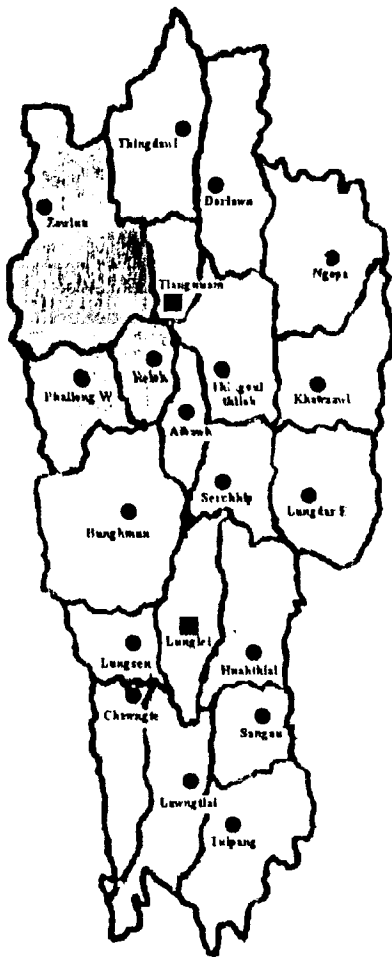


SARVA SHIKSHA ABHIYAN

MAMIT DISTRICT



DISTRICT ELEMENTARY EDUCATION PLAN

MAMIT DISTRICT AT A GLANCE

1. Name of District	:	Mamit District
2. Name of Head Quarter	:	Mamit
3. Area	:	3,025.75 Sq Km
4. Population	:	59,890
Male	:	31,534
Female	:	28,356
5. Density of Population	:	20 per Sq. Km
6. No. of villages/habitations	:	84
7. No. of towns	:	2
8. No. of Primary Schools (including Pvt)	:	128
9. No. of Middle Schools (including Pvt)	:	68
10. No. of Govt. High Schools	:	25
11. No. of Govt. Higher Secondary Schools	:	2
12. No. of Colleges	:	2
13. No. of Education Circles	:	4
14. No. of Educational Clusters	:	13
15. No. of R.D. Blocks	:	3

MAMIT DISTRICT



KOLASIB DISTRICT

AIZAWL DISTRICT

INDEX

- Dist Boundary ————
- National Highway ————
- State Highway ————
- Dist Hqs ————
- Rd Block Hqs. ————
- Rivers ————
- Habitation without P/S ————
- Habitation without M/S ————
- Hab with P/S only ————
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CHAPTER I

DEMOGRAPHIC PROFILE

1.1 Introduction :

Mamit District is one of the eight districts of Mizoram. It is created only in 1998 vide Govt notification No 60011/21/95-GAD of 11th March 1998. It is situated in the western most part of the state bordering Tripura and Bangladesh. The district can be broadly divided into river valleys and uphill. Two big rivers, Tlawng river and Langkaih river flow on the eastern and western border respectively and Teirei river flows in the middle of the district. The temperature is generally high and rainfall is heavy and due to this, the district endowed with thick natural forest and rich in natural vegetation

1.2 Geographical background :

The district is in between 92.15 Degree East and 92.45 degree East longitude and 23.15 degree North and 24.15 degree North latitude. The Tropic of Cancer passes through the district crossing Phuldungsei village and Darlung. The district is bounded by Tripura and Bangladesh in the west, Aizawl district in the East, Cachar district of Assam in the North and Lunglei district in the South. The total area of the district is 3,025.75 Sq Km with a population of 62,313 persons including the population of Lengpui town as per 2001 census. It may be mentioned here that Lengpui (notified town) with a population of 1,232 males and 1,191 females, a total of 2,423 persons were included in Aizawl district via Government of Mizoram notification no.A.60011/21/95-GAD/Pt Dated Aizawl, the 7th Sept 1999. Due to this population of the district is exclusion of Lengpui town that the figure differs from Census operation 2001 and Economics handbook 2000.

1.3 Administrative Structure :

Mamit District is a new district created via Government of Mizoram notification no.F.20016/2/99-GAD Dated Aizawl, the 3rd June '99. slicing it out from the then Aizawl District. Prior to this, the whole district was one of the sub-division of Aizawl District with one Sub-Divisional Officer, a senior state Civil Service Officer looking after the administration. Now, the district is functioning as a District with Deputy Commissioner stationed at Mamit and the district is now divided into three Sub-Divisions viz. Mamit Sub-Division, Kawrthah Sub-Division and West Phaileng Sub-Division. There are 84 villages/habitations in the district among two (2) villages are recently declare as a notified towns by the State Authorities.

Of the 84 villages/habitations 70 are with a village level authority called Village Council/Court (here in alter refer to as V/C) and 14 are without V/C. These villages/habitations without V/C are administered by Circle Assistant (C.A.) from the state Local Administration Department (L.A.D) with the help of Village Advisory Committee.

The Table below shows the numbers of villages/habitations within the district in detail.

Table 1.1 Area, No. of Inhabited Village & Towns and total population of the district

Area in Sq KM	Total Population			No of habitations	No of Villages/ Town with V/C	No of habitation without V/C	No of Towns
	Male	Female	Total				
3025.75	31534	28356	59890	84	70	14	2

Note : Figure given is exclusion of population of Lengpui town.

Source : Statistical handbook of Mizoram 2000, Census operation 2001 and SSA village survey on August 2001

Mamit District covers the three existing Rural Development Blocks, Reiek RD Block, West Phaileng RD Block and Zawlnuam RD Block. It may be mentioned here that these three Rural Development Blocks are already in existence prior to the creation of Mamit District in 1998. As such, Lengpui town, which use to be a part and parcel of the District in all statistical records have to be excluded in the figures as it is now in Aizawl District.

The Table below shows Rural Development Blocks, Block wise population (excluding Lengpui town) in detail :

Table 1. 2. Showing RD Block, Blockwise Population etc.

Name of Block		POPULATION (1991)			POPULATION (2001)			LITERATES(2001)		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
	U	-	-	-	-	-	-	-	-	-
REIEK	R	6353	5775	12128	6018	5485	11503	4900	4297	9197
	T	6353	5775	12128	6018	5485	11503	4900	4297	9197
	U	-	-	-	-	-	-	-	-	-
WEST. PHAILENG	R	11905	9686	21591	10978	9564	20542	6170	3847	10017
	T	11905	9686	21591	10978	9564	20542	6170	3847	10017
	U	03581	03420	07001	4434	3946	8380	3584	3168	6752
ZAWL-NUAM	R	12308	11544	23852	10104	9361	19465	7185	6082	13267
	T	15889	14964	30853	14538	13307	27845	10769	9250	20019
MAMIT DISTRICT										
MAMIT DIST.	U	03581	03420	07001	4434	3946	8380	3584	3168	6752
	R	30566	27005	57571	27100	24410	51510	18255	14226	32481
	T	34147	30425	64572	31534	28356	59890	21839	17394	39233

Note : The above figure is exclusive of Lengpui (Urban) Town Of Reiek Block

Source : Census 1991 and 2001 & Statistical Hand book of Mizoram 2000.

1.4 Socio Economic and Cultural back ground :

Majority of the district population are Mizo. There are many others Tribal Communities like Chakma, Bru, Pang, Chorai, Darlawng etc. who are still, very backward and have a long way to go so far as socio cultural development is concerned. This may be due to communication problems and differences in the way of living among the different tribes living in the district. Most of the villages and habitations are cut off during the long rainy season due to poor communication facilities as many villages and habitations are linked with fair weather roads only.

As the district is situated on the border of Bangladesh and Tripura, the way of living and practices of the people living in the border villages are very similar to that of Bangladesh and Tripura. Food habits, religious practices, traditions and customs, cultural practices of the people living in this remote villages are quite different from the Mizo custom and practices that it is very difficult for the district to march forward a long with the other districts of the state towards development.

However, the presence of different tribal customs, traditional practices and different religious practices have enriched the district. Christianity is the major religion and there are a number of other religion like Buddhist, Muslim, Hindus etc.

Some name of the villages and places show that the District had been the home of the Rajas of Tripura, who are known as 'Reng' by the Mizo people. *Rengdil*, a small lake and *Reng Puk*, a cave in Rengdil village are the signs that the Rajas of Tripura had been here long ago. As the district is inhabited by many different tribal groups, there is a little language barrier but majority of the population speaks Mizo language.

Table 1.3 : Showing vill communication, essential facilities, available in the district

No of Village Habtn	LINK ROAD			No of Electrified village/habitation		No of Habitation with police station/outpost		Habitation with PHC/Sub-Centre		Habitation PHE water supply		Habitation Telephone facilities	
	Fair weather	Jeepable	Truckable										
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No			
84	24	18	42	63	21	9	75	37	47	40	44	5	79

Source : SSA village survey on August 2001

The above table shows that out of the 84 villages /habitations 24 villages are connected with fair weather roads only, and 18 habitations are connected with jeepable roads only. These roads are narrow and are not useable during the long rainy seasons.

It can be seen from the above table, Mamit District, though sharing international border with Bangladesh, has only 9 Police Stations/Out Posts and only 5 villages are linked with telephone facilities. Out of the 84 villages, 21 habitations are yet to be electrified and 47 villages/habitations are without any health care facilities. Most of the villages are without proper drinking water supplies. 44 habitations depend either

on rain water or sping water. The 40 habitations who are given PHE water connections also have to collect water from a certain PHE water points with pots and tins etc.

1.5 Occupations :

The main occupation of the people is agriculture and horticulture. The district is endowed with a number of rivers which enables wet rice cultivation. Jhum cultivation is also still practiced in most of the villages.

The rivers of the district provides occupation to many families. Fish, sea-shell, crabs etc. are still found in abundance. The rich natural forest also provides timber, bamboos and other forest products on which many people depend their lively hood.

As the climate is wet and warm, it is very suitable for plantation of teak and other trees, for timber which are found in abundance. Besides, oranges, lemon, hatkora, betelnut , ginger etc are planted in many parts of the district which feeds many families.

On the other hand, the success of agriculture and horticulture in the district, the rich natural vegetation and rich forest resources has greatly hampered the development of Education as most of the adult population are busy in the jungle and even engage the children to help them in their works. Due to poor communication facilities, many families of the vilages have to stay in the jungle during the short working season to avail longer working hours and took their children to the jungle that many children lost their chance of schooling due to the occupation of their parents.

Table 1.4 : Showing Economic status and Occupation of families within the district.

Cluster Centre	No of vill./ hab.	No of families	Economic Status			OCCUPATION							
			Low	Middle	High	Govt service	Pvt service	Culti- on	Arti- sans	Busi- ness	Contr- actor	Labo- rer	Religious functionaries
Mamit	10	1491	1274	209	8	277	091	0942	04	28	03	127	09
Kawrtethawveng	08	1474	1170	301	3	201	079	1064	02	30	02	092	08
Zamuang	10	1052	0910	141	1	064	004	0902	-	15	22	042	03
Zawlnuam	07	1190	0995	193	2	193	069	0761	13	41	02	106	05
Rawpuichhip	11	1021	0743	278	-	081	029	0839	01	17	-	053	01
W.Phaileng	08	1152	0961	191	-	128	079	0820	03	20	01	066	35
Phuldungsei	06	0678	0597	081	-	039	018	0586	-	11	01	021	02
Marpara- 'S'	03	0788	0754	034	-	032	017	0690	01	06	--	027	15
Tuipuibari	06	0750	0741	009	-	024	025	0654	-	09	02	035	01
Pukzing	04	0542	0522	020	-	014	002	0523	-	--	--	---	03
Reiek	04	0578	0358	216	4	074	121	0360	01	09	01	007	05
Kanghmun	03	0256	0084	172	-	039	057	0155	--	04	--	002	04
Darlung	04	0346	0306	040	-	052	083	0121	--	28	--	060	02
G.Total	84	11318	9415	1885	18	1218	669	8413	25	218	34	648	93
Percentage			83.79	16.6	0.15	10.76	5.92	74.34	0.22	1.92	0.3	5.72	0.82

Source : SSA village survey on August, 2001

The above table clearly shows that 83.19% families are of low economic status, 16.66% are middle status and only 0.15% are of high economic status.

Out of the total families of 11,318, 8,413 families which is 73.34 % are cultivators. There are still 648 families who are labourers or daily wages earners. This clearly shows that the district is backward in economic point of view. This economic problem cannot be solved immediately through economic measures, but only through the imparting quality elementary education to the future citizens of the district.

1.6 : Flora and Fauna

As stated earlier, Mamit district, though very backward in economic and communication, has many important places worth mentioning. Some of these are listed below :

a) Tuilut : Suangsau river flowing towards western Kolasib emerge in a large hole and entered underground for 400 metres and reappear on a hole 85 feet down the ground. The area covered by water in the hole is about 30 x 16 feet. The river flows over ground again for 2 Kms west-ward where it meets Tuidai river. This is one of the many places which attract tourist from within and outside the state.

b) Pukzing Puk : This is a natural cave, about 1Km far from Pukzing village. The mouth of the cave is about 70 Ft high and 105 Ft wide and about 120 Ft deep. According to Mizo folktale, the cave was curved by 'Mualzavata' with his *hair-pin*.

c) Keng Puk : A cave curve out of a solid rock about 10 Ft high and 10 Ft deep near Rengdil village.

d) Taitesena Thlan : Taitesena was one of the most popular hero, he was known for his bravery, who selflessly served the Chief and died while fighting for his village and community. His grave is near Serhmun village now preserved by Young Mizo Association, Chhawrpial Group.

e) Lungphun lian : A big stone erection, 7Ft high and 5 Ft wide on which pictures of different animals were carved. Its peculiarity and popularity is that all the pictures bulges out from the surface of the stone. It is near Pukzing village.

f) Reiek Kham : A mountain cliff which is 4,868 Ft high. It is told in a Mizo folk tale that it is the home of fairies and demons. It is on the western side of Reiek mountain, the highest peak of the district. Tourism department, Government of Mizoram is now constructing a Tourist resort on the peak.

g) Wild life Sanctuary : Dampa wildlife sanctuary and Tiger reserved forest is in the district covering 500 Sq Kms and is properly maintained by Environment and Forest Department of Mizoram.

h) Betlingsib : This is a triangular pillar on the border of Mizoram, Bangladesh and Tipura. This pillar is seen in the map of India as well as in the World Atlas.

CHAPTER 2

EDUCATION PROFILE

2. As had been mentioned in the preceding chapter, Mamit district is one of the most educationally backward district in Mizoram. This is mainly because of the diverse cultural, socio-economic background and the language barrier that exist within the district. This can be seen from the various table put below :

The number of schools within the district is as,

Table 2.1 : Type/Management wise institution in circles.

Type/Management	Primary Schools		Middle Schools	
	Govt	Private	Govt	Private
MAMIT CIRCLE	40	16	28	9
WPHAILENG CIRCLE	31	15	13	7
LENGPUI CIRCLE	13	2	6	1
REIEK CIRCLE	14		8	2
TOTAL	99	33	55	19

Source : SSA village survey on August 2001

NOTE : It may be noted that Block Wise (R.D.) classification does not conform with Circle Wise classification of Sub-Division. So, clusters are made in accordance with circle classification.

2.2 The schools within each Blocks are further classified into cluster in accordance to their accessibility and management. This can be seen from the table given below :

Table 2.2: (a) Clusters Schools within each Circles.

Reiek Circle (in cluster)

Name of Village	No of P/S		No of M/S	
	Govt	Pvt	Govt	Pvt
REIEK Centre	2	-	1	1
Ailawng	1	-	1	-
V Lungdar	1	-	1	-
Khawrihnim	1	-	1	-
Sub-Total	5	0	4	1
KANGHMUN Centre	2	-	1	-
Iungphun	1	-	1	-
Freichuk	1	-	-	-
Sub-Total	4	0	2	0

Name of Village	No of P/S		No of M/S	
	Govt	Pvt	Govt	Pvt
Darlung Centre	2	-	1	-
S. Sabual	1	-	1	-
Bawlte	1	-	-	-
Bawngthah	1	-	-	1
Sub-Total	5	0	2	1
Table 2.2 : (b) Mamit Circle in cluster				
1. Mamit Centre	7	1	4	2
2. Dampui	1	-	1	-
3. Phaizau	1	-	-	-
4. N.Sabual	1	-	-	-
5. Tlangkhang	1	-	-	-
6. Chilui	1	-	-	-
7. Pathiantlang	-	-	-	-
8. Dalak	1	-	1	-
9. Bawngva	1	-	-	-
10 Nalzawl	-	1	-	1
Sub-Total	14	2	6	3
1. Kawte- thawveng Centre	3	1	2	-
2. Serhmun	1	-	1	-
3. Bunghmun	1	-	1	-
4. Sotapa	-	-	-	-
5 Thaidawr - I	-	1	-	-
6. Thaidawr - II	-	1	-	-
7. Tuidam	1	1	1	1
8. Kawrthah	4	2	2	2
Sub-Total	10	6	7	3
1.Zamuang Centre	1	1	1	1
2. Saikhawthlir	1	1	1	-
3. Chuhvel	1	-	1	-
4. Suarhliap	1	-	1	-
5. Hriphaw	1	1	1	-
6. Rengdil	1	1	2	-
7. K.Sarali	-	-	-	-
8. K.Mualthuam	-	1	-	-
9. Tumpanglui	-	-	-	-
10 Sihthiang	-	1	-	-
Sub-Total	6	6	7	1

Name of Village	No of P/S		No of M/S	
	Govt	Pvt	Govt	Pvt
1. Zawlnuam Centre	3	-	2	-
2. Zawlnuam Thuampui	1	1	1	1
3. Bawrai	1	-	1	-
4. Zawlpui	1	-	1	-
5. Kanhmun	2	1	1	1
6. Lushaicherra	1	-	1	-
7. Bungthuam	1	-	1	-
Sub-Total	10	2	8	2
Table 2.2 : (c) LENGPUI CIRCLE in cluster				
1. Rawpui- chhip Centre	3	1	1	-
2. Hmunpui	2	-	1	-
3. Lengte	1	-	1	-
4. W. Serzawl	1	-	1	-
5. Nghalchawm	1	-	-	-
6. Saitlaw	1	-	-	-
7. Dapchhuah	1	1	-	1
8. Dilzawl	-	-	-	-
9. Rulpuihlim	1	-	1	-
10 Chungtlang	1	-	-	-
11 Tuahzawl	1	-	1	-
Sub-Total	13	2	6	1
Table 2.2:(d) W.PHAILENG CIRCLE in cluster				
1. W.PHAILENG Centre	3	1	1	-
2. W.Phaileng Dintar	2	2	1	-
3. Damparengpui	-	3	1	1
4. Teirei Forest	1	-	-	-
5. Tuirum	1	-	-	-
6. Khawhnai	1	-	1	-
7. Chhippui	2	-	1	-
8. Salem Bourding	-	1	-	1
Sub-Total	10	7	5	2
1. Phuldungsei8 Centre	3	1	1	1
2. Saithah	1	-	1	-
3. Lallen	1	-	1	-
4. W.Phulpui	1	-	-	-
5. Parvatui	1	-	1	-
6. Zopui	-	-	-	-
Sub-Total	7	1	4	1

Name of Village	No of P/S		No of M/S	
	Govt	Pvt	Govt	Pvt
1. Marpara -S Centre	1	2	1	2
2. Marpara - N	1	1	-	1
3. Tapachhora	1	-	-	-
4. Hruiduk	1	-	-	-
Sub-Total	4	3	1	3
1. Tuipuibari-II Centre	2	2	1	1
2. Tuipuibari - I	1	1	-	-
3. Undermanik	1	-	-	-
4. Belkhai	1	-	-	-
5. Khantlang	1	-	-	-
6. Chikha	-	-	-	-
Sub-Total	6	3	1	1
1. Pukzing Centre	1	-	1	-
2. Pukzing Vengthar	1	-	-	-
3. Silsuri	1	1	1	-
4. Hnahva	1	-	-	-
Sub-Total	4	1	2	-
Grand Total	99	33	55	19

Source : SSA village survey on August, 2001

Note : It may be noted that there are some put schools. Out of the 52 private schools, 10 schools are by individuals, 42 schools are Mission schools of different denominations.

2.3 : ACCESS :

In Mamit District, 93 % of the rural population has access to Primary schooling facility within a walking distance of 1 Km and 97 % has access to Middle schools or Upper Primary school within 2 Km.

There are two Higher Secondary Schools. One in Kawrthah village and the other is in Mamit village and is attached to Mamit College.

There are 7 villages/habitations without any school, 7 villages where there is only private school, 19 villages without Middle schools and 7 villages with Private Middle School only.

Schoolless Village

Table : 2.3

Habitation/Village without school	Village with only		Village without M/S
	Pvt.P/S	Pvt M/S	
7	7	7	19

Source : SSA village survey on August, 2001

2.4 : ENROLMENT

Enrolment in Mamit district is comparatively low compared to the density of population between 6 - 14 years of age. This may be attributed by the poor economic condition and lack of awareness of the importance of education on the part of the parents and children themselves. Since, universal enrolment is an important component of UFE a detailed analysis of enrolment is taken. This can be seen from the table given below.

Table 2.4 Total Population (6 - 14 years)

School Going Children (Circle Wise)

Circle Village	Total Popln		School Going		Out of School		Disable		Pre-School	
	M	F	M	F	M	F	M	F	M	F
Mamit	5,176	4,764	2,722	2,465	520	0,518	16	21	37	28
W.Phaileng	4,692	4,205	1,909	1,420	979	1,052	07	09	36	26
Lengpui	0,901	0,916	0,458	0,493	173	0,163	02	02	09	05
Reiek	1,100	1,041	0,674	0,640	018	0,026	05	05	-	-
Total	11,869	10,926	5,763	5,018	1,690	1,759	30	37	82	59

Source : SSA vi llage survey on August 2001

Note : In the total of school going children, it may be noted that Disable School Children are already included.

Table 2.5 Class Wise Enrolment (Circle Wise)

Circle Village	Pre-School		CI I - VII		CI VIII - X	
	M	F	M	F	M	F
Mamit	33	20	2590	2331	99	114
W.Phaileng	111	65	1771	1314	27	40
Lengpui	-	3	443	462	15	28
Reiek	4	3	645	596	25	42
Total	148	91	5449	4703	166	224

Source : SSA vi llage survey on August 2001

2.5 : DROPOUT

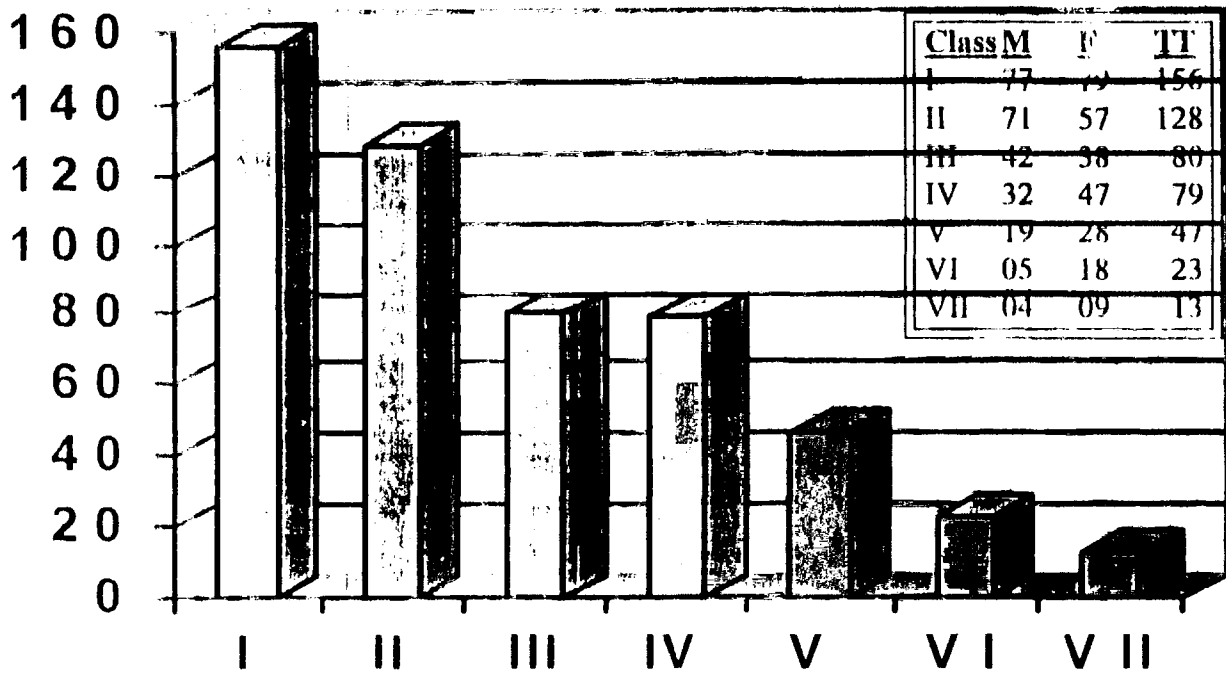
Mamit district faced a number of problems regarding Drop Outs and Out of School population problems. There are many children who do not avail education and those who do, Drop Out or leave school due to one reason or another. Survey has been conducted in order to find out which level, Drop Out.

