

**SARVA SHIKSHA ABHIYAN**  
**DISTRICT ELEMENTARY EDUCATION PLAN**  
**SAIHA DISTRICT - MIZORAM**



*Prepared by*

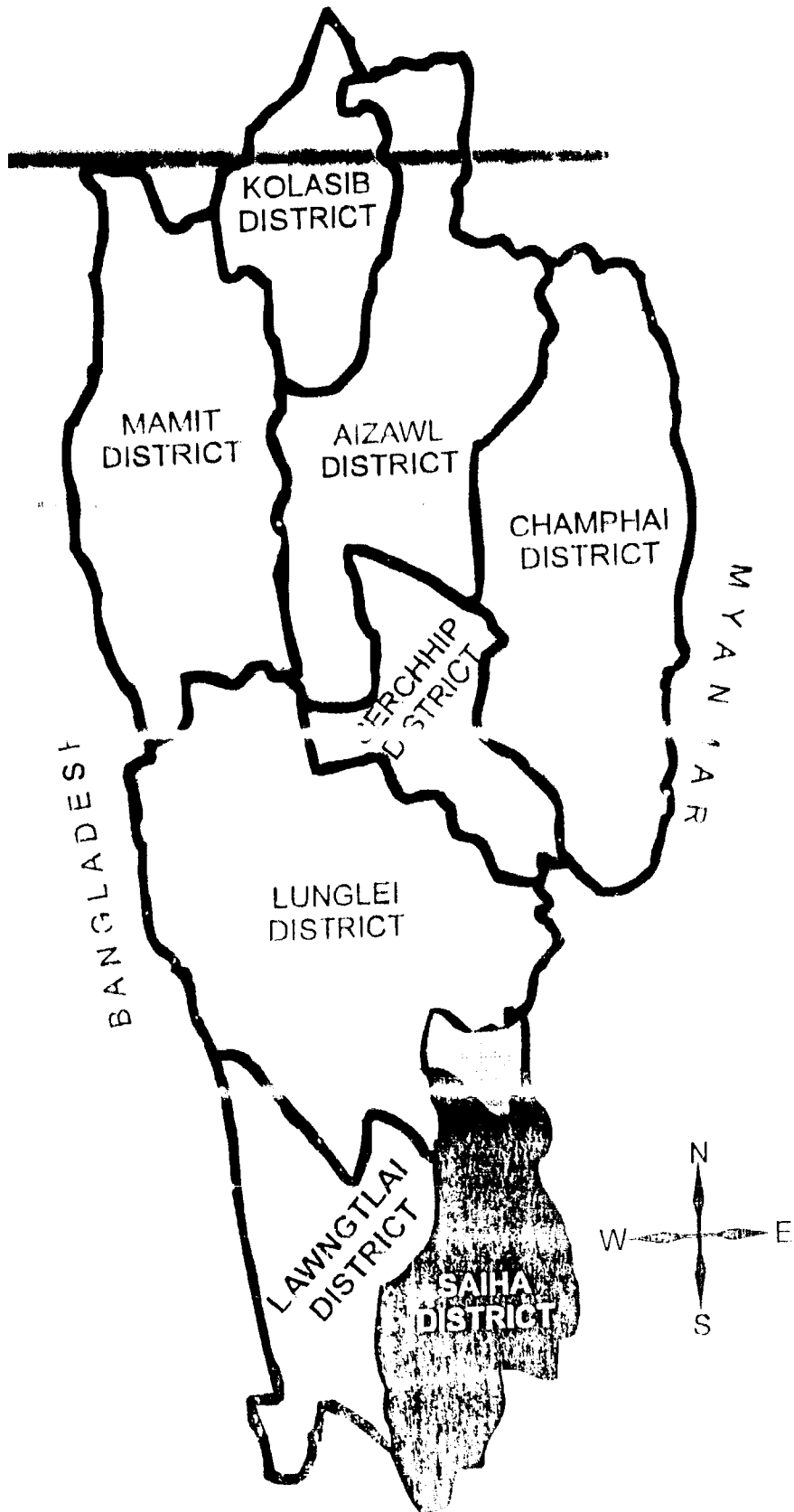
*District Elementary Education Committee*  
*Saiha District : Mizoram*

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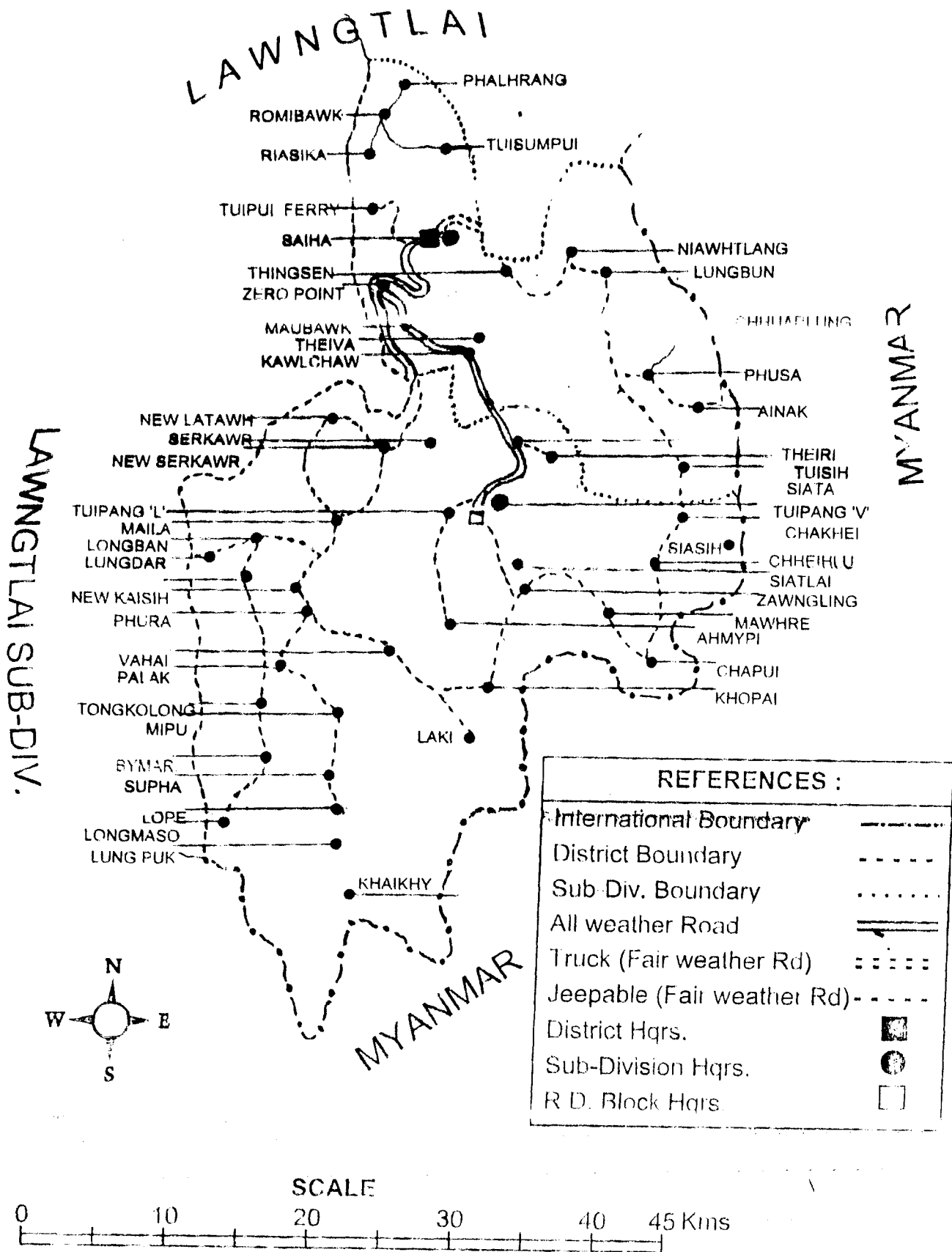
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# MAP OF MIZORAM SHOWING SAIHA DISTRICT



(i)

# SAIHA DISTRICT



## DEEP SAIHA DISTRICT AT A GLANCE

|  |        |                   |
|--|--------|-------------------|
| Area of the District                             | :      | 1445 sq.km        |
| Total Population                                 | Male   | 24358             |
|  | Female | 22903             |
|  | Total  | 47261             |
| Literacy percentage                              | Male   | 80.75%            |
|  | Female | 78.82%            |
|  | Total  | 82.90%            |
| Population of 6-14 years                         | Boys   | 5433              |
|  | Girls  | 5076              |
|  | Total  | 10509             |
| Total No. of school going children (6-14 yrs.)   | Boys   | 3967              |
|  | Girls  | 3588              |
|  | Total  | 7555              |
| Total No. of out of school children (6-14 yrs.)  | Boys   | 529               |
|  | Girls  | 563               |
|  | Total  | 1092              |
| Total No. of Govt. Primary Schools               | :      | 83                |
| Total No. of Govt. Managed Upper Primary Schools | :      | 49                |
| Govt. Primary School Teachers                    | Male   | 259               |
|  | Female | 150               |
| Govt. Upper Primary School Teachers              | Male   | 257               |
|  | Female | 33                |
| Total No. of teachers in P/S and Upper P/S       | :      | 699               |
| <b>Gross Enrolment Ratio of the District</b>     |        |                   |
| Primary School                                   | :      | 99.07%            |
| Upper Primary School                             | :      | 67.51%            |
| Net Enrolment Ratio of the District              | :      |                   |
| Primary School                                   | :      | 69.47%            |
| Upper Primary School                             | :      | 55.50%            |
| Budget estimates for 9 years                     |        | (Rupees in lakhs) |
| (a) Quality improvement                          | :      | Rs. 1361.458      |
| (b) Civil works                                  | :      | Rs. 626.700       |
| (c) Management                                   | :      | Rs. 105.360       |
| Total  | :      | Rs. 2093.518      |

## CHAPTER - I

### DISTRICT PROFILE - SAIHA

#### INTRODUCTION TO THE DISTRICT

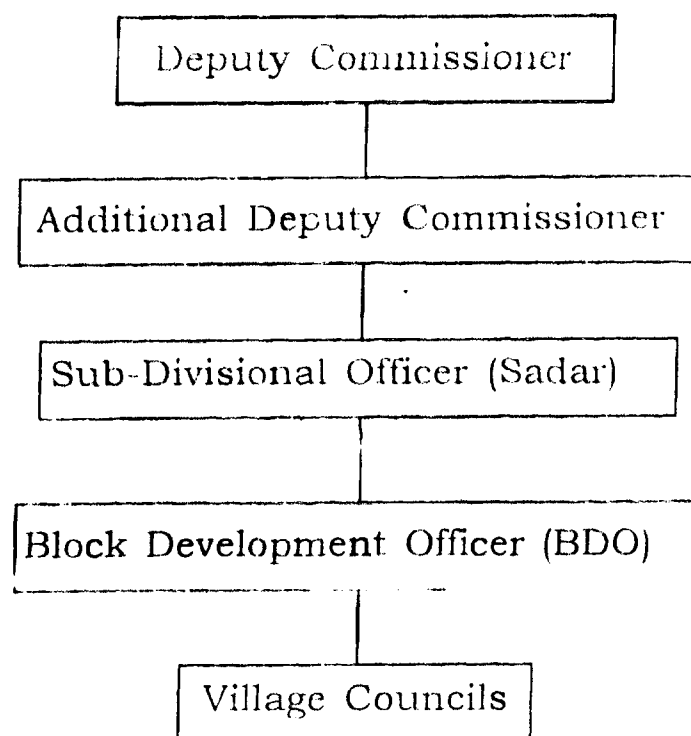
Saiha District is situated in the southern part of Mizoram, and its capital town is Saiha. The district has an area of about 1445 square kilometres, covering the whole scheduled areas of the Mara Autonomous District Council. The District is flanked on the north and west by the Lai Autonomous District and on the east and south by the Chin Hills of upper Myanmar. The Koladyne river or locally known as 'Beino' the biggest river in Mizoram, flows from north to southern direction demarcating the district from Lawngtlai District.

#### ADMINISTRATIVE STRUCTURE

The district has one administrative units or sub-division i.e. Tuipang. The civil and administrative head of the Mara Autonomous District Council is the Deputy Commissioner, he is assisted by a number of officers. There are many other Departments of State subject within the district like Health, Power & Electricity, PHE, Soil, PWD, Agriculture, Horticulture, Fishery, A.H & Vety, Education, Sericulture, Excise, DRDA, Transport, Employment, Banking, Police, etc. and few other central subjects like Post, Telephone Exchange, etc. Besides, the Mara Autonomous District Council has maintained many other certain subjects like Revenue, Forest, Primary Education, etc., which have been fully or partially entrusted by Mizoram Government according to the provisions of the Sixth Schedule of the Indian Constitution. These

subjects are independently looked after by the Mara Autonomous District Council depending on the willingness or direction of the State Government. There is one Community Development Block within the District i.e. Tuipang Block covering 60 village councils. The Adminograph of the district is given in Table No. 1.

**Table 1.1 Adminograph of Saiha District**



## **GEOGRAPHICAL BACKGROUND**

Geographically, Saiha District is isolated from the rest of proper Mizoram both by its distance and forbidding nature of hill terrains. The entire area of the district is covered with thick forest, which is a continuation of Mizoram hill system. Many steep hill ranges running in the different directions plunge the valley of

rushing rivers, creating deep gorges and features. Many hill ranges are separated from one another by several ridges and furrows. There are many hills, peaks and precipices, the average altitude of the hill is about 1226 metres. There are many high mountains, like - Mawma, Kahrietla etc. In almost every dimension, numerous summits, valleys and huge precipices of every description are clearly notices, but there is only one plateau, the Pala-Khaikhy, which covers an area of about 180 hectares. Many rivers run through the land, the more prominent are the Koladyne or Beino. The Tisi, the Pala, the Ka-ao, etc. Koladyne or Beino is the biggest river in the district and also in Mizoram. There are also many other small rivers, brooks and lakes, the most remarkable one being the Pala lake, which has a depth of 12 metres, covering an area of about one square kilometres. The Mara Autonomous District council has now introduced State Government scheme to develop the Pala lake and its adjoining areas.

## CLIMATE

Lying below the striding point of the Tropic of Cancer the district is bestowed with a pleasant climate enjoying cool summer and moderate winter. There is no extreme variation of temperature at any time of the year, the temperature averaging 18.C in winter and 31.C in summer. Due to variation in altitude and features, some places are subjected to tropical and sub-tropical climate whereas the rest has temperate and sub-temperate climate. Monsoon period from May to September brings heavy rains with violent storms, and the average annual rainfall is about 240.6 centimeters. During the Monsoon season, the rain water rushes down the hill sides causing landslides, and some rivers



have to swell up with great concussion, while in winter they dry up quickly. The most remarkable flood occurred in the years 1989 and 1995.

## **GEOLOGY**

The geology of the district is of insignificant remarks, and has yet received little attention, but the rock composing the hill ranges which form its main features, are in all probability with some perhaps cretaceous age. No specimens of any mineral have been reported so far. The soils are all for the most part composed of red clay and gravel, and are by no means which in organic or any other matter. Block and loamy soils are mostly found in the tropical evergreen forest where much of the ground and soil texture are suitable for jhum cultivation. Sandy and alluvial soils are also mostly found in the banks of rivers and valleys. Sand especially found in the bank of Koladyne river is now commonly utilised for constructing concrete building.

## **FLORA AND FAUNA**

The district is very rich in forest resources. The entire area of the land is covered with thick evergreen forest. Three types of forest such as tropical wet evergreen, tropical semi evergreen and montanne sub-tropical forest are found in the district. The hills are mostly covered with tropical jungles with evergreen enchanting. Several kinds of trees including flowering ones and variety of bamboos are in great abundance. The scenery of the jungle throughout the district is very picturesque, and the hills and valleys are mostly covered with boundless bamboo forest. The tropical jungle with its favourable climate makes the land an ideal

sanctuary for wild animals. Large varieties of wild animals like elephant, mithun, tiger, bear, deer, monkey, ape, etc. are found. Formerly, rhinoceros were also found in the Pala-Khaikhy area, but they are now completely extinct. Besides several varieties of birds, jungle fowls, black pheasant, partridge, etc. are also found. In the past, wild animals and birds were extremely numerous, but their number has been fast decreased due to devastation of the forest and indiscriminate killing. However, due to the efforts of the Mara Autonomous District Council and Mizoram Government, people are now gradually given up discriminate killing of wild animals and birds.

## DEMOGRAPHY

The district is mostly populated by the Maras, Luseis and other sub class. According to the Statistical Handbook of DRO Economics & Statistics 2000, the total population in the Mara district is 45422, (22698 female and 22724 male). The survey report brings out the following figures :-

**Table 1.2 Population of SC, ST and others.**

|        | Male  | Female | Total Population |
|--------|-------|--------|------------------|
| 1      | 2     | 3      | 4                |
| SC     | 30    | 12     | 42               |
| ST     | 24328 | 22891  | 47219            |
| Others |       |        |                  |
| Total  | 24358 | 22903  | 47261            |

Source : House hold survey conducted as part of Pre-Project Activities under SSA

Age-wise Population break-up is given for future projection and planning of activities to universalise elementary education to all children specially those who have not yet completed 6 years of age.

**Table 1.2 Male-Female break-up of population in different age group.**

| Age                     | Male         | Female       | Total        |
|-------------------------|--------------|--------------|--------------|
| 1                       | 2            | 3            | 4            |
| 1 year                  | 887          | 847          | 1734         |
| 2 years                 | 855          | 823          | 1678         |
| 3 years                 | 825          | 786          | 1611         |
| 4 years                 | 786          | 750          | 1536         |
| 5 years                 | 763          | 718          | 1481         |
| 1-5 years               | 4116         | 3924         | 8040         |
| 6-14 years              | 5433         | 5076         | 10509        |
| Total 1-14 yrs          | 9549         | 9000         | 18549        |
| Above 15 yrs.           | 14809        | 13903        | 28712        |
| <b>Total Population</b> | <b>24358</b> | <b>22903</b> | <b>47261</b> |

*Source : SSA Survey 2001*

## **OCCUPATION**

The district is economically one of the most backward districts of Mizoram with a literacy rate of 82.90%. According to the record of district Employment Office, Saiha, there are 5364 unemployed persons who have been registered as on 2000. Most of the people of the district over 80% of the total population is engaged in the agricultural pursuits. Only few people hold Government jobs, oriented to cash economy. The principal crops

cultivated in the district are rice, maize, tobacco, cotton, orange and variety of vegetables and edible herbs. The people customarily practise shifting cultivation or jhumming, which creates an erosion problem. In some river belts like the Pala and Khaikhy, and other lower regions, permanent irrigated terraces are prominently practised. These terrace cultivation and contour farming are developed through the initiative roles of MADC and Mizoram Government. The district economy faces great problems due to the enclosure of the forest, which is not explored and exploited technically due to poor communication system. The prevalent system of cash economy in the district brings no significant changes over traditional occupation. The cash crops of these hilly regions are not, however, grown in remarkable large scale, and the production is often poor and uncountable. But the limited production is circulated in the cottage market without surplus. People use to obtain many varieties of consumer goods importing from many different districts of Mizoram and Assam. In fact, a large scale import of goods constitutes the life line of the district economy, and the agriculture production is always below marginal subsistence to meet the demand.

There are 604 small cottage industrial units in the district, and out of which 302 are recognised private industrial units. The State Government has set up District Industries Centre at Saiha to promote, establish, undertake and implement the industrial programmes for the economic development of the district. The more prominent industrial units are carpentry, weaving, blacksmithy, printing press, furniture works, bakery, etc. There is no agro-industry or factory in the district. Such units are mostly small in term of the production, and the production is normally

of local specialisation. The traditional skill and specialisation are not exploited in the existing industrial units. Besides, there are more than 500 trade units in the district, and these units are registered under the MADC. The more large scale trade units are hardware, stationery, pharmacy, grocery, hotel, restaurant, ready-made shop, tailoring, etc

**Table 1.4 Occupational and economic break-up of families in the district.**

| Name of Circle | Occupation  |            |             |            |            |            |            |            |            | Economic Status |             |            |
|----------------|-------------|------------|-------------|------------|------------|------------|------------|------------|------------|-----------------|-------------|------------|
|                | A           | B          | C           | D          | E          | F          | G          | H          | I          | Low             | Middle      | High       |
| 1              | 2           | 3          | 4           | 5          | 6          | 7          | 8          | 9          | 10         | 11              | 12          | 13         |
| Saiha          | 856         | 520        | 2169        | 285        | 414        | 343        | 591        | 182        | 60         | 3355            | 1770        | 285        |
| Phura          | 143         | 86         | 946         | 87         | 99         | 69         | 105        | 34         | 51         | 1086            | 499         | 35         |
| Chhualung      | 156         | 93         | 1004        | 112        | 110        | 74         | 119        | 37         | 55         | 1091            | 558         | 56         |
| <b>Total</b>   | <b>1155</b> | <b>699</b> | <b>4119</b> | <b>484</b> | <b>623</b> | <b>486</b> | <b>805</b> | <b>253</b> | <b>166</b> | <b>5532</b>     | <b>2827</b> | <b>376</b> |

Where : A = Govt. Service                      F = Contractor  
           B = Private Service                     G = Labourer  
           C = Cultivator                           H = Religious functionaries  
           D = Artisan                                I = Others  
           E = Business

*Source : SSA Survey 2001*

## **SOCIO-CULTURAL BACKGROUND**

Mara Autonomous District Council is predominantly occupied by the Maras who were emigrated from the Chin Hills of upper Myanmar.

The tribal communities of Mara Autonomous District Council - the Maras belongs to the same linguistic family and are ethnically belongs to one of the members of the Central Chin Sub-group of the Kuki Chin of the Assam-Burman branch of Tibeto-Burman family.

The Maras occupy the whole areas of Tuipang CD Block of Saiha District. They are also known as 'Lakher', which has been used in various references and historical published works. They speak the Mara language, and the variation and phonetic tune of the Mara are slightly different from the Lusei. They have different account of their origin, migration, indigenous tradition, custom and usage, culture, practice, etc. They have many different traditional folkdances, folksongs, folkculture, etc. and till now they maintain and practise certain social system like marriage, kinship, social relationship, etc. The MADC has maintained certain social custom, tradition, practice, etc. through Arts & Culture Department.

In early days, the Maras were animists, worshipping spirits and commonly practised ritual sacrifices, ceremonies, rites, etc. The advent of the British and Christian Missionaries brought about many changes in socio-cultural life of the people. They are now all Christians, following different teachings and denominations. The impacts of the British rule have far reaching significances in the socio cultural development in the hill areas of Mara Autonomous District Council. Recent socio-religious changes and socio-political development, which took place after 1947 brought about new trends oriented to westernisation, which destroyed tribal seclusion. The people living in Mara Autonomous District Council can now fully participate the mainstream of socio-cultural activities of the State.

## TRANSPORT AND COMMUNICATION SYSTEM

Saiha District located in the southern most corner of Mizoram is somehow deprived of developmental activities and therefore is the most under developed district in terms of communication and transport facilities. Only nine (9) villages/habitation is connected with public transport facilities. However, most of these 41 villages are connected with fair weather road and can be reached by light vehicle.

A list of villages having no public transport system and their distance from the district capital is given below :-

|                            |                 |          |
|----------------------------|-----------------|----------|
| <b>A. Tuipang Cluster</b>  | : 1. Tuisi      | 67 kms.  |
| <b>B. Romibawk Cluster</b> | : 2. Romibawk   | 22 kms.  |
|                            | 3. Phalrang     | 25 kms.  |
|                            | 4. Tuisumpui    | 15 kms.  |
|                            | 5. Tuipui 'F'   | 12 kms.  |
|                            | 6. Riasikah     | 16 kms.  |
| <b>C. Phura Cluster</b>    | : 7. Phura      | 94 kms.  |
|                            | 8. Kiasie       | 95 kms.  |
|                            | 9. Vahai        | 95 kms.  |
|                            | 10. Miepu       | 114 kms. |
|                            | 11. Maisa       | 82 kms.  |
| <b>D. Serkawr Cluster</b>  | : 12. Serkawr   | 55 kms.  |
|                            | 13. New Latawh  | 58 kms.  |
|                            | 14. New Serkawr | 51 kms.  |
|                            | 15. Lohry       | 71 kms.  |

|                              |                  |          |
|------------------------------|------------------|----------|
| <b>E. Tokalo Cluster</b>     | : 16. Tokalo     | 109 kms. |
|                              | 17. Bymari       | 124 kms. |
|                              | 18. Lomasu       | 131 kms. |
|                              | 19. Lungdar      | 93 kms.  |
|                              | 20. Lawngban     | 88 kms.  |
|                              | 21. Lungpuk      | 130 kms. |
|                              | 22. Khaikhy      | 138 kms. |
|                              | 23. Lope         | 120 kms. |
|                              | 24. Supha        | 118 kms. |
|                              | 25. Laki         | 106 kms. |
| <b>F. Niawhtlang Cluster</b> | : 26. Niawhtlang | 30 kms.  |
|                              | 27. Lungban      | 40 kms.  |
|                              | 28. Chhualung    | 49 kms.  |
|                              | 29. Phusa        | 62 kms.  |
| <b>G. Chakhei Cluster</b>    | : 30. Chakhei    | 85 kms.  |
|                              | 31. Siata        | 77 kms.  |
|                              | 32. Ainak        | 65 kms.  |
|                              | 33. Siasi        | 93 kms.  |
|                              | 34. Chheihlu     | 100 kms. |
| <b>H. Zawngling Cluster</b>  | : 35. Zawngling  | 83 kms.  |
|                              | 36. Lotovaih     | 83 kms.  |
|                              | 37. Chapui       | 130 kms. |
|                              | 38. Mawhre       | 115 kms. |
|                              | 39. Siatlai      | 82 kms.  |
|                              | 40. Khopai       | 94 kms.  |
|                              | 41. Ahmypi       | 99 kms.  |

*Source : Record of Directorate of Transport*



It is thus seen that 41 villages out of the 50 rural habitations do not have public transport facility where as only 9 habitations are having public transport facility which is 82%. This lack of communication system stands in the path of educational improvement in the district as well as in economy. This is so because timely supervision and monitoring cannot be performed and hence delay in the delivery system from both ends.

## CHAPTER II

### EDUCATIONAL PROFILE OF SAIHA DISTRICT

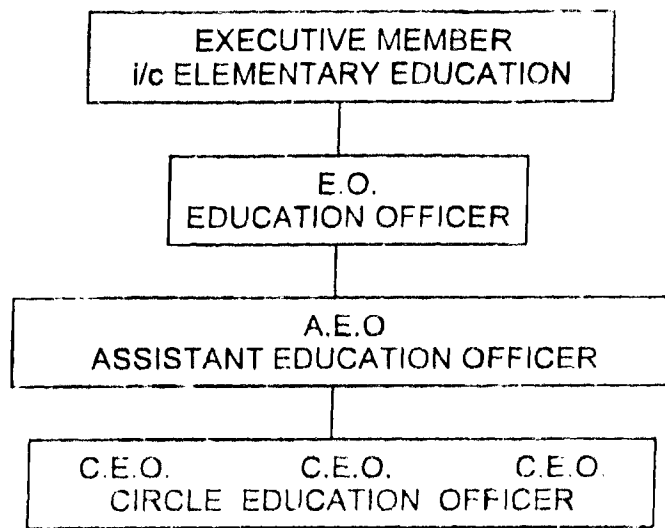
The beginning of Elementary Education in Saiha District as in all other district may be traced back from the time of British rule in India. Missionaries laid the foundation of Education in Mizoram by developing alphabets and opening of schools. The growth however, was rather slow in this backward area even after the Mission schools were taken over by the government.

The sixth schedule of Article 244(2) and 275(1) para 6(1) conferred certain powers to the Autonomous District Councils one ~~of which is establishment, construction and over-all management~~ of Lower Primary Schools. Growth of education took place in a faster pace from then on.

#### 2.1 ADMINISTRATIVE STRUCTURE :

Consequent upon the transfer of Elementary Education to the authority of the councils, planning, budgetting and overall administration of elementary Education has been the responsibility of the Councils. On the other hand, the management and control of High School, Higher Secondary Schools remained the direct responsibility of the State.

Administrative functionaries in the field of Elementary Education within the Mara Autonomous District Councils may be seen in the following organogram.



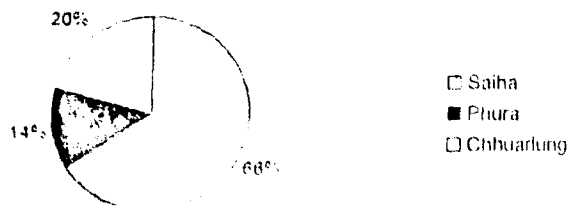
## 2.2 LITERACY :

Saiha district though one of the most backward among the ~~districts of Mizoram is however not the most educationally backward~~ in terms of literacy percentage. The literacy percentage of Saiha district as per provisional figure of 2001 census is shown below:

**Table 2.1 Circle-wise presentation of population, 0-6 years and literates by sex.**

| Name of Circle | Population above 6 years |              |              | Literates    |              |              | Percentage of literates |              |              |
|----------------|--------------------------|--------------|--------------|--------------|--------------|--------------|-------------------------|--------------|--------------|
|                | Male                     | Female       | Total        | Male         | Female       | Total        | Male                    | Female       | Total        |
| 1              | 2                        | 3            | 4            | 5            | 6            | 7            | 8                       | 9            | 10           |
| Saiha          | 12177                    | 11542        | 23719        | 11240        | 9918         | 21158        | 92.31                   | 85.93        | 89.20        |
| Phura          | 3292                     | 3017         | 6309         | 2516         | 1913         | 4429         | 76.43                   | 63.41        | 70.20        |
| Chhualung      | 4538                     | 4231         | 8769         | 3601         | 2975         | 6576         | 79.35                   | 70.31        | 74.99        |
| <b>Total</b>   | <b>20007</b>             | <b>18790</b> | <b>38797</b> | <b>17357</b> | <b>14806</b> | <b>32163</b> | <b>86.75</b>            | <b>78.80</b> | <b>82.90</b> |

CIRCLE-WISE LITERATE PERCENTAGE



Source : Provisional figure,  
2001 census

The percentage of literacy as shown in the above table is 88.49% in 2001, which is lower than the state percentage (i.e. 88.49%). The difference between male and female literacy is 7.9% where male percentage is 86.75% and female is 78.8%.

Among the circle, only Saiha circle is having urban population and the literacy percentage is therefore higher than the state percentage. The other two circles covering only rural population are still very backward needing improvement at an accelerated speed. In order to make the district atleast to be at par with other districts of the state, appropriate action has to be taken and a total literacy campaign is therefore proposed for the same.

### 2.3 ACCESS:

All the 60 habitations of the district have access to primary schooling facilities within the radius of 1 km or in a walking distance. However, there are 14 habitations which do not have access to Upper Primary School.

**Table 2.2 Cluster-wise presentation of habitation having Primary and Upper Primary Schools**

| Sl No. | Name of cluster | No of habitation covered | No. of habitation having P/S | No. of total primary school | No. of habitation having UPS | No. of total Upper Primary School | Habitation not having Upper P/S |
|--------|-----------------|--------------------------|------------------------------|-----------------------------|------------------------------|-----------------------------------|---------------------------------|
| 1      | 2               | 3                        | 4                            | 5                           | 6                            | 7                                 | 8                               |
| 1      | Saiha           | 10                       | 10                           | 24                          | 9                            | 21                                | 1                               |
| 2      | Tuipang         | 5                        | 5                            | 9                           | 5                            | 6                                 |                                 |
| 3      | Maubawk         | 5                        | 5                            | 5                           | 4                            | 4                                 | 1                               |
| 4      | Romibawk        | 5                        | 5                            | 6                           | 4                            | 4                                 | 1                               |
| 5      | Phura           | 5                        | 5                            | 7                           | 3                            | 3                                 | 2                               |
| 6      | Sengem          |                          |                              | 6                           | 3                            | 3                                 | 1                               |
| 7      | Tongkolong      | 5                        | 5                            | 5                           | 3                            | 3                                 | 2                               |
| 8      | Lungpuk         | 5                        | 5                            | 6                           | 2                            | 2                                 | 3                               |
| 9      | Chhualung       | 4                        | 4                            | 9                           | 4                            | 4                                 |                                 |
| 10     | Chakhei         | 5                        | 5                            | 8                           | 5                            | 5                                 |                                 |
| 11     | Tawmling        | 7                        | 7                            | 9                           | 6                            | 6                                 | 3                               |
|        | <b>Total</b>    | <b>60</b>                | <b>60</b>                    | <b>54</b>                   | <b>40</b>                    | <b>46</b>                         | <b>14</b>                       |

Source : SSA survey 2001

The above table show that there are 60 habitations/villages in Saiha district and all these habitations have primary schools but only 48 of them have Upper primary schools. In all there are 94 Primary schools and 61 Upper Primary schools (including Private schools) which make a total of 155 elementary schools. In order to provide hundred percent access, 14 Upper primary schools need to be established in the uncovered habitations.

#### **2.4 INSTITUTIONS :**

In Mizoram a school, is set up either by community or private enterprise. Financial assistance is usually given by the Government after obtaining recognition from the Mizoram Board of School Education (MBSE) provided they are qualified for the norms laid down by the Govt. These type of schools are known to be Deficit Schools or Aided schools which are later on provincialised and become a Govt. School. It is interesting to note that not a single school is set up by the Govt. and this shows that community participation in education is very high.

