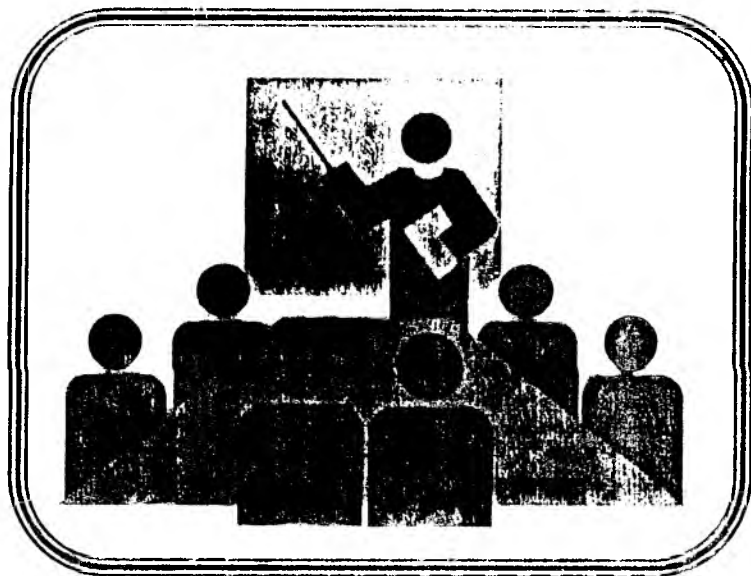


SARVA SHIKSHA ABHIYAN

KOLASIB DISTRICT



DISTRICT ELEMENTARY EDUCATION PLAN

SSA UNIT KOLASIB DISTRICT MIZORAM



H. Lalhmuaka, M/S
Deputy Commissioner,
Kolasib District, Kolasib

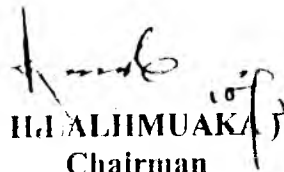
Dated Kolasib, the 10th of May, 2002.

PREFACE

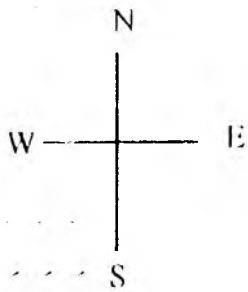
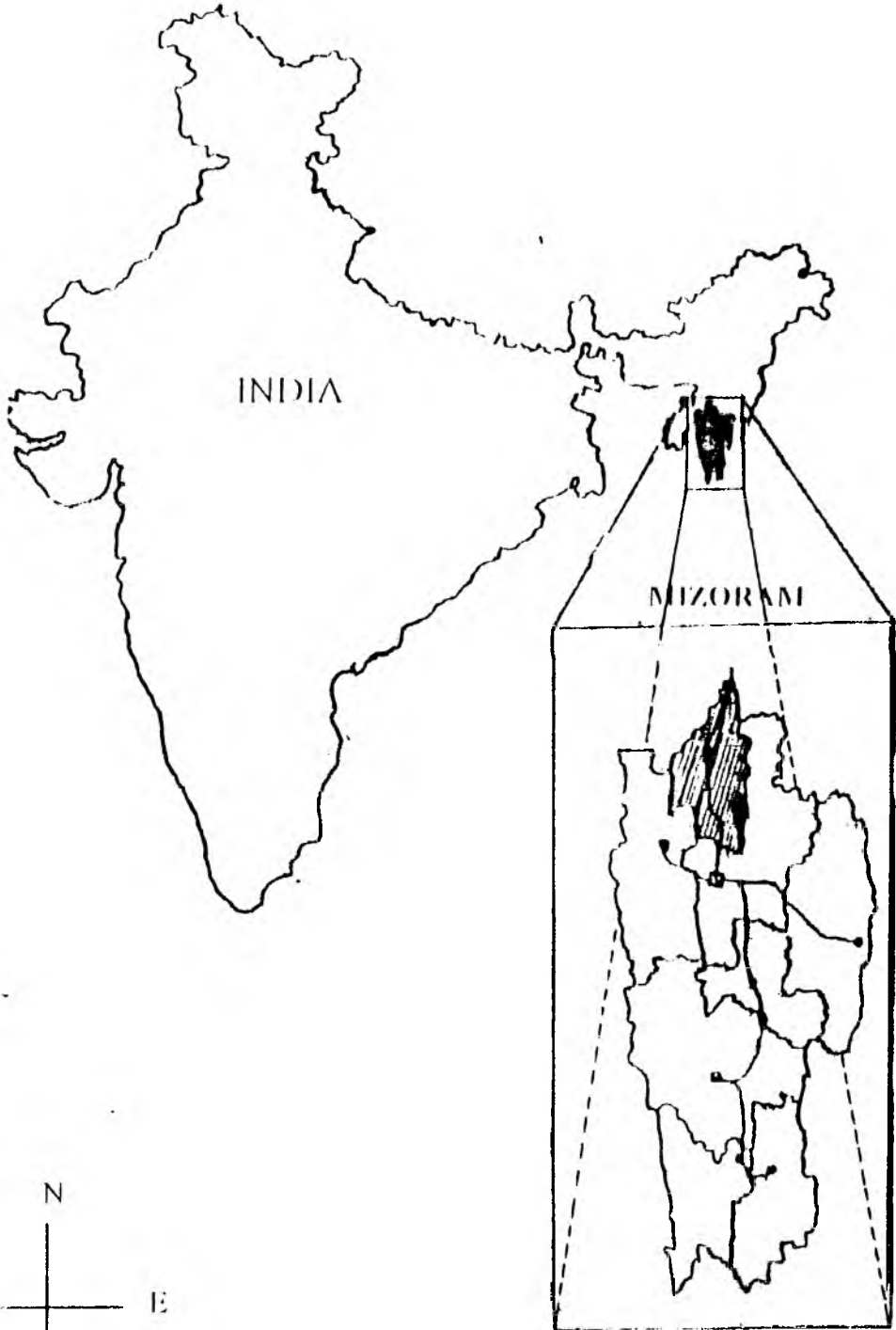
The District Elementary Education Plan (DEEP) for Kolasib District is formulated in accordance with SSA framework. The DEEP reflects both Perspective Plan and Annual Work Plan & Budget.

The Perspective Plan gives a framework of activities to be undertaken during 2002 to 2010 in order to achieve Universalization of Elementary Education in the District. On the other hand, the Annual Work Plan and Budget contains the prioritized activities to be carried out during 2002 to 2003.

The sincerity and dedication shown by the Sub-Divisional Education Officer and his team of Officers & Staff towards the formulation of this plan is highly commendable. I earnestly hope that their endeavour will be deservedly rewarded by the translation of this plan into action.

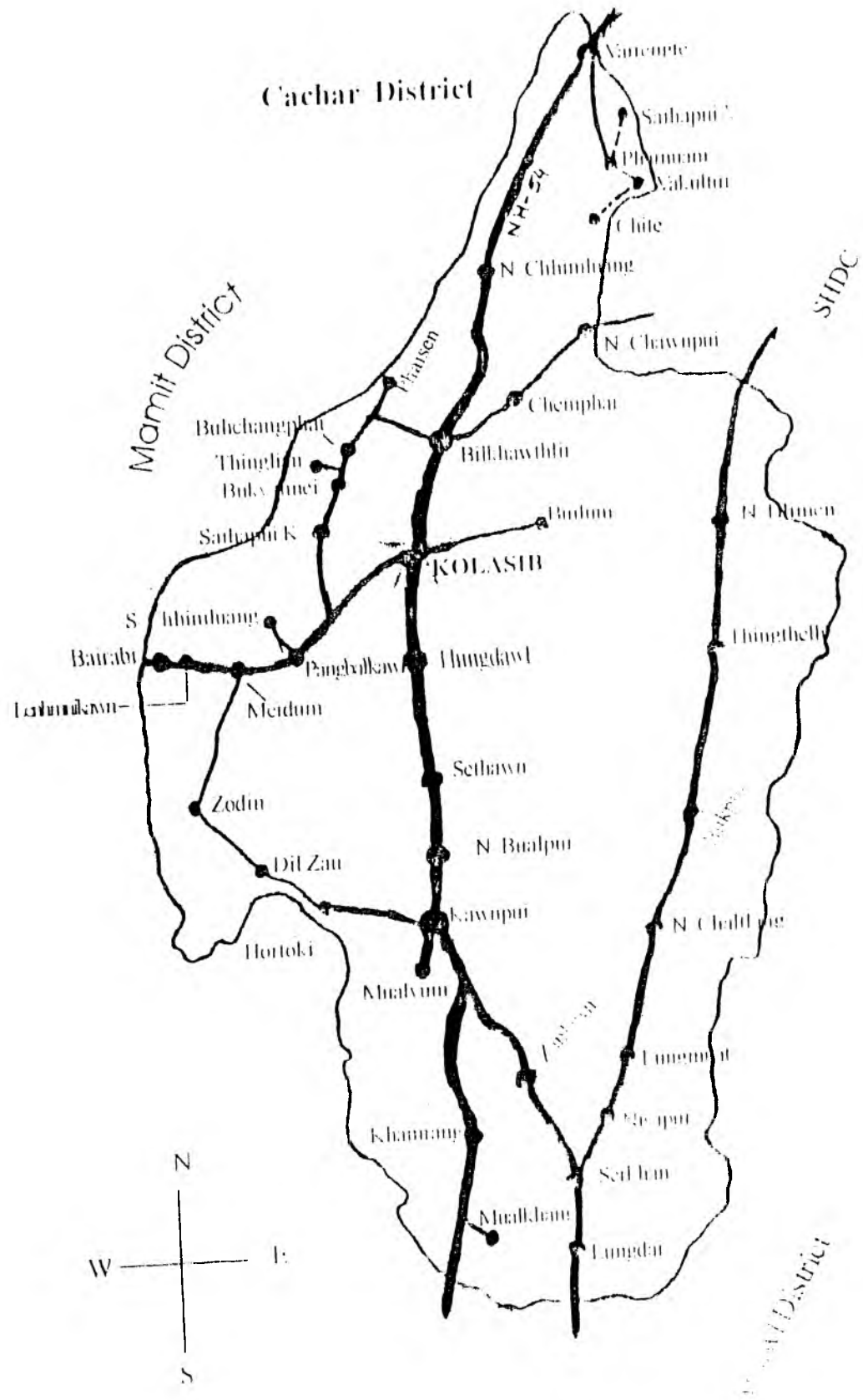

(H. LALHMUAKA)
Chairman
District Level Team, SSA
Kolasib District, Kolasib.

MIZORAM IN INDIA

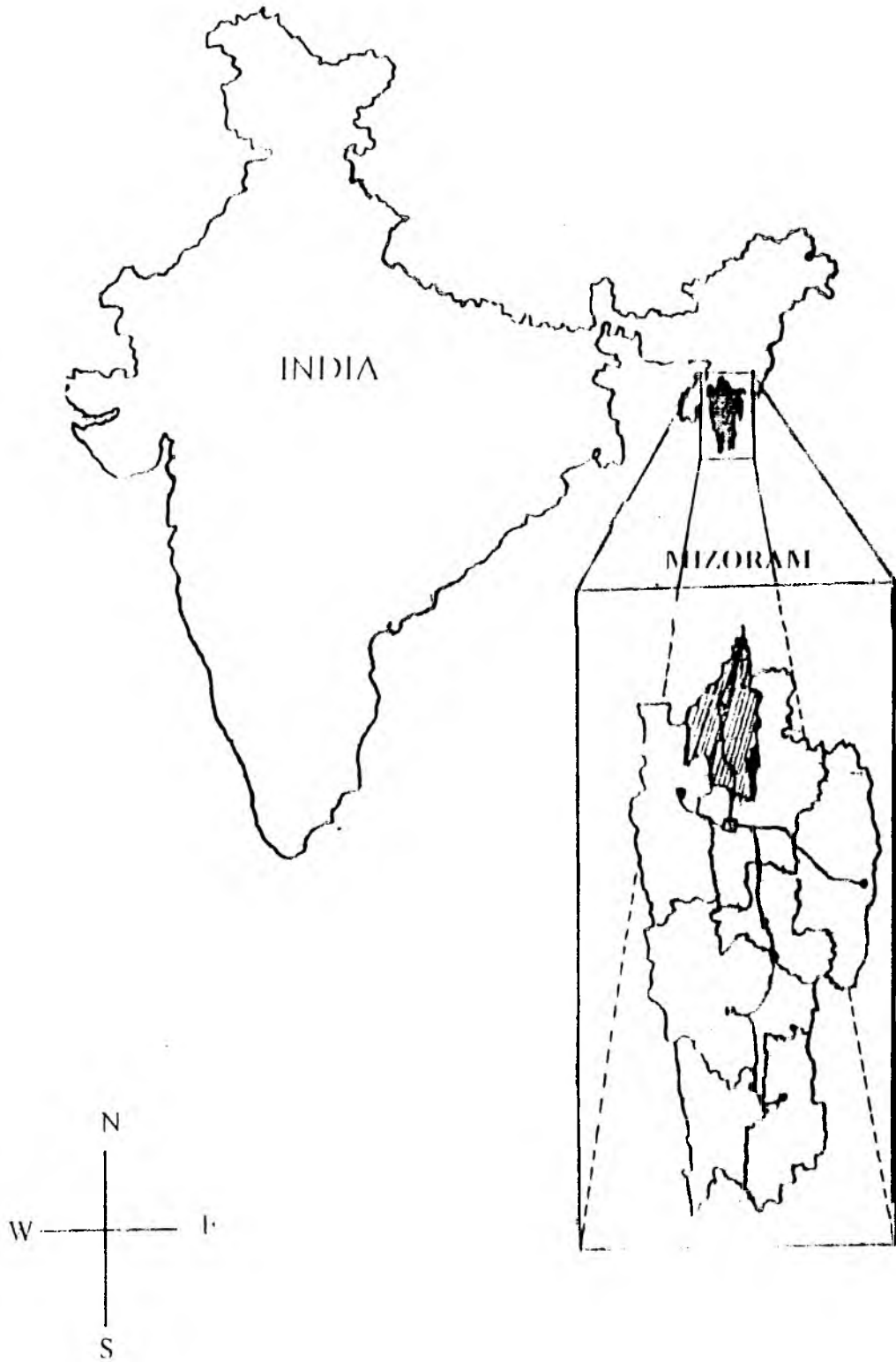


SKETCH MAP OF KOLASIB DISTRICT

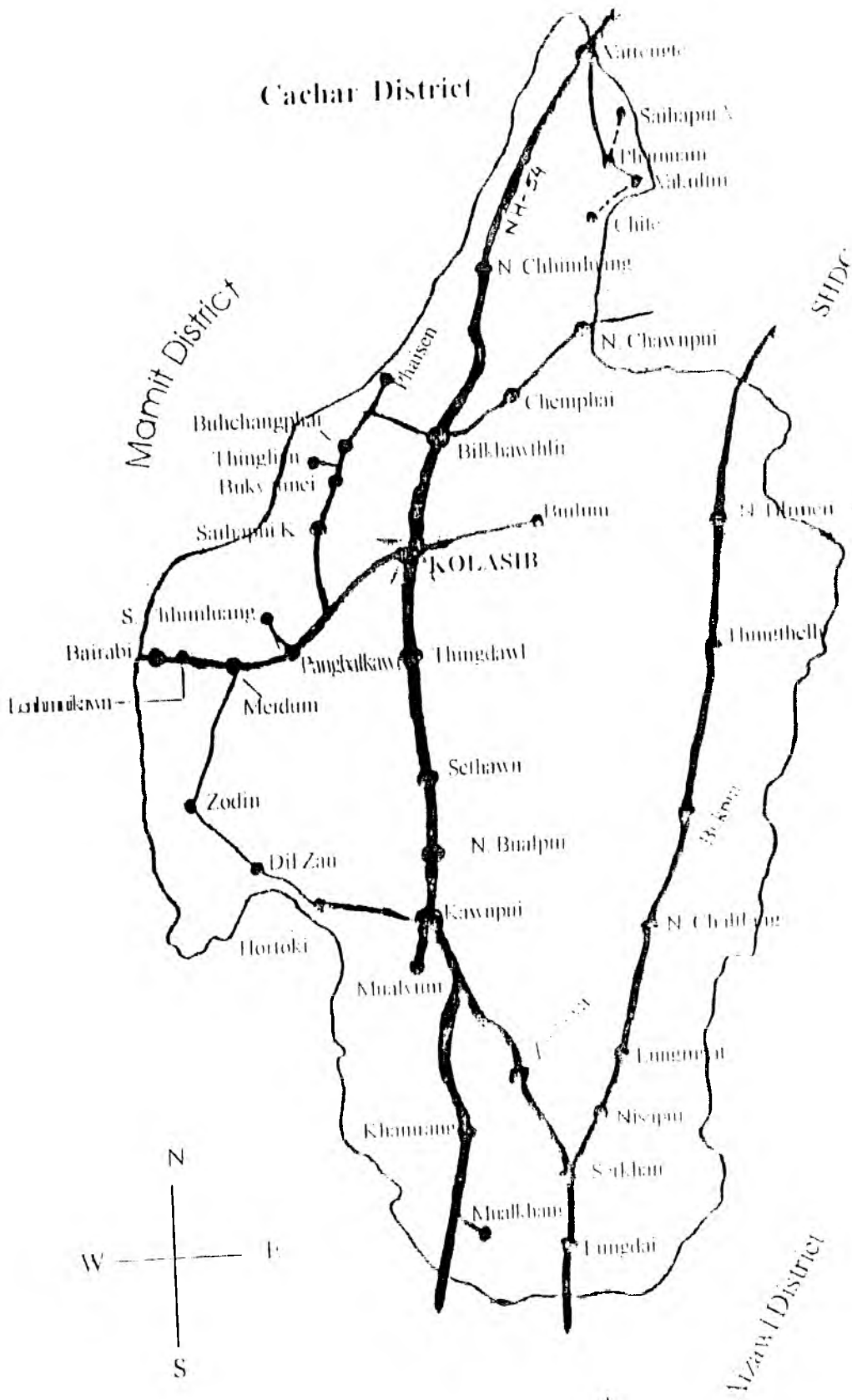
(Showing Different Villages and Habitations)



MIZORAM IN INDIA



SKETCH MAP OF KOLASIB DISTRICT (Showing Different Villages and Habitations)





*H Lalmuaka, MCS
Deputy Commissioner,
Kolasib District, Kolasib*

Dated Kolasib, the 10th of May, 2002.

PREFACE

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(H. LALHMUAKA)
Chairman
District Level Team, SSA
Kolasib District, Kolasib.

CHAPTER I

GENERAL PROFILE OF THE DISTRICT

1.1. INTRODUCTION

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

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

In 1998, Aizawl District was divided into three administration districts viz: Aizawl District (Hqrs: Aizawl), Aizawl east District (Hqrs: Champhai) and Aizawl west district (Hqrs: Mamit) vide Govt. of Mizoram Notification No.A.60011/21/95-GAD dated Aizawl, the 11th November, 1998) However these three districts were redemarcated in 1999 forming another two more new districts viz, Aizawl North (Hqrs. Kolasib) and Aizawl South district (Hqrs: Serchhip) vide Govt. of Mizoram Notification No A 60011/2195-GAD dated Aizawl, the 29th July, 1999. Hence eight Civil Administration Districts came into existence in Mizoram. As mentioned above, Kolasib District is one of the youngest districts in Mizoram which is carved out of Aizawl District by way of re-demarcating the existing boundaries of Aizawl District. ¹Kolasib district covers 31 villages and 9-habitations. The district is bounded on the

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

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

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

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

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

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

Table No. 1.1 Sub-Divisions with headquarters and area

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

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

1.2 GEOGRAPHICAL BACKGROUND

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

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

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

SOCIO – CULTURAL BACKGROUND

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

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

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

1.4. POPULATION

There are 31 Villages and 9 habitations as per the village Survey under SSA. The total population of the District according to Census of India, 2001 Provisional population Totals is 60977. As per SSA household survey conducted in August 2001, the District population has slightly increased to 63,879. This is indicated in the table below.

The percentage of the Urban population is 59.37% and the density of population in Kolasib District is 44 persons per Sq.km. The decadal growth of population during the decade 1991 to 2001 was 36.01% against the State average growth of 29.18% during the same decade.

Among the eight district of Mizoram, Kolasib district has recorded the highest growth in rural areas (37.56%). The percentage of Urban population to total population in the district is the second highest among the districts of Mizoram. The following table will convey a clear picture of the District. T1

Total No. 1.2 Total population by Sex, Rural and Urban Distribution.

TOTAL/ RURAL/ URBAN	POPULATION Census of India 1991			POPULATION Census of India 2001			POPULATION SSA Survey 2001.		
	Person	Male	Female	Person	Male	Female	Person	Male	Female
1	2	3	4	5	6	7	8	9	10
TOTAL	44833	23305	21528	60977	31874	29103	63879	32793	31086
RURAL	18033	9544	8489	24806	13133	11673	N.A	N.A	N.A
URBAN	26800	13761	13039	36171	18741	17430	N.A	N.A	N.A

Source : *Census of India Provisional Population Totals Paper 2 of 2001 and SSA Household Survey August, 2001.*

1.5. PROJECTED POPULATION OF THE DISTRICT ;

Since the final result of the Census of India 2001 is not yet available, the SSA Household Survey figures are used for population projection using 1991 Census figures as base year for this District.

In 1991 census, total persons in the District was 44933 with 23305 males and 21528 females. According to the SSA Household survey conducted in August 2001, total persons

in the District was 63879 with 32796 males and 31083 females. The decadal growth rate is 42.48% and annual growth rate is 4.25% approximately. While projecting the District population figures one has to consider the re-settlement of Bru-population. The Brus fled from Mizoram in 1997 to neighbouring Cachar District (Assam) and Tripura. Government of Mizoram is now considering the rehabilitation of these Bru refugees in their previous occupied villages within Kolasib and Mamit Districts. Out of the 30,000 Brus to be rehabilitated at least 1/3rd (i.e.10,000) are likely to be resettled within this District. Although final decisions are yet to be taken by the authorities, the year 2003 is taken in anticipation for the proposed reintegration of the Brus within this District.

Table no.1.3. Projected Population of the District from 2002 to 2011

Sl.No	Year	Population	Bru	Total
1.	2001 SSA figures	63879	-	63879
2.	2002 (4.25 x 1)	66594	-	66594
3.	2003 (4.25 x 2)	69309	10000	79309
4.	2004 (4.25 x 3)	72023	10425	82448
5.	2005 (4.25 x 4)	74738	10850	85588
6.	2006 (4.25 x 5)	77453	11275	88728
7.	2007 (4.25 x 6)	80168	11700	91868
8.	2008 (4.25 x 7)	82883	12125	95008
9.	2009 (4.25 x 8)	85598	12550	98148
10.	2010 (4.25 x 9)	88313	12975	101288
11.	2011 (4.25 x 10)	91027	13400	104427

Source : Census of India 2001, Provisional Population Totals & SSA Survey,2001.

The above population projection have been calculated on the basis of Census of India 1991 and SSA Household Survey, August, 2001. Using the decadal growth rate of 42.48% and annual growth rate of 4.25% (approximately) the above population figures have been projected. The same growth rate (4.25%) has been used for projecting the population of Brus to be reintegrated in the District.

The projected population of the District is presented in the following frequency polygon diagram.

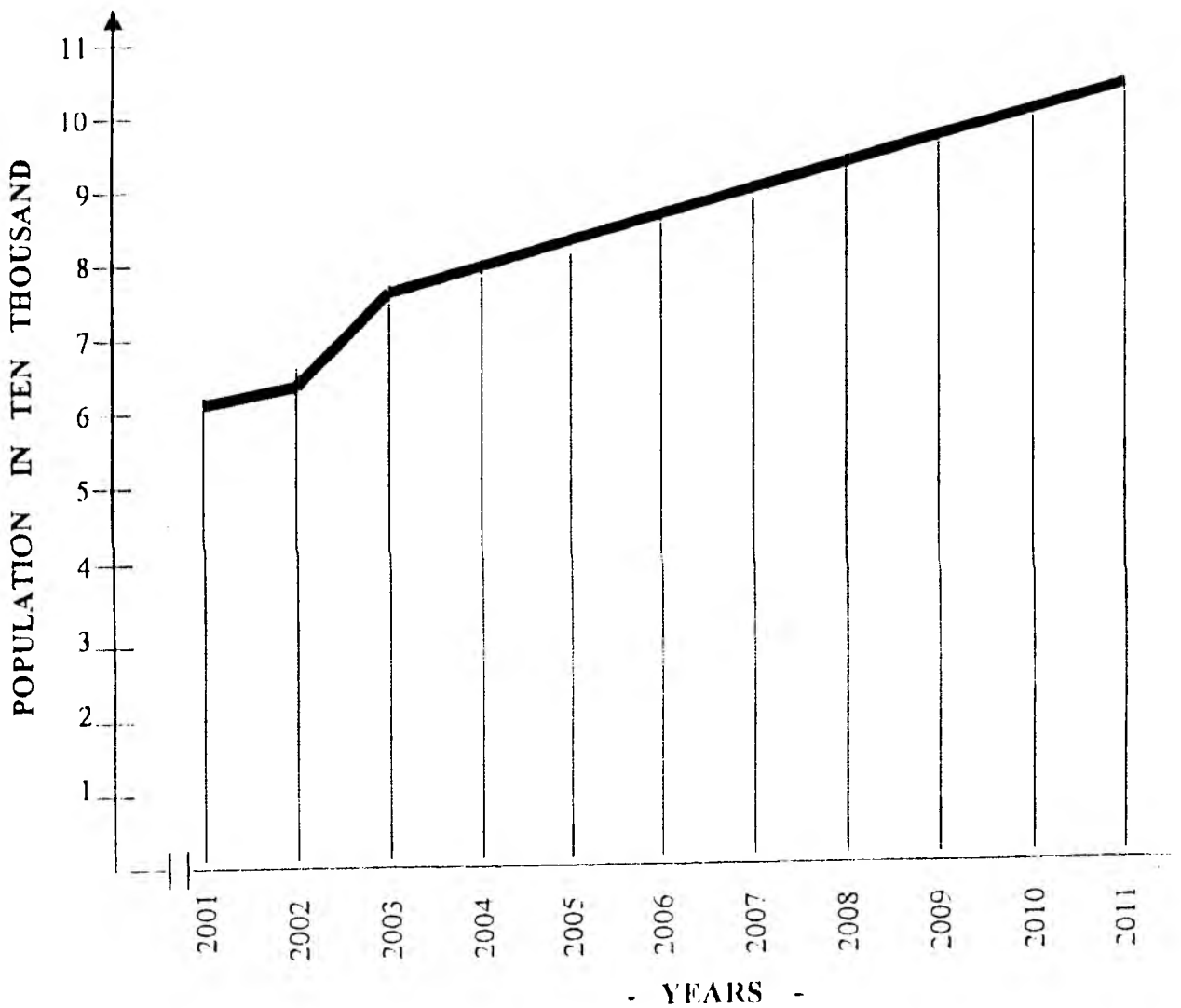


Figure No. 1.1. Projected population of the District.

The above diagram shows a sharp increase in 2003. This is due to the proposed reintegration of Bru population in the District

1.6. SEX RATIO :

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

Table No. 1.4. Sex ratio of Population

Total	Rural	Urban
1	2	3
913	889	930

Source: Census of India 2001, Provisional Population totals.

LITERACY

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

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

Table no. 1.5. showing literacy rates in Kolasib district in the year 1991 & 2001

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

Source: Census of India 2001, Provisional Population totals.

OCCUPATION

In Kolasib district, out of the total population of 60977 the percentage of Govt servant is about 3.07. But in Kolasib town, the percentage is 4.85. The rest about 95 % of the population of the district earn their livelihood by some other means. However, majority of the population of the district depends directly or indirectly upon cultivation of rice and other crops such as ginger, squash (Iskut), ~~and other crops~~, chili etc. As the National Highway (NH 54) passes through many villages within the district, a good number of people earn

their living by opening shops and engaged in other related business. The rural population mainly depends upon agriculture related activities. Majority of the people living in rural areas are economically backward. Hence, out of school population and dropouts are also comparatively high in these areas. Since there are extensive areas of lowlands suitable for fishponds, many people are engaged in fishery too. The Government of Mizoram also established new cold storage/ice plant at Bilkhawthlir and Kolasib.

Table No 1.6. Circle Wise Occupation and Economic Status

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

Source : SSA Survey August, 2001

Occupation Key

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

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

households, low income group constitute the highest number (8395), which clearly shows the economic status of the population in the district.

1.9. AGRICULTURE

Although Kolasib district is one of the most potential areas for wet rice cultivation (WRC), there is a lot more to be done to utilize the potential areas. Many habitations occur along the plains as people began to utilize the lowlands for cultivation of rice and other cash crops. From the report of the District Agriculture Officer whose office is at the district capital Kolasib, the WRC covers about 3875 hectares with annual production of about 9689 metric tons of rice. The extensive jhuming cultivation covers about 4545 hectares with an average annual product of 5181 metric tons. However, the actual amount products may not be exact. From the amount of rice produced within Kolasib, it seems the district is self sufficient but unfortunately, many owners of the paddy fields are farmers from outside the district. Hence, many tons of the products are shifted outside the district and this practically makes the district still far from self sufficient in the production of rice, cash crops and others.

FLORA & FAUNA

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

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

1.11. Some Landmark Achievement Within Kolasib District

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

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

CHAPTER II

EDUCATIONAL PROFILE OF THE DISTRICT

2.1 INTRODUCTION

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

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

2.2 EDUCATIONAL ADMINISTRATION

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

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

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

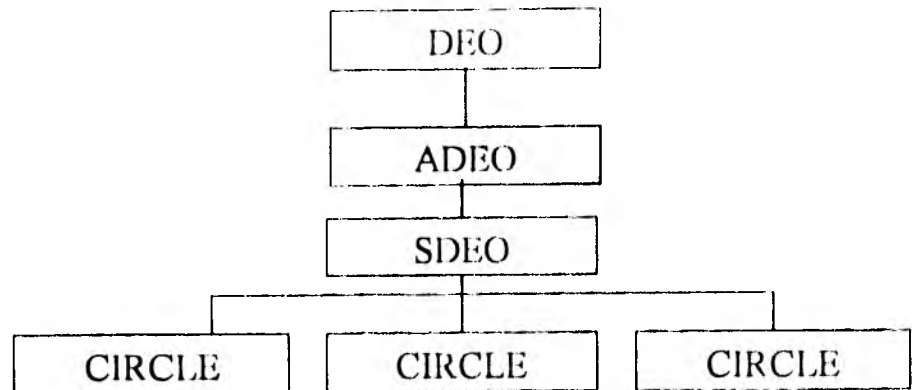


Figure 2.1. Administrative Setup of Education in the District

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

2.3 PHYSICALLY CHALLENGED CHILDREN.

This district is not without children that needs special education. Presently, these physically challenged children are taken care of by offices of the SCERT, Mizoram through centrally sponsored schemes known as Integrated Education for the Disabled Children (IEDC). The Scheme of IEDC was launched in 1984 by the State Government with assistance from the central government to achieve the goal of education for all. To teach and to look after these children with special educational needs teachers are selected to undergo six-weeks training course on special education and one year course at Regional College of Education, Bhubaneswar to qualify themselves as Resource Teachers. One Resource Teacher usually caters to the needs of Disabled Children of 4-5 villages.

