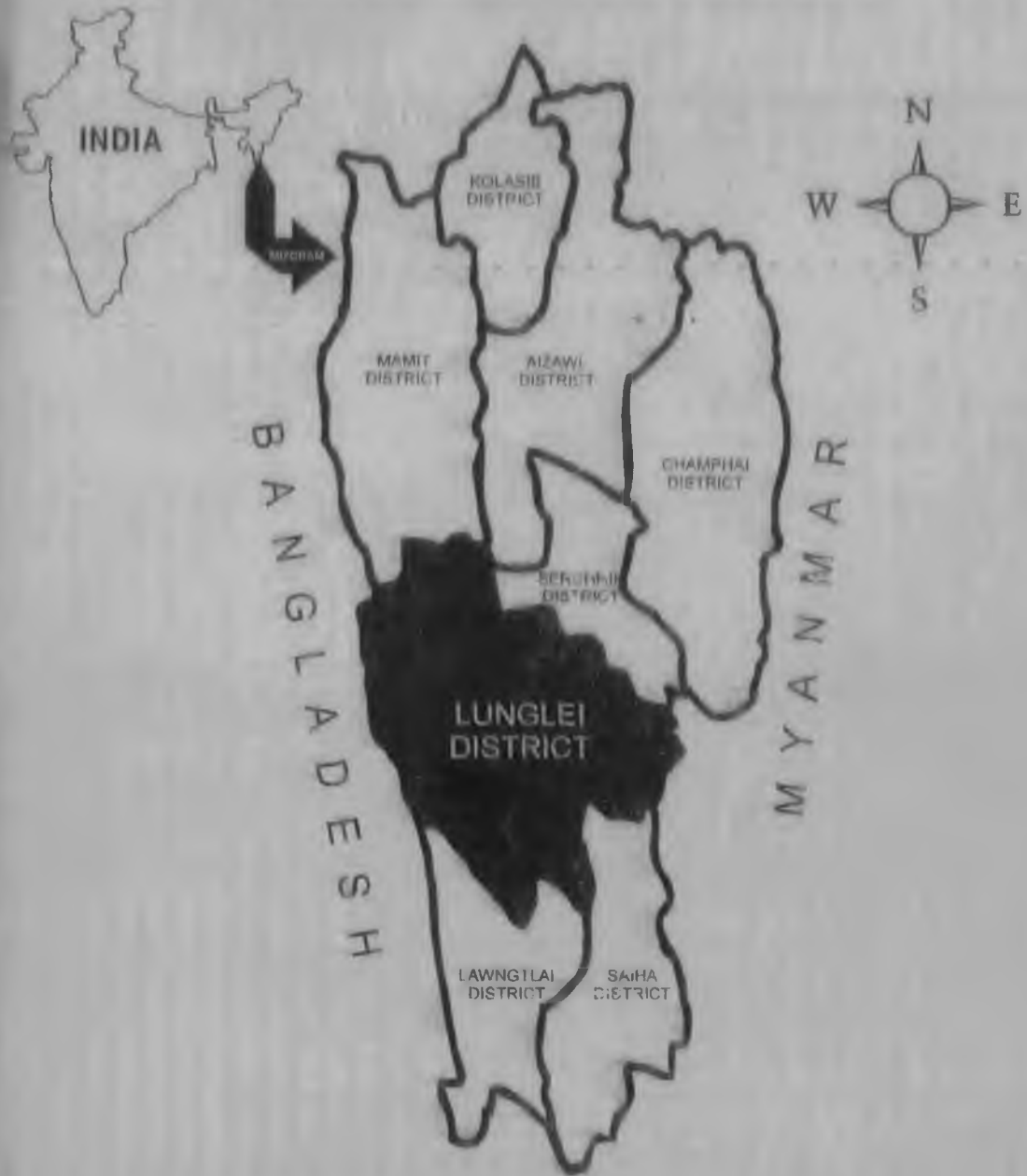


# SARVA SHIKSHA ABHIYAN

## LUNGLEI DISTRICT



### DISTRICT ELEMENTARY EDUCATION PLAN

Prepared by

DISTRICT UNIT OF THE S.S.A MISSION  
LUNGLEI DISTRICT : MIZORAM

## LUNGLEI DISTRICT AT A GLANCE

Name of District	Lunglei District
Geographical location	22.30° - 23.18° N Latitude 92.15°E - 93.10° E Longitude
Area	4,538 sq. km
Population	1. Male - 30,284 } Female - 27,869 } Urban Total - 58,153
	2. Male - 41,069 } Female - 37,933 } Rural Total - 79,002
	<b>Grand Total - 1,37,155</b>

Sex Ratio : 1000:922  
(922 females per 1000 males)

Literacy : 84.20%

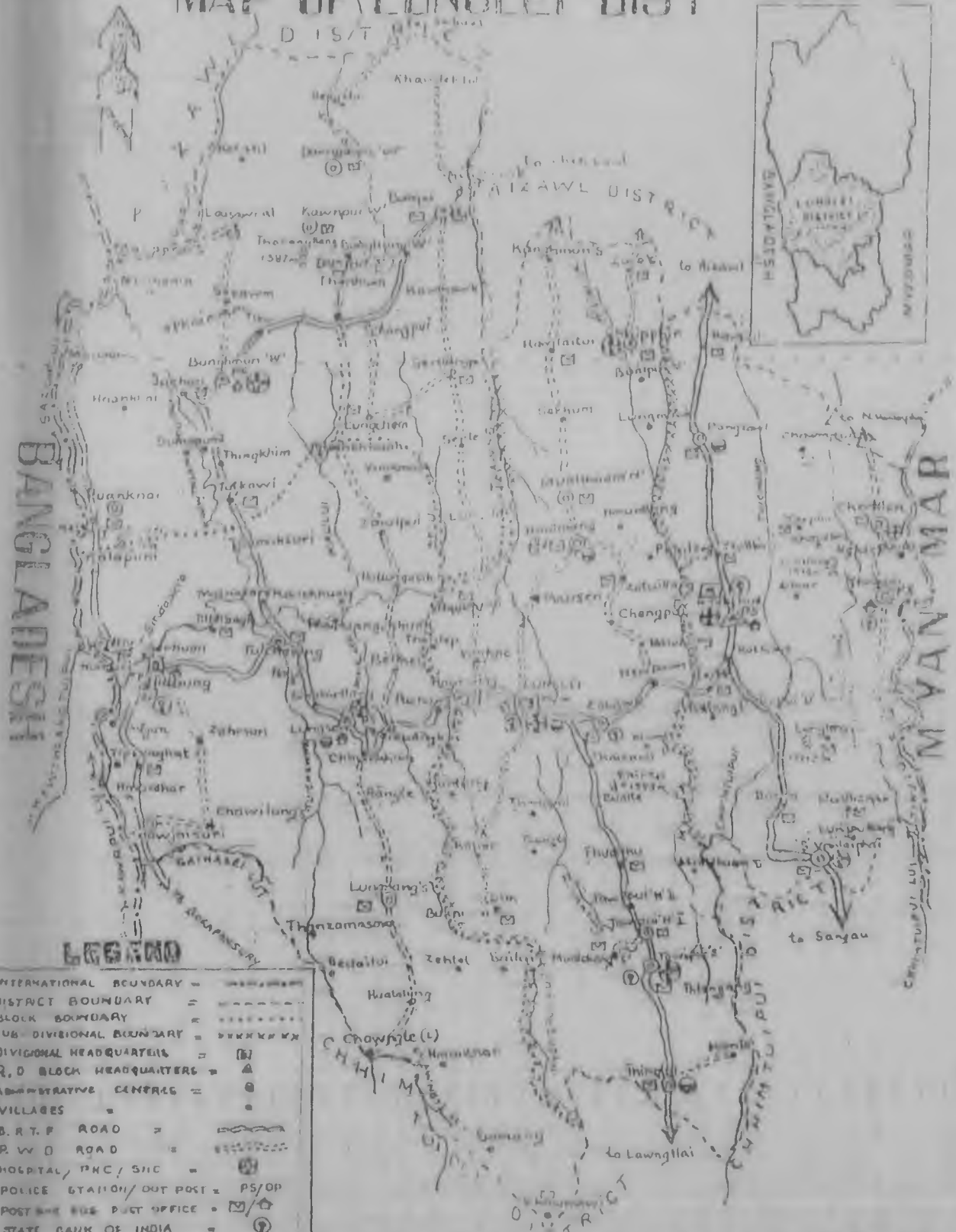
Headquarters : Lunglei

No. of Legislative Assembly Constituency = 7



# MAP OF LUNGLEI DIST

MAP OF MIZOAM



## LEGEND

- INTERNATIONAL BOUNDARY = - - - - -
- DISTRICT BOUNDARY = - - - - -
- BLOCK BOUNDARY = - - - - -
- SUB-DIVISIONAL BOUNDARY = - - - - -
- DIVISIONAL HEADQUARTERS = [ ]
- R.O BLOCK HEADQUARTERS = [ ]
- ADMINISTRATIVE CENTRES = [ ]
- VILLAGES = [ ]
- B. R. T. F. ROAD = [ ]
- R. W. D. ROAD = [ ]
- HOSPITAL, PHC, SHC = [ ]
- POLICE STATION/OUT POST = [ ]
- POST & SUB POST OFFICE = [ ]
- STATE BANK OF INDIA = [ ]
- MIZORAM RURAL BANK = [ ]
- RIVER = [ ]

PUBLISHED AND ISSUED BY DIST RESEARCH OFFICER  
ECONOMICS & STATISTICS DEPARTMENT LUNGLEI : 796701



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# CHAPTER - I

## DEMOGRAPHIC PROFILE OF LUNGLEI DISTRICT.

### GEOGRAPHICAL & DEMOGRAPHIC

Lunglei District is the largest District in Mizoram covering an area of 4538 sq km. The District lies between 22.30°N and 23.18°N Latitude and 92.15°E - 93.10°E Longitude. It has international boundary with Bangladesh in the West and Myanmar in the East. The District is bounded by Serchhip, Mamit, Aizawl District in the North and Lawngtlai District in the South. The length of Indo-Bangladesh border in Lunglei District is 107 Kms and that of Indo-Myanmar is 35 Kms.

The physical feature is mainly hilly except for a small strip of low lying land along the western boarder. The hills are of a mountainous system running in a north-south direction and vary in altitudes from 500-1500 mts. The hilly features of the District drop off in altitude both northwards and southwards. The main rivers are Khawthlangtuipui (Kanaphulli), Chhinguipui, Tlawng, Mat etc. All these rivers are flowing either north-south or south-north direction in conformity with the feature of hill ranges.

The climate during rainy season is warm and humid in the low lying areas, while it is comfortable in the higher region throughout the year. The mean minimum and maximum temperature ranges from 11°C - 30°C respectively. The average annual rainfall for the last ten years is 360cm.

### **HISTORICAL BACKGROUND**

Lunglei District was one of the permanent settlements of the British after the Lushai Hills Expedition of 1888-89 under the command of Col FVG Treager of 1th Bengal Infantry on 11.3.1889. From then on, Lunglei became the permanent settlement of the British till our country got independence in 1947. On April 1<sup>st</sup>, 1891, the Southern portion of

Sl. No	Name of Sub-Divisions	Headquarters
1.	Lunglei Sub-Division	Lunglei
2.	Hlabung Sub-Division	Hlabung
3.	Hnahthial Sub-Division	Hnahthial



the Lushai Hills was constituted as a separate District under Chittagong Division of Bengal Province as Lunglei as District Headquarters.

However, the conference of Chin-Lushai Conference held on 29<sup>th</sup> Jan 1889 at Calcutta brought the whole tract of Chin-Lushai Hills under one administration subordinate to the Chief Commissioner of Assam Province. By proclamation of the Government of India, the South-Lushai Hills was placed again under the administration of Assam on 1<sup>st</sup> April, 1898.

### ADMINISTRATIVE SET-UP

Lunglei is the headquarters of the District, which is centrally and conveniently located, with an altitude of 1105.3 mts. The District comprises three administrative subdivisions.

**Table No.1.1 Sub-Division (Sadar) Wise**

The District is again divided into four Rural Development Blocks, which is given in Table 1.2.

**Table No.1.2 R.D.Block Wise**

Sl.No	Name of R.D.Blocks	Headquarters
1.	Lunglei R.D.Block	Lunglei
2.	W.Bunghmun R.D.Block	Bunghmun
3.	Lungsen R.D.Block	Lungsen
4.	Hnahthial R.D.Block	Hnahthial

**Population:** The population of the District can be given in a Block wise distribution. This can be shown in Table 1.3 below

**Table No.1.3**

Sl.No	Name of Block	Population		
		M	F	Total
1.	W.Bunghmun Block	8492	7341	15833
2.	Lungsen Block	15809	14653	30462
3.	Lunglei Block	34490	31705	66195
4.	Hnahthial Block	12562	12103	24665
	TOTAL	71353	65802	137155

*Source : Census of India 2001 (Provisional fig.)*

Note :- including Forces viz. BSI, BRTE, POLICEMEN etc.

The percentage of the population of Lunglei District to the total population of the state is 15.39%. The minority groups such as Chakmas, Riang, Bawms, Pangs etc. comprises about 10% of the total population of the District, who settle in the Western area of the District, bordering Bangladesh.

### CLIMATE

The area is highly humid throughout the year. Relative humidity is highest during the south-west monsoon when they are about 90%. The period from Feb-April is comparatively drier when the relative humidities are between 60-70%. During the rainy seasons the District is heavily clouded. There is an increase of cloudiness from March onwards.

During the south west monsoon period, winds are blowing mainly from south or south west. The temperature ranges from 20°C -38°C during summer and 10°C-23°C during winter. The average annual rainfall is 360cm.

### SOCIO-CULTURAL BACKGROUND

The inhabitants of the District has the same cultural heritage with other Districts of Mizoram. There are various famous cultural dances like Cheraw, Khuallam, Solakia etc. But Lunglei has a peculiarity in its socio-culture. As we have stated, 10% of the District population comprises of minority groups viz Chakmas, Brus, Bawms, Pangs, having different culture, tradition, language etc. Most of the Chakmas professes Buddhism, while others are Christians. These communities have different folk dance and folk tales of their own.

These tribes are usually backward in various fields, and the standard of living is poor, and literacy percentage is also low in comparison with other communities. This low literacy also diminishes the percentage of literacy of the District. The medium of instruction in the Elementary school in Chakma school is Bengali, while it is Mizo language in other communities.

## OCCUPATION & AGRICULTURE

The main occupation of the people living in the District is Agriculture. The main occupation of the rural people is jhumming, thus most of the rural people are cultivators. The seedlings are sown during March and harvesting period is usually in November. Besides rice cultivation, various vegetables are also sown. Besides Jhumming cultivation, there are also wet Rice cultivation in the District. Total area of WRC is 597 Ha, and total jhumming Area 6374 ha. the Grand Total paddy production during the year 2000 is 14,840 MM T. (Department of Agriculture, Lunglei District)

*Table No.1.4 Occupation & Economic status*

Sl No	Name of Circle	Occupation								Income		
		A	B	C	D	E	F	G	H	Low	Middle	High
1.	STATION	2272	781	3587	135	348	47	630	68	4082	3748	383
2.	EASTERN	522	87	3773	11	42	-	70	15	3617	867	360
3.	TLABUNG	1371	374	5053	10	322	37	435	56	5805	1726	877
4.	BUNGHMUN	889	186	3101	21	173	11	234	23	3807	986	230
	TOTAL :	5014	1628	15514	177	885	95	1369	162	17311	7327	1854

*Source : SSA Survey Report, conducted on Aug. 2001.*

Note : A=Govt.Service, B=Private Service, C=Cultivator, D=Artisan, E=Business, F=Contractor, G=Labourer, H=Religious functionaries (Pastor, Pro-Pastor)

## COMMUNICATION

As Mizoram is a hilly areas, having deep valleys with small rivers, thus, communication is hardly being maintained in all places as desire. The main road, from Lunglei towns towards south with a National Highway stretches 68 Km upto Thingfal. In the west-ern side, upto Tipperaghat 70Kms. In the northern side, the Highway stretches 94 Kms upto Rawpui. In the Eastern side, truckable road extend 98 Kms upto S.Vanlaiphai. The north-west road upto Bunghmun (BRTF road) extends 111Kms.

Table 1.2 shows villages connected by road.

Table No. 1.5 Communication of Villages

Sl No.	Name of Circle	No. of Villages connected by roads			
		Truckable	Jeepable	Fair Weather	Total
1	Station Circle	30	1	2	33
2	Eastern Circle	16	10	6	32
3	Tabung Circle	31	5	37	73
4	Bunghmun Circle	27	2	15	44
	<b>Total</b>	<b>104</b>	<b>18</b>	<b>60</b>	<b>182</b>

Source : SSA Survey Reports, 2001.

#### FLORA & FAUNA, NATURAL VEGETATION :-

The whole of Lunglei District being situated within the tropical belt and the annual rainfall being fairly high i.e. 1128mm above sea level and annual rainfall being fairly high i.e. 237 cm annually. The actual forest covered 86.99% of the geographical area i.e. 4,518 sq. km. The elevation excepting where it is more than 1219 mts. does not seem to have any noticeable effect on the flora of the District. There is large area of tropical wet ever-green forest, mixed deciduous forest and pine forest are also found. Pine forest is mostly found in the eastern part of the District covered by strubs, herbs and certain parts are covered by thick forest.

The middle part of the District is covered by a host of different species, mesiaferries, moora wallichii, dysoxylum, binetariferum, Lanelonii, Castonopsis species, cinanonum seprum etc. grow in heterogenous mixture. In high elevation, oak and chesnut also grow in this area. A large part of this district is covered by bamboos, wild bananas and species like macaranga and callicarpa also grow elsewhere. The moister part is covered by types of palms, like piranga, gracilies carjota species, licuala species, canes of various kinds, various types of ferns and anonum species are also found. The jhumming/shifting cultivation decreases many valuable species and trees in this area.

In the district, bamboo vegetation is found in large number. The extend of Bamboo vegetation is highest in Lunglei District, compare to other District in the state. There

are various species of bamboo like *Melocanna baccifera*, *Dendrocalamus*, bambasat te tolda, *melocalamus cempaciflorus* etc. found in abundant.

Different kinds of Orchid species are also to be found in the district, like *vanda coerulea*, *papilionanthe*, *pendrobium nobile*, *Aerides odorata*.

Wild animals are become gradually scarce in the District. Animals like *Higigers*, Leopard and bears are seen in less populous areas and thick jungle. There are variety of wild animals like clouded leopard, gaur, Barking deer, sambar, Hoolock Gibber, and different kind of monkey, like *Ahesus Macaque*, common langur in the forest. Besides these, different kinds of Birds like Hume's Bartailed pheasant, Great Pied Hornbill, large Indian Parakeet, Kaley pheasant etc. are also found.

## **CHAPTER-II**

### **EDUCATIONAL PROFILE OF THE DISTRICT**

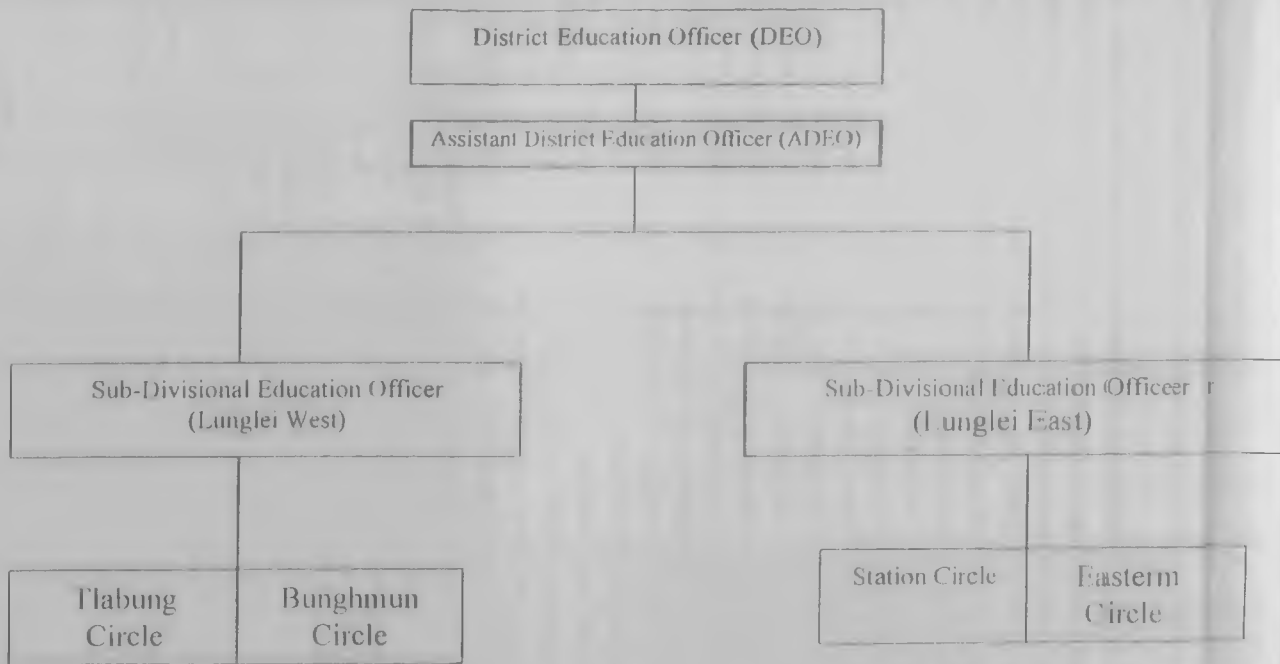
Prior to the arrival of Christian Missionaries, the Mizo people had no organized educational system on written language. The Missionaries introduced the Roman Script, thus the present educational system started. The first Missionaries Rev. F.W. Savidge and Rev. J.H. Lorrain came to South Lushai hills (Lunglei District), and started Mission Schools at Serkawn in 1903. Thus the first Lower Primary Examination was conducted in 1903, in which three students successfully started.

Beside, Formal Education, the Missionaries also started Sunday School, a kind of Non-Formal Education center, opened only on Sunday, where they taught reading and writing, besides teaching Bible. When the Chief Commissioner of Assam visited Mizoram in 1904, the whole of Elementary Education was put under Christian Mission, thus F.W. Savidge was appointed Honorary Inspector of Schools. Upper Primary was opened at Serkawn in 1914, where there are 50 boys and 5 girls. According to the report of Miss Chapman, Honorary Inspector of School, five new schools were opened again in 1929-1930. The Missionaries also realized the importance of girls' education. In 1922, there were thirty-eight (38) girls as day scholar 29 boarder and 12 local nurses under training for the first batch. In 1931, the first English Middle School was opened at Serkawn with 112 enrolment. The second middle school for girls was also opened at Darzo with 60-70 enrolment.

After Independence, the educational development in Mizoram underwent changed. In 1952, responsibility and management of education came under the government from the mission.

#### **EDUCATIONAL ADMINISTRATION**

Lunglei District is divided into two Educational Sub-Divisions. These educational sub-divisions are sub-divided into circles. The District Education is headed by the District Education Officer, with headquarters at Lunglei. He is assisted by Assistant District Education Officer. The chart shows the Educational administrative set up in the District



### MANAGEMENT-WISE INSTITUTION

Lunglei district is divided into two Educational Sub-Divisions. Again, these two sub-divisions are divided into two Circles each. All the Survey and Circulation had been done according to the Educational administration set up., due to this, it does not conform with the Civil administrative set up. The management wise distribution of educational institution is shown in Table No. 2.1 in Educational Circle wise.

*Table No. 2.1*

Sl. No.	Name of Circle	P/S		M/S			High School		H.S.S.	College		Technical
		Govt.	Pvt.	Govt.	Def/Aid	Pvt.	Govt.	Def/Aid		Govt.	Def.	
1	Station Circle	52	17	14	17	18	13	10	2	1	-	1
2	Eastern Circle	50	1	17	15	5	10	9	1	1	1	-
3	Tlabung Circle	58	29	15	12	9	5	5	1	-	-	-
4	Bunghmun Circle	41	10	9	14	6	4	2	-	-	-	-
	<b>Total</b>	<b>201</b>	<b>57</b>	<b>55</b>	<b>58</b>	<b>38</b>	<b>32</b>	<b>26</b>	<b>4</b>	<b>2</b>	<b>1</b>	<b>1</b>

As per survey of SSA on 13<sup>th</sup> - 24<sup>th</sup> Aug, 2001, the number of Primary Schools was 256 and 150 Middle/Upper Primary Schools. Table 2.2 shown the circle wise, the number of Primary and Middle Schools.

**Table 2.2**

Sl. No.	Name of Circle	P/S			M/S			
		Govt.	Pvt.	NFE	Govt.	Def.	Aided	Pvt.
1	Station Circle	52	17	4	14	17	-	18
2	Eastern Circle	51	1	14	17	12	2	5
3	Flabung Circle	58	29	6	15	7	5	9
4	Bunghmun Circle	41	10	10	9	12	2	6
	<b>Total</b>	<b>202</b>	<b>57</b>	<b>34</b>	<b>55</b>	<b>48</b>	<b>9</b>	<b>38</b>

*Source- SSA Survey Report, 2001.*

Again, table 2.3 gives the distribution of Villages/Habitations under the different Educational circles.

**Table 2.3**

Sl. No.	Name of Circle	No. of Primary Schools Headmster	No. of Upper Primary School Headmster
1	Station Circle	69	49
2	Eastern Circle	51	36
3	Flabung Circle	87	36
4	Bunghmun Circle	51	29

*Source- SSA Survey Report, 2001.*

*NOTE: Forces like BRTF, Assam Rifles, Police battalions, etc. are not included.*

With the growing population, Govt. Schools alone prove to be insufficient to cope up with increasing demands, so many private and aided schools have come up throughout the length and breath of the District. Tale 2 4 gives the age-wise population of the District.

**Table 2.4 Age-wise Population**

Sl. No.	Name of Circle	Below 3 Yrs.			3 - 5 Yrs.			6-10 Yrs.			11-14 Yrs.		
		M	F	TT	M	F	TT	M	F	TT	M	F	TT
1	Station Circle	1211	1181	2392	1333	1284	2617	2232	2147	4379	1586	1511	3097
2	Eastern Circle	772	763	1535	841	809	1650	1537	1540	3077	1105	1036	2141
3	Flabung Circle	1388	1344	2732	1704	1707	3411	2891	2689	5580	2007	1762	3769
4	Bunghmun Circle	1031	999	2030	1153	1063	2216	1841	1678	3519	1252	1181	2433
	<b>Total</b>	<b>4402</b>	<b>4287</b>	<b>8689</b>	<b>5031</b>	<b>4863</b>	<b>9894</b>	<b>8501</b>	<b>8054</b>	<b>16555</b>	<b>5950</b>	<b>5490</b>	<b>11440</b>

*Source- SSA Survey Report, 2001.*



Regarding Non-Formal Education, there are various centres throughout the District. These NFE centres served partially the needs of District, but is not adequate enough to meet the needs of the whole District. Table 2.5 shows the Circle-wise distribution of Centres.