At present, there are 83 govt. funding primary schools and 49 upper primary schools and 11 private primary schools and 12 private upper primary schools; 51 Aganwadi centre run by the Social Welfare Department in the district as given in the following :-

Table 2.3

**Circle & Cluster wise representation of habitations with no. of P/S & UPS & Anganwadi**

| (A) SAIHA CIRCLE |                             |           |          |           |           |           |                  |
|------------------|-----------------------------|-----------|----------|-----------|-----------|-----------|------------------|
| Sl. No.          | Name of Village/Habitations | Govt.     | Private  | Govt.     | Private   | Anganwadi | Name of Cluster  |
|                  |                             | P/S       | UPS      | P/S       | UPS       |           |                  |
| 1                | Old Saiha                   | 1         |          |           |           | 1         | SAIHA CLUSTER    |
| 2                | New Colony                  | 7         |          | 3         | 3         | 1         |                  |
| 3                | Council Veng                | 2         |          | 1         |           | 1         |                  |
| 4                | Siahalla                    | 2         | 2        | 1         | 1         | 1         |                  |
| 5                | College Veng                | 1         | 1        | 2         | 1         | 1         |                  |
| 6                | N. Saiha - I                | 2         | 2        | 2         | 3         | 1         |                  |
| 7                | N. Saiha - II               | 1         |          | 1         | 1         |           |                  |
| 8                | Meisala                     | 1         |          | 1         |           | 1         |                  |
| 9                | Meisavaih                   | 1         |          | 1         |           | 1         |                  |
| 10               | Thingsen                    | 1         |          |           |           | 1         |                  |
|                  | <b>Sub-Total</b>            | <b>19</b> | <b>5</b> | <b>12</b> | <b>9</b>  | <b>9</b>  |                  |
| 11               | Tuipang 'V'                 | 1         |          | 1         | 1         | 1         | TUIPANG CLUSTER  |
| 12               | Tuipang 'D'                 | 1         |          | 1         |           | 1         |                  |
| 13               | Tuipang 'L'                 | 1         | 1        | 1         |           | 1         |                  |
| 14               | Theiri                      | 1         |          | 1         |           | 1         |                  |
| 15               | Tuisi                       | 2         |          | 1         |           | 1         |                  |
|                  | <b>Sub-Total</b>            | <b>7</b>  | <b>3</b> | <b>5</b>  | <b>1</b>  | <b>5</b>  |                  |
| 16               | Maubawk 'B'                 | 1         |          | 1         |           | 1         | MAUBAWK CLUSTER  |
| 17               | Maubawk 'CH'                | 1         |          |           |           |           |                  |
| 18               | Zero Piont                  | 1         |          | 1         |           | 1         |                  |
| 19               | Khawtchaw 'E'               | 1         |          | 1         |           | 1         |                  |
| 20               | Theiva                      | 1         |          | 1         |           | 2         |                  |
|                  | <b>Sub-Total</b>            | <b>5</b>  | <b>0</b> | <b>4</b>  |           | <b>5</b>  |                  |
| 21               | Romibawk                    | 1         |          | 1         |           | 2         | ROMIBAWK CLUSTER |
| 22               | Phalhrang                   | 1         |          | 1         |           | 1         |                  |
| 23               | Tuisumpui                   | 1         | 1        | 1         |           | 1         |                  |
| 24               | Tuipui 'F'                  | 1         |          | 1         |           | 1         |                  |
| 25               | Kiasika                     | 1         |          |           |           |           |                  |
|                  | <b>Sub-Total</b>            | <b>5</b>  | <b>1</b> | <b>4</b>  |           | <b>5</b>  |                  |
|                  | <b>Circle Total</b>         | <b>36</b> | <b>9</b> | <b>25</b> | <b>10</b> | <b>24</b> |                  |

| (B) PHURA CIRCLE |                             |           |         |           |         |           |                        |
|------------------|-----------------------------|-----------|---------|-----------|---------|-----------|------------------------|
| Sl. No.          | Name of Village/Habitations | Govt.     | Private | Govt.     | Private | Anganwadi | Name of Cluster        |
|                  |                             | P/S       | UPS     | P/S       | UPS     |           |                        |
| 26               | Phura                       | 2         |         | 1         |         | 2         | PHURA CLUSTER          |
| 27               | Kiasie                      | 1         |         | 1         |         |           |                        |
| 28               | Vahai                       | 2         |         | 1         |         | 1         |                        |
|                  |                             | 1         |         |           |         |           |                        |
| 30               | Maisa                       | 1         |         |           |         |           |                        |
|                  | <b>Sub-Total</b>            | <b>7</b>  |         | <b>3</b>  |         | <b>3</b>  |                        |
| 31               | Serkawr                     | 3         |         | 1         |         | 2         | SERKAWR CLUSTER        |
| 32               | N Latawh                    | 1         |         | 1         |         | 1         |                        |
| 33               | N. Serkawr                  | 1         |         |           |         |           |                        |
| 34               | Lohry                       | 1         |         | 1         |         |           |                        |
|                  | <b>Sub-Total</b>            | <b>6</b>  |         | <b>3</b>  |         | <b>3</b>  |                        |
| 35               | Tongkolawng                 | 1         |         | 1         |         | 1         | TAWNGKAW-LAWNG CLUSTER |
| 36               | Bymari                      | 1         |         | 1         |         | 1         |                        |
| 37               | Lomsu                       | 1         |         |           |         |           |                        |
| 38               | Lungdar                     | 1         |         |           |         |           |                        |
| 39               | Lawngban                    | 1         |         | 1         |         | 1         |                        |
|                  | <b>Sub-Total</b>            | <b>5</b>  |         | <b>3</b>  |         | <b>3</b>  |                        |
| 40               | Lungpuk                     | 1         |         | 1         |         |           | LUNGPUK CLUSTER        |
| 41               | Bymari                      | 1         |         |           |         |           |                        |
| 42               | Lomasu                      | 1         |         |           |         | 1         |                        |
| 43               | Lungdar                     | 1         |         |           |         |           |                        |
| 44               | Lawngban                    | 2         |         | 1         |         | 1         |                        |
|                  | <b>Sub-Total</b>            | <b>6</b>  |         | <b>2</b>  |         | <b>2</b>  |                        |
|                  | <b>Circle Total</b>         | <b>24</b> |         | <b>11</b> |         | <b>11</b> |                        |

| (C) CHHUARLUNG CIRCLE |                             |           |           |           |           |           |                    |
|-----------------------|-----------------------------|-----------|-----------|-----------|-----------|-----------|--------------------|
| Sl. No.               | Name of Village/Habitations | Govt.     | Private   | Govt.     | Private   | Anganwadi | Name of Cluster    |
|                       |                             | P/S       | UPS       | P/S       | UPS       |           |                    |
| 45                    | Niawhtlang                  | 2         | 1         | 1         |           | 1         | CHHUARLUNG CLUSTER |
| 46                    | Lungbun                     | 2         |           | 1         |           | 1         |                    |
| 47                    | Chhuarlung                  | 2         | 1         | 1         |           | 1         |                    |
| 48                    | Phusa                       | 1         |           | 1         |           | 1         |                    |
|                       | <b>Sub-Total</b>            | <b>7</b>  | <b>2</b>  | <b>4</b>  |           | <b>4</b>  |                    |
| 49                    | Chakhei                     | 3         |           | 1         |           | 1         | CHAKHEI CLUSTER    |
| 50                    | Siata                       | 2         |           | 1         |           | 2         |                    |
| 51                    | Ainak                       | 1         |           | 1         |           | 1         |                    |
| 52                    | Sihei                       | 1         |           | 1         |           |           |                    |
| 53                    | Cnheihlu                    | 1         |           | 1         |           |           |                    |
|                       | <b>Sub-Total</b>            | <b>8</b>  |           | <b>5</b>  |           | <b>4</b>  |                    |
| 54                    | Zawngling                   | 2         |           | 1         |           | 2         | ZAWNGLING CLUSTER  |
| 55                    | Loto Vaih                   | 1         |           |           |           | 1         |                    |
| 56                    | Chapui                      | 2         |           | 1         |           | 1         |                    |
| 57                    | Mawhre                      | 1         |           | 1         |           | 1         |                    |
| 58                    | Siattlai                    | 1         |           |           | 1         | 1         |                    |
| 59                    | Khopai                      | 1         |           | 1         |           | 1         |                    |
| 60                    | Ahmypi                      | 1         |           |           | 1         | 1         |                    |
|                       | <b>Sub-Total</b>            | <b>9</b>  |           | <b>4</b>  | <b>2</b>  | <b>8</b>  |                    |
|                       | <b>Circle Total</b>         | <b>24</b> | <b>2</b>  | <b>13</b> | <b>2</b>  | <b>16</b> |                    |
|                       | <b>District Total</b>       | <b>83</b> | <b>11</b> | <b>49</b> | <b>12</b> | <b>51</b> |                    |



The following table depicts cluster-wise representation of Educational Institutions in the District :-

**Table No. 2.4 Cluster-wise Institutions by type/stage**

| Sl. No. | Name of Cluster | Primary   |           | Upper P/S |           | High School |          | Higher Secondary |          | College  |          | Angan wadi | NFE centre |
|---------|-----------------|-----------|-----------|-----------|-----------|-------------|----------|------------------|----------|----------|----------|------------|------------|
|         |                 | Govt.     | Pvt.      | Govt.     | Pvt.      | Govt.       | Pvt.     | Govt.            | Pvt.     | Govt.    | Pvt.     |            |            |
| 1       | 2               | 3         | 4         | 5         | 6         | 7           | 8        | 9                | 10       | 11       | 12       | 13         | 14         |
| 1       | Saiha           | 19        | 5         | 12        | 9         | 2           | 6        | 1                |          | 1        |          | 9          | 1          |
| 2       | Tuipang         | 6         | 3         | 5         | 1         | 1           | 1        |                  |          |          |          | 5          | 2          |
| 3       | Maubawk         | 5         |           | 4         |           | 1           |          |                  |          |          |          | 5          | 2          |
| 4       | Romibawk        | 5         | 1         | 4         |           |             |          |                  |          |          |          | 5          | 2          |
| 5       | Phura           | 7         |           | 3         |           |             |          |                  |          |          |          | 3          |            |
| 6       | Serkawr         | 6         |           | 3         |           | 1           |          |                  |          |          |          | 3          | 2          |
| 7       | Tongkolong      | 5         |           | 3         |           | 1           |          |                  |          |          |          | 3          | 1          |
| 8       | Lungpuk         | 6         |           | 2         |           |             |          |                  |          |          |          | 2          |            |
| 9       | Chhualung       | 7         | 2         | 4         |           |             |          |                  |          |          |          | 4          | 3          |
| 10      | Chakhei         | 8         |           | 5         |           | 1           |          |                  |          |          |          | 4          | 2          |
| 11      | Zawngling       | 9         |           | 4         | 2         | 1           |          |                  |          |          |          | 8          | 1          |
|         | <b>Total</b>    | <b>83</b> | <b>11</b> | <b>49</b> | <b>12</b> | <b>8</b>    | <b>7</b> | <b>1</b>         | <b>0</b> | <b>1</b> | <b>0</b> | <b>51</b>  | <b>16</b>  |

Source : SSA Survey 2001

As shown in the above table, there is only one (1) College and one (1) Higher Secondary School in the District. There are 8 Govt. High Schools and 7 Private High Schools, 83 Govt. Primary School; 11 Private Primary School and 49 Govt. Upper Primary

School and 12 Private Upper Primary School. The Govt. Institution includes the Deficit and Govt. Aided Schools. As such, there are 141 Govt. Educational Institutions upto College and 30 Private Institutions. The 51 Anganwadi Centres and 10 NFE Centres are run by Government through the NGOs.

Mention may be made here that little scope for higher education in the district is one stumbling block for quality improvement of education even at elementary stage. Moreover, there is no DIET nor any other training centre in the district and therefore it is not easy to get qualified teachers. The implication therefore, is that not only elementary but also secondary and higher education needs improvement and additional inputs from the Government.

## 2.5 SCHOOL BUILDING AND INFRASTRUCTURE

A school building usually have a room for Headmaster, teachers and pupils. In Mizoram, there are four classes (I-IV) in Primary School, and three classes (V-VII) in Upper Primary School. This means that requirement of rooms in a school for Primary and Upper Primary School is five (5) rooms each. However, a new policy has been implemented from the current year i.e. 2002-2003 where pre-school section i.e. Nursery classes or Kg. I and Kg. II section is opened in all the Primary Schools which increases the requirement of additional rooms in Primary school.

In Saiha District, most of the school buildings are found to be Assam type semi pucca and kutcha buildings; hardly any Govt. schools are pucca. The kutcha buildings are fair-weather

school where water pours down inside the classroom during rainy seasons. This situation affects the attendance of students as parents are reluctant to send small children to such schools in bad weather.

A cluster-wise number of schools and type of building for Primary School and Upper Primary School is given in the following tables.

### SCHOOL FACILITIES

The present position of Saiha District in regard to School Building both Primary and Upper Primary are shown below :-

**Table No. 2.5 No. of Primary school having buildings with type of school buildings**

| Sl. No. | Name of Cluster | No. of Schools | BuildIngless | Kutchha   | Semi Pucca | Pucca |
|---------|-----------------|----------------|--------------|-----------|------------|-------|
| 1       | Saiha           | 18             | 2            | 2         | 13         |       |
| 2       | Tulpang         | 8              | 1            | 2         | 4          |       |
| 3       | Maubawk         | 5              |              | 3         | 2          |       |
| 4       | Romibawk        | 5              | 1            | 3         | 1          |       |
| 5       | Phura           | 7              |              | 5         | 2          |       |
| 6       | Serkawr         | 6              |              | 2         | 4          |       |
| 7       | Tongkolong      | 6              | 1            | 3         | 2          |       |
| 8       | Lungpuk         | 5              |              | 2         | 3          |       |
| 9       | Chhualung       | 7              | 2            | 1         | 4          |       |
| 10      | Chakhei         | 8              | 1            | 1         | 3          |       |
| 11      | Zawngling       | 9              |              | 3         | 6          |       |
|         | <b>Total</b>    | <b>84</b>      | <b>8</b>     | <b>27</b> | <b>44</b>  |       |

**Table 2.6. No. of UPS having building with type of school Building**

| Sl. No. | Name of Cluster | No. of Schools | Bulldingless | Kutcha    | Semi Pucca | Pucca |
|---------|-----------------|----------------|--------------|-----------|------------|-------|
| 1       | Saiha           | 12             |              | 2         | 6          |       |
| 2       | Tuipang         | 5              |              | 1         | 2          |       |
| 3       | Maubawk         | 4              |              | 1         | 3          |       |
| 4       | Romihawk        | 4              | 1            | 1         | 2          |       |
| 5       | Phura           | 3              |              | 1         | 2          |       |
| 6       | Serkawr         | 3              | 1            | 1         | 1          |       |
| 7       | Tongkolong      | 2              |              | 1         | 1          |       |
| 8       | Lungpuk         | 3              |              |           | 2          |       |
| 9       | Chhualung       | 4              |              | 1         | 3          |       |
| 10      | Chakhei         | 5              | 1            | 1         | 3          |       |
| 11      | Zawngling       | 4              |              | 1         | 3          |       |
|         | <b>Total</b>    | <b>49</b>      | <b>3</b>     | <b>11</b> | <b>28</b>  |       |

As shown in table no. 2.5 & 2.6, there are 8 Primary Schools and 3 Upper Primary Schools having no school buildings and they held classes in a rented building. Construction of new school building for these schools and for the 7 newly proposed Upper Primary Schools to be set up is proposed. Renovation for the kutcha buildings is also proposed for Primary and Upper Primary Schools.

Besides, there are many Primary Schools and Upper Primary Schools which still do not have adequate classroom or separate room for Headmaster or teachers room. The present requirement of rooms for primary school is 7 rooms and 5 rooms for upper primary school. This is because Primary Schools include Kg. I, Kg. II and Class I-IV.

**Table No. 2.7 Existing rooms and additional requirement of Primary and Upper Primary Schools**

| Sl. No. | Name of Circle | Primary       |                       |                                   | Upper Primary |                       |                                   |
|---------|----------------|---------------|-----------------------|-----------------------------------|---------------|-----------------------|-----------------------------------|
|         |                | No. of School | No. of existing rooms | No. of requiring additional rooms | No. of School | No. of existing rooms | No. of requiring additional rooms |
| 1       | Salha          | 18            | 79                    | 37                                | 12            | 47                    | 13                                |
| 2       | Tuipang        | 7             | 36                    | 13                                | 5             | 19                    | 6                                 |
| 3       | Maubawk        | 5             | 25                    | 10                                | 4             | 15                    | 5                                 |
| 4       | Romibawk       | 5             | 19                    | 15                                | 4             | 11                    | 9                                 |
| 5       | Phura          | 7             | 31                    | 18                                | 3             | 11                    | 4                                 |
| 6       | Serkawr        | 6             | 26                    | 15                                | 3             | 11                    | 4                                 |
| 7       | Tongkolong     | 6             | 22                    | 13                                | 2             | 11                    | 4                                 |
| 8       | Lungpuk        | 5             | 19                    | 16                                | 3             | 8                     | 2                                 |
| 9       | Chhualung      | 7             | 28                    | 14                                | 4             | 15                    | 5                                 |
| 10      | Chakhei        | 8             | 35                    | 21                                | 5             | 19                    | 6                                 |
| 11      | Zawngling      | 9             | 40                    | 23                                | 4             | 15                    | 5                                 |
|         | Total          | 83            | 360                   | 195                               | 49            | 182                   | 63                                |

## 2.6 OTHER FACILITIES

The success of educational programme depends greatly on the facilities provided to the schools. It is therefore necessary to facilitate teaching learning with basic amenities like water, toilet etc.

The table below shows distribution of schools according to availability of drinking water facilities, boundary walls and separate toilet for boys and girls.

**Table No. 2.8 Distribution of School according to availability of drinking water and toilet facilities.**

| Name of Circle | No. of Schools | PRIMARY                   |            |                   |            |                       |            |
|----------------|----------------|---------------------------|------------|-------------------|------------|-----------------------|------------|
|                |                | Drinking Water Facilities |            | Toilet Facilities |            | Boundary wall/Fencing |            |
|                |                | Having                    | Not having | Having            | Not having | Having                | Not having |
| Saiha          | 35             | 7                         | 28         | 5                 | 30         |                       | 35         |
| Phura          | 24             | 3                         | 21         | 2                 | 22         |                       | 24         |
| Chhualung      | 24             | 2                         | 22         | 2                 | 22         |                       | 24         |
| Total          | 83             | 12                        | 71         | 9                 | 74         |                       | 83         |

| Name of Circle | No. of Schools | UPPER PRIMARY             |            |                   |            |                       |            |
|----------------|----------------|---------------------------|------------|-------------------|------------|-----------------------|------------|
|                |                | Drinking Water Facilities |            | Toilet Facilities |            | Boundary wall/Fencing |            |
|                |                | Having                    | Not having | Having            | Not having | Having                | Not having |
| Saiha          | 20             | 2                         | 18         | 1                 | 19         |                       | 20         |
| Phura          | 11             | 2                         | 9          | 1                 | 10         |                       | 11         |
| Chhualung      | 13             | 3                         | 10         | 1                 | 12         |                       | 13         |
| Total          | 49             | 10                        | 39         | 6                 | 43         |                       | 49         |

Source : School Survey, 2001

The table shows that 71 primary schools and 39 upper primary schools do not have water facilities and 74 primary and 43 upper primary schools needs separate toilet facilities for boys and girls and a proposal to provide the required facilities to these schools is made accordingly.

None of the school have boundary wall or proper fencing and proposal is made to provide boundary wall to all the schools. It may also be mentioned here that there is not a single school that are having play ground of their own. However, as there is no scope for providing play ground facilities to each school, proposal is not made for the same. It is also understood that a proposal for the scheme of "Improvement of Physical Education in School" had been submitted to the MHRD which include a proposal for providing playground facilities to schools.

**Table No. 2.9 Requirement of equipments and furniture for Primary and Upper Primary Schools.**

| Level | Notice Board | Cup-Board | Requirement of Bench | Requirement of Desk | Requirement of table | Requirement of Chairs | No. of green Board required |
|-------|--------------|-----------|----------------------|---------------------|----------------------|-----------------------|-----------------------------|
| 1     | 2            | 3         | 4                    | 5                   | 6                    | 7                     | 8                           |
| P/S   | 83           | 75        | 336                  | 510                 | 115                  | 148                   | 166                         |
| M/S   | 49           | 42        | 80                   | 107                 | 64                   | 85                    | 21                          |
| Total | 132          | 117       | 416                  | 617                 | 179                  | 233                   | 187                         |

*Source : School Survey, 2001*

The requirement for equipments and furniture is extensive but proposal for the same is not made in anticipations with the community participation in effective use of school grant.

## STUDENTS POPULATION

Saiha District with the exclusion of Sangau Rural Development Block is the least populated among the districts of Mizoram. (Sangau Block is included in Lawngtlai District Elementary Education Plan for administrative convenience). In order to understand the trends in population growth and to make age specific projection of children population, population, 0-6 years and literate population for the year 2001 and 1991 is presented for undivided Saiha District :-

**Table No. 2.10 Decadal growth of population, child population and literates by residence and sex (1991 and 2001)**

| Residence/<br>Year/Diff | Population  |             |              | 0-6 Years  |            |             | Literates   |             |              |
|-------------------------|-------------|-------------|--------------|------------|------------|-------------|-------------|-------------|--------------|
|                         | M           | F           | Person       | M          | F          | Person      | M           | F           | Person       |
| 1                       | 2           | 3           | 4            | 5          | 6          | 7           | 8           | 9           | 10           |
| Rural-2001              | 20946       | 20146       | 41092        | 3867       | 3841       | 7708        | 13902       | 11687       | 25589        |
| 1991                    | 16362       | 15645       | 32007        | 3485       | 3437       | 6922        | 10539       | 8395        | 18934        |
| <i>Difference</i>       | <i>4584</i> | <i>4501</i> | <i>9085</i>  | <i>382</i> | <i>404</i> | <i>786</i>  | <i>3363</i> | <i>3292</i> | <i>6655</i>  |
| Urban-2001              | 10175       | 9556        | 19731        | 1691       | 1524       | 3215        | 8154        | 7390        | 15544        |
| 1991                    | 7192        | 6477        | 13669        | 1501       | 1434       | 2935        | 5241        | 4208        | 9449         |
| <i>Difference</i>       | <i>2983</i> | <i>3079</i> | <i>6062</i>  | <i>190</i> | <i>90</i>  | <i>280</i>  | <i>2913</i> | <i>3182</i> | <i>6095</i>  |
| Total 2001              | 31121       | 29702       | 60823        | 5558       | 5365       | 10923       | 22056       | 19077       | 41133        |
| 1991                    | 23551       | 22122       | 45673        | 4986       | 4871       | 9857        | 15780       | 12603       | 28383        |
| <i>Difference</i>       | <i>7567</i> | <i>7580</i> | <i>15147</i> | <i>572</i> | <i>494</i> | <i>1066</i> | <i>6276</i> | <i>6474</i> | <i>12750</i> |

*Source : Provisional Population totals, Census of India, 2001*

Taking the decadal growth rate of population from 1991 to 2001, projection of children population is done for the SSA project period.



Table No. 2.11 CIRCLE-WISE AGE SPECIFIC CHILD POPULATION AND PROJECTION IN FUTURE

| Name of Circle | 0-1 yr |     | 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 |       | Grand Total |
|----------------|--------|-----|-------|-----|-------|-----|-------|-----|-------|-----|-------|-----|-------|-----|-------|-----|-------|-----|--------|-----|--------|-----|--------|-----|--------|-----|--------|------|-------|-------|-------------|
|                | M      | F   | M     | F   | M     | F   | M     | F   | M     | F   | M     | F   | M     | F   | M     | F   | M     | F   | M      | F   | M      | F   | M      | F   | M      | F   | M      | F    | M     | F     |             |
| Saiha          | 505    | 481 | 487   | 468 | 469   | 447 | 439   | 426 | 433   | 407 | 423   | 396 | 391   | 387 | 378   | 360 | 357   | 339 | 332    | 323 | 328    | 302 | 307    | 276 | 278    | 253 | 267    | 223  | 5394  | 5089  | 10483       |
| Phura          | 157    | 161 | 161   | 155 | 156   | 148 | 155   | 141 | 144   | 135 | 140   | 132 | 135   | 129 | 126   | 120 | 119   | 110 | 111    | 108 | 109    | 101 | 102    | 92  | 93     | 85  | 89     | 75   | 1807  | 1694  | 3501        |
| Chhualung      | 215    | 200 | 207   | 200 | 200   | 191 | 192   | 183 | 186   | 176 | 182   | 171 | 173   | 168 | 164   | 157 | 156   | 149 | 146    | 142 | 145    | 134 | 136    | 124 | 125    | 115 | 121    | 102  | 2348  | 2217  | 4565        |
| 2001           | 887    | 841 | 855   | 823 | 825   | 786 | 786   | 750 | 763   | 718 | 745   | 699 | 699   | 684 | 668   | 637 | 632   | 60  | 589    | 573 | 582    | 537 | 545    | 432 | 496    | 453 | 477    | 400  | 9549  | 9000  | 18549       |
| 2002           | 897    | 841 | 887   | 847 | 855   | 823 | 825   | 786 | 786   | 750 | 763   | 718 | 745   | 699 | 684   | 668 | 637   | 632 | 601    | 589 | 573    | 582 | 537    | 545 | 492    | 496 | 453    | 9959 | 9448  | 19407 |             |
| 2003           | 888    | 841 | 887   | 848 | 887   | 847 | 855   | 823 | 825   | 786 | 786   | 750 | 763   | 718 | 745   | 699 | 699   | 684 | 668    | 637 | 632    | 601 | 589    | 573 | 582    | 537 | 545    | 492  | 10351 | 9843  | 20194       |
| 2004           | 888    | 841 | 888   | 848 | 887   | 848 | 887   | 847 | 855   | 823 | 825   | 786 | 786   | 750 | 763   | 718 | 745   | 699 | 699    | 684 | 668    | 637 | 632    | 601 | 589    | 573 | 582    | 537  | 10694 | 10200 | 20894       |
| 2005           | 889    | 841 | 888   | 849 | 888   | 848 | 887   | 848 | 887   | 847 | 855   | 823 | 825   | 786 | 786   | 750 | 763   | 718 | 745    | 699 | 699    | 684 | 668    | 637 | 632    | 601 | 589    | 573  | 11001 | 10512 | 21513       |
| 2006           | 890    | 841 | 889   | 849 | 888   | 849 | 888   | 848 | 887   | 848 | 887   | 847 | 855   | 823 | 825   | 786 | 786   | 750 | 763    | 718 | 745    | 699 | 699    | 684 | 668    | 637 | 632    | 601  | 11302 | 10789 | 22091       |
| 2007           | 890    | 841 | 890   | 850 | 889   | 849 | 888   | 849 | 888   | 848 | 887   | 848 | 887   | 847 | 855   | 823 | 825   | 786 | 786    | 750 | 763    | 718 | 745    | 699 | 699    | 684 | 668    | 637  | 11560 | 11038 | 22598       |
| 2008           | 891    | 841 | 890   | 850 | 890   | 850 | 889   | 849 | 888   | 849 | 888   | 848 | 887   | 848 | 887   | 847 | 855   | 823 | 825    | 786 | 786    | 750 | 763    | 718 | 745    | 699 | 699    | 684  | 11783 | 11252 | 23035       |
| 2009           | 891    | 841 | 891   | 851 | 890   | 850 | 890   | 850 | 889   | 849 | 888   | 849 | 888   | 848 | 887   | 848 | 887   | 847 | 855    | 823 | 825    | 786 | 786    | 750 | 763    | 718 | 745    | 699  | 11975 | 11419 | 23394       |
| 2010           | 892    | 842 | 891   | 851 | 891   | 851 | 890   | 850 | 890   | 850 | 889   | 849 | 888   | 849 | 888   | 848 | 887   | 848 | 887    | 847 | 855    | 823 | 825    | 786 | 786    | 750 | 763    | 718  | 12122 | 11572 | 23694       |
| 2011           | 892    | 842 | 892   | 852 | 891   | 851 | 891   | 851 | 890   | 850 | 890   | 850 | 889   | 849 | 888   | 849 | 888   | 848 | 887    | 848 | 887    | 847 | 855    | 823 | 825    | 786 | 786    | 755  | 12251 | 11711 | 23962       |

ge specific population projection is done on the basis of decadal growth rate of population taking 2001 as the base year.

The total number of children in the age group 3-5 years and 6-14 years and total elementary school enrolment in 2001-2002 is presented in the following table.

**Table No. 2.11 Cluster-wise children population and enrolments**

| Sl. No. | Name of Cluster | 3-5 yrs. Population |             |             | 6-14 yrs. Population |             |              | Elementary School Enrolment |             |             |
|---------|-----------------|---------------------|-------------|-------------|----------------------|-------------|--------------|-----------------------------|-------------|-------------|
|         |                 | M                   | F           | Total       | M                    | F           | Total        | M                           | F           | Total       |
| 1       | 2               | 3                   | 4           | 5           | 6                    | 7           | 8            | 9                           | 10          | 11          |
| 1       | Saiha           | 718                 | 680         | 1398        | 2020                 | 1803        | 3823         | 1344                        | 1226        | 2570        |
| 2       | Tulpang         | 176                 | 170         | 346         | 523                  | 480         | 1003         | 449                         | 417         | 866         |
| 3       | Zawngling       | 263                 | 256         | 519         | 429                  | 402         | 831          | 332                         | 303         | 635         |
| 4       | Chakhei         | 256                 | 241         | 497         | 390                  | 367         | 757          | 298                         | 259         | 557         |
| 5       | Serkaw          | 122                 | 111         | 233         | 323                  | 312         | 635          | 214                         | 195         | 409         |
| 6       | Chhualung       | 239                 | 233         | 472         | 324                  | 318         | 642          | 286                         | 267         | 553         |
| 7       | Phura           | 123                 | 120         | 243         | 326                  | 313         | 639          | 249                         | 225         | 474         |
| 8       | Maubawk         | 138                 | 130         | 268         | 312                  | 307         | 619          | 275                         | 238         | 513         |
| 9       | Lungpuk         | 102                 | 93          | 195         | 293                  | 289         | 582          | 144                         | 124         | 268         |
| 10      | Tongkolong      | 108                 | 100         | 208         | 265                  | 261         | 526          | 132                         | 176         | 308         |
| 11      | Romibawk        | 129                 | 120         | 249         | 228                  | 224         | 452          | 194                         | 158         | 352         |
|         | <b>Total</b>    | <b>2374</b>         | <b>2254</b> | <b>4628</b> | <b>5433</b>          | <b>5076</b> | <b>10509</b> | <b>3967</b>                 | <b>3588</b> | <b>7555</b> |

*Source : SSA Survey, 2001*

In table 2.5, age specific population projection is done taking the population of 2001 as the base year and on the basis of decadal growth rate calculated for the year 1991-2001 i.e. 29.18% for the planning purpose. Table 2.6 shows children population and total of primary and middle school enrolment for the year 2001-2002.

## 2.6 ENROLMENTS

The total number of school going age children as on 2001 is 10509 out of which 1092 are out of school children either non starter or dropped out which is 10.39%. These children needs special care and incentive scheme to bring them to the school system.

The enrolment shows a declining trend for the last 3/4 years mainly because good private English Medium Schools have come up and parents choose to send their children in these schools mainly because they are English Medium, but also because they have nursery or Kg. classes.

As such is the case, the council took a decision to open pre-school section even in the Govt. Primary Schools. Previously all the Govt. Schools were converted into English Medium Schools i.e from 2000. Circle-wise enrolment of Primary and Upper Primary Schools for the last three years is given in the table below:

**Table No. 2.7 Year-wise enrolment.**

**YEAR - WISE ENROLMENT (1999-2000)**

| Sl. No. | Name of Circle | Primary (I - IV) |             |             | Upper Primary (V - VII) |             |             | Grand Total |
|---------|----------------|------------------|-------------|-------------|-------------------------|-------------|-------------|-------------|
|         |                | Boys             | Girls       | Total       | Boys                    | Girls       | Total       |             |
| 1       | Saiha          | 1596             | 1461        | 3057        | 694                     | 590         | 1284        | 4341        |
| 2       | Phura          | 549              | 523         | 1072        | 252                     | 217         | 469         | 1541        |
| 3       | Chhualung      | 643              | 607         | 1250        | 288                     | 255         | 543         | 1793        |
|         | <b>Total</b>   | <b>2788</b>      | <b>2591</b> | <b>5379</b> | <b>1234</b>             | <b>1062</b> | <b>2296</b> | <b>7675</b> |

## YEAR - WISE ENROLMENT (2000-2001)

| Sl. No. | Name of Circle | Primary (1 - IV) |             |             | Upper Primary (V - VII) |             |             | Grand Total |
|---------|----------------|------------------|-------------|-------------|-------------------------|-------------|-------------|-------------|
|         |                | Boys             | Girls       | Total       | Boys                    | Girls       | Total       |             |
| 1       | Saiha          | 1582             | 1463        | 3045        | 700                     | 592         | 1292        | 4337        |
| 2       | Phura          | 556              | 524         | 1080        | 247                     | 218         | 465         | 1545        |
| 3       | Chhualung      | 646              | 602         | 1248        | 270                     | 246         | 516         | 1764        |
|         | <b>Total</b>   | <b>2784</b>      | <b>2589</b> | <b>5373</b> | <b>1217</b>             | <b>1056</b> | <b>2273</b> | <b>7646</b> |

## YEAR - WISE ENROLMENT (2001-2002)

| Sl. No. | Name of Circle | Primary (1 - IV) |             |             | Upper Primary (V - VII) |             |             | Grand Total |
|---------|----------------|------------------|-------------|-------------|-------------------------|-------------|-------------|-------------|
|         |                | Boys             | Girls       | Total       | Boys                    | Girls       | Total       |             |
| 1       | Saiha          | 1573             | 1453        | 3026        | 689                     | 585         | 1274        | 4300        |
| 2       | Phura          | 547              | 513         | 1060        | 242                     | 208         | 450         | 1510        |
| 3       | Chhualung      | 636              | 593         | 1229        | 280                     | 236         | 516         | 1745        |
|         | <b>Total</b>   | <b>2756</b>      | <b>2559</b> | <b>5315</b> | <b>1211</b>             | <b>1029</b> | <b>2240</b> | <b>7555</b> |

Source : Consolidated School Report, Education Department

Table No. 2.14 Enrolment of Pre-School, Primary, Upper Primary and Class VIII of Higher Schools by sex.

| ENROLMENT 2001 - 2002 |                |            |            |             |             |             |             |            |            |             |             |             |
|-----------------------|----------------|------------|------------|-------------|-------------|-------------|-------------|------------|------------|-------------|-------------|-------------|
| Sl. No.               | Name of Circle | Pre-School |            | Cl. 1-IV    |             | Cl. V-VII   |             | Cl. VIII   |            | Total       |             | GRAND TOTAL |
|                       |                | M          | F          | M           | F           | M           | F           | M          | F          | M           | F           |             |
| 1                     | Saiha          | 41         | 41         | 916         | 850         | 128         | 376         | 133        | 114        | 1521        | 1381        | 2902        |
| 2                     | Tuipang        | 17         | 12         | 313         | 290         | 136         | 127         | 67         | 55         | 533         | 484         | 1017        |
| 3                     | Maubawk        | 10         | 5          | 202         | 188         | 73          | 50          | 28         | 18         | 313         | 261         | 574         |
| 4                     | Romibawk       | 8          | 10         | 142         | 125         | 52          | 33          | 26         | 24         | 228         | 192         | 420         |
| 5                     | Phura          | 7          | 6          | 164         | 153         | 85          | 72          | 24         | 24         | 280         | 255         | 535         |
| 6                     | Serkawr        | 10         | 12         | 150         | 143         | 64          | 52          | 25         | 22         | 249         | 229         | 478         |
| 7                     | Tongkelong     | 12         | 7          | 127         | 123         | 55          | 53          | 27         | 19         | 221         | 202         | 423         |
| 8                     | Lungbuk        | 8          | 7          | 106         | 94          | 38          | 30          | 13         | 11         | 165         | 142         | 307         |
| 9                     | Chhualung      | 17         | 15         | 199         | 184         | 87          | 83          | 39         | 31         | 342         | 313         | 655         |
| 10                    | Chakhoi        | 16         | 20         | 200         | 185         | 98          | 74          | 35         | 30         | 349         | 309         | 658         |
| 11                    | Zawngling      | 33         | 23         | 237         | 224         | 95          | 79          | 28         | 24         | 393         | 350         | 743         |
|                       | <b>Total</b>   | <b>182</b> | <b>158</b> | <b>2756</b> | <b>2559</b> | <b>1211</b> | <b>1029</b> | <b>445</b> | <b>372</b> | <b>4594</b> | <b>4118</b> | <b>8712</b> |

Using the above 2 tables, enrolment ratios are calculated for the year 2001--2002 for Primary and Upper Primary Schools and separately for boys and girls.

### **GROSS ENROLMENT RATIO :**

The enrolment ratio is the most commonly used indicator for the assessment of educational coverage. It gives the proportion of children enrolled in the schools to the total age-specific population. Four types of enrolment ratios that can be taken into account for diagnosis of the educational system are:-

1. **Overall enrolment ratio** : Which only gives an idea of the total coverage of the educational system. Overall enrolment ratio for School Education may not be presented here as our data coverage is only for elementary stage.
2. **Level-wise enrolment ratio** : It gives the coverage of children by a specific level of education. The two types of level-wise enrolment ratios-Gross Enrolment Ratio (GER) and Net Enrolment Ratio (NER) for Saiha District are given for Primary and Upper Primary level in the following :-

$$\text{G.E.R} = \frac{\text{Total enrolment in grades I - IV/V - VII in 2001}}{\text{Total population of aged group 6 - 9/10 - 12 years in 2001}} \times 100$$

$$\text{P/S} = \frac{5315}{5365} \times 100 = 99.07\%$$

$$\text{UPS} = \frac{2240}{3318} \times 100 = 67.51\%$$

$$\text{N.E.R} = \frac{\text{Total enrolment in grades I - IV/V - VII aged 6 - 9/10 - 12 years in 2001}}{\text{Total population of aged group 6 - 9/10 - 12 years in 2001}} \times 100$$

$$\text{P/S} = \frac{4221}{5365} \times 100 = 78.67\%$$

$$\text{UPS} = \frac{1709}{3318} \times 100 = 51.50\%$$

The Circle wise GER for Primary and Upper Primary stae may be given in the following :-

**Table No. 2.15 Gross Enrolment Ratio (GER)**

| (A) PRIMARY    |   |  |   |
|----------------|---|--|---|
| Name of Circle | Boys                                      | Girls                                    | Total                                     |
| Saiha          | $\frac{1573}{1549} \times 100 = 101.54\%$ | $\frac{1453}{1482} \times 100 = 98.04\%$ | $\frac{3026}{3031} \times 100 = 99.83\%$  |
| Phura          | $\frac{547}{520} \times 100 = 105.19\%$   | $\frac{513}{494} \times 100 = 103.84\%$  | $\frac{1060}{1014} \times 100 = 104.53\%$ |
| Chhualung      | $\frac{636}{675} \times 100 = 94.22\%$    | $\frac{593}{645} \times 100 = 91.93\%$   | $\frac{1229}{1320} \times 100 = 93.10\%$  |
| District Total | $\frac{4199}{2744} \times 100 = 100.43\%$ | $\frac{4000}{2621} \times 100 = 97.63\%$ | $\frac{5041}{5365} \times 100 = 99.07\%$  |

**Table No. 2.16**

| (B) UPPER PRIMARY (GER) |  |  |  |
|-------------------------|--|--|--|
| Name of Circle          | Boys                                     | Girls                                    | Total                                    |
| Saiha                   | $\frac{689}{967} \times 100 = 71.25\%$   | $\frac{585}{901} \times 100 = 64.92\%$   | $\frac{1274}{1868} \times 100 = 68.20\%$ |
| Phura                   | $\frac{242}{322} \times 100 = 75.15\%$   | $\frac{208}{301} \times 100 = 69.10\%$   | $\frac{450}{623} \times 100 = 72.23\%$   |
| Chhualung               | $\frac{280}{427} \times 100 = 65.57\%$   | $\frac{236}{400} \times 100 = 59\%$      | $\frac{516}{827} \times 100 = 62.39\%$   |
|                         | $\frac{1211}{1716} \times 100 = 70.58\%$ | $\frac{1029}{1319} \times 100 = 77.99\%$ | $\frac{2240}{3315} \times 100 = 67.51\%$ |

3. **Grade-wise enrolment ratio** gives an idea of the coverage of children in a specific grade. The grade-wise enrolment ratio for the year 2001 are given in the following for all the grades of elementary schools :-

$$\text{Grade 1 NER} = \frac{\text{Enrolment in grade 1 of 6 yrs. in 2001}}{\text{Population of 6 years old in 2001}} \times 100$$

$$= \frac{967}{1444} \times 100 = 66.97$$

$$\text{Grade 2 NER} = \frac{670}{1383} \times 100 = 48.45$$

$$\text{Grade 3 NER} = \frac{591}{1305} \times 100 = 45.29$$

$$\text{Grade 4 NER} = \frac{512}{1233} \times 100 = 46.39$$

$$\text{Grade 5 NER} = \frac{422}{1162} \times 100 = 36.32$$

$$\text{Grade 6 NER} = \frac{399}{1119} \times 100 = 35.66$$

$$\text{Grade 7 NER} = \frac{396}{1037} \times 100 = 38.19$$

As can be seen from the above, grade-wise enrolment ratio is not very high. Eventhough a child of 6 years is to be enrolled in Class I, there are many 6 years old who are below and above class I.