Table no. 2.1. Number of Physically Challenged Children.

Sl No.	Name of Cluster	No. of School Going			Out of School		Population Group 6-14
		Population	In class	1-VII	In the	Age	
		Male	Female	Total	Male	Female	Total
1	2	3	4	5	6	7	8
1.	LUNGDAI	1	4	5	1	6	7
2.	NISAPUI	2	1	3	4	2	6
3.	BUKPUI	2	2	4	2	2	4
4.	KAWNPUI	3	4	7	5	5	10
5.	THINGDAWL	1	2	3	1	1	2
6.	KOLASIB	14	9	23	4	14	18
7.	BAIRABI	4	3	7	11	10	21
8.	BILKHAWTHIR	3	2	5	5	5	10
9.	BUICHANGPHAI	7	7	14	6	7	13
10	VAIRENGTE	16	12	28	15	11	26
	TOTAL	53	46	99	54	63	117

Source : SSA Survey, August 2001.

The Table above shows that 99 physically challenged children are enrolled in formal schools along with other children. Out of the 99 enrolled 53 are males and 46 females. The table also shows that out of school population in respect of disabled children in the age group 6-14 years in 117 with 54 males and 63 females.

Effective steps will be taken to provide special grants, TLM free text books and uniforms to integrate and retain these physically challenged children under SSA.

2.3.1 CHILD WORKERS :

Presently there are only 6 Resource Teachers working in the District. Two Resource Teacher each are posted at Lungdai P/S- II and Kawnpui P/S-II, one at Thingdawl P/S I and another one Resource Teacher is posted at Kolasib P/S-II. This is far adequate. To supplement this need, the H&DC cell of the SCERT, Aizawl conducted Orientation training

on IEDC in the District Headquarters in 2001. Almost all the teachers of Lower Primary School attended at the short training on the teaching method and care for physically challenged children. However, the teachers need longer training to be fully equipped to look after these children with special educational needs.

2.4 POPULATION PROJECTION OF 6-14 YEARS AGE GROUP.

According to SSA household survey conducted in August 2001, total persons in the district is 63879. Side by side, SSA figures for 6-14 years age group is 13042 with 6662 males and 6380 females. From the above figures, we can calculate –

- i) Percentage of 6-14 age group as below

$$\frac{13042}{63879} \times 100 = 20.42\%$$

- ii) Percentage of female 6 – 14 age group as under,

$$\frac{6380}{13042} \times 100 = 48.92\%$$

- iii) Percentage of Male 6 – 14 age group as follows

$$\frac{6662}{13042} \times 100 = 51.08\%$$

Therefore, district population of 6-14 age group is projected as follows

Table no. 2.2. Projected Population of 6-14 age group from 2001-2011

Sl No.	Year	Male	Female	Total
1	2	3	4	5
1.	2001 SSA Survey	6662	6380	13042
2.	2002	6810	6788	13598
3.	2003	8273	7922	16195
4.	2004	8600	8236	16836
5.	2005	8927	8550	17477
6.	2006	9255	8863	18118
7.	2007	9582	9177	18759
8.	2008	9910	9491	19401
9.	2009	10238	9804	20042
10.	2010	10565	10118	20683
11.	2011	10893	10431	21324

Source : SSA Survey, August, 2001

The projected population of 6-14 age group includes 6-14 age group of the Bru population anticipated for rehabilitation from the year 2003 in the District. Mention has been made about the proposed reintegration of Brus in Chapter I above.

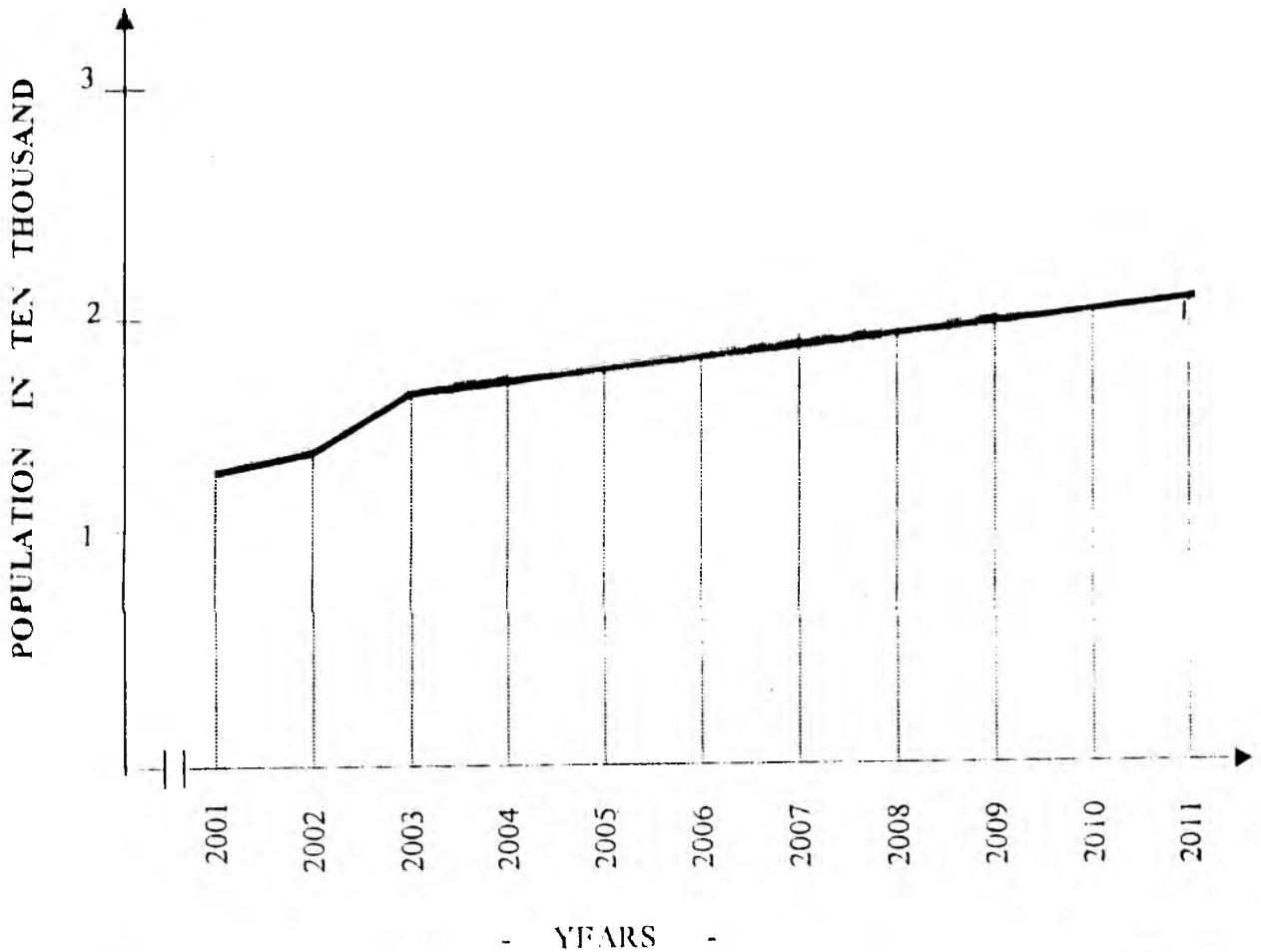


Figure 2.2 Frequency polygon showing 6-14 age population projection of the District.

While projecting the population of 6-14 age group we have to consider the number of children enrolled in Private English Medium Schools. These days English Medium Schools are doing lucrative business in Schools attracting a number of children from well-to-do families. After making necessary deduction of children to be enrolled in Private English Medium Schools, the enrolment projection figures will be refined and accurate. The District Survey (SSA) conducted in August, 2001 reveals that out of the total 11451 children enrolled in Primary and Upper Primary Schools, 2466 children were enrolled in Private Primary and Upper Primary Schools (See Table no. 2.22).

In other words, 21.53 % were enrolled in Private English Medium Schools. Thus, we can compute and project enrolment figures by deducting 21 % from total children projected each year starting from 2003 as below.

Table no. 2.3. Projected enrolment figures (2002-2010)

Sl.No.	Year	Projected population of 6-14 age group.	Deduction of 21 %	Projected enrolment figures
1	2	3	4	5
1.	2001	13042	-	-
2.	2002	13598	2801	10540
3.	2003	16195	3400	12795
4.	2004	16836	3535	13301
5.	2005	17477	3670	13807
6.	2006	18118	3804	14314
7.	2007	18759	3939	14820
8.	2008	19401	4074	15327
9.	2009	20042	4208	15834
10.	2010	20683	4343	16340

Source : SSA Survey, August, 2001.

The above table reveals that although there is a sharp increase in 2003 due to reintegration of Bru population, the projected enrolment figures decline in the same year. This is due to the deduction of 21 % enrolment of English Medium schools from the total enrolment.

2.5 ACCESS

The first important indicator of educational access is Admission Rate which is also known as Entry or Intake Rate. Admission Rate plays an important role to know the coverage of child population (age '6') in an education system. It is also an important factor for policy making and planning.

The procedure for computing Admission Rate is presented below -

$$\text{i) Apparent Admission Rate} = \frac{\text{New Entrants in Grade 'I'}}{\text{Population of Age 6 years}} \times 100$$

ii) Age-Specific Admission Rate $\frac{\text{New Entrants of Age 6 in Grade 'I'}}{\text{Population of Age '6' years}} \times 100$

In 2000-01, total enrolment in Grade I was 2488 including those of 272 repeaters of previous Cohort. The total population of age '6' entitled to get admission was 1476

The Computation of Apparent Admission Rate requires new entrants in Grade I which can be obtained by subtracting repeaters from the enrolment, i.e. $2488 - 272 = 2216$

$$\begin{aligned} \text{Thus, Apparent Admission Rate} &= \frac{2216}{1476} \times 100 \\ &= 150\% \end{aligned}$$

The next rate we compute below is Age-Specific Admission Rate which needs new entrants of age '6' in Grade I, i.e. 868 (445 males + 423 females)

$$\begin{aligned} \text{Thus, Age Specific Admission Rate} &= \frac{868}{1476} \times 100 \\ &= 58.80\% \end{aligned}$$

This shows that about 59 percent population of age-6 were admitted in Schools and a little more than 41 percent were otherwise out-of-school in the year 2000-01

Age-Specific Admission Rate is considered better than the Apparent method. It cannot cross hundred because it considers new entrants of age-6 in Grade I. This means children of below and above age-6 are included from Grade I enrolment which are included in Apparent method.

The Age-Specific Admission Rate is an important indicator for achieving goal of UPE. Effective steps will be taken to enroll 100% of the population of age-'6' through SSA

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

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

Table No. 2.4. Cluster-wise Educational Institutions

Sl.No.	Name of Cluster	No.of village	EDUCATIONAL INSTITUTIONS								
			University	College	HSS	H/S	Upper P/S	Lower P/S	Anganwadi	NFE	TOTAL
1.	Lungdai	3	-	-	-	2	4	6	6	1	1
2.	Nisapui	3	-	-	-	1	3	4	4	2	1
3.	Bukpui	3	-	-	-	2	3	5	5	-	1
4.	Kawnpui	7	-	-	-	3	11	18	13	2	4
5.	Thingdawl	2	-	-	-	1	3	6	5	-	1
6.	Kolasib	2	-	2	1	4	18	24	9	-	5
7.	Bairabi	6	-	-	-	1	5	9	4	3	2
8.	Bilkhawthlir	3	-	-	-	1	4	7	3	1	1
9.	Buhchangphai	5	-	-	-	1	2	5	3	3	1
10	Vairengte	6	-	-	-	4	8	13	6	5	3
	TOTAL	40	-	2	1	20	61	97	58	17	2

Source : Educational Survey August 2001

The above Table includes government and private institution. There are 61 Upper Primary Schools and 96 Lower Primary School making the ratio of UPS to LPS 1 : 1.57 Kolasib Cluster with 58 institutions claims the highest number of educational institution in the District.

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

TABLE No.2.5. Village -Wise Institution and Teachers

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

Kolasib Circle

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

Bilkhawthlir Circle

27	Bilkhawthlir*	2	6	27	3	21	-	-
28	Chawnpui 'N'	1	1	2	1	7	1	1
29	Champhai	-	-	-	-	-	-	-
	CLUSTER TOTAL	3	7	29	4	28	1	1
30	Buhchangphai*	1	2	5	1	5	1	1
31	Thinglian	-	-	-	-	-	-	-
32	Saihapui 'K'	-	1	1	-	-	-	-
33	Bukvancei	1	1	2	-	-	1	1
34	Phaisen	1	1	2	1	4	1	1
	CLUSTER TOTAL	3	5	10	2	9	3	3
35	Vatrengte*	4	10	35	7	49	2	2
36	Phainuam	2	2	3	1	5	2	2
37	Chhimluang 'N'	-	1	2	-	-	1	1
38	Saihapui 'V'	-	-	-	-	-	-	-
39	Vakultui	-	-	-	-	-	-	-
40	Chite	-	-	-	-	-	-	-
	CLUSTER TOTAL	6	13	40	8	54	5	5
	CIRCLE TOTAL	12	25	79	14	91	9	9
	GRAND TOTAL	58	97	376	61	405	17	17

* Represents Cluster Centre Source : SSA Survey August 2001

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

The clusters are created in convenience and in accordance with the demographic pattern and geographical management and supervision, geographical location of the village are taken into consideration at the time of creating clusters.

There are 97 LPS with 376 teachers making ratio of LPS to Teachers 1: 3.9. Again, there are 61 UPS with 405 teachers making the ratio of UPS to Teachers 1: 6.64. The UPS are better placed than the LPS with regard to number of Teachers. Teachers here includes Work Education Teachers and Hindi Teachers of UPS and Resource Teachers of LPS.

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

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

Table No.2.6. Circle and Cluster Wise Representation Of Villages with No. of Primary and Upper Primary Schools

Sl No	Name of Circle	Name of Cluster	Name of Villages	No. of Lower P/S	No. of Upper P/S	TOTAL
		1) Lungdai	Lungdai	4	2	6
			Serkhan	1	1	2
			Zanlawn	1	1	2
			3	6	4	10
		2) Nisapui	Nisapui	1	1	2
			Lungmuat	1	1	2
			N. Chaltlang	2	1	3
			3	4	3	7
I	Kawnpui Circle	3) Bukpui	Bukpui	2	1	3
			Thingthelh	1	1	2
			Hlimen 'N'	2	1	3
			3	5	3	8
		4)Kawnpui	Kawnpui	8	5	13
			Bualpui 'N'	2	1	3
			Hortoki	4	3	7
			Khamrang	1	-	1
			Mualvum	2	1	3
			Mualkhang	1	1	2
			Dilzau	-	-	0
			7	18	11	29
		5) Thingdawl	Thingdawl	5	3	8
			Sethawn	1		1
			2	6	3	9
	Cluster Total	5	18	39	24	63
II	Kolasib	1)Kolasib	Kolasib	23	17	40
			Builum	1	1	2
			2	24	18	42

		2) Bairabi	Bairabi	6	3	9
			Meidum	1	1	2
			Pangbalkawn	1	1	2
			Chhimluang	-	-	-
			Lenhmukawn	-	-	-
			Zodin	1	-	1
				6	5	11
	Cluster Total	2	8	33	23	56
III	Bilkhawthli	Bilkhawthli	Bilkhawthli	6	3	9
			Chawupui	1	1	2
			Chemphai	-	-	-
	Total		3	7	4	11
		Buhchangphai	Buhchangphai	2	1	3
			Thinglian	-	-	-
			Saihapui	1	-	1
			Bukvannei	1	-	1
			Phaisen	1	1	2
				5	2	7
		Vairengte	Vairengte	10	7	17
			Phainuam	2	1	3
			Chhimluang	1	-	1
			Saihapui 'V'	-	-	-
			Vakultui	-	-	-
			Chite	-	-	-
	Total		6	13	8	21
	Cluster Total	3	14	25	14	39
	Grand Total	10	40	97	61	158

Source : SSA Survey August, 2001

As shown in the table above, there are 32 villages and 8 habitations under Kolasib District. This is further classified into 3 circles with 10 clusters, having 97 Primary Schools and 61 upper Primary Schools.

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

From the above we can find access ratio as below :-

Access Ratio = $\frac{\text{No. of habitations covered by Schools}}{\text{Total number of habitations}}$

Total number of habitations

No. of habitations covered by Schools = 32

Total number of habitations = 40

Therefore, Access Ratio = $\frac{32}{40} \times 100$

40

= 80%

The above figures indicate that while 80% of the habitations are covered by lower Primary Schools, 20% of the habitations are yet to be covered.

From the above figures it may also be noted that while 80% of the habitations have access to Lower Primary Schools, 65% have access to UPS. In other words, 20% of the habitations do not have access to Lower Primary Schooling facilities and 35% do not have access to upper Primary Schooling facilities within the District.

According to the existing State norms, no Primary School should be opened in any village having less than 15 (fifteen) Students. However, a village having 15-20 Students may be looked after by the nearest Primary Schools of the village by way of suitable arrangement from the School itself by appointment of a person under Education Guarantee Scheme under SSA (Copy of the orders is appended as Appendix-I).

Suitable steps will be taken to provide these unserved habitations with Schooling facilities under SSA in conformity with the existing State norms.

2.6. LITERACY RATE

As per report of National Sample Survey Organisation 1999 (NSSO), the literacy rate of Mizoram was 95% and was the highest among the states of India. But after release of the

provisional figures of Census of India 2001, the literacy rate of the state has come down to 88.49% which is now surpassed by the state of Kerala (90.92%). As such, greater efforts will have to be given, in order to achieve the highest literacy percentage

Table no. 2.7. Literacy Rates by Residence and Sex.

State District	Total			Rural			Urban		
	Person	Male	Female	Person	Male	Female	Person	Male	Female
Mizoram	88.49	90.69	86.13	80.46	84.38	76.17	96.35	96.91	95.68
Kolasib District	90.49	91.50	89.37	85.01	85.59	84.34	94.12	95.54	92.59

Source : Census of India 2001, Provisional Population Totals, paper 2 of 2001.

The table above shows literacy rates by residence and Sex of Kolasib District and the State of Mizoram. While the rural literates in the District is 85.01%, the urban literates is 94.12%. Literacy percentage of the rural male (85.59) and urban male (95.54) is slightly higher than their respective female counter parts in the rural (84.34) and urban (92.59). The same is true in respect of the State of Mizoram. Literacy rate in this district is 90.49%.

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

Table No 2.8. Population, Child Population (0-6 Years) and Literate And Illiterates By Residence And Sex

Residence	Population			0-6 years			Literate			Illiterates		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
URBAN	18741	17430	36171	2761	2614	5375	15268	13718	28986	3173	37121	7185
RURAL	13133	11673	24806	2203	2182	4385	9355	8005	17360	3778	3668	7446
TOTAL	31874	29103	60977	4964	4796	9760	24623	21723	46346	7251	7380	14631

Source : Provisional figure 2001 census

The above table shows that out of the total 60977 population of the District, children of 0-6 years population is 9760. There are 14631 illiterates, out of this 7251 or 49.55 % are males and 7380 or 50.44 % are females

2.7. GROWTH OF PRIMARY AND UPPER PRIMARY SCHOOLS

The first Primary School in the District was established in 1911 at Kolasib and the first upper Primary School in 1945 at Bukpui. Since then, the number of Primary and Upper Primary Schools have slowly but steadily increased. The growth and development of government as well as private primary and upper Primary Schools during the last four years can be seen in the table below

Table no.2.9. Growth of Primary and Upper Primary School.

Sl.No	Year	Government		Private	
		L P/S	U P/S	P/S	M/S
1	1997-98	71	42	20	10
2	1998-99	72	43	17	13
3	1999-00	72	43	20	18
4	2000-01	73	43	24	18

Source : Numerical Data form E.S-I(S) 1997-2001, SDE(O) Kolasib

It can be seen from the above table that during 2000-2001 there are 73 Government Primary Schools and 43 Government Upper Primary Schools making the ratio of Upper Primary Schools to Primary Schools 1 : 1.67. Taking into account all the Government and Private Schools (97 P/S and 61 U P/S) in the District the ratio of upper Primary School to Primary School comes to 1 : 1.57. Compared with the State ratio of Upper Primary School to Lower Primary School of 1 : 1.38, the District ratio is slightly higher.

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

Table No.2.10. : Management Wise of Primary School and Upper Primary School of Kolasib District

Sl No	Type of Management	Primary	Upper Primary	Total
1	State Government	73	43	116
2	Mission/Private	24	18	42
	TOTAL	97	61	158

Source : SSA Survey August 2001

The above table shows that 73 Nos of Primary Schools is managed by State Government, 24 is under private management In upper Primary school 43 is managed by State Government, and 18 is purely private or under mission management.

2.8. SCHOOL BUILDING AND INFRASTRUCTURE FACILITIES.

“A fine building makes a fine school and a poor building a poor one” School should be housed in beautiful building, which are not only stimulating centres of education for children but also vital centres of Community life.

Physical status of Primary and Upper Primary Schools is given below :-

Table no. 2.11.Physical status of Primary and Upper Primary Schools.

	Primary			Upper Primary		
	<i>Pucca</i>	<i>Semi-Pucca</i>	<i>Kutchha</i>	<i>Pucca</i>	<i>Semi-Pucca</i>	<i>Kutchha</i>
No. of Schools	-	50	22	2	37	4

Source : SSA Survey, August, 2001

The above table shows that while there are 50 semi-pucca and 22 Kutchha Primary School buildings, there are 2 Pucca, 37 semi-pucca and 4 Kutchha upper-primary school buildings To increase the holding power of our schools it is necessary to make our schools attractive and children friendly by re-constructing and renovating the buildings Steps will be taken to reconstruct and renovate school buildings under SSA. School building showing requirement of major, minor repairs and additional rooms is given below

Table no.2.12. School building showing requirement of major, minor, repairs and additional rooms

Sl No	Name of Circle	Primary School			Upper	Primary School	
		Major repair	Minor repair	Addl Room	Major repair	Minor repair	Addl. Room
1	2	3	4	5	6	7	8
1	Kawnpui	8	5	64	6	5	38
2	Kolasib	7	3	46	3	2	28
3	Bilkhawthlir	5	2	36	2	1	20
	Total	20	10	146	11	24	86

Source : SSA Survey, August, 2001.

The above Table depicts the sorry state of some of our school building. The need for renovating the school buildings has already been indicated above and need no further emphasis. As can be seen above, the primary section requires 146 additional rooms and the upper primary section requires 86 additional rooms. Additional rooms will be provided to these needy schools in a phase manner under SSA. As a result, congested and crowded classrooms, and sharing of room by two classes will be done away with thereby making the classrooms more conducive to learning.

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

2.9. ANCILLARY FACILITIES :

Primary and Upper Schools under the district which have not been covered by ancillary facilities are indicated in the table below

Table no. 2.13. Schools requiring Ancillary facilities.

Sl No	Ancillary facilities	Lower Primary School	Upper Primary School
1	2	3	4
1.	Drinking Water	24	16
2.	Separate Toilet for Girls	24	16
3.	TLM	24	16

Source : SSA Survey, August, 2001.

The above Table shows that 24 LPS and 16 UPS are needed to be provided with drinking water facilities; 24 LPS and 26 UPS are in need of separate toilet for girls. TLM are also required to be provided to 24 LPS and 16 UPS. Hence, sufficient amount of money is needed to provide these schools with adequate ancillary facilities to retain students already enrolled in Schools, and also to make the schools attractive and children-friendly for out of school children who are still at large.

10. ENROLMENT IN LOWER AND UPPER PRIMARY SCHOOLS.

The pupils are the legitimate occupants of the School. It is for them that the educational efforts are organised. It is for their all round and wholesome development that curricula are designed and planned, plant is set, qualified teachers and headmasters appointed, ancillary and auxiliary services are arranged.

The total enrolment of boys and girls in lower and upper primary schools in the district during the last three years i.e. 1998-99 to 2000-01 is given below.

Table number 2.14. Enrolment in Lower and Upper Primary Schools

Sl.No.	Year	Lower Primary School			Upper Primary School		
		Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8
1.	1998-99	3294	3144	6438	1796	1615	3411
2.	1999-00	3256	3124	6380	1870	1652	3522
3.	2000-01	3242	3051	6293	1740	1617	3357

Source : Numerical Data E.S.I(S) 1998-2001 SDO(K)

From the Table above we can see that total enrolment of LPS gradually decreases from 6438 (1998-99) to 6380 (1999-00) and then to 6293 (2000-01). In case of upper primary school total enrolment increase from 3411 (1998-99) to 3522 (1999-00) but decrease to 3357 (2000-01)

2.10.1. Enrolment Ratio :

Enrolment Ratios have been worked out separately for boys and girls as follows :

Table No. 2.15. Enrolment Ratio of Boys to Girls in LPS and UPS.

Sl.No.	Year	LPS	UPS
1	2	3	4
1.	1998-99	1 : 0.95	1 : 0.90
2.	1999-00	1 : 0.96	1 : 0.88
3.	2000-01	1 : 0.94	1 : 0.91

Source : Numerical Data E.S I (S) 1998-2001 SDEO(K).

Table no. 2.16 Enrolment Ratio of Girls to Boys in LPS and UPS.

Sl.No.	Year	LPS	UPS
1	2	3	4
1.	1998-99	1 : 1.05	1 : 1.11
2.	1999-00	1 : 1.04	1 : 1.13
3.	2000-01	1 : 1.06	1 : 1.10

Source : Numerical Data E.S I (S) 1998-2001 SDEO(K)

2.10.2. Out of School Children:

Out of School children in the age group 6-14 have been classified into 3 categories namely, Dropout, never attended school and disabled not attended school. This is indicated in the table below .

Table no. 2.17. Out of School children.

Sl No.	Name of Cluster	Out of School children in the age group 6-14									Grand
		Dropout			Never attended School			Disabled not attended			
		M	F	TT	M	F	TT	M	F	TT	
1.	Lungdai	20	25	45	19	20	39	1	6	7	91
2.	Nisapui	9	9	18	7	8	15	4	2	6	39
3.	Bukpui	13	16	29	3	4	7	2	2	4	40
4.	Kawnpui	17	15	32	15	22	37	5	5	10	79
5.	Thingdawl	3	4	7	3	3	6	1	1	2	15
6.	Kolasib	25	20	45	20	41	61	4	14	18	124
7.	Bairabi	76	74	150	119	100	219	11	10	21	390
8.	Bilkhawthlir	19	17	36	31	23	54	5	5	10	100
9.	Buhchangphai	17	13	30	50	46	96	6	7	13	139
10.	Vairengte	42	38	80	96	104	200	15	11	26	306
	TOTAL	241	231	472	363	371	734	54	63	117	1323

Source : SSA Survey, August, 2001.

The total number of children in the age group 6-14 out of the school system comes to 1323. The table above shows out of school children in the age group 6-14 in three categories: Dropout consist of 472 (35.67%) children, never attended school are 734 (55.47 %), and disabled not attending school are 117. Bairabi cluster claims the highest number of dropouts (150 or 31.77%), and never attended school (219 or 29.83%). Alternative schools will be opened for these out of school children so that they can be integrated into formal schools

0.3. Grade-wise enrolment :

Grade-wise enrolment from Class I- IV and Class V – VII indicating Boys(B) and Girls (G) in each class during the last 2 years from 1999-00 to 2000-01 is given in the tables below:-

Table no.2.18. Grade- wise enrolment..

Year	Class I			Class II			Class III			Class IV		
	B	G	TT	B	G	TT	B	G	TT	B	G	TT
1	2	3	4	5	6	7	8	9	10	11	12	13
1999-00	1259	1243	2452	701	679	1380	724	685	1409	592	547	1139
2000-01	1251	1237	2488	651	641	1292	707	614	1321	633	559	1192

Source : Numerical data 1999-2001 SDEO(K)

Table no.2.19. Grade-wise enrolment in Classes V – VII

Year	Class – V			Class - VI			Class - VII			GrandTotal		
	B	G	TT	B	G	TT	B	G	TT	B	G	TT
1	2	3	4	5	6	7	8	9	10	11	12	13
1999-00	688	591	1279	604	522	1126	578	539	1117	1870	1652	3522
2000-01	590	544	1134	588	544	1132	562	529	1097	1740	1617	3357

Source : Numerical Data 1999 2001, SDEO(K)

2.10.4. Repeaters :

The number of repeaters in Class I – IV and Class V – VII during the last two years from 1999-00 to 2000-01 are shown in the tables below :-

Table no.2.20.Number of repeaters in class I – IV.

Year	Class I			Class II			Class III			Class IV		
	B	G	TT	B	G	TT	B	G	TT	B	G	TT
1	2	3	4	5	6	7	8	9	10	11	12	13
1999-00	181	148	329	62	57	119	65	47	112	39	27	66
2000-01	134	138	272	58	49	107	75	51	126	36	37	73

Source : Numerical data 1999-01, SDEO(K).

From the above table, the average repeaters rate during the 2 years is 9.5 %

Table no. 2.21. Number of repeaters in Class V to VII

Year	Class - V			Class - VI			Class - VII			Grand Tot		
	B	G	TT	B	G	TT	B	G	TT	B	G	TT
1	2	3	4	5	6	7	8	9	10	11	12	13
1999-00	28	25	53	38	21	59	78	63	141	144	109	255
2000-01	48	36	84	43	23	66	75	84	159	166	143	309

Source : Numerical data 1999-01, SDEO(K).

The average repeaters rate for upper primary schools during the above 2 years is 8 %

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

Table No. 2.22. Cluster Wise Enrolment of Students

Sl. No	Name of Cluster	Lower Primary						Upper Primary Total									
		Govt.		Private		Total		Govt.		Govt. Aided		Private		Total		Total	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1	Lungdar	221	184	22	18	243	202	104	104	47	42	-	-	151	146	394	348
2	Nisapu	145	113	-	-	145	113	23	31	33	43	-	-	61	74	206	187
3	Bukpu	141	130	-	-	141	130	61	68	17	13	-	-	78	81	219	211
4	Kawnpu	497	469	95	79	592	548	195	194	77	68	85	69	357	331	949	879
5	Thingdawl	165	160	30	23	195	183	76	71	-	-	-	-	76	71	271	254
6	Koiasib	670	711	441	434	1111	1145	259	257	262	245	238	221	759	723	1870	1868
7	Batrabi	212	215	25	29	237	247	76	80	23	15	23	38	122	133	359	380
8	Bilkhaw-thir	279	252	38	65	317	317	116	144	54	32	-	-	170	176	487	493
9	Buhchang pha:	104	111	11	11	115	122	33	21	-	-	-	-	33	21	148	143
10	Vaurengte	512	440	205	173	717	613	183	179	-	-	49	44	232	223	949	836
	Grand Total	2946	2752	867	832	3813	3620	1131	1149	513	458	395	372	2039	1979	5852	5599

Source : SSA Survey August, 2001

The table reveals that out of the total 11451 enrolment of lower and upper primary schools, 2466 or 21.53 % children are enrolled in private English Medium Schools. The above table also shows that while total enrolment in the lower primary schools in the 10 clusters is 7433 (male-3813 and female - 3620), total enrolment in the upper primary school is 4018 (male - 2039 and female - 1979) Among the ten clusters, Kolasib cluster has the highest enrolment in both lower primary school (2256) and upper primary school (3738).

