

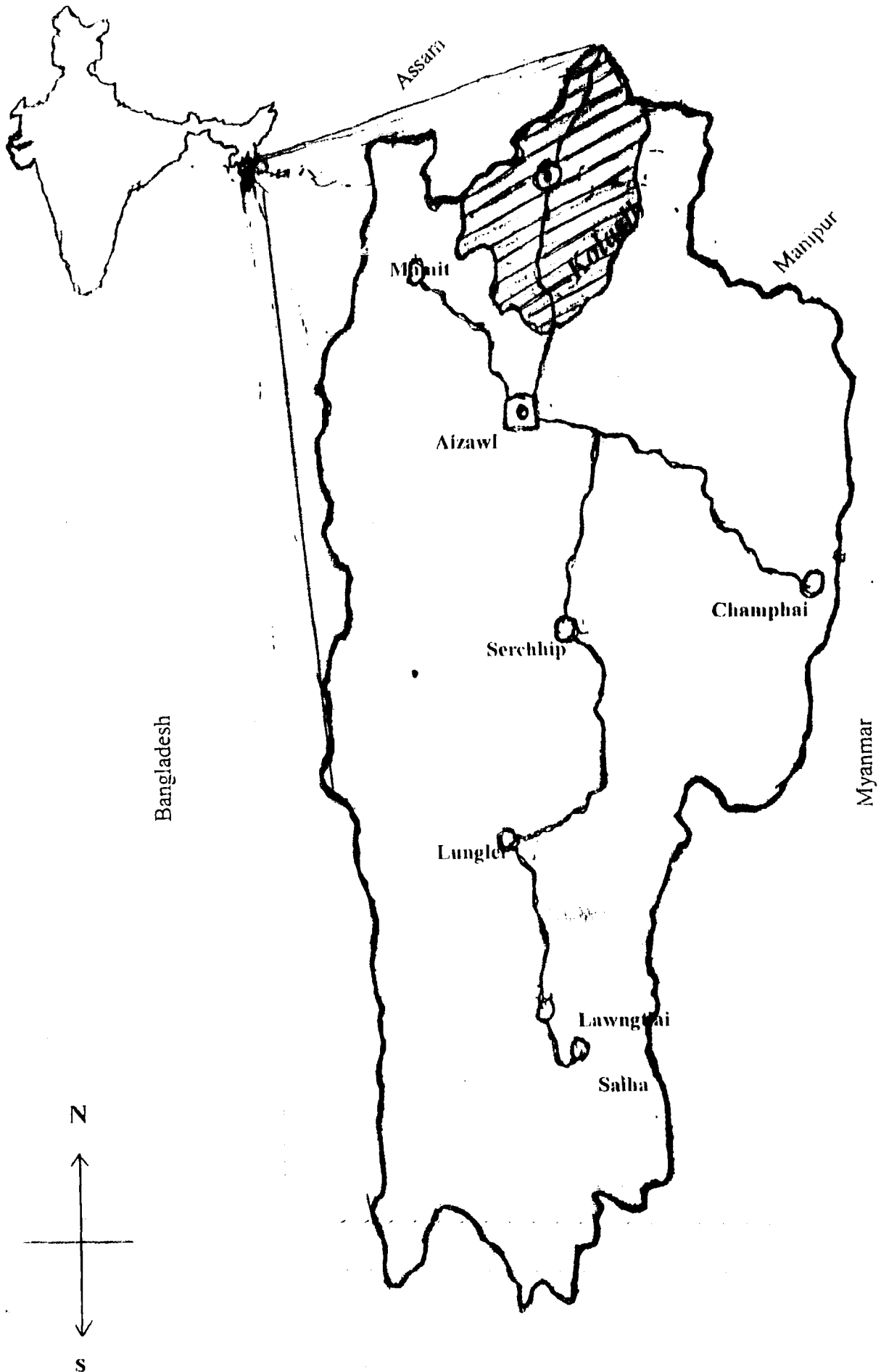
SARVA SHIKSHA ABHIYAN
KOLASIB DISTRICT



DISTRICT ELEMENTARY EDUCATION PLAN

DIRECTORATE OF SCHOOL EDUCATION
MIZORAM, AIZAWL

KOLASIB DISTRICT IN MIZORAM



KOLASIB DISTRICT AT A GLANCE

1	Headquarters	Kolasib
2	Area	1382.51 sq kms
3	Total Population ((Census 2001).....	60,977
4	Male.....	31874
5	Female.....	29103
6	Density of Population.....	44 per sq kms
7	Sex Ratio (Female per 1000).....	913
8	Literacy Percentage.....	90.49
9	Village and Habitations	40
10	Lower Primary Schools (Govt and Private).....	97
11	Upper Primary schools (Govt., Aided and Private).....	61
12	High Schools.....	20
13	Higher secondary School.....	1
14	Colleges	2
15	Educational Circles.....	3
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CHAPTER I

DISTRICT PROFILE

- 1 The picturesque Mizoram, formerly known as the Lushai Hills was brought under the British India in 1891. The North Lushai Hills district was attached to Assam while the South Lushai Hills district formed part of Bengal. In 1898, the two districts were amalgamated and brought under Assam. In 1954, by an Act of Parliament the name of the district was changed from the Lushai Hills to Mizo district. Again, with the implementation of the North Eastern Reorganisation Act (1971), Mizo District ceased to be a part of Assam and became a Union Territory on the 21st January, 1972 under a new name Mizoram. Consequent upon the passing of the Constitution (53rd) Amendment Bill and the State of Mizoram Bill (1986) by the Parliament on 7th August 1986, a Statehood was conferred on the Union Territory of Mizoram on the 20th February 1987 to become the 23rd State of the Indian Union. Mizoram now has a 40 – member Legislature with a Council of Ministers and the Governor is the administrator

The formation of Mizoram into Union Territory was followed by Division of the Territory into three civil Administration District viz, Lunglei District (Hqrs: Lunglei), Chhimituipui District (Hqrs: Saha) and Aizawl District (Hqrs: Aizawl). Aizawl is the State Capital.

In 1998, Aizawl District was divided into three administration districts viz: Aizawl District (Hqrs: Aizawl), Aizawl east District (Hqrs: Champhai) and Aizawl west district (Hqrs Mamit) vide Govt. of Mizoram Notification No. A 60011/21/95-GAD dated Aizawl, the 11th November, 1998) However these three districts were redemarcated in 1999 forming another two more new districts viz, Aizawl North (Hqrs: Kolasib) and Aizawl South district (Hqrs Serchhip) vide Govt. of Mizoram Notification No.A. 60011/2195-GAD dated Aizawl, the 29th July, 1999. Hence eight Civil Administration Districts came into existence in Mizoram.

- 1.1 As mentioned above, Kolasib District is one of the youngest districts in Mizoram which is carved out of Aizawl District by way of re-demarcating the existing Aizawl District.

¹Kolasib district covered 31 villages and 9-habitations. The district is bounded on the north

by Cachar district of Assam on the east by Sinlung Hills Development Council and Cachar District, on the south by Aizawl district and on the west by Mamit district.

Kolasib District covers Thingdawl Rural Development Block and part of Tlangnuam Rural Development Block, which is under Aizawl District.

Three new Civil Sub-Divisions were created within Kolasib District as follows:-

- *Vairengte Civil Sub-Division*
- *Kawnpui Civil Sub-Division and*
- *Kolasib Sadar Sub-Division.*

These new Civil Sub-Divisions were created and demarcated conforming with the three Assembly Constituencies viz. Bilkhawthlir Constituency, Kawnpui Constituency and Kolasib Constituency respectively.

The Civil-Sub. Division of Kolasib District and its areas are given in the table below:

TABLE NO. 1.1 Sub-Divisions with headquarters and area

<i>Sl.No.</i>	<i>Name of Sub. Division</i>	<i>Headquarters</i>	<i>Area in Square kilometer</i>
<i>1</i>	<i>Kolasib (Sadar)</i>	<i>Kolasib</i>	<i>200.12</i>
<i>2</i>	<i>Vairengte</i>	<i>Vairengte</i>	<i>206.18</i>
<i>3</i>	<i>Kawnpui</i>	<i>Kawnpui</i>	<i>976.21</i>
	<i>Total</i>		<i>1382.51</i>

Source: Statistical Handbook 2001, Directorate of Economic and Statistic Mizoram

1.2 GEOGRAPHICAL BACKGROUND

Kolasib District is located in the extreme Northern corner of Mizoram bordered with Assam State. The total area of the District is 1382.51 sqkm, except Lungdai area, most of the District is lowland. The climatic condition is also comparatively warm. The temperature ranges between 12^oc to 37^oc throughout the year. The annual rainfall is about 3821mm. The highest altitude is Lungdai, which is above 3000 feet, and the lowest altitude is Bairabi, which is only 37 m. above sea-level. Five non-navigable but very important rivers of northern Mizoram flows through the northern slopes of the mountainous terrain of the

District, namely; Flawng, Chemlui, Tuirial, Tuichluahen and Dumlui. The biggest and the longest river of Mizoram, the Flawng river flows at the border between Mamit and Kolasib District. These rivers have flat valleys in their courses, which can be reclaimed for wet rice cultivation and different items of cash crops. Kolasib District experienced moist and wet climate of the monsoon.

There is one attractive object in Kolasib called Tullut. This is located just below the habitation area of the town. It is somewhat like a deep spring. On taking measurement of the depth the pit like hole is about 45.72m. and the width at the bottom is a 21.33m. Surprisingly enough in spite of all the volumes of rain waters entering into this hole, it can never be full to the brim. Some people even thought that might be a very big cave or hollow just beneath the town itself, and feared that it might collapse one day.

1.3 SOCIO - CULTURAL BACKGROUND

Since it is difficult to describe the Socio-cultural background of a single district in particular, it is comparatively alike with most districts of Mizoram.

The most populated inhabitants of Kolasib district are the Mizos, who are mainly speaking the Lushai/Mizo language. There are some few non-Mizos who have their own different dialects and languages. There are also some tribal belonging to the Mizos family but with their own dialect. However, these dialects have many similarities with the Lushai language and such being the Caste, learning Mizo language is not a big problem for them.

Even before the advent of Christianity in Mizoram, community or society do not have any kind of Caste-system, anyone can mix or accompany with one another freely with a sense of brotherhood and loyalty. The young boys were trained by the senior ones (Val-upa) in Mizo moral Law, good behaviour, chivalry etc (Tlawmngaihna) at the ZAWLBUK Institution (Dormitory for boys), which every villages had by their own. The advent of Christianity in Mizoram brought about many social cultural changes. Many undesirable habits and unnecessary fears caused by ignorance slowly vanish. The missionaries opened schools and the Mizo people were slowly convinced to embrace the modern socio-economic and cultural changes.

1.4 DEMOGRAPHY

There are 31 villages and 9 habitations as per the village survey under S.S.A The total population of Kolasib District is 60977. Out of this total, male population is 31874 and that of female is 29103. The percentage of the urban population is 59.32% and the density of population in Kolasib district is 44 persons per sq km. The decadal growth of population during the decade 1991 to 2001 was 36.01 against the State average growth of 29.18 % during the same year. Among the eight districts of Mizoram Kolasib district has recorded the highest growth in rural areas (37.56 %). The percentage of urban population to total population in the district is the second highest among the districts of Mizoram. The following table will convey a clear picture of the District.

TABLE NO. 1.2: Population, percentage of decadal growth and urbanisation.

TOTAL URBAN	RURAL	POPULATION			Percentage of decadal Growth	Percentage of Urban population
		Person	Male	Female		
1		2	3	4	5	6
TOTAL		60977	31874	29103	36.01	
RURAL		24806	13133	11673	37.56	59.32
URBAN		36171	18741	17430	34.97	

Source: Census of India 2001, Provisional population totals.

SEX RATIO :

Sex ratio is generally expressed as the total number of females per 1000 number of males in a particular locality. The following table indicates that the sex ratio in Kolasib District is 913 with rural 889 and urban 930.

TABLE No. 1.3 Sex ratio of Population.

Total	Rural	Urban
1	2	3
913	889	930

Source: Census of India 2001, provisional totals.

LITERACY

In 1991 Mizoram with a literacy percentage of 82.26 was the second most literate state in the Country. As per provisional data of Census of India 2001, Mizoram with 88.49 percent literates again retained its position.

Among the districts of Mizoram, Kolasib district with 90.49 % is the fourth most literate district after Aizawl (96.64 %), Serchhip (96.16 %) and Champhai (91.88 %) districts. It can be seen from the following table that there has been an increase from 86.24 % recorded in 1991 as against the present figure of 90.49 %

TABLE 1.4 Table showing literacy rates in Kolasib district in the year 1991 & 2001

Year	Total			Literacy rate					
	Person	Male	Female	Rural			Urban		
				Person	Male	Female	Person	Male	Female
1	2	3	4	5	6	7	8	9	10
1991	86.24	89.12	83.07	79.78	82.97	76.10	90.55	93.41	87.52
2001	90.49	91.50	89.37	85.01	85.59	84.34	94.12	95.54	92.59

Source: Census of India 2001, Provisional totals.

1.5 OCCUPATION

In Kolasib district, out of the total population of 60977 the percentage of Govt servant is about 3.07. But in Kolasib town, the percentage is 4.85. The rest about 95 % of the population of the district earn their livelihood by some other means. However, majority of the population of the district depends directly or indirectly upon cultivation of rice and other crops such as ginger, squash (Iskut) sugarcane, chilly etc. As the National Highway (NH.54) passes through many villages within the district, a good number of people earn their living by opening shops and engaged in other related business. The rural population mainly depends upon agriculture related activities. Majority of the people living in rural areas are economically backward. Hence, out of school population and dropouts are also comparatively high in these areas. Since there are extensive areas of lowlands suitable for fishponds, many people are engaged in fishery too. The Government of Mizoram also established new cold storage/ice plant at Bilkhawthlr and Kolasib.

Table No 1.5 Circle Wise Occupation and Economic Status

Sl No	Name of Circle	No of House holds	Occupation								Economic Status		
			A	B	C	D	E	F	G	H	Low	Middle	High
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	Kawnpui	4176	510	431	3021	10	57	12	124	11	2910	1201	65
2	Kolasib	4919	913	424	2891	29	254	29	363	16	3455	1247	217
3	Bilkhawthin	3109	450	320	2145	10	33	18	115	18	2030	1016	63
	Total	12204	1873	1175	8057	49	344	59	602	45	8395	3464	345

Source : SSA Survey Aug., 2001

Occupation Key

- A = Govt. Service
- B = Private Service
- C = Cultivator
- D = Artisan
- E = Business
- F = Contractor
- G = Labourer
- H = Religious Functionary (Eg Pastor, etc)

It can be seen from the table above that out of the total working population of 12204 there are 8057 cultivators which constitute the largest working force (66%). Next the Govt. Servant (1873) and those engaged in private service (1175) The artisans (49) constitute the smallest working group. The table also shows that out of 12204 households, low income group constitute the highest number (8395), which clearly shows the economic status of the population in the district.

1.6 AGRICULTURE

Although Kolasib district is one of the most potential areas for wet-rice cultivation (WRC), there is a lot more to be done to utilize the potential areas. Many habitations occur along the plains as people began to utilize the lowlands for cultivation of rice and other cash crops. From the report of the District Agriculture Officer whose office is at the district capital Kolasib, the WRC covers about 3875 hectares with annual production of about 9689 metric

tons of rice. The extensive jhuming cultivation covers about 4545 hectares with an average annual product of 5181 metric tons. However, the actual amount products may not be exact. From the amount of rice produced within Kolasib, it seems the district is self sufficient but unfortunately, many owners of the paddy fields are farmers from outside the district. Hence, many tons of the products are shifted outside the district and this practically makes the district still far from self sufficient in the production of rice, cash crops and others.

1.7 FLORA & FAUNA

Mizoram is attributed to be the land of beauty throughout the year, one can enjoy a beautiful sights of evergreen trees and plants. However, many forest trees had been cut down and deforestation is taking place in an alarming rate. There is an urgent need in these sector to educate and create awareness to the community living in the concerned areas. In short the devastating jhuming cultivation/shifting cultivation has to be urgently replaced by modern means of cultivation. Most of the areas are covered by bamboos which is a very potential source in many ways for the inhabitants of the area. Divisional Forest Officer (DFO) with its staff run the Divisional forest office at Kolasib. A considerable number of plantation areas had been taken up by the Department of Forest, planting different types of trees to replace the destroyed forest.

A variety of birds, animals, insects and fishes are still to be found in the area. However, even these species need good protection. Creating awareness especially of endangered species is very much needed in the area.

1.8 Some Landmark Achievement Within Kolasib District

- *Rail head terminal at Bairabi.*
- *Indian Council of Agricultural Research (ICAR), Krishi Vigyan Kendra (KVK) at Kolasib.*
- *Rubber Board and Coffee Board with demonstration farms at Kolasib.*
- *Residential School for the Blind at Kolasib (Mission School).*
- *District School for Disabled persons at Kolasib.*

¹(Note: No. Of villages/habitations reported in the pre-project plan differs as new habitations came up and the survey has now been conducted in conformity with the district rather than the Education Sub. Divisional area that overlaps in jurisdiction, which was previously followed)

CHAPTER II

EDUCATIONAL PROFILE OF THE DISTRICT

2. Before the advent of the Christian missionaries, the Mizo language had no script of its own. The pioneer missionaries, Rev. F.W. Savidge and Rev. J.H. Lorain introduced the Roman Script for the Mizo language in 1894

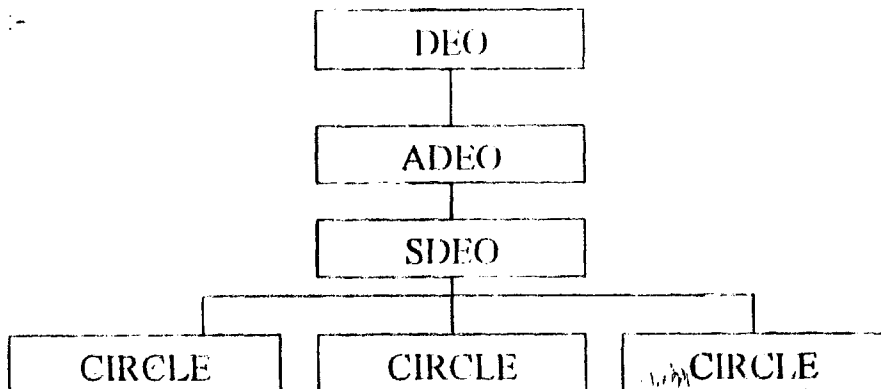
The first Lower Primary School in the District was opened at Kolasib in 1911. In 1945, the first Upper Primary School for the District was started at Bukpui Village. Later in 1950, Upper Primary Schools were also opened in Kawnpui and Kolasib Villages.