Table No. 2.17 Net Enrolment Ratio (NER)

| (A) LOWER PRIMARY |  |  |  |
|-------------------|--|--|--|
| Name of Circle    | Boys                                     | Girls                                    | Total                                    |
| Saiha             | $\frac{1234}{1548} \times 100 = 79.80\%$ | $\frac{1172}{1402} \times 100 = 83.59\%$ | $\frac{2406}{3050} \times 100 = 78.89\%$ |
| Phura             | $\frac{431}{520} \times 100 = 82.88\%$   | $\frac{411}{494} \times 100 = 83.19\%$   | $\frac{842}{1014} \times 100 = 83.03\%$  |
| Chhuanung         | $\frac{500}{670} \times 100 = 74.63\%$   | $\frac{473}{640} \times 100 = 73.91\%$   | $\frac{973}{1310} \times 100 = 73.90\%$  |
| District Total    | $\frac{2165}{2744} \times 100 = 78.89\%$ | $\frac{2056}{2621} \times 100 = 78.44\%$ | $\frac{4221}{5365} \times 100 = 78.67\%$ |

Table No. 2.18

| (B) UPPER PRIMARY |   |   |  |
|-------------------|---|---|--|
| Name of Circle    | Boys                                    | Girls                                   | Total                                    |
| Saiha             | $\frac{516}{967} \times 100 = 53.36\%$  | $\frac{458}{901} \times 100 = 50.83\%$  | $\frac{974}{1868} \times 100 = 52.14\%$  |
| Phura             | $\frac{181}{322} \times 100 = 56.21\%$  | $\frac{162}{301} \times 100 = 53.82\%$  | $\frac{343}{623} \times 100 = 55.05\%$   |
| Chhuanung         | $\frac{228}{427} \times 100 = 53.40\%$  | $\frac{181}{400} \times 100 = 45.25\%$  | $\frac{309}{827} \times 100 = 37.36\%$   |
| District Total    | $\frac{905}{1716} \times 100 = 52.73\%$ | $\frac{804}{1602} \times 100 = 50.18\%$ | $\frac{1709}{3318} \times 100 = 51.50\%$ |



It is hoped to increase primary school enrolment by opening of pre-school section as per council policy and also age-specific enrolment as children below 6 years will be admitted in Kg. I and II or nursery section. It is also hoped that this will increase the gross enrolment ratio as well as net enrolment ratio in the district.

However, the existing infrastructural facilities and other facilities of the government schools are far less sufficient for such improvement. Not only that, capacity building for teachers is of prime importance as many are under qualified and may not be able to teach in english or handle pre-school children.

Age grade matrix is presented in the succeeding pages separately for the three circles of the district.

Table No. 2.19

AGE GRADE MATRIX OF SAHIA DISTRICT

| Sl. No | Age Level | Class I |     | Class II |     | Class III |     | Class IV |     | Class V |     | Class VI |     | Class VII |     | Class VIII |     | Total |      | Grand Total |      |
|--------|-----------|---------|-----|----------|-----|-----------|-----|----------|-----|---------|-----|----------|-----|-----------|-----|------------|-----|-------|------|-------------|------|
|        |           | M       | F   | M        | F   | M         | F   | M        | F   | M       | F   | M        | F   | M         | F   | M          | F   | M     | F    |             |      |
| 1      | 2         | 3       | 4   | 5        | 6   | 7         | 8   | 9        | 10  | 11      | 12  | 13       | 14  | 15        | 16  | 17         | 18  | 19    | 20   | 20          |      |
| 1      | 3-5 yrs   | 267     | 200 | 7        | 13  |           |     |          |     |         |     |          |     |           |     |            |     |       | 274  | 213         | 487  |
| 2      | 6 yrs     | 503     | 464 | 107      | 105 | 20        | 13  |          |     |         |     |          |     |           |     |            |     |       | 630  | 582         | 1212 |
| 3      | 7 yrs     | 111     | 98  | 345      | 325 | 81        | 102 | 38       | 32  | 4       |     |          |     |           |     |            |     |       | 579  | 558         | 1137 |
| 4      | 8 yrs     | 40      | 45  | 114      | 86  | 302       | 289 | 60       | 75  | 12      |     | 4        | 4   |           | 1   |            |     |       | 532  | 506         | 1038 |
| 5      | 9 yrs     | 4       | 7   | 43       | 47  | 99        | 94  | 298      | 274 | 44      | 3   | 8        | 3   |           |     |            |     |       | 496  | 464         | 960  |
| 6      | 10 yrs    | 2       | 4   | 10       | 7   | 40        | 51  | 109      | 90  | 12      | 21  | 39       | 30  | 3         | 3   | 1          |     |       | 416  | 395         | 811  |
| 7      | 11 yrs    |         |     | 4        | 2   | 30        | 25  | 60       | 57  | 37      | 5   | 212      | 187 | 54        | 49  | 4          | 3   |       | 431  | 380         | 811  |
| 8      | 12 yrs    |         |     | 1        | 3   | 8         | 7   | 40       | 32  | 45      | 23  | 66       | 51  | 207       | 189 | 30         | 27  |       | 397  | 337         | 734  |
| 9      | 13 yrs    |         |     | 1        | 2   | 3         | 2   | 3        | 3   | 12      |     | 34       | 29  | 54        | 48  | 223        | 197 |       | 340  | 290         | 630  |
| 10     | 14 yrs    |         |     |          |     | 1         | 3   | 5        | 2   | 1       | 4   | 32       | 19  | 81        | 62  | 187        | 145 |       | 317  | 235         | 552  |
|        | Total     | 927     | 818 | 532      | 590 | 584       | 586 | 613      | 565 | 107     | 354 | 395      | 323 | 409       | 352 | 445        | 372 |       | 4412 | 3960        | 8372 |

Table No. 2.20

AGE GRADE MATRIX OF SAIHA CIRCLE

| Sl. No | Age Level | Class I |     | Class II |     | Class III |     | Class IV |     | Class V |     | Class VI |     | Class VII |     | Class VIII |     | Total |      | Grand Total |
|--------|-----------|---------|-----|----------|-----|-----------|-----|----------|-----|---------|-----|----------|-----|-----------|-----|------------|-----|-------|------|-------------|
|        |           | M       | F   | M        | F   | M         | F   | M        | F   | M       | F   | M        | F   | M         | F   | M          | F   | M     | F    |             |
| 1      | 2         | 3       | 4   | 5        | 6   | 7         | 8   | 9        | 10  | 11      | 12  | 13       | 14  | 15        | 16  | 17         | 18  | 19    | 20   | 20          |
| 1      | 3-5 yrs   | 155     | 116 | 4        | 8   |           |     |          |     |         |     |          |     |           |     |            |     | 159   | 124  | 283         |
| 2      | 6 yrs     | 287     | 264 | 61       | 60  | 11        | 7   |          |     |         |     |          |     |           |     |            |     | 359   | 331  | 690         |
| 3      | 7 yrs     | 63      | 56  | 197      | 185 | 46        | 58  | 22       | 18  | 2       | 1   |          |     |           |     |            |     | 330   | 318  | 648         |
| 4      | 8 yrs     | 23      | 26  | 65       | 49  | 172       | 165 | 34       | 43  | 7       | 3   | 2        | 2   |           | 1   |            |     | 303   | 289  | 592         |
| 5      | 9 yrs     | 2       | 4   | 25       | 27  | 56        | 54  | 170      | 156 | 25      | 22  | 5        | 1   |           |     |            |     | 283   | 264  | 547         |
| 6      | 10 yrs    |         | 2   | 6        | 4   | 23        | 29  | 62       | 51  | 21      | 120 | 22       | 17  | 1         | 1   | 1          |     | 236   | 224  | 460         |
| 7      | 11 yrs    |         |     | 2        |     | 17        | 14  | 34       | 32  | 38      | 32  | 121      | 107 | 31        | 28  | 2          | 1   | 245   | 214  | 459         |
| 8      | 12 yrs    |         |     | 1        | 1   | 5         | 4   | 23       | 18  | 26      | 16  | 38       | 29  | 118       | 108 | 17         | 15  | 228   | 191  | 419         |
| 9      | 13 yrs    |         |     | 1        |     | 1         |     | 1        | 1   | 7       | 5   | 19       | 17  | 36        | 27  | 127        | 112 | 192   | 162  | 354         |
| 10     | 14 yrs    |         |     |          |     | 1         | 1   | 3        |     | 6       | 2   | 18       | 11  | 46        | 35  | 107        | 83  | 181   | 132  | 313         |
|        | Total     | 530     | 468 | 362      | 334 | 332       | 332 | 349      | 319 | 232     | 201 | 225      | 184 | 232       | 200 | 254        | 211 | 2516  | 2249 | 4765        |

Table No. 2.21

|        |           | AGE GRADE MATRIX OF CHHU RLUNG CIRCLE |     |          |     |           |     |          |     |         |    |          |    |           |    |            |    |       |     |             |
|--------|-----------|---------------------------------------|-----|----------|-----|-----------|-----|----------|-----|---------|----|----------|----|-----------|----|------------|----|-------|-----|-------------|
| Sl. No | Age Level | Class I                               |     | Class II |     | Class III |     | Class IV |     | Class V |    | Class VI |    | Class VII |    | Class VIII |    | Total |     | Grand Total |
|        |           | M                                     | F   | M        | F   | M         | F   | M        | F   | M       | F  | M        | F  | M         | F  | M          | F  | M     | F   |             |
| 1      | 2         | 3                                     | 4   | 5        | 6   | 7         | 8   | 9        | 10  | 11      | 12 | 13       | 14 | 15        | 16 | 17         | 18 | 19    | 20  | 21          |
| 1      | 3-5 yrs   | 61                                    | 46  | 2        | 3   |           |     |          |     |         |    |          |    |           |    |            |    | 63    | 49  | 112         |
| 2      | 6 yrs     | 116                                   | 107 | 25       | 24  | 5         | 3   |          |     |         |    |          |    |           |    |            |    | 146   | 134 | 280         |
| 3      | 7 yrs     | 26                                    | 23  | 79       | 75  | 19        | 23  | 9        | 7   | 1       |    |          |    |           |    |            |    | 134   | 128 | 262         |
| 4      | 8 yrs     | 9                                     | 10  | 26       | 20  | 69        | 66  | 14       | 17  | 3       | 2  | 1        | 1  |           |    |            |    | 122   | 116 | 238         |
| 5      | 9 yrs     | 1                                     | 2   | 10       | 11  | 23        | 22  | 69       | 63  | 10      | 9  | 2        | 1  |           |    |            |    | 115   | 108 | 223         |
| 6      | 10 yrs    | 1                                     | 1   | 2        | 2   | 9         | 12  | 25       | 21  | 49      | 3  | 9        | 7  | 1         | 1  |            |    | 96    | 92  | 188         |
| 7      | 11 yrs    |                                       |     | 1        | 1   | 7         | 6   | 14       | 13  | 15      | 3  | 49       | 43 | 12        | 11 | 1          | 1  | 99    | 88  | 187         |
| 8      | 12 yrs    |                                       |     |          |     | 2         | 2   | 9        | 7   | 10      | 6  | 15       | 12 | 48        | 43 | 7          | 6  | 91    | 77  | 168         |
| 9      | 13 yrs    |                                       |     |          |     | 1         | 1   | 1        | 1   | 3       | 2  | 8        | 7  | 15        | 11 | 51         | 45 | 79    | 68  | 147         |
| 10     | 14 yrs    |                                       |     |          |     |           | 1   | 1        | 1   | 3       | 1  | 7        | 4  | 19        | 14 | 43         | 33 | 73    | 54  | 127         |
|        | Total     | 214                                   | 189 | 145      | 138 | 135       | 136 | 142      | 130 | 94      | 1  | 91       | 75 | 95        | 80 | 102        | 85 | 1018  | 914 | 1932        |

Table No. 2.22

AGE GRADE MATRIX OF PHURA CIRCLE

| Sl. No | Age Level | Class I |     | Class II |     | Class III |     | Class IV |     | Class V |    | Class VI |    | Class VII |    | Class VIII |    | Total |     | Grand Total |
|--------|-----------|---------|-----|----------|-----|-----------|-----|----------|-----|---------|----|----------|----|-----------|----|------------|----|-------|-----|-------------|
|        |           | M       | F   | M        | F   | M         | F   | M        | F   | M       | F  | M        | F  | M         | F  | M          | F  | M     | F   |             |
| 1      | 2         | 3       | 4   | 5        | 6   | 7         | 8   | 9        | 10  | 11      | 12 | 13       | 14 | 15        | 16 | 17         | 18 | 19    | 20  | 20          |
| 1      | 3-5 yrs   | 51      | 38  | 1        | 2   |           |     |          |     |         |    |          |    |           |    |            |    | 52    | 40  | 92          |
| 2      | 6 yrs     | 100     | 93  | 21       | 21  | 4         | 3   |          |     |         |    |          |    |           |    |            |    | 125   | 117 | 242         |
| 3      | 7 yrs     | 22      | 19  | 69       | 65  | 16        | 21  | 7        | 7   |         |    |          |    |           |    |            |    | 115   | 112 | 227         |
| 4      | 8 yrs     | 8       | 9   | 23       | 17  | 61        | 58  | 12       | 15  | 2       | 1  | 1        | 1  |           |    |            |    | 107   | 101 | 208         |
| 5      | 9 yrs     | 1       | 1   | 8        | 9   | 20        | 18  | 59       | 55  | 9       | 8  | 1        | 1  |           |    |            |    | 98    | 92  | 190         |
| 6      | 10 yrs    | 1       | 1   | 2        | 1   | 8         | 10  | 22       | 18  | 42      | 42 | 8        | 6  | 1         | 1  |            |    | 84    | 79  | 163         |
| 7      | 11 yrs    |         |     | 1        | 1   | 6         | 5   | 12       | 12  | 14      | 12 | 42       | 37 | 11        | 10 | 1          |    | 87    | 78  | 165         |
| 8      | 12 yrs    |         |     |          | 1   | 1         | 1   | 8        | 7   | 9       | 6  | 13       | 10 | 41        | 38 | 6          | 6  | 78    | 69  | 147         |
| 9      | 13 yrs    |         |     |          | 1   | 1         | 1   | 1        | 1   | 2       | 2  | 7        | 5  | 13        | 10 | 45         | 40 | 69    | 60  | 129         |
| 10     | 14 yrs    |         |     |          |     |           | 1   | 1        | 1   | 2       | 1  | 7        | 4  | 16        | 13 | 37         | 29 | 63    | 49  | 112         |
|        | Total     | 183     | 161 | 125      | 118 | 117       | 118 | 122      | 116 | 81      | 72 | 79       | 64 | 82        | 72 | 89         | 76 | 878   | 797 | 1675        |

**Table No. 2.23 Enrolment Projection (2001-2010)**

Projection of enrolment is required for the purpose of planning elementary education for the future. Projection of enrolment for classes I-VIII is made based on the 2001-2002 enrolment for these classes and by taking the annual population growth rate of the district. i.e. 2.9%

| Year | Class I |     | Class II |     | Class III |     | Class IV |     | Class V |     | Class VI |     | Class VII |     | Class VIII |     | Total |      | Grand Total |
|------|---------|-----|----------|-----|-----------|-----|----------|-----|---------|-----|----------|-----|-----------|-----|------------|-----|-------|------|-------------|
|      | M       | F   | M        | F   | M         | F   | M        | F   | M       | F   | M        | F   | M         | F   | M          | F   | M     | F    |             |
| 1    | 2       | 3   | 4        | 5   | 6         | 7   | 8        | 9   | 10      | 11  | 12       | 13  | 14        | 15  | 16         | 17  | 18    | 19   | 20          |
| 2001 | 927     | 818 | 632      | 590 | 584       | 586 | 613      | 565 | 407     | 354 | 395      | 323 | 409       | 352 | 445        | 372 | 4412  | 3960 | 8372        |
| 2002 | 931     | 829 | 650      | 614 | 600       | 602 | 619      | 585 | 430     | 369 | 420      | 345 | 411       | 368 | 458        | 385 | 4519  | 4097 | 8616        |
| 2003 | 934     | 832 | 671      | 635 | 618       | 620 | 637      | 603 | 447     | 386 | 427      | 362 | 436       | 383 | 474        | 399 | 4644  | 4220 | 8864        |
| 2004 | 937     | 835 | 693      | 657 | 637       | 639 | 656      | 622 | 465     | 403 | 444      | 379 | 451       | 398 | 490        | 413 | 4773  | 4346 | 9119        |
| 2005 | 940     | 838 | 715      | 680 | 656       | 659 | 675      | 642 | 483     | 423 | 461      | 397 | 466       | 414 | 506        | 428 | 4902  | 4481 | 9383        |
| 2006 | 943     | 841 | 737      | 704 | 675       | 680 | 694      | 653 | 501     | 454 | 478      | 416 | 481       | 431 | 522        | 444 | 5031  | 4623 | 9654        |
| 2007 | 946     | 844 | 759      | 728 | 694       | 701 | 703      | 664 | 533     | 489 | 495      | 435 | 496       | 448 | 538        | 460 | 5164  | 4769 | 9933        |
| 2008 | 949     | 847 | 781      | 752 | 713       | 722 | 712      | 675 | 568     | 528 | 512      | 454 | 511       | 465 | 554        | 476 | 5300  | 4919 | 10219       |
| 2009 | 952     | 850 | 804      | 777 | 733       | 744 | 722      | 687 | 604     | 568 | 529      | 473 | 526       | 482 | 570        | 492 | 5440  | 5073 | 10513       |
| 2010 | 955     | 853 | 828      | 803 | 754       | 767 | 733      | 700 | 641     | 509 | 546      | 492 | 541       | 499 | 586        | 508 | 5584  | 5231 | 10815       |

## 2.7 STUDENTS FLOW

Students move from one grade to another grade but there are cases where some students fail and repeat the some class and some may even leave the system. There are three possibilities when we try to observe the movement of students over a period of time.

1. Many students pass the specific grade and will be in the next grade
2. Some students may fail in a particular grade and remain in the same grade.
3. Some students may drop-out from the system leaving school.

**Table No. 2.24 Flow Diagram**

| YEAR      | <u>FLOW DIAGRAM</u> |      |      |      |     |     |     |
|-----------|---------------------|------|------|------|-----|-----|-----|
|           | I                   | II   | III  | IV   | V   | VI  | VII |
| 2000-2001 | 1639                | 1277 | 1225 | 1232 | 773 | 728 | 772 |
| 2001-2002 | 1745                | 1222 | 1170 | 1178 | 761 | 718 | 761 |

Source : Analysis of Survey and Education Department Record, 2001

The flow rate in percentage may be seen in the next table.

**Table No. 2.25 Flow rate in percentage**

| Class      | I - II | II - III | III - IV | IV - V | V - VI | VI - VII | VII - VIII |
|------------|--------|----------|----------|--------|--------|----------|------------|
| Transition | 70.22  | 89.27    | 91.67    | 58.45  | 89.26  | 96.15    | 46.63      |
| Repetition | 23.37  | 5.56     | 2.45     | 4.46   | 5.31   | 3.85     | 7.90       |
| Drop-out   | 6.41   | 5.17     | 5.88     | 37.09  | 5.43   |          | 45.47      |

*Source : Survey of SSA, 2001*

From the above table, it can be seen that grade to grade transition except for class IV to V and class VII-VIII is quite satisfactory. It may be understood that at class I under-aged and sibling case contribute to the low transition and high repetition rate. The low rate of transition from class IV to V and class VII to VIII is a transitory stage from Primary to Upper Primary and from upper primary to High Schools is due to accessless habitations and may be because of public examination at these stages.

## 2.8 DROP-OUT RATE

Drop-out rate is the percentage of students who leave the system without completing the grade to the total number of students originally enrolled in a grade. The drop out rate for Saiha District is calculated and may be understood as the rate of students who failed or leave a particular school.

Cluster-wise presentation of out of school children may be seen in the preceding table.



**Table No. 2.26 Cluster-wise 6 - 14 years population in school and out of school**

| Sl. No. | Name of Cluster | Population of 6-14 yrs |             |              | 6-14 yrs enrolled in schools |             |             | 6-14 yrs out of school population |            |             |
|---------|-----------------|------------------------|-------------|--------------|------------------------------|-------------|-------------|-----------------------------------|------------|-------------|
|         |                 | Boys                   | Girls       | Total        | Boys                         | Girls       | Total       | Boys                              | Girls      | Total       |
| 1       | 2               | 3                      | 4           | 5            | 6                            | 7           | 8           | 9                                 | 10         | 11          |
| 1       | Saiha           | 2020                   | 1803        | 3823         | 1906                         | 1673        | 3579        | 114                               | 130        | 244         |
| 2       | Tulpang         | 523                    | 480         | 1003         | 482                          | 434         | 916         | 41                                | 46         | 87          |
| 3       | Maubawk         | 312                    | 307         | 619          | 276                          | 265         | 541         | 36                                | 42         | 78          |
| 4       | Romibawk        | 228                    | 224         | 452          | 189                          | 178         | 367         | 39                                | 46         | 85          |
| 5       | Phura           | 326                    | 313         | 639          | 277                          | 267         | 544         | 49                                | 46         | 95          |
| 6       | Serkawr         | 323                    | 312         | 635          | 291                          | 279         | 570         | 32                                | 33         | 65          |
| 7       | Tongkolong      | 265                    | 261         | 526          | 212                          | 211         | 423         | 53                                | 50         | 103         |
| 8       | Lungpuk         | 293                    | 289         | 582          | 252                          | 246         | 498         | 41                                | 43         | 84          |
| 9       | Chhualung       | 324                    | 318         | 642          | 290                          | 287         | 577         | 34                                | 31         | 65          |
| 10      | Chakhei         | 390                    | 367         | 757          | 345                          | 322         | 667         | 45                                | 45         | 90          |
| 11      | Zawngling       | 429                    | 402         | 831          | 384                          | 351         | 735         | 45                                | 51         | 96          |
|         | <b>Total</b>    | <b>5433</b>            | <b>5076</b> | <b>10509</b> | <b>4904</b>                  | <b>4513</b> | <b>9417</b> | <b>529</b>                        | <b>563</b> | <b>1092</b> |

*Source : SSA Survey, 2001*

As can be seen from the above table, the total population of 6-14 years in Saiha District is 10509 and out of which 9417 are enrolled in schools and the remaining 1092 children are outside the school system. Of these, some never attend school and some are drop outs from the school system.

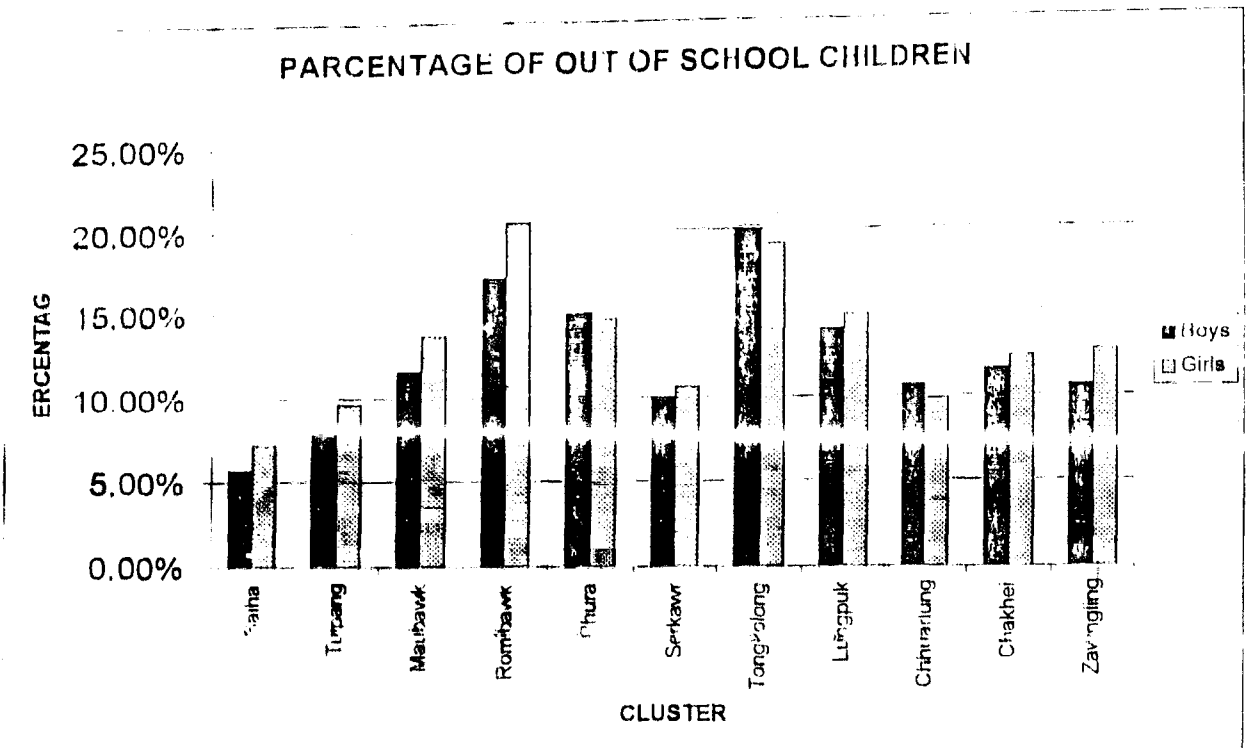
It may be mentioned here that, to provide education to children who are out of school, a Non-Formal Education Project was launched way back in 1987 and there were 14 Non-Formal Education (NFE) centres till the time of launching SSA in the district.

**Table No. 2.27 Percentage of out of school 6-14 years children by sex**

| Sl. No. | Name of Cluster | Population of 6-14 yrs |             |              | Out of School |            |             | Percentage of out of school |               |               |
|---------|-----------------|------------------------|-------------|--------------|---------------|------------|-------------|-----------------------------|---------------|---------------|
|         |                 | Boys                   | Girls       | Total        | Boys          | Girls      | Total       | Boys                        | Girls         | Total         |
| 1       | 2               | 3                      | 4           | 5            | 6             | 7          | 8           | 9                           | 10            | 11            |
| 1       | Saiha           | 2020                   | 1803        | 3823         | 114           | 130        | 244         | 5.64%                       | 7.21%         | 6.38%         |
|         |                 | 522                    | 480         | 1003         | 41            | 46         | 87          | 7.84%                       | 9.58%         | 8.67%         |
| 3       | Maubawk         | 312                    | 307         | 619          | 36            | 42         | 78          | 11.54%                      | 13.68%        | 12.60%        |
| 4       | Rombawk         | 228                    | 224         | 452          | 39            | 46         | 85          | 17.11%                      | 20.54%        | 18.81%        |
| 5       | Phura           | 328                    | 313         | 639          | 49            | 46         | 95          | 15.03%                      | 14.70%        | 14.87%        |
| 6       | Serkawr         | 323                    | 312         | 635          | 32            | 33         | 65          | 9.91%                       | 10.58%        | 10.24%        |
| 7       | Tongkolong      | 495                    | 491         | 986          | 51            | 50         | 103         | 10.00%                      | 10.16%        | 10.16%        |
| 8       | Lungpuk         | 293                    | 289         | 582          | 41            | 43         | 84          | 13.99%                      | 14.88%        | 14.43%        |
| 9       | Chhualung       | 324                    | 318         | 642          | 34            | 31         | 65          | 10.49%                      | 9.75%         | 10.12%        |
| 10      | Chakhei         | 390                    | 387         | 757          | 45            | 45         | 90          | 11.54%                      | 12.26%        | 11.89%        |
| 11      | Zawngling       | 429                    | 402         | 831          | 45            | 51         | 96          | 10.49%                      | 12.69%        | 11.55%        |
|         | <b>Total</b>    | <b>5433</b>            | <b>5078</b> | <b>10509</b> | <b>529</b>    | <b>563</b> | <b>1092</b> | <b>9.74%</b>                | <b>11.09%</b> | <b>10.39%</b> |

Source : SSA Survey, 2001

The percentage of children in the age of 6-14 years who are not in the schools is 10.39%. The cluster variation ranges from the least 6.38% to the highest 19.58% and even more in the case of girls. The challenge to universalise all children is great and would need various interventions and more so in the case of girls. This is why education of girls is given priority and planned for innovative project. The percentage of out of school children is presented in the following diagram.



## 2.9 DISABLED CHILDREN

Educational opportunity among special groups are provided to only a few disabled children covered under seven Integrated Education for the Disabled (IEDC) Blocks in Mizoram. Since Saiha District is not covered by IEDC nor PIED project, no action has been taken till date. The survey reports the presence of 126 disabled children in the district. However it may be understood that the parents nor the surveyor are trained in special education and the report therefore has to be taken as a tentative figure. The need to have a proper identification and assessment of their disability is strongly felt.

**Table No. 2.28 Circle-wise disabled children in school and out of school by sex**

| Sl. No. | Name of Circle | Disabled In School |    |       | Disabled out of School |    |       | Total No. of disabled children |    |       |
|---------|----------------|--------------------|----|-------|------------------------|----|-------|--------------------------------|----|-------|
|         |                | M                  | F  | Total | M                      | F  | Total | M                              | F  | Total |
| 1       | 2              | 3                  | 4  | 5     | 6                      | 7  | 8     | 9                              | 10 | 11    |
| 1       | Saiha          | 13                 | 9  | 22    | 12                     | 12 | 24    | 25                             | 21 | 46    |
| 2       | Phura          | 7                  | 5  | 12    | 14                     | 13 | 27    | 21                             | 18 | 39    |
| 3       | Chhualung      | 6                  | 8  | 14    | 16                     | 11 | 27    | 22                             | 19 | 41    |
|         | Dist. Total    | 26                 | 22 | 48    | 42                     | 36 | 78    | 68                             | 58 | 126   |

*Source : SSA Survey, 2001*

Out of the identified or rather reported 126 disabled children, only 48 of them i.e. 38.1% are in school and majority of them are not attending schools.

## **2.10 TEACHING COMMUNITY**

The importance of teachers for the attainment fo UEE and for the successful implementation of SSA in the District needs to be understood in its totality. No amount of inputs nor additional resources can yield the expected outcome until and unless the teachers are involved, committed with a new zeal. It is, therefore, envisage that all the untrained teachers will be given appropriate training and capacity building programmes. The existing position of the teachers in Saiha District may be seen in the following tables.

**Table No. 2.29 Caste-wise and level-wise number of teachers**

| Sl. No. | Level         | S.C/General |          | ST         |            | Training   |           | Total No. of Teachers |
|---------|---------------|-------------|----------|------------|------------|------------|-----------|-----------------------|
|         |               | M           | F        | M          | F          | Trained    | Untrained | Total                 |
| 1       | 2             | 3           | 4        | 5          | 6          | 7          | 8         | 9                     |
| 1       | Anganwadi     |             |          |            | 51         | 51         |           | 51                    |
| 2       | Primary       | 2           |          | 257        | 150        | 355        | 54        | 409                   |
| 3       | Upper Primary | 5           | 1        | 252        | 32         | 254        | 36        | 290                   |
|         | <b>Total</b>  | <b>7</b>    | <b>1</b> | <b>509</b> | <b>233</b> | <b>660</b> | <b>90</b> | <b>750</b>            |

*Source : Survey of SSA, 2001*

The above record show that there are only 90 untrained teachers. This includes fixed pay teachers. This means that almost every Primary School Teacher is trained excepting 1 regular teacher and 52 fixed pay teachers. Even in Upper Primary School, 36 out of 254 i.e. 14.17% are untrained. This means there are 64 Upper Primary School Teachers (including proposed new 28 teachers) yet to be trained.

The Anganwadi Instructors are all trained in their respective training centre. However, orientation on pre-school component for the Instructor and their helper may be considered.

**Table No. 2.30 Cluster-wise break-up of P/S Teachers by qualification**

| Sl. No. | Name of Cluster | No. of teacher | B.A |          | P.U.C     |          | HSLC       |           | Under HSLC |           |
|---------|-----------------|----------------|-----|----------|-----------|----------|------------|-----------|------------|-----------|
|         |                 |                | M   | F        | M         | F        | M          | F         | M          | F         |
| 1       | Saiha           | 119            |     | 1        | 9         | 4        | 40         | 50        | 10         | 5         |
| 2       | Tupang          | 37             |     |          | 1         | 1        | 10         | 7         | 4          | 8         |
| 3       | Maubawk         | 28             |     |          |           |          | 13         | 5         | 2          | 8         |
| 4       | Romebawk        | 19             |     |          |           |          | 13         |           | 2          | 4         |
| 5       | Phura           | 31             |     |          |           |          | 18         | 3         | 6          | 4         |
| 6       | Serkawr         | 26             |     |          |           |          | 14         | 2         | 1          | 9         |
| 7       | Lungpuk         | 19             |     |          |           |          | 11         | 3         | 2          | 3         |
| 8       | Tongkalong      | 19             |     |          |           |          | 13         | 2         | 2          | 2         |
| 9       | Chhualung       | 33             |     |          | 1         |          | 15         | 7         | 6          | 4         |
| 10      | Chakhei         | 38             |     |          |           |          | 16         | 4         | 16         | 2         |
| 11      | Zawngling       | 40             |     |          |           |          | 17         | 5         | 11         | 7         |
|         | <b>Total</b>    | <b>409</b>     |     | <b>1</b> | <b>11</b> | <b>5</b> | <b>186</b> | <b>88</b> | <b>62</b>  | <b>56</b> |

Source : Survey of SSA, 2001

**Table No. 2.31 Cluster-wise break-up of UPS Teachers by Qualification**

| Sl. No. | Name of Cluster | No. of teacher | MA       |   | B.A       |          | P.U.C     |          | HSLC       |           | Under HSLC |          |
|---------|-----------------|----------------|----------|---|-----------|----------|-----------|----------|------------|-----------|------------|----------|
|         |                 |                | M        | F | M         | F        | M         | F        | M          | F         | M          | F        |
| 1       | Saiha           | 71             |          |   | 34        | 5        | 8         | 2        | 13         | 10        |            | 2        |
| 2       | Tupang          | 30             |          |   | 4         |          | 4         |          | 19         | 1         |            | 2        |
| 3       | Maubawk         | 24             | 1        |   | 4         |          | 2         |          | 15         | 1         |            | 1        |
| 4       | Romebawk        | 23             |          |   | 1         |          | 2         | 1        | 18         | 1         |            |          |
| 5       | Phura           | 17             |          |   | 2         |          | 2         |          | 10         | 1         | 1          | 1        |
| 6       | Serkawr         | 18             |          |   | 5         | 1        | 1         |          | 8          | 2         | 1          |          |
| 7       | Lungpuk         | 11             |          |   |           |          | 2         |          | 6          | 1         | 2          |          |
| 8       | Tongkalong      | 18             |          |   | 1         |          |           |          | 14         |           | 2          | 1        |
| 9       | Chhualung       | 23             |          |   | 1         |          | 3         |          | 18         |           | 1          |          |
| 10      | Chakhei         | 29             |          |   | 3         |          | 2         |          | 20         | 2         | 2          |          |
| 11      | Zawngling       | 26             | 1        |   | 3         |          | 2         |          | 17         | 2         | 1          |          |
|         | <b>Total</b>    | <b>290</b>     | <b>2</b> |   | <b>58</b> | <b>6</b> | <b>25</b> | <b>3</b> | <b>158</b> | <b>21</b> | <b>10</b>  | <b>7</b> |

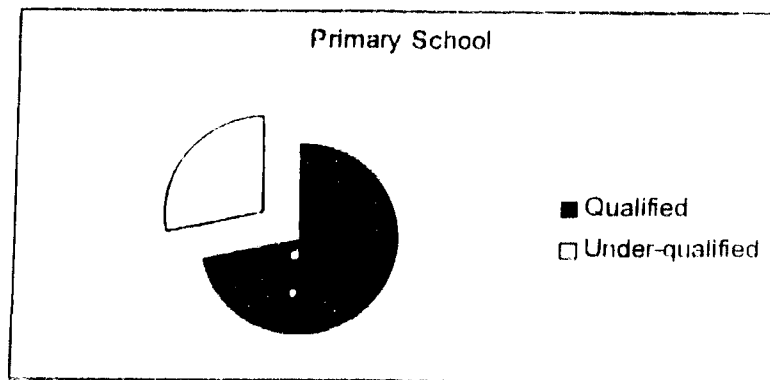
Source : Survey of SSA, 2001

The required qualification for Primary School Teachers and Upper Primary School Teachers are Matriculate and Graduate respectively. However, there is as many as 145 Primary School teachers and 224 Upper Primary School teachers who are under-qualified.