Table 2.6 : DROP OUT (In Circle clusters)

Cluster Centre	CLASS IN WHICH DROPPED													
	I		II		III		IV		V		VI		VII	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Mamil	7	13	5	9	7	2	7	8	2	2	1	2	-	1
Kawrte- thawveng	9	11	6	2	1	5	2	4	3	2	2	6	-	1
Zamuang	1	2	11	7	7	5	2	5	2	4	1	2	3	1
Zawlnuam	7	5	5	3	4	5	3	5	1	5	-	1	-	2
Sub-Total	24	31	27	21	19	17	14	22	8	13	4	11	3	5
W.Phaileng	26	29	5	11	2	4	4	6	2	3	-	-	1	-
Phuldungsei	1	3	2	2	2	2	3	5	3	3	-	2	-	1
Pukzing	6	3	10	2	1	-	1	1	-	-	-	-	-	-
Marpara	5	1	6	2	1	-	-	1	-	-	1	-	-	-
Tuipuibari	6	3	16	9	8	3	2	1	2	-	-	-	-	-
Sub-Total	44	39	39	26	14	9	10	14	7	6	1	2	1	1
Lengpui	8	5	4	9	7	5	3	8	3	4	-	3	-	3
Reiek	1	4	1	1	2	7	5	3	1	5	-	2	-	-
Kanghmun	-	-	-	-	-	-	2	1	-	-	-	1	-	-
Darlung	1	2	-	-	1	1	2	1	1	4	-	-	-	-
Sub-Total	2	6	1	1	3	8	9	5	2	9	-	3	-	-
Grand Total	77	79	71	57	42	38	32	47	19	28	5	18	4	9

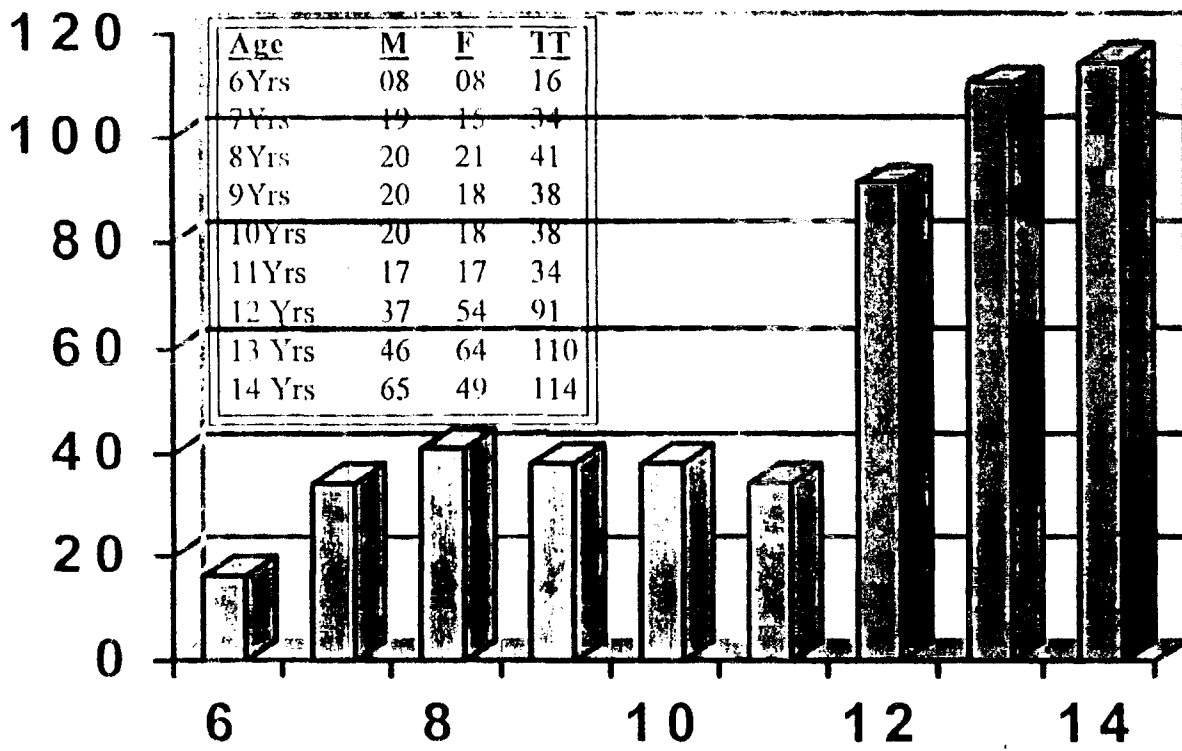
Source : SSA village survey on August 2001

Note : We can see from the above data that the total Drop Out between CI I- VII amounts to 526 Drop Outs occurs most at the level of Class I- IV.



Class in which dropped

Bar chart showing at which level Dropped Out in the most.



Age Group

Bar chart showing at which age level Dropped Out is the most

Table 2.7 : Table showing no. of Drop Out and reason for Drop Out

REASONS FOR DROP OUT (Circle Clusters)

Cluster Centre	Parent not interested	Child not interested	Have to help parents	Poverty	Ill-health	Disability	No higher institution	Others
Mamit	12	12	4	28	-	1	6	3
Kawrtethawveng	-	21	4	24	3	-	-	2
Zamuang	1	10	2	24	2	2	1	11
Zawlnuam	1	18	1	22	4	-	-	-
Sub-total	14	61	11	98	9	3	7	16
W.Phaileng	11	32	3	47	-	-	-	-
Phuklungsei	5	12	3	8	1	-	-	-
Pukzing	1	3	-	18	2	-	-	-
Marpara	-	3	4	8	2	-	-	-
Tupuibari	4	2	6	38	-	-	-	-
Sub-Total	21	52	16	119	5	0	0	0
Lengpui	17	7	9	23	1	2	3	-
Reiek	-	5	1	6	-	3	-	-
Kanghmun	-	1	-	3	-	-	-	-
Darlung	1	2	-	10	-	-	-	-
Sub-Total	1	8	1	19	-	3	0	0
G.Total	53	128	37	259	15	8	10	16

Source : SSA village survey on August 2001

Note ; Drop Out rate in Mamit district is quite high. From the Survey conducted it is found that the highest cause of Drop Out is poverty. 259 children drop out of school due to poverty while 8 children Drop Out due to Disability which is the lowest cause.

Table 2.8 : AGE WISE DROP OUT (6 - 14 Yrs)

As mentioned before there are quite a large number of Drop Out plus Never Attending Children this district. The age level which had the most Drop Out can be seen below :-

Cluster Centre	6 Yrs		7 Yrs		8 Yrs		9 yrs		10 Yrs		11 Yrs		12 Yrs		13 Yrs		14 Yrs	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Mamit	1	1	1	2	1	3	1	3	3	2	1	3	3	7	7	7	11	9
Kavrtethawveng	0	0	0	3	1	2	2	1	0	2	1	0	5	3	3	12	11	9
Zanuang	0	0	0	0	0	1	0	1	2	2	1	1	4	8	6	7	14	6
Zawlnuam	0	0	2	1	1	0	2	2	2	0	4	2	1	7	3	6	5	6
Sub-Total	1	1	3	6	3	6	5	7	7	6	7	6	13	25	19	32	41	31
W.I haileng	4	4	5	3	3	10	2	4	5	9	3	3	6	9	8	8	4	3
Phudungsei	0	1	0	0	2	1	0	0	0	1	1	1	5	4	4	7	0	2
Pukzing	0	0	7	4	5	1	4	1	1	0	0	0	0	0	0	1	0	0
Marpara	0	0	0	0	0	0	2	0	0	0	1	0	2	3	3	0	5	1
Tupuibari	0	0	2	1	4	1	4	3	6	5	2	2	5	2	3	1	8	1
Sub-Total	4	5	14	8	14	13	12	8	12	15	7	6	18	18	18	16	18	7
Lengpui	3	1	2	1	3	2	3	2	1	6	2	4	5	8	5	7	1	6
Reiek	0	1	0	0	0	0	0	1	0	1	0	0	0	1	0	4	3	1
Kanghmun	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	1	0
Darlung	0	0	0	0	0	0	0	0	0	0	1	1	1	2	3	3	1	1
Sub-Total	0	1	0	0	0	0	0	1	0	1	1	1	1	3	4	9	5	5
G.Total	8	8	19	15	20	21	20	18	20	18	17	17	37	54	46	64	65	49

Source

SSA village survey on August 2001

From the above statement it can be best seen that Drop Out occurs most between the age of 12 - 14 Yrs of age.

2.7 : TEACHERS

There are 268 teachers in the Primary Section and 306 teachers in the Middle Section. Out of it 417 are Male and 157 are Female. In the P/S section 94.77 % are of S/T and 5.22 % are S/C while in the M/S section 95.09 % are S/T and 4.91 % are of S/C. There are also 38 NFE Instructors and 156 Anganwadi wokers.

There are 83.95 % and 87.90 % Trained teachers in the P/S and M/S sections respectively and 16.04 % in the P/S section and 12.09 % in the M/S section are Untrained.

Regarding teachers qualification, 22.47 % are Graduated, 24.04 % are PUC, 35.07 % are HSLC and 18.46 % are under HSLC.

Table 2.9 CASTE WISE AND TRAINED & UNTRAINED TEACHER

Cluster Centre	PRIMARY SECTION										MIDDLE SECTION									
	SC		ST		OTHERS		TRAIN		UNTRAIN		SC		ST		OTHERS		TRAIN		UNTRAIN	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Mamit	0	0	19	17	0	0	17	17	1	0	0	0	21	7	0	0	18	5	3	2
Kawrtethawveng	0	0	25	19	0	0	23	15	2	4	0	0	34	8	0	0	34	4	0	4
Zamuang	0	0	12	9	0	0	8	8	4	1	1	1	34	6	0	0	31	4	4	3
Zawlnuam	0	0	7	23	0	0	7	23	0	0	0	0	34	9	0	0	34	8	0	1
Sub-Total	0	0	63	68	0	0	55	63	7	5	1	1	123	30	0	0	117	21	7	10
W.Phaileng	0	0	17	10	0	0	11	5	6	5	0	0	26	6	0	0	26	6	0	0
Phuldungsei	0	0	11	4	0	0	11	2	0	2	0	0	19	2	0	0	18	1	1	1
Pukzing	4	0	3	0	0	0	2	0	5	0	5	0	5	1	0	0	5	1	5	0
Marpara	5	0	1	0	0	0	3	0	3	0	4	0	0	1	0	0	3	1	1	0
Tuipuibari	5	0	2	1	0	0	3	1	4	0	4	0	0	0	0	0	4	0	0	0
Sub Total	14	0	34	15	0	0	30	8	18	7	13	0	50	10	0	0	56	9	7	1
Lengpui	0	0	29	7	0	0	26	5	3	2	0	0	27	7	0	0	23	3	4	4
Reiek	0	0	11	4	0	0	11	4	0	0	0	0	21	3	0	0	19	2	2	1
Kanghmun	0	0	6	5	0	0	6	5	0	0	0	0	7	2	0	0	7	2	0	0
Darlung	0	0	10	2	0	0	10	2	0	0	0	0	8	3	0	0	8	2	0	1
Sub-Total	0	0	27	11	0	0	27	11	0	0	0	0	36	8	0	0	34	6	2	2
G.Total	14	0	153	101	0	0	138	87	28	14	14	1	236	55	0	0	230	39	20	17

Source : SSA village survey on August 2001

Table 2.10 : TEACHER'S QUALIFICATION

	PRIMARY SECTION										MIDDLE SECTION									
	PG		BA		PU		HSLC		CI-VIII		PG		BA		PU		HSLC		CI-VIII	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Mamit	0	0	1	1	3	2	11	8	3	6	0	0	9	5	7	1	5	1	0	0
Kawrtethawveng	0	0	0	1	4	6	16	3	5	9	0	0	14	1	10	3	5	3	5	1
Zamuang	0	0	0	0	1	1	7	2	4	6	0	0	16	1	8	2	8	3	4	0
Zawlnuam	0	0	0	0	1	1	6	12	0	10	0	0	11	2	11	3	9	4	3	0
Sub-Total	0	0	1	2	9	10	40	25	12	31	0	0	50	9	36	9	27	11	12	1
W.Phaileng	0	0	0	3	3	1	10	4	4	2	0	0	10	0	8	2	5	2	4	1
Phuldungsei	0	0	1	0	4	0	6	2	1	1	0	0	7	1	5	0	5	1	2	0
Pukzing	0	0	0	0	1	0	4	0	2	0	0	0	3	1	4	0	2	0	1	0
Marpara	0	0	0	0	0	0	6	0	0	0	0	0	1	0	3	0	0	1	0	0
Tuipuibari	0	0	0	0	1	0	4	1	2	0	0	0	2	0	1	0	1	0	0	0
Sub Total	0	0	1	3	9	1	30	7	9	3	0	0	23	2	21	2	13	4	7	1
Lengpui	0	0	6	0	1	3	17	2	5	2	0	0	14	2	6	2	6	3	1	0
Reiek	0	0	0	0	0	0	5	3	6	1	0	0	10	0	11	3	0	0	0	0
Kanghmun	0	0	0	1	0	0	1	2	5	2	0	0	2	0	5	2	0	0	0	0
Darlung	0	0	0	0	0	0	3	1	7	1	0	0	2	1	6	2	0	0	0	0
Sub-Total	0	0	0	1	0	0	9	6	18	4	0	0	14	1	22	7	0	0	0	0
G.Total	0	0	8	6	19	14	98	40	44	40	0	0	101	14	85	20	46	18	20	2

Source : SSA village survey on August 2001

Table 2.11: STATUS OF TEACHERS (Circle Wise)

Name of Circle	Primary				Middle				Total
	Regular		Officiating		Regular		Officiating		
	M	F	M	F	M	F	M	F	
Mamit	55	63	7	5	119	23	5	8	286
W.Phaileng	37	11	11	4	63	10	0	0	136
Lengpui	25	5	4	2	27	4	0	3	70
Reiek	27	11	0	0	36	8	0	0	82
Total	144	90	22	11	245	45	5	11	574

Source : SSA village survey on August 2001

Table 2.12: Teacher Per School and Teacher Pupil Ratio(TPS & TPR)

Name of Cluster	No of Schools		No of Teachers		T P S		T P R	
	P/S	M/S	P/S	M/S	P/S	M/S	P/S	M/S
Mamit	14	6	36	28	1:2.6	1:4.6	1:23	1:10
Kawrtethawveng	10	7	44	42	1:4.4	1:6.0	1:21	1:10
Zamuang	06	7	21	42	1:3.5	1:6.0	1:22	1:8
Zalnuam	11	8	30	43	1:2.7	1:5.3	1:19	1:6
W Phaileng	10	5	27	32	1:2.7	1:6.4	1:16	1:8
Phuldungsei	07	4	15	21	1:2.1	1:5.2	1:30	1:9
Marpara	04	1	06	05	1:1.5	1:5.0	1:15	1:2
Tuipuibari	06	1	08	04	1:1.6	1:4.0	1:28	1:6
Pukzing	04	2	07	11	1:1.7	1:5.5	1:28	1:2
Rawpuichhip.	13	6	36	34	1:2.8	1:5.6	1:26	1:9
Reiek	05	4	15	24	1:3.0	1:6.0	1:14	1:7
Kangmun	04	2	11	09	1:2.6	1:4.2	1:5	1:8
Darlung	05	2	12	11	1:2.4	1:5.5	1:16	1:11
Total	99	55	268	306	1:2.7	1:5.6	1:20	1:8

Source : SSA village survey on August 2001

Note : From the above table, it is clearly seen that enrolment drive is very much necessary in most villages specially in Pukzing and Marpara Centre. Rationalisation of teachers is also very much needed.

SCHOOL BUILDING AND FACILITIES

School building plays an important role in determining the stability and progress of the school. It creates an amiable school atmosphere. The condition of the schools under Mamit district are as below ;

Table 2.13

School Building

Table 2.14

School having separate rooms

Cluster Centre	School Building			School having separate rooms							
	Pucca	Semi-Pucca	Kutchha	Separated Hdm Room				Separated Teachers Room			
				P/S		M/S		P/S		M/S	
				Yes	No	Yes	No	Yes	No	Yes	No
Mamit	8	10	2	1	13	3	3	11	3	6	0
Kawrte..	0	16	1	2	08	3	4	10	0	7	0
Zamuang	1	11	1	0	06	1	6	06	0	5	2
Zawlnuam	2	15	2	2	09	2	6	10	1	7	1
W.Phaileng	0	15	0	2	08	4	1	07	3	5	0
Phuldungsei	0	11	0	0	07	3	1	06	1	4	0
Pukzing	0	05	1	0	04	0	2	03	1	2	0
Marpara	0	05	0	2	02	1	0	02	2	1	0
Tuipuibari	1	06	0	1	05	0	1	01	5	0	1
Rawpuichhip	1	17	1	2	11	4	2	12	1	6	0
Reiek	0	09	0	1	04	2	2	05	0	4	0
Kanghmun	0	06	0	0	04	1	1	04	0	2	0
Darlung	0	07	0	0	05	0	2	05	0	2	0
Total	13	133	8	13	86	24	31	82	17	51	4

Source : SSA village survey on August 2001

Note : From the above table 2.13. we learnt that there are only 13 schools having Pucca Buildings, 133 schools are Semi-Pucca. There are still as many as 8 Kutchha Buildings at present.

From table 2.14, we can see that there are as many as 117 schools having no separate rooms for Head incharge while 21 schools have no Teacher's Common Room.

2.9 The number of class room each school have differs. While some schools have 4 rooms, others have only 2 rooms. This is mostly convenience because of dearth of teachers and partly because of lack of structure. There are 8 schools with 2 rooms, 10 schools with 3 rooms and 81 schools with 4 rooms.

Source : SSA village survey on August 2001

2.10 REQUIREMENT OF FURNITURES

Most of the schools within Mamit district are in need of additional and new furniture as shown below. Some school use make shift bamboos for table while in some schools, the furnitures are very old and needs replacement.

Table 2.15 : Requirement of Furnitures

Cluster Centre	Bench	Desk	Table	Chair	BlackBoard
Mamit	192	194	70	73	46
Kawrethawveng	339	353	53	63	34
Zanuung	223	218	67	61	32
Zawluam	124	123	36	38	20
W.Phaileng	135	102	39	51	29
Phuldungsei	107	100	39	41	06
Pukzing	076	076	29	29	13
Marpara	041	029	10	16	09
Tuipuibari	086	067	19	20	09
Rawpuichhip	111	117	33	44	13
Reiek	087	087	42	42	25
Kanghmun	096	098	31	33	17
Darlung	048	049	21	25	03
Total	1665	1613	489	536	254

Source : SSA village survey on August 2001

Table 2.16 : HAVING ACADEMIC EQUIPMENT

Circle Cluster	Type Wrtter		Dup. Machine				Radio/Tape				Notice Board				Cup Board					
	PS MS		PS MS		PS MS		PS MS		PS MS		PS MS		PS MS		PS MS					
	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N				
Mamit	2	12	4	2	0	14	0	6	1	13	1	5	1	13	2	4	3	11	2	4
Kawre	2	8	4	3	1	9	1	6	0	10	0	7	4	6	3	4	4	6	6	1
Zanuung	1	5	5	2	0	6	0	7	2	4	0	7	3	3	6	1	2	4	1	6
Zawluam	2	9	7	1	1	10	3	5	2	9	2	6	1	10	3	5	7	4	2	6
W.Phaileng	3	7	3	2	0	10	2	3	1	9	0	5	3	7	3	2	4	6	3	2
Phuldungsei	2	5	4	0	0	7	3	1	1	6	0	4	2	5	3	1	2	5	1	3
Pukzing	0	4	0	2	0	4	0	2	0	4	0	2	0	4	2	0	0	4	0	2
Marpara	0	4	0	1	0	4	0	1	1	3	0	1	1	3	0	1	0	4	0	1
Tuipuibari	0	6	0	1	0	6	0	1	0	6	0	1	0	6	0	1	0	6	0	1
Rawpuichhip	7	6	5	1	1	12	3	3	1	12	1	5	5	8	6	0	7	6	4	2
Reiek	2	3	2	2	3	2	2	2	0	5	0	4	0	5	4	0	2	3	2	2
Kanghmun	0	4	2	0	0	4	1	1	0	4	1	1	0	4	2	0	2	2	1	1
Darlung	0	5	1	1	0	5	1	1	0	5	0	2	0	5	2	0	3	2	2	0
G Total	21	78	37	18	6	93	16	39	9	90	5	50	20	79	36	19	36	83	24	31

Source : SSA village survey on August 2001

Note : From the above table we can see that most of the schools are without academic equipment that are needed in the schools.

TABLE 17 ; Basic Amenities :

Almost all the schools are without Basic Amenities that are needed in the schools facilities like Laboratory, Library etc are practically nil as shown in the table 16.