*Table No. 2.5 NFE Centers*

Sl. No	Name of Circle	No. of NFE Centers	Remarks
1	Station Circle	3	
2	Eastern Circle	14	
3	Tlabung Circle	6	
4	Bunghmun Circle	10	
	<b>Total</b>	<b>33</b>	

*Source- SSA Survey Report*

### TEACHER STRENGTH & TRAINING

Various measures have been taken to improve the quality of elementary education in the District. One important measure is Teacher training. There is District Institute of Educational Training at Lunglei to train Elementary school teachers. Table No. 2.6 shows the number of teachers (both trained and untrained) in Primary and Middle Schools of Lunglei District.

*Table No. 2.6 Caste-wise Teacher*

Sl No	School Level	SC			ST			Others			Grand Total	Trained	Untrained	Total
		M	F	TT	M	F	TT	M	F	TT				
1	Primary	1	-	1	497	364	2	3	1	3	866	614	252	866
2	Middle	1	1	2	709	219	2	6	3	5	935	600	267	935
	<b>Total</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>1206</b>	<b>583</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>8</b>	<b>1801</b>	<b>1282</b>	<b>519</b>	<b>1801</b>

*Source- SSA Survey Report, 2001.*

**NOTE:** *The number of untrained is high, because most of the private institutions have untrained teachers.*

## ENROLMENT

The total enrolment of the pupils in Lunglei District, Primary and Middle School are shown in Table No. 2.7

*Table No. 2.7 Enrolment*

School Level	Class Level	Male	Female	Total	Girls' % of the enrolment
PRIMARY	I	3349	2739	6088	44.99
	II	1835	1761	3586	48.83
	III	1688	1538	3226	47.68
	IV	1461	1351	2812	48.04
MIDDLE	V	1364	1235	2599	47.52
	VI	1064	948	2012	47.12
	VII	822	824	1646	50.06
<b>TOTAL</b>		<b>11583</b>	<b>10386</b>	<b>21969</b>	<b>47.27</b>

*Source- SSA Survey Report, 2001*

## OUT OF SCHOOL CHILDREN

As per SSA survey report out of school children exceed five thousand (5000) in the district. Out of school children is highest in Tlabung Circle. As in this western area, bordering Bangladesh minority groups like Chakmas, Brus, etc. mainly concentrate. Table No. 2.8 shows the number of out of school children in the district circle wise.

*Table No. 2.8 Out of School*

Sl. No.	Name of Circle	Male	Female	Total
1	Station Circle	80	37	117
2	Eastern Circle	81	82	163
3	Tlabung Circle	1786	2093	3879
4	Bunghmun Circle	496	477	973
		<b>2443</b>	<b>2689</b>	<b>5132</b>

*Source- SSA Survey Report, 2001.*

## DROP OUT CHILDREN

Drop out children in the Elementary stage in the four circle is shown in Table No.

2.9

**Table 2.9** *Drop Out*

Sl. No	Class-Level	Male	Female	Total
1	Class-I	95	80	175
2	Class-II	77	77	154
3	Class-III	92	74	166
4	Class-IV	92	78	170
5	Class-V	61	51	115
6	Class-VI	35	33	68
7	Class-VII	19	16	35
	<b>Total</b>	<b>471</b>	<b>412</b>	<b>883</b>

*Source- SSA Survey Report, 2001.*

Again, table No. 2.10 shows the age-wise number of drop out in the District.

**Table No. 2.10** *Age-wise Drop Out*

Sl. No	Age	Male	Female	Total
1	6 Yrs.	9	18	23
2	7 Yrs.	24	19	43
3	8 Yrs.	27	33	60
4	9 Yrs.	40	19	59
5	10 Yrs.	47	37	84
6	11 Yrs.	54	52	106
7	12 Yrs.	88	83	171
8	13 Yrs.	124	78	202
9	14 Yrs.	58	73	131
	<b>Total</b>	<b>471</b>	<b>412</b>	<b>883</b>

*Source- SSA Survey Report, 2001.*

**Table No. 2.11** *Reasons for Drop Out*

Sl No.	No. of Drop Out	Reason for Drop Out (In code)	Reason for Drop Out t (in words)
1	67	A	Parents not interest
2	148	B	Child not interest
3	104	C	Have to help parents
4	483	D	Poverty
5	38	E	Ill health
6	16	F	Disability
7	22	G	No higher institutions
8	5	H	Other
	<b>883</b>		

*Source- SSA Survey Report, 2001.*

## NFE & CEC

Non-Formal Education and early childcare exist in various centres of the District. Distribution of NFE and Aganwadi Centres in the District is shown in table 2.12.

**Table No. 2.12** *No. of NFE & Aganwadi*

Sl. No	Name of Circle	No. of NFE	No. of Aganwadi
1	Station Circle	—	66
2	Eastern Circle	14	80
3	Tlabung Circle	6	50
4	Bunghmun Circle	10	67
	<b>Total</b>	<b>30</b>	<b>263</b>

*Source- SSA Survey Report, 2001.*

Table No. 2.13 shows mentally and physically handicapped children in the District

**Table No. 2.13** *Handicapped Children*

Sl. No.	Name of Circle	No. of Handicapped Children		
		Male	Female	Total
1	Station Circle	4	5	9
2	Eastern Circle	13	8	21
3	Tlabung Circle	3	4	7
4	Bunghmun Circle	-	4	4
	<b>Total</b>	<b>20</b>	<b>21</b>	<b>41</b>

*Source- SSA Survey Report, 2001*

## SCHOOL BUILDING AND FACILITY

SSA Survey conducted on 14<sup>th</sup> - 24<sup>th</sup> August, 2001 in the Lunglei District revealed inadequacy and deficiency of existing infrastructure in terms of quality and quantity. Nature and type of building in existence is shown in the table No. 2.14

Table No. 2.14

## Type of Building

Sl. No.	Name of Circle	Middle School			Primary School		
		Pucca	Semi	Kutcha	Pucca	Semi	Kutcha
1	Station Circle	5	40	4	3	62	4
2	Eastern Circle	2	31	3	3	44	4
3	Tlabung Circle	6	18	12	5	26	56
4	Bunghmun Circle	2	21	6	1	38	12
	<b>Total</b>	<b>15</b>	<b>110</b>	<b>25</b>	<b>12</b>	<b>170</b>	<b>76</b>

Source- SSA Survey Report, 2001.

Table No. 2.15

## No. of Classrooms

Sl. No.	Name of Circle	Middle School					Primary School				
		1 Room	2 Room	3 Room	4 Room	4+ Room	1 Room	2 Room	3 Room	4 Room	4+ Room
1	Station Circle	-	-	32	6	11	1	-	2	37	29
2	Eastern Circle	-	-	34	1	1	-	-	3	46	2
3	Tlabung Circle	1	-	30	4	1	33	6	9	33	6
4	Bunghmun Circle	-	2	20	5	2	7	6	4	32	2
	<b>Total</b>	<b>1</b>	<b>2</b>	<b>116</b>	<b>16</b>	<b>15</b>	<b>41</b>	<b>12</b>	<b>18</b>	<b>148</b>	<b>39</b>

## FURNITURE AND OTHER MATERIALS

There is a lack of furniture and other facilities in the Primary and Upper Primary schools. The existing materials and other facilities could not meet or accommodate the present situation. Table No. 2.16 shows the existing furniture and other materials.

Table 2.16

## Furniture in Primary and Middle

Sl. No	Name of Circle	Middle					Primary				
		Bench	Desk	Table	Chair	Black-Board	Bench	Desk	Table	Chair	Black-Board
1	Station Circle	1016	986	406	429	189	1342	1327	448	468	218
2	Eastern Circle	635	539	222	239	118	1127	1090	319	313	218
3	Tlabung Circle	485	464	185	191	77	1015	1015	388	380	273
4	Bunghmun Circle	284	256	118	118	54	553	527	185	199	140
	<b>Total</b>	<b>2420</b>	<b>2245</b>	<b>931</b>	<b>977</b>	<b>438</b>	<b>4037</b>	<b>3959</b>	<b>1340</b>	<b>1360</b>	<b>849</b>

Source- SSA Survey Report, 2001

Table 2.17

## Separate Toilet &amp; Library

Sl. No.	Name of Circle	Separate Toilet				Library			
		Middle		Primary		Middle		Primary	
		Yes	No	Yes	No	Yes	No	Yes	No
1	Station Circle	13	36	12	57	2	47	-	69
2	Eastern Circle	2	34	-	51	-	36	-	51
3	Flabung Circle	8	28	12	75	-	36	-	87
4	Bunghmun Circle	7	22	5	46	1	28	-	51
	<b>Total</b>	<b>30</b>	<b>120</b>	<b>29</b>	<b>229</b>	<b>3</b>	<b>147</b>	<b>0</b>	<b>258</b>

List of Villages/Habitation in the Lunglei District is given in Table 2.18

Table 2.18

Sl. No	Name of Villages/ habitation	No. of family	Popula- tion	Middle				Primary	
				Govt.	Def.	Aided	Pvt.	Govt.	Pvt.
<b>Station Circle</b>									
1	Zotuitlang	105	507	-	1	-	-	1	-
2	Chengpui	28	132	-	-	-	-	1	-
3	Dawn	51	218	-	-	-	-	1	-
4	Hlunte	28	160	-	-	-	-	1	-
5	Lungpuizawl	102	500	-	-	-	1	1	-
6	Mausen	45	165	-	-	-	1	1	-
7	Ralvawng	88	441	-	1	-	-	1	-
8	Sekhum	59	285	-	1	-	-	1	-
9	Phaileng S	49	243	-	1	-	-	1	-
10	Hmuntlang	22	104	-	-	-	-	1	-
11	Denlung	23	114	-	-	-	-	1	-
12	Bualte	79	394	1	-	-	-	1	-
13	Ramthar	526	2891	-	1	-	1	2	1
14	Ramlaitui	86	450	1	-	-	-	1	-
15	Sairep	32	159	-	-	-	-	1	-
16	Kanghmun S	85	412	-	1	-	-	1	-
17	Sethlun	152	827	-	1	-	-	1	1
18	Leite	146	642	-	1	-	-	1	-
19	Hrangchalkawn	110	532	-	1	-	1	1	-
20	Haulawng	382	1983	2	-	-	-	3	1
21	Thiltlang	219	1152	1	-	-	-	2	-
22	Farm Veng	269	1437	-	1	-	2	1	2
23	Theiriat	342	1822	1	1	-	-	3	1
24	Mualthuam N	218	1169	1	-	-	-	3	-
25	Luangmual	297	1422	-	1	-	-	1	-
26	Salem	201	1066	-	-	-	1	1	-
27	Zobawk	581	2976	1	1	-	-	3	1
28	Electric veng	680	3351	1	2	-	2	2	3
29	Rotlang 'E'	116	608	-	1	-	-	1	-
30	Lunglawn	505	2445	1	-	-	1	2	1
31	Chanmari	873	4392	2	-	-	5	2	3
32	Hnahthial	1350	6819	2	1	-	3	8	3
33	Maudarh	15	121	-	-	-	-	-	-
	<b>Total</b>	<b>7864</b>	<b>39939</b>	<b>14</b>	<b>17</b>	<b>0</b>	<b>18</b>	<b>52</b>	<b>17</b>

Table 2.18

Sl. No	Name of Villages/ habitation	No. of family	Popula- tion	Middle				Primary	
				Govt.	Def.	Aided	Pvt.	Govt.	Pvt.
<b>Eastern Circle</b>									
1	Pangzawl	434	2291	2	-	-	-	5	-
2	Chhipphir	219	1315	1	-	1	-	3	-
3	Bualpui V	78	447	-	1	-	-	1	-
4	Lungmawi	39	221	-	-	-	1	1	-
5	Thaizawl	62	311	-	-	1	-	1	-
6	Thingfal	240	1262	1	-	-	-	3	-
7	Thualthu	110	475	-	1	-	-	1	-
8	Tawipui S	272	1344	1	-	-	-	3	-
9	Khawhrir	72	391	-	1	-	-	1	-
10	Darzo	193	1183	1	-	-	-	2	-
11	Mualcheng S	136	785	1	-	-	-	1	-
12	Tawipui N-II	154	749	-	1	-	-	1	-
13	Tawipui N-I	113	509	1	-	-	-	1	-
14	Rawpui	140	740	1	-	-	-	1	-
15	Cherhlun	363	2093	2	-	-	-	3	-
16	Tarpho	70	350	-	1	-	-	1	-
17	Aithur	26	120	-	-	-	-	1	-
18	Muallianpui	157	984	1	-	-	-	2	-
19	Lungpuitlang	30	182	-	-	-	1	1	-
20	Thlengang	31	159	-	-	-	-	1	-
21	Mamte	86	450	-	1	-	-	1	-
22	Chawngtui S	107	592	-	1	-	-	1	-
23	Lungleng S	18	112	-	-	-	1	1	-
24	Tuipui -D	148	763	-	1	-	-	1	-
25	S.Vanlaiphai	300	1669	2	-	-	-	3	-
26	Khawmawi	125	656	-	1	-	-	1	1
27	Mualthuam S	74	416	-	1	-	-	1	-
28	Zote-S	118	750	1	-	-	-	1	-
29	Bualpui-II	140	774	-	1	-	-	1	-
30	Thingsai	372	2217	2	-	-	-	3	-
31	Old Ngharchhip	34	198	-	-	-	1	1	-
32	New Ngharchhip	59	348	-	1	-	-	1	-
	<b>Total</b>	<b>4520</b>	<b>24856</b>	<b>17</b>	<b>12</b>	<b>2</b>	<b>4</b>	<b>50</b>	<b>1</b>



Table 2.18

Sl. No	Name of Villages/ habitation	No. of family	Popula- tion	Middle				Primary	
				Govt.	Def.	Aided	Pvt.	Govt.	Pvt.
<b>Flabung Circle</b>									
1	Pukpui	277	1262	1	-	-	-	2	-
2	Zotlang	395	1931	1	-	-	1	2	1
3	Serkawn	417	2058	2	-	-	1	4	-
4	Zohnuai	242	1400	1	-	-	-	2	-
5	Bazar Veng	783	3572	1	-	1	2	3	2
6	College Veng	238	1126	-	-	1	-	1	-
7	Chhunkhum	27	118	-	-	-	-	1	-
8	Rangte	131	743	-	1	-	-	1	1
9	Lalnutui	30	108	-	-	-	-	-	1
10	Lungrang	204	980	1	-	-	-	2	-
11	Rualalung	66	359	-	-	1	-	1	-
12	Vaisam	76	376	-	1	-	-	1	-
13	Chithar	48	280	-	1	-	-	1	-
14	Thangte	40	137	-	-	-	-	1	-
15	Thangpui	16	100	-	-	-	-	-	-
16	Buknuam	35	202	-	-	-	-	1	-
17	Thingkhim	15	97	-	-	-	-	-	-
18	New Belkhai	16	63	-	-	1	-	1	-
19	Kawrpuchhuak	39	197	-	-	-	-	1	-
20	Silkur	31	253	-	-	-	-	1	-
21	Undermanik	49	348	-	-	-	-	-	-
22	Lungsen	457	2160	2	-	-	-	3	-
23	New Khojoysury	93	631	-	-	-	1	1	-
24	Mautlang	35	187	-	-	-	-	-	1
25	Vairawkai	24	134	-	-	-	-	-	1
26	Rolui	51	283	-	-	-	-	-	1
27	Zohmun	58	383	-	-	-	-	-	1
28	Sumasumi	27	180	-	-	-	-	-	-
29	Muriskatasora	27	139	-	-	-	-	-	-
30	Uguddhasury	61	421	-	-	-	-	1	-
31	Flabung	760	3700	2	1	-	1	5	2
32	Tuichawng	401	2377	-	1	-	1	1	2
33	Diblibagh	212	1478	1	-	-	-	1	-
34	Khojoysury/Chhuah	38	285	-	-	-	-	-	1
35	Bornasury	41	254	-	-	-	-	-	-
36	Ihanzasora	45	266	-	-	-	-	-	-

Sl. No	Name of Villages/ habitation	No. of family	Popula- tion	Middle				Primary	
				Govt.	Def.	Aided	Pvt.	Govt.	Pvt.
37	Matisora	109	753	-	-	-	-	1	-
38	Nunsury	153	1039	1	-	-	-	2	-
39	Chawngte 'L'	136	721	1	-	-	-	1	-
40	Kalapani	54	352	-	-	1	-	1	-
41	Hmunthar	47	238	-	-	-	-	-	1
42	Saisen	25	190	-	-	-	-	-	1
43	Samuksury	93	602	-	-	-	-	1	-
44	Tiperaghat-I	95	752	1	-	-	-	2	-
45	Sukurbasora	56	711	-	-	-	-	1	-
46	Ittikawi	35	210	-	-	-	-	1	-
47	Hmundo	26	160	-	-	-	-	-	1
48	Bulungsury	35	196	-	-	-	-	1	-
49	Serhuan	63	385	-	-	-	-	-	-
50	Champasury	3	14	-	-	-	-	-	-
51	Sedailui	30	167	-	-	-	-	-	-
52	Puankhai	113	893	-	-	-	-	1	-
53	Sihphirtlang	14	90	-	-	-	-	-	-
54	Bindiasora	43	293	-	-	-	-	1	-
55	Ngiautlang	24	132	-	-	-	-	1	-
56	Gulsil	32	164	-	-	-	-	-	1
57	Zehtet	76	369	-	-	-	1	-	2
58	Devasora	73	548	-	-	-	-	1	1
59	Mauzam	104	608	-	-	-	-	-	1
60	Old Khojoysury	55	429	-	-	-	-	-	1
61	Baluksury	72	473	-	-	-	-	1	-
62	Letisury	35	310	-	-	-	-	1	-
63	Bandiasora	79	500	-	-	-	-	1	-
64	Chawilung	54	368	-	1	-	-	1	-
65	Lokhisury	42	262	-	-	-	-	1	-
66	Malsury	59	391	-	-	-	-	-	1
67	Sailen	31	162	-	-	-	-	1	-
68	Tablabagh-I	35	192	-	-	-	-	-	-
69	Tablabagh-II	63	408	-	1	-	-	1	-
70	Tablabagh-III	37	235	-	-	-	-	-	1
71	Chhuhathum	15	42	-	-	-	-	-	-
72	Tipperaghat-II	67	486	-	-	-	-	1	-
73	Tipperaghat-III	60	158	-	-	-	-	1	-
	<b>Total</b>	<b>7648</b>	<b>42591</b>	<b>15</b>	<b>7</b>	<b>5</b>	<b>8</b>	<b>62</b>	<b>25</b>

Table 2.18

Sl. No	Name of Villages/ habitation	No. of family	Popula- tion	Middle				Primary	
				Govt.	Def.	Aided	Pvt.	Govt.	Pvt.
<b>Bunghmun Circle</b>									
1	Venglai	657	3194	1	1	-	-	1	1
2	Rahsi Veng	698	3485	1	-	1	-	4	1
3	Venghlun	357	1849	1	-	-	-	2	-
4	Vanhne	131	605	1	-	-	-	1	-
5	Ihuampui	90	407	-	1	-	-	1	-
6	Lungdai	44	280	-	-	-	1	1	-
7	Thehlep	28	152	-	1	-	-	1	-
8	Serte	80	412	1	-	-	-	1	-
9	Sertlangpui	108	576	-	1	-	-	1	1
10	Kawlhawk	30	161	-	-	-	-	1	-
11	Buarpui	225	1472	1	1	-	-	2	-
12	New Khawlek	26	139	-	-	-	-	1	-
13	South Khawlek	23	114	-	-	-	-	1	-
14	Dengsur	56	352	-	-	1	-	1	-
15	Bungtlang 'W'	41	225	-	-	-	1	1	-
16	Hauruang	230	1122	1	-	-	-	2	-
17	Runtung	39	235	-	-	-	1	1	-
18	Phairuankai	175	843	-	1	-	-	1	1
19	Sachan	58	355	-	-	-	-	1	-
20	Phairuanghuah	24	135	-	-	-	-	-	-
21	Kauchhuah	76	471	-	-	-	-	1	-
22	Rotlang 'W'	80	408	-	-	-	-	-	1
23	New Sachan	90	159	-	-	-	-	-	-
24	Bunghmun	172	942	1	-	-	-	2	-
25	Sesawm	61	277	-	-	-	-	1	-
26	Laisawral	90	486	-	1	-	-	1	-
27	Darngawn 'W'	88	507	-	1	-	-	1	-
28	Kawnpui 'W'	50	309	-	1	-	-	1	-
29	Thenhlum	161	829	1	-	-	-	1	-
30	Dampui 'S'	46	222	-	-	-	-	1	-
31	Tleu	9	75	-	-	-	-	1	-
32	Changpui	76	490	-	1	-	-	1	-
33	Lungchem	71	399	-	1	-	-	1	-
34	Vuakmual	10	71	-	-	-	-	-	-
35	Tuisen Bolia Veng	81	440	-	-	-	-	-	1
36	Tuisenchhuah	45	219	-	-	-	1	1	-

Sl. No	Name of Villages/ habitation	No. of family	Popula- tion	Middle				Primary	
				Govt.	Def.	Aided	Pvt.	Govt.	Pvt.
37	Belthei	74	408	-	-	-	-	1	1
38	Salmur	38	231	-	-	-	-	-	-
39	Tarabania	51	247	-	-	-	-	-	1
40	Pangtlang	24	110	-	-	-	-	1	-
41	Putlungasih	158	775	-	1	-	-	-	1
42	Zawlpui	123	763	-	-	-	1	1	1
43	Phainuam	22	144	-	-	-	-	-	-
	<b>Total</b>	<b>4816</b>	<b>25095</b>	<b>9</b>	<b>12</b>	<b>2</b>	<b>5</b>	<b>41</b>	<b>10</b>

## CHAPTER - III

### PLANNING PROCESS, UNDER SSA

#### (Objective of SSA consolidating & survey formation of core group/ education committee formation of clusters)

Universalisation of Elementary Education is not yet fulfilled inspite of various efforts taken by the state till date. Now a new intervention and scheme, Sarva Shiksha Abhiyan with a clear time frame is launched. This SSA aim to provide essential and relevant elementary education for all section of children in the age group 6-14 years irrespective of caste, sex, religion, belief, faith, worship or colour.

#### THE OBJECTIVES OF SARVA SHIKSHA ABHIYAN

- (1) Universal enrollment of Children in Elementary Education.
- (2) Universal access of elementary education.
- (3) Bridge all social and gender gaps at primary stage by 2007 and at Elementary Education level by 2010.
- (4) Universal retention of children enrolled in Elementary Education by 2010.
- (5) Focus on Elementary Education of satisfactory quality with emphasis on Education per life.
- (6) All children complete five years of schooling by 2007 AD
- (7) All children complete eight years of schooling by 2010 AD
- (8) All children in school, education guarantee centre, alternate school, back to school camps by 2003.

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

## SURVEY AND CONSOLIDATION OF THE REPORT

The launching and the beginning of Sarva Shiksha Abhiyan in Lunglei District began at the beginning of August 2001. Appointment of surveyors, from the elementary schools in the District was done on 1<sup>st</sup> August, 2001. By 7<sup>th</sup> August, 2001, a short duration of training was conducted upto the 10<sup>th</sup> August, 2001. The training was given by the District Resource team, departmental staffs, under the supervision of District Education Officer, Lunglei. All the survey sheets viz. Households, Family, Village, School were distributed during the training.

The SSA Survey had been done during the 14<sup>th</sup> - 23<sup>rd</sup> August, 2001 in which the community participated and took active part and rendered help to every needs. All the survey was completed, report reached the District Headquarters by 31<sup>st</sup> August, 2001. Compilation and consolidation was done, and completed on 6<sup>th</sup> October, 2001. The compilation was done sub-division wise, and then consolidated into the District.

**Table 3.1 : Training & Consolidation**

Sl. No.	Name of Sub-Division	Date of Training	Date of Survey	Last date of submission	Last date of Compilation/consolidation
1.	Lunglei East Sub-Division	7 <sup>th</sup> - 8 <sup>th</sup> Aug., 2001	14 <sup>th</sup> - 23 <sup>rd</sup> Aug. 2001	31 <sup>st</sup> Aug., 2001	6 <sup>th</sup> Oct., 2001
2.	Lunglei West Sub-Division	8 <sup>th</sup> - 9 <sup>th</sup> Aug., 2001	14 <sup>th</sup> - 23 <sup>rd</sup> Aug. 2001	31 <sup>st</sup> Aug., 2001	6 <sup>th</sup> Oct., 2001

## FORMATION OF CORE GROUP/COMMITTEE

As Lunglei District is divided into two Educational Sub-Division. Again, these two Sub-Division are Sub-divided into four (4) circles having Circle Education officer each. Table 3.2 shows population and Educational Institution within the District.

**Table 3.2 Showing No. of Institution, Village, Population**

Sl. No.	Name of Circle	No. of Village/ Habitation	No. of population	No. of family	Institution		Children below 14 years		
					M/S	P/S	M	F	Total
1	Station Circle	33	39839	7868	49	69	6362	6123	12485
2	Eastern Circle	32	24656	4520	36	51	4255	4148	8403
3	Flabung Circle	73	42618	7618	36	87	7990	7502	15492
4	Bunghmun Circle	43	25195	4816	29	51	5277	4921	10198
	<b>Total</b>	<b>181</b>	<b>132308</b>	<b>24822</b>	<b>150</b>	<b>258</b>	<b>23884</b>	<b>22694</b>	<b>46578</b>

*Source : SSA Survey conducted on 14 - 23 August, 2001*

The achievement of universalization of education depends on the extent of community participation in planning, monitoring, implementation and manoeuvring of different level and aspects. As the objective of SSA is to provide useful, relevant and quality education to all children in the age group 6 - 14 years by 2010 AD, the community participation could act as catalyst and efficient monitoring for transition.

#### **FORMATION OF CORE GROUP AT DIFFERENT LEVEL**

##### **At the District level**

The District Core Group was formed with District Deputy Commissioner as the Chairman and the District Education Officer as the convener. The other members include :-

- (1) Sub-Divisional Education Officers of the District.
- (2) District Social Welfare Officer.
- (3) District Adult Education Officer.
- (4) President, Primary Teacher Association, Sub-Headquarters.
- (5) President, Middle School Teacher Association, Sub-Headquarters.
- (6) President, Young Mizo Association, Sub-Headquarters.
- (7) Circle Education Officer of the District.

The District Core Group Rural had a Meeting under the chairmanship of D.C. to discuss plans and developed habitation wise Educational plans perspective. It was decided to form Core Groups at Circle, Cluster and Village/Habitation level.

## Circle level

The Circle level Core Group consists of the following. The concerned Sub-Divisional Education officer as Chairman.

- (1) Circle Education Officer in-charge
- (2) Block Development Officer of the area.
- (3) Selected Headmaster/Headteachers/Teachers.
- (4) Selected President of P.T.A.
- (5) NGOs

## Cluster Level

The cluster level core group consist of the following :

- (1) Circle Officer In-charge as Chairman
- (2) Selected Headmasters/Head Teachers/Teachers
- (3) Representatives of Woman Front.
- (4) Representatives of NGOs

## Village level

The Village Core Group or VEC consists of the following members.