Total enrolment of both lower and upper P/S comes to 11451 (male – 5852, female – 5599) in the whole District.

Table No.2.23. School Going and Drop out of the Age Group 6-14 Years

Sl No	Name of cluster	Population			School going population CL-I-VII				Total of General & disabled		Out of School population.									
		M	F	TT	General		Disabled		Drop out			Never attended school			Disabled not attended			Total		
					M	F	M	F	M	F	TT	M	F	TT	M	F	TT			
1	Langdai	360	374	734	319	319	1	4	320	323	20	25	45	19	20	39	1	6	7	91
2	Nisapui	235	232	467	213	212	2	1	215	213	9	9	18	7	8	15	4	2	6	39
3	Bukpu:	228	255	483	208	231	2	2	210	233	13	16	29	3	4	7	2	2	4	40
4	Kawnpui	1035	1052	2087	995	1006	3	4	448	1010	17	15	32	15	22	37	5	5	10	79
5	Thingdawl	272	271	543	264	261	1	2	265	263	3	4	7	3	3	6	1	1	2	15
6	Kolasib	2177	1941	4118	2114	1857	14	9	2128	1866	25	20	45	20	41	61	4	14	18	124
7	Bairabi	582	566	1148	372	379	4	3	376	382	76	74	150	119	100	219	11	10	21	390
8	Bikhawthir	447	453	900	389	406	3	2	392	408	19	17	36	31	23	54	5	5	10	100
9	Bunchangpna	235	210	445	155	137	7	7	162	144	17	13	30	50	46	96	6	7	13	139
10	Varengte	1091	1026	2117	922	861	16	12	938	873	42	38	80	96	104	200	15	11	26	300
	Grand Total	6662	6380	13042	5951	5669	53	46	6004	5715	241	231	472	363	371	734	54	63	117	132

Source : SSA Survey August, 2001

Table No. 2.23 above indicates that out of the (6-14) years population of 13028, there are 1309 out of school population and 99 disabled children enrolled in formal schools. This suggest the needs for special provision in terms of more Resource teachers, special teaching aids etc.

~~to retain the children with special educational needs in our schools.~~

Table No.2.24. : Cluster-wise, Class- wise Drop -out with Reasons.

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

Source : SSA Survey August, 2001

The key for reasons of dropped out are as under

- A - Parents not interested
- B - Child not interested
- C - Have to help parents.
- D - Poverty
- E - Ill health
- F - Disability
- G - Others.
- H - No higher School

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

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

2.10.5. Enrolment indicator :

The enrolment ratio is the most commonly use indicator for the assessment of educational coverage. It gives the proportion of children enrolled in the schools to the total age of specific population. Enrolment ratio is of two types. They are (i) Gross Enrolment Ratio (GER) and (ii) Net Enrolment Ratio (NER).

Gross Enrolment Ratio :

Gross Enrolment Ratio is calculated as follows-

$$\text{GER} = 100 \times \frac{\text{Enrolment in Class I - V}}{\text{Population of age group 6-11}}$$

Gross Enrolment Ratio relates to the percentage of total enrolment, irrespective

table have been collected from government as well as private lower and upper primary schools of the District.

OVER-AGE AND UNDER-AGE CHILDREN

For the purpose of setting-up of targets for the District under SSA, estimates of over-age and under-age children are important factors to be considered. Household Survey figures have been utilised for this purpose.

The number of children outside the prescribed age in primary and upper primary schools have been computed for the 3 Circles and presented below :-

Table No.2.26. Over-age & Under-age Children.

Sl.No	Circle	Class I – IV		Class – V - VII	
		Over-age	Under-age	Over-age	Under age
1	2	3	4	5	6
1	Kawnpui	1553	261	912	87
2	Kolasib	1880	327	854	79
3	Bilkhawthlir	1129	170	407	38

Source : SSA Survey, August, 2001

In Kawnpui Cluster, out of 2627 children enrolled in Class I – IV, over age and under-age consists of 59.11% and 9.93% respectively. Out of 1293 children enrolled in Class V – VII over-age are 70.53% and under-age 6.72%.

In Kolasib Cluster, out of 2944 enrolled in Class I – IV, over-age are 63.85% and under-age 11.10%. In Class V-VII 1331 are enrolled, where overage consist of 64.16% and under-age 5.93%.

Bilkhawthlir Circle has 1673 enrolled in Class I-IV with over-age consisting of 67.48% and under-age 10.16%. Out of 571 enrolled in Class V-VII, 71.27 % are over-age and 6.65% under-age.

From the above figures, number of prescribe-age children enrolled in school can be presented as below :-

Table No.2.27. Prescribed-age children enrolled. (figures in percentage)

Sl.No.	Circle	Class I – IV	Class V – VII
1.	Kawnpui	30.94	22.73
2.	Kolasib	25.03	29.90
3.	Bilkhawthlir	22.35	22.06

Source : SSA Survey, August, 2001.

2.11.1. Percentage of Over-age and Under-age.

Percentage of children outside the prescribed age in Primary and Upper Primary Schools have been computed and presented Circle-wise below :-

Table No.2.28. Over-age & Under-age children (Figures in Percentage)

Sl. No	Name of Circle	Class I – IV						Class V – VII				
		Over-age			Under-age			Over-age			Under-age	
1	2	3	4	5	6	7	8	9	10	11	12	13
		M	F	TT	M	F	TT	M	F	TT	M	F
1.	Kawnpui	30.83	28.28	59.11	4.56	5.36	9.93	36.19	34.33	70.53	3.63	3.09
2.	Kolasib	32.19	30.94	63.84	4.92	6.18	11.10	33.73	30.42	64.16	1.72	4.20
3.	Bilkhawthlir	35.98	31.50	67.48	4.60	5.55	10.16	40.45	30.82	71.27	2.25	4.37

Source : SSA Survey August, 2001.

The table reveals that Bilkhawthlir circle claims the highest number of over-age children (67.45%) in Primary as well as in Upper Primary School (71.27%). The number of under-age children in Primary School is highest in Kolasib Circle (11.20%) while Kawnpui Circle has the highest number of under-age children in Upper Primary School (6.72%).

In all the three circles one notice a high percentage of over-age children in Primary as well as Upper Primary Schools. This implies the need for establishing more pre-schools in the District. Hence, steps will be taken to establish ECCFE where Anganwadi Centres does not exist and also to strengthen existing Anganwadi Centres to cater to the needs of big villages.

Table No.2.30. Apparent Cohort method - wastage in Upper Primary School - 1997-98

Sex	Class/Grade		
	V	VI	VII
	1997-98	1998-99	1999-00
Boys	100	11.27	15.37(84.63)*
Girls	100	17.29	7.70(92.30)*
Total	100	14.04	11.83(88.17)*

* Retention

Source : Numerical Data 1997-98 to 1999-00

The Upper Primary Schools are doing much better than the Primary Schools with regard to retaining enrolled children in the school system.

2.13 GRADE TO GRADE PROMOTION, REPETITION AND DROP OUT.

When a student joins the education system there are three possibilities in which he/she will move. These possibilities are given below.

- Student gets promoted to higher grade,
- Student repeats the grade, and
- Student dropped out of the system

Promotion Rate :

First we obtain number of promotees to next grade. In the table no.3.21 out of the total 1259 boys enrolled in grade I in 1999-00, it appears that 651 boys were promoted to grade II in 2000-01. But the number of promotees were 593 and not 651, because 58 repeaters were included in grade II enrolment which have to be subtracted from the enrolment. Hence, the actual number of boys promoted to grade II in 2000-01 was $651 - 58 = 593$. Once the number of promotees are worked out, we can compute promotion rate as follows.

$$\frac{\text{No. of Students promoted to 'g+1' in year 't+1'}}{\text{Total no. of Students in grade 'g' in year 't'}} \times 100$$

Repetition Rate :

Since the number of repeaters is already given for two consecutive years (Table No.2.31), computation of repetition rate is a simple division of repeaters in a grade to enrolment in the previous year in the same grade. This is given below :-

$$= \frac{\text{No. of Repeaters in Grade 'g' in year 't+1'}}{\text{Total number of Students in grade 'g' in year 't'}} \times 100$$

Drop-out Rate :

After computing promotion rate and repetition rate, the balance of enrolment in a particular rate is term as drop-outs. In other word, students who are not promoted and / or repeated is known as drop-outs. For example, grade I enrolment of boys in 1999-00 was 1259 of which 593 were promoted to grade II and 134 repeated grade I, which means the resultant $1259-593-134 = 534$ is termed as drop-outs of grade I. Hence, the following formula is used.

$$= \frac{\text{No. of students dropping-out from grade 'g' in year 't'}}{\text{No. of students in grade 'g' in year 't'}} \times 100$$

Promotion, Repeater and Drop-out Rates have been worked out separately for boys and girls in the following Tables

Table No.2.31. Enrolment & Repeaters (Boys) 1999-00 & 2000-01.

Year	Grades					Total
	I	II	III	IV	I - IV	V
Enrolment						
1999-00	1259	701	724	592	3276	688
2000-01	1251	651	707	633	3242	590
Repeaters						
1999-00	181	62	65	39	347	28
2000-01	134	58	75	26	333	48
Flow Diagram						
Year	I	II	III	IV	V	
	181	62	65	39	28	
		532	11	52	14	
1999-00	1259	701	724	592	688	
	134	593	58	632	75	597
	36	542	48			
2000-01	1251	651	707	1633	590	
Flow Rates (%)						
	I to II	II to III	III to IV	IV to V		
Promotion	47.10	90.16	82.46	91.55		
Repetition	10.64	8.27	10.36	6.08		
Drop-out	42.26	1.57	7.18	2.37		

Source : Numerical data 1999-00 & 2000-01

Table No.2.32. Enrolment & Repeaters (Girls) 1999-00 & 2000-01.

Year	Grades				Total	
	I	II	III	IV	I-IV	V
Enrolment						
1999-00	1243	679	685	547	3154	591
2000-01	1237	641	614	559	3059	544
Repeaters						
1999-00	148	57	47	27	279	25
2000-01	138	49	51	37	275	36
Flow Diagram						
Year	I	II	III	IV	V	
	148	57	47	27	25	
		513	67	112	2	
1999-00	1243	679	685	547	591	
	138	592	49	563	51	522
					37	508
2000-01	1237	641	614	559	544	
Flow Rates (%)						
	I to II	II to III	III to IV	IV to V		
Promotion	47.62	82.91	76.20	92.87		
Repetition	11.10	7.21	7.45	6.76		
Drop-out	41.28	9.88	16.35	0.37		

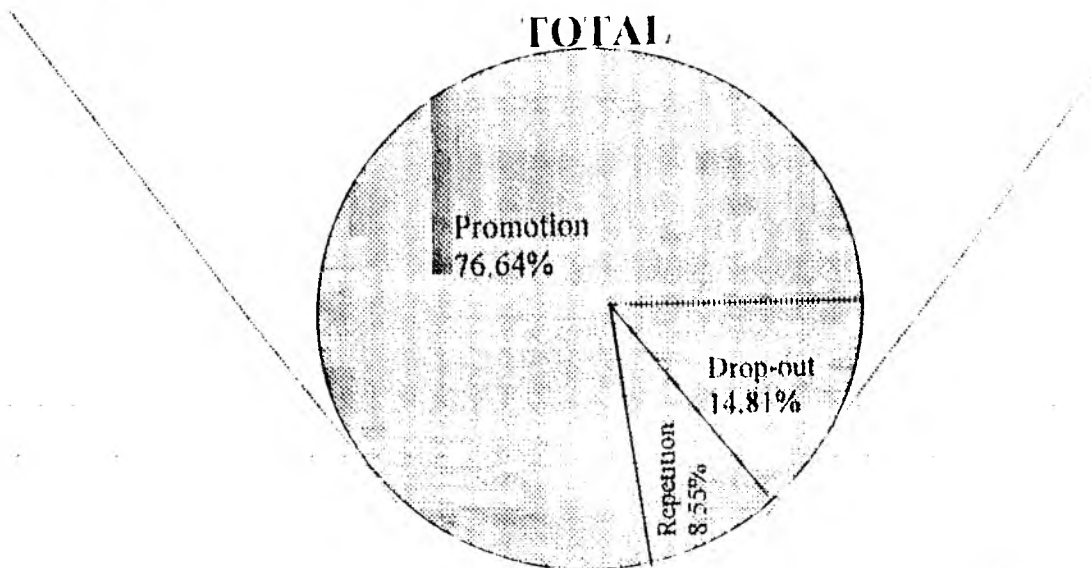
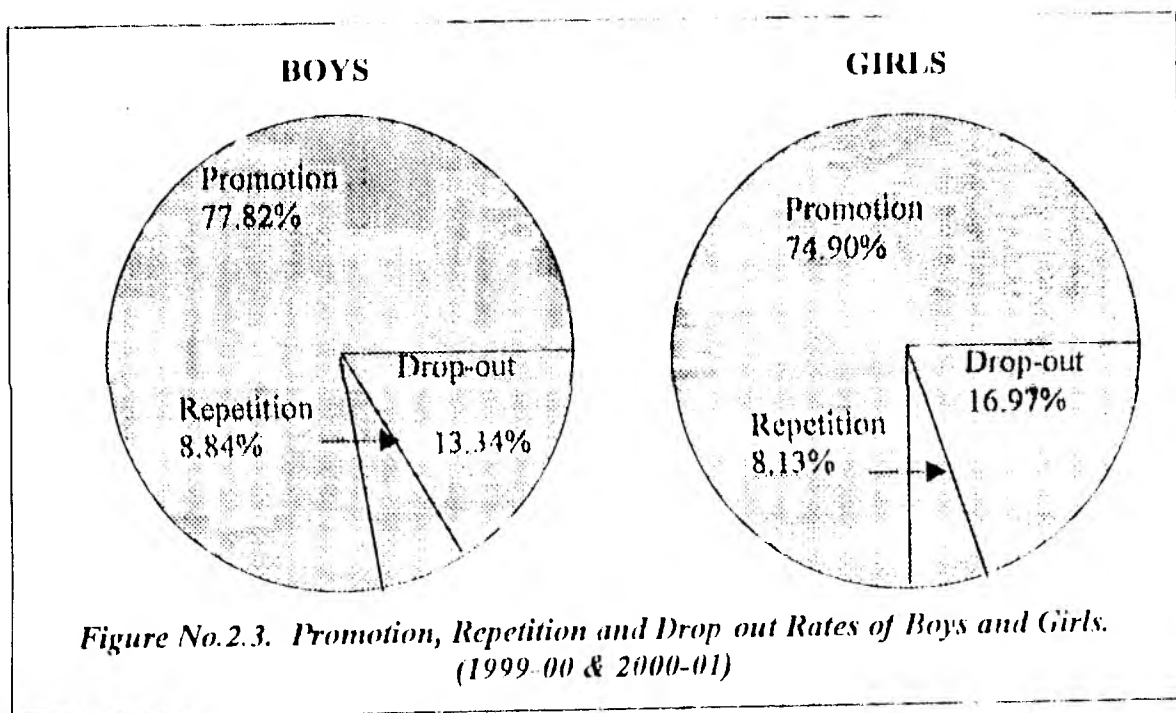
Source : Numerical Data 1999-00 & 2000-01.

The above Tables shows grade-to-grade promotion, repetition and drop-out rates for boys and girls during 1999-00 & 2000-01. The above Table No.2.31 reveals that boys promotion rate is highest in Class IV-V (91.55%) and lowest in Class I – II (47.10%). The repetition,

rate is highest Class I - II (10.64%) and drop out rate is also highest in Class I - II (42.26%). Wastage is highest in Class I - II. The same is also true in respect of girls. Girls repetition and drop-out rates is the highest in Class I - II (11.10% & 41.28% respectively) as seen above in table no. 2.32.

The promotion rate of boys is higher than girls in almost all the classes except in class III - IV. The total accumulated loss of students through drop-out for boys (513+11+52+14=609) is lower than girls (513+67+112+2=694).

Promotion, repetition and drop-out rates of boys and girls as well as the District figures are presented in a pie-chart diagram below :



2.14 PRIMARY SCHOOL GRADUATES.

The total number of Primary School graduates during 1999-00 and 2000-01 have been shown at table nos. 2.31 & 2.32 above. While 542 boys graduated during 1999-00 & 2000-01, 508 girls graduated from primary schools during the same period. The completion rates for boys is 91.55% and for girls 92.87%, girls completion rates is slightly higher than that of the boys.

2.15 TRANSITION RATE FROM PRIMARY TO UPPER PRIMARY.

An important indicator of coverage is Transition rate, which is based on Student flow analysis

Student flow analysis start at the point where students enter into an education cycle. The flow of Student into, through and between an educational cycle is determined by the following factors (UNESCO, 1982) :

- i) Population of admission rate ('6' years)
- ii) Student flow into the system : The Admission Rate.
- iii) Student flow through the system : Promotion, Repetition & Drop-out Rates and
- iv) Student flow between system : The Transition Rate.

From the four factors let us consider the student flow between system or the transition rates. We have already mentioned in brief about promotion, repetition and drop-out rates and the method of computing the rate in the above paras.

A detailed procedure of calculation of flow rates is demonstrated by considering actual set of data presented in the table below. Grade-wise enrolment along with number of repeaters of the District is used for the years 1999-00 & 2000-01

Table No.2.33. Enrolment & Repeaters (District) 1999-00 & 2000-01.

Year	Grades				Total	
	I	II	III	IV	I - IV	V
Enrolment						
1999-00	2452	1380	1409	1139	6380	1279
2000-01	2488	1292	1321	1192	6293	1134
Repeaters						
1999-00	329	119	112	66	626	53
2000-01	272	107	126	73	578	84
Flow Diagram						
Year	I	II	III	IV	V	
	329	119	112	66	329	
		995	78	164	16	
1999-00	2452	1380	1409	1139	1279	
	272	1185	107	1195	126	1119
2000-01	2488	1292	1321	1192	73	1050
					84	
Flow Rates (%)						
	I to II	II to III	III to IV	IV to V		
Promotion	48.33	86.60	79.42	76.64		
Repetition	11.09	7.75	8.94	8.55		
Drop-out	40.58	5.65	11.64	14.81		

Source : Numerical data 1999-00 & 2000-01.

The transition rate is calculated as follows :

$$\text{Transition Rate} = \frac{\text{New Entrants into Grade V in year 't + 1'}}{\text{Enrolment in Grade V in year 't'}} \times 100$$

$$\text{New entrants into Grade V} = 1050$$

$$\text{Enrolment in Grade IV} = 1139$$

$$\text{Therefore, Transition Rate} = \frac{1050}{1139} \times 100 = 92.18\%$$

Transition Rate of primary school in the District is quite high. However, it is pertinent to note that the need for qualitative improvement in our schools remains an important issue. It may not be out of place to mention here that majority of our primary school graduates secure very low marks in the Primary School Leaving Certificate Examination. Few schools manage to produce distinction and first division holders in the PSLC Examination. The same is true in respect of Upper Primary Schools.

To enhance the quality of our schools teachers will be given orientation training to improve their professional skills and schools provided with teaching learning materials.

2.16. TEACHERS.

The teacher stands at the most important point in the educational process. The Mudalier report stated "We are convinced that the most important factor in the contemplated educational reconstruction is the teacher - his personal qualities, his educational qualifications, his professional training and the place that he occupies in the school as well as in the community."

"No system of education can rise higher than its teachers."

Number of Teachers :

The number of teachers in the lower and upper Primary schools during 1999-00 and 2000-01 is shown in the table below :

Table no.2.34. Number of Teachers.

Sl.No.	Year	Lower Primary School			Upper Primary School		
		Male	Female	Total	Male	Female	Total
1	2	3	4	5	6	7	8
1.	1999-00	186	176	362	233	68	301
2.	2000-01	125	121	246	230	72	302

Source : Numerical Data from ES I(S) 1999-2001

The above table shows in 1999-00, total number of Primary School teachers was 362 which decreased to 246 in 2000-01. In case of upper primary school during 1999-00 total number of teachers was 301 which increased to 302 in 2000-2001.

2.16.1. Teacher- Pupil Ratio :

In 1999-00 the total enrolment in lower primary schools as indicated in Table no.2.14 above was 6380 and in 2000-01 total number of children enrolled was 6293. During the same period i.e.in 1999-00, total number of lower primary school teachers was 362 and in 2000-01 total number of teachers was 246. Therefore, teacher pupil ratio has been worked out as below :

Teacher-Pupil Ratio in LPS

- 1) 1999-00 1:17.6
- 2) 2000-01 1:25.6

In the Upper primary schools, total enrolment in 1999-00 was 3522 (as indicated above at Table no 2.14.) and in 2000-01 enrolment figure decreased to 3391. On the other hand, total number of teachers of Primary school in 1999-00 was 301 and in 2000-01 number of teachers was 302. Hence, teacher-Pupil ratio has been worked out as follows

Teacher-pupil Ratio in UPS

- 1) 1999-00 1:11.7
- 2) 2000-01 1:11.2

Table no. 2.36. Number of Teachers due to retire on Superannuation pension.

Sl.No.	Year	Lower Primary School		Upper Primary School		Total
		Male	Female	Male	Female	
1	2	3	4	5	6	7
1.	2002	4	2	4	-	10
2.	2003	1	-	1	1	3
3.	2004	3	4	4	-	11
4.	2005	5	2	3	-	10
5.	2006	7	3	3	-	13
6.	2007	6	3	2	-	11
7.	2008	5	2	5	1	13
8.	2009	-	4	3	1	8
9.	2010	4	-	4	-	8
	Total	35	20	29	3	87

Source : Statistical Data 2001, SDEO(K)

The above table shows number of teachers due to retire during 2002-2010 i.e. the time frame for achieving universal elementary education(SSA). During the above period a total of 55 teachers (35 males + 20 females) of lower primary school and 32 teachers (29 males + 3 females) of upper primary school are due to retire on superannuation pension. In other words 87 teachers of lower and upper primary schools will retire during 2002-2010

The Table above also reveals the need for appointment and posting of additional teachers in the District. The number of teachers (LPS and UPS) will decrease by 11 in 2002, 3 in 2003, 11 in 2004, 10 in 2005, 13 in 2006, 11 in 2007, 13 in 2008, 8 in 2009 and 8 in 2010 due to retirement of teachers. This implies that by 2010 the number of LPS teachers will be reduced to (246-55) 191. Similarly, the number of UPS teachers will also be reduced to (302-32) 270. Increasing trends and variables like pupil enrolment and population are also important factors that will determine the need for more teachers in the district. Filling up of these vacancies caused by retirement of teachers is under the purview of the State Government

16.2 Distribution of Schools according to number of teachers.

In Kdasib district there are 73 primary Schools and 43 upper primary schools. Distribution of schools according to number of teachers is presented in the following table

Table No.2.37. Distribution of Schools according to number of teachers.

SI No.	School	One teacher School	Two Teacher School	More than three teacher school
1	2	3	4	5
1.	Primary School	2	22	49
2	Upper Primary School	-	-	43

Source SSA Survey, August, 2001.

The above table reveals that there are two single-teacher Primary Schools in the District, twenty two Primary Schools with two teachers each. All the other Primary Schools have three or more than three teachers. Steps will be taken to strengthen the single teacher schools as per norms under SSA

The Upper Primary Schools have no single teacher or two-teacher schools and are much better placed than the primary schools with regard to number of teachers.

7. VISION AND MISSION.

The main objective of SSA is to enroll all school age children by 2003. We can achieve 100% enrolment by way of improving facilities in school. The District repeaters rate is 8.54%. We can bring down the repeaters rate to 0% by way of improving the quality of teaching in the schools. The District dropout rate of 14.81% is a negative factor and calls for remedial measures. Apart from school, social factors like ignorance of the parents are reasons for dropout. By way of involving the community we can reduce the dropout rate to 0%. Completion rate will also be enhanced through quality teaching

Similarly, there are process indicators regarding the timings and functioning of schools. Lower Primary School and Upper Primary Schools are separately given below :

2.17.1 Lower Primary School.

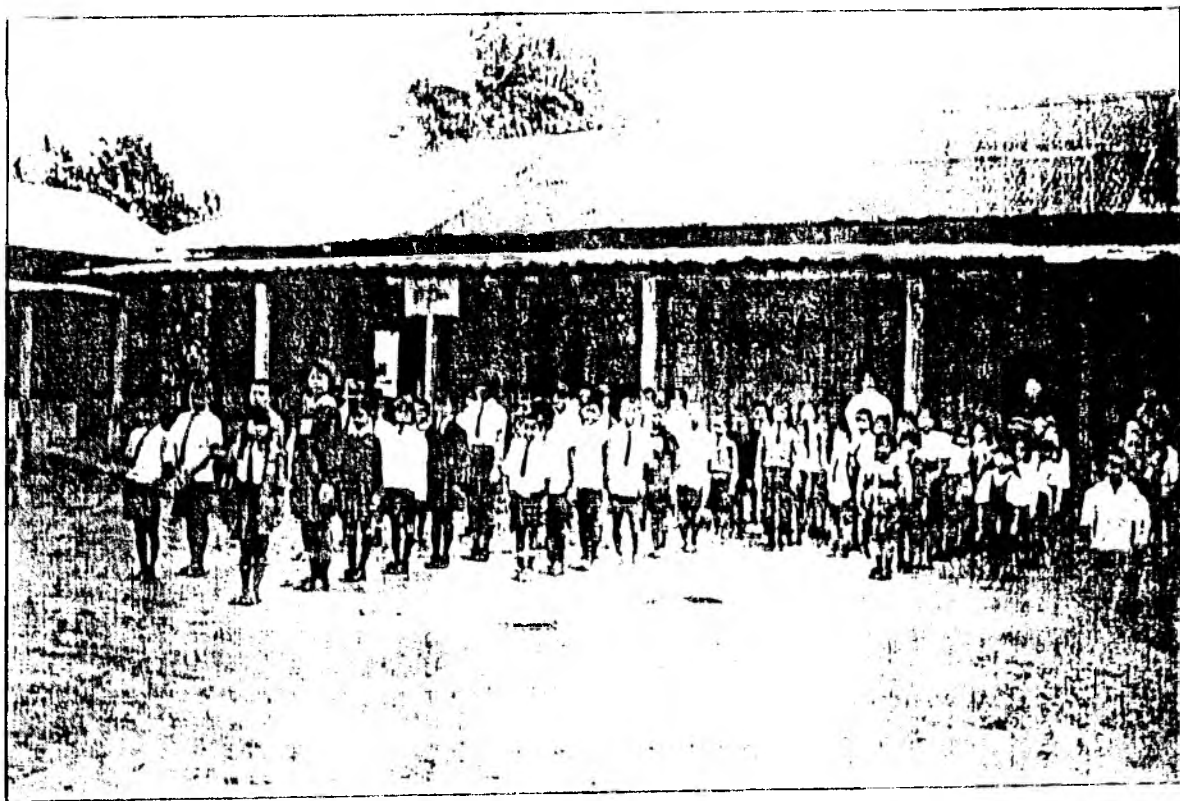
1. Number of days the School works in an academic year : 200 days.
2. Average number of hours spent in the school by teachers : 9:00 to 3:00
3. Total hours spent in the school : 5 hours
 - i) Tutorials : 5 hours
 - ii) Co-curricular activities :
 - Work Education : 2 hrs per week.
 - Games and Sports : 2 hrs per week.
 - iii) Checking of assignment of Students : Out of School hours.
4. Average attendance of children : 70 % (140 days)

2.17.2. Upper Primary School :

1. Number of days the School works in an academic year : 200 days.
2. Average number of hours spent in the school by teachers : 9:00 to 3:30
3. Total hours spent in the school : 5 1/2 hours
 - i) Tutorials : 5 1/2 hours
 - ii) Co-curricular activities :
 - Work Education : 2 hrs per week.
 - Games and Sports : 2 hrs per week.
 - iii) Checking of assignment of Students : Out of School hours.
4. Average attendance of children : 75 % (150 days)

The total number of working days for Lower and Upper Primary Schools is the same i.e. 200 days. This includes co-curricular activities and games & sports. The total hours spent for tutorials is 5 hrs a day (i.e. 1000 hrs in an academic year) for Lower Primary School. In the case of Upper Primary Schools total hours spent for tutorials is 5 ½ hrs a day (i.e. 1100 hrs in an academic year. Relevant order is appended at Appendix II). The total number of working days recommended by the Central Advisory Board of Education (1943) is 220 days including examination days but excluding co-curricular activities and sports. The recommended hours for tutorials in an academic year is 1000-1200 hrs. Previously Mizoram was lagging far behind in terms of the recommended working days and instructional hours. As of now, the

working days as well as instructional hours have considerably increased. Optimum utilization of the working days and instructional hours will boost qualitative improvement of education. However, laboratory equipments and library facilities are still lacking in the primary schools. To enhance quality of learning, laboratory and library facilities should be provided in the Lower and Upper Primary Schools.



Kolasib Primary School - I. The First Lower Primary School in the District Established in 1911

CHAPTER III

PLANNING PROCESS

3.1. Sarva Shiksha Abhiyan is an effort to Universalize Elementary Education by community ownership of the school system through provision of community participation in a mission mode. As such, planning, implementation and monitoring of SSA programmes have been designed in a decentralized manner. Sarva Shiksha Abhiyan is to provide useful and relevant elementary education for all children in the 6 to 14 age groups by 2010. There is also another goal to bridge, social and gender gaps with the active participation of the community in the management of schools.

