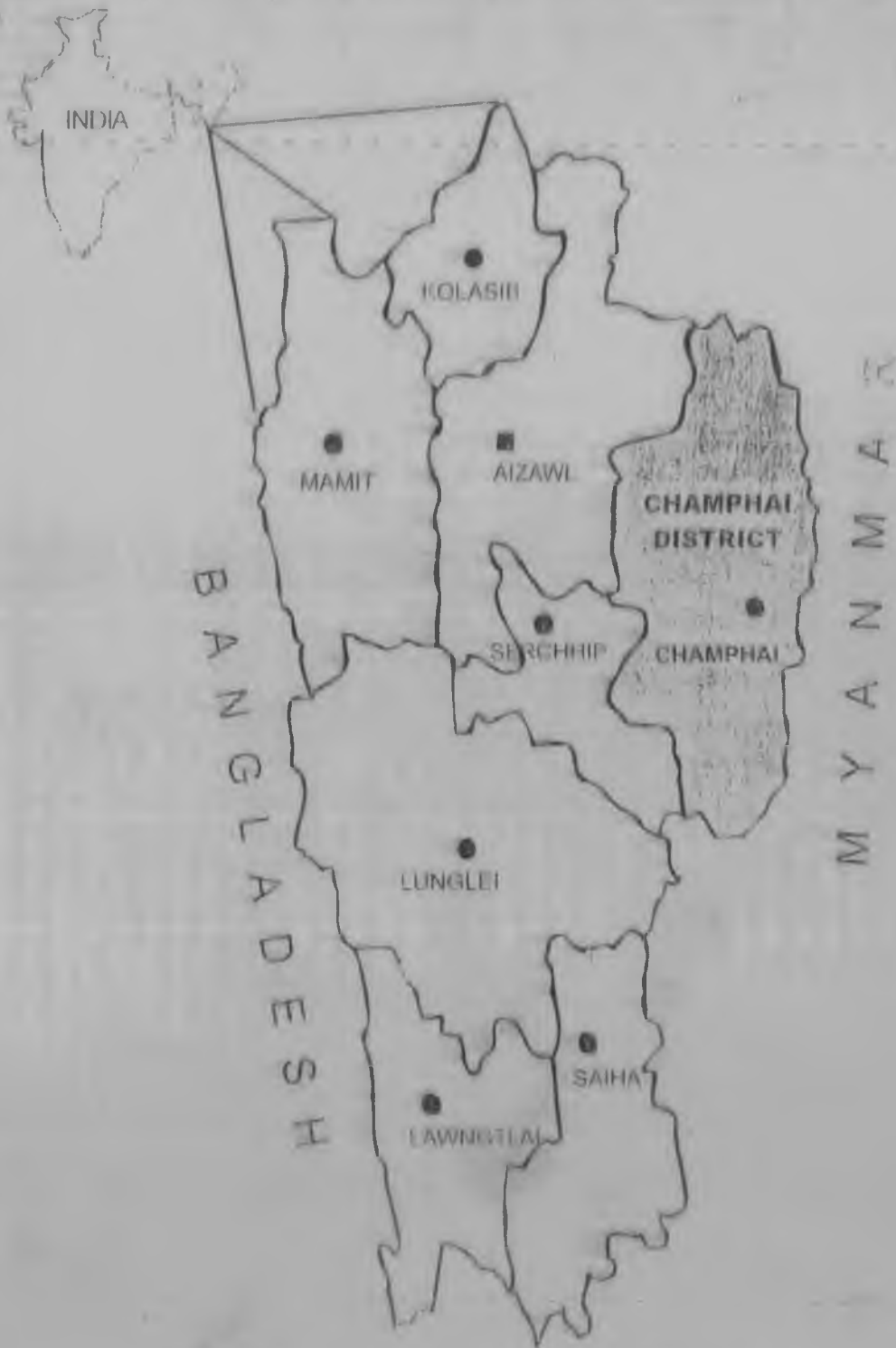


SARVA SHIKSHA ABHIYAN DISTRICT ELEMENTARY EDUCATION PLAN



CHAMPHAI DISTRICT
MIZORAM

MAP OF CHAMPHAI DISTRICT
' MANIPUR



LEGEND

- 1. International Boundary
- 2. State Boundary
- 3. District Boundary
- 4. Edal. Circle Boundary
- 5. Metalled Road
- 6. Unmetalled Road
- 7. Feasible Road
- 8. District Capital
- 9. Constituency / C.B. Block Area
- 10. Peak





FOREWORD


District Elementary Education Plan (DEEP) Champhai District, Mizoram, has been prepared under the perseverance and hard work of the Education Staff, Champhai District, Mizoram.

This perspective Plan (2002 - 2003) is prepared for the implementation of enrolment of all children within the entire District during 2003 -2004 and also aims to send back 991 dropout children back to School by 2003. Special provisions have been made in the Plan for disabled children.

Champhai District, which is situated in the extreme border of Myanmar, needs infrastructural developments in the field of education.

I do hope successful implementation of this Plan will eradicate illiteracy and backwardness in the District

Dated Champhai,
the 3rd June 2002


(K. RIACHHO)
Deputy Commissioner
&
Chairman,
District Committee (SSA)

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CHAMPHAI DISTRICT AT A GLANCE

Area		3185.83 Sq. k.m
Total Population		101389
(As per Cencus 2001)		
Male		52869
Female		49520
0-6 Population	:	14206
Literacy Percentage	:	91.88
Male	:	94.00
Female	:	89.64
Density of Population	:	32 per Sq Km.
Sex Ratio	:	955 per 1000 Males
No. of R.D Blocks	:	3
No. of Families	:	20067
(As on August 2001)		
Highest Peak	:	Lengteng 2141 Mts
No. of Civil Sub Div	:	2
No. of Habitation	:	6
No. of Village	:	90
No. of Educational Sub Division	:	1
No. of Educational Circle	:	4
No. of Educational Cluster	:	23
No. of Elementary School	:	245

CHAPTER -I

DISTRICT PROFILE

1.1 Formerly, Mizoram was commonly known as Lushai Hill or Mizo Hills and was a part of Assam province till the attainment of Union Territory in 1972. Mizoram became one of the districts of Assam since District Councilhood announcement in 1952 by the Govt of India. The first District Council Election was conducted in that year. The village Chiefship rule was also banned in 1954 and was taken over by village councils. The first village council election was conducted in 1954. Since then, each and every village had its own council till date.

The Mizo District was upgraded into Union Territory in 21st Feb. 1972 and the first MLA Election was conducted that year. Hence, Mizoram is having its own Legislative Assembly. The Statehood of Mizoram was declared in 1987.

Till 1971, Lunglei Sub-Division was the only Civil Sub-Division in the State. In 1977, Champhai Civil Sub-Division was in existence. Champhai District continued to be Civil Sub-Division till 1988. Upgradation of Mizoram as UT was followed by Division of the territory into 3 (three) Civil Administration Districts. Viz Lunglei District (Hqrs. Lunglei) Chhimtuipui District (Hqrs. Saiha) and the Aizawl District (Hqrs Aizawl) Aizawl is the state Capital.

In 1998, Aizawl District was divided into three Administration districts, viz. Aizawl District (Hqrs. Aizawl), Aizawl East District (Hqrs, Champhai), Aizawl West District (Hqrs Mamit), (Vide Govt. of Mizoram Notification No. A. 60011/21/95-GAD dated Aizawl, the 11th Nov. 1998) These three District were redemarcated in 1999 forming another two more new districts viz. Aizawl North District (Hqrs, Kolosib) and Aizawl South District (Hqrs Serchhip) vide Govt of Mizoram Notification No. A 60011/2195-GAD dated Aizawl, the 29 July 1999. Therefore, 8 Civil administrative districts came into existence in Mizoram.

Name of newly formed district were changed and renamed after the name of each Headquarters as Champhai District, Mamit District, Kolosib District and Serchhip District in 1999.

1.2 Champhai District covers 90 villages and 6 habitations on the eastern part of Mizoram. It is bounded by Myanmar to the east. The length of an international boundary is 244 Km. 20 Villages are settled in the international borderline with Myanmar and three villages are in the inter-state border with Manipur. Correctly speaking, the entire Champhai district is stretching in the Indo-Myanmar border. The farthest village from the border is only 72 Km.

(Note : No. of Villages /habitations reported at pre-project Plan was 104. Four villages now come under other district and 4 habitations have been shifted in amalgamation with other village.)

Being Mizoram the most peaceful state in India, many people fled to from the neighboring states. Champhai District also hosted many such families from Manipur who generally settled at the northern portion.

Within this Champhai District, three community Development Blocks, namely, Khawzawl, Khawbung and Ngopa are in existence. Ngopa Block comprises the Northern and North Eastern Portions, the South Western, the Western and the interior by Khawzawl Block while the Southern parts of the District is covered by Khawbung Block.

Also, two administrative Sub-Division are functioning viz, hawzawl Sub-Division and Ngopa Sub-Division. These Sub Divisions have not been full fledged. In spite of this, they have been providing opportunity for effective functioning of the District.

- 1.3. Champhai District is divided into 5(Five) Legislative Constituency. The Constituency Wise position as per Census of India-2001(House listing Operation-2000) was shown as under :-

TABLE 1 M.L.A. CONSTITUENCY WISE INFORMATION

SL. NO	NAME OF CONSTITUENCY	No of Village/Habitation	No of House-holds	Population		TOTAL
				Male	Female	
1	Champhai	19	5384	14604	15016	29620
2.	Khawzawl	13	3037	10354	11581	21935
3.	Khawbung	26	3484	9679	9607	19186
4.	Ngopa	25	4250	12277	11752	24029
5.	Khawhai	13	1992	5914	5925	11839
	TOTAL	96	18147	52728	53881	106609

Source : Statistical Data of D.C. Office Champhai as per Census 2000(House listing)

1.4. Demographic, Socio, Cultural

Indigenous inhabitants of this District are the Mizos and the common language spoken also is Mizo. Sub clans like Paite, Hmar and Pawi are also found. Paite, Hmar and Pawi dialects are also spoken where they dwell in clusters. Paite and Hmar are mostly found in the Northern Parts. They also spread all over the district in small groups. Small group of Pawi are found in the Southern practices which had been inherited from ancient ancestors. Traditions, customs and cultural values are not so much different from each clans.

Historically, Champhai District is very much important. Rih Dil the largest Mizo lake is near the border. Its importance was connected with the spiritual beliefs in their past before the advent of Christianity. From all parts of Mizoram, many people are coming to visit this lake. It is only about 35 kms from the District Headquarters Champhai. Many other historical important places are within this district. These attract many people even from outside Mizoram.

During the Second World War., in the 2nd April 1944 Indian Freedom fighter Netaji Subhas Chandra Bose and his comrades entered Khuangphah Village. This was the first time an Indian National Army entered the territory from the east along with the Japanese Soldiers. The status of Subhas Chandra Bose was erected at this small Village by the State Govt. during the celebration of his 100th birth anniversary. Historically this incident was having great importance both for the Mizo people and for the country.

- 1.5. As per Census of India-2001, 1,01,389 people live in the district which was 11.37% of the State population. Champhai Town, Headquarters of the district is a classified class-III town and Khawzawl Sub Divisional Headquarters is a notified Class-V Town. Sub-Towns like Biata and Khawhai are notified as Class-VI Town.

Champhai District is the 3rd largest district in Mizoram, It is 3185.83 Sq.Km. in area, This accounts for 15.10% of the total area of the State As per census of India-2001, there are 38124 Urban Population and 63265 rural population Urban population is 37.60% Density of population is 32 per Sq Km The sex ratio of 955 female per 1000 persons is the highest in the State.

The literacy figures as per census of India 2001 is under

TABLE 2 POPULATION AND NO.OF LITERATES

Sex	Population	No.of Literates
Male	51869	40621
Female	49520	36845
Total	101389	77466

Source *Census of India-2001(Provisional Population Totals) Directorate
Census Operation Mizoram*

The literacy percentage of the District as per Census of India 2001 was as under -

TABLE-3 LITERACY PERCENTAGE (SEX WISE)

MALE	FEMALE	TOTAL
94.00%	89.64%	91.88%

Source *Census of India-2001 (Provisional Population Totals) Directorate of
Census Operation, Mizoram*

- 1.6 Champhai Town, the Headquarters of the district is linked with State road From Aizawl, the State Capital and is 192 kms Other important State roads are Khawzawl-Singzawl(Manipur) road, Kawlkulh-Ngopa road, Khawzawl-East Lungdar road, Champhai-North Vanlaiphai road Champhai-Mimbung road is under construction State and District roads pass through the entire District towards North and South directions respectively. Champhai to Myanmar road plays vital role for Indo-Myanmar trade

TABLE 4: LENGTH OF ROADS(STATE,DISTRICT 7 VILLAGE ROADS)

TYPE	LENGTH IN KM
Metalled Road	346
Fair Weather (Truckable)	73
Fair Weather (Jeepable)	169
Total	588

Source *Village Survey under SSA August 2001*

1.7 Geographical and Economic Background :

Champhai District is located in the Eastern side of Mizoram stretching from the Manipur border in the North to the Southern-Eastern edge corner there by bounded by Myanmar The District is bounded by Myanmar to the east and South East Manipur to the North; Aizawl

District to the West and Serchhip District to the South West. Tropic of Cancer passes through the District at the most Central cutting the district into two equal halves

The whole of Champhai District is lying between the second highest peak of Mizoram called Lengteng(2141m) in the North and the 4th highest peak called Lurh(1935m) in the South. An average elevation of the district is 4500 ft with sharp edges and peaks

Main rivers are the Tiau, International boundary river with Myanmar, Tuivai, the boundary river with Manipur, Tuipui Tuichang and Tuisa. WRC fields are developed in these river banks

Champhai district is one of the most backward districts in Mizoram. The SSA Survey revealed absence of High Class income group in the district. It is also learnt that there have been 9078 BPL families which is 45.23% of the total family. They have to depend on day-to-day earnings without proper source of income. Middle income group accounts for 101.57% of the total number of families. Economic backwardness of people is resulting problems in education.

Geographically, importance of Champhai District is indispensable. The main and most important occupation is agriculture where more than 77.29% families depend on it directly or indirectly. Shifting Cultivation is the most common method practiced at the hill slopes. Permanent settlement farms have been introduced at some places.

TABLE 5(A): ECONOMIC STATUS OF PARENT (IN CIRCLE WISE)

Name of Circle	No. of Household	Occupation							
		A	B	C	D	E	F	G	H
Champhai	6804	874	214	4241	62	279	19	1085	30
Khawzawl	4936	493	70	4151	6	45	8	152	11
Vanzau	3953	322	26	3514	4	15	7	55	10
Ngopa	4374	434	191	3605	11	125	2	86	20
Total	20067	2123	401	15511	83	464	36	1378	71

Source : SSA Survey conducted during August 2001

TABLE - 5 (B) : ECONOMIC ACTIVITIES

Type of Occupation	A	B	C	D	E	F	G	H	TOTAL
No. of Household	2123	401	15511	83	464	36	1378	71	20067
Percentage	10.58	2.00	77.30	0.41	2.31	0.18	6.87	0.35	

Source : SSA Survey conducted during August 2001

A = Govt. Service B = Private Service C = Cultivator D = Artisan
 E = Business F = Contractor G = Daily Labour H = Religious Functionary

The lift plain at Champhai is the largest WRC land in Mizoram. It has been called "Granary of Champhai District". It is 800 Hectars in area. Double cropping also has been

practiced. A rift plain at Khawzawl and river plain at Hnahlan also accounts for great opportunity for paddy production

Other important agricultural lands are found at the river banks of Tiau, Tuipui, Tuisa and Tuivai. Some low lands have also been utilized for paddy fields. To replace shifting cultivation, modern methods like Terracing, counter ploughing and cultivation of plantations crops have been introduced. Infact, Agriculture is the most common and main occupation where more than 77.29% of the total families engaged on it directly or indirectly.

Champhai District is known for its Grape, Wine and Passion Fruit Juice. Grape and Passion Fruits are mainly grown around Champhai Town. A vast Tea estate also been developed at the South western parts especially around Biate. Potatoes and cabbage are largely grown on the hill slopes of Salkal, Lurh and Zopui ranges. Champhai District is very fortunate to have such opportunity for cultivation and to have diligent and hard working people for crops production.

Champhai Town has also been considered as one of the most important business center in Mizoram. Foreign Goods coming from Myanmar entered this town in bulky. Zokhawthar, which is in the border has been recognized by central Govt. for Border Trade Center with Myanmar and is been established to afford with that trade. For this purpose; Myanmar has been joined with a bridge over Tiau river in the month of August 2001. This would play a very important role for implementation of border Trade Agreements of India with Myanmar and opened a great and important scope for trade relations with Foreign Countries.

1.6 Flora and Fauna

Champhai District is fortunate to have good forest area. Hills are covered with thick forest. Natural alpine forest are found along the eastern border especially around Champhai, Ngur and Hnahlan. Oak is the common vegetation of the district.

Having a very good forests, the district is famous for its Orchids. Different species of orchids are found every where. Rodhodhenron, a very rare vegetation in Mizoram is also found in the eastern parts. Orchids and Rodhodendron are called "Pride of Champhai District".

A vast thick forest area around Murlen has been reserved for national park and is called "Chamdur National Park". This is the only national park to the east and north of Mizoram. It is 200 Sq. m. in area. Tiger, Leopard, Bear, Wild Boar, Deer, Baboons are also protected. Birds of various kinds are also found. Among them, a rare bird called 'Vavu' (a state bird) a pheasant family is also found in this sanctuary.

Correctly speaking, Salkal range, Zopui range and Lurh range are original abode of animals. In spite of devastating for jhuming, these range provide wide scope for wild life protection. The district is known for its wild life. Measures have been made by the concerned department for conservation of flora and fauna in the District.

CHAPTER- II EDUCATIONAL PROFILE

2.1 Access

Educationally, people are having a keen interest through living a very hard family life due to poverty. The first Primary School was opened at Champhai in 1912 and Middle School in 1944. Since then, other Primary Schools were opened at Biata and Ngopa and more were opened later. Spread of Primary Schools opened great scope for education. Growth of Middle School was very slow resulting high drop out rates late 1970s. The first High School was opened at Champhai in 1940.

In the district itself, there are as many as 177 lower primary schools and 118 upper primary schools (including private institutions), out of which 144 are recognised Lower Primary School and 101 are recognised Upper Primary School. Out of 96 Villages/habitations two are without Primary School and 18 are without Upper Primary School facility. Children from these villages have to walk a long distance to the nearby villages for their schooling education or have to seek a rented house due to absence of hostel facility. About 99.93% of population have an access for Primary School within the village and 95.44% have an access for Upper Primary School within the locality. 4.56% of population are not having Upper Primary School within the village.