- (1) Headmaster/Headteacher of the village.
- (2) President, Village Council.
- (3) President, Women Association (MHIP)
- (4) Representative of Youth Group (YMA)
- (5) NGOs.

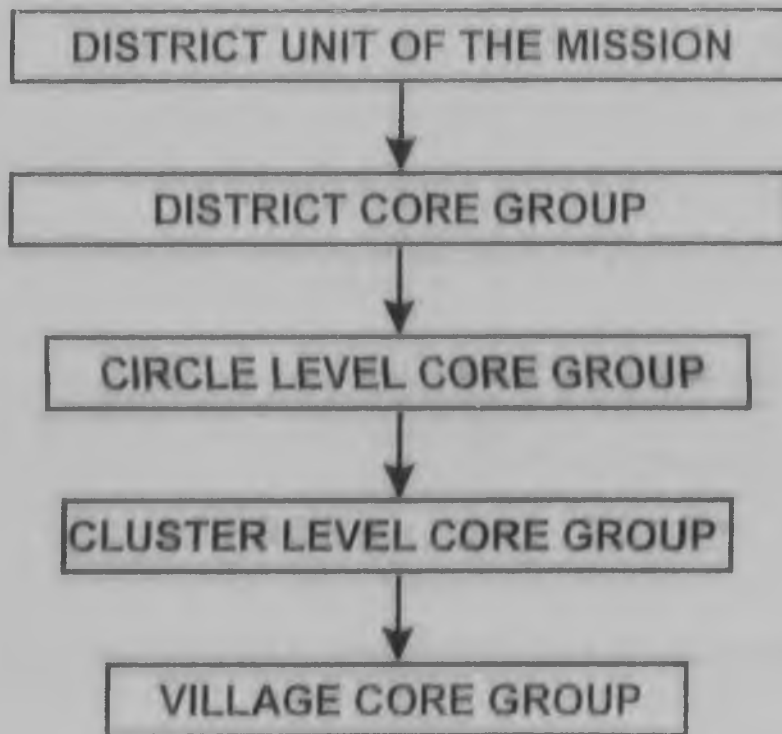
### DEVELOPMENT OF DATABASED - PLANNING

The District level core team conducted a two days orientation programme to all surveyors at the District Headquarters, Lunglei. The following were discussed.



- (1) The importance of SSA, its basic aims & objective.
- (2) The importance of the achievement of universalisation of Elementary Education.
- (3) The exact, correct and proper use of Survey Sheets.
- 4) The importance of Community participation.

After all the core team at different levels were created, planning of the District Education started.



*Note : The District is divided into four circles, having each core group. Each Circle have four clusters, comprising a number of villages education committee with their own.*

THE TABLE 3.3. SHOWS THE NAMES OF CLUSTERS AND VILLAGES

Sl. No.	Name of villages in cluster	Sl. No.	Name of villages in cluster	Sl. No.	Name of villages in cluster
<b>A</b>					
<b>STATION CIRCLE</b>		<b>4. Haulawng Cluster</b>		<b>4. S. Vanlaiphai Cluster</b>	
<b>1. Lunglei Cluster</b>		1.	Haulawng	1.	Muallianpui
1.	Electric Veng	2.	Mualthuama 'N'	2.	Lungpuitlang
2.	Chanmari	3.	Sekhum	3.	S. Vanlaiphai
3.	Ramthar	4.	Ramlaitui	4.	Darzo
4.	Farm Veng	5.	Kanghmun 'S'	<b>5. Tawipui Cluster</b>	
5.	Salem	6.	Phaileng 'S'	1.	Khawmawi
6.	Lunglawn	7.	Zotuitlang	2.	Thlengang
7.	Luangmual	8.	Chengpui	3.	Mamte
8.	Sethlun	9.	Hmuntlang	4.	Thingfal
9.	Theiriat	10.	Mausen.	5.	Tawupui 'S'
<b>2. Zobawk Cluster</b>		<b>B</b>		6.	Tawipui - 'N'-I
1.	Zobawk	<b>EASTERN CIRCLE</b>		7.	Tawipui - 'N'-II
2.	Dawn	<b>1. Pangzawl Cluster</b>		8.	Mualcheng 'S'
3.	Ralvawng	1.	Pangzawl	9.	Mualthuam 'S'
4.	Sairep	2.	Lungmawi	10.	Thavalthu
5.	Hlumte	3.	Rawpui	<b>C</b>	
6.	Lungpuizawl	4.	Bualpui 'V'	<b>TLABUNG CIRCLE</b>	
7.	Hrangchalkawn	5.	Chhipphir	<b>1. Bazar Cluster</b>	
8.	Thaizawl	6.	Zote 'S'	1.	Bazar
9.	Bualte	<b>3. Cherhlun Cluster</b>		2.	Zohmun
<b>3. Hnahthial Cluster</b>		1.	Thingsai	3.	Serkawn
1.	Hnahthial	2.	Bualpui 'H'	4.	Zotlang
2.	Thiltlang	3.	Cherhlun	5.	Zohnuai
3.	Denlung	4.	New Ngharchhip	6.	Pukpui
4.	I eite	5.	Old Ngharchhip	7.	Lungsen
5.	Rotlang 'E'	6.	Tarpho	8.	Rangte
6.	Tuipui 'D'	7.	Khawhri	9.	Chhuaathum
7.	Maudarh	8.	Aithur	10.	Chhumkhum
8.	Lungleng 'S'	9.	Chawngtui 'S'	11.	Sihphirtlang
				12.	Rolui
				13.	Undermanik

Sl. No.	Name of village in cluster	Sl. No.	Name of village in cluster	Sl. No.	Name of village in cluster
	<b>2. Tipperaghat Cluster</b>	17.	Zehtet	13.	Pachang
1.	Tipperaghat - I	18.	Buknuam		<b>Cluster - II</b>
2.	Tipperaghat - II		<b>4. Tlabung Cluster</b>	1.	Buarpui
3.	Tipperaghat - III	1.	Tlabung	2.	New Khawlek
4.	New Khojoysury	2.	Chawilung	3.	Old Khawlek
5.	Old Khojoysury	3.	Nunsury - I	4.	Dengsur
6.	Khojoysurychhuah	4.	Nunsury - II	5.	Bunghmun 'W'
7.	Letisury	5.	Serhuan	6.	Kawlhawk
8.	Silkur	6.	Zohmun	7.	Thenhlun
9.	Kawrupuichhuah	7.	Tuichawng	8.	Dainpui
10.	Tablabagh - I	8.	Mitisora	9.	Kawnpui 'W'
11.	Tablabagh - II	9.	Diblibagh	10.	Darngawn 'W'
12.	Tablabagh - III	10.	Sukurba sora	11.	Changpui
13.	Kalapani	11.	Legudhasury	12.	Lungchem
14.	Malsuri	12.	New Belkhai		<b>Cluster- III</b>
15.	Baluksury	13.	Tuikawi	1.	Phairuankai
16.	Puankhai	14.	Thingkhim	2.	Rotlang 'W'
17.	Lokhisury	15.	Samuksury	3.	Phairuangchhuah
18.	Devasora	16.	Bindiasora	4.	Belthei
	<b>3. Chawngte Cluster</b>	17.	Sumasuri	5.	Zawlpui
1.	Chawngte	18.	Bulungsury	6.	Pangtlang
2.	Gulsil		<b>D</b>	7.	Kauchhuah
3.	Ngiautlang		<b>BUNGHMUN CIRCLE</b>	8.	Tuisen/Boliaveng
4.	Hmunthar		<b>Cluster - I</b>	9.	Tuisenchhuah
5.	Mautlang	1.	Venglai	10.	Putlungasih
6.	Vaisam	2.	Venghlun		<b>Cluster-IV</b>
7.	Sailen	3.	Hauruang	1.	Bunghmun 'W'
8.	Chithar	4.	Rantung	2.	Ileu
9.	Thangte	5.	Rahsiveng	3.	Sesawm
10.	Thangpui	6.	Vanhne	4.	Phairuam
11.	Rualalung	7.	Thehlep	5.	Laisawral
12.	Vairawkai	8.	Sertlangpui	6.	Salnur
13.	Lungrang 'S'	9.	Serte	7.	Terabonia
14.	Lalnului	10.	Lungdai 'E'	8.	Sachan
15.	Sedailui	11.	Thuampui	9.	New Sachan.
16.	Thanzamasora	12.	Vuakmual		

## DEVELOPMENT OF DISTRICT ELEMENTARY EDUCATION PLAN BY COMMUNITY PARTICIPATION

The District planning team has gone through the entire process from Village/Habitation level to the District. Village Education Committee (VEC's) has been constituted throughout the District, who conducted meeting prior to the construction of plan and estimate. All the issues and problems faced at the village levels were put forward and suggestions were made for plans and schemes, which was deliberated upon. At the same time, the cluster committee were also made at cluster levels which met at cluster centres to discuss the same i.e. problems and issues, strategies, and how to bring SSA scheme into reality. Some of the meeting minutes of VEC are:-

- (1) Non-availability of the upper primary/Middle school in their village.
- (2) Lack of proper facilities like uniform, text books for many poor/low income family of school going children.
- (3) Needs and importance of awareness in the importance of Education by the local people.
- (4) Poor facilities like TLM and furniture
- (5) Poverty of some parents, who can not send their children to Middle School.

The cluster committee also met at cluster centre to discuss the problems and issues faced at the cluster level. The meeting minutes of some of the clusters can be illustrated/described as follows.

- (1) Construction of separate building/rooms for the cluster at the cluster centre.
- (2) This cluster building could be constructed in any convenient school compound at the centre village, which could be used for Resource room, committee room, storage for facilities of the cluster.
- (3) Better monitoring and evaluation supervision, vigilance at the working of the cluster, to bring success to the SSA scheme.

## **FORMATION OF EDUCATION COMMITTEE**

The various Education Committee will consist of the following

### **District level Education Committee**

1. District Education Officer - Chairman
2. Sub-Divisional Education Officer of the District.
3. Circle Education Officer of the District.
4. President - MSTTA
5. President - PTA
6. President - YMA, Sub-Headquarters.
7. District Social Welfare Officer
8. National Awardee
9. NGOs

### **Circle level Education Committee**

1. Sub-Divisional Education Officer of the concern
2. Circle Education Officer of the concern.
3. Block Development Officer
4. Selected Headmaster/Headteacher
5. NGO
6. Youth Group/YMA Representatives.

### **Cluster level Education Committee**

1. Circle Education Officer
2. Selected Headmaster/Headteacher
3. YMA Representatives
4. National Awardee (if in the cluster)

5. NGO
6. Women Front.

#### **Village Education Committee**

1. President, Village Council
2. Headmaster/Headteacher/Teachers
3. Representatives of Village Council
4. Representatives of Youth Group (YMA)
5. Women Representatives
6. Aganwadi Workers.

## CHAPTER - IV

### MAJOR ISSUES AND INNOVATIVE STRATEGIES

Under the SSA, the District plan have to achieve Universalisation of Elementary Education. The elementary Education must be qualitative in nature, relevant and resourceful. All the components of UEE are inter-related and calls for a holistic approach to planning. Thus, the aims of SSA must be satisfactory quality of Education for all children. As the objective of SSA is to bring all children upto 14 years of age to complete Elementary Education, different schemes and plan must be initiated and incorporated in the District Elementary Education plan.

The first important issue is to bring all out of school children, back to school. The Table 4.1 indicate the out of school children.

**TABLE 4.1 OUT OF SCHOOL CHILDREN**

**Table 4.1**

Sl. No.		Out of School Children		
1.	Station Circle	80	37	117
2.	Eastern Circle	81	82	163
3.	Tlabung Circle	1791	2099	3890
4.	Bunghmun Circle	496	477	973
	<b>Total</b>	<b>2448</b>	<b>2695</b>	<b>5143</b>

*Source : SSA Survey Report, 2001.*

The next issues is the non-availability of primary school in the habitations, or that the school is too far for children to attend as the schools are outside their village. As several villages in the remote areas are scattered without access good communication many children in the rural areas are deprived of school education. The habitation, where there is no primary school must therefore have their own within the village. The table 4.2 gives the habitations/villages where there is no primary school.

**TABLE 4.2 : VILLAGES WITHOUT PRIMARY SCHOOL**

*Table 4.2*

Sl. No.	Name and Village	No. of Houses	Population	0-14 Yrs Children		
				M	F	Total
1	Tablabagh-I	35	192	46	29	75
2	Bornasury	41	254	57	50	107
3	Serhuan	63	385	96	84	180
4	Sedailui	30	167	25	31	56
5	Sihphirtlang	14	90	22	20	42
6	Pachang	15	97	23	15	38
7	Undermanik	49	348	76	64	140
8	Thanzamasora	45	266	53	46	99
9	Sumasumi	27	180	54	32	86
10	Phairuangchhuah	24	135	37	28	65
11	New Sachan	90	159	63	29	92
12	Vuakmual	10	71	13	15	28
13	Salmur	48	231	54	50	104
14	Phainuam	22	144	32	33	65
15	Maudarh	15	75	14	17	31
16	Thangpui	16	100	15	11	26
17	Chhuahtum	15	42	5	7	12
18	Saisen	25	190	47	33	80
19	Hmundo	26	160	34	32	66
20	Ngiautlang	24	132	30	30	60
21	Mauzam	104	608	138	128	266
22	Old Khojoysury	55	429	81	65	146
23	Malsury	59	391	93	84	177
24	Tlablahagh-III	37	235	46	27	73
25	Terabonia	51	247	77	52	129
26	Buknuam	35	202	56	48	104
27	Mautlang	35	187	57	40	97
28	Vaiawkai	24	134	35	25	60
29	Rolui	51	283	46	37	83
30	Zohmun	58	383	82	80	162
31	Khojoysurychhuah	38	285	70	57	127
32	Hmunthar	47	238	40	55	95
33	Zehtet	76	369	94	80	174
34	Tuisen Boliaveng	81	440	94	94	188
35	Rotlang 'W'	80	408	17	28	45
36	Putlungasih	158	775	194	146	340
	<b>Total</b>	<b>1623</b>	<b>9032</b>	<b>2016</b>	<b>1702</b>	<b>3718</b>

Note :- These Private Primary Schools are established and run by the villagers as demand for Primary School is very urgent. However, the people of the village are very poor. it is really difficult to contribute even a small sum of money for salary



of teacher and school maintenance. It is doubtful if the school will continue to exist even for another year for lack of fund. Under this circumstances, these purely private primary schools can no be said to be a regular school and the village can be placed under schooles - village/habitation.

The Village 'Pachang' in the serial No. 6, which is situated at the distance of 20 kms from Hauruang Village, was compiled with Hauruang Village in the frist compilation as the surveyor of thses two habitations is the same person and has compiled the two vil-lages as only one habitation. This error is detected and set right, thus making the number of habitation in the Bunghmun Circle 44.

**TABLE NO. 4.3 : VILLAGES WITHOUT MIDDLE SCHOOL/UPPER PRIMARY**

The objective of SSA is to make children complete eight years of schooling by 2010. But there are many villages within the District without Upper Primary/Middle School. Without completing upper primary, the basic aim of SSA can not be achieved. Thus, the existing Primary Schools in these villages must be upgraded to Upper Primary or new Middle Schools must be open for those children, who have completed Lower Primary. The list of Habitations/Villages in the District is given in Table 4.3 (where there are no. M/S)

Sl. No.	Name of Villages	No. of House-hold	No. of P/S	0 - 14 years children		
				M	F	TT
<b>Lunglei Station Circle</b>						
1	Hlumte	28	1	51	34	85
2	Sairep	32	1	24	24	48
3	Denlung	23	1	25	25	50
4	Chengpui	28	1	14	14	28
5	Dawn	51	1	49	44	93
6	Hmuntlang	22	1	16	18	34
<b>Eastern Circle</b>						
1	Aithur	26	1	21	18	39
2	Thlengang	31	1	37	39	76
<b>Bunghmun Circle</b>						
1	Kawlhawk	30	1	23	19	42
2	New Khawlek	26	1	11	25	36
3	South Khawlek	23	1	19	18	37
4	Sachan	58	1	20	54	74
5	Phairuangchhuah	24	1	37	28	65
6	Kauchhuah	76	1	126	104	230
7	Rotlang W	80	1	17	28	45
8	New Sachan	90	1	63	29	92
9	Sesawm	61	1	82	67	149
10	Dampui 'S'	46	1	57	45	102
11	Tleu	9	1	20	10	30
12	Vuakmual	10	1	13	15	28
13	Tuisen/Bolia veng	81	1	94	94	188
14	Belthei	74	1	87	90	177
15	Salmur	38	1	54	50	104
16	Terabonia	51	1	77	52	129
17	Pangtlang	24	1	35	20	55
18	Phainuam	22	1	32	33	65
19	Pachang	15	-	22	20	42

Sl. No.	Name of Villages	No. of Household	No. of P/S	0 - 14 years children		
				M	F	TT
	<b>Tlabung Circle</b>					
1	Chhumkhum	27	1	27	25	52
2	Chhuahtum	25	-	31	20	51
3	Lalnutui	30	1	31	30	61
4	Thangte	36	1	31	35	66
5	Thangpui	20	1	17	18	35
6	Buknuam	35	1	56	48	104
7	Thingkhim	15	-	23	15	38
8	Kawrpuchhuah	39	1	49	43	92
9	Silkur	31	1	56	56	112
10	Undermanik	49	-	76	64	140
11	Mautlang	35	1	57	40	97
12	Vairawkai	24	1	35	25	60
13	Rolui	51	1	46	37	83
14	Zohmun	58	2	82	80	162
15	Sumasuni	27	-	54	32	86
16	Muriskatasora	27	-	37	32	69
17	Ugudhasury	61	-	120	102	222
18	Khajoisury chhuah	38	1	70	57	127
19	Bornasury	41	-	57	50	107
20	Thanzamasora	45	-	53	46	99
21	Hmuntha	47	-	40	55	95
22	Saisen	25	1	47	33	80
23	Samuksury	93	1	116	118	234
24	Tiipperaghat -II	53	1	86	80	166
25	Tiipperaghat -III	42	1	49	50	99
26	Sukurbasora	56	1	84	57	141
27	Tuikawi	35	2	42	33	75
28	Hmundo	26	1	34	32	66
29	Bulungsury	35	1	50	44	94
30	Puankhai	113	1	221	189	410
31	Bindiasora	43	1	59	67	126
32	Ngiaullang	24	1	30	30	60
33	Gulsil	32	1	34	30	64
34	Devasora	73	2	148	124	272
35	Mauzam	104	1	138	128	266
36	Old Khojoysuri	55	1	81	65	146
37	Baluksury	72	1	107	113	220
38	Letisury	35	1	37	39	76
39	Bandiasora	79	1	118	105	223
40	Lokhisury	42	1	47	66	113
41	Malsory	59	1	93	84	177
42	Sailen	31	1	42	37	79
43	Tablabagh-III	37	1	46	27	73
44	Matisora	109	1	201	150	351
45	Serhuan	63	-	117	62	179
46	Champasuri	3	-	5	2	7
47	Sedailui	30	-	15	10	25
48	Sihphirtlang	14	-	11	6	16

Source : SSA Survey Report, 2001.

## CIRCLE WISE PURELY PRIVATE MIDDLE SCHOOL

<b>Station Circle</b>		3.	Tuichawng .....	1
1.	Lungpuizawl .....	4.	Zehlet .....	1
2.	Mausen .....	<b>Bunghmun Circle</b>		
<b>Eastern Circle</b>		1.	Lungdai .....	1
1.	Lungmawi .....	2.	Bungtlang 'W' .....	1
2.	Lungpuitlang .....	3.	Runtung .....	1
3.	Lungleng 'S' .....	4.	Tuisenchhuah .....	1
4.	Old Ngharchhip .....	5.	Sesawm .....	1
<b>Tlabung Circle</b>		6.	Rotlang 'W' .....	1
1.	Tlangte .....	7.	Belthet .....	1
2.	New Khojoysuri .....	8.	Zawlpui .....	1

As these Private Middle Schools are run by public contribution as the demand for middle school is high. As the rural people are poor, it is doubtful if the school will continue to exist even for another year for lack of fund

As the objective of SSA is to bring all children to the normal school, the pre-school stages like anganwadi, pre-school care, ECC, Care centre must be developed so as to prepare the child for going to school. Table 4.4 shows the existing Anganwadi Centre in the District.

**TABLE 4.4 : NFE CENTRE**

Sl. No.	Name of Circle	No. of Anganwadi	NFE
1.	Lunglei Station Circle	66	3
2.	Eastern Circle	80	14
3.	Tlabung Circle	50	6
4.	Bunghmun Circle	67	10
	<b>Total</b>	<b>263</b>	<b>33</b>

*Source : SSA Survey Report, 2001.*

Within the District, there are many Habitations where there is no normal schooling or primary school. In these cases, there is a need of establishing a primary school. At the same time, there is also a need to develop more reliable and reasonable pre school care, ECC. If there is proper early childhood care, the enrolment would increase and expected 100% by 2007 AD. Table 4.5 shows the children below 6 years, which would soon need to get admitted to the school.

**Table 4.5 Children below 6 yrs.**

Sl. No.	Name of Circle	Children below 6 yrs.		
		Male	Female	Total
1.	Station Circle	2544	2465	5009
2.	Eastern Circle	1613	1572	3185
3.	Tlabung Circle	3092	3051	6143
4.	Bunghmun Circle	2184	2062	4246
	<b>Total</b>	<b>9433</b>	<b>9150</b>	<b>18583</b>

*Source : SSA Survey Report, 2001.*

## Enrolement

As the aims of SSA is to bridge the gap between all gender all children below 14 years of age must be enrolled in the Elementary School. The present Enrolement of the District is shown in the Table 4.6

**TABLE 4.6 : CLASS - WISE ENROLEMENT**

Sl. No.	Name of Circle	Boys	Girls	Total
1.	Station	3761	5564	7325
2.	Eastern	2664	2593	5257
3.	Hlabung	3051	2433	5484
4.	Bunghmun	2107	1796	3903
	<b>Total</b>	<b>11583</b>	<b>10386</b>	<b>21969</b>

*Source : SSA Survey Report, 2001.*

To maintain retention of the school going children, the strategies and schemes must be implemented positively. The children before attaining 14 years of age must not leave the school. Table No. 4.7 shows the No. of drop out in the District.

**ABLE 4.7 : DROP OUT CHILDREN**

Sl. No.	Name of Circle	Male	Female	Total
1.	Station Circle	67	57	124
2.	Eastern Circle	95	80	175
3.	Hlabung Circle	30	27	54
4.	Bunghmun Circle	221	178	399
	<b>Total</b>	<b>471</b>	<b>412</b>	<b>883</b>

*Source : SSA Survey Report August, 2001*

## **PROBLEMS AND ISSUES ON RETENTION AND ACHIEVEMENT OF EDUCATIONAL QUALITIES**

There are various reasons for dropout, out of school, problems on retention and achievement. These can be summarised under the following.

- (1) Lack of proper facilities to provide to the school going children by the parents due to poverty, like uniform, text books, and other facilities.
- (2) No higher institution i.e. Upper Primary in some villages.
- (3) Lack of awareness on the part of parents to the importance of Education.
- (4) Lack of proper pre-school care, early childhood care etc. in the village.
- (5) Unattractive environment of the school, like building, furniture, compound, TLM etc.
- (6) Inefficient and shortage of teachers in many schools.
- (7) No desirable community participation in the development of Education in some villages.
- (8) Low calibre of social life in some remote villages.

For successful implementation of SSA scheme in this District, the above problems and issues given above must be eradicated or solved in positive ways. The universal enrolment must be brought at first instance. Thus, the success of SSA depends upon the full use of every available resources.

### **STRATEGIES FOR ACCESS ENROLEMENT RETENTION ACHIEVEMENT AND QUALITY**

The Household Survey conducted show that out of the whole population of children from 0 - 14, 1284 out of 46117 children have no access to the formal schooling of education. It is also found that there are 5132 children of the age group 6 - 14 years are not attending formal schools. Thus, from this SSA Survey of the whole District, it is found that new innovation and strategies must come out. For this, the following must be done:-

- (1) To open up new primary schools, where there is no primary schools
- (2) Open new upper primary schools and the existing Primary Schools may be upgraded into Upper Primary by constructing at least three class rooms and one room for the Headmaster.
- (3) Opening up of ECL, for the age group 3 - 15 years to prepare the children for normal schooling
- (4) Renovating the pre school system by increasing the salary, like kindergarten system, free distribution of textbooks etc.

The above suggestion and implementation could accelerated the access, and improve the existing system.

For the fullest enrolment and cen percent retention of children below 14 years and to bring SSA objectives into reality, the following measures and schemes must be realised.

- (1) Introduction of continuous and comprehensive evaluation system coupled with remedial measures.
- (2) Rationalisation of teachers, and creation of new post to the single teacher school.
- (3) Improving the school buildings, where needed, either by reconstruction or renovation to make attractive for school going children.
- (4) Supply of text books, uniforms and other teaching learning materials free to all children in the schools within the District.
- (5) Improving the norms and scheme of NFE as an alternative system.
- (6) Finding better system of Evaluation so that children would not drop out due to failure in the promotion Examination
- (7) Conduct awareness campaigns, orient the local people at least one in a year by district authority/District Core Committee.
- (8) Conduct of short and orientation course for teachers in a year by DICT



## VISION AND TARGET OF ACHIEVEMENT

The aim and objective of SSA is universalisation and enrolment of all the school going aged children (6-14 yrs) by 2003. The first task in the realisation of this goal is 100 percent enrolment of children in elementary school. It is also envisioned that all these children completed elementary education by 2009.

It can be seen from table 2.11 that 66.46 per cent of drop-out is due to poverty and these children have to help their parents in the farm and at home. The other cause is that many habitations have no access to upper primary schools. These problems are to be tackled to ensure 100 per cent enrolment in elementary education.

By building new schools in the schoolless habitations, constructing free hostel facilities for boys and girls in the economically backward areas, providing T.L.M, free textbooks and Uniform, mid-day meal, toilet and drinking water facilities, awareness campaigns to the public, attractive and inductive environments in the schools, which are all the apart of SSA, we can achieve this goal of 100 percent enrolment and achievement.

As already written, in the whole of Lunglei District, out of 182 villages/habitation there are 36 schoolless habitation, ie. still 36 villages are to be covered. Thus, 19.78% of the habitations/villages have no access to schooling facilities. All these villages are to be covered. In the annual work plan of 2002-03 Budget, 8 Primary Schools and 6 Upper Primary Schools are proposed to be constructed or newly establish.

Thus it was seen that by the year 2003, universal enrolment could not be achieved cent percent as per the objective of SSA. Again free girls hostels, boarding and loading are to be constructed in this backward areas with other free facilities like test-book, food and loading, uniform etc. the percentage of enrolment is expected to be 100% within two or three years.