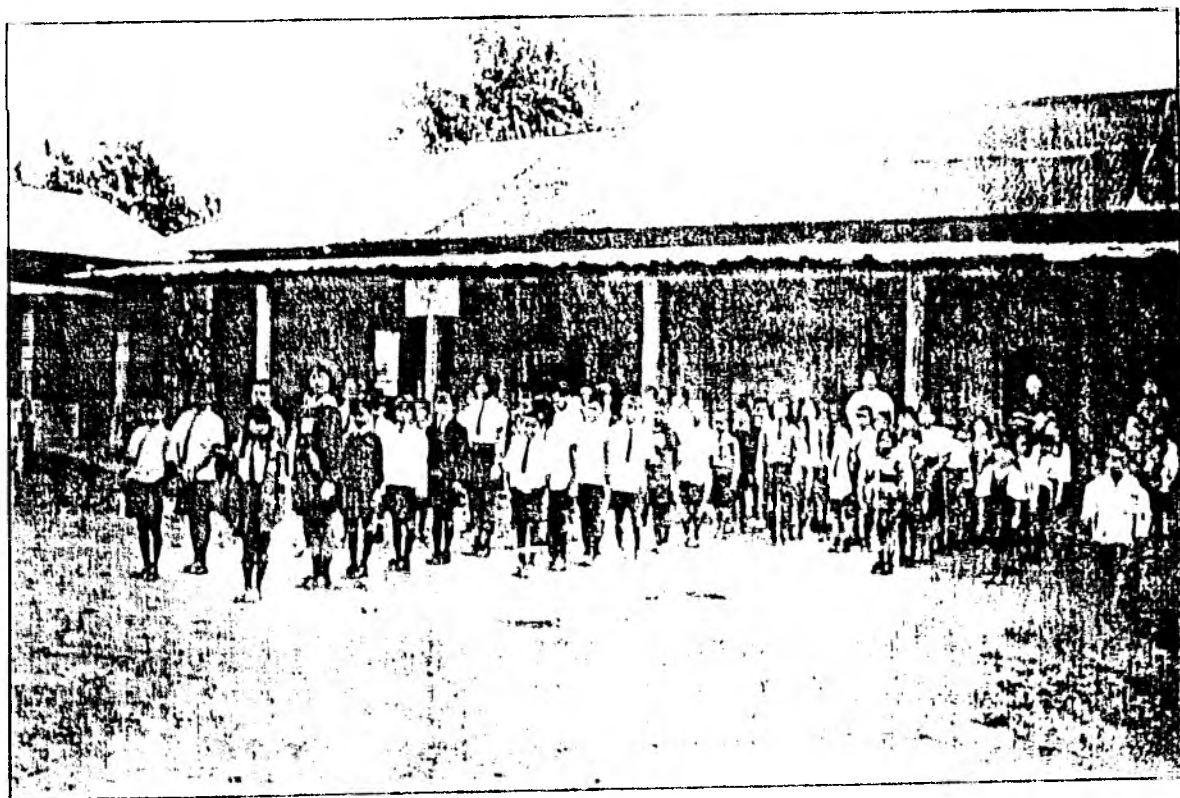
3.2. OBJECTIVES OF SARVA SHIKSHA ABHIYAN

- All children in school, Education Guarantee Center, Alternate School, 'Back to School Camp' by 2003.
- Bridge all gender and social category gaps at LPS & UPS level by 2005.
- All children complete five years of primary schooling by 2007.
- All children complete eight years of elementary schooling by 2010.
- Focus on elementary education of satisfactory quality with emphasis on education for life
- Universal retention by 2010

Specific targets for Kolasaib District have been set up which shall be discussed in detail in Chapter V

3.3. The District unit of the mission was formed as 'The District Level Team' with the following members

working days as well as instructional hours have considerably increased. Optimum utilization of the working days and instructional hours will boost qualitative improvement of education. However, laboratory equipments and library facilities are still lacking in the primary schools. To enhance quality of learning, laboratory and library facilities should be provided in the Lower and Upper Primary Schools.



Kolasib Primary School - I. The First Lower Primary School in the District Established in 1911

rules another core groups have been formed at the cluster level and village level to enhance successful implementation of the programmes and realize the objectives of Universalization of Elementary Education

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

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

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

Chairman : Deputy Commissioner, Kolasib District

Member Secretary : District Education Officer (DEO)

Members :

- Sub-Divisional Education Officer (SDEO)
- Circle Education Officers (CEOs)
- Faculty members of DIET
- President, MSTA, Sub Headquarters Kolasib
- President, MPTA, Sub Headquarters , Kolasib
- President, Group YMA
- President, MHIP Sub Headquarters
- Block Development Officer, (BDO)
- Prominent members of the locality
- Child Development Project Officer (CDPO)

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

Chairman	S.D.E.O.
Secretary	CEO of concerned Circle

Members :

- Secretaries, cluster committees
- V.C.P. of Cluster Centre.
- President MHIP Circle Centre.
- Representative from MPTA & MSTA
- President YMA of Circle Centre

As soon as the District Core Team headed by Deputy Commissioner (DC) Kolasib District was formed. The team worked out plan for quality education, development of village schools with the help of state level institutions. As per

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

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

3.5. DEVELOPMENT OF DEEP

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

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

- Absence of Pre-Primary,LPS or UPS in the village.
- Lack of adequate furniture and teaching learning materials in the village schools.
- Absence of toilet facilities in the village school
- Absenteeism among the pupils.
- Uninteresting school environment
- Poverty of parents
- Lack of adequate teachers
- Need for better supervision and monitoring of schools
- Need to boost level of motivation of teachers
- Problems of Infrastructures
- Problems of drinking water facilities

Chairman : Deputy Commissioner, Kolasib District
Member Secretary : District Education Officer (DEO)

Members :

- Sub-Divisional Education Officer (SDEO)
- Circle Education Officers (CEOs)
- Faculty members of DIET
- President, MSTA, Sub Headquarters Kolasib
- President, MPTA, Sub Headquarters , Kolasib
- President, Group YMA
- President, MIHP Sub Headquarters
- Block Development Officer, (BDO)
- Prominent members of the locality
- Child Development Project Officer (CDPO)

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

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

Members :

- Secretaries, cluster committees
- V.C.P. of Cluster Centre
- President MIHP Circle Centre
- Representative from MPTA & MSTA
- President YMA of Circle Centre

As soon as the District Core Team headed by Deputy Commissioner (DC) Kolasib District was formed. The team worked out plan for quality education, development of village schools with the help of state level institutions. As per

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

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- Lack of adequate teachers
- Need for better supervision and monitoring of schools.
- Need to boost level of motivation of teachers
- Problems of Infrastructures
- Problems of drinking water facilities.

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

The Consolidated survey schedules of the District are enclosed as Appendix-III to Appendix-IX.

It is pertinent to mention here that, annual work plan and budget 2001-2002 had been prepared under limited circumstances for a period of three months only. (i.e. Jan, Feb & March 2002). The annual budget was already approved and sanctioned by the Government of India. Hence, budget for Kolasib district is prepared and discussed in detail for perspective 9 yrs. only. However, the Annual Budget for 2001-2002 as approved by the Government of India is shown in a separate table in Chapter- XIII.

MANAGEMENT STRUCTURE

4.1. INTRODUCTION

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

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

4.2 STATE GOVERNING BODY

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

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

MEMBERS

Ex-officio members --

- Chief Secretary, Govt of Mizoram
- Commissioner/Secretaries of the following Departments
- Planning Department
- Finance Department

COMMUNITY PARTICIPATION IN SSA PLANNING PROCESS



Members of (1) Zanlawn Village Education Committee and (2) Nisapui Village Education Committee



Members of Lungdai Cluster Committee

**DIRECTORATE OF SCHOOL EDUCATION, MIZORAM
CO ORDINATES ALL ACTIVITIES OF SSA**



- School Education Department
- Social Welfare Department
- Health & Family Welfare Department
- Local Administration Department
- Information & Public Relations Department
- Rural Development Department
- Director/Joint Director, SCFRI
- President, Mizoram Board of School Education

Nominated members:-

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

Central Government's Nominee:-

- | | | |
|---|---|---|
| • Representatives of Central Government nominated by
the Ministry of Human Resource Development. | - | 3 |
| • Representative of the following categories nominated by Central Govt., :- | | |
| Educationist | - | 3 |
| Voluntary Agencies | - | 3 |
| Distinguished Women | - | 2 |
| Director, NCERT or his nominee | | |
| Director, NIEPA or his nominee | | |

Two persons nominated by the Chairman, Executive Committee from amongst the Chairmen and CEOs of District and Block Units of the society

Member Secretary - State Project Director.

4.2.1. Function of the Mission

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

- To suggest norms for opening alternate school/schools
- To approve District plans
- To evaluate performance of Districts
- To monitor performance of Educationally backward Districts
- To ensure fund flows
- To mobilize financial resources

4.2.2. Powers of the Mission.

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

- To create duly empowered administrative mechanisms, through such participation as may be deemed necessary of various Departments and autonomous agencies of the Central and State Government for the achievement of the objects of the Mission
- To establish, for the implementation of Sarva Shiksha Abhiyan, administrative arrangement at Divisional, District, Sub-Divisional Block and village levels, and to delegate to them necessary power to enable them to discharge their responsibilities.
- To create academic, technical, administrative, Managerial and other responsibilities in the Mission by converging existing posts in the Education sectors
- To make rules and regulations for conducting the affairs of the Mission and to amend, vary or rescind them from time to time, in consultation with the State Government

- To accept grant of money, securities or property of any kind and to undertake and accept the management of any endowment, trust, fund or donation not inconsistent with the objectives of the Mission
- To purchase, hire take on lease, exchange or otherwise acquire property, moveable or immovable, and to construct, alter and maintain any building or buildings as may be necessary for carrying out the objective of the Mission
- To delegate to the Executive Committee or to any officer and authorities of the Mission, (as defined in Rule 15) such powers and impose such duties as it deems proper
- To consider the annual report prepared by the Executive Committee
- To undertake all such activities and to take all such actions as may appear necessary or incidental for achievement of the objects of the Mission.

4.2.3. Officers and Authorities of the Mission

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

4.3. EXECUTIVE COMMITTEE

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

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

Members :

Commissioners / Secretaries of the following Department :-

- Planning & Implementation Department
- Financial Department.
- Social Welfare Department
- Rural Development Department.
- Director / Joint Director, SCERT.

- Three Persons at least one should be a woman, from among the following, to be nominated by the Chairman :-
 - Pre-Primary, Primary & Non-Formal Edn Personnel.
 - Elementary Teacher Education.
 - Educationists.
 - Voluntary Agencies.
 - Distinguished Persons in the area of Education for Disabled Children

- Three representatives of the Central Government to be nominated by the Ministry of Human Resources Development, Department of Education
 - Three Persons representing the following to be nominated by the Central Government:
 - Educationists.
 - Voluntary agencies.
 - Distinguished women

- One person to be nominated by Chairman from District and Block Unit of the Society
- Member Secretary: State Project Director *

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

4.3.1. Function of the Executive

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

4.3.2. Powers of the Executive Committee

The Executive shall :

- exercise all administrative, financial and academic powers including powers to rationalize posts of all description in the education sector.
- control the management of all the affairs and funds of the Missions
- have powers and responsibilities in respect of the following :
 - to frame regulations in consultation with the State Government.
 - to frame bye –laws for the conduct of activities of the Mission in furthering its objects.
 - have power to enter into agreements with other public or private organisations or individual for furtherance of its object
- have powers to secure and accept endowments, grants-in-aid, donations and gifts to the Mission on mutually agreed terms and conditions, provided that conditions if such grants-in-aids, donation or gifts shall not be inconsistent or in conflict with the objects of the mission and the provisions of these Rules
- have power to take over and acquire by purchase, gift or otherwise from Government and other public bodies, from private individuals, moveable and immovable properties or other funds together with any attendant obligations engagements, not inconsistent with the objects of the Mission and the provisions of these rules.

- have power to undertake or give contract for constructions of building required for use of the Mission and to acquire stores and services required for the discharge of the functions of the Mission.
- have subject to the provision of the Article 4 of the Memorandum of Association, power to sell or lease any moveable and immovable property of Mission, provided, however, that no assets of the Mission created out of Government grants shall, without prior approval of the Government, be disposed off encumbered or utilized for proposes other than those for which the grant was sanctioned.
- have powers to constitute standing/adhoc committees or task forces/group etc., for various of Sarva Shiksha Sbhayan and decided in regard to their membership power and functions
- have the power to appoint Advisory Boards or other special committees for such purposes and with such power as the Executive Committee may think fit, and to dissolve any such committee or board.
- have the power to delegate to the Chairman, Vice Chairman, State Project Director, or any of its members and/or to a committee/group or any other officer of the Mission such administrative, financial and academic powers and impose such duties as a it deems proper and also prescribe limitations within which the powers and duties shall be exercised or discharged.

4.3.3. Power To Make Regulations

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

- Service matters pertaining to Officers and staffs including creation of post qualifications, selection procedure, service conditions, pay and emoluments, disciplin and control rules.

- Important financial aspect including formulation of budget, purchase procedures, delegation of financial powers, investment of funds, maintenance of accounts and audit, TA and DA rules, etc. and
- Such other matters as may be necessary for the furtherance of the objects and the proper administrations of the Mission

4.3.4. Power to frame by-laws

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

- Establishment of Offices of Block and District Units
- Conduct of business of the Mission, Executive Committee and other Committees and Sub-Committees.
- Grant –in-aid to voluntary agencies.
- Involvement of individuals and contractual arrangements with them
- School mapping and establishment of new schools, NFE centers and other elementary education facilities.
- Facilities and incentives to be provided to improve access and participation of children in elementary education.
- All aspects of technical resource support.
- Such other activities as may be necessary for implementation of the Sarva Shiksha Abhiyan.

4.3.5. Powers And Functions Of The Chairman.

- Shall ensure that the affair of the Mission are run efficiently and in accordance with the provisions of the SSA, and Memorandum of Association, Rules, Regulation and bye-laws of the Mission ;

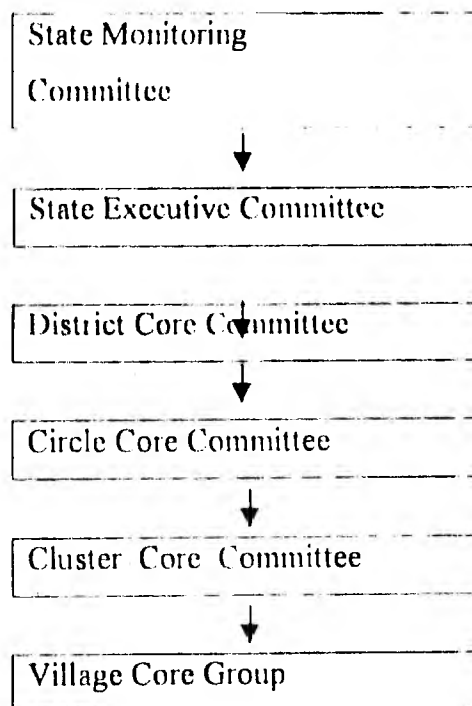
- shall preside over the meeting of the Executive Committee
- may himself call, or by a requisition in writing signed by him may require the member secretary to call, a meeting of the Executive Committee at any time.
- in case, the votes for and against a particular issue are equal, may exercise his casting vote,
- shall be the sole and absolute authority to judge the validity of the vote cast by members at all the meeting of the Executive Committee.
- 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
- may delegate to the Vice-Chairman such of his function and powers as he may deem fit.

4.3.6. Powers And Function Of The State Project Director

- The State Project Director for SSA shall be appointed by the State Government which shall prescribe his remuneration and other conditions of service. He / She may be the Project Director already appointed under DPEP or the officer of the Department of the Education, as may be decided by the concerned State Government.
- The State Project Directors shall be the Chief Executive officer of the Mission and shall be responsible for proper administration of the affair and funds of the Mission and implementation of its various activities in a Mission made under the direction and guidance of the Chairman of the Executive Committee.
- For the effective discharge of his function, he shall have power to :-
 - Constitute steering groups, with approval of the Chairman, for each of the programme components and functional areas

- **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**
- **appoint with the approval of the Chairman, consultants and Resource Persons.**
- **prescribe the duties of all affairs and staff of the Mission**
- **exercise such supervision and disciplinary control as may be necessary.**
- **co-ordinate and exercise general supervision over activities of the Mission including its branches/ units set up in the Districts/ Blocks**
- **arrange meetings of the Mission and its Executive Committee and keep a record of proceedings of these meetings in accordance with these rules; and**
- **discharge such other functions as may be assigned to him by the Executive Committee in furtherance of the object of the Mission.**

CHAIN OF CORE COMMITTEE



4.4. THE DISTRICT LEVEL TEAM

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

Chairman : Deputy Commissioner, Kolasib District

Secretary : District Education Officer

Members :

- *Sub-Divisional Education Officer*
- *Circle Education Officer*
- *Faculty member of DIET*
- *President, Sub-Headquarters, MSTA*
- *President, Sub-Headquarters, MPTA*
- *President, Group YMA*
- *President, Sub Headquarters, MHIP*
- *BDOs*
- *Prominent member of the locality*
- *Child Development Project Officer*

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

4.5. STRENGTHENING OF DISTRICT LEVEL CORE GROUP

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

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

- Research, monitoring and Evaluation at the district level
- For improvement of school facilities and other Civil works.

- Identification of children with special needs and special focus groups
- Pedagogy and capacity building for quality
- Teaching Education at District level
- Planning and community mobilization.
- Budget, Accounts, Annual Reports and Audit
- Assignment and appraisal teams and their field activities
- Collection of data etc

Table No 4.1 : Cluster -wise and no. of Village.

Sl. No	Name of Cluster	No of village	No of habitation	Total	Name of CD Block
1	LUNGDAI	3	-	3	Tlangnuam Block & part of Thingdawl Block
2	NISAPUI	3	-	3	Tlangnuam Block & part of Thingdawl Block
3	BUKPIU	3	-	3	Thingdawl Block
4	KAWNPIU	5	2	7	Thingdawl Block
5	THINGDAWL	2	-	2	Thingdawl Block
6	KOLASIB	2	-	2	Thingdawl Block
7	BAIRABI	4	2	6	Thingdawl Block
8	BH KHAWTHIR	2	1	3	Thingdawl Block
9	BHCHANGPHAI	4	1	5	Thingdawl Block
10	VAIRENGTE	4	2	6	Thingdawl Block
	TOTAL	32	8	40	

Source : SSA Survey August, 2001.

There are seven habitations and one village without primary School

Kolasib district covers Thingdawl R D Block and part of Tlangnuam R D Block Although Saiphai and Saipum villages are under the jurisdiction of Education Sub-Division Kolasib, they were excluded in the plan since they are outside Kolasib District.

The two villages falls under the Sinlung Hills Development Council (SHDC) Similarly Chuhvel, Saikhawthlir and Suarhliap were also excluded as they are within Mamit district.

- 4.6. The Circle Education Committee (CRC) shall be formed consisting of more members to ensure programme of achievement and objectives in its circle. However community participation be a priority as far as possible. The Circle Level Education Committee shall consist the following members.

Chairman : S.D.E.O

Secretary : C.E.O. of concerned circle

Members

- Secretary, Cluster Committee
- VCP of Cluster Centre.
- President of MHIP, Circle Centre.
- Representative from MSTA & MPTA
- President, YMA of Circle Centre.

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

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

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

4.7. CLUSTER LEVEL

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

Chairman : President, v/c of Cluster Centre

Secretary : Senior Headmasters of upper Primary School of Cluster centre

Member

- President, Village Council of concerned village.
- Representative of YMA
- Representative of MHIP

The following are the main task involving at the cluster level committee:

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

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

Table No.4.2 : Cluster-Wise number of village core groups and LPS & UPS.

Sl No	Name of cluster	No. of village core group	No. of Institution	
			Lower Primary School	Upper Primary School
1	Lungdai	3	5	4
2	Nisapui	3	4	3
3	Bukpui	3	5	3
4	Kawnpui	5	13	7
5	Thingdawl	1	5	2
6	Kolasib	5	15	11
7	Bairabi	3	8	3
8	Bilkhawthlir	2	5	4
9	Buhchangphai	4	4	2
10	Vairengte	3	9	4
	TOAL	32	73	43

Source : SSA Survey August, 2001

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

4.8. VILLAGE LEVEL

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

- Chairman** : President, Local Village Council
- Secretary** : Senior Headmaster, Upper Primary School
- Members** :
- All heads of LPS and UPS of the village.
 - President, Parents Teachers Association
 - President, Branch YMA/MHIP/MUP
 - Local prominent member.

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

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

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

4.9. CAPACITY BUILDING

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

District Resource Group : The proposed District Resource Group members as per norms shall be –

- Principal, DIET
- District Education Officer
- Sub-Divisional Education Officer
- Resource person from SCERT
- Circle Education Officer
- CDPO (ICDS)

Circle Resource Group

- Sub-Divisional Education Officer
- Circle Education Officer
- One Resource person from SCERT
- Representative from NGO

Cluster Resource Group

- Circle Education Officer
- Representative from NGO, like -- YMA, MHIP etc..
- Village Council President of Cluster Centre
- Headmaster, Govt. High School
- C.O., ICDS
- Project Officer IED

Village Resource Group

- Selected Headmaster of Upper Primary School
- Chairman VECs
- Village Council President
- Representative from NGOs
- One prominent citizen of the locality

4.10. SCHOOL EDUCATION COMMITTEE (S.E.C)

In Mizoram prior to the introduction of SSA, each and every School has a separate School Committee mostly in the form of managing Committee for Government aided Schools and building committee for regular government Schools, with extensive participation of committee leaders and NGOs. These committee carried out their responsibilities quite well.

However, with the introduction of SSA in Mizoram and Kolasib district in particular, formation of School committee with wider scope of functions, and more powers to realised the objectives of SSA in Kolasib district within the time frame to tackle the problem of universal retention, based on quality of education for life is felt to be essential. Hence each and every School is instructed to form School Education Committee (SEC) consisting of the following members :-

Chairman : Vice President Local Village Council or Prominent local leader

Secretary : Headmaster/Head teacher of the concerned School

Members :

- Representative from YMA
- Representative from MHIP (Women Association)
- Representative from School teachers
- Representative from village council members.
- President/Chairman of Parent Teacher Association.
- Local prominent persons

It is important to note here that parent Teacher Associations (PTAs) were separately formed for each School under the instruction of Directorate of School Education before the introduction of SSA in Mizoram. Main function of the School Education Committee (SEC).

- Micro-planning
- Identification of School problems
- Monitoring of Child progress in the School.
- Improving enrolment and retention.
- Improving quality of education in the School.
- Improving infrastructure of the School.
- Monitoring and evaluation of the School progress.
- Working in close contact with P.T.A. and to maintain transparency in all financial transactions.

In most villages there are few or no learned men other than the School teachers themselves. Hence, participation of School teacher as Secretary and members of the School Committee is very much essential to understand and implement the SSA Objectives. Formation of SEC comprising of School teachers but under the Chairmanship of the village-local leaders is found to be much more practicable in the context of Mizoram than having a single villages Education Committee alone.

In many villages where there are more than one School or even upto more than ten(10) Schools, it is presumed that a single village Education Committee may find it difficult to understand and implement every minute detailed problems and progress of so much Schools at a time. So, the village Education Committee shall be responsible to the collective School Education Committee of such villages, and the School Education Committee shall be responsible to each single school alone creating even smaller unit of planning and implementation of the S S A programs. This shall also enhance more participation of the community in the S.S.A. Supervision and monitoring of the School progress is also believe to be much more better in this way.

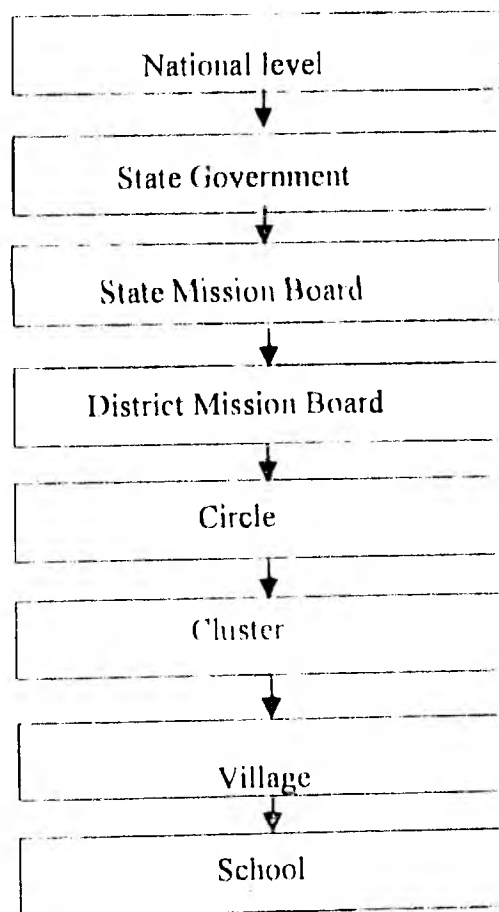
In cases where there is only a single school in the village, the village Education Committee shall take over the responsibilities and functions of the School Education Committee. No

School Education Committee shall be form in such cases unless and until necessary in the future.

4.11. FLOW OF FUND

It must be ensured that the flow of fund is in a decentralized manner right from the state level to village level with A/C payee cheque or DD in respect of each levels. Proper maintenance of accounts, reports and audit shall be required at all levels. Transparency also has to be ensured even at the grass root school committees.

Chart For Flow Of Fund



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

CHAPTER V

MAJOR ISSUES AND PROBLEMS

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

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

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

5.2. The plan was formulated so as to address the problems and proposed strategies in the following areas :-

- Access, Enrolment and Retention
- Poor students.
- TLM
- Quality of Education.
- Gender and Social gaps
- School grants
- Improvement of school environments
- Early childhood education.

5.2.1 Access : Elementary Education under Kolasib district has been facing a lot of problems viz -

- Prevalence of schoolless habitations or areas where children do not have access to pre- schooling facilities within a radius of 1 Km.
- Occurrence of high drop out rate due to inaccessibility of upper primary school in 8 Villages/ habitations and lower primary school in 8 villages/ habitations
- Absence of Pre-schools which hamper quality of Education in elementary stages.
- Many habitations are situated in remote places and are facing communication problems.
- Poverty of parents.
- Problems of mass movement due to insurgencies, Communal riots, etc.

To realize the objective of SSA, elementary Education facilities are to be provided to all the children within a walking distance of 1 Km and the most urgent need is to ensure access to children of all sections by way of providing new formal Primary Schools and Pre-Primary Schools in the areas where Anganwadi institutions are absent and up-gradation of Primary School to upper Primary School where there is no upper Primary School in the village.

New Primary School

It is proposed to open 8 new formal Primary Schools in 8 schoolless habitations and provide Teachers as per State norms and SSA norms. It is also proposed to provide new buildings to these new schools.

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

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

TABLE NO 5.1. Proposed Village where new lower primary Schools are to be Establish

Sl. No	Name of Village/Habitation.	Name of Circles.	Population 6-14 years			No of Schools required	No of new teacher required	No. of propose addl. Rooms
			M	F	TT			
1.	Dilzau	Kawnpui	8	13	21	1	2	5
2.	Lenhmuikawn	Kolasib	32	38	70	1	2	5
3.	Chhimluang'S'	Kolasib	49	36	85	1	2	5
4.	Saihapui 'V'	Bilkhawthlir	24	24	48	1	2	5
5.	Vakultui	Bilkhawthlir	8	10	18	1	2	5
6.	Chite	Bilkhawthlir	31	40	71	1	2	5
7.	Chemphai	Bilkhawthlir	12	9	21	1	2	5
8.	Thinglian	Bilkhawthlir	38	39	77	1	2	5
	TOTAL.		202	209	411	8	16	40

Source : SSA Survey August, 2001

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

Upgradation of Lower Primary to Upper Primary school.

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

Lower Primary Schools into upper Primary Schools for the continuity of their children's Education

Considering the problems of Education in many habitations as to their children, 8 Primary Schools are proposed for upgradation into upper Primary Schools. The upgradation process is proposed to be implemented in a phase manner.

No Primary Schools has adequate classrooms to accommodate the upper primary sections. As such, additional classrooms for classes V,VI & VII and for Headmaster's room are proposed for each of the upgraded upper Primary Schools. The numbers of Class room in the existing Lower Primary Schools are also inadequate.

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

Table No. 5.2. Lower Primary School proposed to be upgraded

Sl no	Name of Circle	Name of School/Village	No. of rooms	Additional rooms required	No. of teachers	Additional teachers required
1.	Kawnpui	Mualvum P/S	4	4	1	6
2.	Kawnpui	Khamrang P/S	3	5	2	5
3.	Kawnpui	Sethawn P/S	2	6	1	6
4.	Kolasib	Zodin P/S	3	5	1	6
5.	Kolasib	Pangbalkawn P/S	4	4	2	5
6.	Bilkhawthlir	Bukvannei P/S	2	6	2	5
7.	Bilkhawthlir	Saihapui 'K' P/S	2	6	2	5
8.	Bilkhawthlir	Chhimluang 'N' P/S	3	5	2	5
		TOTAL	23	43	13	43

Source : SSA Survey August 2001

The above mentioned are for Class rooms and teachers rooms only. There are eight villages/habitations without any type of schools. It is, therefore, proposed to establish new Primary Schools and new school buildings for each school along with Provision of adequate teachers as per S.S.A. norms.

5.2.2. Enrolment and Retention

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

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

TABLE NO 5.3. Circle-wise enrolment of children and out of school Population in the age group of 6 – 14 yrs.

Sl No	Name of Circle	Total children in the age group of 6-14 years			Children in School 6-14 yrs			Out of school children 6-14 yrs		
		M	F	TT	M	F	TT	M	F	TT
1	Kawnpui	2130	2184	4314	2008	2042	4050	122	142	264
2	Kolasib	2759	2507	5266	2504	2248	4752	255	259	514
3	Bilkhawthlir	1773	1689	3462	1492	1425	2917	281	264	545
	TOTAL	6662	6380	13042	6004	5715	11719	658	665	1323

Source : SSA Survey August,

2001

From the above table it is seen that there are 1323 (i.e. 10.14%) out of the 6-14 yrs population and 11719 (i.e. 89.86%) enrolled in school out of the total population of 13042 in the age group of 6-14 years. The target group is still quite high in number. These children are projected to be all enrolled in formal schools by 2003.

Some of the Strategies for achieving the goal is presented below

Enrolment

- Conduct of campaigns involving Village Education Committee (VEC), Teachers and interested persons sensitizing out of school population and to their parents the value of education, objective of SSA (UPE) and thereby convincing them to be enrolled in the school.
- Assistance to the Village Education Committee (VEC) and interested persons from NGO for mobilization as well as monitoring the children for continuous schooling and mainstreaming of children off all categories and various other groups simultaneously through alternate schooling strategies.
- Establishment of FCE Centres where children of 3-5 age group do not have access to pre-schooling facilities to do away with the problem of over crowding in class-I.
- Specific interventions for the enrolment of children with special educational needs of children Integrated Educational Activities

Retention

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

Achievement

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

5.3. QUALITY MEASURES / INITIATIVES

- Imparting orientation training to Teachers for the effective class room teaching
- Strengthening of monitoring and supervision to Primary and Upper Primary Schools.
- Formation of district and Circle Resource Group for providing on job support to the teachers and for their implementation of quality issues
- Establishment of Circle Resource Centre (CRC) along with formation of Circle Resource Team with three circle resource persons (CPR) who will assist Circle Education Officer for monitoring and supervision of project initiatives.
- Establishment of cluster resource centres (CRC) for professional exchange among the teachers within a cluster

- Strengthening of Circle Resource Centre (CRC) by way of providing infrastructure facilities like Building, Furniture, Equipments and Contingencies on a recurring basis.
- Strengthening of cluster Resource Centres by providing TLM grant and conducting monitoring meeting with teachers for professional exchange
- Provision of grants such as School Grants, Teacher Grants and Grants to CRC in the Agency Circles.
- Providing TLM to the Primary and Upper Primary Schools
- Strengthening of DIET which monitor the Academic activities of the student and take up various capacity building programmed to the teachers
- Conduct of pupil achievement survey.
- Providing of Library facilities to CRC as well as CLRC.
- Video, library facilities at CRC.
- Conduct of Academic convention with interested teachers to built-up teachers momentum for quality concerns and building teachers net works
- Action Research programmed by the practitioner for improvement of infrastructure facilities.
- Construction of building to new schools.
- Construction of additional classrooms to the existing schools
- Maintenance and repair of school buildings.
- Provision of toilets to the Primary and Upper Primary schools.
- Construction of buildings to all Resource Centres proposed to be established..
- Computers and peripherals to all circle and cluster resource centers
- Construction of Tribal Hostels for Boys at the Circle levels for children who could not afford accommodation in remote areas
- Construction of residential School and Hostel for Girls

5.4. FREE TEXT BOOKS :

The Government of Mizoram supplied free textbooks to the children of lower and upper primary schools focusing those children of poor family background and disabled children belonging to all categories to encourage them in their regular schooling. Accordingly free text books had been supplied to some of the students in lower and upper Primary Schools. Due to financial constraint, the Govt. of Mizoram discontinued supply of free text books. It is therefore proposed to supply free text books to all entitled Students in accordance with SSA norms to boost enrolment in the District.