One Educational Sub-Division Office was opened in 1981 at Champhai. Champhai District is again divided into 4 (Four) Educational Circles namely Champhai Circle, Khawzawl Circle, Ngopa Circle and Vanzau Circle. Each circle is entrusted to Circle Education Officer. At present, there are only 3 Circle Education Officers. The Sub-Divisional Education Officer (SDEO) is the administrative head for all Elementary Education.

TABLE-1: CIRCLE - WISE NO. OF SCHOOL & TEACHERS

Sl. No.	Name of circle	No. of pre-school Angau Wadi	Lower Primary		Upper Primary		N.F.E	
			No. of School	No. of Teacher	No. of School	No. of Teacher	No. of Center	No. of Institution
1	Champhai Circle	41	39	143	29	201	9	9
2	Khawzawl Circle	45	37	111	25	157	6	6
3	Ngopa Circle	36	31	94	21	121	9	9
4	Vanzau Circle	44	37	101	26	148	6	6
	Total	166	144	449	101	627	30	30

Source: SSA Survey August 2001

TABLE-I :CIRCLE-WISE NO. OF SCHOOL & TEACHER

Sl. No	Type of Management	Pre Schooling Facilities Anganwadi	Lower P/S	Upper P/S	Total
1	Government	166	144	42	352
2	Deficit	-	-	55	55
3	Aided	-	-	4	4
4	Private (Permission)	-	14	10	24
5	Private (Un-recognised by board)	-	19	7	26
	Total	166	177	118	461

Source : SSA Survey conducted August 2001

From this table 166 Pre-Schooling (Anganwadi) Center have been preparing children in the age group of 3-5 years for Primary School. 91 villages are having this facility, the rest 5 villages are not having Anganwadi Centers. These centers are under the management of ICDS (State Social Welfare Advisory Board). Preparation of children of under aged group to have readiness for formal schooling; providing health cares like nutritious food both to children and pregnant women have been the aims of the programme.

As have been in Table above. 166 Anganwadi centers used to prepare children below 6 years for their schooling education. Still 5 villages are without this facility. Therefore, children in these villages have to face directly schooling Education without prior preparation. Incentive of children could not be drawn that without a motivated mind. children used to attend the school. Thus, it is a felt need of establishing ECE center where Anganwadi Center are not available.

TABLE- 3 : CIRCLE WISE CHILDREN POPULATION (BETWEEN 0-5 YEARS)

Sl. No.	Name of Circle	No. of Villages	Total Population	Children Population Between 0-5 years
1	Chumphai	26	36605	4839
2	Chawzawl	22	22991	3688
3	Ngopa	19	23238	2539
4	Vanzau	29	22245	3140
	Total	96	105079	14206

Source : SSA Survey August 2001

Of the total 177 Primary School, 33 are Private English Medium Institutions; the rest 144 are recognized Institutions. 101 Upper Primary School are recognized institutions. The rest 17 are Private Institutions out of which 5 are Private Institutions Middle School and the rest 12 are Private established Non-recognised English

Medium Institutions. Recognised Middle School includes the Government, Deficit and Adhoc Aided Schools.

These Institutions are the existing Elementary School facilities the district is having. Some village people having a keen interest for children education established Upper Primary School voluntarily. This prevented children from going outside for Upper Primary School Education. Parents contributed funds for School. But those non-recognised private established institutions are generally family school aiming at education of children for the first and profit for the second. Therefore, opening of new upper Primary to promote Schools universal enrolment and retention is necessary.

TABLE 4 VILLAGE WISE INSTITUTION & TEACHERS

Sl No	Name of Village	No. of Angan wadi	Lower P/S		Upper P/S		NFE	
			No. of School	No. of Teacher	No of School	No of Teacher	No. of Center	No. of Institution
1	2	3	4	5	6	7	8	9
I CHAMPHAI CIRCLE								
1	Champhai V/C-I	4	3	17	3	23		
2	Champhai V/C-II							
3	Champhai V/C-III	2	2	10	2	16		
4	Champhai V/C-IV	2	4	18	4	29		
5	Tuipui	1	1	3	1	6		
6	Hnunhmeltha	2	2	4	1	6	1	1
7	Zokhawthar		1					
8	Murien	1	1	3	1	7	1	1
9	Lingphunlian	1	1	2	1	5	1	1
10	Tlaugsam	2	2	3	1	8	1	1
11	N Khawbung	2	1	3	1	6		
12	Mualkawi	2	1	3	1	7	1	1
13	Ngui	1	1	4	1	7		
14	Vapu	1	1	2	1	5	1	1
15	Hnahlan	3	3	12	2	13		
16	Tualcheng	1	1	4	1	5		
17	Khuangphah	1	1	3				
18	Ditlang	1	1	2				
19	Ruantlang	2	2	10	1	10		
20	Zote	2	1	3	1	6		
21	Melbuk	1	1	3	1	6	1	1
22	Chhungte	1	1	2				
23	Panchung		1	2				
24	Vaikhawtlang	1	1	3	1	3	1	1
25	Zotlang	2	1	5	1	9	1	1
26	Mualzen							
	TOTAL	41	39	143	29	201	9	9
II KHAWZAWI CIRCLE								
1	Aiduzawl	1	1	2			1	1
2	Arro	1	1	1				
3	Biate	4	3	15	2	13		
4	Chalrang	1	1	3	1	6		
5	Chahang Mel 2							
6	Chawnglai	3	3	9	1	7		
7	Ngazawl	1	1	3	1	7	2	2
8	Hmuncheng	1	1	1				
9	Khawhai	5	4	10	2	11		
10	Khawzawl	10	8	30	6	44	1	1
11	Khualen	1	1	2				
12	Lungtan	1	1	2	1	5		
13	Nethdawn	1	1	2	1	6		
14	New Chalrang	1	1	3	1	7		

Sl No.	Name of Village	No. of Angan-Wadli	Lower P/S		Upper P/S		NFE	
			No. of School	No. of Teacher	No. of School	No. of Teacher	No. of Centre	No. of Institution
15	Rabung	2	2	6	1	6		
16	Riangtlei	1	1	1	2	4		
17	Sialhawh	3	2	8	1	13	1	1
18	Tiangpui	2	1	2	1	6	1	1
19	Tiangpinte	1	1	2	1	6		
20	Tualpu	1	1	3	1	5		
21	Tualte	3	1	3	1	6		
22	Vengthlang	1	1	3	1	5		
TOTAL		45	37	111	25	157	6	6
III. NGOPA CIRCLE								
1	Changzawl	1	1	3	1	4	1	1
2	Chhawitui	1	1	3	1	5	1	1
3	Chiahpui	1	1	3	1	5		
4	Dulte	1	1	4	1	6		
5	Huappui	3	3	9	2	12	1	1
6	Hrianghmun	2	1	1				
7	Kawkuh	3	5	13	2	12		
8	NE Khawdungsei	4	3	9	2	14		
9	Khawkawn	2	1	3	1	7	1	1
10	Kawlbern	2	1	3	1	5		
11	Lamzawl	1	1	4	1	6	1	1
12	Mimbung	2	2	5	1	5	1	1
13	Ngopa	4	4	12	2	12	1	1
14	Pawhang	2	1	6	1	5		
15	Puilo	1	1	3	1	7		
16	Saichal	2	1	3	1	6		
17	Selam	1	1	4	1	5	1	1
18	Teikhang	2	1	4	1	5	1	1
19	Vankal	1	1	2				
TOTAL		36	31	94	21	121	9	9
IV. VANZAU CIRCLE								
1	Buang	1	1	2	1	6		
2	Bulfekzawl	1	1	3	1	5		
3	Bunzung	2	1	4	1	5		
4	Chawngtui	1	1	3			1	1
5	Dokawn	1	1	1	1	8		
6	Dungthlang	1	1	4	1	6	1	1
7	Farkawn	3	3	9	2	11		
8	N Hnaukawn	1	1	2	1	5		
9	Hnaukawn	1	1	1	1	6		
10	Kelkanga	2	2	6	1	6		
11	Khankawn	1	1	3	1	5		
12	Khawbung	4	2	9	2	11	1	1
13	Khuanglene	2	2	3	1	6		
14	Khuangthung	3	2	3	1	5		

SL. NO	Name of Village	No. of Angarwadi	Lower P/S		Upper P/S		NFE	
			No. of School	No. of Teachers	No. of School	No. of Teachers	No. of Centre	No. of Institution
15	Ieisenzo	2	1	4	1	5		
16	Leithum	1	1	2	1	6		
17	Iianpui	1	1	2	1	6	1	1
18	N. Sainthang	1	1	1				
19	Samthang	2	1	3	1	5		
20	Saikhumphai		1	1				
21	Sazep	1	1	3	1	5		
22	Sesih	2	1	4	1	5		
23	Thekpui	1	1	2				
24	Thekte	1	1	2				
25	Vangchhia	1	1	3	1	5		
26	Vanzau	2	1	3	1	4		
27	Vaphai	3	3	11	2	11	1	1
28	Zawlsei	1	1	4	1	6	1	1
29	Zawngtetui	1	1	1				
	TOTAL	44	37	101	26	143	6	6

Sources : SS4 Survey August 2001

**TABLE - 5 : CLUSTER WISE INSTITUTIONS : NO. OF TEACHERS,
& ENROLMENT**

Sl. No.	Name of Circle	No. of School			No. of Teacher			No. of 6 14 Years Children	Enrolment			No. of Village Habitation
		Lower P/S	Upper P/S	Total	Lower P/S	Upper P/S	Total		Lower P/S	Upper P/S	Total	
CHAMPHAI CIRCLE												
1	Champhai 'A'	12	9	21	48	65	113	2594	933	776	1709	7
2	Champhai 'B'	6	6	12	28	45	73	1810	800	553	1353	2
3	Hnahlan	7	4	11	22	21	43	1105	599	232	831	5
4	Ruantlang	6	4	10	24	32	56	1134	573	295	868	5
5	Tualcheng	4	3	7	11	17	28	397	256	112	368	4
6	Zote	4	3	7	10	21	31	911	582	213	795	3
	Total	39	29	68	143	201	344	7951	3743	2181	5924	26

KHAWZAWI CIRCLE												
1	Khawzawi	13	9	22	40	62	102	2480	1312	797	2109	6
2	Rabung	4	1	5	10	6	16	477	278	121	399	3
3	Chawngtlai	4	2	6	12	13	25	597	416	156	572	2
4	Biute	7	6	13	26	36	62	1182	643	394	1037	4
5	Khawhai	9	7	16	23	40	63	983	743	325	1068	7
	Total	37	25	62	111	157	268	5719	3392	1793	5185	22

NGOPA CIRCLE												
1	Ngopa	5	3	8	16	18	34	1060	433	273	706	2
2	Hliappui	6	5	11	21	27	48	739	524	228	752	4
3	Kawikulh	7	3	10	19	18	37	761	467	153	620	3
4	Philo	2	2	4	6	12	18	257	158	70	237	2
5	NE Khawdungsei	5	4	9	15	26	41	804	413	249	662	3
6	Teikhang	6	4	10	17	20	37	1479	589	207	796	5
	Total	31	21	52	94	121	215	5100	2584	1189	3773	19

VANZAU CIRCLE												
1	Bungzawi	4	3	7	10	15	25	534	322	148	470	4
2	Fakawn	6	3	9	15	15	31	879	593	217	810	4
3	Kalkang	6	5	11	15	31	46	659	371	209	580	5
4	Khawbung	6	5	11	20	28	48	935	601	279	940	4
5	Leisenzo	8	-	15	23	37	60	1436	901	287	1188	-
6	Vaphai	7	3	10	18	16	34	715	388	250	638	5
	TOTAL	37	26	63	101	143	244	5176	3236	1390	4626	29
	GRAND TOTAL	144	101	245	449	622	1071	23946	12955	6553	19508	96

Source : SSA Survey August 2001

TABLE-6 : NAME OF VILLAGES/HABITATION SCHOOL AND NO. OF CHILDREN POPULATION

Sl. No.	Name of Habitation	No. of Children 6-14 Years
1	Mualzen	4
2	Chalrang Mel 2	10

Source : SSA Survey August 2001

TABLE-7: VILLAGES WITHOUT RECOGNISED MIDDLE SCHOOL WITH NO. OF CHILDREN AND ENROLMENT AT LOWER PRIMARY

Sl No.	Name of Village	No. of Children	Enrolment at Lower P/S
1	Aiduzawl	54	48
2	Arro	45	37
3	Dittlang	83	50
4	Hmuncheng	60	56
5	Khualen	33	30
6	Pamchung	47	42
7	Khuangphah	144	79
8	Vankal	69	57
9	Thekte	132	95
10	Chawngtui	63	54
11	Lamzawl	68	44
12	Puilo	73	60
13	Zokhavthar	191	137
14	Thekpui	68	63
15	Chhungte	37	25
16	Zawngletui	55	30
17	N.Samthang	12	10
18	Saikhunphai	36	25

Source : SSA Survey August 2001

As seen from the above tables, 2 habitation are not having any Schooling facility, 18 villages are not having Upper Primary School facility. Children after finishing Primary School level have to approach the nearby village for higher Education walking more than 2 kms.

TABLE -8 : CIRCLE-WISE NO. OF SINGLE TEACHER LOWER PRIMARY SCHOOLS

Circle	No. of School	Enrolment	No. of Additional Teacher required
Champhai Circle	2	237	2
Khawzawl Circle	3	155	3
Ngopa Circle	1	80	1
Vanzau Circle	5	229	5
TOTAL	11	701	11

Source : SSA Survey August 2001

TABLE-9 : CIRCLE-WISE TWO TEACHER LOWER P/S

Circle	No. of School	Enrolment	No. of Teacher	Teacher-Pupil Ration
Champhai Circle	8	489	16	1:31
Khawzawl Circle	8	532	16	1:33
Ngopa Circle	1	58	2	1:29
Vanzau Circle	10	945	20	1:47
TOTAL	27	2024	54	1:38

Source : SSA Survey August 2001

N.F.E. Programme was a recent programme introduced in Mizoram. As many as 30 centers have been opened at 29 villages. NFE centers are thought an important institution for continuing education for these children been leaving the school due to poverty. Primary Level centers are ment for dropped out of lower primary School and upper primary school used to provide educational facility to these upper primary school leaving children. In terms of quantity and quality, these NFE centers need more attention and better facilities. An alternative schools to retain children be opened in the district.

At present, 30 N.F.E centers opened at 29 villages have been providing facility for continuing education for dropouts. Children out of School got their education through this programme. Nature of management and its programmes need revamping. In terms of quantity and quality; NFE Centers need more attention and better equipments. 67 villages are not having this facility that out of School children have no more facility for continuing education.

Special School for disabled children is absent in the district special care has been provided through room attached at existing schools. Trained teacher for this work are posted. Absence of better special schooling facility is still the problem of the district. Only the resource centers could not provide all the required education to disable. Of the total dropouts disability constituted 2.53%

2.2 Teachers

Various measures have been taken up to move teachers. There are only two Institution

of Education and Training Centers in the State at Aizawl and Lunglei. Almost all teachers of recognised institution had got training through existing training centers. Colleges of Teacher Education has also been providing training to those Secondary School teacher

Besides, short orientation course also provided opportunity for service teachers. The needs based short training course is considered an important factor for improvements in teaching learning process.

Caste Wise and Level Wise number of Teachers is follow:-

TABLE-10 : CASTE WISE AND LEVEL WISE NUMBER OF TEACHERS

Level	Schedule Caste			Schedule tribe			Trained	Un Trained	Total
	M	F	Total	M	I	Total			
Pre-Primary Anganwadi	-	-	-	-	166	166	-	-	166
Lower Primary	-	-	-	242	207	449	411	38	449
Upper Primary	-	-	-	423	199	622	565	57	622
TOTAL	-	-	-	665	572	1237	976	95	1237

Source : SSA Survey August 2001

TABLE-11 (A) : CIRCLE WISE QUALITY OF TEACHERS

Sl. No.	Circle	Lower Primary School			Upper Primary School			Total No. of Teachers
		Trained	Un-Trained	Total	Trained	Un-Trained	Total	
1	Champhai	136	7	143	188	13	201	344
2	Khawzawl	102	0	111	143	14	157	268
3	Ngopa	82	12	94	102	19	121	215
4	Vanzau	91	10	101	132	11	143	244
	TOTAL	411	38	449	565	57	622	1071

Source : SSA Survey August 2001

TABLE 11(B) : QUALIFICATION OF TEACHERS (CIRCLE WISE)

Sl. No.	Circle	Lower Primary School					Upper Primary School					
		Under HSLC	HSLC	PUC	BA	Total	Under HSLC	HSLC	PUC	BA	MA	Total
1	Champhai	49	62	16	16	143	14	31	43	111	2	201
2	Khawzawl	50	38	12	11	111	16	41	38	62	-	157
3	Ngopa	28	35	18	13	94	14	21	36	49	1	121
4	Vanzau	24	56	15	6	101	11	25	41	65	1	143
	Total	151	191	61	46	449	55	118	158	287	4	622

Source : SSA Survey August 2001

From the above table, it appears that 411 Lower Primary School Teacher have been trained while the rest newly recruited 38 are untrained. 565 upper Primary School teacher had completed their training and 57 been untrained. Separate training institution is not yet opened in the district and is therefore, an urgent need to have mini training institution for teachers.

2.3 Enrolment :

Total number of children between 0-14 age group in the district are 37336. 14206 children are in between 0-5 years i.e. 5857 are between the age group 0-2 and the rest 8328 are between 3-5 years. Children between the age group 6-14 years are 23,946 out of this 19,505 are enrolled at the elementary education while 846 are enrolled at Secondary School; 991 are dropped outs and the rest are non-school going and enrolled at Private Schools respectively. This is thought to be a very serious case to be tackled. This shows the necessity of implementing the programme. Dropped out percentage also stood at 4.24% from the total children between 6-14 years.

Class wise enrolment between the age group of 6-14 years is as follow:

TABLE 12 (A) : CLASS-WISE ENROLMENT

Class	I	II	III	IV	V	VI	VII	Total
Boys	1871	1727	1679	1477	1362	1156	1039	10311
Girls	1787	1609	1503	1302	1166	958	872	9197
Total	3658	3336	3182	2779	2528	2114	1911	19508

Source : SSA Survey August 2001

From the above table, it is clear that enrolment at Primary School is 12955 and Middle School is 6553; 846 are enrolled at Secondary School. Teacher Pupil ratio of Primary School is 1:29 and Middle School is 1:10.