## CHAPTER - V

### DIFFERENT INDICATORS OF EDUCATIONAL DEVELOPMENT IN LUNGLEI DISTRICT

#### (Various Indicators and Enrolement Projection)

Achieving "Education for all" was the basic aim of National policy on Education. With the launching of Sarva Shiksha Abhiyan Scheme, "Universalisation of Elementary Education is the main objective with having definite time frame. We must understand and diagnose the District and its sub-units with reference to Educational development that has taken place in the recent past. Analysing existing situation and time-series information for capturing trend is required.

A variety of indicators can be generated which can be of immense help to understand a particular district and its sub-units. A variety of information relating to both general and educational scenario is collected as far as possible

#### INDICATORS OF ACCESS

The first important indicators to diagnose and understand the educational development in the State/District is Indicators of Access. There are three indicators of Access viz.

- (a) Admission Rate
- (b) Enrolement Ratio
- (c) Transition Rate

#### (A) Admission Rate :

The Admission Rate is also known as Entry or Intake Rate. It is important to know coverage of child population in an education system in the District. It can be used to identify educationally backward area. It plays a significant role in Enrolement projection and forms the basis of future enrolement.

The Apparent Admission Rate in Lunglei District can be computed (2001-02).

$$\begin{aligned} \text{AAR} &= \frac{\text{New Entrants in Grade-I}}{\text{Population of Age '6' yrs.}} \times 100 \\ &= \frac{6088}{4820} \times 100\% \\ &= 126.30\% \end{aligned}$$

N.B The Apparent Rate considered new entrants in Grade I irrespective of below and above age '6' included in enrolment, thus resulted in more than hundred, thus it is also known as Gross Admissin Rate.

### Age-Specific Admission Rate

In Age-Specific Admission Rate, children below and above '6' years of age are excluded. The Age-specific Admission Rate in Lunglei District in the year 2001-02 session was

$$\begin{aligned} \text{AsAR} &= \frac{\text{New Entrants of Age '6' in Grade I in 2001-02}}{\text{Population of Age '6' years}} \times 100\% \\ &= \frac{3900}{4820} \times 100\% \\ &= 80.91\% \\ \text{ASAR} &= \mathbf{80.91\%} \end{aligned}$$

Thus it is cleared from the above that 80.91% of population of age '6' were admitted in the schools or about 19% were other out of school.s

### (B) Enrolement Ratio

Enrolement Ratio is simply division of enrolement by population. this can be demonstrated by computing it at the primary and middle levels of education in the District. There are three kinds of Enrolement Ratio -

- (a) Over-all Enrolement Ratio
- (b) Age-specific Enrolement Ratio
- (c) Level Enrolement Ratio

### (A) Over-All Enrolement Ratio

This OMER can give a birds eye view of the education system under study. It is also a crude indicator of coverage. The OMER in Lunglei District in the year 2001-2002 is

$$\text{OMER} = \frac{\text{Enrolement I-VII}}{\text{Population 6-14 yrs.}} \times 100\%$$

$$\begin{aligned}\text{OMER} &= \frac{21969}{27995} \times 100\% \\ &= 78.47\%\end{aligned}$$

The above ratio i.e. 78.47% indicates that of the total 21969 children of the age group 6-14 yrs. including over age and under-age children enroled in 2001-2002.

### (B) Age-specific Enrolement Ratio

This gives Enrolement Ratio for a particular age or age group. It is simply division of enrolement in year in age group in all the levels of education in any grade by a population of a particular age in that year. the ASER in Lunglei District in the year 2001-2002 is

$$\text{ASER} = \frac{\text{Enrolement in year '1' in age group in any year}}{\text{Population of particular age}}$$

$$\begin{aligned}&= \frac{15712 \text{ (I-IV)2001}}{16555} \times 100\% \\ &= 94.90\%\end{aligned}$$

$$\begin{aligned}\text{ASER} &= \frac{6257 \text{ (V-VII) 2001}}{11440} \times 100\% \\ &= 54.69\%\end{aligned}$$

### (C) Level Enrolement Ratio

There are two types of Level Enrolement Ratio

(a) Gross Enrolement Ratio

(b) Net Enrolement Ratio

$$\begin{aligned}\text{(a) GER (Primary)} &= \frac{E_{2001 \text{ I-IV}}}{P_{2001 \text{ 6-10}}} \times 100\% \\ &= \frac{15712}{16555} \times 100\% \\ &= 95\%\end{aligned}$$

$$\begin{aligned}
 \text{(b) GER (Middle)} &= \frac{E \text{ 2001 V-VII}}{P \text{ 11-14}} \times 100\% \\
 &= \frac{6257}{11440} \times 100\% \\
 &= 54.69\%
 \end{aligned}$$

Net Enrolment Ratio : In the Net Enrolment Ratio, over age and under age children are excluded from the enrolment and then ratios to the respective age-specific population are obtain

$$\begin{aligned}
 \text{NER (Primary)} &= \frac{E \text{ I-IV}}{P \text{ 6-10}} \times 100\% \\
 &= \frac{14444}{16555} \times 100\% \\
 &= 87.24\%
 \end{aligned}$$

The Net Enrolment Ratio in Grade I in the year 2001-02, in the specific age '6' years, after excluding over and under age in the District can be computed below

$$\begin{aligned}
 \text{NER} &= \frac{\text{Enrolment of age '6' in Gr-I}}{\text{Population of age '6'}} \times 100 \\
 &= \frac{2091}{3378} \times 100\% \\
 &= 61.90\%
 \end{aligned}$$

*Age wise distribution of Enrolment and population in the whole District can be given under the Table 5.1*

Age 0 - 3			3 - 5 years			6 - 10 years			11 - 14 years		
M	F	TT	M	F	TT	M	F	TT	M	F	TT
4402	4287	8689	5031	4863	9894	8501	8054	16555	5950	5490	11440

Source : SSA Survey 2001

**AGE AND GRADE DISTRIBUTION OF ENROLEMENT  
AND POPULATION 2001 SURVEY**

GRADE	2000-01	2001-02
1	2	3
I	6814	6088
II	3631	3586
III	3334	3226
IV	2758	2812
<b>I - IV</b>	<b>Sub-total</b>	<b>15712</b>
V	2804	2599
VI	2458	2012
VII	2196	1646
<b>V - VII</b>	<b>Sub-total</b>	<b>6257</b>
<b>Grand Total</b>	<b>23995</b>	<b>21969</b>

**OUT OF SCHOOL CHILDREN**

The estimate of over age and under age children plays an important role to work out of school children which is an important component of planning exercise. For obtaining out of school children, first enrolment is refined with particular reference to estimate of over age and under age children. The balance of age specific population and refine enrolment is termed as out of school children. For demonstration, out of school children is computed only for primary level/Age group 6-10 yrs.

Population of age group 6-10 yrs.

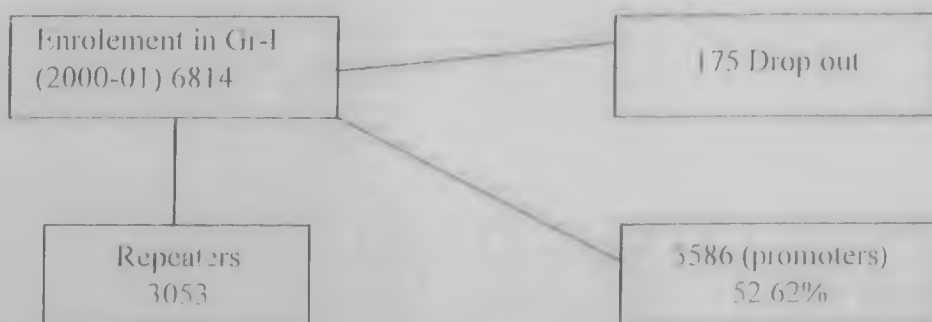
Total Enrolment in Grade I - IV in 2001-2002 Refined enrolment.

N.B Refined enrolment Percentage of over age and under age is taken from enrolment and refined enrolment is obtain

**Transition Rate**

- (1) Students have been promoted to next higher grade
- (2) Students have to repeat their grade
- (3) Students have dropped out from the system.

## FLOW DIAGRAM



The large number of repeaters in Grade I was due to the following reasons.

- (a) Large enrolment of under age in Grade I due to lack of P.C.C.T. and other pre school facilities in the District.
- (b) Migration, especially in the backward area as the western part of the District is inhabited by backward communities, who always move from place to place.

### Promotion Rate

$$\begin{aligned}
 &= \frac{\text{Number of students promoted to Grade IV in 2001-02}}{\text{Total number of children in Grade I in 2001-02}} \\
 &= \text{Promotion rate} = \frac{P}{E} \times 100\% \\
 &= P_{IV}^{2001} = \frac{P_V^{2002}}{E_{IV}^{2002}} \times 100\% \\
 &= \frac{2398}{2758} \times 100 \\
 &= 86.94\%
 \end{aligned}$$

### Repetition Rate

The other indicators that is required to compute is grade to grade repetition. The repetition rate is division of number of repeaters in a grade to enrolment in the previous year in the same grade.

$$\begin{aligned}
 \text{Repetition Rate} &= \frac{\text{Number of repeaters in Grade 'g' in year 't'}}{E_g} \\
 &= \frac{R^{t+1}}{E_g}
 \end{aligned}$$

Let us compute the repetition rate viz. VII/IV

Enrolment of Gr. IV in 2001 is 2758, Gr. VI is 2504.

Thus for Gr. IV, the Drop out rate is -

$$D^{2001}_{IV} = \frac{E_{IV} - CP_V + R_{IV}}{E_{IV}^{2001}}$$

$$= \frac{2758 - (2504 + 200)}{2758}$$

$$= 1.95\%$$

### Drop out rate

The first requirement is to obtain number of dropouts between the grades.

Those who are not promoted or repeated is known as drop outs.

$$\text{Drop out Rate (d)}^g = \frac{D^g}{E^g} \times 100$$

$$= \frac{\text{Number of students dropping-out from 'g' in year '1'} \times 100}{E^g}$$

Eg. For Grade III, the Drop out rate is -

$$D_{III} = \frac{E_{III}^{1989-90} - (P_{IV}^{1990-91} + R_{III}^{1990-91})}{E_{III}^{1989-90}} \times 100$$

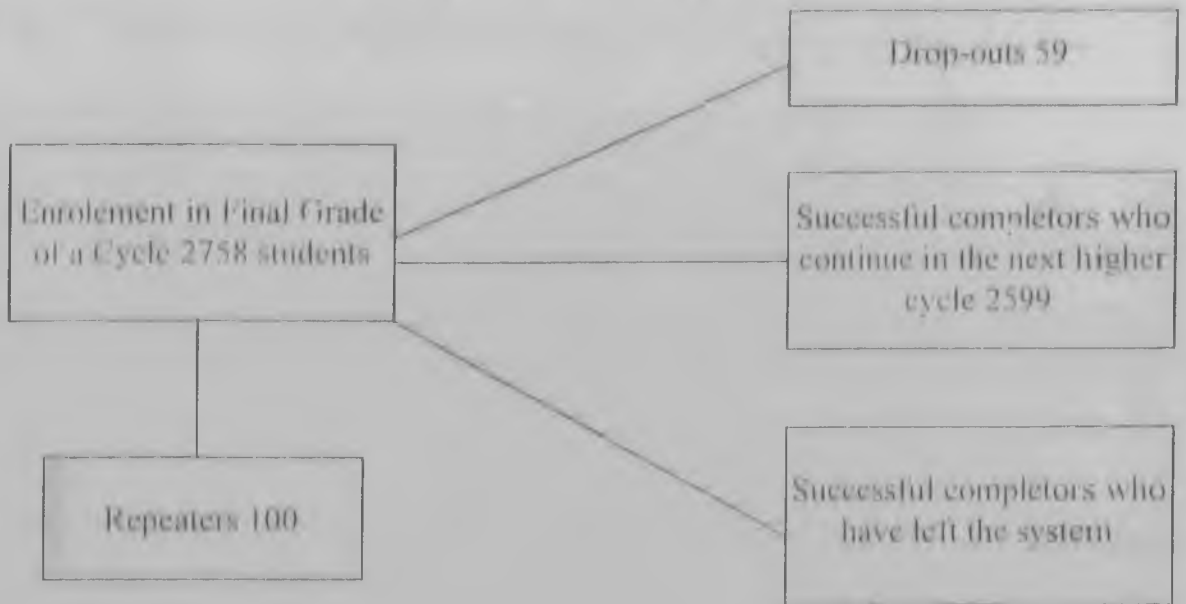
$$= \frac{3334 - (2812 + 184)}{3334} \times 100$$

$$= \frac{3334 - 2996}{3334} \times 100$$

$$= 10.13\%$$



## FLOW DIAGRAM



### Indicators of Efficiency

There are three kinds of method to measure Efficiency of Education.

- (a) Apparent cohort method
- (b) Reconstructed cohort method and
- (c) True cohort method

(a) **Apparent cohort method** : It is measuring extent of educational wastage which require minimum amount of information is Apparent cohort method. The method requires either cross-sectional (year-grade) or time-series data on grade wise enrolment both of which is easily available on fairly long period. The ACM using time series data on grade-wise enrolment assumes enrolment in Grade I in a base year as cohort and determines the relation through diagonal analysis between cohort enrolment in successive grades in successive years.

**Table No. 5.2 Enrolement and Repeaters at the District level**

Year/ I Enrolement	I	II	III	IV	V	VI	VII
2000 - 01	6814	3631	3334	2758	2504	2458	2146
2001 - 02	6088	3586	3226	2812	2599	2012	1646
<b>Repeaters</b>							
2000 - 01	3544	175	154	200	124	117	203
2001 - 02	3053	162	147	184	106	102	186

**Table 5.31 Low Rates**

	I - II	II - III	III - IV	IV - V	V - VI	VI - VII
Promotion	44.8	84.6	78.34	89.73	75.67	58.7
Repetition	50.48	4.46	4.4	6.67	4.14	8.46

*Source : School Reports*

From the above table, it was seen that the repeaters rate in Grade I was 50.48%, which is quite high. The main reasons for it was that, various backward communities are migrating groups, moving from one place to another annually, having no permanent settlement. Another reason is lack of proper Early Childhood Care and Education, pre-school activities and institution. Due to this large number of under age i.e. below six years are enrolled, just to get Free Mid-Day Meal from the government.

As already written, in the whole of Lunglei District, out of 182 villages/habitations there are 36 schoolless habitation, i.e. still 36 villages are to be covered. Thus, 19.78% of the habitations/villages have no access to schooling facilities. All these villages are to be covered. In the annual work plan of 2002-03 Budget, 8 Primary Schools and 6 Upper Primary Schools are proposed to be constructed or newly establish.

Thus it was seen that by the year 2003, universal enrolement could not be achieved percent as per the objective of SSA. Again Free Girls hostels, boarding and loading are to be constructed in this backward areas with other free facilities like text-book, food and loading, uniform etc. the percentage of enrolment is expected to be 100% within two or three years.

## GROSS ENROLMENT RATES (G.E.R)

$$\text{GER} = \frac{\text{Total enrolment in class I-IV in the District}}{\text{Total population of the age group 1-10 in the District}} \times 100\%$$

### ENROLMENT INDICATOR

It is an important input to the Educational system, who are admitted in the schools. It is most commonly used indicator for the assessment of educational average. It gives the proportion of children enrolled in the schools to the total age specific population. The Gross Enrolment Ratio (G.E.R) of Lunglei District can be describe/shown in two ways.

GER relates to the percentage of total enrolment irrespective of age in primary Education to the total population supposed to be in primary schools.

$$\text{No. of school age population in the age group 6-10 yrs.} = 16555$$

$$\text{Total no. of students studying Class I-IV} = 15712$$

$$\text{Therefore GER} = \frac{15712}{16555} \times 100\%$$

$$\text{GER} = 94.9\%$$

### Net Enrolment Ratio

Net Enrolment Ratio is specific. It is a reliable factor. A comparison of NER between different Circle (Block) in the Lunglei District is highlight below :-

$$\text{NER} = \frac{\text{No. of student in class I-VII of the age 6-14 yrs.}}{\text{No. of School age Population 6-14 yrs.}} \times 100\%$$

*Table No. 5.4*

Sl. No.	Name of Circle	Student in Class I-VII	Children of the age 6-14 Yrs.	NER of each Circle
1	Station Circle	7325	7476	97.98 %
2	Eastern Circle	5257	5218	100.75 %
3	Flabung Circle	5484	9348	58.66 %
4	Bunghmun Circle	3903	5952	65.57 %

*Note* The NER in the Eastern Circle exceeds 100% because the enrolment in standard/ Class I-VII includes some students are below 6 years in class-I

## POPULATION AND ENROLEMENT PROJECTION

In the Educational statistics, it is important to highlight population and Enrolement projection. The decadal growth rate of population in Mizoram is 2.9%. Based in this growth rate, the population projection, or increase of population in the Lunglei District can be computed under the table, Table No. 5.

*Table No. 5 Population Projection*

Sl. No.	Year	Below 3 Yrs.			3 - 5 Yrs.			6 - 10 Yrs.			11 - 14 Yrs		
		M	F	Total	M	F	Total	M	F	Total	M	F	Total
1	2001	4402	4287	8689	5031	4863	9894	8501	8054	16555	5950	5490	11440
2	2002	4528	4413	8941	5175	5006	10181	8741	8294	17035	6116	5656	11772
3	2003	4658	4543	9201	5323	5153	10476	8988	8541	17529	6286	5827	12113
4	2004	4791	4677	9468	5475	5305	10780	9242	8795	18037	6462	6003	12465
5	2005	4928	4814	9742	5636	5462	11098	9503	9057	18560	6642	6184	12826
6	2006	5069	4955	10024	5797	5623	11420	9772	9326	19098	6828	6370	13198
7	2007	5214	5100	10314	5957	5789	11746	10049	9603	19652	7019	6562	13581
8	2008	5364	5250	10614	6297	5959	12256	10334	9888	20222	7216	6759	13975
9	2009	5518	5404	10922	6472	6134	12606	10627	10181	20808	7418	6962	14380
10	2010	5676	5562	11238	6652	6314	12966	10928	10483	21411	7626	7171	14797

The Enrolement projection in the district can also be computed upto 2010. This projection is only a crude indicators of Educational development, and could not be specific

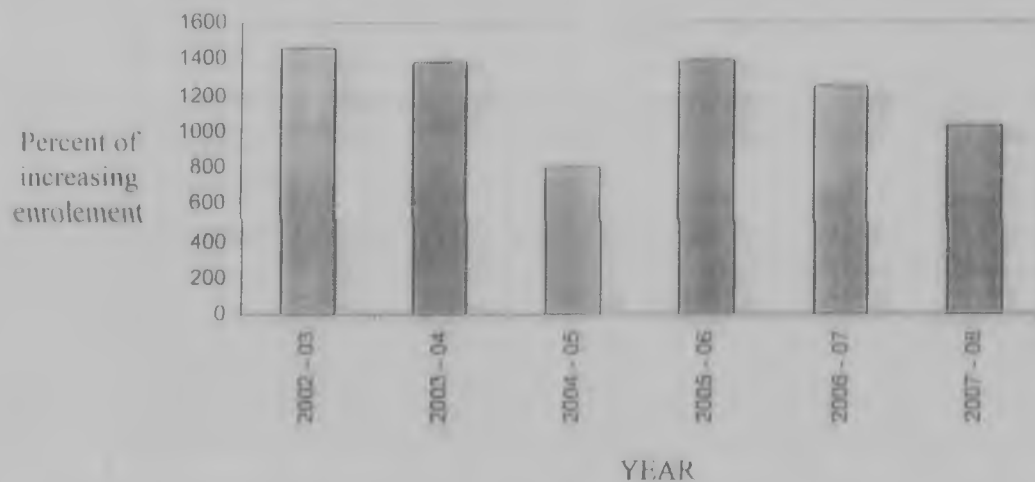
2001 - 2002					
School Level	Class Level	Boys	Girls	Total	Girls percentage
1	2	3	4	5	6
Lower Primary School (P/S)	I	3349	2739	6088	44.99
	II	1835	1751	3586	48.83
	III	1688	1538	3226	47.68
	IV	1461	1351	2812	48.04
Upper Primary School (M/S)	V	1364	1235	2599	47.52
	VI	1064	948	2012	47.12
	VII	822	824	1646	50.06
	<b>TOTAL</b>	<b>11583</b>	<b>10386</b>	<b>21969</b>	<b>47.28</b>

2003 - 2004					
School Level	Class Level	Boys	Girls	Total	Girls percentage
1	2	3	4	5	6
Lower Primary School (P/S)	I	1588	1623	3211	50.55
	II	1581	1519	3100	49.00
	III	3349	2739	6088	44.99
	IV	1835	1751	3586	48.83
Upper Primary School (M/S)	V	1688	1538	3226	47.68
	VI	1461	1351	2812	48.04
	VII	1364	1235	2599	47.52
	<b>TOTAL</b>	<b>12866</b>	<b>11756</b>	<b>24622</b>	<b>47.75</b>
2004 - 2005					
School Level	Class Level	Boys	Girls	Total	Girls percentage
1	2	3	4	5	6
Lower Primary School (P/S)	I	1831	1752	3583	48.90
	II	1588	1623	3211	50.55
	III	1581	1519	3100	49.00
	IV	3349	2739	6088	44.99
Upper Primary School (M/S)	V	1835	1751	3586	48.83
	VI	1688	1538	3226	47.68
	VII	1461	1351	2812	48.04
	<b>TOTAL</b>	<b>13333</b>	<b>12273</b>	<b>25606</b>	<b>47.93</b>
2005 - 2006					
School Level	Class Level	Boys	Girls	Total	Girls percentage
1	2	3	4	5	6
Lower Primary School (P/S)	I	2120	2083	4203	49.56
	II	1831	1752	3583	48.90
	III	1588	1623	3211	50.55
	IV	1581	1519	3100	49.00
Upper Primary School (M/S)	V	3349	2739	6088	44.99
	VI	1835	1751	3586	48.83
	VII	1688	1538	3226	47.68
	<b>TOTAL</b>	<b>13992</b>	<b>13005</b>	<b>26997</b>	<b>48.17</b>
2006 - 2007					
School Level	Class Level	Boys	Girls	Total	Girls percentage
1	2	3	4	5	6
Lower Primary School (P/S)	I	2261	2225	4486	49.60
	II	2120	2083	4203	49.56
	III	1831	1752	3583	48.90
	IV	1588	1623	3211	50.55

Upper Primary School (M/S)	V	1581	1519	3100	49.00
	VI	3349	2729	6078	44.90
	VII	1835	1751	3586	48.83
	<b>TOTAL</b>	<b>14565</b>	<b>13682</b>	<b>28247</b>	<b>48.44</b>
<b>2007 - 2008</b>					
<b>School Level</b>	<b>Class Level</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Girls percentage</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Lower Primary School (P/S)	I	2408	2204	4612	47.79
	II	2261	2225	4486	49.60
	III	2120	2083	4203	49.56
	IV	1831	1752	3583	48.90
Upper Primary School (M/S)	V	1588	1623	3211	50.55
	VI	1581	1519	3100	49.00
	VII	3349	2729	6078	44.90
	<b>TOTAL</b>	<b>15138</b>	<b>14135</b>	<b>29273</b>	<b>48.29</b>
<b>2008 - 2009</b>					
<b>School Level</b>	<b>Class Level</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Girls percentage</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Lower Primary School (P/S)	I	2462	2360	4822	48.94
	II	2408	2204	4612	47.79
	III	2261	2225	4486	49.60
	IV	2120	2083	4203	49.56
Upper Primary School (M/S)	V	1831	1752	3583	48.90
	VI	1588	1623	3211	50.55
	VII	1581	1519	3100	49.00
	<b>TOTAL</b>	<b>14251</b>	<b>13766</b>	<b>28017</b>	<b>49.13</b>
<b>2009 - 2010</b>					
<b>School Level</b>	<b>Class Level</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Girls percentage</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Lower Primary School (P/S)	I	2501	2414	4915	49.11
	II	2462	2360	4822	48.94
	III	2408	2204	4612	47.79
	IV	2261	2225	4486	49.60
Upper Primary School (M/S)	V	2120	2083	4203	49.56
	VI	1831	1752	3583	48.90
	VII	1588	1623	3211	50.55
	<b>TOTAL</b>	<b>15171</b>	<b>14661</b>	<b>29832</b>	<b>49.15</b>

The increasing enrolment in the district can be computed perspectively upto 2010 AD, and can be shown in a Bar Graph

Sl. No.	Year	Total Enrolement	No. of increased in Enrolement	Percentage of increased enrolement
1	2002 - 03	23423	1454	
2	2003 - 04	24802	1379	5.8%
3	2004 - 05	25606	804	3.24%
4	2005 - 06	26997	1391	5.43%
5	2006 - 07	28247	1250	4.63%
6	2007 - 08	29273	1026	3.63%
7	2008 - 09	28017	-1256	-4.29%
8	2009 - 10	29832	1815	6.47%



*N B* The above Bar chart shows the percentage of increasing enrolment upto 2007 - 2008

## CHAPTER - VI

- Access, Enrolment and retention
- Early Childhood Education (ECE)
- Supply of TLM
- School Grants
- Improvement of School Environment
- Free Text-Books for Girls etc.

### ACCESS

One of the main aims of SSA is to provide useful and relevant Elementary Education for all children in the age group of 6-14 years. Education Guarantee Centre, Alternative school, back to school camp by 2003. To realize this objective primary school facilities are to be provided to all the children within a distance of 1Km and the first priority of the District is to ensure access to the children of all the sections by providing free and compulsory education for the children of the age group 6-14 years.

The Household survey reveals that 6% of the 6-14 age group population have no access to formal education and many habitations in the district are scattered and have poor communicative system. In many areas the habitations consist 10 - 30 houses and to provide formal education to those villages formal education to children. The District authority need to be strengthened and new formal Primary Schools needed to open.

It is proposed to open formal Primary Schools in schoolless habitations where the age group 0-14 population is 1284 alongwith provision of two(2) teachers per school as per SSA norms.



**Table 6.1** *No. of School to be opened in schoolless habitation.*

Sl/No	Name of Circle	No of new Primary School proposed in schoolless habitation.	No. of Teachers required @ of 2 teachers per school
9	Station Circle	1	2
10	Eastern Circle	-	-
11	Tlabung Circle	26	52
12	Bunghmun Circle	9	18
	<b>TOTAL :-</b>	<b>36</b>	<b>72</b>

*Source SSA Survey, 2001.*

Some of the existing Primary schools are proposed to be upgraded to Upper Primary schools, to provide access to Upper Primary School especially to those in the rural areas who dropped out after Class-IV in their native habitation where parents are reluctant to send them to other habitations for Upper Primary education.

**Table 6.2** *No. of School proposed to be upgraded.*

Sl/No	Name of Circle	No.of villages which have only P/S	No.of school proposed to be upgraded.
1.	Station Circle	5	5
2.	Eastern Circle	2	2
3.	Tlabung Circle	36	36
4.	Bunghmun Circle	13	13
	<b>TOTAL :-</b>	<b>56</b>	<b>56</b>

*Source SSA Survey, 2001.*

#### **ENROLMENT AND RETENTION**

Household survey reveals that 11 % of the Primary School going aged group are still outside the school and some children are retained in the same class. In many rural areas children between 6-14 years of age group have discontinued their studies after completion of Class-IV in the Primary School of their native habitation since there is no access for upper Primary schooling facilities in the same habitation.