Cluster Centre	Laboratory		Library		Workshed		Carteen		Drinking water		Toilet		Fencing		Electric																	
	PS	MS	PS	MS	PS	MS	PS	MS	PS	MS	PS	MS	PS	MS	PS	MS																
	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N																
Mamit	0	14	1	5	0	14	1	5	1	13	0	6	0	14	0	6	1	13	2	4	1	13	2	4								
Kawrtethawveng	0	10	0	7	0	10	0	7	0	10	0	7	9	1	5	2	1	9	1	6	4	6	6	1	0	10	0	7				
Zamuang	0	6	0	7	0	6	0	7	0	6	0	7	4	2	3	4	0	6	1	6	0	6	3	4	0	6	1	6				
Zawnuam	0	11	0	8	0	11	0	8	0	11	0	8	9	2	4	4	0	11	0	8	2	9	4	4	3	8	4	4				
W Phaileng	0	10	0	5	0	10	1	4	0	10	0	5	1	9	0	5	7	3	5	0	1	9	1	4	3	7	3	2	1	9	2	3
Phuldungsei	0	7	0	4	1	6	0	4	0	7	0	4	0	7	0	4	6	1	3	1	0	7	1	3	1	6	2	2	0	7	0	4
Pukzing	0	4	0	2	0	4	0	2	0	4	0	2	1	3	1	1	0	4	0	2	4	0	1	1	0	4	0	2	0	4	0	2
Marpara	0	4	0	1	0	4	0	1	0	4	0	1	2	2	0	1	0	4	0	1	0	4	1	0	0	4	0	1	0	4	0	1
Tuiputbari	0	6	0	1	0	6	0	1	0	6	0	1	0	6	0	1	0	6	0	1	1	5	0	1	0	6	0	1	0	6	0	1
Rawpuichhip	0	13	0	6	1	12	0	6	0	13	1	5	0	13	0	6	6	7	5	1	1	12	2	4	4	9	1	5	1	12	1	5
Reiek	0	5	0	4	0	5	0	4	0	5	0	4	2	3	4	0	0	5	0	4	0	5	0	4	0	5	0	4	0	5	0	4
Kanghmun	0	4	0	2	0	4	1	1	0	4	0	2	0	4	0	2	2	2	2	0	1	3	2	0	0	4	0	2	0	4	1	1
Dartung	0	5	0	2	0	5	0	2	1	4	0	2	0	5	0	2	2	3	2	0	2	3	1	1	0	5	0	2	0	5	0	2
Total	0	99	1	54	2	97	3	52	2	97	1	54	1	98	0	55	58	41	37	18	6	93	9	46	20	79	23	32	6	93	11	44

Source : SSA village survey on August 2001

TABLE 18 : TEACHING LEARNING MATERIALS

Cluster Centre	Map			Chart				Globe				Science Kit				Maths Kit				Text Book				Guitar				Drum							
	PS	MS		PS	MS			PS	MS			PS	MS			PS	MS			PS	MS			PS	MS			PS	MS						
Mamit	4	10	5	1	3	11	5	1	0	14	5	1	0	14	5	0	1	13	3	3	8	6	5	1	0	14	0	6	0	14	0	6	0	14	0
Kawrtethawveng	1	9	5	1	1	9	5	1	1	9	5	1	5	5	5	1	3	7	4	3	9	1	7	0	1	9	0	7	0	10	0	7	0	10	0
Zamuang	3	3	5	2	3	3	4	3	2	4	6	1	1	5	5	2	1	5	3	4	4	2	6	1	0	6	0	7	0	6	0	7	0	6	0
Zawinuam	6	5	8	0	5	5	5	3	4	7	6	2	1	10	5	2	1	10	2	6	8	3	7	1	0	11	0	8	0	11	0	8	0	11	0
W. Phaileng	6	4	5	0	4	5	5	0	4	5	5	0	2	8	4	1	3	7	4	1	5	5	5	0	0	10	0	5	3	7	2	3	3	7	2
Phuidungsei	5	2	4	0	3	4	3	1	5	2	4	0	1	5	4	0	4	3	4	0	5	2	4	0	0	7	0	4	0	7	0	4	0	7	0
Pukzing	2	2	2	0	2	2	2	0	1	3	2	0	0	4	2	0	1	3	1	1	2	2	2	0	0	4	0	2	0	4	0	2	0	4	0
Marpara	1	3	1	0	0	4	1	0	1	3	1	0	1	3	1	0	0	4	1	0	1	3	0	1	1	3	0	1	1	3	0	1	1	3	0
Tuipuiban	0	6	0	1	0	6	1	0	0	6	1	0	0	6	1	0	0	6	1	0	0	6	1	0	0	6	1	0	0	6	1	0	0	6	1
Rawpuichhip	9	4	6	0	9	4	6	0	4	9	6	0	0	13	5	1	2	11	4	2	10	3	5	0	0	13	6	0	1	12	0	6	6	12	0
Reiek	4	1	4	0	5	0	4	0	3	2	4	0	2	3	3	1	0	5	3	1	5	0	3	1	0	5	0	4	0	5	0	4	0	5	0
Kanghmun	3	1	2	0	3	1	2	0	2	2	2	0	0	4	2	0	0	4	0	2	4	0	1	1	0	4	0	2	0	4	0	2	0	4	0
Darlung	4	1	2	0	2	3	2	0	1	4	2	0	1	4	2	0	0	5	0	2	0	5	0	2	0	5	0	2	0	5	0	2	0	5	0
G. Total	48	51	50	5	40	59	46	9	28	71	50	5	14	85	47	8	16	83	30	25	61	38	47	8	2	97	7	48	5	94	3	52	5	94	3

Source : SSA village survey on August 2001

TABLE 19 : PLAY MATERIAL

Cluster Centre	Foot Ball		Volley Ball				Basket Ball				Hockey				Badminton				Table Tennis				Draught Board				Chinese Checker					
	PS		MS		PS		MS		PS		MS		PS		MS		PS		MS		PS		MS		PS		MS					
	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N				
Mamit	9	5	5	1	1	13	4	2	0	14	0	6	0	14	0	6	0	14	0	6	0	14	1	5	0	14	0	6	2	12	0	6
Kawrtethawveng	7	3	6	1	1	9	5	2	10	0	7	0	0	10	1	6	0	10	0	7	0	10	0	7	0	10	1	6	1	9	1	6
Zamuang	3	3	5	2	2	4	6	1	0	6	0	7	0	6	0	7	0	6	0	7	0	6	0	7	0	6	2	5	0	6	0	7
Zawinuam	8	3	8	0	2	9	7	1	0	11	1	7	1	10	0	8	1	10	0	8	0	11	1	7	0	11	0	8	0	11	0	8
W Phaileng	5	5	4	1	1	9	3	2	0	10	0	5	0	10	0	5	0	10	2	3	0	10	0	5	1	9	2	3	1	9	3	2
Phuldungsei	5	2	4	0	3	4	4	0	0	7	1	3	0	7	0	4	0	7	0	4	0	7	0	4	1	6	1	3	1	6	1	3
Pukzing	0	4	1	1	0	4	1	1	0	4	0	2	0	4	0	2	0	4	0	2	0	4	0	2	1	3	0	2	1	3	1	1
Marpaz	0	4	1	0	0	4	1	0	0	4	0	1	0	4	0	1	0	4	0	1	0	4	0	1	0	4	0	1	0	4	0	1
Tuipuibari	0	6	0	1	0	6	0	1	0	6	0	1	0	6	0	1	0	6	0	1	0	6	0	1	0	6	0	1	0	6	0	1
Rawpuichhip	8	5	6	0	2	11	6	0	1	12	1	5	0	13	0	6	0	13	0	6	0	13	1	5	2	11	2	4	1	12	1	5
Reiek	2	3	3	1	2	3	3	1	0	5	0	4	0	5	0	4	0	5	0	4	0	5	4	0	2	3	3	1	1	4	4	0
Kanghmun	1	3	2	0	0	4	1	1	0	4	0	2	0	4	0	2	0	4	0	2	0	4	1	1	0	4	1	1	0	4	2	0
Dailung	4	1	1	1	0	5	2	0	0	5	0	2	0	5	0	2	0	5	0	2	0	5	1	1	0	5	0	2	0	5	1	1
G. TOTAL	52	47	46	9	14	85	43	12	11	88	10	45	1	98	1	54	1	98	2	53	0	99	9	46	7	92	12	43	8	91	14	41

Source : SSA village survey on August 2001

2.11 : Existing schemes for the improvement of Elementary Education in the district :

1. Free supply of Text Books and Uniforms for poor students : This is a scheme adapted by the state government. Its ensure UFE in the state level.
2. Mid Day Meal : This is a national programme provided for Primary Sections.
3. Operation Black-Board Scheme : Operation Black Board is a Centrally Sponsored Scheme for the improvement of the schools. This scheme is greatly benefited by this district. O.B. Schemes provide additional teacher to single teacher, Teaching Learning Materials and Funds for construction of school buildings.
4. Community Participation : Community Participation at all levels in the field of education is felt needed for the improvement and maintainance of school bulding. Bearing this in mind, Parent Teacher Association (PTA) is formed in every village and function actively in promoting the welfare of the school. Besides this, school Building Committee is constituted in every village. The main function is to see the physical aspect of the school, its maintainace and construction and welfare of the school.
5. Merit Scholarship : It is given to gifted children who secure high position in public examination, at the rate of Rs 120.00 per student per month.
6. Special Scholarship : This scholarship is awarded to poor student recommended by the head of the institution where the student at the rate of Rs 720.00 per year per student.

CHAPTER III

PLANNING PROCESS

As already mentioned in the earlier chapter, Mamit district is comprised of different people with ethnic and cultural background. The people residing near the border of Bangladesh and Tripura are mostly Brus and Chakmas whose culture and traditions greatly differ from the other inhabitants of the district. More-over, they are poor economically. Because of this diversity in culture, language and social life, Mamit district needs special consideration for the achievement of UEE. For this, the quality and the extend of community participation in planning, implementation and monitoring is greatly assential in the various steps the district is taking. Until and unless community owns the realisation and spirit of the importance of education, UEE cannot be fully achieved.

In order to bridge the gaps that exist and to ensure universal enrolment and retention, the district is launching a new scheme named *Sarva Shiksha Abhiyan*, a programme with a clear time frame.

This *Sarva Shiksha Abhiyan* is to provide useful and relevant elementary education for all children in the age group of 6 - 14 Years irrespective of caste, creed, religion etc by 2010.

The objectives of *Sarva Shiksha Abhiyan* :

1. All children in school, Education Guarantee Centre, alternate school, 'back to school' camp by 2003.
2. Universal retention by 2010.
3. Bridge all gender, regional and social gaps at primary stage by 2007 and elementary education level by 2010.
4. Focus of elementary education of satisfactory quality with emphasis on education for life.
5. All children complete 5 Years of primary schooling by 2007.
6. All children complete 8 Years of elementary schooling by 2010.

For the achievement of UEE in the district, variuos core groups are formed at various levels. These core groups are the various functionaries in planning monitoring and implementation of the schemes at various levels.

3.1 DISTRICT CORE GROUP :

A district core team was constituted with the District Education Officer (A-W) as District Project Co-Ordinator and SDEO (W-II) act as Convener.

The District core team members are :-

Chairman	:	D.E.O (A-W)
Secretary	:	SDEO (W - II)
Members		1. C.E.O i/c Mamit Circle
		2. C.E.O i/c W.Phaileng Circle
		3. C.E.O i/c Lengpui Circle
		4. C.E.O i/c Reiek Circle

These members act as adhoc body as District Core Team and will hold office for SSA till such time regular appointment by appropriate authority is done. The order of this adhoc body was issued by the Director, School Education vide office Order No B.12018/5/2001 Dte(EDN) of 11th July 2001.

The District Core Groups met several times under the Chairmanship of the DEO (W) to discuss and plan for UEE at the elementary school level. The team decide on how to developed formats for household and school survey.

3.2 : Circle Core Group :

Circle Core Group was also constituted. The concern SDEO acts as Chairman. The Core members are :-

Chairman	:	SDEO (W - II)
Secretary		1. C.E.O i/c Mamit Circle
		2. C.E.O i/c W.Phaileng Circle
		3. C.E.O i/c Lengpui Circle
		4. C.E.O i/c Reiek Circle
Member		1. Headmaster, appointed as Co-Ordinator in the vill.
		2. Head Teacher, appointed as Co-Ordinator in the vill.
		3. Representative of Teacher Association of every vill.

Note :- The CEO's will act as Secretary in their own circles and the other CEO will be Ex-Officio members.

3.3 : There are as many as 84 villages/habitations within Mamit District. Village Core Groups also known as Village Education Committee are formed in each village comprising the following members.

Chairman	:	President, Village Council
Vice Chiarman	:	President, Parent-Teacher Association
Secretary	:	Headmaster/Head Teacher (Co-Ordinator)
Members		1. MUP Representatives (NGO)
		2. MHIP Representatives (NGO)
		3. YMA/YCA Representatives (NGO)
		4. Headmasters and Head Teachers of every schools
		5. Prominent member of the locality
		6. Anganwadi workers of the locality.

3.4 : School Managing Committee/ School Building Committee :

School Building Committee is constituted for the smooth functioning of the school. Members are :-

Chairman	:	President, Village Council or Prominent member
Secretary	:	Headmaster/Head Teacher of the school
Treasurer	:	May be selected amongst the teachers in the committee
Members	:	<ol style="list-style-type: none"> 1. YMA Representative (NGO) 2. VC Representative 3. Teacher Representative 4. PTA Representative 5. SDEO Representative 6. BDO/AO 7. Secretary, V/C.

3.5 : Development of the Data Base :

Conduct of family survey : For planning of UEE, accurate details of children who are in and out of school, the particulars of out of school children, why they dropped out of schools along with their family background is very much necessary. This can form the basis to work out various strategies to provide education facilities for schooling for out of school children in the age group of 6 - 14 Years.

For this, family survey was planned and conducted to reflect the children of 0 - 14 Years of every villages. School survey and village survey was also conducted as well. The required information collected are then consolidated and tabulated as required.

3.6 : Training for Capacity Building :

In order to carry out the above mentioned plans successfully, identifying reliable surveyor is necessary. For this, training at different levels are conducted as :-

a) Training of District Level Core Team was conducted at the Conference Hall at Directorate of School Education on 12th July 2001 and 13th July 2001 by State Level Resource Team comprising of Senior Lecturers from SCERT who had been trained by Resource Group from NIEPA and NCERT.

b) District Level Core Team again trained Village Level Core Team in a One Day Orientation Programme at different circles. For conducting the surveys at the district levels, selected reliable teachers were again trained by the District Core Groups at selected places at Lengpui, W.Phaileng, Mamit and Kawrthah on 6th, 7th, 8th, 9th and 10th August 2001 respectively. Survey materials were distributed to the surveyors during this training. Collection of Data on House Hold, Family, Village and School Information was done and completed during August itself. 270 surveyors were appointed for this. These data were consolidated at district level as the functionaries

of different level were not yet properly functioning. Consolidating and tabulation of the data were done by the District Core Team with the help of selected teachers who were given thorough training.

Table 3.1 Holding of Survey Training :

Sl No	Venue	Date	No of trainees	Resource Persons
1	Kanan P/S	6.8.2001	61	C.Hmingthanga DEO
2	Lengpui P/S	7.8.2001	38	R.Lalthuamliana SDEO
3	W.Phaileng M/S	8.8.2001	65	Rosanga Ralte CEO
4	Mamit M/S - I	9.8.2001	79	Lalammawia Kawlni CEO
5	Kawrthah M/S	10.8.2001	77	Lallianzuali Bawitlung CEO
Total			270	

In all 270 teachers attended the survey training. In addition of survey training they were sensitised to the principles and spirit of SSA. These 270 surveyors, in turn, spread the idea of SSA to every nook and corner of the district.

3.7 : Community Mobilisation :

In order to achieve UEE fully, community participation at all levels of the plan and management is necessary. In order to enhance this, meeting of the VEC at the village level and at cluster level are organised. In this, members of the District Level Core Groups also participated. Members of different levels share their ideas and views openly and from the inter-action, members from different clusters learnt from each other programmes and proposals that are under taken at the village level are reviewed and examined by the District Core Groups whenever possible.

3.8 : Development of Village Educational Plan :

The entire process of generation of data, based on children between 6 -14 Years of age, School going, Out of school, Disable etc. with their family background have been developed from the House Hold survey report. Beside this, village information and school information that had been taken during the survey were consolidated at different levels and were finally submitted to the office of the DEO (W) for further necessary actions. From the survey findings, district plan was formulated and finalised by the District Core Groups.

3.9 : Development of District Elementary Educational Plan :

Planning for District Elementary Educational Plan is not an easy task. It needs careful consideration and planning. The District Core Team actively participated in the meeting at the village level, cluster level as well as in district level meeting and finally develop District Educational Plan in conformity with the guide lines laid out for SSA.

The DEEP represents the perspective plan that gives a frame work of activities over a long term frame to achieve UEE. Annual plan and budget estimate for 10 Years (2001 - 2010) is also worked out.

CHAPTER IV

MAJOR ISSUES AND INNOVATIVE STRATEGIES

For the improvement of Elementary Education to achieve the national goal of UEE under SSA, the following major issues and innovative strategies emerged as a result of the surveys made by the planning teams of all level viz., Village/Habitation, Cluster, Circle and District Level and through their inter-action with leaders of the community, parents, teachers and NGOs.

Major issues and strategies have been framed to the present educational scenario on the key performance indicators viz., Access, Enrolment, Retention, Achievement and Qualities.

4.1 : Access :

In Mamit District 93 % of the population have access to Primary School facility within a working distance of 1 Km and 97 % have access to Middle School or Upper Primary within 2 Km. The house hold survey conducted for SSA on August 2001 shows that 1 % of the 6 - 14 age group population have no access to Primary School facilities. There are 7 schoolless habitations, 7 habitations where there are only Private Primary Schools and 23 habitations without Middle School/Upper Primary School.

In villages where there are no schools, it is proposed to open new schools viz., Formal P/S, Alternative School and Pre-Primary School to provide schooling facilities within a radius of 1 Km.

It is proposed to upgrade the existing Primary Schools to Upper Primary and also upgrade the Primary Schools proposed in this plan gradually to provide access to Upper Primary School facilities.

4.2 Enrolment :

In Mamit District enrolment rate is comparatively low compared to the density of population. In spite of the continuous effort for mass enrolment, there are still some children who never attends school among the poor families and remote areas. This may be attributed by the poor economic condition of the parents and lack of the awareness of the importance of education on the part of the parents and children themselves.

Conduct of campaigns involving Village Education Committee (VEC), teachers and interested personals to sensitise Out of School Children and their parents the value of education, objective of SSA (UEE) and there by convincing them to be enrolled in schools.

Conduct of different duration bridge camps for mainstreaming Out of School children, Never enrolled children and Dropped Out children.

Opening of ECCE centres for children in the age group of 3 - 5 Yrs to have access to pre-schooling facilities.

Specific interventions for the enrolment of children with special educational needs viz., Integrated Educational Activities.

4.3 Retention :

In Mamit District there are many drop out students starting from Class I. This is mainly due to the poor economic conditions of the parents and due to the ignorance on the part the parents and the children themselves of the importance of education. Thus, the parents even encouraged their children to stop schooling so that they may help them in their cultivation. The main occupation of the people is cultivation, which hardly meets their needs. Many students discontinued their studies after completion of Primary School (Class IV) as there is no Upper Primary School facilities in their own habitation or nearby.

Supply of Text Books, Exercise Books, Uniforms and other teaching learning materials either free or on subsidised rate.

Training of teachers, parents and those involved in Elementary Education.

Conducting Retention drives to put regular pressure on parents and the school system to ensure Retention of all children.

4.4 Achievement :

In Mamit District achievement is comparatively low. Majority of the teachers in the extreme western part of the districts are Brus and Chakmas. These teachers face many problems in regards to their profession and service matters. They are comparatively low in regards to their qualification. Most programmes and trainings are conducted in Mizo language which they find it hard to follow and understand.

There are also 15 single teacher schools in the district. Both in Primary School and Middle School there are a number of untrained teacher. Also, the level of motivation is very low in most of the teacher. Low achievement may also be due to uninteresting school enrolment, curriculum and evaluation system.

Preparation of teacher training handbooks for the Non-Mizo teachers.

Organising training and orientation of teachers in cluster resource centres for quality improvement and maintaining higher competency.

Creation of congenial learning environment for all children irrespective of categories/proverty.

Developing tools and tests for monitoring students achievement and keeping systematic record.

Training of remedial programmes or classes by VEC/PTA/Teachers for selected needy children who are not faring too well at school.

Training of supervisors of teachers regarding monitoring and evaluation of pupils achievement and other quality aspects of Elementary Education.

Establishment of Circle Resource Centre (CRC) and formation of Circle Resource Team with appoinment of Resource persons to assist the Circle Education Officer for monitoring, supervision and academic achievement of the circle.

4.5 Quality Measures :

Many steps have been taken by the state govt. towards quality improvement. Yet, the district has not been able to provide universal access. These are habitations without school besides a number of single teacher schools. The infrastructure facilities are less than adequate with most of the school without proper building and other facilities like drinking water, separate toilet for boys and girls, play ground etc. A number of teachers both in Lower Primary and Upper Primary are untrained. The teacher's level of motivation is also very low. And community participation is almost totally absent. School environment and curriculum is uninteresting.

Conducting orientation training to teachers for effective class room teaching.

Establishment of Cluster Resource Centre (CLRC) for professional exchange among teachers within a cluster.

Strengthening of Circle Resource Centre (CRC) by way of providing infrastructure facilities like building, furniture, equipment and contingencies on a recurring basis.

Strengthening of DIETs which monitor the academic activities of the schools and take up various capacity building programmes to the teachers.

Provision of grants such as School grants, Teacher grants and Grants to CRC in the agency circle.

Providing TLM to the Primary and Upper Primary Schools.

Construction of building to new schools.

Construction of additional class rooms to the existing schools.

Maintainance and repair of school buildings.

Providing toilet facilities to the Primary and Upper Primary Schools.

Construction of building for all Circle Resource Centres and Clusters Resource Centre proposed to be established.

Conduct of Pupil Achievement Survey.

Provision of library facilities.



Mamit District Resource Group in action

CHAPTER V

ACCESS, ENROLMENT AND RETENTION

From the course of micro planning exercise conducted in all the habitations of the 4 Circles under Mamit District for active involvement of teachers, NGOs and the community from which suitable interferences were framed at habitation level and the other level which were analysed at the Circle level as well as District level made up the District Elementary Plan.

Mamit District plan was formulated so as to address the problems and proposed strategies in the following areas :-

- Access, Enrolment and Retention.
- Free Text Books for poor students etc.
- Supply of TLM.
- School grant
- Improvement of school environment.
- Early Childhood Care and Education (ECCE)

5.1 Access :

As mentioned in the previous chapter, Mamit District faced a lot of problems regarding Elementary Education viz.,

a) There are 7 schooless habitations where children do not have access to Primary schooling facilities as well as 7 habitations which have only private Primary School facilities runned by different religicus denomination.

b) There is a high accurance of *Drop Out* rate and children *Not Attending* school in the 6 - 14 Yrs age groups especially in the 12 -14 Yrs age groups. This may be attributed mainly to the inaccessibility of Upper Primary School in this own habitation. There are no Upper Govt. Primary Schools in 23 habitations, while there are 3 habitations with only Private Upper Primary Schools.

c) There are also 20 habitations with no Pre-Schooling facilities which hamper quality education in Elementary stages.

Table 5.1 Circle Wise Position of Access and Accessless Habitations :

Name of Circle	Total No of hab.	No of hab. with P/S	No of hab.with-out P/S	No of hab.with Upper P/S	No of hab.with-out Upper P/S	No of hab.with Pvt P/S	No of hab.with-out Pvt P/S
Mamit	35	31	4	26	09	5	3
W Phaileng	27	25	2	15	12	2	0
Lengpui	11	10	1	08	03	0	0
Reiek	11	11	0	09	02	0	0
Total	84	77	7	58	26	7	3

Source : SSA village survey on August 2001

To realise the objectives of SSA, Elementary Education facilities has to be provided to all the children within a walking distance of 1 Km. It is, therefore, proposed to open new formal Primary Schools in all the school-less habitations, upgrade the existing Primary Schools to Upper Primary, open new Primary Schools in all the habitations with only Private run Primary and open Pre-Primary Schools/ECE Centres in the areas where there are no Anganwadi Centres.

5.1(a) New Primary School :

It is proposed to open new Primary Schools in all the 7 school-less habitations and 7 habitations where there is only Private Primary Schools, runned by different religious denominations. In each new Primary School 2 teachers will be provided as per SSA norms.

The details may be seen in the following tables :-

Table 5.2 : School-less Habitations for New P/S and requirement of Teachers :

Name of Habitation for new P/S	Name of Cluster	Population of 0 - 14 age gr.	No of Teachers required
Pathiantlang	Mamit	15	2
Sotapa	Kawrtethawveng	38	2
K.Sarali	Zamuang	67	2
Tumpanglui	Zamuang	22	2
Dilzawl	Rawpuichhip	72	2
Zopui	Phuldungsei	12	2
Chikha	Tupuibari - I	15	2
Total		241	14

Source : SSA village survey on August 2001

Table 5.3 Habitations with only Pvt P/S for new P/S :

Name of Habitation for new P/S	Name of Cluster	Population of 0 - 14 age gr.	No of Teachers required	Pvt P/S runned by
Thaidawr - I	Kawrtethawveng	240	4	Presbyterian.
Thaidawr - IV	Kawrtethawveng	094	2	Presbyterian.
Damparengpui	W.Phaileng	558	4	Presby,Baptist,SA
Salem Boarding	W.Phaileng	023	2	Presbyterian.
Sihthiang	Zamuang	084	2	Presbyterian.
K.Mualthuam	Zamuang	165	2	Private
Nalzawl	Mamit	090	2	Saln. Army
Total		1254	18	

Source : SSA village survey on August 2001

New buildings and furnitures are also proposed to be provided to all these 14 new Primary Schools. The local leaders and community has consented to provide adequate free land for the new Schools and for the construction of school buildings.

5.1 (b) Upgradation of P/S to Upper P/S :

In Mamit district many children discontinued their schooling after completion of class IV in their own habitation due to the absence of Upper Primary School facilities. Thus, the local leaders and community of many habitations are very eager for the upgradation of their Primary School, so that their children may continue their education in their own habitation.

Considering the many problems of the community regarding their children 23 Primary Schools are proposed for upgradation into Upper Primary Schools. The upgradation process to proposed to be implemented in a gradual phase manner. In the first year the upgraded schools will be given 1 room, next year 1 more room and the second next year 1 room. It is also proposed to upgrade the new Primary Schools proposed in this plan by the year 2004, this should also be done in a gradual phase manner.

5.2 Teacher Requirement

To run the Upper Primary Schools 1 Headmaster, 3 Graduate Teachers, 1 Hindi Teacher and 1 IV Grade are required. Therefore, 5 Teaching Staff and Non-Teaching Staff are proposed for each of the upgraded Primary School to be implemented in a gradual phase manner.

5.3 Infrastructure

All the Primary Schools do not have adequate Class Rooms to accommodate the Upper Primary Sections. As such 3 additional class rooms for Upper Primary Sections viz. Classes V, VI & VII are proposed for each of the upgraded Primary Schools plus 1 room each for Headmaster.

