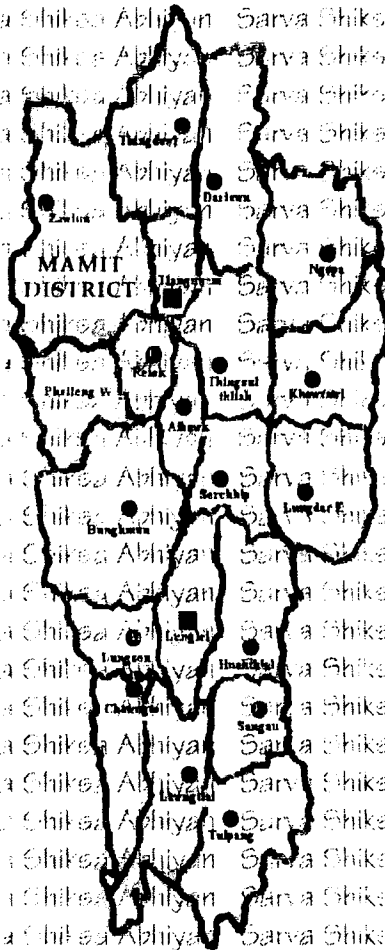


# Sarva Shiksha Abhiyan

## DISTRICT ELEMENTARY EDUCATION PLAN



**DISTRICT PROJECT**  
**OFFICE**  
**MAMIT DISTRICT**



Deputy Commissioner,  
Mamit District, Mamit

Dated Mamit, the 23<sup>rd</sup> May, 2002.

## P R E F A C E

This District Elementary Education Plan (DEEP) for Mamit District is formulated within and in accordance with the Framework of Sarva Shiksha Abhyan for achieving Quality Elementary Education in the District through the various intervention of S.S.A

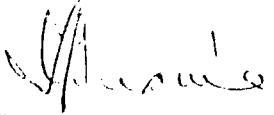
The Plan reflects both annual work plan & budget for the current year (2002-2003) and a perspective work plan & budget for 2001-2010.

The Annual plan for 2002-2003 contains the prioritized tasks and activities to be taken up during the current year and the Perspective work plan & budget clearly reflects the activities to be carried out during 2001-2010

This plan, which aims at providing Quality Elementary Education to all children of the age group of 6-14 years is the result of the sincere and dedicated labour of the District Education Officer, Aizawl West and his staff, the Sub-Divisional Education Officer, Mamit and his team of officers and staff which is highly commendable.

Further, I would like to mention that this perspective plan can be as it is today due to the hard labour and dedicated service of Pu L-rammawia Kawlai, Circle Education Officer, Mamit Circle who, with his colleagues, work day and night to formulate and compile this plan within the stipulated time.

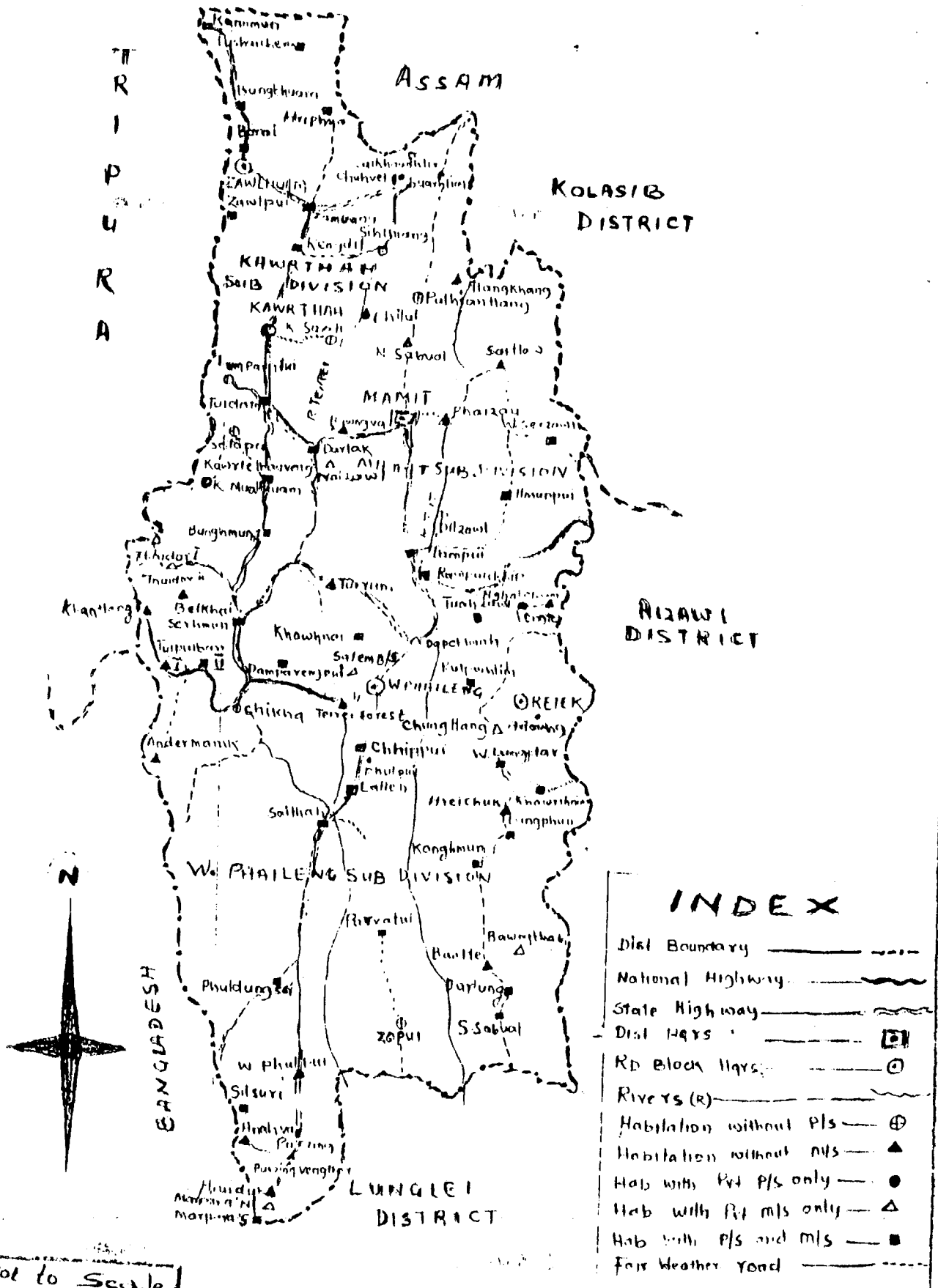
I wish and hope that their endeavor will be put into action and bring desirable changes in the quality of Elementary Education in the district

  
( NGHAKLANMAWIA ) 27/5/02.  
Chairman,  
District Unit,  
Sarva Shiksha Abhiyan Mission,  
Mamit District, Mizoram.

## MAMIT DISTRICT AT A GLANCE

∞	Name of District	: Mamit District
∞	Name of Headquarters	: Mamit
∞	Area	: 3,025.75 Sq Km
∞	Population	: 59,890
	Male	: 31,534
	Female	: 28,356
∞	Density of Population	: 20 per Sq. Km
∞	No. of Villages/Habitations	: 84
∞	No. of Towns	: 2
∞	No. of Primary Schools ( <i>including Pvt</i> )	: 128
∞	No. of Middle Schools ( <i>including Pvt</i> )	: 68
∞	No. of Govt. High Schools	: 25
∞	No. of Govt. Higher Secondary Schools	: 2
∞	No. of Colleges	: 2
∞	No. of Education Circles	: 4
∞	No. of Educational Clusters	: 13
∞	No. of R.D. Blocks	: 3

# MAMIT DISTRICT



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- Hab with M/S only ————
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- Fair Weather Road ————

Not to Scale

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## CHAPTER I

# DEMOGRAPHIC PROFILE

### 1.1 Introduction :

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

### 1.2 Geographical background :

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

### 1.3 Administrative Structure :

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

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

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

**Table I.1 Area, No. of Inhabited Village & Towns and total population of the district**

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

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

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

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

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

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

Name of Block		POPULATION (1991)			POPULATION (2001)			LITERATES(2001)		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
REIEK	U	-	-	-	-	-	-	-	-	-
	R	6353	5775	12128	6018	5485	11503	4900	4297	9197
	T	6353	5775	12128	6018	5485	11503	4900	4297	9197
WEST. PHAI- LENG	U	-	-	-	-	-	-	-	-	-
	R	11905	9686	21591	10978	9564	20542	6170	3847	10017
	T	11905	9686	21591	10978	9564	20542	6170	3847	10017
ZAWL- NUAM	U	03581	03420	07001	4434	3946	8380	3584	3168	6752
	R	12308	11544	23852	10104	9361	19465	7185	6082	13267
	T	15889	14964	30853	14538	13307	27845	10769	9250	20019

### MAMIT DISTRICT

MAMIT DIST.	U	03581	03420	07001	4434	3946	8380	3584	3168	6752
	R	30566	27005	57571	27100	24410	51510	18255	14226	32481
	T	34147	30425	64572	31534	28356	59890	21839	17394	39233

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

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



#### **1.4 Socio Economic and Cultural back ground :**

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

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

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

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

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

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

*Source: SSA village survey on August 2001*

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

It can be seen from the above table, Mamit District, though sharing international border with Bangladesh, has only 9 Police Stations/Out Posts and only 5 villages are linked with telephone facilities. Out of the 84 villages, 21 habitations are yet to be electrified and 47 villages/habitations are without any health care facilities. Most of the villages are without proper drinking water supplies. 44 habitations depend either on rain water or sping water. The 40 habitations who are given PHE water connections also have to collect water from a certain PHE water points with pots and tins etc.

### 1.5 Occupations :

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

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

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

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

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

Cluster Centre	No of vill. hab.	No of fami- lies	Economic Status			OCCUPATION							
			Low	Middle	High	Govt service	Pvt service	Culti- on	Arti- sans	Busi- ness	Contr- actors	Labo- rer	Religious func- tioneries
Mamit	10	1491	1274	209	8	277	091	0942	04	28	03	137	09
Kawrtelhaw- veng	08	1474	1170	301	3	201	079	1064	02	30	02	092	08
Zamuang	10	1052	0910	141	1	064	004	0902	-	15	22	042	03
Zawlnuam	07	1190	0995	193	2	193	069	0761	13	41	02	106	05
Rawpuichhip	11	1021	0743	278	-	081	029	0839	01	17	-	053	01
W.Phaileng	08	1152	0961	191	-	128	079	0820	03	20	01	066	35
Phuldungsei	06	0678	0597	081	-	039	018	0586	-	11	01	021	02
Marpara- 'S'	03	0788	0754	034	-	032	017	0690	01	06	--	027	15
Tuipuibari	06	0750	0741	009	-	024	025	0654	-	09	02	035	01
Pukzing	04	0542	0522	020	-	014	002	0523	-	--	--	--	03
Reiek	04	0578	0358	216	4	074	121	0360	01	09	01	007	05
Kanghmun	03	0256	0084	172	-	039	057	0155	-	04	--	002	04
Darlung	04	0346	0306	040	-	052	083	0121	--	28	--	060	02
G.Total	84	11318	9415	1885	18	1218	669	8413	25	218	34	648	93
Percentage			83.19	16.65	0.16	10.76	5.92	74.34	0.22	1.92	0.3	5.72	0.82

Source : SSA village survey on August 2001

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

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

### **1.6 : Flora and Fauna**

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

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

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

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

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

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

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

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

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

## CHAPTER 2

## EDUCATION PROFILE

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

The number of schools within the district is as:-

**Table 2.1 : Type/Management wise institution in circles.**

Type/Management	Primary Schools		Middle Schools	
	Govt	Private	Govt	Private
MAMIT CIRCLE	40	16	28	9
W.PHAIENG CIRCLE	31	15	13	7
LENGPUI CIRCLE	13	2	6	1
REIEK CIRCLE	14	-	8	2
<b>TOTAL</b>	<b>99</b>	<b>33</b>	<b>55</b>	<b>19</b>

*Source* : SSA village survey on August 2001

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

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

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

Reiek Circle (in cluster)

Name of Village	No of P/S		No of M/S	
	Govt	Pvt	Govt	Pvt
REIEK Centre	2	-	1	1
Ailawng	1	-	1	-
W Lungdar	1	-	1	-
Khawrihnim	1	-	1	-
<b>Sub-Total</b>	<b>5</b>	<b>0</b>	<b>4</b>	<b>1</b>
KANGHIMUN Centre	2	-	1	-
Lungphun	1	-	1	-
Hreichuk	1	-	-	-
<b>Sub-Total</b>	<b>4</b>	<b>0</b>	<b>2</b>	<b>0</b>

Name of Village	No of P/S		No of M/S	
	Govt	Pvt	Govt	Pvt
Darlung Centre	2	-	1	-
S. Sabual	1	-	1	-
Bawlte	1	-	-	-
Bawngthah	1	-	-	1
<b>Sub-Total</b>	<b>5</b>	<b>0</b>	<b>2</b>	<b>1</b>

Table 2.2 : (b) Mamit Circle in cluster

1. Mamit Centre	7	1	4	2
2. Dampui	1	-	1	-
3. Phaizau	1	-	-	-
4. N.Sabual	1	-	-	-
5. Tlangkhang	1	-	-	-
6. Chilui	1	-	-	-
7. Pathiantlang	-	-	-	-
8. Dalak	1	-	1	-
9. Bawngva	1	-	-	-
10 Nalzawl	-	1	-	1
<b>Sub-Total</b>	<b>14</b>	<b>2</b>	<b>6</b>	<b>3</b>

Name of Village	No of P/S		No of M/S	
	Govt	Pvt	Govt	Pvt
1. Kawrte- thawveng Centre	3	1	2	-
2. Serhmun	1	-	1	-
3. Bunghmun	1	-	1	-
4. Sotapa	-	-	-	-
5 Thaidawr - I	-	1	-	-
6. Thaidawr - II	-	1	-	-
7. Tuidam	1	1	1	1
8. Kawrthah	4	2	2	2
<b>Sub-Total</b>	<b>10</b>	<b>6</b>	<b>7</b>	<b>3</b>
1. Zamuang Centre	1	1	1	1
2. Saikhawthlir	1	1	1	-
3. Chuhvel	1	-	1	-
4. Suarhliap	1	-	1	-
5. Hriphaw	1	1	1	-
6. Rengdil	1	1	2	-
7. K.Sarali	-	-	-	-
8. K.Mualthuam	-	1	-	-
9. Tumpanglui	-	-	-	-
10 Sihthiang	-	1	-	-
<b>Sub-Total</b>	<b>6</b>	<b>6</b>	<b>7</b>	<b>1</b>
1. Zawlnuam Centre	3	-	2	-
2. Zawlnuam Thuampui	1	1	1	1
3. Bawrai	1	-	1	-
4. Zawlpui	1	-	1	-
5. Kanhmun	2	1	1	1
6. Lushaicherra	1	-	1	-
7. Bungthuam	1	-	1	-
<b>Sub-Total</b>	<b>10</b>	<b>2</b>	<b>8</b>	<b>2</b>



Table 2.2 : (c) LENGPUI CIRCLE in cluster

Name of Village	No of P/S		No of M/S	
	Govt	Pvt	Govt	Pvt
1. Rawpuichhip Centre	3	1	1	-
2. Hmunpui	2	-	1	-
3. Lengte	1	-	1	-
4. W. Serzawl	1	-	1	-
5. Nghalchawm	1	-	-	-
6. Saitlaw	1	-	-	-
7. Dapchhuah	1	1	-	1
8. Dilzawl	-	-	-	-
9. Rulpuihlim	1	-	1	-
10. Chungtlang	1	-	-	-
11. Tuahzawl	1	-	1	-
<b>Sub-Total</b>	<b>13</b>	<b>2</b>	<b>6</b>	<b>1</b>

Table 2.2:(d) W. PHAILENG CIRCLE in cluster

1. W.PHAILENG Centre	3	1	1	-
2. W.Phaileng Dinthar	2	2	1	-
3. Damparengpui -	3	1	1	-
4. Teirei Forest	1	-	-	-
5. Tuirum	1	-	-	-
6. Khawhnai	1	-	1	-
7. Chhippui	2	-	1	-
8. Salem Boarding	-	1	-	1
<b>Sub-Total</b>	<b>10</b>	<b>7</b>	<b>5</b>	<b>2</b>
1. Phuldungsei Centre	3	1	1	1
2. Saithah	1	-	1	-
3. Lallen	1	-	1	-
4. W.Phulpui	1	-	-	-
5. Parvatui	1	-	1	-
6. Zopui	-	-	-	-
<b>Sub-Total</b>	<b>7</b>	<b>1</b>	<b>4</b>	<b>1</b>

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

Source: SSA village survey on August 2001

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

### 2.3 : ENROLMENT

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

Table 2.3 (a) Population

Circle	Total Popln (0-14 Yrs)		School Going (Govt. only)		Out of School (including pvt enrolment)		Disable		Pre-School	
	M	F	M	F	M	F	M	F	M	F
Mamit	5,176	4,764	2,722	2,465	520	0,518	16	21	37	28
W.Phaileng	4,692	4,205	2,909	1,420	979	1,052	07	09	36	26
Lengpui	0,901	0,916	0,458	0,493	173	0,163	02	02	09	05
Reiek	1,100	1,041	0,674	0,640	018	0,026	05	05	-	-
<b>Total</b>	<b>11,869</b>	<b>10,926</b>	<b>5,763</b>	<b>5,018</b>	<b>1,690</b>	<b>1,759</b>	<b>30</b>	<b>37</b>	<b>82</b>	<b>59</b>

Source : SSA village survey on August 2001

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

Table 2.3 (b) Class Wise Enrolment Govt. School (Circle Wise)

Circle	Pre-School			CI I - VII			CI VIII - X			Total		
	M	F	TT	M	F	TT	M	F	TT	M	F	TT
Mamit	33	20	53	2590	2331	4921	99	114	213	2722	2465	5187
W.Phaileng	111	65	176	1771	1314	3085	27	40	67	1909	1419	3328
Lengpui	-	3	3	443	462	905	15	28	43	458	493	951
Reiek	4	3	7	645	596	1241	25	42	67	674	641	1315
<b>Total</b>	<b>148</b>	<b>91</b>	<b>239</b>	<b>5449</b>	<b>4703</b>	<b>10152</b>	<b>166</b>	<b>224</b>	<b>290</b>	<b>5763</b>	<b>5018</b>	<b>10781</b>
<b>Private</b>	<b>M</b>	<b>F</b>	<b>TT</b>	<b>M</b>	<b>F</b>	<b>TT</b>	<b>M</b>	<b>F</b>	<b>TT</b>	<b>M</b>	<b>F</b>	<b>TT</b>
<b>School Total</b>	-	-	-	825	670	1495	-	-	-	825	670	1495
<b>Grand Total</b>	<b>148</b>	<b>91</b>	<b>239</b>	<b>6274</b>	<b>5373</b>	<b>11647</b>	<b>166</b>	<b>224</b>	<b>290</b>	<b>6588</b>	<b>5688</b>	<b>12276</b>

Source : SSA village survey on August 2001

In some villages, anganwadi centres do not function properly as it should, while in some villages it is non existence at all. In such cases, parents sent their children to school though they have not attained 6 years of age and the teachers have no alternative but to admit them to prepare them for their schooling. As such pre-school in the form of class - I (B) is formed where these children are seated, exams are also conducted and if they passed, they are admitted to class - II in the following year. This also accounts for the large no. of drop-out and stagnation in class - I level as many do not attend the full academic year while some have to remain in class - I again. For these children ECE centres may be opened.

Table 2.4 (a)

**POPULATION OF 0 - 14 YRS (Circle Wise)**  
**LENGPUI CIRCLE**

Sl	Habitations	1 Yr & below			2 Yrs			3 Yrs			4 Yrs			5 Yrs			6 Yrs			7 Yrs			8 Yrs			9 Yrs			10 Yrs			11 Yrs			12 Yrs			13 Yrs			14 Yrs			TOTAL					
		B	G	TT	B	G	TT	B	G	TT	B	G	TT	B	G	TT	B	G	TT	B	G	TT	B	G	TT	B	G	TT	B	G	TT	B	G	TT	B	G	TT	B	G	TT									
1	CHUNGLANG	4	8	12	4	5	9	6	6	12	4	3	7	8	4	12	6	7	13	4	2	6	8	5	13	7	2	9	13	4	7	6	11	17	4	3	7	2	5	7	4	5	9	7	7	14	7	7	14
2	DARQHILAH	12	13	25	14	8	22	13	9	22	13	11	24	9	8	17	7	12	19	14	5	19	12	9	21	5	9	14	14	10	24	4	6	10	6	5	11	10	6	16	12	10	22	145	128	266			
3	DILZAWL	5	6	11	4	14	8	3	3	6	2	8	10	4	2	6	1	5	6	2	1	3	3	-	3	1	2	1	2	3	1	-	1	1	5	6	12	-	2	1	4	5	31	41	72				
4	HMLNPUJ	13	17	30	10	8	18	10	9	19	7	1	8	6	5	11	5	9	14	7	9	16	8	12	20	9	10	19	7	9	16	15	11	26	9	16	25	9	9	18	8	16	24	123	148	264			
5	LENGTE	18	11	28	2	9	11	8	4	12	7	3	10	6	9	15	2	2	4	10	6	16	1	3	4	4	5	9	1	9	10	3	3	6	4	2	6	3	4	7	-	3	3	6	7	6	72	141	
6	NGHALOHAWM	11	10	21	3	5	8	4	3	7	8	5	13	1	3	4	5	6	11	3	4	7	7	2	9	1	4	5	4	6	10	-	-	-	2	1	3	2	2	4	2	-	13	53	52	105			
7	RAWPUICHHIP	19	28	47	13	14	27	16	16	32	9	14	23	13	11	24	18	17	35	19	17	36	14	17	31	10	9	19	18	13	31	17	21	38	13	17	30	12	19	31	15	27	42	206	288	446			
8	RULPUHLIM	10	7	17	2	6	8	-	1	1	3	1	4	-	1	1	4	1	5	4	3	7	2	5	7	2	1	3	4	7	11	3	2	5	3	3	6	2	3	5	6	6	18	48	50	98			
9	SAILAW	1	1	2	-	1	1	-	1	2	-	2	2	-	2	2	-	2	1	-	1	1	1	1	1	2	-	-	1	-	1	1	2	3	2	-	2	-	2	-	2	-	13	10	23				
10	TUAHZAWL	7	8	15	8	6	14	3	6	9	5	8	13	6	2	8	2	1	3	7	3	10	7	4	11	4	4	8	8	3	11	7	5	12	2	4	6	4	6	10	5	8	13	75	68	143			
11	WEST SERZAWL	11	8	19	4	2	6	9	6	15	4	2	6	4	4	8	2	6	8	8	5	13	3	4	7	5	2	7	8	2	10	2	2	4	5	2	7	1	6	7	2	-	2	68	51	119			
	TOTAL	111	116	227	64	68	132	73	63	136	64	56	120	58	51	109	54	66	120	79	55	134	65	62	127	49	48	97	68	65	133	59	61	120	50	60	110	40	60	109	38	25	143	981	916	1817			
		<b>REIEK CIRCLE</b>																																															
1	REIEK	12	9	21	10	7	17	11	11	22	9	9	18	10	14	24	9	19	28	11	10	21	11	12	23	10	7	17	11	13	24	15	6	21	10	13	23	22	7	8	15	11	6	17	148	146	294		
2	LUNGPHUN	8	5	13	6	4	10	2	6	8	5	3	8	3	1	4	2	7	9	3	4	7	1	6	7	2	6	8	5	3	8	3	5	8	9	6	15	9	3	12	2	5	7	6	66	66	126		
3	BAWLTE	6	6	12	4	7	11	3	3	6	7	4	11	5	1	6	5	2	7	2	2	4	5	3	8	4	6	10	5	1	6	2	6	8	4	4	8	3	3	6	-	1	1	55	51	106			
4	S. SABIAL	6	14	20	8	8	16	6	6	12	6	4	10	9	4	13	8	3	11	4	3	7	4	3	7	5	12	17	6	13	19	9	2	10	4	10	14	3	4	9	7	9	7	170					
5	AILAWNG	14	12	26	8	7	15	6	10	16	1	7	8	7	1	8	8	8	16	11	6	17	10	4	14	5	6	11	9	4	13	4	6	10	7	2	9	10	10	20	4	5	9	106	88	194			
6	KHAWRHINIM	11	7	18	7	12	19	7	12	19	8	6	14	5	7	12	15	9	14	12	6	18	4	9	13	3	7	10	7	9	16	10	8	18	9	9	18	17	9	26	6	13	19	111	123	234			
7	W LUNGDAK	10	5	15	4	7	11	6	6	12	5	3	8	4	4	8	11	10	21	8	8	16	9	11	20	10	14	24	8	10	18	14	7	21	8	10	18	12	8	20	12	5	17	124	108	232			
8	BAWNGTHAI	8	5	13	8	7	15	6	6	12	6	6	12	7	7	14	12	10	22	8	3	11	7	5	12	2	8	10	4	5	9	4	8	12	4	5	9	3	3	6	-	3	3	7	81	81	160		
9	HREICHUN	7	6	13	5	5	10	2	7	9	4	2	6	2	2	4	2	6	8	3	1	4	5	2	7	-	2	2	3	3	6	4	2	6	5	7	12	2	2	4	-	-	-	46	39	85			
10	KANGHMUN	12	8	20	11	6	17	10	11	21	12	5	17	6	2	8	8	9	17	15	11	26	7	14	21	9	13	22	12	4	16	9	10	19	10	1	21	9	16	25	2	-	2	132	120	252			
11	DARLUNG	20	12	32	10	13	23	13	16	29	6	12	18	11	8	19	7	10	17	14	14	28	9	13	22	22	7	29	14	7	21	16	13	29	6	12	18	15	8	13	3	1	4	156	146	302			
	TOTAL	112	89	201	77	80	157	75	89	164	69	61	130	72	51	123	77	95	170	91	68	159	72	82	154	74	81	155	85	65	150	92	80	172	81	80	161	81	80	161	42	42	84	1100	1048	2148			