TABLE -13 : CIRCLE-WISE ENROLMENT

Class	VII	IX	X	XI	Total
Boys	273	70	7	1	315
Girls	448	75	8		531
Total	685	145	15	1	846

Source : SSA Survey August 2001

TABLE 13 : CIRCLE - WISE ENROLMENT

Sl. No.	Circle	Enrolment		
		Primary School	Middle School	Total
1	Champhai	3743	2181	5924
2	Khawawl	3392	1793	5185
3	Ngapu	2584	1189	3773
4	Vanzau	3236	1390	4626
	Total	12955	6553	19508

Source : SSA Survey August 2001

2.4 Dropouts

TABLE - 14 (A): No. OF DROPOUTS (IN CLASS WISE)

Class	No. of Dropout	Percentage from dropouts
Class-I	156	4.26
Class-II	148	4.43
Class-III	201	6.31
Class-IV	205	7.37
Class-V	158	6.25
Class-VI	65	3.07
Class-VII	43	2.25
Class-VIII	14	1.14
Class-IX	1	0.01
Total	991	3.93 (of 6-14 years Population)

Source: SSA Survey August 2001

Total number of drop out in the district itself is 991 (as per SSA Survey Report 2001) which is 4.25% of the Total Children between 6-14 years. Drop out is ranging from the lowest class i.e. Class -I upto Class -IX. The largest number is seen at Class -IV which is 205. In the table, the smallest number is seen at class-IX which is only 1(one). 156 children did not complete even Class-II. Class Wise number of drop outs is shown in the above table.

Number of drop outs (in age wise) from 7 to 14 years is as follow:

TABLE - 14 : AGE WISE NO. OF DROP OUTS

Year/ Age	No. of Drop outs			Percentage
	Male	Female	Total	
7	70	26	96	9.69
8	42	38	80	8.07
9	40	41	81	8.17
10	50	78	128	12.92
11	63	78	141	14.23
12	120	118	238	24.02
13	87	74	161	16.25
14	34	32	66	6.66
Total	506	485	991	-

Source : SSA Survey August 2001

From the above table the largest number of dropout is seen at the age of 12 which is 24.01% of the total drop out and the smallest figure is seen at the age of 14 years only at 66 which is 6.65%. Before the attainment of 14 years; most drop out children left the school. Some effort have to be laid or done to retain children at School until they complete 14 years.

Out of this 991 dropouts, 506 were boys i.e. 51.06% and the rest 485, i.e. 48.94% were girls. Teenagers could help their parents at work that parents always allowed them to leave the school to support them.

Reasons of drop outs are shown in the following table:

TABLE -14 (C): REASONS OF DROP - OUT

Reasons	A	B	C	D	E	F	G	H	Total
No.of Dropout	68	194	146	493	29	25	13	23	991
Percentage	6.86	19.58	14.73	49.75	2.93	2.52	1.31	2.23	-

Source : SSA Survey August 2001

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

From the above table 14(c) it is clear the main reason for drop outs was poverty of parents. Economically, parents have problems to send their child at School. 2.23% left school due to absence of higher institution within the village. Infact, all these reasons are the outcome problem of poverty. 2.25% (i.e. 25 numbers) left due to disability. Special consideration or attention have to be paid for education of disabled (Handicapped) children in providing educational facility to attain the highest quality.

2.4 School Building and Facilities :

The SSA Survey revealed deficiency and backwardness of the existing Infrastructures in terms of quality and quantity. Nature and type of school buildings in existence in the district is as follows:

TABLE -15 : TYPE AND NO. OF SCHOOL BUILDINGS

Level	Pucca	Semi-Pucca	Kutchha	Total
Lower Primary	5	123	16	144
Upper Primary	3	88	10	101
Total	8	211	26	245

Source : SSA Survey August 2001

Room-Wise Classification of School is as follows:-

TABLE -16 : No. OF SCHOOLS WITH NO. OF ROOMS:

Level	One Room	Two Rooms	Three Rooms	Four Rooms	More Than 4	Total
Lower Primary	6	7	10	90	31	144
Upper Primary	7	8	63	15	8	101
Total	13	15	73	105	39	245

Source : SSA Survey August 2001

Total number of rooms available at Lower Primary School is 534 only for 12955 enrolment. About 25 pupils have to share one class room. Number of class room available at Upper Primary School is 304 fir 6553 pupils @ per room.

Furniture : Existing furniture at School is as follows :

TABLE-17 : EXISTING FURNITURE

Level/Item	Benches	Desk	Table	Chair	Black Board
Lower Primary	2158	2173	103	109	576
Upper Primary	1623	1631	318	332	354
Total	3781	3804	421	441	930

Source : SSA Survey August 20001

TABLE -18 : OTHER REQUIRING FACILITIES:

Level/Item	Drinking Water	Toilet	Library	Fencing	Teaching	Musical Instrument	RCCP
Lower primary	82	27		56	67	17	50
Upper primary	59	19	13	51	28	47	
Total	141	46	13	107	95	64	50

Source : SSA Survey August 2001

Effectiveness of teaching-learning process depends on the school infrastructures. The above table revealed deficiency of existing infrastructure in terms of quality and quantity. Attention have to be paid for improvements.

Existing Schemes : To improve the present need, scheme like free distribution of text books, anganwadi center for under aged children and special

scholarship at upper P/S to create competency amongst students as an encouraging aspect are being introduced by the central and state Govt. Still it covers the fewer while the rest have to receive none. To promote enrolment and retention, it is intended to provide such facilities so as to cover all children.

With the initiation of centrally sponsored scheme in the state, some single teacher schools are provided and additional teacher. Still, the district is having 11 single-teacher Lower Primary Schools where additional teacher is much required.

TABLE -19 : No. OF SINGLE TEACHER SCHOOL WITH ENROLMENT:

Circle	No. of School	Enrolment	Additional teacher required
Champhai Circle	2	237	2
Khawzawl Circle	3	155	3
Ngopa Circle	1	80	1
Vanzau	5	229	5
Total	11	701	11

Source : SSA Survey August 2001

Attempts have been made to improve the achievements of elementary school with the participation of community. In spite of all efforts, the school conditions have not been satisfactory. Necessary measures shall be laid for improvement physically and educationally.

ENROLMENT INDICATOR

For the assessment of educational coverage enrolment ratio is commonly used. It gives the proportion of children enrolled in the school to the total age specific population. It is of two types.

- (1) Gross Enrolment Ratio (GER)
- (2) Net Enrolment Ratio (NET)

Gross Enrolment Ratio (GER)

GER relates to the percentage of total enrolment, irrespective of age in Primary education, to the population supposed to be in Primary Schools in the district. GER in Champhai district is 114.29%.

Total . no of enrolment in class 1-4 in 2000 = 10901

GER = $\frac{\text{Total Enrolment in Class 1-4 in 2000}}{\text{Total population of Age group 6-9}}$

GER = $\frac{12459 \times 100}{10901} = 114.29\%$

NET Enrolment Ratio (NER)

Net enrolment ratio is specific and reliable. The Net enrolment Ratio in the Champhai District is 84.1%

No. of Student enrolled in class 1-4 in the age group 6+9 = 10901
No. of School age population 6+9 age group = 12955

NER = $\frac{\text{No. of Student enrolled in class 1-4 in the age group 6+9} \times 100}{\text{No of School age population 6+9}}$

NER = $\frac{10901 \times 100}{12955} = 84.1\%$

TABLE No. 21 : ENROLMENT AND POPULATION OF CHILDREN 6+9 Yrs.

Class	I	II	III	IV	Total
Enrolled	3658	3336	3182	2779	12955
Population	Below 3 Yrs		3-5 Yrs		6-9 Yrs
	5880		8505		10901

Source : SSA Survey August 200

TRANSITION RATE :-

Another indicator of Education coverage is Transition rate. It is based on Student flow analysis i.e. Student flow between systems.

Enrolment and Repeaters at the district level 2000-01 and 2001-02.

YEAR	GRADES						
	I	II	III	IV	V	VI	VII
Enrolment							
2000-01	3658	3336	3182	2779	2528	2114	1911
2001-02	3964	3556	2863	2711	2351	2172	1858
Repeaters							
2000-01	123	201	114	98	78	91	62
2001-02	106	187	138	132	91	107	84

Source : SSA Survey August 2000 & Annual Report 2001

Flow Diagram

Year	:Class I	II	III	IV	V	VI	VII	
		156	148	201	205	158	65	43
2000-01	:	3658	3336	3182	2779	2528	2114	1911
		106	187	138	132	91	107	84
2001-02	:	3396	3001	2843	2442	2279	1942	1784
		3964	3556	2863	2711	2351	2172	1858

Transition Rate / Flow Rate (%)

	I-II	II-III	III-IV	IV-V	V-VI	VI-VII	VII-VIII
Promotion	92.83	89.95	89.34	87.87	90.15	91.86	93.35
Repetition	2.90	5.61	4.34	4.75	3.6	5.06	4.39
Dropout	4.26	4.43	6.31	7.32	6.25	3.07	2.25

CHAPTER - III

PLANNING PROCESS UNDER S.S.A

3.1 About the SSA

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

Therefore, a new intervention for the successful implementation of U.E.E. viz SARVA SHIKSHA ABHIYAN, a programmed with clear time frame for universal elementary education pertaining to the demand for quality basic education and opportunity for promoting social justice through basic education is launched within the district. The Mizoram Sarva Shiksha Abhyan Raja Mission Rules 2001 was laid and formulated to enhance and coordinate implementation and achievement of U.E.E. through S.S.A. As per rules, core groups have been formed at the state level, district level, circle, cluster level and village level to enhance successful implementation of the programmed in the district.

These core groups are responsible for successful implementation of the programme in each jurisdiction.

3.1 Objectives:

Sarva Shiksha Abhiyan is to provide essential and relevant elementary Education for all sections of children in the age group of 6-11 Yrs. Irrespective of caste, clan, religion and creed by 2007 A.D.

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

Objectives of Sarva Shiksha Abhiyan

- 1) Universal retention by 2010
- 2) Bridge social and gender gaps at elementary education level by 2010.
- 3) Focus on elementary education emphasizing education for life.
- 4) Provide education facilities to all children from 6-14 Years by 2010
- 5) All children in School Education Guarantee Center, Alternate School, Block to School Camps by 2010.

3.2 Surveys :

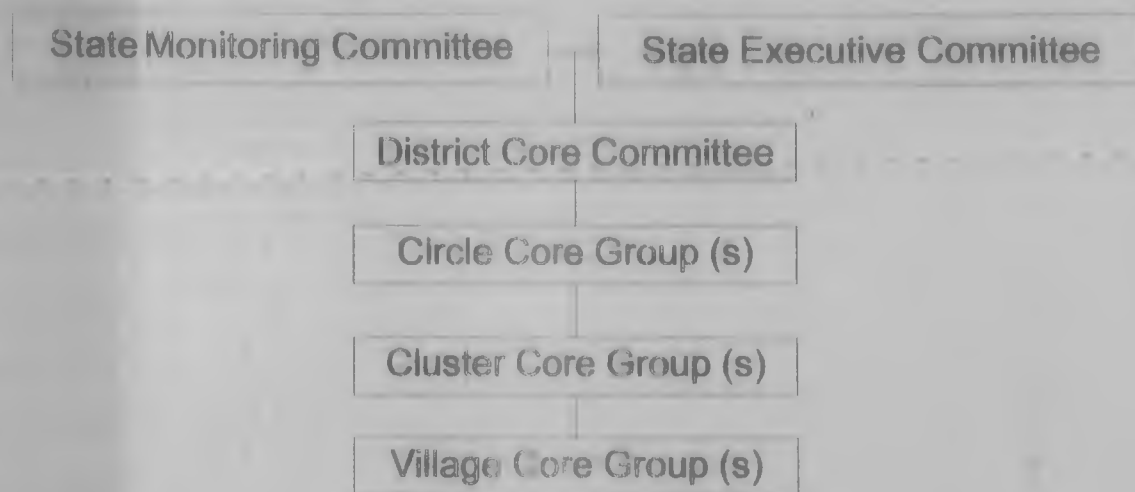
For successful implementation of the Programme in the district and to obtain reliable facts and figures, survey was conducted personally. Data based information like children out of school, family background and economic activities of parents with School conditions were observed and collected. This enables working out of various strategies to be provided which facilitates planning projects for achievements.

For this survey works, 264 teachers of well conversant were selected as surveyors from and for each village

3.4 Core Groups

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

Chain of Core Committees:



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

To administer the affairs of mission, subject to rules and regulations and orders of the mission, a State Executive Committee was formed as per Rules under the Chairmanship of Chief Secretary where Secretary, Dept. of Education & Human Resource Dev. is Vice-Chairman. It consist of Commissioners of Govt. Departments, Director/Jt. Director, SCERT and other nominated persons from amongst the member of the mission under the rules as members.

At the district, the District Core Group was formed under the Chairmanship of Dy. Commissioner, where District Education Officer is member Secretary. The District Committee is consisting of members selected from the related Govt. Departments, Teachers Service Associations Representatives, Representatives of NGOs and prominent member of the locality.

Circle Core Groups have also been formed for implementation of the Programme in each circles. The district is divided into 4(four) circles namely, Champal Circle, Khawzawl Circle, Ngopa Circle and Vanzau Circle. Circles are formed in area-wise to facilitate prompt communication consisting of 5 or more clusters. The concerned BDO/President V/C of the Centre Circle is chairman where the concerned Circle Education Officer is Member-Secretary. Circle Committee consist representatives from

Sub-Hqrs./Branch Teachers Service Associations, Group YMA, Sub-Hqrs. Women Associations, Chairman of each clusters, VCPs, Parent-Teacher Association and, C.O, ICDS; Project Officer, IED and CAEO concerned

TABLE-1: CIRCLE-WISE NO. OF VILLAGES, INSTITUTIONS, TEACHERS & ENROLMENT

Circle	No. of Vill age	No. of School			No. of Teacher			Enrolment			No. of Chil- dren 6-14 Yrs.
		Lo- wer P/S	Up- per P/S	Total	Lower P/S	Upper P/S	Total	Lower P/S	Upper P/S	Total	
Champhai	26	39	29	68	143	201	344	3743	2181	5924	7951
Khawzawl	22	37	25	62	111	157	268	3392	1793	5185	5719
Ngopa	19	31	21	52	94	121	215	2584	1189	3773	5100
Vanzau	29	37	26	63	101	143	244	3236	1390	4626	5176
Total	96	144	101	245	449	622	1071	12955	6553	19508	23946

Source : S&I Survey August 2001

Each circle is divided into clusters in area-wise consisting of two or more villages. The President, V/C of Cluster Centre is Chairman at the Cluster Level Committee and Headmaster of the Centre/Biggest village upper primary school is member Secretary, Presidents V/C, YMA, MIIP, Parent-Teacher Association, All head of institutions are members.

Village Core Groups are formed in all village having its own committee. Village Core Committee is the most active, immediate and important to link the programme with community. Community participation is best obtained through this village level committee Implementation, achievement, community mobilisation starts from this grass root level

The Village Core Group consist President V/C as Chairman, Headmaster, Upper P/S as member Secretary, representative from YMA, MIIP, MUP, PTA, Teachers, Parents, etc. It has been thought strengthening of village core group would be the most profitable to obtain community participation by the Programme.

TABLE 2: CLUSTER WISE ENROLMENT

Sl.No.	Name of Cluster	No. of Habitation	6-14 Yrs	Enrolment	
				P/S	M/S
1	Champhai 'A'	7	2594	933	776
2	Champhai B'	2	1810	800	553
3	Hnahlan	5	1105	599	232
4	Ruantlang	5	1134	573	295
5	Tualcheng	4	397	256	112
6	Zote	3	911	582	213
7	Biate	4	1182	643	394
8	Chawngtlai	2	597	416	156
9	Khawha	7	983	743	325
10	Khawzawl	6	2480	1312	797
11	Rabung	3	477	278	121
12	Hhappui	4	739	524	228
13	Kawkuh	3	761	467	153
14	N.E Khawdungsei	3	804	413	240
15	Ngopa	2	1060	433	273
16	Pulo	2	257	158	79
17	Teikhang	5	1479	583	207
18	Bungzung	4	534	322	148
19	Parkawn	4	897	593	217
20	Kelkang	5	659	371	209
21	Khawbung	4	935	661	279
22	Leisenzo	7	1436	901	287
23	Vaphai	5	715	388	250
Total		96	23946	12955	6553

Source: SS I Survey August 2001

Altogether, 12955 children are enrolled at lower Primary School 449 teachers take care of these number of children in the school. The existing teacher-pupil ration is 1:29. Enrolment is the thickest at Champhai 'A' and is the lowest at Puilo cluster. Teachers spread all over the villages to provide educational needs of children. There has been 11 single teacher school and 27 two teachers lower Primary school.

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

Participation of voluntary organisations contributed a lot for the improvement of institutions. NGOs are an important element for this SSA programmes.

Under Champhai District, Khawzawl village level Core Group is the most active and best participate. It conducted a monthly meeting. Besides, a School Visit programme was organised every month seeing the problems and consequences the school is having. Through this school visit programme, many achievements have been made.

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

ISSUES AND STRATEGIES

4.0 Major aspects of U.E.E. to be addressed under SSA are as follows:-

- * Access
- " Enrolment
- " Retention
- " Achievement
- " Improving School infrastructure facilities
- " Quality issues, etc.

In order to obtain successful implementation of U.E.E., these major issues and strategies emerged out as a result of Micro-planning exercise conducted in all 96 habitations through involvement of community and teachers. Suitable interventions and activities at the circle level; cluster and village levels are analysed thereby formulating District Elementary Education Plan.

The following issues and strategies have been formulated to achieve objectives of U.E.E.

4.1 Access :

One of the main objectives of SSA is to provide schooling facilities, Education Guarantee Centre, Alternative Schools, and Back to School camp by 2003. The Primary Education facilities are to be provided to all children within a walking distance of 1 km. So, the most urgent need is to ensure the access providing formal Primary Schools where the facility is absent and to provide alternative schools.

The conducted survey revealed that 562 children between the age group of 6-14 years have no access to any upper Primary Education within the Village which is 2.41% of that children population. Two habitations are still without any Schooling facility. Children from these villages have to approach the nearby village for their education.

Also, it is learnt that 1722 children between 6-14 years are not attending formal education which is 7.19% of that total children population of District. These children are being treated as illiterate. To take back to school camp, some measures have to be taken.

To reveal the present situation, circle wise No. of children, between 6-14 years number of children unrolled at lower Primary School and Upper Primary School and number of children out of School is shown in the following table.