Table 5.4 Circle Wise Upgradation of P/S to Upper P/S :

Name of Cluster	No of P/S to be upgraded	No. of staff required				No of Addl. class room required	Room for Hdm.
		Hdm	Teachers	Hindi teacher	IV grade		
Mamit	05	05	15	05	05	15	05
W.Phaileng	11	11	33	11	11	33	11
Rawpuichhip	04	04	12	04	04	12	04
Reiek	03	03	09	03	03	09	03
Total	23	23	69	23	23	69	23

Source : SSA village survey on August 2001

Table 5.5 Habitation Wise Upgradation :

Habitation where to upgrade P/S	Name of Circle	Hdm	No. of staff required			No of Addl. class room	Hdm. room
			Teachers	Hindi teacher	IV grade		
Phaizau	Mamit	1	3	1	1	3	1
Sabual	Mamit	1	3	1	1	3	1
Tlangkhang	Mamit	1	3	1	1	3	1
Chilui	Mamit	1	3	1	1	3	1
Bawngva	Mamit	1	3	1	1	3	1
Pukzing Vengthar	W.Phaileng	1	3	1	1	3	1
Hnahva	W.Phaileng	1	3	1	1	3	1
Teirei Forest	W.Phaileng	1	3	1	1	3	1
Tuirum	W.Phaileng	1	3	1	1	3	1
W.Phulpui	W.Phaileng	1	3	1	1	3	1
Hruiduk	W.Phaileng	1	3	1	1	3	1
Tupuibari - I	W.Phaileng	1	3	1	1	3	1
Undermanik	W.Phaileng	1	3	1	1	3	1
Belkhai	W.Phaileng	1	3	1	1	3	1
Khantlang	W.Phaileng	1	3	1	1	3	1
Marpara North	W.Phaileng	1	3	1	1	3	1
Nghalchawm	Lengpui	1	3	1	1	3	1
Dapchhuah	Lengpui	1	3	1	1	3	1
Chungtlang	Lengpui	1	3	1	1	3	1
Saitlaw	Lengpui	1	3	1	1	3	1
Bawngthah	Reiek	1	3	1	1	3	1
Bawlte	Reiek	1	3	1	1	3	1
Hreichuk	Reiek	1	3	1	1	3	1
Total		23	69	23	23	69	23

Source : SSA village survey on August 2001

5.4 Alternate School :

The Educational Guarantee Scheme and Alternative and Innovative Education Scheme is a part of SSA frame work. As such it is proposed to set up alternate school in 51 habitations. The Alternative and Innovative Education will be incorporated in the management structure of the SSA planning, appraisal and supervision will also be the same. These strategies will be applicable in the remote and backward areas mostly inhabited by the minorities like Brus, Chakmas etc and the habitation where NFE Centres has been dropped from April 2001.

The main focus will be :

- mainstreaming of Out of School children through bridge course of different duration
- specific strategies for special groups like backward communities, children of migrating families etc.
- innovative programmes - the innovation can be in the areas of pedagogic practices, curriculum, programme management, text books and TLMs etc.

As per SSA norms all habitations not having a Primary School within 1 Km will be entitled to have an EGS type school. Out of school children will have an opportunity to avail bridge courses, aimed of their mainstreaming.

Table 5.6 Cluster Wise Requirement of Alternate School :

Name of Cluster	Population 0-14 Yrs			School going 6-14 Yrs			Out of School 6-14 Yrs			Alt. school proposed	
	M	F	TT	M	F	TT	M	F	TT	P/S level	Upper P/S level
Mamit	862	784	1646	735	646	1381	127	138	265	7	2
Kawrtethawveng	943	940	1883	852	824	1676	091	116	207	4	0
Zamuang	732	667	1399	506	471	0977	226	196	422	5	2
Zawlnuam	701	596	1297	629	524	1153	072	072	144	5	0
W.Phaileng	813	671	1484	719	568	1287	094	103	197	6	0
Phuldungsei	408	396	0804	386	358	0744	022	038	060	3	0
Marpara	532	474	1006	215	122	0337	317	352	669	3	3
Tuipuibari	643	553	1196	315	227	0542	328	326	654	5	3
Pukzing	492	378	0870	274	145	0419	218	233	451	3	2
Rawpuichhip	532	571	1103	458	493	0951	074	078	152	7	0
Reiek	341	331	0672	330	313	0643	011	018	029	3	0
Kanghmun	137	139	0276	134	136	0270	003	003	006	0	0
Darlung	216	199	0415	210	191	0401	006	008	014	0	0
Total	7352	6699	14051	5763	5018	10781	1588	1681	3269	51	12

Source : SSA village survey on August 2001

5.5 Enrolment and Retention :

In Mamit district enrolment rate is comparatively low compared to the density of population. In spite of the continuous effort for mass enrolment, there are still some children who never attend school among the poor families and remote villages. Many children discontinue their studies after completion of Primary School as there is no access to Upper Primary School facilities in their own habitation or nearby. Drop Out rate, thus, is high which may also be attributed to the poor economic conditions of the parents as well as the ignorance on the importance of education on the part of the parents and the children themselves.

The details of children who are in school and out of school in the age group of 6 - 14 Yrs may be seen in the following tables :-

Table 5.7 Circle Wise Drop Out Rates in the 6 - 14 Yrs age group :

Name of Circle	Children 6 -14 Yrs			School going 6-14 Yrs			Drop Out 6-14 Yrs			Never attending 6 - 14 Yrs		
	M	F	TT	M	F	TT	M	F	TT	M	F	TT
Mamit	3238	2987	6225	2722	2465	5187	099	120	219	417	402	0819
W.Phaileng	2888	2472	5360	1909	1420	3329	116	097	213	863	955	1818
Lengpui	0532	0570	1102	0458	0492	0950	025	037	062	049	041	0090
Reiek	0693	0669	1362	0674	0640	1314	010	022	032	009	007	0016
Total	7351	6698	14049	5763	5017	10780	250	276	526	1338	1405	2743

Source : SSA village survey on August 2001

5.5 (a) Interventions for Enrolment and Retention :

i) Provision of Additional Teachers : The Habitation Education Plan revealed the requirement of 15 regular teachers to be existing Primary Schools where there is only 1 teacher as per SSA norms to provide atleast 2 teachers in Primary Schools. Accordingly estimation are worked out for positioning 15 regular teachers additional to the existing schools of single teacher.

Table 5.8 Requirement of Additional Teachers :		
Name of Schools	Name of Cluster	Additional Teacher
Tlangkhang P/S	Mamit	1
Chilui P/S	Mamit	1
Marpara P/S	Marpara	1
Tapachhora P/S	Marpara	1
Tuirum P/S	W.Phaileng	1
W. Phaileng P/S IV	W.Phaileng	1
W.Phaileng P/S V	W.Phaileng	1
Khawhnai P/S	W.Phaileng	1
Parvatui P/S	Phuldungsei	1
Andermanik P/S	Tuipuibari	1
Belkhai P/S	Tuipuibari	1
Khantlang P/S	Tuipuibari	1
Pukzing Vengthar P/S	Pukzing	1
Hnahva P/S	Pukzing	1
Bawngthah P/S	Darlung	1
Total		15

Source : SSA village survey on August 2001

ii) Provision of Additional Class-rooms : A large number of Primary Schools do not have adequate classroom accommodations. There are instances where 2 teachers are sharing 1 class room which caused much inconvenience to the teacher as well as the students. As per SSA norms a room for each class in Primary and Upper Primary Schools is worked out to create meaningful class room atmosphere. There are 18 Primary Schools needing additional class rooms.

Table 5.9 Requirement of Additional Class Rooms :

Name of Habitation	Name of Circle	Existing P/S with		Addl requirement Of Class rooms.
		2 rooms	3 rooms	
Mamit	Mamit	2	1	5
Zamuang	Mamit	0	1	1
Marpara - N	W.Phaileng	1	0	2
Tuipuibari - IV	W.Phaileng	0	2	2
Andermanik	W.Phaileng	1	0	2
Belkhai	W.Phaileng	1	0	2
Khantlang	W.Phaileng	1	0	2
Reiek	Reiek	0	1	1
Ailawng	Reiek	0	1	1
Heichuk	Reiek	0	1	1
Kanghinun	Reiek	0	1	1
Darlung	Reiek	0	1	1
Bawlte	Reiek	0	1	1
Nghalchawm	Lengpui	1	0	2
Chungtlang	Lengpui	1	0	2
Total		Room Required		26

Source : SSA village survey on August 2001

Table 5.10 Requirement of School Furnitures can be seen below :

Name of Circle	Bench	Desk	Table	Chair	B.Board
Mamit	878	888	226	235	132
W.Phaileng	445	374	136	157	066
Lengpui	111	117	033	044	013
Reiek	231	234	094	100	043
Total	1665	1613	489	536	254

Source : SSA village survey on August 2001

iii) Provision of Additional Rooms for Headmaster and Teacher :

As per SSA norms it is also proposed to construct additional rooms for Headmaster's room in 31 Upper Primary Schools, Teacher's room in 17 Primary Schools and 2 Upper Primary Schools. These 2 Upper Primary Schools do not have Teacher's Common Room as they were recently damaged due to cyclone.

Table 5.11 Requirement of Addl. Rooms for Headmaster and Teachers :

Name of Circle	No of Hdm's room for Upper P/S	No of Teacher's room	
		P/S	Upper P/S
Mamit	19	04	0
W.Phaileng	05	12	2
Lengpui	02	01	0
Reiek	05	00	0
Total	31	17	2

Source : SSA village survey on August 2001

iv) Free Text Books : The Govt. of Mizoram supplied free text books to the children of all Primary and Upper Primary Schools focusing those children of poor family background and disable children belonging to all categories to encourage them in their regular schooling till 1999. But, due to financial constraint, the Govt. of Mizoram could not continue to supply free text books since the academic session of 2000 - 2001. As per SSA norms it is proposed to give free text books to all the students of Primary Schools and Upper Primary Schools @ Rs 150/- per student annually.

Table 5.12 Requirement of Free Text books in P/S and Upper P/S :

Name of Circle	No of P/S	No of Upper P/S	Total no of students P/S & Upper P/S		
			M	F	TT
			Mamit	41	28
W.Phaileng	13	06	1882	1379	3261
Lengpui	31	13	0443	0465	0908
Reiek	14	08	0649	0599	1248
Total	99	55	5597	4794	10391

Source : SSA village survey on August 2001

v) Supply of Teaching Learning Materials (TLM) : In Mamit district quality Elementary Education cannot be achieved mainly due to the lack of adequate Teaching Learning Materials. As per norms of SSA Rs 10,000/- per Primary Schools and Rs 50,000/- per Upper Primary Schools is proposed to all the 14 New Primary Schools and 23 upgraded Primary Schools. The procurement of TLM items will be based on selected based on the requirement to be determined by Teachers and School Communities. The grant will also be given to all existing 154 schools in Mamit district as per SSA norms.

Table 5.13 No of P/S and Upper P/S in Cluster Wise :

Name of Cluster	No of P/S	No of upper P/S
Mamit	14	6
Kawrtethawveng	10	7
Zamuang	06	7
Zawlnuam	11	8
W.Phaileng	10	5
Plaldungsei	07	4
Marpara	04	1
Tupuibari	06	1
Pukzing	04	2
Rawpuichhip	13	6
Reiek	05	4
Kanghmun	04	2
Darlung	05	2
Total	99	55

Source : SSA village survey on August 2001

vi) School Grant and Improvement : School grants are proposed for the following items as per SSA norms :

- Construction of New School buildings
- Construction of Additional Class Rooms
- Construction of Headmaster's Room
- Construction of Circle Resource Centres
- Provision for separate Toilet facilities to Girls
- Provision for Drinking Water facilities
- Provision for Play Materials
- Provision for Repair/Renovation of all existing schools
- Replacement of Non-Functional school equipments

5.6 Early Childhood Care And Education (ECCE) :

In Mizoram, the Department of Social Welfare is presently running Anganwadi Centres which are functioning under Integrated Child Development Schemes. Mamit district has 156 Anganwadi Centres. These centres catered the needs of the children in the 3 - 5 age group. They provide Educational Guidance and Health Care. In some rural areas over the age group of 6 Yrs attend these centres.

The Anganwadi Centres faced a number of problems specially in preparation of schooling facilities. The Anganwadi Centres do not really prepared the children for entering into Formal Education. And there are 20 habitations do not have Anganwadi (ECCE) Centres.

It is, therefore, proposed to provide provision to set up training of Anganwadi workers, supply play materials, better equipment in furnitures and buildings and open ECCE centres in the Anganwadiless habitations and provide voluntary workers and helper in each ECCE centres.

Table 5.14 Cluster Wise Requirement of ECCE Centres and Workers :

Name of Circle	3 - 5 Yrs Popin			Existing Anganwadi	ECCE Centres proposed	No of workers required
	M	F	TT			
Mamit	1029	931	1960	44	13	26
W.Phaileng	0993	964	1957	62	06	12
Lengpui	0194	161	0355	20	02	04
Reiek	0207	109	0316	30	00	00
Total	2423	2165	4588	156	21	42

Source : SSA village survey on August 2001

Table 5.15 Habitations Requiring ECCE Centres :

Name of Habitation	Name of Circle	3 - 5 Yrs Popln.	No of ECCE Centres
Flangkhang	Mamit	04	1
Chilui	Mamit	05	1
Nalzawl	Mamit	20	1
N.Sabual	Mamit	17	1
Pathiantlang	Mamit	07	1
Bawngva	Mamit	34	1
Sotapa	Mamit	09	1
Thaidawr - I	Mamit	46	1
Thaidawr - IV	Mamit	22	1
K.Sarali	Mamit	08	1
K.Mualthuam	Mamit	29	1
Tumpanglui	Mamit	05	1
Sihthiang	Mamit	17	1
Salem Bourding	W.Phaileng	08	1
Khawhnai	W.Phaileng	02	1
Tupuibari - I	W.Phaileng	97	2
Belkhai	W.Phaileng	31	1
Chikha	W.Phaileng	03	1
Saitlaw	Lengpui	06	1
Dilzawl	Lengpui	22	1
Total		392	21

Source : SSA village survey on August 2001

5.7 Introduction of Bridge Course or Back to School Camp.

In Mamit District, there are as many as 3269 out of school children between the age group of 6-14 years. Out of these 526 are dropout and 2743 are never attend school. Since UFE is the main policy of the SSA, a bridge course or back to school camp ;is proposed for these children as AIE programme could not be launched as there are less than 10 children. There are 26 villages where NFE was already introduced and AIE could be continued in these places. There are still as many as 29 villages where there were no non formal Education scheme. In these 55 villages, AIE will be introduced. For these centres 64 instructors will be engaged where-in 9 villages have more than 40 childrens, so additional 9 instructors will be engaged in these centres as permissible under AIE norms.

CHAPTER VI

QUALITY IMPROVEMENT

Problems : *Sarva Shiksha Abhiyan* aims at a Holistic and Comprehensive approach to the issues of qualities. The National Policy on Education emphasises the need for substantial improvement of the quality of essential level of learning. Past experiences including that of DPI-P has indicated that the equity cannot be achieved without quality. Quality issues in Elementary Education is connected with the quality of infrastructure and support services, opportunity time, teachers competencies, curriculum, and TLM, monitoring and evaluation and above all, universal access.

Many steps had been taken towards lines end by the State Government, yet, the District has not been able to provide universal access. There are 7 habitations without any access to Primary Schools and 7 habitations with only Private P/S and no Govt P/S. There are 23 habitations with no Govt. M/S; besides this, there are 12 habitations with single teacher P/S. The infrastructure facilities are less than adequate with most of the schools without proper building and other facilities like drinking water, separate toilet for girls, play ground etc. A number of teachers both in P/S and M/S are untrained. The level of motivation in most of the teacher is very low. All these problems have led to a high percentage of Stagnation and Wastage. The reason could be attributed to uninteresting school environment for the pupils and for the teacher as well.

Table 6.1 Habitation with No Govt. P/S and No Govt M/S.:

Name of Cluster	Total Popln. 0 - 16 Yrs	Total no of Habitation with no P/S	Total no of Habitation with only Pvt M/S
Mamit	2518	2	5
Kawrtethawveng	2992	3	0
Zamuang	2322	4	0
Zalnuam	2108	0	0
W.Phaileng	2429	2	2
Phuldungsei	1332	1	1
Marpara	1723	0	2
Tuipuibari	1839	1	4
Pukzing	1574	0	2
Rawpuichhip	1817	1	4
Reiek	1009	0	0
Kanghmun	0444	0	1
Darlung	0688	0	2
Total	22795	14	23

Source : SSA village survey on August 2001

Table 6.2 Single Teacher Primary Schools :

Name of Habitation/Village	Name of Cluster
Tlangkhang	Mamit
Chilui	Mamit
Nalzawl	Mamit
Tuirum	W.Phaileng
Khawhnai	W.Phaileng
Parvatui	Phuldungsei
Andermanik	Tupuibari
Belkhai	Tuipuibari
Khantlang	Tuipuibari
Pukzing Vengthar	Pukzing
Hnahva	Pukzing
Bawngthah	Darlung

Table 6.3 Trained and Untrained Teachers :

Name of Cluster	No of Trained		No of Untrained	
	P/S	M/S (Govt + Def)	P/S	M/S (Govt + Def)
Mamit	34	5 + 18	2	0 + 5
Kawrtethawveng	38	38 + 0	6	4 + 0
Zanuang	16	27 + 8	5	3 + 4
Zawlnuam	30	22 + 20	0	1 + 0
W.Phaileng	16	14 + 18	11	0 + 0
Phuldungsei	13	15 + 4	2	1 + 1
Marpara	03	0 + 4	3	0 + 1
Tuipuibari	04	4 + 0	4	0 + 0
Pukzing	02	0 + 6	5	0 + 5
Rawpuichhip	31	9 + 17	5	2 + 6
Reiek	15	17 + 4	0	2 + 1
Kanghmun	11	4 + 5	0	0 + 0
Darlung	12	6 + 4	0	0 + 1
Total	225	161 + 108 = 269	43	13 + 24 = 37

Source : SSA village survey on August 2001

Table 6.4 No of Schools requiring Drinking Water and Toilet Facilities :

Name of Cluster	Total no of Schools with no Drinking Water		Total no of Schools with no separate Toilets
	P/S	M/S	M/S
Mamit	6	3	6
Kawrtethawveng	1	2	6
Zamuang	2	4	6
Zawlnuam	2	4	8
W.Phaileng	3	0	4
Phuldungsei	1	1	3
Marpara	2	1	1
Tuipuibari	6	1	1
Pukzing	3	1	2
Rawpuichhip	7	1	4
Reiek	3	0	4
Kanghmun	2	0	0
Darlung	3	0	1
Total	41	18	46

Source : SSA village survey on August 2001

Table 6.5 Requirement of Additional Rooms :

Name of Cluster	No of Class Rooms	No of Hdm Rooms M/S	No of Teacher's Room	
			P/S	M/S
Mamit	5	3	3	0
Kawrtethawveng	0	4	0	0
Zamuang	1	6	0	2
Zawlnuam	0	6	1	0
W.Phaileng	0	1	3	0
Phuldungsei	0	1	1	0
Marpara	2	0	2	0
Tuipuibari	8	1	5	0
Pukzing	0	2	1	0
Rawpuichhip	4	2	1	0
Reiek	2	2	0	0
Kanghmun	2	1	0	0
Darlung	2	2	0	0
Total	26	31	17	2

Source : SSA village survey on August 2001

Vision :

The District plan aims at solving all the problems by way of providing sufficient infrastructure to the existing schools, providing schools to the schoolless villages and all other facilities thereby providing an universal access to the children between 6 - 14 Yrs. These schools should be provided with adequate qualified, trained teachers who could provide a healthy academic environment for joyful learning. This efforts cannot be successful without proper motivation of the parents. Support in the form of MDM free text books, free uniforms, special scholarship to the weaker section should be provided.

Strategy :

To achieve the above goals, the district plan proposes a strategy to provide universal access along with a proper teaching learning environment with a proper support system. The following are the steps in these directions :-

- a) To provide universal access.
- b) To provide 1 Middle School to every 2 Primary Schools.
- c) To provide adequate qualified teachers.
- d) To organise training/orientation programmes for all teachers of M/S and P/S
- e) To strengthen the monitoring and supervision with active participation of local committee.
- f) To form Circle Resource Group (CRG) at every circles with 3 Resource Persons and the Circle Officers.
- g) The Circle Resource Persons will visit every schools at a regular intervals extend academic support professional assistance and on jobs support. They will register their impression on a register which will be kept in the schools.

Activities :

The District Plan propose the following programmes of Activities :-

a) TLM development :

- i) workshop for TLM development for Primary Schools.
- ii) workshop for TLM development for Middle Schools.
- iii) provide teacher grant at the rate of Rs 500/- per teacher every year as per SSA norms.
- iv) provide one time TLM grant of Rs 10,000/- to the newly opened schools as per SSA norms.
- v) provide TLM grants of Rs 50,000/- for existing schools as per SSA

b) Teacher Training :

- i) orientation programmes for teachers of P/S and M/S separately, phase-wise for 10 days for 100 teachers at a time to be conducted by DRG/CRG.
- ii) in-service training for existing teachers for 20 days in a year. 100 teachers at a time to be conducted by DRG/CRG for Primary Schools.
- iii) in-service training for existing teachers for 20 days in a year. 50 teachers at a time to be conducted by DRG/CRG for Middle Schools.
- iv) 30 days training programmes for the newly appointed teachers to be conducted by DRG/CRG.
- v) 60 days in-service training for freshly recruit teachers.

c) Monitoring and Evaluation :

- i) training/awareness programme for parents and community teachers.
- ii) training for school committee members.
- iii) formation of watch-group comprising of local leaders, NGOs and prominent citizens.
- iv) formation of Circle Resource Group with 3 Resource Persons under the leadership of CEOs.
- v) training for Circle Resource Persons.
- vi) self evaluation by teachers mid-term and annual.
- vii) CRG evaluation mid-term and annual.
- viii) conduct school based Action Research.
- ix) conduct based level learning survey.

CHAPTER VII

SPECIAL FOCUS GROUPS

7.1 : Early Childhood Care and Education (ECCE):

In Mamit district, ECCE, although an important initiatives for achieving the UEE by reducing the gaps in enrolment, Drop Out and Learning achievement between gender and social groups, the agency for its smooth functioning is lacking in infrastructure.

The foremost aim of the UCCE is for the school readiness of the children in the age group of 3 - 5 Years as well as a support service for working women of the disadvantaged section of the society.

No. of cluster	No. of Habitations	No. of children 3 - 5 Yrs			ECCE Proposed	Anganwadis existing
		Boys	Girls	Total		
13	84	2423	2165	4588	21	156

Source : SSA village survey on August, 2001.

Table 7.1 :

Cluster wise list of children with age group 3 - 5 years and ECCE centres, Anganwadis proposed.

ClusterName	Name. of Habitations	No. of children 3 - 5 Yrs Total	ECCE Proposed	Anganwadis existing
Mamit	N.Sabual	17	1	1
Mamit	Tlangkhang	04	1	-
Mamit	Chilui	05	1	-
Mamit	Pathiantlang	07	1	-
Mamit	Bawngva	34	1	-
Mamit	Nazawl	20	1	-
Kawrtethawveng	Sotapa	09	1	-
Kawrtethawveng	Thaidawr I	46	1	-
Kawrtethawveng	Thawidawr IV	22	1	-
Zamuang	K.Sarali	08	1	-
Zamuang	K.Mualthuam	29	1	-
Zamuang	Tumpanglui	05	1	-
Zamuang	Sihthiang	17	1	-
Lengpui	Saitlaw	06	1	-
Lengpui	Dilzawl	22	1	-
W.Phaileng	Salem Bourding	01	1	-
Phuldungsei	Zopui	02	1	-
Tuipuibai	Tuipuibari I	97	2	-
Tuipuibai	Belkhai	31	1	-
Tuipuibai	Chikha	03	1	-
Total	20	385	21	1

Source : SSA village survey on August, 2001.

Inputs under ECCE

1. Establishment of new ECCE centres in the habitations where-ever ICDS Anganwadis are not in existence
2. Seeking assistance of voluntary organisations for the conduct of ECCE centres.
3. Strengthening of pre-school components and to provide a stimulating environment for the pre-school children.
4. Running of Pre-School/Anganwadis in school premises under the supervision of Head Teachers/Headmaster.

7.2 : Girl Education :

During the planning process taken as a part of pre-project, activities revealed the presence of 10,926 girls, most of them belonging to Minorities/Other Backward Classes. The findings also revealed that some of them were never enrolled and a few of them dropped out after some initial schooling. Majority of these girls are in the age group of 7 - 14 Yrs. This is mainly due to the reason that the minorities such as Bru, Chakma etc., are of semi-nomadic tribe living in isolated habitations where they had no or less communication with the outside world for a very long time, even 2 - 5 Yrs at a stretch. Among the mainstream tribe, i.e., the Mizo in Mamit district, the ratio of the school going girls within the age group of 6 - 14 Yrs more or less tally with that of the boys.

Table 7.2 : Girls Education

Cluster Name	Total School children 6 - 14 Yrs	Total no. of Out of school children	Total no. of Out of school girls.
Mamit	1381	265	138
Kawrtethawveng	1676	207	116
Zamuang	0977	422	196
Zawlnuam	1153	144	072
W.Phaileng	1287	197	103
Phuldungsei	0744	060	038
Pukzing	0419	451	233
Marpara	0337	669	352
Tuipuibari	0542	654	326
Lengpui	0951	152	078
Reiek	0643	029	018
Kanghinun	0270	006	003
Darlung	0401	014	008
Grand Total	10781	3269	1681

Source : SSA village survey on August, 2001.