2.1 EDUCATIONAL ADMINISTRATION

Prior to 1981 and before opening of SDEO's office at Kolasib, Kolasib District was under SDEO Aizawl West. Consequently, the management of all the elementary school was undertaken by the SDEO Aizawl West. However, with the opening of the office of SDEO at Kolasib in 1981, the administration and supervision of elementary schools became the responsibility of the Sub-Divisional Education Officer, Kolasib.

It is pertinent to note that District Education Office has not been opened within the newly created Kolasib District. Hence, the SDEO is the apex authority in the District in all matters pertaining to elementary education. However, approval of the DEO Aizawl West is taken in all matters relating to administration and supervision of schools.

The existing educational administrative set up in the district is indicated in the following diagram :-



The above figure shows that the DEO is the administrative head. He is assisted by one ADEO. Although Kolasib District has been divided into three Civil Sub-Divisions there exists one SDEO who is assisted by two CEOs. For administrative purpose the District has been divided into three educational circles which conforms with the boundaries of the three Assembly Constituencies viz., Kawnpui, Kolasib and Bilkhawthlir

2.2 ACCESS

The District has 40 villages/habitations out of which 32 villages have access to lower primary schooling facility within a radius of 1 Km distance. 26 villages have access to upper primary schools. Altogether 14 villages have no upper primary schooling facilities. This maybe noted for a lot of drop-out occurs as most of the families could not afford to send their children to neighboring villages mainly due to poverty.

Tabular form below shows the type and number of educational institutions existing in the clusters.

TABLE NO.2.1 Educational Institution Existing in Cluster

Sl. No	Name of clusters	No. of Villages	EDUCATIONAL INSTITUTIONS								TOTAL
			University	College	HSS	H/S	Upper P/S	Lower P/S	Anganwadi	NFE	
1	Lungdai	3	-	-	-	2	4	6	6	1	19
2	Nisapui	3	-	-	-	1	3	4	4	2	14
3	Bukpui	3	-	-	-	2	3	5	5	-	15
4	Kawnpui	7	-	-	-	3	11	18	13	2	47
5	Thingdawl	2	-	-	-	1	3	6	5	-	15
6	Kolasib	2	-	2	1	4	18	24	9	-	58
7	Bairabi	6	-	-	-	1	5	9	4	3	22
8	Bilkhawthlir	3	-	-	-	1	4	7	3	1	16
9	Buhchangphai	5	-	-	-	1	2	5	3	3	14
10	Vairengte	6	-	-	-	4	8	12	6	5	35
	TOTAL	40	-	2	1	20	61	96	58	17	255

Source : Educational Survey August 2001

Below is a table of village-wise, cluster-wise, Circle wise distribution of lower Primary School, Upper Primary School, No. of teachers, Anganwadi and No. of NFE centers within Kolasib District.

TABLE No.2.2 Village -Wise Institution and Teachers

Sl No	Name of village/habitation	No. of Angan wadi	Lower Primary School		Upper Primary School		NFE	
			No. of schools	No. of teachers	No. of schools	No. of teachers	No. of centers	No. of Instructor
	Kawnpui Circle							
1	Lungdai	4	4	22	2	14	1	1
2	Serkhan	1	1	3	1	7	-	-
3	Zanlawn	1	1	3	1	5	-	-
	CLUSTER TOTAL	6	6	28	4	26	1	1
4	Nisapui	2	1	4	1	6	-	-
5	Langmuat	1	1	2	1	6	1	1
6	Chaltlang 'N'	1	2	5	1	7	1	1
	CLUSTER TOTAL	4	4	11	3	19	2	2
7	Bukpui	2	2	7	1	6	-	-
8	Thinghellu	1	1	2	1	5	-	-
9	Illimen 'N'	2	2	7	1	4	-	-
	CLUSTER TOTAL	5	5	16	3	15	-	-
10	Kawnpui		6	8	33	5	29	1
11	Bualpui	1	2	5	1	6	-	-
12	Hortoki	3	4	21	3	13	-	-
13	Khamrang	1	1	1	1	-	-	-
14	Mualvum	1	2	11	1	6	-	-
15	Mualkhang	1	1	2	1	7	1	1
16	Dilzau	-	-	-	-	-	-	-
	CLUSTER TOTAL	13	18	73	11	61	2	2
17	Thingdawl	5	5	21	3	12	-	-
18	Sethawn	-	1	1	-	-	-	-
	CLUSTER TOTAL	5	6	22	3	12	-	-
	CIRCLE TOTAL	33	39	150	24	133	5	5

Kolasib Circle

19	Kolasib*	7	23	120	17	147	-	-
20	Builum	2	1	3	1	7	-	-
	CLUSTER TOTAL	9	24	123	18	154	-	-
21	Barabi*	3	6	19	3	17	2	2
22	Meidum	-	1	2	1	8	-	-
23	Pangbalkawn	1	1	2	1	2	1	1
24	Zodin	-	1	1	-	-	-	-
25	Lenlunukawn	-	-	-	-	-	-	-
26	Chhimluang 'S'	-	-	-	-	-	-	-
	CLUSTER TOTAL	4	9	24	5	27	3	
	Circle total	13	33	147	23	181	3	3

Bilkhawthlir Circle

27	Bilkhawthlir*	2	6	27	3	21	-	-
28	Chawnpui 'N'	1	1	2	1	7	1	1
29	Champhai	-	-	-	-	-	-	-
	CLUSTER TOTAL	3	7	29	4	28	1	1
30	Buhchangphai*	1	2	5	1	5	1	1
31	Thinglian	-	-	-	-	-	-	-
32	Saihapui 'k'	-	1	1	-	-	-	-
33	Bukvannei	1	1	2	-	-	1	1
34	Phaisen	1	1	2	1	4	1	1
	CLUSTER TOTAL	3	5	10	2	9	3	3
35	Vairengte*	4	9	35	7	49	2	2
36	Phainuam	2	2	3	1	5	2	2
37	Chhimluang 'N'	-	1	2	-	-	1	1
38	Saihapui 'V'	-	-	-	-	-	-	-
39	Vakultui	-	-	-	-	-	-	-
40	Chite	-	-	-	-	-	-	-
	CLUSTER TOTAL	6	12	40	8	54	5	5
	CIRCLE TOTAL	12	24	79	14	91	9	9
	GRAND TOTAL	58	96	376	61	405	17	17

* - Represents - Cluster Centre

Source : SSA Survey August 2001

The above table includes all governments, government aided and private/mission schools. There are 17 NFE Centres and 58 Anganwadi. It may be noted here, several private schools have their pre-primary schools attached to it in the form of KG -I, KG-II, Nursery, etc. It is also pertinent to note that these private/mission schools are not included in the budget provision of the DEEP.

The clusters are created in convenience and in accordance with the demographic pattern and geographical management and supervision, geographical location of the village is kept in mind to create a cluster.

The no. of teachers per school as seen in the table at lower primary is about 1:3 and at upper primary is about 1:6. Teachers includes W.E teachers, Hindi teachers and Resource teachers serving at the respective schools.

Note Though Saiphai and Saipum are under the jurisdiction of Sub-Divisional Education Officer, Kolasib, they have been excluded since they are outside Kolasib and are under the Sintung Hills Development Council (SHDC). Similarly, Chuhvel, Saikhawthlu and Suarhliap have also been excluded as they are outside Kolasib District and are under Mamit District.

Below is Circle-wise and cluster-wise representation of villages with number of Lower and Upper Primary Schools.

Table No.2.3 Circle and Cluster Wise Representation Of Villages with No. of Primary and Upper Primary Schools

Sl.No	Name of Circle	Name of Cluster	Name of Villages	No. of Lower P/S	No. of Upper P/S	TOTAL
		1) Lungdai	Lungdai	4	2	6
			Serkhan	1	1	2
			Zanlawn	1	1	2
			3	6	4	10
		2) Nisapui	Nisapui	1	1	2
			Lungmuat	1	1	2

			N. Chaltlang	2	1	3
			3	4	3	7
I	Kawnpui Circle	3) Bukpui	Bukpui	2	1	3
			Thingthelh	1	1	2
			Hlimen 'N'	2	1	3
			3	5	3	8
		4) Kawnpui	Kawnpui	8	5	13
			Bualpui 'N'	2	1	3
			Hortoki	4	3	7
			Khamrang	1	-	1
			Mualvum	2	1	3
			Mualkhang	1	1	2
			Dilzau	-	-	0
			7	18	11	29
		5) Thingdawl	Thingdawl	5	3	8
			Sethawn	1	-	1
			2	6	3	9
	Cluster Total	5	18	39	24	63
II	Kolasib	1) Kolasib	Kolasib	23	17	40
			Builum	1	1	2
			2	24	18	42
		2) Balrabi	Bairali	6	3	9
			Meidum	1	1	2
			Pangbalkawn	1	1	2
			Chhimluang	-	-	-
			Lenhmuikawn	-	-	-
			Zodin	1	-	1
			6	9	5	14
	Cluster Total	2	8	33	23	56

III	Bilkhawthlir	Bilkhawthlir	Bilkhawthlir	6	3	9
			Chawnpui	1	1	2
			Chemphai	-	-	-
		Total		3	7	4
		Buhchangphai	Buhchangphai	2	1	3
			Thinglian	-	-	-
			Saihapui	1	-	1
			Bukvannet	1	-	1
			Phaisen	1	1	2
			5	5	2	7
		Vairengte	Vairengte	9	7	16
			Phainuam	2	1	3
			Chhimluang	1	-	1
			Saihapui 'V'	-	-	-
			Vakultui	-	-	-
			Chite	-	-	-
	Total		6	12	8	20
	Cluster Total	3	14	24	14	38
	Grand Total	10	40	96	61	157

Source : SSA Survey August, 2001

As shown in the table above, there are 32 villages and 8 habitation under Kolasib District. This is further classified into 3 circles with 10 clusters, having 96 Primary Schools and 61 upper Primary Schools.

Management of Lower Primary and upper Primary schools are either Government or local body (private) or Mission management.

Below is a table showing management wise representation of Primary School and Upper Primary School

Table No.2.4 : Management Wise of Primary School and Upper Primary School of Kolasib District

Sl No	Type of Management	Primary	Upper Primary	Total
1	State Government	72	29	101
2	Government Aided	-	14	14
3	Mission/Private	24	18	42
	TOTAL	96	61	157

Source : SSA Survey August 2001

The above table shows that 72 Nos of Primary Schools is managed by State Government, 24 is under private management. In upper Primary school 29 is managed by State Government 14 Govt. aided and 18 is purely private or under mission management

2.3 LITERACY RATE

As per report of National Sample Survey Organisation 1999 (NSSO), the literacy rate of Mizoram was 95% and was the highest among the states of India. But after release of the provisional figures of 2001 census, the literacy rate of the state had come down to 88.49% which is now surpassed by the state of Kerala (90.92%). As such, greater effort will have to be put in, in order to achieve the highest literacy percentage.

Literacy rate in this district is 90.49% as published by Directorate of Economics and Statistics.

The population of Kolasib District in the age group of 0-6 and literate and illiterates is presented below,

Table No 2.5 Population, Child Population (0-6 Years) and Literate And Illiterates By Residence And Sex

Residence	Population			0-6 years			Literates			Illiterates		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
URBAN	18741	17430	36171	2761	2614	5375	15268	13718	28986	3473	37121	7185
RURAL	13133	11673	24806	2203	2182	4385	9355	8005	17360	3778	3668	7446
TOTAL	31874	29103	60977	4964	4796	9760	24623	21723	46346	7251	7380	14631

Source : Provisional figure 2001 census

The above table shows that out of the total population of the District 60977, children of 0-6 years population 9760. There are 14631 illiterates, out of this 7251 are males and 7380 are females.

2.4 TEACHERS

Taking into account, teachers and students in all type of management schools, teacher-pupil ratio is 1:15, but excluding private management schools, teacher-pupil ratio is 1:17.

The caste-wise distribution of teacher in lower primary school and upper primary school with educational and professional qualification are given in the table below in cluster-wise.

Table No 2.7 Caste and Sex Wise No. of Teachers with General and Professional Qualifications

Sl. No	Name of Cluster	Lower Primary						Upper Primary						Caste - Wise etc.								General Qualification								Professional Qlfr.						
		Govt		Pvt		Total		Govt		Aided		Private		Total		ST		SC		Others		Offg		P G		Gradute		HSLC		UHSLC		Trained		Untrained		
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	
1	Lungdai	12	10	1	5	13	15	19	2	4	1			23	3	36	18								1	14	1	17	9	5	7	33	14	3	4	
2	Nisapui	4	7			4	7	4	2	12	1			16	3	19	10		1		1	1	1			7	1	8	9	4		20	9		1	
3	Bukpui	5	11			5	11	8	2	4	1			12	3	17	14						1			5	2	8	6	4	6	17	13		1	
4	Kawnpui	28	22	9	14	37	36	29	4	10	4	8	6	47	14	79	47		2	5	1	2		1	1	19	7	48	35	16	7	65	36	19	14	
5	Thingdawl	6	10	2	4	8	14	9	3					9	3	17	17						1			4	5	6	4	7	8	14	10	3	7	
6	Kolasib	31	38	22	32	53	70	26	16	24	13	42	33	92	62	139	125	2	1	4	6	1			2	2	63	39	45	54	35	37	95	79	50	50
7	Bairabi	14	6	2	2	16	8	10	2	7	1	7		24	3	39	11	1								14	4	19	5	7	2	35	9	5	2	
8	Bilkhawthlir	7	12			7	12	11	3	10	4			21	7	28	19						1	1		7	3	14	7	6	9	28	18		1	
9	Buhchang	3	5			3	5	9	1					9	1	12	6						1	2			3	1	8	3	1	2	11	5	1	2
10	Vairengte	11	12			11	12	14	9					14	9	25	21						1	2			7	4	12	11	6	6	24	18		2
	Grand T.T	121	133	36	57	157	190	139	44	71	25	57	39	267	108	411	288	3	3	10	7	6	8	5	4	143	67	185	143	91	84	342	211	82	87	

Source : SSA Survey August 2001

As indicated in the table no 2.7 there are 169 untrained teachers that needs professional training. The above table shows that there are 699 ST teachers, 6 S/C and 17 other teachers serving within the district. Since there exist no caste system in the society, there seems to be no problem regarding this matter. Most of the teachers having Under - HSLC (UHSLC) qualifications are those recruited more than 20 years ago as pre-primary teachers and later upgraded to primary teachers. However all of these were given professional training. It may be noted here that most of these teachers are nearing superannuation pension and under-matriculate teachers are no longer recruited by the government.

2.5 ENROLMENT

The table below shows the enrolment of students both in the lower primary and upper primary school in cluster-wise.

TABLE NO 2.8 Cluster Wise Enrolment of Students

Sl No	Name of Cluster	Lower Primary						Upper Primary								Total	
		Govt.		Private		Total		Govt.		Govt. Aided		Private		Total			
		M	F	M	F	M	F	M	F	M	F	M	F	M	F		
1	Langdai	221	184	22	18	243	202	104	104	47	42	-	-	151	146	394	348
2	Nisapui	145	113	-	-	145	113	23	31	33	43	-	-	61	74	206	187
3	Bukpui	141	130	-	-	141	130	61	68	17	13	-	-	78	81	219	211
4	Kawnpui	497	469	95	79	592	548	195	194	77	68	85	69	357	331	949	877
5	Thingdawl	165	160	30	23	195	183	76	71	-	-	-	-	76	71	271	254
6	Kolasib	670	711	441	434	1111	1145	259	257	262	245	238	221	759	723	1870	1868
7	Bairabi	212	215	25	29	237	247	76	80	23	15	23	38	122	133	359	381
8	Bilkhawthir	279	252	38	65	317	317	116	144	54	32	-	-	170	176	487	491
9	Buhchangphai	104	111	11	11	115	122	33	21	-	-	-	-	33	21	148	149
10	Vairengte	512	440	205	173	717	613	183	179	-	-	49	44	232	223	949	836
	Grand Total	2946	2752	867	832	3813	3620	1131	1149	513	458	395	372	2039	1979	5852	5599

Source : SSA Survey August, 2001

The above table shows that while total enrolment in the lower primary schools in the 10 clusters is 7433 (male-3813 and female - 3620), total enrolment in the upper primary school is 4018 (male - 2039 and female - 1979). Among the ten clusters, Kolasib cluster has the highest enrolment in both lower primary school (2256) and upper primary school (3738) Total enrolment of both lower and upper P/S comes to 11451 (male - 5852, female - 5599) in the whole district.

Table No.2.9 School Going and Drop out of the Age Group 6-14 Years

Sl No	Name of cluster	Population			School going population Cl.I-VII				Total of General & disabled		Out of School population									
		M	F	TT	General		Disabled				Drop out			Never attended school			Disabled not attended			Total
					M	F	M	F	M	F	M	F	TT	M	F	TT	M	F	TT	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1	Lungdai	360	374	734	319	319	1	4	320	323	20	25	45	19	20	39	1	6	7	91
2	Nisapui	235	232	467	213	212	2	1	215	213	9	9	18	7	8	15	4	2	6	39
3	Bukpui	228	255	483	208	231	2	2	210	233	13	16	29	3	4	7	2	2	4	40
4	Kawnpui	1035	1052	2087	995	1006	3	4	448	1010	17	15	32	15	22	37	5	5	10	79
5	Thingdawl	272	271	543	264	261	7	2	265	263	3	4	7	3	3	6	1	1	2	15
6	Kolasib	2177	1941	4118	2114	1857	14	9	2128	1866	25	20	45	20	41	61	4	14	18	124
7	Bairabi	582	566	1148	372	379	4	3	376	382	76	74	150	119	100	219	11	10	21	390
8	Bilkhawthlir	438	448	886	389	406	3	2	392	408	19	17	36	22	18	40	5	5	10	86
9	Buhchangphai	235	210	445	155	137	7	7	162	144	17	13	30	50	46	96	6	7	13	139
10	Vairengte	1091	1026	2117	922	861	16	12	938	873	42	38	80	96	104	200	15	11	26	306
	Grand Total	6653	6375	13028	5951	5669	53	46	6004	5715	241	231	472	354	366	720	54	63	117	1309

Source : SSA Survey August, 2001

Table No. 2.9 indicates that out of the (6-14) years population of 13028, there are 1309 out of school population and 99 disabled children enrolled in formal schools. This suggest the needs for special provision in terms of more Resource teachers, special teaching aids etc. in order to retain the children with special educational needs in our schools.