TABLE-1 : CIRCLE WISE CHILDREN (6-14 YRS) POPULATION ENROLMENT AND OUT OF SCHOOL

Sl. N.	Name of Circle	No. Of Children 6-14 Yrs.	Enrolment 6-14 Yrs	Out of School
1	Champhai Circle	7951	5924	137
2	Khawzawl Circle	5719	5185	534
3	Ngopa Circle	5100	3773	501
4	Vanzau Circle	5176	4626	550
Total		23946	19508	1722

Source : SSA Survey during August 2001

TABLE-2 : CIRCLE WISE PRIVATE INSTITUTIONS

Sl. No.	Circle	Lower P/S			Upper P/S		
		No. of School	Enrolment	No. of Teacher	No. of School	Enrolment	No. of Teacher
1	Champhai	14	1528	101	8	362	40
2	Khawzawl	5	379	31	1	53	7
3	Ngopa	10	654	43	6	172	21
4	Vanzau	4	209	15	2	114	7
Total		33	2770	190	17	701	75

Source : SSA Survey August 2001

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

4.2 Enrolment and retention

School enrolment has been increasing along with increase in total population. In spite of this increase in school enrolment, number of children out of School not been

decreased. Under aged children are also admitted especially at Private established non-recognised English Schools. Some children have to leave school after completion of Lower Primary or Upper Primary School due to absence of the required schooling facility in the village itself or near by. At the same time, ignorance and poverty of parents to send their child out of village stood a block for continuing education.

TABLE 3 : CIRCLE WISE CHILDREN POPULATION, ENROLMENT AND OUT OF SCHOOL CHILDREN

Sl. No.	Circle	Children Population				Enrolle at School	6-14 Years not enrolled
		1-2 Yrs	3-5 Yrs	6-14 Yrs	Total		
1	Champhai	19888	2841	7951	12790	5924	137
2	Khawzawl	1459	2229	5719	9407	5185	534
3	Ngopa	1215	1324	5100	7639	3773	501
4	Vanzau	1225	1915	5176	8316	4626	550
	Total	5897	8309	23946	38152	19508	1722

Source : SSA Survey August 2001

Children between 1-2 yrs. are infants under the care of Mother. 3-5 yrs. are thought to attend pre-school Anganwadi. Some parents have keen interest for education of their child that even before the attainment of schooling age, they were sent to schools without having readiness through pre-school.

Enrolment at Lower Primary School is 12945 and at Upper P S it is 6553. The rest children between 6-11 yrs. are being enrolled at secondary schools. The standing District teacher pupil ratio at Lower P S is 1:29 while it is 1:10 at upper P S. To reach the required ratio, i.e. 1:15 at lower P S level 414 additional teachers are required.

To make clear necessity of retention at School and to chalk out strategies for retention; age of drop outs and class when dropped and reasons of drop outs are shown separately as under :-

TABLE-4(A) : NO. OF DROP OUTS (CLASS WISE)

Class	I	II	III	IV	V	VI	VII	VIII	IX	Total
No.of Dropout	156	148	201	205	158	65	43	14	1	991
Percentage	15.74	14.93	20.28	20.69	15.094	6.56	4.43	1.14	0.10	4.25

TABLE-4(B) : NO. OF DROP OUTS (AGE WISE)

Age	7	8	9	10	11	12	13	14	Total
Male	70	42	40	50	63	120	87	34	506
Female	26	38	41	78	78	118	74	32	485
Total	96	80	81	128	141	238	161	66	991
Percentage	9.69	8.07	8.17	12.92	14.23	21.02	16.25	6.66	

Source : SSA Survey August 2001

The highest number of drop out is found at CI-IV and at the age of 12 years. Parents could not provide the required materials due to poverty. The District is educationally backward area that students as well as parents and community are not having much interest in education. This resulted in leaving out of School.

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

TABLE 4(C) : REASONS OF DROPPING OUT

Reasons	A	B	C	D	E	F	G	H	Total
No.of Dropout	68	194	146	193	29	75	13	23	991
Percentage	6.86	19.58	14.73	19.75	2.93	7.52	1.31	2.32	

Source : Educational Survey August 2001

A - Parents not interest

B - Child not interest

C - Have to help parents

D - Poverty

E - Ill health

F - Disability

G - Other

H - No higher School

The largest number is due to poverty of parents. It is a problem for parents to provide learning materials to their child even to reach the highest level. In other words, a child used to leave school before reaching possible highest level. Parents are not in position to encourage their child for ignorance of education. This creates disinterest on the part of student. Out of the total drop outs 2.52% i.e. 25 was due to disability. 2.32% left school due to absence of higher schooling facility in the village.

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

- Opening of E.C.E centres for children in the age group of 3-5 years to prepare them to have readiness for Schooling. It is hoped to minimize drop out rates and increase retention rates through this centres.
- Introduction of continuous and comprehensive evaluation system coupled with remedial measures.
- Improving of teacher for school ratio by regular teachers and volunteers. Supply of text books, exercise books, uniforms and other teaching - learning materials either free or on subsidized rates.
- Improving and enhancing the norm and scheme of NFE as an alternative system.
- Conduct of campaigns and enrolment drives involving the community, parents, teachers and the students themselves.
- Conduct of awareness campaigns and orientation of persons involved in education.
- Training of Teachers, parents and those involved in elementary schools.

4.3 Improving School Infrastructure facilities

In spite of many efforts to create the school building adequate to afford enrolment, physical infrastructure available is not in a condition to provide facility in terms of quantity and quality. Nature and type of buildings in the district is as follows :

TABLE-5 : TYPE OF SCHOOL BUILDINGS

Level	Pucca	Semi-Pucca	Kutchha	Total
Lower P/S	5	123	16	144
Upper P/S	3	88	10	101
Total	8	211	26	245

Source SSA Survey Report 2001

There have been only 8 pucca building elementary institutions in the district, nearby half of the total institution i.e. 211 are having semi pucca building and the rest 26 school buildings are Kutchha type. The present building conditions do not suit for comfortability and attractions. To provide the demands, an urgent need is reconstruction and renovation of physical infrastructures.

Inadequacy of class rooms and school furniture has been the problem faced. At lower Primary Schools, expected level of classes is I - IV that is, atleast there must be 4 rooms in one school for teaching learning activity. At the upper Primary School, there should be atleast 3 rooms to accommodate the class levels.

TABLE-6 : ROOM WISE CLASSIFICATION OF SCHOOLS IS AS FOLLOWS

Level	1 Room	2 Rooms	3 Rooms	4 Rooms	More than 4 Rooms	Total
Lower P/S	6	7	10	90	31	144
Upper P/S	7	8	63	15	8	101
Total	13	15	73	105	39	245

Source : SSA Survey August 2001

At the lower P/S, 534 rooms are available for 14054 enrolment. Each room is shared by 26 children. Generally, the size of one classroom is 15' x 18' in area. There could be no space both for students and teachers. Limited rooms could not facilitate better teaching learning process in the classroom. At the upper primary school total classroom available is 304 which is share by 6553 pupils at the rate of 21 per room.

The above table revealed that 13 school have been without separate classrooms for each section of class. 15 schools are having only two rooms and 73 are with three rooms. Necessity of classroom construction in the district is revealed by the survey.

It is a felt need of having separate rooms for each teacher. At present all teachers in a school share one room called common room. In lower Primary Schools where less than 4 rooms is available. teachers shared 'students' classroom. Such limited rooms could not open scope for preparation of teachers.

Furniture and other materials :

Lack of classroom furniture and other materials like Drinking water facility, toilet facility, library, fencing, teaching, learning, Materials, Sports materials and aesthetic materials, it has been a problem that comes out which have to be provided. Existing materials could not accommodate the enrolment.

TABLE-7: EXISTING FURNITURE AND OTHER MATERIALS

Item	Bench	Desk	Table	Chair	Black Board	Drinking Water	Toilet	Lib rary	Fen cing	Tea chln g Aid	Muslc al Instrn ment	RCCP
Lower P/S	2158	2173	103	91	576	82	27	*	56	67	17	50
Upper P/S	1623	1631	318	332	354	50	10	13	51	28	47	-
Total	3781	3804	421	429	930	141	46	13	107	95	64	50

Source : SSA Survey Data August 2001

The above table revealed that one bench is shared by about 6 pupils at LPS and by 4 at UPS. Other furniture like Table, Chair also is inadequate to have a pair for each teachers. 141 schools have been benefited with drinking water facility. The rest 104 Schools have no such facility. Out of 144 P/S 27 had been benefited with toilet facility while the rest 117 have no proper toilet at school.

Absence of Public Library within the district hampered improvements in teaching learning process. Guide books, reference books or any other relevant source is out of seen in the district. So, it is an intention to establish 'Teacher Centres' within the district to provide library facilities to the local teachers and surrounding circles.

Even a single Lower P/S is having no library facility in the school. The position of Upper P/S is slightly better. 13 schools are having their own school library. In

such situation better preparations on the part of teachers and advance reading on the part of students is impossible.

As seen in the above table, some teaching learning materials have been stocked in the school. All schools have to be well equipped with this facility.

Fencing of school compound used to be done by students and teachers themselves to protect from animals. Almost all schools establish garden within the school compound not only for beautification but also for community challenge. Proper protection is always required. No fund is available from any source that school fencing were the responsibility of teachers and students as for realization of SUPW.

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

TABLE-8 : REQUIREMENT OF INFRASTRUCTURES

Sl. No.	Items	No. of School to be covered with		
		Lower P/S	Upper P/S	Total
1	Drinking Water	62	42	104
2	S/Toilet Facilities	117	82	199
3	Library	144	88	232
4	Fencing	88	50	138
5	Teaching Learning Materials	77	90	167
6	EQUIPEMENT			
	A Cub-Board	58	34	92
	B Type Writer	113	25	138
	C Duplicating Machine	122	44	166
7	SPORT MATERIALS			
	A Football	124	93	217
	B Hockey	144	101	245
	C Volleyball	144	83	227
	D Basketball	144	101	245
8	Musical Instrument	127	54	181
9	Radio cum Cassettes Player	94	101	195
10	FURNITURE			
	A Table	409	289	698
	B Chair	412	270	682
	C Bench	786	710	1496
	D Desk	780	705	1485
	E Black Board	143	110	253

4.4 Teachers :

Quality of teachers been improved through training programmes and orientation courses. Circle Wise quality of teachers is as follows :-

TABLE-9 : CIRCLE WISE QUALITY OF TEACHERS

Sl. No.	Circle	Lower P/S			Upper P/S			Total No. of Teacher
		Trained	Un Trained	Total	Trained	Un-Trained	Total	
1	Champhai	136	7	143	188	13	201	344
2	Khawzawl	102	9	111	143	14	157	268
3	Ngopa	82	12	94	102	19	121	215
4	Vanzau	91	10	101	132	11	143	244
	Total	411	38	449	565	57	622	1071

Source : SSA Survey - August 2001

TABLE-10 : QUALIFICATION OF TEACHERS (CIRCLE WISE)

Sl. No.	Circle	Lower P/S					Upper P/S					
		Under HSLC	HSLC	PUC	BA	Total	Under HSLC	HSLC	PUC	BA	MA	Total
1	Champhai	49	62	16	16	143	14	31	43	111	2	201
2	Khawzawl	50	38	12	11	111	16	41	38	62		157
3	Ngopa	28	35	18	13	94	14	21	36	49	1	121
4	Vanzau	24	56	15	6	101	11	25	41	65	1	143
	TOTAL	151	191	61	46	449	55	118	158	287	4	622

Source : SSA Survey August 2001

Table-9 revealed that there has been 38 and 57 untrained teachers at lower P/S and upper P/S respectively. For quality improvement and for implementation of UEE

in its true spirit; it is an urgent demand to have untrained teachers trained and to conduct programmes for orientation of trained teachers through training institutions.

4.5 Convergence with other Govt Department

To bring about Education in its true spirit upon children ;it is not enough to organise programme only by education Department Hence; the education of children also depends on the related programmes and activities that can be carried out from other Govt department like Health, Social Welfare, Sports, etc. To develop an allround development in children; Combination of the education department with other govt department in organising programmes have to be paid importance

The present contributions recieved by the department from others departments in the field of education may be chalked out as under:

- Health check Programmes once in a year
- Immunisation and Vaccine
- Eye Camp
- Providing nutrition to Primary School

In fact, most contributions recieved have been from health departments and from Social Welfare Department. A little contribution from Sport and Youth Services in organising Zone and School Games/Sport is not covering the elementary stage.

In spite of a very little contribution recieved from others departments in the state; existing teachers indeed are always deployed for important national and State works. Contribution made by Education department to others departments out-weighted what was recieved

And is, therefore important and necessary to invite and open scopes for aids and contributions from the related departments to develop education to children to build up a sound body, mind and soul.

It may, therefore, be proposed suggestions to the State Govt for better attainment of Educational development through programmes and activities of the concerned departments in the field of Education which are highly appreciated and welcome. Or the existing programmes be revised or improved by department so as to obtain better human resource.

The following suggestion may be proposed to the state govt:

- Quarterly health check programme
- Special treatment of IED Children with medical aids
- Supply of First Aid to all school
- To continue immunization or vaccines

- Construction of school playground
- Establishing children park at Circle Headquarters
- Establishing Museum at all schools.
- To organise sports festival cluster and circle-wise.

Creating the school compound/ garden more attractive with the help of Forest Department

Participation and contribution of community :

The community from the lowest level, i.e. Village level agreed to provide suitable land for new lower primary school free of cost. For construction of school buildings, the village education committee agreed to take action voluntarily.

5.2 Upgradation of Lower Primary School to Upper Primary School

TABLE-1: LOWER PRIMARY SCHOOLS PROPOSED TO BE UPGRADED

Sl. No	Name of School/Habitation	No. of existing teacher	No. of addl. Teacher to be reqd.
1	Aro	1	4
2	Aiduzawl	2	3
3	Chawngtui	2	3
4	Hmuncheng	1	4
5	Thekte	2	3
6	Thekpu	2	3
7	Pamchung	2	3
8	Vankal	2	3
9	Dillang	2	3
10	Zawngtetui	1	4
11	Saikhumphai	1	4
12	N. Samthang	1	4
13	Zokhawthar	2	4
	Total	21	44

Infrastructure : No school has adequate classroom for running upper Primary School. Two additional classrooms for each of these schools are proposed.

No. of Lower P/S to be upgraded	No. of Teacher required	No. of additional room proposed
13	44	38

5.4 Enrolment and retention : In spite of continuous effort for mass enrolment being taken up, the existing dropout rate and percentage of out of school is still high. Most of school children, especially in rural areas, have to leave school due to absence of sufficient facilities and higher schooling facility within the village or nearby.

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Sl. No	Name of School/habitation	No. of existing teacher	No. of addl. Teacher to be reqd.
1	Airo	1	4
2	Aiduzawl	2	3
3	Chawngtui	2	3
4	Hmuncheng	1	4
5	Ihekte	2	3
6	Ihekpui	2	3
7	Pamchung	2	3
8	Vankal	2	3
9	Dittlang	2	3
10	Zawngtenui	1	4
11	Saikhumphai	1	4
12	N. Samthang	1	4
13	Zokhawthar	2	4
	Total	21	44

Infrastructure : No school has adequate classroom for running upper Primary School. Two additional classrooms for each of these schools are proposed :

No. of Lower P.S to be upgraded	No. of Teacher required	No. of additional room proposed
13	44	38

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Details of children who are in the age group of 6-14 years in circle-wise are as under :

TABLE-2 : CIRCLE-WISE 6-14 YRS. POPULATION & ENROLMENT 2001

Sl. No	Name of Circle	No. of Children,	Enrolment, 6-14 Yrs.	Out of School
1	Champhai	7951	5924	137
2	Khawzawl	5719	5185	534
3	Ngopa	5100	3773	501
4	Vanzau	5176	4626	550
	Total	23946	19508	1722

Source : SSA Survey August 2001

Intervention of enrolment & Retention

Provision of additional teachers to the existing Lower Primary Schools :

The existing teacher-pupil ratio in the district is 1:29. Being this ratio not very high, distribution of teacher in the district is unequal. To avoid the existing problems, additional teachers for 36 schools is very crucial.

TABLE-3 : CIRCLE-WISE REQUIREMENTS OF ADDITIONAL TEACHERS

Sl. No.	Circle	No. of Teacher	Enrolment	Addl. Teacher required
1	Champhai Circle	143	3743	7
2	Khawzawl Circle	111	3392	25
3	Ngopa Circle	94	2584	30
4	Vanzau Circle	101	3236	19
	Total	449	12955	81

Source : SSA Survey August 2001

Mainstreaming of out of school children :

Survey report shows that out of 37336 children 1722 were not enrolled in any formal schooling institutions. Strategies for mainstreaming out of school children that will help them for 'back to School by 2003' will be maintained through different levels of agencies

- Mobilisation of village education committees to ensure and identify out of school children in each habitations.
- Provision of facilities to the existing Primary school to afford them suitability of continuous learning
- Alternative schooling facilities and NFE centres will be provided to the habitations as per required.
- Workshop, training/seminars on UEE will be organised at village, circle and cluster level.

5.5 Early Childhood Education (ECE)

Early childhood education (ECE) is an important initiative for making the children 3-5 years ready to admit in the Lower Primary level and for achieving UEE in the district. Preparation of children in the age group 3-5 years for Lower Primary School will reduce the gaps in enrolment, dropout rate and increase in retention rate in the district.

TABLE-4 : CIRCLE DETAILS OF CHILDREN 3-5 YEARS

Sl. No.	Circle	No. of Habitation	Children 3-5 Yrs.			No. of Anganwadi	No. of ECE Center Proposed
			Boys	Girls	Total		
1	Champhai	26	1506	1335	2841	41	6
2	Khawzawl	22	1214	1015	2229	45	5
3	Ngopa	19	762	562	1324	36	5
4	Vanzau	29	1037	878	1915	44	9
	Total	96	4519	3790	8309	166	25

Source : SSA Survey - August 2001

Inputs under ECE :

- Establishment of ECE centres where the existing Anganwadi centres are inadequate to suit the need of the community.
- Assisting NGOs for conduct of ECE Centres.
- Proper running of ECE in school premises during school hours under the supervision of Headmaster.
- Provision of stimulating environment for the children 3-5 years through proper training and providing TLM components.
- Training of public leaders and NGOs to support implementing ECE programmes.

5.6 Supply of Teaching - Learning materials (TLM)

The most important motives that reduce dropouts and attract children to enrol in the upper Primary School is providing adequate TLM. It was learnt that the existing TLM provided in the schools hardly activated the present issues in the elementary education.

Following are the circle-wise number of schools where TLM is proposed to be provided :

TABLE-5: REQUIREMENT OF TLM

Sl. No.	Circle	No. of School Proposed
1	Champhai Circle	29
2	Khawzawl Circle	25
3	Ngopa Circle	21
25	Vanzau Circle	26
Total		101

Source : SSA Survey August 2001

5.7 School Grant

In order to improve school infrastructure facilities and classroom practice, it is proposed and planned to provide annual school grant to schools at the rate of Rs. 2000/- per year and annual teacher grant @ Rs. 500/- per year per teacher for acquiring

the required teaching learning materials to enable him to implement the child centre activity-based pedagogy in the classroom.