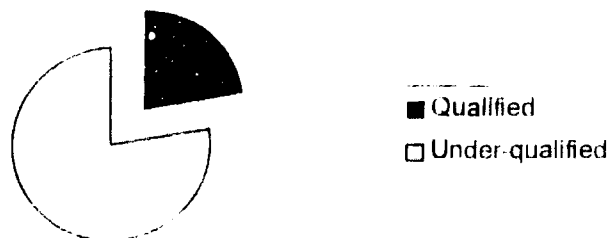
The percentage of under-qualified teachers for Primary School is 35.45% and 77.24% for Upper Primary School. In such a situation, we have a long way to go for achieving quality education and the planning therefore has to give special emphasis on capacity building programme.

The break-up of qualified and under qualified teachers is presented in a pictorial graph below :-

|     | Qualified | Under-qualified |
|-----|-----------|-----------------|
| P/S | 64.55%    | 35.45%          |
| UPS | 22.76%    | 77.24%          |



Upper Primary School



The teaching experience of teachers in Primary and Upper Primary Schools are given in the following :-

**Table No. 2.32 Break-up of P/S and UPS teachers by experience**

| Sl. No. | Level         | Less than 5 yrs | 5-10 yrs   | Above 10 yrs | Total      |
|---------|---------------|-----------------|------------|--------------|------------|
| 1       | 2             | 3               | 5          | 7            | 9          |
| 1       | Primary       | 138             | 91         | 180          | 409        |
| 2       | Upper Primary | 82              | 65         | 143          | 290        |
|         | <b>Total</b>  | <b>220</b>      | <b>156</b> | <b>323</b>   | <b>699</b> |

*Source : Survey of SSA, 2001*

### **2.11 TEACHER PUPIL RATIO**

The teacher pupil ratio in Primary school is 1:13 and Upper Primary school is 1:10 which in comparison with TPR at the national level is quite satisfactory. It may be understood that the reason why TPR is higher than the national level is that there are small habitations scattered all over the district due to socio cultural and geographical background.

Mention may also be made here that the Primary School Teacher includes 53 fixed pay teacher employed with a remuneration of Rs. 2800/- per month. In every Upper Primary School, Hindi Teacher and work experience teacher (Craft Teacher) are appointed and they are included in the total number of teachers which is also why TPR is high.



**TEACHER-PUPIL RATIO (TPR)****Table No. 33 No. of Students & Teachers in Govt. managed P.S (cluster-wise)**

| Sl. No. | Name of Cluster | No. of Boys | No. of Girls | Total       | No. of Teachers |            |            | TPR         |
|---------|-----------------|-------------|--------------|-------------|-----------------|------------|------------|-------------|
|         |                 |             |              |             | M               | F          | Total      |             |
| 1       | Saiha           | 916         | 850          | 1766        | 59              | 60         | 119        | 1:15        |
| 2       | Tuipang         | 313         | 290          | 603         | 21              | 16         | 37         | 1:16        |
| 3       | Maubawk         | 202         | 188          | 390         | 15              | 13         | 28         | 1:14        |
| 4       | Romibawk        | 142         | 125          | 267         | 15              | 4          | 19         | 1:14        |
| 5       | Phura           | 164         | 153          | 317         | 24              | 7          | 31         | 1:10        |
| 6       | Serkawr         | 150         | 143          | 293         | 15              | 11         | 26         | 1:11        |
| 7       | Tongkolong      | 106         | 94           | 200         | 13              | 6          | 19         | 1:11        |
| 8       | Lungpuk         | 127         | 123          | 250         | 15              | 4          | 19         | 1:13        |
| 9       | Chhualung       | 199         | 184          | 383         | 22              | 11         | 33         | 1:12        |
| 10      | Chakhei         | 200         | 185          | 385         | 32              | 6          | 38         | 1:10        |
| 11      | Zawngling       | 237         | 224          | 461         | 28              | 12         | 40         | 1:12        |
|         | <b>Total</b>    | <b>2756</b> | <b>2559</b>  | <b>5315</b> | <b>259</b>      | <b>150</b> | <b>409</b> | <b>1:13</b> |

*Source : Survey of SSA, 2001***Table No. 34 No. of Students & Teachers in Govt. managed UPS (Cl V-VII) with TPR (cluster-wise)**

| Sl. No. | Name of Cluster | No. of Boys | No. of Girls | Total       | No. of Teachers |           |            | TPR        |
|---------|-----------------|-------------|--------------|-------------|-----------------|-----------|------------|------------|
|         |                 |             |              |             | M               | F         | Total      |            |
| 1       | Saiha           | 428         | 375          | 803         | 52              | 19        | 71         | 1:11       |
| 2       | Tuipang         | 136         | 127          | 263         | 27              | 3         | 30         | 1:9        |
| 3       | Maubawk         | 73          | 50           | 123         | 22              | 2         | 24         | 1:5        |
| 4       | Romibawk        | 52          | 33           | 85          | 21              | 2         | 23         | 1:4        |
| 5       | Phura           | 85          | 73           | 158         | 15              | 2         | 17         | 1:9        |
| 6       | Serkawr         | 64          | 52           | 116         | 15              | 3         | 18         | 1:6        |
| 7       | Tongkolong      | 55          | 53           | 108         | 10              | 1         | 11         | 1:10       |
| 8       | Lungpuk         | 38          | 30           | 68          | 17              | 1         | 18         | 1:4        |
| 9       | Chhualung       | 87          | 83           | 170         | 23              |           | 23         | 1:7        |
| 10      | Chakhei         | 98          | 74           | 172         | 27              | 2         | 29         | 1:6        |
| 11      | Zawngling       | 95          | 79           | 174         | 24              | 2         | 26         | 1:7        |
|         | <b>Total</b>    | <b>1211</b> | <b>1029</b>  | <b>2240</b> | <b>253</b>      | <b>37</b> | <b>290</b> | <b>1:8</b> |

*Source : Survey of SSA, 2001*

## **2.12 EXISTING SCHEMES**

### **1) Free distribution of Text Books**

In order to ensure hundred percent enrolment and retention of the children in the elementary school, steps are being taken by the Govt. of Mizoram to provide free text books to children who cannot afford to buy text books.

### **2) Mid-day Meal Scheme**

The Govt. of Mizoram has been implementing the scheme of national programme for nutritional support to primary education since the year, 1995. The scheme is popularly known as Mid-Day Meal Scheme. This Mid-day meal Scheme is an incentive scheme for promoting enrolment and retention of school children in the Elementary Schools. The quantity of rice distributed is 3 kgs. per head per month. Children of recognised Primary School were benefited with this scheme.

### **3) Pre-School Education**

Social Welfare Department of Mizoram is running 51 Anganwadi Centres at different villages within the District. The centres are established to the health and development of children in the age group of 3-5 years and also preparing them to have readiness for Primary School.

#### 4) **Operation Blackboard Scheme**

Operation Blackboard is a Centrally Sponsored Scheme for the improvement of the Schools. The scheme has the following components:

- (a) Provision of teachers to single teacher Primary Schools and later on provision of teacher to two teachers schools where enrolment exceeds 100.
- (b) Construction of Classrooms
- (c) Provision of teaching-learning materials to all Primary Schools and to all Upper Primary Schools under expansion scheme.

#### 5) **Community Participation**

It is practically experienced that the schools should not be isolated beyond the reach of the local people. Rather the teachers and the pupils themselves are always to be in close contact with Community. Community participation at all levels in the field of education is a felt need for the improvement and maintenance of the school buildings. With this idea, whether it is Primary, Upper Primary or High School each and every school has its own **Parent-Teacher Association** (P.T.A.) within the district. This P.T.A. in its meeting discuss any problems or issues the school is facing. Under this programme community as a whole contributed a great deal of help for the construction maintenance of the school buildings.

## CHAPTER - III

## THE PLANNING PROCESS

## 3.1 INTRODUCTION

The success of any programme depends on its planning to a great extent. Realistic planning is often a key to successful implementation of educational programme as in any other programmes. However, it is a known fact that even the most realistic and perfect plan could go wrong at mid-level. It is therefore felt the need to involve all the stakeholders in the ~~planning process~~ **planning process directly or indirectly at an appropriate level.**

A good number of plans and intervention strategies have been formulated at the state and central level for realisation of the goals of Universal Elementary Education in the Country. However, UEE remains a distant goal in the country and in the districts.

A new intervention for the successful implementation of UEE, in the name of Sarva Shiksha Abhiyan is therefore launch with a clear time frame and with the following objectives :-

- ◆ Universal retention by 2010.
- ◆ ~~Bridge social and gender gaps at Primary stage by 2007~~ Bridge social and gender gaps at Primary stage by 2007 at Elementary Education Level by 2010.
- ◆ Focus on Elementary education emphasising education for life.

- ♦ Provide education facilities to all children from 6-14 yrs. by 2007.
- ♦ All children in school, Education Guarantee Centre, Alternative School, Back to School Camps by 2003.

### **3.2 PLANNING PROCESS**

It is practically experienced that the successful implementation of UEE depends on the concerted efforts in planning, implementation and monitoring of its various aspects, through community participation. Until and unless community take partnership in educating the children, the goals of UEE may not be realised in its true spirit. As such, involvement of local community in the whole process of providing basic education to all children will, however, remain justified and reasonable.

The District Pre-Project activities had been initiated with the idea that the community can participate in the planning process and its implementation of the programme under SSA.

### **3.3 FORMATION OF CORE-GROUPS**

#### **3.1 District Core Group :**

A district core-group is formed with the concerned Deputy Commissioner as the Chairman and Education Officer as Co-ordinator. Member of the core group may be seen in chapter-VIII.

The District core-team appointed on ad-hoc basis due to the urgency of the work initiated the pre-project activities and the activities of planning at the District level by consolidating the village and cluster level reports. It may be understood that during the planning process as part of pre-project activities, Block Level Resource Groups were not formed due the urgency of the work and time constraint.

### 3.3.2 Cluster Level Resource Group

~~There are as many as 60 uninhabited villages within Saiha~~ District which are divided into 11 clusters. A Cluster Level Resource Group is set up for planning and to monitor the activities. The formation of Cluster Level Resource Group is still in the process as identification of appropriate persons within the cluster and taking their consent takes time and needs extra care so that the most eligible persons would be selected as the group member.

### 3.3.3 Village-Level Core Group

The Village Education Committee or Parent Teachers Association, whichever is in existence is appointed as core group. But where there is no such committee nor Associations, a village core groups were formed with the following members :-

- |           |   |                                       |
|-----------|---|---------------------------------------|
| Chairman  | - | President Village Council             |
| Secretary | - | Headmaster/Headteacher                |
| Members   | - | 1. All the other Head of Institutions |
|           |   | 2. President, Branch MTP              |

3. President, Branch MHIP
4. President, Upa Pawl
5. Teacher representative
6. Parent/Mother representative
7. Prominent member of the locality
8. Presidents, All PTA.

### **3.4. DEVELOPMENT OF DATA BASE**

In order to formulate DEEP for Saiha district, detailed information needs to be collected from the grass-root level so that the plan will be realistic and local specific. A base-line assessment study was conducted as part of the pre-project activities. The information so gathered were tabulised, analysed and consolidated at various levels which forms the basis of the present plan.

#### **3.4.1 Preparation of Survey Schedules**

The District Core Team with the help of State Level Resource Group in a workshop mode prepared three survey schedules viz.

- (i) Village information schedule
- (ii) School information schedule and
- (iii) Household survey schedule

### **3.4.2 Trainings for Capacity Buildings**

Members of the District team were given orientation by National Institutions like NIEPA and NCERT.

Elementary school teachers were appointed as surveyors and a two orientation programmes were organised at Sailha where they were given necessary training in SSA and conduct of survey in particular.

### **3.4.3 Conduct of base-line assessment study**

Baseline assessment study was conducted through survey, community contact programmes as a part of pre-project activities. Basic information regarding population, households, communication, occupation and other vital statistics of the village/habitation were collected through Village Information schedule. Detailed information about Primary Schools, Upper Primary Schools and family information were also collected through school and family information schedule.

### **3.4.5 Consolidation of Data**

The information collected through different survey forms viz. Village Information schedule, School Information Schedule and Household Schedule were consolidated, tabulated using the consolidation format designed by the core team at the Circle level. The Circle level consolidated information were submitted to the District Core team which were compiled at the District level.



### 3.4.6 Mobilisation of Community

Personal timely contact and co-ordination between community and members of Village Core groups is found necessary for mobilization of community. Otherwise the mobilization may not be successful. As such, Public Meeting/Parents contact programme were organised by the Village-Level Core Group.

In these meetings various problems and issues pertaining to the implementation of UEE were discussed where the participants shared their views and ideas openly. After a series of such meetings and campaigns, parents were motivated and became aware of the need of sending their children of the age group 6-14 years to the normal schools. Various programmes and proposals so far taken up at the Village-Level are reviewed and examined by the District-Level core groups from time to time.

### 3.4.7 Revision and Refinement of DEEP

The DEEP for Saiha District was submitted to the MHRD through proper channel. As per report and suggestions of the Appraisal Team from Govt. of India, necessary revision, modification, addition and refinement was done during the month of March and April, 2002. However, the **Sangau Block** of the Saiha District which is within the jurisdiction of **Lai Autonomous District Council** previously included in Saiha District Plan is transferred to the **Lai District Plan** for Administrative convenience. As such, the statistics of the previous plan is totally changed.

## CHAPTER - IV

### MAJOR ISSUES, GOALS/TARGET SETTING AND STRATEGIES

#### ~~4.1~~ MAJOR ISSUES

Much effort at the state and national level has been made to provide free and compulsory education to all children till they complete 14 years of age or elementary stage of education. However, the result of the baseline assessment study reveals that there is a need to improve efficiency in our delivery system. There is also a need to have a separate norms for tribal hilly areas to provide useful and relevant education in order to ensure universal access, enrolment, retention and achievement within a stipulated time as the remote villages are thinly populated.

In order to identify major issues to be addressed in the district, the planning team at various levels such as village, cluster and circle core-groups interacted with teachers, students and parents through survey, meetings and personal contact. The following common problems and felt needs are identified:-

- (1) There are 14 villages having no Upper Primary School resulting in children leaving education system after class IV.

- (2) There are 15 villages having no Anganwadi centres and therefore most of the children have no pre-school facilities.
- (3) All the 13 NFE centres had been closed down at the instance of launching SSA and no alternative education system is operating at present
- (4) Parents are indifferent towards their children's education and find it hard to spare time and spend money. Some parents cannot spare their children from caring of their siblings and so they had to bring them to school.
- (5) Large number of children in the age group 6-14 years are still outside education system.
- (6) Majority of the families belongs to low economic status and cannot afford to buy text books, exercise books, uniforms and other learning materials.
- (7) Children are poorly motivated to study, learn and take part in classroom activities.
- (8) Teachers are ill trained.
- (9) The community has no sense of ownership to Govt. Schools. The PTA and VEC are not active.
- (10) More than 17% of the people are illiterate which calls for massive campaign.

Major issues to be addressed to overcome the above identified problems during the ten years perspective plan period in Saiha District are :-

- ◆ Universal Access
- ◆ **Universal Enrolment**
- ◆ Universal Retention
- ◆ Early Childhood Education (ECE)
- ◆ Mainstreaming of out of school children
- ◆ School Improvement Programme
- ◆ Provision of TLM and Grants
- ◆ Free text books for girls, SC/ST students

#### **4.2 GOALS/TARGET SETTING**

The following targets are set to address the major issues identified.

##### **(a) Access :**

- ◆ All children in the age group of 6-14 years will be provided with schooling facilities within a radius of 1 km and 3 kms for Primary and Upper Primary respectively by 2005.
- ◆ 7 Upper Primary Schools will be established during the first two years and another 6 schools will also be considered during the perspective plan period.
- ◆ All children belonging to 3-5 years will be provided with ECE facilities by 2003 by opening pre-school section in all the primary schools as per council policy decision

**(b) Universal Enrolment :**

- ◆ Total enrolment by 2004 and 2007 at Primary and Upper Primary level respectively.
- ◆ Attempt will be made to improve NER at Primary and Upper Primary level to the maximum during the plan period.
- ◆ Ensuring community participation to enhance enrolment and its related issues.

**(c) Universal Retention :**

- ◆ Retention of all learners by 2007 through provision of TLM, better teaching-learning environment.
- ◆ Universal attainment will also be aimed at by introducing improved classroom facilities, relevant pedagogy and effective evaluation system.

**(d) Early Childhood Education :**

- ◆ Universal access for all children in the age group 3-5 years to ECE by 2003.
- ◆ All unserved habitations/villages will be provided with ECE centres by 2002.

**(e) Mainstreaming of out of school children :**

- ◆ All out of school children in the age group 6-14 years will be brought back to school by 2003.
- ◆ 28 AIE & EGS Centres will be provided to mainstream out of school children.

**(f) School Improvement Programme :**

- ◆ Infrastructural facilities like - new buildings, additional rooms, furniture, playground and fencing of school compound will be provided in a phase manner.
- ◆ All un-trained teachers will be given training by 2005 and in-service trainings be organised at a regular interval.
- ◆ Ensuring community participation to enhance enrolment and its related issues.

**(g) Provision of TLM and Grants :**

- ◆ Equipments and TLM will be provided as per actual requirement in a phase manner.
- ◆ School grants and teacher grants will be provided on an yearly basis as per SSA norms

**(h) Free text books :**

- ◆ All the students belonging to SC/ST and other backward sections will be given free text books every year.
- ◆ All girl students and disabled students of 6-14 years will also benefit from this provision.
- ◆ Special scholarship to children belonging to extremely poor economic status will be considered.

### 4.3 STRATEGIES

The following strategies will be adopted to address the identified problems, major issues and to achieve the set targets in order to achieve the goals of UEE in Saiha District.

#### 4.3.1 Access

All children in the age group 6-14 years will be given access to schooling facilities or at least alternative education system. Early childhood education will also be given emphasis for children below 6 years. It is envisage to provide access to all children by 2005 and the following activities will be taken up :-

- ◆ 7 Upper Primary Schools will be set up in the village where there is no Upper Primary Schools and where the nearest school is more than 3 kms. and population is large.
- ◆ Viable alternative education system under AIE & EGS scheme will be provided to children who inspite of our best effort could not be coaxed to join formal school and to those residing in small habitations where Upper Primary Schools could not be provided.
- ◆ Existing schools should be made pupil friendly by providing : (i) Congenial atmosphere for special children like disabled, girls, minority and other backward sections. (ii) Minimum essential learning facilities like separate toilet for boys and girls, water and TLM etc. (iii) separate rooms for each class and for teachers.

- ◆ ECE Centres will be opened where there is no Anganwadi centre and the existing Anganwadi centres will be given support materials.
- ◆ Integration of the disabled and other special children in schools as well as in alternative schools will be given due importance.
- ◆ Community will be mobilised to take partnership in educating the girl child, disabled etc. and to organise school camps and bridge course wherever feasible.

#### **4.3.2 Enrolment**

The following strategies will be adopted to enhance enrolment :-

- ◆ The existing GER and NEP needs to be enhanced and enrolment drives therefore will be initiated through VEC, PTA, Churches and NGOs.
- ◆ Awareness campaigns among the parents will be organised to orient them towards the need to send their children to school at a given age.
- ◆ Existing schemes like, IED, Mid-day meal, special scholarship will be made use of.
- ◆ Additional teacher to single teacher schools where TPR is more than 1:40 after rationalisation of teachers will be provided.
- ◆ Teacher's grant and school grants will fully be utilised for innovative practices and creating congenial teaching-learning atmosphere.



### 4.3.3 Retention

Every possible efforts will be given to make all children remain in the system till they complete elementary stage of education. Children will be made to participate in learning activities with the help of better and relevant TLM so as to make learning joyful. Following steps will be taken for this :

- ◆ Incentive schemes and innovative schemes that will enhance retention rates will be encouraged.
- ◆ Capacity building programme for teachers as well as volunteers will be a regular feature.
- ◆ Participatory learning, play-way method and learner-centered approach will be adopted as teaching learning process and teachers will also be given freedom to innovate.
- ◆ Evaluation of children will be made a comprehensive and continuous process. Remedial teaching and extra help will be given to children with low achievement and to those regularly absent and are likely to drop-out from school.
- ◆ Pre-school facilities will be fully utilised to prepare children to have school readiness and better adjusted to school climate with a hope to minimise drop-out rates and to increase retention rates.
- ◆ Back to school camp or bridge course will be organised for those who eventually dropped out from schools.

## CHAPTER - V

### OBJECTIVE-WISE INTERVENTIONS

Sarva Shiksha Abhiyan (SSA) as a new intervention for the successful implementation of UEE aimed at the following :-

- ◆ Universal access for elementary education.
- ◆ Universal enrolment of children in elementary schools.
- ◆ Universal retention of children and
- ◆ Universal attainment of competencies.

#### 5.1 ACCESS

The first and foremost objective at hand is to provide schooling facilities in the form of Formal schools, Alternative school, Education Guarantee Centre by 2003 to all children between the age of 6-14 years.

All the 60 villages/habitations of the district have Primary School in their locality. However, there are 14 villages having no access to Upper Primary School. Distance from these village/habitations to the nearest Upper Primary School is more than 2 kms. to 10 km.

**Table 5.1 Cluster-wise access rate of Primary Schools**

| Sl. No. | Name of Cluster | No. of Habitations | No. of Govt. P/S | No. of habitations covered by Govt. P/S | Percentage of Access |
|---------|-----------------|--------------------|------------------|---|----------------------|
| 1       | 2               | 3                  | 4                | 5                                       | 6                    |
| 1       | Saiha           | 10                 | 19               | 10                                      | 100%                 |
| 2       | Tuipang         | 5                  | 6                | 5                                       | 100%                 |
| 3       | Maubawk         | 5                  | 5                | 5                                       | 100%                 |
| 4       | Romebawk        | 5                  | 5                | 5                                       | 100%                 |
| 5       | Phura           | 5                  | 7                | 5                                       | 100%                 |
| 6       | Serkawr         | 4                  | 6                | 4                                       | 100%                 |
| 7       | Lungpuk         | 5                  | 5                | 5                                       | 100%                 |
| 8       | Tongkalong      | 5                  | 6                | 5                                       | 100%                 |
| 9       | Cijruanlung     | 1                  | 7                | 4                                       | 100%                 |
| 10      | Chakhei         | 5                  | 8                | 5                                       | 100%                 |
| 11      | Zawngling       | 7                  | 9                | 7                                       | 100%                 |
|         |                 | 60                 | 83               | 60                                      | 100%                 |

*Source : SSA Survey 2001*

A hundred percent access to Primary schooling facilities is shown in the above table for all the habitations in every cluster while no new primary school is proposed, construction of additional rooms and building reconstruction however is required in every cluster.

While access ratio is 100% in the case of Primary schools, the access rate for Upper Primary School is 76.67%. These 14 habitation having no Upper Primary School are the contributing factors to the low rate of transition from Primary stage to Upper Primary stage.

**Table 5.2 Access to Upper Primary Schools in Clusters**

| Sl. No | Name of Cluster | No. of Habitations | No. of Govt. Upper P/S | No. of habitations covered by Govt. Upper P/S | Percentage of Access |
|--------|-----------------|--------------------|------------------------|---|----------------------|
| 1      | 2               | 3                  | 4                      | 5   | 6                    |
| 1      | Saiha           | 10                 | 12                     | 9   | 90%                  |
| 2      | Tulpang         | 5                  | 5                      | 5   | 100%                 |
| 3      | Maubawk         | 5                  | 4                      | 4   | 80%                  |
| 4      | Romebawk        | 5                  | 4                      | 4   | 80%                  |
| 5      | Phura           | 5                  | 3                      | 3   | 60%                  |
| 6      | Serkawr         | 4                  | 3                      | 3   | 75%                  |
| 7      | Lungpuk         | 5                  | 3                      | 3   | 60%                  |
| 8      | Tongkalong      | 5                  | 2                      | 2   | 40%                  |
| 9      | Chhualung       | 4                  | 4                      | 4   | 100%                 |
| 10     | Chakhei         | 5                  | 5                      | 5   | 100%                 |
| 11     | Zawngling       | 7                  | 4                      | 4   | 57.14%               |
|        |                 | <b>60</b>          | <b>49</b>              | <b>46</b>                                     | <b>76.67%</b>        |

*Source : SSA Survey 2001*

Out of the total 60 villages, 14 of them have no Upper Primary Schools resulting thereby into high drop out cases after completion of Primary School Stage. It is therefore proposed to open 7 new Upper Primary Schools in habitations where 6-14 yrs. population is more than 50 and the nearest Upper Primary School is more than 3 kms.

**Table 5.3 Habitations where new Upper Primary Schools are proposed to be opened.**

| Sl. No. | Name of village/habitation | Population of 6-14 years |    |       | Distance of the nearest Upper P/S | No. of Upper P/S proposed | Remarks  |
|---------|----------------------------|--------------------------|----|-------|-----------------------------------|---------------------------|--|
|         |                            | M                        | F  | Total |                                   |                           |  |
| 1       | 2                          | 3                        | 4  | 5     | 6                                 | 7                         | 8  |
| 1       | Thinsen                    | 23                       | 31 | 54    | 5 kms                             | 1                         |  |
| 2       | Maubawk 'Ch'               | 30                       | 35 | 65    | 2½ kms                            |                           | Not proposed due to shord distance                 |
| 3       | Riasika                    | 13                       | 9  | 22    | 6 kms                             |                           | Due to less children population                    |
| 4       | Miepu                      | 27                       | 25 | 52    | 10 kms                            | 1                         |  |
| 5       | Maisa                      | 34                       | 29 | 63    | 12 kms                            | 1                         |  |
| 6       | New Serkawr                | 20                       | 17 | 37    | 5 kms                             |                           | 6-14 yrs. Population less than 30                  |
| 7       | Lomasu                     | 49                       | 41 | 90    | 7 kms                             | 1                         |  |
| 8       | Lungdar                    | 22                       | 23 | 45    | 5 kms                             |                           | Not propose due to less 6-14 yrs. Popn. at present |
| 9       | Khaikhy                    | 39                       | 30 | 69    | 10 kms                            | 1                         |  |
| 10      | Lope                       | 17                       | 12 | 29    | 10 kms                            |                           | Population too small                               |
| 11      | Supha                      | 12                       | 8  | 20    | 8 kms                             |                           | Population too less                                |
| 12      | Lotoveih                   | 18                       | 15 | 33    | 2 kms                             |                           | Nearest U P/S is less than 2 kms                   |
| 13      | Siatlai                    | 56                       | 40 | 96    | 4 kms                             | 1                         |  |
| 14      | Ahmypi                     | 31                       | 30 | 61    | 5 kms                             | 1                         |  |

### 5.1.1 Alternative School

As stated earlier and shown in table no. 5.3, there are 14 habitations having no Upper Primary Schools but only 7 Upper Primary Schools are proposed to set up mainly because children population is small and distance from the nearest Upper Primary School is less than 3 kms. Opening of Education Guarantee Centre is therefore proposed to the 7 other habitations. A recently closed down NFE centres may be considered as one viable FGS Centre.

**Table 5.4 Habitation where EGS centre is proposed**

| Sl. No. | Name of village | 6-14 years population | No. of EGC proposed | No. of Instructor | Whether NFE used to be there or not |
|---------|-----------------|-----------------------|---------------------|-------------------|-------------------------------------|
| 1       | 2               | 3                     | 4                   | 5                 | 6                                   |
| 1       | Maubawk 'Ch'    | 65                    | 1                   | 2                 | Yes                                 |
| 2       | Rias'kah        | 22                    | 1                   | 2                 | Yes                                 |
| 3       | New Serkawr     | 37                    | 1                   | 2                 | Yes                                 |
| 4       | Lungdar         | 45                    | 1                   | 2                 | Yes                                 |
|         |                 | 30                    | 1                   | 2                 | Yes                                 |
| 6       | Supha           | 20                    | 1                   | 2                 | No                                  |
|         | Lotovaih        | 33                    | 1                   | 2                 | No                                  |
|         |                 | <b>251</b>            | <b>7</b>            | <b>14</b>         |                                     |

*Source : SSA Survey 2001*

Local volunteers or educated unemployed will be appointed as instructors on contract basis to look after the centre under the supervision of cluster resource group. Honorarium, TLM grants, equipment etc will be provided as per provision made in the AIE and EGS scheme.

### 5.1.2 Infrastructural facilities :

A good infrastructural facilities helps in creating a good and attractive atmosphere in school. Every child loves to be in a friendly and familiar surroundings and is happy to be in a clean and beautiful place. School buildings, furniture, classrooms and school compounds should therefore be made attractive and congenial to children of all types.

**Table 5.5 Type of School buildings.**

| School       | No. of Govt. Schools | Pucca    | Semi Pucca | Kutcha    | Total      |
|--------------|----------------------|----------|------------|-----------|------------|
| 1            | 2                    | 3        | 4          | 5         | 6          |
| Primary      | 83                   | 3        | 44         | 36        | 83         |
| Middle       | 49                   | 5        | 28         | 16        | 49         |
| <b>TOTAL</b> | <b>132</b>           | <b>8</b> | <b>72</b>  | <b>52</b> | <b>132</b> |

*Annual Report of Planning team 2001*

It is proposed to reconstruct all the kutcha buildings during the plan period and also to construct New Upper Primary school buildings in a phase manner :

**Table 5.6 New School buildings and renovation proposed**

| Sl. No. | PHASE        | New Construction UPS | Reconstruction UPS | Reconstruction PS | Year      |
|---------|--------------|----------------------|--------------------|-------------------|-----------|
| 1       | 1st Phase    | 4                    | 4                  | 6                 | 2002-2003 |
| 2       | 2nd Phase    | 3                    | 4                  | 10                | 2003-2004 |
| 3       | 3rd Phase    |                      | 4                  | 10                | 2004-2005 |
| 4       | 4th Phase    |                      | 4                  | 10                | 2005-2006 |
|         | <b>Total</b> | <b>7</b>             | <b>16</b>          | <b>36</b>         |           |

As stated earlier, it is a council policy to convert all the schools into an English Medium schools and to open pre-school section i.e. kg I & II in all the primary schools. As such requirement of additional classrooms increased to a great number. Moreover, there are schools having only two or three rooms while they have 4 and 3 classes in primary and Upper primary schools. It is planned to provide a separate rooms for headmaster and teachers and a room for each class/section.

**Table 5.7** No of additional rooms proposed for Primary and Upper Primary Schools in each cluster:

| Sl No. | Name of Cluster | Primary Schools |             | Upper Primary Schools |                                 |
|--------|-----------------|-----------------|-------------|-----------------------|---------------------------------|
|        |                 | Existing        | Requirement | Existing              | Requirement of additional rooms |
| 1      | 2               | 3               | 4           | 5                     | 6                               |
| 1      | Saiha           | 79              | 37          | 47                    | 13                              |
| 2      | Tuipang         | 38              | 13          | 19                    | 6                               |
| 3      | Maubawk         | 25              | 10          | 15                    | 5                               |
| 4      | Ronibawk        | 19              | 15          | 11                    | 9                               |
| 5      | Phura           | 31              | 18          | 11                    | 4                               |
| 6      | Serkawr         | 26              | 15          | 11                    | 4                               |
| 7      | Tongkolong      | 22              | 13          | 11                    | 4                               |
| 8      | Lungpuk         | 19              | 16          | 8                     | 2                               |
| 9      | Chhualung       | 28              | 14          | 15                    | 5                               |
| 10     | Chakhei         | 35              | 21          | 19                    | 6                               |
| 11     | Zawngling       | 40              | 23          | 15                    | 5                               |
|        | <b>Total</b>    | <b>380</b>      | <b>195</b>  | <b>182</b>            | <b>63</b>                       |

Not only additional rooms are required but renovation and repair of the semi pucca buildings which are in a bad shape needs to be repaired and renovated.

**Table 5.8** No. of School requiring renovation/repairing in Primary and Upper Primary Schools:

| Sl. No. | Name of Cluster | Renovation/Repair |               |
|---------|-----------------|-------------------|---------------|
|         |                 | Primary           | Upper Primary |
| 1       | Saiha           | 10                | 7             |
| 2       | Tuipang         | 4                 | 3             |
| 3       | Maubawk         | 3                 | 2             |
| 4       | Ronibawk        | 3                 | 2             |
| 5       | Phura           | 4                 | 1             |
| 6       | Serkawr         | 4                 | 2             |
| 7       | Tongkolong      | 4                 | 1             |
| 8       | Lungpuk         | 3                 | 2             |
| 9       | Chhualung       | 4                 | 2             |
| 10      | Chakhei         | 5                 | 3             |
| 11      | Zawngling       | 6                 | 2             |
|         | <b>Total</b>    | <b>50</b>         | <b>27</b>     |

Source : SSA Survey 2001



It is therefore proposed to renovate/repair 50 Primary School buildings and 27 Upper Primary School buildings in the later part of the plan period i.e. after construction work is over.

### 5.1.3. Ancilliary Facilities :

The general opinion of the planning team on visit of some selected schools is that the schools are not attractive nor friendly to children in the absence of proper fencing and play-facilities. The survey report also show that the basic amenities like, water, toilet facilities etc. are absent in most of the schools. It is also observed that there is no privacy for organising learning activities as some schools were built on the roadside.

**Table 5.9 Circle-wise requirment of facilities for P/S:**

| Name of Circle | No of Schools | Drinking Water Facilities |            | Toilet Facilities |            | Boundary wall/Fencing |            |
|----------------|---------------|---------------------------|------------|-------------------|------------|-----------------------|------------|
|                |               | Having                    | Not having | Having            | Not having | Having                | Not having |
| Saiha          | 35            | 7                         | 28         | 5                 | 30         |                       | 35         |
| Phura          | 24            | 3                         | 21         | 2                 | 22         |                       | 24         |
| Chhualung      | 24            | 2                         | 22         | 2                 | 22         |                       | 24         |
| <b>Total</b>   | <b>83</b>     | <b>12</b>                 | <b>71</b>  | <b>9</b>          | <b>74</b>  |                       | <b>83</b>  |

*Source : SSA Survey 2001*

**Table 5.10 Circle-wise requirment of facilities for UPS:**

| Name of Circle | No. of Schools | Drinking Water Facilities |            | Toilet Facilities |            | Boundary wall/Fencing |            |
|----------------|----------------|---------------------------|------------|-------------------|------------|-----------------------|------------|
|                |                | Having                    | Not having | Having            | Not having | Having                | Not having |
| Saiha          | 25             | 5                         | 20         | 4                 | 21         |                       | 25         |
| Phura          | 11             | 2                         | 9          | 1                 | 10         |                       | 11         |
| Chhualung      | 13             | 3                         | 10         | 1                 | 12         |                       | 13         |
| <b>Total</b>   | <b>49</b>      | <b>10</b>                 | <b>39</b>  | <b>6</b>          | <b>43</b>  |                       | <b>49</b>  |

*Source : SSA Survey 2001*

It is therefore proposed to provide the essential facilities as per requirement shown in tables no. 5.9 and 5.10

#### **5.1.4 Provision of furniture :**

As mentioned earlier, opening of pre-school section in primary school necessitate additional furniture specially designed for small children. Moreover, the schools do not get furniture grant for a long time and therefore needs many bench, desk, table and chairs. However, proposal for furniture, greenboard, cupboard etc. is not included in the plan budget in anticipation with public contribution to supplement school grant.