5.5. SUPPLY OF TEACHING LEARNING MATERIALS (TLM)

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

Although many Schools have been provided by TLM, it is important to state that TLM are not made to last. Most of the TLM provided before 96/97 are already damaged and lost. Besides they are not very relevant to the Text book by now.

The School Survey shows that most of the Schools are without adequate and relevant TLM. As requirement proposed by the SEC and VEC, the plan proposed to provide new TLM to all the Schools keeping in mind the relevancy of the Text books and practicability to suit each locality. Procurement of TLM shall be taken up by the DPO after conducting necessary studies of the required materials/components to suit the actual needs of the Students.

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

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

5.6. SCHOOL GRANT AND IMPROVEMENT :

- Construction of building to new schools
- Construction of additional rooms to the existing schools
- Provision for maintenance of school buildings
- Provision for separate toilet facilities to girl.
- Construction of cluster Resource centers at all clusters
- Construction of Circle Resource Centers at the Circle level
- Provision of drinking water facilities
- Supply of play materials
- Awareness campaign of planting trees, school garden etc.

5.7. EARLY CHILDHOOD EDUCATION (ECE)

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

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

There are still villages where there is no Anganwadi Centre (ECE). The following table show the villages where Anganwadi/ ECE centre are proposed to be established

Table No 5.4. Villages Without Anganwadi / ECE Centres and no. of ECE Proposed

Sl No	Name of Village	No. of ECE proposed
1	Lungdai	2
2	Serkhan	1
3	Zanlawn	2
4	N. Chaltlang	1
5	BukApui	1
6	Kawnpui	1
7	Bualpui 'N'	2
8	Khamrang	1
9	Dilzau	1
10	Thingdawl	2
11	Sethawn	1
12	Kolasib	5
13	Bairabi	2
14	Meidum	1
15	Pangbalkawn	1
16	Zodin	1
17	Lenhmuikawn	1
18	Chhimluang 'S'	1
19	Bilkhawthlir	4
20	Chawnpui 'N'	1
21	Buhchangphai	1
22	Thinglian	1
23	Saihapui 'K'	1
24	Bukvannei	1
25	Phaisen	1
26	Vairengte	2
27	Chhimluang 'N'	1
28	Saihapui 'V'	1
29	Vakultui	1
30	Chite	1
31	Chemphai	1
	TOTAL	44

Source : SSA Survey August, 2001

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

5.8. GENDER AND SOCIAL GAP.

Though Gender gap has become progressively narrower in Mizoram, yet its still clings to the society persistently in many forms. Male often play the dominant character in the society at home or outside. Female plays the recessive role. Male child are often given better privilege in deciding there futures then female child. That is true in Schools and in other aspects of life. Show, identification of problems and care has to be taken immediately to bridge the gender gap by way of providing Residential school for Girls, Toilet for girls, Free text books and uniforms to all girls enrolled in government schools, recruitment of female teachers, recruitment of female workers for resource centres etc.

Though caste system do not exist in Mizoram, social gap still exist in other forms. The gap between the rich and the poor, urban and rural, slum areas and town/city centres etc., all exhibit social gap up to certain degrees. There are also some backward tribes/clans in the District emigrating from a round the border stage. Integration of these backward children in the mainstream of SSA towards UEF is urgently necessary.

The DEFP plans to bridge these social gap by way of providing schools to school less habitations, providing early childhood education, providing tribal hostels for boys and residential school for girls, free text books, etc , and uniforms, mid-day meals, special scholarships and other provision through convergence.

CHAPTER VI

GOALS AND TARGET SETTING

6.1. INTRODUCTION

As rightly observed by B.D.Bhatia, "Without the knowledge of aims, education is like a sailor who does not know his goal and destination and the child is like a rudderless vessel which will be drifted along somewhere ashore," goals and target setting are first important to determine in detail specific plans to achieve the goals and objective under the SSA.

According to Gandhiji, " By education I mean an all round drawing out of the best in child and man, body, mind and spirit." Gandhiji's definition includes the physical, intellectual and spiritual aspects of human personality. As such the objective, goals and target setting could not be just pulled out of a hat. It requires various efforts and collective knowledge of different aspects of life. The joint efforts of the community, the teachers, the officers, intellectual persons, etc. is required to get a clear picture of the educational scenario of the District.

6.2. Identification of specific problems and formulating remedial factors to achieve the objectives and goals of UEE is not an easy task. However, with active participation of all sections the DEEP has come out with specific goals and targets for the District to be achieved within specific time frame and to blend harmoniously with the gender and social cultural differences that exist among the people.

The DEEP visualize to accomplish the following by 2010

Access of Elementary education to all Irrespective of Religion, Caste, Social or Gender gap.

Reaching free elementary education to every child is not the sole responsibility of the State Government or its education officers and DIET faculty team, the Participation of the community, NGOs and panchayat leaders is also equally important. In a radical and unprecedented move, all the members of the DEEP,

CBC, VEC, MHIP, V/C and NGO's have been brought together to work with a missionary zeal to achieve UEE.

Quality of Education not only means survival but a productive life as a loyal and dutiful Citizen

6.3. OBJECTIVE :

To extend access to all children in the age group of 6-14 yrs through formal primary school or alternative schooling system by 2003.

- To ensure 100% enrolment.
- To enable all the children to complete 5 years of primary education by 2007.
- To encourage children to complete 8 years of schooling by 2010 and to provide elementary education of satisfactory quality for all by 2010.
- To facilitate 100% retention in all the school.

6.4. Strategies for implementation of SSA

Comprehensive measures are planned to deal with problems of Access, Enrolment, Gender and Social gaps, Quality in education and to ensure Universal retention within the SSA time frame.

It is important to note here that, there are many children below the age of 6 years who are enrolled in Class-I of formal schools. Some are as young as 4 years old. In most schools where there is no pre-primary education. Class-I is usually divided into two sections sharing one room and one teacher. This cause many problems in Teaching Learning Process and resulted in a very high rate of repetition in Class – I. Favourable class-room climate, progressive development of child, and quality of Education is seriously affected by this. Hence, establishment of pre schools in the form of ECCE etc is urgently needed in the District.

6.4.1. Access : In Kolasib District 97% of the population living in 32 habitations have direct access to Schools within a distance of 1 KM. After the introduction of mid-day meal scheme, free Text books and other financial incentives, the enrolment of students in the Primary schools have increased considerably.

However for numerous reasons, out of school population and drop out rates are still quite high.

It is important to mention here that in the context of Mizoram, many problems are being faced in Planning, Research, Evaluation and Supervision because the class structure of lower primary school is from Class-I to Class-IV only and in the upper primary school from Class-V to Class-VII only. Class VIII is attached to High School which is beyond the jurisdiction of Sub-Divisional Education Officers and Circle Education Officers with regards to inspection and supervision

To wrestle the problems of access, the following steps are identified to be undertaken :

- To provide access to all by way of establishing new lower Primary Schools in all habitations where children do not have access to Schooling within a radius of 1 KM
- To start Alternative schools in all areas where dropouts occur
- To provide pre- schools in all habitations to minimize the problems of under age (i.e. Below 6 yrs) students in formal schools usually in class-I. Pre-school shall be provided keeping in mind the problem of walking distance for small children.
- To supply aids and learning materials to disabled children after proper identification.
- To upgrade lower primary schools in villages where there is only a single lower primary schools and no UPS within a radius of 3 Kms.

6.4.2. Enrolment (District average : GER=150% NER=83.52%) :

Among all the standard institutions, the elementary education is the basic foundation of all civilized society. The aim of schooling in the present context of modern society is not only to impart knowledge but also to make children efficient and responsible citizens. In spite of various efforts, UER has not been so far realised in the District. Enrolment rate in schools has not yet reach 100 %. The following steps have been identified for enhancing the objective of SSA in enrolment

- To create awareness among the community member about the need to relieve children from labour and restore them their childhood and the joy of learning

involving NGOs, PTA, Women Association and Community leaders from habitation levels.

- To conduct back to school programmes at habitations levels for main streaming the dropout and encourage never enrolled children through alternate schools with community participation and ownership.
- To conduct enrolment drives at habitation levels employing different methods
- Providing incentives to children by means of free text books, uniform to very poor students, and continuing mid-day meals, Special and merit scholarships through convergence.

6.4.3. Retention :

In spite of all the efforts taken by the NGOs, State and Central Government, the drop out rate in Kolasib district is still quite high (14.81%).

To enhance retention in Kolasib district, the following steps has been identified for lower primary schools and upper primary schools :-

- To provide new teachers to needy existing schools to improve quality of Education.
- To discourage repetition and to encourage regular transition of the students at different grades.
- To assist the VEC for mobilizing and monitoring the progress of children for continuous schooling and mainstreaming the children in various age groups through alternate schooling strategies
- To conduct awareness campaign and counseling of parents (PTA) to improve retention at habitation level.
- Most dropout occur due to poverty of parents. Supply of free text books and other incentives to relief poor parents of their burden of schooling

6.4.4. Quality Initiatives (Repetition rate = 8.55%, Promotion rate = 76.64%) :

Quality improvement is a very complex problem. There is no single solution for achieving quality education. Concerted efforts have to be taken to cope with the improvement of quality in the modern society

The following steps have been identified to enhance quality of education in the District :-

- Building infrastructure and human resources of higher quality.
- Child centered pedagogy and school improvement.
- Capacity building of teachers.
- Improvement of curriculum and Teaching Learning Materials
- Framing comprehensive evaluation tools for continuous monitoring of learner achievement level.
- Improvement of class room environment by way renovating old buildings
- Supply of furniture of better quality and providing TLE of relevant and standard quality to all the schools.
- To provide proper fencing to all Schools
- Computer education to all upper primary Schools.
- Library facilities to all upper primary schools.
- Provision of standard science kits.
- Construction of Science laboratory rooms
- Construction of additional rooms for Recreation, Library, Workshed, Store-room, etc.
- Creation of playground or construction of play house.

6.4.5. Gender and Social gaps :-

The constitution of India guarantee to each citizen the right to equality in all aspect of life, irrespective of race, religion, gender or social status. The aim of quality of education for life will never be completely successful without bridging the gender and social gap which is a persistent evil.

The following steps have been identified to bridge gender and social gap in the District.

- Provision of Toilet facilities for Girls
- Recruitment of female teachers and rationalizing of existing teachers so that every school has at least 50% of female teachers.
- Recruitment of females for CRC/BRC and CI RCs

- Residential school for girls
- Tribal Hostels for boys of backward and deprived children
- Creating general awareness campaign at habitation level

6.5. TARGET SETTING :-

The SSA in Kolasib district formulate the following goals to be achieved within specific time frames :-

- To provide access to all school- age population
- To enhance the completion rate to cent-per-cent.
- To bring down the dropout rate to zero per-cent
- To bring down the repetition rate to zero percent
- To raise the achievement level of the students to hundred percent
- To bridge all gender and social gap by 2005.
- To provide Computer Education to all upper primary schools.

6.6. STRATEGIES FOR SUCCESS :-

DEEP plans to achieve the target of Universal access, Universal enrolment, Universal retention and Universal quality in a phase manner with a clear time frame

- **Universal access** :- To open 4 new LPS by 2002 and another four LPS by 2003
Up- gradation of existing 4 LPS to UPS by 2002 and another 4 by 2003.
- **Universal Enrolment** :- To involve community, NGOs, PTAs and Women associations to provide Alternate schools wherever it is necessary and to provide incentives to make the school children friendly to achieve universal enrolment by 2003.
- **Universal retention** :- To conduct campaigns to create awareness to the Community working in close contact with the PTAs, VECs, NGOs to achieve universal retention by 2010.
- **Universal quality** :- Supervision, School buildings, Class rooms, School atmospheres, Curriculum and method of teachings, Quality of teaching and quality

of learning, teaching staffs, TLE, Co-curricular activities or in short all material and immaterial developments collectively contributes in improving the quality of education for life. Collective and concerted efforts shall be utilized to achieve universal quality in education for life.

6.7. CONCLUSION

SSA aims to achieve the goals through the concerted efforts of teachers, faculty members, SEC, VEC, PTA, MHIP, NGO, the Churches, Village Council, DIET, SCERT and other available institutions, convergence with other departments, Student Unions and any other available sources keeping in mind decentralization, transparency and practicability to suit each locality accordingly.

CHAPTER VII

QUALITY IMPROVEMENT

7.1. INTRODUCTION :

Mere focus on access, enrolment and retention without resulting in betterment of average learning levels become a wastage of resources and adversely affect school effectiveness as well

Planning for improving the quality of Primary education is different as compared to the planning for enrolment and retention. As the improvement in quality of education is a slow process the impact of the interventions are not visible immediately

It is imperative that effort towards achievement of quality has to go hand in hand with efforts directed at enrolment and retention

Since the planning exercise has to be undertaken immediately and completed in the shortest period of time, there is hardly any scope to conduct a base-line study of the pupils achievement and other aspects of quality to precede the planning process

Therefore for the present, one has to depend on the secondary data available and that information pertaining to many aspects mentioned in this Chapter are not readily available.

However, the plan developed shall be modified latter when more detail data is available

Sarva Shiksha Abhiyan aims at a holistic and comprehensive approach to the issues of qualities. The National Policy of Education emphasised the need for substantial improvement of the quality of essential level of learning. Past experiences including that of DPEP has indicated that the equity cannot be achieved without quality. Quality issues in Elementary Education is connected

with the quality of infrastructure and support services opportunity time, teachers competencies, curriculum, TLM, monitoring and evaluation and above all, Universal access.

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

The District plan aims at solving all the problems by way of providing sufficient infrastructure to the existing schools, providing schools to the schoolless villages and all other facilities thereby providing an universal access to the children between 6 to 14 years within 2 years from now. These schools should be provided with adequate qualified trained teachers who could provide a healthy academic environment for joyful learning.

7.2. PEDAGOGY AND SCHOOL IMPROVEMENT :

When we speak of quality improvement in education, our main attention is focussed on the quality of Teachers, quality of curriculum development, quality of method of teaching and quality of evaluation process but often failed to address the importance of quality improvement in infrastructure, teaching learning Materials, and the environment of learning in which the child is been brought up

As the Kothari Commission (1964-66) has rightly stated that “The future of India is being shaped in her class room today,” the all round improvement in quality of education today shall effect the quality of the outcome tomorrow.

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

7.2.1 Pedagogy of Affection.

- In majority of the classrooms, it is observed that children are treated with strict discipline with restricted movements. Using of cane, practice of homework and assignment during and after school hours, less interaction with peers, no interactive materials, with limited pupil teacher interaction are some of the happenings in the classrooms which discourages pupils initiative and their participation
- The classroom situation has to be more interesting to attract and retain students. The basic pedagogy, which can create vibrant classrooms, is the pedagogy of affection. Children should be treated with tenderness, love, affection and care, which alone can motivate the children for their full participation in the learning process and for their continuation in the school. A special bond between the teacher and the taught has to be established in the classroom environment. **Therefore, necessary orientation will be planned to the teachers comprising these aspects.**

7.2.2 Pedagogy of Retention.

- Most of the children in the district are first generation literate, whose family background is not much encouraging for their full participation in the school and related activities. Teachers often punish or reprimand student for coming without school uniform, incomplete homework, not having adequate note books, pencil and other teaching learning materials. This discourages the children from going to school and promote absenteeism and finally resulting in dropout.
- Therefore, teachers need to be oriented thoroughly on this subject of pupil's retention. A teacher must know about the background of the student and have a friendly approach toward his student. A teacher, who is well acquainted with the family background of the students, takes interest towards their regular attendance, and retention can be quite encouraging. There is a need to create an atmosphere of improved home school contacts.

The plan proposes to sensitize the teachers in this aspect through orientations and training.

7.2.3. Learning Environment and Support service

- Pre-Schools existed in the form of Anganwadi centres under Integrated Child Development Scheme (ICDS). It could be barely called a Pre-School. Nutritional support is rather the main function of these centres. They do not cater to the need of preparing underage children for formal schools. Voluntary Workers and Helpers are employed with a small Honorarium in which quality is out of the question. Facilities in the form of TLM, etc are very inadequate.

The number of Anganwadi centre and Early Child Education Centres proposed in circle wise is shown in Table no 9.1. of Chapter IX.

- The role and participation of the community in School activities are very much significant in the form of providing land for School buildings, participation in Civil Works, providing voluntary workers, Playing Key role and position in the school committees and in monitoring the school progress.
- The gap between the poor and well-to-do-families is considerably wide in providing family support to their children in school and at home. While most parent are capable of spending a lot of money for their child's education, some parents even could not afford to buy Text books and uniforms though their concern for the improvement of their child's education is more or less the same. Most well-to-do-families send their children to English Medium Schools and missions schools managed by private and by the Churches at home and abroad.
- Health check-up to cover all the students in schools has hardly ever been conducted. However, in urban areas medical experts often volunteer themselves to check-up children in schools for a particular ailment like Eye or Goitre etc. Almost all schools in the District do not maintain health record of their students.

- The number of schools, condition of buildings, type of management, teachers and students in terms of male and female are all stated in detail in chapter II. Accordingly, requirements in terms of infrastructures, establishment of new LPS, up-gradation of LPS to UPS, provision of teachers and other facilities are also clearly stated in other chapters. Since all these add up to quality improvement of education, the DEEP has inculcated all these in the plan under different strategies and time frame
- No Pre-Schools actually existed in the District. The only one that caters to the need of children below 6 years is in the form of Anganwadi which could hardly be called a Pre-school. It is rather a nutritional support system for children below 6 years under the ICDS
- Financial assistance are given to only a few selected schools with very poor infrastructures. Non-Lapseable Pool Fund of central resource has been recently been utilised in the State for re-construction and renovations of school buildings in the District. Detail of this is given in Table No. 9.1 & 9.2, of chapter X. Other facilities and incentives like free text book, free supply of uniform, scholarship, etc. are given to only a few students in a year. Mid-day-meals are given to all government managed lower primary schools. This programme is found to boost enrolment considerably. Other incentives and financial assistances for quality improvement are virtually non-existence
- Academic help are provided to school teachers by giving professional trainings by DIET. Orientation training and seminars are also conducted by DIET, SCERT and the District Resource persons. However, all these trainings could not be conducted each year due to financial constrain

7.2.4. Teachers Competency

- The issue of assessing teachers competency in the actual situation is a sensitive one as tests are often looked upon suspiciously and offending teachers would only be counter productive. A competent and well prepared teacher will only serve to enhance the quality of education being imparted to the children

- The availability of subject wise teachers in upper primary school with male/female ratio in circle-wise is shown below :-

Table no. 7.1. No. of UPS, Teachers(m/f) and Teachers per School.

Sl. No.	Circle	No of UPS	Teachers			Teachers School Ratio	Male Female Ratio
			M	F	TT		
1.	Kawnpui	19	99	20	119	6.26	4.95
2.	Kolasib	14	67	30	97	6.93	2.23
3.	Bilkhawthlir	10	44	17	61	6.10	2.59
	TOTAL	43	210	67	277	6.44	3.13

Source : SSA survey, August 2001

There are altogether seven major subjects being taught in the upper primary school level. This suggest that a minimum of seven teachers and one headmaster (7+1=8) is required in the UPS level. The above Table shows that from teacher/school ratio, the availability of subject wise teacher is far from adequate in the District

- Different subjects taught in U.P.S. :- (i) English (ii) Maths (iii) Science (iv) Social Science (v) Language (vi) Health Education (vii) Hindi.
- The educational and professional qualification of teachers is shown in Table no.2.35 of chapter II. Orientation trainings, seminars and short course programmes for in-service teacher is urgently needed to improve teacher competency to meet the challenge and problems of today.
- It is unfortunate to mention that teachers post were not sanctioned subject wise like Math, Science, Language, etc in the UPS level in Mizoram. In most schools different subject are taught in rotation by the teachers. In such cases, there could be no particular subject wise teacher to master the particular subject he/she taught. Therefore, special training in the field of different subjects and identification of teachers subject wise is urgently needed to impart effective training to teachers to improve their competency.

- Although College of Teachers Education (CTE) and DIET offers pre-service training to persons preparing themselves to be teachers, there are hardly any pre-service trained teachers among newly recruited. Almost all the teachers got their professional training after joining the service (in-service training) Professional qualification of teachers is given in Table No.2.15. of chapter II.
- Almost all teachers in UPS could speak at least two languages (i.e. their mother tongue and English).
- Teaching experiences of teachers are collected in the SSA survey. These are then compared with the records at the District Office and necessary correction were made accordingly.

The following table shows teaching experiences of teachers categorized as 0 to 5 yrs., 6 to 10 yrs., etc.

Table No.7.2. Teaching experiences of UPS teachers and LPS teachers

Sl. No	Years	Upper Primary School			Lower Primary School		
		M	F	TT	M	F	TT
1.	1-5	43	14	57	24	16	40
2.	6-10	69	10	79	41	48	99
3.	11-15	46	16	62	18	22	40
4.	16-20	29	8	37	15	34	49
5.	21-25	12	4	16	13	8	21
6.	26-30	14	5	19	7	7	14
7.	31-35	3	3	6	-	-	-
	TOTAL	216	60	276	118	135	253

Source : SSA survey, August, 2001.

The above Table shows that teachers with 6 to 10 yrs teaching experiences (178) are much more while teachers with 31 to 35 yrs teaching experiences (6)

are less than the other. Teachers with 31 to 35 yrs experience are totally absent in the lower primary school level. We found that the number of teachers decline from 11 to 15 yrs. There are 97 teachers with or less than 5 yrs experiences of teaching.

Vigorous re current training is needed to prepared the teachers to meet the challenge of new progress in the world today and under SSA in particular.

7.2.5. Opportunity Time

Time is an important factor in the school complex within which teachers transact the curriculum that children are supposed to learn. The time utilised by teachers for teaching-learning activities in actual sense is termed as Opportunity time. The time available or the time given by the children may actually be much more. Therefore, it is important to assess the opportunity time and how effectively this is being used.

The following information may provide to assess and calculate opportunity time. The average number of hours spent in school both for LPS and UPS is given below :-

(a) Number of days in an academic year	- 200 days
(b) Number of hours spent at school	- 5:30 hrs.
(c) Curriculum transaction	- 5:00 hrs
(d) Co-curricular and other activities	- 0:30 hrs
(e) Checking of papers	- out of school hours.
(f) Average attendance of children	- 72.5 % (145 days)

- There are four classes in lower primary schools. The numbers of schools having less than four teachers in lower primary schools in the District is shown below :-

Table No. 7.3. Circle-wise multi-grade LPS with number of teachers

Sl No.	Circle	No. of Schools (Multi grade)	No. of teachers	Teacher School Ratio
1.	Kawnpui	15	28	1.86
2.	Kolasib	8	23	2.87
3.	Bilkhawthlir	13	32	2.46
	TOTAL	36	83	2.30

Source : SSA Survey, August, 2001

The above Table shows the availability of teachers per school with four classes in the LPS section. To achieve atleast monograde situation, the teacher/school ratio should be 4:1. But the above table shows that even the aggregate of the whole District is only 2.30:1.

7.2.6. Curricular Approaches

The model of providing information vrs developing the abilities among the children.

The elementary education became increasingly textbook centered and teacher centered. Children are overburdened by more textual materials with more and more informations added in repeated textbook revisions. The model of conveying textual information by the teacher and memorization of concepts and content matters without much comprehension on the part of the children is evident in almost all the schools. This hardly encourages the growth and development of creativity and thinking potential of the children. There is no scope for originality, self-expression and imagination on the part of the pupil in the process of knowledge generation.

Stress will be given more on building the innate abilities viz. thinking, reasoning, imagination, observation, estimation, comprehension, questioning, synthesis, analysis, evaluation etc. Contents of various school subjects have not been seen as a media to develop these abilities. The object of primary education along with subject-wise objectives are never fully reflected in the textbook as

well as in pupil assessment procedure. The component of development of children's innate abilities through available textual material and other interactive materials will be taken up and teacher will be oriented having this as one of the component in teacher training programs. Competitions in various levels will be conducted to inspire the children in their creativity and awareness to their environment.

7.2.7. Academic Convention – Networking and Linkages.

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

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

Following are the initiatives proposed to be taken up –

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

7.2.8. Improved School management – Training to Head Teachers and Head Masters

The School Headteachers and Headmasters leadership plays a vital role for managing changes in classrooms and in the school as a whole. The Headteacher/Headmaster is supposed to play a key role and an initiator for the conduct of various programmes/meetings in school premises viz. with community, school committees, youth activities, parents, teachers for the improvement of children education i.e. UFE. The school head shall play a vital

role in the process of school effectiveness. Therefore, it is proposed to provide an orientation on the management of school, school development initiatives, community mobilization, home school links, out of school children, etc.

Table No : 7.4. Circle - Wise Number of Headteachers and Headmasters

Sl No	Name of circle	Lower P/S		Upper P/S		Total
		No of Schools	No of Headteacher	No. of Schools	No. of Headmaster	
1	Kawnpui circle	32	25	19	18	43
2	Kolasib circle	23	20	14	12	32
3	Bilkhawthlir circle	18	13	10	9	22
	TOTAL	73	58	43	39	97

Source : SSA Survey August, 2001.

The above table shows circle-wise break up of Headteachers and Headmasters. There are 58 Headteachers of Lower Primary School, and 39 Headmasters of upper Primary Schools. It indicates that 15 LPS are without Headteacher and 4 UPS are also without Headmaster. The vacant post has already been proposed to be filled up by the Department concern of the State government.

7.2.9. Teaching Learning Materials (TLM)

In our modern pragmatic world, teaching learning materials are the actual vehicle that transact curriculum to the child and open the scope for learning to know and to do it by himself the teaching learning material should be well related to the curriculum in practice. It may include text books, work books, teachers' guide, teaching aids, learning age (concrete materials), educational kits (Science kits etc), supplementary reading materials (Library etc), blackboard and chalk, etc which are directly or indirectly used in the class room situation.

From the SSA Survey, it was found that teaching learning materials are virtually absent in almost all the schools within Kolasib district. Some of the TLM supplied were more than five years old and are in a deteriorating condition.

They are more or less no longer used in the class room situation. Those that are supplied are often not related to the present curriculum. This is due to the fact that TLM were procured usually through contract and supply basis. The District Schools are in a very serious state regarding teaching learning materials

The DEEP plans to procure all supply of TLM from the DPO in consultation with the teachers and the Village Education Committees (VECs)

The following points will give a clear picture of the District regarding teaching learning materials –

- All schools have been provided with adequate useable blackboards.
- Supplementary reading materials are not supplied to any schools.
- Most TLM supplied are now old and deteriorating and are not fully related to the present curriculum.
- Absence of relevant display materials.
- Absence of educational kits.
- Teachers' guide books are never supplied to elementary schools.
- Work books are available only for some subjects and that too has to be bought from book stores.
- Furniture and other equipment are also found to be very much wanting

It is imperative to mention here that due to above conditions, class room situation are all text book oriented teachers competency in this area is also found to be very low.

7.2.10. Evaluation-Learning Achievement

In education, evaluation is a process to study the impact or out come of the teaching learning process. Evaluation brings to light the achievement and failure of the system employed to draw-out what is best from the child. It enables us to lay down better strategies and make necessary corrections for future planning.

Therefore, for the purpose of meaningful learning, evaluation/assessment becomes an integral part of the teaching learning process.

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

- The evaluation/assessment procedure being used in Mizoram is very much inadequate it depends solely upon the written examinations mostly at the end of the academic year. Other activities hardly had any scope in the evaluation process. The method commonly used is a three-tyre examination for an academic year viz. First term exam, second term exam and the third and final examination. Percentage of marks obtained by the child is being taken stock of at each terminal examination viz. 25 % at the first term, 25% at the second term and 50% at the third and last terminal examination. Final assessment is then made from marks collected in all these three terminal examination at the rate as mentioned above.
- Socially Useful Productive Work (SUPW) or in short, work education is a separate subject in UPS. Evaluation/Assessment is usually made at the end of the year. It depends mostly upon attendance of the child, performance in term of dexterity, obedience and cooperation. However, this outcome of result (marks obtained) do not affect the percentage of marks obtained in the written examination.
- All examination results are recorded in the school record books.
- Teachers hardly employ any kind of feedback mechanisms. However, remarks are given inside the progressive card of the child and he/she is instructed to show and obtain his/her parent's signature without which the

card shall not be accepted back and the child may have his/her next result withheld

- Special scholarships are given to only few from upper primary schools by the State government. Selections are usually made from the student's academic achievement from among the poor
- Merit scholarships is also given to top students from Class IV and Class VII who appeared in the public examination.
- The Class structure of lower primary school and upper primary school in Mizoram is such that lower primary section covers from CI-I to CI-IV and upper section covers from CI-V to CI-VII only. Class-VIII is being attached to high school which is felt to be very inconvenient by the DFEP.

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

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

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

To understand the child better, a composite cumulative report card will be maintained from the beginning of the child's education. This card will contain all types of information regarding the child's education. This card will contain all necessary information of the child's progress from health to academic

achievements. A copy shall be maintained and updated from time to time at the school throughout the entire process of the child's elementary education (i.e upto class – VII/VIII) The child's data will be kept and monitored with the help of computer at each cluster.

The evaluation process used in Mizoram is far from adequate. Unfortunately, most of these are beyond the purview of the DEEP of Kolasib district. We can only ask the State government to make necessary alterations and inculcate new methods

- Firstly, Class-VIII being attached to the high school be shifted and attached to Upper primary school and consequently class-V be shifted to lower primary school
- Cognitive and non-cognitive aspects be imbibed in the evaluation process. Achievements in other fields be acknowledge as a matter of consideration for promotion.
- Evaluation process be made more frequent than the present method employed
- Merit scholarship and special scholarship be extended to more deserving students.
- Acknowledgement of progress of students as well as teachers be made which will act as incentive and feedback.

The DEEP envisage the following strategies to be adopted within its purview in the District :

- Training of teachers in evaluation/assessment procedure
- Setting up of monitoring teams at the village level to check the progressive growth of the children.
- Use of unfair means in the examinations be strictly checked.
- Result of examination be published and examination papers of students scoring 75% and above be collected at the District office for re-checking

Those found genuine shall be further sent to the Directorate of School Education recommended for merit scholarships

- Issue direction that paper checkings be done at schools under proper supervision and not at home.
- Maintenance of composite cumulative report cards for all students right from Class I to Class VII/ VIII

7.3. IDENTIFICATION OF PROBLEMS

- Lack of suitable and relevant teaching-learning materials.
- Overload and irrelevant curriculums
- Backlog of untrained teachers
- Single teacher schools
- Irregular and unsystematic monitoring and evaluation
- Lack of scientific and systematic method of teaching
- Lack of sufficient infrastructure resulting over crowded class-room
- Lack of improved school management.
- Lack of pre-schools for children under 6 yrs
- Poverty of parents.
- Absence of health check-up for students.
- Absence of recurrent training programmes for teachers.
- Absence of standard evaluation process.
- Attachment of Class-VIII to high schools

7.4. STRATEGIES.

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

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

- Ensuring regular and systematic monitoring and evaluation.
- Improving school management.
- Providing better infrastructure
- Provision of pre-school.
- Detachment of Class-VIII from High School and attachment of the same to UPS etc.