TABLE NO.2.10 : CLUSTER WISE, CLASS WISE DROPPED OUT WITH REASONS

Sl No	Name of cluster	Dropped out (6-14 years) & Class in which dropped															TOTAL	A	B	C	D	E	F	G	H
		CL.VII	CL.VI	CL.V	CL.IV	CL.III	CL.II	CL.I																	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
1	Lungdai	5	7	5	8	3	4	2	3	2	2	2	1	1	-	45	6	4	2	13	5	14	1	-	
2	Nisapui	3	3	3	1	1	1	1	1	1	1	-	1	-	1	18	3	2	1	6	1	5	-	-	
3	Bukpui	5	4	3	3	2	2	2	2	1	2	-	2	-	1	29	5	6	-	9	1	7	-	1	
4	Kawnpui	5	7	4	4	3	2	2	1	1	1	1	-	1	-	32	4	3	1	10	1	12	-	1	
5	Thingdawl	1	3	2	1	-	-	-	-	-	-	-	-	-	-	7	-	1	-	2	-	3	-	-	
6	Kolasib	2	1	5	1	4	3	4	5	5	3	1	5	4	2	45	4	15	1	15	5	1	3	1	
7	Bairabi	20	18	8	7	16	13	9	11	7	10	6	5	10	10	150	2	-	50	94	4	-	-	-	
8	Bilkhawthlir	4	3	2	1	3	2	5	4	1	3	2	2	2	2	36	-	3	-	22	1	10	-	-	
9	Buhchangphai	3	4	1	1	-	1	5	3	1	-	2	1	5	3	30	-	2	-	14	1	13	-	-	
10	Vairengte	9	10	3	3	5	3	9	10	3	3	3	3	10	6	80	2	9	-	3	4	27	-	-	
	Grand Total	57	60	36	30	37	31	39	40	22	25	17	20	33	25	472	26	45	55	223	24	92	4	3	

Source : SSA Survey August, 2001

The key for reasons of dropped out are as under

- A - Parents not interested
- B - Have to help parents
- C - Ill health

D	-	Other reasons	
E	-	Child not interested	
F	-	Poverty	
G	-	Disability	
H	-	No higher School	107

The above table indicates that 223 drop outs are due to poverty (i.e D)

As indicated in the table, the number of drop outs ascended with the class. This is mainly due to poverty of parents. As the child grows up the family could no longer sustained the increasing cost of education and at the same time they are tempted to employ the now grown up child. Elsewhere drop out is also comparatively high within Bairabi cluster and Vairengte cluster. This is mainly because several habitations are scattered along the valley and plains as more people entered these areas for WRC and farming. The other reasons would be due to poverty of the inhabitants. These suggests that providence of facilities to school going children in the form of free text books, free uniforms special scholarships, etc., is highly required to help those children to continue their education.

2.6. In primary schools grade to grade flow rate is especially low from Class I to Class II. This is because of the fact that a no. of students are enrolled before attaining the age of 6 years. 50% of the children usually repeat this grade. In upper Primary, Grade VII to Grade VIII flow rate is also very low. This is due to the fact that at the end of Class VII, the students faced public examination and the pass percentage is usually 50-60 % of the total. Transition from primary to upper primary is not very low.

As already reflected in Table 2, almost all cluster have an Anganwadi Centre where 3-5 years children are expected to get enrolled. But in urban and sub towns all well-to-do parents admit their children to pre-schools run by private managed institution. Thus, some children in the age group 3-5 years attend Anganwadi Centre, Pre-schools (K.G. I or K.G. II) while a good number attend Class I of lower Primary Schools.

Exact figures of age groups attending institutions is not known in this district. This is because during compilation of the household survey schedules, the main concern was for

the target group 6-14 years. However population of children in the age group below 3 year and 3-5 years for this district is given in the table below.

Table No.2.11 District Population of Children in the Age Group 0-5 Years

Age group	Male	Female	Total
0-3 years	1903	18981	3801
3-5 years	2222	2095	4317
TOTAL	4125	3993	8118

Source : SSA Survey August, 2001

DISABLED CHILDREN : As already shown in Table No. 2.9 above, this district is not without children that needs special education. At present, these children with special Educational needs are taken care of by Officers in SCERT through Central Sponsored Scheme, known as Integrated Education of the Disabled Children. Out of the total of 216 children 99 are attending school in the formal system while 117 numbers are out of the school system. Special teachers having experience to deal these children were appointed from the primary teachers and one teacher usually caters to the needs of disabled children of 4-5 villages.

2.8 SCHOOL FACILITIES

From grants under Non-Lapseable Pool of Central Resources received from the Central Government a number of school buildings have been reconstructed and renovated. The present position of the District in regard to the Physical status is shown in the table below :-

Table No. 2.12 Physical Status of Primary and Upper Primary Sschools

	Primary			Upper Primary		
	Pucca	Semi Pucca	Kutchha	Pucca	Semi Pucca	Kutchha
No. of schools	Nil	50	22	2	37	4

Source : SSA Survey August, 2001

The above table shows that semi-pucca schools are mostly common. Hence, in the near future, these schools would need major repairs soon.

Table No. 2.13 School Building Requiring Major and Minor Repairs

Sl No	Name of Circle	Primary			Upper Primary		
		Major repair	Minor repair	Addl room	Major repair	Minor repair	Addl room
1	Kawnpui	8	5	86	6	5	49
2	Kolasib	7	3	52	3	2	25
3	Bilkhawthlir	5	2	55	2	1	27
	Grand Total	20	10	193	11	24	101

Source : SSA Survey August, 2001

Some schools are provided with Drinking water facilities and separate toilet facilities for girls alone. Under NLPF of Central Resources and from Operation Blackboard scheme, some schools are provided with teaching learning materials. But a number of schools could not be covered due to limited supply. These schools not yet covered by the above schemes will have to be provided with adequate facilities.

The table below show the number of schools not yet covered under the above said schemes in respect of the whole district.

Table No 2. 14 No. of Schools not Covered by Facilities

	PRIMARY			UPPER PRIMARY		
	Drinking water	Separate toilet	TLM	Drinking water	Separate Toilet	TLM
Kolasib District	20	72	49	11	15	32

Source : SSA survey August, 2001

The table above shows that there are 20 primary schools without drinking water facility and 72 primary schools without special toilets for girls and 72 primary schools still not provided with Teaching Learning materials from the Government. In respect of upper primary schools, 11 upper primary schools require drinking water and 15 upper primary schools are without separate toilet facilities for girls.

- v. President, Sub Headquarters MPTA
- vi. President, Group YMA
- vii. President, Sub Headquarters, MHIP
- viii. Block Development Officer, (BDO)
- ix. Prominent member of the locality
- x. Child Development Project Officer (CDPO)

Accordingly, Circle Level Core Team as the Circle Education Committee (CEC) was also formed for the successful implementation of the programmes of SSA at Circle Level as follows :-

1. Chairman : S.D.E.O.
2. Secretary : CEO of concerned Circle

Members :

- 1) Chairman cluster committee
- 2) V.C.P. of concerned villages
- 3) President Local Teacher Association
- 4) President YMA of concerned village

As soon as the District Core Team headed by Deputy Commissioner (DC) Kolasib District was formed, the team worked out plan for quality education, development of village schools with the help of state level institutions. As per rules another core groups have been formed at the circle level, cluster level and village level to enhance successful implementation of the programmes and realize the objectives of Universalisation of Elementary Education.

Training of District level officers was conducted in the end of the month of July. The Circle level officers in their turn gave two days training to the surveyors appointed from amongst middle school and primary school teachers the second week of August 2001. The appointed surveyors conducted house to house survey between the 13th August and the 28th August, 2001. Between the 28th and 31st August these surveyors submitted their survey scheduled to their concerned SDEO's office for consolidation of the village survey.

From these surveys, a number of useful information like no of households of a particular village, no of family member, occupation of each household, economic status of each family and vital and important information of the target group of 6-14 years, information regarding their enrolment in formal schools, how many of them are within the school system and how many of them are out of the school system and reasons thereof were collected. Besides, information about the village, and all information about the Primary Schools and Upper Primary Schools irrespective of their type of their management were collected by these surveyors

Consolidation of the village level survey was done in the office of the Sub Divisional Education Officer during the month of September and district level consolidation work was done during the first week of October, 2001

Table No 3.1 Training of Various Functionaries for Planning DEEP Kolasib District

Sl No	Training conducts and participants	No. of days	No. of participants
1	District level core team viz DEO, SDEO & CEO	2 days	16
2	Village Level Surveyors viz Teachers of P/S & Upper P/S	2 days	164 surveyors

- Each surveyor was given remuneration of Rs. 3/- per household for conducting survey for SSA District Plan
- The surveyors conducted village, school, household surveys between 13th – 28th August, 2001

Table No.3.2 Works Schedule For DEEP, Kolasib District

Sl No	Work schedule	Period	Person involved
1	Survey viz Household village, schools, no. of teachers, pupils etc	13 th August-28 th August, 2001	Teachers of Primary & Middle Schools
2	Awareness drive by visiting villages cluster committee etc	1 st September-14 th September, 2001	DRGs, CRG, DIET
3	Consolidation of survey Reports at SDEO(K) Office	11 th September-30 th September, 2001	SDEO, CEO, Surveyors
4	Formulation of DEEP	16 th October-15 th November, 2001	District core team

After conducting the survey, the District core team undertook an extensive visit of the district covering all villages and instructed all village authorities to form village Education Committee in consultation with the Head of the school. They were also informed to include in its membership prominent persons, state Award Winning teachers, large participation from women and representative from parents of school going children.

Instructions were also issued to form cluster level core group in the Headquarters of the cluster.

All these different level core groups conducted a series of meetings and they had identified their problems and these problems and issues were reflected at the time the District Plan was formulated.

From the consolidation of the survey schedules relevant information relating to problems, possible intervention strategies for the attainment of UEE are taken into account by the District level core group after which the village level Education Plan was developed and the District Plan was formulated by the DCI.

3.2 DEVELOPMENT OF DEEP

The District core team had gone through the entire process of planning right from the village level in consultation with the village core group; the cluster core group and the Circle level core group. The members had actively participated in the village level meetings and campaigns and finally formulated the DEEP as per guidelines of Sarva Shiksha Abhiyan.

The Village and Cluster Level committees identified problems relating to UEE in their respective committee meetings. Some of the issues and problems identified in the meeting minutes are reproduced below:-

- 1) Absence of Pre-Primary or Upper Primary Schools in the village.
- 2) Lack of adequate furniture and teaching learning materials in the village schools.
- 3) Absence of toilet facilities in the village school.
- 4) Absenteeism among the pupils.

- 5) Uninteresting school environment.
- 6) Poverty of parents.
- 7) Lack of adequate teachers.
- 8) Need for better supervision and monitoring of schools.
- 9) Need to boost level of motivation of teachers.

The DEEP of this District represents both the perspective plan for universalisation within the time frame of SSA and an annual work plan Budget for 10 successive years i.e. 2001-2010 keeping in mind the prioritized activities to be carried out annually.

COMMUNITY PARTICIPATION IN SSA PLANNING PROCESS



Village Level Education Committee



Cluster Level Education Committee



Circle Level Education Committee



Directorate of School Education Mizoram - Coordinates all Activities of SSA

CHAPTER IV

MAJOR ISSUES AND INNOVATIVE STRATEGIES.

4. In Kolasib District, the planning teams at various levels viz; village/habitation, cluster, Circle and district level have interacted with leader of the community, parents, VEC, teachers and farmers to identify the requirements for the physical and academic requirement of Elementary education to achieve the objective of U.E.E.

Major strategies have been framed to achieve the goals of S.S.A (U.E.E) with a view to the present educational scenario on the key performance indicators viz; Access, Enrolment, selection, achievement and qualities

Following are the broader/major strategies for the improvement of key project indicators.

4:1 ACCESS

Expanding access by way of establishing new schools viz; Formal Primary Schools, Alternative Schools and Pre-Primary schools in all the schoolless habitations or areas where children do not have access primary schooling facilities within a radius of 1-km

- Many of the existing primary schools are proposed to be upgraded to upper primary school to provide access to upper primary schools, for those children who had been dropped out after completion of class-IV in their own habitation where parents cannot afford to sent them to other habitation for continuing upper primary school education, due to poor family background and other factors.

4:2 ENROLMENT

- *Conduct of campaigns involving Village Education Committee (VEC), Teachers and interested persons sensitising out of school population and to their parents the value of education, objective of SSA (UEE) and thereby convincing them to be enrolled in the school.*
- *Conduct of different duration bridge camps for mainstreaming out of school children never enrolled and dropped out children.*
- *Assistance to the Village Education Committee (VEC) and interested persons from NGO for mobilisation as well as monitoring the children for continuous schooling*

and mainstreaming of children of all categories and various other groups simultaneously through alternate schooling strategies.

- *Establishment of ECE Centres where children of 3-5 age group do not have access to pre-schooling facilities to do away with the problem of over crowding in class-I.*
- *Specific interventions for the enrolment of children with special educational needs of children Integrated Educational Activities.*

3 RETENTION

- *Special drive for discouraging repetitions in the same classes and encouragement for regular transition of pupil from one class to another.*
- *Maintaining close supervision and monitoring mechanism.*
- *Assessment of disability by conduct of camps at Circle level.*
- *Supply of Aids and appliances to disabled children.*
- *Follow-up of dropped-out children to bring them back to school either through camp or bridge courses.*
- *Conducting retention drive to put regular pressure on parents and the school system to ensure retention of all children.*

4 ACHIEVEMENT

- *Baseline assessment of pupils achievement at the elementary level.*
- *Assessment of Education practices and procedures for Teachers and supervisions.*
- *Setting up of monitoring and feed back strategies/system for students achievement.*
- *Creation of a congenial learning environment for all children irrespective of categories/poverty.*
- *Developing tools/tests for monitoring students' achievement and keeping systematic records.*
- *Conduct of free special classes/remedial classes for those physically and mentally backward children.*
- *Framing of remedial programme/classes by VEC/PTA/Teachers for selected needy children who are not faring too well at school.*
- *Training of supervisions, Teachers regarding evaluation of pupils' achievement and other quality aspects of Elementary Education.*

4:5 QUALITY MEASURES/INITIATIVES

- *Inparting orientation training to Teachers for the effective class room teaching.*
- *Strengthening of monitoring and supervision to Primary and Upper Primary Schools.*
- *Formation of district and Circle Resource Group for providing on job support to the teachers and for their implementation of quality issues*
- *Establishment of Circle Resource Centre (CRC) along with formation of Circle Resource Team with three circle resource persons (CPR) who will assist Circle Education Officer for monitoring and supervision of project initiatives.*
- *Establishment of cluster resource centres (CRC) for professional exchange among the teachers within a cluster.*
- *Strengthening of Circle Resource Centre (CRC) by way of providing infrastructure facilities like Building, Furniture, Equipments and Contingencies on a recurring basis.*
- *Strengthening of cluster Resource Centres by providing a TLM grant @ Rs.2000/- per annum and conducting monitoring meeting with teachers for professional exchange.*
- *Provision of grants such as School Grants, Teacher Grants and Grants to CRC in the Agency Circles.*
- *Providing TLM to the Primary and Upper Primary Schools.*
- *Strengthening of DIET which monitor the Academic activities of the student and take up various capacity building programmed to the teachers.*
- *Conduct of pupil achievement survey.*
- *Providing of Library facilities to CRC as well as DIET.*
- *Video, library facilities at CRC.*
- *Conduct of Academic convention with interested teachers to built-up teachers momentum for quality concerns and building teachers net works.*
- *Action Research programmed by the practitioner for improvement of infrastructure facilities.*
- *Construction of building to new schools.*
- *Construction of additional classrooms to the existing schools.*
- *Maintenance and repair of school buildings.*
- *Provision of toilets to the Primary and Upper Primary schools.*
- *Construction of buildings to all Resource Centres proposed to be established.*

- *Construction of buildings to all the Clusters Resource Centres to be established.*
- *Computers and peripherals to all circle and cluster resource centers.*
- *Construction of Hostel building at the District Capital for children who could not afford accommodation in remote areas.*

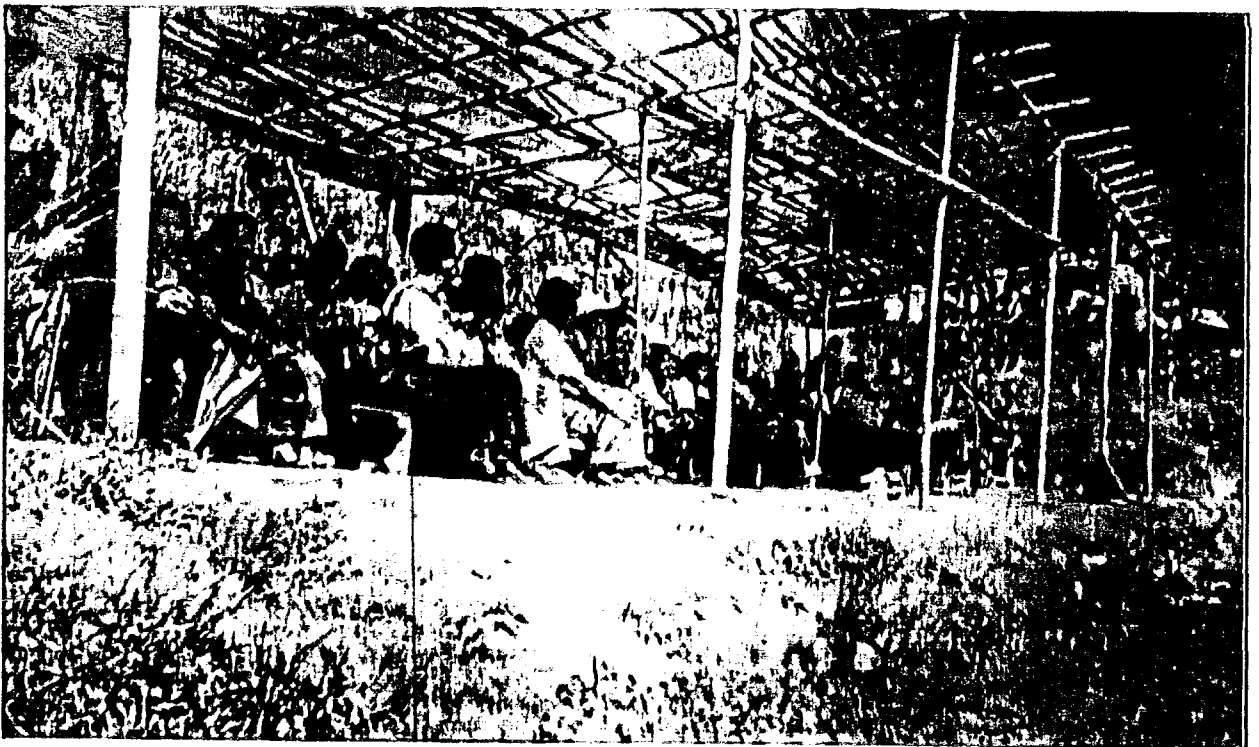
4.6 COMMUNITY PARTICIPATION THROUGH SCHOOL SPORTS

In order to mobilize people participation towards the goal of Education, it is considered important to hold annual sports in different clusters. The Mizos are sport-loving people and school sport have attracted a lot of enthusiastic fans →young and old. It is, therefore, felt that conducting annual school sports would serves as a means of mobilizing people participating towards the goal of SSA i.e. UEE. It has also been experienced that school sports boost pupil enrolment in schools. A number of out of school children not interested in the curricular activities have been found joining the school to participate in the school sports. These children gradually leave school after school sports. To increase the holding power of our schools, organizing school sports at regular intervals is a felt need. Hence, adequate provision for successful implementation of the above scheme in the 10 clusters, as well as supply of sports goods and materials to all the 72 primary schools and 43 upper primary schools is proposed.