#### **5.2 Enrolment :**

Continuous efforts towards total enrolment are being defeated due to various local specific reasons. While the drop-out rate is still high the retention rate seems to be even more higher. Not only that, there are children who never attended schools. This may be because of ignorance on the part of the parents or due to their low economic condition or the absence of schooling facilities within their reach.

The details of children who are in school and who are out of school is given in the following :-

**Table 5.12. Cluster-wise 6-14 years children in school and out of school.**

| Enrolment and out of school children for the year 2001-2002 |                 |            |                |                      |                        |                 |                        |
|---|-----------------|------------|----------------|----------------------|------------------------|-----------------|------------------------|
| Sl. No.   | Name of cluster | Pre School | Primary School | Upper Primary School | Already in High School | Total enrolment | Out of school children |
| 1   | 2               | 3          | 4              | 5                    | 6                      | 7               | 8                      |
| 1   | Saiha           | 85         | 1766           | 804                  | 247                    | 2902            | 244                    |
| 2   | Tuipang         | 29         | 603            | 263                  | 122                    | 1017            | 87                     |
| 3   | Maubawk         | 15         | 390            | 123                  | 46                     | 574             | 78                     |
| 4   | Romibawk        | 18         | 267            | 85                   | 50                     | 420             | 85                     |
| 5   | Phura           | 13         | 317            | 157                  | 48                     | 535             | 95                     |
| 6   | Serkawr         | 22         | 293            | 116                  | 47                     | 478             | 65                     |
| 7   | Tongkolong      | 19         | 250            | 108                  | 46                     | 423             | 103                    |
| 8   | Lungpuk         | 15         | 200            | 68                   | 24                     | 307             | 84                     |
| 9   | Chihuarung      | 32         | 383            | 170                  | 70                     | 655             | 65                     |
| 10  | Chakhei         | 36         | 385            | 172                  | 65                     | 658             | 90                     |
| 11  | Zawngling       | 56         | 461            | 174                  | 52                     | 743             | 96                     |
|   | <b>Total</b>    | <b>340</b> | <b>5315</b>    | <b>2240</b>          | <b>817</b>             | <b>8712</b>     | <b>1092</b>            |

*Source 2001-2002 School Enrolment record*

The above table show the enrolment in the year 2001-2002 which leaves as many as 1092 children of the target group i.e. 10.39%. In order to enroll these children in school or in other alternative system several strategic actions are hereby proposed.

### 5.2.1 Enhancement of GER and NER:

The gross enrolment ratio is very high at Primary stage and more so for the boys than the girls as presented in chapter-II. This may be due to the discrepancy between the age of children recorded by school and the parents report at the time of household survey. It may also be noted here that there is a time gap in the record and the survey.

$$\frac{\text{GER}}{\text{Primary}} = \frac{5315}{5365} \times 100 = 99.07\%$$

Mention may also be made here that there are many under-age children admitted in class I and there are overage as well.

The GER at the Upper Primary School level is very low as compared to Primary School. This may be due to various reasons like non-availability of Upper Primary school in the locality, poor family background etc.

$$\begin{array}{l} \text{GER} \\ \text{(UPS)} \end{array} = \frac{2240}{3318} \times 100 = 67.51\%$$

The NER both for primary and Upper Primary is however very low, the reason of which had been stated earlier. The NER for Primary and Upper Primary schools are as follows :-

$$\begin{array}{l} \text{NER} \\ \text{(Primary)} \end{array} = \frac{4221}{5365} \times 100 = 78.67\%$$

$$\text{NER UPS} = \frac{1709}{3318} \times 100 = 51.50\%$$

It is therefore proposed to enhanced GER and NER to the maximum or to the highest possible with the following interventions :-

| Sl. No. | Strategied to be adopted   | Expected outcome   |
|---------|--|--|
| 1       | Enrolment drives through house to house campaigns with the help of mothers, volunteers organised by VEC                                | All will be aware of the need to participate in the educational programmes.                            |
| 2       | Special incentive schemes like mid-day meal, scholarship, uniform allowance will be effectively used to attract out of school children | All will be benefited from the schemes as permissible by the norms by being a part of education system |
| 3       | School grant and teacher grant will fully be utilised to make participating in teaching learning a joyful activity.                    | Children would love to participate and enjoy each learning activities.                                 |

### 5.3 Retention :

In the education system, classroom transaction resulted in the students moving from one class to another on an yearly basis. While majority passed and moved on to the next class, some students failed and remain in the same class as repeaters; and some such students eventually leave the system without completing the same grade. They are whom we called drop-outs.

#### 5.3.1. Promotion Rates :

The promotion rates or the percentage of students passing the grade is calculated for Saiha District in the following:-

$$\text{Promotion Rate (Primary Section)} = \frac{\text{No of students promoted to class V}}{\text{Total No. of students enrolled in class IV}} \times 100$$

$$\text{PR} = \frac{1063}{1178} \times 100 = 90.24\%$$

$$\text{Promotion rate (Upper Primary)} = \frac{653}{797} \times 1000 = 81.93\%$$

The promotion rates for the Primary and Upper Primary in the district is 90.24% and 81.93% respectively for the year 2001-2002. However all the promoted students do not join the next class due to reasons specified earlier.

#### 5.3.2 Repetition Rates :

The repetition rate or the percentage of students who repeat the same grade is worked out to be :-

$$\text{Repetition rate} = \frac{\text{No. of students repeating class IV in (2002)}}{\text{Total no of student enrolled in class IV (2001)}} \times 100$$

$$\text{R.R.} = \frac{98}{1178} \times 100 = 8.32\%$$

The repetition rate 8.32% indicate that 1.44% of the children dropped out in that particular year i.e. 2002. This indicate that failure in the examination usually results in stagnation, wastage of eventual dropout from the system. It may also be noted here that, students who failed usually seek admission to other schools particularly new private schools.

It is, therefore, necessary to evolve effective strategy to check retention which is hoped to enhanced completion rate and minimise wastage.

**The following interventions are proposed :-**

- ◆ Pre School sector will be utilized to prepare children to have school readiness.
- ◆ Capacity building programmes for teachers, volunteers and workers will be made a regular feature.
- ◆ Participatory learning, play-way method will be applied by teacher and they will be given freedom to innovate with a provision to teacher grants @ Rs. 500/- per teacher every year.
- ◆ Failure to master the minimum competency will be remedied as soon as detected by introducing continuous comprehensive evaluation.
- ◆ Community will be mobilised to take active part in encouraging the students by giving them acknowledgement when it is due.

## CHAPTER - VI

### QUALITY ISSUES IN ELEMENTARY EDUCATION

The quality of education is one of the most important components of UEE and our ultimate aim in planning for access, enrolment and retention. Quality depends on various factors like - learning environment, family support, activities inside and outside the classroom, relevance of learning to children's day to day life etc. Quality of education also depends to a great extent on educational facilities provided to school and the classroom. Quality being the main concern in planning the District Elementary Education Plan for Saiha District; various issues have come up in the process of planning, field interaction and discussion.

#### 6.1 PERCEPTIONS OF PARENTS AND COMMUNITY

Members of the Core Groups, committee and the planning team interacted with parents, mothers and community during the pre-project activities. Quality education as perceived by them may be summarised in the following :-

Quality education should have the following behavioural outcomes in children :

- Children should be well-behaved - respecting parents, teachers and elders.
- They should be able to read with comprehension and writes legibly.

- They should also be clear in number concepts and do mathematical operations.
- To speak and write simple English.
- Knows value of money and be able to buy or sell.
- Able to read Bible, Newspapers and Hymn books.
- Write simple letters and take down dictation.

## 6.2 SOME BASIC CONCERNS

In order to formulate perspective plan for quality and build strategy for quality improvements, the perception of parents, teachers and the community were taken into consideration. Some basic concerns needing immediate attention are :-

- (i) **Lifeless Classroom** : In majority of the classrooms, children are inactive, passively listening, copying and not allowed to interact with their peers.
- (ii) **Poor TLM facilities** : Majority of the schools are found lacking in even minimum essential teaching learning materials. Teachers are ill-equipped to improvise teaching aids and make use of locally available materials in their classroom. The only TLM to be found in schools are text books, greenboard, some maps and charts etc. supplied under OB. In most cases they are worn out.
- (iii) **Co-curricular activities** : Many schools do not have facility to organise co-curricular activities and only few could provide adequate co-curricular activities which is a basic to children's all-round development.



- (iv) **Teacher-home contact** : It is observed and learnt that wherever teachers are well-acquainted with children's background, a good relationship and understanding is built resulting in regular attendance and higher achievement. It is therefore felt the need to sensitise all the teachers to create a congenial atmosphere for school home contact. The importance of activating all the PTA needs to be made known to the teachers.
- (v) **Capacity buildings for teachers** : It is said that, 'no one can rise above their teachers' which is true to some extent as teachers are the main link in the quality chain. It is they who have direct contact with the target group and are responsible for the realisation of our policy and vision. Out of the 409 Primary teachers, 145 of them are under matric and there are still 54 un-trained teachers. In the Upper Primary Schools, out of 209 teachers, majority are under-qualified (i.e. under graduate) and 36 of them are un-trained. ~~Inadequacy of in-service training facilities and virtual absence of pre-service training facilities is the main concern.~~

**Table 6.1 Cluster wise break-up of P/S teachers by qualification**

| Sl. No. | Name of Cluster | No. of teacher | B.A |   | P.U.C |   | HSLC |    | Under HSLC |    |
|---------|-----------------|----------------|-----|---|-------|---|------|----|------------|----|
|         |                 |                | M   | F | M     | F | M    | F  | M          | F  |
| 1       | Saha            | 118            |     | 1 | 8     | 4 | 40   | 50 | 10         | 5  |
| 2       | Lupang          | 32             |     |   | 1     | 1 | 10   | 7  | 4          | 8  |
| 3       | Maubawk         | 28             |     |   |       |   | 13   | 5  | 2          | 8  |
| 4       | Ramebawk        | 19             |     |   |       |   | 13   |    | 2          | 4  |
| 5       | Phura           | 21             |     |   |       |   | 18   | 3  | 6          | 4  |
| 6       | Setkawt         | 26             |     |   |       |   | 14   | 2  | 1          | 9  |
| 7       | Lungbuk         | 19             |     |   |       |   | 11   | 3  | 2          | 3  |
| 8       | Tongkalong      | 19             |     |   |       |   | 13   | 2  | 2          |    |
| 9       | Chhuarlung      | 33             |     |   | 1     |   | 15   | 7  | 6          | 4  |
| 10      | Chaknei         | 38             |     |   |       |   | 16   | 4  | 16         | 2  |
| 11      | Sawngling       | 40             |     |   |       |   | 17   | 5  | 11         | 7  |
|         | Total           | 408            |     | 1 | 11    | 5 | 186  | 88 | 62         | 56 |

**Table 6.2 Cluster-wise break-up of Upper Primary School teachers by qualification**

| Sl. No. | Name of Cluster | No. of teacher | MA |   | B.A |   | P.U.C |   | HSLC |    | Under HSLC |   |
|---------|-----------------|----------------|----|---|-----|---|-------|---|------|----|------------|---|
|         |                 |                | M  | F | M   | F | M     | F | M    | F  | M          | F |
| 1       | Salha           | 71             |    |   | 34  | 5 | 5     | 2 | 13   | 10 |            | 2 |
| 2       | Tuipang         | 30             |    |   | 4   |   | 4     |   | 19   | 1  |            | 2 |
| 3       | Maubawk         | 24             | 1  |   | 4   |   | 2     |   | 15   | 1  |            | 1 |
| 4       | Romebawk        | 23             |    |   | 1   |   | 2     | 1 | 18   | 1  |            |   |
| 5       | Phura           | 17             |    |   | 2   |   | 2     |   | 10   | 1  | 1          | 1 |
| 6       | Serkawr         | 18             |    |   | 5   | 1 | 1     |   | 8    | 2  | 1          |   |
| 7       | Lungpuk         | 11             |    |   |     |   | 2     |   | 6    | 1  | 2          |   |
| 8       | Tongkalong      | 18             |    |   | 1   |   |       |   | 14   |    | 2          | 1 |
| 9       | Chhualung       | 23             |    |   | 1   |   | 3     |   | 18   |    | 1          |   |
| 10      | Chakhei         | 29             |    |   | 3   |   | 2     |   | 20   | 2  | 2          |   |
| 11      | Zawngling       | 26             | 1  |   | 3   |   | 2     |   | 17   | 2  | 1          |   |
|         | Total           | 290            | 2  |   | 55  | 6 | 25    | 3 | 158  | 21 | 10         | 7 |

(vi) **Low academic achievement of pupils** : The common educational practice in schools is a traditional method of textbooks and teacher centered approach where children are provided with a readymade questions and answers resulting in rote learning. Consequently the retention rate is also quite high.

(vii) **Academic Monitoring and Evaluation** : Weak academic supervision and ineffective monitoring process is reported as one of the problems and another is lack of systematic evaluation of pupil's achievement.

(viii) **Overloaded and irrelevant curriculum** : The existing curriculum has been found to be overloaded but not local specific enough which makes it irrelevant to the learner's day to day life resulting in stagnation and eventual dropping out from the system.

### 6.3 VISION FOR QUALITY EDUCATION IN THE DISTRICT

The exercise of planning for quality improvement in education is carried out with the following visions :-

- An attractive classrooms and a congenial learning environment where children loves to come and happy to stay till they complete the course.
- A renewed curriculum that is relevant to the learners which is neither too light nor too heavy for the child.
- Adequate and professionally trained teachers who are proficient, dedicated and able to function as a facilitator of learning and having mastery over the subject.
- A school where adequate infrastructural facilities, TLM, equipments and technological aids are available and utilized by teachers as well as students.
- A school that the community are proud to own but where teachers can exercise freedom to innovate in the teaching learning process.
- A school where learner's progress are continuously evaluated and remedial teaching given to weak students.
- Effective monitoring and supervision system.
- Library facilities available at least in cluster lead schools.

## 6.4 STRATEGIES AND ACTIVITIES PROPOSED

In the light of the above points on perception, concerns and visions the following strategies/activities are proposed for improvement in quality education :

### 6.4.1 Capacity Building Programme

The District Circle and Cluster Resource Groups will be formed and will be given intensive training on quality improvement. All the untrained teachers will be sent to DIET Lunglei till such time as the new Mini DIET is established in the district. As for the in-service training of teachers; training needs will be identified and a theme specific training will be organised based on the identified needs. PTA and VEC members will also be given training.

The trained and un-trained position of Primary and Middle Schools in cluster is given in table no. 6.3 and 6.4 of the following :-

**Table 6.3 Cluster-wise breakup of P/S Teachers by training**

| Sl. No. | Name of Cluster | No. of School | No. of teacher |            | Total      | No. of trained |            | No. of untrained |           |
|---------|-----------------|---------------|----------------|------------|------------|----------------|------------|------------------|-----------|
|         |                 |               | M              | F          |            | M              | F          | M                | F         |
| 1       | Saiha           | 18            | 59             | 60         | 119        | 51             | 54         | 8                | 6         |
| 2       | Tuipang         | 7             | 21             | 16         | 37         | 18             | 13         | 3                | 3         |
| 3       | Maubawk         | 5             | 15             | 13         | 28         | 13             | 11         | 2                | 2         |
| 4       | Romebawk        | 5             | 15             | 4          | 19         | 12             | 3          | 3                | 1         |
| 5       | Phura           | 7             | 24             | 7          | 31         | 22             | 5          | 2                | 2         |
| 6       | Serkawr         | 6             | 15             | 11         | 26         | 13             | 9          | 2                | 2         |
| 7       | Lingpuk         | 6             | 13             | 6          | 19         | 12             | 4          | 1                | 2         |
| 8       | Tongkalong      | 5             | 15             | 4          | 19         | 14             | 3          | 1                | 1         |
| 9       | Chthuarlung     | 7             | 22             | 11         | 33         | 20             | 10         | 2                | 1         |
| 10      | Chakhei         | 8             | 32             | 6          | 38         | 30             | 4          | 2                | 2         |
| 11      | Zawngling       | 9             | 28             | 12         | 40         | 24             | 10         | 4                | 2         |
|         | <b>Total</b>    | <b>83</b>     | <b>259</b>     | <b>150</b> | <b>409</b> | <b>229</b>     | <b>126</b> | <b>30</b>        | <b>24</b> |

Source : SSA Survey 2001

**Table 6.4 Cluster-wise breakup of UPS Teacher by training**

| Sl. No. | Name of Cluster | No. of School | No. of teacher |           | Total      | No. of trained |           | No. of untrained |           |
|---------|-----------------|---------------|----------------|-----------|------------|----------------|-----------|------------------|-----------|
|         |                 |               | M              | F         |            | M              | F         | M                | F         |
| 1       | Saiha           | 12            | 52             | 19        | 71         | 46             | 16        | 6                | 3         |
| 2       | Iupang          | 5             | 21             | 5         | 26         | 21             | -         | -                | -         |
| 3       | Maubawk         | 4             | 22             | 2         | 24         | 21             | 1         | 2                | -         |
| 4       | Romebawk        | 4             | 21             | 1         | 22         | 20             | -         | 2                | 1         |
| 5       | Phura           | 3             | 15             | 2         | 17         | 14             | 1         | 1                | 1         |
| 6       | Serkawr         | 3             | 15             | 3         | 18         | 15             | 1         | 1                | 1         |
| 7       | Lungpuk         | 2             | 10             | 2         | 12         | 9              | 1         | 1                | 1         |
| 8       | Tongkalong      | 3             | 17             | 1         | 18         | 16             | -         | 1                | 1         |
| 9       | Chhualung       | 4             | 23             | -         | 23         | 20             | -         | 3                | -         |
| 10      | Chakhel         | 5             | 27             | 2         | 29         | 26             | 1         | 2                | 1         |
| 11      | Zawngling       | 4             | 24             | 2         | 26         | 25             | -         | 1                | -         |
|         | <b>Total</b>    | <b>49</b>     | <b>253</b>     | <b>37</b> | <b>290</b> | <b>231</b>     | <b>23</b> | <b>26</b>        | <b>10</b> |

Source : SSA Survey 2001

**Table 6.5 Training programme to be organised**

| Sl. No. | Programmes                                  | Target groups              | No. of progs. | Duration                              |
|---------|---|----------------------------|---------------|---------------------------------------|
| 1       | 2   | 3                          | 4             | 5                                     |
| 1       | Training on School Management               | Headmaster/ Headteacher    | 4<br>(50p)    | 4 days                                |
| 2       | Orientation on Quality aspects of education | Teachers                   | 10<br>(100p)  | 3 days                                |
| 3       | Training of untrained teachers              | 95 M/S<br>183 P/S          | 3             | 1 year in DIET For substitute teacher |
| 4       | Language training                           | Teachers of Mizo & English | 5<br>(50p)    | 5 days                                |
| 5       | Training teaching of Maths & Science        | Maths and Science teachers | 5<br>(50p)    | 5 days                                |
| 6       | Training on CCE                             | All teacher and Heads.     | 30<br>(50p)   | 3 days                                |

### 6.4.2 Education through Mass Media

The gap between the rural and urban areas can be bridged by providing facilities through the mass media. Remote areas will be given priority in facilitating books, news-papers, educational journals etc. they will also be given priority in providing distance education facilities like - RCCP, Audio Cassettes etc.

It is therefore proposed to provide RCCP and audio cassettes to all the schools and a lump-sum money for the purchase of library books, subscription of one educational journal and a news-paper.

**Table 6.6 Requirement of RCCP, Audio Cassettes and fund**

| LIBRARY FACILITIES      |                                     |                                      |
|-------------------------|-------------------------------------|--------------------------------------|
| No. of Schools by level | RCCP & Cassettes<br>No. of proposed | Library facilities<br>No. of Schools |
| 1                       | 2                                   | 3                                    |
| 74 Middle Schools       | 72 nos.                             | 74 schools                           |
| 122 Primary Schools     | 120 nos.                            | 122 schools                          |
| 196 Schools             | 192 schools                         | 196 schools                          |

Library grant is proposed @ Rs. 5000/- to set up library and Rs. 1000/- per year is proposed to be given to all schools. Rs. 1500/- per school is proposed for procurement, production of audio cassettes and supply to schools.

### 6.4.3 Teaching-Learning Materials

A locally available materials will be explored and procurement, development, distribution of TLM will be made a regular feature which will be supplemented with teachers' made teaching aids. Community will also be made to contribute in the development and procurement of TLM. Awareness and training programmes will also be conducted to motivate the teachers to develop their own TLM and a relevant local specific learning kits in their own subject areas.

| Sl. No. | Activities   | No. of progs. | Participants         | Time frame                         |
|---------|--|---------------|----------------------|------------------------------------|
| 1       | 2  | 3             | 4                    | 5                                  |
| 1       | Assessment survey of locally available TLM               | 1             | Teachers PTA & VEC   | 1 month                            |
| 2       | Development of local specific learning kits              | 15            | Teachers PTA & VEC   | 10 days                            |
| 3       | Procurement of TLM                                       |               | DRG, CRG             | 1 month                            |
| 4       | Conduct of workshop to develop Teaching aids             | 15            | Teachers & community | 5 days                             |
| 5       | Supply and distribution of TLM to schools                |               | DRG through CRG      | First 2 months of Academic session |
| 6       | Assessment of TLM needs                                  | 1             | Resource Groups      | 2 months                           |
| 7       | Collection and evolving system of community contribution |               | PTA and teachers     | All through the year               |

Apart from the above activities in table no. 6, all the Primary Schools and Upper Primary Schools will be provided with school grant @ Rs. 2000/- per school per year and teachers grant of Rs. 500/- per teacher per year for all the teachers.

**Table 6.8 School grant and teachers grant to be provided in clusters**

| Sl. No. | Name of Cluster | No. of Primary School grant to be provided | No. of Upper Primary School grant to be provided | No. of P/S teachers grant to be provided | No. of UPS teachers grant to be provided |
|---------|-----------------|--|--|--|--|
| 1       | 2               | 3  | 4  | 5  | 6  |
| 1       | Saiha           | 18   | 12   | 119                                      | 71                                       |
| 2       | Tuipang         | 7  | 5  | 37                                       | 30                                       |
| 3       | Maubawk         | 5  | 4  | 28                                       | 24                                       |
| 4       | Romebawk        | 5  | 4  | 19                                       | 22                                       |
| 5       | Phura           | 7  | 3  | 31                                       | 17                                       |
| 6       | Serkawr         | 6  | 3  | 26                                       | 18                                       |
| 7       | Lungpuk         | 6  | 2  | 19                                       | 12                                       |
| 8       | Tongkalong      | 5  | 3  | 19                                       | 18                                       |
| 9       | Chhualung       | 7  | 4  | 33                                       | 23                                       |
| 10      | Chakhei         | 8  | 5  | 38                                       | 29                                       |
| 11      | Zawngling       | 9  | 4  | 40                                       | 26                                       |
|         | <b>Total</b>    | <b>83</b>                                  | <b>49</b>  | <b>409</b>                               | <b>290</b>                               |

#### **6.4.4 Curriculum transaction and renewal programme**

It is proposed to identify persons who will act as a Resource Person in the development, renewal and curriculum transaction. The existing curriculum will be studied and consequently adapted to make them local specific. Meeting of Resource team and other programme will also be organised to make curriculum realistic, life related and relevant to the present society.



**Table 6.9 Activities proposed on curriculum concerns**

| Sl. No. | Activities/Programme              | No. of Programmes | No. of Participants |
|---------|-----------------------------------|-------------------|---------------------|
| 1       | 2                                 | 3                 | 4                   |
| 1       | Identification of Experts         | 11                | 5-10                |
| 2       | Capacity building - DRG, CRG      | 2                 | 20                  |
| 3       | Training Cluster Resource Team    | 11                | 20-30               |
| 4       | Identification of difficult areas | 11                | 50                  |
| 5       | Curriculum review                 | 2                 | 20                  |
| 6       | Preparation of guide book         |                   |                     |
| 7       | Meeting of teachers               | 30                | All teachers        |

#### 6.4.5 Monitoring and Evaluation

It is proposed to constitute a strong monitoring and evaluation cell at the District, Circle and Cluster level and to evolve effective monitoring and feedback mechanism. Headmaster and community members will be involved by building their capacity for a better system of supervision. However, outside interference may sometimes meet resistance and hence possibility of community ownership/public monitoring of the school will be discussed at appropriate level.

**Table 6.10 Strategies and Activity proposed for Academic Supervision & Monitoring**

| Proposed strategy                                | Activities to be undertaken   | Expected outcome  |
|--|---|---|
| 1  | 2   | 3   |
| Constitution of Resource Groups                  | (1) Formation of DRG<br>(2) Formation of CLRG<br>(3) Identification & formation of CRG            | Routine and timely supervision  |
| Training of Resource Groups at various levels    | (1) Training of DRGs<br>(2) Training of CLRGs<br>(3) Training of Supervisors at the cluster level | Academic improvement and better feed back mechanism                       |
| School Grants for Quality improvement programmes | (1) Contingency for meetings & progs.<br>(2) Provision of TLM grants<br>(3) Teacher grants        | Quality teaching and effective learning experiences with the help of aids |

#### 6.4.6 Computer Education

The Govt. of Mizoram had recently introduced Information Technology (IT) as one of the subject from Class III. The subject has been taught in theory only as computer cannot be provided due to financial constraints even though practical knowledge on the subject is a must. It is therefore proposed to supply computer sets in the cluster lead schools in a phased manner.

- ◆ 5 sets of Computers will be provided to 3 schools during 2002-2003.
- ◆ Another 5 sets of Computers will be provided to 3 more schools during the year 2003-2004.

- ◆ 5 sets more to be provided to 3 other schools during 2004-2005.
- ◆ 5 sets of computer will be provided to 2 more cluster lead schools.
- ◆ Teachers/Computer Instructor will be appointed on contract basis.

## CHAPTER - VII

### SPECIAL FOCUSSED GROUPS AND INNOVATIVE EDUCATION

The aims of SSA is to provide useful and relevant elementary education for children in the age group of 6-14 years by 2010. It also aimed at bridging the regional, gender and social gaps there by allowing all children to learn about and master their natural environment; harnessing of their human potential both spiritually and materially. The SSA therefore realizes the importance of Early Childhood Care and education and looks at the 0-14 age as a continuum. It also recognises the importance of giving special attention to SC/ST children, girls and disabled children. As such special focus will be given to :-

- ◆ Education of disabled children
- ◆ Girls education
- ◆ Education of SC/St children
- ◆ Education for backward section/minorities
- ◆ Early Childhood Education (ECE)

#### 7.1 DISABLED CHILDREN

SSA adopted 'zero rejection' policy so that every child with special needs, irrespective of their kind, category and degree of disability is provided with education in an appropriate environment. An integrated approach or inclusive education will be adopted as an approach to bring all the disabled children to general schools.

**Table 7.1 Sex-wise break-up of disabled school going and out of school in clusters.**

| Sl. No. | Name of Circle | Disabled School Going |           |           | Disabled out of School Population |           |           | Disabled Children |           |            |
|---------|----------------|-----------------------|-----------|-----------|-----------------------------------|-----------|-----------|-------------------|-----------|------------|
|         |                | M                     | F         | T         | M                                 | F         | T         | M                 | F         | T          |
| 1       | 2              | 3                     | 4         | 5         | 6                                 | 7         | 8         | 9                 | 10        | 11         |
| 1       | Saiha          | 13                    | 9         | 22        | 12                                | 12        | 24        | 25                | 21        | 46         |
| 2       | Phura          | 7                     | 5         | 12        | 14                                | 13        | 27        | 21                | 18        | 39         |
| 3       | Chhuarlung     | 6                     | 8         | 14        | 16                                | 11        | 27        | 22                | 19        | 41         |
|         | <b>Total</b>   | <b>26</b>             | <b>22</b> | <b>48</b> | <b>42</b>                         | <b>36</b> | <b>78</b> | <b>68</b>         | <b>58</b> | <b>126</b> |

*Source : SSA Survey 2001*

The survey report reveals that there are 126 disabled children in Saiha District; out of which only 36.5% of them attended schools. It may be noted here that the district is not covered by IED nor PIED schemes and hence proper identification, assessment of disabled children is necessary. Teachers and the community needs to be made aware about children with special needs and their significance in bringing them to school. Parents are also needs to be made aware of the plight and scope of their children. It is therefore proposed to take up the following activities with the help of personnel working under IED scheme :-

- ♦ Identification of children with special needs.
- ♦ Organising Assessment Camp at Cluster levels.
- ♦ Mainstreaming of disabled children into regular schools.
- ♦ Selection of teachers and volunteers who will act as Resource teachers.
- ♦ Development of TLM and other training materials.

- ◆ Training of Resource Groups, Teachers on special education.
- ◆ Convergence with other departments working for the disabled.
- ◆ Procurement and supply of disable-friendly facilities and aids for easy access to schools.
- ◆ Parental training and community awareness campaigns.

A provision of Rs. 1200/- per child per year has been made for the above activities in the plan budget.

## **7.2 EDUCATION OF GIRLS**

Education of girls, especially those belonging to SC/ST is the primary focus in Sarva Shiksha Abhiyan. It therefore recognises the need for special efforts to bring the out of school girls especially from disadvantaged sections to school. It is encouraging to know that girls are given equal opportunity and in no way deprived in Govt. schools. However, their participation level and achievement level is still lower than that of boys.

**Table 7.2 Cluster-wise 6-14 years girls population, school going and out of school children by sex.**

| Sl. No. | Name of Cluster | No. of 6-14 years girls | No. of 6-14 years girls in school | No. of 6-14 year out of school | Percentage of out of school girls |
|---------|-----------------|-------------------------|-----------------------------------|--------------------------------|-----------------------------------|
| 1       | 2               | 3                       | 4                                 | 5                              | 6                                 |
| 1       | Salha           | 1803                    | 1673                              | 130                            | 7.21                              |
| 2       | Tuipang         | 480                     | 434                               | 46                             | 9.58                              |
| 3       | Maubawk         | 307                     | 265                               | 42                             | 13.68                             |
| 4       | Romibawk        | 224                     | 178                               | 46                             | 20.54                             |
| 5       | Phura           | 313                     | 267                               | 46                             | 14.70                             |
| 6       | Serkawr         | 312                     | 279                               | 33                             | 10.58                             |
| 7       | Tongkolong      | 281                     | 211                               | 50                             | 19.16                             |
| 8       | Lungpuk         | 289                     | 246                               | 43                             | 14.88                             |
| 9       | Chhwarlung      | 318                     | 287                               | 31                             | 9.75                              |
| 10      | Chakhei         | 367                     | 322                               | 45                             | 12.26                             |
| 11      | Zawngling       | 402                     | 351                               | 51                             | 12.69                             |
|         | <b>Total</b>    | <b>5076</b>             | <b>4513</b>                       | <b>563</b>                     | <b>11.09</b>                      |

*Source : SSA Survey 2001*

The above table show that there are as many as 5076 girls in the 6-14 yrs. age group who are out of school; the percentage of which is 11.09%. Even though girls participation is satisfactory looking from national picture it is our target to bring girls participation to cent per cent level and the following strategies have been adopted :-

- ◆ Enrolment drives and conducting of special camps for girls.
- ◆ Conduct of back to school camps.
- ◆ Organising campaigns to sensitize the community using women groups.
- ◆ Free text books to all girls and other incentive schemes to continue as at present.

- ◆ Construction of girls hostel/residential schools.
- ◆ Conduct of regular attendance monitoring of girls.
- ◆ Giving special incentives to girl child.

### **Innovative Education for Girls**

As permissible under SSA norms, it is proposed to establish residential schools for girls in every cluster in a phased manner and set up girls hostel in the Circle headquarters for meritorious girls belonging to minority and rural areas.

### **7.3. EDUCATION OF SC/ST CHILDREN**

In conformity with the constitutional provision for educational development of ST/SC children, the SSA Mission also gives provision for the upliftment and furtherance of SC/ST children in the form of innovative education. It may be noted here that the total population belongs to scheduled tribe category. That there are 14 SC/ST villages having no Upper Primary Schools, but only 7 Upper Primary Schools is planned for these unserved habitations leaving 7 more SC/ST villages which have no local access to Upper Primary Schools.



Following intervention are therefore proposed for education of SC/ST in the district :-

- ◆ Establishment of 3 Residential Schools for boys and girls in the Circle Centres.
- ◆ Students from unserved habitations/villages and BPL families will be provided with free boarding and lodging.
- ◆ Hostels are planned to run at rented buildings.
- ◆ Trained and qualified resident tutor-cum-superintendent and Cook will be appointed on contract basis or temporary arrangement will be made by selecting qualified person from amongst existing teachers.
- ◆ Gifted, talented and meritorious students will be given priority in giving admission to the hostels.

#### **7.4 OTHER BACKWARD SECTION/MINORITIES**

The problems faced by children in the tribal areas are different from that of children in the other communities. Saiha District comprises of different tribes and sub-tribes like - Tlosai, Chapui, Hawthai, Zyhno and Vytar. These sub-tribes have their own dialects and peculiar culture.

Even though schools are evenly distributed among these sub-tribes, the medium of instruction in the school is Tlosai or Mara dialect which can be detrimental for educational development among the minority sections. Intervention for bridging the gaps between the majority and the said minority groups may be :-

- ◆ Setting up of special schools at Siata and Ainak. (Residential)
- ◆ Bridge language inventory for these special schools.
- ◆ Special incentive schemes like - free text books, uniform allowance, free boarding and lodging, scholarship etc.

### 7.5. EARLY CHILDHOOD EDUCATION (ECE)

ECE is an important initiative for achieving UFE by reducing the gaps in enrolment, retention and drop-out rates between gender and social gaps.

The situational analysis of the district brought out the idea that opening of pre-schools attached to existing primary schools would be an important initiative and effective intervention for achieving UFE in the district. It may be noted here that a good number of under-aged children are admitted in Class I resulting in high retention rates. As parents are eager to send their children to formal school because the duration is longer than in the Anganwadis. Also because the Mara Autonomous District Council has taken decision to open pre-school section in the existing Primary Schools.

**Table 7.3** Number of circles, cluster, habitation and Children in the Age Group of 3-5 years and Number of Anganwadis Centres and number of primary Schools having pre-school section :

| No of Circle | No of Cluster | No of habitation | Number of 3-5 years |       |       | No of Anganwadi Centres | No of P/S having Pre-school section |
|--------------|---------------|------------------|---------------------|-------|-------|-------------------------|-------------------------------------|
|              |               |                  | Boys                | Girls | Total |                         |                                     |
| 1            | 2             | 3                | 4                   | 5     | 6     | 7                       | 8                                   |
| 3            | 11            | 60               | 2374                | 2254  | 4628  | 51                      | 15                                  |

Source : SSA Survey, 2001

It is therefore proposed to open pre-school sections in all the Govt. Schools as done in Private English Medium Schools. It is also to be mentioned here that the Council has taken decision to convert all the Govt. Schools to English Medium Schools since 1999; and also opening of Pre-school section i.e. KG I and KG II from the academic session 2002-2003.