District	No. of Teachers	No. of Schools		Total
		Lower P/S	Upper P/S	
Champhai District	1237	144	101	245

5.8 School Environment :

One of the most important factors that influenced child education is his/her environment. Most of schools in the district are in need of reconstruction and renovation. Many schools are without fencing and infrastructural facilities or the existing is inadequate especially in rural areas. It is proposed to construct new school buildings and repair school buildings for achieving better quality as well as quantity.

An attractive School environment is not negligible to create the school atmosphere pleasure and enjoyous. The present school environment does not affort for childrens' recreation. Thus: construction of school garden within the school compound may not be ingnored. Participation of children for this may be paid importance so as to make children having a spirit that they realy contribute for the garden. But; it would not be enough to rely upon children only. More participation of comunity may be invited.

5.9: Free Text Book for Girls

To encourage girl children for regular schooling the state Govt. has no any intention to provide free text books for girl students. The state Govt. has been providing free text books to both boys and girls since there is no wide social gap between boys and girls in the society.

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

- Provision of free text books to all girls who belongs to scheduled tribe.
- Training of women teachers to take up awareness campaigns on girls' education.
- Workshop/seminar on the importance of girls education through community participations
- Organise/conduct campaigns on the value of girls education through NGOs from the grass root level.

TABLE- 6 : NO.OF GIRL STUDENT (CLASS-WISE)

Class	I	II	III	IV	V	VI	VIII	Total
	1787	1609	1503	1302	1166	958	872	9197

Source : SSA Survey - August 2001

CHAPTER - VI
QUALITY IMPROVEMENT

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

Identification of problems -

- Lack of suitable and relevant teaching - learning materials
- Overload and irrelevant curriculums
- A huge backlog of untrained teachers
- A large no. of single-teacher schools
- Irregular and unsystematic monitoring and evaluation
- Lack of scientific and systematic method of teaching
- Lack of sufficient infrastructure resulting over crowded class room.

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

- Provision and ensuring of timely distribution of teaching learning materials
- Taking up of curriculum review and reconstruction through competent authorities
- Clearing out of untrained teachers through teachers' training programme, short term training or orientation course
- Ensuring regular and systematic monitoring and evaluation

Activities to be conducted for achieving quality in elementary education

- Atleast once in a year a joint workshop for the concerned administrative staff from the state level to the circle level to discuss on the matter relating the problems and how to solve it.
- Meeting of parents and teachers at the village level including village education committee (VEC)
- Organising an annual Circle-wise meeting for school teachers, parents and NGOs who play a major role in improving elementary education.
- Training and orientation of teachers through cluster level for improving their academic experiences.

District	No. of Teacher	Trained	Untrained	Total
Champhai District	1071	976	95	2142

TABLE-1: TEACHERS' EDUCATIONAL QUALIFICATIONS

LEVEL	M.A	B.A	PUC	HSLC	Under HSLC	Total
Lower P/S	-	46	61	191	151	449
Upper P/S	4	287	158	118	55	622
Total	4	333	219	309	206	1071

Source : SSA Survey, August 2001

6.2 Telescopic Diet (Mimi Diet)

In spite of having 8 administrative districts, the State Govt. of Mizoram is running two full-fledged District Institute of Education and Training (DIET) at the state capital Aizawl and at the second capital Lunglei only. Teachers of elementary education all over the state are deputed to these two centres every year to have training for their professional growths.

It is proposed to set up District Training Institute at all the district headquarters. This training institute (DIET) will be used as District Resource Centre (DRC). All teachers within the districts who had no any training will be trained for their professional growth. Trained teachers' will also be given reorientation course, short course training for their professional advancement.

District Resource Centre (Telescopic DIET) will be provided with permanent Resource persons, buildings, furniture, equipments and other stationeries. Provision of teaching learning materials for this training institute will also be furnished with computers, computer printers, xerox machine, etc.'

Telescopic DIET in the district will function as separate training center under the administrative control of the school education Directorate of Mizoram.

Construction of Telescopic DIET Building :

The District Core Committee under the chairmanship of Dy Commissioner will provide land for the site of the building. Provision of building materials will be under the responsibility of the district Core Committee. Public contributions in cash or in kind will be drawn by the District Committee through proper appeal for the requirement.

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

- o The Telescope DIET will conduct training for teachers for improvement in their professional activities every year.

- Short course training for teachers will be conducted on certain subjects so as to
- Workshop, seminar will be organised in the centre to minimise certain issues like dropouts, non-school going children, etc. to implement UFE in the district.
- Priorities will be drawn from public participations and contributions towards the implementation of the SSA programme in the district.

CHAPTER - VII
SPECIAL FOCUSS GROUPS

- 7.1 Coverage of special focus groups have been taken up as a part of pre project activities during the planning process. Provision of special care to special focus groups like infants, girls, disables and other backward sections or minorities have been one of the objectives of UEE for its successful implementation.
- 7.2 Early childhood education : It is an important strategy involved for achieving UEE and is meant to reducing gaps in enrolment and dropouts and to increasing retention rates in schools. Early childhood care and education centres are meant to preparing children below 6 years to have readiness for schooling after completion of 5 years. It support pre-education to infants between the age of 3-5 years. Anganwadi are the existing centres providing pre-education to children for schooling.

TABLE-1 : CIRCLE-WISE NO. OF 3-5 YEARS POPULATION, NO. OF ANGANWADI WITH NO. OF INSTRUCTORS :

Sl. No.	Circle	No. of Habitation	No. of Children 3-5 Yrs.	No. of Anganwadi	No. of Instruction	No. of ECE Proposed
1	Champhai	26	2841	41	41	6
2	Khawzawl	22	2229	45	45	5
3	Ngopa	19	1343	36	36	5
4	Vanzau	29	1915	44	44	9
	Total	96	8328	166	166	25

Source : SSA Survey August 2001

Opening of ECE centres at villages where Anganwadi centre is not available or where the centre is inadequate seemed an urgent need for the district to prepare children ready for schooling. To support quality achievement, it is, therefore, intended to establish 25 ECE Centres to prevent admission of under-aged children at formal institutions without prior preparation which have resulted in increase in drop outs :

- o Establishment of ECE centres in the habitations where ICDS managed Anganwadi are not available and where existing Anganwadi Centre are inadequate.

- Strengthening Pre School component of ICDS by way of convergence and to provide a stimulating environment for children through strengthening of training and TLM components.
- Running of ECE centres in schools premise during school hours under the supervision of Headmaster/Head Teacher.
- Assisting voluntary organisations for conduct of ECE centres.

7.3 Special Attention to Disabled Children :

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

TABLE-2 : CIRCLE-WISE NO. OF DISABLED CHILDREN (AGE-WISE)

Sl. No.	Circle	6		7		8		9		10		11		12		13		14		Total
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
1.	Champhai		4	1	1	3	5	3	2	3	2	2	2	4	1	4	3	5	5	50
2	Khawzawl	3	3	4	1	4	-	2	1	5	2	2	3	3	2	4	2	1	-	42
3	Ngopa	1	3	4	-	1	1	-	1	3	3	2	3	1	-	4	2	2	-	31
4	Vanzau	3	1	-	1	2	1	1	1	3	-	3	-	3	-	3	2	5	4	33
Total		7	11	9	3	10	7	6	5	14	7	9	8	11	3	15	9	13	9	156

Source : SSA Survey August 2001

As have been seen earlier 2.52% of total dropouts were due to disability and 2.92% were due to ill-health problems relating to disability. Therefore, provision of special centre for disabled children shall be one of the aspects of SSA. The following measures are proposed to provide special attention to disabled children

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

7.4 Girls Education :

There is no discrimination between boys and girls in the state with regards to education. But, special care and attention must be given to girl students/children with regards to facility. Girls enrolment has been slightly lower than that of boys. This reveals the necessity of providing special care to girl students.

Therefore, to pay special attention to girl students, the following suggestions may be approved :

- Special facilities like separate toilet.
- To provide free text book and uniform.

7.5 Tribal Children Education :

All students in the district are scheduled tribes who are in need of special care and attention. Indeed, the district is said to be one of the most backward areas in the state. Specially, Mizo sub-clans like Paite and Hmar are in need of special attention to protect linguistic values and traditions. Thus, for the improvement of education of tribal children and to ensure UEE, the following strategies will be adopted in the district :

- To provide alternative schooling facility.
- To provide special scholarship to all children to promote quality in education.
- To provide free text book and uniform and other learning materials to all children to promote universal enrolment and retention.

The executive body consists of the following members:

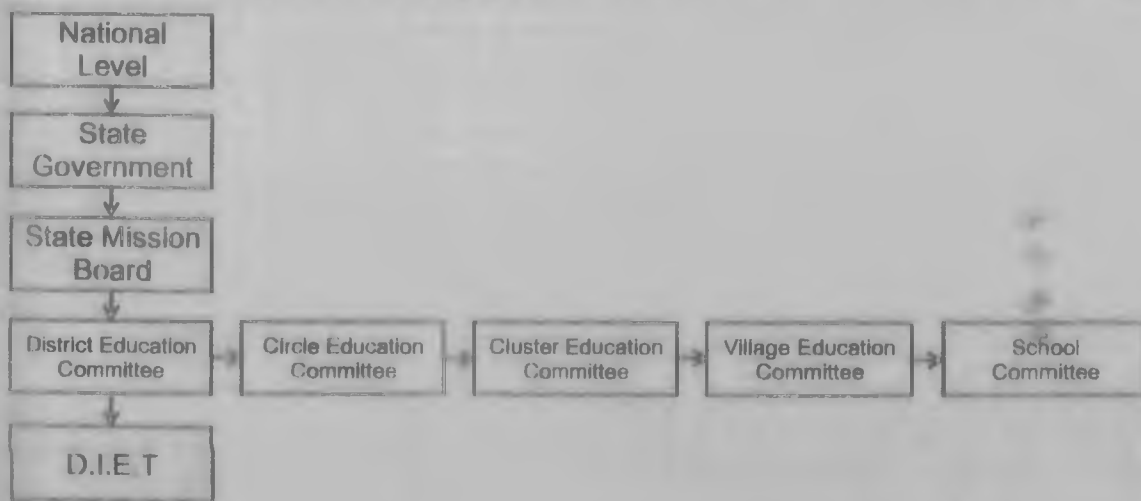
Chairman	:	Chief Secretary, Govt. of Mizoram
Vice Chairman	:	Secretary to the Govt. of Mizoram, Department of Education & Human Resource Development.
Secretary	:	Director of School Education.

Members :

- a) Commissioners/Secretaries of the following Department :-
 - i) Planning & Implementation Department
 - ii) Finance Department
 - iii) Social Welfare Department
 - iv) Rural Development Department.
- b) Director/Joint Director, NERT
- c) Three persons from among the members of the Member nominated under category (B) of State Governing Board mentioned in Rule 5.

- d) Three representative of the Central Government to be nominated by the Ministry of Human Resource Development, Department of Education.
- e) Three persons from among the members of the Mission nominated under category (C) (2) mentioned in Rule 5.
- f) One Person to be nominated by the Chairman from amongst members of the Mission belonging to category (D) mentioned in Rule 5 as member Secretary- State Project Director.

Chain of core Committee



I- E- D- C

INTRODUCTION:

Integrated Education for the Disabled Children(IEDC), a Centrally Sponsored Scheme was launched in Mizoram since 1985. Initially 20 Primary Schools scattered all over Mizoram was selected to implement the scheme. Administrative cell has been set up at SCERT, (Under school Education Department to look after the scheme

In 1988 Project Integrated Education for the Disabled, assisted by UNICEF was launched to strengthen the scheme of IEDC. This project was an experimental project, adopting a composite area approach.

The implementation of PIEID was found to be successful IEDC (CSS) has been following the same approach. At present the scheme covers seven blocks including the PIEIDC Block

1. Magnitude : The following figures show the present status of IEDC Mizoram.

(a) No of disabled children (2000-2001)

VI	HI	M.H	O.H	M.R	TOTAL
(b). No. of Resource Teacher : 59					

(c) No. of Resources Room constructed : 76

(d). No. of children assessed : 2023.

2. Disabled children are assessed before they are placed in Schools. For this purpose, resources are pulled from health department. A team of Doctor (Specialist) are appointed for assessing the disabled children under IEDC. Rehabilitation is also jointly made with the support of health Department.

Regarding the education of the disabled, all schools under the blocks are opened for their admission into the schools.

3. IEDC Mizoram has covered seven blocks, and 520 schools within the blocks. In selecting each of these blocks all teachers within the block are given orientation training. Short courses are also given to NGOs. Teachers and NGOs then carried out identification process. The children identified are then assessed by the assessment team, and are later placed in Schools. Teachers also carry out home visits and give counselling and necessary instructions to parents of the disabled.

4 All teachers within IEDC blocks are trained and they are able to cater to the needs of the disabled. Regarding teaching learning materials, guide books for teachers published and distributed among teachers, educational toys are also given to Resource Centers. Teachers are given training in making low-cost teaching aids.

5. NGOs are given training at village level. In some villages volunteers help in identification, functional assessment, and also give exercises to the orthopaedically handicapped.

6. IEDC covers the following disabilities orthopaedically handicapped.

- Visually handicapped i.e deaf, partially sighted, low-vision, children, Blind children
- Hearing impaired i.e deaf, partially deaf etc.
- Mentally retarded
- Children with special health problem.
- Multiple handicapped.

7. IEDC Champhai district has 10 Resource centers and ten Resource rooms hardly equipped learning materials

8. The following are facilities given to disabled children every year:-

1. Uniform allowance Rs. 200/-
2. Books & Stationery allowance Rs. 400/-
3. Escort allowance for several orthopaedically handicapped Rs. 75/- Per month
4. Reader allowance for blind children above Class-v Rs. 50/- per month
5. Boarding and lodging for Blind children @ Rs.-----

9. Among the disabled children, Mentally retarded children are slow in academic achievements but they are showing process in daily living skills.

Over all integration in the district is successfull. No disabled child is denied admission in any general schools. Disabled children are accepted by their normal peers.

Problem

(1) Under IEDC uniform allowance are insufficient

(2) According to the notification, Children who are entitled to aids and appliances are specified. As a result, many children who are in needs of aids and appliances like spectacles, Learning aids etc. Who cannot afford to buy them drop out of school afford of this.

(3) Teacher pupils ration under the scheme is 1;8 . This is a problem in Mizoram because Govt, cannot create posts for Resource Teachers who has to travel from one village to the other.

CHAPTER - VIII
MANAGEMENT STRUCTURE

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

Thus the Mizoram Sarva Siksha Abhiyan Rajya Mission Rules-2001 was formulated to enhance and coordinate implementations and achievements of UEE through strategic framework programmes. The mission was registered under the societies Registration Act to facilitate legal and practical introduction within the state. A decentralised management structure is formed at all levels.

8.2 State Governing Body : As provided in the Mission Rules, Monitoring body was set up at state level under the Presidentship of Chief Minister, Mizoram to monitoring implementation of UEE at the state level. The state Governing body consist the following members.

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

Members :

Ex-officio Member :

- 1) Chief Secretary, Govt of Mizoram
- 2) Commissioners/Secretaries of the following Departments :
 - (i) Planing Department
 - (ii) Finance Department
 - (iii) School Education Department
 - (iv) Social Welfare Department
 - (v) Health & Family Welfare Department
 - (vi) Local Administration Department
 - (vii) Information & Public Relations Department
 - (viii) Rural Development Department
- 3) Director/Joint Director, SCERT
- 4) President, Mizoram Board of School Education

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

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

Chairman : Dy. Commissioner, Champhai District
Secretary : District Education Officer

Members :

- 1) Sub-Divisional Education Officer
- 2) Circle Education Officers
- 3) Faculty member of DIET
- 4) President, Sub-Hqrs. MSTA
- 5) President, Sub-Hqrs. PTA
- 6) President, Group YMA
- 7) President, Sub-Hqrs. MHIP
- 8) National/State Awardee teachers
- 9) BDOs
- 10) Prominent member of the locality
- 11) Child Development Project Officers

The district core group shall have a series of meetings to discuss various problems and issues pertaining to the implementation of UEE at elementary school level in the district. The District Resource Group was constituted on adhoc comprising of governmental and non governmental persons

Strengthening of District level Core Group

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

Strengthening of the District level core group is needed for the following reasons and works or programmes :

- o Research, Monitoring and Evaluation at the district level.
- o For improvement of school facilities and other civil works.
- o Identification of children with special needs and special focus groups.
- o Pedagogy and capacity building for quality.
- o Teaching Education at district level.
- o Planning and Community mobilisation
- o Budget, Accounts, Annual Reports and Audit.
- o Assignment and appraisal teams and their field activities

TABLE-1(A): CIRCLE WISE NO. OF SCHOOLS

Sl. No.	Name of Circle	No. of Primary School	No. of Upper Primary School	Total
1	Champhai	40	30	70
2	Khawzawl	36	25	61
3	Ngopa	32	20	52
4	Vanzau	36	26	62
TOTAL		144	101	245

Source : SSA Survey August 2001

TABLE-1(B): CIRCLE WISE CLUSTERS & NO. OF VILLAGE CORE GROUP

Sl. No.	Name of Circle	No. of Cluster	No. of Village Core groups	Name of C.I.D Block
1	Champhai	6	27	Khawzawl
2	Khawzawl	5	21	Khawzawl
3	Vanzau	6	29	Khawung
4	Ngopa	6	19	Ngopa
Total		23	96	3

Source : SSA Survey August 2001

8.4 Circle Level

At circle levels there have to be existed a circle core level team as an implementing agency and executing under the Chairmanship of Sub-Divisional Education Officer. Consisting of the following members:

- Chairman : SDEO
 Member-Secretary : CEO of Concerned circle
 Members : 1) President Sub-Hqrs. PTA
 2) President Sub-Hqrs. MSTA
 3) CEOs

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

- Chairman : SDEO
Member-Secretary : CEO of Concerned circle
Members : 1) DIET Staff
2) Chairman, PTA (Rep. of PTA)
3) President Group YMA
4) President, MHIP Sub-Hqrs.
5) C.D.P.O/CO, ICDS
6) Project Officer, IED
7) BDO
8) Teacher Representative (to be nominated by Chairman)
9) V/c Representative

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

- To supervise schools and know the weakness with remedial measures for improvements
- Undertaking research activities
- Monitoring and evaluation within the circle.
- Working in close collaboration with the community
- To conduct training programmes for motivation of teachers.
- Establishing community mobilisation through campaigns and awareness programmes.
- Encouraging community leaders to involve in the field of education.
- Awareness to out of school children to get back to school and
- Encouraging parents for children education right from early childhood.