The primary focus of SSA being the education of girls especially those belonging the SC,ST and OBC, the following strategies are propose for mainstreaming of girls children within the age group of 6 - 14 Yrs who are out of school.

1. Mobilisation of the habitation/village, urban slum levels using NGO and other Self Help Groups to create awareness of the community, parents etc.
2. Conduct of habitation based alternative schools, exclusively for girls of various minority group.
3. Monitoring of school children especially girls for their regular schooling.
4. Give special focus on deprived pockets such as remote minorities habitation etc.

7.3 : Disabled Children :

In a pre-project family survey activities a policy of 'Zero rejection' is adopted so that no child is left out of the education system. The list of disabled children has been generated based on the survey. The thrust is on providing integrated and inclusive education to all children with special needs in general schools, open learning system and open schools, Non Formal alternative schooling etc.

In view of guidelines provided under SSA, the following activities could form components of the programme :

1. Early detection and identification of children with early Special Education Needs.
2. Functional and formal assessment of each identified child in all the habitations of the cluster.
3. Mainstreaming of Disabled Children into special schools depending upon the type and extent of disability.
4. If possible, every child with special needs be placed in regular school with needed support services.
5. Assistance devices, aids and appliances be obtained as fast as possible through convergence with department such as Health, Social Welfare etc.
6. Development of TLM and other training materials for the teachers as well as pupils.
7. Providing of resource support to schools through Resource Teachers.
8. Intensive teacher training be undertaken to sensitize regular teacher on effective class room management of children with special needs.
9. An individualised educational plan (IEP) be prepared by the teacher for every child with special needs in consultation with parents and experts.

7.4 : Other Backward Section/Minorities :

Mamit district has a sizeable population of minorities of which the most prominent are the Chakma and the Bru. These minorities group used their own dialects and does not have a script of their own. While the dialect of the Chakma is quite akin to that of the Bangladeshi Bengali, the Brus are not much so. The Chakma, therefore, opted for Bengali medium of instruction and sits for the same in the Public Examination. For the Bru, the problem is more difficult. Although they appear for the Mizo vernacular examination in Public Examination, as it is not their mother tongue, they have to face a lot of hardship. There are as such as 2722 Chakmas and 550 Brus students in the district.

As the educational development of children belonging to the minorities a special focus in the *Sirva Shiksha Abhiyan*, the following strategies will be adopted for the improvement of their children's education and to ensure UEE in the stipulated time.

1. Campaigns and mobilisation in minorities habitation with a focus on schooling needs of children.
2. Involvement of voluntary organisations for providing alternative schooling facilities in un-served habitations.
3. Academic monitoring through DIET.
4. Organising training programme for motivation for schooling, ensuring sense of ownership of school by the respective communities.
5. Using community teacher as far as possible organising special training for non-minority teacher, including knowledge of the minority's dialect.
6. Text books in mother tongue for children of primary education where they do not understand the main regional language.
7. Special plan for these semi-nomadic communities.
8. Supply of free text books, uniform, TLM etc.

DIRECTOR OF SCHOOL EDUCATION - 1

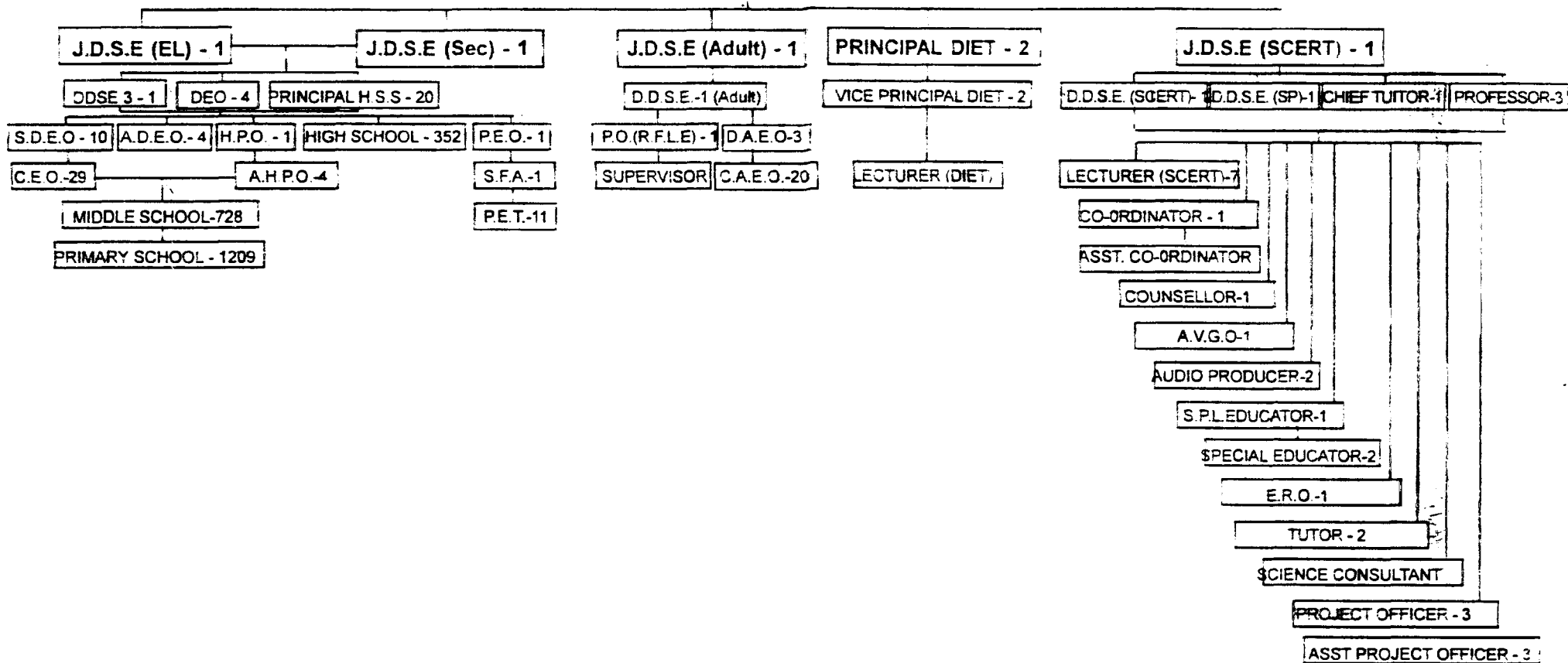


Figure 8.1 Alomgraph of School Education Department as it is today.

CHAPTER VIII

MANAGEMENT STRUCTURE

Existing administrative set up :

In the present Mizoram context, elementary education is under the Directorate of School Education comprising Elementary Education, Secondary Education, Adult Education, Hindi Education, Physical Education, SCERT with its various wings and DIETs. The chart showing the existing administrative set-up of School Education Directorate is given as Fig. 8.1 :-

8.1 : Management structure of SSA in Mizoram :

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

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

The SSA Mission is decentralised with clear cut job-assignment and well defined powers and responsibilities at different levels of the set up. It may however be noted that the existing organisational structure will retain status-quo and officers shall functions as the executing officer at various level in combination with the SSA bodies. In short, it may be made clear that the present officials of the Department shall continue to be corner-stones of SSA activities in a defined and revitalised form.

8.1(a) The State Mission Authority :

The mission consists of a Governing Body with the following members:-

President : Chief Minister of Mizoram

Vice President : Minister, School Education.

Members :

- A.
1. Chief Secretary of Mizoram
 2. Commissioners/Secretary of the following Department.
 - (a) Planning Department
 - (b) Finance Department.
 - (c) School Education Department.
 - (d) Social welfare Department.
 - (e) Health and Family Welfare Department.
 - (f) Local Administration Department.
 - (g) Information & Public Relations Department.
 - (h) Rural Development Department.
 3. Director/Jt Director, SCERT
 4. President, Mizoram Board of School Education
- B. : Nominated Members
1. Pre-Primary, Primary & NFE Personnel - 3 (at least 1 to be woman)
 2. Elementary Teacher Educators - 1
 3. Educationists - 2
 4. Voluntary Agencies - 2 (at least 1 to be woman)
 5. Distinguished Persons in the area of Education for Disabled Children - 2
 6. Women working in Women Development - 2
 7. Social Workers - 1
 8. Literacy figures - 1
- C. : Central Government's Nominees
1. Representatives of Central Govt. nominated by the Ministry of Human Resource Dev. - 3
 2. Representatives of the following categories nominated by the Central Govt.
 - i) Educationists - 3
 - ii) Voluntary Agencies - 3
 - iii) Distinguished Women - 2
 3. Director, NCERT or his nominee
 4. Director, NIEPA or his nominee

D. Two persons nominated by the Chairman, Executive Committee from amongst the Chairman and CEOs of District and Block Units of the Society.

Member Secretary : State Project Director.

8.1(b) Functions of the Mission :

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

- i) to suggest norms for opening alternate school/schools
- ii) to improve district plans
- iii) to evaluate performance of various executive hierarchies viz. District, Circle, Cluster, Village and School level.
- iv) to monitor implementation of various schemes relating to UEE.
- v) to ensure the time flow of level
- vi) to mobilise financial resource.

8.1(c) Powers of the Mission :

In order to carry out its function the Mission is entrusted with the following powers :-

- i) to create duly empowered administrative mechanism through such participation as may be deemed necessary of various departments and autonomous agencies of the Central and State Government for the achievement of the object of the Mission.
- ii) to establish various structure as for the implementation of SSA, administrative arrangement of District, Circle, Cluster and Village levels and to delegate to them necessary powers to enable them to discharge their responsibilities.
- iii) to create academic, technical, administrative, managerial and other responsibilities in the mission by conversing existing posts in the Education Sector.
- iv) to make rules and regulations for conduct of the affairs of the mission and to amend, vary or rescind them from time to time, in consultation with the State Government.
- v) to accept grant, securities or property of any kind and to undertake the management of any endowment, trust, fund or donation not inconsistent with the objectives of the mission.
- vi) to purchase, higher, take on lease, exchange or other wise acquire property, moveable or immoveable and to construct, alter and maintain any building or buildings as may be necessary for carrying out the objects of the mission.

- vii) to delegate to the executive committee or to any of the officer and authorities of the mission such powers and impose such duties as it deems proper.
- viii) to consider the annual report prepared by the Executive Committee.
- ix) to undertake all such activities and to take all such action as may appear necessary or incidental for achievement of the goals and objects of the mission.

8.1(d) Officers of the Mission :

The Officers of the Mission shall be :-

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

8.2 : Executive Committee :

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

The Executive Committee consists of :-

- | | | |
|---------------|---|---|
| Chairman | : | Chief Secretary, Govt. of Mizoram |
| Vice Chairman | : | Secretary, E & HRD Department, Govt. of Mizoram |
| Members | : | |
- a) Commissioners/Secretaries of the following departments
 - i) Planning
 - ii) Finance
 - iii) Social Welfare
 - b) Director/Jt. Director SCERT
 - c) 3 members from any of personal from
 - i) Elementary Teacher Educations
 - ii) Educationists
 - iii) Voluntary Agencies
 - iv) Pre-Primary and NFE Personal
 - v) Distinguished persons in Education of Disabled children

Amongst the members drawn from above categories, one should be a woman.
 - d) Three representatives of Central Govt. nominated of MHRD, Dept. of Education.

- e) Three members of the Mission representing the following categories each :-
 - i) Educationists
 - ii) Voluntary Agencies
 - iii) Distinguished Women
- f) One person nominated by the Chairman from amongst members of the mission belonging to District, Circle, Cluster units of the Society.
- g) Member Secretary : State Project Director

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

FUNCTIONS OF THE EXECUTIVE COMMITTEE

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

POWERS OF THE EXECUTIVE COMMITTEE

The Executive Committee shall :-

- a) exercise all administrative, financial and academic powers including powers to rationalise posts of all description in, the Education sector.
- b) control the management of all the affairs and funds of the mission
- c) have powers and responsibilities in respect of the following
 - i) to frame regulations in consultation with the State Govt.
 - ii) to frame Bye-laws for the conduct of activities of the mission in furthering its objects.
- d) have powers to enter into agreements with other Public or Private Organisation or individuals for furtherance of its subjects.
- e) have powers to secure and accept endowment, grant-in -aid, donations or gifts to the mission on mutually agreed terms and conditions, provided that conditions of such grant-in-aids, donation or gifts shall not be inconsistent or in conflict with the object of the mission or with the provisions of these rules.

- f) have powers to take over and acquire by purchase, gift or other wise from government and other public bodies, from private individuals, moveable and immoveable properties or other funds together with any attendant obligations and engagement not inconsistent with the objects of the mission and the provisions of these rules.
- g) have powers to undertakes or give contract for construction of building required for use of the mission, and to acquire stores and services required for the discharge of the functions of the mission.
- h) have subject to the provision of the Article 4 of the Memorandum of Association power to sell or lease any moveable and immoveable property of the mission, provided, however that no assets of the mission created out of Government Grant shall without prior approval of the Government, be disposed on encumbered or utilised for purposes other than those for which the grant sacntioned.
- i) have powers to constitute standing/adhoc committees or task forces/ groups etc for various areas of *Sarva Shiksha Abhiyan* and dicided in regard to their membership power and functions.
- j) have powers to appoint Advisory Boards or other special committees for such purposes and with such powers as the Executive Committee may think fit and to dissolve any such Committee or Board
- k) have powers to delegate to the Chairman, Vice Chairman, State Project Director, or any of its members and/ or to a committee/group or any other officer of the mission such administrative, financial and academic powers and impose such duties as it deems proper and also prescribe limitations within which the powers and duties shall be exercised or discharged.

POWER TO MAKE REGULATIONS

Subject to any specific direction of the mission and keeping in view the over all advise of the Central and State Governments, the Executive Committee shall have powers to frame and amend Regulations, not inconsistent with these Rules, for the administration and management of the affairs of the mission and without prejudice to the generality of this provision, such regulations may provide for the following matters.

- a) Service matters pertaining to Officers and Staff including creation of posts, qualifications, selection procedures, service conditions, pay and emoluments, dicipline and control rules.

- b) Important financial aspects including formulation of budget, purchase procedure, delegation of financial powers, investment of funds, maintainance of accounts and audit, TA and DA rules etc and
- c) Such other matter as may be necessary for the furtherance of the objects and the proper administration of the affairs of the mission.

POWER TO FRAME BYE- LAW

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

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

POWERS AND FUNCTIONS OF THE CHAIRMAN

- a) Shall ensure that the affairs of the mission are run efficiently and in accordance with the provisions of the *Sarva Shiksha Abhiyan*, and Memorandum of Association, Rules, Regulations and Bye-Laws of the mission.
- b) Shall presides over the meeting of the Executive Committee.
- c) May himself call, or by a requisition in writing signed by him may require the member Secretary to call, a meeting of the Executive Committee at any time.

- d) In case, the votes for and against a particular issue are equal may exercise his casting votes.
- e) Shall be the sole and absolute authority to judge the validity of the vote cast by members at all the meetings of the Executive Committees.
- f) Shall be entitled to invite any other persons to attend any meeting of the Executive Committee provided that such persons shall have no power of voting.
- g) May delegate to the Vice Chairman such of his functions and powers as he may deem fit.

POWERS AND FUNCTIONS OF THE STATE PROJECT DIRECTOR

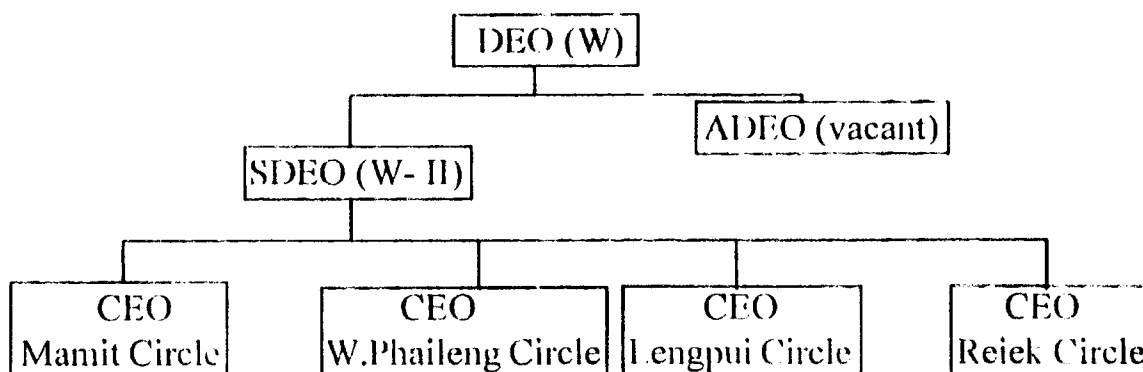
a) The State Project Director *Sarva Shiksha Abhiyan* shall be appointed by the State Govt. which shall prescribe his remuneration and other conditions of service. He/She may be the Project Director already appointed under DPER or an Officer of the Department of Education, as may be decided by the concerned State Govt.

b) The State Project Director shall be the Chief Executive Officer of the Mission and shall be responsible for the proper administration of the affairs and funds of the Mission and implementation of its various activities in Mission mode under the direction and guidance of the Chairman of the Executive Committee.

- c) For the effective discharge of his function, he shall have power to :-
- i) constitute steering groups, with the approval of the Chairman, for each of the programme components and functional areas.
 - ii) constitute a Task Force, comprising head of the steering groups, which would function as a cohesive team for achievement of the objects of this Mission.
 - iii) appoint with the approval of the Chairman, Consultants and Resource Persons.
 - iv) prescribe the duties of all officers and staff of the Mission.
 - v) exercise such supervision and disciplinary control if necessary.
 - vi) co-ordinate and exercise general supervision over activities of the Mission including its branches/units set up in the District/Blocks.
 - vii) arrange meeting of the Mission and its Executive Committee and keep a record of proceedings of these meetings in accordance with these rules and
 - viii) discharge such other functions as may be assigned to him by the Executive Committee in furtherance of the objects of the Mission.

DISTRICT MANAGEMENT STRUCTURE

a) **Existing Structure** : The existing management structure of the School Education Dept. at the District, Sub-Divisional and Circle levels need to be strengthened to accomplish all the time bound projects and objects of SSA. The following chart depicts the existing administration structure of School Education Dept. at the District, Sub-Divisional and down the line :-



As shown in the above chart, the DEO is the administration head of the Education District. He has no one to assist him. There is 1 AIPO in the District Office who is mainly responsible for supervision of Hindi Education of Secondary Schools. At present, the District Office is mainly responsible for Secondary Education.

At the Sub-Division level, the SDEO is the over all administration Head of Elementary Education having a separate office of its own. The Sub-Division is 4 CEOs who are responsible for inspection and supervision of Elementary schools within their respective circles.

In a Sub-Division, there is normally Inspector of Statistic but this Sub-Division has no Inspector of Statistic as there is no sanction post till now. There are 3 UDC, 3 LDC and 3 IV Grade.

The SDEO is the over all administration Head of Elementary School while the DEO is responsible for Secondary Education comprising High School and Higher Secondary School in Mizoram at present.

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

As provided in the SSA frame work for implementations, it has been felt highly necessary to strengthen the existing set up in various respect. The district unit was thus formed with the following member :-

Chairman	:	Deputy Commissioner Mamit
Secretary	:	DEO Aizawl West

Members	:	All SDEOs
	:	All CEOs
	:	All SDO (C)
	:	SDO (Sadar) Mamit
	:	All DFOs
	:	All BDOs
	:	All CDPOs
	:	Principal, Mamit & Zawluam Colleges
	:	1 member each from NGOs (YMA,MIHP,MZP,MUP)
	:	1 lady member nominated by State Project Director
	:	District Adult Education Officer.

The main duties to be performed at this level is :-

- To prepare a District Elementary Education plan (DEEP) of the district in consultation with the Circle, Cluster and Village level agencies of the Mission.
- Co-ordination and Co-operation at the various levels of management set up in the implementation of the programmes.
- Identification of the requirement on property and need based and to purchase, procure and supply materials for various resource centres and schools through the Circle level committee/VEC.
- Receipt of funds from Executive Committee/State Project Director and disbursement to all concerned.
- Encuring proper flow of fund and utilisation of the same at different level with the help of Circle Cluster and Village level agencies.
- Arrangement of training, exposure visits and on site inspections for resource groups, administrator and teachers.
- Evaluation of the achievement and progress of the activities of the Mission in the district.
- Perform clusters as prescribed by the State Project Director or Executive Committee as the case may be.

c) District Core Team :

In order to stream line and co-ordinate the programme of the Mission, a group of persons having vast experiences and training in matters relating to personal management, teacher education, school administration etc. will be appointed as Core Team. The team members are :-

District Project Co-Ordinator	:	DEO Aizawl West
Asst.District Project Co-Ordinator	:	SDEO Aizawl West - II
	:	All CEOs (West - II)
	:	Principal Mamit & Zawluam Colleges

- : CDPO W.Phaileng, Zawlnuam & Reiek Block
- : Selected Headmasters and Headteachers

The Core Team at the district level is the real dynamo of SSA. Due to their vital position in the field, hierarchy and supervision, the member of the Core Team have more advantages in the district programme and eventually in the District Plans. This Core Team is the backbone of the Mission for planning implementation, monitoring and evaluation of SSA activities in the district.

d) Circle Education Committee :

At the Circle level, there shall be an executive agency viz., CEC. The composition, power and function of the CEC may be as enumerated as below :-

- | | | |
|-----------|---|--------------------------------------|
| Chairman | : | SDEO West - II |
| Secretary | : | CEO i/c Mamit Circle |
| | : | CEO i/c W.Phaileng Circle |
| | : | CEO i/c Lengpui Circle |
| | : | CEO i/c Reiek Circle |
| Members | : | Circle Officer, Social Welfare Dept. |
| | : | YMA representative (NGO) |
| | : | MHIP representative (NGO) |
| | : | Selected Headmasters |
| | : | Selected Head Teachers |

Note : The CEOs will act as Secretary in their own circle and the other CEO will act as Adhoc members.

Powers and Function s:

The CEO shall perform the following functions :

- a) to identify the problem and suggest measures for their solutions
- b) to sensitise the community and mobilise the man power resources
- c) to identify the needs of the circle in the field of Training of Resource Groups, Teachers and Community leaders and arrange training accordingly.
- d) to ensure identification of educational needs of special focus groups like ST/SC, educationally backward class society, disabled children, out of school children etc. and suggest measures for the same.
- e) receipt of funds from District Project Co-Ordinator and disbursement and utilisation of funds for the purpose in accordance with the DEEP.
- f) to supervise monitor and evaluate the programme of the Mission in the circle.

The significance of the role and position of the CEC in the SSA programmes can never be over emphasised in the sense that it is the life link between the district and the village level set up.

c) Cluster Level Committee

The Cluster Level Education Committee may also be established to ensure implementation of SSA in terms of enrolment, retention and reduction of drop out rates. The Committee Body may be formed in such a way so as to allow participation of communication in the programme. The Committee Body shall include :-

Chairman	:	VCP of the Cluster Centre
Secretary	:	Headmaster (Co-ordinator) of Cluster Centre
Members	:	1. All Head of P/S and M/S
		2. All Chairman of PTA
		3. YMA representative
		4. MHIP representative
		5. CEO of the concern circle
		6. Social Welfare Department representative

The main task of the Cluster Committee will be :

- To monitor and support P/S and M/S in academic field.
- Emphasise on academic supervision, training of teachers and community leaders
- Provide early child hood education
- Improving enrolment, retention and quality of the school
- Campaign an awareness programme amongst parents and out of school children

TABLE 8.2 : Circle Wise Cluster :

Sl No.	Name of Circle	No.of Cluster	No. of Village
1.	Mamit	4	35
2.	W.Phaileng	5	27
3.	Lengpui	1	11
4.	Reiek	3	11
Total	4	13	84

The Cluster unit level is a viable arrangement to monitor and support P/S and M/S in academic field. The Cluster Core Groups will emphasise on academic supervision of trainings of teachers and community leaders, sensitisation and mobilisation of community and giving of professional support to elementary school teachers. The Cluster Core Group is also designed to assist the Circle Project Co-Ordinator in the implementation of the SSA programme and necessary advise and suggestions will be

given to the Circle Project Co-Ordinator for necessary action. CRG is also to give advise and suggestion to Village Level Committee and School Committee for furtherance of the aims of SSA in the area.

Village Education Committee

The VEC is the basic unit for planning, implementation and evaluation of the SSA activities in the grass-root level viz., Village and Schools.

The VEC consists of :-

Chairman	:	VCP
Vice Chairman	:	President, Parent-Teacher Association
Secretary	:	Headmaster/ Head Teacher (Co-Ordinator)
Member	:	MUP representative
	:	MHIP representative
	:	YMA/YCA representative
	:	Headmaster/Head Teacher of every schools
	:	Prominent member of the locality
	:	Anganwadi worker of the locality

The VEC shall perform the following functions :-

- a) planning of the programme at village and school level
- b) implementation of various project at the village
- c) monitoring and evaluation of the activities under taken at village level.
- d) motivation, mobilisation of the public and other available resources for the pursuit of the SSA programmes.
- e) receipt, record and utilisation of the fund from SSA Mission and other sources.
- f) construction, repair and maintainace of school building, compounds and furnitures in collaboration with the school committee and the school staff.