**Table 7.4 Cluster-wise distribution of Children in the age group 3-5 and ECE proposed**

| Name of Cluster | No of Habitations | No. of 3-5 years children |             |             | Schools having pre-primary section | No. of pre-school/ECE proposed |
|-----------------|-------------------|---------------------------|-------------|-------------|------------------------------------|--------------------------------|
|                 |                   | Boys                      | Girls       | Total       |                                    |                                |
| 2               | 3                 | 4                         | 5           | 6           | 7                                  | 8                              |
| Saiha           | 10                | 718                       | 680         | 1398        | 9                                  | 15                             |
| Tuipang         | 5                 | 176                       | 170         | 346         | 1                                  | 5                              |
| Maubawk         | 5                 | 138                       | 130         | 268         |                                    | 5                              |
| Ronbawk         | 5                 | 129                       | 120         | 249         |                                    | 5                              |
| Phura           | 5                 | 123                       | 120         | 243         | 1                                  | 6                              |
| Serkawr         | 4                 | 122                       | 111         | 233         | 1                                  | 5                              |
| Tongkolung      | 5                 | 108                       | 100         | 208         |                                    | 5                              |
| Lungpuk         | 5                 | 102                       | 93          | 195         |                                    | 6                              |
| Chhualung       | 4                 | 239                       | 233         | 472         | 1                                  | 6                              |
| Chakhei         | 5                 | 256                       | 241         | 497         | 1                                  | 7                              |
| Zawngling       | 7                 | 263                       | 256         | 519         | 1                                  | 8                              |
| <b>Total</b>    | <b>60</b>         | <b>2374</b>               | <b>2254</b> | <b>4628</b> | <b>15</b>                          | <b>73</b>                      |

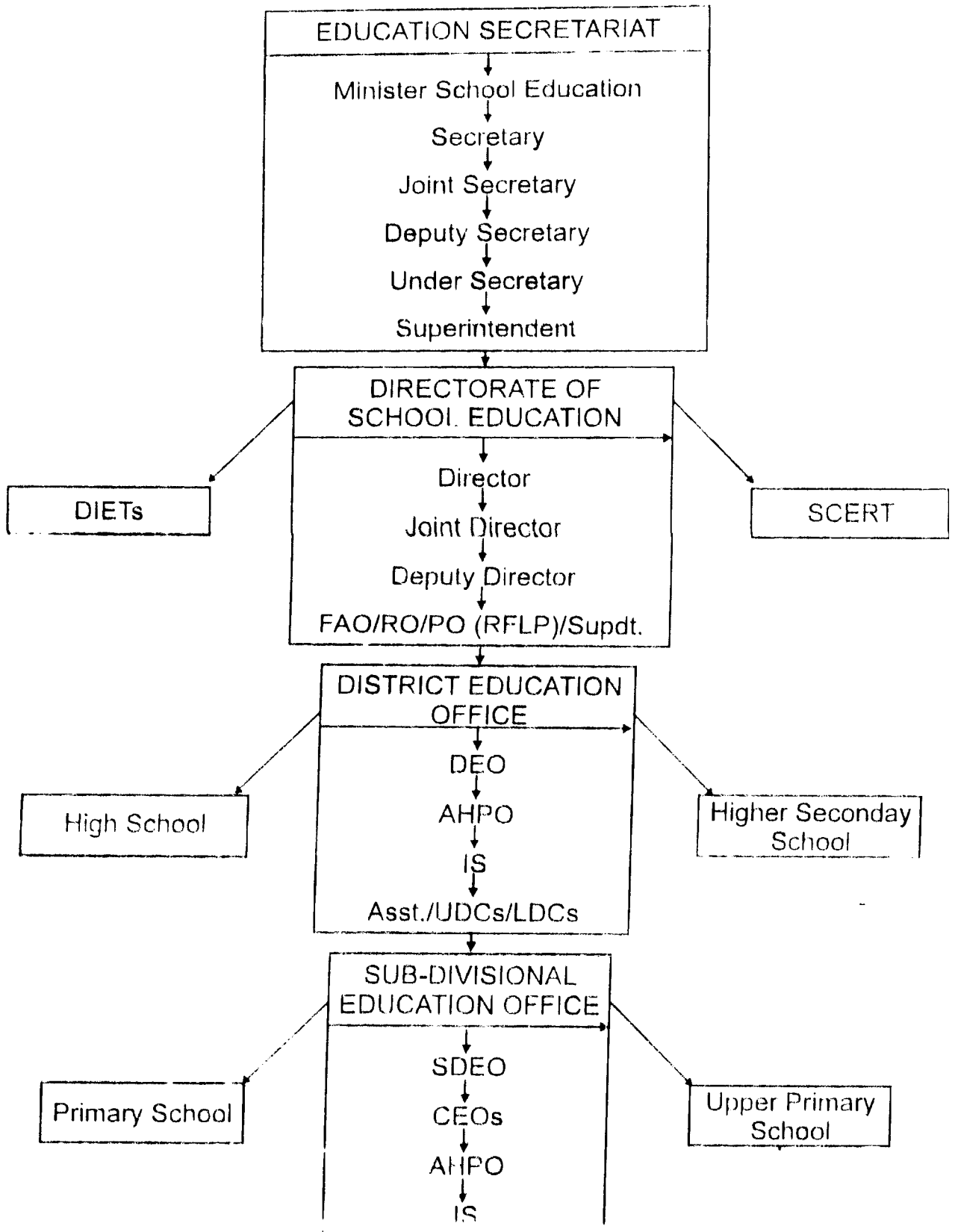
*Source : SSA Survey 2001*

It is therefore proposed to open ECE Centres/Pre-school sections in the existing Govt. Primary Schools as per Council policy. Provision of play materials, health care, TLM and Teachers' Guide is also proposed accordingly.

Convergence with other departments like Social Welfare and Health Department are also envisaged for this programme.



**Chart No. 8.2 Administrative Chart showing line of control under School Education Department :**

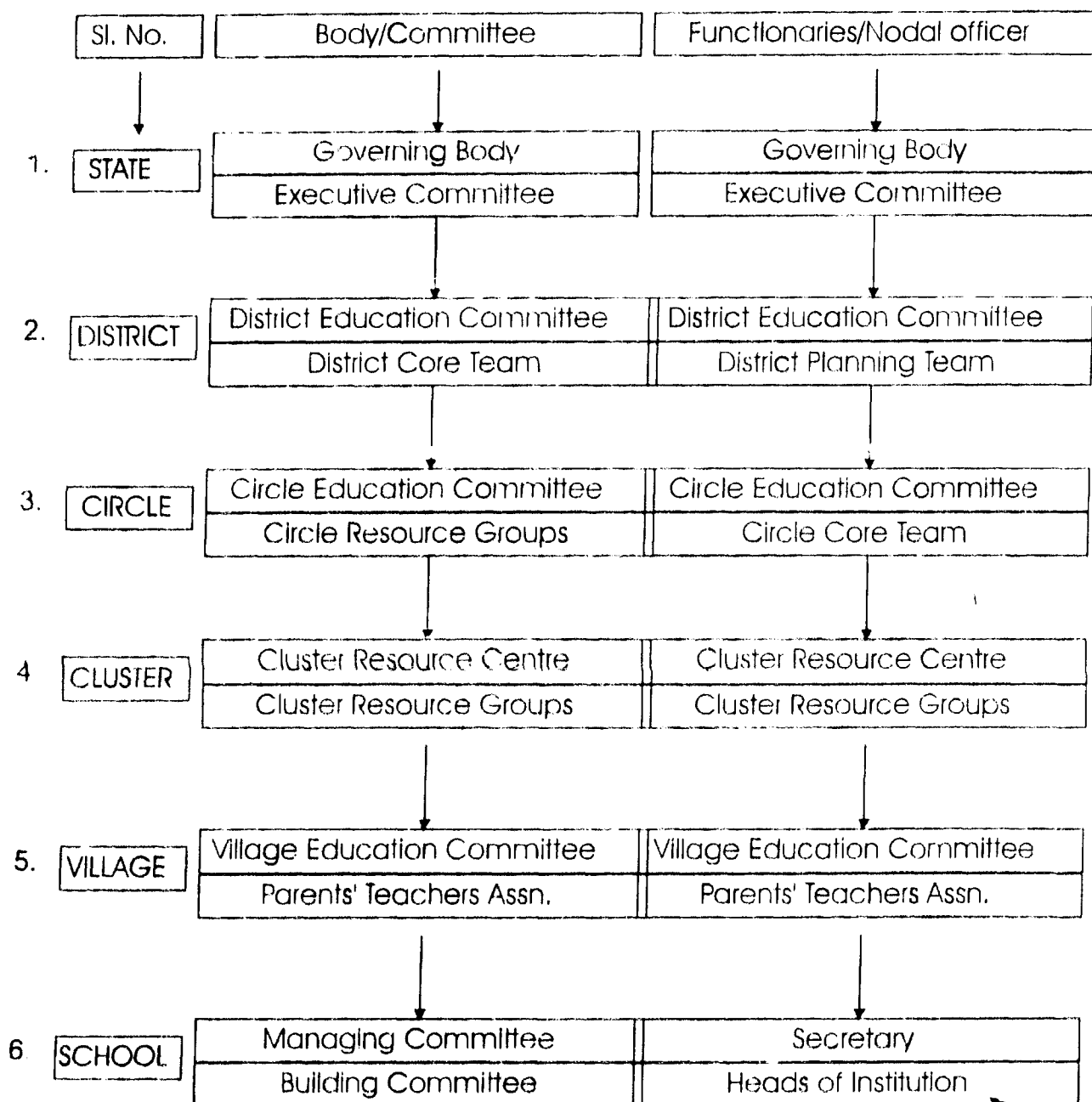


## 8.1 MANAGEMENT STRUCTURE OF SSA IN MIZORAM :

The State Mission Authority is the apex body of the SSA in Mizoram and 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 project documents of the state and various districts in line with the framework for implementation of SSA as prescribed by the Ministry of Human Resource Development (MHRD).

As provided in the framework, the organisational structure of the mission is decentralised so as to reach the grass root levels to ensure micro-level planning and implementation. The mission consists of decentralised hierarchical management structure at various levels viz Governing Body and Executive Committee at the state level, District Unit and District Core Team at the district level, Circle Education Committee and Circle 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 at the village level and school levels respectively. The management structure of the mission has been designed so as to ensure a participatory mode of planning and implementation in a holistic approach to affect proper decentralisation of powers and functions through various interventions at various levels.

The management structure as envisaged in the Mizoram SSA Rajya Mission Rules, 2001 and subsequent Govt. of Mizoram notifications may be depicted as below :-

**Chart No. 8.3 Hierarchical set-up of SSA in Mizoram.**

As shown in the above chart, the management structure of the SSA Mission is decentralised with clear cut job-assignments and well defined powers and responsibilities at different levels of the set-up. It may, however, be noted that the existing organisational structure will remain status-quo and officers shall function as the executing officers at various levels in combination

with the SSA bodies. In short, it may be made clear that the present officials of the Department shall continue to be the cornerstones of SSA activities in a defined and revitalised form.

The composition, powers and functions of the different structures at various levels may be enumerated as below :-

### **8.1.1. THE STATE MISSION AUTHORITY :**

The Mission consists of a Governing body with the following members

President : Chief Minister of Mizoram.

Vice President: Minister, School Education.

#### **(A) Members :**

1. Chief Secretary of Mizoram
2. Commissioners/Secretaries of the following departments :
  - (a) Planning
  - (b) Finance
  - (c) School Education
  - (d) Social Welfare
  - (e) Health and Family Welfare
  - (f) LAD
  - (g) Information and Public Relations
  - (h) Rural Development Departments



3. President, MBSE.
4. Joint Director, SCERT.

**(B) Nominated Members :**

- |  |  |
|--|--|
| (i) Pre-Primary, Primary and NFE Personnel   | 3 Members (at least one to be a woman) |
| (ii) Elementary Teachers' Educators          | 1 Member                               |
| (iii) Educationist                           | 2 Members                              |
| (iv) Voluntary Agencies                      | 2 Members (at least one to be a woman) |
| (v) Distinguished persons in the area of EDC | 2 Members                              |
| (vi) Women working in women development      | 2 Members                              |
| (vii) Social Workers                         | 1 Member                               |
| (viii) Literacy figures                      | 1 Member                               |

**(C) Central Government Nominees :**

- |   |           |
|---|-----------|
| (i) Representative of Central Government nominated by MHRD                          | 3 Member  |
| (ii) Representative of the following categories nominated by the central government |           |
| a) Educationist   | 3 members |
| b) Voluntary Agencies   | 3 members |
| c) Distinguished Women  | 2 members |

3. Director NCERT or his nominee.
4. Director, NIEPA or his nominee.

**8.1.2 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 levels.
- iv) to monitor implementation of various schemes relating to UEE.
- v) to ensure proper fund flow among the various structures.
- vi) to mobilise financial resources.

**8.1.3 POWERS OF THE MISSION :**

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

- i) To create duly empowered administrative mechanism through such participation as may be deemed necessary of various departments and autonomous agencies of the central and state governments for the achievement of the objects of the mission.
- ii) To establish, for the implementation of SSA, administrative arrangement at District, Circle, Cluster and village levels and

to delegate to them necessary powers to enable them to discharge their responsibilities.

- iii) To create academic, technical, administrative, managerial and other responsibilities in the mission by converging existing posts in the education sector.
- iv) To make rules and regulations for conduct of the affairs of the mission and to amend, vary or rescind them from time to time, in consultation with the state government.
- v) To accept grant, securities or property of any kind and to undertake the management of any endowment, trust, fund or donation not inconsistent with the objectives of the mission.
- vi) To purchase, hire, take on lease, exchange or otherwise acquire property, movable or immovable and to construct, alter and maintain any building or buildings as may be necessary for carrying out the objects of the mission.
- vii) To delegate to the executive committee or to any of the officers and authorities of the mission such powers and impose such duties as it deems proper.
- viii) To consider the annual report prepared by the Executive Committee.
- ix) To undertake all such activities and to take all such actions as may appear necessary or incidental for achievement of the goals and objects of the mission.

#### **8.1.4 OFFICERS OF THE MISSION :**

The Officers of the Mission shall be :

- i) The President of the Governing Body viz. Chief Minister of Mizoram.
- ii) The Vice President of the Governing Body viz. Minister, School Education.
- iii) The Chairman of the Executive Committee viz. Chief Secretary of Mizoram.
- iv) The Vice Chairman of the Executive Committee viz. Commissioner, Education and HRD Department.
- v) The State Project Director viz. Director of School Education.

#### **8.2 EXECUTIVE COMMITTEE :**

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

The Executive Committee consists of :-

Chairman : Chief Secretary, Government of Mizoram.

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

**(A) Members :**

- (a) Commissioners/Secretaries of the following Departments :-
- i) Planning
  - ii) Finance**
  - iii) Social Welfare
  - iv) Rural Development
- (b) Director/Joint Director, SCERT.
- (c) 3 members from any of personnel from -
- i) Elementary Teacher Education.
  - ii) Educationists.
  - iii) Voluntary Agencies.
  - iv) Anganwadi/ECE personnel
  - 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 Government nominated by MHRD, Department of Education.
- (e) Three members of the Mission representing the following categories each:-
- i) Educationists.
  - ii) Voluntary Agencies.
  - iii) Distinguished women.

- (f) One person nominated by the Chairman from amongst members of the Mission belonging to District/Circle/Cluster Units of the Society.
- (g) Member Secretary : State Project Director.

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

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

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

### **8.4 POWERS OF THE EXECUTIVE COMMITTEE :**

The Executive Committee shall :-

- i) exercise all administrative, financial and academic powers including powers to rationalize posts of all description in the education sector.
- ii) Control the management of funds of the Mission.
- iii) have powers and responsibilities in respect of the following:
  - a) to frame Regulations in consultation with the State Government.
  - b) to frame Bye-laws for the conduct of activities of the Mission in furthering its objects.

- iv) have power to enter into agreements with other public or private organisations or individuals for furtherance of its objects.
- v) have powers to secure and accept endowments, grants-in-aid, donations or gifts to the Mission on mutually agreed terms and conditions, provided that conditions of such grants-in-aid, donation or gifts shall not be inconsistent or in conflict with the objects of the Mission or with the provisions of these Rules.
- vi) have power to take over and acquire by purchase, gift or otherwise from Government and other public bodies, from private individuals, movable and immovable properties or other funds together with any obligations and engagements, not inconsistent with the objects of the Mission and the provisions of these Rules.
- vii) have, subject to the provisions of the Article 4 of the Memorandum of Association, power to sell or lease any movable and immovable property of the Mission, provided, however, that no assets of the Mission created out of Government grants shall, without prior approval of the Government, be disposed of encumbered or utilized for purposes other than those for which the grant was sanctioned.
- ix) have powers to constitute standing/adhoc committees or task forces/groups etc. for various areas of Sarva Shiksha Abhiyan and decided in regard to their membership, powers and functions.

- x) have the power to appoint Advisory Boards or other special committees for such purposes and with such powers as the Executive Committee may think fit, and to dissolve any such committee or Board.
- xi) have the power to delegate to the Chairman, Vice-Chairman, State Project Director, or any of its members and/or to a committee/group or any other officer of the Mission such administrative, financial and academic powers and impose such duties as it deems proper and also prescribe limitations within which the powers and duties shall be exercised or discharged.

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

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

- i) Service matters pertaining to officers and staff including creation of posts, qualifications, selection procedure, service conditions, pay and emoluments, discipline and control rules.
- ii) Important financial aspects including formulation of budget, purchase procedure, delegation of financial powers, in-



vestment of funds, maintenance of accounts and audit, TA and DA rules etc. and

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

#### **8.6 POWER TO FRAME BYE-LAW :**

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

- a) Establishment of offices of Block and District Units.
- b) Conduct 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.

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

The chairman of the Executive Committee;

- i) shall ensure that the affairs of the Mission are run efficiently and in accordance with the provisions of the Sarva Shiksha Abhiyan, and Memorandum of Association, Rules, Regulations and Bye-laws of the Mission.
- ii) shall ~~preside over the meetings of the Executive Committee.~~
- iii) may himself call, or by a requisition in writing signed by him may require the Member Secretary to call, a meeting of the Executive Committee at any time.
- iv) in case, the votes for and against a particular issue are equal, may exercise his casting vote.
- v) shall be the sole and absolute authority to judge the validity ~~of the vote cast by members at all the meetings of the Executive Committee.~~
- vi) shall be entitled to invite any other person to attend any meeting of the Executive Committee provided that such persons shall have no power of voting.
- vii) may delegate to the Vice-Chairman such of his functions and powers as he may deem fit.

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

- 1) **The State Project Director for Sarva Shiksha Abhiyan is appointed by the State Government which shall prescribe his remuneration and other conditions of service. He/she may be the Project Director already appointed under DPER or an officer of the Department of Education, as may be decided by the concerned State Government.**
- 2) **The State Project Director shall be the Chief Executive Officer of the Mission and shall be responsible for proper administration of the affairs and funds of the Mission and implementation of its various activities in a mission mode under the direction and guidance of the Chairman of the Executive Committee.**

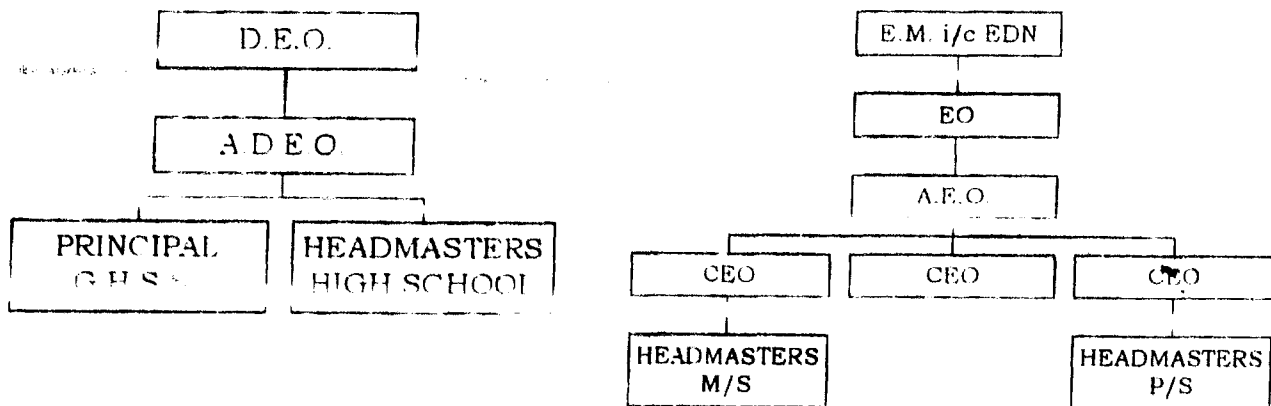
**For the effective discharge of his function, he shall have powers to :-**

- a) **constitute Steering Groups, with the approval of the Chairman, for each of the programme components and functional areas.**
- b) **constitute a Task Force, comprising heads of the steering Groups, which would function as a cohesive team for achievement of the objects of this Mission.**
- c) **appoint with the approval of the Chairman, consultants and Resource Persons.**
- d) **prescribe the duties of all officers and staff of the Mission.**
- e) **exercise such supervision and disciplinary control as may be necessary.**

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

### 8.9 DISTRICT MANAGEMENT STRUCTURE :

**Existing structure :** The existing management structure of the School Education Department at Saiha District is slightly different from other districts in Mizoram. The under-drawn chart might shown and depicts the Existings Administration structure of school Education at the districts.



As shown in the above Chart, the DEO Administered Higher Secondary School and High Schools having responsibility of inspection and supervision of the said schools within the District..

The Elementary School Education on the other hand has been handed over to the Mara Autonomous District Council since 1994. Henceforth, Elementary Education is under the direct control of MADC, the Education officer is the administrative head and is the same rank and equivalent to D.E.O. who is Assisted by A.E.O. which is equivalent to S.D.E.O. and 3 C.E.Os who are responsible for Monitoring Supervision Administration and Inspection within their own jurisdiction.

**SSA District Unit of the Mission :** As provided in the SSA framework for implementation. The District Unit of the Mission is formed for strengthening the existing set up in various aspects unit of the mission consists of the followings.

Chairman - Deputy Commissioner of Saha District.

Member Secretary - E.O

**Members :** 1) DEO, Saha

2) Asst. Education Officer

3) All CEOs

4) 1 member each from NGOs viz M.T.P., YMA, M.CH.P, MSO.

5) 1 Lady member nominated by State Project Director.

6) President, MSTA, P.T.A. of District.

7) B.D.O. Tuipang Block.

8) Prominent member (among VCPs)

### **8.9.1 POWERS AND FUNCTIONS OF DISTRICT ELEMENTARY EDUCATION COMMITTEE OF SSA MISSION**

As the unit occupies strategic position in the SSA programme. The following powers and functions are bestowed with the Committees :-

- (1) Preparation of a District Elementary Education Plan (DEEP) taking partnership with the concerned Circle, Cluster and Village level agencies of the mission.
- (2) To keep and maintain coordination and cooperation with the various levels of management set up in the implementation of the programme.
- (3) Identification of the requirement, purchase, procurement and supply of the materials to Resource centres and schools through the Circle Level and VEC Committee.
- (4) Recurring and disbursing of funds from Executive Committee/State Project Director to the concerned committee or the centre.
- (5) Arrangement of training, exposure visits, Inspections Evaluation of the achievement and activities in District Mission. And all duties as prescribed by State Project Director or Executive Committee as the case may be.
- (6) Evaluation of the achievements and progress of various interventions of the SSA Mission in the District.

### **8.9.2 MINI-DIET :**

At present, there is no DIET in the District . However, a special Task Force has been set up to initiate setting up of Mini DIET in the District. In anticipation with the proposed DIET being set up in the near future, budget allocation for setting up of Mini DIET is not reflected in the DEEP.

### **8.9.3 DISTRICT CORE TEAM :**

The following group of officers having experiences and Training in the field of Elementary Education in matters relating to Teacher Education, School Administration, are appointed as Core Team. It consist of the followings

1. District Project Coordinator - E.O.
2. Members :
  - (a) DEO
  - (b) AEO
  - (d) All CEOs (3)
  - (d) Principal, Saiha Govt. College.
  - (e) Principal, DIET Saiha
  - (f) President, Elementary Teacher Association.

The Core Team in the backbone of the Mission for planning implementation Monitoring and Evaluation of SSA activities in the District in general.

#### 8.9.4 CIRCLE EDUCATION COMMITTEE :

At the Circle level, there is an executive agency viz. CEC. The composition, powers and functions of the CEC may be enumerated as below :-

##### (a) Composition :-

Chairman                      AEO (Asst. Education Officer)  
    Circle Project Coordinator  
    CEO concerned.

##### Members :

- (a) Leader, Cluster Resource Team.
- (b) 2 VEC Chairman from the area.
- (c) 1 M/S Headmaster nominated by AEO.
- (d) 3 members representing MTP, MSO, MCHP (1 each).

##### (b) Powers & Functions :

The CEC shall perform the following functions :

- (a) To identify the problems and suggest measures for their solutions.
- (b) To sensitize 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 trainings 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 Coordinator 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.

#### **8.9.5 CIRCLE CORE TEAM :**

To pursue the decision of the CEC, the Circle Core Team comprising 10 members with specialisation in Teachers Education is being formed. The main task of the Cluster Committee will be:-

- (a) To monitor, support P.S and M.S, supervision Training of Teachers in academic field.
- (b) Provided Early childhood Education improving enrolment retention and quality of the school.
- (c) Campaign and awareness programme.

**8.9.6 CLUSTER RESOURCE CENTRE :**

There are 11 clusters in Saiha District. The Cluster Core group wise emphasize an economic supervision short course Training of Teacher and Community Leader sensitisation and mobilisation of community supporting to Elementary School Teachers. It is design to assist the Circle Project Coordinator in the implementation of SSA programme.

**8.9.7 VILLAGE EDUCATION COMMITTEE :**

At the village and habitation level, there is a Village Education Committee. The VEC is the basic Unit for planning.

The VECs consists of the following :-

- 1) Chairman - VCP of the village.
- 2) Treasurer - To be elected by the VEC from Headmasters/Head Teachers.

**(A) Members :**

- (a) All Heads of Institutions in the village.
- (b) 1 member each from NGOs viz MTP, MCHP, MSO.
- (c) 1 member nominated by MSO, CEO
- (d) National/State Awardees.

### **8.9.8 FUNCTIONS OF VEC :**

The VEC shall perform the following functions :-

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

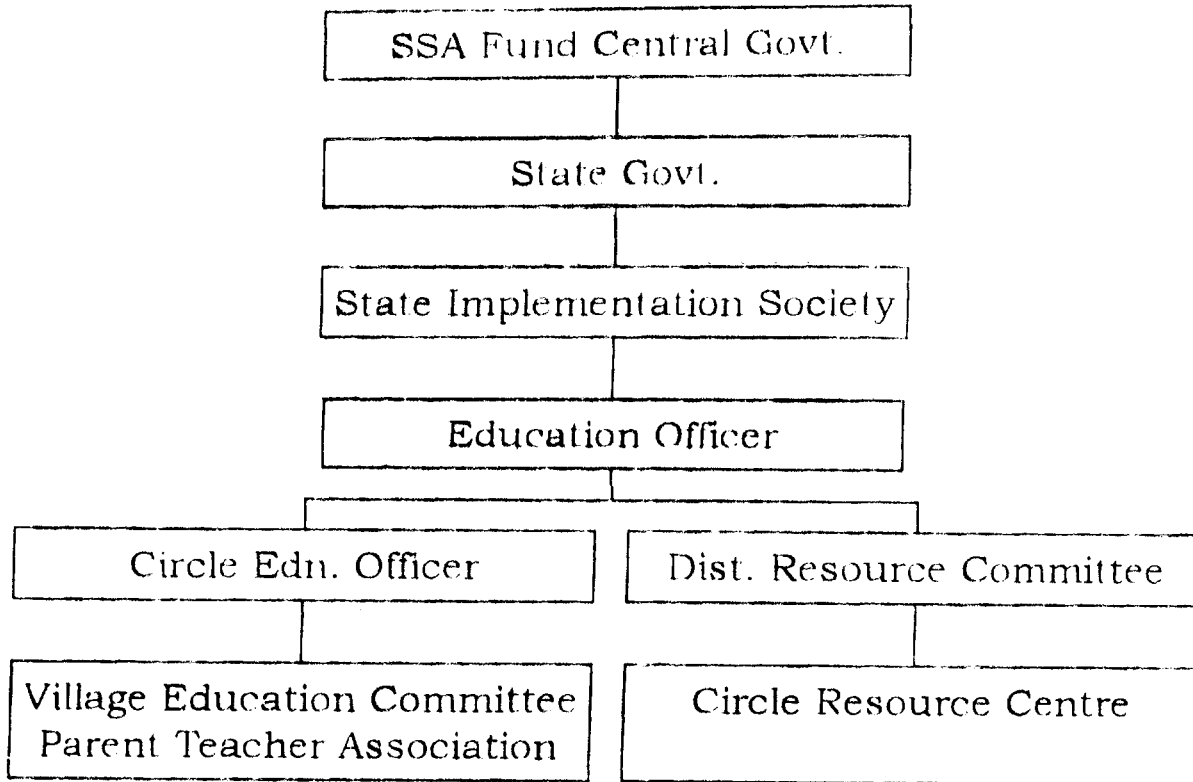
### **8.9.9 FLOW OF FUND :**

In order to maintain financial proprieties, the following procedure will strictly be followed.

- ◆ It will be ensured that flow of Funds from State Project Office to District Project Coordinator Office by Committee Accounts Payee Cheque or Accounts Payee DD as per AWP & P provision.
- ◆ All funds from DPO (DPC) to executing agencies like CEC, DIETS, CLRC, SC through Accounts Payee Cheque or Accounts Payee DD.

- ◆ Accounts will be maintained as per the statutory requirements for Societies.
- ◆ Reports will be sent to State Project Office/Government of India as per requirements.

#### Chart for Flow of Fund



#### 8.10 STRENGTHENING OF FIELD ESTABLISHMENT :

In view of the exigency and urgency of the SSA programmes, it is found necessary to strengthen the various administrative set-up of School Education Department. It is necessary to facilitate and equip the existing structure under Saiha District.

In order to cope with the new assignments and workload due to the SSA programmes the existing arrangement of field offices needs immediate strengthening in man-power as well as material resources.

It is thus, intended to facilitate and strengthen the existing set-up as below:-

1. **District Project Co-ordinator (DPC)** : As per SSA Rajya Mission Rules, 2001 and subsequent government order, the DEO/EO has been designated as SSA District Project Co-ordinators (DPC) with vast powers and responsibilities in addition to his normal duties.

It is, therefore, quite necessary to enhance the status of DPC with the charge allowance @ Rs. 2000/- per month.

2. **Deputy District Project Co-ordinator (DDPC)**: Recently, the Government of Mizoram has up-graded the post of ADEO into full fledged DEO vide memo no. J.11012/20/2002-POL dated 30/4/2002 for posting them in the newly created revenue districts. As such there is no ADEO or other Gazetted Officer to assist the DEO in his duties.

Almost all SSA activities, right from planning of DPEP to evaluation, are concentrated in the District and Sub-District Offices. It is, thus, proposed to **depute** one efficient and qualified departmental officer as DDPC to assist the DEO/EO (DPC) and to take care of all SSA activities at the District Level and to co-ordinate lower structures of the setup in matters relating to SSA programmes

As admissible under financial rules and SSA norms, it is proposed to give charge allowance to DDPC @ Rs. 1500/- per month.

3. **Circle Project Co-ordinator (CPC)** : SSA is a bottom-up programme, the planning, implementation and monitoring are thus concentrated at the circle and village levels.

In Mizoram the Circle Education Officers (CEOs) are the pivot in the supervision and monitoring of elementary schools. They are facilitated with **gazetted status** and vast powers and function in their respective education circles.

It may be mentioned here that all the CEOs of Saiha District are appointed/deputed as SSA **Circle Project Co-ordinator** to co-ordinate supervise and guide the CRPs and VECs, Teachers etc. At the same time, they are appointed as Member Secretaries of the Circle Education Committees in addition to their normal duties.

It is thus, proposed to provide all 3 CPCs (CEOs) of Saiha District with charge allowance @ Rs. 1000/- per month.

4. **Computer Operators** : It is rather sad to mention that there is no computer operator in the District Office till date. As a result, the office works have suffered a serious set back.

In view of the provision for upliftment of information technology and in order to spearhead the computerisation of office works, it is proposed to appoint 5 Computer Operators @ Rs. 6000/- per month to discharge their duties at the District and Sub-District offices of Saiha District.

The proposal is found to be quite reasonable and genuine in view of the need for proper recording, documentation, quick and prompt delivery of services.

The requirement for strengthening of District/Field Administration may be enumerated as below :-

| <b>Sl No.</b> | <b>Intervention/Items</b>                         | <b>Remarks</b>        |
|---------------|---|-----------------------|
| 1.            | Rent for District Office & Sub-District Offices.  | As per approved rate. |
| 2.            | Installation of Telephone & EPABX.                | -do-                  |
| 3.            | Purchase of computers and peripherals             | -do-                  |
| 4.            | Charge allowance of DPC, DDPC & CPC               | -do-                  |
| 5.            | Salary of 2 Computer Operators                    | -do-                  |
| 6.            | Salary of 1 attendant to assist J.E.              | -do-                  |
| 7.            | Hiring of vehicles for supervision and monitoring | -do-                  |
| 8.            | Water, Electricity etc.                           | -do-                  |
| 9.            | TA/DA for DPC/DDPC/CPCs/CRPs                      | -do-                  |
| 10.           | Office Stationaries/congtingency                  | -do-                  |
| 11.           | Purchase of 3 motor bikes for CPCs                | -do-                  |
| 12.           | Consultancy & Planning exercise                   | -do-                  |
| 13.           | Strengthening of Field Establishment              | -do-                  |

As already reflected in Chapter-1 of this plan, majority of the far and distant rural villages of Saiha District have **no proper transport net-work**. In order to effectively supervise the schools in general and SSA project activities in particular, it is **inevitable** to resort to hiring of vehicles for field visits.

It may further be elaborated that **Resource Persons** at the State, District and Circle levels need mobility for the conduct of **on-site trainings, monitoring and evaluation** of SSA activities at the **grass root levels**.

As admissible in SSA Schemes, this district proposes for the **purchase of 3 motor bikes** for allotment to all 3 CPCs (Circle Project Co-ordinators) in lieu of the old and run-out motor bikes. In this connection, it is noteworthy that CEOs (CPCs) have been provided with departmental bikes as they are eligible for the same as per Govt. of Mizoram standing order.

Inspite of their **eligibility**, the department could not replace their old and non-functional motor bikes due to **acute financial constraints**. The proposal for the purchase of motor bikes is therefore, highly genuine and reasonable to ensure mobility to these **field officers** in the discharge of their **field duties**.

The above proposal, if materialised, would automatically enhance the efficiency and effectiveness of field establishments in the discharge of their duties in general and SSA programmes in



## CHAPTER - IX

### RESEARCH, EVALUATION, MONITORING AND SUPERVISION

#### 9.1 RESEARCH

Research is a search after truth. All research therefore essentially involves clear objectives, purposeful search, systematic procedures, collection of relevant and reliable data, logical thinking, valid interpretations and conclusions. As such, taking up of any research work involves systematic handling of problems and enquiry. Developing capabilities of Institutions to take up quality research or Action Research on educational issues related to school education is highly important to truly universalize elementary education. This is so because the stake is high as all the inputs, strategies, activities would involve great amount of money and human resources that one cannot afford to waste.

It is therefore proposed that Research groups be constituted at the State, District and Sub-District levels to take up impact study and to facilitate quality improvement in teaching-learning which would function under the guidance of SCERTs and DIETs. Research facilities would also be extended to institutions and scholars who would work in collaboration with the Resource Groups at various levels. Effective and timely dissemination of research based findings will be given due importance for qualitative improvement in school education.

**Inputs :**

1. Conduct of school mapping and micro-planning exercises.
2. Consolidation and updating of activities and informations collected through survey at the school level, cluster level, circle and district level.
3. Sponsoring of research studies/pilot programmes/action research to teachers, resource persons and NGOs.
4. Capacity building for conduct of surveys, studies and programmes.
5. Provision of travel grant and honorarium for personnels involved in innovations and research works.

**9.2 EVALUATION****9.2.1 Pupils Evaluation**

Education in our national perception is essentially for all and therefore provides for equal opportunity for all in terms of access and in the conditions for success. As such, accurate informations has to be collected and analyzed in order to make decisions about students - whether she/he is progressing towards successful completion of the course and successful in attaining competencies as well or whether the goals of education are being met.

Appropriate changes will therefore be made in the evaluation system to make it more continuous and less threatening for the students. Performance of children will be con-

stantly monitored by introducing continuous comprehensive Evaluation system as recommended by education policy.

### 9.2.3 Impact Evaluation

Apart from the evaluation of pupil's progress, the impact of various interventions for UEE will be assessed at regular intervals. Each strategic actions will be assessed at mid-term and at the end of the programme. Future course of action will then be planned accordingly.

~~The progress and outcome will be evaluated on the following aspects :-~~

- ◆ participatory level
- ◆ pupils achievement
- ◆ community participation
- ◆ enrolment and retention rate
- ◆ quality aspects of education
- ◆ achievement of goals, targets and objective of SSA

#### Inputs :

1. Capacity building of Resource Groups and teachers for conduct of evaluation.
2. Conduct of base-line, mid-term and completion-time surveys on pupil's achievements.
3. Formation of Evaluation team or Resource Group at various levels.

4. Up-date data processing through effective MIS.
5. Orientation of community for participatory evaluation.

### **9.3 SUPERVISION AND MONITORING**

Sarva Shiksha Abhiyan is an effort to universalise elementary education which arrived at providing quality education that will improve human capabilities to all children. It is, therefore necessary to periodically supervise and monitor all aspects of pedagogical inputs and activities taken up to provide quality education at all levels.

A viable monitoring and supervision system will have to be developed at the village, cluster, circle and District level.

All the head of institutions will be entrusted to conduct academic supervision on day to day basis. Community involvement is also envisaged with necessary precaution as too much outside interference could have adverse effect on the child and the school.

