.11.

Campings proposed.

No.of students	No.of Programmes.
1	2
3000	30

2. Capacity Building Programmes: Resource groups at various levels and teachers will be given training in the aims and objectives of SSA and the need to universalise education inthe district within stipulated time.

Table No.5.12.Proposed capacity building programmes.

Name of Programmes	No.of participants	No.of progs.
1	2	3
Key Persons Training	30	1
Cluster Resource Groups	30	15
Village Level	50	67
Head of Institutions	50	6
Middle School Teachers	50	7
Primary School Teachers	50	10
	-	106

3. Supply of Teacher's grant: Some amount of money will be provided to the schools to be used by teachers, for contingency, innovative practices, teaching aids and to make learning a joyful activity. The requirement for teacher's grant worked out as per provision made by the S.s.a norm is reflected in the budget.

4. School Facilities: The planning team on visit of some selected schools is of the opinion that schools are not children friendly. The survey report also show that there is no privacy for organising learning activities. Even the classrooms are not attractive and basic amenities like - water facilities, toilet etc. are absent in many schools. It is also observed that furnitures are not designed for small children or according to age and interest of students. It is therefore proposed to provide basic amenities and furniture congenial/convenient for small children.

Table No.5.13. Schools Requiring Facilities.

Requirement of schools	Water facilities	Toilet facilities	Fencing	Notice Board	Cup board.
1	2	3	4	5	6
No.of Primary School	92	108	98	93	89
No.of Middle School	45	62	52	48	57
Total	137	170	150	141	146

Table No.5.14. Requirement of furniture.

Level	Bench	Desk	Table	Chair	Blackboard
1	2	3	4	5	6
Primary School	436	610	215	248	409
Middle School	180	207	74	95	129
	616	817	289	343	538

CHAPTER - VI

QUALITY ISSUES IN ELEMENTARY EDUCATION

The quality of education is one of the most important components of UEE which is our ultimate aim in planning for access, enrolment and retention. No doubt, the quality of education in schools depends to a great extent on educational facilities provided. It may be said that quality depends on what is taught at the classrooms, i.e. curriculum transaction. However, it is also important to note that some other factors like - learning environment, family support, activities outside the classrooms, contextuality of the learning outcomes and relevance of learning to children's day to day life are also influencing quality.

Pedagogy:

Education is to the child and for the child and hence, the entire pedagogy revolves around the child. Classroom learning experiences will be made relevant to the child's day to day's life and his future needs taking the developmental pattern of children into consideration. Children will be made to actively participate in the teaching-learning process giving priority in the development of basic skills in language and mathematics.

Perceptions of parents and community:

During the planning process, members of the core groups, committee and the planning team interacted with parents, mothers and the community on quality aspects. Quality education as perceived by them may be summarised as follows :-

- * Children should be well-behaved - respecting parents, teachers and elders.
- * They should be able read with comprehension and write legibly and beautifully.
- * They should also be clear in number concepts and do mathematical operations.

- * To speak and write simple English.
- * Know values of money and be able to buy or sell.
- * Able to read Bible, News papers and Hymn books.
- * Write simple letters and take down dictations.

Some basic concerns:

Parents, community and Teacher's perception were taken into consideration while developing strategies for quality improvements. Some basic concerns needing immediate attentions are :-

(i) Lifeless classrooms: In majority of the classrooms, children are inactive, passively listening, copying and not allowed to interact with their peers.

Necessary orientation/trainings on pedagogy for the teachers and meetings to provide forum will be organised. Academic monitoring and supervision will be strengthened by engaging teachers and community.

(ii) Co-curricular Activities: Many schools do not have facility to organise co-curricular activities and very few schools provide adequate co-curricular activities.

Necessary equipments, tools, materials and arrangement will be made as per individual needs of the school.

(iii) Majority of the schools are found lacking in even minimum essential teaching learning materials. Teachers are all ill-equipped to improvise teaching aids and to make use of locally available materials in their classroom.

Training on development of teaching aids, use of teaching aids, improvising aids will be organised and Teachers grant will also be made available. Community help and contributions will also be explored.

→ to
 develop low-cost local-specific learning kits related to curriculum. Teachers will
 also be motivated to develop their own TLM and a lump sum grant will also be
 provided for teachers.

(vii) Development of children's ability: The common educational
 practice in schools is a traditional method of text-book and teacher-centered approach
 where children are provided with a readymade questions and answers resulting in rote
 learning. Orientation of parents as well as teachers is considered necessary so that
 every one will understand education as drawing out of the best in child-body, mind
 and soul as said by Mahatma Gandhi.

Massive campaigns towards arousing children's innate abilities
 using learner centered approach so that contexts of school subjects be used as a
 means to develop children's thinking, imagination, observation analysis and question-
 ing skill will be launched.

(viii) Academic monitoring and Evaluation: Weak academic
 supervision and ineffective monitoring process is reported as one of the problems
 and another is lack of systematic evaluation.

It is therefore propose to constitute a strong monitoring and evalua-
 tion cell at the District, Block and Cluster level and evolving of monitoring and feedback
 mechanism. Involving the Headmasters, Community members and building their
 capacity for a better system of supervision. However, outside supervision whether
 academic or otherwise also may sometimes meets resistance and hence meeting will
 be convened to discuss possibility of communityownership/public monitoring of the
 school.

Table No.6.1 Strategies and Activity proposed for Academic Supervision & Monitoring.

Proposed strategy	Activities to be undertaken.	Expected outcome
1	2	3
Constitution of Resource Groups	<ol style="list-style-type: none"> 1. Formation of DRG 2. Formation of CLRG 3. Identification & formation of CRG. 	Routine and timely supervision.
Training of Resource Groups at various levels.	<ol style="list-style-type: none"> 1. Training of DRGs 2. Training of CLRGs 3. Training of Supervisors at the cluster level. 	Academic improvement and better feed back mechanism.
School Grants for Quality improvement programmes.	<ol style="list-style-type: none"> 1. Contingency for meetings & progs. 2. Provision of TLM grants 3. Teacher grants. 	Quality teaching and effective learning experiences with the help of aids.

Vision for Quality education in the District:

The exercise of planning for quality improvement in education is carried out with the following visions :-

An attractive classrooms and a congenial learning environment where children loves to come and happy to stay till they complete the course.

A renewed curriculum that is relevant to the learners which is neither too light nor too heavy for the child.