Table 2.4 (b)

**POPULATION OF 0 - 14 YRS (Circle Wise)**  
**WEST PHAILENG CIRCLE**

Sl.	Habitation	Yr & below			2 Yrs			3 Yrs			4 Yrs			5 Yrs			6 Yrs			7 Yrs			8 Yrs			9 Yrs			10 Yrs			11 Yrs			12 Yrs			13 Yrs			14 Yrs			TOTAL			
		B	G	TT	B	G	TT	B	G	TT	B	G	TT	B	G	TT	B	G	TT	B	G	TT	B	G	TT	B	G	TT	B	G	TT	B	G	TT	B	G	TT	B	G	TT	B	G	TT				
1	W.PHAILENG	32	29	61	25	10	35	8	19	27	24	17	41	15	19	34	50	30	80	21	26	47	32	24	56	22	14	36	32	13	45	19	23	42	30	26	56	23	29	52	10	23	33	343	302	645	
2	W.PHAILENG (BPTHA)	39	34	73	29	22	51	29	22	51	25	22	47	25	12	37	32	17	49	22	18	40	30	27	57	17	12	29	30	20	50	23	13	36	29	16	45	18	22	40	15	10	25	363	267	630	
3	DAMPA BENGPLI	48	33	81	15	21	36	15	28	43	21	19	40	23	14	37	31	24	55	17	16	33	30	31	61	12	12	24	19	22	41	8	12	20	24	23	47	11	12	23	8	12	20	282	279	561	
4	TEDEI FOREST	6	5	11	3	5	8	3	6	9	2	5	7	7	6	13	3	3	6	5	4	9	3	5	8	2	1	3	7	2	9	1	-	1	4	1	5	4	3	7	2	1	3	52	47	99	
5	TURUM	6	6	12	5	1	6	6	5	11	6	4	10	9	4	13	2	1	3	2	4	6	9	2	11	3	3	6	6	6	12	-	5	5	5	1	6	4	3	7	5	13	8	68	48	116	
6	KHAWENAI	8	7	15	1	3	4	4	6	10	5	3	8	4	4	8	2	1	3	7	3	10	3	1	4	3	2	5	3	1	4	2	1	3	3	3	6	-	3	3	1	1	2	46	39	85	
7	CHHIPPI	14	1	25	12	6	18	7	8	15	8	5	13	9	6	15	10	12	22	6	8	14	18	8	26	13	9	22	9	5	14	11	9	20	9	7	16	7	15	22	5	8	13	138	117	255	
8	SALEN BOARDING	1	2	3	-	-	1	-	4	4	1	1	2	-	3	3	1	-	1	-	-	-	-	-	-	-	-	-	3	1	4	1	-	-	1	1	1	-	1	1	1	2	8	14	22		
9	PHILLINGSEI	26	26	52	18	18	36	21	20	41	18	18	36	16	23	39	24	14	38	29	13	42	17	22	39	22	18	40	18	14	32	26	19	45	14	16	30	25	22	47	14	22	36	288	265	553	
10	SATTHAI	9	7	16	7	2	9	6	6	12	6	6	12	6	3	9	4	6	10	9	5	14	3	6	9	-	2	3	-	8	8	1	2	3	4	2	6	3	7	10	3	3	6	62	65	127	
11	LALLEN	12	13	25	6	10	16	13	16	29	7	10	17	10	7	17	14	13	27	5	12	17	4	10	14	6	8	14	20	13	33	9	6	15	10	10	20	17	11	28	9	18	17	142	147	289	
12	W. PHILPUI	15	17	32	7	5	12	8	11	19	10	5	15	11	12	23	5	8	13	11	8	19	3	9	12	6	4	10	7	7	14	3	5	8	7	9	16	4	7	11	1	7	8	98	114	212	
13	PARVATE	4	10	14	3	4	7	8	4	12	4	5	9	4	5	9	5	6	11	7	3	10	6	4	10	5	4	9	5	3	8	6	4	10	6	4	10	5	-	5	1	6	7	69	62	131	
14	ZOPU	-	-	-	1	-	-	-	-	1	-	1	-	-	-	1	1	2	1	-	1	1	-	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6	6	12
15	N. MARPARA	35	33	68	33	21	54	23	25	48	28	23	51	22	31	53	31	25	56	21	23	44	27	20	47	15	23	38	27	23	50	15	14	29	34	32	66	14	22	36	28	19	47	353	334	687	
16	S. MARPARA	41	51	92	43	31	74	36	28	64	33	33	66	26	26	52	22	33	55	26	23	49	35	22	57	22	18	40	29	24	53	15	9	24	28	26	54	17	20	37	24	19	43	397	363	760	
17	HREIDUK	9	9	18	13	9	22	13	11	24	10	5	15	10	4	14	12	7	19	10	8	18	9	9	18	8	5	13	17	12	29	7	6	13	12	14	26	6	2	18	19	17	36	155	118	273	
18	TUPUBARI - II	17	23	40	22	26	48	20	21	41	36	27	63	24	25	49	36	37	73	34	25	59	37	38	45	37	37	74	29	38	67	31	30	61	40	35	75	40	19	59	44	34	78	447	415	862	
19	TUPUBARI - I	32	22	54	15	15	30	23	15	38	20	11	31	9	19	28	14	19	33	19	11	30	15	23	38	9	9	18	12	19	31	8	7	15	13	17	30	15	7	22	3	13	16	207	207	414	
20	ANDERMANTK	12	14	26	9	7	16	12	14	26	9	8	17	18	15	33	15	14	29	15	11	26	9	10	19	13	8	21	21	5	26	9	5	14	10	6	16	11	7	18	-	-	164	124	288		
21	BELAKAI	5	4	9	9	8	17	3	10	13	1	7	8	5	5	10	6	7	13	7	8	15	6	5	11	6	5	11	13	4	17	4	2	6	9	7	16	5	1	6	5	3	8	84	76	160	
22	CHIKHA	1	1	2	1	-	1	1	2	3	-	-	-	-	-	2	-	2	1	-	1	1	2	3	-	-	-	1	-	1	-	-	-	-	1	-	1	-	-	-	-	-	-	9	5	14	
23	PUKZING	3	2	5	3	9	12	5	6	11	10	6	16	5	12	17	3	4	7	16	8	24	1	7	8	4	6	10	5	2	7	1	-	1	6	6	12	3	2	5	2	1	3	67	71	138	
24	PUKZING VENGTHAR	5	10	15	3	2	5	3	5	8	5	6	11	3	4	7	7	5	12	2	2	4	4	3	7	-	2	2	2	3	5	2	2	4	4	2	6	-	2	2	2	-	3	42	49	91	
25	SILSURI	61	65	126	33	41	74	41	43	84	38	42	80	44	37	81	58	40	98	26	33	59	48	40	88	38	28	66	43	22	65	20	20	40	44	28	72	22	14	36	19	19	38	535	472	1007	
26	HNAYVA	23	15	38	16	15	31	18	8	26	20	17	37	10	8	18	20	18	38	14	11	25	20	17	37	10	7	17	18	8	26	2	-	3	18	6	24	2	-	2	7	6	13	198	137	335	
27	KHANTLANG	19	10	19	6	14	10	10	5	15	4	-	4	2	2	4	7	6	13	5	8	13	4	6	10	7	4	11	3	8	11	-	1	5	5	10	4	2	6	2	2	4	69	62	131		
	TOTAL	473	460	933	338	296	634	337	348	685	352	305	657	317	306	623	417	351	768	338	291	629	375	351	726	281	241	522	379	285	664	224	195	419	369	305	674	261	232	493	231	239	470	4692	4205	8897	



Table 2.4 (d)

## POPULATION PROJECTION 2001 - 2011

			Pre Primary/ECCE Anganwadi Stage			Primary School Stage Class I - IV & above			Upper P/S Stage Cl V - VII & above			Total			Total			
BELOW 3 YRS			3 - 5 YRS			6 - 10 YRS			11- 16 YRS			6 - 14 YRS			0 - 14 YRS			
YEAR	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
2001 - 2002	2097	1946	4043	2426	2285	4711	3468	3138	6606	3878	3557	7435	7346	6695	14041	11869	10926	22795
2002 - 2003	2595	2412	5007	2469	2339	4808	3520	3207	6727	3958	3548	7506	7478	6755	14233	12542	11506	24048
2003 - 2004	2669	2480	5149	2914	2770	5684	3438	3115	6553	4136	3688	7824	7574	6803	14377	13157	12053	25210
2004 - 2005	2743	2548	5291	3413	3169	6582	3384	3197	6581	4118	3634	7752	7502	6831	14333	13658	12548	26206
2005 - 2006	2817	2616	5433	3948	3669	7617	3244	3042	6286	4404	3916	8320	7648	6958	14606	14413	13243	27656
2006 - 2007	2891	2684	5575	4059	3771	7830	3748	3528	7276	4243	3841	8084	7991	7369	15360	14941	13824	28765
2007 - 2008	2965	2752	5717	4170	3873	8043	4230	3993	8223	4354	3965	8319	8584	7958	16542	15719	14583	30302
2008 - 2009	3039	2820	5859	4281	3975	8256	4766	4426	9192	4255	3939	8194	9021	8365	17386	16341	15160	31501
2009 - 2010	3113	2888	6001	4392	4077	8469	5338	4960	10298	4202	3954	8156	9540	8914	18454	17045	15879	32924
2010 - 2011	3187	2956	6143	4503	4179	8682	5486	5096	10582	4523	4231	8754	10009	9327	19336	17699	16462	34161

Source : SSA Dillage Survey on August 2001

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DEEP Mamit District

**2.4 Population Projection :** Table 2.4 a,b & c shows population of 0 - 14 yrs within the district during 2001 as per village survey conducted during August 2001. Population is shown Circle Wise as Lengpui Circle, Reiek Circle, West Phaileng Circle and Mamit Circle.

Table 2.4 (d) is a projection of children's population. The base year for projection is 2001. The decadal growth rate of population of Mizoram as per *census operation 1991 and 2001* is 20.90 %. Thus, the annual population growth rate of Mizoram is 2.9 %. Basing on that calculation, the population of children between 0 - 14 Yrs within Mamit district is calculated.

## **2.5 : MEASURING THE EDUCATIONAL ACCESS**

By measuring the educational access, we mean interaction between Demand and Supply. Demand and Supply in education means children of a specific age group utilising the educational facilities, which is termed as 'supply'. The indicator of measuring educational access are the indicators of coverage. The following indicators of access are generally used in finding out educational coverage.

- i) *Admission rate:*
- ii) *Enrolment rate:*
- iii) *Transition rate*

### **2.5 (a) Admission rate :**

The first important indicator of educational access is admission rate or the entry rate. Admission rate plays an important role to know the coverage of child population (age 6) in an education system.

When enrolment is analysed in a particular grade (grade - I), two types of student - a) *New entrants* and b) *Repeaters* are noticed, but while computing the admission rate, only the new entrants are considered, as the repeaters are already included in the system the previous year.

Admission rate plays important role to know the status of the district with respect to other districts of the state and can also be computed separately for boys and girls, rural and urban, scheduled caste and scheduled tribe. It also plays a significant role in enrolment projection in the higher grades.



Table 2.5 (a)

## REPEATERS AND NEW ENTRANTS IN THE CLASS

Class	Age	Total population			Enrolment in the Class			Repeaters of the class			New Entrants in the Class			Enrolment of the Age Group		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
I	6	958	912	1870	1834	1593	3427	258	224	502	1576	1349	2925	576	583	1159
II	7	871	742	1613	1129	922	2051	84	72	156	1045	850	1895	229	175	399
III	8	916	850	1766	894	680	1574	98	48	146	796	632	1428	86	133	219
IV	9	723	634	1357	739	633	1372	50	43	93	689	590	1279	65	81	146
<b>I to IV</b>	<b>6 to 9</b>	<b>3468</b>	<b>3138</b>	<b>6606</b>	<b>4596</b>	<b>3828</b>	<b>8424</b>	<b>490</b>	<b>407</b>	<b>897</b>	<b>4106</b>	<b>3421</b>	<b>7527</b>	<b>951</b>	<b>972</b>	<b>1923</b>
V	10	936	778	1714	749	635	1384	21	21	42	728	614	1342	135	119	254
VI	11	672	630	1302	566	528	1094	18	22	40	548	506	1054	106	90	196
VII	12	889	796	1685	363	382	745	38	36	74	325	346	671	63	46	109
<b>V to VII</b>	<b>10 to 12</b>	<b>2497</b>	<b>2204</b>	<b>4701</b>	<b>1678</b>	<b>1545</b>	<b>3223</b>	<b>77</b>	<b>79</b>	<b>156</b>	<b>1601</b>	<b>1466</b>	<b>3067</b>	<b>304</b>	<b>255</b>	<b>559</b>
VIII	13	738	710	1448	123	176	299									
IX	14	643	643	1286	28	45	73									
X	14				15	3	18									
<b>VIII to X</b>	<b>13 &amp; 14</b>	<b>1381</b>	<b>1353</b>	<b>2734</b>	<b>166</b>	<b>224</b>	<b>390</b>									
<b>I to X</b>	<b>6 to 14</b>	<b>7346</b>	<b>6695</b>	<b>14041</b>	<b>6640</b>	<b>5579</b>	<b>12037</b>	<b>567</b>	<b>486</b>	<b>1053</b>	<b>5707</b>	<b>4887</b>	<b>10594</b>	<b>1255</b>	<b>1227</b>	<b>2482</b>

Table 2.5 (b)

**AGE SPECIFIC ADMISSION RATE (ASAR)**

New entrants = Enrolment(-) Repeaters of the Class

Age Specific Admission Rate =  $\frac{\text{New entrants in the grade X 100}}{\text{population of the age group}}$

CI	Age	Total popl of the age group			Total enrolment in the class			Repeaters of the class			New entrants in the class			School going children of the age group			Age Specific Admission Rate Percentage		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	BOYS	GI RLS	TOTAL
I	6	958	912	1870	1559	1343	2902	258	244	502	1301	1099	2400	527	563	1090	$\frac{1301 \times 100}{958} = 135.8$	$\frac{1099 \times 100}{912} = 121$	$\frac{2400 \times 100}{1870} = 128.34$
II	7	971	742	1603	989	823	1812	84	72	156	905	751	1656	682	535	1217	$\frac{905 \times 100}{871} = 103.9$	$\frac{751 \times 100}{742} = 101$	$\frac{1656 \times 100}{1613} = 102.66$
III	8	916	850	1766	811	612	1423	98	48	146	713	564	1277	548	599	1147	$\frac{713 \times 100}{916} = 77.83$	$\frac{546 \times 100}{850} = 66.4$	$\frac{1277 \times 100}{1766} = 72.31$
IV	9	723	634	1357	671	574	1245	50	43	93	621	531	1152	572	496	1068	$\frac{621 \times 100}{723} = 85.89$	$\frac{531 \times 100}{634} = 83.8$	$\frac{1152 \times 100}{1367} = 84.89$
V	10	936	778	1714	644	549	1193	21	21	42	623	528	1151	727	526	1253	$\frac{623 \times 100}{936} = 66.55$	$\frac{528 \times 100}{778} = 67.9$	$\frac{1151 \times 100}{1714} = 67.15$
VI	11	672	630	1302	477	453	930	18	22	40	459	431	890	570	526	1096	$\frac{459 \times 100}{672} = 68.3$	$\frac{431 \times 100}{630} = 68.4$	$\frac{890 \times 100}{1302} = 68.35$
VII	12	889	796	1685	298	349	647	38	36	74	260	313	573	670	583	1253	$\frac{260 \times 100}{889} = 29.24$	$\frac{313 \times 100}{796} = 39.3$	$\frac{573 \times 100}{1685} = 22.13$
	13	738	710	1448										624	550	1174			
	14	643	643	1286										454	419	873			

The above table shows total population 6 - 14 years, enrolment in class I - X including enrolment of both government schools and private schools.

From the above table computation of admission rate in the district is presented below :-

**Table 2.6**

**Apparent Admission Rate (AAR) :** (where new entrants means total enrolment minus repeaters)

$$\text{Apparent Admission Rate} = \frac{\text{New entrants in the Grade}}{\text{Population of the age group}} \times 100 \text{ (i)}$$

Age	Class	Boys	Girls	Total
6 yrs	I	1576 -----x100 =164.50% 958	1349 -----x100=147.91% 912	2925 -----x100=156.41% 1870
7yrs	II	1045 -----x100 =119.97 % 871	850 -----x100=114.55% 742	1895 -----x100=117.48 % 1613
8yrs	III	796 -----x100 =86.89 % 916	632 -----x100=74.35% 850	1428 -----x100= 81.13 % 1760
9yrs	IV	689 -----x100 =95.29 % 723	590 -----x100=93.05% 634	1279 -----x100=94.25 % 1357
10yrs	V	728 -----x100 =77.77 % 936	614 -----x100=78.92% 778	1342 -----x100=78.29 % 1714
11yrs	VI	548 -----x100 =81.54 % 672	506 -----x100=80.31% 630	1054 -----x100=80.95 % 1302
12yrs	VII	325 -----x100 =36.55 % 889	346 -----x100=43.46% 796	671 -----x100=39.82 % 1685
6-12 yrs	I-VII	5707 -----x100 = 228.55 % 2497	4887 -----x100=221.73% 2204	10594 -----x100=328.69 % 3223

Table 2.7

Age Specific Admission Rate (ASAR) : (where new entrants means total enrolment minus repeaters)

$$\text{Age Specific Admission Rate} = \frac{\text{New entrants the age group in the grade}}{\text{Population of the age group}} \times 100 \quad (\text{ii})$$

Age	Class	Boys	Girls	Total
6 yrs	I	576 -----x100 =60.12% 958	583 -----x100=63.92% 912	1159 -----x100=61.67% 1870
7yrs	II	224 -----x100 =25.71 % 871	175 -----x100=23.58% 742	399 -----x100=24.73 % 1613
8yrs	III	86 -----x100 =9.38 % 916	133 -----x100=15.64% 850	219 -----x100=16.42 % 1760
9yrs	IV	65 -----x100 =8.99 % 723	81 -----x100=12.77% 634	146 -----x100=10.75 % 1357
10yrs	V	135 -----x100 =14.42 % 936	119 -----x100= 15.29% 778	254 -----x100= 14.81 % 1714
11yrs	VI	106 -----x100 =15.77 % 672	90 -----x100= 14.28% 630	196 -----x100=15.05 % 1302
12yrs	VII	63 -----x100 =7.08 % 889	46 -----x100=5.77% 796	109 -----x100= 6.46 % 1685
6-12 yrs	I-VII	679 -----x100 =27.46 % 2497	1227 -----x100= 55.67% 2204	1906 -----x100= 59.13 % 3223

The admission rate presented above indicate that Apparent Admission Rate consider new entrants in grade I irrespective of ages which means children above and below the age of 6 years are included in enrolment which may, in some cases resulted into rate more than 100 per cent. This is why the rate is known as Gross Admission Rate (GAR) and is a Crude indicator of access and may not present the true picture of coverage. Therefore, Age Specific Admission (ASAR) is computed

which is considered better than the gross entry rate. Age Specific Admission Rate cannot cross 100 % because of its consideration of new entrants of age '6' in grade I which means over age and under age children are excluded in grade I enrolment and so on.

This rate has a serious policy implication and unless it is brought to 100 %, the goal of Universal Primary Education (UPE) cannot be achieved.

As shown in the above computation, it is seen that 6 yrs children in grade I is only 61.97 %, which is a serious problem. Mamit District, being a backward district, will have to give extra effort to bring the level to 100 % enrolment of all 6 yrs children to school by 2003 through the various interventions under *Sarva Shiksha Abhiyan*.

#### **2.5 (b) Enrolment Rate/Ratio :**

Enrolment ratio is simply division of enrolment by population which gives extent to which the education system is meeting the need of child population. We have to consider the enrolment of each level and population of each age group. In order to understand statistics on enrolment, the following enrolment ratios are to be considered:

- i) Over All Enrolment Ratio (OAER)
- ii) Age Specific Enrolment Ratio (ASER)
- iii) Level Enrolment Ratio (LER)

#### **i) Over-All Enrolment Ratio :**

The first indicator of coverage is Overall Enrolment Ratio (OAER) which present an over-all picture of the education system under consideration. In Mizoram the Elementary Education consist of class I to IV as Primary and class V to VII as Middle or Upper Primary Schools, as such for Mamit district, we will consider total enrolment of classes I to VII and age group of 6 to 14 years as they are the target group of SSA programme.

$$\text{OAER} = \frac{\text{Total Enrolment}}{\text{Population of 6 - 14 yrs}} \times 100$$

	Boys	Girls	Total
<b>OAER</b>	6274	5373	11647
<b>Mamit District</b>	7346	6695	14041
	$\frac{6274}{7346} \times 100 = 85.40\%$	$\frac{5373}{6695} \times 100 = 80.25\%$	$\frac{11647}{14041} \times 100 = 82.94\%$

There are 166 boys and 224 girls a total of 390 children who are of 6 - 14 years already in high school i.e., class VIII - X. There are 148 boys and 91 girls a total of 239 children of the age group of 6 - 14 years are in pre-school i.e., class I Section 'A' who, even after passing their grade will still be in class I due to absence of Anganwadi Centres in some habitations.

In some cases, the OAER crosses 100 % due to over age and under age population. In the case of Mamit District, there are 173 boys and 158 girls, a total of 331 children are below 6 yrs but already in class I.

If the age-grade flow is to be calculated as :

- 6 yrs - Class I
- 7 yrs - Class II
- 8 yrs - Class III
- 9 yrs - Class IV
- 10 yrs - Class V
- 11 yrs - Class VI
- 12 yrs - Class VII

Then those class VII students who already attained the age of 13 or 14 yrs are to be counted as over age. If so, the OAER will be

$$\text{OAER} = \frac{11647}{11307} \times 100 = 103.00 \%$$

## ii) Age Specific Enrolment Ratio (ASER):

The next indicator of coverage and a more reliable one is Age Specific Enrolment Ratio (ASER). It gives enrolment ratio for a particular age or age group. It is simply division of enrolment in a year (2001) in a particular age group in all the levels of education in any grade by a population of a particular age in that year.