### Inputs and Proposed Activities

| Sl. No. | Inputs   | Proposed Activities   |
|---------|--|---|
| 1       | 2  | 3   |
| 1       | Setting up of MINI DIET                                    | (a) Preparation of proposal for setting up of Mini DIET at Saiha by Task Force set up by the State  |
| 2       | Capacity building for effective monitoring and supervision | (a) Development of format for supervision and monitoring at the circle, cluster, village and school level<br>(b) Training of DRG, CLRG and CRG to enable them to provide on job support/training<br>(c) Preparation of handbook for Resource Groups at various levels   |
| 3       | Academic supervision and monitoring                        | (a) Academic supervision on a day to day basis will be done by the concerned head of Institution<br>(b) Institutional supervision will be the responsibility of Cluster level Resource Group with the help of concerned VEC/PTA under the guidance of CEO concerned.<br>(c) Monitoring of VEC, Cluster Resource Centres will be done by CEO concerned with the help of DIET faculty |
| 4       | Community involvement                                      | (a) The Community will take partnership in monitoring the schools and classroom practices and provide on job support to teaches<br>(b) VEC will maintain records, activities and programmes   |
| 5       | Transport facility   | (a) It is proposed to hire vehicles for ensuring ready mobility to Circle Project Coordinators, Resource Persons, DIET and SCERT faculty  |
| 6       | Academic improvement programmes for quality education      | (a) The report of supervision and monitoring will be consolidated on quarterly basis and on the basis of which trainings and others academic improvement programmes will be organised   |

#### 9.4 MANAGEMENT INFORMATION SYSTEM (MIS)

The educational information collected through surveys and other records needs to be systematically stored, up-date and disseminate in time. There is a need to develop comprehensive educational management information system. It is therefore proposed to set up MIS with computer to take up the following programmes :-

- ◆ Storing of basic information on schools collected through school surveys.
- ◆ Basic facilities available to schools like - toilet, water, fencing, playground, notice board etc.
- ◆ Teacher information on their qualifications and experience, professional trainings etc.
- ◆ Information about students - age, class, sex, level of achievements, specific problems etc.
- ◆ Name-wise particulars of children in the age groups - (0-3, 3-5, 6-10, 11-14 etc.
- ◆ Teacher Pupil Ratio, Teacher Per Class, Teacher Per School etc.
- ◆ Enrolment, retention and actual completion rates.
- ◆ Updating available data base.

### Inputs and Proposed Activities

| Sl. No. | Necessary Inputs                        | Activity Proposed  |
|---------|---|--|
| 1       | 2                                       | 3  |
| 1       | Provision of Computers and Pheripherals | (1) Setting up of Computer cell at the District Resource Centre and Mini cell at the Circle Resource Centre<br>(2) Appointment of 3 Computer operators and 1 Programmer<br>(3) Training of MIS Staff and Resource Groups                   |
| 2       | Updating Information                    | (1) Collection, analysis and printing of up-date information about the schools and their activities etc<br>(2) Dissemination of Information<br>(3) Net-working of districts and sub-district offices with provision of internet facilities |
| 3       | Resource support                        | (1) The Computer cell of the SCERT will provide Resource support to the District and the District to Circle level in running an effective MIS  |

## CHAPTER - X

### CIVIL WORKS

With the advancement in science and technology, the requirement for our day to day life increases in many folds specially in a developing country like ours. The gap between the home environment and the school is becoming wider making a school used to be good and attractive school looks like a drab. This situation brought the need to improve the infrastructural facilities which would provide comfort, safety and congenial teaching learning atmosphere.

As such, it is expected that good infrastructural facilities would yield good results in our attempt to universalise elementary education. The survey result show that school buildings are mostly kutcha that pucca building is more or less nil. Some schools do not have their own building and some semi pucca buildings are worn out needing repairs and renovation.

It is therefore propose to construct new school buildings, hostel, toilet etc. in anticipation with public contribution in :-

- (i) Providing lands for construction of Resource Centres and School buildings.
- (ii) Contributing material and human resources.

#### 10.1 CONSTRUCTION OF BUILDINGS

Proposal has been made for construction of the following :-

- (i) 7 new Upper Primary School buildings.
- (ii) 10 Primary and Middle Schools having no building.

- (iii) Residential school for girls.
- (iv) Hostel building.

### **10.2 RENOVATION AND CONSTRUCTION OF ADDITIONAL ROOMS :**

- (i) Renovation of worn out buildings for Primary and Upper Primary Schools.
- (ii) Construction of 195 additional room for Primary Schools and 63 additional rooms for Headmaster and classroom of Upper Primary Schools.

~~(iii) Repairs of all needy schools.~~

### **10.3 CONSTRUCTION OF RESOURCE CENTRES :**

- (i) 3 Circle Resource Centres (CRC) to be located in each circle headquarters.
- (ii) 11 Cluster Level Resource Centres (CLRC) to be located in every circle headquarters.

### **10.4 CONSTRUCTION OF BOUNDARY WALLS :**

- (i) 13 boundary walls/fencing during the year 2002-2003.
- (ii) 5 boundary walls/fencing during the year 2003-2004.
- (iii) 30 boundary walls/fencing during the year 2004-2007.
- (iv) 5 boundary walls/fencing during the year 2007-2008.
- (v) 30 boundary walls/fencing during the year 2008-2011.



**10.5 TOILET FACILITIES :**

Separate toilet facilities for boys and girls are to be provided to 74 Primary Schools and 43 Upper Primary Schools.

**10.6 DRINKING WATER FACILITIES:**

Provision of drinking water facilities to all the Primary and Upper Primary Schools is also proposed.

## CHAPTER - XI

### IMPLEMENTATION ARRANGEMENT

The SSA at the state level will be implemented by the State, Mission Authority which is the open body and is designed to have a General Council and Executive Committee with defined powers, functions and responsibilities as stated in the earlier

The planning as well as implementation of the various interventions for the achievement of UEE in the district will be done through the various district level, circle level, cluster level and village level functionaries like :-

- ♦ Village level : Village Education Committee (VEC)  
School Committee (SC), Parent  
Teacher Association (PTA)
- ♦ Cluster level : Cluster Level Resource Group (CLRG)  
Cluster Resource Centre.
- ♦ Circle/Block level : Circle Resource Group (CRG)  
Cluster Resource Centre.
- ♦ District level : District Education Committee,  
District Resource Group (DRG)

The following arrangement has been visualised for the implementation of various activities for the smooth functioning and effective implementation of the Saiha District Education Plan:

| Sl. No.                | Name of Intervention                         | Implementing Agency        | Supervision and Monitoring Agency              |
|------------------------|--|----------------------------|--|
| 1                      | 2  | 3                          | 4  |
| <b>A - Civil Works</b> |  |                            |  |
| 1                      | Construction of CRC buildings                | Circle Education Committee | District Project officer and other DEC members |
| 2                      | Construction of CLRC buildings               | Cluster resource Group     | CEO and members of CRG                         |
| 3                      | Construction, Renovation of school buildings | VEC and School Committee   | CEO with the help of CLRG                      |
| 4                      | Construction of Residential Schools/Hostels  | Circle Education Committee | DPO and DEC members                            |
| 5                      | Boundary walls/Fencing of Compound           | School Committee and VEC   | CEO and CLRG                                   |
| 6                      | Toilet and drinking water facilities         | VEC/School Committee       | CEO and CLRG                                   |
| 7                      | Additional rooms                             | Head of the Institution    | VEC and School Committee                       |

| Sl. No.  | Name of Intervention   | Implementing Agency                              |
|--|--|--|
| 1  | 2  | 3  |
| <b>B - Appointment of Personnel</b>                |  |  |
| 1  | Appointment of Dy. District Project Coordinator (DDPC)/Circle Project Coordinators | Executive Committee/State Project Director (SPD) |
| 2  | Circle Resource Persons/Cluster Resource Persons                                   | District Elementary Education Committee          |
| 3  | Appointment of Computer Operator/Asst. J.E./Technical Staff                        | District Elementary Education Committee          |
| 4  | Appointment of Surveyors/Volunteers/other staff on contract basis                  | Circle Education Committee/CEO                   |
| <b>C - Procurement of TLM/Equipments/Furniture</b> |  |  |
| 1  | Furniture for CRC  | Circle Education Committee                       |
| 2  | Furniture for CLRC   | Cluster Resource Group                           |
| 3  | TLM/Teaching Aids/Play Materials   | Headmaster and Teacher concerned                 |
| 4  | AIE centres  | VEC and school committees                        |
| 5  | Computer and Peripherals   | District Elementary Education Committee          |
| 6  | Vehicle/Bike   | District Elementary Education Committee          |

| Sl. No.                      | Name of Intervention   | Implementing Agency                                 |
|------------------------------|--|---|
| 1                            | 2  | 3   |
| <b>D - Capacity Building</b> |  |   |
| 1                            | Training of Resource Persons - DRG, CRG, CLRG, etc.          | NIEPA, NCERT, SCERT, DIET                           |
| 2                            | Training of Teachers   | DIET, Circle and Cluster Resource Group             |
| 3                            | Training of VEC/School Committee/Community Teachers          | CEO/Circle Resource Group/Cluster Resource Group    |
| 4                            | Training of mothers/community                                | Cluster Resource Group/VEC                          |
| <b>SUPERVISION</b>           |  |   |
| 1                            | Supervision of Civil works                                   | AEO/CEO/Resource Groups                             |
| 2                            | Supervision of AIE and EGS centres                           | CEO/Cluster Resource Groups                         |
| 3                            | Supervision of Computer Education                            | CEO/Circle Resource Group                           |
| 4                            | Academic supervision of schools                              | CEO/Cluster Resource Groups, Headmaster/Headteacher |
| 5                            | Supervision of VEC/School Committees/Cluster Resource Centre | CEO/Circle Resource Group                           |

## CHAPTER XII

### BUDGET SUMMARY FOR 9 YEARS - SAHA DISTRICT, M ZORAM

| Sl No | ITEMS   | Unit Cost | Rupees in lakhs |           |          |           |          |           |          |           |          |           |          |           |          |           |          |           |          |           |          |           |       |         |         |
|-------|---|-----------|-----------------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|-------|---------|---------|
|       |   |           | 2002-03         |           | 2003-04  |           | 2004-05  |           | 2005-06  |           | 2006-07  |           | 2007-08  |           | 2008-09  |           | 2009-10  |           | 2010-11  |           | TOTAL    |           |       |         |         |
|       |   |           | Physical        | Financial | Physical | Financial | Physical | Financial | Physical | Financial | Physical | Financial | Physical | Financial | Physical | Financial | Physical | Financial | Physical | Financial | Physical | Financial |       |         |         |
| 1     | Management Cost                               |           |                 | 13.230    |          | 13.170    |          | 11.280    |          | 11.230    |          | 11.280    |          | 11.280    |          | 11.280    |          | 11.280    |          | 11.280    |          | 11.280    |       | 105.300 |         |
| 2     | Research, Evaluation supervision & Monitoring |           | 2.055           |           | 2.085    |           | 2.085    |           | 2.085    |           | 2.085    |           | 2.085    |           | 2.085    |           | 2.085    |           | 2.085    |           | 2.085    |           | 2.085 |         | 18.735  |
| 3     | Community mobilisation & Training             |           | 0.300           |           | 0.300    |           | 0.300    |           | 0.300    |           | 0.300    |           | 0.300    |           | 0.300    |           | 0.300    |           | 0.300    |           | 0.300    |           | 0.300 |         | 2.700   |
| 4     | Access & Alternate schooling                  |           | 18.824          |           | 17.358   |           | 16.862   |           | 17.416   |           | 15.870   |           | 14.877   |           | 15.432   |           | 13.885   |           | 13.943   |           |          |           |       |         | 144.457 |
| 5     | Pedagogy & School Improvement                 |           | 68.378          |           | 79.079   |           | 74.361   |           | 78.573   |           | 75.380   |           | 79.376   |           | 74.705   |           | 80.223   |           | 77.173   |           |          |           |       |         | 687.248 |
| 6     | Special Focussed Group                        |           | 21.460          |           | 21.751   |           | 21.814   |           | 21.814   |           | 21.814   |           | 21.314   |           | 20.314   |           | 20.314   |           | 20.314   |           |          |           |       |         | 190.09  |
| 7     | Innovative Education                          |           |                 |           |          |           |          |           |          |           |          |           |          |           |          |           |          |           |          |           |          |           |       |         |         |
|       | a) Girls Education                            |           | 5.035           |           | 13.805   |           | 13.405   |           | 11.805   |           | 14.905   |           | 14.905   |           | 14.905   |           | 14.955   |           | 14.955   |           |          |           |       |         | 118.75  |
|       | b) Computer Education                         |           | 13.640          |           | 14.700   |           | 14.400   |           | 15.000   |           | 15.000   |           | 15.000   |           | 12.100   |           | 12.100   |           | 12.100   |           |          |           |       |         | 124.40  |
|       | d) Education for SC/ST                        |           | 8.470           |           | 9.055    |           | 8.515    |           | 8.515    |           | 8.590    |           | 8.590    |           | 7.790    |           | 7.780    |           | 7.779    |           |          |           |       |         | 75.84   |
| 8     | Civil Works                                   |           | 74.300          |           | 77.000   |           | 73.500   |           | 78.550   |           | 71.150   |           | 74.500   |           | 71.800   |           | 51.500   |           | 54.700   |           |          |           |       |         | 626.00  |
|       | TOTAL   |           | 225.692         |           | 248.503  |           | 236.522  |           | 244.838  |           | 236.374  |           | 242.227  |           | 230.711  |           | 214.422  |           | 214.629  |           |          |           |       |         | 2093.18 |

**PROPOSED BUDGET FOR 9 YEARS PERSPECTIVE PLAN : SAHA DISTRICT, MIZORAM**

|       |   | Project Management Cost |          |           |          |           |          |           |          |           |          |           |          |           |          | Rupees in lakhs |          |           |          |           |          |           |        |
|-------|---|-------------------------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------------|----------|-----------|----------|-----------|----------|-----------|--------|
| SI No | ITEMS   | Unit Cost               | 2002-03  |           | 2003-04  |           | 2004-05  |           | 2005-06  |           | 2006-07  |           | 2007-08  |           | 2008-09  |                 | 2009-10  |           | 2010-11  |           | TOTAL    |           |        |
|       |   |                         | Physical | Financial | Physical | Financial | Physical | Financial | Physical | Financial | Physical | Financial | Physical | Financial | Physical | Financial       | Physical | Financial | Physical | Financial | Physical | Financial |        |
| 1     | Water, electricity, telephone charges             | 0.070                   | 12       | 0.840     | 12       | 0.840     | 12       | 0.840     | 12       | 0.840     | 12       | 0.840     | 12       | 0.840     | 12       | 0.840           | 12       | 0.840     | 12       | 0.840     |          |           |        |
| 2     | TA & DA   |                         | 12       | 1.200     | 12       | 1.200     | 12       | 1.200     | 12       | 1.200     | 12       | 1.200     | 12       | 1.200     | 12       | 1.200           | 12       | 1.200     | 12       | 1.200     |          |           | 7.560  |
| 3     | Contingency                                       |                         | 12       | 1.080     | 12       | 1.080     | 12       | 1.080     | 12       | 1.080     | 12       | 1.080     | 12       | 1.080     | 12       | 1.080           | 12       | 1.080     | 12       | 1.080     |          |           | 10.800 |
| 4     | Salary of 2 Computer Operators                    | 0.065                   | 12       | 1.560     | 12       | 1.560     | 12       | 1.560     | 12       | 1.560     | 12       | 1.560     | 12       | 1.560     | 12       | 1.560           | 12       | 1.560     | 12       | 1.560     |          |           | 9.720  |
| 5     | Charge allowance of District Project Co-ordinator | 0.020                   | 12       | 0.240     | 12       | 0.240     | 12       | 0.240     | 12       | 0.240     | 12       | 0.240     | 12       | 0.240     | 12       | 0.240           | 12       | 0.240     | 12       | 0.240     |          |           | 14.040 |
| 6     | Charge allowance of Dy. DPC                       | 0.015                   | 12       | 0.180     | 12       | 0.180     | 12       | 0.180     | 12       | 0.180     | 12       | 0.180     | 12       | 0.180     | 12       | 0.180           | 12       | 0.180     | 12       | 0.180     |          |           | 2.160  |
| 7     | Charge allowance of 3 CPC                         | 0.010                   | 12       | 0.120     | 12       | 0.120     | 12       | 0.120     | 12       | 0.120     | 12       | 0.120     | 12       | 0.120     | 12       | 0.120           | 12       | 0.180     | 12       | 0.180     |          |           | 1.620  |
| 8     | Rent for District and Sub-District Offices        | 0.050                   | 12       | 0.600     | 12       | 0.600     | 12       | 0.600     | 12       | 0.600     | 12       | 0.600     | 12       | 0.600     | 12       | 0.600           | 12       | 0.600     | 12       | 0.600     |          |           | 1.080  |
| 9     | Hiring of Private Vehicle for pool Motor          | 0.175                   | 12       | 2.100     | 12       | 2.100     | 12       | 2.100     | 12       | 2.100     | 12       | 2.100     | 12       | 2.100     | 12       | 2.100           | 12       | 2.100     | 12       | 2.100     |          |           | 5.400  |
| 10    | POI   |                         | 12       | 1.000     | 12       | 1.000     | 12       | 1.000     | 12       | 1.000     | 12       | 1.000     | 12       | 1.000     | 12       | 1.000           | 12       | 2.100     | 12       | 2.100     |          |           | 18.900 |
| 11    | Purchase of Computer and peripherals              | 0.750                   | 1        | 0.750     |          |           |          |           |          |           |          |           |          |           |          |                 |          |           |          |           |          |           | 0.750  |





**PROPOSED BUDGET FOR 9 YEARS PERSPECTIVE PLAN : SAIHA DISTRICT, MIZORAM**

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

**Rupees in lakhs**

| SI No | ITEMS   | Unit Cost | 2002-03  |              | 2003-04  |              | 2004-05  |              | 2005-06  |              | 2006-07  |              | 2007-08  |              | 2008-09  |              | 2009-10  |              | 2010-11  |              | TOTAL    |               |
|-------|---|-----------|----------|--------------|----------|--------------|----------|--------------|----------|--------------|----------|--------------|----------|--------------|----------|--------------|----------|--------------|----------|--------------|----------|---------------|
|       |   |           | Physical | Financial    | Physical | Financial    | Physical | Financial    | Physical | Financial    | Physical | Financial    | Physical | Financial    | Physical | Financial    | Physical | Financial    | Physical | Financial    | Physical | Financial     |
| 1     | Research, Evaluation<br>Supervision &<br>Monitoring | 0.015     | 137      | 2.055        | 139      | 2.085        | 139      | 2.085        | 139      | 2.085        | 139      | 2.085        | 139      | 2.085        | 139      | 2.085        | 139      | 2.085        | 139      | 2.085        | 1249     | 18.735        |
|       | <b>TOTAL</b>  |           |          | <b>2.055</b> |          | <b>2.085</b> |          | <b>2.085</b> |          | <b>2.085</b> |          | <b>2.085</b> |          | <b>2.085</b> |          | <b>2.085</b> |          | <b>2.085</b> |          | <b>2.085</b> |          | <b>18.735</b> |

**PROPOSED BUDGET FOR 9 YEARS PERSPECTIVE PLAN : SAIHA DISTRICT, MIZORAM**

Project : Community Mobilisation and Participation

Rupees in lakhs

| SI No | ITEMS   | Unit Cost | 2002-03  |           | 2003-04  |           | 2004-05  |           | 2005-06  |           | 2006-07  |           | 2007-08  |           | 2008-09  |           | 2009-10  |           | 2010-11  |           | TOTAL    |           |
|-------|---|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|
|       |   |           | Physical | Financial | Physical | Financial | Physical | Financial | Physical | Financial | Physical | Financial | Physical | Financial | Physical | Financial | Physical | Financial | Physical | Financial | Physical | Financial |
| 1     | Orientation training of Community leaders/SEC | 0.005     | 60       | 0.300     | 60       | 0.300     | 60       | 0.300     | 60       | 0.300     | 60       | 0.300     | 60       | 0.300     | 60       | 0.300     | 60       | 0.300     | 60       | 0.300     | 540      | 2.700     |
|       | <b>TOTAL</b>                                  |           |          | 0.300     |          | 0.300     |          | 0.300     |          | 0.300     |          | 0.300     |          | 0.300     |          | 0.300     |          | 0.300     |          | 0.300     |          | 2.700     |

**PROPOSED BUDGET FOR 9 YEARS PERSPECTIVE PLAN : SAIHA DISTRICT, MIZORAM**

| Project : Access & Alternative Schooling |   |           |          |               |          |               |          |               |          |               |          |               |          | Rupees in lakhs |          |               |          |               |          |               |          |                |
|--|---|-----------|----------|---------------|----------|---------------|----------|---------------|----------|---------------|----------|---------------|----------|-----------------|----------|---------------|----------|---------------|----------|---------------|----------|----------------|
| Sl No                                    | ITEMS   | Unit Cost | 2002-03  |               | 2003-04  |               | 2004-05  |               | 2005-06  |               | 2006-07  |               | 2007-08  |                 | 2008-09  |               | 2009-10  |               | 2010-11  |               | TOTAL    |                |
|  |   |           | Physical | Financial     | Physical | Financial     | Physical | Financial     | Physical | Financial     | Physical | Financial     | Physical | Financial       | Physical | Financial     | Physical | Financial     | Physical | Financial     | Physical | Financial      |
| 1  | Honorarium to Education Volunteer (EV)                            | 0.010     | 28       | 3.360         | 28       | 3.360         | 28       | 3.360         | 28       | 3.360         | 28       | 3.360         | 28       | 3.360           | 28       | 3.360         | 28       | 3.360         | 28       | 3.360         | 252      | 30.240         |
| 2  | Training of Edmi Volunteer  | 0.015     | 28       | 0.420         | 28       | 0.420         | 28       | 0.420         | 28       | 0.420         | 28       | 0.420         | 28       | 0.420           | 28       | 0.420         | 28       | 0.420         | 28       | 0.420         | 252      | 3.780          |
| 3  | TLM at the centre   | 0.011     | 28       | 0.308         | 28       | 0.308         | 28       | 0.308         | 28       | 0.308         | 28       | 0.308         | 28       | 0.308           | 28       | 0.308         | 28       | 0.308         | 28       | 0.308         | 252      | 2.772          |
| 4  | Contingency   | 0.005     | 28       | 0.140         | 28       | 0.140         | 28       | 0.140         | 28       | 0.140         | 28       | 0.140         | 28       | 0.140           | 28       | 0.140         | 28       | 0.140         | 28       | 0.140         | 252      | 1.260          |
| 5  | Administrative cost   |           |          | 0.727         |          | 0.707         |          | 0.684         |          | 0.660         |          | 0.637         |          | 0.589           |          | 0.566         |          | 0.542         |          | 0.495         |          | 5.607          |
| 6  | Centre cost   |           | 1092     | 9.227         | 1050     | 8.873         | 1000     | 8.450         | 950      | 8.028         | 900      | 7.605         | 800      | 6.760           | 750      | 6.338         | 700      | 5.915         | 600      | 5.070         | 7842     | 66.266         |
| 7  | Circle Management cost  |           | 1092     | 1.052         | 1050     | 1.050         | 1000     | 1.000         | 950      | 0.950         | 900      | 0.900         | 800      | 0.800           | 750      | 0.750         | 700      | 0.700         | 600      | 0.600         | 7842     | 7.842          |
| 8  | Training of DRG CRG, CLRG, Access enrolment retention and quality | 0.007     | 150      | 1.050         |          |               |          |               | 150      | 1.050         |          |               |          | 150             | 1.050    |               |          | 150           | 1.050    |               |          | 4.200          |
| 9  | Survey  |           |          | 2.500         |          | 2.500         |          | 2.500         |          | 2.500         |          | 2.500         |          | 2.500           |          | 2.500         |          | 2.500         |          | 2.500         |          | 22.500         |
|  | <b>TOTAL</b>  |           |          | <b>18.824</b> |          | <b>17.358</b> |          | <b>16.862</b> |          | <b>17.416</b> |          | <b>15.870</b> |          | <b>14.877</b>   |          | <b>15.432</b> |          | <b>13.885</b> |          | <b>13.943</b> |          | <b>144.467</b> |

**PROPOSED BUDGET FOR 9 YEARS PERSPECTIVE PLAN : SAIHA DISTRICT, MIZORAM**

| Project : Pedagogy & School improvement |  |           |          |           |          |           |          |           |          |           |          |           |          |           |          |           |          |           |          |           |          | Rupees in lakhs |  |
|---|--|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------------|--|
| Sl No                                   | ITEMS  | Unit Cost | 2002-03  |           | 2003-04  |           | 2004-05  |           | 2005-06  |           | 2006-07  |           | 2007-08  |           | 2008-09  |           | 2009-10  |           | 2010-11  |           | TOTAL    |                 |  |
|   |  |           | Physical | Financial | Physical | Financial | Physical | Financial | Physical | Financial | Physical | Financial | Physical | Financial | Physical | Financial | Physical | Financial | Physical | Financial | Physical | Financial       |  |
| 1                                       | Salary of New Upper Primary School Teacher                   | 0.085     | 28       | 14 280    | 28       | 28 660    | 28       | 28 560    | 28       | 28 560    | 28       | 28 560    | 28       | 28 560    | 28       | 28 560    | 28       | 28 560    | 28       | 28 560    | 25       | 242.760         |  |
| 2                                       | Orientation training to new recruits teachers                | 0.042     | 28       | 176       |          |           |          |           |          |           |          |           |          |           |          |           |          |           |          |           | 2        | 1.76            |  |
| 3                                       | Training of untrained teachers                               | 0.042     | 30       | 1 260     | 30       | 1 260     | 30       | 1 260     |          |           |          |           |          |           |          |           |          |           |          |           | 9        | 3.780           |  |
| 4                                       | Training of teachers for 20 days                             | 0.014     | 80       | 1 120     | 80       | 1 120     | 80       | 1 120     | 80       | 1 120     | 80       | 1 120     | 80       | 1 120     | 80       | 1 120     | 80       | 1 120     | 87       | 1 218     | 72       | 10.178          |  |
| 5                                       | Teachers grant   | 0.005     | 727      | 3 635     | 727      | 3 635     | 727      | 3 635     | 727      | 3 635     | 727      | 3 635     | 727      | 3 635     | 727      | 3 635     | 727      | 3 635     | 727      | 3 635     | 65       | 32.715          |  |
| 6                                       | Salary of CRP/CLPPs  | 0.100     | 140      | 14 000    | 140      | 14 000    | 140      | 14 000    | 140      | 14 000    | 140      | 14 000    | 140      | 14 000    | 140      | 14 000    | 140      | 14 000    | 140      | 14 000    | 12       | 126.000         |  |
| 7                                       | Training of CRP/CLPPs  | 0.014     | 140      | 1 960     | 140      | 1 960     | 140      | 1 960     | 140      | 1 960     | 140      | 1 960     | 140      | 1 960     | 140      | 1 960     | 140      | 1 960     | 140      | 1 960     | 12       | 17.640          |  |
| 8                                       | School grant for equipment                                   | 0.020     | 139      | 2 780     | 139      | 2 780     | 139      | 2 780     | 139      | 2 780     | 139      | 2 780     | 139      | 2 780     | 139      | 2 780     | 139      | 2 780     | 139      | 2 780     | 12       | 25.020          |  |
| 9                                       | Contingency for CRP/BPC                                      | 0.125     | 3        | 0.375     | 3        | 0.375     | 3        | 0.375     | 3        | 0.375     | 3        | 0.375     | 3        | 0.375     | 3        | 0.375     | 3        | 0.375     | 3        | 0.375     |          | 3.375           |  |
| 10                                      | Contingency for CLPC   | 0.025     | 11       | 0.275     | 11       | 0.275     | 11       | 0.275     | 11       | 0.275     | 11       | 0.275     | 11       | 0.275     | 11       | 0.275     | 11       | 0.275     | 11       | 0.275     |          | 2.475           |  |
| 11                                      | Furniture grant for CRC/BPC                                  | 1.000     | 3        | 3 000     | 3        | 3 000     | 3        | 3 000     | 3        | 3 000     | 3        | 3 000     | 3        | 3 000     | 3        | 3 000     | 3        | 3 000     | 3        | 3 000     |          | 27.000          |  |
| 12                                      | Furniture grant for CLPC                                     | 0.100     | 11       | 1 100     | 11       | 1 100     | 11       | 1 100     | 11       | 1 100     | 11       | 1 100     | 11       | 1 100     | 11       | 1 100     | 11       | 1 100     | 11       | 1 100     |          | 9.900           |  |
| 13                                      | TLE grant to JPS   | 0.500     | 6        | 3 000     | 6        | 3 000     | 6        | 3 000     | 6        | 3 000     | 6        | 3 000     | 6        | 3 000     | 6        | 3 000     | 6        | 3 000     | 6        | 3 000     |          | 28.000          |  |
| 14                                      | Free text book to SC/ST children                             |           | 4138     | 207       | 4519     | 6 779     | 4644     | 6 966     | 4773     | 7 160     | 4902     | 7 353     | 5031     | 7 547     | 5164     | 7 746     | 5300     | 7 950     | 5440     | 8 160     | 43       | 65.868          |  |
| 15                                      | Free text book to girls                                      |           | 3747     | 621       | 4097     | 6 146     | 4220     | 6 330     | 4346     | 6 519     | 4481     | 6 722     | 4623     | 6 935     | 4769     | 7 154     | 4919     | 7 379     | 5073     | 7 610     | 40       | 60.416          |  |
| 16                                      | Training of subject teacher for language, math, EVS, Science | 0.007     | 727      | 5 089     | 727      | 5 089     |          |           | 727      | 5 089     |          |           | 727      | 5 089     |          |           | 727      | 5 089     |          |           |          | 25.445          |  |
| 17                                      | Conduct of achievement test for IV-VIII                      | 2.500     | 1        | 2 500     |          |           |          |           |          |           | 1        | 1 500     |          |           |          |           |          |           |          |           | 1        | 5.500           |  |
| <b>TOTAL</b>                            |  |           |          | 68.378    |          | 79.079    |          | 74.361    |          | 78.673    |          | 76.380    |          | 79.376    |          | 74.706    |          | 80.223    |          | 77.173    |          | 687.248         |  |

**PROPOSED BUDGET FOR 9 YEARS PERSPECTIVE PLAN : SAIHA DISTRICT, MIZORAM**

|   |                                  | Project : Special Focussed Group |          |               |          |               |          |               |          |               |          |               |          | Rupees in lakhs |          |               |          |               |          |               |          |                |
|---|----------------------------------|----------------------------------|----------|---------------|----------|---------------|----------|---------------|----------|---------------|----------|---------------|----------|-----------------|----------|---------------|----------|---------------|----------|---------------|----------|----------------|
| Sl No   | ITEMS                            | Unit Cost                        | 2002-03  |               | 2003-04  |               | 2004-05  |               | 2005-06  |               | 2006-07  |               | 2007-08  |                 | 2008-09  |               | 2009-10  |               | 2010-11  |               | TOTAL    |                |
|   |                                  |                                  | Physical | Financial     | Physical | Financial     | Physical | Financial     | Physical | Financial     | Physical | Financial     | Physical | Financial       | Physical | Financial     | Physical | Financial     | Physical | Financial     | Physical | Financial      |
| <b>(a) Early Childhood Care and Education</b> |                                  |                                  |          |               |          |               |          |               |          |               |          |               |          |                 |          |               |          |               |          |               |          |                |
| 1   | Training of teachers and workers | 0.021                            | 6        | 0.126         | 7        | 0.147         | 10       | 0.210         | 10       | 0.210         | 10       | 0.210         | 10       | 0.210           | 10       | 0.210         | 10       | 0.210         | 10       | 0.210         | 83       | 1.743          |
| 2   | ECE workers honorarium           | 0.010                            | 83       | 9.960         | 83       | 9.960         | 83       | 9.960         | 83       | 9.960         | 83       | 9.960         | 83       | 9.960           | 83       | 9.960         | 83       | 9.960         | 83       | 9.960         |          | 89.640         |
| 3   | ECE helpers honorarium           | 0.007                            | 83       | 6.972         | 83       | 6.972         | 83       | 6.972         | 83       | 6.972         | 83       | 6.972         | 83       | 6.972           | 83       | 6.972         | 83       | 6.972         | 83       | 6.972         |          | 62.748         |
| 4   | TLM for ECCE Centre              | 0.100                            | 13       | 1.300         | 15       | 1.500         | 15       | 1.500         | 15       | 1.500         | 15       | 1.500         | 10       | 1.000           |          |               |          |               |          |               |          | 8.300          |
| 5   | Workshop for ECCE                | 1.060                            |          | 1.060         |          | 1.060         |          | 1.060         |          | 1.060         |          | 1.060         |          | 1.060           |          | 1.060         |          | 1.060         |          | 1.060         |          | 9.540          |
| 6   | Purchase of play materials       | 0.010                            | 3        | 0.030         | 10       | 0.100         | 10       | 0.100         | 10       | 0.100         | 10       | 0.100         | 10       | 0.100           | 10       | 0.100         | 10       | 0.100         | 10       | 0.100         |          | 0.830          |
| 7   | Evaluation and Monitoring        |                                  |          | 0.500         |          | 0.500         |          | 0.500         |          | 0.500         |          | 0.500         |          | 0.500           |          | 0.500         |          | 0.500         |          | 0.500         |          | 4.500          |
|   | <b>Sub-Total</b>                 |                                  |          | <b>19.948</b> |          | <b>20.239</b> |          | <b>20.302</b> |          | <b>20.302</b> |          | <b>20.302</b> |          | <b>19.802</b>   |          | <b>18.802</b> |          | <b>18.802</b> |          | <b>18.802</b> |          | <b>177.301</b> |
|   | <b>(b) IEDC</b>                  | 0.012                            | 126      | 1.512         | 126      | 1.512         | 126      | 1.512         | 126      | 1.512         | 126      | 1.512         | 126      | 1.512           | 126      | 1.512         | 126      | 1.512         | 126      | 1.512         |          | 13.608         |
|   | <b>Sub-Total</b>                 |                                  |          | <b>1.512</b>  |          | <b>1.512</b>  |          | <b>1.512</b>  |          | <b>1.512</b>  |          | <b>1.512</b>  |          | <b>1.512</b>    |          | <b>1.512</b>  |          | <b>1.512</b>  |          | <b>1.512</b>  |          | <b>13.608</b>  |