Adequate teachers who are professionally trained, dedicated and able to function as a facilitator of learning and having mastery over the subjects.
A school where teaching-learning materials, equipments, technological aids are available and utilised by the teachers and students.

A school that the Community are proud to own but where teachers can exercise freedom to innovate in the teaching learning process.

A school where learner's progress are continuously evaluated and remedial teaching given to weak students.

Effective monitoring and supervision available.

Library facilities available at least in cluster lead schools.

The following strategies/activities are proposed for quality education:-

1. Curriculum: Persons who are expert in curriculum development and transaction of curriculum will be identified and training will be organised for Resource team. The existing curriculum will be assessed by Resource team and meetings will also be convened to share problems and innovative practices at the cluster level.

Table No.6.2. Activities proposed on curriculum concerns.

Sl. No.	Activities/Programme	No.of Programmes.	No.of Participants
1	2	3	4
1.	Identification of Experts	15	5-10
2.	Capacity building-DRG&BRG	2	20
3.	Training of cluster R.Team	15	20-30
4.	Identification of difficulties	15	50
5.	Curriculum Review	2	20
6.	Preparation of guide book	-	-
7.	Meeting of teachers	30	All teachers.

2. Teaching-Learning Materials: A locally available materials will be explored and procurement, development, distribution of TLM will be made a regular feature which will be supplemented with teachers' made teaching aids community will also be made to contribute in the development and procurement of TLM. Awareness and training programmes will also be conducted to motivate the teachers to develop their own TLM and a relevant local specific learning kits in their own subject areas.

Table No.6.3 Proposed Activities for TLM

Sl. No.	Activities	No. of progs.	Participants	Time frame
1.	Assessment survey of locally available TLM	1	Teachers PTA&VEC	1 month
2.	Development of local specific learning kits	15	- do -	10 days
3.	Procurement of TLM	-	DRG, CRG	1 month
4.	Conduct of workshop to develop Teaching aids.	15	Teachers & community	5 days
5.	Supply and distribution of TLM to schools.	-	DRG through CRG	First 2 months of Academic session.
6.	Assessment of TLM needs	1	Resource Groups.	2 months
7.	Collection and evolving system of community contribution.	-	PTA and Teachers	All through the year.

3. Capacity building/Teacher Training: The District Resource Group, Block/Circle Resource Group, Cluster Resource Group will be formed and will be given intensive trainings on quality improvement. All the teachers, PTA members and VEC will also be given training.

Table No.6.4 Training progs to be organised.

Sl. No.	Programmes	Target groups	No. of progs.	Duration
1	2	3	4	5
1.	Training on School Management.	Headmaster/ Headteacher	4 (50p)	4 days
2.	Orientation on Quality aspects of education.	Teachers	10 (100p)	3 days
3.	Training of untrained Teachers.	95 M/S 183 P/S	3	1 year For in substitute DIET Teacher.
4.	Language training	Teachers of Mizo&English	5 (50p)	5 days
5.	Training on Teaching of Maths & Science.	Maths and Sc. Teachers	5 (50p)	5 days
6.	Training on CCF	All teachers and Heads.	30 (50p)	3 days

4. Education through Mass Media: The gap between the rural and urban areas can be bridged by providing facilities through the mass media. Remote areas will be given priority in facilitating books, news-papers, educational journals etc. They will also be given priority in providing distance education facilities like - RCCP, Audio Cassettes etc.

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

Table No.6.5 Requirement of RCCP, Audio Cassettes and fund for Library facilities,

No.of schools by level	R.C.C.P. & Cassettes No.proposed	Library facilities No.of schools
1	2	3
74 Middle Schools	72 nos.	74 schools
122 Primary Schools	120 nos.	122 schools
196 schools	192 schools	196 schools

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

CHAPTER - VII

COVERAGE OF SPECIAL FOCUSED GROUPS

The aims of SSA is to provide useful and relevant elementary education for all children in the 6 to 14 age group by 2010. It also aimed at binding the social, regional gender gaps thereby allowing all the children to learn about and master their natural environment; harnessing of their human potential both spiritually and materially. The SSA therefore realizes the importance of Early Childhood care and Education and looks at the 0-14 age as a continuum. It also recognises the importance of giving special attention to SC/ST children, girls and disabled children.

7.1 Early Childhood Care and Education:

During the planning process it is learnt that parents are keen to send their children to school. They, therefore, send their children to Primary Schools rather than to Anganwadi Centres even before 6 years of age. The matter had been discussed in the contact programmes and the outcome of the discussions reveals the following reasons why under-aged children are sent to school:-

- * Parents are anxious to give proper education as early as possible.
- * It is convenient for the parents as the duration is longer in Primary Schools than in the Anganwadis.
- * Private/English Medium schools admits 3 years in their pre-school sections.
- * Children brought their siblings while parents are working in the jhum.

The situational analysis of the district brought out the idea that opening of Pre-schools would be an important initiatives and effective intervention for achieving UFE. It is felt that school readiness is a key to reduce the gaps in retention and learning achievement between seocial groups and Pre-school! programme will provide school readiness to children and support service to working women. Pre-schools will, therefore, be attached to the existing Primary Schools where population of 3-5 years is high and also where Anganwadi Centres are not available within the radius of 1 km.

It is also proposed to strengthen pre-school component in the existing Anganwadi Centres by way of providing learning materials, play materials and organising training programmes for Anganwadi workers.

Table No.7.1 Number of 3-5 years population, Anganwadi Centres and Pre-School proposed.

No.of children			Anganwadi Centres	No.of ECE Proposed.
Male	Female	Total		
1	2	3	4	5
2425	2220	4645	84	34

Table No.7.1/2 Cluster-wise Number of Village, Anganwadi Centre, children of 3-5 years population and ECE proposed.