It is, therefore, necessary to take the following measures:-

- (1) Conduct campaign involving Village Education Committee, Cluster Level Committee of Education and Non-Government Organisations (NGO) like Young Mizo Association, Mizo Hmeichhe Insuikhawm Pawl (MHIP) etc to convince parents of the child.
- (2) Assistance to the School Committees for mobilisation as well as monitoring the children for continuous schooling
- (3) Special drive to discouraging repetition in one class and encouraging a regular transition of each pupil from one class to another class.
- (4) Attractive facilities for Primary schools and Upper Primary schools inside and outside the classrooms.
- (5) Improving teacher-pupil ratio by positioning regular teachers and volunteers.
- (6) Conduct Awareness campaign to Parents and give an orientation to the School Committee.

#### **EARLY CHILDHOOD EDUCATION :**

Early Childhood care and Education is a school readiness programmes and releases the older school aged children from sibling care Social Welfare Department of Mizoram is running 263 Anganwadi Centres at different villages within the District. Integrated Child Development Service looks after many children in the District and give support to the health needs of children in the age group of 3-5 years and is also preparing children to have readiness for Primary School Education

The SSA realizes the needs of Pre-School learning and early childhood education and its role in improving participation of children in schools

**Table 6.3 Aganwadi Centres in Lunglei District.**

Sl/No	Name of circle	No.of Aganwadi Centre	No.of village with no Aganwadi Centre
1.	Station Circle	66	5
2.	Eastern Circle	80	5
3.	Flabung Circle	50	50
4.	Bunghmun circle	67	10
	<b>TOTAL :-</b>	<b>263</b>	<b>70</b>

Source SSA Survey, 2001.

**SUPPLY OF TLM :**

Teaching Learning Materials are supply by the State Government in the District. Existing scheme is inadequate and many Primary Schools and Middle Schools needs teaching learning materials for the improvement of elementary education. It is an incentive for promoting enrolment and retention of the children in the school in general and deprived in particular. In order to attend school and have the urge every parent to send their children to school, Teaching/Learning material plays an important role in the school. At present, the state government is suppling Teaching Learning materials but this is inadequate for the present.

To provide Teaching Learning materials such as Blackboard/Green Board, Maps, Educational Charts, Globe, Science Kits, Text Books and for teachers Hand Book.

**Table 6.4. Circle wise requirement of teaching/learning materials**

Sl/No	Name of Circle	Requirement of TLM in P/S and M/S											
		Blackboard		Map		Chart		Globe		Science Kit		Text book	
		M/S	P/S	M/S	P/S	M/S	P/S	M/S	P/S	M/S	P/S	M/S	P/S
1.	Station Circle	100	218	12	34	19	38	22	49	39	62	7	18
2.	Eastern Circle	118	218	11	45	13	49	11	41	24	50	10	25
3.	Flabung Circle	77	273	8	67	15	69	11	67	23	83	10	53
4.	Bunghmun Circle	54	100	6	32	11	40	8	36	17	47	5	14
	<b>TOTAL :-</b>	<b>438</b>	<b>849</b>	<b>37</b>	<b>178</b>	<b>58</b>	<b>196</b>	<b>52</b>	<b>193</b>	<b>103</b>	<b>242</b>	<b>32</b>	<b>110</b>

Source SSA Survey, 2001.

**SCHOOL GRANTS :**

The Mizoram State Government sanctioned funds for grants of schools in Lunglei District. The State Government sanctioned different grants to different school like building grants furniture grants, drinking water facilities, Toilets etc. to different elementary schools.

But due to financial scarcity of funds most of the Primary Schools and Middle Schools in the District are inadequate and more funds/grants are needed for the improvements of the schools. Some of the buildings are old and need to be reconstructed and furniture are in bad conditions.

The present type of school building in the District are as follows :-

*Table 6.5*

Sl. No	Name of Circle	School Level		Pucca		Semi Pucca		Katcha	
		M/S	P/S	M/S	P/S	M/S	P/S	M/S	P/S
1.	Station Circle	53	69	5	3	44	62	4	4
2.	Eastern Circle	36	52	2	4	31	44	3	4
3.	Tlabung Circle	36	93	4	5	18	32	12	56
4.	Bunghmun Circle	28	52	1	1	21	39	6	12
	<b>TOTAL :-</b>	<b>153</b>	<b>266</b>	<b>12</b>	<b>13</b>	<b>114</b>	<b>117</b>	<b>25</b>	<b>76</b>

*Source SSA Survey, 2001.*

### IMPROVEMENT OF SCHOOL ENVIRONMENT

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

- (1) Physically, the school building and furniture should be attractive for the incentivensness of the children. Good building and good furniture creates the children safety and good atmosphere. The classroom should be cleaned and kept good atmosphere.
- (2) Co-curricular activities like games and sports, work experience can also creates improvement of school environment. All children in the school needs good environment in the school in order to have incentive in their learning. There should be good relations between teachers and children. Well-trained

teachers can create motivation to children and their talents/capacity of different children should be well known by a well trained teachers.

- (3) Parents support can improve the children environment at home and also in the school. Good environment at home is play an important role for the incentives of the children. Parents responsible for their children at home and also in the community. Parents support is useful for better environment to children.
- (4) Community support also created good environment in the school and in the community. To create good environment local leaders in the locality also responsible for better growth of the children. Social environment play an important role for improvement of school environment. Encouragement of sports, cultural activities with social and natural surroundings, good health of children are very important.

#### FREE TEXT-BOOKS FOR GIRLS ETC:-

Government of Mizoram distributed Free text-books to some poor students. Having selected schools free text-books was distributed upto the level of Class-I to class-VII. Distribution of free text-books created incentives for promoting enrolment and retention of the children in the school in general. Free text books for girls and backward community is not yet distributed in Lunglei District. Poorer children are selected from the school and generally 4 students in each class were selected and distributed to them.

#### ACCESS RATIO

		No. of habitation	No. of existing schools	Habitation covered by schools	No. of habitation to be covered	No. of new school proposed	Habitation not covered
1	Station Circle	33	118	32	1	1	-
2	Eastern Circle	32	88	32	-	-	-
3	Tlabung Circle	73	123	47	26	26	-
4	Bunghmun Circle	44	79	35	9	9	-
	<b>Total</b>	<b>182</b>	<b>408</b>	<b>146</b>	<b>36</b>	<b>36</b>	<b>-</b>

As Hlabung and some parts of Bunghmun Circle comprises mostly of western belt of the District, mostly inhabited by minority groups/classes like Chakmas, Riangs, Bawms etc. the access ratio is low. Some villages/habitation in this area have no access to the schools.

$$\text{Access Ratio} = \frac{\text{No. of inhabitants covered by school} \times 100\%}{\text{Total No. of Habitations}}$$

$$= \frac{146}{182} \times 100\%$$

$$= 80.21\%$$

## CHAPTER - VII

### QUALITY ISSUES IN ELEMENTARY EDUCATION

#### 7.0 PEDAGOGY AND TEACHER TRAINING:

The focus of the entire pedagogy process is the child. The needs of the children for their developmental process requirements will form the basis of providing classrooms learning experience for the children. Top priority will be given to the basic skills of language, Mathematics, Science and providing child friendly environment in the classrooms. Following are the guidelines for taking various initiatives under pedagogy and teacher training.

#### PARENTS AND COMMUNITY PERCEPTION ON QUALITY EDUCATION:

The planning teams at various levels i.e District, Sub-Divisions, Circle, Cluster and Habitations interacted with parents and community members on the aspects of quality education and pupils achievement during planning process. Accordingly to them, the quality in terms of pupil output means the various grades achieved in various classes achievement at least minimum Levels of Learning in various classes (MLLs).

These perceptions will be taken into consideration by developing the appropriate strategies for the improvement of Quality Pupil Outcome.

Some of the concerns in the contemporary field practice, which need to be addressed is as follows:

a) **Pedagogy of Affection:** in a majority of parents and teachers, the meeting observed that children are treated with strict discipline with restricted movement. Giving them brutal corporal punishment, home works and assignments during the after school hours, less interaction between peers, no interactive materials, with limited pupil teacher interaction are some of the happenings in the classrooms which discourages pupils initiative and participation.

The basic pedagogy, which can create vibrant classrooms, is the pedagogy of affection. Children should be treated with tenderness, love, affection and care, which alone

can motivate the children for their full participation in the learning process and for their continuation in the school. Therefore, necessary orientation will be for the teachers concerning these aspects, along with exposure visits for additional charges.

**b) Pedagogy of Retention:** Majority of the children of the schools of government and local body are first generation literate, whose family background is not much encouraging for their full participation in the school and in other educative processes. It is also found that child abuse is prominent in the schools with the pretext that the students are often without school uniforms, incomplete homework not having adequate notebooks, pencils and other teaching learning materials. These discourag children which leads to absenteeism and eventually resulting in dropping

Therefore, teachers need to be oriented thoroughly on pupils' retention and so on his family background. Wherever teachers are well acquainted with the family background of the students their interest towards childrens' regular attendance and retention is quite encouraging and evident. An atmosphere will be created in the school for improved home-school contacts. Teachers will be sensitized in these aspects through orientation.

**c) Curricular approaches** - The model of providing information is developing the abilities among children: Most of the Elementary Education became increasingly textbook centered and teacher centre. Children are overburdened with more textual materials, with more and more information added in repeated textbook revisions. The model of conveying textual information by the teachers and memorization of concepts and content matter without much comprehension on the part of the children is evident in almost all the schools. This scrubs the creativity and thinking potential of the children. There is no scope for originality, self-expression and imagination on the part of the pupils in the process of knowledge generation. The profile of the child such as his innate abilities viz. Thinking, reasoning, imagination, observation, estimation, comprehension, questioning synthesis, analysis, evaluation, etc. are totally neglected. Contents of various school subjects have not been seen as a media to develop these abilities. The objectives of primary education along with subject-wise objectives are never fully reflected in the textbooks as well as in pupils assessment procedures.



Therefore, the component of development of children innate abilities through available textual material and other interactive material will be taken up and teachers will be oriented having this as one of the component in teacher training programmes.

### **7.1 Academic Convention – Networking and Linkage:**

Teachers will be encouraged to adopt and work further on the methodology that they think results in the improvement of pupils' achievement and build up teachers momentum for a quality change in classrooms and pupils' output by providing necessary support from S.S.A.

Therefore, it is proposed to encourage some of the interested teachers who come forward to implement improved practices in schools for the development of competencies and abilities of the children. The changes will be implemented in classrooms as perceived by the teachers and these initiatives will be propagated to other schools by way of discussions, deliberations and field visit etc..

Following are the initiatives proposed to be taken up :

- Language improvement programmes.
- Mathematics improvement programmes.
- Science improvement programmes.
- Programme for sensitization of the community on Child Labour and educational issues.
- Study tour programme to visit ancient monuments and historical buildings once in a year for Resource Persons, teachers and for students of upper primary schools.

### **7.2 QUALITY TEACHING & LEARNING-TEACHER TRAINING**

It is proposed to orient all the teachers both in- service and newly recruited. Accordingly a twenty days (20 days) training programme will be organized for the regular teachers and sixty days (60 days) orientation programme will be conducted to the freshly recruited teachers as per the financial norms of S.S.A. The training will be conducted in a

cascade mode viz- Training of District Resources Group (DRG) by State Resource Group (SRG) who in turn will train the Resource Group for Circle (CLRG) and this CLRG will ultimately train the teachers at circle level/cluster level

**Table 7.1 Training Personnel to be covered.**

No. of DRG	No. of CLRG @ 5 per Circle	No. of Teachers		CEO/RPC @ 5 per Circle
		In service	Newly recruited	
1	20	1282	519	20

**Table 7.2 Quality - Training**

Sl. No.	Name of Circle	Training	
		No. of Schools	No. of Teachers
1	Station Circle	118	633
2	Eastern Circle	87	369
3	Habung Circle	123	468
4	Bunghmun Circle	80	331
	<b>Total</b>	<b>408</b>	<b>1801</b>

Source - SSA Survey in August 2001.

Constitution of District Resource Group (DRG), Circle Level Resource Groups (CLRG)

### DISTRICT RESOURCE GROUPS:

Since the training is in cascade mode, it is proposed to constitute District Resource Group (DRG) with representative from DIE's, Headmasters, Teachers, Resource persons, for Circles etc. covering all subject areas of primary and upper primary (middle) schools. These DRGs will be exposed to various types of new initiatives on the professional development aspects of teachers and improved classroom practices within and outside the state. DRGs inturn will orient the Circle Level Resource Groups and visit the schools to monitor the implementation aspects.

District Resource Groups (DRG) : Circle Level Resource Group for circles (CLRG) will be constituted with active Headmasters and teachers of Primary and Middle Schools covering various curricular areas, who will be exposed to novel practices in addition to orientation by DRG, who inturn provide trainings and orientations to the regular teachers and freshly recruited teachers, F.C.E, and will instructors.

7.3 Table TRAINING - CIRCLE LEVEL-WISE PERSONNEL TO BE COVERED

Sl. No.	Name of Circle	No. of CLRG 5 per Circle	No. of teachers		RPC per Circle
			In-service	Newly recruited	
1	Station Circle	5	413	220	5
2	Eastern Circle	5	319	50	5
3	Tlabung Circle	5	291	177	5
4	Bunghmun Circle	5	259	71	5
	<b>Total</b>	<b>20</b>	<b>1282</b>	<b>518</b>	<b>20</b>

Source - SSA Survey in August 2001.

### 7.3 SCHOOL SUPPORT - PROFESSIONAL SUPPORT STRUCTURES.

#### a) District Institute of Education and training (DIET)

National Policy on Education 1986 (NPE) laid down a vibrant role for DIETs in the quality improvement of Elementary Education. In practice the role of DIETs have been limited to imparting pre-service training programme. Seldom monitor and provide on job support to the elementary school teachers in addition to in-service training programmes. DIET should take up various quality initiatives for the improvement of Elementary Education as follows:

- Academic Monitoring of Schools
- Conduct in-service training programmes to the teachers. Headmasters, ECE, Instructors, Resource Group for circle, monitoring and supervisory staffs, etc.
- Take up Research and Evaluation activities.
- Participate in the planning process i.e. perspective as well as Annual Work Plan Budgets.
- Conduct achievement surveys and appraisal of various initiatives.

Therefore, it is proposed to strengthening DIETs by way of providing the following support.

- Provision of Equipment
- Provision of furniture
- Provision of Library books

- + Assistance to take up academic monitoring of schools – provision of vehicle.
- + Contingency grants i.e. stationary computer peripherals. Travel allowances

**b) Resource Centre for Circles (RCC)**

CLRCs are the resource centers proposed to be established in circle level under SSA to cater to the professional requirement of primary school teachers as was done in the case of Circle of DIPE districts. Each RCC will be provided with five Resource Persons for circles, continuous on job support to the primary teachers and to conduct various in-service training programmes at Circle levels. CIO and RPC will be working as a team for the improvement of quality of classroom transaction. All RCC will be provided with pucca building to conduct various training programmes as well as for the functioning of CIOs from this office.

*Table No. 7.4 The details of RPC and RCC are as follows:*

RCC		RPC	
4		20	
Sl. No.	Name of Circle	No. of RCCs	No. of RPC
1	Station Circle	1	5
2	Eastern Circle	1	5
3	Tlabung Circle	1	5
4	Bunghmun Circle	1	5
<b>Total</b>		<b>4</b>	<b>20</b>

**INPUTS**

- Provision of Building
- Provision of Equipment
- Provision of Furniture
- Provision of Library Books
- Provision of Contingency Grants
- Provision of Capacity Building of CLR staff through orientation, exposure visit, etc.

## **Functional aspects of RCC/ RPC**

- All the schools in the circle will be divided among the five Resource Persons for circle for effective monitoring, supervision, etc.
- Each Resource persons for circle will visit all the schools in his cluster once in a fortnight and monitor the attendance of pupils and teacher and observe classroom transaction of all the teachers and provide necessary guidance. Each Resource persons for circle also records his impression in the academic guidance register
- Each RCC will maintain the information on various aspects of primary education pertaining to all the habitations in the form of registers and records viz. Circle profile, school profile, stock profile, school monitoring returns. Enrolment of retention school wise particulars. School wise furniture, equipment and accommodation details, circle census register, CEO and Resource persons (RPC) handbooks etc.
- In addition to monitoring the schools, the RPC will visit Early Childhood Education center and meet the school committee members. Several orientation programmes have been planned for RPC's in the field of pedagogy, girls' education, ECEs community mobilization etc. for their capacity building and to enable them to take up monitoring and supervisions, effective for UEE.

### **C) Teachers Centers (TCs)**

Teachers' Centers are sub-circle structures where in primary teachers meet once in a month for professional exchange and to deliberate on new innovative ideas, TLM and other issues. Each TC will be provided with Rs. 2000 - as annual grant for procuring necessary stationery and other TLM. These centers are provided to be effective source of teacher development and teacher motivation and also serves a centers for professional exchange in DPEP districts. On an average each circle will be having 4 or 5 TCs. The details of the TCs are as follows:

Table: 7.5

No. of Circle	No. of Teacher Centers
4	16

Table 7.6

Sl. No.	Name of Circle	No. of RCC	No. of TCs Centers
1	Station Circle	1	4
2	Eastern Circle	1	4
3	Tlabung Circle	1	4
4	Bunglun Circle	1	4
	Total	4	16

### FUNCTIONAL ASPECTS

- The CEO and RPCs will be attending the Teacher Center meeting regularly and take part in the deliberations.
- The broader agenda for the Teacher Center meetings will be discussed and finalized at DRG and RG for circle meetings, within which they can have district specific, and circle specific school specific activities.
- Further it is proposed to have specific, activities/training workshop at TC level.
- Greater importance will be given for the development of innovative Teaching Learning Material on various curricular and non-curricular areas
- The teachers will be encouraged to share their innovative practices and apply the prepared TLM to the schools.

### INPUTS

- Annual grant of TLM (@ Rs. 2000/- per TC s per year
- Training to FC Secretaries/Asst. Secretary of TC/TC guide manual.
- Monthly teachers meet at FC for professional exchange.

#### 7.4 QUALITY TEACHING – SCHOOL, TEACHER AND TEACHER CENTER GRANTS:

So as to improve school infrastructure facilities and improve classroom practices. It is planned to provide annual grants to school @ Rs. 2000/- per year per school to improve school infrastructure facilities and annual teacher grants @ Rs. 500/- per year per teacher for acquiring the required teaching learning material to enable him/her to implement the child centered activity based pedagogy in the classrooms. It is also planned to provide annual grants to the Teacher Centers @ Rs. 2000 per year per teacher Center for stationery and TLM to be used in the TC meetings.

*Table: 7.7 Particulars of grants – School Teacher & TC*

No. of School	No. of Teacher	No. of Teacher Center
418	1801	16

*Table: 6.8 Grants – School, Teachers & Teacher centers*

Sl. No.	Name of Circle	No. of Schools	No. of Teachers		No. of Teacher Centres
			In Service	Newly recruited	
1	Station Circle	118	413	220	4
2	Eastern Circle	87	319	50	4
3	Tlabung Circle	123	291	177	4
4	Bunghmun Circle	80	259	72	4
	<b>Total</b>	<b>408</b>	<b>1282</b>	<b>519</b>	<b>16</b>

*Source – SSA Survey in August 2001.*

#### 7.5 TEACHING LEARNING MATERIAL TO UPPER PRIMARY SCHOOLS (MIDDLE SCHOOLS)

The Planning Process taken up under SSA reveals the insufficient supply of TLM to the Upper Primary School and other support services. Therefore, it is proposed to provide assistance to these Upper Primary Schools towards procurement of TLM through school committees, community participation @ Rs. 50,000/- per school. The procurement will be based on items selected based on the requirement to be determined by the teachers and School Committees.

Table: 7.9

No. of Circle	No. of Upper Primary Schools
4	150

Table: 7.10 TLM Grant for Upper Primary Schools

Sl. No.	Name of Circle	No. of Upper Primary Schools
1	Station Circle	49
2	Eastern Circle	36
3	Habung Circle	36
4	Bunghmun Circle	29
	<b>Total</b>	<b>150</b>

Source – SSA Survey in August 2001.

### 7.6 CATEGORIZATION OF SCHOOL INTO 'A', 'B' & 'C'

It is planned to categorize all the schools into three categories 'A', 'B' & 'C' based on the following criteria to develop some motivation and internal competition to excel.

- Community Participation
- Enrolment
- High Level of Retention
- Regular pupil and teacher attendance
- Pupil performance in reading & writing
- Teacher preparation. Development of TLM and display of teacher and pupil work.
- Utilization of all equipment and Library books.
- School premises- clean and Green.
- Innovative activities taken up by the Teachers.

The Schools which possessed high incidence of the above criteria may be treated as 'A' grade Schools and Schools which have a potential to change into 'A' grade school with a little external assistance by way of motivation and guidance may be categorized into



'B' The remaining schools are proposed to be kept under 'C' category. The Categorization of Schools has already been taken place. The schools will be monitored and provided facilities based on the type of school to which it belongs.

### 7.7 IMPROVED SCHOOL MANAGEMENT TRAINING TO HEADMASTERS.

The school Headmasters' leadership place a vital role for management at Classroom and School as a whole. The Headmaster is supposed to play a key role and an initiator to conduct various programmes/meetings in the School premises viz- with Community, School Committees, Youth Activities Parents, teachers for the improvement of Children Education as per U.L.F. The school Heads shall play a vital role in the process of School effectiveness. Therefore, it is proposed to provide an orientation on the management of Schools, School development initiatives, community mobilization, home school links, schooling of out of school children.

*Table: 7.11 School Management Training - Headmaster*

Sl. No.	Name of Circle	No. of Primary Schools Headmaster	No. of Upper Primary School Headmaster
1	Station Circle	69	49
2	Eastern Circle	51	36
3	Flabung Circle	87	36
4	Bunghmun Circle	51	29
	<b>Total</b>	<b>258</b>	<b>150</b>

*Source – SSA Survey in August 2001.*

### 7.8 ACADEMIC MONITORING OF SCHOOLS BY DIETS.

DIETs in the state are mostly concentrating on the preserves training aspects and there is less participation with respect to field interaction viz. – visiting the schools, meeting the teacher, discussing with school committee members, interacting with pupil etc. It is also found that the interaction between DIETs, DFO and DPEP district staff is not encouraging.

Therefore, it is proposed to involve DIET faculty in academic monitoring of the Schools. In the process, initiation has already been taken in assigning a set of schools which are 'B' and 'C' grade schools to DIET faculties who will monitor for a period of three to four months regularly and support various aspects of school matters viz., Achievement lev-

els of the children, classroom transaction, teachers' preparation, H M development, assessment procedures, enrolment and retention, activities and other innovative activities taken by the teachers.

In addition to it, the DII T staff will attend Teacher Center meetings which are scheduled to be conducted at School Cluster level once in a month and participate in the deliberations of professional exchange. Support from DII T staff shall improve the schools in a holistic way and help in the exchange of ideas in addition to identification of teachers and schools.

Necessary support in terms of travel allowance (vehicle) stationery support etc will be provided to the DII Ts.

The field interaction will be shared in the core Group meeting viz. staff of DICO, DPEP and DII T. The issues thus emerging will be reviewed and necessary initiatives taken for further improvement.

7.9.

#### **PUPIL ASSESSMENT PROCEDURES.**

The present pupil assessment procedures do not reflect the pedagogical renewal and the nature of the children learning and the major emphasis is on the testing of the children's cognitive abilities through written tests. There is not much relation between teaching-learning process and nature of assessment. Mostly it is a testing of children's memory and more stress is on the children's cause of tension, fear and anxiety. The assessment is not comprehensive enough and neglects the effective and psychomotor aspects of pupil development. The test items do not reflect the objectives of the subjects and its nature.

Therefore, it is proposed to change the entire pupil assessment procedures at elementary stage by making assessment a comprehensive one focussing on the entire child profile i.e. different aspects of cognitive creative, aesthetic, psycho-motor, attitudinal etc other than information acquisition through memorization. The assessment will link pedagogical practices as well as objectives of subjects and education in broad

It is also proposed to focus on the assessment of abilities of the children i.e. ability of thinking, reasoning, imagination estimation, observation synthesis analysis, evaluation, etc. then information- acquisition in the process of knowledge generation. The test items also will be linked to nature of subject matter and its transaction. Further emphasis will be on various types of assessment procedures viz. oral, written, performance, projects etc., which reveal the overall development of the individual.

According to the nature of tests, the period and area of assessment management and administration etc. will be reviewed and modified accordingly.

**Inputs:**

- Workshops for the development of strategies on assessment procedures at elementary stage.
- Development of suitable module and other related literature.
- Orientation to teachers and other field staff.
- Workshops for the development of test items.
- Discussion of pupil assessment procedure in Teacher Center meetings.

## CHAPTER - VIII

### COVERAGE OF SPECIAL FOCUS GROUP

#### 8.1 GIRLS' EDUCATION

The Planning Process taken up as a part of pre-project activities revealed the presence of 2689 girls who are out of school of the age group of 6-14 years who are never enrolled and some of them dropped out after primary education

*Table 8.1 Girls' Education - Mainstreaming*

Sl No.	Name of Circle	Total School children 6-14 yrs	Total No. of out of school children	Total No. of out of school girls	Percent	Residential bridge course for girls
1	Station Circle	7325	117	37	31.62	NIL
2	Eastern Circle	5257	163	82	50.3	NIL
3	Tlabung Circle	5484	3890	2099	53.95	NIL
4	Bunghmun Circle	3903	973	447	45.94	NIL
	<b>Total</b>	<b>21969</b>	<b>5143</b>	<b>2665</b>	<b>52.40</b>	<b>NIL</b>

*Source - SSA Survey*

#### GIRLS' EDUCATION

As shown in the above table, there are as many as 21969 school children of the age group 6-14 yrs., there are 5143 out of school children, out of which 2665 are girls out of school system. It is therefore, imperative to give special attention to these children.

The number of out of school girl children is highest in Tlabung Circle and next in Bunghmun Circle within Lunglei District. Girls especially belonging to the schedule castes, schedule tribes and other backward classes of this area could not enroll themselves in schools due to poverty of their parents as indicated by S.S.A. Survey 2001, (vide Chapter II Table No. 2.11). It is therefore, proposed to be constructed Hostel with school building for girls at Tlabung in 2002-03 and at Thenhlum in 2003-04 for accomodation of 50 children each. The following be provided for running the Hostels successfully viz - Free food and Lodging, honorarium of teachers, honararium of wardens, honorarium of cooks, Electric and water charges, contingency fund, so that 50 p.c. of the target may be achieved within next 5 years i.e. in 2006-'07 within next 5 more years 100 p.c. of the target may be

achieved. In addition, for mainstreaming of girls children who are out of school and drop out the following strategies are again proposed viz -

Construction of Hostel with school for girls and other requirement be provided.