Strengthening of circle level will much be profitable for community contact programmes for implementation of UEE in its true spirit. Therefore, funds and materials would be much need for all activities.

8.5 Cluster Level : The Cluster level Education Committee be established to ensure implementation of SSA in terms of enrolment, retention and reduction of dropout rates. The Committee have to see the problem of rural children and its solutions in order to participate actively in school management, the committee

body also is to be formed in a way so as to allow participation of community in the programme . The committee body shall include :

Chairman	:	President V/C of Cluster Centre
Secretary	:	Headmaster of cluster center upper Primary School
Members	:	1) All Head of Institutions
		2) All Chairman of PTA
		3) President, Village Council
		4) Award recipient teachers
		5) Group/Branch President YMA
		6) Rep. from MHIP
		7) CEO of concerned circle
		8) Social welfare dept. Rep.

The following are the main task involving at the cluster level committee or for its strengthening :

- Involving Community Leaders in School management
- Setting up of cluster Resource Centre for effective supervision.
- Awareness/Orientation to parents
- Encouraging innovative programme.
- Strengthening pre-school component.
- Providing early childhood education.
- Improving existing quality in school.
- Improvement in enrolment and retention.
- Campaigns and awareness amongst parents and out of school children, etc.

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

TABLE - 2 : CLUSTER WISE NO. OF VILLAGE CORE GROUPS

Sl. No.	Name of Cluster	No. of Village Core Groups	No. of Institution	
			Primary School	Middle School
1	Champhai 'A'	7	12	9
2	Champhai 'B'	2	6	6
3	Hnahlan	5	7	4
4	Ruantlang	5	6	4
5	Tualcheng	4	4	3
6	Zote	3	4	3
7	Blate	4	7	6
8	Chawngtlai	2	4	2
9	Khawhai	7	9	7
10	Khawzawl	6	13	9
11	Rabung	3	4	1
12	Hliappui	4	6	5
13	Kawkulh	3	7	3
14	N.E.Khawdungsei	3	5	4
15	Ngopa	2	5	3
16	Puilo	2	2	2
17	Teikhang	5	6	4
18	Bungzung	4	4	3
19	Farkawn	4	6	3
20	Kelkang	5	6	5
21	Khawbung	4	6	5
22	Leisenzo	7	8	7
23	Vaphai	5	7	3
	Total	96	144	101

4.6 Village level : The village level Education Committee is an immediate implementing agency. It is in closed with the community thereby creating and ever participation of villages in the programme. The village level Education Committees is formed consisting of the following members :

- Chairman : President, local V/c
- Secretary : Senior Headmaster, Upper P/S
- Members :
- 1) All head of institutions
 - 2) President, PTAs
 - 3) President, Branch YMA/MHIP/MUP
 - 4) Teacher Repre.
 - 5) Local Prominent member

6) Govt. Dept. Repr

The following are the main tasks/norms in village Education Committee :

- It shall be an association of local community in school activities.
- Improving quality in elementary schools.
- Improving enrolment and retention.
- Awareness, orientation and campaigns to parents, teachers and not enrolled children.
- Community based and School based project for more experience.
- Early Childhood care and education
- Monitoring and evaluation within the village.

Interference and close contact with the village to promote quality implementations. etc.

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

Capacity Building :

The SSA mission emphasises quality improvement in elementary education for which it necessitates resource group and responsible centres from national to village level. These groups would oversee the policy, planning, implementation and monitoring of all quality related interventions. Advice and assisting various levels in curriculum development, pedagogy improvement, teacher education/training and activities relating to the classroom transactions shall be the major role of the resource groups. Therefore, Resource Groups shall be set up at various operational levels to facilitate a decent

I. District Resource Group : The proposed District Resource Group members and norms shall be

1. Principal Mini DIET
2. District/Sub-Divisional Education Officer
3. Circle Education Officer
4. Headmaster Govt. HSS.

III. Circle Resource Groups :

1. Sub-Divisional Edn. Officer
2. Circle Education Officer concerned
3. Repr. from NGO.
4. One M/S Headmaster

III. Cluster Resource Groups

1. Circle Education Officer

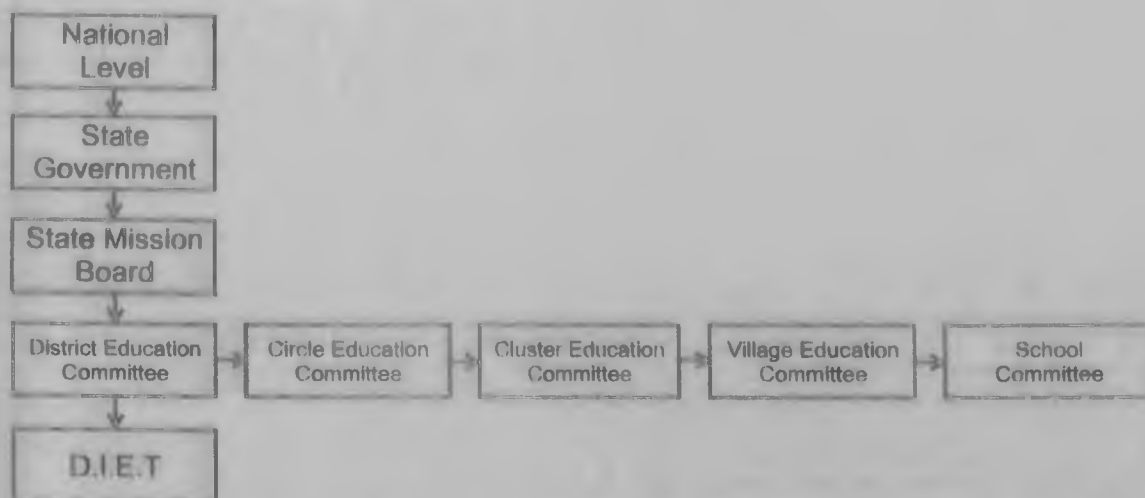
2. Rep. of YMA/MHIP
3. One Rep. from village Resource group
4. Two Headmasters, Upper Primary School

IV. Village Resource Groups :

1. Selected Headmaster/Head Teacher
2. Rep. from YMA & MHIP
3. Chairman, VEC
4. C.O, ICDS
5. Project Officer, IED

Flow of Fund : It must be ensured the flow of fund in a decentralised manner right from the state level to village level with A/c payee cheque or DD in respect of each levels. Proper maintenance of accounts, reports and audit shall be required at all levels. Transparency also have to be ensured even at the grass root school committee

Chart for Flow of Fund



The correct decentralized management structure with transparency and accountability will be ensured by the state Mission Board so as to implement the programmed of SSA in its true spirit within the state.

CHAPTER - IX

RESEARCH, EVALUATION, MONITORING AND SUPERVISION

9.1 Research

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

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

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

INPUTS

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

9.2 Evaluation aspects

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

- Functional aspects of initiatives and its impacts.
- Progress of achievement of objectives of SSA

- Community participation in the programmes.
- Conduct of pupils' achievement surveys.

INPUTS

- Strengthening of field staff at district, circle, cluster, and village levels.
- Conduct of pupils' achievement surveys.
- Orientation of management structures for community participatory evaluations.

9.3. Supervision and Monitoring

To strengthen training personnel and constitution of Circle resource Centres and Teacher Centres, and for provision of professional supports to schools, supervision and monitoring activities shall be emphasized. Therefore, supervision and monitoring activities shall consist of the following:

- The main focussing shall be the child in terms of his progress or improvements, abilities and creativity. Efficiency and professional practice of teachers, the school condition and classroom conditions shall not be neglected.
- Academic monitoring of schools providing professional support or training to teachers.
- The District Resource Group shall visit schools to see the progress and improvements. Schools shall be categorised in grades in terms of progress and achievements. Necessary guidance shall be provided for the future.
- The Circle Education Officer with the assist of Circle Resource persons shall monitor and supervise schools, classroom teaching-learning process and he shall provide supports to teachers for improvements
- The school committees and its structure be build up for better atmospheres and interference.

9.4. Management Information System

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

- ▣ Information on schools infrastructures facilities, TLM, furniture and other equipments of lower and upper primary schools.
- ▣ enrolment of the school and record of age levels.
- ▣ Maintaining of particulars of children and their progress records and records of out of school children during the year.
- ▣ Informations relating to teachers' particulars.
- ▣ Achievement records on school subjects.
- ▣ Enrolment, retention and completion rates.
- ▣ Progress in terms of project activities.
- ▣ Progress of school in achieving objectives of SSA in quantitative analysis.
- ▣ Data informations as a result of initiatives of SSA in the village.

OBJECTIVES OF MANAGEMENT INFORMATION SYSTEM (MIS)
SHALL BE THE FOLLOWING

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

Inputs under SSA

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

- ▣ Computers.

- Atleast 3 (three) operators for data entry and programming.
- Training to persons involve in the programme.
- Printers for data, analysis and outputs.
- Xerox-machine.

CHAPTER - X

CIVIL WORKS

10.1 Several measures have been taken up for the improvement of the existing infrastructural facilities. Such provisions include building grants (repairing and reconstruction grants), classroom facilities, drinking water and toilet facilities etc. School buildings and classrooms must be attractive to make an interesting and stimulating environment to children.

Majority schools in the district do not possess adequate buildings and classroom facilities. Many schools do not have proper space for storage and security for their own equipments and other teaching learning materials.

The recent survey report reveals that some schools do not possess adequate classroom furniture even partition walls. Students sit even on the muddy floor, writing notes and reading their books without proper grants to suit the existing needs regarding building construction and classroom facilities is badly needed infrastructural developments.

10.2 Execution of Civil works

For undertaking civil works community participation will be the means. The school committees will be given the responsibility of undertaking construction works, repairing works and maintenance of school buildings.

The community also agreed for contributing lands and voluntary works.

Also decided in the circle level education committee, the following points are earmarked for community contributions.

- Providing land - suitable for construction of new school building.
- Contributing locally available materials for construction and maintenance of the school building.
- Participation and support towards quality improvement.

10.3 Civil Works.

For the implementation of the UEE in the district, it is proposed to open two new formal lower primary schools where no schooling facilities is not existed in these habitation. The existing 26 schools in the district being Kutcha type will be reconstructed as per norms of SSA. Out of 245 existing schools in the district, 147 schools (lower & upper primary) will also be renovated. The school committees through community participation will be the executive agencies for the construction and repair of the school buildings.

Table 1 Circle wise no. of schools for Reconstruction & Repair

Sl. No.	Name of Circle	Reconstruction		Repair	
		Lower P/S	Upper P/S	Lower P/S	Upper P/S
1	Champhai Circle	5	3	22	16
2	Khawzawl Circle	4	3	23	17
3	Ngopa Circle	3	2	19	13
4	Vanzau Circle	4	2	20	17
Total		16	10	84	63

Source : Ssa Survey Report 2001

CONSTRUCTION OF BUILDING TO CIRCLE RESOURCE CENTRE (CRC)

For implementing the UEE and to support the existing agency (School Education Department), creation of circle Resource Centre (CRC) in each Educational Circle is imperative in the district.

Therefore, it is proposed to provide Circle Resource Centres in each circle to cater the needs providing inservice training to the teachers. This centre will be a centre for various resources as library books, teaching learning materials (TLM) etc. All teachers working within the centre will regularly use this centre for their professional growth and new information for new changes in the society. These Resource Centres will be provided with facilities like computer, equipments, furniture, stationery and other contingencies.

It is proposed to provide buildings to all the Circle Resource Centres in phase manner. This Resource building will serve as office cum training centre and these Circle Resource Centres will function under the District Resource Centre. Resource persons will be drawn from academicians educationists and technicians who are the functional staff of SCERT and DIET and administration staff of the department concerns in the district.

Table 2 : Construction of buildings to Educational Circle Resource Centres. -

Sl. No.	Name of Circle	CRC building	Implimentation agency
1.	Champhai circle	1	Circle Education committee
2.	Khawzawl circle	1	Circle Education committee
3.	Ngopa circle	1	Circle Education committee
4.	Vanzau circle	1	Circle Education committee
Total		4	

Source : SSA Survey, 2001

CONSTRUCTION OF CLUSTER RESOURCE CENTRE BUILDING

For effective implimentation of the S.S.A. Programme in the District, construction of chuster Resource Centre building in each cluster is a must. Cluster Resource Centre will be provided with furniture, equipments, stationeries and other contingencies.

The existing resource centres in the state have been functioning for untrained teachers every year. Improvement programmes like Refresher Course; Orientation and Short Course training for trained teachers could not be conducted. A large number of teachers have attended training course, once or twice during their entire service.

Construction of building for cluster Resource Centre in each cluster will improve teachers in all their academic activities. Sometimes workshops and meetings with fully participation of parents, Public leaders and NGOs will always be conducted. So that, progresses and developments in the changing society will reach to the backward areas like slum area, remote areas within the district.

For constructing resource building public contribution and participation will be sought as far as possible. Locally available materials will be contributed by the public. Cluster level Education Committee will provide free hand for this building.

Table 3 : Educational Circle-Wise no. of Clusters

Sl. No.	Name of Circle	No. of cluster
1.	Champhai circle	6
2.	Khawzawl circle	5
3.	Ngopa circle	6
4.	Vanzau circle	6
	Total	23

MAINTENANCE AND REPAIR OF SCHOOL BUILDING

The Educational Plans from habitation level were developed by the active participation of the community. This revealed that assistance towards maintenance and repair of school buildings.

The activities will include

• Replacement damaged portion or old parts.

• Cement work on walls and floors.

• Repairing furnitures, blackboards etc.

• White washing or renovation work.

Table 4 : Circle wise no of schools proposed for Repair

Sl. No.	Name of Circle	No. of Schools (Upper P/S & Lower P/S)
1	Champhai circle	70
2	Khawzawl circle	61
3	Ngopa circle	52
4	Vanzau circle	62
	Total	245

CHAPTER - XI

IMPLEMENTATION ARRANGEMENT

The activities under SSA will be implemented by State implementation Committee under the chairmanship of chief Secretary who is assisted by Commissioner State Education Department, Mizoram. State project Director (school Education Director) will be member secretary in the committee. All activities under SSA committee through district project coordinators along with the community participation of Circle Level Education Committee and Village Level Education Committee.

Executing agencies at various levels.

Mizoram state implementation committee will execute project components through the following outside agencies in the district.

- Village level - School Committee, village education committee/core group.
- Circle level - Circle education committee, Circle core group.
- District level - District Education Committee, District Core Group, District Project Co-ordinator (DPC).
- State level - State Monitoring Committee, State Executive Committee.

VILLAGE LEVEL

School Committees have been formulated for all the schools in the villages consisting of 5 - 10 members whom are drawn from popular persons and public leaders within the village.

CIRCLE EDUCATION COMMITTEE

For effective implementation of the Project Circle Education Committee will be responsible in consultation with the Circle Resource group within their respective educational circles. The committee will consists of a chairman and a vice-chairman, Circle Education Officer (CEO) will be member secretary. Members will be selected from village level education committee and cluster level education committees, NGOs and parents representative from each village. Members will also be drawn from Educational Staff Associations within the respective circle.

- Circle Education Committee will be responsible for implementation of the project components through circle core group.
- Conducting training and workshops for inservice teachers in consultation of the circle resource group

- Ensuring timely visit and supervision for academic improvement in the schools and identifying certain problems to be tackle through project programmes/activities.
- Undertaking responsibility for the construction and maintenance of the Circle Resource building at the centre village. The Committee will provide free land for Circle Resource building and will contribute their services for different activities of S.S.A. within the circle.
- Organise village level meeting and seminars in consultation with the village resource group for academic improvement in the school. They will also tackle certain issues that causes drop outs etc.
- The committee will provide free land for new schools and will undertake their services voluntarily for construction of the new building and maintenances of the school buildings.

CLUSTER LEVEL EDUCATION COMMITTEE

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

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

VILLAGE EDUCATION COMMITTEE

Every Village is formulated to have Village Education Committee. This committee will comprise members from public leaders, prominent government servants

other than education departments. Representative of educational staff, like Principal, Headmaster, Teachers will also included in the Committee.

- Village Education Committee will lookafter the infrastructural needs and support for effective administration of the schools in the village.
- The Committee will survey and identify non-school going children in the village and will assist them by giving proper support and arrangements for their admission in the school

DISTRICT PROJECT OFFICE (DPO)

District Project Office (DPO) will be established in the districts at the District Headquarters. The District Education Officer will be the ex-officio district project co-ordinator will be assisted by Addl- project co-ordinator who will be appointed by the Education Department, Government of Mizoram. In consultation with the district co-ordinator under the chairmanship of Deputy-Commissioner who is the chairman of the District SSA, the Addl. project co-ordinator will carry out the power and responsibilities of the various initiatives for UEE in the District. Staffing pattern in DPO is as follows:-

STAFF	NUMBERS
1. Addl. Project co-ordinator.....	1
2. Academic Monitoring Officer.....	1
3. Community Mobilization Officer.....	1
4. Child Development Officer.....	1
5. Account Officer.....	1
6. Asst. Engineer.....	2
7. U.D.C.	2
8. L.D.C.....	2
9. Computer Programmer.....	1
10. Date programmer.....	2
11. Attendance.....	2
Total.....	14

FUNCTIONAL ASPECTS OF OPO

- Development of Annual work plan & budget in decentralised participatory manner.
- Implementing of all the activities and submit reports to state project officer from time to time.
- Publication of reports, News letter etc.

INPUTS

The District Project Officer will be located at the District Headquarter in a rented building. The OPO will be supported with required furniture, equipment, salaries, vehicles and other MIS equipment along with stationery and other contingencies.

10.9 Flow of Fund

- The process of fund will be from State Project Office (SPO) to Deputy Commissioner (DC) who is the chairman of District SSA by Committee Accounts payee cheque or account payee DD
- All funds from DPO to executing agencies like School Committee, Village Committee, Circle Committee, Cluster Committee will be through Account payee cheque or Account payee D.D.
- Accounts will be maintained as per the statutory requirements for societies, reports will be sent to SPO as per requirements.
- Pre Audit by DPO of all expenditures.
- Timely Audit every year by the Auditor appointed by the Executive Committee
- Annual Audit by characted Accountant General.

EXPENDITURE PAYMENT WILL BE SANCTIONED BY

- Component Authority.
- Subject to Budget provision.
- Within approved work plan.
- In accordance with rules.

BANK TRANSACTION WILL BE MADE BY -

- ▣ **Authorised signatory/Signatories.**
- ▣ **With deligated competence.**
- ▣ **Based on competent sanction.**

IN ALL FINANCIAL TRANSACTIONS

- ▣ **Prudent.**
- ▣ **Cost effectiveness.**
- ▣ **Transparency will be maintained.**

CHAPTER - XII
GOALS & TARGET SETTING.