Name of cluster	No. of Village Councils	No. of 3-5 years children			Existing Anganwadi	No. of Pre-school proposed
		Male	Female	Total		
1	2	3	4	5	6	7
Kawlchaw 'E'	5	99	97	196	6	3
Lungpuk	5	51	47	98	1	2
N.Latawh	6	100	94	194	4	2
Niawhtlang	5	163	140	303	5	5
Phura	5	132	124	256	4	2
Romibawk	4	92	85	177	4	1
Saiha	9	601	589	1190	8	3
Siata	6	246	192	438	5	4
Tongkolong	3	46	41	87	2	1
Tuipang	5	134	122	256	5	3
Zawngling	5	147	142	289	7	1
Bualpui 'NG'	3	107	98	205	7	1
Lungpher	5	174	146	320	8	3
Sangau	5	235	212	447	12	2
Vartek	5	98	91	189	6	1
	76	2425	2220	4645	84	34

Inputs under ECE:

- * Establishment/opening of Pre-school attached to Primary Schools where Anganwadi Centres are not available in the locality.
- * Strengthening of Pre-School component of ICDS, providing stimulating environment for children through capacity building of workers and supply of play and learning materials.
- * Bringing the Anganwadi Centres under the umbrella of nearest schools for close monitoring and supervision by the Headmaster/Headteacher.
- * Assisting of voluntary organizations like - MIHP for conduct of ECE Centres.
- * Conducting induction and recurrent trainings for pre-school teachers and Anganwadi workers.
- * Involving of mothers who brought their children to the school/centres in the activities.

7.2. Girls' Education:

The SSA recognises the need for special efforts to bring the out of school girls, especially from disadvantaged sections to school. It is encouraging to know that girls are given equal opportunity in education and by no means deprived. However, their partition level and achievement level still seems to be lower than that of boys. As such, there are good number of girls who are out of schools and therefore bringing these girls into school system or at least in alternative schools needs to be one of our priority area. The following strategies are proposed:-

- * Organising campaigns to sensitize the community to give special attention towards girls for UEE.
- * Conduct & back to school camps -
- * Conduct of regular attendance monitoring of the children especially girls.
- * Setting up of a girls hostel in the District Capital for meritorious girls belonging to minority and rural areas.
- * Developing a forum for women teachers to share their experiences and to find ways and means to uplift girls.
- * Giving special incentives to girl child.

Cluster No.	Name of Cluster	No. of 6-14 yrs girls.	No. of 6-14 yrs population	Percentage of out of school girls	No. of Bridge Course/Camp proposed.
1	2	3	4	5	6
I-I	Kawichaw'E	48	561	8.6	5
I-II	Lungpuk	33	251	13.1	5
I-III	N.Latawh	39	591	6.6	6
I-IV	Niawhtlang	42	971	4.3	5
I-V	Phura	42	680	6.2	5
I-VI	Romibawk	19	456	4.2	4
I-VII	Saiha	108	3895	2.8	9
I-VIII	Siata	75	1241	6.0	6
I-IX	Tongkolong	15	234	6.4	3
I-X	Tuipang	56	770	7.3	5
I-XI	Zawngling	85	868	9.8	5
S-I	Bualpui 'NG'	31	617	5.0	3
S-II	Lungpher	57	1053	5.4	5
S-III	Sangau	205	1341	15.3	5
S-IV	Vartek	43	539	8.0	5

7.3 Children with Special Needs:

SSA adopted 'zero rejection' policy so that every child with special needs, irrespective of the kind, category and degree of disability is provided education in an appropriate environment. An integrated approach or inclusive education will be adopted as an approach to bring all the children with special need in general schools.

Saiha district is not covered by IEDC nor PIED schemes and hence, teachers and the community needs to be made aware about children with special needs and their significance in bringing them and integrating them to general schools. Parents also needs to be made aware about the plight and scope of their children. It is therefore proposed to take up the following activities with the help of SCERT's personnel working under IED Scheme:-

- * Identification of children with special needs.
- * Organizing Assessment Camps at cluster levels.
- * Organizing Awareness Campaigns.
- * Training of District, Block and Cluster level Resource groups.
- * Conduct of trainings for all teachers on special education.
- * Selection of teachers or volunteers who will act as Resource teachers. . .
- * Training of Resource teachers.
- * Parental training and community mobilization.
- * Efforts to provides disable - friendly facilities for easy access to schools.

MANAGEMENT, MONITORING AND IMPLEMENTATION

The first meeting in connection with the SSA was held on May 29, 2000 at the Auditorium of SCERT under the Chairmanship of Director, School Education and the meeting was inaugurated by the Hon'ble Minister, Rural Development and incharge of Education, Govt. of Mizoram. The meeting and training on methodology and Techniques of District Planning in Education under Sarva Shiksha Abhyas (SSA) was organised by NIEPA, New Delhi, during May 29 to June 3, 2000. The training programme was meant for planning teams of North Eastern States and 24 persons attended the programme out of which 10 are from Mizoram.

Soon after the training programme, Pre-Project Activities for undeveloped Chhimituipui District, which is the most backward and selected by the Central Government was prepared by the District team and State Level Resource Groups.

Formulation of District Education Plan:

District Elementary Education Plan is formulated as part of the Pre-Project Activities as a result of survey of school, village and household and Community Contact Programme as mentioned earlier.

Implementation Arrangements:

At the State Level, the activities under SSA will be implemented by Mizoram Elementary Education Society (MEES). The MEES is designed to have a General Council and Executive Committee with defined powers, functions and responsibilities. The MEES will execute the project work through the following agencies in the district :-

- * Village level : School Education Committees (SEC)
- * Cluster level : Cluster Resource Centre (CRC)
Cluster Resource Group (CRG)

- † District level : District Education Committee (DEC)
 District Resource Centre (DRC)
 District Resource Group (DRG)
- † State level : Directorate of School Education/
 State Council Educational Research & Training.

Village Level:- Village level management is designed to be shared by the School Committees, Parent-Teacher Association, Village Education Committee and Village Resource Group. VEC is formed in all the villages and each school has its own Parent-Teacher Association and School Committees. It is planned to create a pool of resource persons called Village Resource Group (VRC) by identifying volunteers and Experts from amongst the teachers, community members.

Following are the main functions of the committees and Associations:-

* **School Committees (SC):**

- SC participate in the preparation of village education plan.
- It takes a lead role in construction of School buildings.
- Takes responsibility for sensitising and mobilising community.
- Ensure enrolment and retention of all children.
- Manage School Education fund.
- Take responsibility in repair and maintenance of school facilities.
- Monitor ECE Centres attached to School.

* **Parent Teacher Association (PTA):-**

- PTA participates in the preparation of Village Education Plan.
- Takes responsibility in ensuring enrolment, retention and attainment of competency.
- Contribute and participate in school activities and working in Pre-Schools.
- Ensure academic growth and maintenance of the school.
- Ensure Community involvement and participation.