ASER is not free from error, but it is useful for a planner when information on coverage and children not enrolled in a particular age group is required.

Age Specific Enrolment Ratio for the district is computed below :

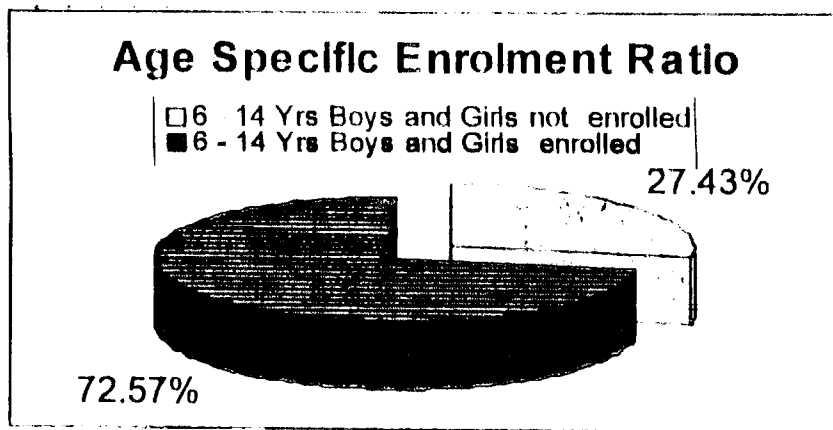
$$\text{ASER} = \frac{\text{Enrolment in a year (2001)}}{\text{Population of the age group}} \times 100$$

**Table 2.8 : Age Specific Enrolment Ratio (ASER):**

Year	Boys	Girls	Total
6 yrs	$\frac{648}{958} \times 100 = 67.64\%$	$\frac{669}{912} \times 100 = 73.35\%$	$\frac{1317}{1870} \times 100 = 70.42\%$
7 yrs	$\frac{820}{871} \times 100 = 94.14\%$	$\frac{646}{742} \times 100 = 87.06\%$	$\frac{1146}{1613} \times 100 = 90.88\%$
8 yrs	$\frac{823}{916} \times 100 = 89.84\%$	$\frac{750}{850} \times 100 = 88.23\%$	$\frac{1573}{1766} \times 100 = 89.07\%$
9 yrs	$\frac{659}{723} \times 100 = 91.14\%$	$\frac{561}{850} \times 100 = 88.48\%$	$\frac{1220}{1357} \times 100 = 89.90\%$
10 yrs	$\frac{793}{936} \times 100 = 84.72\%$	$\frac{582}{778} \times 100 = 74.80\%$	$\frac{1375}{1714} \times 100 = 80.22\%$
11 yrs	$\frac{656}{672} \times 100 = 97.61\%$	$\frac{585}{630} \times 100 = 92.85\%$	$\frac{1241}{1302} \times 100 = 95.31\%$
12 yrs	$\frac{738}{889} \times 100 = 83.01\%$	$\frac{634}{796} \times 100 = 79.64\%$	$\frac{1372}{1685} \times 100 = 81.42\%$
13 yrs	$\frac{659}{738} \times 100 = 89.29\%$	$\frac{582}{710} \times 100 = 81.97\%$	$\frac{1241}{1448} \times 100 = 85.70\%$
14 yrs	$\frac{471}{643} \times 100 = 73.25\%$	$\frac{430}{643} \times 100 = 66.87\%$	$\frac{901}{1286} \times 100 = 70.06\%$
6-14 yrs	$\frac{6440}{7346} \times 100 = 87.66\%$	$\frac{5597}{6695} \times 100 = 83.59\%$	$\frac{12037}{14041} \times 100 = 85.72\%$

From the above computation it is seen that, out of 7346 boys and 6695 girls of the age group of 6 -14 years, only 6640 boys and 5597 girls are enrolled in school i.e., out of 14041 children of the age group of 6 -14 years only 12037 children are enrolled in school which is 52.80 per cent only.

It may also be noted that there are 141 boys and 129 girls, a total of 270 children who are below 6 years but already in class I.



**iii) Level Enrolment Ratio (LER) :**

Level Enrolment Ratio is an improved version of OAER which gives enrolment ratio level wise. There are two types of ratio Gross Enrolment Ratio (GER) and Net Enrolment Ratio (NER).

a) Gross Enrolment Ratio (GER) : Gross Enrolment Ratio is a division of enrolment in a class in a particular year by a specific age group enrolled in that particular year. The GER of Primary and Upper Primary Level of Education within Mamit District during the year 2001 is computed below :

$$GER = \frac{\text{Total Enrolment in the class (2001)}}{\text{Population of the age group 2001}} \times 100$$



Table 2.9 : Gross Enrolment Ratio (GER)

Age	Class	Boys	Girls	Total
6 yrs	I	1834 -----x100 =191.44% 958	1593 -----x100=174.67% 912	3427 -----x100=183.26% 1870
7yrs	II	1129 -----x100 =129.62 % 871	922 -----x100=124.25% 742	2051 -----x100=127.15 % 1613
8yrs	III	894 -----x100 =97.59 % 916	680 -----x100=80.00% 850	1574 -----x100=89.12 % 1760
9yrs	IV	937 -----x100 =102.21 % 723	633 -----x100=99.84% 634	1372 -----x100=101.10 % 1357
6-9yrs	I-IV	4596 -----x100 =132.52 % 3468	3828 -----x100=122.37% 3138	8424 -----x100=127.52 % 6606
10yrs	V	749 -----x100 =80.02 % 936	635 -----x100 =81.61% 778	1384 -----x100 =80.74 % 1714
11yrs	VI	566 -----x100 =84.22 % 672	528 -----x100=83.80% 630	1094 -----x100=84.02 % 1302
12yrs	VII	363 -----x100 =40.83 % 889	382 -----x100=47.98% 796	745 -----x100=44.21 % 1685
10-12 yrs	V-VII	1678 -----x100 =67.20 % 2497	1545 -----x100=70.09% 2204	3223 -----x100=68.55 % 4701
6-12 yrs	I-VII	6274 -----x100 =105.18 % 5965	5373 -----x100=100.58% 5342	11647 -----x100=103.00 % 11307

The above computation shows that GER Primary Level i.e., class I - IV of the age group of 6 - 9 years is 127.52 per cent and GER Upper Primary level i.e., class V - VII of the age group of 10 - 12 years is 68.55 per cent and GER of Elementary Education i.e., class I - VII, 6 -12 years is 103.00 per cent.

b) Net Enrolment Ratio (NER): Net Enrolment Ratio is an improved version of GER, the difference between the two is in the consideration of enrolment. In NER, over age and under age children are excluded from enrolment and then ratio to the respective age specific population are obtained. One of the limitations of the NER is that it excludes over age and under age children from enrolment though they are very much in the system. Despite this limitation, the ratio seems to be more logical than the GER. NER is age specific and is reliable data. The computation of NER Mamit District is given below :

$$\text{NER} = \frac{\text{Enrolment class I -VII, 6 - 12 years (2001)}}{\text{Population of 6 - 12 years 2001}} \times 100$$

Table 2.10 : Net Enrolment Ratio (NER)

Age	Class	Boys	Girls	Total
6 yrs	I	576 -----x100 =60.12% 958	583 -----x100=63.92% 912	1159 -----x100=61.97% 1870
7yrs	II	308 -----x100 =35.36% 871	247 -----x100=33.28% 742	555 -----x100=34.40% 1613
8yrs	III	184 -----x100 =20.08 % 916	181 -----x100=21.29% 850	365 -----x100=20.66 % 1760
9yrs	IV	115 -----x100 =15.90 % 723	124 -----x100=19.55% 634	329 -----x100=17.61 % 1357
6-9yrs	I-IV	1183 -----x100 =34.11% 3468	1135 -----x100=36.16% 3138	2318 -----x100=35.08 % 6606
10yrs	V	156 -----x100 =16.66 % 936	140 -----x100=17.99% 778	296 -----x100=17.26 % 1714
11yrs	VI	124 -----x100 =18.45 % 672	112 -----x100=17.77% 630	236 -----x100=18.12 % 1302
12yrs	VII	101 -----x100 =11.36 % 889	82 -----x100 =10.30% 796	183 -----x100=10.86 % 1685
10-12 yrs	V-VII	381 -----x100 =15.25 % 2497	334 -----x100 =15.15% 2204	715 -----x100=15.20 % 4701
6-12 yrs	I-VII	1564 -----x100 =26.21 % 5965	1469 -----x100=27.49% 5342	3033 -----x100=27.48 % 11307

The data available with us is of Education Survey 2001 and NER is computed for Primary and Upper Primary as below .

Number of enrolment in class I - IV, 6 - 9 years is 2914 boys and 2598 girls, a total of 5512 children. Population of the age group 6 - 9 years in 2001 is 3468 boys and 3138 girls, a total of 6606 children.

Enrolment of children in classes 10 - 12 yrs, V - VII in 2001 is 942 boys and 869 girls, 1811 children. The population of 10 - 12 years children during the year 2001 within the district is 2497 boys and 2204 girls i.e., 4701 children. NER for Primary school and Upper Primary school in the district is computed below :-

NER (Primary)

Boys	Girls	Total
2914 -----x100 =84.02% 3468	2598 -----x100 =82.79% 3138	5512 -----x100 =83.43% 6606

NER (Upper Primary)

Boys	Girls	Total
942 -----x100 =37.72% 2497	869 -----x100 =39.42% 2204	1811 -----x100 =38.52% 4701

The computation of NER above shows that 84.02 per cent of the boys, 82.79 per cent of the girls, 83.43 per cent of the specific age group of 6 - 9 years have access in Primary schools and 37.72 per cent of the boys and 39.42 per cent of the girls, 38.52 per cent of the specific age group of 10 - 12 years are enrolled in Upper Primary School i.e., class V, VI & VII

The NER given above is a reliable data. The difference between GER and NER both in Primary and Upper Primary level, as mentioned earlier, is due to the presence of over age and under age population enrolment in schools. The computation of NER consider class I enrolment of 6 years only, class II enrolment of 7 years only and so on. The Age Grade Matrix given below will clearly show the population of over age and under age children enrolled in school.

AGE - GRADE MATRIX  
6 - 14 Years - Class I - X

CLASS	0-2 yrs			3-5 yrs			6 Year			7 Years			8 Years			9 Years			10 Years			11 Years			12 Years			13 Year			14 Year			TOTAL					
	B	G	TT	B	G	TT	B	G	TT	B	G	TT	B	G	TT	B	G	TT	B	G	TT	B	G	TT	B	G	TT	B	G	TT	B	G	TT	B	G	TT	B	G	TT
I	Govt			141	129	270	483	496	979	400	298	698	235	194	429	105	94	199	104	76	180	32	28	60	28	19	47	23	4	27	18	5	13	1559	1348	2902			
	Pvt			32	29	61	93	87	180	65	62	127	63	59	122	22	13	35																			275	250	525
	Total			173	158	331	576	583	1159	465	360	825	298	253	551	127	107	234																1834	1598	3437			
II	Govt						41	54	95	188	186	374	242	234	476	180	136	316	124	81	205	56	44	100	52	47	99	36	15	51	11	6	17	989	823	1812			
	Pvt						28	19	47	61	41	102	47	34	81	4	5	9																140	99	239			
	Total						69	73	142	308	247	555	289	268	557	184	141	325																1129	922	2051			
III	Govt						3	13	16	33	31	64	142	141	283	178	147	325	190	97	287	116	77	193	185	61	146	44	34	78	20	31	81	1612	1412	3024			
	Pvt									11	4	15	42	40	82	25	18	43	5	16	11													83	68	151			
	Total						14	13	16	44	35	79	184	181	365	203	165	368	195	103	298													1894	1480	3374			
IV	Govt									2	-	2	23	27	50	84	97	181	88	147	232	109	116	225	132	115	247	190	38	128	46	34	80	1671	1574	3245			
	Pvt									3	3	6	23	18	41	31	37	68	18	15	33	4												168	59	327			
	Total						5	3	6	46	45	91	112	124	239	193	154	347	14	120	234													2339	1633	3972			
Total	Govt			141	129	270	527	563	1090	623	515	1138	624	596	1238	547	474	1021	603	40	1004	310	265	578	297	242	339	193	91	284	85	56	141	4830	3352	8182			
	Pvt			32	29	61	121	106	227	138	110	248	175	151	326	82	63	145	13	13	26	5	9											566	476	1042			
	Total			173	158	331	648	669	1317	820	645	1465	817	747	1564	629	537	1166	616	414	1030	318	269	587										5396	3828	9224			
V	Govt									1	1	5	3	8	23	19	42	103	97	200	169	167	336	163	140	303	122	87	209	59	35	194	644	549	1295				
	Pvt															5	2	7	53	43	96	28	21	49	9	12	21	10	8	18	1105	86	1191						
	Total									1	1	5	3	8	23	24	44	110	150	266	265	195	365	212	150	315	141	97	211	262	1615	171	1786						
VI	Govt												1	1	2	3	5	19	24	43	77	79	156	135	133	268	143	141	284	100	73	173	477	453	938				
	Pvt																					47	33	80	20	18	38	10	16	26	12	18	89	75	164				
	Total												1	1	2	3	5	19	24	43	77	126	189	215	153	286	181	151	292	116	148	191	566	602	1102				
VII	Govt															2	4	6	10	15	25	62	61	123	111	152	263	113	117	230	298	349	647						
	Pvt																					6	1	7	39	21	60	15	8	23	5	3	8	65	33	98			
	Total															2	4	6	16	15	32	68	62	130	126	169	293	118	120	238	363	382	745						
Class I - X Total	Govt									1	1	6	3	9	25	22	47	124	125	249	256	261	517	360	334	694	367	380	736	272	225	497	1419	1351	2770				
	Pvt															5	2	7	53	43	96	81	55	136	68	51	119	35	32	67	17	11	28	259	194	453			
	Total									1	1	6	3	9	25	27	49	131	178	292	352	342	572	496	402	715	486	415	768	339	244	511	757	1610	1464	3074			
VIII	Govt																					1	1	2	5	15	40	69	109	72	102	174	123	176	299				
IX	Govt																								3	2	5	8	19	17	17	34	51	28	45	73			
X	Govt																											7	1	8	8	6	10	15	3	18			
Class I - X Total	Total																								13	7	20	55	79	134	97	138	235	186	224	390			
School going	Govt			14	12	270	527	563	1090	682	536	1247	572	496	1068	727	526	1252	570	526	1096	670	583	1253	642	550	1174	454	419	873	5615	4927	10542						
	Pvt			32	29	61	121	106	227	138	110	248	175	151	326	87	65	152	66	56	122	86	59	145	68	51	119	35	32	67	17	11	28	825	670	1495			
	Total			173	151	331	648	669	1317	820	646	1466	823	647	1394	663	561	1220	636	585	1218	738	634	1372	699	582	1241	471	430	901	6440	5997	12437						
Drop Out							310	243	553	51	96	147	93	100	193	64	73	137	143	196	339	16	45	61	151	162	313	79	128	207	172	213	385	1079	1256	2335			
Pre-School							55	37	92	28	24	52	26	13	39	17	10	27	13	4	17	4	1	5	1	1	2	4	1	5				148	191	339			
Total Population 0 - 14 Years				2097	1946	4053	3426	2285	4711	958	912	1870	871	742	1613	916	890	1766	723	634	1357	936	778	1714	672	630	1302	889	796	1685	738	710	1448	643	643	1286	12889	10926	23815

Table 2.12

## UNDER AGE AND OVER AGE ENROLMENT RATIO

Class	Age	Population in the age group			Enrolment in the class			Enrolment Age+Grade			Under age Enrolment			Overage enrolment			Age + Grade Percentage			Underage Percentage			Overage Percentage		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
I	6	958	912	1870	1834	1593	3427	576	583	1159	173	158	331	1085	852	1937	31.40	36.60	33.82	9.43	9.92	9.66	59.16	53.48	56.52
II	7	971	842	1613	1129	922	2051	308	247	555	69	73	142	752	602	1354	27.29	26.79	27.05	6.11	7.92	6.93	66.60	65.29	66.02
III	8	916	850	1766	894	680	1574	184	181	365	47	48	95	663	451	1114	20.51	26.61	23.18	5.25	7.05	6.03	74.16	66.32	70.77
IV	9	723	634	1357	739	633	1372	115	124	239	49	48	97	575	461	1036	15.56	19.58	17.41	6.63	7.58	7.06	77.80	72.82	75.51
V	10	936	778	1714	749	635	1384	156	140	296	33	25	58	560	470	1030	20.82	22.04	21.38	4.40	3.93	4.19	74.76	74.01	74.42
VI	11	672	630	1302	566	525	1094	124	112	236	22	27	49	420	389	809	21.90	21.21	21.57	3.88	5.11	4.47	74.20	73.67	73.94
VII	12	889	796	1685	363	382	745	101	82	183	18	20	38	244	280	524	27.62	21.46	24.56	4.95	5.23	5.10	67.21	73.29	70.33
VIII	13	738	710	1448	123	175	299	40	69	109	11	5	16	72	102	174	32.52	39.20	36.46	8.94	2.84	5.35	58.54	57.96	58.19
IX	14	643	643	1286	28	45	73	17	34	51	11	11	22				60.71	75.55	69.86	39.29	24.45	30.14			
X	14				15	3	18	8	2	14	7	1	8				53.33	66.67	77.78	46.67	33.33	44.49			

Source : SSA Village Survey on August 2001

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DEEP Mamit District

The table above shows the details of children who are in Elementary Education system (Class I -VII) in the district. As per the present situation, 6 yrs child are to be in class I, 7 yrs in class II and so on.

The previous calculation of enrolment was of Government schools only and now, enrolment of children in the 33 Private Primary School and 19 Private Upper Primary School are included.

## 2.6 OUT OF SCHOOL CHILDREN :

The calculation of over age and under age children plays an important role to work out the out of school children which is an important component of planning exercise. For obtaining out of school children, first, enrolment is refined with particular reference to estimate of over age and under age children. Thus, the corresponding percentage of over age and under age children have been taken out from enrolment and the refined enrolment is obtained. The balance of age specific population and refined enrolment is termed as out of school children. Table below shows out of school children within the district during 2001 - 2002 session.

**Table 2.13 :Out of School Children**

Sl.No	Particulars	Boys	Girls	Total
1.	Population of 6-14 yrs (2001 survey)	7346	6695	14041
2.	Enrolment of 6-14 yrs in Pre-School (CI I Sec A)	148	91	239
3.	Enrolment of 6-14 yrs in class I - VII	6101	5215	11316
4.	Enrolment of 6-14 yrs in High School (CI VIII-X)	166	224	390
5.	Enrolment of below 6 yrs in Class I - VII	173	158	331
6.	Enrolment of CI I Sec A - CI X below 6-14 yrs (i.e., all school going children in the district)	6588	5688	12276
7.	Enrolment of 6-14 yrs CI I - X	6267	5439	11706
8.	Children to be enrolled to achieve UFE (Population of 6-14 yrs minus CI I-X enrolment)	1079	1256	2335

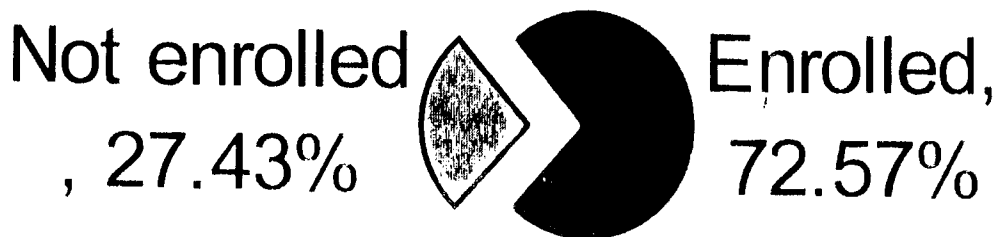
The complication of the above computation is that there are 6-14 years children who are still in Pre-School i.e., Class I Section A who will still be in class I even after completion of the grade. There are children who are already in class I before attaining the age of 6 years. There are also children of 6-14 years already in High School who may not be covered by the project in regards to free uniform and free text books etc. The above computation includes enrolment of children both in Government Schools and Private Schools.

From the table above 14.68 per cent boys and 18.76 per cent girls, a total of 16.62 per cent children are yet to be enrolled in school to attain UFE which will be achieved by 2003 as per SSA guide lines through different interventions.

It may appear strange that lots of children between the age group of 6 - 14 years are in Pre-School stage (Class I Section A). These children are of the habitations in remote areas who are without Anganwadi Centres. It may be good to note that children of some minor communities have to go to the jungle along with their parents during all working season after getting admission to school. They get re-admitted the next year in the same grade without proper education. Their age grows and their mentality remain the same.

It may also be noted that the above figures are enrolment figure and not a figure of learning children i.e., parents admit their children in school but not in the learning situation due to lack of interest in their children's career that enrolment or attendance in school goes down as time passes.

■ Not enrolled ■ Enrolled



The above figures/tables shows that most of the children within the district are in school with 16.62 per cent out of school. But to provide quality education as the project desired, there are many steps to be taken, many stones to be turned, which will, through the various interventions of the project SSA, be tackled and by 2003, all children of the age group will be in school and by 2007 children of the age group of 6 - 14 years will be in school with good quality education.

## 2.7 DROPOUT

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

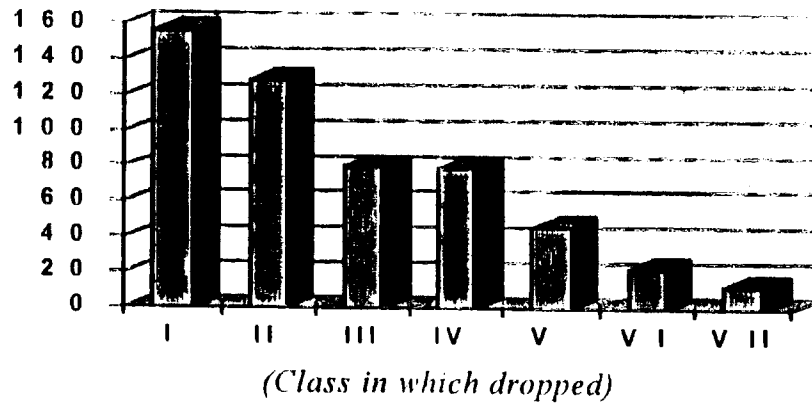
**Table 2.14 (a) : DROP OUT (In Circle clusters)**

Cluster Centre	Class in which dropped													
	I		II		III		IV		V		VI		VII	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Mamit	7	13	5	9	7	2	7	8	2	2	1	2	-	1
Kawitethawveng	9	11	6	2	1	5	2	4	3	2	2	6	-	1
Zanuang	1	2	11	7	7	5	2	5	2	4	1	2	3	1
Zawlnuam	7	5	5	3	4	5	3	5	1	5	-	1	-	2
<b>Sub-Total</b>	<b>24</b>	<b>31</b>	<b>27</b>	<b>21</b>	<b>19</b>	<b>17</b>	<b>14</b>	<b>22</b>	<b>8</b>	<b>13</b>	<b>4</b>	<b>11</b>	<b>3</b>	<b>5</b>
W.Phaileng	26	29	5	11	2	4	4	6	2	3	-	-	1	-
Phuldungsei	1	3	2	2	2	2	3	5	3	3	-	2	-	1
Pukzing	6	3	10	2	1		1	1	-	-	-	-	-	-
Marpara	5	1	6	2	1	-	-	1	-	-	1	-	-	-
Tuipuibari	6	3	16	9	8	3	2	1	2	-	-	-	-	-
<b>Sub-Total</b>	<b>44</b>	<b>39</b>	<b>39</b>	<b>26</b>	<b>14</b>	<b>9</b>	<b>10</b>	<b>14</b>	<b>7</b>	<b>6</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>1</b>
Lengpui	8	5	4	9	7	5	3	8	3	4	-	3	-	3
Reiek	1	4	1	1	2	7	5	3	1	5	-	2	-	-
Kanghmun	-	-	-	-	-	-	2	1	-	-	-	1	-	-
Darlung	1	2	-	-	1	1	2	1	1	4	-	-	-	-
<b>Sub-Total</b>	<b>2</b>	<b>6</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>8</b>	<b>9</b>	<b>5</b>	<b>2</b>	<b>9</b>	<b>-</b>	<b>3</b>	<b>-</b>	<b>-</b>
<b>Grand Total</b>	<b>77</b>	<b>79</b>	<b>71</b>	<b>57</b>	<b>42</b>	<b>38</b>	<b>32</b>	<b>47</b>	<b>19</b>	<b>28</b>	<b>5</b>	<b>18</b>	<b>4</b>	<b>9</b>



Source : SSA village survey on August 2001

Note : We can see from the above data that the total Drop Out between CI - VII amounts to 526. Drop Outs occurs most at the level of Class I - IV. The reasons of drop-out are indicated in the next table.