8.3 Capacity Building :

The SSA mission emphasise quality improvement of Elementary Education for which it necessitates resource groups and responsible centres from national to village level. These groups would over see the policy planning, implementation and monitoring of all quality related intervention advice and assisting various levels in curriculum development, pedagogy improvement, teacher education/training and activities relating to the class room transaction shall be the major role of the resource groups. Therefore, resource groups shall be set up at various operational level to facilitate a decentralised mode of education.

8.3 (a) District Resource Group (DRG) :

The proposed DRG members shall be :

- Principal, DIET
- DEO
- SDEO
- Resource Persons from SCERT
- Resource Persons from DIET
- CEOs
- CDPO (ICDS)

8.3 (b) Circle Resource Groups (CRG)

The proposed CRG members shall be :

- SDEO
- CEOs
- Resource Persons from SCERT
- Resource Persons from DIET
- Representative from NGOs
- Lecturers from Colleges
- Project Officer IED.

8.3 (c) Cluster Resource Groups (CLRG)

The proposed CLRG members shall be :

- CEOs
- Representative from NGOs
- VCP of Cluster Centre
- Headmaster of Govt. H/S
- C.O. (ICDS)

8.3 (d) Village Resource Groups (VRG)

The proposed VRG members shall be :

- Selected Headmasters and Head Teachers of M/S and P/S
- VCP or representative
- Chairman/Vice Chairman of VEC
- Chairman/Vice Chairman of PTA
- Representative from NGOs
- One prominent person of the locality

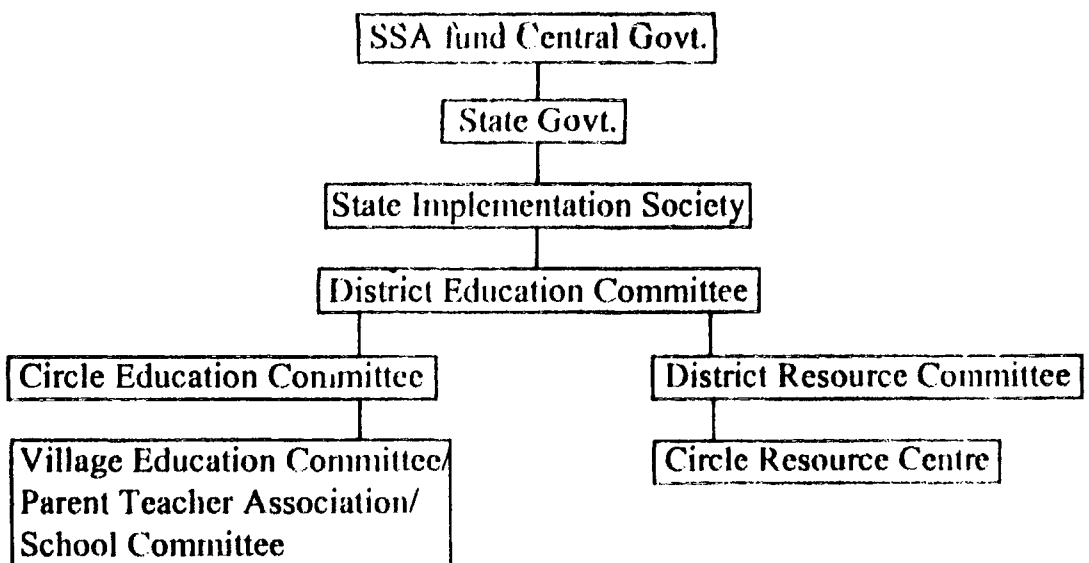
Flow of Funds

- a) funds flow from DPO to DPO (DPC) by committee Account Payee Cheque or Accounts Payee DD as per annual work plan and budget provision.
- b) all funds from DPO (DPC) to executing agencies like CEC, CLRC, SC through Account Payee Cheque on Account Payee DD.
- c) Account will be maintained as per the statutory requirement for societies.
- d) reports will be sent to SPO/GOI as per requirement.

Audit

- a) pre audit by AAO of DPO office of all expenditures
- b) statutory audit every year by the Auditor appointed by EC
- c) annual audit by Chartered Account General.

CHART FOR FLOW OF FUND



CHAPTER IX

RESEARCH, EVALUATION, MONITORING AND SUPERVISION

9.1 Research :

In order to launch the project of SSA successfully, research under the project will be viewed as a guiding force for taking up of various new initiatives. In this effort the role of community assumes paramount significance. For this, the community needs to be sensitised on issues related to research, monitoring and evaluation of children's progress and other quality related school activities. Mainstreaming of out of school children, provision of good school building equipments, teaching learning materials, education of focus groups like S/C, S/T etc., are the main focus in this project.

Teachers will be encouraged to take up action researches to solve problem faced in their day to day work. Research groups at the District and other level are also constituted and necessary training will be given to them and they would work in collaboration with SCERT, DIET, CRG etc.

Input :

- Sponsoring research studies.
- Conduct of school mapping and micro planning exercise.
- Provision of travel grant and honorarium for the personal involved in researches and innovation.

9.2 Evaluation aspects :

Evaluation of the implementation, progress and achievement of the objective of SSA will be done at regular intervals. Evaluation serves as a sort of reflection as well as consolidation of various initiatives both in term of progress and outcome. Evaluation of following aspects will be taken up during the project.

- Functional aspects of various initiatives and their impact.
- Progress in terms of achievement of objectives of SSA.
- Participatory evaluation through community participation.
- Conducts of pupil achievement surveys i.e., base line and mid term survey.

Input :

- Capacity building of field staff.
- Conduct of pupil achievement survey.
- Orientation to community management structures for participatory evaluation

9.3 Supervision and Monitoring :

The efficacy and efficiency of DEEP, Mamit would greatly depend on continual monitoring and supervision. The feedbacks from this monitoring and supervision would serve as an input for further progress and development in the achievement of the goals of SSA.

The present system of monitoring, supervision and evaluation of elementary education are as under :-

- a) Inspection and supervision of schools by 1 SDEO and 4 CEO of each schools twice a year.
- b) Submission of Quarterly Report and Annual Report by each schools.
- c) 3 terminal examinations and 3 mid-term examinations within an academic year to assess pupils progress.
- d) A system of letter of appreciation to good performing schools based on the performance of pupils in public examination.
- e) Face to face meeting with public leaders especially leaders of managing Committee/ Building Committee, Village Councils at their village at the time of inspection and supervision of schools.

All the above monitoring activities lay more thrust on physical aspects of the schools. Academic monitoring receive secondary attention. Hence, under SSA, monitoring will be mainly on academic and quality aspects with the active participation of the communities.

Supervision and monitoring of the programme implemented will be supervised by Circle Resource Groups, District Resource Groups in addition to community based committees. The CRC and Circle Resource Group will visit the schools once in every 2 months and review it on quality bases. The DRG will visit the schools on a half yearly bases by paying surprise visit to at least one third of the schools. In order to enhance community ownership, the existing VECs, PTA, SECs etc should be involved in the process of research, monitoring and evaluation by organising monthly meetings in the school.

Financial monitoring will also be an important aspect. All financial monitoring has to work within a system of social monitoring with full transparency and the statement of expenditure in each school may be made a public document. Auditors may be appointed by District Education Committee and report will be sent to State Government through State Implementing Society.

9.4 Education Management Information System (EMIS) :

SSA will have a community based Education Management Information System which will incorporate provisions for co-relation of schools level data with community based information from micro planning and surveys. Information regarding grants in aid received, data relating to students enrolment, retention etc. may be displayed in the school. The EMIS will be proposed to be set up at District level and take up following programmes.

- Basic information on schools like infrastructure facilities, teaching learning material, furniture, equipment etc at Primary and Middle Schools.
 - Total children in the age group of 6 - 14 Yrs with their name.
 - Teacher information
 - Pupil achievement in various school subjects.
 - Teacher pupil ratio, school pupil ratio, class room pupil ratio,
 - Enrolment, retention and actual completion rate of school.
 - Progress in terms of projects activities, quantitative data and analyses.
 - Updation of available data based (family surveys) as a result of initiative of SSA.
-

CHAPTER X

CIVIL WORKS

- Building for school-less habitations
- Additional room for P/S and M/S
- Separate room for Headmaster
- Toilet facilities for girls
- District, Circle and Cluster Resource Centre
- ECCE Centres
- Repair and maintenance of school building

10.1 School-less habitation :

Several measures have been taken up for the improvement of the existing infrastructural facilities. Such provision includes construction of building to school-less habitations, drinking water facilities, toilet facilities, class room facilities etc. Class room, Schools and its surrounding must be attractive for pupils.

SSA survey shows that there are 7 habitations without any access to school and there are 7 habitations where there is only private P/S as shown in table 5.1 in page 32. It is proposed that a building, 2 rooms with varandah be constructed to these villages. There are 26 habitations without access to M/Ss which are to be created by upgrading P/Ss in a gradual phase manner, constructing 1 class room each every year.

The newly constructed 14 P/Ss in the school-less habitations will require upgradation to M/S standard after 4 years constructing 1 additional class room each every year.

Table 10.1 Table showing school-less habitations etc

No. of Habitations	without access	with no Govt P/S	with no Govt M/S	school with no teachers room	school with no Hdm room
84	7	7	23	17	31

Source : SSA village survey on August 2001

Note : Details of habitations without access, without M/S etc can be seen in Table 5.1 (page 32)

There are as many as 17 schools without a separate room for teachers, and there are 31 M/S Headmasters without a separate room. Teachers common room is very much essential for smooth and effective administration, separate room for Headmaster is very essential for administrative purpose and in dealing with disciplinary action againsts teaching staff and children whenever necessary.

10.2 Resource Centres :

Mamit District is divided into 4 circles with Circle Education Officer (CEO) looking after it, the District is divided into 13 Clusters. As Resource Centres are to be constructed as per SSA norms. It is proposed that 4 Circle Resource Centres (CRC) be constructed and 13 Cluster Resource Centres (CLRC) be constructed these Resource Centres will be manned and equipped as per SSA norms.

Construction of DIET building is also an essential requirement for effective training programme but is not reflected in the budget proposal as it is to be met from the State component.

10.3 Maintenance of Building :

Survey reveals that existing schools need continuous repair/renovation and maintenance, for which the programme of SSA has provided funds for the same. The local people in the habitations are willing to contribute 50 % of whatever provided through the programme either in cash or in kind (social works, materials etc).

10.4 Early Childhood Care and Education Centres (ECCE):

As per SSA norms, children between the age of 0 - 6 Yrs could not be ignore as they are the future citizens. Survey reveals that there are 21 habitations who are without Anganwadi Centres. To these habitations, it is proposed to construct additional rooms in schools and equipt them with TLE etc as per existing norms along with improvement of the existing Anganwadi Centres.

10.5 Toilet Facilities :

As per the finding of SSA school survey, no schools in the district have separate toilet for girls. Therefore, it is proposed that separate toilet facilities be given to all the 154 existing schools. By 2007, the number of schools within the district will grow up to 205 as a result of upgradation of P/S to M/S. These new M/Ss also will have to be provided with toilet and drinking water facilities.

10.6 Execution of Civil Works :

The school committee will be given the responsibilities of construction works, repairing and renovation works, as such, community will have active and effective participation in Civil Works of the school.

Participation of the community in Civil Works will be the following forms :

- Contribution of land for construction of school building with adequate space.
 - 50 % contribution of whatever sanctioned from SSA scheme either in cash or in kind.
 - Collection and contribution of locally available materials for construction of building.
 - Providing man power component in any construction works.
 - To render full co-operation in maintaining the buildings.
-

CHAPTER - XI

**PERSPECTIVE WORK PLAN & BUDGET
(2001 - 2011)****PROJECT WISE INTERVENTION**

The following are proposed based on the requirement reflected through village level plan and cluster level requirement.

1. CIVIL WORKS :

- Additional class room for upgraded P/S
- Headmaster room
- P/S for school less village/habitation
- Toilet for girls
- Class room for P/S
- Circle Resource Centres
- Cluster Resource Centres
- Teacher's common room for M/S
- Teacher's common room for P/S
- Teacher's common room for new upgraded M/S
- Headmaster room for new M/S
- Maintenance and repair of school building
- Additional room for ECCE centres.
- Construction of DIET building and District Hqrs.

2. PROJECT MANAGEMENT :

- Furniture and equipment for DPC office maintenance and operation
- Purchase of vehicles for monitoring and supervision-maintenance and operation of vehicles.
- Consultancy
- DPC office consumables

3. PEDAGOGY AND SCHOOL IMPROVEMENT :

- Training of teachers and multi level activity based training
- Training of District Resource Group (DRG), Circle Resource Group (CRG) and Cluster Resource Group (CLRG)
- School grant to all schools
- TLE teacher grant.

- TLE grant for upgraded P/Ss to M/Ss
- TLE for new P/Ss
- Quarterly academic review meeting (Cluster Wise)
- Salary for staff of Telescopic DIET
- Furniture for CRC
- Furniture for CLRC
- Contingency Grant for CRC
- Contingency Grant for CLRC
- School health check up camp (village wise)
- Production and Distribution of Health Charts, Pamphlets Posters etc.
- Development and printing of modules
- Library books for CRC and CLRC
- Exposure visits
- Co-curricular activities
- Cluster level TLM development work shop
- Salary for new teachers of new P/S
- Salary for new teachers of upgarded schools
- Consultancy

4. PLANNING AND IMPLEMENTATION :

- Training of resource persons on school maping and micro planning
- Training of resource persons on planning
- exposure visit

5. COMMUNITY MOBILISATION AND PARTICIPATION :

- Orientation and training for VEC members
- Community meeting at village level (MHIP)
- Cluster level meeting for teachers, VEC, PTA, NGOs etc.
- Campaign materials posters, banners, pamphlets etc and travel charges.

6. RESEARCH, EVALUATION, MONITORING AND SUPERVISION :

- Action research
- Base line achievement study
- Pupil achievement study, mid term and annual
- Supervision and monitoring by DRG
- Supervision and monitoring by CRG
- EMIS
- Contingent expenditure for monitoring- OHP, Sketch Pen, Visual, Monitoring system etc.

7. DISTANCE EDUCATION

- Procurement and maintenance of TV, Video, Radio etc at DRC
- Work shop and Seminar on Distance Education programme (Circle Wise)
- Procurement and maintenance of TV, Video, Radio etc at CRC
- Audio/Video cassette procurement, maintenance of Library at DRC
- Audio/Video cassette procurement, maintenance of Library at CRC
- Training of resource persons on Distance Education

8.(1) EDUCATION OF FOCUS GROUP - I (Girl Child Education) :

- Bridge course/camp for girl (Cluster Wise)
- Gender issue work shop (Circle Wise)
- Supply of free text books to all girl child/ST/SC children

8.(2) EDUCATION OF FOCUS GROUP - II (Early Childhood Care & Education):

- Orientation for Anganwadi workers and helpers (Village Wise)
- Induction training of ECCE, instructors and helpers (Village Wise)
- Training of NGOs and Mother Association (MHIP)
- TLM for ECCE centres
- Honorarium for ECCE workers and helpers
- Convergence workshop for ECCE (Cluster Wise)
- Honorarium for existing Anganwadi workers
- Honorarium for existing Anganwadi helpers
- TLM for existing Anganwadi centres.

8.(3) EDUCATION OF FOCUS GROUP - III (Education of the Disabled) :

- Cluster Wise Disable Assesment camp
- Training of 1 teacher each from all P/Ss for IED pupils
- Procurement/purchase of crutches, glasses, hearingaids, wheel chair etc
- Development/procurement of TLE for identified disable children.
- Campaign of IED and development of posters, banners, sign boards etc
- Village level meeting with teachers, community leaders, mothers group etc. on disability
- Refresher training for IED teachers
- Training of CRG/CLRG on IED.

9. ACCESS-ALTERNATIVE & INNOVATIVE EDUCATION (AIE) :

- Bridge course/ camp for drop out and out of school children (Village Wise)
- Training of local leaders and voluntary organisation on AIE (Vill. Wise)
- Induction training of Educational Volunteers for AIE
- TLE for AIE centres.

CHAPTER - XII

ANNUAL WORK PLAN & BUDGET 2001 - 2002

12.1 Project-wise Activities :

The following activities are proposed to be implemented during 2001-2002 based on the requirement reflected in the village level plan and cluster level plans. Detail proposed activities have already been discussed. Intervention-wise work plan and budget for 2001-2002 is as under ;

12.2 Civil work :

- Construction of teachers common room
- Maintenance and repairing of school buildings
- Construction of additional room for ECCE centres

12.3 Project management :

- Furniture and equipment for DPO office- maintenance and operation
- Purchase of vehicle for monitoring and supervision, maintenance and operation.
- Consultancy
- DPO office consumables.

12.4 Pedagogy and school improvement :

- Training of DRG, CRG and CLRG.
- School grant to all schools.
- TLE grant to all teachers.
- TLE grant to new P/S
- School health check up camp.
- Production of Health Chart, Pamphlets etc.
- Development and printing of Modules.
- Library books for CRC and CLRC.
- Co-curricular activities.

12.5 Community mobilisation and participation :

- Camping materials, Posters, Banners, Pamphlets etc. and travel charges.

12.6 Research, Evaluation, Monitoring and Supervision :

- Pupil achievement survey- mid term and annual.
- Supervision by DRG
- Supervision by CRG
- EMIS
- Contingent expenditure.

12.7. Distance Education :

- Procurement of Television, Vedio, Radio etc. for DRC.
- Procurement of cassettes, maintenance of cassette library for DRG.
- Procurement of cassettes, maintenance of cassette library for CRG.

12.8 Girl child Education :

- Bridge course/Camp for girls.
- Gender issue workshop.
- Supply of free Text books.

12.9 Early Childhood Care and Education (ECCE) Centres:

- Orientation for Anganwadi workers.
- Induction training of ECCE workers
- TLM for ECCE Centres.
- Honararium for ECCE workers and Helpers.
- Convergence workshop.
- Honararium for Anganwadi workers and helpers
- TLM for existing Anganwadi Centres.

12.10 Integrated Education for the Disabled (IED)

- Campaign on IED, Development of Posters, Banners, Sign boards.
 - Meeting of local leaders on IED.
 - Training of CRG, CLRG on disability.
-

YEARLY BUDGET BREAK-UP (Rupees in Lakhs)

Sl No	Year	Total Budget	Budget/ %age	Civil Works	Management	Improvement
1	2001 - 2002	161.017	Budget Percentage	48.800 30.30 %	8.000 4.98 %	105.017 65.20 %
2	2002- 2003	293.061	Budget Percentage	78.500 26.79 %	11.000 3.75 %	203.561 69.46 %
3	2003- 2004	288.246	Budget Percentage	68.500 23.76 %	5.000 1.74 %	214.746 74.48 %
4	2004 - 2005	316.067	Budget Percentage	62.000 19.61 %	5.000 1.58 %	249.067 78.81 %
5	2005- 2006	357.142	Budget Percentage	62.000 17.36 %	5.000 1.40 %	290.142 81.54 %
6	2006- 2007	327.949	Budget Percentage	15.000 4.57 %	5.000 1.52 %	307.949 93.91 %
7	2007- 2008	348.086	Budget Percentage	9.000 2.58 %	5.000 1.43 %	334.086 95.98 %
8	2008- 2009	385.990	Budget Percentage	31.000 8.03 %	5.000 1.29 %	349.990 90.67 %
9	2009 - 2010	360.758	Budget Percentage	9.000 2.49 %	5.000 1.38 %	346.758 96.12 %
10	2010 - 2011	366.841	Budget Percentage	9.000 2.45 %	5.000 1.36 %	352.841 96.19 %
T o t a l	2001- 2011	3205.157	Budget Percentage	395.250 12.33 %	59.000 1.84 %	2750.907 85.83 %

NAME OF INTERVENTION :

INTERVENTION WISE BUDGET ESTIMATE (Rupees in Lakhs)

ITEMS	UNIT	2001 - 2002		2002 - 2003		2003 - 2004		2004 - 2005		2005 - 2006		2006 - 2007		2007 - 2008		2008 - 2009		2009 - 2010		2010 - 2011		TOTAL	
	COST	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.
1. Civil works			48.800		78.500		68.500		62.000		62.400		15.150		9.550		31.950		9.550		9.550		395.250
2. Project Management			8.000		11.000		5.000		5.000		5.000		5.000		5.000		5.000		5.000		5.000		59.000
3. Pedagogy and School improvement.			59.900		109.513		134.953		171.939		211.879		228.401		256.843		270.277		268.730		272.928		1985.361
4. Planning and implementation					5.650		1.975		0.650		1.650		0.975		0.650		1.650		0.975		0.650		14.825
5. Community Mobilisation and Participation			0.100		2.588		1.748		2.588		1.748		2.588		1.748		2.588		1.748		2.588		20.032
6. Research, Evaluation Monitoring and Supervision			2.310		2.520		2.520		2.520		2.865		2.865		2.865		3.075		3.075		3.075		27.690
7. Distance Education			15.400		10.400		2.600		2.600		2.600		2.600		2.600		2.600		2.600		2.600		46.600
8. Education of Focused Groups :																							
I - Girl Child Education			17.472		22.780		22.800		20.220		20.240		20.260		20.280		20.300		20.320		20.340		205.012
II - Early Childhood Care & Education (ECCE)			8.531		21.682		20.122		20.122		20.332		21.682		2.122		20.122		20.332		21.682		194.729
III - Education of the Disable (IED)			0.804		0.804		0.804		0.804		0.804		0.804		0.804		0.804		0.804		0.804		8.040
9. Access & Alternative & innovative Edn (AIE)					27.624		27.624		27.624		27.624		27.624		27.624		27.624		27.624		27.624		248.616
G.Total			167.017		293.061		266.246		316.067		357.142		327.949		348.086		385.99		360.758		366.841		3205.157

NAME OF INTERVENTION :

CIVIL WORKS

(Rupees in Lakhs)

ITEMS	UNIT COST	2001 - 2002		2002 - 2003		2003 - 2004		2004 - 2005		2005 - 2006		2006 - 2007		2007 - 2008		2008 - 2009		2009 - 2010		2010 - 2011		TOTAL	
		Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.
1. Construction of Addl rooms for upgraded P/S	0.800			23	18.400	23	18.400	23	18.400														55.200
2. Construction of separate rooms for Headmaster of M/S	0.800			11	8.00	10	8.000	10	8.000														24.800
3. Construction of P/S to school-less habitations (7 + 7) villages	1.600	14	22.400																				22.400
4. Construction of separate toilets facilities for girls	0.150			40	6.000	40	6.000	40	6.000	40	6.000	45	6.750										30.750
5. Construction of addl. class room for P/S	0.800			26	20.800	14	11.200	14	11.200	14	11.200												54.400
6. Construction of CRC at 4 circles	1.000			2	2.000	2	2.000																4.000
7. Construction of CLRC (13 Cluster)	2.000			5	10.000	5	10.000	3	6.000														26.000
8. Construction of DIET building LS at District Hqrs.																							
9. Construction of teachers common room (M/S)	0.800	2	1.600																				1.600
10. Construction of teachers common room for P/S	0.800			6	4.800	6	4.800	5	4.000														13.600
11. Construction of teachers common room for the new upgraded M/Ss	0.800									23	18.400			14	11.200								29.600
12. Construction of separate room for Hdm of the new M/S	0.800									23	18.400			14	11.200								29.600
13. Maintenance and repairing of school buildings	0.050	154	7.700	154	7.700	154	7.700	168	8.400	168	8.400	168	8.400	191	9.550	191	9.550	191	9.550	191	9.550		86.500
14. Construction of addl room for ECCE centres		21	16.800																				16.800
Total			48.800		78.500		68.700		62.000		62.400		15.150		9.550		31.950		9.550		9.550		395.2

NAME OF INTERVENTION :

PROJECT MANAGEMENT

(Rupees in Lakhs)

ITEMS	UNIT COST	2001 - 2002		2002 - 2003		2003 - 2004		2004 - 2005		2005 - 2006		2006 - 2007		2007 - 2008		2008 - 2009		2009 - 2010		2010 - 2011		TOTAL		
		Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	
1 Furniture & Equipment for DPO office, maintenance and operation	LS		1.000		1.000		1.000		1.000		1.000		1.000		1.000		1.000		1.000		1.000		1.000	10.000
2 Purchase of vehicle for monitoring and supervision-maintenance & operation of vehicle.	LS		6.000		6.000		2.000		2.000		2.000		2.000		2.000		2.000		2.000		2.000		2.000	28.000
3 Consultancy			0.500		3.000		1.000		1.000		1.000		1.000		1.000		1.000		1.000		1.000		1.000	11.500
4 DPO office consumables			0.500		1.000		1.000		1.000		1.000		1.000		1.000		1.000		1.000		1.000		1.000	9.500
TOTAL			8.000		11.000		5.000		5.000		5.000		5.000		5.000		5.000		5.000		5.000		5.000	59.000