- Conduct regular attendance monitoring of the children especially girls and involving the community to take up the issue of irregular children
- Developing a forum of women teachers to take up awareness campaigns on girls' education and involving the community to take up the issue of irregular girl children.
- Special focus on deprived pockets such as backward class of remote areas, urban slum areas etc.
- Improvement of Class room environment to provide equitable learning opportunities (Teacher sensitization through training, toilets to the Upper Primary Schools)
- Mobilization at the habitation/village/urban slump level using women group viz. MHIP (Mizo Hmeichhe Insuihkhawm Pawl) and YMA (Young Mizo Association) etc. for sensitizing the community parents on child girls for eliminating the child labor, too early marriage and for universalisation of elementary education.
- Conduct back to school camps (Residential for adolescent girls/residential bridge course for girls be provided.)
- Monitoring the school girl children for their regular schooling especially in case of children who mainstreamed through alternative types of systems
- Conduct habitation based alternative schools/back to school camps (non-residential) exclusively for girls keeping in view of various minority groups.
- Convening meeting with voluntary organizations, to have discussion on girl children who are involved in sibling care, domestic works, wages earners etc and their educational issues.

## 8.2

**EARLY CHILDHOOD CARE AND EDUCATION :**

For achievement of UEL, one of the most important is ECE by reducing the gaps in enrolment, dropout and learning achievement between gender and social group.

Children of 3-5 year of age groups are made ready for school by the ECCE and a support service for working women of the disadvantaged sections of the society.

No. of Circles	No. of Habitations	No. of Children 3-5			ECE Proposed	Anganwadies existing
		Boys	Girls	Total		
4	181	5031	4861	9892	70	263

*Source – SSA Survey, 2001*

### 8.3 CIRCLE-WISE LIST OF CHILDREN WITH AGE GROUP 3-5 YEARS & ECE CENTERS; ANGANWADIES PROPOSED

Name of Circle	No. of Habitations	No. of Children 3-5years			ECEC Proposed	Anganwadies existing
		Male	Female	Total		
Station Circle	33	1333	1284	2617	5	66
Faster Circle	32	841	809	1650	5	80
Habung Circle	73	1704	1707	3411	50	50
Bunghmun Circle	44	1153	1061	2214	10	67
<b>Total</b>	<b>182</b>	<b>5031</b>	<b>4861</b>	<b>9892</b>	<b>70</b>	<b>263</b>

*Source – SSA Survey, 2001*

#### Inputs under ECE

- In the habitations wherever ICDS Anganwadies are not in existence the ECEC be established.
- Under the Headmaster's supervision during School hours the ECEC and Anganwadies will be run in the premises of the school
- Strengthening of pre school component of ICDS by way of convergence and to provide a stimulating environment for the children through strengthening of training and TLM component.

### 8.3.

### INTERVENTION OF DISABLED CHILDREN:

The list of disabled children habitation wise and circle wise have been generated based on the family survey conducted as a part of pre-project activities. In view of guidelines provided under SSA the following initiatives have been proposed.

- Identification of children with special Educational Needs.
- Procurement and supply of aids and appliances through various sources of GOI, GOM, etc.
- Conduct training and capacity building programme to district resource groups on SEN activities.
- Convergence with other departments working for the disabled viz. Health, Disabled Welfare, Women and Child Welfare, Social Welfare, Tribal Welfare, etc.
- Mainstreaming of disabled children into special schools depending upon the type and extent of disability.
- Providing resource support to schools through special Resource Teachers.
- Development of TQM and other training materials for the teachers as well as pupil.
- An effort for integrating the disable with the mainstreaming schools.
- Assessment of disability in all the habitations of the circle through camps.
- Providing resource room for disabled children separately to give instruction or to teach the disabled children wherever SCERT/NCERT project does not covered in the District.

### 8.4

### BACKWARD CLASS CHILDREN EDUCATION:

For the success of UEE throughout the country, the improvement of education of backward classes who live in remote areas, strategies will be provided in the stipulated time as follows:

- Provision of School and teacher grants in the areas inhabited by backward classes of community.

- Conduct residential and non residential back to school camps
- Development of Teaching Learning materials which are bilingual in nature along with special training to the teachers working in backward classes areas.
- Mobilization and campaign in backward classes habitations.
- Provision of alternative schooling facilities in un-serve habitations to the backward classes especially below the poverty line. NGO's be involved i.e. YMA, YCA, MHIP, etc.
- Resource support through special resource persons.
- Supply of aids and appliances.
- Convergence with other departments working for the disabled children
- Conduct special training.
- Training to Voluntary Organization members
- Construction of RCC (Resource Centre for Circle) and ICs. school complexes in backward areas within the circle and close monitoring of schools along with on job support to teachers.



## CHAPTER - IX

### MANAGEMENT STRUCTURE

#### 9.0 Existing administrative set-up :

In the present Mizoram context, elementary education is under the Directorate of School Education comprising elementary education, Secondary Education, Adult Education, Hindi Education, Physical Education, SCERT with its various wings and DIETs. The chart showing the existing administrative set-up of School Education Directorate is given Fig. No. 8:1 -

#### 9.1 Management structure of SSA in Mizoram

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

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

The SSA Mission is decentralised with clear cut job-assignments and well defined powers and responsibilities at different levels of the set-up. It may however be noted

that the existing organisational structure will retain status-quo and officers shall function as the executing officers at various levels in combination with the SSA bodies. In short, it may be made clear that the present officials of the Department shall continue to be the cornerstones of SSA activities in a defined and revitalised form.

#### **9.1.1. The State Mission Authority :**

The mission consists of a Governing body with the following members :

President : Chief Minister of Mizoram

Vice President : Minister, School Education

Members (A) 1. Chief Secretary of Mizoram

2. Commissioners/Secretary of (a) Planning.

Representatives of the following categories nominated by the Central Government.

- i) Educationist - 3 members
- ii) Voluntary Agencies - 3 members
- iii) Distinguished Women - 2 members
- 3. Director, NCERT or his nominee.
- 4. Director, NIEPA or his nominee.

#### **9.1.2 Functions of the Mission**

To achieve the aims and objectives of the SSA, the mission shall perform the following function, viz.

- i) to suggest norms for opening alternate school/schools.
- ii) to improve district plans.
- iii) to evaluate performance of various executive hierarchies viz District, Circle, Cluster, Village and school level.
- iv) to monitor implementation of various schemes relating to UEE.

v) to ensure the time flow of level.

vi) to mobilise financial resource.

### **9.1.3 Powers of the mission :**

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

- i) To create duly empowered administrative mechanism through such participation as may be deemed necessary of various departments and autonomous agencies of the central and state governments for the achievement of the objects of the mission.
- ii) To establish various structures for the implementation of SSA, administrative arrangement at District, Circle, Cluster and village levels and to delegate to them necessary powers to enable them to discharge their responsibilities.
- iii) To create academic, technical, administrative, managerial and other responsibilities in the mission by converging existing posts in the education sector.
- iv) To make rules and regulations for conduct of the affairs of the mission and to amend, vary or rescind them from time to time, in consultation with the state government.
- v) To accept grant, securities or property of any kind and to undertake the management of any endowment, trust, fund or donation not inconsistent with the objectives of the mission.
- vi) To purchase, hire, take on lease, exchange or otherwise acquire property, movable or immovable and to construct, alter and maintain any building or buildings as may be necessary for carrying out the objects of the mission.
- vii) To delegate to the executive committee or to any of the officers and authorities of the mission such powers and impose such duties as it deems proper.
- viii) To consider the annual report prepared by the Executive Committee.

- ix) To undertake all such activities and to take all such actions as may appear necessary or incidental for achievement of the goals and objects of the mission.

#### 9.1.4 Officers of the mission :

The Officers of the Mission shall be .

- i) The President of the Governing Body.
- ii) The Vice President of the Governing Body.
- iii) The Chairman of the Executive Committee.
- iv) The Vice Chairman of the Executive Committee.
- v) The State Project Director.

#### 9.2 Executive Committee :

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

The Executive Committee consists of :-

Chairman : Chief Secretary, Government of Mizoram.

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

Members :

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

- i) Planning
- ii) Finance
- iii) Social Welfare

(b) Director/Joint Director, SCERI.

(c) 3 members from

- i) Elementary Teacher Educations.
- ii) Educationists.

iii) Voluntary Agencies.

iv) Pre-Primary and NFI personnel.

v) Distinguished persons in Education of disabled children.

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

(d) Three Representatives of Central Government nominated from MHRD, Department of Education

(e) Three members of the Mission representing the following categories each :-

i) Educationists.

ii) Voluntary Agencies.

iii) Distinguished women.

(f) One person nominated by the Chairman from amongst members of the Mission belonging to District/Circle/Cluster Units of the Society.

(g) Member Secretary : State Project Director.

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

#### **FUNCTIONS OF THE EXECUTIVE COMMITTEE :**

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

## POWERS OF THE EXECUTIVE COMMITTEE :

The Executive Committee shall :-

- i) exercise all administrative, financial and academic powers including powers to rationalize posts of all description in the education sector.
- ii) Control the management of all the affairs and funds of the Mission
- iii) have powers and responsibilities in respect of the following
  - a) to frame Regulations in consultation with the State Government.
  - b) to frame Bye-laws for the conduct of activities of the Mission in furthering its objects.
- iv) have power to enter into agreements with other public or private organisations or individuals for furtherance of its objects.
- v) have powers to secure and accept endowments, grants-in-aid, donations or gifts to the Mission on mutually agreed terms and conditions, provided that conditions of such grants-in-aid, donation or gifts shall not be inconsistent or in conflict with the objects of the Mission or with the provisions of these Rules.
- vi) have power to take over and acquire by purchase, gift or otherwise from Government and other public bodies, from private individuals, movable and immovable properties or other funds together with obligations and engagements, not inconsistent with the objects of the Mission and the provisions of these Rules.
- vii) have power to undertake or give contract for construction of buildings required for use of the Mission, and to acquire stores and services required for the discharge of the functions of the Missions.
- viii) have, subject to the provisions of the Article 4 of the Memorandum of Association power to sell or lease any movable and immovable property

of the Mission, provided, however, that no assets of the Mission created out of Government grants shall without prior approval of the Government, be disposed of encumbered or utilized for purposes other than those for which the grant was sanctioned.

- ix) have powers to constitute standing/adhoc committees or task forces/groups etc. for various areas of Sarva Shiksha Abhivan and decide in regard to their membership power and functions.
- x) have the power to appoint Advisory Boards or other special committees for such purposes and with such powers as the Executive Committee may think fit. and to dissolve any such committee or Board.
- xi) have the power to delegate to the Chairman, Vice-Chairman, State Project Director, or any of its members and/or to a committee/group or any other officer of the Mission such administrative, financial and academic powers and impose such duties as it deems proper and also prescribe limitations within which the powers and duties shall be exercised or discharged.

#### **POWER TO MAKE REGULATIONS :-**

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

- i) Service matters pertaining to officers and staff including creation of posts, qualifications, selection procedure, service conditions, pay and emoluments, discipline and control rules.
- ii) Important financial aspects including formulation of budget, purchase procedure, delegation of financial powers, investment of funds, maintenance of accounts and audit, IA and DA rules etc. and

- iii) Such other matter as may be necessary for the furtherance of the objects and the proper administration of the affairs of the Mission

#### **POWER TO FRAME BY-LAW :**

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

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

#### **POWERS AND FUNCTIONS OF THE CHAIRMAN**

- i) shall ensure that the affairs of the Mission are run efficiently and in accordance with the provisions of the Sarva Shiksha Abhiyan, and Memorandum of Association, Rules, Regulations and Bye-laws of the Mission.
- ii) shall preside over the meetings of the Executive Committee.
- iii) may himself call, or by a requisition in writing signed by him may require the Member Secretary to call, a meeting of the Executive Committee at any time.



- iv) may in case, of votes for and against on a may exercise his right of casting vote.
- v) shall be the sole and absolute authority to judge the validity of the vote cast by members at all the meetings of the Executive Committee.
- vi) shall be entitled to invite any other person to attend any meeting of the Executive Committee provided that such persons shall have no power of voting
- vii) may delegate to the Vice-Chairman such functions and powers of his as he may deem fit

#### **POWERS AND FUNCTIONS OF THE STATE PROJECT DIRECTOR :**

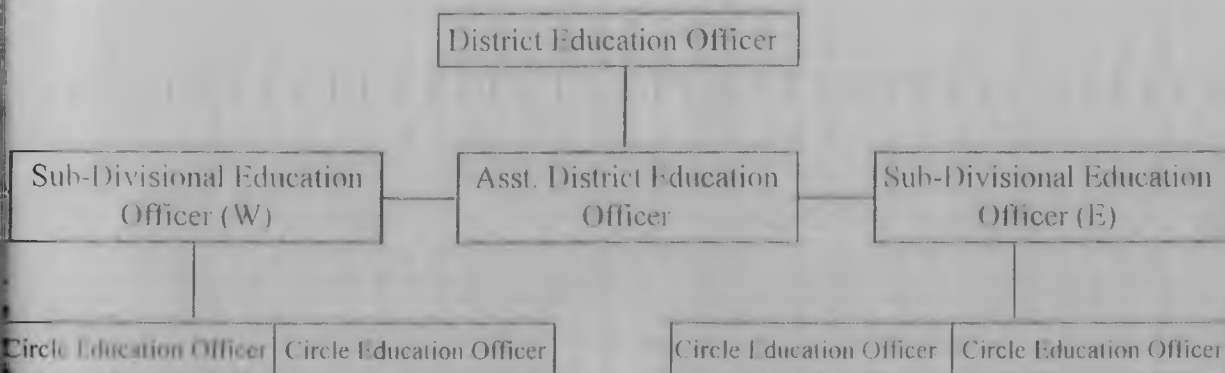
- 1) The State Project Director for Sarva Shiksha Abhiyan shall be appointed by the State Government which shall prescribe his remuneration and other conditions of service. He/she may be the Project Director already appointed under DPER or an officer of the Department of Education, as may be decided by the concerned State Government.
- 2) The State Project Director shall be the Chief Executive Officer of the Mission and shall be responsible for proper administration of the affairs and funds of the Mission and implementation of its various activities in a mission mode under the direction and guidance of the Chairman of the Executive Committee.
- 3) For the effective discharge of his function, he shall have powers to
  - a) constitute Steering Groups, with the approval of the Chairman, for each of the programme components and functional areas.
  - b) constitute a Task Force, comprising heads of the steering Groups, which would function as a cohesive team for achievement of the objects of this Mission.

- c) appoint with the approval of the Chairman, consultants and Resource Persons
- d) prescribe the duties of all officers and staff of the Mission
- e) exercise such supervision and disciplinary control as may be necessary.
- f) co-ordinate and exercise general supervision over activities of the Mission including its branches/units set up in the districts/blocks.
- g) arrange meetings of the Mission and its Executive Committee and keep a record of proceedings of these meetings in accordance with these rules, and
- h) discharge such other functions as may be assigned to him by the Executive Committee in furtherance of the objects of the Mission.

**DISTRICT MANAGEMENT STRUCTURE :**

**a) Existing Structure**

The existing management structure of the School Education Department at the District, Sub-Divisional and Circle levels needs to be strengthened to accomplish all the time-bound projects and objects of SSA. The following chart depicts the existing administrative structure of School Education at the District, Sub-Divisional and down the line :-



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

At the Sub-Division level, the SDEO is the over all administrative Head of Elementary Education having a separate office of its own. Each Sub-Division is under the SDEO, each sub-division has 2 CEOs who are responsible for inspection and supervision of elementary schools within their respective circles.

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

**(b) SSA District Unit of the Mission :**

As provided in the SSA framework for implementations, it has been felt-highly necessary to strengthen the existing set-up in various respects. The District Unit of the Mission was thus, formed with the following members :-

- |                  |   |  |
|------------------|---|--|
| Chairman         | - | Deputy Commissioner of Lunglei District.       |
| Member Secretary | - | District Education Officer, Lunglei District   |
| Members          | - | 1) Principal, DIET, Lunglei                    |
|                  |   | 2) ADEO, Lunglei District                      |
|                  |   | 3) All SDEOs                                   |
|                  |   | 4) All CEOs                                    |
|                  |   | 5) 1 Member each from NGOs viz YMA, MHIP, MZP. |
|                  |   | 6) 1 Lady Member nominated by S P Director.    |
|                  |   | 7) Presidents MSTA Sub-Headquarters concerned. |

- 8) President, PTA Sub-Headquarters concerned.
- 9) District Adult Education Officer
- 10) All BDOs.

### **POWERS & FUNCTIONS OF DISTRICT UNIT**

- (i) Preparation of a District Elementary Education Plan (DEEP) of the District in consultation with the Circle, Cluster and Village Level agencies of the Mission.
- (ii) Coordination and Cooperation of the various levels of management set-up in the implementation of the programmes.
- (iii) Identification of the requirements on priority and need based and purchase, procurement and supply of the materials for various Resource center and schools through the Circle Level Committee/VEC.
- (iv) Receipt of funds from Executive Committee/State Project Director and disbursement to all concerned.
- (v) Ensuring proper flow of fund and utilisation of the same at different levels with the help of Circle, Cluster and Village Level Agencies.
- (vi) Arrangement of training, exposure visits and on site inspections for Resource Groups, administrators and Teachers.
- (vii) Evaluation of the achievements and progress of the activities of the Mission in the District.

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

### **e) DIET**

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

The role of DIET in the SSA intervention for Lunglei District will be as follows:

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

#### **(d) District Core Team**

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

1: District Project Coordinator - DEO, Lunglei District.

2. Members : (1) All SDEO

(2) District Social Welfare Officer

(3) District Adult Education Officer.

(4) President, Primary Teachers' Association, Sub-Headquarters.

(5) President, Middle School Teachers' Association, Sub-Headquarters.

(6) President, Young Mizo Association, Sub-Headquarters.

(7) Circle Education Officers of the District.

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



utilisation of funds for the purpose in accordance with the DEEP.

- To supervise, monitor and evaluate the programmes of the Mission in the Circle.

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

It may also be noted that the CEC may exercise all powers as may be delegated to it by the higher authority and may perform any function as may be prescribed by the S.P Director or the DPC etc.

#### **CIRCLE WISE NO. OF COMMITTEES :**

Sl. No.	Name of Cluster	No. of Cluster	No. of village
1	Station	4	33
2	Eastern	4	32
3	Hlabung	4	73
4	Bunghmun	4	44

#### **Circle Core Team**

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

#### **CLUSTER RESOURCE GROUP :**

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

## CLUSTER-WISE LIST OF VILLAGE

Sl. No.	Name of Cluster	No. of Cluster	No. of village
1	Station	4	33
2	Eastern	4	32
3	Flabung	4	73
4	Bunghmun	4	44
	<b>Total</b>	<b>16</b>	<b>182</b>

The Cluster level Unit is a viable arrangement to monitor and support the P/S & M/S in academic field. The Cluster Core Group will consist 4 Resource persons having specialisation in the field of Teacher Education, Education for Disabled, Personal management.

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

The Cluster Core Group is designed to assist the C.P Coordinator in the implementation of SSA programmes and necessary advice and suggestions will be given to the Circle Project Coordinator for necessary action and also to the village level committee and school committees for furtherance of the aims of SSA in the area.

### VILLAGE EDUCATION COMMITTEE

The VEC is the basic Unit for planning, implementation and evaluation of the SSA activities in the grassroot level viz. village and schools.



The VEC consists of the following :-

- 1) Chairman - VCP
- 2) Treasurer - to be elected by the VEC from Headmasters/Head Teachers/Teachers.
- 3) Members : -
  - (a) All Heads of Institutions in the village.
  - (b) 1 Member each from NGOs viz YMA, MZP, MIHP, MUP.
  - (c) 1 Member nominated by SDEO Chairman of CFC.
  - (d) 1 Lady Member nominated by Chairman of VEC.
  - (e) National/State Awardees.
- 4) Member Secretary: To be appointed by SDEO/Chairman CEC on the recommendation of CEO/CPC from amongst the Headmasters/Head Teachers.

**The VEC shall perform the following functions :-**

- (i) Planning of the programmes at Village and School levels in consultation with CRG and S.C.
- (ii) Implementation of various projects at the village.
- (iii) Monitoring and evaluation of the activities undertaken at village levels.
- (iv) Motivation, mobilisation of the Public and other available resources for the pursuit of SSA programmes.
- (v) Receipt, record and utilisation of the fund from SSA Mission and other sources.
- (vi) Construction, repair and maintenance of School buildings, compounds and furnitures in collaboration with S.C and School staff

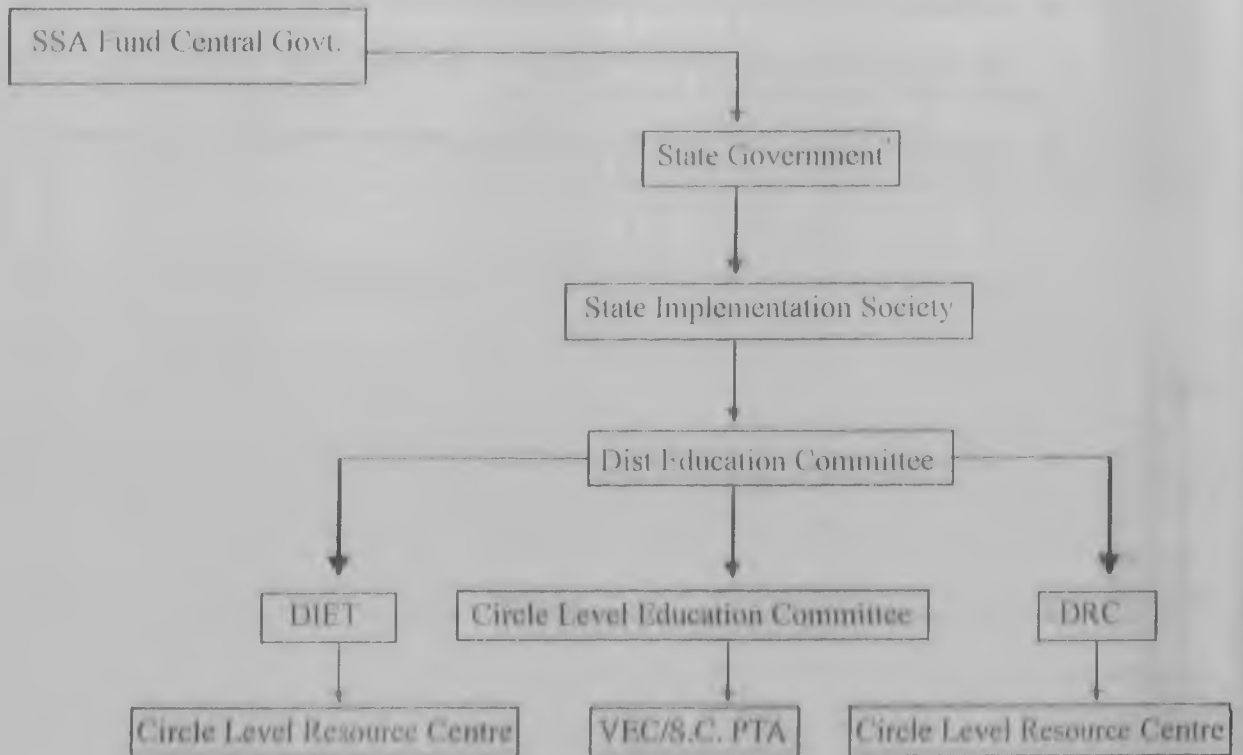
## **Flow of Fund**

- ◆ Funds flow from DPO to DPO (DPC) by Committee Accounts Payee Cheque or Accounts Payee DD as per AWP & B provision.
- ◆ All funds from DPO (DPC) to executing agencies like CEC, DIETS, CLRC, SC through Accounts Payee Cheque or Accounts Payee DD.
- ◆ Accounts will be maintained as per the statutory requirements for Societies.
- ◆ Reports will be sent to SPO/GOI as per requirements.

## **Audit**

- ◆ Pre-audit by AAO of DPO office of all expenditure.
- ◆ Statutory audit every year by the auditor appointed by E.C.
- ◆ Annual audit by Chartered Account General.

## FLOW OF FUND



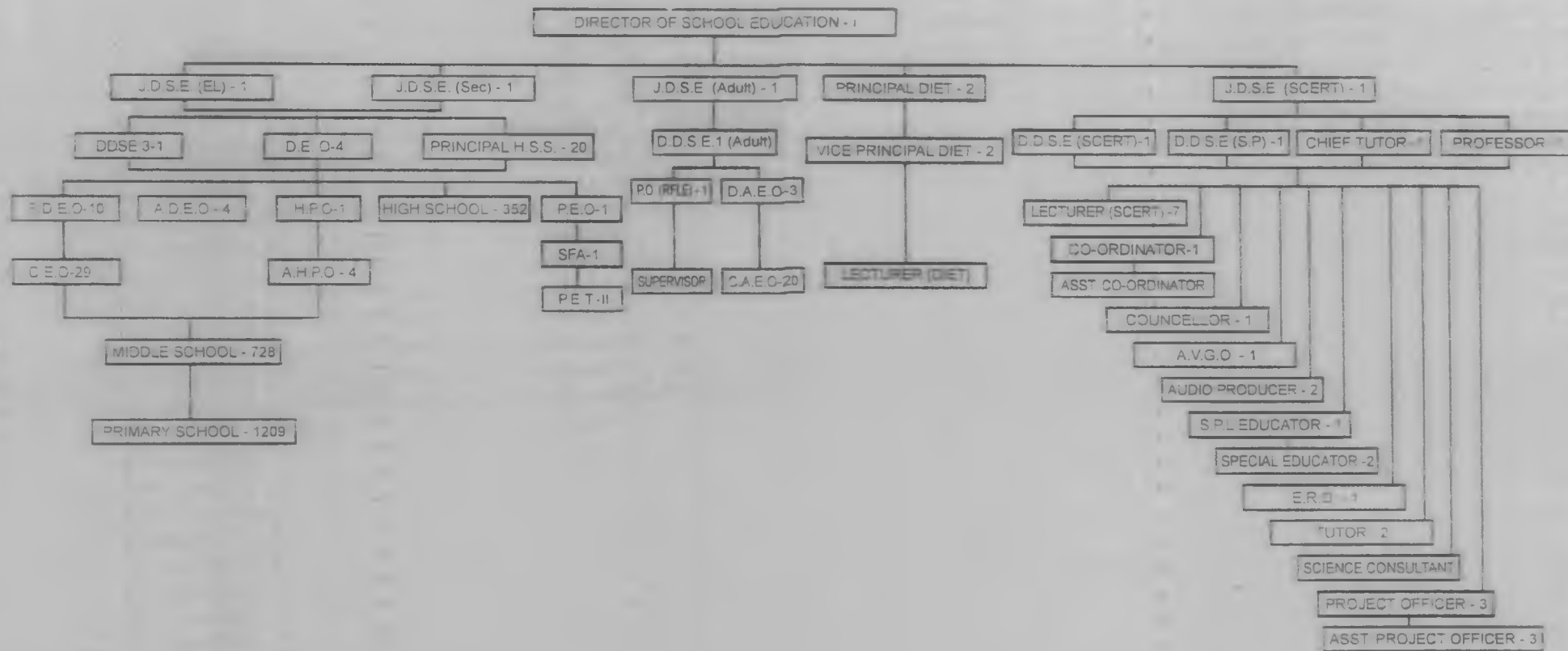


Fig. No. 9.1: Almograph of School Education Department as it existed today.