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

**Table 2.14 (b): Table showing no. of Drop Out and reason for Drop Out REASONS FOR DROP OUT (Circle Clusters)**

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

Source: SSA village survey on August 2001

*Note : Drop Out rate in Mamit district is quite high. From the Survey conducted, it is found that the highest cause of Drop Out is poverty. 259 children drop out of school due to poverty while 8 children Drop Out due to Disability which is the lowest cause. Measures to provide text books and uniforms may be undertaken to solve drop-out at the elementary stage.*

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

**Table 2.14 (c) : AGE WISE DROP OUT ( 6 - 14 Yrs)**

Cluster Centre	6 Yrs		7 Yrs		8 Yrs		9 yrs		10 Yrs		11 Yrs		12 Yrs		13 Yrs		14 Yrs	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Mamit	1	1	1	2	1	3	1	3	3	2	1	3	3	7	7	7	11	9
Kawrtethawveng	0	0	0	3	1	2	2	1	0	2	1	0	5	3	3	12	11	8
Zamuang	0	0	0	0	0	1	0	1	2	2	1	1	4	8	6	7	14	6
Zawluuam	0	0	2	1	1	0	2	2	2	0	4	2	1	7	3	6	5	8
<b>Sub-Total</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>6</b>	<b>3</b>	<b>6</b>	<b>5</b>	<b>7</b>	<b>7</b>	<b>6</b>	<b>7</b>	<b>6</b>	<b>13</b>	<b>25</b>	<b>19</b>	<b>32</b>	<b>41</b>	<b>31</b>
W.Phaileng	4	4	5	3	3	10	2	4	5	9	3	3	6	9	8	8	4	3
Phuldungsei	0	1	0	0	2	1	0	0	0	1	1	1	5	4	4	7	0	2
Pukzing	0	0	7	4	5	1	4	1	1	0	0	0	0	0	0	0	1	0
Marpara	0	0	0	0	0	0	2	0	0	0	1	0	2	3	3	0	5	1
Tuipuibari	0	0	2	1	4	1	4	3	6	5	2	2	5	2	3	1	8	1
<b>Sub-Total</b>	<b>4</b>	<b>5</b>	<b>14</b>	<b>8</b>	<b>14</b>	<b>13</b>	<b>12</b>	<b>8</b>	<b>12</b>	<b>15</b>	<b>7</b>	<b>6</b>	<b>18</b>	<b>18</b>	<b>18</b>	<b>16</b>	<b>18</b>	<b>7</b>
Lengpui	3	1	2	1	3	2	3	2	1	6	2	4	5	8	5	7	1	6
Reiek	0	1	0	0	0	0	0	1	0	1	0	0	0	1	0	4	3	4
Kanghmun	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	1	0
Darlung	0	0	0	0	0	0	0	0	0	0	1	1	1	2	3	3	1	1
<b>Sub-Total</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>4</b>	<b>9</b>	<b>5</b>	<b>5</b>
<b>G.Total</b>	<b>8</b>	<b>8</b>	<b>19</b>	<b>15</b>	<b>20</b>	<b>21</b>	<b>20</b>	<b>18</b>	<b>20</b>	<b>28</b>	<b>17</b>	<b>17</b>	<b>37</b>	<b>54</b>	<b>46</b>	<b>64</b>	<b>65</b>	<b>49</b>

*Source: SSA village survey on August 2001*

*From the above statement it can be seen that there are 526 Drop Outs and Drop Out occurs most between the age of 12 - 14 Yrs of age.*

## 2.8 : TRANSITION RATE :

The next indicator of coverage is transition rate which is base on Student Flow Analysis, which start at the point where student enter into an education cycle. The flow of student into, through and between an educational cycle is determine by the following factors :

- i) Population of Admission Rate (6 years)
- ii) Student Flow into the system : *The Admission Rate*
- iii) Student Flow through the system : *Promotion, Repetition and Drop Out Rate*
- iv) Student Flow between system : *The Transition Rate*

The rates mentioned above are important to understand the Education System which can also answer a variety of typical questions, such as, at which grade in the cycle is the repetition or drop out rate highest?, who tends to drop out and repeat more frequently, boys or girls ? and what is the total accumulated lost of student through drop out ? The answer of these questions can be obtained if flow rates for different target groups and for each grade are completed.

Since, admission rate of the district is already presented in detail, there are three possibilities in which the student will flow.

- Students have been promoted to the next higher grade (*Promotees*).
- Students have to repeat their grade (*Repeaters*).
- Students have drop out of the system (*Drop Outs*).

Drop Out    Promotion    Repetition

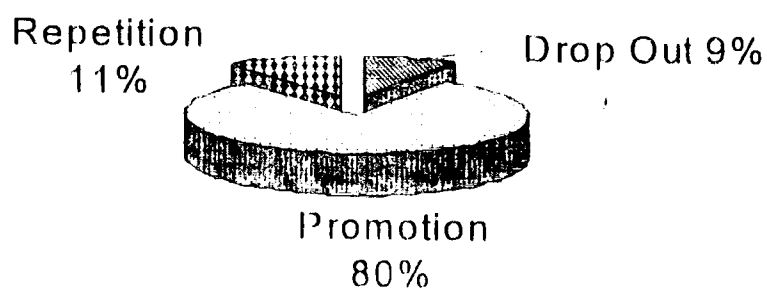


Table 2.15

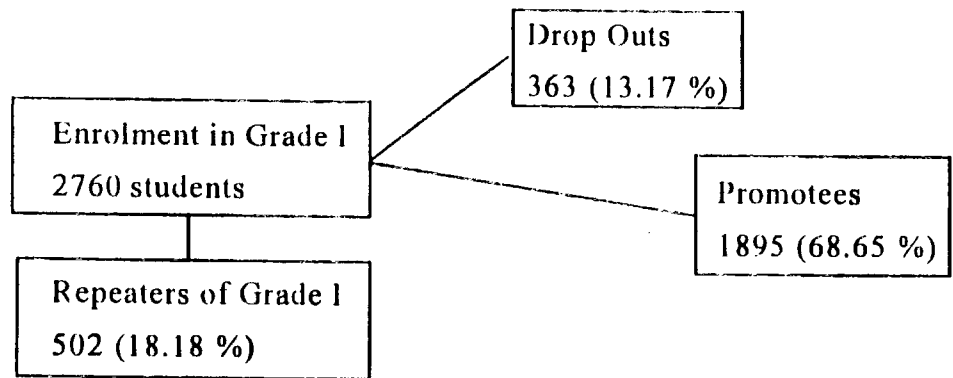
FLOW DIAGRAM

YEAR	GRADES								TOTAL
	I	II	III	IV	V	VI	VII	VIII	
Repeater 2001-2002	552	218	155	74	42	31	87		1159
Drop Out		363	216	103	15	74	89	57	917
Enrolment 2000-2001	2760	1800	1529	1450	1170	800	471		9980
Repeater 2001-2002	502	156	146	93	42	40	74		1053
Promotion 2000-2001		1895	1428	1280	1342	1054	671	340	8010
Enrolment 2001-2002	3427	2051	1574	1372	1384	1094	745	390	12037

FLOW RATE

		CI I - II	CI II - III	CI III - IV	CI IV - V	CI V - VI	CI VI - VII	CI VI -VIII	Total
1	Promotion Rate	68.65%	79.33%	83.73%	92.55%	90.10%	83.88%	72.18%	80.26%
2	Repetition Rate	18.18%	8.67%	9.54%	6.41%	3.58%	5.00%	16.72%	10.56%
3	Drop Out Rate	13.17%	12.00%	6.73%	1.04%	6.32%	11.12%	12.10%	9.18%
	Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Flow Diagram (ii)



a) Promotion Rate :

Promotion Rate is to be computed separately for all classes. The main task is to obtain numbers of promotees who are promoted to the next class using the following formulae :-

$$\text{Promotion Rate} = \frac{\text{No of Students Promoted to class II (2001)}}{\text{No of Students in Class I (2000)}} \times 100$$

Thus, Promotion Rate of class I - II in the district during 2000 and 2001 is as below :-

$$\text{Promotion Rate} = \frac{1895}{2760} \times 100 = 68.65 \%$$

b) Repetition Rate : Once Promotion Rate is computed the next indicator to be computed is Grade to Grade Repetition Rate. Since, the number is already given, the computation of the rate is a division of number of Repeaters in a grade to enrolment in the previous year in the same grade.

$$\text{Repetition Rate} = \frac{\text{No of Repeaters in class I (2001)}}{\text{No of Students in Class I (2000)}} \times 100$$

$$\text{Repetition Rate} = \frac{502}{2760} \times 100 = 18.18 \%$$

e) Drop Out Rate : It is clear that the balance of Promotion Rate and Repetition Rate is Drop Out Rate as they are excluded from the system i.e., they are neither promoted to class II nor repeated class I.

$$\text{Drop Out Rate} = \frac{\text{No of Drop Out in class I (2000)}}{\text{No of Students in Class I (2000)}} \times 100$$

$$\text{Drop Out Rate} = \frac{363}{2760} \times 100 = 13.17 \%$$

Promotion rate, repetition rate and drop out rate are to be computed for each class separately to know the coverage of children by education system.

Table 2.16 FLOW RATE

	CI I - II	CI II - III	CI III - IV	CI IV - V	CI V - VI	CI VI - VII	CI VI - VIII	Total
Promotion Rate	68.65%	79.33%	83.73%	92.55%	90.10%	83.88%	72.18%	88.26%
Repetition Rate	18.18%	8.67%	9.54%	6.41%	3.58%	5.00%	15.72%	10.66%
Drop Out Rate	13.17%	12.00%	6.73%	1.04%	6.32%	11.12%	12.10%	9.18%

The above computation clearly shows the student flow rates into the system, within the system and out of the system.

In our district :

- Completion/Promotion Rate is 80.26 %
- Repetition Rate is 10.56 %
- Drop Out Rate is 9.18 %

Promotion	Repetition	Drop Out
80.26%	10.56%	9.18%

**2.9 Vision and Mission :**

The main objective of SSA is to enroll all school age children by 2003. By way of improving school facilities and facilities in school, we can achieve 100 % enrolment.

As shown in the above table Promotion Rates within the school system is 80.26 % which is to be brought up to 100 %. Repetition Rate is to be brought down to 0 % by way of improving the quality of teaching in class rooms. Community mobilisation drive have to be launched so that Drop Out Rate which is 9.18 % will be brought down to 0 %.

By providing school building to the 7 schoolless habitations and 23 habitations who are yet to have Upper Primary School within the district during the current year through SSA will make all the 84 habitations within the district educationally accessible.

The project SSA will give solution to the economic problems of parents in the district by providing *free text books and free uniforms* to all the students admitted in school by 2003.

As all the teachers will be given *In-Service Training*, students will receive quality education. With a well maintained school building and a well adjusted school environment, all children of the district will receive good *Quality Universal Elementary Education* by 2007.

**2.10 ACCESS :**

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

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

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

**Table : 2.17 Schoolless Village**

Total No. of habitation	Habitation/Village without school	Village with only		Village without M/S
		Pvt.P/S	Pvt M/S	
84	7	7	7	19
100 %	8.33 %	8.33 %	8.33 %	22.61 %

*Source : SSA village survey on August 2001*

From the above table it is seen that out of 84 habitations, 7 habitations i.e., 8.33% are without access to Primary School and 19 habitations i.e., 22.61% are without access to Middle School this may be one of the reason of the high Drop Out rates.

7 habitations with no access to Primary School and 7 habitations with only Private Primary School will be given Government Primary School by 2002 - 2003 and 19 habitations without access to Middle School and 7 habitations with only Private Middle School will be given upgraded Primary School which will eventually be a full fledged Middle School after 3 years by opening one class every year beginning from 2002 - 2003.

## 2.11 : TEACHERS

Teachers are one of the most important actors in the field of education. Their empowerment and competency are significant factors on which lay the quality of education in a particular school. In Mamit District, there are still quite a large no. of untrained teachers specially amongst the Chakmas. Their dialect is different, moreover, many of them do not possess the required qualification which make it hard for them to undergo and pass the training. However, under SSA scheme, special instructions may be engaged for them.



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

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

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

**Table 2.18 CASTE WISE AND TRAINED & UNTRAINED TEACHER**

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

Source: SSA village survey on August 2001

**2.12 Teacher Training :** As seen in table above, there are 167 male and 101 female teachers in Primary section, 250 male and 56 female teachers in Middle section. The present strength of teacher in Elementary School is 574 teachers in 154 schools. There are 42 untrained teachers in Primary section and 37 untrained teachers in Middle section. These untrained teachers will be given sixty days training as per SSA norms along with the newly appointed teachers of 14 unserved habitations and 23 upgraded Primary Schools. 20 days training will be given to all teachers every year and 30 days training will be provided to the newly recruited teachers of the new Primary School and upgraded Primary Schools.

**Table 2.19 : TEACHER'S QUALIFICATION**

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

Source : SSA village survey on August 2001

Table 2.20 : STATUS OF TEACHERS (Circle Wise)

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

Source : SSA village survey on August 2001

Table 2.21 : Teacher Per School and Teacher Pupil Ratio (TPS &amp; TPR)

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

Source : SSA village survey on August 2001

Note : From the above table, it is clearly seen that enrolment drive is very much necessary in most villages. The community has to be sensitized of the importance of education so that all the children can avail education. Rationalization of teachers is also very much needed. The present norms of teachers qualification is HSLC for P/S and Graduate for M/S. However, Work Education Teacher's qualification is Class VIII passed.

### 2.13 SCHOOL BUILDING AND FACILITIES :

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

Table 2.22

Table 2.23

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

Source : SSA village survey on August 2001

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

From table 2.14, we can see that there are as many as 117 schools having no separate rooms for Head incharge while 21 schools have no Teacher's Common Room. At least a separate room for teachers common room is a must where in a teacher can prepare for his lessons and rest. As per provision of project SSA, separate rooms for Headmaster, Upper Primary School and Common rooms for teachers will be constructed @ Rs 80,000/-.

**2.14 Additional Class Rooms :** The number of class room each school have differs. While some schools have 4 rooms, others have only 2 rooms. This is mostly out convenience because of the dearth of teachers and partly because of lack of infrastructure. There are 8 schools with 2 rooms, 10 schools with only 3 rooms and 81 schools with 4 rooms. So there is a requirement of 26 additional rooms to accomodate all classes in a separate rooms which will be provided through SSA @ Rs 80,000/- per room.

### 2.15 REQUIREMENT OF FURNITURES

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

**Table 2.24 : Requirement of Furnitures**

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

Source : SSA village survey on August 2001

Table 2.25 : HAVING ACADEMIC EQUIPMENT (Y=Yes; N=No)

Circle/Cluster	Type Writer		Dup. Machine		Radio/Tape		Notice Board		Cup Board											
	PS	MS	PS	MS	PS	MS	PS	MS	PS	MS										
	Y	N	Y	N	Y	N	Y	N	Y	N										
Mamit	2	12	4	2	0	14	0	6	1	13	1	5	1	13	2	4	3	11	2	4
Kawite..	2	8	4	3	1	9	1	6	0	10	0	7	4	6	3	4	4	6	6	1
Zamuang	1	5	5	2	0	6	0	7	2	4	0	7	3	3	6	1	2	4	1	6
Zawlnuam	2	9	7	1	1	10	3	5	2	9	2	6	1	10	3	5	7	4	2	6
W.Phaileng	3	7	3	2	0	10	2	3	1	9	0	5	3	7	3	2	4	6	3	2
Phuldungsei	2	5	4	0	0	7	3	1	1	6	0	4	2	5	3	1	2	5	1	3
Pukzing	0	4	0	2	0	4	0	2	0	4	0	2	0	4	2	0	0	4	0	2
Marpara	0	4	0	1	0	4	0	1	1	3	0	1	1	3	0	1	0	4	0	1
Tulpulbari	0	6	0	1	0	6	0	1	0	6	0	1	0	6	0	1	0	6	0	1
Rawpuichhip	7	6	5	1	1	12	3	3	1	12	1	5	5	8	6	0	7	6	4	2
Reiek	2	3	2	2	3	2	2	2	0	5	0	4	0	5	4	0	2	3	2	2
Kanghmun	0	4	2	0	0	4	1	1	0	4	1	1	0	4	2	0	2	2	1	1
Darlung	0	5	1	1	0	5	1	1	0	5	0	2	0	5	2	0	3	2	2	0
<b>G.Total</b>	<b>21</b>	<b>78</b>	<b>37</b>	<b>18</b>	<b>6</b>	<b>93</b>	<b>16</b>	<b>39</b>	<b>9</b>	<b>90</b>	<b>5</b>	<b>50</b>	<b>20</b>	<b>79</b>	<b>36</b>	<b>19</b>	<b>36</b>	<b>63</b>	<b>24</b>	<b>31</b>

Source : SSA village survey on August 2001

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

**2.16 Basic Amenities :** Most of the government schools in Mamit district are without basic amenities like Type Writer, Duplicating Machine, Laboratory, Library, Workshed, Drinking Water facilities, Toilet, Electricity, Fencing etc. These facilities are proposed to be provided where ever necessary through the present project of SSA.

The aim of SSA being creating a *situation of joyful learning* that it is proposed to provide play materials like See-Saw, Swing, Slides etc. to all schools having open yards and construct Work-shed and Sciece Laboratory where students will learn with enjoyment.

**Table 2.26 : HAVING ACADEMIC EQUIPMENT**

Circle Cluster	Type Writer				Dup. Machine				Radio/Tape				Notice Board				Cup Board			
	PS		MS		PS		MS		PS		MS		PS		MS		PS		MS	
	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
Mamit	2	12	4	2	0	14	0	6	1	13	1	5	1	13	2	4	3	11	2	4
Kawrite..	2	8	4	3	1	9	1	6	0	10	0	7	4	6	3	4	4	6	6	1
Zamuang	1	5	5	2	0	6	0	7	2	4	0	7	3	3	6	1	2	4	1	6
Zawluam	2	9	7	1	1	10	3	5	2	9	2	6	1	10	3	5	7	4	2	6
W.Phaileng	3	7	3	2	0	10	2	3	1	9	0	5	3	7	3	2	4	6	3	2
Phuldungse:	2	5	4	0	0	7	3	1	1	6	0	4	2	5	3	1	2	5	1	3
Pukzing	0	4	0	2	0	4	0	2	0	4	0	2	0	4	2	0	0	4	0	2
Marpara	0	4	0	1	0	4	0	1	1	3	0	1	1	3	0	1	0	4	0	1
Tuipuiban	0	6	0	1	0	6	0	1	0	6	0	1	0	6	0	1	0	6	0	1
Lengpui	7	6	5	1	1	12	3	3	1	12	1	5	5	8	6	0	7	6	4	2
Reiek	2	3	2	2	3	2	2	2	0	5	0	4	0	5	4	0	2	3	2	2
Kanghmun	0	4	2	0	0	4	1	1	0	4	1	1	0	4	2	0	2	2	1	1
Darlung	0	5	1	1	0	5	1	1	0	5	0	2	0	5	2	0	3	2	2	0
<b>G.Total</b>	<b>21</b>	<b>78</b>	<b>37</b>	<b>18</b>	<b>6</b>	<b>93</b>	<b>16</b>	<b>39</b>	<b>9</b>	<b>90</b>	<b>5</b>	<b>50</b>	<b>20</b>	<b>79</b>	<b>36</b>	<b>19</b>	<b>36</b>	<b>63</b>	<b>24</b>	<b>31</b>

**Table 2.27 ; Basic Amenities :**

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

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



**Table 2.28 : TEACHING LEARNING MATERIALS**

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

**Table 2.29 : PLAY MATERIAL**

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

**2.17 Existing schemes for the improvement of Elementary Education in the district :**

1. Free supply of Text Books and Uniforms for poor students : This is a scheme adapted by the state government. Its ensure UEL in the state level.

2. Mid Day Meal: This is a national programme provided for Primary Sections.

3. Operation Black-Board Scheme : Operation Black Board is a Centrally Sponsored Scheme for the improvement of the schools. This scheme is greatly benefited by this district. O.B. Schemes provide additional teacher to single teacher, Teaching Learning Materials and Funds for construction of school buildings.

4. Community Participation : Community Participation at all levels in the field of education is felt needed for the improvement and maintainance of school building. Bearing this in mind, Parent Teacher Association (PTA) is formed in every village and function actively in promoting the welfare of the school. Besides this, school Building Committee is constituted in every village. The main function is to see the physical aspect of the school, its maintainance and construction and welfare of the school.

5. Merit Scholarship : It is given to gifted children who secure high position in public examination, at the rate of Rs 120.00 per student per month.

6. Special Scholarship : This scholarship is awarded to poor student recommended by the head of the institution to the student at the rate of Rs 720.00 per year per student.

## CHAPTER III

### PLANNING PROCESS

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

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

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

#### The objectives of *Sarva Shiksha Abhiyan* :

1. All children in school, Education Guarantee Centre, alternate school, 'back to school' camp by 2003.
2. Universal retention by 2010.
3. Bridge all gender, regional and social gaps at primary stage by 2007 and elementary education level by 2010.

4. Focus of elementary education of satisfactory quality with emphasis on education for life.
5. All children complete 5 Years of primary schooling by 2007.
6. All children complete 8 Years of elementary schooling by 2010.

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

### **3.1 DISTRICT CORE GROUP :**

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

The District core team members are :-

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

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

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

**3.2 : Circle Core Group :**

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

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

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

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

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

**3.4 : School Managing Committee/ School Building Committee :**

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

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

**3.5 : Development of the Data Base :**

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

For this, family survey was planned and conducted to reflect the children of 0 - 14 Years of every villages. School survey and village survey was also conducted as well. The required information collected are then consolidated and tabulated as required. The survey was conducted during July and August 2001.

### 3.6 : Training for Capacity Building :

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

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

b) District Level Core Team again trained Village Level Core Team in a One Day Orientation Programme at different circles. For conducting the surveys at the district levels, selected reliable teachers were again trained by the District Core Groups at selected places at Lengpui, W.Phaileng, Mamit and Kawrthah on 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> August 2001 respectively. Survey materials were distributed to the surveyors during this training. Collection of Data on House Hold, Family, Village and School Information was done and completed during August itself. 270 surveyors were appointed for this. These data were consolidated at district level as the functionaries of different level were not yet properly functioning. Consolidating and tabulation of the data were done by the District Core Team with the help of selected teachers who were given thorough training.

**Table 3.1 Holding of Survey Training**

S/No	Venue	Date	No of trainees	Resource Persons
1.	Kanan P/S	6.8.2001	61	C.Hmingthanga DFO
2.	Lengpui P/S	7.8.2001	38	RJ althumliana SDEO
3.	W.Phaileng M/S	8.8.2001	65	Rosanga Ralte CEO
4.	Mamit M/S	19.8.2001	29	Lalrammawia Kawlni CEO
5.	Kawrthah M/S	10.8.2001	77	Lallianzuali Bawitlung CEO
		<b>Total</b>	<b>270</b>	

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



**3.7 : Community Mobilisation :**

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

**3.8 : Development of Village Educational Plan :**

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

**3.9 : Development of District Elementary Educational Plan :**

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

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

## CHAPTER IV

### MAJOR ISSUES AND INNOVATIVE STRATEGIES

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

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

#### **4.1 : Access :**

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

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

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

#### **4.2 Enrolment :**

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

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

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

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

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

#### **4.3 Retention :**

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

- Supply of Text Books, Exercise Books, Uniforms and other teaching learning materials either free or on subsidised rate.
- Training of teachers, parents and those involved in Elementary Education.
- Conducting Retention drives to put regular pressure on parents and the school system to ensure Retention of all children.
- Betterment of school infra-structure adopt remedial and innovation measures and making the school learning atmosphere attractive.