NAME OF INTERVENTION :

PEDAGOGY AND SCHOOL IMPROVEMENT

(Rupees in Lakhs)

ITEMS	UNIT COST	2001 - 2002		2002 - 2003		2003 - 2004		2004 - 2005		2005 - 2006		2006 - 2007		2007 - 2008		2008 - 2009		2009 - 2010		2010 - 2011		TOTAL		
		Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	
1. Training of Teachers in multi level/activity base training					12.908		9.646		10.164		9.884		10.080		9.982		9.982		9.982		9.982		92.610	
2. Training of DRG, CRG & CLRG	1.000		1.000		2.000		1.000		1.000		1.000		1.000		1.000		1.000		1.000		1.000		11.000	
3. School Grant to all schools	0.020	154	3.080	168	3.360	168	3.360	168	3.360	191	3.820	191	3.820	191	3.820	205	4.100	205	4.100	205	4.100	205	36.92	
4. TLE Teacher Grant (Rs. 500 per teacher)	0.005	574	2.870	597	2.985	634	3.170	671	3.355	685	3.425	699	3.495	713	3.656	713	3.565	713	3.565	713	3.565	713	33.56	
5. TLE Grant for upgraded Primary Schools to Middle School	.500	-	-	-	-	-	-	-	-	23	11.500	-	-	-	14	7.000	-	-	-	-	-	-	18.500	
6. TLE grant for new Primary Schools	.100	14	1.400																				1.400	
7. Quarterly Academic Review (Meeting (Guster wise)	.050			13	2.600	13	2.600	13	2.600	13	2.600	13	2.600	13	2.600	13	2.600	13	2.600	13	2.600	13	23.40	
8. Salary for staff of Telescopic DIET					1.000		1.000		1.000		1.000		1.000		1.000		1.000		1.000		1.000		9.000	
9. Furniture for CRC	1.000			4	4.000																		4.000	
10. Furniture for CLRC	.100			13	1.300																		1.300	
11. Contingency grant for CRC	.125	4		4	0.500	4	0.500	4	0.500	4	0.500	4	0.500	4	0.500	4	0.500	4	0.500	4	0.500	4	4.500	
12. Contingency grant for CLRC	.025	13		13	0.325	13	0.325	13	0.325	13	0.325	13	0.325	13	0.325	13	0.325	13	0.325	13	0.325	13	2.925	
13. School health check up camp (village wise)	500	84	42.000	84	42.000	84	42.000	84	42.000	84	42.000	84	42.000	84	42.000	84	42.000	84	42.000	84	42.000	84	420.0	
14. Production and distribution of Health chart, pamphlets and poster etc..	.500	1	.500	1	.500	1	.500	1	.500	1	.500	1	.500	1	.500	1	.500	1	.500	1	.500	1	5.000	
15. Development and Printing of modules	.500	1	.500	1	.500	1	.500	1	.500	1	.500	1	.500	1	.500	1	.500	1	.500	1	.500	1	5.000	
16. Library books for CRC & CLRC	.050	17	.850	17	.850	17	.850	17	.850	17	.850	17	.850	17	.850	17	.850	17	.850	17	.850	17	8.500	
17. Exposure visits	0.500			2	1.000	1	0.500	1	0.500	1	0.500	1	0.500	1	0.500	1	0.500	1	0.500	1	0.500	1	5.000	
18. Co-curricular Activities	.050	154	7.700	168	8.400	168	8.400	168	8.400	191	9.550	191	9.550	191	9.550	205	10.250	205	10.250	205	10.250	205	92.300	
19. Cluster level TLM development	.100			13	1.300	13	1.300	13	1.300	13	1.300	13	1.300	13	1.300	13	1.300	13	1.300	13	1.300	13	11.70	
20. Salary for new teachers of new P/S					14	10.618	28	21.484	42	45.966	56	71.163	70	97.077	70	100.384	10	103.692	70	105.746			556.1	
21. Upgraded Schools				23	23.985	46	43.684	69	74.101	69	76.659	69	79.218	69	81.774	69	83.921	69	86.066	69	88.210			642.6
TOTAL			59.900		109.513		134.953		171.939		211.879		228.401		256.8434		270.277		268.730		272.928		1985.3	

NAME OF INTERVENTION :

PLANNING AND IMPLEMENTATION

(Rupees in Lakhs)

ITEMS	UNIT COST	2001 - 2002		2002 - 2003		2003 - 2004		2004 - 2005		2005 - 2006		2006 - 2007		2007 - 2008		2008 - 2009		2009 - 2010		2010 - 2011		TOTAL	
		Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.
1. Training of resource persons on school maping and micro planning.				1	3.000	1	1.000																4.000
2. Planning exercise				1		13	0.325					13	0.325					13	0.325				0.975
3. Training of resorce persons on planning				1	1.000					1	1.000					1	1.000						3.000
4. Exposure visit	0.050				1.650		0.650		0.650		0.650		0.650		0.650		0.650		0.650		0.650		6.850
TOTAL					5.650		1.975		0.650		1.650		0.975		0.650		1.650		0.975		0.650		14.825

NAME OF INTERVENTION :

COMMUNITY MOBILISATION & PARTICIPATION

(Rupees in Lakhs)

ITEMS	UNIT COST	2001 - 2002		2002 - 2003		2003 - 2004		2004 - 2005		2005 - 2006		2006 - 2007		2007 - 2008		2008 - 2009		2009 - 2010		2010 - 2011		TOTAL		
		Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	
1. Orientation and training for VEC members.	0.010	84			0.840				0.840					0.840							0.840		4.200	
2. Community meeting at village level (MHIP)		84			0.408		0.408		0.408		0.408		0.408		0.408		0.408		0.408		0.408		3.672	
3. Cluster level meeting for teachers, VEC, teachers, PTA, NGOs etc.	0.010				0.840		0.840		0.840		0.840		0.840		0.840		0.840		0.840		0.840		7.560	
4. Capaing materials, posters, banners, pamphets etc. and travel charges.			0.100		0.500		0.500		0.500		0.500		0.500		0.500		0.500		0.500		0.500		4.600	
TOTAL			0.100		2.588		1.748		2.588		1.748		2.588		1.748		2.588		1.748		2.588		20.032	

ITEMS	UNIT COST	2001 - 2002		2002 - 2003		2003 - 2004		2004 - 2005		2005 - 2006		2006 - 2007		2007 - 2008		2008 - 2009		2009 - 2010		2010 - 2011		TOTAL	
		Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.
1. Action research				0.336						0.336										0.336		1.098	
2. Base line achievement study				0.800						0.800					0.800								2.400
3. Pupil achievement study mid-term and annual		0.462	0.231	0.336	0.231	0.231	0.231	0.231	0.231	0.231	0.231	0.231	0.231	0.231	0.231	0.231	0.231	0.231	0.231	0.231	0.231	2.676	
4. Supervision and monitoring by District Resource Group		0.500	0.299	0.848	0.848	0.409	1.000	1.000	0.719	1.000	1.000	0.719	1.000	1.000	0.719	1.000	1.000	1.000	1.000	1.000	1.000	7.623	
5. Supervision and monitoring by Circle Resource Group		0.548	0.424	0.656	0.991	0.609	1.209	1.209	0.900	1.419	1.053	9.018											
6. Education Management Information System.		0.300	0.400	0.400	0.400	0.400	0.400	0.400	0.400	0.400	0.400	0.400	0.400	0.400	0.400	0.400	0.400	0.400	0.400	0.400	0.400	3.900	
7. Contingent expenditure for monitoring - OHP, sketch pen, visual monitoring system etc.		0.500		0.250	0.050	0.050	0.025	0.025	0.025	0.025	0.025	0.025	0.025	0.025	0.025	0.025	0.025	0.025	0.025	0.025	0.025	0.975	
TOTAL		2.310	2.520	2.520	2.520	2.865	2.865	2.865	3.075	3.075	3.075	27.690											

NAME OF INTERVENTION :

DISTANCE EDUCATION (Rupees in Lakhs)

ITEMS	UNIT COST	2001 - 2002		2002 - 2003		2003 - 2004		2004 - 2005		2005 - 2006		2006 - 2007		2007 - 2008		2008 - 2009		2009 - 2010		2010 - 2011		TOTAL		
		Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	
1. Procurement & maintenace of Tv, Video, Radio etc at DRC			15.000		5.000		0.500		0.500		0.500		0.500		0.500		0.500		0.500		0.500		0.500	24.0
2. Workshop & Seminars on Dis-tance Education Programmes (Circle Wise)				13	1.500		1.500		1.500		1.500		1.500		1.500		1.500		1.500		1.500		1.500	13.5
3. Procurement & maintenace of Tv, Video, Radio etc at CRC				4	1.500		0.500		0.500		0.500		0.500		0.500		0.500		0.500		0.500		0.500	5.50
4. Audio/Video cassette procure-ment maintenace of library at DRC.			0.200		0.200		0.050		0.050		0.050		0.050		0.050		0.050		0.050		0.050		0.050	0.80
5. Audio/Video cassette procure-ment maintenace of library at CRC			0.200		0.200		0.050		0.050		0.050		0.050		0.050		0.050		0.050		0.050		0.050	0.80
6. Training of Resource Persons on Distance Education.					2.000																			2.00
TOTAL			15.400		10.400		2.600		2.600		2.600		2.600		2.600		2.600		2.600		2.600		2.600	46.60

NAME OF INTERVENTION :

EDUCATION OF FOCUSED GROUPS - I (Rupees in Lakhs)
Girl Child Education

ITEMS	UNIT COST	2001 - 2002		2002 - 2003		2003 - 2004		2004 - 2005		2005 - 2006		2006 - 2007		2007 - 2008		2008 - 2009		2009 - 2010		2010 - 2011		TOTAL	
		Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.
1. Bridge course/camp for girls (Cluster Wise)	0.100	13	1.300		2.600		2.600																6.500
2. Gender Issue Workshop (Circle Wise)	1.000			4	4.000	4	4.000	4	4.000	4	4.000	4	4.000	4	4.000	4	4.000	4	4.000	4	4.000	4	36.000
3. Supply of free text books to all girl child/ST/SC children @ Rs 150 per child.	10.781	16.172		16.180	16.200		16.220		16.240		16.260		16.280		16.300		16.320		16.340				162.512
TOTAL			17.472	22.780	22.800	20.220	20.240	20.260	20.280	20.300	20.320	20.340	205.012										

NAME OF INTERVENTION :

EDUCATION OF FOCUSED GROUPS - II (Rupees in Lakhs)
Early Childhood Care and Education (ECCE)

ITEMS	UNIT	2001 - 2002		2002 - 2003		2003 - 2004		2004 - 2005		2005 - 2006		2006 - 2007		2007 - 2008		2008 - 2009		2009 - 2010		2010 - 2011		TOTAL	
	COST	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.
1. Orientation for Anganwadi workers and helpers (village wise)	0 050 64	3.200 64	3.200 64	3.200 64	3.200 64	3.200 64	3.200 64	3.200 64	3.200 64	3.200 64	3.200 64	3.200 64	3.200 64	3.200 64	3.200 64	3.200 64	3.200 64	3.200 64	3.200 64	3.200 64	3.200 64	3.200 64	32.000
2. Induction training of ECCE Instructors and Helpers (Village Wise)	0 050 20	1.000 20	1.000 20	1.000 20	1.000 20	1.000 20	1.000 20	1.000 20	1.000 20	1.000 20	1.000 20	1.000 20	1.000 20	1.000 20	1.000 20	1.000 20	1.000 20	1.000 20	1.000 20	1.000 20	1.000 20	1.000 20	10.000
3. Training of NGOs and Mother Association (MHIP)	84	0.404 84	0.404 84	0.404 84	0.404 84	0.404 84	0.404 84	0.404 84	0.404 84	0.404 84	0.404 84	0.404 84	0.404 84	0.404 84	0.404 84	0.404 84	0.404 84	0.404 84	0.404 84	0.404 84	0.404 84	0.404 84	4.040
4. TLM for ECCE centres	0 010 21	0.210						21	0.210							21	0.210						0.630
5. Honorarium for ECCE workers	0.005 21	0.315	1.260	1.260	1.260	1.260	1.260	1.260	1.260	1.260	1.260	1.260	1.260	1.260	1.260	1.260	1.260	1.260	1.260	1.260	1.260	1.260	11.655
6. Honorarium for ECCE helpers	0.002 21	0.126	0.504	0.504	0.504	0.504	0.504	0.504	0.504	0.504	0.504	0.504	0.504	0.504	0.504	0.504	0.504	0.504	0.504	0.504	0.504	0.504	4.662
7. Convergence workshop for ECCE (Cluster Wise)	0.050 13	13	0.650 13	0.650 13	0.650 13	0.650 13	0.650 13	0.650 13	0.650 13	0.650 13	0.650 13	0.650 13	0.650 13	0.650 13	0.650 13	0.650 13	0.650 13	0.650 13	0.650 13	0.650 13	0.650 13	0.650 13	5.850
8. Honorarium for existing Anganwadi workers	0.005 156	2.340 156	9.360 156	9.360 156	9.360 156	9.360 156	9.360 156	9.360 156	9.360 156	9.360 156	9.360 156	9.360 156	9.360 156	9.360 156	9.360 156	9.360 156	9.360 156	9.360 156	9.360 156	9.360 156	9.360 156	9.360 156	86.580
9. Honorarium for Anganwadi helpers	0.002 156	0.936	3.744	3.744	3.744	3.744	3.744	3.744	3.744	3.744	3.744	3.744	3.744	3.744	3.744	3.744	3.744	3.744	3.744	3.744	3.744	3.744	34.632
10. TLM for existing Anganwadi centres	0.010 156		1.560					156	1.560											1.560			4.680
TOTAL		8.531	21.682	20.122	20.122	20.332	21.682	2.122	20.122	20.332	21.682	2.122	20.122	20.332	21.682	2.122	20.122	20.332	21.682	2.122	20.122	20.332	194.729

NAME OF INTERVENTION :

EDUCATION OF FOCUSED GROUPS - III (Rupees in Lakhs)
Education of the Disabled (IED)

ITEMS	UNIT COST	2001 - 2002		2002 - 2003		2003 - 2004		2004 - 2005		2005 - 2006		2006 - 2007		2007 - 2008		2008 - 2009		2009 - 2010		2010 - 2011		TOTAL	
		Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.
1. Cluster Wise Disable asses- ment camps				13	0.260							13	0.260							13	0.260		0.780
2. Training of 1 teacher each from all P/S for IED pupils.				28	0.280	71	0.710																0.990
3. Procurement/purchase of Crutches. Glasses. Hearing Aids, Wheel Chair, etc.				67	0.164		0.094		0.350		0.124					0.654		0.400					1.786
4. Development/procurement of TLE for identified Disabled children				28	0.100				0.100		0.260		0.124					0.404					0.988
5. Campaign on IED and develop- ment of posters/banners/sign boards etc	LS		0.234						0.204					0.384							0.124		0.946
6. Village level meeting wih tea- chers communityleaders, mothers etc on disability	0.005	84	0.420							84	0.420										0.420		1.260
7. Refreshers training for IED teachers.												0.420	0.420										0.840
8. Training of Circle Resource Group/Cluster Resource Group on IED			0.150						0.150							0.150							0.450
TOTAL			0.804	0.804	0.804	0.804	0.804	0.804	0.804	0.804	0.804	0.804	0.804	0.804	0.804	0.804	0.804	0.804	0.804	0.804	0.804	8.040	

NAME OF INTERVENTION :

ACCESS & ALTERNATIVE & INNOVATIVE EDUCATION (AIE) (Rupees in Lakhs)

ITEMS	UNIT COST	2001 - 2002		2002 - 2003		2003 - 2004		2004 - 2005		2005 - 2006		2006 - 2007		2007 - 2008		2008 - 2009		2009 - 2010		2010 - 2011		TOTAL	
		Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.
1. Bridge course/camp for drop out and out of school children (village wise)			29	2.875		2.875																	25.875
2. Training of local leaders and voluntary organisation on AIE (Village wise)	84		84	4.200	4.200	4.200	4.200	4.200	4.200	4.200	4.200	4.200	4.200	4.200	4.200	4.200	4.200	4.200	4.200	4.200	4.200	4.200	37.800
3. Induction training of Educational volunteers for AIE				9.600	9.600	9.600	9.600	9.600	9.600	9.600	9.600	9.600	9.600	9.600	9.600	9.600	9.600	9.600	9.600	9.600	9.600	9.600	86.400
4. Honorarium for AV of AIE	64			7.680	7.680	7.680	7.680	7.680	7.680	7.680	7.680	7.680	7.680	7.680	7.680	7.680	7.680	7.680	7.680	7.680	7.680	7.680	59.120
5. TLE for AIE Centres				3.269	3.269	3.269	3.269	3.269	3.269	3.269	3.269	3.269	3.269	3.269	3.269	3.269	3.269	3.269	3.269	3.269	3.269	3.269	29.421
TOTAL				27.624	27.624	27.624	27.624	27.624	27.624	27.624	27.624	27.624	27.624	27.624	27.624	27.624	27.624	27.624	27.624	27.624	27.624	27.624	248.61

BUDGET-WISE

IMPLEMENTATION SCHEDULE

NAME OF INTERVENTION :

EDUCATION OF FOCUSED GROUPS - II

Early Childhood Care and Education (ECCE)

	UNF	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010	2010 - 2011
1. Orientation for Anganwadi workers and helpers (village wise)		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2. Induction training of ECCE Instructors and Helpers (Village Wise)		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3. Training of NGOs and Mother Association (MHIP)		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4. TLM for ECCE centres		✓				✓				✓	
5. Honorarium for ECCE workers		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6. Honorarium for ECCE helpers		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7. Convergence workshop for ECCE (Cluster Wise)			✓	✓	✓	✓	✓	✓	✓	✓	✓
8. Honorarium for existing Anganwadi workers		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
9. Honorarium for Anganwadi helpers		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
10. TLM for existing Anganwadi centres		✓	✓				✓				

BUDGET-WISE IMPLEMENTATION SCHEDULE

NAME OF INTERVENTION :

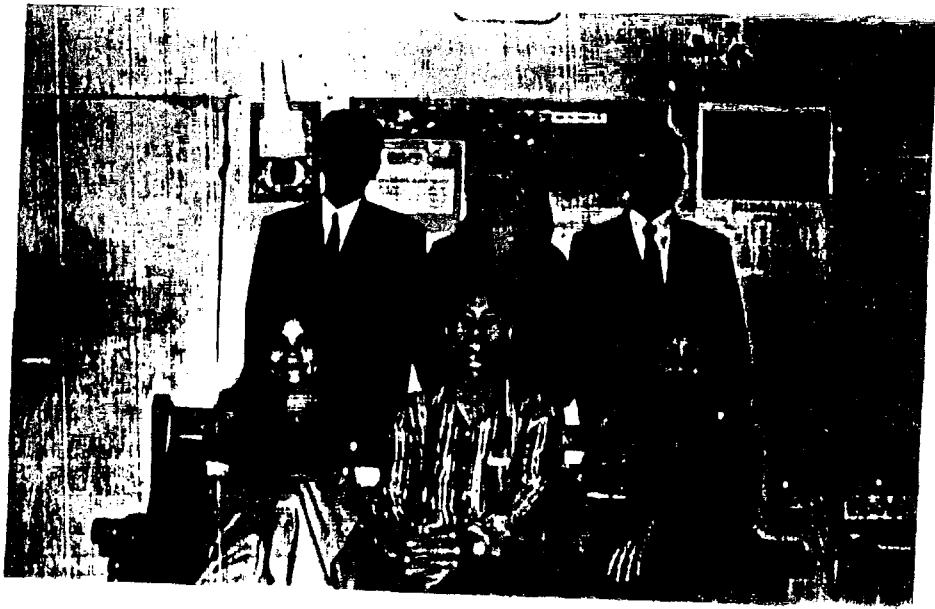
EDUCATION OF FOCUSED GROUPS - III

Education of the Disabled (IED)

ITEMS	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010	2010 - 2011
1. Cluster Wise Disable asses- ment camps		✓				✓				✓
2. Training of 1 teacher each from all P S for IED pupils.		✓	✓							
3. Procurement purchase of Crutches, Glasses, Hearing Aids, Wheel Chair, etc.		✓	✓	✓	✓			✓	✓	
4. Development procurement of TLE for identified Disabled children		✓		✓	✓	✓			✓	
5. Campaign on IED and develop- ment of posters, banners, sign boards etc	✓			✓			✓			✓
6. Village level meeting with tea- chers, community leaders, mothers etc on disability	✓				✓					✓
7. Refreshers training for IED teachers.						✓	✓			
8. Training of Circle Resource Group, Cluster Resource Group on IED	✓			✓				✓		

ANNEXURE

CONSOLIDATED SURVEY REPORT



Circle Resource Group
(Famit Circle)



Mamit District
Resource Group in Action

VILLAGE INFORMATION

NAME OF VILLAGE /HABITATION : POPULATION :
POSTAL ADDRESS : NO OF HOUSES :

FACILITIES AVAILABLE IN THE VILLAGE.