School Sports Attract Young and old
Inter Zonal Sports Being Conducted in the District Capital



10 Upper Primary School Zones Participated in the Inter Zonal Sports



Enthusiastic Audience of the School Sports



School Sports Attracts a Number of out of School Children



A Section of the Spectators of School Sports

CHAPTER V

ACCESS, ENROLMENT AND RETENTION

5. Issues underlying in the course of Micro-Planning exercise conducted in all the habitations of the 3 circles with active involvement of teachers NGO and the community for which suitable interference were framed at habitation level which are analyzed at circle level as well as District level and hence made up the District Elementary Education plan.

The 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.
- Supply of TLM
- School grants
- Improvement of school environments
- Early childhood education...

5.1 ACCESS : Elementary Education under Kolasib district has been facing a lot of problems viz -

- a) Prevalence of schoolless habitations or areas where children do not have access to pre schooling facilities within a radius of 1 Km
- b) Occurrence of high drop out rate due to inaccessibility of upper primary school in 14 Villages/ habitations and lower primary school in 8 villages/ habitation
- c) Absence of Pre-schooling facilities in 13 habitations which hamper quality Education in elementary stages.
- d) Many habitations are situated in remote places and are facing communication problem.

To realise the objective of SSA, elementary Education facilities are to be provided to all the children within a walking distance of 1 Km and the most urgent need is to ensure access to children of all sections by way of equipping with new formal Primary School and Pre-

Primary School in the areas where Anganwadi institutions are absent and upgradation of Primary School to upper Primary School where there is no upper Primary School in the villages

5.1.1 NEW PRIMARY SCHOOL

It is proposed to open formal Primary School in schooless habitations and upper primary schools where there is no upper primary school and provide Teachers as per SSA norms

It is also proposed to provide new buildings to these new schools.

The local leaders and community have agreed to provide adequate free land for the opening of new schools and for the construction of school buildings in their villages/habitation.

The implementing agency for the construction of school building /civil works will be the concerned school committee as was done in case of DPEP districts.

Since most of the lower Primary School has been proposed to be upgraded to upper Primary School, the actual number of upper Primary School to be newly established becomes only one with 4 new teachers which is at Mualvum (Kawnpui cluster).

5.1.2 : UPGRADATION OF PRIMARY SCHOOL TO UPPER PRIMARY SCHOOL.

In the course of District Elementary education planning exercise, it was observed that in many habitations children discontinued their schooling after completion of Class IV in their habitations because of non-availability of Upper Primary facilities within the radius of 3 Kms. Many of the local leader and community of the habitations are eagerly waiting for the up gradation of existing Primary School into upper Primary School for the continuity of their children Education.

Considering the problem of Education in many habitations as to their children 6 Primary School are proposed for upgradation into upper Primary School. The up gradation process is proposed to be implemented immediately.

No Primary School has adequate classrooms to accommodate the upper primary sections. As such, 3 additional classrooms for classes V, VI & VII are proposed for each of the upgraded upper Primary School.

Table No. 5.1 Lower Primary Schools Proposed to be Upgraded

Sl No	Name of School	No. of existing teacher	No. of addl teacher required	No. of proposed addl. Rooms
1	Khamrang P/S	1	5	3
2	Sethawn P/S	1	5	3
3	Zodin P/S	1	5	3
4	Saihapui 'K' P/S	1	5	3
5	Bukvannei P/S	2	4	3
6	Chhimluang 'N' P/S	2	4	3
	TOTAL	8	28	18

Source : SSA Survey August, 2001

For up gradation of lower Primary School to upper Primary School four additional teachers in each school is required. However, there are four lower Primary Schools with single teacher that requires additional teacher as per SSA norm. Hence five additional teachers are proposed in those schools.

TABLE NO 5.2 PROPOSED VILLAGE WHERE NEW LOWER PRIMARY SCHOOLS ARE TO BE ESTABLISHED

Sl No	Name of School	No. of Schools required	No. of new teacher required	No. of proposed addl. Rooms
1	Dilzau	1	2	5
2	Lenhmuikawn	1	2	5
3	Chhimluang 'S'	1	2	5
4	Saihapui 'V'	1	2	5
5	Vakultui	1	2	5
6	Chite	1	2	5

7	Chemphai	1	2	5
8	Thinglian	1	2	5
	TOTAL	8	16	40

Source : SSA Survey August, 2001

There are eight villages/habitations without any type of schools. It is, therefore, proposed to establish new Primary Schools and new school building for each school along with adequate teachers.

5.2 ENROLMENT AND RETENTION

Percentage of enrolment rate is more or less sufficient within Kolasib district at present. However, in spite of continuous efforts for mass enrolment, a number of never attending school children are still at large especially among the poor family background and remote villages. Most of the children have discontinued their studies after completion of Class IV in the Primary School at their own habitation as there is no access for upper Primary schooling facilities in their own habitation or nearby.

The details of children who are in school and out of school in the age group of 6-14 years in the proposed 3 Project Circles are as follows :-

TABLE NO 5.3 CIRCLE-WISE ENROLMENT OF CHILDREN AND OUT OF SCHOOL POPULATION IN THE AGE GROUP OF 6 – 14 YRS.

Sl No	Name of Circle	Total children in the age group of 6-14 years			Children in School 6-14 yrs			Out of school children 6-14 yrs		
		M	F	TT	M	F	TT	M	F	TT
1	Kawnpui	2130	2184	4314	2008	2042	4050	122	142	264
2	Kolasib	2759	2507	5266	2504	2248	4752	255	259	514
3	Bilkhawthlir	1764	1684	3448	1492	1425	2917	272	259	531
	TOTAL	6653	6375	13028	6004	5715	11719	649	660	1309

Source : SSA Survey August, 2001

From the above table it is seen that there are 1309 out of school children and 11719 enrolled in school out of the total population of 13028 in the age group of 6-14 years. The

target group is still quite high in number. These children are projected to be all enrolled in formal schools before 2005.

5.2.1 ADDITIONAL TEACHERS

Additional requirement of teachers has been proposed where there are single teachers in lower Primary School and where there are less than four teachers in upper Primary School. The plan revealed that 28 additional teachers are required where lower Primary School has been upgraded and where there are single teacher only in lower Primary School which were to be upgraded.

In the Government and Govt. aided schools, there are 8985 students and 531 teachers including Hindi teachers, W.E teachers, resource teachers and officiating teachers under Operation Blackboard scheme of CSS. Hence teacher pupil ratio is comparatively low.

The number of teachers, enrolment of students in Government and Govt. aided schools in circle-wise is given below :-

TABLE 5.4 : CIRCLE-WISE NO. OF STUDENTS AND TEACHERS

Sl No	Name of Circle	No. of students	No. of teachers including Hindi, W/E , Resource and O B (CSS)
1	Kawnpui	3497	234
2	Kolasib	3028	186
3	Bilkhawthir	2460	111
	TOTAL	8985	531

Source : SSA Survey August, 2001.

It may be noted that the above table do not include private and Mission schools

5.2.2 PROVISION OF ADDITIONAL CLASSROOMS

During the micro-planning exercise it is found that a large number of schools have inadequate classroom accommodation. There are instances where two classes shared one classroom causing much inconvenience both for the teachers and the taught. As per SSA norms a room is to be provided for every class in primary and upper primary school, in

addition to a room for Headmaster, teachers common room, workshed, recreational rooms etc.. is worked out to create meaningful classroom atmosphere.

Table 5.5 : Circle-wise Requirement of Additional Classrooms

Sl No	Name of Circle	No of lower Primary School & Upper P/S	Addl. Requirement of rooms as per SSA norms
1	Kawnpui	51	135
2	Kolasib	37	77
3	Bilkhawthlir	27	82
	TOTAL	115	294

Source : SSA Survey August, 2001

As per SSA norms 294 additional rooms are proposed for the existing Primary and Upper Primary Schools. This is shown in the table above.

5.3 FREE TEXT BOOKS :

The Government of Mizoram supplied free textbooks to the children of lower and upper primary schools focusing those children of poor family background and disabled children belonging to all categories to encourage them in their regular schooling. Accordingly free text books had been supplied to some of the students in lower and upper Primary Schools. Due to financial constraint, the Govt. of Mizoram discontinued supply of free text books.

5.4 SUPPLY OF TEACHING LEARNING MATERIALS (TLM)

Lack of adequate Teaching-Learning Materials is still a stumbling block for satisfactory achievement of quality elementary education in lower and Upper Primary Schools.

Therefore, it is proposed to provide assistance to the lower and Upper Primary Schools towards procurement of TLM through school committees. As per norms of SSA, Rs. 10,000/- per Primary School and Rs. 50,000/- per upper Primary School is proposed. The

procurement of TLM items will be based on the requirement to be determined by teachers and School Committees.

The following table will be the projected number of schools in cluster-wise after proposed new schools were established and 6 lower Primary Schools proposed for upgradation were implemented.

TABLE NO 5.6 : CLUSTER-WISE NO. OF LOWER PRIMARY SCHOOL AND UPPER P/S.

Sl No	Name of cluster	No of Primary School	No. of Upper Primary School
1	Lungdai	5	4
2	Nisapui	4	3
3	Bukpui	5	3
4	Kawnpui	11	9+1*
5	Thingdawl	5	2
6	Kolasib	15	11
7	Bairabi	7	4
8	Bilkhawthir	5	4
9	Buhchangphai	2	4
10	Vairengte	7	5
	TOTAL	66	50

Source : SSA Survey August, 2001

Upgraded schools are regarded here as upper Primary School and no longer as lower Primary School .* New upper Primary School has been proposed to be established at Kawnpui cluster.

5.5 SCHOOL GRANT AND IMPROVEMENT :

- Construction of building to new schools
- Construction of additional rooms to the existing schools
- Provision for maintenance of school buildings
- Provision for separate toilet facilities to girl.
- Construction of cluster Resource centers at all clusters

- Construction of Circle Resource Centres at the Circle level.
- Provision of drinking water facilities
- Supply of play materials.
- Awareness campaign of planting trees, school garden etc.

5.6 EARLY CHILDHOOD EDUCATION (ECE)

Early childhood Education (ECE) is a pre-schooling facilities. Presently, there are 58 Anganwadi Centres in Kolasib District. These centers are catering to the needs of 3-5 years children. Apart from providing educational guidance, these centres also provide health care facilities.

These Anganwadi centers are facing a number of problems specially in preparation of schooling facilities. Hence, convergence and linkage with Social Welfare Department is imperative.

There are still villages where there is no Anganwadi Centre (ECE). The following table show the villages where there is no Anganwadi/ ECE center.

TABLE NO 5.7 Villages Without Anganwadi / ECE Centres and Entres and no. of ECE Proposed

Sl No	Name of Village	No. of ECE proposed
1	Lungdai	2
2	Serkhan	1
3	Zanlawn	2
4	N. Chaltlang	1
5	Bukpui	1
6	Kawnpui	1
7	Bualpui 'N'	2
8	Khamrang	1
9	Dilzau	1
10	Thingdawl	2
11	Sethawn	1

12	Kolsib	5
13	Bairabi	2
14	Meidum	1
15	Pangbalkawn	1
16	Zodin	1
17	Lenhmuikawn	1
18	Chhimluang 'S'	1
19	Bilkhawthlir	4
20	Chawnpui 'N'	1
21	Buhchangphai	1
22	Thinglian	1
23	Saihapui 'K'	1
24	Bukvannei	1
25	Phaisen	1
26	Vairengte	2
27	Chhimluang 'N'	1
28	Saihapui 'V'	1
29	Vakultui	1
30	Chite	1
31	Chemphai	1
	TOTAL	44

Source : SSA Survey August, 2001

The Existing number of Anganwadi centre is far from adequate. As seen in the table 44 ECES are required. This is because in many villages houses are scattered spiraling along the side of the National Highway thereby forming ribbon development. Hence it is difficult for childrens below 6 years of age to walk long distances to attend the Anganwadi centres .

CHAPTER VI

QUALITY IMPROVEMENT

6. Sarva Shiksha Abhiyan aims at a holistic and comprehensive approach to the issues of qualities. The national policy of Education emphasis the need for substantial improvement of the quality of essential level of learning. Past experiences including that of DEEP 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.

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

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 to14 years within 5 years from now. These schools should be provided with adequate qualified trained teachers who could provide a healthy academic environment for joyful learning.

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

6.1.1 PEDAGOGY OF AFFECTION

In majority of the classrooms, it is observed that children are treated with strict discipline with restricted movements. Using of cane, practice of homework and assignment during and after school hours , less interaction with peers, no interactive material, with limited pupil teacher interaction are some of the happenings in the classrooms which discourages pupils initiative and their participation.

The classroom situation has to be more interesting to attract and retain students. The basic pedagogy, which can create vibrant classrooms, is the pedagogy of affection. Children should be treated with tenderness, love, affection and care, which alone can motivate the children for their full participation in the learning process and for their continuation in the school. A special bond between the teacher and the taught has to be established in the classroom environment. Therefore, necessary orientation will be planned to the teachers comprising these aspects

6.1.2 PEDAGOGY OF RETENTION

Most of the children in the district are first generation literate, whose family background is not much encouraging for their full participation in the school and related activities. Teachers often punish or reprimand student for coming without school uniform, incomplete homework, not having adequate note books, pencil and other teaching learning material. This discourages the children from going to school and promote absenteeism and finally resulting in dropout.

Therefore, teachers need to be oriented thoroughly on this subject of pupil's retention. A teacher must know about the background of the student and have a friendly approach toward his student. A teacher, who is well acquainted with the family background of the student, takes interest towards their regular attendance, and retention can be quiet encouraging. There is a need to create an atmosphere of improved home school contacts. The plan proposes to sensitize the teachers in this aspect through orientations and training

6.1.3 CURRICULAR APPROACHES : The model of providing information vrs developing the abilities among the children

The elementary education became increasingly textbook centered and teacher centered . Children are overburdened by more textual material with more and more information added in repeated textbook revisions. The model of conveying textual information by the teacher and memorization of concepts and content matter without much comprehension on the part of the children is evident in almost all the schools. This hardly encourages the growth and development of creativity and thinking potential of the children. There is no scope for

originality, self-expression and imagination on the part of the pupil in the process of knowledge generation

Stress will be given more on building the innate abilities viz. thinking, reasoning, imagination, observation, estimation, comprehension, questioning, synthesis, analysis, evaluation etc. Contents of various school subjects have not been seen as a media to develop these abilities. The object of primary education along with subject wise objectives are never fully reflected in the textbook as well as in pupil assessment procedure. The component of development of children's innate abilities through available textual material and other interactive materials will be taken up and teacher will be oriented having this as one of the component in teacher training programmes. Competitions in various levels will be conducted to inspire the children in their creativity and awareness to their environment.

6.2 ACADEMIC CONVENTION - Networking and Linkages.

Teachers will be encouraged to adopt and work further on the methodology that they think results in the improvement of pupil achievement and build up teacher momentum for a quality change in classrooms and pupil output by providing necessary support from SSA

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

Following are the initiatives proposed to be taken up –

- Language improvement programme
- Mathematics improvement programme
- Science improvement programme

6.3 IMPROVED SCHOOL MANAGEMENT – Training to Head Teachers and Head Masters

The School Headteachers and Headmasters leadership plays a vital role for managing changes in classrooms and in the school as a whole. The Headteacher/Headmaster is supposed to play a key role and an initiator for the conduct of various

programmes/meetings in school premises viz. with community, school committees, youth activities, parents, teachers for the improvement of children education i.e.UEE. The school head shall play a vital role in the process of school effectiveness. Therefore, it is proposed to provide an orientation on the management of school, school development initiatives, community mobilization, home school links, school of out of school children, etc...

Table No : 6.1 Circle - Wise Number of Headteachers and Headmasters

SI No	Name of circle	Headteacher of Lower P/S	Headmaster of upper P/S	Total
1	Kawnpui circle	32	19	51
2	Kolasib circle	23	14	37
3	Bilkhawthir circle	17	10	27
	TOTAL	72	43	115

Source : SSA Survey August,2001,

The above table shows circle-wise break up of Headteachers and Headmasters, while there are 72 Headteachers of Lower Primary School, there are 43 Headmasters of upper Primary School.

6.4 PUPIL ASSESSMENT PROCEDURES

The present pupil assessment procedures do not reflect the pedagogical renewal and the nature of the children-learning. The major emphasis is on the testing of the children's cognitive abilities through written tests. There is no such relation between teaching-learning process and nature of assessment. Mostly it is a testing of children's memory and more stress is on the children's cause of tension, fear and anxiety. The assessment is not comprehensive enough and neglects the affective and psychomotor aspects of pupil's development. The test items do not reflect the objectives of the subject and its nature.

Therefore, it is proposed to change the entire pupil assessment procedures at elementary stage by making assessment a comprehensive one focussing on the entire child profile i.e. different aspects of cognitive, creative, aesthetic, psycho-motor, attitudinal etc, rather than information acquisition through memorization.