#### **4.4 Achievement :**

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

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

- Preparation of teacher training handbooks for the Non-Mizo teachers.
- Organising training and orientation of teachers in cluster resource centres for quality improvement and maintaining higher competency.
- Creation of congenial learning environment for all children irrespective of categories/proverty.

- Developing tools and tests for monitoring students achievement and keeping systematic record.
- Training of remedial programmes or classes by VEC/PTA/Teachers for selected needy children who are not faring too well at school.
- Training of supervisors of teachers regarding monitoring and evaluation of pupils achievement and other quality aspects of Elementary Education.
- Establishment of Circle Resource Centre (CRC) and formation of Circle Resource Team with appoinment of Resource persons to assist the Circle Education Officer for monitoring, supervision and academic achievement of the circle.

#### **4.5 Quality Measures :**

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

- Conducting orientation training to teachers for effective class room teaching.
- Establishment of Cluster Resource Centre (CLRC) for professional exchange among teachers within a cluster.
- Strengthening of Circle Resource Centre (CRC) by way of providing infrastructure facilities like building, furniture, equipment and contingencies on a recurring basis.

- Establishment of Mini DDEI at Mamit District which monitor the academic activities of the schools and take up various capacity building programmes to the teachers.
- Upgrading 23 Primary Schools where there is no access to Middle School.
- Providing facilities like Type Writer, Cyclostyle Machine and play materials to schools. So that, children will enjoy school.
- Provision of grants such as School grants, Teacher grants and Grants to CRC in the agency circle.
- Providing TLM to the Primary and Upper Primary Schools.
- Construction of building to new schools.
- Construction of additional class rooms to the existing schools.
- Maintenance and repair of school buildings.
- Providing toilet facilities to the Primary and Upper Primary Schools
- Construction of building for all Circle Resource Centres and Clusters Resource Centre proposed to be established.
- Conduct of Pupil Achievement Survey.
- Provision of library facilities.

**Children of today are  
leaders of tomorrow**

**CHAPTER V****ACCESS, ENROLMENT AND RETENTION**

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

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

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

**5.1 Access :**

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

- a) There are 7 schoolless habitations where children do not have access to Primary schooling facilities as well as 7 habitations which have only private Primary School facilities runned by different religious denominations.

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

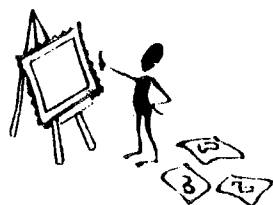
c) There are also 20 habitations with no Pre-Schooling facilities which hamper quality education in Elementary stages.

**Table 5.1 Circle Wise Position of Access and Accessless Habitations :**

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

*Source: SSA village survey on August 2001*

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





## 5.1(a) New Primary School :

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

The details may be seen in the following tables :-

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

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

Source: SSA village survey on August 2001

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

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

Source: SSA village survey on August 2001

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

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

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

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

### **5.2 Teacher Requirement**

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

### **5.3 : Infrastructure**

During the micro-planning it is observed that some of the P/S in the district possess 2 or 3 rooms instead of the usual 4 rooms. All the grades have to adjust themselves in the rooms, creating noise and disturbances in the child and a child cannot concentrate in such situation causing inconvenience both to the student and the teachers. As per SSA norms,

additional rooms may be constructed in order to create meaningful class room atmosphere. All the Primary Schools do not have adequate Class Rooms to accommodate the Upper Primary Sections. As such 3 additional class rooms for Upper Primary Sections viz. Classes V, VI & VII are proposed for each of the upgraded Primary Schools plus 1 room each for Headmaster. One room is to be constructed each year.

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

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

Source: SSA village survey on August 2001

**Table 5.5 Habitation Wise Upgradation :**

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

Source: SSA village survey on August 2001

#### 5.4 Enrolment and Retention :

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

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

**Table 5.6 Circle Wise Drop Out Rates in the 6 - 14 Yrs age group :**

Name of Circle	Children 6 - 14 Yrs			Drop Out 6-14 Yrs		
	M	F	TT	M	F	TI
Mamit	3238	2987	6225	099	120	219
W.Phaileng	2888	2472	5360	116	097	213
Lengpui	0532	0570	1102	025	037	062
Reiek	0693	0669	1362	010	022	032
<b>Total</b>	<b>7351</b>	<b>6698</b>	<b>14049</b>	<b>250</b>	<b>276</b>	<b>526</b>

Source: SSA village survey on August 2001

#### 5.4 (a) Interventions for Enrolment and Retention:

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

There is a requirement of teachers for the new P/S for 14 habitations. SSA provides a norms for providing one teacher for one class room. During 2002, the 14 new P/S will be provided with two teachers each for class I and II i.e., 28 teachers. By next year, class III will be given to these 14 schools with one teacher each and by 2003 they will become a full fledged P/S.

One class room for each of the 23 Upgraded P/S with one teacher each is proposed to be provided during 2002 and adding up the same number till 2004 when these 23 P/S will become a full fledged M/S.

The 14 new P/S will also gradually be upgraded to M/S in the same pattern till 2005 and by 2006 the whole 84 habitations within Mamit district will be covered with P/S and M/S in all the habitations.

**Table 5.7 : Requirement of Additional Teachers :**

Name of Schools	Name of Cluster	Circle	Additional Teacher
Tlangkhang P/S	Mamit	Mamit	1
Chilui P/S	Mamit	Mamit	1
Marpara P/S	Marpara	W.Phaileng	1
Tapachhora P/S	Marpara	W.Phaileng	1
Tuirum P/S	W.Phaileng	W.Phaileng	1
W. Phaileng P/S IV	W.Phaileng	W.Phaileng	1
W.Phaileng P/S V	W.Phaileng	W.Phaileng	1
Khawnai P/S	W.Phaileng	W.Phaileng	1
Parvatui P/S	Phuldungsei	W.Phaileng	1
Andermanik P/S	Tuipuibari	W.Phaileng	1
Belkhai P/S	Tuipuibari	W.Phaileng	1
Khantlang P/S	Tuipuibari	W.Phaileng	1
Pukzing Vengthar P/S	Pukzing	W.Phaileng	1
Hnahva P/S	Pukzing	W.Phaileng	1
Bawngthah P/S	Darlung	Reiek	1
			<b>Total 15</b>

Source: SSA village survey on August 2001

ii) Provision of Additional Class-rooms : A large number of Primary Schools do not have adequate classroom accommodations. There are instances where 2 teachers are sharing 1 class room which caused much inconvenience to the teacher as well as the students. As per SSA norms a room for each class in Primary and Upper Primary Schools is worked out to create meaningful class room atmosphere. There are 15 Primary Schools needing additional class rooms.

**Table 5.8 : Requirement of Additional Class Rooms :**

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

Source: SSA village survey on August 2001

**Table 5.9 Requirement of School Furnitures can be seen below :**

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

Source: SSA village survey on August 2001

In Mizoram, Govt. used to sanction funds for grants in schools, but, furniture grant had been stopped from the past few years as such many of the furnitures need replacement as there is no provision in buying new furnitures.

iii) Provision of Additional Rooms for Headmaster and Teacher :

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

Table 5.10 : Requirement of Addl. Rooms for Headmaster and Teachers :

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

Source: SSA village survey on August 2001

iv) Free Text Books : The Govt. of Mizoram used to supply free text books to the children of all Primary 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 till 1999. But, due to financial constraint, the Govt. of Mizoram could not continue to supply free text books since the academic session of 2000 - 2001. As per SSA norms it is proposed to give free text books to all the students of Primary Schools and Upper Primary Schools @ Rs 150/- per student annually.

Table 5.11 : Requirement of Free Text books in P/S and Upper P/S :

Name of Circle	No of P/S	No of Upper P/S	Total no of students P/S & Upper P/S		
			M	F	TT
Mamit	41	28	2623	2351	4974
W.Phaileng	13	06	1882	1379	3261
Lengpui	31	13	0443	0465	0908
Reiek	14	08	0649	0599	1248
<b>Total</b>	<b>99</b>	<b>55</b>	<b>5597</b>	<b>4794</b>	<b>10391</b>

Source: SSA village survey on August 2001

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

Table 5.12 No of P/S and Upper P/S in Cluster Wise :

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

Source: SSA village survey on August 2001



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

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

### 5.5 Introduction of Bridge Course or Back to School Camp.

In Mamit District, there are as many as 2335 out of school children between the age group of 6-14 years. Out of these 526 are dropout and 1809 are never attending school. Since *Universal Elementary Education* is the main policy of the SSA, a bridge course or back to school camp ;is proposed for these children as *Education of Out of School children under Education of Focus Groups II*. AIE programme could not be launched as there are less than 10 children. There are 26 villages where NFE was already introduced which will be abolished as the programme of SSA is launched. There are still as many as 29 villages where there were no non formal Education scheme. In these 55 villages, along with the above 26 habitations, '*Bridge Course or Back to School Camp*' will be organised during the current year 2002.

As the programme of SSA aims at *Universal Enrolment by 2003*, these out of school children will have to be mainstreamed by engaging teachers to Conduct Camps, Morning classes and Evening Classes without disturbing the normal routine work. For these centres 64 instructors will be engaged where-in 9 villages have more than 40 childrens, so additional 9 instructors will be engaged in these centres as permissible under AIE norms. With the extra efforts rendered by teachers, it is hope and expected that all these children will be in school by 2003.

## CHAPTER VI

## QUALITY IMPROVEMENT

## 6.1 Problems :

*Sarva Shiksha Abhiyan* aims at a Holistic and Comprehensive approach to the issues of quality. The National Policy on Education emphasises the need for substantial improvement of the quality of essential level of learning. Past experiences including 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, teacher competencies, curriculum, TLM, monitoring and evaluation. The education which is imparted should be relevant to the child family and society as well and which should be worth taking. Without quality, education would be considered a waste of resource and energy both for the teachers and the students. In order to ensure a quality education, a well planned intervention is a must.

There are many key factors which influence quality in education. In order to ensure a good learning environment, the physical aspects of the school plays an important role. The teacher should also know how to create an amiable teaching learning atmosphere. In order to create a good learning atmosphere, many factors have to be considered. Firstly, in order to grasp his lesson easily, the quality of the pre-school plays an important part. If he is well prepared, he will feel more at home in his new surrounding. The family support that he received also play an important part. Another major factor is the status of the child's health. Unhealthy body and weak mind cannot receive lessons properly. likewise a healthy mind and healthy body are able to concentrate clearly and focus on their learnings more easily.

Another aspects to be considered in order to create a quality education is incentives provided to students. In order to ensure that all students received education, ensure retention, promote enrolment, incentives and beneficial measures like distribution of text books, uniforms, scholarships, mid-day meal etc. may be given. In order that students learn more of personal hygiene and cleanliness, facilities like toilet and drinking water facilities may also be considered.

Beside this, curriculum also plays an important part. The curriculum should be child centred and environmental based which could increase and arouse their creativity and thinking potentiality. In this, the teacher plays a great role. On them lay a great responsibility of creating a happy learning atmosphere. For this the teacher should be well equipped with teaching learning materials, have proper trainings, deep and far insight with a clear vision. Moreover he should be dedicated to his job and loyal.

Another key point which influence the quality of education is the evaluation process. The performance of the child may be evaluated fairly. The type and measures of evaluation system he used may be of various ways. The fact that his performances will be evaluated will make the child aware and beware of his day to day activities, in-still in him a sense of responsibility and deligence.

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

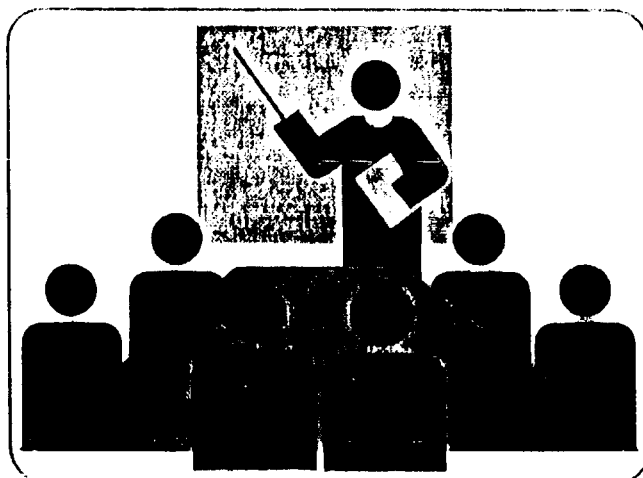


Table 6.1 Habitation with No Govt. P/S and No Govt M/S. :

Name of Cluster	Total Popln. 0 - 16 Yrs	Total no of Habitation with no Govt. P/S	Total no of Habitation with only Pvt M/S
Mamit	2518	2	3
Kawrtethawveng	2992	3	3
Zamuang	2322	4	1
Zawlnuam	2108	0	2
W Phaileng	2429	2	2
Phuldungsei	1332	1	1
Marpara	1723	0	3
Tuipuibari	1839	1	1
Pukzing	1574	0	0
Rawpuichhip	1817	1	1
Reiek	1009	0	1
Kanglimun	0444	0	0
Darlung	0688	0	1
<b>Total</b>	<b>22795</b>	<b>14</b>	<b>19</b>

Source: SSA village survey on August 2001

Table 6.2 Single Teacher Primary Schools :

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

Source: SSA village survey on August 2001

Table 6.3 Trained and Untrained Teachers :

Name of Cluster	No of Trained		No of Untrained	
	P/S	M/S	P/S	M/S
Mamit	34	23	2	5
Kawrtethawveng	38	38	6	4
Zamuang	16	33	5	7
Zawlnuam	30	42	0	1
W.Phaileng	16	32	11	0
Phuldungsei	13	19	2	2
Marpara	03	4	3	1
Tuipuibari	04	4	4	0
Pukzing	02	6	5	5
Rawpuichhip	31	26	5	8
Reiek	15	21	0	3
Kanghmun	11	9	0	0
Darlung	12	10	0	1
<b>Total</b>	<b>225</b>	<b>269</b>	<b>43</b>	<b>37</b>

Source: SSA village survey on August 2001

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

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

Source: SSA village survey on August 2001

Table 6.5 Requirement of Additional Rooms :

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

Source: SSA village survey on August 2001

## 6.2 Vision :

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

**TRAIN CHILDREN IN THE RIGHT WAY  
AND WHEN OLD THEY WILL NOT STRAY**

**6.3 Strategy :**

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

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

**6.4 Activities :**

The District Plan propose the following programmes of Activities :-

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

***The Fear of God is the beginning of Wisdom***

- b) **Teacher Training** :
- i) orientation programmes for teachers of P/S and M/S separately, phase-wise for 10 days for 100 teachers at a time to be conducted by DRG/CRG. ( 10 days training for all teachers was conducted during 2001 - 2002).
  - ii) in service training for existing teachers for 20 days in a year. 100 teachers at a time to be conducted by DRG/CRG for Primary Schools.
  - iii) in-service training for existing teachers for 20 days in a year. 50 teachers at a time to be conducted by DRG/CRG for Middle Schools.
  - iv) 30 days training programmes for the newly appointed teachers to be conducted by DRG/CRG.
  - v) 60 days in-service training for freshly recruit teachers.
- c) **Monitoring and Evaluation** :
- i) training/awareness programme for parents and community teachers
  - ii) training for school committee members.
  - iii) formation of watch-group comprising of local leaders, NGOs and prominent citizens.
  - iv) formation of Circle Resource Group with 3 Resource Persons under the leadership of CEOs.
  - v) training for Circle Resource Persons.
  - vi) self evaluation by teachers mid-term and annual.
  - vii) CRG evaluation mid-term and annual.
  - viii) conduct school based Action Research.
  - ix) conduct based level learning survey.





**CHAPTER VII****SPECIAL FOCUS GROUPS****7.1 : Disabled Children :**

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

**7.2 : Mainstreaming of Handicapped Children :**

Under SSA scheme, it is hoped to mainstream as many handicapped or physically disabled children to regular school.

In a school, sometimes, it is hard for the teachers and even for the children themselves to detect their areas of defection, eg. those with ear and eye defectiveness - students with physical defection are easily detected and can be treated as such. At present, these children are under the HEDC cell of SCERT where teachers are specially trained to look after these children of special needs.

In order to detect students with defection, medical camps or detection drive may be held in every schools, where they may be treated accordingly.

In view of guidelines provided under SSA, the following activities could form components of the programme. This could be done in collaboration with IEDC' cell from SCERT :

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

Table 7.1

EDUCATION OF THE DISABLED (IED)

**DISABLED CHILDREN ATTENDING SCHOOL**

Sl. Habitations	1 Yr & below			2 Yrs			3 Yrs			4 Yrs			5 Yrs			6 Yrs			7 Yrs			8 Yrs			9 Yrs			10 Yrs			11 Yrs			12 Yrs			13 Yrs			14 Yrs			TOTAL				
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T								
1 MAMT													2	1						1					1	1	2															4	3	7			
2 LENGPI																																															
3 MAMT													2	1	3		1		1	1	2		1	1	1				2	2				2		2		2	1	1	2	17	7	24			
4 WPHALENG													1																														1		1		
<b>TOTAL</b>													<b>4</b>	<b>2</b>	<b>6</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>3</b>		<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>3</b>		<b>2</b>	<b>2</b>			<b>1</b>	<b>1</b>	<b>2</b>		<b>2</b>	<b>1</b>	<b>1</b>		<b>12</b>	<b>10</b>	<b>22</b>				

Sl. Habitations	<b>DISABLED CHILDREN NOT ATTENDING SCHOOL</b>																																																
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T																
1 LENGPI				-		1			1								1											1																					
2 REEK				-		1			1								-		1																														
3 WPHALENG				2		2		1				1	1	2		1		2	1	3																			1					1		2	6	9	15
4 MAMT	-			1	1	2		1	1	2		2	1	3		1	1	1		3	2	5							1		1	2	3		2									9	14	23			
<b>TOTAL</b>				<b>3</b>	<b>3</b>	<b>4</b>		<b>1</b>	<b>2</b>	<b>3</b>		<b>3</b>	<b>2</b>	<b>5</b>		<b>1</b>	<b>2</b>	<b>3</b>		<b>1</b>	<b>2</b>	<b>3</b>																	<b>1</b>	<b>2</b>	<b>3</b>		<b>2</b>	<b>2</b>	<b>18</b>	<b>27</b>	<b>45</b>		

Source : SSA Village Survey on August 2001

Survey conducted during Pre-Project activities reveals that there are 67 children who are disabled. Out of which 30 are boys and 37 are girls. Project/Budget 2002 is prepared basing on these figures as per SSA norms.

It may appear strange that there are only 67 disabled children within the district. The number is likely to be increased when detection camp or assessment drive is launched during the current year. The personnel engaged in the task of conducting survey during the pre-project activities were teachers and not trained for detection of the disabled.

The Government of Mizoram, through SCERT under School Education Department is launching a programme of *Integrated Education for the Disabled (IED)* in some selected rural development blocks of the state. Unluckily, Mamit district is among the uncovered block. As such innovative interventions have to be devised for mainstreaming the Disabled Children through the project of SSA.

Assessment camp under trained personnel. Doctors, Psychologists, Social Workers, Teachers and Local leaders will be held with tools and equipments from Health Department, Social Welfare Department and SCERT, Government of Mizoram. The team of Experts will assess the disabled and facilities for their education will be provided according to their needs through the programme of SSA.

### **7.3 : Education of Out of School Children :**

The calculation of over age and under age children plays an important role to work out the out of school children which is an important component of planning exercise. For obtaining out of school children, first, enrolment is refined with particular reference to estimate of over age and under age children. Thus, the corresponding percentage of over age and under age children have been taken out from enrolment and the refined enrolment is obtained. The balance of age specific population and refined enrolment is termed as out of school children. Table below shows out of school children within the district during 2001 - 2002 session.

Table 7.2 : Out of School Children

Sl.No	Particulars	Boys	Girls	Total
1.	Population of 6-14 yrs (2001 survey)	7346	6695	14041
2.	Enrolment of 6-14 yrs in Pre-School (Cl I Sec A)	148	91	239
3.	Enrolment of 6-14 yrs in class I - VII	6101	5215	11316
4.	Enrolment of 6-14 yrs in High School (Cl VIII-X)	166	224	390
5.	Enrolment of below 6 yrs in Class I -VII	173	158	331
6.	Enrolment of Cl I Sec A - Cl X below 6-14 yrs (i.e., all school going children in the district)	6588	5688	12276
7.	Enrolment of 6-14 yrs Cl I - X	6267	5439	11706
8.	Children to be enrolled to achieve UER (Population of 6-14 yrs minus Cl I-X enrolment)	1079	1256	2335

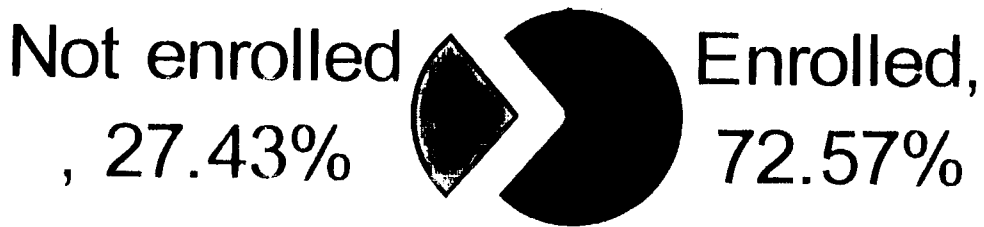
The complication of the above computation is that there are 6-14 years children who are still in Pre-School i.e., Class I Section A who will still be in class I even after completion of the grade. There are children who are already in class I before attaining the age of 6 years. There are also children of 6-14 years already in High School who may not be covered by the project in regards to free uniform and free text books etc. The above computation includes enrolment of children both in Government Schools and Private Schools.

From the table above 11.60 per cent boys and 18.76 per cent girls a total of 16.62 per cent children are yet to be enrolled in school to attain UER which will be achieved by 2003 as per SSA guide lines through different interventions.

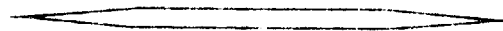
It may appear strange that lots of children between the age group of 6 - 14 years are in Pre-School stage (Class I Section A). These children are of the habitations in remote areas who are without Anganwadi Centres. It may be good to note that children of some minor communities have to go to the jungle along with their parents during all working season after getting admission to school. They get re-admitted the next year in the same grade without proper education. Their age grows and their mentality remain the same.

It may also be noted that the above figures are enrolment figure and not a figure of learning children i.e., parents admit their children in school but not in the learning situation due to lack of interest in their children's career that enrolment or attendance in school goes down as time passes.

☐ Not enrolled    ■ Enrolled



The above figures/tables shows that most of the children within the district are in school with 16.62 per cent out of school. But to provide quality education as the project desired, there are many steps to be taken, many stones to be turned, which will, through the various interventions of the project SSA, be tackled and by 2003, all children of the age group will be in school and by 2007 children of the age group of 6 - 14 years will be in school with good quality education.



**CHAPTER VIII****INNOVATION & STRATEGY****8.1 : Computer Education :**

Introduction of computer education in school itself is not an innovation. But its introduction in Middle School stage is an innovation. As seen in the Village information schedule, many of the villages within the district are yet to be electrified that we can not propose introduction of computer education in all the schools.

As a pioneer project, it was proposed that computer education or computer learning centre be started at Mamit town and West Phaileng town during 2001-2002 and was granted by the approval board.

Construction of additional room for computer is proposed at the rate of Rs 0.800 lakhs, procurement of a full set computer at the rate of Rs 0.600 lakhs and furniture for one computer room will be given @ Rs.0.500 lakhs. Salary of computer operator / teacher is proposed to be fixed at Rs.8500/- per month which will be co-terminus with the project SSA.