7.5. ACTIVITIES

Activities to be conducted for achieving quality in elementary education are:

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

CHAPTER VIII

RESEARCH, EVALUATION, SUPERVISION & MONITORING

8.1 INTRODUCTION

The educational administrative structure is such that a single office at the District Headquarter carry out all functions including inspection of schools in the District. All education related activities are co-ordinated in the Office. Kolasib district is divided into three educational circles viz Kolasib Circle, Kawnpui Circle and Bilkhawthlir Circle. Each circle resource persons have to cover long distances to supervise, monitor and inspect the Schools. Research & Evaluation shall be conducted every year to assess the achievements of different project under SSA.

8.2. RESEARCH

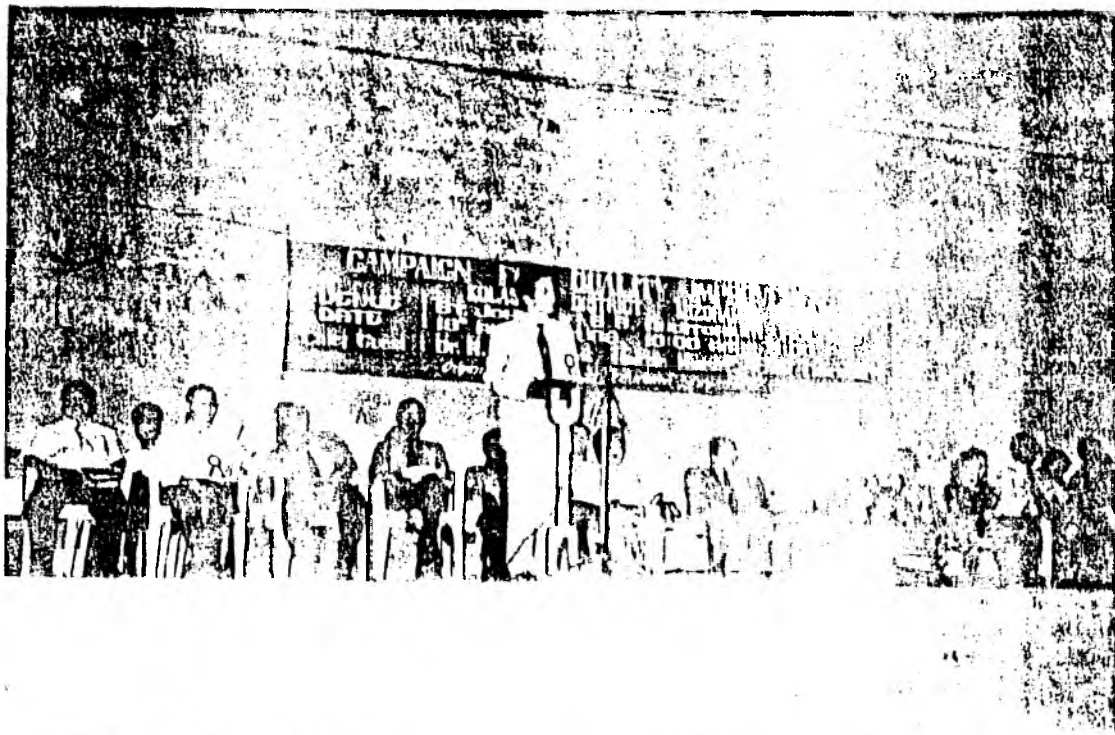
Extensive and adequate studies on various interventions will be sponsored to guide the future activities of the SSA for realization of Universalisation of Elementary Education (UEE). Research under the project will be viewed as a guiding force for taking up of various new initiatives in realising the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

- Mainstreaming of out of school children, improvement of pupils abilities in language, Arithmetic, Science, creation of interesting and comfortable classrooms, disabled children's education, net-working of Teachers and Education of focus groups i.e. SC, ST, Girls, early child education (ECE), minorities etc.
- Teachers will be encouraged to take up action research to solve problems faced in their daily professional practices. Necessary training programmes will be conducted to the field staffs i.e. Circle Education Officers (CEOs), Circle

QUALITY IMPROVEMENT IN EDUCATION - AN IMPORTANT ISSUE



Dr. R. Lalthangliana, Hon'ble Minister, School Education, about to deliver Inaugural Address on Campaign for Education Quality Improvement on 19.4.2002 at Kolasib. The campaign was conducted for teachers of Kolasib District.



Mr. F. Lallura, esteemed Director of School Education, delivering Welcome & Introductory Remark on Campaign/Drive for Education Quality Improvement held on 19.4.2002 at Kolasib.

Resource Groups (CRGs), District Resource Group (DRGs), DIET staffs, Teachers, and Cluster level resource persons.

- Household survey and School survey shall be conducted every year to update data involving teachers, NGOs and other sections of the Community.

INPUTS

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

8.3. EVALUATION ASPECTS

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

- Functional aspects of various initiatives and their impact
- Progress in terms of achievement of the objectives of the SSA within the time frame.
- Participatory evaluation through community participation.
- Conduct of pupil's achievement Survey.
- Quality achievement in terms of infrastructure and academic progress.

INPUTS

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

- Assessment through annual School reports of quality and quantity achievement in each School

8.4. SUPERVISION AND MONITORING

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

- The entire focus of monitoring and supervision is the child. Therefore, knowing the child in terms of achievement of competencies/abilities will be the starting point. The entire process will be back-mapped to the availability and efficiency of teachers and their professional practice. The condition of schools and outside schools environment will also be taken into account
- The DIET staff will take up Academic Monitoring of Schools and provide on job support/training to the teachers of lower and upper primary schools
- The District Resource Group will visit schools and monitor the progress of various schools and categorised as A, B, C and provide guidance
- The Circle Resource Centre shall provide professional support and guidance at Centre level. The Circle Education Officer shall take responsibility and 3- Circle Resource persons (CRPS) shall assist him. They shall supervise the schools including classrooms practices and provide all necessary support/helps to the teachers.
- The Cluster Resource Center(CRC) shall be the main centre at the grass root level. The Cluster resource group shall comprise of teachers, NGOs and prominent leader of locality. They should be responsible for the successful implementation of SSA. The CRC shall provide training to the teachers.
- Adequate initiatives will be taken up for the capacity building for community level structure, i.e; School Committee, Parent Teacher Association (PTAs), Cluster Resource Committee and Village Education Committee (VECs). They shall monitor schools providing necessary support for improvement at various levels

8.5 HIRING OF VEHICLE FOR EFFECTIVE MONITORING AND SUPERVISION.

As purchase of vehicle for inspection, monitoring and supervision of various activities under SSA could not be approved, the DEEP proposed an alternative – to hire vehicle for effective monitoring and supervision.

The distances of various villages/habitations in Kilometer in circle-wise from the District capital is shown below :-

Table No.8.1. Distance in Kilometer of villages/habitations from Kolasib.

Sl No	Village	Circle	Distance in Km.	Remarks
1.	Kawnpui	Kawnpui	29	NH
2.	Thingdawl	Kawnpui	8	NH
3.	Bualpui	Kawnpui	23	NH
4.	Serkhan	Kawnpui	50	NH
5.	Zanlawu	Kawnpui	43	NH
6.	Lungdai	Kawnpui	56	NH
7.	Nisapui	Kawnpui	57	Truckable
8.	Lungmuat	Kawnpui	65	Truckable
9.	N.Chaltlang	Kawnpui	75	Truckable
10.	Bukpui	Kawnpui	87	Truckable
11.	Thingthelh	Kawnpui	103	Truckable
12.	N.Hlmen	Kawnpui	122	Truckable
13.	Khamrang	Kawnpui	44	NH
14.	Mualkhang	Kawnpui	55	Jeepable
15.	Hortoki	Kawnpui	56	Jeepable
16.	Dilzau	Kawnpui	62	Kutchu
17.	Mualvum	Kawnpui	36	Truckable
18.	Sethawn	Kawnpui	16	NH
19.	Kolasib	Kolasib	0	NH
20.	Builum	Kolasib	14	Jeepable

21.	Bairabi	Kolasib	34	Truckable
22.	Pangbalkawn	Kolasib	19	Truckable
23.	Meidum	Kolasib	26	Truckable
24.	Zodin	Kolasib	36	Kutchu
25.	Lenhmuikawn	Kolasib	32	Kutchu
26.	Chhimluang'S'	Kolasib	25	Jeepable
27.	Bilkhawthlir	Bilkhawthlir	23	NH
28.	Chhimluang'N'	Bilkhawthlir	37	NH
29.	Chawnpui'N'	Bilkhawthlir	40	Jeepable
30.	Chemphai	Bilkhawthlir	36	Jeepable
31.	Vairengte	Bilkhawthlir	49	NH
32.	Saihapui 'K'	Bilkhawthlir	27	Truckable
33.	Bukvannei	Bilkhawthlir	38	Truckable
34.	Bulchangphai	Bilkhawthlir	53	Truckable
35.	Thinglian	Bilkhawthlir	61	Kutchu
36.	Phaisen	Bilkhawthlir	68	Jeepable
37.	Phainuam	Bilkhawthlir	66	Jeepable
38.	Saihapui 'V'	Bilkhawthlir	72	Kutchu
39.	Chite	Bilkhawthlir	76	Kutchu
40.	Vakultui	Bilkhawthlir	70	Kutchu
	GRAND TOTAL	-	1889	-

Source - Directorate of Economics & Statistics, Hand book 2002.

The above Table shows the different distances of villages/habitations from Kolasib.

220 days only are planned in a year for hiring of vehicles for the purposed of inspection, monitoring and supervision. Since the roads as mentioned above are not in a very good condition, the rate of hiring vehicle in these areas is comparatively high. Although rate of hiring vehicle could differ at any of the session, the rate of hiring vehicle is calculated at the lowest rate of Rs 1000/- per day for 220 days in a

single academic year. Without the provision of hiring vehicle for research, evaluation, supervision and monitoring, no activities could be carried out effectively under the SSA programme

8.5. MANAGEMENT INFORMATION SYSTEM (MIS/EMIS)

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

- Basic information of Schools like infrastructure facilities, Teaching Learning Materials (TLM), Furniture, equipment etc. of lower and upper primary schools
- Total numbers of Children in the age group of 3-5 yrs and 6-14 yrs (Age matrix)
- Name-wise particulars of Children who are in school and out of school
- Teachers information – their detail particulars, name –wise, etc
- Pupil achievement in various schools subjects for lower and upper primary Schools .
- Enrolment, Retention and actual completion rates.
- School-pupil ratio, class room-pupil ratio and Teacher-pupil ratio
- Progress in terms of project activities
- Progress in terms of SSA objectives, quantitative data and analysis.
- Updating of available database (Family survey) as a result of initiatives of SSA (PMIS)

8.6. OBJECTIVES OF MIS

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

- To monitor the implementation of all programmes and schemes under S.S A.

INPUTS UNDER SSA.

- Provision of computer and ITS peripherals to all Circles and Clusters.
- Provision of Data entry operator and programmer.
- Training of MIS Staffs
- Printing of data, collecting formats, collection of data, analysis, output, etc.
- Networking with District and provision of Internet facilities which will save time, money and labour and create efficiency.

CHAPTER IX

SPECIAL FOCUS GROUP

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

9.2. EARLY CHILDHOOD EDUCATION

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

Table No. 9.1 Circle –Wise No. of 3-5 Years Population, no of Anganwadi With no of Instructors

Sl No	Circle	No. of Habitations	No. of Children 3-5 Years	No. of Anganwadi	No. of Instructors	No. of ECE Proposed
1	2	3	4	5	6	7
1	Kawnpui	18	1448	34	33	15
2	Kolasib	8	1666	13	13	12
3	Bilkhawthlir	14	1202	12	12	17
	TOTAL	40	4316	58	58	44

Source : SSA Survey August 2001

The number of Anganwadi centers which is 58 is far from adequate. Keeping in mind the dispersed locations of habitations and the scattered homes even within a village and the walking distance for a small child under the age of 6, another 44 ECE

centers have been proposed so that all children from the age of 3-5 years could have sufficient access to Pre-School Education. Even after this the number of child per centre is still at the rate of 42 children per centre.

Opening of ECE centers at villages where Anganwadi center is not available or where the center is inadequate seemed an urgent need for the District to prepare children ready for schooling. To support quality achievement, it is, therefore, intended to establish 44 ECE centers to prevent admission of under-aged children at formal institutions without prior preparation, which have resulted in increase in dropouts and repeaters especially in Class-I.

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

9.3. SPECIAL ATTENTION TO DISABLED CHILDREN

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

Table No 9.2 Circle-Wise No. Of Disabled Children Male/Female (6-14) Years

Sl No	CIRCLE	In-Schools			Out-of-Schools			Total	
		M	F	TT	M	F	TT	M	F
1.	KAWNPUI	9	13	22	13	16	29	22	29
2.	KOLASIB	18	12	30	15	24	39	33	36
3.	BILKHAUTHIR	26	21	47	26	23	49	52	44
4.	TOTAL	53	46	99	54	63	117	107	109

Source : SSA Survey, August 2001.

As already indicated earlier 92 of total dropouts were due to disability and 24 were due to ill health problems relating to disability. The following measures are proposed to provide special attention to disabled children.

- Identification of special educational needs
- Development of TLM and other training material for both teachers and pupils.
- Procurement and supply of aids, appliances, free text- books and learning materials through various sources.

9.4. GIRLS' EDUCATION

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

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

- Special facilities like separate toilet
- To provide free text book and uniform.
- Residential School and Hostel for girls.

9.5. EDUCATION OF TRIBAL CHILDREN

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

- to provide Alternative schooling facility
- to provide special scholarship to all children to promote quality in Education
- to provide free text book and uniform and other learning materials to all children to promote universal enrolment and retention
- To provide Tribal Hostel for Boys at the Circle level

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

In a large number of cases Children are engaged in wage-earning labour and therefore it is important to take them away from the work situation so that they are not compelled to go back to work while they get an opportunity to study.

Construction of School and Residential Hostel for girls is proposed to be constructed at the District Headquarter. Fooding and lodging shall be provided free of cost. Teachers shall be employed to look after the School and Residential Hostel. Honorarium shall be paid to persons employed in the School and Salary to outside person employed in the Residential Hostel

Construction of separate Hostel for deprived Tribal boys, one each at the Circle centre is very important to achieve universal enrolment. Fooding and Lodging shall be provided free of Cost. However separate School shall not be constructed for these as in the cases of Girls' School and residential hostel. They may be enrolled to any School of their choice within the vicinity of these Hostels. Text books and uniforms shall also be provided free of cost for these deprived children.

CHAPTER X

CIVIL WORKS

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

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

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

10.2. EXECUTION OF CIVIL WORKS

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

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

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

10.3. CIVIL WORKS

For the implementation of the UEE in the District, eight new formal lower primary schools are proposed to be opened where no Schooling facilities existed. This Schools shall be provided with buildings, Teachers, TLM and other facilities.

There are also eight villages/habitations with no upper primary schools within the radius of 3 Kms. However lower primary schools were already established in these places. 8 LPS are proposed to be up-graded to upper primary school along with provision of additional rooms, teachers and other necessary facilities as required.

Several Schools have been reconstructed and renovated during 2001 from grants received through non-lapseable fund of central resource. However there are still many schools which were not covered by the scheme.

The following Table shows number of schools in circle wise which were covered by the scheme and those which were not covered by the schemes that needs to be covered to improve quality of Education in the District.

Table no. 10.1. Lower Primary Schools covered by Non-Lapseable Fund

Sl No	Name of Circle	No of LPS	Covered by Non-Lapseable Fund		Uncovered by Non-Lapseable Fund	
			Reconstr uction	Renovatio n	Reconstruc tion	Renovation
1	Kawnpui	32	5	1	14	12
2.	Kolasib	23	7	3	7	6
3.	Bilkhawthlir	18	1	4	8	5
	TOTAL	73	13	8	29	23

Source : Educational Statistics SDEO(K)

The above Table shows that a total of 21 Lower primary schools out of a total of 73 lower primary schools in the District have been covered by the non-lapseable fund where as 29 lower primary schools needs reconstruction and 23 other lower primary schools needs renovation.

Table no. 10.2. Upper Primary Schools covered by non-lapseable fund.

Sl. No	Name of Circle	No of UPS	Covered by Non-Lapseable Fund		Uncovered by Non-Lapseable Fund	
			Reconstruction	Renovation	Reconstruction	Renovation
1.	Kawnpui	19	3	4	8	
2.	Kolasib	14	4	4	2	
3.	Bilkhawthlir	10	2	2	3	
	TOTAL	43	9	10	13	11

Source : Educational Statistics SDEO(K)

The above Table shows that 19 Upper Primary Schools have been covered by non-lapseable fund of central resource out the total of 43 Upper Primary Schools in the District whereas 13 UPS needs reconstruction and 11 UPS needs renovation.

10.4. CONSTRUCTION OF BUILDING TO CIRCLE RESOURCES CENTRE (CRC)

Kolasib district is demarcated into three educational circles conforming with the present boundaries of the Assembly constituencies.

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

Therefore, it is proposed to provide Circle Resource Centre, in each circle to cater the needs of providing in-service training to the teachers. These centers will be a center for various resources like library books, teaching learning materials, etc.. All teachers serving within the circle will regularly use this center for their

professional growth. These centers will be provided with computer equipments, furniture, resource persons, staffs, stationery and other contingencies.

It is proposed to provide buildings to all the Circle Resource Centres in phase manner. This will serve as office-cum-training center for each circle.

Table No. 10.3. : Construction of Buildings for Educational Circle Resource Centres

Sl No	Name of Circle	CRC Building	Implementing Agencies
1	Kawnpui Circle	1	Circle Education Committee
2	Kolasib Circle	1	Circle Education Committee
3	Bilkhawthlir Circle	1	Circle Education Committee
	TOTAL	3	

Source : SSA Survey 2001

The above Table shows that there are altogether three educational circle in Kolasib district. Construction of Circle Resource Centre for each circle is proposed to be constructed at each circle centre as indicated above.

10.5. CONSTRUCTION OF CLUSTER RESOURCE CENTRE BUILDING

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

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

Construction of building for cluster Resource Centre in each cluster will improve academic activities of school teachers. Sometimes workshops and meetings with

full participation of parents, public leaders and NGOS will be conducted So that progresses and developments in the changing society will reach to the backward areas like slum area, remote areas within the district.

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

Table No. 10. 4 : Education Circle-wise No. of cluster

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

Source : SSA Survey Aug., 2001

The above shows that there are altogether 10 Educational Cluster in the district Construction of Cluster Resource Centre for each Educational Cluster is proposed to be constructed at each cluster centre.

10.6. CONSTRUCTION OF NEW BUILDINGS FOR NEW LPS.

There are still 8 villages/habitations in the district which do not have any access to lower primary schools. These 8 villages are proposed to provide with new lower primary schools which are planned to be constructed in phase manner.

The following Table shows name of villages without lower primary schools and number of LPS required to be constructed.

Table no. 10.5. Number of Villages without Lower Primary Schools.

Sl. No	Name of Village/habitation	Number of LPS to be constructed.	Name of Circle	Implementing Agency.
1.	Saihapui 'V'	1	Bilkhawthlir	VEC (Saihapui)
2.	Chemphai	1	Bilkhawthlir	VEC (Bilkhawthlir)
3.	Thinglian	1	Bilkhawthlir	VEC (Buhchangphai)
4.	Lenhmuikawn	1	Kolasib	VEC (Bairabi)
5.	Chhimluang 'S'	1	Kolasib	VEC (Panghalkawn)
6.	Vakultui	1	Bilkhawthlir	VEC (Phainuam)
7.	Chite	1	Bilkhawthlir	VEC (Phainuam)
8.	Dilzau	1	Kawnpui	VEC (Hortoki)
	TOTAL	8		

Source : SSA survey August 2001

The above Table shows that 8 new lower primary schools which are proposed to be constructed in a phase manner shall be implemented by VEC of the nearest village if no VEC are formed in that village or habitation due to some reason.

10.7. UPGRADATION OF LOWER PRIMARY SCHOOL TO UPPER PRIMARY SCHOOL.

There are 8 villages/habitations in the district which do not have access to Upper Primary School within the radius of 3 Kms. However, there are lower primary schools already in these villages. Provision of access to upper primary schools by way of upgrading these existing lower Primary schools and constructing additional rooms as required along with recruitment of new teachers as per SSA norms.

The following table shows name of villages where upgradation of lower primary school is proposed in circle-wise.

Table no. 10.6. Number of Villages without Upper Primary Schools.

Sl. No	Name of Circle	Name of Village/habitation.	No of LPS proposed for upgradation	Additional rooms required
1.	Bilkhawthlir	Bukvannei	1	4
2.	Bilkhawthlir	Chhimluang 'N'	1	4
3.	Kawnpui	Mualvum	1	4
4.	Kawnpui	Khamrang	1	4
5.	Kawnpui	Sethawn	1	4
6.	Kolasib	Zodin	1	4
7.	Kolasib	Pangbalkawn	1	4
8.	Bilkhawthlir	Saihapui 'K'	1	4
	TOTAL		8	32

Source : SSA survey August 2001

The above Table shows that for upgradation of 8 lower primary schools, construction of 32 additional rooms are required. The above Additional rooms are meant only for class rooms and teachers' rooms as per SSA norms. The upgradation is planned to be implemented in a phase manner.

10.8. ADDITIONAL ROOMS FOR QUALITY IMPROVEMENT.

None of the schools within the District have additional rooms for workshed, recreational room, library room, store room, etc. The DEEP plans to construct at least two additional rooms each for workshed-cum-Store room and recreational room-cum-library for UPS and at least two additional rooms each for of LPS.

Table No. 10.7. Circle-wise no. of Schools and requirement of addl, rooms

Sl. No.	Name of Circle	LPS		UPS		Total no. Rooms reqd
		No of LPS	Addl rooms required	No of UPS	Addl rooms required	
1	Kawnpui	32	64	19	38	70
2	Kolasib	23	46	14	28	51
3.	Bilkhawthlir	18	36	10	20	38
	TOTAL	73	146	43	86	232

Source : SSA survey August 2001.

The above Table shows that 146 additional rooms for lower primary schools and 86 additional rooms for upper primary schools. 232 additional rooms altogether are needed to be constructed to create meaningful Teaching Learning Environment in the schools and to improve quality of education up to satisfactory level.

10.9 OTHER CIVIL WORKS

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

- Construction of new buildings for new lower Primary School and upper Primary School
This has been included since opening of new schools are being proposed in villages/habitations having no access to school
- Construction of residential school and hostel for girls.
- Construction of tribal hostels for boys of backward and deprived section of the community
- Construction of fencing for all LPS & UPS.
- Creating of playgrounds wherever feasible or construction of Playhouse where space is limited

Total amount of rupees for civil work is Rs. 10.1 270 Lakhs. This is indicated in the pie – chart diagram below :

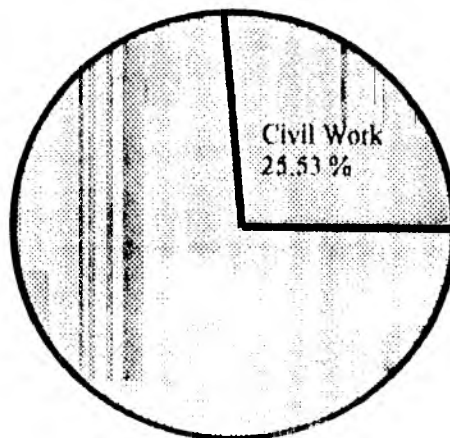


Figure No 10.1 showing percentage of civil works from total budget

CHAPTER XI

INNOVATIONS

11.1. INTRODUCTION

The financial norms for intervention under Sarva Shiksha Abhiyan makes a provision of Rs. 50 Lakhs for each district for innovative activity(s) for Girls' education, ECCE, Computer education and intervention for children belonging to Schedule Caste/Schedule Tribe Community, within the parameter of not more than Rs. 15 lakhs for each innovative project. This provision give a chance to formulate strategies to deal with problem of access, enrolment, retention and quality improvement in education in accordance with the differences of problems faced by different districts.

The DEEP of Kolasib district plans to avail this opportunity to extend free education and quality improvement to the remotest inhabitation and the deprived children of socially backward sections to achieve Universal enrolment, Universal retention and Quality of Education for Life keeping in mind the Gender and Social gaps that still exist within the District. It aims to achieve the specific goals and targets of the District within the time frame.

11.2. INNOVATIVE PROJECTS

The innovative projects planned to be undertaken in the District are mentioned below :-

11.2.1. Residential School and Hostel for Girls.

There has never been a separate Hostel and residential school for girls in the District. Some hostels at the secondary level were usually occupied by boys. So, separate school and residential school for girls is very important to deal with the problems of backward and deprived girl children for enrolment and retention. Admission to this School shall be strictly conducted to ensure that only the focus

groups are enrolled Free Text Books, free Uniforms, TLM and mid-day meals shall be provided by the ongoing Schemes. Other available facilities shall also be provided by the government through ongoing Schemes

The Innovative schemes shall provide :-

- Construction of building.
- Furniture and equipment.
- Electricity, Water, Toilet facilities, etc.
- Salary of warden.
- Honorarium of Teachers
- Salary of Cook
- Contingencies fund, etc.

The construction and management shall be in the hands of the District Education Committee Sustainability and low cost shall be maintained in the management of the project.

11.2.2. Tribal Hostels for Boys at Circle level.

There has never been a Tribal Hostel for Boys for Elementary School going children (6- 14 yrs) in the District To achieve universal access, universal enrolment and universal retention in the District within the time frame, a Tribal hostel at each Circle Centre is proposed in an innovative project. This shall cater to the needs of socially backward and deprived tribal boys who could not afford to enroll themselves in formal schools due to poverty and lack of accommodation in places where formal schools exist

These Hostels shall provide free lodging and fooding to the poor children They shall be enrolled to nearby schools and the hostels shall provide them food and shelter. All available assistance in the form of facilities shall be provided through ongoing Schemes of the state and the central government. Admission rules of the hostels shall ensure that only those entitled children are given the opportunity of accommodation The project shall be managed by the Circle Level Committee maintaining low cost and sustainability.

The innovative project of Tribal Hostels for boys shall provide:-

- Construction of Hostels building at each circle centre.
- Equipment and furniture.
- Electricity, Water, etc.
- Honorarium of warden
- Salary of Cook
- Contingencies etc.

These Hostel shall be constructed within School compounds and the School headmasters shall act as warden of the hostels, or he may appoint any one of his staffs to take the charge.

11.2.3 Computer Education for Upper Primary Schools.

In our modern Computerized World and Cyber-age, a child without the knowledge of Computer Education becomes a stranger and the main aim of education for life fails tragically. The DEEP plans an innovative project of Computer education for the Upper Primary School level within the financial parameter of Rs.15 lakhs per year. The Plan proposed to provide Computer education to 20 selected schools every year until all the Upper Primary Schools within the District are covered.

The innovative project proposed to provide:-

- Computers and Computer Peripherals to 20 *selected* Upper Primary Schools.
- Construction of computer rooms.
- Computer training to teachers.

Each School and the concerned school committees or village committees shall be responsible for the success of the project in providing computer education to all children of Upper Primary Schools within the district keeping in mind the gender and social gaps

Procurement :

The Computer is a very complex machine. Procuring and assembling needs expert personnel. Therefore, the computer and its peripherals are planned to be procured from the DPO. The DPO shall then detail expert from its staffs along with vehicle to carry and to install the computer and make it ready for use. Contingency funds may be used for this purpose if necessary

11.2.4 Community Innovation.**Community participation through School Sports.**

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

Conduct of Sports at cluster level and conduct of inter zonal sports at the district level.

Table no.11.1. Cluster-wise number of Villages and Schools.

Sl. No.	Name of Cluster	No. of village	No of LPS	No. of UPS	Total
1.	Lungdai	3	5	4	9
2.	Nisapui	3	4	3	7
3.	Bukpui	3	5	3	8
4.	Kawnpui	7	13	7	20
5.	Thingdawl	2	5	2	7
6.	Kolasib	2	15	11	26
7.	Bairabi	6	8	3	11
8.	Bilkhawthlir	3	5	4	9
9.	Buhchangphai	5	4	2	6
10.	Vairengte	6	9	4	13
	Total	40	73	43	116

Source : SSA survey August 2001

The above Table shows that 40 villages/habitations grouped under ten clusters could conduct cluster level sports at ten different places at a time involving 73 Lower Primary Schools and 43 Upper Primary Schools separately

The conduct of sports shall be at lower primary school level and upper primary school level separately taking into account the ages and sizes of the student in accordance with the norms already set by the State government. However, considerable amount of Prize money, Medals and Trophies shall be used as incentive to boost community participation and enrolment in upper primary schools including providing travelling and other expenses to Sport persons and their teacher or Coach.