It is also proposed to focus on the assessment of abilities of the children i.e ability of thinking, reasoning, imagination, observation, synthesis, analysis, evaluation, etc, than information – acquisition in the process of knowledge generation. The test items will also be linked to nature of subject matter and its transaction

Further emphasis will be on various types of assessment procedures viz, oral, written, performance, projects., which reveal the overall development of the individual. Accordingly, the nature of tests, periodicity and areas of assessment, management and administering, etc., will be reviewed and modified accordingly.

To understand the child better, a composite cumulative report card will be maintained from the beginning of the child education. This card will contain all of the child's education. This card will contain all necessary information of the child's progress from health to academic achievements. A copy shall be maintained and updated from time to time at the school throughout the entire process of the child's elementary education (i.e upto class – VII). The child's data will be kept and monitored with the help of computer at each cluster.

6.5 IDENTIFICATION OF PROBLEMS

- Lack of suitable and relevant teaching-learning materials
- Overload and irrelevant curriculums
- Backlog of untrained teachers
- Single teacher schools
- Irregular and unsystematic monitoring and evaluation
- Lack of scientific and systematic method of teaching
- Lack of sufficient infrastructure resulting over crowded class-room
- Lack of improved school management.

6.6 STRATEGY

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

- Provision and ensuring of timely distribution of teaching learning materials
- Taking up of curriculum review and reconstruction through competent authorities.

- Clearing out of untrained teachers through Teachers' training programme, short term training or orientation course.
- Ensuring regular and systematic monitoring and evaluation.
- Improving school management.
- Providing better infrastructure

6.7 ACTIVITIES

Activities to be conducted for achieving quality in elementary education

- At least once in a year a joint workshop for the concerned administrative staff from the state level to the circle level to discuss on the matter relating the problems and how to solve it.
- Meeting of parents and teachers at the village level including village Education Committee (VEC)
- Organising an annual Circle-wise meeting for school teachers, parents and NGO's who play a major role in improving elementary education.
- Training and Orientation of teachers through cluster level for improving their academic experiences.
- Workshops for development of strategies and test items on assessment procedures at Circle level.
- Discussion of pupil assessment procedures in Circle Resource Center meetings.
- Constructions of new buildings, reconstruction, renovation, repair etc of existing buildings
- Training of Headteachers and Headmasters on Improved School Management at District level

6.8 EDUCATIONAL AND PROFESSIONAL QUALIFICATION OF TEACHERS

The following table shows the general educational qualification of teachers in the district

Table No. 6.1 Teacher's Educational Qualifications

M A	B.A.	PUC/HSLC	UNDER HSLC	TOTAL
5	127	277	122	531

Source : SSA Survey August 2001

From the above table out of the total 531 teachers, 5 holds Master Degree, 127 holds B. A. Degree, 277 teachers are either PUC or HSLC holder and the rest 122 teachers are under matriculate

The following table shows number of trained and untrained teachers in the district :

Table No : 6.2 No. of Trained and Untrained Teacher

DISTRICT	NO. OF TEACHERS	TRAINED	UNTRAINED	TOTAL
Kolasib District	531	518	13	531

Source : SSA Survey August, 2001

The above table shows that there are 531 teachers in the district. While 518 teachers have undergone professional training, 13 teachers remains untrained.

6.9 TELESCOPIC DIET (MINI DIET)

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

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

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

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

6.9.1 CONSTRUCTION OF TELESCOPIC DIET BUILDING

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

Infrastructure needs and maintenance of the training center will be undertaken by the District Core Committee or by the competent authorities.

6.9.2 FUNCTION OF DIET

- The Telescope DIET will conduct training for teachers for improvement in their professional activities every year
- Short course training for teachers will be conducted on certain subjects so as to make the teachers competent in doing their jobs.
- Workshop, seminar will be organized in the Centre to minimise certain issues like drop-outs, non-school going children etc.. to implement UEE in the district.
- Priorities will be drawn from public participations and contributions towards the implementation of the SSA Programme in the district.

CHAPTER VII

SPECIAL FOCUSED GROUPS

7. Coverage of special focus groups have been taken up as a part of pre-project activities during the planning process. Provision of special care to special groups like infants, girls, disabled and other backward sections or minorities have been one of the objectives of UEE for its successful implementation.

7.1 Early Childhood Education

It is an important strategy involved for achieving UEE and is meant to reducing gaps in enrolment and dropouts and to increase retention rates in schools. Early childhood care and education centers are meant to preparing children below 6 years to have readiness for schooling after completion of 5 years. It supports pre-education to infants between the age of 3-5 years. Anganwadi are the existing centers providing pre-education to children for schooling.

Table No. 7.1 Circle -Wise No. of 3-5 Years Population, no of Anganwadi With no of Instructors

Sl No	Circle	No. Of Habitations	No. Of Children 3-5 Years	No. Of Anganwadi	No. Of Instructors	No. Of ECE Proposed
1	2	3	4	5	6	7
1	Kawnpui	18	1448	33	33	15
2	Kolasib	8	1666	13	13	12
3	Bilkhawthlir	14	1203	12	12	17
	TOTAL	40	4317	58	58	44

Source : SSA Survey August 2001

The number of Anganwadi centers which is 58 is far from adequate. Keeping in mind the dispersed locations of habitations and the scattered homes even within a village and the walking distance for a small child under the age of 6, another 44 ECE centers have been proposed so that all children from the age of 3-5 years could have sufficient access education.

Opening of ECE centers at villages where Anganwadi center is not available or where the center is inadequate seemed an urgent need for the district to prepare children ready for schooling. To support quality achievement, it is, therefore, intended to establish 13 ECE centers to prevent admission of under-aged children at formal institutions without prior preparation which have resulted in increase in drop outs :

- Establishment of ECE Centres in the habitations where ICDS managed Anganwadi are not available and where existing Anganwadi Centre are inadequate
- Strengthening Pre-school component of ICDS by way of convergence and to provide a stimulating environment for children through strengthening of training and TLM components
- Running of ECE Centres in School premises during school hours under the supervision of Headmaster/Head Teacher
- Assisting voluntary organizations for conduct of ECE Centres.

7.2 SPECIAL ATTENTION TO DISABLED CHILDREN

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

Table No- 7.2 Circle-Wise No. Of Disabled Children Male/Female (6-14) Years

Sl No	CIRCLE	M	F	M	F	TOTAL	
						M	F
1	KAWNPUH	9	13	13	16	22	29
2	KOLASIB	18	12	15	24	33	36
3	BILKHAWTHLIR	26	21	26	23	52	44
	TOTAL	53	46	54	63	107	109

Source : SSA Survey August 2001

As already indicated earlier 92 of total dropouts were due to disability and 24 were due to ill health problems relating to disability. Therefore provisions of special center for disabled

children shall be one of the aspects of SSA. The following measures are proposed to provide special attention to disabled children.

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

7.3 GIRLS EDUCATION

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

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

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

7.4 EDUCATION OF TRIBAL CHILDREN

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

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

However, there are a number of families living in the paddy fields who could not send their children to schools in villages due to lack of accommodation. But to open a new school for a single family or two could not be afforded for they are quite in number. It is therefore suggested here that a tribal Hostels be provided in each circle centers so that school going children from these very remote places could be enrolled and given adequate school education. These tribal Hostels could be maintained and managed by the Circle Education Committee.

CHAPTER VIII

MANAGEMENT STRUCTURE

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

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

8.1 STATE GOVERNING BODY

As provided in the Mission Rules, Monitoring body was set up at state level under the Presidenship of Chief Minister, Mizoram to monitor implementation of UEE at the state level. The Mision consist of a Governing Body with the following members:-

President	:	Chief Minister, Mizoram
Vice President	:	Minister, School Education, Mizoram

MEMBERS :

A Ex-officio members –

1. Chief Secretary, Govt. of Mizoram
2. Commissioner/Secretaries of the following Departments
 1. Planning Department
 2. Finance Department
 3. School Education Department
 4. Social Welfare Department

5. Health & Family Welfare Department
6. Local Administration Department
7. Information & Public Relations Department
8. Rural Development Department
9. Director/Joint Director, SCERT
10. President, Mizoram Board of School Education

B. Nominated members:-

- | | | |
|--|---|---|
| 1) Pre-primary, and Non-Formal Education personnel
(at least one to be woman) | - | 3 |
| 2) Elementary Teacher Educators | - | 1 |
| 3) Educationists | - | 2 |
| 4) Voluntary Agencies
(at least one to be woman) | - | 2 |
| 5) Distinguished Persons in the area of Education for
disabled children. | - | 2 |
| 6) Women working in Women Development | - | 2 |
| 7) Social Workers | - | 1 |
| 8) Literary figures | - | 1 |

C. Central Government's Nominee:-

- | | | |
|--|---|---|
| 1) Representatives of Central Government nominated by
the Ministry of Human Resource Development. | - | 3 |
| 2) Representative of the following categories nominated by Central
Government | | |
| i) Educationist | - | 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 Chairmen and CEOs of District and Block Units of the Society.

Member Secretary - State Project Director.

8.1.1. FUNCTIONS OF THE MISSION

To achieve the objectives of the Sarva Shiksha Abhiyan, the Mission shall perform the following functions, viz

- i) To suggest norms for opening alternate school/schools
- ii) To approve District plans
- iii) To evaluate performance of Districts
- iv) To monitor performance of Educationally backward Districts
- v) To ensure fund flows
- vi) To mobilise financial resources

8.1.2 POWERS OF THE MISSION

In order to carry out its functions, the Mission shall have the power :-

- i) To create duly empowered administrative mechanisms, 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 objects of the Mission.
- ii) To establish, for the implementation of Sarva Shiksha Abhiyan, administrative arrangement at Divisional, District, Sub-Divisional Block and village levels, and to delegated to them necessary power to enable them to discharge their responsibilities.
- iii) To create academic, technical, administrative, Managerial and other responsibilities in the Mission by converging existing posts in the Education sectors
- iv) To make rules and regulations for conduct 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 of money, securities or property of any kind and to undertake and accept the management of any endowment, trust, fund or donation not inconsistent with the objectives of the Mission

- vi) To purchase, hire take on lease, exchange or otherwise acquire property, moveable or immoveable, and to construct, alter and maintain any building or building as may be necessary for carrying out objects of the Mission.
- vii) To delegate to the Executive Committee or to any officer and authorities of the Mission, (as defined in Rule 15) such powers and impose such duties as it deems proper.
- viii) To consider the annual report prepared by the Executive Committee.
- ix) To undertake all such activities and to take all such actions as may appear necessary or incidental for achievement of the objects of the Mission.

8.1.2 OFFICERS AND AUTHORITIES OF THE MISSION

- 1) The officers of the Mission shall be the President, the Vice-President, the Chairman, the Vice-Chairman, the State Project Director and such other persons as may be designated as such by the Executive Committee and ;
- 2) The following shall be the authorities of the Mission ;
 - i) Executive Committee and,
 - ii) Such other authorities as may be constituted by the Mission or the Executive Committee.

8.2 EXECUTIVE COMMITTEE

The affairs of the Mission shall be administered, subject to Rules and Regulation and orders of the Mission, by or Executive Committee, which shall consist of the following :

Chairman	:	Chief Secretary, Government of Mizoram
Vice-Chairman	:	Secretary of the Government of Mizoram, Department of Education & Human Resource Development.

Members :

- a) Commissioners / Secretaries of the following Department :-
 - i. Planning & Implementation Department.

- ii. Financial Department.
 - iii. Social Welfare Department
 - iv. Rural Development Department
- b) Director / Joint Director, SCERT.
- c) Three Persons at least one should be a woman, from among the following, to be nominated by the Chairman :-
- i. Pre-Primary, Primary & Non-Formal Edn. Personnel.
 - ii. Elementary Teacher Education.
 - iii. Educationists.
 - iv. Voluntary Agencies
 - v. Distinguished Persons in the area of Education for Disabled Children
- d) Three representatives of the Central Government to be nominated by the Ministry of Human Resources Development, Department of Education.
- e) Three Persons representing the following to be nominated by the Central Government.
- i) Educationists.
 - ii) Voluntary agencies.
 - iii) Distinguished women.
- f) One person to be nominated by Chairman from District and Block Unit of the Society.

Member Secretary : State Project Director.

The Director of School Education is the State Project Director of the SSA Mission in Mizoram.

8.2.1 FUNCTIONS OF THE EXECUTIVE COMMITTEE

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

8.2.2 POWERS OF THE EXECUTIVE COMMITTEE.

The Executive shall :-

- i) exercise all administrative, financial and academic powers including powers to rationalize posts of all description in the education sector.
- ii) control the management of all the affairs and funds of the Missions.
- iii) have powers and responsibilities in respect of the following :
 - g) to frame regulations in consultation with the State Government.
 - h) to frame bye –laws for the conduct of activities of the Mission in furthering its objects.
- iv) have power to enter into agreements with other public or private organisations or individual for furtherance of its object.
- v) have powers to secure and accept endowments, grants-in-aid, donations and gifts to the Mission on mutually agreed terms and conditions, provided that conditions if such grants-in-aids, donation or gifts shall not be inconsistent or in conflict with the objects of the mission and the provisions of these Rules
- i) have power to take over and acquire by purchase, gift or otherwise from Government and other public bodies, from private individuals, moveable and immovab properties or other funds together with any attendant obligations engagements, not inconsistent with the objects of the Mission and the provisions of these rules.
- j) have power to undertake or give contract for constructions of building require for use of the Mission and to acquire stores and services required for the discharge of the functions of the Mission
- k) have, sub subject to the provision of the Article 4 of the Memorandum of Association, power to sell or lease any moveable and immovable property of Mission, provided, however, that no assets of the Mission created out of Government grants shall, without prior approval of the Government, be disposed of encumbered or utilized for proposes other than those for which the grant was sanctioned.

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

8.2.3 POWER TO MAKE REGULATIONS

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

- i) Service matters pertaining to Officers and staff including creation of posts, qualifications, selection procedure, service conditions, pay and emoluments, discipline and control rules.
- ii) Important financial aspect including formulation of budget, purchase procedures, delegation of financial powers, investment of funds, maintenance of accounts and audit, TA and DA rules, etc. and
- iii) Such other matter as may be necessary for the furtherance of the objects and the proper administrations of the Mission.

8.2.4 POWER TO FRAME BYE-LAW

Subject to the specific directions of the Mission and the provisions in these rules and regulation 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) Conduct of business of the Mission, Executive Committee and other Committees and Sub-Committees.
- c) Grant –in-aid to voluntary agencies.
- d) Involvement of individuals and contractual arrangements with them.
- e) School mapping and establishment of new schools, NFE centers 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 Abiyan

8.2.5 POWERS AND FUNCTIONS OF THE CHAIRMAN

- i) shall ensure that the affair of the Mission are run efficiently and in accordance with the provisions of the SSA, and Memorandum of Association, Rules, Regulation and bye-laws of the Mission ;
- ii) shall preside over the meeting of the Executive Committee.
- iii) may himself call, or by a requisition in writing signed by him may require the member secretary to call, a meeting of the Executive Committee at any time.

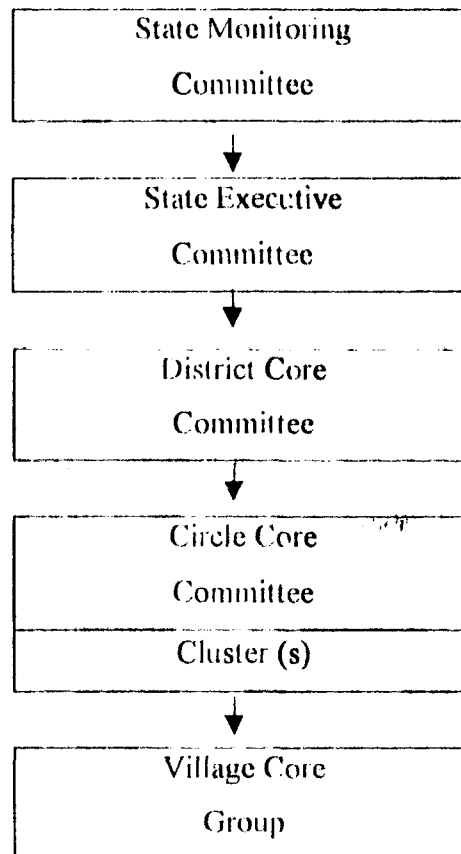
- iv) in case, the votes for and against a particular issue are equal, may exercise his casting vote,
- iv) shall be the sole and absolute authority to judge the validity of the vote cast by members at all the meeting of the Executive Committee.
- v) shall be entitled to invite any other person to attend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

8.2.6 POWERS AND FUNCTIONS OF THE STATE PROJECT DIRECTOR

- 1) The State Project Director for SSA shall be appointed by the State Government which shall prescribe his remuneration and other conditions of service. He / She may be the Project Director already appointed under DPFP or the officer of the Department of the Education, as may be decided by the concerned State Government.
- 2) The State Project Directors shall be the Chief Executive officer of the Mission and shall be responsible for proper administration of the affair and funds if the Mission and implementation of its various activities in a Mission made under the direction and guidance of the Chairman of the Executive Committee.
- 3) For the effective discharge of his function, he shall have power to :-
 - a) Constitute steering groups, with approval of the Chairman, for each of the programme components and functional areas.
 - b) Constitute a Task Force, comprising heads of the steering groups, which would function as a cohesive team for achievement of the objects of this Mission.
 - c) appoint with the approval of the Chairman, consultants and Resource Persons.
 - d) prescribe the duties of all affairs and staff of the Mission.
 - e) exercise such supervision and disciplinary control as may be necessary.

- f) co-ordinate and exercise general supervision over activities of the Mission including its branches/ units set up in the Districts/ Blocks
- g) arrange meetings of the Mission and its Executive Committee and keep a record of proceedings of these meetings in accordance with these rules; and
- h) discharge such other functions as may be assigned to him by the Executive Committee in furtherance of the object of the Mission

CHAIN OF CORE COMMITTEE



8.3 THE DISTRICT LEVEL TEAM

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

Chairman : Deputy Commissioner, Kolasib District

Secretary : District Education Officer

Members :

- i) Sub-Divisional Education Officer
- ii) Circle Education Officer
- iii) Faculty member of DIET
- iv) President, Sub-Headquarters, MSTA
- v) President, Sub-Headquarters, MPTA
- vi) President, Group YMA
- vii) President, Sub Headquarters, MHIP
- viii) BDOs
- ix) Prominent member of the locality
- x) Child Development Project Officer.

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

8.4 STRENGTHENING OF DISTRICT LEVEL CORE GROUP

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

Strengthening of the District Level core group is needed for the following reasons and works or programme :

- = Research, monitoring and Evaluation at the district level.
- = For improvement of school facilities and other Civil works
- = Identification of children with special needs and special focus groups
- = Pedagogy and capacity building for quality

- = Teaching Education at district level
- = Planning and community mobilization.
- = Budget, Accounts, Annual Reports and Audit
- = Assignment and appraisal teams and their field activities
- = Collection of data etc..