← DISTRICT CORE TEAM



CIRCLE LEVEL CORE TEAM →



← CLUSTER COMMITTEE



← VILLAGE LEVEL COMMITTEE



CLUSTER LEVEL COMMITTEE →



← CIRCLE LEVEL COMMITTEE

## CHAPTER - X

### RESEARCH, EVALUATION, SUPERVISION AND MONITORING

**10.1** The role of community is of foremost importance on the research of the various aspects of elementary quality education like mainstreaming of out-of-school population, backward communities, provision of good school building, equipments, TLM, girls and Disabled children's education. improvement of pupil abilities in language and Arithmetic. improvement of curriculum and teaching-learning process. As quality education is the main objective, research plays a vital role for realising these objectives.

Research groups at the District, Circles and cluster levels will be formed in collaboration with SCERT, DIET, DEO and CLRCs. Involvement of SLCs, SMCs, VICs, MTAs, PTAs, YMA, Village Councils, NGOs and higher institutions will be sought with the various activities of SSA and UFE in this strive for quality education.

Further, teachers will be encouraged to take up action researches to solve problems faced by them in their day-to-day professional practice. Necessary training programmes will be conducted to the field staff.

#### **Inputs:**

- Sponsoring research studies/pilot programmes
- Conduct school mapping and Micro-planning exercises.
- Provision of travel grant and honorarium for the personal involved in researches and innovations.

#### **10.2 EVALUATION**

Evaluation of the implementation, progress and achievement of the objectives of SSA will be done at regular intervals. It is a sort of reflection as well as consolidation of various initiatives in terms of process as well as outcome. Evaluation must be child-centred and be focussed on children's learning achievement and progress.

In this effort, the role of community assumes paramount importance. Involvement of NGOs will be sought in the evaluation of realising the objectives of SSA. Evalua-

tion of the following aspects will be taken up during the project.

- Functional aspects of various initiatives and their impact
- Progress in terms of achievements of objectives of SSA.
- Participatory evaluation through community participation.

#### **Inputs.**

- Capacity building of field staff.
- Orientation to community management structures for participatory evaluation.

### **10.3 SUPERVISION AND MONITORING**

The implementation, progress and achievements of SSA will be supervised by the District Resource Group, DIET, CEOs in addition to community-based committees viz. SECs, SMCs, MTAs, PTAs, Village Councils and NGOs. It is proposed to strengthen the DIET, DEO and various Circle Level Resource Centres, and cluster resource centre in addition to community based management structures for providing effective professional supports to the schools.

The entire focus of monitoring and supervision is the child. Therefore, knowing the status of the child in terms of achievement of competencies/abilities will be the starting point and the entire process will be back-mapped to the availability and efficiency of teachers and their professional practice and other conditions of schools and outside schools respectively.

The DIET staff will take up Academic Monitoring of Schools and provide on job support/training to the teachers of Primary and Upper Primary Schools

The District Resource Group will also visit the schools and track the progress of various schools and provide guidance

In the proposal structure of the District Resource Centre 4 CLRCs and 16 Cluster Level Resource Centre, 4 Circle Education Officers and Resource Person who assist the



District Education Officer, shall also monitor the schools and classroom practices and provide an job support to teachers.

Adequate initiatives will be taken up for the capacity building of community level structures i.e. school committees, Village Council Committees, Cluster Committee, Circle Committees to own and monitor the schools for its effectiveness and developing and enabling atmosphere for the cordial inter-action of school committees and the Village Councils.

#### **10.4 MANAGEMENT INFORMATION SYSTEM (MIS)**

The SSA will have a community-based Educational Management Information System (EMIS) Every school will have a notice board showing all the grants received and the details thereof, all reports regarding enrolment, attendance, incentives etc. simplified so that anyone can understand them.

The MIS is an important component at planning and implementation of SSA. The EMIS (DISE & PMIS) will be proposed to be set up at the District level to take up the following programmes.

- Basic information like infrastructure facilities, TLM, furniture equipments etc.
- Name wise total school children list (6-14)
- Teachers information
- Pupil achievements in various school subjects
- School-pupil ratio, class room pupil ratio, teacher-pupil ratio.
- Enrolment, retention and actual completion rates
- Progress in terms of project activities, quantitative data and analysis
- Upgradation of available data base(family survey) as a result of initiatives of SSA (PMIS)

## 10.5 OBJECTIVES OF MIS

- To create comprehensive data base at Primary education level in the District and review the status every year.
- To monitor enrolment and retention
- To monitor performance in respect of students and achievements with special reference to girls and social groups.
- To monitor the implementation of all programmes and schemes under SSA.

## 10.6 INPUTS UNDER SSA

- Provision of computers and peripherals
- Provision of data entry operators(3) and programmer
- Training of MIS staff
- Printing of Data collection formats, collection of data, analysis, output.
- Networking with districts and provision of Internet facilities.

## CHAPTER - XI

### IMPROVING SCHOOL INFRASTRUCTURE FACILITIES AND OTHER CIVIL WORKS

**11.0** In spite of several initiatives taken for providing school building/classrooms and other infrastructure facilities like repairs, toilet, drinking water facilities, boundary wall etc. for stimulating and congenial teaching – learning process, the progress and improvement of school facilities is inadequate, slow and negligible. Most of the school faces the problem or lack of proper building and other infrastructure. These problems arise due to the following reasons

- Lack, scarce, shortage and inadequacy of provision/fund
- Remoteness of the habitation/locality.
- Distant market
- Lack of proper means of communication and transportation
- High cost of transportation especially where goods are transported by head-load only
- Economical backwardness of locality

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

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

#### EXECUTIVE OF CIVIL WORKS

Community participation should be the only means of undertaking any civil works in improvement of school facilities. THE PARTICIPATION OF COMMUNITY IN ALL

CIVIL WORK ACTIVITIES WILL BE MANDATORY IN ORDER TO ENSURE TRANSPARENCY, A SENSE OF OWNERSHIP AND A DEPARTURE FROM CONTRACTOR DRIVEN APPROACHES. The school committees will be given the responsibility of undertaking construction work of new school buildings, additional classrooms in addition to repair and maintenance of school buildings.

### **COMMUNITY CONTRIBUTION**

In addition to execution of civil works, the community agreed for contributing in the following ways as decided in the village councils while developing habitational education plans

- Providing land for the construction of new school buildings (about 1000 Sq Yards per new school) and adequate space for the additional classrooms
- Providing matching grant of Rs 5000/- for each school towards repair and maintenance of school buildings.
- Participation of the community/school community for the quality construction and monitoring for progress
- Support for providing local materials and other cost effective material (cash kind & service)

### **CIVIL WORKS**

#### **11.1. BUILDING OF NEW SCHOOLS.**

It is proposed to open new schools in unserved villages/habitations where enrolments of students between the age group of 6-14 years are not less than 10 – 15 students as per SSA norms. As per requirement based on the number of children completing primary schools, it is proposed to open one upper primary school each where access to upper primary are located more than 8 kms away and for two feeding primary schools as per SSA norms.

It is proposed to open 36 formal Primary Schools in school-less habitations. In addition to provision of two regular teachers per school, it is also proposed to provide a school building viz. Two class-rooms with verandah to each of the 36 new Primary Schools.

It is also proposed to open 17 formal upper Primary School where two primary schools exist without upper primary school. An another 39 Primary Schools to be upgraded to Upper Primary School Rs.2.5 lakhs is estimated for the construction of two rooms and a verandah for Primary School. Further, Rs.3.5 lakhs is estimated for construction of Upper Primary Schools with 4 classrooms and a room each for every teacher. The school committees will be the executive agencies for the construction of school buildings.

#### PRIMARY SCHOOLS

No. of new Primary schools	No. of new school building	Implementation Agency
36	36	School Committee

Source SSA Survey, 2001

Table 11.1(i) Building to New Primary Schools

Sl. No.	Name of Circle	No. of new Primary Schools Buildings	New buildings of buildingless Primary Schhols	Implementing Agency
1	Station Circle	1	1	School Committee
2	Eastern Circle	-	-	
3	Tlabung Circle	26	26	School Committee
4	Bunghmun Circle	9	9	School Committee
	<b>Total</b>	<b>36</b>	<b>36</b>	

Source SSA Survey, 2001.

Out of the 36 new Primary School proposed, it is proposed 8 new buildings to buildingless primary schools for 2002-2003. The proposal of the following habitations is in order of priority.

Table 11.1 (II) Building to new Primary School for the year 2002-2003.

Sl. No.	Name of Circle	Name of Primary School	Implementation agency
1	Station Circle	1 Maudarh P/S	School Committee
		2 Saichhoh P/S	School Committee
2	Tlabung Circle	1 Rolui	School Committee
		2 Serhuan	School Committee
		3 Sihphirtlang	School Committee
3	Bunghmun Circle	1 Vuakmual P/S	School Committee
		2 Rotlang 'W' P/S	School Committee
		3 Tuisen Boliaveng P/S	School Committee

Source : SSA Survey, 2001

## UPPER PRIMARY SCHOOLS

No of New Upper Primary Schools	No of New Upper Primary School Buildings	Implementation Agencies
17	17	School Committee

*Source SSA Survey, 2001.*

**Table 10.1 (III) BUILDINGS TO NEW UPPER PRIMARY SCHOOLS**

SI No	Name of Circles	No. of New Upper Primary School Buildings	New Buildings to buildingless Upper Primary Schools	Implementation Agencies
1	Station	2	2	School Committee
2	Eastern	3	3	School Committee
3	Tlabung	4	4	School Committee
4	Bunghmun	8	8	School Committee
	TOTAL	17	17	School Committee

*Source SSA Survey, 2001*

It is proposed to build 6 Upper Primary School in the following villages for the year 2002 - 2003 where two Primary Schools exist without Upper Primary Schools, as per SSA norms.

**TABLE 11.1 (IV) BUILDINGS TO NEW UPPER PRIMARY SCHOOL FOR 2002-2003**

SI No	Name of Circles	Name of Upper Primary School	Implementation Agencies
1	Station Circle	Lungpuizawl	School Committee
2	Eastern Circle	Lungmawi	School Committee
3	Tlabung Circle	Thangte	School Committee
4	Bunghmun Circle	Bungtlang 'W'	School Committee
		Sesawm	School Committee
		Lungdai 'S'	School Committee

*Source : SSA Survey, 2001*

### 11.2 ADDITIONAL CLASS-ROOMS

It is proposed to provide a room for every teacher in primary and upper primary schools as per SSA norms. The planning process of habitation education plans, taken up as a part of pre-project activities shows the requirement of minimum 1199 additional class-rooms in all the 4 project circles. This provides minimum required space for each child for interaction and for other learning processes. The school committees will be the executive agencies of construction work.

No. of additional classrooms	Implementation Agencies
1199	School Committee

*Source : SSA Survey, 2001*

**TABLE 11.2 ADDITIONAL CLASSROOMS TO EXISTING SCHOOLS**

Sl. No	Name of Circle	No. of Additional Classrooms	Implementation Agencies
1	Station Circle	272	School Committees
2	Eastern Circle	313	School Committees
3	Tlabung Circle	362	School Committees
4	Bunghmun Circle	252	School Committees
	<b>Total</b>	<b>1199</b>	School Committees

*Source SSA Survey, 2001.*

An amount of Rs.1.2 lakhs is estimated for the construction of each additional classroom.

### **11.3 CONSTRUCTION OF BUILDING OF DISTRICT, CIRCLE LEVEL AND CLUSTER LEVEL RESOURCE CENTRE**

The District, Circle Level and Cluster Level Resource Centres would serve as a support structure for the implementation of SSA. The success of school support structures has been adequately proved in all the DPEP Districts.

Therefore, it is proposed to provide District Resource Centre at District Level and Circle Resource Centres at Circle Level and Cluster Level Resource Centre at Cluster Level to cater the needs of providing inservice training to teachers and other field functionaries along with functioning of District/Circle/Cluster Resource persons from these offices and to provide job-support to teachers. In addition, it is a centre for various resources such as Library books, TLM etc. and teachers will be regularly using these centres for their professional growth and for inter-action DEO/CEOs and DRPs/CRPs will be functioning from these Offices. District, Circle and Cluster Resource Centres will be supported with other additional facilities such as Computers, furniture, equipments, stationery and other contingencies. These Resource Centres and resource groups will oversee the policy, planning, implementation and supervising and monitoring of all quality related interventions. Their major levels in curriculum development, pedagogical improvement, teacher education/training and activities related to classroom transaction. Therefore, it is proposed to provide 1 District Resource Centre (DRC) and 4 Resource Centres for Circle (RCC)

Name of District	No. of DRC building	Implementation Agency
Lunglei	1	District Education Committee

*Source SSA Survey, 2001*

## CLRC

No. of Circle	No. of RCC building	Implementation Agency
4	4	Circle Level Education Committee

Source SSA Survey, 2001.

No. of Cluster	No. of CRC Building	Implementation Agency
10	16	Cluster Education Committee

Source SSA Survey, 2001

An amount of Rs. 6 lakhs each is estimated for the construction of one DRC and 4 RCC's buildings. An amount of Rs 2 lakhs each is estimated for the construction of cluster resource building. The District Education Committee, Circle Level Education Committees and cluster Level Committees are the executive agencies for the construction of DRC, CLRC and RCC respectively.

## MAINTNANCE AND REPAIR OF SCHOOL BUILDINGS

The habitation Education plans were developed by the active participation of the community revealed requirement of assistance towards maintenance and repair of school buildings, This include .

- Repair of windows, doors and roofs
- Cement work on walls, doors and floors
- White-washing/painting of walls, roof etc.
- Providing storage facilities
- Repair of furniture, blackboards etc.

The community has readily agreed to contributing 50% of estimated amount towards maintenance and repairs of school buildings i.e. Rs.5000/- per school in terms of cash/kind/service.

No. of schools requiring repairs	Community contribution (Rs. only)	Implementation Agency
88	Rs.5000/- each from community and SSA	School Committee

Source SSA Survey, 2001.



**Table 11.3 MAINTENANCE AND REPAIRS OF SCHOOL BUILDINGS**

<b>Sl. No.</b>	<b>Name of Circle</b>	<b>No. of Schools for repairing</b>	<b>Community contribution (Rs. Only)</b>	<b>Implementation Committee</b>
1	Station Circle	11	55000	School Education Committee
2	Eastern Circle	6	30000	School Education Committee
3	Thabung Circle	47	235000	School Education Committee
4	Bunghmun Circle	24	120000	School Education Committee
	<b>Total</b>	<b>88</b>	<b>440000</b>	School Education Committee

*Source SSA Survey, 2001.*

## CHAPTER - XII

### ANNUAL WORK PLAN & SCHEMES

#### PROJECT - WISE ACTIVITIES

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

#### A. Project Management

- Salary of DPO & Staff
- Rent
- T.A. & D.A
- Water, Electricity, Telephone
- DPO Consumables
- Maintenance of Equipment
- Consultants
- Contingency

#### B. Planning and Management

- Planning Exercise
- Exposure visits
- Training of C.R.Ps
- Orientation to CRPs on Management and Planning.
- Cost of hiring 4 vehicles charge Rs 600/- per day.
- Office Stationery
- Conduction of Household survey in the District.

### **C. Research Evaluation, Monitoring and Inspection**

- Action Research
- Inspection
- Orientation on Research and Evaluation
- Baseline Study
- Purchase of Computers
- Salary of Computer operators
- Stationeries peripherals
- Academic Monitoring DIET
- Academic Monitoring CRPs

### **D. Civil Works**

- Building for buildingless Upper P/S.
- New Building for buildingless P/S
- Construction of Kucha building into Pucca building Upper P/S (M/S).
- Construction of Kucha building into Pucca building of Primary School(P/S)
- Additional Classroom for Upper P/S and Head Master 2 rooms each.
- Additional Classroom for P/S 2 rooms each.
- Construction of work sets for Upper P/S and P/S
- Construction of HEDC at Cluster level.
- District Resource Centre
- Circle (block) level resource centres.
- Cluster Resource Centres

- Two (2) Girls Hostel and Schools in Backward areas (Maintenance and facilities included)

#### **E. Distance Education**

- Purchasing of TV and VCPs
- Distance Education (Workshop and Seminar)
- Procurement of Cassettes
- Video Library, CI RC.

#### **F. Community Mobilisation and participation**

- Orientation of S.E.C. members
- Orientation of Cluster Level Members
- Circle Level Camps
- Orientation training of community leader
- Campaign materials and T.A.

#### **G. Access and Alternate Schooling**

- Residential Bridge Course
- Teachers training
- Induction training for A.S Voluntary and B.C. Volunteers.
- Induction training for new train.
- Recurring training
- Training of CLRPs in A.S.V induction
- Salaries for new Primary School Teachers
- Salaries for new Upper Primary School Teachers
- TLM Grants for Bridge Course

- A.S. Teacher Honorarium
- Volunteers
- Shed/Rent for A.S.

#### **H. Pedagogy and School improvement**

- Teachers Training in multi/activity based training
- Training of CLRPs in method
- Training of DRG
- HLM Grants for schools
- School grant
- Furniture for CRC (Block)
- Equipment of CRC (Block)
- Exposure visit to DRC and CRC (Block)
- CRC grants
- Review Meeting
- Repair grants
- Library books for CPC (Block)
- Printing and Modules
- TLE grants to new school
- Teacher grants
- Free text-books of children
- Separate Toilets for Boys and Girls.
- Drinking water facilities.
- School Fencing
- Electric light in selected 60 M/S and 30 P/S.

- TLM grants for new upgraded into Upper P/S
- Furniture for Cluster

## **I. Education of Focus Group**

### ***(A) Innovative Education for Girls***

- Honorarium of teacher
- Food & Lodging
- Honorarium of warden
- Honorarium of Cook
- Electric & Water charges
- Contingency

### ***(B) Early Childhood Education***

- Induction Training of ECCE
- Honorarium for ECCE workers
- ECCE Helper Honorarium
- TLM for ECCE

### ***(C) Children with Special Education Needs***

- TLM for Special Education
- IED Training for CLRC
- IED Assessment Camp
- Resource persons Honorarium
- Grants for disable children

***(D) Innovative Education (Computer Education)***

- Construction of Computer room
- Procurement of Computer
- Honararium of Computer operator
- Purchase of furniture
- Stationery
- Maintenance charges

## ABBREVIATION

1.	A.S.	Alternate Schooling
2.	ADEO	Assistant District Education Officer
3.	ASV	Alternate School Volunteers
4.	B.S.	= Bridge Course
5.	BDO	Block Development Officer
6.	CFO	Circle Education Officer
7.	CLRC	Cluster Resource Centre
8.	CRC	= Circle Resource Group
9.	DAEO	= District Adult Education Officer
10.	DC	Deputy Commissioner
11.	DFO	= District Education Officer
12.	DIET	= District Institute of Education & Training
13.	DPO	= District Project Officer
14.	DRG	= District Resource Group
15.	DSWC	= District Social Welfare Officer
16.	ECC	= Early Childhood Care
17.	ECCE	= Early Childhood Care and Education
18.	ECE	= Early Childhood Education
19.	GOI	= Government of India
20.	GOM	= Government of Mizoram
21.	ICDS	= Integrated Child Development Scheme
22.	MHIP	= Mizo Hmeichhe Insuihkhawm Pawl
23.	MSIA	= Middle School Teacher Association
24.	MZP	= Mizo Zirlai Pawl
25.	NFE	= Non Formal Education
26.	NGOs	= Non Governmental Organisation
27.	PTA	= Primary Teacher Association
28.	RCC	= Resource Centre for Circles
29.	RPC	= Resource Persons for Circles
30.	SEC	= School Education Committee



- 31. SMC = School Managing Committee
- 32. TLM = Teaching Learning Material
- 33. UEE = Universalisation of Elementary Education
- 34. VEC = Village Education Committee
- 35. WRC = Wet Rice Cultivation
- 36. YCA = Young Chakma Association
- 37. YMA = Young Mizo Association



INTERVENTION NAME 'A' PROJECT MANAGEMENT																Rupees in lakhs						
Sl No	ITEMS	Unit Cost	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		TOTAL	
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
1	Salary of DPO & Staff		12	3.000	12	3.000	12	3.000	12	3.000	12	3.100	12	3.100	12	3.100	12	3.100	12	3.100	12	27.500
2	Rent		8	1.440	8	1.440	8	1.440	8	1.440	8	1.440	8	1.440	8	1.440	8	1.440	8	1.440	8	12.960
3	TA & DA		12	1.000	12	1.000	12	1.500	12	1.500	12	1.800	12	1.800	12	1.800	12	1.800	12	1.800	12	14.000
4	Water, Electricity, Telephone etc.	0.150	8	1.200	8	1.200	8	1.200	8	1.200	8	1.200	8	1.200	8	1.200	8	1.200	8	1.200	8	10.800
5	DPO Consumables		8	1.000	8	1.000	8	1.000	8	1.000	8	1.000	8	1.000	8	1.000	8	1.000	8	1.000	8	9.000
6	Maintenance Equipment			2.500		2.500		3.000		3.000		3.500		3.500		3.500		3.500		3.500		28.500
7	Consultants			0.200		0.200		0.200		0.200		0.220		0.220		0.220		0.220		0.220		1.900
8	Contingency	0.050	8	4.800	8	4.800	8	4.800	8	4.800	8	4.800	8	4.800	8	4.800	8	4.800	8	4.800	8	43.200
	<b>TOTAL</b>			<b>15.140</b>		<b>15.140</b>		<b>16.140</b>		<b>16.140</b>		<b>17.060</b>		<b>17.060</b>		<b>17.060</b>		<b>17.060</b>		<b>17.060</b>		<b>147.860</b>

INTERVENTION NAME - PLANNING AND MANAGEMENT		Rupees in lakhs																					
SI No	ITEMS	Unit Cost	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		TOTAL		
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	
1	Planning Exercise		2.000		2.000		3.000		3.000		3.000		3.000		3.000		3.000		3.000		3.000		25.000
2	Exposure visit	0.100	40	4.000	40	4.000	40	4.000	40	4.000	40	4.000	40	4.000	40	4.000	40	4.000	40	4.000	40	4.000	36.000
3	Training of CRPs		0.500		0.500		0.500		0.500		0.800		0.800		0.800		0.800		0.800		0.800		6.000
4	Orientation to CRPs on management and planning		0.500		0.500		0.800		0.800		1.000		1.000		1.000		1.000		1.000		1.000		7.600
5	Cost of hiring 4 vehicles charge Rs. 600/- per day		2	4.380	2	4.380	2	4.380	2	4.380	2	4.380	2	4.380	2	4.380	2	4.380	2	4.380	2	4.380	39.420
6	Office Stationery		1.000		1.000		1.000		1.000		1.000		1.000		1.000		1.000		1.000		1.000		9.000
7	Conduction of Household survey in the District.				1	3.000			1	3.000			3.000			1	3.000						12.000
	<b>TOTAL</b>		<b>12.380</b>		<b>15.380</b>		<b>13.680</b>		<b>16.680</b>		<b>14.180</b>		<b>17.180</b>		<b>14.180</b>		<b>17.180</b>		<b>14.180</b>		<b>14.180</b>		<b>135.020</b>

INTERVENTION NAME 'C' RESEARCH, EVALUATION, MONITORING AND INSPECTION																Rupees in lakhs					
Sl No	ITEMS	Unit Cost	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		TOTAL
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial			
1	Action Research	0.050	25	1.200	25	1.200	25	1.200	25	1.200	25	1.200	25	1.200	25	1.200	30	1.500	30	1.500	11.400
2	Inspection		10	3.000	10	3.000	10	3.000	10	3.000	10	3.000	10	3.000	10	3.000	10	3.000	10	3.000	27.000
3	Orientation on Research and Evaluation			0.500		0.500		0.500		1.600		1.600		1.600		1.700		1.700		1.700	11.400
4	Based line study			2.000		2.000		2.000		2.500		2.500		2.500		3.000		3.000		3.000	22.500
5	Purchase of Computers		2	5.000	2	5.000	2	5.000	2	5.000	2	5.000	2	5.500	2	5.500	2	5.800	2	5.800	47.600
6	Salary of Computer operators		3	2.340	3	2.340	3	2.340	3	2.340	3	2.340	3	2.520	3	2.520	3	2.520	3	2.520	21.780
7	Stationeries peripherals		1	0.500	1	0.500	1	0.500	1	0.600	1	0.600	1	0.600	1	0.700	1	0.700	1	0.700	5.400
8	Academic monitoring DIET		1	1.000	1	1.000	1	1.000	1	1.200	1	1.200	1	1.200	1	1.300	1	1.300	1	1.300	10.500
9	Academic Monitoring CLRP		25	2.000	25	2.500	25	3.000	28	3.500	28	4.000	28	4.500	30	5.000	30	5.500	30	6.000	36.000
	TOTAL			17.540		18.040		18.540		20.940		21.440		22.620		23.920		25.020		25.520	193.580

INTERVENTION NAME 'D' CIVIL WORK															Rupees in lakhs						
SI No	ITEMS	Unit Cost	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		TOTAL
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial			
1	Building for buildingless Upper P/S	3.500	6	24.000	6	21.000	7	24.500	7	24.500	7	24.500	7	24.500	6	21.000	6	21.000	6	21.000	203.000
2	New building for buildingless P/S	2.500	8	20.000	8	20.000	8	20.000	7	17.500	5	12.500									90.000
3	Construction of Kucha building into Pucca building Upper P/S (M/S)	3.500	2	7.000	2	7.000	3	10.500	3	10.500	3	10.500	3	10.500	3	10.500	3	10.500	3	10.500	87.500
4	Construction of Kucha building into Pucca building of P/S (Primary Schools)	2.000	4	4.000	4	8.000	10	20.000	10	20.000	10	20.000	10	20.000	10	20.000	10	20.000	10	20.000	152.000
5	Additional classroom for Upper P/S and H/Master (2) two rooms each	1.200	10	24.000	10	24.000	10	24.000	10	24.000	10	24.000	10	24.000	10	24.000	10	24.000	10	24.000	216.000
6	Additional classroom for P/S (2) two rooms each	1.200	10	24.000	1	24.000	20	48.000	20	48.000	30	72.000	30	72.000	30	72.000	30	72.000	30	72.000	504.000
7	Construction of work sets for Upper P/S and P/S																				

8	Construction of IEDC at Cluster level	1.000	1	1.000	1	1.000	2	2.000	2	2.000	2	2.000	2	2.000	2	2.000	2	2.000	2	2.000	2	2.000	16.000
9	District resource centre	6.000	1	6.000																			6.000
10	Circle (block) level resource centres	6.000	2	12.000	1	6.000																	18.000
11	Cluster resource centres	2.000	10	20.000	5	10.000																	30.000
12	Two (2) Girls Hostel and Schools in Backward areas (Maintenance and facilities included)																						
			1	20.000	1	20.000	2	2.000	2	2.000	2	2.000	2	2.000	2	2.000	2	2.000	2	2.000	2	2.000	54.000
	<b>TOTAL</b>			<b>174.000</b>		<b>156.000</b>		<b>166.000</b>		<b>163.500</b>		<b>185.000</b>		<b>172.500</b>		<b>171.500</b>		<b>171.500</b>		<b>171.500</b>		<b>171.500</b>	<b>1531.500</b>