**8.2 : Girl Education :**

There are as many as 6704 girls child in Mamit District between the age of 6-14 Yrs, out of which 1681 are enrolled in school where the rest are either never attending school or drop out of school. As had already been mentioned in the proceeding chapter, the reason why they are out of school is mainly because of poverty and ignorance of the importance of education on the part of children and parents themselves.

In order to uplift them from their predicament, under SSA scheme, residential hostel whereby they can get free education is proposed. Free uniforms and text books will be provided to them and they will be under the administration of a capable warden. With this innovative scheme, it is hoped that universal education will be achieved.

**Table 8.1 : Girls Population**

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

*Source: SSA village survey on August 2001.*

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

- ✓ Mobilisation of the habitation/village, urban slum levels using NGO and other Self Help Groups to create awareness of the community, parents etc.
- ✓ Conduct of habitation based alternative schools, exclusively for girls of various minority group.
- ✓ Monitoring of school children especially girls for their regular schooling.
- ✓ Give special focus on deprived pockets such as remote minorities habitation. .
- ✓ Setting up of Residential Hostel for girls where free boarding and lodging and free educational facilities will be provided.



**8.3 : Residential Hostel for Girls :**

As the programme of SSA aims at providing equal opportunity to all children irrespective of Sex, Caste or Creed, it is very essential to create an intervention for the education of a girl child as they are the weaker section of the population.

It is proposed that Residential hostel for girl children in the district be established in the district headquarters, Mamit for 40 girl child and provide them with basic amenities for their education.

It may be good to note that girls in Mizo society are engaged in household works from very tender age that they hardly get the chance to study that special drive or thrust have to be put in for mainstreaming them.

The Residential hostel building, constructed with fund from 2002 budget for 40 girls and furniture, kitchen equipment will function with the following staff

- ☞ Matron will be engage to look after the girls and will be paid a fixed pay of Rs.6500/- per month. She will be an administrator and Mother to the girls.
- ☞ Two female wardens will be engage to help and aid the Matron and will be paid a fixed pay of Rs.5500/- per month. The warden will stay with the girls in the hostel and guide them day and night.
- ☞ Three Grade IV will be engaged on a fixed pay of Rs.3000/- per month to cook, wash and act as chowkider.

Engagement of employees are proposed on fixed pay basis as the project of SSA is for 10 years and all employees/personels engaged for the scheme are to be co-terminus with the scheme.

**Education is not a preparation of *LOJE*,  
but  
Education itself is *LOJE***

**8.4 : Early Childhood Care and Education (ECCCE)**

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

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

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

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

It is, therefore, proposed to provide provision to set up early childhood centre with trained and competent workers, supply play materials, better equipment in furnitures and buildings and open ECCCE centres in the Anganwadiless habitations and provide voluntary workers and helper in each ECCCE centres.

***‘Without a knowledge of Aims,  
the Educator is like a Sailor who does not  
know his destination and the child  
is in a rudderless vessel with the sailor,  
drifting along somewhere ‘***

**Table 8.2 : Cluster Wise Requirement of ECCE Centres and Workers :**

Name of Circle	No of Cluster	No of Habitu.	3 - 5 Yrs Popln			Existing Anganwadi	ECCE Centres proposed	No of workers required
			M	F	TT			
Mamit	4	35	1029	931	1960	44	13	26
W.Phaileng	5	27	0993	964	1957	62	06	12
Lengpui	1	11	0194	161	0355	20	02	04
Reiek	3	11	0207	109	0316	30	00	00
<b>Total</b>	<b>13</b>	<b>84</b>	<b>2423</b>	<b>216</b>	<b>54588</b>	<b>156</b>	<b>21</b>	<b>42</b>

*Source: SSA village survey on August 2001.*

**Table 8.3 : Cluster wise list of children with age group 3 - 5 years and ECCE centres, Anganwadis proposed.**

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

*Source: SSA village survey on August 2001.*

**Table 8.4 : Habitations Requiring ECCE Centres :**

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

*Source: SSA village survey on August 2001*

**8.5 : Inputs under ECCE**

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

**8.6 : Special Education for SC/ST Children :**

As already mentioned, the district is inhabited by Scheduled Tribe and other backward classes who are very backward socially and economically. Such that an innovative measures for their upliftment is very much essential. So, the intervention of providing a special scholarship to the poorest of the poor children and merit scholarship to the meritorious children of Primary Schools and Middle Schools are proposed to be launched through the programme of SSA.

Mental ability can not be build and developed when a child is not economically equipt. Hence, providing a financial help in the form of scholarship will be a very useful measure to solve the economic problem of a child. It is proposed that merit scholarship to meritorious children @ Rs.1200/- per child per year for 350 Primary School children and 250 Middle School children, Special scholarship to poor children @ Rs720/- per child per year be given as economic support to the children.

The intervention is one of the on going projects of the state which will be taken over by SSA as the state plan fund for the same is for only very few children, not to speak of the fact that there are hardly a child who received an *incentive cash award* in the form of merit scholarship within the district during the past ten years. Such that, introduction of the intervention is very much essential for the upliftment of the condition of the district.

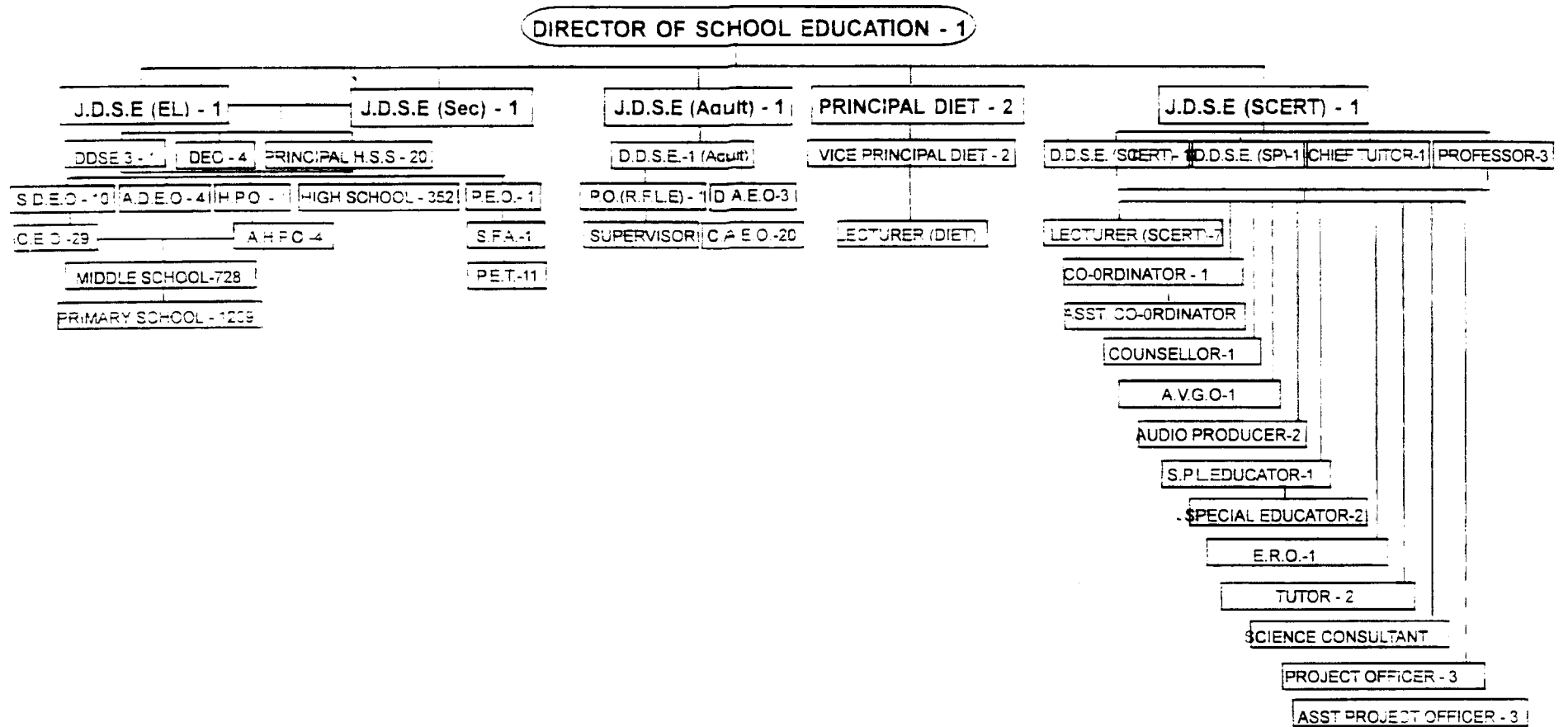
**8.7 : Other Backward Section/Minorities :**

Mamit district has a sizeable population of minorities of which the most prominent are the Chakma and the Bru. These minorities group used their own dialects and does not have a script of their own. While the dialect of the Chakma is quite akin to that of the Bangladeshi Bengali, the Brus are not much so. The Chakma, therefore, opted for Bengali medium of instruction and sits for the same in the Public Examination. Of late, realizing the futility of barring and imparting Bangali language, for the past 2/3 years they have introduced English as a medium of instruction and hoped to sit for public examination. For the Bru, the problem is more difficult. Although they appear for the Mizo vernacular examination in Public Examination, as it is not their mother tongue, they have to face a lot of hardship. There are as such as 2727 Chakmas and 550 Brus students in the district.

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

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

## Almograph of School Education Department as it is today.



## CHAPTER IX

### MANAGEMENT STRUCTURE

#### 9.1 : Existing administrative set up :

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

#### 9.2 : Management structure of SSA in Mizoram :

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

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



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

**9.3(a) : The State Mission Authority :**

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

- |                |     |  |     |
|----------------|-----|--|-----|
| President      | :   | Chief Minister of Mizoram                            |     |
| Vice President | :   | Minister, School Education.                          |     |
| Members        | :   |  |     |
| <b>A.</b>      |     |  |     |
| 1.             |     | Chief Secretary of Mizoram                           |     |
| 2.             |     | Commissioners/Secretary of the following Department. |     |
|                | (a) | Planning Department                                  |     |
|                | (b) | Finance Department.                                  |     |
|                | (c) | School Education Department.                         |     |
|                | (d) | Social welfare Department                            |     |
|                | (e) | Health and Family Welfare Department.                |     |
|                | (f) | Local Administration Department.                     |     |
|                | (g) | Information & Public Relations Department.           |     |
|                | (h) | Rural Development Department.                        |     |
| 3.             |     | Director/Jt Director, SCERT                          |     |
| 4.             |     | President, Mizoram Board of School Education         |     |
| <b>B</b>       | :   | <b>Nominated Members</b>                             |     |
| 1.             |     | Pre-Primary, Primary & NFE Personnel                 | - 3 |
|                |     | (at least 1 to be woman)                             |     |
| 2.             |     | Elementary Teacher Educators                         | - 1 |
| 3.             |     | Educationists  | - 2 |
| 4.             |     | Voluntary Agencies (at least 1 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. | Literacy figures                   | - 1 |

**C. : Central Government's Nominees**

1. Representatives of Central Govt. nominated by the Ministry of Human Resource Dev. - 3
2. Representatives of the following categories nominated by the Central Govt.
  - i) Educationists - 3
  - ii) Voluntary Agencies - 3
  - iii) Distinguished Women - 2
3. Director, NCFRT or his nominee
4. Director, NIFPA or his nominee

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

Member Secretary : State Project Director.

**9.3(h) : Functions of the Mission :**

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

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

**9.3(c) : Powers of the Mission :**

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

- i) to create duly empowered administrative mechanism through such participation as may be deemed necessary of various departments and autonomous agencies of the Central and State Government for the achievement of the object of the Mission.
- ii) to establish various structure as for the implementation of SSA, administrative arrangement of District, Circle, Cluster and Village levels and to delegate to them necessary powers to enable them to discharge their responsibilities.
- iii) to create academic, technical, administrative, managerial and other responsibilities in the mission by converting existing posts in the Education Sector.
- iv) to make rules and regulations for conduct of the affairs of the mission and to amend, vary or rescind them from time to time, in consultation with the State Government.
- v) to accept grant, securities or property of any kind and to undertake the management of any endowment, trust, fund or donation not inconsistent with the objectives of the mission.
- vi) to purchase, hire, take on lease, exchange or other wise acquire property, moveable or immoveable and to construct, alter and maintain any building or buildings as may be necessary for carrying out the objects of the mission.
- vii) to delegate to the executive committee or to any of the officer and authorities of the mission such powers and impose such duties as it deems proper.
- viii) to consider the annual report prepared by the Executive Committee.
- ix) to undertake all such activities and to take all such action as may appear necessary or incidental for achievement of the goals and objects of the mission.

**9.3(d) : Officers of the Mission :**

The Officers of the Mission shall be :-

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

**9.4 : Executive Committee :**

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

The Executive Committee consists of :-

Chairman : Chief Secretary, Govt. of Mizoram

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

Members :

- a) Commissioners/Secretaries of the following departments
  - i) Planning
  - ii) Finance
  - iii) Social Welfare
- b) Director/Jt. Director SCERT
- c) 3 members from any of personal form
  - i) Elementary Teacher Educations
  - ii) Educationists
  - iii) Voluntary Agencies
  - iv) Pre-Primary and NFE Personal
  - v) Distinguished persons in Education of Disabled children amongst the members drawn from above categories, one should be a woman.
- d) Three representatives of Central Govt. nominated by MHRD, Dept of Education.
- e) Three members of the Mission representing the following categories

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

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

#### **9.5 : Functions of the Executive Committee**

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

#### **9.6 (a) : Powers of the Executive Committee**

The Executive Committee shall :

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

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

**9.6(b) : Power to make Regulations :**

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

- a) Service matters pertaining to Officers and Staff including creation of posts, qualifications, selection procedures, service conditions, pay and emoluments, discipline and control rules.
- b) Important financial aspects including formulation of budget, purchase procedure, delegation of financial powers, investment of funds, maintenance of accounts and audit, TA and DA rules etc and
- c) Such other matter as may be necessary for the furtherance of the objects and the proper administration of the affairs of the mission.

**9.6 (c) : Power to frame by law :**

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

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

**9.7 : Powers & Functions of the Chairman :**

- a) Shall ensure that the affairs of the mission are run efficiently and in accordance with the provisions of the *Sarva Shiksha Abhiyan*, and Memorandum of Association, Rules, Regulations and Bye-Laws of the mission.
- b) Shall presides over the meeting of the Executive Committee.
- c) May himself call, or by a requisition in writing signed by him may require the member Secretary to call a meeting of the Executive Committee at any time.
- d) In case, the votes for and against a particular issue are equal may exercise his casting votes.
- e) Shall be the sole and absolute authority to judge the validity of the vote cast by members at all the meeting of the Executive Committees.
- f) Shall be entitled to invite any other persons to attend any meeting of the Executive Committee provided that such persons shall have no power of voting.
- g) May delegate to the Vice Chairman such of his functions and powers as he may deem fit.

**9.8 : Powers & Functions of the State Project Director (SPD) :**

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

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

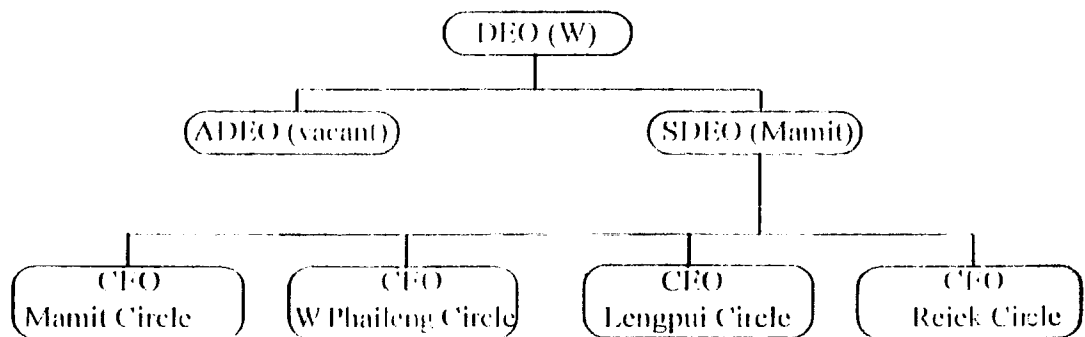
- c) For the effective discharge of his function, he shall have power to :-
  - i) constitute steering groups, with the approval of the Chairman, for each of the programme components and functional areas.



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

**9.9 : District Management Structure :**

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



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

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

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

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

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

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

Chairman	:	Deputy Commissioner - Mamit
Secretary	:	DEO Aizawl West
Members	:	All SDEOs
	:	All CEOs
	:	All SDO (C)
	:	SDO (Sadar) Mamit
	:	All DEOs
	:	All BDOs
	:	All CDPOs
	:	Principal, Mamit & Zawhram Colleges
	:	1 member each from NGOs (YMA, MHP, MZP, MUP)
	:	1 lady member nominated by State Project Director
	:	District Adult Education Officer.

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

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

**c) District Core Team :**

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

- District Project Co-Ordinator : DEO Aizawl West
- Asst.District Project Co-Ordinator : SDEO Aizawl West - II
- : All CEOs (West - II)
- : Principal, Mamit & Zawlnuam Colleges
- : CDPO W.Phaileng, Zawlnuam & Reiek Block
- : Selected Headmasters and Head Teachers

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

**d) Circle Education Committee :**

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

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

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

**Powers and Functions:**

The CEO shall perform the following functions :

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

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

**e) Cluster Level Committee**

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

Chairman	:	VCP of the Cluster Centre
Secretary	:	Headmaster (Co-ordinator) of Cluster Centre
Members		<ol style="list-style-type: none"> <li>1. All Head of P/S and M/S</li> <li>2. All Chairman of PTA</li> <li>3. YMA representative</li> <li>4. MIHP representative</li> <li>5. CEO of the concerned circle</li> <li>6. Social Welfare Department representative</li> </ol>

The main task of the Cluster Committee will be :

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

**Table 9.1 : Circle Wise Cluster :**

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

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

#### **9.10 : Village Education Committee :**

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

The VEC consists of :-

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

The VEC shall perform the following functions :-

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

**9.11 (a) : Capacity Building :**

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

**9.11 (b) : District Resource Group (DRG) :**

The proposed DRG members shall be :

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

**9.11 (c) : Circle Resource Groups (CRG) :**

The proposed CRG members shall be :

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

**9.11 (d) : Cluster Resource Groups (CLRG) :**

The proposed CLRG members shall be :

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

**9.11 (c) : Village Resource Groups (VRG) :**

The proposed VRG members shall be

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

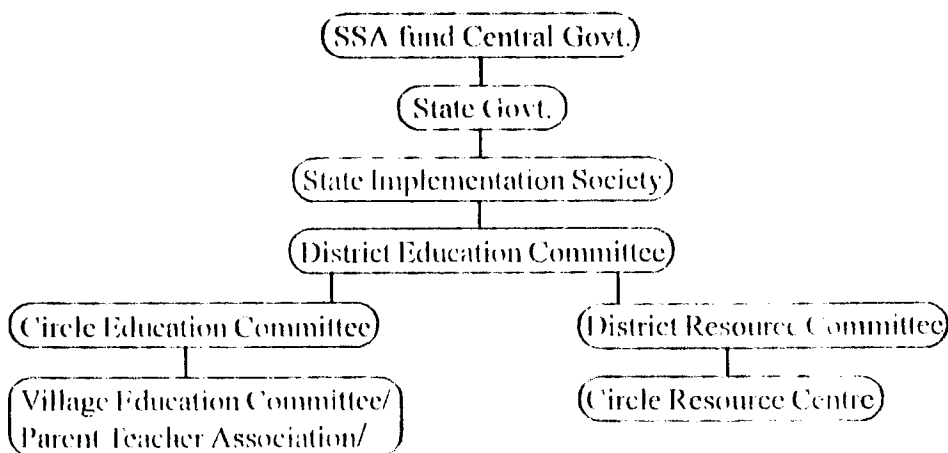
**9.12 : Flow of Funds**

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

**9.13 : Audit**

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

**CHART FOR FLOW OF FUND**





**CHAPTER X****RESEARCH, EVALUATION, MONITORING  
AND SUPERVISION****10.1 Research :**

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

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

**Input**

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

## **10.2 Evaluation aspects :**

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

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

### **Input :**

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

## **10.3 Supervision and Monitoring**

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

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

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

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

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

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

#### **10.4 Education Management Information System (EMIS) :**

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

Basic information on schools like infrastructure facilities, teaching learning material, furniture, equipment etc. at Primary and Middle Schools.

- Total children in the age group of 6 - 14 Yrs with their name.
- Teacher information

Pupil achievement in various school subjects.

- Teacher pupil ratio, school pupil ratio, class room pupil ratio, Enrolment, retention and actual completion rate of school.

Progress in terms of projects activities, quantitative data and analysis.

Updation of available data based (family surveys) as a result of initiative of SSA

## CHAPTER XI

### GOALS AND TARGET SETTING

Elementary Education being the foundation of progress, form the basis of the entire structure of education. Formal Education of a child starts at the age of 3 - 5 years where a child start attending Anganwadi Centre. Elementary Education lays the foundation of a child's personality. If the children's interest in learning are encouraged and sustained in Elementary Schools, they will naturally pursue education in the higher grades. The government endeavour to provide Elementary Education to all children remains an elusive goal till now. So, the programme of *Sarva Shiksha Abhiyan* had been launched.

Sarva Shiksha Abhiyan cherishes the noble vision of providing joyful, useful and life oriented Elementary Education for every child in the country of the age group of 6 - 14 years by 2010 A.D.

District Elementary Education Plan, Mamit district cherishes the following vision to accomplish Universal Elementary Education by 2010 A.D. which is not feasible through the efforts of government and its officers only. Universal Elementary Education can be achieved through the joint efforts of the Government, its functionaries, NGO's, Community leaders and active participation of the community.

#### **Objectives :**

- † To ensure educational access to all children of 6 - 14 years by 2003.
- † To ensure 100 % enrolment.
- † To ensure that all children complete 5 years of Primary Education by 2007
- † To encourage children to complete 8 years of continuous schooling and to provide quality Elementary Education for all by 2010.
- † To strive for 0 % Repetition and 0 % Drop Out from 2003 onwards.
- † To facilitate 100 % Retention in all the schools within the district.

**CHAPTER XII****CIVIL WORKS**

- ① Building for school-less habitations
- ① Additional room for P/S and M/S
- ① Separate room for Headmaster
- ① Toilet facilities for girls
- ① District, Circle and Cluster Resource Centre
- ① ECCCE Centres
- ① Repair and maintenance of school building

**12.1 School-less habitation :**

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

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

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

Table 12.1 Table showing school-less habitations etc

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

Source : SSA village survey on August 2001

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

## 12.2 Resource Centres :

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

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

## 12.3 Maintenance of Building :

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

**12.4 Early Childhood Care and Education Centres (ECCCE) :**

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

**12.5 Toilet Facilities :**

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

**12.6 Execution of Civil Works :**

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

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

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

**CHAPTER - XIII**

**PERSPECTIVE WORK PLAN & BUDGET  
(2001 - 2011)**

**13.1 : Intervention Wise Clarification of Perspective Work Plan & Budget :**

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

**13.2 : Civil Works :**

- ⇒ Additional class room for upgraded P/S
- ⇒ Headmaster room
- ⇒ P/S for school less village/habitation
- ⇒ Toilet for girls.
- ⇒ Class room for P/S
- ⇒ Circle Resource Centres
- ⇒ Cluster Resource Centres
- ⇒ Teacher's common room for M/S
- ⇒ Teacher's common room for P/S
- ⇒ Teacher's common room for new upgraded M/S
- ⇒ Headmaster room for new M/S
- ⇒ Maintenance and repair of school building.
- ⇒ Additional room for E.C.C.F centres.
- ⇒ Construction of mini DHF building and District Hqrs.
- ⇒ Additional room for Science Laboratory
- ⇒ Construction of boundary wall around the school.
- ⇒ Construction of play materials- See Saw, Swing, Slides etc.
- ⇒ Construction of Work-Shed for M/S.