1. Link Roads (Truckable, Jeepable, Fair Weather) : _____
2. Means of Travel (Bus,Sumo,Service etc.) : _____
3. Banks (Give name) : _____
4. Post office (G.P.O or Sub-Post Office) : _____
5. Health Centre (Primary or Sub-Centre) : _____
6. Police Station (or Out Post) : _____
7. Electricity : _____
8. PHE Water Connection or Source of Potable Water : _____
9. Transportation within villages (Bus,Taxi,Auto) : _____
10. Educational Institutions (including private) : _____
No of High School : _____
No. of Middle School : _____
No. of Primary School : _____
No. of NFE : _____
No. of Anganwadi Centre : _____
11. Public Library (YMA Library) : _____
12. P.C.O : _____

Name of Surveyor : _____
Designation : _____
Date : _____

FAMILY INFORMATION

1. ~~NAME OF HEAD OF FAMILY~~ :
2. Religion :
3. SC/ST/OTHERS :
4. Annual Income (approx.) :
5. Type of House (Pucca, Semi Pucca, Kutchha) :
6. Electricity in the House : Yes/No
7. Telephone : Yes/No
8. Water Connection : Yes/No
9. Television : Yes/No
10. Distance of nearest P.M. centre : 1 km/2 km/ more than 2 km
11. Distance of nearest M.S. from Home : 1 km/2 km/ more than 2 km
12. Name of Children below 14 years in a family

Name

Class

School

1			
2			
3			
4			
5			
6			

Name of Surveyor : _____
 Designation : _____
 Date : _____

HOUSEHOLD SURVEY

NAME OF VILLAGE : NAME OF LEAD OF FAMILY :

Sl. No	Name of Children	Sex	Age	Fathers Name & Occupation	No. of family members	Illiterate (Give Code)	LEVEL OF EDUCATION						
							FOR DROP OUT STUDENT	Class attended (for going School)	Class in which dropped	Age when dropped	Reason for drop out (give Code No)		
	Below 14 years												

- | | |
|---|--|
| <p>OCCUPATION</p> <ul style="list-style-type: none"> A. Gov. Service B. Private Service C. Cultivator D. Worker E. Business F. Contractor G. Labourer H. Religious functionary | <p>REASON FOR DROPOUT.</p> <ul style="list-style-type: none"> A. Parents not interested. B. Child not interested C. Have to help parents. D. Poverty E. ill health. F. Disability G. Others. |
|---|--|

Name of Surveyor :

Qualification :

Date :

Village Statistics

Sl. No	NAME OF CIRCLE	VILLAGE POPULATION												SCHOOL GOING CHILDREN											
		Below 3 yrs			3-5 yrs			6-14 yrs			0-14 yrs			Pre-School			Cl. I-VI			VIII-X			Total		
		M	F	TT	M	F	TT	M	F	TT	M	F	TT	M	F	TT	M	F	TT	M	F	TT	M	F	TT
1	MAMIT CIRCLE	909	846	1755	1029	931	1960	3238	2987	6225	5176	4764	9940	33	20	53	2590	2331	4921	99	114	213	2722	2465	5187
2	PHAILENG CIRCLE	811	769	1580	993	964	1957	2888	2470	5360	4692	4205	8877	111	65	176	1771	1314	3085	27	40	67	1909	1420	3329
3	LENGPUI CIRCLE	175	185	360	194	161	355	532	571	1103	901	916	1817	-	3	3	443	452	905	15	28	43	458	493	951
4	REIEK CIRCLE	199	182	381	207	190	397	694	669	1363	1100	1041	2141	4	3	7	645	596	1241	25	42	67	674	640	1314
	G.TT MAMIT DIST	2094	1982	4076	2423	2246	4669	7352	6704	14050	11869	10926	22795	142	91	239	5449	4703	10152	166	224	390	5763	5018	10781

Village Information

NAME OF CIRCLE	No. of Houses	ECONOMICS STATUS			OCCUPATION								HAVING						SCHOOL INFORMATION										
		Low	Middle	High	A	B	C	D	E	F	G	H	Whether Motorable	Health Centres	Police Station	Electricity	PHE water	Bank	Post Office	No. of Colleges	No. of H.S.S.	No. of High School	No. of Govt. M/S	No. of Pvt. M/S	No. of Govt. P/S	No. of Pvt. P/S	No. of NFE	No. of Anganwadi	No. of Library
Marnit	5207	4349	829	29	735	243	3665	19	114	29	377	25	22	18	5	27	17	5	20	2	2	12	28	2	44	13	13	44	20
W. Phaileng	3910	3575	335	-	237	141	3273	4	46	4	149	56	19	11	4	16	12	1	6	-	-	5	15	5	34	9	11	62	10
Langpui	1021	743	278	-	81	29	239	1	17	-	53	1	9	3	-	9	6	1	4	-	-	5	8	2	14	-	8	30	-
Reiek	1180	3575	335	-	165	256	636	1	14	1	69	11	11	5	-	11	-	1	4	-	-	5	10	14	14	-	8	2	-

Occupation Key

- A - Govt. Service
- B - Private Service
- C - Cultivator
- D - Artisan
- E - Business
- F - Contractors
- G - Labourers
- H - Religious functionaries

VILLAGE *Education*

Sl. No.	NAME OF CIRCLE	OUT OF SCHOOL									DISABLED CHILDREN												
		Dropp out			Never attend			Total			Not attend			Attend			Total			Pre School			
		6-14 yrs.			6-14 yrs.			6-14 yrs.															
		M	F	TT	M	F	TT	M	F	TT	M	F	TT	M	F	TT	M	F	TT	M	F	TT	M
1	MAMIT CIRCLE	99	120	219	417	402	819	516	522	1038	9	14	25	7	7	14	16	21	37	37	28	65	
2	PHAILENG CIRCLE	116	97	213	863	955	1818	979	1052	2031	6	9	15	1	-	1	7	9	16	36	26	62	
3	LENGPUI CIRCLE	25	37	62	49	41	90	74	78	152	2	2	4	-	-	-	2	2	4	9	5	14	
4	REIEK CIRCLE	10	22	32	9	7	16	20	29	49	1	2	3	4	3	7	5	5	10	-	-	-141	
	G.TT MAMIT DIST	250	276	526	1338	1405	2743	1588	1681	3269	18	27	45	12	10	22	30	37	67	82	59	141	

hna lal lu



Training of Teachers at
District level for SSA
Survey



Circle level Resource
Group (4 circles)

Total Population (6 - 14 years)

School Going Children (Circle Wise)

Circle Village	Total Popln		School Going		Out of School		Disable		Pre-School	
	M	F	M	F	M	F	M	F	M	F
Mamit	5,176	4,764	2,722	2,465	520	0,518	16	21	37	28
W.Phaileng	4,692	4,205	1,909	1,420	979	1,052	07	09	36	26
Lengpui	0,901	0,916	0,458	0,493	173	0,163	02	02	09	05
Reiek	1,100	1,041	0,674	0,640	018	0,026	05	05	-	-
Total	11,869	10,926	5,763	5,018	1,690	1,759	30	37	82	59

Source : SSA village survey on August 2001

Class Wise Enrolment (Circle Wise)

Circle Village	Pre-School		CI I - VII		CI VIII - X	
	M	F	M	F	M	F
Mamit	33	20	2590	2331	99	114
W.Phaileng	111	65	1771	1314	27	40
Lengpui	-	3	443	462	15	28
Reiek	4	3	645	596	25	42
Total	148	91	5449	4703	166	224

Source : SSA village survey on August 2001

DROP OUT (In Circle clusters)

Cluster Centre	CLASS IN WHICH DROPPED													
	I		II		III		IV		V		VI		VII	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Mamit	7	13	5	9	7	2	7	8	2	2	1	2	-	1
Kawrte- thawveng	9	11	6	2	1	5	2	4	3	2	2	6	-	1
Zamuang	1	2	11	7	7	5	2	5	2	4	1	2	3	1
Zawlnuam	7	5	5	3	4	5	3	5	1	5	-	1	-	2
Sub-Total	24	31	27	21	19	17	14	22	8	13	4	11	3	5
W.Phaileng	26	29	5	11	2	4	4	6	2	3	-	-	1	-
Phuldungsei	1	3	2	2	2	2	3	5	3	3	-	2	-	1
Pukzing	6	3	10	2	1	-	1	1	-	-	-	-	-	-
Marpara	5	1	6	2	1	-	-	1	-	-	1	-	-	-
Tuipuibari	6	3	16	9	8	3	2	1	2	-	-	-	-	-
Sub-Total	44	39	39	26	14	9	10	14	7	6	1	2	1	1
Lengpui	8	5	4	9	7	5	3	8	3	4	-	3	-	3
Reiek	1	4	1	1	2	7	5	3	1	5	-	2	-	-
Kanghmun	-	-	-	-	-	-	2	1	-	-	-	1	-	-
Darlung	1	2	-	-	1	1	2	1	1	4	-	-	-	-
Sub-Total	2	6	1	1	3	8	9	5	2	9	-	3	-	-
Grand Total	77	79	71	57	42	38	32	47	19	28	5	18	4	9

REASONS FOR DROP OUT (Circle Clusters)

Cluster Centre	Parent not interested	Child not interested	Have to help parents	Poverty	Ill-health	Disability	No higher institution	Others
Mamit	12	12	4	28	-	1	6	3
Kawrtethawveng	-	21	4	24	3	-	-	2
Zamuang	1	10	2	24	2	2	1	11
Zawlnuam	1	18	1	22	4	-	-	-
Sub-total	14	61	11	98	9	3	7	16
W.Phaileng	11	32	3	47	-	-	-	-
Phuldungsei	5	12	3	8	1	-	-	-
Pukzing	1	3	-	18	2	-	-	-
Marpara	-	3	4	8	2	-	-	-
Tupuibari	4	2	6	38	-	-	-	-
Sub-Total	21	52	16	119	5	0	0	0
Lengpui	17	7	9	23	1	2	3	-
Reiek	-	5	1	6	-	3	-	-
Kangmun	-	1	-	3	-	-	-	-
Darlung	1	2	-	10	-	-	-	-
Sub-Total	1	8	1	19	-	3	0	0
G.Total	53	128	37	259	15	8	10	16

Source : SSA village survey on August 2001

AGE WISE DROP OUT (6 - 14 Yrs)

Cluster Centre	6 Yrs		7 Yrs		8 Yrs		9 yrs		10 Yrs		11 Yrs		12 Yrs		13 Yrs		14 Yrs	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Mamit	1	1	1	2	1	3	1	3	3	2	1	3	3	7	7	7	11	9
Kawrtethawveng	0	0	0	3	1	2	2	1	0	2	1	0	5	3	3	12	11	8
Zamuang	0	0	0	0	0	1	0	1	2	2	1	1	4	8	6	7	14	6
Zawlnuam	0	0	2	1	1	0	2	2	2	0	4	2	1	7	3	6	5	8
Sub-Total	1	1	3	6	3	6	5	7	7	6	7	6	13	25	19	32	41	31
W.Phaileng	4	4	5	3	3	10	2	4	5	9	3	3	6	9	8	8	4	3
Phuldungsei	0	1	0	0	2	1	0	0	0	1	1	1	5	4	4	7	0	2
Pukzing	0	0	7	4	5	1	4	1	1	0	0	0	0	0	0	0	1	0
Marpara	0	0	0	0	0	0	2	0	0	0	1	0	2	3	3	0	5	1
Tupuibari	0	0	2	1	4	1	4	3	6	5	2	2	5	2	3	1	8	1
Sub-Total	4	5	14	8	14	13	12	8	12	15	7	6	18	18	18	16	18	7
Lengpui	3	1	2	1	3	2	3	2	1	6	2	4	5	8	5	7	1	6
Reiek	0	1	0	0	0	0	0	1	0	1	0	0	0	1	0	4	3	4
Kanghmun	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	1	0
Darlung	0	0	0	0	0	0	0	0	0	0	1	1	1	2	3	3	1	1
Sub-Total	0	1	0	0	0	0	0	1	0	1	1	1	1	3	4	9	5	5
G.Total	8	8	19	15	20	21	20	18	20	18	17	17	37	54	46	64	65	49

Source :SSA village survey on August 2001

From the above statement it can be best seen that Drop Out occurs most between the age of 12 - 14 Yrs of age.

STATUS OF TEACHERS (Circle Wise)

Name of Circle	Primary				Middle				Total
	Regular		Officiating		Regular		Officiating		
	M	F	M	F	M	F	M	F	
Mamit	55	63	7	5	119	23	5	8	286
W.Phaileng	37	11	11	4	63	10	0	0	136
Lengpui	25	5	4	2	27	4	0	3	70
Reiek	27	11	0	0	36	8	0	0	82
Total	144	90	22	11	265	45	5	11	574

Source : SSA village survey on August 2001

CASTE WISE AND TRAINED & UNTRAINED TEACHER

Cluster Centre	PRIMARY SECTION										MIDDLE SECTION									
	SC		ST		OTHERS		TRAIN		UNTRAIN		SC		ST		OTHERS		TRAIN		UNTRAIN	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Mamit	0	0	19	17	0	0	17	17	1	0	0	0	21	7	0	0	18	5	3	2
Kawrtethawveng	0	0	25	19	0	0	23	15	2	4	0	0	34	8	0	0	34	4	0	4
Zamuang	0	0	12	9	0	0	8	8	4	1	1	1	34	6	0	0	31	4	4	3
Zawlnuam	0	0	7	23	0	0	7	23	0	0	0	0	34	9	0	0	34	8	0	1
Sub-Total	0	0	63	68	0	0	55	63	7	5	1	1	123	30	0	0	##	21	7	10
W.Phaileng	0	0	17	10	0	0	11	5	6	5	0	0	26	6	0	0	26	6	0	0
Phuldungsei	0	0	11	4	0	0	11	2	0	2	0	0	19	2	0	0	18	1	1	1
Pukzing	4	0	3	0	0	0	2	0	5	0	5	0	5	1	0	0	5	1	5	0
Marpara	5	0	1	0	0	0	3	0	3	0	4	0	0	1	0	0	3	1	1	0
Tuipuiberi	5	0	2	1	0	0	3	1	4	0	4	0	0	0	0	0	4	0	0	0
Sub Total	14	0	34	15	0	0	30	8	18	7	13	0	50	10	0	0	56	9	7	1
Lengpui	0	0	29	7	0	0	26	5	3	2	0	0	27	7	0	0	23	3	4	4
Reiek	0	0	11	4	0	0	11	4	0	0	0	0	21	3	0	0	19	2	2	1
Kangmun	0	0	6	5	0	0	6	5	0	0	0	0	7	2	0	0	7	2	0	0
Darlung	0	0	10	2	0	0	10	2	0	0	0	0	8	3	0	0	8	2	0	1
Sub-Total	0	0	27	11	0	0	27	11	0	0	0	0	36	8	0	0	34	6	2	2
G.Total	14	0	153	101	0	0	138	87	28	14	14	1	236	55	0	0	230	39	20	17

Source : SSA village survey on August 2001

TEACHER'S QUALIFICATION

	PRIMARY SECTION										MIDDLE SECTION									
	PG		BA		PU		HSLC		HSLC		PG		BA		PU		HSLC		HSLC	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Mamit	0	0	1	1	3	2	11	8	3	6	0	0	9	5	7	1	25	1	0	0
Kawrtethawveng	0	0	0	1	4	6	16	3	5	9	0	0	14	1	10	3	5	3	5	1
Zamuang	0	0	0	0	1	1	7	2	4	6	0	0	16	1	8	2	8	3	4	0
Zawlnuam	0	0	0	0	1	1	6	12	0	10	0	0	11	2	11	3	9	4	3	0
Sub-Total	0	0	1	2	9	10	40	25	12	31	0	0	50	9	36	9	27	11	12	1
W.Phaileng	0	0	0	3	3	1	10	4	4	2	0	0	10	0	8	2	5	2	4	1
Phuldungsei	0	0	1	0	4	0	6	2	1	1	0	0	7	1	5	0	5	1	2	0
Pukzing	0	0	0	0	1	0	4	0	2	0	0	0	3	1	4	0	2	0	1	0
Marpara	0	0	0	0	0	0	6	0	0	0	0	0	1	0	3	0	0	1	0	0
Tuipuibari	0	0	0	0	1	0	4	1	2	0	0	0	2	0	1	0	1	0	0	0
Sub-Total	0	0	1	3	9	1	30	7	9	3	0	0	23	2	21	2	13	4	7	1
Lengpui	0	0	6	0	1	3	17	2	5	2	0	0	14	2	6	2	6	3	1	0
Reiek	0	0	0	0	0	0	5	3	6	1	0	0	10	0	11	3	0	0	0	0
Kanghmun	0	0	0	1	0	0	1	2	5	2	0	0	2	0	5	2	0	0	0	0
Darlung	0	0	0	0	0	0	3	1	7	1	0	0	2	1	6	2	0	0	0	0
Sub-Total	0	0	0	1	0	0	9	6	18	4	0	0	14	1	22	7	0	0	0	0
G.Total	0	0	8	6	19	14	96	40	44	40	0	0	101	14	85	20	46	18	20	2

Source : SSA village survey on August 2001

Teacher Per School and Teacher Pupil Ratio

Name of Cluster	No of Schools		No of Teachers		T P S		T P R	
	P/S	M/S	P/S	M/S	P/S	M/S	P/S	M/S
Mamit	14	6	36	28	1:2.6	1:4.6	1:23	1:10
Kawrtethawveng	10	7	44	42	1:4.4	1:6.0	1:21	1:10
Zamuang	06	7	21	42	1:3.5	1:6.0	1:22	1:8
Zalnuam	11	8	30	43	1:2.7	1:5.3	1:19	1:6
W.Phaileng	10	5	27	32	1:2.7	1:6.4	1:16	1:8
Phuldungsei	07	4	15	21	1:2.1	1:5.2	1:30	1:9
Marpara	04	1	06	05	1:1.5	1:5.0	1:15	1:2
Tuipuibari	06	1	08	04	1:1.6	1:4.0	1:28	1:6
Pukzing	04	2	07	11	1:1.7	1:5.5	1:28	1:2
Rawpuichhip	13	6	36	34	1:2.8	1:5.6	1:26	1:9
Reiek	05	4	15	24	1:3.0	1:6.0	1:14	1:7
Kanghmun	04	2	11	09	1:2.6	1:4.2	1:5	1:8
Darlung	05	2	12	11	1:2.4	1:5.5	1:16	1:11
Total	99	55	208	307	1:2.7	1:5.7	1:23	1:10

Source : SSA village survey on August 2001

School Building
Cluster Centre Pucca Semi-Pucca Kutchra

Mamit	School having separate rooms								
	Separated Hdm Room				Separated Teachers Room				
	P/S		M/S		P/S		M/S		
	Yes	No	Yes	No	Yes	No	Yes	No	
Kawrte..									
Zamuang									
Zawlnuam	1	13	3	3	11	3	6	0	
W.Phaileng	2	08	3	4	10	0	7	0	
Phuldungsei	0	06	1	6	06	0	5	2	
Pukzing	2	09	2	6	10	1	7	1	
Marpara	2	08	4	1	07	3	5	0	
Tuipuibari	0	07	3	1	06	1	4	0	
Rawpuichhip	0	04	0	2	03	1	2	0	
Reiek	2	02	1	0	02	2	1	0	
Kanghman	1	05	0	1	01	5	0	1	
Darlung	2	11	4	2	12	1	6	0	
Total	1	04	2	2	05	0	4	0	
	0	04	1	1	04	0	2	0	
	0	05	0	2	05	0	2	0	
	13	86	24	31	82	17	51	4	

SCHOOL BUILDING AND FACILITIES

School Building
Cluster Centre Pucca Semi-Pucca Kutcha

Mamit	8	10	2
Kawrtel	0	16	1
Zamuang	1	11	1
Zawlnuam	2	15	2
W.Phaileng	0	15	0
Phuldungsei	0	11	0
Pukzing	0	05	1
Marpara	0	05	0
Tuipuibari	1	06	0
Rawpuichhip	1	17	1
Reiek	0	09	0
Kanghmun	0	06	0
Darlung	0	07	0
Total	13	133	8

TEACHING LEARNING MATERIALS

Cluster Centre	Map			Chart				Globe				Science Kit				Maths Kit				Text Book				Guitar				Drum				
	PS	MS		PS	MS			PS	MS			PS	MS			PS	MS			PS	MS			PS	MS			PS	MS			
Mamit	4	10	5	1	3	11	5	1	0	14	5	1	0	14	6	0	1	13	3	3	8	6	5	1	0	14	0	6	0	14	0	6
Kawrtethaweng	1	9	6	1	1	9	6	1	1	9	6	1	5	5	6	1	3	7	4	3	9	1	7	0	1	9	0	7	0	10	0	7
Zamuang	3	3	5	2	3	3	4	3	2	4	6	1	1	5	5	2	1	5	3	4	4	2	6	1	0	6	0	7	0	6	0	7
Zawnuam	6	5	8	0	5	6	5	3	4	7	6	2	1	10	6	2	1	10	2	6	8	3	7	1	0	11	0	8	0	11	0	8
W. Phaileng	6	4	5	0	4	6	5	0	4	6	5	0	2	8	4	1	3	7	4	1	5	5	5	0	0	10	0	5	3	7	2	3
Phuldungsei	5	2	4	0	3	4	3	1	5	2	4	0	1	6	4	0	4	3	4	0	5	2	4	0	0	7	0	4	0	7	0	4
Pukzing	2	2	2	0	2	2	2	0	1	3	2	0	0	4	2	0	1	3	1	1	2	2	2	0	0	4	0	2	0	4	0	2
Marpara	1	3	1	0	0	4	1	0	1	3	1	0	1	3	1	0	0	4	1	0	1	3	0	1	1	3	0	1	1	3	0	1
Tuipuibari	0	6	0	1	0	6	1	0	0	6	1	0	0	6	1	0	0	6	1	0	0	6	1	0	0	6	1	0	0	6	1	0
Rawpuichhip	9	4	6	0	9	4	6	0	4	9	6	0	0	13	5	1	2	11	4	2	10	3	6	0	0	13	6	0	1	12	0	6
Reiek	4	1	4	0	5	0	4	0	3	2	4	0	2	3	3	1	0	5	3	1	5	0	3	1	0	5	0	4	0	5	0	4
Kanghmun	3	1	2	0	3	1	2	0	2	2	2	0	0	4	2	0	0	4	0	2	4	0	1	1	0	4	0	2	0	4	0	2
Darlung	4	1	2	0	2	3	2	0	1	4	2	0	1	4	2	0	0	5	0	2	0	5	0	2	0	5	0	2	0	5	0	2
G Total	48	51	50	5	40	59	46	9	28	71	50	5	14	85	47	8	16	83	30	25	61	38	47	8	2	97	7	48	5	94	3	52

Source : SSA village survey on August 2001

Basic Amenities

Cluster Centre	Laboratory		Library				Workshed				Canteen				Drinking water				Toilet				Fencing				Electric					
	PS		MS		PS		MS		PS		MS		PS		MS		PS		MS		PS		MS		PS		MS					
	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N				
Mamit	0	14	1	5	0	14	1	5	1	13	0	6	0	14	0	6	8	6	3	3	0	14	0	6	1	13	2	4	1	13	2	4
Kawrtethawveng	0	10	0	7	0	10	0	7	0	10	0	7	0	10	0	7	9	1	5	2	1	9	1	6	4	6	6	1	0	10	0	7
Zamuang	0	6	0	7	0	6	0	7	0	6	0	7	0	6	0	7	4	2	3	4	0	6	1	6	0	6	3	4	0	6	1	6
Zawnuam	0	11	0	8	0	11	0	8	0	11	0	8	0	11	0	8	9	2	4	4	0	11	0	8	2	9	4	4	3	8	4	4
W. Phaileng	0	10	0	5	0	10	1	4	0	10	0	5	1	9	0	5	7	3	5	0	1	9	1	4	3	7	3	2	1	9	2	3
Phuldungsei	0	7	0	4	1	6	0	4	0	7	0	4	0	7	0	4	6	1	3	1	0	7	1	3	1	6	2	2	0	7	0	4
Pukzing	0	4	0	2	0	4	0	2	0	4	0	2	0	4	0	2	1	3	1	1	0	4	0	2	4	0	1	1	0	4	0	2
Marpara	0	4	0	1	0	4	0	1	0	4	0	1	0	4	0	1	2	2	0	1	0	4	0	1	0	4	1	0	0	4	0	1
Tuipubari	0	6	0	1	0	6	0	1	0	6	0	1	0	6	0	1	0	6	0	1	0	6	0	1	1	5	0	1	0	6	0	1
Rawpuichhip	0	13	0	6	1	12	0	6	0	13	1	5	0	13	0	6	6	7	5	1	1	12	2	4	4	9	1	5	1	12	1	5
Reiek	0	5	0	4	0	5	0	4	0	5	0	4	0	5	0	4	2	3	4	0	0	5	0	4	0	5	0	4	0	5	0	4
Kanghmun	0	4	0	2	0	4	1	1	0	4	0	2	0	4	0	2	2	2	2	0	1	3	2	0	0	4	0	2	0	4	1	1
Darlung	0	5	0	2	0	5	0	2	1	4	0	2	0	5	0	2	2	3	2	0	2	3	1	1	0	5	0	2	0	5	0	2
Total	0	99	1	54	2	97	3	52	2	97	1	54	1	98	0	55	58	41	37	18	6	93	9	46	20	79	23	32	6	93	11	44

Source : SSA village survey on August 2001

PLAY MATERIAL

Cluster Centre	Foot Ball		Volley Ball				Basket Ball				Hockey				Badminton				Table Tennis				Draught Board				Chinese Checker					
	PS		MS		PS		MS		PS		MS		PS		MS		PS		MS		PS		MS		PS		MS					
	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N				
Mamit	9	5	5	1	1	13	4	2	0	14	0	6	0	14	0	6	0	14	0	6	0	14	1	5	0	14	0	6	2	12	0	6
Kawrtethawveng	7	3	6	1	1	9	5	2	10	0	7	0	0	10	1	6	0	10	0	7	0	10	0	7	0	10	1	6	1	9	1	6
Zamuang	3	3	5	2	2	4	6	1	0	6	0	7	0	6	0	7	0	6	0	7	0	6	0	7	0	6	2	5	0	6	0	7
Zawnuam	8	3	8	0	2	9	7	1	0	11	1	7	1	10	0	8	1	10	0	8	0	11	1	7	0	11	0	8	0	11	0	8
W. Phaileng	5	5	4	1	1	9	3	2	0	10	0	5	0	10	0	5	0	10	2	3	0	10	0	5	1	9	2	3	1	9	3	2
Phuldungsei	5	2	4	0	3	4	4	0	0	7	1	3	0	7	0	4	0	7	0	4	0	7	0	4	1	6	1	3	1	6	1	3
Pukzing	0	4	1	1	0	4	1	1	0	4	0	2	0	4	0	2	0	4	0	2	0	4	0	2	1	3	0	2	1	3	1	1
Marpara	0	4	1	0	0	4	1	0	0	4	0	1	0	4	0	1	0	4	0	1	0	4	0	1	0	4	0	1	0	4	0	1
Tuipuibari	0	6	0	1	0	6	0	1	0	6	0	1	0	6	0	1	0	6	0	1	0	6	0	1	0	6	0	1	0	6	0	1
Rawpuichhip	8	5	6	0	2	11	6	0	1	12	1	5	0	13	0	6	0	13	0	6	0	13	1	5	2	11	2	4	1	12	1	5
Reiek	2	3	3	1	2	3	3	1	0	5	0	4	0	5	0	4	0	5	0	4	0	5	4	0	2	3	3	1	1	4	4	0
Kanghmun	1	3	2	0	0	4	1	1	0	4	0	2	0	4	0	2	0	4	0	2	0	4	1	1	0	4	1	1	0	4	2	0
Darlung	4	1	1	1	0	5	2	0	0	5	0	2	0	5	0	2	0	5	0	2	0	5	1	1	0	5	0	2	0	5	1	1
G. TOTAL	52	47	46	9	14	85	43	12	11	88	10	45	1	98	1	54	1	98	2	53	0	99	9	46	7	92	12	43	8	91	14	41

Source : SSA village survey on August 2001