* Village Education Committee (VEC):-

- VEC shall see the effective functioning of the school.
- Coordinate between the SC, and PTAs.
- Monitor the efforts initiated for UEE.
- Maintain Education fund and generate fund through some taxes, donations and public contributions.
- Initiates village education plan.

• Village Resource Group (VRG):-

- VRG will act as a Resource Persons in village level training.
- Organise all the academic programmes.
- Responsible for academic supervision.

2. Cluster Level: In all there are 67 villages in the district, These villages are divided into 15 clusters and 3 to 6 villages forms a cluster depending on geographical location and convenience in communication and transport. These cluster would function in the following manner:-

- (i) Cluster Resource Centre would be established in a Central location where each school and villages have easy access to the centre. Building will be constructed in the lead school.
- (ii) There will be a Cluster committee selected from the School Committees, PTAs, VECs and VRGs.
- (iii) There would also be a cluster Resource Groups who will act as Resource Persons in all the cluster level academic programmes.

Cluster committee:- The 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 schools within the cluster. The committee is entrusted to monitor and support all the Primary and Middle Schools within its jurisdiction with the help of Resource Group. It is also expected that they would meet at least once in every quarter and as and when the need arises.

They will be responsible for coordination between the schools, the District and the Village level.

Cluster Resource Group: A pool of Resource Persons selected from amongst Village Resource Groups will be created and they would act as a Resource Person in all the academic programmes at the cluster level. The members would man the Resource Centre with the Committee on voluntary basis and in turn amongst the volunteers. They will be responsible for collecting data from the school and from the villages.

Cluster Resource Centre: Cluster Resource Centre will be constructed attached to Lead School which can also be used as classroom. (but not on permanent basis as the rooms would be required for organising training and other programmes). The Headmaster of the Lead School will be the head of the Centre and the volunteers will take turn in attending correspondence and other works. All the informations about the schools, the students, teachers, pre-schools and other alternative schools will be sent to the cluster concerned where data will be stored and analysed and sent to the BRC and CRCs.

3. Block Level: At the Block level, there will be a Resource Centre and there will also be a Project Office manned by the Following Personnel:-

1)	Assistant Project Officer	-	1	-	6500 - 10500
2)	Computer Operator	-	1	-	5000 - 8000
3)	L.D.C.	-	1	-	4000 - 6000
4)	Driver	-	1	-	3050 - 4590
5)	Peon	-	1	-	2650 - 4000

There will also be a Block Education Committee as well as Block Resource Group. The Project office will provide Committee room, training Hall that can be used for all Block level activities and programmes. The Resource Group would assist the Project management staff in organising programmes, monitoring and supervision of cluster within the block. The Block office will collect data from the

cluster level, stored, processed and sent to the DPO and the cluster concerned. The committee will be responsible in policy matters, organising programmes and raising funds and see to all the civil works.

4. District Level: District Education Committee has been formed as given in Chapter-III for the over all execution of SSA programmes in the district under the Chairmanship of the Deputy Commissioner. the District Education Officer act as a convener and a secretary to the committee. the main function of the committee are :-

- (i) Preparation of Plan, Budget.
- (ii) Operating District Education funds.
- (iii) Monitoring and reviewing all the initiatives to achieve UEE in schedule time.
- (iv) Monitor and supervise Block level function.
- (v) Annual Evaluation of the performance of the schools and give academic guidance and support under its jurisdiction.

District Project Office (DPO): District Project Office will be established for Saiha District in the District Education Compound at Saiha. The D.E.O. Saiha will act as project Coordinator who will be assisted by the following staff :-

1) Project Officer	-	1	-	8000 - 13500
2) Asst.Project Officer	-	1	-	6500 - 10500
3) Computer Programmer	-	1	-	6500 - 9000
4) Assistant-cum-Accountant	-	1	-	5500 - 9000
5) U.D.C.	-	1	-	5000 - 8000
6) Computer Operators	-	2	-	5000 - 8000
7) L.D.C.-cum-Typist	-	1	-	4000 - 6000
8) Driver	-	1	-	3050 - 4590
9) Peon	-	1	-	2650 - 4000

The District Project Office will be constructed and will be equipped with computer facilities and other required furnitures, equipment, vehicle and salaries for the staff etc. The DPO will perform the following functions :-

- * Development of Annual Work Plan and Budget in a decentralised participatory mode.
- * Implementation of all the activities through the BRCs, CRCs.
- * Submit progress report to the Government
- * Publish reports, news letters etc.
- * Monitoring and supervision of Block Level functions.

FLOW OF FUND

The flow of fund will be from SPD to DPO. All funds will be through Accounts Payee cheque or Accounts Payee DD. Accounts will be maintained at all levels as per the statutory requirements for societies. On Audit, Pre-audit by A.A.O. of Accounts and Treasuries on 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 - IX

RESEARCH, EVALUATION, MONITORING AND SUPERVISION

9.1. RESEARCH

Research is a search after truth. All research therefore essentially involves clear objectives, purposeful search, systematic procedures, collection of relevant and reliable data, logical thinking, valid interpretations and conclusions. As such, taking up of any research work involves systematic handling of problems and inquiry. Developing capabilities of Institutions to take up quality research or Action Research on educational issues related to school education is highly important to truly and effectively universalise elementary education. This is so because the stake is high as all the inputs, strategies, activities would involve great amount of money and human resources that one cannot afford to waste.

It is therefore proposed that Research groups be constituted at the State, District and Sub-District levels to take up impact study and to facilitate quality improvement in teaching-learning which would function under the guidance of SCERTs and DIETs. Research facilities would also be extended to institutions and scholars who would work in collaboration with the Resource Groups at various levels. Effective and timely dissemination of research based findings will be given due importance for qualitative improvement in school education.

Inputs:

1. Conduct of school mapping and micro-planning exercises.
2. Consolidation and updating of activities and informations collected at the school level, cluster level, circle and district level.
3. Sponsoring of research studies/pilot programmes/action research to teachers, resource persons and NGOs.
4. Capacity building for conduct of surveys, studies and programmes.
5. Provision of travel grant and honorarium for personnels involved in innovations and research works.

9.2. EVALUATION:

Education in our national perception is essentially for all and therefore provides for equal opportunity for all in terms of access and in the conditions for success. As such, accurate informations has to be collected and analyzed in order to make decisions about students - whether she/he is progressing towards successful completion of the course and successful in attaining competencies as well or whether the goals of education are being met.