TABLE No 8.1 : CLUSTER Wise And No. Of VILLAGES

SI No	Name Of Clusters	No. Of Village	No. Of Habitation	Name Of C.D. Block
1	LUNGDAI	3		Tlangnuam Block
2	NISAPUI	3		Tlangnuam Block
3	BUKPUI	3		Thingdawl Block and Part of Tlangnuam Block
4	KAWNPUI	5	2	Thingdawl Block and Part of Tlangnuam Block
5	THINGDAWL	2		Thingdawl Block
6	KOLASIB	2		Thingdawl Block
7	BAIRABI	4	2	Thingdawl Block
8	BILKHAWTHLIR	2	1	Thingdawl Block
9	BUHCHANGPHAI	4	1	Thingdawl Block
10	VAIRENGTE	4	2	Thingdawl Block
	TOTAL	32	8	

Source : SSA Survey August, 2001

There are seven habitations and one village without primary School

Kolasib district covers Thingdawl R.D Block and part of Tlangnuam R.D Block. Although Saiphai and Saipum villages are under the jurisdiction of Education Sub-Division Kolasib, they were excluded since they are outside Kolasib District. The two villages falls under the Sinlung Hills Development Council. Similarly Chuhvel, Saikhawthlir and Suarhliap were also excluded as they are within Mamit District.

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

Charman	:	S.D.E.O
Secretary	:	C.E.O of concerned circle
Members	:	1) Chairman, cluster Committee 2) V.C.P of concerned villages 3) President of Local Teacher Association 4) President, YMA of concerned village

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

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

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

8.6 CLUSTER LEVEL

The cluster level Education committee be established to ensure implementation of SSA in terms of enrolment, retention and reduction of dropout rates. The committee have to see the problem of rural children and its solutions in order to participate actively in school management, the committee body also is to be formed in a way so as to allow participation of community in the programme. The committee body shall include :

Chairman	:	President, v/c of Cluster Centre
Secretary	:	Headmaster of cluster center upper Primary School
Members	:	1) All head of lower primary and upper primary school 2) All Chairman of Parents Teachers Association 3) President, Village Council 4) Group/Branch President, YMA 5) Representative from MHIP 6) CEO of concerned Circle 7) Representative from Social Welfare Department.

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

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

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

TABLE No 8.2 : Cluster Wise no. of Village Core Groups

SI No	Name of cluster	No. of village core group	No. of Institution	
			Lower Primary School	Upper Primary School
1	Lungdai	3	6	4
2	Nisapui	3	4	3
3	Bukpui	3	5	3
4	Kawnpui	5	18	11
5	Thingdawl	1	6	3
6	Kolasib	2	24	18
7	Bairabi	3	9	5
8	Bilkhawthlir	2	7	4
9	Buhchangphai	4	5	2
10	Vairengte	3	12	8
	TOAL	29	96	61

Source : SSA Survey August, 2001

The above table shows cluster-wise distribution of lower primary school and upper primary school with number of Village Core Groups. The unequal distribution of Villages or Village Core Groups at the cluster level could be clearly seen. This is due to the grouping of villages in clusters according to the geographical location of the villages.

8.7 VILLAGE LEVEL

The village level education Committee is an immediate implementing agency. It is in close proximity with the community thereby creating an even participation of village in the programme. The village level education committee is formed consisting of the following members :

- Chairman : President, Local Village Council
- Secretary : Senior Headmaster, Upper Primary School
- Members : 1) All head of Lower Primary School and Upper Primary School

- 2) President, Parents Teachers Association
- 3) President, Branch YMA/MHHP/MUP
- 4) Teachers' Representative
- 5) Local prominent member.

The following are the main tasks/norms in village education committee :-

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

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

8.8. CAPACITY BUILDING

The SSA mission emphasizes quality improvement in elementary education for which it necessitates resource group and responsible centers from national to village level. These groups would oversee 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 classroom transactions shall be the major role of the resource groups. Therefore, Resource groups shall be set up at various operational level to facilitate a decentralized mode of education.

I. District Resource Group : The proposed District Resource Group members as per norms shall be --

- 1) President, D!ET
- 2) District Education Officer
- 3) Sub-Divisional Education Officer
- 4) Resource person from SCERT
- 5) Circle Education Officer
- 6) CDPO (ICDS)

II. Circle Resource Group

- 1) Sub-Divisional Education Officer
- 2) Circle Education Officer
- 3) One Resource person from SCERT
- 4) Representative from NGO

III. Cluster Resource Group

- 1) Circle Education Officer
- 2) Representative from NGO, like – YMA, MHIP etc..
- 3) Village Council President of Cluster Centre
- 4) Headmaster, Govt. High School
- 5) C.O., ICDS
- 6) Project Officer IED

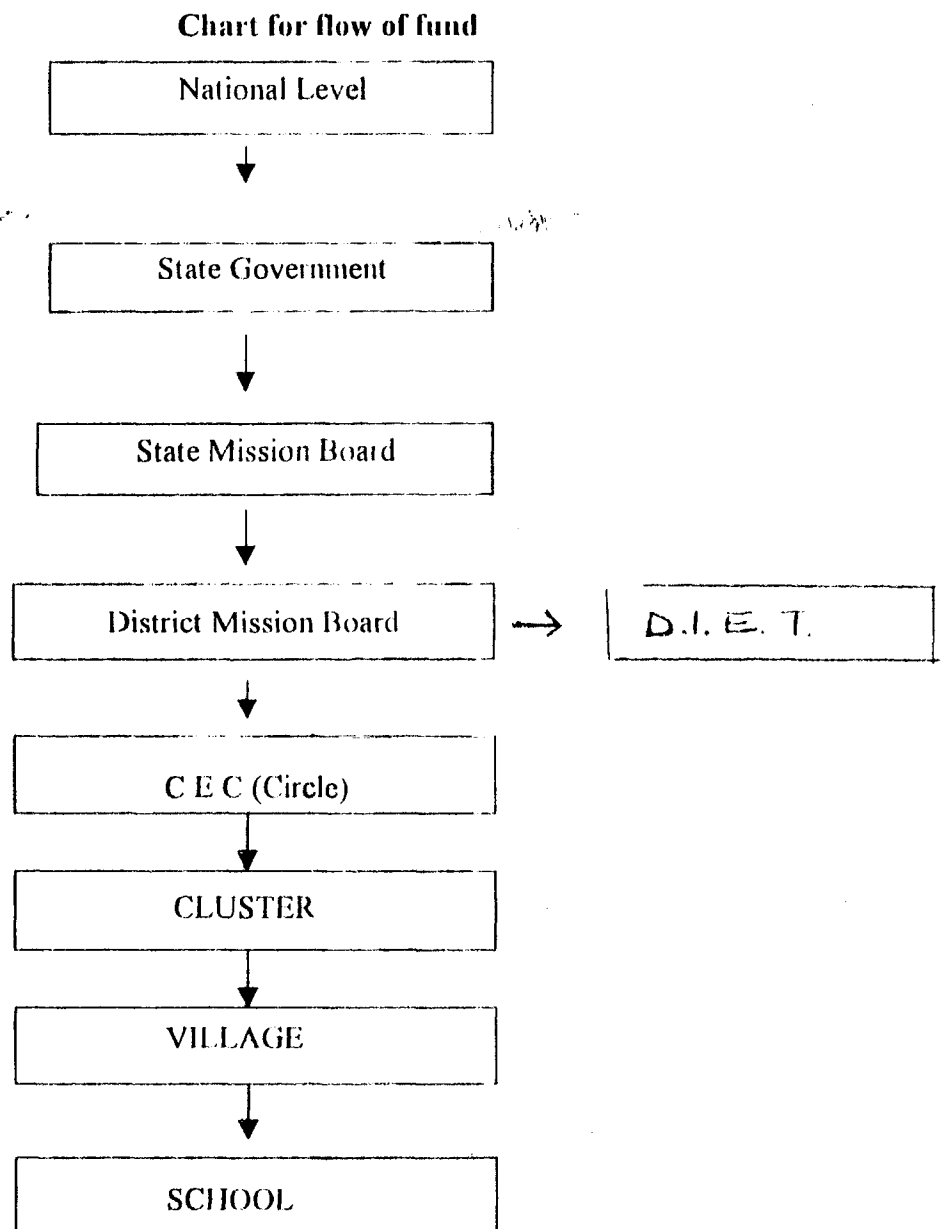
IV. Village Resource Group

- 1) Selected Headmaster of Upper Primary School
- 2) Chairman VEC
- 3) Village Council President
- 4) Representative from NGOs
- 5) One prominent citizen of the locality

8.8 FLOW OF FUND

It must be ensured the flow of fund in a decentralized manner right from the state level to village level with A/C payee cheque or DD in respect of each levels. Proper maintenance

of accounts, reports and audit shall be required at all levels. Transparency also has to be ensured even at the grass root school committee



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

CHAPTER IX

RESEARCH, EVALUATION, SUPERVISION AND MONITORING

9. RESEARCH

Extensive and adequate studies on various interventions will be sponsored to guide the future activities of the SSA for realisation of Universalisation of Elementary Education (UEE). Research under the project will be viewed as a guiding force for taking up of various new initiatives in realising the objectives of UEE. Small Scale pilot projects for the implementation of programmes on emerging issues will be taken up as follows:

- *Mainstreaming of out of school children; improvement of pupils abilities in language, Arithmetic, creation of interesting and comfortable classrooms, disabled children's education, net working of Teachers and education of focused groups i.e, SC, ST, Girls, early child education (ECE), minorities etc.*
- *Teachers will be encouraged to take up action research to solve problems faced in their daily professional practices. Necessary training programmes will be conducted to the field staffs i.e; Circle Education Officer (CEO), Circle Resource Groups (CRGs), District Resource Group (DRGs), DIET staffs, Teachers, and Cluster level resource persons.*

INPUTS

- *Sponsoring research programmes to the staffs of DIETs, NGOs and other University based Resource Institutions with District specific focus.*
- *Conduct of school mapping and Micro planning exercise.*
- *Provision of travel grant and honorarium for persons involved in the researches and innovations.*

9.1 EVALUATION ASPECTS

The impact of the project in the field in terms of progressive achievements and implementation of the objectives laid down under SSA will be evaluated at regular intervals. It is a kind of reflection as well as consolidation of various initiations both in terms of process as well as outcome. Evaluation of the following aspects will be taken up during the project :

- *Functional aspects of various initiatives and their impact.*
- *Progress in terms of achievement of the objectives of the SSA.*
- *Participatory evaluation through community participations.*
- *Conduct of pupil's achievement Survey.*

INPUTS

- *Capacity building of the field staff, namely: DIET, CRC, DRG, and GRG for conducting evaluation activities.*
- *Conduct of pupil achievement survey.*
- *Orientation to Community Management Structure for participatory evaluation.*

9.2 SUPERVISION AND MONITORING

It is proposed to strengthen the DIET and constitute Circle Resource Centres and strengthen existing teachers in addition to community based management providing effective professional support to the schools.

- *The entire focus of monitoring and supervision is the child. Therefore, knowing the child in terms of achievement of competencies/abilities will be the starting point. The entire process will be back-mapped to the availability and efficiency of teachers and their professional practice. The condition of schools and outside schools environment will also be taken into account.*
- *The DIET staff will take up Academic Monitoring of Schools and provide on job support/training to the teachers of lower and upper primary schools.*
- *The District Resource Group will visit schools and monitor the progress of various schools and categorised as A, B, C and provide guidance.*

- *The Circle Resource Centre shall provide professional support and guidance at Centre level. The Circle Education Officer shall take responsibility and 3- Circle Resource persons (CRPS) shall assist him. They shall supervise the schools including classrooms practices and provide all necessary support/helps to the teachers.*
- *The Cluster Resource Center(CRC) shall be the main centre at the grass root level. The Cluster resource group shall comprise of teachers, NGOs and prominent leader of locality. They should be responsible for the successful implementation of SSA. The CRC shall provide training to the teachers.*
- *Adequate initiatives will be taken up for the capacity building for community level structure, i.e; School Committee, Parent Teacher Association (PTAs), Cluster Resource Committee and Village Education Committee (VEC's). They shall monitor schools providing necessary support for improvement at various levels.*

9.3 MANAGEMENT INFORMATION SYSTEM (MIS)

The Management Information System (MIS) is an important component of Planning and Implementation of Sarva Siksha Abiyan Programme. The Educational Management Information System (EMIS), District Information System for Education (DISE) and Project Management Information System (PMIS) will be set up at the District Level and take up the following Programmes:-

- Basic information of Schools like infrastructure facilities, Teaching learning materials (TLN), Furniture, equipment etc. of lower and upper primary schools.
- Total numbers of Children in the age group of 5-14 years.
- Name-wise particulars of Children who are in school and out of school
- Teachers information – their detail particulars, name –wise, etc
- Pupil achievement in various schools subjects for lower and upper primary Schools .
- Enrolment, Retention and actual completion rates
- School-pupil ratio, class room-pupil ratio and Teacher-pupil ratio.
- Progress in terms of project activities .
- Progress in terms of SSA objectives, quantitative data and analysis.
- Updating of available database (Family survey) as a result of initiatives of SSA (PMIS).

9.4 OBJECTIVES OF MIS:

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

9.5 INPUTS UNDER SSA.

- Provision of computer and peripherals to all Circles and Clusters.
- Provision of Data entry operator and programmer.
- Training of MIS Staffs.
- Printing of data, collecting formats, collection of data, analysis, output, etc.
- Networking with District and provision of Internet facilities.

CHAPTER X

CIVIL WORKS

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

Majority schools in the district as not possess adequate building and classroom facilities. Most of the schools do not have proper space for storage and security for their own equipment and other teaching learning materials.

The recent survey reveals that some schools do not passes adequate classroom furniture even partition walls. Students sit even on the muddy floor, writing notes and reading books. Infrastructural provision is badly required to meet the existing needs.

10.1 EXECUTION OF CIVIL WORKS

The school committee will be given the responsibility of construction works, regarding works and maintenance of building. As such, community will be given a chance to participate in civil works of the school

The community also agreed for contribution land and voluntary works. The following points are earmarked for community contributions.

- Providing land – suitable site for construction of new building
- Contributing locally available material for construction and maintenance of the school building.
- Participate and support towards quality improvement.

10.2 CIVIL WORKS

For the implementation of the UEE in the district, to open nine new formal lower primary schools is proposed where no schooling facilities existed. The existing 19 Kutchha type school will be reconstructed as per norms of SSA. The fifty-nine (59) school buildings will also be renovated and the work will be executed by the school committee drawing community participation.

Table No. 10.1 : Circle-wise No. of Schools for Reconstruction and Repair

Sl No	Name of circle	Reconstruction		Repair	
		Lower P/S	Upper P/S	Lower P/S	Upper P/S
1	Kawnpui Circle	11	8	13	11
2	Kolasib Circle	8	6	10	5
3	Bilkhawthlir Circle	6	4	7	3
	TOTAL	25	18	30	19

Source: SSA Survey Report 2001

10.3 CONSTRUCTION OF BUILDING TO CIRCLE RESOURCES CENTRE (CRC)

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

Therefore, it is proposed to provide Circle Resource Centre, in each circle to cater the needs providing in-service training to the teachers. These centers will be a center for various resources as library books, teaching learning materials, etc.. All teachers serving within the circle will regularly use this center for their professional growth. These centers will be provided with computers equipments, furniture's, stationery and other contingencies.

It is proposed to provide buildings to all the Circle Resource Centres in phase manner. This will serve as office-cum-training center under District Resource Centre. Resource persons will be drawn from the functional staffs of SCERT, DIET and administrative staff of the concerned department and intellectual and prominent citizens.

Table No. 10.2 : Construction of buildings for Educational Circle Resource Centres

Sl No	Name of Circle	CRC Building	Implementating Agency
1	Kawnpui Circle	1	Circle Education Committee
2	Kolasib Circle	1	Circle Education Committee
3	Bilkhawthlir Circle	1	Circle Education Committee

Source : SSA Survey 2001

0.4 CONSTRUCTION OF CLUSTER RESOURCE CENTRE BUILDING

For effective implementation of the S.S.A. Programme in the district, construction of Resource Centre building in each cluster is a must. Cluster Resource Centre will be provided with essential facilities like furniture, equipments, stationeries, etc..

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

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

For constructing resource building public contribution and participation will be sought as far as possible. Locally available materials will be contributed by the public, cluster level Education committee will provide free land for the buildings

Table No. 10.3 : Education Circle-wise No. of cluster

Sl No	Name of Circle	No. of cluster
1	Kawnpui Circle	5
2	Kolasib Circle	2
3	Bilkhawthlir Circle	3
	TOTAL	10

Source : SSA Survey Aug., 2001

10.5 MAINTENANCE AND REPAIR OF SCHOOL BUILDING

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

The activities will include

- Replacement damaged portion or old parts
- Cement work on walls and floors
- Repairing furniture, blackboard etc..
- White washing or renovation work

The following table shows circle wise number of lower and upper Primary Schools proposed for repair :

Table No.10.4 Circle- wise number of Schools Proposed for Repair.

Sl No	Name of Circle	No.of Lower P/S	No.of Upper P/S	Total
1	Kawnpui circle	13	11	24
2	Kolasib circle	10	5	15
3	Bilkhavthlir circle	7	3	10
	TOTAL	30	19	49

Source : SSA survey August, 2001

In the above table, 30 Lower primary schools and 19 Upper primary schools are proposed to be renovated / repaired. These selected schools urgently needed repair.

10.6 CONSTRUCTION OF BUILDINGS FOR CIRCLE RESOURCE CENTRE (CRC)

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

Therefore, it is proposed to provide circle Resource center in each circle to cater to the needs of providing in-service training to the teachers. These centers will be a center for

various resources like library books, teaching learning materials, etc.. All teachers serving within the circle will regularly use this center for their professional growth. These centers will be provided with computer equipments, furniture, stationery and other contingencies.

It is proposed to provide buildings to all the Circle Resource centers. This will serve as office-cum-training centre under District Resource center. Resource persons will be drawn from the functional staffs of SCERT, DIET and administrative staff of the concerned department and intellectual and prominent citizens.

Table No. 10.4 Construction of buildings for Educational Circle Resource Centres

Sl No	Name of circle	CRC building	Implementing agency
1	Kawnpui Circle	1	Circle Education Committee
2	Kolasib Circle	1	Circle Education Committee
3	Bikhawthli Circle	1	Circle Education Committee

Source : SSA Survey August, 2001

As indicated in the above table, three Circle Resource Centre are proposed to be constructed at each circle centre.