These Clusters shall then compete again at the District level in Inter-District Sport Competition. The best party from each Cluster shall be entitled to

participate the District level Sport The District level shall be provided with Sport goods and a considerable amount of price money shall also be used again as incentive to achieve our goal

These Innovative projects needed to be managed continuously until our goals are achieved A sum of rupees 50 lakhs per year for perspective nine years is inculcated in the District Budget in anticipation. Other Innovative projects may be planned accordingly as the result of achievement or failure of the ongoing projects. However, as the SSA financial norms allows to plan innovative project of Rs 50 lakhs per year for a particular district, the DEEP of Kolasib district plans to availed this opportunity to achieve our determined goals

CHAPTER XII

IMPLEMENTATION ARRANGEMENT

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

12.2. EXECUTING AGENCIES AT VARIOUS LEVELS

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

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

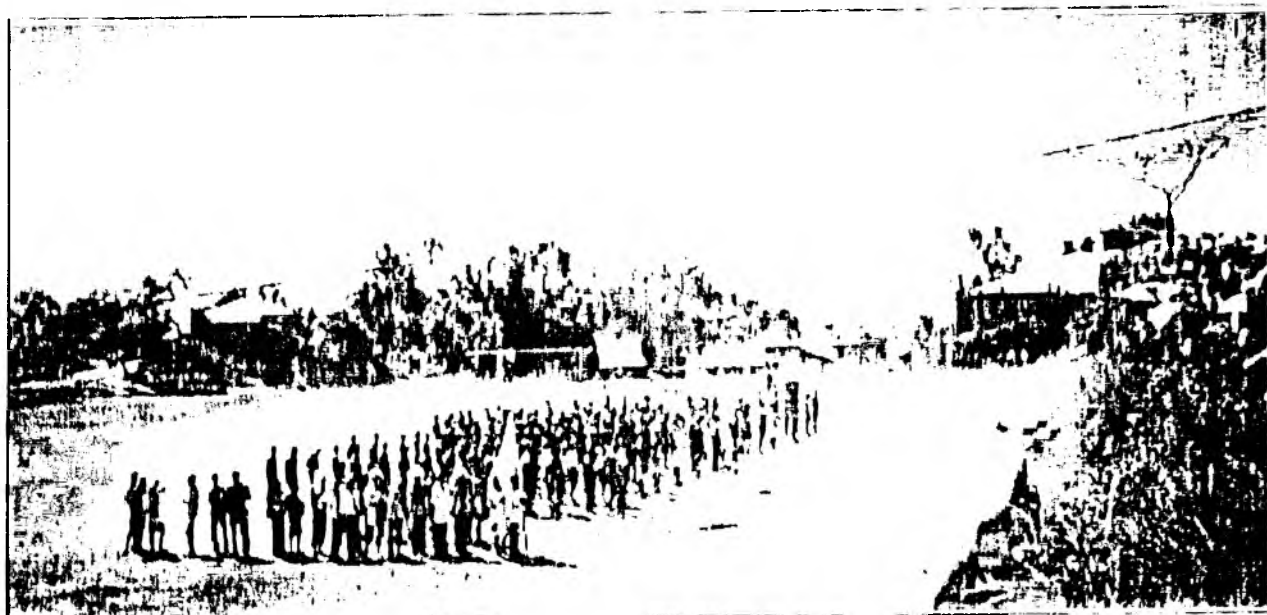
12.3. VILLAGE LEVEL

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

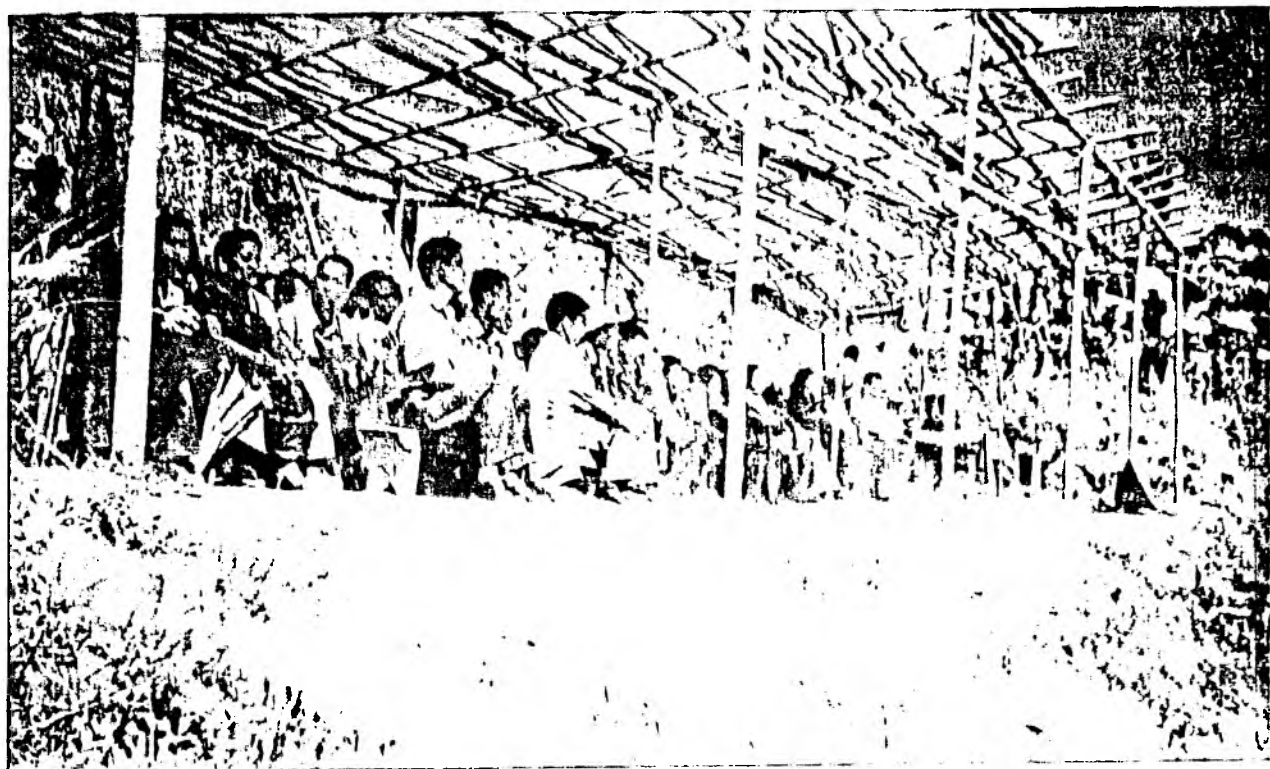
12.4. CIRCLE EDUCATION COMMITTEE

For effective implementation of the Project Circle Education Committee will be responsible in consultation with the Circle Resource Group within their respective

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



10 Upper Primary School Zones Participated in the Inter Zonal Sports



Enthusiastic Audience of the School Sports

educational circles. The committee will consist of a Chairman and a Vice-Chairman, Circle Education Officer (CEO) will be Member Secretary. Members will be selected from village level Education Committee and Cluster Level Education Committees, NGOs and parents representatives from each village, members will also be drawn from Educational staff Associations within respective circle.

Circle Education Committee will be responsible for implementation of the project components through circle core group.

Conducting training and workshops for in-service teachers in consultation of the Circle resource group.

Ensuring regular visit and supervision for academic improvement in the schools and identifying certain problems to be tackled through project programmes/activities.

Undertaking responsibility for the construction and maintenance of the circle Resource building and will contribute their services for different activities of SSA within the Circle.

Organise Village level meeting and seminars in consultation with the village resource group for academic improvement in the school. They will also tackle certain issues that causes drop out, etc.

The committee will provide free land for new schools and will undertake their services voluntarily for construction of the new buildings and maintenance of the school buildings.

12.5. CLUSTER LEVEL EDUCATION COMMITTEE

Cluster level Educational plan and development will be under the guidance and timely supervision of cluster education committee. A cluster will consist of groups of villages or schools working together for proper implementation of the Project components. Cluster level committee will consist of all village council presidents

within the cluster. The village council President of the center village will be the chairman of the committee. Senior most Upper Primary Headmaster of Centre Village will be member secretary. Members from parents representatives, NGOs, representatives of women will be selected comprising 10 to 15 members

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

Identifying the infrastructural needs and providing timely support for effective maintenance of the schools and for improving academic achievements.

In consultation with cluster resource group the committee will make an arrangement for conducting workshop creating effective interaction with each other

12.6. VILLAGE EDUCATION COMMITTEE

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

Village Education Committee will look after the infrastructural needs and support for effective administration of the schools in the village.

The committee will survey and identify non-school going children in the village and will assist them by giving proper support and arrangements for their admission in the school

12.7. DISTRICT PROJECT OFFICE (DPO)

District Project Office (DPO) will be established in the districts at the District Headquarters. The District Education Officer will be the ex-officio district project co-

ordinator. He will be assisted by Sub-Divisional Education Officer who is also an Addl Project Co ordinator, who will be appointed by the Department of School Education, Government of Mizoram. In consultation with the district co-ordinator under the chairmanship of Deputy Commissioner who is the chairman of the District SSA. The Addl. Project Co-ordinator will carryout the power and responsibilities of the various initiatives for UEF in the District. CEOs are field staffs, SDEOs is the controlling officer who co-ordinate the activities of all the circles under his jurisdiction.

It is important to note here that in the administrative set up and division of powers, the elementary education in the district is directly under the SDPO and CEOs. High Schools and Higher Secondary Schools are under the District Education Officer (DEO). The DEO office is presently situated at Aizawl which is very inconvenient for Kolasib District. Since, the district is a separate unit of planning and implementation of SSA in Mizoram. It is pertinent to suggest here that DEO Office be established within Kolasib District immediately.

However, in the present context of the situation the Sub-Divisional Education Officer is the ex-officio additional project co-ordinator of Kolasib District. All programmes under SSA is being co-ordinated from the DPO at Kolasib in close consultation with the Deputy Commissioner of Kolasib District and the District Education Officer (DEO) Aizawl West working in close contact with the Circle Education Officers and faculty of DIET.

Staff in pattern in the DPO and fixation of corresponding salaries are as follows:-

Table no. 12.1. Staff of District Project Office, Kolasib

Sl No	Staffs of DPO	No	Salary of Staffs to be revised annually	
			Fixation of Pay	Total Emolument
1.	Academic Monitoring Officer	1	6500-10500	10350/-
2.	Community Mobilization Officer	1	6500-10500	10350/-
3.	Child Development Officer	1	6500-10500	10350/-
4.	Account Officer	1	6500-10500	10350/-
5.	Assistant Engineer	1	5500-9000	8700/-
6.	UDC	1	5000-8000	7950/-
7.	LDC	2	4000-6000	6300/-
8.	Attendants (IV Grade)	2	2650-4000	3743/-
	TOTAL	10		78136/-

Explanation of Pay fixation in accordance with the State norms :-

DA is calculated at the rate of 45% which is presently enjoyed under the State.

HRA at the rate of 5%.

S CA as per state norms.

12.8. FUNCTIONAL ASPECT OF DPO

Development of Annual work plan and budget in decentralized participator mode.

Implementation of all the activities and submit reports to state project Officer from time to time

Publication fo the reports, News letter, etc.

INPUTS

The District Project Officer will be located at the District Headquarters in a rente building The DPO will be supported with required furniture, equipment, salarie vehicles also with stationery and other contingencies.

12.9. FLOW OF FUND

The process of funding will be from state project office (SPO) to District Project Office (DPO) through committee Accounts payee cheque or account payee DD.

All funds from DPO executing agencies like school committee, village committee, Circle committee, Cluster Committee will be through account payee cheque or account payee DD.

Accounts will be maintained as per the statutory requirement for societies Reports will be sent to SPO as per requirements.

Pre-audit of all expenditures by DPO.

Timely audit annually by the auditor appointed by the Executive Committee.

Annual audit by Chartered Accountant/Accountant General

12.10. EXPENDITURE PAYMENT WILL BE SANCTIONED BY :-

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

12.11. BANK TRANSACTION WILL BE MADE BY :-

Authorized signatory/signatories

With delegated competence

Based on competent sanction

12.12. IN ALL FINANCIAL TRANSACTIONS

Prudence

Cost effectiveness

Transparency will be maintained

CHAPTER – XIII

BUDGET FOR PERSPECTIVE 9 YEARS (2002-2010)

Introduction : Sarva Shiksha Abhiyan Perspective budget for Kolasib district has been prepared for 9 years only (2002-2010). Budget for 2001-2002 has been already approved and sanctioned vide GOI's no. F. 9- 9/2001- DPEP of 28.2.2002. The annual budget for Kolasib district under SSA for the year 2001-2002 as approved is shown below :

Recommended annual work plan budget for 2001-2002

Sl.No.	Items	Amount (Rs in Lakhs)
1.	Civil works	28.300
2.	Management cost	4.400
3.	School grant	2.300
4.	Teachers grant	2.665
5.	Teachers' training	3.731
6.	Research & Evaluation etc.	0.918
7.	BRC	4.746
8.	CRC	1.250
9.	Community training	0.192
10.	IED	1.188
11.	Free Text Books	12.095
12.	Innovation	24.234
	TOTAL	86.019

Source : GOI's no. F.9- 9/2001-DPEP. of 28.2.2002

The above annual work plan and budget for 2001-2002 is scheduled to be implemented for the month of January, March and April 2002.

Intervention-wise perspective 9 years budget for Kolasib district along with implementation schedule is shown in the continuing page.

BUDGET-WISE SUMMARY FOR FORTY EIGHTIVE YEARS
KOLASIB DISTRICT : MIZORAM

INTERVENTION-WISE BUDGET ESTIMATES FOR KOLASIB DISTRICT .

(Rs. in lakhs)

Sl No	Intervention name	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	Total
1	Project management	23.339	21.167	23.834	22.663	25.331	24.158	27.227	26.055	28.723	221.497
2	Planning	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	9.000
3	Research, evaluation, supervision & monitoring	25.550	19.390	19.538	19.923	20.071	20.219	20.618	20.766	21.093	187.168
4	Community mobilization & participation	7.192	4.192	4.192	4.192	4.192	4.192	4.192	4.192	4.192	40.728
5	Access and alternative schooling	42.367	66.582	69.441	97.556	102.007	107.471	141.282	147.649	175.781	950.136
6	Pedagogy & school improvement	116.072	111.019	108.586	113.151	110.804	111.563	116.581	114.233	117.908	1019.917
7	Civil works	113.750	114.515	112.325	118.675	108.625	107.475	111.225	115.600	119.080	1021.270
8	Education of focus of groups.	17.160	10.648	10.648	10.648	13.464	10.648	10.648	10.648	13.464	107.976
	A. Early childhood care and education B. Children with special education need.	1.248	1.476	1.536	1.596	1.656	1.716	1.776	1.836	1.896	14.736
	TOTAL	18.408	12.124	12.184	12.244	15.120	12.364	12.424	12.484	15.360	122.712
9	INNOVATIONS	50.000	50.000	50.000	50.000	50.000	50.000	50.000	50.000	50.000	450.000
	GRAND TOTAL	394.378	397.641	398.704	436.960	434.658	435.902	481.961	489.343	530.453	4000.000
	Percentage of management	5.92%	5.32%	5.99%	5.19%	5.83%	5.54%	5.65%	5.32%	5.41%	5.54%
	Percentage of Civil works	28.84%	28.80%	28.17%	27.16%	25.00%	24.65%	23.08%	23.62%	22.45%	25.53%
	Focus Group	4.67%	3.05%	3.05%	2.80%	3.48%	2.83%	2.58%	2.55%	2.90%	3.07%
	Innovations	12.68%	12.57%	12.54%	11.44%	11.50%	11.47%	10.37%	10.22%	9.42%	11.25%
	Percentage of Quality improvement	47.89%	50.26%	50.25%	53.41%	54.19%	55.51%	58.32%	58.29%	59.82%	54.61%

The distribution of the total budget estimate for Kolasib district is presented in the following diagram as :-

• Management cost	-	Rs	221.497	lakhs
• Civil works	-	Rs.	1021.270	lakhs
• Edn. of Focus group	-	Rs	122.712	lakhs
• Innovations	-	Rs	450.000	lakhs
• <u>Quality improvement</u>	-	Rs	2184.521	lakhs
Total	-	Rs	4000.000	lakhs

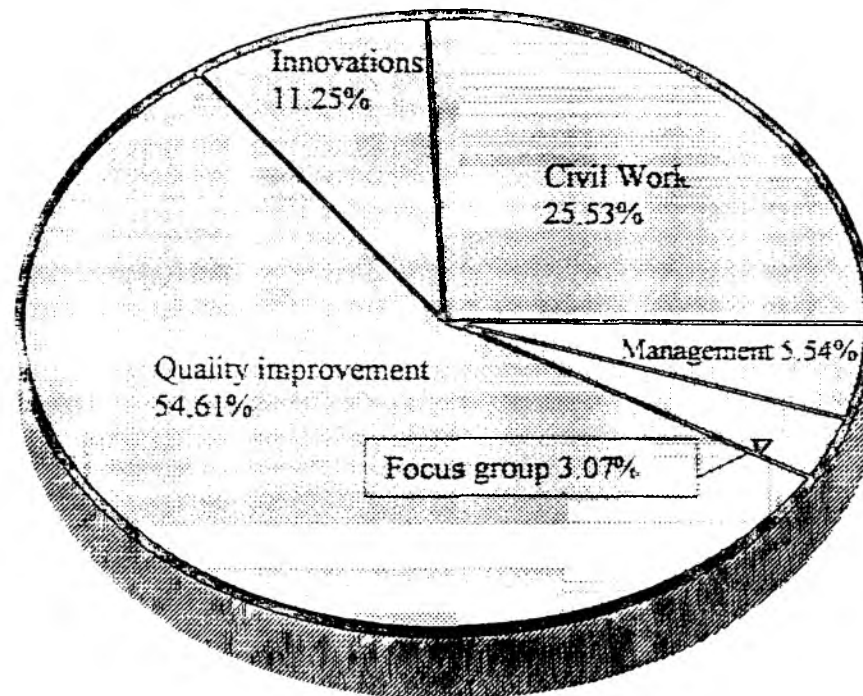


Figure 13.1

KOLASIB DISTRICT : MIZORAM

INTERVENTION NAME : PROJECT MANAGEMENT

(Rupees in lakhs)

Items	Unit Cost	2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		TOTAL	
		Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin
Rent for DPO	0.100	1	1.200	1	1.200	1	1.200	1	1.200	1	1.200	1	1.200	1	1.200	1	1.200	1	1.200	-	10.800
Salary for DPO staffs	-	10	9.469	10	10.169	10	10.868	10	11.569	10	12.269	10	12.968	10	13.669	10	14.369	10	15.069	-	110.419
Water electricity, telephone etc	0.050	-	0.600	-	0.600	-	0.600	-	0.600	-	0.600	-	0.600	-	0.600	-	0.600	-	0.600	-	5.400
DPO Consumable	0.500	-	0.500	-	0.500	-	0.500	-	0.500	-	0.500	-	0.500	-	0.600	-	0.600	-	0.600	-	4.800
Printing of modules	0.500	-	0.500	-	0.500	-	0.500	-	0.500	-	0.500	-	0.500	-	0.600	-	0.600	-	0.600	-	4.800
Documentation at DPO	0.500	-	0.500	-	0.500	-	0.500	-	0.500	-	0.500	-	0.500	-	0.600	-	0.600	-	0.600	-	4.800
Maintenance of equipment at DPO	0.200	-	0.200	-	0.200	-	0.200	-	0.200	-	0.200	-	0.200	-	0.200	-	0.200	-	0.200	-	1.800
TA & DA for DPO Staffs	-	-	0.600	-	0.600	-	0.600	-	0.600	-	0.600	-	0.600	-	0.600	-	0.600	-	0.600	-	5.400
Exposure visit for CRC & CLRC *	0.050	13	0.650	13	0.650	13	0.650	13	0.650	13	0.650	13	0.650	13	0.650	13	0.650	13	0.650	-	5.850
Circle level workshop on TLM	0.500	3	1.500	-	-	3	1.500	-	-	3	1.500	-	-	3	1.500	-	-	3	1.500	-	7.500
Orientation training to CRPs on management Micro-planning & School mapping, etc.	0.0007	60	0.420	-	-	60	0.420	-	-	60	0.420	-	-	60	0.420	-	-	60	0.420	-	2.100
Hire of Vehicle for CRPs	0.010	220	2.200	220	2.200	220	2.200	220	2.200	220	2.200	220	2.200	220	2.200	220	2.200	220	2.200	-	19.800
Maintenance of EMIS	0.100	1	0.100	1	0.100	1	0.100	1	0.100	1	0.100	1	0.100	1	0.100	1	0.100	1	0.100	-	0.900
EMIS Stationery	1.000	1	1.000	1	1.000	1	1.000	1	1.000	1	1.000	1	1.000	1	1.000	1	1.000	1	1.000	-	9.000
Salary of MIS Operators	0.050	2	1.200	2	1.248	2	1.296	2	1.344	2	1.392	2	1.440	2	1.488	2	1.536	2	1.584	-	12.528
POL	0.500	-	0.500	-	0.500	-	0.500	-	0.500	-	0.500	-	0.500	-	0.600	-	0.600	-	0.600	-	4.800
Consultant	0.050	2	1.200	2	1.200	2	1.200	2	1.200	2	1.200	2	1.200	2	1.200	2	1.200	2	1.200	-	10.800
TOTAL			23.339	-	21.167	-	23.834	-	22.663	-	25.331	-	24.158	-	27.227	-	26.055	-	28.723	-	221.497

* CRC - Circle Resource Centre CLRC - Cluster Resource Centre.

**PROPOSED BUDGET FOR PERSPECTIVE 9 YEARS
KOLASIB DISTRICT : MIZORAM**

INTERVENTION NAME : PLANNING

(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	
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin
1	Planning exercise	0.025	40	1.000	40	1.000	40	1.000	40	1.000	40	1.000	40	1.000	40	1.000	40	1.000	40	1.000	-	9.000
	TOTAL	0.100		1.000		1.000		1.000		1.000		1.000		1.000		1.000		1.000		1.000	-	9.000

**PROPOSED BUDGET FOR PERSPECTIVE 9 YEARS
KOLASIB DISTRICT : MIZORAM**

INTERVENTION NAME : RESEARCH, EVALUATION, SUPERVISION AND MONITORING

(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	
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin
1	Monitoring & Supervision by resources person for circles	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
2	School based research evaluation supervision & monitoring.	0.014	124	1.736	132	1.848	132	1.848	141	1.974	141	1.974	141	1.974	150	2.100	150	2.100	156	2.184	-	17.738
3	Updating of household survey	-	-	0.400	-	0.500	-	0.600	-	0.700	-	0.800	-	0.900	-	1.000	-	1.100	-	1.200	-	7.200
4	Classroom observation.	0.010	124	1.240	132	1.320	132	1.320	141	1.410	141	1.410	141	1.410	150	1.500	150	1.500	156	1.560	-	12.670
5	Orientation of surveyors on household survey (2 days x Rs 70)	-	164	0.574	164	0.574	164	0.574	170	0.595	170	0.595	170	0.595	180	0.630	180	0.630	190	0.665	-	5.432
6	MIS equipment for CRC	0.500	3	1.500	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1.500
7	Computer stationary for CRC.	0.500	3	1.500	3	1.500	3	1.500	3	1.500	3	1.500	3	1.500	3	1.500	3	1.500	3	1.500	-	13.500
8	Maintenance of MIS equipment at CRC.	0.100	3	0.300	3	0.300	3	0.300	3	0.300	3	0.300	3	0.300	3	0.300	3	0.300	3	0.300	-	2.700
9	Computers and peripherals for CLRCs.	0.500	10	5.000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5.000
10	Maintenance of computer at CLRCs.	0.100	10	1.000	10	1.000	10	1.000	10	1.000	10	1.000	10	1.000	10	1.000	10	1.000	10	1.000	-	9.000
11	Internet facility.	-	1	1.000	1	1.000	1	1.000	1	1.000	1	1.000	1	1.000	1	1.000	1	1.000	1	1.000	-	9.000
	TOTAL	-	-	17.250	-	11.042	-	11.142	-	11.479	-	11.579	-	11.679	-	12.030	-	12.130	-	12.509	-	110.740

**PROPOSED BUDGET FOR PERSPECTIVE 9 YEARS
KOLASIB DISTRICT : MIZORAM**

INTERVENTION NAME : ACCESS AND 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	
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin
1	Shed Rent for AS.	0.010	44	5.280	44	5.280	44	5.280	44	5.280	44	5.280	44	5.280	44	5.280	44	5.280	44	5.280	-	47.520
2	Grant for AS.	0.020	44	0.880	44	0.880	44	0.880	44	0.880	44	0.880	44	0.880	44	0.880	44	0.880	44	0.880	-	7.920
3	Honorarium for AS volunteer instructors.	0.020	44	10.560	44	10.560	44	10.560	44	10.560	44	10.560	44	10.560	44	10.560	44	10.560	44	10.560	-	95.040
4	Training of AS Volunteer instructor for 40 days @ Rs.50	-	44	0.440	44	0.440	44	0.440	44	0.440	44	0.440	44	0.440	44	0.440	44	0.440	44	0.440	-	4.400
5	TLM & equipment for AS	0.020	44	0.880	-	-	-	-	-	-	-	-	44	0.880	-	-	-	-	-	-	-	1.760
6	Text book grant to AS student	0.0015	610	0.915	610	0.915	610	0.915	305	0.458	305	0.458	305	0.458	305	0.458	305	0.458	-	-	-	5.035
7	Salary for new LPS teachers.	-	8	6.048	16	12.778	16	13.479	28	24.848	28	26.141	28	27.468	40	41.184	40	43.176	48	54.250	-	249.382
8	Salary for upgraded LPS and new LPS teachers.	-	16	16.704	32	35.509	32	37.667	44	54.870	44	58.028	44	61.285	56	82.260	56	86.635	64	104.141	-	537.099
9	Contingency fund for AS.	0.005	44	0.220	44	0.220	44	0.220	44	0.220	44	0.220	44	0.220	44	0.220	44	0.220	44	0.220	-	1.980
	TOTAL	-	-	42.367	-	66.582	-	69.441	-	97.556	-	102.007	-	107.471	-	141.282	-	147.649	-	175.781	-	950.136

**PROPOSED BUDGET FOR PERSPECTIVE 9 YEARS
KOLASIB DISTRICT : MIZORAM**

INTERVENTION NAME : PEDAGOGY AND 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		
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	
1	School grant	0.320	120	2.400	124	2.480	132	2.640	141	2.820	141	2.820	141	2.820	150	3.000	150	3.000	156	3.120	-	25.100	
2	Teachers grant	0.005	561	2.805	585	2.925	585	2.925	609	3.045	609	3.045	609	3.045	633	3.165	633	3.165	649	3.245	-	27.365	
3	Free text book	0.0015	10540	15.810	12795	19.193	13301	19.952	13807	20.710	14314	21.471	14820	22.230	15327	22.991	15834	23.751	16340	24.510	-	190.618	
4	Teachers training in activity based teaching @ Rs 70x20 days		561	7.854	585	8.190	585	8.190	609	8.526	609	8.526	609	8.526	633	8.862	633	8.962	649	9.086	-	76.622	
5	Orientation & Training of circle resource persons @ Rs 70x5 days		60	0.210	60	0.210	60	0.210	60	0.210	60	0.210	60	0.210	60	0.210	60	0.210	60	0.210	-	1.890	
6	Orientation & training of cluster resource persons @ Rs 70x5 days		80	0.280	80	0.280	60	0.280	60	0.280	60	0.280	60	0.280	60	0.280	60	0.280	60	0.280	-	2.520	
7	TLM grant to new LPS	0.100	4	0.400	4	0.400	-	-	6	0.600	-	-	-	-	6	0.600	-	-	4	0.400	-	2.400	
8	TLM grant to upgraded school	0.500	4	2.000	4	2.000	-	-	3	1.500	-	-	-	-	3	1.500	-	-	2	1.000	-	8.000	
9	Furniture grant for CRC/BRC	1.000	-	1.000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1.000	
10	60 days refresher course for new LPS teachers @ Rs 70x60 days		8	0.336	8	0.336	-	-	12	0.504	-	-	-	-	12	0.504	-	-	8	0.336	-	2.016	
11	60 days refresher course for upgraded new UPS teachers @ Rs 70 x 60 days		16	0.672	15	0.672	-	-	12	0.504	-	-	-	-	12	0.504	-	-	8	0.336	-	2.688	
12	Salary for Circle/Block resource person	0.100	60	72.000	60	72.000	60	72.000	60	72.000	60	72.000	60	72.000	60	72.000	60	72.000	60	72.000	60	72.000	648.000
13	Fixed pay for LDC at CLRC	0.050	10	6.000	10	6.000	10	6.000	10	6.000	10	6.000	10	6.000	10	6.000	10	6.000	10	6.000	10	6.000	54.000
14	Training of headmasters & headteachers of UPS & LPS I school management & admin @ 70 x 10 days		120	0.840	124	0.866	132	0.924	141	0.987	141	0.987	141	0.987	150	1.500	150	1.500	156	1.920	-	10.513	
15	Library & equipment for CRC/BRC	1.000	3	3.000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3.000	
16	Library & Equipment for CLRC	0.500	10	5.000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5.000	
17	Workshop on pupils assessment procedure at circle level @ 70 x 20 Days		60	0.840	60	0.840	60	0.840	60	0.840	60	0.840	60	0.840	60	0.840	60	0.840	60	0.840	-	7.560	
18	Contingency grant to CRC/BRC	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	
19	Contingency grant to CLRC(Cluster)	0.025	10	0.250	10	0.250	10	0.250	10	0.250	10	0.250	10	0.250	10	0.250	10	0.250	10	0.250	-	2.250	
	TOTAL	-	-	122.072	-	117.019	-	114.586	-	119.151	-	116.804	-	117.563	-	122.581	-	120.233	-	123.908	-	1073.917	

KOLASIB DISTRICT : MIZORAM

INTERVENTION NAME : CIVIL WORKS

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		
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	
1	Constn Of CLRC	6 000	3	18 000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	18 000	
2	Constn Of CLRC	2 000	4	8 000	4	8 000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	16 000	
3	Constn of new LPS	1 500	4	6 000	4	6 000	-	-	6	9 000	-	-	-	-	6	9 000	-	-	4	6 000	-	36 000	
4	Constn of addl rooms for upgraded LPS	1 000	16	16 000	16	16 000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	32 000	
5	Reconstn Of UPS	2 500	10	25 000	3	7 500	-	-	-	-	3	7 500	3	7 500	-	-	3	7 500	-	-	-	55 000	
6	Reconstn of LPS	1 500	10	15 000	10	15 000	9	13 500	-	-	5	7 500	5	7 500	-	-	3	7 500	-	-	-	66 000	
7	Repair & maintenance of UPS	0 050	43	2 150	47	2 350	51	2 550	51	2 550	54	2 700	54	2 700	54	2 700	57	2 850	59	2 950	-	23 500	
8	Repair & maintenance of LPS	0 050	73	3 650	77	3 850	81	4 050	87	4 350	87	4 350	87	4 350	93	4 650	93	4 650	97	4 850	-	38 750	
9	Constn of new UPS	2 500	-	-	-	-	-	3	7 500	-	-	-	-	3	7 500	-	-	-	-	2	5 000	-	20 000
10	Constn of workshed-cum-Store-room for UPS	1 000	-	-	10	10 000	10	10 000	20	20 000	4	4 000	5	5 000	5	5 000	3	3 000	2	2 000	-	59 000	
11	Toilet for upgraded LPS & new UPS	0 150	-	-	4	0 600	4	0 600	-	-	3	0 450	-	-	-	-	3	0 450	2	0 300	-	2 400	
12	Toilet for new LPS	0 150	-	-	4	0 600	4	0 600	-	-	6	0 900	-	-	-	-	6	0 900	4	0 600	-	3 600	
13	Drinking water for upgraded LPS & new LPS	0 200	-	-	4	0 800	4	0 800	-	-	3	0 600	-	-	-	-	3	0 600	2	0 400	-	3 200	
14	Drinking water for new LPS	0 200	-	-	4	0 800	4	0 800	-	-	6	1 200	-	-	-	-	6	1 200	4	0 800	-	4 800	
15	Constn of recreational room-cum-library for UPS	1 000	-	-	10	10 000	10	10 000	20	20 000	4	4 000	5	5 000	5	5 000	3	3 000	2	2 000	-	59 000	
16	Constn of workshed-cum-store-room for LPS	1 000	5	5 000	5	5 000	20	20 000	-	-	16	16 000	20	20 000	20	20 000	11	11 000	10	10 000	-	107 000	
17	Constn of recreational room-cum-library for LPS	1 000	-	-	5	5 000	10	10 000	5	5 000	5	5 000	12	12 000	20	20 000	20	20 000	20	20 000	-	97 000	
18	Constn of fencing for UPS & LPS	0 500	10	5 000	10	5 000	10	5 000	20	10 000	20	10 000	20	10 000	20	10 000	20	10 000	26	13 000	-	78 000	
19	Renovation of UPS building	1 000	2	2 000	3	3 000	20	20 000	15	15 000	20	20 000	15	15 000	10	10 000	10	10 000	20	20 000	-	115 000	
20	Renovation of LPS building	1 000	5	5 000	10	10 000	10	10 000	12	12 000	20	20 000	14	14 000	10	10 000	30	30 000	30	30 000	-	141 000	
21	Construction of Playground/Playhouse for LPS & UPS	0 295	10	2 950	17	5 015	15	4 425	45	13 275	15	4 425	15	4 425	25	7 375	10	2 950	4	1 180	-	46 020	
	TOTAL	-	-	113 750	-	114 515	-	112 325	-	118 675	-	108 625	-	107 475	-	111 225	-	115 600	-	119 080	-	1021 270	