Appropriate changes will therefore be made in the evaluation system to make it more continuous and less threthening for the students. Performance of children will be constantly monitored by introducing continuous comprehensive Evaluation system as recommended by education policy.

A part from the evaluation of pupil's progress, the impact of various interventions for UEE will be assessed at regular intervals. Each strategic actions will be assessed at mid-term and at the end of the programme. Future course of action will then be planned accordingly. The progress and outcome will be evaluated on the following aspects:-

- * participatory level
- * pupils achievement
- * community participation
- * enrolment and retention rate
- * quality aspects of education

Inputs:-

1. Capacity building of Resource Groups and teachers for conduct of evaluation.
2. Conduct of base-line, mid-term and completion-time surveys on pupil's achievements.
3. Formation of Evaluation team or Resource Group at various Levels.
4. Up-date data processing through effective MIS.

9.3. SUPERVISION AND MONITORING:

Sarva shiksha Abhyan is an effort to universalise elementary education which arrived at providing quality education that will improve human capabilities to all children. It is, therefore necessary to periodically supervise and monitor all aspects of pedagogical inputs and activities taken up to provide quality education at all levels.

As there is not a single DIET in the District and only four inspectors are there at present, a viable monitoring and supervision system will have to be developed. All the head of institutions will be entrusted to conduct academic supervision on day to day basis. Community involvement is also envisaged with necessary precaution as too much intervention could have adverse effect on the child and the school.

Inputs:

- * A miniature DIET is proposed for the District. '
- * Format for supervision and monitoring at various levels will be developed.
- * The DRG will be responsible for close monitoring and supervision of the circle/block level; BRG/CLRG and CRG will be responsible for CRC and school respectively.
- * DRG, CLRG and CRG with the help of DIET faculty (after setting up of DIET) and the communities will monitor the schools and classroom practices and provide on job support to teachers.

9.4. MANAGEMENT INFORMATION SYSTEM (MIS)

The educational information collected through surveys and other records needs to be systematically stored, up-date and disseminate in time. There is a need to develop comprehensive educational management information system. It is therefore proposed to set up MIS with computers to take up the following programmes:-

- * Storing of basic information on schools collected through school surveys.
- * Basic facilities available to schools like - toilet, water, fencing, playground, notice board etc.
- * Teacher information on their qualifications and experience, professional trainings etc.
- * Information about students - age, class, sex, level of achievements, specific problems etc.
- * Name-wise particulars of children in the age groups - 0-3; 3-5; 6-10; 11-14 etc.
- * TPR, TPC, TPS etc.
- * Enrolment, retention and actual completion rates.
- * Updating available data base.

Inputs:-

1. Provision of computers and peripherals.
2. A Programmer and three operators.
3. Training of MIS Staff and Resource Groups.
4. Printing, collection, analysis etc.
5. Networking with other Districts and State.
6. Internet facilities.

Activities

1. Conduct of school mapping and micro-planning exercise
2. Sponsoring of Research
3. Travel Grant
4. Base-Line Achievement study
5. Mid-term Achievement study
6. Setting up of DIET
7. Development of formats
8. Provision of computer and peripherals at clusters.
9. Setting up of MIS at the District Headquarter
10. Salary/Honorarium for Programmer & Operators(3)
11. Collection of information, analysis and printing.
12. Training of Resource Groups to conduct surveys, studies.
13. Training of DRG,BEG/CLRG and CRG.

CHAPTER - X

INTERVENTION-WISE ACTIVITIES

Following activities are propose to be carried out during 2001 - 2002. the discussion and the rational behind the proposed activities have already been discussed in the previous chapter. the budget for 2001 - 2002 are annexed separately for this.

Project Management:A. District Management:

1. Furniture for DPO
2. Equipment for DPO
3. Purchase of Vehicle
4. Salary of DPO Staff
5. TA & DA
6. DPO consumables, water, electricity, telephone etc.
7. Consultant.

B. Block Management:

1. Furniture
2. Contingency
3. Salary of Block Staff
4. Purchase of vehicle
5. TA & DA
6. Equipment for BPO
7. Consumbales

C. Cluster Level Management:

1. Furniture
2. Contingency
3. Honorarium for volunteer
4. Installation of computer
5. Contingency for organising meetings.

Planning and Management

1. Orientation of Resource persons on planning
2. Planning Exercise (Micro-planning exercise)
3. Training of Resource persons in School Mapping and microplanning.
4. Exposure visit.

Community Mobilisation

1. Orientation of VEC
2. Community meeting at village level.
3. Melas at cluster level
4. Campaign materials and travelling charges.

Research, Monitoring and Evaluation:

1. Setting up of MIS at district level and maintenance including salaries/honorarium of programmer and operator.
2. Development of format
3. Training of Resource Groups, DRG, BRG and CRG to conduct survey.
4. Training of teachers on CCE
5. Training of Headmasters
6. Baseline achievement survey
7. Travel Grant.
8. Sponsoring of Research.
9. Setting up of Mini DIET.

Civil works

1. Construction of Middle School Buildings
2. Construction of Primary School Buildings
3. Construction of additional rooms for Primary and Middle Schools.

1. Construction of DPO Office.
5. Construction of BRC
5. Construction of CRC
7. DIET Building
8. Construction of Teacher Centre at District
9. Resource room for HED at cluster.

Access and Alternative Schooling:

1. Induction training of A.S. Teachers
2. Salary/honorarium of A.S. teachers.
3. TLM Grant for A.s.Schools
4. Contingency
5. Training of Resource persons at cluster level on Alternative Schooling.

Pedagogy and School Improvement:

1. TLM for Primary Schools
2. TLM for Middle Schools
3. School furniture for Primary Schools
4. School furniture for Middle Schools
5. Other facilities for Primary Schools
6. Other facilities for Middle Schools
7. School Grant
8. Teacher Grant
9. Organisation of educational camping for qualitative achievement drive
10. Assessment survey of locally available TLM at village level conducted by teachers.
11. Curriculum Review/identification of difficult ones.
12. Preparation and Printing of Guide Books
13. Meeting of teachers at cluster level
14. Training of DRGs, BRGs on quality curriculum, pedagogy and management.

15. Training of CRG
16. Induction training of teachers in all aspects of Education.
17. Training of volunteers in pedagogy (10 days)
18. Salary of Primary School teachers.
19. Salary of Middle School teachers.