10.7 CONSTRUCTION OF CLUSTER RESOURCE CENTRE BUILDING

For effective implementation of the SSA programme in the district, construction of Resource center building in each cluster is a must. Cluster Resource Centre will be provided with essential facilities like furniture, equipments, stationeries, computers, Libraries etc..

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

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

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

10.8 MAINTENANCE AND REPAIR OF SCHOOL BUILDING

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

The activities will include

- Replacement of damaged portion or old parts
- Cement work on walls and floors
- Repairing furnitures, blackboard etc.
- White washing or renovation work

10.9 OTHER CIVIL WORKS

Other action plan with regards to access and retention of pupils, quality improvement of teachers, providing adequate facilities to children with special educational needs and backward children living in remote and interior areas the following proposals are to be implemented -

- Construction of mini DIET building at district Headquarters. The mini DIET will function as training center for newly recruited teachers and them also for recurrent training of teachers for orientation in the dynamic process of educational field
- Construction of additional rooms in lower Primary School and upper Primary School to improve the school environment and accommodate the increasing number of pupil enrolment.

- Construction of new buildings for new lower Primary School and upper Primary School. This has been included since opening of new schools are being proposed in villages/habitations having no access to school
- Construction of IEDC centers in each cluster is proposed in order to enroll and give adequate learning facilities to the children with special educational needs.
- Construction of separate hostels for boys and girls at the district Headquarters. This has been proposed in order to accommodate the children living dispersedly in the remote and interior areas who could not afford accommodation in villages having formal schools for their education. This will give them access to the formal schools.

The amount of civil works proposed in comparison to the total budget is represented in the following diagram :

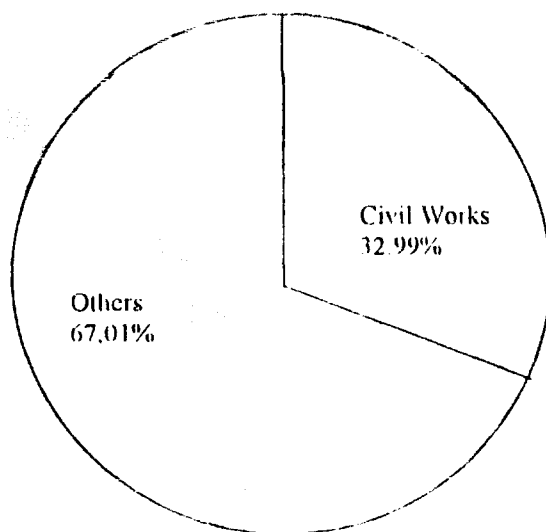


Fig : 10 1. The figure indicates that 32.99% is allotted to civil work in accordance with the SSA norms

CHAPTER XI

IMPLEMENTATION ARRANGEMENT

11. The activities under SSA will be implemented by State Executive Committee under the chairmanship of Chief Secretary who is assisted by Commissioner, State Education Department, Mizoram. State Project Director (Director of School Education) will be member secretary in the committee. All activities under SSA will be monitored through District Project Co-ordinators along with community participation of Circle level Education Committee and Village level Education Committee.

11.1 EXECUTING AGENCIES AT VARIOUS LEVELS.

Mizoram state implementation committee will execute project components through the following outside agencies in the District :

- **Village level** - School Education Committee, village Education committee, Core Groups.
- **Circle Level** – Circle Education Committee, Circle Core group.
- **District Level** – District Education Committee, District Core group, District Project coordinator (DPC)
- **State Level** –State Monitoring Committee, State Executive Committee.

11.2 VILLAGE LEVEL

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

11.3 CIRCLE EDUCATION COMMITTEE

For effective implementation of the Project Circle Education Committee will be responsible in consultation with the Circle Resource Group within their respecting educational circles. The committee will consists of a Chairman and a Vice-Chairman, Circle Education Officer (CEO) will be Member Secretary. Members will be selected from village level Education

Committee and Cluster Level Education Committees, NGOs and parents representatives from each village, members will also be drawn from Educational staff Associations within respective circle.

- Circle Education Committee will be responsible for implementation of the project components through circle core group.
- Conducting training and workshops for in-service teachers in consultation of the Circle resource group.
- Ensuring kindly visit and supervision for academic improvement in the schools and identifying certain problems to be tackled through project programmes/activities.
- Undertaking responsibility for the construction and maintenance of the circle Resource building and will contribute their services for different activities of SSA within the Circle.
- Organise Village level meeting and seminars in consultation with the village resource group for academic improvement in the school. They will also tackle certain issues that causes drop out, etc.
- The committee will provide free land for new schools and will undertake their services voluntarily for construction of the new buildings and maintenance of the school buildings.

11.4 CLUSTER LEVEL EDUCATION COMMITTEE

Cluster level Educational plan and development will be under the guidance and timely supervision of cluster education committee. A cluster will consist of groups of villages or schools working together for proper implementation of the Project components. Cluster level committee will consist of all village council presidents within the cluster. The village council President of the center village will be the chairman of the committee. Senior most Upper Primary Headmaster of Centre Village will be member secretary. Members from parents representatives, NGOs, representatives of women will be selected comprising 10 to 15 members.

- The committee will conduct meeting and seminars for achieving certain targets and issues to implement the programmes of SSA components.

- Identifying the infrastructural needs and providing timely support for effective maintenance of the schools and for improving academic achievements.
- In consultation with cluster resource group the committee will make an arrangement for conducting workshop creating effective interaction with each other.

11.5 VILLAGE EDUCATION COMMITTEE

Every village is formulated to have Village Education Committee. This committee will comprise members from public leaders, prominent government servants other than Education department. Representatives of educational staffs like Principal, Teachers will also be included in the committee.

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

11.6 DISTRICT PROJECT OFFICE (DPO)

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

Table No. 11.1 Staff of DPO

SI No	STAFFS	NUMBERS
1	2	3
1	Addl. Project Co-ordinator	1
2	Academic Monitoring Officer	1
3	Community Mobilization Officer	1
4	Child Development Officer	1
5	Account Officer	1
6	Assistant Engineer	1
7	U.D.C.	1
8	L.D.C.	2
9	Attendants	2
	TOTAL	10

11.7 FUNCTIONAL ASPECT OF DPO

- Development of Annual work plan and budget in decentralized participator mode.
- Implementation of all the activities and submit reports to state project Officer from time to time
- Publication fo the reports, News letter, etc.

INPUTS

The District Project Officer will be located at the District Headquarters in a rented building The DPO will be supported with required furniture, equipment, salaries, vehicles also with stationary and other contingencies

11.8 FLOW OF FUND

- The process of funding will be from state project office (SPO) to Deputy Commissioner (DC) who is the Chairman of District SSA through committee Accounts payee cheque or account payee DD

- All funds from DPO executing agencies like school committee, village committee, Circle committee, Cluster Committee will be through account payee cheque or account payee DD.
- Accounts will be maintained as per the statutory requirement for societies. Reports will be sent to SPO as per requirements.
- Pre-audit of all expenditures by DPO
- Timely audit annually by the auditor appointed by the Executive Committee.
- Annual audit by Chartered Accountant/Accountant General.

11.9 EXPENDITURE PAYMENT WILL BE SANCTIONED BY :-

Competent Authority Subject to budget provision within approved work plan in accordance with rules.

11.10 BANK TRANSACTION WILL BE MADE BY :-

- Authorized signatory/signatories
- With delegated competence
- Based on competent sanction

11.11 IN ALL FINANCIAL TRANSACTIONS

- Prudence
- Cost effectiveness
- Transparency will be maintained

CHAPTER – XII

BUDGET-WISE- SUMMARY FOR PERSPECTIVE TEN YEARS.
INTERVENTION-WISE BUDGET ESTIMATES, KOLASIB DISTRICT MIZORAM
 (Rs. In lakhs)

Sl No	Intervention name	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	TOTAL
1	Project management	13.000	13.000	12.000	12.000	12.000	12.000	12.000	12.000	12.000	12.000	122.000
2	Planning & management	1.560	2.920	2.360	2.360	2.360	2.920	2.360	2.360	2.360	2.360	23.920
3	Research, evaluation, supervision & monitoring	91.860	27.560	27.560	27.560	27.560	27.560	27.560	27.560	27.560	24.860	337.200
4	Community mobilization & participation	2.316	16.650	16.650	16.650	16.650	16.650	16.650	16.650	16.650	16.650	152.166
5	Access and alternative schooling	22.800	32.196	32.436	33.360	34.944	37.872	38.112	39.504	41.280	42.864	355.368
6	Civil works	416.625	352.625	0.625	0.625	0.625	0.625	59.125	0.625	0.525	0.625	832.750
7	Pedagogy & school improvement	57.933	53.985	26.575	53.575	34.703	28.185	78.575	26.575	34.703	55.185	449.994
8	Education of focus groups											
	a) Early childhood care & Education	3.244	11.584	10.176	10.176	10.176	11.584	10.176	10.176	10.176	10.176	97.544
	b) Children with special educational needs	17.401	14.401	15.901	14.401	15.901	14.401	15.901	14.401	15.901	14.401	153.010
	GRAND TOTAL	626.739	524.921	144.283	170.707	154.919	151.797	260.459	149.851	161.255	179.121	2524.952

PROPOSED BUDGET FOR PERSPECTIVE 10 YEARS, KOLASIB DISTRICT, MIZORAM
INTERVENTION NAME : PLANNING AND MANAGEMENT

(Rupees in lakhs)

Sl No	Items	Unit Cost	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		Total	
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin
1	Planning exercise	0.100	10	1.000	10	1.000	10	1.000	10	1.000	10	1.000	10	1.000	10	1.000	10	1.000	10	1.000	10	1.000	100	10.00
2	Training of CRPs in school mapping & micro planning				40	0.560							40	0.560										1.120
3	Orientation to be CRPs on Planning				40	0.560	40	0.560	40	0.560	40	0.560	40	0.560	40	0.560	40	0.560	40	0.560	40	0.560	40	5.600
4	Exposure visit					0.800		0.800		0.800		0.800		0.800		0.800		0.800		0.800		0.800	40	7.200
	TOTAL			1.560		2.920		2.360		2.360		2.360		2.920		2.360		2.360		2.360		2.360		23.920

PROPOSED BUDGET FOR PERSPECTIVE 10 YEARS KOLASIB DISTRICT, MIZORAM
INTERVENTION NAME : RESEARCH, EVALUATION, SUPERVISION AND MONITORING

(Rupees in lakhs)

Sl No	Items	Unit Cost	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		Total			
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin		
1	Action research	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	8.000
2	Classroom based researches	0.040			20	0.800	20	0.800	20	0.800	20	0.800	20	0.800	20	0.800	20	0.800	20	0.800	20	0.800	-	-	20	6.400
3	Orientation or research & evaluation					0.400		0.400		0.400		0.400		0.400		0.400		0.400		0.400		0.400	-	-	-	3.200
4	Conduct of pupils achievement survey					0.500		0.500		0.500		0.500		0.500		0.500		0.500		0.500		0.500	-	-	-	4.000
5	MIS Equipment	5.000	14	70.000																					14	70.000
6	MIS equipment operation & maintenance		14	7.000	14	7.000	14	7.000	14	7.000	14	7.000	14	7.000	14	7.000	14	7.000	14	7.000	14	7.000	14	7.000	14	70.000
7	Computer stationery		14	4.200	14	4.200	14	4.200	14	4.200	14	4.200	14	4.200	14	4.200	14	4.200	14	4.200	14	4.200	14	4.200	14	42.000
8	Monitoring & supervision by Circle Resource persons				15	3.000	15	3.000	15	3.000	15	3.000	15	3.000	15	3.000	15	3.000	15	3.000	15	3.000	15	3.000	15	27.000
9	Fixed pay of (circle & Cluster Resource Centres, Staff to maintain resource Centres		26	9.360	26	9.360	26	9.360	26	9.360	26	9.360	26	9.360	26	9.360	26	9.360	26	9.360	26	9.360	26	9.360	26	93.600
10	Consumables		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	1.300	13	1.300	13	13.000
	TOTAL			91.960		27.560		27.560		27.560		27.560		27.560		27.560		27.560		27.560		27.560		24.860		337.200

**PROPOSED BUDGET FOR PERSPECTIVE 10 YEARS KOLASIB DISTRICT, MIZORAM
INTERVENTION NAME : COMMUNITY MOBILISATION & PARTICIPATION**

(Rupees in lakhs)

Sl No	Items	Unit Cost	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		Total	
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin
1	Orintation to SEC members		480	0.336	480	1.400	480	1.400	480	1.400	480	1.400	480	1.400	480	1.400	480	1.400	480	1.400	480	1.400	4800	12.936
2	School Sports at village/cluster level				10	1.500	10	1.500	10	1.500	10	1.500	10	1.500	10	1.500	10	1.500	10	1.500	10	1.500	100	13.500
3	Grant for Sports goods				115	5.750	115	5,750	115	5,750	115	5,750	115	5,750	115	5,750	115	5,750	115	5,750	115	5,750	1035	51.750
4	Community mobilization at habitation level		40	0.990	40	4.000	40	4.000	40	4.000	40	4.000	40	4.000	40	4.000	40	4.000	40	4.000	40	4.000	400	36.990
5	Campaign material and travel charges	0.100	40	0.990	40	4.000	40	4.000	40	4.000	40	4.000	40	4.000	40	4.000	40	4.000	40	4.000	40	4.000	400	36.990
	TOTAL			2.316		16.650		16.650		16.650		16.650		16.650		16.650		16.650		16.650		16.650	6735	152.166

PROPOSED BUDGET FOR PERSPECTIVE 10 YEARS KOLASIB DISTRICT, MIZORAM
INTERVENTION NAME : ACCESS AND ALTERNATIVE SCHOOLING

(Rupees in lakhs)

Sl No	ITEMS	UNIT COST	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		TOTAL	
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin
1	Training of AS voluntary teacher	0.001			88	1.8848																	88	1.848
2	Training of new teacher				44	0.660	44	0.660															44	1.320
3	Recurrent training of alternative schooling volunteers multi level activity based teaching	0.001					88	1.848	88	1.848	88	1.848	88	1.848	88	1.848	88	1.848	88	1.848	88	1.848	88	14.784
4	Training of CRPs and induction of AS teachers				64	1.344							64	1.344										2.688
5	Salary for Lower P/S teacher	0.035	16	6.720	16	7.296	16	7.872	16	8.448	16	9.024	16	9.600	16	10.176	16	10.560	16	11.328	16	11.904	16	92.928
6	Salary for Upper P/S teachers	0.040	28	13.440	28	14.448	28	15.456	28	16.464	28	17.472	28	18.480	28	19.488	28	20.496	28	21.504	28	22.512	28	179.760
7	Honorarium for alternative school instructors	0.010	44	0.440	44	0.440	44	0.440	44	0.440	44	0.440	44	0.440	44	0.440	44	0.440	44	0.440	44	0.440	44	4.400
8	Shed/Rent for AS	0.010	44	1.320	44	5.280	44	5.280	44	5.280	44	5.280	44	5.280	44	5.280	44	5.280	44	5.280	44	5.280	44	48.840
9	Grants for A.S. equipment	0.020	44	0.880	44	0.880	44	0.880	44	0.880	44	0.880	44	0.880	44	0.880	44	0.880	44	0.880	44	0.880	44	8.800
	TOTAL			22.800		32.196		32.436		33.360		34.944		37.872		38.112		39.504		41.280		42.864		355.368

PROPOSED BUDGET FOR PERSPECTIVE 10 YEARS KOLASIB DISTRICT, MIZORAM
INTERVENTION NAME CIVIL WORKS

(Rupees in lakhs)

Sl No	ITEMS	UNIT COST	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		TOTAL		
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	
1	Building construction for circle level Resource Centre (CLRC)	6.000	2	12.000	1	6.000																	3	18.000	
2	Building construction for cluster resource center (CRC)	2.000	5	10.000	5	10.000																	10	20.000	
3	Construction of Mini DIET at District Hqs.	15.000	1	15.000																			1	15.000	
4	Construction of additional rooms in lower and Upper P/S	1.500	147	220.500	147	220.500																	294	441.000	
5	Construction of new building for lower Primary School	3.000	4	12.000	4	12.000																	8	24.000	
6	Construction of new building for upper Primary School	4.000	1	4.000																			1	4.000	
7	Construction of building for IEDC center at each Cluster	2.000	5	10.000	5	10.000																	10	20.000	
8	Construction of Hostel building for girls	6.500	1	6.500																			1	6.500	
9	Construction of Hostel building for boys	6.000	1	6.000																			1	6.000	
10	Reconstruction of Lower P/S	3.000	15	45.000	10	30.000																	25	75.000	
11	Reconstruction of Upper P/S	4.000	10	40.000	10	40.000																	20	80.000	
12	Repair of Lower P/S	1.000	20	20.000	10	10.000								30	30.000								30	60.000	
13	Contingency grants of circle resource centre	0.125	3	0.375	3	0.375	3	0.375	3	0.375	3	0.375	3	0.375	3	0.375	3	0.375	3	0.375	3	0.375	3	3	3.750
14	Repair of upper P/S	1.500	10	15.000	9	13.500								19	28.500								19	57.000	
15	Contingency grants of cluster resource centre	0.025	10	0.250	10	0.250	10	0.250	10	0.250	10	0.250	10	0.250	10	0.250	10	0.250	10	0.250	10	0.250	10	10	2.500
	TOTAL			416.625		352.625		0.625		0.625		0.625		0.625	59.125		0.625		0.625		0.625		0.625		832.750