**13.3 : Project Management :**

- Furniture and equipment for DPO office maintainence and operation
- Hiring charge of vehicles for monitoring and supervision-maintenace and operation of vehicles.
- Replacement of condemned Bikes of CEOs
- Training of Resource Persons on Planning & Management, School Mapping & Micro Planning.
- Consultancy
- DPO office consumeables
- Salary for Computer Operators
- Video Camera, Still Camera, Operation & Maintenace.

**13.4 : Pedagogy and School Improvement :**

- ▶▶ Training of teachers and multi level activity based training
- ▶▶ School grant to all schools
- ▶▶ TTE teacher grant
- ▶▶ TTE grant for upgraded P/Ss to M/Ss
- ▶▶ TTE for new P/Ss
- ▶▶ Quarterly academic review meeting (Cluster Wise)
- ▶▶ Furniture for CRC
- ▶▶ Furniture for CLRC
- ▶▶ Contingency Grant for CRC
- ▶▶ Contingency Grant for CLRC
- ▶▶ Development and printing of modules
- ▶▶ Exposure visits
- ▶▶ Cluster level TLM development work shop
- ▶▶ Salary for new teachers of new P/S
- ▶▶ Salary for new teachers of upgarded schools
- ▶▶ Salary for Resource Persons
- ▶▶ Consultaney

**13.5 : Community Mobilisation & Participation :**

- ☛ Orientation and training for VEC members, Local leaders & NGOs once in a year.

**13.5 : Research, Evaluation, Monitoring & Supervision :**

- ⊙ Action research
- ⊙ Pupil achievement study, Mid term and Annual
- ⊙ Supervision and monitoring by DRG
- ⊙ Supervision and monitoring by CRG
- ⊙ Education Management Information System (EMIS)
- ⊙ Contingent expenditure for monitoring- OHP, Sketch Pen, Visual Monitoring system etc.

**13.6(a): Education of the Focus Group - I (Education of the Disabled):**

- ☛ Assessment camp
- ☛ Training of teachers on IED.
- ☛ Procurement and purchase of Aids for IED.
- ☛ TLE.
- ☛ Campaigns and Seminars
- ☛ Training of Resource Groups on IED.

**13.6(b): Education of the Focus Group - II (Education of Out of School Children):**

- ☛ Bridge Course/ Back to School Camp
- ☛ Supply of full set Text Book of Class I -VII to all CRC & CI.RC
- ☛ Renumeration of Teachers.
- ☛ Free Text Books to all Out of School Children
- ☛ Uniform Grants to Out of School Children @ Rs 250/- per child

**13.7(a): Innovations - I (Computer Education for M/S)**

- 📁 Additional room for Computer class
- 📁 Supply of furniture for Computer class
- 📁 Procurement & maintenace of Computers
- 📁 Salary for Computer Instructors

**13.7(b): Innovations - II (Girl Child Education)**

- ⊗ Residential Hostel building
- ⊗ Furniture for 40 Girls - procurement & maintenance
- ⊗ Diet charges
- ⊗ Free Uniform & Free Text Books
- ⊗ Tele-Vision, Computers, Sport goods.
- ⊗ Contingencies
- ⊗ Salary for Staff

**13.7(c): Innovations - III (Early Childhood Care & Education)**

- ♣ Orientation for Anganwadi workers and helpers (Village Wise)
- ♣ Induction training of ECCE, instructors and helpers (Village Wise)
- ♣ Training of NGOs and Mother Association (MHIP)
- ♣ TLM for ECCE centres
- ♣ Honorarium for ECCE workers and helpers
- ♣ TLM for existing Anganwadi centres.
- ♣ Nutrition support to ECCE Centres
- ♣ Maintenace & repair of building
- ♣ Contingencies.

**13.7(d): Innovations - IV (Special Education for SC/ST Children)**

- 📁 Merit Scholarship to meritorious children
- 📁 Special Scholarship to poor children.

**CHAPTER - XIV****ANNUAL WORK PLAN & BUDGET 2002-2003****14.1 Project-wise Activities :**

The following activities are proposed to be implemented during 2002-2003 based on the requirement reflected in the village level plan and cluster level plans. Detail proposed activities have already been discussed. Intervention-wise work plan and budget for 2002-2003 is as under ;

**14.2 Civil work :**

- ☐ Construction of teachers common room
- ☐ Maintenance and repairing of school buildings
- ☐ Construction of BRC/CRC and CLRC
- ☐ Construction of Headmaster Room
- ☐ Construction of new P/S
- ☐ Separate Toilets for girls
- ☐ Additional Class Room for upgraded P/S
- ☐ Additional Class Room for existing and new P/S
- ☐ Telescopic DIET building
- ☐ Teacher's Common Room (M/S & P/S)
- ☐ Science Laboratory
- ☐ Drinking water facility.

**14.3 Project management :**

- ₹ Furniture and equipment for DPO office- maintenance and operation
- ₹ Hiring of vehicle for monitoring and supervision.
- ₹ Replacement of condemned Bikes
- ₹ Maintenance of vehicles (DPO, SDEO & CEO)
- ₹ Training of Resource persons ( Planning & Mgt., Mapping & Micro-planning)
- ₹ TLM development workshop
- ₹ Exposure visit
- ₹ Video Camera, Still camera, Slide Projector & maintenance.
- ₹ Consultancy
- ₹ DPO office consumables.
- ₹ Planning exercise.

**14.4 Pedagogy and school improvement :**

- ↔ Salary for new teachers (new P/S & M/S)
- ↔ School grant to all schools.
- ↔ TLE grant to all teachers.
- ↔ TLE grant to new P/S
- ↔ TLE grant to existing school for replacement of outdated TLEs.
- ↔ Development and printing of Modules.
- ↔ Teacher Training (60 days, 30 days & 20 days)
- ↔ Annual house hold survey (material development, training, honorarium)
- ↔ Contingency grant to BRC/CRC & CLRC
- ↔ Salary for Resource persons
- ↔ Free Text Books to all SC/ST children.
- ↔ Furniture grant to new schools
- ↔ Supply of Type Writer & Cyclostyle Machine.

**14.5 Community mobilisation and participation :**

- ☐ Orientation & training, Community contact programme.

**14.6 Research, Evaluation, Monitoring and Supervision :**

- ☐ Pupil achievement survey-mid term and annual.
- ☐ Supervision by District Resource Group (DRG)
- ☐ Supervision by Circle Resource Group (CRG)
- ☐ EMIS
- ☐ Contingent expenditure.
- ☐ Action research/school base research.

**14.7. Education of Focus Groups :**

- ☐ Disable assessment camp.
- ☐ Procurement cretches, glasses, hearing aids, wheel chair etc
- ☐ Back to school camp/bridge course for out of school children.
- ☐ Supply of text books to Resource centres
- ☐ Text Books and Uniform for Out of School children.
- ☐ Remuneration for teachers during bridge course

**14.8 Innovations - I (Computer Education for M/S)**

- ☐ Additional room for Computer class
- ☐ Supply of furniture for Computer class
- ☐ Procurement & maintenace of Computers
- ☐ Salary for Computer Instructors



**14.9. Innovations - II (Girl Child Education)**

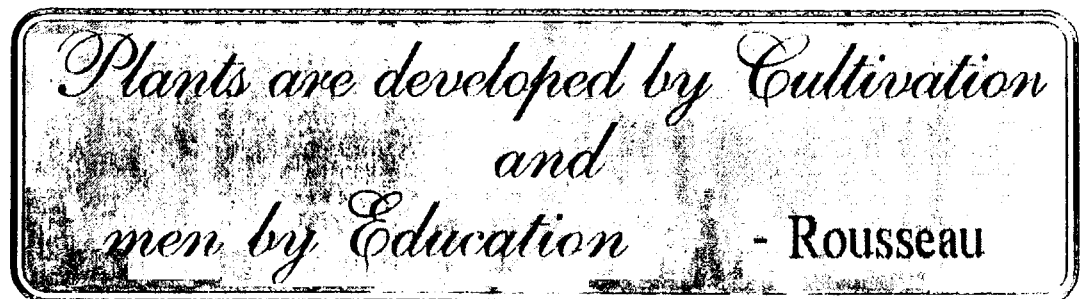
- ⊗ Residential Hostel building
- ⊗ Furniture for 40 Girls - procurement & maintenance
- ⊗ Diet charges
- ⊗ Free Uniform & Free Text Books
- ⊗ Tele-Vision, Computers, Sport goods.
- ⊗ Contingencies
- ⊗ Salary for Staff

**14.10. Innovations - III (Early Childhood Care & Education)**

- ⊗ Orientation for Anganwadi workers and helpers (Village Wise)
- ⊗ Induction training of ECCE, instructors and helpers (Village Wise)
- ⊗ Training of NGOs and Mother Association (MHIP)
- ⊗ TLM for ECCE centres
- ⊗ Honorarium for ECCE workers and helpers
- ⊗ TLM for existing Anganwadi centres.
- ⊗ Nutrition support to ECCE Centres
- ⊗ Maintenance & repair of building
- ⊗ Contingencies.

**14.11. Innovations - IV (Special Education for SC/ST Children)**

- ⊗ Merit Scholarship to meritorious children
- ⊗ Special Scholarship to poor children.



## YEARLY BUDGET BREAK-UP (Rupees in Lakhs)

	Year	Total Budget	Budget	Civil Works Cost	Management Cost	Quality Improvement
1	2001-2002	103.167	Budget Percentage	26.700 25.88%	2.000 1.94 %	74.467 72.18 %
2	2002-2003	504.072	Budget Percentage	159.650 31.67%	29.058 5.76%	315.364 62.56 %
3	2003-2004	534.712	Budget Percentage	111.250 31.36%	19.956 5.63 %	223.506 63.01 %
4	2004-2005	360.469	Budget Percentage	96.900 26.88%	20.756 5.76%	242.813 67.36 %
5	2005-2006	376.964	Budget Percentage	85.650 23.78%	21.317 5.63 %	265.997 70.56 %
6	2006-2007	373.950	Budget Percentage	81.050 21.67%	21.166 5.66 %	271.734 72.67 %
7	2007-2008	361.915	Budget Percentage	53.250 14.71%	20.466 5.65%	288.199 76.63 %
8	2008-2009	373.683	Budget Percentage	63.950 17.11%	21.066 5.64 %	288.67 72.25 %
9	2009-2010	341.697	Budget Percentage	32.750 9.58%	19.266 5.64 %	289.681 84.78 %
10	2010-2011	340.020	Budget Percentage	29.850 8.78%	19.166 5.64 %	291.004 85.58 %
	<b>2001-2011</b>	<b>3490.649</b>	<b>Budget Percentage</b>	<b>745.000 21.34%</b>	<b>194.217 5.56 %</b>	<b>2551.432 73.10 %</b>



NAME OF INTERVENTION :

**INTERVENTION WISE BUDGET ESTIMATE**

(Rupees in Lakhs)

ITEMS	UNIT COST	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010	2010 - 2011	TOTAL
1. Civil works		26.700	159.650	111.250	96.900	89.650	81.050	53.250	63.950	32.750	29.850	745.000
2. Project Management		02.000	29.058	19.956	20.756	21.317	21.166	20.466	21.066	19.266	19.166	194.217
3. Pedagogy and improvement - I		3.080	99.420	83.500	117.880	139.440	146.720	161.000	161.000	161.000	161.000	1234.040
4. Pedagogy and improvement - II		30.590	122.884	87.669	72.281	77.343	71.754	73.723	73.995	75.009	76.332	761.580
5. Community Mobilisation and Participation		0.404	0.404	0.404	0.404	0.404	0.404	0.404	0.404	0.404	0.404	4.040
6. Research, Evaluation & Monitoring		1.462	2.352	2.325	2.352	2.674	2.674	2.674	2.870	2.870	2.870	25.150
7. Education of Focused Groups : I - Education of the Disable (IED) II - Out of School Children		0.804	0.804 39.558	0.804	0.804	0.804	0.804	0.804	0.804	0.804	0.804	8.040 39.558
8. Innovations I - Computer Education for M/S II - Girl Education (Residential Hostel) III - Early Childhood Care & Education IV - Special Education for S/C & S/T		12.080 12.316 14.135 13.680	12.640 13.420 10.202 13.680	14.680 12.520 10.202 11.779	14.710 13.520 10.202 11.564	15.000 14.920 10.202 9.964	12.900 11.920 10.202 14.760	12.900 11.920 10.202 14.976	12.900 11.920 10.202 14.976	12.900 11.920 10.202 14.976	12.900 11.920 10.202 14.976	133.610 126.296 105.953 121.551
G.Total		103.167	504.072	354.712	360.469	376.964	373.950	361.915	373.683	341.697	340.020	3490.649

NAME OF INTERVENTION :

**CIVIL WORKS**

(Rupees in Lakhs)

ITEMS	UNIT COST	2001 - 2002		2002 - 2003		2003 - 2004		2004 - 2005		2005 - 2006		2006 - 2007		2007 - 2008		2008 - 2009		2009 - 2010		2010 - 2011		TOTAL	
		Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.
1. Construction of BRC/CRC (4)	4.00	1	4.00	2	8.00	1	4.00															4	16.000
2. Construction of CLRC (13 Clusters)	2.00			8	16.00	7	14.00															13	30.000
3. Construction Headmaster Room	0.80			20	16.00	11	8.00															31	24.800
4. Construction of New P/S	1.60			14	22.40																	14	22.400
5. Construction of separate Toilet facility for Girls.	0.15	100	15.00	68	10.20	14	2.10					23	3.45			14	2.10					205	32.850
6. Construction of addl class rooms for upgraded P/S	0.80			23	18.40	23	18.40	23	18.40													39	55.200
7. Construction of addl class rooms for existing & new P/S	0.80			26	20.80	14	11.20	14	11.20	14	11.20												54.400
8. Construction of mini DIET building at District Hqrs.	LS				2.50		2.50		2.50		2.00												9.500
9. Construction of teachers common room for M/S	0.80			4	3.20																	4	3.200
10. Construction of teachers common room for P/S	0.80			17	13.60																	17	13.600
11. Construction of teachers common room for upgraded P/Ss	0.80									23	18.40	14	11.20	14	11.20	14	11.20					55	52.000
12. Construction of separate room for Headmaster, upgraded P/S	0.80											23	18.40			14	11.20					37	29.60
13. Maintenance and repairing of school buildings	0.05	154	7.70	154	7.700	168	8.40	168	8.40	168	8.40	191	9.55	191	9.55	205	10.25	205	10.25	205	10.25	205	90.450
14. Construction of addl room for Science laboratory for M/S	0.80			15	12.00	30	24.00	33	26.40	14	11.20											92	73.600
15. Construction of drinking water facilities	0.15			59	8.850	14	2.10					23	3.45			14	2.10					110	16.500
16. Construction of play material see-saw, swings, slides etc	0.50					15	7.50	30	15.00	30	15.00	30	15.00	30	15.00	30	15.00	25	12.50	15	7.500	175	102.500
17. Construction of workshop for M/S	0.15					55	8.25			23	3.45					14	2.10			14	2.10	106	15.900
18. Fencing of school building with bricks	0.50							30	15.00	40	20.00	40	20.00	35	17.50	20	10.00	20	10.00	20	10.00	205	102.500
<b>Total</b>			<b>26.700</b>		<b>159.650</b>		<b>111.250</b>		<b>96.900</b>		<b>89.650</b>		<b>81.050</b>		<b>53.250</b>		<b>63.950</b>		<b>32.750</b>		<b>29.850</b>		<b>745.000</b>

NAME OF INTERVENTION :

**PROJECT MANAGEMENT**

(Rupees in Lakhs)

ITEMS	UNIT COST	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010	2010 - 2011	TOTAL
1. Furniture & Equipment. DPO office maintenace & operations		1.000	0.500	0.500	0.500	0.500	0.500	0.500	0.500	0.500	0.500	5.500
2. Consultancy- TA/DA. Honorarium for experts, training paper etc.		0.500	2.000	1.000	1.000	1.000	1.000	1.000	1.000	0.500	0.500	9.500
3. DPO Office consumables		0.500	1.500	1.500	1.500	1.500	1.500	1.000	1.000	1.000	1.000	12.200
4. Hiring charge of Vehicles for inspection & supervision			5.400	5.400	5.400	5.400	5.400	5.400	5.400	5.400	5.400	48.600
5. Replacement of condemned Bikes of CEO's (4 CEO's @ Rs 4 lakhs)			2.400									2.400
6. Maintenace of DPO's vehicles & CEO's Bikes			1.500	0.500	0.500	0.500	0.500	0.500	0.500	0.500	0.500	5.500
7. Training of Resource Persons on school maping & micro planning (40 x 5 x 70)			0.140	0.140	0.140	0.140	0.140	0.140	0.140	0.140	0.140	1.260
8. Training of Resource Persons on management & planning (40 x 5 x 70)			0.140	0.140	0.140	0.140	0.140	0.140	0.140	0.140	0.140	1.260
9. TLM development workshop (2 teachers each from all schools)			1.078	1.176	1.337	1.386	1.386	1.386	1.386	1.386	1.386	11.697
10. Documentation at DPO's office			0.500	0.500	0.500	0.500	0.500	1.000	0.500	0.500	0.500	5.000
11. Salary for computer Operators at DPO's office (@ Rs 6500 p.m.fixed)			7.800	7.800	7.800	7.800	7.800	7.800	7.800	7.800	7.800	70.200
12. Exposer visit			2.000		8.000	1.200	1.000	0.800	0.800			6.600
13. Procurement of Still Camera. Video Camera. Slide Projector etc.			3.000	0.200	0.200	0.200	0.200	0.200	0.200	0.200	0.200	4.600
14. Planning exercise			1.100	1.100	1.100	1.100	1.100	1.100	1.100	1.100	1.100	9.900
G Total		2.000	29.058	19.956	20.756	21.317	21.166	20.466	21.066	19.266	19.166	194.217

NAME OF INTERVENTION :		PEDAGOGY AND SCHOOL IMPROVEMENT - I (Rupees in Lakhs)																					
ITEMS	UNIT COST	2001 - 2002		2002 - 2003		2003 - 2004		2004 - 2005		2005 - 2006		2006 - 2007		2007 - 2008		2008 - 2009		2009 - 2010		2010 - 2011		TOTAL	
		Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.
<b>PRIMARY SCHOOL</b>																							
1. TLE grant to new P/S	0.100			14	1.400																	14	1.400
2. TLE grant to existing P/S for replacement of outdated TLEs	0.100			99	9.900																	99	9.900
3. School grant to all existing P/S	0.020	99	1.980	99	1.980	99	1.980	99	1.980	99	1.980	99	1.980	99	1.980	99	1.980	99	1.980	99	1.980	99	19.800
4. School grant to all new P/S	0.020			14	0.280	14	0.280	14	0.280	14	0.280	14	0.280	14	0.280	14	0.280	14	0.280	14	0.280	14	2.520
5. Salary for 14 new P/S @Rs 6500/- p.m. fixed				28	21.840	42	32.760	56	43.680	56	43.680	56	43.680	56	43.680	56	43.680	56	43.680	56	43.680	56	36.360
<b>MIDDLE SCHOOL</b>																							
1. TLE grant to 23 & 14 upgraded school	0.500			23	11.500					14	7.000											37	18.500
2. TLE grant to existing M/S for replacement of outdated TLEs	0.500			55	27.500																	55	27.500
3. School grant to all existing M/S	0.020	55	1.100	55	1.100	55	1.100	55	1.100	55	1.100	55	1.100	55	1.100	55	1.100	55	1.100	55	1.100	55	11.000
4. School grant to all new M/S	0.020	23	0.460	23	0.460	23	0.460	23	0.460	37	0.740	37	0.740	37	0.740	37	0.740	37	0.740	37	0.740	37	5.820
5. Salary for upgraded M/S @ Rs 8500/- p.m. fixed				23	23.460	46	46.920	69	70.380	83	84.660	97	98.940	111	113.220	111	113.220	111	113.220	111	113.220	111	777.240
G.Total			3.080		99.420		83.500		117.880		139.440		146.720		161.000		161.000		161.000		161.000		1234.040

NAME OF INTERVENTION :

**PEDAGOGY AND SCHOOL IMPROVEMENT - II** (Rupees in Lakhs)

ITEMS	UNIT COST	2001 - 2002		2002 - 2003		2003 - 2004		2004 - 2005		2005 - 2006		2006 - 2007		2007 - 2008		2008 - 2009		2009 - 2010		2010 - 2011		TOTAL				
		Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.			
<b>PRIMARY &amp; MIDDLE SCHOOL</b>																										
1. 10 days training for all teachers	10x70	574	4.018																				574	4.018		
2. 20 days training for all teachers	20x70			574	8.036	611	8.554	648	9.072	662	9.268	679	9.464	690	9.660	690	9.660	690	9.660	690	9.660	690	9.660	690	83.034	
3. 50 days training for untrained teachers	60x70			79	3.318	37	1.554	37	1.554	37	1.554	14	0.588	14	0.588	14	0.588								9.744	
4. 30 days training for new teachers	30x70			37	0.777	37	0.777	37	0.777	14	0.294	14	0.294	14	0.294										3.213	
5. Teacher grant to all teachers @ Rs 500		574	2.870	611	3.055	648	3.240	662	3.310	676	3.380	690	3.450	690	3.450	690	3.450	690	3.450	690	3.450	690	3.450	690	33.105	
6. Annual household survey @ Rs 3/-				11318	0.340	11318	0.340	11318	0.340	11318	0.340	11318	0.340	11318	0.340	11318	0.340	11318	0.340	11318	0.340	11318	0.340	11318	3.060	
7. Preparation of survey schedule	1.500				1.500		1.500		1.500		1.500		1.500		1.500		1.500		1.500		1.500		1.500		13.500	
8. 2 days training of teacher for survey (3 teachers for each habitations)	2x70			252	0.353	252	0.353	252	0.353	252	0.353	252	0.353	252	0.353	252	0.353	252	0.353	252	0.353	252	0.353	252	3.177	
<b>BRC or CRC &amp; CLRC</b>																										
9. Furniture grant to BRC/CRC (4)	1.000	4	4.000																						4	4.000
10. Furniture grant to CLRC (13)	0.100	13	1.300																						13	1.300
11. Contingency grant to BRC/CRC (4)	0.125	4	0.500	4	0.500	4	0.500	4	0.500	4	0.500	4	0.500	4	0.500	4	0.500	4	0.500	4	0.500	4	0.500	4	5.000	
12. Contingency grant to CLRC (13)	0.025	13	0.325	13	0.325	13	0.325	13	0.325	13	0.325	13	0.325	13	0.325	13	0.325	13	0.325	13	0.325	13	0.325	13	3.250	
13. Salary for Resource persons of BRC @ Rs 6500/- p.m. for 40 persons			3.022	40	31.200	40	31.200	40	31.200	40	31.200	40	31.200	40	31.200	40	31.200	40	31.200	40	31.200	40	31.200	40	283.822	
<b>BASIC AMENITIES</b>																										
14. Free Text Books to all SC/ST children	0.0015	9703	14.555	14233	21.350	14377	21.566	14333	21.500	14606	21.909	15360	23.040	16542	24.813	17386	26.079	18454	27.681	19336	29.004				231.497	
15. Supply of cyclostyle machine to all school not having cyclostyle	0.250			132	33.000	37	9.250			14	3.500														146	45.750
16. Supply of Type Writer to all schools not having Type Writer	0.180			96	17.280	37	6.660			14	2.520														147	26.460
17. Furniture grant to new schools (14+23=37) @ Rs 5000/- per room	0.050			37	1.850	37	1.850	37	1.850	14	0.700	14	0.700	14	0.700										153	7.650
<b>G. Total</b>			<b>30.590</b>		<b>122.884</b>		<b>87.669</b>		<b>72.281</b>		<b>77.343</b>		<b>71.754</b>		<b>73.723</b>		<b>73.995</b>		<b>75.009</b>		<b>76.332</b>				<b>761.580</b>	

NAME OF INTERVENTION :

**COMMUNITY MOBILISATION & PARTICIPATION**

(Rupees in Lakhs)