**PROPOSED BUDGET FOR 9 YEARS PERSPECTIVE PLAN : SAIHA DISTRICT, MIZORAM**

|                                |  | Innovative Project |          |               |          |               |          |               |          |               |          |               |          |               |          | Rupees in lakhs |          |               |          |               |          |                |        |
|--------------------------------|--|--------------------|----------|---------------|----------|---------------|----------|---------------|----------|---------------|----------|---------------|----------|---------------|----------|-----------------|----------|---------------|----------|---------------|----------|----------------|--------|
| SI No                          | ITEMS                                    | Unit Cost          | 2002-03  |               | 2003-04  |               | 2004-05  |               | 2005-06  |               | 2006-07  |               | 2007-08  |               | 2008-09  |                 | 2009-10  |               | 2010-11  |               | TOTAL    |                |        |
|                                |  |                    | Physical | Financial     | Physical | Financial     | Physical | Financial     | Physical | Financial     | Physical | Financial     | Physical | Financial     | Physical | Financial       | Physical | Financial     | Physical | Financial     | Physical | Financial      |        |
| <b>(A) EDUCATION FOR GIRLS</b> |  |                    |          |               |          |               |          |               |          |               |          |               |          |               |          |                 |          |               |          |               |          |                |        |
| 1                              | Honarium of teachers                     | 0.050              | 5        | 1.500         | 5        | 3.000         | 5        | 3.000         | 5        | 3.000         | 5        | 3.000         | 5        | 3.000         | 5        | 3.000           | 5        | 3.000         | 5        | 3.000         | 5        | 3.000          | 25.500 |
| 2                              | Food and lodging                         |                    |          | 2.500         |          | 5.000         |          | 5.000         |          | 5.000         |          | 5.000         |          | 5.000         |          | 5.000           |          | 5.000         |          | 5.000         |          | 5.000          | 42.500 |
| 3                              | Honarium of warden                       | 0.050              | 1        | 0.600         | 1        | 0.600         | 1        | 0.600         | 1        | 0.600         | 1        | 0.600         | 1        | 0.600         | 1        | 0.600           | 1        | 0.600         | 1        | 0.600         | 1        | 0.600          | 5.400  |
| 4                              | Honarium of cook/helper                  | 0.010              | 2        | 0.120         | 2        | 0.240         | 2        | 0.240         | 2        | 0.240         | 2        | 0.240         | 2        | 0.240         | 2        | 0.240           | 2        | 0.240         | 2        | 0.240         | 2        | 0.240          | 2.040  |
| 5                              | Electric and water charges               |                    |          | 0.150         |          | 0.300         |          | 0.300         |          | 0.300         |          | 0.300         |          | 0.300         |          | 0.300           |          | 0.300         |          | 0.300         |          | 0.300          | 2.550  |
| 6                              | Special scholarship to meritorious girls |                    | 110      | 0.165         | 110      | 0.165         | 110      | 0.165         | 110      | 0.165         | 110      | 0.165         | 110      | 0.165         | 110      | 0.165           | 110      | 0.165         | 110      | 0.165         | 110      | 0.165          | 1.485  |
| 7                              | Rent charge for Hostel                   | 0.150              |          |               | 12       | 1.800         | 12       | 1.800         | 12       | 1.800         | 12       | 1.800         | 12       | 1.800         | 12       | 1.800           | 12       | 1.800         | 12       | 1.800         |          |                | 12.600 |
| 8                              | Hostel for Girls                         | 20.000             |          |               |          |               |          |               |          |               | 3.500    |               | 3.500    |               | 3.500    |                 | 3.500    |               | 3.500    |               | 5.650    | 20.000         |        |
| 9                              | Back to school camp                      | 0.400              |          |               | 5        | 2.400         | 5        | 2.000         |          |               |          |               |          |               |          |                 |          |               |          |               |          |                | 4.400  |
| 10                             | Enrolment campaigns                      | 0.030              | 60       |               | 10       | 0.300         | 10       | 0.300         | 10       | 0.300         | 10       | 0.300         | 10       | 0.300         | 10       | 0.300           |          |               |          |               |          |                | 1.800  |
|                                | <b>Sub-Total</b>                         |                    |          | <b>5.035</b>  |          | <b>13.805</b> |          | <b>13.405</b> |          | <b>11.405</b> |          | <b>14.905</b> |          | <b>14.905</b> |          | <b>14.905</b>   |          | <b>14.955</b> |          | <b>14.955</b> |          | <b>118.275</b> |        |
| <b>(B) COMPUTER EDUCATION</b>  |  |                    |          |               |          |               |          |               |          |               |          |               |          |               |          |                 |          |               |          |               |          |                |        |
| 1                              | Construction of Computer room            | 2.000              | 1        | 2.000         |          |               |          |               |          |               |          |               |          |               |          |                 |          |               |          |               |          |                | 2.000  |
| 2                              | Procurement of computer with peripherals | 0.600              | 15       | 9.000         | 15       | 9.000         | 10       | 6.000         | 5        | 3.000         | 5        | 3.000         | 5        | 3.000         |          |                 |          |               |          |               |          |                | 33.000 |
| 3                              | Purchase of furniture                    |                    |          | 0.300         |          | 0.300         |          | 0.300         |          | 0.100         |          | 0.100         |          |               |          |                 |          |               |          |               |          |                | 1.100  |
| 4                              | Honarium of computer operator/teacher    | 0.650              | 3        | 2.340         | 6        | 4.680         | 9        | 7.020         | 11       | 8.580         | 11       | 8.580         | 11       | 8.580         | 11       | 8.580           | 11       | 8.580         | 11       | 8.580         | 11       | 8.580          | 65.520 |
| 5                              | Stationery/contingency                   |                    |          |               | 6        | 0.720         | 9        | 1.080         | 11       | 1.320         | 11       | 1.320         | 11       | 1.320         | 11       | 1.320           | 11       | 1.320         | 11       | 1.320         | 11       | 1.320          | 9.720  |
| 6                              | Maintenance charges                      |                    |          |               |          |               |          |               |          | 2.000         |          | 2.000         |          | 2.100         |          | 2.200           |          | 2.200         |          | 2.200         |          | 2.200          | 12.700 |
|                                | <b>Sub-Total</b>                         |                    |          | <b>13.640</b> |          | <b>14.700</b> |          | <b>14.400</b> |          | <b>15.000</b> |          | <b>15.000</b> |          | <b>15.000</b> |          | <b>12.100</b>   |          | <b>12.100</b> |          | <b>12.100</b> |          | <b>124.040</b> |        |

15



**PROPOSED BUDGET FOR 9 YEARS PERSPECTIVE PLAN : SAHA DISTRICT, MIZORAM**

|           |  | Project : Civil Works |          |           |          |           |          |           |          |           |          |           |          |           |          |           | Rupees in lakhs |           |          |           |          |           |
|-----------|--|-----------------------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|-----------------|-----------|----------|-----------|----------|-----------|
| Sl No     | ITEMS  | Unit Cpst             | 2002-03  |           | 2003-04  |           | 2004-05  |           | 2005-06  |           | 2006-07  |           | 2007-08  |           | 2008-09  |           | 2009-10         | 2010-11   |          | TOTAL     |          |           |
|           |  |                       | Physical | Financial | Physical | Financial | Physical | Financial | Physical | Financial | Physical | Financial | Physical | Financial | Physical | Financial | Physical        | Financial | Physical | Financial | Physical | Financial |
| 1         | Construction of CLRC/CRC buildings                           | 6,000                 | 1        | 6,000     | 1        | 6,000     | 1        | 6,000     |          |           |          |           |          |           |          |           |                 |           |          |           |          |           |
| 2         | Construction of CLRC buildings                               | 2,000                 | 2        | 4,000     | 1        | 2,000     | 2        | 4,000     | 1        | 2,000     | 1        | 2,000     | 1        | 2,000     | 1        | 2,000     | 1               | 2,000     | 1        | 2,000     | 3        | 18,000    |
| 3         | Renovation/Reconstruction of existing P/S                    |                       |          |           | 10       | 10,000    | 10       | 10,000    | 16       | 16,000    |          |           |          |           |          |           |                 |           |          |           |          |           |
| 4         | Renovation/Reconstruction of existing Upper P/S              | 2,000                 | 6        | 12,000    | 5        | 10,000    | 5        | 10,000    |          |           |          |           |          |           |          |           |                 |           |          |           |          |           |
| 5         | Construction of buildings to building class P/S              | 1,500                 | 5        | 3,000     | 2        | 3,000     |          |           |          |           |          |           |          |           |          |           |                 |           |          |           |          |           |
| 6         | Construction of buildings to building class Upper P/S        | 2,500                 | 2        | 5,000     | 1        | 2,500     |          |           |          |           |          |           |          |           |          |           |                 |           |          |           |          |           |
| 7         | Construction of new upper P/S building                       | 2,500                 | 4        | 10,000    | 3        | 7,500     |          |           |          |           |          |           |          |           |          |           |                 |           |          |           |          |           |
| 8         | Construction of additional room for P/S to accommodate Cl. V | 0,800                 | 15       | 12,000    | 20       | 16,000    | 20       | 16,000    | 20       | 16,000    | 30       | 24,000    | 15       | 12,000    | 35       | 28,000    | 20              | 16,000    | 20       | 16,000    | 7        | 17,500    |
| 9         | Construction of room for H/M instruction room to Upper P/S   | 0,800                 | 13       | 10,400    | 10       | 8,000     | 10       | 8,000     | 10       | 8,000     | 10       | 8,000     |          |           | 10       | 8,000     |                 |           |          |           |          |           |
| 10        | Installation of drinking water facilities to P/S             | 0,150                 | 11       | 1,650     | 10       | 1,500     | 10       | 1,500     | 10       | 1,500     | 10       | 1,500     | 5        | 0,750     | 5        | 0,750     | 5               | 0,750     | 5        | 0,750     | 53       | 50,400    |
| 11        | Construction of Residential schools, Hostel buildings        |                       |          |           |          |           |          |           |          |           |          |           |          |           |          |           |                 |           |          |           |          |           |
| Sub-Total |  |                       |          | 64,050    |          | 66,500    |          | 55,500    |          | 43,200    |          | 35,500    |          | 64,750    |          | 38,750    |                 | 18,750    |          | 1,750     | 1        | 50,000    |
|           |  |                       |          |           |          |           |          |           |          |           |          |           |          |           |          |           |                 |           |          |           |          | 496,050   |



| Sl No | ITEMS   | Unit Cost | 2002-03  |           | 2003-04  |           | 2004-05  |           | 2005-06  |           | 2006-07  |           | 2007-08  |           | 2008-09  |           | 2009-10  |           | 2010-11  |           | TOTAL    |           |         |
|-------|---|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|---------|
|       |   |           | Physical | Financial | Physical | Financial | Physical | Financial | Physical | Financial | Physical | Financial | Physical | Financial | Physical | Financial | Physical | Financial | Physical | Financial | Physical | Financial |         |
|       |   |           |          |           |          |           |          |           |          |           |          |           |          |           |          |           |          |           |          |           |          |           |         |
| 12    | Installation of drinking water facilities to Upper P/S including new school | 0.150     | 19       | 2.850     | 10       | 1.500     | 10       | 1.500     |          |           |          |           |          |           |          |           |          |           |          |           |          |           |         |
| 13    | Separate toilet facilities for boys & girls in P/S                          | 0.100     | 24       | 2.400     | 10       | 1.000     | 20       | 2.000     | 10       | 1.000     | 10       | 1.000     |          |           |          |           |          |           |          |           | 39       | 5.850     |         |
| 14    | Toilet facilities for Upper P/S including new schools                       | 0.100     | 13       | 1.300     |          |           | 10       | 1.000     | 10       | 1.000     |          |           | 10       | 1.000     |          |           |          |           |          |           |          | 74        | 7.400   |
| 15    | Boundary wall for P/S (Fencing & Compound)                                  | 0.800     | 13       | 1.300     | 5        | 4.000     | 10       | 8.000     | 10       | 8.000     | 10       | 8.000     | 5        | 4.000     | 10       | 8.000     | 10       | 8.000     | 10       | 8.000     |          | 43        | 4.300   |
| 16    | Boundary wall for Upper P/S (Fencing & Compound)                            | 0.800     | 3        | 2.400     | 5        | 4.000     | 5        | 4.000     | 5        | 4.000     | 7        | 5.600     | 5        | 4.000     | 5        | 4.000     | 5        | 4.000     | 9        | 7.200     |          | 83        | 57.300  |
| 17    | Maintenance and repairing grant   | 0.050     |          |           |          |           | 30       | 1.500     | 15       | 0.750     | 21       | 1.050     | 15       | 0.750     | 21       | 1.050     | 15       | 0.750     | 15       | 0.750     |          | 132       | 6.600   |
| 18    | Major repairing to old and worn out building of P/S                         | 1.000     |          |           |          |           |          |           |          |           | 20       | 20.000    |          |           |          |           | 20       | 20.000    |          |           |          | 40        | 40.000  |
| 19    | Major repairing to old and worn out building of Upper P/S                   | 2.000     |          |           |          |           |          |           | 10       | 20.000    |          |           |          |           | 10       | 20.000    |          |           |          |           |          | 10        | 20.000  |
|       | Sub-Total   |           |          | 10.250    |          | 10.500    |          | 18.000    |          | 34.750    |          | 35.650    |          | 9.750     |          | 33.050    |          | 32.750    |          | 35.950    |          | 30        | 60.000  |
|       | TOTAL   |           |          | 74.300    |          | 77.000    |          | 73.500    |          | 78.250    |          | 71.150    |          | 74.500    |          | 71.800    |          | 51.500    |          | 54.700    |          |           | 626.700 |

### CHAPTER XIII

| IMPLEMENTATION SCHEDULE PROPOSED FOR PERSPECTIVE YEAR 2002-2011 |   |           |           |           |           |           |           |           |           |           |
|---|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Sl. No  | Items   | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006 | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 |
| <b>MANAGEMENT</b>   |   |           |           |           |           |           |           |           |           |           |
| 1   | Water, electricity, telephone charges                     | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         |
| 2   | TA & D  | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         |
| 3   | Contingency   | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         |
| 4   | Salary of 2 Computer Operators                            | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         |
| 5   | Charge allowance of District Project Co-ordinator         | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         |
| 6   | Charge allowance of Dy. DPC                               | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         |
| 7   | Charge allowance of 3 CPC                                 | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         |
| 8   | Rent for District and Sub-District Offices                | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         |
| 9   | Hiring of Private Vehicle for pool Motor                  | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         |
| 10  | POL   | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         |
| 11  | Purchase of Computer and peripherals                      | ✓         |           |           |           |           |           |           |           |           |
| 12  | Purchase of moto bike in lieu of condoned bike for 3 CPCs |           | ✓         |           |           |           |           |           |           |           |
| 13  | Salary of 1 attendant to assist J.E                       | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         |
| 14  | Consultancy and Planning Exercise                         | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         |
| 15  | Installation of Telephone & EPABX                         | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         |
| 16  | Office Stationeries                                       | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         |
| 17  | Strengthening of field establishment                      | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         |
| <b>RESEARCH, EVALUATION, SUPERVISION AND MONITORING</b>         |   |           |           |           |           |           |           |           |           |           |
| 18  | Research, Evaluation Supervision & Monitoring             | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         |
| <b>COMMUNITY MOBILISATION</b>                                   |   |           |           |           |           |           |           |           |           |           |
| 19  | Oriented training of Community leaders SEC                | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         | ✓         |

| ACCESS & ALTERNATIVE SCHOOLING |  |   |   |   |   |   |   |   |   |   |
|--------------------------------|--|---|---|---|---|---|---|---|---|---|
| 20                             | Honorarium to Education Volunteer (EV)                               | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 21                             | Training of Ednl. Volunteer  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 22                             | TLM at the centre  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 23                             | Contingency  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 24                             | Administrative cost  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 25                             | Centre cost  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 26                             | Circle Management cost   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 27                             | Training of DPG, CRG, CLRG<br>Access enrolment retention and quality | ✓ |   |   | ✓ |   |   | ✓ |   | ✓ |
| 28                             | Survey   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| PEDAGOGY AND SCHOOL MANAGEMENT |  |   |   |   |   |   |   |   |   |   |
| 29                             | Salary of New Primary School Teacher                                 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 30                             | Orientation training to new recruits teachers                        | ✓ |   |   |   |   |   |   |   |   |
| 31                             | Training of untrained teachers                                       | ✓ | ✓ | ✓ |   |   |   |   |   |   |
| 32                             | Training of teachers for 20 days                                     | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 33                             | Teachers grant   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 34                             | Salary of CRP/CLR Ps   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 35                             | Training of CRP/CLR Ps   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 36                             | School grant for equipment   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 37                             | Contingency for CRP/BRC  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 38                             | Contingency for CLRC   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 39                             | Furniture grant for CRP/BRC  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 40                             | Furniture grant for CLRC   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 41                             | TLE grant to UPS   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 42                             | Free text book to SC/ST children                                     | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 43                             | Free text book to girls  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 44                             | Training of subject teacher for language, math, EVS, Science         | ✓ | ✓ |   | ✓ |   | ✓ |   | ✓ |   |
| 45                             | Conduct of achievement test for IV-VIII                              | ✓ |   |   |   |   | ✓ |   |   | ✓ |

| EDUCATION OF SPECIAL FOCUS GROUP |  |   |   |   |   |   |   |   |   |   |
|----------------------------------|--|---|---|---|---|---|---|---|---|---|
|                                  | (a) Early Childhood Care and Education   |   |   |   |   |   |   |   |   |   |
| 45                               | Training of teachers and workers         | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 46                               | ECE workers honorarium                   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 47                               | ECE helpers honorarium                   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 48                               | TLM for ECCE Centre                      | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 49                               | Workshop for ECCE                        | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 50                               | Purchase of play materials               | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 51                               | Evaluation and Monitoring                | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
|                                  | (b) IEDC                                 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| INNOVATIVE EDUCATION             |  |   |   |   |   |   |   |   |   |   |
|                                  | (a) Education for Girls                  |   |   |   |   |   |   |   |   |   |
| 52                               | Honarium of teachers                     | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 53                               | Food and lodging                         | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 54                               | Honarium of warden                       | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 55                               | Honarium of cook/helper                  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 56                               | Electric and water charges               | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 57                               | Special scholarship to meritorious girls | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 58                               | Rent charge of Hostel                    |   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 59                               | Hostel for girls                         |   |   |   |   | ✓ | ✓ | ✓ | ✓ | ✓ |
| 60                               | Back to School camp/Special camp         |   | ✓ | ✓ |   |   |   |   |   |   |
| 61                               | Enrolment campaigns                      |   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
|                                  | (b) Computer Education                   |   |   |   |   |   |   |   |   |   |
| 62                               | Construction of Computer room            | ✓ |   |   |   |   |   |   |   |   |
| 63                               | Procurement of computer with peripherals | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 64                               | Purchase of furniture                    | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 65                               | Honarium of computer operator/teacher    | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 66                               | Stationery/contingency                   |   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 67                               | Maintenance charges                      |   |   |   |   | ✓ | ✓ | ✓ | ✓ | ✓ |
|                                  | (-) Education for SC/ST                  |   |   |   |   |   |   |   |   |   |
| 68                               | Rent charge of Hostel                    | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

|             |   |   |   |   |   |   |   |   |   |   |
|-------------|---|---|---|---|---|---|---|---|---|---|
| 69          | Hostel for Warden   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 70          | Hostel for Cook   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 71          | Furniture and Equipments  | ✓ |   |   |   |   |   |   |   |   |
| 72          | Food & Lodging  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 73          | Electricity and water charges   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 74          | Contingency   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 75          | Setting up of Library - P/S   |   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 76          | Setting up of Library - UPS   |   | ✓ | ✓ | ✓ | ✓ | ✓ |   |   |   |
| 77          | RCC to schools  |   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 78          | Adding cassette to PS & UPS   |   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| CIVIL WORKS |   |   |   |   |   |   |   |   |   |   |
| 79          | Construction of BRC/CRC buildings   | ✓ | ✓ | ✓ |   |   |   |   |   |   |
| 80          | Construction of CLRC buildings  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 81          | Renovation/Reconstruction of existing P/S                                   |   | ✓ | ✓ | ✓ |   |   |   |   |   |
| 82          | Renovation/Reconstruction of existing Upper P/S                             | ✓ | ✓ | ✓ |   |   |   |   |   |   |
| 83          | Construction of Buildings to building less P/S                              | ✓ | ✓ |   |   |   |   |   |   |   |
| 84          | Construction of buildings to building less Upper P/S                        | ✓ | ✓ |   |   |   |   |   |   |   |
| 85          | Construction of new Upper P/S building                                      | ✓ | ✓ |   |   |   |   |   |   |   |
| 86          | Construction of additional room for P/S to accommodate Cl. V                | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 87          | Construction of room for H/M instruction room to Upper P/S                  | ✓ | ✓ | ✓ | ✓ | ✓ |   | ✓ |   |   |
| 88          | Installation of drinking water facilities to P/S                            | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 89          | Construction of Residential schools, Hostel buildings                       |   |   |   |   |   | ✓ |   |   |   |
| 90          | Installation of drinking water facilities to Upper P/S including new school | ✓ | ✓ | ✓ |   |   |   |   |   |   |
| 91          | Separate toilet facilities for boys & girls in P/S                          | ✓ | ✓ | ✓ | ✓ | ✓ |   |   |   |   |

|    |   |   |   |   |   |   |   |   |   |   |
|----|---|---|---|---|---|---|---|---|---|---|
| 92 | Toilet facilities for Upper P/S including new schools     | ✓ |   | ✓ | ✓ |   | ✓ |   |   |   |
| 93 | Boundary wall for P/S (Fencing & Compound)                | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 94 | Boundary wall for Upper P/S (Fencing & Compound)          | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 95 | Maintenance and repairing grant                           |   |   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 96 | Major repairing to old and worn out building of P/S       |   |   |   |   | ✓ |   |   | ✓ |   |
| 97 | Major repairing to old and worn out building of Upper P/S |   |   |   | ✓ |   |   | ✓ |   | ✓ |

**CHAPTER IV****ANNUAL WORK PLAN AND BUDGET FOR 2002 - 2003  
SAIHA DISTRICT, MIZORAM**

The detail annual work plan and budget proposed to be implemented under SSA for Saiha District during 2002 - 2003 are given below :

**(A) PROJECT MANAGEMENT**

- ◆ Water, Electricity, Telephone etc.
- ◆ Travelling allowances and daily allowances.
- ◆ Contingency.
- ◆ Salary of computer operators.
- ◆ Charge allowance of District Project Co-ordinator.
- ◆ Charge allowance of DDPC.
- ◆ Charge allowance of 3 CPC.
- ◆ Rent for District and Sub-District Offices.
- ◆ Hiring of private vehicles for pool motor.
- ◆ P.O.L.
- ◆ Purchase of Computer and Peripherals.
- ◆ Purchase of Motor bike for 3 CPCs.
- ◆ Salary of 1 attendant to assist J.E.
- ◆ Consultancy and planning exercise.
- ◆ Installation of telephone with EPABX.

- ◆ Stationaries etc.
- ◆ Strengthening of field establishment

**(B) RESEARCH, EVALUATION, SUPERVISION AND MONITORING.**

- ◆ Research, Evaluation, Supervision and Monitoring.

**(C) COMMUNITY MOBILISATION :**

- ◆ Training of community leaders/SEC

**(D) ACCESS AND ALTERNATIVE SCHOOLING :**

- ◆ Honorarium of education volunteers.
- ◆ Training of EV.
- ◆ Teaching learning materials.
- ◆ Contingency,
- ◆ Administrative cost.
- ◆ Centre cost.
- ◆ Circle Management cost.
- ◆ Training of DRG, CRG, CLRG, Access, enrolment retention and quality.
- ◆ Survey

**(E) PEDAGOGY AND MANAGEMENT :**

- ◆ Salary of new Upper Primary School teachers.
- ◆ Orientation training to new recruits teachers.
- ◆ Training of untrained Teachers.
- ◆ Training of teachers for 20 days



- ◆ Teachers grant.
- ◆ Teachers grant.
- ◆ Salary of CRP/CLR Ps
- ◆ Training of CRP/CLR Ps
- ◆ School grant for equipment
- ◆ Contingency for CRP/BRC
- ◆ Contingency for CLRC
- ◆ Furniture grant for CRC/BRC
- ◆ Furniture grant for CLRC
- ◆ TLE grant to UPS
- ◆ Free text book to SC/ST children
- ◆ Free text book to girls.
- ◆ Training of subject teacher for language, math, EVS, Science.
- ◆ Conduct of achievement test for IV-VIII.

**(F) EDUCATION OF SPECIAL FOCUSS GROUP :**

- (a) Early childhood care and education
- ◆ Training of teachers and workers
  - ◆ ECE workers honorarium
  - ◆ ECE helpers honorarium
  - ◆ TLM for ECCE Centre
  - ◆ Workshop for ECCE

- ◆ Purchase of play materials
- ◆ Evaluation and monitoring

(b) IEDC

**(G) INNOVATIVE EDUCATION :**

Innovative Education shall be taken up through the following interventions :-

(a) Education for girls

- ◆ Honorarium of teacher.
- ◆ Food & Lodging
- ◆ Honorarium of Warden
- ◆ Honorarium of Cook/helper
- ◆ Electric & water charge
- ◆ Special scholarship to meritorious girls.
- ◆ Organising of Back to School camp/Special camp.
- ◆ Enrolment campaigns

(b) Computer Education

- ◆ Construction of Computer room.
- ◆ Procurement of Computer with peripherals.
- ◆ Purchase of furniture
- ◆ Honorarium of Computer operator/teacher.
- ◆ Stationery/contingency
- ◆ Maintenance charges.

## (c) Education for SC/ST

- ◆ Rent charge of Hostel.
- ◆ Honorarium of Warden
- ◆ Honorarium of Cook
- ◆ Furniture and Equipments
- ◆ Fooding & Lodging
- ◆ Electric and water charge
- ◆ Contigency

**(H) CIVIL WORKS :**

- ◆ Construction of EPC/CLPC buildings.
- ◆ Construction of CLRC building.
- ◆ Renovation/Reconstruction of existing P/S.
- ◆ Renovation/reconstruction of existing Upper P/S.
- ◆ Construction of Buildings to building less P/S.
- ◆ Construction of buildings to building less Upper P/S.
- ◆ Construction of new Upper P/S building.
- ◆ Construction of additional room for P/S to accomodate Cl. V.
- ◆ Construction of room for H/M instruction room to Upper P/S.
- ◆ Installation of drinking water facilities to P/S.
- ◆ Construction of Residential Schools, Hostel buildings.

- ◆ Installation of drinking water facilities to Upper P/S including new School.
- ◆ Separate toilet facilities for boys & girls in P/S.
- ◆ Toilet facilities for Upper P/S including new schools.
- ◆ Boundary wall for P/S (Fencing & Compound).
- ◆ Boundary wall for Upper P/S (fencing & compound).
- ◆ Maintenance and repairing grant.
- ◆ Major repairing to old and worn out building of P/S.
- ◆ Major repairing to old and worn out building of Upper P/S.

## CHAPTER XV

| Implementation Schedule for 2002-2003 Annual Work Plan and Budget, Saikha District, Mizoram |   |           |          |           |       |     |      |      |      |       |      |      |      |      |      |       |
|---|---|-----------|----------|-----------|-------|-----|------|------|------|-------|------|------|------|------|------|-------|
| Sl. No.   | Items   | Unit Cost | Physical | Financial | April | May | June | July | Aug. | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | March |
| <b>MANAGEMENT</b>   |   |           |          |           |       |     |      |      |      |       |      |      |      |      |      |       |
| 1   | Water, electricity, telephone charges             | 0.070     | 12       | 0.840     | ✓     | ✓   | ✓    | ✓    | ✓    | ✓     | ✓    | ✓    | ✓    | ✓    | ✓    | ✓     |
| 2   | TA & DA   |           | 12       | 1.200     | ✓     | ✓   | ✓    | ✓    | ✓    | ✓     | ✓    | ✓    | ✓    | ✓    | ✓    | ✓     |
| 3   | Contingency                                       |           | 12       | 1.080     | ✓     | ✓   | ✓    | ✓    | ✓    | ✓     | ✓    | ✓    | ✓    | ✓    | ✓    | ✓     |
| 4   | Salary of 2 Computer Operators                    | 0.065     | 12       | 1.560     | ✓     | ✓   | ✓    | ✓    | ✓    | ✓     | ✓    | ✓    | ✓    | ✓    | ✓    | ✓     |
| 5   | Charge allowance of District Project Co-ordinator | 0.020     | 12       | 0.240     | ✓     | ✓   | ✓    | ✓    | ✓    | ✓     | ✓    | ✓    | ✓    | ✓    | ✓    | ✓     |
| 6   | Charge allowance of Dy. DPC                       | 0.015     | 12       | 0.180     | ✓     | ✓   | ✓    | ✓    | ✓    | ✓     | ✓    | ✓    | ✓    | ✓    | ✓    | ✓     |
| 7   | Charge allowance of 3 CPC                         | 0.010     | 12       | 0.120     | ✓     | ✓   | ✓    | ✓    | ✓    | ✓     | ✓    | ✓    | ✓    | ✓    | ✓    | ✓     |
| 8   | Rent for District and Sub-District Offices        | 0.050     | 12       | 0.600     | ✓     | ✓   | ✓    | ✓    | ✓    | ✓     | ✓    | ✓    | ✓    | ✓    | ✓    | ✓     |
| 9   | Hiring of Private Vehicle for pool Motor          | 0.175     | 12       | 2.100     | ✓     | ✓   | ✓    | ✓    | ✓    | ✓     | ✓    | ✓    | ✓    | ✓    | ✓    | ✓     |
| 10  | POL   |           | 12       | 1.000     | ✓     | ✓   | ✓    | ✓    | ✓    | ✓     | ✓    | ✓    | ✓    | ✓    | ✓    | ✓     |
| 11  | Purchase of Computer and peripherals              | 0.750     | 1        | 0.750     |       |     |      | ✓    |      |       |      |      |      |      |      |       |
| 12  | Salary of 1 attendant to assist J.E               | 0.030     | 12       | 0.360     | ✓     | ✓   | ✓    | ✓    | ✓    | ✓     | ✓    | ✓    | ✓    | ✓    | ✓    | ✓     |
| 13  | Consultancy and Planning Exercise                 |           |          | 1.000     | ✓     |     |      |      |      |       |      |      |      |      |      |       |
| 14  | Installation of Telephone & EPABX                 | 0.400     | 3        | 1.200     |       |     |      |      | ✓    |       |      |      |      |      |      |       |
| 15  | Office Stationeries                               |           | 12       | 0.500     | ✓     | ✓   | ✓    | ✓    | ✓    | ✓     | ✓    | ✓    | ✓    | ✓    | ✓    | ✓     |
| 16  | Strengthening of field establishment              |           |          | 0.500     |       |     | ✓    | ✓    | ✓    | ✓     | ✓    | ✓    | ✓    | ✓    | ✓    | ✓     |
|   | Sub - Total                                       |           |          | 13.230    |       |     | ✓    | ✓    | ✓    | ✓     | ✓    | ✓    | ✓    | ✓    | ✓    | ✓     |

| RESEARCH, EVALUATION, SUPERVISION AND MONITORING |   |       |      |               |   |   |   |   |   |   |   |   |   |   |   |   |
|--|---|-------|------|---------------|---|---|---|---|---|---|---|---|---|---|---|---|
| 1  | Research, Evaluation, Supervision & Monitoring                      | 0.015 | 137  | 2.055         | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
|  | <b>Sub - Total</b>  |       |      | <b>2.055</b>  |   |   |   |   |   |   |   |   |   |   |   |   |
| COMMUNITY MOBILISATION                           |   |       |      |               |   |   |   |   |   |   |   |   |   |   |   |   |
| 2  | Orientation training of Community leaders/SAC                       | 0.005 | 60   | 0.300         |   |   |   |   |   |   | ✓ | ✓ | ✓ |   |   |   |
|  | <b>Sub - Total</b>  |       |      | <b>0.300</b>  |   |   |   |   |   |   |   |   |   |   |   |   |
| ACCESS & ALTERNATIVE SCHOOLING                   |   |       |      |               |   |   |   |   |   |   |   |   |   |   |   |   |
| 3  | Honorarium to Education volunteer (EV)                              | 0.010 | 28   | 3.360         | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 4  | Training of Ednl. Volunteer   | 0.015 | 28   | 0.420         |   |   |   |   |   | ✓ | ✓ | ✓ |   |   |   |   |
| 5  | TLM at the centre   | 0.011 | 28   | 0.308         |   |   |   |   |   |   |   |   | ✓ | ✓ | ✓ |   |
| 6  | Contingency   | 0.005 | 28   | 0.140         |   |   |   |   |   |   |   |   | ✓ | ✓ | ✓ |   |
| 7  | Administrative cost   |       | 1092 | 9.227         |   |   |   |   |   |   |   |   | ✓ | ✓ | ✓ |   |
| 8  | Centre cost   |       |      | 0.727         |   |   |   |   |   |   |   |   | ✓ | ✓ | ✓ |   |
| 9  | Circle Management cost  |       | 1092 | 1.092         |   |   |   | ✓ |   |   |   | ✓ |   |   | ✓ |   |
| 10   | Training of DRG, CRG, CLRG, Access, enrolment retention and quality | 0.007 | 150  | 1.050         |   |   |   |   |   |   |   | ✓ | ✓ |   |   |   |
| 11   | Survey  |       |      | 2.500         |   |   |   |   |   |   |   |   |   |   |   |   |
|  | <b>Sub-Total</b>  |       |      | <b>18.824</b> |   |   |   |   |   |   |   |   |   |   |   |   |
| PEDAGOGY AND SCHOOL MANAGEMENT                   |   |       |      |               |   |   |   |   |   |   |   |   |   |   |   |   |
| 12   | Salary of New Primary School Teacher                                | 0.085 | 28   | 14.280        | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 13   | Orientation training to new recruits teacher                        | 0.042 | 28   | 1.176         |   |   |   |   |   |   |   | ✓ | ✓ |   |   |   |
| 14   | Training of untrained teachers                                      | 0.042 | 30   | 1.260         |   |   |   |   |   | ✓ |   |   |   |   |   |   |
| 15   | Training of teachers for 20 days                                    | 0.014 | 80   | 1.120         |   |   |   |   |   |   |   |   |   | ✓ | ✓ |   |
| 16   | Teacher's grant   | 0.005 | 727  | 3.635         |   |   |   |   |   |   |   |   |   |   |   |   |
| 17   | Salary of CRP/CLR Ps  | 0.100 | 140  | 14.000        | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 18   | Training of CRP/CLR Ps  | 0.014 | 140  | 1.960         |   |   |   |   |   |   |   |   |   |   |   |   |
| 19   | School grant for equipment  | 0.020 | 139  | 2.780         |   |   |   |   |   | ✓ | ✓ | ✓ |   |   |   |   |
| 20   | Contingency for CRP/BRC   | 0.125 | 3    | 0.375         |   |   |   |   |   |   |   |   |   | ✓ | ✓ | ✓ |
| 21   | Contingency for CLRC  | 0.025 | 11   | 0.275         |   |   |   |   |   | ✓ | ✓ |   |   |   |   |   |
| 22   | Furniture grant for CRC/BRC   | 1.000 | 3    | 3.000         |   |   |   |   |   |   |   |   | ✓ | ✓ |   |   |
| 22   | Furniture grant for CLRC  | 0.100 | 11   | 1.100         |   |   |   |   |   | ✓ | ✓ | ✓ | ✓ |   |   |   |







|    |   |       |    |         |   |   |   |   |   |   |   |   |   |   |   |   |
|----|---|-------|----|---------|---|---|---|---|---|---|---|---|---|---|---|---|
| 65 | Installation of drinking water facilities to P/S                            | 0.150 | 11 | 1.650   |   |   |   |   |   | ✓ | ✓ | ✓ | ✓ |   |   |   |
| 66 | Construction of residential schools, Hostel buildings                       |       |    |         |   |   |   |   |   |   |   |   |   |   |   |   |
| 67 | Installation of drinking water facilities to Upper P/S including new school | 0.150 | 19 | 2.850   |   |   |   | ✓ | ✓ | ✓ | ✓ | ✓ |   |   |   |   |
| 68 | Separate toilet facilities for boys & girls in P/S                          | 0.100 | 24 | 2.400   |   |   |   | ✓ | ✓ | ✓ | ✓ | ✓ |   |   |   |   |
| 69 | Toilet facilities for Upper P/S including new schools                       | 0.100 | 13 | 1.300   |   |   |   | ✓ | ✓ | ✓ | ✓ | ✓ |   |   |   |   |
| 70 | Boundary wall for P/S (Fencing & Compound)                                  | 0.800 | 13 | 1.300   |   |   |   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 71 | Boundary wall for Upper P/S (Fencing & Compound)                            | 0.800 | 3  | 2.400   |   |   |   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 72 | Maintenance and repairing grant   | 0.050 |    |         | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 73 | Major repairing to old and worn out building of P/S                         | 1.000 |    |         |   |   |   |   |   |   |   |   |   |   |   |   |
| 74 | Major repairing to old and worn out building of Upper P/S                   | 2.000 |    |         |   |   |   |   |   |   |   |   |   |   |   |   |
|    | Sub-Total   |       |    | 74.300  |   |   |   |   |   |   |   |   |   |   |   |   |
|    | GRAND TOTAL   |       |    | 225.692 |   |   |   |   |   |   |   |   |   |   |   |   |

## YEAR-WISE ALLOCATION OF FUND SAIHA DISTRICT

*(Rupees in lakhs)*

| Year               | Management     | Quality         | Civil Works    | Total           |
|--------------------|----------------|-----------------|----------------|-----------------|
| 2002-2003          | 13.230         | 138.162         | 74.300         | 225.692         |
| Percentage Alloted | 5.86%          | 61.22%          | 32.92%         | 100%            |
| 2003-2004          | 13.170         | 158.133         | 77.000         | 248.303         |
| Percentage Alloted | 5.30%          | 63.69%          | 31.01%         | 100%            |
| 2004-2005          | 11.280         | 151.742         | 73.500         | 236.522         |
| Percentage Alloted | 4.77%          | 64.18%          | 31.07%         | 100%            |
| 2005-2006          | 11.280         | 155.108         | 78.250         | 244.638         |
| Percentage Alloted | 4.62%          | 63.40%          | 31.98%         | 100%            |
| 2006-2007          | 11.280         | 153.944         | 71.150         | 236.374         |
| Percentage Alloted | 4.77%          | 65.13%          | 30.10%         | 100%            |
| 2007-2008          | 11.280         | 156.447         | 74.500         | 242.227         |
| Percentage Alloted | 4.65%          | 64.59%          | 30.76%         | 100%            |
| 2008-2009          | 11.280         | 147.631         | 71.800         | 230.711         |
| Percentage Alloted | 4.89%          | 63.99%          | 31.12%         | 100%            |
| 2009-2010          | 11.280         | 151.642         | 51.500         | 214.422         |
| Percentage Alloted | 5.26%          | 70.72%          | 24.02%         | 100%            |
| 2010-2011          | 11.280         | 148.649         | 54.700         | 214.629         |
| Percentage Alloted | 5.25%          | 69.26%          | 25.49%         | 100%            |
| <b>GRAND TOTAL</b> | <b>105.360</b> | <b>1361.458</b> | <b>626.700</b> | <b>2093.518</b> |
|                    | <b>5.03%</b>   | <b>65.03%</b>   | <b>29.94%</b>  | <b>100%</b>     |