14	Library for telescope DIET	0.400			1	0.400	1	0.400	1	0.400	1	0.400	1	0.400	1	0.400	1	0.400	1	0.400	1	0.400	1	3.600
15	Repair & Maintenance of school Buildings	0.050	115	5.750	115	5.750	115	5.750	115	5.750	115	5.750	115	5.750	115	5.750	115	5.750	115	5.750	115	5.750	115	57.500
16	Circle level workshop on TLM	0.300			3	0.900	3	0.900	3	0.900	3	0.900	3	0.900	3	0.900	3	0.900	3	0.900	3	0.900	3	8.100
17	Operation & maintenance of equipments of DIET	1.000			1	1.000	1	1.000	1	1.000	1	1.000	1	1.000	1	1.000	1	1.000	1	1.000	1	1.000	1	9.000
18	Operation & maintenance of equipments of circle & cluster centre	0.200			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	23.400
19	Workshop on pupils assessment procedure	0.300	3	0.900	3	0.900	3	0.900	3	0.900	3	0.900	3	0.900	3	0.900	3	0.900	3	0.900	3	0.900	3	9.000
20	Printing of modules		1	2.000	1	2.000	1	2.000	1	2.000	1	2.000	1	2.000	1	2.000	1	2.000	1	2.000	1	2.000	1	20.000
21	School management training for Headmaster & Head teacher				115	1.610						115	1.610								115	1.610	115	4.830
22	TLM grants to CRC (cluster)	0.200	10	2.000					10	2.000				10	2.000					10	2.000	10	8.000	
23	TLM grants to UP/S	0.500	50	25.000					50	25.000				50	25.000					50	25.000	50	100.000	
24	VCP for each cluster	0.400	10	4.000																		10	4.000	
25	Documentatio n at DPO	1.000	1	1.000	1	1.000	1	1.000	1	1.000	1	1.000	1	1.000	1	1.000	1	1.000	1	1.000	1	1.000	1	10.000
26	Conduct of students competition on creativity at cluster level	0.200	10	2.000	10	2.000	10	2.000	10	2.000	10	2.000	10	2.000	10	2.000	10	2.000	10	2.000	10	2.000	10	20.000
27	Video camera at each circle	1.000	3	3.000																			3.000	
	GRAND TOTAL			57.933		53.985		26.575		53.575		34.703		28.185		78.575		26.575		34.703		55.185		449.994

PROPOSED BUDGET FOR 10 YEARS PERSPECTIVE PLAN, KOLASIB DISTRICT, MIZORAM
INTERVENTION NAME : EDUCATION OF FOCUSSED GROUP

A. EARLY CHILDHOOD CARE AND EDUCATION

(Rupees in lakhs)

Sl.No	ITEMS	UNIT COST	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		TOTAL	
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin
1	Training of teachers/workers				44	0.924							44	0.924									44	1.848
2	ECE workers honorarium	0.010	44	1.320	44	5.280	44	5.280	44	5.280	44	5.280	44	5.280	44	5.280	44	5.280	44	5.280	44	5.280	44	48.840
3	ECE helpers honorarium	0.007	44	0.924	44	3.696	44	3.696	44	3.696	44	3.696	44	3.696	44	3.696	44	3.696	44	3.696	44	3.696	44	34.188
4	TLM for ECE	0.011			44	0.484							44	0.484									44	0.968
5	Workshop for ECE				1	0.200	1	0.200	1	0.200	1	0.200	1	0.200	1	0.200	1	0.200	1	0.200	1	0.200	1	1.800
5	Printing of modules	1		1.000	1	1.000	1	1.000	1	1.000	1	1.000	1	1.000	1	1.000	1	1.000	1	1.000	1	1.000	1	10.000
	TOTAL			3.244		11.584		10.176		10.176		10.176		11.00		10.176		10.176		10.176		10.176		97.644

(B) CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

7	Special grant for disabled children	0.012	99	1.188	99	1.188	99	1.188	99	1.188	99	1.188	99	1.188	99	1.188	99	1.188	99	1.188	99	1.188	99	11.880
8	TLM for IED center	0.100	10	1.000			10	1.000			10	1.100			10	1.100			10	1.100			10	5.000
9	Honorarium for IEDC Resource person	0.040	10	4.800	10	4.800	10	4.800	10	4.800	10	4.800	10	4.800	10	4.800	10	4.800	10	4.800	10	4.800	10	48.000
10	IED assessment camp	0.100	1	0.100	1	0.100	1	0.100	1	0.100	1	0.100	1	0.100	1	0.100	1	0.100	1	0.100	1	0.100	1	1.000
11	Free text books and Uniform	0.015	99	0.297	99	0.297	99	0.297	99	0.297	99	0.297	99	0.297	99	0.297	99	0.297	99	0.297	99	0.297	99	2.970
12	Maintenance of girls Hostel		1	5.000	1	0.400	1	0.400	1	0.400	1	0.400	1	0.400	1	0.400	1	0.400	1	0.400	1	0.400	1	8.600
13	Maintenance of boys Hostel		1	4.000	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	0.500	1	8.500
14	Free text books for Girls	0.0015			4395	6.600	4395	6.600	4395	6.600	4395	6.600	4395	6.600	4395	6.600	4395	6.600	4395	6.600	4395	6.600	4395	59.400
15	Special grant for Gosen school (school for disabled)	0.012	43	0.516	1	0.516	1	0.516	1	0.516	1	0.516	1	0.516	1	0.516	1	0.516	1	0.516	1	0.516	1	5.160
16	TLM for Gosen Special School	0.500	1	0.500			1	0.500			1	0.500			1	0.500			1	0.500			1	2.500
	TOTAL			17.401		14.401		15.901		14.401		15.901		14.401		15.901		14.401		15.901		14.401		153.010

IMPLEMENTATION SCHEDULE
PROPOSED BUDGET FOR 10 YEARS KOLASIB DISTRICT, MIZORAM
INTERVENTION NAME : EDUCATION OF FOCUSED GROUP.

Sl No	Items	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
	A. EARLY CHILDHOOD CARE AND EDUCATION										
1	Training of teachers/workers		√				√				
2	ECE workers honorarium	√	√	√	√	√	√	√	√	√	√
3	ECE helpers honorarium	√	√	√	√	√	√	√	√	√	√
4	TLM for ECE		√				√				
5	Workshop for ECE		√	√	√	√	√	√	√	√	√
6	Printing of modules		√	√	√	√	√	√	√	√	√
	B. CHILDREN WITH SPECIAL EDUCATIONAL NEEDS										
7	Special grant for disabled children	√	√	√	√	√	√	√	√	√	√
8	TLM for IED centres	√		√				√		√	
9	Honorarium for IED Resource person	√	√	√	√	√	√	√	√	√	√
10	IED assessment camp	√	√	√	√	√	√	√	√	√	√
11	Free text books & uniform	√	√	√	√	√	√	√	√	√	√
12	Furniture and maintenance of boys hostel	√	√	√	√	√	√	√	√	√	√
13	Furniture and maintenance of girls hostel	√	√	√	√	√	√	√	√	√	√
14	Free text books for girls		√	√	√	√	√	√	√	√	√
15	Special grant for Gosen Special school (school for disabled)	√	√	√	√	√	√	√	√	√	√
16	TLM for Gosen special school	√		√				√		√	

CHAPTER - XIV

ANNUAL WORK PLAN AND BUDGET FOR 2001-2002

14. INTERVENTION-WISE ACTIVITIES

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

14.1 PROJECT MANAGEMENT

- Furniture for DPO
- Equipment
- Salary for DPO staffs
- Purchase of vehicle for DPO
- DPO consumable
- Water, Electricity, Telephone etc
- Rent for DPO
- TA and DA
- Maintenance of equipments
- Consultants

14.2 PLANNING AND MANAGEMENT

- planning and exercise
- Orientation to the CRPs on planning

14.3 RESEARCH, EVALUATION, SUPERVISION AND MONITORING

- MIS equipment for District, circle and cluster resource centre
- Operation and maintenance of MIS equipments.
- Computer stationery
- Fixed pay of staff to maintain Resource centres.
- Consumables.

14.4 COMMUNITY MOBILISATION AND PARTICIPATION

- Orientation to SFC members
- Community mobilization at habitation level
- Campaign materials and travel charges

14.5 ACCESS AND ALTERNATIVE SCHOOLING

- Salary for new lower Primary School teachers.
- Salary for new Primary School teachers
- Honorarium for alternative school instructors.
- Shed/Rent for alternative schools.
- Grants for alternative school equipments

14.6 CIVIL WORKS

- Building construction for circle level resource center (CI RC)
- Building construction for cluster resource center (CRC)
- Construction of mini DIET building at district Headquarters
- Construction of additional rooms for lower Primary School and Upper Primary School
- Construction of new building for lower Primary School
- Construction of new building for upper Primary School
- Construction of building for IED centers
- Construction of hostel building for boys
- Construction of hostel building for girls
- Reconstruction of lower Primary School building
- Reconstruction of lower Primary School building
- Repair of lower Primary School building
- Repair of upper Primary School building
- Contingency grant to Circle Resource Centre.
- Contingency grant to Cluster Resource Centres

14.7 PEDAGOGY AND SCHOOL IMPROVEMENT

- Training of Circle Resource persons / group (CRP/CRG)
- Training of Cluster Resource person/group (CRP/CRG)
- Teachers' grants
- School grants
- TLM grants to existing P/S
- Repair and maintenance of school building
- Workshop on pupil assessment procedure
- Printing of modules
- TLM grants to Clusters Resource Centres
- TLM grants to upper P/S
- Video cassette player for each Cluster
- Documentation at DPO
- Conduct of student competition on creativity at Cluster level
- Video camera for each Circle Resource Centres

14.8 EDUCATION OF FOCUSED GROUP

(A) EARLY CHILDHOOD CARE AND EDUCATION

- ECE workers honorarium
- ECE helpers honorarium
- Printing of modules

(B) CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

- Special grants for disabled children
- TLM for IED Centre.
- Honorarium for IEDC resource persons.
- IED assessment camp
- Free text book and uniform for disabled.
- Maintenance of girls hostel.
- Maintenance of boys hostel.
- Special grants for Gosen Special School (School for the Disable)
- TLM grant for Gosen Special School

CONSOLIDATED SSA SURVEY

VILLAGE INFORMATION

Sl No	NAME OF CIRCLE	No of Household	Occupation								Economic Status			Motorable	Health Centre	Police Station	Whether Electrified or not	PHE Water or Potable	No. of Telephone Connectio	No of NFE Centres	No. of Aganwadi Centers	No of Educational Institutions				
			A	B	C	D	E	F	G	H	Low	Middle	High									College	HSS	HS	MS	PS
			4	5	6	7	8	9	10	11	12	13	14									15	16	17	18	19
1	Kawnpui	4176	510	431	3021	10	57	12	124	11	2910	1201	65	17	15	6	17	13	437	5	33			9	24	39
2	Kolasib	4919	913	424	2891	29	254	29	363	16	3455	1247	217	6	5	2	4	5	1424	3	13	2	1	5	23	33
3	Bilkhawthlir	3109	450	320	2145	10	33	18	115	18	2030	1016	63	6	5	3	9	7	823	9	12			6	14	24
	G. Total	12204	1873	1175	8057	49	344	59	602	45	8395	3464	345	29	25	11	30	25	2584	17	58	2	1	20	61	96

AGE WISE DISTRIBUTION OF POPULATION

Sl No	Name of Circle	No of Households	Population of Children 15 yrs of age			Population of Children Below 3 yrs			Population of Children from 3-5 yrs			Population of Children from 6-14 yrs			Population of Children from 6-14 yrs Reading from I - VII			Population of Children from 6-14 yrs Reading above Class VII			Population of Disable Children From 6 Reading from Class I - VII			Out of School Popu. I.e Disable not attar & Children never attending School			Total Popu. Of the Villages		
			Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
1	Kawnpur	4120	7988	7632	15620	692	691	1383	740	708	1448	2130	2184	4314	1895	1947	3842	104	82	186	9	13	22	122	142	264	11550	11215	22765
2	Kolasib	4147	8310	8001	16311	690	702	1392	842	824	1666	2759	2507	5266	2408	2171	4579	78	65	143	18	12	30	255	259	514	12601	12034	24635
	Bilkhawthir	2367	5717	5085	10802	521	505	1026	640	563	1203	1764	1684	3448	1432	1365	2797	34	39	73	26	21	47	272	259	531	8642	7837	16479
	G Total	10634	22015	20718	42733	1903	1898	3801	2222	2095	4317	6653	6375	13028	5735	5483	11218	216	186	402	53	46	99	649	660	1309	32793	31086	63879

PUPIL/TEACHER (including Private and Mission School)

Sl. No.	No of School								No of Students												Total No Students		Teachers							
	Lower P/S				Up M/S				Lower Primary School						Upper Primary School								Lower Primary School							
	Govt	Pvt	T	T	Go	De	Pvt	T.T	Govt	Pvt	Total	Govt	Deficit	Pvt.	Total	Govt.	Pvt.	Total												
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F												
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
1	Kawnpui	32	7	39	13	6	5	24	1159	1056	147	120	1316	1176	464	458	174	156	85	69	723	703	2039	1879	55	60	12	23	67	83
2	Kolasib	23	10	33	8	6	9	23	882	923	466	463	1348	1392	335	337	285	250	261	259	881	856	2229	2248	45	44	24	34	69	78
3	Bilkhawthir	17	7	24	8	2	4	14	895	803	254	249	1149	1052	332	344	54	32	49	44	435	420	1584	1472	22	29	14	14	35	43
	G Total	72	24	96	29	14	18	61	2946	2782	867	832	3813	3620	1131	1149	513	458	395	372	2039	1979	5852	5599	122	133	50	71	172	204

Sl. No.	Teachers								Teachers								General Qualificatons								Prof. Qualification				
	Upper Primary School								ST		SC		Others		Offg.		FG		BA		HSLC		UHSLC		Tained		Untrained		
	Govt.	Def	Pvt.	Total	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F			
1	2	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59
1	Kawnpui	69	13	30	7	8	6	107	26	168	106		2	6	1	3	3	2	2	49	16	87	63	36	28	149	82	25	27
2	Kolasib	36	18	31	14	49	33	116	65	178	136	3	1	4	6			2	2	77	43	64	59	42	39	130	88	55	55
3	Bilkhawthir	33	13	11	3	15	16	59	32	88	65	5	6	2	4	2	4	4	3	28	19	52	39	11	14	65	44	30	31
	G Total	138	44	72	24	72	55	282	123	434	307	8	9	12	11	6	7	8	7	154	78	203	161	89	81	344	214	110	113

TABLE OF VILLAGE/HABITATION WISE DROPPED OUT

Sl. NO	Name of Circle	Children in the Age Group												Drop out 6 - 14 years												Total			Reason for Dropped out									
		6 - 14 Yrs		6-14yrs reading CI I to VII		6-14 yrs already in H/S		6-14 yrs out of School Popu.				Class in which dropped																										
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	Total	A	B	C	D	E	F	G	H		
1	Kawnpui	2130	2184	4314	1895	1947	3842	104	82	186	122	142	264	19	24	17	17	9	9	7	7	5	6	3	4	2	2	62	69	131	18	16	4	40	9	41	1	2
2	Kolasib	2759	2507	5266	2408	2171	4579	78	65	143	255	259	514	22	19	13	8	20	16	13	16	12	13	7	10	14	12	101	94	195	6	15	51	109	9	1	3	1
3	Bilkhawthir	1764	1684	3448	1432	1365	2797	34	39	73	272	259	531	16	17	6	5	8	6	19	17	5	6	7	6	17	11	78	68	146	2	14		74	6	50		
	G Total	6653	6375	13028	5735	5483	11218	216	186	402	649	660	1309	57	60	36	30	37	31	39	40	22	25	17	20	33	25	241	231	472	26	45	55	223	24	92	4	3

TABLE OF SCHOOL GOING AND DROP OUTS

Sl. NO	Name of Circle	Total Population			POPULATION									School Going Population						
					0-3 Years			3-5 Years			6-14 Years			General			Disabled			T.T Gen & Dis-abled
					M	F	T.T	M	F	T.T	M	F	T.T	M	F	T.T	M	F	T.T	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1	Kawnpui	11550	11215	22765	692	691	1383	740	708	1448	2130	2184	4314	1999	2029	4028	9	13	22	4050
2	Kolasib	12601	12034	24635	690	702	1392	842	824	1666	2759	2507	5266	2486	2236	4722	18	12	30	4752
3	Bilkhawthir	8642	7837	16479	521	505	1026	640	563	1203	1764	1684	3448	1466	1404	2870	26	21	47	2917
	G Total	32793	31086	63879	1903	1898	3801	2222	2095	4317	6653	6375	13028	5951	5669	11620	53	46	99	11719

Sl. NO	Name of Circle	Out of School Population									6-14 Years			
		Dropped Out			Never attend School			Disabled not attending			Children in			
		M	F	T.T	M	F	T.T	M	F	T.T	Total	Pre-S	H/S	Total
1	2	22	23	24	25	26	27	28	29	30	31	32	33	34
1	Kawnpui	62	69	131	47	57	104	13	16	29	264	16	186	202
2	Kolasib	101	94	195	139	141	280	15	24	39	514	89	143	232
3	Bilkhawthir	78	68	146	168	168	336	26	23	49	531	6	76	82
	G Total	241	231	472	354	366	720	54	63	117	1309	111	405	516

TEACHING LEARNING MATERIALS - I

Sl No	NAME OF CIRCLE	No. of Schools Management							Types of Building			Addl. Room Reqd	Drinking Water		Separate Toilet		Furniture Required					Equipment		
		P/S	M/S	Total	Govt	Def	Pvt	Total	Pucca	Semi	Kutcha		Yes	No	Yes	No	Tables	Chairs	Bench	Desk	Blackboard	Cupboard	Type writer	Dup Machine
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
1	KAWNPUJ	32	19	51	45	6	-	51	-	50	1	135	37	14	13	38	275	275	793	793	99	27	22	6
2	KOLASIB	23	14	37	30	7	-	37	1	30	6	77	27	10	12	25	143	143	382	382	62	14	22	11
3	BILKHAWTHLIR	17	10	27	25	2	-	27	1	14	12	82	20	7	3	24	128	128	372	372	80	12	14	7
4	GRANT TOTAL	72	43	115	100	15	-	115	2	94	19	294	84	31	28	87	546	546	1547	1547	241	53	58	24

TEACHING - LEARNING MATERIALS - II

Sl.No	NAME OF CIRCLE	No of.Schools			Teaching Aids					Play Materials				Musical Instrument			Radio-cum Casst Player			Library		Fencing		
		P/S	M/S	T T	Maps	Chart	Globe	Science kit	Text book	football	Hockey	Volleyball	Basketball	Guitar	Khuang	No	Yes	No	Out of order	Yes	No	Yes	No	Required
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
1	KAWNPU	32	19	51	35	29	33	24	36	25	3	19	4	4	5	42	6	42	3	6	45	17	34	15
2	KOLASIB	23	14	37	23	22	22	17	25	23	2	18	4	5	4	28	5	32	-	1	36	13	24	19
3	BILKHAWTHLIR	17	10	27	14	15	13	10	20	16	1	7	2	2	2	23	4	23	-	-	27	7	20	20
4	GRANT TOTAL	72	43	115	72	66	68	51	81	64	6	44	10	11	11	93	15	97	3	7	108	37	78	54