12:1 Introduction :- According to Tagore, Education is the widest road leading to the solution of all our problems. The elementary education is the primary endeavor to achieve national goals in the economic and political development. Free and Compulsory education to every child is not the sole responsibility of the State govt, or its officers and faculty Team. The participation of the community, Non - govt, organization and public leaders is equally important. The Govt, of India endeavor to provide free elementary education to all children between 6-14 years. So, is Sarva Siksha Abhujan has been launched. Sarva Siksha Abhiyan is aiming to provide joyful, useful and life oriented elementary education for every child in the age group of 6-14 by 2010 A.D To attain the fullness of S.S.A all the members of DEEP, VEC, PTA and NOGS have been brought together to work with missionary zeal.

12:2 OBJECTIVE:-

Back to School to all children, beyond the enrolled at the age group 6-14 years by 2003.

To attain 100% enrolment.

All the children to complete five years of Primary education by 2007

To encourage all children to complete eight years of continuous schooling by 2010

To achieve 100% retention in all the Schools.

12:3 Strategies for implementation of S.S.A

Lack of good quality, inability to reach 100% retention and inadequate enrolment drives are the main issues in the District to Education Plan (DEEP) have been prepared .So as to reach satisfactory achievement by 2010 A.D .

Ⓐ Access:-

In Champhai District, the enrolment of Student in elementary School has increased after the introduction of Mid day Meal .It is believed that other incentive drives like free Text books, free note Books and financial helps to Students will considerably increase the enrolment. Due to low economic status of parents, sending of all their children to the schools remains the main problems.

The following objectives are identified to tackle the above mentioned problems.

To start alternative School in areas where there are no schooling facilities and where children are engaged in labour.

To provide financial help to disabled children

To upgrade lower p/s to upper p/s in the habitation where there is no any upper p/s schooling facilities.

To supplied additional Teachers to 1-2 Teacher School under S.S.A norms.

(b) Enrolment :

Despite the country celebrates more then 50 years of Independence day, the enrolment rate in the School has not reach 100%The following measure has been planned to achieve 100% enrolment.

To Conduct Campaign from the village level to make the community in the District aware of the education programme of the govt.

To provide Children parks free text books and Uniform to the student

To Conduct back to School programmes at village ievel for dropout and never enrolled children with community Participation and ownership

© Retention:-

Efforts for continuous education have been taken up, drop out rate in the District remains 14.06 % Due to low economic Status of ,Parents some students enroled have to left their School to work with their parents. The following objective have been identified to increase Retention in Primary Schools

To Provide additional Teachers to the needy Schools.

To establish alternative Schooling facilities for mainstreaming out of School children

To ensure educational drive with full community participation to increase retention in the schools.

To have timely supervision and monitoring mechanism.

(D) Quality Drives :

To enhance good quality of education to every child is a compels problem. To facilitate the present strategies. The folioing points have been identified to improve quality in Education.

To develop buildings infrastructure and human resources through public participation.

Capacity building of Teacher.

To provide competent TLM to Schools.

Continuous and Comprehensive monitoring and Supervision.

12:4 Target Setting:-

Provision of free schooling facilities to all school going children.

To bring down dropout rate to zero percent.

To enroll all children 6-14 years by 2003.

To achieve higher level quality of elementary education through community participation and NOGS

12:5 The district S.S.A plan to achieve 4 universal access Universal enrolment, Universal retention and Universal quality in elementary education

Universal Access:-

To upgrade 41 lower p/s to upper p/s by 2003

Universal Enrolment :-

With full community participation and NOGS to achieve universal enrolment by 2003

Universal Retention

To make efforts from bottom to top to achieve universal retention to top to achieve universal retention.

Universal Quality :-

Provision of Suitable atmosphere Co-Curricular activities timely orientation to Teacher and improvement of infrastructural facilities

12:6 Conclusion:-

S.S.A aims to achieve its goal through the efforts of DEEP, CEEP, JEPP and NOGS . Full participations(VCS) is also the primary tools for better achievement of the S.S.A goals.

CHAPTER - XIII
BUDGET SUMMARY
PROJECT- BUDGETWISE ESTIMATES - CHAMPHAI, DISTRICT MIZORAM

(RUPEES IN LAKHS)

S/No	Project Name	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	TOTAL
1.	Project Management	31.3	29	28.53	28.57	27.61	28.96	27.22	27.28	27.35	255.82
2.	Planning & Management	12.86	12.86	12.86	12.86	13.1	13.1	13.1	13.1	13.1	116.94
3.	Research, Evaluation Supervision & Monitoring	12.13	8.113	8.116	8.169	15.072	11.075	11.078	11.181	11.184	96.118
4.	Community, Mobilization & Participation	14.861	15.164	15.165	15.467	15.469	15.771	15.773	16.075	16.227	139.972
5.	Access & Alternative Schooling	15.876	16.856	17.876	17.876	17.876	17.876	17.876	17.876	17.876	157.864
6.	Civil Works	183.1	162.9	158.5	70.5	37.5	37.5	37.5	37.5	37.5	762.5
7.	Pedagogy & School Improvement	398.574	140.263	257.69	251.915	258.306	125.981	388.312	128.515	401.79	2351.346
8.	Education of Focus Groups										
	(a) Early Childhood Care & Education	63.087	40.044	41.63	68.233	43.955	45.727	72.707	48.43	49.47	473.283
	(b) Children with special Educational needs	10.144	10.264	10.384	10.824	10.944	11.064	11.504	11.624	12.088	98.84
TOTAL		741.932	435.464	550.751	484.414	439.832	307.054	595.07	311.581	586.585	4452.583

PROPOSED BUGDGET FOR PERSPECTIVE 9 YEARS. CHAMPHAI DISTRICT MIZORAM
PROJECT -MANAGEMENT

(Rupees in Lakhs)

S/N	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	Furniture for DPO	4.000	1	1.500	1	1.000	1	0.500	1	0.500	1	0.500									1	4.000
2	Equipment for DPO	4.000	1	1.000	1	1.000	1	1.000	1	1.000											1	4.000
3	Salary for DPO staff		16	18.000	16	18.00	16	18.030	16	18.070	16	18.110	16	18.160	16	18.220	16	18.280	16	18.350	18	163.22
4	Purchase of motor cycle	0.600	3	1.800									3	1.800							3	3.600
5	DPO Consumable		1	1.800	1	1.800	1	1.800	1	1.800	1	1.800	1	1.800	1	1.800	1	1.800	1	1.800	1	16.200
6	Water, Electricity, Telephone etc.	0.150	12	1.800	12	1.800	12	1.800	12	1.800	12	1.800	12	1.800	12	1.800	12	1.800	12	1.800	12	16.200
7	Rent for DPO	0.100	12	1.200	12	1.200	12	1.200	12	1.200	12	1.200	12	1.200	12	1.200	12	1.200	12	1.200	12	10.800
8	T.A & D.A.	0.100	12	1.200	12	1.200	12	1.200	12	1.200	12	1.200	12	1.200	12	1.200	12	1.200	12	1.200	12	10.800
9	Maintenance of Equipment		1	0.600	1	0.600	1	0.600	1	0.600	1	0.600	1	0.600	1	0.600	1	0.600	1	0.600	1	5.400
10	consultants	0.100	2	2.400	2	2.400	2	2.400	2	2.400	2	2.400	2	2.400	2	2.400	2	2.400	2	2.400	2	31.600
	Total			31.3		29.00		28.53		28.57		27.61		28.96		27.22		27.28		27.35		255.82

PROPOSED BUDGET FOR PERSPECTIVE 9 YEARS. CHAMPAL DISTRICT NISORAM
PROJECT - PLANNING AND MANAGEMENT (Rupees in Lakhs)

S/N	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	0.100	23	2.300	23	2.300	23	2.300	23	2.300	23	2.300	23	2.300	23	2.300	23	2.300	23	2.300	23	2.300	20.700
2	Training of CRPs in School Mapping and Micro Planning		20	0.300	20	0.300	20	0.300	20	0.300	20	0.300	20	0.300	20	0.300	20	0.300	20	0.300	20	0.300	2.700
3	Orientation to the CRPs on Planning	0.015	20	0.300	20	0.300	20	0.300	20	0.300	20	0.300	20	0.300	20	0.300	20	0.300	20	0.300	20	0.300	2.700
4	Exposure Visit	0.015	20	0.300	20	0.300	20	0.300	20	0.300	20	0.300	20	0.300	20	0.300	20	0.300	20	0.300	20	0.300	2.700
5	Consultants	0.1	2	0.200	2	0.200	2	0.200	2	0.200	2	0.200	2	0.200	2	0.200	2	0.200	2	0.200	2	0.200	1.800
6	Vehicle Hire		1	4.32	1	4.32	1	4.32	1	4.32	1	4.56	1	4.56	1	4.56	1	4.56	1	4.56	1	4.56	40.08
7	Pol	—	1	2.5	1	2.5	1	2.5	1	2.5	1	2.5	1	2.5	1	2.5	1	2.5	1	2.5	1	2.5	22.5
8	Documentation at DPO	0.1	1	0.1	1	0.1	1	0.1	1	0.1	1	0.1	1	0.1	1	0.1	1	0.1	1	0.1	1	0.1	0.9
9	Printings of Modules	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	18
10	Exposure visit to CRC/BRC & CLRC	0.02	27	0.54	27	0.54	27	0.54	27	0.54	27	0.54	27	0.54	27	0.54	27	0.54	27	0.54	27	0.54	4.86
	Tota:			12.86		12.86		12.86		12.86		13.1		13.1		13.1		13.1		13.1		13.1	116.94

PROPOSED BUDGET FOR PERSPECTIVE 9 YEARS, CHAMPHAI DISTRICT MIZORAM

PROJECT - Research, Evaluation, Supervision and Monitoring

(Rupees in Lakhs)

SN	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	Action Research	0.005	30	0.150	30	0.150	30	0.150	30	0.150	35	1.75	35	1.75	35	0.175	35	1.75	35	1.75	295	5.30
2	Classroom based Researcher		30	0.050	30	0.050	30	0.050	30	0.050	35	0.050	35	0.050	35	0.050	35	0.050	35	0.050	295	0.45
3	Orientation or research and Evaluation			0.300		0.300		0.300		0.300		0.300		0.300		0.300		0.300		0.300	-	2.7
4	MIS Equipment		1	4							1	4										8.00
5	DISE/EMIS	0.20	4	0.080	4	0.080	4	0.080	4	0.080	4	0.080	4	0.080	4	0.080	4	0.080	4	0.080	4	0.72
6	Salary for computer operator		1	0.6	2	1.2	2	1.2	2	1.2	2	1.2	2	1.2	2	1.2	2	1.2	2	1.2	2	10.2
7	Computer Stationery		1	0.2	1	0.3	1	0.3	1	0.3	1	0.4	1	0.4	1	0.4	1	0.5	1	0.5	1	3.3
8	Resource person for circle		20	2.500	20	2.500	20	2.500	20	2.500	30	3.75	30	3.75	30	3.75	30	3.75	30	3.75		28.75
9	Circle level TLM workshop	0.5	4	1.2	4	1.2	4	1.2	4	1.2	4	1.2	4	1.2	4	1.2	4	1.2	4	1.2	4	10.8
10	Household Survey			0.63		0.633		0.636		0.639		0.642		0.645		0.648		0.651		0.654		5.778
	School & Village Survey			1.7		1.7		1.7		1.7		1.7		1.7		1.7		1.7		1.7		25.3
	Total			11.41		8.118		8.116		8.169		15.071		11.075		11.078		11.181		11.184		95.398

PROPOSED BUDGET FOR PERSPECTIVE 9 YEARS. CHAMPHAI DISTRICT MIZORAM
 PROJECT - COMMUNITY, MOBILISATION & PARTICIPATION

(Rupees in Lakhs)

S/N	ITEMS	UNITCOST	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	Orientation to SEC members		1230	0.461	1235	0.464	1240	0.465	1245	0.467	1250	0.469	1255	0.471	1260	0.473	1265	0.475	1270	0.477			4.222
2	Material and travel charges for SEC orientation	0.1	96	9.600	98	9.8	98	9.8	100	10	100	10	102	10.2	102	10.2	104	10.4	105	10.5			90.5
3	Community, mobilization and Habitation level	0.5	96	4.800	98	4.9	98	4.9	100	5	100	5	102	5.1	102	5.1	104	5.2	105	5.25			45.25
Total				14.861		15.164		15.165		15.467		15.469		15.771		15.773		16.075		16.227			139.972

PROPOSED BUDGET FOR 9 YEARS PERSPECTIVE PLAN, CHAMPHAI DISTRICT MIZORAM
PROJECT - PEDAGOGY AND SCHOOL IMPROVEMENT (Rupees in Lakhs)

S/N	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	Teachers training in activity based teaching		1071	22.491	1080	22.68	1090	22.89	1100	23.1	1110	23.31	1120	23.52	1130	23.73	1140	23.94	1150	24.15			209.811	
2	Training of CRPs and CRPGs (Circle resource person/grps)		20	0.280	20	0.280	24	0.336	24	0.336	26	0.364	26	0.364	28	0.392	30	0.42	30	0.42			3.192	
3	Training of cluster Resource Groups (CRG)		92	1.288	92	1.288	96	1.334	96	1.334	98	1.372	98	1.372	100	1.4	100	1.4	100	1.4			12.188	
4	TLM Grant for teachers	0.01	1251	12.510	1260	12.6	1270	12.7	1280	12.8	1290	12.9	1295	12.95	1300	13	1305	13.05	1310	13.1			15.61	
5	School grants	0.005	245	1.225	248	1.24	251	1.255	254	1.27	257	1.285	260	1.3	263	1.315	266	1.33	269	1.345			11.360	
6	TLE grants to new Schools	0.100	43	4.3	45	4.5	48	4.8	50	5	53	5.3	55	5.5	58	5.8	60	6	63	6.3			47.5	
7	Teachers grant	0.005	1071	5.355	1080	5.4	1090	5.45	1100	5.5	1110	5.55	1120	5.6	1130	5.65	1140	5.7	1150	5.75			49.000	
8	Furniture for Telescopy DIET		1	4.000							1	5.000											9.000	
9	Equipment for Telescopy DIET		1	2.000			1	2.00			1	2.000			1	2.00			1	2.00			6.000	
10	Furniture for CRCs	1.000	4	4.000			4	4.00			4	4.000			4	4.00			4	4.00	4	4.00	20.00	
11	Contingency for CRC/BRC	1.250	4	5.000	4	5.000			4	5.000			4	5.000			4	5.000					25.00	
12	Repair and Maintenance of School buildings	0.050	245	12.250	248	12.4	251	12.55	254	12.7	257	12.85	260	13	263	13.15	266	13.3	269	13.45			115.55	
13	Contingency for BRC	0.025	23	0.575	23	0.575	23	0.575	23	0.575	23	0.575	23	0.575	23	0.575	23	0.575	23	0.575	23	0.575	23	5.175
14	Furniture for CRC	0.1	23	2.3	23	2.3	23	2.3	23	2.3	23	2.3	23	2.3	23	2.3	23	2.3	23	2.3			20.7	
	Sub Total:			77.574		68.263		70.19		69.915		76.806		71.481		73.312		73.015		74.79			655.346	

PROPOSED BUGDGET FOR 9 YEARS PERSPECTIVE PLAN. CHAMPHAI DISTRICT MIZORAM
PROJECT - PEDAGOGY AND SCHOOL IMPROVEMENT

(Rupees in Lakhs)

S/N	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	Library Books for Telescope + DIET	0.2	1	0.2	1	0.2	1	0.2	1	0.2	1	0.2	1	0.2	1	0.2	1	0.2	1
16	Library Books for CRCs	0.1	1	1.0	1	1.0	1	1.0	1	1.0	1	1.0	1	1.0	1	1.0	1	1.0	1	1.0	1	2.5
17	Operation and maintenence of Equipmen t for DIET (Mini)		1	0.200	1	0.200	1	0.200	1	0.200	1	0.200	1	0.200	1	0.200	1	0.200	1	0.200	1	1.800
18	TLE Grant to Upper P/S	0.500	101	50.5	103	51.5	103	51.5	105	52.5	108	52.5	108	54	109	54.5	110	55	115	57.5		479.5
19	Fencing	0.5	245	122.5					254	127				260	130			269	134.5			814.00
20	Children Park	0.5	245	122.5			251	125.5			257	128.5			260	130			269	134.5		641.00
21	Plastering	0.2	100	20	100	20	50	10	10	2												52.00
	Sub-Total			316		72		187.5		182		181.5		54.5		115		55.5		127		1691.00
	Grand Total			393.574		140.263		297.89		281.918		258.166		125.981		388.312		112.515		481.79		2845.345

PROPOSED BUDGET FOR 9 YEARS PERSPECTIVE PLAN, CHAMPHAI DISTRICT, MIZORAM
PROJECT - EDUCATION OF FOCUSED GROUP (Rupees in Lakhs)

(A) EARLY CHILDHOOD CARE AND EDUCATION

SN	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	Training of Teachers/Workers	0.007	25	0.525	25	0.525	30	0.63	30	0.63	35	0.735	35	0.735	35	0.735	40	0.84	40	0.84			6.150
2	ECE workers honorarium	0.010	25	3.000	27	3.24	29	3.48	30	3.6	30	3.6	33	3.96	33	3.96	35	4.2	35	4.2			33.24
3	ECE helper honorarium	0.007	25	2.100	27	2.268	29	2.436	30	2.52	30	2.25	33	2.772	33	2.772	35	2.94	35	2.49			23.268
4	TLM for ECE	0.100	25	2.5	27	2.7	29	2.9	30	3	30	3	33	3.3	33	3.3	35	3.5	35	3.5			27.7
5	Workshop for ECE	-	1	0.200	1	0.200	1	0.200	1	0.200	1	0.200	1	0.200	1	0.200	1	0.200	1	0.200			1.800
6	Printing of Modules	0.250	4	1.000	4	1.000	4	1.000	4	1.000	4	1.000	4	1.000	4	1.000	4	1.000	4	1.000			8
7	Separate Toilet for Girls	0.1	345	34.5						254	25.4				260	26							75.9
8	Free Text Book & Uniform		19508	29.262	20874	30.711	20656	30.984	20253	31.883	21871	33.5	22505	33.76	23158	34.74	23830	35.75	24921	36.79			296.12
	TOTAL			63.987		40.044		41.63		68.333		43.965		46.727		71.707		46.43		46.47			473.280