Education of Focused Group:

1. Induction training of Pre-School teachers
2. Honorarium for Pre school teachers
3. Materials for ECE related activities
4. Procurement of activity materials and play items
5. Identification and assessment of children with special needs.
6. IED training for DRG, BRG, CRG
7. Training of teachers in IED
8. Organisation of awareness campaign at village level.

Distance Education and Libraries:

1. Procurement of RCCP
2. Development of Teachers' Note
3. Supply of Audio Cassettes.
4. Setting up of Library and the cluster level
5. Provision of Library Books to schools
6. Subscription of Educational Journal & News paper.

CHAPTER - XA

BUDGET SUMMARY
INTERVENTION-WISE BUDGET SUMMARY

Sl No.	Name of Intervention	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	TOTAL
1.	Project Management	40.933	26.358	29.358	19.758	19.858	19.258	19.858	19.358	19.358	19.858	233.955
2.	Civil Works	553.775	100.000	40.000	-	-	-	-	-	-	-	693.775
3.	Planning & Management	2.800	2.300	2.300	2.800	2.300	2.300	2.300	2.800	2.300	2.300	24.500
4.	Pedogogy and School management.	131.547	80.141	59.641	59.641	64.341	92.391	61.641	60.341	59.641	59.641	728.966
5.	Access and Alternative schooling	4.648	9.393	9.393	9.393	9.393	9.393	9.393	9.393	9.393	9.393	89.185
6.	Community mobilisation and Participation.	26.413	27.473	26.713	27.473	26.263	26.713	27.023	26.263	26.713	26.263	267.310
7.	Education of focussed group	12.427	90.975	83.475	90.645	83.475	90.975	82.395	90.225	81.725	89.895	796.212
8.	Research, Monitoring and Evaluation	212.670	29.750	29.750	29.750	31.750	30.650	30.750	29.750	29.750	29.750	484.320
9.	Distance Education and Libraries.	6.892	4.012	4.012	4.588	4.012	4.012	4.012	4.588	4.012	4.012	44.152
TOTAL		992.105	370.402	284.642	244.048	241.392	275.692	237.372	242.718	232.892	241.112	3362.375

C. Cluster Level Management.

1. Furniture	0.100	15	1.500														1.500
2. Contingency	0.025		0.025	0.025	0.025	0.025	0.025	0.025	0.025	0.025	0.025	0.025	0.025	0.025	0.025	0.025	0.25
3. Honorarium for Volunteer	0.010	3	0.090	3	0.360	3	0.360	3	0.360	3	0.360	3	0.360	3	0.360	3	3.33
4. Installation of Computer and peripherals	1.000	15	15.00														15.000
5. Maintenance of equipments and consumable.	-	-	-	-	1.500	-	1.500	-	1.500	-	1.500	-	1.500	-	1.500	-	13.500
6. Contingencies for organi- sing meetings			0.075	-	0.300	-	0.300	-	0.300	-	0.300	-	0.300	-	0.300	-	2.775
TOTAL			40.933		26.358		29.358		19.758		19.858		19.258		19.858		233.955

Intervention Name : PLANNING AND MANAGEMENT.

Sl No	Items	Unit cost	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		TOTAL
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin			
1.	Orientation of Resource Persons on Planning and management.	-	50	0.500	50	0.500	50	0.500	50	0.500	50	0.500	50	0.500	50	0.500	50	0.500	50	0.500	50	0.500	5.00
2.	Planning Exercise (Micro-Planning exercise).	0.100	15	1.500	15	1.500	15	1.500	15	1.500	15	1.500	15	1.500	15	1.500	15	1.500	15	1.500	15	1.500	15.00
3.	Training of Resource person in school mapping and microplanning.	0.010	50	0.500	-	-	-	-	50	0.500	-	-	-	-	-	-	50	0.500	-	-	-	-	1.500
4.	Exposure visit.	0.020	15	0.300	15	0.300	15	0.300	15	0.300	15	0.300	15	0.300	15	0.300	15	0.300	15	0.300	15	0.300	3.000
TOTAL.				2.800		2.300		2.300		2.800		2.300		2.300		2.300		2.800		2.300		2.300	24.500

13. Preparation and printing of Guide Books.	-	-	2,000	-	-	-	-	-	-	-	-	-	-	2,000	-	-	-	-	-	4,000		
14. Meeting of teachers at cluster level.	30	1,392	30	1,392	30	1,392	30	1,392	30	1,392	30	1,392	30	1,392	30	1,392	30	1,392	30	13,920		
15. Training of DRGs, BRGs on quality, Pedagogy, curriculum and management.	4	1,600	4	1,600	4	1,600	4	1,600	4	1,600	4	1,600	4	1,600	4	1,600	4	1,600	4	16,000		
16. Training of cluster Resource Group (CRG)	1	3,000	4	12,000	4	12,000	4	12,000	4	12,000	4	12,000	4	12,000	4	12,000	4	12,000	4	12,000	111,000	
17. Induction training of teachers in all aspects of Education (30 days)	20	20,874	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	20,874		
18. Recurrent training of teachers in all aspects of Education (5 days)	-	-	20	3,479	20	3,479	20	3,479	20	3,479	20	3,479	20	3,479	20	3,479	20	3,479	20	3,479	31,311	
19. Training of volunteers in Pedagogy (10 day)	2	9,700	-	-	-	-	-	-	2	9,700	-	-	-	-	2	9,700	-	-	-	2,100		
20. Salary of P/S teachers	0.080	3	0,720	3	2,880	3	2,880	3	2,880	3	2,880	3	2,880	3	2,880	3	2,880	3	2,880	3	26,640	
21. Salary of M/S Teachers	0.110	20	6,600	20	26,400	20	26,400	20	26,400	20	26,400	20	26,400	20	26,400	20	26,400	20	26,400	20	244,200	
Total	-	-	131,547	-	80,141	-	59,641	-	59,641	-	54,341	-	92,391	-	61,641	-	60,341	-	59,641	-	59,641	798,966

Intervention Name :