INTERVENTION NAME 'E' DISTANCE EDUCATION																Rupees in lakhs					
SI No	ITEMS	Unit Cost	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		TOTAL
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial			
1	Purchasing of TV and VCPs		6	1.200	6	1.200	6	1.200	8	1.600	8	1.600	8	1.600	8	1.600	8	1.600	8	1.600	13.200
2	Distance education (workshop & seminar)		1	1.062	1	1.062	1	1.062	1	1.062	1	1.062	1	1.062	1	1.062	1	1.062	1	1.062	9.558
3	Procurement of Cassettes		1	0.225	1	0.225	1	0.225	1	0.225	1	0.225	1	0.225	1	0.225	1	0.225	1	0.225	2.025
4	Video Library CLRC		4	0.400	4	0.400	1	0.400	1	0.400	1	0.400	1	0.400	1	0.400	1	0.400	1	0.400	3.600
TOTAL				2.887		2.887		2.887		3.287		3.287		3.287		3.287		3.287		3.287	28.383



INTERVENTION NAME : 'F' COMMUNITY, MOBILISATION & PERTICIPATION															Rupees in lakhs								
SI No	ITEMS	Unit Cost	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		TOTAL		
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial			
1	Orientation of SEC member			2.000		2.000		2.000		2.200		2.200		2.200		2.200		2.200		2.500	19.500		
2	Orientation of cluster level member	0.25		2.000		2.000		2.000		2.000		2.200		2.000		2.200		2.000		16	4.000	20.400	
3	Circle (Block) level camps	0.25		2.000		2.000		2.000		2.000		2.000		2.000		2.000		2.000		2.000	2.000	18.000	
4	Orientation training of community leader		1448	0.868	1448	0.868	1448	0.868	1448	0.868	1448	0.868	1448	0.868	1448	0.868	1448	0.868	1448	0.868	1448	0.868	7.812
5	Campaign materials	0.10	1000	1.000	1000	1.000	1000	1.000	1000	1.000	1200	1.200	1200	1.200	1200	1.200	1200	1.200	1200	1.200	1200	1.200	10.000
TOTAL				7.868		7.868		7.868		8.068		8.468		8.268		8.468		8.268		10.568		75.712	

INTERVENTION NAME : 'G' ACCESS AND ALTERNATE SCHOOLING																Rupees in lakhs							
Sl No	ITEMS	Unit Cost	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		TOTAL		
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	
1	Residential Bridge Course	6.000	2	16.000	2	16.000	2	16.000	2	16.000	2	16.000	2	16.000	2	16.000	2	16.000	2	16.000	2	16.000	144.000
2	Teachers training		1801	25.214		25.214		25.214		25.214		25.214		25.214		25.214		25.214		25.214		25.214	226.926
3	Induction training for A S voluntary & B C volunteers	0.001									100	0.100							100	0.100		0.200	
4	Induction training for new train	0.001	100	0.100			100	0.100			100	0.100							100	0.100		0.400	
5	Recurring training	0.001		1.000		1.000		1.000		1.000		1.000		1.000		1.000		1.000		1.000		1.000	9.000
6	Training of CLRPs in A S V induction		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	4.500
7	Salaries of New P/S teacher		72	53.568	72	53.568	72	53.568	72	53.568	72	53.568	72	53.568	72	53.568	72	53.568	72	53.568	72	53.568	482.112
8	Salary for new Upper P/S teacher		51	52.632	51	52.632	51	52.632	51	52.632	51	52.632	51	52.632	51	52.632	51	52.632	51	52.632	51	52.632	473.688
9	T L M grants for B Course	0.010	10	0.100	10	0.100	10	0.100	10	0.100													0.400
10	A S. teachers honorarium	0.010	100	12.000	100	12.000	100	12.000	100	12.000	100	12.000	100	12.000	100	12.000	100	12.000	100	12.000	100	12.000	108.000
11	volunteers	0.100	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	4.500
12	Shed/Rent for A S	0.005	100	6.000	100	6.000	100	6.000	100	6.000	100	6.000	100	6.000	100	6.000	100	6.000	100	6.000	100	6.000	54.000
	<b>TOTAL</b>			<b>167.614</b>		<b>167.514</b>		<b>167.614</b>		<b>167.514</b>		<b>167.614</b>		<b>167.414</b>		<b>167.414</b>		<b>167.414</b>		<b>167.614</b>		<b>167.614</b>	<b>1507.720</b>

INTERVENTION NAME : 'H' PEDAGOGY AND SCHOOL IMPROVEMENT															Rupees in lakhs								
Sl No	ITEMS	Unit Cost	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		TOTAL		
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	
1	Teacher training in multi/activity base training	0.001	1000	1.000	1000	1.000	1000	1.000	1000	1.000	1000	1.000	2	16.000	2	16.000	2	16.000	2	16.000			59.000
2	Training of CRPs in method		20	0.200	200	0.200	20	0.200	20	0.200	20	0.200		25.214		25.214		25.214		25.214			107.856
3	Training of DRG		5	0.100	5	0.100	5	0.100	5	0.100	5	0.100						100	0.100			7.600	
4	TLM Grants for schools	0.005	375	1.875	375	1.875	375	1.875	375	1.875	375	0.100						100	0.100			7.700	
5	School grant	0.020	350	7.000	350	7.000	350	7.000	350	7.000	350	1.000		1.000		1.000		1.000		1.000			33.000
6	Furniture for CRC (Block)	1.000										0.500	50	0.500	50	0.500	50	0.500	50	0.500	50	0.500	2.500
7	Equipment of CRC (Block)	1.500										53.568	72	53.568	72	53.568	72	53.568	72	53.568	72	53.568	267.840
8	Exposure visit to DRC and CRC (Block)	0.020	30	0.600	30	0.600	30	0.600	30	0.600	30	52.632	51	52.632	51	52.632	51	52.632	51	52.632	51	52.632	265.560
9	CRC Grant	0.020	16	0.320	16	0.320	16	0.320	16	0.320	16												1.280
10	Review meeting	6.005	60	0.300	60	0.300	60	0.300	60	0.300	60	12.000	100	12.000	100	12.000	100	12.000	100	12.000	100	12.000	61.200
11	Repairs grants	0.005	40	0.200	40	0.200	40	0.200	40	0.200	40	0.500	50	0.500	50	0.500	50	0.500	50	0.500	50	0.500	3.300
12	Library books for CRC (Block)		4	2.000	4	2.000	4	2.000	4	2.000	4	6.000	100	6.000	100	6.000	100	6.000	100	6.000	100	6.000	36.000
13	Printing and Modules			1.000	4	1.000	4	1.000	4	1.000	4	6.000	100	6.000	100	6.000	100	6.000	100	6.000	100	6.000	
14	TLE grants to new schools	0.100	10	1.000	10	1.000	10	1.000	6	0.600		6.000	100	6.000	100	6.000	100	6.000	100	6.000	100	6.000	
	<b>TOTAL</b>			<b>15.595</b>		<b>15.595</b>		<b>15.595</b>		<b>15.195</b>		<b>139.600</b>		<b>179.414</b>		<b>179.414</b>		<b>179.414</b>		<b>179.614</b>			<b>851.836</b>

INTERVENTION NAME : 'H' PEDAGOGY AND SCHOOL IMPROVEMENT															Rupees in lakhs								
Sl No	ITEMS	Unit Cost	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		TOTAL		
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	
15	Teacher grants	0.005	1801	9.005	1801	9.005	1801	9.005	1801	9.005	1801	9.005	1825	9.125	1825	9.125	1835	9.175	1835	9.175			81.625
16	Free Text Books of Children	0.015	21969	32.953	21969	32.953	21969	32.953	22500	33.750	22500	33.750	23000	34.500	23000	34.500	23500	35.250	23500	35.250			305.859
17	Separate Toilet for Boys and	0.200	42	8.400	42	8.400	42	8.400	42	8.400	42	8.400	45	9.000	45	9.000	45	9.000	45	9.000			78.000
18	Drinking water facilities	0.100	30	3.000	30	3.000	30	3.000	30	3.000	30	3.000	40	4.000	40	4.000	40	4.000	40	4.000			31.000
19	School Fencing	0.200	42	8.400	42	8.400	42	8.400	42	8.400	42	8.400	42	8.400	42	8.400	42	8.400	42	8.400			75.600
20	Electric light in Selected 60 M/S and 30 P/S	0.100	10	1.000	10	1.000	10	1.000	10	1.000	10	1.000	10	1.000	10	1.000	10	1.000	10	1.000			9.000
21	T.E grants for New Upgraded into Upper P/S	0.500	10	5.000	10	5.000	10	5.000	10	5.000	10	5.000											25.000
22	Furniture for Cluster	0.100											16	1.600									1.600
<b>SUB - TOTAL</b>				67.758		67.758		67.758		68.555		68.555		67.625		66.025		66.825		66.825			607.684
<b>TOTAL</b>				83.535		83.535		83.535		83.750		83.150		88.220		85.020		81.820		81.820			753.839

INTERVENTION NAME - PROJECT : INNOVATIVE EDUCATION (GIRLS)															Rupees in lakhs								
Sl No	ITEMS	Unit Cost	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		TOTAL		
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Financial		
1	Honorarium of Teacher	0.050	8	4.800	8	4.800	8	4.800	8	4.800	8	4.800	8	4.800	8	4.800	8	4.800	8	4.800	8	4.800	43.200
2	Food and Lodging			7.200		7.200		7.200		7.200		7.200		7.200		7.200		7.200		7.200		7.200	64.800
3	Honorarium of Warden	0.050	2	1.200	2	1.200	2	1.200	2	1.200	2	1.200	2	1.200	2	1.200	2	1.200	2	1.200	2	1.200	10.800
4	Honorarium of Cook	0.010	2	0.240	2	0.240	2	0.240	2	0.240	2	0.240	2	0.240	2	0.240	2	0.240	2	0.240	2	0.240	2.160
5	Electric & Water Charges			0.560		0.560		0.560		0.560		0.560		0.560		0.560		0.560		0.560		0.560	5.040
6	Contingency			1.000		1.000		1.000		1.000		1.000		1.000		1.000		1.000		1.000		1.000	9.000
	TOTAL			15.000		15.000		15.000		15.000		15.000		15.000		15.000		15.000		15.000		15.000	135.000





INTERVENTION PROJECT - INNOVATIVE EDUCATION (Computer Education)															Rupees in lakhs								
Sl No	ITEMS	Unit Cost	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		TOTAL		
			Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial	Financial		
1	Construction of Computer room	1.000	1	1.000	1	1.000	1	1.000	1	1.000												4.000	
2	Procurement of Computer	0.500	4	2.000	4	2.000	4	2.000	4	2.000	4	2.000	4	2.000	4	2.000	4	2.000	4	2.000	4	2.000	18.000
3	Honorarium of Computer Operator	0.050	6	3.600	6	3.600	8	4.800	8	4.800	9	5.400	9	5.400	9	5.400	9	5.400	9	5.400	9	5.400	43.800
4	Purchase of Furniture			1.400		1.400		0.200															3.000
5	Stationary			1.000		1.000		1.000		1.000		1.000		1.000		1.000		1.000		1.000		1.000	9.000
5	Maintenance Charge			1.000		1.000		1.000		1.200		1.600		1.600		1.600		1.600		1.600		1.600	12.200
	TOTAL			10.000		10.000		10.000		10.000		10.000		10.000		10.000		10.000		10.000		10.000	90.000



IMPLEMENTATION SCHEDULED FOR 9 YEARS

NAME OF INTERVENTION : 'A' PROJECT MANAGEMENT										
(From 2002-03 - 2010-2011)										
Sl No	Schemes/Items	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
1	Salary of DPO & Staff	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	Rent	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	TA & DA	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	Water, Electricity, Telephone etc.	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	DPO Consumables	✓	✓	✓	✓	✓	✓	✓	✓	✓
6	Maintenance Equipment	✓	✓	✓	✓	✓	✓	✓	✓	✓
7	Consultants	✓	✓	✓	✓	✓	✓	✓	✓	✓
8	Contingency	✓	✓	✓	✓	✓	✓	✓	✓	✓







**NAME OF INTERVENTION : 'F' COMMUNITY MOBILISATION & PARTICIPATION**

SI No	Schemes/Items	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
1	Orientation of SEC member	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	Orientation of cluster level member	✓	✓	✓	✓	✓				
3	Circle (Block) level camps	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	Orientation training of community leader	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	Campaign materials									

**NAME OF INTERVENTION : 'G' ACCESS AND ALTERNATE SCHOOLING**

Sl No	Schemes/Items	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
1	Residential Bridge Course	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	Teachers training	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	Induction training for A.S voluntary & B.C volunteers					✓				✓
4	Induction training for new train	✓		✓		✓				✓
5	Recurring training	✓	✓	✓	✓	✓	✓	✓	✓	✓
6	Training of CLRPs in A.S.V. induction	✓	✓	✓	✓	✓	✓	✓	✓	✓
7	Salaries of New P/S teacher	✓	✓	✓	✓	✓	✓	✓	✓	✓
8	Salary for new Upper P/S teacher	✓	✓	✓	✓	✓	✓	✓	✓	✓
9	T.L.M grants for B Course	✓	✓	✓	✓					
10	A.S teachers honorarium	✓	✓	✓	✓	✓	✓	✓	✓	✓
11	Volunteers	✓	✓	✓	✓	✓	✓	✓	✓	✓
12	Shed/Rent for A.S.	✓	✓	✓	✓	✓	✓	✓	✓	✓

## NAME OF INTERVENTION : 'H' PEDAGOGY AND SCHOOL IMPROVEMENT

SI No	Schemes/Items	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
1	Teacher training in multi/activity base training	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	Training of CRPs in method	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	Training of DRG	✓	✓	✓	✓	✓				
4	TLM Grants for schools	✓	✓	✓	✓	✓				
5	School grant	✓	✓	✓	✓	✓	✓	✓	✓	✓
6	Furniture for CRC (Block)					✓	✓	✓	✓	✓
7	Equipment of CRC (Block)					✓	✓	✓	✓	✓
8	Exposure visit to DRC and CRC (Block)	✓	✓	✓	✓					
9	CRC Grant	✓	✓	✓	✓					
10	Review meeting	✓	✓	✓	✓	✓	✓	✓	✓	✓
11	Repairs grants	✓	✓	✓	✓	✓	✓	✓	✓	✓
12	Library books for CRC (Block)	✓	✓	✓	✓	✓	✓	✓	✓	✓
13	Printing and Modules	✓	✓	✓	✓	✓	✓	✓	✓	✓
14	TLE grants to new schools	✓	✓	✓	✓	✓	✓	✓	✓	✓
15	Teacher grants	✓	✓	✓	✓	✓	✓	✓	✓	✓
16	Free Text Books of Children	✓	✓	✓	✓	✓	✓	✓	✓	✓
17	Separate Toilet for Boys and Girls	✓	✓	✓	✓	✓	✓	✓	✓	✓
18	Drinking water facilities	✓	✓	✓	✓	✓	✓	✓	✓	✓
19	School Fencing	✓	✓	✓	✓	✓	✓	✓	✓	✓
20	Electric light in Selected 60 M/S and 30 P/S	✓	✓	✓	✓	✓	✓	✓	✓	✓
21	TLE grants for New upgraded into Upper P/S	✓	✓	✓	✓	✓				
22	Furniture for Cluster						✓			

**NAME OF INTERVENTION : 'I' INNOVATIVE EDUCATION (GIRLS' EDUCATION)**

Sl No	Schemes/Items	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
1	Honorarium of Teacher	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	Food and Lodging	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	Honorarium of Warden	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	Honorarium of Cook	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	Electric & Water Charges	✓	✓	✓	✓	✓	✓	✓	✓	✓
6	Contingency	✓	✓	✓	✓	✓	✓	✓	✓	✓



**NAME OF INTERVENTION : 'I' EDUCATION OF FOCUS GROUP (EARLY CHILDHOOD EDUCATION)**

SI No	Schemes/Items	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
1	Induction Training of ECCE	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	Honorarium for ECCE Workers	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	ECCE Helper Honorarium	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	T.L.M for ECCE	✓	✓	✓	✓	✓	✓	✓	✓	✓

**NAME OF INTERVENTION : 'I' EDUCATION OF FOCUS GROUP (EARLY CHILDHOOD EDUCATION)**

SI No	Schemes/Items	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
1	TLM for special Education	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	IED Training for CLRC	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	IED Assessment Camp	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	Resource Persons Honararium	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	Grants for disable Children									

**NAME OF INTERVENTION : INNOVATIVE EDUCATION (COMPUTER EDUCATION)**

SI No	Schemes/Items	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
1	Construction of Computer room	✓	✓	✓	✓					
2	Procurement of Computer	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	Honorarium of Computer Operator	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	Purchase of Furniture	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	Stationary	✓	✓	✓	✓	✓	✓	✓	✓	✓
6	Main Tenance Charge	✓	✓	✓	✓	✓	✓	✓	✓	✓

**OUTLAY FOR ANNUAL WORK PLAN**

**BUDGET, 2002-2003**

**PROPOSED FOR APPROVAL**

**STATE : MIZORAM**

**DISTRICT : LUNGLEI**

SUMMARY OF ANNUAL PLAN OUTLAY – 2002-2003

Sl. No	SCHEME/PROJECT	Physical	Rate	Amount
A.	PROJECT MANAGEMENT			14.140
B.	PLANNING AND MANAGEMENT			16.760
C.	RESEARCH,EVALUATION.MONITORING AND INSPECTION			15.540
D.	CIVIL WORK			170.00
E.	DISTANCE EDUCATION			2.262
F.	COMMUNITY MOBILISATION & PARTICIPATION			7.868
G.	ACCESS AND ALTERNATE SCHOOLING			167.714
H.	PEDAGOGY AND SCHOOL IMPROVEMENT			81.093
I.	<u>INNOVATIVE EDUCATION</u> (A) Education for Girls (B) Early Childhood Education (C) Children with special Education needs (D) Computer Education (I.T)			15.000 15.000 9.992 10.000
	GRAND TOTAL :			526.369

Sl. No	SCHEMES/PROJECTS	Physical	Rate	Amount (Rupees in Lakhs)
<b>A.</b>	<b><u>PROJECT MANAGEMENT</u></b>			
1.	Salary of DPO & Staff	12		3 000
2.	Rent	8		1 440
3.	TA/DA	12		1 000
4.	Water, Electricity, Telephones	8	0.150	1 200
5.	DPO Consumables	8		1 000
6.	Maintenance Equipment			1 500
7.	Consultants			0 200
8.	Contingency		0.050	4 800
	Sub-Total of A			14 140
<b>B</b>	<b><u>PLANNING AND MANAGEMENT</u></b>			
1.	Planning Exercise			2 000
2.	Exposure Visits	40	0.100	4 000
3.	Training of C.R.Ps			0 500
4.	Orientation to CRPs on management & planning			0 500
5.	Cost of hiring four (4) vehicles charge @ (Rs 600/- each vehicle)	4		8 760
6.	Office Stationery			1 000
	Sub Total of B			16 760
<b>C.</b>	<b><u>RESEARCH, EVALUATION, MONITORING AND INSPECTION</u></b>			
1.	Action Research	24	0.050	1 200
2.	Inspection	10		3 000
3.	Orientation on Research & Evaluation			0 500
4.	Base line study			2 000
5.	Purchase of Computers	3		5 000
6.	Salary of Computer Operators	3		2 340
7.	Stationery peripherals	1		0 500
8.	Academy monitoring (DIT)	1		1 000
	Sub Total of C			15 540

	SCHMES/PROJECT	Physical	Rate	Amount
<b>D.</b>	<b><u>CIVIL WORK</u></b>			
1.	Building for Buildingless upper P/S, Middle School	6	3.500	21.000
2.	New building for buildingless P/S	8	2.500	20.000
3.	Construction of Kucha building into pucca building upper P/S, M/S	2	3.500	7.000
4.	Construction of kutchu building into pucca building of P/S (Primary School)	2	2.00	4.00
5.	Additional Classroom for upper P/S (2) two rooms each	10	1.200	24.000
6.	Additional Classroom for P/S (2) two rooms each	10	1.200	24.000
7.	Construction of work sheds for upper P/S and P/S	30	0.500	15.000
8.	Construction of IEDC at cluster level		1.000	1.000
9.	District Resource Centre	1	6.000	6.000
10.	Block (Circle) level Resource Centre	2	6.000	12.000
11.	Cluster Resource Centre	8	2.00	16.00
12.	One Girls Hostel & School (Boarding School in backward area, maintenance and facilities	1	20.000	20.000
	Sub Total of D			170.00
<b>E.</b>	<b><u>DISTANCE EDUCATION</u></b>			
1.	Purchasing of TV & VCPs	6		1.200
2.	Distance Education (Workshop & Seminar)	1		1.062
	Sub Total of E			2.262
<b>F.</b>	<b><u>COMMUNITY MOBILISATION 7 PARTICIPATION</u></b>			
1.	Orientation of SEC member (Village level)			2.000
2.	Orientation of cluster level member		0.25	2.000
3.	Circle (Block) level camps	8	0.25	2.000
4.	Orientation training of community leader			0.868
5.	Campaign materials			1.000
	Sub Total of F			7.868
<b>G.</b>	<b><u>ACCESS AND ALTERNATE SCHOOLING</u></b>			
1.	Residential Bridge Course	2	8.000	16.000
2.	Teachers' Training	1801		25.214
3.	Induction training for new trainees	100		0.100
4.	Recurring Training		0.001	1.100
5.	Training of CLRPs in A.S.V. induction	50		0.500
6.	Salaries of new P/S teachers	72		53.568
7.	Salaries of new P/S School teachers	51		52.632
8.	TLM grants for Bridge B.Course	10	0.010	0.100
9.	A.S. teachers honorarium	100	0.010	12.000

Sl. No	<u>SCHEMES/PROJECT</u>	Physical	Rate	Amount
10	Salary for volunteers	50	0.100	0.500
11	Shed/Rent for A.S	100	0.005	6.000
	Sub Total of G			167.714
<b>11.</b>	<b><u>PEDAGOGY AND SCHOOL IMPROVEMENT</u></b>			
1.	Teacher training in multiactivity base training		0.001	1.000
2.	Training of CRPs in method	20		0.200
3.	Training of DRG	5		0.100
4.	TLM Grants for schools	375	0.005	1.875
5.	School grants	352	0.020	7.040
6.	Exposure visit to DRC and CRC		0.020	0.600
7.	CRC grant	16	0.020	0.320
8.	Review meeting			0.300
9.	Repair grant	40	.005	0.200
10.	Library books for CRC (block)	4		2.000
11.	Printing and modules	4		0.300
12.	TLE grants to new schools	14	0.100	1.400
13.	Teacher grants	1801	0.005	9.005
14.	Free text books for children	21969	0.015	32.953
15.	Separate toilets for boys & girls	42	0.200	8.400
16.	Drinking water facilities	30	0.100	0.300
17.	School fencing	42	0.200	8.400
18.	Electricity in selected schools	10	0.100	1.000
19.	TLE grants for new upgraded into upper P/S	10	0.500	5.000
	Sub Total of H			81.093
<b>I.</b>	<b><u>INNOVATIVE EDUCATION</u></b>			
	<u>A. Education for Girls</u>			
1.	Honorarium of teacher	8	0.050	4.800
2.	Food & Lodging			7.200
3.	Honorarium of Warden	2	0.050	1.200
4.	Honorarium of cook	2	0.010	0.240
5.	Electric & Water charges			0.560
6.	Contingency			1.000
	Sub Total of I (A)			15.000
	<u>B Early Childhood Education</u>			
1.	Induction training of ECCE	100	0.007	0.700
2.	Honorarium for ECCE workers	100	0.007	8.400
3.	ECCE helper honorarium	100	0.004	4.800
4.	TLM for ECCE		0.010	1.100
	Sub Total of I(B)			15.000



Sl. No	SCHEMES/PROJECTS	Physical	Rate	Amount
	C.Children with special Education Needs			
1.	ILM for special education	45		4,500
2.	IED training for CLRC	20		1,000
3.	IED Assessment camp	40		2,000
4.	Resource persons honorarium	20		2,000
5.	Grants for disable children	41	0.0120	0,492
	Sub Total for I (C)			9,992
	D. Computer Education (I I)			
1.	Construction of Computer room	1	1,000	1,000
2.	Procurement of Computer	4	0,500	2,000
3.	Honorarium of Computer Operator	6	0,050	3,600
4.	Purchase of Furniture			1,400
5.	Stationery			1,000
6.	Maintenance charge			1,000
	Sub Total of I(D)			10,000

#### CLARIFICATION OF ANNUAL PLAN 2002-2003

- A. **Project Management**: The total expenditure for project management is 15.140 lakhs. As the schemes of SSA is to be function smoothly, the District Project Officer has to be equipped with various facilities and equipment.
- B. **Planning and Management**: The planning has a vital role in the project. Various training has to be imparted at different level. For this purpose traveling facilities has to be provided to impart training throughout the District.
- C. **Research, Evaluation, monitoring and inspection**: Research and monitoring, Evaluation by having effective inspection in the length and breath of the District, at the Block, cluster and village level has to be conducted. For this, having baseline study, purchasing of computers and salaries of its operator, and Academic monitoring by DIET is a must.
- D. **Civil Work**: As the objective of SSA is universal enrolment by 2003 A.D. many new upper primary and primary school buildings has to be constructed/establish in the year 2002-2003. Besides this, additional classroom, work shed, IEDC at cluster levels, Block Resource Centre, and one Boarding schools for Girls has to be constructed. In the year 2002-2003, six(6) upper P/S and eight (8) P/S has been proposed to be newly constructed in a schoolless habitation.

- I. **Distance Education** The Distance Education occupied an important part in the SSA Scheme. Workshop and seminar has to be conducted at various levels. And also buying TVs for selected schools.
- I. **Community Mobilization and participation** The importance of community participation, or taking part in the successful implementation of SSA scheme could not be neglected. Awareness campaign, public meeting with the help of NGO, public leaders at different level is to be conducted.
- G. **Access and alternate schooling** Besides formal Education, non-formal Education plays an important part in the SSA scheme. Conduct of Residential Bridge Course, establishment of Alternate schooling at various parts of the District with the help and co-operation the community is an important SSA scheme
- II. **Pedagogy and School improvement** Besides establishing new schools, the existing elementary schools has to be improved in quality and standard. The existing teacher has to be given Refresher Course, short course training. Supply of teaching facilities, grants and improving school facilities is an important aspect, like providing drinking facilities, fencing, electric supply, free text books etc.
- I. **Innovative education/Special focus group** This category includes like establishment of Girls' Education in the background area, where girls literacy is low. Introduction of ECCE with providing IIM and other facilities, and provisions for disable children and IED camp. Introduction of Information Technology (I.T) or Computer Education in various schools as experiment.