ITEMS	UNIT COST	2001 - 2002		2002 - 2003		2003 - 2004		2004 - 2005		2005 - 2006		2006 - 2007		2007 - 2008		2008 - 2009		2009 - 2010		2010 - 2011		TOTAL			
		Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.		
1. Orientation and training community contact prog. (2x8x30x84)	2x8x30	84	0.404	84	0.404	84	0.404	84	0.404	84	0.404	84	0.404	84	0.404	84	0.404	84	0.404	84	0.404	84	0.404	84	4.040
<b>TOTAL</b>	<b>2x8x30</b>	<b>84</b>	<b>0.404</b>	<b>84</b>	<b>0.404</b>	<b>84</b>	<b>0.404</b>	<b>84</b>	<b>0.404</b>	<b>84</b>	<b>0.404</b>	<b>84</b>	<b>0.404</b>	<b>84</b>	<b>0.404</b>	<b>84</b>	<b>0.404</b>	<b>84</b>	<b>0.404</b>	<b>84</b>	<b>0.404</b>	<b>84</b>	<b>0.404</b>	<b>84</b>	<b>4.040</b>

NAME OF INTERVENTION :

**RESEARCH, EVALUATION, MONITORING & SUPERVISION**

(Rupees in Lakhs)

ITEMS	UNIT COST	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010	2010 - 2011	TOTAL
1. Pupil achievement study (mid-term & annual)		0.462	0.500	0.500	0.500	0.600	0.600	0.600	0.650	0.650	0.650	5.712
2. Supervision, monitoring & evaluation by CRGs		0.500	0.500	0.500	0.500	0.500	0.500	0.500	0.550	0.550	0.550	5.150
3. Contingent expenditure (OHP visual aids etc.)		0.500	0.152	0.152	0.152	0.174	0.174	0.174	0.170	0.170	0.170	1.988
4. EMIS, computer peripherals			0.200	0.200	0.200	0.200	0.200	0.200	0.200	0.200	0.200	1.800
5. Supervision, monitoring & evaluation by DRGs			0.500	0.500	0.500	0.500	0.500	0.500	0.500	0.500	0.500	4.500
6. Action research/school base activities			0.500	0.500	0.500	0.700	0.700	0.700	0.800	0.800	0.800	6.000
<b>G.Total (Rs 1400/- per school)</b>		<b>1.462</b>	<b>2.352</b>	<b>2.352</b>	<b>2.352</b>	<b>2.674</b>	<b>2.674</b>	<b>2.674</b>	<b>2.870</b>	<b>2.870</b>	<b>2.870</b>	<b>25.150</b>

NAME OF INTERVENTION :

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

ITEMS	UNIT COST	2001 - 2002		2002 - 2003		2003 - 2004		2004 - 2005		2005 - 2006		2006 - 2007		2007 - 2008		2008 - 2009		2009 - 2010		2010 - 2011		TOTAL	
		Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.
1 Cluster Wise Disable assesment camps				13	0.260							13	0.104							13	0.260		0.624
2. Training of 1 teacher each from all P/S for IED teachers (5 days x Rs 70).						5	0.700	5	0.700														1.400
3 Procurement/purchase of Crutches, Glasses, Hearing Aids, Wheel Chair, etc.					0.544		0.104				0.384			0.420		0.654		0.400					2.506
4. Development/procurement of TLE for identified Disabled children								LS	0.104														0.104
5. Campaign on IED and development of posters/banners/sign boards etc	LS		0.234											0.384				0.404		0.124			1.146
6. Village level meeting with teachers community leaders, mothers etc on disability (Rs 500 per vill.)	0.005	84	0.420							84	0.420									84	0.420		1.260
7. Refreshers training for IED teachers													0.700										0.700
8. Training of Circle Resource Group/Cluster Resource Group on IED			0.150													0.150							0.300
<b>TOTAL</b>			0.804		0.804		0.804		0.804		0.804		0.804		0.804		0.804		0.804		0.804		8.040



NAME OF INTERVENTION :

**EDUCATION OF FOCUSED GROUPS - II (Rupees in Lakhs)**  
**Education of Out of School Children**

ITEMS	UNIT COST	2001 - 2002		2002 - 2003		2003 - 2004		2004 - 2005		2005 - 2006		2006 - 2007		2007 - 2008		2008 - 2009		2009 - 2010		2010 - 2011		TOTAL		
		Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	
1. Bridge Course/ Back to school camp for Out of School Children Cluster wise (13 clusters)	0.100			2335	1.300																			1.300
2. Supply of Text Books, CI I - VII to all CRC & CLRC (4 + 13 = 17) 2 sets each					0.357																			0.357
3. Renumeration for teachers of Bridge course (3 teachers per school for 6 months)				462	28.560																			28.560
4. Free text books to Out of School Children @ Rs 150/-				2335	3.503																			2.503
5. Uniform grant to all Out of School Children @ Rs 250/-				2335	5.838																			5.838
<b>G.Total</b>					<b>39.558</b>																			<b>39.558</b>

NAME OF INTERVENTION :

**INNOVATIVE EDUCATION - I**  
Computer Education for Upper Primary School

(Rupees in Lakhs)

ITEMS	UNIT COST	2001 - 2002		2002 - 2003		2003 - 2004		2004 - 2005		2005 - 2006		2006 - 2007		2007 - 2008		2008 - 2009		2009 - 2010		2010 - 2011		TOTAL			
		Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.		
1. Addi room for Computer class	0.800	2	1.600	1	0.800	1	0.800	1	0.800	1	0.800												6	4.800	
2. Furniture for Computer room	0.500	2	1.000	1	0.500	1	0.500	1	0.500	1	0.500												6	3.000	
3. Procurement of Computers	0.600	12	7.200	6	3.600	6	3.600	3	1.800	3	1.800												30	18.000	
4. Maintenace of Computers	0.090	12	1.080	18	1.620	24	1.620	27	2.430	30	1.700	30	1.700	30	1.700	30	1.700	30	1.700	30	1.700	30	1.700	30	21.950
5. Salary for instructors (fixed)	0.085	4	1.200	6	6.120	8	8.160	9	9.180	10	1.200	10	1.200	10	1.200	10	1.200	10	1.200	10	1.200	10	1.200	10	85.860
<b>G.Total</b>			12.080		12.640		14.680		14.710		15.000		12.900		12.900		12.900		12.900		12.900		12.900		133.610

NAME OF INTERVENTION :

**INNOVATIVE EDUCATION - II**  
**Girl Child Education (Residential Hostel)**

(Rupees in Lakhs)

ITEMS	UNIT COST	2001 - 2002		2002 - 2003		2003 - 2004		2004 - 2005		2005 - 2006		2006 - 2007		2007 - 2008		2008 - 2009		2009 - 2010		2010 - 2011		TOTAL		
		Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	
1. Construction of Hostel building	4.000	1	4.000																			1	4.000	
2. Furniture for 40 girls @ Rs 2500/-	1.000	1	1.000							1	1.000											1	2.000	
3. Furniture for Staff rooms	1.000	1	1.000					1	1.000													1	2.000	
4. Kitchen equipments	L.S.		1.641								1.000												2.641	
5. Mattress, bed sheet etc for 40 girls @ Rs 2500/-	1.000	1	1.000							1	1.000											1	2.000	
6. Diet charge for 40 girls @ Rs 70/- per day for 10 months (approx.)		3mths	2.520		8.400		8.400		8.400		8.400		8.400		8.400		8.400		8.400		8.400		8.400	78.120
7. Purchase of TV, Video, Computer Sport goods for Hostel			0.200		1.500		0.600		0.600														2.900	
8. Free Uniform & Text Books for 40 girls @Rs 250/-	0.100		0.100		0.100		0.100		0.100		0.100		0.100		0.100		0.100		0.100		0.100		0.100	1.000
9. Contingency (Telephone, Water, Electricity Bills etc.)			0.060		0.240		0.240		0.240		0.240		0.240		0.240		0.240		0.240		0.240		0.240	2.220
10. Salary for Hostel Staff (fixed)																								
a) 1 Matron @Rs 6500/-pm			0.195		0.780		0.780		0.780		0.780		0.780		0.780		0.780		0.780		0.780		0.780	7.215
b) 2 Female Wardens @ Rs 5500			0.330		1.320		1.320		1.320		1.320		1.320		1.320		1.320		1.320		1.320		1.320	12.210
c) 1 Female Cook @Rs 3000/-pm			0.090		0.360		0.360		0.360		0.360		0.360		0.360		0.360		0.360		0.360		0.360	3.330
d) 1 Chowkider @ Rs 3000/- pm			0.090		0.360		0.360		0.360		0.360		0.360		0.360		0.360		0.360		0.360		0.360	3.330
e) 1 Washer-woman @Rs 3000/-			0.090		0.360		0.360		0.360		0.360		0.360		0.360		0.360		0.360		0.360		0.360	3.330
<b>G.Total</b>			<b>12.316</b>		<b>13.420</b>		<b>12.520</b>		<b>13.520</b>		<b>14.920</b>		<b>10.202</b>		<b>11.920</b>		<b>11.920</b>		<b>11.920</b>		<b>11.920</b>		<b>11.920</b>	<b>126.296</b>

NAME OF INTERVENTION :

**INNOVATIVE EDUCATION - III**  
**Early Childhood Care and Education (ECCE)**

(Rupees in Lakhs)

ITEMS	UNIT COST	2001 - 2002		2002 - 2003		2003 - 2004		2004 - 2005		2005 - 2006		2006 - 2007		2007 - 2008		2008 - 2009		2009 - 2010		2010 - 2011		TOTAL	
		Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.
1. Orientation for Anganwadi workers and helpers (156x2x70)		312	0.219	312	0.219	312	0.219	312	0.219	312	0.219	312	0.219	312	0.219	312	0.219	312	0.219	312	0.219	312	2.190
2. Induction training of ECCE instructors and Helpers (21x2x70)		42	0.029	42	0.029	42	0.029	42	0.029	42	0.029	42	0.029	42	0.029	42	0.029	42	0.029	42	0.029	42	0.290
3. TLM for 21 ECCE centres	0.025	21	0.525																			21	0.525
4. Honorarium for ECCE workers	0.005	21	0.105		1.260		1.260		1.260		1.260		1.260		1.260		1.260		1.260		1.260		11.455
5. Honorarium for ECCE helpers	0.002	21	0.042		0.504		0.504		0.504		0.504		0.504		0.504		0.504		0.504		0.504		4.578
6. TLM for existing Anganwadi centres	0.010	156			1.560																		1.560
7. Contingency for ECCE Centres	0.005	21	0.105	21	0.105	21	0.105	21	0.105	21	0.105	21	0.105	21	0.105	21	0.105	21	0.105	21	0.105	21	1.050
8. Nutrition support to ECCE centres	0.030	21		21	7.560	21	7.560	21	7.560	21	7.560	21	7.560	21	7.560	21	7.560	21	7.560	21	7.560	21	68.040
9. Construction of addl room for ECCE centres in existing P/S where no anganwadi existed.	0.550	21	11.550																			21	11.550
10. Maintenance & repair of building	0.025			21	0.525	21	0.525	21	0.525	21	0.525	21	0.525	21	0.525	21	0.525	21	0.525	21	0.525	21	4.725
<b>G.Total</b>			<b>14.135</b>		<b>10.202</b>		<b>10.202</b>		<b>10.202</b>		<b>10.202</b>		<b>10.202</b>		<b>10.202</b>		<b>10.202</b>		<b>10.202</b>		<b>10.202</b>		<b>105.953</b>

NAME OF INTERVENTION :

**INNOVATIVE EDUCATION - IV**  
Special Education for SC/ST Children

(Rupees in Lakhs)

ITEMS	UNIT COST	2001 - 2002		2002 - 2003		2003 - 2004		2004 - 2005		2005 - 2006		2006 - 2007		2007 - 2008		2008 - 2009		2009 - 2010		2010 - 2011		TOTAL	
		Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.	Phy	Fin.
1. Merrit Scholarship/Incentive cash award to Meritorious SC/ST children (P/S)	0.012			350	4.200	350	4.200	350	4.200	350	4.200	350	4.200	350	4.200	350	4.200	350	4.200	350	4.200	350	37.800
2. Merrit Scholarship/Incentive cash award to Meritorious SC/ST children (M/S)	0.012			250	3.000	250	3.000	250	3.000	250	3.000	250	3.000	250	3.000	250	3.000	250	3.000	250	3.000	250	27.000
3. Special Scholarship to very poor SC/ST children (M/S&P/S)	0.0072			900	6.480	636	4.579	606	4.364	370	2.664	1050	7.560	1080	7.776	1080	7.766	1080	7.776	1080	7.766	1080	56.751
<b>G.Total</b>					<b>13.680</b>		<b>11.779</b>		<b>11.564</b>		<b>9.864</b>		<b>14.760</b>		<b>14.976</b>		<b>14.976</b>		<b>14.976</b>		<b>14.976</b>		<b>21.551</b>

# IMPLEMENTATION SCHEDULE

NAME OF INTERVENTION :

## CIVIL WORKS

(Rupees in Lakhs)

ITEMS	UNIT COST	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010	2010 - 2011	TOTAL
1. Construction of BRC/CRC (4)		✓	✓	✓								
2. Construction of CLRC (13 Clusters)			✓	✓								
3. Construction Headmaster Room			✓	✓								
4. Construction of New P/S			✓									
5. Construction of separate Toilet facility for Girls.		✓	✓	✓			✓		✓			
6. Construction of addl class rooms for upgraded P/S			✓	✓	✓							
7. Construction of addl class rooms for existing & new P/S			✓	✓	✓	✓						
8. Construction of mini DIET building at District Hqs			✓	✓	✓	✓						
9. Construction of teachers common room for M/S			✓									
10. Construction of teachers common room for P/S			✓									
11. Construction of teachers common room for upgraded P/Ss						✓	✓	✓	✓			
12. Construction of separate room for Headmaster, upgraded P/S							✓		✓			
13. Maintenance and repairing of school buildings		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
14. Construction of addl room for Science laboratory for M/S			✓	✓	✓	✓						
15. Construction of drinking water facilities			✓	✓			✓		✓			
16. Construction of play material see-saw, swings, slides etc				✓	✓	✓	✓	✓	✓	✓	✓	
17. Construction of workshed for M/S				✓	✓	✓	✓	✓	✓	✓	✓	
18. Fencing of school building with bricks					✓	✓	✓	✓	✓	✓	✓	

ITEMS	UNIT COST	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010	2010 - 2011	TOTAL
1. Furniture & Equipment DPO office maintenance & operations		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
2. Consultancy- TA/DA, Honorarium for experts, training paper etc.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
3. DPO Office consumables		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
4. Hiring charge of Vehicles for inspection & supervision			✓	✓	✓	✓	✓	✓	✓	✓	✓	
5. Replacement of condemned Bikes of CEO's (4 CEO's @ Rs 4 lakhs)			✓								✓	
6. Maintenance of DPO's vehicles & CEO's Bikes			✓	✓	✓	✓	✓	✓	✓	✓	✓	
7. Training of Resource Persons on school mapping & micro planning (40 x 5 x 70)			✓	✓	✓	✓	✓	✓	✓	✓	✓	
8. Training of Resource Persons on management & planning (40 x 5 x 70)			✓	✓	✓	✓	✓	✓	✓	✓	✓	
9. TLM development workshop (2 teachers each from all schools)			✓	✓	✓	✓	✓	✓	✓	✓	✓	
10. Documentation at DPO's office			✓	✓	✓	✓	✓	✓	✓	✓	✓	
11. Salary for computer Operators at DPO's office (@ Rs 6500 p.m. fixed)			✓	✓	✓	✓	✓	✓	✓	✓	✓	
12. Exposer visit			✓	✓	✓	✓	✓	✓				
13. Procurement of Still Camera, Video Camera, Slide Projector etc.			✓	✓	✓	✓	✓	✓	✓	✓	✓	
14. Planning exercise			✓	✓	✓	✓	✓	✓	✓	✓	✓	





NAME OF INTERVENTION :		PEDAGOGY AND SCHOOL IMPROVEMENT - II (Rupees in Lakhs)										
ITEMS	UNIT COST	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010	2010 - 2011	TOTAL
<b>PRIMARY &amp; MIDDLE SCHOOL</b>												
1. 15 days training for all teachers		✓										
2. 20 days training for all teachers			✓	✓	✓	✓	✓	✓	✓	✓	✓	
3. 60 days training for untrained teachers			✓	✓	✓	✓	✓	✓	✓			
4. 30 days training for new teachers			✓	✓	✓	✓	✓	✓				
5. Teacher grant to all teachers @ Rs 500		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
6. Annual household survey @ Rs 3/-			✓	✓	✓	✓	✓	✓	✓	✓	✓	
7. Preparation of survey schedule			✓	✓	✓	✓	✓	✓	✓	✓	✓	
8. 2 days training of teacher for survey (3 teachers for each habitations)			✓	✓	✓	✓	✓	✓	✓	✓	✓	
<b>BRC or CRC &amp; CLRC</b>												
9. Furniture grant to BRC/CRC (4)		✓										
10. Furniture grant to CLRC (13)		✓										
11. Contingency grant to BRC/CRC (4)		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
12. Contingency grant to CLRC (13)		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
13. Salary for Resource persons of BRC @ Rs 6500/- p.m. for 40 persons		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
<b>BASIC AMENITIES</b>												
14. Free Text Books to all SC/ST children		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
15. Supply of cyclostyie machine to all school not having cyclostyie			✓	✓		✓						
16. Supply of Type Writer to all schools not having Type Writer			✓	✓		✓						
17. Furniture grant to new schools 14+23=37)@ Rs 5000/- per room			✓	✓	✓	✓	✓	✓				
<b>G.Total</b>												

NAME OF INTERVENTION : <b>COMMUNITY MOBILISATION &amp; PARTICIPATION</b> (Rupees in Lakhs)												
ITEMS	UNIT COST	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010	2010 - 2011	TOTAL
1. Orientation and training community contact prog. (2x8x30x84)		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

NAME OF INTERVENTION : <b>RESEARCH, EVALUATION, MONITORING &amp; SUPERVISION</b> (Rupees in Lakhs)												
ITEMS	UNIT COST	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010	2010 - 2011	TOTAL
1. Pupil achievement study (mid-term & annual)		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
2. Supervision, monitoring & evaluation by CRGs		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
3. Contingent expenditure (OHP visual aids etc.)		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
4. EMIS, computer peripherals			✓	✓	✓	✓	✓	✓	✓	✓	✓	
5. Supervision, monitoring & evaluation by DRGs			✓	✓	✓	✓	✓	✓	✓	✓	✓	
6. Action research/school base activities			✓	✓	✓	✓	✓	✓	✓	✓	✓	



NAME OF INTERVENTION :

**EDUCATION OF FOCUSED GROUPS - II** (Rupees in Lakhs)

Education of Out of School Children

ITEMS	UNIT COST	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010	2010 - 2011	TOTAL
1. Bridge Course/ Back to school camp for Out of School Children Cluster wise (13 clusters)			✓									
2. Supply of Text Books, Cl I - VII to all CRC & CLRC (4 + 13 = 17) 2 sets each			✓									
3. Renumeration for teachers of Bridge course (3 teachers per school for 6 months)			✓									
4. Free text books to Out of School Children @ Rs 150/-			✓									
5. Uniform grant to all Out of School Children @ Rs 250/-			✓									



NAME OF INTERVENTION :

**INNOVATIVE EDUCATION - II**  
**Girl Child Education (Residential Hostel)**

(Rupees in Lakhs)

ITEMS	UNIT COST	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010	2010 - 2011	TOTAL
1. Construction of Hostel building		✓										
2. Furniture for 40 girls @ Rs 2500/-		✓				✓						
3. Furniture for Staff rooms		✓			✓							
4. Kitchen equipments		✓				✓						
5. Mattress, bed sheet etc for 40 girls @ Rs 2500/-		✓				✓						
6. Diet charge for 40 girls @ Rs 70/- per day for 10 months (approx.)		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
7. Purchase of TV, Video, Computer Sport goods for Hostel		✓	✓	✓	✓							
8. Free Uniform & Text Books for 40 girls @Rs 250/-		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
9. Contmgency (Telephone, Water, Electricity Bills etc.)		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
10. Salary for Hostel Staff (fixed)												
a) 1 Matron@Rs 6500/-pm		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
b) 2 Female Wardens @ Rs 5500												
c) 1 Female Cook @Rs 3000/-pm												
d) 1 Chowkider@ Rs 3000/- pm												
e) 1 Washer-woman@Rs 3000/-												





NAME OF INTERVENTION :

**INNOVATIVE EDUCATION - IV**  
**Special Education for SC/ST Children**

(Rupees in Lakhs)

ITEMS	UNIT COST	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010	2010 - 2011	TOTAL
1. Merrit Scholarship/Incentive cash award to Meritorious SC/ST children (P/S)			✓	✓	✓	✓	✓	✓	✓	✓	✓	
2. Merrit Schoiarship/incentive cash award to Meritorious SC/ST children (M/S)			✓	✓	✓	✓	✓	✓	✓	✓	✓	
3. Special Schoiarship to very poor SC/ST children (M/S&P/S)			✓	✓	✓	✓	✓	✓	✓	✓	✓	

# HOUSEHOLD SURVEY

NAME OF VILLAGE : ..... NAME OF HEAD OF FAMILY : .....

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

- |   |  |
|---|--|
| <p><b>OCCUPATION</b></p> <p>A. Govt. Service</p> <p>B. Private Service</p> <p>C. Cultivation</p> <p>D. Farmer</p> <p>E. Business</p> <p>F. Contractor</p> | <p><b>REASON FOR DROPOUT</b></p> <p>A. Parents not interested</p> <p>B. Child not interested</p> <p>C. How to help parents</p> <p>D. Poverty</p> <p>E. Ill health</p> <p>F. Disability</p> |
|---|--|

Name of Surveyor : .....

Designation : .....

Date : .....

## FAMILY INFORMATION

1. NAME OF HEAD OF FAMILY : .....
2. Religion : .....
3. SC/ST/OTHERS : .....
4. Annual Income (approx.) : .....
5. Type of House (Pucca, Semi Pucca, Kutchha) : .....
6. Electricity in the House : Yes/No
7. Telephone : Yes/No
8. Water Connection : Yes/No
9. Television : Yes/No
10. Distance of nearest Civil supply kiosk : 1 km/2 km/ more than 2 km
11. Distance of nearest M.S from Home : 1 km/2 km/ more than 2 km

12. Name of Children below 14 years in a family:

	Name	Class	School
1.	.....	.....	.....
2.	.....	.....	.....
3.	.....	.....	.....
4.	.....	.....	.....
5.	.....	.....	.....
3.	.....	.....	.....

Name of Surveyor : \_\_\_\_\_  
 Designation : \_\_\_\_\_  
 Date : \_\_\_\_\_

## VILLAGE INFORMATION

NAME OF VILLAGE/HABITATION : ..... POPULATION : .....

POSTAL ADDRESS : ..... NO OF HOUSES : .....

### FACILITIES AVAILABLE IN THE VILLAGE.

- |     |   |   |  |
|-----|---|---|--|
| 1.  | Link Roads (Truckable, Jeepable, Fair Weather)  | : |  |
| 2.  | Means of Travel (Bus, Sumo, Service etc.)       | : |  |
| 3.  | Banks (Give name)                               | : |  |
| 4.  | Post office (G.P.O or Sub-Post Office)          | : |  |
| 5.  | Health Centre (Primary or Sub-Centre)           | : |  |
| 6.  | Police Station (or Out Post)                    | : |  |
| 7.  | Electricity                                     | : |  |
| 8.  | PHE Water Connection or Source of Potable Water | : |  |
| 9.  | Transportation within village (Bus, Taxi, Auto) | : |  |
| 10. | Educational Institutions (including private)    | : |  |
| 11. | No. of High School                              | : |  |
| 12. | No. of Middle School                            | : |  |
| 13. | No. of Primary School                           | : |  |
| 14. | No. of NFE                                      | : |  |
| 15. | No. of Anganwadi Centre                         | : |  |
| 16. | Public Library (NIA Library)                    | : |  |
| 17. | P.C.O   | : |  |

Name of Surveyor : .....

Declaration : .....