COMMUNITY MOBILISATION AND PARTICIPATION

Sl No	Items	Unit cost	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		TOTAL
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	
1.	Orientation of VEC	-	395	0.198	395	0.198	395	0.198	395	0.198	395	0.198	395	0.198	395	0.198	395	0.198	395	0.198	395	0.198	1.980
2.	Community meeting at village level.	0.015	79	1.185	79	1.185	79	1.185	79	1.185	79	1.185	79	1.185	79	1.185	79	1.185	79	1.185	79	1.185	11.850
3.	Community mobilisation	0.200	79	15.800	79	15.800	79	15.800	79	15.800	79	15.800	79	15.800	79	15.800	79	15.800	79	15.800	79	15.800	158.000
4.	Meets at cluster level	0.500	15	7.500	15	7.500	15	7.500	15	7.500	15	7.500	15	7.500	15	7.500	15	7.500	15	7.500	15	7.500	75.000
5.	Campaigning materials and travelling charges	0.020	79	1.580	79	1.580	79	1.580	79	1.580	79	1.580	79	1.580	79	1.580	79	1.580	79	1.580	79	1.580	15.800
6.	Literacy campaign at the village level.	0.020	-	-	76	0.760	-	-	76	0.760	-	-	76	0.760	-	-	-	-	-	-	-	-	2.280
7.	Enrolment drives/campaigns.	0.030	5	0.150	15	0.450	15	0.450	15	0.450	-	-	15	0.450	-	-	-	-	15	0.450	-	-	2.400
TOTAL			26.413		27.473		26.713		27.473		26.263		26.713		27.032		26.263		26.713		26.263		267.310

5 Training of Teachers in IEP	-	2	0.500	4	1.000	4	1.000	-	-	-	-	4	1.000	-	-	4	1.000	-	-	-	-	4.500
6 Organization of awareness campaign of village level	-	67	0.670	-	-	-	-	30	0.670	-	-	-	-	67	0.670	-	-	-	-	67	0.670	2.489

C. Girl Child Education:

1 Special incentives/scholarship for girl child.	0.010	-	-	70.00	70.00	70.000	70.00	70.000	70.00	70.000	70.00	70.00	70.00	70.00	70.000	70.00	70.000	70.00	70.000	70.00	70.000	630.00	
2 Bridge Course for Girls.	0.050	6	0.300	-	15	0.750	15	0.750	15	0.750	15	0.750	15	0.750	15	0.750	-	-	-	-	-	4.050	
3 Running of Hostels at the District Capital.	0.010	-	-	-	50	0.500	50	0.500	50	0.500	50	0.500	50	0.500	50	0.500	50	0.500	50	0.500	50	0.500	4.500
TOTAL:			12.427		90.975	83.475		90.645	83.475	90.975		82.395	90.225	81.725		89.895	796.212						

Intervention Name : RESEARCH, MONITORING AND EVALUATION:

Sl No	Items	Unit cost	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		TOTAL
			Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin			
1.	Setting up of MIS at the District level and maintenance including salaries/honorarium of programmer and operators.		-	4.070	4	5.050	4	0.050	4	5.050	4	5.050	4	5.050	4	5.050	4	5.050	4	5.050	4	5.050	49.520
2.	Development of formats.		-	1.00	-	-	-	-	-	-	-	-	-	-	1.000	-	-	-	-	-	-	-	2.000
3.	Training of Resource Groups, DRG, BRG and CRG to conduct survey etc.		-	0.400	-	0.400	-	0.400	-	0.400	-	0.400	-	0.400	-	0.400	-	0.400	-	0.400	-	0.400	4.000
4.	Training of teachers on CCE	0.200	4	0.800	4	0.800	4	0.800	4	0.800	4	0.800	4	0.800	4	0.800	4	0.800	4	0.800	4	0.800	8.000
5.	Training of Headmasters		4	0.900	-	-	-	-	-	-	-	-	4	0.900	-	-	-	-	-	-	-	-	1.800
6.	Baseline Achievement Survey.		-	2.00	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2.000
7.	Midterm Achievement study		-	-	-	-	-	-	-	-	2.00	-	-	-	-	-	-	-	-	-	-	-	2.000
8.	Travel Grant		-	0.500	-	0.500	-	0.500	-	0.500	-	0.500	-	0.500	-	0.500	-	0.500	-	0.500	-	0.500	5.000
9.	Sponsoring of Research		-	3.000	-	3.000	-	3.000	-	3.000	-	3.000	-	3.000	-	3.000	-	3.000	-	3.000	-	3.000	30.000
10.	Setting up of mini DIET		-	20.000	-	20.000	-	20.000	-	20.000	-	20.000	-	20.000	-	20.000	-	20.000	-	20.000	-	20.000	380.00
TOTAL:				212.670		29.750		29.750		29.750		31.750		30.650		30.750		29.750		29.750		29.750	484.320

Distance Education and Libraries.

Sl. No.	Items	Unit cost	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		TOTAL
			Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin	Phy.	Fin			
1.	Procurement of RCCP	0.012	192	2.304	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2.304
2.	Development of Teachers Notes/	-	-	0.200	-	0.200	-	0.200	-	0.200	-	0.200	-	0.200	-	0.200	-	0.200	-	0.200	-	0.200	2.00
3.	Supply of Audio Cassettes.	0.003	192	0.576	-	-	-	-	192	0.576	-	-	-	-	-	-	192	0.576	-	-	-	-	1.728
4.	Setting up of Library at the cluster level.	0.020	15	0.300	15	0.300	15	0.300	15	0.300	15	0.300	15	0.300	15	0.300	15	0.300	15	0.300	15	0.300	3.000
5.	Provision of Library books to schools	0.005	196	0.980	196	0.980	196	0.980	196	0.980	196	0.980	196	0.980	196	0.980	196	0.980	196	0.980	196	0.980	9.800
6.	Subscription of Educational Journal and News papers	0.012	211	2.532	211	2.532	211	2.532	211	2.532	211	2.532	211	2.532	211	2.532	211	2.532	211	2.532	211	2.532	25.320
TOTAL:			6.892		4.012		4.012		4.588		4.012		4.012		4.012		4.588		4.012		4.012		44.152

CHAPTER - X11

Implementation Schedule for 2001 - 2002

Sl. No.	Items	Unit	Physical	Financial	January	February	March
<u>PROJECT MANAGEMENT</u>							
<u>A. District Management</u>							
1.	Furniture for DPO	1.000	2	2.000	✓	✓	
2.	Equipment of DPO	1.000	2	2.000	✓	✓	
3.	Purchase of vehicle	6.000	1	6.000	✓		
4.	Salary of DPO Staff		10	2.448	✓	✓	✓
5.	TA & DA			0.200	✓		
6.	DPO consumables, water, electricity, telephone etc.			0.100	✓	✓	✓
7.	Consultant	0.100	1	0.300	✓	✓	✓
<u>B. Block Management</u>							
1.	Furniture	1.000		1.000	✓		
2.	Contingency	0.125		0.125	✓		✓
3.	Salary of Block Staff		5	1.014	✓	✓	✓
4.	Purchase of Vehicle	6.000	1	6.000	✓		
5.	TA & DA			0.100	✓	✓	✓
6.	Equipment for BPO			1.500	✓	✓	
7.	Consumables.			0.050	✓	✓	✓
8.	Installation of computer	1.500	1	1.500			✓