(B) CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

9	Special grants for disabled children	0.012	156	1.872	161	1.932	166	1.992	171	2.052	176	2.112	181	2.172	186	2.232	191	2.292	197	2.364			19.02
10	TLM for IED centre	0.100	20	2.000	20	2.000	20	2.000	21	2.1	21	2.1	21	2.1	22	2.2	22	2.2	23	2.3			19.000
11	Salary for IEDC Resource persons	0.02	20	0.4	20	0.4	20	0.4	21	0.42	21	0.42	21	0.42	22	0.44	22	0.44	23	0.46			3.8
12	IED Assessment camp	0.1	20	2.000	20	2.000	20	2.00	21	2.1	21	2.1	21	2.1	22	2.2	22	2.2	23	2.3			19.000
13	Free Text Book & Uniform	0.012	156	1.872	161	1.932	166	1.992	171	2.052	176	2.112	181	2.172	186	2.232	191	2.292	197	2.364			19.02
14	Furniture for IED Centers	0.100	20	2.00	20	2.00	20	2.00	21	2.1	21	2.1	21	2.1	22	2.2	22	2.2	23	2.3			19.000
	Total			10.344		10.264		10.394		10.824		10.944		11.064		11.504		11.624		12.064			96.84
	Grand Total			73.231		50.307		52.024		79.157		54.899		56.791		84.211		58.054		58.537			572.125

CHAPTER :X IV
IMPLEMENTATION SCHEDULE PROPOSED BUDGET FOR 9 YEARS – CHAMPHAI DISTRICT, MIZORAM

S/N	ITEMS	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
MANAGEMENT										
1	Furniture for DPO	√	√	√	√	√				
2	Equipment for DPO	√	√	√	√					
3	Salary for DPO staff	√	√	√	√	√	√	√	√	√
4	Purchase of Motor Cycle	√				√				
5	DPO consumable	√	√	√	√	√	√	√	√	√
6	Water, Electricity, Telephone etc.	√	√	√	√	√	√	√	√	√
7	Rent for DPO	√	√	√	√	√	√	√	√	√
8	T.A & D.A	√	√	√	√	√	√	√	√	√
9	Maintenance of Equipment	√	√	√	√	√	√	√	√	√
10	Consultant	√	√	√	√	√	√	√	√	√
PLANNING & MAINTENANCE										
11	Planning exercise	√	√	√	√	√	√	√	√	√
12	Training of CRPs in School mapping & micro planning	√	√	√	√	√	√	√	√	√
13	Orientation to the CPPs on planning	√	√	√	√	√	√	√	√	√
14	Exposure visit	√	√	√	√	√	√	√	√	√
15	Consultants	√	√	√	√	√	√	√	√	√
16	Vehicle Hire	√	√	√	√	√	√	√	√	√
17	POL	√	√	√	√	√	√	√	√	√
18	Documentation at DPO	√	√	√	√	√	√	√	√	√
19	Printing of Modules	√	√	√	√	√	√	√	√	√
20	Exposure Visit to CRC/BRC & CLRC	√	√	√	√	√	√	√	√	√
Research Evaluation, Supervision and Monitoring										
21	Action research	√	√	√	√	√	√	√	√	√
22	Classroom based researches	√	√	√	√	√	√	√	√	√
23	Orientation on research and evaluation	√	√	√	√	√	√	√	√	√
24	MIS Equipment	√								
25	DISE / EMIS	√	√	√	√	√	√	√	√	√
26	Salary for Computer Operator	√	√	√	√	√	√	√	√	√
27	Computer stationery	√	√	√	√	√	√	√	√	√
28	Monitoring & Supervision by circle Resource Persons	√	√	√	√	√	√	√	√	√
29	Resources person for Circles	√								
30	Circle level TLM Workshop	√	√	√	√	√	√	√	√	√

31	Household Survey	✓	✓	✓	✓	✓	✓	✓	✓	✓
32	School Survey & Village Survey	✓	✓	✓	✓	✓	✓	✓	✓	✓
Community Mobilisation and participation										
33	Orientation to SEC members	✓	✓	✓	✓	✓	✓	✓	✓	✓
34	Materials and Travels charge for SEC orientation	✓	✓	✓	✓	✓	✓	✓	✓	✓
35	Community mobilisation and Habitation level:	✓	✓	✓	✓	✓	✓	✓	✓	✓
ACCESS AND ALTERNATIVE SCHOOLING										
36	Shed/Rents for AS/NEF Center	✓	✓	✓	✓	✓	✓	✓	✓	✓
37	Salary for AS Teacher	✓	✓	✓	✓	✓	✓	✓	✓	✓
38	Training of AS Teacher	✓	✓	✓	✓	✓	✓	✓	✓	✓
39	School grant for AS Equipment	✓	✓	✓	✓	✓	✓	✓	✓	✓
40	Supervision and Monitoring of AS	✓	✓	✓	✓	✓	✓	✓	✓	✓

CHAPTER : XIV
IMPLEMENTATION SCHEDULE PROPOSED BUDGET FOR 9 YEARS - CHAMPHAI DISTRICT, MIZORAM
CIVIL WORK

S/N	ITEMS	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
CIVIL WORKS										
41	Building Construction for Circle Level Resource centre (CLRC)	✓	✓							
42	Building Construction for cluster Resource Centre (CRC)	✓	✓	✓						
43	Construction of mini DIET at District Hqs.	✓								
44	Construction of Addl. classroom for upgraded Primary School	✓	✓							
45	Construction of New Building for Lower Primary School	✓	✓	✓	✓	✓	✓	✓	✓	✓
46	Construction of new Buildings for upper primary School	✓	✓	✓						
PADAGOGY AND SCHOOL IMPROVEMENT										
47	Teacher Training in activity based teaching	✓	✓	✓	✓	✓	✓	✓	✓	✓
48	Training of CRPs and CRGs (Circle Resource persons/Groups)	✓	✓	✓	✓	✓	✓	✓	✓	✓
49	Training of cluster Resource Group (CRG)	✓	✓	✓	✓	✓	✓	✓	✓	✓
50	TLM Grant for teachers of formal School	✓		✓		✓		✓		✓
51	School Grants	✓	✓	✓	✓	✓	✓	✓	✓	✓
52	TLE Grant to New Schools	✓	✓	✓	✓	✓	✓	✓	✓	✓
53	Teachers Grant	✓	✓	✓	✓	✓	✓	✓	✓	✓
54	Furniture for Telescopy DIET	✓				✓				
55	Equipment for Telescopy DIET	✓		✓		✓		✓		✓
56	Furniture for CRCs/BRC	✓		✓		✓		✓		✓

57	Contingency for CRCs	√	√		√		√		√	
58	Repair and maintenance of School Building	√	√	√	√	√	√	√	√	√
59	Contingency for CRC	√	√	√	√	√	√	√	√	√
60	Furniture Grant for CRC	√	√	√	√	√	√	√	√	√

61	Library Books grants for Telescopy DIET	√	√	√	√	√	√	√	√	√
62	Library Books for CRCs	√	√	√	√	√	√	√	√	√
63	Operation & Maintenance of Equipment for Telescopy DIET	√	√	√	√	√	√	√	√	√
64	TLE Grants to upper P/S	√	√	√	√	√	√	√	√	√
65	Fencing	√			√			√		√
66	Children Park	√		√		√		√		√
67	Plantation	√	√	√	√					

EDUCATION OF FOCUS GROUP

(A) EARLY CHILDHOOD CARE AND EDUCATION

68	Training of Teacher/Workers	√	√	√	√	√	√	√	√	√
69	ECE workers honorarium	√	√	√	√	√	√	√	√	√
70	ECE helper honorarium	√	√	√	√	√	√	√	√	√
71	TLM for ECE	√	√	√	√	√	√	√	√	√
72	Workshop for ECE	√	√	√	√	√	√	√	√	√
73	Printing of Modules	√	√	√	√	√	√	√	√	√
74	Separate Toilet for Girls	√			√					
75	Free Text Book & Uniform	√	√	√	√	√	√	√	√	√

(B) CHILDREN WITH SPECIAL EDUCATION NEEDS

76	Special Grant for Disable children	√	√	√	√	√	√	√	√	√
77	TLM for IED Centres	√	√	√	√	√	√	√	√	√
78	Salary for IED Resource Person	√	√	√	√	√	√	√	√	√
79	IED Assessment Camp	√	√	√	√	√	√	√	√	√
80	Free Textbook & Uniform	√	√	√	√	√	√	√	√	√
81	Furniture for IED Center	√	√	√	√	√	√	√	√	√

CHAPTER XV

ANNUAL WORK PLAN & BUDGET FOR 2002-2003

Intervention – wise activities –

The following activities are proposed based to be implemented during 2001–02, and the requirements are reflected through habitation Education Plan. The discussion and the detailed proposed activities have already been discussed in the perspective plan under various major interventions. The budget pages are annexed separately to this.

Project Management

- Furniture for DPO
- Equipment for DPO
- Salary for DPO Staff
- Purchase of Motor Cycle
- DPO Consumables
- Water, Electricity, Telephone etc.
- Rent for DPO
- TA & DA
- Maintenance of Equipment
- Consultants

Planning and Management

- Planning Exercise
- Training of CRPs in School mapping and Micro-Planning
- Exposure Visits
- Orientation to CRPs on planning
- Consultants
- Vehicle Hire
- POL
- Documentation at DPO
- Printing of Modules
- Exposure visit to CRC/BRC&CLRC

Research, Evaluation, Supervision and Monitoring.

- MIS Equipment
- Computer Stationery
- Action Research
- Class room based Researches

- Orientations Researches and Evaluation
- DISE / EMIS
- Salary for Computer Operator
- Resource person for Circles
- Circle level TLM Workshop
- Household Survey
- School Survey & Village Survey

Community Mobilization and Participation

- Orientation to SEC members.
- Materials and travel charge for SEC orientation
- Community Mobilization at habitation level.

Access and Alternative Schooling

- Shed/Rent for AS Center
- Salary for AS teacher
- Grants for Alternative School Equipment
- Training for AS teacher
- Supervision and Monitoring of AS

CIVIL WORKS

- Building construction for circle level Resource Center (CLRC)/BRC
- Building Construction for cluster Resource center (CRC)
- Construction of Telescopy DIET
- Construction of Additional classroom

Pedagogy and School Improvement

- Teachers Training in activity based Teaching
- Training of CRPs and CRPGs
- Training of cluster resource groups
- TLM grants for teachers
- School grants
- TLE Grant for new Schools
- Teachers grant.
- Furniture for telescopy DIET
- Equipment for telescopy DIET
- Furniture for CRC/BRC
- Contingency for CRC/BRC
- Repair and maintenance of School buildings
- Contingency for CRC (Cluster Resources Centre)
- Furniture Grant for CRC
- Library grant for telescopy DIET
- Library grant for CRCs

- o Operation and maintaining of equipment for DIET
- o TLE grants for upper P/S
- o Fencing
- o Children Park
- o Plantation

Education of focussed Groups

(a) Early childhood care and Education

- o Training of Teacher Workers
- o ECE Workers honorarium
- o ECE helper honorarium
- o TLM for ECE
- o Printing of Modules
- o Separate Toilet for Girls
- o Free Text Book & Uniform

(b) Children with Special Educational needs.

- o Special grant for Disabled children
- o TLM for IED Centre
- o Slary for IEDC - Resource worker.
- o IED assessment camp
- o Free Text Books and free Uniforms.
- o Furniture for IED Center

CHAPTER: XVI

IMPLEMENTATION SCHEDULE FOR 2002-03

S/N	ITEMS	UNIT COST	PHYSICAL	FINANCIAL	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar
MANAGEMENT																
1	Furniture for DPO	4.00	1	1.500	√	√	√									
2	Equipment for DPO	4.00	1	1	√	√										
3	Salary for DPO Staff		16	18	√	√	√	√	√	√	√	√	√	√	√	√
4	Purchase of Motor Cycle	0.600	3	1.8	√											
5	DPO Consumables		1	1.8	√	√	√	√	√	√	√	√	√	√	√	√
6	Water, Electricity, Telephone etc.	0.150	12	1.8	√	√	√	√	√	√	√	√	√	√	√	√
7	Rent for DPO	0.100	12	1.2	√	√	√	√	√	√	√	√	√	√	√	√
8	TA & DA	0.100	12	1.2	√	√	√	√	√	√	√	√	√	√	√	√
9	Maintenance of Equipment	-	1	0.600		√	√									
10	Consultants	0.100	2	2.4	√					√						
	Total:			31.3												
PLANNING MANAGEMENT																
11	Planning Exercise	0.100	23	2.3	√		√		√							
12	Training of CRPs in School Mapping	-	20	0.3		√				√						
13	Exposure visit	0.15	20	0.3							√		√		√	
14	Orientation to the CRPs on planning	0.15	20	0.3			√		√		√		√			
15	Consultant	0.1	20	0.2	√					√						
16	Vehicle Hire		1	4.32	√	√	√	√	√	√	√	√	√	√	√	√
17	POL	-	1	2.5	√	√	√	√	√	√	√	√	√	√	√	√
18	Documentation at DPO	-	1	0.1	√	√	√	√	√	√	√	√	√	√	√	√
19	Printing of Modules	-	1	2	√	√	√	√	√	√	√	√	√	√	√	√
20	Exposure visit to CRC/BRC & CLRC	-	27	0.54	√	√	√	√	√	√	√	√	√	√	√	√
	Total:			12.86												

RESEARCH, EDUCATION, SUPERVISION AND MONITORING																
21	Action Research	0.005	30	0.15			√			√			√			
22	Class Room based researches		30	0.05	√	√	√	√	√	√	√	√	√	√	√	√
23	Orientation, research and evaluation			0.3		√		√		√						
24	MIS Equipment	-	1	4	√											
25	DIES/EMIS	0.2	4	0.8		√	√									
26	Computer Operator Salary	-	1	0.6	√	√	√	√	√	√	√	√	√	√	√	√
27	Computer Stationery	-	1	0.2	√	√										
28	Resources Persons for Circle	-	20	2.5			√			√			√			√
29	Circle level TLM workshop	-	1	1.2			√		√		√		√			
30	Household Survey	-		0.63						√	√					
31	School & Village Survey	-		1.7						√	√					
	Total			12.13												
COMMUNITY, MOBILIZATION & PARTICIPATION																
32	Orientation to SEC members	-	1230	0.461	√			√			√		√			
33	Materials and travels charges for SEC orientation	0.1	96	9.6		√				√		√				
34	Community Mobilization	0.05	96	4.8							√	√	√			
	Total			14.861												

CHAPTER VIII
IMPLEMENTATION SCHEDULE FOR 2011-2012

S/N	ITEMS	UNIT COST	PHYSICAL	FINANCIAL	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar
ACCESS AND ALTERNATIVE SCHOOLING																
35	Shed/Rent for AS center	-	30	0.9	√	√	√	√	√	√	√	√	√	√	√	√
36	Salary for AS teacher	0.10	96	11.52	√	√	√	√	√	√	√	√	√	√	√	√
37	Grant for AS equipment	0.2	96	1.92		√		√		√		√		√		
38	Training of AS teacher	-	96	0.576			√		√		√		√		√	
39	Supervision and monitoring of AS		96	0.96		√		√		√		√		√		
	Total			15.876												
CIVIL WORKS																
40	Building Construction for CRC/BRC	6	2	12.000	√	√										
41	Building Construction for Cluster Resource Centre (CRC)	2.	8	16		√	√									
42	Construction of DIET at Dist Hqs	10	1	10	√											
43	Construction of Addl. classroom for upgraded P/S	1.2	7	8.6		√		√		√		√		√		
44	Construction of new building for Lower P/S	1.5	25	37.5			√			√			√			
45	Construction of new building for Upper P/S	3	33	99			√			√			√			
	Total			183.1												

CHAPTER : XVI
IMPLEMENTATION SCHEDULE FOR 2002-2003

S/N	ITEMS	UNIT COST	PHYSICAL	FINANCIAL	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar
PEDAGOGY AND SCHOOL IMPROVEMENT																
46	Teachers Training in activity based teaching	-	1071	22,491			√			√			√			
47	TLM Grant for teachers	-	1251	12.51			√		√		√			√		
48	School Grants	0.005	245	1.225		√		√		√		√				
49	Training of CRPs & CRPGs	-	20	0.28					√			√			√	
50	Teachers Grants	0.005	1071	5.355	√		√		√							
51	Repair & Maintenance of School building	0.050	245	12.25					√			√		√		
52	Library Books for DIET	0.200	1	0.200			√			√						
53	TLE Grant to Upper P/S	0.500	101	50.500		√			√							
54	Training of cluster Resource groups	-	92	1.288				√		√		√		√		
55	TLE to new School	0.1	43	4.3			√		√		√		√			
56	Furniture grant for DIET	-	1	4		√		√								
57	Equipment for DIET	-	1	2		√	√									
58	Furniture for BRC/CRC	1	4	4			√	√								
59	Equipment for CRCs	1.25	4	5		√		√		√		√		√		
60	Library books for CRC	0.1	1	0.1				√			√					
61	Operation and maintenance of equipment for DIET	-	1	0.2				√		√						
62	Fencing	0.5	245	122.5	√	√	√									
63	Children Park	0.5	245	122.5	√	√	√									
64	Plantation	0.2	100	20	√	√	√									
65	Contingency for CRC/BRC	1.25	4	5	√	√	√	√								
66	Contingency for CRC	0.025	23	0.575	√	√	√	√								
67	Furniture Grant for CRC	0.1	23	2.3	√	√	√	√								
Total					398.574											

EDUCATION OF FOCUSED GROUP																
(A) EARLY CHILDHOOD CARE AND EDUCATION																
68	Training of teachers/workers	0.007	25	0.525			√		√							
69	ECE workers Honorarium	0.010	25	3	√	√	√	√	√	√	√	√	√	√	√	√
70	ECE helper honorarium	0.007	25	2.1	√	√	√	√	√	√	√	√	√	√	√	√
71	Printing of Modules	0.250	4	1		√										
72	Workshop for ECE	-	1	0.2			√			√		√				
73	Separate Toilet for Girls	0.1	245	24.5			√	√	√							
74	Free Text Book & Uniform		19508	29.262			√	√	√							
75	TLM for ECE	0.1	25	2.5		√		√		√		√				
	TOTAL			63.087												
(B) CHILDREN WITH SPECIAL EDUCATIONAL NEEDS																
76	Special grants for Disabled Children	0.012	156	1.872	√		√									
77	TLM for IED Centre	0.100	20	2.000		√		√								
78	Salary for IEDC Resource Person	0.02	20	0.4	√	√	√	√	√	√	√	√	√	√	√	√
79	Free text book and Uniform	0.01	156	1.872			√	√	√							
80	IED assessment Camp	0.1	20	2		√			√			√				√
81	Furniture for IED Center	0.1	20	2		√		√								
	Total			10.144												
	GRAND TOTAL			741.932												