**PROPOSED BUDGET FOR PERPSECTIVE 9 YEARS
KOLASIB DISTRICT : MIZORAM**

INTERVENTION NAME : EDUCATION OF FOCUSSED GROUP a) EARLY CHILDHOOD CARE AND EDUCATION

(Rs. 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	
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin
1	Set rent for ECCE centre	0.010	44	0.440	44	0.440	44	0.440	44	0.440	44	0.440	44	0.440	44	0.440	44	0.440	44	0.440	-	3.960
2	Induction training to ECCE workers & helpers @ Rs 70 x 60 days	-	88	3.696	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3.966
3	Honorarium for ECCE workers	0.010	44	5.280	44	5.280	44	5.280	44	5.280	44	5.280	44	5.280	44	5.280	44	5.280	44	5.280	-	47.520
4	Honorarium for ECCE helpers	0.007	44	3.696	44	3.696	44	3.696	44	3.696	44	3.696	44	3.696	44	3.696	44	3.696	44	3.696	-	33.264
5	TLM & Equipment for ECCE centres	0.050	44	2.200	-	-	-	-	-	-	44	2.200	-	-	-	-	-	-	44	2.200	-	6.600
6	TLM workshop for ECCE workers @ Rs.70 x 10 days	-	44	0.616	-	-	-	-	-	-	44	0.616	-	-	-	-	-	-	44	0.616	-	1.848
7	Recurrent orientation training to ECCE workers & helpers @ Rs 70 x 20 days	-	88	1.232	88	1.232	88	1.232	88	1.232	88	1.232	88	1.232	88	1.232	88	1.232	88	1.232	-	11.088
	SUB-TOTAL	-	-	17.160	-	10.648	-	10.648	-	10.648	-	13.464	-	10.648	-	10.648	-	10.648	-	13.464	-	107.976
b) CHILDREN WITH SPECIAL EDUCATIONAL NEEDS																						
3	TLM for special edn of Disabled children	0.012	104	1.248	123	1.476	128	1.536	133	1.596	136	1.656	143	1.716	148	1.776	153	1.836	158	1.896	-	14.736
	SUB-TOTAL	-	-	1.248	-	1.476	-	1.536	-	1.596	-	1.656	-	1.716	-	1.776	-	1.836	-	1.896	-	14.736
	GRAND TOTAL	-	-	18.408	-	12.124	-	12.184	-	12.244	-	15.120	-	12.364	-	12.424	-	12.484	-	15.360	-	122.712

INTERVENTION NAME : PROJECT MANAGEMENT

Rupees in lakhs)

Sl No	Items	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
1	Rent for DPO	√	√	√	√	√	√	√	√	√
2	Salary for DPO staffs	√	√	√	√	√	√	√	√	√
3	Water, electricity, telephone etc	√	√	√	√	√	√	√	√	√
4	DPO Consumable	√	√	√	√	√	√	√	√	√
5	Printing of modules	√	√	√	√	√	√	√	√	√
6	Documentation at DPO	√	√	√	√	√	√	√	√	√
7	Maintenance of equipment at DPO	√	√	√	√	√	√	√	√	√
8	TA & DA	√	√	√	√	√	√	√	√	√
9	Exposure visit for CRC & CLRC	√	√	√	√	√	√	√	√	√
10	Circle level workshop on TLM	√								
11	Orientation training to CRPs on management, Micro- planning & School mapping, etc.	√	-	√	-	√	-	√	-7	√
12	Hiring of Vehicle for Supervision & Monitoring	√	√	√	√	√	√	√	√	√
13	Maintenance of EMIS	√	√	√	√	√	√	√	√	√
14	EMIS Stationery	√	√	√	√	√	√	√	√	√
15	Salary of MIS Operators	√	√	√	√	√	√	√	√	√
13.	POL	√	√	√	√	√	√	√	√	√
14.	Consultant	√	√	√	√	√	√	√	√	√

IMPLEMENTATION SCHEDULE
PROPOSED BUDGET FOR 9 YEARS KOLASIB DISTRICT, MIZORAM

INTERVENTION NAME : REASERCH, EVALUATION, SUPERVISION AND MONITORING

Sl No	Items	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
1	Monitoring & Supervision by resources person for circles	√	√	√	√	√	√	√	√	√
2	School based research evaluation supervision & monitoring.	√	√	√	√	√	√	√	√	√
3	Updating of household survey	√	√	√	√	√	√	√	√	√
4	Classroom observation.	√	√	√	√	√	√	√	√	√
5	Orientation of surveyors on household survey (2 days x Rs 70)	√	√	√	√	√	√	√	√	√
6	MIS equipment for CRC	√								
7	Computer stationary for CRC.	√	√	√	√	√	√	√	√	√
8	Maintenance of MIS equipment at CRC.	√	√	√	√	√	√	√	√	√
9	Computers and peripherals for CLRCs.	√								
10.	Maintenance of computer at CLRCs	√	√	√	√	√	√	√	√	√
11	Internet facility.	√	√	√	√	√	√	√	√	√

PROPOSED BUDGET FOR 9 YEARS. KOLASIB DISTRICT : MIZORAM

INTERVENTION NAME : ACCESS AND ALTERNATE SCHOOLING

Sl No	Items	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
1	Shed Rent for AS	√	√	√	√	√	√	√	√	√
2	Grant for AS	√	√	√	√	√	√	√	√	√
3	Honorarium for AS volunteer instructors	√	√	√	√	√	√	√	√	√
4	Training of AS Volunteer instructor for 40 days @ Rs 50	√	√	√	√	√	√	√	√	√
5	TLM & equipment for AS	√					√			
6	Text book grant to AS student	√	√	√	√	√	√	√	√	√
7	Salary for new LPS teachers	√	√	√	√	√	√	√	√	√
8	Salary for upgraded LPS and new UPS teachers	√	√	√	√	√	√	√	√	√
9	Contingency fund for AS	√	√	√	√	√	√	√	√	√

~~IMPLEMENTATION SCHEDULE~~
PROPOSED BUDGET FOR 9 YEARS. KOLASIB DISTRICT : MIZORAM

INTERVENTION NAME : CIVIL WORKS

Sl No	Items	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
1	Constn Of CRC	√								
2	Constn Of CLRC	√	√							
3	Contsn.of new LPS.	√	√		√			√		√
4	Constn.of addl rooms for upgraded LPS	√	√							
5	Reconstn. Of UPS	√	√			√	√		√	
6	Reconstn of LPS.	√	√	√		√	√		√	
7	Repair & maintenance of UPS	√	√	√	√	√	√	√	√	√
8	Repair & maintenance of LPS	√	√	√	√	√	√	√	√	√
9	Constn of new UPS				√			√		√
10	Constn of workshed-cum-Store-room for UPS		√	√	√	√	√	√	√	√
11	Toilet for upgraded LPS & new UPS		√	√		√			√	√
12	Toilet for new LPS		√	√		√			√	√
13	Drinking water for upgraded LPS & new UPS		√	√		√			√	√
14	Drinking water for new LPS.		√	√		√			√	√
15	Constn of recreational room-cum-library for UPS		√	√	√	√	√	√	√	√
16	Constn of workshed-cum-store-room for LPS.	√	√	√		√	√	√	√	√
17	Constn of recreational room-cum-library for LPS		√	√	√	√	√	√	√	√
18	Constn of fencing for UPS & LPS	√	√	√	√	√	√	√	√	√
19	Renovation of LPS building	√	√	√	√	√	√	√	√	√
20	Renovation of LPS building	√	√	√	√	√	√	√	√	√
21	Constn Of Playgroud/Playhouse for LPS & LPS	√	√	√	√	√	√	√	√	√

CHAPTER XIV

ANNUAL WORK PLAN AND BUDGET FOR 2002-2003

14.1. INTERVENTION-WISE ACTIVITIES.

The following activities are proposed to be implemented during 2002-2003 and the requirements are reflected through habitation plan. The detailed proposed activities have already been discussed in the perspective plan under various major interventions. The annual work plan and budget along with implementation schedule for 2002-2003 is presented below :

14.1.1. PROJECT MANAGEMENT.

1. Rent for DPO
2. Salary for DPO staffs
3. Water, electricity, telephone etc
4. DPO Consumable
5. Printing of modules
6. Documentation at DPO
7. Maintenance of equipment at DPO
8. T A & DA
9. Exposure visit for CRC & CLRC
10. Circle level workshop on TLM
11. Orientation training to CRPs on management, Micro- planning & School mapping, etc.
12. Hiring of Vehicle for Supervision and Monitoring
13. Maintenance of EMIS
14. EMIS Stationery
15. Salary of MIS Operators
16. POL
17. Consultants

14.1.2. PLANNING.

1. Planning exercise

14.1.3. RESEARCH, EVALUATION, SUPERVISION AND MONITORING.

1. Monitoring & Supervision by resources person for circles
2. Maintenance of EMIS
3. EMIS Stationery
4. Salary of MIS Operators
5. School based research evaluation supervision & monitoring.
6. Updating of household survey
7. Classroom observation.
8. Orientation of surveyors on household survey. (2 days x Rs. 70)
9. MIS equipment for CRCs.
10. Computer stationary for CRCs.
11. Maintenance of MIS equipment at CRCs.
12. Fixed pay for LDC at CLRCs.
13. Computers and peripherals for CLRCs.
14. Maintenance of computer at CLRCs.
15. Internet facility.

14.1.4. COMMUNITY MOBILIZATION AND PARTICIPATION.

1. Orientation training to community leaders.
2. Community mobilization at habitation level.
3. Purchase of Video Camera and VCR for each circle for community mobilization.

14.1.5. ACCESS AND ALTERNATE SCHOOLING.

1. Shed Rent for AS.
2. Grant for AS.
3. Honorarium for AS volunteer instructors.
4. Training of AS Volunteer instructor for 40 days @ Rs.50
5. TLM & equipment for AS.
6. Text book grant to AS student.
7. Salary for new LPS teachers.
8. Salary for upgraded LPS and new UPS teachers.
9. Contingency fund for AS.

14.1.6. PEDAGOGY AND SCHOOL IMPROVEMENT.

1. School grant
2. Teachers grant
3. Free text book
4. Teachers training in activity based teaching @ Rs.70x20 days.
5. Orientation & Training of circle resource persons @ Rs.70x5 days.
6. Orientation & training of cluster resource persons @ Rs.70x5 days.
7. TLM grant to new LPS.
8. TLM grant to upgraded school.
9. Furniture grant for CRC/BRC
10. 60 days refresher course for new LPS teachers @ Rs.70x60 days.
11. 60 days refresher course for upgraded new UPS teachers @ Rs.70 x 60 days.
12. Salary for Circle/block resource person.
13. Training of headmasters & headteachers of UPS & LPS I school management & admn. @
70 x 10 days.
14. Library & equipment for CRC/BRC.
15. Library & Equipment for CLRC.
16. Fix pay for LDC at CLRC.
17. Workshop on pupils assessment procedure at circle level @ 70 x 20 Days.
18. Contingency grant to CRC/BRC.
19. Contingency grant to CLRC(Cluster).

14.1.7.

CIVIL WORKS.

1. Constn. Of CRCs.
2. Constn. Of CLRCs.
3. Conatsn.of new LPS.
4. Constn.of addl.rooms for upgraded LPS
5. Reconstn. Of UPS
6. Reconstn of LPS.
7. Repair & maintenance of UPS
8. Repair & maintenance of LPS
9. Constn of workshed-cum-store-room for LPS.
10. Constn of fencing for UPS & LPS.
11. Renovation of UPS building.
12. Renovation of LPS building.
13. Constn. of Playground/Playhouse for LPS & UPS.

14.1.8. EDUCATION OF FOCUS GROUP.

A) EARLY CHILDHOOD CARE & EDUCATION.

1. Shed rent for ECCE centre.
2. Induction training to ECCE workers & helpers @ Rs 70 x 60 days.
3. Honorarium for ECCE workers.
4. Honorarium for ECCE helpers.
5. TLM & Equipment for ECCE centres.
6. TLM workshop for ECCE workers @ Rs.70 x 10 days.
7. Recurrent orientation training to ECCE workers & helpers @ Rs.70 x 20 days.

B) CHILDREN WITH SPECIAL EDUCATIONAL NEEDS.

1. TLM for special education of Disabled children.

- ~~INNOVATIONS.~~
1. Residential school and hostel for girls.
 2. Computer education for upper primary schools.
 3. Tribal hostels for ST/SC boys.
 4. Community innovation-Conduct of sports at cluster levels.

**ANNUAL WORK PLAN & BUDGET (A.W.P & B) FOR 2002-2003
WITH IMPLEMENTATION SCHEDULE**

INTERVENTION NAME : PLANNING

Sl No	Items	Unit cost	Phycal	Financial	April	May	June	July	August	September	October	November	December	January	February	March
1	Planning exercise	0.100	10	1.000										√	√	√
	TOTAL			1.000												

**ANNUAL WORK PLAN & BUDGET (A.W.P & B) FOR 2002-2003
WITH IMPLEMENTATION SCHEDULE**

INTERVENTION NAME : COMMUNITY MOBILIZATION

Sl No	Items	Unit cost	Phycal	Financial	April	May	June	July	August	September	October	November	December	January	February	March
1	Orientation training to community leaders	-	320	0.192								√				
2	Community mobilization at habitation level	0.100	40	4.000								√				
3	Purchases of Video Camera & VCR for each circle for community mobilization.	1.000	3	3.000	√											
	TOTAL	-	-	7.192												

**ANNUAL WORK PLAN & BUDGET (A.W.P. & B) FOR 2002-2003
WITH IMPLEMENTATION SCHEDULE**

INTERVENTION NAME : PEDAGOGY AND SCHOOL IMPROVEMENT.

Sl No	Items	Unit cost	Physical	Financial	April	May	June	July	August	September	October	November	December	January	February	March
1	School grant		120	2 400		√										
2	Teachers grant	0 005	561	2 805	√											
3	Free text book	0 0015	10780	16 170		√										
4	Teachers training in activity based teaching @ Rs 70x20 days		561	7 854							√					
5	Orientation & Training of circle resource persons @ Rs 70x5 days		60	0 210						√						
6	Orientation & training of cluster resource persons @ Rs 70x5 days		80	0 280					√							
7	TLM grant to new LPS	0 100	4	0 400		√										
8	TLM grant to upgraded school	0 500	4	2 000		√										
9	Furniture grant for CRC/BRC	1 000	1	1 000		√										
10	60 days refresher course for new LPS teachers @ Rs 70x60 days		8	0 336		√	√									
11	60 days refresher course for upgraded new UPS teachers @ Rs 70 x 60 days		16	0 672		√	√									
12	Salary for Circle/block resource person	0 100	60	72 000	√	√	√	√	√	√	√	√	√	√	√	√
13	Training of headmasters & headteachers of UPS & LPS in school management & admn @ 70 x 10 days		120	0 840				√								
14	Library & equipment for CRC/BRC	1 000	3	3 000		√										
15	Library & Equipment for CLRC	0 500	10	5 000		√										
16	Fixed pay for LDC at CLRC	0 050	10	6 000												
17	Workshop on pupils assessment procedure at circle level @ 70 x 20 Days		60	0 840				√								
18	Contingency grant to CRC/BRC	0 125	3	0 375												
19	Contingency grant to CLRC(Cluster)	0 025	10	0 250												
	TOTAL			122.072												

**ANNUAL WORK PLAN & BUDGET (A.W.P & B) FOR 2002-2003
WITH IMPLEMENTATION SCHEDULE**

INTERVENTION NAME : EDUCATION OF FOCUS GROUPS A) EARLY CHILDHOOD CARE & EDUCATION.

Sl No	Items	Unit cost	Phycal	Financial	April	May	June	July	August	September	October	November	December	January	February	March
1	Sned rent for ECCE centre.	0.010	44	0.440	√	√	√	√			√	√				√
2	induction training to ECCE workers & helpers @ Rs 70 x 60 days	-	88	3.696	√											
3	Honorarium for ECCE workers	0.010	44	5.280	√	√	√	√	√	√	√	√	√	√	√	√
4	Honorarium for ECCE helpers	0.007	44	3.696	√	√	√	√	√	√	√	√	√	√	√	√
5	TLM & Equipment for ECCE centres	0.050	44	2.200	√											
6	TLM workshop for ECCE workers @ Rs 70 x 10 days.	-	44	0.616	√											
7	Recurrent orientation training to ECCE workers & helpers @ Rs 70 x 20 days.	-	88	1.232											√	
	SUB-TOTAL			17.160												
B) CHILDREN WITH SPECIAL EDUCATIONAL NEEDS																
8.	TLM for special edn. of Disabled children.	0.012	104	1.248		√										
	SUB-TOTAL			1.248												
	GRAND TOTAL			18.408												

Sl No	Items	Unit cost	Phy	Financial	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
1.	Purchase of Computer and its Peripherals	0.458	20	9.160		√										
2.	Construction of Computer rooms for UPS.	0.200	20	4.000	√											
3.	Training of teachers in computer education @ Rs.70 x 30 days.	-	20	0.420		√										
4.	Contingency fund	0.071	20	1.420												
	TOTAL	-	-	15.000												

INNOVATION : C) TRIBAL HOSTELS FOR ST/SC BOYS.

Sl No	Items	Unit cost	Phy	Financial	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
1.	Construction of hostel buildings.	2.700	3	8.100	√											
2.	Furniture and equipment.	0.500	3	1.500		√										
3.	Water facility	0.500	3	1.500		√										
4.	Toilet facility.	0.500	3	1.500		√										
5.	Honcratum of Warden.	0.010	3	0.300			√	√	√	√	√	√	√	√	√	√
6.	Saiary of Cook.	0.020	3	0.600			√	√	√	√	√	√	√	√	√	√
7.	Water, Electricity, etc. (monthly bills)	0.010	3	0.300			√	√	√	√	√	√	√	√	√	√
8.	Contingency	0.400	3	1.200												
	TOTAL	-	-	15.000												

No A 11013/2/91-EPS
GOVERNMENT OF MIZORAM
EDUCATION & HUMAN RESOURCE DEVELOPMENT
(SCHOOL EDUCATION)

Dated Aizawl, the 15th Oct., '01.

To,

The Director,
School Education
Mizoram.

Subject : Fixation of Norms for posting of Teachers in Primary Schools.
Ref : No A 11013/2/91-EPS Dt. 30.9.99

Sir,

In supersession of this office letter of even No. dt. 30.9.99, I am directed to convey approval of Government for fixation of Norms of the strength of teachers in Primary Schools as follows :-

<u>Sl.No.</u>	<u>Enrolment of pupils</u>	<u>No. of Teachers</u>
1.	21 - 40.....	2 - 3
2.	41 - 100.....	4 - 5
3.	101 - 150.....	5 - 6
4.	151 - 200.....	7 - 8
5.	200 and above.....	8 - 10

No Primary Schools should be opened in any village having less than 15 (*fifteen*) students. However, a village having 15 - 20 students may be look after by the nearest Primary Schools of the village by way of suitable arrangement from the school itself or by appointment of a person under Education Guarantee Scheme under SSA.

In this connection, I am further directed to request you to submit strength of teachers for each Primary Schools based on the above Norms at the earliest.

Yours faithfully,

Sd/

(C LALCHHANDAMA)

Deputy Secretary to the Gov't of Mizoram
Education & Human Resource Development

SCHOOL CALENDAR FOR HIGHER SECONDARY/HIGH/MIDDLE/PRIMARY
SCHOOL IN MIZORAM FOR THE YEAR 2001-2002.

Sl.No.	Date	DAYS	PARTICULARS
1.	2.5.2001	Wednesday	School Re-opening for 2001-2002 Session for all Classes
2.	7.5.2001	Monday	Buddha Purnima
3.	5.6.2001	Tuesday	Milad-Un-Nabi or Id-e-Miland Birthday of Prophet Mohammet)
4.	15.6.2001	Friday	Y M A. Day
5.	3.6.2001	Saturday	Remna Ni
6.	6.7.2001	Friday	MHIP Day
7.	7.8.2001	Tuesday	Last date for 1st Term Exam.
8.	8.8.2001-12.8.2001	Wed-Sunday	Summer Vocation.
9.	13.8.2001	Monday	School Re-open for 2 nd Term
10.	15.8.2001	Wednesday	Independence Day
11.	5.9.2001	Wednesday	Teachers' Day Celebration
12.	2.10.2001	Tuesday	Mahatma Gandhi Birthday
13.	24.10.2001	Wednesday	Maha Ashtami (Additional day for Dussehra)
14.	26.10.2001	Friday	Dussehra (Vijaya Dasami)
15.	14.11.2001	Wednesday	Diwali (Deepavali)

The daily actual effective working hours for Higher Secondary Schools, High Schools and Middle Schools will be 5 1/2 hours and comprehensive and primary school will be 5 hours. The School will start their daily work at 9.00 a.m. or earlier according to local convenience but should ensure that the stipulations of 5 1/2 and 5 hours of active tutorial works on all working days is to be scrupulously followed by all institutions.

The above Calendar should be strictly followed by all institutions. No other holiday shall be declared without prior approval of the Director of School Education, Mizoram. Failure to observe the above calendar shall be viewed seriously. Date and month of HSSLC, HSLC, MSIC, PSLC examinations will be notified by MBSE separately. Detail list of Holidays for January to April 2002 will be issued in due time.

Sd/-
(F. LAI LURA)
Director of School Education,
Mizoram Aizawl

Memo no.F.23015/1/99 DIT(EDN) : Dated Aizawl, the 14th March 2001.

Copy to :-

1. P.S. to Hon'ble Education Minister
2. P.S. to Chief Secretary, Government of Mizoram
3. Secretary to the Government of Mizoram, Department of Education & Human Resource Development (School Education)
4. All Deputy Commissioner, Mizoram.
5. Director, Higher & Technical Education, Mizoram
6. Director, Arts and Culture, Mizoram
7. Director, Sports & Youth Services, Mizoram.
8. Secretary, Mizoram Board of School Education.
9. Principal, DIT, Aizawl/Lunglei/CTE Aizawl.
- 10 All District Education Officers and Sub-Divisional Education Officers. They are requested to circulate the Calendar to all Schools under their respective jurisdiction.
11. E.O., Lai District Council, Lawngtlai/ Mara District Council, Saiha/ Chakma District Council, Chawngte.
12. All Subordinate Offices under School Education Department.
13. Guard File.

Sd/-
(V RALLIANA)
Joint Director of School Education,
Mizoram : Aizawl.

NUMBER OF WORKING DAYS DURING 2001-2002.

FIRST TERM

May	-	21 days
June	-	19 days
July	-	21 days
August	-	<u>5 days</u>
TOTAL	-	66 days

SECOND TERM

August	-	14 days
September	-	20 days
October	-	17 days
November	-	20 days
December	-	<u>10 days</u>
TOTAL	-	81 days

THIRD TERM

January	-	13 days
February	-	18 days
March	-	19 days
April	-	<u>3 days</u>
TOTAL	-	53 days

GRAND TOTAL

FIRST TERM	-	66 days
SECOND TERM	-	81 days
THIRD TERM	-	<u>53 days</u>
TOTAL	-	200 days

CONSOLIDATED SSA SURVEY

APPENDIX II.

VILLAGE INFORMATION

Sl No	NAME OF CIRCLE	No of Household	Occupation								Economic Status			Motorable	Health Centre	Police Station	Whether Electrified or not	PHE Water or Potable	No. of Telephone Connectio	No of NFE Centres	No of Aganwadi Centers	No of Educational Institutions				
			A	B	C	D	E	F	G	H	Low	Middle	High									College	HSS	HS	MS	PS
			4	5	6	7	8	9	10	11	12	13	14									15	16	17	18	19
1	Kawnpui	4176	510	431	3021	10	57	12	124	11	2910	1201	65	17	15	6	17	13	437		33			9	24	39
2	Korasib	4919	913	424	2891	29	254	29	363	16	3455	1247	217	6	5	2	4	5	1424		13	2	1	5	23	33
3	Bikhawthlir	3109	450	320	2145	10	33	18	115	18	2030	1016	63	6	5	3	9	7	823		12			6	14	25
	G. Total	12204	1873	1175	8057	49	344	59	602	45	8395	3464	345	29	25	11	30	25	2684		58	2	1	20	61	97

AGE WISE DISTRIBUTION OF POPULATION

APPENDIX-IV

Sl. No	Name of Circle	No of Households	Population of Children 15 yrs of age			Population of Children Below 3 yrs			Population of Children from 3-5 yrs			Population of Children from 6-14 yrs			Population of Children from 6-14 yrs Reading from I - VII			Population of Children from 6-14 yrs Reading above Class VII			Population of Disable Children From 6 - Reading from ClassI - VII			Out of School Popu. I.e Disable not attar & Children never attending School			Total Popu. Of the Villages		
			Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
1	Kawmpui	4120	7988	7632	15620	692	691	1383	740	708	1448	2130	2184	4314	1895	1947	3842	104	82	186	9	13	22	122	142	264	11550	11215	22765
2	Kolasib	4147	8310	8001	16311	690	702	1392	842	824	1666	2759	2507	5266	2408	2171	4579	78	65	143	18	12	30	255	259	514	12601	12034	24635
	Bilkhawthir	2367	5712	5079	10791	520	504	1024	640	562	1202	1773	1689	3462	1432	1365	2797	34	39	73	26	21	47	281	264	545	8645	7834	16479
G Total		10634	22010	20712	42722	1902	1897	3799	2222	2094	4316	6662	6380	13042	5735	5483	11218	216	186	402	53	46	99	658	665	1323	32796	31083	63879

PUPIL/TEACHER (including Private and Mission School)

APPENDIX V

	No of School								No of Students												Total No		Teachers						
	Lower P/S				Up/M/S				Lower Primary School						Upper Primary School						Students		Lower Primary School						
	Govt	Pvt	T.T	Go	De	Pvt	T.T	Total	Govt.	Pvt	Total	Govt.	Deficit	Pvt.	Total	M	F	M	F	M	F	M	F	Govt.	Pvt.	Total	M	F	M
2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Kawnpui	32	7	39	13	6	5	24	1169	1055	147	120	1315	1175	464	468	174	166	85	69	723	703	2039	1879	51	60	12	23	53	83
Kolasib	23	10	33	8	6	9	23	882	923	466	463	1348	1392	335	337	285	260	261	259	881	856	2229	2248	45	44	24	34	69	78
Bilkhawthir	18	7	25	9	2	4	14	895	803	254	249	1149	1052	332	344	54	32	49	44	435	420	1564	1472	22	29	14	14	36	43
G. Total	73	24	97	29	14	18	61	2946	2782	357	332	3813	3620	1131	1149	513	458	395	372	2039	1979	5852	5599	118	133	50	71	168	204

	Teachers								Teachers								General Qualifications								Prof. Qualification			
	Upper Primary School								ST		SC		Others		Offg.		PG		BA		HSLC		UHSLC		Trained		Untrained	
	Govt.	Def.	Pvt.	Total	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
2	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59
Kawnpui	69	13	30	7	8	6	107	26	164	106		2	6	1	3	3	2	2	49	16	86	63	33	28	149	82	21	27
Kolasib	36	18	31	14	49	33	116	65	178	136	3	1	4	6	1		2	2	77	43	64	59	42	39	130	88	55	55
Bilkhawthir	34	13	10	3	15	16	59	32	88	65	5	6	2	4	2	4	4	3	28	19	52	39	11	14	65	44	30	31
G. Total	139	44	71	24	72	55	282	123	430	307	8	9	12	11	6	7	8	7	154	78	202	161	86	81	344	214	106	113

TABLE OF VILLAGE/HABITATION WISE DROPPED OUT

APPENDIX VI

Sl. NO	Name of Circle	Children in the Age Group												Drop out 6 - 14 years												Total			Reason for Dropped out									
		6 - 14 Yrs				6-14yrs reading				6-14 yrs				6-14 yrs out of				Class in which dropped																				
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	Total	A	B	C	D	E	F	G	H
1	Kawnpur	2130	2184	4314	1895	1947	3842	104	82	186	122	142	264	19	24	17	17	9	9	7	7	5	6	3	4	2	2	62	69	131	18	16	4	40	9	41	1	2
2	Kolasia	2759	2507	5266	2408	2171	4579	78	65	143	255	259	514	22	19	13	8	20	16	13	16	12	13	7	10	14	12	101	94	195	6	15	51	109	9	1	3	1
3	Bilkhawthlr	1773	1689	3462	1432	1365	2797	34	39	73	281	264	545	16	17	6	5	8	6	19	17	5	6	7	6	17	11	78	68	146	2	14		74	6	50		
	G Total	6662	6380	13042	5735	5483	11218	216	186	402	658	665	1323	57	60	36	30	37	31	39	40	22	25	17	20	33	25	241	231	472	26	45	55	223	24	92	4	3

TABLE OF SCHOOL GOING AND DROP OUTS

APPENDIX VII

Sl. NO	Name of Circle	Total Population			POPULATION									School Going Population						
					0-3 Years			3 - 5 Years			6 - 14 Years			General			Disabled			T.T. Gen. & Disabled
		M	F	T.T	M	F	T.T	M	F	T.T	M	F	T.T	M	F	T.T	M	F	T.T	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1	Kawnpui	11550	11215	22765	692	691	1383	740	708	1448	2130	2184	4314	1999	2029	4028	9	13	22	4050
2	Kolasib	12601	12034	24635	690	702	1392	842	824	1666	2759	2507	5266	2486	2236	4722	18	12	30	4752
3	Bilkhawthi	8645	7834	16479	520	504	1024	640	562	1202	1773	1689	3462	1466	1404	2870	26	21	47	2917
G. Total		0	24151	23249	47400	1382	1393	2775	1582	1532	3114	4889	4691	9580	4485	4265	8750	27	25	52

Sl. NO	Name of Circle	Out of School Population									6 - 14 Years			
		Dropped Out			Never attend School			Disabled not attending			Children in			
		M	F	T.T	M	F	T.T	M	F	T.T	Total	Pre-Sch	H/S	Total
1	2	22	23	24	25	26	27	28	29	30	31	32	33	34
1	Kawnpui	62	69	131	47	57	104	13	16	29	264	16	186	202
2	Kolasib	101	94	195	139	141	280	15	24	39	514	89	143	232
3	Bilkhawthi	78	68	146	177	173	350	26	23	49	545	6	73	78
G. Total		241	231	472	363	371	734	54	63	117	1323	111	402	512

TEACHING LEARNING MATERIALS - I

APPENDIX VIII

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

TEACHING - LEARNING MATERIALS - II

APPENDIX IX

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

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