C. Cluster Level Management:

1.	Furniture	0.100	15	1.500	✓	✓	✓
2.	Contingency	0.025		0.025	✓	✓	✓
3.	Honorarium for volunteer	0.010	3	0.090	✓	✓	✓
4.	Installation of computer	1.000	15	15.000	✓	✓	
5.	Contingency for organising meetings.			0.075		✓	

PLANNING AND MANAGEMENT

1.	Orientation of Resource persons on planning		50	0.500		✓	
2.	Planning Exercise(Micro-planning exercise).	0.100	15	1.500			✓
3.	Training of Resource persons in School Mapping and micro-planning.	0.010	50	0.500		✓	
4.	Exposure visit.	0.020	15	0.300	✓	✓	
TOTAL:				2.800			

COMMUNITY MOBILISATION

1.	Orientation of VEC		395	0.198		✓	
2.	Community meeting at village level.	0.015	79	1.185	✓	✓	
3.	Melas at cluster level.	0.500	15	7.500		✓	✓
4.	Campaigning materials and travelling charges.	0.020	79	1.580	✓	✓	✓
5.	Enrolment drives/campaigns	0.030	5	0.150			✓
TOTAL:				26.263			

RESEARCH MONITORING AND EVALUATION

1.	Setting up of MIS at district level and maintenance including salaries/honorarium of programmes and operator.			4.070	✓	✓	✓
2.	Development of format			1.070		✓	
3.	Training of Resource Groups, DRG, BRG and CRG to conduct survey			0.040		✓	
4.	Training of teachers on CCE	0.200	4	0.800		✓	✓
5.	Training of Headmasters		4	0.900		✓	
6.	Baseline achievement survey			2.000		✓	✓
7.	Travel Grant			0.500	✓	✓	✓
8.	Sponsoring of Research			3.000	✓	✓	✓
9.	Setting up of Mfiri DIET			200.00	✓	✓	✓

CIVIL WORKS

1.	Construction of Middle School Buildings	3.090	20	61.800	✓	✓
2.	Construction of Primary School Buildings	2.850	26	74.100	✓	✓
3.	Construction of additional rooms for Primary and Middle Schools		100	62.500	✓	✓
4.	Construction of DPO Office	10.000	1	10.000	✓	✓
5.	Construction of BRC	6.000	1	6.000	✓	✓
6.	Construction of CRC	2.000	15	30.000	✓	✓

7.	DIET Building	200.000	1	200.000	✓	✓	
8.	Construction of Teacher Centre at District	100.000	1	100.000	✓	✓	
9.	Resource room for IED at cluster	0.625	15	9.375		✓	✓
TOTAL:				553.775			

ACCESS AND ALTERNATIVE SCHOOLING

1.	Induction training of AS teachers	0.015	62	0.930		✓	✓
2.	Salary/honorarium of A.S. teachers	0.010	62	1.860	✓	✓	✓
3.	TLM Grant for A.S.Schools	0.038	31	1.178		✓	✓
4.	Contingency	0.005	31	0.115	✓	✓	✓
5.	Training of Resrouce persons at cluster level on Alternative schooling			0.525	✓		
TOTAL				4.648			

PEDAGOGY AND SCHOOL IMPROVEMENT

1.	TLM for Primary Schools	0.100	122	12.200	✓		
2.	TLM for Middle Schools	0.500	74	37.000	✓		
3.	School furnitures for Primary Schools			6.000	✓	✓	
4.	School furniture for Middle Schools			3.000	✓	✓	
5.	Other facilities for Primary Schools	0.200		15.000	✓	✓	
6.	Other facilities for Middle Schools	0.200		10.000	✓	✓	
7.	School Grant	0.020	49	0.980	✓	✓	✓

8.	Teacher Grant	0.005	994	1.243	✓	✓	✓
9.	Organisation of educational camping for qualitative achievement drive.	0.100	30	3.000			✓
10.	Assessment Survey of locally available TLM at village level conducted by teacher.		994	1.988	✓	✓	
11.	Curriculum Review/identification of difficult ones.		17	4.250			✓
12.	Preparation of Printing of Guide Books			2.000	✓	✓	
13.	Meeting of teachers at cluster level		30	1.392		✓	
14.	Training of DRGs, BRGs on quality, curriculum, Pedagogy and management.		4	1.600	✓	✓	
15.	Training of CRG		1	3.000		✓	
16.	Induction training of teachers in all aspects of Education.		20	20.874		✓	✓
17.	Training of volunteer in pedagogy (10days)		2	0.700		✓	
18.	Salary of P S Teachers	0.080	3	0.720	✓	✓	✓
19.	Salary of M S teacher	0.110	20	6.600	✓	✓	✓
TOTAL				131.597			

EDUCATION OF FOCUSED GROUP

1.	Induction training of Pre-school teachers	0.021	68	1.428	✓		
2.	Honorarium for pre school teachers	0.001	68	0.204	✓	✓	✓
3.	Materials for ECE related activities			1.000	✓		
4.	Procurement of activity materials and play items	0.045	118	5.310	✓	✓	
5.	Identification and assessment of children with special needs.	0.100	30	3.000	✓		

6.	IED training for DRG, BRG, CRG	0.005	30	0.15	✓	✓
7.	Training of teachers in IED		2	0.500	✓	
8.	Organisation of awareness campaign at village level.		67	0.670	✓	
TOTAL:				12.127		

DISTANCE EDUCATION AND LIBRARIES

1.	Procurement of RCCP	0.012	192	2.304	✓	
2.	Development of Teachers' Note	-	-	0.200		✓
3.	Supply of Audio Cassettes	0.003	192	0.576	✓	
4.	Setting up of Library and the cluster level.	0.020	15	0.300	✓	✓
5.	Provision of Library Books to schools	0.005	196	0.980	✓	✓
6.	Subscription of Educational Journal & News Paper.	0.012	211	2.532	✓	✓